

TEXTBOOK EXERCISES

A. Identify the roots of each of the following words.

- | | | | |
|--------------|-------------|--------------|---------------|
| 1. genetic | 4. airport | 7. photon | 10. malicious |
| 2. paragraph | 5. dictator | 8. biology | 11. sensitive |
| 3. predict | 6. admit | 9. telemetry | 12. Finish |

Answer:

1. genetic – *gen* (birth/origin)
2. paragraph – *graph* (write)
3. predict – *dict* (say/speak)
4. airport – *port* (carry)
5. dictator – *dict* (say/speak)
6. admit – *mit* (send)
7. photon – *photo* (light)
8. biology – *bio* (life)
9. telemetry – *meter/metr* (measure)
10. malicious – *mal* (bad)
11. sensitive – *sens/sent* (feel)
12. finish – *fin* (end)

B. Write down at least two words formed using each of the given roots. The meanings of the roots are given in brackets.

- | | | | |
|------------------|-------------------|------------------|--------------------|
| 1. phone (sound) | 4. pater (father) | 7. voc (call) | 10. therm (heat) |
| 2. temp (time) | 5. mono (one) | 8. act (move/do) | 11. cent (hundred) |
| 3. alter (other) | 6. aqua (water) | 9. multi (many) | 12. astra (star) |

Answer:

1. phone (sound) → *telephone, microphone*
2. temp (time) → *temporary, contemporary*
3. alter (other) → *alternate, alteration*
4. pater (father) → *paternal, patriarch*
5. mono (one) → *monologue, monopoly*
6. aqua (water) → *aquarium, aquatic*
7. voc (call) → *vocal, advocate*
8. act (move/do) → *action, react*
9. multi (many) → *multiple, multimedia*
10. therm (heat) → *thermometer, thermal*
11. cent (hundred) → *century, percent*
12. astra (star) → *astronomy, asteroid*

TEXTBOOK EXERCISES

A. Spot and correct the spelling mistake(s) in each sentence below.

1. She is very careful about hygeine.
2. It is fasinating to learn how the equipment works.
3. We enjoyed his intresting anecdotes.
4. My neice works in the hospital laboratry.
5. The principle and staff gave a beautiful momento to the teacher who was retiring.
6. The child watched the mecanic with inpatience.

Answer:

1. She is very careful about **hygiene**.
2. It is **fascinating** to learn how the equipment works.
3. We enjoyed his **interesting** anecdotes.
4. My **niece** works in the hospital **laboratory**.
5. The **principal** and staff gave a beautiful **memento** to the teacher who was retiring.
6. The child watched the **mechanic** with **impatience**.

B. Pick the correct spelling from the three options given for each word.

1. comitioner, commissioner, commishioner
2. nefew, nephew, nephew
3. curiosity, quriosity, curiosity
4. perceive, perceive, persieve
5. humuor, humour, huemer
6. princepal, principel, principal
7. allotted, aloted, alloted
8. excert, ecsert, exert
9. dialog, dialogue, dialoug
10. building, billding, building

Answer:

1. commissioner
2. nephew
3. curiosity
4. perceive
5. humour (British spelling)
6. principal
7. allotted
8. exert
9. dialogue
10. building

- C. Complete each sentence using the correct spelling of the words given in brackets.
1. The people were (innoculated) against the (desease).
 2. A good (calender) is (indispensible) for efficient time management.
 3. Last year's harvest (exceded) (exceptations). This year, however, the bad (whether)
 4. will result in a (dissapointing) (yeild).
 5. He copied from the work of an (amature) writer, but his (plagerism) was soon
 6. discovered.
 7. Their economy has grown; (our's) has been (comparitively) (stagnent).
 8. Please save the (reciept) of this (tranzaction) for future (refrence)

Answer:

1. The people were **inoculated** against the **disease**.
2. A good **calendar** is **indispensable** for efficient time management.
3. Last year's harvest **exceeded expectations**. This year, however, the bad **weather** will result in a **disappointing yield**.
4. He copied from the work of an **amateur** writer, but his **plagiarism** was soon discovered.
5. Their economy has grown; **ours** has been **comparatively stagnant**.
6. Please save the **receipt** of this **transaction** for future **reference**.

TEXTBOOK EXERCISES

- A. Consonant sounds may appear in the beginning, middle, or at the end of a word. For each of the consonant sounds given below, mention two words in which the sounds appear in the initial, medial and final positions, as shown in the example. Do not repeat words already mentioned in the lesson.

/p/ initial position: page, pen; medial position: upper, captain; final position: map, tape

1. /b/ 2. /t/ 3. /d/ 4. /k/ 5. /g/ 6. /l/
7. /m/ 8. /n/ 9. /f/ 10. /ʃ/ 11. /dʒ/ 12. /tʃ/

Answer:

1. /b/ – bat (initial), rabbit (medial), cab (final)
2. /t/ – top (initial), butter (medial), cat (final)
3. /d/ – dog (initial), ladder (medial), bad (final)
4. /k/ – cat (initial), pocket (medial), book (final)
5. /g/ – go (initial), bigger (medial), bag (final)
6. /l/ – light (initial), yellow (medial), ball (final)
7. /m/ – man (initial), camel (medial), farm (final)
8. /n/ – net (initial), dinner (medial), pen (final)
9. /f/ – fish (initial), coffee (medial), leaf (final)
10. /ʃ/ – ship (initial), nation (medial), wash (final)
11. /dʒ/ – jam (initial), teacher (medial), bridge (final)
12. /tʃ/ – chair (initial), teacher (medial), watch (final)

- B. From the two options given alongside each word, identify the correct phonemic symbol of the consonant sound highlighted in the word.

Answer:

1. faith: /θ/ (a)
2. shade: /ʃ/ (a)
3. bother: /ð/ (b)
4. machine: /ʃ/ (a)
5. leisure: /ʒ/ (a)
6. dessert: /z/ (b)
7. voice: /v/ (a)
8. author: /θ/ (a)
9. lose: /z/ (a)

10. gentle: /dʒ/ (b)
11. division: /z/ (b)
12. soldier: /dʒ/ (a)
13. bathe: /ð/ (a)
14. lace: /s/ (b)

C. Fill in the gaps with missing consonant sounds

Answer:

1. hunger → /hʌŋgə/
2. shimmer → /ʃɪmə/
3. yellow → /jɛləʊ/
4. judge → /dʒʌdʒ/
5. chain → /tʃeɪn/
6. university → /juːnɪvɜːsɪti/
7. one → /wʌn/
8. always → /lweɪz/
9. wrist → /rɪst/
10. carry → /kæri/

TEXTBOOK EXERCISES

Complete the sentences using the correct option from those given in brackets.

- A.
1. The letter is _____. (my / mine / me).
 2. I hurt _____. (itself / self / myself).
 3. (He / Him) _____ is a better dancer than (she / her / hers) is.
 4. (Who / Whom) _____ is at the door?
 5. There is a lunch box on the table. Is _____ (it / its) yours?
 6. The dog tripped over _____ (its self / itself).
 7. Naina was all by _____ (yourself / herself / her).
 8. I got _____ (me / myself) all wet.
 9. (That / this) _____ bag lying here is (her / hers).
 10. (Each / Those / Some) _____ of us was given a return gift.

Answer:

1. The letter is **mine**.
2. I hurt **myself**.
3. **He** is a better dancer than **she** is.
4. **Who** is at the door?
5. There is a lunch box on the table. Is **it** yours?
6. The dog tripped over **itself**.
7. Naina was all by **herself**.
8. I got **myself** all wet.
9. **This** bag lying here is hers.
10. **Each** of us was given a return gift.

B. Fill in the blanks with suitable pronouns.

1. If anyone asks, tell _____ I will be back tomorrow.
2. Fatima said that _____ and her sister work together.
3. Rohan wants to do it by _____.
4. There is no 'us' and '____'. '____' are all in it together.
5. They cooked the meat in _____ own juices.

Answers:

1. If anyone asks, tell **them** I will be back tomorrow.
2. Fatima said that **she** and her sister work together.
3. Rohan wants to do it by **himself**.
4. There is no 'us' and 'them'; **we** are all in it together.
5. They cooked the meat in **its** own juices.

TEXTBOOK EXERCISES

A. Use the correct affixes to complete the incomplete words below.

1. The magic made ____ the rabbit ____ appear.
2. It is ____ legal to kill ____dangered animals.
3. This animal looks danger____, but it is harm____. Don't worry!
4. She ____estimates herself. She can run fast__ than she thinks.
5. The acrobat was athlete__ and very flex__.
6. The __port grounded flights due to low visibil__.
7. I ____like him because he is self __, ____mature and coward__.
8. Vaishnavi works slow__ but method__.
9. Himesh's story was __believ__.
10. We __trust the office__ report. We believe an investigat__ by an __partial bod
will provide us with a more truth ____account of the disaster.

Answer:

- The magician made the rabbit **dis**appear.
1. It is **il**legal to kill **end**angered animals.
 2. This animal looks danger**ous**, but it is harm**less**. Don't worry!
 3. She **under**estimates herself. She can run faster than she thinks.
 4. The acrobat was athletic and very **flexible**.
 5. The **air**port grounded flights due to low **visibili**ty.
 6. I **dis**like him because he is self**ish**, **imm**ature and coward**ly**.
 7. Vaishnavi works slow**ly** but method**ical**ly.
 8. Himesh's story was **un**believable.
 9. We **mistrust** the official report. We believe an investigation by an **im**partial body will provide us with a more truth**ful** account of the disaster.

B. Identify the prefixes and suffixes in the text below.

I still remember my carefree afternoons in the backyard, building forts out of blankets and boxes. My imagination seemed unstoppable then — I could turn a tree into a spaceship. Though I was often restless, my grandmother's stories had a magical effect on me. Even during unpleasant days, her voice was comforting. I was fearless, climbing trees and chasing butterflies without a second thought. Those joyful memories now feel unreachable. Childhood wasn't always perfect, but it was beautifully chaotic, full of laughter and discoveries that shaped who I am today.

Answer:

Prefixes:

1. un- (unstoppable, unpleasant, unreachable)
2. re- (remember)
3. dis- (discoveries)

Suffixes:

1. -free (carefree)
2. -ion (imagination)
3. -able (unstoppable, unreachable)
4. -less (restless, fearless)
5. -ful (joyful, beautiful)
6. -hood (childhood)
7. -ly (beautifully)
8. -tic (chaotic)
9. -er (laughter)
10. -ies (butterflies, memories, discoveries)
11. -ing (comforting, climbing)
12. -ed (shaped)

TEXTBOOK EXERCISE

A. Rewrite the following informally-spelt paragraphs into formal, well-spelt text suitable for academic or professional contexts.

1. **Informal:** *Hi sir, IDK if ur free tmrw but i wanna talk about my proj. plz lemme kno wen u can meet.*

Answer:

Dear Sir,

I am not sure if you are free tomorrow, but I would like to discuss about my project with you. Please let me know when you are available to meet.

2. **Informal:** *im rly sry i cudnt submit hw ystrday. had some fam stuff n was busy. will def give it 2 u 2mrw.*

Answer:

Dear [Teacher],

I am really sorry that I could not submit my homework yesterday as I had some family matters and was busy. I will definitely submit it to you tomorrow.

3. **Informal:** *hi mam, can u check my essay wen u get time? IMO its better than my last 1 but still needs work.*

Answer:

Dear Madam,

Could you please check the essay written by me, though it is better than the previous one. I would need your suggestion to make it better.

4. **Informal:** *gonna need extra time on the assignment bc my laptop broke. will try to fix it soon.*

Answer:

Dear [Teacher],

I will need some extra time to complete the assignment because my laptop has broken down. I will try to resolve the issue as soon as possible.

5. **Informal:** *ur presentation was gr8! learnt a lot frm it. gonna use some ideas in my proj if thats ok.*

Answer:

Dear [Name],

Your presentation was excellent. I learnt a great deal from it and would like to use some of the ideas in my project, if that is acceptable.

6. **Informal:** *hey, can u send me the report draft asap? the boss is askin 4 it and i dont hav the latest version.*

Answer:

Dear [Colleague],

Could you please send me the drafted report. Since I do not have the updated version as soon as possible as the boss is asking for it.

7. Informal: *im gonna be late 4 the client meetin tmrw mornin cuz of train delays. start without me if needed.*

Answer:

Dear [Team],

I will be late for the client meeting tomorrow morning due to train delays. Please begin without me if necessary.

8. Informal: *hi, need u 2 check the ppt b4 the presntation. lemme kno if anything needs changin.*

Answer:

Dear [Colleague],

I need you to check the PowerPoint before the presentation. Please let me know if anything needs to be changed.

9. Informal: *we shud prob move the deadline bc the team is still workin on the last batch of files.*

Answer:

Dear [Manager],

We should probably move the deadline, as the team is still working on the final batch of files.

10. Informal: *plz send the invoice to accts dept today. they been waitin 4 it since last week.*

Answer:

Dear [Name],

Please send the invoice to the accounts department today. They have been waiting for it since last week.

TEXTBOOK EXERCISES

- A. Read the following words out loud, identify the consonant cluster in each word, and write down the phonetic transcription of the consonant cluster.

1. **sift** 2. **fifth** 3. **pump** 4. **private** 5. **afraid** 6. **attempt**

Answers:

1. **sift** - cluster: /ft/
 2. **fifth** - cluster: /fθ/
 3. **pump** - cluster: /mp/
 4. **private** - cluster: /pr/
 5. **afraid** - cluster: /fr/
 6. **attempt** - cluster: /mpt/

- B. Write down three words where these consonant clusters occur in the initial position. Do not repeat any words already provided as examples in the lesson.

1. /pr/ 3. /fr/ 5. /tw/
 2. /br/ 4. /kw/ 6. /skr/

Answers:

1. /pr/ - print, prize, problem
 2. /br/ - bring, bright, brown
 3. /fr/ - free, friend, fresh
 4. /kw/ - quick, queen, question
 5. /tw/ - twin, twelve, twenty
 6. /skr/ - scream, scratch, screen

- C. Write down three words where these consonant clusters occur in the final position. Do not repeat any words already provided as examples in the lesson.

1. /lk/ 3. /ntʃ/ 5. /nd/
 2. /mp/ 4. /lt/ 6. /ks/

Answers:

1. /lk/ → milk, silk, talk
 2. /mp/ → lamp, camp, jump
 3. /ntʃ/ → bench, lunch, punch
 4. /lt/ → belt, salt, built
 5. /nd/ → stand, hand, friend
 6. /ks/ → box, six, fix

UNIT-2 (PRONUNCIATION : Consonant Sounds II)

- D. Read the following words out loud. In each case, (a) write down the phonetic transcription of the consonant cluster sound of the letters in bold, and (b) write down two more words that have the same consonant cluster sound. Avoid repeating words from this section's examples and earlier answers.

1. **spleen** 5. **flat** 9. **left**
 2. **told** 6. **desk** 10. **twice**
 3. **station** 7. **slide** 11. **plaster**
 4. **swallow** 8. **squeal** 12. **Cute**

Answers:

1. **spleen** - /spl/ → more: splash, split
 2. **told** - /ld/ → more: cold, gold
 3. **station** - /st/ → more: stand, stop
 4. **swallow** - /sw/ → more: sweet, swim
 5. **flat** - /fl/ → more: flag, flower
 6. **desk** - /sk/ → more: task, risk
 7. **slide** - /sl/ → more: slow, sleep
 8. **squeal** - /skw/ → more: square, squeeze
 9. **left** - /ft/ → more: gift, shift
 10. **twice** - /tw/ → more: twelve, twenty
 11. **plaster** - /pl/ → more: please, plant
 12. **cute** - /kj/ → more: cube, curious

TEXTBOOK EXERCISES

A. Fill in the blanks with verbs (choose each option only once). Say what type of verb it is.

(Word bank: *cycles, would have been, can, should have been, thinks, could, guess, should, brainstormed, have been*)

1. The team **brainstormed** new ideas. (*action verb*)
2. Anjali **can** speak three languages fluently. (*auxiliary verb*)
3. He **would have been** late if he hadn't taken a shortcut. (*auxiliary verb*)
4. Can you **guess** what's inside the box? (*action verb*)
5. The results **should have been** announced by now. (*auxiliary verb*)
6. The teacher **could** hear music from the next room. (*auxiliary verb*)
7. I **have been** feeling better lately. (*auxiliary verb*)
8. Guna **cycles** in the park. (*action verb*)
9. She **thinks** deeply about every decision. (*Active verb*)
10. Rachana **should** apologise for her mistake. (*auxiliary verb*)

- B. Fill in the blanks with linking verbs. (There may be more than one correct answer.)
1. This **is** the solution we've been looking for.
 2. Your explanations **are / seem** quite vague.
 3. We **will be / should be / could be** ready by 5 p.m. if we hurry.
 4. That noise **seems / appears** to be coming from the basement.
 5. She **is** the one who left the door open.
 6. Kamala **fell** ill just before the exam.
 7. This project **is / looks** challenging, but it's worth doing.
 8. He **would have been / could have been** the winner if he had tried harder.

C. Identify the auxiliary verbs in the following sentences.

1. They have been waiting for over an hour.
2. You should see a doctor about that cough.
3. I do not agree with that opinion.
4. We must complete the project before Friday.
5. I can help you with your assignment.
6. The players were practising early in the morning.
7. He does seem upset about the result.
8. You might have left your keys at the café.

Answer:

1. They **have been** waiting for over an hour.
2. You **should** see a doctor about that cough.
3. I **do** not agree with that opinion.
4. We **must** complete the project before Friday.
5. I **can** help you with your assignment.
6. The players **were** practising early in the morning.
7. He **does** seem upset about the result.
8. You **might have** left your keys at the café.

3. Future Tense

- (a) **Simple Future:** For predictions, promises, future facts, or sudden decisions.
Structure: *Subject + will/shall + V1 + Object*
- (b) **Future Continuous:** For actions in progress at a specific time in the future.
Structure: *Subject + will/shall + be + V1-ing + Object*
- (c) **Future Perfect:** For actions completed before a specific future time.
Structure: *Subject + will/shall + have + V3 + Object*
- (d) **Future Perfect Continuous:** For long actions continuing until a future point.
Structure: *Subject + will/shall + have + been + V1-ing + Object*

TEXTBOOK EXERCISES

A. Fill in the blanks with the appropriate tense of the word given in brackets.

Answer:

1. I **have been studying** English for five years. (*Present Perfect Continuous*)
2. By next week, they **will have completed** the bridge. (*Future Perfect*)
3. Biju **cleans** the house every day. (*Simple Present*)
4. He **was watching** a movie when I called him. (*Past Continuous*)
5. The government **is constructing** a new road in our village. (*Present Continuous*)
6. They **will have finished** their homework by the time we arrive. (*Future Perfect*)
7. Rizwan **will submit** the report tomorrow. (*Simple Future*)
8. I **have never seen** such a beautiful sunset before. (*Present Perfect*)
9. She **has been playing** the piano since 3 p.m. (*Present Perfect Continuous*)
10. The students **had been studying** for hours before they finally took a break. (*Past Perfect Continuous*)

B. Identify the tense of the following sentences.

Answer:

1. She **has been dancing since morning**. → **Present Perfect Continuous**
2. They **will have left by noon**. → **Future Perfect**
3. I **am reading a book**. → **Present Continuous**
4. The mechanic **has repaired the car**. → **Present Perfect**
5. He **had written a letter before going to bed**. → **Past Perfect**
6. We **have never been to Kashmir**. → **Present Perfect**
7. They **were watching a movie**. → **Past Continuous**
8. I **will be meeting him at 7 p.m.** → **Future Continuous**
9. Everyone **admired the painting**. → **Simple Past**
10. He **will have been working here for ten years by 2030**. → **Future Perfect Continuous**

played (no change)

TEXTBOOK EXERCISES

Correct spelling ensures accuracy in writing and avoids confusion in meaning.

A. Spell the following verbs with the suffixes **-s/-es**, **-ing**, and **-ed** added to them.

Verb (Base Form)		+ -s / -es	+ -ing	+ -ed
1.	cry	cries	crying	cried
2.	dance	dances	dancing	danced
3.	hop	hops	hopping	hopped
4.	write	writes	writing	wrote* (irregular)
5.	obey	obeys	obeying	obeyed
6.	sing	sings	singing	sang* (irregular)
7.	destroy	destroys	destroying	destroyed
8.	speak	speaks	speaking	spoke* (irregular)
9.	mix	mixes	mixing	mixed
10	move	moves	moving	moved

B. Fill in the blanks with the correct **-ing** form of the verbs.

1. She is **swimming** in the river.
2. He was **running** very fast.
3. I enjoy **writing** poems.
4. I realised he was **lying**.
5. The baby is **crying** for milk.
6. She is **preparing** for her exam.

Write two versions of the following sentences by changing the form of the verb in brackets to (a) simple present tense, and (b) simple past tense.

The bird (fly) high in the sky.

(a) The bird **flies** high in the sky. (Present)

(b) The bird **flew** high in the sky. (Past)

My uncle (stay) in Mumbai.

(a) My uncle **stays** in Mumbai. (Present)

(b) My uncle **stayed** in Mumbai. (Past)

The teacher (teach) very well.

(a) The teacher **teaches** very well. (Present)

(b) The teacher **taught** very well. (Past)

The train (arrive) on time.

(a) The train **arrives** on time. (Present)

(b) The train **arrived** on time. (Past)

She (carry) a red bag.

(a) She **carries** a red bag. (Present)

(b) She **carried** a red bag. (Past)

He (miss) his family.

(a) He **misses** his family. (Present)

(b) He **missed** his family. (Past)

TEXTBOOK EXERCISES

A. Identify the word in Column B which contains the diphthong in Column

Column A (Diphthong)	Options (Column B)	Correct Answer
1. /aɪ/	a. bitter b. side c. cut d. sin	b. side
2. /əʊ/	a. sock b. sun c. so d. sit	c. so
3. /ɔɪ/	a. boy b. bad c. boon d. bat	a. boy
4. /eə/	a. dare b. call c. cold d. code	a. dare
5. /ʊə/	a. show b. shore c. short d. sure	d. sure
6. /eɪ/	a. meet b. met c. mate d. mat	c. mate
7. /ɪə/	a. hear b. her c. hair d. heart	a. hear
8. /aʊ/	a. cat b. cot c. saw d. count	d. count

B. Identify the diphthong sounds within the following words.

Word	Diphthong Sound (IPA)	Example Pronunciation
1. fight	/aɪ/	fight → /faɪt/
2. cloak	/əʊ/	cloak → /kləʊk/
3. how	/aʊ/	how → /haʊ/
4. joy	/ɔɪ/	joy → /dʒɔɪ/

Word	Diphthong Sound (IPA)	Example Pronunciation
5. bare	/eə/	bare → /beə/
6. dear	/ɪə/	dear → /dɪə/
7. endure	/ʊə/	endure → /ɪn'dʒʊə/
8. sound	/aʊ/	sound → /saʊnd/
9. fair	/eə/	fair → /feə/
10. destroy	/ɔɪ/	destroy → /dɪ'strɔɪ/

- C. Match the words in the left column with the one on the right that shares the same diphthong. Write down the phonetic symbol of the common diphthong of each pair.

Left Column	Right Column
1. side	a. soil
2. toe	b. care
3. voice	c. pure
4. sure	d. row
5. hair	e. light
6. out	f. town
7. dear	g. loud
8. crown	h. hear

Answer:

Left Column	Right Column	Common Diphthong (IPA)
side	light (e)	/aɪ/
toe	row (d)	/əʊ/
voice	soil (a)	/ɔɪ/
sure	pure (c)	/ʊə/
hair	care (b)	/eə/
out	loud (g)	/aʊ/
dear	hear (h)	/ɪə/
crown	town (f)	/aʊ/

awkward

Collective nouns: A collective noun takes a singular pronoun when the members of the group are acting individually, single unit, and a plural pronoun when the members of the group are acting as a single unit.

- The jury submitted its verdict. (the jury acting as a single unit)
- The jury submitted their individual verdicts. (the members acting individually)

Exercises

A. Fill in the blanks with suitable pronouns only.

1. Shabnam and Sheila head the Marketing and the Legal departments respectively at Star Labs. Each runs their team efficiently. Both are highly valued by them company.
2. The members of the jury disagreed among themselves.
3. The United States is known for its military strength.
4. The frequent rains and many rivers flowing through Kerala make it vulnerable to flooding. Many volunteers offered their help after the recent floods.
5. *Romeo and Juliet* was written by William Shakespeare early in his career. Its protagonists are two young lovers whose deaths reconcile their feuding families. It was among Shakespeare's most popular plays during his lifetime.
6. Everyone should bring their own textbook to class.
7. You and I managed to complete our work in time, but neither Rohit nor Ali submitted his work.
8. All of the stolen jewellery was returned to its owner, Mr Lal. He put all of the jewels back in his cases in his vault.

- B. Fill in the blanks in the sentences below using the appropriate form of the verb in brackets. Use the verbs in the tenses suggested.

For example: Bose speaks Telugu fluently. (**speak** simple present)

1. There are three crows on the tree branch. (**be** simple present)
2. The boys were table tennis. (**play** past continuous) were playing
3. Stephen has the table. (**clear** present perfect) has
4. The planes are approaching the airport. (**approach** present continuous) are approaching
5. The children in this school have yoga classes twice a week. (**have** simple present)
6. Both the rice and the curd were delicious. (**be** simple past)
7. The rice and curd which the restaurant serves are delicious. (**be** simple present)
8. Rs 20,000 a month is a good salary for a beginner. (**be** simple present)
9. Neither Murali nor Iqbal know the answer to this question. (**know** simple present)
10. Either the boys or their parents collect the report cards. (**collect** present perfect)

2. He told a lie to avoid getting into trouble.
He needed to lie down after a tiring day.
3. We purchased groceries from a nearby store.
He uses the shed to store his tools.
4. His motto is to serve the poor and the needy.
They serve decent food in the cafeteria.
5. He performed quite well despite the lack of preparation.
The well dried up in summer.

B. Match each homonym below with two meanings from the numbered list.

spring, current, fly, mine, light, ~~same~~, kind

1. leap or bounce *spring*
2. move through air *fly*
3. happening now *current*
4. not heavy *light*
5. extract from the earth *mine*
6. illumination *light*
7. a season *spring*
8. an insect *fly*
9. considerate *kind*
10. flow of electricity *current*
11. belonging to me *mine*
12. type or category *kind*

C. Make sentences with the following homonyms, bringing out their different meanings.

1. bank *river bank*
2. bear *animal*
3. bark *tree bark*
4. drill *machine*
5. bat *animal*
6. case *in case*
7. saw *tool*
8. beam *light*
9. match *game*
10. watch *time*

SPELLING

Silent Letters

Silent letters are letters that appear in the spelling of a word but are not pronounced. Read the words listed below out aloud—the highlighted letters are silent letters.

ballet	gnome	hymn	plumber	thumb
casile	guess	island	pneumonia	walk
edge	half	knee	scissors	who
ghost	honest	muscle	straight	write

Exercises

A. Identify the words in which specified letter is silent.

1. b biscuit, climb, behind, doubt, broom
2. c cartoon, ascend, cold, scene, scent, cake

3. d bridge, handkerchief, doctor, door, hedge
4. h home, hour, harmony, school, heir
5. k knit, key, kite, knack, knuckle
6. l calf, long, talk, light, folk
7. n nobody, autumn, column, natural, net
8. p receipt, park, prince, coup, perfume
9. t television, often, talk, fasten, target
10. w with, wire, wrong, sword, wrist

B. Identify the silent letters in the words given below.

1. judge
3. comb
5. knot
7. biscuit
9. balm
2. psychology
4. gnarl
6. made
8. Wednesday
10. aisle

PRONUNCIATION

Phonetic Transcription The smallest unit of sound

The spelling system of English is unpredictable. For instance, the syllabic unit -ough can be pronounced differently as in through /θru:/, tough /tʌf/, though /ðəʊ/, bough /baʊ/, bought /bɔ:t/ and cough /kɒf/.

Phonetic transcription is useful in helping us decode how to pronounce a word. It is a system of writing the sounds of speech using a set of symbols called the International Phonetic Alphabet (IPA). The symbols represent individual speech sounds, regardless of how they are spelled. The phonetic symbols of the 44 English sounds are given in the chart below. Phonetic transcriptions are always placed within two forward slashes (/ /).

English vowel sounds							
Monophthongs				Diphthongs			
/i:/ sleep	/ɪ/ slip	/ʊ/ good	/u:/ food	/iə/ near	/eɪ/ gate	/eə/ where	
/e/ net	/ə/ better	/ɜ:/ bird	/ɔ:/ for	/əʊ/ no	/ʊə/ pure	/aʊ/ now	
/æ/ nap	/ʌ/ cut	/ɑ:/ art	/ɒ/ gone	/aɪ/ shine	/ɔɪ/ oil		

Monophthongs
single → /æ/ /ɪ/ /u/

Diphthongs
two sounds

vowel - 5
constant - 21

Consonants
20
Plosive / Manner
- stops
- fricative
- affricate
- glides

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| 3. happening now <i>present</i> | 7. a season <i>spring</i> | 11. belonging to me <i>mine</i> |
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C. Make sentences with the following homonyms, bringing out their different meanings.

- | | | | | |
|---------------------------|-------------------------------|------------------------------|--------------------------|---------------------------|
| 1. bank <i>river bank</i> | 3. bark <i>the dog barked</i> | 5. bat <i>the animal</i> | 7. saw <i>the tool</i> | 9. match <i>the game</i> |
| 2. bear <i>the animal</i> | 4. drill <i>the machine</i> | 6. case <i>the container</i> | 8. beam <i>the light</i> | 10. watch <i>the time</i> |

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| 3. <i>d</i> | bridge, handkerchief, doctor, door, hedge |
| 4. <i>h</i> | home, hour, harmony, school, heir |
| 5. <i>k</i> | knit, key, kite, knack, knuckle |
| 6. <i>l</i> | calf, long, talk, light, folk |
| 7. <i>n</i> | nobody, autumn, column, natural, net |
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sleep	slip	good	food	new	gate	where
/e/	/æ/	/ɜ:/	/ɔ:/	/əʊ/	/ɔ:/	/aʊ/
net	better	bird	for	no	pure	now
/æ/	/ʌ/	/ɑ:/	/ɒ/	/aɪ/	/ɔ:/	
nap	cut	art	gone	shine	oil	