

ELC 11013
English Language - Level I

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Preface

Greetings and welcome to "English Language-Level I," an essential resource created by the Centre for External Degrees and Professional Development (CEDPL) to improve your language abilities in key areas like speaking, writing, reading, and grammatical knowledge. This comprehensive textbook offers entertaining exercises, useful ideas for language development, and practical suggestions to help you improve your English communication skills.

You will build a solid foundation in English language competency via interactive activities and real-world examples, giving you the confidence to succeed in professional and educational environments. Engaging fully in this life-changing educational experience will help you develop your critical thinking and problem-solving skills in addition to your language proficiency.

This educational journey with "English Language-Level I" is your partner, providing you with the skills and information required to succeed in a variety of aspects of life. Seize the chance to broaden your language knowledge, and use this course to serve as a driving force behind your development.

Sincerely,

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I am appreciative of the whole CEDPL team's persistent commitment to quality during this project.

To the students: I find you to be quite motivating in your desire to learn. "English Language - Level I" will undoubtedly improve your academic career and provide you with the necessary tools.

I look forward to seeing how this textbook changes in response to your suggestions, and I hope you have the best possible time at SEUSL and beyond.

I appreciate you letting me accompany you on your educational journey.

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Introducing Yourself

 <p>Hello. I'm Klaus Schmidt</p> <p>Nice to meet you, Klaus</p>	<p>Klaus: Hi, I'm Klaus.</p> <p>Pradeepa: Nice to meet you, Klaus. My name is Pradeepa.</p> <p>Klaus: Nice to meet you, too. What do you do?</p> <p>Pradeepa: I'm a journalist. What about you?</p> <p>Klaus: I work for an insurance company.</p> <p>Pradeepa: Oh, that is good.</p> <p>Klaus: Where are you from?</p> <p>Pradeepa: I'm from Colombo. And you?</p> <p>Klaus: I live in Kandy.</p>
--	--

Practice this dialogue with your friend. Create similar dialogues to introduce yourself to your friend.

Using Questions to Exchange Personal Information

The most typical questions asked when requesting personal information include the following:

What is your name? What's your name? (In American English most often the constructed forms are applied. is-'s , are - 're, have - 've, do not - don't, does not - doesn't, did not - didn't, am - 'm, will - 'll, cannot - can't, etc.

When were you born?

Where were you born?

Where are you from?

What is your family name?

What is your surname?

What is your first name?

How old are you?

Are you married?

What is your marital status?

Where do you live?

What is your address?

What is your telephone number?

What is your email address?

What do you do? /What is your occupation/ job?

Practice the conversation

Here's a conversation, which gives an example of personal questions. You can use these questions to practice with a friend or a classmate, using your own information.

Rajan: Can I ask you a few personal questions?

Muneer: Certainly.

Rajan: What's your name?

Muneer: Mohamed Muneer

Rajan: What's your address?

Muneer: I live at No:45, Akkaraippattu Road, Kalmunai.

Rajan: What's your mobile number?

Muneer: My number is 0777 123898

Rajan: And your email address?

Muneer: Let me spell it for you. It's M-U-E-E-R-8-7 @ gmail.com

Rajan: When is your birthday?

Muneer: I was born on 5 April, 1987.

Rajan: Are you married?

Muneer: Yes, I am.

Rajan: What's your profession?/What do you do for work?

Muneer: I'm an engineer.

Focus on Grammar

WORD CLASSES OR PARTS OF SPEECH

Nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, articles (determiners), and interjections are the word classes available in the English language.

Articles

Look at the differences. Add some more examples to this table

a journalist	an insurance company	a pen	an eraser
a book	an orange	a mango	an onion
a radio	an ice-cream	a pineapple	an umbrella
a car	an aeroplane	a shop	an ostrich
a pen	an ugly girl	a beautiful cat	an honest man

We add **a** or **an** in front of a noun or a noun phrase as you can refer to from the table above.

These words like **a**, **an**, and **the** are known as **articles** in English. **Articles** indicate the specificity of reference to a noun or noun phrase. We can use **a** with countable nouns that begin with a consonant sound.

Eg: a cat, a book, a doll, a banana, etc.

We put **an** in front of a countable noun or a noun phrase, which has a vowel sound.

Eg: an apple, an egg, an igloo, an orange, an umbrella, an hour, an S pass, etc.

‘**a**’, ‘**an**’, and ‘**the**’ are the only three articles in English. ‘**a**’, and ‘**an**’ are **indefinite articles**, whereas ‘**the**’ is a **definite article**. We do not add any article in front of **proper nouns**.

Eg: It is **a** cat. It has soft fur. I named it Kitty. It’s very cute. I like **the** cat very much.

We can use adjectives of quantities such as **much**, **little**, **no**, **a lot of**, **some**, **plenty of**, etc. with objects that we cannot count.

Examples: *some milk, some water, no time, a lot of pasta, a little money*

Activity 01: Test your knowledge with this exercise. Do we use a, an, or much for these words? Complete the table.

apple	CD	music	rain	tomato	egg	food
wine	car	hour	cup	university	gold	phone
onion	job	mouse	mike	mushroom	market	ice-cream
book	bed	road	rice	computer	job	sugar

Activity 02: Complete the gaps in each question with a, an, the, and - (no article):

an apple							
a CD							

1. A: Do you like a) _____ Kandy?
B: Yes, I do. b) _____ when I came here for the first time I stayed in c) _____ small guest house. The owner had d) _____ giant dog!
2. I read a) _____ good book last week. b) _____ book was written by Martin Wickramasinge. He is c) _____ Sri Lanka writer. I got a lot of d) _____ pleasure from it.
3. a) _____ Sarah works at b) _____ bank. c) _____ bank is fifty miles from her place. She has d) _____ seventy-minute travel each way.
4. I really love a) _____ fish, and b) _____ fish in this market is excellent. I'm looking forward to eating c) _____ big juicy fish in d) _____ hour from now.

Vocabulary

Country		Nationality	Fill in the blanks with suitable adjectives for nouns.	
1 Argentina		Argentinian	India	Indi.....
2 Australia		Australian	Sri Lanka	
3 Brazil		Brazilian	Saudi Arabia	
4 Britain		British	Qatar	
5 China		Chinese	Malaysia	
6 France		French	Taiwan	
7 Germany		German	Korea	
8 Hungary		Hungarian	Philippines	
9 Japan		Japanese	Austria	
10 Holland		Dutch	Maldives	
11 Poland		Polish		
12 Russia		Russian		
13 Spain		Spanish		
14 the USA		American		

Language Note:

I am **Rani**. I'm from **India**.

She is my friend **Julia**. She is **British**.

That is my boyfriend **Muru**. He is **Nigerian**.

*Names of persons, countries, cities, towns, villages, or nationalities always start with capital letters.

Activity 03: Complete the sentences using appropriate nationalities.

1. I am Rahul. I am a cricketer. I am from _____.
2. Hi, I am Jesmin. I am _____. I live in Milton, England.
3. My friend Vladimir is from Russia. He has a girlfriend. She is also _____.

Activity 04: Write the words in the correct boxes selecting them from the box below.

computer	Katheeja	but	short	will	easy	the	go
write	beautiful	and	did	he	rice	running	book
Raja	oh	her	have	wow	fun	took	carpenter
pen	small	read	nervous	very	alas	cute	whose
clearly	although	a	cooking	understood			

Nouns:	Verbs:	Adjectives:	Adverbs:	pronouns:
Conjunctions:	Prepositions:	Interjections:	Articles (determiners):	

Nouns

Nouns are words that represent things, places, ideas, or people. For example, chair, Thilsath, Oluvil, history, love, and blackboard are all nouns.

Common nouns are nouns, which have physical forms, that you can see and touch them. Very often they have singular and plural forms.

Eg: chair, table, father, teacher, stones, pen, etc.

Collective nouns are nouns used to denote a collection of things, persons, animals, etc.

Eg: army (a collection of soldiers), bouquet (a collection of flowers), flock (a collection of birds), herd (a collection of cows), heap (a collection of stones), galaxy (a collection of stars)

Proper nouns are nouns used to name a person, place, organization or institute. We have to use the first letter of this word in the capital even in the middle or at the end of a sentence.

Eg: Roshan, Kavitha, Kottai Kallar, Ampara, Sri Lanka, China, the South Eastern University of Sri Lanka, the United Nations Organization, India, etc.

Abstract nouns are nouns which do not have a physical form.

Eg: Feelings - happiness, anger, thirst, hunger, sadness, jealousy, etc.

Concepts – democracy, theology, biology, etc.

Qualities – loyalty, faithfulness, kindness, etc.

Compound nouns are nouns, which are made up of two or more existing words.

Eg: playground, blackboard, postbox, mailbox, footprint, gunman, etc.

Activity 01: Write the nouns in the correct columns choosing them from the box below.

entertainment	hospital	washing machine	UN	cars	
Rajapakshe	moon	Colombo	satisfaction	jury	bar
Ramani	biscuits	encouragement	pleasure	team	firefighter
Hatton	embarrassment	bunch	Akram	moonlight	depression
Brazil	brother	tree	surprise	disgust	whiteboard
book	customer	herd	gunman	movement	carpet

Common nouns	Collective nouns	Abstract noun	Compound noun	Proper noun

Countable Nouns & Uncountable Nouns

*Nouns can be both countable and uncountable.

A **countable noun** is something that you can count.

Eg: chairs, cats, dogs, houses, etc.

Here are some sentences using countable nouns:

Eg: How many books do you have?

Sameela has many daughters.

Ten boys enjoyed eating apples.

An **uncountable noun** is something you cannot count, but you have to measure them.

Eg: sugar, sand, wine, milk, rice, information, cheese, etc.

Here are some sentences using uncountable nouns:

Eg: How long does it take to go to school?

Sameela has a lot of money.

The boys cooked the rice.

Uncountable nouns are often liquids like wine, milk, and tea or concepts such as loyalty, honesty, pride, and sadness.

*Some nouns can be used as countable and uncountable, for example, "fish" because it can mean the meat of the fish or an individual fish.

*I bought **some fish** for dinner the other day.* (meat of the fish, uncountable)

*My brother caught **two fishes** last week at the lake.* (individual fish, countable)

Some common uncountable nouns in English

sunshine	news	milk	information	meat	noise	hope
cheese	silver	wood	knowledge	rice	music	beauty
evidence	money	work	happiness	oil	water	grass
electricity	blood	salt	homework	flour	time	lamb
research	paper	salad	toothpaste	love	sand	food
tea	tennis	snow	weather	juice	sugar	hair

Activity 02: Put the following words in the correct columns in the table according to their category.

car teacher church wine happiness orange sand
king book sugar rupees anger water butter

Countable nouns	Uncountable nouns

Possession in English

Possession is used to show ownership. In other words, possessive nouns indicate that something belongs to someone. Using apostrophe before or after s ('s/ s') we can indicate the possession in English.

Examples:

- *Jennifer's coat is beautiful!*
- *Muneer's house is on the corner of the next street.*
- *The teachers' bags are made of leather.*
- *Jesus' plead was rejected*

Formation and Examples of Possessive Nouns with 's or s'

1. For singular nouns use 's.

For example: Raja's house is big.

2. For plural nouns use s'.

For example: the teachers' bags, parents' concern for their children, computers' manufacturer

3. However, for irregular plural nouns use as in singular format.

For example, children's corner, men's wear, etc.

Possessives with “of” construction

In English, the use of “of” construction is applied to refer to the possession of non-living things.

the lid of the bottle

the flowers of the tree

the edges of the mountain

the leg of the chair

It is not nearly as common in English as in other languages to say like:

The colour of his shirt NOT shirt's colour

The tail of his dog NOT his dog's tail

Verbs

Verbs describe actions. In common, a verb is a word that, depending on its sentence structure, typically denotes an action, an incidence, or a state of being. The infinitive, with or without the particle ‘to’, is the fundamental form in the typical description of English. Verbs are transformed in several languages to represent tense, aspect, mood, and voice.

Examples to show the use of verbs in sentences.

*Thilshan **was** in New York yesterday.*

*I **have been** at this job for 13 years.*

*He **will be** at the party next weekend.*

Regular and Irregular verbs

What are Regular Verbs?

Regular verbs are a form of verbs that follow the normal rules of conjugation, that is, they follow a typical pattern for changing verbs into their past, past participle or future tense forms. Usually, -ed or -d is added to regular verbs when used in the past tense or in case the word ends with a ‘y’ then the ‘y’ is removed, and -ied is added.

Example:

Maria accepts the award on his behalf.

Maria accepted the award on his behalf.

Maria will accept the award on his behalf.

Maria had already accepted the award on his behalf.

In the above example, you can see the use of the word ‘accept’ in its present(accepts), simple past (accepted), future (will accept), and past participle (had accepted) form.

What are Irregular Verbs

Unlike regular verbs, irregular verbs do not follow the normal rules of conjugation to form their past, past participle, or future tense forms. In other words, any verb that does not add -ed, -ied, or -d to its past tense form is considered an irregular verb. Irregular verbs are sometimes also called strong verbs.

Example:

I have a lot of work to do.

Did you complete the work?

The work was done.

Irregular verbs can take up different forms in the past and past participle tense or they can remain exactly the same. This means that a verb has entirely different present, past, and past participle forms. Here are the different types of irregular verbs: Let's take the example of the verb ‘to be’. The verb ‘to be’ takes different forms in each *tense*-

is/are in the present tense

was/were in the past tense

Been in the past participle

We are going on a vacation.

He is skateboarding.

We were on a vacation.

He was skateboarding.

We have been on a vacation.

He has been skateboarding.

Here are a few other examples:

break, broke, broken

see, saw, seen

have/has, had, had

eat, ate, eaten

do, did, done

Activity 01: Complete the table by adding more irregular verbs.

Base/first Form/ 'to' infinitive *	Simple Present (third-person singular)	Present Participle	Simple Past	5th form/Past Participle
be	am/is/(are - plural)	being	was/ were	been
beat	beats	beating	beat	beaten
become	becomes	becoming	became	become
begin	begins	beginning	began	begun
bend	bends	bending	bent	bent
cut	cuts	cutting	cut	cut
come	comes	coming	came	come
dig	digs	digging	dug	dug
drink	drinks	drinking	drank	drunk
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen

fly	flies	flying	flew	flown
fight	fights	fighting	fought	fought
go	goes	going	went	gone
grow	grows	growing	grew	grown

***(By adding 'to' in front of these base forms)**

Activity 02: Underline the verbs in each of the following sentences.

1. The cat ran after the dog.
2. Five little monkeys climbed the tree.
3. An old man jumped off his boat.
4. She read her book for five hours.
5. His dog ran around the park.
6. Mary jumped over the small pond.
7. Jimmy shouted at his pets.

Activity 03: Underline the verbs in each sentence and write them in the box given.

- | | |
|--|----------------------|
| a. Jess is singing happily in the garden. | <input type="text"/> |
| b. Paul has finished his work on time. | <input type="text"/> |
| c. The boys were running quickly. | <input type="text"/> |
| d. Tina has baked three trays of cookies. | <input type="text"/> |
| e. The choir was singing a beautiful song. | <input type="text"/> |
| f. The tiger has chased the tiger into the forest. | <input type="text"/> |

Activity 04: Complete the sentences with the best choice of the verbs below.

walk fall write climb bake build

1. We always _____ to school on nice days.
2. My brother likes to _____ things with Legos.
3. I couldn't wait to _____ the tree and see far away.
4. I am going to help Nana _____ a pie.
5. If Fasmy isn't careful he will _____ off his bike.
6. We _____ in our journals every day at school.

Adjectives

Adjectives are used to modify nouns or noun phrases.

Eg: **green** bag, **big** table, **beautiful** pictures, **long** dress

In the above example, **green**, **big**, **beautiful**, and **long** describe the nouns that followed them. Adjectives are used in a few different ways in a sentence. They are placed before a noun:

- *Raseen is an excellent dancer.*
- *I bought a comfortable bed.*
- *She bought a new car.*

Adjectives are also used in simple sentences with the verb "to be." In this situation, the adjective describes the subject of the sentence:

- *Jack is happy.*
- *Muneer was very tired.*

Adjectives are used with stative verbs (smell, sound, look, feel, taste, appear, seem and etc) to modify the noun which comes before the verb:

- *The fried fish tasted horrible.*
- *Did you see Muneer? He seemed very disappointed.*
- *I'm afraid that the beef smelled rotten.*

Types of Adjectives

There are several varieties of adjectives as you see below in the table:

<i>Adjectives of quantity</i>	much, many, a lot of, a plenty of, several, few, a few, little, a little, some, no, any, etc.
<i>Adjectives of quality (opinion)</i>	honest, obedient, sincere, intelligent, kind, rude, brave, dishonest, anxious, courageous, faithful, loyal, gracious, happy, generous, etc
<i>Adjectives of size</i>	big, small, tall, wide, large, tiny, sizable, etc
<i>Adjectives of age</i>	new old, latest, modern, etc.
<i>Adjectives of origin</i>	(nationality): Indian, American, Sri Lankan, etc.
<i>Adjectives of degree</i>	very, rather, so, fairly, extremely, etc. (these adjectives are named as gradable adjectives, too)
<i>Adjectives of number</i>	a, one, two, twenty-five, the first, the second, etc.
<i>Adjectives of colour</i>	green, black, white, red, maroon, pink, etc.
<i>Adjectives of material</i>	cotton, steel, wooden, plastic, rubber, brick, gold, silver, etc.

Adjectives of quantity (Much and Many)

The words *much* and *many* should be used depending on whether a word can be counted or not. The use of *much* and *many* depends on whether a word is countable or uncountable. **Many, few, a few, any, no, a lot of, lot of, several, plenty of,** and **some** are used before

countable nouns. **Much, no, a lot of, lot of, plenty of, a little, little, etc.** are used in front of uncountable nouns. The use of **any** and **no** are common in questions and negative sentences both in countable and uncountable nouns. **Some, lot of, a lot of, and plenty of** can be used both in countable and uncountable nouns in positive sentences.

*Eg: How **much time** do you have this afternoon?*

*I **don't have any fun** at parties.*

Jariya has a lot of money.

How many students attended the class?

She doesn't have many friends.

Kumar has no girlfriend.

Activity 01: Complete the questions and sentences using appropriate adjectives of quantity.

1. How ____ food do you have?
2. I don't have ____ friends in Akkurana.
3. How ____ teachers live in your city?
4. She wants _____ time off work this year.
5. I would like to have _____ water, please.
6. How ____ oranges are there in the basket?
7. Muneer bought _____ books at the store.
8. How ____ petrol do we need?
9. He doesn't have _____ money in his pocket.
10. How ____ children are there in the class?
11. Raman has _____ friends in Miami.
12. How ____ does that book cost?
13. They don't have _____ time this afternoon.

14. How ____ butter is there?

15. How ____ teachers do you have?

Activity 02: Underline the adjectives for the noun phrases given below. And write the adjectives in the column next to the noun phrase.

Noun Phrase	Adjectives	Noun Phrase	Adjectives
a green bag		a beautiful picture	
some big tables		a pair of new black trousers	
ten long dresses		an uncooked egg	
some fresh sandwiches		lots of big problems	
an annoying person		an old suitcase	
the left-hand side		some nice people	
a good programme		an interesting journey	
much juicy fruit		a few young men	

Ordering the adjectives

When numerous adjectives are used in a sentence to describe a subject or object, there is a specific sequence that must be followed, which is known as the "**order of adjectives**" in English.

1. Determiner/ Number (e.g., a, the, one, some, many, an)
2. Opinion (e.g., beautiful, expensive, valuable, dirty)
3. Size (e.g., big, large, small, tiny)

4. Shape or (e.g., oval, round, square)
5. Age e.g., old, new, ten-year-old)
6. Colour (e.g., white, brown, blue, red)
7. Origin (e.g., Dutch, aquatic, lunar)
8. Material (e.g., wooden, gold, metal, glass)

Examples: I have **a nice large brick** house.

A beautiful, small, Dutch windmill is there in the village.

I have an expensive small round old Swiss gold watch.

Adverbs

Adverbs can modify verbs, adjectives, or other adverbs. But, most often the adverbs, which have "ly" at the end, are popular among the learners as they are easily identified.

*They are frequently employed to change the verb at the end of a sentence:

Raja was driving carelessly.

Kareem played the game nicely.

Ramesh often worried about his Maths classes.

*Adjectives are modified by adverbs:

- *The students seemed **extremely** satisfied.*
- *Malathi paid **increasingly** high amounts.*

*Adverbs can also change the meaning of other adverbs.

- *Rahith wrote the report **unusually neatly**.*
- *The mobs in the line moved **incredibly fast**.*

Types of Adverbs

There are several types of adverbs.

1. **Adverbs of manner:** quickly, fast slowly, neatly
2. **Adverbs of frequency:** always, often, never
3. **Adverbs of time and place:** now the, there, here
4. **Adverbs of degree:** very, rather, extremely

Adverbs of manner: These sorts of adverbs explain how something is done. They often end with "ly".

Eg:

- *Raja was driving **carelessly**.*
- *Kareem played the game **nicely**.*

- *Ramesh worried about his Maths classes **seriously**.*

****** In the case of the adjective “hard”, when adding “ly”, it gives the meaning of almost nothing.

For example:

*She **hardly** works.* Which means she almost does not work. In English, there is no word like “**fastly**”, both the adverb and adjective take the single form “**fast**”.

Adverbs of place: This indicates location or direction for example:

*Keep the bag **here*** -location

*Shifa opened the key **clockwise*** -direction

Adverbs of time: This denotes when something occurred, and how long it lasted for example:

*Someone saved my life **tonight*** - when

*The symphony lasted **forever*** - how long

Adverbs of degree indicate extent, including whether a piece of information applies to more than one item for example:

*She found her job **particularly** difficult in the winter.*

*She ignored him **very much**.*

Adverbs of frequency

Adverbs of frequency explain how often something happens/is the case, happened/was the case, will happen/will be the case, etc. Sometimes, usually, daily, always, never, seldom, and etc. are some of them. For examples:

- *always* - *Peela always goes to the temple.*
- *usually* - *They usually get their work done on time.*
- *frequently* - *My sister frequently goes shopping in Ampara.*
- *rarely* - *They rarely ask questions about the homework.*

The most frequent adverbs in English ranked from most to least frequent:

- *always* - *He always does his homework.*
- *usually* - *They usually complete the work on time.*
- *often* - *I often watch movies online.*
- *sometimes* - *Julia sometimes wears sarees.*
- *occasionally* - *She occasionally asks a question.*
- *rarely* - *They rarely have any homework.*
- *never* - *I never complain at work.*

Where do **Adverbs of Frequency** appear in sentences?

Word order can be confusing with adverbs of frequency. Here are different rules for placing them in sentences.

1. When there is only one verb in a sentence

We usually put the adverb after the subject and before the verb, if the sentence has only one verb in it (e.g. no auxiliary verb).

subject / adverb / verb / predicate

- *Tom usually goes to work by car.*
- *Mary often asks me for help.*

2. (Often) After the Verb "Be"

The adverb usually comes after the verb "be":

subject / be / adverb / predicate

- *Ranjan is often late.*
- *Ruwani isn't usually sick.*
- *Muneer isn't always right.*

3. When there is more than one verb in a sentence

If the sentence has more than one verb (e.g. auxiliary verbs), we usually put the adverb after the first part of the verb or before the main verb.

subject / helping verb, / model, negation, adverb / main verb / predicate

- *I can **never** remember his name.*
- *Anne doesn't **usually** smoke.*
- *The children have **often** complained about the playground facilities.*
- *Do you **often** go to the cinema?*

4. For Emphasis

We can put the adverb at the beginning or end of the sentence for emphasis. At the end is unusual - we usually put it there when we forget to put it in earlier.

adverb / subject / main verb / predicate

- *Sometimes we go to school by bus.*
- *Often he waits for her after class.*

- *Usually, Muneer arrives early for work.*

Or

subject / main verb/ predicate / adverb

- *We go to school by bus sometimes.*
- *They like to watch TV often.*
- *Jabeer buys a new car rarely.*

Activity 01: underline the correct adverbs of frequency.

1. He is a smart boy. He (always/ never/ rarely) wears nicely.
2. I (always/ never/ rarely) want to see him again. Because he is a cheater.
3. We (always/ never/ rarely) had a great trip to our hometown during the New Year. Unfortunately, this year we had a bad trip.
4. I (never/ always/ sometimes) **visit** my friends in Kalmunai, although they are very intimate with me. Therefore, they are angry with me.
5. (sometimes/ never/ rarely) I will meet you tonight if I have time.

Possessive Adjectives

Possessive Adjectives are used to show the ownership of something, someone or some ideas. They come before a noun rather than taking its place. My, our, your, his, her, its, and there are some examples of the possessive adjectives. So, in many places these function as determiners.

Examples:

My book is torn.

*Where is **your** bike parked?*

*Here is **his** friend, Mufassir.*

***Her** thought is great.*

Adjectives and adverbs with the same form

In English, there are some words, which can be used as adjectives and adverbs. The two most commonly used such words are "hard" and "fast". Other words that can function as both adverbs and adjectives include "easy," "fair," and "just."

***Adjective:** Ramani had a **hard** question in the final exam.*

***Adverb:** I work very **hard** at my job.*

***Adjective:** It was an **easy** test so, I finished the exam very quickly.*

***Adverb:** Please take it **easy** and be happy.*

***Adjective:** Mohamed and Jesus are **just** men.*

Pronouns

A pronoun is a word that acts as a substitute for a noun, often to avoid the repetition of the same noun. Pronouns, like nouns, can be used to refer to people, objects, ideas, and places. At least one noun or pronoun appears in most sentences.

Look at these basic sentences.

1. *Masha* is an excellent student. **She** is my sister.
2. *The computer* is powerful. **It** is powerful.
3. *Malathi* likes *Malathi's* baby. **She** likes *her* baby
4. *Muneer and Tom* are students at this college. **They** are students at this college.
5. *The mangoes* are very tasty. **They** are very tasty.

In the above examples, the highlighted words in the first sentence are replaced with the **pronouns** in the second sentence.

Activity 01: Complete the chart below.

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	me			myself
you		your	yours	yourself
	them			
	him			
	her		hers	herself
it		its		

Subject Pronouns

Pronouns are frequently used as the subject of sentences, which are then followed by verbs, for example:

1. ***I*** am a student.
2. ***We*** are good children
3. ***They*** are story books
4. ***You*** are a nice boy.
5. ***He*** is quick in earning.

Object Pronouns

Pronouns that receive the action in a sentence are called object pronouns. Me, you, him, her, us, it, and them are known as object pronouns for examples:

- *I bought **a book** yesterday. I gave it to the teacher.*
- *Mary gave **Muneer** a present. She knows him well*
- *The parents drove **the children** to school. The class teacher received them.*
- *Tim picked up **the soccer balls**. He put them in the corner.*

Possessive Pronouns

Pronouns that indicate possession are known as possessive pronouns. They identify the owner of the specific items. Mine, yours, hers, his, its, ours, and theirs are known as possessive pronouns for example:

- *This book is **mine**.*
- *The car next to Meera is **hers**.*
- *There are two books. They are **yours**.*
- *The bag is **his***
- *This land is **ours**.*

Completed Pronoun Chart

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
we	us	our	ours	ourselves
you	you	your	yours	yourself
he	him	his	his	himself
her	her	her	hers	herself
it	it	its	its	itself
they	them	their	theirs	themselves

Activity 02: Complete the sentences with appropriate pronouns.

1. don't think this one is mine.
2. Do you know which table is?
3. This is dog, Fido.
4. At house, we have some special Christmas traditions.
5. I don't know; I've never met family.
6. Those books are
7. I would love to get feedback.
8. really missed his hometown.
9. She thought that no boss could be worse than
10. May know your name, please?

There are other varieties of pronouns like relative pronouns (who, which, when, that, etc. -I live in the house **which** is close to Raja's shop.), interrogative pronouns (who, what, where, how, etc. – **What** is your name?.) demonstrative pronouns (that, this, these and those.- **That** is my pen.), indefinite pronouns (some, none, someone, anyone no one, everyone, etc. – **Someone** has stolen my purse.)

Prepositions

“Prepositions are used to show the relationship between two elements, although again this is a notional definition which is not grammatically watertight” (Ballard, 2007, p. 44) .They can convey networks between locations, times, directions, and other logical or abstract connections.

A preposition is typically placed before the word or phrase it refers to.

Examples:

- *We walked **to** the bus stand.*
- *She has been unwell **since** last Tuesday.*
- *This gift is **for** you.*
- *She is your sister, whom you have been searching **for** years.*
- ***At** my workplace, I am suffering a lot.*

It might be challenging to select the proper prepositions because they are flexible terms linked to the meaning of the words joined. Continuous reading and use are the two most effective ways to be familiar with accurate prepositions.

List of common prepositions

Time	in (month/year), on (day), at (time), before, during, after, since, until
Location	under, over, above, below, between, in, out, on, at, by
Movement	to, into, towards, through, across, up, down, around, past
Other relationships	for, by, from, of, as, with, about

Activity 01: Complete the sentences with at, in, or on.

1. _____ what time does the meeting start tomorrow?
2. I last saw him _____ his birthday.
3. Don't go out _____ noon. The sun is too strong.
4. You should start feeling better _____ a day or two.
5. We're going _____ holiday next month.
6. I should be finished with my report _____ about half an hour
7. I am working _____ a new project _____ the moment.
8. He had been unemployed for some time but, _____ the end, he found a good job.
9. We were planning to start out _____ dawn
10. Manchester won three games _____ a row and now they _____ the top of the league table.

Activity 02: Complete the following sentences with one of the prepositions from the box below.

from - in - of - at - between - off - on - under - by - for - with

1. There has been a serious accident involving four cars _____ the motorway.
2. A small child was standing _____ the two adults.
3. His knowledge _____ French was not that good.
4. I won't come to work today. It's May Day _____.
5. The sun rises _____ the east.
6. I'm sorry. I didn't do it _____ purpose.
7. I took her _____ the hand, and went to the doctor's together.

8. I saw him _____ a football match last Friday.
9. I still think about him _____ time to time.
10. There is a train from Colombo _____ Kandy.

Activity 03: Fill in the blanks with the correct prepositions from the box below.

into - on - out of – under - by – for - from - in

1. Those trousers went _____ fashion many years ago.
2. We heard about the natural disaster _____ the news.
3. I was _____ the impression that we didn't want to offend him.
4. Unemployment is _____ the increase in many European countries.
5. I don't know _____ certain, but I think she's on leave at the moment.
6. There was nothing there anymore, so we had to start _____ scratch.
7. I ran _____ my old teacher the other day. It was nice to meet him again.
8. The unexpected success of the company took us _____ surprise.
9. All trains leaving from platform 4 are _____ time.
10. _____ my opinion, she must be the greatest athlete of all times.

Conjunctions

A conjunction is a word used to connect words, phrases and clauses. The English language has many conjunctions, but some of the most popular ones include and, or, but, because, if, while, since, when, etc.

There are two main varieties of conjunctions such as coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions

This kind of conjunction joins grammatically equivalent elements, such as two words, two phrases, or two separate clauses. Mainly, **and**, **or**, and **but** are used as coordinating conjunctions.

Coordinating conjunctions can join two nouns, verbs, adjectives, or other types of words at the word level.

Examples (words):

The data was gathered through *questionnaires* **and** *interviews*.

I don't like to *run* **or** *swim*.

He was *clever* **but** *lazy*.

They can also join different types of phrases at phrase levels.

Example (phrase):

The dog wagged his tail **and** *panted excitedly*.

She usually studies in the library **or** *at a cafe*.

Examples (clause):

I went to the market **and** *Leela went to the school*.

Ruwan was late to work **because** *his bike was broken down*.

When using a coordinating conjunction to unite two words or phrases, it is not acceptable to use a comma. They can also join different types of clauses at clause levels. They are **independent clauses**.

Independent clauses

A clause is made up of at least a subject plus a verb. A complete thought can be expressed in an independent clause, which can stand alone as a complete sentence.

Example:

*Today Jane Austen is one of the most widely read English novelists, **but** she achieved little fame during her lifetime.*

Subordinating conjunctions

Because, if, since, until, and while are some examples of this sort of conjunctions. A dependent clause is introduced by a subordinating conjunction.

A dependent clause, often referred to as a subordinate clause, is a set of words that includes a subject and a verb but cannot stand alone as a complete sentence. This is in contrast to an independent clause. Because a dependent clause does not fully express an idea, it must always follow an independent clause.

Example:

He went to university without eating breakfast because he woke up late this morning.

‘**He went to university without eating breakfast**’ is an independent clause, because it has a complete meaning. Whereas ‘**because he woke up late this morning**’ is the subordinating clause, which does not have a complete meaning. It must be joined to an independent clause to form a grammatically correct sentence. The relationship between the clauses is established by the subordinating conjunction. Some frequently used subordinating conjunctions and the relationships they represent are shown in the table below.

Relationship	Common Subordinating Conjunctions
Cause And Effect	because, since, as
Time	when, before, after, once, until, whenever, since, while
Place	where, wherever
Condition	if, unless, in case
Contrast	although, though, whereas

Activity 01: Underline the conjunctions in the following sentences.

1. I went to bed when the sun went down.
2. Maya told me to finish my chores before I go outside.
3. Janitha will sing or dance at the talent show.
4. He is not going to the movies unless Jemsitha comes too.
5. I went to the party, but I forgot to bring a gift.
6. You can see more grass each day as the snow melts.
7. Karthik caught three fish and cooked them for dinner.
8. Amritha has a stomach ache because she ate too many nuts.

**Activity 02: Combine each pair of sentences with the conjunction
in parenthesis to make a new sentence.**

1. My pet goat will eat almost anything. He likes vegetables best.

(but)

.....
.....

2. Matthew went to the beach. He learned to surf. (and)

.....
.....

3. Mary wanted to drive to the store. Her car didn't start. (but)

.....
.....

4. Do you want pancakes for breakfast? Would you rather have
eggs? (or)

.....
.....

5. I need to bring a calculator to school. I need to bring a ruler to
school. (and)

.....
.....

6. Some kids were afraid to dive into the pool. I wasn't afraid. (but)

.....
.....

Activity 03: Complete the following sentences using an appropriate conjunction for each.

1. We brought the food they supplied the drink.
2. He was poor he was honest.
3. We can go jogging we can stay here.
4. People liked her she was honest.
5. I will phone you I arrive.
6. He told me he loved meit was a lie.
7. It is a problem solution has baffled even the experts.
8. It is a question nobody can answer.
9. I stayed an extra night I could see more of Mumbai.
10. you need help, just let me know.

Activity 04: Use a subordinating conjunction to combine each pair of sentences. Write your new sentence on the lines below each.

1. A tree fell across the road.

There was a violent storm last night.

2. Kumar was supposed to join us for dinner.

I asked the waitress for an extra menu.

3. The pelican ate a fish.

He flew away

4. Sara is afraid of heights.

She will not go on the roller coaster.

5. Marshall does not put the milk back in the refrigerator

The milk spoils.

Activity 05: Complete the following sentences using an appropriate conjunction from the box below. You may use two words twice

though, until, that, even though, as, if, because, where

1. you don't deliver the project on time, they will cancel the contract.
2. he is lame, he walks with great difficulty.
3. I will not permit this even you kill me.
4. You cannot go you have finished that report.
5. I worked day and night, I couldn't meet the deadline.
6. She is so beautiful every guy in the neighborhood wants to marry her.
7. She was angry they hadn't invited her to their party.
8.she doesn't like you, why are you still chasing her?

9. she is very generous, she has hardly any friends.

10. This is the house Lincoln was born.

SPEAKING SKILLS

General Questions

We use some general questions to help us start a conversation or keep the conversation going. These are some examples of common general questions:

- Where did you go?
- What did you do [next]?
- Where were you?
- Do you have a car/house/children/etc.?
- Can you play tennis/golf/football/etc.?
- Can you speak another language?

Practice Dialogue:

Kevin: Where did you go last night?

Jack: We went to a bar and then out on the town.

Kevin: What did you do?

Jack: We visited a few clubs and danced.

Kevin: Can you dance well?

Jack: Ha ha. Yes, I can dance!

Kevin: Did you meet anyone?

Jack: Yes, I met an interesting Japanese woman.

Kevin: Can you speak Japanese?

Jack: No, but I can speak English!

Shopping

Here are some common questions that will help you when you go shopping.

- Can I try it on?
- How much does it cost?/How much is it?
- Can I pay by credit card?
- Do you have something bigger/smaller/lighter/etc.?

Activity 01: Complete the dialogue by choosing the best reply
from the utterances given below.

How much does it cost?

Sure, the changing rooms are over there.

How can I help you?/May I help you?

Can I pay by credit card?

Shop Assistant:

Customer: Yes. I'm looking for a sweater like this one, but in a smaller size.

Shop Assistant: Here you go.

Customer: May I try it on?

Shop Assistant:

Customer:

Shop Assistant: It's \$45.

Shop Assistant: How would you like to pay?

Customer:

Shop Assistant: Certainly. We accept all major cards.

Using "Like" to Ask Questions

Questions with "like" are very common, but they can be a little confusing. Here is an explanation of each type of question with "like."

What do you like?	Use this question to ask about hobbies, likes, and dislikes in general.
What does he look like?	Ask this question to learn about the physical characteristics of a person.
What would you like?	Ask this question to find out what someone wants at the moment of speaking.
What is she like?	Ask this question to learn about a person's character.

Practice Dialogue:

John: What do you like doing in your spare time?

Susan: I like hanging out downtown with my friends.

John: What does your friend Tom look like?

Susan: He's tall with a beard and blue eyes.

John: What is he like?

Susan: He's very friendly and really intelligent.

John: What would you like to do now?

Susan: Let's go hang out with Tom!

Once you understand these questions, try testing your knowledge by creating basic question formation techniques in English.

Practice Classroom Dialogues

Arriving Late for Class

Teacher: Good morning class.

Students: Good morning.

Teacher: How are you today?

Students: Fine. How about you?

Teacher: I'm fine, thanks. Where is Hanas?

Student 1: He's late. I think he missed the bus.

Teacher: OK. Thank you for letting me know. Let's get started.

Hanas (arriving late): Sorry I'm late.

Teacher: That's OK. I'm glad you're here!

Hanas: Thank you. May I ask a question?

Teacher: Certainly!

Hanas: How do you spell "complete"?

Teacher: Complete is complete! C - O - M - P - L - E - T - E

Hanas: Could you repeat that, please?

Teacher: Of course. C - O - M - P - L - E - T - E

Hanas: Thank you.

Activity 01: Complete the dialogue by choosing the best reply from the utterances given below.

- Yes, I think I understand. Thank you.
- Great! Are there any other questions?
- "Follow-up" is something you do to repeat or continue something you're working on.

- Excuse me, please. What does "follow-up" mean?
- Certainly. "It's raining cats and dogs" is an idiom.
- Could you say that again, please?

Teacher: ... please complete page 35 as follow-up to this lesson.

Student:

Teacher: Sure. Please do page 35 to make sure you understand.

Student:

Teacher:

Student: Is "follow-up" an idiom?

Teacher: No, it's an expression. An idiom is a full sentence expressing an idea.

Student: Can you give me an example of an idiom?

Teacher:

Student: Oh, I understand now.

Teacher:

Student 2: Yes. Could you use "follow-up" in a sentence?

Teacher: Good question. Let me think ... I'd like to do some follow-up to our discussion last week. Does that make sense?

Student 2:

Teacher: My pleasure.

Examples of using **polite refusals** in dialogue include:

Jane: Would you like some cookies?

David: Thank you, but I'm on a diet.

Allison: How about a cup of tea?

Pat: I'd like to have a cup of tea. Unfortunately, I'm late for a meeting. Can I take a rain check?

Avram: How about some wine?

Tom: No thank you. I'm watching my weight.

Telephone Tips

Repeat each exchange aloud many times with a friend or classmate.

Next, compose your phone conversations, enter a different room, and contact your friend using your smartphone. It will be much simpler to practice with genuine phone calls to native speakers in the future. Try the following once you've rehearsed with a friend:

1. Make phone calls to local businesses: Making practice calls to different establishments or businesses is the greatest approach to improve. Make a note of the facts you would like to know before you call.
2. Make a call to yourself: Call yourself and record a message to get some practice leaving messages. Check to determine whether you can properly understand the language by listening to the message. Check to verify whether your friend who speaks native English can comprehend the recording.
3. While introducing yourself over the phone, say "This is..." instead of "I am..." while speaking in English.

To make sure you're getting the correct information, don't be afraid to respectfully ask the speaker to repeat names and numbers. Repeating numbers and names can help slow speakers.

Key Vocabulary in Telephoning

Before practicing the following dialogues, familiarize yourself with the following terms, which are common to many telephone conversations:

- I'm calling ...
- This is ...
- put someone through...
- Who's calling...?
- take a message
- call, ring, phone
- May (Can, Could) I speak to...?
- Hold the line a moment...

Calling Someone at Work

Caller: Hello. This is Raman. May I speak to Ms. Nilani, please?

Receptionist: Hold the line a moment, I'll check if she is in her office.

Caller: Thank you.

Receptionist: (after a moment) Yes, Ms. Nilani is in. I'll put you through.

Ms. Nilani: Hello, this is Ms. Nilani. How can I help you?

Caller: Hello, my name is Raman, and I'm calling to inquire about the position advertised on Linkein.com.

Ms. Nilani: Yes, the position is still open. Could I have your name and number, please?

Caller: Certainly, My name is Seetha Raman. My telephone number is 0777553367.

Ms. Nilani: Could you mind to come for an interview tomorrow at 10.00 a.m , please?

Caller: Certainly

Ms. Nilani: Meet you tomorrow at the interview. Bye.

Caller: Good bye.

Leaving a Message

Activity 01: Complete the dialogue by choosing the best reply from the utterances given in the box .

Could you repeat that, please?
Can I take a message?
Certainly. That's 909-345-8965.
This is Fred Blinkingham. I'm a friend of Jack's.
Hello. Could I speak to Jack Parkins, please?

Fred:

Receptionist: Who's calling, please?

Fred:

Receptionist: Hold the line, please. I'll put your call through. (after a moment) I'm afraid he's out at the moment.

.....

Fred: Yes. Can you ask him to give me a call? My number is 909-345-8965

Receptionist:

Fred:

Receptionist: OK. I'll make sure Mr. Parkins gets your message.

Fred: Thank you. Goodbye.

Receptionist: Goodbye.

Making a Doctor's Appointment

Activity 02: Write a telephone conversation that would take place between a caller and the receptionist of a dentist. There should be

around a minimum of 10 utterances for each. Use at least 4 words in each utterance.

Receptionist:.....

Caller:

Receptionist:.....

Caller :

Receptionist:.....

Caller:

Receptionist:.....

Caller :

Receptionist:.....

Caller:

Receptionist:.....

Caller:

Receptionist:.....

Caller:

Receptionist:.....

Caller:

Receptionist:.....

Caller:

Receptionist:.....

Caller:.....

Making a Dinner Reservation

Caller 1: Good Evening Brown's Grill. How may I help you?

Caller 2: Hello, I'd like to make a dinner reservation for Friday.

Caller 1: Certainly, I'd be happy to help you with that. How many

people are there in your party?

Caller 2: There'll be four people.

Caller 1: And what time would you like to make a reservation?

Caller 2: Let's say at 7 o'clock.

Caller 1: I'm afraid we don't have anything available then. We could meet you at 6 o'clock or 8 o'clock.

Caller 2: Oh, OK. Let's make the reservation for 8 o'clock.

Caller 1: Fine, 8 p.m. on Friday for four people. May I have your name?

Caller 2: Yes, it's Anderson.

Caller 1: Is that Anderson with an "e" or an "o"?

Caller 2: Anderson with an "o."

Caller 1: Thank you. Great. I have a table for four people for the Anderson party at 8 p.m. on Friday.

Caller 2: Thank you very much.

Caller 1: You're welcome. We'll see you on Friday.

Caller 2: Yes, see you then. Goodbye.

Caller 1: Goodbye.

Telephoning the School About Your Child

Caller 1: Good morning, Washington Grade School, this is Chris.
How may I help you?

Caller 2: Good morning, this is Alice Smith, I'm calling for my daughter, Judy. She's not feeling well today.

Caller 1: I'm sorry to hear that. I hope it's not too bad.

Caller 2: No, no she has a little fever and a cough. Nothing too serious.

Caller 1: Well, I hope she feels well soon.

Caller 2: Thank you. Do you think I could get her homework for

today?

Caller 1: Is there any specific class?

Caller 2: I'm especially concerned about math and science.

Caller 1: OK, is it all right for me to give your email address to the teachers? They can then send the homework along later today.

Caller 2: That would be great. Do you have my e-mail on file?

Caller 1: Just a moment... We have chrisp@gmail.com. Is that correct?

Caller 2: Yes, that is correct.

Caller 1: OK, I'll make sure Mr. Brown and Ms. White get your message and email.

Caller 2: Thank you very much.

Caller 1: I hope Judy feels well soon.

Caller 2: She should be fine by tomorrow. Thanks for your help.

Caller 1: My pleasure, have a nice day.

Caller 2: Thank you. Goodbye.

Caller 1: Goodbye.

Asking a Question about a Bill

Caller 1: Good afternoon, CEB, Akkaraipattu, how may I help you?

Caller 2: Good afternoon, this is Rizana Noor. I have a question about my electricity bill this month.

Caller 1: I'd be happy to help you with that Miss Rizana. Can I have your account number?

Caller 2: I'm afraid I don't have that with me.

Caller 1: It's no problem. I'll just look your name up in our database.

Caller 2: Great.

Caller 1: Could you give me your address as well?

Caller 2: It's No: 20, Main Street, Akkaraipattu 01.

Caller 1: Yes, I have your account up on my computer. How may I help you?

Caller 2: The last bill I received seemed too high.

Caller 1: Yes, I see that it was considerably higher than last year. Did you use more electricity?

Caller 2: No, I don't think we used any more electricity than the previous year.

Caller 1: OK, I'll tell you what I can do. I'll mark this and have a supervisor take a look at the account.

Caller 2: Thank you. When can I expect an answer?

Caller 1: We should have an answer for you by the end of the week. I'll give you an inquiry number.

Caller 2: OK, let me get a pen... OK, I'm ready.

Caller 1: It's 5621.

Caller 2: That's 5621.

Caller 1: Yes, that's correct.

Caller 2: Thank you for your help.

You will learn more about how to communicate with a Customer Service Representative (CSR) after participating in this role-play. Calls to customer support often follow a set pattern. Frequently, the agent may want details like your address and phone number. With the knowledge you've gained from practicing this role-play, you ought to be able to make these kinds of phone calls. Practice a similar role play.

CSR: Hello, *Ceylon Electricity Board*, how may I help you today?

Mr. Muneer: I'm calling concerning my electricity bill.

CSR: May I have your account number?

Mr. Muneer: Certainly, it's 672255107.

CSR: Thank you, is this Mr. Muneer?

Mr. Muneer: Yes, this is Mr. Muneer.

CSR: Thank you, what can I help you with?

Mr. Muneer: I think I've been overcharged for the past month.

CSR: I'm sorry to hear that. Why do you think we charged you too much?

Mr. Muneer: The bill is 300% higher than last month.

CSR: I'm sorry to hear that. Let me ask you a few questions and then I'll see what I can do.

Mr. Muneer: OK, Thank you for your help.

CSR: Of course, thank you for bringing this to our attention. Now, how much do you usually pay for your electricity?

Mr. Muneer: I usually pay about Rs 50000 a month.

CSR: Thank you. And how much did we charge on this bill?

Mr. Muneer: Rs150000. I can't understand why.

CSR: Yes, Mr. Muneer. Was your usage different in any way?

Mr. Muneer: No, it was an average month.

CSR: I'm sorry. There certainly seems to be a mistake.

Mr. Muneer: Well, I'm happy you agree with me.

CSR: I'll contact a service representative to come out and check your meter. What's your address, Mr. Muneer?

Mr. Muneer: 22, Min Road, Kegalle.

CSR: What's your phone number?

Mr. Muneer: 0777444555

CSR: I'm sorry about the misunderstanding. We'll do our best to change this as quickly as possible.

Mr. Muneer: Thank you for your help in clearing this up.

CSR: Of course. Is there anything else that I can help you with today?

Mr. Muneer: No, thank you. That would be all.

CSR: Okay. Thanks for calling, Mr. Muneer, and I hope you have a good day.

Mr. Muneer: You too! Goodbye.

Tenses

Tenses in English are created by conjugating an auxiliary verb along with the major regular form of the verb. The main verb may be in the base form, the present participle, or the past participle depending on the tense. There are 12 tenses in the English language. An overview of those tenses is given below.

Tenses: An Overview

Present Simple	Usage:	general truth or habitual action,
	Example:	<i>I teach at a university.</i>
Present Continuous	Usage:	the matter happening/ ongoing at the moment or ongoing or temporary action
	Example:	<i>Sorry, I can't speak to you now. I am driving.</i>
Past Simple	Usage:	the action that was held in the past, completed action or condition
	Example:	<i>I wrote that exam for three hours yesterday.</i>
Past Continuous	Usage:	past ongoing action or previous interrupted action
	Example:	<i>I was bathing while you phoned me.</i>
Simple Future	Usage:	intended or unintended future action
	Example:	<i>I will go to Colombo tomorrow.</i>

Future continuous	Usage:	occurrences that will be happening at a given future time.
	Example:	<i>I will be walking if you phone me tomorrow this time.</i>
Present Perfect	Usage:	action that happened at an indefinite time in the past and continues to the present
	Example:	<i>I have taught at the university for over ten years.</i>
Past Perfect	Usage:	past action that happened before another past action.
	Example:	<i>I had already completed the task before they inquired me.</i>
Future Perfect	Usage:	future action that will happen before another future action
	Example:	<i>You will have completed your first year here by 2024 April.</i>
Present Perfect Continuous	Usage:	past action that started in the past and continues to the present
	Example:	<i>I have been studying English for the last thirteen years.</i>
Past Perfect Continuous	Usage:	past ongoing action that was completed before some other past action
	Example:	<i>I had been reading the book when the tree fell down.</i>

Future Perfect Continuous	Usage:	future ongoing action that will occur before another action
	Example:	<i>I will have been learning English at CEDPL for fourteen years by 2024.</i>

Activity 01: Underline the auxiliary (helping) verbs in the following sentences.

1. Jessica is taking John to the airport.
2. If he doesn't arrive on time, he'll have to take a later flight.
3. Unfortunately, our dinner has been eaten by the dog.
4. I have purchased a new pair of shoes to replace the old one.
5. We hope you don't have an accident on your way to school.
6. She was baking a pie for dessert.
7. Dad has been working hard all day.
8. The bed was ready as soon as I got up.
9. Sarah doesn't ski or roller skate.
10. Did Matthew bring coffee?
11. I was working on the project when you telephoned.
12. She is preparing dinner at the moment.
13. Where does he live?
14. They weren't listening to what he said.
15. She moved to New York last month.

Activity 02: Fill in the correct form of the verb given.

1. Jeff _____ our bank manager at the moment. He _____ here for three years. (be, be)
2. I _____ when the alarm _____ off at 5.30 this morning. (still sleep, go)
3. If everyone donates \$5, we _____ enough to buy a new machine. (have)
4. There _____ a great documentary on tv yesterday evening. _____ it? no, I didn't. I _____ to take my television set back to the store to have it repaired. (be, you see, have)
5. When I _____ to the car park I didn't know where I _____ my car. (return, park)
6. My uncle _____ the same pullover the whole winter. I guess he _____ it. (wear, love)
7. Mum _____ dinner when the doctor _____. (prepare, arrive)
8. He _____ around with a limp since he _____ his accident a few weeks ago. (walk, have)
9. You look pretty worried. What _____? (happen)
10. When we _____ at the theatre the play _____. (arrive, already start)

11. when she _____ home, she _____ that her husband _____
for some time. (come, see, drink)
12. _____ the good news? Stan and Margie
_____ married! That's not new. I _____ about it
for a few weeks. (you hear, get, know)
13. I _____ to call you the whole week! Where
_____? (try, you be)
14. The manager _____ to an important customer at the
moment, but he _____ you in a few minutes. (speak, see)
15. Do you realize that you _____ on my toes? It
hurts! (stand)
16. I think I _____ a break. I surely deserve one. (take)
17. I wonder if he _____ my number. I _____ for him to
call for the last two hours. (forget, expect)
18. The novel is about a man who _____ home from
the war and _____ a new life. (come, start)
19. When I _____ for my passport a few days ago, I
_____ across this old photo of our family reunion. (look, come)
20. I am sorry that I _____ to leave your party so
early last night. I _____ myself. (have, really enjoy)

Present simple

We use the present simple to talk about habits, permanent states, regular activities and general truths.

Habits:

- *He drinks tea at breakfast.*
- *They watch television regularly.*

Regular actions or events:

- *We catch the bus every morning.*
- *She brushes her teeth every day.*

General truths:

- *Water freezes at zero degrees.*
- *The Earth revolves around the Sun.*

We can use adverbs of frequency such as usually, sometimes, rarely, always, and the time expressions such as every day, on Sundays, Tuesdays with the present simple to express daily routines and habits.

Examples:

- *Fathima usually takes a bus to work.*
- *Isathi goes to birds' park on every Sundays.*
- *He never goes to playground.*

Structure of present simple

		Examples
<i>Positive</i>	Subject + present tense + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>I work in a bank</i> ➤ <i>They love kids</i> ➤ <i>It lives in a cage.</i> ➤ <i>She likes</i> ➤ <i>chocolates</i>
<i>Negative</i>	Subject + do / does + not (don't / doesn't) + verb + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>I don't work in a bank</i> ➤ <i>They don't love kids</i> ➤ <i>It doesn't live in a cage</i> ➤ <i>She doesn't like chocolates.</i>
<i>Questions</i>	(Question Word) + do / does + subject + verb + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>Do I work in a bank?</i> ➤ <i>Do they love kids?</i> ➤ <i>Does it live in a cage?</i> ➤ <i>Does she like chocolates?</i>

Notes on the simple present, third person singular

- ✓ When the subject of a sentence is in the third person singular the verb always ends in 's':

Examples:

he wants, she needs, he gives, she thinks, etc.

- ✓ Negative and question forms use does + the base form of the verb.
 - *Does he want strawberry? / Does it live in a cage?*
 - *He does not want vanilla / It does not live in water.*

Present Continuous Tense

Present continuous is used to express the current progress. We use appropriate time expressions, such as "now," "at the moment," "currently," etc.

Examples:

- *The sun is shining at the moment.*
- *My wife is working in her office at the moment.*
- *I am studying the present continuous right now.*

One use of the **present continuous tense is for scheduled future events**. This usage is especially useful when talking about appointments and meetings for work. This tense is often used with the following time expressions: tomorrow, on Friday, Monday, today, this morning / afternoon / evening, next week / month, in December, March, etc.

Examples

- *I'm meeting our CEO at three o'clock this afternoon.*
- *Shelley isn't attending the meeting tomorrow.*

Structure of present continuous

		Examples
<i>Positive</i>	Subject + be + verb1 + ing + object(s) + time expression	<p>➤ <i>We're working on the Mathew's account this month.</i></p> <p>➤ <i>She is studying English right now.</i></p>
<i>Negative</i>	Subject + be + not (isn't, aren't) + verb + ing + object(s) + time expression	<p>➤ <i>He isn't studying English this semester.</i></p> <p>➤ <i>She isn't studying English right now</i></p>
<i>Questions</i>	Question Word) + be + subject + verb + ing + object(s) + time expression	<p>➤ <i>Which account are you working on this week?</i></p> <p>➤ <i>Is she studying English right now?</i></p>

Present Perfect

We use the present perfect to express a state or repeated action that began in the past and continues into the present. This tense is often used with the following time expressions:

for + amount of time and since + specific point in time.

Examples :

- *We have gone for a walk. (i.e. there are not at their home)*
- *Toby has eaten all the cookies. (i.e. none is left for you to eat)*
- *My mother has cut her finger. (i.e. now it's bleeding)*

- *I have done all my homework. (i.e. now I am free)*

Moreover, present perfect can be used to express recent events that affect the present moment. These sentences often use the time expressions 'just', 'yet', 'already', or 'recently.' If you give a specific time in the past, the past simple is required.

Examples :

- *I've **already** visited three universities.*
- *She's **just** won the match.*
- *I haven't made a decision **yet**.*
- *'Have you seen that new film **yet**?' 'Yes, I have. / No, I haven't.'*

Structure of the present perfect

		Examples
<i>Positive</i>	Subject + have / has + past participle + object(s) + time expression	➤ <i>I have lived in Portland for four years.</i> ➤ <i>Henry has just gone to the bank.</i>
<i>Negative</i>	Subject + have / has not (haven't, hasn't) + past participle + object(s) + time expression	➤ <i>Max hasn't played tennis since 1999.</i> ➤ <i>Muneer hasn't finished his homework yet.</i>
<i>Questions</i>	(Question Word) + have / has + subject +	➤ <i>Where have you worked since 2002?</i>

	past participle + object(s) + time expression	➤ <i>Have you spoken to Ahamed yet?</i>
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Present perfect continuous

The present perfect continuous is used to express how long a current activity has been going on. Remember that continuous forms can only be used with action verbs. This tense is often used with the following time expressions: since + specific point in time and for + amount of time.

Examples:

- *I have been reading for 2 hours. (I am still reading now.)*
- *We've been studying since 9 o'clock. (We're still studying now.)*
- *How long have you been learning English? (You are still learning now.)*
- *We have not been smoking. (And we are not smoking now.)*
- *I have been studying for three hours.*
- *I have been watching TV since 7pm.*
- *Tara hasn't been feeling well for two weeks.*
- *Tara hasn't been visiting us since March.*

Structure of Present Perfect Continuous

		Examples
<i>Positive</i>	Subject + has / have + been + verb + ing + object(s) + time expression	➤ <i>He's been cleaning house for two hours.</i> ➤ <i>They have been living in Jaffna since 1960.</i>
<i>Negative</i>	Subject + has / have not (hasn't / haven't) + been + verb + ing + object(s) + time expression	➤ <i>Janice hasn't been studying for long.</i> ➤ <i>We haven't been thinking about him.</i>
<i>Questions</i>	Question Word) + has / have + subject + been + verb + ing + object(s) + (time expression)	➤ <i>How long have you been working in the garden?</i> ➤ <i>Why has been living in that old house since 2008?</i>

Activity 01:

Fill in the blanks with the correct forms of the verbs. Use present Simple Present Continuous present perfect or present perfect continuous.

1. Mala _____ (take) a shower right now.
2. What _____ (we / have) for dinner tonight?
3. My brother _____ (have) a daughter and a son.
4. I _____ (not / solve) some math problems at the moment.
5. My grandfather often _____ (come) over for dinner

at the weekends.

6. My online class _____ (begin) at nine every day.
7. At last! I _____ (solve) the problem.
8. What _____ recently? (you / do) Anything interesting?
9. My brother _____ (buy) a new motorbike. It looks great.
10. _____ (you / swim)? Your hair looks wet.
11. How long _____ (he / learn) English?
12. I _____ (just / speak) to my cousins. They told me the news.
13. I'm sorry. Rajan is not here. She _____ (go) out.
14. We're really tired because we _____ (train) for the marathon since eight o'clock.

Past simple

We use the simple past tense to express actions or events that occurred in the past, for completed actions or an action that was true for some time in the past, and an action that took place several times in the past. For many verbs, the basic verb is changed to the simple past tense by adding 'ed' or 'd'.

Examples:

- *We went to the park yesterday evening.* (completed action in the past an action that was true for some time in the past)
- I completed my degree in 2023
- *Murali played tennis when he was in school*
- *Miss Holly worked as a guest lecturer at our college.*
- (An action that took place several times in the past)

- *I worked as an academic counsellor for six months.*
- *We enjoyed playing Pictionary every time we met.*

Structure of past simple

		Examples
<i>Positive</i>	Subject + verb in the past form V2 + object	<ul style="list-style-type: none"> ➤ <i>You spoke really well.</i> ➤ <i>I had my breakfast.</i>
<i>Negative</i>	Subject + didn't + verb in the base form V1+ object	<ul style="list-style-type: none"> ➤ <i>You did not speak really well.</i> ➤ <i>I did not have my breakfast.</i>
<i>Questions</i>	Did + subject+ base form + object	<ul style="list-style-type: none"> ➤ <i>Did you really speak well?</i> ➤ <i>Did I have my breakfast?</i>
<i>Wh Questions</i>	Wh. Question word + did + subject + base form	<ul style="list-style-type: none"> ➤ <i>What did you do yesterday?</i>

Past Continuous Tense

The past continuous tense is used to describe what was happening at a specific moment in the past. Do not use this form when referring to longer periods of time in the past such as 'last March', 'two years ago', etc. This tense is often used with the following time expressions: at 5.20, three o'clock, etc.

Examples:

- *Sahnas played football with me yesterday.*

- *My sister and I cooked dinner last night.*

Use the past continuous to express what was happening when something important happened. This form is almost always used with the time clause '... when something happened'. It is also possible to use this form with '... while something was happening' to express two past actions that were occurring simultaneously.

Examples:

- *Sharon was watching TV when she received the telephone call.*
- *We weren't doing anything important when you arrived.*
- *What were you doing when Tom gave you the bad news?*

Structure of past continuous

		Examples
<i>Positive</i>	Subject + was / were + verb + ing + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>We were meeting with Jane at two o'clock yesterday afternoon.</i> ➤ <i>I was listening to the news.</i>
<i>Negative</i>	Subject + was / were + not (wasn't, weren't) + verb + ing + object(s) + time Expression	<ul style="list-style-type: none"> ➤ <i>I was not listening to the news.</i> ➤ <i>You were not doing it again.</i>
<i>Questions</i>	Question Word) + was / were + subject + verb + ing + object(s) + time Expression	<ul style="list-style-type: none"> ➤ <i>What were you doing at two-thirty yesterday afternoon?</i> ➤ <i>Why were you listening to music?</i>

Past Perfect

The Past Perfect tense expresses action in the past before another action in the past. This is the past in the past. The time expressions already, for, since, and yet may be used in the past perfect. We may also use after, as soon as, the moment that, until before in the past perfect.

Example:

- a. *The train left at 9am. We arrived at 9:15am. When we arrived, the train had left.*
- b. *After she had moved out, I found her notes.*

Structure of past perfect

		Examples
<i>Positive</i>	Subject+had +V3 (Past participle) + Object	<p>➤ <i>She had met him before he became famous.</i></p> <p>➤ <i>They had lived here for three years by the time we met.</i></p> <p>➤ <i>After Maryam had finished her work, she went to lunch.</i></p> <p><i>I washed the floor when the painter had gone</i></p>
<i>Negative</i>	Subject+had+V3 (Past participle) + Object	<p>➤ <i>We hadn't driven a car before then.</i></p> <p>➤ <i>He had never driven a car before then.</i></p> <p>➤ <i>I had not eaten at that restaurant before today.</i></p>

		<i>Samama hadn't had time to explain her side of the story.</i>
<i>Questions</i>	Wh-Word+ had+ Subject + V3+ object	<p>➤ <i>Had you cleaned up the mess by the time they came home?</i></p> <p>➤ <i>Had Adam ever spoken to the CEO before he was fired?</i></p> <p>➤ <i>What had they said that made him so angry?</i></p> <p><i>Why had he agreed to work for that salary?</i></p>

Past Perfect Continuous

The past perfect continuous indicates something that began in the past, continued in the past, and also ended at a defined point in the past. When, for, since, and before are words that you may see used alongside the past perfect continuous tense.

Examples:

- *He had been drinking milk out the carton when mom walked into the kitchen.*
- *I had been working at the company for five years when I got the promotion.*
- *Martha had been walking three miles a day **before** she broke her leg.*
- *The program that was terminated had been running smoothly **since** 1945.*
- *Sarah had been playing the piano for thirty-five years when she*

was finally asked to do a solo with the local orchestra.

Structure of past perfect continuous

		Examples
<i>Positive</i>	Subject + had + been + participle V3 + object	<ul style="list-style-type: none"> ➤ <i>I had been cooking my mom's favourite dish when she walked into the kitchen.</i> ➤ <i>It had been raining hard for several hours and the streets were very wet.</i> ➤ <i>The team had been going over their strategies before the big game.</i>
<i>Negative</i>	Subject + had + not + been + participle V3+ object	<ul style="list-style-type: none"> ➤ <i>She had not been working out lately, so she struggled during the match.</i> ➤ <i>They hadn't been studying, that's why they got poor grades on the exam.</i> ➤ <i>We hadn't been running everyday like we agreed on, so we started working out more at the gym.</i>
<i>Questions</i>	Had + subject + been + participle V3 + object	<ul style="list-style-type: none"> ➤ <i>Had you been waiting long before the taxi arrived?</i> ➤ <i>Had you been studying for the exam before you heard it was cancelled?</i> ➤ <i>Had they been traveling Europe before they returned to their hometown?</i>

Activity 01: Past perfect simple & continuous

Put the verbs in brackets into their correct forms.

1. After I _____ the letter, I _____ that I _____ the wrong address on it. (post, realize, write)
2. John asked me where I _____ the day before.
(be)
3. At this time yesterday, we _____ for 6 km. (already walk)
4. When I _____ through the streets of Madrid, I _____ about the magnificent time I _____ there as a student. (walk, think, spend)
5. It was the first time that she _____ me to dinner. (invite)
6. As soon as the maid _____ scrubbing the kitchen floor, she _____ working in the garden. (finish, start)
7. We started to worry about Jimmy because we _____ him all afternoon. (call)
8. They _____ their way out of town before the sun _____
(already make, rise)
9. We _____ for two hours when we finally got to our hotel. (drive)

10. When I _____ home, I saw that the children _____
(arrive, leave).

Simple Future Tense

The future with 'will' is used to make future predictions and promises. Often the precise moment the action will occur is unknown or not defined. This tense is often used with the following time expressions: soon, next month /month/year. Moreover, we can use the future with 'will' for reactions by demonstrating various scenarios that call for reactions:

Examples:

- *John is hungry. Oh, I'll make him a sandwich*
- *Look it's raining outside. OK, I'll take my umbrella.*

Structure of simple future tense

		Examples
<i>Positive</i>	Subject + will + verb + object(s) + time expression	<p>➤ <i>The government will increase taxes soon.</i></p> <p>➤ <i>She will go to Colombo next month for her graduation.</i></p>
<i>Negative</i>	Subject + will not (won't) + verb + object(s) + time expression	<p>➤ <i>She won't help us much with the project.</i></p> <p>➤ <i>I will not attend the meeting tomorrow.</i></p>

<i>Questions</i>	(Question Word) + will + subject + verb + object(s) + time expression	➤ <i>Why will they reduce taxes?</i> ➤ <i>Will she help us much with the project?</i>
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Additionally, we can use the future with 'going to'. It is used to express future plans or scheduled events instead of 'will'. It is often used instead of the present continuous for future scheduled events. Either form can be used for this purpose.

Structure of “be + going to”

		Examples
<i>Positive</i>	Subject + be + going to + verb 1 + object(s) + time expression	➤ <i>Tom is going to fly to Los Angeles on Tuesday.</i>
<i>Negative</i>	Subject + be not (isn't, aren't) + going to + verb 1 + object(s) + time expression	➤ <i>They aren't going to attend the conference next month.</i>
<i>Questions</i>	(Question Word) + be + subject + going to + verb 1 + object(s) + time expression	➤ <i>When are you going to meet Jack?</i>

Future Continuous Tense

The future continuous is used to talk about an activity that will be in progress at a specific point in time in the future. This tense is often used with the following time expressions: this time tomorrow / next week, month, year, tomorrow / Monday, Tuesday, etc. / at six, two, one o'clock, in two, three, four, months, years.

Structure of future continuous

		Examples
<i>Positive</i>	Subject + will + be + verb 1 + ing + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>Muneer will be doing his homework this time tomorrow.</i> ➤ <i>She will be taking her dog for a walk.</i> ➤ <i>Riza will be coming to our place soon.</i>
<i>Negative</i>	Subject + will not (won't) + be + verb 1 + ing + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>Shara won't be working in New York in three weeks' time.</i> ➤ <i>My mother won't be working tomorrow.</i> ➤ <i>I won't be watching the series this month.</i>
<i>Questions</i>	(Question Word) + will + subject + be + verb 1 + ing + object(s) + time expression	<ul style="list-style-type: none"> ➤ <i>What will you be doing this time next year?</i> ➤ <i>My mother won't be working tomorrow.</i> ➤ <i>I won't be watching the series this month.</i>

Future Perfect Tense

We use the future perfect tense to express what will have happened by a certain time in the future. This tense is often used with the following time expressions: by Monday, Tuesday, by the time, by five o'clock, two-thirty, etc.

Structure of future perfect

		Examples
<i>Positive</i>	Subject + will + have + participle V3 + object(s) + time expression	➤ <i>They will have finished the report by tomorrow afternoon.</i>
<i>Negative</i>	Subject + will not (won't) + have + participle V3 + object(s) + time expression	➤ <i>Mary won't have answered all the questions by the end of this hour.</i>
<i>Questions</i>	(Question Word) + will + subject + have + participle V3 + object(s) + time expression	➤ <i>What will you have done by the end of this month?</i>

Future Perfect Continuous

The future perfect continuous is used to express the duration of an action up to a future point in time. This tense is not commonly used in English. This tense is often used with the following time expressions: by / by the time.

Structure of future perfect continuous

		Examples
<i>Positive</i>	Subject + will + have + been + verb 1 + ing + object(s) + time expression	<p>➤ <i>We will have been studying for two hours by the time he arrives.</i></p> <p>➤ <i>You are going to have been waiting for more than two hours when her plane finally arrives.</i></p>
<i>Negative</i>	Subject + will not (won't) + have + been + verb 1 + ing + object(s) + time expression	<p>➤ <i>He won't have been studying long enough to qualify.</i></p> <p>➤ <i>You are not going to have been waiting for more than two hours when her plane finally arrives.</i></p>
<i>Questions</i>	(Question Word) + will + subject + have + been + verb 1 + ing + object(s) + time expression	<p>➤ <i>How long will you have been working on that project by the time he arrives?</i></p> <p>➤ <i>Are you going to have been waiting for more than two hours when her plane finally arrives?</i></p>

Activity 01:

1. Don't call me at night next time because I (probably sleep).
2. This dress or that dress... hmm... I (take) the red one!
3. Don't worry! I (call) you every other day.
4. I hope she (come) back soon.

5. Do you know what? I think I (do) some shopping.
6. I'm absolutely sure that he (not make) it on time.
7. I think I (have) to tell him the truth.
8. Don't call us, we (call) you.
9. By the time we get to the party, Fat Bob..... everything.
(eat)
10. When we get to March, Safan In Thailand for
18 months. (live)
11. There's no point going now. The bus..... by the time we
get there. (leave)
12. Be prepared to stand up during the concert as they
(take) all the seats by now.
13. Come June, we out together for four months.
(go)
14. When you get to India, you for seven hours. (fly)
15. This time tomorrow I.....all my exams. (finish)

CONDITIONALS

Conditional forms are used to imagine events in certain conditions. The conditional can be used to speak about real events that always happen (first conditional), imaginary events (second conditional), or imagined past events (third conditional). Conditional sentences are also known as 'if' sentences. Conditional sentences have two parts or clauses that give a condition in the dependent clause and a result in the independent clause. The conditional clause usually contains an if statement. There are several different forms of conditional sentences that allow the writer to express various meanings using different tenses.

Structure of a conditional	resulting clause + if clause
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Here are some examples:

Zero Conditional (General truth)

- *If we heat water at 100°Celsius, it boils*

First conditional - possible situation

- *If we finish early, we will go out for lunch.*

Second conditional - imaginary situation

- *If we had time, we would visit our friends.*

Third conditional - past imagined situation

- *If we had gone to New York, we would have visited the exhibit.*

Zero Conditional

The zero conditional uses the present tense in both clauses and is used to talk about something that is always or generally true. The present tense signifies that these actions are both possible and typical.

Form: If + subject+V1+object, Subject+V1+object

Examples:

- *If it rains, I take an umbrella with me to work.*
- *If I wake up early, I always read in bed.*
- *If you don't brush your teeth, you get cavities.*
- *When people smoke cigarettes, their health suffers.*

First Conditional

The first conditional uses the present tense in the if clause and the future tense in the result clause. This form is used to talk about something that is a probable future result of a condition.

Form: If + subject+V1+object, Subject+ will + base verb

Examples:

- *If I see you later, I will say hello.*
- *If I don't see you later, I won't be able to say hello.*
- *If you rest, you will feel better.*
- *If you study hard you will pass the exam.*

Second Conditional

The second conditional uses the past simple tense in the if clause and a past form of a modal and base verb (v1) in the result clause. This form is used to talk about a hypothetical situation that cannot happen or is unlikely to happen.

**Form: If + subject+V2+object, subject+ would+ base
Verb + object**

Examples:

- *If I had a million dollars, I would buy a large vacation home.*
- *If I were you, I wouldn't wait to study for the test.*
- *If I won a billion dollars, I would travel to the moon.*
- *If I owned a zoo, I might let people interact with the animals more.*

Note:

The condition and the result are not taking place in the past, but the past tense is used to indicate the unreal nature of the situation.

Third Conditional

The third conditional uses the past perfect in the if clause and a past form of the modal and present perfect in the result clause. This form is used to talk about a hypothetical situation in the past that did not happen – typically with an outcome that did not happen and is perhaps the opposite of what did happen.

**Form: If + subject+ had+ V3+object, subject+
would+have+v3+object**

Examples:

- *If it had rained last week, the plants would not have died.*
- *If I had finished college, I would have become a doctor.*
- *If you had told me you needed a ride, I would have left earlier.*
- *If I had cleaned the house, I could have gone to the movies.*

Note:

Conditionals can be categorized as real and unreal. You can think of this as meaning possible or impossible. Zero and first conditionals are possible as they deal with things that are generally true or that could be true in the future. Second, third, and mixed conditionals are impossible because they are either hypothetical or concerned with events in the past that we cannot change.

- real conditionals: zero and first
- unreal conditionals: second and third

Activity 01: Write the verbs according to the relevant conditional tense.

1. If you (not stop), I (tell) your mom.
2. Surfa (travel) to Paris if she (win) the lottery.
3. When you (mix) blue and yellow, you (get) green.
4. My classmate (pass) if he (study).

5. If you..... (not work) so hard, you..... (have) more time for your hobbies.
6. The floor(get) wet when it.....(rain).
7. We..... (go surfing) more often if we (live) closer to the beach.
8. If she..... (not apologize), I (not forgive) her.
9. When you..... (heat) ice, it.....(melt).
10. If he.....(want) to talk to me, he..... (phone). But he doesn't.
11. I (be) very pleased if it..... (be) true.
12. What (happen) if you..... (press) the red button?
13. When Rodolfo.....(study), he..... (get) better grades.
14. If you (not pass) the exam, you.....(take) it again?
15. When I(go) to the beach and I (not put) sun cream on, I (get burnt) always.
16. If Diana..... (be) an astronaut, she..... (travel) to the Moon. But she's an architect.
17. If we..... (come) on Sunday, we..... (come) However, we cannot. I'm truly sorry.

18. When my eldest kid (not know) a word, he
always..... (look up) in a dictionary
19. If you (not eat) your breakfast now, you
..... (be) hungry later.
20. If they..... (not find) a solution soon, the problem
..... (get) worse.

READING

Passage 1

Food from the Sea

My father told me that we should always respect nature and learn where our food comes from. He said that food tastes better when you get it yourself and eat it in a natural place. To show me this was true, my father took me to the ocean, where we caught our own delicious crabs and ate them. I always remember the taste of the crabs we caught that day.

The beach was quiet and still at six o'clock. The tide had just come in, so many crabs were walking slowly on the white sand. We sat a few feet away from my father's special crab traps. The traps were made of bamboo, and they looked like round cages, but one side had a small entrance for the crab to go in. There were some small, fragrant fish in the trap. The fishy smell made the crabs hungry, so they crawled into the traps. We watched the crabs walking into the traps, and I smelled the strong smell of the dark, oily fish. Overhead, we heard the sounds of seagulls and pelicans in the sky. I think the seagulls wanted to eat the fish, too. Once the traps were full, we took off our shoes and threw them over our shoulders so we could walk on the wet sand and felt the water pushing and pulling at the beach. Later, we built a fire and ate boiled crabs on the beach. We cracked their shells. The meat was white and pinkish and tender. It tasted sweet and a little salty. We did not want to stop eating crab. We sat on the sand surrounded by crab shells and watched the sun go down into the ocean.

From that day on, I knew my father was right. Food tastes best when it is something that you have caught or grown yourself. I have eaten crab many times since then, but it has never tasted as good as it did that day.

Read the passage and answer the questions below.

1. What main incident does the writer describe?
2. What does the writer feel about the place?
3. How does the writer feel about the experience?
4. What sounds, sights, smells, or tastes are described?
5. What final opinion does the writer give in the conclusion?

Passage 2

The Ghost Pilot

Just before midnight on December 12, 1972, Easter Airlines Flight 401 fell out of the sky. The airplane crashed in the Everglades area of Florida. Of the 176 people on board, 99 died, including the airplane's pilot, Bob Loft, and the flight engineer, Don Repo.

About three months after the crash, a high-ranking executive of Eastern Airlines boarded an aircraft for Miami, Florida. He spotted a man in a pilot's uniform sitting alone in the first-class section and went to sit down beside him. The executive struck up a conversation with the captain. After a few minutes, he realized that he was talking to the pilot Bob Loft. Then the pilot faded away.

A week later, an Eastern Airlines pilot and two of his crew went into a staff room at John R. Kennedy Airport, in New York. They all saw

Bob Loft in a chair. He talked to them for a while, then vanished. The men were so shocked that the airline had to cancel their flight.

Three weeks later, a passenger was sitting in the first-class section of a flight to Miami. She was worried about the man in an Eastern Airlines uniform sitting next to her. His face was white and he looked ill, so she called the flight attendant. The flight attendant leaned down to speak to the man but he ignored her. Then, as she touched his arm, he slowly faded away, leaving only an empty seat.

When the plane landed in Miami, the passenger was taken to a hospital in a state of shock. Later when she saw photographs, she identified the ghost as the flight engineer, Don Repo. Over the next few months, more than ten flight attendants claimed to see Don Repo. The ghost seemed to appear more often on some aircraft than on others. Rumors began to spread that he appeared only on planes with replacement parts from the crashed Flight 401. It was usual practice for an airline to use undamaged parts from a crashed plane in another plane if they passed strict safety tests.

The stories must have worried the bosses of Eastern Airlines. They ordered their engineers to remove from their planes all equipment from the 401 wrecks. It seemed to work. When all the parts from flight 401 had been removed Bob Loft and Don Repo let Easter Airlines and their aircraft in peace. No one has seen their ghosts since.

A. Answer the following questions.

1. Who died in the airplane crash that happened in December 1972?
2. Why was the passenger, who was on a flight to Miami, worried about

a man sitting next to her?

3. What was the reason for taking the passenger to the hospital, who had flown on a flight to Miami?
4. What rumors began to spread about the flight engineer, Don Repo?
5. What was done to make the ghosts leave Eastern Airlines

B. State whether the following statements are True (T) or False (F).

1. Eastern Airlines Flight 401 crashed in California. (.....)
2. The high-ranking executive of Eastern Airlines didn't recognize Bob Loft. (.....)
3. The ghost of the pilot conversed with the ordinary people. (.....)
4. Only airline employees witnessed the ghost. (.....)
5. The ghost of Don Repo appeared on all Eastern Airlines Flights. (.....)

Passage 3

My Two Homes

Two places have had a profound impact in my life. One of them is New York City, where I live now, and the other is Quetzaltenango, Guatemala, where I was born and lived the first part of my life. When

you compare them, they seem like dramatically different places, but they have some things in common, and I love them both.

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its nickname. Everyone knows New York is "the Big Apple." Quetzaltenango is known as "Xela" (pronounced shey-la), which is a lot easier to say! Second, both cities have a "Central Park" where people like to go and walk. Although Central Park in Xela is smaller, its tropical flowers and colonial architecture make it just as beautiful as New York.

Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like in New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

Despite their similarities, these cities are different. Life in Xela is more colourful, and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the colour. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow-coloured clothing of the indigenous people.

And because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life. They say New York never sleeps, and it must be true, because I always see people walking and cars on the streets, even late at night. Unlike New York, my Guatemalan city definitely sleeps. A few families take a walk in the city's Central Park, but by ten o'clock the streets are pretty deserted. In Xela, people eat their breakfast at home, and most come

home from work for a much more relaxed and longer lunch. In contrast, New Yorkers are often in such a hurry that they don't even stop to eat. For breakfast, they buy food on the street and eat it while they are walking or on the subway. At lunch, they order food from work and eat at their desks.

In conclusion, these are the two cities I love. For me, both are home, both are unique, and both are filled with interesting people. These places represent the best of both worlds. New York is more hurried and rushed when I need energy, and Xela gives me a slower pace when I need to relax. Together they keep me balanced.

A. Answer the following questions.

1. What two places does the author compare?
2. What are the similarities between the two places?
3. Write down the differences between the two places.
4. Describe the writer's feelings about the two places.

B. Match the beginnings of the sentences in column 'A' with the endings in column 'B'. Put the letters of the endings in the blanks against each of the beginnings.

A	B
1. New York is the (.....)	A. the place where I spent my early days. B. a popular colour in New York for fashionable people.
2. Quetzaltenango, Guatemala is (.....)	

3. Big Apple is..... (.....)	C. because I always see people walking
4.Xela is .(.....)	and cars on the streets, even late at night
5.Black is (.....)	D. the place where I currently reside
6.Rainbow-themed clothing is (.....)	E. the nickname of ‘New York’ city.
7.New York never sleeps (.....)	F. even though families take a walk in the city's Central Park, by ten o'clock the streets are pretty deserted.
8. Guatemalan city definitely sleeps (.....)	G. the pet name of ‘Quetzaltenango’
9. Busy life and fast-food (.....)	H. the way how indigenous people dress stylishly.
10.Relaxed life and homemade food (.....).	I. make Xela as the slower pace when I need to relax.
	J. are two significant aspects that make New York more hurried and rushed

Passage 4

Wireless Technology in the Land of the Thunder Dragon

There may be no traffic lights in Thimpu, the capital of Bhutan, but there is wireless Internet. The Bhutanese tried traffic lights but soon got rid of them. People did not like the impersonal flashing lights, so they went back to a traffic officer in white gloves. This selectivity is just one example of how the Bhutanese are handling a difficult societal transition. They have begun introducing modern technology while carefully guarding their thousand-year-old way of life.

For many years, geography and politics helped to maintain Bhutan's isolation. This sparsely populated democracy is high in the Himalayan

mountains between India and China. Most of it is protected forest, and many villages are not accessible by roads. Nearly 70 percent of the population works in agriculture. Also, only a few tourists are allowed to visit every year. These tourists can easily be spotted among the Bhutanese, who dress in traditional clothing.

Today, however, a need for increased access to medicine has set the country on track to modernize its healthcare system. Faced with a shortage of hospitals, doctors, and money, leaders have skipped many of the traditional steps to building infrastructure. Rather than building roads and landlines, they have gone straight to wireless technology.

Today doctors in Bhutan's remote villages use wireless technology to send their harder cases, along with X-rays and other supporting material, to Japan, India, and other countries. Experts in those countries evaluate the cases and send back treatment suggestions. In less than half the time it would take to send a patient to a hospital by ambulance (Twenty or more hours in many instances), the village doctor can treat the patient.

While wireless technology has brought improvements to medical care and education, it has also brought other changes. Some people worry about the cultural effects that foreign media and music will have in the Land of the Thunder Dragon, as the Bhutanese call their country. Already changes in dress and behavior are evident, changes that may not be as easy to get rid of as a traffic light.

A. Respond to the reading by answering the following questions.

1. How does wireless technology help the mountainous country of Bhutan save money on infrastructure?

2. Why is it important for Bhutan (or any country) to keep traditions?
3. Why are young people more affected by foreign media and music than older generations?
4. How do doctors in Bhutan's remote villages handle the patients?

B. Match the words in column ‘A’ with the meanings in column ‘B’.

A	B
I. got rid of	A. choice of some things and not others
II. impersonal	B. small in numbers, often spread out over a large area
III. selectivity	C. traditional telephone lines
IV. isolation	D. easy to reach or get
V. sparsely	E. removed something not wanted
VI. accessible	F. systems and services that help a country work effectively
VII. infrastructure	G. without human warmth and attention
VIII. landlines	H. separateness from other places or things

Passage 5

Better Than Us

When I was growing up, my family had very little money. My father worked as a construction worker when he could find work, and my mother worked part-time doing laundry in other people's houses. The message from my parents was always clear. They wanted me to have a better life than they had. They wanted me to have a career and be a professional. My parents worked hard and watched over my education and nutrition so I would attain this goal.

Both my parents worked hard and long hours to pay for my studies when I was a child. At one time my father worked in another city far from our home. It was hard for him to be away, but the job offered him a higher salary than at home, so he took it. My mother often worked in more than one house, doing cleaning and laundry. When she had to work late or on the weekend, she asked a neighbor to take care of me.

Sometimes she worked seven days a week.

From the time I was very young, my mother did her best to make sure I had good nutrition and a healthy diet. This was not easy with little money. When she could not afford meat she bought grains and cereals that would keep me strong and help me grow. Sometimes my mother ate less so that she could give me more to eat. She always made sure I ate something for breakfast in the morning so I would be able to concentrate more in school.

When I got home from school, I knew it was time to complete my homework. My parents were not always there, but I knew that they would check my homework when they came home. In the mornings when my mother dropped me off at school, she always spoke with my teacher to see if I was having problems. Whenever my mother had time

or was not working, she would always go visit my school to see how I was doing.

My parents told me how important it was to study and do better. They motivated me. I have never forgotten their example; it is the most important lesson I have learned in my life. They told me, when you get an education, you will get a job. Then you will show everyone that you are better than us."

1. Underline the correct answers for the questions given below.

A. The writer lived

- a. a challenging life b. happy life c. blissful life

B. The writer's father worked in another city far from our home which is

- a. very easy b. very inflexible c. very comfortable

C. The writer's parents give him

- a. good clothes and accommodation b. good food and education good food and dress

2. Why did the writer's parents work hard at their jobs?

3. How did the mother make sure that the writer ate well? Why did she do this?

4. How did the writer's parents make sure he got a good education?

5. How do you think the writer feels about what his parents taught him?

WRITING

Note writing

How To Write a Personal Note

1. Keep It Brief. A few sentences are usually all you need.
2. Greet the Recipient by Name. ...
3. Clearly State Why You Are Writing. ...
4. Make It Personal. ...
5. Be Sincere. ...
6. End on a Positive Note. ...
7. Use Proper Grammar and Spelling. ...
8. Proofread Your Note Before Sending It.

Template of a Personal Note

		Date
Greetings		
	Body	
		End greetings

21Sept.

Dear teacher,

I cannot attend after school netball practices today as I have a severe headache. I will attend the practices next day. Please excuse my absence.

Kumari

Grade 10

Sample Personal Note

22.10.2023

Shakir,

Thank you so much for your kind gift the other day! You know how much I love chocolate! I'm extremely happy to say that it will go to good use! I appreciate that you thought of me on my birthday!

With Love,

Hassan

Sample Response Note

26.10.2023

Hassan,

You are so special to me so how can I forget your birthday? I am so worried that I was unable to meet you on your special day since I am out of town with my father. I will come by next week and we will meet soon.

With love

Shakir

What is Email Writing?

Email writing is the process of composing an email. Finding a communication goal, putting words on paper, and conveying the message to the recipient via email are all part of email writing. Emails need to be brief, direct, and to the point. It ought to include every vital and significant piece of information. Writing emails might be simple if you can get the hang of it. Writing informal emails is simpler since the recipient can include anything they want to share in the body of the message and can speak in a more conversational tone. However, because professional emails need to be sent in an official tone with formal language, they can be laborious to write. This needs to be seen and understood by the students

Email Writing Format

Emails must follow the normal format, whether it is formal or informal. Actually, all you need to do to send an email is input the content—the format is already there in your communication channel. However, students need to be familiar with the email format for exam purposes.

Elements of an email.

1. Date
2. From: Sender's email address
3. To: Recipient's email address
4. Subject – topic
5. Salutation
6. Body
7. Sign Off

Sample formal email

Write an email to the Admission Officer of Ayra International College for Women, asking him/her about the information on the admission process, fees, hostel facility, and eligibility criteria for your course.

24th July 2023

From: Shreyakohli123@gmailcom

To: admissionofficer.AICW@gmail.com

Subject: Request for information on the admission process for B.Tech

Respected sir/madam

I am writing to request information on the admission process of your college. I am interested in pursuing B.Tech from your reputed institution. Currently, I am in Class 10 but I aspire to join your institution after completing my high school. Can you please provide me with information on the following?

Admission Process

Eligibility Criteria for B. Tech

Fees Structure for the B. Tech course

Hostel Facility and charges (including mess, dorm, sports charges)

Any information regarding these would be a great help from you. Looking forward to an early reply.

Thanks & Regards

Yours faithfully,

Maryam

Date: 24th July 2023
From: headmanager.abc@gmail.com
To: abc.team@gmail.com
Subject: Change in office timings for monsoon season

Hello Team,
This is to inform you that the entire team at Top Management has decided to revise the office timings for the entire monsoon season. This decision has been made in consideration of all the employees traveling from farther distance for office daily. The city has bad traffic conditions in monsoon which makes it difficult for employees to reach office on time. Thus, the office timings have been changed from 10:30 AM to 6:30 PM. This will be in effect from tomorrow, ie, 25th July 2023.

We look forward to your cooperation and support to other staff members.

Thanks & Regards
Head Manager
ABC Pvt Ltd

Answer the following questions.

Activity 01:

1. What is the purpose of Maryam's email to the admission officer?
2. According to the email, what level of education is Maryam currently pursuing?
3. Identify two specific pieces of information Maryam is requesting from the admission officer regarding the B.Tech admission process.
4. In the closing of her email, how does Maryam express her anticipation for a response from the admission officer?
5. Evaluate the overall tone and formality of Maryam's email. Provide two examples from the email to support your assessment.

Informal Email Writing sample

Park, Dehradun.

23rd August 2022

From: anjanashrivastava23@gmail.com

To: divyachaudhari12@gmail.com

Subject: I am going on a school trip

Dear Divya,

How are you? It's been a long time since we have written emails to each other. I heard from your mother that you have won the first prize in the inter-school debate competition. I am very happy for you.

I want to tell you that my school has organized a small trip of 3 days to Corbett National Park in Dehradun. I am excited for the trip. We would be doing a jungle safari there. Though I am a bit scared it's going to be an exciting trip. I am looking forward to it.

I miss you. Hope to meet you soon. Come back home so that we can talk to each other for hours, there's a lot I want to tell you about.

With love

Anjana

Write an email to your friend Dilfer telling her about your school trip to Colombo

23rd August 2022

From: dilferkhan23@gmail.com

To: mareez12@gmail.com

Subject: I am going on a school trip

Dear Mareeza,

How are you? It's been a long time since we have written emails to each other. I heard from your mother that you have won the first prize in the inter-school debate competition. I am very happy for you.

I want to tell you that my school has organized a small trip of 3 days to Colombo. I am really excited for the trip. We would be going to many famous places. Though I am a bit scared but it's going to be an exciting trip. I am looking forward to it.

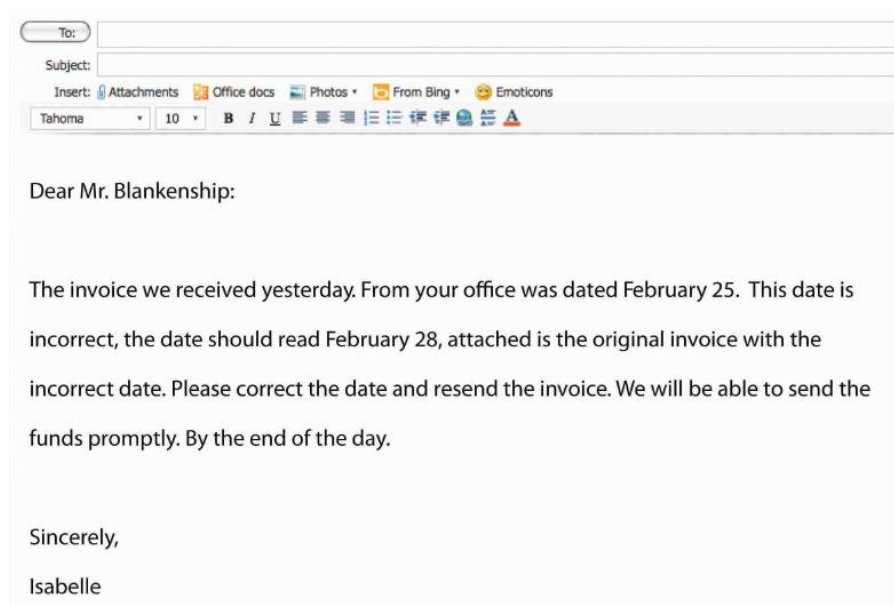
I really miss you. Hope to meet you soon. Come back home so that we can talk to each other for hours, there's a lot that I want to tell you about.

With love

Dilfer

(<https://www.jagranjosh.com/articles/email-writing-format-examples-topics-and-how-to-write-1690194637-1>)

Activity 02: Write an email replying to this email.



The screenshot shows an email client window. At the top, there are fields for 'To:' and 'Subject:'. Below these is a toolbar with icons for 'Insert', 'Attachments', 'Office docs', 'Photos', 'From Bing', and 'Emoticons'. A text box shows the font 'Tahoma' and size '10', followed by bold, italic, underline, and other formatting icons. The email body contains the following text:

Dear Mr. Blankenship:

The invoice we received yesterday. From your office was dated February 25. This date is incorrect, the date should read February 28, attached is the original invoice with the incorrect date. Please correct the date and resend the invoice. We will be able to send the funds promptly. By the end of the day.

Sincerely,
Isabelle

Letter writing

Formal Letter Writing

Formal letters are used in professional or academic settings, and they require a more formal tone and language. Formal letters typically follow a specific format and may include specific information such as addresses, dates, and reference numbers.

Characteristics of Formal Letters

1. Professional, respectful tone
2. Use of formal vocabulary and grammar
3. Use of titles (e.g., Mr., Mrs., Dr., etc.) and surname
4. Specific format, including heading, date, reference number,

and clear structure

5. Include both sender's and receiver's addresses

Imagine you are the college librarian and you have received a sum of 20,000 rupees for purchasing books for the library. Write a letter requesting a price list for a book shop in your area. Use around 100 words.

Include: The types of books you wish to purchase, If the books can be delivered to school Librarian, Sbec. College, Nittambuwa.

Sbec. College,
Nittambuwa

12th, Oct. 2023

Manager,
Malinda Book Shop,
Veyangoda.

Dear sir,

Request for a price list

I am the librarian of the Sbec. College. Our library has received a donation of 20, 000 rupees for purchasing English books. So, we have planned to purchase the following types of books:

- 1) Children's Dictionaries.
- 2) English story books
- 3) Novels
- 4) OL past paper and model activity books
- 5) Work Books from grade 6 -11.

If the above types of books are available, please communicate us the price list as early as possible. The number of copies to be purchased

will be informed after going through the price list. We also wish to know if the books can be delivered to school. Thank you.

Yours faithfully,

S. Kumara

(Librarian)

Activity 03:

Write a formal letter as a reply to Kumara imagining that you are the manager of Malinada Bookshop. Provide him with the necessary information.

Informal letters

Informal letters are written to friends, relatives, or acquaintances; they are often referred to as personal letters. Compared to formal letters, casual correspondence has a more relaxed, conversational tone and less formal vocabulary.

Characteristics of Informal Letters

1. Personal, friendly tone
2. Use of first name or nickname
3. Contractions and informal vocabulary
4. Less formal grammar and sentence structure
5. May include personal anecdotes and emotional language

Sample informal letter

Imagine you have a friend who is interested in bird watching. Write a letter inviting your friend to visit your home with his / her camera on a holiday.

Include: The environment in your home garden.

The kinds of birds that come, time of the day etc..

Kulith Tharuna,

95/6

" Sherwood",

Sangabodhi Mawatha,

Daluwatta,

Attanagalla.

21 / 8 / 20....

Dear Thareen,

How are you getting on? Hope you are keeping well. How was the last term test? I am the first this time.

By the way, Thareen, I know you are quite interested in bird watching. Once you showed me some photographs of birds you had taken on a visit to Kumana Bird Sanctuary.

Well, you know Thareen our house is situated near a paddy field. We also have a fairly big garden with a lot of trees. So, many birds like parrots, storks, cuckoos, etc. come to our garden every day. Sometimes, I see tourist birds, too. They mostly come in the evening.

Thareen, you can visit our home on a holiday. If you can, come during the August holidays. You can stay at home for a few days. Don't forget to bring your camera. You can capture some fine shots.

Then, I shall pause for a moment. Don't forget to inform me if you are coming. Give my love to everyone. Please, reply.

Yours truly,
Kulith

Activity 04:

Answer the following questions.

1. Why is Kulith extending an invitation to Thareen to spend the August holidays at his house?
2. What type of birds are regular visitors to Kulith's garden, based on the letter?
3. Why does Kulith request that Thareen bring their camera when they come to visit?
4. How should Thareen tell him about their visit, according to Kulith?
5. Analyse Kulith's letter's general tone and language. Give two instances from the letter to back up your conclusions.

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