

# **TRANSACTIONS:**

## **Essential English Language Skills**

**LITERATURE IN ENGLISH**

**I SEMESTER**

*COMMON COURSE*

*IN ENGLISH*

(2017 Admission onwards)

*(CUCBCSS)*



**UNIVERSITY OF CALICUT**

**SCHOOL OF DISTANCE EDUCATION**

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**UNIVERSITY OF CALICUT**  
**SCHOOL OF DISTANCE EDUCATION**  
**STUDY MATERIAL**  
**Common Course in English**  
**I Semester**

**TRANSACTIONS**

**Essential English Language Skills**

**LITERATURE IN ENGLISH**

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# TRANSACTIONS

## MODULE 1: PRONUNCIATION

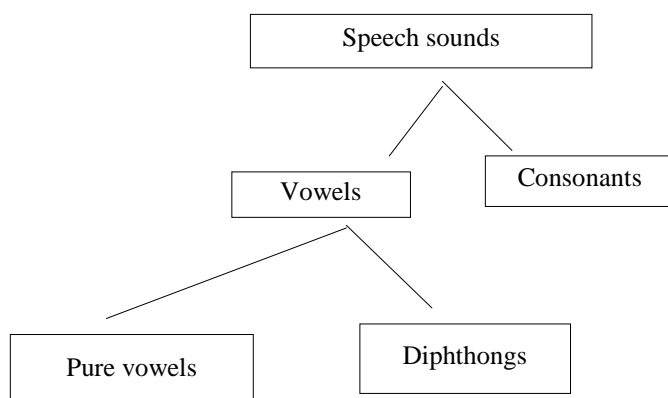
### PHONETICS

English is a global language and therefore their pronunciations vary with cultures, regions and speakers. There are certain features of English language that every speaker of English should follow for correct pronunciation. A brief understanding of phonetics makes it easier.

Phonetics is a fundamental branch of linguistics. It deals with the study of speech sounds.

In English there is no one to one relation between the system of writing and the system of pronunciation. The alphabet which we use to write English has 26 letters but in Standard British English there are 44 speech sounds or phonemes.

To represent the basic sound of spoken languages linguists use a set of phonetic symbols. Each symbol has a distinct sound. These 44 sounds can be classified as vowels and consonants. Vowels are again categorized as pure vowels or monophthongs and vowel glides or diphthongs.



Vowels are 20 in number out of which 12 are pure vowels and 8 are diphthongs. Consonant sounds are 24.

### Vowel

Vowels are made by opening the mouth and letting air come out freely. The following are 12 vowel sounds in English. The letters in bold show the corresponding sound in words

Sounds	Examples
/ɪ/	<b>P</b> in, <b>v</b> illage, <b>h</b> ouses
/i:/	<b>K</b> ey, <b>k</b> ee <b>p</b> , <b>f</b> ie <b>l</b> d, <b>s</b> ea
/e/	<b>M</b> et, <b>br</b> ea <b>d</b> , <b>m</b> any
/æ/	<b>T</b> an, <b>m</b> an, <b>h</b> and
/ʌ/	<b>C</b> up, <b>co</b> lour, <b>bl</b> ood, <b>m</b> onth

/ɑ:/	Car, far, army
/ɒ/	Cot, Shot, orange,
/ɔ:/	Court, fought, door, war
/ʊ/	Put, woman, would
/u:/	Fool, June, blue
/ɜ:/	Earth, girl, word
/ə/	Mother, actor, sugar

(examples)

### **Diphthongs**

Diphthongs are a combination of two pure vowels. The letters in bold below show the sound in words(examples}

Sounds	Examples
/ei/	Tale, <b>great</b> , base
/eə /	Share, care, <b>pair</b>
/uə /	<b>Poor</b> , <b>tour</b> , during
/iə /	<b>Ear</b> , sphere, <b>weird</b>
/ɔi/	<b>Boy</b> , coin, annoy
/ai/	High, <b>bye</b> , try
/ uə/	<b>So</b> , role, cold
/au/	<b>Cow</b> , round, gown

### **Exercise 1**

Identify the vowels represented by the underlined letters in the following words

1. Occasion - /ə /
2. Approve - /u:/
3. Stream - /l:/
4. Bruunch - /ʌ/
5. Spit - /l/
6. Tear - / iə/
7. Action - /ʌ/
8. So - / u/
9. Earth - /ɜ:/
10. Wash- /ɒ/
11. Their - /eə/
12. Sound - /au/
13. Boy - /ɔi/
14. Poor - /uə /
15. Star - /ɑ:/
16. Cook - /u/

**Exercise 2**

Pronounce the given words and identify the vowel sounds. Then write the words in the appropriate columns

Sit, tear, sweep, peace, stare, soup, open, smoke, new, heat, live, hell, kept, sand, camp, one, bun, bask, car, want, cot, born, talk, put, bull, through, chew, burn, world, about, liver, make, care, tire, bite, coin, point, go, shout, how, sure, tour, close, plays, bright, coin, chosen, coy, line, rolled, chide, cold, join, show

VOWELS	WORDS
/ɪ/	Sit, live, liver
/i:/	Sweep, peace, heat,
/e/	Hell, kept
/æ/	Sand, camp.
/ʌ/	One, bun
/ɑ:/	Bask, car,
/ɒ/	Open, want, cot, chosen
/ɔ:/	Born, talk,
/u/	Put, bull
/u:/	Soup, new, through, chew,
/ɜ:/	Burn, world,
/ə/	About,
/ei/	Make, plays
/eə/	Stare, care,
/uə/	Sure, tour
/iə/	Tear
/ɔi/	Coin, point, coy, join
/ai/	Tire, bite, bright, line, chide
/əu/	Smoke, go, close, rolled, cold, show
/au/	Shout, how

**Exercise 3**

Categorize the words according to the monophthongs and diphthongs in them.

Right, spoon, spare, spy, sight, fuel, fly, close, hike, tail, rare, moon, power, cable, wear, raise, size, simple, couple, toil, joke, harm, horse, chart, thing, chin, steal, poor, steak, nipple, badge, near, bear, pier

Category	Words
Monophthongs	Spoon, moon. Power, simple, couple, harm, chart, thing, chin, steal, nipple, badge
Diphthongs	Right, spare, spy. Sight. Fuel, fly, close, hike, tail, rare, cable, wear, raise, size, toil, joke, poor, steak, near, bear, pier

### **Consonants**

Sounds produced by completely or partially stopping the flow of air breathed out through the mouth are called *consonants*. There are 24 consonants in English as shown below. The letters in bold indicate the sound in words.

Sounds	Examples
/p/	<b>P</b> ark
/b/	<b>B</b> aby
/t/	<b>T</b> oast
/d/	<b>D</b> ark
/k/	<b>K</b> ite
/g/	<b>G</b> un
/tʃ/	<b>Ch</b> ain, future
/dʒ/	<b>J</b> ail, <b>g</b> iraffe
/f/	<b>F</b> an
/v/	<b>V</b> an
/s/	<b>S</b> un
/θ/	<b>Th</b> ing
/ð/	<b>Th</b> ere. <b>Th</b> ose
/z/	<b>Z</b> oo
/ʃ/	<b>Sh</b> oe, <b>ch</b> ef
/ʒ/	Pleasure
/h/	<b>H</b> orse, 'h' is silent in words like hour, honest, honor
/m/	<b>M</b> ouse
/n/	<b>N</b> est
/ŋ/	<b>Kn</b> ing
/l/	<b>L</b> ove
/r/	<b>R</b> ing
/j/	<b>Y</b> ellow
/w/	<b>W</b> ater

### **Exercise 1**

Identify the consonants represented by the underlined letters in the given words



1. <u>A</u> ction	10. pu <u>ff</u>
2. <u>A</u> pp <u>e</u> ar	11. screa <u>m</u>
3. Co <u>s</u> t	12. <u>s</u> hoe
4. Stea <u>l</u>	13. <u>r</u> ead
5. Cou <u>l</u> d	14. <u>y</u> oung
6. Bo <u>th</u> er	15. <u>w</u> et
7. <u>T</u> he <u>o</u> ry	16. swi <u>ng</u>
8. Vi <u>s</u> ion	17. <u>m</u> oney
9. br <u>u</u> n <u>ch</u>	18. fu <u>t</u> ure

## Answers

1. /k/
2. /p/
3. /t/
4. /l/
5. /d/
6. /ð/
7. /θ/
8. /z/
9. /tʃ/
10. /f/
11. /m/
12. /ʃ/
13. /r/
14. /j/
15. /w/
16. /ŋ/
17. /m/
18. /tʃ/

**Exercise 2**

Identify the initial consonant sounds of all the given words and write them in appropriate columns

Sure, leak, wrong, school, vision, very, young bus, duster, heart, live, comb, kept, there, one, bun, know, music, want, thick, thigh, fire, jeep, gem, check, gain, glue, through, chew, world, about, liver, make, care, tire, bite, coin, point, go, shout, how, sure, tour, while, vet, click, knack, tour, pair, plural, airfare, spear, zoo, mug, rear

Consonants	Words
/p/	Point, pair, plural,
/b/	Bus, bun, about, bite,
/t/	Tire, tour,
/d/	Duster,
/k/	Comb, kept, care, coin, click,
/g/	Gain, glue, go,
/tʃ/	Check, chew,
/dʒ/	Jeep, gem,
/f/	Fire, airfare,
/v/	Vision, very, one, vet,
/s/	School, spear
/θ/	Thick, thigh, through,
/ð/	There,
/z/	Zoo
/ʃ/	Sure, shout,
/ʒ/	
/h/	Heat, how,
/m/	Music, make, mug
/n/	Know, nack,
/ŋ/	
/l/	Leak, live, liver
/r/	Wrong, rear
/j/	Young,
/w/	Want, world, while,

### **Word Stress**

An understanding of the phonetic alphabet alone is not enough for the correct pronunciation of English words. One should also know where to stress in a word. English is an accent based language, in a word not all the syllables are pronounced with equal emphasis. One syllable stands out than the others. For example in the word father (two syllables, 'fa'-ther) the first syllable is more prominent than the second syllable. Therefore stress is marked on the first syllable 'fa'. A stress is marked above the accented syllable as shown in the brackets ('father).

There are a few rules in determining word stress. Some are listed below

1. Words with same spelling and same sound can have difference in their pronunciation. If the word is a noun or adjective the stress falls on the first syllable. If the word is a verb the stress is on the second syllable  
Eg:- Absent(noun) - /'ab-sənt/  
Absent (verb) - /ab-'sent/
2. Words with weak prefix are stressed on the root word

Eg:- a'go, be'low, re'duce

- Words ending in –ion have the stress on the syllable before the final syllable

Eg :- examination – e-xa-mi-'na-tion

- Words that end in –ic, -ical, -ically, -ian are stressed on the syllable before the suffix

Eg:- arti'ficial

- Words ending with the suffix –eer and –ee are stressed on the suffix

Eg:- engi'neer, Pay'ee

### **L1 Interference**

When one learns a second language after acquiring a first language, features of the first language interfere with those of the second language. This is called L1 Interference or negative transfer. Because of a variety of English spoken in different parts of the world, there is no purity of either language or pronunciation. Therefore we often come across alternate pronunciations and mispronunciations. However one needs to strive to acquire correct pronunciation.

Reasons for incorrect pronunciation are :-

- In a native/first language situation, from a very early stage children learn to respond to sounds and tones which their elders habitually use while talking to them. In due course, children start learning English. They tend to speak in the mother tongue accent. In India, where English is used as second language, children listen to wrong sounds and tones spoken by their teachers/grown ups in their environment and tend to pick up faulty pronunciation.
- Moreover we tend to speak English as we speak our mother tongue; therefore we tend to make mistakes due to its influence.

The key areas of L1 interference in Malayalam/English learners are:-

- Pronouncing silent letters  
Eg:- /brid d / instead of /brid /
- Pronunciation of double letters  
Eg:- brilliant
- Pronouncing words without stress shift
- Pronouncing '-es/s' and '-ed' morphemes
- Strong articulation of weak function class words
- Intrusive 'y'  
eg:- /kya:t/ instead of /kæt/
- Phonetic fossil
- Problem with /z/ sound  
eg:- /su:/ instead of /zu:/
- Wrong pronunciation of some numbers and other common mispronunciations
- Eg:- twenty, twelve etc.

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## MODULE II

### VOCABULARY

#### Introduction

In India, English as a foreign language (EFL) learning mainly occurs in the classroom, and the resultant lack of practice using English in authentic setting makes it quite difficult for many Indians learners to learn English words. Vocabulary (*stock of words or collection of words*) is the centre of all language. According to Wilkins (1972) “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*”. So vocabulary is the core of language. We may often feel that English words are difficult to learn and easy to forget. So how to build up student’s mental lexicon is the question.

To improve mental lexicon, it is important to learn words from context, establish semantic relations between words, provide frequent exposure to words and understand morphological knowledge. So form, meaning and use of words are the three significant aspects of learning vocabulary.

This module focuses on meanings of selected words, how they are used and how they combine with one another.

1. Synonyms
2. Collocation
3. Phrasal verbs
4. Idiomatic expressions

#### *Warm-up section*

1. We need to alter these cars so disabled people can drive them.
2. If the trousers are too tight, take them back to the shop and ask the tailor to expand them.
3. He decided to transform his appearance by having plastic surgery.
4. Our bills will be less if we switch from gas to electricity.
5. You can’t vary the terms of the contract once it has been signed.
6. It will help your digestion if you adapt your diet.
7. We need to exchange our pounds for dollars.
8. We have had to adjust our sales force to cope with the extra demand.
9. The price of oil will increase next year.
10. The management decided to dissolve the company and sell the office.

### Vocabulary frame 1

#### **2.1 Synonyms**

Different words which have the same meaning (similar meaning) are called synonyms. Learning to express the same ideas or feelings in several different ways is an important

language skill. This frame is introduced to develop multiple vocabulary items to express the same ideas and feelings.

### Example 2.1a

Run	Dash, escape, flee, hurry, rush
Adversity	Difficulty, hardship, trouble, suffering, disaster
Motivate	Inspire, stimulate, influence, persuade, push
Disappointed	Disillusioned, depressed, dissatisfied, frustrated
Eminent	Prominent, outstanding, renowned, notable, well-known
Diverse	Various, dissimilar, unlike, varied, distinct
Hide	Conceal, cover, mask, veil screen
Get	Acquire, secure, gain, find, earn
Take	Hold, catch, prefer, lift, consume
Help	Aid, assist, support, encourage, abet
Show	Display, exhibit, point to, indicate, reveal

### Example 2.1b

Sub inspector Thomas has an appointment with Leena, who is a witness to a crime. She arrives late for the appointment. Look at how he gets from her some crucial information.

Thomas: Leena, you're late! Did you forget our appointment?

Leena: I'm sorry. It might have slipped my mind.

Thomas: OK, Leena. We want you to tell us where Ramesh is hiding.

Leena: I'm sorry. I seem to be drawing a blank.

Thomas: I see. Maybe, this will help your memory. *(He gives Leena Rs 500)*

Leena: Come to think of it. I do seem to remember something about a bridge.

Thomas: Which bridge?

Leena: The name escapes me. *(He hands Leena another Rs 500)*. Hmm ... it's on the tip of my tongue. *(He gives her Rs 500 more)*. Oh yes! The Feroke Bridge!

Thomas: One last thing, Leena! Is there a shipment coming in tonight?

Leena: Now that you mention it, I think there is, but for the life of me, I can't remember at what time.

Thomas: Maybe, you need a little inspiration. *(He hands Leena another Rs 500)*.

Leena: Wait! It's coming to me now. *(He hands Leena another Rs 500)*. There is a shipment coming in at 11:30 tonight.

Thomas: Thanks, Leena. You have been a big help!

Some synonyms expressions

1. Refresh your memory  
Come to think of it  
You need a little inspiration to remember
2. It might have slipped from my mind

- I seem to be drawing a blank  
For the life of me, I can't remember
3. I'm very close to remembering  
It's on the tip of my tongue  
Wait! It's coming to me now.  
The name escapes me.

### Example 2.1c

#### Choosing a gift

- Mohan: This place is great! I could stay here all day!
- Rita: Well, we are only here for Salman, remember it.
- Shop assistant: Hi, Can I help you?
- Rita: Err... Yes. We're looking for a present for a friend. It's his birthday.
- Shop assistant: OK. Are you looking for anything in particular?
- Rita: Umm, I don't know...
- Mohan: We have no idea, what to buy for him.
- Shop assistant: OK. What sort of thing does he like? Is he a sports fan?
- Mohan: Yeah.
- Rita: Is he? Does he like sport?
- Mohan: Yeah I'm sure.
- Shop assistant: OK. How about this? "Football in a box".
- Mohan: This looks perfect! He loves football.
- Rita: Does he? I'm not sure? What else do you have?
- Shop assistant: Then, what about this? "A weather station".
- Mohan:** Oh, what does it do?
- Shop assistant: Well, it tells you the time and weather; and we can also use it as an alarm clock.
- Rita: Oh, that's quite nice.
- Mohan: Yeah, I suppose he might like that, but I really think we should get something sporty. Could you show us something else?
- Shop assistant: Oh, Yes. What about this? "A Football clock".
- Mohan: Brilliant! Let's get that!
- Rita: Well, if you really think he likes football.
- Mohan: Yeah, of course.
- Rita: Then OK. Pack it please.
- Shop assistant2: Yes, sir.
- Mohan: Oh yes, Just this please.
- Shop assistant2: How would you like to pay?
- Mohan: I think I'll put it on my credit card.
- Shop assissant2: Ok. Can you put your card in, and enter your PIN, please. Thank you.  
Ok. Here's your receipt.
- Mohan: Thanks a lot.

#### Some synonyms expressions

1. I have no idea what to buy.  
I don't know what to choose.  
I can't figure out what to choose.  
I have been trying hard to pick out.
2. What sort of thing does he like?  
What might he like?  
What things do you think he likes?
3. How about this?  
What about this?  
Well, this is a great product, look this one.
4. Yes, that would be good.  
This looks perfect.  
Oh, that's quite nice.  
Brilliant! Let's buy it.
5. How it works?  
What is it exactly?  
What does it do?

## **Vocabulary frame 2**

### **2.2 Collocation**

Learning collocation is an important part of learning the vocabulary of a language. Words occurring together in a language is an important part of speaking and writing fluently. To be able to produce 'native-like' speech, you have to know which words work together well. A collocation is a pair or group of words that are often together. These combinations sound natural to native speaker, but students of English has to make special effort to learn them because they are often difficult to guess. *A Collocation is concerned with the way words occur together often in naturally or unpredictable ways.*

#### **Example 2.2a**

Correct form of some collocation

Usually wake-up	<del>Used to wake-up</del>
The genuine thing	<del>The real thing</del>
Do exercise	<del>Make exercise</del>
Take a risk	<del>Do a risk</del>
To make progress	<del>To get progress</del>
In great detail	<del>In big detail</del>
Utterly confused	<del>Heavily confused</del>
Raise your hand	<del>Lift your hand</del>
Formidable opponent	<del>Threatening opponent</del>
Receive a discount	<del>Get a discount</del>
Ancient monuments	<del>Antique monuments</del>
Powerful engine	<del>Strong engine</del>

To describe whatever you need in the target language is not difficult one. Words are learned and stored in memory in groups, not in isolation. So by knowing the collocations one may make less error in language and also it will make speech and writing fluid. So instead of learning a word, it should be learned with its collocation.

**Example 2.2b**

‘Contrast’ should be taught with its collocation ‘in contrast’.

Some more examples:

In regard to, give a presentation, regular exercise, healthy diet, blissfully ignorant, whisk an egg, do the homework, do the washing-up, make the beds, fall in love, to close a deal, make a mess, etc. are some of them.

**Example 2.2c**

Look at some travel collocation

1. My car broke down on the way.
2. I had a crash on the drive to work.
3. The traffic jam went on for miles down the road.
4. A kind man gave us a lift to Calicut.
5. We travelled around Europe last year.
6. There was a long queue at the ticket office.

**Example 2.2d**

Read the passage and understand the common collocation.

I met my ex-husband in 1995; we fell in love at first sight. After three years of our first meeting, he proposed and we got married six months later. At first, everything was perfect; we both did the housework together; I did the washing-up and made the beds and he did the cooking. He always made a mess when he did the cooking, but I didn’t mind because the dinners were always delicious.

When he got a new job in New Delhi, things took an unexpected turn. We had to make a few crucial decisions. We moved there, so he wouldn’t have to take the train to work every day. His grinding routine began to affect the rhythm of our life. He started paying less attention to me. He stopped lending a hand in domestic chores. He was unusually stressed and he started to grow bald. He felt very depressed about this and became addicted to alcohol. I was getting very worried about him. He would always come home drunk and make a mess. Then one day, something caught my attention. It was a lipstick stain on his shirt. I was very angry that he was hiding a secret from me. That night when he came home, I flew into a rage and he made a frank confession that he had been having an affair. It broke my heart. I filed for divorce and we got separated two weeks later.



**Example 2.2e**

Matching the words with its collocation

Make	The shopping
Do	Attention
Pay	Features
Potential	A phone call
Apparent	Methodology
Rigorous	Problem
Principal	Discrepancy
salient	cause

**Vocabulary frame 3****2.3 Phrasal verbs**

A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a different meaning from the original verb. Phrasal verb is part of a large group of verbs called multi-part or multi-word verbs.

The preposition or an adverb that follows the verb is sometimes called a particle.

**Types of phrasal verb**

1. Transitive phrasal verb
2. Intransitive phrasal verb

**Transitive phrasal verb:**

This phrasal verb needs an object in order to be used.

1. I made up an excuse. (Here 'excuse' is the object)
2. My granny brought up 8 children by herself.

Some transitive phrasal verbs can be separated. (That means you can place the object between the verb and the particle.)

1. My granny brought 8 children up by herself.
2. Salman looked the word up in the dictionary.

Some phrasal verbs can't be separated and the object must be placed after the particle.

1. Arjun will look into the matter.
2. ~~Arjun will look the matter into.~~

Some phrasal verbs can take an object either between the verb and the particle or after the particle.

1. Afsal picked up the book.

2. Afsal picked the book up.

Note: If the object is a pronoun, the Pronoun must *be* placed between the verb and the particle.

1. Afsal picked it up.
2. Ramesh will sort it out.

### **Intransitive phrasal verb**

Unlike the transitive one, these verbs don't need an object when used in a sentence.

1. He suddenly showed up.
2. My car broke down.

### **Example 2.3a**

The table below lists some high frequency phrasal verbs and their meanings.

1. Hang out	To spend a lot of time in a place
2. Beef up	To make something bigger, better
3. Chip in	To add or contribute something
4. Count on	To depend/ trust
5. Dish out	To distribute/ serve
6. Figure out	To understand/ calculate something
7. Get away	Escape from a place / have a holiday
8. Toy with	To consider a plan or idea
9. Look after	Take care of
10. Put up with	To tolerate
11. Sort out	To order/deal with an issue successfully
12. Tell off	Scold
13. Turn down	Reject
14. Turn up	To be found, especially by chance/ arrive
15. Wind up	To conclude an idea or a plan

### **Example 2.3b**

1. We're hoping to get away for a few days at Easter.
2. We can't count on this warm weather lasting.
3. They're talking on more workers to beef up production.
4. The local kids hang out at the mall.
5. Students are dishing out leaflets to passers-by.

6. I m not going to put up with their smoking any longer.
7. If you can wait a moment, I'll sort it out all for you.
8. If we all agree, let's wind up the discussion.
9. If everyone chips in we'll be able to buy her a really nice present.
10. I told the boys off for making so much noise.
11. I briefly toyed with the idea of living in France last year.
12. He asked her to marry him but she turned him down.
13. Have you figured out how much the trip will cost?
14. Don't worry about me I can look after myself.
15. As the riot police approached, the crowd turned up with slogans.

**Example 2.3c**

Read the below paragraph and understand the phrasal verbs.

**Smitha had a problem!**

For a long time, Smitha was toying with the idea of hanging out with a very handsome man called Mithun, and then one day he turned up at her door. Mithun took his coat off and sat down. Seeing this, she could not figure out anything. Then he explained the situation. While driving past her house his car broke down. It was outside. Suddenly Smitha chipped in with a suggestion. She said that she could easily sort out the problem because she knew a mechanic whom he could really count on. She looked up the nearest garage in the phone book to call out the mechanic for him. Meanwhile, she offered him a cup of tea and dished out some snacks. He accepted. But then she realized there was no milk. "We've run out of milk", she said and went out to buy milk. While Smitha was away, the mechanic turned up. He got along with mending the car while Mithun watched. When it was over, Mithun got away in his car without waiting Smitha. In the shop, she suddenly remembered that her little baby sister who she was looking after was at home. She ran back to the house and saw Mithun had left. Her little sister was crying inside!

**Vocabulary frame 4****2.4 Idiomatic expressions**

Idioms are group of words in a fixed order which have a meaning that cannot be guessed by knowing the meaning of the individual word. The proper use of idioms adds color and appeal to one's language. It is commonly use in (in) formal, spoken and written forms of language. This frame introduces selected idiomatic expressions which have high frequency.

**Example 2.4a**

Read through the story and see the idiomatic expressions

### The Inventor's Lesson

	<i>Idioms</i>	<i>Meanings</i>
1.	<i>A bone of contention</i>	<i>A subject which causes disagreement and arguments</i>
2.	<i>A shoulder to cry on</i>	<i>A person who gives you sympathy</i>
3.	<i>Braking up the wrong tree</i>	<i>To make the wrong choice or ask the wrong person</i>
4.	<i>Burn the candle at both ends</i>	<i>To do too many things and going to bed late</i>
5.	<i>In/by leaps and bounds</i>	<i>Very quickly ; in large amount</i>
6.	<i>Lock horns( with somebody)</i>	<i>To get involved in an argument or a disagreement</i>
7.	<i>Pour your heart to somebody</i>	<i>To tell somebody all your problems or feelings</i>
8.	<i>Rack your brain(s)</i>	<i>To think very hard or for a long time about something</i>
9.	<i>Round the corner</i>	<i>Very near</i>
10.	<i>Run out of steam</i>	<i>Lose your energy and enthusiasm</i>
11.	<i>Stick to your guns</i>	<i>To refuse to change your mind about something even when other people are trying to persuade</i>
12.	<i>Throw your weight around/about</i>	<i>Tell people what to do in a bossy way</i>
13.	<i>To tie the knot</i>	<i>Get married</i>
14.	<i>Wreak havoc on (somebody)</i>	<i>Cause a lot of damage</i>
15.	<i>At your wits end</i>	<i>To be worried about a problem that you do not know what to do next</i>

My friend, George spent a number of years as a customer service assistant in a computer company. By the time he was thirty-five, he realized that his financial condition was improving at a snail's pace. He racked his brains for some new idea that would bear fruit and bring him fortune. After weeks, he realized that the answer was right under his nose. He would create a gadget that cleans the kitchen while people sleep!

Since he knew he needed to make up for lost time, he began to burn the candle at both ends. During the day he continued his job, but he worked late into the night. After many experiments, he felt that success was round the corner. Finally he invented the gadget. "Now, I just need to find someone to help me sell this product", he thought to himself. That's when he felt he was at his wits end. At last he made up his mind to find an investor. After making a few presentations, he made a man who was willing to invest. Soon after they made an agreement my friend learned that the investor was a man who often threw his weight around. But it was too late to back out.

The decision seemed to affect him badly. He felt he was running out of steam.

Right from the beginning the two men locked horns. The sharing of profit became a bone of contention between them. His partner kept adding fuel to the fire by questioning the design of the cleaning gadget. They picked up fights off and on. George approached his elder brother and poured his heart out to him, but soon he realized he was barking up the wrong tree. The brother didn't think it was worth the fight but George stuck to his guns and decided to go the whole hog. He took the investor to court where it was settled in George's favor. George made his millions, but the whole experience had wreaked havoc on his life.

George was badly looking for a shoulder to cry on. It was at this time that a business woman expressed her desire to tie the knot with him. They soon got married. George's enthusiasm increased in leaps and bounds. He soon realized that he had found his match in her.

### Example 2.4b

Below is a table of some high frequency idiomatic expressions and their meanings.

### Example 2.4c

So examples by using the above table idioms:

1. She decided to tie the knot with him only after her studies.
2. You're barking up the wrong tree if you expect us to lend you any money.
3. When we needed a shoulder to cry on it was mom we turned to.
4. When I go home I can pour my heart out to my husband.
5. When about to retire, many teachers seem to run out of steam.
6. What I like much about the new manager is that he doesn't like to throw his weight around.
7. The tornado wreaked havoc on all parts of the region.
8. The student's union sticking to their guns in demanding a cancellation of the exams.
9. She was at her wits ends wondering how she had manage it all I that much short span of time.
10. She racked her brains, trying to remember exactly what she had said.
11. My father's health improved by leaps and bounds.
12. Kashmir has been a bone of contention between India and Pakistan for years.
13. Her house is just round the corner.
14. The company has locked horns with the unions over the proposed pay cuts.
15. No wonder Reshma is ill. She has been burning the candle at both ends for a long time.

## MODULE III

### GRAMMAR

#### INTRODUCTION

Two main reasons for teaching grammar

1) Comprehensibility

2) Acceptability

#### Comprehensibility

\*Extent to which a listener understands the utterances produced by a speaker in a situation

\*Understanding things in the same way as the speaker or writer has intended

\*To attain comprehensibility knowledge of basic structures, verb forms, interrogative(questions) and negative structures, use of main tenses, modals and auxiliaries is necessary.

#### Acceptability

\*English is used extensively in education, administration, business, media and research.

\*Poor English is unacceptable and is an obstacle to communication

\*A person who speaks unacceptably may not be taken seriously and will be considered uneducated

Fluency is an important aspect of acceptability. It is the ability to process different grammatical forms rapidly and accurately. Examiners and employers require a high level of grammatical correctness

Grammatical frame 1

Warm up

Differences between use and usage

Grammar in use	Grammar in usage
A. coffee?	A. Would you like some of this coffee?
B. Please.	B. Yes, I would like some of that coffee, please.
A. milk? Sugar?	A. Do you take milk? Do you take sugar?
B no milk. One sugar. thanks	B. I don't take milk. But I will take one sugar, thanks.
A. Toast?	A. Would you like some of this toast?
B. No thanks	B. I'd prefer not to have any of that toast, thanks.
A. juice?	A. Can I offer you some of this juice?
B. Mmm	B. Yes, I would like some of that juice.

Pre-learning task

Say whether the following sentences are correct( ) or not ( )

Example: it rain in June in Kerala... ..

1. I tired... ..
2. What are you doing? I am a teacher \_ \_
3. Rajesh always drives too fast\_\_ \_
4. I am watching TV every morning\_\_ \_
5. She don't want to do it\_\_ \_
6. Where does she work?\_\_ \_

**Presentation and practice**

**SIMPLE PRESENT**

EXAMPLES	MEANING
It rains in Kerala Rajesh watches television everyday. Bees make honey Dogs eat meat My grandfather lives in Mumbai I work every Saturday	Simple present is used to talk about things that are always true, and things that happen repeatedly.

Form of the present simple tense

Positive statements	Negative statements	wh-questions
I/You/we/they play	I do not play	where do you play?
He/she/it plays	she doesn't play	where does she play?
Yes/no questions	Positive short answers	Negative short answers
Do you play?	Yes, I do	No, I don't
Does she play?	Yes, she does	No, she doesn't

**Ex 1 Put the words in correct order:**

Eg: eats/dog/too/your much-your dog eats too much

1. live/I/that/house/in

Ans I live in that house

2 badly/violin/plays/the/very/Jeena

Ans Jeena plays the violin very badly

3 those/young/come/from/labourers/Bengal

Ans Those young labourers come from Bengal

### Ex 2 Strike the incorrect words

Eg ~~we~~/my friend always wears old clothes

1 ~~we all~~/The boss thinks you are wonderful.

2 ~~Bread~~/Books cost a lot

3 Our cat/~~Our cats~~ never catches mice.

4 That child/~~Children~~ makes a lot of noise.

5 My father/~~My father and mother~~ teaches English.

Exercise 3 : Make negative sentences. Use don't or doesn't

Eg I play chess(cards) ans I don't play cards

1 He likes jazz (pop music)

He doesn't like pop music

2 The train stops at Shornur (Tirur)

The train doesn't stop at Tirur.

3 Deepu remembers names very well(faces)

Deepu doesn't remember faces very well.

4 Children play football on Mondays (hockey)

Children don't play hockey on Mondays.

5 My mother teaches Engineering.(Biology)

My mother doesn't teach Biology.

### Exercise 4: Make questions

Example: They smoke

Answer: Do they smoke?

Monica teaches French.

Answer: Does Monica teach French

1 The Calicut bus stops here . Does the Calicut bus stop here?

2 The teachers know her. Do the teachers know her?

3 You play the piano. Do you play the piano



4 My brother works in a restaurant. Does your brother work in a restaurant?

5 We need more eggs. Do we need more eggs?

Exercise 5: Make wh-questions

Example ( a) Where/she live?

Answer : Where does she live?

1 What you want? What do you want?

2 what/this word mean? What does this word mean?

3 What time/film start? What time does the film start?

4 How much/those shoes cost? How much does those shoes cost?

Grammatical frame II

Pre learning task

Say whether the following sentences are correct ( ) or not( )

Example look,it rains now!

1 I'm not agree with your opinion

2 What are you doing? I'm reading

3 She is watched TV over there

4 They are doing a course in English

### **Presentation and practice**

#### **PRESENT CONTINUOUS**

1)We use present continuous to talk about actions that are going on around or at the time of speaking

Eg. Jeeva is sleeping right now

I need an umbrella because it is raining

The students are sitting at their desks right now

2 We use present continuous to talk about temporary situations

Eg. He is working for a company in Delhi now(but next year he may do something else)

3 Present continuous can be used to talk about changing situations especially with verbs get and

become and with comparative adjectives like better, more and worse.

Eg He is getting fat, isn't he?

The city is becoming more and more dangerous.

4 Present continuous is also used to talk about behaviour that happens more often than expected, with always, forever and constantly

Eg. why are you always shouting

She is forever buying me presents

5 Present Continuous can also be used to talk about future

Eg. I am attending an interview tomorrow

I am taking five courses this semester

Rajesh is trying to improve his work habits

<b><u>Positive statements</u></b>	<b><u>Negative statements</u></b>	<b><u>Wh-questions</u></b>
I am(I' m) playing	I am not playing	Where are you playing?
You are(you're) playing	You are not playing/you aren't playing	
We are(we're) playing	We are not playing/we aren't playing	
They are playing	They are not playing/they aren't playing	
She/he/it is (she's/he's/its)	He is not playing/he isn't playing	Where is she playing?

<b><u>Yes/no questions</u></b>	<b><u>Positive short answers</u></b>	<b><u>Negative short answers</u></b>
Are they playing?	Yes, they are	No, they aren't/No, they are not
Is he playing ?	Yes, he is	No, he isn't/No, he is not

Exercise 1: Discuss the differences in meaning of the italicized verbs in each group of sentences given below

- |  |  |
|--|--|
| 1. a. These flowers smell good               | b. Jinan is smelling the flowers                           |
| 2 b. I think Thomas is a kind man            | b. I am thinking about this grammar                        |
| 3 a. I see a butterfly. Do you see it too?   | b. Vishak is seeing a doctor about his abdominal           |
| 4 a. Laila looks cold. I'll lend her my coat | b. Renu is looking out of the window. She sees a butterfly |

- 5 a. Shyam appears to be asleep.lets not disturb him b. My favourite actor is currently appearing at the Paramount

The first part(a) describes Stative verbs.they describe states, condition, and the second part(b) contains Progressive verbs. They describe action

Choose the correct Tense. Put the verbs in brackets into the Present Simple or Present Continuous

- A. I hear (hear) you are working (work) at a call center at the moment. What is it like?
- B. It is (be) fine, although its very hard work. I am always tired, but I do not mind (not mind).
- A. Is the money good?
- B No, not really, but I like (like) the work hours. You know I don't like working early in the morning.
- A. Oh yes. I am remembering (remember)\_now.\_ You never used to get up before 11 am.
- B. Well ,I am not like that now, but I certainly don't like getting up before 9am.Anyway tell me about you. What are you doing(do) now?
- A. I am (be)still a student. Actually I am working(work) quite hard at the moment because my exams are next week.
- B. Oh well, good luck to your exams. I must go now. I do not want (not want) to be late. I do not have (not have) my car anymore, so I am cycling (cycle) everywhere now.

### Exercise 3 **Extending Headlines**

Newspaper headlines often use the Simple Present, but the articles sometimes use the present continuous to describe activities.....

Example: Mumbai Police Look for Stolen Paintings. Museum Offers Big Reward.

Answer: Police in Mumbai are looking for the thief who stole a precious painting. The museum is offering big reward for anyone who helps recover the lost painting.

1. Indian scientists examine mars rocks and try to find signs of life.

Ans. Scientists in India are examining rocks of mars and they are trying to find signs of life.

2 Delhi man builds own rocket and plans to reach moon

Ans Delhi man is building is building his own rocket and is planning to reach moon

3 Tokyo woman celebrates 120th birthday and looks forward to the 121st

Ans Tokyo woman is celebrating 120th birthday and is looking forward to celebrate the 121st birthday.

4 Grandmother still works at supermarket at 76,but thinks of retiring

Ans Grandmother is still working at the supermarket at 75, but she is thinking of retiring

Exercise 4 Use either simple present or present continuous of the verbs in parenthesis

1 I can't afford that ring. It costs (cost) too much.

2 Look it is beginning (begin) to rain. Unfortunately, I don't have (not, have) an umbrella with me. Tom is lucky. He is wearing (wear) a raincoat.

3 I do not own (not, own). I wear (wear) waterproof hat on rainy days.

4 Usually, I sleep (sleep) until 6 o'clock in the morning, and then I get (get) up and study (study) for my classes.

5 Shhh..Grandpa is taking (take) a nap in the living room. We do not want (not, want) to wake him up. He needs (need) rest.

6 Right now I am looking (look) at Drisya. I wonder what's wrong. She has (have) a frown on her face. She certainly is not having (not, have) fun now.

Exercise 5 Make sure you know all the expressions given below. Then underline the best answer

I hope so                      I hope not                      I don't remember

I see                              I think so                              I don't think so

I don't mind                      It doesn't matter                      It depends

Example

A Is Anne enjoying her holiday? I hope so/I don't mind

1 We are not happy with your work. I hope so/I see

2 Is Shaji coming to dinner? I hope not/I see

3 Do you like this music? I think so/I don't remember

4 Who wrote War and Peace? It depends/I don't know

5 It's Tuesday. I think so/ I know

6 We're too early. I don't know/it doesn't matter

Grammatical frames 111

SIMPLE PAST TENSE

Pre learning task

Which is correct----A,B or Both

A I losed your address  B I lost your address

A I broke a window  B John broke a window

1. The rain stoped  The rain stopped

2. You never visited me in the hospital  You didn't visit me in the hospital

3. I didn't know the answer  I didn't knew the answer

4. Where did everybody go?  where everybody went?

5. Who said that?  Who did say that?

Read the following two texts by two children (a five year old and a twelve year old) and identify the differences in the ways in which past events are narrated by each

Exercise Find the verbs in past tense in the above texts

A went                      b bought

C purchased              d paid

Find the verbs that are not in the past tense

A play                      b like

C buy                      d wish

3 Find the mistakes

A spended              b costed

C buy                      d wish

SIMPLE PAST

Simple past tense is used to talk about

1 simple past actions and events

Eg. It rained in Kerala yesterday

2 At one particular time in the past this happened

Eg. Rajesh watched television last night

3 The event began and ended in the past

Eg. I went to the cinema three times last week

4 Repeated past actions and events

I always went shopping on Saturdays

5 Past states (long standing situations and feelings)

My father knew the prime minister

Form of past tense

**Positive statements**

**negative statements**

**wh-questions**

Regular verbs

I/You/we/she/he/it/they

watched I did not watch what did you watch?

Irregular verbs

I, you, etc

Went, had, ate I did not eat where did you go??

**Yes/no questions**

**Positive short answers**

**Negative short answers**

Did you watch it?

Yes, I did

No, I didn't

Did you go home then?

Exercise 1: Are the past simple verbs in the following sentences single actions(SA) repeated actions(RA) or past states(PS)?

Eg. I took a new CD player out of the box and plugged it in and switched it on...SA

1. We lived in a small house on the coast which didn't have any heating, but we had a wonderful, exciting childhood PS

2. They left at six in the evening and drove all the way home without stopping SA

3 .As children we went to the town centre on Saturday afternoons and spent our pocket money on sweets and CDs RA

4. My friend Prashanth came to my house and we talked about the latest movies SA

5. I knew her when she was a shop assistant PS

6. In those days, I got up really early and reached college before 8.00 RA

Find the verbs in past tense in the above texts

Went bought paid purchased

Find the verbs that are not in past tense

Play watch buy wish

Find the mistakes

Spent (spended) cost(costed) bought(buy)

The passage below describes an unsuccessful driving test. Fill in each gap with a verb from below in the Past Simple. You may use one verb more than once

Be ~~run~~ feel move pay push not brake say stop try

On my first driving test, I ran out of petrol. Shortly after the restart, the car stopped again although I didn't brake. I tried five times to restart it. No, I said to the driving examiner. it won't start. The examiner moved into the driving seat and I pushed the car to the nearest service station where I stopped for the petrol. This is not your fault and will not affect whether you pass the test, he said, but I felt terrified and was not surprised to fail for lack of observation.

Exercise 3 make simple past negative sentences

Eg. I played hockey (football)

1 We spoke Hindi together r(Tamil) We didn't speak Tamil together

2 .My uncle taught mathematics (science) My uncle didn't teach science.

3. I wrote to my sister (my brother) I didn't write to my brother.

4. We knew her address (phone number) We didn't know her phone number.

5. We told our parents everything (police) We didn't tell the police anything.

Exercise 4: Write five things you didn't do yesterday

Ans. I did not eat breakfast yesterday

I did not study yesterday

I did not wash my clothes yesterday

I did not watch T.V yesterday

I did not buy anything yesterday

Exercise 5: Complete the questions

A. somebody heard me. Ans Who heard you?

B. I heard somebody. Ans. Who did you hear?

1. I phoned somebody. Who did you phone?
2. Somebody wrote to me. Who wrote to you?
3. Something broke the window. What broke the window?
4. I broke something. What did you break?
5. Jeena played something. What did Jeena play?
6. Something fell off the table. What fell off the table?

#### Grammatical frame IV

#### Pre learning task

Choose the correct answer from the brackets

- 1 I lived (lived, was living) in Delhi for eight years.
- 2 John was watching (watched/ was watching) TV when the phone rang.
- 3 When my mother got home, she made (made, was making) Tea for me.
- 4 What were you doing (were you doing/ did you do) when I called you?

#### **Presentation and practice**

#### **PAST CONTINUOUS**

1. We use past continuous to say what was (not) happening around (before, at and perhaps after) a past time

Eg. What were you doing at 8.00?

Were you watching T.V?

At 8.00? No, I wasn't watching T.V. I was reading

I was walking down the street when it began to rain

2. We use past continuous to set the scene to give an idea of the background situation

Eg. When I was walking down the street, it began to rain.

Exercise 1 : Write questions

Eg At 10, I was reading a newspaper (newspaper)

Answer Were you reading a newspaper?

When I saw Peter, he was eating (what)



Ans. What was he eating?

1 when I went to his office, he was writing(letters)

Ans. What was he writing?

2 At lunch time, we were shopping (where)

Ans. Where were you at lunch time?

3 At 8.00,my mother was cooking(what)

Ans. What was your mother doing at 8.00?

4 When I arrived, all the children were crying.(why)

Ans. Why were the children crying?

5 At midnight, the children were sleeping.(where)

Ans. Where were the children sleeping?

Form of the past continuous tense

Past continuous is formed with past tense of be and the -ing form of the verb

<b>Positive statements</b>	<b>negative statements</b>	<b>wh-questions</b>
He/she/it was working	I was not working	where was he working?
You/we/they were working	you were not working	why were they working?

<b>Yes/no questions</b>	<b>Positive short answers</b>	<b>Negative short answers</b>
Was she working?	Yes, she was	No, she was not
Were you working	Yes, we were	No, we weren't

Exercise2 choose the best tense form: read what each speaker is thinking about. Tick( ) the best sentence for the speaker to use

Example: I want to know your action after your father died.

What did you do when your father died?\_\_\_

What were you doing when your father died?

1. I want to describe the situation at the party when I arrived:

Everyone was dancing \_

Everyone danced

2. I am thinking of the whole car journey

The driver drove too fast \_

The driver was driving too fast

3. I want to show that I finished my dream:

I dreamt about a wonderful holiday \_

I was dreaming about a wonderful holiday

4. I want to show that I was interrupted

I talked about her when she came into the room

I was talking about her when she came into the room \_

### **Grammatical frame V**

Future tense: going to and will

Pre learning task

Say whether the following sentences are correct( ) or not(×)

Eg. You eat with us this evening? ×

There is somebody at the door. I go ×

I promise I write again soon. ×

The concert starts at 8.00 this evening \_

Look at these clouds----it will snow \_

Mary is going to have a baby \_

### **Presentation and practice**

#### **SIMPLE FUTURE**

1. Will or be going to is used to express future time

Eg. Jack will finish his work tomorrow

Jack is going to finish his work tomorrow

2. We can use both going to and will to make a prediction or to make a statement of future fact

Eg. According to the weather report, it will be cloudy tomorrow

According to the weather report, it is going to be cloudy tomorrow

3. When the speaker is expressing a prior plan, only be going to is used

Why did you buy this paint?

I am going to paint my bedroom tomorrow

4. To express willingness, only use will

The phone is ringing, I will get it

Positive statements	will	Going to
	I/You will	I am/you are going to stay
Negative statements	I will not	I am not going to stay
questions	Will you stay?	Are you going to stay?
	Where will you stay?	Where are you going to stay?
Short answers	Yes, I will	Yes, I am
	No, I won't	No, I am not

Exercise 1 Use *will* or *going to*. Fill in the gaps with correct words from the box

Will                      going to                      wont                      not going to

1. I am going to college today
2. I am not going to college today because it is raining
3. Hasan won't be at work today
4. Next week we are going to miss the game
5. I will see you next week, take care
6. I will go shopping tomorrow
7. The doctor will see you at 5 o'clock
8. I will help you paint your house
9. I won't see you next week because I am going on holiday

Exercise 2 Use *will* or *going to*. Put the correct words into sentences

1. A. We don't have any bread

- B I know. I will get some from the shop
2. A. We don't have any bread  
B. Really? I am going to get some from the shop then
3. A. Why do you need to borrow my suit case  
B. I am going to visit my mother in Scotland next month
4. A. I am really cold  
B. I will turn the heating on
5. A. Are you going to Johns party tonight?  
B. Are you going too? I will give you a lift.

Mixed practice: Choose the most appropriate verb form (*will, be going to, present continuous or present simple*)

1. Remya (we/be) are we going to be in time?

Tara: Yes I think so

2. Remya: What time (the train/arrive) does the train arrive?

Tara: at 8.15 Oh no, wait a minute. Look there is a delay. It (not/get in) is not going to get in until nine o'clock.

Remya: What will we do until then?

Tara: I don't know.

Remya: Well I am going to get a coffee. Do you want one?

Tara: No, but I will come with you to the cafeteria.

Remya: What are you going to say to him when you see him?

Tara: I don't really know I can't think of anything to say.

Remya: Don't worry I will do the talking.

Tara: O.K. I will just stand and listen

Remya: What is he going to do when he leaves school?

Tara: I wish I knew. He will probably go travelling with his friends

Remya: Are you going to miss him

Tara: Yes, I think so. It is going to feel strange without him

Remya: Oh dear, cafeteria is going to close in five minutes

Tara: Then we will wait on the platform. Stop worrying

### **Grammatical frame VI**

Pre learning task

Which is correct A,B or both

A. yesterday I broke a cup

B Yesterday I broken a cup

A. The postman has already come

B. The postman has just come

A. You haven't drunk your tea

B. You haven't drunk your tea

A. Have Mary and her children arrived?

B Have arrived Mary and her children?

A When have you lost your keys

B When did you lose your keys

A. We know Amritha since 2005

B We have known Amritha since 2005

A. Has Sudhir phoned yet

B Has Sudhir phoned today

### **Presentation and practice**

#### **PRESENT PERFECT TENSE**

1. The present perfect expresses the idea that something happened before, now ,at an unspecified time in the past, .the exact time it happened is not important

Eg. They have moved into a new apartment

If there is a specific mention of time the simple past is used

Eg. They moved into the apartment last month

2. The adverbs ever, never, already, yet, still just are frequently used with the present perfect

Present perfect also expresses a repetition of an activity before now. The exact time of each repetition is not important

Present perfect is also used with since and for

Exercise 1 b Write down the rest of the conversation. Latha also wants to know about

Ravi's birth certificate

Latha: Ravi, Have you brought your birth certificate

Ravi: Yes, I have

Latha: Where did you keep it?

Ravi: I kept it in the bag

The hotel room

Latha: Have you booked the rooms?

Ravi: Yes, I have

Latha: What type of rooms have you booked?

Ravi :I have booked both AC rooms and ordinary rooms

His bank account

Latha: Have you opened a bank account?

Ravi: Yes, I have

Latha: What account is it?

Ravi: It's an SB account

The car

Latha: Have you repaired the car

Ravi: Yes, I have

Latha: How much did they charge for repair?

Ravi: They charged Rupees thousand

The ring

Latha: Have you changed the ring

Ravi: Yes ,I have

Latha: What did you buy then?

Ravi: I bought a diamond ring

Ravi's clothes

Latha: Have you ironed the clothes?

Ravi: Yes I have

Latha: Where have you kept it?

Ravi: I have kept it in your wardrobe

Form of present perfect tense

Positive statements i/you/they/we have eaten he/she/it has eaten	Negative statements i/you/they/we have not eaten she has not eaten	Wh-questions Where have you eaten from? Where she has eaten from?
Yes/no questions Have you eaten Has she eaten	Positive short answers Yes, we have Yes ,she has	Negative short answers No, we haven't No, she hasn't

Exercise 2: make present perfect questions

1. we/pay                      Have we paid?
2. Reena/phone              Has Reena phoned?
3. you/hear the news      Have you heard the news?
4. the dogs/come back      Have the dogs come back?
5. what/he/tell the police   What has he told the police?

Exercise 3 choose the best tense form

1. It is 7.30 am. The post man usually comes between 7.15 and 7.45 am
  - A. The postman hasn't come yet
  - B. The postman didn't come yet
2. I am talking about my trip around the GCC countries last year
  - A. I haven't been to Bahrain.
  - B. I didn't go to Bahrain.
3. Alice is a good friend of mine:
  - A. She has known me since we were children
  - B She knew me when we were children.

4. I want to show that I finished my dream

A. I dreamt about a wonderful holiday

B. I was dreaming about a wonderful holiday

5. I am telling you this just after I heard the news

A. Someone has spotted a tiger on the outskirts of Calicut city

B. Someone spotted a tiger on the outskirts of Calicut city

Complete the sentences with any appropriate time expressions

1. I have a pen. I bought it last week. I have this pen for a week. I have had this pen since December

2. Today is Monday. I moved to this city in 2014. I have been in this city since 2014. I have been here for three years

3. It is the year 2017. I started going to school in the year 2005. I have been a student for twelve years. I have been a student since 2005

4. I first met our teacher in August 2017. I have known him/her for 4 months. I have known her since August

Exercise 5: Read the sentences and the questions and underline the correct answer

1. I made a cup of tea. Is there tea now?

YES/PROBABLY NOT

2. Rasmina has made a cake. Is there a cake now?

YES/PROBABLY NOT

3. Rajesh has gone to Mumbai. Is he there now?

YES/PROBABLY NOT

4. My friend went to Delhi. Is he there now?

YES/PROBABLY NOT

5. The cat has run away. Is the cat at home now?

NO/DON'T KNOW

## **Grammatical frame VII**

### **MODAL VERBS**

Pre learning task



Say whether the following sentences are correct or not

1. I may not be here this evening
2. You don't must open the door.
3. Last year I must work on Saturdays
4. You have better go home now
5. Would you like coming with us
6. I should have told you everything
7. Where did you use to live?
8. When do you have to leave?

### **Modal verbs**

English modal verbs include must, shall, will, should, would, can, could, may, and might.

Exercise 1: Read the following text and underline all the modal verbs. write the name and number of the appropriate explanation beside them

1. needs to get explanation 1 (obligation)
2. should lose explanation 4 (recommendation)
3. has to go explanation 1 (obligation)
4. shouldn't eat explanation 5 (friendly warning)
5. mustn't get explanation 2 (prohibition)
6. has to drink explanation 1 (obligation)
7. Doesn't have to buy explanation 3 (lack of obligation)
8. Doesn't have to cut explanation 3 (lack of obligation)
9. Must stop explanation 1 (obligation)
10. Had better shape up explanation 4 (recommendation)

Exercise 2: Make questions with Can I, Could I, Did.....have to

1. I want a glass of water (could) Could you give me a glass of water?
2. Ahmed/pay for his lessons (Did....have to) Did Ahmed have to pay for his lessons?

3. I need to use your calculator (Can) Can I use your calculator please?
4. You/show your passport at the airport.(Did...have to) Did you have to show your passport at the airport?
5. Lend me your newspaper (could) Could you lend me your newspaper?
6. Children/walk home (Did...have to) Did the children have to walk home?
7. You/wait a long time (Did...have to) Did you have to wait a long time for the train?.
8. Rani/cook dinner last night (Did...have to) Did Rani have to cook supper last night?
9. I want to take your photo (Could) Could I take your photo?
10. I am going to turn on the T.V (Could) Could I turn on the T.V

Exercise 3: Put the beginnings and ends together. Add Do/Does/Have to

1. I am a swimming teacher Do you have to teach small children?
2. Here is some work for you and Tara Do we have to finish it today? \_\_\_\_\_
3. I want you to go to your aunts party Do I have to stay until the end?
4. Raj and Shyam work for a British firm Do they have to speak English all the time?
5. Raheem works at a furniture company. Does he have to work for twelve hours a day?

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## MODULE IV

### Speaking Skills

Improving your English-speaking skills will help you communicate more easily and effectively. But how do you become a more confident English speaker? Learning to be a better speaker is like learning any activity. Before becoming comfortable as a speaker, you need to learn some basic skills and then actively seek situations to practice those skills. This may mean your using every opportunity which allows you to speak in an organised manner. Try to add new words to your vocabulary every day, try to experiment with the English you know and try to respond to what people say to you.

Here we have added certain model conversations, phrases and sentences which might serve as some examples and would be helpful to the learner to deal with his everyday transaction across situations. The more experience you gain the more comfortable you become.

Wish You all Success!

#### Part 1

#### Everyday transactions

#### Warm up Exercise

Match the statements and questions in column A with the responses in column B.

Column A	Column B
I understand Aiswarya used to work in Japan.	That's right. It was 5 years ago.
How are You?	Fine Thanks.
I usually walk to work.	So do I.
Did you have a good Journey?	Yes, I did.
I don't have any regrets about moving.	Neither do I
Is it a good place to work?	Absolutely.
Are You looking forward to retirement.	Yes I am.
When did you graduate?	In 2001
What time do you leave work?	At 4 PM
We need someone who is very reliable.	I Agree

#### Conversational Frames

#### Sounding Polite.

Asking questions and replying to them in a pleasing way is very important in our everyday life. Our conversational are integral to building up relationships. We should speak in a polite way when we seek help to get information, directions money etc.

### **Useful Expressions:**

#### **8 Ways to offer Help**

1. Do you need any help?
2. Can/may I help you?
3. Is there anything I can do for you?
4. What can I do for you?
5. Would you like me to help?
6. Do you want me to help?
7. Can I give you a hand?
8. Let me help you.

#### **Polite ways to say No**

<b>Casual</b>	<b>Professional</b>
No, but thank you	No, I am sorry to say that we aren't able to
No, Thanks	I would love to ...but ...
I would like to... but I have to work late this evening.	I would like to... but...
I wish I could	I'm sorry we won't be able to
	I'm afraid that I am not available on that day.

#### **Polite ways to make requests**

1. Will You...?  
Will you open the doors for me.?
2. Would you...?  
Would you open the doors for me?
3. Would you mind ...?  
Would you mind opening the door?
4. Would you please...?  
Would you please open the door for me?
5. Could you (please)...?  
Could you open the door?  
Could you please open the door?
6. Could you possibly...?  
Could you possibly open the door?
7. Would you be so kind as to...?  
Would you be kind as to open the door

### **Offering to help**

1. Shall I...?
2. Would you like me to...?

Ans: Oh! Yes Please.

That's very kind of you.

No, don't worry I can manage

### **Asking Permission**

1. Do you mind if I ...?
2. Would anyone mind if I...?
3. May I ...?
4. Would it be possible to...?

Ans: Go ahead

No, Of course not.

I'm afraid you can't do that because...

### **Ways to Thank**

1. I am very (so) grateful for ...
2. Thank you so (very) much for..
3. Thank you for...
4. That was nice of you.
5. Thank you. But you really shouldn't have...
6. I really appreciate (the invitation)
7. Thanks a Million!

### **Reply when someone thank you**

1. You are very welcome.
2. You are quite welcome.
3. Don't mention it.
4. It was my pleasure.
5. Well I just wanted to show my appreciation for..
6. Don't worry about it.
7. It was nothing. What are friends for.
8. Forget it.

### **Post Learning Exercise**

#### **Work in Pairs**

#### **Use the situations given below to role-play**

1. You want to make a private phone call.
2. You are feeling very hot.
3. You are feeling unwell, may be you should go home.

4. You want to use your partner's computer. Ask his or her permission.
5. You have lost your wallet. You need some money for the bus.

### **Giving Opinions /Preferences**

#### **Here is included more phrases and expression to encounter numerous situation**

Expressing one's opinion, writing comment, preferences etc.

1. I think..
2. I believe...
3. I suppose...
4. I assume...
5. From my point of view...
6. My impression of the story or text is ...
7. I 'm strongly in favour of the writer's opinion...
8. I agree with...
9. I cannot/do not agree with...
10. I have to contradict the author...
11. I would suggest...
12. There are several aspect to this question...
13. On the one hand...
14. On the other hand...
15. The main points are...
16. It seems obvious that...
17. The essential point is ...
18. It is doubtful whether...

### **Make a prediction**

1. I predict that..
2. I bet that...
3. I wonder if...
4. I think that...

### **Clarify something**

1. Oh! I get it...
2. Now I understand...
3. This makes sense now...
4. No I think that means...
5. I agree with you. This means...
6. This part is really saying...
7. At first I thought...

### Make a comment

1. This is good because...
2. This is hard because...
3. This is confusing because...
4. I like the part where...
5. My favourite part so far is ...
6. I think that...

### Make a connection.

1. This reminds me of ...
2. This part is like...
3. The differences are...
4. The character makes me think of...
5. The setting reminds me of

### Summarise

1. I learnt...
2. The setting is...
3. The conflict is...
4. To have the final say in the matter...
5. Let's have a final look at it...
6. To draw a close I would like to say that...
7. All in all it is evident...

### Agreement

1. Yes, you are quite right to say that...
2. No question about it...
3. I 'm 100% certain that...
4. Well! Exactly !
5. I have little doubt that...
6. I 'm convinced...

### Disagreement

1. I can disagree
2. I express strong objection to the idea...
3. I don't think it is fair to say...
4. It is rather questionable if...
5. It looks very unlikely that...
6. I have considerable doubts...

### Giving Examples

1. Let me give you a brief example...

2. Let me give you an example of what I mean ...
3. Let me illustrate the point with the example...
4. There is a great deal of discussion about ...

#### More ways to say 'I think'

1. In my opinion...
2. If you ask me...
3. The way I see it...
4. It seems to me...
5. As far as I can see...
6. As far as I am concerned...
7. I honestly believe that...

#### Suggestions/Regrets

1. I suggest or think you should...
2. It might be better to...
3. We or you ought to...
4. If I were you,...I would ...
5. I (don't) think we/you should...
6. You/we could...
7. Shall we...?
8. How about...?
9. What about...?
10. Why don't you/we...?
11. Why not...?
12. Let's...

#### Respond to suggestions

1. Sounds good (to me)
2. Let's do/try that...
3. You are right...
4. That is a good idea
5. But what if...
6. It is a good idea, but...

#### Encouraging/Comforting

1. Give it a try!
2. What do you have to lose?
3. Do the impossible.
4. Keep it up !
5. Stay Strong.
6. Well done!



7. Congratulations!
8. That is awesome
9. Fantastic/Great /Awesome
10. I am glad to hear that!

#### Showing your feelings

1. That's amazing
2. Oh! I'm sorry to hear that.
3. Oh! What a shame!
4. Wow! That is impressive!
5. What a pity!

#### Asking for repetition

1. Could you say that again.
2. Could you repeat that.
3. Could you say that one more time
4. What did you say
5. Once more, please
6. One more time, please

#### **Telephoning in English**

##### Introducing yourself

1. Hey Arun. It 's Dhanya calling (informal)
2. Hello! This is Arun calling
3. Hello! It is Arun from the Department of English here.

##### Asking to speak with someone

1. Is Arun there, please! (informal)
2. Can I talk to your sister (informal)
3. May I speak with Mr. Arun, Please!

##### Connecting Someone

1. Just a sec. I'll get him (informal)
2. Hang on one second (informal)
3. Please hold and I 'll put you through to his office
4. One moment please!

##### Making Special Requests

1. Could you please repeat that?

2. Would you mind spelling that for me?
3. Could you speak up a little please?
4. Can you call me back?
5. Can you please hold for a minute?

## **Part II**

### **Academic Transactions.**

#### **Discussion**

#### **Presentation**

#### **Debating**

#### **Opening:**

1. It is often said that.../Many people claim that...
2. In this day and age.../Nowadays.../These days ...
3. We live in an age when many of us are...
4. ... is a hotly-debated topic that often divides opinion.
5. ...often discussed yet rarely understood
6. It goes without saying that...is one of the most important issues facing us today.
7. The following presentation takes a look at both sides of the argument.

#### **Introducing Points**

1. Firstly, let us take a look at.../To start with, ...
2. First of all, it is worth considering...
3. Secondly.../ Thirdly....
4. Furthermore/ In addition.../What is more.../On top of that...
5. Another point worth considering is .../Another factor to note is...
6. Lastly.../Finally.../Last but not least...

#### **Presenting idea and giving examples:**

1. When it comes to ...
2. In terms of...
3. With respect to...
4. Not only... but also...
5. According to experts,...
6. Research has found that...
7. There are those who argue that...
8. For instance.../For example.../Such as...

#### **Expressing result and Reason:**

1. As a result,,/As a result of...
2. ...has led to .../...has resulted in ....

3. On account of.../ Due to...
4. One reason behind this is...
5. Consequently.../ Therefore....

Contrasting.

1. Although/Even though
2. Despite/ in spite of...
3. Despite the fact that...
4. On one hand...On the other hand...
5. However.../Nevertheless.../ Even so ...

Concluding

1. To sum up.../In conclusion...
2. All things considered...
3. Taking everything into consideration...
4. The advantages of ...outweighs the disadvantages.
5. Weighing up both sides of the argument.

Opinion

1. As far as I am concerned,...
2. From my point of view...
3. In my opinion...
4. Personally speaking...
5. My own view on the matter

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## MODULE V

### READING

#### PASSAGE I

#### The Train

On a warm spring afternoon, Bindiya and her brother went outside to play. Bindiya was eight and Bineesh was ten. "Let's go to the bridge," Bindiya said. "if we stand on the bridge, we can see fish in the river." "I don't know..." Bineesh said. "mom told us: ' don't go on the bridge.' She said it is dangerous." "Oh Come on!" Bindiya said. "I'm not afraid. Are you?"

Bindiya and Bineesh walked on to the bridge and began looking for fish in the river. The bridge was a train bridge. Three times a day 'trains went over the bridge. But Bindiya and Bineesh were not thinking about trains. They were thinking about the fish. The children were standing in the middle of the bridge when they heard a loud noise. "A train is coming," Bineesh yelled." Run!" Bineesh ran to the end of the bridge. He was safe.

Bindiya ran too, but she fell. She got up and continued running."Hurry! Hurry!" Bineesh yelled from the end of the bridge. "the train is coming!" Bindiya looked behind her and saw the train. It was coming fast! Bindiya ran towards her brother. Then she fell a second time. She fell right on the train track. She looked back again at the train. The train was very close now! There was no time to get up and run, so Bindiya didn't move. She stayed where she was lying between the rails of the train track. She put her head down and waited for the train to go over her. Bineesh stood at the end of the bridge and screamed.

A few seconds later all twelve compartments of the train went over Bindiya. Some times the bottom of the train touched Bindiya's back, but she was not hurt. After it went over her, Bindiya stood up and yelled to Bineesh "don't tell mom!" of course Bindiya's mother found out about Bindiya and the train. Bindiya's mother was angry and happy at the same time. She was angry that Bindiya went on the bridge ,but she was relieved that Bindiya was alive. And Bindiya? How is she? Bindiya's mother says," Bindiya is fine, but sometimes she goes to sleep and then wakes up crying. And she doesn't like the sound of the train."

**Finding Facts: Read the following sentences and tick the correct answer.**

1. Bindiya and Bineesh were thinking about trains and fish\_\_\_\_\_

**False/True/Not given**

2. Bineesh knew that the train would come \_\_\_\_\_

False/True/Not given

3. Bineesh was deeply worried about his sister \_\_\_\_\_

False/True/Not given

**Vocabulary: Choose the correct answer.**

1. "She said it is dangerous." Which among the following is closest in meaning to the italicized word?

- A. harmful    B. **risky**    C. bad    D. unhealthy

**Making Inferences: Choose the best answer.**

1. "Bindiya's mother was angry and happy at the same time." which among the following best expresses the idea of the given sentence in the story.

a. Bindiya's mother was confused.

**b. Bindiya's mother had mixed feelings**

c. Bindiya's mother was shocked.

**Understanding Cause and Effect:**

1. Bindiya and Bineesh went to the train bridge	because they wanted to look for fish in the river
2. The bridge was dangerous	because trains went over it three times a day
3. When she felt the second time, Bindiya didn't get up and run	because there was no time
4. Bindiya told Bineesh not to tell their mother	because she thought their mother will be angry

**Understanding the main idea: Which of the two summarizes the story best?**

1. **A. A girl and her brother were standing on a train bridge. They were looking for fish in the river. A train came. The boy ran to the end of the bridge and was safe. But the girl fell on the track. The train went over her, but the girl was not hurt.**

B. A girl and her brother walked on to a train bridge to look for fish in the river. Their mother had advised them not to go on the train bridge. But the children were not thinking about trains. They were thinking about fish.

2. Choose the title that best suits the story

a. Mother's advise

b. The train bridge

**c. A narrow escape**

d. The naughty children

**Recognizing Reference:** Choose the best answer.

1. "After it went over her, Bindiya stood up and yelled." The pronoun it in the sentence refers to:

a. Bindiya's back

**b. The train**

c. the bottom of the train

## **PASSAGE 2**

### **What true education should do**

1. When most people think of the word *education*, they think of people as a sort of **animate** sausage to casing. Into this casing, the teachers are supposed to **stuff** education. But **genuine** education is not inserting the stuffing of information into a person, but rather **eliciting** knowledge from him/her; it is the drawing out of what is in the mind.

2. "The most important part of education" wrote William Ernest Hocking, "is this **instruction** of a person in what he/she has inside him/her. Socrates never said "I know, learn from me". He said, rather looking into your own selves and find the spark of truth that god has put into every heart, and that only you can **kindle** to a flame. So many of the discussions and **controversies** about the content of education are **futile** and inconclusive because they are with what should "go into" the student rather than with what should be taken out, and how this can best be done.

3. Education, to have any meaning beyond the **purpose** of creating well informed **dunces** must elicit from the pupil what is latent in every human being-the rules of reason, the inner knowledge of what is proper for men to be and do, the ability to **sift** evidence and come to conclusions that can generally be **assented** by all open minds and warm hearts. Pupils are more like oysters and sausages. The job of teaching is not to stuff them and then seal up, but to help them open and reveal the **riches** within. There are pearls in each of us, if only we knew how to **cultivate** the with **ardour** and **persistence**.

Animate : alive

Stuff : fill tightly with something

Genuine : original, true, real

Elicit : evoke

Kindle : inspire

Controversies : public disagreement or heated discussion

Futile : incapable of producing any useful result, useless

Purpose : the reason for which something is done

Dunces : a person who is slow at learning

Sift : examine thoroughly so as to isolate that which is most important

Assented : agreed

Riches : material wealth

Cultivate : grow or maintain

Ardour : a great enthusiasm or passion

Persistence : continue in opinion

**Finding Facts: Read the following sentences and tick the correct options**

1. genuine education means stuffing of information into a person. \_\_\_\_\_

**False/True/Not given**

2. Socrates asked us to find the flame within and kindle it \_\_\_\_\_

**False/True/Not given**

3. Cultivation is integral to education\_\_\_\_\_

False/True/**Not given**

**Vocabulary: Choose the correct answer.**

1. “But *genuine* education is not inserting the stuffing of information into a person.” Which among the following is closest in meaning to the italicized word.

a. natural **b. real** c. modern d. none of these

2. “So many of the discussions and controversies about the content of education are futile.” Which among the following is **opposite** in meaning to the underlined word

a. **useful** b. effective c. useless d. positive

**Making Inferences: Choose the best answer.**

1. “ There are pearls in each of us” Which among the following best expresses the idea of the given sentence in the test.

a. There are many precious stones like pearls in us.

b. There is much potential in us.

c. We are often unaware about our own potential.

**d. Both b and c.**

**Scanning For Specific Information: Match the sentences in the columns below and find the best way to complete each sentence.**

1. Eliciting knowledge	genuine education
2. Stuffing information	job of teaching
3. many discussions and controversies about content of education are on	what should be taught
4. Purpose of education is	igniting what is lying hidden within



**Understanding the main idea : Choose the best answer.**

1. Which of the following best summarizes the paragraph 2?
  - a. Difference between the concept and practice of education.
  - b. How education should be
  - c. Aims of education

**d. Education and personality**

2. Which of the following best summarizes the paragraph 1?
  - a. Difference between the concept and practice of education

**b. How education should be**

- c. Aims of education
- d. Education and personality

**Recognizing Reference:** Choose the best answer.

1. "Look into your own self and find the spark of truth that god has put into every heart, and that only

you can kindle to a flame."The word 'that' in this sentence refers to:

- a. Our selves

**b. The spark of truth**

- c. Every heart
- d. Flame

2. "Education must elicit from the pupil what is latent in every human being-the rules of reason

and the inner knowledge." What is referred to as "latent" in this sentence?:

- a. Education
- b. The rules of reason
- c. The inner knowledge

**d. Both b and c**

### PASSAGE 3

#### Colour Me Pink

Red, white, pink, purple what is your favorite colour? We are all sensitive to colour. There are some colours we like a lot and some we don't like at all. Some colours **soothe** us, others **excite** us, some make us happy, and others make us **gloomy**. People are affected by colour more than they realize because colour is tied to all aspects of our lives.

Experts in colourgenics, the study of the language of colour, believe that the colours we wear **speak volumes** about us. Do you know why you select a shirt or dress of a certain colour when you look through your clothes in the morning? Colourgenics experts say that we **subconsciously** choose to wear certain colour in order to communicate our **desires**, emotions and needs.

Colourgenics experts claim that our clothes send messages to others about our mood, personality, and desires. For these experts, pink expresses the peace and **contentment** of the wearer. People who often wear pink are supposed to be warm and **understanding**. Red garments, on the other hand, **indicate** a high level of physical energy. Brown is the colour of wealth and shows a need for independence and material security. Wearers of green have a love of nature and enjoy peaceful moments. They often like to be left alone with their thoughts.

Colours have always been used to describe not only our feelings, but also our **physical** health and attitudes. "Red with rage" describes anger; "in the pink" means to be in good health;" feeling blue" is a sad way to feel; and "green with envy" indicates a **jealous** attitude.

Colour is used symbolically in all cultures and it plays an important role in **ceremonies** and festivities. Yellow is a symbol of luck in Peru and it can be seen just about everywhere in new year celebration—in flowers, clothing, and decorations. The Vietnamese use yellow at weddings and also on their flag, where it represents courage, victory and **sacrifice**. In many cultures, white symbolizes **purity**, which is why brides often wear white wedding gowns. Black on the other hand, symbolizes death, and it is often the colour people wear to **funerals**.

According to colourgenics experts, colours not only is a mirror of ourselves, but they have an affect on us as well. Blue is calming, while red is **stimulating** and exciting. It is no **coincidence** that racing cars are often painted red. Yellow is a happy colour that makes us feel good about life. Pink awakens love and kindness.

In conclusion, the study of colour can help us understand ourselves and improve our lives. It offers an alternative way to heal the body and spirit, it can help us understand what others are trying to communicate. We can then **respond** to their needs and achieve a new level of understanding.

Soothe : calm

excite : cause to feel very enthusiastic

gloomy : dull

speaking volumes : convey a great deal without using words

contentment : a state of happiness and satisfaction

indicate : show

**Vocabulary:** Re-read the text and understand the meanings of the words from the context.

Column A	Column B
Soothe	To make somebody (who is anxious, upset, etc.) feel calmer
contentment	A feeling of happiness or satisfaction
Pace	The speed at which something happens
stimulating	Making people feel more active and motivated
subconsciously	As a result of feelings that influence your behaviour even though you are not aware of them
coincidence	The fact of two things happening at the same time by chance, in a surprising way
funeral	A ceremony, usually a religious one, for burying or cremating a dead person

**Recognizing Reference: Read the sentences given below and choose the best answer.**

1. "It is no coincidence that racing cars are often painted red." The pronoun 'it' in the sentence.

Refers to:

a. red    b. blue    c. racing car    **d. none of the above**

2. "...[i]t can help us understand what others are trying to communicate." The pronoun 'it' in

the sentence refers to:

a. an alternative way    **b. colorgenics**    c. our life    d. body and spirit

**Finding Facts: Read the following sentences and tick the correct answer**

1. The passage underlines the idea that the relationship between colour and one's personality is complex \_\_\_\_\_

False/True/Not given

2. The passage points out that learning about colour will not help us improve our life in anyway \_\_\_\_\_

**False/True/Not given**

3. Racing cars are often painted red for a specific purpose \_\_\_\_\_

False/True/**Not given**

**Making Inferences: The answers to these questions are not directly stated in the passage. Write complete answers**

1. Why might it be good for a decorator to study colourgenics?

It might help a decorator to select colour for his customers.

2. How might learning about colour be useful in our life?

Learning about colour be useful in our life because colors speaks volumes about one's life.

3. Based on the ideas in the essay, how would you explain the choice of white by widowed women?

White symbolize purity

**Understanding Cause and Effect:** Which among the following sentences express cause and effect relationships. Choose the correct answer.

**1. People are affected by colour more than they realize because colour is tied to all aspects of our life .....**

2. Brown is the colour of wealth and it shows a need for independence and material security.....

**3. Colourgenics experts say that we subconsciously choose to wear certain colour in order to communicate our desires, emotions, and needs.....**

4. Colour is used symbolically in all cultures and it plays an important role in ceremonies and festivities.....

**5. In many cultures, white symbolizes purity, which is why brides often wear white wedding gowns.....**

**Understanding the main idea:** Choose the correct answer

1. Learning about colour can help us \_\_\_\_\_

**a. express ourselves more clearly**

b. control our desires

c. understand ourselves and other

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

a. have similar meanings around the world

b. are not often used in a symbolic way

**c. say something about our personality.**

**Post reading task**

1. What does 'white' symbolize in many cultures? **Purity**

2. According to colourgenics experts, how does 'red' make us feel? **Stimulated and excited**

3. What are the negative symbolic associations of colours such as yellow, blue, red, green, black and white?

Yellow – impatience and cowardice

blue - sadness

red- anger

green – jealousy

black – mourning

white – lack of enthusiasm

### PASSAGE III

#### How Lightning Occurs

To understand the forces behind thunder and lightning, one must recall basic information about electricity. Things can become either positively or negatively charged with electricity and two things with opposite charges will attract each other. As the opposite charges become stronger, the **attraction** becomes greater, **eventually** the attraction becomes strong enough to result in a **discharge** that makes the two things electrically neutral again.

Lightning results when one cloud full of moisture develops an opposite charge in relation to another cloud. The pressure continues to build until there is enough pressure to break down the air separating the two clouds. A discharge **occurs** to neutralize the opposite charges in the two clouds, and this is what we see as lightning.

Thunder occurs during the discharge of electricity. As the discharge occurs, the air in the nearby area **expands** and contracts rapidly. The rushing air currents **collide** causing the sound that we hear as thunder. Light travels much faster than sound, so we see the light first and then hear the sound later.

**eventually : in the end**

**discharge : release**

**occurs : happens**

**collide : clash**

**Vocabulary:** Re-read the text and guess the meanings of the word from the context. Then choose the right synonym or antonym.

1. The word 'recall' in paragraph means .....

- a. Call back
- b. Repeat
- c. Remember**
- d. Note

2. The word 'attraction' in paragraph one is **opposite** in meanings to .....

- a. Intention
- b. Repulsion**
- c. Discharge
- d. Separation

3. The word 'moisture' in paragraph two is closest in meaning to .....

- a. Wetness**
- b. Electricity
- c. Water
- d. Gas

4. The word 'collide' in paragraph two is closest in meaning to .....

- a. Fight
- b. Attack
- c. Clash**
- d. Bring together

5. The word 'contracts' in paragraph three is **opposite** in meanings to .....

- a. Becomes smaller
- b. Becomes larger**
- c. Speeds up
- d. Connects

6. The word 'eventually' in paragraph one is **opposite** in meanings to .....

a. Finally

**b. Initially**

c. In the middle

d. After sometime

**Recognizing Reference: Read the sentences given below and choose the best answer.**

1. "..... and two things with opposite charges will attract each other." *Each other* in the sentence refers to:

**a. opposite charges**

b. two things

c. electricity and its opposite charge

d. things with positive and negative charges

2. A discharge occurs to neutralize the opposite charges in the two clouds, and this is what we see as lightning." *this* in the sentence refers to:

a. opposite charge

b. the two clouds

c. lightning

**d. discharge**

**Finding Facts: Read the following statements and tick the correct answer**

1. The passage states that lightning occurs because of air currents \_\_\_\_\_

**False/True/Not given**

2. Thunder can't occur without the discharge of electricity \_\_\_\_\_

**False/True/Not given**

3. When thunder and lightning occur together, there is always rain \_\_\_\_\_

**False/True/Not given**



**Making Inferences:** Which of the following is implied in the passage? Tick the correct answer.

1. The speed of sound is faster than the speed of light.
2. Humans can travel faster than the speed of light.
3. Something that is very close will be seen and heard at around the same time.
- 4. Something that is far away will be seen and heard at around the same time.**

**Understanding Cause and Effect:** which among the following sentences do not express cause and effect relationships? Choose the correct answer.

1. As the opposite charges become stronger, the attraction becomes greater.
2. The pressure continues to build until there is enough pressure to break down the air.
3. Light travels much faster than sound, so we see the light first and then hear the sound later.
- 4. The air in the nearby area expands and contracts rapidly.**

**Understanding the main idea:** circle the letter of the correct answer.

1. What does the passage mainly discuss? \_\_\_\_\_
  - a. Basic information about the electricity
  - b. How lightning occurs
  - c. The causes of thunder and lightning**
  - d. Why lightning and thunder do not occur together.

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