

Grammar Simplified

**with Grammar cards
Annotated Texts in Use**

Edition for English language learners

Metkagram Team,
find more at metkagram.app

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A New Way to Learn English

Welcome! This book is all about a fresh way to get better at English. It's perfect **for anyone who has started learning and wants to go further.**

We'll start with a story about how some learners, just like you, looked for a better way to learn. They needed something that made learning not just easy, but also effective for them. That's what this book is all about.

You'll see how using colours and **linguistic annotation can make learning more deliberate** and effective. We use special tricks to help you **remember phrases & grammar patterns**, you will understand how to put sentences together.

No matter how you like to learn, there's something here for you. Do you like seeing things? Do you learn by doing? Or maybe you like to listen? We've got you covered.

Ready to Start? By the end of this book, you'll have a new and really effective way to learn English. You'll feel more confident and ready to use English in your everyday life, and what is more important, you will have **the tool to reach your goal in language learning.**

Section I

The Birth of a Method: From Personal Need to Innovative Tool

This chapter takes you on the genesis of the method of annotated texts for language learning – a story that begins not in a boardroom or a classroom, **but from a personal quest for a more effective way to learn language patterns**, specifically for German, in the context of IT consulting.

Identifying the Need

1. **The Initial Challenge:** Our journey began with a simple, yet profound need – to **grasp and master the complex grammar patterns of the German language, especially for professional use in IT consulting**. Traditional methods weren't cutting it; we needed something more.
2. **Learning from Real Sources:** We wanted to learn directly from authentic materials, like books and real-life documents in the field of IT. This approach, we believed, would not only enhance our language skills but also **provide us with industry-specific vocabulary and context**.

The Manual Beginnings

1. **First Steps: Handmade Annotations:** Our initial solution was **to manually annotate texts, highlighting grammar patterns and noting down explanations.** This painstaking process, though effective, was time-consuming and cumbersome.

1. (!) Ein wichtig-er Grund (S war) ganz klar (!) die Corona-Pandemie.
+ :: 2. (!) Ein zweit-er Grund: (!) Ich (S bin) jemand, (!) der ← gern /→ ein-en Neuanfang (A wagt).
3. /→ Ein groß-es Plus (R haben) außerdem (!) die Arzneimittelforschung und die Biotechnologie (V2) gemacht.
4. (!) Ein wirklich gut-er Text (S ist interessant und anregend), (!) er (A macht) /→ die Adressaten (A-V2) neugierig.
5. (!) Ein gut-er Text (A macht) \→ beim Lesen so richtig Spass.
6. /→ Grün-en Spargel /→ braucht (!) sie nicht.
7. (!) Das Amt (A denkt) nämlich: (!) Die neu-en Preise (S sind) höher (!) als die wirklich-en Kosten.
8. (!) Das (S ist) (!) ein alt-er Konflikt.
9. Последнее предложение. Also, mein letzt-er Vorschlag
10. /→ Hell-e Farben (A assoziieren) (!) die meist-en Menschen \→ mit positiv-en Emotionen, /→ dunkl-e Farben \→ mit negativ-en Emotionen.

2. **Realising the Potential:** As we engaged in this manual process, we realised **the power of visual aids and contextual learning in understanding and retaining complex language structures.**

From Personal Tool to Shared Methodology

1. **Spreading the Word:** Our colleagues, witnessing our progress and the effectiveness of our method, **expressed their interest in this tool. It was clear that we had stumbled upon a solution that could benefit many more learners.**
2. **The Birth of Metkagram:** Motivated by this interest and the potential impact, we decided **to transform our manual process into a structured methodology and a digital tool** – leading to the creation of Metkagram.

Developing the App

1. **Building a Comprehensive Tool:** We developed Metkagram with the vision of creating an app that not only offered annotated cards but also a comprehensive learning environment where users could interact with the content, track their progress, and personalise their learning experience.
2. **Expanding Beyond German:** While our initial focus was on German for IT consulting, we soon realised that the method was universally applicable. Thus, **we expanded to include English and other languages, catering to a wider audience.**

Born out of a personal need, it evolved into a sophisticated tool and methodology that addresses the common challenges of language learners.

Overcoming Learning Hurdles

"Unlock the language within you: Visual tags and simplified grammar are the keys to overcoming learning hurdles and revealing the natural linguist in every learner."

Many learners find themselves anchored at the A2 level, unable to advance beyond the basics. This chapter delves into this widespread challenge and proposes a fresh, innovative approach for those who have grasped the basics but yearn to truly understand and actively use the language.

We delve into the familiar struggles faced by English learners and introduce a novel solution: learning with visual tags. This method, designed to simplify and demystify standard grammar, offers a practical and effective path to language mastery.

The Common Challenges

Meet Elena, an aspiring English learner, who often finds herself overwhelmed by the complexities of grammar. Conjugations, sentence structures, and endless rules seem like insurmountable barriers. Then there's Leo, who can understand English to some extent but freezes when it's time to speak. These are not just their stories, but the stories of countless learners who are trying to navigate the intricacies of the English language.

The A2 Dilemma

A significant number of English learners find themselves in a linguistic limbo upon reaching the A2 level. They possess basic vocabulary and grammar skills, but struggle to progress into more advanced, conversational fluency. This stagnation is not due to a lack of effort or desire, but often stems from traditional learning methods that fail to bridge the gap between elementary knowledge and practical language use. The leap from A2 to higher proficiency levels demands a method that transcends conventional textbook learning.

A New Way with Visual Tags

To address these challenges, we introduce a learning method centered around visual tags. These tags are color-coded markers that highlight different parts of speech in a sentence - verbs, nouns, prepositions, and more. For Elena, these visual cues simplify grammar, making it less daunting and more approachable. For Leo, they serve as a roadmap, guiding him through sentence construction and boosting his confidence in speaking.

Reading and Repeating: The Path to Proficiency

The journey starts at home, with learners like Elena and Leo reading sentences and noticing the patterns marked by the visual tags. This repetitive process ingrains the grammar rules in their minds, but in a way that feels intuitive and natural. As they progress, the once intimidating rules of grammar start to make sense, and the language begins to feel more familiar.

Gaining Confidence for Real Situations

Equipped with a better understanding of English structure, learners **gradually build the confidence to step out of their comfort zone**. The visual tags have laid a foundation that enables them to construct sentences and express themselves in real-life scenarios. They **start recognizing these patterns in everyday** communication, reinforcing what they've learned and applying it in various contexts.

Foundations in Theory and Research

"We're not just talking about textbook concepts; it's about bringing these ideas to life".

Cognitive Insights from Neuroscience

Neuroscience offers invaluable insights into how the brain processes and retains new information, particularly languages. Neuroscience shows that **visual cues greatly aid in memory retention and recall**. The color-coded visual tags capitalize on this, making it easier for learners to remember grammatical structures and vocabulary. **The brain's ability to reorganize itself by forming new neural connections is central to language learning.**

Krashen's Input Hypothesis: Theory in Action

At the core of Metkagram's approach is Stephen Krashen's famed Input Hypothesis. Imagine language learning as a ladder - Krashen suggests that **the best way to climb it is by stepping on rungs that are just high enough to reach**. That's what we do here - provide learning materials ($i+1$) that are challenging enough to push you, but not so tough that you can't move forward. Our annotated cards are specially designed **to give you this**

'just-right' challenge. They're your personal language ladder, helping you climb higher, one step at a time.

Processability Theory: Guided by Pienemann

We also embrace Manfred Pienemann's Processability Theory. Think of it as a GPS for language learning - it suggests that **there's a natural order in which you can best process and understand language structures.** Following this GPS, Metkagram's content is carefully structured to guide you through language concepts in the order your brain likes to learn them, **supported by visual tags which drastically simplifies grammar.**

Metkagram Research: Linguistic Experts at Work

Our approach is continuously **enriched by the research from our team of linguistic wizards.** They're not just language enthusiasts; they're explorers at the forefront of linguistic research. We don't just settle. We're constantly **fine-tuning the method based on user feedback**, data analysis, and the linguistic breakthroughs.

Spaced Repetition: The Learning Queue

Imagine a queue of language concepts, revisited at just the right intervals to ensure they move **from short-term memory to**

long-term understanding. This method ensures that what you learn isn't just for the moment but stays with you, **allowing for deeper and more lasting language acquisition**. We also use it.

Where Theory Meets Practice

Metkagram approach is where established linguistic theories, innovative development, and your language learning dreams converge. This is not just a learning tool; it's a synthesis of theoretical wisdom and practical know-how, tailored **to make your language learning journey as effective and easy and natural as possible**.

Anatomy of Annotated Cards

What Are Annotated Cards?

At the core of our learning method lies a simple yet powerful tool: **the annotated card**. But what exactly is an annotated card?

Imagine a standard flashcard, often used for memorization, now evolved into a more interactive and informative learning aid.

Each card displays a sentence or phrase in English, **with key grammatical structures, idioms, or vocabulary highlighted**.

These highlights – **the annotations** – are the heart of the card. They are visual tags or notes that provide explanations, translations, or additional context to help the learner understand and remember the language better.

s They ^{HR} had ^{v2} finished **the** project when s the boss ^v asked **about** it.

They had finished the project when the boss asked about it.

translate with 

[add a comment](#)

[add a phrase](#)

s You **M** should **v2** consume less sugar **for a** healthier lifestyle.

You should consume less sugar for a healthier lifestyle.

translate with 

[add a comment](#)

► a healthier lifestyle

[add a phrase](#)

Design Philosophy

The design of these cards is driven by two main principles: **clarity and engagement**. Our goal is to make learning both effective and enjoyable. Here's how we achieve this:

- 1. Visual Appeal:** We use **color coding and symbols to make the annotations stand out**, but not so much that they distract from the overall learning experience. The idea is to **draw the learner's eye to key points without overwhelming them**.
- 2. Contextual Learning:** Each card is more than just a word or phrase; **it's a piece of language in its natural habitat**. By presenting **language elements within a meaningful context**, learners can understand how they are used in real life.

3. **Interactivity:** Unlike traditional flashcards, our annotated cards invite interaction. Learners **can tap on an annotation to reveal further information.**
4. **Simplicity Meets Depth:** The cards are designed to be straightforward enough for beginners to understand at a glance, yet **they contain layers of information to benefit even advanced learners.**

Thought Process Behind Creation

When developing these cards, we considered the common challenges language learners face. **Traditional methods often focus on rote memorization**, which can be tedious and ineffective for long-term retention. We wanted to create **something that would not only aid memorization but also foster a deeper understanding of the language.**

1. **Cognitive Science Influence:** Understanding how the brain processes and retains information influenced our design. We incorporated elements that align **with cognitive learning principles, such as pattern recognition and contextual learning.**
2. **Feedback Loop:** Throughout the development process, we **gathered feedback from real learners.** This input was

crucial **in fine-tuning the design to meet actual learning needs.**

3. **Iterative Design:** The cards are not a static tool; they have evolved based on continuous testing and feedback. We are always **looking for ways to improve their effectiveness.**

In summary, the anatomy of our annotated cards reflects a blend of **pedagogical knowledge, cognitive science, and user-centred design**. They are not just tools for learning English; they represent a new approach to language acquisition, one that is dynamic, interactive, and deeply rooted in how we naturally learn and process information.

Why our brain loves annotated cards

In this chapter, we explore the fascinating relationship **between your brain and the process of learning with annotated cards**. Understanding why this method resonates so deeply with our cognitive processes can be both enlightening and empowering on your language learning.

The Brain's Affinity for Visual Aids

- 1. Visual Learning: A Natural Preference:** Humans are predominantly visual learners. Research suggests that the brain processes visual information 60,000 times faster than text. Annotated cards capitalize on this by combining visual stimuli with textual information, making learning more efficient and engaging.
- 2. Color Psychology in Learning:** Colors influence our mood and memory. The strategic use of colors in annotated cards helps in differentiating grammatical structures and vocabulary, enhancing memory retention and recall.

Interactivity Spurs Engagement

- 1. Active Learning vs. Passive Reading:** The brain is more active and retains information better when engaged in the learning process. The interactive nature of annotated cards – tapping for explanations, seeing translations – turns passive reading into an active learning experience.

2. **The Dopamine Effect:** Interactive learning triggers the release of dopamine, a neurotransmitter associated with pleasure and learning. Each discovery or understanding of a new concept through annotated cards provides a small dopamine boost, encouraging continued learning.

Pattern Recognition and Language Acquisition

1. **The Brain's Pattern-Seeking Tendency:** The human brain is adept at recognizing and understanding patterns. Annotated cards present language patterns in a visually clear manner, aligning with the brain's natural inclination to categorise and make sense of information.
2. **Facilitating Predictive Learning:** Recognizing patterns helps in predicting future language use, an essential skill in acquiring fluency. Annotated cards aid in developing this predictive ability by presenting consistent language structures.

Reducing Cognitive Load

1. **Simplified Complexity:** Annotated cards break down complex grammatical rules into simpler, visually

distinct components, reducing cognitive load and making learning less overwhelming.

2. **Incremental Information Processing:** The layered information approach of annotated cards aligns with the **brain's capacity to process and store small chunks of information at a time**, leading to better long-term retention.

The effectiveness of the annotated card method lies in its ability to combine visual learning, contextual understanding, interactive engagement, and adaptability to individual needs. **It aligns with how our brains naturally process and retain information, making it a powerful tool in the language learner's arsenal.** This method is not just about learning English; it's about transforming how we learn languages in a digital age.

Active Practice - Maximising Learning

“To start using the language and convert the knowledge to the language skills, the active engagement with the learning material is crucial.”

This chapter focuses on how learners can actively engage with annotated cards to optimize their language acquisition. We will explore various interactive strategies that transform passive reading into a dynamic learning experience.

Engaging with Annotated Cards

1. **Reading and Listening:** Start by reading the text on the card out loud. Then, use the text-to-speech function to listen to it. This dual approach engages multiple senses, reinforcing learning.
2. **Writing for Retention:** Writing the sentences by hand is an excellent way to strengthen memory. The physical act of writing helps in embedding the language patterns deeper into your brain.

3. **Translation for Clarity:** If a phrase or sentence isn't clear, use the translation feature. **Understanding the meaning in your native language can clarify ambiguities and enhance comprehension.**
4. **Adding Personal Comments and Phrases:** Personalize your learning **by adding comments or noting down phrases that you find useful.** This customization makes the learning experience more relevant and memorable.
5. **Memory Recall Exercises:** **Try to remember the sentences** after a while. This recall practice is a powerful tool for solidifying your language skills.
6. **Context and Visual Tag Focus:** **Pay special attention to the context of each sentence and the visual tags.** Understanding where and why certain structures are used is critical for developing language intuition.

Integrating these practices into a daily routine transforms them into a habit, making language learning a natural and regular part of your day. Active practice is the cornerstone of effective language learning, and Metkagram's annotated cards are designed to facilitate just that. **By reading, listening, writing, translating, and personalizing your learning experience, you transform passive absorption into an active exploration of the English language.**

The Vital Role of Listening

Understanding the Importance of Listening

- 1. A Pillar of Language Learning:** Listening is fundamental in language acquisition. It not only aids in improving pronunciation and comprehension but also exposes learners **to the rhythm, intonation, and nuances of the language.**
- 2. Deepening Understanding Through Audio:** Hearing sentences as they are pronounced by native speakers can significantly **enhance the learning of grammar and vocabulary presented in annotated cards.**

Metkagram's High-Quality AI Voices

- 1. Diverse Range of Voices:** Metkagram offers a selection of high-quality AI voices, each carefully chosen to provide a clear and authentic listening experience.
- 2. Benefits of AI Voices in Learning:** These AI voices offer a consistent, clear, and accessible way for learners to immerse themselves in English, helping to build listening skills alongside reading and comprehension.

The Strategy of Changing Voices

1. **Why Change Voices Regularly:** Regularly changing the voice you listen to in the app can prevent auditory complacency, keeping the listening experience fresh and challenging.
2. **Exposure to Different Accents and Pronunciations:** Exposure to various accents and speech patterns is crucial for developing an ear for the language, aiding learners in becoming more adaptable and proficient in understanding spoken English.

Listening and Annotated Cards: A Synergistic Approach

1. **Visual and Auditory Learning Combined:** By listening to the pronunciation while viewing the annotated texts, learners engage both visual and auditory senses, leading to better retention and understanding.
2. **Reinforcing Language Patterns:** Hearing the language as it is used in context reinforces the patterns and rules highlighted in the annotated cards, creating a more holistic and effective learning experience.

Queue repetition

The Queue Repetition system. This innovative approach is designed to optimize your language learning experience by harnessing the power of repetition and prioritization.

How the Queue System Works

1. **Organization by Date and Priority:** The Queue system in Metkagram organizes your learning material - sets of annotated flashcards - **based on the date and priority**. This means you always know which sets to focus on next.
2. **Customizable Repetition:** You have the control to set the **number of repetitions for each set based on their priority**. This customization ensures that you spend the right amount of time on each set, depending on its relevance and difficulty.
3. **Automatic Exclusion Upon Mastery:** Once you've repeated **a set the designated number of times, it gets excluded from the queue**. This feature ensures that your learning process is efficient, focusing your energy on new or more challenging material.

Reading as a Key to Language Success

Understanding why reading is a powerful tool can transform how learners approach English mastery. The Importance of Reading in Language Acquisition:

1. **A Proven Path to Proficiency:** Studies show that **regular reading can exponentially improve vocabulary, grammar, and overall language comprehension**.

2. **Cognitive Benefits of Reading:** Research indicates that reading not only enhances language skills but also **develops critical thinking and improves memory function.** According to a study by the University of Sussex, **reading can reduce stress levels by up to 68%, helping improve focus and concentration.**

Reading exposes learners to English in its most authentic form. A study by Warwick University found that **exposure to diverse language structures and styles through reading leads to a deeper understanding and practical use of the language.**

Scrollable List

Unlike traditional flashcard apps that require **swiping through each card**, Metkagram's scrollable list **allows learners to seamlessly navigate through multiple cards with a simple scroll**. This method **reduces the need for constant clicking**, making the learning session smoother and faster. **Without the interruption of swiping, learners can maintain their focus and immerse themselves more deeply in the material.**

Why Less Clicking Matters

Reduced Physical Strain: **Constant clicking or swiping can be physically tiring over long sessions.** A scrollable list minimizes this strain, making for a more comfortable and extended learning experience.

This scrollable list is one of Metkagram's unique tricks in making language learning more efficient. It's a thoughtful feature designed based on user behavior and learning preferences.

The image shows a mobile application interface with a yellow header bar at the top. Below the header, there are three cards in a vertical scrollable list. Each card has a small icon bar at the top with four animal avatars (dog, owl, bear, cat). The first card is titled "Had Better Do / Had Better Not Do" and contains text about the meaning of these phrases. The second card is titled "Would Rather Do" and the third is titled "Would Sooner Do". Each card also includes a date ("Thu 5 Oct") and a more options menu icon (three dots).

Section II

Grammar Simplified with Visual Tags

In this chapter, we explore Metkagram's innovative approach to **simplifying grammar learning through the use of visual tags**. This method is not just about color-coding and putting visual tags; **it's a strategic tool designed to make grammar more accessible, intuitive, and easier to grasp for learners.**

A Colourful Approach to Learning

Metkagram introduces a **unique system of visual tagging, where different aspects of grammar are highlighted with specific colors**. This method transforms complex grammatical structures into a visually intuitive format.

The Impact of Visual Tagging on Learning

1. **Enhanced Understanding and Recall:** By visually demarcating different parts of speech, **learners can understand sentence structures and grammar rules more intuitively.**

2. Active Engagement with Tags: Learners are encouraged to actively engage with these tags - **clicking on them for explanations, examples, and usage tips.**

According to cognitive psychology, color and visual aids in memory retention and categorization. By associating grammar components with specific colors, learners can more easily identify and remember their functions and uses.

This chapter underscores how a simple, yet innovative use of colour can demystify the complexities of English grammar, making it more approachable and enjoyable for learners.

Verbs in Yellow - The Heartbeat of Language

The Vital Role of Verbs

Verbs are the action heroes and state describers of language.

They are crucial in conveying what is happening, whether it's an action (like 'run', 'speak', 'write') or a state of being (such as 'is', 'appear', 'seem').

Understanding verbs is fundamental to understanding the entire structure of a sentence. They are the core around which other elements revolve, setting the tone, tense, and context.

 s The children  are  playing   garden.



Why Highlight Verbs in Yellow?

The decision to highlight verbs in yellow in the Metkagram app is rooted in cognitive science. **Yellow is a color that naturally draws attention, standing out amidst other text.** By using yellow for verbs:

1. **Enhanced Visibility:** It makes it **easier for learners to spot the verbs in sentences**, enhancing their reading and comprehension skills.
2. **Memory Aid:** The distinctiveness of yellow **aids in memory retention**, helping learners remember verb forms and their uses.
3. **Focus on Action and State:** Highlighting verbs **separates them from other elements, emphasizing their importance** in conveying action or state.

Blue Bridges - Understanding Prepositions

Prepositions are often likened to bridges in language. They connect nouns, pronouns, and phrases to other words in a sentence, indicating relationships of place, time, direction, and more.

The Function of Prepositions

Prepositions serve as connectors, linking elements within a sentence to provide context and clarity. They answer questions like "Where?" (in, on, at), "When?" (before, after, during), and "How?" (by, with, under). They are small yet powerful words that give sentences direction and coherence.

 The book  is   table.

 The shop  is   end   street.

Why Blue Tags for Prepositions?

In Metagram, **prepositions are tagged in blue**, a choice that is both intentional and strategic. Blue is often associated with

clarity and fluidity, mirroring the role of prepositions in providing clear connections within sentences. The use of blue tags for prepositions:

- 1. Enhances Recognition:** It makes **prepositions easily identifiable**, helping learners to quickly see how different elements of a sentence are related.
- 2. Improves Understanding:** By standing out in blue, prepositions **become focal points for learners to grasp the relationship between words**, enhancing comprehension.
- 3. Aids in Sentence Construction:** Recognizing prepositions helps in structuring sentences correctly, an essential skill in language proficiency.

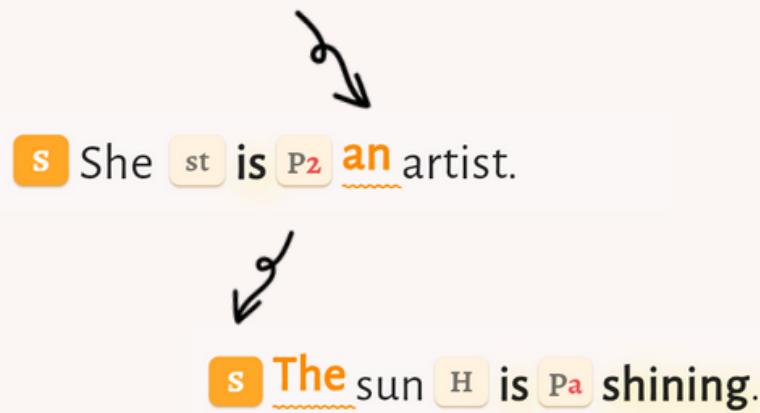
Orange Pointers - The Role of Determiners

Determiners are the unsung heroes of language, subtly shaping the meaning of sentences. **They precede nouns and provide context such as specificity, quantity, or possession.**

Understanding Determiners

Determiners are words placed before a noun to clarify what the noun refers to. They can indicate definiteness (like 'the'), quantity ('some', 'many'), possession ('my', 'your'), and other aspects. A grasp of determiners is crucial as they set the stage for the noun,

providing essential information that shapes the context of a sentence.



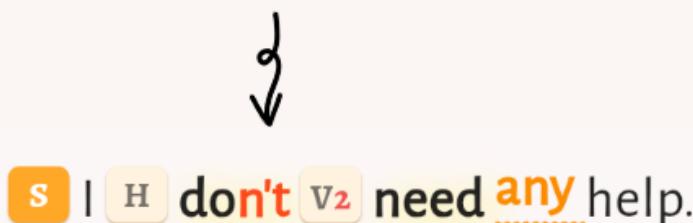
The Significance of Orange Tags

In Metagram, determiners are tagged in orange for a few key reasons:

- **Visibility:** Orange is a vibrant color that easily catches the eye. It draws attention to these often-overlooked but important words.
- **Categorization:** By consistently tagging determiners in orange, learners quickly begin to associate this color with the function of these words, aiding in recognition and understanding.
- **Contextual Emphasis:** Orange tags highlight the contextual role of determiners, reminding learners of the subtle but significant impact these words have on the meaning of sentences.

Highlighting Negations: The Red Signal

Negation plays a crucial role in flipping the meaning of a sentence. This section delves into the significance of negation words, **which are highlighted in red in the Metkagram system**, symbolising their importance in altering the message of a sentence.



Overview

Function of Negation Words: Negation words, like "not," "never," "no," etc., are used to contradict or nullify the statement that follows. They are essential for expressing denial, refusal, or the absence of something.

The Significance of Red Color

- **The red colour for negation words serves as a visual alert.** Much like a stop signal, it draws immediate attention to the change in direction of the sentence's meaning.

- This visual cue helps learners quickly identify the negation, ensuring a correct understanding of the sentence's true intent.

The use of **red colour** to highlight these words serves as an effective visual aid, ensuring that learners accurately interpret the intended meaning of sentences. This chapter provides the necessary insights to recognize and comprehend the role of negation, enhancing learners' ability to navigate complex linguistic structures.

The Star Tag - Identifying the Subject

The subject of a sentence is fundamental to its structure and meaning. It typically refers to what or who the sentence is about, playing a pivotal role in conveying the message. This chapter explores the importance of identifying the subject in sentences and introduces the innovative 'Subject Star' tag used in the Metkagram to help learners recognize and easily find subjects.

Understanding the Importance of Subjects

The subject is often the starting point of a sentence, guiding the reader or listener on what the sentence is focusing on. It can be a noun, pronoun, or even a phrase. Identifying the subject is crucial for understanding the action or state described in the sentence, as well as for grasping who or what is performing the action.

Using the Subject Star tag

Subjects are marked with the Subject Star tag, a unique feature designed to help learners quickly and easily identify the focal point of a sentence, like here:

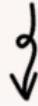


s We **v** watched **a** thrilling movie last night.



s I **M** might **v₂** travel **to** Europe next year.

Here, the subject star with the dot means that the subject is passive:



s* **The** book **st*** was **v2** written **by** George Orwell.



s* **The** paper **st*** was **v2** turned **into a** plane.

- **Highlights the Subject:** Draws attention to the subject, making it stand out in the sentence structure.
- **Facilitates Grammar Understanding:** Helps learners see how subjects connect with verbs and other sentence elements.
- **Aids in Sentence Construction:** Understanding the subject's role assists learners in constructing their sentences correctly.

Predicate Part (p2) - Adding Details to Sentences

Predicate part: It's where we add essential details to the subject, enriching the sentence with depth and clarity.

The predicate part of a sentence, indicated by (p2), includes words or phrases that usually provide more information about the subject.

It often consists of describing words, verbs in the past tense (ending in -ed), or phrases that work in conjunction with 'to be' verbs. It tells us more about the state, action, identity, or existence related to the subject.

Use Cases with Examples

1. Description:

- **Example:** "The car is shiny."

s The car st is P2 shiny.

- **Explanation:** Here, (p2) 'shiny' describes the appearance of the car, giving us more information about its condition.

2. Naming Part:

- **Example:** "Her favourite colour is (p2) blue."

s Her favorite color st is P2 blue.

- **Explanation:** The predicate part 'blue' provides specific information about her preference.

3. Stating Existence or Presence:

- **Example:** "There is a book on the table."

There **st** **is** **P₂** **a** book **on** **the** table.

- **Explanation:** (p2) 'a book on the table' adds detail about what exists or is present in a given location.

By mastering the use of the predicate part (p2) in sentences, **learners can enhance their ability to express detailed, nuanced, and complete thoughts.** This chapter provides the tools to recognize, understand, and effectively use this critical component in sentence construction.

Usual Verbs: The Action Drivers

In any sentence, verbs play, tagged by **V**, a crucial role, similar to how an engine powers a car. They drive the narrative by indicating actions or states. **Recognizing the verb in a sentence is essential to understanding what is happening or being described.** It's the verb that provides the momentum and direction of the sentence. Here we mention only verbs in Simple tense.

Use Cases with Examples

1. Action:

- **Example:** "The monkey climbs the tree."

s **The** monkey v **climbs** the tree.

- **Explanation:** The verb 'climbs' is the action driver here, showing what the monkey is doing.

2. Daily Life:

- **Example:** "The teacher teaches math."

s **The** teacher v **teaches** math.

- **Explanation:** In this sentence, 'teaches' is the verb that describes a routine action, giving insight into the teacher's daily activity.

3. Reflecting on the Past:

- **Example:** "The tourist (V) visited the museum."

s **The** tourist v **visited** the museum.

- **Explanation:** The past-tense verb 'visited' indicates an action that has already occurred, reflecting on a past event.

4. Sensory Experiences:

- **Example:** "The chef tastes the soup."

s The chef v tastes the soup.

- **Explanation:** Here, the verb 'tastes' describes a sensory experience, focusing on the action of tasting.

Whether it's describing daily activities, recalling past events, or expressing sensory experiences, verbs provide the necessary drive to bring language to life. Understanding verbs is, therefore, central to mastering any language, and this chapter provides the foundational knowledge and skills to do just that.

Verbs in Past Tense - Marked by Time

The past tense in language serves as a bridge to yesterday, connecting us to actions and feelings that have already transpired. Metagram approach uses a red colour with an additional tiny dot, and why this method is effective in enhancing language understanding.



s I v saw an eagle while Pa hiking.

This method serves two purposes:

1. **Consistency with Other Verbs:** The yellow color aligns with the general identification of verbs, maintaining a consistent learning approach.
2. **Unique Marker for Past Tense:** The additional dot sets past tense verbs apart. It's a subtle yet effective visual cue indicating that the verb refers to a past action or state.

The Role of Helping Verbs in Language

Helping verbs, **often unnoticed yet crucial, play a supporting role in the structure and meaning of sentences.** This chapter explores the function of helping verbs in language, specifically focusing on their role in adding emphasis and indicating continuous actions, along with practical examples.

Understanding Helping Verbs

Helping verbs, or auxiliary verbs, are used in conjunction with main verbs to create verb phrases. **They modify the main verb's meaning by extending its time, mood, or voice.** These verbs, though not the focal point of action or state, are pivotal in providing additional context and clarity to sentences.

Use Cases with Examples

1. Adding Emphasis:

- **Example:** "He does really enjoy painting."

s He **H** **does** really **V₂** **enjoy** **P_a** **painting**.

- **Explanation:** In this sentence, 'does' is used as a helping verb to add emphasis to the enjoyment of painting. It strengthens the statement, making it more assertive and expressive.

2. Showing Continuous Action:

- **Example:** "It is raining outside."

s It **H** **is** **P_a** **raining** outside.

- **Explanation:** Here, 'is' functions as a helping verb to form the present continuous tense. It indicates that the action of raining is happening at the moment of speaking.

Highlighting Achievements with the Result Tag

The result tag in language serves as a marker of completion and achievement, akin to **a badge of accomplishment within a sentence**. This chapter delves into the role of the result tag,

marked with a special symbol in the Metagram system, and explores its use in emphasising various forms of achievements and completions.

The result tag is used to highlight the completion of an action or the achievement of a state. It's a linguistic tool that brings attention to the culmination of events or efforts, whether they are past, ongoing, or anticipated in the future.

Use Cases with Examples

1. Past Achievement Before Another Action:

- **Example:** "The bird had finished singing before sunrise."

s The bird ^{HR} had ^{V2} finished ^{Pa} singing **before** sunrise.

- **Explanation:** The result tag here emphasises that the bird's singing was an achievement **completed before another event**, in this case, sunrise.

2. Ongoing Achievement:

- **Example:** "The tree has grown tall over the years."

s The tree ^{HR} has ^{V2} grown tall **over the** years.

- **Explanation:** This sentence uses the result tag to highlight the continuous growth of the tree, an ongoing achievement over time.

3. Anticipated Achievement:

- **Example:** "The student will have graduated by next year."

s **The** student **HF** will **HR** have **v2** graduated **by** next year.

- **Explanation:** The result tag is used to indicate a future accomplishment, in this instance, the student's graduation.

4. Achievement Without Defined Timeline:

- **Example:** "The artist has painted many landscapes."

s **The** artist **HR** has **v2** painted many landscapes.

- **Explanation:** This sentence focuses on the artist's ongoing achievements in painting landscapes, without specifying the exact timeline of each completion.

The result tag is a powerful tool in language that **helps articulate achievements and completions in various contexts.**

Understanding how to identify and interpret this tag enables learners **to better appreciate the nuances of accomplishments as expressed in language.** This chapter equips learners with the

skills to recognize and understand the use of the result tag, enhancing their comprehension and expression in storytelling and descriptive narratives.

Future Helpers: Showing What's Next

This chapter focuses on 'future helpers' like "will" and "shall", examining their use in sentences to express actions and events that are anticipated to happen in the future.

Overview

Future helpers are verbs used to indicate actions or events that are expected to occur later. They are essential in constructing sentences that look ahead, giving us a glimpse into future occurrences, plans, or intentions.

Use Cases with Examples

1. Making Predictions:

- **Example:** "It will rain tomorrow."

s It HF will v2 rain tomorrow.

- **Explanation:** In this sentence, 'will' is used to predict what is expected to happen - rain in the future.

2. Making Promises:

- **Example:** "I will call you later."

s I HF will v₂ call you later.

- **Explanation:** 'Will' here indicates a promise of a future action, showing the speaker's intention to call later.

3. Talking About Plans:

- **Example:** "We will go to the beach on Sunday."

s We HF will v₂ go to the beach on Sunday.

- **Explanation:** This sentence uses 'will' to share a plan, indicating an intended action in the future.

4. Giving Commands:

- **Example:** "You shall clean your room."

s You HF shall v₂ clean your room.

- **Explanation:** 'Shall' in this context is used for a strong instruction or command, asserting an action that should be done.

5. Talking About Sure Things:

- **Example:** "Winter will come after autumn."

s Winter HF will v₂ come after autumn.

- **Explanation:** Here, 'will' is used to state a certainty, something that is definitely expected to happen.

Mood Setters: Shaping the Sentence's Tone

This chapter explores these crucial linguistic tools, such as modal verbs and certain phrases, and their role in setting the mood of a sentence.

Overview

Mood setters, including modal verbs like "can," "must," "would," and phrases such as "have to," "ought to," are used to indicate how an action relates to reality. **They are essential for expressing abilities, obligations, possibilities, requests, and advice.**

Consistent Form

Modal verbs are unique in that they maintain **a consistent form regardless of the subject.** For instance, "can" remains unchanged whether it's used with "he," "they," or "the owl." This characteristic makes them easy to use but powerful in altering the sentence's tone.

Use Cases with Examples

1. Showing Abilities:

- **Example:** "The cat can climb trees."

s **The** cat M can v₂ climb trees.

- **Explanation:** Here, 'can' is used to express the cat's ability to climb trees.

2. Expressing Duties or Needs:

- **Example:** "You must finish your homework."

s You M must v₂ finish **your** homework.

- **Explanation:** 'Must' indicates a necessity or obligation to complete the homework.

3. Talking About Possibilities:

- **Example:** "It might rain today."

s It M might v₂ rain today.

- **Explanation:** The word 'might' suggests a possibility or likelihood of rain.

4. Making Requests:

- **Example:** "May I borrow your book?"

M May s | v₂ borrow your book?

- **Explanation:** 'May' is used as a polite way to request something.

5. Giving Advice:

- **Example:** "You should wear a hat in the sun."

s You M should v₂ wear a hat in the sun.

- **Explanation:** 'Should' offers a suggestion or recommendation.

Simple Explanation

Think of mood setters as the emotional or situational undercurrent of a sentence. They add layers of meaning, indicating whether something is an ability, an obligation, a possibility, a polite request, or a piece of advice. Just like how our tone of voice can change the meaning of what we say, mood setters adjust the tone of sentences to convey more than just the basic information.

Infinitives: The Horizon of Possibilities

This chapter delves into the world of infinitive verbs, tagged by Vi, their form, and the myriad ways they enhance and clarify sentences.

Overview

Infinitives are verbs in their most basic form, typically preceded by "to," such as "to eat," "to sleep," or "to play." They are not confined by tense and transcend time, offering a versatile tool in language expression.

Consistent Form

Infinitives maintain their base form regardless of their position or the verbs that precede them. This consistency makes them easy to identify and use, whether following verbs like "want," "wish," "decide," or "learn."

Use Cases with Examples

1. Highlighting Purpose:

- **Example:** "Birds sing to communicate."

s Birds **v** sing **vi** to communicate.

- **Explanation:** The infinitive 'to communicate' explains the purpose or reason behind the birds singing.

2. Expressing Desires:

- **Example:** "I want to travel the world."

s I v want vi to travel the world.

- **Explanation:** The infinitive 'to travel the world' expresses a personal desire or aspiration.

3. Outlining Plans:

- **Example:** "She decided to start a garden."

s She v decided vi to start a garden.

- **Explanation:** Here, the infinitive 'to start a garden' specifies the plan or decision made.

4. Showing Needs:

- **Example:** "We need to conserve water."

s We M need vi to conserve water.

- **Explanation:** The infinitive 'to conserve water' highlights a necessity or requirement.

5. Indicating Abilities:

- **Example:** "He is able to solve complex problems."

s He st is P2 able vi to solve complex problems.

- **Explanation:** 'To solve complex problems' shows capability or skill.

Understanding and effectively using infinitives, as highlighted in this chapter, empowers learners to explore and articulate a vast array of thoughts and intentions, enhancing their linguistic prowess.

Second Verb: The Action Detailer

This chapter explores how the second verb, tagged as **V2**, following a helper verb, contributes specific details to the narrative of a sentence.

Overview

The second verb in a sentence functions as an action detailer. It typically follows a helper verb and enhances the sentence by providing additional information about the nature or state of the action being described.

Use Cases with Examples

1. After Modal Verbs:

- **Example:** "The dog can bark."

s **The** dog **M** can **v₂** bark.

- **Explanation:** In this sentence, 'bark' as the second verb specifies the action the dog is capable of performing.

2. In Questions and Negatives:

- **Example:** "Did she sing today?"

H Did **s** she **v₂** sing today?

- **Explanation:** 'Sing' here is the specific action in question, detailing what the subject may or may not have done.

3. Passive Sentences:

- **Example:** "The window was broken."

s* **The** window **st*** was **v₂** broken.

- **Explanation:** The second verb 'broken' provides details on the state of the window, indicating that the action of breaking has occurred.

4. To Indicate Completed Actions:

- **Example:** "They have eaten dinner."

s They **HR** have **v₂** eaten dinner.

- **Explanation:** 'Eaten' as the second verb informs us that the action of eating dinner is complete.

Concrete Explanation

The second verb in a sentence can be likened to a magnifying glass that brings into focus the precise nature of an action. It doesn't operate in isolation but rather in tandem with a helper verb to provide a clear and specific understanding of what is happening. Whether it's revealing abilities, questioning or negating actions, describing passive states, or confirming completions, the second verb is essential for detailed and accurate sentence construction.

Past Describer: Capturing Past Effects

This chapter explores the use of the Past Describer in sentences, offering insights into its function and practical applications.

Overview

The Past Describer is used to connect present scenarios or feelings with past events or conditions. It serves as a linguistic bridge, linking current states or emotions to their origins or causes in the past.

Use Cases with Examples

1. Giving Reasons from the Past:

- **Example:** "Startled by the noise, the cat hid."

Ps Startled by the noise, s the cat v hid.

- **Explanation:** The phrase 'startled by the noise' describes the past cause of the cat's current action.

Concrete Explanation

The Past Describer can be thought of as a retrospective lens that helps us view the present through the experiences of the past. It elucidates how past actions, conditions, or emotions have led to the current state of affairs, be it in terms of feelings, situations, or behaviours. By linking the present to the past, the Past Describer adds depth and context to our understanding of current scenarios.

Action Painter: Bringing Actions to Life

The Action Painter, marked as (Pa) in sentences, employs "-ing" words to create a sense of ongoing or simultaneous action. It's like bringing a static image to life, allowing the reader to visualise actions as if they are happening in real-time.

Use Cases with Examples

1. Doing Two Things at Once:

- **Example:** "Jumping, the frog reached the other side."

Pa Jumping, s the frog v reached the other side.

- **Explanation:** The Action Painter 'Jumping' vividly portrays the frog performing two actions simultaneously—jumping and reaching.

2. Setting a Picture:

- **Example:** "Glowing, the stars lit up the night sky."

Pa Glowing, s the stars v lit up the night sky.

- **Explanation:** Here, 'Glowing' sets a vivid visual scene, showing the stars as they illuminate the sky.

3. Telling Why Something Happens:

- **Example:** "Feeling hungry, she ate an apple."

Pa Feeling p2 hungry, s she v ate an apple.

- **Explanation:** 'Feeling hungry' explains the reason behind the action of eating, providing context to the narrative.

Simple Explanation

The "-ing" form, or the Action Painter, works like a camera in a movie, capturing and showcasing actions as they unfold. It helps readers visualise the scenes, understanding not just the 'what' but also the 'how' of actions. This form is particularly effective in creating a dynamic and immersive narrative, allowing the reader to experience the story as if they were witnessing the events themselves.

Section III

Learning with Personalised Texts

When evaluating the landscape of current language learning apps and courses, especially for learners who are at least at the pre-intermediate level, certain shortcomings become evident. These issues primarily revolve around the use of outdated content and a lack of engaging or relevant material.

Critique of Current Language Learning Apps and Courses

Outdated Content

- Issue: Many language learning apps and courses still rely on content that hasn't been updated to reflect modern language usage or current cultural contexts. This can lead to learning phrases or vocabulary that are either archaic or not commonly used in everyday conversation.

- Impact: Learners might **find themselves ill-prepared for real-world interactions**, where contemporary and colloquial language is more prevalent.

Lack of Relevant Material

- **Issue:** The one-size-fits-all approach in content creation often leads to scenarios and dialogues **that lack relevance to learners' specific interests or goals**. This is particularly true for learners beyond the beginner stage, who require more than just basic vocabulary and grammar.
- **Impact:** Learners may **struggle to stay motivated or fail to see the practical application of their studies** in their personal or professional lives.

Insufficient Customization

- Issue: Most apps and courses **do not offer sufficient options for customization according to the learner's proficiency level**, interests, or specific language goals. As a result, learners often encounter material that is

either too easy or too difficult, leading to either boredom or frustration.

- **Impact:** This lack of personalised learning paths can hinder progress and reduce overall engagement.

Limited Focus on Practical Skills

- **Issue:** There is often an **overemphasis on rote memorization of vocabulary and grammar rules**, with less focus on developing practical communication skills like speaking and listening in a natural setting.
- **Impact:** Learners may find themselves well-versed in the theoretical aspects of a language but unable to effectively communicate in everyday situations.

In language learning, especially for professional purposes, the use of personalised texts can be incredibly powerful. This approach is exemplified in the story of Dr. Olena, a Ukrainian doctor aiming to practise in Germany. Her journey highlights how using the Metkagram app with personalised medical texts can significantly enhance language proficiency for specific career goals.

Customizing Language Learning with Metkagram

Dr. Olena's Challenge

- Dr. Olena, determined to pursue her medical career in Germany, faced the daunting task of mastering medical German to pass her language proficiency exam.

Leveraging Metkagram for Specialized Learning

- Recognizing the need for specialised language training, Dr. Olena **uploaded medical texts relevant to her field into the Metkagram app**. These included medical journals, patient consultations, and clinical guidelines in German.
- The **app's unique annotation feature allowed her to dissect these complex texts, highlighting key medical terminologies and phrases in context**.
- She utilised the app's audio features to listen to the pronunciation and intonation of these specialised terms, enhancing her auditory comprehension and speaking skills.

A Routine of Repetition and Active Listening

- Dr. Olena made it a habit to regularly review the annotated texts within Metkagram, ensuring that she was not only reading but also actively engaging with the material.
- The app's repetition algorithm helped reinforce her learning, making sure she revisited challenging or crucial parts of the texts.
- By listening to the texts, she accustomed her ears to the nuances of medical German, an essential skill for patient interaction.

The Outcome

When the day of the exam arrived, Dr. Olena was well-prepared, not just linguistically but also professionally. Her focused preparation using Metkagram, with its annotation and audio features, played a crucial role in her success. She was able to understand and respond to the exam questions confidently, her proficiency in medical German evident.

Dr. Olena's experience demonstrates the effectiveness of using personalised texts in language learning, especially

when preparing **for professional qualifications in a new country**. The app's ability to tailor the learning experience to her specific needs was instrumental in her journey, proving that with the right tools and resources, transitioning careers across languages and cultures is indeed achievable.

Generative AI in Language learning

Incorporating the advancements of generative AI into language learning opens a new frontier for personalised content creation. This technology allows for the easy generation of language content specifically tailored to your individual learning needs and preferences.

Let's take a look at Customised Content Creation with AI

Feature	Functionality	Benefit
Personalized Learning Material	Generative AI can create content based on your specific language level , interests, and learning goals.	This means every learner gets material that is most relevant and beneficial to them, enhancing the effectiveness of their study sessions.
Adapting to Your Progress	As you evolve in your language learning journey, generative AI can adjust the complexity and focus of the content it generates .	This ensures that the learning material remains challenging yet achievable, aligning perfectly with your current learning stage.
Creating Scenario-Based Content	You can request AI to generate sentences or dialogues for specific scenarios, such as a job interview, a travel situation, or a casual conversation.	Prepares you for real-life interactions in various contexts, building both skill and confidence.

Addressing Weak Areas	Generative AI can focus on areas where you need more practice , like certain grammatical structures or vocabulary themes.	Helps strengthen your weak points, ensuring a well-rounded language proficiency.
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As you utilise AI-generated content in your language learning, remember that this tool is designed to adapt to and support your unique language learning.

Whether it's preparing for specific scenarios, enhancing certain skills, or exploring new linguistic territories, generative AI stands as a versatile and dynamic companion on your path to language mastery.

Tailored Language Practice with Metkagram

Recognizing the immense potential of combining advanced AI technology with learner-specific customization, we've created a unique learning environment. **Our platform is designed around three core elements: context, keywords, and the number of sentences, all powered by the latest technology from OpenAI.**

Context-Driven Learning

At the heart of Metkagram's approach is the emphasis on context. **We understand that language is not just a collection of words and rules,** but a tool for communication that varies greatly depending on the situation. By allowing learners to input or choose a specific context, we ensure that the sentences generated by our AI are not just grammatically correct but also relevant and applicable to real-life scenarios.

Keyword Integration for Focused Study

Keywords play a pivotal role in our system. **Learners can input specific words or phrases they wish to learn more about, and our AI technology generates sentences incorporating these keywords.** This feature is particularly beneficial for expanding vocabulary and understanding the usage of new terms within different contexts.

Customised Learning with Adjustable Sentence Output

Whether a user prefers a deep dive into a topic with numerous examples or a quick study session with a few key

sentences, our platform accommodates these preferences, making language learning adaptable to any lifestyle.

The integration of these three elements – **context, keywords, and the number of sentences** – creates a highly personalised and effective learning experience. By leveraging OpenAI's latest technology, Metkagram provides high-quality, contextually relevant language content. This not only enhances the learning process but also keeps the learners engaged and motivated.

Emily's First Job Interview in Game Development

Emily, aspiring to start her career in game development, had an exciting opportunity: an interview for a project coordinator position at a renowned gaming company. However, the interview was in English, a challenge for her as a non-native speaker.

Determined to succeed in her first job interview in this field, Emily turned to Metkagram where she had been preparing for 2 months.. She customised the app's settings to focus on game development terminology and common project coordination language. The AI-generated sentences and

scenarios from Metkagram provided her with realistic and relevant practice, honing her language skills in the specific context of gaming and project management.

In her preparation, she **practised key sentences that might come up in the interview:**

1. *"In my last project, I streamlined the development process, ensuring timely delivery without compromising on quality."*
2. *"I am proficient in various project management tools like JIRA and Trello, which I believe are essential in managing complex game development projects."*
3. *"I am particularly fascinated by the evolving trends in artificial intelligence in gaming and its potential to revolutionize player experience."*

On the day of the interview, Emily was ready. She confidently used these sentences and more, demonstrating her knowledge and suitability for the role. Her preparation and ability to express game development concepts in English impressed the interviewers, showcasing her readiness for the international workspace. Emily's story exemplifies how focused language training can be crucial in achieving career goals, especially in specialised fields.

Your Next Steps in English

Learning English doesn't have to end with the last page of this book. It's a continuous path filled with exciting challenges and rewarding milestones. With the tools and strategies you've discovered here and on the Metkagram app (visit our official site), you're well-equipped to keep advancing your skills.

Make Metkagram Part of Your Everyday

The key to becoming fluent in English is to make it a part of your daily life. Use the Metkagram app whenever you have a few minutes to spare – maybe during your morning coffee, on your commute, or as a quick break during your day. The more you practise, the more natural English will feel.

Join a Community of Learners

You're not alone on this journey. The Metkagram community is full of people just like you, all working to improve their English. Connect with them, share your experiences, and learn together. It's always more fun to learn with friends!

Stay Curious and Keep Learning with Metkagram

We're always updating the Metkagram app with new features and content. Keep exploring all the resources available to you. Your journey with English is unique, and Metkagram is here to support you every step of the way.

A Parting Note

As this book concludes, take a moment to celebrate how far you've come. Be proud of yourself for taking this step towards better English.

Thank you for reading this book, and happy learning! We can't wait to see where your English takes you next.