



St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



Criterion: II – Teaching- Learning and Evaluation 2.2: Catering to Student Diversity Year: 2018-2023

2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

COMMUNICATIVE ENGLISH COURSES 2020 – 2021

Criterion II SSR Cycle V

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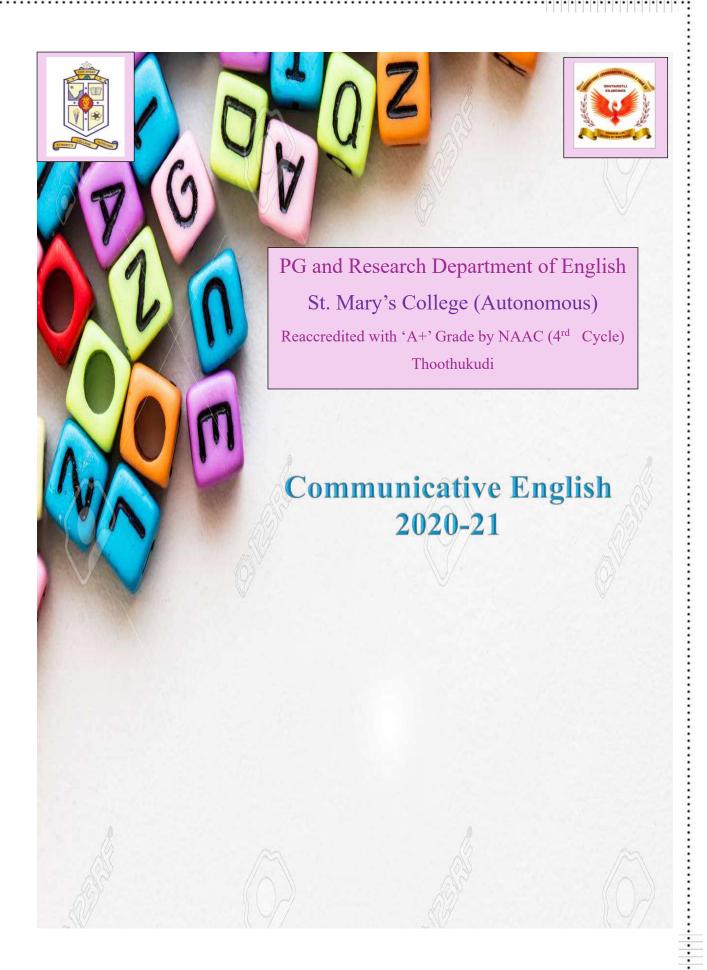


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	SEMES	TER-I	
Part II English Prose, Poetry, Extensive Reading and Language Study-I			
18UGEN11	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Unit I - Poetry

Sarojini Naidu - Village Song

John Milton - On His Blindness

Robert Frost - The Road Not Taken

Unit II - Prose

Leigh Hunt - Getting Upon Cold Mornings

Robert Lynd - Sweets

Unit III - Short Story

Ernest Hemingway - A Day's Wait

Rabindranath Tagore - Kabuliwala

Unit IV - Grammar & Vocabulary

Parts of Speech, Tenses -Present, Past, Vocabulary of the Specific Domain, Punctuation, Kinds of Sentences

Unit V - Oral & Written Communication

Listening for handling simple situations, Listening Comprehension, Reading-passages from magazines & stories, Speaking – Introduction to body language, Basic interactions, Filling Forms, Developing Hints, Letters – leave letters, permission letters & personal letters

Text Books:

Units I - III - To be compiled by the Research Department of English

Units IV – V – CLIL (Content & Language Integrated Learning) – Module I by TANSCHE (Tamil Nadu State Council for Higher Education)

SEMESTER - II				
Part II English Prose, Poetry, Extensive Reading and Language Study- II				
18UGEN21	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4	

Unit I - Poetry

Nissim Ezekiel - The Night of the Scorpion

William Wordsworth- The Tables Turned

Walt Whitman - One's Self I Sing

Unit II - Prose

A.J. Cronin - Two Gentlemen of Verona

Robin Sharma - Your Commitment to Self- Mastery: Kaizen

Unit III - Short Story

Khushwant Singh - Karma

Oscar Wilde - The Happy Prince

Unit IV - Grammar & Vocabulary

Present & Past Continuous form, Command form, Will/Going to, Subject – Verb Agreement, Vocabulary of the Specific Domain, Paragraphing

Unit V - Oral & Written Communication

Listening for handling tough situations, Reading – passages from newspapers, incomplete stories, Pronunciation, Speaking (Storyline, Telephone Conversation), Key Functions

Text Books :

Units I - III - To be compiled by the Research Department of English

Units IV – V – CLIL (Content & Language Integrated Learning) – Module II by TANSCHE (Tamil Nadu State Council for Higher Education)

SEMESTER - III				
Part II English Prose, Poetry, Extensive Reading and Language Study-III				
18UGEN31	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4	

Unit 1 - Poetry

Toru Dutt - Lotus

John Keats - La Belle Dame Sans Merci

Langston Hughes - The Weary Blues

Unit II - Prose

A.G. Gardiner - A Fellow Traveller

G.K. Chesterton - The Fallacy of Success

Unit III - One Act Play

Cedric Mount - The Never Never Nest

Percival Wilde - The Hour of Truth

Unit IV - Grammar & Vocabulary

Present & Past Perfect form, Connectives & Linkers, Vocabulary of the Specific Domain, Paragraphing

Unit V - Oral & Written Communication

Evaluative Listening, Different Reading Strategies, Pronunciation, Public Speaking, Negotiation & Turn Taking, Tongue Twisters, Writing – Formal Letters, Emails, One Word Substitutes.

Text Books:

Units I - III - To be compiled by the Research Department of English

Units IV – V – CLIL (Content & Language Integrated Learning) – Module III by TANSCHE

(Tamil Nadu State Council for Higher Education)

9	SEMEST	ER – IV	
Part II English	Prose, Poetry, Ex	tensive Reading and Lang	uage Study- IV
18UGEN41	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Unit I - Poetry

Rabindranath Tagore - The Lord of My Life

Tennyson - Ulysses

Gabriel Okara - Once Upon a Time

Unit II - Prose

Juliane Koepcke - My First Plane Crash

Frank R. Stockton -The Lady or the Tiger

Unit III - Scenes from Shakespeare

A Midsummer Night's Dream - Act II, Scene ii

Tempest - Act III, Scene i

Unit IV - Grammar & Vocabulary

Modals & Auxiliaries, Active & Passive Voice, Direct & Indirect Speech, Transformation of Sentences, Vocabulary of the Specific Domain, Homophones & Homonyms

Unit V - Oral & Written Communication

Extensive Reading/ Film (with subtitles) Viewing, Refuting, Arguing & Debating, Defending & Challenging Interviews (face to face, telephone & video conferencing), Making Presentations, Tongue Twisters

Text Books :

Units I - III - To be compiled by the Research Department of English

Units IV - V - CLIL (Content & Language Integrated Learning) - Module IV by TANSCHE

(Tamil Nadu State Council for Higher Education)

7. Listening



Activity 23

Look at the following statements/questions (5 minutes). Now answer them as you listen to the text. Remember that you will listen to the text only once.

1.	Generally speaking, properties, structures and how substances are composed are dealt in
2.	Organic chemistry does not involve the study of carbon alone. True/False.
3.	Plastics, rubber, dyes, drugs and solvents are
4.	How would the study of chemistry help (or) what are the benefits of studying chemistry?
<u> </u>	Activity 24
Ans 1.	wer the following questions as you listen to the passage. What are the branches of chemistry?
2.	What does organic chemistry deal with?
3.	Inorganic Chemistry deals with the, and of all chemical elements and their compounds, except those of carbon.
4.	Name any two industrial compounds.
5.	What are the physical properties of substances?



Match the following as you listen.

1.	Physical properties	rubber
2.	Industrial compound	no carbon
3.	Organic chemistry	melting point
4.	Inorganic chemistry	carbon compounds

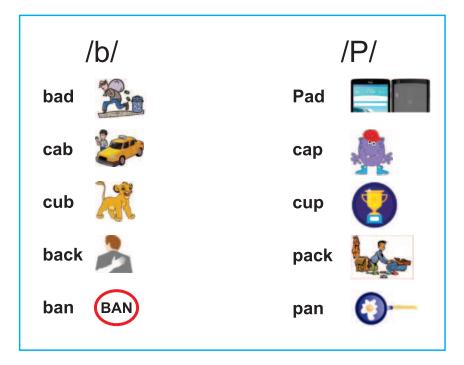
Listening passage

Chemistry, a branch of science, is concerned with the properties, structures and composition of substances and their reactions. Inorganic Chemistry deals with the preparation, properties and reactions of all chemical elements and their compounds, except those of carbon. Organic chemistry deals with the reactions of carbon compounds. It also focuses on an immense variety of molecules, including those of industrial compounds such as plastics, rubber, dyes, drugs and solvents. Physical chemistry deals with the physical properties of substances, such as their boiling and melting points.

The importance of chemistry is well known. Knowledge of chemistry will also help one to understand biology, natural processes, geochemical, pharmaceutical and biochemical concepts.

9. Pronunciation

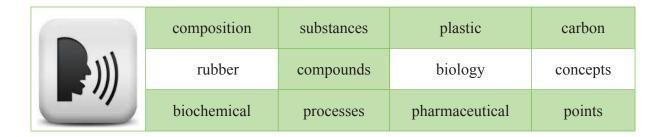






Activity 30

Now look at the pair of words from the passage. Notice the manner in which the letters 'p' and 'b' are pronounced. Repeat the words after the teacher.



Now look for a word in the given list that begins with the letter 'p' but sounds differently.



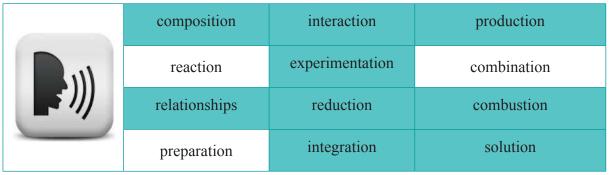
Now look at the table of words. Notice the manner in which the letters "v" and "w" are pronounced. 'v'is pronounced with lips in spread or neutral position while 'w' is rounded. Repeat the words after the teacher.

	with	environment	variety
	work	indivisible	which
	have	world	work
	never	how	was
	well	solvent	answers



Activity 32

Now look at the table. Notice the manner in which the letters 'tion' is pronounced. Repeat the words after the teacher.



"tion" sounds at the end of the words

- At the end of the words it is pronounced as "shun"
- Explanation
- Pollution
- Emotion
- Location

'th' has 2 different pronunciations.





—	that	*	this
	mother	() bes	there
No. of Street, or other Persons and the Street, or other Persons a	feather		father
)	smooth	£2.	breathe
98	weather		bathe

One-Syllable Final Voiceless / th / Picture Cards





Now look at the table of words. Notice the manner in which the letters "th" are pronounced. Repeat the words after the teacher.

	synthetic	these	this	than
	fifth	birth	their	thousand
	they	forth	think	the
	third	together	that	with



Activity 34

The teacher reads this passage aloud. There are two objectives:

- tuning to the pronunciation of the sounds/words
- chunking into sense groups.

The first few sentences are done for you. Complete the rest.

Listen to the following news report about the gas leakage in the Union Carbide Pesticide factory in Bhopal.

Note how voice modulation brings out the appropriate meaning.



A single slash for a short pause and two slashes for a long pause.



//On the night of December 2,/ 1984,/ the Union Carbide pesticide factory in Bhopal/ leaked

around 30,000 tonnes of methyl isocyanate.// More than 3,500 perished as a result,/ but as many as 25,000 people have died/ from related illnesses since then//. Shravani/ was a day old child/ when the gas leak drove them out of their small house.// "We could not even name her".

//"We hurriedly boarded a truck to Parwalia, about 20 km away. We were packed like fish," her mother Neema says. Her father, an assistant stationmaster, however, was at Bhopal station at this time. He saw people screaming and just dropping dead. It was the time of arrival of the Kushinagar express.





"Though the train would stop only for a few minutes, it was enough to leave at least around 800 people dead including the driver. I must do something now!" he said. Realizing the danger, he quickly sent the Kushinagar Express through without stopping. As many as seven trains were then allowed through, without halting at Bhopal station, thus saving thousands of lives. He succumbed to the poisonous gas and collapsed, as nobody was around to save him.

8. Reading

interactions						
Form	Part of Speech	Noun	interactions			
	Spelling	i-n-t-e-r-a-c-t-i-o-n				
	Pronunciation	in-ter-ac-tion				
Meaning	an occasion w	hen two or more	people or things	- 00		
	communicate wit					
Use	There is not mu	ch interaction between	n the students and			
	teachers in the classroom.					
	Language game	1				
	interaction.					
	The story follows	e tree with different				
	characters.					

particle					
Form	Part of Speech Spelling Pronunciation	Noun p-a-r-t-i-c-l-e par-ti-cle	particles		
Meaning	an extremely sm	all piece of matte	er		
Use	Tiny dust particles settled on the surface of the book. Some particles are not visible to the naked eye. A photon is a tiny particle of light.				

pave						
Form	Part of Speech Spelling Pronunciation	Verb p-a-v-e pave	paved			
Meaning	cover (a piece of ground) with flat stones or bricks					
Use	He wanted to pave the centre of the garden with concrete slabs.					
	The mason agreed to pave the front yard with mosaic chips.					
	The municipality has	paved that are	ea to help the walkers.			

observe				
Form	Part of Speech Spelling Pronunciation	Verb o-b-s-e-r-v-e ob-serve	observed	Classroom
Meaning	the action or processomething or someon			
Use	The students observed the teacher's gestures. The old man observed his grandson playing. Chemical reactions are observed very carefully.			Observation

synthetic			
Form	Part of Speech Spelling Pronunciation	Adjective s-y-n-t-h-e-t-i-c syn-the-tic	
Meaning	an artificial materi different substances		
Use	A synthetic product is product. Many medicines are contain harmful chem Synthetic silk is not as	e synthetic products which icals.	



State whether the following are true/false/not given as you read the passage given.

- (i) Chemistry gives us an understanding of what our world is made of and the interactions that happen between the particles on which it depends.
- (ii) The ancient Greek philosophers claimed that atoms are the smallest indivisible particles and that they are made of protons, neutrons and electrons.
- (iii) Dmitri Mendeleev published the first widely recognized periodic table.

(iv)	John Dalton's pioneering work on the chemistry of air and the atomic nature of matter paved the way for modern chemistry.
(v)	Chemistry explains the relationship between the different chemical elements and the way they react and combine.
П	Activity 27

Answer	the	follo	wing	qu	esti	ons	in	a	sentence	٥.
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How	ean chemists help the society in the present times?
Do yo	u think chemistry and chemical substances impact the environment? How
If the	ability of the fertilizer to destroy insects in the crops is higher, then greater
be its	harmful effect on the human body. Analyse.

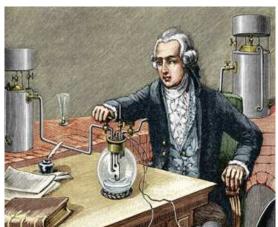
Reading passage

Where has chemistry come from? Throughout the history of the human race, people have struggled to make sense of the world around them. Through the branch of science we call chemistry we have gained an understanding of the matter which makes up our world and of the interactions between particles on which it depends. The ancient Greek philosophers had their own ideas of the nature of matter, proposing atoms as the smallest indivisible particles. Although these ideas seem to fit with modern models of matter, so many other ancient Greek ideas were wrong that chemistry cannot truly be said to have started there.

Towards the end of the eighteenth century, pioneering work by Antoine and Marie Lavoisier

and by John Dalton on the chemistry of air and the atomic nature of matter paved the way for modern chemistry. During the nineteenth century, chemists worked steadily towards an understanding of the relationship between the different chemical elements and the way they react and combine. A great body of work was built up from careful observation and experimentation until the relationship which we now represent as the periodic table emerged. This brought





order to

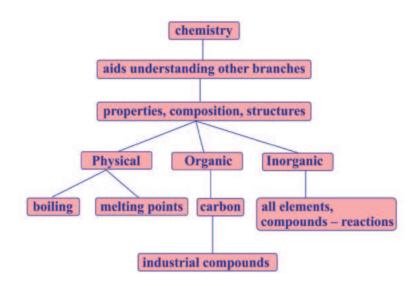
the chemical world, and from then on chemists have never looked back.

Modern society looks to chemists to produce, amongst many things, healing drugs, pesticides and fertilizers to ensure better crops and chemicals for many synthetic materials. It also looks for an academic understanding of how matter works and how the environment might be protected from pollutants.



Activity 28

Use the following information in the tree diagram to introduce chemistry to your friend.





Write a paragraph on chemistry with the chart given in Activity 28. Use linkers and ensure that subjects and verbs agree in number.						

5. Speaking / Writing



Activity 11

Imagine that you are in your chemistry laboratory. Your lab instructor Ravi is trying to demonstrate an experiment to identify acid radical present in the given salt. Ravi is following the lab instructions. Note that the instructions are in the imperative form. Complete the activity in 2 steps: (1) Identify the action words and underline them. (2) Imagine that Ravi is performing the activity in front of you now and give a running commentary using the present continuous form.

Help!

Add -"ing" to all command words and use them to report live. Example: You can change "First, add water in the test tube" into "First, he is adding water in the test tube".

Example: add – is adding

Instruction: Add water in the test tube.

Present continuos form: Ravi is adding water in the test tube.

Take about 1gm of salt in a test tube.

Add 2-3 ml of dilute hydrochloric acid.

See brisk effervescence formed.

To the salt solution, add a few drops of Magnesium Sulphate solution.





Mix well.

Wait for the reaction to complete.

Observe white precipitate of Magnesium Carbonate.

Note down the result.



Activity 12	
Write a report on what your lab instructor	Help!
Ravi was doing to identify the acid radical	Add – "ing" to all command words
present in the given salt. Use linkers such as,	given in the instructions on "How to
then, after that, next, first, etc.	identify acid radical present in the given
	salt". Example: You can change "First, add
	water in the test tube" into "First, he was
	adding water in the test tube".
Activity 13	
Now imagine that you are talking to your	Help!
friend Malathy who was absent for the class	Add – "will" to all command words
when the lab instructor had demonstrated the	given in the instructions on "How to
experiment. Tell Malathy what you are going	identify acid radical present in the given
to do using "will".	salt". Example: You can change "First,
	add water in the test tube", into "First, I
	will add water in the test tube".



You have explained to Malathy how to identify	Help!
acid radical present in given salt. To check her	Add – "going to" to all command words
understanding, ask her to write on how she is	given in the instructions on "How to
going to perform the experiment.	identify acid radical present in the
	given salt". Example: You can change
	"First, add water in the test tube"
	into "First, I am going to add water in the
	test tube".

Help!

Add – "ing" to all command words and

use them to report live. Example: You can

change "Take about 1g of the given salt in

a test tube" into "She is taking about 1g of

the given salt in a test tube".



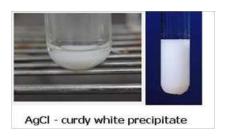
Activity 15

Your lab instructor Rasheela is giving you a live demonstration to identify chloride acid radical. Note the lab instructions she gives and identify the action words to give a running commentary in the present continuous form.

Take about 1g of the given salt in a test tube.

Add a little amount of Manganese-di-oxide. Add

concentrated Sulphuric acid. Heat the mixture for a few seconds. Observe greenish yellow Chlorine gas. Add a few drops of Silver Nitrate solution. View curdy white precipitate of Silver Chloride. Record the results.







Write a paragraph on what your lab instructor	Help!
Rasheela was doing to identify chloride acid	Add - "ing" to all command words and
radical. Use linkers such as, then, after that,	use them to report live. Example: You can
next, first, etc.	change "Take about 1g of the given salt in
	a test tube", into "She was taking about 1g
	of the given salt in a test tube".



Akshay and	Arshad	are fa	cing	practi	cal
examination	viva wł	nich is	cond	lucted	in
pairs. While	Arshad	gives th	e ins	tructio	ns,
Akshay perf	forms the	experin	ient. I	Now, yo	ur
examiner wa	nts to kno	w how	you w	vill do 1	he
experiment.	Now Aksl	nay is as	sked t	o expla	ain
the process u	sing "goin	ig to".			

Help!

Add – "going to" to all command words and use them to report live. Example: You can change "Take about 1g of the given salt in a test tube." into "I am going to take about 1g of the given salt in a test tube".

	1	U		
1	V		Ţ	
	1			À

Activity 18

how he		0				0
"will". I speak.	He has	the op	tion to	either	write	or
						_

Help!

Add – "will" to all command words and use them to report live. Example: You can change "Take about 1g of the given salt in a test tube", into "I will take about 1g of the given salt in a test tube".

Activity 19
Imagine you are a chemistry lab instructor for the 6th standard. Explain what sodiun chloride solution is and how you can easily prepare it with items available in your home.
Use the following words and frames.
composition, reaction, property, element, compounds, solvent, solution
I am going to Now, I will It is going to
Remember to use 'present continuous form' and 'will' while explaining it to the students. Try to make it easy to understand using suitable 'linkers' wherever necessary.
Activity 20
Imagine you are a student and now try to recall what your lab instructor explained and write it in the form of a paragraph using 'past continuous form', 'linkers' and 'going to

TANII: CLIL Semester II

wherever necessary. Remember that 'linkers' make it easy to understand what you intend to communicate. Use the words from the previous activity. Modify the frames suitably.

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7. Listening



Activity 23

Look at the following statements/questions (5 minutes). Now answer them as you listen to the text. Remember that you will listen to the text only once.

1.	The British official William Ashe was shot dead by
2.	The editor of the Tamil weekly 'India' was
3.	bought Bipin Chandra Pal to Madras city.
4.	started the Chennai Jana Sangam.
	Activity 24
Ansv	wer the following questions as you listen to the passage.
1.	Who is Vanchi Nathan?
2.	What were the circumstances that led to the formation of Bharthamatha Association?
3.	Why was V.O.C called 'Chekkilutta Chemmal'?
4.	What significant role did Swadesi Steam Navigation Company play during the Swadeshi Movement?



Activity 25

Match the following as you listen.

1.	Subramania Bharathi	Extremist Congress Leader
2.	British India Steam company	Swadesa Geethangal
3.	Bharathamatha Association	Tuticorin
4.	Bipin Chandra Pal	Nilakanta Bramachari

Listening Text

Swadeshi Movement in Tamil Nadu

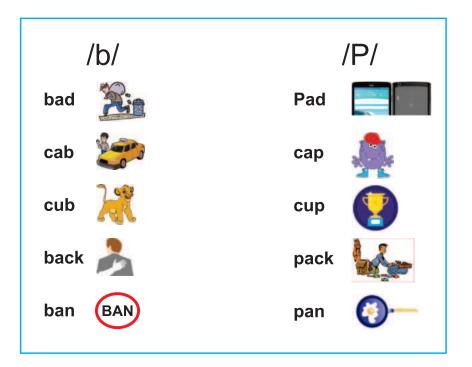
The Partition of Bengal in 1905 led to the beginning of Swadeshi Movement in Tamil Nadu. During this period, the important leaders of the National Movement were – V.O. Chidambaram (V.O.C) Pillai, Subramania Siva and Subramania Bharathi. In May 1907, Bharathi bought Bipin Chandra Pal, one of the leaders of extremists in the Congress, to Madras city. After the Surat spilt in 1907, V.O.C and fellow nationalists started the 'Chennai Jana Sangam'. Subramania Bharathi was a non-conformist, unorthodox and revolutionary in his social and political ideas. He edited the Tamil weekly 'India'. He composed nationalist songs called the 'Swadesa Geethangal'.

V.O.Chidambaram Pillai, popularly known as 'Kappalottiya Tamilan' was a lawyer by profession and a follower of Bal Ganghadar Tilak. In 1906, he launched the 'Swadeshi Steam Navigation Company' in Tuticorin. There was competition between Swadeshi Steam Navigation Company and British India Steam Navigation Company. V.O.C. advocated the boycott of the British India Steam Navigation Company and this had resulted in the Tirunelveli uprising in March 1908. He was ably assisted by Subramania Siva. Both were arrested and imprisoned. V.O.C was asked to draw an oil press in the prison and hence he is known as 'Chekkilutta Chemmal'.

The arrest of the nationalist leaders and the collapse of the Swadeshi Steam Navigation Company led to the formation of a revolutionary organization – 'Bharathamatha Association' in Tamil Nadu. Nilakanta Bramachari played a vital role in it. One of the followers of this association ,Vanchi Nathan shot dead the notorious British official, Robert William Ashe at Maniyatchi junction in June 1911.

9. Pronunciation







Activity 30

Now look at the pair of words from the passage. Notice the manner in which the letters 'p' and 'b' are pronounced. Repeat the words after the teacher.

111	portion	beneath	bent	past
	believed	paddy	open	been



Now look at the table of words. Notice the manner in which the letters 'v' and 'w' are pronounced. 'v' is pronounced with lips in spread or neutral position while 'w' is rounded. Repeat the words after the teacher.



vast	which	water
way	excavate	view
working	village	was



Activity 32

Now look at the table of words. Notice the manner in which the letters "tion" is pronounced. Repeat the words after the teacher.



expansion	excavation	civilization
habitation	portion	invasion
declaration	conclusion	location

"tion" sounds at the end of the words

- At the end of the words it is pronounced as "shun"
- Explanation
- Pollution
- Emotion
- Location

'th' has 2 different pronunciations.





Examples of TH voiced

The most commonly used word in English is the word the, the TH is very important

- this
- that
- weather
- than
- these
- those
- they
- them
- other
- clothe other
- their
- there
- smooth
- then
- they're



#	that	<u> </u>	this
	mother	() pro	there
A STATE OF THE PARTY OF THE PAR	feather		father
\	smooth	Se D	breathe
9 & 3 #	weather	-	bathe

One-Syllable Final Voiceless / th / Picture Cards

































Now look at the table of words. Notice the manner in which the letters "th" are pronounced. Repeat the words after the teacher.



south	though	further	there
this	unearthed	they	either
beneath	that	the	with



Activity 34

The teacher reads this passage aloud. There are two objectives:

- tuning to the pronunciation of the sounds/words
- chunking into sense groups.

The first few sentences are done for you. Complete the rest.

Listen to the following news report about the archaeological exacavation at Keeladi. Note how voice modulation brings out ppropriate meaning.



A single slash for a short pause and two slashes for a long pause.





Keeladi is a small village/ that lies past an unmanned railway crossing. // It is located 12 km away from the bustling city of Madurai/ amidst the mesmerizing stretches of paddy fields /and swaying palms/ in the Sivaganga district of Tamil Nadu.// The only sound that penetrates the vast open fields along the way/ is the soft rustle of coconut trees.// Here, in a parcel of rich orange muddy land, a group of archaeologists and researchers have quietly unearthed the crumbling remains of an ancient urban center, equal in size and importance to that of Mohenjadaro. In the two phases of excavations

conducted so far, over 3,000 antiquities have been unearthed that are believed to date back to

the early Sangam Age, an important epoch in Tamil Nadu's history. For the first time, these findings provide evidence for the way of life described in ancient Sangam literature.

Mohenjadaro is one of the world's earliest ancient urban settlements. However, its equivalent had not been found in the south of India so far, even though we knew that South India has ancient roots as well.



This habitation site testifies that such a civilization existed, and if we excavate further, there is a possibility of finding an ancient civilization parallel to that of Mohenjadaro.

Deep inside each pit, one can view artefacts that have been painstakingly unearthed. These include a portion of kiln, an enclosure which may have been used as a water tank, even grooves in stone that appear to be an ancient drainage system. They are working with archaeology students, some of whom are bent over double inside the quadrants, scraping away at the sand on either side of the artefact in soft, gentle strokes.

The digging is being carried out entirely by hand, using special archaeological implements that they have been trained to use. Sometimes, they cannot cut more than 10 cm each day. Using machinery could destroy whatever they are seeking beneath the soil. It is a process, that requires a considerable amount of patience along with the necessary knowledge and skill.

8. Reading

ascendancy							
Form	Part of Speech Spelling Pronunciation	Noun a-s-c-e-n-d-a-n-c-y a-scen-dan-cy	ascendancies				
Meaning	raising in power						
Use	The ascendancy against the Mogl Samudragupta's expansion of the Several conques after the ascenda						

treachery						
Form	Part of Speech Spelling Pronunciation	Noun t-r-e-a-c-h-e-r-y tre-che-ry	trecheries			
Meaning	not being loyal to	o somebody who tr	usts you			
Use	The king punishe Chatrapathi Shiv rank in his forts to The easy English Jabar, the Comma					

conflict				
Form	Part of Speech	Noun	conflicts	
	Spelling	c-o-n-f-l-i-c-t		
	Pronunciation	con-flict		
Meaning	a situation in whi	ich there are oppo	sing ideas, feelings	
Witaining	or wishes			A
Use	The long-drawn P	allava-Chalukya c	onflict began during	
	the period of Mah	endravarman I.		
	The Rajput confli	ict among themse	lves resulted in the	
	decline of the Hin	du empire.		
	The conflict bet	ween Vijayanaga	r Empire and the	
	Bahmani Kingdor	n lasted for many	years.	

decisive			
Form	Part of Speech	Adjective	
	Spelling	d-e-c-i-s-v-e	
	Pronunciation	de-ci-sive	
Meaning	able to decide someth	ning quickly with confidence	E PORT
Use	invaders. Most of the decisive las the Kurukshetra, Tanear Delhi.	decisive victory against the battles of Indian history such arain and Panipat were fought superiority was decisive in ver Bengal.	Painting showing Anglo-Maratha Wars

treaty				
Form	Part of Speech Spelling	Noun t-r-e-a-t-y	treaties	
	Pronunciation	trea-ty		
Meaning	a formal agreement countries	nt between two	o or more	
Use	The government sign rebels. The First World Wa Versailles. The Treaty of Madras v	r ended with th	e Treaty of	and you
	and Hyder Ali of Mys Mysore War to an end	sore in 1769 to be		



State whether the following are true/false/not given as you read the passage given.

- 1. The Battle of Plassey was fought on 20 June 1957.
- 2. Robert Clive bribed Mir Jafar and promised to make him the Nawab of Bengal.
- 3. The British won the Battle of Plassey.

- 4. The British Commander, Robert Clive captured Arcot.
- 5. In 1765, Robert Clive was appointed as the Governor of Bengal.



Answer the following questions in a sentence.

What are th	circumstances that lead to the Battle of Plassey?
How did the	English troops win easily?
When was l	obert Clive appointed as the Governor of Bengal?
How did the	British benefit through the Treaty of Allahabad?

Reading passage

Establishment of British Power in Bengal

Bengal remained one of the fertile and wealthy regions of India. The English ascendancy in Bengal proved to be the basis for the expansion of English rule in India. The conflict between the Nawab of Bengal, Siraj-ud-Daula and the English led to the Battle of Plassey held on 23 June 1757. Robert Clive, the Commander of the British troops emerged victorious by defeating the Nawab's army. The easy English victory was due to the treachery of Mir Jabar, the Commander of the Nawab's army. However, the victory of the British in the Battle of Plassey marked the foundation for British rule in India.

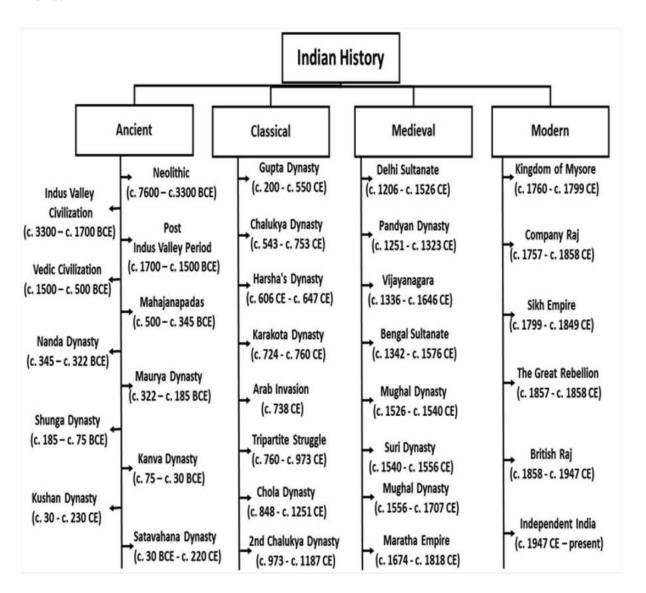
In 1764, the English once again defeated the combined forces of the Nawab of Oudh, the

Mughal Emperor and the Nawab of Bengal in the Battle of Buxar. The superiority of the English military was established. In 1765, Robert Clive was appointed as the Governor of Bengal. In the same year, the Treaty of Allahabad was concluded by which the Mughal Emperor granted the Diwani rights to the English East India Company. Thus, the British power in India was thoroughly established.



Activity 28

Use the following information in the tree diagram to introduce Indian History to your friend.





Write a paragrap	h on Indian	History with	the tree dia	gram given in	activity 28. Use
linkers and ensure	e that subject :	and verb agr	ee in number.		
	, cano subject t	ver » ugr			

5. Speaking / Writing

Help!
Add -"ing" to all command

words and use them to report live.

Example: You can change "First,

deposit the mobile phone, camera

in the cloakroom" into "First, he

is depositing the mobile phone,

camera in the cloak room".



Activity 11

Imagine that you are in a museum. A guide is giving instructions. Note that the instructions are in the imperative form. Complete the activity in 2 steps:

- (1) Identify the action words and underline them.
- (2) Imagine that your friend Mohan is performing the activity in front of you now and give a running commentary using the present continuous form.

Instruction: deposit – is depositing

Example: Deposit the mobile phone camera in the cloak room.

Present continuos form: He is depositing the mobile phone camera in the cloak room.

Deposit the mobile phone, camera, food items etc., in the cloak room.

Listen to and follow the instructions carefully.

Follow the sign boards.

Stay with your group.

Look at the displayed objects without touching them.

Note down details if you want.

Maintain silence.

Visit Block "A" where you will find equipment and ammunition.

Move to Block "B" to see sculptures from ancient times.

Then, move on to Block "C" to know more about cultural and religious practices of the different ages.

Write your impression in the visitor's note.					



Theory 12	Help!
Write a report on how your friend Mohan was following the instructions of the guide. Use linkers such as then, after, that, next, first etc	Add —"ing" to all command words given in the instructions. Example: You can change "First, deposit the mobile phone camera in the cloakroom" into "First, he was depositing the mobile phone, camera in the cloak room".
Activity 13 Now imagine that you are talking to your friend Prakash who was not in the vicinity	Help!
·	Add – "will" to all command words given
when the guide was giving instructions Tell	in the instructions. Example: You can
Prakash what you are going to do using "will".	change "First, deposit the mobile phone,
	camera in the cloak room" into "First, I
	will deposit the mobile phone, camera in
	the cloak room"



You have explained Prakash how to behave in
the museum. To check his understanding, ask
him to write on how he is going to behave in
the museum.

Help!

Add –"going to" to all command words given in the instructions. Example: You can change "First, deposit the mobile phone, camera in the cloak room" into "First, I am going to deposit the mobile phone, camera in the cloak room".



Activity 15

Your History teacher is giving instructions on how to mark a map. Note the instructions she gives and identify the action words to give a running commentary in the present continuous form.

Harrappa and Mohenjadaro

Take the outline map of India.

Spot the important cities connected with the civilization.

Identify the Indus, Ganges and Brahmaputra rivers. Draw Khyber pass in the Hindukush mountain.

Mark the Himalayan mountain ranges.

Use blue colour for the rivers.

Colour the mountains brown.

Help!

Add -"ing" to all command words and use them to report live. Example: You can change "Take the outline map of India" into "She is taking the outline map of India".



Help! —"ing" to all command words and nem to report live. Example: You can ge "Take the outline map of India". 'She was taking the outline map of a".
-"ing" to all command words and nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map of
-"ing" to all command words and nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map or
-"ing" to all command words and nem to report live. Example: You can ge "Take the outline map of India" 'She was taking the outline map of
-"ing" to all command words and nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map or
-"ing" to all command words and nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map of
-"ing" to all command words and nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map of
nem to report live. Example: You car ge "Take the outline map of India" 'She was taking the outline map or
ge "Take the outline map of India" "She was taking the outline map of
'She was taking the outline map of
Help!
- "going to" to all command words
use them to report live. Example
can change "Take the outline map of
"into "I am going to take the outline
ı

Activity 18	
Malar is now facing the examiner and sharing	Help!
how she is going to mark the map using "will".	Add -"will" to all command words and
She has the option to either write or speak.	use them to report live. Example: You can
	change "Take the outline map of India."
	into "I will take the outline map of India".
Activity 19	
Imagine you are watching a documentary on	the rise of the Greek King Alexander the
Great and describing the scenes to your friend.	<u> </u>
Use the following words and frames.	
ancient, citizen, dynasty, empire, invade, monarch	у
I am watching	
I will describe	
I am going to	
Remember to use 'present continuous form' and '	will' while explaining it to the students.
Try to make it easy to understand using suitable "l	inkers" wherever necessary.
	•



Recall the documentary on the rise of the Greek king Alexander the Great that you watch and write a paragraph using past continuous form, linkers and going to wherever necessa					
Remember that linkers make it easy to understand what you intend to communicate.					
the words from the previous activity. Modify the frames suitably.					

7. Listening



Activity 23

Look at the following statements/questions (5 minutes). Now answer them as you listen to the text. Remember that you will listen to the text only once.

1.	What kind of business does Senthil plan to do?				
2.	Resources are not required to start a business. True/False/Not given				
3.	Market economy plays a major role in making decisions about investment, production and distribution. True/False/Not given				
4.	A businessman only consumes resources in the economy. True/False/Not given				
Ansv	Activity 24 wer the following questions as you listen to the passage.				
1.	When Senthil buys, and, he consumes resources.				
2.	Who decides the price of products in the market?				
3.	What do you mean by market economy?				
4.	Senthil provides resource to the economy.				
5.	Senthil providesresource to the economy. How does he take decisions regarding investment, production and distribution?				



Match the following as you listen.

	The same time time as your moone				
1.	Resource	a. business decisions			
2.	Coffee shop	b. entrepreneur			
3.	Business	c. demand			
4.	Market economy	d. employees			
5.	Labour	e. industry			
		f. milk and sugar			
		g. trading			

Listening Text: Business Market

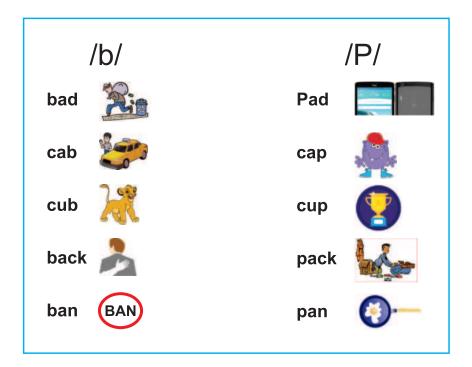
Senthil is a typical entrepreneur in Tiruchendur who is about to start a new town coffee shop. Senthil lives in a market economy, in which decisions regarding investment, production, and distribution are based on supply and demand. Besides, the prices of goods and services are



determined in a free price system. Like every other business, Senthil both consumes resources in the economy, as he buys resources, such as food, transportation and housing. He also provides resources to the economy, as he supplies labour to the economy. Since, he is starting a coffee shop, he will have to acquire resources, such as coffee-making machines, grinders, coffee beans, milk, sugar and cups. He would also need electricity and water as well as labour from employees.

9. Pronunciation







Activity 30

Now look at the pair of words from the passage. Notice the manner in which the letters 'p' and 'b' are pronounced. Repeat the words after the teacher.

	barter	people	participate	example	besides
	baker	because	based	parties	both
	support	supply	products	preceding	policy



Now look at the table of words. Notice the manner in which the letters 'v' and 'w' are pronounced. 'v' is pronounced with lips in spread or neutral position while 'w' is rounded. Repeat the words after the teacher.



worth	world	value	anywhere
was	surveying	while	invest
relative	wide	receiver	convert
provide	volume	individuals	civil



Activity 32

Now look at the table. Notice the manner in which the letters "tion" is pronounced. Repeat the words after the teacher.



exploitation	negotiation	consumption	contribution
condition	dissemination	station	function
correction	adoption	estimation	incorporation

"tion" sounds at the end of the words

- At the end of the words it is pronounced as "shun"
- Explanation
- Pollution
- Emotion
- Location

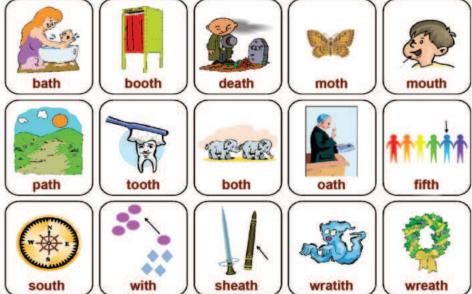
'th' has 2 different pronunciations.





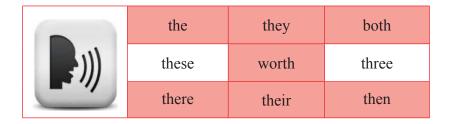
#	that	±	this
	mother		there
No. of the last of	feather		father
\	smooth	So So	breathe
** ** ** **	weather	-	bathe

One-Syllable Final Voiceless / th / Picture Cards





Now look at the table of words. Notice the manner in which the letters "th" are pronounced. Repeat the words after the teacher.





Activity 34

The teacher reads this passage aloud. There are two objectives:

- tuning to the pronunciation of the sounds/words
- chunking into sense groups.

The first few sentences are done for you. Complete the rest.

Listen to the report on the earliest form of economy - the barter economy and note the voice modulation to bring out appropriate meaning.

A single slash for a short pause and two slashes for a long pause.



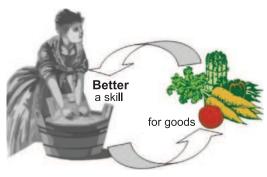


Goods and services are directly exchanged.

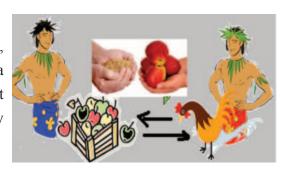
A barter economy is a cashless economic system,/ in which services and goods are traded at negotiated rates.// Barter-based economies are one of the earliest systems that preceded monetary systems.

People can successfully use barter in any

field. Informally, people often participate in barter and other reciprocal systems without really ever thinking about it. For example, providing online support for a farmer or a baker and receiving vegetables or baked goods in return is a classic example of present day barter system.



Because barter is based on exchange of materials, both parties must have what the other wants. In a large system, traders can be found to supply most wants. Besides, there is also the question of equality of worth of the products.





In recent years, barter has enjoyed a rebirth as it helps fight economic insecurity, unemployment and worker exploitation. The nature of modern day work, the use of the internet and the rise of social networking have all contributed to its widespread usage.

8. Reading

recession	recession						
Form	Part of Speech						
	Spelling	r-e-c-e-s-s-i-o-n	*** * ***				
	Pronunciation	re-ce-ssion					
Meaning	slowdown of eco	55					
Use	The sudden rise in	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
	Will recession aff						
	Terrorist attacks h	el.					

recovery				
Form	Part of Speech Spelling Pronunciation	Noun r-e-c-o-v-e-r-y re-co-ve-ry	recoveries	
Meaning	the process of h	l again; the act of		
Use	Rohit's recovery quick. Recovery from the soon. The government l debts.			

growth						
Form	Part of Speech Spelling	Noun g-r-o-w-t-h				
	Pronunciation	growth				
Meaning	a steady increase or o	a steady increase or development				
Use	Employees contribute					
	The extreme climate a					
	The growth of profess					

commodit	commodity						
Form	Part of Speech Spelling Pronunciation	Noun c-o-m-m-o-d-i-t-y com-mo-di-ty	commodities				
Meaning	substance or pr						
Use	Do you think information is a free commodity? Increase in commodity prices will affect businesses. Money and commodities form the strength of a						
	nation.						



State whether the following are true/false/not given as you read the passage given.

- Macroeconomics is a study of a particular economy.
 It looks at economic effects as a whole.
 Business people are worried about inflation and unemployment.
 The cost of a product depends upon its demand in the market.
- 5. The inflow of money will affect the price of commodities.



Activity 27

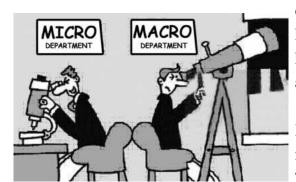
Answer the following questions in a sentence.

1.	Wri	te one major difference between micro and macro economics.					
2.		What is inflation? Why does inflation affect the cost of commodities and services?					

What is fiscal policy?			
-	State any three areas of the macroeconomic study.		
-			
٦	What are the three major economic systems that macroeconomic study deals with		

Macroeconomics

Macroeconomics studies the entire economy, while microeconomics studies a part of the



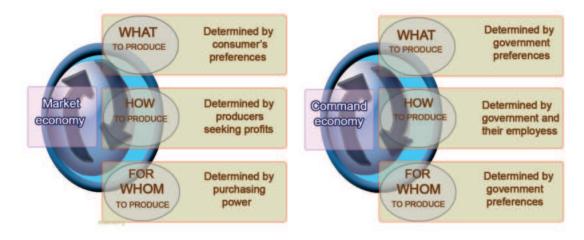
economy. Macroeconomics helps us understand how the economy as a whole affects our lives. A hint to the distinction between microeconomics and macroeconomics can be found in their prefixes. 'Micro' means 'small' and 'macro' means 'large.' Macroeconomics looks at the big picture. These macroeconomic matters affect business owners. They are concerned with the unemployment rate and inflation rate because it will impact the costs of

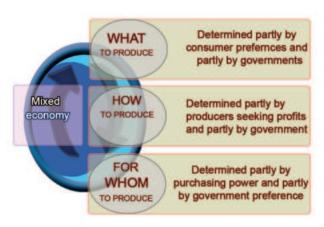
labour. Inflation also affects the costs of commodities and services needed for businesses.

In macroeconomics, a variety of economy related phenomena are examined such as, price levels, rate of growth, national income, gross domestic product and changes in unemployment are examined. Some of the common areas of macroeconomics include, inflation, which is an increase in the general price level in an economy. It is also about the economic output and the ups and downs of an economy, including growth, recession, depression and recovery. Macroeconomics studies fiscal policy, the government's decision on taxing and spending, and its effect on an economy and monetary policy, which is a government's decision regarding money supply and interest rates and its effect on an economy. Economists study different economic systems, such as free market economies, command economies and mixed economies.



Use the following information in the tree diagram to introduce economics to your friend.







Write a paragraph on economics with the chart given in Activity 28. Use linkers and ensure that subjects and verbs agree in number.							

5. Speaking / Writing



7.

Activity 11

Imagine that your friend Rahim wants to start a business. Following the instructions given below your friend is telling you how to start a business. Identify and underline the command words. You want to tell the whole class what your friend is doing.

How to start a business. STEPS

- 1. First, draft a plan to commence your business.
- 2. Choose a customer-friendly location.
- 3. Find the right source for funding your business. It can be through bank loans, venture capital or private trustworthy financiers.
- 4. Decide the legal structure of your business:
 - sole proprietorship, partnership, limited company,
 - corporation, non-profit or cooperative.
- 5. Register your company/organization/shop's name with the state government.

Understand employer responsibilities and be aware of laws that bind.

- 6. Get licence and permits required for running your business.

TANII: CLIL Semester II



Add – "ing" to all command words and use them to report live. Example: You can change "First, draft a plan to commence your business" into "First, he is drafting a plan to commence his business".



write a report on what your friend Kanim was	Help!
doing to start a business. Use linkers such as,	Add – "ing" to all command words given
then, after that, next, first, etc.	in the instructions on "How to start a
	business" Example: You can change
	"First, draft a plan to commence your
	business" into "First, he was drafting a
	plan to commence his business".
	(F-mar to totalistic tas t married)
Activity 13 Imagine that your friend, Joseph was absent when you reported what Rahim was doing to start a business in activity 11. Now, tell him how to start a business using will.	Help! Add — "will" to all command words given in the instructions on "How to start a business". Example: You can change "First, draft a plan to commence your business" into "First, he will draft a plan to commence his business".



You have explained to Joseph how to start a	Help!
business. To check his understanding, ask him	Add – "going to" to all command words
to write on how he is going to start his business.	given in the instructions on "How to start
	a business". Example: You can change
	"First, draft a plan to commence your
	business" into "First, he is going to draft a
	plan to commence his business".



Activity 15

Your friend Sundar follows the instructions given below to export coconut products from India. You are talking to another friend over the phone and reporting live what Sundar <u>is doing.</u>

Help!

Add – "ing" to all command words and use them to report live. Example: You can change "Contact a Freight forwarder to get the freight rate." into "He is contacting a Freight forwarder to get the freight rate".

How to export products from India?

- Contact a freight forwarder to get the freight rate.
 (Freight forwarder is a ticketing agent for cargo shipments. The mode of shipment can be sea, air or land.)
- 2. Send a Proforma invoice to the buyer including prices, quality, quantity and description of the goods to be exported.
- 3. Prepare a commercial invoice (bill) after the confirmation of the export order and submit to the Customs
- 4. Register the Authorised Dealer Code Number with Customs, before filing Export Shipping Bill.

- 5. Receive safety shipping instructions from the freight forwarder.
- 6. Prepare a 'Packing List' of all the items in the package.
- 7. Obtain the shipping bill from the authorised Custom House Agent.
- 8. File the shipping bill using the ICEGATE portal of customs.
- 9. Get approval from the assessment officer who assess the exportability of goods under foreign trade policy.
- 10. Receive the 'let export' order from the customs officer.

11.	Get your copy of shipping bill and know about your Export Proceeds (EP).



write a paragraph on what your friend Sundar	Add – "ing" to all command words
was doing to export coconut products from	and use them to report live. Example:
India. Use linkers such as, then, after that,	You can change "Contact a Freight
next, first, etc.	for forwarder to get the freight rate"
	into "Sundar was contacting a Freight
	forwarder to get the freight rate".

Help!



You have now learned how to do the export	Help!
business. Ask your friend Priya to listen to you.	Add - "will" to all command words and
Just explain to her how you will export coconut	use them to report live. Example: You can
products from India.	change "Contact a freight forwarder to
products from maia.	get the freight rate" into "I will contact a
	freight forwarder to get the freight rate".
Activity 18	
To check whether your friend Priya has learnt	Help!
how to export products, ask her to write a	Add – "going to" to all command words
paragraph on how she is going to export	and use them to report live. Example: You
coconut products from India	can change "Contact a Freight forwarder
	to get the freight rate" into "Priya is going
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the
	to get the freight rate" into "Priya is going to contact a Freight forwarder to get the



Use the following words and frames.

Imagine you are the manager of a firm. Discuss the financial instability of the firm due to recession and the possibilities of layoffs with the HR.

inflation, unemployment, fiscal, deficit, aggregate, interest, trade
I am planning to
I wish to
I am going to
Remember to use 'present continuous form' and 'will' while explaining it.
Try to make it easy to understand using suitable "linkers" wherever necessary.
Activity 20
Imagine that you are the HR. Now recollect the points discussed by the manager and write it in the form of a paragraph using 'past continuous form', 'linkers' and 'going to wherever necessary. Remember that 'linkers' make it easy to understand what you intend to communicate. Use the words from the previous activity. Modify the frames suitably.

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Language Lab Pre – test

211003	e the correct answer.	4
1.	What did Jess do last summer? a. She went to Greece with her friends. b. She spent time at a hospital in Greece. c. She didn't go to Greece.	O
2.	How was John's family holiday? a. Relaxing b. Tiring	c. Fun
3.	When was the weather bad for John? a. on both his family holiday and his walking b. on both his family holiday only c. on his walking holiday only	holiday
4.	Which is true about Claire's family holiday? a. Her family will go to the same place next y b. Her family always stayed together during to c. Her family spent some time watching anim	he holiday.
5.	Who in Claire's family likes to go to bars in the eva. Claire b. Her son	rening?
6.	What is true about Jaden's holiday? a. The first week was better than the second. b. The second week was better than the first. e. Both weeks were great	
-	Which activity did Jaden NOT enjoy?	
7.	a. Fishing	
	b. Visiting bars	
	c. Having parties on the boat	
8.	The synonym of holiday is b. Term	c. Routine
9.	Claire: We went to South Africa last summer, it was a. Expressive	c. Exceptional
10	. My friends fun in the beach and I wa	s lying in the bed.
10	Were having b. Having	c. Is having

Language Lab Pre – test



1310

122

ics

Choose the correct answe		•
--------------------------	--	---

1.	What did Jess do last summ	or?	
77/27	a. She went to Greece		
	b. She spent time at a h	장기를 잃어지는 것이 맛있는데 경기를 사용하게 많아 있다.	
	c. She didn't go to Gre		
		6	
2.	How was John's family holic	dav?	
	a. Relaxing	b. Tiring	c. Fun
	Section 10 10 - Consequence of the Consequence of t		
3. \	When was the weather bad f		
	 a. on both his family ho 	liday and his walking holiday	
	b. on both his family ho	oliday only	
	 c. on his walking holida 	y only	
4. V	Which is true about Claire's	family holiday?	
	a/ Her family will go to		
		yed together during the holiday.	
	 c. Her family spent som 	e time watching animals.	
5. W		to go to bars in the evening?	
	a. Claire	b. Her son	e. Her daughter
<i>(</i> 11	7		
0. W	hat is true about Jaden's ho		
	a. The first week was beb. The second week was		
	Both weeks were grea		
	y. Doin weeks were grea	•	
7. W	hich activity did Jaden NO	Ceniov?	
	a. Fishing		
	b. Visiting bars		
	. Having parties on the l	onat	
	. Having parties on the	5041	
8. Th	e synonym of holiday is		
	a. Day off	b. Term	c. Routine
			c. Routine
9. Cla	nire: We went to South Afr	ica last summer, it was	
	a. Expressive	b. Expensive	c. Exceptional
	5-1	•	. Davoptional
10. My	friends fun in	the beach and I was lying in the beach	d.
1	a. Were having	b. Having	c. Is having
		The sub-theory and the con-	- To may mig

Regino: 21AUCHO7 1. BSc. chemistry.

Language Lab Pre - test

Choos	e the correct answer:		
1.		reece with her friends. at a hospital in Greece.	
2.	How was John's famil	y holiday? b. Tiring	c. Fun
3.	When was the weather a. on both his fan b. on both his fan c. on his walking	nily holiday and his walking holiday nily holiday only	,
4.	b. Her family alw	laire's family holiday? I go to the same place next year. ays stayed together during the holiday. nt some time watching animals.	
5.	Who in Claire's family a. Claire	y likes to go to bars in the evening? b. Her son	. Her daughter
6.		was better than the second. ek was better than the first.	
7.	Which activity did Jad a. Fishing b. Visiting bars C. Having parties		
8.	The synonym of holida	b. Term	c. Routine
9.	Claire: We went to So a. Expressive	uth Africa last summer, it was b. Expensive	c. Exceptional
10.	My friends	_ fun in the beach and I was lying in th	
	a. were naving	b. Having	c. Is having

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Language Lab Pre - test

Choose the c	correct answer:		$O\setminus$
b	did Jess do last summer? She went to Greece with he she spent time at a hospital She didn't go to Greece.		
2. How	was John's family holiday? Relaxing	b. Tiring	c. Fun
a. Jo.	on both his family holiday on both his family holiday on both his family holiday on his walking holiday only	and his walking holiday only	
ea. b.	h is true about Claire's family Her family will go to the sa Her family always stayed to Her family spent some time	ame place next year. ogether during the holiday.	
	n Claire's family likes to go Claire	to bars in the evening? b. Her son	€. Her daughter
a. b.	is true about Jaden's holiday The first week was better th The second week was bette Both weeks were great	nan the second.	
a. b.	activity did Jaden NOT enjo Fishing Visiting bars Having parties on the boat	oy?	
	nonym of holiday is Day off	b. Term	c. Routine
	: We went to South Africa la Expressive	st summer, it was b. Expensive	c. Exceptional
	ends fun in the	beach and I was lying in the be b. Having	d. c. Is having

Language Lab Pre – test

		Language Lab Fre - test	01
Choos	e the correct answer:		9
1.	What did Jess do last so a. She went to Gre b. She spent time c. She didn't go to	eece with her friends. at a hospital in Greece.	
2.	How was John's family a. Relaxing	holiday? b. Tiring	c. Fun
3.	When was the weather a. on both his fam b. on both his fam c. on his walking l	ily holiday and his walking holi ily holiday only	iday
4.	b Her family alwa	nire's family holiday? go to the same place next year. ays stayed together during the hout at some time watching animals.	oliday.
5.	Who in Claire's family a. Claire	likes to go to bars in the evening b. Her son	g?
6.		vas better than the second. k was better than the first.	
7.	Which activity did Jade a. Fishing b. Visiting bars Having parties of		
8.	The synonym of holiday Day off	y is b. Term	c. Routine
9.	Claire: We went to Sou a. Expressive	th Africa last summer, it was _ b. Expensive	c. Exceptional
10.	My friends	fun in the beach and I was lyin	James 140.
	a. Were having	b. Having	c. Is having

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Language Lab Pre - test

Language Lab Fre -	tes

Choos	e the correct answer:		\bigcirc
1.	What did Jess do last summer?		
	a. She went to Greece with he	r friends.	
	b. She spent time at a hospital	in Greece.	
	 She didn't go to Greece. 		
2.	How was John's family holiday?	5	
	a. Relaxing	b. Tiring	c. Fun
3	When was the weather bad for John	.0	
٥.	a. on both his family holiday a		
	b. on both his family holiday of	and his walking norday	
	c. on his walking holiday only		
	or on me wanting nonday only		
4.	Which is true about Claire's family	holiday?	
	a. Her family will go to the sar		
	Her family always stayed to	gether during the holiday.	
	 c. Her family spent some time 	watching animals.	
_			
5.	Who in Claire's family likes to go t		
	a. Claire	b. Her son	c. Her daughter
6	What is true about Jaden's holiday?	,	
٠.	a. The first week was better the		
	b. The second week was better		
	e. Both weeks were great	than the first.	
	. Ve. Both words were groun		
7.	Which activity did Jaden NOT enjo	y?	
	a. Fishing		
	b. Visiting bars		
	c. Having parties on the boat		
Q	The synonym of holiday is		
0.	a. Day off	b. Term	D
	Ja. Day on	o. Term	c. Routine
9.	Claire: We went to South Africa la	st summer, it was	
	a. Expressive	b. Expensive	c. Exceptional
			Parallel As Automotives — Parallel States (1996)
10.	My friends fun in the b		i.
	a. Were having	b. Having	c. Is having
			- -

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Language Lab Pre – test

Choose the correct answer:			\bigcirc
1.	What did Jess do last summa. She went to Greece b. She spent time at a c. She didn't go to Greece	with her friends. hospital in Greece.	
2.	How was John's family hol	iday? b. Tiring	c. Fun
3.	When was the weather bad a. on both his family h b. on both his family h c. on his walking holid	noliday and his walking holiday noliday only	
4.	b. Her family always	s family holiday? to the same place next year. stayed together during the holiday ome time watching animals.	<i>7</i> .
5.	Who in Claire's family like a. Claire	es to go to bars in the evening? b. Her son	. Her daughter
6.	What is true about Jaden's a. The first week was b. The second week w Both weeks were g	better than the second. vas better than the first.	
7.	Which activity did Jaden N a. Fishing b. Visiting bars Having parties on t		
8.	The synonym of holiday is Day off	b. Term	c. Routine
9.	Claire: We went to South a. Expressive	Africa last summer, it was b. Expensive	c. Exceptional
10	. My friends fu	un in the beach and I was lying in b. Having	the bed. c. Is having

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Language Lab Pre – test

in Bisc Physics

Choose	e the correct answer:		\bigcirc
1.	He has a nervous a. Tradition	of scratching his head.	c. custom
2.	When you meet Aman a. marvel	da, you will her beauty	c. focus
3.	You can't w	orking so hard for so many hou b. put on	rs. You'll exhaust yourself.
4.	exhausted.	b. challenging	ask, which can leave you feeling
5.		person. She will never give away	5-4-5-4-5-4-5-5-5-5-5-5-5-5-5-5-5-5-5-5
6.	This box is	Will you move it please? b. In the way	c. By the way
7.	work .	ave a short holiday this summer	as I can only take five days off
0		b. Most of all that I stopped reading it after	
	a dull	b. gripping	c. vivid
9.	This is the mana. who	car was stolen yesterday. b. whose	c. whom
10). She is the	an all her classmates at Science. b. best	c. good

Reg. No. 20 AUPHOB

Il B. Sc., Physics

Language Lab Pre – test

R. Greethapriya

Choose	e the correct answer:		\wedge
1.	He has a nervous a. Tradition	of scratching his head.	c. custom
2.	When you meet Ama, marvel	anda, you will her beau	uty. c. focus
3.	You can'ta. turn on	working so hard for so many he b. put on	ours. You'll exhaust yourself.
4.	 Looking after small children can be quite a task, which can leave exhausted. 		
	a. stimulating	b. challenging	c. competitive
5.	Ann is aa. logical	person. She will never give aw	vay a secret. c. punctual
6.	This box isOn the way	b. In the way	c. By the way
7.	7. Unfortunately, I will have a short holiday this summer as I can only take five days work		
	a. In the least	b. Most of all	c. At least
8.	This book is so	that I stopped reading it aft b. gripping	er a couple of chapters. c. vivid
9.	This is the man a. who	car was stolen yesterday.	c. whom
10.	She ist	han all her classmates at Science b. best	e. c. good

A. Evoungelin II B. Sc Physica 20 AUPH 40

Language Lab Pre – test

Choos	e the correct answer:			
1.	He has a nervous	of scratching his head.		
	a. Tradition		c. custom	
2.	When you meet Aman	da, you will her beau	ity.	
	a. marvel	b. admire	c. focus	
3.	You can't w	orking so hard for so many ho b. put on	ours. You'll exhaust yourself.	
	u. tum on	o. put on	c. keep on	
4.	exhausted.		task, which can leave you feeling	
	a. stimulating	b. challenging	c. competitive	
5.	Ann is a person. She will never give away a secret.			
	a. logical	b. reliable	c. punctual	
6.	This box is Will you move it please?			
	a. On the way	b. In the way	SAN SPORTS WORNERS	
7.	20 90 92 PM		er as I can only take five days off	
	a. In the least	b. Most of all	c. At least	
8.	This book is so	that I stopped reading it afte b. gripping	er a couple of chapters.	
9	This is the man		C. VIVIG	
7.	a. who	car was stolen yesterday.	c. whom	
10	. She is tha	in all her classmates at Science	ı.	
	a Better	b. best	c. good	

Language Lab End – test

	·		
Choose	he corre	ect answer:	

,000	, in the languages	
1	The words he mentions at the beginning of the video belong to languages	
• •	a. that might disappear soon.	1
	b. That he would like to speak.	
	c. that were spoken in the past.	
	C. that were spoken in the p	
2	Which sentence is correct?	
۷.	which sentence is correct? a. One out of three languages in the world have fewer than 1,000 speakers.	
	b. 40% of languages have disappeared.	
	Over 17,000 languages are spoken in the world.	
3.	According to the video, Latin	
	a. Is still spoken today but in different forms	
	b. was the first important language to die.	
	c. died over 2,000 ago.	
4.	In the Soviet Union, a young people saw how necessary it was to speak Russian.	
	a young people saw now necessary it was to spend	
	b. some people refused to speak Russian.c. the government forced the people to speak only Russian.	
	c. the government forced the people to speak only	
5	Hebrew	,-
٥.	a jethe official language in more than one country.	
	is the only dead language that came to life again.	
	c. has four million speakers.	
6.	Cornish is	
	a. the second most spoken language in Wales.	
	b. a dead language.	
	e. a language spoken only by a few.	
7.	language came back from the dead.	
•	a. Latin	
	b. Hebrew	
	c. French	
8.	Fortnight means a period of	
	One week b, two weeks c. three weeks	
0	Jewish settlers to PalestineHebrew on their arrival as their common la	nguage.
7.	a. Bought b. got c. adopted	
	a. Dought	
10	0language is a temple in which the soul of those who speak it is enshrined.	
	a. Each b. Every c. Any	

A. Nancy 21AUEN38

Language Lab End - test



10056	e the correct answer:		
1.	The words he mentions at the a. that might disappear b. That he would like to c. that were spoken in t	soon. speak.	video belong to languages
2.	Which sentence is correct? a. One out of three lang b. 40% of languages ha Over 17,000 languages	ve disappeared.	have fewer than 1,000 speakers.
3.	According to the video, Lating. Is still spoken today b. was the first importance. died over 2,000 ago.	but in different for	ms
4.	In the Soviet Union, young people saw ho b. some people refused c. the government force	to speak Russian.	
5.	Hebrew a. is the official language b. is the only dead language c. has four million spea	uage that came to I	
6.	Cornish is a. the second most spok b. a dead language. a language spoken or		ales.
7.	a. Latin b. Hebrew c. French	back from the dead	L.
8.	Fortnight means a period of _a. One week	b. two weeks	c. three weeks
9.	Jewish settlers to Palestine _ a. Bought	b. got Hebrew	on their arrival as their common languag c. adopted
10.	language is a temple a. Each	in which the soul of b Every	those who speak it is enshrined. c. Any

Murugeshwari. P 21 AUCH 28

c. Any

Language Lab End – test Language Lab End – test

	*		
Choose	the correct answer:	4	O
1.	The words he mentions at the a. that might disappear b. That he would like to c. that were spoken in the control of the contro	soon. o speak.	belong to languages
2.	b. 40% of languages ha		e fewer than 1,000 speakers.
3.	According to the video, Lati a. Is still spoken today b. was the first importa c. died over 2,000 ago.	but in different forms int language to die.	
4.	In the Soviet Union, young people saw he b. some people refused c. the government force	to speak Russian.	
5.	Hebrew a. is the official langua b. is the only dead lang c. has four million spec	guage that came to life a	
6.	Cornish is a. the second most sport b. a dead language. c. a language spoken o		×
7.	a. Latin b. Hebrew c. French	back from the dead.	
8.	Fortnight means a period of one week	b. two weeks	c. three weeks
9.	Jewish settlers to Palestine _ a. Bought	Hebrew on the	heir arrival as their common language. c. adopted
10.	language is a temple a. Each	e in which the soul of those b. Every	e who speak it is enshrined. c. Any

		Language Lab End –	test	
Choose	e the correct answer:		Q	
1.	The words he mentions at the a. that might disappears th. That he would like to c. that were spoken in the	soon. speak.	belong to languages	
2.	Which sentence is correct? a. One out of three languages have over 17,000 languages.	ve disappeared.	e fewer than 1,000 speakers.	
3.	According to the video, Latin a. Is still spoken today b b. was the first importan c. died over 2,000 ago.	out in different forms		
4.	In the Soviet Union, young people saw how b. some people refused to c. the government force	to speak Russian.		
5.	Hebrew a. is the official languag b. is the only dead langu c. has four million speak	age that came to life ag		
6.	a. the second most spoke b. a dead language. a language spoken on			
7.	a. Latin b. Hebrew French	eack from the dead.		
8.	Fortnight means a period of One week	b. two weeks	c. three weeks	
9.	Jewish settlers to Palestine	Hebrew on the	neir arrival as their common langua	ge.

b. got

__ language is a temple in which the soul of those who speak it is enshrined.

Each b. Every c. Any

c. adopted

a. Bought

a. Each

N. Priya. &IAUC055. I. B. com.

Language Lab End - test

~.			
Choose	the	correct	ancwer
CHOOSE	uic	COLLECT	allow CI.

1. The words he mentions at the beginning of the video belong to languages... a. that might disappear soon. b. That he would like to speak. c. that were spoken in the past. 2. Which sentence is correct? One out of three languages in the world have fewer than 1,000 speakers. b. 40% of languages have disappeared. Over 17,000 languages are spoken in the world. 3. According to the video, Latin... a. Is still spoken today but in different forms b. was the first important language to die. c. died over 2,000 ago. 4. In the Soviet Union, ... a. young people saw how necessary it was to speak Russian. b. some people refused to speak Russian. c. the government forced the people to speak only Russian. 5. Hebrew... a. is the official language in more than one country. 6. is the only dead language that came to life again. c. has four million speakers. 6. Cornish is ... a. the second most spoken language in Wales. b. a dead language. a language spoken only by a few. language came back from the dead. a. Latin b. Hebrew e. French 8. Fortnight means a period of ______
a. One week b. two weeks c. three weeks 9. Jewish settlers to Palestine _____ Hebrew on their arrival as their common language. b. got a. Bought c. adopted

language is a temple in which the soul of those who speak it is enshrined.

c. Any

b. Every

a. Each

HYSL

Language Lab - End Test

1. Which adjective does NOT describe the Scilly Isles?					
	a. busy	b. beautiful		c. safe	
2. W	hich island does Emily	live on?			
	a. St Mary's	b. Bryher	590	c. Tresco	
3. En	nily works at a				
	a. pub	b. garden		c. hotel	
4. W	hich island is the bigge	est?			
	a. St Mary's	b. Bryher	8	c. Tresco	
5. Ho	w many people live or	Bryher?	10	/	
	a. over 1500	b. about 200	*	e. less than 100	
6. Wł	nere does Emily's son	go to school now?			
	a. St Mary's	b. Bryher		c Tresco	
7. Wh	nat does Emily say abo	ut tourists?			
	a. They are surprised	when they visit for the fi	irst tir	me.	
	b. They are rarely po	lite and they are often no	isy.		
	c. They rarely visit th	ne smaller islands.			
3. The	ere is a Secondary scho	ool at Brian.			
	A) True				
	B) False				
. Wh	at is the passage about	?			
	a. Holiday	b. Living on island		c. Travel	
0. Er	nily's husband works a	as a gardener.			
	A) True	B) False			
	on the second se	The state of the s			

Language Lab - End Test

P. Ushavion Gurarathy. 20 Augy 30 II. B. Sc. Physics

 Which adjective does 	NOT describe the Scilly Isl	es?
a. busy	b beautiful	c. safe
2. Which island does Em	nily live on?	ti e
a. St Mary's	b. Bryher	yc. Tresco
3. Emily works at a		
a. pub	b. garden	c. hotel
4. Which island is the bi	ggest?	
a. St Mary's	b. Bryher	c. Tresco
5. How many people live	e on Bryher?	
a. over 1500	b about 200	c. less than 100
6. Where does Emily's s	on go to school now?	
a. St Mary's	b. Bryher	c. Tresco
7. What does Emily say	about tourists?	
a. They are surpr	ised when they visit for the	first time.
b. They are rarely	y polite and they are often n	oisy.
c. They rarely vis	sit the smaller islands.	
8. There is a Secondary	school at Brian.	
ArTrue		
B) False	a a	
9. What is the passage al	bout?	
a. Holiday	b. Living on island	c Travel
10. Emily's husband wo		
15 - 5	B) False	**
A) True	(D) raise	

A. Sheela Varsha

Language Lab - End Test

20AUPH31 ii B.SC physics

1. W	nich adjective does NC	T describe the Scilly Isles?	
	a. busy	b. beautiful	e. safe
2. W	hich island does Emily	live on?	
	a. St Mary's	b. Bryher	c. Tresco
3. En	nily works at a		
	a. pub	b. garden	c. hotel
4. Wł	nich island is the bigge	st?	*
	a. St Mary's	b. Bryher	c. Tresco
5. Ho	w many people live on	Bryher?	
	a. over 1500	b. about 200	c/less than 100
6. Wh	ere does Emily's son g	go to school now?	
	a. St Mary's	b. Bryher	c. Tresco
7. Wh	at does Emily say about	ut tourists?	
	a. They are surprised	when they visit for the first ti	me.
	b. They are rarely po	lite and they are often noisy.	
	They rarely visit th	ne smaller islands.	
3. The	re is a Secondary scho	ool at Brian.	
	A) True		
	B) False		
. Wh	at is the passage about	?	
	a. Holiday	Living on island	c. Travel
10. En	nily's husband works a	as a gardener.	
	A) True	B) False	
	50		

Language Lab - End Test

R. Greethapriya

1. Which adjective does NO	OT describe the Scilly Isles?			
a. busy	b. beautiful	c. safe		
2. Which island does Emily	y live on?	700	X	
a. St Mary's	b. Bryher	c. Tresco		
3. Emily works at a				
a. pub	b. garden	c. hotel		
4. Which island is the bigg	est?			
a. St Mary's	b. Bryher	c. Tresco		
5. How many people live of	on Bryher?			
a. over 1500	b. about 200	c. less than 100		
6. Where does Emily's sor	n go to school now?			
a. St Mary's	b. Bryher	c/Tresco		
7. What does Emily say at	oout tourists?			
a. They are surpris	ed when they visit for the fi	rst time.		
b. They are rarely	polite and they are often no	isy.		
c. They rarely visit	t the smaller islands.			
8. There is a Secondary so	chool at Brian.			
A)True			100	
B) False				
9. What is the passage abo	out?			
a. Holiday	b. Living on island	c. Travel		
10. Emily's husband works as a gardener.				
A) True	B) False			
~				

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Language Lab - End Test

1. Which adjective	e does NOT describ	be the Scilly Isles?			
a. busy	b. beau	itiful	c. safe		
2. Which island de	oes Emily live on?				
a. St Mary	's	b. Bryher	c. Tresco		
3. Emily works at	a			/	
a. pub		b. garden	c. hotel		
4. Which island is	s the biggest?				
a. St Mary	y's	b. Bryher	c. Tresco		
5. How many peo	ople live on Bryher	?			
a. over 15	500	b. about 200	c. less than 100		
6. Where does Emily's son go to school now?					
a. St Mar	y's	b. Bryher	c. Tresco		
7. What does En	nily say about tour	sts?			
a. They a	are surprised when	they visit for the first	time.		
b. They a	are rarely polite an	d they are often noisy.			
. They r	rarely visit the sma	ller islands.			
8. There is a Sec	condary school at I	Brian.			
A) True					
B) False	;	1g *			
9. What is the p	bassage about?				
a. Holid	lay b. L	iving on island	c. Travel		
10. Emily's hu	sband works as a g	ardener.			
A) True	в В)	False			





Grammar videos: Reported speech



Remember to watch the video first! Then read the conversation between Sophie and David, an English language student who Sophie met on her travels. Sophie's helping David understand how to use reported speech.



Grammar Snacks

We use reported speech when we want to tell someone what someone said. We usually use a reporting verb (e.g. say, tell, ask, etc.) and then change the tense of what was actually said in direct speech.

So, direct speech is what someone actually says? Like 'I want to know about reported speech'?



Yes, and you report it with a reporting verb.

He said he wanted to know about reported speech.



I said, I want and you changed it to he wanted.



Sophie

Exactly. Verbs in the present simple change to the past simple; the present continuous changes to the past continuous; the present perfect changes to the past perfect; *can* changes to *could*; *will* changes to *would*; etc.

She said she was having the interview at four o'clock. (Direct speech: 'I'm having the interview at four o'clock.')

They said they'd phone later and let me know.

(Direct speech: 'We'll phone later and let you know.')





OK, in that last example, you changed you to me too.

Yes, apart from changing the tense of the verb, you also have to think about changing other things, like pronouns and adverbs of time and place.

'We went yesterday.' > She said they had been the day before.
'I'll come tomorrow.' > He said he'd come the next day.



www.britishcouncil.org/learnenglishteens



Grammar videos: Reported speech



I see, but what if you're reporting something on the same day, like 'We went yesterday'?

Well, then you would leave the time reference as 'yesterday'. You have to use your common sense. For example, if someone is saying something which is true now or always, you wouldn't change the tense.

'Dogs can't eat chocolate.' > She said that dogs can't eat chocolate.

'My hair grows really slowly.' > **He told me that his hair grows** really slowly.





What about reporting questions?

We often use ask + if/whether, then change the tenses as with statements. In reported questions we don't use question forms after the reporting verb.

'Do you have any experience working with people?'

They asked if I had any experience working with people.

'What acting have you done?'

They asked me what acting I had done.





Is there anything else I need to know about reported speech?

One thing that sometimes causes problems is imperative sentences.

You mean like 'Sit down, please' or 'Don't go!'?

Exactly. Sentences that start with a verb in direct speech need a to + infinitive in reported speech.

She told him to be good. (Direct speech: 'Be good!')

He told them not to forget. (Direct speech: 'Please don't forget.')



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Grammar videos: Reported speech



OK. Can I also say 'He asked me to sit down'?

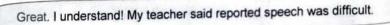
Yes. You could say 'He told me to ...' or 'He asked me to ...' depending on how it was said.



OK, I see. Are there any more reporting verbs?



Yes, there are lots of other reporting verbs like *promise*, *remind*, *warn*, *advise*, *recommend*, *encourage* which you can choose, depending on the situation. But *say*, *tell* and *ask* are the most common.





And I told you not to worry!







Grammar videos: Reported speech – transcript



Watch the video on our website!



Sophie:

Mmm, it's so nice to be chilling out at home after all that running around.

Ollie:

Oh, yeah, travelling to glamorous places for a living must be such a drag!

Ollie:

Mum, you can be so childish sometimes. Hey, I wonder how Daisy's getting on in her job

interview.

Sophie:

Oh, yes, she said she was having it at four o'clock, so it'll have finished by now. That'll be

her ... yes. Hi, love. How did it go?

Daisy:

Well, good I think, but I don't really know. They said they'd phone later and let me know.

Sophie:

What kind of thing did they ask you?

Daisy:

They asked if I had any experience with people, so I told them about helping at the school

fair and visiting old people at the home, that sort of stuff. But I think they meant work

experience.

Sophie:

I'm sure what you said was impressive. They can't expect you to have had much work

experience at your age.

Daisy:

And then they asked me what acting I had done, so I told them that I'd had a main part in

the school play, and I showed them a bit of the video, so that was cool.

Sophie:

Great!

Daisy:

Oh, and they also asked if I spoke any foreign languages.

Sophie:

Languages?

Daisy:

Yeah, because I might have to talk to tourists, you know.

Sophie:

Oh, right, of course.

Daisy:

So that was it really. They showed me the costume I'll be wearing if I get the job. Sending it

over ...

Ollie:

Hey, sis, I heard that Brad Pitt started out as a giant chicken too! This could be your big

break!

Daisy:

Ha, ha, very funny.

Sophie:

Take no notice, darling. I'm sure you'll be a marvellous chicken.

www.britishcouncil.org/learnenglishteens



Grammar videos: Reported speech - exercises

Reported speech

Past continuous

a. Past perfect

b. Past simple



2.

3.

Watch the video on our website and read the conversation between Sophie and David. Then do these exercises to check your understanding of reported speech.



1. Check your grammar: matching

Present continuous o

Direct speech

Present simple

Past simple

Draw a line to match the direct and indirect (reported) speech forms.

4.	'will'	0	. 0	d. 'could'	
5.	'can'	0	0	e. 'the nex	t day'
6.	'tomorrow'	0	0	f. 'would'	
			4 :		
		grammar: error correc			
Corre	ct and write	hese sentences on the line	below.		
	lla aaid ba	a that ha lavad has			
1.	He said ne	er that he loved her.			
		the told he	in that	he lov	ed her
2.	She said s	he knows the answer.			
		She said	she know	o the	onswich
3.	Ryan said	had bought the tickets.			
		Ryan said	he had	bought.	the lickets
4.	She told m	e don't speak in the library.			
			me not	to spe	ak in library
5.	Sara aske	d if had he finished.			Λ
		5.ara ask	ed if	he ha	d finished
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Grammar videos: Reported speech – exercises

6.	She asked me where was my sister.	
	She asked me where my sister was	
7.	They asked me come back later.	
8.	They asked me to come back later	
0.	She asked did I spoke French.	
	She asked by me of 2 speaks French	
3. Check your grammar: gap fill		
Write the bold sentence in reported speech.		
1.	'I feel ill.'	
	Sandra said that the felt ill	
2.	'I'm going into town.'	
	Mark said that he was going into town	
3.	'I studied music for five years.'	
	Alex said that he had studed music for years	
4.	I ve been to Snangnai.	
	She said that she 'd been to shanghai	
5.	'We can help you.'	
	Will said that they could help us	
6.	'It will rain on Tuesday.'	
	The weather forecast said That it would stain on Tuesday.	
7.	'What's your name?'	
	The police officer asked me what my name was	
8.	'Are you over eighteen?'	
	The teacher asked Amy of she was over eighteen	
	O	

Discussion

What was the most memorable conversation you had yesterday? Who were you talking to and what did they say to you?

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Grammar videos: Reported speech



Remember to watch the video first! Then read the conversation between Sophie and David, an English language student who Sophie met on her travels. Sophie's helping David understand how to use reported speech.



Grammar Snacks

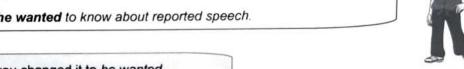
We use reported speech when we want to tell someone what someone said. We usually use a reporting verb (e.g. say, tell, ask, etc.) and then change the tense of what was actually said in direct speech.

> So, direct speech is what someone actually says? Like 'I want to know about reported speech'?



Yes, and you report it with a reporting verb.

He said he wanted to know about reported speech.



David

I said, I want and you changed it to he wanted.

Exactly. Verbs in the present simple change to the past simple; the present continuous changes to the past continuous; the present perfect changes to the past perfect; can changes to could; will changes to would; etc.

She said she was having the interview at four o'clock. (Direct speech: 'I'm having the interview at four o'clock.')

They said they'd phone later and let me know. (Direct speech: 'We'll phone later and let you know.')



Sophie



OK, in that last example, you changed you to me too.

Yes, apart from changing the tense of the verb, you also have to think about changing other things, like pronouns and adverbs of time and place.

'We went yesterday.' > She said they had been the day before. 'I'll come tomorrow.' > He said he'd come the next day.



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Grammar videos: Reported speech



I see, but what if you're reporting something on the same day, like 'We went yesterday'?

Well, then you would leave the time reference as 'yesterday'. You have to use your common sense. For example, if someone is saying something which is true now or always, you wouldn't change the tense.

'Dogs can't eat chocolate.' > She said that dogs can't eat chocolate.

'My hair grows really slowly.' > **He told me that his hair grows** really slowly.





What about reporting questions?

We often use ask + if/whether, then change the tenses as with statements. In reported questions we don't use question forms after the reporting verb.

'Do you have any experience working with people?'

They asked if I had any experience working with people.

'What acting have you done?'

They asked me what acting I had done





Is there anything else I need to know about reported speech?

One thing that sometimes causes problems is imperative sentences.

You mean like 'Sit down, please' or 'Don't go!'?

Exactly. Sentences that start with a verb in direct speech need a to + infinitive in reported speech.

She told him to be good. (Direct speech: 'Be good!')
He told them not to forget. (Direct speech: 'Please don't forget.')



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Grammar videos: Reported speech



OK. Can I also say 'He asked me to sit down'?

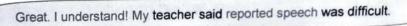
Yes. You could say 'He told me to ...' or 'He asked me to ...' depending on how it was said.



OK, I see. Are there any more reporting verbs?

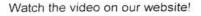


Yes, there are lots of other reporting verbs like *promise*, *remind*, *warn*, *advise*, *recommend*, *encourage* which you can choose, depending on the situation. But *say*, *tell* and *ask* are the most common.





And I told you not to worry!







Grammar videos: Reported speech - transcript



Watch the video on our website!



Sophie:

Mmm, it's so nice to be chilling out at home after all that running around.

Ollie:

Oh, yeah, travelling to glamorous places for a living must be such a drag!

Ollie:

Mum, you can be so childish sometimes. Hey, I wonder how Daisy's getting on in her job

interview.

Sophie:

Oh, yes, she said she was having it at four o'clock, so it'll have finished by now. That'll be

her ... yes. Hi, love. How did it go?

Daisy:

Well, good I think, but I don't really know. They said they'd phone later and let me know.

Sophie:

What kind of thing did they ask you?

Daisy:

They asked if I had any experience with people, so I told them about helping at the school

fair and visiting old people at the home, that sort of stuff. But I think they meant work

experience.

Sophie:

I'm sure what you said was impressive. They can't expect you to have had much work

experience at your age.

Daisy:

And then they asked me what acting I had done, so I told them that I'd had a main part in

the school play, and I showed them a bit of the video, so that was cool.

Sophie:

Great!

Daisy:

Oh, and they also asked if I spoke any foreign languages.

Sophie:

Languages?

Daisy:

Yeah, because I might have to talk to tourists, you know.

Sophie:

Oh, right, of course.

Daisy:

So that was it really. They showed me the costume I'll be wearing if I get the job. Sending it

over ...

Ollie:

Hey, sis, I heard that Brad Pitt started out as a giant chicken too! This could be your big

break!

Daisy:

Ha, ha, very funny.

Sophie:

Take no notice, darling. I'm sure you'll be a marvellous chicken.

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Grammar videos: Reported speech - exercises

Reported speech

a. Past perfect

b. Past simple ~

c. Past continuous



1.

2.

3.

Watch the video on our website and read the conversation between Sophie and David. Then do these exercises to check your understanding of reported speech.



1. Check your grammar: matching

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Direct speech

Present simple

Past simple

Present continuous

Draw a line to match the direct and indirect (reported) speech forms.

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Grammar videos: Reported speech - exercises

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