

## THIS BOOK WILL HELP YOU TO BUILD

### ENGLISH LANGUAGE SKILLS



Speaking Skill

Listening Skill

Reading Skill

Writing Skill

Interview Preparation

Email Writing

Social Etiquettes



**LEARN WITH FUN**

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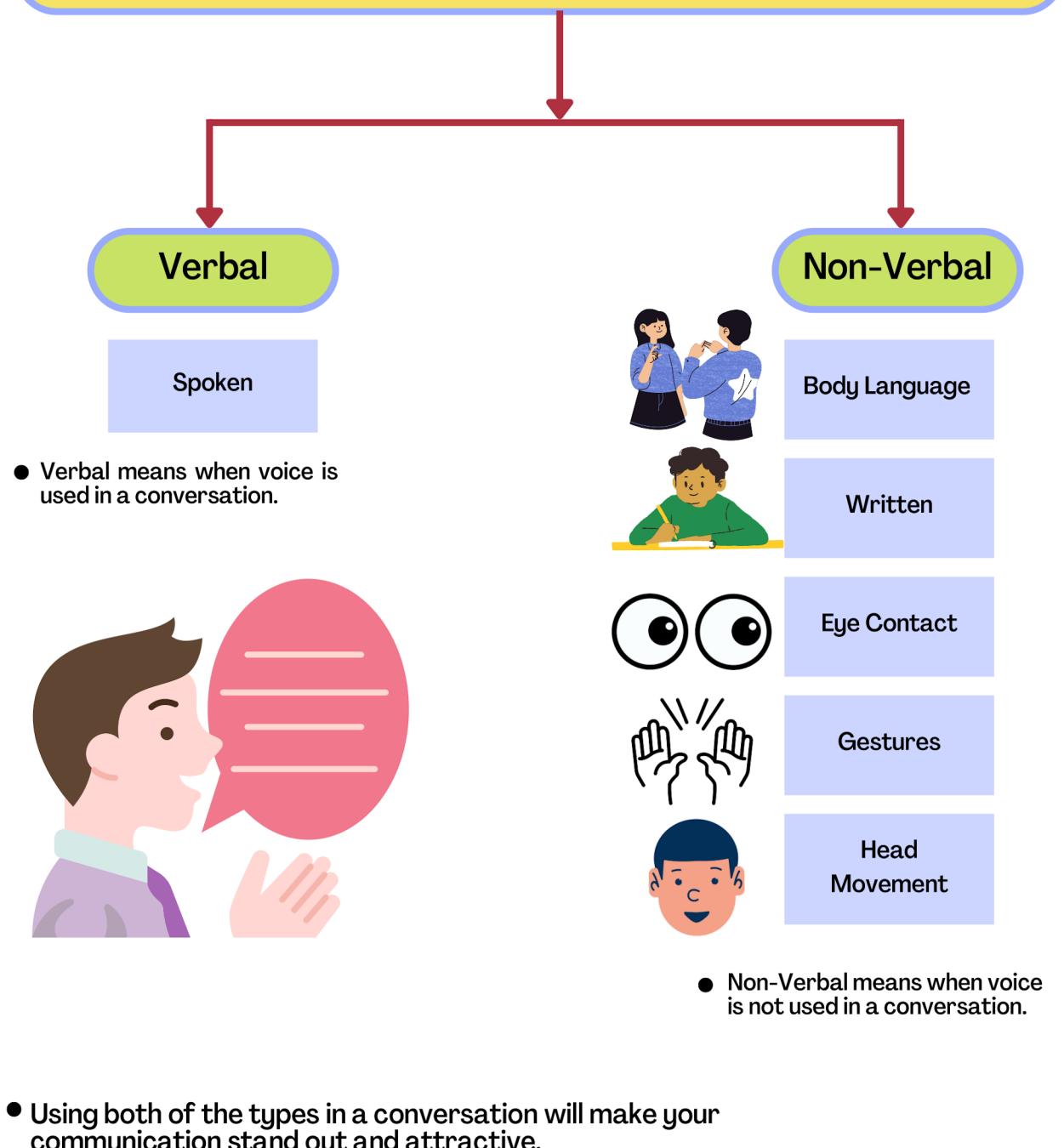
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# Lesson - 1

## Communication Skills

- Communication means exchanging thoughts, ideas, and feelings in such a sensible way that can make audience comprehend the content easily.

There are two types of communications:

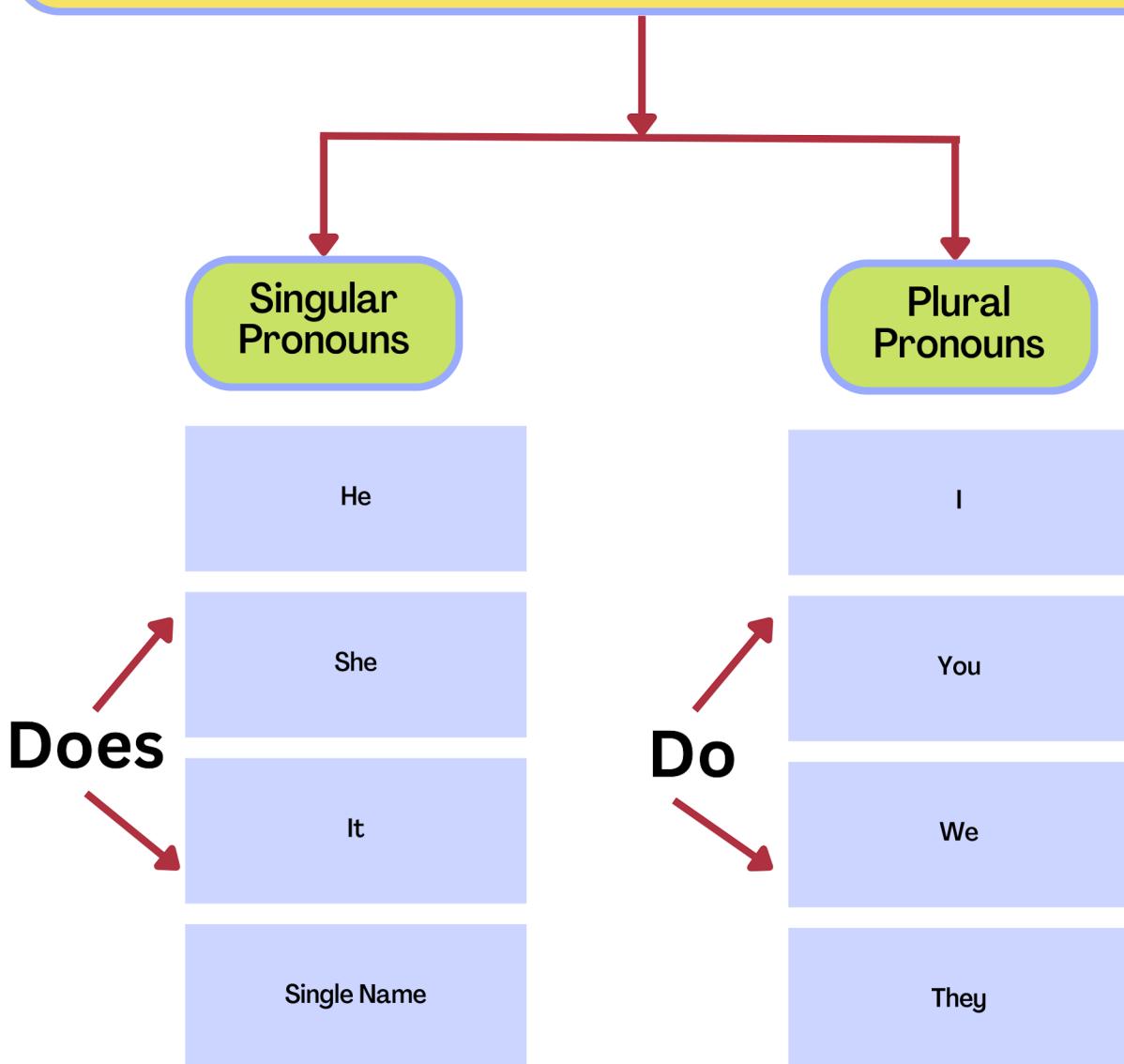


# Lesson - 2

## Do/Does

- **Do/Does**, they both are the question words and they belong to simple present tense.
- When there is no helping verb in simple present tense, so we use **Do/Does** to form questions.

- Do is used with plural nouns and pronouns.
- Does is used with singular nouns and pronouns.



## Examples:

Does	Do
Does he study everyday?	Do I take bath daily?
Does she play basketball daily?	Do you practice regularly?
Does it work nicely?	Do we have money in our pockets?
Does Rahul go to tuition on daily basis?	Do they stand there everyday?

- When do/does are used in question or negative sentence that time we do not change action verbs into singular form.

## → Examples:

Does she plays hockey?	✗
Does she play hockey?	✓
Does he not plays hockey?	✗
Does he not play hockey?	✓
Do you not plays hockey?	✗
Do you not play hockey?	✓

## Exercise:

B.1. Complete the following using 'Do' or 'Does' -

- i. \_\_\_\_\_ you have a pen?
- ii. \_\_\_\_\_ he have a brother?
- iii. \_\_\_\_\_ Ravi dance on stage?
- iv. \_\_\_\_\_ they know me?
- v. \_\_\_\_\_ we have a holiday tomorrow?

Rearrange the words to complete the sentences:

do      have      you      pen      a      ?

Do you have a pen ?

you      have      salt      don't      ?

the      I      don't      know      answer      .

your      don't      I      have      letters      .

# Lesson - 3

## Can/Cant

Why do we use **can**?



We use **can** to show ability.

- Something which we are able to do, for that we use **can**.
- Something which we are unable to do, for that we use **can't**.



- When there is **can** in a sentence, be it a question or statement, that time we do not use any other **helping verb** like: **is, am, are, do, does, was, were, or will**.

### ⇒ Examples:

I can drive a car.

She can swim well.

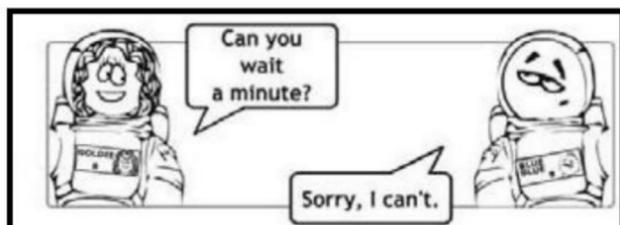
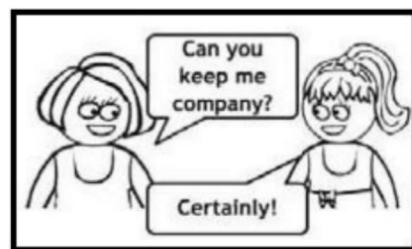
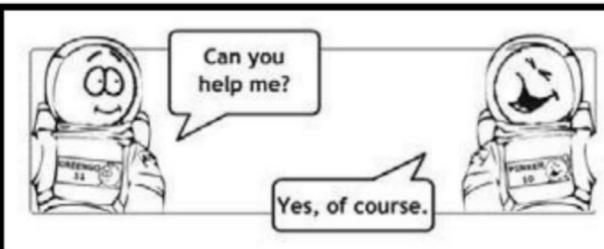
He can jump high.

These examples are talking about ability of a person.



## CAN/CAN'T I/YOU/HE/SHE/IT/....?

Can't = Cannot



## Exercise:

### 1. I/You/He/She/It CAN/CAN'T....

I can...

---

---

---

I can't...

---

---

---

My partner can.....

---

---

---

My partner can't.....

---

---

---

### 2. Write **your** 5 abilities.

---

---

---

---

---

### 3. Write 5 abilities of your **superhero**.

---

---

---

---

---

# Lesson - 4

## May/Might/Must

- **May, might, and must** are the words of possibilities, we use them when we express the **degree of possibility** of any action.
- **May** is also used for **taking and giving permission** in a formal setting. As well as expressing **wishes**.

### Uses of May and Might:



#### Possibility

-It **might** rain later, so take an umbrella.



#### Give Permission

-You **may** have another cookie if you like.



#### Ask for Permission

-**May** I borrow your pen please?



#### Express Wishes

-**May** the New Year bring you happiness.



#### Speculate About Past Actions

-He is late. He **may** have missed his bus.

#### May or Might?

May and Might can normally be interchanged without a significant difference in meaning. However, Might often implies a smaller chance of something happening (when expressing possibility).

- It may rain. (70% chance)
- It might rain. (40% chance)

When expressing wishes or giving permission, only **May** is used.

## → Possibility Degree:

Word	Possibility
Must	99%
May	50-80%
Might	20-40%

## → Examples:

### MAY/MIGHT



May and might are used to show that *something is possible.*

It **may** rain tonight.  
It **might** rain tonight.

### MUST



Show that something is *necessary or very important or is likely or logical*

All visitors **must** park behind the building.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# GRAMMAR QUIZ

## MAY and MIGHT(possibility)

*Complete these eighteen sentences by choosing the best answers.*

- 1. My family and I ... travel to Montreal next summer.**  
a) might  
b) might be
- 2. John isn't in class today. I think he ... sick.**  
a) might  
b) might be
- 3. I ... at work tomorrow morning because I have a bad cold.**  
a) may be  
b) may not be
- 4. We ... have a grammar exam next week. Let's study!**  
a) may  
b) may be
- 5. There's no sound coming from the radio. It ... broken.**  
a) might  
b) might be
- 6. I ... late today because I may have some extra work to do.**  
a) may not  
b) may be
- 7. Many scientists think that there ... life on other planets.**  
a) may  
b) may be
- 8. This bag ... your bag. I can't see your name on it.**  
a) might be  
b) might not be
- 9. I don't know what kind of insect this is. It ... some kind of ant.**  
a) might  
b) might be
- 10. I think that you ... wrong. I think the meeting is tomorrow, not today.**  
a) may  
b) may be
- 11. It ... rain later today, so I'm going to take my umbrella.**  
a) might  
b) might not
- 12. Hurry! Let's get to the store before it closes. It ... open after six.**  
a) might be  
b) might not be
- 13. Oh, no! The airplane ... be delayed because of the bad weather.**  
a) may  
b) may not
- 14. I'm not sure who she is. She ... our new teacher.**  
a) may be b)  
may not
- 15. There ... cookies inside this box! Let's open it and find out!**  
a) might be b)  
might not
- 16. No, calling Mr. Smith at two o'clock in the morning ... a good idea.**  
a) might be  
b) might not be
- 17. I don't feel well. I ... have to see a doctor.**  
a) might  
b) might be
- 18. (A) What is the capital city of Spain? (B) I'm not sure but it ... Madrid.**  
a) might  
b) might be

17 – 18 = Excellent 15 – 16 =

Good 14 or Less =

Study More!

## ANSWER KEY

- |             |              |
|-------------|--------------|
| <b>1.</b> A | <b>10.</b> B |
| <b>2.</b> B | <b>11.</b> A |
| <b>3.</b> B | <b>12.</b> B |
| <b>4.</b> A | <b>13.</b> A |
| <b>5.</b> B | <b>14.</b> A |
| <b>6.</b> B | <b>15.</b> A |
| <b>7.</b> B | <b>16.</b> B |
| <b>8.</b> B | <b>17.</b> A |
| <b>9.</b> B | <b>18.</b> B |

I might + **(verb)**

I might be + **(noun)**

I might be + **(verb + 'ing')**

I might be + **(adjective)**

I might be + **(preposition)**

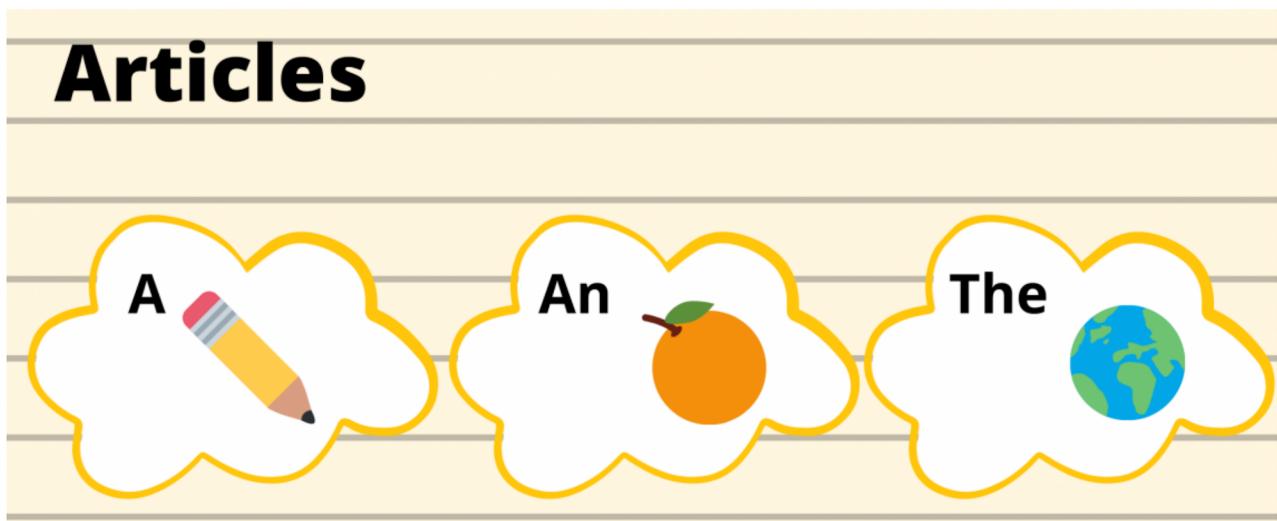
# Lesson - 5

## Articles

- In **English** language there are **three articles**: **a**, **an**, and **the**.

### **Usage of articles:**

- **Articles** are used before **nouns** or noun equivalents and are a type of **adjective**.



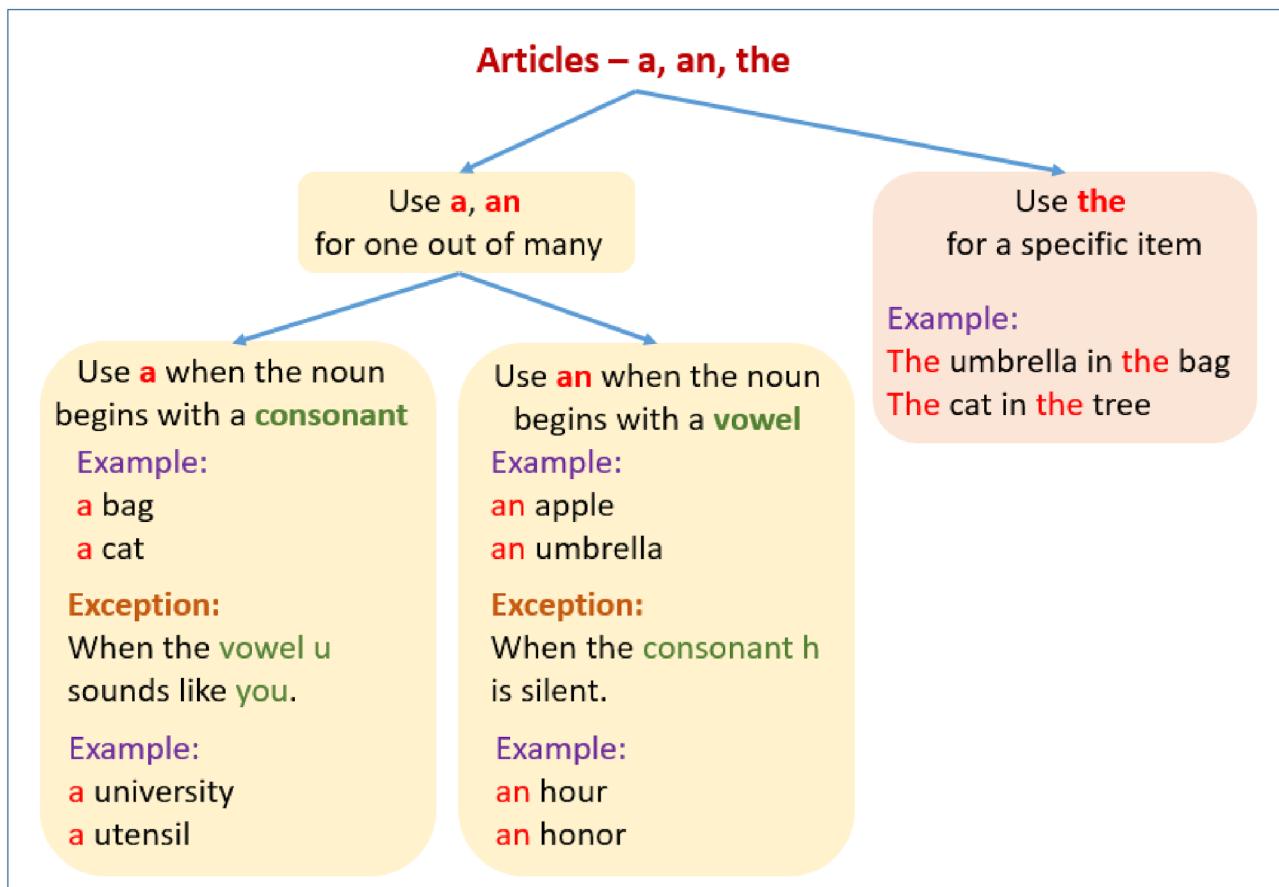
### **A/AN**

- Articles **A** and **An** both mean something **one**.
- When there is a **noun** starting with **consonant sound** that time we use article **A**.  
→ **I have a car.**
- When there is a **noun** starting with **vowel sound** that time we use article **An**.  
→ **I have an apple.**
- Articles **A** and **An** both will be used with **singular nouns**.
- Articles **A** and **An** both are used for **non specific** nouns..



## The

- Article **the** can be used with **singular** and **plural** nouns.
- Article **the** is used before a **noun** to indicate that the **identity** of the noun is **known** to the **reader** or **listener**.
- When any **noun** starts with **consonant sound** that time we **pronouns** The as **Da**.
- When any **noun** starts with **vowel sound** that time we **pronouns** The as **Dee**.



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

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

## Articles Worksheet

a	an	the
---	----	-----

Complete the sentence with correct article:

1. \_\_\_\_\_ plates are on the dining table.
2. I want \_\_\_\_\_ burger.
3. There is \_\_\_\_\_ orange on the table.
4. \_\_\_\_\_ students are welcoming the chief guest.
5. He is in \_\_\_\_\_ rush.
6. I have got \_\_\_\_\_ plan for that.
7. She is always smiling and kind to \_\_\_\_\_ students.
8. A teacher is \_\_\_\_\_ important person in everyone's life.
9. He is \_\_\_\_\_ best in this subject.
10. There was \_\_\_\_\_ lot of fun while playing cricket.

# Lesson - 6

## Polite Phrases

- **Polite phrase** means a **class of words** that help us to show **respect** and make us **formal** and **civil**.
- **Polite phrases** are very important in **business**, **academics**, and in **formal** situations.

### Synonyms of Polite

- |             |            |           |
|-------------|------------|-----------|
| • polite    | • delicate | • fine    |
| • courteous | • affable  | • slim    |
| • nice      | • seasoned | • subtle  |
| • gentle    | • decent   | • slender |
| • urbane    | • mannerly |           |
| • refined   | • proper   |           |
| • kind      | • thin     |           |

Tell the magic words!



Thank you



Sorry

Excuse me

Thank you



Sorry

Excuse me



Please

Sorry

## Politely Ask Someone to Repeat Something

- Sorry
- Excuse me?
- Pardon?
- Could you please repeat that?
- I'm sorry, I don't understand. Could you repeat that, please?
- Let me repeat that just to make sure?
- Do you mind repeating that?
- Would you mind repeating that?
- Sorry, I didn't hear what you said.
- Sorry, I didn't catch that.



## → MOST COMMON ENGLISH PHRASES

### Saying THANK YOU

- Thanks.
- Cheers.
- Thank you very much.
- I really appreciate it.
- You've made my day.
- You are great.
- I'm in your debt.
- You are the best.
- Thank you so much.
- Thanks a million.
- You're an angel.
- Thanks a bunch.
- I do not know how to thank you.
- That's so kind of you. Many thanks.
- I can't thank you enough.
- All my love and thanks to you.
- Words can't describe how thankful I am.
- Please accept my best thanks.
- Thanks a ton for helping out.
- Thank you for helping me.
- I appreciate it more than you will ever know.
- I don't have the words to thank you.

### Ways to Say NO

- No thanks. I have another ...
- Unfortunately, it's not a good time.
- I'd love to – but can't.
- I wish I could make it work.
- No thanks, I won't be able to make it.
- I'm sorry, I'm busy.
- I'm already booked.
- That's not going to work for me.
- Sounds fun, but I'm not available.
- I want to, but I'm unable to.
- I just don't have that to give right now.
- I'm not able to commit to that right now.
- It is not a good idea for me.
- Apologies, but I can't make it.
- I can't take on any more responsibilities.
- My body says yes, but my heart says no.
- Nope
- Maybe another time.
- I am not accepting anything else at this time.
- We appreciate the offer, but ...
- I'm not really into it, but thanks for asking!
- I'd rather not, thanks.

## Exercise 1:

Drag and put appropriate polite words in the given boxes for the given pictures.

Sorry

Please

Thank you

Excuse Me





## Polite Phrases and Greetings Worksheet

**Part A: Look at the picture and select which polite phrase you should use.**



1. Sorry

Please

Thank you

2. Thank you

Excuse me

Sorry

3. Excuse me

Please

Thank you

4. Thank you

Excuse me

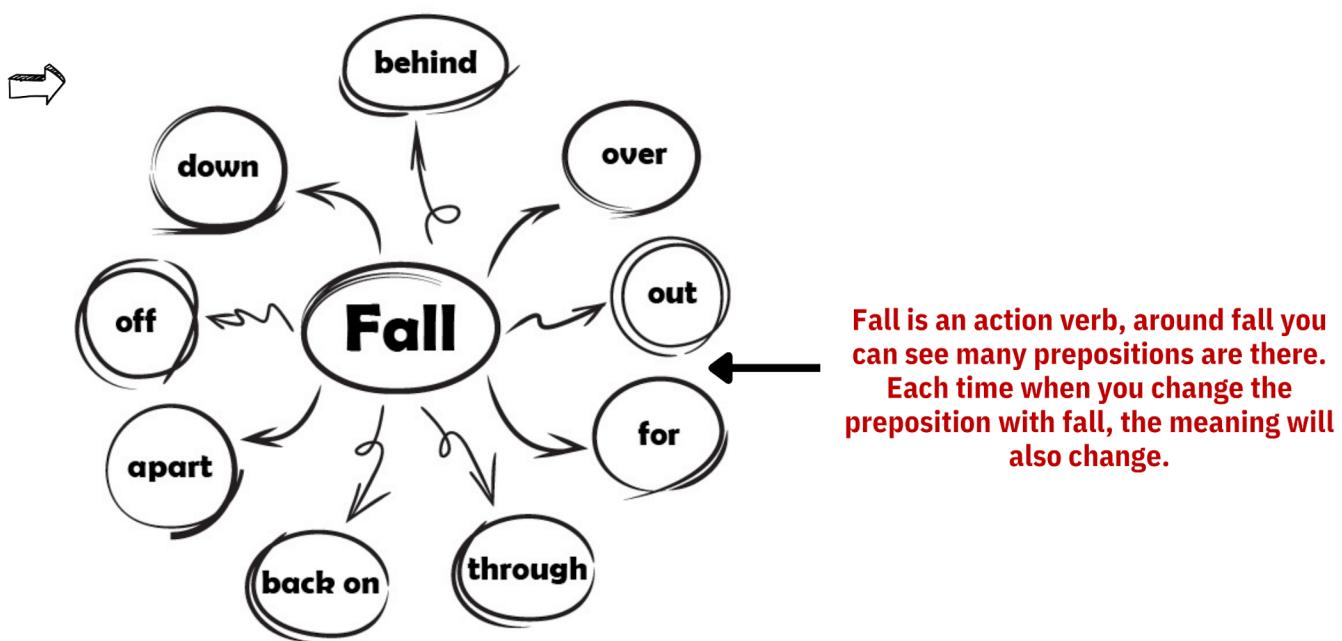
Please

# Lesson - 7

## Phrasal Verbs

- What is a **phrasal verb**?
- A **phrasal** verb **combines** a normal **verb** with an **adverb** or a **preposition** to create an entirely new **meaning**.
- Everyday, we use so many phrasal verbs in our conversation.

### Example 1:



- We use phrasal verbs as short message as well.
- Using phrasal verbs will make you fluent and in less time you will share more.

## → Example 2:

Phrasal Verb	Meaning
<b>hang out</b>	spend time relaxing (informal)
<b>catch up with</b>	Meet someone after a period of time and find out what they have been doing
<b>cut down/back on</b>	Reduce
<b>give (something) up</b>	Quit / stop doing it
<b>cut out</b>	Stop eating something (permanently or for a long time)
<b>find out</b>	Discover
<b>get along/on</b>	Like each other
<b>fall out</b>	Argue and be on bad terms with someone
<b>clean up</b>	Tidy / Clean
<b>come across</b>	Find something unexpectedly

## → Example 3:

Phrasal Verb	Meaning
<b>hand (something) in</b>	Submit
<b>get away with (something)</b>	Do something without being noticed or punished
<b>keep up with</b>	Continue at the same rate
<b>end up</b>	To become eventually; turn out to be
<b>fall behind</b>	To fail to keep up a pace; lag behind.
<b>drop out</b>	Quit a class, school, university etc
<b>look back on</b>	Think about something that happened in the past
<b>put forward</b>	Suggest or state the case for something
<b>catch up with</b>	Reach the same level
<b>pull out of</b>	To stop being a part of something

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# GRAMMAR QUIZ

## PHRASAL VERBS: GET and TAKE

*Complete the sentences below.*

1. My brother ... up very early this morning.

- a) got
- b) took

2. Do you think we should ... off at the next bus stop?

- a) get b)  
take

3. I ... after my father. We both like telling funny stories.

- a) get
- b) take

4. Let's ... together this weekend and go to a restaurant.

- a) get b)  
take

5. Hurry up! Our plane is going to ... off in a few minutes!

- a) get
- b) take

6. Could you please ... care of my goldfish for me while I'm on holiday?

- a) get
- b) take

7. I have to ... back a few books to the library.

- a) get
- b) take

8. You can bring food to the party. I'll ... care of the drinks.

- a) get
- b) take

9. Sam wants a new job with a better salary so he can ... ahead.

- a) get
- b) take

10. I don't like to tell lies because I'm afraid I might ... into trouble.

- a) get b)  
take

11. Kelly started a new restaurant last month and it really ... off.

- a) got b)  
took

12. I was sick last week, but the doctor gave me medicine and I ... over it.

- a) got b)  
took

13. James was bored on his holiday, so he decided to ... up oil painting.

- a) get b)  
take

14. What time do you usually ... back home from school?

- a) get b)  
take

15. I watched too much TV, so I ... behind in my homework.

- a) got b)  
took

16. I don't make a lot of money at my job but it's enough to ... by.

- a) get b)  
take

17. In Japan, people always ... off their shoes when they enter a home.

- a) get b)  
take

18. Here's a pen. You can ... down the store's phone number.

- a) get b)  
take

17 – 18 = Excellent 15 – 16 =

Good 14 or Less =

Study More!

## ANSWER KEY

- 1. A
- 2. A
- 3. B
- 4. A
- 5. B
- 6. B
- 7. B
- 8. B
- 9. A
- 10. A
- 11. B
- 12. A
- 13. B
- 14. A
- 15. A
- 16. A
- 17. B
- 18. B

## My Notes

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# PHRASAL VERBS 1

**Complete these sixteen sentences with  
the correct phrasal verbs.**

Example: “**Getting into shape isn’t easy, but I won’t quit.**”

1. I won’t **give** up.

2. Why don’t you **take** \_\_\_\_\_ your shoes and relax?

3. I think it’s going to **break** \_\_\_\_\_ soon.

4. She wants us to **make** \_\_\_\_\_ a story.

5. We have to **put** \_\_\_\_\_ our travel plans until next year.

6. Could you please **turn** \_\_\_\_\_ the volume?

7. She wants us to **come** \_\_\_\_\_ a better idea. 8.

Let’s **take** \_\_\_\_\_ the Christmas decorations!

9. The teacher wants us to **hand** \_\_\_\_\_ our essays.

10. We should **get** \_\_\_\_\_ at the next bus stop.

11. I’m going to **look** \_\_\_\_\_ the meaning in a dictionary.

12. How did they **get** \_\_\_\_\_?

13. Come over here and **check** \_\_\_\_\_ this killer hornet!

14. Let’s **go** \_\_\_\_\_ to a restaurant tonight.

15. I can’t **keep** \_\_\_\_\_ with the class.

16. My old shoes are **falling** \_\_\_\_\_.

## Grammar Focus Phrasal Verbs – Mixed (#1)

Level Intermediate

### ANSWERS

1. I won't *give up.* / *give in.*
2. Why don't you *take off* your shoes and relax?
3. I think it's going to *break down* soon.
4. She wants us to *make up* a story.
5. We have to *put off* our travel plans until next year.
6. Could you please *turn up* the volume?
7. She wants us to *come up with* a better idea.
8. Let's *take down* the Christmas decorations.
9. The teacher wants us to *hand in* our essays.
10. We should *get off* at the next bus stop.
11. I'm going to *look up* the meaning in a dictionary.
12. How did they *get in*?
13. Come over here and *check out* this killer hornet!
14. Let's *go out* to a restaurant tonight.
15. I can't *keep up* with the class.
16. My old shoes are *falling apart*.

# Lesson - 8

## How to Build Vocabulary

- Vocabulary is the **foundation** for English. Having good amount of **vocabulary** in your **bucket** will help you **speak**, **write**, and **listen** in the proper way.
- When you do not have **enough** and **appropriate vocabulary**, so you start feeling **uncomfortable** and **nervous** while speaking and writing.
- This lesson will provide you some tips on **how to build vocabulary**.

### ⇒ Useful Tips to Build Vocabulary:

Reading	Reading is a wonderful way to learn new words. Because reading is a one-person activity.
Listening 1	Listening is how we first learn words as a child. Music is a fun way to learn new words while immersing yourself in the popular culture of English-speaking countries.
Listening 2	Attend events in English, like plays, sports matches, and exhibitions, to listen for new words.
Writing	Writing will help you remember whatever you study.
Movies and TV	Watching movies is a casual way to learn words. Similar to reading illustrated books, you get the perk of visual cues.
Conversing	Conversing allows you to gain valuable input on your word usage and pronunciation.

# → Practice Time

## Vocabulary Worksheet

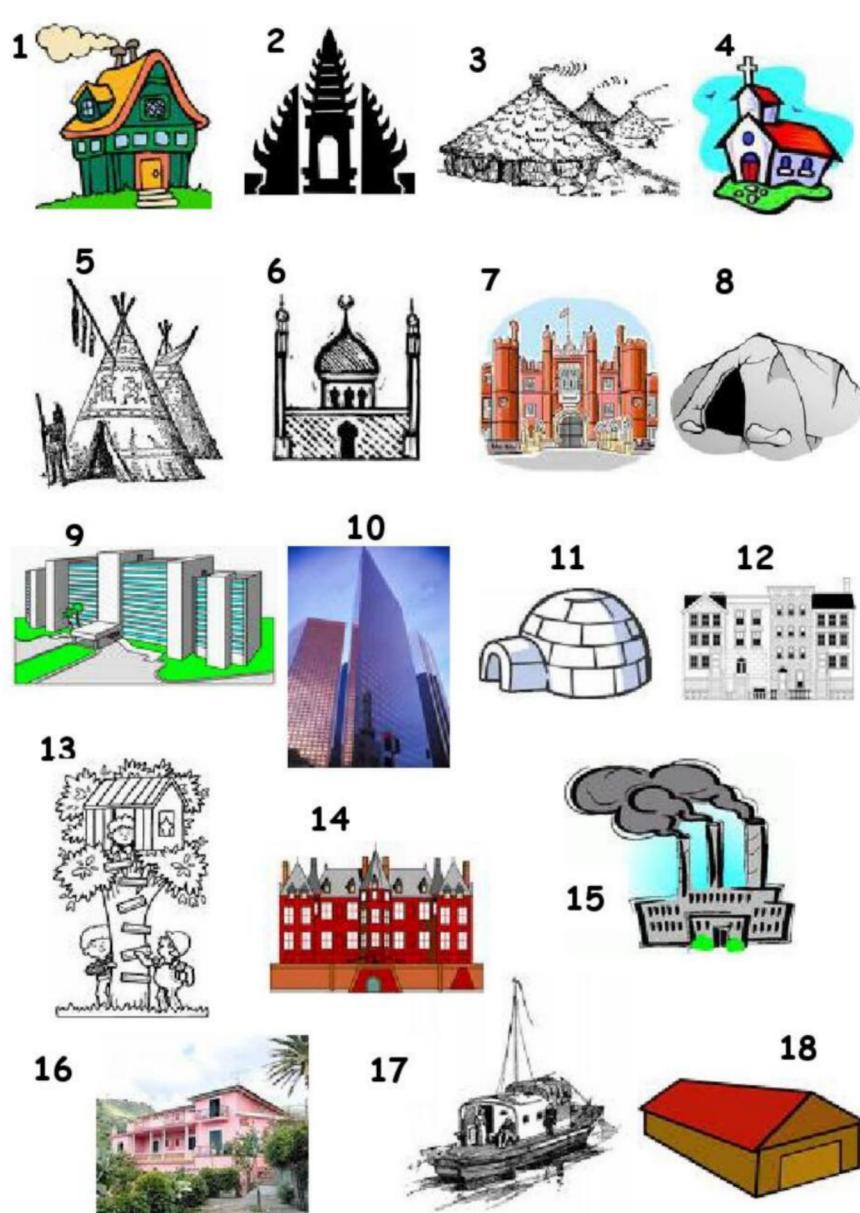
Name \_\_\_\_\_

Match each word with the correct definition.

- |             |   |   |
|-------------|---|---|
| 1. Change   | ● | ● To calculate approximately.   |
| 2. Discuss  | ● | ● Related in appearance or nature; alike though not identical.                                  |
| 3. Equal    | ● | ● To speak with another or others about; talk over.   |
| 4. Similar  | ● | ● A following of one thing after another.   |
| 5. Sequence | ● | ● To become different.  |
| 6. Estimate | ● | ● Having the same quantity, measure, or value as another.                                       |
| 7. Predict  | ● | ● To state, tell about, or make known in advance, especially on the basis of special knowledge. |

## Match words and pictures

apartments	<input type="text"/>
castle	<input type="text"/>
cave	<input type="text"/>
church	1
factory	<input type="text"/>
house	<input type="text"/>
houseboat	<input type="text"/>
hut	<input type="text"/>
igloo	<input type="text"/>
mosque	<input type="text"/>
palace	<input type="text"/>
skyscraper	<input type="text"/>
temple	<input type="text"/>
townhouses	<input type="text"/>
tree house	<input type="text"/>
villa	<input type="text"/>
warehouse	<input type="text"/>
wigwam	<input type="text"/>



## Write the words (more than 1 answer possible)

- Where children play : .....
- Where Neanderthals lived : .....
- People pray here : .....
- Medieval building : .....

# VOCABULARY BUILDING

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

## OFFICE

Write all the words which are related to office.

A \_\_\_\_\_

N \_\_\_\_\_

B \_\_\_\_\_

O \_\_\_\_\_

C \_\_\_\_\_

P \_\_\_\_\_

D *desk*

Q \_\_\_\_\_

E \_\_\_\_\_

R \_\_\_\_\_

F \_\_\_\_\_

S \_\_\_\_\_

G \_\_\_\_\_

T \_\_\_\_\_

H \_\_\_\_\_

U \_\_\_\_\_

I \_\_\_\_\_

V \_\_\_\_\_

J \_\_\_\_\_

W \_\_\_\_\_

K \_\_\_\_\_

X \_\_\_\_\_

L \_\_\_\_\_

Y \_\_\_\_\_

M \_\_\_\_\_

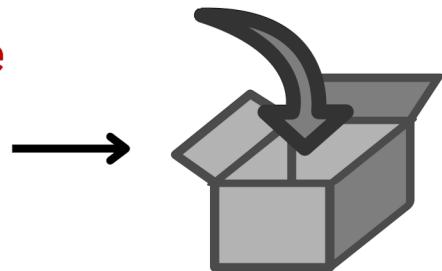
Z \_\_\_\_\_

# Lesson - 9

## Listening Comprehension

- What is **listening comprehension** ?
- Listening **comprehension** means whatever you listen you **understand** that completely.
- **Listening** is very **important strand** of any language, without listening you **cannot** learn a language.

- **Listening is input, the more you listen, the more you speak.**



**What is the best way to understand whatever you listen?**

- The best way to understand everything you listen is to just **focus on the message**, or **main point** of a sentence, story, or conversation.
- We do **not understand** much because we **stop ourselves on unknown words** and that's where we miss the complete flow of a story, sentence, or conversation.



## ➡ Some Tips to Improve Listening:

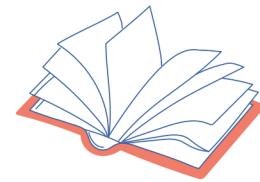
<b>Listen to TED talks</b>	TED Talks are brilliant resources to improve your listening and comprehension skills.
<b>Get familiar with different accents and voices</b>	Opening yourself up to different voices and different accents is so important! It is also about getting used to the sound of different voices.
<b>Write what you hear</b>	Choose one, 30-second section of a video, podcast or TED Talk! Listen to that section a couple of times. No writing yet! Just listening. Now, pick up your pen and write.
<b>Watch without subtitles</b>	Turn off subtitles, watch for a minute, and write a quick small summery.
<b>Audio Books</b>	Start with easy audiobooks, like those for children. Listen along while you also read the book.
<b>Conversing</b>	Conversing allows you to gain valuable input on your word usage and pronunciation.

## ➡ Homework:

**Listen to 5 audio clips on General Listening Quiz.**

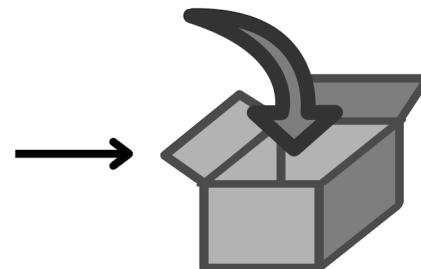
# Lesson - 10

## Reading Comprehension



- What is **reading comprehension** ?
- **Reading comprehension** means whatever you read you **understand** that completely.
- **Reading** is also very **important strand** of any language, without **reading** you **cannot** learn a language because reading helps to get **ideas** and **thoughts**.

- **Reading is the 2nd input of the language, the more you read, the more you get new ideas and thoughts.**



**What is the best way to understand whatever you read?**



- The best way to understand everything you read is to just **focus on the message**, or **main point** of a sentence, story, or conversation.
- We do **not understand** much because we **stop ourselves on unknown words** and that's where we miss the complete flow of a story, sentence, or conversation.



## ➡ Some Tips to Improve Reading:

<b>Improve your vocabulary</b>	Take an online vocabulary quiz to assess your current level of vocabulary understanding.
<b>Look for the main idea</b>	Identifying the main idea of a paragraph or article can help you determine the importance of the article.
<b>Write a summary of what you read</b>	A great way to increase your knowledge of what you have read is to write a summary.
<b>Read a book below your reading level</b>	Starting with books below your reading level will allow you to develop a baseline of your reading comprehension and build on that.
<b>Read aloud</b>	Reading aloud incorporates both visual and audio learning into your reading comprehension practice.
<b>Practice on Read Theory</b>	This will help you paragraphs based on your interest.

## ➡ Homework:

**Read 4 paragraphs on Read Theory.**

# Lesson - 11

## Paragraph Writing

- Arranging **sentences** in a **sensible** way is called **paragraph**.

### A. PARAGRAPH HAMBURGER

Topic Sentence: I love eating ice creams.

Detail 1: My favourite flavour is chocolate and I like to eat it in a cone.

Detail 2: I can eat ice cream before, during and after my meals.

Detail 3: My family members share their ice creams with me.

Conclusion: Ice cream is the best dessert.



- Above points will be helping you to write a well structured paragraph.

- When there is a **lot of information** to write, so always **add 4 to 5 lines in a paragraph** to make it look **organized** and **easy to read** for the reader.



**B. WRITE A PARAGRAPH ON ANY TOPIC THAT YOU HAVE LEARNT**

(Use notepads to write)

Opening Sentence:  
*(What is your paragraph about?)*

Detail 1:  
*(Introduce the topic.)*

Detail 2:  
*(Write a detail to explain it.)*

Detail 3:  
*(Write a detail to explain it.)*

Detail 4:  
*(Write one detail to explain it.)*

Detail 5:  
*(Write one detail to explain it.)*

Closing sentence:  
*(Write your final thought about the topic.)*

**Write the above sentences in the form of a paragraph:** (Use notepads to write)

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**SELF AND PEER ASSESSMENT:** (Use notepads to write)

Did you:	Self	Peer
end the sentences correctly using “.” or “!” or “?”		
begin each sentence with a capital letter?		
spell most of the words correctly?		
write at least 3 different details about the topic?		
struggle while writing this?		

### **Proofreading symbols:**

Notation	Stands for
C	Capitalization
P	Punctuation
Sp	Spelling
St	Sentence structure
W	Word order
H	Handwriting illegible
I	Indent

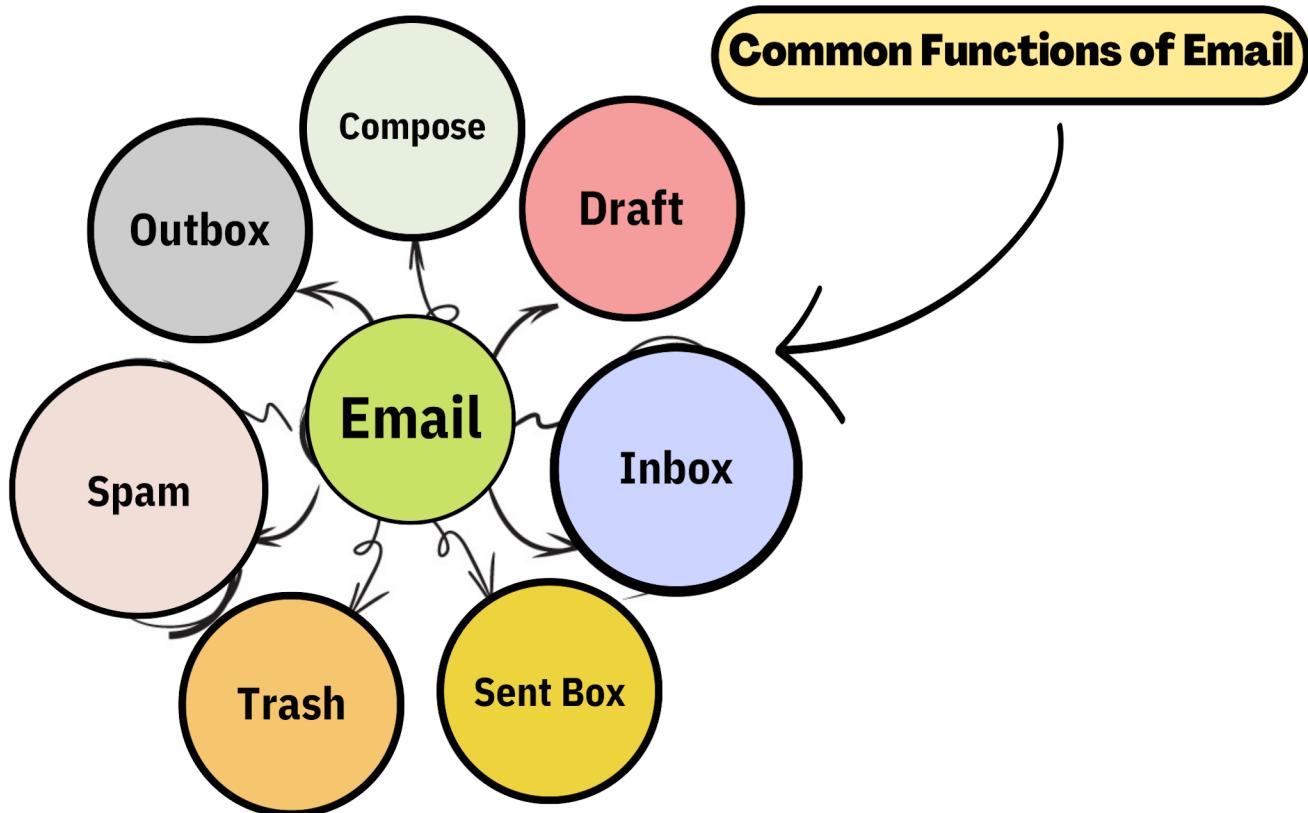
# Lesson - 12

## Email Writing

- Email has become very much **important** in the **professional** world.
- At **work place**, you have to **communicate** through **email** only, when it comes to share **information** and **data** with others.

### Why do we use Email?

- Email is the one of the **methods of non-verbal communication**, it is used in the **formal places** to **keep all the information and data documented**.
- Knowing how to **write well organized mail** will help you to **communicate effectively** at your **formal workplaces**.





## Appropriate E-mail Address Formation:

First Name

Last Name

Domain

Amir

Ansari

@gmail.com

→ **Ex:** Amiransari@gmail.com

### D. NETTIQUETTE (Use notepads to write)-

Do's	Don'ts
<ol style="list-style-type: none"><li>1. Use a subject line, which clearly states what the email is about.</li><li>2. Write the most important information first.</li><li>3. Use numbers and bullet points to make the message crisp and clear.</li><li>4. Use simple grammar.</li><li>5. Write short sentences.</li><li>6. Use paragraphs to keep the email clear and easy to understand.</li><li>7. Your signature must have your full name and contact details.</li></ol>	<ol style="list-style-type: none"><li>1. Write 'hello' as your subject line.</li><li>2. Write unrelated information. The reader will lose interest if the email doesn't get to the point.</li><li>3. Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)</li><li>4. Use capital letters to write whole words. In emails, this is considered shouting.</li><li>5. Use non-standard stylish fonts (the recipient's computer may not have them).</li><li>6. Use italics (the reason may be misunderstood, due to cultural differences).</li><li>7. Use exclamation marks.</li><li>8. Use abbreviations like coz and uni.</li><li>9. Use acronyms like BTW, FYI.</li><li>10. Use smileys. They may be misunderstood and come across as unprofessional.</li></ol>

 Compare the two emails and discuss which is more appropriate and why -

**Email 1**

Subject: Hello! Hi Jack!!!

My name's Jaana and I'M FROM FINLAND!!! I bet you haven't had students from here B4 ;-);-) That's probably coz we're so amazing at languages, that we don't need any xtra help? except me – I need all the help I can get!! (Actually, don't tell anyone, but I'm actually quite a good student? but if anyone found out, my reputation would be ruined, so shhhhhh!) BTW do u do courses for uni students? How many lessons/week? Is there any extra stuff after school, SO I CAN MEET SOME COOL PEOPLE? How about trips? Give me all the info you can, man.

Jaana (although all my mates call me Jakki!!!)

**Email 2**

Dear Mr Jones,

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to visit in June, so it would be great if you can get back to me as soon as possible.

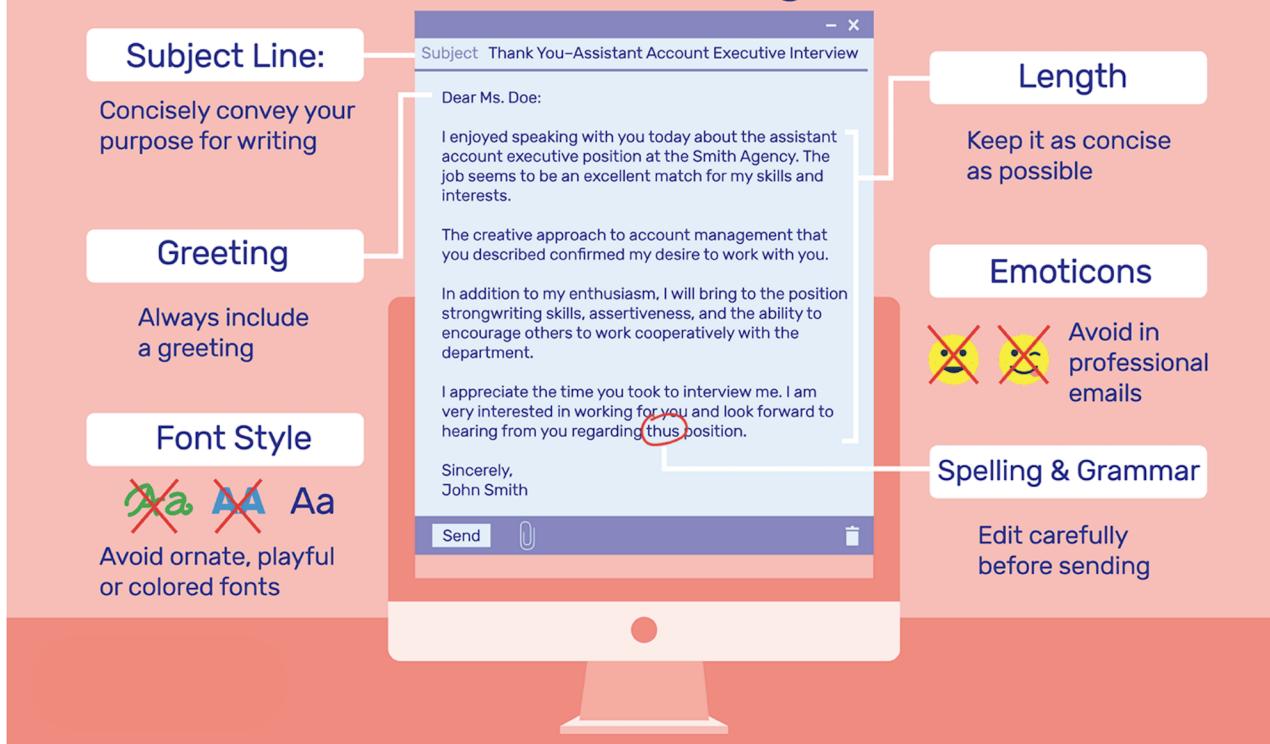
Thanks for your help.

Best regards,

Jaana Nikkinen

Courtesy <https://www.teachingenglish.org.uk/>

## ➡ Professional Email Message Guidelines



### ➡ Some Important Points:

<b>Subject Line</b>	Capital all first letters of all the words in Subject Line except Prepositions and no punctuation marks will be used in it.
<b>CC</b>	CC stands for Carbon Copy. It is used to send same mail to many people and it is visible to everyone in a mail.
<b>BCC</b>	BCC stands for Blind Carbon Copy. It is also used to send same mail to many people, but except sender, nobody can see who are in BCC. It is invisible.

### ➡ Assessment

➡ Write and e-mail to your trainer to share your favorite lesson.

# Lesson - 13

## Group Discussion

### What is group discussion or GD?

→ **Group Discussion** or **GD** is a type of **discussion** that involves people sharing ideas or thoughts. **People** in the group discussion are connected with one basic idea. Based on that idea, everyone in the group represents his/her **perspective**.

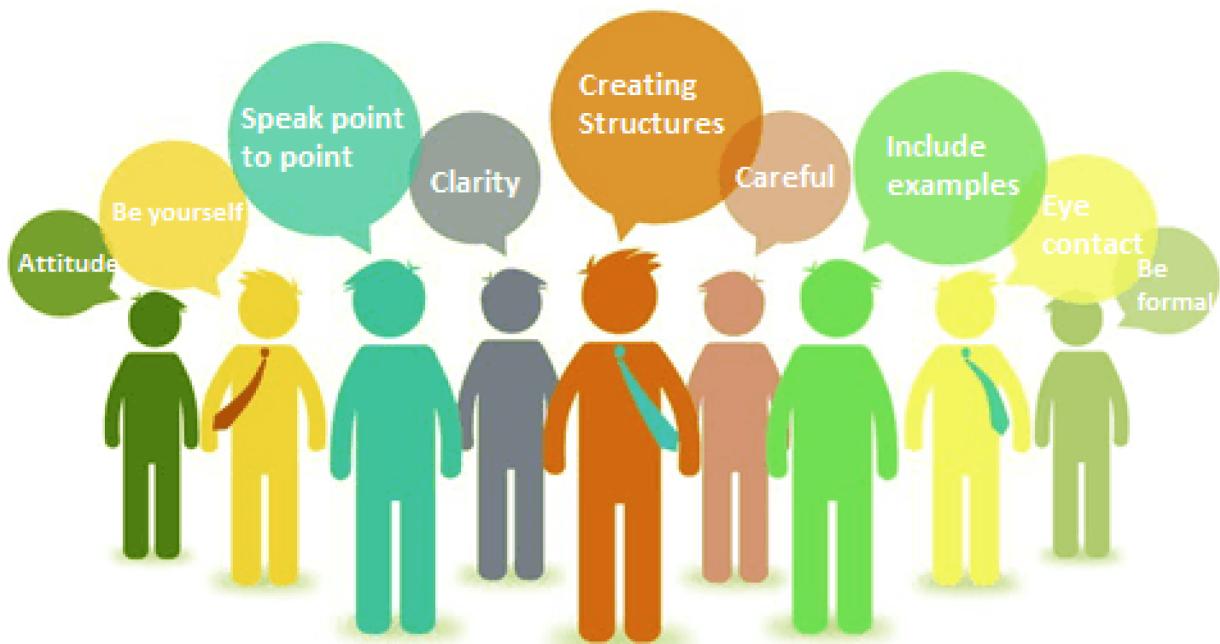


### Why is group discussion important?

→ **Group Discussion** is a **discussion** that tests the **candidate's skills**, such as leadership skills, communication skills, social skills, and behavior, politeness, teamwork, listening ability, General awareness, confidence, problem-solving skills, etc. That is why it is very important.



## 9 Tips to Crack a Group Discussion:



## Practice Group Discussion



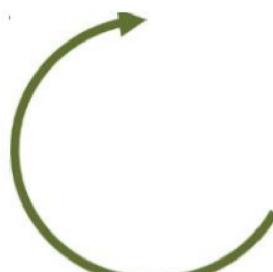
# Lesson - 14

## Telling Time in English

A day is divided into 4 different time slots.



### A.1. TIME OF THE DAY



4 am-noon  
(12 'o' clock)  
Morning

1



Noon - 4 pm  
Afternoon

2



4 pm-8 pm  
Evening

3

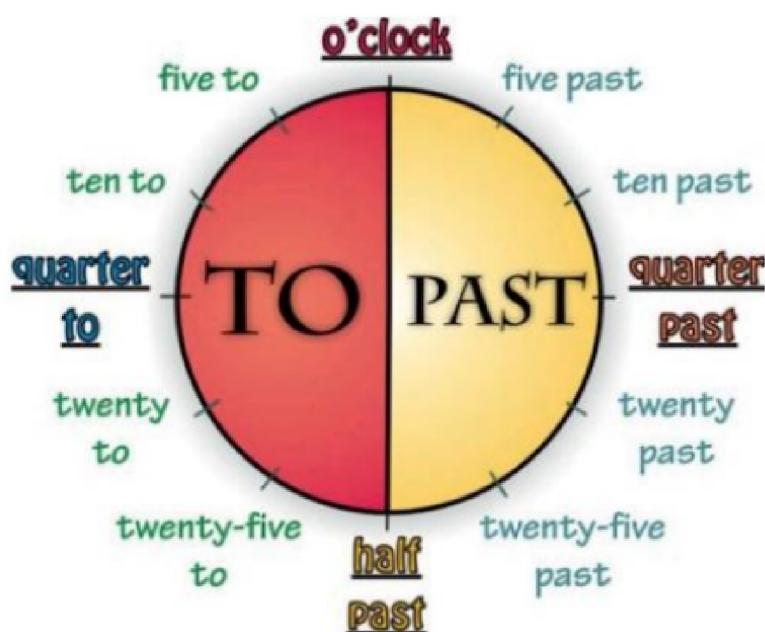


8 pm-4 am  
Night

4

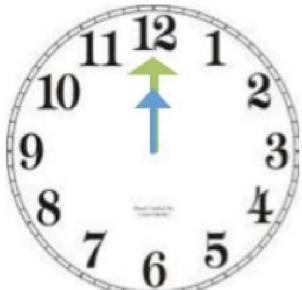


### A.2. TELLING TIME

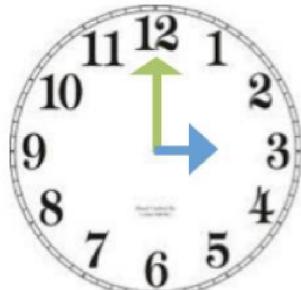




### A.3. WHAT TIME IS IT?



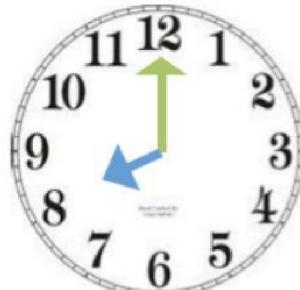
12 o'clock



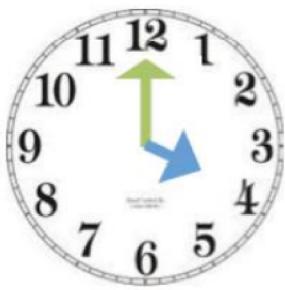
Noon (end of first cycle)

Midnight (end of second cycle)

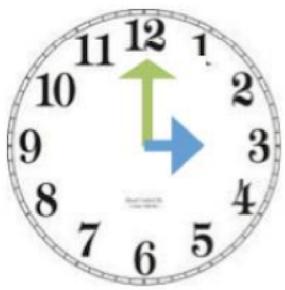
(1<sup>st</sup> Cycle)



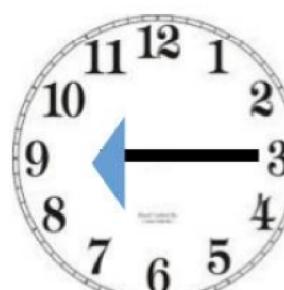
(1<sup>st</sup> Cycle)



(2<sup>nd</sup> cycle)



(2<sup>nd</sup> cycle)



(2<sup>nd</sup> cycle)



(1<sup>st</sup> cycle)



(1<sup>st</sup> cycle)



(2<sup>nd</sup> cycle)



### PRACTICE

Discuss time with your partner in English.

# Lesson - 15

## Season and Weather

What is the difference between season and weather?

- ➡ Season stays for a long period of time and weather stays for a very short period of time. Season cannot change immediately, but weather can change.

How many seasons are there?

- ➡ There are total 5 seasons in the world.

Winter



Spring



Summer



Monsoon



Fall/Autumn



## How many weathers are there?

→ There are total **6** weathers.

Rainy



Windy



Cloudy



Snowy



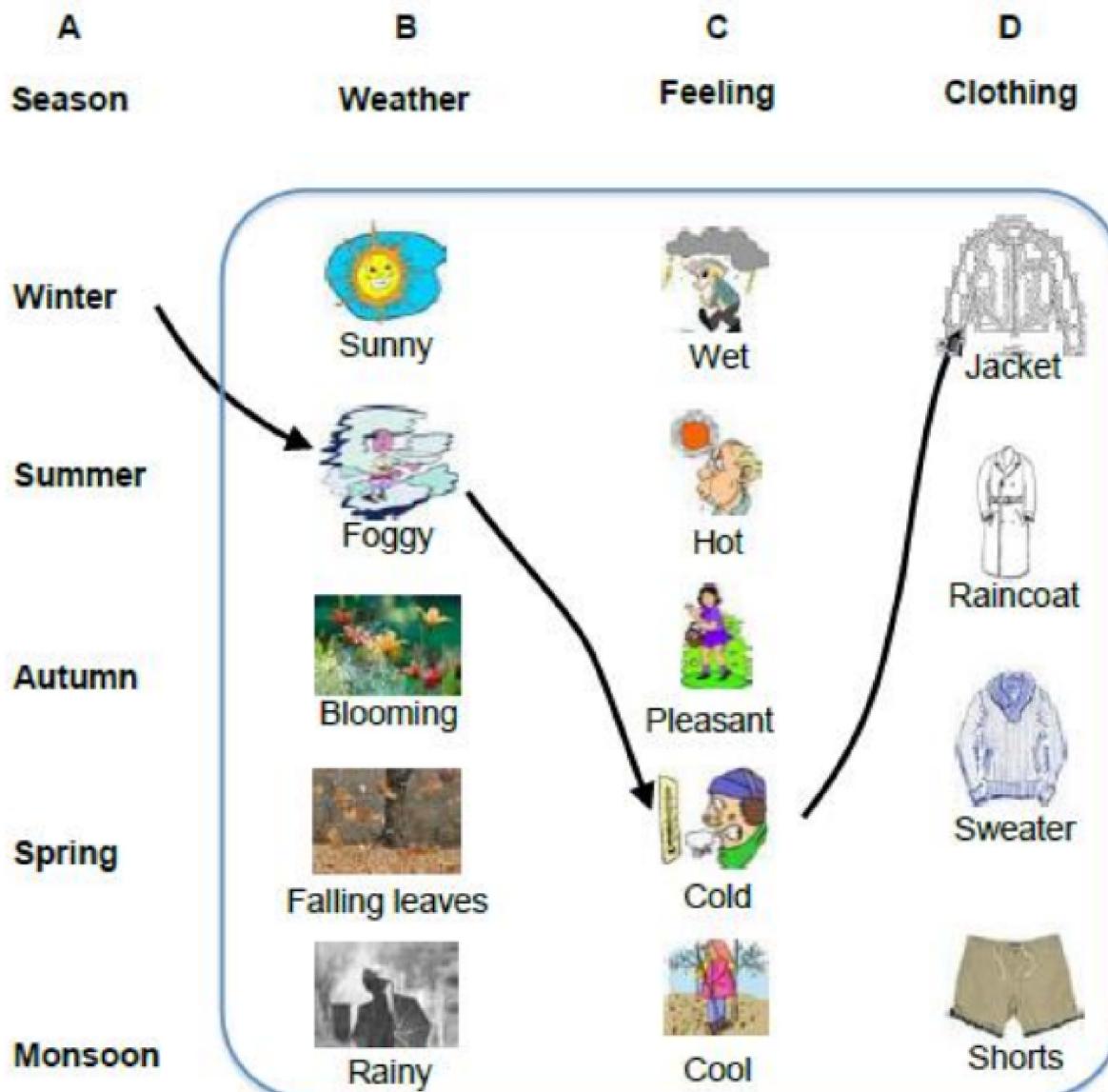
Sunny



Foggy



## MATCH COLUMN A, B, C, & D:



### 2. COMPLETE THE SENTENCES ABOUT THE WEATHER/SEASON:

1. It is\_\_\_\_\_.
2. It may\_\_\_\_\_.
3. It might\_\_\_\_\_.
4. It must\_\_\_\_\_.

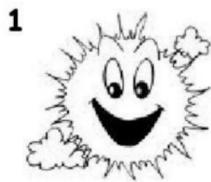
### C.1. PRESENTATION - MY FAVOURITE SEASON:

My favourite season is\_\_\_\_\_. In\_\_\_\_\_(season), when it is\_\_\_\_\_(weather), I like to eat\_\_\_\_\_. I do not like\_\_\_\_\_(season) because I cannot\_\_\_\_\_. My friend,\_\_\_\_\_(name), likes\_\_\_\_\_(season) and does not like\_\_\_\_\_(season).

## PRACTICE

**Match words and pictures:** What's the weather like? It's ...

autumn (fall)	<input type="text"/>
cloudy	<input type="text"/>
foggy	<input type="text"/>
freezing	<input type="text"/>
hot	<input type="text"/>
rainy	<input type="text"/>
snowy	<input type="text"/>
spring	<input type="text"/>
stormy	<input type="text"/>
summer	<input type="text"/>
sunny	1
windy	<input type="text"/>
winter	<input type="text"/>



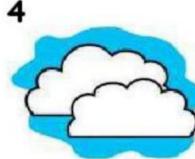
1



2



3



4



5



6



7



8



9



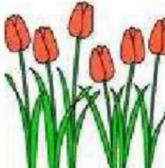
10



11



12



13

### Write the words

- What comes after winter : .....
- You need an umbrella when it's : .....
- Dog are often afraid when it's : .....
- When leaves turn red it's : .....

## FUN with WEATHER and SEASONS

1) Write the correct word under each symbol.

snowy / foggy / lightning / sunny /  
windy / rainy / cloudy / thunder



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



1. \_\_\_\_\_



2. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

2) **Anagrams.** Clouds sometimes bring bad weather. Unscramble the words to find out what kind of weather or what season each cloud is bringing.

1. merums

2. wons

4. rmwa

6. erwtni

8. tuanum

3. ginrsp

5. oldc

7. rednuht

9. gnilithg

3) Find twelve months of the year in this word search.

A	M	O	Y	R	A	U	N	A	J
U	R	T	L	I	P	M	O	P	C
G	E	J	U	N	E	N	M	A	Y
U	B	P	J	B	I	O	R	P	R
S	M	A	R	C	H	V	A	R	A
T	E	A	Z	I	O	E	C	I	U
I	T	V	M	T	D	M	V	L	R
E	P	O	C	T	O	B	E	R	B
D	E	C	E	M	B	E	R	A	E
V	S	E	T	A	F	R	O	C	F

4) Mark the statements true (T) or false (F).

- There are ten months in a year. \_\_\_\_\_
- We go to school in September. \_\_\_\_\_
- The fifth month is June. \_\_\_\_\_
- Three months begin with letter J. \_\_\_\_\_
- July, August and October are summer months. \_\_\_\_\_
- The words: cold, warm, hot describe weather. \_\_\_\_\_
- The seventh month has the longest name. \_\_\_\_\_

5) Do you know the answers to these riddles?

- What bites with no teeth? \_\_\_\_\_
- I was born green and I die yellow in large and small gardens. \_\_\_\_\_
- What falls, but never rises? \_\_\_\_\_
- It is white, it is cold. We can skate on it. What is it? \_\_\_\_\_
- In what month do children laugh less? \_\_\_\_\_
- A blue sheet which covers the whole world. What is it? \_\_\_\_\_
- I haven't got hands and feet, a head or a body, but I can open a door. \_\_\_\_\_

6) Underline the odd-one-out.

- fog rain cloud grow snow
- autumn fall winter hot spring
- April August Summer September May
- rainy misty foggy sunny funny
- September December April February

# Lesson - 16

## Describing People

How do we describe people?

There are 2 ways to describe people.

1

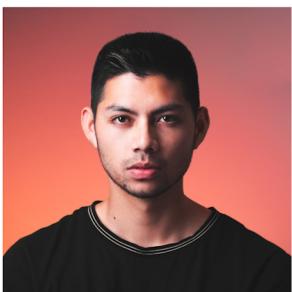
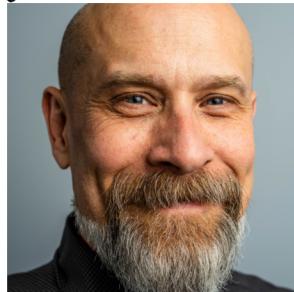
Physical Appearance

2

Personality

**Appearance** means the **outer part of the body**. In simple language, it means how **you look from the outside of your body**.

**Personality** stands for the **inner part of yourself**. In simple language, it means **how you behave, act, and treat others** is called personality.



→ A person can have multiple personalities. Like Aparichit movie's main character.

**A. APPEARANCE:**

(Use notepads to  
write)

About	Descriptive words
Age	old, young, middle-age, teenager, minor, adult, senior citizen, child.
Height	tall, short, medium height.
Body type	fat, thin, skinny, muscular, well-built, chubby.
Hair	dark, long, short, straight, curly, bald.
Face	round, oval, long.
Skin	fair, dark, pale.
Eyes	dark, small, big, black, green, blue, grey, brown.
Size	big, small, tall, short, petite.

**Describe your friend's physical appearance:**

My friend, \_\_\_\_\_ is \_\_\_\_\_

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**B. PERSONALITY:** (Use notepads to write)

Word	Other words	Someone you know
Good	kind, polite, wonderful, honest, friendly, happy, enthusiastic, disciplined, organized	Word - Person -
Bad	terrible, awful, horrible, dishonest, rude, unkind, mean, disorganized, indisciplined, boring	Word - Person -
Funny	amusing, witty, comical, hilarious, entertaining	Word - Person -
Others	shy, talkative, serious, sober	Word - Person -
Happy	delightful, thrilled, glad, pleased	Word - Person -
Sad	gloomy, unhappy, depressed	Word - Person -

**Describe the personality of Gabbar Singh:**

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**Practice**

**Describe your father's physical appearance and personality.**

## 7<sup>th</sup> Grade – Activities for Unit 1

**Activity 1:** Find the suspects and write the names under the texts.



Sherlock Holmes and James Watson are great detectives and they can catch thieves easily, but they are very busy nowadays. Let's help them to find four suspects.

Somebody robbed Mr. Carter's house last night. The burglar was tall and slim. He had long hair. He was wearing glasses.

A man robbed the City Bank yesterday. He was fat and short. He had dark hair and a moustache.



**The suspect is .....**

**The suspect is .....**

An attractive woman stole Mrs. Hayley's bracelet yesterday. The thief was of medium height. She had long, curly and dark hair.

A pretty girl stole 2000\$ from the market. She was short and slim. She had long, straight and dark hair.



**The suspect is .....**

**The suspect is .....**



**Activity 2:** Write the adjectives into the correct boxes.

→Generous →Fat →Well-built → Stubborn →Ugly →Slim →Sincere →of Medium-height → Funny → Short  
→Handsome →Shy → Thoughtful → Forgetful →Kind →Tall → Attractive → Outgoing →Selfish →Athletic



### **Physical Appearance**

- 
- 
- 
- 
- 
- 
- 
- 
- 



### **Personality**

- 
- 
- 
- 
- 
- 
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-

**Activity 3: Complete the sentences with the**

- |           |            |           |           |               |
|-----------|------------|-----------|-----------|---------------|
| →Shy      | →Honest    | →Punctual | →Outgoing | → Hardworking |
| →Generous | →Easygoing | →Selfish  | →Clumsy   | →Stubborn     |



Hello! I'm Nancy and these are my classmates.



This is Sandy. She is a great girl. She never tells lies. I think she is ..... .



This is Albert. He never changes his ideas. He is really ..... .



This is Martha. She likes buying presents for her friends. She is ..... .



This is Mike. He is always with people and he likes spending time with his friends. He is ..... .



This is Alicia. She always comes to the class on time. She doesn't like being late. She is ..... .



This is Sandra. I don't get on well with her because she always wants everything for herself. I think she is ..... .



This is Ted. He always does his homework. He is very successful. He is ..... .



This is Linda. She doesn't like talking and she can't make friends easily. She is ..... .



This is Samuel. He always breaks something in the class. He is ..... .



This Lilly. She always says "OK". She never says "No". I think she is ..... .

**Activity 4: Match the Synonyms and Antonyms.**

**Synonyms**

- |               |               |
|---------------|---------------|
| 1. Attractive | a. Fair       |
| 2. Slim       | b. Honest     |
| 3. Overweight | c. Thin       |
| 4. Blonde     | d. Fat        |
| 5. Athletic   | e. Well-built |
| 6. Generous   | f. Helpful    |
| 7. Sincere    | g. Pretty     |

1	2	3	4	5	6	7

**Antonyms**

- |                |             |
|----------------|-------------|
| 1. Easygoing   | a. Forget   |
| 2. Beautiful   | b. Ugly     |
| 3. Hardworking | c. Slim     |
| 4. Overweight  | d. Young    |
| 5. Short       | e. Stubborn |
| 6. Remember    | f. Lazy     |
| 7. Old         | g. Tall     |

1	2	3	4	5	6	7

# Lesson - 17

## Quantifier

What is the meaning of quantifier?

- ➡ **Quantifier** means a class of words which help us to **describe the quantity** of countable and uncountable things.
- ➡ To **understand** quantifier well, first we need to understand **countable and uncountable**.

Countable



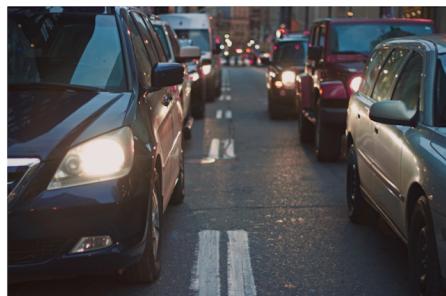
Something we can count



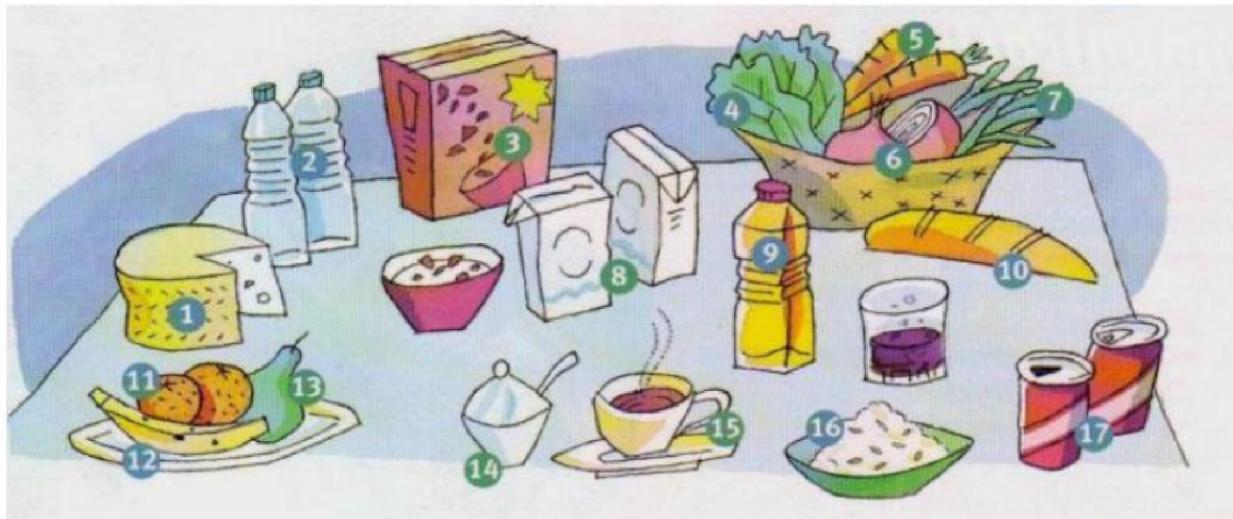
Uncountable



Something we cannot count



**A. EXERCISE:** Identify 5 food items and tick whether they are countable or uncountable:

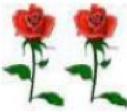
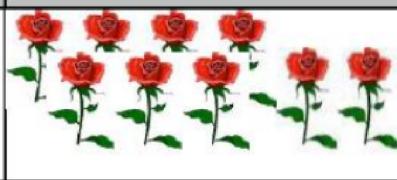


→ There is a class of words by which we can talk about the quantity of countable and uncountable things.



Countable	Uncountable
A few	A little
Some	Some
Many	Much/Lots of

### B.1. A FEW / SOME / MANY

A few	Some	Many
		
		
		

### 2. EXERCISE:

I have a few \_\_\_\_\_ . *(Family)*

I have some \_\_\_\_\_ . *(Food)*

### C. 1. LITTLE / SOME / LOTS OF

A little	Some	Lots of
		
		
		



## Practice

# QUANTIFIERS

Choose the correct quantifier.

many

much



1. \_\_\_\_\_ friends



2. \_\_\_\_\_ sleep



3. \_\_\_\_\_ time



4. \_\_\_\_\_ mice



5. \_\_\_\_\_ cheese



6. \_\_\_\_\_ cars



7. \_\_\_\_\_ milk

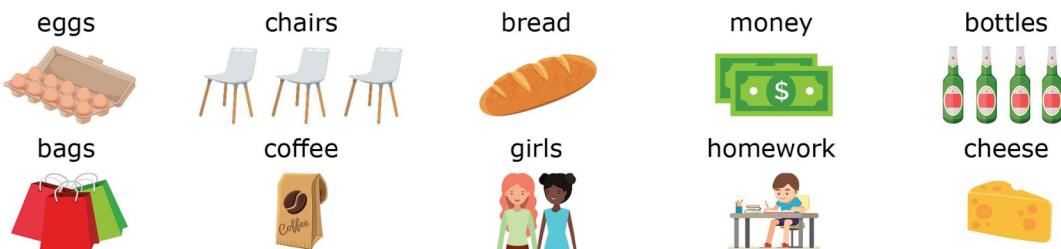


8. \_\_\_\_\_ noise

9. \_\_\_\_\_ colors

10. \_\_\_\_\_ sand

**A. Sort the nouns into countable and uncountable nouns.**



Countable nouns	Uncountable nouns

**B. Complete the questions using the quantifiers 'much' or 'many'. 'Much' is used with uncountable nouns and 'many' is used with countable nouns.**

1. How ..... homework do you have?      6. Do you have ..... money?
2. Are there ..... eggs in the fridge?      7. How ..... chairs do we need?
3. How ..... bottles do we have?      8. How ..... girls are in your class?
4. How ..... bread is left in the kitchen?      9. Is there ..... coffee left in the jar?
5. How ..... bags do you have?      10. How ..... cheese do you want?

**C. Complete the answers to the questions with 'a little' or 'a few'. 'A little' is used with uncountable nouns and 'a few' is used with countable nouns.**

1. I have ..... girls in my class.      6. We have ..... bottles left.
2. I have ..... homework to do.      7. We need ..... more chairs.
3. There are ..... eggs in the fridge.      8. I want ..... cheese.
4. I have ..... bags in the cupboard.      9. There is ..... coffee left in the jar.
5. There is ..... bread left in the kitchen.      10. I have ..... money in my wallet.

**D. Write 'much' or 'many' questions and answers using 'a little' or 'a few' for the following nouns: water, tables, dogs, sugar.**

1. Q: ..... A: .....
2. Q: ..... A: .....
3. Q: ..... A: .....
4. Q: ..... A: .....

# Lesson - 18

## Going to the Bank

→ Why do we go to the bank?



→ We go to the bank for multiple purposes.



→ Find the reasons below:



VOCABULARY - MATCH THE WORD WITH ITS MEANING: (Use notepads to write)

- |               |  |
|---------------|--|
| 1. income     | a. borrowing money from the bank to be paid back, usually with interest. |
| 2. interest   | b. it allows the bank to make payment to someone.                        |
| 3. bank       | c. taking money out of your bank account.                                |
| 4. expense    | d. money received for work.  |
| 5. saving     | e. money left over after meeting expenses.                               |
| 6. deposit    | f. place where you put your money for safekeeping.                       |
| 7. withdrawal | g. money used or spent.  |
| 8. loan       | h. putting money into a bank account.                                    |
| 9. cheque     | i. total money in the account.   |
| 10. signature | j. the cost of taking / using money that belongs to someone else.        |



## People in the Bank:



**Manager**



**Teller**



**Customer**



#### D. ROLE PLAY: (Use notepads to write)

Teller: Good \_\_\_\_\_ . How can I help you? **Customer:**

I would like to deposit some money in my account. **Teller:**

Would you like to deposit cash or cheque?

**Customer:** I would like to deposit cash.

Teller: Certainly, sir/ma'am. Fill up this form. Write the account information and the details of the currency notes and give it along with the cash.

**Customer:** Here is the completed form and the money.

Teller: Thank you, sir/ma'am.

Teller: I have updated your account. Have a good \_\_\_\_\_.

**Customer:** \_\_\_\_\_ for your help.

Teller: Have a good day.



#### Practice

**Assign students some topics for role play.**

# Lesson - 19

## At the Restaurant



Objects We See at a Restaurant:



Glass



Spoons & Forks



Menu



Cup & Sauccer



Napkin

→ **What is the difference between napkin and tissue paper?**

→ **People We See at a Restaurant:**



Chef



Manager



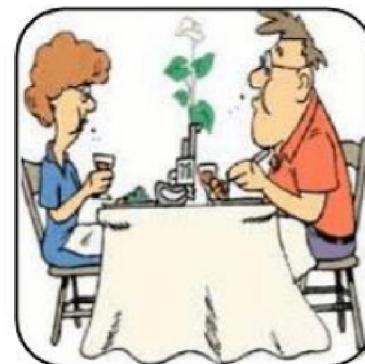
Host/ Hostess



Waiter / Waitress



Bartender

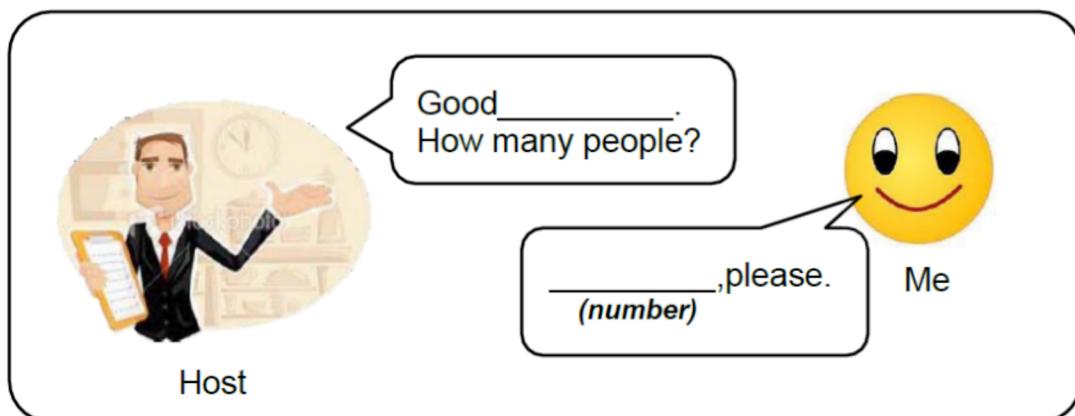


Customer

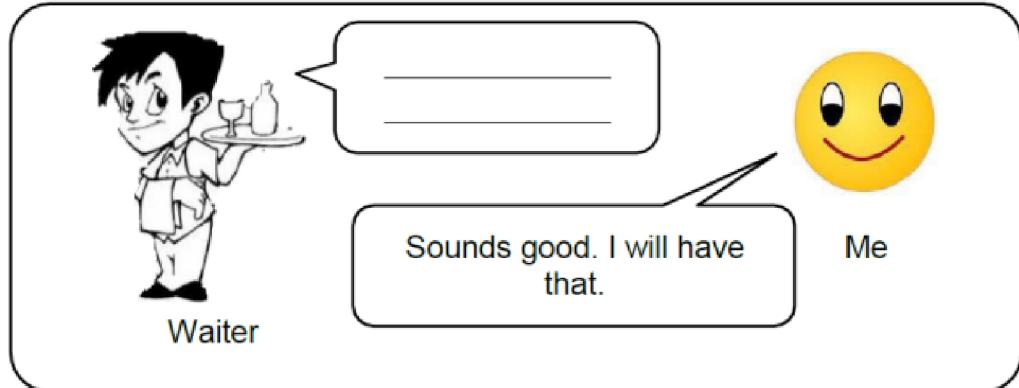
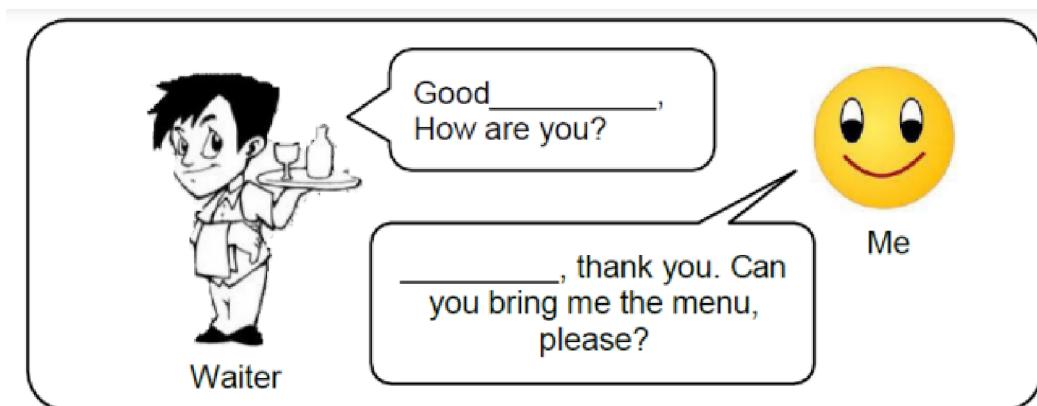
→ **What is the difference between waiter and waitress?**

C. COMPLETE THE CONVERSATION

**ORDERING** (Use notepads to write)



The host/hostess takes you to a table for \_\_\_\_\_.





## Waiter

Would you like something to drink?




Me



## Waiter

I will repeat the order.

That is correct.  
Thank you



Me

The waiter / waitress brings your order.



## Waiter

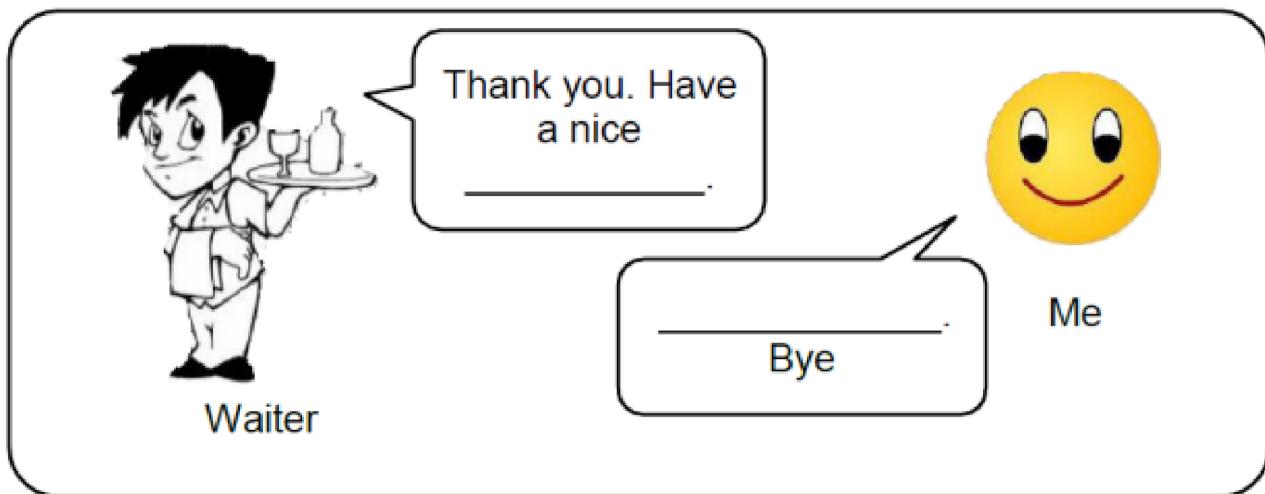
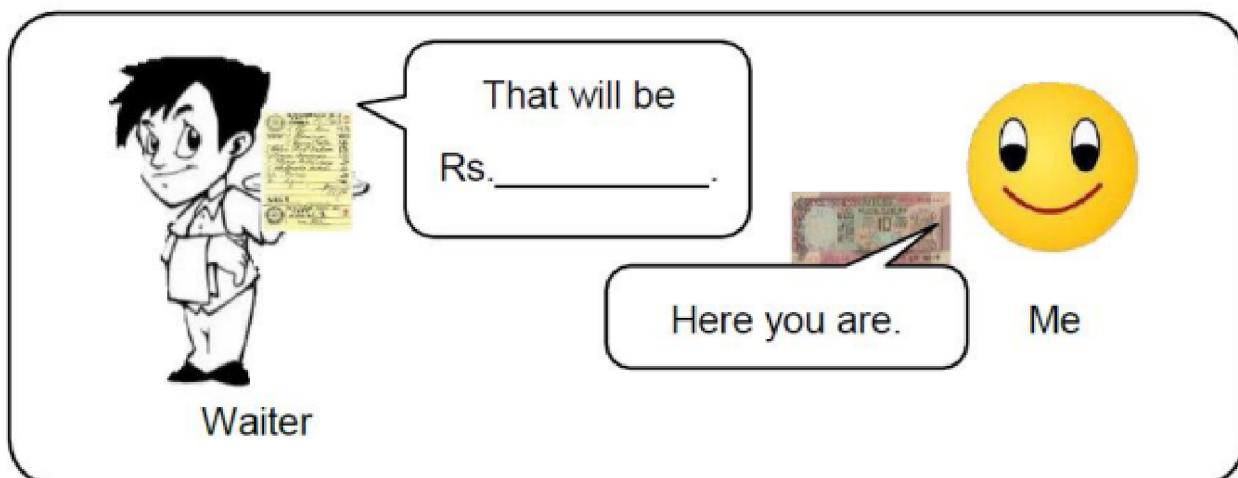
Here is your order.  
Enjoy your meal.

A large, empty speech bubble outline with a thick black border and a small triangular tail pointing upwards and to the right.



Me

After you have finished your meal.



### Practice

**Assign students some topics for role play.**

# Lesson - 20

## Interview Preparation

**There are some common and important questions which come in an interview:**



**1**

**Tell me something about yourself.**

**2**

**What are your strengths and weakness?**

**3**

**Why do you want to join my company?**

**4**

**Why should we hire you?**

1

## Tell me something about yourself.

→ In this question, the interviewer wants see that how much you know about yourself.

Following points can be shared in the answer:



Full Name

Place & Age

Qualification & Education

Skills & Qualities

Achievements

Experience

→ Sharing the above points will help you to put a good impression on the interviewer and your answer will not look common as others.

**2**

## What are your strengths and weakness?

- ➡ In strengths, tell your top 3 qualities. Explain briefly all three qualities.
- ➡ In weakness, tell at least one weakness along with solution that how you are working on that weakness. Give a good explanation.

**3**

## Why do you want to join my company?

- ➡ By this question, the interviewer wants to see that how much research you have done on his/her company and what made you so interested in the company.
- ➡ Following points should be shared in the answer:



Information about the Company.

What interests you the most in the company.

How the company is different from the other companies in the same sector.

# 4

## Why should we hire you?

- By this question, the interviewer wants to see that how you are the best fit for the position you are applying for.
- Following points should be shared in the answer:



Skills (Should be linked with the post)

Qualities (Should be linked with the post)

Experiences (Should be linked with the post)

- Share minimum 3 for each category with good explanation.

## Practice

- Prepare all 4 questions and practice mock interview.

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**"A different language is a different vision of life."**  
**Federico Fellini**

**"The limits of my language mean the limits of my world."**  
**Ludwig Wittgenstein**

**"He who knows no foreign languages knows nothing of his own."**  
**Johann Wolfgang von Goethe**

**"To have another language is to possess a second soul."**  
**Charlemagne**