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GRAMMAR QUICK-REFERENCE

AND PRACTICE WORKBOOK

Clear explanations • Original examples • Practical exercises

FOR LEARNERS AND TEACHERS

Use each page as a mini-lesson, classroom reference, revision sheet or independent practice activity.

INSIDE THIS WORKBOOK

- Essential grammar rules
- Natural, everyday examples
- Focused practice worksheets
- Mixed review and answer key

Fluent with Scharntel

By Tilly R.

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HOW TO USE THIS WORKBOOK

Flexible support for lessons, self-study and revision

QUICK REFERENCE + PRACTICE

FOR LEARNERS

1. Read one reference page.
2. Say the examples aloud.
3. Create one example of your own.
4. Complete the matching practice.
5. Check your work in the answer key.

FOR TEACHERS

Use a page as a warm-up, mini-lesson or revision handout. Ask learners to explain the rule in their own words, then personalise the examples before completing the exercises.

A SIMPLE TEACHING ROUTINE

NOTICE: Find the target grammar in the example.
UNDERSTAND: Explain why it is used.
PRACTISE: Complete a controlled exercise.
PERSONALISE: Make a true sentence.
COMMUNICATE: Use the grammar in a short conversation.

REMEMBER

Grammar becomes useful when learners notice it, understand it and use it to communicate.

#

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Thirty-three pages of reference, practice and teaching support

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PARTS OF SPEECH

The eight word groups that build English sentences

QUICK REFERENCE + PRACTICE

Every word has a job. Its job tells you its part of speech.

NOUN

Names a person, place, thing or idea.
Example: The teacher opened the book.

PRONOUN

Replaces a noun.
Example: She explained it clearly.

VERB

Shows an action or state.
Example: The students are learning.

ADJECTIVE

Describes a noun or pronoun.
Example: It was a useful lesson.

ADVERB

Describes how, when or where.
Example: He answered confidently.

PREPOSITION

Shows place, time or direction.
Example: The book is on the desk.

CONJUNCTION

Connects words or ideas.
Example: I practised, so I improved.

INTERJECTION

Expresses a sudden reaction.
Example: Wow! That was helpful.

REMEMBER

In this sentence: The friendly student spoke confidently. Friendly is an adjective; confidently is an adverb.

SVO

BUILDING A CLEAR SENTENCE

Put the essential information in a logical order

QUICK REFERENCE + PRACTICE

A complete sentence normally needs a subject and a verb. Many sentences also include an object or extra information.

BASIC PATTERN

SUBJECT + VERB
The baby laughed.
Our meeting ended.

WITH AN OBJECT

SUBJECT + VERB + OBJECT
Mika wrote an email.
The team solved the problem.

WITH DETAILS

SUBJECT + VERB + OBJECT + PLACE/TIME
She submitted the report at noon.

QUESTIONS

AUXILIARY + SUBJECT + VERB
Did you call the client?
Where does he work?

REMEMBER

Start with the core message. Add details only when they help the listener or reader.

S+P

SUBJECT AND PREDICATE

Find who or what the sentence is about

QUICK REFERENCE + PRACTICE

Every complete sentence has a subject and a predicate. The predicate tells us what the subject does or is.

SUBJECT

The person, place, thing or idea the sentence is about.
The NEW EMPLOYEE arrived early.

PREDICATE

The verb and the information connected to it.
The new employee ARRIVED EARLY.

COMPOUND SUBJECT

Two or more subjects share a predicate.
Aiko AND Ren work remotely.

COMPOUND PREDICATE

One subject has two actions.
Ren CHECKED the figures AND SENT the report.

REMEMBER

Ask two questions: Who or what is this about? What are they doing, or what is true about them?

123

WORD ORDER AND NOUN PHRASES

Keep related words together

QUICK REFERENCE + PRACTICE

English word order carries meaning. Describing words usually appear before the noun they describe.

NOUN PHRASE

DETERMINER + ADJECTIVE + NOUN
a useful guide
those difficult questions

MORE DETAIL

DETERMINER + NUMBER + ADJECTIVE + NOUN
our three new clients

ADVERB POSITION

Frequency adverbs usually come before the main verb.
I usually check my email.

BE + ADVERB

With the verb be, frequency adverbs come after it.
She is always prepared.

REMEMBER

Natural order: We welcomed three new international students - not We welcomed international new three students.

WH

WH-QUESTION WORDS

Choose the word that matches the information you need

QUICK REFERENCE + PRACTICE

WH-questions ask for information rather than a yes or no answer.

WHAT / WHICH

WHAT asks about a thing or idea.
What happened?
WHICH asks you to choose.
Which option do you prefer?

WHO / WHOSE

WHO asks about a person.
Who called?
WHOSE asks about possession.
Whose bag is this?

WHERE / WHEN

WHERE asks about place.
Where do you work?
WHEN asks about time.
When does the class begin?

WHY / HOW

WHY asks for a reason.
Why did you leave?
HOW asks about method or condition.
How did you solve it?

REMEMBER

Use how many with countable nouns and how much with uncountable nouns or prices.

4

THIS, THAT, THESE AND THOSE

Match distance and number

QUICK REFERENCE + PRACTICE

These demonstratives point to people or things. Choose according to singular/plural and near/far.

THIS

One person or thing near you.
This book is useful.

THAT

One person or thing farther away.
That building is the library.

THESE

More than one near you.
These notes are mine.

THOSE

More than one farther away.
Those seats are available.

REMEMBER

This/that + singular noun. These/those + plural noun.

IN

PREPOSITIONS

Show relationships of place, time and movement

QUICK REFERENCE + PRACTICE

Prepositions connect a noun or pronoun to another part of the sentence.

PLACE

AT a specific point: at the station
IN an enclosed area: in the office
ON a surface: on the table

TIME

AT a clock time: at 9:00
ON a day/date: on Monday
IN a month/year: in August

MOVEMENT

TO a destination: go to work
INTO the inside: walk into the room
THROUGH from one side to another

OTHER LINKS

BY a method: by train
WITH a tool: with a pen
FOR a purpose: for practice

REMEMBER

Learn prepositions in complete phrases. Say at work, on time and interested in - not isolated words.

AND

CONJUNCTIONS

Connect words, phrases and clauses

QUICK REFERENCE + PRACTICE

Conjunctions help ideas flow and show the relationship between them.

ADDING

AND adds similar information.
She listened and took notes.
BOTH...AND includes two items.

CONTRASTING

BUT shows contrast.
The task was difficult, but we finished it.
ALTHOUGH introduces an unexpected contrast.

REASON AND RESULT

BECAUSE gives a reason.
We left because it was late.
SO gives a result.
It was late, so we left.

CHOICE

OR presents alternatives.
Would you like tea or coffee?
EITHER...OR connects two choices.

REMEMBER

Because answers Why? So tells us what happened as a result.

TIME

TIME CONNECTORS

Make the order of events easy to follow

QUICK REFERENCE + PRACTICE

Time connectors show when actions happen and how events relate to each other.

BEFORE / AFTER

Finish the form before you submit it.
After we finished, we went home.

WHEN / WHILE

Call me when you arrive.
I took notes while she was speaking.

UNTIL / AS SOON AS

Wait here until I return.
I'll reply as soon as I have an answer.

SEQUENCE

First, check the instructions.
Next, complete the task.
Finally, review your answers.

REMEMBER

Use while for actions happening at the same time; use when for a particular event or moment.

M

MODAL VERBS

Express ability, permission, possibility and obligation

QUICK REFERENCE + PRACTICE

A modal verb is followed by the base form of the main verb: can go, should study, must finish.

CAN / COULD

CAN: present ability or informal permission.
I can help.
COULD: past ability or polite request.
Could you repeat that?

MAY / MIGHT

MAY: permission or possibility.
May I come in?
It may rain.
MIGHT: a less certain possibility.
It might rain later.

MUST / HAVE TO

MUST: strong obligation from the speaker.
You must be careful.
HAVE TO: external rule or necessity.
Staff have to wear badges.

SHOULD

Advice or recommendation.
You should check your work.
Should not warns against an action.
You shouldn't rush.

REMEMBER

Do not add -s or to after a modal: She can speak, not She can speaks or She can to speak.

M/M

MAY AND MIGHT

Talk about possibility with different levels of certainty

QUICK REFERENCE + PRACTICE

May and might are both used for possibility. In everyday English, may often sounds slightly more likely than might.

MAY

A real possibility.
The manager may join us.
It may be difficult to finish today.

MIGHT

A weaker or more uncertain possibility.
The manager might join us.
We might need more time.

PERMISSION

Use MAY for formal permission.
May I ask a question?
Might is not normally used for permission in everyday speech.

NEGATIVE

MAY NOT and MIGHT NOT express negative possibility.
She may not attend.
They might not agree.

REMEMBER

The difference in certainty is often small. Context and tone are more important than a fixed percentage.

HAVE

SHOULD, WOULD AND COULD HAVE

Describe past advice, imagined results and missed possibilities

QUICK REFERENCE + PRACTICE

Use modal + have + past participle when looking back at a past situation.

SHOULD HAVE

A past action was advisable, but it did not happen.
I should have checked the address.

WOULD HAVE

An imagined past result, usually with a condition.
I would have called if I had known.

COULD HAVE

A past possibility or ability that was not used.
We could have taken an earlier train.

FORM

MODAL + HAVE + PAST PARTICIPLE
should have gone
would have helped
could have finished

REMEMBER

In speech, should've, would've and could've sound like 'should of', but the correct written form uses have.

LOT

LOTS OF AND A LOT OF

Express a large quantity naturally

QUICK REFERENCE + PRACTICE

Both expressions mean a large amount or number and work with countable and uncountable nouns.

COUNTABLE NOUNS

lots of emails
a lot of questions
lots of opportunities

UNCOUNTABLE NOUNS

lots of information
a lot of time
lots of work

STYLE

LOTS OF often sounds more conversational. A LOT OF is neutral and common in both speech and informal writing.

FORMAL ALTERNATIVES

Use MANY with countable nouns and MUCH with uncountable nouns in more formal contexts.
Many learners; much research.

REMEMBER

A lot is always two words. Avoid writing alot.

ABC

COMMONLY CONFUSED WORDS

Choose the word that matches the meaning

QUICK REFERENCE + PRACTICE

These words look or sound similar, but they have different meanings and grammatical jobs.

ACCEPT / EXCEPT

ACCEPT = receive or agree to.
I accepted the invitation.
EXCEPT = not including.
Everyone came except Lee.

AFFECT / EFFECT

AFFECT is usually a verb.
Noise affects concentration.
EFFECT is usually a noun.
The change had a positive effect.

LOSE / LOOSE

LOSE = misplace or fail to win.
Don't lose the key.
LOOSE = not tight.
This button is loose.

THEN / THAN

THEN relates to time or order.
Finish, then call me.
THAN makes a comparison.
This is easier than that.

REMEMBER

Their = possession. There = place or existence. They're = they are.

EYE

SEE, LOOK AT AND WATCH

Choose the verb according to attention and duration

QUICK REFERENCE + PRACTICE

All three verbs relate to using your eyes, but they describe different actions.

SEE

Notice naturally, without deliberate effort.
I can see the mountains.
Did you see Maya yesterday?

LOOK AT

Direct your eyes towards something deliberately.
Look at this chart.
She looked at the menu.

WATCH

Observe something for a period of time, especially movement or change.
We watched the match.
Watch how I do it.

QUICK CONTRAST

I saw a bird.
I looked at the bird.
I watched the bird build its nest.

REMEMBER

Look normally needs at before an object: Look at the screen.

TRY

TRY, TRY ON AND TRY OUT

Use the right expression for effort, clothing and testing

QUICK REFERENCE + PRACTICE

The particle changes the meaning of try. Learn each expression as a complete unit.

TRY

Make an effort or attempt something.
Try to arrive early.
I tried calling her.

TRY ON

Put on clothing or accessories to check fit or appearance.
May I try on this jacket?

TRY OUT

Test something to see how well it works.
We tried out the new software.

PATTERNS

TRY TO + verb = make an effort.
TRY + -ing = experiment with a possible solution.
Try restarting the computer.

REMEMBER

Try it on and try it out: object pronouns go between the verb and particle.

TAKE

TAKE PHRASAL VERBS

Build vocabulary by learning the complete expression

QUICK REFERENCE + PRACTICE

Phrasal verbs combine a verb and a particle to create a new meaning.

TAKE OFF

Remove clothing: Take off your coat.
Leave the ground: The plane took off.

TAKE OVER

Gain control or responsibility.
Mina will take over the project.

TAKE UP

Begin a hobby or activity.
He took up photography.
Occupy space or time: The task took up an hour.

TAKE BACK

Return an item or withdraw words.
I took the shirt back.
I take back what I said.

REMEMBER

Record new phrasal verbs with their meanings and one complete example sentence.

DO

COMMON VERB COLLOCATIONS

Use word combinations that sound natural together

QUICK REFERENCE + PRACTICE

A collocation is a group of words that commonly appears together. Learning the complete phrase improves fluency.

HAVE

have breakfast
have a meeting
have a rest
have a chance

DO

do your work
do research
do the dishes
do your best

MAKE

make a decision
make an effort
make progress
make a mistake

TAKE

take a break
take notes
take responsibility
take a seat

REMEMBER

Do not translate collocations word by word. Store and practise them as complete phrases.

NOW

PRESENT TENSES

Describe routines, current actions and present results

QUICK REFERENCE + PRACTICE

Choose the tense according to whether the action is regular, temporary, completed or continuing.

PRESENT SIMPLE

Routine, fact or permanent situation.
I teach online.
Water boils at 100 degrees.

PRESENT CONTINUOUS

Happening now or temporary.
I am preparing a lesson.
She is working from home this week.

PRESENT PERFECT

Past action connected to now.
I have finished the report.
He has visited Japan twice.

PRESENT PERFECT CONTINUOUS

Action continuing until now, with focus on duration.
We have been studying for two hours.

REMEMBER

State verbs such as know, believe and need are not normally used in continuous forms.

PAST

PAST TENSES

Describe completed events and earlier past actions

QUICK REFERENCE + PRACTICE

Use past tenses to show whether an event was complete, in progress or earlier than another past event.

PAST SIMPLE

Completed past action.
We met the client yesterday.

PAST CONTINUOUS

Action in progress at a past time.
I was driving when you called.

PAST PERFECT

Action completed before another past action.
They had left before I arrived.

PAST PERFECT CONTINUOUS

Duration before a past point.
She had been waiting for an hour when the bus came.

REMEMBER

Use the past perfect only when the earlier order needs to be clear. Do not overuse it.

NEXT

FUTURE FORMS

Choose a form that matches the speaker's meaning

QUICK REFERENCE + PRACTICE

English uses several future forms. The choice depends on plans, predictions, arrangements and decisions.

WILL

Instant decision, offer or prediction.
I'll answer the phone.
I think sales will improve.

BE GOING TO

Existing plan or evidence-based prediction.
I'm going to study tonight.
Look at those clouds. It's going to rain.

PRESENT CONTINUOUS

A fixed personal arrangement.
We're meeting the client at ten.

PRESENT SIMPLE

A timetable or official schedule.
The train leaves at 7:15.

REMEMBER

Ask: Is this a decision, plan, arrangement, timetable or prediction? Then choose the form.

FIX

COMMON MISTAKES

Notice the pattern and correct it

QUICK REFERENCE + PRACTICE

Many mistakes become easier to fix when you compare the incorrect and correct patterns.

AGREEMENT

Incorrect: She go to work.
Correct: She goes to work.
Incorrect: He don't agree.
Correct: He doesn't agree.

BE AND AGE

Incorrect: I have 30 years.
Correct: I am 30 years old.
Incorrect: I'm agree.
Correct: I agree.

QUESTIONS

Incorrect: Where you work?
Correct: Where do you work?
Incorrect: What means this?
Correct: What does this mean?

VERB FORMS

Incorrect: I didn't went.
Correct: I didn't go.
Incorrect: I enjoy to read.
Correct: I enjoy reading.

REMEMBER

Correct the pattern, say the new sentence aloud and create one similar sentence of your own.

P

PRACTICE 1: PARTS AND SENTENCES

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Identify the grammar or complete the sentence.

1. Underline the noun: The manager approved the proposal.
2. Circle the adjective: We received helpful feedback.
3. Identify the adverb: The speaker answered calmly.
4. Label the subject and predicate: Our new student arrived early.
5. Put the words in order: yesterday / submitted / Hana / the form.
6. Complete with a suitable conjunction: I was tired, ___ I finished the task.
7. Write one sentence using a pronoun instead of repeating a person's name.
8. Expand this sentence with a place and time: The team met.

P

PRACTICE 2: QUESTIONS AND CONNECTIONS

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Choose the most suitable word or expression.

1. ___ do you live? (What / Where / When)
2. ___ option would you prefer? (What / Which / Whose)
3. I took notes ___ she was explaining the process. (while / until)
4. Call me ___ you arrive. (when / because)
5. ___ documents here belong to me. (This / These)
6. Please leave ___ bag over there on the chair. (that / these)
7. The meeting begins ___ 10:30 ___ Tuesday. (in/on/at)
8. We travelled ___ Cape Town ___ bus. (to/by/with)

P

PRACTICE 3: MODALS AND MEANING

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Complete each sentence with the best modal expression.

1. You ___ check the figures before sending the report. (advice)
2. ___ I ask you a question? (formal permission)
3. The delivery ___ arrive today, but I am not certain. (weak possibility)
4. Staff ___ wear identification badges. (company requirement)
5. I ___ saved the file before closing the program. (past regret)
6. We ___ taken a taxi, but we decided to walk. (unused past possibility)
7. I ___ attended if I had known about the meeting. (imagined result)
8. Rewrite correctly: She can speaks three languages.

P

PRACTICE 4: WORDS THAT CONFUSE

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Select or supply the expression that completes each meaning.

1. The new policy may ___ staff morale. (affect / effect)
2. Everyone attended ___ the finance director. (accept / except)
3. Finish the form, ___ send it to me. (than / then)
4. This cable is ___. Please tighten it. (lose / loose)
5. Please ___ the graph on page five. (see / look at / watch)
6. We ___ the documentary last night. (saw / looked at / watched)
7. May I ___ this jacket? (try / try on / try out)
8. The company will ___ the new system for one month. (try / try on / try out)
9. Complete the collocation: ___ a decision; ___ research; ___ a break.

P

PRACTICE 5: TENSES AND EDITING

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Choose the correct form, then correct the final sentences.

1. I usually ___ at home, but this week I ___ at the office. (work)
2. By the time we arrived, the presentation ___. (start)
3. She ___ for an hour when the client finally called. (wait)
4. Look at those dark clouds. It ___. (rain)
5. The workshop ___ at 9:00 tomorrow. (begin)
6. Correct: He don't understand the instructions.
7. Correct: I didn't received your message.
8. Correct: Where she works?

P

MIXED REVIEW

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Use everything you have reviewed. Some items have more than one step.

1. Write a sentence containing a noun, an adjective, a verb and an adverb. Label each one.
2. Ask a WH-question about someone's workplace and another about their reason for studying English.
3. Write one sentence with because and rewrite it using so.
4. Explain the difference between: I saw the match and I watched the match.
5. Write a sentence with should have and explain what did not happen.
6. Describe a past interruption using the past continuous and past simple.
7. Describe one arrangement and one prediction using different future forms.
8. Correct: Those information are very useful.

KEY

ANSWER KEY: PRACTICE 1-3

Suggested answers for self-checking and classroom review

QUICK REFERENCE + PRACTICE

Practice 1 1 manager/proposal; 2 helpful; 3 calmly; 4 subject: Our new student / predicate: arrived early; 5 Hana submitted the form yesterday; 6 but; 7-8 answers vary.

Practice 2 1 Where; 2 Which; 3 while; 4 when; 5 These; 6 that; 7 at/on; 8 to/by.

Practice 3 1 should; 2 May; 3 might; 4 have to; 5 should have; 6 could have; 7 would have; 8 She can speak three languages.

Teaching note Accept other answers when they are grammatically correct and match the meaning given in brackets.

KEY

ANSWER KEY: PRACTICE 4-5

Suggested answers for self-checking and classroom review

QUICK REFERENCE + PRACTICE

Practice 4 1 affect; 2 except; 3 then; 4 loose; 5 look at; 6 watched; 7 try on; 8 try out; 9 make a decision / do research / take a break.

Practice 5 1 work / am working; 2 had started; 3 had been waiting; 4 is going to rain; 5 begins; 6 He doesn't understand the instructions; 7 I didn't receive your message; 8 Where does she work?

Mixed review 1-7 Answers vary. Check that each response follows the requested grammar pattern and communicates a complete meaning.

Mixed review 8 That information is very useful. Information is uncountable, so use that and is.

TEACH

TEACHER IDEAS

Simple ways to turn reference pages into active lessons

QUICK REFERENCE + PRACTICE

NOTICE

Display one page and ask learners to find the target grammar in the examples before explaining the rule.

PERSONALISE

Learners replace the example details with true information about their own lives, work or interests.

CORRECT

Read an incorrect sentence aloud. Teams identify the problem, correct it and explain the pattern.

COMPARE

Give two similar forms, such as may/might or see/watch. Learners explain how the meaning changes.

SPEAK

Use one grammar target in a 30-second response. Fluency comes first; correction follows afterwards.

CREATE

Learners design three original examples and exchange them with a partner for checking.

FINAL REMINDER

Teach the meaning first, then the form. Learners remember grammar better when it helps them express something real.

GE

GRAMMAR & EXPRESSION TOOLKIT

COLLOCATIONS • COMPARISONS • REPORTED SPEECH

Compact reference pages, practice activities and answers

FOR TEACHERS AND LEARNERS

Build more natural word combinations, understand figurative comparisons and report what another person said.

COLLOCATIONS	Words that naturally belong together
COMPARISON	Metaphors, similes and analogies
REPORTED SPEECH	Statements, questions and commands

Fluent with Scharntel

By Tilly R.

CO

NATURAL ENGLISH: COLLOCATIONS

Words that are commonly used together

CLEAR • NATURAL • PRACTICAL

WHAT IS A COLLOCATION?

A collocation is a natural word partnership. We say make a decision and do research because these combinations sound normal to English speakers.

WHY LEARN THEM?

Learning complete phrases makes speaking and writing faster, clearer and more natural. Do not translate each word separately.

MAKE

a decision • a mistake • progress • an effort • an impression

DO

research • business • homework • your best • someone a favour

TAKE

responsibility • a break • notes • action • a risk

PAY

attention • a compliment • a visit • a fine • respect

HAVE

a conversation • a chance • an idea • trouble • an effect

GIVE

advice • permission • an example • a speech • support

LEARN THE WHOLE CHUNK

Record and practise the complete phrase, not only the verb: make progress, take responsibility, pay attention.

FIG

MEANING THROUGH COMPARISON

Figurative language connects an idea to something familiar

CLEAR • NATURAL • PRACTICAL

METAPHOR - ONE THING IS ANOTHER

A metaphor makes a direct comparison without like or as.
“Time is a thief.” Time does not literally steal, but valuable moments disappear.
“Her voice was velvet.” Her voice sounded smooth and soft.

SIMILE - ONE THING IS LIKE ANOTHER

A simile compares unlike things using like or as.
“He runs like the wind.” He runs very quickly.
“Her smile was as bright as the sun.” Her smile seemed warm and joyful.

ANALOGY - A COMPARISON THAT EXPLAINS

An analogy develops a comparison to clarify an idea.
“Just as a key opens a lock, education opens opportunities.”
“Learning grammar is like learning traffic rules: both help you move smoothly.”

KEY IDEA

Comparisons help readers understand an abstract, emotional or complex idea by connecting it to something easier to imagine.

P

COLLOCATIONS AND COMPARISON PRACTICE

Two skills on one compact practice page

CLEAR • NATURAL • PRACTICAL

A. COLLOCATIONS - CHOOSE THE BEST ANSWER

1. She ___ a decision after thinking carefully.
   A did B made C took
2. He ___ a serious mistake in the report.
   A made B did C took
3. They ___ attention during the lecture.
   A paid B gave C made
4. I need to ___ some research.
   A make B do C take
5. She ___ a strong impression.
   A did B took C made
6. He ___ an effort to improve.
   A made B did C paid
7. The company ___ business overseas.
   A makes B does C takes
8. Please ___ me a favour.
   A make B do C take
9. She ___ responsibility for the error.
   A took B made C did
10. They ___ progress quickly.
    A made B did C took
11. We need to ___ action now.
    A do B make C take
12. Could you ___ me some advice?
    A give B make C pay
13. I always ___ notes in class.
    A do B take C make
14. He ___ a compliment to the chef.
    A paid B took C made
15. Please ___ your best.
    A make B do C take
16. The new rule had an ___ on sales.
    A effort B effect C advice

B. COMPARISONS - IDENTIFY, EXPLAIN OR CREATE

1. Identify: Her words were daggers.
2. Identify: The baby slept like a log.
3. Identify: A good plan is a map for a journey.
4. Explain: The classroom was a zoo.
5. Complete: The water was as clear as ___.
6. Write a metaphor about time.
7. Explain: Learning vocabulary is like building a house; every word is another brick.
8. Change to a simile: His mind was a computer.
9. Change to a metaphor: She sings like an angel.
10. Write a simile about confidence.
11. Write an analogy that explains teamwork.
12. Which form is best for explaining a difficult idea? Why?

SAY

DIRECT AND REPORTED SPEECH

Report the meaning, not always the exact words

CLEAR • NATURAL • PRACTICAL

DIRECT SPEECH

Uses the speaker’s exact words and quotation marks.
Mia said, “I am tired.”
The punctuation belongs with the quoted words.

REPORTED SPEECH

Reports the message without quotation marks.
Mia said that she was tired.
That is often optional after said.

STATEMENTS

Remove quotation marks; choose a reporting verb; change pronouns, time words and tense when needed. “I will help.” → She said that she would help.

NEGATIVES

Keep the negative meaning. “I do not like tea.” → He said that he did not like tea.

NO AUTOMATIC CHANGE

A tense change may be unnecessary when the reporting verb is present or future, or when the statement is still true: She says that the sun rises in the east.

FIRST QUESTION

Who is speaking, who is listening, and when is the report being made? Meaning comes before mechanical changes.

ASK

QUESTIONS, REQUESTS AND COMMANDS

Each sentence type follows a different pattern

CLEAR • NATURAL • PRACTICAL

YES/NO QUESTIONS: ASKED IF OR WHETHER

“Are you ready?” → He asked if I was ready.
“Did they call?” → She asked whether they had called.
Use statement word order after if/whether. Do not keep do, does or did.

WH-QUESTIONS: KEEP THE QUESTION WORD

“Where are you going?” → She asked where I was going.
“What did he buy?” → They asked what he had bought.
Remove the question mark and use subject + verb order.

REQUESTS AND COMMANDS: TELL/ASK + OBJECT + TO

“Close the door.” → He told me to close the door.
“Please help me.” → She asked me to help her.
“Do not waste time.” → He told us not to waste time.

REPORTING VERBS

said + message; told + person + message; asked + question; ordered/advised + person + to-infinitive.

TIME

TENSE AND REFERENCE CHANGES

Common changes when the reporting verb is in the past

CLEAR • NATURAL • PRACTICAL

present simple → past simple

“I work.” → She said she worked.

present continuous → past continuous

“I am working.” → She said she was working.

present perfect → past perfect

“I have finished.” → He said he had finished.

past simple → past perfect

“I went.” → She said she had gone.

will / can / may → would / could / might

“I will come.” → He said he would come.

PRONOUNS DEPEND ON MEANING

I → he/she
my → his/her
you → I/we/they
we → they
Choose the form by identifying the original speaker and listener.

TIME AND PLACE WORDS

now → then
today → that day
tomorrow → the next day
yesterday → the previous day
here → there; this → that

DO NOT CHANGE BLINDLY

If the information is still true or the time and place have not changed, keep the wording that preserves the intended meaning.

!

EMOTION AND COMMON TRAPS

Choose a form that preserves the speaker’s meaning

CLEAR • NATURAL • PRACTICAL

EXCLAMATORY SENTENCES

Remove quotation marks and the exclamation mark. Use a suitable reporting verb or phrase.
“What a beautiful day!” → He exclaimed that it was a beautiful day.
“Alas! I failed.” → She said with sorrow that she had failed.

USEFUL REPORTING CHOICES

exclaimed with joy/surprise/sorrow
complained that...
admitted that...
warned that...
Choose the verb from the context, not from a memorised formula.

WRONG TENSE

He said, “I am happy.” → He said that he was happy.

WRONG PRONOUN

She said, “I am tired.” → She said that she was tired.

QUESTION ORDER

He asked where I was going. Not: where was I going.

WRONG VERB

He told me to wait. Not: He said me to wait.

PUNCTUATION

Reported speech normally has no quotation marks.

P

REPORTED SPEECH PRACTICE

Rewrite, correct or explain each item.

CLEAR • NATURAL • PRACTICAL

1. Change: “I am busy,” Ken said.
2. Change: “We finished the work,” they said.
3. Change: “I will call tomorrow,” Aya said.
4. Change: “Are you hungry?” he asked me.
5. Change: “Where do you live?” she asked.
6. Change: “Did Tom send the email?” I asked.
7. Change: “Please sit down,” the teacher said.
8. Change: “Do not touch that,” Dad said.
9. Change: “What a wonderful surprise!” she said.
10. Correct: He asked where was I going.
11. Correct: She said me that she was tired.
12. Correct: He told that he was ready.
13. Choose: Mia said/told me to wait.
14. Choose: He asked if/that I was ready.
15. Choose: She said she is/was tired yesterday.
16. Report this without changing a universal truth: “Water boils at 100°C.”
17. Write one direct sentence and report it.
18. Explain why pronouns cannot be changed by one fixed rule.

KEY

ANSWER KEY AND TEACHING NOTES

Suggested answers; natural alternatives may also be correct

CLEAR • NATURAL • PRACTICAL

COLLOCATIONS 1-16

1 B made; 2 A made; 3 A paid; 4 B do; 5 C made; 6 A made; 7 B does; 8 B do; 9 A took; 10 A made; 11 C take; 12 A give; 13 B take; 14 A paid; 15 B do; 16 B effect.

COMPARISON PRACTICE

1 metaphor; 2 simile; 3 metaphor; 4 it was noisy/chaotic; 5-7 answers vary; 8 His mind was like a computer; 9 She was an angel when she sang; 10-12 answers vary if the form and explanation are accurate.

REPORTED SPEECH 1-9

1 Ken said that he was busy. 2 They said that they had finished the work. 3 Aya said that she would call the next day. 4 He asked me if I was hungry. 5 She asked where I lived. 6 I asked if Tom had sent the email. 7 The teacher asked us to sit down. 8 Dad told me not to touch that. 9 She exclaimed that it was a wonderful surprise.

REPORTED SPEECH 10-18

10 ...where I was going. 11 She told me... / She said that... 12 He said that... / He told us that... 13 told; 14 if; 15 was. 16 He said that water boils at 100°C. 17-18 answers vary. Check meaning, sentence type, reporting verb, pronouns, tense, reference words and word order.

TEACHER TIP

Use one reference page and one short practice set per lesson. Ask learners to explain the meaning before correcting the grammar.

EV

EVERYDAY GRAMMAR & VOCABULARY

USEFUL STRUCTURES • CLEAR CHOICES • STRONGER WORDS

A compact reference and practice resource

FOR TEACHERS AND LEARNERS

USED TO	Past habits and becoming familiar
TOO / ENOUGH	More than needed or the right amount
DEMONSTRATIVES	This, that, these and those
VOCABULARY	Five useful descriptive words

Fluent with Scharntel

By Tilly R.

USE

USED TO: THREE DIFFERENT IDEAS

Similar forms, different meanings

CLEAR • NATURAL • PRACTICAL

USED TO + BASE VERB - A PAST HABIT OR STATE

Describes something that happened regularly or was true in the past, but is not true now.
I used to walk to school. / She used to be shy.
Negative: I did not use to drink coffee.
Question: Did you use to live here?

BE USED TO + NOUN / -ING

Means “be accustomed to.” The situation already feels normal.
I am used to the heat.
She is used to waking early.
They were used to working together.

GET USED TO + NOUN / -ING

Means “become accustomed to.” It describes the process of adapting.
You will get used to the schedule.
He is getting used to speaking English.

AFTER DID

Use use to, not used to: Did you use to...? / I did not use to...

QUICK DIFFERENCE

used to = past and no longer true • be used to = already familiar • get used to = becoming familiar

2×

TOO, ENOUGH AND DEMONSTRATIVES

Two compact grammar references on one page

CLEAR • NATURAL • PRACTICAL

TOO - MORE THAN NECESSARY

Place too before an adjective or adverb. It often introduces a problem.
The tea is too hot to drink.
This suitcase is too heavy.
He speaks too quickly.
Pattern: too + adjective/adverb (+ to + verb)

ENOUGH - THE RIGHT AMOUNT

Place enough after an adjective or adverb, but before a noun.
The tea is cool enough to drink.
She is old enough to drive.
We have enough time.
Patterns: adjective + enough; enough + noun

THIS, THAT, THESE, THOSE

THIS

one + near
This is my notebook.

THAT

one + far
That building is tall.

THESE

more than one + near
These apples are fresh.

THOSE

more than one + far
Those mountains are beautiful.

POINT OR REFER

Use demonstratives before a noun (those shoes) or alone as pronouns (Those are mine).

WORD

FIVE WORDS FOR PEOPLE AND EXPERIENCES

Meaning, natural use and word stress

CLEAR • NATURAL • PRACTICAL

RESILIENT (ri-ZIL-yent)

Meaning: able to recover after difficulty
Example: She stayed resilient after the setback.

OBSERVANT (ub-ZUR-vuhnt)

Meaning: good at noticing small details
Example: An observant learner notices patterns.

PESSIMISTIC (pes-uh-MIS-tik)

Meaning: expecting an unfavourable result
Example: He felt pessimistic about the plan.

ADAPTABLE (uh-DAP-tuh-buhl)

Meaning: able to adjust to change
Example: Adaptable people try a new approach.

ENGROSSED (en-GROHST)

Meaning: completely absorbed or interested
Example: She was engrossed in her novel.

USE THEM NATURALLY

Describe behaviour, not a permanent label: “He sounds pessimistic today” can be kinder and more accurate than “He is pessimistic.”

P

GRAMMAR AND VOCABULARY PRACTICE

Two skills on one compact worksheet

CLEAR • NATURAL • PRACTICAL

A. GRAMMAR

1. I ___ play outside every afternoon.
2. Did she ___ work here?
3. We did not ___ have online classes.
4. He is used to ___ early. (wake)
5. They got used to ___ the train. (take)
6. I am not used to this cold ___. (weather / weathering)
7. The box is ___ heavy for me to lift.
8. She is confident ___ to speak first.
9. We do not have ___ chairs.
10. He talks ___ quickly for me to follow.
11. ___ pen here is mine.
12. Who owns ___ bicycle over there?
13. ___ flowers beside me smell lovely.
14. Can you see ___ birds in the distance?
15. Correct: I did not used to like tea.
16. Explain: I used to drive / I am used to driving.

B. VOCABULARY IN CONTEXT

1. Mika noticed a tiny spelling error. She is very ___.
2. Although the first plan failed, Jun tried again. He was ___.
3. Sara changed her schedule easily. She is ___.
4. Leo expects every new idea to fail. He sounds ___.
5. I was so ___ in the film that I missed my train.
6. Which word is the opposite of optimistic?
7. Which word describes recovery after rejection?
8. An observant person usually notices ___.
9. An adaptable learner can ___.
10. Write a sentence using engrossed in.
11. Describe something you had to get used to.
12. Compare resilient and adaptable.

SPEAKING EXTENSION

Choose two target words. Ask a partner one natural question with each word, then ask a follow-up question.

MIX

MIXED REVIEW AND TEACHING IDEAS

Use the language in complete, meaningful sentences

CLEAR • NATURAL • PRACTICAL

1. Rewrite: I played tennis regularly in the past, but not now.
2. Choose: I am used to work / working from home.
3. Choose: The soup is too / enough salty.
4. Add enough: We have ___ information to begin.
5. Choose: This / These shoes beside me are new.
6. Choose: That / Those house across the street is empty.
7. Use resilient in a sentence about learning.
8. Use engrossed in a sentence about reading.

FAST CLASSROOM ACTIVITIES

PAST AND NOW: learners compare an old habit with life today.
NEAR OR FAR: point to objects and choose a demonstrative.
TOO OR ENOUGH: describe classroom objects and abilities.
WORD SCENES: act out one vocabulary word for a partner to guess.

CONVERSATION PROMPTS

What did you use to enjoy?
What are you getting used to now?
When can confidence be too high?
Who is the most observant person you know?
What book or activity leaves you engrossed?

TEACH THE CHOICE

Ask learners to explain why a form fits the meaning. Understanding the choice is more useful than memorising one isolated rule.

KEY

ANSWER KEY

Suggested answers; accept accurate natural alternatives

CLEAR • NATURAL • PRACTICAL

GRAMMAR PRACTICE 1-16

1 used to; 2 use to; 3 use to; 4 waking; 5 taking; 6 weather; 7 too; 8 enough; 9 enough; 10 too; 11 This; 12 that; 13 These; 14 those; 15 I did not use to like tea. 16 used to drive = a past habit that ended; am used to driving = driving feels familiar now.

VOCABULARY PRACTICE 1-12

1 observant; 2 resilient; 3 adaptable; 4 pessimistic; 5 engrossed; 6 pessimistic; 7 resilient; 8 small details; 9 adjust to change; 10-12 answers vary. Check that the word fits the meaning and sentence pattern.

MIXED REVIEW 1-8

1 I used to play tennis. 2 working; 3 too; 4 enough; 5 These; 6 That; 7-8 answers vary. “Engrossed” is commonly followed by in: engrossed in a book, task, film or conversation.

FINAL REMINDER

Learners remember grammar and vocabulary more easily when they connect it to a real person, object, habit or experience.

FLUENT WITH SCHARNTEL

Common English Mix-Ups

Four everyday pairs. Small changes that make your meaning clearer.

01 SAY / TELL

Say focuses on the words or message.
Mina **said** that she was ready.

Tell often names the listener.
Mina **told me** that she was ready.

Try: say something to someone; tell someone something.

02 BORROW / LEND

Borrow = receive something temporarily.
Can I **borrow** your pen?

Lend = give something temporarily.
Can you **lend me** your pen?

Remember: borrow from someone; lend something to someone.

03 MUCH / MANY

Much goes with uncountable nouns.
We do not have **much time**.

Many goes with plural countable nouns.
How **many chairs** do we need?

In everyday positive sentences, a lot of works with both.

04 BORED / BORING

Bored describes how someone feels.
I felt **bored** during the film.

Boring describes what causes the feeling.
The film was **boring**.

Compare: interested / interesting; excited / exciting.

YOUR TURN

Choose the correct word. Cover the answers while you try!

1. Please **say / tell** me your name.
2. May I **borrow / lend** your ruler?
3. How **much / many** water is left?
4. This puzzle is **excited / exciting**.

Make it yours: Write one true sentence using a pair from this sheet.

Answers: 1 tell; 2 borrow; 3 much; 4 exciting.

ID

50 EVERYDAY ENGLISH IDIOMS

MEANINGS, EXAMPLES AND PRACTICE

Understand natural expressions and use them with confidence

FOR LEARNERS AND TEACHERS

A clear, practical collection of useful idioms for everyday conversations, work, study and social situations.

INSIDE THIS WORKBOOK

- 50 useful idioms in context
- Meaning and natural example
- Usage categories
- Practice activities and answer key

Fluent with Scharntel

By Tilly R.

HOW TO USE THIS WORKBOOK

Learn idioms through meaning, context and repeated use

MEANING + EXAMPLE + PRACTICE

FOR LEARNERS

1. Read the meaning.
2. Study the example.
3. Say the idiom aloud.
4. Create a true example.
5. Use it in a short conversation.

FOR TEACHERS

Introduce two or three idioms at a time. Ask learners to predict meaning from context, compare situations, personalise examples and role-play natural conversations.

IMPORTANT: USE IDIOMS NATURALLY

Idioms can make English expressive, but too many can sound unnatural. Choose an idiom only when it fits the situation, tone and relationship. Some expressions are informal, so avoid using them in very formal writing unless the context allows it.

REMEMBER

Learn the situation, not only the definition. Context tells you when an idiom sounds natural.

#

IDIOM CATEGORIES

Use the categories to find expressions for different situations

MEANING + EXAMPLE + PRACTICE

CONVERSATION

Everyday responses and social expressions

COMMUNICATION

Listening, clarity and updates

ENCOURAGEMENT

Support, hope and persistence

WORK AND ACTION

Timing, effort and decisions

AGREEMENT

Shared views and understanding

PROBLEMS

Mistakes, limits and solutions

SECRETS AND SURPRISE

Unexpected events and private information

LEARNING AND MEMORY

Understanding, remembering and improving

REMEMBER

The category shows a common use, but many idioms can fit more than one situation.

ID

IDIOMS 1 AND 2

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

1 SO FAR, SO GOOD

MEANING

Everything has gone well until now.

IN A SENTENCE

How is the new system? So far, so good.

USE: EVERYDAY CONVERSATION

2 UNDER THE WEATHER

MEANING

Feeling slightly ill or lacking energy.

IN A SENTENCE

I'm a little under the weather, so I'll rest tonight.

USE: EVERYDAY CONVERSATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 3 AND 4

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

3 IT'S UP TO YOU

MEANING

You are responsible for making the decision.

IN A SENTENCE

We can meet online or in person. It's up to you.

USE: EVERYDAY CONVERSATION

4 WHAT ARE YOU UP TO?

MEANING

What are you doing now or planning these days?

IN A SENTENCE

What are you up to this weekend?

USE: EVERYDAY CONVERSATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 5 AND 6

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

5 HIT THE NAIL ON THE HEAD

MEANING

Describe the exact cause or truth of a situation.

IN A SENTENCE

You hit the nail on the head: we need clearer instructions.

USE: COMMUNICATION

6 A PIECE OF CAKE

MEANING

A task that is very easy.

IN A SENTENCE

The online application was a piece of cake.

USE: DESCRIBING DIFFICULTY

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 7 AND 8

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

7 ONCE IN A BLUE MOON

MEANING

Very rarely.

IN A SENTENCE

We eat at that restaurant once in a blue moon.

USE: TIME AND FREQUENCY

8 SPEAK OF THE DEVIL

MEANING

Used when someone appears while people are discussing them.

IN A SENTENCE

Speak of the devil - we were just talking about you!

USE: EVERYDAY CONVERSATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 9 AND 10

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

9 LET THE CAT OUT OF THE BAG

MEANING

Reveal a secret, usually by accident.

IN A SENTENCE

Ken let the cat out of the bag about the surprise party.

USE: SECRETS AND INFORMATION

10 BREAK THE ICE

MEANING

Help people relax when they first meet.

IN A SENTENCE

The host asked a fun question to break the ice.

USE: SOCIAL SITUATIONS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 11 AND 12

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

11 BETTER LATE THAN NEVER

MEANING

Doing something late is better than not doing it.

IN A SENTENCE

You finally joined the class - better late than never.

USE: ENCOURAGEMENT

12 DON'T GET ME WRONG

MEANING

Do not misunderstand the point I am making.

IN A SENTENCE

Don't get me wrong; I like the idea, but it needs more work.

USE: COMMUNICATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 13 AND 14

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

13 EASIER SAID THAN DONE

MEANING

Simple to suggest but difficult to carry out.

IN A SENTENCE

Speaking every day sounds easy, but it's easier said than done.

USE: DESCRIBING DIFFICULTY

14 THE BALL IS IN YOUR COURT

MEANING

It is your turn to decide or take action.

IN A SENTENCE

I've sent the proposal, so the ball is in your court.

USE: DECISIONS AND ACTION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 15 AND 16

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

15 I'M ALL EARS

MEANING

I am listening carefully and with interest.

IN A SENTENCE

Tell me what happened. I'm all ears.

USE: COMMUNICATION

16 TAKE IT EASY

MEANING

Relax, slow down or avoid becoming upset.

IN A SENTENCE

You've worked hard today. Take it easy this evening.

USE: ADVICE AND ENCOURAGEMENT

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 17 AND 18

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

17 GIVE ME A BREAK

MEANING

Stop pressuring me, or show disbelief at an unreasonable claim.

IN A SENTENCE

Give me a break - nobody can finish that in five minutes.

USE: INFORMAL CONVERSATION

18 YOU MADE MY DAY

MEANING

Something you did made me feel very happy.

IN A SENTENCE

Your kind message really made my day.

USE: FEELINGS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 19 AND 20

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

19 I COULDN'T AGREE MORE

MEANING

I agree completely.

IN A SENTENCE

Clear communication matters. I couldn't agree more.

USE: AGREEMENT

20 HANG IN THERE

MEANING

Keep going through a difficult situation.

IN A SENTENCE

The first week is challenging, but hang in there.

USE: ENCOURAGEMENT

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 21 AND 22

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

21 IN THE SAME BOAT

MEANING

Facing the same problem or situation as someone else.

IN A SENTENCE

We're all in the same boat while we learn the new software.

USE: SHARED EXPERIENCES

22 CUT TO THE CHASE

MEANING

Stop giving unnecessary details and reach the main point.

IN A SENTENCE

We have little time, so I'll cut to the chase.

USE: COMMUNICATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 23 AND 24

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

23 I'M ON MY WAY

MEANING

I have started travelling towards the destination.

IN A SENTENCE

I'm on my way and should arrive in ten minutes.

USE: EVERYDAY CONVERSATION

24 FINGERS CROSSED

MEANING

I hope something will happen successfully.

IN A SENTENCE

My interview is tomorrow - fingers crossed!

USE: HOPE AND UNCERTAINTY

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 25 AND 26

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

25 KEEP IT UP

MEANING

Continue because you are doing well.

IN A SENTENCE

Your pronunciation is improving. Keep it up!

USE: ENCOURAGEMENT

26 LONG STORY SHORT

MEANING

A signal that only the main result will be given.

IN A SENTENCE

Long story short, we missed the train but arrived on time.

USE: COMMUNICATION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 27 AND 28

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

27 I'LL KEEP YOU POSTED

MEANING

Continue giving someone new information.

IN A SENTENCE

I'll keep you posted as soon as the schedule changes.

USE: UPDATES AND INFORMATION

28 RING A BELL

MEANING

Sound familiar without being fully remembered.

IN A SENTENCE

Her name rings a bell, but I can't remember where we met.

USE: MEMORY

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 29 AND 30

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

29 CALL IT A DAY

MEANING

Stop working on something for now.

IN A SENTENCE

We've completed the important tasks. Let's call it a day.

USE: WORK AND STUDY

30 OUT OF THE BLUE

MEANING

Suddenly and unexpectedly.

IN A SENTENCE

An old friend called me out of the blue.

USE: SURPRISE

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 31 AND 32

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

31 BITE THE BULLET

MEANING

Face a difficult or unpleasant task with courage.

IN A SENTENCE

I decided to bite the bullet and have the difficult conversation.

USE: COURAGE AND ACTION

32 BURN THE MIDNIGHT OIL

MEANING

Work or study until very late at night.

IN A SENTENCE

She burned the midnight oil to finish the report.

USE: WORK AND STUDY

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 33 AND 34

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

33 COST AN ARM AND A LEG

MEANING

Be extremely expensive.

IN A SENTENCE

That apartment costs an arm and a leg.

USE: MONEY

34 GET OUT OF HAND

MEANING

Become difficult or impossible to control.

IN A SENTENCE

The discussion got out of hand when everyone spoke at once.

USE: PROBLEMS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 35 AND 36

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

35 HIT THE SACK

MEANING

Go to bed.

IN A SENTENCE

I'm exhausted, so I'm going to hit the sack.

USE: INFORMAL CONVERSATION

36 JUMP THE GUN

MEANING

Act before the correct or appropriate time.

IN A SENTENCE

We jumped the gun by announcing the event before confirmation.

USE: TIMING AND ACTION

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 37 AND 38

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

37 KILL TWO BIRDS WITH ONE STONE

MEANING

Achieve two results through one action.

IN A SENTENCE

I walked to the shop, getting exercise and errands done at once - two birds with one stone.

USE: EFFICIENCY

38 MISS THE BOAT

MEANING

Lose an opportunity by acting too late.

IN A SENTENCE

Apply today so that you don't miss the boat.

USE: OPPORTUNITIES

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 39 AND 40

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

39 PULL SOMEONE'S LEG

MEANING

Trick or tease someone playfully.

IN A SENTENCE

Relax, I'm only pulling your leg.

USE: HUMOUR

40 SIT ON THE FENCE

MEANING

Avoid choosing a side or making a decision.

IN A SENTENCE

You can't sit on the fence forever; we need your answer.

USE: DECISIONS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 41 AND 42

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

41 BITE OFF MORE THAN YOU CAN CHEW

MEANING

Accept more work or responsibility than you can manage.

IN A SENTENCE

I took three courses at once and bit off more than I could chew.

USE: WORKLOAD

42 A TASTE OF YOUR OWN MEDICINE

MEANING

Receive the same unpleasant treatment you have given others.

IN A SENTENCE

After years of interrupting people, he got a taste of his own medicine.

USE: BEHAVIOUR

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 43 AND 44

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

43 BACK TO THE DRAWING BOARD

MEANING

Start planning again because the first attempt failed.

IN A SENTENCE

The design was rejected, so it's back to the drawing board.

USE: PROBLEM-SOLVING

44 GET THE HANG OF IT

MEANING

Begin to understand how to do something.

IN A SENTENCE

The software felt difficult, but I'm getting the hang of it.

USE: LEARNING

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 45 AND 46

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

45 IN THE HEAT OF THE MOMENT

MEANING

While feeling strong emotion and without thinking calmly.

IN A SENTENCE

I said something unfair in the heat of the moment.

USE: EMOTIONS

46 LET SLEEPING DOGS LIE

MEANING

Avoid restarting an old disagreement or problem.

IN A SENTENCE

The issue is settled, so let's let sleeping dogs lie.

USE: PROBLEMS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 47 AND 48

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

47 ON THE SAME PAGE

MEANING

Share the same understanding or goal.

IN A SENTENCE

Let's confirm the deadline so we're all on the same page.

USE: AGREEMENT

48 SEE EYE TO EYE

MEANING

Agree with someone about an issue.

IN A SENTENCE

We don't always see eye to eye, but we respect each other.

USE: AGREEMENT

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

ID

IDIOMS 49 AND 50

Meaning, natural example and usage

MEANING + EXAMPLE + PRACTICE

49 SPILL THE BEANS

MEANING

Reveal secret information.

IN A SENTENCE

Who spilled the beans about the new project?

USE: SECRETS AND INFORMATION

50 THE LAST STRAW

MEANING

The final problem that makes a situation unacceptable.

IN A SENTENCE

The third cancelled appointment was the last straw.

USE: PROBLEMS

TRY IT

Personalise one example: Where, when or with whom could you use either idiom?

P

PRACTICE 1: MATCH THE MEANING

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Write the correct idiom beside each meaning.

1. Something that happens very rarely.
2. To listen carefully and with interest.
3. To stop working for now.
4. To reveal a secret.
5. To agree completely.
6. To become impossible to control.
7. To act before the appropriate time.
8. To understand how to do something.
9. The final problem that makes a situation unacceptable.
10. To make people feel comfortable when they first meet.

P

PRACTICE 2: COMPLETE THE IDIOM

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Fill each gap with one suitable word.

1. The ball is in your ___.
2. That name rings a ___.
3. Let's call it a ___.
4. I am feeling under the ___.
5. Please keep me ___.
6. You hit the nail on the ___.
7. We are all in the same ___.
8. Don't miss the ___.
9. She spilled the ___.
10. Let's get back to the drawing ___.

P

PRACTICE 3: CHOOSE THE BEST IDIOM

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Choose an idiom that fits each situation and explain why.

1. Your friend is nervous while waiting for examination results.
2. A colleague gives a long explanation, but the meeting is almost over.
3. A learner finally understands how to use a difficult program.
4. Someone contacts you unexpectedly after many years.
5. A product is far more expensive than you expected.
6. Your team agrees about the goal and deadline.
7. You accepted too many tasks and cannot finish them.
8. A colleague accidentally reveals details of a surprise.

P

PRACTICE 4: IDIOMS IN CONTEXT

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Complete each mini-dialogue with a natural idiom.

1. A: How is your new job going? B: ___. I like the team and the work.
2. A: I finally submitted my application. B: ___. At least you completed it.
3. A: Are you listening? B: Yes, ___. Tell me everything.
4. A: Shall we continue working? B: No, let's ___. We're all tired.
5. A: Who told you about the party? B: Mina ___.
6. A: The first plan failed. B: Then it's ___.
7. A: We disagree about details, but do we share the main goal? B: Yes, we're ___.
8. A: I think the problem is unclear instructions. B: You ___.

P

PRACTICE 5: PERSONALISE AND SPEAK

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Write true answers. Then use them as speaking prompts.

1. Describe something you do once in a blue moon.
2. When have you had to bite the bullet?
3. What task is a piece of cake for you?
4. When did someone make your day?
5. What helps you break the ice with new people?
6. Have you ever missed the boat on an opportunity?
7. What are you getting the hang of at the moment?
8. When is it better to let sleeping dogs lie?

P

MIXED REVIEW

Write on the page or answer in a notebook

MEANING + EXAMPLE + PRACTICE

Use meaning, grammar and context to show real understanding.

1. Write a two-line dialogue using Don't get me wrong.
2. Explain the difference between spill the beans and let the cat out of the bag.
3. Use easier said than done in a sentence about language learning.
4. Write advice for someone who has bitten off more than they can chew.
5. Describe a situation that got out of hand.
6. Use long story short to summarise a small problem.
7. Write one formal situation where Give me a break would be inappropriate.
8. Choose your five most useful idioms and explain where you could use them.

KEY

ANSWER KEY: PRACTICE 1-2

Suggested answers for self-checking and classroom review

MEANING + EXAMPLE + PRACTICE

Practice 1

1 once in a blue moon; 2 I'm all ears; 3 call it a day; 4 spill the beans/let the cat out of the bag; 5 I couldn't agree more; 6 get out of hand; 7 jump the gun; 8 get the hang of it; 9 the last straw; 10 break the ice.

Practice 2

1 court; 2 bell; 3 day; 4 weather; 5 posted; 6 head; 7 boat; 8 boat; 9 beans; 10 board.

Teacher note

For Practice 1, accept either secret idiom if the learner explains the context correctly.

KEY

ANSWER KEY: PRACTICE 3-4

Suggested answers for self-checking and classroom review

MEANING + EXAMPLE + PRACTICE

Practice 3

Possible answers: 1 fingers crossed/hang in there; 2 cut to the chase; 3 get the hang of it; 4 out of the blue; 5 cost an arm and a leg; 6 on the same page/see eye to eye; 7 bite off more than you can chew; 8 let the cat out of the bag/spill the beans.

Practice 4

1 so far, so good; 2 better late than never; 3 I'm all ears; 4 call it a day; 5 let the cat out of the bag/spilled the beans; 6 back to the drawing board; 7 on the same page; 8 hit the nail on the head.

Practice 5 and mixed review

Answers vary. Check meaning, grammar, tone and whether the situation makes the idiom sound natural.

TEACH

TEACHER IDEAS

Turn idioms into meaningful speaking practice

MEANING + EXAMPLE + PRACTICE

PREDICT

Show the example first. Learners guess the idiom's meaning before reading the definition.

SORT

Learners group idioms by tone, topic or situation and explain their choices.

ROLE-PLAY

Pairs use two target idioms in a short workplace, travel or social conversation.

REPLACE

Give a literal sentence. Learners replace it with a suitable idiom and discuss the change in tone.

PERSONALISE

Learners tell a true story that naturally includes one target expression.

REVIEW

Begin each lesson with an old idiom. Repeated retrieval helps expressions become usable.

FINAL REMINDER

Teach idioms as choices, not requirements. Clear literal English is always better than an idiom used unnaturally.

EE

EVERYDAY ENGLISH ESSENTIALS

POLITE ENGLISH • GRAMMAR • VERB FORMS

Warm, practical reference pages for real communication

FOR LEARNERS AND TEACHERS

A friendly collection of useful expressions, core grammar, tricky word pairs and essential irregular verbs.

INSIDE THIS RESOURCE

- Polite alternatives for abrupt English
- Was vs. were
- Same spelling, different pronunciation
- Essential irregular verb forms

Fluent with Scharntel

By Tilly R.

?

HOW TO USE THIS RESOURCE

Choose complete sections or individual pages

CLEAR • NATURAL • PRACTICAL

FOR LEARNERS

Read the explanation, say the examples aloud and create one true example. Complete the practice after each section, then use the language in conversation.

FOR TEACHERS

Use one page as a warm-up, mini-lesson, handout or speaking prompt. Encourage learners to compare tone and meaning before practising the form.

FOUR USEFUL SECTIONS

1. English That Can Sound Rude
2. Was vs. Were
3. Same Spelling, Different Sound
4. Essential Irregular Verb Forms

REMEMBER

Clear communication is more important than complicated English. Choose words that fit the person, place and situation.

TONE

ENGLISH THAT CAN SOUND RUDE

What, huh and I dunno are not always rude

CLEAR • NATURAL • PRACTICAL

THE WORDS

What?, Huh? and I dunno are common in informal speech. Friends may use them playfully or casually without causing offence.

THE DELIVERY

A sharp voice, raised volume, impatient face or strong final stress can make the same words sound challenging or disrespectful.

A SAFER CHOICE

When speaking to a teacher, customer, colleague, older person or someone you do not know well, use a complete polite sentence. It prevents misunderstanding and gives you a moment to respond calmly.

TEACH THE CHOICE

Do not shame learners for using informal English. Teach them how context, relationship and tone change the effect.

HI

FROM ABRUPT TO POLITE

Alternatives 1-5: same purpose, warmer delivery

CLEAR • NATURAL • PRACTICAL

CAN SOUND ABRUPT	WARMER, POLITER OPTION
What?	**Sorry, could you repeat that, please?**
Huh?	**Sorry, I didn't catch that. Could you say it again, please?**
I dunno.	**I'm not sure. / I don't know.**
Wait.	**One moment, please.**
Move.	**Excuse me, could I get past?**

CONTEXT MATTERS

The polite option is not the only correct answer. Choose language that suits the context and your relationship.

HI

FROM ABRUPT TO POLITE

Alternatives 6-10: same purpose, warmer delivery

CLEAR • NATURAL • PRACTICAL

CAN SOUND ABRUPT	WARMER, POLITER OPTION
Why?	**May I ask why?**
Give it.	**Could I have it, please?**
Hurry up.	**Could you please be a little quicker?**
Wrong.	**I think there may be a mistake.**
Shut up.	**Could you lower your voice, please?**

CONTEXT MATTERS

The polite option is not the only correct answer. Choose language that suits the context and your relationship.

HI

FROM ABRUPT TO POLITE

Alternatives 11-15: same purpose, warmer delivery

CLEAR • NATURAL • PRACTICAL

CAN SOUND ABRUPT	WARMER, POLITER OPTION
Quiet.	**Let's keep our voices down, please.**
Do it.	**Could you do it, please?**
Listen!	**Could you listen for a moment, please?**
No.	**I'm afraid I can't.**
That's stupid.	**I'm not sure that idea will work.**

CONTEXT MATTERS

The polite option is not the only correct answer. Choose language that suits the context and your relationship.

P

POLITE ENGLISH PRACTICE

Write on the page or answer in a notebook

CLEAR • NATURAL • PRACTICAL

Rewrite each abrupt expression in a warmer way.

1. What?
2. I dunno.
3. Move.
4. Give it.
5. Wrong.
6. Quiet.
7. No.
8. That's stupid.
9. Write a short dialogue in which tone changes the meaning of What?
10. Create one polite phrase you could use when you do not understand a teacher.

BE

WAS VS. WERE

Past forms of the verb be

CLEAR • NATURAL • PRACTICAL

WAS

Use with I, he, she and it.
I was tired yesterday.
She was at home.
It was very cold.

WERE

Use with you, we and they.
You were early.
We were ready.
They were playing outside.

QUESTIONS AND NEGATIVES

Was he at work? / He wasn't at work.
Were they prepared? / They weren't prepared.
In questions, place was or were before the subject.

REMEMBER

Was and were describe past states and also help form the past continuous: I was working; they were waiting.

IF

THE SPECIAL WERE

Standard English for unreal or imaginary situations

CLEAR • NATURAL • PRACTICAL

REAL PAST

Use was/were for facts about the past.
I was busy yesterday.
They were at the office.

UNREAL OR IMAGINARY

Use were after if and wish in careful standard English.
If I were you, I would wait.
I wish she were here.

A USEFUL NOTE

You may hear If I was you in informal conversation. It is common in some varieties of English, but If I were you is the safest form for formal writing, examinations and teaching materials.

REMEMBER

Use were for advice with If I were you, even though the subject I is singular.

P

WAS OR WERE?

Write on the page or answer in a notebook

CLEAR • NATURAL • PRACTICAL

Complete each sentence with was or were.

1. I ___ at home last night.
2. You ___ very patient.
3. The children ___ excited.
4. It ___ difficult at first.
5. ___ she at the meeting?
6. We ___ not ready.
7. If I ___ you, I would apologise.
8. I wish the weather ___ warmer.
9. Rewrite as a question: They were late.
10. Write one true past sentence and one imaginary if-sentence.

A/A

SAME SPELLING, DIFFERENT SOUND

Meaning and word stress can change pronunciation

CLEAR • NATURAL • PRACTICAL

WHAT IS A HETERONYM?

A heteronym has the same spelling as another word but a different pronunciation and meaning.

WHY IT MATTERS

Use the sentence and grammatical role to decide which pronunciation and meaning are intended.

SIX USEFUL PAIRS

minute / minute
content / content
object / object
read / read
excuse / excuse
wind / wind

REMEMBER

Capital letters in the pronunciation guides show the stressed syllable. The guides are approximations, not IPA.

SOUND

TRICKY WORD PAIRS

Use context to choose the meaning and pronunciation

CLEAR • NATURAL • PRACTICAL

MINUTE - MIN-IT

MEANING
sixty seconds

EXAMPLE
Please wait a minute.

MINUTE - MY-NOOT

MEANING
extremely small

EXAMPLE
We noticed a minute difference.

CONTENT - CON-TENT

MEANING
the material inside something

EXAMPLE
The course content is practical.

CONTENT - KUHN-TENT

MEANING
satisfied

EXAMPLE
She felt content with the result.

REMEMBER

Read the complete sentence before choosing the pronunciation. Meaning comes from context.

SOUND

TRICKY WORD PAIRS

Use context to choose the meaning and pronunciation

CLEAR • NATURAL • PRACTICAL

OBJECT - OB-JEKT

MEANING
a thing

EXAMPLE
Place the object on the table.

OBJECT - UB-JEKT

MEANING
express disagreement

EXAMPLE
I object to that proposal.

READ - REED

MEANING
present or base form

EXAMPLE
I read every morning.

READ - RED

MEANING
past form

EXAMPLE
I read the email yesterday.

REMEMBER

Read the complete sentence before choosing the pronunciation. Meaning comes from context.

SOUND

TRICKY WORD PAIRS

Use context to choose the meaning and pronunciation

CLEAR • NATURAL • PRACTICAL

EXCUSE - EX-KYOOS

MEANING
a reason or explanation

EXAMPLE
That is not a good excuse.

EXCUSE - IK-SKYOOZ

MEANING
forgive or allow to leave

EXAMPLE
Please excuse me for a moment.

WIND - WIND

MEANING
moving air

EXAMPLE
The wind is strong today.

WIND - WYND

MEANING
turn or twist

EXAMPLE
Wind the handle slowly.

REMEMBER

Read the complete sentence before choosing the pronunciation. Meaning comes from context.

P

TRICKY WORDS PRACTICE

Write on the page or answer in a notebook

CLEAR • NATURAL • PRACTICAL

Identify the meaning and pronunciation of the highlighted word.

1. I read that article yesterday.
2. Please read the instructions now.
3. The wind damaged the fence.
4. Wind the toy before you use it.
5. I object to that decision.
6. The object is made of glass.
7. She is content with the result.
8. Check the course content online.
9. Excuse me for interrupting.
10. That is not a reasonable excuse.

V3

ESSENTIAL IRREGULAR VERBS

Present, past and past participle forms

CLEAR • NATURAL • PRACTICAL

THREE FORMS

BASE: go
PAST: went
PAST PARTICIPLE: gone
The participle is used with have/has/had and in passive forms.

EXAMPLES

Past simple: I went yesterday.
Present perfect: I have gone home.
Past perfect: She had gone before noon.

HOW TO LEARN THEM

Group verbs by pattern, say all three forms aloud and use each verb in a short sentence. Review small groups regularly instead of memorising a very long list once.

REMEMBER

Irregular verbs do not form the past simply by adding -ed. Learn the three forms together.

V3

IRREGULAR VERB FORMS

Essential verbs 1-19

CLEAR • NATURAL • PRACTICAL

BASE FORM	PAST	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt

PRACTISE

Say the three forms aloud, then use the past and participle in complete sentences.

V3

IRREGULAR VERB FORMS

Essential verbs 20-38

CLEAR • NATURAL • PRACTICAL

BASE FORM	PAST	PAST PARTICIPLE
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made

PRACTISE

Say the three forms aloud, then use the past and participle in complete sentences.

V3

IRREGULAR VERB FORMS

Essential verbs 39-57

CLEAR • NATURAL • PRACTICAL

BASE FORM	PAST	PAST PARTICIPLE
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat

PRACTISE

Say the three forms aloud, then use the past and participle in complete sentences.

V3

IRREGULAR VERB FORMS

Essential verbs 58-76

CLEAR • NATURAL • PRACTICAL

BASE FORM	PAST	PAST PARTICIPLE
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written
arise	arose	arisen
beat	beat	beaten
bend	bent	bent

PRACTISE

Say the three forms aloud, then use the past and participle in complete sentences.

V3

IRREGULAR VERB FORMS

Essential verbs 77-95

CLEAR • NATURAL • PRACTICAL

BASE FORM	PAST	PAST PARTICIPLE
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
broadcast	broadcast	broadcast
burn	burned	burned
deal	dealt	dealt
dig	dug	dug
feed	fed	fed
fight	fought	fought
hang	hung	hung
lead	led	led
light	lit	lit
seek	sought	sought
slide	slid	slid
stick	stuck	stuck
sweep	swept	swept
withdraw	withdrew	withdrawn
prove	proved	proven

PRACTISE

Say the three forms aloud, then use the past and participle in complete sentences.

P

IRREGULAR VERB PRACTICE

Write on the page or answer in a notebook

CLEAR • NATURAL • PRACTICAL

Complete each sentence with the correct form of the verb in brackets.

1. Yesterday, I ___ the report. (write)
2. She has ___ that film twice. (see)
3. We ___ the train this morning. (take)
4. He had already ___ before I called. (leave)
5. The children have ___ a lot this year. (grow)
6. I ___ my keys last week. (lose)
7. Have you ever ___ in the ocean? (swim)
8. They ___ English for three years. (teach)
9. Correct: She has went home.
10. Write one past-simple sentence and one present-perfect sentence.

P

MIXED REVIEW

Write on the page or answer in a notebook

CLEAR • NATURAL • PRACTICAL

Review polite English, was/were, tricky words and verbs.

1. Rewrite politely: Huh?
2. Explain when I dunno may sound dismissive.
3. Complete: If I ___ you, I would wait.
4. Complete: We ___ at the office yesterday.
5. Explain the two pronunciations and meanings of content.
6. Choose the pronunciation of read: I read it last night.
7. Complete: He has ___ the window. (break)
8. Complete: They ___ the match yesterday. (win)
9. Create a two-line polite dialogue asking someone to repeat.
10. Write one sentence using a tricky word pair from this resource.

KEY

ANSWER KEY

Suggested answers for checking and discussion

CLEAR • NATURAL • PRACTICAL

POLITE ENGLISH

Answers vary. Examples: Sorry, could you repeat that, please? / I'm not sure. / Excuse me, could I get past? / I think there may be a mistake.

WAS AND WERE

1 was; 2 were; 3 were; 4 was; 5 Was; 6 were; 7 were; 8 were; 9 Were they late?; 10 answers vary.

IRREGULAR VERBS

wrote; seen; took; left; grown; lost; swum; taught; She has gone home; final answers vary.

REMEMBER

For open questions, accept any accurate response that fits the meaning and context.

TEACH

TEACHER IDEAS

Keep lessons warm, practical and conversational

CLEAR • NATURAL • PRACTICAL

TONE TEST

Say What? in three tones. Learners describe how the attitude changes.

ROLE-PLAY

Pairs ask for repetition in a classroom, shop and workplace.

SORT

Sort was/were examples into real past and imaginary situations.

CONTEXT CLUE

Use sentence meaning to choose a heteronym pronunciation.

VERB CHAIN

Say the base, past and participle forms around the class.

PERSONALISE

Replace examples with true information about learners' lives.

FINAL REMINDER

Correct without embarrassing the learner. Explain the choice, model the alternative and let them try again.

FLUENT WITH SCHARNTEL

Your English Immersion Challenge

Little moments. Real English. A day of practice that fits your life.

You do not need perfect English or a whole free day. Choose a short practice window, or spread these six activities across your day. Tick each one as you go.

MY DATE: _____ **MY PRACTICE TIME: _____**

- [ ] **PLAN IT IN ENGLISH**
  Write a three-item to-do list. Say what you plan to do: “Today I am going to…”

- [ ] **NOTICE WHAT IS AROUND YOU**
  Name five things you can see. Add a detail: “The blue cup is beside my notebook.”

- [ ] **LISTEN, THEN RETELL**
  Listen to a short English clip. Pause it and explain one main idea in your own words.

- [ ] **READ AND COLLECT**
  Read a short paragraph. Choose two useful phrases, check their meanings and write your own examples.

- [ ] **SAY IT OUT LOUD**
  Describe your meal, your journey or what you are doing. Speak to a willing partner, or record a short voice note.

- [ ] **FINISH WITH THREE SENTENCES**
  Write or say one thing you did, one thing you learned and one thing you want to practise next.

MY SMALL WIN TODAY

A PHRASE I WANT TO USE AGAIN

Progress, not perfection.
A dictionary, translation or your first language can help when you get stuck. Then try again in English. Choose manageable activities and notice what gets easier.

ON



rely on — He can rely on her help.



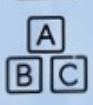
concentrate on — Please concentrate on your work.



comment on — The coach didn't comment on the game.



insist on — They will insist on high quality.



depend on — We all depend on the weather.



congratulate someone on — Let's congratulate him on his promotion.

WITH



agree with — I completely agree with your proposal.



communicate with — It's vital to communicate with colleagues.



cooperate with — Companies must cooperate with regulators.



struggle with — Many students struggle with advanced math.



provide someone with — The school will provide them with supplies.



associate with — He does not associate with that group.

BY



travel by — We always travel by train.



pay by — Can I pay by card?



learn by — She will learn by doing.



judge by — Don't judge a book by its cover.



stand by — True friends stand by you.



be impressed by — Everyone was impressed by her speech.

OVER



argue over — They often argue over petty matters.



worry over — Do not worry over small details.



recover over — It will take weeks to recover over the illness.



preside over — She will preside over the meeting.



have control over — Leaders need to have control over the situation.



obsess over — Some people obsess over perfection.

ABOUT



learn about — Let's learn **about** history.



dream about — I often dream **about** flying.



complain about — Residents complain **about** the noise.



be curious about — Scientists are **curious about** space.



feel anxious about — I feel **anxious about** the test.



joke about — Friends will **joke about** old memories.

TO



adapt to — Plants learn to **adapt** to cold environments.



contribute to — The new project will **contribute** to our goal.



react to — How did they **react** to the news?



respond to — It's polite to **respond to** invitations.



listen to — Always listen to instructions carefully.



belong to — These tools **belong** to the workshop.



be committed to — He is **committed to learning** English.



BASIC MODALS

CAN
Ability



I **can** speak French.

COULD
Politeness



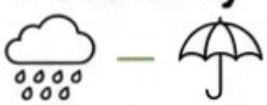
Could you help me?

MAY
Permission



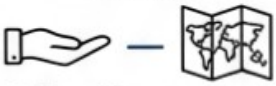
May I come in?

MIGHT
Possibility



It **might** rain.

SHALL
Offer



Shall we go there?

CORE MODALS

SHOULD
Advice



You **should** work hard.

WILL
Future



I **will** call you later.

WOULD
Politeness



Would you like tea?

MUST
Necessity



You **must** hurry.

OUGHT TO
Advice



You **ought to** rest.

EXTENDED MODALS

NEED TO
Requirement



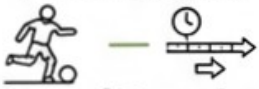
You **need to** work hard.

DARE
Courage



He didn't **dare** speak.

USED TO
Past habit



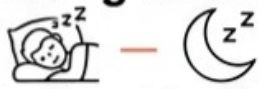
I **used to** play football.

HAVE TO
Obligation



I **have to** go.

HAD BETTER
Strong Advice



You **had better** sleep early.



Demonstrative Pronouns



Fluent WITH Scharntel
READ. UNDERSTAND. ARTICULATE.

THIS

Singular + NEAR
"This is my notebook."
"Is this your pen?"
"This tastes great!"

THOSE

Plural + FAR
"Those are the mountains."
"Those kids are loud."
"Are those your bags?"

THAT

Singular + FAR
"That is your umbrella."
"That building is tall."
"Who is that?"

NEAR vs FAR

THIS = near | THAT = far
THESE = near (plural)
THOSE = far (plural)

THESE

Plural + NEAR
"These are fresh apples."
"These shoes are mine."
"I like these colors."

QUICK TABLE

Singular: THIS / THAT
Plural: THESE / THOSE
Near 👉 THIS & THESE
Far 👉 THAT & THOSE