Chapter 4

Sample Self Learning Study Material
for Integrated Skills in English at Undergraduate Level

4.1 Introduction

In the previous chapter, the existing study material for imparting course in Compulsory English to the undergraduate students was evaluated following detailed evaluation criteria. Highlighting the strengths and weaknesses of the material, the findings of the evaluation were discussed in details and supported with examples. In the current chapter, these findings have been employed for creating a sample study material for the undergraduate students following the SLM pattern.

4.2 Key Features of the Sample Study Material

In this chapter, a sample study material based on the SLM format has been supplied. Some of the highlighting features of the same have been discussed below.

4.2.1 Attractive Material Layout

The current sample study material has been equipped with colourful pictures and illustrations along with the explanatory text. In their book *Connecting Teachers, Students, and Standards: Strategies for Success in Diverse and Inclusive Classrooms* Voltz, Sims and Nelson support the use of visual illustrations as they write that visual illustrations and colours help the learners with stronger visual cognition to form a bond of association with the text and information. They claim that “Many students remember illustrated information for greater lengths of time than text-based information” (37). For the same reason, the sample material also contains different font styles as well as different coloured fonts, which helped in distinguishing text and instructions, and foregrounding of information when required. The sample material has been provided with sufficient writing space and designed with a spacious general layout.
4.2.2 Clearly Defined Objectives

The sample material has been preceded with a list of clearly defined objectives which a learner is expected to accomplish at the end of study units. The tasks and activities have been skilfully planned to meet the defined objectives. The current sample material begins with an author’s note provided with a detailed instruction on how to use the material for better learning. The author’s note serves the purpose of study guide that shall help the learners in adjusting their outlook to match with the material set on a new pattern for them.

4.2.3 Use of Simple and Clear Language for Instructions

The sample material contains clear instructions set in the most precise and unambiguous language possible. In the course of instructions, use of pictures and illustrations aims to add to the comprehension of the laid instructions.

4.2.4 Learners as the Primary User of the Material

The sample material has been designed keeping in mind the primary and basic needs of the learners. For the same purpose, unnecessary technical details and academic terminology has been dropped, and learners are instructed with the help of suitable and culturally appropriate examples and activities involving practical applications of the language skills. The instructions are simple and learner-oriented. The unit provided as a sample in the current chapter has been designed keeping in mind the needs and level of the beginners. The entrants in the course for Compulsory English at the undergraduate level are a mixed level of learners. To begin the study materials with a unit for beginners will provide opportunities for learning for the beginners and revision for others. Hence, it is believed that none would be at a loss.

4.2.5 Well Graded Activities and Revision Opportunities

To create and encourage the revision opportunities for the learners, the material has been carefully graded. Throughout the study unit, the texts, instructions and activities are linked with each other and force the learner to refer back to the prior learnt topic to move ahead. The material slowly and gradually helps in the growth of learners from known to unknown and simpler to complex. The attempts have been
made to encourage the shift from lower-order thinking to higher-order critical thinking.

4.2.6 Relevant Topics and Appropriate Activities

Davies and Pearse in their book *Success in English Language Teaching* argue that “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom” (15). In everyday life, one uses more than one skill of the language together. It was observed that in the existing Compulsory English material, the speaking and listening skills of language suffered neglect and could not make a concrete place in the material. On the other hand, reading and writing have been observed to acquire a concrete position throughout the study material. Hence, the integration of all the four skills of language was one of the major objectives around which the current sample material has been developed. It creates the opportunities for preparing learners for real life communication.

Apart from the four major skills of language i.e. listening, speaking, reading, and writing, the current sample material has also covered the sub-skills like grammar and vocabulary within the framework of the theme. Such integration shall allow the learners to acquire the skills as well as sub-skills subconsciously without being burdened with technical knowledge. The sample study material has been developed around the language items and grammatical points that are practically useful for the learners. The material covers topics such as ‘helping verbs,’ ‘use of adjectives to describe places and experience,’ ‘framing different kinds of sentences’ etc which are of immense practical application. The tasks are skilfully and appropriately designed to help the learners realise the real-life application of language skill that they are taught.

4.2.7 Intensely Engaging Tasks and Activities

The activities and exercises laid within the current sample study material engage learners actively throughout the course of the study unit. Since the material has been graded in a cyclic manner, the material demands the learners to pay attention at every stage in the material. To provide self-accessing and self-evaluating opportunities for the learners, the material has been provided with an answer sheet at
the end of the unit. The learners can access to this answer sheet at any point of time during their learning and evaluate their progress.

4.2.8 Theme-Based Learning

For the creation of the material, the ‘theme-based’ material designing technique has been opted in the sample material. In the theme-based language teaching, the material and activities for language learning and teaching are developed around a theme or topic. Brinton, Snow and Wesche wrote a book titled *Content-based Second Language Instruction*. In their book, they claimed that the main goal for theme-based learning is to help students in acquiring “second language competence by working on certain topic areas.” (qtd. in Lúðvíksdóttir 10). The content-based instructional pattern has been applied throughout the study unit to help the learners find their way around the text. The current chapter aims to develop the material around familiar and general topics that the learners can easily relate to. Therefore, the theme selected for the current sample study material is ‘Journey’ which forms a very basic part in every learner’s life.

4.2.9 Added Vocabulary

Apart from the laid format of the sample material, attempts have been made to expose the learners with added knowledge of some vocabulary items, including useful words and phrases, in the course of the material. These words have been skilfully used within the instructions given to the learners. To make them comprehensible by the learners, these words or phrases have been highlighted in golden colour and followed by their easier synonym in the brackets. It shall subconsciously invoke to the learners’ attention and expose them with their practical use as well.

To conclude, the current sample material has been designed keeping in mind the basic needs of the undergraduate learners of Compulsory English. It attempts to help learners in gaining the required basic competence in English language so as to set in motion the further learning process.
Sample Study Material
Dear learners,

To make your learning experience more enjoyable and valuable, we have set your compulsory English material on the pattern of themes. For this purpose, we have chosen basic themes which are very common in our day to day lives. We have incorporated (included) various language and grammatical items in the course of your study of the themes along with raising your awareness on the conduct related with the theme.

We have used cartoons and coloured fonts at various instances throughout the unit to help you in your understanding. We have provided continuous testing opportunities throughout the course of the unit to help you know your progress. Towards the end of the unit, we have also provided an answer sheet covering the expected answers to the questions we ask you in the course of the unit.

You may not find any technical term as the 'heading' or 'sub-heading' in your unit. This is done deliberately because we believe that you need to know how to use those items to produce understandable English utterances, and not to know the technical definitions of the same. However, if you need to consult your material to clear any technical point in language, you can refer to the 'Index' which may guide to the respective page.

You will find us with you, guiding and interacting all the time during your use of the study material. As far as the unit is concerned, you can take 20 hours for the entire unit and the activities in it. We've kept the language of the instructions most basic and explanatory so as to reach out to you.

The current study unit that you will deal with, is based on the theme 'journey.' Once you've completed the unit and followed all the instructions, you will-

- Have a list of different vocabulary items related with journey.
• Understand the main idea of the given reading passage and list main events that happened in the story.
• Place jumbled words in correct order to form grammatically correct sentences.
• Locate various contractions used in the given conversation as well as identify their full forms.
• Outline your own journey experiences using appropriate adjectives.
• Describe places using appropriate sentences and adjectives.
• Construct grammatically correct sentences to seek information; give information; express feelings of joy, sorrow and wonder; and frame commands, requests and warnings.
• Locate the subject-verb agreement and construct appropriate sentences.
• Convert positive declaratives to negatives.
• Listen to the prescribed audio to derive major idea.
• Listen to the prescribed audio for details.
• Use contracted forms in your own speech.
• Identify contractions to be used in formal and informal speech.
• Relate and contrast your opinion with the actions of the main character under the given circumstance in the reading passage.
• Critically evaluate the conduct of the main character in the story.
• Construct your own conversation to discuss the problems laid in the given story and think of its possible solutions.
• Evaluate yourself as a traveller.
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Hello learners!

The Cambridge Advanced Learner’s Dictionary and Thesaurus defines journey as “the act of travelling from one place to another, especially in a vehicle.” You must have travelled several times in your life. When you leave your house to reach your college, you are on a journey. In fact, life itself is a journey and we all are the travellers. Since you are going to begin the journey of your COMPULSORY English with us, what better topic could we think of to begin this journey other than ‘journey’?

Our journey begins with a man named Bansali. He’s on a voyage too. (Oh by the way, ‘voyage’ is the other term for journey!😊) Let us read and discover what happens with him, but before you read, we want you to think upon the following questions and note down what comes to your mind.

Let’s Think

- When was the last time you travelled out of the station?
- Which mode of transport did you select for the journey?
- Do you plan your entire trip before you leave your house?
- What would you do if you have no place to sleep in the strange city? How would you feel?
Bansali’s train was late and it reached Bombay a little after midnight. It was his first visit to the city, and he didn’t know where to go. He thought that he would go to a choultry where he would not have to pay a rent, but he did not know where to find one at that hour. He asked a porter to get him a cheap room. The porter said that if Bansali gave him three rupees, he would take him to one. But Bansali waved him away and walked out of the station. He wandered through the streets and asked a number of people, but could not find a room cheap enough for him. He sat down on a park bench to think what he should do next. He was very tired and fell asleep on the bench. He woke up the next morning stiff in every limb—but he smiled when he realised that it was the cheapest night lodging that he had ever had.

Did you find the story of Bansali’s journey to Bombay interesting? We are happy that you liked it. Now, we have an activity for you.

Did you notice that we do not have a name of the above story? We tried our best but could not come up with one. Can you think of a title for this story? **Great!** Please write that in the space provided in the story box.

**Activity 4.1**

We hope you understood the story well. Let’s find that out!

Given below, we have six boxes. Each box stands for an important event that occurred in the story. We want you to divide the whole story
into six events or scenes. In box one, write first event of the story, second event in the second box, and so on. In fact, we have filled the first box for you. Try to fill the other boxes.

Bansali reaches at Bombay railway station late at midnight.

You did a great job! You can compare your answer with the answer provided by us in the answer sheet at the end of the unit.

Let’s Discuss

Before moving ahead, do you remember in the beginning we asked you some questions? We asked that "What would you do if you have no place to sleep in the strange city? How would you feel?"
Was your answer the same as what Bansali did? Why don’t you share your answer with us on what you would have done under the situation? Write that down here-

If I were in a situation like Bansali, where I have no place to sleep in the strange city, I would ..........................................................
..........................................................
..........................................................
..........................................................
..........................................................
..........................................................

Fantastic! We respect your answer.

Do you Know?

We’re sure many of you found the word ‘choultry’ new to your knowledge. But can you try to guess the meaning from the context? Of course you can! Write here-

Choultry means ________________________________

We’re glad you tried. Please check your answer with ours. Choultry is an Indian word. It means a resting place for visitors where food and a place to sleep are provided at a very cheap rate or even free of cost. That’s nice! ;)

Noticing that there are some more interesting words in the story which can add more to your vocabulary list of ‘journey’ we want to play a game with you.

Hope you will have a fun learning in the upcoming activity!
**Activity 4.2**

We have picked up some words from the story and jumbled up their spellings. We are providing the jumbled words in Column A and their meanings in Column B. Let’s see if you can put the jumbled letters in order to make a word from the given story, and also find its meaning from Column B.

### Column A

1. TVIIS
2. RTPEOR
3. AVWDE
4. GILDON
5. ANWEDRDE

### Column B

- **a.** A person who carries luggage of passengers, especially at railway stations and airports.
- **b.** A room that is rented out to travellers on temporary basis.
- **c.** The action of going to see a person or a place as a guest.
- **d.** To move slowly here and there without any aim or knowing where to go.
- **e.** Move the hand to and fro to greet someone or to give a signal.

**Good job!** Was that difficult? We’re sure you are enjoying your increased knowledge on vocabulary. Remember, you can always check your
answers from the answer sheet provided at the end. Don't just stop here. Go ahead and use these words today in your conversation with a friend.

Moving ahead, you noticed that Bansali was a kind of a man who does not like spending much of his money. This is not because he does not have much money and he is poor, but because he likes saving money. Do you know what do we call such people who do not spend money in spite of having a lot of it? They are called Miser. Do you have any miser living around you? Well now you know what word you can use to describe them!

Do you Know?

Words that are used to describe the qualities of a noun are called as ADJECTIVES. For example, ‘miser’ is an adjective that is used to describe Bansali and people like him.

We’re pretty sure you have come across various adjectives such as beautiful, angry, tall, talkative, honest, cold, ugly, expensive etc. But there are more adjectives that lay hidden and unexplored. Let us try to explore more adjectives in this journey of ours!

Adjectives for Describing Places

- amazing
- colourful
- deserted
- historical
- peaceful
- remarkable
- traditional
- ancient
- crowded
- dry
- interesting
- picturesque
- stressful
- towering
- beautiful
- crumbling
- exciting
- modern
- pleasant
- stunning
- ugly
- boring
- damp
- exciting
- future
- noisy
- quiet
- terrific
- unique

Adjectives for Describing People

- able
- affectionate
- abnormal
- agile
- absent-minded
- ambitious
- adventurous
- amiable
amusing
assertive
boisterous
cautious
competent
crafty
deferential
devoted
earnest
energetic
fussy
hateful
idle
impetuous
indolent
joyous
lethargic
lovable
meticulous
obliging
passionate
playful
punctual
realistic
reserved
ridiculous
short-tempered
spiteful
tactful
tolerant
uncooperative
unreliable
vivacious
watchful

angelic
attentive
bright
charming
conceited
cranky
deft
dextrous
easy-going
genrous
hesitant
imaginative
impulsive
insensitive
judgmental
level-headed
maternal
modest
obnoxious
passive
polite
quarrelsome
reassuring
respectful
self-assured
shrewd
subtle
tactless
tranquil
undependable
unsophisticated
vulnerable
willing

ardent
beneficent
brilliant
cheerful
considerate
critical
dependent
distrustful
efficient
ferocious
gloomy
hot-headed
immature
incompetent
inspiring
keen
lively
mature
naive
outgoing
paternal
prejudiced
quick-tempered
reliable
responsibile
sensible
shy
superficial
talented
unbalanced
unimaginative
unwilling
warm
youthful

artistic
blunt
callous
civil
cowardly
decisive
delightful
eager
egotistical
fervent
glow
hysterical
impatient
inconsiderate
intolerant
lame
long-winded
mean
nasty
outspoken
picky
proud
quiet
reluctant
restless
sensitive
sophisticated
suspicious
timid
uncertain
unpleasant
versatile
warm-hearted
zealous

Adjectives for Describing Feelings

aggrieved
afraid
amused
annoyed
ashamed
astonished
calm
certain

agitated
anxious
bereaved
charged
amazed
apprehensive
bewildered
dumbs
confused       content       defeated       depressed
determined    disappointed  dizzy         eager
embarrassed   enthusiastic  envious       evil
fierce        frantic       frustrated    glad
gleeful       grumpy        hesitant     hurt
inspired      itchy         jealous      joyful
jubilant       motivated    nervous      relieved
reluctant     repulsive     splendid     stunned
testy

Adjectives for Describing Food

acidic        bitter         bittersweet   burnt
buttery       cheesy          chewy         chocolatey
citrusy       creamy          crispy         crumbly
crunchy       fatty           fermented     fiery
flavourful    fresh           fried          fruity
garlicky      gelatinous     gingery       glazed
grainy        greasy          heavy          herbal
juicy         light           lemony        malty
mashed        meaty           mellow        mild
minty         moist           mushy         nutty
oily          oniony          overripe      peppery
pickled       plain           powdery       raw
refreshing    rich            ripe           roasted
sautéed       savoury        seared         seasoned
silky         slimy           smoky         smothered
smooth        soupy           sour           spicy
spongy        sprinkled      stale          sticky
stringy       stuffed         sugary        sweetened
syrupy        tangy           tantalizing   tart
tasteless     tender          toasted       tough
unflavoured   unseasoned     velvety        vinegar
watery        whipped         yeasty        zingy

Adjectives for Describing Physical Appearance

Height-
medium       normal         short         tall
### Build
- anorexic
- bonny
- chubby
- fat
- flabby
- muscular
- obese
- overweight
- plump
- skinny
- slim
- slender
- stocky
- tubby
- thin
- underweight

### Hair colour
- blonde
- brown
- bald
- black
- curly
- grey
- long
- medium length
- red
- short
- straight
- wavy

### Eyes
- blue
- brown
- black
- big
- bright
- dark
- grey
- green
- large
- narrow
- round
- small

### Complexion
- Asian
- black
- dark skin
- fair
- light brown
- pale
- tanned
- white

### Facial features
- beard
- clean-shaven
- stub
- crown's feet
- laughter lines
- moustache
- oval face
- round face
- scars
- spots
- square face
- wrinkles

### Adjectives for Describing Experiences
#### Good Experience
- amazing
- awesome
- blithesome
- excellent
- fabulous
- fantastic
- favourable
- fortuitous
- great
- incredible
- ineffable
- mirthful
- outstanding
- perfect
- propitious
- remarkable
- spectacular
- splendid
- stellar
- stupendous
- ultimate
- unbelievable
- wondrous

#### Bad Experiences
- adverse
- calamitous
- catastrophic
- destructive
- dire
- dreadful
- fatal
- fateful
- harmful
- ill-fated
- ill-starred
- luckless
- regrettable
- ruinous
- terrible
- tragic
- unfavourable
- unfortunate
- unpropitious
- untoward
Isn’t that a big world of words around us? We’re sure that the above list of adjectives will guide you in your journey of life and you will be able to express yourself more precisely. If you wish to have access to more adjectives, we suggest you to visit the following websites-

- http://adjective1.com/for-journeys/
- http://grammar.yourdictionary.com/word-lists/

We understand that there might be many words which are new for you. Feel free to consult a dictionary for the meanings of those words. Learning new things is always better! 😊

Now you must know where we place adjectives within a sentence!

Within a sentence, there are two ways of using an adjective-

You can place adjectives before a noun in a sentence. Eg.-

- The manager has a red car.
- My father had an exciting farewell on his retiring day.
- My mother has baked some delicious cupcakes for the picnic.

OR!

You can also use adjectives in a sentence after ‘to-be verbs’ like is, am, are, was, were, been etc. Eg.-

- The sun is too hot to go out.
- The world has been complex but beautiful.
- My brothers are allergic to dust.
Do you Know?

The verbs like is, am, are, was, were, be, being and been are collectively and technically known as ‘to-be’ forms of verbs. These ‘to-be verbs’ are the most common verbs and take different forms like mentioned above in different situations.

**Now!** After giving you all this information, we want you to select 10 adjectives from the list above, and use them in your sentences to share with us something about a memorable journey you made.

**Don’t forget!** As mentioned above, adjectives should be used after ‘to-be verbs’ or before ‘nouns’ in the sentences.

Awesome! We loved to hear from you. We’re sure you enjoyed using adjectives in your sentences, didn’t you?
Coming back to Bansali, when he returned home he told about this experience to his wife. She was annoyed at Bansali for being so miser. Look at the conversation between the two-

**Bansali:** Sudha, I’m so happy. This trip to Bombay had been the cheapest journey in my life.

**Sudha:** How is that possible? I've heard that Bombay is an expensive place.

**Bansali:** You won’t believe me. I did not even have to spend a rupee on my stay.

**Sudha:** Why? Where did you stay?

**Bansali:** At the park!

**Sudha:** What! Why did you spend your night at the park? Did you lose your wallet?

**Bansali:** Oh don’t say such things! May God protect our wealth always! I spent my night at the park because rooms available there were expensive. I asked the porter and some other people too, but none could suggest me a choultry or a cheap lodging. Do you know that porter was asking me for three rupees to suggest me an inexpensive lodging? Such a cheat! I waved him away.

**Sudha:** So you risked your life for the sake of three rupees? What if someone would have attacked you? It’s a strange city. You could have lost all your baggage to save those three coins! Oh God! Please put some sense in my husband. I am fed up of your illogical urge to save money.

**Bansali:** Oh that is a valid point! I did not think in that way. Thank God! I’ve returned safely with my entire luggage. Next time I shall keep the luggage in the cloak room of the railway station and sleep alone on the bench.

**Sudha:** Oh God! No one can change you!
Did You Notice?

Bansali and his wife Sudha made use of different types of sentences during the conversation. Some of the sentences ended with a period (a full stop), some with a question mark and some with an exclamatory sign. Let us look at the general structure of these sentences, so that you can also make such sentences correctly.

Before that, let us clarify the two terms—**Subject** and **Object**.

A **subject** is that person, place or a thing in the sentence that does the action in the sentence, or is being something in the sentence. Subject is the hero in the sentence.

**Puzzled?**

**LOOK Carefully!**

**Ramlal** carries heavy luggage on his head and shoulders. Here, since Ramlal is doing the action of lifting the luggage, ‘Ramlal is the subject.

The **elders from our neighbourhood** have gone to see Taj Mahal on Sunday. Here, since ‘elders from our neighbourhood’ are doing the action of going to see Taj Mahal, the elders from our neighbourhood are the subject in the sentence.

**Mr. Ramesh** books the airline tickets on his laptop. Here, Mr. Ramesh does the action of booking tickets. So Mr. Ramesh is the subject in the sentence.
Does it make things clear for you? If you want more clarification on what the subject is, you can visit the website given below-

http://www.supergrammar.com/2011/03/subject.html

Great! Let’s move ahead to the object.

The object is the person, place or thing in the sentence, which is effected by the action of the subject. While looking for the object in the sentence, you can ask yourself the questions that to whom, to what, for whom or for what is the action being done? Objects are ‘nouns’ that receive the action of the verb. Objects normally come after the verb in the sentence.

In the sentence, the subject can perform the action without affecting anyone or anything also. This means, object is not very important part of the sentence. We can have a sentence ‘with’ as well as ‘without’ the object.

Confusing again? Don’t worry!

Look at the sentences in which we found the subject. Now we will try to find objects in the sentences.

Ramlal carries a heavy luggage on his shoulders.

Here, since Ramlal is doing the action of lifting the luggage, ‘heavy luggage’ is the object.

The elders from our neighbourhood have gone to see Taj Mahal on Sunday.

Here, since ‘elders from our neighbourhood’ have gone to see Taj Mahal, the ‘Taj Mahal’ is the object in the sentence.

Mr. Ramesh books the airline tickets on his laptop.

Here, Mr. Ramesh does the action of booking tickets. So ‘airline tickets’ are the object in the sentence.
Here's a picture that shall help you more in differentiating between the 'subject' and the 'object.'

![Picture showing the difference between subject and object]

**Activity 4.3**

Let us now test your comprehension of the subject and object within the sentence. We are giving you ten sentences here. We want you to underline the subject and the object in the sentences. We have done the first one for you as a sample. Do well!

1. He visits his parents at least once every few weeks.
2. Shamim arrived at the airport at an early hour.
3. I could not make the train reservation this morning.
4. When will Ahmad depart for Europe?
5. Have you taken your boarding pass?
6. Fawwaz asked Mohammad to sit in the waiting lounge.
7. Tara planned a voyage last summer.
8. Do you know the route to the exhibition?
9. Dr. Siddiqui will be leaving for the sightseeing early in the morning.
10. Mr. Jahangeer discovered a new route to the mall.

Amazing! We are proud on your efforts. Please do check our answer sheet for cross checking your answers.

Other than subject and object, there is one more important item in the sentence that you must know. It is the verb. We’re sure most of you will think that you know verbs because you know its definition. ‘Action words are called as verbs.’

**Verbs Used in Talking about Journey**

<table>
<thead>
<tr>
<th>admit</th>
<th>break</th>
<th>bring</th>
<th>buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>bump</td>
<td>carry</td>
<td>check</td>
<td>choose</td>
</tr>
<tr>
<td>copy</td>
<td>depart</td>
<td>drop</td>
<td>drive</td>
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<td>tour</td>
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<td>tip</td>
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<td>upgrade</td>
<td>walk</td>
<td>wander</td>
<td>wear</td>
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</table>
These verbs have different forms, which are to be used in different cases such as tenses. You shall study about those in the later units. But you need to know that the verb is used according to the subject. It is called the Subject-Verb Agreement.

When making a simple present tense sentence, there is always confusion in where to use ‘s’ in verbs and where not. That means where to use verbs like ‘admit’ and where to use ‘admits.’

**We have a trick for you!** Let us suppose the extra ‘s’ added in the verb is actually the security provided to them. Now you need to know who are those subjects who need security and who do not.

There are some subjects who are so strong that they do not need any security. They can very well take care of themselves. These subjects are:

- I
- You
- We
- They
- Plural Nouns

Hence in a simple present sentence, the verb used after ‘I,’ ‘You,’ ‘We,’ ‘They’ and ‘plural noun such as cars, papers, pupils etc.’ will not contain ‘s.’

**Example-**

- I love to go to South India.
- You drop your tickets every time.
- We spend a good time every year on vacations.
They visit my place in July.

The schools take their staff on a tour every year.

Unlike the above subjects, rest of the subjects are very weak. They always need a security to care of them. These subjects are -

He
She
It
Singular Noun

Subjects like ‘He,’ ‘She,’ ‘It’ and ‘singular noun such as car, paper, teacher etc.’ always need the security of extra ’s’ to stay alive.

Example-

He drives his own car when he goes to Goa.

She buys a traditional dress of every place where she goes.

It looks beautiful in Kashmir when the tourists' season arrives.

Kerala invites tourists in the winter season.

Subject-verb agreement does not only concern with main verbs like we saw above. It applies to some of the helping verbs also.

Did we tell you that words like am, is, are, was, were, been, have, has, had, do, does, did, can, could, may, might, will, would, shall, should, must and ought to are called Helping Verbs?
Out of the above helping verbs, is, are, was, were, has, have, do and does are affected in the subject verb agreement. These helping verbs can be divided into four pairs-

\[
\text{is/are} \quad \text{was/were} \quad \text{has/have} \quad \text{does/do}
\]

You can notice that ‘is,’ ‘was,’ ‘has’ and ‘does’ carry an S in their end. This means that they are also security verbs. They are used with weak subjects like ‘he,’ ‘she,’ ‘it’ and ‘singular nouns.’

**Example**-

- He is planning for his journey.
- She was charged extra for her luggage.
- It has been postponed.
- My father does not want to go to Delhi.

On the other hand, verbs like ‘am,’ ‘are,’ ‘were,’ ‘have’ and ‘do’ do not carry the ‘s.’ This shows that they are not security verbs. Therefore they will only be used with subjects like ‘I,’ ‘You,’ ‘We,’ ‘They’ and ‘Plural nouns’ who are already strong.

**Example**-

- You are not allowed to enter train without tickets.
- We were taken to the police station to report the missing luggage.
- They have driven many a times to the Delhi airport.
- Shyam and Geeta do their work on time.
You can learn more about the rules of subject-verb agreement from the website given below:

Activity 4.4

Nandita is new at using English. Out of fifteen sentences, she has made mistakes in subject-verb agreement in fourteen sentences during examination. She needs your help in correcting her mistakes. You have to find those fourteen sentences in which she committed a mistake. Write the correct verb according to the subject against the sentence.

Nandita Sharma
Class VI
English Test

1. Some people is good at hiking.
2. Who among you two have the tickets for the show?
3. I needs to exchange my rupees with dollars.
4. Mustafa have planned to take us for the rock climbing.
5. Rice are a common food all over the world.
6. There are always a big danger in crossing the bridge.
7. Every rider on the road have to drive responsibly.
8. The bags full of clothes has been couriered to you.
9. Every one of you is invited for the marathon.
10. Different countries drives on different sides.
11. A lot of people from India lives in China.
12. Losing tickets are the beginning of a bad journey.
13. Areej have travelled to many countries.
14. The pilot wearing a pair of red glasses are going to fly our plane.
15. The number of tourists to north-east India are increasing every year.

Nandita is so thankful to you!

We're certain that now you can produce grammatically correct sentences without subject-verb agreement error.
Now that we know what subjects, verbs and objects are, let us have a look at different types of sentences that we can make.

**Declarative Sentences**

According to Christine Scarince’s online lesson, the declarative sentences are **those statements which provide some information**. To say in simple sentences, in our day to day communication we use declarative sentences to say something about us, to talk to a friend on phone, to reply to a question and many more situations. Such sentences end with a full stop or period.

*From the conversation between Bansali and his wife Sudha, we have taken a few examples of Declarative Sentences. Let us take a look at it-*

- I’m so happy.
- This trip to Bombay had been the cheapest journey in my life.
- I’ve heard that Bombay is an expensive place.

and many such sentences...

Did you notice a set of pattern while creating **declarative sentences**? Looking carefully at the sentences above, we have derived a general formula for the structure of declarative sentences.

\[
\text{Subject} \quad + \quad \text{Verb} \quad + \quad \text{Object}
\]

Example-

- **Omar and Arham have booked our tickets** for the flight.
- **Sarah puts the money** in her bag.
- **Juices are the best drinks** while travelling.
The sentences do not always express or talk about a positive information or something which happens. Sentences also use words like no and not to express a negative meaning as well. These sentences are called as negatives. In these sentences, words like ‘no’ and ‘not’ are used before verbs to make the sentence negative, proceeded with helping verbs.

Example-

I do not have a map of this city.

Raju is not going for hiking.

Mahmood has no plan for the weekend.

The declarative and negative sentences are the most common sentences that we use in our day to day life. Can you think of five things that ‘you do’ and ‘you do not do’ daily?

We're sure you have plenty of such examples that can fit in this block. Now we have an activity for you.
Activity 4.5

Can you find out 5 positive declarative sentences from the conversation between Bansali and Sudha, and write them in the space given below? Also once you have collected the declarative sentences, convert them into negative sentences.

Appreciable! We have provided a list of the declarative sentences with subjects and objects underlined at the end of this unit. You can always cross check.

Declarative sentences are most common types of sentences that are used in our daily life. We use them in situations such as ‘telling about our health to a doctor,’ ‘writing answers in the examination,’ ‘writing letters of application,’ ‘writing an essay or a paragraph’ and many more.
**Interrogative Sentences**

We often ask many questions in our day to day communication. The sentences that are in the form of a question are called interrogative sentences. The interrogative sentences in English always end with a question mark (?)

From the conversation of Bansali and his wife Sudha, we can pick examples of interrogative sentences easily-

- How is that possible?
- Where did you stay?
- Why did you spend your night at the park?
- Do you know that porter was asking me for three rupees to suggest me an inexpensive lodging?

and of course, there are many more such examples.

**Do you Know?**

There are four different styles in which we ask a question. Let's explore them!

**Yes/No Interrogatives**

The questions which can be answered in either yes or no are called as yes/no interrogatives. Such questions normally begin with ‘do,’ ‘does,’ ‘did,’ ‘is,’ ‘are,’ ‘am,’ ‘was’ or ‘were’ which are collectively called as helping verbs, or with the modals such as ‘can,’ ‘shall,’ ‘should,’ ‘could,’ etc.
Let’s take a look at the general structure of such questions-

Example-

Did Hamaza go to Taj Mahal last year?

Are you allowed to visit every week?

Can you ask for the permission for me as well?

**ALTERNATIVE INTERROGATIVES**

Sometimes, when we ask a question, we provide two or more choices to answer from. Such questions have an ‘or’ as an important part in their structure. Such questions are asked for the choice of behaviour.

Let’s take a look at the structure of alternative questions-

Example-

Would you prefer tea, coffee or cold drink?

Should Aalia come today or tomorrow?

Does Sameed like cars or bikes?
**WH—INTERROGATIVES**

In English, some questions do not demand any yes/no answer or making any choice between given options. Rather, such questions demand an explanation or a response. Such questions are called WH-questions as they begin with WH-words like ‘what,’ ‘when,’ ‘where,’ ‘why,’ ‘who,’ ‘which,’ ‘whose,’ ‘whom’ and ‘how.’

**Take a look at the general structure of WH-questions—**

![Diagram of WH-question structure]

**Example—**

Where do you live?

What is the meaning of this?

Which place do you like best?

**TAG QUESTIONS**

The Tag-questions are the small questions attached or tagged at the ending of a declarative statement. These tags change the declarative sentence into an interrogative sentence.

**Here’s the general structure of Tag questions—**

![Diagram of Tag question structure]
Example-

You live in the city, don’t you?

Arshi needs to go now, doesn’t she?

Tarannum has gifted Hammad a football, hasn't she?

Activity 4.6

Now that you know how to frame questions, let’s check your understanding. Given below are ten questions that you were asked by the receptionist for booking your airline tickets for London. But these questions are in the form of scrambled (mixed up) words. You have to first arrange these words in the proper order to make correct questions so that you can answer them and book your tickets. Don’t forget to put all your knowledge of declarative, negative and interrogative sentences here to accomplish your goal! The first statement has been unscrambled (put in order) for you. Good luck!

Receptionist: you help may I?
Receptionist: May I help you?
You: _________________________________
Receptionist: see passport your I can?
Receptionist: __________________________
You: _________________________________
Receptionist: book your me do where you want to for tickets?
Receptionist: __________________________
You: _________________________________
Receptionist: would when like to you travel?
Receptionist: __________________________
Imperative Sentences

Till now we have seen sentences which reply to a question and give information (declarative) or which ask a question (interrogative). There are kinds of sentences which are used to give advices, instructions, requests or command. These sentences are called as imperatives.
A typical imperative sentence begins with a ‘verb.’ The subject in the imperative sentences is hidden and understood. We end an imperative sentence with a period (full stop ‘.’) or an exclamation mark (!).

Let us have a look at the basic structure of such sentences—

Verbs + Object

In the imperative sentences, we use the verb in its first or base form. This base form of the verb means verb in its simplest form.

We will study about it in the later units.

We can make imperative sentences with only infinitive verb, without ‘to’ also. We can add adjective after the infinite verb to make a command.

Example-

Be careful!
Do your work!
Go away!

We can add ‘Do not’ or ‘Don’t’ to make a sentence negative imperative.

Such sentences are normally used for warnings.

Example-

Do not pluck flowers!
Don’t walk in the middle of the road.
Don’t be late in catching the train!
Using ‘Do’ in the beginning of the sentence, even before an infinite verb, suggests that you are emphasising on your request or command.

Example-

- Do be quiet.
- Do sit down.
- Do come in please.

‘Do’ and other infinitive verbs are used to give commands or make requests with others, but if the imperative sentence has to be addressed to oneself, then it must begin with ‘let.’ Here, let is always followed by a pronoun.

Example-

- Let him have that.
- Let us save money for the rickshaw.
- Let me go!

Imperative sentences can also be used to make polite requests by adding ‘will you,’ ‘shall we,’ etc in the end of the sentences. We put a comma (,) before these words and a question mark (?) after them.

Example-

- Let’s get started, shall we?
- Go out, will you?
- Do it quickly, will you?

Activity 4.7

We hope you have understood the concept of the imperative sentences. Now, let us check your comprehension (understanding). We have given below some declarative and imperative sentences about travelling. We expect that now that you have studied so much about
them, you will be able to convert the given declaratives into imperatives and vice versa.

We have done the first one to give you an idea of what we expect from you. It's a bit tricky. Good luck!

<table>
<thead>
<tr>
<th>Declarative Sentences</th>
<th>Imperative Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We mustn’t stop now.</td>
<td>Let us not stop now.</td>
</tr>
<tr>
<td>2. You can’t park your vehicle in front of the shops.</td>
<td>Let us not stop now.</td>
</tr>
<tr>
<td>3. You must not throw the garbage on the streets.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>4. You must carry some identification like passport or driving licence while travelling.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>5. We mustn’t carry a large amount of cash while travelling.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>6. I must keep a photocopy of my passport and tickets in a separate bag for travelling.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>7. You must travel with companion while sightseeing or shopping.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>8. Do make note of your passport number while travelling for replacement when lost or stolen.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
</tbody>
</table>

Incredible!
It's amazing to see how you are growing. We're sure you found this useful and you will be a safer traveller now. Remember, Safety comes first!

The answers to the activity can be checked any time from the answer sheet given at the end.

**Exclamatory Sentences**

Exclamatory sentences, or exclamation, are somewhat similar to the declarative sentences. The exclamatory sentences convey strong emotions such as fear, anger, irritation as well as excitement of the speaker. The exclamatory sentences end with an exclamation mark (!).

Exclamatory sentences are commonly used in informal conversations such as Whatsapp messages, and emails.

Let's have a look at the sentence structure of the exclamations -

\[
\text{SUBJECT} + \text{VERB} + \text{OBJECT}\]

Example-

You were supposed to come in the morning! (Anger)
Is this mine! (Surprise)
I did it! (Happiness)
This assignment is making me crazy! (Frustration)
She's adorable! (Love)
I got the bike! (Joy)
I'm really going to miss this place! (Sorrow)

Exclamatory sentences are often written with 'how,' 'what,' 'so' and 'such' in the sentence.
is used to make a formal exclamation sentence. It is followed by an adjective or an adverb in the exclamation sentence.

The general structure of the exclamation sentence using how would look like this-

Example-

How beautiful she is!
How lovely he sings!

is used in the exclamation sentences which contain singular or plural nouns.

The general structure of exclamation sentences with what is as follows-

Example-

What a beautiful place!
What an exciting tour!
SO is used in the exclamatory sentence before an adjective. The difference between ‘so’ and ‘how’ is that how comes in the beginning of an exclamatory sentence and so comes in the middle of the sentence.

The general structure of exclamatory sentences with so is given below-

Example-

The highway is so smooth!
Ariba’s walking shoes are so comfortable!

SUCH is used in the exclamatory sentence before an adjective that is followed by a noun. The difference between ‘such’ and ‘so’ is that such is followed by ‘a/an’ noun (with a qualifying adjective). But so is followed only by the adjective.

The general formula of exclamatory sentences using such is-

Example-

It was such a learning experience!
It is such a new culture!
Activity 4.8

Time to test your exclamations! We have given a few declarative sentences below. With a sentence, we have given you a word like ‘how,’ ‘such,’ ‘so’ or ‘what.’ We want you to convert the declarative sentence into the exclamatory one by using the allotted (given) word. We’re sure it would be a piece of cake (very easy) for you. Get set go 😊

1. New York is a very big city. (what)
   What a big city New York is!

2. Dubai is very expensive. (how)

3. It is a gorgeous landscape. (how)

4. Romania is a strange city. (such)

5. That was a thrilling ride. (so)

6. He was a pleasant host. (how)

7. Tooba performed a graceful dance. (what)

8. It was a pleasant weather in London. (such)

9. You always have a grand dinner at your place. (what)

10. Maryam and Tayyab’s bungalow in Manaali was very beautiful. (so)

That was a remarkable effort from you! We hope you have now understood how to frame an exclamatory sentence. Go ahead and express your emotions while chatting to a friend on Whatsapp with the help of exclamatory sentences. You are surely going to impress all. The answers to the above activity can be checked from the answer sheet provided at the end.
Imagine that you have just returned from a trip to Lucknow. Here are some places you visited:

- Jama Masjid
- Ambedkar Park
- Bhool Bhulaiyya

We want you to update a status about your trip on your Facebook page. Don't forget to use adjectives in your status. Your status should contain declarative sentences describing your experience in Lucknow. Use interrogative, exclamatory as well as imperative sentences to add style to your status in 70-100 words. Try to get maximum likes! ;)

News Feed

Update Status • Add Photo • Ask Question

Post
Super like to your status!

In the course of our journey in this unit, we emphasised a lot on the safety measures while travelling. You would agree that it is very true that while travelling, we are on our own (we have to take care of ourselves and our belongings). When we have to travel by a plane or train, which is scheduled at its time, there is always a slight level of tension and panic of doing everything in time or else we may miss the plane or train. Luggage is a big responsibility, and its transport, loading and unloading becomes the toughest part of the journey. Under such circumstances, even a slightest of carelessness can lead to heavy loss. And believe it or not, one man’s loss is another man’s gain! (When something bad happens with one person, it creates something chances for the other person).

The Travel Channel runs a television series under the name “Baggage Battles.” It is a unique and interesting reality program which shows how luggage and other items lost at the airports and railway stations are collected and auctioned to make profits out of other people’s loss.

We want you to go on Youtube, type in the search bar ‘Baggage Battles Season 1 Episode 2.’ The Episode was officially telecasted under the title ‘London’ on 11the April 2012. Watch the amazing episode and enjoy the unique concept (idea). We want you to pay attention on what the characters do and what they say in the nineteen minute long episode. If you do not understand it once, go ahead and watch it again. Practice makes a man perfect! Once you’ve done watching the episode, we want you to answer the questions we have for you.
Activity 4.2

1. There’s some problem with our contestants. They’ve forgotten everything. Can you put the three contestants in their respective shops?

   ![Shop Icons]
   - Studio Antiques
   - Nifty Thrifty
   - Antique & Props Shop

2. How many passengers travel in London in a year through airways and underground tubes?

   ______________________________________________________

3. Billy, Mark and Laurence & Sally had their plans when they arrived for the auction. We have three plans but don’t know whose plan is which. Can you help us out? Write the respective names in the boxes.

   I shall be keeping an eye (paying attention to) on art jewellery and watches!

   I am going to make money in whatever I buy, old or new.

   I wish to find something which no one else is looking for!
4. Why was Laurence so excited when he arrived at the London airport?

5. What is so exciting about the bags for Billy?

6. What did Laurence and Sally find among the boxes of bric-a-brac for which Sally exclaims “Oh I want this!”?

7. How much dollars is Mark willing to pay for the ‘17 jewel old watch’?

8. What are the other things apart from the lost luggage that are sold at Greasby’s?

9. What are the two adjectives used by Billy for the 16th Century painting?

10. Mark started the bid of the gypsy ring. What is the price with which he started the bid?

11. Among our contestants, who was least interested in the 16th Century painting?

12. What does Billy say when he reads tag on one of the jackets he found in the bag?

13. What was the worth of the ‘1928 Peace Dollar’ Billy found among the coins?
14. What does Mark find wrapped in polythene inside the suitcase luggage? What is the adjective Mark used for that thing?

15. What did Laurence and Sally find in the red metal box in bric-a-brac?

16. Why did Billy choose the red and black suitcase for bidding on?

17. Why does Mark stop the bidding for the gypsy ring at 720£?

18. How does Billy find the coins in the luggage?

19. Billy liked the 16th painting so much that he said he is willing to pay 2200£ for it. Did you notice he said ‘pounds’ with great stress? Why do you think he gave importance to the word ‘pound’?

20. Who earned the maximum profit at the auction? You can calculate the price of the things bought, and the price at which the things were sold. Go ahead! It’s going to be fun!
We're so excited that you have successfully done your first listening activity. The answers are provided at the end of the unit. We recommend you to not look at the answers before watching the video. It'll be fun experience.

We hope you gained confidence on your listening skills. We recommend you to watch English Tele-series and movies to increase your ability to listen to comprehend English language. Watch English news as well. These methods will give you entertainment, knowledge as well as exposure to English language. Have a fun learning!

Did You Notice?

At many instances in the episode, when contestants were speaking, they reduced some of the words and spoke only few sounds of it. In fact, they combined two words together and made a mixture.

Allow us to explain with the help of the examples.

Did you notice when Mark was introduced, he said “I'm a hustler! I can buy n sell anything.”?

Here, Mark joined ‘I’ and ‘am’ to make “I’m” and “and” was reduced to “n” only.

Similarly, Mark when shared his plan for the auction, he said, “I'm gonna buy old stuff. I'm gonna buy new stuff. But no matter what, we're gonna make some money here.”

Here Mark apart from joining ‘I’ and ‘am’ to make “I'm,” also joined ‘we’ and ‘are’ to make “we're.”

Did you identify which words are in the word “gonna”? It’s ‘going’ and ‘to’ joined together.
This joining of two words to make a single one, or using reduced sounds of words is called using the **contracted form** of language. The contracted forms of words are often used in **spoken language**.

We need good roads for a comfortable journey. To make your journey of speaking English smooth and **hassle free** (tension free), we are giving you the bricks of possible **contracted forms** of some common words in **English**. You can make use of these bricks to prepare a comfortable road for the journey. **Have a happy construction!**

<table>
<thead>
<tr>
<th>I am</th>
<th>I’m</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is/ She is/ It is</td>
<td>He’s/ She’s/ It’s</td>
</tr>
<tr>
<td>Mustafa is</td>
<td>Mustafa’s</td>
</tr>
<tr>
<td>You are</td>
<td>You’re</td>
</tr>
<tr>
<td>We are/ They are</td>
<td>We’re/ They’re</td>
</tr>
<tr>
<td>I have/ You have</td>
<td>I’ve/ You’ve</td>
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<tr>
<td>We have/ They have/</td>
<td>We’ve/ They’ve</td>
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<tr>
<td>He has/ She has</td>
<td>He’s/ She’s</td>
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<tr>
<td>It has</td>
<td>It’s</td>
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<tr>
<td>Mustafa has</td>
<td>Mustafa’s</td>
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<tr>
<td>I will/ You will</td>
<td>I’ll/ You’ll</td>
</tr>
<tr>
<td>We will/ They will</td>
<td>We’ll/ They’ll</td>
</tr>
</tbody>
</table>
These contracted forms of verbs can be used in spoken English by you to create all forms of positive sentences.

Example-

It's very late now.
He’s been busy all the day.
She’d come to the party with her family.
I’ve been working on this plan whole year.
They’ll book the tickets for their tour tomorrow.

You will also require cement drums full of **contracted forms of negative verbs** for the construction of a smooth road of speech. You can use these contracted forms of negative verbs to make negative sentences.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Negative Form</th>
<th>Contraction Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is not</td>
<td>He isn’t</td>
<td>He’s not</td>
</tr>
<tr>
<td>She is not</td>
<td>She isn’t</td>
<td>She’s not</td>
</tr>
<tr>
<td>It is not</td>
<td>It isn’t</td>
<td>It’s not</td>
</tr>
<tr>
<td>Mustafa is not</td>
<td>Mustafa isn’t</td>
<td>Mustafa’s not</td>
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<tr>
<td>You are not</td>
<td>You aren’t</td>
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<td>We are not</td>
<td>We aren’t</td>
<td>We’re not</td>
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<tr>
<td>They are not</td>
<td>They aren’t</td>
<td>They’re not</td>
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<tr>
<td>My parents are</td>
<td>My parents aren’t</td>
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</tr>
<tr>
<td>I was not</td>
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<td>He was not</td>
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<td></td>
</tr>
<tr>
<td>Mustafa was not</td>
<td>Mustafa wasn’t</td>
<td></td>
</tr>
<tr>
<td>You were not</td>
<td>You weren’t</td>
<td></td>
</tr>
<tr>
<td>We were not</td>
<td>We weren’t</td>
<td></td>
</tr>
<tr>
<td>They were not</td>
<td>They weren’t</td>
<td></td>
</tr>
<tr>
<td>My parents were not</td>
<td>My parents weren’t</td>
<td></td>
</tr>
</tbody>
</table>
The above mentioned contracted forms of negative verbs can be used to construct negative sentences while using spoken English.

Example-

They wouldn’t mind coming travelling by bus.

The culprit shan’t be given place in the city.

Saad isn’t very busy on Friday.

Gopal hasn’t prepared for the trip yet.

You needn’t worry for the expenses. I’ll take care of that.

Activity 4.10

Here’s a telephonic conversation between Aakash (a travel agent) and Pranab (a customer). Look carefully and find the places where you can use the contracted forms in their speech. There are 18 places where contracted forms can be used. Let’s see how many you can find.

Aakash: Hello! Good morning. This is Aakash from M.T.A Travel Agency. How can I help you?
Pranab: Hi Aakash. I am Pranab. I’m willing to plan a trip to Mumbai with my family. So what’re the deals that I get?
Aakash: Sir we have different deals depending upon the duration of your stay. How long do you wish to spend in the city?
Pranab: I have a 15 day long holiday starting from next week. Is there any plan that can fit in the duration?
Aakash: Sure sir! We’ve a 10 day executive deal for you. You will get to stay near chaupati beach. We’ll take you for the sightseeing in ‘Khandala’. You would get to wave Salman Khan and Shahrukh Khan. We would take you to the ‘Filmcity’. These days Amitabh Bachchan’s shooting for his upcoming movie. We would book a theatre show for you as well. May I know how many people will be travelling with you?
Pranab: We are six people, two couples and two children.
Aakash: I shall book your rooms in the finest hotels of the city!
Pranab: That will not be necessary. We will be staying at our relatives’. We only want you to arrange for our airline tickets. Our relatives have arranged for the rest.
Aakash: Oh! Ok sir. No problem.
We will be charging 20000/- per person for the trip. You’ll have to bear the taxi and food expenses.
Pranab: That is too much. I do not intend to travel by business class. Economy would be fine.
Aakash: Sir these are the economy charges. You will have to pay 30000/- extra per person for the business class.
Pranab: That is robbery! I would rather travel by train and save lakhs of my savings.
Aakash: No problem sir. Suit yourself. Hope we helped.
Pranab: You did. You saved me from getting broke. Thank you. Good bye!

Congratulations! You have been amazingly well. As you know, we have provided you with the answer sheet at the end. You can always check your answers from there. We hope you can now easily use the contractions in your speech.

Did You Notice?

While speaking, we are normally so fast and quick that often drop some sounds from the words, usually vowel sounds. The contractions are done mostly to the helping verbs such as will, shall, is, are, had, have etc and the negative marker ‘not.’ Some pronouns like them are also contracted or shortened.
But be careful! Do not use the contracted forms of language when you are in a formal situation, like writing an application to the chairperson, inviting the chief guest to the function etc. Contractions are common in spoken language, not written.

Go ahead and use contractions and create a conversation between you and your friend. Enjoy the language.

Apart from the above mentioned contracted forms of verbs, there are some informal contracted forms also. The informal contracted forms cannot be used while talking to a person of authority such as teacher, boss, manager etc. These informal forms are used while talking to a friend. Some of the informal contractions are-

- Let us → Let's
- Let me → Lemme
- Going to → Gonna
- Want to → Wanna
- Give me → Gimme
- Got you → Gotcha
- Got to → Gotta
- Don't know → Dunno
- Have to → Hafta
- Some more → S'more
- Kind of → Kinda
- Lots of → Lotta
- Do you → Dya
- Them → 'em
Here’s a conversation between two cousins Zoha and Hafsa. The two have met after a year and are very excited to share their experiences with each other. Let’s see what they have to share!

Zoha: Hi Hafsa! How’re/s you? I’m/ve missed you so much!

Hafsa: I’m/ve hale and hearty Zoha. I missed you too. How’s/ve you been?

Zoha: Happy and Cheerful! So how’re/s everything been with you? I’ve/m so much to share with you.

Hafsa: I’ve/m had a wonderful year. This year I’ve/s bought a fish tank and it’s very beautiful. You’re/ve gimme/gotta see that.

Zoha: Oh really? That’re/s awesome! Which fish dya/dunno have in your fish tank?

Hafsa: I have a few fish. But I must tell you about the fighter fish. Have you heard about it? I’ve/m been told that it can kill the other fishes. So I’m instructed to keep it in a separate tank. So I’m/ve got two tanks now.

Zoha: Dunno/gonna about the fighter fish. But I’ve/m happy for your two fish tanks. I’ve/d love to have a pet too. I’d/ve been afraid of animals till now, but this year I’ve/m developed a liking for cats. I’ll/ve think upon having a cat as a pet. Hey dya/dunno know that I’m/ve been selected as ‘star student’ in my class?

Hafsa: Oh I didn’t know that! I’ve/m so happy for you. You’ve/d made me such a proud sister! I’ve/m gonna/gotto ask my mother to get a cake tonight and we’ll/re celebrate.

Zoha: Thank you sister. I’ve got s’more/s’store things to share. But let’s/lets eat something first! I’m very hungry now.

Hafsa: You’re right Zoha. I feel kinda hungry too. Let’s look for our mummies.
We've highlighted the contractions used in the conversation, but we're not sure which one to use. Can you tell us which of the two options is suitable?

You can check your answers from the answer sheet at the end of the unit.

Do you remember Bansali? We read about his miser outlook (attitude) in the reading section. Then we also read the conversation between him and his wife Sudha. Sudha was rather annoyed at Bansali putting all his valuable things, including his life, money and luggage, at stake (risk) only for the sake of saving three rupees. We saw in the Baggage Battles that luggage is always at a huge risk.

What do you think were the kinds of threats involved in Bansali spending a night on the park bench? Was it only material risk (money and luggage) or some medical risk was involved as well? Remember Bansali had a stiff limb when he woke up!

We want you to put yourself in the shoes of Sudha (imagine yourself as Sudha) and create a conversation between you (i.e. Sudha) and your friend. Share your concerns about Bansali with your friend using all that we have studied so far—adjectives, different types of sentences and contracted forms. Talk about the things that you want Bansali to improve.

Think critically (seriously) over the situation before developing the conversation. We also want you to have an oral practice. If you can find a friend or a partner for oral speech, that would be great. If you cannot find a partner in dialogues, at least write the conversation here.
Well done! You've shone like a star.

Speak out the dialogues to yourself aloud. You can also record your video in your mobile while you speak so that you can assess yourself in your speaking skills.

Come on, don't be shy! A journey of thousand miles begins with a single step! This unit was your first step towards achieving a good command over English language. Hope your voyage was successful. See you in the later units.

Keep learning!
**Answer Sheet**

**Activity 4.1**

1. **Visit** (c. The action of going to see a person or a place as a guest.)

2. **Porter** (a. A person who carries luggage of passengers especially at railway stations and airports.)

3. **Waved** (e. Move the hand to and fro to greet someone or to give a signal.)

4. **Lodging** (b. A room that is rented out to travellers on temporary basis.)

5. **Wandered** (d. To move slowly here and there without any aim or knowing where to go.)

Bansali reaches at Bombay railway station late at midnight.

He does not know where to find a cheap room at such a late hour.

A porter offers to take him to a cheap room if Bansali pays him three rupees, but Bansali denies.

Bansali wanders on the streets in search of a cheap room to stay in.

Finally he gets tired and sleeps on the bench of a park.

When he wakes up, he has pain in his body, but he is happy to have spent the cheapest night.

**Activity 4.2**
**Activity 4.3**

1. He visits his parents at least once every few weeks.
2. Shamim arrived at the airport at an early hour.
3. I could not make the train reservation this morning.
4. When will Ahmad depart for Europe?
5. Have you taken your boarding pass?
6. Fawwaz asked Mohammad to sit in the waiting lounge.
7. Tara planned a voyage last summer.
8. Do you know the route to the exhibition?
9. Dr. Siddiqui will be leaving for the sightseeing early in the morning.
10. Mr. Jahangeer discovered a new route to the mall.

**Activity 4.4**

1. Some people are good at hiking.
2. Who among you two has the tickets for the show?
3. I need to exchange my rupees with dollars.
4. Mustafa has planned to take us for the rock climbing.
5. Rice is a common food all over the world.
6. There is always a big danger in crossing the bridge.
7. Every rider on the road has to drive responsibly.
8. The bags full of clothes have been couriered to you.
9. **Every one of you is invited for the marathon. (NO ERROR)**
10. Different countries drive on different sides.
11. A lot of people from India live in China.
12. Losing tickets is the beginning of a bad journey.
13. Areej has travelled to many countries.
14. The pilot wearing a pair of red glasses is going to fly our plane.
15. The number of tourists to north-east India is increasing every year.
**Activity 4.5**

Here's a list of all the positive declarative sentences from the conversation of Bansali and Sudha. See if you've found any 5 of them. We've converted them into negatives for you.

- I'm so happy.
  - I'm not so happy.

- This trip to Bombay had been the cheapest journey in my life.
  - This trip to Bombay had not been the cheapest journey in my life.

- I've heard that Bombay is an expensive place.
  - I've not heard that Bombay is an expensive place.

- I spent my night at the park because it was an expensive room available there.
  - I did not spend my night at the park because it was no expensive room available there.

- I asked the porter and some other people too, but none could suggest me of a choultry or a cheap lodging.
  - I did not ask the porter and some other people too, but none could suggest me of a choultry or a cheap lodging.

- I waved him away.
  - I did not wave him away.

- I am fed up of your illogical urge to save money.
  - I am not fed up of your illogical urge to save money.

- I've returned safely with my entire luggage.
  - I've not returned safely with my entire luggage.

- Next time I shall keep the luggage in the cloak room of the railway station and sleep alone on the bench.
  - Next time I shall not keep the luggage in the cloak room of the railway station and sleep alone on the bench.
**Activity 4.6**

**Receptionist:** May I help you?

**You:** Hi! Yes. I want to book an airline ticket.

**Receptionist:** Can I see your passport?

**You:** Sure! Here it is!

**Receptionist:** Where do you want me to book your ticket for?

**You:** London.

**Receptionist:** When would you like to travel?

**You:** Please make it for next week.

**Receptionist:** Do you want a ticket for Sunday or Monday?

**You:** That would be great. Please make it for Monday.

**Receptionist:** Would you like a one-way ticket or you want a round-trip ticket?

**You:** A one-way ticket for now.

**Receptionist:** You are travelling alone, aren’t you?

**You:** Yes, I’m alone.

**Receptionist:** Do you have any coupon?

**You:** No I don’t have any coupon.

**Receptionist:** Do you have any luggage?

**You:** Yes I’ll be carrying a bag.

**Receptionist:** Done! Is there anything else you want me to do for you?

**You:** No that’ll be okay. Thank you.
**Activity 4.7**

<table>
<thead>
<tr>
<th>Declarative Sentences</th>
<th>Imperative Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We mustn’t stop now.</td>
<td>Let us not stop now.</td>
</tr>
<tr>
<td>2. You can’t park your vehicle in front of the shops.</td>
<td>Do not park your vehicle in front of the shops.</td>
</tr>
<tr>
<td>3. You must not throw the garbage on the streets.</td>
<td>Do not throw the garbage on the streets.</td>
</tr>
<tr>
<td>4. You must always keep your phone battery charged while travelling.</td>
<td>Keep your phone battery charged while travelling!</td>
</tr>
<tr>
<td>5. You must carry some identification like passport or driving licence while travelling.</td>
<td>Do carry some identification while travelling!</td>
</tr>
<tr>
<td>6. We mustn’t carry a large amount of cash while travelling.</td>
<td>Let’s not carry large amount of cash while travelling.</td>
</tr>
<tr>
<td>7. You mustn’t meet strangers in non-public places.</td>
<td>Do not agree to meet strangers in a non-public place.</td>
</tr>
<tr>
<td>8. I must keep a photocopy of my passport and tickets in a separate bag for travelling.</td>
<td>Let me keep a photocopy of my documents and tickets in a separate bag for travelling.</td>
</tr>
<tr>
<td>9. You must travel with companion while sightseeing or shopping.</td>
<td>Do travel with a companion while sightseeing or shopping!</td>
</tr>
<tr>
<td>10. You must always make note of your passport number while travelling for replacement when lost or stolen.</td>
<td>Do make note of your passport number while travelling for replacement when lost or stolen.</td>
</tr>
</tbody>
</table>

**Activity 4.8**

1. What a big city New York is!
2. How expensive Dubai is!
3. How gorgeous landscape it is!
4. Such a strange city Romania is!
5. The ride was so thrilling!
6. How pleasant host he was!
7. What a graceful dance Tooba performed!
8. Such a pleasant weather it is in London!
9. What a grand dinner you always have at your place!
10. Maryam and Tayyab’s bungalow in Manaali is so beautiful!

**Activity 4.9**

1. Billy Leroy Antique & Props Shop
   Laurence and Sally Studio Antiques
   Mark Meyer Nifty Thrifty
2. Over one billion passengers travel in London in a year through airways and underground tubes.
3. Billy I shall be keeping an eye on art jewellery and watches.
   Mark I am going to make money in whatever I buy, old or new.
   Sally I wish to find something which no one else is looking for.
4. Laurence was excited when he arrived at the London airport because London was his birthplace.
5. Billy finds bags exciting because it is unknown that what is inside them, and that makes it a complete gamble.
6. Sally exclaimed at the collection of butterflies and moths which they found inside bric-a-brac.
7. Mark was willing to pay 200 $ for the 17 jewel old watch.
8. Other than the lost luggage, Greasby’s also auction things that have been sealed or that have been left unclaimed in all over the London.
9. The two adjectives used by Billy for the 16th century painting are-exquisite (meaning beautiful) and fantastic.
10. Mark started the bid of the gypsy ring at 6 £.
11. Among the three contestants, Mark was least interested in the 16th century painting.
12. When Billy reads the ‘Made in China’ tag on one of the jackets he found in the bag, he exclaimed ‘garbage!’.
13. The ‘Peace Dollar’ that Billy found in the collection of coins from the luggage, was worth 1000£.

14. Mark found an antique pocket watch inside the suitcase. He used the adjective ‘elegant’ to describe it.

15. Laurence and Sally found a watch fob inside the red box in bric-a-brac. It is also called as ‘double Albert chain’.

16. Billy chose the red luggage for bidding because the suitcase was worn out. It showed that the owner of the suitcase has travelled a lot. This indicates that the suitcase belonged to a rich person who can afford to travel.

17. Billy heard a jingle when he was searching for something in the luggage. When he looked at it, he found a collection of coins wrapped nicely in a plastic packet.

21. Billy was willing to buy the painting for 2200£. He said ‘pound’ with emphasis because pounds are of more value than the dollars. 100 £ is equal to 125$. He wanted to express that he is willing to pay such a big price for the painting.

22. Laurence and Sally earned the maximum profit.

Here are the calculations-

**Laurence and Sally**

<table>
<thead>
<tr>
<th>Item</th>
<th>Bought at</th>
<th>Sold in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bric-a-brac</td>
<td>80£ for 4 boxes</td>
<td>300£ for a watch fob.</td>
</tr>
<tr>
<td>Gypsy ring</td>
<td>780 £</td>
<td>2000£</td>
</tr>
<tr>
<td>Total spent</td>
<td>860£</td>
<td></td>
</tr>
<tr>
<td>Sold at</td>
<td>2300£</td>
<td></td>
</tr>
<tr>
<td><strong>Total Profit</strong></td>
<td><strong>1440£</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Mark Meyer**

<table>
<thead>
<tr>
<th>Item</th>
<th>Bought at</th>
<th>Sold in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Army Swiss bag</td>
<td>75$</td>
<td>600$ for pocket watch</td>
</tr>
<tr>
<td><strong>Total Profit</strong></td>
<td><strong>525$/ 362£</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**Activity 4.10**

**Aakash:** Hello! Good morning. This is Aakash from M.T.A Travel Agency. How can I help you?

**Pranab:** Hi Aakash. I'm Pranab. I'm willing to plan a trip to Mumbai with my family. So what're the deals that I get?

**Aakash:** Sir we've different deals depending upon the duration of your stay. How long do you wish to spend in the city?

**Pranab:** I've a 15 day long holiday starting from next week. Is there any plan that can fit in the duration?

**Aakash:** Sure sir! We've a 10 day executive deal for you. You'll get to stay near chaupati beach. We'll take you for the sightseeing in 'Khandala.' You'd get to wave Salman Khan and Shahrukh Khan. We'd take you to the 'Filmcity.' These days Amitabh Bachchan's shooting for his upcoming movie. We'd book a theatre show for you as well. May I know how many people will be travelling with you?

**Pranab:** We're six people, two couples and two children.

**Aakash:** I shall book your rooms in the finest hotels of the city?

**Pranab:** That won't be necessary. We'll be staying at our relatives'. We only want you to arrange for our airline tickets. Our relatives have arranged for the rest.

**Aakash:** Oh! Ok sir. No problem. We'll be charging 20000/- per person for the trip. You'll have to bear the taxi and food expenses.

**Pranab:** That's too much. I don't intend to travel by business class. Economy would be fine.
Aakash: Sir these’re the economy charges. You’ll have to pay 3000/- extra per person for the business class.

Pranab: That’s robbery! I’d rather travel by train and save lakhs of my savings.

Aakash: No problem sir. Suit yourself. Hope we helped.

Pranab: You did. You saved me from getting brook. Thank you. Good bye!

**Activity 4.11**

Zoha: Hi Hafsa! How’re you? I’ve missed you so much!

Hafsa: I’m hale and hearty Zoha. I missed you too. How’ve you been?

Zoha: Happy and Cheerful! So how’s everything been with you? I’ve so much to share with you.

Hafsa: I’ve had a wonderful year. This year I’ve bought a fish tank and it’s very beautiful. You’ve gotta see that.

Zoha: Oh really? That’s awesome! Which fish dya have in your fish tank?

Hafsa: I have a few fish. But I must tell you about the fighter fish. Have you heard about it? I’ve been told that it can kill the other fishes. So I’m instructed to keep it in a separate tank. So I’ve got two tanks now.

Zoha: Dunno about the fighter fish. But I’m happy for your two fish tanks. I’d love to have a pet too. I’ve been afraid of animals till now, but this year I’ve developed a liking for cats. I’ll think upon having a cat as a pet. Hey dya know that I’ve been selected as ‘star student’ in my class?

Hafsa: Oh I didn’t know that! I’m so happy for you. You’ve made me such a proud sister! I’m gonna ask my mother to get a cake tonight and we’ll celebrate.

Zoha: Thank you sister. I’ve got s’more things to share. But let’s eat something first! I’m very hungry now.

Hafsa: You’re right Zoha. I feel kinda hungry too. Let’s look for our mummies.
Works Cited


