

HIGHLIGHTS OF THE LESSON:

- Warm Up: Use of Idioms 12.1.1
- Fun with Idioms 12.1.2
- Use of Needn't, Mustn't, Don't have to 12.2.1
- Join the Given Sentences with Conjunctions 12.2.2
- Tick Mark the Correct Sentence 12.3.1
- Identify the Kind of Phrases Given 12.3.2
- Complete the Sentences with Clauses 12.3.3
- Grammar Check of a Given Passage 12.4
- Active and Passive Voice 12.5
- What Have You Learnt?

ANTICIPATED LEARNING OUTCOMES:

- You will get familiar with the use of idioms. An idiom is an expression, word, or phrase that has a figurative meaning that is understood in regard to a common use of that expression which is separate from the literal meaning or definition of the words of which it is made.
- You will learn the rules about the use of "needn't", "mustn't", "don't have to".
- You will get practice in writing grammatically correct sentences and also be able to identify grammatical errors in a given passage.
- The exercise on active and passive voice will help you understand what they are and also how to change from one voice to the other, where possible.

**WARM UP: USE OF IDIOMS
(12.1.1)**

Time: 10
mins



Picture 49

<http://frank.redpin.com/~urbex/opseccat.jpg>

Accessed on 22/02/2011 at 2:34 pm.

In our day-to-day conversation and writing we often come across the use of idioms and phrases that make the use of language more varied and also help us understand the implied meaning through association.

Please access the following website before you proceed with this exercise. It has an interesting collection of animated idioms.

[Animated Idioms | British Council - English Online](#)

**Exercise
12.1.1**

Give the meanings of the idioms given below and use them to construct sentences of your own.

The apple of your eye, bag and baggage, a new kid on the block, out of the box, be born with a silver spoon in your mouth, cross your fingers, cry out over spilt milk.

Answers 12.1.1

1. the apple of your eye (a person or thing of whom you are extremely fond or proud): She is **the apple of her father's eye** and he dotes on her.
2. bag and baggage (with all your belongings): Ram moved **with bag and baggage** to his best friend's house.
3. a new kid on the block (a newcomer to a particular place or sphere of activity): Aryan has replaced Sanjay as **the new kid on the block** because he excels in almost everything he does.
4. out of the box (creative/ out of the ordinary): Her innovative ideas reveal an **out of the box** thinking.
5. be born with a silver spoon in your mouth (be born into a wealthy family of high social standing): He didn't have to work too hard in life because he was **born with a silver spoon in his mouth**.
6. cross your fingers (hope that your plans will be successful; trust in good luck): Since there was recession in the economy, the only hope the investors had was to keep their **fingers crossed** and hope for the best
7. cry out over spilt milk (lament or make a fuss about a misfortune that has happened and that cannot be changed or reversed) There's no point **crying over spilt milk now**, you cannot recover your lost wallet by doing so, but you can be wise enough to get your cards blocked with the bank so that they aren't misused.

FUN WITH IDIOMS
(12.1.2)

Time: 10
mins

This exercise has been designed to test your comfort with the use of idioms. Here you have been provided with a word. Consult a dictionary or think on your own of a possible list of idioms that use that particular word. The meanings of those idioms could be entirely different. Also try to look for the meaning of all the idioms constructed from the words given below in a dictionary or in the Oxford Dictionary of Idioms.

Exercise
12.1.2

1. card
2. cat
3. as
4. all
5. account
6. day

Answers 12.1.2

1. **card**- (i) on the **cards**: possible or likely.
(ii) play your **cards** right: make the best use of your assets and opportunities.
2. **cat**- (i) fight like **cat** and dog: (of two people) be continually arguing with one another.
(ii) let the **cat** out of the bag: reveal a secret, especially carelessly or by mistake.
3. **as**- (i) **as** and when: used to refer to an uncertain future event.
(ii) **as** if: used to express the speaker's belief that something is very doubtful or unlikely.
(iii) **as** it were: in a way; to a certain extent. For e.g., He is, **as it were**, in love with someone I know.
4. **all**- (i) **all** and sundry: everyone.
(ii) **all** out: using all your strengths or resources.
(iii) **all** over the place: in a state of confusion or disorganization.
5. **account**- (i) give a good (or bad) **account** of yourself: make a favourable (or unfavourable) impression through your performance or actions.
(ii) settle **accounts** with someone: (1) pay money owed to someone.
(2) have revenge on someone.
6. **day**- (i) all in a **day's** work: (of something unusual or problematic) accepted a part of someone's usual routine or as a matter of course.
(ii) call it a **day**: decide or agree to stop doing something, either temporarily or permanently.

USE OF NEEDN'T, MUSTN'T,
DON'T HAVE TO (12.2.1)

Time: 10
mins

Let us see how the use of certain negative forms of the verbs **need**, **must** and **have** can give the suggestion that something is not allowed or not necessary.

Exercise
12.2.1

Highlight the most likely option from the answers given below in every sentence. The first one has been done for you.

1. You **mustn't**/needn't drink alcohol.
2. Advertisements mustn't/don't mislead the public.
3. You mustn't/ don't have to be a member of the club to avail of its facilities.
4. I've bought the tickets to the show, so you mustn't/needn't wait in the queue
5. You needn't/ don't need to carry the bags, as I have parked the car close to the mall.
6. You mustn't/needn't be surprised if the authorities raise some objections to your new construction.
7. Children mustn't/needn't be allowed to play in this park.
8. You mustn't/don't have to keep medicines within the reach of young children.
9. You mustn't/needn't be surprised if Anita calls you for the job.

Answers 12.2.1

2. **mustn't**. We use **mustn't** to say that something is not allowed. While **don't have to** merely means not necessary. Therefore, to say that something should not be done the option **mustn't** is better to use.
3. **don't have to be**. **Don't have to be** means something is not necessary and here we want to imply that one **needn't** or **doesn't have to be** a member of the club to make use of its facilities.
4. **needn't**. We use **needn't** to say that something is not necessary and here the speaker wants to say that since he/she has already bought the tickets the other person needn't wait in the queue.
5. **needn't/don't need to**. **Needn't** or **don't need to** is used to say that something is not necessary. So both options would be correct to use here.
6. **mustn't**. We use **mustn't** to say that something is not allowed. Here the speaker implies that it would be inappropriate to be surprised and therefore it is not allowed to be surprised if the authorities raise an objection.
7. **mustn't**. We use **mustn't** to say that something is not allowed. The use of **mustn't** is correct here since the speaker implies that children aren't allowed to play in the park.
8. **mustn't**. We use **mustn't** to say that something is not allowed. The use of **mustn't** here indicates that the medicines shouldn't be kept within the range of children's reach.
9. **needn't**. We use **needn't** to say that something is not necessary. Here by the use of **needn't** the speaker implies that the other person **doesn't have to be** or **needn't** be surprised when Anita calls him/her up for the job.

Rules taken from Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007. p, 48. Refer to this book for more rules on *needn't*, *mustn't*, *don't have to*.

JOIN THE GIVEN SENTENCES WITH
CONJUNCTIONS (12.2.2)

Time: 10
mins

Given below is a list of three sentences, see what is common between them.

1. She must weep, **or** she will die.
2. He is poor, **but** he is honest.
3. Birds fly in the air **and** fish swim in water.

Clearly, all three sentences are formed by joining two sentences by using the words, **or, but, and**.

These three highlighted words are called **Conjunctions**.

Now let us define a **Conjunction**, before you do an exercise on joining sentences and words with appropriate **Conjunctions**.

A **Conjunction** is defined as a word which *joins* together sentences, and sometimes words.

You may refer to this webpage for a detailed understanding on conjunctions:

<http://www.fortunecity.com/bally/durrus/153/gramch28.html>

Accessed on 27/5/11 at 1:40 pm.

Exercise
12.2.2

You are given a list of **conjunctions** in the help box below. Fill in the blanks and join the sentences or words with the use of appropriate **conjunctions**.

although, because, that, as, since, or, not only, while,
till, but also

1. Asha left home early _____ she had to reach for a job interview.
2. The book has been recommended in the reading list _____ it isn't very informative.
3. We shall stay at the mall _____ you return.
4. One must make best use of an opportunity _____ external factors are favourable.
5. I will excuse you this time _____ you don't repeat the same mistake again.
6. It has been many months _____ we went for a long vacation.
7. You can eat the chocolate cake _____ the lemon cake.
8. Arun wants _____ money _____ fame.
9. Sarita may come with us for the movie ____ she is our friend.

Answers 12.2.2

1. because. Here the word **because** is used to join the two sentences since here one sentence, the first sentence in this case depends on the other sentence, which is the second sentence. In other words, Asha had to leave her home is the given sentence, but it depends on the second one for its reason, i.e., she had to be on time for a job interview. So, **because** is the most suitable word that can be used to explain why she had to leave home early.
2. although. In this sentence too, as in the previous one, the first sentence depends on the second one. But the difference in this case is that, the first sentence says the book has been recommended for reading but it doesn't provide enough information. So, one sentence or clause depends on the second one for its full meaning. The words **because, although** are therefore known as **subordinating conjunctions**.
3. till. **Till** is an appropriate conjunction to use here to join the two given sentences and to make them more compact. The word **till** is also a preposition in some sentences such as "Please stay **till** Monday", but there it is used before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Here the function of **till** is to join the words and sentences given and it is a conjunction of time since it is used to denote the time for which the speaker would wait at the mall till the person being addressed to returns.
4. while. **While** is also an example of a subordinating conjunction and – as in the first two sentences – it is used to show how the first sentence, "one must make best use of an opportunity" depends on the second clause, "external factors are favourable" for its complete meaning and it is a conjunction of time.
5. on condition that. This is a **compound conjunction** as it is formed of a compound-more than one word- expression. "On condition that" is used to join the two sentences by stressing on a condition on which the speaker would excuse the person being spoken to.
6. since. This is a subordinating conjunction and it is used as a conjunction of time to suggest that some time has passed since when the speaker had been on a vacation.
7. or. This is an example of a **co-ordinating conjunction** as it is used to join together clauses of equal rank, e.g., chocolate cake **or** lemon cake.
8. not only, but also. These are known as **correlative conjunctions** and these pairs of conjunctions require equal (parallel) structures after each one.

Arun wants *not only* money, *but also* fame.

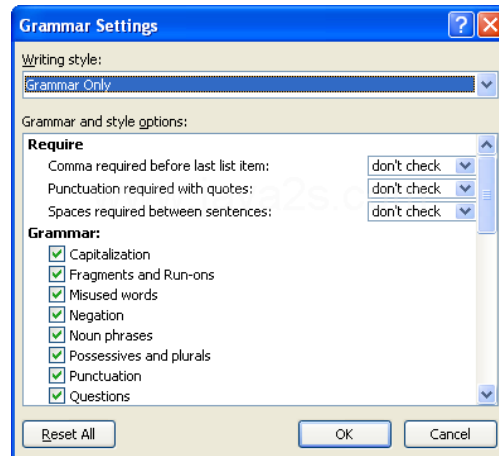
9. as. This is a **subordinating conjunction** of cause or reason. The first sentence "Sarita may come with us for the movie" depends on the second sentence that "she is our friend" for completing its meaning. Or rather, because she is our friend she may come for the movie.

Note: **Subordinating Conjunction**-It is a word that joins a clause to another on which it depends for its full meaning.

Examples of subordinating conjunctions-after, because, if, that, though, although, till, before, unless, as when, where, while.

TICK MARK THE CORRECT SENTENCE (12.3.1)

Time: 10 mins



Picture 50

[http://www.java2s.com/Tutorial/Microsoft-Office-Word-2007Images/Change Grammar Settings Under Require Click List Arrow.PNG](http://www.java2s.com/Tutorial/Microsoft-Office-Word-2007Images/Change_Grammar_Settings_Under_Require_Click_List_Arrow.PNG)

Accessed on 21/02/2011 at 2:27 pm.

Exercise 12.3.1

In the list of sentences given below some are grammatically correct and some are incorrect. Tick mark the correct one and strike off the wrong one. Also give a grammatically correct version of it if it is wrong.

1. None of the witnesses have seen him commit the burglary.
2. There was no date on the bottle to show how old the contents were.
3. Although he is French, none of his novels were set in France.
4. We wanted to buy John's car, but Tom opposed our decision.
5. You must perform the task herself.
6. Many questions were raised but little were answered.
7. The trip was longest but enjoyable
8. The asleep children woke up to the sound outdoors.
9. His failure was understandable given the lack of resources.

Answers 12.3.1

1. x "None of the witnesses **had** seen him commit the burglary".(the burglary has already been committed so the verb "had" is what should be used.)
2. ✓ (The date on the bottle would have been printed from before to show the expiry date of the contents in the bottle.)
3. x "Although he is French, none of his novels is set in France". (the novels still exist so "are" is the correct verb.)
4. ✓ (The speaker says that they wanted to buy John's car but someone from the group named Tom did not agree to their decision.)
5. x "You must yourself perform the task" seems more appropriate. "Herself" cannot be used here because "you" and "herself" are second and third person respectively and do not refer to the same person.
6. x "Many questions were raised but **few** were answered".("few" is used with plural countable nouns and "little" is used with uncountable nouns.)
7. x "The trip was **long** but enjoyable". ("longest" is a superlative degree of the adjective "long". But here no comparison of the journey that is long is being made with anything else.)
8. x "Children woke up to the sound outside" is more appropriate as it implies that children were asleep.
9. ✓ (one can understand that he was not successful, or that he failed because the resources were limited or insubstantial.)

IDENTIFY THE KIND OF PHRASES GIVEN (12.3.2)

Time: 10 mins

In this exercise you will learn how to form sentences by adding **phrases** or **clauses** to them. We will first begin with phrases and their kinds. A phrase is understood as a group of words.

Now in the two sentences given below, what do you think is different?

1. The magistrate *was a wealthy man*.
2. The magistrate *was a man of great wealth*.

Clearly, what is common is the single word "the magistrate" or the word describing the person or thing denoted by the noun. What differs in the two sentences is the group of words used to describe "the magistrate". We could have had other phrases to describe the magistrate too, such as, "*was a kind man*", or "*was a generous man*". This phrase is known as an **adjective phrase** since it is a group of words that does the work of an **adjective**.

You can easily infer from this that an **adverb phrase** is a group of words that does the work of an adverb. For e.g., Ajay ran *with a good speed*. Here we have a group of words "*with a good speed*", which modifies the word *ran* since it tells us how Ajay ran and this is known as an **adverb phrase**.

Similarly, a **noun phrase** is a group of words that does the work of a noun. For e.g., The boy wants *to go for a movie*. Here the group of words, *to go for a movie*, is the Object of the verb *wants*. Hence this group of words does the work of a noun and is called a **noun phrase**.

Now attempt this exercise on phrases.

Exercise 12.3.2

Now that you know what are adjective phrases, adverb phrases and noun phrases try to identify them in the sentences given below and think why they are the kind of phrase that you have identified them as.

1. The mob gathered in the market.
2. We enjoy playing basketball.
3. Sunita denies helping us with our work.
4. Amit was a man of great promise.
5. He arrived at that moment.
6. It is a village without many inhabitants.
7. He is an author of great popularity.
8. Asha does her work with much care.
9. To win an award in dramatics is her ambition.

Answers 12.3.2

1. *in the market*. This is an **Adverb phrase** since it qualifies the verb *gathered* by telling us where the mob has gathered.
2. *playing basketball*. This is a **Noun phrase** since it is the Object of the verb *enjoy*.
3. *helping us with our work*. This is a **Noun phrase** since this group of words does the work of a noun and is the Object of the verb *denies*.
4. *of great promise*. This is an **Adjective phrase** since it qualifies the noun *man* just as an adjective does.
5. *at that moment*. This is an **Adverb phrase** since it qualifies the verb *arrived* by telling us when he arrived.
6. *without many inhabitants*. This is an **Adjective phrase** since it qualifies the noun *village*, by describing the village as one which doesn't have many inhabitants.
7. *of great popularity*. This is an **Adjective phrase** since it describes the quality of the noun *author* as one who is very popular.
8. *with much care*. This is an **Adverb phrase** since it qualifies the verb *does* by telling us how Asha does her work.
9. *to win an award in dramatics*. This is a **Noun phrase** since it is a group of words that does the work of a noun. "To win an award in dramatics" is a group of words used to form a basic name when it is impractical to employ a single noun word.

COMPLETE THE SENTENCES WITH
CLAUSES (12.3.3)

Time: 10
mins

In the previous exercise you had learnt about kinds of phrases. Now have a look at the following sentences:

1. The trekkers rested *at sunset*.
2. The trekkers rested *when evening came*.

In both the set of italicized words the function of the group of words is to modify the verb **rested**. But while *at sunset* is an adverb phrase, the group of words, *when evening came* is not because it has a Subject and a Predicate of its own. Thus an **Adverb clause** can be defined as a group of words which has a subject and a Predicate of its own, and does the work of an Adverb.

Similarly, an **Adjective clause** is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adjective. For e.g., The umbrella *which has a broken handle* is mine.

As you can understand that a clause necessarily also has a subject and a predicate a **Noun clause** can be defined as a group of words which contains a Subject and a Predicate of its own, and does the work of a Noun. For e.g., He saw *that his watch had stopped working*.

Refer to the following webpage for more information on clauses.

<http://www.learnenglish.de/grammar/clausetext.htm>

Accessed on 27/5/11 at 4:20 pm.

Exercise
12.3.3

Complete the exercise given below by filling in the blanks with the correct kind of clause from the ones that you have studied above.

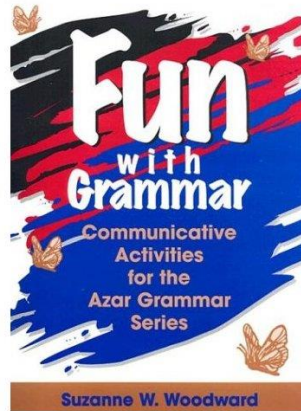
1. You may sit_____.
2. Our team will do the work_____.
3. He told a story _____.
4. They fought_____.
5. Sunil never does anything_____.
6. God helps those_____.
7. _____pleases me.
8. Anil said_____.
9. The news is so good_____.

Answers 12.3.3

1. wherever you are comfortable. This is an **adverb clause** used to qualify the verb *sit* and it describes the place where the person being spoken to may sit.
2. as well as we can. This is an **adverb clause** used to describe how well the work will be done and so it qualifies the verb *do*.
3. that was hard to believe. This is an **adjective clause** since it qualifies the noun *story* by doing the work of an adjective.
4. as brave men do. This is an **adverb clause** since it qualifies the verb fought by telling us how the man *fought*.
5. that seems unwise. This is an **adjective clause** since it describes the noun *Sunil* as someone who never does anything that seems unwise.
6. who help themselves. This is an **adjective clause** since it describes the kind of men God helps. Hence, it functions as a group of words that does the work of an adjective.
7. That you have come. This is a **noun clause** since the group of words "that you have come," is a clause and it is the subject of the verb *pleases*.
8. that he would come home. This is a **noun clause** since it functions like a noun and it consists of a group of words containing a subject and a finite verb of its own. The subject is *he* and the verb is *come*.
9. that it cannot be true. This is an **adverb clause** since it functions as an adverb by qualifying the adjective *good* and it has a subject, *it* and a verb *be*.

GRAMMAR CHECK OF A GIVEN
PASSAGE (12.4)

Time: 10
mins



Picture 51

<http://www.pearsonelt.ch/bigcovers/9780135679265.aspx>

Accessed on 22/02/2011 at 2:24 pm.

A passage from a newspaper has been provided to you below, with a few grammatical errors. Correct them by making the necessary improvements in the incorrect portion. The first error has been highlighted and corrected for you (the correct word has been given next to it in brackets). So, let's get started!

Exercise
12.4

In your 20's, done with your studies, what is it that you want from life? A comfortable job, in a good company with a hefty pay package. This is what most of us dream of! Just look around. There are few happy faces who have all of the above, sure to make you go blue with envy, yet they are far from being satisfied. They strive for more. Not more money though. There are some. Rather there are many, who take the untreaded path. The comforts of a settled job and a good future is something that's alluring but when it comes to follow one's dream there are people who take a chance, they let go of everything and start from the scratch.

Taken from The Times of India, New Delhi. 22/07/2010. P.11.

Answers 12.4

In your 20s when you are done with your studies, what is it you want from life? – a comfortable job in a good company with a hefty pay packet! This is what most of us dream of. There are enough happy faces who have all of the above to make you go green with envy. But they are far from being satisfied. They strive for more, though not for money alone. There are some who prefer to take the untrodden path. Even when the comforts of a settled job and a good future are alluring, when it comes to following one's dream, there are a few who are ready to let go of everything to make a new start from the scratch.

ACTIVE AND PASSIVE VOICE (12.5)

Time: 10
mins



Picture 52

<http://www.uwplatt.edu/web/auralc/ss/AccessingHigherGround2005/pix/missGrammar.gif> Accessed on 22/02/2011 at 2:52 pm.

What are active and passive voices is a question that one may ask. Active voice, as the name suggests, reports the action as it happens while passive voice reports in the voice where the action has taken place and is being reported.

Active voice (grammar): designating the voice that attributes the action of a verb to the person or thing from whom or which it logically proceeds (e.g. *guns kill* or *we saw him*).

Passive voice (grammar): designating the voice in which the subject undergoes the action of the verb (e.g. *they were killed*).

Exercise 12.5

Convert the following sentences from active to passive voice. But first identify the given voice. The first sentence has been done for you.

1. Are they bringing him home from the airport?

Active Voice

Is he being brought home from the airport?

2. Someone mentioned his name to me.

3. The news bulletin surprised me.

4. She handed me the phone.

5. I was talked into buying a car by Amit.

6. He described the problem to me.

7. I have to finish my work on time.

8. I am going to paint the walls.

9. She wrote a letter to him.

Answers 12.5

2. **Active Voice.** His name was mentioned to me, by someone. In the passive voice, as the definition suggests, we designate the voice in which the subject undergoes the action of the verb. Here, the subject is "me" and the verb would be "was mentioned" and passive voice is indicated by saying "his name was mentioned to me".
3. **Passive Voice.** I was surprised by the news bulletin! In the active voice, as the definition suggests, we designate the voice that attributes the action of a verb to the person or thing from which it logically proceeds. Here this is implied by saying the subject "I" was surprised by a certain thing, that is, "the news bulletin".
4. **Active Voice.** The phone was handed by her to me. In the passive voice, as the definition suggests we designate the voice in which the subject undergoes the action of the verb. Here this is said by stating that the phone was handed to the speaker by her.
5. **Active Voice.** Amit talked me into buying a car. In the active voice, as the definition suggests, we designate the voice that attributes the action of a verb to the person or thing from whom or which it logically proceeds. Here the action logically proceeds from Amit, who convinced someone, "me", to buy a car.
6. **Active Voice.** The problem was described by him to me. In the passive voice as the definition suggests we designate the voice in which the subject undergoes the action of the verb. Here this is indicated by saying that the problem was described to him.
7. **Active Voice.** The work has to be finished, by me, on time. In passive voice as the definition suggests we designate the voice in which the subject undergoes the action of the verb. Here this is indicated by saying that the speaker has to finish the work.
8. **Active Voice.** The walls are going to be painted by me. In passive voice as the definition suggests we designate the voice in which the subject undergoes the action of the verb. Here this is indicated by saying that the walls have to be painted by "me".
9. **Active Voice.** A letter was written to him by her. In passive voice as the definition suggests we designate the voice in which the subject undergoes the action of the verb. Here this is stated by saying that a letter was written by her.

WHAT HAVE YOU LEARNT?

- In our regular use of language we often come across idioms. It is a good idea to be familiar with the use of at least some of the common idioms, since they enrich our language and also help us to understand ideas through association by understanding their figurative meaning.
- Negative forms of the word such as *needn't*, *mustn't* *haven't* suggest something that is either not allowed or not necessary.
- We should be able to identify the grammatically correct version of a sentence or passage, since the ability to write and identify grammatically correct sentences is an asset.
- We should be able to identify in which voice the action is reported. Active voice, as the name suggests, reports the action as it happens while passive voice reports in the voice where the action has taken place and is being reported.

Links for Images

Picture 49

http://imagecache01a.allposters.com/images/pic/JUPPOD/020122_1276_0014_Ishs-FB~Little-Girl-Reading-Book-Posters.jpg

Picture 50

<http://frank.redpin.com/~urbex/opseccat.jpg>

Picture 51

http://www.java2s.com/Tutorial/Microsoft-Office-Word-2007Images/Change_Grammar_Settings_Under_Require_Click_List_Arrow.PNG

Picture 52

http://ecx.images-amazon.com/images/I/51NE8GQ5DVL_SS500.jpg