

PRE-ACADEMIC COURSE IN ENGLISH

LEVEL 1

Part I - Reading

Part II – Grammar

National Diploma in Technology

Institute of Technology, University of Moratuwa

Dear Students,

As you have come to know, the National Diploma in Technology (NDT) course is conducted in the English medium. Therefore, to help you face an English medium course with confidence, the Institute conducts an intensive English course for all students who join the Institute to follow the NDT course, annually.

This short basic level Pre-academic English - Level 1 course is offered to you so that you can improve your English language skills on a self-study basis while at home, before the Pre-Academic Level 2 course is conducted for you. You are expected to study the course material and do all the tasks & exercises given in the course book.

If you diligently follow the course and work hard you are sure to improve your English language proficiency and learn some useful words and phrases that you will find useful when you follow the NDT course in the English medium. We hope that you will reap the maximum benefit from following this course.

Wish you all the best!

Course Coordinator

PART 1

READING

This section of the course consists of several reading passages followed by questions and tasks based on the passages. You should try to guess the meaning of words that you do not know by making use of the knowledge that you already have about the subject matter of the reading passages. You may also refer a dictionary if it is necessary.

1. Alexander Graham Bell

Alexander Graham Bell lived during the years 1847 - 1922. He was a very famous inventor and scientist. Alexander Graham Bell became famous because he invented the telephone. The telephone changed the way people communicated. Before the telephone was invented, people had to use the telegraph to communicate with each other over distances. The telegraph allowed people to send written messages back and forth from a distance away. The telephone was much better than the telegraph. Alexander Graham Bell's invention of the telephone amazed the world. It was the first time that the people were able to speak over a long distance. For instance, with the telephone, people could talk to someone else miles away from them. This made keeping in touch, and doing business with people a lot easier. Before the telephone, people had to either send messages by post or travel to where the other person was and give the message. We still use the telephone today. Imagine a world without a telephone! We use the telephone to talk to friends that live far away, do business, and to communicate emergencies.

Answer the following questions based on the passage.

1. When was Alexander Graham Bell born?
2. What was Alexander Graham Bell's most famous invention?
3. According to the passage, name three ways in which people sent messages over long distances before the telephone was invented.
.....
.....
4. According to the passage, name three benefits of communicating over the telephone.

.....

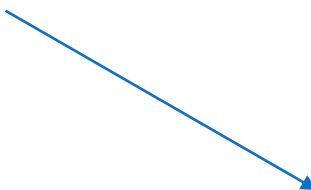
2. Thomas Edison

Thomas Edison lived during the years 1847 - 1931. He is one of the most famous inventors of all time! Edison was a scientist. He invented over 1,300 different things. He was researching science constantly and coming up with different ways to improve people's lives. Although Edison invented many things the most important thing that he invented was the practical and longer lasting light bulb. He invented the light bulb in 1878 at his research laboratory in Menlo Park, California. Edison came up with a way to take the energy of electricity and make it shine in a light bulb. Today, it is hard to imagine a world without light bulbs. We see light bulbs everywhere we go! Light bulbs make our life easier because with them we are able to work at night. Before the light bulbs was invented people had to use candles or lamps to light up their houses at night.

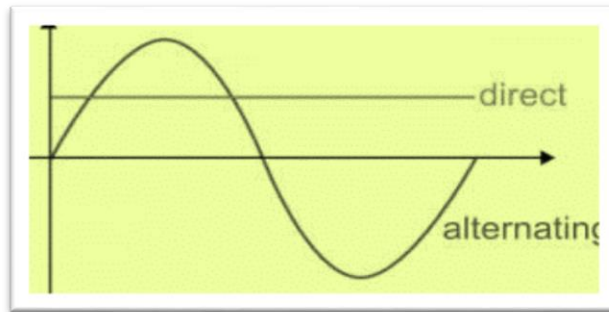
A. Answer the following questions based on the passage.

1. In which year was Thomas Edison born?.....
2. What was Edison's most famous invention?
3. When did Edison invent the light bulb?
4. According to the passage what did people use to light up their homes before the light bulb was invented?

B. Match words /phrases with similar meaning.

- | | |
|------------|--------------|
| invent | develop |
| constantly | all the time |
| improve | well - known |
| imagine | create |
| famous | visualize |
- 

3. ELECTRIC CURRENT



An **electric current** is a flow of electric charge. In electric circuits, this charge is often carried by moving electrons along a wire. It can also be carried by ions in an electrolyte, or by both ions and electrons such as in an ionized gas (plasma). It is the flow of electrons through conductors such as copper wire.

There are two types of electrical current: alternating current (AC), and direct current (DC).

With alternating current, the direction electricity flows throughout the circuit is constantly reversing (moving backwards). In other words, it is alternating direction (moving backwards and forwards).

The rate of reversal is measured in Hertz (the number of reversals per second). So, when the power supply is 60 Hz, it means that it is reversing 120 times per second (twice per cycle).

With Direct Current, electricity flows in one direction between 'power and ground'. In this arrangement there is always a positive source of voltage and a ground source of voltage (0V). You can test this by reading a battery with a multimeter.

Speaking of voltage, electricity is generally defined as having a voltage and a current rating. Voltage is obviously rated in Volts and current is rated in Amps. For instance, a brand new 9V battery would have a voltage of 9V and a current of around 500mA (500 milliamps).

A. Answer the following questions based on the passage.

1. What is an electric current?

.....

2. Give an example for a conductor of electric current.

3. What are the two types of electric current?

.....

4. Explain what Direct Current is.

.....

.....

5. Explain what Alternating Current is.

.....

.....

B. Match words / phrases with similar meanings

example

at all times

flow

movement

always

normally

generally

clearly

obviously

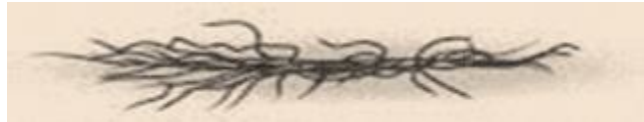
instance

4. Textile Manufacturing

Clothing is essential for human beings and is considered a major industry in the modern world.

Fibres are the basic raw material in manufacturing cloth or fabric. Natural fibers naturally come from both plants and animals. More than half of the fibres produced are natural fibers and they include cotton, fur, silk, and wool. Man-made or synthetic fibers come entirely from synthetic materials such as petrochemicals.

Fibre



Fibres are spun or twisted together to make yarn. Yarn is a long continuous strand of twisted fibres which can be used for knitting, weaving, sewing etc.

Yarn



When yarn is knitted or woven together, it becomes fabric. Different types of fabric are made by different methods of joining the yarns together. Fabric is a flexible material consisting of a network of natural or artificial (synthetic) fibre.

Fabric



So the line of development is: **fibre** → **yarn** → **fabric** → **clothes or garments**.

Clothes / Garments



The basic and primary flow chart of textile manufacturing is given below:



Spinning is the twisting together of drawn-out strands of fibres to form yarn. It is a major part of the textile industry. Then yarn or thread is interwoven at right angles (90 °) to form fabric or cloth. This is known as **weaving** which is used to make clothing and many other products.

A. Answer the following questions based on the passage.

1. What is the basic raw material of cloth manufacturing?
.....
2. Give two examples for natural fibres.
.....
3. What are natural fibres made from?
.....
4. How is yarn produced?
.....
5. How is fabric or cloth produced?
.....

B. Match the words / phrases with their meaning.

essential	ways
produced	not stiff, bendable
entirely	absolutely necessary
methods	made
flexible	totally

5. Telecommunication

Telecommunication is the transmission of signs, signals, messages, words, writings, images and sounds or information by wire, radio, optical (visual) or electromagnetic systems. Telecommunication occurs when the exchange of information between communication participants includes the use of technology.



A complete, single telecommunications circuit consists of two stations, each equipped with a transmitter and a receiver. The transmitter and the receiver at any station may be combined into a single device called a transceiver. The medium of signal transmission can be via electrical wire or cable, optical fiber, electromagnetic fields or light. The free space transmission and reception of data by means of electromagnetic fields is called wireless communications.

Answer the following questions based on the passage.

1. What is telecommunication?
2. When does telecommunication occur?
3. What does a complete single telecommunication circuit consist of?
4. With what is each station equipped?
5. What is a transceiver?
6. What is the medium through which signals can be transmitted?
7. What is wireless communication?

6. Energy

Energy gets things done. Energy lights up our homes and moves cars down the road. Energy is usually defined as the ability to do work. Scientists have learned how to change energy from one form into another to make our lives more comfortable. Energy exists in different forms, such as heat, motion, light, chemical, and sound.

While there are different forms of energy, all the different forms can be put into two categories. One category would be **kinetic energy**. That's energy of motion (movement). The other category is **potential energy**. That's energy stored in an object due to its position.

What Is Kinetic Energy?

Kinetic energy of an object is the energy it contains due to movement. If an object is at rest, it doesn't have kinetic energy. If it's moving, then it has kinetic energy.

E. g. The earth revolving around the sun, you walking down the street, and molecules moving in space all have kinetic energy.

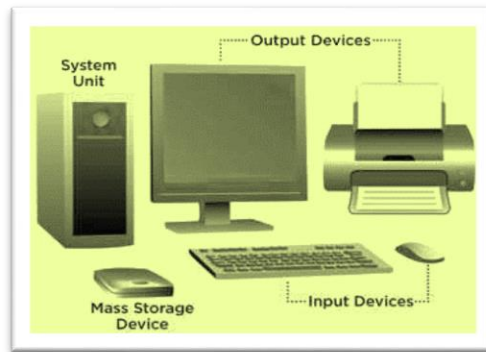
What is Potential energy?

Potential energy is energy an object has because of its position relative to some other object. When you stand at the top of a stairway you have more potential energy than when you are at the bottom, because the earth can pull you down through the force of gravity, and doing work in the process. When you are holding two magnets apart they have more potential energy than when they are close together. If you let them go, they will move toward each other, doing work in the process.

Answer the following questions based on the passage.

1. What are the different forms of energy mentioned in the passage?
.....
2. What is kinetic energy?
3. Give examples for kinetic energy
4. What is potential energy?
5. Give examples for potential energy

7. The Computer



A computer is a programmable machine. The different parts or components of a computer are called the **hardware**. This is also sometimes called the machinery or the equipment of the computer. Examples for hardware of a computer are the keyboard, the monitor, the mouse and the central processing unit. However, most of the computer's hardware cannot be seen because they are inside the computer's casing (tower). A computer's hardware includes many different parts, but the motherboard is considered to be the most important. The motherboard is made up of even more parts that power and control the computer.

Software, commonly known as programs or apps, consists of all the instructions that tell the hardware how to perform a task. Without software, a computer will not be able to function.

Software is capable of performing many tasks, as opposed to hardware which can only perform mechanical tasks that they are designed for. Software provides the means for doing many different tasks with the same basic hardware. Practical computer systems divide software systems into two major classes:

System software - Helps run the computer hardware and the computer system itself. System software is almost always pre-installed on your computer.

Application software - Allows users to accomplish one or more tasks. It includes word processing, web browsing and almost any other task for which you might install software.

A. Answer the following questions based on the passage.

1. What is computer hardware?

.....

2. Give examples for computer hardware.

.....

3. According to the passage what is the most important part that makes up the hardware of the computer?

.....

4. What does software consist of?

.....

5. What are the two major classes of software?

.....

B. Match the following words with their meanings.

sometimes

directions

commonly

is made up of

perform

at times

consist of

make available

instructions

do

provide

usually

8. Cement



Cement is used in construction as a binder, a substance that sets, hardens, and adheres to other materials, binding them together. Cement is seldom used on its own, but rather to bind sand and gravel (aggregate) together. Cement mixed with fine aggregate produces mortar for masonry, or with sand and gravel, produces concrete. Cement is the most widely used material in existence and is only behind water as the planet's most-consumed resource.

Cements used in construction are usually inorganic, often lime or calcium silicate based, and can be either **hydraulic** or **non-hydraulic**, depending on the ability of the cement to set in the presence of water.

Non-hydraulic cement does not set in wet conditions or under water. Rather, it sets as it dries and reacts with carbon dioxide in the air. It is resistant to attack by chemicals after setting.

Hydraulic cements (e.g. Portland cement) set and become adhesive due to a chemical reaction between the dry ingredients and water. The chemical reaction results in mineral hydrates that are not very water-soluble and so are quite durable in water and safe from chemical attack. This allows setting in wet conditions or under water and further protects the hardened material from chemical attack. The chemical process for hydraulic cement was found by ancient Romans who used volcanic ash (pozzolana) with added lime (calcium oxide).

Are the following statements TRUE ✓ or FALSE ×? Underline what is wrong.

1. Cement is used in construction as a binder that binds other material.
2. Cement is not used in masonry.
3. Cement can be either hydraulic or non-hydraulic
depending on its ability to set in the presence of water.
4. Both hydraulic cement and non-hydraulic cement are resistant to chemical attack.
5. Cement is not widely used all over the world.

9. Parts of a ship

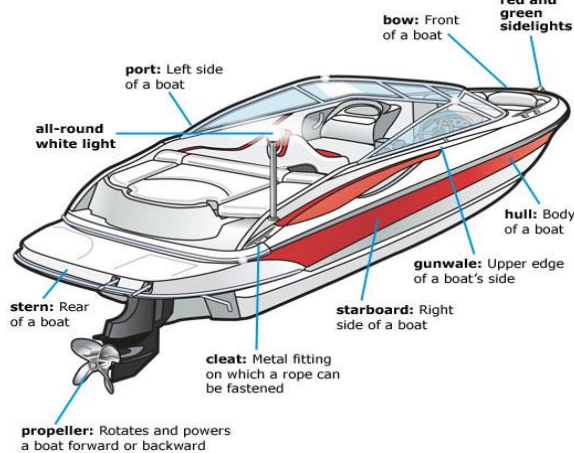
A **ship** is a large watercraft that travels the world's oceans and other sufficiently deep waterways. It is like a floating city having several different parts. However, we can't imagine a ship without its three main parts which are: The **Hull**, the **engine room** and the **navigation bridge**.

The **hull of a ship** is the most important as well as the most noticeable part of the ship. It is the main watertight body of a ship or boat. The **engine room** is the heart of the **ship** providing mechanical and electrical power for the entire **ship**. The navigational **bridge of a ship** is the room or platform from which the **ship** can be commanded. When a **ship** is under way, the **bridge** is manned by an officer of the watch, aided usually by an able seaman acting as 'lookout'.

To understand the parts of a ship, one must have to go through some common terms.

The most forward part of a ship is called the **bow**, the left-hand side of the ship is referred to as **port** whereas the right side is called **starboard**. Likewise, the front side is termed as forward and back as **astern**.

Ships are generally larger than boats, but there is no universally accepted distinction between the two. Ships generally can remain at sea for longer periods of time than boats.



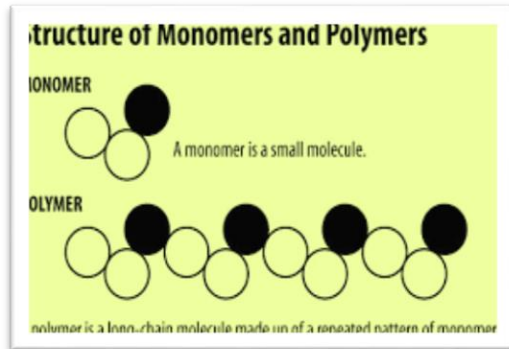
A ship comprises of both visible as well as invisible parts. E.g. rudder, anchor, bow, keel, accommodation, propeller, mast, bridge, hatch coves and bow thrusters are some common visible parts whereas bulkheads, frames, cargo holds, hopper tank, double bottom, girders, cofferdams, side shell etc. are the invisible parts of a ship.

Match A & B

A	B
astern	- the left hand side of the ship
port	- the room / platform from which the ship is commanded
starboard	- back of the ship
bow	- the main body of the ship
hull	- provides electrical and mechanical power to the ship
engine room	- the most forward part of the ship
bridge	- the right hand side of the ship

10. Monomers, Polymers, & Elastomers

Monomers & Polymers



A **monomer** is a single atom or molecule which is able to join with other monomers to make new substances called polymers.

Polymers are materials made of long, repeating chains of molecules. Polymers have unique properties, depending on the type of molecules being bonded and how they are bonded. Some polymers bend and stretch, like rubber and polyester. Others like glass are hard and stiff.

The term polymer is often used to describe plastics, which are synthetic polymers. However, natural polymers also exist; rubber and wood, for example.

Elastomers

An elastomer is a natural or synthetic polymer having elastic properties, e.g. rubber. The word elastomer is from the term "elastic polymer." An elastomer is a rubbery material composed of long chainlike molecules or polymers that has the ability to return to its original shape after being stretched, even to great extents.

Task 1 Match words with similar meaning.

unique	tough
bond	be present
hard	frequently
often	connect or stick together
exist	distinctive / special

Task 2

Briefly explain the difference between monomers and polymers.

.....

.....

11. Natural Rubber & Synthetic Rubber

Natural Rubber is an elastic substance obtained from the latex sap of rubber trees.

How is Natural Rubber Made?

The rubber plants are tapped for collecting the rubber latex. For this, an incision is made into the bark of the rubber tree and the latex sap is collected in cups. After collecting the latex sap, the raw natural rubber is refined to convert it into a usable rubber.



In early times an acid was added to the latex which made the sap set like a jelly. The latex jelly thus obtained was then flattened and rolled into rubber sheets and hung out to dry. In the year 1839, Charles Goodyear invented a more sophisticated way of making rubber stronger and more elastic. This was the process of rubber vulcanizing. The unprocessed natural rubber is sticky, deforms easily when warm, and is brittle when cold. In such a state, it cannot be used to make products having a good level of elasticity. Vulcanization prevents the polymer chains from moving independently. As a result, when stress is applied, the vulcanized rubber deforms but upon release of the stress, the product reverts to its original shape.

Synthetic rubber

Synthetic rubber is any artificial elastomer. These are mainly polymers produced from petroleum byproducts. About fifteen billion kilograms of rubbers are produced annually and of that amount, two thirds are synthetic.

Answer the following questions based on the passage.

From what is natural rubber obtained?

In early times what was added to the latex to make the sap set like a jelly?

What is the process that Charles Goodyear invented in 1839?

.....

What happened to the rubber as a result of undergoing this process?

.....

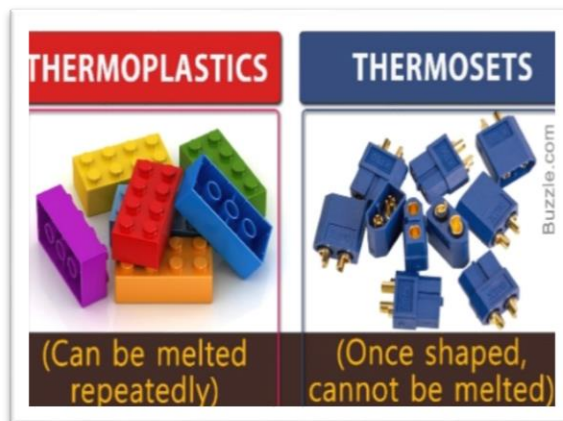
What is synthetic rubber mainly made from?

12. Thermosets & Thermoplastics

Though thermoset plastics and thermoplastics sound similar, they have very different properties and applications. The primary physical difference is that thermoplastics can be melted back into a liquid, whereas thermoset plastics always remain in a permanent solid state.

What is curing?

Curing is a **chemical** process employed in polymer chemistry and process engineering that produces the toughening or hardening of a polymer material by cross-linking of polymer chains. (a cross-link is a bond that links one polymer chain to another polymer chain).



Thermoplastics Curing Process

Thermoplastics pellets soften when heated and become more fluid as additional heat is applied. The curing process is completely reversible as no chemical bonding takes place. This characteristic allows thermoplastics to be remolded and recycled without negatively affecting the material's physical properties.

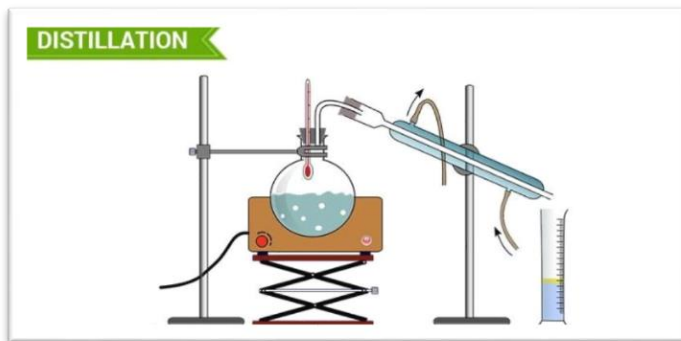
Thermoset Curing Process

Thermoset plastics contain polymers that cross-link together during the curing process to form an irreversible chemical bond. The cross-linking process eliminates the risk of the product re-melting when heat is applied, making thermosets ideal for high-heat applications such as electronics and appliances.

Answer the following questions based on the passage.

1. What is the difference between thermoplastics and thermosets?
2. What is a cross link?
3. What is curing?
4. Why is the thermoplastics curing process completely reversible?
5. Why are thermosets ideal for high heat applications?

13. Distillation



Distillation is the process of separating the components or substances from a liquid mixture by a process of heating and cooling. Distillation makes use of the difference in the boiling points of the components in the liquid mixture by forcing one of them into a gaseous state.

The process involves heating a liquid until it boils, collecting and cooling the resulting hot vapors and collecting the condensed vapors. The vapors are subsequently condensed back to liquid form and collected. By repeating the process on the collected liquid can improve the purity of the product and this is called double distillation.

Distillation may result in complete separation, or it may be a partial separation that increases the concentration of selected components in the mixture.

Distillation processes may have begun as early as 2000 BC in China, Egypt, and Mesopotamia, where different drinks such as *tarasun* were produced by distillation and fermentation of rice. In ancient times, oil essences were produced through distillation and fermentation of cedar, cypress, ginger, and myrrh. Nowadays, there are many distillation techniques for separating solvents from residues, water, or other mixtures. The most commonly used techniques are simple distillation, fractional distillation, steam distillation, and vacuum distillation.

Answer the following questions based on the passage.

1. What is Distillation?

.....
.....

2. What are the stages of a simple distillation process?

.....
.....
.....

Part 2

Grammar

UNIT 1

When we speak or write, we use words. We arrange them in the form of sentences. Grammar teaches us how to form sentences with words.

In English grammar, the words that we use are traditionally divided into 8 groups called the parts of speech.

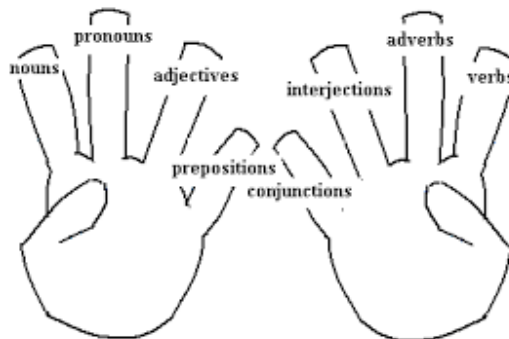
Parts of Speech

- | | |
|---------------|------------------|
| 1. Nouns | 5. Adverbs |
| 2. Pronouns | 6. Prepositions |
| 3. Adjectives | 7. Conjunctions |
| 4. Verbs | 8. Interjections |

Nouns - A noun is a name of a person, place, thing, quality or idea.

Nouns can be classified in several ways. The following diagram shows some of them. Add some more examples.

Common Nouns	Proper Nouns	Countable Nouns	Uncountable Nouns	Collective Nouns	Abstract Nouns
desk	Colombo	book	milk	team	friendship
cat	Mr. Perera	cup	sugar	bunch	hope
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----



Write ten nouns connected with each of the following topics:

Hospital	University	Modern Technology	Communication	Home	Family	Student

A noun may be **singular** (meaning 'one') or **plural** (meaning 'more than one')

Pronouns – A pronoun is a substitute for a noun. It does the same job as a noun, so it is used very often in place of a noun.

Here are some common pronouns

Subject Pronouns

- I
- we
- you
- he
- she
- they

Object Pronouns

- me
- us
- you
- him
- her
- them

Rewrite the following paragraph using pronouns.

Sandun wants to be a carpenter. Sandun's father was a carpenter and Sandun's grandfather was a carpenter. Now Sandun has Sandun's own tool box. In the tool box Sandun keeps several fine tools. The tools were given to Sandun for Sandun's last few birthdays.

.....
.....
.....
.....
.....

Use the correct form of the pronoun in the blanks.

1. (I) sent (they) a card last year.
2. (I) am afraid (you) will have to rewrite it.
3. (he) told(they) how to do the assignment.
4. (she) told(we) to look after(she) cat.
5. (it) fell down before (she) could catch(it).

Adjectives – An adjective gives us more information about a noun and usually appears before the noun it modifies. A noun can take more than one adjective.

e.g. The kind old man (noun) gave the child some money.

In the above example the words: *kind* and *old* are adjectives.

Now use adjectives before the following nouns.

- girl
.....dog
.....water
.....buses

Verbs - Most verbs are words that show action. E.g. work, eat, study, play, walk

A verb may take any of the following forms:-

go	goes	going	went	gone
eat	eats	eating	ate	eaten

While most verbs show action, a few just show that something or somebody exists.

The verbs that show existence are members of the verb family ‘to be’.

be am is are was were

e.g. I am here.

It is on the table.

We are on time.

These verbs can be used alone, as shown above or they can be used as *'helping verbs' added to the verbs of action.*

e.g. I am cleaning my machine.

We are playing.

Other helping verbs include members of the verb family *'to have'* and other special verbs like can, could, may, shall, will, would, do, does, did etc.

e.g. I have cleaned my bicycle.

You can go home now.

Adverbs - An adverb gives us more information about the verb and usually appears after verb.

e.g. She danced **beautifully**.

He went **home**.

She came **yesterday**.

Conjunctions – A conjunction is a word that joins words, phrases or sentence together.

e.g. and, but, because, as, although, when, while, if, since, until etc.

Combine the following with conjunctions.

1. Ranil is Amal's brother. Amal is Ranil's brothers.
2. She pressed the button. The lift stopped.
3. He was poor. He was honest.
4. The lady opened the door. She switched on the lights.
5. She read a book. I wrote a letter.

Prepositions – A preposition shows the relationship between nouns and nouns / pronouns In the same sentence.

Here are some common prepositions- In, on, at, above, over, under, across, after, before, between, to, from, until, since

Underline the prepositions in the following sentences.

1. The boy ran behind the car.
2. My brother received a letter from him.
3. The ball went over the wall.
4. During the year many people were injured in street accidents.
5. With that ticket you can get admission to the show.

Use the correct preposition in the blanks.

1. The ball went the window.
2. He placed the bat the wall.
3. The man ran the road.
4. My cousin put the book the bag.
5. The pencil lay The table.

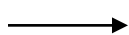
Interjections - Interjections or exclamations are words that express some sudden feelings.

e.g. Hurrah!, Alas!

“Oh!” shouted the boy, “ I have hurt my finger”. “Indeed!” exclaimed his father, “You are lucky to get off so lightly”.

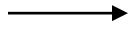
The Sentence

Let’s look at these three words.



Forests glass because

Now look at these three words.



Workmen build houses.

The second set of words is very different to the first set, isn’t it?

Why is it different? It is different because it has meaning. It is a sentence.

A group of words that gives a complete idea is called a sentence.

How does a sentence make sense? What makes it more than just a collection of words?

A sentence has a subject and a predicate.

Let’s look at the subject first.

Example sentence: **Careful workmen always build sturdy and long lasting houses.**

Who build? Workmen.

The word “careful” just adds extra information about the workmen. Therefore **“Careful Workmen”** is the subject of the sentence. The subject always answers the question who or what does the action. There is always a noun or a pronoun in the subject.

The predicate shows that something is being done. It shows action. What is the action in the sentence? Build is the action; the other words give us extra information about the action. Therefore **“always build sturdy and long-lasting houses”** is the predicate of the sentence. There is always a verb in the predicate.

Note - Sometimes the subject is hidden. It is not written or spoken but it is always there and you must figure out what the subject is. It always answers the question who or what, just as all subjects do.

e.g. Follow my instructions carefully.

Who should follow the instructions? You. “You” is the subject.

In looking for the subject and the predicate of a sentence we have to search for the main idea in a sentence. The other words simply add extra information.

Divide the following sentences into subject / predicate and underline the verb or verbs.

1. Dogs bark.
2. The lady in the red saree is a doctor.
3. I walked to school.
4. The smart young man was given the job.
5. The new operator was learning to work fast and accurately.
6. On this machine the lever should point down.

Use the following as the subject in a sentence.

1. My ambition –
2. He –
3. The teacher –
4. A sentence –
5. The dictionary -

Use the following as the predicate in a sentence.

1. cut -
2. is working -
3. must do -
4. was painting -
5. needs -

As you have learnt already, words can be added to the subject or the predicate of a sentence to give extra information.

Two of the most common places where you can add words in a sentence are-

Before the noun

&

After the verb

e.g. **The kind old** man ----- gave **the little boy, some money**.

Study the following sentences and try to find out to what word group the underlined words belong.

1. The mischievous little boy locked the man inside the room.
2. I went home.
3. Sunil painted the room very quickly.
4. He has done it well.
5. Anil and Malik are good friends.

Another important place where words can be added to a sentence is ...

just after the noun.

Relative pronouns like **who, which or that** can be used to introduce extra information.

The kind old **man** (who gave me some money) **lives** down the road.

Note - The words who, which, or that should go as near as possible to the words they qualify. In the above sentence 'who' qualifies 'man' so it is placed next to 'the man'.

Add the extra information in brackets to the following sentences using who, which, or that:

1. I have a book. (it contains scientific definitions)
2. Hydrogen is a gas. (it is less dense than air)
3. I saw the boy. (he won the bicycle race)
4. The boy is wearing a blue shirt. (he is my brother)
5. Sir Arthur C. Clarke was a former Chancellor of the University of Moratuwa. (he was a world famous fiction writer)

Two or more sentences can be joined together to form one sentence using conjunctions like and, but, or etc.

Join the following pairs of sentences using and, or, but, or because.

1. Sunil works hard. Kamal is lazy.
2. Shall I write to him? Will you telephone?
3. He went to the hospital. He was sick.
4. Air cannot be seen. Air takes up space.
5. Air takes up space. Air has weight.

Sometimes the joining word can be used at the beginning of the sentence.

e.g. He was happy. He did not show it.
 Although he was happy he did not show it.

Join the following pairs of sentences using a suitable joining word at the beginning of the sentence.

1. He was running the marathon. His friends were cheering him.
2. He did not have a license. He drove the car carefully.
3. We entered the university. We were afraid of ragging.
4. Pakistan had scored 300 runs. Bad weather stopped play.
5. He usually brushes his teeth. He goes to bed.







UNIT 2

Singular and Plural Nouns

Nouns can be singular and name one thing, or they can be plural and name more than one thing.

In order to change a singular noun to its plural form in English, usually "s" is added.

- cup – cups
- pencil – pencils
- desk – desks
-
-

Singular		Plural	
 bus		buses	
 mango		mangoes	
 box		boxes	

For nouns that end in ch, x, s, or z sounds,

“es” is added.

- dish– dishes
- watch – watches
- bus – buses
-
-

These are **regular plurals**. But there are many nouns which don't follow these rules. Let us study some other ways of forming plurals in English.

For nouns ending in f or fe, change f to v and add s /es.

- wife – wives
- leaf – leaves
- life – lives
-
-

If a word ends in a consonant and -y, drop the y, and add -ies:

- baby – babies
- butterfly – butterflies
-
-

If a word ends in a vowel + y, an 's' is added at the end of the word to make it plural:

- tray – trays
- key – keys
- boy- boys
-
-

When a word ends in o, add es, as in:

- potato – potatoes
- hero – heroes
-
-

However, there are several common words that do not follow this rule, such as *pianos* and *kangaroos*.

A few nouns have the same singular and plural forms.

- sheep – sheep
- deer – deer
- species – species
-
-

Some nouns, however, take irregular plural forms:

- mouse-mice
- child-children
- man-men
-
-

IRREGULAR PLURALS



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Some nouns are always plural

Scissors, glasses, shorts, trousers,,

You can also say a pair of scissors, a pair of shorts etc.

Plurals of compound nouns

seaman seamen
 passerby passersby
 son-in-law sons-in-law

Latin and Greek nouns

English has borrowed a great many words from [Latin](#) and [Classical Greek](#). Many nouns (particularly ones from Latin) retained their original plural forms after they were adopted by the English language. Other nouns have taken on the English plural "s" or "es" ending. In some cases, both forms are still used.

formula	formulae / formulas
index	indices / Indexes
criterion	criteria
datum	data (Now often treated as a singular mass noun)
radius
syllabus

Quiz 1

Write the plural form of the following nouns

half	wife	fish
kilo	brother-in-law	roof
woman	party	crisis
foot	photo	appendix
car	deer	ox

Quiz 2

Choose the correct form of the noun in each sentence.

- 1) I have three (childs, children).
- 2) There are five (man, men) and one (woman, women).
- 3) (Baby, Babies) play with bottles as toys.
- 4) I put two big (potato, potatoes) in the lunch box.
- 5) Few men wear (watch, watches) nowadays.
- 6) I put a (memo, memos) on the desk.
- 7) I saw a (mouse, mice) running by.
- 8) There are few (bus, buses) on the road today.

UNIT 3

Countable and Uncountable Nouns

Nouns can be countable or uncountable.

Look at the following chart:

Countable	Uncountable
books	money
friends	meat
teachers	juice
tables	milk



Countable Nouns (count nouns):

Countable nouns have a singular and a plural form. In plural, these nouns can be used with a number- they can be counted.

Example:

1 friend, 2 friends, 3 friends...

1 book, 2 books, 3 books...

You can't use singular countable nouns alone. You have to use **a /an**.

e.g. I have a pen, a pencil and an eraser.

Plural countable nouns can take the word '**many**'.

100 friends – *many* friends

e.g. I have many friends.

.....

'Some' can also be used with plural countable nouns.

e.g. There are some biscuits in the tin.

Can I have some tickets.

.....

Exercises

A. Here are some countable and uncountable nouns. Write **a / an** where necessary.

..... egg comb basin envelope, cement

.....money jam computer soup university

B. Some of these sentences need **a / an**. Put **a / an** where necessary.

She is reading book.

Don't go out in the rain.

Are you looking for job?

Where is Saman?

Sri Lanka is island.

He does his homework before going to the gym everyday.

I am writing essay.

Have you got pen?

Uncountable nouns (mass nouns):

Uncountable nouns cannot be used with a number - they can't be counted. (That's why they are called "uncountable nouns"). Therefore, these nouns are always used in the singular.

Examples:

I have a lot of money. (Not 1000 money)

You say I drink a lot of milk. (Not 5 milk)

Note: Of course you can count money, milk, meat; but then you would use the currency, litre, kilo, glass,...and say that you have got:

- 5 rupees or dollars... (but not 5 money).
- 2 litres, pints, glasses... of milk (but not 2 milk)
- 3 kilos... of meat (but not 3 meat)
- 10 bottles of mineral water... (but not 10 mineral water)

Uncountable nouns take the word '**much**'.

Example:

100 money – *much* money - How much money have you got?

'Some' can also be used with uncountable nouns.

e.g. some money, some water, some jam

Compare 'a' / 'an' & 'some':

Kamala bought a pen, an eraser and some sweets.

Can I have some information about your study course?

Exercise 1

Decide whether these nouns are countable (C) or uncountable (U)

1. The **children** are playing in the garden.
2. I don't like **milk**.
3. I prefer **tea**.
4. **Scientists** say that the environment is threatened by pollution.
5. My mother uses **butter** to prepare cakes.
6. There are a lot of **windows** in our classroom.
7. Can I have some **money** to buy the food.
8. The **waiters** in this restaurant are very professional.
9. I've had some good **news**.
10. My father drinks two big **glasses** of water every morning.
11. The **food** my mother prepares is delicious.
12. **Drivers** must be careful; the road is slippery.
13. Some **policemen** are directing road traffic to avoid a traffic jam.
14. I bought three **bottles** of mineral water for our picnic.
15. I'd like some **juice** please!
16. She has got lovely **hair**.
17. Successful **candidates** will join the camp later this year.
18. A rise in **oil** prices is inevitable since there is more and more world demand for energy.
19. The **exercises** on this website are interesting.
20. We are going to buy some new **furniture** today.
21. You must drink at least 6 glasses of **water**.
22. A special **program** has been organized for the occasion.
23. I met some nice **people** when I was walking along the beach.
24. It's nice **weather** today.
25. I am going to buy some **bread**.

Exercise 2

Fill in the blanks with the best word or phrase to complete the following sentences.

1. I don't like black coffee. I usually have it with _____
A two sugar and one milk **B** many milk
C two pieces of sugar **D** milk and sugar
2. The receptionist at the front desk gave me two _____.
A informations **B** information
C pieces of information **D** lot of information
3. My cousin is very beautiful. She is slim, tall and has _____.
A long hair **B** long hairs
C a long hair **D** a long length of hair
4. I went shopping last weekend and I bought _____.
A two clothes **B** two cloth
C two clothings **D** two items of clothing
5. _____ have you got in the bank? Is it enough to buy a house?
A How many moneys **B** How many money
C How much money **D** How much moneys

6. On Saturday, my friend Sidath went fishing and caught _____.
- A** a three fish **B** some fish
C three items of fish **D** three of fish
7. What would you like in your sandwich? I'll have _____ and lettuce.
- A** a chicken **B** some chicken
C some chickens **D** an item of chicken
8. Can I borrow _____ from you? I've left mine at home and I want to write some notes.
- A** paper **B** a paper
C a slice of paper **D** a piece of paper
9. How many _____ did the teacher give us today? He always gives us a lot to do.
- A** exercise **B** exercises
C lots of exercise **D** pieces of exercise
10. When I listened to the radio this morning, _____ very bad. Sri Lanka are out of the tournament.
- A** the new's **B** the new was
C the news was **D** the news were
11. Every morning before I come to school, I spend thirty minutes taking _____ . That's how I stay so slim.
- A** exercise **B** an exercise
C some exercises **D** some pieces of exercise
12. Your sister is a great pianist. She played _____ at the party.
- A** a lovely music **B** some lovely musics
C lovely musics **D** a lovely piece of music

UNIT 4

Articles: a, an, the

There are three articles in the English language: **a, an, & the.**

The indefinite article **a** or **an**:

The articles, **a / an** is used with singular countable nouns when we don't specify the things or people we are talking about:

- I met **a** friend.
- I work in **a** factory in Colombo.
- I borrowed **an** umbrella from **a** passenger sitting next to me.

The indefinite article '**a**'

The indefinite article **a** is used before a word starting with a **consonant sound**:

- **a** dog
- **a** pilot
- **a** teacher
- **a** university

The indefinite article '**an**'

The indefinite article **an** is used before a word starting with a **vowel sound**:

- an aeroplane
- an engineer
- an orange
- an iron
- an uncle

'An' is also used before a noun that begins with a silent **h**.

e.g. an hour, an honest man, an heir, an honour, an honourable man

NOTE: Although some words start with the vowel 'u', it is not pronounced as such. It is pronounced as the consonant sound 'yu'. Therefore, you must use 'a' before such words.

e.g. a union, a unit, a university

Exercise

Fill in the blanks with **a** or **an**

I have got big shirt.

She has got orange ribbon.

I'm Sri Lankan girl.

He is English boy.

Whatold man!

Give mepencil, please.

I can seeyellow car.

There iscat on the table.

He is university student.

I met him hour ago.

The indefinite article 'the'

- We use **the** when it is clear which thing or person or place we mean.

e.g. I bought **a** shirt and **a** pair of shoes. **The** shirt was cheap but **the** shoes were expensive.

Please close **the** windows and turn off **the** lights before you leave.

Exercise 1

Put a /an or the

He is interesting person. You must meet him.

Anil and Amali have got two children, boy and girl. boy is 4 years old and girl's three. Anil works in bookshop but Amali hasn't got job at the moment.

You look very tired. You need holiday.

We enjoyed our holiday. hotel was very good.

Excuse me, can you tell me how to get to railway station?

We also use **'the'**,

- when there is only one such person, place or thing
e.g. the earth, the sun, the world, the president
(Write sentences for two of the examples)

.....
.....

- before names of famous buildings, etc
e.g. the Eiffel Tower, the Great Wall of China, the Taj Mahal, the White House

.....
.....

- before the special names of rivers, seas, oceans, mountain ranges, groups of islands.
e.g. the Mahaweli, the Dead Sea, the Pacific Ocean, the Himalayas

.....
.....

Note: Do not use an article with, lakes and mountains or countries (except when the country is a collection of states) states, districts and provinces.

e.g. the United States, Mt. Everest, Galle district, southern province

.....
.....

- before a singular noun that refers to a whole class or group of people or animals
e.g. the middle class, the Sinhalese, the homeless, the lion, the elephant

.....
.....

- before superlatives and ordinal numbers:
e.g. the highest building, the tallest boy, the first page, the last chapter.

.....

-
- Before musical instruments
e.g. the piano, the guitar, the drums, the violin
-
-

Exercise 2 - Use 'the' where necessary.

Hi John,

I arrived in USA last Monday. We left Rome, flew over Alps and made a quick stop inLondon. There we went shopping in Harrods, and enjoyed a sunny afternoon in Hyde park. On the following day we left forNew York. time on board wasn't boring as there were two films to watch on screen. Before we landed at JFK airport we saw Statue of Liberty,Ellis Island and Empire State Building. hotel I stayed in was at corner of 42nd street and Fifth Avenue. I don't like hotels very much, but I didn't have time to rent an apartment.

Please say hullo to Peter and Mandy.

Yours,

Pat

Exercise 3

Decide whether you must or must not use 'the'. Write X where it is not necessary.

1. We went to cinema.
2. We usually have dinner at seven o'clock.
3. He plays tennis very well.
4. Can you play guitar?
5. He is watching TV.
6. Jane loves listening to radio.
7. They went to London by plane.
8. We are going to see my cousins on Sunday.
9. I liked film I saw yesterday.
10. He is studying English.

UNIT 5

VERB TENSE 1

Verbs are doing words. A verb can express an action or a state of being:

e. g. He plays football.

I am happy.

Unlike most of the other parts of speech, verbs change their form.

- Sometimes endings are added (learn - learned) and sometimes the word itself becomes different (teach-taught).
- The different forms of *verbs* show different meanings related to such things as tense (past, present, future), person (first person, second person, third person), number (singular, plural) and voice (active, passive).
- *Verbs* are also often accompanied by verb-like words called modals (may, could, should, etc.) and auxiliaries (do, have, will, etc.) to give them different meanings.

A verb may take the following forms:

stem	3 rd person Singular	present participle	past tense	past participle
go	goes	going	went	gone



(see the appendix for a list of verb forms)

SUBJECT OF A VERB

The person or thing performing the action of the verb is said to be the subject of the verb or the subject of the sentence.

- Tanya won the match.

(Tanya is the subject of the verb *won*)

In English grammar, the verb has to agree with the subject.

VERB 'TO BE'

While most verbs show action a few just show that something or somebody or some quality or characteristic exists. These verbs belong to the verb family '**TO BE**'.

e.g. My father is a businessman.
Today is Saturday.
They are angry.

Verb forms

Present Tense - am ,is ,are

e.g. I am 20 years old.

Past Tense - was, were

e.g. I was 19 years old last year.

Future Tense- will be

e.g. I will be 21 years old next year.

Choose the correct form of the verb 'to be' (present, past, future).

1. I Aruni and he Ruwan.
2. My mother an actress.
3. We from Kandy.
4. There ten students in the class.
5. Rohan and Nilu friends.
6. I OK, thanks.
7. She sick yesterday.
8. When I show her my class report my mother happy.
9. At this time yesterday I in Japan.
10. We in Italy last week.

Rewrite the following words and phrases to form meaningful sentences.

1. student / Amila / and / name / my / a / is / I'm /

.....

2. old / years / twenty five /am / I /

.....

3. are / Colombo / from /we /

.....

4. book / this / my /is

.....

5. it's / day / today / nice / a /

.....

6. brother's / is / her / Sudath / name /

.....

7. an / is /engineer/ Kumar /

.....

8. are / there /my / students /in /class /twenty /

.....

9. address / is /new / my /the / at /of /the /top /letter /

.....

10. book / is / where /my /

.....

SIMPLE PRESENT TENSE

In English grammar tense is not the same as time. When we use the simple present tense we do not think only about the present time. We use it to say that something happens all the time or someone does something habitually or that something is true in general.

Verb form - stem / stem + third person singular 's'

e.g. School starts at 7.30 a.m. I usually walk to school.

NOTE: Verb + 's' with a 3rd person singular subject

- First person** - I (singular), we (plural)
- Second person** - You (singular or plural)
- Third person (singular)** - he, she, it, Anil, the dog
- Third person (plural)** - They, the children, dogs, tables

The 3rd person singular 's' rule does not apply for negative sentences or questions.

Activity 1

Fill in the blanks with suitable verbs.

- Little girls to play with dolls.
- She to dance.
- Shan doesn't music.
- Do you her?
- We don't you.
- Children to watch cartoon programmes.
- Don't you it?
- I people who smoke.

Activity 2

Write the name of an object that is with you most of the day.
Write a few sentences about a day in the life of that object.

For example:

My Note Book.

My note book sometimes wakes up very early to go to college with me. She likes to sit by me while I drink tea at the canteen, waiting for the bell to ring

.....

.....

.....

.....

Activity 3 Fill in the blanks with the correct form of the verb.

What is an Eclipse?

A solar eclipse (happen) when the moon (pass) in front of the sun. This only (take) place when there is a new moon. It (last) for up to 7.5 minutes. During a solar eclipse, it is dark. The birds (not sing), and animals (keep) still and quiet. A solar eclipse (not happen) very often, and most people (enjoy) seeing one. However, it's important not to look straight at the sun. If you (not remember) this, you can damage your eyes.

A lunar eclipse (occur) when the earth's shadow (fall) on the moon. The moon (look) dim until it (come) out from the shadow.

(from English Grammar in use)

Activity 4 Match **A** with **B** to form proverbs.

A

- Those in glass houses
- Every cloud
- A stitch in time
- Strike the iron
- Prevention is better
- Look before
- All work and no play
- Slow and steady
- The pen is mightier
- Rome was not

B

- saves nine
- than cure
- makes jack a dull boy
- wins the race
- should not throw stones
- than the sword
- while it is hot
- built in a day
- you leap
- has a silver lining

Activity 5

Write a paragraph about a typical day at the University.

This is Sam. He is addicted to the computer.

What does he do every day?

He.....



.....

.....

.....

.....

.....

.....

.....

.....

PRESENT CONTINUOUS TENSE

The present continuous tense is often used for on-going actions, but it can also be used to talk about the future.

Verb form am / is / are + ...ing

Exercise 1

Fill in the blanks.

1. Alexander..... (study) for his exams at the moment.
2. Where Kumar(go) next week?
3. She..... (not play) netball tomorrow.
4. They (make) dinner now.
5. Sushila (not fly) to Singapore next week.
6. I (work) on a special report today.

7. We (not cook) dinner this evening because we're eating out.
8. (Asitha drive) to work right now?
9. Kamini (read) a new book at the moment.
10. They (study) for the science exam at the moment.
11. When..... (you have) lunch with Shane?
- 12..... (they give) a party this weekend?
13. What..... (you do)?!
14. She (bake) a cake at the moment.
15. Which hotel..... (they stay) at now?

Exercise 2

Choose the correct time expression used with the present continuous tense.

1. They are cooking dinner (at the moment / yesterday).
2. The company is preparing a report for their most important client (last / this) week.
3. My sister is studying for a test (at the moment / in a minute).
4. We're meeting Indu (on / at) three o'clock, tomorrow.
5. (Currently / Current) we're studying English.
6. Rajiv is playing tennis with Saman (now / then).
7. What are you doing (this / next) afternoon?
8. They're enjoying dinner (at / next) the moment.
9. What are you doing (tomorrow / yesterday) afternoon?
10. Kevin is making the presentation (at / on) Wednesday.
11. Our teacher is helping us with grammar (that / this) morning.
12. My dog is barking (at the moment / in a minute).
13. We're finishing the report (today / yesterday).
14. The clock is striking twelve o'clock right (now / soon). It's time to go!
15. Chamath is going to Jaffna (this / that) morning.

Exercise 3

Simple Present / Present Continuous Tense

Rewrite the following sentences using the correct form of the verb within brackets.

1. Every Monday, Sally (drive) her kids to football practice.
2. Usually, I (work),... as a secretary at ABT, but this year I (study) French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep)

4. Don't forget to take your umbrella. It (rain)
5. I hate living in Seattle because it (rain, always).....
6. I'm sorry I can't hear what you (say)..... because everybody (talk) so loudly.
7. Justin (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when it is finished.
8. Jim: Do you want to come over for dinner tonight?
Denise: Oh, I'm sorry, I can't. I (go)..... to a movie tonight with some friends.
9. The business cards (be, normally) printed by a company in New York. Their prices (be) inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) made by a small chocolatier in Zurich, Switzerland.

UNIT 6

VERB TENSE 2

SIMPLE PAST TENSE

The simple past tense is used to express an action that took place in the past.
e.g. I walked to school yesterday.

Verb forms Regular verbs – stem + ed irregular verbs – e.g. go – went

Activity 1 - Last month, we went on a trip to

(Write 5 things you did there)

.....
.....
.....
.....
.....

Activity 2 - History Quiz

- | | |
|--------------------------|-----------------|
| Who sang
.....? | answer
..... |
| Who wrote
.....? | answer
..... |
| Who built
.....? | answer
..... |
| Who won
.....? | answer
..... |
| Who discovered
.....? | answer
..... |
| Who invented
.....? | answer
..... |

Add two more questions / answers of your own.

.....
.....

PAST CONTINUOUS TENSE

The past continuous tense is used to express an action that continued in the past. It is often used to indicate that one action took place in the past when another action was continuing or to indicate that two or more actions were taking place at the same time.

Verb form was / were + ing

e.g. When I was writing the letter the doorbell rang.

Yesterday at this time I was watching TV, my sister was doing her homework and my father was helping my mother in the kitchen.

Activity 1

What Were You Doing When...?

Pair work Ask each other 5 questions similar to the following.

What were you doing last night at dinner time?
What were you doing when the accident happened?

Write the answers in complete sentences.

e.g. Last night at dinner time I was having dinner with Mayuri at Hotel Delight.
This morning when I was cutting vegetables I cut my finger.

.....
.....
.....
.....
.....
.....
.....
.....

Activity 2

Choose a pair of words and write a sentence in the past continuous tense. Read it aloud in class. Example **drive, monkey**

When I was driving down the street I saw a monkey sitting on a wall.

Past Tense of VERB BE / Simple Past Tense Quiz

- 1 Ia letter yesterday (send, sent, sending).
- 2 My brothera bear an hour ago.(see, saw, seen)
- 3Mike visit his grandmother last night? (Do, Did, Does)
- 4 Alex did notlast weekend.(work, worked, working))

- 5Judy and Liz at last month's meeting?(Was, were are)
- 6 Wenot happy after the sad ending.(is, are, were)
- 7 You see Jody's new dog yesterday? (Are, Did, Do)
.....
- 8 Sorry, Ihear you at the door. (didn't, weren't, aren't)
- 9 IEnglish for two years.(studied, studying, study)
- 10 Whatyou eat for lunch yesterday? (do, did, does)

Past Continuous Tense Quiz

Use the past continuous tense or simple past tense as appropriate.

1. My brother and sister(play) tennis at 11am yesterday.
2.you still.....(working) at 7pm last night?
3. At 8.30am today I(drive) to work.
4. Whyhe(have) lunch at 4pm?
5.(meet) John in town yesterday.
6. Mary(wait) for me when I(arrive).

UNIT 7

VERB TENSE 3

SIMPLE FUTURE TENSE

The Simple Future Tense has two different forms in English: "**will**" and "**going to**." Although the two forms can sometimes be used interchangeably, they often express two very different meanings.

'**Will**' has **two** main functions.

- the *first* is to talk about **unplanned or spontaneous future events**;

I'll make us a cup of coffee.

(The telephone rings) *I'll get it.*

In these two cases the speaker is deciding what to do on the spur of the moment without prior consideration.

- the *second* is for **predictions that are not based on current evidence**.

I think it'll rain tomorrow.

There's no way that we will lose the game.

You will meet a tall, dark, handsome stranger.

BE GOING TO

The auxiliary verb **going to** is used when talking about intentions. (An intention is a plan for the future that you have already thought about.)

We're **going to** buy a new car next month.

I'm **going to** work in a bank when I leave school.

Going to is also used for those predictions where we can rely on present evidence or past experience. For example:

In the new year I'm **going to** stop eating so much junk.

Getting up at 4:00 in the morning is going to be a problem.

Exercise 1

Fill in the blanks with 'will' or ' be going to'

The sun rise at 6.30 tomorrow.

We visit my parents at the weekend.

If you help me, I help you.

Look at those clouds – it rain.

Do you think she come soon?

Sorry, I can't meet you tomorrow, I play basketball after school.

Don't worry, I meet him at the airport.

Fill in the blanks with Will / Be (am is are) Going To.

- A: Why are you holding a piece of paper?
B: I (write) a letter to my friends back home in Texas.
- A: I'm about to fall asleep. I need to wake up!
B: I (get) you a cup of coffee. That will wake you up.
- A: I can't hear the television!
B: I (turn) it up so you can hear it.
- We are so excited about our trip next month to Sri Lanka. We (visit)
..... Colombo, Galle and Kandy.
- Sanath (come) to the party. Tyrone (be).....
there as well.
- Chirath: It is so hot in here!
Sarath : I (turn) the air-conditioning on.
- I think he (be) the next President of the Country.
- After I graduate, I (attend) medical school and become a doctor. I have wanted to be a doctor all my life.

9. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too small for four people.
 B: That man at the service counter (help) you.
10. As soon as the weather clears up, we (walk) down to the beach and go swimming.

FUTURE CONTINUOUS TENSE

Will be

We can use '**will be**' + **ing** to talk about something that will be in progress at a particular moment in the future.

e.g. This time next week **I'll be sitting** on the beach enjoying the sunshine.

I'll be thinking about you all back in the office – and I'll be laughing.

They'll be thinking about this very carefully over the next few months

Exercise

Fill in the blanks with **will / will be** .

Ruwan: Where is Amila going to meet us?

Palitha: He (wait) for us when our train arrives. I am sure he on the platform when we pull into the station.

Ruwan: And then what?

Palitha: We (pick) Sameera up at work and go out to dinner.

Madhuri: When we get to the party, Sam (watch)TV, Samantha (make) drinks, Renu (dance) by herself, and Kavi (complain) about his day at work.

Rohan: Maybe, this time they won't be doing the same things.

Madhuri: I am absolutely positive they (do) the same things; they always do the same things.

Indira: Oh, look at that mountain of dirty dishes! Who (wash) all of those?

Kumar: I promise I (do) them when I get home from work.

Indira: Thanks.

Kumar: When you get home this evening, that mountain will be gone and nice

stacks of sparkling clean dishes (sit) in the cabinets.

Ravi: If you need to contact me next week, I (stay) at hotel Maxi.

Nadi: I (call) you if there are any problems.

Ravi: This is the first time I have ever been away from the kids.

Nadi: Don't worry, they (be) be fine.

Samantha: Just think, next week at this time, I (lie) on the beach, in Sri Lanka, eating fried fish and drinking pineapple juice.

Darren: While you are luxuriating on the beach, I (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

Samantha: I'll manage somehow.

Darren: You're terrible. Can't you take me with you?

Samantha: No. But I (send) you a postcard of a beautiful, sandy beach.

Darren: Great, that (make) me feel much better.

Appendix

Present Tense Regular Verbs

act
ask
brush
ban
call
close
comb
cook
cry
dance
die
escape
fill
fry
fold
hate
heat
invite
jump
love
marry
open
pack
pass
play
pray
question
rain
receive
remember
save
smoke
study
telephone
treat
try
visit
wait
wash
work

past Tense

acted
asked
brushed
banned
called
closed
combed
cooked
cried
danced
died
escaped
filled
fried
folded
hated
heated
invited
jumped
loved
married
opened
packed
passed
played
prayed
questioned
rained
received
remembered
saved
smoked
studied
telephoned
treated
tried
visited
waited
washed
worked

Past Participle

acted
asked
brushed
banned
called
closed
combed
cooked
cried
danced
died
escaped
filled
fried
folded
hated
heated
invited
jumped
loved
married
opened
packed
passed
played
prayed
questioned
rained
received
remembered
saved
smoked
studied
telephone
treated
tried
visited
waited
washed
worked

Irregular Verbs

awake
beat

awoke
beat

awoken
beaten

become
begin
bite
brake
bring
build
buy
catch
come
cut
do
drink
eat
fall
feel
fly
forget
get
give
go
hold
know
lost
make
put
read
rise
run
say
sell
send
sing
sit
sleep
spoke
spit
steal
take
tell
think
win
write

became
began
bit
broke
brought
built
bought
caught
came
cut
did
drank
ate
fell
felt
flew
forgot
got
gave
went
held
knew
lost
made
put
read
rose
ran
aid
sold
sent
sang
sat
slept
spoke
spat
stole
took
told
thought
won
wrote

become
began
bitten
broken
brought
built
bought
caught
come
cut
done
drunk
eaten
fallen
felt
flown
forgotten
got
given
gone
held
known
lost
made
put
read
risen
run
said
sold
sent
sung
sat
slept
spoken
spat
stolen
taken
told
thought
won
written