



CEDPL
SOUTH EASTERN UNIVERSITY OF SRI LANKA

ELEMENTARY ENGLISH-11

BACHELOR OF ARTS (EXTERNAL - GENERAL)
ACADEMIC YEAR- 2014/2015
YEAR -1, SEMESTER-11

CENTRE FOR EXTERNAL DEGREES AND PROFESSIONAL LEARNING

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ELEMENTARY ENGLISH - II
A Course Manual
for the External Degree Students
for the
Year 1, Semester II Examination

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ISBN: 978-955-627-111-9

A note from the author

This course manual is prepared using some of the contents from the following texts:

Grammar Builder by Amin, A., Eravelly, R. and Ibrahim, F. J. CUP,

Reading – Level 4 by Louis Fidge

I kindly acknowledge the assistance of Ms. A. H. Mulafara, and A. Rismina for their assistance in typesetting and proof reading.

This course manual is meant for the First year External degree students to get prepared for their semester II English Examination. However, this manual can also be used by any student who likes to learn English.

The book contains three sections.

Section 1- Grammar

Section 2 – Reading

Section 3 – Writing

The External English Examinations are also set based on these sections.

Dr. AMM. Navaz (PhD, UK)

SECTION 1 – GRAMMAR

UNIT 1- PRESENT TENSE

1. We use the simple present tense to show habits and regular actions or to refer to current situation.

I **wake** up at five o'clock every morning. (habit)

I **brush** my teeth everyday. (habit)

She **teaches** English every Saturday. (regular action)

My brother and I **leave** for school by 7 o'clock every morning. (regular action)

Mala **is** the chief banking officer in this bank. (current situation)

We **are** hungry. (current situation)

Anitha **works** in a factory. (current situation)

2. We use the simple present tense to refer to permanent situations, situations which remain unchanged for a long time, or general truths or facts.

Examples:

Roman's fortress **stands** on twenty acres of rolling hills and plains. (permanent situations)

My parents **live** in France. They have been there for more than 20 years. (unchanged situation)

Deserts **are** hot, dry regions with no rainfall.
(general truth)

The earth **is** round. (general truth)

Birds **have** wings. (general truth)

Fish **breathe** through their gills. (general truth)

3. We use this tense to refer to actions which are going to happen very soon, or future actions which happens regularly according to a timetable or schedule.

Example:

Hurry up! The tour bus **leaves** in five minutes.

4. We use this tense to refer to short actions happening at the time of speaking.

Examples:

I agree you are correct.

5. We use this tense in reviews of books, plays or films, and in commentaries of 'live' events such as sports matches.

In this play, Julia Smith **portrays** a working woman raising two children on her own.

Simple Present Tense
Future Habits
Rules
Universal Repeated
truth Actions

NOTE

- The following are some frequency words that are often used with verbs in the simple present tense to show habits or regular actions.

always *sometimes* *often* *usually*
everyday *every week* *every year*

- Verbs in the simple present tense are formed in these ways:

For singular nouns and the pronouns *he / she / it*:

- (a) base form of verb + 's' (b) base form of verb + 'es'

Verbs ending in 'ch', 'sh', 'o', 'x'

make + s = makes

catch + es = catches

bake + s = bakes

wash + es = washes

take + s = takes

match + es = matches

- (c) base form of the verb ending in 'y' 'i' + 'es'

hurry i + es = hurries

fly i + es = flies

cry i + es = cries

For plural nouns and the pronouns *I / you / we / they*:

base form of verb = present tense

EXAMPLES: make, catch, hurry, take, match, cry, bake, wash, fly

- These are some verbs used in the simple present tense to refer to short actions at the time of speaking:

accept	accuse	advise	agree	apologise
baptize	challenge	congratulate	forgive	nominate
object	order	promise	suggest	swear
wish				

UNIT 2- PRESENT CONTINUOUS TENSE

1. We use the present continuous tense to show that an action is going on at the time of speaking or writing.

I **am writing** a letter now.

He **is playing** basketball now.

We **are grilling** sausages for breakfast now.

We **are discussing** the new pay scheme with the staff now.

2. We use this tense to refer to new habits (or repeated actions) which happen around the time of speaking or writing.

She **is skipping** every day to improve her stamina.

3. We use this tense to refer to situations which are temporary (lasting for a short time around the present).

I **am using** my brother's car until mine is repaired.

Tom **is working** at a fast food restaurant until his college reopens.

4. We use this tense to refer to planned future actions.

We **are joining** Raju's team on their field trip next week.

We **are leaving** for London next week.

NOTE

- The present continuous tense is formed in this way.
present form of the verb 'to be' + base form of verb + 'ing'

EXAMPLE:

They **are flying**. He **is studying**.
She **is holding** a fashion show next month.

- The following verbs do not usually take the continuous tense.
agree belong consist contain dislike forget
hear know like need see want
believe smell own feel

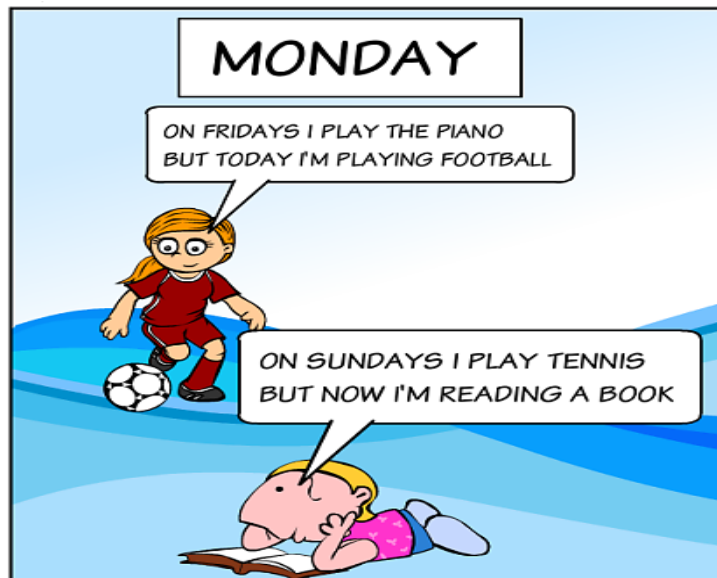
EXAMPLE: Hani **is liking** chocolates. ☒

Hani **likes** chocolates. ☑

- Words like **now** and **at the moment** often go with the present continuous tense.

EXAMPLE:

They **are playing** outside **now**.
Umar **is cleaning** the floor **at the moment**.



REVIEW EXERCISES

1) Underline the simple present forms

My dad works in a bank. He works there from Monday to Friday. He helps people. He counts money, and he uses the computer. His job is important. He is an important man at the bank. Dad also works at home. On weekends he cooks dinner. Usually he fixes Italian food. On Saturdays he makes spaghetti. On Sundays he makes pizza. Sometimes he fries chicken or fixes Chinese food. My mother watches and helps. She cuts the vegetables. She tosses the salad. I wash the dishes. Some people say it is strange for a man to cook. My dad enjoys his hobby. Cooking relaxes him. His father was a weekend cook, too.

2) Fill in the blanks with the correct form of the verbs within brackets.

1. Most women cook the dinners at home. (cook)
2. My mother cooks most of the time. (cook)
3. She _____ dinner on Mondays and Tuesdays.
(make)
4. My father _____ Italian food on the weekends. (fix)
5. My brother and I _____ the dishes. (wash)
6. We _____ the salad, too. (help with)
7. I _____ to cook already. (know how)
8. Cooking _____ my father. (relax)
9. Important people _____ and _____ all day.
(rush, hurry)
10. Often they _____ a hobby after work. (enjoy)

3) Fill in the blanks with the correct form of the verb given in brackets.

Lalani is a teacher. She usually (1) _____ (go) to school by car, but today she (2) _____ (travel) by bus because her car is under repair. While she (3) _____ (travel), she (4) _____ (meet) a friend who (5) _____ (work) with her in the same school. Lalani usually (6) _____ (wear) her spectacles when she (7) _____ (enter) the classroom as she (8) _____ (have) difficulty in sight. Today, she (9) _____ (be) free as she has not brought her spectacles. So she (10) _____ (talk) to her friends now.

4) Fill in the blanks with the appropriate form of the verbs in the brackets.

Rani's day

Rani 1. works (work) in a shop. She 2. _____ (live) near the shop, so she always 3. _____ (walk) to work. She 4. _____ (leave) home at 8.30 and she 5. _____ (start) work at 9. o'clock. She 6. _____ (finish) work at 5.45 and she sometimes 7. _____ (have) a cup of coffee with her friends after work. In the evening she usually 8. _____ (watch) T.V. On Wednesdays she 9. _____ (go) to an Italian class in the evening, so on Tuesdays she always 10. _____ (do) her homework. She usually 11. _____ (spend) one hour for it.

UNIT 3 -SIMPLE PAST TENSE

1. We use the simple past tense for an action or an event that occurred at a definite time in the past and is over at the time of speaking.

I **visited** Japan in 2005.

Salam **studied** in London two years ago.

Miss Kala **taught** English at our school last year.

In those days, before motorcar was invented, people **travelled** from one place to another on horses, camels or donkeys.

2. We use the simple past tense to refer to an action which took place over a period of time in the past but is over, or which took place regularly and repeatedly in the past but does not happen anymore.

During the 1980s, Dad **took** on two jobs to support the family. *(past action lasting for a period of time)*

Throughout my university years, I **shared** a flat with five other students. *(past action lasting for a period of time)*

When I was a little boy, I often **followed** my older brothers to the baseball pitch to watch them play. *(regular action in the past)*

During the 1960s, my father **drove** to work daily in a rickety old Morris Oxford. *(repeated action in the past)*

3. We use the simple past tense when reporting certain past events or situations in newspapers, magazines or journals.

Yesterday, the national team **played** a brilliant match against the university team.

Two days ago, a fire **broke** out in a tyre shop. The fire **spread** swiftly and it was a matter of minutes before it **destroyed** all the other shops in the row.

NOTE

- The following time expressions (adverbs or phrases of time) are often used with the simple past tense.

a long time ago	at one time	earlier
in those days	just now	later
last night	once	yesterday
last week	last year	five years ago

- We add 'ed' to regular verbs to form the simple past tense. Irregular verbs take different forms.

- ✓ Sheela **Painted** a beautiful scene yesterday. (regular verb - paint)
- ✓ Little Nima **slept** all morning.
- ✓ (irregular verb - sleep)

- The following are some ways of forming the past tense of regular verbs.

(a) base form of verb + 'ed'

Examples: clean + ed = cleaned
pick + ed = picked

(b) base form of verb ending in 'y' 'i' + 'ed'

Examples: carry i + ed = carried
hurry i + ed = hurried

(c) base form of verb ending in 'y' following a vowel
Play + ed = played

UNIT 4 - PAST CONTINUOUS

- 01 We use the past continuous tense to show that an action was going on or being carried out in the past.

EXAMPLE: At 10.30 a.m. yesterday, Roy **was making** a kite. Now he **is flying** the kite.

- 02 To show that two actions were going on at the same time in the past, we use the past tense for both actions and the past continuous tense.

EXAMPLES:

While **I was cooking** lunch, my sister **was ironing**.

While **I cooked** lunch, my sister **ironed**.

NOTE

- The past continuous tense is formed in this way: For Singular nouns and the pronouns **I/ he/ she/ it:**

was + base form of verb + 'ing'

EXAMPLE: Jason **was reading** this book.

For plural nouns and the pronouns **you/ we/ they:**

were + base form of verb + 'ing'

EXAMPLE: The kids **were sleeping** in their room.

- 03 To show that something happened while a longer action was going on, we do the following:

- (a) first or longer action – use the past continuous tense
- (b) second action – use the simple past tense

EXAMPLE: I **was doing** my homework last night
when Lin **phoned** me.

1) Fill in the blanks with the correct form of the verb given within the brackets.

Monday wasn't a good day for Sarah. Everything (1) _____ (go) wrong. She (2) _____ (be) in a hurry because she (3) _____ (get up) late. She (4) _____ (do not have) her breakfast. She (5) _____ (pick) her bag and (6) _____ (hurry) to work. While she (7) _____ (enter) the office, the boss (8) _____ (see) her. She (9) _____ (put) her bag on the table and (10) _____ (start) to work.

2) Complete the text using the past simple form of the verbs in brackets.

Ivan ¹ looked (look) at the clock. It ² was (be) eight o'clock, and he ³ _____ (be) late for work! He ⁴ _____ (have) a quick shower and ⁵ _____ (get) dressed. He ⁶ _____ (not have) breakfast and he ⁷ _____ (not + watch) the TV news. He ⁸ _____ (leave) home and ⁹ _____ (hurry) to work.

His bus ¹⁰ _____ (arrive), but there ¹¹ _____ (not + be) many people on it,

and the traffic ¹² _____ (not be) bad.
When he ¹³ _____ (get off) the bus, he ¹⁴ _____ (buy) a newspaper. Then he ¹⁵ _____ (see) the date. It ¹⁶ _____ (not + be) Monday. It ¹⁷ _____ (be) Sunday! His office was closed.

3) Fill each gap with a verb in either the past simple or past continuous tense.

1. Rifa _____ (do) her weekly shopping when she _____ (meet) her old friend Mohammad.
2. The sun _____ (shine) when I _____ (get) up this morning.
3. Fatima _____ (wait) at one airport while Anzar _____ (wait) at the door.
4. It _____ (rain) very hard, so the referee _____ (decide) not to play the match.
5. When the police _____ (arrive) at the party, the music _____ (play) very loud.

4) Underline the correct verb forms to complete the story.

It was about 1.30 p.m. I **1** (wait / was waiting) in a queue at the bank to cash my cheque. Two well-dressed men **2** (walked / walking) into the bank. They **3** (went / go) up to the counter while I **4** (counting / was counting) my money. Suddenly, the men **5** (shouted / was shouting), "Give us the money!" One of them **6** (pointed / pointing) a gun at the cashier while the other **7** (tie / tied) up the security guards.

All this while, the customers **8** (was trembling / were trembling) with fear. While the men **9** (were waiting / was waiting) for the cashier to put the money into bags, the manager secretly pressed the alarm buzzer to alert the police. The men **10** ((were leaving / left) the bank when they **11** (came / coming) face-to-face with the police squad outside.

UNIT 5 -POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

- We use possessive adjectives and possessive pronouns to show ownership or relationship. A possessive adjective goes together with a noun. A possessive pronoun takes the place of a possessive adjective and its noun.

Examples:

That is **my office**.

Those are **their presents**.

That office is **mine**.

Those presents are **ours** and those are **theirs**.

This is the children's tree house.

Kim is Mrs Lee's daughter.

This is **their** tree house.

Kim is **her** daughter.

This tree house is **theirs**.

Kate is my daughter and Kim is **hers**.

Personal pronouns (Subjective form)	I	we	you	he	she	it	they
Possessive adjectives	my (book)	our (camera)	your (car)	his (pen)	her (bag)	its (paw)	their (toys)
Possessive pronouns	mine	ours	yours	his	hers	-	theirs

2. We do not use **one** after a possessive adjective.

Examples:

The guitar is **hers**. ☒

The guitar is **her one**. ☐

3. We must not confuse **its** with **it's**.

(a) **Its** is a possessive adjective.

Examples:

The lioness is feeding **its** cubs.

The rabbit is sleeping in **its** hutch.

(b) **It's** is the short form for **It is**.

Examples:

This is a flower. **It is** a rose.

This is a flower. **It's** a rose.

I like orange juice. **It is** my favourite drink.

I like orange juice. **It's** my favourite drink.

4. We use a possessive pronoun so that we do not repeat a noun.

Examples:

Your dress looks like **mine**. ☒

Your dress looks like **my dress**. ☐

Her costume is like **yours**. ☒

Her costume is like **your costume**. ☐

5. We do not use apostrophe (') with a possessive adjective or a possessive pronoun.

Examples:

This is **her** car. ☒

This car is **hers**. ☒

This is **her's** car. ☐

This car is **her's**. ☐

NOTE

- The possessive pronoun for **I** is **mine**, not **mines**.
- The personal pronoun **it** does not have a possessive pronoun form.

Rewrite each sentence and substitute an object pronoun for each noun. Follow the example.

1. My father helps people. My father helps them.
2. My father uses the computer.
3. My mother washes the vegetables.
4. I cut the vegetables.
5. My dad enjoys cooking.
6. He enjoys helping my mother.
7. Cooking relaxes my father.
8. My mother teaches my father to cook.
9. My dad teaches (his son).
10. My mother helps my dad and me.

UNIT 6 - DEMONSTRATIVE ADJECTIVES AND DEMONSTRATIVE PRONOUNS

this, that, these, those

1. We use **this** and **that** with singular nouns. We use **these** and **those** with plural nouns.

Examples:

This/That boy is tall. **These/Those** boys are tall.

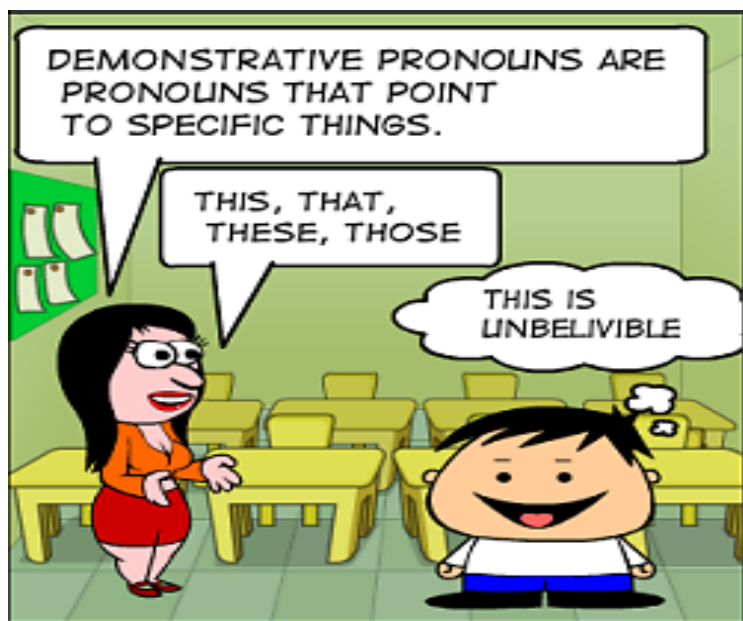
2. We use **this** and **these** to point to people and things that are near us. We use **that** and **those** to point to people and things that are far from us.

3. A collective noun and the expression **a pair of** take singular verbs. We use **this** or **that** with them.

Examples:

This/That **herd of buffaloes** is quite tame.

This/That **pair of spectacles** is mine.



NOTE

- We use **this**, **that**, **these** and **those** to point to specific people or things.

Examples:

Kittens are playful. (not pointing to specific kittens)

Those kittens are playful. (pointing to specific kittens)

Boys can be mischievous. (not pointing to specific boys)

Those boys can be mischievous. (pointing to specific kittens)

- **This**, **that**, **these** and **those** are demonstrative adjectives when they are followed by nouns and they come under demonstrative pronouns when they are not followed by nouns.

Examples:

Demonstrative adjectives

This table is small.

This typewriter is old.

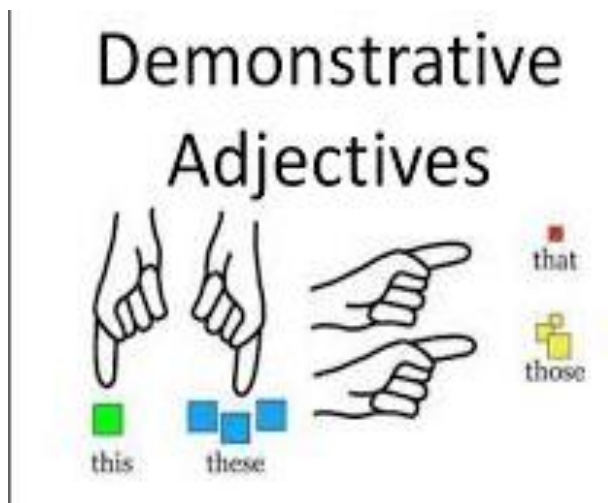
That animal is dangerous.

Demonstrative pronouns

This is a small table.

This is an old typewriter.

That is a dangerous animal.



UNIT 7 - REFLEXIVE PRONOUN

1. We use a reflexive pronoun as the object in a sentence to show that the subject and the object are the same person or thing.

Examples:

Sandra saw **herself** in the mirror.

(**Sandra** and **herself** refer to the same person)

The boy hurt **himself** while he was on roller skates.

(**The boy** and **himself** are the same person)

Subject pronouns (singular)	Reflexive pronouns	Subject pronouns (plural)	Reflexive pronouns
I	myself	we	ourselves
you	yourself	you	yourselves
he/she/it	himself/herself/itself	they	themselves

2. A reflexive pronoun used as an object can come immediately after a verb or a preposition in a sentence.

Examples:

She introduced **herself** to the audience.

They were angry **with themselves** for losing the map.

3. When we want to emphasise that a person does something without any help, we place the reflexive pronoun at the end of the sentence or immediately after the subject.

Examples:

She caught the thief **herself**. ☒

She **herself** caught the thief. ☒

In such cases, the reflexive pronoun is **not** the object of the sentence and we **do not** place it immediately after the verb.

Examples:

She caught **herself** the thief. ☒

He **sweeps himself**. ☒

Add suitable reflexive pronouns

1. Franz always asks _____ why English is so crazy.
2. I consider _____ to be an intelligent person.
3. The computer will reboot _____ after the program installation.
4. Jean and Bradman drive _____ to work every day. They don't take the bus.
5. Sonja cleans her room by _____. She never asks for help.
6. We are going to repair our house by _____.
7. You and your coworker must finish on this project _____.
8. I will finish these questions by _____.
9. Tom saw a reflection of _____ in the mirror.
10. Rita thought about killing _____, but she realized it was wrong.

NOTE

- Reflexive pronouns are used in certain phrases with special meaning.

➤ to enjoy yourself = to have fun

Example: We **enjoyed ourselves** at the party last night.

➤ to help yourself to something = to take something for yourself

Example: She **helped herself** to the cake on the table.

➤ to behave yourself = to be good

Example: Mrs. Harris asked the boys to **behave themselves** while she was out.

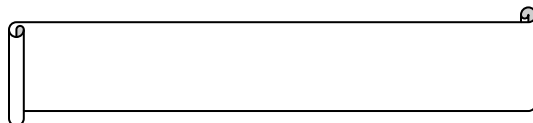
➤ to make yourself at home = to behave as if in your own home when visiting another person's house

Example: He **made himself at home** and began looking for food in the fridge.

➤ to kick yourself = to be very annoyed because you have done something very stupid.

Example: I wanted to **kick myself** when I realized that I had forgotten to answer a question in the exam.

- The reflexive pronoun **itself** is not usually used for emphasis.



UNIT 8 - GENDER

1. (a) We use the pronouns **he, him, his** with singular masculine nouns referring to human beings.

Examples: king, man, son, waiter

- (b) We use the pronouns **she, her, hers** with singular feminine nouns referring to human beings.

Examples: queen, woman, daughter, waitress

- (c) We use the pronouns **it**, and **its** with singular nouns referring to animals, plants and non-living things.

Examples: butterfly, rabbit, house, stone

- (d) We use the pronouns **they, them, theirs** with plural nouns referring to living and non-living things.

Examples: women, waiters, rabbits, houses

2. We normally use the pronoun **it** when referring to an animal. However, we can also use **he, him, his** or **she, her, hers** when we think of the animal as a person.

Examples:

I can see a cockroach. **It** is behind you.

My puppy is called Jaffa. **He** likes to play with my shoes.

UNIT 9 - ADJECTIVES

1. We usually place an adjective immediately before the noun that it describes.

adjective + noun

Examples:

The **old** farmer caught the **cunning** fox.

The **cunning** farmer caught the **old** fox.

(Notice the difference in the meaning of these sentences)

2. We also use an adjective after some verbs to describe the subject of the sentence.

(These verbs include **is**, **are**, **appear**, **seem**, **look**, **feel**, **sound** and **become**)

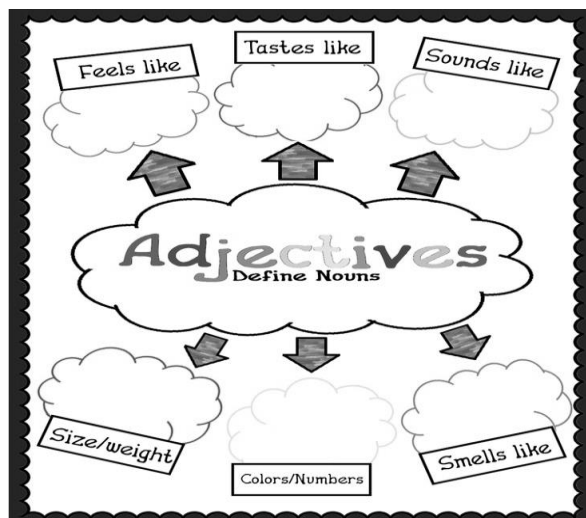
Examples:

The donut was **delicious**.

He looked **angry** just now.

You look **disappointed**.

She felt **dizzy** on the plane.



3. When we use two or more adjectives from different groups before a noun, we follow this order:

1	2	3	4
QUALITY	SIZE	AGE	SHAPE
brave expensive important rare	enormous huge petite small	modern new old young	oblong round square triangular
5	6		7
COLOUR	NATIONALITY / PLACE OF ORIGIN		MATERIAL
crimson dark blue light blue white	African Chinese French Persian		cotton iron jade wooden

Examples: Grandma has a **rare white emerald** pendant.

(1+5+7)

That **enormous rectangular Persian** carpet will fit the floor space. (2+4+6)

2. When we use adjectives from different groups together before a noun, we do not use coma or **and**:

Examples: I bought a **pretty, pink cotton** dress.



I bought a **pretty and pink cotton** dress.



I bought a **pretty pink cotton** dress.



3. When we use two quality adjectives together, we use a comma or **and**.

Examples:

After a **long, tiring** journey, we rested a while.

After a **long and tiring** journey, we rested a while.

4. When we use two colour adjectives before a noun or after the verb 'to be', we use **and** between them. When we use more than two colour adjectives together, we use both a comma and **and**.

Examples:

The **yellow and crimson** shawl is mine.

The **yellow, crimson and beige** shawl is Mary's.

NOTE

- The word **colour** is not used after a colour adjective.

Example:

a blue and white colour building ☐

a blue and white building ☒

UNIT 10 – SUBJECT –VERB AGREEMENT

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and **her friends are** at the fair.

2. When two or more singular nouns or pronouns are connected by **or** or **nor**, use a singular verb.

The book or **the pen is** in the drawer.

3. When a compound subject contains both a singular and a plural noun or a pronoun joined by 'or' or 'nor', the verb should agree with the part of the subject that is closer to the verb.

The boy or **his friends run** every day.

His friends or **the boy runs** every day.

4. Doesn't is a contraction of does not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns I and you. With these pronouns, the contraction don't should be used.

E.g. He doesn't **like** it.

They don't **like** it.

5. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

One of the boxes **is** open

The people who listen to that music **are** few.

The team captain, as well as his players, **is** anxious.

The book, including all the chapters in the first section, **is** boring.

The woman with all the dogs **walks** down my street.

6. The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

Each of these hot dogs **is** juicy.

Everybody knows Mr. Jones.

Either is correct.

7. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

The news is on at six.

Note: the word **dollars** is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

Five dollars is a lot of money.

Dollars are often used instead of rubles in Russia.

8. Nouns such as scissors, tweezers, trousers, and shears require plural verbs. (There are two parts to these things.)

These scissors are dull.

Those trousers are made of wool.

9. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows.

There **are many questions**.

There **is a question**.

10. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as group, team, committee, class, and family.

The team runs during practice.

The committee decides how to proceed.

The family has a long history.

My family has never been able to agree.

The crew is preparing to dock the ship.

11. Expressions such as with, together with, including, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is too.

The President, accompanied by his wife, **is** travelling to India.

All of the books, including yours, **are** in that box.

UNIT 11 – PREPOSITIONS FOR TIME, PLACE, AND INTRODUCING OBJECTS

One point in time

On is used with days:

- I will see you **on** Monday.
- The week begins **on** Sunday.

At is used with noon, night, midnight, and with the time of day:

- My plane leaves **at** noon.
- The movie starts **at** 6 p.m.

In is used with other parts of the day, with months, with years, with seasons:

- He likes to read **in** the afternoon.
- The days are long **in** August.
- The book was published **in** 1999.
- The flowers will bloom **in** spring.

Extended time

To express extended time, English uses the following prepositions: **since, for, by, from-to, from-until, during, (with) in**

- She has been gone **since** yesterday.
(She left yesterday and has not returned.)
- I'm going to Paris **for** two weeks.
(I will spend two weeks there.)
- The movie showed **from** August **to** October.
(Beginning in August and ending in October.)

- The decorations were up **from** spring **until** fall.
(Beginning in spring and ending in fall.)
- I watch TV **during** the evening.
(For some period of time in the evening.)
- We must finish the project **within** a year.
(No longer than a year.)

Place

To express notions of place, English uses the following prepositions: to talk about the point itself: **in**, to express something contained: **inside**, to talk about the surface: **on**, to talk about a general vicinity, **at**.

- There is a wasp **in** the room.
- Put the present **inside** the box.
- I left your keys **on** the table.
- She was waiting **at** the corner.

Higher than a point

To express notions of an object being higher than a point, English uses the following prepositions: **over**, **above**.

- He threw the ball **over** the roof.
- Hang that picture **above** the couch.

Lower than a point

To express notions of an object being lower than a point, English uses the following prepositions: **under**, **underneath**, **beneath**, **below**.

- The rabbit burrowed **under** the ground.
- The child hid **underneath** the blanket.
- We relaxed in the shade **beneath** the branches.
- The valley is **below** sea-level.

Close to a point

To express notions of an object being close to a point, English uses the following prepositions: **near**, **by**, **next to**, **between**, **among**, **opposite**.

- She lives **near** the school.
- There is an ice cream shop **by** the store.
- An oak tree grows **next to** my house
- The house is **between** Elm Street and Maple Street.
- I found my pen lying **among** the books.
- The bathroom is **opposite** that room.

To introduce objects of verbs

English uses the following prepositions to introduce objects of the following verbs.

At: glance, laugh, look, rejoice, smile, stare

- She glanced **at** her reflection.
(exception with **mirror**: She glanced **in** the mirror.)
- You didn't laugh **at** his joke.
- I'm looking **at** the computer monitor.
- We rejoiced **at** his safe rescue.
- That pretty girl smiled **at** you.
- Stop staring **at** me.

Of: approve, consist, smell

- I don't approve **of** his speech.
- My contribution to the article consists **of** many pages.
- He came home smelling **of** alcohol.

Of (or about): dream, think

- I dream **of** finishing college in four years.
- Can you think **of** a number between one and ten?
- I am thinking **about** this problem.

For: call, hope, look, wait, watch, wish

- Did someone call **for** a taxi?
- He hopes **for** a raise in salary next year.
- I'm looking **for** my keys.
- We'll wait **for** her here.
- You go to buy the tickets and I'll watch **for** the train.
- If you wish **for** an "A" in this class, you must work hard.

UNIT 12 – ‘WH’ QUESTION WORDS¹

We use question words to ask certain types of questions (question word questions). We often refer to them as *WH* words because they include the letters *WH* (for example *WHy*, *HoW*).

question word	function	example sentence
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?

¹ <https://www.englishclub.com/vocabulary/wh-question-words.htm>

whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you

		have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see h

Wh-Question Words

FOR PEOPLE



WHO

FOR PLACES



WHERE

**FOR
THINGS, ANIMALS, PLANTS
& MINERALS
TO DECIDE BETWEEN 2
THINGS...**



WHAT



WHICH

**FOR WAYS, FEELINGS, AGE
& PERIODS OF TIME**



HOW

FOR TIME



WHEN

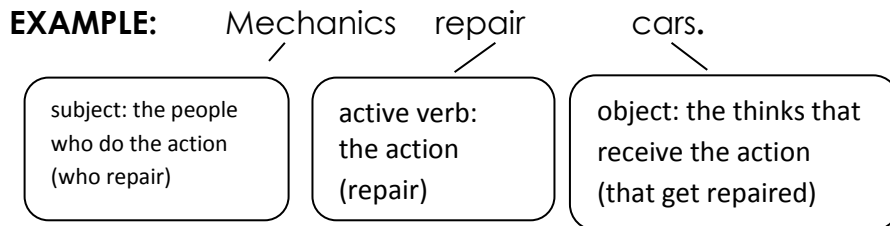
**ASKING FOR
EXPLANATIONS**



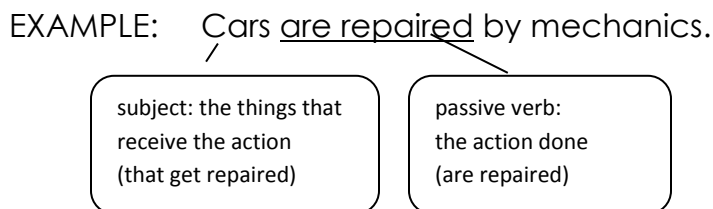
WHY

UNIT 13 – ACTIVE AND PASSIVE VOICE

A sentence which begins with the person or thing that does the action is in the active voice. It must have an active verb.



- 01 A sentence which begins with the person or thing that receives the action is in the passive voice. It must have a passive verb.



We form passive verbs in this way:

the verb 'to be' + past participle of main verb

EXAMPLES: is + cleaned = is cleaned

were + caught = were caught

Active Verbs

repairs

repair

repaired

Passive verbs

is repaired

are repaired

was / were repaired

NOTE

- In a sentence using the passive voice, the object comes after the verb and the preposition **by**.

EXAMPLE: Cars **are repaired** by mechanics.

object: the people who do
the action (who repair)

NOTE

- For some words, the past tense and the past participle are the same.

EXAMPLES:

Past Tense	caught	taught	fed	heard	kept	swept
Past Participle	caught	taught	fed	heard	kept	swept

- For some words, the past tense and the past participle are different.

EXAMPLES:

Past Tense	ate	beat	find	flew	took	write
Past Participle	eaten	beaten	found	flown	taken	written

Rearrange the words to form correct sentences.

1. car – driver – locked – the – the.

2. by – door – Jill – opened – the – was.

3. chased – dog – me – Mr Lim's.

4. by – floor- is – maid- mopped – the – the.

5. are – by – caused – diseases – germs – many.

Change the sentences into the passive voice.

1. He teaches English.

2. The child is eating bananas.

3. She is writing a letter.

4. The master punished the servant.

5. He was writing a book.

6. I wrote this letter.

7. Anne cooks meal every day.

8. He wore a blue shirt.

9. I sent the report yesterday.

10. They are building a house.

SECTION 2 – READING

Passage 1

What sort of things are you really good at?

Kevin wasn't very good at anything. He wasn't very good at getting to school on time. He wasn't very good at painting, or sport, or spelling. But he was good at one thing - making silly faces.

One day a spaceship landed in Kevin's back garden. Out of it climbed a monster. 'I have come from a far-off planet,' said the monster.

'Come in,' said Kevin. 'I'll make you something to eat.'

But cooking was another thing Kevin wasn't very good at. He mixed cornflakes with baked beans, chocolate sauce with tinned fish, and jam with curry powder, then mopped up the mess with a dish cloth.

The monster took a huge mouthful. 'Yeeeuchh!' it yelled. 'This is revolting! Give me a drink to take the taste away!'

Kevin poured some orange juice into a glass, then slipped and spilt it down the monster's front.

'Horrid!' cried the monster. 'Nasty, sticky, orange juice all down my front! Isn't there anything you're good at?'

'Yes!' said Kevin and made a face. 'AAAAAARGH!' cried the horrified monster. He ran out to his spaceship, got in and flew off.

'Kevin! What have you been doing?' cried his mother when she saw the mess in the kitchen. 'I've been saving the world, Mum!' said Kevin.

A. One word in each sentence is wrong. Write the correct word next to the sentence.

1. Kevin wasn't very good at printing, or sport, or spelling.
2. Kevin was good at making silly races.
3. One day a helicopter landed in Kevin's garden.
4. A man climbed out of the spaceship.
5. Kevin made the monster some food to wear.
6. Kevin spilled some apple juice over the monster.
7. When Kevin made a face, the monster walked out to his spaceship.
8. Kevin said, 'I've been seeing the world, Mum!'

B. Choose the best pronoun to fill each gap.

1. Kevin was not good at spelling but he was good at making faces. (he / she)
2. The lady was old. _____ was tired. (He / She)
3. _____ am tall for my age. (I / We)
4. The children laughed as _____ ran along. (it / they)
5. 'Where are _____ going?' the teacher asked. (you / he)
6. _____ like singing. (It / We)
7. The dog stopped _____ and barked loudly. (you / it)
8. _____ is raining. (You / It)

C. Copy the lists. Match up each contraction with its longer form.

Contractions	Longer forms
Isn't	does not
wasn't	you are
doesn't	is not
she's	we will
it's	was not
you're	it is
I've	I am
we'll	she is
I'm	I have

D. Write some sentences using each of the contractions above of your own.

.....

.....

.....

.....

.....

.....

.....

Passage 2

The danger of television!



Mr Chips was a lovely old man. He always had a smile on his face. Mr Chips loved people. He always had a kind word to say to everyone. Mr Chips loved his garden, where he grew flowers and vegetables. Everyone liked Mr Chips.

Everything was fine - until the day he got a television set. Mr Chips decided to buy a television set because he was lonely in the evenings when he had nothing to do.

Mr Chips thought television was wonderful. He loved to watch sport. He loved to watch films. But best of all he loved to watch the advertisements. Mr Chips thought they were as good as all the shows.

But soon Mr Chips began to get annoyed. He was only able to watch one channel at a time. He was missing all the other good programmes on the other channels. He decided to

buy a video to record the programmes he was missing. Everything was fine for a short time.

Then Mr Chips got annoyed again. When he went into the kitchen to make himself something to eat he was not able to watch television. So he moved his kitchen into his living room! He moved in his cooker and his fridge. He moved his bed in as well. He did not have to leave his room at all. He spent all day and most of the night watching television.

He did not have time to do any more gardening so he sold his garden. He spent the money he got on more television sets. Now he had lots of television sets in his room. He had a different programme on each set. He watched lots of programmes at the same time. It was very noisy.

Soon there was no room for any more television sets. His room was full of them but Mr Chips did not care. He did not go out anymore. He never saw his friends. He never talked to anyone. The only thing he ever did was watch television. Mr Chips had become a television addict!

A. Read the story and say if each sentence is true [T] or false [F].

1. At first Mr Chips loved his garden.
2. Mr Chips decided to buy a television set because he wanted to watch sport.
3. Mr Chips thought the advertisements were as good as the shows.
4. Mr Chips got a video so he could record the programmes he was missing.
5. Mr Chips moved his television set into the bathroom.

6. Mr Chips spent every minute of every day watching television.
7. Mr Chips sold his garden because he did not have any time to do any gardening.
8. In the end Mr Chips became a television addict.

B. Write the comparative and superlative form of each adjective.

Adjectives	Comparative	Superlative
new	newer	newest
slow		
hard		
small		
large		
strange		
brave		
white		
hot		
big		
thin		
wet		
fat		
happy		

Passage 3

Life in ancient Egypt

The River Nile

The River Nile has always been very important to Egypt. Life in Egypt depends on the water from the river. It provides water for farming.

The Pharaohs (kings of Egypt)

The kings of Egypt (the pharaohs) were very powerful. The people thought that the pharaoh was a god. He owned everything. Everyone had to do what he told them to do. The pharaohs built huge tombs. When a pharaoh died, he was buried in the tomb. The tombs were often in the shape of pyramids. When a pharaoh was buried, he was surrounded by treasure and by things to help him in the next world, such as food, clothes, furniture and weapons.

Work

In ancient Egypt, women did not go out to work. They stayed and worked at home. Many Egyptian men were farmers. Some men were builders or fishermen. Other men worked as artists. The priests and other important people did not do any farming.

Clothes

The weather in Egypt was very hot. Ancient Egyptians did not wear many clothes. Men, women and children often wore simple robes made of thin cloth. On their feet they wore open sandals. People, including women, shaved their heads to keep cool. They wore wigs for special occasions.

Children

Children in ancient Egypt grew up to do the same jobs as their parents. Girls stayed at home with their

mothers. They learned to look after the home and cook. Boys worked with their fathers. They learnt to do the jobs their fathers did. They only went to school if they wanted to learn to write (to become a scribe).

Games

Many of the games played by ancient Egyptians are similar to games we still play today. Children played running and jumping games. They also played ball games and with wooden toys. Older children played a game like chess, called 'senet'.

A. Answer the following questions.

1. Why has the River Nile always been important to Egypt?
2. What happened when a pharaoh was buried?
3. What sort of jobs did the men do?
4. What sort of jobs did the women do?
5. Do you think it was a good idea for the Egyptians to shave their heads? Why?
6. Which Egyptian children went to school?
7. What was 'senet'?

B. Martine the verbs from the present tense to the past tense.

- a The sun rises . rose
- b The sun shines. _____
- c The wind blows. _____
- d The clouds appear. _____
- e The rain falls. _____
- f The earth dries up. _____
- g The sun sets. _____
- h The moon comes out. _____

C. Change the opposite of:

- a hopeless b powerful c careless
- d painful e useless

Passage 4

A good night's work

Do you think it is exciting to be a detective? Why?

The telephone rang. Detective Kevin picked it up and listened. When he put it down, he turned to Detective Martin and said, 'Two people have broken into a factory. Let's go and **investigate**.'

The two detectives quickly grabbed the things they needed - **torches**, two-way radios and **handcuffs**. They jumped into their car and raced towards the factory. As they got near, Kevin turned off the lights of the car. Another empty car was parked nearby. Martin quietly called the station to check on the car. It was a stolen car.

Both men got out of the police car silently. Martin pushed open the factory door. Everything was in darkness. Kevin stood and listened. He turned on his torch and shone it around. Nothing!

Martin whispered to Kevin that he was going upstairs to have a look around. Kevin followed him. As they crept up the stairs the two detectives heard the sound of voices. They were coming from the office where all the money was kept in the safe.

Martin took a deep breath and threw the door open. There, in the light of the torch, they saw two men. They were emptying the money from the safe into a sack.

'Police!' shouted Martin. 'Stay where you are. Don't move!' The two men took no notice. They jumped to their feet and rushed towards the door. Martin was knocked over as the two men pushed past.

A man with fair hair ran towards the stairs. Kevin dived and pushed the robber in the back. The robber went crashing down the stairs. Kevin raced after him. In no time at all, Kevin placed the handcuffs on the thief and tied him to a table. Then he went back upstairs to help Martin.

Together they searched everywhere - but could not find the second thief anywhere. 'He can't have disappeared!' Martin exclaimed. Just then they heard a **gurgling** noise. It came from a large water tank in the corner. The two detectives crept towards the tank. Kevin pulled the cover off and there almost completely covered with water, was the second thief. Kevin pulled him out and led him downstairs too.

A good night's work,' smiled Martin. The two thieves did not smile. They did not agree. It was a bad night for them!

Answer the questions

1. Name the two detectives in the story.
2. List the things the detectives took with them.
3. Why do you think Kevin turned off the car lights when they got near the factory?
4. How did Kevin and Martin guess someone was in the factory before they went in?
5. Where did Kevin and Martin find the two men?
6. What were the two men doing when Kevin and Martin first saw them?
7. Describe how Kevin stopped one of the men.
8. What made Kevin and Martin look in the water tank?

Passage 5

Martha's mistakes

Do you ever have days when nothing seems to go right? Read about Martha. She often does!

Martha wanted to help, but that was not easy for Martha. Whenever she helped, things went wrong. She tried and tried, but it was no good. When she washed the clothes, she dropped them in the dirt. When she went to the market, she forgot her money. When she mended Mother's chair, it broke again. When she looked after the baby, he fell down.

Martha was not happy about all this. When the other children helped, everything was right. When she helped, everything was wrong. She always made mistakes.

Martha did not know why she made mistakes. The other children never dropped things or forgot things or broke things, so why did she? If the other children played football, they never fell in the dirt. Martha always fell over and got dirty.

If they wrote in their books, their pencils never broke. Martha's pencil always broke. If they climbed trees, they never hurt themselves. Martha always hurt herself. If they looked for their bags or their shoes or their crayons or their pullovers, they always found them. Martha could never find anything.

They were usually early for school. Martha was usually late. They NOTEd their homework. Martha forgot hers. Mistakes always happened and things went wrong. But although Martha made mistakes, everybody liked her. She was never

angry or nasty or rude. She was funny and kind and polite, and she had lots of friends.

One morning when Martha wanted to help, her mother said, 'No thank you, Martha. Not now, because it's time for school.' But then Martha's mother stopped and thought again. She was very busy. She wanted to clean the house. She wanted to make a new dress. She wanted to iron some clothes. Perhaps Martha could help.

Mother had a bag of sugar for Auntie. Could Martha take the sugar to her?

She had some salt for Grandmother. Could Martha take the salt to her? She had a pot of jam for Grandfather. Could Martha take the jam to him? She had some paint for Uncle. Could Martha take the paint to him? Martha's mother thought hard and then said, 'Wait a minute, Martha. Perhaps you can help me.' Martha was very happy. 'Good,' she said. 'What can I do?'

Answer the questions

1. What was Martha's main problem?
2. List three things that went wrong when Martha tried to help.
3. Why did everybody like Martha?
4. Do you feel sorry for Martha? Give a reason for your answer.
5. Why did Martha's mother ask Martha to help?
6. What jobs did she ask Martha to do?
7. How do you think Martha felt when her mother asked her to help?
8. What do you think will happen?

SECTION 3 – WRITING

Letters:

Informal letter – written to family members or friends.

Sector 17
Vashi
New Bombay

6th July, 2013

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi

Formal letters: Written for business or official purposes.

COMPLAINT LETTERS

Dear Sir/Madam,

I am writing to express my strong dissatisfaction with your service.

Two weeks ago I ordered a puzzle of the map of Madrid with 500 pieces. According to your website, delivery would take two weeks, however, it took a month. When I finally received the puzzle, a week later to my husband's birthday, it wasn't as I ordered. It came incomplete (it only had 488 pieces), and the map was absolutely distorted. That wasn't Madrid at all! Imagine when I gave the gift to my husband, days after his birthday and incomplete!

Added to all this, the deliveryman was really rude to us. He treated us as mean people because we refused to pay him anything for the delivery service... It was stated on your website that delivery was included in the cost!

I was told to write a letter of complaint if I had any problem, so here it is. Also, I was informed that I would have a full refund if I was not satisfied, so that is why I am writing. We expect a letter of explanation as well as a full refund of our money.

I look forward to hearing from you within the next week.

Yours faithfully,

Joaquina

Job application

1223 West Newport
Chicago, Illinois 60634

Mrs. Jane Field
Principal
James G. Blain School
1420 West Grace Street
Chicago, Illinois 60646

Dear Mrs. Field:

I have been searching for jobs through the Chicago Public Schools website, and have discovered the position for a second grade teacher at James G. Blain Elementary School. It caught my attention right away because of the emphasis that you place on fine arts and the diversity of the students. I have been playing the flute for 15 years, and I believe that the arts play a vital role in education. Since students have varied ways of learning, teachers need to address these diverse learning styles. One way to add variety to instruction is through music.

At present, I am a student teacher in Oak Park. I will be graduating this December. I have been working with an excellent group of first graders, and I am looking forward to my career as an educator. Through my experiences I have discovered that my forte is teaching in the primary grades. My intent is to integrate music into the curriculum, maintain a learning environment focusing on positive reinforcement and address the individual needs of all my students. The strengths I bring to the classroom are creative and innovative ideas, organized lesson planning coupled with consistent discipline techniques, and a sense of open-mindedness and flexibility.

My enclosed resume outlines my experiences in greater detail. I look forward to hearing from you and discussing the exciting opportunities as a member of your staff. If you have any questions, please contact me. Thank you for your time and consideration.

Sincerely,

Mattie L. Miller
Enclosure

Model Questions for writing letters

1. Your friend has invited you to spend the December holidays with his family. But, due to another previous engagement, you are unable to visit your friend. Write a letter to your friend in this connection. In your letter thank him or her for the invitation and explain why you are unable to visit. Use around 150 words in your letter.
2. Your order for furniture for your new house arrived damaged. Write a letter of complaint to the company that supplied furniture requesting immediate replacement. You need to invent all necessary details. Use around 150 words in your letter.
3. You have lost a book that you borrowed from your friend. Write a letter apologizing for this. Assure him or her that you will replace it soon. Use around 150 words in your letter.
4. Assuming you have completed a degree, write a letter of application for the post of Graduate Trainee at the Sri Lanka Foundation. Include your educational and professional qualifications and experience. Also mention why you are suitable for the post. Use around 150 words in your letter.

A dialogue between a shopkeeper and a customer

- Shopkeeper:** Good afternoon, sir, it's good to see you in my shop on such a wet day.
- Customer:** Yes we have had a lot of rain lately; and that's why I have come to get a strong pair of boots. My feet have got quite wet in these thin shoes.
- S:** I think I can find you a good pair. What size do you take?
- C:** Eight.
- S:** Do you want black boot or brown?
- C:** Brown, please; with good thick soles.
- S:** Here is the very thing for you, sir! Real English leather, and strong without being clumsy.
- C:** Yes, they look all right, I had better try them on.
- S:** Certainly, sir; please take a seat. Now, how does that feel sir?
- C:** It is a bit tight, I am afraid. Have you a pair a little larger?
- S:** Yes, let us try a larger one. There! Does that fit better?
- C:** Yes, that is quite comfortable. What is the price?
- S:** That will be Rs. 2660.00 sir.
- C:** Very good: I will take this pair.

Note:

An utterance: The speech by one of the participants.

E.g.

Good afternoon, sir, it's good to see you in my shop on such a wet day.

Model Questions for writing Dialogues/Conversations

1. Imagine you are the Managing Director of T & T Pvt. Ltd. You interview a graduate to recruit him or her as a Management Trainee. Construct a dialogue that would take place between the graduate and you. Use at-least 10 utterances for each.
2. You want to buy a refrigerator from AB Dealers. You meet the shop keeper and ask about the different options and discounts. Construct a dialogue that would take place between you and the shop keeper. Each should speak 10 utterances and each utterance should be of minimum 5 words.

Model Questions for writing Essays

1. Some university students prefer living with a roommate in the hostel while others prefer to live alone. Which do you prefer? Write an essay using around 200 words. Use specific reasons and examples to support your answer.
2. A pass in GCE A/L General English examination should be made compulsory to gain admission to university. Do you agree or disagree? Write an essay using around 200 words. Use specific reasons and examples to support your answer.

3. We shouldn't have many friends. Do you agree or disagree? Write an essay using around 200 words. Use specific reasons and examples to support your answer.
4. People should be allowed to get divorced whenever they wish. Do you agree or disagree? Write an essay using around 200 words. Use specific reasons and examples to support your answer.
5. Some people focus on a high-paying job even if they don't enjoy it, while they are able to find a lower-paying job with work satisfaction. Which would you prefer? Write an essay using around 200 words. Explain your choice, using specific reasons and examples.
6. Some people think it is better to have one or two children in order to enjoy the life, and some say that we get more enjoyment when we have more children. Which would you prefer? Write an essay using around 200 words. Use specific reasons and examples to support your answer.
7. Some people say that smart phones and internet have given us more benefits while others argue that they have created more problems. Do you think that smart phones and internet have brought more benefits or more problems? Write an essay supporting your opinion using around 200 words.