



ENGLISH
TIME
team

Language Mentorship Workbook

Board For Student Welfare

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Premise - Level 1

This part is the most basic and exposes the mentee to basic English. This won't cover the technicalities necessary to frame perfect sentences, but it will cover talking/communicating in phrases. The mentee will be exposed to the alphabet, numbers, basic nouns, verbs, adjectives, etc. After covering the theoretical portion of this part, have students install Merriam-Webster dictionary app, which tells how to pronounce words. Also, it would be better to have/install a translating app (like Google translate) so that in the outside world, the mentee can communicate using it in the beginning.

As part of the exercises, conduct the ones provided with this level. You should also make sure that the mentee is able to write the newly learnt words/phrases. Whenever you are covering the provided content, you can give additional exercises wherever necessary to ensure enough practice for the mentee. Also keep in mind that the portions of level 1,2 and 3 should be covered thoroughly before minor 1.

Numbers

-Teach how to spell and pronounce the first 10 numbers (encourage the student to spell them first) starting from zero and multiples of 10 till 90.

-Explain decimal keywords ("tens digit", "thousands digit", "place value", etc).

-Illustrate how you can tell any number just by collecting together words of place values.

(Also point out exception: 14000 may be interpreted by the student as "one ten thousand 4 thousand").

-Teach "lakh", "crore", "million", "billion".

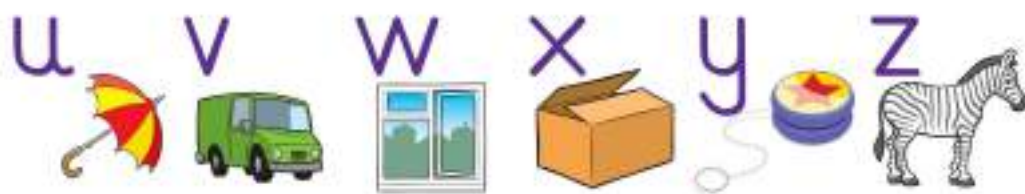
-Teach other keywords: "minus", "point", "negative", "positive", "divided by" and illustrate pronunciation of decimal numbers and fractions: 10.23, -27, $\frac{3}{4}$, etc.

-For telling the time, introduce new words: "minutes", "seconds", "hours", "quarters", "half", "three-quarters", "a.m.", "p.m".

Exercise:

Draw clocks showing different time and ask the student to tell the time in English. (Also introduce another way of telling time: "10:45 as quarter to 11", "10:15 as quarter past 10").

Alphabet A-Z



Letters A-D

1 Listen, point and say. Write.

a

apple

A



b

bag

B



c

cat

C



d

dog

D



a a a

A A A

b b b

B B B

c c c

C C C

d d d

D D D

a A b B c C d D a A b B c C d D

Letters E-H

1 Listen, point and say. Write.

e

egg

eee

E



EEE

f

fish

fff

F



FFF

g

girl

ggg

G



GGG

h

hat

hhh

H

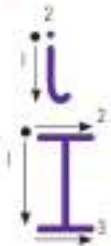


HHH

eEfFgGhH eEfFgGhH

Letters I-L

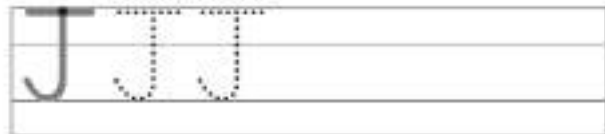
1 Listen, point and say. Write.



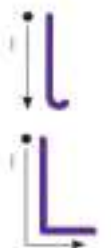
insect



jug



kitten



lemon



i j J k K l L i j J k K l L

Letters M-P

1 Listen, point and say. Write.

m

man

M



m m m

M M M

n

nut

N



n n n

N N N

o

orange

O



o o o

O O O

p

pen

P



p p p

P P P

m M n N o O p P m M n N o O p P

Letters Q-T

1 Listen, point and say. Write.

q

queen

Q



q q q

Q Q Q

r

rabbit

R



r r r

R R R

s

sun

S



s s s

S S S

t

taxi

T



t t t

T T T

q Q r R s S t T q Q r R s S t T

Letters U-X

1 Listen, point and say. Write.

u

umbrella

u u u

U



U U U

v

van

v v v

V



V V V

w

window

w w w

W



W W W

x

box

x x x

X



X X X

u U v V w W x X u U v V w W x X

Letters Y-Z

1 Listen, point and say. Write.



yo-yo



y	y	y
Y	Y	Y



zebra



z	z	z
Z	Z	Z

2 Find and circle y and z.



yYzZ yYzZ yYzZ yYzZ

300 Basic English Sentences

Five “w”: what, who, which, why, where, and one “How”

This is, That is, These are, Those are,

- 1 This is a book.
- 2 This is not a book.
- 3 Is this a book?
- 4 What is it?
- 5 That is a pencil.
- 6 That is not a pencil.
- 7 Is that a pencil?
- 8 What is that?
- 9 These are books.
- 10 These are not books.
- 11 Are these books?
- 12 What are these?
- 13 Those are pencils.
- 14 Those are not pencils.
- 15 Are those pencils?
- 16 What are those?
- 17 What is your address?
- 18 What's your name?
- 19 What color is this?
- 20 What size is that?
- 21 What day is today?

- 22 Milk is good for you to drink.
- 23 This yard is full of children.
- 24 What is this in the picture?
- 25 One is strong. The other is weak.
- 26 That's a good idea.
- 27 That's very kind of you.
- 28 What he said is something.
- 29 All you have to do is add the letters.
- 30 To do as you suggest would be out of the question.
- 31 That is exactly what we want to learn.

The verb to be , I am, You are, he/she/it is, we are, you are, they are (present)

I was, You were, he/she/it was, we were, you were, they were (past)

I will be (I should be), You will be, he/she/it will be, we will be, you will be, they will be, I would be, you would be, he/she/it would be, we would be, you would be, they would be

- 34 I am a girl.
- 35 I am not a girl.
- 36 Are you a girl?
- 37 Who are you?
- 38 How old are you?
- 39 How are you?
- 40 Where are you?
- 41 My father is in his office.
- 42 Who's that man over there?

- 
- 43 I'm eight.
- 44 It is seven. It must be seven.
- 45 It's very cold.
- 46 It is difficult.
- 47 It is wonderful.
- 48 It's ten o'clock.
- 49 It is time for you to get up.
- 50 I'm interested in this book.
- 51 I'm very fond of you as a friend.
- 52 I'm thirsty.
- 53 I'm busy right now.
- 54 I'm afraid. I'm sure. I'm sorry.
- 55 I'm glad you like it. (I'm glad to hear your good news.)
- 56 I'm ready for breakfast.
- 57 I'm good at tennis.
- 58 What time is it?
- 59 It's two minutes past six.
It's half past seven.
It's a quarter past five.
It's two minutes to six.
It's two sharp.
It's 6:30.
- 60 How many are they?
- 61 How many flowers are there?
- 62 How much rice is there?
- 63 Who is your father?
- 64 Are you sure?
- 65 What are you afraid of?
- 66 It's in the sky. (near my home/on the sea/on the left of TV /
on the right/behind her / in front of TV / by desk / beside her /
under the tree / on the table / in the room)

67 The car is near the tree.

68 Your hat looks very nice.

The verb to have

I have, you have, he/she/it has, we have, you have, they have

(present)

I had, you had, he/she/it had ...

69 I have a pencil and two books. (a pair of shoes/a pair of slippers/a pair of scissors/a cup of tea/two packets of sugar/a piece of chalk/a bag of rice/a slice of bread/a bowl of soup/a box of matches/a lot of rice/a great deal of water)

70 I do not (=don't) have a red pencil.

71 Do you have any pencils? ((England) Have you any pencils?)

72 What do you have? ((England) What have you?)

73 How many sisters do you have?

74 Do you have anything to eat?

75 He has some letters for your father?

76 My sister has a cup.

77 I have a lot of things to eat.

78 I have toothache. (stomach- ache/a cold/a cough/a fever/a sore throat/heart trouble/liver trouble/a headache)

79 I have no time to see you.

80 We have a car waiting outside.

81 I'll have some soup.

There is, There are;

There was, There were; There will be; There would be;

There must be ...

- 82 There is book on the table.
83 There is not any book on the table.
84 Is there any book on the table?
85 What is there on the table?
86 There are two pencils in my box.
87 There are not any pencils in my box.
88 Are there any pencils in your box?
89 What is there in your box
90 There are seven days in a week.
91 How much rice is there?
92 Here are a few letters for you to learn.
93 There's a telephone call for you.
94 Does Miss Lee stay here?
95 There won't be many teachers going to the party.
96 Will there be a birthday party in the home?

Verb

I open, I don't open (he doesn't open), do you open, what do you open?

I opened, I didn't open, did you open, what did you open?


I will open, I won't open, will you open, what will you open?

I am opening, I am not opening, are you opening, what are you opening?

I have opened, I haven't opened, have you opened, what have you opened?

I have been working, I haven't been opening, have you been opening, what have you opening?

- 
- 97 I open the door.
- 98 I don't open the door.
- 99 Do you open the door?
- 100 When do you open the door?
- 101 He opens the door.
- 102 He doesn't open the door.
- 103 Does he open the door?
- 104 When does he open the door?
- 105 I opened the door.
- 106 I didn't open the door?
- 107 Did you open the door?
- 108 When did you open the door?
- 109 I will open the door. I shall open the door.
- 110 I will not (=won't) open the door.
- 111 Will you open the door?
- 112 When will you open the door?
- 113 I'm opening the door. You are opening the door. He is opening the door...
- 114 I'm not opening the door?
- 115 Are you opening the door?
- 116 When are you opening the door?
- 117 The door is opened.
- 118 The door is not opened.
- 119 Is the door opened?
- 120 I have opened the door. (He has opened the door)
- 121 I have not (=haven't) opened the door.
- 122 Have you opened the door?
- 123 When have you opened the door?
- 124 The door has been opened.
- 125 The door has been opening.
- 126 What are you listening to?
- 127 Whom are you writing to?

- 
- 128 What are you talking about?
129 What are you thinking about?
130 What do you need it for?
131 What are you looking for?
132 Where do you come from?
133 Has he come?
134 When did you come?
135 Have you seen him?
136 Where did you see him?
137 Have you spoken to him?
138 What did he tell you?
139 I have lived in Shanghai for a long time.
140 I have bought the car.
141 Has your brother come from Paris?

The verb to get:

- 142 I must get myself a new pair of glasses?
143 Get me two pounds of tomatoes.
144 I get here at 11.
145 Get the teacher to explain it to you.
146 I can't get this lift to work.
147 It's getting dark.
148 You're getting fat.
149 Don't get excited!
150 You'll get used to it.
151 Did you get that?
152 I don't get you.
153 Get in! Get on!

- 154 I've got to go now.
- 155 Have you got a match?
- 156 He said he always carried a gun.
- 157 He said the telegram had arrived at noon
- 158 She promised she would reserve a room for me.
- 159 He said he didn't want to hire a car.
- 160 He assured me he would keep his promise.
- 161 This vase is made of glass.
- 162 Is this bridge made of wood?
- 163 What are these things made of?
- 164 Do you like to have some coffee?
- 165 Would you like to have some coffee?
- 166 I work for the bank.
- 167 I put on my slippers.
I go to the bathroom.
I take a shower.
I brush my teeth.
I comb my hair.
I go back to bedroom.
I begin to dress.
I put on my underclothes, shirt and trouser.
I take off my slippers and put on my socks and shoes.
I tie my tie.
I close the window.
I turn off the light.
I leave my house to go to the school.
I get on (off) the bus.
Do you understand?

- 168 Could you come to dinner?
169 What time do you get up every day?
170 Where were you born?
171 Would you say slowly, please?
172 What do you call 铅笔 in English?
173 How do you say 铅笔 in English?
174 How do you like it?
175 What are you doing?
176 Where are you going to?
177 Could you tell me what time it is?
178 How long did it take?
179 What do you see with (hear, smell, eat)?
180 Do you mind if I smoke?
181 I don't think he will win this game.
182 I will pick you up in front of the hotel.
183 It takes place in a school.
184 Perhaps you've heard of him.
185 The sooner I get to bed the better.

To, ing as object

- 186 I want to eat.
187 I want you to tell me this.
188 You have to share it with other tenants.
189 You don't have to carry much cash.
190 I'd like to be called at 7.
191 You ought to do it
192 You'd better wear a light jacket.
193 We should be able to resolve our differences.
194 All this is due to our change in teaching
methods
195 Most scientists tend to agree with me.
196 It's likely to rain.

- 197 Today we are going to hear the report.
198 I need to look at your car.
199 Would you like to go out and get something to eat?
200 She hopes to get a job.
201 You make me happy.
202 It makes me forget all my problems.
203 He is trying to imitate the speaker's pronunciation.
204 This should help you to remember it.
205 You ask some body to tell you the time
206 I prefer to go to school.
207 She starts working at 7.
208 Why don't we go dancing?
209 Have you finished cleaning hall?
210 He continued talking.
211 You find people expressing many different opinions.
212 Why do you keep asking such an obvious question?
213 I must have my TV set checked.

Command sentence: Open the door, Let's go

- 214 Open the door, please. Close the window, please
215 Don't open the door!
216 Let's go!
217 Let me take you out for dinner.
218 How beautiful she is!
What a beautiful girl she is.
219 Sit down, please!
Stand up!
220 Get off the bus!
Get on the bus!
Get in the taxi (car)!

Get out of the car.

- 221 Turn off (on) the light. 222 Go downstairs! (Go upstairs!)
Look at the blackboard!
Look at me!
Hurry up!
Hold on!
Wait a minute.
- 222 Don't be nervous!
Don't worry about it!
- 223 Yes or no?
Not at all.
Never do that!
- 224 Good heavens!
Good gracious!
Ridiculous!
- 225 Thank you very much.
Thank you for helping me.
- 226 Excuse me
Good morning! (noon, evening, night)
See you tomorrow. (See you again)
- 227 Damn
Disgraceful!
Shut up!
Don't be silly!
- 228 Tell me in your own words.
- 229 Listen to the recording.
- 230 Help yourself
Hand me the hammer.
- 231 Give me a break!
Never mind.

- 232 That's right!
All right!
OK Very good!
That's too bad!
Is that it?
That will do.
- 233 Mind your own business! 233 I beg you pardon. (pardon?)
- 234 Why not?
Why me?
Why not me?
- 235 Have a cigarette, won't you?
Have a nice weekend (have a trip, have a good day)
- 236 Pleased to meet you (Nice to meet you)
- 237 Same to you. (You too)
Just so so
So am I
So can I
So do I
So did I
Neither am I
Neither can I

The small Verb: can, may, must ...

- 238 I can open the door. (I can't open the door.)
- 239 Can I open the door? (What can I open?)
- 240 Could I open the door?
- 241 Can't you open the door?
- 242 Why can you open the door?
- 243 Could you tell me what time it is?

- 244 Could you tell me the way to the station?
245 Could you spell it?
246 What can't a deaf man do?
247 Can you help me?
248 What can I do for you?
249 We can't get there on time.
250 They can be divided into three groups.
251 I can do what you said.
252 May I come in?
May I sit down?
May I offer a suggestion?
May I use your pencil?
May I take this chair?
May I have some water?
They may come in handy one day
253 You must know the sound of each letter in the English
alphabet.
254 We may have good reason to be proud of ourselves.

Comparing sentence: He is younger than I

- 255 He is younger than I.
256 He has more brothers than I.
257 I have fewer brothers than you.
258 He drinks more water than I.
259 I drink less water than him.
260 He is as well as you.
261 Your car is as fast as mine.
262 It was the most exciting match I've ever seen.

- 263 Which is deeper a lake or an ocean?
264 Which is faster a train or a bus?
265 He is not so tall as I.
266 I prefer to go rather than to stay.

The stress sentence: It's ...

- 267 It is very useful to listen to Lesson One again.
268 It's time to watch TV.
269 It would be quite impossible to enumerate all the things.
270 It is necessary that he should be sent there at once.

The conditional sentence and virtual sentence: if... , wish

- 271 If you go there, you will find him.
272 If you went there, you would find him.
273 If you had gone there, you would have found him.
274 I won't believe it unless I see it with my own eyes.
275 I wish I were a bird.
276 I wish I had met my uncle yesterday.
277 I wish I could go and visit my aunt tomorrow.
278 I'm sorry to interrupt you.
279 I gave the students a chance to say a few words too.
280 You remember the sound [i] appearing in words like six, difficult.
281 I've got a taxi waiting outside.
282 I hope you won't find it all too difficult to understand and to remember.
283 I wish I could talk to you about art.

Short phase and sub-sentence

284 To form the present perfect you use the present tense to the verb 'to have'.

285 To give you now an example of another American voice, here is a young lady from Iowa who will teach you.

286 Who wrote the famous book titled "Treasure Island"?

287 To save you such embarrassment, here are a few simple rules about writing.

288 You would somehow manage to make yourself understand what other people said to you.

To do as you suggest would be out of the question.

289 I think we've just enough time to learn a few more irregular verbs.

290 We shall devote today's lesson to the study of ONE English verb 'to get'.

291 Looking at the last few lessons, I see we have taken a big step.

Keeping one's promise is something we should all do.

292 I take ten minutes to get there.

293 After he arrives, we'll all come out.

294 When he comes, I'll bring him there.

295 I won't say anything until you tell him.

296 I won't phone my friend till Bob arrived.

297 I haven't heard anything about him since you wrote to me last month.

298 As soon as we got there, we started working.

299 I'll stay here until you come back.

300 I have only a few seconds left in which to remind you that your work on these lessons is by no means over.

- 301 Read as many English books as you possibly can.
- 302 What you call a 'vest' is an 'undershirt' to us.



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Premise - Level 2

This level includes technicalities to perfect sentence framing. After this level, the mentee should be able to frame complex sentences with nouns, verbs, adjectives, etc in different voices (active and passive), connect sentences meaningfully to form short paragraphs, and write them. While covering this part, start talking to the mentee in English and encourage them to try the same. Speaking and listening will certainly fill in the gaps, so also watch videos (with subtitles) containing elementary English. This level also includes telling the mentee about the IIT campus. The mentee should know all important places (like Bharti Building, SAC, etc) by text. This enables them to read notices, event posters, etc by themselves. You can use the material provided by BSW at the start of the semester to do the same. Also, you should conduct a separate session telling about the courses and how to read the course structure.

At the nearing end of this level, if the mentee can form short paragraphs, have him/her install Grammarly. This will autocorrect the written paragraphs at necessary places. This will help the mentee to understand the importance of technology in learning English and should be encouraged to practice using it regularly.

As part of exercises, expose mentee to complex sentences as provided. Also read short stories (like Aesop's Fables), by which the mentee should get the idea/moral of the same. After completing this level, the mentee is ready to implement English effectively without grammatical errors.

Singular - Plural Nouns

Points to be noted while teaching:

There isn't much to teach but just to identify the types of nouns as per pattern mentioned to determine singular/plural of given noun. You can straightaway show the pages of the workbook as this section will have tables and some exceptions in the end.

Ending of word	Plural-removal and addition	Examples
Vowel (other than o)	Add 's'	Bee - bees Banana - bananas Apple - apples
Consonant (other than y)	Add 's'	Bed - beds Pen - pens
ss,sh,ch,x	Add 'es'	Class - classes Dish - dishes Church - churches Box - boxes
Vowel + y	Add 's'	Boy - boys Day - days
Consonant + y	Remove 'y' and add 'ies'	Lady - ladies Story - stories
Vowel + o	Add 's'	Radio - radios Stereo - stereos

Consonant + o*	Add 'es'	Tomato - tomatoes Mosquito - mosquitoes
f or fe**	Remove 'f' or 'fe' and add 'ves'	Leaf - leaves Knife - knives

The following are some nouns which do not fall in any category mentioned above:

Some nouns have a vowel change in plural form:

Ex - man - men

Woman - women

Tooth - teeth

Foot - feet

Some plural forms are the same as singular forms:

Ex - sheep, fish, deer

Some plurals change very differently from singular:

Ex - child - children

Person - people

Mouse - mice

Some plural forms don't have singular forms:

Ex- pajamas, glasses(spectacles), scissors

Some words may appear to be plural of singular forms (in case of number words) but the plural form don't mean the exact number as the singular:

Ex - dozen means 12, but dozens is not an exact number. Hundred, thousand, million, billion also follow the same pattern.

Exercises :

Write plural forms of the following:

1.dish

2.country

3.half

4.book

5.boy

6.girl

7.bench

8.box

9.shark

10.stereo

11. knife

12. story

13. sofa

14. key

15. movie

16. squirrel

17. mosquito

18. lion

19. fly

20. cow

21. Policeman

22. Foot

23. Child

24. Sheep

25. fish

Sentences

Points to be noted while teaching:

- When the mentee is comfortable with understanding simple sentences as taught in level-1, start explaining the technicalities, which is more structural and thus will be easy to understand more complex sentences.
- Note that the definitions are obvious if you know the meaning of each word that is a type of a sentence. You should make sure that the mentee understands the meaning of the words “assertive”, “interrogative”, etc before explaining him the definitions. Also explain how the words can be used differently (like interrogative can be used as interrogation in some situations).

Types of sentences:

Assertive/Declarative : a sentence that makes a definite statement

Imperative : a sentence that describes an order or a request

Interrogative : a sentence that describes a question

Exclamatory : a sentence that expresses a feeling/emotion

Parts of a sentence:

Subject (about which the sentence is based)

Predicate (which tells about the subject)

It is not necessary for the subject to always come before the predicate:

Ex: Here comes the train.

Also, in some cases, the subject is understood so it is not mentioned generally, as with the cases of imperative sentences.

Ex: Can you shut the door on your way out?

Here, the subject is the person this sentence is addressed to.

Teaching Tips for Part of Speech:

The mentor can make small games to encourage application for parts of speech. For example, the mentor can start pointing to things in the room or say names of landmarks in the campus and ask the mentees to use adjectives to describe them, giving the best mentee some token reward.

Adverbs and adjectives are used to add flavour to speech. Let the mentee know that it's fine if he doesn't use them a LOT in the sentences.

A handy way to memorise parts of speech is by the following poem:

Three little words you often see,
Are articles – a, an, and the.

A noun's the name of anything;
As: School, garden, toy, or swing.

An adjective tells the kind of noun –
As: Great, small, pretty, white, or brown.

Instead of nouns the pronouns stand –
Her head, his face, your arm, my hand.

Verbs tell of something to be done,
To read, write, count, sing, jump, or run.

How things are done the adverbs tell,
As: slowly, quickly, badly, or well.

Conjunctions join words together,
As men and women, wind or weather.

The prepositions stand before
A noun, as at or through the door.

Parts of Speech

Words are divided into different kinds or classes, called Parts of Speech, according to the work they do in a sentence. Before we talk in detail about each part, it'll be helpful to have a brief idea of what each part does.

A Noun is a word used as the name of a person, place or thing.

Akbar was a great King.
Kolkata is on the banks of the river Hooghly.
The rose smells sweet.
The sun shines bright.
His courage won him honour.

An Adjective is a word used to add something to the meaning of a noun.

He is a brave boy.
There are twenty boys in this class.

A Pronoun is a word used instead of a noun.

John is absent, because he is ill.
The books are where you left them.

A Verb is a word used to express an action or state.

The girl wrote a letter to her cousin.
Kolkata is a big city.
Iron and copper are useful metals.

An Adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb.

He worked the sum quickly.
This flower is very beautiful.
She pronounced the word quite correctly.

A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.

There is a cow in the garden.
The girl is fond of music.
A fair little girl sat under a tree.

A Conjunction is a word used to join words or sentences.

Rama and Hari are cousins.
Two and two make four.
I ran fast, but missed the train.

Now, it's time we discuss each of the topics in detail. Go through each topic without fear, and in no time you will have a working grasp of what a sentence is majorly made up of.

NOUNS

A Noun is the name of a person, place or thing. A thing might include a quality(fear), a material(gold), a collection(herd, army), a state (adherence) and an action (cheat, mock, movement).

Nouns themselves don't come in just one type. Since they seek to talk about human affairs, and human affairs are extremely diverse, it helps to think of nouns in categories. Thus we may talk about nouns in five major categories:

1) Proper Nouns

A proper noun is the name of a particular person or thing, i.e. a name used for an individual person or place, river, or mountain etc.:

Mary, Rahul, Godavari, India, Everest

2) Common Nouns

A common noun refers to any and every person or thing of the same kind or class, not to a particular person or thing:

cow, dog, girl, boy, man, woman

Common nouns	Proper nouns
Girl	Latha
dog	Rover
man	Aslam

3) Collective Nouns

A collective noun is the name of a collection, group of people, or things of the same kind: class, team, government jury, federation

4) Material Nouns

A material noun is the name of a material, substance, or ingredient things are made of. They can be articles of food or drink as well:

iron, copper, steel, gold, coal, silver, rice, wheat, milk, water, tea, sugar

Note that material nouns are always uncountable nouns. For example, you may make an exact count of number of books (five books) but you cannot count the “number of milks” (we cannot say five milks)

5) Abstract Nouns

An abstract noun is the name of a quality, state, or concept:

beauty, sweetness, childhood, love

Countability of Nouns

There is a sense which we call countability. We can count the number of fingers in our hands, the number of films we watched last week. We can count the hours we studied before a minor (sometimes on the fingers of one hand). Such nouns (hours, fingers, films) are called Countable nouns.

Some entities we cannot count. We cannot say one milk, or two water, or five ink. We do not say ten butter and so on. Such nouns (milk, water, butter) are known as Uncountable nouns

Gender in Nouns

Gender (as in the English language, forgive the non-inclusion) is of four kinds:

Masculine (denotes male)

Feminine (denotes female)

Common (denotes both male and female)

Neuter (denotes neither male nor female)

Masculine	Feminine	Common	Neuter
boy	girl	Student	gold
man	woman	Teacher	rice
brother	sister	Doctor	flower
uncle	aunt	Child	River

Now we will proceed with some rules concerning the interconversion of Masculine and Feminine forms, which will be useful when you use English as a language.

- Adding *ess* to the masculine form :
Actor-actress, baron-baroness, heir-heiress, tiger-tigress
- Adding *she/girl/woman* to the masculine form:
inspector-she inspector, he-goat - she-goat, policeman-policewoman, statesman-stateswoman
- In many cases, the feminine form is quite separate from the masculine form. Such cases must be learned by reading and practice:
bachelor - spinster, gander-geese, gentleman-lady, brother-sister, dog-bitch, boy-girl

There are a number of nouns which have common gender, that is, they denote both the male and female counterparts. Some examples are as follows:
Ambassador, doctor, artisan, novelist, poet, cook, baby, secretary.
These also can best be learned by practice.

Questions:

- Q1. Name any ten nouns around you and classify them accordingly.
Q2. Give any two ways of making feminine nouns, with examples

PRONOUNS

Pronouns are there to make the language better to speak. It's used as a substitute for a noun, and is primarily used to avoid repetition of nouns. For example,
Suresh went to the market because Suresh wanted to buy a pen (this sounds weird)

Suresh went to the market because he wanted to buy a pen (this is better)

Kinds of Pronouns

For ease of understanding, it's helpful to think of pronouns in the following categories

1) Personal Pronouns:

I, we, you, he, she, it, they. These are furthermore divided into First Person, Second Person and Third Person.

2) Possessive Pronouns:

my, mine, our, ours, your, yours, her, hers, his etc. They are used to express ownership/possession/relationship.

3) Demonstrative Pronouns:

this, that, these, those. They are used to point to (demonstrate) people or things they stand for.

4) Reflective Pronouns:

It is formed by attaching self/selves to the objective form of the pronoun. Examples are myself, ourselves, yourself/yourselves, himself, herself.

5) Relative Pronouns:

who, whom, which, what, that. A relative pronoun relates or refers back to a noun or pronoun called its antecedent.

6) Indefinite Pronouns:

each, every, all, little, less, few, fewer, fewest, neither, either. This class is miscellaneous and contains many different pronouns

Questions:

Fill in the blanks with the right alternative:

- i) She doesn't obey ___ parents. (his, her)
- ii) It is ___ who has broken this chair. (he, him)
- iii) He is not such a man ___ can help us. (who, as)
- iv) I don't know the man ___ is standing there. (who, which)
- v) One shouldn't betray ___ friends. (one's, his)
- vi) ___ of the two sisters is married. (none, neither)
- vii) ___ of the two boys will get a prize. (anyone, either)
- viii) ___ of the two girls has short hair. (each, everyone)
- ix) Everyone of the guests has taken ___ seat. (his, their)
- x) He and I believe in doing ___ work sincerely. (my, our)
- xi) My watch broke ___ yesterday is now useless. (that, which)

Choose the right alternative and fill in the blanks:

- i) Who you food and money? (gives/does give)
- ii) What the accident? (did caused/caused)
- iii) What is she? She is . (Mary/a nurse)
- iv) He acquitted as a statesman. (well/himself well)
- v) is the tallest girl in the class? (Which/What)
- vi) is he speaking to? (Who/Whom) vii) he gone yet? (has/hasn't)
- viii) Do you know who ? (she is/is she)
- ix) They are looking at . (he/him)
- x) Who is he? He is . (a teacher/Rakesh)

III. Correct these sentences:

- 1. My father, that lives in France has sent me a watch.
- 2. It are they who create problems everywhere.
- 3. I haven't yet read the book who is lying on the shelf.
- 4. She is 0 e of those who does what she says.
- 5. One can't live all alone, can one?
- 6. They each wants to get a medal.
- 7. This is a fan and that is it's switch.
- 8. Do you know as to when will Jennifer get back?
- 9. Everyone of these two boys was rewarded.
- 10. I am the man who have won a prize.
- 11. I think foolish to tease a snake.
- 12. This is mine own car.
- 13. He always prides on his wealth.
- 14. He addressed to the chair.
- 15. Which colour is gold?

IV. Put a tick (✓) against the correct sentence.(s):

- 1. a) It was Anil who helped me.
b) It was Anil that helped me.
- 2. a) It is Shweta whom I want to see.
b) It is Shweta that I want to see.
- 3. a) This apple is green. I want red one.
b) This apple is green'. I want a red one.
- 4. a) Look at the boy who is in shorts.
b) Look at the boy that is in shorts.

- .5. a) He is the greatest thinker that was ever born.
b) He is the greatest thinker who was ever born.
6. a) They eat snakes, which is nauseating.
b) They eat snakes, which are nauseating.
7. a) A girl who has short hair she looks like a boy.
b) A girl who has short hair looks like a boy.
c) A girl that has short hair looks like a boy.
8. a) They enjoyed last night.
b) They enjoyed themselves last night.
c) They enjoyed themselves a party last night.
9. a) It is BBC giving you the news.
b) This is BBC giving you the news.

VERBS

Verbs are primarily concerned with action. They express something being done, or happening or existing.

It is useful to think of verbs in two broad categories

Main Verbs: read, write, eat, drink etc.

Auxiliary Verbs: I do, have, can etc.

All main verbs do not behave in a similar manner. For some it is easy to switch between the present and past tense; for others, the changes are quite random and best if we memorise them. Thus for convenience we think of main verbs in two main categories:

Regular Verbs: The past form of the verb is by adding d/ed to the simple present form. For example, live-lived, love-loved, call-called, pray-prayed

Irregular Verbs: The past forms of the verb are formed in a variety of ways. The best way to learn this is by reading and practice. For example, go-went-gone, give-gave-given, take-took-taken, sing-sang-sang. This example also has forms which represent regular verbs to a certain degree, but not completely, like fall-fell-fallen, mistake-mistook-mistaken, upset-upset-upset, understand-understood-understood.

To get an idea of the variation of tense and usage, it's best to consider a number of examples.

Anthony is throwing the football.

- She accepted the job offer.
- He thought about his stupid mistake in the test.
- John visited his friend for a while and then went home.

- The dog ran across the yard
- . • She left in a hurry
- . • She yelled when she hit her toe.
- The cat sat by the window.
- I'll play this song on my guitar.
- He hit a home run at the last game.
- In the summer, we will swim in our pool
- . • Will you help me with the laundry?
- He rode his new bike around the block for hours
- . • The horse trotted along the trail.
- We ate dinner then walked around the park
- . • Did you fix the mistake in your homework?
- She waited for her friend at the mall.
- She lay on the couch and slept there all night.
- Close the door!
- The bird sings a cheery song every morning.
- The teacher reads a book to her students then asks them questions about the story
- . • The roof on the house leaks.
- The lightning struck the tree.
- They bought a new house.

CONJUNCTIONS

A sentence can have more than one idea. Also, sometimes the one idea in a sentence is broken down into a number of parts. Thus we need connector words, to join the different parts of a sentence to convey the one big idea. A conjunction is a word that joins words, phrases or clauses.

Examples: also/too, besides, hence, however, likewise, moreover, otherwise, so, still, then, though, thus, yet, only, equally, similarly, on the other hand, on the contrary.

They relate the meanings/ideas of the sentences they connect.

The following examples seek to illustrate the usage:

God made the country and man made the town.

Our hoard is little, but our hearts are great.

She must weep, or she will die

Two and two make four.

Take the umbrella, otherwise you will wet.

The offer was good, still he refused.

Prepositions

A preposition adds a lot of precision to the language. Often we are concerned with more than something just existing; we want to know where it is. We want to know where something occurs, why did it occur. To be more precise, A preposition is a word usually placed before a noun or pronoun to show place, time, cause, purpose, or means.

For example,

He lives in Delhi.

I will meet you at 6 p.m.

You need to leave early in order to arrive on time.

Examples of Prepositions

There are five different types of prepositions:

Simple prepositions

Double prepositions

Compound prepositions

Participle prepositions

Phrase prepositions

Simple Prepositions

Simple prepositions are words like at, for, in, off, on, over, and under. These common prepositions can be used to describe a location, time or place.

Some examples of common prepositions used in sentences are:

He sat on the chair.

There is some milk in the fridge.

She was hiding under the table.

The cat jumped off the counter.

He drove over the bridge.

She lost her ring at the beach.

The book belongs to Anthony.
They were sitting by the tree.
We are running in the gym today.
The sun is above the clouds.
She lives near her workplace.
She drew the picture with a crayon.
He swam at the lake.
I walked down the street.
We located the key for the lock.
The car went through the tunnel.
I got a package from a friend.
I have liked that song since 1999.
She put the flowers by the window.
The food was placed on the table.

Double Prepositions

Double prepositions are two simple prepositions used together, often indicating direction. Some examples are into, upon, onto, out of, from within.

Once upon a time, there was a beautiful princess.
The baby climbed onto the table.
It is up to us to find the answer.
The loud noise came from within the stadium.
She never leaves without her phone.
The bird sat atop the oak tree.
The caterpillar turned into a butterfly.
I was unable to get out of the appointment.

Compound Prepositions

Compound prepositions (or complex prepositions) consist of two or more words, usually a simple preposition and another word, to convey location.

Some examples are in addition to, on behalf of, and in the middle of.

She sat across from Marie.

I attended the meeting on behalf of my company.

We were in the middle of the storm.

He has gym class in addition to his regular classes today.

He picked up the penny from beneath the couch.

Aside from singing, she also plays the piano at the bar.

My car is parked in front of the mailbox.

The weather will be good this weekend according to Tom.

Participle Prepositions

Participle prepositions have endings such as -ed and -ing. Examples are words such as considering, during, concerning, provided.

She is interested in anything concerning horses.

He works one job during the day and another at night.

The dog kept following him home.

All the neighbors were there including the new one.

The principal was asking questions regarding her behavior.

Considering his age, he did a great job.

He was frustrated at the situation.

The teacher said no talking during class.

Phrase Prepositions

Phrase prepositions (or prepositional phrases) include a preposition, an object, and the object's modifier.

Examples include phrases like on time, at home, before class, and on the floor.

I will get to the conference on time.

The baseball game was canceled after the heavy rain.

John found his homework under the bed.
The children loved the gifts from their grandparents.
He succeeded with a little help.
We met to discuss the project before class.
She left muddy footprints on the clean floor.
According to his wishes, his funeral will be private.

Adverbs

Adverbs add something more to the meaning of the verb. Sometimes it's also used to add greater colour to adjectives and adverbs. For example,
Sheetal sang sweetly.
They secretly decided to get married.
He is purposely late.
She works extremely slowly.

Kinds of Adverbs

i) Adverbs of time

ago, since, back, before, early, soon, already, yet, still, today, tomorrow, then, lately, recently, once, one of these days, some day, now, by now, right away, nowadays
They indicate the time of an action and answer to the question when.

When did you buy this car? I bought it a week ago

ii) Adverbs of place/position

here, there, near, by, up, down, in, out, everywhere, nowhere, somewhere, anywhere, nowhere else, hither and thither

They are used to indicate the place of an action and characteristically answer the question where.

Where is your watch? It's here.

Where is your mother? She has gone out.

Note: Hither/thither used in isolation is archaic but the phrase hither and thither is idiomatic.

iii) Adverbs of manner

boldly, bravely, quickly, slowly, easily, badly, hard, fast, well
They express the manner of an action and answer to the question how? How is she typing? She is typing carefully.
How is he working? He is working slowly.

iv) Adverbs of frequency

always, ever, never, often, seldom, everyday, sometimes, occasionally, usually, normally, frequently, rarely, hardly, scarcely, once/twice a week etc.
They express the frequency of an action. They answer the question how often? She has always helped me.

I had never told a lie.

We rarely talk to each other.

Note: In traditional grammar they are called Adverbs of Number, but in current English they are called Adverbs of Frequency.

v) Adverbs of degree (Intensifiers)

Almost, very, very much, too, enough, so such, just.

They tell us about the degree to which something is done.

For example,

He has studied enough.

He almost crossed the finish line.

Find the adjective in the first sentence and fill the gap with the adverb.

Joanne is happy. She smiles _____ .

The boy is loud. He shouts _____ .

Her English is fluent. She speaks English _____ .

Our mum was angry. She spoke to us _____ .

My neighbour is a careless driver. He drives _____ .

The painter is awful. He paints _____ .

Jim is a wonderful piano player. He plays the piano _____ .

This girl is very quiet. She often sneaks out of the house _____ .

She is a good dancer. She dances really _____ .

This exercise is simple. You _____ have to put one word in each space.

Adjectives and Determiners

Adjectives say something more about a noun. It also has comparative and superlative forms, which we will also discuss in this chapter. Following are some examples:

They live in a beautiful house.

Lisa is wearing a sleeveless shirt today. This soup is not edible.

She wore a beautiful dress.

He writes meaningless letters.

This shop is much nicer.

She wore a beautiful dress.

Ben is an adorable baby.

Linda's hair is gorgeous.

This glass is breakable.

I met a homeless person in NY.

A significant feature of adjectives is that they can be graded. There are degrees of adjectives depending on the number of objects being compared. Thus there are three degrees of comparison: positive-comparative-superlative. Positive when we are talking about one, comparative about two and superlative when we are talking about three or more objects. Following are examples:

Bold-bolder-boldest, long-longer-longest, fine-finer-finest, easy-easier-easiest, dry-drier-driest, far-farther-farthest, beautiful-more beautiful-most beautiful.

Used in sentences, we can view them as follows:

Tom is tall, Tom is taller than John. Tom is the tallest boy in the class.

Determiner

A determiner signals the coming of a noun in a sentence. It can be thought of in the following categories:

Articles: a, an, the

Possessives: my, our, your, his, her, their, its. It is there to show what belongs to whom.

Demonstratives: this, that, these, those

Distributives: each, every, either, neither. They refer to each member of the class separately.

Number expressions: another, many, several, some, any, no, few, enough.

Quantifiers: much, some, no, any, little, enough

Interrogatives: what, which

Following are a number of examples:

The man is behaving so strangely.

These apples are good.

His father is out of the city.

Jim is her brother.

It's my book.

Which is your car?

Those mangoes are rotten.

This plan will work.

That place is so crowded.

The book is interesting.

Do you know its functions?

Who is your sister here?

Are you going to their house?

This is the person whose name is written here.

His idea is good.

Her performance was outstanding.

Aric came to our place yesterday.

Alice will buy that book.

Do you like this dress?

The movie was excellent.

Tenses

Points to be noted while teaching:

There will be no need to explain the need of tenses in regular life as the mentees are comfortable with the concept in their native language, a straight approach to explain the above keywords is advisable. Rest will be automatically sorted by the mentees themselves.

Make them comfortable with the meanings of keywords

("Present Continuous", etc)

It is advisable to first focus on the present tense and gradually move to other parts. First focus on present continuous as the mentee can easily describe what he is doing in the moment. Then move on to other subtypes. Also mention that you can sense a pattern in the types of sentences in general. Like for example the verbs in the continuous type have '-ing' attached to it in the prefix. This will help in framing sentences.

When the mentee is comfortable with the basic, gradually mention the technicalities. It is not necessary to mention it all now, you can always keep correcting and explaining the mentee's mistakes in the future.

Conduct exercises: Show a picture showing any activity (do not show the ones mentioned later that are exceptions!) and ask the mentee to describe what is happening in all the types of tenses mentioned above (as if he were the one performing the activity. Framing of sentences relative to other persons should be done later). Also conduct the supplementary exercises given in the exercises section. During exercises, it is possible that the mentee doesn't know a lot of verbs to convert them into different tenses. If this is the case, then sit with the mentee while solving, also educating him/her about the new verbs that are mentioned.

Types:

Past

Present

Future

Subtypes (under each type):

Simple: This is to show that you (do/did/will do) some activity

Continuous: This is to show a continuous/ongoing activity in respective time frame

Perfect: This shows an activity that began in the 'past' relative to the mentioned time-frame but has been completed relative to the mentioned time-frame

Perfect-continuous (can be taught later if the mentee is not comfortable): Same as Perfect but the activity continues to happen in the mentioned time-frame

PAST

PRESENT

FUTURE

SIMPLE

I walked

I walk

I will walk

CONTINUOUS

I was walking

I am walking

I will be walking

PERFECT

I had walked

I have walked

I will have walked

PERFECT-CONTINUOUS

I had been walking

I have been walking

I will/shall have been walking

Theory: Technicalities and exceptions

Till now, the sentences were framed in first person.

introduce the following where the verb is done by not only the first person.

The following are also present continuous tenses:

I am walking

You are walking

He/she/it is walking

We are walking

They are walking

Make sure the mentee is comfortable with there changes in all types of tenses

Tenses are also used in certain other situations

SIMPLE

Stating truths of nature

The sun rises in the east

To describe a scheduled event

The examination begins at 9 a.m

CONTINUOUS

Describing a future event

The train is arriving shortly on platform number 1

PERFECT

In asking questions which may have happened

Have you watched “Mr. Bean”?

PERFECT-CONTINUOUS

Also used to describe an event that has been finished

I have been teaching my students.

Exceptions**: The following verbs can be used in continuous tense without the suffix ‘-ing’:

Verbs of perception: see, hear, taste, smell, etc

Verbs of appearing: appear, look, etc

Verbs of emotion: want, wish, desire, etc

Verbs of thinking: think, suppose, believe, etc

Examples:

These mangoes taste sour.

I believe you are right.

Exercises for Tenses

1. If I _____ (find) a good job, I'll move to Madrid.
2. He met his wife when he _____ (work) in Brussels.
3. You can turn off the radio. I _____ (not listen) to it.
4. Where _____ (you / have) dinner yesterday?
5. This exercise is difficult. I _____ (help) you to do it.
6. What _____ (you / cook) tonight?
7. _____ (you / finish) your homework yet?
8. My father _____ (go) to the bank. He'll be back soon.
9. What _____ (they / do) at 9.00 last night?
10. It _____ (snow) when we _____ (leave) the library.
11. I usually _____ (listen) to the news in the car.
12. My cousin is a writer. He _____ (write) three novels.
13. Be careful! The baby _____ (put) those keys in his mouth!
14. When _____ (Barack Obama / become) president of the USA?
15. My students _____ (not listen) when I gave the instructions.
16. Gonzalo is thirsty! I _____ (get) him a glass of water!
17. If it _____ (not rain) we'd lie on the beach.

18. It's my birthday next week- Don't worry! I _____ (not forget) it.
19. I think it _____ (rain) this afternoon.
20. John _____ (speak) to Susan a minute ago.
21. If you ask him nicely, he _____ (help) you.
22. Would you like a coffee? No, thanks. I _____ (already / have) four cups today.
23. _____ (you / ever / have) an argument with your parents about clothes.
24. I'm sure they _____ (lose) the match.
25. My neighbour has broken his leg. He _____ (not play) tennis this weekend.
26. If I had the receipt, I _____ (return) these jeans.
27. What would you like? I _____ (have) some orange juice.
28. If my brother _____ (not arrive) soon, I'll send him a text message.
29. I _____ (not see) my grandparents since last summer.
30. If you found a purse, _____ (you / give) it to the teacher?
31. They _____ (be) in Chicago for 20 years.
32. I _____ (see) a wonderful film in the cinema last night.
33. The sun _____ (rise) at 6:38 yesterday morning
34. The sun _____ (shine) when the climber reached Mount Everest.
35. I promise that I _____ (not tell) this secret to anyone

36. Unfortunately, just as we got to the airport their plane _____ (take) off.

37. They _____ (go) to the movies only once in a while .

38. I was tired yesterday because I _____ (not sleep) well the night before.

39. Sh! Someone _____ (listen)to our conversation!

40. When I left the house this morning, it _____ (already rain)

41. I think Bob _____ (leave)for London this very moment.

42. The plane _____ (take)off in a few minutes.

43. I _____ up at 7 every morning but this morning I _____ long and I _____ up until 8. (get, sleep, not get)

44. I _____ (not wear) my watch because it is being fixed.

45. This _____ (be)an easy quiz so far.

ANSWER KEY

1.- find

2.- was working

3.- am not listening

4.- did you have


5.- will help

6.- are you going to cook

7.- have you finished

8.- has gone

9.- were they doing

- 
- 10.- was snowing / left
 - 11.- listen
 - 12.- has written
 - 13.- is putting
 - 14.- did Barack Obama
 - 15.- were listening
 - 16.- will get
 - 17.- didn't rain
 - 18.- won't forget
 - 19.- it's going to rain
 - 20.- spoke
 - 21.- will help
 - 22.- have already had
 - 23.- have you ever had
 - 24.- will lose
 - 25.- is not going to play
 - 26.- would return
 - 27.- will have
 - 28.- doesn't arrive
 - 29.- haven't seen
 - 30.- would you give

 - 31.- have been
 32. saw
 33. rose
 34. was shining
 - 35.will not tell
 - 36.was taking
 - 37.go
 - 38.had not slept
 - 39.is listening

- 40.was already raining
- 41.is leaving
- 42.will be taking/will take
- 43.get,slept,didn't get
- 44.am not wearing
- 45.has been

A large, light purple circular logo with the text "ENGLISH TIME team" inside. "ENGLISH" and "TIME" are in a white, bold, sans-serif font, while "team" is in a white, cursive font. The background of the logo features faint, stylized illustrations of London landmarks: the London Eye, Big Ben, a red brick building, and the Union Jack flag. There are also blue clouds scattered around the logo.

ENGLISH
TIME
team

- Q : This has led to the existence of family traditions called Gharanas.
 R : Music can be divided into Western classical, Hindustani classical, Carnatic classical, Folk etc.
 S : The main schools of classical music, Hindustani and the Carnatic, continue to survive through oral tradition being passed on by teachers to disciples.
 6 : This style gave an entirely new dimension to Hindustani classical music tradition.
 (a) SRQP (b) RSPQ (c) RSQP (d) SRPQ
5. 1 : The Indians are found in 136 countries a geographic spread that is unmatched.
 P : Many of the Indians besides being leading professionals have also made a mark in the political structures in their host countries.
 Q : People of Indian origin constitute more than 40% of the population in Fiji, Mauritius, Guyana and Suriname.
 R : In forty countries, the Indian population exceeds 500000.
 S : There are small minorities in countries like Malaysia, South Africa, Sri Lanka and Uganda.
 6 : In the beginning of the millennium, there were three Presidents, two Prime Ministers and over 300 legislators of Indian origin all over the world.
 (a) RSPQ (b) SPRQ (c) RQSP (d) SPQR
6. 1 : All plants that grow in the deserts are cleverly equipped to withstand the heat and make full use of what little water exists.
 P : However, there are occasional showers, but much of the water runs off swiftly instead of sinking into the ground.
 Q : Cactic and other succulents brilliantly solve the problem of storage of water.
 R : Instead of being leaves, they have extensive root system which is their life-savers.
 S : In the deserts, soil temperature may rise to very high level and the soil is often bone dry.
 6 : The great networks of roots, which remain close to the surface soak quickly any water that reach them.
 (a) SPQR (b) QRSP (c) SRQP (d) QPSR
7. 1 : Printing is a device for multiplying what is written by making copies of it.
 P : Little metal letters called type, are arranged in such a way as to form the words that you want to print.
 Q : The inked letters leave their marks upon the paper and these marks are the printed words.
 R : The letters are then inked over and sheets of paper are pressed down tight upon them.
 S : As many copies can be made of what is printed as there are sheets of paper.
 6 : In this way thousands of books make their way to the market.
 (a) PRQS (b) RQPS (c) PQRS (d) PQSR
8. 1 : The effect of books is two fold.
 P : Unless you can write it down, your poem or idea will probably die when you do.
 Q : They preserve knowledge in time and spread it in space.
 R : Suppose, for example, that you think of an important idea or a beautiful poem.
 S : Even if you do write it down, it perishes soon as the mice eat the paper.
 6 : But once printing had been discovered, it did not matter how soon you died or how many copies of what you had written were eaten by mice.
 (a) QPRS (b) SRPQ (c) QRPS (d) SPRQ
9. 1 : The accident occurred in just a moment.
 P : The cyclist was blinded by a bullockcart moving slowly in the opposite direction.
 Q : The cyclist from the main road did not notice it.
 R : The result was a head-on-collision.
 S : A speeding car came from a side road.
 6 : The cyclist was thrown a few feet away.
 (a) PQSR (b) SRPQ (c) PRSQ (d) SQPR
10. 1 : Man is a fighting animal as much as a thinking one.
 P : There is no denying the fact that somewhere in the blood of everyone of us there is a war-dance.
 Q : It is usually the weak and the cowardly who fight shy of war.
 R : It excites the inborn pugnacity in everyone.
 S : The sight of men fighting moves us strangely.
 6 : Their pacificism is only a cloak for their weakness.
 (a) QRSP (b) PSRQ
 (c) QSRP (d) PRSQ
11. 1 : It was dark and it was raining heavily.
 P : With a sigh of relief, the tiger crawled under the thatched roof and lay down by the door.
 Q : He was wet and cold and his home was far away.
 R : An old tiger ran through the rain looking for shelter.
 S : While hurrying to his shelter he saw an old hut.
 6 : Except for the sound of the rain, all was quiet.
 (a) RPSQ (b) SQRQ
 (c) RQSP (d) SPRQ

- 12. 1** : Tim Severin is a writer.
 P : Researching seafaring legends intrigues Tim.
 Q : Tim is as likely to be found before the mast as before a typewriter.
 R : Tim is very keen on the ancient story of the travels of Brendan.
 S : Tim cannot stop short of a total reconstruction of historic voyages.
 6 : Tim eventually found himself facing Atlantic Gale in a small boat.
 (a) QSPR (b) RPSQ (c) QPSR (d) RSPQ
- 13. 1** : When he was only three years old, Mozart could pick out melodies on a clavichord.
 P : While he was a very young child, he had started to compose music.
 Q : He published the first composition when he was twelve.
 R : By seven he had learned to play the violin and organ without instruction.
 S : By the time he was a young man, he had played at concerts in most of Europe's great cities.
 6 : It was evident that he was a prodigy and a musical genius
 (a) PRQS (b) RPQS (c) PRSQ (d) RPSQ
- 14. 1** : Diagnosis is an important component of health care.
 P : Then came the stethoscope, the micro- scope, laboratory tests with chemicals, screenings and X-rays.
 Q : The first barometer to be used in determining a health condition was the pulse and along with it, the tongue, throat and eyes.
 R : Diagnostic facilities are the single most important qualitative element missing in our rural health services.
 S : Now diagnostic technology includes ultrasonic gadgets and nuclear equipments which have found their way into some of our urban hospitals.
 6 : Doctors at rural health centres are left to rely on their own clinical skill and the stethoscope to determine the nature and extent of an illness.
 (a) QSPR (b) RPSQ (c) QPSR (d) RSPQ
- 15. 1** : Time is our tyrant.
 P : We are chronically aware of the moving minute hand, even of the moving second hand.
 Q : There are trains to be caught, cards to be punched, tasks to be done in specified periods, records to be broken by fraction of a second.
 R : Our consciousness of the smallest unit of time is now acute.
 S : We have to be.
 6 : To us, for example, the moment 8.17 a.m. means something-something very important, if it happens to be the starting time of our daily train.
 (a) SPRQ (b) PSRQ (c) SPQR (d) PSQR
- 16. 1** : There are a number of bad habits which poor readers adopt.
 P : Of course, there must be vigorous mental activity.
 Q : But extra body movements, such as pointing with the fingers or moving the lips, do not help reading.
 R : In efficient reading, the muscles of the eye should make the only external movement.
 S : Most of these involve using extra body movement in the reading process.
 6 : Young children and very poor readers often point with a finger at each word in turn.
 (a) SRPQ (b) PQSR (c) PRSQ (d) SQPR
- 17. 1** : Materially advertisements do us no good.
 P : The advertisements tread closely on their heels and destroy its effect.
 Q : Spiritually they are one of the worst avoidable evils.
 R : Our buildings are covered with prints and pictures that distract and weary us.
 S : Architects might give their designs dignity or the beauty of pattern.
 6 : They have but one requirement that their intrusion should be conspicuous.
 (a) RQPS (b) QRPS
 (c) RQSP (d) QRSP
- 18. 1** : Both Rattan and his son Moti were idlers and did not like to do any work.
 P : The result was that their idleness increased all the more.
 Q : His wife had introduced order and industry in the house.
 R : Rattan's wife had died long ago, Moti had married in the preceding year.
 S : She would work herself to death and earn the daily feed for both of them.
 6 : In fact, they prided themselves on their inactivity and idleness.
 (a) SPRQ (b) SQRQ
 (c) RQSP (d) RPSQ
- 19. 1** : A hundred metres further along the trail Mahesh and Rohini stopped short.
 P : They had shouted and waved and watched through binoculars as the mother bear reared up and roared at them.
 Q : Two bear cubs were playing in the creek gully about 20 m to their right.
 R : They had enjoyed the roaring of the mother bear as a distance of a kilometre and a half separated them.
 S : The day before, they had seen a mother bear and two cubs.

Directions (Q. Nos. 26–60) *In the following items, each passage consists of six sentences. The first sentence (S₁) and the final sentence (S₆) are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled P, Q, R and S. You are required to find out the proper sequence of the four sentences.*

26. S₁ : It was Saturday.

S₆ : The children had already bought roasted gram and peanuts to get into a picnic mood.

P : A taxi carried us all to the zoo.

Q : They wanted to be taken out and we decided to take them to the local zoo.

R : My sister's two young children were at our house.

S : We bought the tickets and entered the zoo.

Which one of the following is the correct sequence?

- (a) RQSP (b) RPQS (c) RQPS (d) PRQS

27. S₁ : The officer rose to his feet, trembling?

S₆ : A half-hour later he returned to camp.

P : He failed to find him there.

Q : Pulling himself together, he ran rapidly away from the cliff to a point a half-mile from its foot.

R : He was disappointed.

S : He expected to find the horseman somewhere there.

Which one of the following is the correct sequence?

- (a) RPQS (b) QPSR
(c) QSPR (d) SQPR

28. S₁ : It was a bitterly cold night and even at the far end of the bus the wind cut like a knife.

S₆ : I saw trouble brewing.

P : The conductor came in and took the fares.

Q : The younger of the two women was dressed in sealskin and carried one of those little Pekinese dogs that women like to carry in their laps.

R : The bus stopped and two women and a man got in together and filled the vacant places.

S : Then, his eyes tested with cold malice on the beady-eyed little dog.

Which one of the following is the correct sequence?

- (a) RQPS (b) RSQP (c) RPQS (d) PSRQ

29. S₁ : Dinner had been served—his daughter laid out the plates.

S₆ : Then, silently she left the table to retire for the night—it was as if she had never been there.

P : She was just a child, only 14 —too young, too simple to know to understand.

Q : He sat clown groundly, not saying a word to her.

R : She had already had her meal and was standing by his side, not quite knowing what to do.

S : Bread and cheese—a simple subsistence at the end of a not-so-simple life.

Which one of the following is the correct sequence?

- (a) QPSR (b) RPSQ (c) QRPS (d) SQPR

30. S₁ : When my car broke down, I took it to the only mechanic available in our town.

S₆ : They pushed the car down one street and up another and soon we had gone through most of the streets in the town but the car would not start.

P : But it just refused to start.

Q : I went there at the appointed time to collect it.

R : So, I sat at the wheel and the mechanic and his helper started to push it.

S : He said it required some minor repairs and asked me to collect it in the evening.

Which one of the following is the correct sequence?

- (a) SQPR (b) QSRP (c) RPQS (d) PQRS

31. S₁ : Some people prefer country life to city life.

S₆ : For these reasons more and more people are leaving the country to live in the city.

P : Life in the country is quieter, cleaner and less hectic.

Q : The city also offers more privacy, since neighbours are too busy to be interfering in the affairs of others.

R : However, the city offers more excitement, a wide variety of activities and a chance to meet more people.

S : Country people live longer and generally seem to be healthier and happier.

Which one of the following is the correct sequence?

- (a) PSRQ (b) SRQP (c) RQPS (d) QPSR

32. S₁ : The clerk read the statement loudly and clearly.

S₆ : They returned in five minutes.

P : The judge brought down the gavel sharply and roared.

Q : He told the jury to return a lawful verdict.

R : We, the jury. Find the defendant not guilty, provided he returns the mule.

S : There is not such verdict in the law, the defendant is either guilty or not guilty.

Which one of the following is the correct sequence?

- (a) RPSQ (b) RSPQ
(c) QRPS (d) PSRQ

41. S₁ : Having visited the Taj Mahal many tourists think that Agra has little else to offer.
 S₆ : There are few other buildings to match the delicacy of this tomb.
 P : One of these is surely the tomb of Itimad-ud-daulah.
 Q : The design of the whole tomb was given by his daughter Nur Jahan.
 R : After seeing the Taj one could profitably visit half a dozen other Mughal buildings.
 S : This tomb has the delicacy of a baroque jewel case.

The proper sequence should be

- (a) RSQP (b) QSRP (c) SPRQ (d) RPSQ

42. S₁ : For years the old chair stood in one of the empty antics.
 S₆ : I saw my parents madly in love again.
 P : So when I saw it for the last time, it stood there.
 Q : When my mother died, I wanted to sell it but could not.
 R : It was there for many years after my father died.
 S : I peeped in the past.

The proper sequence should be

- (a) PQRS (b) SRQP (c) RPQS (d) RQPS

43. S₁ : Illness may start with almost any sign, but some of them are much commoner than others.
 S₆ : As soon as this happens he must become alert about the signs.
 P : It is important to note these signs.
 Q : Often the first sign of something wrong is that the patient just does not feel fit.
 R : They may help a doctor to decide what is wrong.
 S : He usually relies on these signs for the diagnosis of the illness.

The proper sequence should be

- (a) PRSQ (b) RSQP (c) PQSR (d) QRSP

44. S₁ : Newton was perhaps the greatest scientist that ever lived.
 S₆ : Newton went home and worked quietly by himself for about 18 months.
 P : But when he was only 22, a terrible plague epidemic swept over England.
 Q : He was the son of a Lincolnshire fanner and was born in 1642.
 R : Therefore, the universities were closed.
 S : He went to Cambridge to study Mathematics when he was 19.

The proper sequence should be

- (a) SPRQ (b) QPSR (c) SQPR (d) QSPR

45. S₁ : Poverty is a God's curse.
 S₆ : Is not poverty a God's boon!

- P : These persons get themselves enrolled as poor persons and get all the benefits of poverty.
 Q : It is not necessary for a person to be actually poor for getting enrolled because it can be easily managed.
 R : It may be true for a few but to many it is just its opposite.
 S : Such persons consider it to be a source of enjoying life without earning enjoyment.

The proper sequence should be

- (a) RQPS (b) QRSP (c) RSPQ (d) SRQP

46. S₁ : Belur is 35 km from Hassan.
 S₆ : They depict young women musicians and dancers in various poses.
 P : Seen from afar, the star-shaped temple, characteristically Hoysala, is not very impressive.
 Q : It stands in a courtyard surrounded by a rectangular wall.
 R : But closer it is dazzling and marvellous and the entire exterior is decorated with sculptures, the loveliest being the panels right and left of the main door.
 S : Chennakesava Temple is dedicated to Vishnu.

The proper sequence should be

- (a) QRSP (b) SRPQ (c) SPQR (d) SQPR

47. S₁ : When his business failed, he began to look for a job in an office.
 S₆ : Unable to bear misfortunes any further, he started toying with the idea of ending his life of burdens and strains.
 P : To overcome depression he took to drinking and became addicted to it.
 Q : He soon realised that nothing was more difficult than to find a job.
 R : Without job he failed to meet the daily requirements of his family which made him highly depressed.
 S : Quarrel ensued invariably between husband and wife when he returned home in a state of drunkenness.

The proper sequence should be

- (a) PQRS (b) SRQP
 (c) QSRP (d) QRPS

48. S₁ : Unlike many modern thinkers, Tagore had no blueprint for the world's salvation.
 S₆ : As a poet, he will always delight, as a singer he will always enchant, as a teacher he will always enlighten.
 P : His thought will therefore never be out of date.
 Q : He merely emphasised certain basic truths which may ignore only at their peril.
 R : He believed in no particular 'ism'.

P : He was a man of great fancies and even greater enthusiasm.

Q : Because he had so much authority as a king, he was able to force some of these fancies into reality.

R : He had none of the grace and polish of his neighbours.

S : He had learned some manners from his Latin neighbours, but mostly he was barbaric, loud and gruff.

The proper sequence should be

- (a) RSPQ (b) SQPR
(c) RPQS (d) PRQS

57. S₁ : Our age is the age of the specialist.

S₆ : We have to reckon with the spirit of science, understand its limitations and an outlook which is consistent with its findings.

p : Modern specialisation had led to the fragmentation of knowledge.

Q : Each one knows more and more about less and less.

R : We should not only be specialists but also have a sense of the meaning of life and of social responsibility.

S : We concentrate on some narrow field and forget the larger context in which we can see the meaning of our own specialisation.

The proper sequence should be

- (a) PQSR (b) QPRS
(c) SPQR (d) QSPR

58. S₁ : He went to his friends, but none of them was ready to help him now.

S₆ : Now, the young man understood that he had made a mistake.

P : He had to look after the farmer's pigs.

Q : And when he was hungry he ate the food which was given to the pigs.

R : He went away from the city and wandered round the countryside looking for food to eat.

S : In the end, he went to the house of a farmer and became his servant.

The proper sequence should be

- (a) PSRQ (b) RSPQ (c) SQPR (d) QPSR

59. S₁ : Man, when first came, must have been surrounded by great animals and he must have lived in fear of them.

S₆ : Gradually, however man raised himself and became more and more powerful till he became stronger than any animal.

P : He makes the animals do what he likes.

Q : But in those days, he was not the master but a poor hunted creature himself trying to keep away from the great animals.

R : Today man is the master of the world.

S : Same he tames, same he eats and same he shoots for pleasure.

The proper sequence should be

- (a) RQPS (b) RSPQ (c) RPSQ (d) PQSR

Answers

- | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (a) | 2. (c) | 3. (b) | 4. (c) | 5. (c) | 6. (a) | 7. (c) | 8. (c) | 9. (d) | 10. (b) |
| 11. (c) | 12. (b) | 13. (b) | 14. (c) | 15. (d) | 16. (d) | 17. (d) | 18. (c) | 19. (b) | 20. (c) |
| 21. (b) | 22. (c) | 23. (b) | 24. (d) | 25. (c) | 26. (c) | 27. (c) | 28. (c) | 29. (c) | 30. (c) |
| 31. (a) | 32. (d) | 33. (a) | 34. (c) | 35. (a) | 36. (d) | 37. (b) | 38. (a) | 39. (c) | 40. (b) |
| 41. (d) | 42. (d) | 43. (a) | 44. (d) | 45. (c) | 46. (d) | 47. (d) | 48. (a) | 49. (c) | 50. (b) |
| 51. (b) | 52. (d) | 53. (d) | 54. (a) | 55. (b) | 56. (a) | 57. (a) | 58. (b) | 59. (c) | |

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WORKSHEET 5

SUBJECT: Past form of Verb "To Be "

A) Fill in the blanks. Use WAS / WERE:

1. Mary and Susan **were** ill yesterday.
2. The weather very hot last Saturday.
3. The students at the theater last night.
4. Betty in Germany last summer.
5. My brother and I at the football stadium on Saturday.
6. it cold yesterday?

B) Put these sentences into the PAST. Use past form of verb " TO BE ":

T O D A Y

Y E S T E R D A Y

Example: I'm at home.

..... *I was at home*.....

1. Jane and Michael are tired.
2. She's in the park.
3. It's a sunny day.
4. You're late.
5. They aren't hungry.
6. We aren't at work.
7. I'm thirsty.
8. You aren't at school.
9. We're at the cinema.
10. Paula isn't happy.
11. Everyone is excited.
12. I'm not afraid.

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C) Choose WAS or WERE and circle it:

1. He *was / were* a policeman.
2. We *was / were* very happy.
3. *Was / Were* you happy?
4. They *wasn't / weren't* interested in.
5. I *was / were* at school.
6. It *wasn't / weren't* expensive.
7. *Was / Were* she your teacher?

D) Complete the text with WAS or WERE:

Interviewer: What it like during the First World War, Bill?

Bill : It a terrible time. I a young man, so I
in the army. We in Italy.

Interviewer: Where your wife and children?

Bill : They in London. That dangerous too. There
bombs and there not a lot of food. The children very
young and they very frightened.

E) Are these statements TRUE or FALSE? Correct the FALSE statements using WASN'T or WEREN'T:

Example: a) Bill was an old man during the First World War.

FALSE- *Bill wasn't an old man during the First World War.*

b) Bill was in the army. TRUE

c) Bill was in Poland.

d) Bill's wife and children were in Italy.

e) It was dangerous in London.

f) There was a lot of food in London.

g) The children were quite old.

h) The children were frightened.

F) Make questions about the text using WAS or WERE:

Example: a) How old / Bill / during the First World War?

How old was Bill during the First World War?

b) / Bill / in the army??

c) Where / Bill??

d) Where / Bill's wife and children??

e) / It dangerous in London??

f) / there bombs??

g) / there a lot of food??

h) How old / the children??

I) / the children frightened??

G) Read the interview and answer the questions:

Bill Jenkins is 100 today.

Interviewer: Bill, I expect life is very different today than a hundred years ago. What **was** it like?

Bill : Yes, it is very different. Life **was** much quieter then. There are so many cars now. There **weren't** any cars when I **was** a boy.

Interviewer: **Were** you happy as a child?

Bill : Oh yes, I **was** very happy, but I'm still happy now!

Interviewer: Tell me about your family.

Bill : Well, my father **was** a postman and my mother **was** a cook. We **weren't** rich, but we **weren't** poor either. There **were** five children. My brothers and sisters **were** all younger than me but I'm the only one still here.

1. Were there any cars when he was a boy?

2. Was he happy or sad when he was a child?

3. What was his mother's job?

4. How many children were there in his family?

5. How old is Bill Jenkins?

H) Mary spent last weekend in Madrid. Ask her some questions using WAS or WERE:

- Example:** (your hotel / good?) *Was your hotel good?*.....
1. (your room / comfortable?)
 2. (the weather / nice?)
 3. (the streets / full of people?)
 4. (the shops / expensive?)
 5. (the city / exciting at night?)
 6. (the museums / interesting?)
 7. (the people / friendly?)
 8. (your flight / OK?)

I) George and Sally have been married for 50 years. They are talking about their first house. Use WAS or WERE and a word from the box to complete their conversation:

new	Italian	big	green
cheap	cold	bad	

Example: George : The house was warm.
 Sally : No, it*was cold.*

1. George: The garden was small.
 Sally : No, it
2. Sally : The neighbors were French.
 George: No, they
3. George: The living-room was red.
 Sally : No, it
4. Sally : Our first chairs were expensive.
 George: No, they
5. George: The kitchen was old.
 Sally : No, it
6. George: The local shops were good.
 Sally : No, they

J) Put WAS, WASN'T, WERE or WEREN'T in the gaps in these conversations:

1. Peter : *Was* Paul at work today?
 Julie : No, he in the office. I think he's sick.
2. Henry : you in South America last year?
 Steve : Yes. I in Bolivia on business, and then my wife and I
 in Brazil for a holiday.

3. Paula : Philip and I at home in London last week. We at Mike's house in Cornwall. It was lovely there. Do you know Mike?
 Jane : Yes, I at Mike's party in Oxford in the summer.you there?
 Paula : No, we weren't there. Philip and I in Portugal in the summer.

K) Make questions using WAS / WERE:

1. Jim / at home / last night. *Was Jim at home last night?* ...?
2. You / at school / on Monday.?
3. David / here / yesterday.?
4. the cinema / open / on Sunday.?
5. Kate and Jane / late / yesterday.?
6. you / in the football team / last year.?
7. all your friends / at your party.?
8. it / hot / last week.?

L) Make negative sentences using WAS / WERE:

1. Kevin / at my party. *Kevin wasn't at my party*.....
2. Nick / in class yesterday.
3. It / warm / yesterday.
4. Tina and Jim / late.
5. Etty / on the bus.
6. We / at the match / yesterday.
7. Our teachers / pleased with us.
8. I / at the restaurant.

N) Fill in the blanks using WAS (NOT) / WERE (NOT):

1. I'm here today but I *wasn't* here yesterday.
2. Jennifer is tall now but she tall two years ago.
3. It is rainy today but it yesterday.
4. Mr. Smith is angry now but he an hour ago.
5. The shops are open today but they on Sunday.
6. My car is clean today but it yesterday.
7. My father isn't at home now but he an hour ago.
8. The students are in class today but they last week.
9. It isn't sunny now but it an hour ago.
10. We aren't hungry now but we twenty minutes ago.

WORKSHEET 7

SUBJECT : *Simple Past Tense*

A) Fill in the blanks with a verb from the box in the SIMPLE PAST:

break	swim	have	make	sit	write
spend	buy	drink	lose	wash	

1. She a cake an hour ago.
2. She a hat last week.
3. The boy a letter yesterday.
4. They in the sea for an hour.
5. They a lot of Coke last night.
6. She her arm last week.
7. He all his money last week.
8. She a bath two minutes ago.
9. He his wallet last night.
10. She on the old chair a minute ago.
11. She the clothes yesterday.

B) Fill in the blanks with the SIMPLE PAST of the verbs in brackets:

Last Saturday my father **took**.... (take) my friends and me to the circus. We(see) lots of things. My father (buy) us some popcorn and orange juice. We (eat) the popcorn and (drink) the orange juice. We (laugh) at the funny clowns. There (be) a lion-tamer. The lions (do) tricks; they (jump) through hoops. A girl (ride) an elephant around the ring. We all (have) a wonderful time.

C) Write what Jean DID or DIDN'T do yesterday:

- | | |
|-------------------------------------|-------------------------------------------------------|
| <u>go shopping</u> (-) | <i>Jean didn't go shopping yesterday.</i> |
| <u>clean the house</u> (+) | |
| <u>feed the cat</u> (+) | |
| <u>telephone Mary</u> (-) | |
| <u>watch a film on TV</u> (-) | |
| <u>visit her grandparents</u> (+) | |
| <u>take them a cake</u> (+) | |

D) Fill in the blanks with the PAST form of the verbs:

Benjamin Franklin **was born** (be born) in Boston in 1706. He (be) the fifteenth of the seventeen children of a poor candlemaker. He(go) to school only one year. He (begin) to work when he was twelve. At the age of fourteen he (decide) to be a writer. He

(copy) the great stories of famous writers and later he (become) the best known writer in his time.

When he (be) seventeen, he (leave) Boston and (arrive) in Philadelphia with only a few pennies in his pocket. He (get) a job as a publisher of a newspaper and (retire) from business as a very rich man at forty-two. Then he (spend) the next forty years for his government. He (play) an important role in the founding of the USA.

Franklin (be) also an important scientist and inventor. He (draw) electricity from a cloud on a kite string. He (write) one of the first text books on electricity. He (invent) a simple lightning rod and many other practical tools. He (make) a study of water and (discover) many principles of hydrodynamics. He even (invent) bifocal glasses when he was seventy-eight and (need) them himself.

Franklin (do) all these things and many more because he (believe) he (can).

E) Read the following story:

Bob is a young sailor. He lives in England, but he is often away with his ship.

One summer he comes back from a long voyage and finds new neighbors near his mother's house. They have a pretty daughter, and Bob soon loves her and he wants to marry her when he comes back. Bob promises the girl to send a present from every port.

Bob's first port is Capetown in Africa, and he sends the girl a parrot from there. The parrot speaks three languages. When Bob's ship reaches Australia, a letter comes from the girl. The letter says, "Thank you for the parrot, Bob. It tasted much better than a chicken."

a) Write the story again. Use THE SIMPLE PAST:

Bob **was** a young sailor. He **lived** in England, but he **was** often away with his ship.

.....
.....
.....
.....
.....
.....

b) Answer the questions about the story:

1. What was Bob?
He was a young sailor.
2. What change did he find when he was back home?
.....
3. How was their daughter?
.....
4. How did Bob feel about the girl?
.....
5. What did Bob tell the girl?
.....
6. What did Bob send the girl from Capetown?
.....
7. Where is Capetown?
.....

8. How many languages did the parrot speak?

.....

9. What did the girl do with the parrot?

.....

G) Rewrite the sentences using the word and signs in parenthesis:

- | | | |
|------------------------|------|------------------------------------------------------------|
| (he) | (-) | 1. We ate lunch at the cafeteria last night. |
| (yesterday) | (?) | 2. <i>He didn't eat lunch at the cafeteria last night.</i> |
| (study in the library) | (-?) | 3. |
| (we) | (-) | 4. |
| (play tennis) | (+) | 5. |
| (I) | (-) | 6. |
| (get a present) | (+) | 7. |
| (you) | (-?) | 8. |
| (go shopping) | (?) | 9. |
| (last week) | (-) | 10. |
| (she) | (+) | 11. |
| (stay home) | (?) | 12. |
| (last night) | (-?) | 13. |
| (they) | (-) | 14. |
| (get into trouble) | (+) | 15. |
| (you) | (?) | 16. |
| (see him) | (-?) | 17. |
| (yesterday afternoon) | (?) | 18. |
| (I) | (+) | 19. |
| | | 20. |

WORKSHEET 8

SUBJECT : *Simple Past and Past Continuous*

A) Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she (skate).
2. I met my neighbor while I (walk) home from work.
3. Sally saw a friend while she (ride) her bicycle along Park St.
4. Peter fell asleep while he (study).
5. Bob stepped on Jane's feet while they (dance) together.
6. I cut myself while I (shave).
7. Mr. and Mrs. Brown burned themselves while they (bake) cookies.
8. Tommy had a nightmare while he (sleep) at a friend's house.

B) How did it happen?

1. How did Alice hurt herself? (play soccer)
..... ***She hurt herself while she was playing soccer.***
2. How did Martin burn himself? (iron his clothes)
.....
3. How did Helen cut herself? (slice onions)
.....
4. How did Jennifer meet her husband? (fix a flat tire)
.....
5. How did Marvin break his arm? (skate)
.....
6. How did you lose your wallet? (ride my bicycle)
.....
7. How did Jeff meet his wife? (swim at the beach)
.....
8. How did Bob get a black eye? (fight with his brother)
.....
9. How did your children burn themselves? (make breakfast)
.....
10. How did Martha fall? (dance)
.....

C) What's the matter?

	What was he / she doing?	What happened?	What's the result?
Tina	ice-skate	fall on the ice	break foot
Jack	play football	kick the goalpost	break leg
Bob	cycle	fall off the bike	injure hand
Ann	skate	fall over	break arm
Alice	dance	trip over the carpet	sprain ankle

Make dialogues as in the example:

Example: You : *Hi, Tina! What's the matter with your foot?*

Tina : *I broke it.*

You : *How did it happen?*

Tina : *I fell on the ice while I was ice-skating.*

1. You :?
- Jack :
- You :?
- Jack :

2. You :?
- Bob :
- You :?
- Bob :

3. You :?
- Ann :
- You :?
- Ann :

4. You :?
- Alice :
- You :?
- Alice :

D) Fill in the blanks with a correct form, the PAST SIMPLE or the PAST CONTINUOUS:

1. He (talk) with Mary, when Mrs. Smith came in.
2. They (study) two hours last night.
3. Jane (sleep) when the telephone rang.
4. As I (walk) to the lab, I met my friend.
5. We (watch) TV last night.
6. The customer (pay) his cheque when he dropped his credit card.
7. The barber (cut) my hair yesterday.
8. She (dance) when she hurt her ankle.
9. It (rain) hard when I got up.
10. It (rain) hard last night.

E) Complete the sentences with the words in parentheses using the SIMPLE PAST or the PAST PROGRESSIVE:

1. Sally (eat) dinner last night when someone (knock) on the door.

2. I began to study at seven last night. Fred (come) at seven-thirty. I (study) when Fred (come).
3. While I (study) last night, Fred (drop by) to visit me.
4. My roommate's parents (call) him last night while we (watch) TV.
5. My mother called me around five. My husband came home a little after five. When he (come) home, I (talk) to my mother on the phone.
6. Yesterday Tom and Janice (go) to the zoo around one. They (see) many kinds of animals. They stayed at the zoo for two hours. While they (walk) home, it (begin) to rain, so they (stop) at a small café and (have) a cup of coffee.
7. Yesterday afternoon I (go) to visit the Parker family. When I (get) there around two o'clock, Mrs. Parker (be) in the yard. She (plant) flowers in her garden. Mr. Parker (be) in the garage. He (work) on their car. He (change) the oil.

E) What's the question?

how	what	where
how long	what kind of	who
how many	when	why

1. *Who did you visit*? I visited my cousin.
2.? We talked about my job.
3.? She went to the beach.
4.? She met her friend.
5.? They spoke Russian.
6.? They swam in the ocean.
7.? He had dinner at 8:00.
8.? I baked an apple pie.
9.? She cried because her dog ran away.
10.? I stayed for a week.
11.? I came home by train.
12.? He ate three hamburgers.
13.? He left the restaurant at 9:00.
14.? She wrote a letter to her mother.
15.? They studied all morning.
16.? We took a lot of photographs.
17.? We sent a postcard to our teacher.
18.? He fell asleep during the lecture.
19.? I lost my wallet while I was skating.
20.? They covered their eyes because they were scared.

WORKSHEET 15

SUBJECT : *Going to*

A) Complete each sentence. Use GOING TO and the verb in brackets:

1. *Are you going to buy* (you / buy) a new bike?
2. Tom (not / be) a doctor.
3. I (buy) some new shoes.
4. (Helen / catch) the train?
5. Who (carry) the shopping for me?
6. Jim and Dinah (not / get) married.
7. Sam (take) a holiday.
8. What time (you / phone) me?
9. Where (we / eat) tonight?
10. I (not / give) a birthday present!

B) Rewrite each sentence or question with GOING TO:

1. Joe plans to buy a new computer next year.
... *Joe is going to buy a new computer next year.*
2. We don't plan to play tennis this weekend.
.....
3. Does Nick plan to join the sports club?
.....
4. What are your plans for next summer?
.....
5. Look! That tree is about to fall over!
.....
6. Do you plan to work hard this year?
.....
7. I don't intend to get a new car.
.....
8. The forecast for tomorrow is rain.
.....
9. Do Mike and Pat plan to make sandwiches for the party?
.....
10. I think it's about to snow.
.....

C) What are you going to do next summer? Write sentences:

..... *Next summer I'm going to have a great holiday. I'm going to*

.....

.....

.....

.....

.....

D) Rob Brown and Molly Gould are opera singers. A reporter has interviewed them about their summer plans. Look at the table and, in pairs, ask and answer questions using prompts, as in the example.

	Rob Brown	Molly Gould
1. give / concerts	*	*
2. go / to India	*	
3. appear / in a TV show		*
4. go on / holiday in August	*	*
5. take part / in charity events	*	*
6. sing / at the Queen's party		
7. make / a record	*	
8. sing / in a rock opera		*

Example: 1. Student 1: *Is Rob going to give any concerts in the summer?*

Student 2: *Yes, he is. Is Molly going to give any concerts in the summer?*

Student 1: *Yes, she is.*

2.

3.

4.

5.

6.

7.

8.

E) Use the words / phrases from the list to complete the sentences, as in the example:

- * sell her car * be late for school * make a cake
- * fix * lose weight

1. Jane's putting an ad in the newspaper.
She *is going to sell his car*.
2. The washing machine isn't working.
My father
3. I bought some flour and some eggs.
I
4. Robert is on a diet.
He
5. Peter is still in bed.
He

F) Jonathan is not satisfied with his life as it is. He has already decided to change a number of things. Look at the prompts and say what he intends to do, as in the example:

1. **move to the city center**
He is going to move to the city center.....
2. **sell his car**
.....
3. **buy a bigger house**
.....
4. **marry Susan**
.....
5. **apply for a job with a law firm**
.....

G) Write questions and answers as in the example:

	teacher	doctor	singer	football player
Fred		*		
Rod & Ben			*	
Joan	*			
Ted				*
You				

1. Fred / singer? *Is Fred going to be a singer?*
 *No, he isn't. He isn't going to be a singer.*
 *He is going to be a doctor.*
2. Rod and Ben / teachers?
3. Joan / doctor?

4. Ted / singer?
-
-
5. You / teacher?
-
-

H) Make sentences, as in the example:

- | | | | |
|------------------|--------------------|--------------------|---------|
| * miss the train | * make some tea | * change it | * crash |
| * shout at us | * take some photos | * play in the snow | |
| * fall off | * sell his house | * make a cake | |

1. She can't stop the car!
She ***is going to crash***
2. They are late.
They
3. The headmaster looks angry!
He
4. Jim has got his camera.
He
5. Mick's putting up a "For Sale" sign.
He
6. The car has got a flat tyre.
He
7. Mum's looking at a recipe.
She
8. Look! The ladder is broken.
Oh no, he
9. They're putting their hats and gloves on.
They
10. Kevin's putting the kettle on.
He

WORKSHEET 28

SUBJECT : *Adjectives and Adverbs*

A) Write what the underlined word is; adjective or adverb:

1. **Fast** runners win races. *adjective*
2. Mathematics is **difficult**.
3. She's a **good** typist.
4. She behaved **rudely** to her boss.
5. You've done **well** in your test.
6. The clowns are very **funny**.
7. She's a **pretty** girl.
8. He runs **fast**.
9. Ann is very **sad**.
10. She plays the piano **beautifully**.
11. Father is very **busy** in his office.
12. The doctor arrived **immediately**.

B) Underline the correct item:

1. He left the room **quiet / quietly**.
2. Jane works **hard / hardly**.
3. He's a very **nice / nicely** man.
4. The sun is shining **bright / brightly**.
5. Smoking is **bad / badly** for your health.
6. She behaves very **good / well**.
7. He always dresses **smart / smartly**.
8. He shouted **angry / angrily** at me.
9. This chair is **comfortable / comfortably**.
10. He smiled **sad / sadly**.
11. You drive very **slow / slowly**.

C) Complete these sentences:

1. There was some **heavy** rain last night.
Yes, it rained very **heavily**
2. Aren't the children **quiet**!
Yes, they're working very
3. James has a **loud** voice.
Yes, he always talks very
4. Isn't the teacher **angry**!
Yes, he's shouting very
5. Angela's very **happy** today!
Yes, she's laughing very
6. The telephone rang in the middle of the night. Nick was very **sleepy**.
He answered it very
7. Kate likes playing **slow** music.
Yes, she's playing this piece very

D) Complete the sentence with the correct word from the brackets:

Example: Mice move *quietly* (quiet / quietly)

1. This exercise is (easy / easily)
2. These people are speaking (quiet / quietly)
3. Mr. Brown can speak English (good / well)
4. Tigers are animals. (brave / bravely)
5. The footballer is (tired / tiredly)
6. Cheetahs run (quick / quickly)
7. She is lifting the weight (easy / easily)
8. The children are playing (happy / happily)
9. Tony is a skier. (good / well)

E) Supply the proper form, ADJECTIVE or ADVERB:

1. He always does his homework (careful).
2. He is a very (careful) student.
3. Come (quick). We need your help.
4. You should drive more (slow) along this road.
5. The old man walks very (slow).
6. Helen is a very (slow) student.
7. Her brother, on the other hand, learns (rapid).
8. Mr. Gonzales has a (permanent) visa.
9. He hopes to remain in this country (permanent).
10. This is an (easy) exercise.
11. I can do all of these exercises (easy).
12. Helen works very (hard) in her new job.
13. You walk very (fast).
14. They are both (serious) students.
15. They both study English very (serious).
16. I agree with you (complete) in that matter.
17. This apple is very (soft).
18. She always speaks (soft) to the child.
19. Helen is a (beautiful) girl.
20. Her sister plays the violin (beautiful).

WORKSHEET 29

SUBJECT : *Adjectives ending –ing or -ed*

A) Choose the correct form:

1. I enjoyed the book. It was very interested / interesting.
2. Are you interested / interesting in art?
3. I thought the story was quite amused / amusing.
4. They were shocked / shocking when they heard the news.
5. We were all very worried / worrying when he didn't come home.
6. It was surprised / surprising that she didn't come to the meeting.
7. I usually find football rather bored / boring.
8. Are you frightened / frightening of spiders?

B) Complete the sentences. Use adjectives formed by adding –ING or –ED to the words in brackets.

1. I find it quite to talk in front of a group of people. (embarrass)
2. I think reading newspapers is (depress)
3. I'm in all kinds of sport. (interest)
4. I find walking in the countryside very (relax)
5. I think learning a language is very (interest)
6. I get when people smoke in restaurants. (annoy)
7. I don't normally get when I watch horror films. (frighten)
8. I don't get very easily. (embarrass)

C) Complete the sentences for each situation. Use the word given + the ending –ING or –ED:

1. The film wasn't as good as we had expected. (disappoint-)
 - a) The film was
 - b) We were with the film.
2. Diana teaches young children. It's a very hard job but she enjoys it. (exhaust-)
 - a) She enjoys her job but it's often
 - b) At the end of a day's work, she is often
3. It's been raining all day. I hate this weather. (depress-)
 - a) This weather is
 - b) This weather makes me
 - c) It's silly to get
4. Clare is going to the United States next month. She has never been there before. (excite-)
 - a) It will be an experience for her.
 - b) Going to new places is always
 - c) She is really about going to the United States.

D. Choose the correct word:

1. I was disappointing / disappointed with the film. I had expected it to be better.
2. Are you interesting / interested in football?
3. The football match was quite exciting / excited. I enjoyed it.
4. It's sometimes embarrassing / embarrassed when you have to ask people for money.
5. Do you easily get embarrassing / embarrassed?

6. I had never expected to get the job. I was really amazing / amazed when I was offered it.
7. She has really learnt very fast. She has made astonishing / astonished progress.
8. I didn't find the situation funny. I was not amusing / amused.
9. It was a really terrifying / terrified experience. Afterwards everybody was very shocking / shocked.
10. Why do you always look so boring / bored? Is your life really so boring / bored?
11. He's one of the most boring / bored people I've ever met. He never stops talking and he never says anything interesting / interested.

E) Complete the sentences using one of the words in the box:

amusing / amused	confusing / confused	exhausting / exhausted
annoying / annoyed	disgusting / disgusted	interesting / interested
boring / bored	exciting / excited	surprising / surprised

1. He works very hard. It's not surprising that he's always tired.
2. I've got nothing to do. I'm
3. The teacher's explanation was Most of the students didn't understand it.
4. The kitchen hadn't been cleaned for ages. It was really
5. I seldom visit art galleries. I'm not particularly in art.
6. There's no need to get just because I'm a few minutes late.
7. The lecture was I fell asleep.
8. I asked Emily if she wanted to come out with us but she wasn't
9. I've been working very hard all day and now I'm
10. I'm starting a new job next week. I'm quite about it.
11. Tom is very good at telling funny stories. He can be very
12. Liz is a very person. She knows a lot, she's traveled a lot and she's done lots of different things.

WORKSHEET 33

SUBJECT : Comparatives and Superlatives

A) Fill in the blanks with the adjectives in brackets:

1. Tom is his brother. (old)
2. This problem is that problem. (easy)
3. John is boy in our class. (tall)
4. My friend is my sister. (fat)
5. My room is room in our house. (small)
6. Konya is city in Turkey. (large)
7. The Kızılırmak is river in Turkey. (long)
8. Madonna is Sandra. (popular)
9. My English is your English. (good)
10. The weather today is the weather yesterday. (bad)
11. This garden is that garden. (large)
12. Elizabeth is girl in our group. (beautiful)
13. I am girl in the class. (short)
14. What is film on TV today? (funny)
15. Who is girl in your class? (pretty)

B) Fill in the blanks as in the example:

I went on holiday last year but it was a disaster! My hotel room was .. **smaller than** ... (small) the one in the photograph in the brochure. I think it was (small) room in the hotel. The weather was terrible too. It was (cold) in England. The beach near the hotel was very dirty – it was (dirty) all the beaches on the island. The food was (expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase in the whole shop. But (bad) thing all was that I lost my passport and I couldn't go back home. It was (horrible) holiday all my life.

C) Complete the sentences:

	<u>DAVID</u>	<u>TOM</u>	<u>GEORGE</u>
Age	25	30	35
Weight	70 kgs	72 kgs	75 kgs
Height	1.68	1.72	1.80
Salary	\$800/month	\$1000/month	\$1500/month
House	3 rooms	4 rooms	5 rooms

1. (young) David is **younger than** Tom and George.
2. (old) George and Tom are David.
3. (heavy) George is the all.
4. (light) Tom is George.
5. (tall) Tom is David.
6. (tall) George is all.
7. (old) George is Tom.

8. (little) David gets money Tom.
9. (much) George gets money Tom.
10. (small) David's house is Tom's.
11. (big) George's house is all.
12. (big) Tom's house is David's.

Read the passage:

Mr. and Mrs. Smith are now flying to Canada. Miss Bennet is their stewardess. She is very talkative and friendly. She is showing Mr. and Mrs. Smith some pictures of her family and her best friend.

Miss Bennet: This is my best friend. Her name is Tina.
 Mrs. Smith : She is very pretty. Is she older or younger than you?
 Miss Bennet: She is one year younger.
 Mrs. Smith : Aren't you thinner than she is?
 Miss Bennet: Yes, I am. Tina loves to eat very much.
 Mrs. Smith : So do I. I hope it will be time for lunch soon.

	<u>Age</u>	<u>Height</u>	<u>Weight</u>
Miss Bennet	21	1.73	57 kg
James Bennet	23	1.82	76 kg
Tina Robbins	20	1.68	61 kg

D) Look at chart. Compare Miss Bennet with her brother and her best friend Tina Robbins:

Example: (Miss Bennet / tall / Tina Robbins)

Miss Bennet is taller than Tina Robbins.

1. (Miss Bennet / short / her brother James)
.....
2. (James / tall / her sister)
.....
3. (Miss Bennet / old / her best friend)
.....
4. (Her best friend / young / Miss Bennet)
.....
5. (Miss Bennet / short / her brother)
.....
6. (Her brother / tall / Miss Bennet)
.....
7. (Miss Bennet / fat / Tina)
.....
8. (Tina / slim / Miss Bennet)
.....
9. (Miss Bennet / slim / her brother)
.....
10. (Her brother / fat / Miss Bennet)
.....

E) Use “as as” in the blanks:

1. Jack’s English is worse than Sonia’s.
Jack’s English isn’t Sonia’s.
2. Alper’s bag is 3 kg. Ahmet’s bag is 5 kg.
Alper’s bag isn’t Ahmet’s bag.
3. An orange is sweeter than a lemon.
A lemon isn’t an orange.
4. Terry is 1.70 cm tall. Jason is 1.70 cm tall too.
Terry is Jason.
5. Chinese is more difficult than French.
French isn’t Chinese.
6. Science fiction films and soap operas are very exciting.
Science fictions are soap operas.
7. Chemistry is more difficult than drawing.
Chemistry isn’t drawing.
8. Jane’s car is Mercedes, but Sue’s car is Opel.
Sue’s car isn’t Jane’s car.
9. July is hotter than May.
May isn’t July.

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WORKSHEET 34

SUBJECT : Prepositions (at / in / on)

A) Fill in prepositions of time “AT / IN / ON” as in the example:

- | | | |
|--------------------------------|-------------------------------------|-----------------------------|
| 1. ... on ... Saturday | 8. 9 o'clock | 15. autumn |
| 2. July | 9. Christmas | 16. half past two |
| 3. 1984 | 10. September 28 th | 17. Monday morning |
| 4. March 25 th | 11. 1991 | 18. Easter |
| 5. Friday | 12. August 29 th | 19. 10 o'clock |
| 6. summer | 13. winter | 20. Thursday afternoon |
| 7. the morning | 14. the evening | 21. noon |

B) Fill in “AT / IN / ON” as in the example:

- | | | |
|-------------------------------|----------------------------------|--------------------------------|
| 1. ... in ... December | 6. February 8 th | 11. a quarter past six |
| 2. midnight | 7. noon | 12. Saturday night |
| 3. 1982 | 8. 1964 | 13. Friday evening |
| 4. April | 9. spring | 14. Monday |
| 5. April 2 nd | 10. night | 15. June 26 th |

C) Fill in the blanks with “AT / IN / ON” as in the example:

1. We always go on holiday **in** summer.
2. My mother usually goes shopping Friday morning.
3. I always do my homework the evening.
4. The circus usually comes to our town spring.
5. Sophia's birthday is May 16th.
6. I usually get up seven o'clock.
7. My favorite television programme begins 6:30 the evening.
8. Sometimes it snows winter.
9. My friend's birthday is June.
10. Some birds and animals come out night.

D) Choose the correct answer:

1. My lesson starts _____ **at** _____ five o'clock.
a) on b) at c) in
2. My father usually buys a newspaper _____ the morning.
a) on b) at c) in
3. We wear warm clothes _____ winter.
a) on b) at c) in
4. We get presents _____ Christmas.
a) on b) at c) in
5. I usually visit my grandparents _____ Sunday afternoon.
a) on b) at c) in
6. John's birthday is _____ August 16th .
a) on b) at c) in

7. The film finishes _____ 9:30.
a) on b) at c) in
8. The supermarket is closed _____ Sunday.
a) on b) at c) in

E) Fill in “AT“, “IN” or “ON”:

My birthday is *on* the 30th of July. Last year I had a great day. I got up
8 o'clock the morning and tidied the house. Then the afternoon I went into
town with my friend to buy food for the party. The party started 7 o'clock
the evening and didn't stop until very late night! the 31st of July I was
very tired, so I went to bed early the evening.

F) Fill in the spaces in the invitation with “IN”, “ON” or “AT”:

I'm going to have a party! I hope you can come!!

It's going to start 5 o'clock the afternoon
..... the second Saturday August. We're
going to have it in Tom's house on Wilton Avenue.
There's a big garden and we're going to have the party in
the garden.

Did you know that my birthday is the eighth? But
as you can see, the party is going to be the tenth.
Why? Parties are better the weekend!

BIRTHDAY PRESENTS WELCOME ANYDAY!!!!

WORKSHEET 35

SUBJECT : Prepositions

A) Put in the correct prepositions AT / ON / IN:

1. Columbus discovered America 1492.
2. You can see the stars night, if the sky is clear.
3. Tom isn't here the moment. He'll be back five minutes.
4. The course begins 7 January and ends 10 March.
5. Tom's grandmother died 1977 the age of 79.
6. The price of electricity is going up October.
7. Ann works hard during the week, so she likes to relax weekends.
8. I can't be at home the morning. Can you phone me the afternoon instead?
9. Jack's brother is an engineer but he's out of work the moment.
10. Sunday afternoons I usually go for a walk in the country.
11. Tom doesn't see his parents very often these days- usually only Christmas and sometimes the summer for a few days.
12. The telephone and the doorbell rang the same time.
13. I walk up a lot of stairs everyday. My flat is the third floor and there is no lift.
14. We went to the theatre last night. We had seats the front row.
15. It can be dangerous when children play football the street.
16. I can't find Tom in this photograph.
17. Do you take sugar your coffee?
18. You can find the sports results back page of the newspaper.
19. Sue and Dave got married Manchester four years ago.
20. Paris is the river Seine.
21. Mr. Boyle's office is the first floor. When you come out of the lift, it's the third floor your left.
22. Turn left the traffic lights.
23. In most countries people drive the right.
24. Last year we had a lovely skiing holiday the Swiss Alps.
25. She spends all day sitting the window and watching what is happening outside.

B) Fill in the blanks using correct prepositions:

1. Cenk lives 810 İstiklal Street.
2. The course begins 8 June and ends October.
3. Peter is class 2 B.
4. Peter goes to school Monday Friday.
5. Students haven't got any lessons the weekends.
6. Sheila gets up 6.30 every morning.
7. Mike and his family go for a walk the evenings.
8. Michael has got a lot of posters and pictures cars the wall his room.
9. I go to school bus, not foot.
10. I went to bed midnight and got up 10.00 the morning.
11. Mozart was born Salzburg 1756.
12. There is a car in our house.
13. Who is sitting to you?

14. There is a light the table.
15. Hurry up! We are going to the cinema five minutes.
16. I haven't seen Ann for a few days. I last saw her Tuesday.
17. Jack's brother is an engineer but he's out of work the moment.

C) Fill in the blanks using correct prepositions:

1. I looked at the bookcase and saw an interesting story book the top shelf.
2. sunny days we usually go on a picnic.
3. I usually listen pop music, because I'm interested it.
4. Mary was born 20th March 1982.
5. We had to work everyday last summer.
6. Christmas I'd like to visit my relatives.
7. I last saw him last March.
8. Section 5 is the first floor of the Prep School.
9. You mustn't smoke a bus.
10. Ahmet's grandmother died 1990 the age of 81.
11. Were there many people the concert?
12. He speaks quite good French. He studied Paris for a year.

D) Fill in the blanks using correct prepositions:

1. Mr. Mailer: Where's Dr. Perez's office?
Miss King : You need to go one floor. His office is on the third floor, not the fourth floor.
2. Jimmy was getting ready for school. He was looking for his clothes. His mother said, "Your shirt is the chair. Your socks are the drawer. Your shoes are the bed."
3. Get the bus! It's about to go.
4. The car mine braked very hard and hit my car.
5. You walk very fast. You're always five steps me.
6. There are emergency telephones all the E-5 Motorway.
7. I will be very angry with you if I see your bicycle leaning the rose tree again.
8. There's a big dog you. Quick! Run away!
9. Someone parked his car of my gate. I can't go out.
10. There is a concert. A lot of people are the stadium.
11. Mary is sitting John and Sebastian.
12. The dog is swimming the river.
13. Ali is next to Barış or Ali is Barış.

WORKSHEET 38

SUBJECT : Modals

A) Fill in the blanks with CAN or CAN'T:

1. She is a small baby. She eat meat, but she drink milk.
2. That dress is not expensive. I buy it.
3. A cat climb up a tree, but a dog
4. I'm very tired today. I clean my room.
5. John is very short. He play basketball very well.
6. We are very hungry, so we eat a lot of sandwiches.
7. He is very fat. He run very fast.
8. We sleep in the bedroom but we sleep in the bathroom.

B) Fill in the blanks with CAN / CAN'T or MUST / MUSTN'T:

1. She is ill, so she see the doctor.
2. It's raining heavily. You take your umbrella.
3. We (not / pick) the flowers in the park.
4. Mike is nine months old. He (not / eat) nuts.
5. I am very tall. So I play basketball.
6. I'm sorry but we (not / come) to your party tomorrow.
7. You are speaking very quietly. I (not / understand) you.
8. I use your phone?
9. We go to the bank today. We haven't got any money.
10. My hands are dirty. I wash them.
11. It's late. I go now.
12. You stop at a red traffic light.
13. You (not / speed) in the city.
14. Tourists take their passports when they go abroad.
15. Footballers (not / touch) the ball with their hands.
16. you play the guitar?
17. I (not / come) with you now. Because I'm studying my lessons.

C) Use MUST / MUSTN'T / HAVE TO or (NOT) HAVE TO:

1. I can stay in bed tomorrow morning because I work.
2. Whatever you do, you touch that switch. It's very dangerous.
3. You forget what I told you. It's very important.
4. We leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She leave the party early.
6. I go to the bank yesterday to get some money.
7. The windows are very dirty. I clean them.
8. The windows aren't dirty. You clean them.
9. We arrived home very late last night. We wait half an hour for a taxi.
10. These cakes are very nice. You have one.
11. We take an umbrella. It's not going to rain.

12. This is a secret. You tell anybody.
13. You buy a newspaper. You can have mine.
14. This train doesn't go to London. You change at Bristol.
15. In many countries men do military service.
16. Sarah is a nurse. Sometimes she work at weekends.

D) Fill in the blanks using (NOT) HAVE TO / MUST (NOT) / CAN / COULD:

1. George has traveled a lot. He speak four languages.
2. I can't sing now but I sing very well when I was a child.
3. She will stay in bed till 10 o'clock this morning. Because she go to work.
4. Many students in Turkey wear uniform when they go to school.
5. I'm sorry I couldn't come yesterday. I work late.
6. You've been coughing a lot recently. You smoke so much.
7. You have a bad headache. So you go to bed early.
8. I can't swim very far these days but ten years ago I swim from one side of the lake to the other.
9. You see the sea from our bedroom window.
10. It isn't permitted to speak Turkish during the lessons. So you speak Turkish.

E) Fill in the blanks with MUST (NOT) / CAN (NOT) / (NOT) HAVE TO / NEEDN'T:

1. You park in that street. It is not permitted.
2. Look at George. He is working very well. He be ill.
3. There's someone at the door. I'm expecting Paul. It be Paul.
4. Ali's car is here. He be here.
5. The baby is asleep. You shout.
6. You've got plenty of time. You hurry.
7. A: "Do you want me to wait for you?"
B: "No, it's OK. You wait."
8. I can't get any answer from my telephone. It be out of order.
9. Ann stayed in bed this morning because she go to work.
10. Tom has just given me a letter to post. I forget to post it.

F) Use a suitable present or past MODAL AUXILIARY:

1. He play chess when he was young.
2. You drive a car when you are 18.
3. I ask you a question?
4. She be 25. She looks older than that.
5. His telephone doesn't answer. He (go) to the club.
6. She entered the room carrying a wet umbrella. She (walk) in the rain.
7. My car didn't work this morning. So I walk to the office.
8. He (be) home, but we didn't telephone him.
9. She (help) me a lot by giving me a little of his time, but she preferred to go out.
10. He doesn't know the answer. He (study).
11. I can't find the house. I (write) down the address.
12. She is very sleepy. She (stay) up very late last night.
13. I go for a walk later. It depends on the weather.

14. The ground is covered with snow. It (snow) last night.
15. She (be) in a great hurry to leave for the theater because she left all the dinner dishes on the table.
16. That store has just gone bankrupt. I believe they (have) a stricter policy about giving people credit.
17. I'm afraid Mr. Smith is deaf. He (not / hear) what you say.

G) Fill in the blanks with suitable MODAL AUXILIARY VERBS:

1. At the end of the month the Post Office will send him an enormous bill which he pay.
2. When I was a child, I understand adults, and now that I am an adult I understand children.
3. When I first went to England I read English but I understand it.
4. I see your passport, please?
5. He sees very badly, he wear glasses all the time.
6. Pedestrians either use the crosswalk or cross the street at the traffic lights.
7. The buses were all full; I take a taxi.
8. You drive fast; there is a speed limit here.
9. we all go to the football match tonight?
10. You argue with your father, you obey him.
11. I know she was in because I heard her radio, but she didn't open the door. She (hear) the bell.
12. A: I bought two bottles of milk.
B: You (buy) milk; we have heaps in the house.
13. I carry this heavy pack myself. I think I will ask for help.
14. When I woke up this morning, the light was on. I (forget) to turn it off.
15. I saw her at the office half an hour ago. She (be) at home now. It is almost impossible.
16. I can't find my keys. I (put) them somewhere in my room.
17. I don't know what all this noise about. It (be) my father breaking wood in the backyard.
18. I can't find my mother. She (go) shopping.
19. The weather is overcast. It (rain) in the afternoon.
20. If you have finished your work, you (leave).
21. you like to come to the cinema with us?
22. I come in?
23. Emily (wear) glasses since she was eight.
24. Deniz had no money, so she sold her car. A few days later she won a lot of money in a competition. She (sell) her car.
25. The accident happened because he was driving on the wrong side of the road. He (drive) on the right.

H) A mysterious letter has arrived for Tom by special delivery. He is nervous about opening it. Add suitable MODAL VERBS to complete the dialogue. He is with Jill, his wife.

- Jill : I have a look at it? (permission)
 Tom : I think who it's from. (negative ability)

- Jill : It be important. (assumption)
 Tom : you read the postmark? (ability)
 Jill : It be from the taxman. (possibility)
 Tom : No, it be from him. He always uses a special envelope. (negative assumption)
 Jill : It be from your bank manager (possibility), so you open it immediately. (advice)
 Tom : Yes, I stop putting it off (obligation). Now, let's see. Is it good news or bad?

I) Draw conclusions using CAN'T / MUST / MIGHT:

1. He drives a very expensive car and owns a private plane. (rich)

2. He spends all day walking round the town. (job)

3. They are asking the way to the city center. (tourist)

4. She works for a daily newspaper. She goes to the big football matches. (sports reporter)

5. I thought he studied medicine, but she's going to an outdoor job now. (doctor)

6. She teaches maths at the university. (stupid)

7. A: What happened to your leg?
 B: I slipped badly on the ice and broke it.
 A: Oh! That hurt a lot.
 B: It does.
8. A: Listen! Do you hear a noise like someone shouting?
 B: Yes, I do. The new neighbours upstairs quarrel again.
9. A: I get a rise in my salary soon.
 B: What makes you think so?
 A: The boss seemed very pleased with my last project.
10. A: That man over there looks like our district manager.
 B: No, he be him. He went to the USA three days ago and hasn't returned yet.

J) Fill in MUST or MUSTN'T:

1. It's cold. You leave without your jacket.
2. You eat fruit and vegetables to stay healthy.
3. I go to the post office. I have a letter to send.
4. You speak rudely to your parents.
5. You park here – it's illegal.
6. We hurry or we'll miss the bus.

WORKSHEET 46

SUBJECT : Articles

A) Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. There was waiter standing at entrance of restaurant. I ordered him glass of vodka with some juice in it.
2. There was question I wanted to ask biology teacher about kangaroo. She had said kangaroo carried her baby in kind of bag in front part of her body. I wanted to know how many baby kangaroos it could carry at time.
3. "Is that your wife?"
"No, my wife's woman in red dress."
4. I work with man and two women. man is quite nice, but women are not very friendly.
5. What's in newspaper?
6. Can you show me that book, please?
7. What's name of woman in blue dress?
8. water turns into ice at 0 degree C.
9. I like steak, but I don't like eggs.
10. She lives in nice flat on fifth floor of old house.
11. It's terrible - eggs are \$ 2 dozen.
12. There was boy and girl in the room. boy was Japanese but girl looked foreign. She was wearing fur coat.
13. This morning I bought newspaper and magazine. newspaper is in my bag but I don't know where magazine is.
14. "Have you got car?"
"No, I've never had car in my life."
15. We don't go to cinema very much these days. In fact, in town where we live there isn't cinema.
16. Don't stay in that hotel. beds are very uncomfortable.
17. After I leave school, I want to go to university.

B) Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. John Colloway is bank manager. He works in bank in center of London. Every morning he gets up at seven o'clock, has breakfast and cup of coffee, and reads "Times". Then he goes to work by bus. In morning, he usually makes telephone calls, sees customers and dictates letters. He has lunch at restaurant near bank. In afternoon he works until five or five-thirty, and then goes home. He doesn't work on Saturdays or Sundays; he goes to cinema or reads. He likes novels and history. He is not married. He has sister in Oxford and brother in London.
2. Have you got camera?
3. You need visa to visit foreign countries, but not all of them.
4. When we reached the city center, shops were still open but most of them were already closed.
5. Jack has got very long legs, so he's fast runner.
6. I'm looking for job. And did Ann get job she applied for?

7. Did police find person who stole your bicycle?
8. We went out for meal last night. restaurant we went to was excellent.
9. This morning I had boiled egg and toast for breakfast.
10. Tom always gives Ann flowers on her birthday.
11. I went into the shop and asked to speak to manager.
12. There's no need to buy any milk. milkman brings it every morning.
13. It was warm and sunny, so we decided to sit in garden.
14. Jane is teacher. Her parents were teachers too.
15. Bill's got big feet.
16. Would you like to be actor?

C) Put a suitable article into the blanks:

1. My neighbour is photographer; let's ask him for advice about colour films.
2. I had very bad night; I didn't sleep wink.
3. He is vegetarian; you won't get meat at his house.
4. youngest boy has just started going to school; eldest boy is at college.
5. I went to school to talk to headmistress. I persuaded her to let Ann give up gymnastics and take ballet lessons instead.
6. There was knock on door. I opened it and found small dark man in check overcoat and soft hat.
7. - Are John and Mary cousins?
- No, they aren't cousins; they are brother and sister.
8. postman's little boy says that he'd rather be dentist than doctor, because dentists don't get called out at night.
9. - Would you like to hear story about Englishman, Irishman and Scotsman?
- No. I've heard stories about Englishmen, Irishmen and Scotsmen before and they are all same.
10. "..... modern burglars don't hide under beds." said her daughter.
11. most of stories that people tell about Irish aren't true.
12. Like many women, she loves tea parties and gossip.
13. On Sundays my father stays in bed till ten o'clock, reading Sunday papers.
14. I have little money left; let's have dinner in restaurant.
15. - I hope you have lovely time and good weather.
- But I'm not going for holiday; I'm going on business.
16. During meal he gives her instructions about garden and she tells him village gossip.
17. My mother goes to church in morning, and in afternoon goes to visit friends.

D) Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. Tobacco is one of most important products of South.
2. fresh air is needed by all people.
3. cotton which comes from Alabama is better than cotton which comes from Oklahoma.
4. air in this room is fresh.

5. important products which we get from India are tea, cotton, and rice.
6. telephone seldom rings in our home.
7. silver is conductor of electricity.
8. I get on train at same place every day.
9. rain and sun are needed for raising of vegetables.
10. Mary is waving to us from across street.
11. sun is shining but part of sky is still covered with clouds.
12. women use much make-up.
13. Sometimes everyone must take medicine.
14. coffee will keep you awake all night.
15. medicine which doctor prescribed helped me.
16. tea seems to keep some people awake.
17. He likes to study French.
18. coffee is very strong.
19. In that course, we study history of all important countries of Asia.
20. coffee which comes from Brazil is best.

E) Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. He went to Spain last month.
2. When you go to Spain, be sure to see Madrid.
3. He works in building on corner of Tenth Ave. and 62nd St.
4. Tokyo is largest city in World.
5. traffic on Jones Avenue is heavy.
6. Miami is center of tobacco industry.
7. Rio Grande River forms boundary between U.S. and Mexico.
8. rivers of eastern part of United States flow toward East Coast.
9. largest river in America is Mississippi.
10. New York subway trains are very comfortable.
11. climate of southern Florida is very nice all year.
12. capital of France is Paris, but capital of England is London.
13. Tenth Street has some very nice shops.
14. Some of Tenth Street shops are very inexpensive, too.
15. President will be on TV tonight.

WORKSHEET 47

SUBJECT : *Purpose: So that / to / In order to / In Case*

A) Combine the sentences using the words in brackets:

1. Jane gave up smoking because she wanted to save money. (in order to)
.....*Jane gave up smoking in order to save money.*
2. I came here so that I could see you. (in order to)
.....
3. We put a fence. We want to prevent the rabbit escape.
.....
4. She went shopping so she could buy herself a television. (to)
.....
5. I put the food in the fridge because I wanted it to get cold. (in order to)
.....
6. Jane saved money. She wanted to buy a present for Harry. (in order to)
.....
7. Harry left early because he didn't want to miss the bus. (in order not to)
.....
8. They will let the students use calculators in the exam. They don't want them to spend a lot of time. (so that)
.....
9. The teacher tested the students. She wanted to see if they remembered the things they had learnt. (in order to)
.....
10. She didn't leave her son home alone. She thought he might have an accident. (in case)
.....
11. He tried to hide the broken vase. He didn't want to be punished. (so that)
.....
12. She wants to sign a contract. She doesn't want them to change their minds. (in case)
.....
13. I turned up the radio. I wanted to listen to the news. (so that)
.....
14. Sue lowered the volume on the TV set. She didn't want to disturb her roommate. (so that)
.....
15. I'll be in my office until late this evening. You may need to get in touch with me. (in case)
.....
16. I'll give you my phone number. You may need to speak to me. (in case)
.....
17. Tom signed his friend's birthday on the calendar. He thought he might forget it. (in case)
.....

B) Complete the following sentences:

1. He decided to take a taxi so that
2. Mr. Brown booked his room at the hotel in case
3. Betsy studies her lessons regularly so that
4. Mark phoned his friend in order to

5. You'd better call Susan and remind her the date of the party in case
6. I need to buy some laundry detergent so that
7. I need a pen so that
8. I'm taking a bus instead of flying so that
9. Ralph borrowed some money from his friend so that
10. Martina is trying to improve her English so that
11. so that his children will have a better life.
12. so that you can be ready to leave on time.
13. Mary hurried to get the child out of the road so that
14. I took off my gloves in order to
15. in order to erase a mistake in his composition.
16. so that I could tell him the news in person.
17. I think I'd better clean up my flat in case
18. She locked the door before going to bed in case
19. The teacher reminded the students the common test dates in case
20. He always carries his umbrella in case

C) Combine each pair of sentences using " IN CASE ":

1. You'd better take a sweater. It might get cold.
.....
2. We'd better book a table. The restaurant might be full.
.....
3. You ought to insure your jewellery. It might get stolen.
.....
4. I'm watching this saucepan. The water might boil over.
.....
5. I'll leave you my phone number. You might want to contact me.
.....

D) Join the sentences:

1. He tried to find a car park. He wanted to park his car. (in order to)
.....
2. Mrs. Brown hid the ball. She didn't Bill to play football. (so that)
.....
3. They got up early. They didn't want to miss the bus. (in case)
.....
4. Mary is wearing glasses. She wants to see better. (so that)
.....
5. My father often takes his car to the mechanic. He doesn't want it to break down. (in case)
.....
6. Molly is eating less bread. She doesn't want to put on weight. (in case)
.....
7. Sally usually wears a thick coat. She doesn't want to catch a cold. (in order not to)
.....

8. Mr. Short used a long ladder. He wanted to reach the high ceiling. (so that)
.....
9. My father gave me extra money. He didn't want me to borrow any from my friends.
(in case)
.....
10. Andrew's friends visited him. They wanted to congratulate him on his graduation.
(in order to)
.....
11. I'm learning English. I want to get a better job. (to)
.....
12. The driver stopped. Then the children could cross the road. (so that)
.....
13. Tom put the cream in the fridge. That would keep it cool. (to)
.....
14. Mark is going to repair the roof. Then the rain won't come in. (so that)
.....
15. We often switch off the heating. It saves money. (in order to)
.....
16. Pamela wore boots. Her feet wouldn't get wet. (so that)
.....

E) Complete the sentences:

1. She'll start on a diet so that
2. They went to Migros so that
3. Shee bought a new dress so that
4. I'll give you a map so that
5. Take your umbrella in case
6. I left the key for you in case
7. Take your torch with you in case
8. Ian went to the bank in order to
9. Jeremy is going to wear a suit in order to
10. David put on the kettle in order to
11. Alec hurried in order not to
12. I closed the door of my room in order not to

WORKSHEET 48

SUBJECT : *Reason and Result: because (of), as, since, so, as a result, therefore, so / such (that)*

A) Complete the sentences in A using BECAUSE or BECAUSE OF and an idea from B. Use each idea in B only one.

- | A | B |
|------------------------------|------------------------------|
| 1. He phoned the police | a) his bad leg |
| 2. I didn't have any lunch | b) I thought it might rain |
| 3. Our plane was delayed | c) I wasn't hungry |
| 4. He went to Paris | d) he'd lost his wallet |
| 5. I took an umbrella | e) the fog |
| 6. He couldn't run very fast | f) he wanted to learn French |

1. *He phoned the police because he'd lost his wallet.*
2.
3.
4.
5.
6.

B) Choose the correct answers:

1. As / As a result it was such a beautiful day, we decided to have a picnic.
2. It was his birthday because / so we decided to buy him a present.
3. As a result / Since all the seats on the train were taken, we had to stand.
4. The banks were closed and as a result / because we couldn't get any money.
5. I didn't find the book very interesting and so / as I didn't finish it.
6. We couldn't drive across the bridge as a result / because it was closed.
7. She had the best qualifications and she so / therefore got the job.
8. I haven't got much money as / so I can't afford a new car.

C) Join each pair of sentences using SO / SUCH (THAT):

1. It was a very warm evening. We had dinner outside in the garden.
.....
2. He was very nervous. He couldn't eat anything.
.....
3. Our neighbours' party was very noisy. We couldn't sleep.
.....
4. The restaurant was very crowded. They couldn't find anywhere to sit down.
.....
5. We were all having a good time. We didn't want to stop.
.....
6. He's got a very good memory. He never needs to write anything down.
.....

WORKSHEET 49

SUBJECT : *Contrast: although, even though, though, in spite of, despite, while, whereas, however*

A) Rephrase the sentences beginning with the words in brackets:

1. She has plenty of money, but she is very mean. **(although)**
.....
2. They have a car, but they rarely use it. **(though)**
.....
3. He was innocent, but he was sent to prison. **(although)**
.....
4. He was a number of relatives living nearby, but he never visits them. **(even though)**
.....
5. She never takes any kind of exercise, but she is quite fit and healthy. **(even though)**
.....

B) Rephrase the sentences using the words in brackets and a noun:

1. They went out for a walk, even though the weather was bad. **(despite)**
.....
2. She managed to write, even though her hand was injured. **(in spite of)**
.....
3. All the trains were on time, even though the snow was heavy. **(despite)**
.....
4. Our coach didn't arrive late, even though the traffic was terrible. **(in spite of)**
.....
5. A lot of people buy those houses, even though the prices are high. **(despite)**
.....
6. He stayed up late, even though he was very tired. **(despite)**
.....
7. I didn't buy the car, even though I had the money. **(despite)**
.....
8. He stayed outside in the cold weather, even though he felt ill. **(despite)**
.....
9. People continue to smoke, even though they know the dangers. **(in spite of)**
.....

**C) Sally and Peter are good friends, but they are very different.
Compare Sally and Peter. Join each idea in A with the most suitable idea in B.
Make sentences using WHILE / WHEREAS:**

- | A | B |
|----------------------------------|--------------------------------|
| 1. She likes hard work. | a) He prefers classical music. |
| 2. She likes jazz and pop music. | b) He prefers staying at home. |
| 3. She likes going out a lot. | c) He can be rather mean. |
| 4. She's very practical. | d) He's quite lazy. |
| 5. She's very generous. | e) He's quite idealistic. |
1.*She likes hard work, while / whereas he's quite lazy*.....

2.
3.
4.
5.

WORKSHEET 52

SUBJECT : Pronouns

A) Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:

1. This is Tim. car is very fast.
2. Jane and I are in the garden. books are in the classroom.
3. Are you a driver? Where is car?
4. I am a driver? This is school.
5. She is my friend. name is Meltem.
6. These are Mr. and Mrs. Brown. That's house.
7. Look at that cat. eyes are green.
8. Your friend and you are sad today. What's problem?
9. That's Mr. Green. He is driving car.
10. Ali's and Can's bags are heavy. bags are full.
11. Gökçe and Meltem are listening to pop music. mother is cooking in the kitchen.
12. The dog is eating a bone. teeth are very sharp.
13. Are you and your sister ready? friend is waiting for you in the car.
14. A: What's job?
B: I'm a mechanic.
15. Madonna is a famous singer. new records are great.
16. Robert has got a dog. name is Bingo.
17. We have got a new house in İzmir. new house is very large.
18. The boys are riding bicycles in the garden.
19. Ayşegül is going to school. school is very far.
20. Sue and Mary are wearing ear-rings. ear-rings are silver.

B) Rewrite these sentences using HE, SHE, IT, THEY, WE, HIS, HER, THEIR, OUR, ITS:

1. **Jane's father** is very thin.
.....
2. **Men's** trousers are very expensive.
.....
3. **Jim's shirt** is very long.
.....
4. Is **your brother** a businessman?
.....
5. **My mother and I** would like some tea.
.....
6. These are **Avşe's and my** books.
.....
7. **Mrs. Brown's daughters** are in the garden.
.....
8. Where is **Gökçe's mother**?
.....
9. **My father's** car is blue.
.....
10. **That rabbit** is grey. **The rabbit's** ears are long.
.....

11. The students' books are in the classroom.

.....

12. This is Mrs. Brown's coat, but these are the children's coats.

.....

C. Rewrite the underlined words using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. This is Ayşe's coat.

.....

2. It is my chocolate. Don't eat!

.....

3. That red book is not Can's book. His book is blue.

.....

4. A: Look at these keys. Are they our keys?

.....

B: No, they are not your keys. They are my mother's keys.

.....

5. A: Are those your glasses or my glasses on the table?

.....

B: I think, they are your glasses. My glasses aren't on the table. They are in my bag.

.....

D. Fill in the blanks using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. A: Is this John's tie?

B: Yes, it is

2. My umbrella isn't black. is grey.

3. There is a car near your house. Is it ?

4. That green shirt isn't Ayşe's. is blue.

5. Pass this ball to us. It is

6. They don't like sandwiches. These sandwiches are not

7. Don't take these keys. They are not

8. A: There is a pair of brown gloves here. Are they your gloves or my gloves?

B: I haven't got brown gloves. They aren't, they are

9. A: Is their house old?

B: No, is very old.

10. Can I take your pen? is at home.

E. Fill in the blanks with ME, YOU, HIM, HER, THEM, US, IT:

1. We are playing in the garden and Jim is playing with

2. Are the lights on? Turn off!

3. Where is my book? I'm looking for

4. She is very tired. Help

5. I'm very thirsty. Give a glass of water.

6. This is Ahmet's pen. Give it to

7. Look at Are they your friends?

8. Are you John Brown? There is a letter for

F. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, THEIR, ME, YOU, HIM, HER, IT, US, THEM, MINE, YOURS, HERS, HIS, OURS, THEIRS where necessary:

1. Is that Jim's tie? Show this tie.
2. There is a pen on the table. Give to me.
3. Pass these books to your friends. They are
4. A: Is this my umbrella?
B: No, it isn't umbrella. is on the table.
5. Gökçe and I are in the classroom. bags are under the desk over there. Could you bring to ?
6. Mr. and Mrs. Brown are at the door. This is key. Please give to
7. A: Have you got a green pullover?
B: No, isn't green. It's blue.
8. Look at that man. name is John Brown. This passport is Give to

G. Rewrite the underlined parts using ME, HIM, HER, THEM, US, IT:

1. There are some books on the desk. Look at these books.
.....
2. She is turning the radio on.
.....
3. The teacher is asking Jane a question.
.....
4. Take your shoes off.
.....
5. The man is looking at Ali and me.
.....
6. Jim is giving his father some tea.
.....
7. This is the dog's meat. Give the meat to the dog.
.....
8. Is Tom eating any oranges?
.....
9. Give the milk to that cat.
.....
10. Could you pass the salt to your mother?
.....

H) Complete the passage. Use these words.

my your his her its our their his

Hello. name is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good and swimming-pool is large.

Andy and I have got a sister. name is Liz. She's six years old. mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too. two sons are in the pool.

Andy has got a girl-friend. girl-friend's name is Sandra. She's in class at school.

Where is your family? Is family here, too?

WORKSHEET 53

SUBJECT : Pronouns

A) Choose the correct answers:

1. *We / Us* met Sally yesterday afternoon. *She / Her* came to the cinema with *we / us*.
2. I phoned Sarah last night and gave *she / her* the message.
3. My brother is older than *I / me*, but *he / him* isn't as tall as *I / me* am.
4. "Who wants a cup of coffee?" "*I / Me.*"
5. A: Have you seen Simon today?"
B: Yes. *I / Me* saw *he / him* this morning. *He / Him* was going to the swimming pool.
6. A: What did those people want?
B: *They / Them* asked *I / me* to help *they / them*.

B) Complete the sentences using the pronouns in the box:

I you he she it we they
me you him her it us them

1. Peter and I are going out this evening.'re going to the cinema. Would you like to come with
2. Where are my keys? I put on the table a moment ago, but now 've disappeared.
3.'s usually quite cold in New York in the winter.
4. A: What did you think of the film, Simon?
B: enjoyed very much.
5.'s strange that Kate didn't come to the meeting.
6. A: What do the government plan to do about education?
B: say that 're going to build more schools.
7. aren't allowed to drive a car in Britain until 're 17 years old.
8. If you have any problems, just tell someone and they 'll help you.
9. How far is from Madrid to Paris?
10. My sister and I are quite different.'s much more serious than am.

C) Choose the correct answers:

1. We know *their / theirs* telephone number, but they don't know *our / ours*.
2. *My / Mine* car wasn't as expensive as *her / hers*.
3. A: How are *your / yours* children?
B: Fine, thanks. How are *your / yours*?
4. Maria has got *her / hers* suitcase, but *her / hers* friends haven't got *their / theirs*.
5. *Our / Ours* flat isn't as big as *their / theirs*, but *our / ours* is much more comfortable.
6. Have you seen *my / mine* coat?

WORKSHEET 57

SUBJECT : *Possessive “apostrophe –s-“ or “of”*

A) Complete the sentences. Use the words in brackets with the POSSESSIVE ‘S or OF:

Example: Have you seen *Steven Spielberg’s new film?* (the new film / Steven Spielberg)
Have you repaired *the wheel of the bicycle?* (the wheel / the bicycle)

1. We had to leave the cinema early so we didn’t see
(the end / the film)
2. We met Sue and Frank at (the party / Sarah)
3. My flat is on (the top floor / the house)
4. The bus crashed into (the back / my car)
5. We heard the news from (a friend / the woman who works in the post office)
6. There’s a hospital at (the end / this road)
7. I’ve spoken to (the parents / the girls)
8. The police want to interview (the manager / the Black Cat Club)

B) Complete the sentences using the correct form of the POSSESSIVE ‘S:

1. What is your friend name?
2. Sarah found somebody credit cards in the street.
3. The Eiffel Tower is Paris most famous landmark.
4. The boys bedroom has just been painted.
5. I read about a murder in this morning newspaper.
6. Can you borrow your parents car at the weekend?
7. I need to get some medicine. Is there a chemist near here?

C) Rewrite the following using the correct POSSESSIVE form:

1. the butterflies – the wings *the butterflies’ wings*
2. the students – the books
3. drive – three hours
4. the department store – the staff
5. living – the cost
6. some friends – my brother
7. bread – the price
8. the baby – the pram
9. John and Paul – the wives
10. the men – the changing rooms
11. the sea – the waves
12. a climb – two hundred metres
13. Lucy and Emily – the mother
14. the house – my father’s closest friend
15. the president – the decision
16. my physics professor – the report
17. the park – the playground
18. the Smiths – the car
19. my mother-in-law – the garden

D) Answer the questions:

1. Is this your car?
No, *it isn't. It's Ben's.* (Ben)
2. Are these your boots?
No, (Jim)
3. Are these Sue's glasses?
No, (Eric)
4. Is that your dress?
No,(Karen)
5. Is this my jacket?
No, (Mr. Jackson)
6. Are these your shirts?
No,(Mike)
7. Is that your grandmother's dress?
No, (my mother)

Some guidelines on how to describe a given picture.

Do:

Look at your picture carefully and take a few moments to think before you start talking.

Talk for all the time you are given. If you have one minute to do the task, use every second.

Practise the useful language below so you can explain which part of the picture you are talking about.

Don't:

Panic if you don't know the words for all the things in the picture. You don't need to know all the words for everything in the picture if you know what to say when you don't know an exact word.

Get distracted and start talking about something else. Focus on the photo or picture.

Panic if your mind goes blank. Take a deep breath, look at the picture and start again.

If you are asked to describe a photo or a picture in the exam, here is some language you can use:

What is in the picture?

In the picture I can see ...

There's / There are ...

There isn't a ... / There aren't any ...

Say what is happening with the present continuous

The man is ...ing

The people are ...ing

It's raining.

Where in the picture?

At the top/bottom of the picture ...

In the middle of the picture ...

On the left/right of the picture ...

next to

in front of

behind

near

on top of

under

If something isn't clear

It looks like a ...

It might be a ...

He could be ...ing

Maybe it's a ...

The following ten pictures are given as an exercise:





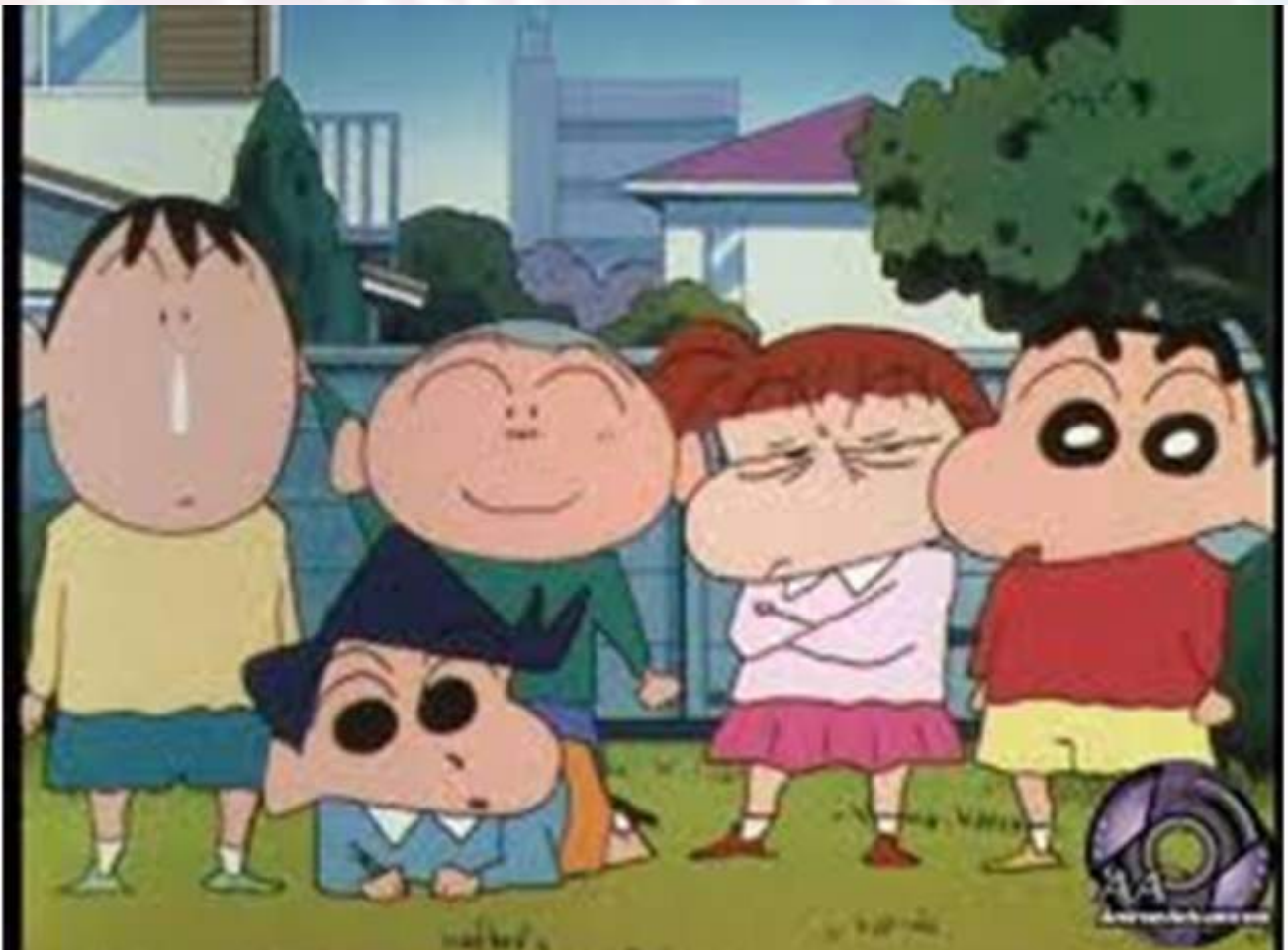
ENGLISH





ENGLISH







Teaching Tips:

Emphasise to the mentee that articles are not just there for decoration; they tell us extra information about the noun.

The pronunciation method of determining whether we will use a or an might be a bit tricky for Hindi speakers to grasp; primarily because the concept of silent words and one word being pronounced in different ways is something peculiar to English. The silent nature of h and why its “a European” and not “an European” should be explained with care.

This document cursorily examines only some points about the usage. Let the mentee know it’s okay to make mistakes because he will learn by error since many rules are arbitrary and come with usage.

Articles

The following words are articles:

“A”

“An”

“The”

They come before nouns to point out to a certain noun or a general noun. The words “A” and “An” are indefinite articles as they point out to general nouns:

Like for example: “A teacher” or “An apple” point out to a general teacher/apple and not to a specific one so they are called indefinite articles. (Try to imagine the indefinite nature of “a” apple, than “the” apple, which is more definite.)

“The” is a definite article as it points out to a specific noun: Like for example: “The sun” or “the professor” point out to a specific entity as understood from previous lines of the usage of the above phrases so it is called a definite article as the name suggests

Usage of articles:

“a” is used before indefinite nouns

“an” is used before indefinite nouns or abbreviations with the starting sound of a vowel (There are some very notable exceptions: it’s an hour, not a hour. It’s an year, not a year. So the usage of a/an depends a lot on the starting sound of the immediately following word.)

“The” is used before definite nouns. This includes certain books (like “the Vedas”), proper places (like “the pacific”, “the Himalayas”), before unique universal entities (like “the milky way”), before an adjective where the noun is understood (“the poor are always suffering). The patterns of usage are best learned by constant reading and practice.

Also, it is not always necessary and sometimes wrong to use articles before nouns in certain situations. The following are some common situations where use of articles is prohibited:

Before proper nouns, substances

Ex:

“Saina Nehwal plays badminton very well”

Here, though the player referred to is obviously definite, “the” is not used before the noun.

“Diamond is very valuable”

Before some plural nouns

Ex:

“I love fruits”

Before any family relative

Ex:

1. “Mother called us”

The exceptions mentioned above will be perfected only through practice. Conduct the exercises given for this section.

Fill in: *The, a, an or --- (leave blank)*

1. I have just had _____ great idea.
2. Columbus was one of _____ first people to cross _____ Atlantic.
3. _____ British drink too much tea.
4. _____ Thames flows into _____ North Sea.
5. Judith earns € 2000 _____ month.
6. Dancing is _____ more interesting activity than reading.
7. As _____ captain of _____ ship I have _____ complete authority.
8. _____ people we met on _____ holiday in _____ north of England came from _____ USA.
9. What's on _____ TV today?
10. He was doing eighty miles _____ hour on _____ motorway.
11. How many hours do you work on _____ average?
12. You are _____ first to reach the top.
13. The people who live in _____ Netherlands are called _____ Dutch.
14. The burglar hit me on _____ back of my neck.
15. _____ Football is his whole life.
16. I try to go for _____ run four times _____ week.
17. Did you read _____ book I gave you?
18. Sally went to _____ prison to visit her husband.
19. This is _____ only cinema in the area.
20. _____ People who live in glass houses shouldn't throw _____ stones.
21. Do you go to _____ church on Sundays?
22. This is _____ man I told you about.
23. This is exactly _____ job I was looking for.
24. _____ Trafalgar Square is near _____ Charing Cross Station.
25. _____ little knowledge is _____ dangerous thing.
26. _____ Philosophers seem to think that life is _____ mystery.
27. I need time to think about _____ offer you made.
28. I can't play _____ piano but I can play _____ guitar.
29. There was _____ time when I enjoyed _____ skating.
30. The worst part of living in a tent is _____ lack of space.
31. _____ most cars start badly on _____ cold mornings.
32. _____ Prime Minister will give a speech this afternoon.
33. _____ Tower of London is one of _____ main attractions of London.
34. I haven't been to _____ concert like that before.
35. I was in _____ pain after I twisted my ankle.
36. Of all these cars I prefer _____ Japanese one.
37. Neil Armstrong made _____ first footprint on _____ moon.
38. Where are _____ scissors you borrowed last week?
39. It's _____ long way by train to _____ south of France.
40. _____ French drink a lot of wine.

Fill in: *The, a, an* or --

1. I have just had a great idea.
2. Columbus was one of the first people to cross the Atlantic.
3. The British drink too much tea.
4. The Thames flows into the North Sea.
5. Judith earns € 2000 a month.
6. Dancing is a more interesting activity than reading.
7. As captain of the ship I have complete authority.
8. The people we met on holiday in the north of England came from the USA.
9. What's on TV today?
10. He was doing eighty miles an hour on the motorway.
11. How many hours do you work on average?
12. You are the first to reach the top.
13. The people who live in the Netherlands are called the Dutch.
14. The burglar hit me on the back of my neck.
15. Football is his whole life.
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17. Did you read the book I gave you?
18. Sally went to the prison to visit her husband.
19. This is the only cinema in the area.
20. People who live in glass houses shouldn't throw stones.
21. Do you go to church on Sundays?
22. This is the man I told you about.
23. This is exactly the job I was looking for.
24. Trafalgar Square is near Charing Cross Station.
25. A little knowledge is a dangerous thing.
26. Philosophers seem to think that life is a mystery.
27. I need time to think about the offer you made.
28. I can't play the piano but I can play the guitar.
29. There was a time when I enjoyed skating.
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37. Neil Armstrong made the first footprint on the moon.
38. Where are the scissors you borrowed last week?
39. It's a long way by train to the south of France.
40. The French drink a lot of wine.

Fill in an article (THE, A, AN) where necessary – or leave blank !

1. _____ Teachers are like _____ weather, one minute they're good, _____ other they're bad.
2. Jake took out _____ beer opened it and drank _____ cold beer from _____ bottle. _____ beer always tasted better from _____ bottle.
3. She is on _____ diet, so she ordered _____ calorie-free dinner.
4. We'd like to have _____ wedding in _____ early fall, in early October if possible.
5. Emma's eyes rested on _____ letter. Here was _____ opportunity she had been waiting for.
6. The plane was climbing up through _____ sky.
7. My grandmother was _____ true original. Strong of character, she ruled our family with _____ iron hand.
8. Maxim was at _____ centre of her thoughts.
9. Winston Churchill, _____ former Prime Minister of England, went to _____ Harrow.
10. _____ Marmalade is usually made from _____ oranges.
11. I live in _____ apartment, which is brand new.
12. _____ *Royals* is a serial which portraits _____ life of _____ members of _____ Royal family in _____ United Kingdom.
13. It was _____ cold Saturday morning at _____ beginning of _____ month.
14. It had rained earlier in the day and as Maggie left the house she lifted her eyes towards _____ sky.
15. I arrived I _____ USA last Monday. We left _____ Rome, flew over _____ Alps and made a quick stop in London.
16. Before we landed at _____ JFK airport, we saw _____ Statue of Liberty, Ellis Island and _____ Empire State building.
17. _____ Most children like _____ sweets.
18. Jane's husband got home early from _____ work.
19. Last year we visited _____ St. Paul's Cathedral and _____ Tower of London.
20. Our friends, _____ Millers, moved to Florida last summer.
21. Our children go to school by _____ bus.
22. She likes _____ Indian tea but she doesn't like _____ tea that comes from _____ Ceylon.
23. _____ President of the United States is giving a speech tonight.
24. The two countries reached _____ peace after a long, disastrous war.
25. We needed _____ house to live in when we were in London.
26. _____ Elephants are intelligent animals.
27. This is a book on _____ Irish history.
28. She had laughing eyes and _____ most charming mouth.
29. I'll book _____ sleeper on _____ Geneva-Paris train tomorrow,
30. I'm tired. I think I'll be going to _____ bed.
31. We need to be at _____ airport in _____ hour.
32. Their car does over a hundred miles _____ hour.
33. Carol's father works as _____ electrician.
34. _____ Milk is rich in _____ nutrients.
35. _____ Money is one of _____ most important things in _____ life.
36. _____ Dogs make wonderful pets.
37. Do you happen to know who invented _____ camera?

Fill in an article (THE, A, AN) where necessary – or leave blank !

1. Teachers are like **THE** weather, one minute they're good, **THE** other they're bad.
2. Jake took out **A** beer opened it and drank **THE** cold beer from **THE** bottle. A beer always tasted better from **THE** bottle.
3. She is on diet, so she ordered **A** calorie-free dinner.
4. We'd like to have **THE** wedding in early fall, in early October if possible.
5. Emma's eyes rested on **THE** letter. Here was **THE** opportunity she had been waiting for.
6. The plane was climbing up through **THE** sky.
7. My grandmother was **A** true original. Strong of character, she ruled our family with **AN** iron hand.
8. Maxim was at **THE** centre of her thoughts.
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13. It was **A** cold Saturday morning at **THE** beginning of **THE** month.
14. It had rained earlier in the day and as Maggie left the house she lifted her eyes towards **THE** sky.
15. I arrived in **THE** USA last Monday. We left Rome, flew over **THE** Alps and made a quick stop in London.
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20. Our friends, the Millers, moved to Florida last summer.
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27. This is a book on Irish history.
28. She had laughing eyes and **A** most charming mouth.
29. I'll book **A** sleeper on **THE** Geneva-Paris train tomorrow,
30. I'm tired. I think I'll be going to bed.
31. We need to be at **THE** airport in **AN** hour.
32. Their car does over a hundred miles **AN** hour.
33. Carol's father works as **AN** electrician.
34. Milk is rich in nutrients.
35. Money is one of **THE** most important things in life.
36. Dogs make wonderful pets.
37. Do you happen to know who invented **THE** camera?

THE COCK AND THE PEARL

A cock was once strutting up and down the farmyard among the hens when suddenly he espied something shining amid the straw. 'Ho! ho!' quoth he, 'that's for me,' and soon rooted it out from beneath the straw. What did it turn out to be but a Pearl that by some chance had been lost in the yard? 'You may be a treasure,' quoth Master Cock, 'to men that prize you, but for me I would rather have a single barley-corn than a peck of pearls.'

Precious things are for those that can prize them.

Answer the following questions

Q1. What do we get about the cock's attitude by the word "strutting"? Use a dictionary if necessary.

Q2. Does one thing have the same value for everyone? What does the story say about this?

Q3. Does a cock have any use for pearls?

THE WOLF AND THE LAMB

Once upon a time a Wolf was lapping at a spring on a hillside, when, looking up, what should he see but a Lamb just beginning to drink a little lower down. 'There's my supper,' thought he, 'if only I can find some excuse to seize it.' Then he called out to the Lamb, 'How dare you muddle the water from which I am drinking?'

'Nay, master, nay,' said Lambikin; 'if the water be muddy up there, I cannot be the cause of it, for it runs down from you to me.'

'Well, then,' said the Wolf, 'why did you call me bad names this time last year?'

'That cannot be,' said the Lamb; 'I am only six months old.'

'I don't care,' snarled the Wolf; 'if it was not you it was your father;' and with that he rushed upon the poor little Lamb and ate her all up. But before she died she gasped out . 'Any excuse will serve a tyrant.'

Answer the following questions

Q1. What other animal "laps water" ?

Q2. At what time do you have supper?

THE DOG AND THE SHADOW

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more.

Beware lest you lose the substance by grasping at the shadow.

Answer the following questions

Q1. Was the dog in the story greedy? What does greedy mean?

Q2. What sound is associated with things falling into water?

Q3. Did the dog regret snapping at the shadow?

THE LION'S SHARE

The Lion went once a-hunting along with the Fox, the Jackal, and the Wolf. They hunted and they hunted till at last they surprised a Stag, and soon took its life. Then came the question how the spoil should be divided. 'Quarter me this Stag,' roared the Lion; so the other animals skinned it and cut it into four parts. Then the Lion took his stand in front of the carcass and pronounced judgment: The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it.'

'Humph,' grumbled the Fox as he walked away with his tail between his legs; but he spoke in a low growl. 'You may share the labours of the great, but you will not share the spoil.'

Answer the following questions

Q1. Did all animals work to kill the stag?

Q2. Did all animals get an equal share of the kill?

Q3. What does the story teach you about human nature?

THE WOLF AND THE CRANE

A Wolf had been gorging on an animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. 'I would give anything,' said he, 'if you would take it out.' At last the Crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck down the Wolf's throat, and with its beak loosened the bone, till at last it got it out.

'Will you kindly give me the reward you promised?' said the Crane.

The Wolf grinned and showed his teeth and said: 'Be content. You have put your head inside a Wolf's mouth and taken it out again in safety; that ought to be reward enough for you.'

Gratitude and greed go not together.

Answer the following questions

Q1. Why did the Wolf need help?

Q2. Did the Wolf ever intend to reward the crane?

THE MAN AND THE SERPENT

A Countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died. The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss. Well, the Farmer thought it best to make it up with the Serpent, and brought food and honey to the mouth of its lair, and said to it: 'Let's forget and forgive; perhaps you were right to punish my son, and take vengeance on my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?'

'No, no,' said the Serpent; 'take away your gifts; you can never forget the death of your son, nor I the loss of my tail.'

Injuries may be forgiven, but not forgotten.

Answer the following questions

Q1. Was the serpent provoked when he bit the farmer's son?

Q2. Why did the farmer want to make peace?

Q3. Should we forgive and forget?

THE TOWN MOUSE AND THE COUNTRY MOUSE

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: 'I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.' No sooner said than done: the two mice set off for the town and arrived at the Town Mouse's residence late at night. 'You will want some refreshment after our long journey,' said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. 'What is that?' said the Country Mouse. 'It is only the dogs of the house,' answered the other. 'Only!' said the Country Mouse. 'I do not like that music at my dinner.' Just at that moment the door

flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. 'Good-bye, Cousin,' said the Country Mouse, 'What! going so soon?' said the other. 'Yes,' he replied;

'Better beans and bacon in peace than cakes and ale in fear.'

Answer the following questions

Q1. Do people who go from villages to cities think village life is poor?

Q2. Why did the mouse from the country go back home?

Q3. Would you want peace of mind over material rewards, or vice-versa?

THE FOX AND THE CROW

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. 'That's for me, as I am a Fox,' said Master Reynard, and he walked up to the foot of the tree. 'Good-day, Mistress Crow,' he cried. 'How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.' The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. 'That will do,' said he. 'That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future.' 'Do not trust flatterers.'

Answer the following questions

Q1. Should the crow have believed the fox?

Q2. Should you trust someone you praises you excessively?

THE SICK LION

A Lion had come to the end of his days and lay sick unto death at the mouth of his cave, gasping for breath. The animals, his subjects, came round him and drew nearer as he grew more and more helpless. When they saw him on the point of death they thought to themselves: 'Now is the time to pay off old grudges.' So the Boar came up and drove at him with his tusks; then a Bull gored him with his horns; still the Lion lay helpless before them: so the Ass, feeling quite safe from danger, came up, and turning his tail to the Lion kicked up his heels into his face. 'This is a double death,' growled the Lion.

Only cowards insult dying majesty.

Answer the following questions

Q1. Would the animals have dared to attack the lion when the lion was in good health?

Q2. Do cowards attack powerful people?

Q3. How should you use your power to avoid the lion's fate?

Activities for Level 2

After completing the necessary grammar portions of level 2, the mentee is ready with the base knowledge. Based on the initial knowledge of the mentee at the start, conduct the following activities to enhance better knowledge of the IIT Delhi system (which is mainly covering the introduction magazine from the BSP and the course structure):

Inform the mentee about the various clubs, departments in IIT. Talk about the societies of the clubs (like Ankahi – Dramatics Society). Don't go into specifics of what the club does, just make sure the mentee knows this (some mentees due to lack of knowledge of English when they joined IIT don't know all these things)

Also for ease of reading notices, emails, etc make sure the mentee knows different places in IIT (like Bharti Building, SAC, Synergy Building, etc)

The last but the main part is teaching how to read the course structure. The whole document of the course structure is in English and to understand it is very important. But now that the mentee is comfortable with basic English, he/she should try reading it on their own after you explain the necessities like the following:

To read about particular courses of a particular department, go to the page where that department's courses are written (using "find in" feature).

To read about a particular course, search for the course code.

Other sections like the details about NEN, NLN, NSS, Nso, etc can be given as practice to read and you can quiz the mentees later.

Speaking and listening skills

At this stage, you should introduce your mentee to different sources online, which contain videos having simple English with subtitles. You can watch videos from British Council online which show how to improve speaking and listening skills. You can also encourage the mentee to watch new movies with subtitles. This will boost the mentee's confidence to learn new words on his own. Also from now on, start speaking to you mentee in English only and have him/her respond in the same way.

Writing skills

As in this level Aesop's fables have been introduced to the mentee, you can encourage him/her to write new short stories/poems. Also, have the mentee install Grammarly app as it's auto-correct feature will certainly fill in the gaps of grammar technicalities previously covered in this level. Also, now the mentee can start reading newspapers, magazines and novels having simple English (like those of Enid Blyton. You can suggest novels according to the interest of the mentee).

Premise - Level 3

This level focusses on application of English in various situations. The mentee will be trained to understand lecture slides given in IIT which are always made in English. Also, by this stage, the mentee should be comfortable with using English as the medium in his/her lecture notes but that is left up to the mentee.

Also, this level is the only one that stresses on writing skills of the mentee. The mentee is to be taught writing emails, how different sentences having the same meaning can have different tones, which is very important when it comes to writing. The mentee will also be exposed to simple poetry in English followed by comprehension questions to boost the mentee's confidence. Overall, after completing this level, the mentee's skills and knowledge will be well equipped enough to write exams in IIT, read novels as per his/her own interest and converse in English comfortably.

Also keep in mind that this level is to be completed before the first minor. The next level generally focusses on completing topics that were left before and speaking/presentation skills.

USING ENGLISH

It's necessary for the language mentees to start processing their academics in English. This is because the language for teaching in IIT's is by and large English.

It is highly recommended that the language mentor takes the following steps to help the student in studying in English:

1. Get in touch with the academic mentors to find out the pertinent syllabus for the semester. Also to keep up to date with the classes.
2. Using diagrams, first translate core concepts like field, charge etc. on a word by word basis.
3. Encourage the student to use solve basic problems aloud, and use English sentences while outlining the steps. This'll help identify the holes in vocabulary which the language mentor will then promptly fill.
4. Encourage the mentee to watch basic Khan Academy videos to learn how to talk and write about the academic subjects in English.

To really start feeling comfortable in English, it's essential that the mentee starts conversing in it and more importantly WATCHING people converse in it. Keeping this in mind, we make the following recommendations.

Authors, who wrote/write with simplicity of language. Mentees are highly encouraged to read books by these.

- Ernest Hemingway (The Old Man and the Sea etc.)
- Chetan Bhagat (The mentor must emphasise that it isn't quality literature)
- Amish Tripathi (Immortals of Meluha etc.)
- Durjoy Datta, Ravinder Singh (NOT quality literature, the mentee should remember)
- Ruskin Bond (Read any collection of short stories)
- Khushwant Singh
- Mark Twain (The Adventures of Tom Sawyer)

English movies and videos, to be watched with subtitles. They may be obtained by youtube and other means.

- The Social Network
- The Hunger Games trilogy
- Toy Story series
- Twilight series (not example of quality cinema)
- Despicable Me
- Coco
- Inside Out

Follow some youtube channels in which the primary mode of communication is English

Youtube is an excellent medium to learn English. In his spare time, the mentee is encouraged to listen to and watch youtube videos and say the sentences aloud to increase the comfort level with the language.

- Learn English with Misterduncan
- Real English
- BBC Learn English
- British Council: Learn English Kids
- Jennifer ESL
- Britlish

Apart from reading, watching and listening to English, the mentee must learn to speak in English. Since speaking out original ideas or experiences in English can be challenging, it's recommended that the mentor adopt the following approach:

- Encourage the mentee to read out headlines in the newspaper, or magazine. The mentee may also read out from the pdf that the professor uploads on the site.
- The mentee then should read out stories. This has to be done in two parts: first the mentee must tell the story in his native language, then the mentee has to read out the story verbatim. This will also help judge whether the mentee has understood the story or memorised it.
- The mentee should then be encouraged to talk about his day, or classes in English person to person.
- Finally, the mentee should be encouraged to talk to the entire group standing up in English on a topic of his choice.

The language mentor is encouraged to get in contact with the BSW mentor to encourage the mentee in speaking English while with co-mentees.

English in academic life of IIT

As the name of this section suggests, it is also important that the mentee understands lectures, slides, question papers, etc as English is the medium for everything for such a diverse group of students in IIT. To do that, ensure that the mentee comfortable with learning new words from dictionary or by using a translator:

Exercise: Instruct the mentee to pickup any novel of their choice (he/she can get it from the SAC library). You should make sure that the language of the novel is difficult for the mentee (for ex: The English used in “Sherlock Holmes” is very different from other novels and can be used for this task). He/she should read the novel regularly and note down at least 20-30 words per day and write down its meaning. Later, conduct a quiz asking the meanings of the words.

When this is done for some time, persuade the mentee to do the same with lecture slides and previous years' question papers. Also, point out that the mentee can always ask doubts during lecture, if he/she doesn't understand the meaning of any word uttered or written by the professor.

Complex Sentences

Complex sentences are fascinating components of the English language. When used properly, they can add depth to our writing. Complex sentences contain an independent clause and at least one dependent clause.

An independent clause has the ability to stand alone as a sentence. It always makes a complete thought. A dependent clause cannot stand alone, even though it has a subject and a verb.

Independent and Dependent Clauses

Let's start with an **independent clause**, one that can stand alone:

- Katie sipped on her cappuccino.

This is an independent clause because it's a complete sentence containing a subject and a verb and fully expressing an idea.

Now let's see a **dependent clause**, one that does not fully express an idea:

- While Katie sipped on her cappuccino

Although this sentence contains a subject (Katie) and a verb (sipped), it's not a complete thought - we still need more information. Therefore, it's not a complete sentence.

When an independent and a dependent clause join together to form a complex sentence, they can go in either order.

Here's an example where the **independent clause** comes first:

- I was snippy with him because I was running late for work.

Here's an example where the **dependent clause** comes first:

- Because I was running late for work, I was snippy with him.

To connect independent and dependent clauses, you need subordinating conjunctions like "after," "while," or "since." If the dependent clause comes first, you will generally need to separate the clauses with a comma.

Common Complex Sentence Examples

Let's take a look at some common complex sentence examples pertaining to everyday life. In each example, the independent clause is underlined.

- Because my coffee was too cold, I heated it in the microwave.
- Although he was wealthy, he was still unhappy.
- She returned the computer after she noticed it was damaged.
- Whenever prices goes up, customers buy less products.
- Because I had to catch the train, and as we were short on time, I forgot to pack my toothbrush for our vacation.
- As she was bright and ambitious, she became a manager in no time.
- Wherever you go, you can always find beauty.
- Evergreen trees are a symbol of fertility because they do not die in the winter.
- Although it was very long, the movie was still enjoyable.

- You should take your car in for a service because it's starting to make weird noises.
- The actor was happy he got a part in a movie even though the part was small.
- After the tornado hit, there was very little left standing.
- The museum was very interesting, as I expected.
- Now that he's rich and famous, people make allowances for his idiosyncrasies.
- Even though he's thoroughly trained, he still makes a lot of mistakes.
- Since winter is coming, I think I'll knit a warm sweater, because I'm always cold.
- When she was younger, she believed in fairy tales.
- I have to save this coupon in case I come back to the store tomorrow.
- Let's go back to Chez Nous because it's where we had our first date.
- Although my friends begged me, I chose not to go to the reunion.
- As genes change over time, evolution progresses.
- I really didn't like the movie even though the acting was good.
- When he got a creampie smashed in his face, everyone laughed.
- After being apart for years, he still had feelings for her.

Complex Sentences from Literature

Here are some well-crafted complex sentences from literature. The independent clauses are underlined.

- If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. - Walden, Henry David Thoreau
- The Scarecrow and the Tin Woodman stood up in a corner and kept quiet all night, although of course they could not sleep. - The Wonderful Wizard of Oz, L. Frank Baum
- Because he was so small, Stuart was often hard to find around the house. - Stuart Little, E.B. White
- Many years later, as he faced the firing squad, Colonel Aureliano Buendia was to remember that distant afternoon when his father took him to discover ice. - One Hundred Years of Solitude, Gabriel Garcia Marquez
- As Grainier drove along in the wagon behind a wide, slow, sand-colored mare, clusters of orange butterflies exploded off the blackish purple piles of bear sign and winked and fluttered magically like leaves without trees.
- Train Dreams, Denis Johnson

English Poetry

This is the final step in the mentee's introduction to the English language. By the earlier introduction to short stories the mentee already knows how to break down the ideas in a paragraph; now the same approach should be taken towards poems. While reading each poem the mentee is encouraged to ask and remember the following:

1. What is the rhyming scheme using in the poem?
2. What is the tone of the poem? Is it happy, sad, victorious?
3. Can you use your native language to tell what the poem is talking about? If yes, do it. If no, read the poem again till you can.
4. Knowing the exact meaning of each word is of secondary importance; the primary importance is to know what the poem wants to convey.
5. Write out what the poem is saying in English.

All said and done, following are some poems, in order of increasing complexity. Repeat the five step procedure in each of them to complete this part of the training.

1. Twelve Tiny Tadpoles

-Paul King

tiny tadpoles swimming near the shore,
up swam another two and that made .

tiny tadpoles playing naughty tricks,
up swam another two and that made .

tiny tadpoles in a giddy state,
up swam another two and that made .

tiny tadpoles found a little den,
up swam another two and that made .

tiny tadpoles in the mud did delve,
up swam another two and that made .

tiny tadpoles wriggling just for fun,
One called out, "There's the stork!",
. . . And then there were none.

2. The Pine Tree and the Reed

-Paul King

“You are small and weak,” the pine tree said
To the swaying reed by the stream below,
“Whereas I am stately, high above you,
And have far more to show!”

The reed was silent. But soon after this
A gale began to bluster and blurt.
The rigid pine tree snapped in th

3. Farmer, Miller and Baker - Paul King

The farmer ploughs and furrows the field,
And sows the seed for the harvest's yield.

Earth, sun, wind and rain,
Swell the seed and ripen the grain.

The reapers reap and gather the wheat,
The miller grinds it to flour sweet,
The baker bakes it to golden bread
By which our body is nourished and fed.

Farmer, miller and baker true,
Bring forth the bread for me and you.
In every loaf their labour lies
Blessed by earth and sun-filled skies.

4. Ten little Indian boys went out to dine;
One choked his little self and then there were
nine.

Nine little Indian boys sat up very late;
One overslept himself and then there were eight.
Eight little Indian boys travelling in Devon;
One said he'd stay there and then there were
seven.

Seven little Indian boys chopping up sticks;
One chopped himself in halves and then there
were six.

Six little Indian boys playing with a hive;
A bumblebee stung one of them and then there
were five.

Five little Indian boys going in for law;
One got in Chancery and then there were four.

Four little Indian boys going out to sea;
A red herring swallowed one and then there were
three.

Three little Indian boys walking in the zoo;
A big bear hugged one and then there were two.

Two little Indian boys sitting in the sun;
One got all frizzled up and then there was one.

One little Indian boy left all alone;
He went and hanged himself and then there were
none.

Daffodils

-William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not be but gay,
In such a jocund company:
I gazed'and gazed'but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

E-mail writing

E-mail writing is an essential skill for a student in IIT. As a student, not only will you often find yourself mailing professors for late assignment submissions and increasing marks, but in life and internships getting the wrong tone in your email can spell the end of the path!

Following are a number of steps which you can take to ensure that you write a good email.

1. Use a professional email address. Your email address should be as close to your real name as possible. Use hyphens or numbers if necessary. For example, cooldude69@gmail.com is a strict no-no, but Prateek.sinha@gmail.com works.

2. Stick to a very simple font, like Times New Roman or Arial. Fancy cursive fonts can be annoying to professors, maybe even more annoying than first year students writing bad emails :P

3. Your subject line must be brief, to the point and solid. Professors and people in general do not have time in IIT, so don't write overly vague lines like "Appointment", overly long like "I had a problem with the checking in one of the papers in the last exam", but just precise, like "Request for review of checked paper".

4. DO NOT say Hello or Hi in formal mails. Such salutations are reserved for informal mails. Open with a formal salutation, like "Respected Sir" or "Respected Ma'am".

5. Introduce yourself in the first paragraph itself. A good example is "My name is XYZ, entry no. ABC currently studying in branch RST in my FGH year". (of course don't put in random alphabets like here :P)

6. Get to the point immediately, in a polite tone. Do not use overtly expressive words. State one after the other the reason for emailing, how you feel about it, what should be done about it and so on.

7. Use a formal tone. DO NOT use slangs (YOLO sir, what's up), unnecessary contractions (thnx fr the attention), profanity (can't put that here), jokes, emojis and emoticons (like I've done in this document :P).

8. Close the email properly. A good choice is "Yours sincerely" or "Yours truthfully", followed by name again.

Hopefully you don't have to write many mails to professors. But if you do, remember to do it right!

Teaching Tips for Active and Passive Voice:

- 1.** The mentee might have problems with the conversion of verbs while switching between active and passive voice. So it's preferable if the mentee is completely comfortable with verbs before coming onto this part.
- 2.** Practically speaking the mentee would be using active and passive voice in reported speech. So try to encourage the mentee to talk about some events in the day in passive voice.
- 3.** The point about emphasis between subject and object is paramount.

Active and Passive Voice

Basic definition

Where active and passive voice differ is their approach to the action taking place in the sentence. The active voice is aggressive, straight forward: emphasis is placed on the subject acting on the object. The passive voice is gentler, more roundabout: the emphasis is more on the object being acted on. It's a subtle difference which can be threshed out through the following example:

The chef prepared each meal with loving care.

This is active voice. The emphasis is on chef preparing the meal

Each meal was prepared by the chef with loving care.

This is passive voice. The emphasis is on the meal being prepared.

Earlier the emphasis was the chef. Later the emphasis is on the meal. Active and Passive voice.

The object of the active sentence becomes the subject of the passive sentence. This is due to the change in emphasis discussed above.

Conversion between Active and Passive Voice

Flip the subject and object when changing from active to passive, or passive to active voice. As a rule of hand, remember the emphasis idea: the emphasis between subject and object is flipped when we transition between the two voices.

Use the appropriate form of the verb “be”.

Examples: is/was/were/has been/have been/am/shall be etc.

Only the past form of the verb has to be used in the main sentence

Examples of Active and Passive Voice

The following examples will seek to illustrate how the conversions between Active and Passive Voice are carried out.

1. He writes a letter. A letter is written by him.
2. He does not write a letter. A letter is not written by him.
3. She is singing a song. A song is being sung by her.
4. You are disturbing me. I am being disturbed by you.
5. He has completed the work. The work has been completed by him.
6. I have made some cakes. Some cakes have been made by me.
7. He bought a car. A car was bought by him.
8. She decorated the walls. The walls were decorated by her.
9. She was washing a shirt. The shirt was being washed by her.
10. Boys were singing songs. Songs were being sung by the boys.
11. They had won the game. The game had been won by them.
12. They had collected the coins. The coins had been collected by them.
13. She will write the poem. The poem will be written by her.
14. They will arrange the money. The money will be arranged by them.
15. He will have received the letter. The letter will have been received by him.
16. Will he have received the letter? Will the letter have been received by him?

Practice Questions

A) Fill in the PASSIVE in the appropriate tense:

1. (TV / invent / Baird) TV was invented by Baird.
2. (Pyramids / build / Egyptians)
.....
3. (milk / produce / cows)
.....
4. (coffee / grow / in Brazil)
.....
5. (chopsticks / use / in China)
.....
6. (plants / water / every day)
.....
7. (the thief / arrest / policeman / yesterday)
.....
8. (the injured man / take to a hospital / now)
.....
9. (the car / repair / tomorrow)
.....
10. (the letter / send / last week)
.....

B) Put the verbs in brackets into PRESENT SIMPLE PASSIVE:

There is a chimpanzee which is called (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend.

C) Look at the Hotel Information table and write sentences as in the example:

Hotel Information
Breakfast In Pierrot's Restaurant 7-9:30 am
Rooms Maid Service daily
Dinner In Main Restaurant 8-10 pm
Hot water 24 hours a day
Newspapers – Telephone calls At the Reception Desk

Hotel Cinema Film every night at 10 pm

1. Breakfast / serve – where and when?

Breakfast is served in Pierrot's Restaurant between 7 and 9:30 am.
2. Dinner / serve – where and when?

..... 3. Newspapers / sell – where?

..... 4. Telephone calls / can make – where?

..... 5. Rooms / clean – who by and how often?

..... 6. Hot water / supply – when?

..... 7. Films / show – where and when?

.....

D) Put the verbs in brackets into PAST SIMPLE PASSIVE:

Two men were seen (see) breaking into a house in my street last night. The police (call) and they arrived very quickly. One man (catch) immediately. The other escaped, but he (find) very soon. Both men (take) to the police station where they (question) separately by a police officer. The two men (charge) with burglary.

E) Turn from ACTIVE into PASSIVE:

1. The gardener has planted some trees.

.... Some trees have been planted by the gardener.. 2. Doctor Brown will give you some advice.

.....
3. A famous designer will redecorate the hotel.

.....
4. Steven Spielberg directed "E.T."

.....
5. Someone has broken the crystal vase.

.....
6. His parents have brought him up to be polite.

.....
7. Fleming discovered penicillin.

.....
8. They will advertise the product on television.

.....
9. Someone is remaking that film.

.....
10. Picasso painted that picture.

F) Using the PASSIVE, ask questions to which the bold type words are answers:

1. Columbus discovered America. Who was America discovered by..... ? 2. We keep money in a safe.

..... ? 3. A bee stung him.

.....? 4. They speak Italian in

Italy. ? 5. They have taken

his aunt to hospital.? 6. The

boys damaged the television.

? 7. Da Vinci painted the Mona Lisa.

..... ? 8. He invited 30 people to

his party. ? 9. They grow

bananas in Africa. ?

G) Turn from ACTIVE into PASSIVE:

1. You must leave the bathroom tidy. The bathroom must be left tidy.
2. You should water this plant daily.
3. Our neighbor ought to paint the garage.
4. I have to return these books to the library.
5. You must extinguish your cigarettes.
6. You must dry-clean this shirt.
7. Someone will pay you in ten days.
8. You can improve your health with more exercise.
9. People must obey the law.
10. The cleaner is going to mop the kitchen floor.

H) Turn from ACTIVE into PASSIVE:

1. Someone is helping her with the housework.
10. A pickpocket robbed me.
11. The mail-order company sent Mrs. Green a parcel.
12. A dog is chasing the child.
13. My friend sent me an invitation.
14. The farmer is building a new barn.
15. The secretary has given Mrs. Jones some letters.
16. The traffic warden had already given him a ticket for illegal parking.
17. Someone had broken our door down.
18. They chose him as the best actor of the year.

I) Turn from ACTIVE into PASSIVE as in the example:

1. He gave me a present.

a) I was given a present. b) A present was given to me. 2. The waiter will bring us the bill.

a) b)

..... 3. The Queen presented him with a medal.

a) b)

..... 4. Her mother bought Mary some sweets.

a) b)

..... 5. Bob has sold Ted a second-hand car.

a) b)

..... 6. Larry is going to send a letter to Tom.

a) b)

.....

J) Rewrite the following passage in the PASSIVE:

Some peoplem saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking ar them now.

K) Rewrite the following passage in the PASSIVE:

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

L) Rewrite the following passage in the PASSIVE:
Someone broke into a local jewellery shop yesterday.
The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

M) Rewrite the following passage in the PASSIVE:
My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money he will tell them the truth. He painted it one night while he was sleepwalking!

N) Rewrite the following passage in the PASSIVE:
Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopaedias.

O) Make questions in the PASSIVE from these cues:

Example: Where / our local newspaper / print

Where is our local newspaper printed?

1. How many / photos / store / in the photo library

..... ?

2. photographs / develop / in the photo library

..... ?

3. Where / messages / receive

..... ?

4. the Daily Mirror / print / in Manchester

..... ?

5. this magazine / sell / in Spain

..... ?

6. Why / newspapers / send abroad

..... ?

7. When / the newspaper / print

..... ?

8. How / newspapers / deliver

..... ?

Premise - Level 4

This level is meant to boost confidence of the mentee to the level of others who are very much comfortable with English in day today life.

The mentee is to be made comfortable with watching English movies and TV series, conduct presentations, having casual conversations with friends, speaking English in public places and even write their own stories/poems.

But before starting with all the activities, you must complete all

the leftover topics from previous levels, if any.

Overall, this is the

most fun level among all four (you are allowed to watch movies as part of learning :)). Also, this will be the most important level as all the theory learnt till now, won't pay off if the mentee cannot conduct a presentation or get comfortable with casual conversations in English.

Conduct all the activities mentioned in the end for the same.

Direct and Reported Speech

Points to be noted while teaching:

Direct and reported speeches are used a lot in daily life. The mentee will be familiar with the topic already in his native language, so just knowing the meaning of the words “direct” and “reported” will do to explain the definition. The whole topic will be best learnt by looking at examples of each type and a lot of practice as this topic is something that must be good as it comes up a lot in day to day conversations.

Direct Speech: Something that is said in first person

Reported speech: This reports about a person who said something (direct speech)

If the verb in direct speech is in the present, then converting it to reported speech is simple:

Ex : Direct speech : I like to read

Reported speech : He says he likes to read.

Depending on the person, we place “he says he” and replace the verb to its third person singular form.

If the verb is in past tense, then the following pattern will be followed:

Tense	Direct Speech	Reported Speech
Present Simple	I like reading	She said she liked reading or She said that she liked reading
Present Continuous	I am reading Dan Brown	He said that he was reading Dan Brown
Present Perfect	I haven't visited Venice	She said she hadn't visited Venice
Past Simple	I bought a car	He said he bought a <u>car</u> or He said that he bought a car
Past Continuous	I was reading Dan Brown	She said she had been reading Dan Brown
Past perfect	I had taken cooking lessons before	He said he had taken cooking lessons before

Also, the following words change in reported speeches:

- 1 **Will – would**

Ex : Direct speech – I will catch you later

Reported speech – He said he would catch me later

- 2 **Can – could**

Ex : Direct speech – I can help with your project later

Reported speech – He said he could help with my project later

- 3 **Shall – would**

Ex : Direct speech – I shall talk to him once I reach the airport

Reported speech – She said she would talk to him once she reached the airport

Would

Ex : **Direct speech** – I would help if she talked to me

Reported speech – He said that he would help her
if she talked to him

Should

Ex : **Direct speech** – I should call my mother

Reported speech – She said she should call he mother

Might

Ex : **Direct speech** – I might be late

Reported speech – She said she might be late

Could

Ex : **Direct speech** – I could swim when I was four

Reported speech – She said she could swim
when she was four.

Reported Questions

The following examples will show how to convert an interrogative sentence from direct to reported speech:

Direct speech: Where do you live?

Reported speech: He asked me where I lived.

Converting in interrogative sentences is similar to the previous conversions of assertive sentences.

But we remove “?” as reporting to someone about the question is not a question.

Direct speech: Where is Ram?

Reported speech: She asked me where Ram was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb.

So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question

“Where is the Post Office, please?”

“Who was that fantastic man?”

Reported Question

She asked me where the Post Office was.

She asked me who that fantastic man had been.

To report a 'yes / no' question, we use 'if':

Direct speech: Do you like chocolate?

Reported speech: He asked me if I liked chocolate.

Reported Requests/orders

To report requests/orders, the following examples will help:

Direct Request

Close the window, please.

“Please help me”.

“Please don't smoke”.

“Could you bring my book tonight?”

“Sit down!”

“Go to bed!”

Reported Request

She asked me to close the window.

She asked me to help her.

She asked me not to smoke.

She asked me to bring her book that night.

She told me to sit down.

He told the child to go to bed.

In requests, we use the verb “ask” and in case of orders, we use “tell”.

We ignore words like “please” in reported speeches.
To report a negative request, use 'not':

Ex - **Direct speech**: Please don't be late.

Reported speech: She asked us not to be late.

Time expressions:

Sometimes, we report some direct speeches which were made a day ago, a week ago, etc. So, while reporting we should also convey the information regarding when the direct speech was made:

Ex: **Direct speech**: I am going out of town

Reported speech: He said that he was going out of town _____.

The blank may be filled with phrases like “on Monday”, “last week”, “yesterday”.

Mixed Reported Speech 1

(Statements, Questions, Requests and Orders)

Change the direct speech into reported speech.

Choose the past simple of 'ask', 'say' or 'tell':

1. "Don't do it!"
She _____
2. "I'm leaving tomorrow"
She _____
3. "Please get me a cup of tea"
She _____
4. "She got married last year"
She _____
5. "Be quick!"
She _____
6. "Could you explain number four, please?"
She _____
7. "Where do you live?"
She _____
8. "We went to the cinema and then to a Chinese restaurant"
She _____
9. "I'll come and help you at twelve"
She _____
10. "What are you doing tomorrow?"
She _____
11. "Don't go!"
She _____
12. "Do you work in London?"
She _____

13. "Could you tell me where the post office is?"
She _____
14. "Come here!"
She _____
15. "I've never been to Wales"
She _____
16. "Have you ever seen 'Lord of the Rings'?"
She _____
17. "I don't like mushrooms"
She _____
18. "Don't be silly!"
She _____
19. "Would you mind waiting a moment please?"
She _____
20. "How often do you play sport?"
She _____

Answers:**Mixed Reported Speech 1 (When I used 'said' you can also use 'told me')**

1. She told me not to do it.
2. She said (that) she was leaving tomorrow (the next day).
3. She asked me to get her a cup of tea.
4. She said (that) she got married last year.
5. She told me to be quick.
6. She asked me to explain number four.
7. She asked me where I lived.
8. She said (that) they went (had been) to the cinema and then to a Chinese restaurant.
9. She said (that) she would come and help me at twelve.
10. She asked me what I was doing tomorrow (the day after).
11. She told me not to go.
12. She asked me if I worked in London.
13. She asked me to tell her where the post office was. (or: she asked me if I could tell her where the post office was).
14. She told me to come here (there).
15. She said (that) she had never been to Wales.
16. She asked me if I had ever seen 'The Lord of the Rings'.
17. She said (that) she didn't like mushrooms.
18. She told me not to be silly.
19. She asked me to wait a moment. (or: she asked me if I would mind waiting a moment).
20. She asked me how often I played sport.

Mixed Reported Speech2

(Statements, Questions, Requests and Orders)

Change the direct speech into reported speech.
Choose the past simple of 'ask', 'say' or 'tell':

1. "Come quickly!"
She _____
2. "Did you arrive before seven?"
She _____
3. "How was your holiday?"
She _____
4. "I would have visited the hospital, if I had known you were sick"
She _____
5. "Don't touch!"
She _____
6. "Do you usually cook at home?"
She _____
7. "They had never been to Scotland until last year"
She _____
8. "Make sure you arrive early!"
She _____
9. "I should have studied harder for the exam"
She _____
10. "Would you mind telling me how to get to the art gallery, please?"
She _____

11. "Please don't forget my book"
She _____
12. "Make sure you arrive at six!"
She _____
13. "Remember to study hard!"
She _____
14. "Where do you want to eat tonight?"
She _____
15. "I usually drink coffee in the mornings"
She _____
16. "Do you like studying English?"
She _____
17. "I'll come and help you on Saturday"
She _____
18. "Please buy some bread on your way home"
She _____
19. "Please give this to John"
She _____
20. "Could you give me the glass on the table, please?"
She _____

Answers:**Reported Speech Mixed Exercise 2**

(When I used 'said' you can also use 'told me')

1. She told me to come quickly.
2. She asked me if I arrived (had arrived) before seven.
3. She asked me how my holiday was (had been).
4. She said (that) she would have visited the hospital, if she had known I was sick.
5. She told me not to touch.
6. She asked me if I usually cooked at home.
7. She said (that) they had never been to Scotland until last year.
8. She told me to arrive early.
9. She said (that) she should have studied harder for the exam.
10. She asked me how to get to the art gallery.
(or: she asked me if I would mind telling her how to get to the art gallery).
11. She asked me not to forget her book.
12. She told me to arrive at six.
13. She told me to remember to study hard.
14. She asked me where I wanted tonight / that night.
15. She said that she usually drank coffee in the mornings.
16. She asked me if I liked studying English.
17. She said that she would come and help me on Saturday.
18. She asked me to buy some bread on my way home.
19. She asked me to give this to John.
20. She asked me to give her the glass on the table.

Activities for conversations and online videos:

It is important that the mentee is comfortable with having conversations not only with friends but outside too. Show the following videos to give an idea about how to start a conversation. The following, for example shows how to order food in room service at hotels, how to ask about items while shopping, etc.

- <https://learnenglish.britishcouncil.org/speaking>
- <https://www.eslfast.com/robot/topics/hotel/hotel06.htm>
- <https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g> (look for the “speaking skills” segment)

Also, there are some comics which the mentee can read to understand more about conversations:

- Tintin
- Calvin and Hobbes
- Champak
- Archie's Comics

Activities:

Think of yourself as a Travel agent. Ask the mentee to come and enquire about a North India tour (point out that the mentee should ask about specifics related to time, number of days/nights, places that will be a part of the tour plan, etc). After this switch places and do the same.

You can think about more situations and do the same activity.