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# ITALIAN

FOR

# BEGINNERS

A COMPREHENSIVE GUIDE FOR  
LEARNING THE  
ITALIAN LANGUAGE  
FAST



LANGUAGE EQUIPPED TRAVELERS

## Common and Proper Nouns

Name: \_\_\_\_\_  
Date : \_\_\_\_\_

### Common and Proper Nouns

Colour the nouns using the colour code below:

common noun  proper noun 

Ms. Jane    song    corn  
dog    India    turkey  
city    hotel  
Sunday    newspaper  
Lucknow    friend  
December    beach  
truck    hospital  
girl    Australia  
school    John

# Daily Conversation in English For Speaking



## Greetings Dialogue Examples

- Hello Bill! How are you?
- I am very good! It is nice to see you.
- It's nice to see you too. See you later.
- See you, take care!

## Alternative Examples

- What!
- Good evening!
- What's new?
- How is it going / How are things?
- How are you doing?
- Good night!
- How is business?
- Where have you been?
- How is everything?
- Have a nice day!
- Take care of yourself!
- I'll catch you later.

## Introducing Dialogue Examples

- Hello! What is your name?
- My name is Billy. Nice to meet you!
- My lawyer, are you?
- I'm a teacher too, and Tim is an electrical engineer.
- So beautiful!

## Alternative Examples

- I want to introduce myself.
- Where do you live?
- This is Dominguez
- What is your occupation? / What is your job?
- Where are you from?
- Glad to meet you / Pleased to meet you
- I am from France / I'm French.
- I'm Jessica
- Are you a doctor?

## Shopping Dialogue Examples

- Hello, how can I help you?
- Hello, I'm looking at a red pants.
- How much does it cost?
- \$ 50. What size do you wear?
- Of course come

## Alternative Examples

- How much does it cost?
- How much are this?
- I want a different color.
- It is expensive.
- It is cheap.
- I am just looking.
- Do you have a bigger one?
- This dress is on sale.
- We have a 20% discount.

## Address Directions Dialogue Examples

- Can I ask an address?
- Of course. Where will you go?
- I want to go to the hospital.
- You can go by bus.
- Where is the bus stop?
- Go straight. After 200 meters, you will see the bus stop. Get on the bus and get off at the hospital.
- Thank you! Have a nice day
- You're welcome. Good day to you too!

## Alternative Examples

- I want to go to metro station.
- Where is the metro station?
- Where is the castle?
- How can I go there?
- This is my home address.
- Turn left.
- Take the left.
- Take the second right.
- You can go there by taxi.

## Ordering Food Dialogue Example

- Good evening, sir. All of you are welcome to our restaurant!
- Hi, do you have a table for five?
- Yes sir. Come this way, please.
- Thank you.
- I think I'll buy a glass of lemonade.
- Yes, let's take turkey and some salad.
- Okey. Besides, which kinds of sauces do you want?

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Improved embedded information, examples and help! This bad book contains an incredibly detailed treatment of English grammar. The English Grammar and Composition Guide is easily accessible, making it a great book for English teachers and students, as well as a great addition in each collection of antique linguistics. There are many details and insights in the director of English grammar and composition, which are often unmatched in modern grammar texts, and this is necessary for students who want to gain exemplary knowledge of grammatical English development. This text is divided into five parts, including analysis and analysis; Structure: Dictionary strength and precision; Dictionary Expand: Idioms; Prose and poetry; And the history of the language. This book was elected to republicans because of the enormous value of education, and we are proud to have published it again with a new introduction to the problem. This book was originally published in 1905. Would you like more? 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[2] Became Head of Post (Main Fellowship) at Murton College, Oxford University. [3] There he received his bachelor's degree in 1860 [1], and was later elevated to a master's degree in 1862 [4]. The statue became the church of St. Santa's fault in MiddleEx. [5] [6] He began his career in Britain in India in 1867 in January. He initially worked as a college professor at the Krishnaagar Presidential and Government College and at the Office of the President of Bengal, but in 1872 Can. He became the Director of Public Education (DPI) and school inspector. Burma. [7] The Indian Educational Service was established only in 1896, so it was an employee of the provincial government. While playing DPI, he took responsibility for administration and policy making, not just for the teacher. 1878 Became headmaster of Benare College when the Ouda administration was incorporated into the newly created North West and Ouda provinces. He passed inspection there the following year and was transferred to the provincial DPI in 1885 when, not uncommonly, the government decided to give preference to Edmund White, who was an Indian civil servant, not a teacher, not a teacher. [10] Figs made this decision decisively, sending a letter first to the Provincial Secretary of RA Cross, 1st Vicont Cross and then to Alfred Chimney Laal, Lieutenant and Commissioner. Oud. When these appeals failed, he also wrote to the Indian vice-re-students Frederith Hamilton-Tempam-Blekwud, Daferin and the first Marquess of Avos, but was again rejected. He finally achieved promotion when White retired in 1892. [11] He was appointed a fellow of Allahabad University in 1887 when it was founded and in 1894 the month of October. I went to India. [7] Growing trouble was not the only thing Faiile complained about in India. Education was particularly underdeveloped in the northwestern provinces. He asked the Provincial Education Commission, "What is the hope of reaching the heart or brain of a person who gets an education for four rupees a year?" [12] Also participatedA controversy that continued for some time after retirement. It was questioned whether many English and folk textbooks intended for use in schools in northwest provinces were invented to provide him with a publishing monopoly. In the end, it was agreed that he acted according to White's instructions and at his own risk and provided much needed service. After his retirement, he transferred copyright to the publisher in London. He was married to missionary Ellen Blumhard and a few had many children, including Vincent Blumhard Nesfield, who was a pioneer of using chlorine to clean the water. [14] Nesfield died in 1919. [5] Influential cover of Nicie-field's Manual of English Grammar and Composition (1908). Education Nesfield's English Grammar: Past and Present was originally written for the colonial Indian market. Later it was extended to suit students in Britain, from young men preparing for various professional examinations to students of "female universities". Nesfield's English books include Junior Course in English Composition, and Senior Course in English Composition, but it was his English Grammar and Composition, which proved to be truly successful in both Britain and its colonies, that it formed many other basic principles of grammar and composition, including, but without restrictions, Warriner's English Grammar and Composition and High School English Grammar and Composition, lovingly known as Wren & Martin. P. C. Wren and H. Martin. [15] Bibliograph Manfred Görlach criticizes often overprinted English grammar: the past and present that "it is not easy to understand because it is detailed, lacks a clear structure, a mixture of synchronous description and diachronic explanation, often vague definitions define the definition of the enormous impact." [ 16] Anthropologists like Denzil Ibbetson, British Raj, Nesfield, believed that the Society for the Northwest Province of British India prevented a rigid introduction of administratively defined caste structures as defended by Herbert Hope Risley, and was more open and smoother. The trunks he considered to be related groups controlling small areas were the dominant feature of rural life. Casting markers such as Jat and Rajputany socially prominent tribe can claim and claim that if they refuse, they may be rejected by their peers. The caste debate mirrored contemporary debates on issues such as scientific racism and the Aryan invasion theory. Anthropologist Ellen Bal notes that Nesfield rejects any general difference between supposed Aryan and native blood, arguing that Aryan blood was mixed with native blood when the caste system developed. On the other hand, Risley argued that the main difference is race. He argued that social status, with purely Aryan and aboriginal communities above and below, respectively, was a matter of blood purity. Nesfield's publications include: [7] An Essay on the Kanjar Tribe (1882) On the Achievements of Primary Education in the Northwestern and Oudh States (1883) A Brief Survey of the Caste System of the Western and Northwestern Oudh States (1885) The Function of the Modern Brahmins in Upper India (1887) Two Essays on the Musherha Tribe (1888) English Grammar: Past and Present (1898) Junior Course in English Composing, Senior Course in English Composing English Grammar and Composition (1898 d.) English Grammar Series References Notes ^ In 1879, 102 people in Great Britain were employed in education by the provincial governments, classified into four classes I and IV by descent, and administered by one DPI per province. However, there was no personal protective equipment in British Burma and Assam and this role was left to the staff. DPI Assam was indeed the only British instructor there, while Burma had a Level III instructor. Citations ^ a b Whitehead (2003), p. 8 ^ Ed. Boreham, JY Highgate School Register 1838-1938 (4th ed.), pp. 24. ^ School Board of Inquiry (1868), p. 40 ^ Lovett (2005), p. 222 ^ a b National Portrait Gallery (2016) ^ Crockford (1865), p. 458 ^ a b c List of Indian offices (1905), p. 576 ^ Whitehead (2003), p. 5-6, 8 ^ Whitehead (2003), p. 7 ^ Whitehead (2003), p. 9 ^ Bellenois (2015), p. 41 ^ Whitehead (2003), p. 21 ^ Life of Plarr (2016) ^ Lynn (2006), p. 80 ^ Görlach (1998), p. 256 ^ Bailey (2001), p. 139-141 ^ Up (2007), p. 47 References Ball, Ellen (2007). They Ask If We Eat Frogs: Garo Ethnicity in Bangladesh, Institute of Southeast Asian Studies, ISBN 978-9-81230-446-9 Bailey, Susan (2001), Caste, Society and politics in 18th century IndiaAge, Cambridge University Press, ISBN 978-0-52179-842-6 Bellenoit, Hayden J. A. 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