

COMMUNICATIVE ENGLISH

UNIT 5

READING LONGER TEXTS (GENERAL TOPIC)

As readers move from reading beginning readers to hard texts, they need to develop strategies for reading longer words. Some readers can make this move almost naturally, while other readers do not

Strategies for Reading Longer Words

1. Look for parts you know at the BEGINNING of the word (prefixes). I have listed some very common prefixes in the box. ...
2. Look for parts you know at the END of the word (suffixes). ...
3. Look for VOWEL PATTERNS that you know in the base word. ...
4. Divide the word into SYLLABLES. ...
5. Now, make your BEST GUESS.

Read the following text and answer the questions:

1) Rocking horses have been made since at least 1600, for a painting of the young King Charles I shows him playing with one when he was an infant. They were very popular in Victorian times, when they had flowing manes and tails made of authentic horsehair. Various types of wooden horses for children to sit on and propel themselves with their feet, known as 'dobbins', were also made in Europe by wood-turners, mainly for the children of their employers and for affluent families.

1. How do you know Rocking Horses have been around for over 400 years?

To use this interactive functionality a free OU account is required.

2. What does authentic mean? Can you work it out?

To use this interactive functionality a free OU account is required.

3. What about affluent? If you do not know its meaning, can you guess based on the information in the text?

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Read the following text and answer the questions.

- 2) From the back cover of a best-selling book about John Peel:

A tribute biography to the immensely popular DJ and broadcaster, John Peel.

John Peel was born in Cheshire in 1939 and was educated at Shrewsbury School before going on to do National Service. After that, he went into broadcasting while travelling in America.

In 1967 he returned to the UK and joined Radio 1 at its start. His late-night radio shows quickly became cult listening for music fans of all ages, and he was the first national DJ to play records by bands such as the Undertones, Pulp, the Smiths and Joy Division. Many bands admit that without his support, they would never have become famous. While Radio 1 changed, he remained a constant factor in its schedules. In 1998 he was awarded the OBE for

his services to broadcasting. It was in that year that he also began his multi-award-winning show Home Truths. Now, Saturday mornings will never be the same.

1. What did John Peel do for a living?

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2. When did he return to the UK?

To use this interactive functionality a free OU account is required.

3. Where did he get involved in broadcasting?

To use this interactive functionality a free OU account is required.

4. Why did he get an OBE?

To use this interactive functionality a free OU account is required.

5. Name two bands he supported.

To use this interactive functionality a free OU account is required.

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COLLOCATIONS

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

natural English...

the fast train

fast food

a quick shower

a quick meal

unnatural English...

the quick train

quick food

a fast shower

a fast meal

Types of collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- adverb + adjective: completely satisfied (NOT downright satisfied)
- adjective + noun: excruciating pain (NOT excruciating joy)
- noun + noun: a surge of anger (NOT a rush of anger)
- noun + verb: lions roar (NOT lions shout)
- verb + noun: commit suicide (NOT undertake suicide)
- verb + expression with preposition: burst into tears (NOT blow up in tears)
- verb + adverb: wave frantically (NOT wave feverishly)

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below are seven main types of collocation in sample sentences.

1. adverb + adjective

- Invading that country was an utterly stupid thing to do.
- We entered a richly decorated room.
- Are you fully aware of the implications of your action?

2. adjective + noun

- The doctor ordered him to take regular exercise.
- The Titanic sank on its maiden voyage.
- He was writhing on the ground in excruciating pain.

3. noun + noun

- Let's give Mr Jones a round of applause.
- The ceasefire agreement came into effect at 11am.

- I'd like to buy two bars of soap please.

4. noun + verb

- The lion started to roar when it heard the dog barking.
- Snow was falling as our plane took off.
- The bomb went off when he started the car engine.

5. verb + noun

- The prisoner was hanged for committing murder.
- I always try to do my homework in the morning, after making my bed.
- He has been asked to give a presentation about his work.

6. verb + expression with preposition

- We had to return home because we had run out of money.
- At first her eyes filled with horror, and then she burst into tears.
- Their behaviour was enough to drive anybody to crime.

7. verb + adverb

- She placed her keys gently on the table and sat down.
- Mary whispered softly in John's ear.
- I vaguely remember that it was growing dark when we left.

Fill in the blanks using appropriate verbs that would complete the collocation.

1. If you park there, you will have to a fine.

- a) pay b) take c) have

2. He no attention to my requests.

- a) paid b) took c) had

3. I a cough to catch her attention.

- a) gave b) paid c) took

4. Although the doctors tried hard, they couldn't his life.

- a) save b) bring c) take

5. Abbreviations space and hence they are very common in newspaper headlines.

- catch b) save c) take

6. Do you a diary?

a) keep b) have b) save

7. Few people cana secret.

a) keep b) save c) have

8. He still..... in touch with most of his old school mates.

a) keeps b) saves c) take

9. I asked her what her problem was but shequiet.

a) kept b) took c) saved

10. Theyclose to hitting each other.

a) came b) took c) brought

Answers

1. If you park there, you will have to pay a fine.

2. He paid no attention to my requests.

3. I gave a cough to catch her attention.

4. Although the doctors tried hard, they couldn't save his life.

5. Abbreviations save space and hence they are very common in newspaper headlines.

6. Do you keep a diary?

7. Few people can keep a secret.

8. He still keeps in touch with most of his old school mates.

9. I asked her what her problem was but she kept quiet.

10. They came close to hitting each other.

DIALOGUE WRITING

INTRODUCTION

- People express their feelings or thoughts through conversation and a conversation is done through dialogues.
- This sum up is done through a conversation between two or more people.
- It is a literary technique in which writers employ two or more characters to be engaged in conversation with each other.
- Dialogues enable exchange of ideas or opinions. They empower the speakers and facilitate in resolution of issues.
- Dialogues are instrumental in starting conversation between unfamiliar people.

Here are 10 tips for how to write dialogue:

- Say the **dialogue** out loud.
- Cut small talk when **writing dialogue**.
- Keep your **dialogue** brief and impactful.
- Give each character a unique voice.
- Add world-appropriate slang.
- Be consistent with the characters' voices.
- Remember who they're speaking to.
- Avoid long **dialogue** paragraphs.

Points to remember in writing dialogues

- ✓ Understand the context and frame questions and responses accordingly
- ✓ Use informal / formal expressions depending on the context
- ✓ Use contracted forms (Eg. I,m , He's etc)
- ✓ Sound as natural as possible

Examples

1) A conversation between 2 friends

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie? Cinemax 26 on Carson Boulevard is showing *Enchanted*.

Laurie: That sounds like a good idea. Maybe we should go out to eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Sarah: So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

Laurie and Christie: Yes.

2) A Dialogue between Two Friends about Preparation for the Examination

Myself : Hello friend, How do you do?

Friend : I am fine, thank you. Why are you looking so sad?

Myself : Actually I am worried about my final examination What about your preparation for the examination?

Friend : Well, I'm going on well my studies. I am also worried about my exam.

Myself : But tell me about your preparation in different subjects.

Friend : You know I'm weak in English. That's why, I'm taking special care in English. I'm having a detailed revision in other subjects.

Myself : Are you taking help from any special books?

Friend : Yes but I study text books very carefully.

Myself : I see. I must start working with the text books. What do you think?

Friend : Yes. I think it'll be very helpful not only for English but also for other subjects.

Myself : Thank you for your supportive suggestion. I wish you good luck.

Friend : You are most welcome.

FIXED / SEMI FIXED EXPRESSIONS

There is a large class of expressions (phrases) in English which are fixed and cannot be changed for any reason.

Pattern	Underlying Meaning
go to bed	to sleep
be in bed / stay in bed	sleeping, resting
get out of bed	get up
go to school / come to school	to study
go to lunch / dinner	to have lunch / dinner
be at lunch	having lunch
be in class	giving or having a lesson
go to church	for worship
be at church	worshipping in the church
be at home	in one's own house
go in(to) hospital	for medical treatment

EXERCISE:

Fill up the blanks using the given fixed / semi fixed expressions.

(Out of order, In camera, By heart, On time, In case, At ease, On duty, In tears, On foot, At sight)

1. The speaker was ----while giving the lecture.
2. On hearing the news, my mother was -----
3. In ancient times people took up long distances ----
4. The discussion were held -----
5. The child learned the poems -----
6. The solution to this problem is not -----
7. As the officer was ----- , he could not immediately proceed to his native place.
8. of any trouble please call the following mobile number.
9. The satellite launch vehicle was put in orbit -----

10. The equipment went ----- and so the patients could not be treated for the time being.

ANSWERS:

1. At ease
2. In tears
3. On foot
4. In camera
5. By heart
6. At sight
7. On duty
8. In case
9. On time
10. Out of order

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LISTENING (GENERAL TOPIC)

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. **Listening comprehension** is the precursor to reading **comprehension**, so it's an **important** skill to develop..... For example, when you hear a story read aloud, good **listening comprehension** skills enable you to understand the story, remember it, discuss it, and even retell it in your own words.

7 Types of Activities for Listening with a Purpose

- **Listening** for the Main Idea. ...
- **Listening** for Detail. ...
- **Listening** for a Sequence. ...
- **Listening** for Specific Vocabulary. ...
- **Listening** for Cultural Interest. ...
- **Listening** for Attitude and Opinions. ...
- **Listening** for Functional Language.

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There are **four** different types of **listening** that are essential to know when deciding what your goal as the listener is. The **four** types of **listening** are appreciative, empathic, comprehensive, and critical.

There are five key techniques you can use to develop your active listening skills:

- Pay attention.
- Show that you're listening.
- Provide feedback.
- Defer **judgment**.
- Respond appropriately.

A review of correlational and intervention studies indicates that many language and cognitive skills contribute to listening comprehension, including working **memory**, attention, **vocabulary**, grammatical **knowledge**, inference, theory of mind, and comprehension **monitoring**

Read the passage and answer the questions

Here's a mouth-watering cookie recipe for you to try at home. You will need two cups each of margarine, white sugar and brown sugar; four eggs, four cups of flour, 1 teaspoon of baking powder, a pinch of salt and a cup of milk chocolate chips. First of all, pre-heat the oven to 350 degrees Fahrenheit. Take a large bowl and cream together the margarine and sugar until they are smooth. Then add the eggs, one by one. Sift the flour and baking powder into the mixture and add the salt. Finally add the chocolate chips. Drop spoonful of the

mixture onto ungreased cookie sheets and bake for eight to ten minutes until the edges are golden brown. Cool for one hour before eating.

- 1) Which of the following is NOT an ingredient in the recipe?
 - a. Cream
 - b. Flour
 - c. Eggs
 - d. Margarine
- 2) What must the cook do first?
 - a. Put the margarine and sugar in a bowl
 - b. Turn on the oven
 - c. Sift the flour
 - d. Break the eggs
- 3) Which of the following ingredients is added last?
 - a. Salt
 - b. Baking powder
 - c. Chocolate chips
 - d. Eggs

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MODAL VERBS

A modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

1.Can, Could, Be Able To

Can, could and be able to are used to express a variety of ideas in English:

Ability/Lack of Ability

Present and Future:

can/can't + base form of the verb

1. Tom can write poetry very well.
2. I can help you with that next week.
3. Lisa can't speak French.

am / is / are / will be + able to + base form of the verb

am not/ isn't / aren't/ won't be + able to + base form of the verb

1. Mike is able to solve complicated math equations
2. The support team will be able to help you in about ten minutes.
3. I won't be able to visit you next summer.

Past:

could / couldn't + base form of the verb

1. When I was a child I could climb trees.

was / were + able to + base form of the verb

wasn't / weren't + able to + base form of the verb

hasn't / haven't + been able to + base form of the verb

1. I wasn't able to visit her in the hospital.
2. He hasn't been able to get in touch with the client yet.

Note: Can and could do not take an infinitive (to verb) and do not take the future auxiliary will.

- Incorrect: I can to help you this afternoon.
- Correct: I can help you this afternoon.
- Correct: I will (I'll) be able to help you this afternoon.

Possibility / Impossibility

can / can't + base form of the verb

1. You can catch that train at 10:43.
2. He can't see you right now. He's in surgery.

could + base form of the verb

1. I could fly via Amsterdam if I leave the day before.

Ask Permission / Give Permission

Can + Subject + base form of the verb (informal)

1. Can you lend me ten dollars?

Can + base form of the verb (informal)

1. You can borrow my car.

Could + subject + base form of the verb (polite)

1. Could I have your number?
2. Could I talk to your supervisor please?

Make a suggestion – To make a suggestion use:

Could + base form of the verb (informal)

1. You could take the tour of the castle tomorrow.

Exercises: Can, Could, Be able to

Fill in the correct form of can, could or be able to as in the examples.

1. Ben could not help his little brother with his homework yesterday.
2. Can I call you later tonight?
1. _____ Tony run long distances when he was a boy?
2. _____ you please call a tow truck for me? My car broke down. (polite)
3. The student's _____ to buy their textbooks today. The bookstore is all out of them.
4. _____ you teach me how to fix my computer? You're so good at it.
5. _____ you _____ reach the customer if you call him at 4:00 his time?

Answers:

1. Could
2. Could
3. aren't able
4. Can
5. Will/be able to
2. May, Might

Formal Permission / Formal Prohibition

may / may not + base form of the verb

1. You may start your exam now.
2. You may not wear sandals to work.

Polite Request

May + subject + base form of the verb

1. May I help you?

Possibility / Negative Possibility

may/ might + base form of the verb

1. We may go out for dinner tonight. Do you want to join us?
2. Our company might get the order if the client agrees to the price.

may not / might not + base form of the verb

1. Adam and Sue may not buy that house. It's very expensive.
2. They might not buy a house at all.

To Make a Suggestion (when there is no better alternative)

may as well / might as well + base form of the verb

1. You may as well come inside. John will be home soon.
2. We might as well take Friday off. There's no work to be done anyway.

Polite Suggestion

might + base form of the verb

1. You might like to try the salmon fillet. It's our special today.

Exercises: May / Might

Fill in the correct form of may or might as in the example.

1. May I sit here?
1. They _____ finish the project on time. The main engineer is ill.
2. You _____ want to stop by the museum gift shop on your way out.
3. _____ I have your autograph?
4. He _____ visit the Louvre. He's in Paris anyway.
5. You _____ park your car here. It's reserved for guests of the hotel only.

Answers:

1. might not
2. might
3. May
4. may as well
5. may not

3. Shall, Should, Ought to

To Offer of Assistance or Polite Suggestion (When you are quite sure of a positive answer)

Shall + subject + base form of the verb

1. Shall we go for a walk?

Note: Shall is only used with I or we. It is used instead of will only in formal English.

To Offer of Assistance or Polite Suggestion (When you are not sure of a positive answer)

Should + subject + base form of the verb

1. Should I call a doctor?

A Prediction or Expectation that Something Will Happen

should/shouldn't + base form of the verb

1. The proposal should be finished on time.
2. I shouldn't be late. The train usually arrives on time.

To Give Advice

should / ought to + base form of the verb

1. You should check that document before you send it out.
2. You ought to have your car serviced before the winter.

To Give Advice (about something you think wrong or unacceptable)

shouldn't + base form of the verb

1. James shouldn't teach him words like those.

Exercises: Should, Shouldn't, Ought To

Fill in should, shouldn't or ought in the following sentences as in the example.

1. He shouldn't encourage such bad behavior.
1. You _____ get your teeth cleaned at least once a year.
2. The house _____ be ready to move into by next month. It's almost finished.
3. Ron _____ to improve his attitude. If he doesn't, he might get fired.
4. _____ I get your jacket? It's cold in here.
5. You _____ put your feet on the table. It's not polite.

Answers:

1. should
2. should
3. ought

4. shall
5. shouldn't
4. Must, Have to, Need to, don't have to, Needn't

Necessity or Requirement

Present and Future:

must / have to / need to + base form of the verb

1. You must have a passport to cross the border.
2. Elisabeth has to apply for her visa by March 10th.
3. I need to drop by his room to pick up a book.

Past:

had to / needed to + base form of the verb

1. I had to work late last night.
2. I needed to drink a few cups of coffee in order to stay awake.

Note: have to and need to are often used in the same context, but many times, need to is used to express something that is less urgent, something in which you have a choice.

Almost 100% Certain

must + base form of the verb

1. Thomas has lived in Paris for years. His French must be very good.

To Persuade

must / have to + base form of the verb

1. You must try this wine. It's excellent.
2. You have to visit us while you're in town.

Prohibited or Forbidden

must not / mustn't + base form of the verb

1. You must not drive over the speed limit.
2. You mustn't leave medicines where children can get to them.

Lack of Necessity

1. don't / doesn't / didn't + have to + base form of the verb

2. You don't have to park the car. The hotel valet will do it for you.
3. Tim doesn't have to go to school today. It's a holiday.
4. You didn't have to shout. Everyone could hear you.

Needn't + base form of the verb

1. You needn't worry about me. I'll be fine.

Exercises: Must, Have to, Need to, Don't Have to, Needn't

Fill in the blanks with one of these Modals:

must, must not, have to, has to, don't have to, doesn't have to, needn't as in the examples.

1. You _____ tell Anna about the party tomorrow night. It's a surprise! (must not, need to, doesn't have to)
2. Tina _____ register for her classes on Monday, otherwise she won't get a place in them. (doesn't have to, mustn't, has to)
3. You _____ send that fax. I've already sent it. (must, will have to, don't have to)
4. A dog _____ get special training in order to be a guide dog. (must, need to, don't have to)
5. Jeremy _____ get up early tomorrow. His class was cancelled. (mustn't, doesn't have to, don't need to)

Answers:

1. must not
2. has to
3. don't have to
4. must
5. doesn't have to

5.Modals: Will / Would

will / won't + base form of the verb

1. John will pick you up at 7:00am.
2. Beth won't be happy with the results of the exam.

Polite Request or Statement

Will / Would + base form of the verb

1. Will you please take the trash out?
2. Would you mind if I sat here?
3. I'd (I would) like to sign up for your workshop.

Habitual Past Action

Would/Wouldn't + base form of the verb

1. When I was a child, I would spend hours playing with my train set.
2. Peter wouldn't eat broccoli when he was a kid. He loves it now.

Exercises: will, would

Fill in the blanks with one of the following words: will, won't, would, wouldn't.

1. I _____ like to order the onion soup please.
2. The manager _____ be pleased to hear that a customer slipped on the wet floor.
3. _____ it be okay if I slept here tonight?
4. When Igor lived in Russia, he _____ call his mother as often as he does now.
5. I can assure you sir, the order _____ be shipped out tonight.

Answers:

1. would
2. won't
3. would
4. wouldn't
5. will

Exercises – All Modals

Fill in the blanks with the correct form of the following modals:

can, could, be able to, may, might, shall, should, must, have to, don't have to, need to

1. If you are sick, you _____ go to work. You'll infect everyone there.
2. Driver's _____ stop at red lights.
3. You _____ finish the proposal today. You can finish it tomorrow.
4. She _____ hear much better with her new hearing aids.
5. _____ I order us a bottle of wine?
6. Sam _____ pick his daughter up from school. She's taking the bus home.
7. You _____ smoke here. It's a smoke-free building.
8. You _____ eat so many sweets. They are bad for you.
9. _____ you mind walking a little faster? We're going to be late.
10. I'm sorry. I _____ help you. I don't know how to do it.

Answers:

1. shouldn't
2. must
3. don't have to
4. can
5. shall
6. needn't
7. mustn't
8. shouldn't

9. would

10. can't

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COMMUNICATIVE ENGLISH

UNIT 5

READING LONGER TEXTS (GENERAL TOPIC)

As readers move from reading beginning readers to hard texts, they need to develop strategies for reading longer words. Some readers can make this move almost naturally, while other readers do not

Strategies for Reading Longer Words

1. Look for parts you know at the BEGINNING of the word (prefixes). I have listed some very common prefixes in the box. ...
2. Look for parts you know at the END of the word (suffixes). ...
3. Look for VOWEL PATTERNS that you know in the base word. ...
4. Divide the word into SYLLABLES. ...
5. Now, make your BEST GUESS.

Read the following text and answer the questions:

1) Rocking horses have been made since at least 1600, for a painting of the young King Charles I shows him playing with one when he was an infant. They were very popular in Victorian times, when they had flowing manes and tails made of authentic horsehair. Various types of wooden horses for children to sit on and propel themselves with their feet, known as 'dobbins', were also made in Europe by wood-turners, mainly for the children of their employers and for affluent families.

1. How do you know Rocking Horses have been around for over 400 years?

To use this interactive functionality a free OU account is required.

2. What does authentic mean? Can you work it out?

To use this interactive functionality a free OU account is required.

3. What about affluent? If you do not know its meaning, can you guess based on the information in the text?

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Read the following text and answer the questions.

- 2) From the back cover of a best-selling book about John Peel:

A tribute biography to the immensely popular DJ and broadcaster, John Peel.

John Peel was born in Cheshire in 1939 and was educated at Shrewsbury School before going on to do National Service. After that, he went into broadcasting while travelling in America.

In 1967 he returned to the UK and joined Radio 1 at its start. His late-night radio shows quickly became cult listening for music fans of all ages, and he was the first national DJ to play records by bands such as the Undertones, Pulp, the Smiths and Joy Division. Many bands admit that without his support, they would never have become famous. While Radio 1 changed, he remained a constant factor in its schedules. In 1998 he was awarded the OBE for

his services to broadcasting. It was in that year that he also began his multi-award-winning show Home Truths. Now, Saturday mornings will never be the same.

1. What did John Peel do for a living?

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2. When did he return to the UK?

To use this interactive functionality a free OU account is required.

3. Where did he get involved in broadcasting?

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4. Why did he get an OBE?

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5. Name two bands he supported.

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Unit 4: Language Development

TENSES

A verb indicated action, condition or process. The term ‘tense’ is used to refer to different forms of the verb indicating time of action. Only a person, having a good understanding of tense will be able to write and speak correctly without any ambiguity. Those who do not stick to a particular structure for a particular purpose, may intend to say something, but it may be interpreted the other way. This brings out the fact that it is mandatory to have a clear concept about the use of different tense structures for different purposes of time and action.

The following table shows the different forms of the verb in various tenses.

Tense	Simple	Continuous	Perfect	Perfect continuous
Present	write/s	am/is/are/writing	has/have/written	has/have been writing
Past	Wrote	was/were writing	had written	had been writing
Future	shall/will write	shall/will be writing	will have written	will have been writing

SIMPLE PRESENT

USAGE

- 1 .For habitual action.
2. To express general facts.
- 3 .To convey the near future.
4. For professional activities
5. To express ownership

EXAMPLE

- He goes to temple daily.
- Magnet attracts iron.
- The plane arrives at 9AM.
- The cobbler makes shoes.
- This house belongs to me.

PRESENT CONTINUOUS

USAGE

1. To express action at the time of speaking.
2. An activity that takes place this week, this month of this year
3. To express future arrangements

EXAMPLE

I am watching a movie now.
I am preparing for my exams.
He is going to the states next summer.

PRESENT PERFECT

USAGE

1. To denote actions just completed.
2. Action that began in the past and continuing till now.
3. Completed actions which have 'current' relevance
4. Activity/experience in the past

EXAMPLE

He has finished the work.
I have worked here for 8 years.
I have written four novels.
I have been to Bangalore several times.

PRESENT PERFECT CONTINUOUS

USAGE

1. Indicates the duration of an action that began in the past and continue in the present

My friend has been doing this work for 2 hours.

2. An action that began in the past and has just recently ended.

Have you been doing this work alone? You look tired.

EXAMPLE

SIMPLE PAST

USAGE

1. To express action that began and ended a particular time in the past.

We went to Goa last year.

2. An action started and completed in the past.

She worked in GH for 10 years

3. An action that took place regularly in the past.

She exercised every morning before going out.

EXAMPLE

4. When interrogating about past actions

What did you have your schooling?

PAST CONTINUOUS

USAGE

1. An interrupted action.
2. A continuous action in the past.

EXAMPLE

I was reading the novel when Ram came.
I was having many friends at college.

PAST PERFECT

USAGE

1. An action that just occurred before another action in the past.
John had just left when I arrived at the party.
2. An action that was expected to occur in the past.

EXAMPLE

- I had longed to get news from my brother before today.
3. To report of an action completed before a point of time in the past.
Tom was 14 years. He had set a world record by then.

SIMPLE FUTURE

USAGE

1. Predicting actions likely to happen in future.
2. To express willingness to do something.
3. To express a decision made at the time of speaking.
4. Used in question tags.

EXAMPLE

You will pass in the exams.
I will help you.
I will call on you in a short while.
Let's leave this place, shall we?

FUTURE CONTINUOUS

USAGE

1. To express continuity of action at a particular time in the future

EXAMPLE

Next year this time I will be preparing to go abroad.

FUTURE PERFECT

USAGE

EXAMPLE

1. An action that will be completed a particular time in future.

By this time next month, I will have finished before my examination.

FUTURE PERFECT CONTINUOUS

USAGE

EXAMPLE

1. To express duration of time that occurred before a specific point of time in future.

By next November I will have been working in this company for 6 years.

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WRITING SHORT ESSAYS

- ✓ Writing essays needs a lot of brainstorming and planning
- ✓ It is a step by step process which begins with,
 - Brainstorming - generate ideas
 - Arranging the ideas
 - Developing an outline
 - Based on the outline, the essay is written

Example:

1) **Internet**, the most useful technology of modern times which helps us not only in our daily lives but also in professional lives. For educational purposes, it is widely used to gather information and to do research or add to the knowledge of various subjects.

Internet plays a very vital role in *education*. It is no doubt that in this modern era everyone prefers Google for their queries, problems or doubts. Popular search engines like Google, Yahoo, etc. are the topmost choice of people as they offer an easy and instant reach to the vast amount of information in just a few seconds. It contains a wealth of knowledge that can be searched at any time. The internet has introduced improvements in technology, communication, and online entertainment.

Today, it has become more important as well as a powerful tool in the world which is preferred by everyone. Everybody needs internet for some or other purposes. Students need internet to search for information related to exams, curriculum, results, etc. You can also follow these steps **for students to achieve success in student life**.

Importance of internet in education to the students' means that it makes easier for them to research things, and relearn the content taught in the school. People use it according to their needs and interests.

One of the largest barriers to education is **high cost**. The **Internet** improves the *quality of education*, which is one of the pillars of sustainable development of a nation. It provides education through Videos (like YouTube tutorial videos) and web tutorials which is affordable to everyone and cost-effective.

The internet has allowed students to be in constant touch with their teachers or with other fellow classmates with the help of social media, messaging apps and chat forums. Parents can interact as well as communicate with teachers and school authorities about their kid's performance in the school. Interaction with the likeminded people on forums can help students to explore new ideas and enrich their knowledge.

The **Internet** has become a major tool for effective teaching as well as a learning tool. Teachers can use it as a teaching tool by posting their teaching materials (notes and videos) on school website or forum. The learning process becomes interesting and diverse with the use of tutorial videos and notes. Teachers can teach with the use of animation, PowerPoint slides, and images to capture the students' attention.

Students can easily access quality education materials like tutorial videos on YouTube for free or pay fees online for more quality study materials. Teachers can also make use of the internet by providing the students with extra study material and resources such as interactive

lessons, educational quiz as well as tutorials. Teachers can record their lectures and provide it to the students for revisions which is better than reading from notes.

2) Reducing pollution of every kind.

We can all work together to discover solutions to the massive problems in reducing pollution of all kinds. It can be done

What is Pollution Prevention?

Pollution prevention is any practice that reduces, eliminates, or prevents pollution at its source. P2, also known as “source reduction,” is the ounce-of-prevention approach to waste management. Reducing the amount of pollution produced means less waste to control, treat, or dispose of. Less pollution means less hazards posed to public health and the environment. Specific pollution prevention approaches

Pollution prevention approaches can be applied to all potential and actual pollution-generating activities, including those found in the energy, agriculture, federal, consumer and industrial sectors. Prevention practices are essential for preserving wetlands, groundwater sources and other critical ecosystems – areas in which we especially want to stop pollution before it begins.

In the energy sector, pollution prevention can reduce environmental damages from extraction, processing, transport and combustion of fuels. Pollution prevention approaches include:

- increasing efficiency in energy use;
- use of environmentally benign fuel sources.

In the agricultural sector, pollution prevention approaches include:

- Reducing the use of water and chemical inputs;
- Adoption of less environmentally harmful pesticides or cultivation of crop strains with natural resistance to pests; and
- Protection of sensitive areas.

In the industrial sector, examples of reducing pollution practices include:

- Modifying a production process to produce less waste
- Using non-toxic or less toxic chemicals as cleaners, degreasers and other maintenance chemicals
- Implementing water and energy conservation practices
- Reusing materials such as drums and pallets rather than disposing of them as waste

In homes and schools examples of reducing pollution practices include:

- Using reusable water bottles instead of throw-away
- Automatically turning off lights when not in use
- Repairing leaky faucets and hoses
- Switching to “green” cleaners

Why is pollution prevention important?

Pollution prevention reduces both financial costs (waste management and clean-up) and environmental costs (health problems and environmental damage). Pollution prevention

protects the environment by conserving and protecting natural resources while strengthening economic growth through more efficient production in industry and less need for households, businesses and communities to handle waste.

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