

LESSON- 1
ದೊಡ್ಡ ರೂಪ ಇಂಗ್ಲೀಷ್ ಅಕ್ಷರಗಳು
(Capital letters-upper case handwritten)

L 1.1 . English (ಇಂಗ್ಲೀಷ್) ಅಕ್ಷರಗಳನ್ನು ಸರಿಯಾಗಿ ಬರೆಯಲು ಕಲಿಯಿರಿ.(ಸರಿಯಾಗಿ=ತಪ್ಪಿಲ್ಲದೆ). ಮೂರು ಲೈನ್‌ಗಳ ಒಳಗೆ ಬರೆಯಿರಿ.
 A to Z (A ಇಂದ Z) ದೊಡ್ಡ ಅಕ್ಷರಗಳು ಮಾತ್ರ(26).

For teachers and facilitators: Learn to write the letters of the English alphabet correctly i.e., without mistakes. CAPITAL LETTERS ONLY (26).

TEST 1: ಕಿರುಪರೀಕ್ಷೆ

T1.1 ಈ ಅಕ್ಷರಗಳನ್ನು 3 ಲೈನ್‌ಗಳ ಮಧ್ಯೆ ಬರೆಯಿರಿ.

A, B, D, F, H, K, M, Y.

T1.2 ಎರಡು ಲೈನ್‌ಗಳ ಮಧ್ಯೆ ಬರೆಯಿರಿ.

A, C, E, G, N, O, Q, S, Z.

LESSON -2
ಚಿಕ್ಕರೂಪ ಇಂಗ್ಲೀಷ್ ಅಕ್ಷರಗಳು
(Small letters-lower case handwritten)

L 2.1 . English (ಇಂಗ್ಲೀಷ್) ಅಕ್ಷರಗಳನ್ನು ಸರಿಯಾಗಿ ಬರೆಯಲು ಕಲಿಯಿರಿ.

(ಸರಿಯಾಗಿ=ತಪ್ಪಿಲ್ಲದೆ). a to z (a ಇಂದ z) ಚಿಕ್ಕ ಅಕ್ಷರಗಳು ಮಾತ್ರ (26).

ಎರಡು ಲೈನ್‌ಗಳ ಮಧ್ಯೆ ನಾಲ್ಕು ಲೈನ್‌ಗಳ ಮಧ್ಯೆ

[26 ಅಕ್ಷರಗಳನ್ನು ಬರೆದು ಸಹಾಯಕರಿಗೆ ತೋರಿಸಿ. Write all the 26 letters and show it to mentor]

TEST 2: ಕಿರುಪರೀಕ್ಷೆ

ಈ ಅಕ್ಷರಗಳನ್ನು ಎರಡು ಮತ್ತು ನಾಲ್ಕು ಲೈನ್‌ಗಳ ಒಳಗೆ ಇಂಗ್ಲೀಷ್ ಚಿಕ್ಕ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಿರಿ.

T2.1 ಡಿ, ಹೆಚ್, ಎಲ್, ಟಿ.

T2.2 ಸಿ, ಇ, ಜಿ, ಪಿ, ಕ್ಯೂ, ವೈ

LESSON 3

ಅಕ್ಕ ಪಕ್ಕದ ಇಂಗ್ಲೀಷ್ ಪದಗಳು

L 3.1

ವಸ್ತುಗಳ ಹೆಸರಿನ ಇಂಗ್ಲೀಷ್ ಪದವನ್ನು ಹಾಗೆಯೇ ಕನ್ನಡದಲ್ಲಿ ಬಳಸುತ್ತೇವೆ ಎಂದು ತಿಳಿಯಿರಿ-ಉಚ್ಚಾರಣೆ ಸರಿಯಾಗಿರಲಿ.

[For mentors: No need to give spellings –can be written in Kannada (or mother language) and read –or can just recognize that the English word is used as such in Kannada – please give importance to pronunciation]

ಅಡುಗೆ ಮನೆ ವಸ್ತುಗಳು –Kitchen items (English name in mother tongue)

3.1 ಗ್ಯಾಸು, ಕುಕ್ಕರ್, ಸ್ಪೂನು ಇವು ಉದಾಹರಣೆಗಳು. ಇದೇ ತರಹ ಬೇರೆ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

TEST 3:

T3.1 ಇವುಗಳ ಹೆಸರನ್ನು ಕನ್ನಡ ಲಿಪಿಯಲ್ಲಿ ಬರೆಯಿರಿ. ಉದಾ: ತಟ್ಟೆ = ಪ್ಲೇಟ್

1. ಅನಿಲ ಒಳಗೊಂಡಿರುವುದು =
2. ಆವಿಯ ಒತ್ತಡದಿಂದ (ಅಕ್ಕಿ) ಅಡಿಗೆ ಮಾಡುವ ಪಾತ್ರೆ =
3. ಚಮಚ =
4. ಲೋಟ =
5. ಕಾಫಿ, ಟೀ, ಕುಡಿಯಲು ಬಳಸುವ ಪಾತ್ರೆ

LESSON -4

ಅಕ್ಕ ಪಕ್ಕದ ಇಂಗ್ಲೀಷ್ ಪದಗಳು

L 4.1 Cricket ಕ್ರಿಕೆಟ್ ಆಟದ ಪದಗಳು. 1 to 8

L 4.2 ವಾಹನಗಳು: 1 to 5

L 4.3 ಮನೆಯಲ್ಲಿ ಇರುವ ವಸ್ತುಗಳು: ಬುಕ್, ಬ್ಲಾಕ್ ಬೋರ್ಡ್ (ನೋಟ್‌ಬುಕ್) 1 to 10

TEST 4:

T4.1 ನಿಮಗೆ ತಿಳಿದಿರುವ ಇಂಗ್ಲೀಷ್ ಪದಗಳನ್ನು ನಿಮ್ಮ ಲಿಪಿಯಲ್ಲಿ(ಕನ್ನಡ) ಬರೆಯಿರಿ- ಸರಿಯಾದ ಇಂಗ್ಲೀಷ್ ಉಚ್ಚಾರಣೆ ಇರಲಿ.

Note: Write some of your own words-These will have the correct English pronunciation but written in the local language.

LESSON- 5
FIRST LETTER IDENTIFICATION
(ಇಂಗ್ಲೀಷ್ ಪದಗಳ ಮೊಚಲ ಅಕೌಲು ಘಳಿಯಿವ)

5.1 from 3.1 ಇಂದ

- 1).M...ಮಿಕ್ಕಿ 2).S...ಸೈವ್ 3).G...ಗ್ಯಾಸ್ 4).C...ಕುಕ್ಕರ್

5.2 from 4.1 ಇಂದ

- 1).B...ಬ್ಯಾಟ್,ಬಾಲ್ 2).R... ರನ್ 3) S....ಸಿಕ್ಸರ್ 4).O... ಔಟ್

5.3 from 4.2 ಇಂದ

- 1) A...ಆಟೋ 2) B ...ಬಸ್ಸು

5.4 from 4.3 ಇಂದ

- 1) R...ರೇಡಿಯೋ 2) T... ಟೇಪ್ರೆಕಾರ್ಡರ್ 3) N...ನೋಟ್ಬುಕ್ 4) C...ಚಾಕ್

TEST 5

- T5.1** 1). M ಇಂದ ಮೂರು ಪದಗಳು. 2). P ಇಂದ ಮೂರು ಪದಗಳು.
 3). B ಇಂದ ಮೂರು ಪದಗಳು.

LESSON -6
LEARN SIMPLE WORDS (NOUNS)-WRITE SPELLINGS
(ಸಾಧಾರಣ ಇಂಗ್ಲೀಷ್ ಪದಗಳನ್ನು ಕಲಿಯೋಣ)

6.1 Animals (ಪ್ರಾಣಿಗಳು)/ Birds(ಪಕ್ಷಿಗಳು)

English/ ಇಂಗ್ಲೀಷ್ =Pronunciation/ ಉಚ್ಚಾರಣೆ =kannada Meaning / ಕನ್ನಡ

6.2 ಇಲ್ಲಿ ಕೆಲವು ಪದಗಳನ್ನು ಉದಾಹರಣೆಗಾಗಿ ಕೊಟ್ಟಿದ್ದೇವೆ. English, spellings ,
 Pronunciation , Meaning ಇರುವುದನ್ನು ನೋಡಿ.

ANT = ಆಂಟ್ = ಇರುವೆ.

BULL = ಬುಲ್ = ಗೂಳಿ

ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಪದಗಳಿಗೆ ಇದೆ ರೀತಿ ಬರೆಯಿರಿ

CAT	DOG	HEN	LION	MONKEY	OWL	PIG	RAT
SNAKE	TIGER	WOLF	YAK	ZEBRA			

TEST 6: ಇಂಗ್ಲೀಷ್ ಪದವನ್ನು, ಇಂಗ್ಲೀಷ್‌ನ ದೊಡ್ಡ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಿರಿ.
 ಹುಲಿ, ಬೆಕ್ಕು, ನಾಯಿ, ಇಲಿ, ಇರುವೆ..2 ಜಿಂಕೆ, ಗಿಣಿ, ಹುಂಜ, ನವಿಲು

LESSON -7 WRITE THE MEANING IN KANNADA

- 7.1** 1. APPLE, ATOM, ANT, AXE
 2. BAT, BALL ,BUS, BENCH, BOOK.
 3. CAT, CAP, CAR, COT, COW.
 4. DOG, DOLL, DAY, DUCK, DRUM.
 5. EGG, ELEPHANT, EVENING, EYE
 6. FLAG, FILM, FAN, FIVE, FINGER, FACE
 7. GATE, GAME, GUM. GUN
 8. HEN, HAT ,HOME, HOUSE, HORSE.
 9. INK, IRON, INDIA, ICE, ITEM
 10. JAM, JET, JOKE, JUG.
 11. KEY, KING.
 12. LID, LIP, LEG, LOCK,
 13. MAN, MEN, MAT. MAP, MOP.
 14. NAME, NET, NECK, NEST, NIB
 15. ONE, ORANGE, OWL, NEST, NIB
 16. PAD, PEN, PENCIL, PIG, PIN, POT.
 17. QUIZ, QUEEN.
 18. RAT, RIB, ROWDY, RUN, RUG, RABBIT
 19. SCHOOL, SLATE, SAW, SONG.
 20. TIGER, TRAIN, THUMB, TAP, TAX.
 21. UMBRELLA, USE, UNIFORM, UNIVERSITY.
 22. VAN, VIOLIN, VEGETABLE (VEG), VERB, VOUCHER.,
 23. WALL, WELL. WIG, WINDOW, WEB, WOLE, WORD.
 24. X-RAY . XEROX
 25. YOU, YEAR
 26. ZOO, ZIP

TEST 7

T7.1 ಇಂಗ್ಲೀಷ್ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

ತರಕಾರಿ , ತೋಳ, ಕಿಟಕಿ, ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಸು, ನಾಯಿ.

T7.2. ಕನ್ನಡ ಪದ ಕಂಡುಹಿಡಿಯಿರಿ

Ant,axe,horse,house,lid,lock,net,nest,pig,pit,rat,race,tap,tape,wall,waste,you,
yesterday

LESSON- 8

Learning nouns with spelling
ನಾಮ ಪದಗಳನ್ನು (ಬರೆಯಲು ಕಲಿಯೋಣ)

- 8.1** BAT, BALL, BOWL (CRICKET)
 BOOK, PEN, SLATE, TEACHER
 COOK, COOKER, SPOON

8.2 8.1 ನ ಪದಗಳನ್ನು ಚಿಕ್ಕ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆದು, ಉಚ್ಚಾರಣೆ ಮತ್ತು ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ.

ಉದಾ:- ಬ್ಯಾಟ್- ಚಿಂಡನ್ನು ಹೊಡೆಯುವ ಕಡ್ಡಿ, ಬಾಲ್-ಚಂಡು.

Note: We (the authors of this lesson series) believe that cursive writing is good but not absolutely necessary. But its basic purpose (via, writing (by hand) should be easier and faster) can still be achieved by CHAIN WRITING (our terminology)

TEST 8

T8.1 ಚಿಕ್ಕ ಅಕ್ಷರ ಚೈನ್ (chain) ಆಗಿ ಬರೆಯೋಣ.

abcdefghijklmnopqrstuvwxy

T8.2- T8.1- ಅನ್ನು ಮೂರು ಬಾರಿ ಬರೆಯಿರಿ.(ಕಲಿಯಿರಿ/ತೋರಿಸಿರಿ)

T8.3 - i, j, t ಇವುಗಳನ್ನು ಚೈನ್ (chain) ಆಗಿ ಬರೆಯೋಣ.

LESSON-9

Beautiful (Neat) handwriting ಸುಂದರ(ಸ್ವಷ್ಟ) ಬರಹ

9.1 26 ಅಕ್ಷರಗಳನ್ನು 3 ಅಥವಾ 4 ಲೈನ್‌ಗಳಲ್ಲಿ ಹೀಗೆ ಬರೆಯಿರಿ.

Aa Gg Hh Ii...Zz

9.2 ಈಗ ಇದನ್ನೇ ಚಿಕ್ಕ ಸೈರ್ಯುನಲ್ಲಿ (ಎರಡು ಲೈನ್‌ಗಳಲ್ಲಿ ಬರೆಯಿರಿ)

Aa Gg Hh Ii...Zz

9.3 ಪಾಠ(Lesson) 8ರಲ್ಲಿ ಕಂಡ ಪದಗಳನ್ನು ದೊಡ್ಡ ಮತ್ತು ಚಿಕ್ಕ ಎರಡೂ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಿರಿ.

Example (ಉದಾಹರಣೆ): BALL - ball

9.4 ಮನುಷ್ಯರ ಹೆಸರುಗಳನ್ನು ಹೀಗೆ ಬರೆಯಬೇಕು. (Names of persons should be written like this)

Ali, Basava, Eliza

i.e., First letter always capital letter.(ಅಂದರೆ, ಮೊದಲ ಅಕ್ಷರ ಯಾವಾಗಲೂ ದೊಡ್ಡ ಅಕ್ಷರವೇ ಆಗಿರಬೇಕು)

TEST-9

T9.1 L 9.2 ಅನ್ನು ಬರೆದು(ಕಲಿಯಿರಿ/ತೋರಿಸಿರಿ).

T9.2 Lesson 8 ಅಲ್ಲಿ ಅಥವಾ Lesson 7 ರಲ್ಲಿ ಇರುವ ಯಾವುದೋ

10 ಪದಗಳನ್ನು ದೊಡ್ಡ, ಚಿಕ್ಕ ಎರಡೂ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಿರಿ. (ಕಲಿಸಿರಿ/ತೋರಿಸಿರಿ)

Eg ಉದಾ: ZIP - zip.

T9.3 ನಿಮ್ಮ ಮತ್ತು ಇನ್ನೂ ಇಬ್ಬರ

ಹೆಸರುಗಳನ್ನು(B/K/T)(ಬರೆಯಿರಿ/ಕಲಿಯಿರಿ/ತೋರಿಸಿರಿ)

LESSON – 10**TYPES OF NOUNS- ONLY TWO**

(ಎಲೆಕು ಬಗೆಯ ನಾಮಪದಗಳು)

Proper Noun- (ಗುರುತಿಸುವ ನಾಮಪದಗಳು) “ಒಂದು ನಿರ್ದಿಷ್ಟ ವ್ಯಕ್ತಿ ಅಥವಾ ಸ್ಥಳವನ್ನು ಗುರುತು ಮಾಡುವ ಪದ”

ಇಲ್ಲಿ ಯಾವಾಗಲೂ ಮೊದಲನೇ ಅಕ್ಷರ ದೊಡ್ಡದು

10.1 Ali, Basava, Eliza....Lakshmi....Shiv –ವ್ಯಕ್ತಿಗಳ ಹೆಸರು

10.2 Mysore, Chennai, Delhi, Udupi, London, Chicago.... ನಗರಗಳ ಹೆಸರು

10.3 Asia, India, Europe, Germany, Africa, Kenya. (ದೇಶ, ಖಂಡ, ಸ್ಥಳಗಳು)

10.4 Yamuna, Godavari, Nile, Amazon, Alps, Himalayas-Rivers, Mountains. ನದಿಗಳು, ಪರ್ವತಗಳು

10.5 Titanic(Ship), Tiger(dog), Pepsi(Drink), Wipro(Company)

TEST 10

T10.1 ಐದು ಹುಡುಗರ ಹೆಸರುಗಳು (five boys' names)

T10.2 ಐದು ಹುಡುಗಿಯರ ಹೆಸರುಗಳು (five girls' names)

T10.3 ಕರ್ನಾಟಕದ ಐದು ನಗರಗಳ ಹೆಸರುಗಳು. (five towns' names)

T10.4 Five States of India (ಭಾರತದ ಐದು ರಾಜ್ಯಗಳು)

T10.5 Names of all the Seven continents (ಏಳು ಖಂಡಗಳ ಹೆಸರುಗಳು)

T10.6 Five Rivers of India- (ಭಾರತದ ಐದು ನದಿಗಳು)

T10.7 ನೀವೇ ಆರಿಸಿಕೊಂಡ ಹೆಸರುಗಳು. (Names chosen by you)

LESSON-11:

Types of Nouns/ ನಾಮಪದದ ವಿಧಗಳು
common nouns / (ಸಾಮಾನ್ಯ ನಾಮಪದಗಳು).

L 11.1 animals, birds, plants, trees, vegetables, vehicles, house- items, school things, useful things, profession.....

(ಈ ಇಂಗ್ಲೀಷ್ ಪದಗಳಿಗೆ ಸರಿಯಾದ ಕನ್ನಡ ಪದಗಳನ್ನು ಕಂಡುಹಿಡಿಯಿರಿ)

L 11.2 Five animals- tiger, lion, monkey, elephant, deer.....

L 11.3 Five animals- cow, goat, pig, dog, cat.....

L 11.4 Five birds- parrot, crow, hen, peacock, duck....

L 11.5 Five vegetables- beans, carrot, brinjal, potato, tomato.....

L 11.6 Five fruits- mango, apple, orange, cherry, banana.....

TEST 11

T11.1-

L 11.1 to L 11.6 ಅಲ್ಲಿ ಬಂದಿರುವ ಎಲ್ಲಾ ಒಟ್ಟು ಮೂವತ್ತು ಇಂಗ್ಲೀಷ್ ಪದಗಳನ್ನು ಬರೆದು ತೋರಿಸಿ,

ಮತ್ತು ಅದಕ್ಕೆ ಕನ್ನಡ ಸಮಾನ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

LESSON-12

COMMON NOUNS
(ಸಾಮಾನ್ಯ ನಾಮಪದಗಳು)

L 12.1 Vehicles-(ವಾಹನಗಳು) - car, bus, cycle, train, lorry

L 12.2 House items (ಮನೆ ವಸ್ತುಗಳು)- spoon, plate, cup, kitchen, bulb

L 12.3 School things (ಶಾಲೆಯ ವಸ್ತುಗಳು) Slate, book, blackboard, library, bench

L 12.4 Useful things (ಅಗತ್ಯ ವಸ್ತುಗಳು)- toothbrush, comb, shoes, sofa, table

L 12.5 Professions (ವೃತ್ತಿಗಳು)- teacher, doctor, lawyer, carpenter, cook

L 12.6 Others (ಇತರೆ)- air, water, house, hospital, road

TEST12

T12.1- L 12.1 to L 12.6 -ಅಲ್ಲಿ ಬಂದ ಪದಗಳ ಕನ್ನಡ (B/K/T)

T12.2 ಇಂಗ್ಲೀಷ್ ಸಮಾನ ಪದಗಳನ್ನು ಬರೆಯಿರಿ.

ಆಟೋರಿಕ್ಸಾ , ಹಡಗು , ಅಲಮಾರಿ ,

ಶಾಲೆ, ಸೀರೆ, ಪುಸ್ತಕ, ಬಾಚಣಿಗೆ,

ವಾಹನ, ಚಾಲಕ, ಬಾವಿ, ಕೆರೆ

LESSON- 13
SENTENCES (ONLY WITH NOUN)

ಸುಲಭ ವಾಕ್ಯಗಳು-

L 13.1 This- ಇದು That- ಅದು

Note: [For mentor- until 'a' and 'an' are introduced, a simplified English is used. Please forgive the authors]

L 13.2 ಹತ್ತಿರವಿರುವ ವಸ್ತುಗಳನ್ನು ತೋರಿಸಿ ಹೇಳಬಹುದು.

- 1) This is book. 2) This is car. 3) This is slate.
4) This is potato. 5) This is idli. 6) This is samosa.

L 13.3 ಸ್ವಲ್ಪ ದೂರದಲ್ಲಿ ಇರುವ ವಸ್ತು

That is book.....etc(ಇತ್ಯಾದಿ).

L 13.4 (ಸವಾಲ್ / ಜವಾಬು).

What is this ? (ಇದು ಸವಾಲ್) (What=ಏನು?)

This is book. (ಇದು ಜವಾಬು).

TEST 13

T13.1 What is this? This is _____.
(ಐದು ವಸ್ತುಗಳ ಹೆಸರು ಬರೆಯಿರಿ/ಕಲಿಯಿರಿ/ತೋರಿಸಿರಿ)

T13.2 What is that? That is _____.
(ಐದು ವಸ್ತುಗಳ ಹೆಸರು ಬರೆಯಿರಿ / ಕಲಿಯಿರಿ / ತೋರಿಸಿರಿ)

LESSON- 14

Words

ಪದಗಳು

L 14.1 ಅಕ್ಷರಗಳು ಸೇರಿ ಪದ ಆಗುತ್ತದೆ. Groups of letters form a word. ಅಕ್ಷರಗಳನ್ನು ಸರಿಯಾಗಿ ಸೇರಿಸುವ ಕೆಲಸ spelling ಎಂಬುದು. Spelling ಬರೆದು ಸರಿಯಾಗಿ ಓದುವುದು pronunciation (ಉಚ್ಚಾರಣೆ).

L 14.2 Students must know the correct spelling, pronunciation and meaning of words. ಇಂಗ್ಲೀಷ್ ಕಲಿಯುವುದಕ್ಕೆ ಮೊದಲ ಹೆಜ್ಜೆ ಇದು. (This is the first step for learning English).

L 14.3 example/ ಉದಾಹರಣೆ.(ಹೆಸರು)

Ali- ಅಲಿ (ಹೆಸರು) Anjan- ಅಂಜನ್(ಹೆಸರು) Anjana- ಅಂಜನ(ಹೆಸರು)
top- ಟಾಪ್(ತುದಿ,ಬುಗುರಿ) book- ಪುಸ್ತಕ(ಬುಕ್).

Test 14

T14.1 14.3 ಅಲ್ಲಿ ಇರುವ ಉದಾಹರಣೆ ತರಹ ನೀವು ಬೇರೆ ಪದಗಳನ್ನು ಬರೆಯಿರಿ. (See 14.3 write five words from other lessons) .

LESSON -15
Where to use a and an
a ಎಲ್ಲಿ? an ಎಲ್ಲಿ ?

An=one, a,an ಎಂಬ ಎರಡು ಪದಗಳ ಅರ್ಥ ಒಂದೇ, ಆದ್ದರಿಂದ ಈ ಪದಗಳು ಏಕವಚನ ನಾಮಪದಗಳ ಜೊತೆ ಬರುತ್ತವೆ.

(a or an come with singular nouns) / ಏಕವಚನ ನಾಮಪದಗಳ ಜೊತೆ a ಅಥವಾ an ಬರುತ್ತವೆ.

This is a book,(ಸರಿ) a books(ತಪ್ಪು)

L 15.1 a ಎಲ್ಲಿ? an ಎಲ್ಲಿ ?

SIMPLE RULE:

That noun where first syllable has a vowel sound gets 'an'. Other nouns get 'a'.

ನಿಯಮ : ಸ್ವರ ಉಚ್ಚಾರಣೆಯಿಂದ ತೊಡಗುವ ನಾಮಪದದ ಜೊತೆ 'a' ಬರುತ್ತದೆ. ಮಿಕ್ಕ ನಾಮಪದಗಳಿಗೆ, 'an' ಬರುತ್ತದೆ.

L 15.2 (1) ___apple. (2)___axe. (3)___elephant. (4)___egg. (5)

___idli. (6)___orange. (7)___Officer. (8)___umbrella. ALL 'AN'

L 15.3

___bun,___beedi,___pen. ___cat. ___dog,___doctor.,___ring,,___room.

___fan.,___fool.,___girl.,___tape.,___house.,___jug.,___wheel.,___key.,___lock

___yak. ___University. ,___map.,___zebra. ALL 'A'

TEST15

T15.1 Now, go to test 13 and answer./ ಈಗ ಕಿರುಪರೀಕ್ಷೆ 13ಗೆ ಹೋಗಿ, ಉತ್ತರ ಬರೆಯಿರಿ.

LESSON -16
Simple Sentences
ಸುಲಭ ವಾಕ್ಯಗಳು

L 16.1 We know that a group of letters forms a word. A word has meaning. If any group of letters that doesn't have a meaning. Then that group of letters will not be called a word.

ನಮಗೆ ತಿಳಿದಿರುವ ಹಾಗೆ ಅಕ್ಷರಗಳು ಸೇರಿ ಪದ ಆಗುತ್ತದೆ. ಆ ಪದಕ್ಕೆ ಅರ್ಥವಿರಬೇಕು. ಕೆಲವು ಅಕ್ಷರಗಳ ಗುಂಪಿಗೆ ಅರ್ಥವಿರುವುದಿಲ್ಲ ಆದ್ದರಿಂದ ಅಂಥಹ ಅಕ್ಷರಗಳು ಸೇರಿ ಪದಗಳಾಗುವುದಿಲ್ಲ.

L 16.2 A group of words forms a sentence. A sentence also should have meaning

ಪದಗಳ ಗುಂಪು ಸೇರಿ ವಾಕ್ಯವಾಗುತ್ತದೆ. ವಾಕ್ಯಗಳಿಗೆ ಅರ್ಥವಿರಬೇಕು

L 16.3 In this lesson we will learn only the simplest sentence in English. We will use only 'this', 'that', 'is' and any noun./

./ ಈ ಪಾಠದಲ್ಲಿ ನಾವು ಸುಲಭ ವಾಕ್ಯಗಳನ್ನು ಕಲಿಸುತ್ತೇವೆ. ನಾವು ಇಲ್ಲಿ 'this', 'that', 'is' ಮತ್ತು noun ಮಾತ್ರ ಉಪಯೋಗಿಸುತ್ತೇವೆ.

L 16.4 This is book ಇದು ಪುಸ್ತಕ This is dog. ಇದು ನಾಯಿ This is milk. ಇದು ಹಾಲು

TEST 16

5 padagalu ittu 5 vaahyagalu maadu.

T16.1 This is _____. Make five sentences

T16.2 That is big _____ Make five sentences (big= ದೊಡ್ಡದು)

LESSON- 17

a/an (how to use)

[ಹೇಗೆ ಉಪಯೋಗಿಸುವುದು]

L 17.1 This is a book (ಸರಿ) That is a house (ಸರಿ) This is an orange (ಸರಿ)

That is an owl (ಸರಿ) (a,an ಬರುತ್ತದೆ).

L 17.2 This is good book.(ತಪ್ಪು) This is good a book.(ತಪ್ಪು) This is a book good.(ತಪ್ಪು)

This is a good house.(ಸರಿ) She is a good girl.(ಸರಿ) (She=ಅವಳು)

This is big a house.(ತಪ್ಪು)This is big house a. (ತಪ್ಪು) This a is big house.(ತಪ್ಪು)

This is a good house.(ಸರಿ)He is a big boy.(ಸರಿ) (He=ಅವನು)

This is an apple.(ಸರಿ) This is an red apple.(ತಪ್ಪು) This is a red apple.(ಸರಿ)

L 17.3 Note: Consider an adjective as part of the noun. Put 'a' or 'an' as per the starting word (viz. adjective) (Adjective =ವಿಶೇಷಣ ಪದ) ನಾಮಪದ ಎಂಬುದು ಒಂದು ವಿಶೇಷಣ ಪದದಿಂದ ಆಗುತ್ತದೆ ಎಂದು ಅಂದುಕೊಳ್ಳಿ. ಈಗ 'a' ಅಥವಾ 'an' ವಿಶೇಷಣ ಪದ ಉಚ್ಚಾರಣೆಗೆ ತಕ್ಕನಾಗಿ ಬರುತ್ತದೆ.

L 17.4 ನಿಯಮ ನೋಡಿ ಕಲಿಯಿರಿ.

This is a book. This is an expensive book. This is a costly book. This is a useful book.

TEST 17 (use a/an)

T17.1 That is ___apple.

That is ___red apple.

That is ___expensive apple.

This is ___Kashmiri costly apple.

This is ___expensive Kashmiri apple.

LESSON -18
[a/an] – Where not to use-
(a,an ಎಲ್ಲಿ ಬರುವುದಿಲ್ಲ)

L 18.1 a=one an=one ಆದ್ದರಿಂದ,

ಏಕವಚನ(singular) ನಾಮಪದಗಳ ಜೊತೆ ಮಾತ್ರ ಬರುವುದು. ಅಂದರೆ, (plural) ಬಹುವಚನ ಪದಗಳ ಜೊತೆ ಬರುವುದಿಲ್ಲ.

a book(ಸರಿ)	a books(ತಪ್ಪು)
an apple(ಸರಿ)	an apples(ತಪ್ಪು)
a bag full of books. (ಸರಿ)	A basket full of apples. (ಸರಿ)
a book (ಸರಿ)	a books (ತಪ್ಪು)
an apple (ಸರಿ)	an apples (ತಪ್ಪು)
a bag full of books. (ಸರಿ)	A basket full of apples. (ಸರಿ)

L 18.2 ONE, TWO.....ಇದ್ದರೇ ಒಂದಕ್ಕೆ 'a' OR 'an' ಉಂಟು.

two books, three boys, five houses

Therefore an apple, an umbrella, an owl (ಸರಿ),

Also an idea (ಸರಿ), an American (ಸರಿ),

L 18.3 two milks, three rices, (ತಪ್ಪು)

So, a milk, a rice. (ತಪ್ಪು)

Uncountable nouns will not get 'a' or 'an'. Or any plural ಎಣಿಸಲು ಸಾಧ್ಯವಾಗದ ನಾಮಪದಗಳ ಜೊತೆ a/an ಬರಲ್ಲ.

L 18.4 BUT

a milk-drink, a rice bag, a cement bag.....(ok / ಸರಿ)

TEST 18

T18.1 Find the mistakes (ತಪ್ಪು ಕಂಡುಹಿಡಿಯಿರಿ)

1. a cooked rice, 2. an uncooked rice, 3. a green apple 4. an green apple,
5. a good idea, 6. an intelligent idea, 7. an intelligent person, 8. a rice,
9. a milk, 10. a water 11.an air 12. a useless idea
13. an useless idea, 14. a good idea, 15. an intelligent idea.

LESSON -19
a, an, the (use nothing)
{ ಏನೂ ಇಲ್ಲ/ಏನೂ ಬೇಡ }

L 19.1 This=ಇದು That=ಅದು He=ಅವರು/ಅವನು She= ಅವಳು I=ನಾನು You=ನೀನು.

L 19.2 1.This is a town.(ಸರಿ This is town.(ತಪ್ಪು)
 2. This is Mysore.(ಸರಿ) This is a Mysore. (ತಪ್ಪು)

L 19.3 1.He is a boy.(ಸರಿ) He is Anjan.(ಸರಿ
 2.She is a girl.(ಸರಿ), She is Anjana.(ಸರಿ), These are correct

L 19.4 1.He is boy.(ತಪ್ಪು) 2.He is an Anjan.(ತಪ್ಪು)
 3.She is girl.(ತಪ್ಪು) 4.She ia an Anjana.(ತಪ್ಪು)
 These are wrong. (ತಪ್ಪು)

L 19.5 *RULE(ನಿಯಮ)* **With proper noun do not use any ,(a/an/the)**

L 19.6 1. This is India. This is America. 2. This is Mysore This is Mumbai.
 3. He is Ali. He is David. 4. She is Ramya. She is Shabana (All are correct)

L 19.7 1.This is Karanjikere. This is a lake. (ಸರಿ) 2. He is Anna. He is a good man.
 3. She is Padma. She is a dancer. (ಸರಿ) (All are correct)

TEST 19

T19.1 Use *THIS is* and *THAT is* with some proper nouns (names of places)

T19.2 Use *HE is* _____, *SHE is* _____ with some proper nouns (names of persons)

LESSON -20
Review of lessons 1 to 19.

1. Writing neatly A to Z big and small letters.
2. Make a list of English words used [AS IT IS IN] Kannada.
3. Make a list of simple English words (nouns) with spelling.
4. First letter capital (big) letter with names of persons, names of places.
 Eg1. Pallavi (ಸರಿ), pallavi (ತಪ್ಪು), PaLLavi (ತಪ್ಪು).
 Eg2. Chennai (ಸರಿ), chennai (ತಪ್ಪು), cheNNAi (ತಪ್ಪು) ..
5. List of common nouns
 . Animals, vegetables, things, birds, vehicles, Fruits, Professions.
6. Use of 'THIS' and 'THAT' with 'IS'.
7. Use of 'a' or 'an' 8. Where not to use 'a' or 'an'.
9. Reading simple sentences. This is _____. He is _____.

TEST 20

T20.1 Write in capital letters.

ಹ್ಯಾಂಡ್, ಬೆಡ್, ಬ್ಯಾಂಕ್. ಫುಲ್, ಫೂಲ್, ಫಿನೀಷ್, ಫಸ್ಟ್. ಲಾರಿ, ಆಟೋ, ಬ್ರಷ್, ಫೇಸ್. ಸೈಕಲ್, ಬೈಕ್, ಸೈಟ್, ವೈಟ್. ಕೇಕ್, ಲೇಕ್, ಜೋಕ್, ಹೋಮ್.

T20.1 Same as 20.1__small letters.

T20.2 Read (to elders/ teachers) Same as 20.1

T20.3 Read and write in Kannada and English
clock, truck, stick, strong, crow, plan.

T20.4 Write in English properly

a) 3 vegetables. b) 3 fruits. c) 3 vehicles. d) 3 things.

T20.5 write in English properly

a) Names (boys/girls) (3+3) b) Names (cities / villages) (3+3)
c) Names (countries/ continents)(3+3) d) Names any Proper nouns.

T20.6

1. This is ___pen.
2. That is ___orange.
3. This is ___costly car
4. That is ___expensive bike.

T20.7 1. _____ is Ali

2. _____ is Eliza.

3. Victoria is _____ queen. _____ is the queen of England.

4. Basava ___ __ boy. ___ is ___ good boy.

('WAS' past tense of 'IS' [= ಇದ್ದರು/ಇದ್ದಳು])

T20.8 (What = ಏನು)

(Who = ಯಾರು)

1. What is this? This ___ Bangalore. This ___ big city.

2. Who is this? He ___ Basava. He ___ big boy.

3. What is That? That ___ lake, ___ Kukkarahalli lake.

4. ___ that ? ___ Jaya. She ___ officer in this bank.

T20.9 (READ ALOUD) (ಜೋರಾಗಿ ಓದಿ)

This is Mysore.

That is my house.

He is my father.

She is my mother.

This house is a small house.

But it is a nice good house.

Please come in.

LESSON 21

PLURALS

(Teachers/Elders: From this lesson all learning material will be in simple English only.
Explanations and instructions will be in Kannada)

Students! ಈ ಪಾಠದಿಂದ ಕನ್ನಡ ಕಡಿಮೆ-ಇಂಗ್ಲೀಷ್ ಹೆಚ್ಚು ಇರುತ್ತದೆ)

L 21.1 We can now write names. These are called nouns.

Nouns can be singular (=only one in number)

They can be plural (=many more than one)

Eg. Apple=One, an apple=1 One apple=1

Apples=many. Two apples Ten apples Many apples

L 21.2 Proper nouns __no plural.

Mysore, France, Abdul Kalam, Valmiki, Kaveri.

L 21.3 Only countable nouns have plural __count like 1, 2, 3, 4, 5, 47.....numbers.

Only one sun, suns)[wrong/ತಪ್ಪು]

Many stars, Many planets, Only one earth.

One rice (wrong/ತಪ್ಪು / wrong) some rice (ok / ಸರಿ)

One milk (wrong/ತಪ್ಪು wrong) some milk (ok / ಸರಿ) rices, milks.(wrong/ತಪ್ಪು)

One plate of rice (ok / ಸರಿ) Three plates of rice.(ok / ಸರಿ)

One cup of milk.(ok / ಸರಿ) Ten cups of milk.(ok / ಸರಿ)

TEST 21

T21.1 Take a list of nouns from earlier lessons and write plural.

LESSON- 22

PLURALS

L 22.1 Nouns have plurals.

Only countable nouns have plurals

Uncountable nouns do not have plural.

Proper nouns do not have plurals.

RULES: If you use a/an with a noun it will have plural.

If a or an is not used with a noun, it will not have plural.

[Teacher: I (The author) have tried to give SIMPLIFIED RULES for even very obvious and basic aspects of grammar. These are not strict definitions or laws, some may have a few (or even a large number of) exceptions. Please consider these rules as general guidance.]

L 22.2 RULE: Put the letter 's' at the end of the singular word. You get plural. (Many words do not follow this rule. Study them separately)

Boy-boys. Book-books.

L 22.3 RULE: Add 's' rule is a little different in some cases. But rule is the same.

Bus - buses Ass – asses Tax – taxes. Box – boxes

City - citys(wrong) - cities(right)

Mango - mangos (wrong) – mangoes(right.)

Buffalo – buffalos(wrong) – buffaloes(right)

TEST 22

T22.1 Go to your own list of nouns – collect only ‘s’.

T22.2 Collect nouns as per 22.3

T22.3 Collect / make a list of doubtful nouns.

LESSON -23

IS , ARE

L 23.1 This is a book. Basava is a big boy.

Here, ‘a’ is used with singular noun. ‘is’ is called **verb**

L 23.2 These are books

These are big boys. ‘are’ is used always with a plural noun

This (singular) – These (plural) That (singular) – Those (plural)

Is (singular) – are (plural) It (singular) – they (plural)

He (singular) – They (plural) She (singular) – They (plural)

RULE: Singular noun goes with ‘is’

Plural noun goes with ‘are’.

L 23.3 What is that? It is a calculator. It is not a mobile phone.

What is it? It is a microscope. It is not a calculator.

L 23.4 RULE: ‘It’ Means ‘This’ or ‘That’.

Examples: A) What is this? It is a flower. B) What is that? It is a fruit.

TEST23:

T23.1 fill with ‘is’ or ‘are’

a) it ___ a pen.

b) it ___ a mobile phone.

c) They ___ boys.

d) Those ___ pens.

T23.2 fill with singular or plural of any noun

a) ___ are ___

b) ___ are Indians

c) Those ___ .

d) They ___ .

LESSON-24

'IS', 'ARE'

L 24.1 RULE: With singular nouns use 'is'. With plural nouns use 'are'.

This is a book. It is Ramayana. These are books. They are my books.

She is Ramya. She is a student. They are her friends. They are students.

This is a tiger. It is an animal. These are ducks. They are birds.

L 24.3 RULE:

This	is		are
That		These	
It		Those	
He		They	
She			

TEST 24

T24.1 1. What is this? This is a pen. Use 5 different nouns of things

2. What is that? That is a pencil. Use as above

3. What are these? These are pens. Use as above but plurals.

4. What are those? Those are pencils. Use as above but plurals.

T24.2 What is this? _____ ... clock.

What does it do? _____ shows time

What is that? _____ broom

What does it do? _____ sweeps the floor.

LESSON- 25

HE. SHE. THEY

L 25.1

RULE: 1. 'what' is for things. 2. 'who' is for persons. 3. 'He', 'She' are persons.

L 25.2 1. Who is he? He is Ali. 2. Who is she? She is Ramya.

L 25.3 1. Who is he? He is Sachin. 2. Who is she? She is Shanthi.

3. Who are they? They are students.

L 25.4 1. Who is he? He is Dravid. 2. What does he do? He plays cricket.

3. Who is he? He is _____. 4. What _____? He plays cricket.

5. Who are they? They are players. They play cricket.

L 25.5

He is. She is. It is. That is. This is.

They are. These are. Those are.

TEST 25

T25.1 fill in the following:

1. Who is he? _____ a teacher. What does he do? _____ teaches English.

2. Who is she? _____ a doctor. Who is she? _____.

3. Who are they? _____ What do they do? _____

LESSON -26
SENTENCE WITH VERB

L 26.1 Sentence with verb

L 26.2 RULE Any simple English sentence will have a subject and a verb.

This (only a word) This is (ok, but not complete) This is a book. (sentence)

L 26.3 'This book' / 'That book' translated into Kannada (and south Indian languages) makes sense.

i.e., meaning is complete, grammar allows it. So ಇದು ಪುಸ್ತಕ/ ಅದು ಪುಸ್ತಕ 'is' which means (=) (like mathematics) is not necessary in Kannada and south Indian languages

In English [*This book* / *That book*]- has to be clarified, by adding 'is'.

(For teacher : What is written above for 'is'-can be generalized as- the suitable form of the verb 'be' the verb 'be' takes different forms as per person and number of the subject noun, Thus I gets 'am', you gets 'are'. Others get 'is' {for singular} all plurals get 'are')

L 26.4 [(For teacher; about tenses later)]

'is' and 'are' rule given in 26.3 & 26.4 are for the present tense only. For the past tense and the future tense, there are other words, (forms of the verb 'be').

We will use them when we learn tenses.

TEST 26

T26.1 say (right or wrong) & Correct the sentences.

1. This is a car. 2. This is my car. 3. This is my a pen.
4. That is a your pen. 5. Those apples tasty.
6. Those mallika mangoes, those very tasty.
7. This Mysore palace. 8. This a lake. It Karanjikere.

LESSON- 27
USE OF 'IS'. 'ARE'

L 27.1 Use of 'is' very important in English if 'is' is missing, sentence is not complete

RULE: In simple sentences 'is' gives the meaning of equal or extra information about the subject (noun) (singular) explanation:

This is a book. Here 'is' describes 'this' (Describe=say about)

This is a good book. Here also 'is', says more.

He is David. Here 'he' =David

David is a good boy. Or David is a boy. Here 'a boy' 'a good boy' all David only.

L 27.2 RULE: In simple sentences 'are' gives the meaning of equal or extra information about the subject (noun) (plural)

Explanation

These are books. these=books These are my books.... More information

They are Indians. Indians are citizens of India (citizen (ಪ್ರಜೆ)

(can also write as They are Indians, citizens of India.)

Those are lathes. Lathes are machines.

(can also write as Those are lathe machines.)

TEST 27

T 27,1 Find right or wrong. If wrong, correct.

1.This is mangoes. 2. Those are mangoes. 3. This mangoes are my mangoes.

4. He is my a friend. 5. He is a friend. He is a my friend.

6. They are students. They are English medium students.

7. Who is Indian? 8. Who are an Indian?

10. This is saw. Saws are tools.

LESSON -28**PRONOUNS AND PERSONS**

28.1 I, YOU, HE, SHE, IT, WE THEY, THESE, THOSE. These are special words

28.2 These words are called pronouns

Rule: Pronouns are words used to substitute for (stand for, replace) nouns.

A sentence **MUST** have S and V. S=subject, V=verb

Subject [S] can be a noun or a pronoun

[[pronoun=ಸರ್ವನಾಮ Noun=ನಾಮಪದ]

28.3 We already know 'is' and 'are', these are used with he , she, it [any proper noun or common noun will be *it* (or *he* or *she*)]

Eg: He is a boy, he is David She is a girl, she is Ramya

It is a dog, it is Tiger. This is a box. It is my box.

For plural nouns, only 'are' (these/those/they) are....

Now learn 'I' and 'you'.

1. I am David, I am a doctor. 2. I am Ramya, I am a girl.

3. I am Shabana, I am a teacher. 4. I am a teacher, I am Shabana.

Rule: 'am' is used with 'I',

Rule: 'are' is used with you (both singular and plural)

Eg: You are David, You are a doctor. You are Ramya. You are a student.

(These are singular 'you')

Note: see information sheet on pronouns. **Note:** Pronouns also have number and gender like (=same as) nouns. But they do not have subgroups like proper noun, common noun.

LESSON- 29
VERBS BE, DO, HAVE.

L 29.1 Various forms of verb 'be' are **am, are, is was, were, will be,**
How to use these with each 'person' (1, 2, or 3), number (singular/plural) and tense (present, past, future)?

L 29.2 Verbs 'do' has many uses. Some uses are:

1. To form a question. Eg: Do you like tea?
2. To form negative sentence. I like tea.(positive). I do not like tea.(negative)

L 29.3 Now how to use have:

'have' is a verb which has two important uses.

1. have = own, possess

I have two pencils. You can have one.

2. Have as extra verb used with another verb- (auxiliary verb, helping verb)-specially for forming perfect tenses. (This we will see later)

TEST 29

T29.1 Match verb in List B with pronoun in List A.

List A: I, you, we, he, it, they

List B: is, is, am, are, are, are

T29.2 Ask 5 questions using the verb 'have' & pronoun 'you'

Suggestion: 1000 rupees, adhar card, extra pen, brothers, a car

e.g do you have children?

T29.3 Ask 5 questions using the verb 'do' & pronoun 'you'

Suggestion: have, like, want, know, eat

e.g. do you play tennis?

[And] pen, ice-cream, scooter, Telugu, meat

LESSON 30
REVIEW OF LESSONS 21 TO 29.

L 30.1 SUMMARY(we have seen)

- | | |
|---|---|
| 1. Plurals of countable nouns. | 2. Not to use a/an with uncountable noun |
| 3. No plurals for uncountable nouns. | 4. 'is' and 'are' with singular and plural nouns. |
| 5. Use of 'it' for 'this' or 'that'. | 6. Forming a simple SVA sentence. |
| 7. Use of these, those, and they. | 8. All the 8 pronouns. |
| 9. Forms of the verbs 'be', 'do', 'have'. | (S=subject , V=verb, A=adjective.) |

Test 30

T30.1 Say (right) or (wrong) if wrong, correct.

1. This is an umbrella.
2. This is my an umbrella.
3. Many milks are here.
4. He can eat 50 idlies.
5. He can eat 50 rice's.

T30.2 Say (right) or (wrong) if wrong, correct

1. It is a boy. It is Ravi.
2. He is a boy. He is Ravi.
3. These are good apples. They are bad apples.
4. We are Indians. They are Americans.
5. . [your own].

T30.3 Write the plurals.

1. I.you
He it
2. Cat. bench. Mango idli. city.
3. This is a book.(singular)
------(plural)
4. He is a boy.
------(plural)

T30.4 Write the meaning in your language.

1. Roses are red
2. The sky is blue.
3. Mallika mangoes are tasty.
4. Cow gives milk.
5. We drink milk.
6. Give me a glass of water.
7. Water is a liquid.
8. Bus is a vehicle.
9. Brinjal is a vegetable.
10. These boys are students.

LESSON-31 a and LESSON-31 b
USE OF 'WHAT' & 'WHO'

L 31a.1 USE OF 'WHAT'

- a) What is this ? This is a [x] This is a pen. Here [x] = pen. [x= 'pen' or any other common noun is ok]
- b) What is your name? My name is [y] / Ravi .[y= Ravi or any other proper noun is ok]
- c) What are these? These are books [books or any plural .is ok]
- d)) What is a galaxy? It is [d] . here [d] = a group of stars. galaxy =group of stars [here the meaning of 'galaxy' should be given]
- e)) What is a library? It is [e] [e]=It is a place where books are kept.
[here (e) is similar to (d)]

L 31a.2 , L 31a.3 and L 31a.4

For a 'what' question one word answer is ok..

Sometimes you know [= understand] the question (= meaning of the question). But you cannot speak well. Then, one word answers or short answers are ok. See One word answers below:

1.) What is your name? Raju
2.) What is your mother's name? Nagaratna.
3.) What is that ? A watch.
4.) What is in your mouth? Sugar :ha....ha.
5.) What are these? Plum cakes
6.) What are those? Buns.
7.) What do you like? (like = ishta ಇಷ್ಟ) ice-cream.
- 8) What do you want? (want = ಬೇಕು) notebooks.
9.) What is the cost of this saree/shirt? 800 rupees. (cost= ಬೆಲೆ bele moolya)
10.) What is the distance between Mysore and Bangalore? 140 kilometers.

(or I don't know)

L 31a.5 Go back and read again(=once more) sentence numbers. 1.2.3. 10

Let us learn to speak full sentences also (=ಪೂರ್ಣ ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರ ಕೊಡಲು

ಕಲಿಯೋಣ) [poorna vaakyagalalli uttara koduvudu]

Example 1.What is your name? My name is Ravi.

L 31a.6 **What'** is for things. And **who** is for persons.

. 1) Who is he? He is Ali. 2) Who is she? She is Lata.

3) Who is calling? Your friend from jail.

LESSON-31B
FIND THE QUESTION

a) What is this ? This is a [x] This is a pen. Here [x] = pen. [x= 'pen' or any other common noun is ok]

here, What is this ? is the question idu prashne
This is a [x] is the answer idu uththara.

TEST 31

T 31.1 Answers are given. Ask the question (use 'what')

1. This is a pen. 2. My name is Ravi. 3. It is a group of stars.
4. It is a place where books are kept.
5. My mother's name is Nagamma. 6. These are cakes. 7. Those are buns.

T31.2 (same as 31.1 use 'who')

1. He is [Ali]. 2. She is [Lata]. 3. [One who drives] is a driver.
3. [Rama] killed Ravana 4. [Dr Rajendra Prasad] was the first president of India.
5. [Marie Curie] discovered Radium. 6. [Galileo] invented the telescope

***.

LESSON-32
'WHERE' & 'WHEN'

L 32.1 'Where' is the question. Answer will be like 'here', 'there', 'in Mysore' etc. .
shows place. .

L 32.2 'when' is the question. Answer will be like 'now' 'then', 'later', 'at 10 AM' 'in the evening' etc, **shows time.**

L 32.3 1.Where is your house? It is in Bogadi 2.Where is Tajmahal? It is in Agra.
3.Where is my phone? It is here. 4. Where can you see tigers? In the zoo.
5.Where is the toilet? It is there, at the end of the verandah.

L . **32.4** 1.When do you get up everyday? At 6 O clock.
2.When is the marriage? After 6 months.
3.When can I go home? After you finish your work.
4.When was Mahatma Gandhi born? On October 2nd 1869.

L 32.5 1.When and where is the wedding? On 2nd October in ABC Kalyana Mantapa
2. When and where will you go?. To Kukkarahalli lake in the morning or in the evening [For bird watching.]
3. Where does this bus go? This bus goes to H.D.Kote.
4. When will this bus start? At 9AM or as soon as it is full.

TEST 32

T32.1 Translate all the example sentences given in this lesson.

T 32.2 TRANSLATE.

1. ನೀವು ಎಲ್ಲರೂ ಎಲ್ಲಿ ಹೋಗುತ್ತೀರಿ.
2. ಹಾಯ್, ಎಲ್ಲಿ, ಯಾವಾಗ ಬೇಟಿ ಮಾಡೋಣ.
3. ಅವರ ಮನೆ ಎಲ್ಲಿ ಇದೆ.?
4. ಇವತ್ತು ರಜೆ, ಎಲ್ಲಿ ಹೋಗೋಣ? ಏನು ಮಾಡೋಣ?
5. ಸ್ವರ್ಗ ನಮ್ಮ ಆತ್ಮದಲ್ಲಿಯೇ ಇದೆ.

LESSON 33

USE OF 'WHICH' [SPECIAL USE OF 'WHAT']

L 33.1 '**which**'=(ಯಾವುದು) [is the question. '*that*' or 'special object' is the answer.

Shows choice, selection.

L 33.2 **What do you want?** For this question, any (one word) answer can be given.

Eg: icecream, food, cycle Or 1000 rupees, admission into your school, a good husband /wife (any group of words).

L 33.3 **Which do you want?** For this question we need previous information.

Eg:1. I have a pencil and a pen. Which do you want? Give me the pen.

Eg:2. (in a shop, 10 sarees on the table) Madam, which do you want / like?

Answer: 'that' green one Or Nothing , show me more.

TEST 33

T 33.1 USE what or which

A IN A SHOP do you want? There are 2 pens do you want?

B in a street is your house? is the make of your bicycle?

C in a map [atlas] is bigger Asia or Austral

LESSON-34

QUESTION WORDS 'HOW', 'WHY'

L 34.1 '**how**' asks a question, answer will be like 'this way', 'by this method' shows PROCEDURE (maaduva bage) '**why**' asks a question, answer will be like 'because' 'to do'.... Shows the reason (kaarana).

L 34.2 1) How do you come to school? By bus.

2) How can we prepare tea? By this method: Take Water

3) How did she pay the fees for B.E? By a bank loan.

4) How does a generator generate electricity? By the principle of electromagnetic induction . this is.

L 34.3 1) Why do you come to school? To study

2) Why do you prepare tea now? Guests are coming.

3) Why did she get a bank loan? To pay the fees for B.E

4) Why do we use a dynamo? To generate electricity.

L 34.4 'Why' asks for the reason for something. So, it is used very much in science ; also in many tests and examinations.

- 1) Why is the sky blue? Because of light scattering (or a very long answer)
- 2) Why did God create us? We don't know.
- 3) Why did you go to Chennai? To get visa to U.S.A.

L 34.5 'How' asks for the procedure for something, so it is used very much in science (& many other practical situations = ಬದುಕಿನ ಸಂಧರ್ಬಗಳು)

- 1) How does TV affect children?
- 2) How does HIV spread?
- 3) How can you prove this theorem?

TEST 34:

T 34.1 How is tea prepared? =What is the method to prepare tea?

Do this for 5 sentences given IN THIS LESSON

T 34.2 Why did you come? =What is the reason for your coming?

Do this for 5 sentences given IN THIS LESSON

LESSON 35

USE OF 'HOW' FOR QUANTITY

L 35.1 Add 'many to how'--- 'how many' this is a question to get quantitative answer. Add 'much'----- 'how much' this is a question to get quantitative answer

L 35.2 'how many'

How many squares are there is a chess 'board'? ans:64

How many fingers (are there) in your hand? Ans: five

How many children do you have?

How many were the 'Pandavas' ?

Here the answer gives a number. For countable plurals use how many.

L 35.3 'how much'

How much does this thing cost? Rs 1000.

How much sugar in your tea? 1 teaspoon.

How much does the bank collect as interest? 12%

A number or quantity, for uncountable / unspecified plurals use 'how much'

TEST 35

T 35.1 translate

1. ಆಕಾಶದಲ್ಲಿ ಎಷ್ಟು ತಾರೆಗಳು? (ಇವೆ?)
2. ಧಶನನಿಗೆ ಎಷ್ಟು ತಲೆಗಳು?
3. ಕಾಮನಬಿಲ್ಲಿನಲ್ಲಿ ಎಷ್ಟು ಬಣ್ಣಗಳಿವೆ? ಅವು ಯಾವುವು?
4. ಹತ್ತು ರೂಪಾಯಿಯನ್ನು ಹತ್ತು ಜನರಿಗೆ ಹಂಚಿದರೆ, ಒಬ್ಬೊಬ್ಬರಿಗೆ ಎಷ್ಟು ರೂಪಾಯಿಗಳು ಸಿಗುತ್ತದೆ?

- T 35.2**
1. ಗಾಳಿಯಲ್ಲಿ ಎಷ್ಟು ಪ್ರಮಾಣದ ಆಕ್ಸಿಜನ್ ಇರುತ್ತದೆ?
 2. ಅವರು ಎಷ್ಟು ಚಾರ್ಜ್ ಮಾಡುತ್ತಾರೆ?

LESSON 36
INTERROGATIVE WORDS = QUESTION WORDS

L 36.1 **Seven words are important**

Rule **6W+H gives 7 question words**

L.36.2	What	ಏನು?	enu
	Who	ಯಾರು?	yaaru
	Where	ಎಲ್ಲಿ?	elli
	When	ಯಾವಾಗ?	yaavaaga
	Which	ಯಾವುದು?	yaavudu
	Why	ಏಕೆ?	eke
	How	ಹೇಗೆ?	hege

- L 36.3
1. What is your name?
 2. Who is the headmaster of your school?
 3. Where is your school?
 4. When does the school begin?
 5. Which class are you studying in?
 6. Why do you come to school?
 7. How do you come to school?

L 36.4 1 to 5 in 36.3 only one word answers are ok. For 6 & 7 you need to write (or speak) more. Eg: 6: Answer: to eat midday meal 7: Answer: by walk.

TEST 36 T 36.1 Translate the paragraph 36.5 L 36.5 .This is ABCD school. This is my school. Shri Bhat is the headmaster . My school is in Mysore. My school begins at 10AM and we go home at 5PM. We study 6 subjects. I like English very much. My English teacher is very good. This is a reason for my liking English. I get good marks in all the subjects. I study that day's lesson that night itself.

- T 36.2
1. What is the name of the school?
 2. Who is the headmaster?

3. Where is the school?
4. When does the school begin? When does it end?
5. Which subject do you like?
6. Why do you like the subject?
7. How do you get good marks? [answers----get from L36.5]

T 36.3 *Why* and *how* are different from the first five W words. Explain (can write in your own language)

LESSON 37 IMPERATIVE SENTENCES

L 37.1 in an earlier lesson We saw.. (noun)+(verb) makes a sentence.
(noun)=subject=s Verb=V A=adjunct
This is a book. This = S Is=V a book=A

L 37.2 When only 2 persona are talking 'subject=s is not necessary.
'GO' Please ,go. Here 'subject=s is **you** (not written)
Order= (ಆದೇಶ Ādēśa) Request=...vinanthi (ವಿನಂತಿ)
Suggestion...= salahe (ಸಲಹೆ)

L 37.3 **ONLY VERB** such sentences are used for spoken English

Go, Eat, Come in, Please come in, Stand up , Sit down, Quick march, Clap (your hands)

L 37.4 **Verb+object (V+O)**

Drink coffee Do not lend money Lend advice Give guidance
Don't smoke cigarette Do not tell lies Give (money/help)

TEST T 37.1 Translate all the sentences given here into your own language.

LESSON-38 WHAT DOES _____ DO'

L 38.1 What does he do?

He walks . He sleeps.

He sits/ stands/ goes/ runs/ comes/ eats/ plays .

L 38,2 'What does she do?'

She brushes. She brushes her teeth. She plays She plays tennis.

She eats She eats biscuits. She sings She sings a song.

She cooks She cooks food. She serves She serves food.

L 38.3 See the difference between 38.1 and 38.2 .

In 38.2 sentences, these are 'objects '(in kannada . ಎರಡನೇ ವಿಭಕ್ತಿಪ್ರತ್ಯಯ ಇದೆ).

ವಿಭಕ್ತಿ (case) is a quality of a noun one such case is 'object'. Object is the quality of a verb. Some verbs have object some verbs do not have object .This is the difference.(for teachers: verbs can be used along with the object, ie, TRANSITIVE verbs [eg: eat, cook, do.]. Many other verbs cannot have objects i.e. they do not act on an objective (accusative) case of the object noun [eg. Walk, sit, sleep])

L 38.3 She teaches English. This is a sentence of (S+V+O) type

S=subject (here,*she*) V=Verb (Here, *teaches*) O=Object (Here, *English*)

Let us write; same S and v but different objects.

She teaches English

She teaches Music

She teaches Yoga.

She teaches how to cook.

This shows one verb can act **on many different nouns**. [= object O].

L 38.4 She teaches English. **Let us write; same S and O but different verbs.**

She writes English. She reads English. She likes English.

She does not like English. She does not know English.

This shows different verbs can be used with **the same object**.

L 38.5 She teaches English. **Let us write same (V+O); but different subject noun**

He teaches English.

Computer teaches English.

I teach English.

You teach English.

Professor teaches English.

We teach English.

This shows the **subject noun can be different** .Be careful to apply 's' rule to the verb.

['s' rule: if the subject is third person singular , verb in the present tense will get s]

TEST-38

T.38.1 Use verbs given in 38.1 and make 3 sentences for each subject.

Eg. He comes--→ I come --→ we come -→ Bus comes

Subject nouns: Lata/ Ramu/ Chamundi express/ I/ We /

T.38.2 apply the '**s**' rule to verbs below and write 3 sentences for each verb

(a) Play-ಆಡು (b) make-ಮಾಡು (c) break-ಹೊಡೆ

38.3 I like cake.

In this sentence, change S only ; V only; O only: and make 9 sentences.

Hint: I → [He/ We/ They/]

Like → [make/ eat/ serve]

Cake → [bread/ idli/ samosa]

LESSON-39
WHAT WILL YOU DO?

L39.1 Lesson 38 was present tense only. This lesson -----future tense only
(Present tense -----ವರ್ತಮಾನಕಾಲ

Future tense-----ಭವಿಷ್ಯತ್ ಕಾಲ, Future tense use 'Will')

L 39.2 RULE : Take verb(V); add 'will'.

He eats , (Present tense: Verb=eat) He will eat (Future tense: will+Verb)

RULE: Will + (Verb root) gives future tense)

L39.3 I walk. I will walk. You sleep. You will sleep.
She runs. She will run He does work. He will do work

L 39.4 Let us learn to make negative sentence. It is easy in future tense
[IT/ computer] will [work / run] . [IT/ computer] will not [work / run] .

TEST-39

T 39.1 Make future tense:

1. I run, 2.We run, 3.He runs, 4.She cooks food 5.We eat meat.

T 39.2 Make present tense:

1. He will work. 2. I will do work. 3. Children will grow up. 4. Man will beat wife.

T 39.3 Make negative sentence:

1. This will do. 2. Who will like it? 3. All of us will learn English.
4. Rowdy Neta will win.

LESSON-40
REVIEW OF LESSONS 31 TO 39

1. '**What**' for things '**who**' for persons.
2. Know the answer, How to ask question.
3. '**Where**' for place '**when**' for time.
4. '**Where**' & '**When**' may need prepositions.
Where is Mysore? in Karnataka. When is the wedding? On 31st May.
5. ವಿಭಕ್ತಿ (in Kannada and Indian Languages) are called cases (of nouns) in English.
6. Preposition before a noun gives modified meaning to the noun (case) examples.
to Mysore , **from** Mumbai, **after** you, palaces **of** Mysore, Mysore's lakes.
5. 'Which'= 'What' with a choice, Selection or particular 'thing'
6. 'How' & 'Why' How ----method, Why-----Reason
7. **How many** for countable nouns. **How much** for uncountable nouns.
8. 6W+H---Question words.
9. Imperative sentence --- 'you' hidden
10. Imperative sentence ---- (V+O)
11. Present tense of verbs. 'What' does he do? _____
12. Future tense 'What will you do' 13. Future negative sentence.

LESSON 41

REGULAR VERBS “_ED” PAST TENSE

L 41.1 In English , only one form of verb is Ok, for all persons ,genders, and numbers, ie, A noun singular or plural, male or female will have only one verb form for one tense.

Eg; Ali likes ice cream; Ali will like ice cream.
 Ali liked ice cream, Ali will like ice cream
 Men liked ice cream, Women will like ice cream.

L 41.2 Only one small difference (ie, exception to the rule) from 41.1

Like___ verbs root.

Liked___ Past tense ----(Only one for all).

Will like ----- future tense (only one for all)

PRESENT TENSE:

I like mango: We like mango. You like mango: They all like mango.

But;

He likes fruit/s

She likes fruit/s

Monkey likes fruit/s

Mysore likes music

Here, ‘s’ is added to verb root.

L 41.3 **RULE; All verbs become future tense if you put ‘will’ before the _root verb _**

L 41.4 **RULE;** Many verbs become past tense., if you add ‘ed’ at the end.

Eg: Like—Liked Walk—walked.

41.5 LIST OF REGULAR VERBS

Walk	Fix	Pull	Talk	Jail
Box	Fill	Push	Test	want
Look, bowl	Finish	Rest	Walk	
Call, cook	Kill	Sort	Work	Opted

L 41.6 Some get only ‘d’ because there is already one ‘e’ at the end.

Axe	File	Like	Race	Vote
Bake	Gore	Move	Rule	

L 41.7 Some verbs with last letter as ‘y’ change to **ied**; not ‘yed’[usually consonant + y]

Apply –applied	Query-queried
Cry-cried	Reply-replied
Dry-dried	Supply –supplied
Fry-fried	Verify-verified
	Try-tried

TEST 41

T41.1 WRITE ENGLISH

ನಾನು ಬೌಲ ಮಾಡಿದೆನು.
ನೀನು ಬೌಲ್ ಮಾಡಿದೆಯು.
ಅವನು ಬೌಲ್ ಮಾಡಿದನು.
ಅವಳು ಬೌಲ್ ಮಾಡಿದಳು.
ಅವರು ಬೌಲ್ ಮಾಡಿದರು.
ನಾವು ಬೌಲ್ ಮಾಡಿದೆವು.
ನೀವು ಬೌಲ್ ಮಾಡಿದೆವು.
ಅದು ಬೌಲ್ ಮಾಡಿದು.
ಅವುಗಳು ಬೌಲ್ ಮಾಡಿದವು.

Change 'bowl' to kannada 'kelasa' and WRITE ENGLISH

T41.2 Make into future tense

- 1) I vote for good person. 2) He votes for good person.
- 3) We vote for good person.
- 4) All of us vote for good persons. 5) Who votes for bad persons?

T41.3 Make into past tense

- 1.He works hard. 2. She types a letter. 3. We walk fast.
- 4.You talk a lot. 5.Who pushes me?

T41.4 Make into present tense [[for teachers: 'the' not used]]

- 1) We baked many cakes. 2) She served idli and coffee.
- 3) Politician cheated businessman. 4) The police arrested the public. ('the'is necessary)
- 5) The people of France hated the arrogant rulers. ('the'is necessary)

T 41.5 Make into present and future: (only regular verbs with '_ed' ending are used)

- 1) Truth succeeded 2) Professor lectured. 3) Engineer designed.
- 4) All of us liked your mother's cooking. 5) Who wanted your advice?

T41.6 1.Take two verbs from L41.5 & write as given above. Take one more new verb

LESSON 42 IRREGULAR VERBS 'BE'

L 42.1 Past tense of verb root 'be' changes with the 'number' and 'person' of the subject. To understand this sentence , go to information sheets 7 and 8, and table 39.3 le, If you know the pronouns and the corresponding forms of the verb, you can understand the above rule.

Pronoun	Present tense	Past tense
I	Am	Was
You	Are	Were
He	Is	Was
She	Is	Was
It	Is	Was
We	Are	Were
They	Are	Were

L 42.2 future tense of 'be' will always be 'will be' (for teachers: this simple rule is Ok) ['shall be' not necessary for us]

L42.3 A game to play. Go to L 7.2 & copy here.

L42.4 in the game above:

You were a baby.... You are a (boy/girl) You will be (a/an)(c)

(C) can be 'doctor' 'teacher' or 'old man' / 'old woman'.

L 42.5 In the games 42.2 & 42.3 'will be' is fine 'will become' also is Ok.

But 'will become' is a future tense of verb root 'become' (Not 'be COME')

'become' Is ONE WORD.

TEST

T42.1 Clearly write 2 sets of games for L 42.2

T42.2 Clearly write 2 sets of games for L 42.3

T 42.3 write the game for all the pronouns. (all 3 tenses).

LESSON 43

IRREGULAR VERBS TENSES FOR 'DO', 'HAVE'.

L 43.1 Past tense of 'do' is not 'doed'

Past tense of have is not 'haved'

These are irregular verbs , students must memorize (by heart)

L 43.2 Present and past tenses of 'do', 'have'

I	Do	Did	Have	Had
You	Do	Did	Have	Had
He/she/it	Does	Did	Has	Had
We	Do	Did	Have	Had
They	Do	Did	Have	had

L 43.3 'Be'

'be' is a verb showing something 'is'.

In simple words 'be' means 'the same as' [or = in mathematics]

He is Hari_____ Here he=hari. He does not do anything.

He is a doctor. Here also he=a doctor

L 43.4 'DO' also has its own meaning

1.He does work– positive

2. I like it-- positive

3. I do like it (=2 but strong)

4. I do not like it (=2 but negative)

In (1) above 'do' has its own meaning

In (3) & (4) above 'do' joining another verb (Called helping or auxiliary verbs)

L 43.5 'Have' has its own meaning.

1.He has a car. 2.I have a pen. 3.She has two children.

Later we will see,

He has done something I have taken my breakfast. The train has arrived.

Here, 'have' does helping or auxiliary function)

L 43.5 '**Be**' also is used as **helping verb**. Later we will see.

I am going , we are going They were going

Much later we will see, Cake was tasty., Cake was eaten etc.

LESSON 44

THREE SIMPLE TENSES OF BE, DO, HAVE.

L 44.1 '**be**' is a special verb.

It shows something exists(=lives, =is present,= is the same as ,, etc)

When forms of 'be' are used, one meaning is 'equal to' therefore the sentence will not be S+V+O type.

It will be S+V+Ap type (Where Ap is called apposition]

Thus, a) Ali ate meat. is S+V+O type.

But b)Ali is happy. is S+V+C type. Where C is called 'complement')

Also, c)Ali goes by train. is S+V+A (where ad is called 'adjunct' type,)

Also a)Ali is a doctor. b)He is Ali. Are S+V+Ap

L 44.2 '**be**' – '**will be**' – future tense.

Eg1: I am a boy. I will be a doctor.

Eg2: It is an egg. It will be a bird Or it will become a bird.

Thus, '*will be*' can be substituted by '*will become.*'

Eg3: eg1 can also be written as,

I am a boy now. I will become a doctor in future.

L 44.3 '**Be**'-----'**was**' or '**were**'-----past tense.

Eg1: I was a baby.

Eg2: Butterfly was a caterpillar.

Eg3:It was a puppy. It is a dog.

Eg4: Plurals take 'were'

Birds were eggs.

Butterflies were caterpillars

Dogs were puppies.

We all were babies.

L 44.4 Special case of 'you' and 'be' in English 'you' can mean one person or many persons. (in kannada ನೀನು ಅಥವಾ ನೀವು)

Only in the context , we can find the real meaning.

So, 'be' has only one form for both singular and plural.

Thus, Eg:1:You are a student. Are you Mr.Singh? (here 'you' is singular)

Eg:2: You are students. Are you Americans? (here 'you' is plural)

In both Eg:1: & Eg:2, 'are' is used.

Rule: 'be'-----→ 'are' for both 'you' singular and plural in the present tense.

Eg3:There is no confusion in the future tense .For all, 'be'--→ 'will be'

Rule 'be'---→ 'were' forth both you' singular and plural in the past tense.

L 44.5 In all the examples see that 'be' can be replaced by '='

I am a student-----→I = student

They are students -----→they = students

She was a baby -----→she =baby (past)

She will be a doctor-----→ she = doctor (future tense)

L 44.6 FORMS OF 'BE'

PRONOUN(=PERSON)	PRESENT	PAST	FUTURE
I	Am	Was	Will be
You	Are	Were	Will be
He/she/it	Is	Was	Will be
We	Are	Were	Will be
They	Are	Were	Will be

TEST 44

T 44.1 1)Am I a fool? No, you a fool.

2) Are you the HM? Yes, I the HM.

3)Is Sonia Gandhi president of India? No, S.....

4)Are you Indians? Yes , we Indians.

5)Are you Americans? No, we Americans. We Indians.

6)Are you an Indian. Yes, I an Indian

7)Are you an American? No, I ,,,, not an American. I--- an Indian.

8)Are those birds, swans? No, those birds swans.

9)Are these ballpens? No, these ballpens. They thermometers.

10.] Who.....I? You a student..

T 44.2 1) Was I a fool? No, No, you a fool

2) Were you the HM, at that time? Yes, I

3) Was ,Sonia Gandhi president of India, any time. No, She

4)Were you Indian citizens in the year 2000? Yes , we

5) Were you Americans, when you were born? No,, we

We Indians. Now , we Americans.

6) Were you an Indian, at that time? Yes, I

T44.3 CONVERT TO FUTURE TENSE Eg: you are a boy.--→ you will be a doctor.

1.I am a student of Law college.-----→(Lawyer)

2.You are a trainee.-----→(officer)

3.Youall trainees. -----→youall.....officers.

4.He is a boy-----→(old man)

5.She is a girl-----→(old woman)

6.It is a puppy-----→(big dog)

7.There are cocoons-----→(butterflies)

8.These are small plants-----→(trees) (Help: 'will be' OK, 'will become' also OK)

LESSON 45
VERB + 'ING' CONTINUOUS TENSE.

RULE: (Verb root) +ing gives the meaning of continuing action.

Continuing = action on- going , work going on, still happening, action at present time.

L 45.1

Go-going

L 45.2 Some small spelling changes:

Sit	Sitting
Run	Running
Set	Setting
Star	Starring (cinema)
Dub	Dubbing
Lag	Lagging (sports, science)
Jam	Jamming
Can	Canning
Sip	sipping

L 45.3 Some small spelling changes in adding 'ing' to verb root.

Guide	Guiding	'e' gone
Knife	Knifing	
Bake	Baking	
File	Filing	
Time	Timing	
Mime	Miming	
Cane	Caning	
Type	Typing	
Cure	Curing	
Care	Caring	
Use	Using	
Peruse	Perusing	
Bite	Biting	
Plate	Plating	
Axe	Axing	
Dye	Dying (wrong) see 45.4	
Freeze	freezing	

L 45.4 **caution** Be careful-sometimes 'ing' to verb root is difficult, do guess – work well.

1.canning ->can –put(something) into a can [read as man, fan

Caning →cane –use a cane (to beat) [read as jane. Lane

2.sitting→sit- the action 'sit' [read as it. Fit. bit

Siting →site-find a location. [read as bite. Kite. light

3.Starring → star→be a star in a movie [read as car. Far.

Staring-→stare →action of 'doing see' [read as care, fare, chair

4.filling →fill→occupy space [read as ill, kill,

Filling →file→put in a 'file' [read as tile. While,

5.dying →die→not 'di ing' instead 'dying' [read as buying

Dyeing →dye→keep 'e' so that confusion is avoided. [read as above

L 45.5 I go, I went. I will go all are ok.

He goes , she went , It will go all are Ok.

But I going.... He Going.... She going..... We going..... These have no meaning.

L 45.6 Explanation in Kannada.

Going= = ಹೋಗುತ್ತಾ(ಕನ್ನಡದಲ್ಲಿ)) hogutthaa

Doing= ಮಾಡುತ್ತಾ(ಕನ್ನಡದಲ್ಲಿ)) are not complete

TEST 45

T45.1(a) verb root is given, Add 'ing' Add, see, do, work, look.

45.1(b) 'ing' verb is given , find root loading, feeling, cooling, signing, Packing

T45.2 (a) get, fit, plot, jog, wed, jump make 'ing' form.

(b) betting, digging, humming, running find root

T45.3 (a) idle, bite, place, axe, bore Make 'ing' form

(b) dining(table), timing, lining, wearing, pleasing. find root

T45.4 (1)Find the root verb & explain the difference in meaning.

(a)filing , filling (b) sitting, sighting, (c)squaring, sparring, (d)staring, starring

LESSON 46

'ing' in verb present tense

L46.1 See kannada explanation in 45.6

ಹೋಗುತ್ತಾ ಬರುತ್ತಾ ಮಾಡುತ್ತಾ	All are incomplete
---------------------------------	---------------------------

With these we have to add various form of the verb. ಇರು' like ಇರುತಾನೆ, ಇರುತ್ತೇನೆ,

ಇರುತ್ತಾಳೆ , irutthaa [ne. Re, Le]

L46.2 English equivalent of 46.1 is

going

coming

doing All are incomplete

With these we have to add various forms of the verb= 'be' like **am, are, is**

L46.3 ನಾನು ಹೋಗುತ್ತಾ ಇರುತ್ತೇನೆ.--→ I am going

ನೀನು ಬರುತ್ತಾ ಇರುತ್ತೀರಿ----→you are coming

ಅವನು ಮಾಡುತ್ತಾ ಇದ್ದಾನೆ----→He is doing

L 46.4 You can make many sentences using the table below.

I Am Going

You Are Coming

He Is Doing

She Is

It Is

We Are

They Are

(Table of 21 sentences)

L46.5 **RULE singular noun + is +verb 'ing'**

: **Plural noun + are + Verb 'ing'** This rule is for present tense.

L46.6 subject [= noun] singular-- verb 'is'

1. Mary is going (to church)
2. Ali is praying (in mosque)
3. Ram is doing pooja
4. Grass is growing.
5. Leaf is falling.
6. Government is not functioning
7. Pollution is increasing.
8. Child is crying.

L46.7 subject [= noun] plural -- verb 'are'

1. Christians are going (to church)
2. Muslims are praying (in mosque)
3. Hindus are doing pooja.
4. Trees are growing.
5. Leaves are falling.
6. Companies are making (products)
7. Prices (= costs) are increasing
8. Children are crying.

TEST 46

T46.1 Take any one verb : 'go', 'come', 'do' Make 7 sentences as given in L 46.4 Write the correct translation in your (local) language.

T46.2 say right or wrong. If wrong, correct.

1. I going to school.
2. You studying in college?
3. Where you going?
4. Water boiling ; why you not making tea?
5. You are studying very well
6. Dog barking. Go and see why.
7. The Indian team is winning.
8. Players are playing.
9. Team of players are playing.
10. Group of my friends are coming.

11. One of my friends are coming for lunch. 12. Thief running catch him.
T46.3 Translate into English.

1. ಅವನು ಓಡುತ್ತಾನೆ.(ಓಡುತ್ತಾ ಇರುತ್ತಾನೆ)
2. ಅವಳು ಓಡುತ್ತಾಳೆ.(ಓಡುತ್ತಾ ಎರುತ್ತಾಳೆ)
3. ನಾನು ಓಡುತ್ತೇನೆ.(ಓಡುತ್ತಾ ಇರುತ್ತೇನೆ)
4. ಬೆಂಕಿ ಉರಿಯುತ್ತಾ ಇದೆ.(ಬೆಂಕಿ-fire) ಉರಿ(ಉರಿಯುವುದು)-
5. ನೀರು ನದಿಯಲ್ಲಿ ಹರಿಯುತ್ತಾ ಇದೆ. [ನೀರು- water ನದಿಯಲ್ಲಿ-in the river ಹರಿ(ಹರಿಯುವುದು)-flow]
6. ನೀನು ಸುಳ್ಳು ಹೇಳುತ್ತಾಯಿದಿಯ. ಸುಳ್ಳುಹೇಳು=Tell lie, or lie

LESSON 47

Verb+ing (Past tense) Past continuous Tense.

L 47.1 Verb root+ing , is incomplete .

It requires the verb 'be' to complete the meaning.

For this, past tense of 'be' is used before 'ing' verb.

Eg:..... **RULE: This rule is for past tense**

.....is coming --→this is present tensewas coming---→this is past tense.

'is' , 'was' (forms of helping verb 'be') shows the tense, 'ing' verb is the same.

L 47.2

I	was	
You	were	
She	was	coming
He	was	going
It	was	doing
We	were	
They	were	

Make sentences total 21

L 47.3 (singular noun)+**was**.....ing (plural noun)+**were**+.....ing .

L 47.4 see 46.6 and 46.7 for help

Mary was..... Ali was..... Ram was.....
Grass was..... Leaf was..... Go..... Was not.....
p..... was..... child.....was.....

L 47.5 see lesson 46 for help

.chr.....were..... 2.....were.....
3.....were..... 4.....were.....
5.....were.....6.companies were.....

7.costs were..... 8.....were.....

T 47.1 Take any one verb : 'go', 'come', 'do' Make 7 sentences as given in T T

47.2 Write the correct translation in your (local) language

T 47.2 (Say 'right' or 'wrong. IF WRONG CORRECT IT. THEN', make the sentence into past tense)

1. I going to school. 2.You studying in college? 3.Where you going? 4.Water boiling ; why you not making tea? 5.You are studying very well 6.Dog is barking. Go and see why .7.the Indian team is winning. 8. Players are playing. 9.Team of players are playing. 10.Group of my friends are coming 11. One of my friends are coming for lunch. 12. Thief running catch him.

TEST 47.3 Same as 46.3 (Let Kannada be in the past tense)

T47.4 [supply correct form of verbs 'be' is, was etc.....]

- 1.I.....sleeping. Now I awake. (now=at present, FUÀ) Awake=eyes open , JzÀÄÝ
- 2.Whatyou doing 3 child.....crying.
- 5.Romans.....dying. Nero.....fiddling. (Fiddle-to play, fiddle=violin)
- 6.Lecturertalking. Studentssleeping. (lecturer -college teacher)
- 7.Lecturer.....sleeping. Studentsmaking noise .[noise=sound, (bad), ±À\$P]

LESSON 48

Verb+ing- future tense. Future continuous tense.

L 48.1 Take any one verb : 'go', 'come', 'do' Make 7 sentences as given in L 47.4

Write the correct translation in your (local) language

L 48.2 put ' will be' in the middle box .

I
You
She
He
It
We
They

coming
going
Doing

Test48

T48.1, T48.2, T48.3, T48.4

SAME AS (=T47.1, T47.2, T47.3, T47.4)

LESSON 49

‘ing’ verbs- all 3 continuous tenses

L 49.1 ‘ing’ verbs require helping verb ‘is’ or ‘was’ or ‘will be’

Thus, He is cooking. He was cooking . He will be cooking.

You are eating. You were eating, You will be eating.

I am reading, I was reading, I will be reading.

L 49.2 Verbs are followed by many other words and / or phrases (=group of words)

She writes. She writes short stories. She writes very beautifully

SAME With ‘ing’

She is writing She is writing short stories. She is writing very beautifully.

Narendra gave a lecture in Chicago. Narendra was giving a lecture in Chicago.

TEST49 CORRECT THE MISTAKES

T49.1 1.I very hungry.I eating. 2.You was hungry.Did you eat?

3.I is waiting .You is speaking on telephone. 4.We going to hotel. You coming?

5.Will you coming on Monday?

T49.2 Change the subject (noun) as shown

1.I am reading a book.(change ‘i’→you)

2.you were sleeping yesterday at 9 AM (change ‘you’ to ‘I’)

3.He is playing.(change ‘he’ to ‘she’)

4.She will be coming tomorrow evening.

(change ‘she’ to ‘I’/‘you’/‘we’/‘they’) 4 sentences)

T49.3 root verb+ing use future tense

I		Stand
You		sit
He/She/It		Run
We		Bake cake
They		Take bath

[you can make 25 sentences.] T49.4 change T49.3 into past tense.

LESSON 50

REVIEW OF 41 TO 49

Review questions

1. Example I work I worked I will work

Make sentences for all the pronouns : you, he, she, it, we, they for the same verb

2. Do for other regular verbs : walk, cook, like, want , laugh , serve

3. Do the same for some other verbs : study, try, cry, supply, reply

4. Do the same for some other verbs do, have

5. Example; He was a baby. He is a boy. He will be a good worker.

Do for all the pronouns

6. Make ‘ing’ form of any 5 verbs . Make present, past and future continuous forms for these verbs . Use them in sentences.

LESSON 51A A STORY IN 3 TENSES

L 51A.1 A STORY WITH FIRST PERSON 'I' - PAST TENSE.

I was born in a small town in Tamilnadu.

My father was a poor man.

My school was a Tamil medium government school.

My teacher was a very good man.

My mentor was a kind and educated person.

I was helped and encouraged by these two persons.

I was lucky to go to college and study engineering.

I was more lucky to get a job and work with famous scientists of India..

I was very happy to work on rockets.

I was given many awards.

The best was the honour to be the president of India and do service to the nation.

What was the name my parents gave me?

L 51A.2 THE SAME STORY WITH FIRST PERSON 'I' - PRESENT TENSE.

I am from a small town in Tamilnadu.

My father is a poor man.

My school is a Tamil medium government school.

My teacher is a very good man.

My mentor is a kind and educated person.

I am helped and encouraged by these two persons.

I am lucky to go to college and study engineering.

I am more lucky to get a job and work with famous scientists of India..

I am very happy to work on rockets.

I am given many awards.

The best is the honour to be the president of India and do service to the nation.

What is the name my parents gave me?

Test T 51A

T51A.1 Rewrite in the third person [use 'he' in place of 'I']

T 51A.2. Take another person and write

Suggestion: ,MKGandhi , Swami Vivekananda, B.R. Ambedkar, Abraham Lincoln, a person from your own family [grandmother] / friends

L 51A.3 THE FUTURE TENSE SAME STORY WITH FIRST PERSON 'I' -

[this will look like a story by an astrologer.- not common- it is given here for info and practice]

I will be born in a small town in Tamilnadu.

My father will be a poor man.

My school will be a Tamil medium government school.

My teacher will be a very good man.

My mentor will be a kind and educated person.

I will be helped and encouraged by these two persons.

I will be lucky to go to college and study engineering.

I will be more lucky to get a job and work with famous scientists of India..

I will be very happy to work on rockets.

I will be given many awards.

The best will be the honour to be the president of India and do service to the nation.

What will be the name given by my parents ?

L51A.4

THE SAME STORY WITH SECOND PERSON 'YOU' - FUTURE TENSE

[THIS will be what an astrologer would say- not common- it is given here for info and practice]

You will be born in a small town in Tamilnadu.

Your father will be a poor man.

Your school will be a Tamil medium government school.

Your teacher will be a very good man.

Your mentor will be a kind and educated person.

You will be helped and encouraged by these two persons.

You will be lucky to go to college and study engineering.

You will be more lucky to get a job and work with famous scientists of India..

You will be very happy to work on rockets.

You will be given many awards.

The best will be the honour to be the president of India and do service to the nation.

What will be the name given by your parents ?

LESSON 51 B A POEM IN 3 TENSES

THE RAINBOW

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

Simple prose:

Poet is happy when he sees a rainbow in the sky:

It was so when he was young [– a child]

It is so now when he is a man

Let it be so when he will be old

Test 51 B

T 51 b .1 Try to complete these sentences:

My friend is an honest and truthful person .

My friend was an honest and truthful person, when

My friend will be an honest and truthful person, when

T 51b .2 Think of a good singer, dancer, actor , etc and write similar sentences

Idea should be apt for all the three tenses –[present, past, future]

[*Full poem is given here for the teachers*

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

William Wordsworth, 1770 – 1850

LESSON 52

3 SENTENCE –END SYMBOLS

L 52.1 [.] fullstop [?] question mark [!] Exclamatory mark

A sentence must end with one of these .only one . not less not more. Not any other .

Put one of these before writing the next sentence

[to the teachers/mentors : use of hyphen etc. can be much later . let the beginners learn to correctly put stop signs]

L 52.2. Notice the sign at the end of the sentences below

- .1. This is Mysore. I live here.
2. Have you been to Mysore?
3. How nice the weather here is!
4. Open the correct website. Search for DASARA.
5. Do you get photos?
- 6 How grand the procession is !

Test 52

T 52.1 write 3 sentences ending in a fullstop.

T 52.2 write 3 sentences ending in a question mark.

T 52.3 write 3 sentences ending in an exclamation mark.

**

LESSON 53 TYPES OF SENTENCES

L 53.1 There are 4 types of sentences . They are

1. Declarative sentence –gives information. Facts, events, story etc, is given- also called assertive or affirmative.
2. Imperative sentence – gives order /request-used only in speaking [conversation] – needs listener.
3. Interrogative sentence- asks a question- reader or listener should answer-
4. Exclamatory sentence – this is not a question- it is a statement of feeling –

L 53.2 example sentences

- .1. This is Mysore. I live here.
 2. Have you been to Mysore?
 3. How nice the weather here is!
 4. Open the correct website. Search for DASARA.
 5. Do you get photos?
 - 6 How grand the procession is !
1. Declarative sentence - statement of fact or information - symbol [.]
 2. Imperative sentence ---order or request symbol [.]
 3. Interrogative sentence - question symbol [?]
 4. Exclamatory sentence - wonder or feeling sad or happy symbol [!]

Test 53

T 53.1. Put the proper punctuation mark at the end of the sentences given below

- 1 [a] Did you get selected 1]b] congratulations
- 2[a] How nice to see you 2 [b] I am happy to see you
- 3 Aren't you glad to see me 4 who will get me a glass of water
- 5 [a] Don't stand there 5 [b] Get me a glass of water
- 6 [a] Oops [b] Oh my god [c] What a pity

LESSON 54 IMPERATIVE SENTENCE

L 54.1 rule

Any sentence must have [a] subject [=doer-noun] [b] predicate [=doing-verb].. **Objects and other items are optional [i.e. may or may not be present]**

L 54.2 Imperative sentence is an exception to this rule [= **it does not follow this rule]** **Example 1. Go 2. Get out 3. Come 4. Please come in**

Here only action to be done is spoken . i.e only verb is given – no subject - in all these sentences the subject 'you' is assumed / implied . Thus,

1. You go 2.You get out 3. You come 4. You please come in

L 54.3 5 attention 6, right turn 7. Quick march

Here even the verb is implicit [=not clearly given] . Thus,

5. You [all] stand in attention 6 You [all] make a right turn

7 You [all] make/ do quick march.

TEST 54

Pick out only the imperative sentences : [to teachers- punctuation marks not indicated]

- T 54.1 1[a] may I come in 1[b] you may 1[c] come in
 2[a] can I go 2[b] please go 3[b] you can go
 T 54.2 3. After you reach London , please telephone me
 4. **Will you telephone me, after you reach London**

LESSON 55 INTERROGATIVE SENTENCE

L 55.1

Seven question words and the answers needed for each are given :

The interrogative word *what* requires information as answer - thing[s]

The interrogative word *who* requires information as answer - person[s]

The interrogative word *where* requires information as answer - place[s]

The interrogative word *when* requires information as answer - time

The interrogative word *which* requires information as answer - choice

The interrogative word *why* requires information as answer - reason;/ cause

The interrogative word *how* requires information as answer - method/
 procedure

TEST 55

T 55.1. See earlier lessons and information sheets and write down 2 examples for each word

T 55.2 Write answers to your selected questions . See and compare with L 55.1

LESSON 56A SIMPLE NEGATIVE PRESENT TENSE

L 56.1 **RULE: the verb *is* becomes *is not***

e.g.1 My friend *is* a doctor . [positive]

My friend *is not* a doctor [negative]

e.g2 Mysuru *is* a clean city. [positive]

Mysuru *is not* a clean city.[negative]

TEST 56A Make negative sentences using '*not*'

T56.A1

1. The sun is a star. 2. The sky is blue. 3. Computer is a useful tool.
4. My bank is very helpful. 5. My teacher is a good teacher .
6. My mother is a college graduate. 7 to 10 your own

L 56A.2 We use the verb *is* for the grammar iii person singular [= he, she, it] We use the other forms of the verb '*be*' for the pronouns '*I*' and '*you*'. For those also, **RULE: just add '*not*' to the verb.**

e.g.1 I am a doctor . [positive]I am **not** a doctor . [negative]

e.g. 2. You are a good man . You are **not** a good man .

TEST 56A.2 . Write the negative sentence [do not worry about the meaning or correctness]

1. I am a retired scientist 2. I am an Indian
3. You are a student 4. You are an idiot.

LESSON 56B

SIMPLE NEGATIVE PRESENT TENSE- PLURAL VERB

L 56B .2 **RULE: just add 'not' to the verb. This makes the positive sentence to negative .**

e.g.1 My friends **are** doctors . [positive] My friends **are not** doctors . [negative]

e.g2 Mysuru and Bengaluru **are** clean cities.

Mysuru and Bengaluru **are not** clean cities.

TEST 56B make negative sentences using 'not'

T56.B..1

1. The sun and the moon are stars. 2. Clouds are blue. 4. Banks are helpful
3. Computers are useful tools. 5. My teachers are good teachers .
6. My mother and father are college graduates. 7 to 10 your own

L 56B.2 We use the verb *are* for all plurals. . For those also,

RULE: just add 'not' to the verb.

e.g.1 We are doctors . [positive] We are **not** doctors . [negative]

e.g. 2. You [all] are good men . You [all] are not good men .

TEST 56B.2. Write the negative sentence [do not worry about the meaning or correctness]

1. We are retired scientists. 2. We are Indians.
3. You are students. 4. You are the future of India.

LESSON 57A

SIMPLE NEGATIVE PAST TENSE

L 57.A.1 **RULE: the verb was becomes was not**

e.g.1 My father was a doctor . [positive] My father was not a doctor . [negative]

e.g2 Mysuru was a clean city. Mysuru was not a clean city.

L 57A.2 We use the verb 'was' for the grammar first and iii person singular [= he, she, it] We use the other forms of the verb 'be' for the pronoun 'you' . For those also,

RULE: just add 'not' to the verb.

e.g.1 They were good doctors . [positive]

They were **not** good doctors. [negative]

e.g. 2. You were a sportsman . You were **not** a sportsman .

TEST 57A make negative sentences using 'not'

T57.A.1 1.He was a good boy. 2. The sky was blue.

3. Computer was a useful tool. 4. My bank was very helpful.

5. My teacher was a good teacher . 6. My grandmother was a college graduate. 7 to 10 your own

TEST 57A.2. Write the negative sentence [do not worry about the meaning or correctness]

1. I was a retired scientist
2. I was an Indian
3. You were a student
4. You were an idiot.

LESSON 57B

SIMPLE NEGATIVE PAST TENSE- PLURAL VERB

L 57B .2 **RULE: just add 'not' to the verb. This makes the positive sentence to negative .**

e.g.1 My friends were doctors [positive] .y friends were **not** doctors [negative]

e.g2 Mysuru and Bengaluru were clean cities. Mysuru and Bengaluru were **not** clean cities.

TEST 57B make negative sentences using 'not'

- T57.1
1. The sun and the moon were stars.
 2. Computers were useful tools.
 3. Clouds were blue.
 4. Banks were very helpful.
 5. My teachers were good teachers .
 6. My mother and father were college graduates. 7 to 10 your own

L 57B.2 We use the verb *are* for all plurals. . For those also,

RULE: just add 'not' to the verb.

e.g.1 We were doctors . [positive] We were **not** doctors . [negative]

e.g. 2. You [all] were good men . You [all] were not good men .

TEST 57B.2 write the negative sentence [do not worry about the meaning or correctness]

1. We were retired scientists.
2. We were Indians.
3. You were students.
4. You were the future of India.

LESSON 58

SIMPLE NEGATIVE FUTURE TENSE

L 58.1 future tense of the verb 'be' = 'will be'—whatever be the person [= pronoun], gender . or number [= singular or plural --- *only this can be used* . [for teachers ; special words like shall, should, would etc. Are not important at this –level of learning]

Negative making is simple . Put a 'not' between the two parts of the verb.

e.g.1 Caste politics will be the curse of India.[= very bad for India]- [positive]

Caste politics will not be the curse of India.[= very bad for India] - [negative]

e.g.2 This boy will be a leader. [positive]. This boy will not be a leader. [Negative]

Test 58. Write the negative sentence [do not worry about the meaning or correctness]

Computers will be useful tools. I will be happy if you are happy. You will be glad if your friends are happy. . We will be the winners.

LESSON 59A

NEGATIVE FOR TWO-PART VERBS

L59.A.1 . Many sentences have predicates [verb-phrases] with 2 verbs. Examples are: continuous tense [= 'ing' verbs]., use of helping verbs , passive voice etc.

RULE: put a '**not**' immediately after the first verb.

e.g.1. It is raining [positive] It is not raining [negative]

e.g.2. Good days may come. Good days may not come.

e.g.3. Work is finished Work is not finished

Test 59A

1. Farmers are annadhatas. 2. Middlemen are cheating the farmers

3. Forests are disappearing 4. Pollution is increasing

5. All citizens are affected by bad government. 6. God may help you.

LESSON 59B

NEGATIVE FOR A VERB WITH 'NOT'

A negative sentence [with the word '**not**' with the verb] can be made positive by just deleting '**not**'

e.g 1 I have not done it. [negative] I have done it. [positive]

e.g.2 It cannot be done It can be done

TEST 59B. Remove the negative from each sentence and write a new paragraph.

People are not selfish. They are not amassing wealth. Your friends will not cheat you. Roads are not full of rowdies. Officers will not ask for under-the-table money. Lawyers will not ask for adjournment of case. Judges will not take years to give judgment. Women are not afraid of going out any time. Men are not criminals. Husbands are not beating their wives. Parents are not asking for dowry. Private schools are not collecting lakhs for fees or donations. Students are not getting into bad politics. They are not copying in the examinations . Universities are not giving fake mark sheets. It is rare to find persons not happy. This is not India.

LESSON 60
(REVIEW OF LESSONS 51-59)

60.1 We have seen a story with 'I' 3 tenses

Write the same story with 'he' 3 tenses

Write another story in 3 tenses

60.2 WHO

a. Who saw when he was young?

b. Who saw a rainbow in the sky?

c. Who sees now that he is a man?

d. Who will see when he will grow old?

e. What happened to his heart?

f. What happens to his heart?

g. What will happen to his heart?

(hint: leap(present) Leapt(past) Will leap(future)]

60.3 News (KRS, Chamundihill, Tajmahal)

60.4 Imagine imperative sentence (Order, request etc...) which you have heard in the places given below [and any other]

1. Bus
2. School
3. House
4. Office
5. Thirupathi

60.5

e.g. Vinobha Bhave was a **selfless** person.

negative 1. Vinobha Bhave was a **selfish** person.

negative 2. Vinobha Bhave was not a **selfless** person.

Negative 1 & 2 with meaning change

negative 3. Vinobha Bhave was not a **selfish** person.

Negative 3 without meaning change

Question: Without changing meaning, write the negative sentences

1. Ali is a good boy.
2. Indians are not stupid; but some of them are selfish.
3. He is intelligent. But he is lazy also. No wonders he fails in exams.
4. One may be poor; but may be satisfied with what one has; certainly one will be happy.
5. However rich one may be, if one is greedy, one will be unhappy.

LESSON 61
MORE ON QUESTIONS AND ANSWERS

L 61.1

Example: Q: Is this a pen ? A1: Yes, this is a pen. A2: No, this is not a pen.

Test 61.1

Q1 Is this a book? Q2 Is this your book? Q3 Is this drinking water?
Q4 Is this a good idea? Q5 Is he an Indian? Q6 Is she an intelligent girl?

L 61.2

Example: Q: Are these pens? A1; Yes, these are pens.

A2; No, these are not pens , they are pencils.

Test 61.2

Q1 Are these pencils? Q2 Are these your books? Q3 Are these good apples?
Q4 Are they African students?
Q5 Are these people, farmers? Q6 Are these people, farmers from Mandya?

L 61.3

e.g. Q Is it raining? A1 Yes, it is raining.

A2 No, it is not raining now.

Test 61.3

Q1 Is she doing work? Q2 Is he singing well? Q3 Is the child crying?
Q4 Is the dog barking? Q5 Is the machine working? Q6 Is the machine not working?

L 61.4

e.g. Q .Are your sisters *going* to Mysore tomorrow?

A1 Yes, my sisters *are going* to Mysore tomorrow

A2 No, my sisters are *not going* to Mysore tomorrow. They *will go* after some time.

Test 61.4

Q1 Are the trainees doing *good* work? Q2 Are they singing *this song* well?
Q3 Are the dogs barking like this *all the time*? Q4 Are the machines working *without noise* ?

L 61.5 e.g Q .Do you like ice cream? A1 Yes, I like ice cream.

A2 No, I do not like ice cream.

Test 61.5

Q1 Do you want to learn English? Q2 Does she go to college?
Q3 Does the patient sleep well? Q4 Does his son live in USA?
Q5 Does the sun rise in the east? [only one answer]

LESSON 62

ASKING A QUESTION TO GET THE ANSWER GIVEN

L 62.1 e.g. Q; I. like ice cream A: Do you like ice cream?

Test T 62.1

My sister goes to work. The sun sets in the west. His son lives in London.
 NGO's of Mysore are doing good work
 No, her lectures are not interesting. They are boring.
Yes, these are real pearls. Those are precious stones.

L 62 B e.g. Mary prays in the church on Sundays.

Q1. Who prays? Q2. What does Mary do? Q3. Where does Mary pray? Q4.
 When does Mary pray?

TEST 62 B. Ask many questions referring to the sentence given. :

- A] M.K. Gandhi walked for 33 days from Ahmadabad to Dandi village.
- B] He was leading a large number of freedom fighters to protest against tax on salt.
- C] This program which took place in the year 1932, was known as 'salt satyagraha' or 'dandi march'

LESSON 63 A

WHAT, WHERE, WHEN, WHY

L 63,A.1 USE OF 'WHAT'

e.g. What is HIV? HIV is a virus.
 What is a thermometer?
 What is her name?
 What are you doing this evening?
 What is / evolution/ Newton's I law of motion/ a chromosome?
 What are the applications of biotechnology?
What are the methods of producing electricity?

L63.A.2 Use of 'where'

e.g. Where is Agra? Agra is in Uttar Pradesh, near Delhi.

e.g. Where is Lakshmi now ?

Lakshmi is in Madikeri. She has gone there for sight-seeing.
 Where is your office?
 Where are you going?
 Where can we meet?
 Where was Mahatma Gandhi born?
 Where do you get good pearls?

L 63.A.3 USE OF 'WHEN'

e.g. When does this train reach Mysore?

A1: at 9.15 p.m. A2 I don't know

e.g. When will you return my money ?

- A1 Just now. A2 Sorry, I will not be able to return your money now.
- When does your office close?
 When will you come to my house?
 When can we meet?
 When was Mahatma Gandhi born?
 When is the monsoon in Mumbai?

L 63.A.4 USE OF 'WHY'

e.g. **Why do you want this loan?** **A: I have to pay the school fees .**

- Why are you crying / laughing?
 Why do you come to this class?
 Why should we brush our teeth?
 Why is this place so dirty?
 Why does a tossed stone fall back to the earth?

Test63A: Answer the questions in the above lessons.

LESSON 63 B
POEM ON WH—WORDS

I KEEP six honest serving-men
 ■ (They taught me all I knew);
 Their names are What and Why and When
 ■ And How and Where and Who.
 I send them over land and sea,
 ■ I send them east and west;
 But after they have worked for me,
 ■ I give them all a rest.
 ---- Rudyard Kipling

This is a very simple poem. Each line is a sentence. Servants work for their employer [= boss, master] . In this poem , who is the employer? Ans: I [= the poet, the writer]

Test 63 B

1. How many servants are there?
2. What are their names ?
3. Are these names familiar ? i.e. have you heard these before ?
4. If yes to #3 , is there one common name for all of them?

LESSON 64 QUESTION TAG

L 64.1. We have seen 2 ways of asking questions : 1. Using any interrogative word.
E.g. what is your problem ?why are you here? . 2. Beginning with a verb. E.g. Is this
your bag? Will you take it and get out please?

There is a third way. It is called QUESTION TAG .

L 64.2. Read these sentences:

Tree is very useful, isn't it? Forests are very useful , aren't they?

Electricity is very useful, isn't it? He is very useful, isn't he?

You are very useful , aren't you? Computers are very useful , aren't they?

Dedicated workers are very useful to the nation , aren't they?

[Isn't = is not aren't= are not]

First a statement is made . Then the question asks whether this statement is true.

Usually it means yes .

L 64.3 Now read these:

Weed is not very useful, is it?

Concrete jungles are not very useful , are they?

Wasting electricity is not good , is it?

He is not well educated , is he?

You are not doing well , are you?

Computers are not intelligent , are they?

Here , the predicate in the first part of the sentence is a negative verb. The tag used is positive .

RULE TO MAKE A QUESTION TAG , ADD THE OPPOSITE OF THE VERB IN THE FIRST PART OF THE SENTENCE .

If **'is'** is there in the first part of the sentence, the tag to add is **'isn't'**

If **'are'** is there in the first part of the sentence, the tag to add is **'aren't'**

If **'is not'** is there in the first part of the sentence, the tag to add is **'is'**

If 'are not' is there in the first part of the sentence, the tag to add is 'are'

Question tag is used to make a strong statement.

L64.4 [Note for the teacher. 'I am not' follows the rule . **'I am' is special .**]

I am not a child any more , am I? I am not crying, am I? I am not being accused
here, am I?

All these are fine and according to rule.

I am a doctor , am I not? I am doing my best, am I not? I am fired, am I not?

Here we have used *am i not?*

True grammatically correct question tag is *'aren't I'*

TEST 64

T 64.1 add suitable tags

- | | |
|--|---|
| 1 I am not your enemy | 2 you are not joking , |
| 3 your friend Ali is an honest person, | 4 his sister is a doctor, |
| 5 their house is small, | 6 we are all Indians, |
| 7 all men are created equal, ... | 8 our parents are our best friends, |

T 64.2 add suitable tags

- | | | |
|--|--|---|
| 1 I am your friend, | 2 You are joking , | |
| 3 Your friend Ali is not a bad person, | 4 His sister is not married, | 5 |
| Their house is not small, | 6 We are not going to fail, | |
| 7 all men are not created equal, | 8 our parents are not our enemies, | |

LESSON 65
QUESTION TAG - ANY OTHER VERB

L65.1 we saw in Lesson 64 QUESTION TAG for the verbs *is* and *are* .

Here we will see for any other verb .

L65.2 Example - -ve to +ve is easy

I do not like you [= I don't like you], do I?

You do not like me [=you don't like me], do you?

She does not like you [= she doesn't like you], does she?

Rule; if the main verb is -ve, tag it +ve.

L65.3 simple verb – its -ve form is needed.**+ve: eat = do+eat -ve: put 'not' between do and eat -- do+ not+ eat****+ve : eats = does +eat -ve: put 'not' between do and eat -- does+ not + eat****Examples:**

Trees reduce air pollution , don't they

Forests bring rain, don't they?

Smoking causes cancer, doesn't it?

He works very hard, doesn't he?

You want easy money, don't you?

Here the negative of the verb is used as the tag.

Reduce [+ve verb] do not reduce [-ve verb] take 'do not' = don't

Causes [+ve verb] does not cause [-ve verb] take 'does not' = doesn't

Want [+ve verb] do not want [-ve verb] take 'do not' = don't

Test 65

T65.1 Supply the suitable question tags:

- | | |
|--|-----------------------------------|
| A] Religion does not preach hatred , | b] Jains do not eat meat, |
| C] One failure is not the end of life, | d] barking dogs do not bite,..... |

T65.2. Supply the suitable question tags:

- | | |
|--|--|
| A] Some religious fanatics preach hatred , | b] Some Brahmins eat meat, |
| C] Suicide is the end of everything , | d] Dogs and horses love their masters, |

LESSON 66 RHETORICAL QUESTION

L 66.1 we saw 3 types of questions ;

a] using interrogative words - answer gives information, usually new information.

e.g. What did you have for breakfast today? Ans: bun and tea .

b] Using the method of predicate [=verb] first. Answer gives 'yes' / 'no' and then any new information.

e.g. Did you have breakfast today? ans: yes. Or no .

Yes, I had dosa today. [Or] No, my mother is not well.

c] Using question tag . Answer just reinforces [= strongly agrees with] the statement made. e.g. Your breakfast is bun and tea, isn't it ? ans: yes ./ [Sometimes answer can have more information '] Yes, but today we had boiled egg also.

L 66.2 a 4th type of question does not want / require any answer .

Am I a fool to believe you? Will you please get out?

Are the public stupid, to vote for the corrupt , criminal candidate?

These are questions with built-in answers. These are called **rhetorical questions**.

It is useful to know about them for good conversation. You need not use them in your spoken English. But you should know if others use them in their speaking.

Test 66

T 66.1. Convert the rhetorical questions into simple statements [hint; use imperative for the last sentence]

Did I not tell you not to go out? Are not your clothes wet?

Didn't you go out in the rain? Will you not get wet ?

Won't your father blame me for what you have done ?

Will you take this medicine and go to bed?

[clue: i told you not to go out.....]

LESSON 67 NOUN USE

L67.1 Number [an attribute of a noun] is very important. A noun can be singular [one item] or plural [2 or more pieces] . Depending on the noun and its number, the verb changes.

e.g. Ali is an engineer . He lives/ works in Bengaluru.

My friends are teachers. They work/ live in Mysore.

Geeta is a doctor. She manages ICU in a hospital.

My sisters are home makers. They manage their houses well.

RULE To a 3rd person singular (noun/ pronoun) add 's' to the verb in the present tense. All other nouns get the same verb for the same tense of the verb.

L 67.2 Any noun will only give 3rd person. A pronoun can show 1st or 2nd or 3rd person and also singular or plural .

A table of pronouns with suitable verb forms will explain the gender number matching.

e.g1 with the verb 'work'

I/ you/ we/ you all/ theywork , worked, will work

He/ she/ it..... works, worked, will work

e.g 2 with the verb 'eat'

I/ you/ we/ you all/ theyeat, ate, will eat

He/ she/ it..... eats, ate, will eat

e.g. 3 with the verb 'be'

This is a special case . see lesson 68

TEST 67

test 67 .1 . Convert using the other pronouns [all in the present tense]

a) I like to play. [[you, we , he , she, they]

b) We like to go out and play [I, you, , he , she, they]

c) Don't we all like ice cream? [[[you, we , he , she, they]

LESSON 68

FORMS OF VERB 'be'

The verb 'be' is special

It has different forms for each of the 1st 2nd 3rd person nouns and pronouns

1. It is useful for making 2 important tenses:

A) Simple descriptions or definitions.

B) Continuous tense

C) Active and passive forms

Pronoun	present	past	future
I	am	was	will be
You	are	were	will be
He/ she / it	is	was	will be
We	are	were	will be
You all	are	were	will be
They	are	were	will be

e.g1 .It was small. [past tense singular]

It is big [present tense singular]

It will be huge. [future tense singular]

e.g. 2 They were small. [past tense plural]

They are big. [present tense plural]

They will be huge. [future tense plural]

TEST 68

T68.1 fill up with the present tense form of 'be':

A) i a boy. You a girl.

B) he a boy. She a girl.

C) we going to school.

D) what you doing ?

T68.2 fill up with the past tense form of 'be':

A) i wrong. You right.

B) he handsome. Shebeautiful. They in love.

C) they going to school at that time.

D) what you doing last evening?

T 68.3 make future tense sentences if they have meaning.

LESSON 69

CASES

L69.1 Nouns have different meanings according to the context [= place, situation].

They are called cases [in grammar] . Without the label 'case' also nouns can have different meanings according to the context [= place, situation]. In both prepositions help. [prepositions e.g. : of, to , in, on, from , by, with]

A noun can show number, gender, case.

L 69.2 Verbs have different meanings according to the context [= place, situation].

They are called tenses [in grammar]. Verb can indicate the time of action [= tense] .

In English verb does not show gender or number [except in one case discussed earlier] .

i.e from the verb one cannot find out about the nature of the subject . [To the teacher:

please tell the students about Indian languages with examples. In Indian languages

verb is all-inclusive. I,e it indicates number, gender, person and sometimes even

respectable, animal , inanimate etc. So, a root verb can take as many as 12 forms for

one tense.]

L69.3 the NOMINATIVE CASE.**In simple sentences such as ,**

Singh is king . Radha met Krishna. Baker baked cakes.

The subject nouns are the doer-nouns. In grammar books this is called

NOMINATIVE CASE.

Mother cooks. ; children eat. Teacher teaches; students learn.

The nouns here are all in the NOMINATIVE CASE.

L69.4 3 more cases**1.Accusative case [objective case]****2.Possessive case [genitive case]****3.Noun in apposition**

L 69.4.1

Mother cooked food. She served food.

Ask the question , who cooked; answer is 'mother; so mother is in the NOMINATIVE CASE.

Ask the question , who served; answer is 'she'; so she is in the NOMINATIVE CASE.

Ask the question , mother cooked what; answer is 'food' ;so food is in the OBJECTIVE CASE.

Ask the question , mother served what; answer is 'food' ;so food is in the OBJECTIVE CASE

A] Mother served food to children. B] Mother served children food .;

Ask the question 'whom' or ' to whom'; answer is children .

' Food ' [noun in the objective case] is called DIRECT OBJECT

Noun with the preposition 'to' is called INDIRECT OBJECT

TEST69.4.1. Pick out the nouns and label them as nominative, direct or indirect object

:

A] Teacher teaches.

B] Teacher teaches English.

c] Teacher teaches English to foreign students.

D] Teacher teaches children English .

e] You are giving me trouble

f] You are trouble.

L 69.4.2 possessive / genitive case

This is my pencil. 'My' is possessive form of I.

Where is your house? 'Your' is possessive of you.

]

This is Ali's house. Where is Rama's house? My mother's name is ----- [note possessive case of Ali, Rama with ('s)]

People admired Ravivarma's paintings .

Possess means 'have' or 'own' like a property. Thus the possessive case is used to denote possession or ownership.

Another way of making possessive case: use the preposition 'of'

Day of the week. Time of the year.

Vanity and arrogance of the powerful people

Sometimes only this will be ok , and not 's .

Thus, rise and fall of the roman empire , gates of heaven ,

TEST 69.4.2 MAKE POSSESSIVE CASE and a full sentence:

1. Doctor –listen- patient - complaint
2. Population – india wasand is
3. Repairing cost – car- very high.
4. Octopus- tentacles –can –move independently.

L69.4.3 Noun in apposition

Samba, the lion, roared.

Krishna sounded his conch. Panchajanya.

Have you met my sister, the doctor.

Ivan , the terrible , is the name given to a true historical person.

Hagar, the horrible, is a fiction character.

Here the nouns are described .i.e more information is given . This is called Noun in apposition

Test 69.4.3. Just see and recognize the Noun in apposition:

We, the people of India , solemnly

I, Kakkapatti Kandasamy, write my will.....

Rowdy Rathod, alias Ron, alias Dada , was finally arrested.

L 69.5 more cases [for the teacher]

Dative case is a common grammar term. Many believe that this is fully covered by the term indirect object.

*The word, **Accusative case**, is often used for objective case. Many believe that the term, Accusative case is more general and will refer to any noun following a preposition.*

*In India the traditional 8 cases [**vibhaktihigalu**] of Sanskrit and other languages are taught in schools . Children who know how to use them effectively can and do communicate well in their own language .*

We, the authors of these lessons , believe that equivalence in English will help .

Hence they are given in a table form [see lesson..70...]

LESSON 70
INTERROGATIVE WORDS –REVIEW -

QUESTIONS: [fill in - use suitable interrogative {=question-asking} words . e.g who, why, what, where, when , which]

- 1.----- do you want? 2. ----- does he want? 3.----- does she want?
- 4.----- do you want it? 5. ----- does he want it? 6. ----- does she want it?
7. ---- wants it? 8. ----- do you want it? 9.---- does he want it?
- 10 ----- does she want it? 11. ----- one of these do you want?
12. ----- one of these does he want? 13. ----- one of these does she want?
14. ----- do you want it to be sent, by post or by courier?
15. ----- does he want it to be sent, by post or by courier?
16. ----- does she want it to be sent, by post or by courier?
17. ----- do you want it to be delivered, at home or at the office?
18. ----- does he want it to be delivered, at home or at the office?
- 19 ----- does she want it to be delivered, at home or at the office?
- 20 and is the interview?

ANSWERS [to be seen only after writing the answers]

What do you want? What does he want? What does she want?

Why do you want it? Why does he want it? Why does she want it?

Who wants it? When do you want it? When does he want it? When does she want it?

Which one of these do you want? Which one of these does he want?

Which one of these does she want? How do you want it to be sent, by post or by courier?

How does he want it to be sent, by post or by courier?

How does she want it to be sent, by post or by courier?

Where do you want it to be delivered, at home or at the office?

Where does he want it to be delivered, at home or at the office? Where does she want it to be delivered, at home or at the office? 20 when and where is the interview?

For information [to teachers ,mentors]

KANNADA & ENGLISH 'CASES' vibhakthigalu

Kannada		Add	English	name
Prathama	1 st	U(ಉ)	Noun(subject)	Nominative case
Dviteeya	2 nd	Annu-ಅನ್ನು	Noun(object)	Accusative case
Triteeya	3 rd	Inda-ಇಂದ	From	Instrumental case
Chathurtha	4 th	Ge-ಗೆ	To	Dative case
Panchama	5 th	Inda-ಇಂದ	From	Ablative case
Shashti	6 th	A-ಅ	's, of	Possessive case
Saptama	7 th	Alli-ಅಲ್ಲಿ	In	Locative case
sambhodane	8 th	Ē-ಏ	hey	Vocative case

LESSON 71 NOUNS IN SENTENCES

We have seen that a sentence will have subject and predicate (without subject and predicate no sentence can be formed) . This is compulsory. **Subject** part is always a noun. Verb is the **predicate** part. There can be more information in a sentence . One of them is the '**object**'. We call any other information as 'others' . Grammar books call these as **adjuncts**.

Teacher teaches.

Teacher teaches English .

Teacher teaches English very well.

Teacher teaches English to foreign students .

Teacher teaches English to foreign students in the university .

In these sentences we see **subject [noun= teacher], predicate [verb= teaches]**
„object[English=noun]

All other extra information can be called *adjuncts* or *others*.

Test 71

T71. 1. Show subject, predicate and object in the sentences above. As in

e.g Driver drives the car too fast

subject-*Driver* ; predicate – *drives* ; object -*the car* ; others- *too fast*

T71.2 list all the nouns

LESSON 72 DIRECT OBJECT

Teacher teaches English .

Here the word 'teacher' is the subject . It is a noun. The word '*English*' is the object . It is a noun .

Answer to the question '**who teaches**' gives the subject -noun

Answer to the question '**what does he teach**' gives the object -noun

Test 72

T 72.1 find out the direct object –noun in these sentences

a] Ali studies Sanskrit .

b] Kala learned Urdu.

c] Computer handles data.

D] Engineers build dams

e] Good business creates wealth.

f] It also provides employment .

LESSON 73 PUZZLES

Simple puzzles primary classes

1. I have a face. / two hands / no legs / but I can run / who am I?
2. I am your friend. You stop. You run, I run. I am always with you. In the sun, you are hot. But I am cool. Who am I?
3. It is colorful. It smells nice. Bees like it. Butterflies sit on it. It is used for pooja to god. Pooja puts it on her hair. What is it/?
4. I like to cut and eat. Monkeys like to bite and eat. Birds like to peck and eat. Nice and round shape. Nice and yellow color. In summer it is in shops. What is it?
5. [a] it has 4 long legs. It is in the classroom. Teacher puts books on it. What is it/?
[b] it has four legs. People sit on it. One can sleep on it. In Hindi it is called 'four-legs'. What is it?
[c] it has four legs. It has a back. One can sit on it. In Tamil it is called 'four-legs'. What is it?

ANSWERS

CHAIR, COT, TABLE, MANGO, FLOWER, SHADOW, CLOCK

TEST

MAKE YOUR OWN puzzles – can borrow from any language [called ogattu in kannada]

LESSON 74 NOUNS AND VERBS gk

L74.1 nouns are classified in grammar books as proper noun, common noun, abstract noun, verbal noun,[=gerund] etc. Those are all for high level learning of the language. For just functional use of a language such in-depth information is not necessary .but we need to know some basic things.

Noun, will have number and gender, and a sentence structure [i.e other parts of the sentence] should match with the noun, [and its gender and number]

Number means singular [one] or plural [more than one]

Gender means masculine [male], feminine [female] , or neuter [animal or thing]

The third property is 'person'. This is of three types : first person [I, we] , second person [you, you], third person [he, she, it, they, this, that , these, those]

L 74.2 GENDER. In English, the gender of the noun [= subject] does not affect [=change] the form of the verb. [teachers please note and emphasize that Indian languages have a good one to one correlation [= dependency, change or adjust according to depending on] noun and verb.]

But pronouns should match.

e.g.1 Ali is my friend. He is an engineer. Here we know Ali is masculine [man's name].so 'he' is used.

e.g.2 Geeta is my sister. She is a doctor. Here we know Geeta is feminine [woman's name].so 'she' is used.

e.g.3. Grace is a race horse. It has won many times. Here we know Grace is the name of an animal [horse] . So 'it' is used

e.g.4 in 3 above horse owner sometimes can affectionately use 'she' for the horse.

e.g 5 That book is mine. You can borrow it for reading. Here 'book' gets 'it'.

Thus gender affects the pronoun but does not change the verb.

[Teacher, please indicate the difference between Indian languages and English.

Thus, he eats; she eats; it eats. Also see that i, you etc in English

I and II person, do not have any gender identity.[unlike Sanskrit-based Indian languages].]

Test 74 . 1. I play cricket. 2.My friends play cricket . 3. Sindhu plays badminton.
4 I run with my dog. 5. My dog runs with me.

Translate to your own familiar language . See for yourself the forms verbs take.

LESSON 75

WORDS TO SENTENCE FORMATION

1 SV - ONE SUBJECT AND A VERB

X writes – I write- you write- we write- we wrote- we have written- it was written .

2 ONLY V - imperatives-

Go- get down- sit down- please come- do not walk- attention!

3 SVO - SUBJECT –VERB- AND DIRECT OBJECT

X drinks water I drink water Snakes do not drink milk.

We should not drink alcohol.

4 [S] [V] [IO] [DO] - IO- INDIRECT OBJECT DO- DIRECT Object
 X gives Y books He gives her gifts. I wrote you a letter
 Minister awarded his son the contract. [you] do not tell me lies.

5 {S} [V] [DO] to [IO]- SAME MEANING AS ABOVE
 X gives books to Y. He gives gifts to her. I wrote a letter to you.
 Minister awarded the contract to his son. [you] do not tell lies to me.

6 S V O A A-ADJUNCT
 He is Mr.x His name is x. [I am]/ [he is]/[she is] a student/ teacher/ good
 person. My permanent address is [xxxxx].

7 SVO[SC] SC- SUBJECT COMPLEMENT

8 SVO[OC] OC- OBJECT COMPLEMENT
 [note to teacher; the last two can be discussed when they occur. In Indian
 languages indirect object comes as ‘ dative case’]

LESSON 76

QUESTION TAG PAST, FUTURE TENSES

L 76.1 rule is the same as we have seen in lessons 64 , 65 . MAKE THE NEGATIVE OF THE VERB AND ADD THE SUBJECT PRONOUN [not the noun itself]

L 76.2 past tense +ve

- 1 Newton was a genius ,.....?
- 2 Brothers killed one another, didn't they?
- 3 I studied hard,?
- 4 Marauders plundered India, didn't they?
- 5 India has won,?
- 6 you have done it , haven't you?
- 7 we had gone there,

L 76.3 past tense - ve

- 1 you were not there at that time, were you?
2. In spite of cheating in the test, you did not pass,
3. Invaders could not totally destroy the age-old Indian culture,
4. All the king's men could not put together Humpty Dumpty again,
5. I was not born yesterday,
6. Time and tide do not wait for any man,
7. Time and tide wait for no man,
8. Heat is a form of energy,

L 76.4 future tense +ve and -ve

[will not = won't would not = wouldn't should not = shouldn't etc]

- 1 truth will prevail,
- 2 you will help me,
- 3 if you had been there, you would have won the match,

4 divers could not save the child,

5 interviewers should not ask personal questions ,

TEST 76 fill up with question tags in the sentences given above

LESSON 77 EXCLAMATION- POEM

How beautiful the world is
How blue the sky above
How green the grass in the morning dew
How charming the birds that flew

Eyes to see the colours bright
Ears to listen to the music of delight
Nose to smell the fragrant rose
Skin to feel the breeze that blows

Test 77

T 77.1

Eg: How beautiful the world is! = =The world is very beautiful

Write for the other 3 sentences

T 77.2

Eg: God created eyes to see the bright colours

Write about ears ,nose, skin

LESSON 78 WE SEE WITH OUR EYES

Go to the poem in LESSON 77 Now,

We see with our eyes
We hear with our ears
We smell with our nose
We feel with our skin

These are called senses

There are 5 senses usually listed; one is missing. Find out and write Help :

Tongue=naalige (kannada)

Taste= ruchi (kannada)

Test 78.1 Change 'feel' to touch & rewrite

Test 78.2 Eyes help us to see. Write the other four.

Test 78.3 The first 4 lines of the poem in lesson 77 are called EXCLAMATORY sentences. Write your own EXCLAMATORY sentences. (4 sentences)

LESSON 79 SIMPLE PROVERBS

- 1 Honesty is the best policy
- 2 Knowledge is power
- 3 Self-help is the best help
- 4 Union is strength
- 5 Work is worship
- 6 Health is Wealth
- 7 Cleanliness is godliness
- 8 .a) To err is human b) To forgive is divine

Notice that the 2 nouns in these proverbs are one and the same and give some extra information. We can say the second noun complements the first noun.

Thus, 'Health is wealth' Here health= wealth
The word 'wealth' is a complement of the subject word 'health'

Test 79.1

Get the meaning of the proverbs in your own language

Test 79.2 write a few sentences to explain the meaning.

LESSON 80 REVIEW OF LESSONS 71 TO 79

L, T 80.1 write the plurals:

School, class, chair,, bench, knife, child, man, woman

L,T 80.2 fill in with suitable nouns:

1a] There is no in my village. B] There.... many colleges in Mysore.

2 Silence, is sleeping. Let the play outside.

3 Population consists of both and

L,T 80.3 supply the nouns in apposition:

e.g. The Ganga, the holy river, is being polluted.

Ganga –main noun holy river - noun in apposition

1], the father of the nation, was born in Gujerat.

2] Dr. Abdul Kalam,, was born in Tamilnadu.

3], great philosopher and guru, was born in Kerala.

4.], my sister, has read Bhagavat Gita,, many times.

L, T 80.4 Identify the nouns and their cases.

N- nominative, O- objective, accusative s/g – possessive / genitive

- A] Arjun is a driver. He is a taxi driver.
 B] Arjun drives well. C] Arjun can drive any vehicle.
 D] Arjun's taxi is very popular.

L,T 80.5 Supply suitable complementary noun:

E.g. Work is

[here, 'good', 'hard', 'being done' are wrong answers because they are not nouns .
 correct answer is 'worship' ; ' a good thing' is also ok]

- a] Knowledge is b] My sister is a
 .c] was a great freedom fighter. D] is the man of the match?

L,T 80.6 Make exclamatory sentences:

e.g. It is very nice . How nice it is !

- a] the rainbow is colourful. b] the breeze is cool. C] The breeze is cool and gentle.
 d] This laddu is very hard. It is like a rock.

L,T 80.7 identify and label the nouns

X is uneducated. He is our MLA . He was accused of rape and murder. He has committed many other minor crimes also. He demands and accepts bribe. He has amassed huge wealth. Mr. X's parents are ashamed of him.

LESSON 81

REGULAR VERBS

SEE that the following are regular verbs

1.Walk 2. Walked 3.will walk 4.walking 5. [have] walked

- 1.Walk - simple present tense . Animals walk on 4 legs.
2. Walked - simple past tense- The models walked on the stage.
3. will walk - simple future tense after physiotherapy you will walk
- 4 walking continuous tense the accident victim was walking on the footpath
5. [have] walked perfect tense we have walked 10 km, how much more to walk?

These are 5 forms of a verb. .

Only 1,2& 5 are memorized by learners(=students).because 3 & 4 follow a regular pattern 3 with 'will' to form simple future tense.

5 with ' ___ing' to form continuous tense. Thus,

Walk, Walked, Walked. 'ed' added to verb root .,'walk'

Similarly, talk, talked, talked / work, worked, worked

Such Verbs are called regular verbs

TEST 81

Show that the following are regular verbs

Look, Cook Work Wash Repair Jog
Race Stitch Hurry Hasten rush bake

LESSON 82**IRREGULAR VERBS**

The following are irregular Verbs

Sit, run Sing , ring Win, stand bite, hide
Do Go Eat , give Take
See Make Find, bind tell, sell

Adding 'ed' will not work with many verbs. Even commonly used verbs do not follow any simple rules. So their tenses has to memorized. We have seen 'be' as a verb root changes form very much according to I, you etc. as the subject.

Eg: go, went, gone

Do, did, done

Test 82

Using a dictionary or grammar books or consulting elders/teachers, write down the 3 forms of all the verbs given in this lesson

Lesson 83**TABLE OF SIMPLE BASIC TENSES**

'Look' with pronouns

	Present tense	Future tense	Past tense
I	look	will look	looked
You	look	will look	looked
He/She/It	looks	will look	looked
We	look	will look	looked
They	look	will look	looked

. Note that 's' is added for 3rd person singular subject noun/Pronoun.

Thus, Ali prays
Kamala cooks
Dog barks

Meter measures This rule is true for ALL VERBS, regular & irregular.

Thus,

Ali does work.
Kamala goes to college.
This dog bites.
Current flows

Test 83

Make a table of any 3 verbs from lesson 82

Lesson 84
verb + ING

	Present tense	Future tense	Past tense
I	am cooking	will be cooking	was cooking
You	are cooking	will be cooking	were cooking
He/She/It	is cooking	will be cooking	was cooking
We	are cooking	will be cooking	were cooking
They	are cooking	will be cooking	were cooking

' ___ing' (i.e Verb+ing) shows action going on. Therefore it is called continuous tense.

This action can be a] going on now or
b] in a story/or a news yesterday / or some past time
c] can be sometime in the future.

Therefore this can be
a.] Present continuous tense or
b]. Past continuous tense or
c.] Future continuous tense

Example

My friend was preparing for board exam last year.

He is preparing for board exam this year also (because he failed last year).

He will be preparing for board exam next year also (because he is sure to fail this year also).

Test 84

Choose any 3 verbs each from the lists of regular verbs and irregular verbs, and use in 3 forms

LESSON 85
PRESENT PERFECT TENSE

I have cooked. This says "Cook" is just completed.

Did you walk today? Yes, I walked. This is simple present tense .

Have you walked today? Means did you finish your routine of walking for today ?

Proper answer will be Yes I have walked . or Yes I have done / finished my walk/
walking program .

These will be called perfect tense [meaning the action is done or completed]

Have you washed the clothes? Yes, I have./ Yes, I have washed./Yes, I have washed the clothes, They are drying.

TEST 85

T85.1 Example:

I ate the mango

-This sentence converted to present perfect- I have eaten the mango.

Do as per the example:

I went to Mysore

I cooked food

She finished her work

He spent all his money in gambling and drinking

T85.2 Example:

You had your rest; get up now. You have had rest; get up now.

Now convert the following to perfect form:

I had my breakfast; let us go

I am having my breakfast; please wait

I trusted you ;I am a fool.

I had hopes on you.

LESSON 86

PAST PERFECT TENSE

- a. I had cooked. b. I had completed the job

These come in story telling, writing about old events etc. Context(=situation) is important

TEST 86

Write a story in simple past tense. Now convert it into past perfect tense
[help; thirsty crow / sour grapes/ boy who cried 'wolf']

LESSON 87

FUTURE PERFECT TENSE

A . Will you work? Yes, I will/ Yes , I will work

B Will you have worked? Yes, I will have

C Would you have worked? Yes, I would have.

Here, A is quite normal. B and C are future perfect tenses. But there are shades of (= slight differences in) meaning.

These constructions are not very common in a beginner's course.

Test 87

e.g If you had been there what would you have done?

Complete:

1. If i had a lot of money 10 years ago,
2. Parents could have educated their children., then,
3. If 'The iron man of India', Vallabhbhai Patel, had lived for 10 more years, he.....

LESSON 88
CONVERSION FROM ONE SIMPLE TENSE TO ANOTHER.

1. He studies hard. (Present tense)
 - a. He studied hard
 - b. He will study hard
2. It rained yesterday. (past tense)
 - a. It rains today
 - b. It will rain tomorrow
3. Who will like ice cream? (Future tense)
 - a. Who liked ice cream?
 - b. Who likes Ice cream.

Test 88.1: Convert to other tenses

Arrogance was punished even in mythological times. (past tense)
(hint : use ['contemporary' / 'current'] for the present tense
and [' future' / 'coming'] **for the future tense.**

Test 88.2

I love you (present tense)

(Hint: Use ' *in my earlier Janma* ' and ' *in the next janma* ')

Test 88.3

We will be with you always (future tense } (use ' *in the past* ' ' *at present* ')

LESSON 89

THE VERB 'do'

Others forms: does, did, will do, doing, done.

1. She does good work. (simple present)
2. She did good work. (simple past)
3. She will do good work. (simple future)
4. She is doing good work. (present continuous)
5. **She has done good work. (Present perfect)**

Test 89

T 89.1. Convert the above 5 sentences into questions.

T 89.2 They do good work. [simple present]

Write down the other forms and also their question forms.

LESSON 90
REVIEW OF 81-89

TEST 90

T 90.1 find [/] or wrong [x] . if [x] correct it.

- A] I go to school. B] I going to school. C] He go to school.
D] My sister also going to school E] He is not feel well. He is not go to school today.

T 90.2. Convert the sentence in the present tense to simple past tense and present perfect tense .

e.g. He does work .[present tense]

ans: He did work. [Past tense] . He has done work . [Present perfect tense]

A] worker works.

B] we eat.

c] who cooks so well?

T 90.3. Make present/ past continuous.

Example 1: . She goes to school. She is going to school.

Example 2 : Rama went to Mysore. Rama was going to Mysore

A] Who sings so melodiously? B] People suffer . c] People suffered from diseases.

D] Stars twinkle . e] It rained all day yesterday.

T 90.4. Do as per the example:

e.g. I told you. [past] I have told you .[present perfect tense]

I have been telling you. [Present perfect continuous tense]

a] She does good work.

B] Social workers serve the society.

C] Social workers do service to the society. D] Guruji gave guidance to one and all.

LESSON 91

SOME IRREGULAR VERBS.

These should be memorized. Write' read aloud. See lesson 82

1.sit,sat,sat

2.run,ran,run

3.sing,sang,sung

4.win,won,won

5.do,did,done

6.go,went,gone

7.eat,ate,eaten

8.take,took,taken

9.see,saw,seen

10.make,made,made

11.find,found,found

12.tell,told,told

13.speak,spoke,spoken

E.g for #4 ..India won against Pakistan. Other forms are: [win, won, won]

- India wins against Pakistan
- India has won against Pakistan
- India is winning against Pakistan

Test 91 T91.1 Select 2 others verbs from the list & write as in the example. [hint- dog, bite; teacher, tell]

Test 91.2 I have seen this movie 10 times. Write the other forms.

LESSON 92 PAST PERFECT TENSE

L 92.1 A verb indicates tense [the time in which the action happens]. There are 3 basic or simple time scales: now, earlier, later .

In grammar language Present, past, future

e.g It is hot [now/ today, present tense]

It was not so hot yesterday. [earlier time , past]

It may be hotter tomorrow .[later time, future tense]

Test 92.1 I am a boy. [Present tense] . Write the other 2 simple tenses:

[Help: was..... baby; will be..... teacher/ soldier/ scientist]

L 92.2. Any verb can have 2 more types along with the above simple tenses.

They are: [i] continuous tense [ii] perfect tense

[i] continuous tense: Usually verb root + 'ing' . e.g. go – going have - having run-
running

I go to school. [always, daily, usual]

I am going to school . [now, present , action happening]

I was going to school . [earlier time, not now, past , action happening]

I will be going to school . [later time, not now, future , action happening]

Test 92.2 write the other two continuous tenses:

- Wind is blowing.
- Planets will be revolving around the sun.
- Who was singing?

L. 92.3. [ii] perfect tense

The verb shows some action done by the subject noun. The action can be just a simple action verb / or continue to happen / or just completed .

When an action is finished or completed it is called ' perfect tense'

I have come present perfect tense

I had come past perfect tense

I [will have/ would have] come future perfect tense - but this is not very much used or useful except in special situations . so, we will just learn about it.

We saw that making continuous tense was easy .just add ing to the verb .

Making perfect tense is easy only in the case of regular verbs.Just add ‘.ed’ to the verb.

Example i walk - i have walked - i had walked

She cooks - she has cooked- she had cooked

For irregular verbs one has to know and memorise .

Example i eat - i have eaten – i had eaten

Birds fly- birds have flown- birds had flown

Trees grow - trees have grown - trees had grown

Test 92.3 make present and past perfect tenses:

1 My teacher teaches English very well

2 The accused committed the crime

3 Milka Singh ran long distances also

L 92.4

Perfect tense is made using ‘have’ and its other forms along with the main verb. When ‘be’ and its other forms along with the main verb is used as helping verbs , it becomes a new form of the verb and its usage. Those will be called ACTIVE and PASSIVE forms of the verb and the sentence structure. Those later.

Test 92.4 Mark the tense of the sentences [e.g. simple present/ past/ future,] [present Perfect / past Perfect] [[present continuous / past continuous]

1] government runs 2] government is running 3] this government will fall

4] government has increased the taxes. 5] government is investigating

6] government had completed all the enquiries

LESSON 93 ACTIVE AND PASSIVE

TWO FORMS OF THE VERB [= PREDICATE]

L 93.1 As we know, a sentence has four important parts:

Subject- Rama, Mary, mango , monkey , government, - **doer nouns**

Verb [=predicate] - does, eats, walked, is ,are- **action by subject**

Object - [eat] cake, [do] work, [see] a movie-- **on which action happens**

Others - [adv. And extra information] –daily, well, too much

Examples: Rama does work very well.

Marie eats cake daily.

In these sentences’

1st word- subject- doer, the person who does something

2nd word- predicate- verb- action which the doer does

3rd word- object- the thing which gets the action

4th word- other information

Many sentences belong to this category viz. Doer[subject] doing [verb] .
These are called ACTIVE form of the verb or active voice or just active sentence.

L 93.2

Food was served to all.

All the roads were blocked.

All the votes were counted .

In these sentences some action took place. But who did it is not given in the sentence. Here the first word [even though it is the subject] does not do anything. Some other [noun] does the action on it. These are called PASSIVE form of the verb or passive voice or just passive sentence.

In these sentences the 1st word can be called the subject [grammar wise] but truly it is the object [meaning wise]

L 93.3. When it is necessary the real doer-noun is explicitly included in the sentence

Food was served by the caterer.

Votes were counted by officials.

Roads were blocked by terrorists.

[The noun just after the word 'by' is the true doer-noun]

Test 93

T 93.1 find S [subject] V[verb] O [object] :

1] i like icecream

2] You did a good job

3] Sudha murthy has written many novels

4] Thermometer measures temperature

5] Corrupt officer demands bribe

6] India won the match

[Hint: ask 'who' answer is the subject [S]; Ask what did S do? Answer is {V]

Ask 'on whom or on what did S do the action ?' answer is [O]]

Example: *Guru teaches yoga.*

Who does something ? --Guru so it is [S] –

What does guru do? – teaches so it is [V]

What does guru teach/ --yoga so it is [O]

T 93.2 the following are in the passive form .find out why.

My pen is stolen

The window is broken

Entry is prohibited

[help: the real doer is unknown or unnecessary]

LESSON 94 INFO. ON ACTIVE AND PASSIVE

L 94.1 A sentence gives information about something. Many sentences connected in meaning make a paragraph. This can be part of a story or an event or a description .

1. Rama was a prince
 2. Lakshmana was a good boy. 1 , 2 above are not connected in meaning .
 3. They were brothers. 4. They were the sons of King Dasharatha
- Now 1,2,3,4 belong to the beginning of a story.

[grammar] these sentences are simple ones and they are in the active form

L 94.2

1. Trees are growing
2. Trees yield [=give] fruits
3. Trees fell down

These are in the active form

4. Trees were grown
5. Fruits were harvested [=plucked]
6. Trees were cut

These are in the passive form.

Some person or persons did the work on the trees like growing, plucking, cutting ...trees were the OBJECTS of all these actions

When the doer of an action is not known passive is useful. When the doer of an action is not important passive is useful. When the doer of an action is not to be told [to hide some information] passive is useful. Even when all these reasons are not applicable passive is useful when the action [job or work] done is given importance.

Thus one can say

Government should punish murderers and rapists.

Or Courts should punish murderers and rapists

Or society, nations , police etc.. should punish murderers and rapists

Instead' we can just say

Murderers and rapists should be punished .

Thus passive form directly gives emphasis to the point.

L 94.3 Read this passage:

Rama was returning to Ayodhya after 14 long years. People were happy. They lighted lamps; decorated houses; cooked and distributed sweets; sang and danced. They welcomed him and his group. They took them in a procession.

Here the 'doers' are the people.

Now read this passage:*Lamps were lit; houses were decorated; sweets were made and distributed. There was singing ; also dancing. Rama and his group were welcomed on their return to Ayodhya after 14 long years. They were taken in a procession.*

Here action gets importance .so the passive form.

L94.4 Sometimes the subject [i.e. the doer] is unknown or not clearly known without doubt.

- 1] My purse is stolen 2] Garbage is cleared 3] Work has been done
4] Letters have been sent 5] your job will be done .

Test 94

T 94.1 Label the sentences as A [active] or P [passive]

1. Rain came 2. It is raining 3. Terrorists beheaded hostages.
4. Hostages were killed 5. Ancient temples and monuments were demolished
6 Separatists throw bombs on people. 7. Taxes are collected from honest citizens.
8. Cheats and scammers do not pay taxes and they are allowed to go scot-free. 9.
Wedding reception was held in a grand manner.

T 94.2. Test for teachers and advanced students

Find the meaning of [v.i] and [v.t] verbs from your own knowledge or from others or preferably from a dictionary. Select some verbs from each group and show only [v.t] type can have passive form

LESSON 95

ACTIVE AND PASSIVE

A AND P PRESENT TENSE

L95.1

Baker bakes cake . Eater eats it. These are [A] active .

To make into [P] passive : Split the sentence into subject [S] verb[V] and object[O]

Baker bakes cake.

Here, S is baker V is bakes O is cake

Put O as the 1st word [**OBJECT BECOMES SUBJECT**]

Find the perfect form of V and prefix it with [is/ are]

Put S after the verb but prefix it with '**by**'

Thus, **Baker bakes cake** [O] *is* [V perfect] *by* [S] → **Cake is baked by baker.**

. Eater eats it. Eater [S] eats [V present tense] it [O singular]. **becomes**

[O singular] [present singular form of 'be'] [perfect form of V] [by S]

It is eaten by eater.

Thus Eater eats it . [Active] **becomes It is eaten by eater.** [Passive]

L 95.2. If S is plural noun and O is singular , no change in the procedure

Thus, **Bakers bake cake . Eaters eat it** [active] **becomes**

Cake is baked by bakers . It is eaten by eaters. [passive]

L95.3 {S} singular or plural [V] present tense [O] plural

When O becomes S the new verb should match i.e. it should be plural present tense form of 'be'. + perfect tense of [V] i.e 'are' + 'baked / eaten'

[A] **Baker bakes cakes. Eater eats them.** Becomes

[P] Cakes ARE baked by baker. They ARE eaten by eater. Similarly

[A] **Bakers bake cakes. Eaters eat them.** Becomes

[P] Cakes ARE baked by bakers. They ARE eaten by eaters.

TEST 95

T95.1 Make [A] type sentences to [P] type

A) Cows eat grass. They give milk. Milkman milks the cow. Children drink milk.

B) Programmer [=user] uses the computer. Computer uses chips. Chips use silicon.

C) People pay taxes. Government collects taxes. Government pays salary to officers. People want certificates. Officers demand money.

D) Corrupt officers demand and accept illegal bribe.

T 95.2. Make [P] type to [A] type

Example 1; Boy is bitten by [the] dog. -→ [the] dog bites [the] boy.

Example 2: Work is finished. → [someone / workers] finished the work.

I[Rowdies are arrested.

li] At last a good man is elected to power.

lii] Discoveries are made by scientists.

Iv] Solar energy is directly used to produce electricity.

LESSON 96

PASSIVE PAST TENSE

L 96.1

Baker baked cake . Eater ate it. These are [A] active .

To make into [P] passive :

Split the sentence into subject [S] verb[V] and object[O]

Baker baked cake. Here, S is baker V is baked O is cake

Put O as the 1st word [OBJECT BECOMES SUBJECT]

Find the perfect form of V and prefix it with [was/ were]

Put S after the verb but prefix it with 'by'

Thus, [O] was [V perfect] by [S]

Cake was baked by baker.

Eater [S] ate [V past tense] it [O singular]. becomes

[O singular] [past singular form of 'be'] [perfect form of V] [by S]

It is eaten by eater.

Thus Eater ate it . [Active] becomes

It was eaten by eater. [Passive]

L 96.2 if S is plural noun and O is singular , no change in the procedure

Thus, Bakers baked cake . Eaters ate it [active] *becomes*

Cake was baked by bakers . It was eaten by eaters.

L96.3 {S} *singular or plural* + [V] *past tense* [O] *plural* When O becomes S the new verb should match i.e. it should be plural past tense form of 'be'. + perfect tense of [V] i.e 'are' + 'baked / eaten'

[A] **Baker baked cakes.** Eater ate them. Becomes

[P] Cakes WERE baked by baker. They WERE eaten by eater.

Similarly [A] **Bakers baked cakes.** Eaters ate them. Becomes

[P] Cakes WERE baked by bakers. They WERE eaten by eaters.

L96.4

[P] This pen was given by my father. --→ [A] My father gave this pen.

[P] This homework was done by me, not my mother. -→

[A] I did this homework, not my mother. Also i, not my mother' did this homework

TEST 96

T 96.1 MAKE into P form

1a] God created everything.

1b] God created all things, big and small

2a] Valmiki wrote the Ramayana.

2b] Sage Valmiki wrote the Ramayana in Sanskrit.

2c] Other poets wrote the Ramayana in their own languages.

T96.2 make A to P

Engineers made the design. Workers built the dam.

Potter made the pot [in a day] . Breaker broke it [in a second] .[help: the bracket words can be kept at the end]

T96.3 make P to A

A] All things were made by god.

B] Temples were built by the kings of olden days.

C] Tsunami was caused by under-water disturbances in the oceans.

D] Houses were damaged by earthquake.

E] One lakh people were killed by one bomb in Hiroshima.

LESSON 97
ACTIVE AND PASSIVE
A AND P FUTURE TENSE

L97.1 simple future :

i will do it *becomes* It will be done by me.

Notice that the root verb 'be' is inserted between , before the perfect form of the verb.

Examples;

Dirty water will help mosquitoes.

Mosquitoes will carry disease.

Diseases will affect people. These are all in [A] form . Their [P] forms:

Mosquitoes will be helped by dirty water.

Diseases will be carried by mosquitoes.

People will be affected by diseases.

L97.2

ex: [P] Your wish will be fulfilled. Here [S] is missing . We will supply it.

[A] [someone/ god/ i/ donor] will fulfil your wish.

Ex: Action will be taken soon.

[authorities/ officials] will take action soon.

Test 97

T 97.1. Convert the given [A] type sentences to [P] type.

1] Pollution will cause diseases.

2] Carbondioxide in air will produce green house effect.

3] Earthquake wll damage dams.

LESSON 98
ACTIVE AND PASSIVE
A AND P CONTINUOUS TENSES

Rama studies .This is simple present tense

Rama is studying; keep quiet.

Ali is praying; do not telephone now.

Here 'ing' with the verbs show that action is not yet over. This is continuous tense.

Continuous tense can be now [present] or

Some time earlier [past]

Sometime later probably [future]

L 98.1

A] Present continuous. Baker is baking cake .

Cake is being baked by baker

Notice that 'ing' is added to the helping verb 'be'

B] Past continuous. People were doing work

Work was being done by people.

C] Future continuous is not commonly used in ordinary communication or in simple writing – rule is also slightly circuitous . So not given here.

L 98.2

A] Investigations are being done. B] Plans are being discussed.

In these, 'by ...' is missing. i.e doer noun is not stated. Then we supply .

A] Authorities are doing investigations. B] Experts are discussing the plans.

When ' by.. ' is stated it is easy to convert.

Elephants are being killed by poachers. Poachers are killing elephants.

Secret information is being leaked to other countries by spies and traitors.

Spies and traitors are leaking secret information to other countries.

TEST 98

T 98.1. Convert to [P]form

A] Excessive emission from vehicles is polluting the atmosphere.

B] People were blaming the government for everything.

C] Schools are doing spoon-feeding. They are not kindling the curiosity or imagination of the students.

T 98.2. Convert to [A] form

A] Teacher is being blamed for everything.

B] The Ganga is being polluted by tanneries and other industries.

C] Many Indian soldiers were being sent to fight in WWII by the British until 1945.

LESSON 99

PERFECT AND PASSIVE- comparison

L 99.1 perfect tense means the action [=verb] is over.

He sleeps [present tense]

He slept [past tense]

He has slept [present and past i.e present perfect tense]

Baker bakes. Eater eats. [simple present]

Baker baked. Eater ate. [simple past]

Baker has baked. Eater has eaten.

Both are in the present tense but action is complete. – [i.e. present perfect tense]

Similarly there can be a past perfect tense also.

He had slept [when i went to his house].

Baker had baked; eater had eaten .[When narrating an event / story]

Note that ' [have/ has] +[perfect form of the verb] for present perfect tense

[had] +[perfect form of the verb] for past perfect tense

L 99.2

Compare with the passive form of the same verbs 'bake' and 'eat'

Baker had baked; eater had eaten.. makes sense --but

Baker is baked; eater is eaten – funny meaning [Baker is baked only if he is pushed into the oven. Eater is eaten perhaps by a tiger .]

Note that ' [is /am] +[perfect form of the verb] for present passive tense
[was/ were] +[perfect form of the verb] for past passive tense

TEST 99

T 99.1. Label perfect or passive

- 1] I have finished my homework.
- 2] I am being troubled by my neighbours.
- 3] I have not done any harm to them.
- 4] You are tired.
- 5] You are taken for granted.
- 6] You have tired yourself.
- 7] Who did this?
- 8] Who had done this?
- 9] By who was this mistake made?
- 10] Whom can i punish for this

T 99.2. Give the full identification of the predicate in 1 to 10 above

e.g. Vacancies were created for the minister's sons. –past passive tense

LESSON 100

REVIEW OF A AND P

L 100.1 study **the table given . Understand active and passive forms.**

1*A eats cake	Cake is eaten by A
** A eats cakes	Cakes are eaten by A
*** A ate cake	Cake was eaten by A
**** A ate cakes	Cakes were eaten by A

5*A+B eat cake	Cake is eaten by A+B
** A+B eat cakes	Cakes are eaten by A+B
*** A +B ate cake	Cake was eaten by A+B
**** A +B ate cakes	Cakes were eaten by A+B

9*He eats cake	Cake is eaten by him
**She eats cake	Cake is eaten by her
***He eats cake s	Cakes are eaten by him
****She eats cakes	Cakes are eaten by her

13*They eat cake	Cake is eaten by them
------------------	-----------------------

**They eat cakes Cakes are eaten by them
 ***They ate cake Cake was eaten by them
 ****They ate cakes Cakes were eaten by them

17*I [eat/ ate] cake Cake [is/ was] eaten by me
 ** I [eat/ ate] cakes Cakes [are/ were] eaten by me
 *** You [eat/ ate] [cake/ cakes]
 [Cake/ cakes] [is / were] eaten by you

20.*C will eat cake cake will be eaten by C
 ** C will eat cakes cakes will be eaten by C
 *** D can eat cake cake can be eaten by D
 **** D can eat cakes cakes can be eaten by D

24.*Who will eat cake?
 cake will be eaten by whom? / By whom will the cake be eaten?
 ** What will she eat? What will be eaten by her?
 *** What can I do? What can be done (by me)?
 **** Who will do it? By whom will it be done?

28.*He has done it. It has been done by him.
 ** They might have done it. It might have been done by them.
 *** What have you done? What has been done by you?
 **** Who has taken all the books? By whom all the books have been taken?

32.*Have you sent the letter? Yes, I've. No, not yet.
 Yes, it has been sent. No, not yet been sent.
 ** Did you do the home work?
 Was the home work done (by you)?
 *** Have you done the home work?
 Has the home work been done (by you)?
 **** Please take immediate action.
 Immediate action may please be taken.

*36, 37. Do it. Let it be done. Eat it, now. It must be eaten.
 ** 38. Don't do it. It should not be done.
 *** 39. Allow him do the work. He may be allowed to do the work.
 **** 40. Send him out. He may be sent out.

T 100.2.

Using the table, or with your own knowledge , convert the following into ACTIVE AND PASSIVE [A to P]

- 1] Terrorists exploded bombs.
- 2] Marauders plundered India.
- 3] One atom bomb killed one lakh people.
- 4] One atom bomb was enough to destroy a whole city.
- 5] Engineers design dams. Workers build them.
- 6] Dynamo produces electricity.
- 7] Motor converts electrical energy to mechanical energy.
- 8] Thermometer measures temperature.

T 100.3. Convert the following P to A

- A] The universe was created by a big bang or God.
- B] Marauders came, India was plundered.
- C] The child was bitten by a rabid dog.
- D] Illegal money [=bribe] is being demanded and taken by corrupt officials.
- E] All men were created equal.
- F] All things, big and small, are created by God.
- G] All things, big and small, were created by God.

LESSON 101 DIRECT SPEECH

L 101.1

Direct speech is something spoken by someone. The same is given to the reader:

1. Telephone conversation

E.g.:" HELLO ‘,

“HELLO’ who is speaking?”

“I am A. Your friend B suggested I speak to you. “

“B is a good friend of mine. How can I help you?”

“This is about competitive exams....”

2. School situation

“May I come in, madam”?

“Please come in _____“

“Why are you late?”

“ _____ ”

“Have you done your homework?”

L 101.2

A drama (also called play) contains dialogues, speeches, asides etc.

Hamlet: “To be or not to be, that is the Question. “

L 101.3

Direct speech can be:

1. An Order
2. A Request
3. A Monologue speech
4. A Dialogue, conversation.

In grammar, we have seen IMPERATIVE sentences.

Exclamations, strong statements of opinion or emotions also form direct speech.

L 101.4

Advantages of direct speech:

It directly conveys (= transmits) the words and their tones to the readers (moods)

Disadvantages: It is spoken language given as such. Thus it is highly contextual (i.e. meaning depends on situation.)

Test 101

T 101.1 Write one imperative sentence each, to show

1. Anger
2. Order
3. Request
4. General instruction
5. General factual information

T 101.2

Ram: “Lakshman, you are my brother, but not my elder brother. Do, as I say”

1. What are the two brothers’ names?
2. Who is the speaker?
3. Who is the elder and who is the younger?

LESSON 102 INDIRECT SPEECH

If direct speech is what one person said to another, indirect speech tells the same information to a third person . Therefore this is also called **REPORTED SPEECH** .

L102.1 In indirect speech we should know

who is speaking to whom and what was said.

So indirect speech is like newspaper report and therefore called reported speech.

L102.2

In telephone one is a caller, another is a receiver.

If the whole conversation is recorded (or written down)

We can know:

(1) Who called;

(2) Who received;

(3) What was the matter.

(4) When did the conversation end;

Knowing all these information one can give a summary

It is called reported speech.

L102.3

Phone rings.

Ram: "Hello!"

Caller: "Hello! I am A. May I talk to Shri. B

Ram: "He is not in. I am Ram, his brother."

Caller: "Please tell him to call me. My number is N.

Student should know the content of this conversation.

Who called? Who answered? What did the caller say.?

When B comes Ram tells him:

A called. He wants you to telephone him. His telephone number is N.

This is a factual summary.

This can also be.

When you were not here, there was a telephone call From A . I told him that I was Ram and you are my brother. He said that you please call him at the number N.

This is a true indirect speech of all the conversation.

TEST102.

T102.1 Answer T101.1 and convert the same into indirect speech.

T102.2 Convert T101.2 into indirect speech.

T102.3

a) Teacher: "All of you can go "

b) Captain: "Attention!"

c) Swamiji "we all must be honest and truthful"

Convert a) b) c) into indirect speech.

LESSON 103
REPORTED SPEECH- SENTENCE TYPE

L 103.1 **We know that there are 4 types of sentences.**

1. Assertive,/ Informative,/ Declarative sentence .
Let us call it simple sentence.
2. Interrogative sentence.
3. Imperative sentence.
4. Exclamatory sentence.

Usually they are read and understood as they are.

This means : A sentence is in a book (someone has written) or
is heard (someone has spoken)

Because they are directly from the source, namely, the writer or the speaker, they will be called **direct speech**.

L 103.2

(This section is for volunteers/teachers. Students can omit.)

Many standard books of English grammar define "Reported Speech" as consisting of direct speech and indirect speech.

"The two major categories of reported speech (including reported thought) are direct speech and indirect speech. Direct speech purports to convey the exact words that were spoken or written. Indirect speech conveys the content rather than the form" (Oxford English Grammar, 1996,2012)

In India, over the years reporters of newspapers are well known writers in English. Their reports are mostly in indirect speech (Including summaries of a long discourse) e.g the speaker stressed the importance of honesty in public life etc... Hence reported speech is synonymous with indirect speech in Indian context and so in this book also.]

L 103.3

Converting direct speech to indirect speech is useful, necessary and very effective in writing.

I] Useful

A] Direct: Mr.X comes and tells you when your boss is away;
Mr.X: "Tell that idiot to call me as soon as he comes "

B) You, to your boss: Mr.X was very angry and wants you to call him immediately
A] above is direct speech b] Is Indirect speech.

Students can see that it [Indirect speech.] is useful

II] Necessary:

Speaker: "Even 150 years ago in Chicago in the midst of all kinds of religions, Swami Vivekananda addressed the audience " my brothers and sisters of America and continued thus --- , He was a great man, philosopher and guide. We salute him today on his birthday"

Newspaper report:

The speaker addressing the audience on Swami Vivekananda Jayanthi day reminded them about swamiji's famous speech in Chicago and said that we all should salute the great man, philosopher and guide.

This reported speech is a necessary tool for any news paper reporter.

III] Effectiveness:

Direct speech: In the beginning of a parliament session immediately after the election, the elected members take oath. It takes hours to directly telecast all of them.

Indirect speech : All the elected members of the loksabha took oath today in the parliament, many in Hindi and many others in English and a few in their mother tongue. Thus, Indirect or reported speech is effective in telling important points only.

L 103.4

Usually direct speech will be written between inverted commas (quotation marks)

Mr.X: "Good morning, you are welcome"

Mr.Y: "Thank you"

In a drama, even the speakers' names need not be given.eg. (Mr.Y comes to see Mr.X)

"Good morning! come"

"Thank you"

Sometimes the direct speech itself may have the information (about the speaker and the person spoken to)

eg. "Good morning, Mr.Y!

" Thank you Mr.X"

The same can be written in the standard form

Mr.X said, "Good morning! come ."

Mr.Y said, "Thank you ."

L 103.5

Converting direct speech to indirect speech. ;

Context based conversation.

See L103.4 conversation.

Mr.X greeted Mr.Y and welcomed him.

Mr.Y thanked Mr.X.

Here the verbs used for converting direct speech to indirect speech are 'greet' 'thank'.

Standard (mathematical, rule- based) conversion:

Mr.X wished Mr.Y a good morning and told him that he was welcome.

Mr.Y replied and thanked Mr.X

Here the verbs used for converting direct speech to indirect speech are

'wish' 'tell' 'reply'

L103.6

(L103.6 is for volunteer/teacher/guide only)

There are many other verbs useful for converting direct speech to indirect speech .Of those 'say' and 'tell' are the most important. Others are: greet , thank, ask, reply,

feel, opine, think, apologise, sympathize, regret, command, order, request, suggest etc.)

L103.7

1. Ram: "I am very tired"
2. Mary: "Let us all go to the beach"
3. Ali: "God is everywhere"
4. H.M "Tomorrow there is no school"

All these are direct speech.

Easy way to convert them into indirect speech:

1. Ram said he was very tired.
2. Mary said that they all may go to the beach.
3. Ali said that God is everywhere.
4. H.M said that there would be no school next day.

The verb 'say' is used. The linking word 'that' shows it is quoted.

In indirect speech quotation marks "....." are not there.

Every verb is converted into its past tense.

All pronouns (like I, you etc..) are put in the third person (like he, she etc.)

A full set of rules will help. We will see in later lessons.

L 103.8

Take the same 4 sentences given in Lesson 103.7 They can be converted into indirect speech

1. Ram complained that he was tired.
 2. Mary suggested that they can all go to the beach.
 3. Ali declared that God was everywhere
 4. HM decided that there would not be school next day.
- (OR) HM announced that the next day would be a holiday

Here the verbs used are taken to suit the subject matter.

"Complain" for tiredness, sickness

"Suggest" for wish, interest, action

"Declare" for wisdom, general truth

"Announce" for public statement

"Decide" for choice, action

These are all special and need good understanding of English

In this book we will follow L103.3 & L 103.7

Otherwise use "say" and write "said that"

TEST 103

T.103.1

Separate out direct speech from the sentences given below, and then identify the speaker, listener, subject matter

1. Lawyer said, "This is my case, sir"
2. Witness said, "I saw the accused beating his wife"
3. The accused said, "I am not married, I do not have a wife, my Lord"
4. Everyone wondered who the woman could be and whether the accused was innocent.
5. Witness on re-examination said, "Certainly sir; the accused did beat his wife and I have seen the movie ten times"
6. Persons in the court realized that the woman had acted as the wife of the accused in the popular movie.

T103.2

Convert the direct speech sentence in t103.1 into indirect speech

LESSON 104

IMPERATIVE SENTENCES – INDIRECT SPEECH

L104.1

Imperative mood or Imperative sentence: Here a speaker addresses (says) directly to the listener. In grammar, speaker is 1st person. The listener is the 2nd person, usually. (Sometimes the listener can be 3rd person also).

Some sentences can be without naming the speaker or listener.

- e.g
1. *Please give me some food.*
 2. *Please feed the crying child.*
 3. *Kindly donate to flood relief fund.*
 4. *Relax; sit in a comfortable posture.*
 5. *Attention! Saavdhan!*
 6. *Shut up, Get out.*
 7. *Come home now and help me in the kitchen*

To convert them into indirect speech we should imagine suitable speaker and appropriate listener. Here, one single answer is not there. Different students may give different names. But the content and meaning will be almost the same. (Note: Indirect speech will always be in the past tense)

L104.2

Answers to L104.1

1. Beggar requested the house owner to give him some food.
2. Mother-In-Law urged the mother of the crying child to feed it.
3. The government asked the public to kindly donate to flood relief fund.
4. Yoga teacher instructed the disciples to relax and to sit in a comfortable posture.
5. Captain ordered the soldiers to get to saavdhan or attention posture.
6. Boss angrily asked the assistant to shut up and get out.
7. Mother asked the daughter to reach home [then] immediately and help her in the kitchen.

L.104.3

From L.104.2 we see it is very difficult to write indirect for imperative to direct speech,

Rules are **when in doubt: "said" or "told"** and **convert**

I → He/She; We → They; You → He/She; You plural → They.

Test – difficult. So not given

LESSON 105
INTERROGATIVE SENTENCES - INDIRECT SPEECH

L105.1

Interrogative sentences are sentences asking a question and ending in a question mark.

(English for fun: Boss wants to ask “Why were you absent yesterday?”

A nice little boss does not want to hurt the feelings of a senior, old subordinate. Instead she converts her question into a simple sentence without a question mark, only asking for information:

“ Kindly tell me the reason for your absence yesterday.”

“Please enlighten me about your absence yesterday.”

See! Being polite needs more English knowledge than being direct.)

L.105.2

Question words or Wh – questions

[a] “What is your name?” Teacher asked me what my name was.

[b] Policeman asked the driver, “Where are you going?”

Policeman asked the driver where he was going.

Steps:

Inverted commas removed. Comma and question mark gone.

Verb is put in the past tense because the main verb is in the past tense.

your becomes my in (a) you becomes he in (b)

Reason: In (a) question was to ‘me.’ In (b) question was to ‘driver’

L.105.3

See the set of sentences:

A said to Ramu “Why are you here? What do you want?”

A said to Kamala “Why are you here? What do you want?”

A said to me “Why are you here? What do you want?”

A said to him “Why are you here? What do you want?”

A said to her “Why are you here? What do you want?”

A said to the villagers “Why are you here? What do you want?”

Indirect forms:

A asked Ramu why he was there and what he wanted.

A asked Kamala why she was there and what she wanted.

A asked me why I was there and what I wanted.

A asked him why he was there and what he wanted.

A asked her why she was there and what she wanted.

A said to the villagers why they were there and what they wanted.

Conversion:

1. you – he are – was here - there

2. you – she are – was here - there

3. you – I are – was here – there

6 .you – they are – were here – there

L.105.4

When the question is such that there can be 'yes' or 'no' answer:

Teacher, to the student. "Did you do your homework?"

A to his friend B, "Did you stop telling lies?"

Mother to child, "Do you want it or not?"

Worker to the boss "Is it a holiday tomorrow?"

Indirect forms are :

Teacher asked the student whether he did his homework.

(or whether she did her homework).

A asked his friend B whether he/she stopped telling lies.

Mother asked the child whether she/he wanted it.

Worker asked the boss whether it was a holiday next day.

'Whether' is used

It is from the use of the pair phrase 'whetheror' In its place 'if' can be used.

Notice that '**whether**' or '**if**' gives you a choice of '**yes/no**'. The question also can be answered with 'yes/no'. So, these two words are ok.

(For converting questions into indirect speech '**ask**' is the best. There are other verbs such as '**inquired**' '**wanted to know**' etc)

TEST 105

T105.1 Convert to Indirect speech:

Manager said to the visitor, "What is your name?"

Manager said to the visitor, "Are you Prof.Einstein?"

Manager said to the visitor, "You are Prof, Aren't you?"

T105.2 Convert to Indirect speech:

Teacher to students, "Who were absent yesterday?"

Teacher to the monitor, "Who are absent today?"

Teacher to Ahmed "Were you absent yesterday?"

Teacher to Radha "Did you come to school yesterday?"

T105.3 Convert to Indirect speech (Make simple sentences)

"Johnny! Johnny!" "Yes, Papa" "Eating Sugar?" "No, Papa"

"Telling lies?" "No, Papa" "Open your mouth" "Ha! Ha! Ha!"

LESSON 106 EXCLAMATORY SENTENCE DIRECT TO INDIRECT

L106.1 Exclamatory sentences express emotions. Many times only phrases (without the usual subject, verb etc) can be used .

- a) How beautiful is the flower!
- b) How colourful is the rainbow!
- c) Too bad!
- d) What a pity!
- e) Can't stand it!

The meaning in simple prose

- a1) The flower is very beautiful.
- b1) The rainbow is very colourful.
- C1) It is very bad.
- d1) It is a great pity.
- e1) It is so bad that one can't stand it.

L106.2

Note that there is no speaker or listener. If there was one indirect will be the same but with the past tense.

Eg. Wordsworth "how colourful is the rainbow!" this becomes,
Wordsworth said/(exclaimed) that the rainbow was very colourful.

Verbs used for converting exclamatory sentences to indirect or simple sentences are: 'exclaim', 'wonder'. In other sad situations 'be shocked' 'feel sad' 'grieve' 'sympathise' etc.

TEST 106

T106.1 make into indirect:

"What a naughty boy!"

A told B: "What a naughty boy your son is!"

X tells y: "What a beautiful garden you have!"

"What a shame!"

News reader : "What a shame Neta's son ran over a little boy!"

T106.2 convert to reported speech (try to make simple sentences)

Twinkle, Twinkle little star!
How I wonder what you are!
Up above the world so high
Like a diamond in the sky.

LESSON 107

PASSAGE READING , COMPREHENSION

COVID- 19

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available.

Added : Wear a face mask whenever necessary.

TEST 107 questions – from the above passage

T107. 1 what causes the disease ? or what is the cause of the disease ?

2. is covid-19 infectious ?

(see the meaning in a dictionary 'infectious')

3. is corona virus old or new ?

4. Most people will recover; is this correct?

5. See para3 .write about hands and infection.

6. How does covid-9 virus spread ? [a][b].....

7. Are there specific treatments now ?

LESSON 108 PASSAGE READING , COMPREHENSION

Protecting yourself and others from the spread of COVID-19

You can reduce your chances of being infected or spreading COVID-19 by taking some simple precautions:

Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water. Why? Washing your hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands.

Maintain at least 1 metre (3 feet) distance between yourself and others. Wear a face mask covering your nose and mouth.

Why? When someone coughs, sneezes, or speaks they spray small liquid droplets from their nose or mouth which may contain virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person has the disease.

*Avoid going to crowded places.

Avoid touching eyes, nose and mouth.

Make sure you, and the people around you, follow good respiratory hygiene.

Stay home and self-isolate even with minor symptoms such as cough, headache, mild fever, until you recover.

If you have a fever, cough and difficulty breathing, seek medical attention, but call by telephone in advance if possible and follow the directions of your local health authority. Keep up to date on the latest information from trusted sources, such as WHO. Do not believe rumours .

TEST 108

T108.1 Find what is WHO.

2. How can you kill the virus if it is in your hands ?
 - a) _____
 - b) _____
 3. What is the recommended distance between persons ?
 4. Quarantine is a new word .Find the meaning from this passage
 5. What is ‘rumor’ (see a dictionary or ask). **Can you believe a rumor?**
- ***

LESSON 109

PASSAGE READING , COMPREHENSION

What is coronavirus (COVID-19)?

COVID-19 stands for coronavirus disease of 2019 and is a respiratory infection caused by the novel coronavirus SARS-CoV-2[Severe acute respiratory syndrome coronavirus 2]

The term “novel coronavirus” simply means that this is a new type of coronavirus.

A coronavirus is a type of virus that has crown-like spikes around it. That’s why it has the word “corona” in it. The word “corona” is Latin for “crown.”

COVID-19 is defined as the disease caused by the novel coronavirus SARS-CoV-2. The name was given by the World Health Organization (WHO) on February 11, 2020. Prior to this, SARS-CoV-2 had not been seen before in humans.

The first human cases of coronavirus infections appeared in Wuhan, China in late 2019. Healthcare workers noticed a pattern of illness they had never seen before among the population.

Common symptoms included fever, body aches, tiredness, and difficulty in breathing caused by pneumonia (lung infection).

The virus, and the disease it causes, has since spread worldwide and been classified by the WHO as a global pandemic.

TEST 109

1. Expand COVID-19
2. Expand SARSCOV-2 .

3. Why 'novel' ?
4. Why 'corona' ?
5. What are the symptoms of COVID-19 ?
6. What is meaning of the word 'global pandemic' (hint: see 'endemic' - consult a dictionary or a teacher)
7. Write in your own words, symptoms of any other disease (or body condition).

LESSON 110 TEST LESSON 101 TO 109

Rules for changing direct speech to indirect speech

1) ,”.....” are removed *'that'* is added.

2) Person is changed.

1st to 3rd

2nd to 1^s

3rd to 3rd

i.e. I → he

you → I

he → he

and all the cases of pronouns

I → he /

We → they /

Me → him/her /

My → his/her./

Us → them /

Our → their

3) Tense is changed

Present → past

past → past

Future --> past future

Eg: is → was

Was → was

Will → would

Word change:

Yester day	Previous
Today	That day
Tomorrow	The next
Now	Then
This	That
That	That
These	Those
Those	Those
Here	There
there	There

TEST 110.1

Change into indirect form

1. He said “Wait , I will be ready in ten minutes”.
2. “Swaraj is my birth right and I shall have it” said Lokamanya tilak.
3. Boss said to me “I want you to work hard”.
4. Shakespeare wrote “ All the world is a stage. Men and women are actors.”
5. Tell me “Do you want the job or not ?” (hint : assume a speaker and a listener. One e.g. interviewer, candidate).

TEST 110.2 Change into direct form

1. The station master announced that the train was cancelled due to lock-down.
2. Swami Vivekananda addressed the audience as his brothers and sisters of America and thanked them.
3. Teacher angrily told all the students to go out of the class room.
4. Teacher asked the students if they had done their homework. The students replied that they had.
5. Broker said that it was his last offer and said that I could take it or leave it.

LESSON 111:
OVERVIEW OF GRAMMAR
PARTS OF SPEECH.

L111.1 Classical Grammar books give 8 items under the title 'Parts of speech' they are:

1. Noun
2. Pronoun
3. Verb
4. Adverb
5. Adjective
6. Preposition
7. Conjunction
8. Interjection

Any word used in a sentence should belong to one of these categories.

L 111.2 Note on the 8 parts of speech

- Noun is the subject
- Pronoun substitutes for the noun.
- Verb shows action, it is the most important part of a sentence
- Adjective qualifies a noun. - means it tells more about a noun.
- Adverb modifies a verb i.e., tells more about the quality of the verb.
- Preposition is usually used along with a noun (actually BEFORE the noun). Preposition is necessary to form 'case' of the noun. [Special note for the teacher/guide: Preposition is also used along with a verb. In traditional grammar books it is under 'usage' or 'composition'. In our book we give a special name 'Postposition' and a lesson on that]
- Conjunction is a word which combines 2 sentences (sometimes more)
- Interjection is a word which shows expression or emotion

L 111.3

Adjective tells about the quality of a noun.

E.g.: a boy, book, story, can be good or bad, Like black or White;

One or many items, one can ask whether all are the same quality or intensity. This is called degrees of comparison. It is special for adjectives [to adverbs also many times].

L 111.4

[Note to the teacher/guides. In this lesson the definite article, 'the' and the indefinite article 'a'/'an' are not used.]

1. Elephant is big
2. Mouse is small

These are 2 independent statements, both are true.

If we want to put them in one sentence:

Elephant is big and mouse is small.

'Big', 'small' belongs to one quality, viz. size. Difference is only in degree. So, we can write Elephant is bigger than mouse.

Consider two others adjectives : Elephant is wise. Mouse is small.

Here the qualities are different.

Similarly Elephant is powerful. Mouse is small.

Here also no comparison.

Now try the pairs of sentences

- a) Elephant is intelligent b) Mouse is not so intelligent

Now we can say,

Elephant is more intelligent than mouse.

- c) Elephant is powerful d) Mouse is weak.

Now we can combine c) and d)

Elephant is more powerful than mouse OR

Mouse is weaker than elephant

Similarly we can say

Giraffe is taller than horse

Ice is cooler than water

L 111.5

A-----B

C-----D

Line AB is longer than line CD

OR

Line CD is shorter than line AB

Test 111

T 111.1 Write down only the answer:

Which is-----?

- ❖ Colder, Water or ice?
- ❖ Colder, Alaska or Karnataka?
- ❖ Hotter, 100°c or 50°c?
- ❖ Hotter, steam or water?
- ❖ Bigger, elephant or mouse?
- ❖ Bigger, lemon or melon?
- ❖ Heavier, kilogram, 1 ton?
- ❖ Lighter leaf or feather?

T111.2 See the example in L111.5 answer as per the example

Example: Bus (big) , Bike (small)

A1] Bus is bigger than bike a2] Bike is smaller than bus

Tree, plant [Tall, short]

Grandmother (old), Grandson (young)

Running (fast), Walking (slow)

A- capital letter (Big) a- Small letter (small)

LESSON 112 THE COMPARATIVE DEGREE

L 112.1

[Note to the guides/teachers:

In the English language, good English is very difficult to learn or teach. In English, cases for nouns are not as well defined as in Indian languages. Converse is the case with degrees of comparison. Every adjective (and many adverbs also) can be easily expressed in comparative and superlative forms in English. Not so easy in Dravidian languages. Please keep this in mind while helping new learners]

L112.2

A-----B

C-----D

AB is longer than CD. CD is shorter than AB.

This is a clear case of comparing the 2 lines AB & CD.

Many short words have '**-er**' suffix to mean 'more'

Thus,

Old-older Young-younger Clean-Cleaner White-whiter Big-Bigger Great-Greater

L112.3

Comparative degree tells about the nature (compares) 2 (and only two) things. Always a word 'than' is used after a comparing word.

E.g.: Giraffe is taller than Zebra.

[Note: 'The' with the nouns omitted. call it 'Indian English' or 'Indish'.]

Bhīma was stronger than Arjuna.

L112.4

Some words do not have -er ending for comparative degree. They have a special word.

E.g.: Good-Better

Bad-Worse

Little-Less

Much-More

Many-More

Some other words use a prefix word 'more' to show comparison these words are usually long words.

Beautiful	More beautiful
Comfortable	More Comfortable
Famous	More famous
Interesting	More interesting
Tired	More tired
Slowly	More slowly
Easily	More easily
Strict	more Strict or Stricter
Regularly	More Regularly
Fast	only faster
Slow	only slower

In all cases, 'Than' is a must.

- 1 a. He is a good player . 1 b. He is a better player than me.
 2.a. Her singing is good . 2.b. Her singing is better than mine.
 3.a .Usually her singing is good. 3.b. Today her singing is better.

In 1 & 2 'Than' is used

In 3.b. 'than' is not written. But really, Today her singing is better than usual.

L112.5 RULE

Comparison word is always followed by the word 'than'

Thus,

- This knife is sharper than that (knife).
- My house is bigger than your house.

RULE

A[noun1] VERB [adj/adv] –ER THAN[help link word] B[noun2]

A[noun1] VERB MORE [adj/adv] THAN[help link word] B[noun2]

- Thus
- 1.Sita is more efficient than Ram.
 2. Sita works more efficiently than Ram
 - .3. Sita is faster and neater than Ram

T112.1 Fill up the blanks

Positive [Normal]	Comparative
-----	Better
Bad	-----
Fast	-----
Beautiful	-----
Slowly	-----
-----	More educated
Costly	-----
Strong	-----
Well	-----
Dirty	-----

Test112.2 Imagine suitable nouns and use a comparative word given in the list

Example: HIV is more harmful than diabetes

1. Good batsman
2. Bad pollution of city
3. Harmful disease
4. Melodious musical instruments (sitar / Violin)
5. Small (Asia / Europe)

LESSON 113**THE SUPERLATIVE DEGREE****L113.1**

We have seen that any quality [described in grammar by adjective or adverb] can be

- A) Just normal e.g. I am smart.
 B) Comparative e.g. I am smarter than you.

The 3rd degree of comparison is called **Superlative degree**

This is a written form of saying one person or thing is the top, A-one, winner, gold medallist i.e. Superior to all the other persons or things in the group.

L113.2 RULE

The prefix 'most' or the suffix '-est' is used along with the normal (positive) word.

Thus,

- | | | |
|----------------|---------|------------------------|
| 1. Big | becomes | [the] biggest |
| 2. Great | becomes | [the] greatest |
| 3. Comfortable | becomes | [the] most comfortable |
| 4. Newsworthy | becomes | [the] most newsworthy |

L113.3 examples

- a) Mt. Everest is **the highest** mountain peak in the world.
 - b) Antarctica is **the coldest** place in the world.
 - c) Virus is **the smallest** organism.
- A] Here, Mt. Everest is the one; All the other peaks are not so high.
 B] Antarctica is the only place; all other places are not so cold
 C] Virus is the only organism; all other organisms are not so tiny.
 So, 'the' is used along with the superlative word.

L113.4 RULE

[NOUN] [VERB] [THE] [SUPER WORD].

Superlative degree has the prefix 'most' or the suffix 'est'. 'the' comes before the superlative word.

Thus,

1. My friend is the happiest man in Mysore.
2. I am the smartest in my house.
3. My uncle is the oldest person in my family.
4. This A.C room is the most comfortable in the hotel.
5. This saree is the costliest in the shop.
6. Dictionary was the most useful reference book. Now the internet has taken over.

Note:'the' is necessary before the –est' word.

L113.5 RULE

'THE' COMES BEFORE 'MOST' IN A SUPERLATIVE SENTENCE.

Superlative degree assumes that the writer knows or selects ONE (of the group) as the best. Examples:

The most important work/project/person/item

The most beautiful contestant /flower/building/monument.

The most populated / polluted city/country.

The most visited tourist place/museum.

TEST113

T113.1 Complete the sentences

Example: P.V Sindhu is the best badminton player in India.

- The best actor The best actress
- The best wicket keeper The best badminton player
- The cleanest city the most polluted /crowded city
- The most useful discovery The most famous novelist.

T113.2

Take any 3 sets of adjectives or adverbs and write all the 3 Degrees of comparison. .

Example: She is a good singer . You are a better singer than her.

I am the best [singer.] [good, better, best]

LESSON 114**THE 3 DEGREES OF COMPARISON****L114.1**

Simple or positive: Good

Comparative: better (than)

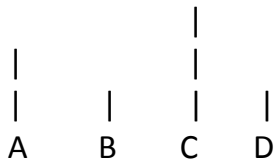
Superlative :(the) best.

Converting one degree to the other degrees is very important, as per grammar books. In school examination also this is as important as conversion of direct to indirect speech. Therefore we give here a few examples.

L114.2

A is tall. A is taller than B. C is taller than A. D is as tall as B.

These above statements can be shown as a figure:



Now all the four, we can write: **C is the tallest.**

A, B, C, D here can be persons, trees, buildings etc.

L114.3

In lesson L114.2 take only the quality tall. It is clear that C is the tallest girl in the class.

Looking at the figure, C is taller than A,B,D

Let us call C=Chandana

Comparative degree : Chandana is taller than all the others in the class.

This is the conversion from superlative to comparative

L114.4

See the figure in L114.2

A is not as tall as C B is not as tall as C D is not as tall as C

All the girls are not as tall as C No other girl is as tall as C. Thus

No other girl in the class is as tall as C

This is the conversion from superlative to positive.

Summary:

Chandana is the tallest girl in the class . (superlative) convert to simple

Simple positive : No other girl in the class is as tall as Chandana.

L114.5

Take another example : convert superlative to comparative

Delhi is the most polluted city in India.

3 parts: Delhi [part1] is the most polluted [part 2] city in India.[part3]

(The) most polluted (Part 2) becomes '**more polluted (than)**'.

Use '**any other**' with city in India (part 3)

Comparative degree is :

Delhi is more polluted than any other city in India.

L114.6.2; convert superlative to positive

positive Part 2 of L114.5 becomes '**(as) polluted (as)**'

Use '**no other**' with part 3. Thus

No other city in India is as polluted as Delhi.

L114.7 Summary : 3 forms of degrees of comparison

- Chandana is the tallest girl in the class.
Chandana is taller than any other girl in the class.
No other girl in the class is as tall as Chandana.
- Rose is the most beautiful flower.
Rose is more beautiful than any other flower.
No other flower is as beautiful as rose.

[Note to teacher: 'The rose' is the correct sentence. For us, in this basic book. 'The' in 'the most' is more important]

Test 114

T114.1

Convert into simple sentence.[from comparative degree to positive degree]

1. One million is greater than 1 lakh
2. Bengaluru is more populated than Mysuru. It is also more congested and polluted.
3. Sum of the lengths of any two sides of a triangle is greater than the length of the third side.
4. Stars are hotter than planets.

T114.2. Convert From positive to comparative degree,

1. Bus station is not as near to my house as railway station.
2. This party is not as entertaining as your last party.
3. Learning grammar is not as easy as you think it is.
4. Scoring 100% in mathematics is not as difficult as getting 100% in English.

T114.3 Convert to Superlative degree

1. No other person can be as conceited as my boss.
2. My yoga teacher thinks that he is wiser than any of his students.
3. Some historians think that Sanskrit is more ancient than Greek, Latin or any other known language.
4. In future solar power will be cheaper than any other source of electricity.

LESSON 115

DEGREES OF COMPARISON- SPECIAL USES

L 115.1

Words like 'better' , 'best' , 'less' , 'more' etc. are used in common English. Many are used in spoken English.

Some examples here:

L 115.2

Comparative degree is not explicit [= not clearly given]. It is understood.

a) Better late than never.

Here the subject noun is missing. Reader has to assume.

One expansion of this proverb is: Doing something late is better than never doing it

b) Another saying is:

The more the merrier.

Here the subject depends on the earlier events. Suppose there are 10 guests for a party. Suddenly 10 more come in. The host says:

“Welcome, welcome; the more, the merrier”.

Here *more* refers to the (number of) guests.

Merry (=happy, fun) another quality. Two comparisons are assumed in this brief expression.

‘More’ refers to the number of guests as compared to the present.

‘Merrier’ refers to the quality of being merry. (i.e. earlier)

L 115.3

In many conversations, imperative mode is used i.e. order, request etc. Sometimes opinion/comments.

- a) Eater: “This is better” Meaning depends on the context; the events just preceding this statement. Some dish was served. Person who ate asked for salt and added a little
Then he said: “This is better” this (i.e. after adding salt) is tastier [=better] than before (before adding salt).
- b) “It is better “same as” this is better “and used on more occasions.
Boss, to trainee: “it is better”.
This means the trainee’s work is better now than before.
- c) Some more expressions are given in the next paragraphs.

L 115.4

- a) ‘Go faster’ Future speed compared to the present speed.
- b) ‘Give me more’ addition suggested.
‘Give me less’ or ‘make it less’ here reducing the quantity is suggested.
- c) “You better do it”. Here the comparison is with “not doing at all” So this is a command or warning.

L 115.5

Many expressions use comparison words, without really comparing any two items, qualities etc. But in spoken English these usages are important. A few examples here:

- a) “Most people won’t do it.” Here refers to ‘majority’. Only some will do it. Almost all will not do it.
- b) “The less said, the better” Means the subject matter is not worth talking about
- c) ‘last but not the least’ Usually used in speeches. “least” here means “low”.
Meaning “last” in the list but not the lowest in merit.
- d) “Better than before is called improvement” Here comparative degree is clear in the sentence. Also other sentence like, “Training makes one better than before”
- e) “Do your best and leave the rest to god” The superlative here is used for stress.
“May the best man win” here also stress.

L 115.6

Commonly used words in conversation:

“Good” “Better” “Best”

“Very well” “Super” “less” “least” etc.

- a) Best wishes for
- b) Better luck next time
- c) Getting better (in reply)
- d) Be good
- e) Get well
- f) Not so good
- g) Could have been better
- h) At least
- i) Most welcome
- j) I had the least idea
- k) Worst possible scenario/ alternative
- l) The best/the worst was/is yet to come.
- m) “It is better to keep quite; Perhaps it is the best to get out”.

Meaning depends on the scene

TEST 115

T115.1 Explain:

1. Population explosion means more mouths to feed.
2. Save more , spend less.
3. ‘good , bad , ugly ‘
4. Dieters eat less, burn more.
5. ‘Salt less’ diet. ‘selfless’ person
‘Faultless’ performance
‘Driverless’ Vehicle
6. Take less salt
7. errors can be less
8. Less pollution, less noise please. Less volume please.

T115.2

1. The bad man of the slums, don, criminal, and murderer, rowdy sheeter of the area, died yesterday. **THE LESS SAID OR WRITTEN ABOUT HIM, THE BETTER**

Explain the last sentence. i.e. (write a simple sentence, not using ‘less’, ‘better’ etc.)

2. No sooner the cat did get away, than mice were at play.
This can be written using ‘as soon as...’ Is there the superlative usage (i.e. “soonest’) for this? [Answer is evitagen]

LESSON 116
PASSAGE READING

A SMALL PIECE FROM AN EPIC

L116.

The epic (long poem or story, usually ancient and religious) Mahabharata contains many events and stories. Here is one of them. [yaksha prashna]

Q1 : Which is the worst habit? Ans: Gossip

Q2: How can a poor man become rich? Ans: Being contented

Q3: What is bigger than the world and higher than the sky? Ans: Love of one's parents

Q4. Who can be considered as the greatest man on the earth?

Ans: A man who remains the same in happiness and misery.

TEST 116

T116.1 in the above, SAY WHICH ONE IS :

simple statement [POSITIVE] , comparative degree, Superlative degree.

T 116.2 Convert each sentence into another degree

[Hint:] 1. Use 'any other habit'

2 . Use 'as big as'

3. Use 'as high as'

4. Use 'any other man'

LESSON 117
PARAPHRASING/ SIMPLIFYING

L117.1

The grammar books call this subject “ **paraphrasing**.” I (writer of this book) call the same as “**Simplifying**”. When you read something, your mind automatically simplifies a big sentence. Then you understand. Simplifying can be used to understand. Simplifying can be used to understand prose, poetry or a complicated textbook with formulas and figures.

L117.2 see these examples taken from a standard grammar book. [Wren and Martin]

In **condensing**, aim rather at **remodeling**, than at mere omission. We may omit mere repetitions, illustrations and examples; but we change figures of speech into literal expressions, compress wordy sentences, and alter phrases to words.

Take a few examples :-

"His courage in battle might without exaggeration be called lion-like".

→ He was very brave in battle.

"The account the witness gave of the incident moved everyone that heard it to laughter."
 → The witness's story was absurd.

"There came to his recollection." → He remembered.

"The clerk who is now in his employ." -→ His present clerk.

"They acted in a manner that rendered them liable to prosecution."
 → They acted illegally.

"He got up and made a speech on the spur of the moment." → He spoke off-hand.
 "John fell into the river and, before help could reach him, he sank."
 → John was drowned in the river.

"He was hard up for money and was being pressed by his creditor."
 → He was in financial difficulties.

"The England of our own days is so strong and the Spain of our own days is so feeble, that it is not possible, without some reflection and care, to comprehend the full extent of the peril which England had from the power and ambition of Spain in the 16th century."
 (51 words.)

-→ We cannot nowadays fully realize what a menace Spain was to England in the 16th century. (16 words.)

L117.3

Thanks to my elder brother's help, I am able to complete my college course.

There are 2 items of information [Let us call it data] in this sentence.

1. Elder brother's help.
2. Completing college course .

Now split the sentence:

My elder brother helped me. Therefore I am able to complete my college course.

Now the meaning is clear. 'therefore' is optional stands for 'Thanks to'.

L117.4 Given below is from the preface to a book

This book is a fresh account of the extraordinary life of Louis Pasteur. His spectacular discoveries and his remarkable vision have, with the dramatic growth of biochemistry, microbiology, bacteriology and immunology, continuously increased in importance.

This is a very long sentence. This is almost a passage or paragraph. Opening a dictionary will not help. First, you have to break this big sentence into small sentences. And then make them simple. Let us try.

1. This book tells about Louis Pasteur.
2. He made discoveries -(dictionary) needed.

3. He had vision
4. His discoveries and vision continuously increased in importance.
5. This is due to growth of many new subjects.

Now we can summarise the long sentence as:

Louis Pasteur's discoveries were very important. They helped the growth of many new subjects. Louis Pasteur could see [= imagine] many future effects.

[To the guide / Teacher: other words are for additional effect: spectacular, remarkable, dramatic, extraordinary etc.

Tell the beginning students that they all mean 'Very good' , "Super"]

TEST 117

T 117.1

A big sentence is given below. Make into simple sentences. Omit details.

Louis Pasteur's legendary experiments with sour milk, wine, vinegar, beer, silk worm, rabies, and anthrax [and his original studies on fermentation and germ theory of disease] have helped in the development of polio vaccine and industrial and medical advances.

[Hint: Start with his experiments helped

T117.2

Poems also can be simplified for understanding. Try our earlier poems:

The rainbow

Six servants [for the poems see our earlier lessons]

First arrange words into sentences in prose order. Then arrange them for meaning.

LESSON 118

PRECIS WRITING / SUMMARY

L.118.1

In the last lesson we saw paraphrasing. We called it Simplifying. It helps to understand tough or complicated sentences.

Précis is the next step. After understanding (= getting the meaning and data) the sentence of paragraph, we collect only the important data. We call this summary.(differences ignored)

L.118.2

PRECIS-WRITING

A precis (A French word (pronounced pressee) connected with the English word Precise) is a summary, and precis-writing means summarising.

Precis-writing is an exercise in compression. A precis is the gist or main theme of a passage expressed in as few words as possible.

It should be lucid, succinct, and full (i.e. including all essential points), so that anyone on reading it may be able to grasp the main points and general effect of the passage summarised.

Precis-writing must not be confused with paraphrasing.

So practice in precis-writing is of great value for practical life. In any position of life the ability to grasp quickly and accurately what is read, or heard, and to reproduce it clearly and concisely, is of the utmost value. For lawyers, businessmen, and government officials it is essential.

SPECIMEN – 1

One great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the gods, yet we use them like small children. For example :- we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all round them, So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule **the animals**.

SUMMARY

MEN AND MACHINES

We do not know what to do with our knowledge. Science has given us superhuman powers, which we do not use properly. For example, we are unable to manage our machines. Machines should be fed promptly and waited upon attentively; otherwise they refuse to work or cause destruction. We already find it difficult to do without machines. In the course of time they may rule over us altogether.

L.118.3

Let us try to summarize some sentences from lesson 117.3

Thanks to my elder brother's help, I am able to complete my college course.

The sentence itself is very clear and brief. Yet we can make it shorter.

“My elder brother helped me”

OR

“I am thankful to my elder brother”

L.118.4

We paraphrased a big sentence in L.117.4. We broke down this sentence into 5 simple ones. Each simple sentence had one point.

Now, we will try to write a précis . [précis or summary is usually done on a paragraph or an essay (or story).] Here we will write for one long sentence.

This book is a fresh account of the extraordinary life of Louis Pasteur. His spectacular discoveries and his remarkable vision have, with the dramatic growth of biochemistry, microbiology, bacteriology and immunology, continuously increased in importance.

“This book describes the life of a great scientist, Louis Pasteur”

We can also add “His discoveries helped the growth of biology and biochemistry.

L.118.5

Now take the big sentence given in T117.1

Louis Pasteur’s legendary experiments with sour milk, wine, vinegar, beer, silk worm, rabies, and anthrax [and his original studies on fermentation and germ theory of disease] have helped in the development of polio vaccine and industrial and medical advances.

A paraphrase of this will give ALL the points. Perhaps in 5 sentences as given in L117.4
A précis can be as follows:

Louis Pasteur is the author of germ theory of disease. His experiments on fermentation resulted in many applications. One important result is polio vaccine.

TEST 118

T118.1 take this lesson itself – make a list of only important points- no full sentences.

T118.2 take any other lesson from this book - make a summary--only a few sentences

T 118.3 take one of the poems given in this book – make a summary

***_

LESSON 119

A STORY

CROSSING THE BRIDGE

1. They had to cross the bridge.
2. They were children, sister and brother.
3. Sister said “Munna, I will hold your finger, until we cross the bridge”
4. Munna asked, “Can I hold your finger?” “No”
5. “Why?”
6. “I am older. I will not let you go”
7. Mother was hearing this conversation. She called them both. “Hold on to each other’s hand tight. Not with one finger, with all the fingers”. Now “go and God bless you”

TEST 119

T.119.1

1. Who were waiting?
2. What did they have to do?
3. Who was elder?
4. What was the sister's reason?
5. What was mother's advice?
6. Why did mother give the advice? Choose one answer
A] Because Munna was too young b] Sister was older
C] Both were children d] God will help

T119.2 1. Assume mother or father was going with the children. What will be the advice? Your own idea is ok

2. Why? (Reason for your answer to 1)

T119.3

[Those who know Sanskrit: OPTIONAL]

MarkataNeeti, MaarjaalaNeeti Can write

LESSON 120
TEST LESSON 111 TO 119

T120.1

The central teaching of Bhagavad Gita is the attainment of Freedom, by performing one's duty in life "Svadharmā". "Do the duty without expecting the results thereof. Thus you should gain the purification of heart which is essential for Moksha

- Swami Suvarupananda

कर्मण्येवाधिकारस्तेमाफलेषुकदाचन।

माकर्मफलहेतुर्भूर्मातेसङ्गोऽस्त्वकर्मणि॥

Karmanyevadhika raste, Ma phaleshukadachana
Ma karma phala he turbhuh, ma tesangotsvakarmanye

They right are to work only; but never to the fruits thereof. Be not the producer of the fruits of your actions. Neither set your attachment be towards inaction.

Test 120

ಹಾವು ಕಚ್ಚಿ ಮಹಿಳೆ ಸಾವು

ಸೋಮವಾರಪೇಟೆ, ಜೂ.23- ನಾಗರಹಾವು ಕಚ್ಚಿ ರೈತ ಮಹಿಳೆ ಮೃತಪಟ್ಟಿರುವ ಘಟನೆ ತಾಲೂಕಿನ ಹಾನಗಲ್ಲು ಗ್ರಾಮದಲ್ಲಿ ಮಂಗಳವಾರ ನಡೆದಿದೆ. ಪಾರ್ವತಮ್ಮ(68) ಮೃತಪಟ್ಟವರು. ಸಹೋದರ ಕುಶಾಲಪ್ಪ ಗದ್ದೆಯಲ್ಲಿ ಉಳುಮೆ ಮಾಡುತ್ತಿದ್ದ ಸಂದರ್ಭ, ಜೋಡೆತ್ತುಗಳಿಗೆ ಹುಲ್ಲು ತಿನ್ನಿಸುತ್ತಿದ್ದಾಗ ನಾಗರಹಾವು ಕಚ್ಚಿದೆ. ತಕ್ಷಣ ಪಟ್ಟಣದ ಸರ್ಕಾರಿ ಆಸ್ಪತ್ರೆಗೆ ಕರೆದೊಯ್ಯಲಾಯಿತಾದರೂ ಚಿಕಿತ್ಸೆ ಫಲಿಸದೆ ಮೃತಪಟ್ಟಿದ್ದಾರೆ. ಮೃತರು ಅವಿವಾಹಿತರಾಗಿದ್ದು, ಸಹೋದರಿ ತಾಲೂಕು ಪಂಚಾಯಿತಿ ಸದಸ್ಯೆ ತಂಗಮ್ಮ ಸೇರಿದಂತೆ ಅಪಾರ ಬಂಧು ಬಳಗ ಅಗಲಿದ್ದಾರೆ.



Try to write this news in English. (Past tense)

Answer the questions (one word)

1. Where (Which village) did this happen?
2. Who died?
3. What was the age of the deceased person?
4. What was the cause of death? Tick one: a) old age b) Hard work c) snake bite

Find the Kannada equivalent of the following words:

1. Snake
2. Cobra
3. Death
4. Deceased person
5. Hospital
6. Brother
7. Sister
8. Relatives and friends
9. Woman
10. Village

T 120.3 READ THIS POINTWISE ADVICE BY A GURUJI

Why does a student lack concentration?

1. Perhaps he is unable to understand because; his mind is not grown-up properly
2. Lack of nutritious food
3. Family conditions
4. Addiction to T. V and cinema
5. Running after sense pleasure
6. Some chronic disease
7. Lack of minimum facilities

8. *The house or in the hostel*

9. *Falling into bad company*

10. *He does not like what he is studying and his interest are elsewhere*

When the cause of the problem is spotted, finding a remedy will not be a problem.

-Swami Purushotamanada

Questions:

1. Select 3 most important reasons. (your opinion)
2. Separate out the reasons which
[A] Can be controlled by the student. [B] Is beyond his control.
3. Write some 'do's and 'don'ts using the above passage.
E.g. Eat nutritious food Don't watch T.V. too much

LESSON 121

BIODATA

L 121.1

Bio data is a sheet of paper which gives data about a person. This helps both the job seekers and employers. Many companies ask for this so that they can easily read your application and get the data they want. One example is given here.

L 121.2

Resume data [in a resume = biodata] should contain following information/items

Photo

Contact

Address:

Phone no:

Education:

Email id:

Experience:

LinkedIn:

Personal Data:

Languages:

Current Status:

Hobbies:

L 121.3

A letter attached to the bio data is called “**Covering letter**”. This letter will be written to address the company to which you apply for the job. “Covering letter” will include

To,
Company address to which you are sending

Explain reason in a few words

Sincerely,
Your signature

L 121.4

Bio-Data will be the same even if you apply to many companies at a time.

A new bio-data can be made when you get more skills, degrees, experience etc.

Bio data will change if you change your job or address.

[You cannot change your parents name; date of birth etc., Very rarely persons may change their names. In that case they should mention both the old and new names].

Covering letter may be the same also. But applicants write suitable covering letter for each job application.

The important points here [in this covering letter] are:

- ❖ Your special skills for this job.
- ❖ Your interest in this job., you are applying for.
- ❖

L 121.5

Many jobs are advertised or available by information in a website .In such cases, the application form is given by the company. They ask for data about you. So, no separate bio data is necessary.

TEST 121

T 121.1 Get a bio data from a working friend. Learn from him/her how it was written.

Test 121.2

Assume you are a BE/MBBS/M.Com degree holder and write a bio data

[One sample biodata here](#)

LESSON 122

PARTS OF A COMPUTER

L122.1 Keyboard Description

A computer keyboard is an input device used to enter characters and functions into the computer system by pressing buttons, or keys. It is the primary device used to enter text. A keyboard typically contains keys for individual letters, numbers and special characters, as well as keys for specific functions. A keyboard is connected to a computer system using a cable or a wireless connection.



Typical keyboard for a desktop computer

Most keyboards have a very similar layout. The individual keys for letters, numbers and special characters are collectively called the character keys. The layout of these keys is derived from the original layout of keys on a typewriter. The most widely used layout in the English language is called QWERTY, named after the sequence of the first six letters from the top left.

Other sets of keys common to almost all keyboards are entering and editing keys (e.g., Enter, Delete, Insert), modifier keys (e.g., Control, Shift), navigation keys (e.g., arrows for up, down, left, right) and lock keys (e.g., Caps Lock). Additional keys are very operating system specific (such as the Windows and Apple keys).

Most keyboards also include a set of function keys at the top (F1, F2, etc.). The function keys typically perform a very specific task within a particular software application. So, what they do may depend on what you are doing on your computer at the time.

Most keyboards for desktop computers also contain a separate numeric keypad to the right. Even though there are numeric keys already in a row near the top, having them all close together makes it faster to enter numeric data. On smaller keyboards, like those on most laptops, these numeric keypads are typically no longer present due to space constraints.

Here, you can see a typical keyboard layout. Keep in mind that there are many different variations on this layout, although most manufacturers follow this general pattern:



L 122.2 Standard layout of keys

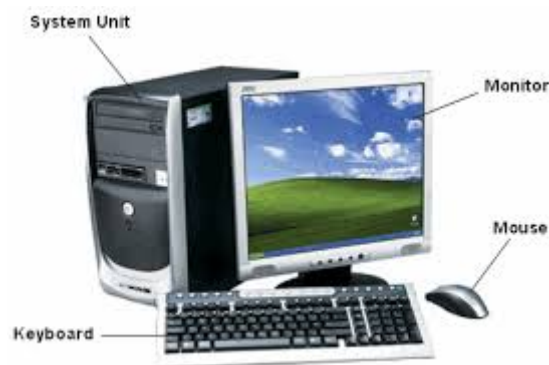
However, this general layout has remained remarkably unchanging over the years. This has made it easy for users to transition from one computer system to the next and to use their typing skills on multiple devices.

For many tasks, you need to press more than one key at the same time. For example, to get a capital letter 'A,' you need to press the Shift key and the A key at the same time. When reading or writing instructions for how to accomplish a particular task, this would be described as 'Shift + A.' As another example, in most software applications, Ctrl + S means to save the current document. If you have been using computers for some time, you are probably familiar with a number of such combinations.

Want to know the most famous combination of all? Ctrl + Alt + Del, also referred to as Control-Alt-Delete. In older computer systems, this actually rebooted your computer. Sort of like pulling the power chord and plugging it back in again. In more modern versions of the Windows operating system, the combination brings up options to log off or shut down, as well as options to force a particular software application to quit. This is useful if you are not able to exit an application in a regular fashion.



L 122.3 Monitor description

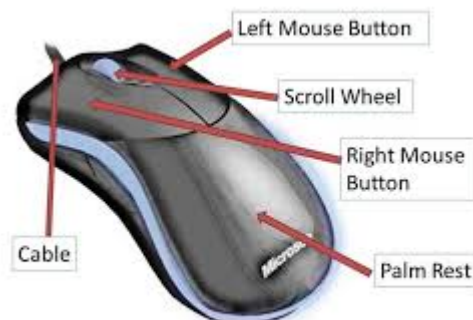


A computer monitor is an output device that displays information in pictorial form. A monitor usually comprises the visual display, circuitry, casing, and power supply. ... Older monitors used a cathode ray tube (CRT).

The term "monitor" is often used synonymously with "computer screen" or "display." The monitor displays the computer's user interface and open programs, allowing the user to interact with the computer, typically using the [keyboard](#) and [mouse](#).

L 122.4 Mouse description

A computer mouse is an [input device](#) that is used with a [computer](#). Moving a mouse along a flat [surface](#) can move the [cursor](#) to different items on the [screen](#). Items can be moved or selected by pressing the mouse [buttons](#) (called [clicking](#)). Today's mouse will have two buttons, the left button and right button, with a [scroll wheel](#) in between the two. Today, many [computer](#) mice use [wireless](#) technology and have no wire.



A computer mouse is a handheld hardware [input device](#) that controls a [cursor](#) in a [GUI](#) (graphical user interface) and can move and select [text](#), [icons](#), [files](#), and [folders](#) on your computer. For desktop computers, the mouse is placed on a flat surface (e.g., mouse pad or desk) in front of your computer. The picture above is an example of a desktop computer mouse with two buttons and a wheel

The CPU (Central Processing Unit)



The CPU (Central Processing Unit) is the part of a computer system that is commonly referred to as the "**brains**" of a computer. The CPU is also known as the processor or microprocessor. The CPU is responsible for executing a sequence of stored instructions called a program. A program will take inputs from an input device, process the input in some way and output the results to an output device.

122.5 PC Uses: In Education, business, hospitals, banking, government offices, home, marketing etc

Test122

T122.1 the pictures given here are old ones . they are given only for information. So go to any computer available to you and make your own pictures and descriptions

T 122.2 what are called input devices and why?

T 122.3 what are called output devices and why?

T122.4 ask someone and find the names of data storage devices .

LESSON 123 ONLINE APPLICATION

L123.1 computer , laptop. Mobile [smart phone] have all become necessary for everybody.

Students have already learnt how to download data from the internet, Here we give a few blank [not filled] application forms .

L123.2 Job Registration Form

* First Name	<input type="text"/>
* Middle Name	<input type="text"/>
* Last Name	<input type="text"/>
* Mobile Number	<input type="text"/>
* Email Address	<input type="text"/>
* Age(18 to 35)	<input type="text"/>
* Disability Type	<input type="text" value="Select One"/>
* Disability Percentage	<input type="text"/>
* Education Qualification	<input type="text" value="Others"/>
* Fresher or Experienced	<input type="text"/>
* Address	<input type="text"/>
* Country	<input type="text" value="Select Country"/>
* State	<input type="text"/>
* City	<input type="text" value="Select state first"/>

Upload Resume(Only PDF & Word file accept, Size Limit 2MB)

Online Application Form - Student Information

1.Name Candidate *		<input type="text"/>	
2. Mother Name *		<input type="text"/>	
3.Father Name		<input type="text"/>	
4. Date of Birth*	<input type="text"/> (DD/MM/YYYY)	5. Gender	<input type="radio"/> Male <input type="radio"/> Female
6.Mobile Number *	<input type="text"/>	7. E-Mail-Id	<input type="text"/>
8. Marital Status	<input type="radio"/> Single <input type="radio"/> Married	Spouse Name	<input type="text"/>
9. Mother Tongue	-- Select -- ▾		
10. Native State	-- Select -- ▾	10(a). Native District (If Karnataka)	-- Select -- ▾
11. Annual Income of the family from All Sources (If married include your spouse income also)*			
12. Religion *	-- Select -- ▾	13. Nationality *	-- Select -- ▾
14.Reservation Category *	-- Select -- ▾	14(a). Name of the Caste *	<input type="text"/>
14(b) Income certificate Rd Number (RD00---)		<input type="text"/>	
14(c) Caste certificate RD Number starting with (RD00---)		<input type="text"/>	
List of Caste which comes under OBC Category (Cat-1, 2A, 2B, 3A and 3B) Click here			
List of Other Government Orders for OBC Category (Cat-1, 2A, 2B, 3A and 3B) Click here			
List of Caste which comes under SC / ST Category Click here			
15. Eligibility Clause Code *	-- Select -- ▾	To Know Your Eligibility Clause code Click Here	
16.Admission to (Day / Evening Engineering college) *	-- Select -- ▾	<input type="text"/>	
18. Diploma register number		<input type="text"/>	
19.Diploma Course holder in*		-- Select -- ▾	
20.(a) DCET Examination Subject :			
20. Have you appeared for NATA Exam?		<input type="radio"/> Yes <input type="radio"/> No	
Note : Candidates who wish to apply for B.Arch course must appear for NATA on or before 00-00-0000			
21. Total number of completed years of study in Karnataka *		-- Select -- ▾	
22. Have you studied in Rural area in Karnataka from 1st to 10th standard? *		<input type="radio"/> Yes <input type="radio"/> No	
<small>To know about the areas not included under rural Click Here</small>			
23. Have you studied in Kannada Medium from 1st to 10th standard? *		<input type="radio"/> Yes <input type="radio"/> No	
24. Are you claiming reservation under Article 371(j) Hyderabad Karnataka? *		<input type="radio"/> Yes <input type="radio"/> No	
<small>Students Claiming Reservation under Hyderabad-Karnataka Region (Article 371(j)) - Eligibility Certificate Format. Please refer KEA website for details</small>			
25. Candidate's Postal Address for Communication:			
Address : *		<input type="text"/>	
<input type="text"/>		<input type="text"/>	
<input type="text"/>		<input type="text"/>	
State *	-- Select -- ▾	<input type="text"/>	
District *	-- Select -- ▾	If other than Karnataka enter District	<input type="text"/>
Taluk *	-- Select -- ▾	If other than Karnataka enter Taluk	<input type="text"/>
PIN code		<input type="text"/>	
Phone Number		<input type="text"/>	
26. Special Category			
<input type="checkbox"/> NCC <input type="checkbox"/> DEFENCE <input type="checkbox"/> PH (Differently abled) <input type="checkbox"/> CENTRAL ARMED POLICE FORCE <input type="checkbox"/> SPORTS <input type="checkbox"/> EX-DEFENCE <input type="checkbox"/> ANGLO-INDIAN <input type="checkbox"/> EX-CENTRAL ARMED POLICE FORCE <input type="checkbox"/> SCOUTS & GUIDES			
27. Do you possess a certificate of Diploma or equivalent examination?		<input type="radio"/> Yes <input type="radio"/> No	
28. Are you awaiting for any Diploma results or equivalent examination?		<input type="radio"/> Yes <input type="radio"/> No	
29. Name and place of the Board / University		-- Select -- ▾	
30. Name of the College		<input type="text"/>	
31. College address		<input type="text"/>	
32. Is your qualification marks card used in grade points		<input type="radio"/> Yes <input type="radio"/> No	
Note: All fields marked with * are mandatory			

Save & Next

LESSON 124 E-MAIL

L124.1

Electronic mail (email or e-mail) is a method of exchanging messages ("mail") between people using electronic devices users could only send to users of the same computer, and some early email systems required the author and the recipient to both be online simultaneously similar to instant messaging. Email operates across computer networks, primarily the Internet. Today's email systems are based on a store-and-forward model. Email servers accept, forward, deliver, and store messages. Neither the users nor their computers are required to be online simultaneously); they need to connect, typically to a [mail server](#) or a [webmail](#) interface to send or receive messages or download it.

How to Write an email

1. On your computer, go to Gmail.
2. In the top left, click Compose.
3. In the "To" field, add recipients. If you want, you can also add recipients in the "Cc" and "Bcc" fields.
4. Add a subject.
5. Write your message.
6. At the bottom of the page, click Send.

L124.2 sample email received

The screenshot shows a Gmail inbox on a desktop browser. The email selected is from Dr. P R Vaidya to AP, Shankar, me. The subject is 'Vaccine'. The email content includes a link to a PBS news hour and a brief explanation of the search for a COVID-19 vaccine. Three orange callout boxes with arrows point to specific parts of the email:

- Subject of the mail**: Points to the subject line 'Vaccine'.
- Link shared about the content**: Points to the URL <https://www.pbs.org/newshour/show/what-we-know-about-the-search-for-a-covid-19-vaccine-and-what-we-dont>.
- Brief explanation of the**: Points to the first paragraph of the email body, which discusses antibodies and T cells.

L 124.3 Advantages

Emails are delivered extremely fast when compared to traditional post.

Emails can be sent 24 hours a day, 365 days a year.

Webmail means emails can be sent and received from any computer, anywhere in the world, that has an internet connection.

Cheap - when using broadband, each email sent is effectively free. Dial-up users are charged at local call rates but it only takes a few seconds (for conventional email, eg text only) to send an email.

Emails can be sent to one person or several people

TEST 124

T124.1 send an email to us **sethu bandhana trust** asking a question.

engoneforall@gmail.com

T124.2 find email id of one of your friends [who would like some english input] and send it to us

LESSON 125 WEBSITE

L125.1

- Website is a set of related web pages located under a single domain name.
- Websites are typically dedicated to a particular topic or purpose, such as news, education, commerce, entertainment, or [social networking](#).
- [Hyperlinking](#) between web pages guides the navigation of the site, which often starts with a [home page](#).

The screenshot shows a web browser window displaying the homepage of SETHU BANDHANA TRUST. The browser's address bar shows the URL sbtmysore.org/home. The website has a teal header with the text "SETHU BANDHANA TRUST ಸೇತು ಬಂಧನ ಟ್ರಸ್ಟ್" and a search bar. Below the header is a navigation menu with links for Home, About Us, Education, Events, Songs, and Contact Us. The main content area features a photograph of a squirrel. Below the photo, the text reads "SETHU BANDHANA TRUST (For Underprivileged Children and Youth) Reg. No. 74/ 01-02. 80-G approved". At the bottom, contact information is provided: "A.1-4, 4TH MAIN, BOGADI 2ND STAGE (SOUTH) AIIISH Layout, Mysooru-570026", "Ph: 0821- 2342582 / 87627-89139 E-mail: advmysore@gmail.com Website: www.sbtmysore.org", and the motto "[Motto: No Name, Fame or Money Only Service to Society]".

- Websites can be used in various fashions: a personal website, a corporate website for a company, a government website, an organization website,

TEST 125

T125.1 go to google or any server and get the reference to above website [I125.2]

T125.2 learn how to keep a website id in your computer [e.g bookmark]

LESSON 126

POWERPOINT PRESENTATION

L126.1 PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine **text, graphics and multi-media** content to create presentations.

L126.2 Uses of PowerPoint Presentation

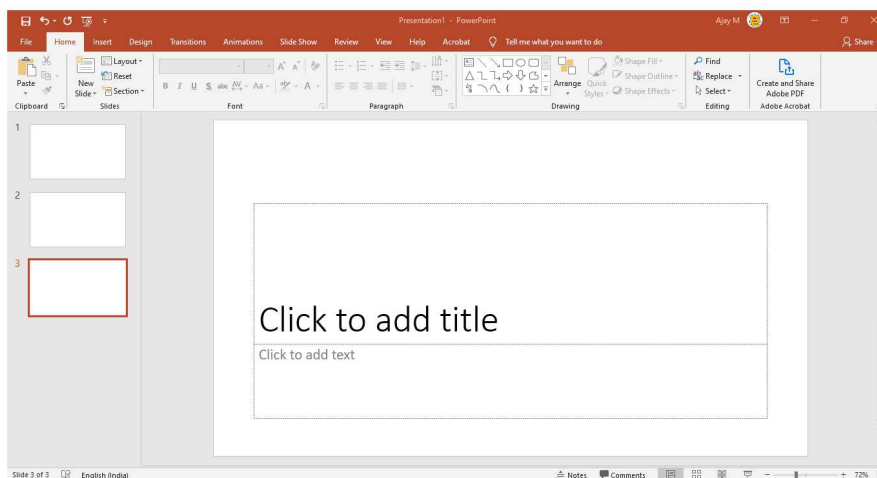
A] PowerPoint in education: Teachers can use PowerPoint to teach subjects lessons and chapters of any book.

B] PowerPoint in business: PowerPoint helps people in business to create a plan, structure related to the business or organization.

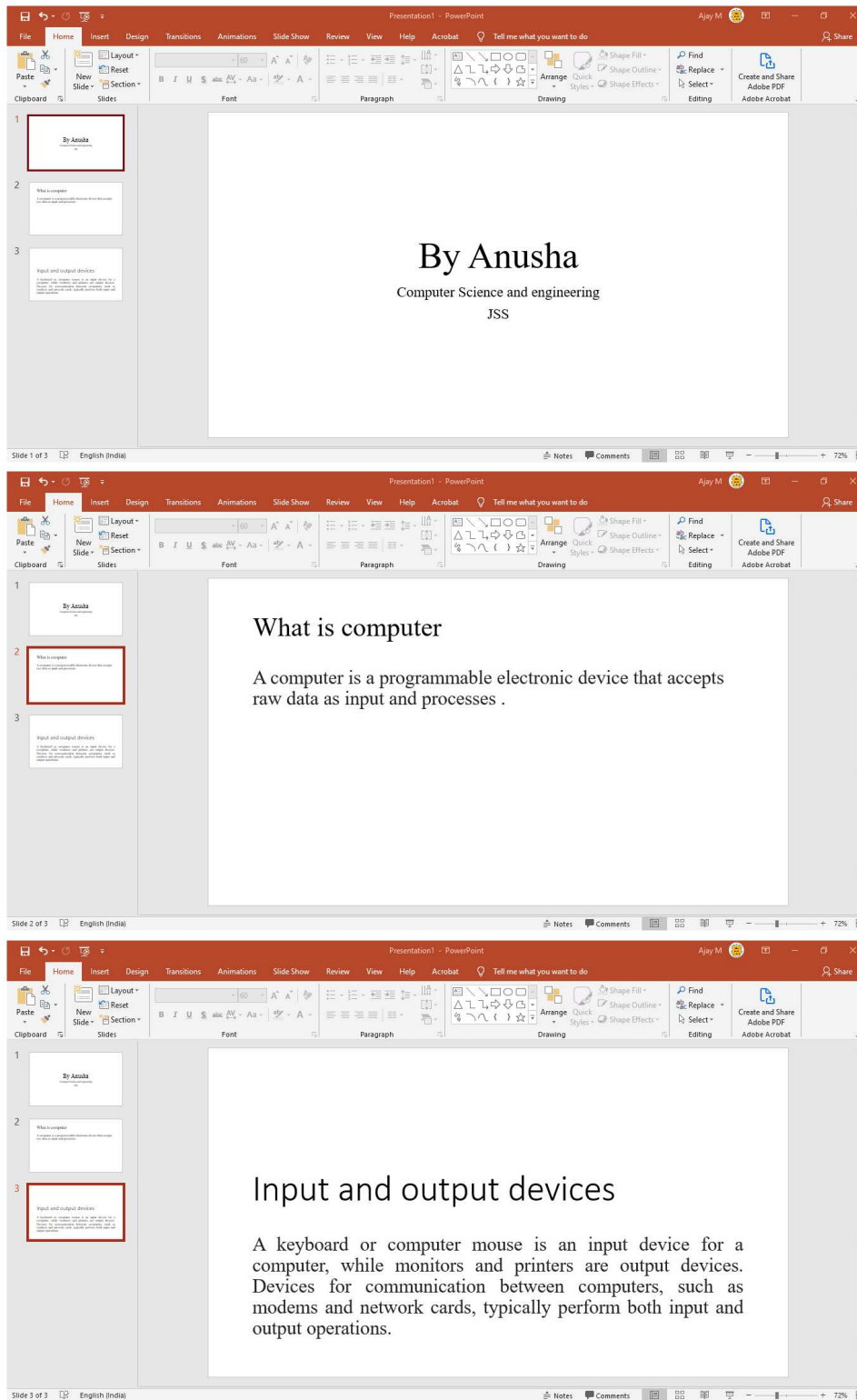
C] PowerPoint for house-wives: Housewives can easily invest their time in learning PowerPoint presentation. They can create slide shows in which they can generate number, calculation, alphabets or all kind of lessons they want to teach their kids in slideshows. Moreover, they can create a photo album and presentation in which they can showcase their precious moments.

D] PowerPoint for job seekers: Through PowerPoint, job seekers can create digital resumes or multimedia resume and it will become a unique way of presenting skills and knowledge in front of interviewers.

L126.3 How Power Point looks



L126.4 Example of PowerPoint presentation



TEST 126

T126.1 take a story from our previous lessons and convert into ppp

T 126.2 go to website of your choice- look for ready made ppp on a simple subject - download [do not select too big] - and send to us by email [clue; *slideshare* is one]

LESSON 127

HOW TO COPY TEXT AND IMAGES FROM A WEB PAGE

L 127.1

Copying text or an image from a web page can be useful for taking notes or generating documentation. Select a link below for help on how to copy text and images from a web page, and other useful information.

To copy text from a web page, find the beginning of the text you want to copy. Press and hold the left [mouse](#) button. Then, [drag](#) the mouse from the top left to the bottom-

THE GIST

- Analyzing photographs of a comet taken by student Hannah Blyth, astronomers quickly realized the object had broken apart.
- During her summer placement, Blyth worked with the Faulkes Telescope Project team to help find over 20 previously unknown asteroids.

It's an event that any professional astronomer would consider to be a once in a lifetime discovery. But for one 18-year old British student, witnessing the fragmentation of a comet she was studying became the highlight of a summer work experience program using the multi-million pound (dollar) Faulkes Telescope Project (part of the Las Cumbres Observatory Global Telescope Network).

But that was just the icing on the cake; Hannah Blyth of St Johns College, Cardiff, also assisted in the discovery of over 20 previously unknown asteroids, two of which she discovered herself.

PHOTOS: 6 Intimate Comet Encounters

To **copy** the [highlighted](#) text, on your keyboard, press the [keyboard shortcut](#) **Ctrl+C** or [right-click](#) the highlighted text and click **Copy**.

To **paste text**, place your cursor in the appropriate location and press the keyboard shortcut key combination [Ctrl+V](#), or right-click where you want to paste the text and **click Paste**.

The text is copied from the web page to a new or existing document. From there, you can change the formatting of the text (bold, italics, font colour or size, etc.).

Extra tip

When pasting text into a program that supports formatting, the format, font, and layout of the text may be copied along with it. If you want to copy text without the formatting, use the [paste special](#) or paste text feature of the program you are pasting the text.

How to copy an image from a web page

To save ([download](#)) an image, [right-click](#) any image on a website to view the properties menu for that image, as shown below. If you want to copy that image into another document, click the **Copy image option** from the menu. If you want to save the image file to your computer, so it can be used or [uploaded](#) elsewhere choose the **Save image** as option.

The above example of the right-click menu is in [Google Chrome](#). If you are using [Internet Explorer](#) or another [Internet browser](#), your menu options may differ. You may see options for Copy and Save picture as. Use these options, instead of the options stated above, to achieve the same results.

If you selected the Save image as option, a Save As or Save Picture window would open, allowing you to choose where to save the image and to change the name. Click the Save button to save the picture to your computer.



Pasting the image

If you selected the Copy image option, that image is saved to the [clipboard](#). To paste the image, move the cursor to where you want to paste and press Ctrl+V or right-click where you want to paste the image and select Paste.

Note Some web pages may disable the right-click ability or have their page setup to prevent the copying or saving of images using the above method.

Note A [plain text](#) program, such as [Notepad](#), does not support images and the paste option is not available.

Additional tips with copying a website's text and images:

Online services

There are multiple online services to help share text between computers and other Internet users online. Below are two of our favourites

[Pastebin](#) - By far one of the best places to paste your code and other text. The service requires no login to paste text but does offer a login option for those wanting to edit or delete posted text. The service also has browser plugins to paste text and apps for all major smartphones and tablet devices.

[Evernote](#) - One of the most popular online sharing services. Evernote is a free collaboration and note taking service that allows you to save notes, clippings, video, pictures, word documents, and much more.

How to take a screenshot in Microsoft Windows

The simplest way to take a screenshot is to press the [Print Screen key](#) on the [keyboard](#). This action captures an image of the entire screen and copies it to the computer [clipboard](#). Once in the clipboard, [paste](#) that screenshot into [Microsoft Paint](#), another [image editor](#), [Microsoft Word](#), or any program capable of accepting images.

Tip

If you press and hold the [Alt key](#) and then press the Print Screen key, a screenshot of the [active window](#) is taken instead of the fullscreen.

How to take a screenshot in macOS

Apple macOS users can take a screenshot of an entire screen by pressing Command + Shift+3. This action creates a new [TIFF file](#) on your desktop.

To capture only part of the screen, press Command + Shift+4, and then select the area of the screen you want to screenshot.

To copy your screenshot to the clipboard instead of creating a file, press Control + Command + Shift+3 or 4.

Once the image is successfully created, it can be opened and edited or [printed](#).

How to create a screenshot in the Chrome browser

Taking a screenshot in Chrome requires an extension to be installed. You can add the extension [Awesome Screenshot](#) to capture the whole page or parts of the page. You can also add the [Screen certify](#) extension to capture video in Chrome.

TEST 127

Those who do not have google or anything given here please get help for your device. Usually the device will have help menu.

T 127.1

Get some images from any source (suggestion: google images). Choose your own or from the list below

Agra,Tajmahal Mysore,PalaceBanglore, Cubbon park glass house
Niagara falls Any volcano Einstein equation Atomic bomb
Corona virus Model of DNA Primitive Human being [homo erectus]

T 127.2

Search for and cut and paste from the list below

(One poem or one paragraph will do)

Basavanna vachana's

Wordsworth poetry

Writings of Mahatma Gandhi and Nehru

LESSON 128

SOME USEFUL TIPS

L128.1 **How to convert a Microsoft Word file into a PDF:**

Click the Select a file button above, or drag and drop a file into the drop zone.
 Select the DOC file you want to convert to PDF.
 Watch Acrobat automatically convert the file.
 Download your new PDF or sign in to share it.

L128.2

How to convert PDF files into Word documents:

Open a PDF file in Acrobat DC.
 Click the “Export PDF” tool in the right pane.
 Choose Microsoft Word as your export format and then choose “Word Document.”
 Click “Export.” If your PDF contains scanned text, the Acrobat Word converter will run text recognition automatically.

L 128.3 Save any web page as an image or PDF

Users may quickly convert any web page to an image file (both [JPEG](#) or [PNG](#)) or a [PDF](#), by using online tools.

The [Google Chrome](#) browser has a feature that allows you to save any page as a PDF. If you have Google Chrome, print the page and change the printer option to **save as PDF**.

[How do I create my own PDF file?](#)

Browse to the [web page](#) you would like to convert.

Press Ctrl+L to [highlight](#) the [URL](#), and then Ctrl+C to copy it to the clipboard.

Open <http://www.printfriendly.com/> or <http://web-capture.net/>

Press Ctrl+V to paste the URL into either of the services to save the file as a picture or a PDF.

L 128. 4

Save your new Word file:

Name your converted file, choose DOC or DOCX file format and click the “Save” button. That’s it.

TEST 128

T128.1 While typing new data will you use *word* or *pdf*?. Reasons.

T 128.2 Many website info is in *pdf* form . Why?

T128.3 Based on 1 , 2 above list the advantages and disadvantages of the two formats

LESSON 129 MANAGE DATA

L129.1 using a computer means mainly data management

Steps are;

Creation of a file

Saving or deleting

Retrieval of a saved file

Editing [changing, adding, deleting data]

Copying , make ready for printing

Folder for related files

Long time storage

L129.2 Copy and Paste:

copying refers to duplicating a section of a document and placing it where you want to paste.

The *Paste* command inserts the data from the clipboard in the place where you use this command.

Copy and *Paste* are ones of the most used commands when using computers and devices.

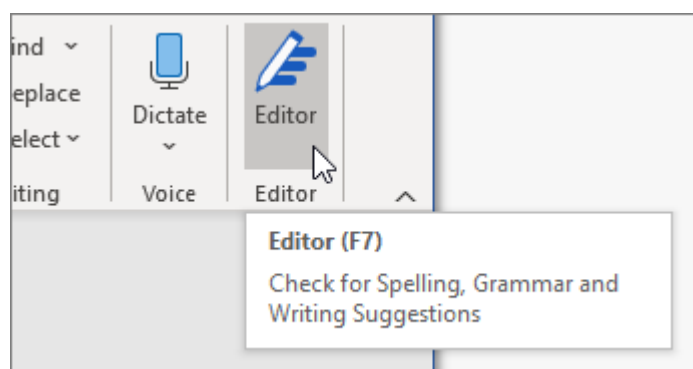
With *Copy* and *Paste*, you transfer information from one place to another..

L 129.3

Check grammar, spelling, and more in Word

Microsoft Editor runs in Word for Microsoft 365 to analyze your document and offer suggestions for spelling, grammar, and stylistic issues, like making sentences more concise, choosing simpler words, or writing with more formality.

L129.4 To **use Editor, on the Home tab choose Editor.**

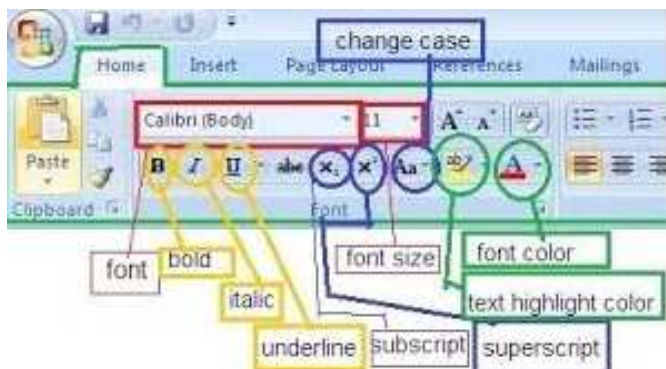


Reviewing suggestions

To focus on the issues you care most about, choose a correction or refinement type, like Grammar or Clarity. Then, use the arrows near the top of the pane to step through each of that type of issue.

L129.5 Edit a Microsoft Word document

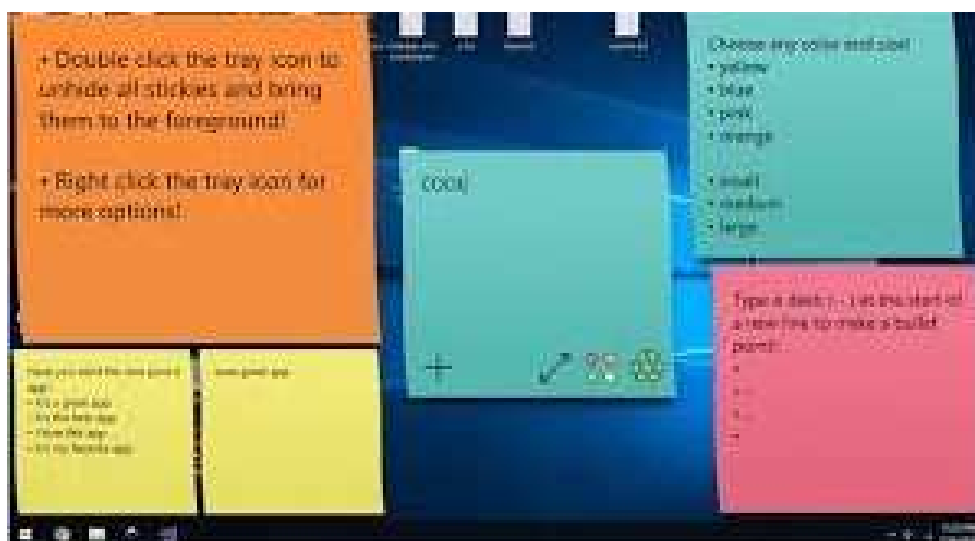
1. Open the file that you want to edit.



Choose from the following tasks: Task. Steps. Edit text. Click the. Edit. tab. Select the text that you want to edit. Using the tools in the edit toolbar, change the required formatting including font style, paragraph alignment, list formatting, and indentation options. Insert images.

L129.6 Open the Sticky Notes App

1. On Windows , click or tap the Start button, and type "Sticky Notes". Sticky Notes will open where you left them.
2. In the list of notes, tap or double-click a note to open it. Or from the keyboard, press Ctrl+N to start a new note.
3. To close a note, tap or double-click the close icon (X).



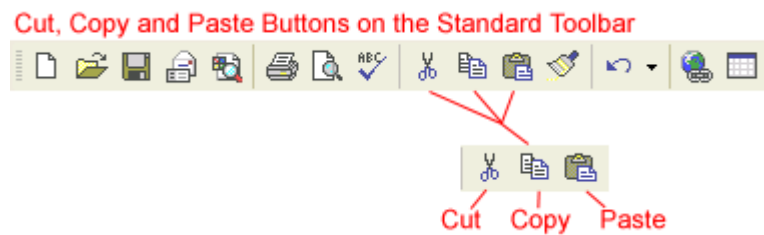
L 129.7 Cut, copy, and paste

The *Copy* command creates a duplicate of a piece of data in a storage area in Windows called *clipboard*.

Command for copy is Ctrl c

Command for paste is Ctrl v

Example of copying a paragraph from internet and pasting it in this word document **and Paste buttons** are located on the Standard toolbar.



Often in word processing, you will need to transfer information from one document to another. Instead of having to retype or replace this information, Word allows you to move a block of text, such as a word, sentence, paragraph, page, document, or graphic). **Cut, copy, and paste** are time-saving features. The **Cut, Copy**

Cut and paste

The Cut feature allows you to remove selected text from the document and temporarily place it on the Office Clipboard.

The clipboard is a temporary storage file in your computer's memory. Items placed on the clipboard will remain there until you exit Word.

The Paste feature allows you to get text from the clipboard and place it in the same or even another document.

Copy and paste

The Copy feature allows you to copy selected text from the document and temporarily place it on the clipboard.

The clipboard can hold up to 25 items. Once you copy the 26th item, the first copied item is deleted.

The Paste feature allows you to select any of the collected items on the clipboard and place them in the same or another document.

You can copy information from many different sources, including websites, emails, and other Office applications like Excel and PowerPoint.

L129.8 short-cuts

Menu commands:

Edit → Cut Edit → Copy Edit → Paste

Keyboard shortcuts: **Ctrl+C = Copy** **Ctrl+X = Cut** **Ctrl+V = Paste**

Become comfortable using keyboard shortcuts to increase your speed in word processing.

If you cut, copy, or paste something you didn't mean to, use the **Undo button** or choose **not to save changes** to your document when you close it.

L129.9 Open an existing document, or create a new one.

Select some text.

Click the Copy button on the Standard toolbar.

Place the insertion point where you want text to be located.

Click the Paste button.

Select the copied text.

Press the Delete key.

L129.10 Thesaurus

Did you know?

Thesaurus: a book of words that have the same or nearly the same meaning

Are you having trouble finding the right word to use? Word offers a Thesaurus feature that can help you find just the right word.

Using the Thesaurus: Click Tools on the menu bar.

Select Language, then follow the cascading menu to Thesaurus.

OR

Use the quick key combination Shift+F7.

L129.11 Aligning text

Aligning text can be invaluable when trying to format your document to meet certain standards. Most documents have text that is left aligned. However, if you were creating a greeting card or advertisement, you might need to know how to center align, right align, or justify your text. Align text using the alignment buttons:

Select the text you want to align.

Click the align left, center, align right, or justify button on the Formatting toolbar.



TEST 129

Tl129.1

Create a new document. Type the following title in your new document: "Aligning Text". **Center** the title. T129.2 Copy and paste text from any source (Internet, email, a previous document) and justify. Save your file

T 129.3 Select all text in a document using one of the selection techniques you have learned into your new document. Practice aligning the pasted text using left align, right align, techniques you have learned

Left-aligned

Left-align text: Left-align is the default in Word. All selected items (text, numbers and inline objects) are aligned to the left hand margin with a ragged right edge.

This text is **left-aligned**. Notice how each line is a different length. In most cases your documents will be **left-aligned**.

Centered

Center text: All selected items (text, numbers and inline objects) are aligned in the center, leaving space on both sides.

This text is **centered**. Each line of text is **centered** between the margins. Centered text is very useful for aligning text in document titles, advertisements, or flyers.

Right-aligned

Right-align text: All selected items (text, numbers and inline objects) are aligned to the right hand margin with a ragged left edge. This text is **right-aligned**. Notice how each line is a different length.

Right-aligned text can be useful in some situations, such as columns or numbers, but it can also be very distracting to use for text.

Justified

Justify text: All selected items (text, numbers and inline objects) are aligned to both the left and right margins. Justifying text gives the selected items a straight edge margin on both the right and left sides.

This text is **justified**. Although **justified** text looks neat and tidy, the extra spaces between words can get distracting in long paragraphs. Books, however, always used justified margins.

LESSON 130
TEST LESSONS 121 TO 129

L 130.1 LESSONS 121 to 129 covered parts and functions of a personal computer [PC] AND LAPTOP

1. Uses of computers in general and in society
2. handling your own data write, save
3. How to make a presentation
4. how to make use of www and any specific website
5. Write bio-data
6. Fill up on-line application form

TEST 130

T 130.1 write a bio-data [resume] of yourself [make assumptions]

T 130.2 go to Wikipedia –copy and paste a small article – e.g. basavanna – pictures references not necessary -FROM YOUR DATA answer these questions

- 1 his name
- 2 place of birth
- 3 name a few places he visited.
- 4 his important contribution to kannada language and people

5 English translation of one of his writings is given in the article .inkannada it is ‘ uLLavarudvaalaya maadiharu ‘ [[vachana 821] write down kannada and English sentences - match. SEE KANNADA GIVEN IN THE END .

T 130.3 convert the matter of T 130,2 into pdf

T 130.4 Make a PPT of the article in 130,2 [minimum 5 slides maximum 10]

T 130.5 Find out for what purposes computer[s] is/are used in your institution [hint : student – school/ college office Office worker –sales /service department.....retired / old person – any of your bills - housewife- department store..... patient/ doctor – hospital]

T 130.6 Go to Google server [or any other web server of your choice] . Select the link *sbtmysore.org*. First see eforall lessons . Then choose a song [lyric / words only] and download.

T 130.7 on your pc / laptop/ mobile select CALCULATOR-- using that find
[a] $1+2+3+\dots+10$ [b] $[1+101+202-303] / 10$

T130. 8 Here is a hint on how to use sticky note : click start button ... enter *sticky note*....click on it.....type whatever you want to do today ‘ today [date] I should remember to say sorry to’ Save this in *mword* , *notepad* , *stickynote* [3 methods].....compare and show the good points of stickynote

T 130. 9 Open a file of at least 4 lines of matter . Convert the matter into different FONTS and SIZES

T130.10 Type a paragraph in *msword* double space - select all and make it into single space / 3/2 space

ಉಳ್ಳವರು ಶಿವಾಲಯ ಮಾಡಿಹರು,
ನಾನೇನು ಮಾಡುವೆ ಬಡವನಯ್ಯ,
ಎನ್ನ ಕಾಲೇ ಕಂಬ, ದೇಹವೆ ದೇಗುಲ,
ಶಿರ ಹೊನ್ನ ಕಳಸವಯ್ಯಾ ಕೂಡಲ ಸಂಗಮದೇವಾ,
ಕೇಳಯ್ಯ ಸ್ಥಾವರಕ್ಕಳಿವುಂಟು, ಜಂಗಮಕ್ಕಳಿವಿಲ್ಲ

LESSON 131 AUXILIARY VERBS, HELPING VERBS

L131.1 **main verb** [principal verb] in a sentence shows the action. Verb in the English language does not show the gender of the subject. Also does not tell about the number [singular or plural] . It [the verb] **surely shows tense** [time of action]
I am here.

He was here.

They were here.

He walks. I work. You eat. They sleep.

He walked . I worked. You ate. They slept

In these sentences, the verbs show present or past tense.

L131.2. The future tense in English is very easy

He will walk . i will walk. you will walk they will walk

The word 'will' shows the future tense . Sometimes 'shall' also.

In grammar it is called the helping verb or auxiliary verb

L131.3 There are other verbs used to change the nature of the main verb.

'do' is an invisible [not seen] helping verb

I like = i do like

I liked = i did like

This break up helps to make negative sentences

I like [+ve] i do not like [-ve]

I liked [+ve] i did not like [-ve]

These examples show that 'do' is hiding. It comes out when you make a negative or interrogative sentence.

She teaches/ sings very well.

She does not teach / sing very well.

Does she teach / sing very well?

L131.4

'have' 'had' are helping verbs to make perfect tense.

I have done my home work.

The letter has been sent.

She had gone to Agra.

For future tense **2 helping words** to make perfect tense.

e.g. Even an idiot **would have** done that job.

L131.5

[a] 'is' 'are' are helping verbs to **make active to passive**

Mother cooked / cooks food. [active]

Food was/ is cooked by mother. [passive]

[b] 'is' 'are' are helping verbs to **make continuous tense**

Clock is running. Athletes were running.

L131.6. Auxiliary verbs give extra information necessary for the topic. They are more basic than adverbs. They are necessary in written English. Very useful in conversation.

TEST i31

T131.1 right / wrong//not good english

1. i cooked food
2. I have cooked food.
3. I am cooked food.
4. i cooking food.
5. Food is cooked.
6. Food cooked, ready.
7. Food cooking
8. Food has cooked.
9. He went to buy vegetables.
10. . He has gone to buy vegetables.
11. . He had went to buy vegetables.
12. . He is going to buy vegetables.

T 131.2 make negative

1. India will win.
2. India won.
3. India has won.
4. India is winning.
5. Engineers designed very well. Workers produced quality products. Sales was good. .buyers were satisfied. The company and shareholders benefitted.

T 131.3 underline the helping verbs

1. i would certainly have come. I had already hired a taxi.
2. Nothing can make this job better. You must do it again.

LESSON 132 MODAL VERBS

L132.1 to the teacher

Modal in some books is defined as mood changer. Moods are

1. Indicative mood = facts both +ve and -ve
2. Imperative mood = command, request ..
3. Subjunctive mood = wish, possibility ...

L 132.2 modals or modal verbs are verbs which modify the meaning of the main verb. Some of them are listed here .

Can [<i>could</i>]	Shall [<i>should</i>]
May [<i>might</i>]	must, ought to

L132.3

'Can' is commonly used for the **ability or the capacity to do something** –

That something to do is given by the next [= main] verb] .

Thus *can run* means the subject person [a child , deer, P.T. Usha] has the ability to run

Similarly All **can** dance [ABCD]

A blind person **cannot** see.

You are an idiot, you **cannot** understand.

The ability meaning is usually in conversation

I will if i can. I would if I could etc.

What can be given , must be given

L132.4 **CAN** - many meanings

- a. Man can make machines to move mountains. But he cannot make even a microbe.
- b. Any citizen of India above the age of 18, can vote .
- c. In olden days, man can have many wives. Even today a Muslim man can. But, no one, Muslim or not , cannot divorce his wife without reason or the proper procedure.
- d. Can you please help? I am in trouble.
- e. How can i help you?
- f. Can i come in ? [= may i come in?] Can i go home early today?

These sentences given above have different shades of meaning

- a. Ability, capability
- b. Legal right
- c. Legal sanction, permission
- d. Request ,
- e. Offer
- f. Permission ;asking for

'**could**' is the past tense of 'can' and used when the tense has to be clear as in indirect speech or in passive voice or in story telling.

Can you help me? may mean request or skill and capacity

Can you help me , please? is request = could you help me?

L132.5

'may' is another verb having a past tense : 'might'
main meaning is probability, chance

.e.g It may rain today. Or it may not rain today.

- a. Who can say what may happen?
- b. May i come in?
- c. You may go.
- d. May god bless you.
- e. May i help you?

Meaning wise

- a. Chance, odds
- b. Asking for permission
- c. Giving permission
- d. Wishing, hoping
- e. Offer

'Might' is the past tense of 'may'. It is used when the tense has to be clear as in indirect speech or in passive voice or in story telling.

L132.6

'shall' is another verb having a past tense : 'should'
main meaning is something compulsory to do

e.g. It shall be done. We should not tell lies.

- a. The guilty shall be punished.
- b. We shall overcome , some day.
- c. Shall we go?
- d. [See any legal document .] This tax shall be payable by

Meaning wise

- a. Certainty . Equal to 'must be' 'will be'
- b. Hope , wish sometimes determination
- c. Asking for permission . sometimes suggestion
- d. Legal duty or obligation

Should is the past tense of shall'

Should is more often used in place shall or 'must' e.g.

We should respect our elders.

Who should do this job? Same as whose job is this?

If you could, you should .

L132.7

'must' and 'ought to' are the words meaning 'it is compulsory' .
They also can mean 'certainly should' or highly recommended

- a. I must go now.
- b. Parents must have patience.
- c. Those who are born must die .
- d. We all must vote.

Meaning wise

- a. Mildly compulsory
- b. Recommended as a necessity.
- c. Sure and certain facts
- d. Obligated to do, strongly recommended

Must and *ought to* are equivalent. [these two can substitute for each other] . These are stronger than *should* , *have to* , *need to*

L132.8 if we define modal as a word modifying the meaning of a verb, then ALL the **adverbs** can be called modals. But we can understand the difference in a specific context.

1. Tell the truth. Do not tell a lie.

Always tell the truth. Never tell a lie.

One must always tell the truth. One should never tell a lie .

Here see how modals and adverbs alone or together give emphasis [= strong meaning] to the statements.

2. Be quiet. Do not talk loudly.

You should be quiet. You should not talk loudly in the library.

3. Go. Go now. Go away and do something useful.

You may go. You may go immediately. You may go away and do what you want.

These examples show the roles of adverbs and modals .

L 132.9 **perfect tense with modifying verbs** . [have, had]

‘modal’ [not model] is a special grammar term used by English professors . For learners of functional [daily use] English, too much definitions are not necessary’. The idea of this lesson is THERE IS A MAIN VERB SOME COMMON VERBS MODIFY [=CHANGE] ITS MEANING

Past, present and future perfect tenses need a special modifying [= helping verb] along with the perfect / participle form of the main verb .

I did . present tense i have done present perfect

I had done past perfect

Since modals like ‘*can*’ have their own past tense [*could*] past perfect with ‘had’ is not necessary.

Thus

Man	makes medicines	can make medicines
	Made medicines	could make medicines
	Has made medicines	could have made medicines

How can i help?

How could i have helped?

He could help means he is in a position to help .

He could have helped means he was able to help but he did not.

Many diseases can be cured if diagnosed early.

Means Diagnosis is a condition [= requirement]

The patient's life could have been saved if doctor had arrived early.

Means Arrival was late and the patient died.

L 132.10. Many conditional statements

If you had invited me I would have come . *means*

You did not invite me, I did not come.

If only you had invited me, I would certainly have come.

Thus, I could have done this job if I had a laptop at home.

I could have downloaded the information if internet was available.

I would have solved the problems of the country if I were the PM.

L132.11 Auxiliary verbs give extra information necessary for the topic . They are more basic than adverbs. They are necessary in written English. Very useful in conversation

TEST 132

T132.1 may I come in, madam? All students know this sentence . Write some more using 'may' which you already know

T 132.2 could you do please All students know this sentence also . Write some more using 'could' which you already know

T132. 3 after the lesson on dictionary usage see some more questions

LESSON 133 DICTIONARY, THESAURUS

L133.1 The dictionary is a self-help book for learning a language. Every student should know how to use a dictionary .

Thesaurus is a special book of words. Many persons [even English teachers at primary school level] might have seen a thesaurus but might not have used it. It is really a book for advanced level learners of the language.

A dictionary is an essential book. It should be in every house.

L133.2

See a dictionary . [English to English or English to your language] and write down the main meaning given there, for :

A[dictionary b] thesaurus c] encyclopaedia

Students should already know how the words are arranged in a dictionary.
A first b second etc,.

L133.3 Spend some time looking for words in a dictionary . ; some new , some already known. Look for :
Apple , application, apply
April, apricot, apt.

L133.4 From a dictionary we can learn the meaning or many meanings of a word. Then there may be many ways of using a word. From a good dictionary one can learn the meaning of a word and how to use that word. ,

Other uses of a dictionary :

A[**spelling** b] how to read , **pronunciation** c] **part of speech** [noun, verb etc] d] **many meanings** of the same word e] **phrases and idioms** related to the word

Advanced dictionaries give the origin of the word [**etymology** - students, look up the meaning of this word itself]

Many words in English came from European languages ; mainly Latin, Greek

Also French, German, Italian

L133.5

Bilingual dictionaries help in understanding even simple words and passages . Also for translation from English to your language. It is good to have in your house ;

A[Eng- Eng –Kannada dictionary

B] Kannada-Eng dictionary

L133.6

The internet [www-web] gives dictionary info at one click ; very convenient.

Translation software or data are also available . You can go online or keep installed.

Even smart mobiles can help

L133.7

A printed book gives much more info than web version. One can see appendix at the end. Read preface and the page on how to use.

Learn to scan a page and identify related words;

e.g. earth, earthen, earthly "" World, worldly , world-wide

L 133.8 **Thesaurus** is a book useful for writers and authors. It gives many related words together. You can get many synonyms at one place. Antonyms also are listed in some books.

L 133.9 **HERE is a passage copied** from Shri. Kenneth Beare .

How to check the spelling of a word

The best way to learn how to spell a word is to find it in the Dictionary. To find words in the Dictionary it is important to know the alphabet well. You will need to be able to judge quickly whether any word comes before or after another one, this is called alphabetical order. If the first letters of two words are the same, look at the next letters to decide the correct order.

Example: *dare, dart, darn* - in the case of these three words, 'dare' comes first, 'darn' second, and 'dart' last. The first three letters 'd', 'a', and 'r' are the same in all three words so the correct alphabetical order is based on the fourth letter.

How to find a word in the Dictionary

Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the Dictionary. The first of these two words show you which is the first word on that page, the second shows you which is the last words to be found on that page.

Example: *You are looking for the word 'signal'. You can find 'signal' on the page which has the two words Signac and silage* (example taken from the *Collins English Dictionary*) printed at the upper top left-hand and right-hand corner.

Once you have found the word you are looking for you need to understand a few common conventions to make best use of your dictionary. Here is an example entry in a dictionary:

feat (fi:t) n. a remarkable, skillful, or daring action; exploit; achievement: *feats of strength...* (example taken from the *Collins English Dictionary*)

1. feat - the defined word
2. (fi:t) - a phonological transcription of the word (the correct pronunciation), usually using the IPA (International Phonetic Alphabet)
3. n. - the part of speech, in this case 'n.' means noun (look for a list of abbreviations used in your Dictionary usually included on one of the first few pages).
4. a remarkable, skillful, or daring action; exploit; achievement: definitions of the word. Different meanings of a word will be separated by numbers.
5. *feats of strength* - an example sentence using the defined word

Test133

T133.1 see L 133.2 and copy in your notebook

T133.2 see L 133.3

T133.3 read L 133.4 find some words which are difficult for you and get the spelling, pronunciation and meaning e.g psychology, choreography.

T133.4 find a few words used as both noun and verb [or adj./ adv.]e.g. look, love, likeconduct, conductor.....wind, wind, winding

T133.5 find at least two meanings :

Appendix..... major.....pulse ... your own word

T 133.6 find the main meaning:

Bureaucracy	speaker	library	biography,	auto biography
Sanctuary	panacea	biodata	widow	spinster
Compendium	anthology	etymology	entomology	pioneer
Grave	gravity	gravitation	radiology	radiography
Detention	detonation	astrologer	astronomer	

T133.7 FOR FUN SEE THE original source of some words ; jungle karma guru yoga
Resume précis karate tsunami

T 133.8 go to I 132 – collect a list of modal verbs – see a dictionary for each of them and write down the example sentences given there [in the dictionary].

LESSON 134**ENCYCLOPEDIA AND REFERENCE SOURCES**

L 134.1. We have seen about dictionary and thesaurus . Another reference book is encyclopaedia. Many topics , articles , information, essays etc can be found in an encyclopaedia. Other reference books are: yearbooks , handbooks, monographs , field guides , guidebooks, competition and quiz books , manuals etc
Students! Write down the meaning of encyclopaedia. from a dictionary.

L134.2 **Encyclopaedia** can be one volume or many volumes , even 30 or so . Britannia encyclopaedia was the most popular and authentic for almost 100 years . The index volume of a multivolume encyclopaedia is very useful and it is important to know how to use it. Of course, only libraries can afford the cost and space.

Students! Try to see some general topics and some special ones . Go to a nearby library or a school or college and request the person in charge for permission and help . Or come to the authors of this book [sethu bandhana]
e.g of topics : [religions of the world][Hinduism] , [Islam]
[history of science].... [The atomic bomb]

I 134.3 In the 21st century wwweb is the substitute for a library. Encyclopaedias are available for reading. A new **concept of Wikipedia** has also become popular .

Many college students use this for convenience and also for recent topics . Even your town may be mentioned in this work. They allow cut and paste from this book and so, many students use it to prepare PPT on a topic.

L134.4 All our students , even young ones, should go and sit in a library. It can be in their own school or any other. Go to the reference section and request for help . Glance [look through] even a locked glass shelf. Write the names of some reference books .

L134.5 **Maps, charts, models** are also sources of information.

A **globe of the earth** is worth a discussion with geography teacher. Globe along with a world map is good . Students! Using these [globe, world map] find :

Latitude and longitude of a place [yours , Nagpur, London]

Find the mean [=central] longitude of a country [India , England, Japan] find the time difference – hence say a match played in England starting at 10 am can be seen at what time in India [assuming live telecast]

Test 134

T134.1 see l134.1

T134.2 see l134.2

T134.3 see l134,3

T134. 4 see l134.4

T134.5 see l134.5

T 134.6 You need a good knowledge of English even to read the many pages of one article in an encyclopaedia. Our suggestion to our students – just write down headings, subsections etc. Collect only basic info about

1. Transformersocial transformers
2. Fossil.....fossil fuels
3. Slavery....slave dynasty
4. Cosmossolar system

LESSON 135 PUNCTUATION

L135.1

Punctuation helps to read a written matter . It also gives grammar information . It can tell the reader where to stop [full stop] where to give a tone , expression [question mark, exclamation mark]

‘Punctual’ is not related to ‘punctuate’ . Being punctual is very good in social life. Using and knowing punctuation is very good for reading and writing .

L135.2 very basic punctuation marks are:

- . fullstop also called period
- , comma , sometimes called half-period
- ? question mark

! exclamation symbol

A,B, C CAPITAL LETTERS a,b,c small or lower case letters

's possessive case

L135.3 A sentence will end with one of:

. full stop

? interrogation sign

! exclamation symbol

After one of these the next sentence will start, with the first letter of the first word as capital letter.

Mysore is not a big city it is not a small town either have you seen mysore you have been to mysore and you have not visited the palace or the zoo how strange

The edited passage will be :

Mysore is not a big city. It is not a small town either. Have you seen Mysore? You have been to Mysore and you have not visited the palace or the zoo. How strange !

Proper nouns have their first letter as BIG or CAPITAL LETTERS thus,

mysore [wrong] ; Mysore [correct]

similarly Bengaluru, India , Ram , Ali, Haseena , Mary

L 135.4 other punctuation marks are:

1. apostrophe ' top comma 2 , comma 3 : colon 4 ; semi-colon

5 quotation marks = inverted commas [a] single ['.....'] [b] double [“.....”]

6. hyphen , dash [-] 7. bracket = parenthesis (.....)

L135.5.1 **Apostrophe** for possessive case

What is your father name? My father name is[wrong]

Correct is : What is your father's name? My father's name is

My name is Vinayak . He is my father. His name is Shankara . .[.correct]

Vinayak is Shankara's son . Shankara is Vinayak's father[correct]

L135.5.2

[.....'s] makes the **possessive case of the noun** .

With plurals having s at the end only [..'] is ok

Student's notebook. Students' hostel ok

Boys' clothes , girls' dresses are sold here ok

Mens clothes , womens dresses are sold herewrong

Men's clothes , women's dresses are sold here . correct

L135.5.3 The special case of [it]

Pronouns have their own possessive forms

I – my You – your He – his she – her **it – its**

We – our They – their

Its is itself in possessive form . so no need for [' s] . Many persons write *it's* for *its* .

They are all wrong . No excuses. **Our students should never make this mistake**

It's = it is It is a short form like don't, can't, she's . I'll etc

It's wrong to write *it's* in place of *its*.

It is my dog . *it's* tail is short . wrong

It is my dog. It is a Doberman. Its tail is so short that *it's* difficult to see if *it's* wagging its tail. [Ok]

135.5.4 **COMMA** is used when there is a list of many items in one sentence .

1. You can see in a classroom blackboard, benches, tables and the students.

2. To make carrot halwa, you need carrots, sugar, milk and ghee.

3. My dog is very friendly. It is big like a wolf. This info can be written as:

My dog, although big like a wolf, is very friendly. OR

Though it is big like a wolf, my dog is very friendly.

Rule ; comma used for separating clauses in one sentence .

Students! Stop a little while reading , if there is a comma. When you think there is a need to stop while reading , put a mental comma.

L 135. 6

CAPITAL LETTER

1. IN THE BEGINNING OF ANY SENTENCE.

He came, saw, took away. One sentence so ok.

He came. He saw. He took away 3 sentences . so 3 capitals

What is your name? My name is [Ali, Asha, Anna]

2. All proper nouns , titles, initials

Basava A. Basava John Abraham India Reserve Bank of

India Sir M. Visveshrayya Dr. Homi Bhabha Munna Bhai M.B,B,S

3. Days months respect

Tuesday, September, God , Guruji

4 first letter of each word in the titles of books

Webster's Grammar Dictionary Pride and Prejudice

War and Peace The Bhagavad Gita

L 135.8 colon and semicolon

When there are two or more long clauses in a sentence semicolon [;] is used

e.g He studied hard; but he failed .
 He was my teacher; he was also my good friend.

When there is a list of items [:] colon is used.
 e.g To make halva, we need: carrots, sugar, milk , ghee.
 The list of students who are selected , is as follows:
 Ali, Asha, Anna

L 135.8 GENERAL RULES :

1. Always end a sentence with [.] or [?] or [!]
2. A new sentence starts with CAPITAL LETTER.
3. 'I' is always capital
4. Liberally use commas

TEST135 punctuate

T135.1 twinkle twinkle little star how i wonder what you are

T 135.2 do i know you how do you know this address anyway come in what is
 your problem tell me what you want

T135.3 there are many lakes in mysuru some of them are kukkarahalli kere
 lingabudhi lake karanji kere

T 135.4 basava is my brother our father name is nandisha our house is in hdkote
 it is far from our school so we live in a rented house in bogadi near our school this way
 we can use its library and playground after class

LESSON 136 JUMBLE TO ORDER

L136.1 Letters arranged from left to right make **a word**. A group or set of letters can
 make many words. Only some will have true meaning.

e.g. [o, n] can make **on no** both ok

[o, n, e] 3 letters can form six 3- lettered words . They are:

One oen noe neo eno eon

We know one = 1 2 difficult words are : neo, eon

3 others have no meaning

Students! Play this game. It is fun.

Write your name. Using these letters see how many words you can make . one
 example

M Y S O R E

2 LETTER WORDS MY ME [YE] SO OR

3 LETTER WORDS ORE [SOY]

4 LETTER WORDS MORE SORE SOME ROSE ROSY [EROS]

L 136.2 WORDS PROPERLY ARRANGED MAKE A MEANINGFUL SENTENCE

[cake like i] ----→ I like cake.

[good is a he boy] → He is a good boy.

Also Is he a good boy?

L 136.3 Sentences also must be suitably arranged to make a **passage or paragraph or story.**

1. He ate the cake 2. He saw a cake. 3. He came here.

These sentences should be arranged as 3, 2, 1

He came here. He saw a cake. He ate the cake.

L136.4 Arrange the following sentences in proper order to make a story - title and moral are also given.

Necessity is the mother of invention.

He tried everything he could think of to reach the water, but all his efforts were in vain.

A CROW perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight.

At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it.

The Crow and the Pitcher

[for answer see t136.4]

TEST 136

T 136.1 make one word [proper nouns]

M S R Y U U K R N T K A A A A

N N D K A A B N G L R E A U U

T 136.2 1 make one word [PLACES]

I] C S L H O O

II] P L Y T C H N C O E I

III] C G L L E O E

IV] H L P T S I A O

Hint: i] young students go to -----

ii] engineering and other diplomas

iii] after school ----- for higher studies

iv] patients, doctors, nurses

T 136.3 Arrange each sentence. Then put them in proper order to make a passage

1. lakes in many are mysuru there
2. Mysuru are in there many palaces
3. city my mysuru is
4. also called it was city cultural Karnataka of
5. any not more

T 136.4

Answer

The Crow and the Pitcher

A CROW perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

Necessity is the mother of invention.

****_

Lesson 137

HOMONYMS , HOMOPHONES, SYNONYMS

L 137.1 **Homonym** is a word which has more than one meaning ; spelling and pronunciation are the same. A large number of words in any language is a homonym. Some Sanskrit pundits say that some words may have even 10 shades of meaning . In English it is very common to use a word as both noun and verb.

A[related homonyms

Ride [v,n] ride a horse / motorbike Good ride on the mountain path

Guide [v,n] A good guide will guide his followers properly.

Work [v,n] Work sincerely; good work will get rewarded.

B] Unrelated homonyms

Bill [n] money to be paid in a hotel, shop

[n] beak of a bird

Pulse [n] heartbeat , lentil, dhal

Light[n] sunlight, not darkness [adj] not heavy

L137.2

HOMOPHONES

are words having the same sound [pronunciation] but different meanings .different spelling also.

Know [v] be aware, understand	No [adv. Adj.] =not
Right [n] opposite of left,/ wrong	write[v] put letters symbols on a notebook
Blew [v] past tense of 'blow'	blue [n] colour

L 137.3 **HOMOGRAPHS**

Same spelling different meanings ; pronunciation may or may not be the same.

Lead [v] be in front	[rhyme with bleed]
Lead [n] a metal	[rhyme with head]

L137.4. similar sounding and confusing words are given in lesson 139
e.g. waste, waist; there, their. Hear, here.

L137.5 A dictionary is a great help to find spelling, proper pronunciation, meaning etc. Students! please buy a **good dictionary and keep** at home. Instead of wasteful gifts [like greeting cards, flower bouquets] give books as present.

L137.6 **SYNONYMS, ANTONYMS**

Synonyms are two or more words, having the same meaning ; or almost the same, similar, related meaning

e.g love, affection [nouns]	kill, murder, slay [verb]
big, huge [adj]	able, efficient [adj. Adv.]

Antonyms are two or more words having exactly or nearly opposite meanings .
love x hate big x small dirty , unclean x clean
efficient x inefficient die x live

Synonyms and antonyms are listed in a **thesaurus**

Students! Even high schools and colleges do not ask their students to know about and use a thesaurus. Our students will benefit by using one.

If you want to become a] engineer b] writer c] journalist d] lawyer or any profession requiring written reports , this will help .

Test 137

T 137.1 identify homonym etc.

light [2], site, sight, right [2] , bright [2], great, grate, break, brake, fete, feat ,feet, fair, fare, but, butt, bow [2] love, low, sick, sikh, product [2], conductor [2]

Look up a dictionary, for usage and write down some sentences

T 137. 2 pick out synonyms

Grave, cemetery, hospital , penitentiary, clinic, prison

Kind, kind, category, affectionate, charitable , type

T 137.3 find the antonyms of

Good, adamant, tall, healthy, big, clean

T137. 4 get a set of antonyms in Kannada [vridhaartha padhagalu] and find English equivalents [at least 10 sets]

T 137. 5 find the different meanings of

[beer, bear, bare] [bore, boar, bored, board]

[wear, ware, aware, were] [tyre, tire, tier, tear]

***_

LESSON 138 COMMON ERRORS

This lesson can be a very long lesson. But we give only some examples. We all make mistakes . Mistakes made by one student are corrected by the teacher. If the same mistake is made by different groups of students they can be called **COMMON ERRORS** .

L138.1 UNCOUNTABLE AND COUNTABLE NOUNS

May i have [some] [a glass of] [i litre] milk please? [Ok]

Let me have a milk glass. I want to drink much milk. .[not good English]

L 138.2 the following are ok :

How many men were there?

How much milk / sugar [do you want] in your coffee?

How much does this shirt cost?

L138.3

One of your friends came to my house . ok

One of your friends was in my house. ok

One of your friends were in my house . wrong x

One of your friend came to my house. wrong x

L138.4

Many nouns do not have plural form at all. Even if plural is there as per grammar , it may not be used.

1. Sorry for the trouble. [no troubles] in some other context there can be as in ‘*His troubles were not over*’
2. Unload the luggage [no luggages]
3. Many furnitures were on fire. wrong x
4. No doubts, your friend is honest. wrong x only singular ‘doubt’

L138.5

1. This is the best shirt . x This is a good shirt . ok
2. This is the best of the two shirts . wrong x
This is the better [one] of the two shirts ok
This is better than the other shirt. Ok

L138.6

1. Hear me [ok] listen me [x]
Hear to me [x] listen to me [ok]
2. We were seeing tv [not good, so so]
We were watching tv [ok]
3. Pray to God. [ok] Pray God. [x]
4. Let me you help [x] Let me help you. [ok]
5. Which you want? [x] Which do you want? [ok]
6. i want everything [x] i want all [ok] . i want both [ok]

L138.7

1. [advice, advise] Listen to the advice. Guruji advised.
2. [Principal, principle] Principal of my college was a good person. He followed the principles of SirM.V.
3. [rule, rule] Follow the traffic rules . The king rules.
4. [fair, fare] Money earned by fair means. Bus fare to Maddur .

TEST 138

T138.1 correct the mistakes

1. What you want? Why you are here?
2. You, not go out today. Be here only.
3. You should never eat icecream today. Tomorrow if icecream is ok, you can eat.
4. I do not know what do you want? 5. None of my friends know Hindi.

T138.2 correct the mistakes

1. Due to good rain trees are grown tall.
2. Plants grown in the nursery for sale.
3. This time examination questions have become difficult.
4. In my soup , a fly is . take it away.
5. Can I come in?

LESSON 139
PROBLEM WORDS

L139.1 Many words and phrases in English are confusing ; they create problems. Some are just difficult for Indian learners. Here we give a short list. Students can see a dictionary , or ask guides, English knowing persons near them or write to us

L139.2 English and Indian story telling

A[**Once upon a time there was a lion in a forest.**

This is the standard way of starting a story in English.

For an Indian story teller this method has to be learnt and practised. Indian method is ***In the forest one lion was.***

For English [subject] [verb] [others]

So, one lion was in one forest. Put one = a

A lion was in a forest . Does this not look right? Yes, it does. But the right sentence is

There was a lion in a forest.

There is/are there was /were students! Learn and use

B] animals are in the zoo . [x]

There are animals in the zoo . [ok] similarly

Many lakes and palaces are in Mysuru. [x]

There are many lakes and palaces in Mysuru [ok]

Many lakes and palaces are there in Mysuru [ok]

C] possible reason for this convention :

Students are in the school this sentence is an answer to the question:

Where are the students ? now ask

Where are the animals? Animals are in the zoo.

Where are the dogs? Dogs are in the kennel.

Where are the children? Children are with their grandmother.

Where is God? God is in heaven . These sentences if they were to start a story , will be :

There were many students in a school.

There were many animals in a zoo.

There were many dogs in a kennel.

There were children with their grandmother.

There is God in heaven.

L 139.3 ASKING A QUESTION

A] in Kannada [and Dravidian languages]

Your name what? [nina/ nimma hesaru enu?]

In Hindi [and other Indian languages]

Your name what is ? [aapkaa/ tumhaaraa naam kyaa hai ?

Rule for English : interrogative word first , verb next , then others

So, what is your name?

[note for guides- [i] what is your name? And [ii] what your name is ?

These two are NOT the same. [i] is a true question. [ii] is not a complete sentence- it is a clause. It can be

I do not know what your name is.

May i know / can you tell me what your name is.

Similarly, where are you going ? where you are going]

B] In Indian languages some suffix is added to a full sentence to convert it into a question

Avaru bara bahuvudhu. [statement] [.....] + aa? Is a question

Nearest in English is ' **question tag** '

He can come. [statement] [.....] + can't he? Is a question

But a simple way of asking is Can he come? Put the verb first.

He/She is a smart boy/ girl. [statement]

Is He/She a smart boy/ girl? [question]

He did good work . [statement]

Did he do good work? [question]

Robots can do all the jobs , [statement]

Can Robots do all the jobs? [question]

Robots will replace and rule over man. [statement]

Will Robots replace and rule over man? [question]

Similarly, I know you can do this help. Could you please do this for me? [ok]

L 139.4 **DICTATION**

In **dictation** one person reads or speaks. Another listens and writes,.

Try this: I am here. I can hear. [here/ hear in proper places]

Dictate , or ask someone to dictate to you :

There is a function today in the temple. These are the materials to be taken there. The devotees will reach there any time. Ask them to leave their footwear outside. Take care of their babies separately. There should not be any complaints from them or their children .

L 139.5 pairs and sets of confusing words :

dairy diary site sight cite where were wear
bear bare know no now not knot to too two pair pare pear
waste waist west vest list least lie lay lain laid lie lied

TEST 139

T 139.1 make your own list of confusing words . write clarifying sentences.

T 139.2 madam could not her ring. She all the servants .

[find , found, fund, fined ,]

***_

LESSON 140
TEST LESSONS 131 TO 139

These test questions are not directly on these lessons . They are more general . Students should refer to other lessons if necessary.

T 140.1

write the other two forms of the verb e.g. go → went gone

1. play 2. Copy 3. Worry 4. Come 5. Run 6. Eat
7. sit 8. Cut 9. Read 10. Multiply

T 140.2

write all the 8 forms of the given verb

e.g. He eats ate will eat
 is eating was eating will be eating
 has eaten had eaten -----

list of verb roots :

write work take sing read sleep
 send see win lose study teach

T 140. 3

use [can, must, need have , might, could] add 'to' if necessary.

1. Rules be followed .
2. The work be completed before the rains.
3. Material is here. Those who need help themselves.
4. It's too late; i go.

T 140. 4

choose the right word

1. What cannot be cured be endured. [could, must, may, will]
2. i come in madam? [can, will , could, may, do]
3. I not do it. [does, did, had, am]
4. One of you guilty. If found out be punished . [are ,is ,will, done , did has, had , going,]

T 140. 5

choose and fill in

1. The elderly man is of hearing. Speaklouder. [hard, hardly; little, a little]
2. Everyone left the office at 6 pm. He was left to avoid being he switched on the radio. [alone, lone, lonely, single]

T 140.6

write one word equivalent :

e.g. A book in which words are given in alphabetical order and meanings given

A: DICTIONARY

1. a place or building where books are kept for use
2. enclosed place where animals are cared for in cages
3. story of a person written by himself
4. story of a person written by some other person
5. [very new word] story of a person shown as a movie or on tv
6. Information about oneself for application purposes

T 140.7

WRITING AN ESSAY [STEPS]

1. THINK OF WHAT TO WRITE ON [title] i.e select a topic.
2. Collect the data [= information] necessary
3. Put each idea into one [or a few] simple sentence[s].
4. Put these sentences in good sequence [= order]
5. Start a new paragraph for a new or even slightly different ideas.
6. Before copying or typing fair copy, check for spelling and grammar mistakes .
7. Check punctuation.
8. Start to type or make a good final copy.

Q; 1. what are the most important points in the above [choose 4]

Q2 Which are the ones in which the author is not needed

Q3 Write these steps in your mother tongue with the title **ESSAY WRITING**

T 140.8 A]

ARRANGE THE SENTENCES IN PROPER ORDER**HOW TO MAKE CARROT HALWA**

1. put the grated carrot pieces into hot water.
2. keep just enough water for the amount of grated carrots.
3. Peel the carrots by scraping off the skin.
4. Grate.
5. Add equal volume of milk.
6. Add sugar.
7. Close the lid
8. Allow slow cooking for about 30 min.
9. Remove from the stove and let it cool.

B] If you feel some step is missed, write it and insert it into its proper place.

T 140.9

change into indirect

1. “ good morning” “ very good morning”
[hint: two persons exchanged greetings]
2. ‘ good night, uncle’
3. “Happy birthday to you, Cinderella! “

T 140.10

ALPHABETICAL ORDER

Words in a dictionary are arranged in alphabetical order [i.e a first, b next etc.]. other places where alphabetical order is necessary are: telephone directory, attendance register. Arrange in alphabetical order

1. Anu, Ann, Anuradha, Anupama, Anushka, Amulya, Amoolya
2. Basava, Basavayya, Basavaiah, Basu, Basavappa, Basavanna
3. Deer, dear, deep, deal. Dealt, death, deck, decade,
- 4 Put the same in a computer and learn how to make the computer work for you

LESSON 141
THE INFINITIVE

PREPOSITION 'TO' WITH A VERB

L 141,1

A] Examples of prepositions: *in , on , above, under, from ,to*even beginners like our students [of these lessons] may know [and need to know] as many as 20 prepositions. In the sentences given below you can see some prepositions [single word] .

The earth revolves **around** the sun.

The nucleus is **inside** the cell.

HAT IS **ON** THE HEAD .

“ **After** you”

B] There are also words and phrases used just like prepositions. E.g. *ahead of, instead of , in accordance with, with respect to, in addition to , along with*

C] Some words may have their own meaning ; may act also like preposition.

I am waiting for you **since** yesterday. I am waiting for you since you asked me to wait.
We have to pay the rent. In addition there are other expenses. We have to pay the rent **in addition to** food.

L 141.2

I like icecream. I like English. I like Hindi movies. I like my mother.

Here the nouns are all called objects [direct objects] and the noun is supposed to be in the objective or accusative case. [in Kannada language 'annu' is attached as a suffix to the noun].

I like eating icecream. I like learning English. I like seeing Hindi movies.
Here 'ing' is added to the verb to make it a noun . They are called '**verbal nouns**' or '**gerunds**'

Another way of writing the same is:

I like to eat icecream. I like to learn English. I like to see Hindi movies.

Here 'to +verb' replaces 'verb+ing' . this is called **THE INFINITIVE**

L141.3

Do- verb root doing- gerund, verbal noun to do- infinitive

A] I walk. B] I am walking. C] I like walking. D] Walking is a good exercise.

Here

A] 'walk' simple verb present tense

B] 'am walking' present continuous tense.

C] 'walking' gerund – objective case.

D) 'walking' – gerund nominative case [= subject]

Now see

E) i like to walk.

F) To walk is a good exercise.

[e] = [c] infinitive- objective case. This usage is very common.

[f] =[d] infinitive- nominative case [= subject] This usage is not common.

L141.4

It is safe to use the infinitive in the subjective case . Sometimes objective case also sounds good . There seems to be no clear rule . See the sentences below :

1. Gambling / to gamble is a bad habit.
2. Doing/ to do yoga is good for health.
3. A) I want to do yoga . b) i want doing yoga.
4. A) i want to continue to do yoga. B) i want to continue doing yoga.
5. A) avoid / leave gambling b) avoid / leave to gamble.

Here,

Sentence 1=2 ok; 3a ok; 3b no; 4a= 4b ok ; 5a ok; 5b no.

L141,5 **no tense to infinitive** .

The infinitive ['to 'do'] is used only with the root verb . Then it acts as a noun. ' to did' ' to done' 'to will do ' do not exist

A) gerund

Doing nothing is better than doing harmful nonsense. This is ok

To do nothing is better than to do harmful nonsense. This is also ok

Doing nothing is better than to doing harmful nonsense. X wrong

So, Gerund and infinitive need some caution.

L141.6 The infinitive can go with any verb [root].. It does not indicate tense. To show the tense there must be another verb in the sentence. See

A) To declare triple talaq, was very common in olden days.

B) To declare triple talaq, is very rare in modern days.

C) To declare triple talaq, will be illegal in future.

Here, **is, was, will be** show the tense.

Test 141

T141.1 some common verbs used both in gerund form and as infinitive are given.

Use them in both the forms . 2 sentences each.

Go, come, look, put, eat, set, let , give, forgive.

e.g forgive- forgiving was his nature. To forget and to forgive.

LESSON 142 PHRASAL VERBS

L142.1

At least 20 common prepositions are used with nouns. They then form modified [in grammar books called ‘declined’ or ‘declensioned’ nouns]. Some are specific to make ‘cases’ [in Kannada grammar ‘vibhakthi’]. ‘Of’ for possessive case . ‘in’ for locative case, ‘to’ for dative case.

Children of nature, God in heaven, go to hell etc.

The name preposition itself suggests that these words come before [= in front of, in usual writing to the left of] the noun which immediately follows. They are similar to prefixes. **It is not common for a verb to have a preposition before it.**[**note; it [= the verb]** can have any of many **prefixes** before it .e.g do -> undo; write -> rewrite]. one exception is the preposition ‘to’ ... this with a verb produces a noun called ‘**infinitive**’.

L142.2 Preposition coming *after* a verb is very often seen in English usage. We [the authors of this book] call it **postposition words** . Grammar books call them **phrasal verbs** . These and idioms are very important for understanding and using English .

There is a change in the meaning [i.e. the part it plays in a sentence] of the noun when a preposition precedes it. Similarly there is a large change in the meaning of the verb when a postposition is used with the verb. **Thus phrasal verbs may have significantly different meaning than the simple verb.**

Examples; go, go on, go off, go after, go up, go down [not godown]

Come, come out, come back, come about these are postpositions .

Now there can be other words[like adjectives] which can form phrasal verbs

Go astray, go haywire ,

Come clean, come to terms

L142.3 **Idioms** are also made up of a group of words. Most often their meaning differ from simple word meaning .

Mr. Saadha: “ what is up”

Mr. Seedha: [looks up, scans the sky, and says] “ i don’t see anything”

This is a joke , correct answer was ‘nothing new”

Similarly there can be simple idioms.

Do not kill time. Come and help me.

Equivalent Hindi is: do not be hitting [killing] flies.

Don’t idle away time.

L142.3 RULE

WHEN THE DICTIONARY MEANING OF A WORD DOES NOT HELP, LOOK FOR IDIOMS.

A good dictionary will give idioms and phrases also .

TEST142

T142.1 collect phrasal verbs, postpositional verbs and idioms related to the words given below. see a good dictionary.

1]see, look 2] hear, listen 3] come, go

T 142.2 Many common nouns are used in idioms . Look for

1] head, brain 2] eye, ear 3] time , year, day

T 142.3

Explain these lines by a famous scientist [clue; " standing on the shoulders " to be explained figuratively, not literally]

If I have seen a little farther than others,
it is because I have stood on
the shoulders of giants.

Sir Isaac Newton

LESSON 143 TENSES

143.1 Review of English Tenses

By [Kenneth Beare](#), [About.com Guide](#)

This tense review section provides a quick review of the basic tenses used in English. This section introduces various tenses and their uses.

143.1 present

143.1.1 Present Simple

The present simple is used to express regular routines and habits.

Examples:

He doesn't drive to work. He takes the bus.

When do you get up?

They work at the hospital.

143.1.2. Present Continuous

the present continuous is used to express an action which is happening at the present moment.

Examples:

They are watching TV at the moment.

What are you doing?

She isn't working now.

143.1.3. Present Perfect

The present perfect is used to express something which has happened up to the present moment.

Examples:

They haven't seen the film yet.

He's lived in London since 1978.

Have you finished your work yet?

143.1.4. Present Perfect Continuous

The present perfect continuous is used to express the duration of an activity that begins in the past and continues up to the present moment.

Examples:

We've been working for three hours.

How long have you been driving?

They haven't been living here long.

143.2 past**143.2.1. Past Simple**

the past simple is used to express a finished past action which occurs at a specific moment in the past.

Examples:

She sold her house last month.

They didn't want to visit Rome when they were in Italy.

Where did you go on holiday last summer?

143.2.2. Past Continuous

the past continuous is used to express something that is happening at a precise moment in the past. The past continuous is often used to express an interrupted action.

Examples:

I was cooking dinner when you telephoned.

What was he doing when you arrived?

They weren't doing anything special when you interrupted them.

143.2.3. Past Perfect

The past perfect is used to talk about an action that is finished before another action in the past. This form is especially useful for giving reasons for a decision that was made in the past.

Examples:

They had researched the market carefully before they decided to open a new branch.

Mr. Smith had already begun the meeting when I arrived.

143.2.4. Past Perfect Continuous.

The past perfect continuous is used to express the duration of an activity up to another point in time in the past. It is also used to stress that a certain activity had been going on before something important happened.

Examples:

We had been waiting for two hours when they finally arrived.

They'd been working on the report when he telephoned.

143.3. Future

143.3.1. Future with 'Will'

The future with 'will' is used to make a future prediction or express a decision about the future made at the moment.

Examples:

It will be sunny tomorrow.

I think the government will help the poor.

I'm hungry. I'll buy something to eat.

143.3.2. Future with 'Going to'

The future with 'going to' is used to speak about future intentions or plans made before the present moment.

Examples:

We are going to study Russian next semester.

Where are you going to stay in New York?

She isn't going to take a vacation this year.

143.3.3. Continuous

The future continuous is used to discuss an activity that will be in progress at a specific point in time in the future.

Examples:

I'll be working on the report at four this afternoon.

When you arrive in New York, I'll be attending the meeting in Paris.

143.3.4. Future Perfect

The future perfect is used to talk about what will have been done up to a specific point in the future.

Examples:

She'll have finished by the time you arrive.

Our company'll have sold a million copies by the end of next month.

143.4. MORE ON TENSES

143.4.1.

The present simple tense is typically one of the first verb tenses that new English students learn. It is used to describe action that takes place on a regular basis. The present simple also can be used to express feelings, facts, opinion, and time-based events. Don't confuse the present simple tense with the present continuous tense, which is used to describe something that is currently taking place. For example:

Present simple tense: I catch the bus at 8:50 a.m. to go to work.

Present continuous tense: I am riding the bus to work.

143.4.2. Practising the Present Simple Tense

One good way to improve your English speaking skills is to use role-playing exercises. With a classmate or a friend, try using the following dialogue to practice the present simple tense.

Mark: Hello, Can I ask you some questions for an interview?

Jennifer: Yes, I can answer some questions.

Mark: Thank you for taking the time. Now, first question: What do you do?

Jennifer: I work in a library. I'm a librarian.

Mark: Are you married?

Jennifer: Yes, I am.

Mark: What does your husband do?

Jennifer: He works as a policeman.

Mark: Do you usually have dinner together?

Jennifer: Yes, we do.

Mark: How often does your husband exercise?

Jennifer: He sometimes exercises four times a week. But, he usually exercises only twice a week.

Mark: Where do you like to go on holiday?

Jennifer: We rarely go on holiday. However, we like to go to the mountains if we can.

Mark: What type of books do you read?

Jennifer: I often read horror stories.

Mark: Thank you very much for answering my questions.

Jennifer: You're welcome!

143.4.3. When To Use Present Simple Tense

Notice from the above dialogue and following chart that the present simple is often used to describe what we do every day. We use verbs of frequency (always, sometimes, usually, etc.) which indicate a habit. Other instances that call for the present simple tense include:

Permanent or long-lasting situations

Where do you work?

The store opens at 9 a.m.

She lives in New York.

Regular habits and daily routines

I usually get up at 7 a.m.

She doesn't often go to the cinema.

When do they usually have lunch?

Facts

The earth revolves around the sun.

What does "strange" mean?

Water doesn't boil at 20 degrees.

Feelings

I love walking around late at night during the summer.

She hates flying!

I don't want to live in Texas.

Opinions and states of mind

He doesn't agree with you.

I think he is a wonderful student.

What do you consider your best accomplishment?

Timetables and schedules

The plane leaves at 4 p.m.

When do courses begin this semester?

The train doesn't arrive until 10.35 a.m.

143.4.4. Verb Conjugation

The present simple tense can be expressed in three ways: positive, negative, or as a question. Conjugating the positive form is easy for the first- and second-person references such as "I" or "you." Just use the root form of the verb. For third-person references, add an "s" to the verb. For example:

I eat lunch at noon.

You play tennis at noon.

He walks to school every day.

She watches TV in the evening.

It sleeps under the couch.

We study English at school

They eat lunch at noon.

The negative form uses the helping verb "do" for first- and second-person references and "does" for the third-person. You can also express the negative form as a contraction. For example:

I do not leave work early on Mondays.

You don't like to watch TV.

He does not understand the question.

She doesn't ride a bike.

We do not have any money.

They don't leave at noon.

If the present simple tense is expressed in the form of a question, use "do" or "does," followed by the subject, and the verb in questions. For example:

Do I work in this company?

Do you get up early?

Do we often drive to work?

Do they understand French?

Does he like to watch TV?

Does she believe in ghosts?

Does it leave at noon?

LESSON 144 PROVERBS

L144.1.

Proverbs in a language are the result of use of the language by the native [= natural] speakers. Many proverbs show us the collective wisdom and culture of the people.

L144.2 we are giving here about 100 proverbs selected for their simple words and grammar [and of course good thoughts]. See [attachment]

L144.3. Many common and much used proverbs may have equivalent ones in your own mother tongue,. E.g

1. Work is worship. Kaayakave kailaasha.
2. All that glitters is not gold . beLLukkiruvudu ella haalalla.
3. Bad workman blames the tools . aadakke barale iruvaLu nela donku endaLu.

L144.4. Students! Try to find parallel proverbs . You can send them to us **engoneforall@gmail.com**

.

TEST144

T144.1 see 1144,4

T 144.2 read quickly the list of 100 proverbs . Select

- a. Very easy ones [5] to tell others
- b. 5 proverbs which need some explanation.

LESSON 145 LANGUAGE FUN AND GAMES

L145.1 **MANY USES OF A LANGUAGE:**

A] From childhood basic communication for survival [= living] - hunger, thirst.

I want. I don't want, bathroom etc.

B] to give and/or take instructions [order, do work, get work done].

C] to learn simple tasks by writing instruction sheets making or following notes left when one is away [e.g. food is ready- take and eat,], use a recipe etc.

D] to learn at school – the three R's [reading, writing, arithmetic]

E] to enjoy life and leisure - drama, cinema, tv, music, dance, books

F] many others including fun and games.

L 145.2 JOKES

We saw that proverbs were not written by any one person. It is in the community. Similarly age-old jokes, puns and puzzles are also part of learning a language. Here we give a few examples.

L145.3. This is from a movie , ‘MARY POPPINS’ .

“I met a man with one leg named John”.

“ What was the name of the other leg? Ha, ha “

There are others available in wwwweb.

L145.4

This sentence is from a local newspaper.

‘He was fined because he was not wearing a helmet on his head”

Joke: where else was he wearing the helmet? ha. Ha.

Sometimes simple reporting will be better. ‘Man driving without helmet **was fined.** ‘

L145.5 some famous jokes

“Tastes differ” said a man who was biting on a raw bittergourd.

“Person’s preferences are different” said a girl who was patting a pig on her lap.

“ I have not slept for 10 days” “why?” “Because it will be too long”

L 145.6 New word creation is a continuous process in the English language. Some books call them ‘coinage’ .

Recent ones are:

Pandemic -- from epidemic

Plogging --- from jogging

Webinar – from seminar

Whatsapp - from what is up?

Recuse - [old legal term] – from refuse

e-commerce, e-marketing, on-line , off-line, soft copy, hard copy - from computer

L145.7 READING AND LISTENING

Many methods, some old some new , are in practice in pre-primary and primary schools in teaching children . One of them is nursery rhymes . No need to write down and learn spellings. Just hear and repeat . This is the age-old way any language was learnt, even by reputed scholars . There is a need to bring it back now .

Our students of any age should try it [again!] . Recite some rhymes . Read out some proverbs. Ask someone to read slowly and you repeat.

L 145.8 games

Commercial word games are available

A] Cards to match- synonyms, antonyms, word and its picture.

B] Cross word game called SPELLOFUN, OR SCRABBLE

C] Card game called LEXICON

D] Many in the internet or market

L145.9 puns and puzzles

A] Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall;
 All the king's horses and all the king's men
 Couldn't put Humpty together again.

B] Find the pun word in the lines given below:

[pun- word meaning different as per the context—here, the wanted word is not absent. It comes late, at the end- after finding it explain]

The past is history,
 The future is a mystery
 and now is a gift.
 That's why we call it the present

L145.10

Some **phone jokes**

1. Please put down your receiver. My child likes your dial tone.
2. “This is Mysore; not Hosahalli” “then tell me how to call Hosahalli Basava.”
3. Sorry, i just wanted to check if my outgoing call gets connected.

L145.11 2 in 1, 3in 1 words

1. It is a 5 letter word . it can be good or bad. Try to control [take one letter away] ; *a bit* of it will remain. ----still reduce it ; *bit* of it will remain. ----try to get rid of it; *IT* will remain---- what is the 5 letter word? Ans: TIBAH
2. 3 words in one CHAIR, HAIR, AIR .
 SLATE ,, PLATE ,late, ate , --- find your own words

L145.12 **cartoons, comic books, nursery rhymes** are all great ways to learn English. Students! Write from memory:

“twinkle, twinkle...” / “ba, ba, black sheep...” / humpty dumpty

L145. 13 We [the authors of this book] like to include puzzles also in language and word games . Puzzles and riddles like proverbs are age-old and traditional . In Kannada they correspond to ‘ogattu’ . Locally made new ones also are common.

Here are a few :

1. Elephants have it . Trees also have it . What is it ? [clue: mother packs clothes in it for travel] [ans; KNURT]
2. It eats fruits. Makes noise. Hangs upside down. What is it ? “ monkey” “no” It can also fly . [clue: it is in the hands of MSDhoni and Virat Kohli] [ans: TAB]
3. I eat what i can. I can what i can't eat. What ARE they? [clue; i could can them, tin them , jam them , bottle them] [ans: STIURF]

TEST 145

T145.1 for each section of this lesson , find your own examples .

LESSON 146 FIGURE OF SPEECH

L 146.1 We already know about parts of speech. viz. Noun, verb----

Figure of speech means that the sentence is grammatically correct and in addition gives the idea/ information in a special way. It can be called figurative expression of the idea. Usually figure of speech is artistic, witty and can be very serious or simple .

L146.2 . There are more than 20 figures of speech listed in any good grammar book. Figure of speech= alankara in Indian languages.

Usually they are taught in school as part of poetry appreciation. But in ordinary prose also they can occur and can be used.

We will see only a few here.

1. **Simile** [read rhyming with Emily, family]; **upamaa alankaara**
2. **Metaphor** [Read ph= f] ; **roopaka**
3. **Alliteration - anupraasa**
4. **Synecdoche** [read sinukdoki]- **upalakshana**

L146.3 Very common and important alankaras are **simile and metaphor**

Simile:

Here one object is compared to another. Usually in describing the qualities of a hero or heroine in a story , one can come across simile.

e.g Her eyes were like the lotus.

He was strong like a lion.

In English many commonly used idioms and phrases can be termed as simile.

e.g. as white as lily/ milk.

As meek as a lamb.

As innocent as a baby.

As proud as a peacock.

Here ‘ asas’ is used for comparison . These can be written using ‘like’

White like milk.

Meek like a lamb.

Innocent like a child.

Proud like a peacock.

L146.4 **metaphor**

Simile without an explicit comparison word is a metaphor.

e.g. my boss is like Hitler. [simile] . My boss is Hitler reborn .[metaphor].

She is Rathi in beauty. He is the Manmatha on this land.

My car is my pushpaka vimana. Vada-paav is Bombay man’s pizza

These are metaphors. .

L146.5 **personification-**

In prose or in poetry , some quality of a person may be attributed to inanimate objects. It is called personification.

Machines are servants of man.

Death laid its icy hands on the monarch.

Hills, forests and rivers felt the grief when Rama left the city for vana vaasa.

L146.6 synecdoche-

when a part of a person or thing is used to refer to the whole [or vice versa] it is called synecdoche.

e.g. Two *heads* are better than one.

We need to hire more *hands* to finish this work.

100 *heads* of cattle in the fair.

Also, *India* won the match. [here India stands for the team]

In Indian context : calling a vendor by the commodity he sells .

L 146.7 **alliteration-** repetition of the same letter or sound in consecutive [the following] words.

e.g. work is worship. Nattering nabobs . slithering snake.

She sells sea shells on the sea-shore.

TEST 146

T146.1 sort out simile and metaphor :

As white as snow. Proud like a peacock. Mountain of a man.

He has a computer brain. Hammer hand of Daya in CID.

T146.2 write some alliterative sentences or phrases.

Find ; twinkle twinkle shining stars.

Ba ba black sheep.

Silent shores near the sea.

English is easy. Grammar is grim.

Mathematics can be made easy.

T 146. 3. Identify synecdoche and personification from your own experience. This can be English or any other language.

LESSON 147 AMBIGUITIES

L147.1

Ambiguity , dilemma , being not sure, which to choose are all problems . Many similar words confuse a learner . Some examples are given here.

L147.2 WHILE , WHEN

When refers to a point of time. While refers to a duration of time. This is the general rule. Sometimes they are used interchangeably.

when :

When is your birthday? When did you come ? When can we meet again?

Whenever = at any time While ever does not exist.

Choose the right word [*when/ while*] :

1. Make hay the sun shines.
2. Tell me we can meet again.
3. Let us discuss businesswe eat.
4. Shut the gate you go.
5. Many things have happened you were away.

L147.3 *while*- special usage

Charcoal dust pollutes . But activated charcoal cleans. It can be written as

Charcoal dust pollutes while activated charcoal cleans.] while = whereas]

While away = wasting [time]

L147.4 *since, for, fromto*

Since means continuity - up to this moment

For means a duration

From..... to clarifies the time duration .

I am waiting for you since 6 am [means still waiting]

I waited for you from 6 am . At 8 am i left.

I waited for 2 hours from 6 am .

I waited from 6 am to 8 am.

TEST 147

T147.1 see L 147.2

T147. 2 Description of *science* by [Richard P. Feynman](#):

Science is a way to teach how something gets to be known, what is not known, to what extent things are known (for nothing is known absolutely), how to handle doubt and uncertainty, what the rules of evidence are, how to think about things so that judgments can be made, how to distinguish truth from fraud, and from show.

Now convert this long sentence into questions to be asked.

[clue : look for interrogative (= asking question) words in the beginning of a clause (= meaningful piece and part of a sentence) and make a question. You can make 7]

LESSON 148 ACRONYMS

L148.1 *acronym* is a short form . ALSO ABBREVIATION.

Pneumonic is a memory aid

L148.2

Teachers: only initials are used . PVR sir, SPT madam

Celebrities: Sir. M.V, DVG

Nicknames : NYC NEW YORK CITY ; big B AMITABH BACCHAN

COUNTRY : UK, USA

POSITIONS : PM CM MLA

DEGREES : BA BDS MBBS

ASSOCIATIONS : UNO IAEA WHO

COMPANY : RBI L&T TVS

L148.3 MANY COMMON NOUNS ARE ALSO GIVEN SHORT FORMS

IT - income tax, information technology
 PT- physical training
 AI- artificial intelligence
 All technical subjects are full of short forms.

L 148.4 in linguistics [dictionaries , grammar books]

Parts of speech n, = noun adj. = adjective
 i.e = that is e.g. = for example
 viz. = namely etc. = etcetera

L 148. 5 commonly used or self made short forms

w.r.t. = with respect to edu = education
 pto = page turn over dic. = dictionary
 asap = as soon as possible
 art. = article
 w.a.p. = write a program

L 148.6 memory aids

VIBGYOR = the seven colours in white light

LASER = light amplification by stimulated emission of radiation

ATM = automatic teller machine

DNA and many others in chemistry

Three R' s in education = reading, writing, arithmetic

Even some sentences My Very Educated Mother Just Showed Us Nine Planets

TEST 148

T148.1 find more examples for each one given.

T 148. 2 take a page of any English newspaper and list the short forms used.

e.g IPL, MCC, MUDA, KSRTC

LESSON 149 SITUATIONS – CONVERSATION

L 149.1 CONVERSATION IS a very important part of language use. Many commercial coaching classes of ‘ SPOKEN ENGLISH’ are popular. Here we give some examples . [imaginary situations] .

L149.2 Short phone conversations

Dial-dial - -----
 Hi friend, how are you? -----
 Can you join us for lunch? -----
 Tomorrow -----
 After one o'clock, at my house -----
 Please come .

Dial-dial - -----
 Hi friend, how are you? -----
 Can you join us for lunch? -----
 Tomorrow -----
 When will you be back? -----
 Can we keep it for day after tomorrow? -----
 Ok. Come to my house day after tomorrow, one o'clock. -----
 Thank you, wish you a good trip. -----

TRING-TRING- -----
 Yes, it is . May I help you? -----
 Yes, she works here. -----
 I'm sorry, she has not come today. -----
 We expect her here 9am tomorrow. Is there a message? -----
 Please do call before one o'clock . -----

TRING-TRING- -----
 Yes, it is . May I help you? -----
 Yes, she works here. Do you want to talk to her? -----
 [[[asha..... phooone.....]]]

Dial-dial -----
 Is this dept of? -----
 May I speak to dd please? -----
 I'm his friend , ----- . -----
 Please tell him I have come from Bombay to see him. -----
 Please give his mobile number. -----
 Thank you.

L 149.3 helping tourists

Which way to the palace, please?

Do you want to go in and see ?

Yes

Then go this way, turn left, follow the crowd ,

Is that the only gate?

Yes they have ticket counter near that gate only.

Do we need a guide?

You can engage a guide. But here in Mysore, it is not necessary , if you can read English

Thank you.

You are welcome . wish you a good visit to mysore.

L149.4 persons meeting

*A[greeting ; good morning / afternoon/ evening
 [good night is not a greeting . it is at the time of parting]
 Or a simple “namaskar’ or “namaste’ will do in India.*

Answer to a greeting -- repeat the greeting

*B] start of conversation How are you? I am fine, thank you.
 C] small talk ; it is hot today, isn't it? [OR] It looks like it may rain
 D] further talk:
 Anything new?
 Any news about [common relatives or friend]
 How is life / how are the children
 How is madikeri / any place of the person one is talking to.*

End1: nice talking to you.

End2 ; good day or good night

L149.5 STANDARD PHRASES

There are a large number of phrases which can be useful in a conversation . See any book or hand-out on spoken English.

- Always 1. “ may I ..” 2. “shall we”
 3. I think , 4. it looks like ,
 5. Excuse me 6. Thank you
 7. Sorry, [i am sorry] 8. I may be wrong
 9. Yes, yeah, 10. is that so?
 , 11. of course 12. I can't believe it
 13.Sure, certainly, no doubt, do you have to ask?
 14. . Congratulations, good for you/ him/ her

“ **pardon'** “ i am sorry” are used when you want something to be repeated. But many common persons [like the students of this course] may not know this usage . So be specific . “ could you repeat please” “ say it again, i did not hear it very well” “ could you please explain “

TEST 149

T 149.1. Observe two people talking [if it is in your hearing distance] . Translate into English. [possible venue; morning walk; ration shop; bus stand]

T 149. 2. Do as above and record a quarrel

T 149.3. Ask your friend or family member to telephone a friend. Let them talk in good English . Quietly write down the conversation [put on speaker mode]

T 149.4 Greetings

There are a number of greetings we use when meeting people. These greetings depend on whether we are meeting people, leaving people or meeting people for the first time.

Meeting People for the First Time

When introduced to someone for the first time, use the following greetings:

Hello, it's a pleasure to meet you.

How do you do.

Example Dialogues

Person 1: Good morning John.

Person 2: Good morning. How are you?

Person 1: What's up?

Person 2: Nothing much. You?]

Lessons 150 and 151 are just a collection of questions

They can be answered without this or any book

Or you can consult the suitable lessons .

There is an index at the end of this book

LESSON 150 ASSORTED QUESTIONS

This lesson is general test based on ALL the lessons seen so far . It is not comprehensive [i.e. it does not include all the topics – readers can contribute i.e send us your questions , doubts]

Test 150

T150.1 rearrange [use proper punctuation marks also]

1. going Bengaluru to you are when
2. you here why are
3. i you help may
4. wants who icecream
5. comes winter if summer far can be behind
6. beautiful are how the roses
7. a pity what
8. died he alas
9. beautiful are how the clouds and colourful see see
10. train this from Mysore goes Mumbai to

T 150.2. rearrange [use proper punctuation marks also]

1. Full of gooseberry is c vitamin
2. Is tomato in rich vitamin-c
3. AI used be much very will future in
4. Glitters gold not that all is
5. Acronym home from work is WFH the for

T 150.3. Combine into one sentence

1. This is my house. I live here.
2. This is my house. I do not live here. My job is in Mumbai.
3. He worked hard. He passed.
4. He worked hard. He failed.
5. The sun shines . This time make hay.
6. Some person has taken my pen. Please return it immediately. Or i will tell HM.
7. Choose. This pencil; that pen.
8. You have the choice. Science in puc and engineer or doctor .commerce in puc and accountant or auditor.

T 150.4 identify S, V, DO, IO, [OTHERS] one example given

[do- direct object; io- indirect object]

e.g .1.He gave his pen to his friend in the exam hall.

He- S gave- V pen- DO his friend – IO in the exam hall. – [others]

e.g2 She teaches students English.

She- S teaches- V students- IO English- DO

e.g.3 . He is Kumar. He- S is- V Kumar- others [subject complement]

e.g 4. The police arrested Lalit, a con-man.

The police- S arrested- V Lalit- DO a con-man- others [object **complement**]

1. **Mysore** is my city. 2. Bengaluru is a big city. 3. Delhi is highly polluted
4. Students must study. 5. Good students study regularly. 6. Engineers design buildings. Masons build them. 7. Love thy neighbour. 8. Walking 1000 steps per day keeps one healthy. 9. Give this book to your grandfather. 10. Give your grandfather this book..

150.5 'TOO ...TO' ----> 'SONOT'

E.G. the soup is too hot to drink.

The soup is so hot that one cannot drink it.

The soup is so hot that it cannot be drunk.

1. Water is too hot to touch.
2. The footpath is too rough to walk on.
3. The peak is too high to climb.
4. The dress is too costly . [to buy]
5. The dress is too tight [to wear].
6. The load is too heavy. [to lift]
7. The problem is too difficult . [to solve]
8. The novel is too long.

T 150.6 fill in the blanks .

1. remember jack and jill nursery rhyme and fill in the blanks .

Use [former, farmer, later, latter,]

Jack and Jill went up the hill. Thefell down and broke his crown.

The also fell down

- 2 use [farm, farmer, former, consumer, form, latter suitably]

.....s ands two important parts of the agricultural community.

..... working in fields ands produce and the buying the products contribute to the economy.

3. when did you start practising yoga ? [from, since]

T 150.7 PUT THESE WORDS INTO 2 GROUPS : POSITIVE AND NEGATIVE THOUGHTS

1. Affection 2. Jealousy 3. Hate 4. Hatred. 5 well 6. Wellness
- 7disease 8 disorder 9 songs 10. Singing 11 shouting 12 prayer
- 13 quarrel 14 compromise 15 friction 16 frivolousness

T 150.8 PUT THESE PHRASES INTO 2 GROUPS : POSITIVE AND NEGATIVE THOUGHTS

- 1 FIT AS A FIDDLE 2 pleased as punch 3 thank you 4 it is my pleasure
- 5 old and infirm 6 arrogant and disobedient 7 meek and mild 8 hot as hell
- 9 last but not the least 10 warm and nice 11 nothing can be worse
- 12 thanks for nothing 13 you can say it again 14 was on cloud nine

15 be on the horns of a dilemma 16 i have to do i'll do it

T 150.9 say POLITE ENGLISH OR NOT

- 1 give me 10 rupees , now 2 could you lend me 10 rupees?
- 3 let me get in. 4 may i come in please?
- 5 all of you please move out of the room 6 get out, all of you, quick
- 7 everyone should follow captain's orders. 8 follow captain's orders.
- 9 don't spit or smoke here. 10. Thank you for not spitting or smoking

T 150. 10 correct

1. me the truth . [say, talk, tell, explain] choose one
2. He did not understand. Explain him.
3. Listen me. Do as i say.
4. The lecture was [bore, boring, boredom , bored] choose one
5. I like shrihand. She not like it.

T 150.11 In the statements below some were said by Mr. Sure and some by Mr. Doubt. Say which is which.

1. I will be there by 8 o'clock.
2. I may be there around 8.
3. We will meet sometime after 8 pm.
4. Shall we have a meeting between 7 and 8 pm.
5. Shall we meet sometime next Sunday?
6. Shall we meet at 8 pm next Sunday?
7. I will come by the evening.
8. I will come before 8 pm.
9. Come to our house. You are always welcome .
10. Come to our house. Join our friends any Sunday 4 to 6 pm.

T 150. 12 find out who is IT [idle talker] and who is PP [positive person].

Q: Will it rain today?

A1: Who knows?

A2. God only knows.

A3. May or may not .Does it matter?

A4 it is cloudy; let us not wash clothes today.

A5. It looks like it may rain; take your umbrella.

A6. I hope so; let us be ready for some gardening.

T 150.13 *if active convert to passive if passive convert to active.*

We had invited 20 guests. We cooked food for 30. Suddenly one bus load of 40 people turned up. Some bread and ready-to-eat items were brought and served. Some cakes , sweets and icecream, which were not in the original menu , were added. Somehow the situation was managed by the caterer and his team. All of us thanked the team.

T 150. 14.

SAMUEL JOHNSON ON LONDON

A man stored his mind better here than anywhere else ; a man's body might be feasted elsewhere but his mind will be starved and his faculties apt to degenerate for want of exercise and competition. London: no place cured a man's vanity and arrogance as London. A man is sure to find here many his equals , and some his superiors.

Questions:

1. Johnson says London is a good place , is it right? Why does he say so?
Give 2 reasons.
2. Answer Yes/ no .
The author says : a]London is dirty.
B] London is crowded.
C] Educated people live in London.
3. Can you substitute 'London' by some place in India . if yes write your own paragraph closely following the author.
- 4 write 3 above in your own words ; at least 4 sentences.

T 150. 15 News item dated 16.09.2020



Three lynched after wife kills husband with lover in Jharkhand

Ranchi: Three persons, including one woman, were lynched after the woman allegedly killed her husband along with her lover in Jharkhand's Gumla district on Tuesday, the police said. According to the police, Marianus Kujur, a resident of Dengardih village in Gumla district, was killed by her wife Neelam Kujur and her lover Sudeep Dundung, a resident of another village, on Monday night. IANS

Test 150.15

1. Who murdered whom?
2. How many died?
3. How many were arrested?
4. Find another interesting news from any English newspaper [old will do] or your own newspaper and send it to us or form your own lesson?
5. Try to translate this news item into Kannada?

Lesson 150.16

Translate into English

1. Adhondu sundharavaadha ooru.
2. Allondhu ikkattada sethuve itthu.
3. Ikkattaadha sentuveeyalli ibbaru eduru-heduraadaru.
4. Mundhe saaga bekaadhare yaaradar obbaru jaaga bittukoda beku.
5. Obba asahaayane inda helidha: "naanu moorkarige jaaga bittukoduvudilla"
6. Innobba pakkakke saridu taNNage helida "paravaagilla naanu biduttene !"

heege onde matthinalli churuku (maatthu) muttisidha.

Test 150.16.1

1. Translate this conversation into English.
2. Punch line is "paravaagilla naanu biduttene !" Translate this phrase. This also can be "Naanu maaduthene" Translate that also.



LESSON 151 COLLECTED QUESTION

L 151.1

Greetings

There are a number of greetings we use when meeting people. These greetings depend on whether we are meeting people, leaving people or meeting people for the first time.

Meeting People for the First Time

When introduced to someone for the first time, use the following greetings:

Hello, it's a pleasure to meet you.

How do you do.

Exercise: write at least 3 greetings and the suitable replies

L 151.2

Example Dialogues

person 1: Good morning John.

Person 2: Good morning. How are you?

Person 1: What's up?

Person 2: Nothing much. You?

Exercise ; write 4 sets of dialogues .

1. general greeting
2. Specifically asking about something
3. Asking about the other person's health
4. Any other –your choice

L151.3

Fill in the blanks

1. How _____ to work? A] you go b] go you c] do you go
- 2.. I like _____ to music. A] listen b] to listening c] listening
3. This book is _____. A] him b] he's c] his
4. I _____ TV when the telephone rang.
A] watched b] was watching c] have watched
5. Would you mind _____ me a hand? A] giving b] give c] to give
6. They've been to France, _____? A] aren't they b] have they c] haven't they
7. If she _____ about his financial situation, she would have helped him out.
A] had known b] knew c] would have known
8. Despite _____ hard, he failed the exam.
A] he studied b] studied c] studying
9. If I _____ you, I would get a better job. A] was b] are c] were
10. Do you think he knows what _____? A] he wants b] does he want c] wants he
11. _____, we won't have much to talk about.
A] If not he comes b] Unless he comes c] Since he comes
12. 'I will finish that project soon.' - Ken said he _____ finish that project soon.
A] were b] would c] will

L151.4

Find the pun word in the lines given below:

[pun- word meaning different as per the context—here, the wanted word is not absent. It comes late, at the end- after finding it explain]

The past is history,

The future is a mystery

and now is a gift.

That's why we call it the present

L 151.5

Explain these lines by a famous scientist [clue; “ standing on the shoulders “ to be explained figuratively, not literally]

If I have seen a little farther than others, it is because I have stood on the shoulders of giants.

Sir Isaac Newton

L 151.6 Description of **science** by [Richard P. Feynman](#):

Science is a way to teach how something gets to be known, what is not known, to what extent things are known (for nothing is known absolutely), how to handle doubt and uncertainty, what the rules of evidence are, how to think about things so that judgments can be made, how to distinguish truth from fraud, and from show.

Now convert this long sentence into questions to be asked. [clue : look for interrogative (= asking question) words in the beginning of a clause (= meaningful piece and part of a sentence) and make a question. You can make 7]

L 151 . 7 Communication Questions – Level 1

1. What is your name ?
2. What do you do?
3. Where do you work?
4. Where is your house?
5. Where do you live?
6. How are you?
7. Is everything ok?
8. Is everyone fine?
9. Where are you coming from?
10. When can we meet again?
11. Did you get my message?
12. Could you do the work?
13. Shall we go?

14. Did you call me?
15. Who called?
16. Who came?
17. Who has come?
18. Who is waiting?
19. Where is this place?
20. Why are you here?
21. Why is he here?
22. What do you want?

L151.8 Communication Questions – Level 2

23. What does he want?
24. Which will you choose?
25. What can we take?
26. Shall we select this?
27. Will you take this?
28. Can you do this work?
29. Could you do this for me?
30. Will you do this now?
31. Why do you need this?
32. Why should anyone help you?
33. Why did it happen?
34. Why go there; it is available here.
35. How is it done?
36. How can we do this?
37. How could it happen?
38. Which is good, _____ or _____ ?
39. Which (one) will you take?
- 40.** Which (one) do you like?

L151.9 How many words can you make using these letters ?

- 1. ELEPHANT**
- 2. EDUCATION**
- 3. COMPUTER**
- 4. TEACHER**
- 5. GOVERNMENT**
- 6. CHILDREN**
- 7. MAHATMA GANDHI**
- 8. (Your own name)**

L151.10 COMPLETE THIS TELEPHONE CONVERSATION

“Hello” ----
 “Yes, this is ok institute”
 “Mr. Goodman is on leave”

" I am Subhashini" -----

"Sure, I can give you information" -----

"We have a sheet about that course" -----

"No. it is free" -----

'We are open 9 am to 5 pm "-----

"Yes, closed for lunch 1 to 3 pm" -----

{Is Subhashini a good receptionist? Give reasons for your answer.} [ANS: OS OS YLNO]

L 151 . 11 FILL IN:

Nanjangud is __ small town. __ is near mysore, __ big city.

Nanjangud --- famous ___ its temple.

__ town is situated __ ___ banks of ___ river Kapila.

___ ___ now growing into __ big industrial town.

__ airport is coming up _____ Mandakalli __ the Mysore- Nanjangud road.

[help- a, an, the, it, is, for, in, on, at,.....]

L 151.12 DO AS PER EXAMPLE – *book* → [*a book, many books*]

- | | | | |
|-------------|----------|----------|-----------------|
| 1. bus | 2. child | 3. man . | 4 woman |
| 5. electron | 6. city | 7.agency | 8.father-in-law |

L151. 13 . EXAMPLE [boy -→ *this boy – these boys, that boy – those boys*]

1. bench 2. floppy disc 3. plastic bag 4. raw mango 5. row of chairs

6 {a} child prodigy OR 6{b} Muslim priest OR 6{C} Hindu guru

L 151. 14 e.g. She is taking her pen

1. I ___ [take] ___ pen.
2. YOU ___[do] _____ work.
3. He ___[eat] ___lunch .
4. They _____[carry] _____ bags.
5. The government _____[fulfill]_____ commitments.
6. This factory _____[dump] _____ waste into the river.
7. Students _____[learn]___ - lessons.
8. Why ___ you not ___{USE}_____ brain?

L 151. 15 e.g. [park, bangaluru] --→ *there are many parks in bangaluru.*

- | | | | |
|---------------------|--|----------------------------|-----------------|
| 1. [palace, mysuru] | 2. student, schools] | 3. leaf, tree | 4. [leaf, tree] |
| during autumn. | 5. star, sky | 6. [star, sky] in daylight | 7 . [room, |
| house] | 8. [room, hotels] during dasara in mysuru. | | |

L 151.16 INTERROGATIVE WORDS

- I. **[6W+H] = interrogative words.** List them . give equivalents in your mother tongue. Ask at least one question each. Try answering also.
- II. Use your answers to I above . make 'VERB-FIRST' questions
- III. L 151.17 . Find the mistake and correct
 1. What you want? 2. What is mind? How it develops? 3. Why some persons have strong mind? 4. Why some persons having weak mind?
 5. Lecture boring, we tired. 6. Too much questions. Very small time. Test paper difficult.

L 151.17 . IDENTIFY S [subject] V[verb] Ob[object] A[etcetera=others]

1. A crow was thirsty. 2. It did not find water anywhere. 3. There was some water in a jug. 4. The crow picked up the stones. 5. It dropped the stones into the jug.

L 151. 18 VERB FIRST QUESTIONS

Example: Is this a pen ? a1: yes, this is a pen. A2: No, this is not a pen.

- Q1 Is this a book?
- Q2 Is this your book?
- Q3 Is this drinking water?
- Q4 Is this a good idea?
- Q5 Is he an Indian?
- Q6 Is she an intelligent girl?

L 151.19 *Example: Are these pens? A1; Yes, these are pens. A2; No, these are not pens , they are pencils.*

- Are these pencils?
- Are these your books?
- Are these good apples?
- Are these African students?
- Are these people, farmers?
- Are these people, farmers from Mandya?

L 151.19 e.g. *Is it raining? A1 Yes, it is raining. A2 No, it is not raining now.*
 Is she doing good work?
 Is he singing well?
 Is this story interesting?
 Is the dog barking?
 Is the machine working?

L151. 20 e.g. *Are your sisters going to Mysore tomorrow?*

A1 *Yes, my sisters are going to Mysore tomorrow.*

A2 *No, my sisters are not going to Mysore tomorrow. They will go after some time.*

Are the trainees doing good work?

Are they singing well?

Are these stories interesting?

Are the dogs barking?

Are the machines working?

L 151.21 e.g. *Do you like ice cream?*

A1 Yes, I like ice cream

A2 No, I do not like ice cream

Do you want to learn English?

Does she go to college?

Does the patient sleep well?

Does the sun rise in the east?

Does his son live in USA?

L 151. 22 ASKING A QUESTION TO GET THE ANSWER GIVEN

e.g. Q; I like ice cream

A: Do you like ice cream?

My sister goes to work.

The sun sets in the west.

His son lives in London.

NGO's of Mysore are doing good work

No, her lectures are not interesting. They are boring.

Yes, these are real pearls. Those are precious stones.

L151.23 USE OF 'WHAT' e.g. What is HIV? HIV is a virus.

What is a thermometer?

What is her name?

What are you doing this evening?

What is a chromosome/ evolution/ Newton's I law of motion?

What are the applications of biotechnology?

What are the methods of producing electricity?

L 151.24 Use of 'where'

e.g. *Where is Agra?*

Agra is in Uttar Pradesh, near Delhi.

e.g. *Where is Lakshmi now ?*

Lakshmi is in Madikeri. She has gone there for sight-seeing.

Where is your office?

Where are you going?

Where can we meet?

Where was Mahatma Gandhi born?

Where do you get good pearls?

L 151. 25 USE OF 'WHEN'

e.g. When will you return my money ?

A1 Sorry, I will not be able to return your money now.

A2 Just now.

e.g. When does this train reach Mysore? A: at 9.15 p.m.

When does your office close for the day ?

When will you come to my house?

When can we meet?

When was Mahatma Gandhi born?

When is the monsoon in Mumbai?

L151.26 USE OF 'WHY'

e.g. Why do you want this loan? A: I have to pay the school fees .

Why are you crying / laughing?

Why do you come to this class?

Why should we brush our teeth?

Why is this place so dirty?

Why does a tossed stone fall back to the earth?

L 151. 27 FILL UP -- Short phone conversations

1. Dial-dial - _____

Hi friend, how are you? _____

Can you join us for lunch? _____

Tomorrow _____

After one o'clock, at my house _____

Please come .

2. **Dial-dial** - _____

Hi friend, how are you? _____

Can you join us for lunch? _____

Tomorrow _____

When will you be back? _____

Can we keep it for day after tomorrow? _____

Ok. Come to my house day after tomorrow, one o'clock. _____

Thank you, wish you a good trip. _____

3. **TRING-TRING-** _____

Yes, it is . May I help you? _____

Yes, she works here. _____

I'm sorry, she has not come today. -----
 We expect her here 9am tomorrow. Is there a message? -----
 Please do call before one o'clock. -----

4. TRING-TRING- -----
 Yes, it is. May I help you? -----
 Yes, she works here. Do you want to talk to her? -----
 [[[asha..... phooone.....]]

5. Dial-dial -----
 Is this dept of? -----
 May I speak to dd please? -----
 I'm his friend, ----- . -----

 Please tell him I have come from Bombay to see him. -----
 Please give his mobile number. -----
 Thank you.

L151. 28 - using question tags- isn't etc

E.g she is intelligent. Isn't she?
 He is intelligent, isn't he?
 It is intelligent, isn't it?
 They are intelligent, aren't they?
 We are intelligent, aren't we?
 You are intelligent, aren't you?

EXERCISES [add suitable question tag at the end]

1. India is a poor country.
2. Indonesia is a poor country
3. We are a poor country/ nation.
4. India is a democratic country.
5. It is a good movie
6. We are your friends.
7. You are my friend.
8. My boss is nice.
9. My husband is a very good man.
10. My wife is the greatest cook.

L 151.29 using question tags POSITIVE

- E.G She is not stupid. Is she?
 He is not stupid. Is he?
 It is not stupid. Is it?
 We are not stupid. Are we?
 You are not stupid. Are you?
 My boss is not stupid. Is she?
 My boss is not stupid. Is he?
 I am not stupid. Am I?

Exercises

1. We are not here to waste time..
2. My grandmother's English is not bad.
3. . I am not very good in selling these items.
4. . Your mother-in- law is not my mother.
5. My father-in-law is not your father
6. . Excessive drinking is not good for health.
7. Excessive drinking and smoking are not good for health
8. Beggars are not choosers.
9. . Health is wealth.
10. You are not my enemy

L 151. 30 USE OF 'HOW'

e.g.1 Q: How do you go to office? A: By bus.

e.g2 Q: How will you repay this loan? A: I'll sell my house, if necessary.

- Exercises: 1. How are you?
 2. How is the patient now?
 3. How do you prevent or minimize water-borne diseases?
 4. How do you like your coffee, light or strong?
 5. How can we keep our environment clean?
 6. How can I help you?

L 151. 31 USE OF 'HOW MANY'

e.g. How many rooms are there in this house? A: there are 4 bedrooms and a hall.

- Exercises: How many items are there in a dozen?
 How many students are there in this class?
 How many times the second hand of a clock goes round in an hour?
 How many metres to a kilometre?
 How many laddus can you eat?
 How many were the kauravas?
 Can you tell how many stars are there in the sky?

L151. 32 USE OF 'HOW MUCH'

e.g. Q: How much does this cost? A: This shirt costs 300 rupees.

Exercises: How much is this saree?

How much do you charge for this work?

How much sugar, in your coffee?

How much is his share of the property?

How much money is too much?

How much is the maximum weight allowed?

Ask your own question and answer **it**.

L 151. 33

CONVERSION OF AN INTERROGATIVE SENTENCE TO A STATEMENT SENTENCE.

e.g Which is the tallest peak in the world?

Answer: Name the tallest peak in the world. [clue: some useful verbs : state, list, define, explain,]

What are important qualities of a true leader?

What is Ohm's law?

Which is the road to Mysore Palace?

What were the names of the Pandavas?[or] Who were the Pandavas?

What is an alloy? Which are the metals used in making brass?

How do epidemics spread?[or] What are the means by which epidemics spread?

How can we prevent AIDS?

How do antibiotics help in treating bacterial infections?

Why should every citizen vote?

L 151. 34 **CONVERSION OF A STATEMENT TO A QUESTION**

Example *Q: list the components of cement.*

A!: What is the number of components in cement and what are they?

A2: How many components are there in cement and what are their names?

Exercises: 1. Give at least 3 reasons for inflation and price rise.

Name the 3 'pillars' of the constitution of India.

Compare any two [books/ movies/ persons/ ...].

Name the capital of [Orissa/ Jharkhand/ chhattisgad/..].

Give the main reasons for India's poverty.

Give one reason why I should believe you. [!!]

L151.35 . Complete the sentences below using the appropriate forms of the verbs in brackets.

a) I..... [Phone] you when I..... [get] back home from school.

b) He _____ (call) me yesterday when I _____ (be) playing.

L 151.36 Transform the following sentences into indirect speech:

- a) Penny said, "Do you really want it son?"
- b) "How are you feeling, Pa?" asked Jody.
- c) She says, "I will work hard"

L151.37 .Rearrange the jumbled words given below to form meaningful sentences:

- a) the/body/sleep is/essential/a good night's/for
- b) loss of/may also/appetite/they/experience
- c) an/dream/is/mind/activity/of

L 151. 38

Read the following passage and answer the questions that follow:

One of the greatest mysteries of bird life is travelling. Every year during autumn and early winter birds travel from northern regions of Asia, Europe and America to the southern warmer lands. They make the return journey again during spring and early summer. They are punctual unless they are delayed by bad weather. They face many dangers and hardships while travelling long distances through the air, over hills, forests, plains and large stretches of water. Sometimes sudden storms arise and drive them far out of course. Often they are blown right out to sea and are drowned in the wild waves. At night bright lights attract and confuse the birds. They cannot fly at their fastest. The migration speed is usually from 48 to 64 km an hour and rarely exceeds 80.

- (a) When do the birds travel from northern regions to southern warmer lands and why?
- (b) What danger do they face when they are flying over the sea?
- (c) What happens to these birds at night when they see the lights?
- (d) When do the birds make their return journey?
- (e) What is the Migration speed of the birds?
- (f) Which is the greatest mystery?
- (g) Which words in the passage mean: (i) secrets (ii) surpasses

L 151. 39

Combine the word with its collocative word in brackets
dining [hall, plate, time, eatable]

L 151. 40 . Fill in the blank with the opposite of the underlined word, using a suitable prefix :

Sam is *regular* to school but his brother Tom is

L 151. 41 . Complete the given sentence with the right form of the word given in the brackets :

Satish Gujral is a (*different*) abled person.

L 151. 42

*Rearrange the following words or phrases into meaningful sentences.
One has been done for you as an example.)*

Red cross day / an / become /day / the / in /important /world /of / history /has
Red cross day has become an/important day in the history of the world.

A.] Celebrated /plays /annually /it / role / is / big /the /saving /to /in /lives /

B.] Due / war / aims/ human beings / it / relief /distress / to /provide /the/in/to

C.] this day/Various/ to celebrate are / held . /programmes /in the schools

L 151. 43

QUESTIONS:

[fill in - use suitable interrogative words . e.g what who, why, which, how]

- 1.----- do you want? 2. ----- does he want? 3.----- does she want?
4. ----- do you want it? 5.----- does he want it? 6.----- does she want it?
7. ----- one of these do you want? 8.----- one of these does he want?
- 9 ----- one of these does she want?
10. ----- do you want it to be sent, by post or by courier?
- 11.----- does he want it to be sent, by post or by courier?
12. ----- does she want it to be sent, by post or by courier?
13. ----- do you want it to be delivered, at home or at the office?
- 14 ----- does he want it to be delivered, at home or at the office?
- 15 ----- does she want it to be delivered, at home or at the office?

INDEX [L= LESSON ; T= TEST]

A,An L 15, L 17, L 18, L 19
 Acronyms L 147, L 148
 Ambiguities L 138
 Answers L 51, L 52
 Articles L 19
 Bio Data L 121
 Cases L 69
 Computers
 Lesson 122: Parts Of Computer
 Lesson 123: Online Application
 Lesson 124: E-Mail
 Lesson 125: Website
 Lesson 126: Power Point Presentation
 Lesson 127: How To Copy Text And Images From A Web Page
 Lesson 128: Some Useful Tips
 Lesson 129: Manage Data -
 Conversation L149
 Degree
 Comparative L112
 Superlative L 113
 Dictionary L133
 Encyclopedia L134
 Errors Common L 138:
 Eye L 78
 Figure Of Speech L 146
 Handwriting L 9:
 Homonyms L 137,
 Homophones L 137:
 Infinitive L 141:
 Is,Are L 23:, L 24, L 27, -
 Is,He,They L 25
 Jumble L 136:-
 Letters L 1, L2, L3, L4 , L5
 Nouns: L 67, L71, L74
 Common L 11 ,L 12, L 21, .L 22
 Plurals L 21, L 22, L 56b, L57b
 Sentences (Only With Noun) L 13
 Spelling L 8
 Types Of L 10, L11
 Paraphrasing L 117 -
 Parts Of Speech L 111
 Persons L 28

Poems

- Lesson 51 B: A Poem In 3 Tenses
- Lesson 63 B: Poem On Wh-- Words
- Lesson 77: Exclamation- Poem

Pronouns L 28 -

Precis L 118

Punctuation L 135

Questions

- Lesson 31b: Find The Question
- Lesson 34: Question Words 'How', 'Why'
- Lesson 36: Interrogative Words = Question Words
- Lesson 61: More On Questions And Answers
- Lesson 62: Asking A Question To Get The Answer Given
- Lesson 64: Question Tag
- Lesson 65: Question Tag - Any Other Verb
- Lesson 76: Question Tag Past, Future Tenses

Questions

- Assorted L 150
- Collected L 151:
- Quantity L 35 [Use Of 'How' For Quantity]
- Rhetorical L 65

Reading L 107, 108, 109, 116 [: Passage Reading, Comprehension]

Review

- Lesson 20: Review Of Lesson S 1 To 19
- Lesson 30: Review Of Lesson S 21 To 29
- Lesson 40: Review Of Lesson S 31 To 39
- Lesson 50: Review Of 41 To 49
- Lesson 60: (Review Of 51-59)
- Lesson 70: Interrogative Words –Review
- Lesson 80 : Lesson 80 Review Of Lesson S 71 To 79
- Lesson 90: Review Of 81-89
- Lesson 100: Review Of A And P
- Lesson 110: Test Lesson 101 To 109
- Lesson 120: Test Lesson 111 To 119
- Lesson 130: Test Lesson 121 To 129
- Lesson 140: Test Lesson 131 To 139-

Sentences

- Lesson 52: 3 Sentence –End Symbols
- Lesson 71: Nouns In Sentences
- Lesson 75: Words To Sentence Formation
- Lesson 13: Sentences (Only With Noun)-,Ää®"Sà ááááúà¼Ää
- Lesson 16: Simple Sentences/ ,Ää®"Sà ááááúà¼Ää
- Lesson 26: Sentence With Verb
- Lesson 37: Imperative Sentences
- Lesson 54: Imperative Sentence
- Lesson 53: Types Of Sentences

Lesson 55: Interrogative Sentence

Negative

- Lesson 56a: Simple Negative Present Tense
- Lesson 56b: Simple Negative Present Tense- Plural Verb
- Lesson 57a: Simple Negative Past Tense
- Lesson 57b: Simple Negative Past Tense- Plural Verb
- Lesson 58: Simple Negative Future Tense
- Lesson 59a: Negative For Two-Part Verbs
- Lesson 59b: Negative For A Verb With 'Not'

Speech

Direct L 101: Direct Speech

L 106: Exclamatory Sentences -Direct To Indirect

Indirect

L 102: Indirect Speech

L 104: Imperative Sentences -Indirect Speech

L 105: Interrogative Sentences -Indirect Speech

L 106: Exclamatory Sentences -Direct To Indirect

Reported

Lesson 103: Reported Speech- Sentence Type

Story L 51a, L 119

Summary L 118

Symbols L 52

Exclamation L 77

Synonyms L 137

Tenses L 83, L 88, L143, L51a, L51b

Past Perfect Tense

Lesson 86: Past Perfect Tense

Lesson 92: Past Perfect Tense

Past Tense

Lesson 41: Regular Verbs “_Ed” Past Tense

Lesson 47: Verb+Ing Past Tense Past Continuous Tense

Lesson 57a: Simple Negative Past Tense

Lesson 57b: Simple Negative Past Tense- Plural Verb

Present Tense

Lesson 56a: Simple Negative Present Tense

Lesson 56b: Simple Negative Present Tense- Plural Verb

Past Continuous

Lesson 47: Verb+Ing Past Tense Past Continuous Tense

Future Tense

Lesson 48: Verb+Ing- Future Tense.

Lesson 58: Simple Negative Future Tense

Future Continuous Tense

Lesson 48: Verb+Ing- Future Tense.

Future Perfect Tense

Lesson 87: Future Perfect Tense

Continous Tense

Lesson 84: Verb + Ing Continous Tense

Lesson 49: 'Ing' Verbs- All 3 Continuous Tenses

Present Perfect Tense

Lesson 85: Present Perfect Tense

The L 19

Thesaurus L 133

Verbs

Lesson 65: Question Tag - Any Other Verb

Lesson 74: Nouns And Verbs

Lesson 89: The Verb 'Do'

Sentence L26, L29, L68, L41, L81

Lesson 41: Regular Verbs “_Ed” Past Tense

Lesson 81 : Regular Verbsirregular Be

Lesson 42: Irregular Verbs

Lesson 43: Irregular Verbs Tenses For 'Do' 'Have'.

Lesson 82: Irregular Verbs

Lesson 91: Some Irregular Verbs

Lesson 45: Verb + 'Ing' Continuous Tense.

Auxiliary, Verbs Lesson 131:

Helping Words Lesson 131:

Modals Lesson 132: Modal Verbs

Phrasal Verbs Lesson 142

Words L 6, L 14, L75, L139

Interogative Words L 36, L 70

Who What Where When Which Why How

Lesson 63: What, Where, When, Why

Lesson 63 B: Poem On Wh-- Words

Lesson 31 A: And Lesson -31 B Use Of 'What' & 'Who'

Lesson 38: 'What Does _____ Do'

Lesson 39: What Will You Do?

Lesson 32: 'Where' & 'When'

Lesson 33: Use Of 'Which' [Special Use Of 'What']

Lesson 34: Question Words 'How', 'Why'

Lesson 35: Use Of 'How' For Quantity

INDEX EXTRA

A to Z words L 14

a, an, the L15, L17, L19., L19

Alankara l 146

Alphabetical order T 140.10

Antarctica L 113.3

Apostrophe L135.5.1

Articles L 15, L17

Bhagavad gita T 120.1

Can L 132

Cartoon L 145.12

Chart L 134.5

Computers L 120 – 1 130

Conversation L 149

Conversation L 115.6

Covid -19 L 107, 1108, 1109

Cricket L4BKT T 9.3

Crossing the bridge, story L 119

Definitions l 133.9

Delhi L 114.5

Esl L 143

Games L 145.8

Gerund L 141.3

Globe L 134.5

Greeting L 149

Greeting L 103.4

Guruji T 120.3

Have, had L 132.9

Idiom L 142

Infinitive L 141.3

Its, it's L 135.5.3

Johnny, Johnny T 105.3

Jokes L 145

Kenneth Beare T 143

Kitchen L3

List, irregular verbs L 91

Many words in one L 145.11

Map L 134.5

May L 132

Men and machines l 118.2

Models L 134.5

Mt. Everest L 113.3

Must L 132

Mysore , lakes, palaces T 136.4 MYSORE L 136.1