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"Inspired By English brings you a collective work about 117 of the most commonly used English idioms and phrasal verbs. This guide provides a short and memorable meaning for each common phrase along with three real world examples of how they are used. Many examples also focus on only one common phrasal meaning at a time so that you learn faster and more efficiently"--Page [4] of cover.

100 English Dialogs is an indispensable traveler's companion. Particularly useful for readers who want to amplify and diversify their English skills, the purpose of this quick reference guide to vocabulary and structure is to raise awareness of improvement potential and provide exposure to spoken English, while encouraging and challenging readers to explore common patterns of usage that are essential to modern English communication. Beginners, intermediate, and advanced non-native speakers will be able to increase their vocabulary and conversational skills, while improving their command of both spoken and written English. Readers are encouraged to expand their knowledge through numerous other pertinent sources--many of which mentioned in their respective dialogs. Whilst there is no substitute for reading the book in its entirety, whether you are planning an in-depth study or not, these resources are here for your use, to employ in the way which will best suit your English-language needs.

This book is the first comprehensive investigation of interlanguage pragmatic issues in a primary school context that is based on both primary school teachers' statements on their own teaching realities, views and preferences, and a thorough investigation of materials used by teachers and recommended by teacher educators in the state the primary schools are located in. It offers a contrastive analysis of primary school learners acquiring English in a typical English as a foreign language school context and their age peers in the same state that are exposed to English in a school immersion context. This book will be of interest to scholars, researchers, educators in higher education that focus on English language teaching, second language acquisition and applied linguistics. It is also intended for students who are planning to become primary school teachers of English as a foreign language.

In the present study the use of thanking formulae is examined across different genres and varieties of English. Data is taken from the British National Corpus and the Wellington Corpus of Spoken New Zealand English. Employing a form-to-function mapping, thanking formulae are not only analysed quantitatively, but also qualitatively accounting for local contexts and genre. Additionally, the status of thanking formulae is examined in the most prominent models of politeness, and the interpersonal relation amongst the interlocutors is investigated. The first part is devoted to a variational analysis, which is supplemented by a genre perspective in the second part. The findings of the study contribute new insights to research on thanking (formulae), politeness, variational pragmatics and media discourse.