

Chapter 1

General Structure

- I. Dialogue* : *Greeting Someone*
- II. Vocabulary* : *Various Parts of a House and Dawn to Dusk Verbs*
- III. Grammar* : *Introduction to Parts of Speech*
- IV. Writing Skills* : *Use Parts of Speech*

Learning Objectives

After learning this chapter, you will be able to

- ✓ greet people in different way
- ✓ learn and use the names of the various parts of the house and a list of dawn to dusk verbs
- ✓ Learn and use parts of speech in writing

I. Dialogue

Greeting Someone

Greeting - A

- Ram** : Hi, Raj. How are you?
Raj : Hello Ram. I am fine. How are you?
Ram : Fine. Good to see you.
Rai : Me too.

Ram and Raj are friends. They meet each other after a period of time

Greeting - B

- Joe** : Good morning Ramani.
Ramani : Hi, How do you do Joe?
Joe : Good. Nice to see you.
Ramani : I am happy to see you too.

Joe and Ramani meet each other after their holidays

Useful Phrases

GREETING SOMEONE

- Good to see you again
- Hi, everybody
- How is life?
- What's the latest?
- I hope all goes well with you.
- How are things with you?
- I trust you're keeping well.

I. Dialogue

A. Noun: Various Parts of a House/Room

Various Parts of a House/Rooms	Vernacular	Various Parts of a House/Rooms	Vernacular
Back Yard		Balcony	
Bathroom		Bedroom	
Chimney		Court Yard	
Dining Room		Door	
Doorbell		Doormat	
Fence		Gorge	
Garden Path		House	
Kitchen		Letterbox	
Living Room		Outdoor Shed	
Roof		Staircase / Stairs	
Study Room		Toilet	
Window			

II. Vocabulary

B. Verb: From Dawn to Dusk

Simple Present	Past	Past Participle	Present Participle	Vernacular
Ask	asked	asked	asking	
Awake	awoke	awoken	awaking	
Bath	bathed	bathed	bathing	
Brush	brushed	brushed	brushing	
Call	called	called	calling	
Carry	carried	carried	carrying	
Clean	cleaned	cleaned	cleaning	
Close	closed	closed	closing	
Collect	collected	collected	collecting	
Comb	combed	combed	Combing	
Converse	conversed	conversed	conversing	
Eat	ate	eaten	eating	
Find	found	found	finding	
Get up	got up	got up	getting up	
Keep	kept	kept	keeping	
Lay	laid	laid	laying	
Look	looked	Looked	looking	
Open	opened	opened	opening	
Pray	prayed	prayed	praying	
Press	pressed	pressed	pressing	
Put	put	put	Putting	
Reply	replied	replied	replying	
Rinse	rinsed	rinsed	rinsing	
Respond	responded	responded	responding	
Roll	rolled	rolled	rolling	
Run	ran	run	running	
Search	searched	searched	searching	
See	saw	seen	seeing	
Shake	shook	shaken	shaking	
Shave	shaved	shaved	shaving	
Shout	shouted	shouted	shouting	
Sing	sang	sung	singing	
Sit	sat	sat	sitting	
Sleep	slept	slept	sleeping	
Speak	spoke	spoken	speaking	
Squeeze	squeezed	squeezed	squeezing	
Stand	stood	stood	standing	
Study	studied	studied	studying	
Swallow	swallowed	swallowed	swallowing	
Sweep	swept	swept	sweeping	
Take	took	taken	taking	
Talk	talked	talked	talking	
Walk	walked	walked	walking	
Wash	washed	washed	washing	

A group of letters forms words. A group of words forms sentences. The words in a sentence are classified under EIGHT classes. The eight classes are called '**PARTS OF SPEECH.**'

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

Noun

A noun is a word or phrase that refers to a **person, place, thing** or an **event**.

Kinds of Nouns

i) Proper Nouns

The names of the particular **people, places** or **things**.

Examples

- John likes eating sweets. (People: John)
- Radha lives in Chennai. (Place: Chennai)

ii) Common Noun

Common noun refers to a person or place in general (not to a particular person or thing).

Examples

- **Doctor** asked to drink a lot of water.
- We lived in a big **city**.
- **Fathers** encourage their kids to play in the evenings.

iii) Collective Noun

A collective noun is the name of a **collection / group of people, animals** or **things** of the same kind.

Examples

- **The** team **took its decision**.
- **A group of** people **fought for their justice**

iv) Material Noun

A material noun refers to a material.

Examples

- The **plastic** chair is broken.
- **Cotton** dress is cheap.
- I purchased a **gold** ring.
- The child drank **milk**.
- **Iron** is a very useful metal.
- **Diamonds contain carbon**.

v) Abstract Noun

An abstract noun denotes an **idea, event, quality** or a **concept**.

Examples

- I **love** cooking.
- Raju **hates** Chinese food.
- I admired the **beauty** of the nature.
- Usha has a great **taste** for colours.
- She gets **angers** too quickly.
- We have **faith** in God.

The nouns can be categorized into: "**Countable**" and "**Uncountable**" nouns.

vi) Countable Noun

Nouns that can be counted are called **Countable Nouns**.

Examples

- I eat **an apple** every day.
- There are **few elephants** in England.
- There **six dogs** in the room.
- I have got **many pens**.
- **Two cars** are parked on my street.
- The room has **three windows**.

vii) Uncountable Noun

Nouns that cannot be counted are called uncountable nouns.

A noun used in answer to the question **How Much?** is called '**Uncountable Noun**.'

Examples

- Milk, water, ink, sugar, butter.
- Can I have some water?



Remember

- Perfect Continuous is not very commonly used in our day-to-day conversation, we shall not stress on it now.
- **Common** and **collective** nouns are usually countable.
- **Material** and **abstract** nouns are uncountable.

Pronoun

A pronoun is used as a substitute for a noun or noun phrase. It is used to avoid the repetition of nouns or noun phrases:

1. Suresh went to the market because Suresh wanted to buy a pen.

It can be written as: Suresh went to the market because **he** wanted to buy a pen.

2. Walking is a form of exercise. Walking is easier than swimming.

It can be written as:

Walking is a form of exercise. **It** is easier than swimming.

Kinds of Pronouns

i) Personal Pronouns

I, we, you, he, she, it, they are called personal pronouns. They can be classified into First, Second and Third person pronouns.

Examples

- I bought a kilo of apple.
- She is writing her assignments.

ii) Possessive Pronouns

- My, our, your, his, her, their, its (determiners)
- Mine, ours, yours, his, hers, theirs, its (predicative use)

They are used to express ownership / possession / relationships.

Examples

- This is **my** room.
- The room is **mine**.

iii) Reciprocal Pronouns

Each other and **one another** are used to express mutual relationships.

Example

- The children can help **each other** to do the homework.

iv) Demonstrative Pronouns

This, that, these and **those** are used to point to people or things they stand for.

Examples

- **This** is our new car.
- **That** is our old house.

v) Reflexive Pronouns

Myself, ourselves, yourself/selves, himself, herself, themselves and **itself** are used as reflexive pronouns.

Example

- **Rani** smiled at **Rani** in the mirror.

It can be written as: **Rani** smiled at **herself** in the mirror.

vi) Emphatic Pronouns

Emphatic pronouns are used for emphasis.

Example

- **Mary herself** typed all the letters.

vii) Relative Pronouns

Who, whom, which, what and **that** are relative pronouns that refer to nouns or pronouns.

Example

- I do not know **who** is standing at the gate.

viii) Interrogative Pronouns

Who, whom, whose, which and **what** are interrogative pronouns.

Note: Relative and interrogative pronouns are identical, but their functions are different.

Examples

- **Who** are you?
- **Who** are you talking about?

3. Adjective

An adjective describes or gives additional information about a noun.

Examples

- Malathi and Shanthi are **beautiful**. (**beautiful** describes Malathi and Shanthi.)
- Santhosh is an **intelligent** boy. (**Intelligent** describes Santhosh.)
- We study in a **big** school. (**Big** says about the school.)

Kinds of Adjectives

i) Adjectives of Quality

It is used to describe the quality of a person or thing.

Examples

- Chennai is a **big** city.
- Hari is a **smart** boy.
- The weather is **cold**.

ii) Adjectives of Quantity

It shows the quantity of a thing and answers the question '**how much**'?

Examples

- I have got **some** money.
- There is **little** water in the jug.
- **All** his life he worked hard.

iii) Adjectives of Number

It indicates the number of persons or things or their order. It can be classified into two types, namely **Definite Adjectives** and **Indefinite Numeral Adjectives**.

Examples

Definite Numeral adjectives are used to denote the exact number.

- She has **two** cars.
- I am the **third** daughter in my family.

Indefinite numeral adjectives do not indicate the exact number.

- **Several** students were there.
- **Many** attended the party.

iv) Distributive Adjectives

They are used to refer to each one of a number.

Examples

- **Either** of them can do it.
- **Neither** of the statements is true.

v) Demonstrative Adjectives

They point out the thing or things.

Examples

- **This** pen is better than that.
- **That** car is mine.

vi) Interrogative Adjectives

Interrogative adjectives are used to ask questions.

Examples

- **What** work did you do yesterday?
- **Which** pen do you like the best?

vii) Possessive Adjectives

Possessive pronouns function as possessive adjectives.

Examples

- **We** are eating **our** lunch.
- You are **my** student.

4. Verb

A verb is a word or a group of words that states an action, or a happening, a fact or a state of being. It is an important part of a sentence.

Examples

- Mary **is** a doctor. (Fact / state of being)
- Water **is** a liquid. (Fact / state of being)
- Yesterday it **rained** heavily. (Happening)

Verbs can be classified into main verbs and auxiliary verbs. Verbs that can stand by themselves and convey a meaning are called main verbs.

Action verbs – drink, run, play, swim, dance.

Examples

- Rama **drinks** juice every morning.
- Mohan **plays** tennis on Sundays.

Linking verbs - Am, is are, was, were, be, been.

Examples

- Roja **is** a teacher.
- Usha and Mala **were** good friends.

Helping verbs – is dancing, are reading.

Examples

- Sita **is dancing** at a concert.
- Rama **is reading** an interesting novel.

Kinds of Verbs

i) Transitive Verb

A transitive verb is a verb that passes the action of the doer to the object.

Examples

- I **wrote** a letter to my friend.
- She **drinks** boost in the morning.

ii) Intransitive Verb

An intransitive verb is verb that does not pass the action of the subject to the object.

Examples

- Some trees **grow** very tall.
- She **laughs** heartily.
- I **get up** early in the morning.

5. Adverb

An adverb gives additional information about a verb or another adverb or an adjective or any other phrase.

An adverb answers the questions "**when, how, and where**".

Kinds of Adverbs

i) Adverb of Time

Adverb of time answers the question '**When**'.

Examples

- We bought a flat **last year**.
- I **generally** watch English movies.
- He **usually** drinks milk at night.

ii) Adverb of Place

Adverb of place answers the question '**Where**'.

Examples

- The boll rolled **down**.
- She saw me in the **market**.
- Let us wait **here**.

iii) Adverb of Manner

Adverb of manner answers the question '**How**'.

Examples

- She spoke **gently**.
- They behaved **nicely**.
- She danced **beautifully**.

iv) Adverb of Frequency

Adverb of frequency tells us '**How Often**'.

Examples

- She **always** asks for books.
- The newspaper is published **daily**.
- They **often** meet.

6. Preposition

A preposition is word placed before a noun or pronoun to show its relation to another word in the same sentence. A preposition is also used with a verb.

Examples

- The cat is **under** the table.
- I gave a chocolate **to** him.
- The ball is **in** the shelf.
- The boys was brought up **by** his grand parents.

Kinds of Prepositions

i) Simple

Simple preposition consists of only one word.

Examples

- In, at, since, for.

ii) Complex or Compound

Complex or compound preposition consists of more than one word.

Examples

- as for, in spite of, due to

7. Conjunction

A conjunction is a word that joins two words, phrases or sentences together.

The word 'and' is a very commonly used conjunction.

Conjunction List: but, because, or, as, when, while, yet, though, if, unless, until, since, so.

Examples

- John's mother won't be there, **but** his father might.
- I couldn't attend the class **because** I was ill.

8. Interjection

An interjection is a word that expresses a sudden emotional feeling. It is always followed by an exclamatory mark (!).

Examples

- **Hello!** How do you do?
- **Oh!** What a great shot.
- **Hush!** Someone is coming.
- **Alas!** He has fallen.

Exercise

1. Identify and write down various parts of speech for the following sentences.

1. New Delhi is the capital of India.
2. Mango is Mano's favorite fruit.
3. Sonata is one of the famous watches in India.
4. Kananan and Raju play tennis everyday.
5. Usha sweeps the house everyday.
6. My father presented me a watch.
7. Botany is the scientific study of plants and their structure.
8. The girl who is standing near the car is my sister.
9. Lake Superior is the largest freshwater lake in the world.
10. Raghu is my cousin.
11. Your bag is on the table.
12. They are teachers.
13. We are children.
14. My brother goes to school on a cycle.
15. I bought a book.
16. Kala is my best friend.
17. Children are playing well.

18. The teacher teaches the lesson.
19. Kumaram was standing at the gate.
20. My parents came to visit me.
21. My friend gifted me a doll to my younger sister.
22. Raj was a good dancer.
23. Latha is leaving the room.
24. He fought with my family.
25. My mother has given me a piece of advice.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ greet people in different ways
- ✓ learn and use the names of the various parts of the house and a list of dawn to dusk verbs.
- ✓ Learn and use parts of speech in writing.

Chapter 2

General Structure

- I. Dialogue : Introducing
- II. Vocabulary : Sports and Games and At play
- III. Grammar : Word Order
- IV. Writing Skills : Use Word Order

Learning Objectives

After learning this chapter, you will be able to

- ✓ introduce yourself or your friend to someone
- ✓ know the various names of sports and games
- ✓ recognise the verbs used at play
- ✓ learn and use word order in writing

I. Dialogue

Introducing

Introducing – A

Rajan : Good morning. I'm Rajan.
Ragu : Good morning. I'm Ragu.
Rajan : Please meet my friend, Anbu.
Ragu : Pleased to meet you Anbu.
Anbu : Me too.

Rajan and Ragu are strangers. They meet each other and introduce themselves.

Introducing – B

Govind : Excuse me. I'm Govind from Yellagiri Hills.
Aruna : Hello, I'm Aruna from Puliur.
Govind : This is my friend, Nasi, from my village.
Aruna : Have I met you before?

Govind and Aruna meet first time and introduce each other. Govind introduces his friend Nasi to Aruna.

INTRODUCING

- Let me introduce.....
- Do you know...?
- Have you met?
- May I introduce?
- Please meet my friend/ brother/sister.

II. Vocabulary

A: Noun: Sports/Games

Sports/Games	Vernacular	Sports/Games	Vernacular
Boating		Bowling	
Boxing		Cycling	
Discuss Throw		Fishing	
Gymnastics		Hurdles	
Javelin Throw		Karate	
Long Jump		Running Race	
Shot Put		Swimming	
Weight Lifting		Badminton	
Baseball		Basketball	
Car Race		Card	
Carom Board		Chauper	
Chess		Circle	
Climbing		Cricket	
Football		Hockey	
Horse Race		Kabbadi	
Kho-Kho		Table Tennis	
Throwball		Volley ball	
Water-Sking			

II. Vocabulary

B. Verb: At Play

Simple Present	Past	Past Participle	Present Participle	Vernacular
Allot	allotted	allotted	allotting	
Argue	argued	argued	arguing	
Bend	bent	bent	bending	
Bounce	bounced	bounced	bouncing	
Bowl	bowled	bowled	bowling	
Catch	caught	caught	catching	
Chase	chased	chased	chasing	
Decide	decided	decided	deciding	
Join	joined	joined	joining	
Jump	jumped	jumped	jumping	
Kick	kicked	kicked	kicking	
Leave	left	left	leaving	
Mark	marked	marked	marking	
Move	moved	moved	moving	
Pick	picked	picked	picking	
Plan	Planned	planned	planning	
Play	played	played	playing	
Practice	practiced	practiced	practicing	
Press	pressed	pressed	pressing	
Pull	pulled	pulled	pulling	
Push	pushed	pushed	pushing	
Put	put	put	putting	
Reach	reached	reached	reaching	
Run	ran	run	running	
Throw	threw	thrown	throwing	

A sentence is a group of words arranged in a particular order to give complete meaning.

- Every sentence contains a subject and a verb.
- The first letter of every sentence is a capital letter.

There are many types (forms) of sentences in English and they have rules governing them.

Subject

A subject is a person or thing that is being discussed, described or dealt with in the sentence or it is the doer of the action in that sentence.

Verb

A Verb describes an action, a state or an occurrence in the sentence.

Object

A direct object is the receiver of action within a sentence.

Complement

A complement is any word or phrase that completes the sense of a subject, an object or a verb in a sentence.

Direct Object

A direct object is the receiver of action within a sentence.

Indirect Object

The indirect object identifies to or for whom or what the action of the verb is performed.

Some of the basic patterns are as follows:

Positive Statements

Statement: Statement is something that you say or write that gives information or an opinion.

1. S+V

<u>Vimal</u>	<u>Sweeps</u>	the floor.
S	V	
<u>Kamal</u>	<u>is eating</u>	at the dining hall.
S	V	
<u>Neela</u>	<u>will arrive</u>	next week.
S	V	

2. S+V+ O

<u>I</u>	<u>likes</u>	<u>rice.</u>
S	V	O
<u>She</u>	<u>loves</u>	<u>music.</u>
S	V	O
<u>He</u>	<u>is eating</u>	<u>an orange.</u>
S	V	O

3. S+V+DO

<u>Danush</u>	<u>writes</u>	<u>a letter.</u>
S	V	DO
<u>Deena</u>	<u>sent</u>	<u>the photo.</u>
S	V	DO
<u>Priya</u>	<u>gifted</u>	<u>the watch.</u>
S	V	DO

4. S+V+IO+DO

<u>Teacher</u>	<u>has given</u>	<u>me</u>	<u>the project?</u>
S	V	IO	DO
<u>Suresh</u>	<u>presented</u>	<u>me</u>	<u>a gift.</u>
S	V	IO	DO
<u>Preethi</u>	<u>is giving</u>	<u>her friend</u>	<u>a bicycle.</u>
S	V	IO	DO

5. S+V+C

a. Adjective as Complement

<u>He</u>	<u>is</u>	<u>funny.</u>
S	V	C
<u>The workers</u>	<u>are</u>	<u>lazy.</u>
S	V	C
<u>Kalai</u>	<u>seems</u>	<u>angry.</u>
S	V	C

b. Adverb as a Complement

<u>The plane</u>	<u>landed</u>	<u>safely.</u>
S	V	ADV
<u>The boys</u>	<u>are playing</u>	<u>carefully.</u>
S	V	ADV
<u>Rani</u>	<u>writes</u>	<u>neatly.</u>
S	V	ADV

c. Noun as Complement

<u>She</u>	<u>is</u>	<u>my mom.</u>
S	V	C
<u>They</u>	<u>are</u>	<u>her friends.</u>
S	V	C
<u>Mr. Rajesh</u>	<u>is</u>	<u>a teacher.</u>
S	V	C

The Positive Questions: (Verb reversal type)

6. AUX+S+V

<u>Are</u>	<u>you</u>	<u>going?</u>
AUX	S	V
<u>Can</u>	<u>she</u>	<u>come?</u>
AUX	S	V
<u>Will</u>	<u>they</u>	<u>dance?</u>
AUX	S	V

7. *AUX+S+V+O*

<u>Will</u>	<u>they</u>	<u>play</u>	<u>football?</u>
AUX	S	V	O
<u>Shall</u>	<u>I</u>	<u>sing</u>	<u>a song?</u>
AUX	S	V	O
<u>Can</u>	<u>you</u>	<u>pass</u>	<u>the book?</u>
AUX	S	V	O

8. *S+AUX+V+IO+DO*

<u>Mala</u>	<u>will</u>	<u>buy</u>	<u>her</u>	<u>chuddy.</u>
S	AUX	V	IO	DO
<u>Deena</u>	<u>may</u>	<u>give</u>	<u>me</u>	<u>mobile phone.</u>
S	AUX	V	IO	DO
<u>Selvam</u>	<u>can</u>	<u>sell</u>	<u>me</u>	<u>the land.</u>
S	AUX	V	IO	DO

The Positive Questions: (question word type)

9. *QW+AUX+S+V+O*

<u>When</u>	<u>will</u>	<u>they</u>	<u>come</u>	<u>home?</u>
QW	AUX	S	V	O
<u>Where</u>	<u>Shall</u>	<u>I</u>	<u>write</u>	<u>the exam?</u>
QW	AUX	S	V	O
<u>How</u>	<u>can</u>	<u>you</u>	<u>get</u>	<u>the book?</u>
QW	AUX	S	V	O

10. *QW+AUX+S+V+IO+DO*

<u>Why</u>	<u>is</u>	<u>Santhosh</u>	<u>borrowing</u>	<u>his friend</u>	<u>some money?</u>
QW	AUX	S	V	IO	DO
<u>When</u>	<u>will</u>	<u>she</u>	<u>finish</u>	<u>her</u>	<u>studies?</u>
QW	AUX	S	V	IO	DO
<u>How</u>	<u>can</u>	<u>I</u>	<u>inform</u>	<u>your</u>	<u>mother?</u>
QW	AUX	S	V	IO	DO

Negative Statements

1. *S+V*

<u>Vimal</u>	<u>does not sweep</u>	<u>the floor.</u>
S	V	
<u>Kamal</u>	<u>is not eating</u>	<u>at the dining hall.</u>
S	V	
<u>Neela</u>	<u>will not arrive</u>	<u>next week.</u>
S	V	

2. *S+V+ O*

<u>I</u>	<u>do not like</u>	<u>rice.</u>
S	V	O
<u>She</u>	<u>does not love</u>	<u>Music.</u>
S	V	O
<u>He</u>	<u>is not eating</u>	<u>an orange.</u>
S	V	O

3. S+V+DO

Danush	does not write	a letter.
S	V	DO
<u>Deena</u>	<u>did not send</u>	<u>the photo.</u>
S	V	DO
<u>Priya</u>	<u>did not gift</u>	<u>the watch.</u>
S	V	DO

4. S+V+IO+DO

<u>Teacher</u>	<u>has not given</u>	<u>me</u>	<u>the pen.</u>
S	V	IO	DO
<u>Suresh</u>	<u>did not present</u>	<u>me</u>	<u>a gift.</u>
S	V	IO	DO
<u>Preethi</u>	<u>is not giving</u>	<u>her friend</u>	<u>a bicycle.</u>
S	V	IO	DO

5. S+V+C

a. Adjective as Complement

<u>He</u>	<u>is not</u>	<u>funny.</u>
S	V	C
<u>The workers</u>	<u>are not</u>	<u>lazy.</u>
S	V	C
<u>Kalai</u>	<u>does not seem</u>	<u>angry.</u>
S	V	C

b. Adverb as a Complement

<u>The plane</u>	<u>did not land</u>	<u>safely.</u>
S	V	ADV
<u>The boys</u>	<u>are not playing</u>	<u>carefully.</u>
S	V	ADV
<u>Rani</u>	<u>does not write</u>	<u>neatly.</u>
S	V	ADV

c. Noun as Complement

<u>Mr Rajesh</u>	<u>is not</u>	<u>a teacher.</u>
S	V	C
<u>She</u>	<u>is not</u>	<u>my mom.</u>
S	V	C
<u>They</u>	<u>are not</u>	<u>her friends.</u>
S	V	C

The Negative Questions: (verb reversal type)

1. AUX+ S+V

<u>Are</u>	<u>you</u>	<u>not going?</u>
AUX	S	V
<u>Can</u>	<u>she</u>	<u>not come?</u>
AUX	S	V
<u>Will</u>	<u>they</u>	<u>not dance?</u>
AUX	S	V

2. AUX+S+V+O

<u>Will</u>	<u>they</u>	<u>not play</u>	<u>football?</u>
AUX	S	V	O
<u>Shall</u>	<u>I</u>	<u>not sing</u>	<u>a song?</u>
AUX	S	V	O
<u>Can</u>	<u>you</u>	<u>not pass</u>	<u>the book?</u>
AUX	S	V	O

3. S+AUX+V+IO+DO

<u>Mala</u>	<u>Will not</u>	<u>buy</u>	<u>her</u>	<u>chuddy.</u>
S	AUXV	V	IO	DO
<u>Deena</u>	<u>may not</u>	<u>gift</u>	<u>me</u>	<u>mobile phone.</u>
S	AUXV	V	IO	DO
<u>Selvam</u>	<u>Can not</u>	<u>sell</u>	<u>me</u>	<u>the land.</u>
S	AUXV	V	IO	DO

The Negative Questions: (question word type)

4. QW+AUX+S+V+O

<u>Why</u>	<u>is</u>	<u>he</u>	<u>not come</u>	<u>to office?</u>
QW	AUX	S	V	O
<u>Why</u>	<u>is</u>	<u>she</u>	<u>not teaching</u>	<u>the class?</u>
QW	AUX	S	V	O
<u>Why</u>	<u>has</u>	<u>they</u>	<u>not attending</u>	<u>the exam?</u>
QW	AUX	S	V	O

5. QW+AUX+S+V+IO+DO

<u>Why</u>	<u>have</u>	<u>you</u>	<u>not brought</u>	<u>me</u>	<u>a cup of tea?</u>
QW	AUX	S	V	IO	DO
<u>Why</u>	<u>has</u>	<u>she</u>	<u>not calling</u>	<u>her</u>	<u>for a movie?</u>
QW	AUX	S	V	IO	DO
<u>Why</u>	<u>did</u>	<u>they</u>	<u>not taking</u>	<u>him</u>	<u>for a picnic?</u>
QW	AUX	S	V	IO	DO



Remember

Expressions of time can be placed at the beginning or the end of a statement.

- **At the end of the sentence: Place before Time**

Example : **Tomorrow** my English teacher will sing a song.

(Or) My English teacher will sing a song **tomorrow**.

- NEVER put Place or Time between Verb and Object

Example : Deepa went home **yesterday**.

I went yesterday home. (Wrong)

Exercise

1. Arrange the words to form a complete sentence. An example is given below.

Wish / I / you → I wish you.

1. French / I / speak
2. hates / pigeons / he
3. very well / my brother / sings
4. sell / flowers / we
5. you / see / me / can
6. buy / milk / he / wants to
7. feed / you / my / cat / can
8. must / the book / read / you
9. speaks / she / well
10. bread / I / this morning / ate

2. Form a proper sentence in the space given below.

1. Why you did say that?
2. She showed her new dress her friend.
3. I play on Sundays tennis
4. That is my pen. Give to me it.
5. I did quickly my homework.

3. Form five positive questions for the verbs given below.

1. is
2. will
3. are
4. shall
5. has

4. Form five negative questions for the verbs given below.

1. will
 2. have
 3. was
 4. are
 5. shall
-

5. Put the following words in the correct order to make complete questions.

1. next/ will/ do/ who/ think/ cup you/ win/ the/ World/ ?
2. didn't/ the/ come/ cinema/ to/ why/ you/?
3. you/ a/ of/ tea/ like/ would/ cup/?
4. cost/ much/ that/ computer/ how/ does/ old
5. did/ when/ go/ college/ to/ they/?

6. Find the complement and it's type in the following sentences.

1. Gopal is a doctor.
2. Children are playing carefully.
3. Selvi is not a student.
4. My father is working hard.
5. She is my elder sister.
6. I want to buy an umbrella.
7. My sister presented a watch.
8. The teacher teaches well.
9. Kumaran is not coming to office.
10. Valli is a homemaker.

7. Find the object in the following sentences.

1. Malini sings a song.
2. They are playing football.
3. Shall we go for a picnic?
4. Can you buy a bag?
5. When will you will come home?
6. I bought a grammar book.
7. My brother attended the interview.
8. Sumathi sits on the floor.
9. Can you do a favour?
10. Malathi took driving lessons.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ introduce yourself or your friend to someone
- ✓ know the various names of sports and games
- ✓ recognise the verbs used at play
- ✓ learn and use word order in writing

Chapter 3

General Structure

- I. Dialogue : Inviting
- II. Vocabulary : School/Classroom and At Study
- III. Grammar : Nouns and Determiners
- IV. Writing Skills : Use Determiners

Learning Objectives

After learning this chapter, you will be able to

- ✓ invite your friend or someone to come along
- ✓ know and name various articles that are used in a school/classroom
- ✓ recognize the verbs that are used at study
- ✓ understand and use determiners and their types in writing

I. Dialogue

Inviting

Inviting - A

Sudha : I am going for shopping. Could you come with me?

Radha : Sure, I too want to buy a tooth brush.

Sudha : Please come fast.

Radha : Are you in a hurry?

Sudha : Not exactly. I would like to come back quickly and study

Sudha and Radha are friends. Sudha invites Radha for shopping.

Inviting - B

Rattan : Ramesh and I are going for a walk. Would you like to join us?

Sasi : With pleasure.

Rattan : Shall we call Francis along?

Sasi : That would be nice. (That'd be nice).

Rattan and Sasi are classmates. Rattan invites Sasi to go out.

Inviting

- Care for like to.....?
- I'd like you to.....
- Please.....?
- Would you be interested in.....?
- Perhaps you'd care to
- How/What about.....?
- Why don't you.....?
- We should be very pleased/delighted if you could.....

II. Vocabulary

A.Noun: School/ Classroom

School/Classroom	Vernacular	School/Classroom	Vernacular
Bag		Bell	
Bench		Black Board	
Calculator		Calendar	
Chair		Chalk Piece	
Chart		Clip Board	
Crayon		Desk	
Dustbin		Duster	
Eraser		Fan	
Globe		Ink Bottle	
Laptop		Lunch Box	
Marker		Microscope	
Newspaper		Notebook	
Notice board		Paperclip	
Pen		Pencil	
Pencil Sharpener		Protractor	
Punch		Ruler	
Table		Wall Clock	
Wall Picture			

II. Vocabulary

B. Verb: At Study

Simple Present	Past	Past Participle	Present Participle	Vernacular
Analyse	analysed	analysed	analysing	
Borrow	borrowed	borrowed	borrowing	
Build	built	built	building	
Correct	corrected	corrected	correcting	
Discuss	discussed	discussed	discussing	
Divide	divided	divided	dividing	
Explain	explained	explained	explaining	
Erase	erased	erased	erasing	
Find	found	found	finding	
Follow	followed	followed	following	
Forget	forgot	forgotten	forgetting	
Help	helped	helped	helping	
Listen	listened	listened	listening	
Memorize	memorized	memorized	memorizing	
Point out	pointed out	pointed out	pointing out	
Question	questioned	questioned	questioning	
Read	read	read	reading	
Recite	recited	recited	reciting	
Repeat	repeated	repeated	repeating	
Shout	shouted	shouted	shouting	
Study	studied	studied	studying	
Summarize	summarized	summarized	summarizing	
Teach	taught	taught	teaching	
Understand	understood	understood	understanding	

III. Grammar

Determiners

A **determiner** is a word that determines or qualifies the meaning of a noun. It is always placed before a noun. It always agrees in gender and number with the nouns they modify.

With Count Nouns	With Non-Count Nouns
A, an, the, some, any	The, some, any
This, that, these, those	This, that
None of the, one of the, two of the....	None of the
Many	Much
A lot of	A lot of
A large number of	A large amount of
A great number of	
(a) few	(a) little
fewer than	Less than
more than	More than

Some irregular count nouns

Person – people	child – children	tooth – teeth
Foot – feet	mouse – mice	louse – lice
Man – men	woman – women	

Some non-count nouns

Sand	soap	physics	mathematics	news
Mumps	air	politics	measles	meat
Homework	food	economics	advertising	money



Remember

Some non-count nouns, such as food, meat, money and sand may be used as count nouns in order to indicate different types.

Examples

This is one of the foods that my doctor has advised me not to eat. (one of the many foods)

- He studies meats. (Different meats - pork, mutton, beef etc)

There are different types of determiners, they are:

- Article Determiners
- Demonstrative Determiners
- Quantifying Determiners
- Interrogative Determiners
- Possessive Determiners

Article Determiner

Article: A, An and The are called articles. They come before nouns.

Indefinite article determiners

'A, an' – Indefinite Articles do not refer to any particular person/thing.

Usage of 'An'

a) The choice between 'a' and 'an' is determined by sound. Before a word beginning with a vowel sound as is used.

Examples

- An ass, an enemy, an ink-sand, an orange, an umbrella and an heir.

b) In the following acronyms when they do not refer to particular persons, we use the article 'an'.

Examples

- An MLA, an MP, an NGO, an IAS Officer, an HMT watch, an FBI agent, an LLB, an NNC officer, an SOS, an X-ray telescope, an Xmas card.

c) Words beginning with a mute h takes an, not a. An + mute h (Silent h).

Examples

- He is **an** honest man.
- It is **an** honour to me.

Usage of 'A'

a) Before a word beginning with a consonant sound a is used.

Examples

- A boy, a woman, a yard, a horse, a hole,

b) When vowels produce consonant sounds we use 'a'.

- a one-eyed man, a one-legged man a one-rupee coin, a union leader, a university student, a unicycle, a U-turn, a united front, a unicorn, a used napkin, a U.S. Ship, a uterus, a European, a useful animal, a Urdu poet.

Position of the indefinite article determiners

a) **a, an** come before a noun.

- I bought **a** book this morning.
- **An** apple a day is good for all.

- b) **a, an** belong to the class of determiners and come before the adjectives.
- **A** good book.
 - **An** intelligent girl.
- c) **a, an** placed after predeterminers like many, much, rather, quite and what.
- What **a man** he is! (not, a what man)
 - She is quite **a beauty**. (not, a quite beauty)
 - Many **an apple** has fallen by October.
- d) **a, an** placed after adjectives when they are premodified by *as, so, too, how* and *quite*.
- How quite **a** place it is!
 - It is too silly **an** answer.

Definite article determiners

When we talk about particular person or thing, or one already referred to it takes the.

Example

- Turn off **the** light in the hall. (not any light, but the one in the hall)

Usage of definite article

Usage	Example
The is used before an adjective to denote a quality	The white of an egg. The beautiful girl.
To show a particular person or thing To show a singular noun representing a whole group	The man standing there is a friend of mine. The cow is a useful animal.
With names of gulfs, seas, oceans, groups of islands and mountain ranges	The Persian Gulf, the Ganges, the Red Sea, the Indian Ocean, the Himalayas etc
Before superlatives	The darkest cloud has a silver lining.

They are used to point out things or people. They are: '*this*', '*these*', '*that*' and '*those*'.

Difference between This and These	
Singular	Plural
This dress belongs to my sister.	These dresses belong to my sister.
This book is my favourite.	These books are my favourites.
This is an interesting movie.	These are an interesting movie.

Difference between That and Those	
Singular	Plural
That book is yours.	Those books are yours.
That boy plays different games.	Those boys play different games.
That girl is dancing well.	Those girls are dancing well.

Quantifying Determiners

a) Quantifying Determiners are used to tell about quantity without giving an exact number. The quantifying determiners are used only with plural nouns, they are: *few, a few, fewer, many, several* and *both*.

Examples

- **Few** people have been to the moon.
Few is used with plural nouns and a plural verb to mean 'not many'
- **A few** children are absent today.
A few is used to describe a small number of people, things or places
- I have fewer CDs than you.
Fewer is a comparative of 'few' used with count nouns
- We went to Europe many years ago.

Many is used with count nouns and amounting to a large but indefinite number.

b) The quantifying determiners are used with plural nouns and nouns that show no exact number. They are: *all, half, some, enough, a lot of, lots of, more, most, other* and *plenty of*.

Examples

- **All** children seem to like chocolate.
All is to indicate the whole number or amount of or every one of a class.
- **Some** girls like to play football.
Some is used with affirmative verbs
- Do you have **enough** books to read?
Enough is used before plural or uncountable nouns to mean as many or as much as needs or wants.
- **A lot** of people like burgers.
A lot of is used to mention a large number or amount

c) The quantifying determiners are used with singular nouns. They are: *another, every, and each*.

Examples

- I need **another** pencil.
Another is to mean one more; an extra thing or person
- He likes **every** child in the class.
every is used with singular nouns to refer to all the members of a group of things or people
- **Each** house is painted in a different color.
each is used to refer to every one of two or more people or things.

d) The quantifying determiners *either* and *neither* refer to two people or things.

Examples

- She will eat **either** rice or bread.
- Either means one of the two.

- He can **neither** read nor write English.
Neither means 'not one nor the other of the two'

Interrogative Determiners

Interrogative determiners are used before noun to ask questions. They are: who, what, which, when, where and whom.

Examples

- **Who** gave you the book?
- **What** is your plan for the next Sunday?
- **Which** is your native place?
- **When** will you come to my house?
- **Where** are you going to meet your parents?
- From **whom** did you learn the mathematical operation?

Possessive Determiners

The possessive determiners serve to express ownership or possession. They are: my, your, his, her, its, our and their.

Examples

- I gave **my** book to John.
- Is this **your** desk?
- Vivek brought **his** laptop to the classroom.
- Shalini keeps **her** house very clean.
- The dog was licking **its** paws.
- There's a snake in **our** garden.
- Raheem and Vasanth have invited me to **their** party.

Exercise

1. Fill in the blanks with the suitable articles.

_____ old man on _____ point of death called his sons around him to give them some parting advice. He ordered his servants to bring in _____ bundle of sticks, and said to his eldest son: "Break it." _____ son tried hard, but with all his efforts was unable to break _____ bundle. _____ other sons also tried, but none of them was successful. "Untie _____ bundle," said _____ father, "and each of you take _____ Stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," _____ old man said, "union gives strength".

2. Insert articles wherever necessary in the following sentences.

1. Where there is life there is hope.
2. Sun rises in east.
3. The doctor says it is hopeless case.
4. He is humble man.
5. Have you told him about accident?

3. Choose the appropriate determiners to complete the sentences.

1. Can I have _____ water?
a) few
b) some
2. I have _____ money in the bank.
a) many
b) lot of
3. _____ is your house in Chennai?
a) where
b) when
4. Varun has sold _____ car.
a) his
b) her
5. _____ lion is a dangerous animal.
a) an
b) a

4. Fill in the blanks with the suitable determiners.

(a, the, few, a few, each)

1. She did not remember _____ title of first book that she had read.
2. This is just _____ piece of advice.
3. _____ one is going to give a presentation.
4. We have two close friends and we have invited _____ of them to the party.
5. Kamala has very _____ friends.

5. Draw a circle around the correct sentence from the pairs given below.

- a) Could you give me some sugar, please?
b) Could you give me any sugar, please?
- a) He is going to buy an another car.
b) He is going to buy another car.

- a) My hair is shorter than Mary.
b) My hair is shorter than Mary's.

- a) This book is unique.
b) This book is the most unique.

- a) She is too poor to give me some money.
b) She is too poor to give me any money.

6. Choose the correct answer.

1. Let me give you _____. (an advice/a piece of advice)
2. I haven't got _____ friends. (many/much)
3. I wear _____ when I go out. (this glass/these glasses)
4. We couldn't find _____ accommodation. (an/any)
5. _____ woke me up in the middle of the night. (Noise/A noise)
6. Do you eat _____ (a meat/meat)
7. I wrote the number on _____ (an envelop/envelop)
8. Would you like to see _____ (a show/ show)
9. You need _____ to run a business. (an experience/ a experience)
10. Mala is _____ (an intelligent/ a intelligent) girl.

Learning Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ invite your friend or someone to come along
- ✓ know and name various articles that are used in a school/classroom
- ✓ recognize the verbs that are used at study
- ✓ understand and use determiners and their types in writing

- | | |
|----------------|--------------------------------------|
| I. Dialogue | : Requesting |
| II. Vocabulary | : The Kitchen and Relating to eating |
| III. Grammar | : Pronoun |
| IV. Writing | : Use Pronoun |

Learning Objectives

After learning this chapter, you will be able to

- ✓ request for a favour
- ✓ know and name the articles that are used in the kitchen
- ✓ learn and use the verbs that are related to eating.
- ✓ understand 'pronoun' and their types
- ✓ use pronouns in your writing and speaking

I. Dialogue

Requesting

Requesting - A

Jeeva: Hi, Priya, could you please pass some rice?

Priya: Here it is Jeeva.

Jeeva: Can I have some curry please?

Priya: Sure.

Jeeva: Very kind of you.

Jeeva and Priya are students. Jeeva requests Priya for some help at the dining table.

Requesting - B

Karthick: Good morning. Could I use your phone, please?

Prakash: Good morning. Feel free to use it.

Karthick: My phone is under repair for the past few days.

Prakash: Could I repair your phone?

Karthick: Certainly. Very kind of you.

Karthick and Prakash neighbours. Karthick requests Prakash to allow him to use this phone.

Requesting

- Would you mind.....,please?
- I wonder whether you could.....
- Do you mind.....,please?
- Please do me a favour by.....
- I hope you don't mind my asking, but.....
- I'd be (very) grateful if you could....
- Please do me a favour by
- Please meet Mr/Mrs...
- I am sorry to trouble you, but.....

II. Vocabulary

A. Noun: The Kitchen

The Kitchen	Vernacular	The Kitchen	Vernacular
Basin		Bowl	
Cup and Saucer		Cylinder	
Dish Washer		Egg Container	
Flask		Fork	
Fridge		Fruit Basket	
Fry Pan		Funnel	
Hot Box		Jug	
knife		Ladles	
Microwave Oven		Mixie Grinder	
Muffin Pan		Pitcher	
Plate		Pot	
Pressure Cooker		Rolling Board	
Rolling Pin		Salt / Pepper Cellar	
Serving Spoon		Sieve	
Sink		Tea Pot	
Tiffin Carrier		Toaster	
Tray		Peeler	
Vegetable Cutter			

II. Vocabulary

B. Verb: Related to Eating

Simple Present	Past	Past Participle	Present Participle	Vernacular
Blend	blended	blended	blending	
Boil	boiled	boiled	boiling	
Chop	chopped	chopped	chopping	
Cook	cooked	cooked	cooking	
Crush	crushed	crushed	crushing	
Filter	filtered	filtered	filtering	
Fry	fried	fried	frying	
Knead	kneaded	kneaded	kneading	
Level	levelled	levelled	levelling	
Make Fire	made fire	made fire	making fire	
Mash	mashed	mashed	mashing	
Mix	mixed	mixed	mixing	
Peel	peeled	peeled	peeling	
Pound	pounded	pounded	pounding	
Powder	powdered	powdered	powdering	
Pulp	pulped	pulped	pulping	
Roast	roasted	roasted	roasting	
Roll	rolled	rolled	rolling	
Scrape	scraped	scraped	scraping	
Season	seasoned	seasoned	seasoning	
Steam	steamed	steamed	steaming	
Stiff	stiffed	stiffed	stiffing	
Stir	stirred	stirred	stirring	
Taste	tasted	tasted	tasting	

Pronoun acts instead of a *noun* or a *noun phrase*. It has all the characteristics of a noun. It functions as a subject, object or complement in a sentence.

Types of Pronouns

- Personal Pronoun
- Possessive Pronoun
- Demonstrative Pronoun
- Reflexive Pronoun
- Interrogative Pronoun
- Indefinite Pronoun

Personal Pronouns

Personal pronouns represent specific people or things. They are: I, We, You, He, She, It and They.

Example

First person	<i>I, We</i>	Denotes the individual who is speaking
Second person	<i>You,</i>	Denotes the one being spoken to
Third Person	<i>He, She, It , They</i>	Denotes the one being spoken about

	Singular	Plural
First Person	I	We
	Me	Us
	My, Mine	Our, Ours
Second Person	You	You
	Your	Your
	Yours	Yours
Third Person	He, She, It	They
	His, Her, It's	Their
	Him, Her, It's	Them

Examples

- **I** live in Kanyakumari.(Singular)
- **We** play volleyball everyday.(Plural)
- Lakshmi gave **me** a pen.(Singular)

- We will collect money among **us** for a picnic.(Plural)
- **You** go to the office today.(Singular & Plural)
- **He** goes to the shop every week to buy vegetables.(Singular)
- **She** will sweep the place tomorrow.(Singular)
- **It** gives you strength.(Singular)
- **They** are all my old friends.(Plural)

Possessive Pronouns

Possessive pronouns show the ownership. They are: mine, yours, his, hers, ours, and theirs." my, your, his, her, its, our, their" are pronouns that do the work of an adjective. So they are known as possessive adjectives.

Examples

- He was a friend of **mine**.
- Is this bangle **yours**?
- He took my hand in **his**.
- Is this watch **hers**?
- Their house is very similar to **ours**.
- Are the sweets **theirs**?

Demonstrative pronouns

Demonstrative pronouns are used for pointing out things and people. They are: *this, that, these* and *those*.

Examples

- **This** taste is good.
- **That** is my friend's house.
- **Those** were my horses.
- **These** cats are good.

Reflexive Pronouns

Reflexive pronouns are used when the subject and object of sentence are the same. They are: *myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves*.

Examples

- I built this house **myself**.
- Be careful not to cut **yourself** with that knife.
- Ajay was looking at **himself** in the mirror.
- Varsha fell and hurt **herself**.
- We will bake the cake by **ourselves**.

Interrogative Pronouns

Interrogative pronouns are used to ask questions. They are: who, whose, what, which, when and whom.

Examples

- **Which** one is it?
- **Who** are those people?
- **Whose** book is this?
- **What** is the time now?
- From **whom** did you learn this habit?

Indefinite Pronouns

An indefinite pronoun does not refer directly to any other word. Most indefinite pronouns express the idea of quantity. They are: *all, each, most, other, another, either, neither, several, any, everybody, nobody, some, anybody, everyone, none, somebody, anyone, few, no one, someone, both, many, one* and *such*.

Examples

- **Each** group gets five points.
- I have **another** book for you.
- You select **either** one.
- I will prefer **neither** coffee nor tea.
- **Everybody** is welcomed for the meeting.
- Can I have **some** water please?
- The police questioned **everyone** in the room.

Exercise

1. Underline the personal pronoun in the following sentences.

1. She brought two of her books and laid them on the table.
2. I had lost his dog and could not find it.
3. If the thief is caught, he will be punished.
4. They called my brother and me for the dinner.
5. He stays in bed till nine every morning.

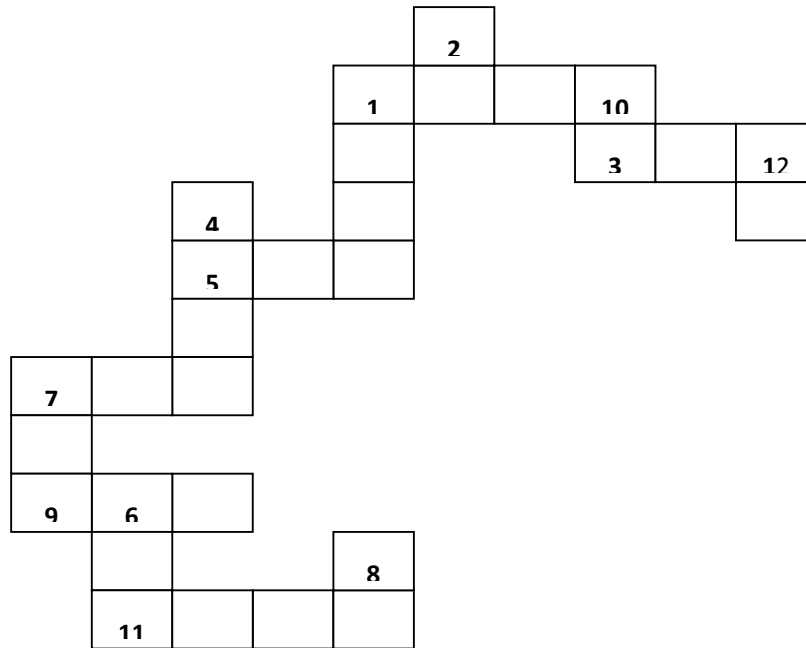
2. Underline the possessive pronoun in the following sentences.

1. She is a cousin of mine.
2. Ours house is very small.
3. Is this hers pen?
4. He played with his friends yesterday.
5. Have they taken theirs book from the cupboard?

3. Underline the interrogative pronoun in the following sentences.

1. Which is your pen?
 2. Where are you going to see your friend?
 3. When will you have your supper?
 4. Who gave you the book?
 5. What are you looking for?
-

4. Complete the puzzle with the help of the hints given below.



Across:

1. These are Suresh's book, Give it to _____.
3. This is your gift. Will _____ take it?
5. We will take _____ bats with us.
7. This is Mr.Regesh. This is _____ place.
9. This is Mrs Udaya. _____ likes rose very much.
11. Is that yours? Yes it is _____.

Down:

1. The children are studying. These are _____ pencils.
2. This is Vinoth. _____ got the first prize.
4. Where is _____ plate? Give it to me.
6. This is Peter's dress. Give it to _____.
7. This is Susila. That is _____ house.
8. I went to the beach with my friends. _____ had a nice time.
10. I am Nathiya. This is _____ pet dog.
12. We went to the toyshop. Mother gave _____ some money.

Learning Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ request for a favour
- ✓ know and name the articles that are used in the kitchen
- ✓ learn and use the verbs that are related to eating
- ✓ understand 'pronoun' and their types
- ✓ use pronouns in your writing and speaking

Chapter 5

General Structure

- I. Dialogue : Offering Help
II. Vocabulary : Spices, Pulses and Grains and Related to Eating
III. Grammar : Adjectives
IV. Writing : Use Adjectives
-

Learning Objectives

After learning this chapter, you will be able to

- ✓ offer help to someone
- ✓ recognise the verbs related to eating
- ✓ know the names of spices, pulses and grains
- ✓ understand and use adjectives and their usages writing and speaking

I. Dialogue

Offering Help

Offering Help - A

Police : May I help you?

Magesh: Yes sir. I am new to this place.

Police : What can I do for you?

Magesh: Could I know where the vegetable market is?

Police : Walk straight; it is at the end of the street.

A police
offers help to
Magesh new
to the place

Offering Help - B

Receptionist : Is there anything that I could do for you?

Lady : I need to meet the HR manager.

Receptionist : Do you have an appointment?

Lady : Sorry, I haven't.

Receptionist : Please sit down, I shall try to fix
appointment for you.

Lady : You are most kind.

A
receptionist
offers help to
lady to meet
the **HR**.

Useful Phrases

Offering Help

- If you like, I/we could.....
- Could I help you?
- May I be of assistance?
- Would you like me/us to help you?
- Is there anything that I can do?
- I'll do it for you.
- Is there anything I can do.

II. Vocabulary

A. Noun: Spices/Pulses/Grains

Spices/Pulses/Grains	Vernacular	Spices/Pulses/Grains	Vernacular
Almond		Beans	
Bengal Gram		Black Gram	
Cardamom		Cashew Nut	
Chilli		Cinnamon	
Clove		Coriander	
Corn		Cumin	
Dill		Fennel	
Fenugreek		Garlic	
Ginger		Green Gram	
Groundnut		Horse Gram	
Lima Beans		Mace	
Peas		Pepper	
Red Kidney		Soya Beans	
Tamarind		White Bean	

II. Vocabulary

B. Verb: Related to Cooking

Simple Present	Past	Past Participle	Present Participle	Vernacular
Belch	belched	belched	belching	
Bite	bit	bitten	biting	
Blow	blew	blown	blowing	
Chew	chewed	chewed	chewing	
Choke	choked	choked	choking	
Contribute	contributed	contributed	contributing	
Drink	drank	drunk	drinking	
Eat	ate	eaten	eating	
Equal	equalled	equalled	equalling	
Feed	fed	fed	feeding	
Fill	filled	filled	filling	
Keep	kept	kept	keeping	
Lick	licked	licked	licking	
Mix	mixed	mixed	mixing	
Order	ordered	ordered	ordering	
Peel	peeled	peeled	peeling	
Remove	removed	removed	removing	
Serve	served	served	serving	
Sip	sipped	sipped	sipping	
Spill	spilt	spilt	splitting	
Suck	sucked	sucked	sucking	
Swallow	swallowed	swallowed	swallowing	

III. Grammar

Adjectives

Adjectives describe nouns and pronouns. They give you additional information about **people**, **places** and **things**.

There are four types of adjectives, they are:


- Adjectives of size
- Adjectives of quality
- Adjectives of colour
- Adjectives of origin

A. Adjective of Size

Some adjectives tell about the **size** of people or things.

Examples

	
He is a tall man.	He is a short man.

	
The house is small .	The house is big .

B. Adjectives of Quality

Some adjectives tell what people or things are like by describing their quality.

Examples

		
The rose is beautiful .	The T-shirt is smooth .	The door is strong .

C. Adjectives of Colour

Some adjectives tell about the **colour** of things.

Examples

	The bag is red .
	This watch is blue .
	The table is brown .
	These bananas are yellow .

D. Adjectives of Origin

Some adjectives are made from proper nouns of place. These adjectives are called **adjectives of origin**.

Examples

	The Indian flag. Origin of place → India.
	The American flag. Origin of place → America

Some adjectives tell what things are made of. They refer to **substances**.

Examples

	A Plastic Bucket.
	A Cotton shirt.
	The Wooden spoons.

Order of Adjectives

When you use two or more adjectives, the usual order is: size, quality, colour, Origin and substance.

Examples

	A small brown wooden box. Small - Size Brown - Colour Wooden - Substance
	A blue beautiful plastic bag. Blue - Colour Beautiful - Quality Plastic - Substance

Adjectives have three degrees of comparison: positive, comparative and superlative. The comparative is formed by adding – er and the superlative by – est.

Formation of Degrees of Comparisons

Positive Degree

1. Positive degree does not make any comparison with anyone.

2. Positive degree form is: **as + adjective + as**

- Kala is as **beautiful** as Vanitha. (beautiful→ Positive degree)

Comparative degree

Comparative degree is used when two things or people are compared.

Comparative degree form is: **Comparative form + than.**

- Kala is more beautiful than Selvi. (more Beautiful→ Comparative degree)

Superlative degree

Superlative degree denotes the highest degree of the quality. It is used when more than two things or people are compared.

Superlative degree form is: **the + Superlative form**

- Usha is the most beautiful girl in the class.(hardest→ Superlative degree)

A. Adjectives of one or two syllable add (er) in the comparative form and (est) in the superlative form.

Positive	Comparative	Superlative
Hard	Harder	Hardest
High	Higher	Highest
Old	Older	Oldest

Examples

- Raju is working hard.
- Veena is working harder than Raju.
- Valli is working the hardest of all.

B. Adjectives of more than two syllables form their comparative and superlative form by adding 'more' to the comparative form and 'most' to the superlative.

Positive	Comparative	Superlative
Beautiful (Beau-ti-ful)	More Beautiful	Most Beautiful
Intelligent (In-te-lli-gent)	More Intelligent	Most Intelligent
Important (Im-por-tant)	More Important	Most Important

Examples

- Magimai is an **intelligent** girl.
- Leela is **more intelligent** girl than Magimai.
- Rajesh is the **most intelligent** boy in the class.

Regular Comparatives and Superlatives



Remember

A few of the comparatives and superlatives in English do not follow the usual pattern. They are called "irregular forms of comparatives and superlatives".

Examples

- Mohan does his studies **well**.
- Saravanan does his studies **better** than Murugan.
- Ashoke does his studies **best** of all.



What is word Stress?

In English, we do not say each syllable with the same force or strength. In one word, we stress ONE syllable. We say **one** syllable very **loudly**. For example big, strong, important and **all the other syllables** very **quietly**.

Let's take 3 words: light, lighter and lightest. Do they sound the same when spoken? No. Because we stress ONE syllable in each word. And it is not always the same syllable. So the **shape** of each word is different.

- One syllable: Light (light)
- Two syllables: Lighter (light-er)
- Three Syllables: Lightest (light-est)

There are two very important rules about word stress:

1. **One word, one stress.** (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one word.)
2. **The stress is always on a vowel. Example:** Play, Jump, Up, Come

List of Some Adjectives

Afraid	dangerous	happy	modern	sharp
agreeable	deep	hard	narrow	silent
ancient	delightful	healthy	naughty	silly
Angry	depressed	heavy	new	sleepy
annoyed	dull	high	nice	smart
attractive	eager	honest	obedient	smiling
Better	early	horrible	old	Smooth
Bitter	energetic	hot	ordinary	soft
Brave	enough	huge	peaceful	sour
Brief	enthusiastic	humorous	perfect	spicy
Bright	fair	hungry	pitiful	steady
brilliant	fantastic	idle	pleasant	superb

Busy	far	ill	popular	sweaty
Calm	fast	jealous	powerful	terrible
Cheap	fat	jolly	pretty	thick
Clever	fine	kind	proud	thin
Cold	foolish	lazy	punctual	thirsty
Costly	fresh	light	quiet	thoughtful
courageous	fruitful	little	rainy	tiny
Crazy	funny	lively	rough	ugly
cruel	gentle	loud	sad	upset
cunning	great	low	selfish	victories
Cute	green	lucky	serious	weak
dangerous	handsome	melodic	serious	wet



Remember

Find the meaning of the above adjectives and use them in a sentence.

Exercise

- 1. Read the following passage. Write the correct comparative form of the adjectives in parentheses in the blank spaces. The first one is done for you.**

Paul likes playing football. He's a very good player, but his friend Kumar is a better (good) player than him. He is _____ (fast) an _____ (strong) than all the other boys, even the boys who are _____ (old) and _____ (big) than him. That's why Paul likes him. Paul thinks football is the _____ (exciting) game and its _____ (noisy) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Kumar gets _____ (dirty) and _____ (wet) than anyone else.

- 2. Pick out the adjectives in the passage.**

Holy is a colourful festival. It falls in the month of March when the weather is moderate. Trees bear new leaves and beautiful flowers. Plenty of flowers blossom. Air is filled with

sweet smell. Men, women and children play with colours and look very cheerful. In North India, Holi is celebrated in a grand manner.

3. Identify the types of adjective in the following.

1. Last week I saw two big elephants.
2. The food is tasty.
3. Those books are expensive.
4. Rose is a beautiful flower.
5. Raju is a short boy.
6. The sky is blue.
7. She wears green dress.
8. Swimming is a good exercise.
9. Mr. John is a kind doctor.
10. The boy is tall.

4. Put the adjectives in brackets in these sentences in the most appropriate order.

An example is shown to you.

Have you seen a large fantastic building?

1. I've just bought a _____ table, (wonderful, coffee, wooden)
2. She gave me a _____ box. (jewellery, metal, small)
3. Mine's the _____ car. (blue, Japanese, big)
4. I've _____ a bucket. (beautiful, plastic, green)
5. My sister has _____ a bag. (brown, wooden, small)

Learning Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ offer help to someone
- ✓ recognise the verbs related to eating
- ✓ know the names of spices, pulses and grains
- ✓ understand and use adjectives and their usages in writing and speaking

Chapter 6

General Structure

- I. Dialogue : Offering Help – Accepting it – Declining it
- II. Vocabulary : Idioms and Phrases and Fruits and Vegetables
- III. Grammar : Verbs and Verb Tenses
- IV. Writing Skills : Use Verbs and verb Tenses

Learning Objectives

After learning this chapter, you will be able to

- ✓ offer help and accept it or decline it.
- ✓ learn and use a list of idioms and phrases used in day-to-day conversations.
- ✓ learn names of various fruits and vegetables.
- ✓ use verb tenses in your writing.

I. Dialogue

Offering Help–Accepting it–Declining it

- Vimal** : Shall I hold the bag for you?
Rosy : If it's no trouble to you.
Vimal : Absolutely no problem.
Rosy : That's very nice of you.
Vimal : I can hold the baby too.
Rosy : No, I can manage. Thank you.
Vimal : I too have a baby as old as yours.
Rosy : Thanks a lot, but I'm strong enough.

Vimal and Rosy are friends. They meet each other at the bus stand and Rosy is unable to carry her bags, so Vimal offers to help.

Useful Phrases

Accepting an Offer of Help

- I'd be delighted (if).....
- You are most kind.
- That's very kind of you.
- If it's no trouble for you.
- If you don't mind.
- Thank you.

Declining an Offer of Help

- No, please I don't bother
- No, I can manage. Thank you,
- No, thank you.
- Thanks a lot, but.....
- No, I don't worry (about...)
- I'm very grateful to you for your offer.....

II. Vocabulary

A. Noun: Fruits and Vegetables

Fruits

Fruits Names	Vernacular	Fruits Names	Vernacular
Apple		Kiwi	
Apricot		Lemon	
Avocado		Lychee	
Banana		Mango	
Blackberry		Mushmelon	
Cashew nut		Mulberry	
Cherry		Orange	
Chikoos		Papaya	
Citron		Passion Fruit	
Custard Apple		Peer	
Dates		Pineapple	
Feijoa		Plums	
Figs		Pomegranate	
Grapes		Roseberry	
Guava		Strawberry	
Jackfruit		Water Melon	

Vegetables

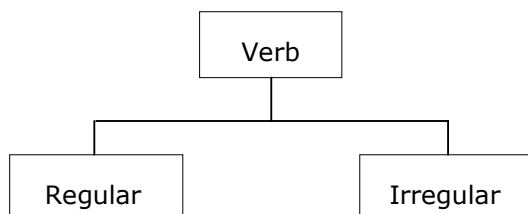
Vegetable Names	Vernacular	Vegetable Names	Vernacular
Artichock		Lady's Finger	
Beetroot		Mush Room	
Bitter Gourd		Onion	
Bottle Gourd		Parnips	
Brinjal		Patty Pans	
Broccoli		Peas	
Butternet		Potato	
Cabbage		Pumpkin	
Carrot		Radicchio	
Cauliflower		Radish	
Cucumber		Ridge Gourd	
Delicata		Snake Gourd	
Drumstick		Spinach	
Endive		Sweet Potato	
Frenchbean		Tomato	
Greens		Turnip	

III. Vocabulary

A. Idiom: Eating

Idiom	Meaning	Example
chew the fat	To chat	I enjoy meeting my friends to chew the fat .
at one sitting	At one time, during one period	We ate most of the cake at one sitting .
to put all eggs in one basket	To risk everything on one person or thing	You shouldn't invest all your money in this business; it would be putting all your eggs in one basket .
to buy the farm	To die	He bought the farm last week.
eat like a horse	To have a good desire for food	She has a very good desire for food, she eats like a horse .
eat one's words	To take back something one has said or admit something is not true	I'd told him off but had to eat my words , when he proved I was wrong.
to compare apples to oranges	To compare two unlike things; to make an invalid comparison	Comparing IT companies with Educational Institutions is like comparing apples to oranges .
out to lunch	To behave crazily or madly	The child did not like the new babysitter. So it was out to lunch and could not be controlled.
at hungry as bear	Very hungry	I was hungry as a bear when I returned home from school.
as easy as pie	When something is very easy to do	Anyone can learn to use mobile, it's as easy as pie .
bad apple	A bad person	Raju is a bad apple and he is always in some kind of trouble.
big cheese	An important person, a leader	My uncle is a big cheese in his company.
couch potato	Someone who spends a lot of time on a couch watching television	My cousin is a couch potato and he never wants to leave his house.
cream of the crop	The best of a group, the top choice	Our company is always able to hire the cream of the crop of university graduates.
as cool as cucumber	To be calm	Jancy is as cool as cucumber and never worry about anything.

Verbs are the only words that change their form to show **Tenses**. There are two kinds of verbs namely regular and irregular.



Regular verb

A regular verb is one that takes 'ed' for the past simple and past participle or takes 'd' if the verb ends with 'e'.

Examples

Simple Present Tense	Past Tense	Past Participle Tense
Walk	walked	walked
Smoke	smoked	smoked
Talk	talked	talked

Irregular verb

An irregular verb is one that does not take 'ed' ending for the Past Simple and Past Participle tenses.

Examples

Simple Present Tense	Past Tense	Past Participle Tense
Speak	spoke	spoken
Eat	ate	eaten
Go	went	gone

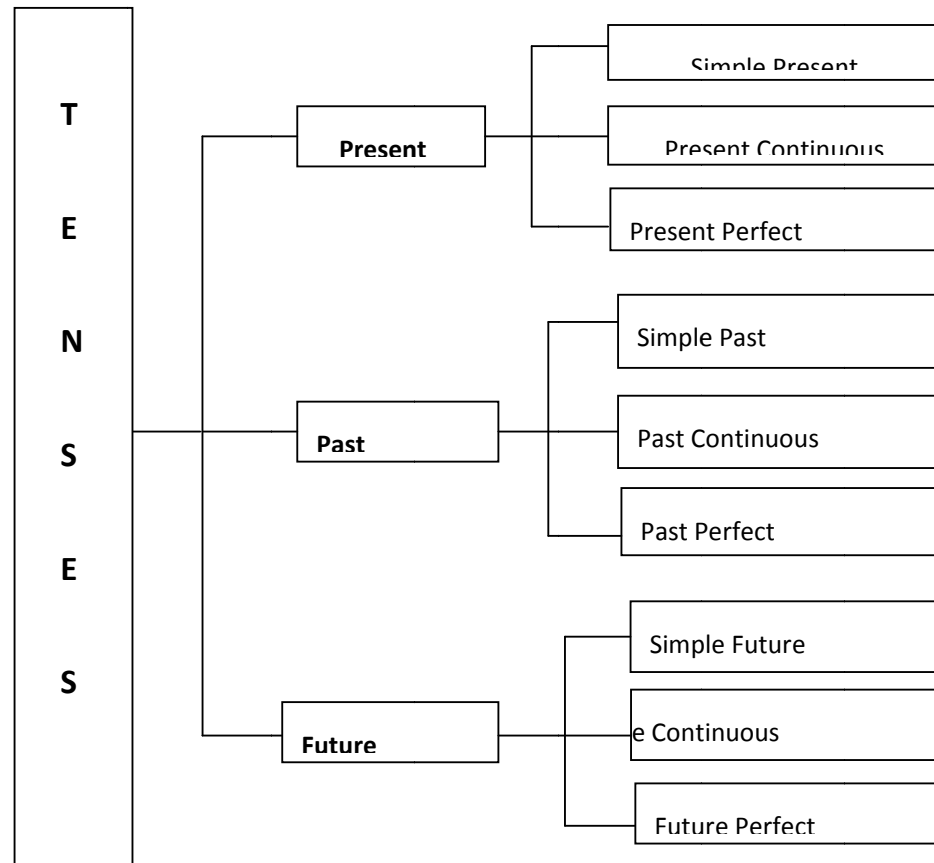
Some irregular verbs do not change.

Examples

Simple Present Tense	Past Tense	Past Participle Tense
Cut	cut	cut
Put	put	put
Burst	burst	burst
Read	read	read
Shut	shut	shut

Tense

Tense indicates the time of the action or state of being expressed by the verb. The most common tenses are:



Remember

- Perfect Continuous is not very commonly used in our day-to-day conversation, we shall not stress on it at this.

Simple Present Tense

The present tense tells that the action is at the present time or a particular situation is in the present. If the time of the action can be defined, then the present simple tense is used. The simple present is also used to describe actions that are timeless.

Usage

To explain the actions or things happening repeatedly and habitually

- Shekar lives in USA.
 - She always drinks tea.
-

To give instructions or directions

- You go straight and turn left.
- Walk carefully and go back.

To tell jokes or stories

- A man comes into the office.....
- A girl walks across the road.....

To ask simple questions using do or does

- Do you like coffee?
- Does she know Hindi?

Present Continuous Tense

The present continuous tense is used to describe an action which is happening at the time of speaking/writing or temporary actions.

This tells that the action is continuing in the present.

Usage**To say about something happening now or for a limited time in the future**

- Shekar is working today.
- I am learning English this year.

To say about something that happens often, use “always”

- The teacher is always shouting in the class. (shouts often)
- She is often sneezing in the lab. (sneezes always)

To describe an event that is to happen (the sentence includes a word/phrase with limited future meaning)

- She is flying to the USA next Tuesday.
- I am going to Mumbai, for my summer holidays in May.

To make arrangements/appointment

- I am going to the dentist at 10 a.m.
- My friend is coming to meet me tomorrow.

Some verbs are never used in the Present Continuous Tense. They are:

Verbs of thinking - Believe, agree, understand, know, remember
Verbs of feeling - wish, love, hate, like, dislike, imagine, want
Verbs of possession - to have, own, belong, want

Present Perfect (Recent Past)

A conjunction of have + participle describes an action that began in the past and continues into the present or that occurred in the recent past.

- The child **has finished** the chocolate.
- I **have gone** to college for one year.
- Ram **has worked** hard all day.
- Salim **has** already **written** his reports. (**Positive**)
- Rani **has not written** her reports yet. (**Negative**)

Simple Past Tense

The simple past tense tells that an action was completed or a particular situation was in the past at one specific time.

Usage

To describe actions/events that took place in the recent or long past and now completed.

- I bought a computer yesterday.
- Deepa married Deepak last year.

To tell a story

- Once a crow was thirsty. It looked for water everywhere...
- Once upon a time there lived a man...

Past Continuous Tense

This tense tells us that the action was continuing at a certain time in the past.

Examples

- Yesterday I **was working** in the garden.
- He **was smoking** a pack a day before he quit.
- The dogs **were barking** all night.

Usage

To indicate an action that was happening in the past and was interrupted by another action

- When Mark came home, Mary **was watching** television.
- Mary **was watching** television when Mark came home.

To indicate two actions happening at the same time in the past

- While Kala **was cooking** dinner, Selvam **was watching** television.
- Kala **was cooking** dinner while her husband **was watching** television.

Past Perfect Tense (Distant Past)

To indicate an action that happened before another action in the past.

- John **had gone** to the store before he **went** home.



1st action



2nd action

Actions that began and ended in the past.

- I **had eaten** dinner before he **came**.



1st action

2nd action

To indicate a state that continued for a time in the past, but stopped before now.

- Abdul had lived in New York for ten years before he moved to Boston.



1st action

2nd action

Simple Future Tense

The simple future form of '**be**' is shall/will +be

The simple future form of '**have**' is shall/will + have

First person (I /we) + shall expresses pure future. In other words, it indicates that something will happen as a matter of course:

Examples

- I shall be twenty on my next birthday.
- We shall have a holiday on Independence Day.

Future Continuous Tense

The future continuous tense is used for actions that will be unfinished at a certain time in the future, or for things that will happen in the normal course of events, rather than being part of your plans and intentions.

Examples

- You **will be waiting** for her when her bus arrives tonight.
- Will **you be waiting** for her when her bus arrives tonight?
- You **will not be waiting** for her when her bus arrives tonight.

Future Perfect Tense

The future perfect tense talks about the past in the future.

- I **would have finished** my work by 10 a.m.
- You **would have forgotten** me by then.
- The train **would have left** the station at 9 a.m.
- I **would have arrived** at the office by 8 a.m.
- They **would not have slept** for a long time.

Exercise

1. Fill in the blanks with the suitable Present Tense form of the verbs given in brackets.

1. Slow and steady _____ (win) the race.
2. I _____ (add) a spoon of sugar to the mixture.
3. Arjun _____ (bat) since the match started this morning.
4. I _____ (visit) all the tourist spots in Tamil Nadu.
5. Here _____ (come) Miss. Elizabeth.
6. Shoba always _____ (play) loud music.
7. This photograph _____ (show) the sun in all its glory.
8. The sun _____ (glow) steadily for more than four billion years.
9. Ram _____ (brush) his teeth every morning and night.
10. Vikram _____ (buy) a telescope.

2. Fill in the blanks in the following sentences using the suitable form of the Past Tense.

1. Rani _____ (wash) the clothes this morning.
2. If I _____ (is) the wind, I would travel everywhere.
3. Amudha _____ (sleep) when I knocked at the door.
4. When Usha and Sunitha reached Ananda's house, the guests _____ (leave).
5. I _____ (receive) his letter a week ago.
6. He _____ (watch) cricket when I phoned him.
7. Priya _____ (buy) an atlas yesterday.
8. They _____ (hunt) for a new house whole of last October.
9. I _____ (think) I could give you a lift.
10. When he switched on the computer, the power had _____ (fail).

3. Fill in the blanks in the following sentences using the suitable form of the Future Tense.

1. The Cabinet _____ (decide) on the bill next week.
2. Shyam _____ (complete) the project next Tuesday.
3. Vijay and Amala _____ (visit) me next week.
4. Next week I _____ (enjoy) my holiday.
5. The Republic Day parade _____ (commence) at 6.00 a.m. tomorrow.
6. I _____ (go) to his house tomorrow.

7. The count-down _____(begin) at 8.00 a.m. tomorrow.
8. They _____(come) to my house next Sunday.
9. They _____ (settle) the problem next week.
10. Sudha _____ (see) the doctor tomorrow evening.

4. Read the following paragraph and correct the mistakes.

In the olden days, when men were allow to have many wives, a middle-aged man had a wife who was old and one who was young; each loved him very much, and desire to see him like herself. Now the man's hair is turned grey, which the young wife did not like, as it make him look too old for her husband. So every night she used to comb his hair and pull out the white ones. But the elder wife saw her husband growing black hair with great pleasure, but she did not liked to be a mistaken for his mother. So every morning she used to arranged his hair and pull out as many of the black ones as she could. The consequence was the man soon find himself entirely bald.

5. Choose the correct answer to complete the sentences

1. You should always _____ healthy food.
a. eat b. eaten
2. The manager _____ soon.
a. arrives b. will arrive
3. She _____ to London yesterday.
a. went b. will go
4. She _____ cooking food daily.
a. liking b. likes
5. She never _____ late to school.
a. comes b. was coming
6. She caught them while they _____.
a. talk b. were talking
7. I _____ since four o'clock.
8. a. have been playing b. has been playing
9. I _____ a letter tomorrow.
a. write b. will write
10. I met Jegan while I _____ on the beach.
a. walking b. was walking

6. Complete the sentences using the suitable verbs

1. He always _____ (complain)
2. Have you ever _____ (see) a straight banana?
3. Harry has _____ (drive) 200 miles since breakfast.
4. I will be _____ (watch) TV when she arrives tonight.
5. You will have _____ (perfect) your English by the time you come back from the U.S.
6. By next November, I will have _____ (receive) my promotion.

7. You were _____ (study) when she called.
8. I had never _____ (see) such a beautiful beach before I went to Chennai.
9. I _____ (go) to the cinema yesterday.
10. My sister is _____ (go) to Paris next week.
11. I have _____ (learn) English since 1956.
12. I _____ (live) in New York.
13. I think I have _____ (meet) him once before.
14. He _____ (drink) tea every morning.
15. I _____ (send) you the information when I get it.

7. Improve the questions and answers in the following pairs of sentences.

1. What you are making with butter, sugar, eggs and flour?
I am making cake.
2. With what Mrs Anand is making fish curry?
She is making it with turmeric, chilly powder, coconut and a tamarind.
3. Why Mrs Anand's daughter is mixing lemon, sugar and water?
She is making a lemonade.
4. Anyone is making chapathis?
Yes, Mrs Kiran is making dozen.
5. What you are all doing this for?
We are going on picnic this afternoon.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ offer help and accept it or decline it.
- ✓ memorize a list of idioms and phrases commonly used in your day-to-day conversations.
- ✓ learn different kinds of fruits and vegetables.
- ✓ recognize the usages of verb tenses.
- ✓ use verb tenses in your writing.

Chapter 7

General Structure

- I. Dialogue : Seeking Permission
- II. Vocabulary : Activities in the House and Dressing Room
- III. Grammar : Adverbs
- IV. Writing Skills : Use Adverbs in your Writing

Learning Objectives

After learning this chapter, you will be able to

- ✓ seek permission from someone.
- ✓ know and name the dresses, ornaments and gems names in your day-to-day life.
- ✓ use the verbs that are used routinely in the house.
- ✓ understand about "Adverbs" and their usages.
- ✓ practice adverbs in your writing and speaking.

I. Dialogue

Seeking Permission

- Premila** : Could I speak to you for a moment please?
- Teacher** : Yes, of course.
- Premila** : Sir, I have a severe head ache from this morning.
- Teacher** : Did you take any medicine?
- Premila** : Of course, I did. Could I take some rest?

***Premila** is a student. She has headache and unable to attend the class, so she asks for permission from her teacher to take rest.*

- Raj** : If you don't mind, could I use your computer?
- Kamal** : By all means.
- Raj** : I need to send a mail urgently.
- Kamal** : Certainly. It's all yours.
- Raj** : My boss wants me to send an urgent mail to the bank.
- Kamal** : If you need my help, don't hesitate to ask.
- Raj** : Is it OK if I take your computer to my room?

***Raj** and **Kamal** are teammates. **Raj** asks **Kamal** to use computer to send mail to bank.*

Useful Phrases

- Could I....., please?
- Can I....., please?
- May I, please?
- Do / would you mind my.....ing?
- Would it be possible to?
- I wonder if I could.....
- If you don't mind, I'd like to
- Have you any objection to my.....ing?

II. Vocabulary

B. Noun: Dressing Room

Dresses

Dress Names	Vernacular	Dress Names	Vernacular
Banyan		Muffler	
Bath robe		Saree	
Coat Suit		Shawl	
Dhoti		Shorts	
Frock		Shirt	
Gloves		Skirt	
Kurta		Socks	
Leather Jacket		Sudithar	
Pants		Sweat Pants	
Pyjama		Sweater	
Rain Coat		Track Suit	
Salwar Kameez		T-shirt	

Ornaments

Ornament Names	Vernacular	Ornament Names	Vernacular
Anklet		Ear drops	
Armlet		Hair pin	
Bangles		Necklace	
Bare hand sandals		Nose ring	
Barefoot sandals		Ring	
Bracelet		Toe ring	
Chain		Waist band	
Crown		Watch	

Gems

Gem Names	Vernacular	Gem Names	Vernacular
Aquamarines		Pearl	
Coral		Ruby	
Diamond		Sapphire	
Emerald		Sardonyx	
Lapis lazuli		Spinels	
Opals		Topaz	

III. Vocabulary

B. Verb : Day-to-day Life at Home

Simple Present	Past	Past Participle	Present Participle	Vernacular
Arrange	arranged	arranged	arranging	
Clean	cleaned	cleaned	cleaning	
Dip	dipped	dipped	dipping	
Drop	dropped	dropped	dropping	
Dry	dried	dried	drying	
Dust	dusted	dusted	dusting	
Fold	folded	folded	folding	
Gather	gathered	gathered	gathering	
Hang	hanged	hanged	hanging	
Irrigate	irrigated	irrigated	irrigating	
Light	lighted/lit	lighted/lit	lighting	
Lock	locked	locked	locking	
Make	made	made	making	
Mop	mopped	mopped	mopping	
Paint	painted	painted	painting	
Plant	planted	planted	planting	
Share	shared	shared	sharing	
Shut	shut	shut	shutting	
Soak	soaked	soaked	soaking	
Swab	swabbed	swabbed	swabbing	
Sweep	swept	swept	sweeping	
Switch on	switched on	switched on	switched on	
Squeeze	squeezed	squeezed	squeezing	
Tie	tied	tied	tying	
Wash	washed	washed	washing	
Water	watered	watered	watering	
Wipe	wiped	wiped	wiping	

An **adverb** is a word which describes or modifies a verb, an adjective, a phrase, or another adverb.

There are six forms of adverbs. They are:

- Adverbs of manner
- Adverbs of time
- Adverbs of place
- Adverbs of frequency
- Adverbs of duration
- Adverbs of degree

Adverbs of manner

These adverbs and adverb phrases describe the way people do things. They answer the question "**How?**"

Examples

- The students answer all the questions **correctly**.
- She threw her coat **carelessly** onto the chair.
- We can **safely** say that he will accept the job.

Adverbs of time

These adverbs and adverb phrases answer the question "**when?**" They are called adverbs of time.

Examples

- I go to my new school **today**.
- The students finished their homework **already**.
- My brother will go to college in the **next** month.

Adverbs of Place

These adverbs and adverb phrases answer the question "where?" They are called adverbs of place.

Examples

- It is very sunny **outside**.
- **There** were two people waiting outside to meet me.
- I will sit **anywhere** in the classroom.

Adverbs of Frequency

These adverbs and adverb phrases answer the question "**how often?**" They are called adverbs of frequency.

Examples

- Suresh practices the piano **regularly**.
- The children **always** go to school on the bus.
- I'll **never** make that mistake again.

Adverbs of Duration

Some adverbs and adverb phrases answer the question **"how long?"** and **"how much?"**
They are called adverbs of duration.

Examples

- The library is **temporarily** closed.
- The teacher left the classroom **quickly**.
- My grand mother will stay with us **permanently**.

Adverbs of Comparison

Like adjectives, adverbs too have three degrees of comparison:

Positive, Comparative and Superlative.

Examples

- Santhosh studies **well**.
- Santhosh studies **better** than anyone in his class.
- Santhosh studies **best**.

Adverbs of one syllable take **'er'** in the comparative and **'est'** in the superlative.

Positive	Comparative	Superlative
Fast	faster	fastest
Hard	harder	hardest
High	higher	highest

Examples

- Seema runs as **fast** as Mala.
- He worked the **hardest** of all.
- The children will not think **higher** than an adult.

Adverbs of two or more syllables form their comparative and superlative form by putting 'more' or 'most' before them.

Positive	Comparative	Superlative
Slowly	more slowly	most slowly
Politely	more politely	most politely
Sweetly	more sweetly	most sweetly

Examples

- Leela works **more slowly** than Susila.
- Suresh spoke as **politely** as Arini.
- Priya will sing **most sweetly of all the students**.

Irregular Comparatives and Superlatives



Remember

Few of the comparatives and superlatives in English do not follow the usual pattern. They are called "**irregular forms of comparatives and A superlatives**".

Positive	Comparative	Superlative
Well	better	best
Little	less	least
Bad	worse	worst

Examples

- She is one of the **best** tennis players in her school.
- I understood **little** of what he said.
- She will have **worse** idea than me.

Adverbs of degree

Adverbs of degree tell us about the degree or extent of an action, quality or manner

Examples: almost, little, enough, much, too, fully, so, rather, quite, nearly, just, very etc.,

- She is **very** beautiful.
- I am **extremely** sorry.
- He is **quite** strong.
- They are **fully** prepared.

List of some adverbs

Absently	Acidly	Actually	Adjacently	Amuck
Backward	Beautifully	Bleakly	Boldly	Bravely
Busily	Calmingly	Calmly	Chastely	Cleanly
Cleanly	Comfortably	Concernedly	Continually	Daily
Dearly	Deeply	Definitely	Devotionally	Directly
Direly	Discreetly	Dutifully	Easily	Emptily
Enormously	Evidently	Expansively	Extremely	Factually
Faithlessly	Finally	Fortunately	Friendly	Generally
Gently	Giddily	Gladly	Grimly	Gushingly
Halfway	Halfway	Happily	Harder	Hardly
Harshly	Heavenly	Heavily	Immediately	Impartially
Inaptly	Just	Keenly	Kiddingly	Kindly
Knowingly	Lengthwise	Less	Loudly	Loyally

Luckily	Madly	Masterfully	Meanly	Meanwhile
Mindfully	Nearer	Neatly	Next	Painfully
Paler	Possibly	Prayerfully	Primarily	Promptly
Punctually	Queerly	Quickly	Rarely	Readily
Regularly	Repeatedly	Rightward	Royally	Sadly
Safely	Shortly	Simultaneously	Slower	Strongly
Suddenly	Surely	Tenderly	Thorny	Truthfully
Tunefully	Ultimately	Underfoot	Unexpectedly	Unreasonably
Unsurely	Unusually	Usefully	Vapidly	Vocally

Exercise

1. Choose the correct adverbs to complete the sentences below.

- The tortoise walks _____.
a. thorny b. slowly
- The parrot sang _____.
a. halfway b. sweetly
- "My doll is broken," Kavitha mumbled _____.
a. vapidly b. tearfully
- The dog jumped up _____.
a. naughty b. madly
- The music was playing _____.
a. softly b. actually

2. Find the adverbs from the sentences and write the comparative form of each adverb. An example is shown to you.

Example: The boys played football badly.

Adverb: badly Comparative Form: more badly

- He hardly goes playing.
- She quickly crossed the street and managed to catch the bus.
- He was extremely impolite when she disturbed him.
- Anita's house was highly expensive.
- Sanjay usually goes to office at 9 a.m.

3. Read the following sentences, placing the adverbs in brackets in the right positioned.

1. Dr Johnson hit lamp-posts with his stick as he walked along the London streets (**often**)
2. He spent the evening at a coffee –house called Will's (**always**)
3. He would hold heated discussions with his friends on every subject under the sun (**invariably**)
4. Goldsmith invited his displeasure by making foolish remarks (**frequently**)
5. But he missed a chance of helping Goldsmith if he was in trouble (**never**)

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ seek permission from someone.
- ✓ know and name the dresses, ornaments and gems names in your day-to-day life.
- ✓ use the verbs that are used routinely in the house.
- ✓ understand about "Adverbs" and their usages.
- ✓ practice adverbs in your writing and speaking.

Chapter 8

General Structure

- I. Dialogue : Ask for Advice
- II. Vocabulary : Bedroom and Toilet things
- III. Grammar : Preposition
- IV. Writing Skills : Use Preposition

Learning Objectives

After learning this lesson, you will be able to

- ✓ ask for advice from some one
- ✓ learn new verbs and use them in your day-to-day conversation
- ✓ name various articles used in a bedroom and in a toilet.
- ✓ use prepositions and their kinds in your oral and written communication.

I. Dialogue

Asking for Advice

Raju : Good morning, doctor.

Doctor : How do you feel now?

Raju : I don't feel well at all. In fact, the head ache has become unbearable. Do you think that I should go for a scan?

Doctor : It's up to you, but my advice would be to consult a specialist first.

Patient: Where shall I go, Chennai or Bangalore?

Doctor : I'd advise you to go to Chennai.

Patient: Could you suggest a doctor?

Doctor : I'd recommend Dr. Prem Kumar. He is the best in town and my friend too.

Patient : Thank you doctor.

Raju has severe headache unable bear, so asks for advice from his doctor.

Useful Phrases

ASKING FOR ADVICE

- What would you advise?
- What would your advice be?
- Would you advise me to?
- I would appreciate your advice.
- Do you think I should.....?
- What would you recommend?
- Could/can you advise me on/about.....?
- Can/could you help me sort.....out?
- Could I ask for your advice on/about?

II. Vocabulary

A. Noun: Bedroom and Toilet

Bedroom

Fruits Names	Vernacular	Fruits Names	Vernacular
Cot		Bed Lamp	
Bulker-cot		Umbrella	
Cradle		Mosquito Coil	
Brief Case		Television	
Pillow		Hanger	
Mattress		Wall clock	
Couch		Dressing Tabl	
Curtain		Rocking Chair	
Mosquito Net		Bed-side Tabl	
Blanket		Drawer	
Mat		Belt	
Handbag		Jewelers box	
Alarm		Mirror	
Table Fan		Phone	

Toilet

Fruits Names	Vernacular	Fruits Names	Vernacular
Acid		Shampoo	
Air Freshener		Shaving Set	
Bath tub		Shower	
Bleaching powder		Soap	
Body brush		Soap Dish	
Bucket		Tap	
Commode Brush		Tissue paper	
Detergent		Toilet cleaner	
Flush tank		Tongue cleaner	
Geyser		Toothbrush	
Indian Commode		Toothpaste	
Mirror		Towel	
Mug		Wash Basin	
plunger		Western Commode	

III. Vocabulary





C. Verb : Common Verbs

Simple Present	Past	Past Participle	Present Participle	Vernacular
Accept	accepted	accepted	accepting	
Achieve	achieved	achieved	achieving	
Act	acted	acted	acting	
Calculate	calculated	calculated	calculating	
Chat	chatted	chatted	chatting	
Clap	clapped	clapped	clapping	
Dance	danced	danced	dancing	
Describe	described	described	describing	
Direct	directed	directed	directing	
Finish	finished	finished	finishing	
Fight	fought	fought	fighting	
Frighten	frightened	frightened	frightening	
Greet	greeted	greeted	greeting	
Hesitate	hesitated	hesitated	hesitating	
Hurry	hurried	hurried	hurrying	
Knock	knocked	knocked	knocking	
Learn	learned	learned	learning	
Organize	organized	organized	organizing	
Refuse	refused	refused	refusing	
Recognize	recognized	recognized	recognizing	
Shoot	shot	shot	shooting	
Sing	sang	sung	singing	
Throw	threw	thrown	throwing	
Watch	watched	watched	watching	
Wink	winked	winked	winking	

IV. Grammar

Prepositions

A **preposition** is a word or group of words used to show a connection between a noun or pronoun and another word in a sentence.

Illustrations	Preposition
	The dog is sitting under the umbrella. Preposition
	The foal is standing beside its mother. Preposition <i>(foal is a young horse)</i>
	The parrot is inside the cage. Preposition
	The cat is sitting near the dog. Preposition

Types of Prepositions

There are three types of prepositions, they are:

- Preposition of Place
- Preposition of Time
- Preposition of Direction

Preposition of Place

Some preposition show where something happen.

Examples

- My friend is **in** Chennai.
- The cat jumped **on top of** the cupboard.
- A beautiful lady is standing **under** the tree.

Preposition of Time

Some preposition show **when** something happen.

Examples

- School start's **at** 9 a.m.
- You must finish the work **by** Friday.
- I'll finish my homework **before** dinner.
- We're going to the zoo **on** Saturday.

Preposition	Used with	Examples
On	Days of the week Particular part of the day Particular date Calendar festival day	We are going to the Zoo on Saturday. We have meeting on Monday morning. I went to Chennai on 4 January. We met on Christmas day.
In	Months/ season Time of the day Specific Year Specific century Historical period of time	John born in July. I brush my teeth in the morning. In the 1800s, people traveled by horse. In the 19 th century, American women couldn't vote. In the Middle Ages, knights went on crusades.
At	Particular time For weekend Calendar festival day	The shop does at midnight. We go for picnic at the weekend. Jancy is at the Christmas celebration.
For	A certain period of time	I have to do study for 2 years.
Since	A point of time	Krishna has been very ill since yesterday evening.
Before	Earlier than a certain point of time	I should finish my studies before 2005.
By	Describing time /date Up to certain time	I will be back by 6 o'clock. By 11 o'clock , I had read five pages.2

Preposition of Direction

Some preposition show where something is going.

Examples

- The stone rolled **down** the hill.
- We were travelling **towards** Bangalore.
- A man was walking **along** the riverbank.

Preposition	Usage with	Examples
In	Room, building, street Picture	The teacher teaches lesson in the classroom. I saw a cute baby in the picture.
On	For a certain side (left, right) For public transport	Doctor asked Sanjay to sleep on the left side. I was on the bus, when my friend called me.
Under	On the ground, lower than (covered by) something else	The bag is under the table.
Below	Lower than something else but above ground	The fish are below the surface.

Above	Higher than something else, but directly over it.	A path above the lake.
Across	Getting to the other side	Walk across the bridge.
From	In the sense of where from	A flower from the garden.
To	Movement to person or building Movement to the place or country For bed	He goes to the theatre everyday. We are going to London. Go to bed early as possible.
Onto	Movement to the top of something	Jump onto the table.

Prepositions with Adjectives, Verbs and Nouns

Prepositions are used with some **adjectives**. In these examples adjectives, verbs and nouns are in *Italic*.

- Dad is *angry* **with** us.
- John is *good* **at** drawing.
- She is *interested* **in** sports.
- We were *afraid* **of** the big dog

Prepositions are used with some **verbs**

- I *agree* **with** your point
- Cut* the cake **into** five peaces.
- Tell* me **about** the story you read.

Prepositions are used with some nouns.

- What's the *answer* **to** this question?
- Is there a *reason* **for** this delay?
- Here's the *example* **of** a good behavior.

Other Important Prepositions

preposition	Used with	Examples
From	Who gave it	A present from Priya.
Of	Who/ what does it belong to What does it show	A page of the book. A picture of the palace.
By	Who made it	A book by mark.
By	Rise or fall or something Travelling	Prices have risen by 10 percent. We went to Chennai by car.
At	For age	She learnt dance at 15.
About	For topics	We were talking about grammar.

Exercise

1. Underline the prepositions in the following sentences.

1. The ball rolled under the car.
2. I left the book on the table.
3. There's the path between the two houses.
4. My favorite TV program starts at 6 o'clock.
5. She put the letter in her pocket.

2. Complete the exercise with correct prepositions from the box. The type of preposition you need is in the parenthesis.

1. A cat was sitting _____ the roof of my car. (place)
2. A man was coming _____ us on his bike. (direction)
3. Venila keeps her slippers _____ her bed. (place)
4. The party start's _____ 6 o'clock. (time)
5. She put the book _____ her bag. (place)

3. Fill the preposition according to the picture to make sentence meaningful.

1. Look _____ this picture.
2. _____ the picture, you can see Mona lisa.
3. It is a painting _____ a Mona lisa.
4. It is painted _____ a famous painter.
5. I got this picture _____ my grandma.



Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ ask for advice from some one
- ✓ learn new verbs and use them in your day-to-day conversation
- ✓ name various articles used in a bedroom and in a toilet.
- ✓ use prepositions and their kinds in your oral and written communication.

Chapter 9

General Structure

- I. Dialogue : Expressing Gratitude
- II. Vocabulary : Various Parts of the Body and a list of Verbs
- III. Grammar : Conjunctions
- IV. Writing Skills : Use Conjunctions

Learning Objectives

After learning this chapter, you will be able to

- ✓ express gratitude to someone.
- ✓ learn verbs and use it in your day-to-day life.
- ✓ memorize parts of the body and a list of verbs that are used for daily activities and conversations.
- ✓ know conjunctions and their usages.
- ✓ practice conjunctions in your writings.

I. Dialogue

Expressing Gratitude

Aruna : You look very dull. Are you not well?

Raffica : I have a slight fever.

Aruna : Can I be of some help?

Raffica : Thanks a lot. Actually I am going to see a doctor now.

Aruna : I shall come with you. Shall I get an auto rickshaw?

Raffica : Many thanks. I am really grateful to you for your concern.

Aruna : Glad to be of some help.

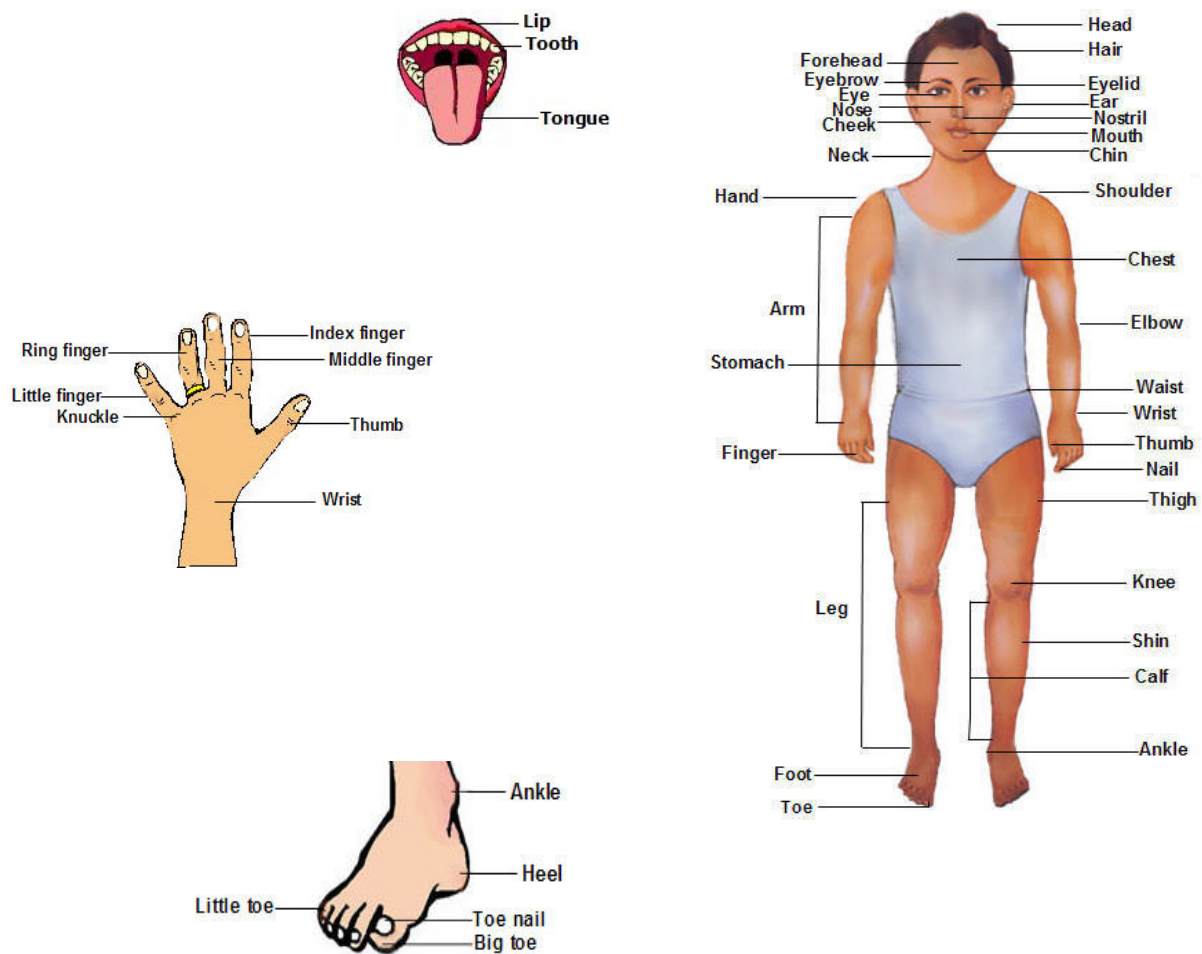
Aruna and Raffica are classmates. Raffica is not well and Aruna takes her to hospital. So Raffica expresses her gratitude to Aruna.

Useful Phrases

- Thanks
- Thanks a lot
- Many thanks for.....
- Thank you.....
- Thank you very much.
- That is/was very nice/kind of you
- I'm really grateful to you for.....
- I really can't thank you enough for.....
- I really obliged to you for.....
- I should like to express my gratitude for.....

II. Vocabulary

A. Noun : Parts of the Body



II. Vocabulary

B. Verb : Functions of the Organs

Simple Present	Past	Past Participle	Present Participle	Vernacular
Breathe	breathe	breathe	breathing	
Control	controlled	controlled	controlling	
Convert	converted	converted	converting	
Digest	digested	digested	digesting	
Extract	extracted	extracted	extracting	
Feel	felt	felt	feeling	
Hear	heard	heard	hearing	

Locate	located	located	locating	
Pass	passed	passed	passing	
Produce	produced	produced	produced	
Provide	provided	provided	providing	
Pump	pumped	pumped	pumping	
Purify	purified	purified	purified	
Receive	received	received	receiving	
Remember	remembered	remembered	remembering	
See	saw	seen	seeing	
Send	sent	sent	sending	
Separate	separated	separated	separating	
Smell	smelt	smelt	smelling	
Speak	spoke	spoken	speaking	
Store	stored	stored	storing	
Taste	tasted	tasted	tasting	
Think	thought	thought	thought	
Walk	walked	walked	walking	

Conjunctions are words used to link words, phrases or clauses. They allow us to make longer more complex sentences.

There are four types of conjunctions, they are:

- Coordinating conjunction
- Subordinating conjunction
- Correlative conjunction
- Sentence connectors

Coordinating Conjunctions

Coordinating conjunctions are used to join words, and phrases of equal importance.

Examples

- Rekha **and** Sapna are coming to visit us.
- I'm older than Ramesh **but** younger than Ganesh.

Most common coordinating conjunctions: For, and, nor, but, or, yet, so.

Usage: For

It's function is to introduce the reason for the preceding clause:

- Most of the visitors were happy just sitting around in the shade, for it had been a long, dusty journey on the train.

Usages: 'And'

- Result/ consequence
Study Rabidecs book **and** you will improve your English.
- Continuing process.
She can dance for hours **and** hours.
- Gradual increase/ decrease
He is getting worse **and** worse

Usage: 'Nor'

It can be used with other negative expressions:

- That is not what I meant to say, nor should you interpret my statement as an admission of guilt.

It is possible to use *nor* without a preceding negative element:

- George's handshake is as good as any written contract, nor has he ever proven untrustworthy.

Usage: 'But'

Use 'but' to link words that are different and do not normally go together.

- He works quickly **but** neatly.
- The musicians were young **but** very talented.

Usage: 'Or'

'Or' is used in *alternative / negative* sentence

- She will buy a car **or** scooter.
- He can't sing **or** dance

Usage: 'Yet'

It also functions as a coordinating conjunctions and it gives the meaning of "nevertheless" or "but".

- John plays basketball well, yet his favorite sport is badminton.

Usage: 'So'

'So' is used to tell the purpose of something.

- The children are wearing hats **so** they won't get sunburned.
- Let's write down the address **so** we don't forget it.

Subordinating Conjunctions

Subordinating conjunctions are used to introduce subordinate clauses [Dependent clauses] and join them to main clauses [Independent clauses].

Simple subordinating conjunctions

After, although, as, because, since, when, and while.

Examples

- I usually do my homework **after** completing my dinner.
- **Although** he works hard, he never gets good marks.
- **As** you're my best friend, I tell you my secret.
- **Because** we arrived late to the railway station, we missed the train.
- I'll call you **when** I go home.

Correlative conjunctions work only in pairs

Either....or

- My brother will buy **either** a car **or** a house.

Neither...nor

- She likes **neither** tea **nor** milk.

Not only....but also

- He is **not only** a good worker **but also** a leader.



Remember

When either and neither are used without or and /nor they act as adjectives or pronouns.

- Either movie seems to be a good choice. (adjective)
- Either seems like a good choice to me. (pronoun)
- Neither book was good. (adjective)
- Neither was good. (pronoun)

Sentence Connectors

Sentence connectors are used to relate the **meanings / ideas** of the sentences they connect.

Examples

- Take the umbrella, **otherwise** you will get wet.
- The offer was good, **still** he refused.

Sentence connectors are not a separate class of words. They are mixed because they consist of three classes of words, they are:

Adverbs/adverbial phrase

- He is tall and handsome. **Also**, he is very rich.

Preposition / prepositional phrase

- I don't need a big car. **Besides**, it is too expensive for me.

Coordinating conjunction

- The patient complains of nausea **and** vomiting.

Conjunctions of Time

The conjunctions before, after, since, until, when, while, as and as soon as are used to say when something happen.

Examples

- Take the ball out of the box **before** you throw the box away.
 - **After** I went to bed, I heard a strange noise outside of my house.
 - **Since** the new teacher arrived, we are very happy to study.
 - **Until** the rice is cooked, we cannot eat dinner.
 - I'll speak with you **when** I am free.
 - **While** we're waiting for the bus, let's play a game.
 - People stand back **as** the train goes through the station.
 - We went inside **as soon as** it started to rain.
-

2. Fill in the blanks with the suitable conjunctions given in the brackets.

1. Swetha needed some money, _____ (so/since) she took a part-time job.
2. Please wait _____ (until/so) I call.
3. Julie has a guitar, _____ (and/as) she plays it really well.
4. The weather was sunny _____ (but/as) cold.
5. _____ (because / but) we arrived late, we missed the beginning of the play.
6. Don't go out ____ you've combed your hair. (until/so)
7. Make sure you close all the windows ____ it starts to rain. (for/before)
8. ____ I had known how much I would disappoint him, I wouldn't have done it. (if/so)
9. ____ a university professor returns from a sabbatical leave, he should be better qualified. (when/until)
10. You'll need paper, scissors _____ glue. (and/so)

3. Fill in the blanks with the conjunctions given below:

while	when	as	because	since
-------	------	----	---------	-------

*Example: He reached home late **as** it rained heavily.*

1. She has stolen the money _____ her brother needs to pay his school fees.
2. _____ we were in New Zealand, we visited many places.
3. _____ I am on leave tomorrow, there will be no English lesson.
4. _____ I was passing his house, I heard a loud scream.
5. _____ the teacher was busy writing on the board, the students at the back of the class were talking rather loudly.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ express gratitude to someone.
- ✓ learn verbs and use it in your day-to-day life.
memorize parts of the body and a list of verbs that are used for daily activities and conversations.
- ✓ know conjunctions and their usages.
- ✓ practice conjunctions in your writings.

Chapter 10

General Structure

- I. Dialogue : Remembering Someone
- II. Vocabulary : Various Sicknesses/Diseases and Verbs Related to Hospital
- III. Grammar : Interjection
- IV. Writing Skills : Practice Interjection in Writing

Learning Objectives

After learning this chapter, you will be able to

- ✓ ask someone about remembering a person or an event
- ✓ memorize the various human diseases/sicknesses and practice them in your daily conversations
- ✓ recognize the verbs used in hospital by the doctor
- ✓ use interjection and its usage in your oral and written communication

I. Dialogue

Remembering Someone

- Vellammal** : Hi, Arul. Nice to see you after so many years!
- Arul** : Hello, I am sorry I don't remember you.
- Vellammal** : Arul, have you forgotten me? I am Vellammal.
- Arul** : Vellammal, yes, now I remember you. You have changed so much.
- Vellammal** : Of course Arul, I am married now. He is my husband, I am sure you remember him.
- Arul** : Of course, I do remember him. He is your uncle. He used to work as a driver. Good to see you. Hope you remember me.
- Vellammal** : Sorry, Arul. After an accident, my husband is unable to speak.
- Arul** : O how sad! Has he gone for some treatment?
- Vellammal** : Of course, we consulted many specialists. But, nothing happened.
- Arul** : Do you remember the homeopathy doctor near our old school? He is too good.
- Vellammal** : I'm afraid I've forgotten him.
- Arul** : No problem. I shall take you there.
- Vellammal** : You are still the same person, Arul. Kind of you!

Arul and Vellammal are classmates. They meet in a function after a long time.

Asking whether someone remembers

- Do you remember...?
- I'm sure you remember
- Have you forgotten...?
- Don't you remember....?
- I was wondering if you remember
- Do you by any chance remember...?

Saying you remember

- Yes, I remember.....
- Of course, I remember
- How can I forget....?
- If I remember right,....
- As far as I can remember.....
- I'll never forget

II. Vocabulary

A. Noun : Sickesses/Diseases

Sicknesses	Vernacular	Diseases	Vernacular
Ache/pain/hurt		Acne	
Allergic		Anthrax	
Altitude sickness		Arthritis	
Back pain		Asthma	
Boil/abscess/blister/ lump/tumor		Bipolar Disorder	
Burns		Blood Pressure	
Chest pain		Brain cancer	
Cholesterol		Brain Injury	
Cold		Brain Tumors	
Cough		Breast Cancer	
Fever		Bronchitis	
Fracture		Brucellosis	
Freckles		Bursitis	
Heat stroke		Cancer	
Heel pain		Chicken pox	
Injury/wound/sore		Cholera	
Itching		Dengue fever	
Joint pain		Depression	
Menopause		Diabetes	
Panic attack		Ear infections	
Smallpox		Endometriosis	

Sore throat		Epilepsy	
Sprain		Felon	
Tiredness/weariness/ fatigue		Flu	
Tooth decay		Gland disease	
Varicose veins		Halitosis	
Warts		Heart Attacks	
Weight loss		Heartburn	
Yellow fever		Hemorrhage	
Diseases	Vernacular	Diseases	Vernacular
HIV/AIDS		Mad Cow Disease	
Hyperglycemia (High Blood Sugar)		Malaria	
Hyperkalemia		Melena (Blood in Stool)	
Hyperkalemia (High potassium)		Memory loss	
Hypertension (High Blood Pressure)		Migraine	
Influenza		Mumps	
Itch/scratch/scabies		Plague	
Jaundice		Polio	
Kidney Stones (Renal Calculi)		Rabies	
Leprosy		Renal failure	
Ringworm		Thyrotoxicosis	
Rubella		Typhoid	
Scabies		Ulcer	
Sepsis		Vertigo	
Sinus infections			

Sickness is an impairment of normal physiological function affecting part or all of an organism.

Disease is an impairment of health or a condition of abnormal functioning.

II. Vocabulary

B. Verb : In a Hospital/with a Doctor

Simple Present	Past	Past Participle	Present Participle	Vernacular
Ache	ached	ached	aching	
Admit	admitted	admitted	admitting	
Amputate	amputated	amputated	amputating	
Attend	attended	attended	attending	
Attest	attested	attested	attending	
Bandage	bandaged	bandaged	bandaging	
Bill	billed	billed	billing	
Care	cared	cared	caring	
Circulate	circulated	circulated	circulating	
Club	clubbed	clubbed	clubbing	
Consult	consulted	consulted	consulting	
Cough	coughed	coughed	coughing	
Cure	cured	cured	curing	
Darn	darned	darned	darning	
Diagnose	diagnosed	diagnosed	diagnosing	
Discharge	discharged	discharged	discharging	
Donate	donated	donated	donating	
File	filed	filed	filing	
Heal	healed	healed	healing	
Infect	infected	infected	infecting	
Inject	injected	injected	injecting	
Injure	injured	injured	injuring	
Operate	operated	operated	operating	
Pain	pained	pained	paining	
Patch	patched	patched	patching	
Prescribe	prescribed	prescribed	prescribing	
Register	registered	registered	registering	
Remedy	remedied	remedied	remedying	
Stretch	stretched	stretched	stretched	
Suffer	suffered	suffered	suffering	
Swell	swelled	swelled/swollen	swelling	
Test	tested	tested	testing	
Vomit	vomited	vomited	vomiting	

An **interjection** expresses strong emotions or surprises; it functions independently in the sentences. It is also known as exclamation.



Remember

- Interjections are often pointed by an **exclamation mark (!)**.
- Interjections can also be pointed by a **comma (,)**.

Examples

- I. **Well**, how did that happen?
- II. **My**, that's an attractive picture.
- III. **Oh**, what a beautiful sunset.
- IV. **Ouch!** I hit my thumb.
- V. **Wonderful!**

Interjections are pointed by **comma**.

Interjections are pointed by **exclamation**

Interjections and their explanations

Interjection	Purpose	Example
Ah!	Expressing realization Expressing resignation Expressing surprise	"Ah, now I understand." "Ah well, it can't be helped." "Ah! I've won!"
Ah Me!	Expression of appreciation, amazement and surprise	Ah me! What have I done?
Alas!	Expressing sorrow or pity	"Alas! She's dead now." Alas! Delays have dangerous end. Alas! He is gone.
Bravo!	Expressing appreciation	Bravo! You have well done.
Fie!	Expressing reproach	Fie! Deena is afraid of exam!
Ha!	Expression of joy, surprise and suspicion	Ha! I have been a stranger. Ha! What a sardonic smile.
Hey!	Calling attention Expressing surprise, joy etc	"Hey! Look at that!" "Hey! What a good idea!"
Hi!	Expressing greeting	"Hi! What's new?"
Hush!	Be silent	Hush! Baby is sleeping.

Oh!	Expression of surprise	Oh! Let there be no disagree between you and me. Oh! Bone of my bones and flesh of my flesh.
Ouch!	Expressing pain	"Ouch! That hurts!"
Uh!	Expressing hesitation	"Uh... I don't know the answer to that."
Well!	Expressing surprise Introducing a remark	"Well, I never!" "Well, what did he say?"
Well done!	Expression of applause	Well done! You deserve it!
Wow!	Expression of surprised admiration	Wow! It is easier than I thought.

Exercise

1. Tick True (✓) or False (X).

1. Interjections are never followed by an exclamation mark.
2. An interjection functions independently within the sentence.
3. Interjections are also known as exclamations.
4. Interjections do not express strong emotion.
5. An interjection is followed by a comma.

2. Underline the interjections and write a similar sentence.

6. Dear me! That is terrible.
 7. Hey! Come on, you can do it.
 8. Wow! You look gorgeous!
 9. Hush! The baby is asleep.
 10. "Oh, what a beautiful dress you have".
 11. Ha! It is a nice day.
 12. Hi! You come with me.
 13. Ha! Ha! The music is good.
 14. Ah, I see it's raining outside.
 15. Alas! He is drowning.
 16. Wow! It is a fine dress.
 17. Hey! It is interesting.
 18. Ha! India has won the match.
 19. Oh! He has again become a Prime Minister.
 20. Ah! That girl looks like a queen.
-

3. Fill in the blanks with the appropriate interjections.

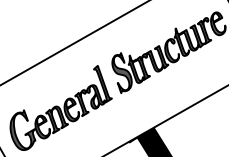
1. _____! That dog is huge! (Wow | Hush)
2. _____, what a beautiful baby you have. (Oh | Well)
3. _____, can you hear me? (Hey | Wow)
4. "_____, that feels good." (Ah | Hey)
5. "What do you think of that, _____?" (Eh | Uh)

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ ask someone about remembering a person or an event
- ✓ memorize the various human diseases/sicknesses and practice them in your daily conversations
- ✓ recognize the verbs used in hospital by the doctor
- ✓ use interjection and its usage in your oral and written communication

Chapter 11



General Structure

- I. Dialogue : Persuading Someone
 - II. Vocabulary : Vehicles and its parts and verbs related to transportation
 - III. Grammar : Punctuation
 - IV. Writing Skills : Practice Punctuation in writing
-

Learning Objectives

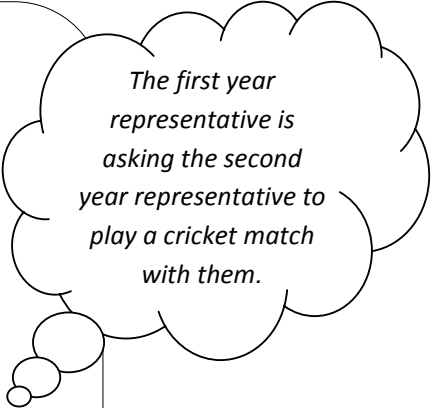
After learning this chapter, you will be able to

- ✓ persuade someone to do something
- ✓ know the names of vehicles and their parts
- ✓ learn the verbs used in transportation
- ✓ learn and use punctuation in your writing

I. Dialogue

Persuading

- Raj** : We, the first year students, want to play a cricket match with you today.
- Ram** : Many of our second year students are not in the hostel.
- Raj** : Oh, come on, we shall at least play a friendly match.
- Ram** : Only seven of our friends are in the hostel.
- Raj** : Are you sure you can't find eleven players?
- Ram** : Why don't you have the match tomorrow?
- Raj** : Sure. We look forward to it.
- Ram** : We too.



The first year representative is asking the second year representative to play a cricket match with them.

Son : Daddy, you promised to allow me to go for a picnic with my friends.

Father: Yes, but I will not allow you today.

Son : But, you promised me.

Father: You did not score well in the last monthly test.

Son : Daddy, I will do better in the next.

Father: First you do, then I shall permit you to go with your friends.

Son : Please daddy, you can believe me.

Father: I believe, when I see your marks.

Son : Just, this time daddy.

Father: Alright, keep your word.

A boy convinces his father to go for a picnic with his friends.

Useful Phrases

- Please let me.....
- Have you considered everything?
- I think you'd do well to....
- Just this once, please.
- I think it'd be a pity if we don't...
- Won't you let me
- Are you sure you can't/won't.....
- But the most sensible thing to do would be to.....
- Why don't you.....

II. Vocabulary

A. Noun : Vehicles

Vehicles	Vernacular	Vehicles	Vernacular
Airplane		Rickshaw	
Ambulance		Road Rail	
ATV		RV	
Auto rickshaw		Scooter	
Bicycle		Sedan	
Boat		Sled	

Bulldozer		Snowmobile	
Bus		Submarine	
Camper		Tanker	
Car		Taxi	
Chariot		Thresher	
Convertible		Tractor	
Gondola		Train	
Helicopter		Tricycle	
Jeep		Truck	
Lorry		Tube train	
Moped		Van	
Motor bike		Wagon	
Parachute		Water Craft	
Raft		Yacht	

II. Vocabulary

B. Verb : Transportation Verbs

Simple Present	Past	Past Participle	Present Participle	Vernacular
Alert	alerted	alerted	alerting	
Arrive	arrived	arrived	arriving	
Book	booked	booked	booking	
Break	broke	broken	breaking	
Bus	bused	bused	busing	
Choke up	choked up	choked up	choking up	
Control	controlled	controlled	controlling	
Crash	crashed	crashed	crashing	
Cross	crossed	crossed	crossing	
Crowd	crowded	crowded	crowding	
Depart	departed	departed	departing	

Derail	derailed	derailed	derailing	
Disembark	disembarked	disembarked	disembarking	
Drive	drove	driven	driving	
Drive-off	drove-off	drove-off	driving-off	
Get-in	got-in	got-in	getting-in	
Hire	hired	hired	hiring	
Hit	hit	hit	hitting	
Kick	kicked	kicked	kicking	
Land	landed	landed	landing	
Lug	lugged	lugged	lugging	
Miss	missed	missed	missing	
Park	parked	parked	parking	
Pilot	piloted	piloted	piloting	
Race	raced	raced	racing	
Reserve	reserved	reserved	reserving	
Ride	rode	ridden	riding	
Sail	sailed	sailed	sailing	
Speed	speeded	speeded	speeding	
Start	started	started	starting	
Stop	stopped	stopped	stopping	
Take-off	took-off	took-off	taking-off	
Taxi	taxied	taxied	taxying	
Tow	towed	towed	towing	
Transport	transported	transported	transporting	

Punctuation marks are used in the sentence to make the meaning clear.

Punctuation marks are period, comma, question mark, exclamatory mark, apostrophe, quotation marks, colon and semi colon.

Period

A period is always placed at the end of a sentence, and it is used to separate sentences, not words/phrases. A period is also called a "full stop".

Usage

1. It is used to mark the end of a statement/indirect question.
 - This is a book on grammar.
 - I asked her where she was going.
2. It is used to separate hour from minute and date from month/year.
 - The plane landed at 9.30 in the morning.
 - She got back at 7.15 in the evening.

Comma

A comma is always used within the sentence, not at the end of the sentence.

Usage

1. It is used to separate more than two words of the same class.
 - I bought tea, coffee and sugar.
 - She is gentle, honest and faithful.
2. It is used to separate a name from a degree / title/ designation
 - He is Dr. AV Ashok, MBBS.
 - Meet Dr. SK Verma, the Head of the Department.
3. Comma is used after yes and no.
 - "Do you like football?" "Yes, I like it very much."
 - "Is this your house?" "No, it is not."
4. We also put a comma before or after the name of the person you are speaking to.
 - Hello, Mr. Mohan.
 - Miss Lilly, can I borrow a pencil, please?
5. A comma is also used between the parts of name of a place.
 - Chicago, USA.
 - India Gate, Delhi.

Question mark

Usage

We use a question mark at the end of a question, instead of a period.

- Can you hear me, children?
- Who is that man talking to Dad?

Exclamation mark

Usage

1. We use an exclamation mark after an interjection or at the end of a sentence that shows a strong feeling such as surprise or fear or joy or shock. An exclamation mark is used instead of a period.
 - That's great!
2. We use exclamation marks with strong orders.
 - Sit down!
 - Give me that ball!



Apostrophe

Usage

1. We use an apostrophe with 's' to show that something belongs to someone.
 - This is Michael's room.
 - This is my Dad's desk.
2. We use an apostrophe to show where one or more letters are missing in a word.
 - I'm (= I am) the boy who lives next door.
 - She's (= She is) my best friend.

Quotation Marks

Usage

We use quotation marks around the exact words that someone says. You put the  mark at the beginning of the words, and the  mark at the end.

- "This bike is mine," said Shakthi.
- "I would like some apple juice, please," said the little boy.
- "Let's play computer games," said James.

Colon

Usage

1. The colon is used between the name of a character and the words that they speak.
 - Raju : What have you got in the bag?
 - Danush : My swimming suit.
2. To introduce a list
 - This is what you'll need to buy: a notebook, a box of chocolates, and some paper.
 - You will have to order several accessory components: chargers, pens, bags, cables, and speakers.

Semicolon

Usage

1. Use a semicolon in the place of a period to separate two sentences where the conjunction has been left out.
 - Call me tomorrow; I will give you my answer then.
 - I have paid my dues; therefore, I expect all the privileges listed in the contract.
2. Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.
 - When I finish here, I will be glad to help you; and that is a promise I will keep.
 - If she can, she will attempt that feat; and if her husband is able, he will be there to see her.

Capital Letter

Usage

1. We use a capital letter as the first letter of the first word in a sentence.
 - John is a teacher.
 - Where is my ball?
2. We use a capital letter for the first letter of the first word in **direct speech**, within quotation marks.
 - Sam said, "This is my brother."
 - "Where is my ball?" Selvi asked.
 - Alice shouted, "That isn't fair!"
3. We use a capital letter to begin the names of people and places.

John	Australia	India Gate
Keerthana Raman	Germany	Taj Mahal

4. The days of the week and months of the year begin with a capital letter.

Monday

January

July

Tuesday

February

August

5. The names of holidays and special celebrations also begin with a capital letter.

Teachers' Day

Mothers' Day

Christmas

Independence Day

6. We use a capital letters are also used in the titles of books, films and plays.

Oliver **T**wist

The **J**urassic **P**ark

The **E**ighth **C**olour of **R**ainbow

Alice in **W**onderland

7. Nationalities and languages also begin with a capital letter.

Australian

German

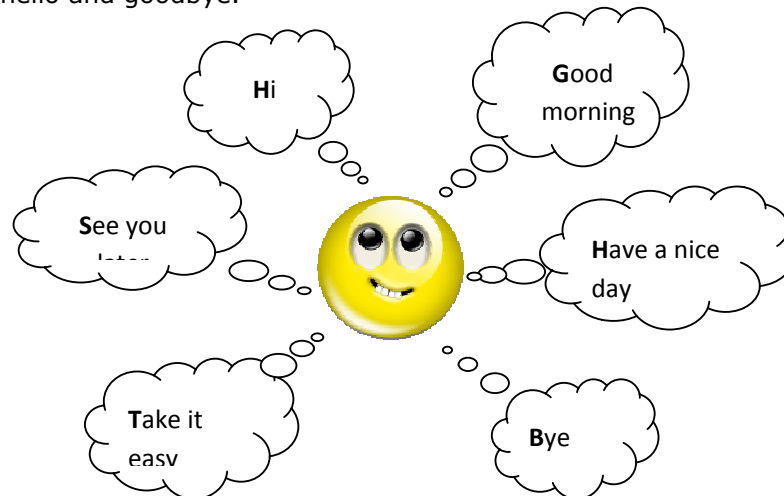
Indonesian

Spanish

French

Korean

8. We use a capital letter for the first letter in words and phrases that we use for saying hello and goodbye.



Exercise

1. Insert the necessary punctuation marks.

1. Usually i have time to eat breakfast
 2. of course the movie that i had rushed to see didnt start on time
 3. actually Ive never been to disney World
 4. However he tried to use the bottle opener it wouldnt work
 5. Since we moved into town our fuel bill has tripled
-

2. Choose the sentences, which are punctuated correctly.

1. a) I can't see Ram's car, there must have been an accident.
b) I can't see Ram's car; there must have been an accident.
c) I can't see Ram's car there must have been an accident.
2. a) "Do you like football?" "Yes, I like it very much."
b) do you like football?" Yes I like it very much"
c) "Do you like football" "Yes, I like it very much."
3. a) We decided to visit Spain, Greece, Portugal and Italy's mountains.
b) We decided to visit Spain Greece Portugal and Italy's mountains.
c) We decided to visit: Spain, Greece, Portugal and Italy's mountains.
4. a) Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
b) Spain is a beautiful country; the beaches are warm, sandy and spotlessly clean.
c) Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.
5. a) She always enjoyed sweets, chocolate, biscuits and apples.
b) She always enjoyed sweets chocolate biscuits and apples.
c) She always enjoyed sweet's, chocolate, biscuit's and apple's.

3. Re-write the following sentences by inserting commas, apostrophes, and other punctuation in the correct places.

1. Philip asked Do you need this book
2. This is what youll need to buy a notebook a box of chocolates and some paper
3. I drink coffee and I dont drink tea
4. The great march of progress has left millions impoverished and hungry
5. I dont think youre the one that Im trying to look for

4. Correct the mistakes of SPELLING and PUNCTUATION.

although more famous for his monumental work for india after her independence, jawaharlals contribution to the freedem movement is enormous. born to motial nehru an early congressman and once a president of the indian national congress, nehru was headed to lead india. his edukation, charm scholarship and vision is rarely equaled in modern political history of the world

5. Select the incorrectly punctuated sentence. If all are correct, select (d).

1. a) Her quickly amassed fortune includes a dramatic collection of paintings that are stored in the basement.
b) Herb's sister yelled, "Does anyone have a telephone"?
c) Christina missed her graduation from high school, yet her parents didn't seem to care.
d) All are correct

2.
 - a) The three-week-old injury does not appear to be healing.
 - b) Most of the Duck fans were optimistic about the teams chances of winning the championship.
 - c) Hoping to reach the summit by midnight, the expedition team pushed forward at a grueling pace.
 - d) All are correct
3.
 - a) The manager told his sales team, "If you want to win the award, you will need to double your sales."
 - b) Jack Kennedy, who was assassinated by Lee Harvey Oswald, was a popular president.
 - c) The local newscaster enjoyed being famous, she was often asked for her autograph.
 - d) All are correct
4.
 - a) Pudding and custard are Ted's two favorite desserts which Kate cannot understand at all.
 - b) Her inexperienced assistant told the visitor, "My boss didn't feel like working and went golfing instead."
 - c) To reach the peak of success in business, most people devote very concentrated time to their professions.
 - d) All are correct
5.
 - a) "These dogs are from championship bloodlines," the breeder explained confidently. "You should buy one."
 - b) Matt told the princess that he had "always longed to be a servant."
 - c) Surrounded by old friends and family; the couple said their vows.
 - d) All are correct
6.
 - a) Martina asked Chicago Bulls star Michael Jordan to act as the head of the company.
 - b) After the game ended, the coach complained: "We didn't block. We didn't tackle. We didn't win."
 - c) As Carter worked to secure the sail, Seamus went below to get their raincoats.
 - d) All are correct
7.
 - a) Did you read Susan Orlean's article in The New York Times Magazine?
 - b) Their sister said, "I want to go to the game. I'm sure it will be good. We need to be on time."
 - c) The attorney filed the brief because her client opposed the developer's plan.
 - d) All are correct

8. a) After such a long-winded introduction, the speech itself will certainly be terrible.
- b) The balloon's pilot climbed a 60 foot cable to repair the leak.
- c) She has a deep-seated fear of speaking in front of a judge.
- d) All are correct
9. a) The announcer repeated the same thing: "The white zone is for loading and unloading only."
- b) The manicurist thanked the salesman for showing her "the light."
- c) Last year Greg read "Gone with the Wind;" his sister recommended it.
- d) All are correct
10. a) The carpenter liked using medieval technology (e.g. a hand-turned lathe).
- b) The gangsters told the shopkeeper, "If you are not careful you'll be 'fish food.'"
- c) Britt Hume himself will lead the news team to Somalia.
- d) All are correct

6. Punctuate the story.

A story tells that two friends were walking through the desert During some point of the journey they had an argument and one friend slapped the other one in the face The one who got slapped was hurt but without saying anything wrote in the sand TODAY MY BEST FRIEND SLAPPED ME IN THE FACE they kept on walking until they found an oasis where they decided to take a bath The one who had been slapped got stuck in the mire and started drowning but the friend saved him After the friend recovered from the near drowning he wrote on a stone TODAY MY BEST FRIEND SAVED MY LIFE The friend who had slapped and saved his best friend asked him After I hurt you, you wrote in the sand and now you write on a stone why The other friend replied When someone hurts us we should write it down in sand where winds of forgiveness can erase it away But when someone does something good for us we must engrave it in stone where no wind can ever erase it

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ persuade someone to do something
- ✓ know the names of vehicles and their parts
- ✓ learn the verbs used in transportation
- ✓ learn and use punctuation in your writing



General Structure

- I. Dialogue : Complimenting*
- II. Vocabulary : Animals/Birds and their young ones*
- III. Grammar : Direct and Indirect Speech*
- IV. Writing Skills : Use Direct and Indirect Speech in writing*

Learning Objectives

After learning this chapter, you will be able to

- ✓ compliment someone
- ✓ know the names of various animals/birds and their young ones
- ✓ recognize and use the verbs related to animals and birds
- ✓ learn the usages of direct and indirect speech and use them in writing

I. Dialogue

Complimenting

Ramu: Hi, Raju. That is a nice shirt. Oh, it is a Park Avenue shirt!

Raju : That's right. My uncle bought it in Mumbai.

Ramu: You look very smart in it.


Raju : Thank you. I too like it very much.

Ramu: Your uncle has a good taste.

Raju : Basically, he is a designer himself.

Ramu: Could you ask him to get me one?

Raju : Sure, he would do it willingly.



R Raju is wearing a new shirt. His friend, **Ramu** compliments on his good looks.

Ezhil : Happy Birthday Amala.

Amala : No, it is not my birthday.

Ezhil : You are wearing a new saree.

Amala : My father got a promotion in his office.
Yesterday, he received his new salary. So, he bought it for me.

Ezhil : The colour is nice. You look very beautiful in it.

Amala : Thank you Ezhil.

Ezhil : Is it very costly?

Amala : No, it is just Rs.800.

Ezhil : Really? You look gorgeous.

Amala : You are generous with your compliment.

Amala is wearing a new saree. Her friend, Ezhil compliments Amala on her new saree.

Useful Phrases

- What a nice/smart/wonderful/ beautiful.....!
- That is/was a nice/smart.....
- You look really smart/gorgeous/great/wonderful
- It was nice/great to hear that.....

II. Vocabulary

A. Noun: Animals/Birds and Young Ones

Names	Vernacular	Names	Vernacular
Antelope & Calf		Ferret & Kit	
Ape & Baby		Fox & Cub	
Bear & Cub		Goat & Kid	
Buffalo & Calf		Goose & Gosling	
Camel & Calf		Gorilla & Infant	
Cat & Kittens		Hen & Chicks	
Cheetah & Cub		Horse & Foal	

Cow & Calf		Kangaroo & Joey	
Crow & Chick/Simp		Lion & Cub	
Deer & Fawn		Owl & Owlet	
Dinosaur & juvenile		Parrot & Parakeet	
Dog & Puppy		Peacock & Peachick	
Donkey & Foal		Pig & Piglet	
Dove & Squab		Rabbit & Bunny	
Duck & Ducklings		Sheep & Lamb	
Eagle & Eaglet		Swan & Cygnet	
Elephant & Calf		Tiger & Cub	
		Zebra & Foal	

II. Vocabulary

B. Verb : Related to Animals and Birds

Simple Present	Past	Past Participle	Present Participle	Vernacular
Bark	barked	barked	barking	
Bray	brayed	brayed	braying	
Bristle	bristled	bristled	bristling	
Burrow	burrowed	burrowed	burrowing	
Caw	cawed	cawed	cawing	
Chirp	chirped	chirped	chirping	
Climb	climbed	climbed	climbing	
Cuddle	cuddled	cuddled	cuddling	
Dwell	dwelt /dwelled	dwelled	dwelling	
Flap	flapped	flapped	flapping	
Flock	flocked	flocked	flocking	
Fly	flew	flown	flying	
Graze	grazed	grazed	grazing	
Growl	growled	growled	growling	
Guy	guyed	guyed	guying	
Hatch	hatched	hatched	hatching	
Herd	herded	herded	herding	
Hibernate	hibernated	hibernated	hibernating	
Hop	hopped	hopped	hopping	

Hound	hounded	hounded	hounding	
Howl	howled	howled	howling	
Hunt	hunted	hunted	hunting	
Lash	lashed	lashed	lashing	
Lay	laid	laid	laying	
Migrate	migrated	migrated	migrating	
Milk	milked	milked	milking	
Nest	nested	nested	nesting	
Nestle	nestled	nestled	nestling	
Nuzzle	nuzzled	nuzzled	nuzzling	
Paw	pawed	pawed	pawing	
Peck	pecked	pecked	pecking	
Prance	pranced	pranced	prancing	
Scrabble	scrabbled	scrabbled	scrabbling	
Snuggle	snuggled	snuggled	snuggling	
Soar	soared	soared	soaring	
Strut	strutted	strutted	strutting	
Trot	trotted	trotted	trotting	
Trumpet	trumpeted	trumpeted	trumpeting	
Waddle	waddled	waddled	waddling	

Direct Speech

The exact words that someone says are called direct speech. Quotation marks "" are used to indicate the direct speech. This is also called reporting speech.

Examples

- Mohan said, "Where are my keys?"
- "This ice cream is delicious," said Danush.
- "Have you washed your hands?" asked the warden.
- "Please get out of the car," the police officer ordered.
- "What a beautiful dress!" said James.

Indirect speech

To report what someone says without using their exact words, is called indirect speech. This is also called reported speech.

To do this, use verbs such as say, ask or tell, followed by that.

- Mohan asked where his keys were.
- Danush said that ice cream was delicious.
- The warden asked whether I had washed my hands.
- The police officer ordered to go out of the car.
- James said that the dress was very beautiful.

Rules for changing direct speech into indirect speech

When the reporting or principal verb is in the past tense, all present tenses of the direct speeches are changed into the corresponding past tenses. Thus:

a) A simple present tense becomes a simple past tense.

Direct : He said, "I am not well."

Indirect : He said (that) he was not well.

b) A present continuous tense becomes a past continuous tense.

Direct : He said, "My master is writing letters."

Indirect : He said (that) his master was writing letters.

c) A present perfect tense becomes a past perfect tense.

Direct : He said, "I have passed in the examination."

Indirect : He said (that) he had passed in the examination.

d) The simple past tense in the direct speech becomes the past perfect tense in the indirect speech.

Direct : He said, "The horse **died** in the night."

Indirect : He said that the horse **had died** in the night.

Let us see how the nouns and pronouns change from direct to indirect.

Personal Pronouns

Direct	Indirect
I	he, she
you	he, she, they, him, her, me, them
we	they
they	they
he, she	he, she, I
shall	should
will	would
may	might
can	could
has	had

Examples

- **Direct:** He said to me, "**I** don't believe **you**."
Indirect: He said **he** didn't believe **me**.
- **Direct:** She said to him, "**I** like **you**."
Indirect: She said **she** liked **him**.

Possessive pronouns

Direct	Indirect
my	his, her, my
your	his, her, my
his, her	his, her
their	their
our	their, them

Examples

- **Direct:** "My car won't start," said Teena.
- **Indirect:** Teena said that her car wouldn't start.

Places

Direct	Indirect
here	there
this	that
these	those

Examples

- **Direct:** Manoj said, "This is my car."
- **Indirect:** Manoj said that was his car.

Adjectives and Adverbs

Direct	Indirect
last year, last month, last week	the year/month/week before
yesterday, the day before yesterday	the day before, two days before
today	that day, yesterday, the day before
tomorrow	the next day
the day after tomorrow	in two days
next week/month/year	the following week/month/year
these	those
now	then

Examples

- **Direct:** Raj said, "I am glad to attend the meeting tomorrow."
- **Indirect:** Raj said that he was glad to attend the meeting the next day.

There are four types of sentences:

- Imperative sentences
- Questions
- Commands and Requests
- Exclamations

Imperative Sentences

A sentence which expresses command, request, advice or suggestion is called imperative sentence.

For example,

- Open the door.
- Please help me.
- Learn your lesson.

Examples

Direct speech: I said to him, "Love and obey your parents"

Indirect Speech: I advised him to love and obey his parents.

Direct speech: She said to him, "you should work hard for exam"

Indirect Speech: He suggested him to work hard for exam.

Questions

In reporting questions, Indirect speech is introduced by some verbs such as *asked, inquired*, etc. When the question is not introduced by an interrogative word, the reporting verb is followed by **whether** or **if**.

When the question is introduced by a question word:

Examples

- **Direct:** He said to me, "What are you doing?"
Indirect: He asked me what I was doing.
- **Direct:** "Where do you live?," asked the stranger.
Indirect: The stranger enquired where I lived.

When the question is not introduced by a question word:

Examples

- **Direct:** The mother said to the daughter, "Do you know where Salim is?"
Indirect: The mother asked the daughter whether she knew where Salim was.
Or
The mother asked the daughter if she knew where Salim was.
- **Direct:** "Have you anything to say on behalf of the accused?," said the judge to the lawyer.
Indirect: The judge enquired of the lawyer if he had anything to say on behalf of the accused.

Commands and Requests

When commands and requests from direct speech are changed into indirect speech, the verbs are changed into Infinitives.

Examples

- **Direct:** Rama said to Arjun, "**Go** away."
Indirect: Rama told Arjun **to go** away.
- **Direct:** He said to him, "**Please wait** here till I return."
Indirect: He requested him **to wait** there till he returned.

Exclamations

While changing exclamatory sentence into indirect speech, we should rewrite the sentence into a statement using very+ adjective.

Examples

- **Direct:** Aarthi said, "How clever I am!"
Indirect: Aarthi exclaimed that she was very clever.
- **Direct:** Usha said, "Oh! What a beautiful garden!"
Indirect: Usha exclaimed that the garden was very beautiful.

Exercise

1. Fill in the blanks with the correct verb tenses.

1. "I am very tired," said Father.
Father said that he _____ very tired.
2. "You look very handsome, John," said Mummy.
Mummy told John that he _____ very handsome.
3. The teacher said, "Ram has not made any mistakes."
The teacher said that Ram _____ not made any mistakes.
4. "I am losing my patience," said Mr. Raman.
Mr. Raman said that he _____ losing his patience.
5. "You can come to my house for dinner," Latha told Divagar.
Latha told Divagar that he _____ come to her house for dinner.
6. Janson said, "Hurry up or we will be late."
Janson told us to hurry up or we _____ be late.
7. "The train is coming," said Jeeva.
Jeeva said that the train _____ coming.
8. "I have cleaned up my room," said Geetha.
Geetha said that she _____ cleaned up her room.
9. The teacher said, "It is time to stop writing."
The teacher said that it _____ time to stop writing.
10. "I don't want to watch TV," said Anand.
Anand said that he _____ want to watch TV.

2. Change the sentences into indirect speech.

1. "Are you feeling sick?" Kannan asked.
 2. "Where is my umbrella?" Seetha asked.
 3. Mohan asked, "Do I have to do it?"
 4. "Which dress do you like the most?" Lakshmi asked her son.
 5. "Are you going to the cinema?" Ramesh asked me.
 6. "How do you know that?" Meena asked me.
 7. "Write your name at the top of the page, everyone," said Lilly.
 8. "Where have you been?" Kamala asked her daughter.
 9. The lion said to the mouse, "Thank you for getting me out of that net."
 10. The manager said to the servant, "Clean my room."
 11. The man asked the shopkeeper, "How much do these shirts cost?"
-

12. "You have saved my life," said the prince to the mermaid.
13. The mother said to the girl, "It is time for you to go to bed."
14. Karthik said to Priya, "Please do not cry. I will be back soon."
15. Ramu asked his friend, "Can I borrow your scooter?"

3. Change the sentences into reported Speech.

- Rani** : How do you make a cup of tea?
Mrs Geetha : First of all put some cold water in the kettle.
Rani : Which kettle should I use?
Mrs Geetha : Use the small one on that shelf.
Rani : What should I do now?
Mrs Geetha : Put in two spoons of tea.
Rani : And then?
Mrs Geetha : When the water boils, pour the boiling water into the tea-pot.

4. Write down the questions and answers in reported speech.

A man, who was arrested on suspicion a month after he arrived in India, is being interrogated by the CBI to find out whether he is a tourist or a spy:

- CBI** : What are you doing in Bombay?
Man : Seeing the sights, naturally.
CBI : When did you arrive in the city?
Man : Four weeks ago.
CBI : Have you been 'seeing the sights' for four weeks then?
Man : Yes, Bombay is a huge city and there is plenty to see.
CBI : Why have you been visiting the harbour every day for the last three weeks?
Man : Er, er I like watching the ships.
CBI : If you are only interested in ships, why did you take photographs of the harbour installations? We've been watching you, you know, while you were watching the ships.

5. Write down five direct sentences each for commands and requests.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ compliment someone
- ✓ know the names of various animals/birds and their young ones
- ✓ recognize and use the verbs related to animals and birds
- ✓ learn the usages of direct and indirect speech and use them in writing

Chapter 13

General Structure

- I. Dialogue : Congratulating
- II. Vocabulary : Names of Birds/Common Idioms
- III. Grammar : Subject Verb Agreement
- IV. Writing Skills : Practice Subject Verb Agreement in writing

Learning Objectives

After learning this chapter, you will be able to

- ✓ congratulate someone
 - ✓ know the names of various kinds of birds
 - ✓ understand and use some common idioms and phrases
- understand and practice subject verb agreement in a sentence in oral and written communication

I. Dialogue

Congratulating

Kumar : Mr.Ramesh, I heard the wonderful news that you have got a baby girl. Congratulations!

Ramesh : Thanks Kumar. Very kind of you!

Kumar : How is the baby? Is she like you or Radha?

Ramesh : The baby is fine but, it's too early to say who she resembles.

Kumar : Anyway, please congratulate Radha for me.

Ramesh : Yes, she really deserves it. She went through a lot of pain.

Kumar : No wonder why they say that child birth is like rebirth.

*Kumar
congratulates
Ramesh for
becoming a father.*

Usha : Hello, Seenii!

Srinivasan: Hai Usha, good to hear you.

Usha : Congratulations! I just received your mail.

Srinivasan: Thank you so much.

Usha : I know how much you worked to receive this scholarship from Facebook.

Srinivasan: Yes, you are right. Hard work has paid off.

Usha : How much is the scholarship worth?

Srinivasan: It is \$10000 that is about Rs.4,45,000.

Usha : I am so happy for you. When do you go to US?

Srinivasan: It may take another 3 to 4 months time.

Usha : Congrats once again and all the best.

*Mr. Srinivasan has won a student scholarship from Facebook. He is being congratulated by his friend **Usha** over the phone.*

Useful Phrases

- Congratulations!
- Well done! How nice!/Fantastic!
- Let me/May I/I must congratulate you on....
- I'd like to congratulate you on....
- Allow me to offer my (warmest/heartiest) congratulations.
- May I say how elegant/enchanting you look?
- If I may say so,. ... is/are really wonderful.

II. Vocabulary

A. Noun : Names of Birds

Birds	Vernacular	Birds	Vernacular
Crow		Parrot	
Cuckoo		Peacock	
Dove		Pelican	
Duck		Penguin	
Emu		Pheasant	
Finch		Pigeon	
Grebe		Quail	

Hawk		Robin	
Hen		Seagull	
Heron/Crane		Sparrow	
Kingfisher		Swan	
Lark		Tropicbirds	
Mynah		Turkey	
Nightingale		Vulture	
Ostrich		Woodpecker	
Owl		Wren	

II. Vocabulary

B. Verb : Common Idioms

Idioms & Phrases	Meanings	Examples
A class act	Sophisticated, above average	John offered to help, even though he doesn't know me. He's a real class act.
alive and kicking	Full of energy	Mr. Rajesh is alive and kicking even though he's already ninety years old.
as easy as pie	Very easy	I thought you said this was a difficult problem. It isn't. In fact, it's as easy as pie.
be on the go	Be very busy	I'm really tired. I've been on the go all week long
black and white	Straight forward, very clear	The rules we gave the kids were in black and white.
black out	Faint	I always black out at the sight of blood.
black sheep	The odd or bad member of the group	Kumar is the black sheep of the family.
call it a day	Stop work for the day	It's late and you've accomplished a lot. Why don't you call it a day?
catch red handed	Catch someone in the act of doing something wrong or illegal	The kids were caught red handed stealing chocolate bars.

clean up your act	Improve your behavior	If you want to improve your English skills, you must be in the class on time and do your homework every day. Why don't you clean up your act?
clear the air	Discuss something that was causing people to feel upset	Raju misunderstood me. I'd like to explain what happened, just to clear the air.
couch potato	Someone who spends too much time watching TV	You're a real couch potato, Jay. You need to get more exercise!
eager beaver	Enthusiastic person	John did all of his assignments before supper. He sure is an eager beaver.
give him/her credit	Acknowledge an achievement or contribution of a person	Pro.Ravi gave Manoj his credit for Standing First in the college.
get the picture	To understand a situation	You don't have to explain anymore, I get the picture.
get your act together	Get more organized	You have been late for classes every day this week. If you want to continue in this school, you must get your act together.
golden opportunity	The perfect chance	When I failed to finish college, I missed my golden opportunity to prepare myself for a good job.
have one's hands full	To be very busy	With four kids to raise, Sarala surely has her hands full.
head over heels	To be totally in love	Mary has fallen head over heels for John.
in a nutshell	Using as few words as possible	Without long explanations the boss wanted to know the problems, in a nutshell.
in the dark	Unaware	I'm in the dark about who is in-charge around here.
live it up	Enjoy life	You've worked so hard for so long. Don't you think it's time to live it up a little?
make up one's mind	Decide	A: Where are you going on your vacation?

		B: Maybe Canada, maybe Mexico. I can't make up my mind."
once in a blue moon	Very rarely	We only go out for dinner once in a blue moon.
ready cash	Money that is available to spend	We have a lot of investments but we need ready cash to pay the bills.
round the clock	All day	Mani is a hard worker. He usually works round the clock to finish his work.
set one's heart upon	Strongly desire something	I've set my heart upon fabric painting.
take it easy	Relax	I don't have any special plans. I'm just going to take it easy.
to be broke	To have no money	I can't go for my friend's birthday party, I'm broke.
turn back the clock	Go back in time	I feel old. I wish I could turn back the clock.
turn your back on	Give up on, or abandon	I needed your help but you just turned your back on me.

Subject verb agreement is a grammatical rule, which states that the verb must agree in number and in person with its subject.

The basic rule states that a singular subject takes a singular verb and a plural subject takes a plural verb.

Rules for subject verb agreement

Nouns and Pronouns

- When the subject of a sentence is composed of two or more nouns or pronouns connected by '**and**', use a **plural verb**.
 - She and her friends are** at the fair.
- When two or more singular nouns or pronouns are connected by 'or or nor', use a singular verb.
 - My mother or my father comes** to visit me.
 - My mother nor my father comes** to visit me.
 - Either My mother or my father comes** to visit me.
 - Neither My mother nor my father comes** to visit me.
- When a compound subject contains both a singular and a plural noun or pronoun joined by '**or** or **nor**', the verb should agree with the part of the subject that is **nearer to the verb**.
 - Uma or her friends clean** the class room every day.
 - Her friends or Uma cleans** the class room every day
- Nouns such as civics, mathematics, dollars, measles, and news are always considered as singular so they require singular verbs.
 - The news is** on at six.
 - Mathematics is** an interesting subject to study.



Note

The name of a currency is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the currency themselves, a plural verb is required.

- Five rupees is** a lot of money.
- Dollars are** used in many countries.

5. Nouns such as scissors, tweezers, trousers, and shears require plural verbs.

- **These scissors are** dull.
- **Those trousers are** made of wool.

Doesn't and don't

1. **Doesn't** is a contraction of **does not** and should be used only with a singular subject. **Don't** is a contraction of **do not** and should be used only with a plural subject.
2. In the case of the first person and the second person pronouns I and you, the contraction don't should be used.
 - **He** doesn't **like** it.
 - **I** don't **like** it.
 - **They** don't **like** it.

Subject and Verb

Do not be misled by a prepositional phrase or a participial phrase or a dependent clause that comes between the subject and verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

- **One** of the boxes **is** opened.
- **The people** who listen to that music **are** few.
- **The team captain**, as well as his players, **is** anxious.
- **The book**, including all the chapters in the first section, **is** boring.
- **The woman** with all the dogs **walks** down my street.

Pronoun and Adverb

The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

- **Each** of these bags **is** heavy.
- **Everybody knows** Mr.Jones.
- **Either is** correct.

There is or There are

The words "Here" and "There" can never be the subject of a sentence. In sentences beginning with there is or there are, the subject follows the verb. Since there is not the subject, the verb agrees with what follows.

- There are many questions. (Many **questions are** there.)
- There is a question. (A **question is** there.)

Collective Nouns

1. Collective nouns are words that indicate more than one person but that are considered singular and take a singular verb, such as: group, team, committee, class and family.
 - **The team runs** during practice.

- **The committee decides** how to proceed.
- **The family has** a long history.

In some cases, a sentence may call for the use of a plural verb when using a collective noun.

- The **crew are** preparing to dock the ship.
2. Expressions such as 'with, together with, including, accompanied by, in addition to, or as well' do not change the number of the subject. If the subject is singular, the verb is singular too.
 - **The President**, accompanied by his wife and children **is** traveling to India.
 - **All of the books**, including yours, **are** in that box.

Exercise

1. Decide if the subject agrees with the verb in the following sentences. If yes, leave it as it is. If not, rewrite the sentences with subject agreeing with the verb.

1. The last questions on the test were very difficult.
2. John, as well as his younger brothers, is going to study at that school.
3. People from the South is very friendly.
4. Everyone need to be loved.
5. Part of the money goes to charity.
6. Statistics hasn't been revised yet.
7. You and I am supposed to clean the room before mother gets home.
8. No news are good news.
9. Be careful. Grandma's scissors is very sharp.
10. Neither of the statements is false.

2. Re-write the sentences below, correcting the mistakes in the use of verbs where necessary:

1. English girls doesn't usually wear saree.
 2. Indian girls wear saree, and chappals on their feet.
 3. Does English girls wear chappals?
 4. No, and they doesn't wear saris either. They wear blouses and skirts, and shoes on their feet.
 5. Many English girls wears pant, especially in cold weather. In church, they wear hats.
-

3. Choose the correct verb forms:

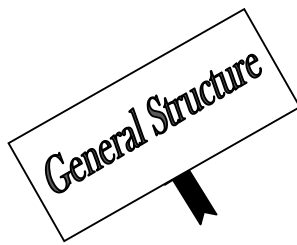
1. Mala and Kala (doesn't, don't) want to see the movie.
2. One of my sisters (is, are) going on a trip to France.
3. The man with all the birds (live, lives) on my street.
4. The movie, including all the previews, (take, takes) about two hours to watch.
5. The players, as well as the coach, (want, wants) to win.
6. Either answer (is, are) acceptable.
7. Every one of those books (is, are) fiction.
8. Nobody (know, knows) the trouble I've seen.
9. Mathematics (is, are) Deepak's favourite subject, while Physics (is, are) Anand's favourite subject.
10. Eight rupees (is, are) the price of a movie these days.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ congratulate someone
- ✓ know the names of various kinds of birds
- ✓ understand and use some common idioms and phrases
- ✓ understand and practice subject verb agreement in a sentence in oral and written communication

Chapter 14



- I. Dialogue : Expressing Sympathy
 - II. Vocabulary : Earth
 - III. Grammar : Verb Complements
 - IV. Writing Skills : Use Verb Complements in writing
-

Learning Objectives

After learning this chapter, you will be able to

- ✓ express your sympathy to someone
- ✓ learn a list of few nouns regarding the earth and some common verbs
- ✓ learn, identify and use verb complements in your writing

I. Dialogue

Expressing Sympathy

Balu : Hi, Ravi. How are you? You look depressed.
Is something wrong?

Ravi : Yes, Balu. I am in a mess.

Balu : What happened?

Ravi : I had deposited all my savings in a private bank.
Now the company has been liquidated.

Balu : It's terrible. You must be really upset.

Ravi : Yes. All my years of savings are gone.

Balu : I know how you feel. Is there any chance of getting your
money back?

Ravi : I'm trying my best. Not much hope though.

Balu : I'm sorry. Can I be of some help?

Ravi : Please whisper a prayer for me.

Balu : It's hard earned money. You will certainly get back.

Ravi : That's consoling. Thank you.

*Ravi consoles Balu
as Balu has lost all
his savings in a
private bank.*

Mathan's sister met with an accident.

Vimal expresses his sympathy to him.

Vimal : Hey, you look terrible. What's up?

Mathan : I was in the hospital last night.

Vimal : What were you doing there?

Mathan : My little sister met with an accident.

Vimal : Oh, no! I hope it's nothing serious.

Mathan : It is bad. She was hit by a motor cyclist. Her right hand is fractured.

Vimal : How sad! Is she in the hospital still?

Mathan : No, she is at home, taking rest.

Vimal : You must be terribly upset. I know you love your little sister.

Mathan : You are right. I'm very much down.

Useful Phrases

Expressing Sympathy

- I'm so sorry to learn that...
- It's terrible.
- It's really upsetting.
- Please accept my/our condolences.
- I'm sorry.
- You must be terribly upset.
- I know how you feel.
- You must be feeling terrible.
- You have my/our deepest sympathy.
- I'm awfully/dreadfully sorry.

II. Vocabulary

D. Noun : Earth

Earth	Vernacular	Earth	Vernacular
Bay		Clouds	
Coal		Desert	
Embayment		Fire	
Forest		Fuel	
Gas		Gulf	
Hills		Inlet	
Island		Lake	
Land		Metals	
Mineral		Moon	
Mountain		Oil	
Rainbow		River	
Rocks		Sea	
Soil		Stars	
Stream		Sun	
Volcano		Waterfall	
Waves		Wood	

II. Vocabulary

B. Verb: Common Verbs

Simple Present	Past	Past Participle	Present Participle	Vernacular
Admire	admired	admired	admiring	
Balance	balanced	balanced	balancing	
Cater	catered	catered	catering	
Charge	charged	charged	charging	
Commmove	commoved	commoved	commoving	
Confine	confined	confined	confining	
Deposit	deposited	deposited	depositing	

Simple Present	Past	Past Participle	Present Participle	Vernacular
Commov	commoved	commoved	commoving	
Confine	confined	confined	confining	
Deposit	deposited	deposited	depositing	
Dictate	dictated	dictated	dictating	
Display	displayed	displayed	displaying	
Dissolve	dissolved	dissolved	dissolving	
Draw	drew	drawn	drawing	
End	ended	ended	ended	
Erupt	erupted	erupted	erupting	
Estimate	estimated	estimated	estimating	
Excite	excited	excited	exciting	
Express	expressed	expressed	expressing	
Flourish	flourished	flourished	flourishing	
Freeze	froze	frozen	freezing	
Ground	grounded	grounded	grounding	
Hale	haled	haled	haling	
Land	landed	landed	landing	
Limit	limited	limited	limiting	
Melt	melted	melted	melting	
Move	moved	moved	moving	
Occur	occurred	occurred	occurring	
Pinpoint	pinpointed	pinpointed	pinpointing	
Ply	plied	plied	plying	
Recover	recovered	recovered	recovering	
Scale	scaled	scaled	scaling	
Shake	shook	shaken	shaking	
Shine	shone	shone	shining	
Sink	sank	sunk	sinking	
Slope	sloped	sloped	sloping	
Smell	smelt	smelt	smelting	
Supply	supplied	supplied	supplying	
Throttle	throttled	throttled	throttling	
Travel	traveled	traveled	traveling	
Value	valued	valued	valuing	

A verb takes another verb as a complement to form a complete sentence. The verb complements are formed by *infinitives* (to + verb) or *gerunds* (verb + ing).

Infinitive

'To' form of a verb is called an '**Infinitive**'. It is used as subject, complement or object of a sentence.

Examples

- **To wait** in front of the Director Office seemed foolish when he was on leave. (subject of the sentence)
- The most important thing is **to learn**. (complement of the sentence)
- She wanted **to study** mathematics. (object of the sentence)

Gerund

'-ing' form of a verb is used as a noun. It is called '**Gerund**'. Gerund is used as subject, complement or object of a sentence.

Examples

- **Reading** articles helps you to learn English. (subject of the sentence)
- Her favorite hobby is **reading**. (complement of the sentence)
- I enjoy **reading**. (object of the sentence)

Infinitives Complements

Some verbs are always followed by Infinitives. They are called '**Infinitive Complements**'. Some of them are listed below:

agree	attempt	claim	decide	demand	desire	expect	fail
forget	hesitate	hope	intend	learn	need	offer	plan
prepare	pretend	refuse	seem	strive	tend	want	wish

Examples

- Raja has agreed **to marry** Rani.
- The committee decided **to postpone** this meeting.
- John expects **to begin** studying law next semester.
- Mala learned **to swim** when was very young.
- The soldiers are preparing **to attack** the village.

Gerunds Complements

Some verbs are always followed by Gerunds. They are called '**Gerunds Complements**'.

Some of them are listed below:

admit	appreciate	avoid	finish	consider	delay
suggest	risk	resume	resist	resent	postpone
report	recall	quit	practice	deny	enjoy

Examples

- Raju admitted **stealing** the jewels.
- We enjoyed **seeing** them again after so many years.
- Michael was considering **buying** a new car before his wedding.
- The coast guard has reported **seeing** another ship.

Verbs for Both Infinitives and Gerunds

Some verbs are followed by either infinitives or gerunds. The verbs are listed below:

begin	stand	continue	dread	try	hate
like	love	prefer	regret	start	

Examples

- He started **to study** after dinner. (Infinitive)
- He started **studying** after dinner. (Gerund)
- Kani hates **to ride** her bicycle to school. (Infinitive)
- Anitha hates **riding** her bicycle to school. (Gerund)

Exercise

1. Identify the type of the verb complements for the underlined verbs.

(a) Infinitive Complement (b) Gerund Complement (c) Both

1. I desire to go home now. (a) (b) (c)
 2. Rosy finished writing her assignments. (a) (b) (c)
 3. Veena said, "I love cooking". (a) (b) (c)
 4. Ramu continues to work in Chennai. (a) (b) (c)
 5. We risked losing a lot of money in this venture. (a) (b) (c)
-

2. Fill in the blanks with the correct verb complements.

1. How did you manage _____ in good health for 93 years? (to live, living)
2. There are three simple rules for good health and a long life. First avoid _____. (to smoke, smoking)
3. Remember _____ only when you are hungry. Stop _____ angry or jealous. (to eat, eating; to get, getting)
4. I understand the first two things you said. But why should we prevent ourselves _____ angry or jealous? (to get, getting)
5. Anger and envy not merely harm the mind but also encourage the body _____ harmful chemicals. (to form, forming)

3. Fill in the blanks with the correct verb complements.

1. Quite a few decided _____ to their friends throughout the performance about their personal problems (talk).
2. There are those who cannot stop _____ with the musician! (sing)
3. Others manage _____ a commentary on the latest political situation (give).
4. What about the inveterate readers at our concerts? They obviously cannot put off _____ the latest detective novel even for a moment (read).
5. Still others cannot stop themselves _____ in and out of the auditorium; they need _____ out pan juice at frequent intervals! (wander, spit)
6. The Professors like _____ their lessons in the morning session, because students are more alert then than in the afternoon (give).
7. In the afternoon, they prefer _____ a book or _____ in a corner of the Staff room (read, snooze).
8. This morning, however, they would like _____ their lectures in the afternoon (give).
9. Their reason is a simple, though not an academic one: there is a boat race on at ten o'clock which they would like _____ (see).
10. The principal hates _____ the timetable (change).
11. Mr. Kannan was a bachelor till his 43rd year and liked _____ alone (live).
12. Then his family forced him _____ a girl who was half his age (marry).
13. He would have liked _____ in single blessedness (continue).
14. The girl turned out to be flighty and liked _____ money (spend).
15. For a long time now Mr. Kannan has deeply regretted _____ (marry).

4. Choose between gerund and infinitive in the following sentences:

Shobha : Would you like to *see/seeing* the Dracula film tonight?

Nabeesu: No, thank you. I dislike to *see/seeing* horror films. They give me bad dreams.

Shobha : It's a good film, you'll be sorry not *see/not seeing* it!

Nabeesu: I refuse to *see/seeing* it. If I see it, Dracula will come after me in my dreams for weeks. Do you often go to *see/seeing* such films?

Shobha : I don't miss a single one, I just love to *see/seeing* them!

5. Form meaningful sentences using the given verb and their verb complements.

1. Appreciate 2. Learn 3. Prefer 4. Resume 5. Expect

Learning Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ express your sympathy to someone
- ✓ learn a list of few nouns regarding the earth and some common verbs
- ✓ learn, identify and use verb complements in your writing

Chapter 15

General Structure

- I. Dialogue : Complaining
- II. Vocabulary : Weather, Climate, Seasons and Natural Calamities
- III. Grammar : Conditional If Statements
- IV. Writing Skills : Practice to restate the passage

Learning Objectives

After learning this chapter, you will be able to

- ✓ complain to anybody about something or someone
- ✓ learn words related to weather, climate, seasons and natural calamities
- ✓ learn and use conditional clauses (using if)
- ✓ practice restating a given passage

I. Dialogue

Complaining

Shanthi: Excuse me, I'm sorry to say that your music is disturbing me all day.

Vijaya : I'm afraid I've a complaint about you too.

Shanthi: Me? Please tell me.

Vijaya : You are fighting with your husband all day long.
Do you want me to listen to it all the time?

Shanthi: I'm sorry. He is drunk all day.

Vijaya : Can you do something to stop your husband from cursing all the time?

Shanthi: I shall try.

Vijaya : I shall lower the volume or stop my music if your hubby stops.

Vijaya complains to Shanthi about her loud music. Shanthi too has a complaint to make.

Kala's daughter and Banu's son are friendly with each other. Kala complains to Banu about her son.

Kala : I'm sorry to bring this up, but I don't know what to do?

Banu: What's wrong?

Kala : I'm not quite sure how to put this, but I have to say...

Banu: Please don't keep me guessing. Just beat it.

Kala : It's about your son.

Banu: What is he up to?

Kala : He is very friendly with my daughter. Our family is not happy about it.

Banu: I'm sorry. I go early morning and return quite late. Let me enquire.

Kala : We spoke to our daughter. She promised not to speak with your son again.

Banu: I shall advise my son too.

Kala : Could you do anything about his motor bike without the silencer?

Banu: I have got a bit of a problem here. You see, generally youngsters love to show off.

Kala : True, but I'm sorry to say that he disturbs our sleep, as he comes late at night.

Banu: It's alright. I shall ask him not to take the bike out.

Kala : No, I don't mean that. I want him to be little more considerate.

Banu: I assure you that he will not be a problem for your family.

Kala : What are you going to do?

Banu: I shall send him to a college in Trichy and let him take his bike along with him.

Kala : Also don't allow him to take his mobile phone along.

Banu: You do the same with your daughter.

Useful Phrases

Complaining

- I'm sorry to bring this up, but...
- I'm so sorry to say this, but...
- I've got a bit of a problem here, you see...
- I wish you would/wouldn't...
- Would you please not...?
- Can you do anything about...
- I'm not at all satisfied with...
- I'm afraid I've got a complaint about...
- I'm afraid I've got something to tell...

II. Dictionary

A. Noun : Weather, Climate, Seasons and Natural Calamities

Weather, Climate, Seasons and Natural Calamities	Vernacular	Weather, Climate, Seasons and Natural Calamities	Vernacular
Avalanche		Blizzards	
Cold		Cyclone	
Deluge		Dew	
Drought		Earth Quake	
Fall		Flood	
Fog		Hail	
Haze		Hurricane	
Ice		Landslide	
Lightning		Mist	
Monsoon		Mudslides	
Rain		Snow	
Spring		Strom	
Summer		Sunshine	
Thunder		Tornado	
Torrent		Trickle	
Tsunami		Twister	
Typhoon		Wind	
Winter			

II. Vocabulary

B. Verb : Weather, Climate, Seasons and Natural Calamities

Simple Present	Past	Past Participle	Present Participle	Vernacular
Accomplish	accomplished	accomplished	accomplishing	
Approve	approved	approved	approving	
Avoid	avoided	avoided	avoiding	
Back up	backed up	backed up	backing up	
Banish	banished	banished	banishing	
Blow	blew	blown	blowing	
Bomb	bombed	bombed	bombing	
Change	changed	changed	changing	
Charter	chartered	chartered	chartering	
Conflict	conflicted	conflicted	conflicting	
Conk out	conked out	conked out	conking out	
Continue	continued	continued	continuing	
Deliver	delivered	delivered	delivered	
Depend	depended	depended	depending	
Determine	determined	determined	determining	
Dry	dried	dried	drying	
Enquiry	enquired	enquired	enquiring	
Feel	felt	felt	feeling	
Flash	flashed	flashed	flashing	
Flee	fled	fled	fleeing	
Fly	flew	flown	flying	
Force	forced	forced	forcing	
Form	formed	formed	forming	
Free	freed	freed	freeing	
Grow	grew	grown	growing	
Increase	increased	increased	increasing	
Localize	localized	localized	localizing	
Mess	messed	messed	messing	
Organize	organized	organized	organizing	
Predict	predicted	predicted	predicting	
Provide	provided	provided	providing	
Quake	quaked	quaked	quaking	
Rain	rained	rained	raining	
Reach	reached	reached	reaching	
Relate	related	related	relating	
Shake	shook	shaken	shaking	
Shape	shaped	shaped	shaping	
Smatter	smattered	smattered	smattering	
Stir	stirred	stirred	stirring	
Throw	threw	thrown	throwing	
Wet	wet	wet	wetting	

We often use 'if' in a sentence to talk about things that are possible. A sentence with 'if' is called a conditional sentence and will, would and could are used in conditional sentences.

Examples

- If there's no rice in the house, we will buy some.
- If we don't work hard, we will never succeed.
- If it rains tomorrow, we shall not go to the beach.
- Sam will write well his exams, if he prepares regularly.

There are two types of conditional statements:

1. The real statements/conditions
2. The unreal statements/conditions

Real Statements / Conditions

Real condition is used to express an action or situation that usually occurs.

Future Time

Examples

- If I have enough money, I will buy a new car.
- We will have plenty of water if it rains.
- They will have enough time to finish the project if it is only ten o'clock now.

Note the sentence pattern:

If + subject + simple present + will / can / may / must + verb

Habitual Events

Examples

- If the doctor has morning office hours, he visits his patients in the afternoon.
- If John has enough time, he usually walks to office.
- If the canteen food is not good, we eat in the hotel.

Note the sentence pattern:

If + subject + simple present.... + simple present

Command Form

Examples

- If you **go** to the post office, mail this letter for me.
- If you **hear** any news from my parents, call me.

Note the sentence pattern:

If + subject + simple present...+ command form

Unreal Statements / Conditions

Unreal condition is to express a situation that would take place or would have taken place if the circumstances were or had not been different.

In the unreal conditions, '**were**' is used to represent the past tense form.

If I were... If we were... If you were... If he were...

If they were... If it were... If she were...

Examples

- If I were rich, I would travel around the world.
- If I hadn't been in a hurry, I wouldn't have spilled the milk.
- If she had not been sick, she wouldn't have failed.
- If he were sick, he would stay at home today.

Present or Future Time

Examples

- If I had time, I would come to the beach with you this weekend.
- He would tell you about it if he were here.
- If he didn't speak so quickly, you could understand him.

Note the sentence pattern:

If + subject + simple past... + would/could/might + verb simple

Past Time

Examples

- If I **had had** a hammer, I **would have hammered** the nail into the wall.
- If I **had known** you were coming, I **would have prepared** breakfast.

Note the sentence pattern:

If + subject + past perfect... + would / could / might + have + past Participle

Exercise

1. Choose the correct phrase to fill in the blanks to make meaningful sentences.

[We'll never learn, You will gain weight, He needs to be punished, I shall stay at home, I shall meet you tomorrow, We shall go to the beach]

1. If we don't have work _____.
 2. If it rains _____.
 3. If he is the ringleader_____.
 4. _____ if you eat lots of ice cream.
 5. If we don't work hard _____.
-

2. Fill in the blanks with the suitable forms of the verbs given in brackets.

1. If you play well you _____ (include) in the school team.
2. If you _____ (answer) all the questions you would have got high marks.
3. If she does not submit the application before Monday she _____ (not join – negative form) the hostel.
4. If she _____ (take) the medicine regularly, she will be all right within a week.
5. Unless you start now you _____ (catch) the train.
6. If I were you I _____ (accept) the challenge.
7. If you post the letter today it _____ (reach) New Delhi on Thursday.
8. _____ the captain _____ (win) the toss we would have batted first.
9. If I get above 98% I _____ (join) IIT, Chennai.
10. If you had taken my advice, you _____ (lost) the money.
11. How _____ they _____ (manage) if there is no electricity for two days?
12. If you had come on time you _____ (meet) the doctor.
13. If Bassanio had not chosen the right casket he _____ (marry) Portia.
14. Unless Kavitha attends the drama rehearsal she _____ (include - negative form) in the drama troupe.
15. What would have happened to the patient if the doctor _____ (arrive – negative form) on time?

3. Choose the correct type of condition for the following statements:

(a) real condition (b) unreal condition

- | | | |
|--|-----|-----|
| 1. If I have time, I will go to the boat house. | (a) | (b) |
| 2. If I had time, I would go to the beach with you this weekend. | (a) | (b) |
| 3. If you go to the post office, please mail this letter for me. | (a) | (b) |
| 4. If he didn't speak so quickly, you could understand him. | (a) | (b) |
| 5. John usually walks to the office if he has enough time. | (a) | (b) |

4. Write questions for the answers below.

Example: I will eat some biscuits. If you are hungry what will you eat?

1. I will wear warm clothes. _____
2. I will call the police. _____
3. I will sit up late and study. _____
4. I will watch television. _____
5. I will go out with my friends. _____

5. Suggest a possible condition that will produce these results.

Example: The principal will punish you.

The principal will punish you, if you do not submit your assignment today.

1. I'll get good marks.
2. Father will forgive you for your mischief.
3. I will go abroad.
4. The match will not be played.
5. All shops will be closed.
6. I will be late to school.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ complain to anybody about something or someone
- ✓ learn words related to weather, climate, seasons and natural calamities
- ✓ learn and use conditional clauses (using if)
- ✓ practice restating a given passage

Chapter 16

General Structure

- I. Dialogue : Apologizing
- II. Vocabulary : Professions and Verbs
- III. Grammar : Negation
- IV. Writing Skills : Practice to write negative sentences

Learning Objectives

After learning this chapter, you will be able to

- ✓ apologize to somebody when you make mistakes
- ✓ learn and use nouns and verbs regarding various professions
- ✓ learn and use negation in speaking and writing

I. Dialogue

Apologizing

Santhosh : I'm sorry for being late. I got held up in the traffic.

Kannan : That's all right. I understand.

Santhosh : I could have taken the train. Please accept my sincere apologies for wasting your precious time.

Santhosh : Please don't worry. Let's get on with our work.

Kannan : Shall we skip our coffee break so that we gain the time we lost?

Santhosh : That's a good idea. May be we could have the coffee here itself.

Kannan : Sure.

Santhosh : I still feel very bad about my lack of foresight.

Kannan : Don't feel bad about it. Let us forget it.

Santhosh: Thank you.

Santhosh comes for a meeting late. So, he apologizes to Kannan.

Rama : I'm extremely sorry that my dog scared you.

Amala: Oh! Yes. I was really scared.

Rama : I wonder how it got out of the gate.

Amala: I'm sorry, that was entirely my fault.

Rama : What happened actually?

Amala: My son had hit the ball into your compound. So, I opened your gate to take the ball.

Rama : Now I understand. You could have rung the bell at the gate.

Amala: I'm sorry; I thought that I could take it without disturbing you.

Rama : Not at all.

Amala: When I opened the gate, the dog was not there, as I was about to come out, the dog came from nowhere.

Rama : Thank God that it didn't bite you.

Amala: He is a good neighbour, I suppose.

Amala comes into the compound of Rama to take the ball. The dog scared her. So Rama apologizes.

Useful Phrases

Apologizing

- I'm sorry.
- I'm sorry, that was (entirely) my fault.
- I'm so/very/awfully / terribly sorry for/about...
- Excuse me/Pardon me (for...)
- I feel bad about...
- It was foolish/stupid/careless/silly of me...
- Please forgive me (for...)
- I'm extremely sorry (for...)
- I can't tell you how sorry I am (for...)
- I must apologize (for...)

II. Dictionary

A. Noun : Professions

Professions	Vernacular	Professions	Vernacular
Accountant		Actor	
Air hostess		Artist	
Barber		Butcher	
Carpenter		Computer Engineer	
Dancer		Dentist	
Doctor		Driver	
Farmer		Graduate	
Handcraft		Lawyer	
Mason		Music Composer	
Musician		Nurse	
Photographer		Pilot	
Plumber		Police Officer	
Postman		Potter	
Preacher		Professor	
Receptionist		Secretary	
Shopkeeper		Singer	
Soldier		Sports man	
Surgeon		Tailor	
Teacher		Watchman	
Wireman		Writer	

II. Dictionary

B. Verb : Professions

Present Tense	Past Tense	Past Participle	Present Participle	Vernacular
Annul	annulled	annulled	annulling	
Assign	assigned	assigned	assigning	
Balk	balked	balked	balking	
Broadcast	broadcasted	broadcasted	broadcasting	
Capture	captured	captured	capturing	
Consolidate	consolidated	consolidated	consolidating	
Construct	constructed	constructed	constructing	
Contract	contracted	contracted	contracting	
Coordinate	coordinated	coordinated	coordinating	
Countenance	countenanced	countenanced	countenancing	
Counterbalance	counterbalanced	counterbalanced	counterbalancing	
Delegate	delegated	delegated	delegating	
Develop	developed	developed	developing	
Direct	directed	directed	directing	
Docket	docketed	docketed	docketing	
Evaluate	evaluated	evaluated	evaluating	
Execute	executed	executed	executing	
Fence	fenced	fenced	fencing	
Highlight	highlighted	highlighted	highlighting	
Junk	junked	junked	junking	
Knit	knitted	knitted	knitting	
Lead	led	led	leading	
Neutralize	neutralized	neutralized	neutralizing	
Nullify	nullified	nullified	nullifying	
Oppose	opposed	opposed	opposing	
Paint	painted	painted	painting	
Pin	pinned	pinned	pinning	
Plan	planned	planned	planning	
Programme	programmed	programmed	programming	
Sanction	sanctioned	sanctioned	sanctioning	
Schedule	scheduled	scheduled	scheduling	
Shape	shaped	shaped	shaping	
Stitch	stitched	stitched	stitching	
Supervise	supervised	supervised	supervising	
Thread	threaded	threaded	threading	
Visa	visaed	visaed	visaing	
Void	voided	voided	voiding	
Weave	weaved	weaved	weaving	
Work	worked	worked	working	
Yarn	yarned	yarned	yarning	
Zip	zipped	zipped	zipping	

Negation is the process of changing a positive statement to give its opposite meaning.

Examples

1. I'm not very good at mathematics.
2. Daniel isn't as tall as Alan.
3. We didn't hear you shouting at us.
4. Priya hasn't read the novel.
5. People can't see very well in the dark.
6. There's nothing interesting on TV tonight.
7. We've never been to China or Japan.
8. There are no coins in my pocket.
9. Martin doesn't like ice creams.
10. Sunder didn't go to class.

Negative Words

Few words are used to give negative meaning in the sentences: *hardly*, *rarely*, *scarcely*, *barely* and *seldom*.

Examples

1. Ravi **scarcely** remembers the accident.
2. Kala **hardly** studied last night.
3. Kani **barely** arrived on time.
4. She is **rarely** seen in public nowadays.

A sentence cannot contain two negatives (double negatives). A positive verb must be used with words that have a negative meaning.

rarely / seldom / hardly ever = almost never

Examples

1. Ravi does **not scarcely** remember the accident. (Wrong)
Ravi **scarcely** remembers the accident. (Correct)
Ravi does **not** remember the accident. (Correct)
2. They could **not barely** hear the speaker. (Wrong)
They could **not** hear the speaker. (Correct)
They could **barely** hear the speaker. (Correct)

Some more Examples:

John rarely comes to class on time.	John usually does not come to class on time.
We seldom see photos of dinosaurs.	We almost never see photos of dinosaurs.
I hardly ever go to sleep before midnight.	I usually don't go to sleep before midnight.
They could barely hear the speaker.	They don't hear the speaker.
He hardly ever goes fishing.	He usually doesn't go for fishing.
They scarcely ever used the emergency generator.	They have not used the emergency generator.

Exercise

1. Underline the negative words in the sentences.

1. Do I not eat rice?
2. The doctor didn't come to hospital.
3. Will you not talk with me?
4. John usually does not come for class on time.
5. People seldom study M.B.B.S.

2. Fill in the blanks with the suitable words from the brackets.

1. I have _____ (no/any) friends in Chennai.
 2. Kala told Mala _____ (not/no) to close the door.
 3. I _____ (don't/doesn't) like these kinds of food.
 4. Malar _____ (isn't/aren't) a doctor to give tablets.
 5. We _____ (seldom/neither) like to go to zoo.
 6. She _____ not (does/do) like apple juice or orange juice.
 7. I _____ n't (did/does) see or hear anything strange.
 8. He _____ n't (seldom/does) sing or dance.
 9. They've _____ (never/seldom) been to Europe or Asia.
 10. I _____ not (are/am) very good at math.
 11. We _____ (mustn't/needn't) get up early tomorrow; it's Sunday.
 12. You _____ (needn't/don't) have to gulp down your breakfast as you usually do.
 13. You _____ (needn't/don't) have to run to the bus-stop to make sure that you catch the 8.10 bus.
-

14. You _____ (mustn't/needn't) stomp about the house shouting, 'Where's my tie? Did you find my wallet anywhere? I can't find my vitamin pills!'
15. On Sundays, I _____ (needn't /don't) have to rush about cooking breakfast and finding things and packing the children's lunches and shouting at the servant – how I love Sundays!

3. Rewrite these sentences by changing the first verb into negative form.

Example:

I think you don't know about it.

I don't think you know about it.

1. I believe she has got to read the novel.
2. She thinks they will not welcome the idea.
3. He imagines there will not be any problem.

4. Add a second sentence to each of the following using *needn't*, *don't*, *need to* or *don't have to*. Use the clues given in brackets.

1. I'll give you the money.
_____. (Don't return it immediately)
2. I have a lot of work to finish.
_____. (Don't wait for me)
3. Hyderabad is relatively cheap.
_____. (Don't spend a lot of money for a decent living.)
4. I'm not going to tell anyone about it.
_____. (Don't worry)
5. Old people need food more for their survival than growth.
_____. (Don't eat rich food)

5. Write a suitable reply to the command given below:

1. Don't play in the rain.
2. Don't give any food to the animals.
3. Don't drive too fast.
4. Don't make my shirt too tight, please.

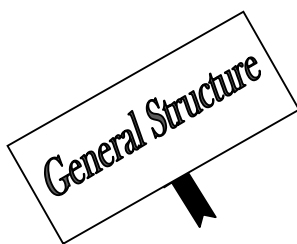
6. Read the sentences and practice them with your friends. Make similar sentences on your own.

1. Would you like to see a film tonight?
I'm afraid. I've got a test tomorrow.
2. Why don't we have some chinese food?
Sorry, but I don't particularly like chinese food.
3. How about taking a nice walk?
I'd really rather not take a walk this afternoon.
4. Would you like to come to the museum with us?
Thank you, but it's not my idea of a fun afternoon out.
5. Let's go for a drive.
Sorry, I'm not really fond of driving for the fun of it.

Learning Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ apologize to somebody when you make mistakes
- ✓ learn and use nouns and verbs regarding various professions
- ✓ learn and use negation in speaking and writing



- I. Dialogue : Making Suggestions
- II. Vocabulary : Nouns and Verbs
- III. Grammar : Questions
- IV. Writing Skills : Use question words in writing

Learning Objectives

After learning this chapter, you will be able to

- ✓ make suggestions in any situation
- ✓ know and use the places of work or residence and their names
- ✓ recognize and use the verbs that are used at work
- ✓ learn and practice different types of questions in speaking and writing

I. Dialogue

Making Suggestions

Raju : May I suggest that we go for a movie tomorrow?

Mani : What's special tomorrow?

Raju : Rajini's new movie is being released tomorrow.

Mani : How can you get the tickets?

Raju : Why don't we approach our Manager? He is a close friend of Rajini.

Mani : Let's go as a group.

Raju : Shall we meet him during the lunch break? He is busy with a client now.

Mani : We could buy him a packet of Briyani.

Raju : Hope that Briyani would do the magic.

Raju, Mani and their friends want to go for a new movie. They would like to approach their Manager for help.

Gopal and Mani
are discussing
on the place of
their industrial
visit.

Gopal: Why not we go to Bangalore for our Industrial visit?

Mani : What's so special about Bangalore?

Gopal: There are many companies in and around Bangalore.

Mani : How about Chennai?

○ **Gopal:** I tell you what. We can reach Bangalore in 2 hours.

Mani : We can reach Chennai in 3 hours.

Gopal: Ok. Do you have someone in Chennai who can arrange for our Industrial visit?

Mani : Of course, my elder brother works in TCS.

Gopal: Let's us go to Chennai then.

Useful Phrases

Making Suggestions

- May I suggest (that)...?
- You may/might like to...?
- Have you considered/thought of...?
- Would you care to...?
- Why don't we/you?
- How about...?
- What about...?
- Let's/Let me...?
- We/You could...
- Shall we...?
- Why not...?

II. Vocabulary

A. Noun : Places of Work and Residence

Places of Work and Residence	Vernacular	Places of Work and Residence	Vernacular
Astrology Lab		Bank	
Beauty Parlour		Boarding	
Bungalow		Bus Stop	
Butcher Shop		Castle	
City		Conference Hall	
Court		Factory	
Farm		Hospital	
Hotel		Hut	
Library		Museum	
Palace		Photo Studio	
Police Station		Post Office	
Restaurant		School	
Stadium		Store	
Study Hall		Terraced House	
Theatre		Tiled House	
Visitors Room			

II. Dictionary

B. Verb: Working in Garden/Farm

Simple Present	Past Tense	Past Participle	Present Participle	Vernacular
Abate	abated	abated	abating	
Begrime	begrimed	begrimed	begriming	
Bring	brought	brought	bringing	
Benefit	benefitted	benefitted	benefitting	
Burn	burnt	burnt	burning	
Clear	cleared	cleared	clearing	
Collect	collected	collected	collecting	
Cover	covered	covered	covering	
Deal	dealt	dealt	dealing	
Delve	delved	delved	delving	
Destroy	destroyed	destroyed	destroying	
Destruct	destructured	destructured	deconstructing	
Dig	dug	dug	digging	
Dispatch	dispatched	dispatched	dispatching	
Displace	displaced	displaced	displacing	
Drop off	dropped off	dropped off	dropping off	
Gain	gained	gained	gaining	
Garment	garmented	garmented	garmenting	
Level	leveled	leveled	leveling	
Loot	looted	looted	looting	
Lose	lost	lost	loosing	
Manure	manured	manured	manuring	
Mire	mired	mired	miring	
Mix	mixed	mixed	mixing	
Muck	mucked	mucked	mucking	
Muck	mucked	mucked	mucking	
Mud	mudded	mudded	mudding	
Pick up	picked up	picked up	picking up	
Piddle	piddled	piddled	piddling	
Plant	planted	planted	planting	
Pluck	plucked	plucked	plucking	
Pour	poured	poured	pouring	
Profit	profited	profited	profiting	
Pull in	pulled in	pulled in	pulling in	
Quench	quenched	quenched	quenching	
Remove	removed	removed	removing	
Rifle	rifled	rifled	rifling	
Ruin	ruined	ruined	ruining	
Seed	shed	shed	seeding	
Slake	slaked	slaked	slaking	
Soil	soiled	soiled	soiling	
Stream	streamed	streamed	streaming	
Strip	striped	striped	striping	
Sweep	swept	swept	sweeping	
Water	watered	watered	watering	
Weed	weeded	weeded	weeding	

We use questions to get some information from others. There are four types of questions. They are,

1. Yes or No questions
2. Informative questions
3. Embedded questions
4. Tag questions

1. Yes or No questions

Yes/no questions are asked using be, have, do or a modal verb. Yes/No questions always begin with one of these verbs and can be answered with a simple yes or no, and with the question repeated as a statement.

Examples

- Is Malathi going to school today?
Yes, Malathi is going to school today.
No, Malathi is not going to school today.
- Was Kala sick yesterday?
Yes, Kala was sick yesterday.
No, Kala was not sick yesterday.
- Have you seen this movie before?
Yes, I have seen this movie before.
No, I have not seen this movie before.
- Will the committee decide on the proposal today?
Yes, the committee will decide on the proposal today.
No, the committee will not decide on the proposal today.
- Do you want to use the telephone?
Yes, I want to use the telephone.
No, I don't want to use the telephone.

2. Informative Questions

Informative Questions seek information.

We use **Who, What, When, Where, How, Whom** and **Why (Wh – question words)** to make Informative Questions.

Examples

- **Who** opened the door?
- **What** happened last night?
- **Whom** do you know in Chennai?

- **When** did John move to Kodaikanal?
- **Where** does Monica live?
- **Why** did you leave so early?
- **How** did David go to school today?

3. *Embedded Questions*

Embedded Questions are included in a sentence or another question.

1. Embedded Question in a sentence:

Question: Where is the cat?

Embedded Question: We do not know where the cat is.

2. Embedded question within another question.

Question: Where did he go?

Embedded Question: Do you know where he went?



Remember

Question words can be single words or phrases.

Whose pen	How many	How long
How often	What time	What kind

Examples

- The professor didn't know **how many** students were in her class.
- I have no idea **how long** the interview will take.
- Do they know **how often** the bus runs at night?
- Can you tell me **how far** the museum is from the college?
- I'll tell you **what kind** of ice cream tastes best.
- The teacher asked us **whose** book was on his desk.

4. *Tag Questions*

When the speaker is not sure of the truth in the statement, speaker uses a tag question to verify.

Examples

- It is six o'clock. Isn't it?
 - We are not going for that movie. Are we?
 - Mr. Martin is not from India. Is he?
 - You are from Delhi. Aren't you?
-

Rules to Make Tag Question

- Use the same verb. (If it is a verb, use **do**, **does** or **did**)
- If the main clause is negative, the tag is affirmative and vice versa.
- Do not change the tense.
- Use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun.
- Negative forms are usually contracted as (n't).
- If negatives are not contracted then the order will be 'verb + subject + not'.
- The tag will contain **there** / **it**, as if it were subject pronoun.

Examples

- There are only twenty-eight days in February, aren't there?
- It is raining now, isn't it?
- It isn't raining now, is it?
- The boys don't have class tomorrow, do they?
- You and I talked with the professor yesterday, didn't we?
- You won't be leaving for another hour, will you?
- You have two children, haven't you / don't you?

Exercise

1. Fill in the blanks with suitable question tags.

1. You are going to school tomorrow,.....?
2. Mani signed the petition,.....?
3. There's an exam tomorrow,.....?
4. Mohan will be attending the university in September,.....?
5. She has been studying English for two years,?
6. It sure is sunny today,.....?
7. He should stay in bed,.....?
8. You can't play tennis today,.....?
9. There aren't any mangoes left,.....?
10. We've seen that movie,.....?

2. Underline the question words and form similar questions.

1. Why do you laugh?
 2. What was he aiming at?
 3. Where did she go?
 4. When did he study?
 5. Why are you late?
-

3. Use an auxiliary verb to form negative sentences. Make changes in the sentences if necessary.

Example: I see no image.

I don't see any image.

1. I like the place, but I no like the climate there.
2. Although she no like the climate, she wants to continue living there.
3. You no meet Sarala, have you?
4. They are upset but they not show it.
5. Be not worried. We'll take care of you.

4. Write the wh- questions for the italicized words in the following sentences:

1. Yesterday afternoon I visited Ram.
2. He gave me a good tea.
3. After tea we played a game of chess.
4. Then we went to the Plaza for the evening show.
5. We went to the park and talked till midnight.
6. We went to bed very late.

5. Write the questions for the following answers:

1. I went to the library.
2. I borrowed a novel by R. K. Narayan.
3. From the library I went to the market.
4. I bought a packet of potato chips and some eggs.
5. I got back home an hour before lunch.

6. Write the related questions for the given answers.

1. _____ Yes, this is the police station.
2. _____ No, Mr. Mani is not here now.
3. _____ She left an hour ago.
4. _____ She has gone to the bank.
5. _____ She should be back by 1 o'clock.

7. Make enquiries for the following contexts:

Note: Begin each enquiry with a negative statement and end it with a question tag.

Example: You are not feeling cold, are you?

1. Enquire if your friend is in a hurry.
2. Ask your friend to delay her visit by two days.

3. Enquire if your friend's sister is homesick.
4. Ask a customer to wait for an hour.
5. Find out from your friend if his/her parents are too old to travel.

8. Write questions for the following situations:

1. You want to know the spelling of the Director's name.
2. You want to know the caller's postal address.
3. You would like to know the mode of payment of fees.
4. You want to know the reason for the delay in delivery of the books you have ordered.
5. You want to know when you will receive a reply to your letter.
6. You want to know where you should meet your friend in the evening.

9. Write a passage using the clues (keywords) given below:

A tortoise - a hare - move so slowly - tortoises - upset - race - reaches - other side of the hill first - tortoise far behind - hare stopped - sleepy - lay down under a shady tree - tortoise - passed the sleeping hare - walked on slowly - steadily - hare woke up - tortoise - near finishing line - ran as fast as - could not catch up - tortoise.

Lesson Outcomes

On completion of this chapter, you have advanced your ability to

- ✓ make suggestions in any situation
- ✓ Know and use the places of work or residence and their names
- ✓ recognize and use the verbs that are used at work
- ✓ learn and practice different types of questions in speaking and writing

- I. Dialogue : Warning Someone
- II. Vocabulary : Roads and Traffic Signals and Idioms on Education
- III. Grammar : Commands and Requests
- IV. Writing : Practice Commands and Requests

Learning Objectives

After learning this chapter, you will be able to

- ✓ warn someone of some danger
- ✓ use a list of idioms and phrases in day-to-day conversations
- ✓ learn and follow Roads and Traffic Signals
- ✓ use commands and requests in writing and conversation

I. Dialogue

Warning Someone

Ravi : Be careful! The river is deep.

Ramu : I know to swim very well.

Ramu : Watch out. There are crocodiles in there.

Ramu : Are you serious?

Ravi : I read somewhere.

Ramu : You must be crazy.

Ravi : Look out. There is one coming towards you.

Ramu : Oh my God!

Ravi : You better get out quick.

Ramu : You saved my life. Thanks a million.

***Ravi** and **Ramu** are friends and they go to a river to swim.*

***Ravi** warns **Ramu** of some danger.*

Gopal : Mind your purse. There are many pickpockets in the town.

Muthu : I know the town very well. Come on.

Gopal : I should be careful, if I were you.

Muthu : I think you are making a mistake. Have you ever heard of anyone losing the money in this town?

Gopal : Yes, just yesterday. That's why I warn you.

Muthu : You better watch out. Your purse is jetting out of your pocket.

Gopal : Thank you.

***Gopal** and **Muthu** are friends. **Gopal** warns **Muthu** to keep his purse safe.*

Useful Phrases

WARNING SOMEONE

- Be Careful!
- Mind your...
- You'd better...
- Look out.
- Watch out for...
- It does not sound a good idea to me
- I warn you...
- Watch out...
- I don't think that is very wise
- I should be careful...if I were you

II. Vocabulary

A. Noun: Roads and Traffic Signals

Roads and Traffic Signals	Vernacular	Roads and Traffic Signals	Vernacular
Ahead Only		Pedestrian Only	
Airport		Pylon	
Aisle		Railway Crossing	
Alley		Railway station	
Avenue		Right Turn Prohibited	
Crossroad		Road	
Cycles Prohibited		Road work ahead	
Dangerous bend ahead		School ahead	
Dangerous Dip		Speed Braker	
Give way		Stop	
Highway		Straight Prohibited	
Horn Prohibited		Street	
Hospital ahead		Traffic Cone	
Keep Left		Traffic Light	
Lane		Traffic Jam	
Left Turn Prohibited		Traffic Post	
Motor Vehicles prohibited		Trail	
Narrow bridge ahead		Traffic Signal ahead	
Narrow road ahead		Traffic Signal Pole	
No Entry		Truck Prohibited	
No Parking		Turn Left	
No Stopping or standing		Turn Left Ahead	
One Way Sign		Turn Right	
Overtaking Prohibited		Turn Right Ahead	
Path		Two ways prohibited	
Parking auto rickshaw		Two way traffic	
Parking Scooter /motorcycle		U-turn Prohibited	
Parking this side			

II. Vocabulary

B.Idiom: About Education

Idiom	Explanation	Example
A for effort	The recognition that someone has tried hard to do something even though he or she may not be successful	The students received an A for effort for their work on the class project.
as easy as ABC	Very easy	Learning how to use a computer is as easy as ABC for the children.
bookworm	Someone who reads a lot	My sister is a bookworm and is always reading a book.
burn the Midnight Oil	To stay up late working or studying.	With final exams coming, I think I'll have to burn the midnight oil this week.
Copycat	Someone who does exactly as someone else.	Sudha always dresses like Usha, she is such a copycat.
draw a blank	To get no response from someone when you ask him or her a question	The teacher drew a blank when she asked about the boy's plans for the weekend.
goof off	To waste time	My sister spent most of the week goofing off and was not prepared for her test.
hit the books	To begin to study hard	After relaxing all weekend Sumi hits the books on Sunday evening.
learn the ropes	To learn how to do a job.	Bharathi is new here and is still learning the ropes.
learn your lesson	Learn from a bad experience and not to do it again.	I learnt my lesson not to waste my time again.
mother's pet	To be the favorite person of his/her mother.	Kala's mother never scolds her because, she is her mother's pet.
teach someone a lesson	To do something to someone, usually to punish him/her.	Though he hurt me, I helped him to write his assignment. That taught him a lesson.
three R-s	Used to refer to the basic areas of education: reading, writing and arithmetic.	Some children leave the school without even knowing the three R-s.
university of Life	People who never went on to higher education often say this.	Kamaraj studied at the university of life.
with flying colors	Doing something very successfully.	She got into the university of her choice, because she passed all her exams with flying colors.

A **command** is a sentence that orders someone to do something. It ends with a period (.) or an exclamation mark (!).

Examples

- Go to your room.
- Don't go there.
- Watch out!
- Call the police!

A **request** is a sentence that asks someone to do something. It ends with a period (.) or a question mark (?). The words, '**Please**', '**Kindly**' can be used to change a command into a request. Here the subject, '**You**' is hidden.

Examples

- Please close the door.
- Please go to the store and buy some milk.
- Would you answer the phone?
- Can you help me?

Simple verbs can be used to make commands or requests.

Examples

- **Close** the door. (command)
- **Pay** the mess bill today. (command)
- **Please** turn off the light. (request)
- **Kindly** leave the room. (request)

Negative Commands and Requests

You can use negative commands and requests when you want the listener not to do something.

Add **don't** before the verb to form negative commands and requests.

Examples

- **Don't close** the door. (negative command)
- **Don't open** the window. (negative command)
- **Please don't turn** off the light. (negative request)
- **Please don't open** the window. (negative request)

Indirect Commands and Requests

You can use Indirect Commands and Requests when one person commands or requests the other to do something.

Use the verbs such as *order*, *ask*, *tell* and *say* to form indirect commands. Use the verb *request* to form indirect requests.

From a direct commands and requests, you can make indirect commands and requests.

Note that these commands and requests are followed by *the infinitives* [to + verb].

Example

Command: "Close the door." [*One person commands the other.*]

Indirect command: "John told Susil to close the door." [*The command is reported by another person*]

Some More Examples

- John **told** Susil to close the door. (indirect command)
- Mary **asked** Raman to turn off the fan. (indirect command)
- The teacher **told** Jeeva to open the window. (indirect command)
- Suresh **requested** Abdul to buy a camera. (indirect request)
- I **requested** him to go home. (indirect request)
- He **requested** me to get some flowers. (indirect request)

Negative Indirect Commands and Requests

You can use Negative Indirect Commands and Requests when one person commands or requests the other not to do something.

Add "**not**" before "**to**" to form negative indirect commands and requests.

Examples

- John told Susil **not** to close the door. (negative indirect command)
- Mary asked Raman **not** to turn off the fan. (negative indirect command)
- The teacher told Jeeva **not** to open the window. (negative indirect command)
- Suresh requested Abdul **not** to buy a camera. (negative indirect request)
- I **requested** him **not** to go home. (negative indirect request)
- He **requested** me **not** to buy jeans. (negative indirect request)

Exercise

1. Change the following 'indirect commands and requests' into 'negative indirect commands and requests':

1. The teacher ordered the students to close the books.
 2. The policeman ordered the suspect to be quiet.
 3. Please tell James to leave the room.
-

4. Vijay ordered his servant to bring him a cup of tea.
5. Please ask Martin to complete the work before 5.30 p.m.

2. Categorize the commands and requests in the table. Also rewrite the sentences using a different verb.

1. Play it again, Ramu.
2. The teacher ordered the students to close the books.
3. Please pay attention.
4. The policeman ordered the suspect to be quiet.
5. Get me a cup of coffee.
6. Please tell James to leave the room.
7. Work the soil.
8. Vijay ordered his maiden to bring him a cup of tea.
9. Help me to solve this problem, Sudha.
10. Please ask Martin to complete the work before 5.30 p.m.
11. Form a group now.
12. Please do not ask me about it.

3. Change the given direct command into the following:

Direct Command: *"Listen to the sound of the waves."*

1. Direct Request _____
2. Negative Command _____
3. Negative Request _____
4. Indirect Command _____
5. Indirect Request _____
6. Negative Indirect Command _____
7. Negative Indirect Request _____

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ warn someone of some danger
- ✓ use some of the idioms and phrases in day-to-day conversations
- ✓ learn and follow Roads and Traffic Signals
- ✓ use commands and requests in writing and conversation

- I. Dialogue : Asking about possibility*
II. Vocabulary : Various Trees and plants and Idioms on Food Items
III. Grammar : Run-on Sentences
IV. Writing : Avoid Run-on Sentences
-

Learning Objectives

After learning this chapter, you will be able to

- ✓ find out from others the possibility of something
- ✓ learn and use a list of idioms and phrases in day-to-day conversations
- ✓ learn and use the names of various trees and plants from Noun Dictionary
- ✓ identify and avoid the run-on sentences
- ✓ correct the run-ons and comma-splices

I. Dialogue

Asking about possibility

- Rosy** : Is it going to rain?
Priya : I think so.
Rosy : But, this is not the season for rain.
Priya : Could it be because of the depression?
Rosy : May be.
Priya : Probably not. The weather man never mentioned about it.
Rosy : I bet, the weather man would have been looking the other side.
Priya : I don't think so.
Rosy : Do you think that the weather man is always correct?
Priya : It's quite impossible to be correct all the time.
Rosy : Of course, any forecasting is only a possibility.
Priya : With advanced technology, we are more certain.
Rosy : Perhaps you are right.

Rosy and Priya
discuss about
the possibility of
rain.

Baskar : Kannan, did you see my watch?

Kannan : It may be in the bedroom, Baskar.

Baskar : But, it isn't there. I don't remember where I left it.

Kannan : Could you have left it in the classroom?

Baskar : Impossible. I remember I had it on my wrist when I was coming home.

Kannan : Did you remove it while playing tennis?

Baskar : Oh Yes; I remember to have given it to one of the boys before coming to the playground.

Kannan : Do you remember that boy?

Baskar : Oh sure; I bet, I can get my watch back.

Kannan : Good luck to you.

***Baskar** and **Kannan** are friends. **Baskar** meets **Kannan** to find his watch.*

Useful Phrases

ASKING ABOUT POSSIBILITY

- Do you think it is possible
- Is it likely to...
- Is there any chance?
- Can she be...?
- I think it is going to...
- I bet...
- It's quite possible
- It seems probable
- It looks like
- It is not unlikely
- It is more than likely...
- I won't be surprised if...
- In all likelihood...

II. Vocabulary

A. Noun: Trees and Plants

Trees and plants	Vernacular	Trees and plants	Vernacular
Almond Tree		Jackfruit Tree	
Aloe Vera		Jade	
Anthurium		Jasmine Plant	
Banana Tree		Lotus Plant	
Banyan Tree		Mango Tree	
Carnations plant		Marigold Plant	
Cashew Nut Tree		Neem Tree	
Chrysanthemum		Oleander Tree	
Coconut Tree		Orange Tree	
Coriander Plant		Papaya Tree	
Custard Apple Tree		Pomegranate Tree	
Daffodils Plant		Pongam Tree	
Dahlia Plant		Quisqualis Indica	
Daisy Plant		Rose Plant	
Elephant Ear Plant		Rubber Plant	
Eucalyptus		Sesame Plant	
Fenugreek Plant		Sunflower Plant	
Fig Tree		Tamarind Tree	
Geranium		Teak Tree	
Gladiolus Plant		Tulips Plant	
Guava Tree		Tulsi Plant	
Hibiscus Plant		Turmeric Plant	

II. Vocabulary

B. Idiom: Food

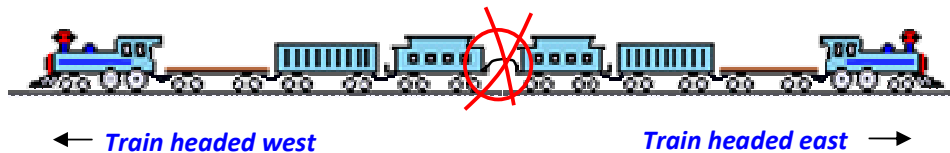
Idiom	Explanation	Example
a piece of cake	To find something easy to do	She knew that it was a piece of cake for her to pass the English exam.
an apple a day keeps the doctor away	Eating fruit is good/ healthy for you	The doctor told her to eat fresh fruits, after all an apple a day keeps the doctor away.
another bite at the cherry	To be given another chance of doing or getting something	Franklin got another bite at the cherry when he reappeared for the exams.
apple of eye	Someone whom a person likes a lot	Poor Balu was the eldest son, the apple of his mother's eye.
bread and butter	Basic needs of life (food, shelter and clothing)	He was talking about bread and butter issues to his friends.
chalk and cheese	To be the complete opposite of someone	I'm not surprised they're getting divorced; they were always chalk and cheese.
eat like a bird	To eat only a small amount of food	The girl eats like a bird and is very slim.
everything from soup to nuts	Almost everything that one can think of	We brought everything from soup to nuts for our weekend holiday.
hard nut to crack	A difficult person or thing to deal with or get to know	My friend is a very serious person and is a very hard nut to crack.
have a sweet tooth	To have a desire to eat sweet foods	I have a sweet tooth and I love chocolate.
hot potato	A question or argument that is controversial and difficult to settle	The issue of building the nuclear power plant is a hot potato for the town council.
in a nutshell	Briefly, in a few words	We went to the meeting and they told us in a nutshell about the plans for our company.
melt in one's mouth	To taste very good	The pastry melted in my mouth.
not one's cup of tea	not what somebody likes or is interested in	He has to complete the task; it is not my cup of tea.
to be a butterfingers	Somebody who often drops thing	Balu was a butterfingers! He got kicked out of the shop because he broke all of the glasses.

A run-on sentence is one in which two clauses are connected incorrectly.

Examples

1. She had dark eyes her eyes were sparkling.
First Clause Second Clause
2. It is nearly half past five we cannot reach town before dark.
First Clause Second Clause
3. The boy ate his dinner his sister played quietly in the corner.
First Clause Second Clause

Let's think of an independent clause as an independently operated train going west getting connected to another train going east.



Nothing but accident will result from coupling these trains incorrectly!

This happens in run-on sentences in the following ways:

- A. You finish one independent clause and go on to write another without placing any punctuation between the clauses.

Example

- The train stops here it is always late. (Incorrect)
- B. A comma splice is when two independent clauses are incorrectly joined with a comma:

You incorrectly place a comma between the two independent clauses.

Example

- Some students think they can study for an important exam by revising all night, they are probably wrong. (Incorrect)

This is an example of **Comma Splice!**

Ways to avoid run-on sentences:

There are three ways to avoid them. They are:

1. You can insert a period and start a new sentence.

*The train stops here. **It** is always late.*

2. You can insert a comma plus a coordinating conjunction (**and, but, for, or, nor, yet, so**).

*The train stops here, **and** it is always late.*

3. You can use a semicolon.

The situations in which the run-on sentences appear are:

1. When a pronoun in the second clause refers to a noun in the first clause:

"It is nearly half past five, we cannot reach town before dark."

↓
First Clause

↓
Second Clause

Correct Form: It is nearly half past five, **so** we cannot reach town before dark.

2. When a suggestion or directive occurs in the second clause.

"You will be responsible for the final exam, study it thoroughly now."

↓
First Clause

↓
Second Clause

Correct Form: You will be responsible for the final exam. **Study** it thoroughly now.

3. When two clauses are connected by the words: 'however' and 'therefore'.

"Many people think protectionism can halt rising prices, however, the opposite is actually true."

↓
First Clause

↓
Second Clause

Correct Form: Many people think protectionism can halt rising prices; **however**, the opposite is actually true.

Exercise

1. Draw a line between the independent clauses.

1. The pen is out of ink | it needs to be refilled.
2. Balu is a driver he is from Bangalore.
3. The movie was long it lasted three hours.
4. Babies are cute they cry a lot.
5. Thanks for your comment I do want your help.
6. I like Hindustani music I don't like Carnatic.
7. The invitation was beautiful it was well designed.
8. The trip was postponed we had no bus.
9. The firemen were called they handled the fire.
10. I wrote a report I learned a lot from doing it.

2. Each of the following sentences can be corrected by adding proper punctuation and sometimes a capital letter. Select the correction that makes the run-on into a complete and correct sentence.

1. We want to buy a new car (, ;) but it is too expensive.
2. She is a teacher (, ;) therefore (,) she spends considerable time and great effort in helping students.
3. I wrote to my uncle (, . H) he replied with a greeting card.
4. He started slowly (, . T) then (,) he speeded up and won the race.
5. Raju went to the kitchen (, ;) he ate cakes and drank milk.

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ find out from others the possibility of something
 - ✓ learn and use some of the idioms and phrases in day-to-day conversations
 - ✓ learn and use the names of various trees and plants from Noun Dictionary
 - ✓ identify and avoid the run-on sentences
 - ✓ correct the run-ons and comma-splices
-



General Structure

- I. Dialogue : Asking if Someone is Sure*
 - II. Vocabulary : The Universe and Idioms on Jobs*
 - III. Grammar : Active and Passive Voice*
 - IV. Writing : Practice Active and Passive Voice*
-

Learning Objectives

After learning this chapter, you will be able to

- ✓ ask someone if he/she is sure of something
- ✓ use a list of idioms and phrases in day-to-day conversations
- ✓ learn and use vocabulary concerning the universe
- ✓ learn and use active and passive voice in writing and conversation

I. Dialogue

Asking if Someone is Sure

Vani : Are you sure that we have a holiday today?

Kala : Certainly, I heard it on the radio.

Vani : But, it stopped raining yesterday. Why should we have a holiday today?

Kala : It seems that many parts of the city are still under water.

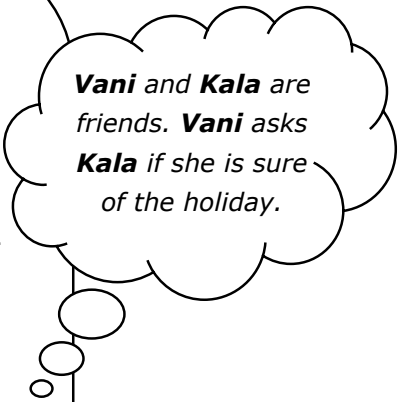
Vani : Hope you are not taking me for a ride!

Kala : I am hundred per cent certain.

Vani : I shall ring up to our school and find out. There is still an element of doubt.

Kala : Don't you believe me?

Vani : I believe you but, I want to be certain.



Vani and **Kala** are friends. **Vani** asks **Kala** if she is sure of the holiday.

Ranjith : Good morning. Can I help you?

Mohan : Good morning. Can I see the manager?

Ranjith : I am afraid the Manager is in a meeting at present.

Mohan : when do you think he will be free?

Ranjith : Around twelve o'clock.

Mohan : Are you certain?

Ranjith : Well, I wouldn't be too sure about it.

Mohan : is it possible to meet him in the afternoon after three?

Ranjith : I couldn't say really, because on some afternoons he doesn't come to office. Would you like me to make an appointment for tomorrow?

Mohan : No, thanks. I'll try and meet him at his house

Mohan asks
Ranjith for the
possibilities to
meet the Manager.

Useful Phrases

ASKING IF SOMEONE IS SURE

- Really?
- Definitely?
- Are you sure?
- Do you mean to say?
- Is there any doubt about...?
- Are you certain about...?
- There is no doubt in your mind...?
- I think I misunderstood, but are you quite sure...?
- Can you be sure...?
- Are you hundred percent certain?
- There can't be any doubt...

II. Vocabulary

A. Noun: The Universe

Universe	Vernacular	Universe	Vernacular
Asteroid		Probes	
Astronaut		Revolving	
Atmosphere		Rocket	
Comet		Rotation	
Constellation		Satellite	
Full Moon		Seasons	
Infra Red Rays		Solar Eclipse	
Lunar Eclipse		Solar System	
Meteor		Space	
Milky Way		Spacecraft	
Moon		Stars	
Nebula		Telescope	
New Moon		Tide	
Orbit		UFO	
Ozone Layer		Ultra Violet Rays	
Planet			

II. Vocabulary

B. Idiom: Jobs

Idiom	Explanation	Example
a cash cow	A product or service that makes a lot of money for a company	The new product has proved to be a cash cow.
a dead end job	A job that has no chance of promotion or advancement	She left the company because she felt that her job was a dead end job.
a golden handshake	To receive a large payment on leaving a company	Prakash won't have to find a job very quickly because he got a huge golden handshake from his last job.
climb the wall	To be extremely bored	The lesson was so boring the students were soon climbing the walls.
get down to business	To begin seriously	They both knew they did not have much time, so they got down to business and began to discuss the issues that needed to be settled.
go hand in glove	To do something in close combination with someone or something else	Researchers believe that mental well-being and physical strength go hand in glove.
go like clockwork	To progress with regularity and dependability	The building project is progressing. Everything is going like clockwork.
run yourself into the ground	To work so hard that you become very tired or ill	He'll run himself into the ground if he doesn't take some time off.
to be fired	To be dismissed from your job	The boss fired his secretary today for not being responsible.
to break even	When expenses equal incomes	The company broke even after two years.
to bring home the bacon	To earn a living for the family	He felt that it was his responsibility to bring home the bacon.
to get a foot in the door	An opening or opportunity	If you could introduce me to your manager, it would help me get my foot in the door.
to land a job	To find a job and be hired	Mugesh managed to land a job at a factory in Chennai.
to sweat blood	To work very hard	Swetha sweated blood to complete the assignment on time.
work the problem	To actively try different solutions	The mayor has named a committee to work the problem of parking in the city.

A sentence can be either in the active or passive voice.

In an active sentence, the subject performs the action.

Example: Sekar bought a shirt.

In the active voice, the doer of the action is more important than the action done.

In a passive sentence the subject receives the action.

Example: A shirt was bought by Sekar.

In the passive voice, the action done is more important than the doer.

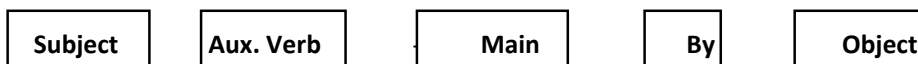
Some rules to change from active to passive voice

You can easily change a sentence from active into passive voice using the following rules:

1. Place the object at the beginning as the subject.
2. If there are any auxiliaries (helping verbs), place them (in the past form) immediately after the new subject agreeing in number of the subject.
3. Place the past participle form of the main verb after the auxiliaries.
4. Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition **'by'** (if necessary).

The structure of the passive voice is very simple:

Subject + auxiliary verb (be) + main verb (past participle)



Example

Active Voice: My father bought a new car.

Passive Voice: A new car was bought by my father.

The main verb is always in its past participle form.

Note: 'By' is not used in the passive voice when there is no specific subject.

Passive voice in different tenses

We can form the passive in any tense. The main verb is always in past participle form and the auxiliary verb is always **'be'**. Here are some examples with most of the possible tenses:

Infinitive		to be washed.
Simple	Present	It is washed.
	Past	It was washed.
	Future	It will be washed.
Continuous	Present	It is being washed.
	Past	It was being washed.

	Future	It will be being washed.
Perfect Simple	Present	It has been washed.
	Past	It had been washed.
	Future	It will have been washed.

Exercise

3. Change the following sentences from Active to Passive voice.

1. Somebody calls the president every day.
2. Anu called the other members for the meeting.
3. Mani was delivering the documents to the department.
4. The students have submitted the reports.
5. The teacher should buy science books for this class.
6. Velan will marry Kala soon.
7. The fire has caused considerable damage.
8. The principal honored the chief guests before starting the Annual day function.
9. The university was developing a course before the beginning of the academic year.
10. Ajay will receive the papers by tomorrow.

4. State Active or Passive.

1. The dog bit the boy. (Active / Passive)
2. I will present my research at the conference. (Active / Passive)
3. One-third of the applicants were failed in the entrance exam. (Active / Passive)
4. She slammed on the brakes as the car rushed downhill. (Active / Passive)
5. Your bicycle has been damaged. (Active / Passive)

Learning Outcomes

On completion of this chapter, you would have advanced your ability to

- ✓ ask someone if he/she is sure of something
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 - ✓ learn and use active and passive voice in writing and conversation
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