Language Mentorship Workbook

Board For Student Welfare

Co-authored By: Vyomesh Tewari, M. Santosh
Mentored By: Nishtha Gupta, Kartikayan Sharma
**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, ¾, 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”).
Letters A-D

1. Listen, point and say. Write.
   a   apple
   A   AAA
   b   bag
   B   BBB
   c   cat
   C   CCC
   d   dog
   D   DDD

aAbBcCcCdD aAbBcCcCdD
1. Listen, point and say. Write.

- e (egg)
- f (fish)
- g (girl)
- h (hat)

- eee
- fff
- ggg
- hhh

- E
- F
- G
- H
Letters I-L

1. Listen, point and say. Write.

- i [iː] insect
- j [dʒ] jug
- k [k] kitten
- l [el] lemon

Write:

- Ill
- III
- Jjj
- Jjj
- Kkk
- Kkk
- Lll
- Lll
Letters M-P

1. Listen, point and say. Write.

<table>
<thead>
<tr>
<th>Upper Case</th>
<th>Lower Case</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mMnNoOpP</td>
<td>mMnNoOpP</td>
<td>man</td>
</tr>
<tr>
<td>mmMmMMM</td>
<td>nnnNNN</td>
<td>nut</td>
</tr>
<tr>
<td>ooo</td>
<td>pppPPP</td>
<td>orange</td>
</tr>
</tbody>
</table>
1. Listen, point and say. Write.

- Queen
- Rabbit
- Sun
- Taxi

Write:

- q q q
- Q Q Q
- r r r
- R R R
- s s s
- S S S
- 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
- v: van
- w: window
- x: box

u u u
v v v
w w w
x x x

uUvVwWxX uUvVwWxX
Letters Y-Z

1. Listen, point and say. Write.

   y  yo-yo
   Y  YYY
   Z  ZZZ
   Z  ZZZ

2. Find and circle y and Z.

   y  y  y  y  y  y  y  y
   g  h  j  y  y  g  h  y
   g  j  g  h  y  y  y
   y  y  y  y  y  y  y
   g  j  g  h  y  y  y
   y  y  y  y  y  y  y
   g  j  g  h  y  y  y
   y  y  y  y  y  y  y
   y  y  y  y  y  y  y
   y  y  y  y  y  y  y
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?

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

This is, That is, These are, Those are,
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 a 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?
I open the door.
I don't open the door.
Do you open the door?
When do you open the door?
He opens the door.
He doesn't open the door.
Does he open the door?
When does he open the door?
I opened the door.
I didn't open the door?
Did you open the door?
When did you open the door?
I will open the door. I shall open the door.
I will not (=won't) open the door.
Will you open the door?
When will you open the door?
I'm opening the door. You are opening the door. He is opening the door...
I'm not opening the door?
Are you opening the door?
When are you opening the door?
The door is opened.
The door is not opened.
Is the door opened?
I have opened the door. (He has opened the door)
I have not (=haven't) opened the door.
Have you opened the door?
When have you opened the door?
The door has been opened.
The door has been opening.
What are you listening to?
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 slower.
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.
Today we are going to hear the report.
I need to look at your car.
Would you like to go out and get something to eat?
She hopes to get a job.
You make me happy.
It makes me forget all my problems.
He is trying to imitate the speaker’s pronunciation.
This should help you to remember it.
You ask somebody to tell you the time
I prefer to go to school.
She starts working at 7.
Why don’t we go dancing?
Have you finished cleaning hall?
He continued talking.
You find people expressing many different opinions.
Why do you keep asking such an obvious question?
I must have my TV set checked.

Command sentence: Open the door, Let’s go

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

What a beautiful girl she is.
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.
That’s right!
All right!
OK Very good!
That’s too bad!
Is that it?
That will do.
Mind your own business! I beg you pardon. (pardon?)
Why not?
Why me?
Why not me?
Have a cigarette, won’t you?
Have a nice weekend (have a trip, have a good day)
Pleased to meet you ( Nice to meet you)
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 ...

I can open the door. (I can’t open the door.)
Can I open the door? (What can I open?)
Could I open the door?
Can’t you open the door?
Why can you open the door?
Could you tell me what time it is?
Could you tell me the way to the station?
Could you spell it?
What can’t a deaf man do?
Can you help me?
What can I do for you?
We can’t get there on time.
They can be divided into three groups.
I can do what you said.
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.
You must know the sound of each letter in the English alphabet.
We may have good reason to be proud of ourselves.

Comparing sentence: He is younger than I

He is younger than I.
He has more brothers than I.
I have fewer brothers than you.
He drinks more water than I.
I drink less water than him.
He is as well as you.
Your car is as fast as mine.
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.
To form the present perfect you use the present tense to the verb ‘to have’.

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

Who wrote the famous book titled “Treasure Island”?

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

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.

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

We shall devote today’s lesson to the study of ONE English verb ‘to get’.

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

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

I take ten minutes to get there.

After he arrives, we’ll all come out.

When he comes, I’ll bring him there.

I won’t say anything until you tell him.

I won’t phone my friend till Bob arrived.

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

As soon as we got there, we started working.

I’ll stay here until you come back.

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.
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.

<table>
<thead>
<tr>
<th>Ending of word</th>
<th>Plural-removal and addition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel (other than o)</td>
<td>Add ‘s’</td>
<td>Bee - bees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banana - bananas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apple - apples</td>
</tr>
<tr>
<td>Consonant (other than y)</td>
<td>Add ‘s’</td>
<td>Bed - beds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pen - pens</td>
</tr>
<tr>
<td>ss,sh,ch,x</td>
<td>Add ‘es’</td>
<td>Class - classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dish - dishes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church - churches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Box - boxes</td>
</tr>
<tr>
<td>Vowel + y</td>
<td>Add ‘s’</td>
<td>Boy - boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day - days</td>
</tr>
<tr>
<td>Consonant + y</td>
<td>Remove ‘y’ and add ‘ies’</td>
<td>Lady - ladies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Story - stories</td>
</tr>
<tr>
<td>Vowel + o</td>
<td>Add ‘s’</td>
<td>Radio - radios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stereo - stereos</td>
</tr>
</tbody>
</table>
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
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. Knows. 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-goose, 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 (V) 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 answ 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-suplative. 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, seeral, 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
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
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) RSQP  (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) SPQR

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) SQRP  (c) RSQP  (d) SPQR
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) RQPS  (c) PRSQ  (d) RPSQ

14. 1 : Diagnosis is an important component of health care.
   P : Then came the stethoscope, the microscope, 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) SPRQ  (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) QPQS  (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) SQRP  (c) RQSP  (d) QRSP

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 ($S_1$) and the final sentence ($S_6$) 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. $S_1$: It was Saturday.

$S_6$: 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. $S_1$: The officer rose to his feet, trembling?

$S_6$: 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. $S_1$: It was a bitterly cold night and even at the far end of the bus the wind cut like a knife.

$S_6$: 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. $S_1$: Dinner had been served—his daughter laid out the plates.

$S_6$: 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. $S_1$: When my car broke down, I took it to the only mechanic available in our town.

$S_6$: 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. $S_1$: Some people prefer country life to city life.

$S_6$: 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. $S_1$: The clerk read the statement loudly and clearly.

$S_6$: 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) RSQP (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 farmer 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) ROPS (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 ensured 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, lout and gruff.

The proper sequence should be
(a) RSPQ (b) SQPR

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

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. (c) 32. (d) 33. (c) 34. (c) 35. (c) 36. (d) 37. (b) 38. (c) 39. (c) 40. (b)
41. (c) 42. (c) 43. (c) 44. (c) 45. (c) 46. (d) 47. (d) 48. (c) 49. (c) 50. (b)
51. (b) 52. (d) 53. (c) 54. (c) 55. (b) 56. (d) 57. (c) 58. (b) 59. (c)
CONTENTS

WORKSHEET 1 : Subject Pronouns and Verb “To Be”
WORKSHEET 2 : Present Simple and Present Continuous
WORKSHEET 3 : Present Simple and Present Continuous
WORKSHEET 4 : Present Simple, Present Continuous, Simple Past
WORKSHEET 5 : Past form of verb “To Be“
WORKSHEET 6 : Past form of verb “To Be“
WORKSHEET 7 : Simple Past Tense
WORKSHEET 8 : Simple Past and Past Continuous
WORKSHEET 9 : Simple Past and Past Continuous
WORKSHEET 10 : Present Perfect Tense
WORKSHEET 11 : Present Perfect Tense vs Present Perfect Continuous
WORKSHEET 12 : Simple Past vs Present Perfect Tense / Present Perfect Tense vs Present Perfect Continuous
WORKSHEET 13 : Past Perfect Tense
WORKSHEET 14 : Past Perfect Tense / Past Perfect Continuous
WORKSHEET 15 : Going to
WORKSHEET 16 : Future Continuous
WORKSHEET 17 : Future Perfect / Future Perfect Continuous
WORKSHEET 18 : Future in the past
WORKSHEET 19 : Future Forms
WORKSHEET 20 : Tense Review
WORKSHEET 21 : Tenses (Rewrite or Combine)
WORKSHEET 22 : Correct Tense or Voice
WORKSHEET 23 : Passive Form
WORKSHEET 24 : Passive Form
WORKSHEET 25 : Passive Form
WORKSHEET 26 : Reported Speech
WORKSHEET 27 : Reported Speech
WORKSHEET 28 : Adjectives and Adverbs
WORKSHEET 29 : Adjectives ending –ing or –ed
WORKSHEET 30 : Conditionals
WORKSHEET 31 : Conditionals
WORKSHEET 32 : Wishes
WORKSHEET 33 : Comparatives and Superlatives
WORKSHEET 34 : Prepositions (at / in / on)
WORKSHEET 35 : Prepositions
WORKSHEET 36 : Relative Clause
WORKSHEET 37 : Relative Clause
WORKSHEET 38 : Modals
WORKSHEET 39 : Modals
WORKSHEET 40 : Used to / Would / Be used to
WORKSHEET 41 : Some / Any / Much / Many / A lot of / (a) Few / (a) Little
WORKSHEET 42 : Some- / Any- / No- with –body / -one / -thing / -where
WORKSHEET 43 : Tag questions
WORKSHEET 44 : Causatives
WORKSHEET 45 : Both … and / Neither … nor / Either … or / Not only … but also
WORKSHEET 46 : Articles
WORKSHEET 47 : Purpose : So that / to / In order to / In Case
WORKSHEET 48 : Reason and Result: because (of), as, since, so, as a result, therefore, …
WORKSHEET 49 : Contrast: although, even though, though, in spite of, despite, while, whereas, however
WORKSHEET 50 : Gerund or Infinitive
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

Example: I’m 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.

Y E S T E R D A Y

….. I was at home …………………………….. 

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? .......................................................?
l) / 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:

<table>
<thead>
<tr>
<th>new</th>
<th>Italian</th>
<th>big</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>cold</td>
<td>bad</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>break</th>
<th>swim</th>
<th>have</th>
<th>make</th>
<th>sit</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>spend</td>
<td>buy</td>
<td>drink</td>
<td>lose</td>
<td>wash</td>
<td></td>
</tr>
</tbody>
</table>

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:

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

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:

1. We ate lunch at the cafeteria last night.
2. He didn’t eat lunch at the cafeteria last night.

(he) (-) 3. ..............................................................
(yesterday) (?) 4. ..............................................................
(study in the library) (-?) 5. ..............................................................
/we/ (-) 6. ..............................................................
(play tennis) (+) 7. ..............................................................
/I/ (-) 8. ..............................................................
(get a present) (+) 9. ..............................................................
(you) (-?) 10. ..............................................................
(go shopping) (?) 11. ..............................................................
(last week) (-) 12. ..............................................................
(she) (+) 13. ..............................................................
(stay home) (?) 14. ..............................................................
(last night) (-?) 15. ..............................................................
 THEY/ (-) 16. ..............................................................
(get into trouble) (+) 17. ..............................................................
(you) (?) 18. ..............................................................
(see him) (-?) 19. ..............................................................
(yesterday afternoon) (?) 20. ..............................................................
(I) (+)
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?

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

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?

<table>
<thead>
<tr>
<th>how</th>
<th>what</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>how long</td>
<td>what kind of</td>
<td>who</td>
</tr>
<tr>
<td>how many</td>
<td>when</td>
<td>why</td>
</tr>
</tbody>
</table>

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

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

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.
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:

<table>
<thead>
<tr>
<th></th>
<th>teacher</th>
<th>doctor</th>
<th>singer</th>
<th>football player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rod &amp; Ben</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Joan</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ted</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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  * make a cake
* fall off      * sell his house      

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 .............................................................................................
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  
2. 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).
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 surprising / 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. (excit-)
   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:

<table>
<thead>
<tr>
<th>amusing/amused</th>
<th>confusing/confused</th>
<th>exhausting/exhausted</th>
</tr>
</thead>
<tbody>
<tr>
<td>annoying/annoyed</td>
<td>disgusting/disgusted</td>
<td>interesting/interested</td>
</tr>
<tr>
<td>boring/bored</td>
<td>exciting/excited</td>
<td>surprising/surprised</td>
</tr>
</tbody>
</table>

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.
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:

<table>
<thead>
<tr>
<th></th>
<th>DAVID</th>
<th>TOM</th>
<th>GEORGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Weight</td>
<td>70 kgs</td>
<td>72 kgs</td>
<td>75 kgs</td>
</tr>
<tr>
<td>Height</td>
<td>1.68</td>
<td>1.72</td>
<td>1.80</td>
</tr>
<tr>
<td>Salary</td>
<td>$800/month</td>
<td>$1000/month</td>
<td>$1500/month</td>
</tr>
<tr>
<td>House</td>
<td>3 rooms</td>
<td>4 rooms</td>
<td>5 rooms</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Bennet</td>
<td>21</td>
<td>1.73</td>
</tr>
<tr>
<td>James Bennet</td>
<td>23</td>
<td>1.82</td>
</tr>
<tr>
<td>Tina Robbins</td>
<td>20</td>
<td>1.68</td>
</tr>
</tbody>
</table>

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

Example: (Miss Bennet / tall / Tina Robbins)

\textit{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.
SUBJECT: Prepositions (at / in / on)

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

1. on … Sunday 8. …… 9 o’clock 15. …… autumn
2. …… July 9. …… Christmas 16. …… half past two
3. …… 1984 10. …… September 28th 17. …… Monday morning
4. …… March 25th 11. …… 1991 18. …… Easter
5. …… Friday 12. …… August 29th 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 8th 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 2nd 10. …… night 15. …… June 26th

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 ___ 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
   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!!!!
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.
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.
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.
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.
   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.
   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 ............ cangroo. She had said ............ cangroo carried her baby in ............ kind of bag in ............ front part of ............ her body. I wanted to know how many baby cangroos 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.
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?
12. Like many women, she loves .......... tea parties and .......... gossip.
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.
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 62\textsuperscript{nd} St.
5. .......... traffic on .......... Jones Avenue is heavy.
10. .......... New York subway trains are very comfortable.
11. .......... climate of .......... southern Florida is very nice all year.
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 contact. 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 calender. 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 ................................................................. in order to erase a mistake in his composition.
15. ................................................................. so that I could tell him the news in person.
16. I think I’d better clean up my flat in case ................................................................. (in order not to)
17. She locked the door before going to bed in case .................................................................
18. The teacher reminded the students the common test dates in case .................................................................
19. 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. She 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 ..............................................................
A) Complete the sentences in A using BECAUSE or BECAUSE OF and an idea from B. Use each idea in B only one.

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

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
1. She likes hard work.
2. She likes jazz and pop music.
3. She likes going out a lot.
4. She’s very practical.
5. She’s very generous.

B
a) He prefers classical music.
b) He prefers staying at home.
c) He can be rather mean.
d) He’s quite lazy.
e) He’s quite idealistic.

1. ……..She likes hard work, while / whereas he’s quite lazy………………………………
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.
   ……………. trousers are very expensive.
2. Jim’s shirt is very long.
   ……………. name is Bingo.
3. Is your brother a businessman?
   ……………. would like some tea.
4. These are Ayse’s and my books.
   ……………. daughters are in the garden.
5. Mrs. Brown’s daughters are in the garden.
   ……………. mother?
6. My father’s car is blue.
   ……………. 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!


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!


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 pssssport 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:

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>you</td>
<td>him</td>
<td>her</td>
<td>it</td>
<td>us</td>
<td>them</td>
</tr>
</tbody>
</table>

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:
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.
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.
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.
16. I try to go for a run four times a week.
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.
30. The worst part of living in a tent is the lack of space.
31. Most cars start badly on cold mornings.
32. The Prime Minister will give a speech this afternoon.
33. The Tower of London is one of the main attractions of London.
34. I haven't been to a concert like that before.
35. I was in pain after I twisted my ankle.
36. Of all these cars I prefer a Japanese one.
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.
10. ______ Marmalade is usually made from ______ oranges.
11. I live in ______ apartment, which is brand new.
12. ______ Royals is a serial which portrays ______ 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 ______ 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.
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.
9. Winston Churchill, **THE** former Prime Minister of England, went to Harrow.
10. Marmalade is usually made from oranges.
11. I live in **AN** apartment, which is brand new.
12. **THE** Royals is a serial which portraits **THE** life of **THE** members of **THE** Royal family in **THE** United Kingdom.
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 **THE** United Kingdom.
16. Before we landed at JFK airport, we saw **THE** Statue of Liberty, Ellis Island and **THE** Empire State building.
17. Most children like sweets.
18. Jane’s husband got home early from work.
20. Our friends, the Millers, moved to Florida last summer.
21. Our children go to school by bus.
22. She likes Indian tea but she doesn’t like **THE** tea that comes from Ceylon.
23. **THE** President of **THE** United States is giving a speech tonight.
24. The two countries reached peace after a long, disastrous war.
25. We needed **A** house to live in when we were in **THE** United Kingdom.
26. Elephants are intelligent animals.
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?
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 everyone 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?
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).
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.
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 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.
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 Aureliam 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
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.
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 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, straightforward: 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 hosework. ............................................................
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 form 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 people 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 at 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
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:

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

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
Reported speeches:

**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 her 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:

<table>
<thead>
<tr>
<th>Direct Question</th>
<th>Reported Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Where is the Post Office, please?”</td>
<td>She asked me where the Post Office was.</td>
</tr>
<tr>
<td>“Who was that fantastic man?”</td>
<td>She asked me who that fantastic man had been.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Direct Request</th>
<th>Reported Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close the window, please.</td>
<td>She asked me to close the window.</td>
</tr>
<tr>
<td>“Please help me”.</td>
<td>She asked me to help her.</td>
</tr>
<tr>
<td>“Please don't smoke”.</td>
<td>She asked me not to smoke.</td>
</tr>
<tr>
<td>“Could you bring my book tonight?”</td>
<td>She asked me to bring her book that night.</td>
</tr>
<tr>
<td>“Sit down!”</td>
<td>She told me to sit down.</td>
</tr>
<tr>
<td>“Go to bed!”</td>
<td>He told the child to go to bed.</td>
</tr>
</tbody>
</table>
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________________________
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/night, 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.