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Thinking about Language

I. Match the compound words under 'A' with their meanings under 'B'. Use each in sentence.

| A                | B   |
|------------------|---|
| 1. Heartbreaking | obeying and respecting the law                            |
| 2. Homesick      | think about pleasant things, forgetting about the present |
| 3. Blockhead     | something produced by a person, machine or organisation   |
| 4. Law-abiding   | producing great sadness                                   |
| 5. Overdo        | an occasion when vehicles/machines stop working           |
| 6. Daydream      | an informal word which means a very stupid person         |
| 7. Breakdown     | missing home and family very much                         |
| 8. Output        | do something to an excessive degree                       |

Answer:

| A                | B   |
|------------------|---|
| 1. Heartbreaking | producing great sadness                                   |
| 2. Homesick      | missing home and family very much                         |
| 3. Blockhead     | an informal word which means a very stupid person         |
| 4. Law-abiding   | obeying and respecting the law                            |
| 5. Overdo        | do something to an excessive degree                       |
| 6. Daydream      | think about pleasant things, forgetting about the present |
| 7. Breakdown     | an occasion when vehicles/machines stop working           |
|                  |   |

|           |   |
|-----------|---|
| 8. Output | something produced by a person, machine or organisation |
|-----------|---|

II. 2. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings.

- (i) plunge in - speak or write without focus
- (ii) kept back - stay indoors
- (iii) move up - make (them) remain quiet
- (iv) ramble on - have a good relationship with
- (v) get along with - give an assignment (home work) to a person authority (the teacher)
- (vi) calm down - compensate
- (vii) stay in - go straight to the topic
- (viii) make up for - go to the next grade
- (ix) hand in - not promoted

Answer:

(i) plunge in – go straight to the topic

Since no one would understand a word of my stories to Kitty if I were to plunge right in, I'd better provide a brief sketch of my life, much as I dislike doing so.

(ii) kept back – not promoted

The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back.

(iii) move up – go to the next grade

The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back.

(iv) ramble on – speak or write without focus

Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

(v) get along with – have a good relationship with

I get along pretty well with all my teachers.

(vi) calm down – make (them) remain quite

Even G.'s pleading advances and my angry outbursts can't calm them down.

(vii) stay in – stay indoors

I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out.

(viii) make up for – compensate

This birthday celebration in 1942 was intended to make up for the other.

(ix) hand in – give an assignment (homework) to a person in authority (the teacher)

I handed it in, and Mr Keesing had nothing to complain about for two whole lessons.

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III. 1. Here are a few sentences from the text which have idiomatic

expressions. Can you say what each means? (You might want to consult a dictionary first.)

- (i) Our entire class is quaking in its boots. \_\_\_\_\_  
(ii) Until then, we keep telling each other not to lose heart.

\_\_\_\_\_  
(iii) Mr Keeping was annoyed with me for ages because I talked so much. \_\_\_\_\_

(iv) Mr Keeping was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. \_\_\_\_\_.

Answer:

(i) Our entire class is quaking in its boots. Shaking with fear and nervousness.

(ii) Until then, we keep telling each other not to lose heart. Not to lose hope.

(iii) Mr. Keeping was annoyed with me for ages because I talked so much. Since a long time.

(iv) Mr. Keeping was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. He was outwitted by her.

2. Here are a few more idiomatic expressions that occur in the text. Try to use them in sentences of your own.

- (i) caught my eye    (iii) laugh ourselves silly  
(ii) he'd had enough    (iv) can't bring myself to

Answer:

(i) caught my eye

A small red car passing by caught my eye.

(ii) he'd had enough

Tom had a hard time raising enough money build the orphanage he'd promised to build.

(iv) laugh ourselves silly

One girl said something funny, and we laughed ourselves silly.

(v) can't bring myself to

I can't bring myself to eat anything but chocolates.

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IV. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the following expressions using the word 'heart'. Use each of them in a sentence of your own.

1. break somebody's heart
2. close/dear to heart
3. from the (bottom of your) heart
4. have a heart
5. have a heart of stone
6. your heart goes out to somebody

Answer:

1. break somebody's heart – to upset somebody deeply

It has unfortunately become very easy these days to break somebody's heart.

2. close/dear to heart – something or someone who is near and close to you

The drawing given to me by my little daughter is very close to my heart.

3. from the (bottom of your) heart – genuinely meaning or feeling something

He loved his son from the bottom of his heart.

4. have a heart – to evoke the feeling to help someone in distress  
The poor beggar asked the rich man to have a heart and give him something to eat.

5. have a heart of stone – to not feel anything or any sentiment  
The cruel landlady has a heart of stone as she beats up her children.

6. your heart goes out to somebody – to sympathise with someone else and understand his feelings and distress  
My heart goes out to the little girl who lost both her parents in a car accident.

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V. 1. Make a list of the contracted forms in the text. Rewrite them as full forms of two words.

For example:

I've = I have

2. We have seen that some contracted forms can stand for two different full forms:

I'd = I had or I would

Find in the text the contracted forms that stand for two different full forms, and say what these are.

Answer:

(i) I've – I have

(ii) Doesn't – does not

(iii) Won't – would not

(iv) I'm – I am

(v) Don't – do not

(vi) Can't – cannot

(vii) it's – it is

(viii) That's – that is

(ix) I'd – I would

(x) Didn't – did not

(xi) Who'll – who will

(xii) You're – You are

(xiii) We'll – We will

(xiv) There's – there is

(xv) He'd – he had

(xvi) Who's – who is

(xvii) Haven't – have not

2.

(i) I'd – I had or I would

(ii) He'd – He had or he would

\*\*\*\*\* END \*\*\*\*\*