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Edition

PRACTICE PAPERS

in
English

- ★ Worksheets on Reading, Writing & Grammar Sections with Value Points
- ★ Evergreen Practice Papers based on the latest CBSE Guidelines
- ★ Internal Assessment : Listening and Speaking Skills
- ★ Holiday Project with Multi-Skill Activities
- ★ Student-friendly Language

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About The Book



The current edition of **Evergreen Practice Papers - 8** has been comprehensively revised and updated keeping in mind the interests of the students. It aims at promoting independent learning with a lot of practice material in a user-friendly, simple, straightforward language.

The book has Three important sections :

Section - A (Reading) : It contains a number of Factual, Discursive and Literary passages with a variety of questions – Multiple Choice Questions (MCQs), Short Answer Questions (Objective type), Gap-filling, Sentence Completion, Table Completion, Vocabulary questions, etc.

Section - B (Writing) : It has Short and Long writing tasks such as, Notice, Diary Entry, Paragraph Writing, Letter Writing, Email, Article, Speech, Debate, Report Writing and Story Writing. The purpose of this section is to provide proper guidelines with sample tasks to help the students to write different pieces of composition effectively.

Section - C (Grammar) : Each grammar item in this book has been dealt with comprehensively and systematically, with a number of solved and unsolved exercises for practice. The chapters on Vocabulary are meant to encourage the students to improve their word-power. Integrated Grammar Exercises at the end of the section test the students' grasp of all the grammar items.

Assessment of Speaking and Listening (ASL) : This section aims at improving listening and speaking skills of the learners. The student will respond to a variety of recorded listening activities by writing answers to the relevant questions on their worksheets. Speaking tasks on familiar topics have been included to develop fluency and improve pronunciation of the listeners.

Evergreen Practice Papers are meant to give intensive practice to the learners to do well in their annual examination, and develop their communication skills.

Holiday Project is an added attraction. It provides a variety of tasks for the students to spend their spare time in holidays in a useful and creative manner.

It is hoped the present edition of the book will be found very profitable by the students. Suggestions for improvement are welcome.

— Authors

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SECTION- A

Reading

Unseen Passages for Comprehension

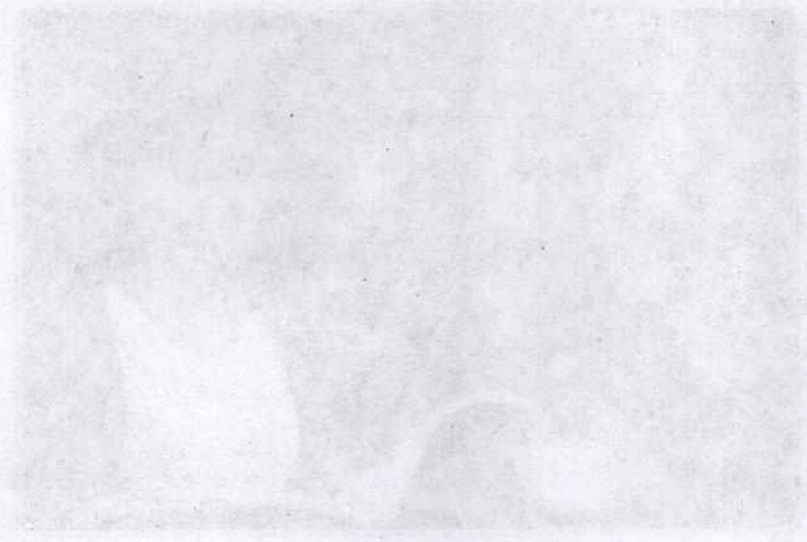


Testing Objectives

Reading Comprehension is meant to

- recognise the organisation of the text
- draw the meanings of unfamiliar words
- understand the passage thoroughly
- identify the main points of the text
- use study skills such as skimming and scanning.
- analyse and interpret the ideas in the text

These Passages for Comprehension



1. The first paragraph of the text discusses the importance of understanding the author's purpose. It explains how the author's choice of words and sentence structure can influence the reader's interpretation of the text. This section also highlights the role of context in determining the meaning of the text.

2. The second paragraph focuses on the use of figurative language, such as metaphors and similes, to create vivid imagery and convey complex ideas. It provides examples of how these devices are used in various literary works and discusses their effectiveness in engaging the reader.

3. The third paragraph examines the structure of the text, including the use of paragraphs, headings, and subheadings. It explains how these elements help organize the information and guide the reader through the text. This section also discusses the importance of identifying the main idea and supporting details.

4. The fourth paragraph discusses the use of rhetorical devices, such as repetition and parallelism, to emphasize key points and create a persuasive effect. It provides examples of how these devices are used in speeches and persuasive writing and discusses their impact on the reader.

5. The fifth paragraph focuses on the use of tone and mood in the text. It explains how the author's choice of words and sentence structure can create a specific atmosphere and influence the reader's emotional response. This section also discusses the importance of identifying the author's attitude towards the subject matter.

6. The sixth paragraph discusses the use of irony and sarcasm in the text. It explains how these devices are used to convey a message that is opposite to what is said or to mock someone. This section also discusses the importance of recognizing these devices and understanding their effect on the reader.

7. The seventh paragraph discusses the use of symbolism in the text. It explains how symbols are used to represent abstract ideas and concepts. This section also discusses the importance of identifying symbols and understanding their meaning in the context of the text.

8. The eighth paragraph discusses the use of allusion in the text. It explains how allusions are used to refer to other works of literature, history, or culture. This section also discusses the importance of recognizing allusions and understanding their significance in the text.

- ### Testing Objectives
- Analyze the organization of the text.
 - Identify the author's purpose for writing the text.
 - Understand the meaning of the text.

Section - A

Reading

Introduction

The unseen passage for comprehension aims at testing the student's ability to understand the passage. The passage may be factual, discursive or literary. A variety of questions on the passage are meant to test whether the student is able to understand the content of the passage, interpret, draw an inference, relate one fact to the other in the passage, guess the meanings of difficult words, etc.

Types of Questions

The given passage may have a variety of questions; such as,

(i) Multiple Choice Questions (MCQs)

It is a kind of question with three or four answers. You are to choose the correct answer.

It has two parts – (i) a statement called a stem, and (ii) answer options. The stem can be an incomplete or a complete sentence. The answer will complete the sentence if it is incomplete.

Example : Our nervous system functions well if we

- (a) take proper rest
- (b) work systematically
- (c) have deep sleep
- (d) do yoga

The student is to choose the most appropriate option to complete the sentence on the basis of the information given in the passage.

(ii) Short/Very Short Answer Questions (SAQs / VSAQs)

In these types of questions, the student is to provide the answer in a complete sentence. The two types of questions are : (i) Yes/No Questions (ii) Wh-Questions.

Yes/No questions require answers in affirmative or negative. Wh-questions, on the other hand, begin with 'wh'—when, why, where, what, who, whom, whose, how, etc. Each of these words has a different meaning. For example, 'when' denotes time, 'why' reason, 'where' place, 'what' a thing/action, and 'who', 'whom', 'whose' denote person as subject, object and possessive respectively, and 'how' manner.

(iii) Sentence/Table/Summary Completion

The student is required to complete the given sentence or a table or chart with the help of information given in the passage. In most cases one word is needed. Sometimes the form of the word needs to be changed.

(iv) Word Attack/Vocabulary Questions

In order to test the vocabulary of the student, he is asked to find out words from the passage which are similar (synonyms) or opposite (antonyms) in meaning to the words given.

In certain cases, the student may be required to give a different form of the given word (noun from verb, verb from adjective, etc.)

Testing Areas

The following are the useful testing areas. Most of the questions are based on these points :

- Purpose/Objective
- Cause and effect
- Comparison or contrast
- Facts and figures
- Data
- Events
- Condition(s)
- Instructions
- Reason(s)
- Conclusion(s)
- Features
- Dates
- Advantages/Disadvantages
- Relationships between different objects, persons, places, etc.
- Opinions, arguments

Guidelines

In order to attempt the reading comprehension questions, the following steps are important :

- Step 1.** It is important to read the passage quickly at first in order to have a general idea about the passage. This quick reading is known as skimming. You may ignore difficult words at this stage.
- Step 2.** Re-read the passage carefully and slowly. This will give you complete understanding of the passage. Lines containing answers may be underlined at this stage.
- Step 3.** Read the questions one by one and write the answers in simple, grammatically correct English.
- Step 4.** Revise your answers to remove any mistake.

Note : You may read the questions after skimming the passage.

USEFUL TIPS

- Answer the questions in complete sentences.
- Be brief and to the point.
- Use the same tense as used in the question.
- Answer the question using the third person.
- Do not add anything of your own.
- Don't explain anything unnecessarily.
- Observe the word limit, if any.

PASSAGES FOR COMPREHENSION (SOLVED)

1. Read the following passage carefully :

1. What pupils think is not so easy to discover. There is no doubt that the first uniform is put on with pride. It is a badge of success. It advertises the triumph of having earned admission to a new and splendid school. But this warmth does not always last two or three years. Boys begin to feel that they are no longer little boys and do not want to look like them. Shorts become a burden and they long for trousers with sharp creases and ties of their own choice. Girls want something much more glamorous. The necessity of wearing uniform becomes resented and the rules requiring it are frequently broken.
2. Few teachers, not many pupils or parents, would support either extreme position. It is not sensible to prescribe exactly every garment from shoes to hair, ribbon or cap to sandals saying exactly what shall be worn at every minute of the day. Some freedom of choice must be allowed. On the other hand, if complete freedom results in young ladies reporting for studies with tight skirts, and false eyelashes, some limitation of free choice is bound to be demanded.

TYPE - I (SHORT ANSWER QUESTIONS)

Answer as briefly as possible :

1. How do pupils look upon the school uniform at first ?
2. What happens after a year or so ?
3. What do girls begin to long for ?
4. What is not sensible ?
5. What is the balanced opinion about wearing uniforms ?

Answers

1. Pupils look upon the school uniform with pride.
2. Pupils' enthusiasm for the uniform disappears.
3. Girls begin to long for something more glamorous.
4. It is not sensible to prescribe every item for every minute of the day.
5. Some freedom of choice in wearing uniforms should be given.

TYPE - II (MULTIPLE CHOICE QUESTIONS)

(a) Choose the most appropriate option to complete the sentences :

1. Pupils express their opinions about the school uniform _____ .
(a) willingly (b) openly
(c) reluctantly (d) freely
2. Pupils' changed attitude towards the uniform is _____ .
(a) normal (b) unnatural
(c) acceptable (d) perverse
3. Very strict rules about wearing the school uniform are _____ .
(a) good (b) healthy
(c) abnormal (d) undesirable
4. Complete freedom in the choice of dress and make-up _____ .
(a) is desirable (b) is harmful
(c) is undesirable (d) is chaotic

5. In matter of wearing uniform, the narrator is in favour of _____ .
 (a) some freedom of choice (b) absolute freedom of choice
 (c) no freedom of choice (d) strict action against the offenders
- (b) (i) Find the word in the passage which has the same meaning as 'find out' (para 1).
 (ii) Find the word in the passage which has the same meaning as 'certain'. (para 2).

Answers

- (a) 1. (c) 2. (a) 3. (d) 4. (c) 5. (a)
 (b) (i) discover (ii) bound

2. Read the following passage carefully :

Darjeeling : The Dying Queen of Hills

Called the Queen of the Hills or The Crown of West Bengal, Darjeeling has been a global melting pot of tourism for decades. Darjeeling tea is internationally known as a beverage of exquisite taste and aroma. The Darjeeling Himalayan Railway, which most children refer to as the railway that ran the 'toy train', is a World Heritage site. The 126-year-old cobalt blue narrow gauge train still chugs and snorts its way to Darjeeling via Ghoom, winding its way along the serpentine route, against the shimmering silver of the 8,598 metres above the sea level Kanchanjunga range in the backdrop.

Along the way, it leaves behind the lush, green-layered mantle of its velvet tea gardens, shanty teashops with the smoke rising from earthen cups, the locals helping themselves to their favourite momos and thukpa, and huts with tin roofs.

"But Darjeeling is a dying Queen of the Hills, ignored after the British left the Raj. Its streets have become mean and violent, and you see the furrows of economic decline etched on the faces of the Nepalis living in small towns and working in the sprawling tea gardens. The infrastructure is obsolete. It never received the much-needed financial shot in the arm (like Sikkim did from the Central Government) from the West Bengal Government," says Satis Shroff, who has lived in Darjeeling almost all his life.

TYPE - I (MULTIPLE CHOICE QUESTIONS)

Choose the correct or the most appropriate option.

- 'A global melting pot of tourism' refers to _____.
 (a) a place where a variety of tourists come and mingle together
 (b) a place visited by many tourists
 (c) a place where tourists melt some ore
 (d) a place avoided by tourists from all over the world
- The railway line to Darjeeling was laid _____.
 (a) 126 years ago (b) over 126 years ago
 (c) about 126 years ago (d) 126 years ago when the passage was written
- What lies along the railway line ?
 (a) tea gardens (b) tea shops
 (c) huts (d) all of the above
- The shine of Darjeeling has _____.
 (a) increased (b) faded over the years
 (c) not dimmed (d) eclipsed

5. The average Nepali has become _____.
- (a) poorer (b) richer
(c) happier (d) satisfied

Answers

1. (a) 2. (a) 3. (d) 4. (b) 5. (a)

TYPE - II (SENTENCE COMPLETION)

Complete the following statements as briefly as possible :

- The toy train of the Darjeeling Himalayan Railway is _____ .
- The narrow gauge train runs on the _____ .
- The colour of this train is _____ .
- Signs of economic decline are visible on the _____ .
- Nepalis in the area mostly work _____ .

Answers

- a World Heritage site
- serpentine route
- cobalt blue
- faces of the Nepal
- in sprawling tea gardens

3. Read the following passage carefully :

- Good manners sweeten the general atmosphere of life. We can win our worst enemies to our side by sheer courteous manners. Courtesy costs nothing. Rough and rash remarks create resentment around a person. People start avoiding such persons as do not have good manners.
- Like bad manners, good manners are also infectious. We can make our way to progress using little words of courtesy like 'thank you', 'sorry', 'please' etc. These words act as a change which helps in making the atmosphere genial and affable. A conductor in the bus wins over the passengers doing his service with a smile. He proves to be the sunshine whereas a peevish and irritated conductor makes the journey boring and tiring. Bad manners always prove to be cumbersome.
- The scope of manners is vast. Just as ill-manners in speaking make an adverse impact, the person having no table manners becomes repulsive when he is seen eating voraciously, licking his finger tips and swallowing the contents of food in gulps. Good manners at the dining table should be taught at home and in the hostels.
- Manners are not confined to eating and speaking. General behaviour determines the tenor of life. We often observe that students keep standing in the passage where their teachers, seniors and ladies face difficulty in passing. They do not have the courtesy to make way and get aside. And this type of behaviour becomes their second nature. There is no harm if a chapter on educating manners to the students is included in their syllabus.

TYPE - I (TABLE/SENTENCE COMPLETION)

Complete the following table.

Types of Manners	Function
1. Courteous manners	(a)
2. Ill-manners at dining table	(b)
3. Rough manners	(c)

Answers

- (a) win victory over enemies (b) make one repulsive
(c) create resentment around

TYPE - II (TRUE/FALSE STATEMENTS)

Say whether the statements are True or False.

1. Good manners are as infectious as bad manners.
2. An ill-mannered conductor can discharge his duties easily.
3. Good manners at the dining table should be taught by friends.

Answers

1. True
2. False
3. False

4. Read the following passage carefully :

1. Serpentine queues of cars stuck in perpetual wait on jammed roads, and colony streets overflowing with squeezed in vehicles are a common sight in big cities these days. Despite the host of opportunities and facilities that big cities boast of, congested roads, long and arduous commutes, and increasing vehicular pollution are the biggest spoilers. Added to this are shrinking parking spaces, increasing parking rates and errant, irritated drivers – all of it a daily mess that threatens to wear out the charm of city life, irrespective of whether you own a basic two-wheeler or a sprawling SUV.
2. It is any driver's dream today to drive on smooth and traffic free roads. But how is it possible with more personal vehicles being pushed on to the roads each year? Changing lifestyle, nuclear families, growing independence of individuals and their divergent needs have all contributed to the increase in vehicles owned per family and thereby eaten into the cities' free spaces.
3. If we analyse it closely, there is something more to the picture. The growing number of cars and congested cities also symbolise the peak of consumerism in society. A society that thrives on the notion that one's wealth is the measure of personal worth certainly struggles much more to keep its spaces free than others. It trains people into buying more, hoarding more and throws them into an anxious chase for symbols of wealth, even more than is needed, just so they can secure their social status. Apart from adding more to the vehicular pool and stacking gadgets, this culture does more inner damage. It simultaneously undermines an individual's inherent value and disturbs the natural dynamics of relationships in society, making them more hierarchical and subject to power play.

TYPE - I (SHORT ANSWER QUESTIONS)

(a) Answer the questions briefly :

1. What do you mean by 'serpentine queues' ?
2. What do you see in big cities ?
3. What does a driver desire ?
4. Name three factors responsible for the increase in vehicles.
5. 'One's wealth is the measure of personal worth.' Is this notion right or wrong, according to the author ?

- (b) 6. Give the noun form of 'possible' (para 2).
7. Find the word in the passage which is opposite in meaning to the word 'natural' (para 3).

Answers

- (a) 1. It means 'winding queues'.
2. We see a large number of vehicles on roads.
3. A driver desires to drive on smooth and traffic free roads.
4. Changing lifestyle, nuclear families and different needs are responsible for the increase in vehicles.
5. This notion is wrong.
- (b) 6. possibility
7. unnatural

1. Read the poem carefully.

Rain in Summer

How beautiful is the rain !

After the dust and heat,

In the broad street,

In the narrow *lane*¹,

How beautiful is the rain !

How it clatters along the roofs,

Like the tramp of *hoofs*!²

How it gushes and struggles out,

From the overflowing *spout*³,

Across the window pane.

It pours and *pours*⁴;

And swift and wide,

With a muddy tide,

Like a river down the gutter roars

The rain, the welcome rain!

— H.W. Longfellow

(a) Choose the option which is correct or most appropriate.

- The 'dust and heat' reveal that it is _____.
 (a) autumn (b) winter
 (c) summer (d) spring
- The poet watching the rain scene is _____.
 (a) sullen (b) indifferent
 (c) sorrowful (d) very happy
- The movement of the rain reminds the poet of _____ roar.
 (a) the horse's (b) the lion's
 (c) the elephant's (d) the swan's
- How does the rain fall ?
 (a) slowly (b) very fast
 (c) very slowly (d) fast

VALUE POINTS

About the poem

Rain in summer is always welcome. The poem describes the scene of rain.

Lines 1-5

The rain falling after the dust and heat in streets looks charming.

Lines 6-10

The sound of the rainfall on the roofs like the sound of steps of a horse. The rain water struggles to flow out of pipes or tubes

Lines 11-15

The pouring of rain is swift. It makes the water muddy which flows down the gutter with a roar. The rain is welcome.

GLOSSARY

- lane : street
- hoofs : hard part of the foot of some animal (horse)
- spout : tube or pipe
- pours : flows/falls swiftly

Worksheet

2

Date Name Class & Sec. Roll No. Marks OBT.

Reading : Comprehension Passage

2. Read the following passage carefully.

1. Guru Amar Das Ji chose Maghi as one of the three festivals to be celebrated by Sikhs, the others being Baisakhi and Diwali Mela. Maghi, held at the *holy*¹ city of Sri Muktsar Sahib each year in January, or the month of *Magh* according to the Nanakshahi calendar is one of the most important fairs of India.
2. After the battle of Muktsar which took place in December, 1705 and the cremation of *martyrs*² taking place the next day on the day of Maghi, it came to be associated with the forty Sikhs and the battle of Muktsar.
3. The Maghi fair is held to honour the memory of the forty Sikh warriors killed during the Battle of Muktsar in 1705. Muktsar, originally called Khidrana, was named as Muktsar ('the pool of liberation') following the battle. These forty Sikhs, led by their leader Mahan Singh, had formally deserted Sri Guru Gobind Singh in the hour of need and signed a written memorandum to the effect. When Mai Bhago, a *valiant*³ and upright lady, heard of this cowardly act, she scolded the Singhs and inspired them with the spirit of bravery for which Sikhs are known. Hence the unit went back and joined the Guru who was already engaged in action at Khidrana. All forty of them attained martyrdom. The memorandum was torn down by the Guru himself just before Mahan Singh died.
4. People gather from all over Punjab, even other parts of India, to join the festival which is, in fact, spread over many days. Merchants *display*⁴ their wares for sale, which include trinkets, high-end electronics, the weapons Nihangs bear, and especially agricultural machinery since most around here are farmers. The country's biggest circuses, Apollo and Gemini, are there as a matter of rule; merry-go-rounds and giant wheels, and the famous so-called "Well of Death" (trick motorcycling inside a consortium of wooden planks) are special attractions for children.

(a) Answer these questions briefly :

1. Which festivals are observed by the Sikhs ?
2. What happened in December 1705 ?
3. Who scolded the forty Sikhs and why ?
4. What was the fate of the forty Sikhs ?
5. How is the Maghi fair celebrated at Muktsar ?

(b) (i) The synonym of 'engaged' as given in paragraph 3 is _____ .

- | | |
|-----------|---------------|
| (a) fixed | (b) involved |
| (c) busy | (d) entangled |

VALUE POINTS

About the passage :

The historical background of the Maghi fair held at Muktsar every year.

Para 1

- Maghi, one of the three important festivals celebrated by the Sikhs
- held at Sri Muktsar Sahib annually

Para 2

- festival associated with forty Sikhs who attained martyrdom at Muktsar

Para 3

- Forty Sikhs had deserted Guru Goibind Singh in the hour of need
- rejoined him, took part in the battle being fought in Muktsar ('Khidrana')
- attained martyrdom

Para 4

- people from all over India, join the festival
- merchandise, gallantry shows, circus shows, etc.

GLOSSARY

- | | |
|------------|--------------------------------|
| 1. holy | : sacred |
| 2. martyrs | : who die for some noble cause |
| 3. valiant | : brave |
| 4. display | : show |

3. Read the passage carefully.

1. A few steps away, stood an ash tree. "I hope this one doesn't talk," said the woodcutter. He got ready to *chop*¹ when suddenly the ash tree spoke, "Are you going to kill me? If yes, then do me a favour. Please go and axe my newly wed bride too. We were wed yesterday. She has no one in the world but me. Her life shall be *doomed*² in my absence."
2. The woodcutter replied sympathetically, "No, don't worry. I won't chop you. I too have a wife and love her dearly. She too has no one but me in the world."
3. Saying this, the woodcutter walked further to continue his search. He then reached a maple tree. The tree on seeing the woodcutter said *enthusiastically*³, "Good morning, stranger ! What brings you to this forest this fine morning?" The woodcutter didn't have the heart to tell the tree that he had come to end its life and said, "Oh, nothing really. I'm here to collect a few berries."
4. "Oh! that's nice. You'll find them at a distance of five hundred yards, near the pond," informed the innocent maple tree. The woodcutter thanked the maple tree and *departed*⁴, "Oh, what will I do ? This way I'll never get any wood," thought the woodcutter. Just then, he stumbled over a stone and fell at the foot of an alder tree. "Ah, I will chop this one quickly before it speaks, said the cutter, raising his axe. "Do not kill me, please! This is the time of the year when the wood bugs come to me to be fed with my milk. Just think as to what will become of them if I am gone," *implored*⁵ the alder tree.

VALUE POINTS

About the passage :

A woodcutter with a noble heart, who fails to cut tree after tree out of sympathy

Para 1&2

- The ash tree wants his wife to be killed first
- The woodcutter moves further, has no heart to chop the tree or his wife

Para 3

- The maple tree greets the woodcutter innocently
- The woodcutter says he has come to collect some berries

Para 4

- The maple tree tells the woodcutter about the location of berries
- The woodcutter comes to an alder tree, about to cut it down
- The alder tree is spared for it pleads to be spared for the sake of wood bugs who feed on his milk that time of the year

GLOSSARY

- | | |
|---------------------|-------------|
| 1. chop | : cut down |
| 2. doomed | : ruined |
| 3. enthusiastically | : warmly |
| 4. departed | : left |
| 5. implored | : requested |

(a) Choose the correct option to complete the following sentences :

1. The woodcutter was a _____ .
 (a) cruel person (b) kind-hearted, poor person
 (c) insensitive person (d) kind-hearted, rich person
2. Among all the trees encountered by the woodcutter _____ was the most unselfish.
 (a) ash tree (b) maple tree
 (c) alder tree (d) oak tree
3. The ash tree was less concerned about himself than about _____ .
 (a) his wife (b) his children
 (c) his parents (d) all trees

4. Read the following passage carefully.

- Now-a-days, Mother's Day celebrations are held throughout the world though they may not fall at the same time. The way of celebrating may also differ but the *purpose*¹ is the same. It is to honour the mother and to feel and cherish the beautiful bonds we share with her. It would be interesting to find out how the idea of Mother's day first took root and who was its originator.
- The first celebrations were held in spring in *ancient*² Greece, by paying tribute to Rhea, the 'Mother of Gods'. During the 17th century, England honoured mothers by celebrating 'Mothering Sunday' on the fourth Sunday of Lent. In the United States, Julia Ward Home suggested the idea in 1872 and perceived Mother's Day as being *dedicated*³ to peace.
- But it was Anna Jarvis of Philadelphia who brought about the official observance of Mother's Day. She wanted this day to be a holiday and launched a campaign for it. This she did in memory of her mother who died in 1905 and who had, in the late 19th century, tried to establish "Mother's Friendship Days' as a way to heal the scars of Civil War.
- Thus Mother's Day is a celebration honouring the mothers of the family as well as motherhood in society. It is celebrated in many parts of the world, most commonly in the months of March or May. It complements similar celebrations honouring family members, such as Father's Day and Grandparent's Day.

VALUE POINTS

About the passage :

The Mother's Day and how it came to be celebrated in honour of mothers all over the world

Para 1

- Mother's Day celebrated all over the world
- in different ways
- purpose same -to honour the mother

Para 2

- the first celebration in the form of prayer to Mother of Gods, Rhea in ancient Greece
- Mothering Sunday in England in the 17th century
- In 1872 Mother's Day dedicated to peace

Para 3

- official observance of Mother's Day started in America

GLOSSARY

- purpose : aim
- ancient : very old
- dedicated : devoted

(a) Complete these statements :

- Mother's Day is celebrated on different _____ .
- The purpose of celebrating the Mother's Day is _____ .
- In the 17th century England mothers were _____ .
- The credit for the official recognition of the Mother's Day goes to _____ .
- Julia Ward Home wanted Mother's Day to be _____ .

(b) Say whether the statements are true (T) or false (F).

- Mother's Day was first officially observed in the ancient Greece. ()
- Rhea was worshipped as the Mother of Gods in ancient Greece. ()
- Anna Jarvis wanted an official holiday in America to observe Mother's Day. ()

(c) Choose the correct options to complete these sentences.

- (i) The antonym of the word 'ancient' (para 2) is _____ .

- (a) latest (b) old
(c) modern (d) very old

- (ii) The meaning of the word 'campaign' in para 3 is _____ .
- | | |
|----------------|--------------|
| (a) strike | (b) movement |
| (c) procession | (d) moment |

Space for Answers

5. Read the following passage carefully.

1. Saturday morning came. The summer world was full of life. There was a song in every heart and cheerfulness on every face. The trees were in bloom and the fragrance of the blossoms filled the air. The hill beyond the village was covered with green vegetation, and it lay just far enough away to seem a wonderland of joy.
2. Tom appeared on the *pavement*¹ with a bucket of whitewash and a brush. He looked at the fence, and at the *uninspiring*² sight all gladness left him. He had to whitewash thirty yards of broad fence nine feet high. Life to him seemed meaningless. He began to think of the fun he had planned for this day and his sorrows multiplied. Soon the free boys would come and ridicule him for having to work. He thought of an excellent idea.
3. He took up his brush and went calmly to work. Ben Rogers came into view presently. He was the very boy of all boys whose ridicule he had been *dreading*³. Ben was eating an apple, and he seemed to be in high spirits. Tom went on whitewashing, and paid no attention to him. Ben stared at him for a moment and then said, "You are in trouble, aren't you?"
4. There was no answer. Tom surveyed his last touch with the eye of an artist, gave his brush another gentle sweep, and inspected the result as before. Ben went up and stood by the side of Tom. Tom's mouth watered for the apple but he stuck to his work.

VALUE POINTS

About the passage :

An incident in which a boy named Tom was forced to whitewash a broad fence. He was unhappy but a sudden idea calmed him down.

Para 1

- It was Saturday morning. The outer world was full of life.

Para 2

- Tom with a bucket of whitewash
- was to whitewash a broad fence
- became sorrowful as he looked back at his plan to spend the holiday
- free boys would come to ridicule him.
- thought of an excellent idea

Para 3

- Ben appeared eating an apple
- Tom paid no attention to him

Para 4

- Tom, ignoring Ben, surveyed the last touch like an artist
- Ben continued to stand there
- Tom wanted to eat apple but he stuck to his work

GLOSSARY

1. pavement : footpath
2. uninspiring : dull
3. dreading : fearing

(a) Choose the option which is not appropriate to complete the sentences :

1. Saturday morning was special to Tom because

(a) it was foggy	(b) it was sunny
(c) it was pleasant	(d) it was a holiday to loaf about
2. In what mood was Tom at first ?

(a) calm	(b) agitated
(c) sorrowful	(d) happy
3. Tom was afraid of _____ .

(a) being busy	(b) being busy while others were free
(c) his aunt	(d) the ridicule of the free boys

- What was the effect of a sudden idea in his mind ?
 - He became calm and focused
 - He got busy with his work
 - He began to talk to Ben
 - He became an artist
- Tom wanted to show to Ben that his work was _____ .
 - easy
 - very easy
 - difficult
 - such as he alone could do
- (i) The synonym of 'meaningless' as given in paragraph 2 is
 (ii) The antonym of 'gentle' as given in paragraph 4 is

Space for Answers

6. Read the poem carefully :

The Lotus and the Black Mud

The lotus in its beauty and brilliance smiles 1
 And dares the sun
 To whom it compares its shape and shine.
 "Thou hast not my tenderness,
 Thou has not my fragrance," it says. 5
 The sun just *glares*¹
 And *utters*² not a word.
 Either of censure or of praise !
 The poor black mud
 Nourishing the roots 10
 With soft cool protective touch
 Keeps silent too.
 It is beyond compare
 To either the lotus or the sun
 Nor recognition does it crave ! 15
 Let the world *rave*³ and *revile*⁴
 At the vile *stench*⁵ of mud ;
 The mud knows the Dark Reality
 It just wants to Be !
 It just wants to Be ! 20

VALUE POINTS

About the poem

We find stark reality of things existing in the world. The beautiful and brilliant lotus seeks its sustenance from the black mud.

Lines 1-5

The lotus in pride of its beauty compares itself with the sun.

Lines 6-12

The sun bothers not for censure or praise. The humble dark mud nourishing the lotus also keeps silent.

Lines 13-20

The dark earth craves no recognition, contented with the dark reality of existence of the brilliant and the dark things simultaneously.

GLOSSARY

- | | |
|-----------|---------------------------|
| 1. glares | : shines brightly |
| 2. utters | : speaks |
| 3. rave | : talk excitedly |
| 4. revile | : criticise strongly |
| 5. stench | : reek (unpleasant smell) |

(a) Choose the option which is correct or most appropriate.

- The lotus feels _____ .
 (a) humble (b) mischievous
 (c) proud (d) adventurous
- The sun remains silent as _____ .
 (a) it feels superior to the lotus (b) it becomes very angry
 (c) it does not know what to say (d) it is beyond criticism or praise

3. The mud has been called 'poor' as it _____ .
 (a) is black in colour
 (b) has no quality
 (c) receives no recognition
 (d) nourishes the lotus
4. The black mud remains silent because _____ .
 (a) it is poor
 (b) it can't speak
 (c) it is like the sun
 (d) it is aware of its humble position
5. In line no. 15 'it' refers to _____ .
 (a) the pool
 (b) the black mud
 (c) the sun
 (d) the lotus

(b) Complete the following passage by writing the missing word in each blank :

The lotus is proud of its (a) _____ and so compares itself to the (b) _____. It feels better, as the sun has no (c) _____. The sun utters no word of (d) _____ or praise. Even the black mud nourishing the roots of the (e) _____ keeps quiet, as it is not like the (f) _____ or the (g) _____. It does not long for any praise or (h) _____. It knows that everything has its own place or value.

Space for Answers

Worksheet 7

Reading : Comprehension Passage

Date

Name

Class & Sec.

Roll No.

Marks OBT.

7. Read the passage carefully.

- Hindu religious beliefs and rituals surrounding death and other ceremonies are central to the legitimisation of practices that encourage such pollution. At Harishchandra Ghat, which receives up to 200 bodies every day for *cremation*¹, an electrical crematorium set up by the local municipal body lies mostly unused. A helper at the crematorium from the Dom community, which traditionally tends to the pyres, says that people prefer using the electrical service only during the rain when the wood used for burning the dead gets damp.
- Varanasi Mayor Ram Gopal Mohale says that even during the rain there are people who insist on burning their dead as per Hindu customs as they feel their loved ones would miss an opportunity to go to heaven otherwise. Despite little space because of siltation on the ghats during the rainy season, burning of the dead continues, sometimes on the steps of the ghats, even on the roadsides, Mohale says. In the end, all the waste *generated*² from this is dumped into the river. Official figures estimate that at least 1.5 lakh bodies are disposed into the river this way every year in Varanasi.
- There was a point in time when people justified disposing the dead into the river saying it served as food for the *aquatic*³ animals in it. In Varanasi, turtles were bred and released into the river to help break down the wastes.
- However, B.D. Tripathy, head of the Centre for Environmental Sciences and Technology at the Benares Hindu University, says that this has not served the purpose, with the river's self-purifying capacity dwindling over the years. Construction of big dams for hydroelectric projects, diversion of river water to supply water to various cities, including Delhi, water-intensive irrigation practices for agriculture by the river banks, and encroachments on the banks in cities like Patna and Allahabad have all constricted the free flow of the river, vital for flushing all the waste dumped into it.
- In order to break down all the organic waste dumped into the river, the water needs high levels of oxygen. But the release of raw untreated sewage into the river has further reduced its capacity for self-purification, Tripathy says.

SET- I

(a) Answer these questions briefly :

- ' _____ encourage such pollution.' What kind of pollution is referred to here ?
- What do people insist on ?
- Do they use electric crematorium ?
- When do they use electric crematorium ?
- What helps in the self-purification of the river ?

VALUE POINTS

About the passage :

The harmful effects of cremating bodies on the Ghats of the Ganga

Para 1

- water pollution due to cremation of bodies on the Ghats
- electric crematorium not used

Para 2

- burning the bodies based on old belief
- electric crematorium used only in rainy days
- the waste generated from burning of the bodies finds its way into the river

Para 3

- disposing the dead into the river – food for aquatic animals
- turtles bred to break down the wastes

Para 4

- the river's self-purifying capacity on the decrease

Para 5

- high levels of oxygen needed to break down the waste

GLOSSARY

- cremation : the act of burning the dead body
- generated : produced
- aquatic : living in water

- (b) (i) What is the noun form of 'electrical' ? (para-1)
(ii) What is the adjective form of 'rain' ? (para 1)

SET- II

(a) Write the most appropriate options.

- The writer is concerned about
(a) the pollution of air
(b) the pollution of river water
(c) the pollution of mind
(d) the noise pollution
- In burning the dead bodies people are governed by
(a) rules of law
(b) tradition
(c) modernity
(d) religion
- People insist on
(a) throwing bodies into the river
(b) burning the dead bodies
(c) using electric crematorium
(d) taking bath in the river
- Aquatic animals live
(a) on trees
(b) in water
(c) in the sea
(d) on the land
- Turtles released into the river to break down the wastes have proved
(a) effective
(b) very effective
(c) ineffective
(d) dangerous

(b) Find the words in the passage which are similar in meaning as :

- cremating (para 2)
- lessening (para.4)

Space for Answers

Worksheet

8

Reading : Comprehension Passage

Date

Name

Class & Sec.

Roll No.

Marks OBT.

8. Read the passage carefully.

1. This afternoon, Amrita Pritam passed away quietly in her sleep at the Hauz Khas residence in New Delhi. And as the news of her *demise*¹ got out, Punjab rose to mourn her death. Amrita was 86-year old and for the last some years was bed-ridden.
2. Dalip Kaur Tiwana, one of the leading names in Punjabi literature, could not control her tears and she talked about Amrita Pritam. "I was told about her death by Imroz this afternoon. I got the news over two hours ago and I have been grieving since. My pain is so strong that I cannot even talk. The void Amrita Pritam has left behind her can never be filled."
3. Amrita Pritam, who has over 78 books to her credit – novels, volumes of verses and miscellaneous prose among them – was born on August 31, 1919, in Punjab, which now falls in Pakistan. She began writing at a tender age of sixteen and was the first woman *recipient*² of the *prestigious*³ Sahitya Akademi award for the year 1956.
4. She also received the Padma Shree in 1969, Jnanpeeth in 1982 which was followed by Padma Vibhushan in 2004. She had the *distinction*⁴ of more of her works getting translated into European languages than any other Punjabi writer.
5. She was conferred D. Litt by the Delhi University while Jabalpur University conferred her with the same honour in 1973. Amrita Pritam was also given the International Vapsarove award by the Republic of Bulgaria (1979) while the Vishwa Bharti, Shantiniketan, awarded her D. Litt (1987). The French Government honoured her with a degree of officer dens/order des arts et des letters in 1987. Among her most admired works are *Amrit Lehran*, *Jinnda Jian*, *Trel Dhote Phul O!* *Gitan Valian*, *Badlaan De Laali*, *Lok Piar*, *Patthar Giite*, *Punjabi Di Aawaaz*, *Sunehray*, *Ashoka Cheti*, *Kasturi*, *Nagmani*, *Ik si Anita*, *Chak Nambar Chatti*, *Jilavatan*, *Rasidi Ticket*, *Uninja Din* and *Kagaz Te Kanvas*.

– The Indian Express

(a) Complete these statements.

1. Amrita's death was widely _____ .
2. Dalip Kaur Tiwana was disconsolate on _____ .
3. Amrita wrote _____ .
4. Many of her works had been _____ .
5. The French government awarded Amrita _____ .
6. Two Indian universities honoured her _____ .

VALUE POINTS

About the passage

The great and memorable works of a well known Punjabi short story writer Amrita Pritam, her great contribution, the honours conferred on her, and her death.

Para 1

- passing away of Amrita Pritam at the age of 86.

Para 2

- the tribute paid to her by Dalip Kaur Tiwana, a leading name in Punjabi literature.

Para 3

- a big volume of works to her credit, the first woman recipient of Sahitya Akademi award in 1956.

Para 4

- Padma Shree in 1969, Jnanpeeth in 1982, Padma Vibhushan in 2004.

Para 5

- other awards and honours won by her, her famous works

GLOSSARY

1. demise : death
2. recipient : one who receives
3. prestigious : respected and admired
4. distinction : honour

(b) On the basis of your reading of the passage, complete the following table very briefly :

Important Dates and Honours in Amrita's Life			
Date	Achievement	Date	Achievement
(a) 1956	(c) 1969
(b)	Padma Vibhushan	(d)	Vaptsarove award

Space for Answers

9. Read the passage carefully.

- Projects in 20 cities, ₹ 2 lakh crore in committed investments, ₹ 2 lakh crore in *the pipeline*¹. Clearly, India's urbanism is riding into a metro rail future, although gaps remain in making city transport systems 'smart'.
- Ten cities in the country are implementing metro rail projects, most of them from a zero baseline, since they either have no such facility or have only an *obsolete*² rail system. The new trains are comparable to climate-controlled, secure facilities serving passengers in global cities. In the case of the ten other cities, detailed project reports are being prepared. Kolkata was the metro rail pioneer in the pre-liberalisation era, while Delhi is today's icon.
- Urban planners have concluded that 64 cities have the potential for some form of efficient rail transport today, and 22 of them readily qualify for a full-fledged Metro system. In the case of 42 others, it would have to be less expensive alternatives such as light railways, or bus *rapid*³ transit systems.
- India's metro story, however, needs a stronger base in order to become sustainable. Rail technologies and big *consortia*⁴ to implement them may be available off-the-shelf but two key fundamentals have not been fully addressed : a reliable source for funding, and engineering manpower.
- That is the message to the Centre and State governments from 'Metro Man' E. Sreedharan, whose range of projects spans the Konkan Railway, the Delhi Metro, and several upcoming urban rail projects including Kochi's (which is set to create a record for speedy implementation), and Vijayawada region's, being pursued aggressively by Andhra Pradesh Chief Minister N. Chandrababu Naidu.

SET - I

(a) Answer these questions briefly :

- Which projects are being referred to in para 1 ?
- What do modern Indian cities need ?
- How many cities are implementing metro rail projects ?
- What was Kolkata known for ?
- Who is called 'Metro Man' ?

(b) (i) The first Metro city in India was

(ii) No big city in India is qualified for full fledged Metro system. (True/False)

()

VALUE POINTS

About the passage

The financial and other problems in the way of the spread of the Metro system in Indian cities and some concrete suggestions to solve them.

Para 1

- huge investment in city transport being inducted

Para 2

- ten cities implementing metro rail projects from non-existent base

Para 3

- 64 cities having the potential for smart rail transport
- 22 of them qualify for such a system

Para 4

- Indian Metro system needs a stronger base
- two problems : a reliable source for funding and engineering manpower.

Para 5

- this is 'Metro Man' E. Sreedharan's message to the govt.

GLOSSARY

- in the pipeline : being planned
- obsolete : old; outdated
- rapid : fast
- consortia : groups of people working together on a project

SET- II

(a) Write the most appropriate options.

1. The number of Indian cities with the Metro Rail projects going on is
(a) 50 (b) 42
(c) 22 (d) 10
2. Which city in India offers an ideal Metro model for others ?
(a) Delhi (b) Kolkata
(c) Mumbai (d) Hyderabad
3. How many Indian cities qualify for the Metro system ?
(a) 10 (b) 42
(c) 22 (d) 50
4. The viable alternatives to the Metro rail are
(a) available (b) not available
(c) unthinkable (d) better
5. Funds and engineering manpower for the Metro systems in India are
(a) adequate (b) excessive
(c) inadequate (d) non-available

- (b)** (i) The synonym of 'expensive' as given in paragraph 3 is
(ii) The antonym of 'urban' as given in paragraph 5 is

Space for Answers

10. Read the passage carefully.

- I was born on 30th November 1835 in the almost *invisible*¹ village of Florida, Missouri. My parents moved to Missouri in the early 'thirties'; I do not remember just when, for I was not born then and cared nothing for such things. The village contained a hundred people and I increased the population by one per cent. It is more than the best men in history doing as much, not even Shakespeare. But I did it for Florida.
- Recently some one in Missouri has sent me a picture of the house I was born in. Heretofore I have always stated that it was a palace but I shall be more careful now.
- The village and two streets, each a couple of hundred yards long, covered with stiff black mud in wet times, deep dust in dry. Most of the houses were of logs. There were none of bricks and none of stones. There was a Church, which was a school house on week days. There were two stores in the village. My uncle owned one of them. It was very small with a few rolls of cloth; a few barrels of salt fish, coffee and sugar, brooms, axes and other tools here and there; a lot of cheap hats and tin pans strung from the walls. At the other end of the room, there was a barrel or so of whisky. If a boy bought five or ten cents; worth of anything he was *entitled*² to a handful of sugar from the barrel; if a woman bought a few yards of cloth, she was entitled to some thread; if a man bought something, he was at liberty to swallow as big a drink of whisky as he wanted.
- My uncle was also a farmer and his place was in the country four miles from Florida. I have not *come across*³ a better man than he was. I was his guest for two or three months every year, from the fourth year after we moved to Hannibal until I was eleven or twelve years old.

(a) Write the most appropriate option out of the ones given below :

- How was the church utilized on week days ?
 - as a theatre for conducting cinema
 - as a vegetable market
 - as a school
 - kept idle on week days
- The houses in Florida were made of _____ .
 - bricks
 - stones
 - marble
 - logs
- When did the author decide not to describe his house as a palace ?
 - the day he was born in the invisible village
 - when someone in Missouri had sent him a picture of the house

VALUE POINTS

About the passage

The writer's old village. It describes the village and a store in detail.

Para 1

- the writer's birth in a small village

Para 2

- the writer got a picture of his old house

Para 3

- dirty/muddy village streets, houses of logs, a church, two stores
- uncle's store

Para 4

- uncle, a farmer
- a good man, a good host

GLOSSARY

- invisible* : (here) very small, insignificant
- entitled* : had the right to
- come across* : meet by chance

- (c) when he saw a dream of his house
 - (d) when someone told him not to boast of his house
4. The author was born
- (a) in a village of Florida in Missouri
 - (b) in a busy village
 - (c) in a village located near a river
 - (d) in a village in Mississippi
5. The writer's uncle was a
- (a) businessman
 - (b) shrewd businessman
 - (c) liberal businessman
 - (d) stupid businessman
- (b) (i) Find out a word in the passage which has the same meaning as 'before this time'. (para 2)
- (ii) Find out a word in the passage which has the opposite meaning of 'sold'. (para 3)

Space for Answers

11. Read the passage carefully :

- The Gonds are highly cultured people and a great tribe. They are distributed all over central India, now Madhya Pradesh and Chhattisgarh. Their culture survives in their memories of the past, for they have an *extensive*¹ mythology, in the legendary history of their old kings and heroes, and in the dance and song at which they are still expert. They have royal blood in their veins and even the poorest and simplest of them has a strength of purpose, a dignity, a *redeeming*² sense of humour. They have a courage in face of the *disasters*³ of life that anyone may envy. The honest peasant in his field, the devotee of Mother Earth, drawing strength from the elemental forces of Nature, is in this sense as truly cultured as the most sophisticated intellectuals. Gonds are known for their art and culture, and for their simplicity.
- Gond poetry is simple and symbolic, free of all literary conventions and allusions. It is a poetry of earth and sky, of forest, hill and river, of the changing seasons and the varied passions of men, a poetry of love, naked and unashamed, unchecked by any *inhibition*⁴ or restraint. The bulk of the poems are songs of the dance and the most poetic of them are perhaps the songs of the great Karma dance, which is common to many of the *primitive*⁵ tribes of central India. This dance symbolizes the growth of the green branches of the forest in the spring; sometimes a tree is set up in the village and the people dance round it. The men leap forward to the rapid roll of drums and the women sway back before them. Then bending low to the ground the women dance, their feet moving in perfect rhythm, until the group of singers advances towards them like the steady urge of wind coming and going among the tree-tops, and the girls swing to and fro in answer. This is the one great cultural interest of the people. A girl dancer is compared by the Gonds to a lovely tree moving to the unseen power of nature.

(a) Choose the appropriate option out of the given ones.

- The Gonds in Madhya Pradesh are mostly _____ .
 (a) illiterate (b) literate
 (c) cultured (d) boorish
- They are by nature _____ .
 (a) dare-devils (b) timid
 (c) peaceful (d) lethargic

VALUE POINTS

About the passage

The Gonds, a highly cultured tribe with their distinct art and culture, are praised for their simplicity of poetry.

Para 1

- Gonds, highly cultured people, now living in Madhya Pradesh and Chhattisgarh, having extensive mythology and legendary kings and heroes, known for their simplicity, art and culture.

Para 2

- Gonds have simple, symbolic poetry, about earth and sky, songs of the great Karma dance.

GLOSSARY

- extensive* : far-reaching
- redeeming* : having a quality that compensates
- disasters* : failures, catastrophes
- inhibition* : a shy or nervous feeling that stops you from expressing your thoughts or feelings.
- primitive* : belonging to an early stage

3. The Gond poets are greatly inspired by _____ .
(a) their past (b) their present
(c) nature (d) their ancestors
4. The Gond dances reveal that the Gonds are _____ .
(a) dull people (b) lively and energetic
(c) humorous (d) satirical
5. The Gond dance has a rhythm which is reminiscent of _____ .
(a) rhythm in different objects of nature
(b) rhythm in seasons
(c) our common life
(d) advanced civilization

(b) Complete the following Statements :

1. The Gonds have royal blood _____.
2. The Gonds are known for their _____.
3. Gond poetry generally deals with _____.
4. Karma dance symbolizes _____.
5. The Gonds compare a girl dancer _____.

Space for Answers

12. Read the passage carefully :

1. I first saw the leopard when I was crossing the small stream at the bottom of the hill. The *ravine*¹ was so deep that for most of the day it remained in shadow. This encouraged many birds and animals to *emerge*² from cover during the hours of daylight. Few people ever passed that way. As a result the ravine had become a little haven for wildlife.
2. Below my cottage was a forest of oak and maple and Himalayan rhododendron. A narrow path twisted its way down through the trees. At the bottom of the hill, a path led onto a grassy verge surrounded by wild dog-roses. The streams ran close by the verge, tumbling over smooth pebbles.
3. Nearly every morning, I heard the cry of the barking deer. I saw pine martins and a handsome red fox.
4. I recognized the footprints of bear. As I had not come to take anything from the jungle, the birds and animals soon grew accustomed to my face. After some time, my approach did not disturb them.
5. The langurs in the oak and rhododendron trees who at first would go leaping through the branches at my approach, now watched me with some curiosity as they munched up the tender green shoots of the oak.

VALUE POINTS

About the passage

The writer's sojourn into the forest

Para 1

- saw a leopard
- ravine quite deep - a haven for birds and animals

Para 2

- a forest behind the author's cottage
- streams ran close by the verge

Para 3 & 4

- heard the cry of a deer
- saw pine martins, a red fox

Para 5

- the langurs began to watch the author with curiosity

GLOSSARY

1. ravine : a deep, narrow valley
2. emerge : come out

(a) Answer the following questions briefly :

1. When would the birds and animals come out from cover ?
2. How would the langurs see the author ?
3. Whose cry was heard by the narrator ?
4. What do you think of the narrator ?
5. Where was the narrator when he first saw the leopard ?
6. What sight did the bottom of the hill present ?

(b) (i) The synonym of 'haven' as given in paragraph 1 is

- (a) woods (b) forest
(c) desert (d) shelter

(ii) The antonym of 'handsome' as given in paragraph 3 is

- (a) good (b) beautiful
(c) attractive (d) unattractive

13. Read the poem carefully :

The Snare

1. I hear a sudden cry of pain!
There is a rabbit in a *snare*¹ :
Now I hear the cry again,
But I cannot tell from where.
2. But I cannot tell from where
He is calling out for *aid*²!
Crying on the frightened air,
Making everything afraid!
3. Making everything afraid!
Wrinkling up his little face!
And he cries again for aid;
And I cannot find the place!
4. And I cannot find the place
Where his paw is in the snare!
Little One! Oh, Little One!
I am searching everywhere!

– James Stephens

(a) Complete the following passage by writing the missing word in each blank :

The speaker (possibly a boy) hears the (a) _____ of a rabbit (b) _____ in a (c) _____ somewhere. He hears the cry (d) _____ but cannot say from (e) _____ the sound of the cry comes. The cries of the rabbit have filled the whole atmosphere with fear. The rabbit cries again for (f) _____ but the speaker cannot find out the (g) _____ where the paw of the rabbit is caught in the (h) _____

(b) Find the words in the poem which have the same meanings as :

- (i) full of fear (para 2)
- (ii) looking for (para 4)

VALUE POINTS

About the poem

The poem gives expression to a boy's reaction on hearing the cry of a rabbit caught in a snare. The boy wants to help the rabbit but is unable to locate where it is.

Stanza 1

- a rabbit caught in a hunter's snare crying
- its cry heard by the speaker (a boy)
- unable to trace the direction of the cry

Stanza 2

- the boy unable to know from where the rabbit is crying for help
- the whole atmosphere full of fear

Stanza 3

- cries of the rabbit for help
- the boy, highly upset, panicky, as he does not know where the rabbit is

Stanza 4

- the boy unable to find the place where the rabbit's paw caught in the snare
- searching everywhere, but in vain

GLOSSARY

1. snare : a loop of wire to catch and kill a rabbit, used by hunters
2. aid : help

14. Read the passage carefully :

- Our country has recently witnessed an unfortunate increase in violence and social unrest, which shows no sign of *abatement*¹. Rather the cases of violent behaviour and killings are on the increase. In 2008, fifty thousand cases of violence were reported, as compared to just ten thousand in the year 2002. During these last five or six years, the cases of violent behaviour have gone up by almost five times.
- The reasons for this increase in violence and unrest are easy to point out. Firstly, the increasing *tendency*² to get rich *by hook or by crook*³ together with the decline in moral values is solely responsible for social unrest and violent behaviour. Secondly, the lack of the fear of authority at all levels is no less responsible for increasing violence in our cities and towns. Thirdly, the western ways of life which promote gun-culture and materialism are also responsible for our youths to indulge in senseless violence.
- We must take effective steps at all levels to curb violent tendencies. We must realize that the blind rat-race for wealth and material things lead to stress and strain, pains and sufferings. A balance between material desires and spiritual aspirations must be achieved. The stress should be laid on *inculcating*⁴ moral values in our youth. The steps should be taken to ensure that the rule of law and order must *prevail*⁵. Only then can we remove social unrest and check violence.

(a) Answer the given questions very briefly :

- How much rise in incidents of violence and social unrest has been seen between 2002 and 2008 ?
- What concern does the writer express in this passage ?
- Is the increase in violence and social unrest normal ?
- Give two reasons for growing violence and social unrest.
- What accounts for the modern man's stress and strain ?

(b) Complete the following statements :

- Inculcating moral values in the youth _____ .
- People want to become rich by _____ .

(c) (i) The synonym of 'decline' as given in paragraph 2 is

- | | |
|-------------|--------------|
| (a) balance | (b) decrease |
| (c) fall | (d) increase |

VALUE POINTS

About the passage

The author's concern about growing incidents of violence and social unrest, and trying to analyse the causes of it.

Para 1

- Increase in cases of violence and social unrest a big concern

Para 2

- The reasons quite easy to find, growing materialism, lack of fear of authority and influence of western way responsible.

Para 3

- Effective steps needed. A balance to be struck between material desires and spiritual aspirations

GLOSSARY

- abatement : becoming less strong
- tendency : trend
- by hook or by crook : using any fair or unfair means
- inculcating : developing
- prevail : exist

(ii) The antonym of 'spiritual' as given in paragraph 3 is

- (a) immoral
- (c) earthly

- (b) material
- (d) physical

Space for Answers

Lined area for writing answers, consisting of multiple horizontal lines.

15. Read the poem carefully :

1. Happy the man, whose wish and care
A few paternal acres *bound*¹,
Content to breathe his native air
In his own ground.
2. Whose herds with milk, whose fields with bread,
Whose flocks supply him with *attire*²;
Whose trees in summer yield him shade,
In winter fire.
3. Blest, who can unconcern'dly find,
Hours, days, and years slide soft away
In health of body, peace of mind,
Quiet by day.
4. Sound sleep by night; study and ease
Together *mixt*³, sweet recreation,
And innocence, which most does please
With meditation.
5. Thus let me live, unseen, unknown;
Thus *unlamented*⁴ let me die;
Steal from the world, and not a stone
Tell where I lie.

VALUE POINTS

About the poem

The poem tells the golden principle of attaining true happiness with contentment and very limited desires.

Stanza 1

- a happy man has limited desires and so no cares.

Stanza 2

- he is self-sufficient, earning bread from his own simple resources

Stanza 3

- he enjoys good health and mental peace. Time passes smoothly with him.

Stanza 4

- his innocent activities, studies and recreation give him soothing sleep.

Stanza 5

- the poet's desire to live and die peacefully unwept, unsung.

GLOSSARY

1. bound : limit
2. attire : clothes
3. mixt : mixed
4. unlamented : unwept over

(a) Fill in the blanks to complete the summary :

According to the poet that man is happy whose wishes and (a) _____ are limited. Such a man feels contented to (b) _____ his native air in his own (c) _____. His herds provide him with (d) _____ and his fields give him (e) _____. Trees growing in his fields (f) _____ him shade in summer and (g) _____ in winter. Living happily, he can find days and years (h) _____ softly away. He enjoys sound sleep during the night and contented life during the day.

- (b) 1. The word 'yield' in stanza 2 means _____ .
- | | |
|---------------|-------------|
| (a) give in | (b) give |
| (c) surrender | (d) give up |
2. The word 'attire' in stanza 2 means _____ .
- | | |
|-------------|-------------|
| (a) food | (b) shelter |
| (c) clothes | (d) milk |

Space for Answers

Blank lined area for writing answers.

16. Read the passage carefully :

- In the last about three decades, of all genres, Punjabi short story has *dominated*¹ the literary *discourse*². Kesra Ram, who belongs to Hisar, Haryana, is a well-known modern story writer in Punjabi with four collections of stories to his credit. He has done a lot of translation work as well, translating Punjabi literature in Rajasthani and Hindi. He has translated into Punjabi some of the writings of English literary theorist Terry Eagleton which received universal *acclaim*³. The present collection of eight long stories *Thanks a Lot Putra (Thanks a Lot My Son)* deals with the present-day problems spawned by the distortions in the system that has ruffled all categories of our socio-cultural mechanism.
- In some of these stories like, *Khushbu Khushbu*, an old man Shingara Singh longs for the fragrance of roses that has disappeared under the impact of genetic modification, though flowers of unheard of colours can be seen in the garden. *Thanks a Lot Putra* deals with the predicament of an old couple living in a mofussil town waiting for the arrival of their son working for a multinational company on a senior position in a metropolitan city. The parents keep on waiting for his calls but the son rarely obliges them nor does he respond to their calls. Whenever they get a message of his arrival, the mother prepares his favourite delicacies. But each time he betrays their hope on the pretext of an important meeting. The disappointment of the old people can well be imagined.

— The Tribune

(a) Complete the following statements :

- Kesra Ram has to his credit _____ .
- Terry Eagleton is a great _____ .
- Translated works of Kesra Ram are available in _____ .
- Socio-cultural problems are highlighted in _____ .
- The son always betrayed _____ .

(b) Say whether the statements are True or False.

- Kesra Ram is famous only as a translator. _____
- 'Thanks a lot Putra' focuses on snags in our society. _____

(c) (i) The synonym of 'ruffled' as given in paragraph 1 is

- | | |
|--------------|------------|
| (a) made up | (b) broken |
| (c) troubled | (d) upset |

VALUE POINTS

About the passage

Kesra Ram, modern Punjabi short story writer and translator, deals with the social, economic problems of the day in a satirical manner to bring out the hypocrisy of the society.

Para 1

Kesra Ram, hailing from Hisar, is a great modern Punjabi short story writer along with being an acclaimed translator. His collection of stories deals with modern society and its problems.

Para 2

The story *Khushbu Khushbu* highlights the impact of genetic modification. *Thanks a lot Putra* deals with the predicament of an old couple waiting for the return of their son working in a multinational company.

GLOSSARY

- dominated : had a great influence on
- discourse : discussion
- acclaim : praise

17. Read the passage carefully :

- The growing rate of crime among the youth today is a matter of great concern. It ranges from kidnapping, *extortion*¹ and even murder. The once sensitive, caring, loving and *compassionate*² young man immortalized by Ruskin Bond and R.K. Narayan is today a character confined to books alone. The new world has turned him into a criminal with no moral sense or *ethical*³ responsibility. The young are selfish in their thoughts, action and existence. They are like parasites; thriving on extravagant consumption of illegal material. And when this becomes an addiction, all means of self-control, morals and ethics take a beating at individual and social spheres. There can be various reasons as to why the youth are going wrong. Increasing competition leads to stress and cutthroat competitions. Stress related problems like suicides are on the rise. The rush to succeed takes them astray.
- Nuclear families have made youth selfish, self-centered and intolerant. The gap between the rich and the poor has led to frustration in the lower classes. Media popularizes criminals who shoot to quick fame and fortune. This allures the youth. Above all, the snags in the Indian legal system, corruption at all levels and loss of values have worsened the situation.

VALUE POINTS

About the passage
The author feels concerned about growing crimes among the youth.

Para 1

- growing rate of crime a matter of concern.

Para 2

- Nuclear families responsible for their selfish and intolerant behaviour

GLOSSARY

- extortion* : making somebody give you money by threatening
- compassionate* : sympathetic
- ethical* : moral

(a) Answer these questions briefly :

- What is the tendency among the youth today ?
- Who was the ideal man for writers like Ruskin Bond and R.K. Narayan ?
- Why do the young go wrong these days ?
- What do you mean by nuclear families ?
- How does the media misguide the youth ?

- (b)** (i) The police knows how to deal with a _____ .
 (ii) Today's youth is highly altruistic _____ . (True / False)

(c) Find words in the passage which are same in meanings as :

- (i) excessive and unnecessary (para 1)
 (ii) a large amount of money (para 2)

18. Read the passage carefully :

1. There is a village in Kerala which is so amazingly fertile that not just its lands are *bountiful*¹ but also its people.
2. Kodinhi, a virtual island surrounded by water bodies and wetlands in its *hinterlands*², has more sets of twins than anywhere else in the country.
3. Situated in Muslim-dominated Malapuram district, it is enroute between the coastal town of Kozhikode and Kottakal, the city famous for Ayurvedic medicines and treatments.
4. Otherwise, Kodinhi is like most villages in Kerala, though quite unlike those in other parts of the country. Clean, lush green, dotted with big *swanky*³ houses, flush with "Gulf" money, the concept of MNREGA falls short here. It also has its very own Twins and Kin Association. (TAKA), a body to register and provide support to its twins citizens.
5. Alavi Pattasseri, father of twins Hamnath Alavi and Nusrath Alavi and a TAKA member, says the twin' phenomenon in Kodinhi is many times, at least five to six times, more than the global average. "It is certainly the highest in India. There are more than 273 pairs in the village alone. The oldest are around 78 years' old," says Alavi.
6. Daughter Hamnath, a homeopathic doctor by profession, is one of the twins, and a "twins' enthusiast". She keeps surfing the internet and reading on the issue and would like to be part of some serious "government-initiated"⁴ scientific study on Kodinhi's curious phenomenon.
7. "Most of the twins are girls' pairs and the number of twins is increasing every year. I think it has something to do with the environment here, some geographically-linked phenomenon. A couple from outside who came and settled here also got twins," she says, recalling the instance of a teacher who migrated to Kodinhi and was blessed with twin children.

VALUE POINTS

About the passage

Kodinhi, a village in Kerala, famous for twins phenomenon five to six times more than the global average, also famous for Ayurvedic medicines and treatments

Para 1

Not only lands but its people also amazingly fertile in the village

Para 2

Kodinhi, a virtual island, has more sets of twins than anywhere else in the country.

Para 3

Muslim dominated place famous for Ayurvedic medicines and treatments

Para 4

Clean, lush green village with tall buildings, the village has TAKA that registers twins citizens.

Para 5

Twin phenomenon many times more than the global average

Para 6

Daughter Hamnath wants to be part of this curious scientific phenomenon

Para 7

Girls' pairs and number of twins increasing every year

GLOSSARY

1. bountiful : large
2. hinterland : areas away from the coast land
3. swanky : expensive and fashionable
4. initiated : started, began

— The Tribune

19. Read the passage carefully :

- For any nation to *thrive*¹, its citizens should have *access*² to the highest standard of healthcare. In *pursuit*³ to provide the best-in-class healthcare facilities to the patients, adoption of advanced technology has become *inevitable*⁴ in the present times.
- While the technology keeps on changing, one of the primary game-changers in the Indian healthcare sector will be Internet of Things (IoT). We are already living in a connected world in which healthcare system can easily be aligned to promote wellness among the people. The technology in the healthcare system will bridge the gap that exists at various levels. It will then be able to provide definite responses to queries that fall mostly under the assumption category. The Internet of Things has a *plethora*⁵ of applications in healthcare which range from monitoring to smart sensors and medical device integration. These applications can be channelised in a way that opens up the gateway of smart healthcare which benefits the patients and the doctors. The fact that advanced technology can keep the patients more safe and healthy makes a strong case for increase in its adoption. Moreover, it will help in bringing doctors closer to the patients which eventually help to yield better results.
- Connected devices have been introduced to patients in various forms. For example, wearable devices that can diagnose heart conditions, sensors that monitor asthma medication intake and detect poor air quality and glucose monitors that send diabetics' data straight to their smartphones. This creates opportunity for smarter devices to deliver more valuable data about the patients to the doctors. Some of these technological *innovations*⁶ are already in place, we just need to improvise and adopt them wisely. The new-age medical devices and healthcare mobile applications are opening new dimensions in the healthcare landscape. It is keeping the patients well-informed and up to date about the diagnosis and the treatment that they can avail.

VALUE POINTS

About the passage

Fast changing technology especially in healthcare, going to be a game-changer to provide better system of health. Patient-doctor closeness to yield better results.

Para 1

Advanced technology very essential to have the highest standards of healthcare.

Para 2

Internet of Things (IOT) going to be a game-changer in Indian healthcare sector and will bring closeness between the patient and the physician. Many applications on healthcare to benefit the patient.

Para 3

Many connected devices like wearable devices, sensors, glucose monitors to deliver valuable data for monitoring healthcare.

GLOSSARY

- thrive : flourish
- access : opportunity to use something
- pursuit : the act of trying
- inevitable : unavoidable
- plethora : excess
- innovations : introduction of new things

—The Tribune

(a) Answer the following questions briefly :

1. Technology plays an important role in the
 (a) hospital facilities (b) healthcare of people
 (c) clinical facilities (d) healthcare of patients
2. The Internet of Things (IOT) will revolutionize
 (a) industries in India
 (b) healthcare in India
 (c) The manufacturing of various machines
 (d) the production of medical equipment
3. Applications in healthcare are
 (a) useless (b) ineffective
 (c) very useful (d) of little use
4. Advanced technology in healthcare can
 (a) be alarming (b) do with the services of doctors
 (c) misguide patients (d) bring doctors closer to their patients
5. The synonym of the word 'promote' as given in paragraph 2 is
 (a) increase (b) develop
 (c) encourage (d) discourage

(b) Complete the following table :

	Name of the device	Function
1.	Wearable devices
2.	Sensors
3.	Glucose monitors

Space for Answers

20. Read the passage carefully :

1. Prema was admitted to Christian Medical College Hospital (CMCH), Vellore, with 50 percent burns. Seeing her first born *battle*¹ for her life, Mrs Dhanraj made a pact with God. 'If you save my child, I will make her a doctor and she will work in this same hospital,' she prayed. God listened and Prema survived.
2. Dr L B M Joseph, a renowned surgeon, *painstakingly*² reconstructed every inch of Prema's face. "It was very painful," recalls Prema. She hated the doctors and wept over the loss of her long hair. Joseph joked, "If you allow me to treat you, I will give you my hair". Prema was soon convinced. "At that time I didn't realise that he was bald," laughs Prema.
3. After six months in the hospital, Prema returned to Bangalore (now Bengaluru) to resume school. But her scarred face attracted too much attention and Prema completed high school privately. Prema's mother told her, "This is your face and you will have to live with it. No one can change that. But what you do with your life is in your hands and only you can change it."
4. It was a hard lesson to learn. And it took her quite some time to understand its meaning. "I barely scraped through my Class 10 exams," Prema says. "But the fact that I cleared my exams gave me *immense*³ confidence." She went on to get a B.Sc. degree from the Arts and Science College, Bangalore.
5. Between 1965 and 1971 Prema underwent 14 surgeries before she put an end to it. "It was time for me to concentrate on other things in life." Prema obtained her MBBS degree from Hubli Medical College in 1980, and then went to work at CMCH, Vellore, under Dr Joseph. It was a defining moment in both their lives.
6. Prema specialised in Plastic and Reconstructive Surgery from CMC Ludhiana, and returned to CMCH in 1989 as a surgeon. Her mother's promise to God was fulfilled!

-The Tribune

(a) Answer the following questions briefly :

1. What promise to God was made by Prema's mother ?
2. What difficulty did Prema face at school ?
3. What gave her confidence ?
4. Where did she start her career as doctor ?
5. How was her mother's promise to God fulfilled ?

VALUE POINTS

About the passage

Prema's struggle to become a doctor to fulfil her mother's promise to God that if He saves her – she had 50% burns – she would make her a doctor.

Para 1

- Prema, a girl, had 50 percent burns
- admitted to CMCH, Vellore,
- her mother promised to God if He saved her she would make her a doctor

Para 2

- every inch of Prema's face reconstructed by surgeons
- Prema wept over the loss of her hair

Para 3

- Prema resumed school, had to quit
- Mother's suggestion : learn to live with your face as it is, but you can change your life

Para 4

- passed class 10 exams with difficulty
- got B.Sc degree

Para 5&6

- Prema - underwent 14 surgeries,
- got MBBS
- finally became a doctor in CMCH, Vellore

GLOSSARY

1. battle : struggle
2. painstakingly : carefully
3. immense : great

(b) **Choose the correct option to answer these questions :**

- (i) The meaning of 'resume' is _____ .
 - (a) start
 - (b) finish
 - (c) join
 - (d) restart
- (ii) The opposite of 'attracted' is _____ .
 - (a) disturbed
 - (b) repulsed
 - (c) distracted
 - (d) fascinated

Space for Answers

SECTION-B

Writing

PART - I

SHORT COMPOSITION

- Notice
- Diary Entry
- Description

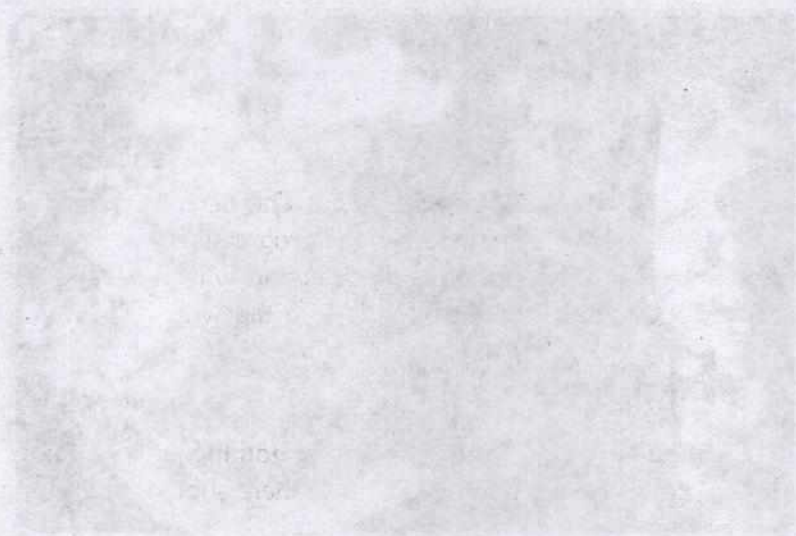


Writing is an important activity. It reflects a student's grasp of the subject matter. It also expresses his ability to present his views in an effective and convincing way. A piece of writing needs to be clear and concise. The writing task must aim at :

- expressing ideas in grammatically correct English
- presenting ideas in a logical manner
- using an appropriate style

SHORT COMPOSITION

PART - 1



100
90
80
70
60
50
40
30
20
10
0

100
90
80
70
60
50
40
30
20
10
0

Section - B

Writing

Introduction

Writing is a skill that one can develop consciously. It requires constant practice for a long time. A good writer has to be a good reader. Reading provides ideas which are the backbone of any writing. Each piece of writing such as a letter, an email, an article, etc. has its own format and style.

Here are some important points for good and effective writing :

1. Choosing the Topic

You should select the topic which interests you, if you have a choice to make. If you start writing on a topic which seems to be boring to you, you will not be able to do justice. Moreover, you must have a basic knowledge of the topic. You may collect relevant information by consulting your teachers, parents or friends. You may go to your library or browse the Net.

2. Arranging the Material

When you have sufficient material, you need to arrange it systematically. You must know what to use for introduction, exposition or conclusion. Use cohesive devices – conjunctions, adverbial words or phrases – to bring about unity and clarity in your writing. Be sure that your piece is not disorderly.

3. Clear Progression

A piece of writing should have a proper beginning, a middle and an end. The beginning includes brief introduction to the topic. A middle is that which comes from clear progression of ideas and that which seems to lead further to the conclusion. The ending is that beyond which there seems to be nothing to write about. This kind of progression should be visible in the writing.

4. Clarity and Precision

Your piece of writing should be easily comprehensible. There should be nothing ambiguous or contradictory. The details or facts should be both clear and accurate. Then there should be nothing superfluous in your piece of writing. Repetition of ideas must be avoided.

5. Proper Division into Paragraphs

In some writing tasks you are to write only one paragraph as, for instance, in paragraph writing, factual description, etc. In extended tasks such as article, speech, debate, report, story, etc., you should divide your piece into three, four or more paragraphs. Each paragraph should develop one important, new point. You must be careful in linking one paragraph to the other. This can be done by using :

- (i) keywords and phrases
- (ii) conjunctions such as consequently, however, moreover, etc.
- (iii) adverbs or adverbial phrases – to say the least, to tell you the truth, sometimes, etc.

6. Vocabulary and Language

(i) Appropriate Words

It is important to use right and exact words. In today's English, plain or simple words are preferred. High-sounding, bombastic words are out of fashion these days. For example, use the simple word 'try' instead of 'endeavour'. There is no point in using words to impress others about your vocabulary. It should also be kept in mind that no two words have exactly the same meaning. Therefore, you should choose even synonyms carefully.

(ii) Grammatical Correctness

It is of utmost importance to use expressions which are grammatically correct. You should not mix tenses unnecessarily. The use of verb should be correct. The placement of adjectives and adverbs needs careful attention. Correct punctuation makes your writing intelligible.

(iii) Tone and Style

You must be clear about the kind of tone and style you are to use for a particular piece of writing. A formal tone, for example, is appropriate for a formal letter, and informal one for an informal letter. You can take liberty in the use of tone in a personal letter but not in an impersonal letter. Similarly, the tone in writing a diary entry is different from the one used in writing an article.

Style should also be appropriate. It should be simple and interesting. It should avoid all jargons and bombastic words. Repetitive style is also ineffective. In order to bring about variety in your piece you need to use a variety of sentences : simple, complex and compound. A piece of writing only in simple sentences does not leave good impression on the reader.

Points to Remember

- » Select the topic that interests you.
- » Plan your writing carefully.
- » Collect the relevant material.
- » Choose the correct format, tone and style.
- » Write complete and grammatically correct sentences.
- » Make a rough draft, if possible.
- » Revise your writing at least once before submission.
- » Do not exceed the given word limit.

1. NOTICE

A notice is a brief piece of writing which is meant to convey to a large group some important information. It is meant to be displayed on a board or a wall. It is written in a specific format.

A notice has to be brief and to-the-point. Its language is precise and simple. Notices for students are put on the school noticeboard. Most of these notices are used to provide some information, announce an event, make an appeal, issue a warning or extend an invitation. A notice has a specific format which should be used carefully. The writer needs to include in a notice all the relevant information. If the important information like date, time or venue is missing in a notice, it will lose its utility and may even misguide.

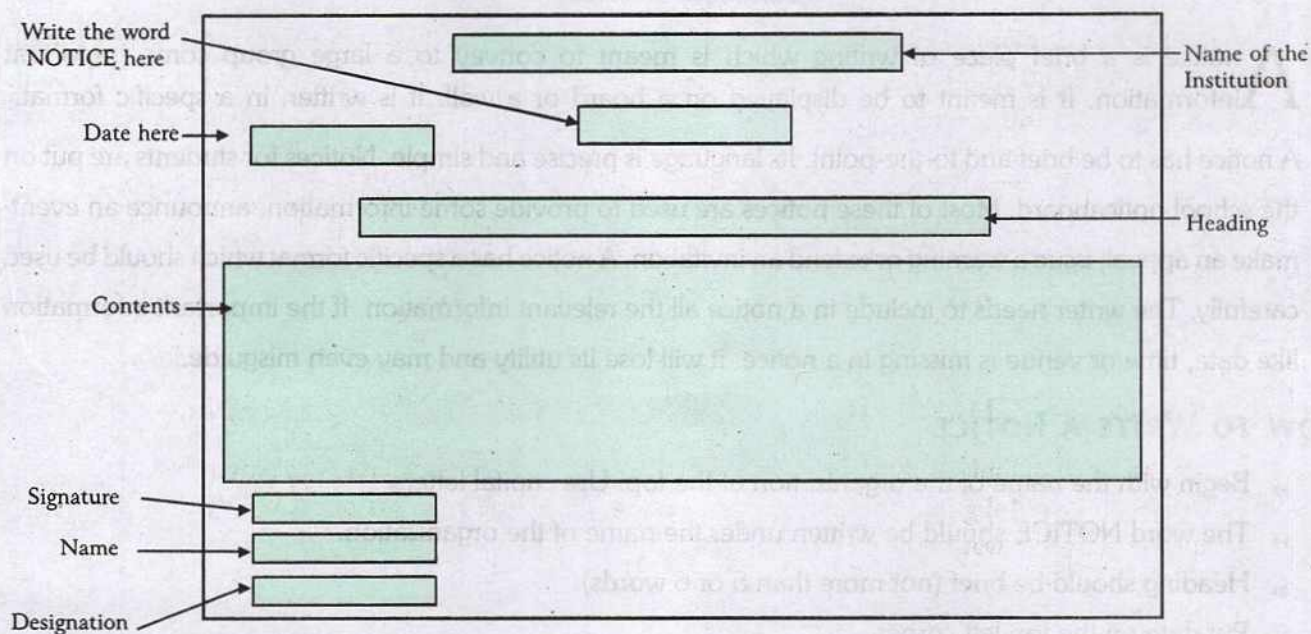
HOW TO WRITE A NOTICE

- » Begin with the name of the organization at the top. Use capital letters.
- » The word NOTICE should be written under the name of the organization.
- » Heading should be brief (not more than 5 or 6 words).
- » Put date on the top left corner.
- » Write the message, the purpose, venue, time, agenda, etc. in the body of the notice.
- » Use passive voice constructions as far as possible.
- » If there is a need to highlight date, time, venue, agenda, etc., you can separate them from the main body of your notice.
- » In writing a notice ensure that you do not leave any important information. For example, in drafting a notice about the announcement of a meeting, the mention of date, time and venue is a must.
- » Don't exceed the limit of 50 words.
- » Put the signature, name and designation of the person issuing the notice at the end.
- » Use the present or the future tense, according to the need.
- » It should be ensured that the language is grammatically correct.
- » The final draft is to be boxed.

WHAT TO AVOID

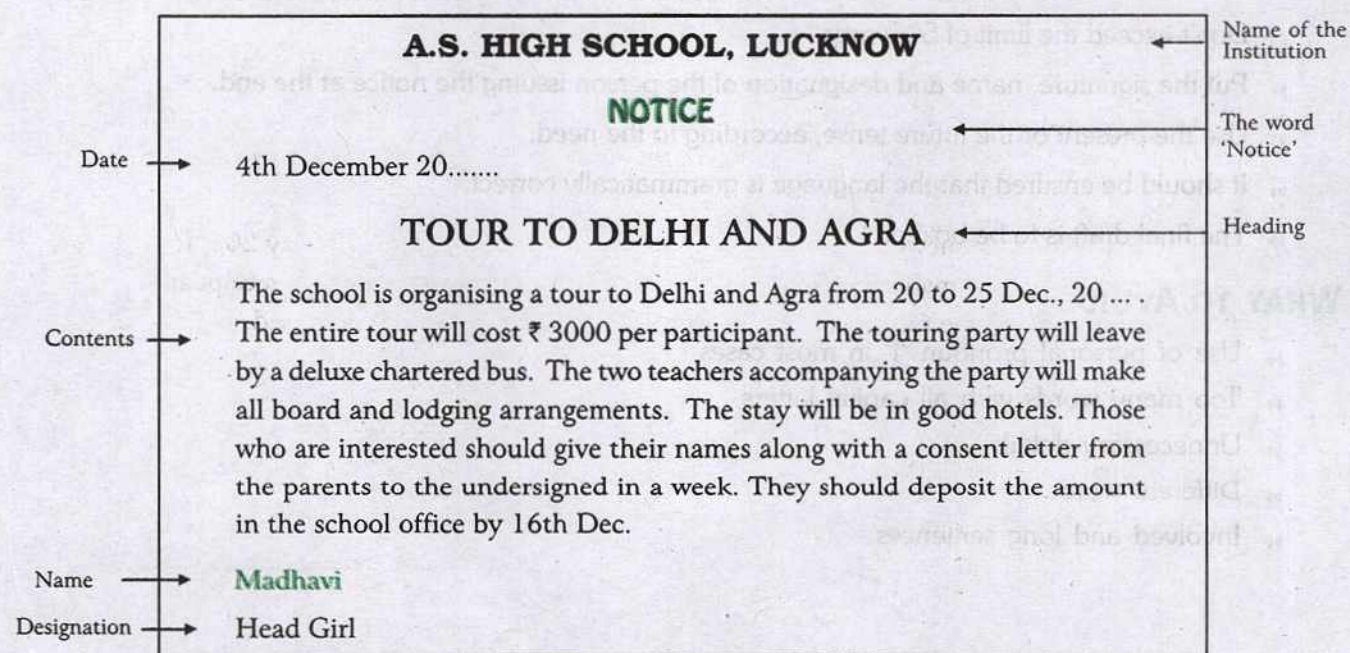
- » Use of personal pronoun 'I' in most cases
- » Too many words with all capital letters
- » Unnecessary details
- » Different words
- » Involved and long sentences

FORMAT OF A NOTICE



SAMPLE NOTICE

Your school is organising a tour to Delhi and Agra during the winter vacation. Write a notice giving detailed information to students. You are Madhav/Madhavi, school Head Boy/Girl, A.S. High School, Lucknow. (80-100 words)



SOLVED EXAMPLES

1. An Inter-School Junior Volleyball Tournament is being held in your school (Rose Mary High School, Pune). Write a notice in about 50 words, requesting the students of classes VI-VIII to watch and enjoy the event. You are Varun/Smriti, Sports Secretary of the school.

ROSE MARY HIGH SCHOOL, PUNE

NOTICE

25th October 20.....

INTER-SCHOOL JUNIOR VOLLEYBALL TOURNAMENT

An Inter-school Junior Volleyball Tournament is going to be held from 1st to 8th November, 20... in the school grounds from 3 to 5 pm each day. All the students of classes VI-VIII are requested to watch the game on all days and buck up our players.

Varun

Sports Secretary

2. You are Suman /Saresh of DAV Senior Secondary School, Rohtak. You have lost your wallet/purse somewhere in the school ground. Write a notice about it in not more than 50 words, giving all the details. Put the notice in the box.

D. A. V. SENIOR SECONDARY SCHOOL, ROHTAK

NOTICE

14th May 20 ...

WALLET LOST

A wallet was lost somewhere in the playground yesterday, that is, on 13 May 20... It is brown in colour and made of soft leather. It contained two fifty-rupee notes, a receipt and a key. If found, please return it to the undersigned. A suitable reward promised.

Saresh

(SARESH)

Roll No.45, VIII B

3. Your school is organising a fête to collect funds for charity. Only school students are eligible to put up stalls. As Head Boy/Head Girl of the Meera International School, draft a notice announcing the sale of stalls, giving all necessary details.

MEERA INTERNATIONAL SCHOOL, PATIALA

NOTICE

3rd November 20.....

FETE FOR CHARITY

All the students who are interested to put up stalls in the fete to be held on 25th November 20... for the benefit of the flood victims should take part in the bid on 10th November in the school auditorium at 3 p.m. sharp. They should submit their names to the undersigned immediately.

Vimi

(VIMI)

Head Girl

4. As Head Boy/Girl of St. Francis School, Allahabad, draft a notice requesting the students to donate liberally to a philanthropic society which has set up an earthquake relief fund for the earthquake victims in Nepal. Write the notice and put it in a box. You are Jyoti/Ravinder.

ST. FRANCIS SCHOOL, ALLAHABAD

NOTICE

4th April 20.....

EARTHQUAKE RELIEF FUND

The City Philanthropic Society helps people hit by natural calamities. It requests the student community to liberally contribute food articles, medicines, money and clothes for the earthquake victims in Nepal. Members of the society are to visit the school on 14th April 20.... at 3 p.m. Deposit your donations in the office by 13th April.

Jyoti

(JYOTI)

Head Girl

Worksheet

1

Writing: Notice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. You have found a watch lying under a bench in the school ground. Write a notice about it in about 50 words, asking the rightful owner to claim after giving proper identifying details about the watch.

HINTS

- a watch found in the school playground
- the owner to claim it
- see the undersigned in Room No. 10,
- preferably during recess

Space for Answer

2. A blood donation camp is being organised in your school (S R High school, Malout). Write a notice about it, appealing to the students to donate blood to save precious lives. Invent details. You are Nirmal/Nirmala, Head Boy/Girl of the school.

HINTS

- blood donation camp
- on June 10, 20..., from 10 am to 4 pm
- in school ground
- refreshment to each donor
- request to donate blood to save precious lives

Space for Answer

3. As Joint Secretary, Cultural Society of NK Public School, Ajmer, write a notice in 50 words regarding a declamation contest for the students of classes VI - VIII. You are Sadhna/Sandeep.

HINTS

- a declamation contest for the students of classes VI-VIII
- on 20th June; 3 pm, school hall
- principal to preside
- students requested to take part and give their names to the undersigned

Space for Answer

Worksheet

2

Writing : Notice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

4. A tour to Kerala is being conducted by your school. As Head Boy/ Head Girl of your school, draft a notice about it in 50 words. Invent all the necessary details. Put the notice in a box.

HINTS

- educational tour during winter vacation
- arrangements already made
- two teachers to accompany
- ₹ 2000/- per head

Space for Answer

5. You are Naresh Sharma, studying in Yadindra Public School, Nabha. You have lost a library book. Draft a notice requesting help in finding the lost book. Provide necessary details. Put the notice in a box.

HINTS

- when and where the book lost
- necessary details about the book
- whom to return, when and where
- reward/incentive

Space for Answer

6. Due to intense heat wave, the school has decided to change the timings for the month of May. Draft a notice informing the students about the new timings on behalf of the Principal. You are Nisha Kalra, Head Girl of the school (K.M.V. Senior Secondary School, Amritsar). Invent the details. Put the notice in a box.

HINTS

- new school timings
- from 8 a.m. to 1 p.m. instead of 9 a.m. to 2 p.m.
- to be effective from tomorrow

Space for Answer

Worksheet

3

Writing: Notice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

7. Due to extremely inclement weather, St. Joseph's School, Patiala, has to be closed for a week. As Principal of that school, draft a notice.

HINTS

- extreme weather conditions
- school to be closed from 31st December to 5th January
- house test cancelled
- new dates to be announced later

Space for Answer

8. Draft a notice advising the students to take part in the Talent Finding Contest being held in the school shortly. You are Kumud/Rohit, Head Girl/Boy of PNB School, Batala.

HINTS

- Talent Finding Contest at 3 pm on 14th April in Room No. 14.
- skits, dances, songs, fashion shows, etc.
- contact Incharge, EMA

Space for Answer

Worksheet 3

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9. You are Jasmine. You have lost your pet dog in a public park. Draft a notice about it .

- HINTS**
- lost a pet dog in Niku Park
 - brown-coloured Alsatian
 - finder/informer promised a handsome reward

Space for Answer

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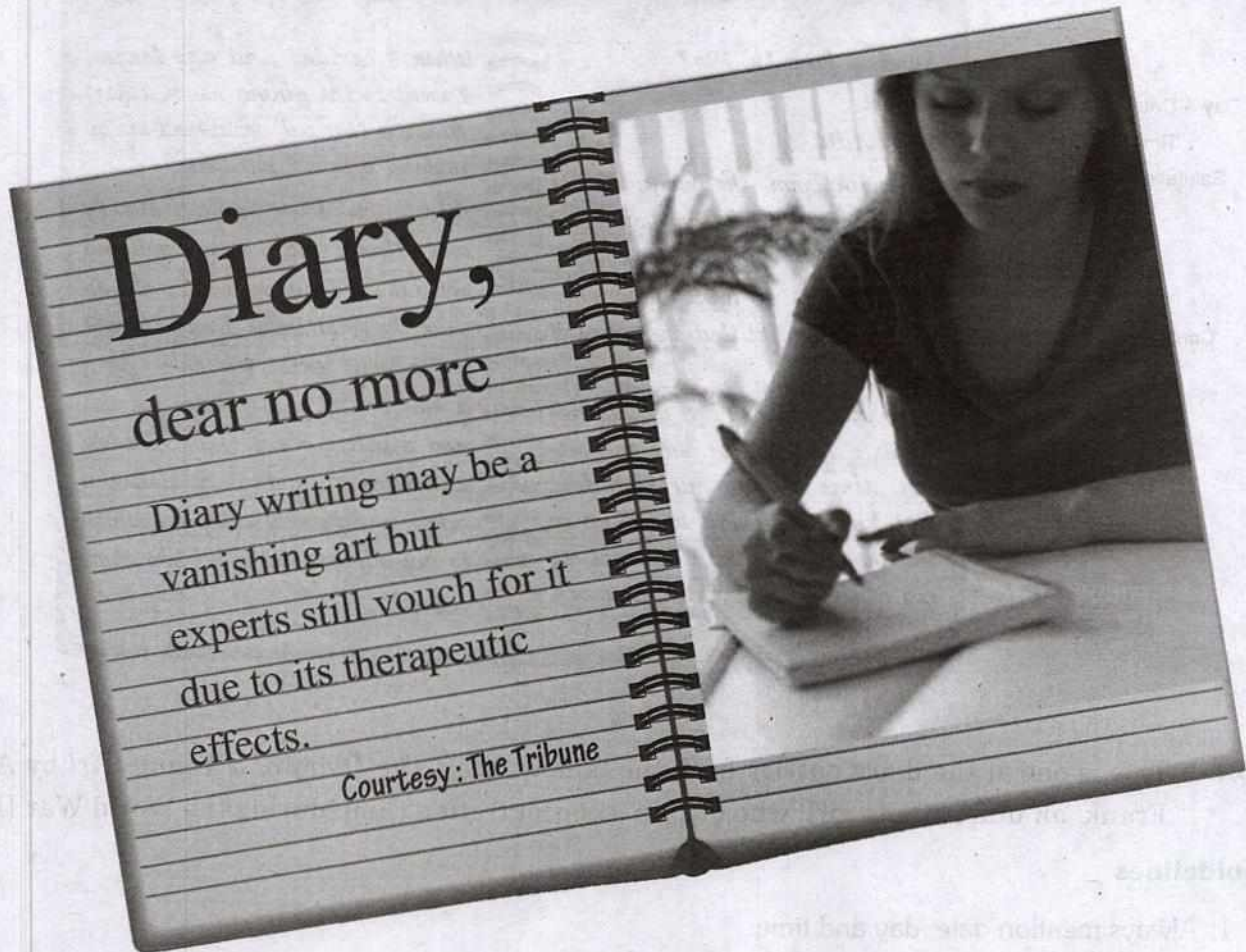
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2. DIARY ENTRY

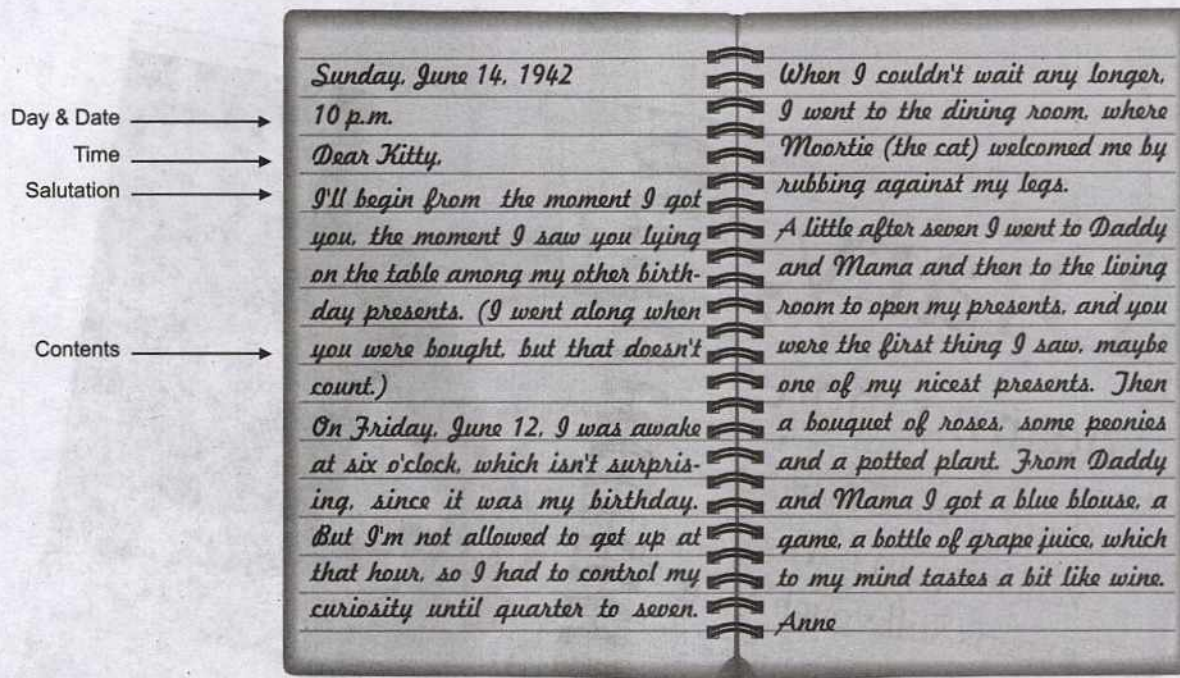


Diary writing is an old art. People used to record their feelings and thoughts in a small book called diary. Diary entries have been long and short. As diary writing is personal, one can write anything in it. Each page in a diary with date and day serves as a diary entry.

Why is a diary written? It is written basically to record personal reaction to an event or to record an impression about a person. It is also written to cure oneself of extreme feelings of joy, depression, anxiety, etc.

In the examination a specific situation or a lead is given. You are to imagine yourself in that situation and then write your diary entry. You should not treat diary as a non-living thing. You can address it as 'Dear Diary'. It is, of course, not essential to use this address.

SAMPLE DIARY



Note : This is one of the diary entries from the famous book *The Diary of a Young Girl* by Anne Frank, an unfortunate girl, who died in a concentration camp during the World War II.

Guidelines

1. Always mention date, day and time.
2. Be frank and truthful.
3. Keep the tone intimate.
4. Write in an informal style.
5. Observe the prescribed word limit.

Besides these guidelines, there are certain rules which the diary writer must observe. They are :

- ▶ Do not write in detail about illness, weather or your surroundings.
- ▶ Do not use too many facts and figures.
- ▶ Express your feelings truthfully and sincerely.
- ▶ Write about your aspirations, joys, sorrows, hopes and fears.
- ▶ You can use abbreviations in a diary entry.

SOLVED EXAMPLES

1. You were going to school on your scooter. A policeman stopped you for routine checking. His manner of talking was so rude and insulting that you felt hurt. Write a diary entry in 100-120 words expressing your feelings.

<i>Friday, May 27, 20....</i>	<i>10 p.m.</i>	<i>was so insulting. Perhaps this is</i>
<i>Dear Diary</i>		<i>his usual tone. But why? He had</i>
<i>Today while going to school, I was</i>		<i>no right to talk in this manner. It</i>
<i>in a happy mood but that bully</i>		<i>is indeed very sad that policemen</i>
<i>spoiled my mood and gave me a</i>		<i>who are the custodians of law</i>
<i>bad day. He stopped me for routine</i>		<i>and order should be so uncivil</i>
<i>checking. Nothing wrong. But why</i>		<i>and ill-mannered. They ought to</i>
<i>did he talk so rudely? His manner</i>		<i>be given lessons in good manners.</i>
<i>was so insulting that anyone in my</i>		<i>Ankush</i>
<i>place would have reacted sharply</i>		
<i>and answered him back in the same</i>		
<i>tone. But I kept quite. I had to</i>		
<i>reach my school on time.</i>		
<i>I don't understand why his tone</i>		

2. You are Ramnik. Last week, while you were going to your school, you saw that on the way a child was crushed to death by a speeding car. You happened to see the mutilated body of the child. You were so much perturbed by this horrible sight that you could not talk to anybody at home. When you got over the shock you felt impelled to write a page for your diary.

<i>Sunday, 4th May, 20...</i>	<i>6 to 7.</i>	<i>I learnt that the same car</i>
<i>10.00 p.m.</i>		<i>which had crossed me had terribly</i>
<i>Dear Diary</i>		<i>hit a rickshaw, knocked down the child</i>
<i>When I neared Masand Chowk,</i>		<i>and sped away. The child's face was</i>
<i>I saw a car coming at breakneck</i>		<i>badly crushed. There was nothing to</i>
<i>speed from Model Town. I had to</i>		<i>see but blood. I found it difficult to</i>
<i>save myself by moving to the extreme</i>		<i>control my tears.</i>
<i>left. A few minutes later, I heard a</i>		<i>Ramnik</i>
<i>loud sound. I got scared. Hardly</i>		
<i>had I moved one hundred yards</i>		
<i>when I saw a crowd of people. Some</i>		
<i>of them were in tears. I stopped to</i>		
<i>see what had happened. What I saw</i>		
<i>was simply horrible. There lay the</i>		
<i>mutilated body of a child of about</i>		

3. You had a pet dog which all of a sudden fell ill and died. Record your feelings in a diary entry.

Wednesday, 7 April, 20...
11.30 p.m.
My favourite companion, my pet dog Tommy, is no more. It seems simply unbelievable. He used to be with me in my morning and evening walks. How happily he would jump and frisk when I invited him for a walk! He had become a loving member of the family. We felt panicky when he was not to be seen around for some time.
All of us felt sad at his demise. Rani was so much attached to him that she would offer him something to eat before she took her meals. He will certainly remain in our hearts. We would miss his calls for walks and his pranks.
Akash

4. You are a member of the Mother Teresa Society of your school. Last week your school arranged a visit to the local orphanage where you met many children. You were so overwhelmed with feelings after meeting these children that you felt an urge to pen down your feelings in your diary.

Wednesday, 8th Jan, 20....
9.00 p.m.
Today we paid a visit to the local orphanage. The children were roaming here and there. But their movements were not cheerful. It seemed as if they were looking for their parents everywhere. Can these children get back those golden days? These children were looking at us and our uniforms as if we had come from a fairyland. Can we do something to bring smile on their faces? Of course we can. We should give them a congenial atmosphere to grow and receive all the benefits of education.
Bhawna

Worksheet

4

Writing: Diary Entry

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Write a diary entry about your recent visit to a hill station.

In your assignment you should

- tell when you visited the hill station, and how
- your experience of the journey
- what you saw and enjoyed the most
- whether you would like to visit the place again

Space for Answer

Worksheet

5

Writing: Diary Entry

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You have recently read a book. Write a diary entry expressing your opinion about the book.

In your assignment you should

- write when you read 'Gulliver's Travels'
- say that it is very interesting
- that the first part is fantastic
- explain how Gulliver's stay in Lilliput is quite amusing

Space for Answer

4. You have recently seen a movie. Write a diary entry expressing your opinion about the movie.

In your assignment you should

- mention when and where you watched the movie
- the theme / content (in brief)
- acting , direction, music , etc.
- overall impression.

Space for Answer

Worksheet

6

Writing: Diary Entry

Date

Name

Class & Sec. Roll No.

Marks OBT.

5. Yesterday was the Prize Distribution day in your school. You have been honoured with the school colour and a certificate for your contribution in social service. Write a diary entry about it.

In your assignment you should

- say that you feel happy and proud
- mention that you were given the school colour and a certificate
- express how the words of praise were spoken for your contribution in social service
- pledge to yourself that you would continue doing social work

Space for Answer

6. Yesterday you went with your family to dine at a famous restaurant of your city. You were taking your meals when all of a sudden you saw Sachin Tendulkar. You were beside yourself with joy. You shook hands with him and talked to him. Write a diary entry expressing your feelings.

In your assignment you should

- say when and where you saw Sachin Tendulkar
- mention how you met and talked to him
- include how you complimented him for his skill
- explain how he shook hands with you, hugged you

Space for Answer

3. DESCRIPTION

Description refers to a paragraph of descriptive nature. It is about somebody or something –a person, a place, an object, an event, etc. It relies on accurate details or facts.

In description one needs to be precise and accurate. There is hardly any scope for irrelevant or philosophical things. You are to write from what you see, hear, feel or experience.

What to Include in a Description ?

People

When you describe a person, use your keen sense of observation and mention :

1. physical features : height, looks, body structure, specific facial expressions
2. dress sense, style of movement, speech, manners, eccentricities, way of conversation, overall behaviour
3. personality, major achievements, etc.
4. attitude towards life

Place

1. Describe the location.
2. Give details about the place.

Object

1. Describe the physical features of the object clearly.
2. Point out the utility of the object.
3. Mention its use or utility.

Event

1. Focus on the event.
2. Make a proper sequence, with a suitable beginning, a middle and a proper ending.
3. Choose only those parts which are relevant.

Guidelines

- » Write only paragraph to describe somebody/something.
- » Use simple words.
- » Be careful in the use of tense.
- » Focus on the person, thing or event you are to describe.
- » Don't indulge in generalities.

SAMPLE DESCRIPTIONS

(A) PERSONS/PEOPLE

MAHATMA GANDHI

(CBSE EXPRESSION SERIES)

Mahatma Gandhi is the Father of our Nation. He was born in Gujarat in 1869. After completing his education he went to South Africa to do his practice as a lawyer. There he learnt about the oppressive policies of the white rulers. He revolted against racial prejudices. Back home, he led the country to independence. He fought the mighty British through non-violent movements. He stressed the virtues of truth and ahimsa. He lived a simple, self-sufficient life. He advocated small-scale industry, *Swadeshi* and self-purification. He was shot dead on 30th January, 1948 by Nathuram Godse.

MY CLASS TEACHER

I study in St. Joseph's Convent School, Civil Lines, Hoshiarpur. All the teachers who teach in the school are highly qualified and experienced. But Mrs Rekha Sareen, my class teacher, is the most competent and intelligent teacher in the school. She is thirty five years old with an impressive personality. She is tall, fair and slim. Her hair is long and her face is bright. She is confident and has a firm control over the class. She usually puts on a suit and her favourite colour is red. She is M.A. M. Ed. and teaches us English. She teaches us with love and care and explains every detail of the topic in a simple and easy manner. Being unbiased and impartial, she loves all students. She is always punctual, disciplined and polite. Though she does not beat the students, she reprimands the students for their negligence and indiscipline. She is very helpful and caring. She is neither proud nor arrogant. But she is strict and makes the student understand the subject thoroughly. She suffers from one weakness. She gets angry at those students who do not bring textbooks in the class. However, she is an excellent teacher and a noble person.

(B) PLACES

MY STUDY ROOM

I am lucky to have my own study room in my house. It is on the first floor. It is not a big room but it is cosy and comfortable. There is a chair and table to study. There is a big book rack fitted on one of its walls. I keep all my books there. There is a small almirah. I keep my bag and other things there. There is a comfortable bed under a window. I rest and relax there. On my table there is a beautiful globe and a table lamp. All my friends are envious of my study room.

SRINAGAR

Srinagar, one of the best hill stations in India, is the capital of Jammu and Kashmir. It is connected to Delhi and Chandigarh by air and road. One is struck by the beautiful scenery from Jammu to Srinagar. Srinagar is known for its famous Dal Lake which attracts thousands of tourists from India and abroad. The tourists stay for a couple of days in the houseboats in the Dal Lake. The city is surrounded by snow-covered mountains, beautiful lakes and brilliant rivers. It is a pleasant experience to stay in boats amidst water and natural surroundings. The vendors come in boats to sell vegetables, fruits, dry-fruits, carpets and *pashmina* shawls to the tourists staying in houseboats. Shalimar Garden and Nishant Garden are the two famous gardens which remain crowded in summer. Chashumd Shahi is another beautiful spot that holds attraction for the tourists. There are several saffron fields where saffron is grown by the Kashmiri farmers. Huge orchards in the valley produce variety of fruits. Srinagar is rightly considered a paradise on earth.

(C) OBJECTS

A CEILING FAN

A ceiling fan is a commonplace thing in every home. It is very useful in summer because it provides comfort and relief from the heat of the summer. Most of us sweat in summer and the air of the ceiling fan provides respite. It is basically made of iron and is available in various sizes 36", 48", 56". A ceiling fan is fixed in the ceiling by a strong iron hook. It has an electric motor which moves round and round, when electrically charged. Three huge blades are fixed on it. These blades circulate the air in the room and keep us cool and comfortable in summer. A regulator is used to increase or decrease the speed of the fan. Most of the fans have a similar shape, but the regulators have different shapes. Ceiling fans are available in different colours. A ceiling fan is reasonably priced and is within the reach of the common people. Most of the people use ceiling fans in their houses.

A MICROWAVE OVEN

A microwave oven is a very useful kitchen gadget. It uses microwaves to heat and cook food in a very short time. A housewife finds it very useful. It consists of a box with a glass door. There is a disk inside, on which you can place a bowl of food. On one side of the box is a panel of in-built switches. There is a provision of a timer in it. When the time set to cook or heat a food item is over, there is a beep sound. The microwave comes in various sizes and shapes. It is not very expensive. That is why, the microwave is found in many city homes. It is a good buy.

(D) EVENTS

THE HAPPIEST EVENT IN MY LIFE

God wished it thus and the sun of happiness shone upon me. A sublime feeling possessed me. I could hardly express it. I wished to share it with my parents. But they were still asleep. I don't know how it occurred to me, I switched on the music system and played the favourite number of my parents. The joyous song filled the house with delight. My parents woke up and wanted to know what had happened to me. I informed my parents that my result was out.

All members of my family rushed to me. They were all agog to hear the news. When I said, "First in the State," they raised a wild shout of joy. Mother was the first to stamp a loving kiss on my brow. Father hugged me in his warm embrace and patted on my back. I was mad with delight. Never before had I experienced such a delightful excitement.

THE SCHOOL FETE

A very colourful and entertaining fete was held on the 27th of March, 2017 in the school campus. The whole campus was tastefully decorated with colourful banners and shining paper creepers. The Deputy Commissioner of Amritsar was the chief guest. He arrived punctually at 10.00 a.m. The principal Mrs Paul welcomed him. The hostel students presented group dances. The chief guest declared the fete open by the cutting of the tape. Then accompanied by the principal and some senior teachers, he took a round of the stalls and encouraged the students. Some T.V. Stars and folk singers had been invited. They presented their chosen items. The students enjoyed the fete very much. The vice-principal thanked the guests and staff members.

Worksheet 7

Grammar : Description (Persons/Places)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Give a description of your role model in life.

HINTS

- my uncle, Sh Ramesh Kumar, my role model
- a hardworking, honest, devoted businessman
- simple habits, high thinking
- very helpful to me
- want to emulate him in my life

Space for Answer

2. Give a description of a labourer.

HINTS

- general appearance
- kind of work done
- how his work is useful to society
- wages
- kind of life he lives

Space for Answer

3. Write a description of a shopping mall in your town/city.

HINTS

- name, location
- description of the building
- variety of showrooms
- theatre(s), canteen, if any
- popularity

Space for Answer

Worksheet

8

Grammar : Description (Places/Objects)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

4. Describe the playground of your school.

HINTS

- the playground of our school located at the back of school building
- quite big, properly fenced
- divided into different sections, each devoted to a particular game
- viewer galleries
- trees, well laid-out lawns

Space for Answer

5. Describe a mobile phone you have recently purchased.

HINTS

- brand name
- shape, size, colour
- various features
- utility

Space for Answer

6. Describe a piece of furniture recently purchased by you.

HINTS

- a seven-seater sofa set recently purchased
- made of teak wood, beautifully engraved
- the main sofa, consists of 3 seats + 2 pieces of 2 seats each
- sky-colour velvet cloth
- cost about ₹ 50,000

Space for Answer

Worksheet

9

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Grammar : Description (Objects/event)

7. Give a factual description of an airconditioner.

HINTS

- a popular gadget
- window and split versions
- available in different capacities
- very useful in summer

Space for Answer

8. A street quarrel is quite a common event. Describe any such quarrel witnessed by you.

HINTS

- two children quarrelled over a game
- the mother of one child came, and slapped the other child
- soon the two families began to abuse and accuse each other
- men also joined the quarrel
- an old man intervened, showed the same children playing happily in a corner

Space for Answer

LETTER WRITING

PART - II

LONG COMPOSITION

- Letter Writing
- Story Writing
- Report Writing
- Email
- Speech
- Article
- Debate

Relationship	Complimentary close
Friends	Your affectionately/Your Ever/love, etc.
Family members	Your affectionately/Your loving son/daughter, etc.
Relatives	Your affectionately/Your sincerely/Your loving respect, etc.

4. LETTER WRITING

Till recently writing letters has been quite a common activity. Though we have almost stopped writing personal letters, official letters are still in vogue. In fact, letters cannot be totally avoided.

Mainly, there are two kinds of letters :

1. Informal (Personal) Letters
2. Formal Letters

1. INFORMAL LETTERS

Informal letters are also known as personal letters as they are written to parents, relatives and friends. They are informal in style and tone. They are written to :

- ▶ convey our thoughts and feelings
- ▶ make requests
- ▶ give some advice or suggestion
- ▶ give or seek some information
- ▶ apologize
- ▶ extend invitation, etc.

IMPORTANT PARTS OF AN INFORMAL LETTER

(a) **Address and Date** : The address of the letter writer is now generally written on the top left side, without end-punctuation :

120-B Sarojini Nagar
New Delhi
5th October 20...

Note : Do not write date as 5-10-2017 or 5/10/2017

(b) **Salutation** : The salutation, written below the date in the address with some margin, depends on the relation of the letter writer with the person to whom the letter is written (recipient) :

Dear Father, Dear Mother, Dear Brother, Dear Uncle, Dear Ravi

(c) **Body of the Letter** : It contains the main idea(s) the letter writer wants to convey.

(d) **Ending** : The letter must have an appropriate ending in accordance with the salutation used before.

<i>Relationship</i>	<i>Complimentary close</i>
Friends	Yours affectionately/Yours Ever/Love, etc.
Family Members	Yours affectionately/Your loving son or daughter, etc.
Relatives	Yours affectionately/Yours sincerely/Your loving nephew, niece, etc.

(e) **Signature** : The letter writer must either mention his name or formally sign the letter.

SAMPLE INFORMAL LETTER

House No. followed by the street, town, etc.

Sender's Address

15 C-Block Lajpat Nagar

Patiala.

End-line punctuation

Date

5th May 20...

Salutation

Dear Amrita

The body of the letter. It contains all the information. Divide it into paragraphs.

You'll be delighted to know that the marriage ceremony of didi Sudha has been fixed. The engagement will be performed on May 10, followed by the marriage ceremony the next day, that is, on May 11.

I have invited all my friends whom you know well - Lakshmi, Reeta, Amita, Prerna.

Please do make it a point to come here on May 9 or even before if you can manage. I need your help.

Mom has specially requested you to come a few days ago. She also wants your parents to come and bless didi.

Please confirm your programme at the earliest. We shall enjoy a lot.

Convey my regards to your parents and extend the invitation on my behalf.

Complimentary close

Write soon.

Subscription

Yours affectionately

Signature/ Name of the letter writer

Neeti

SOLVED EXAMPLES

1. You are Madan/Mohini living at 110-B, Kartar Nagar, Pathankot. Write a letter to your friend telling him/her about a birthday party you have attended recently.

110-B Kartar Nagar

Pathankot

July 21, 20...

Dear Seema

I got your letter yesterday. You are quite curious to know about our friend Reema's birthday party. I did attend it. Frankly speaking, I did not like it at all. I went to attend it with great enthusiasm but came back quite sullen.

The party was arranged in a big hall in a big hotel. When I reached there, I was simply amazed. There was a large crowd of people. I could not find Reema. Nor could I trace any of our common friends. No one paid any attention to me for a long time. I greeted Reema's parents. They were also too busy to say a few words. I sat alone on a chair. I had to ask for a glass of coke. Then after half an hour, I could see Reema. She was, of course, affectionate and warm. I gave her a gift. She took it without saying 'thanks' and went away. The cake was cut and distributed. There was so much noise made by the DJ.

As there was no friend to talk to, I felt bored. After a while, I called Dad on the phone and went back home before the dinner was served.

Reema was too busy with her own friends and relatives.

Since then I have not bothered to meet her.

So this was all about Reema's party!

When are you coming to see me?

Pay my compliments to your parents and Ratan.

Yours sincerely

Mohini

2. Write a letter to your friend advising him to spend less time on watching TV programmes and pay more attention to his health and studies. You are Balbir/Mohini of 15-C, Green Enclave, Amritsar.

15 Green Enclave

Amritsar

May 10, 20

Dear Mohan

I got a letter from your father yesterday. It is really surprising to know that you spend hours together on watching useless TV programmes. No wonder, you have miserably failed in almost all the papers in your house test. You don't go out for a walk. You remain confined to the TV room. Neither you go to see a friend nor does anyone come to see you at home. It seems you don't have any good friend worth the name.

Dear Mohan, you must realize that you are committing a blunder in viewing excessive TV. You are neglecting your studies. You have become unsociable. As you do not take interest in any outdoor physical activity, you have become weak and irritable.

Please cut down on your TV hours. Take interest in outdoor activities. Try to have one or two good friends. Go for a daily morning or evening walk. Start taking interest in your studies.

I hope you'll consider my suggestions and develop healthy habits. See you soon.

Bye.

Yours affectionately

Balbir

3. You are Mohit/Seema living at 430, Urban Estate-I, Karnal. Write a letter to your uncle telling him about the places you are going to visit during your winter break tour.

430 Urban Estate- I

Karnal

December 4, 20...

Dear Uncle

You know we are going on a 10-day educational tour during this winter break. The tour has been arranged by the History Association of our school. I have already bought the necessary items for the trip.

In Delhi we'll stay for two days and visit the Red Fort, the Qutab Minar, the India Gate, etc. We also plan to see the National Museum which is a treasure-house of our art and culture.

Then we'll visit the Taj at Agra. We hope to see the majestic Taj on a moonlit night.

Thereafter, we will go to Jaipur and visit historical places there. I am quite excited to see the Pink City, particularly its famous Hawa Mahal.

We shall be back to Karnal in the first week of January. I hope you will be back from your Singapore tour by that time. Then we will share our experiences with each other.

Convey my regards to dear Aunt and love to Rohan.

Yours affectionately

Seema

Worksheet

10

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Informal Letter

1. You are Mohit/Reema living at 60-C, Model House, Rohtak. Write a letter to your father requesting him to come back as soon as possible as your grandfather has fallen ill.

HINTS

- grandfather suffering from high fever,
- his condition worsening despite treatment
- misses you a lot
- do come at the earliest

Space for Answer

2. Write a letter to your friend describing him about a book fair held in your school. You are Lata/
Narinder of 40-R, Model House, Faridabad.

HINTS

- a book fair in our school
- various publishers
- books on all subjects
- bought some interesting story books
- would like to share with you

Space for Answer

Worksheet

11

Writing: Informal Letter

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. Write a letter to your friend telling him/her your plans for the summer vacation. You are Amita/ Pravesh of 35, Sector 43, Panchkula (Harayana).

HINTS

- long summer vacation
- plan to visit Shimla for a week
- may join some hobby class
- will do my homework at the earliest

Space for Answer

4. You are Ravi/Suman living at 10-B, Gopal Nagar, Agra. Write a letter to your sister seeking her advice on how to become a good speaker.

HINTS

- want to become a good speaker
- feel shy in the presence of others
- the mind goes blank
- lack of confidence
- give some tips

Space for Answer

FORMAL LETTER

A formal letter is written to an official or the editor of a newspaper. A letter/application to the principal of a school/college is also formal in tone and style.

The function of a formal letter is to :

- (i) lodge a complaint
- (ii) place/cancel an order
- (iii) share views (in case of a letter to the editor)
- (iv) make a request, etc.

DRAFTING A FORMAL LETTER

(a) Address and Date : The letter writer uses his address and date on the top left side, followed by the brief address of the recipient of the letter, as follows :

120-B Sarojini Nagar

New Delhi

5 October 20...

The Editor

The Times of India

Delhi

(b) Salutation : If the letter is directed to an individual, we write : Dear Sir/Madam. If it is written to a firm or organisation, we write : Dear Sirs.

(c) Heading : The heading of the subject is often given below the salutation :

Dear Sir

Subject : Placing an order for books.

(d) The Body of the Letter : It contains the subject matter put in a clear and concise manner.

(e) Subscription : Use the following expressions in accordance with the salutation :

Dear Sir/Sirs : Yours faithfully

Dear Mr R.K. Sharma : Yours sincerely

(f) Signature : The letter writer signs the letter, clearly mentioning his/her name and designation.

A. LETTER/APPLICATION TO THE PRINCIPAL

An application/letter to the principal is written to

- » make enquiries or requests
- » get admission
- » seek leave or exemption
- » make complaints
- » offer suggestions, explanations or apologies, etc.

IMPORTANT POINTS

- » Introduce yourself briefly – name, class, roll no.
- » Mention the purpose of writing.
- » Make the request politely.
- » Add complimentary close.
- » Don't forget to sign your name.

B. LETTER TO THE EDITOR

A letter to the editor of a newspaper is written to express views on topics of general interest to draw the attention of the general public, government authorities or officials.

IMPORTANT POINTS

- » Introduce the topic on which you want to express your opinion.
- » Give your comments logically.
- » Give the background in case of a problem in your area.
- » Do not appeal to the editor for help.
- » Conclude with a hope, suggestion or warning.

C. LETTER TO AN OFFICIAL

A letter is written to an official to draw his attention towards a problem or issue and suggest some steps to solve it. The official may be an engineer, a bank manager, a municipal authority, a police officer, etc.

IMPORTANT POINTS

- » Introduce the problem or issue, and how and why you are concerned about it.
- » Give details of the issue.
- » Make request for necessary action.
- » Conclude with hope or suggestion.
- » Be polite and firm.

SAMPLE FORMAL LETTERS

A. LETTERS TO OFFICIALS

1. You are Veena/Mohit, living at Flat No. 204, Gandhi Colony, Lucknow. Write a letter to the General Postmaster of the main post office of your town complaining against the late and irregular delivery of letters in your locality.

Sender's address	Flat No. 204 Gandhi Colony Lucknow
Date	5th May 20...
Receiver's Designation & address	The General Postmaster General post office Lucknow
Salutation	Dear Sir
Subject	Sub : Late and irregular delivery of mail
Body of the letter	<p>I regret to draw your attention to the late and irregular delivery of mail in this part of the town.</p> <p>My friend sent me a letter by speed post. The letter arrived a week after the ordinary mail would arrive. Some of the interview letters for my elder brother reached after the date of the interview.</p> <p>Ratan Kumar, the postman of our beat, seems to be an irresponsible person. It is he who is mainly responsible for late delivery of letters. He does not appear for many days together.</p> <p>Moreover, he never cares to put letters in letter boxes.</p> <p>Kindly look into the matter personally. The concerned postman should be transferred or strictly warned to be more careful in discharging his duties.</p>
Complementary close	Yours faithfully
Signature	Mohit

2. You are Sumit/Radhika of 9, Lawrence Road, Amritsar. Write a letter to the Superintendent of Police (Traffic), complaining against the careless attitude of the traffic police towards rash driving, emission of too much smoke by vehicles and other violations of the traffic rules in the city.

9 Lawrence Road

Amritsar

4th May 20.....

The Superintendent of Police (Traffic)

Police Headquarter

Amritsar

Subject : Careless attitude of traffic police

Sir

I want to draw your attention towards the careless attitude of traffic police towards the violation of the traffic rules in the city.

Rash driving by teenagers has assumed dangerous proportions. The youngsters can often be found driving their bikes at breakneck speed. They often drive without proper driving licenses and helmets. They cause many avoidable accidents. Traffic constables seldom check their papers or challan them for violation of the traffic rules.

Then the three-wheelers run on kerosene emit excessive and poisonous smoke, polluting the atmosphere. Nobody has ever taken any action against the drivers for this offence.

The bus and truck drivers use pressure horns and often jump red lights with impunity.

You are requested to instruct the police to regulate the traffic properly and take stringent action against the violators of the traffic rules.

Yours faithfully

Sumit

B. LETTER / APPLICATION TO THE PRINCIPAL

3. You are Tapas/Tamanna. Write an application to the Principal of your school requesting him/her to exempt you from appearing in the first term examination.

Receiver's address	→	<i>The Principal Delhi Public School Panchkula</i>
Date	→	<i>10th May 20...</i>
Salutation	→	<i>Respected Sir</i>
Subject	→	<i>Sub : Request for exemption from appearing in the First Term Exam</i>
Body of the letter	→	<p><i>I am Tapas, a student of class VIII A, Roll No. 10. I am unable to appear in the first-term examination, starting w.e.f. 17th May 20... . I could not prepare for this examination because of a severe attack of jaundice. The doctor advised me to take complete bed rest at least for three weeks. I have already submitted the medical certificate in the school office.</i></p> <p><i>I could not pay any attention to my studies. Now, the doctor has asked me not to exert myself for at least ten more days. Under these circumstances, I may kindly be exempted from the forthcoming examination. I am, otherwise, very regular in my studies. Last year I stood second in my class. I hope you will realise my problem and grant me exemption.</i></p>
Complementary close	→	<i>I shall be highly obliged to you.</i>
Signature	→	<i>Yours obediently Tapas</i>

Note : The word 'sincerely' or 'faithfully' in place of 'obediently' is preferred nowadays.

4. Write a letter/application to the Principal of your school seeking permission to join a hiking/trekking expedition being organised by the local Lions Club in Kamano Hills in December.

The Principal

Central Secondary School

Mohali (SAS Nagar)

26th November 20...

Madam

Subject : Permission to join hiking/trekking expedition

My name is Sudha Joshi and I am a student of class VIII-A, Roll no. 10, residing in the school hostel.

I want to join a hiking/trekking expedition arranged by the local Lions Club in Kamano Hills, from 2nd to 10th December 20... This expedition, I hope, will enable me to learn a lot and imbibe in me qualities like team work, leadership, discipline and social interaction. As a representative of my school, I will do my best to excel in whatever I do.

Kindly permit me to join the expedition and issue me a No Objection Certificate which I am to submit to the organizers on 1st December.

Thank You.

Yours sincerely

Sudha Joshi

C. LETTER TO THE EDITOR

5. Write a letter to the editor of The Times of India expressing your views on the food habits of teenagers. You are Gaurav/Meena of 110-E, Indirapuram, Bengaluru.

Sender's address → 110-E, Indirapuram

Bengaluru

Date → 8th June 20...

The Editor

Receiver's address → The Times of India

New Delhi

Salutation → Sir

Subject → Sub : Food habits of teenagers

Let me express my views on food habits of teenagers of today in your popular newspaper.

Body of the letter

It is a matter of concern that the youngsters have developed bad food habits these days. Most of them do not like simple, home-made food which is hygienic and nutritious. They are fond of only spicy fast food which includes burgers, pizzas, noodles, samosas, so on and so forth. The problem with such food is that it is harmful to health. It is junk food, full of ample calories.

The teenagers in our schools must be taught what to eat and what to avoid. It is the duty of both parents and teachers to tell them to eat lots of fruit, green vegetables, nuts, etc. and take milk products liberally. They should be urged to go in for regular exercise. Only then can they be physically healthy and mentally alert.

Complementary close → Yours faithfully

Signature → Meena

6. Write a letter to the editor of a newspaper commenting upon the 'Make-in-India' Campaign.

105-C Rajouri Garden

New Delhi

5th March 20...

The Editor

The Hindu

New Delhi

Sir

Subject : Prime Minister's 'Make-in-India' campaign

Let me express my views on the Prime Minister's 'Make-in-India' campaign through the columns of your esteemed paper.

The call for 'Make-in-India' by Prime Minister Modi is timely and much-needed. If big companies from abroad start manufacturing their products in India, it will certainly create new employment opportunities for our youth. It will also benefit India financially. However, foreign investors have serious reservations about our economic policies, land and labour laws. Unless we create congenial atmosphere for investment, 'Make-in-India' campaign will remain a pipe dream.

Yours truly

A.K. Gupta

2. Write a letter to the librarian of your District Library, giving some suggestion for improvement in its working. You are Chetan/Seema living at 21, Defence Colony, Ludhiana.

HINTS

- reading hall needs urgent attention
- proper furniture and proper lighting essential
- open-shelf system be introduced
- the working hours be increased

Space for Answer

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You are Rajan/Reema living at 405, Nehru Enclave , Delhi. Write a letter to the manager of a public sector bank, enquiring into the rules for opening an account.

HINTS

- still a minor, studying in VIII class
- wants to open a savings bank account in your bank
- documents needed
- facilities like cheque book, ATM card, etc.

Space for Answer

4. Your school is organising a science exhibition. Write a letter to the Education Minister of your state requesting him to be the Chief Guest at the inaugural ceremony. You are Mohit/Manisha, Secretary, Science Club of NK High School, Meerut.

HINTS

- science exhibition being arranged on May 16
- junior students, main participants
- many scientific models to be displayed
- would appreciate if you come and inaugurate the exhibition

Space for Answer

Worksheet

14

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Formal Letter

5. Write a letter to the Principal, SM Public School, Kamal, suggesting the introduction of computer classes for VIII class students after the normal working hours. You are Kanika/Gaurav of 40-B, IGT Road, Kamal.

HINTS

- knowledge of computer, a must these days
- special computer class be arranged for VIII class students
- nominal fee be charged
- will greatly benefit all students

Space for Answer

6. You are Vibhor/Vibha studying in VIII-A class. You love your school and wish that it should be an ideal school for others to follow. But there are some deficiencies in it. Write a letter to the Principal of your school bringing to his/her notice some improvements needed in the school. Give some concrete suggestions also.

HINTS

- need to pay attention to cleanliness of classrooms
- eatables not worth eating in the canteen
- no proper cycle shed
- the need to make students more disciplined

Space for Answer

Worksheet

15

Writing: Formal Letter

Date

Name

Class & Sec.

Roll No.

Marks OBT.

7. You are Parmod/Ragini, the Head Boy/Girl of Oxford Public School, Jaipur. Write a letter to the Principal of the school requesting him/her to arrange a summer camp for the junior students during the summer vacation.

HINTS

- summer vacation, an ideal time to learn new skills
- a summer camp may provide a good opportunity in this regard
- request for the summer camp, maybe for 15 days or more
- nominal fee be charged

Space for Answer

8. You are Sakshi/Sahil studying in Modern Public School, Mussorie. Write a letter to the Principal of your school requesting him/her not to allow the students to go out of the school campus during the recess period in which they generally eat unhygienic food.

HINTS

- students go out during the recess
- eat unhygienic food
- roadside vendors – a nuisance
- disallow the students to go out during the recess

Space for Answer

Worksheet

16

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Formal Letter

9. You are Mandeep/Mohini of 60, Guru Nanak Nagar, Pathankot. Write a letter to the editor of a newspaper expressing your views on too much homework given in schools.

HINTS

- excessive homework given to students
- deprives the learner of joy of learning
- no time left for outdoor activity, sports or games
- teachers ought to minimize homework

Space for Answer

10. Write a letter to the editor of a newspaper expressing your concern over rash driving by youngsters without any driving license. You are Rohit/Deepa living at 14/10 Lajpat Nagar, Bathinda.

HINTS

- school going boys and girls driving bikes
- not eligible to drive, no driving license
- follow no traffic rules
- drive at a breakneck speed
- parents main culprits
- traffic police should take stringent action

Space for Answer

Worksheet

17

Writing: Formal Letter

Date

Name

Class & Sec.

Roll No.

Marks OBT.

11. Write a letter to the editor of a newspaper highlighting the benefits of using the Internet for educational needs by the school-going students and making an appeal to parents not to discourage the use of the Internet by their children.

HINTS

- the Internet, a great source of education
- provides a lot of information on all topics in every subject
- e-books greatly help the students
- specific Apps may be used for specific learning
- parents should encourage their children to make good use of the Net

Space for Answer

5. EMAIL

Writing an email has become quite common in our times. It is so because it has taken the place of the traditional letter. In fact, it is nothing but a letter which is sent through the Internet rather than through the mail. There is only a slight difference between the two in style/format.

ADVANTAGES

- ▶▶ It is the cheapest and the quickest way of communication.
- ▶▶ It can be used to send messages to more than one person simultaneously.
- ▶▶ It can be read at one's convenience.

DISADVANTAGES

- ▶▶ A lot of junk mail may be received.
- ▶▶ It is 'too' quick. Sometime we click the 'send' button without a thought and then regret sending the message.
- ▶▶ It lacks privacy, especially when several copies are sent.

How to write an email

- ▶▶ Write your email address in the beginning.
- ▶▶ Give correct time and date.
- ▶▶ Mention the correct subject.
- ▶▶ Write the proper salutation (as done in the case of a letter). Don't forget to write it.
- ▶▶ Write your message as briefly and clearly as possible.
- ▶▶ Give a nice close.
- ▶▶ Don't forget to sign your email.
- ▶▶ Don't use such abbreviations as r (are), u (you), 2 (two), c (see), etc.

Important Points

1. From : Write your e-mail address in this section.
2. To : A person who is receiving the e-mail message.
3. Cc : It stands for the carbon copy. It is an exact copy of the message.
4. bcc : It stands for the blind carbon copy. If you want to send the same message to several people, you take the help of the Bcc.
5. Subject : Your message is written in this section.
6. Signature : The sender mentions his or her name after the message, even when there is no need of it.

FORMAT OF AN EMAIL

Mail Address Book Calendar Preferences

Send Cancel Save Draft Add Attachment Spell Check Signature Options

To: Seema@gmail.com

Cc:

Subject: Happy Birthday!

Times New Roman 3 (12pt) § [Text Alignment Icons] [Text Color Icon] [Text Background Color Icon] [Text Size Icon]

Dear Seema
Accept my heartiest wishes on your birthday.
May God grant you health, peace and prosperity. Hope you have arranged a party for friends.
Enjoy yourself. Your birthday gift will reach you in a day or two.
Meenakshi

SOLVED EXAMPLES

1. You are Kamal/Kamini. Send an e-mail to your friend, Deepak/Deepika, congratulating him/ her on winning a prize in a debating contest.

Header → From kamini@yahoo.com
Date 20 : 7 : 10 16 : 06 : 29
To deepika@gmail.com
Subject Congratulations!

Salutation → Hello Deepika

Body of the Email → Do you know what happened yesterday ? I picked up the newspaper. What a great news! My friend, Deepika, declared the best debator of my State ! My heart was throbbing fast. I picked up my cellphone. But everytime the same indifferent answer "The subscriber is unreachable".

First of all, accept my heartiest congrats on this great achievement. I know you are a great speaker. You have the gift of the gab, a clear and logical thinking. All these qualities along with your confidence are the great qualities of a great debator.

I know that this success is another feather in your cap. You have a long road of achievements to cover. I do hope that you will bring laurels to your alma mater and your parents.

When are you going to give us a treat ?
See you soon.

Sender's name → Kamini

2. You are Manoj/Ramini. Write an email to your father who is away on a tour to Dubai, telling him what happened during his absence.

From rakesh@gmail.com
Date 21 : 2 : 19 12 : 08 : 35
To rksharma@yahoo.com
Subject Home news

Dear Father

Hope you'll be enjoying your stay.

You'll be delighted to read this mail. The happiest news is that Surabhi has stood first in the CBSE 10+2 exam. We are all very happy on her rare achievement. The media people had been ringing us and seeking an interview with Surabhi. We really missed you on the special occasion. The interview was conducted and it appeared in the next day's issue.

Grandpa is improving very fast. He had chest infection which resulted in high fever. The doctor has given treatment and has assured that there is nothing to worry. You need not worry.

We are missing you a lot. I'll send Surabhi's interview published in the paper tomorrow. When are you coming back ?

We all miss you !

Manoj

3. You are Parmod/Ragini. Write an email to the Manager, Universal Book Depot, complaining against the wrong delivery of books against your order.

From parmod@yahoo.com
Date 20 : 2 : 19 15 : 07 : 20
To universaldepot@gmail.com
Subject Wrong delivery of books

Dear Sir

Please refer to my order no. 110-C, dated 10th Jan, 2019.

I am sorry to bring to your notice that I placed an order of two copies of *The Adventures of Tom Sawyer* and ten copies of *The God of Small Things* but you have sent books on Physics and Chemistry. I think this mistake has taken place due to either oversight or negligence of your staff put on despatch duty.

I had never faced such a problem in the past. Now the new academic session has already started. We urgently need the books already mentioned in our above-quoted order. Please make it sure that our order is executed at the earliest, otherwise we are going to face an awkward situation. If possible, send these books through a courier service.

Waiting for a quick response

Parmod

Worksheet

19

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Email

3. Write an email to the secretary of the Welfare Association of your colony complaining against taking no step to stop the residents from wasting water, and throwing garbage in the open.

In your assignment you should

- refer to the decisions taken in a general house meeting
- mention that no step seems to have been taken against those who waste water and throw garbage in the open
- say that only heavy fines may work

Space for Answer

4. Send an email to your teacher informing him/her that you will not be able to take the test on Saturday.

In your assignment you should

- inform your teacher that you are lying ill for a week
- tell him that you won't be able to take test on this Saturday
- assure him that you would do so on any day next week

Space for Answer

6. ARTICLE

An article is a piece of formal writing. It is meant to be published in a newspaper or magazine. It is written on a given topic. It is often divided into paragraphs. The topic is introduced in the beginning. It is then logically developed. The last para contains the conclusion.

PURPOSE

- » to share one's thoughts and feelings
- » to convey some information
- » to entertain and enlighten

STEPS IN WRITING AN ARTICLE

- » **Collecting material** : You can get the required information on any topic on the internet or in a good library. You can consult your teacher to get useful tips. The Internet, books, magazines and newspapers also provide a lot of material.
- » **Arrangement of material** : You should first of all make a proper selection of the collected material. Then you should think about the various points and prepare an outline of the main heads under which you are to arrange the material.
- » **Rough and final drafts** : If there is time, you should prepare a rough draft and then go through it carefully. You should then make corrections and improvements and rewrite the final draft.

PARTS OF AN ARTICLE

- 1. Title** : First of all, you should give a title to your write-up. It should be brief, though there are no hard and fast rules for it. It should be apt, catchy, suggestive, thought-provoking and clearly understandable. In brief, it should catch the attention of the readers.
- 2. Body** : The body of an article is the nucleus of a composition. It is an organism, a well structured, well-organised and well-defined part. It should have a proper beginning, a natural middle and a logical conclusion. It can be divided into 4-5 paragraphs but without any heading. The conclusion should be a summing-up of points discussed early.
- 3. Ending** : The ending must be satisfying. It should give the impression that nothing more is required to be written.

SAMPLE ARTICLE

Write an article on the topic 'Price Hike' highlighting the causes and solutions of the problem.

Title/Heading	Price Hike	Byline (Author's name)
Introductory para	One of the most outstanding problems is that of price hike. Prices of almost all the essential commodities have risen so high during the last two years that the budget of the common man has been badly disturbed.	— Amit
Development / Exposition	One of the reasons of this price hike is hoarding and black marketing. Big businessmen hoard commodities of daily use, with the intention of profiteering. Artificial scarcity is created and things are sold in black market. Another reason of price rise is over-population and faulty distribution of things. The increased demand has also led to price hike. Increase in taxes and prices of petroleum products also cause increase in the prices of all consumer goods. Some wrong policies of the government also lead to overall increase in prices. The common man is thus hit hard. It becomes difficult for him to make both ends meet. Scams involving money to the tune of crores have been unearthed. The huge amount of black money badly affects the economy.	
Conclusion	It is the duty of the government to control rising prices. Black marketeers should be strictly dealt with. What we need is firm will to control the prices.	

SOLVED EXAMPLES

1. Write an article on the topic 'Digital India'.

Digital India

— Anushika

Prime Minister Narendra Modi announced a mega project called Digital India. Its main purpose is to make governmental services paperless by using electronic devices like computers, mobile phones, biometric machines, etc. It also aims at linking people and the government electronically.

In a few years, it would be possible for us to pay all our bills on-line. We are already able to make use of e-booking of railway and air tickets.

The government records are being fully computerized. The broadband highways would be made available for fast communication. A mass messaging application has been developed by DeitY that will cover all MPs, MLAs and government employees. Biometric attendance in all government offices would increase efficiency. All universities and colleges are going to be on National Knowledge Network (NKN). Teleconferences would bring essential services easily available to people.

In short, the face of India will be totally changed in the coming years. Digital India project is worth pursuing. Despite its shortcomings, it is going to be a revolutionary step in making India a developed country.

2. You are concerned about the craze for speed among the youngsters. Write an article on the topic 'The Craze for Speed'.

The Craze for Speed

— Ankita

There is no doubt that speed gives us a thrill, a joy which elevates us and makes us feel that we are leaving the world behind. This thrill the horse riders used to enjoy in the past and it is being enjoyed by the young boys on their bikes. The young boys are in fact crazy for speed. They love to ride their motorbikes at very high speed.

Film stars are their idols and they want to copy them. Once they are on their bikes, they forget the world. They ignore all traffic rules. In haste they overtake from the wrong side and even jump red lights. No wonder, they involve themselves in many avoidable accidents. Such youngsters endanger the lives of others moving on the road. The traffic police must penalise those who break traffic rules. It must set speed limits on different roads in the city. Parents, too, should inculcate in their children the traffic sense and the need for safe driving.

3. Mobile phone has brought a revolution in the field of communication. During the last one year or so, more than a million new mobiles were purchased and as many new connections were taken. But it is a matter of concern that students are misusing the mobile phones. You feel concerned and you want to make a plea to the students not to misuse their mobile phones. Write an article for your school magazine. You are Rohit / Seema.

Misuse of Mobile Phones

— Rohit

There is no doubt that mobile phones are very useful as a means of communication and entertainment. But it is a matter of concern that most of the students misuse their mobile phones. They waste a lot of their precious time in useless chatting on mobile phones. They use mobile phones to listen to their favourite songs in the school campus itself. In the canteen also the loud sound of the songs disturbs others. Some students indulge in sending indecent messages and clippings to their friends. Many teenagers use their mobile phones while driving, little realizing that they are risking their own lives as well as the lives of others.

Therefore, mobile phones should be banned on every school campus. Students should switch them off, as soon as they enter the school premises.

4. Write an article on the topic : 'India's Performance in the Rio Olympics.'

Indian's Performance in the Rio Olympics

India has been trying hard to improve its performance in each Olympic Games. Over the past few years it has registered its presence by winning a few medals. But keeping in view the status and size of our country, our performance has never been up to the mark.

In the Rio Olympics – 2016 India's performance has been quite dismal and disappointing. For days together India remained medalless. Our star sportspersons such as Sania Mirza, Saina Nehwal and even Abhinav Bindra could not win a medal for the country. Only during the last few days two of our sportspersons brought some glory to India. PV Sindhu won the silver medal in badminton, while Sakshi Malik won the bronze medal in wrestling. Dipa Karmarker stood fourth in gymnastics, but her performance was lauded by everyone. In all other sports, our players were failures.

Unless Indian government takes all the necessary steps our performance in the Olympics cannot improve. Games and sports should be made compulsory at school levels. Talented boys and girls should be given all kinds of help so that they can develop their talent properly. Sufficient funds must be made available to all games and sports.

Worksheet

20

Writing: Article

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. You feel concerned about the cutting down of trees in and around cities and towns in India. Write an article on the topic 'Importance of Trees'.

Hints

- trees are important to sustain life
- have many advantages; provide shelter, purify air, prevent soil erosion, etc.
- lack or absence of trees lead to unusual hot weather conditions, air pollution, etc.

Space for Answer

Worksheet

21

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Article

3. Write an article on the topic 'Health and Food'.

HINTS

- health mainly depends on food
- value of good, nutritious food
- avoid fast, fried food, packaged food, fizzy drinks
- eat food moderately and regularly

Space for Answer

4. You feel that the 'Swachh Bharat Abhiyan' is not going to work if people do not change their mindset. Write an article on 'Swachh Bharat Abhiyan and People's Cooperation'.

In your assignment you should

- say that no movement succeeds without people's active participation
- mention that so far 'Swachh Bharat Abhiyan' has been a mere occasion for photo-session for politicians
- tell that there has been no change seen on the ground
- regret that everywhere there are heaps of garbage, dirt, broken roads, remnants of plastic bags and wares
- suggest that people must take steps at mohalla level to keep cleanliness

Space for Answer

Worksheet

22

Writing: Article

Date

Name

Class & Sec.

Roll No.

Marks OBT.

5. Write an article on moral degradation among sportspersons. You are Kamal/Sandeep.

HINTS

- moral degradation in sports, now a reality
- sportspersons play for money only
- urgent steps needed to weed out the corrupt
- selection of sportspersons should be above board

Space for Answer

7. STORY WRITING

An account of a situation involving some characters is generally known as story. It must have conflict and suspense, otherwise it fails to appeal to the readers. Characters in a story are usually human beings. Animals, fairies, ghosts, etc. as characters talk and behave like humans.

The story can be written as an observer using third person — “Ramesh was born in a poor family, yet he” Or it can be written using first person — “I woke up quite early and went out to see them. On my way...”

ELEMENTS OF A GOOD STORY

- 1. Plot :** A good story must have a plot or a storyline which should have a beginning, a middle, and an ending. It must be able to sustain interest of the readers. All the events should logically lead to a climax, and then to an interesting conclusion. The middle should be an expansion of the beginning and the climax should be the result of the middle. The end should be a natural outcome of the climax of the story. A story may also begin in the middle and move back and forth.
- 2. Order :** The events that have to make up the story should be related in the order of time in which they occur. This will provide coherence and unity to the plot of the story. In this way, there will be no scope for ambiguity or vagueness.
- 3. Proportion :** In order to sustain interest of the readers, you must differentiate between the more important and the less important points. Expand the main points but ignore the irrelevant and superfluous details. Do not be in a hurry to end the story abruptly. The end should be the natural outcome of the climax.
- 4. Characters :** The characters of the story must be lifelike and convincing. You must include their physical features and specific characteristics to make them look real. The description of their habits, manners, eccentricities and idiosyncrasies will make them alive. The characters of the story should not be dull, wooden and flat. They should grow and develop as the story advances. Each character should possess an individuality of his own. He should behave in a natural manner.
- 5. Setting :** In order to make the story real and convincing, you must describe the locality and place to which the characters belong. The background of the events that take place in the story should be described in brief. The background that you describe may be of a school, a home, a hospital, a shop, a factory, a farm, a hotel, a club, etc.
- 6. Dialogue and language :** Characters reveal their nature, temperament and attitude to life and other people, and their views through their speeches. So the characters in a story should be made to converse with other characters. The inner being of the character can only be known through his words. But their dialogues should be clear, comprehensible and to the point.
- 7. Tone :** The tone of your narration should be compatible with the theme of the story. The tone of a humorous story should be different from that of a sad story.

SAMPLE SHORT STORY

1. Write a short story which provides the moral : Gentleness is better than force.

The Sun and the Wind

Once the sun and the wind had a dispute. Each thought himself to be stronger than the other. "Who can doubt my strength?" said the wind, "I can raise a storm in the sea and wreck ships, blow on land and uproot trees and houses. Who can stand against me?" "I shine over the whole world. My heat is the very life of the world. I produce energy which is the lifeline. My strength is acknowledged everywhere", said the sun.

They saw a traveller going along the road. He had a cloak on. They decided to try their strength on him. Whoever could make him take off his cloak, would be the stronger. The wind tried first and blew hard. As the wind blew harder, the traveller held the cloak tighter and tighter. The wind could not make him take off his cloak.

Now it was the turn of the sun. It began to shine with blazing heat. Soon the heat became unbearable. The traveller felt the warmth of the sun and took off the cloak. Thus the sun succeeded in taking off his cloak. It proved to be stronger than the wind.

2. Write a story which illustrates the theme 'Tit for tat'.

Tit for Tat

Of all the Mughal emperors, it is said that Akbar was the most secular. He had a real love and respect for talent. There were nine gems in his *Durbar*. They were men from different walks of life, irrespective of caste, colour and creed. One gem in his court was Birbal.

Birbal was extremely witty. Many times Akbar tried to put his witticism to test. But every time Birbal came out with flying colours. One day Akbar told Birbal that he had had a strange dream. He had seen Birbal coming to the court in a very strange condition. His whole body was immersed in dirt and mud and he looked horrible. He asked Birbal what this dream meant. Birbal thought for a second and answered that he too had a similar dream. He had seen that in a very dirty condition he came to the court. All were shocked to see him covered in dirt. But Akbar, the king, got up from his seat and welcomed him. Akbar not only embraced him but also kissed him. So it was a very auspicious dream which showed the king's love for Birbal. Akbar was very happy to hear Birbal's interpretation of the dream.

3. Write a story which begins with the words, 'Rakesh, the son of a poor widow, was not good at studies.'

Success at Last

Rakesh, the son of a poor widow, was not good at studies. He used to go to school reluctantly. Since he was not interested in studies, he used to while away his time by witnessing the game of tennis, being played in the school ground. He too began to practise the game in an open lawn by striking the ball on the wall. Gradually, he could handle the racquet and the ball. One day he requested his sports teacher to

allow him to play the game. The teacher was impressed by his strokes and Rakesh became his favourite player. He was included in the school team which won the state championship.

Rakesh represented his college team at the state level and again won the state championship. He also completed his graduation, but he could not manage to get any job.

Rakesh, too, was sad and irritated. One day he went to meet his college coach who was surprised to know that he was still unemployed. He approached the police department and got him appointed as an inspector of police out of the sports quota. By his sheer determination and hard work he became a police officer. His mother was proud of her son and was extremely happy. Both lived happily thereafter.

4. Write an original story to illustrate the fact : 'Truth is sometimes stranger than fiction'.

Truth is Stranger than Fiction

I am a travelling salesman and am proud of my knowledge and understanding of the world. I have heard many stories of fraud and deceit and they have become a part of my experience of life. I have always believed that if you remain alert, you cannot be befooled.

One day I was travelling in a non-stop bus from Delhi to Amritsar. I had boarded the bus at 6 p.m. and hoped to reach Ludhiana by 11 p.m. There were not many passengers in the bus. At Ambala a young handsome boy entered the bus. So many seats were vacant. He could have occupied any of these but he preferred to sit with me on the three seater.

The bus started. We talked idly for some time. He said that he had not been able to take supper and in a hurry he had bought a packet of biscuits. After about half an hour he took out the packet, opened it and started eating. I had a slight feeling that he didn't have even the courtesy to ask me. No sooner had the thought entered my mind than he offered the biscuits to me. I thanked him and refused, but he insisted. I took one and had a bite. Within one minute, I lost consciousness. I remember only this that he straightened my body on the seat.

At about 3 a.m., the next day, when all the passengers had got down, I was awakened by the conductor. Slowly regaining my consciousness, I told him that my purse and mobile were missing. I got down. With great difficulty I reached my uncle's home in Amritsar. I told them what had happened. In the morning, I saw the same youngman, mounting the stairs to the first floor. I was told, he was their tenant, a thorough gentleman.

Worksheet

23

Grammar : Story Writing

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Write a story which begins with the line : 'It was a sunny day.....'

HINTS

a sunny day — everyone at home busy — all of a sudden darkness — black clouds — rain —
no one could get to work — rain stopped after two hours

Space for Answer

Worksheet

24

Grammar : Story Writing

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. Write a story which illustrates the idea that honesty pays in the long run.

HINTS

Mahesh — a hard working, sincere bank clerk — got no recognition — remained under debt — accepted no bribe — a rich businessman got impressed — asked him to join his firm at double the salary.

Space for Answer

Worksheet

25

Grammar : Story Writing

Date

Name

Class & Sec.

Roll No.

Marks OBT.

5. Write a short story that ends on this line : "I admired their ingenuity and stopped my futile attempt to block their way". You can use the given hints.

HINTS

saw ants climbing up my tree – had found certain kind of food on the leaves – I was determined to block their way – bound the stem with a sticky tape – ants failed to cross the hurdle – was happy at the victory – in the morning saw leaves filled with ants – ants had climbed the wall and then on to the leaves touching the wall.

Space for Answer

6. Write an original story which illustrates the moral : "Do unto others as you wish to be done by." You can use the following hints.

HINTS

- Rakesh, strict officer, rude to his subordinates
- shouted at his juniors, used abusive language
- transferred on promotion, worked under the secretary to the minister
- failed to satisfy the secretary with his work
- rebuked and abused, felt insulted, hurt
- learnt a lesson, should not have been rude to juniors

Space for Answer

8. SPEECH

A speech, in written form, is an informal piece of writing. It is addressed to the jury/the audience. It is basically meant to be delivered in an assembly. It is, therefore, to be prepared well and delivered effectively.

DRAFTING A SPEECH

Here are some useful tips to draft an effective speech :

- » Keep in mind the target audience while writing a speech. It means that a speech meant for school children ought to be simple and informal. It cannot be like the one meant for professionals or specialists.
- » Be rational, concise and precise.
- » Don't be too informal.
- » Pay attention to (i) clarity of thought and expression ; and (ii) correctness of usage and grammar.
- » Make the beginning quite dramatic and interesting.
- » Conclude on a note of hope, warning or caution.
- » Don't use too many jokes, anecdotes and long quotations.
- » Begin your speech with a salutation as "Honourable principal, respected teachers and dear friends ! Good morning/afternoon !"
- » End your speech with 'Thanks' or 'Thank you'.

DELIVERING A SPEECH

Most of us can write a speech but find it difficult to deliver it properly. Here are some points which can help a budding speaker :

- » Enter the stage confidently.
- » Make an eye contact with the audience.
- » Control your voice and tone.
- » Do not make wild gestures.
- » Learn to speak with a proper accent. It is, of course, not easy.
- » Listen to good speakers again and again and try to emulate any one of them in the beginning.
- » Do not lose heart even if you fail in the first attempt. Continue speaking in the public. You will become a good speaker one day.

SAMPLE SPEECH

Write a speech to be delivered at the Morning Assembly 'How Not to Study', explaining the proper procedure of study.

Heading	→	How Not to Study
Formal address	→	Worthy teacher and dear friends ! Good morning!
Introductory para	→	I am to speak on the topic 'How Not to Study.' We all should think over the ways we study. Some of us study in the drawing room where the TV is on. It is needless to say that studying this way is bad. There is no concentration. What you study is soon forgotten, and you have to repeat the same thing again and again. Then there are those who begin to cram each and everything without any understanding. This habit of cramming may get you more marks but it proves to be harmful in the long run. Rote learning is always bad.
Development/ Exposition	→	No one should study in haste or anxiety. Proper mood is essential for learning. One should stop studying when one is not in mood. Then studying in a noisy environment is useless. A calm and peaceful atmosphere is desirable for studies. Many of us read a book while reclining on the bed. This has bad effect on our back and neck. We should sit erect and read with full alertness.
Conclusion	→	So we all must study in a proper way for desirable result. Thank you.

SOLVED EXAMPLES

1. Your school is organising a speech contest on the corporal punishment in schools. You have been asked by your class teacher to speak against the necessity of corporal punishment. Write the speech :

Corporal Punishment

Honourable Principal, respected teachers and dear friends ! Good morning !

I stand before you to speak against the necessity of corporal punishment in schools. Corporal punishment is totally unnecessary and without any merit in it. Many cases of excessive beating have only underlined this fact. A teacher who beats his pupil black and blue in rage is no teacher. He must not lose his temper even in a grave, provocative situation. If he loses his temper and uses his stick to teach the errant a lesson, he loses his respect in his own eyes.

Corporal punishment given in excess may damage some organ of the student's body permanently. It may create a life long terror in the mind of the learner. He may develop an aversion for studies. Many children run away from home simply because of the fear of the stick. They abandon studies, fall into bad company and become hard-hearted rogues.

Therefore, corporal punishment must be totally banned in schools. Those who believe in the useless dictum "Spare the rod and spoil the child" should better leave the teaching profession and become jailors somewhere.

Thank you.

2. You are Ankita. You have been asked to deliver a speech at a function in your school on the topic 'What do children expect from their teachers ?' Draft the speech.

What do Children Expect from their Teachers ?

Honourable Principal, respected teachers and dear friends ! Today I would like to share my views with you about children's expectations from their teachers.

Children have high expectations from their teachers. First of all, they want their teachers to wear good dresses and look smart. When teachers enter classrooms, they should have smiling, bright faces. The stern-looking faces of teachers take away children's enthusiasm to study. Teachers who are cheerful win instant admiration of their students. They are able to create the right kind of atmosphere for studies. Then, children expect their teachers not to give them corporal punishment. They want them to use gentlemanly ways to correct them. They do not like too much homework. Naturally, they like those teachers who give them light homework and do not spoil their evenings. Moreover, they expect them to be gentle and polite in their behaviour. They dislike rudeness in their teachers. In short, they expect their teachers to be cheerful, gentle and men of understanding.

Thank you.

Worksheet

26

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Speech

1. You are asked by your class teacher to address the class on 'Homework'. Prepare your speech in about 100 words.

HINTS

- homework an essential part of education
- helpful in understanding the topic thoroughly
- encourages the learner to raise questions
- too much homework, bad
- deprives one of leisure, no time left for playing any game

Space for Answer

2. You are Daman. You see that these days the students are very fond of using pressure horns and high-sounding music while driving bikes, cars and other vehicles, which results in traffic hazards. They indulge in reckless driving while listening to high-pitched music. Prepare a speech for the morning assembly of your school on the topic 'Drive Safe, Reach Safe'.

HINTS

- reckless driving – cause of accidents
- a sort of indisciplined behaviour
- only soft music be played in vehicles
- safe driving ensures safety
- life is precious, do not ruin it

Space for Answer

Worksheet

27

Writing: Speech

Date

Name

Class & Sec. Roll No.

Marks OBT.

3. Prepare a speech to be delivered in the morning assembly of your school on the topic 'Air Pollution'.

HINTS

- air is getting more and more polluted with toxic gases
- increased number of vehicles, factories mainly responsible
- burning of crop stubbles, leaves, etc. leads to air pollution
- air pollution causes many diseases
- urgent steps needed to check it

Space for Answer

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing: Speech

5. Write a speech for the morning assembly of your school on the topic 'Don't be afraid of failure'.

HINTS

- failure, the other side of success
- stepping stone to success
- learn to face failure bravely
- learn a lesson from your failure

Space for Answer

6. You have been asked to deliver a speech in your class on the topic 'The Habit of Reading'. Prepare your speech.

HINTS

- the decline of reading habit in the days of TV and the Net
- reading books, pleasurable and instructive
- children ought to be encouraged to read good books
- reading promotes creativity, imagination, reasoning

Space for Answer

9. DEBATE

A debate is a formal discussion in which participants (speakers) speak in favour or against a topic. A speaker taking part in a debate addresses the jury and the audience, introduces the topic in an interesting manner and develops his point of view step by step in a logical manner. Finally, he/she concludes on a note of hope, caution or warning.

FORMAT

- Introduction**
- ▶▶ Make a dramatic opening. It is possible with a quotation.
 - ▶▶ Address the audience.
 - ▶▶ State your stand in favour or against the motion.
 - ▶▶ Argue your case convincingly.
- Development**
- ▶▶ Provide facts and figures, quotations, data, etc.
 - ▶▶ Refer to the views of your opponents to counter their arguments.
 - ▶▶ Give your own opinion.
- Conclusion**
- ▶▶ The end should be effective.
 - ▶▶ Don't forget to say 'Thank you' at the end.

In preparing your speech you can make use of the following expressions :

- | | |
|---|------------------------------------|
| ▶▶ In my opinion..... | ▶▶ May I ask my friend |
| ▶▶ I would like to draw your attention to ... | ▶▶ I reject the view |
| ▶▶ You'll be surprised to know.... | ▶▶ I submit |
| ▶▶ The problem/question is ... | ▶▶ It is surprising but true.... |
| ▶▶ On the contrary.... | ▶▶ The gist of the matter is |
| ▶▶ I wholeheartedly support | ▶▶ I fail to understand |

Begin with a formal address to the audience as

- (i) Good morning/afternoon, Everybody !
- (ii) Respected Principal, worthy teachers, and dear friends ! Good morning !
- (iii) Ladies and Gentlemen ! Good morning !
- (iv) Friends, good morning !

SAMPLE DEBATE

Write your speech in favour or against the topic, "India cannot afford to waste money on spacecraft."

Salutation	→ Respected Principal, worthy teachers and dear friends ! Good morning to you all!
Introducing the topic	→ I am going to speak in favour of the motion : "India cannot afford to waste money on spacecrafts."
	<p>There is no doubt that India has the talent and the capacity to show excellence in sending spacecrafts on the Moon and other planets and set some in space. They are useful in many ways.</p> <p>But trillions of rupees needed for space race is beyond India's capacity.</p>
Arguments	→ When millions of our people are below the poverty line, when many die of starvation, is there any sense in wasting so much money on space crafts ? Our farmers are committing suicides. There is lack of infrastructure in cities. We cannot save our environment. Pollution of every kind is on the increase. Why not spend money on improving living conditions for the common people ?
Conclusion	→ Our government should shift the focus from mere show – offs to making the country rich and prosperous for the common people.
Thanking the audience	→ Thank you.

SOLVED EXAMPLES

1. You have been selected to participate in a debating contest. Take a stand against or in favour of the statement 'Flattery is a desirable art'. Prepare your speech.

Good afternoon, Everybody !

I stand before you to favour the view that flattery is a desirable art. Those who think it is harmful and wicked in nature are impractical. It is a fact that it has been in vogue since this world came into existence. In our world nothing much can be achieved without flattering the right person.

In my opinion flattery is an art. It has to be cultivated. A flatterer needs to make his flattery look like genuine praise. He must have proper words and a lot of patience. He must wait for the opportune time to put his art into practice.

Flattery harms none. It only helps in pampering people in power. It benefits both the giver and the receiver. Many great persons have climbed the stairs of success through flattery. Salesmen flatter customers, husbands flatter wives, masters sometimes flatter servants, parents flatter children, and vice-

versa. Don't we even flatter gods? If flattery is not meant to harm someone in any way, it is something good and desirable. What is bad in it?

Thank you.

2. You are Sanchit. You are to speak in a debate on the topic "Science has benefitted only the rich nations". Prepare a speech in favour or against the topic.

Good morning, Everybody! I am going to speak against the motion "Science has benefitted only the rich nations".

Nothing is so misleading as this statement. First of all, I would like to ask the question, "Aren't we getting the benefits of scientific advancements?" The answer will be "yes". There is hardly any field of activity in which science has not benefitted the developing nations. As regards medical facilities, a revolution has come. Latest medical facilities are provided to all. The UNO has been trying its best to make medical treatment affordable to all. Information and technology has really changed the face of the world. Television and cellphones are now available at different rates. They suit almost all pockets.

In the field of education, the idea of universal education has become the aim of all nations. New methods of teaching have reached the doorsteps of even the poor people.

Once again I would like to say that science is for all and its inventions and discoveries are for all, not for a selected few.

Thank you.

3. You are to speak in a debate organised by the Lions Club of the city. The topic of the debate is 'Corporal punishment should be abolished in all educational institutions'. Give your views in favour of the statement.

Ladies and Gentlemen! Good Morning!

I stand before you to support the view that 'Corporal punishment should be abolished in all educational institutions.' It does not serve any purpose. The teachers have no right to hit a child if he has not done his homework. But in some countries corporal punishment is given. The result is that many students go astray and ruin their careers. Physical punishment is the worst form of punishment. It should be abolished. There are many other ways by which you can make a student learn the lessons. Make the lesson so interesting that the students become interested in it. Use question-answer method. Encourage a student if he tries to answer a question. Use various aids to illustrate your question.

Remember, teaching is not everybody's cup of tea. It is a holy mission which requires dedication, patience and missionary zeal and zest. God has made man in his own image. Let us respect this image of God.

Thank you.

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. "School uniforms are unnecessary". Write a speech in favour or against the motion.

Against : In your assignment you should

- point out in brief some advantages of wearing school uniforms
- say that school uniforms are resented by almost all students
- say they are dull, take away one's identity, etc.
- argue that they may be insisted on some special days

Space for Answer

2. Population explosion has given birth to so many problems. Traffic jams is one of these problems. Vehicular population is increasing very fast and is the cause of many accidents and much pollution. Now many people believe that "Private vehicles should be curtailed". Prepare a speech either in favour or against the motion.

HINTS

In favour

- number of vehicles fast increasing
- heavy traffic jams, pollution
- legal ban on having more than one car by a family
- pooling of cars be encouraged
- public transport system be improved

Space for Answer

4. The students' forum of your school is organising a debate on the motion 'Should homework be abolished?'
Prepare a speech in favour or against the motion.

HINTS

- homework essential for more practice
- keeps students busy
- everything cannot be taught at school
- sure way of learning fast
- excessive homework bad

Space for Answer

10. REPORT WRITING

A report is a factual account of an event. It is generally written for the common people for publication in a newspaper or magazine. There are newspaper reports, business reports, police reports etc.

FEATURES :

1. A report is written in the third person.
2. It gives a factual account of an event, situation, etc.
3. It uses neutral tone.
4. It employs simple language and concise and straightforward style.
5. The passive voice is preferred in writing reports.
6. A news report must answer the questions : when, where, how and why.

Important Points :

- ▶▶ While writing a report, be precise and exact in your account. Precision imparts unity and coherence to a report.
- ▶▶ Give detailed and factual description. Inaccurate facts may prove to be very damaging.
- ▶▶ The facts, stated in your report, should not only be accurate but relevant also.
- ▶▶ Irrelevant details make a report confusing and misleading.
- ▶▶ While drafting a report, keep in mind the target audience. A report meant for common people will be different from the one meant for experts.
- ▶▶ Be clear in stating the purpose and findings and making recommendations. Give headings to short paragraphs, if necessary. Proper arrangement of facts leads to clarity.
- ▶▶ Write in simple and grammatically correct language. Don't use figures of speech, high-sounding words and involved sentences.
- ▶▶ Be brief and to the point, but brevity should not be at the cost of clarity.
- ▶▶ Focus on only one topic in your report.
- ▶▶ Use a proper format. Technical reports use complex formats.

SAMPLE REPORT

In order to raise funds for the victims of recent earthquake, your school organised a Cultural Night in which the student artists of your school and those from neighbourhood schools presented various colourful programmes such as songs, dances, fancy dress shows, one-act plays etc. Sukhwinder Singh, a top film singer of India, also made a guest appearance. You were also present, as a reporter, to cover the programme. Write a report in 100-120 words.

Heading/Title

A Cultural Night For A Noble Cause

— Aman

Byline

Date, time and venue

New Delhi, March 8 : The local D.A.V. Public School organised a 'Cultural Night' on March 6, at Lions Bhawan, Azad Nagar. The student artists of the school and those from two neighbouring schools participated in the show. The purpose of the function was to collect funds for the victims of recent floods in many states.

Introductory paragraph

The function was inaugurated by Sh. D.C. Saxena, D.P.I. (Schools), Delhi. The highlight of the show was a brief guest appearance by famous

Details

film singer, Sukhwinder Singh, who enthralled the audience with one of his all-time popular songs 'Chak de India'.

The programme started with 'Saraswati Vandana'. Folk songs and dances, skits, comic shows, fashion show and one-act plays entertained the audience greatly. Prizes were awarded to the best artists in different items.

Concluding remarks

The event was able to collect 10 lakh which will be handed over to the Prime Minister for special relief fund for the earthquake victims.

SOLVED EXAMPLES

1. You are Rama of Gandhi Sr. Sec. School, Kolkata. You visited the Science Exhibition organised by the city schools recently. Write a brief report in about 100-120 words for your school magazine on what you saw, the exhibit you liked most and other special features of the exhibition.

A Unique Science Exhibition

— Rama

Kolkata, May 14 : Four leading schools of the city put up a unique Science Exhibition in the auditorium of the local Gandhi Sr. Secondary School for a week from 6th to 13th May. The purpose was to increase interest of the students in science. The main highlights of the exhibition were wonderful models. A large number of students and parents visited the exhibition on almost all the days. The science teachers who acted as guides took pains to explain to the visitors everything in a simple and lucid way.

Among the most interesting exhibits was a walking stick for the blind. It could warn them against water and electricity dangers. There was a model of a car which could run on hydrogen. Then there were models of dinosaurs, dodos, Greek Auks and many other birds and animals which have gone extinct. It was made clear how most of these creatures fell victim to the greed of humans. On the closing day, a function was organised. Prizes were awarded to the best entries in different sections. The number of participants and visitors showed that the exhibition was a grand success.

2. **You recently attended a camp organized by the SPCA- Society for Prevention of Cruelty to Animals. Prepare a report about it to be published in your school magazine in about 100-120 words. Sign as Sagar / Sagarika.**

An Awareness Camp Against Animal Torture

- Sagar

Jodhpur, May 5 : In order to make people aware of the cruelties inflicted on helpless animals, the Society for Prevention of Cruelty to Animals (SPCA) organised a camp in the local Town Hall. A number of people attended the camp which was formally opened by Sh. D.N. Joshi, Commissioner.

The organisers tried to achieve their aim through persuasive lectures, slides, charts, documentary films and other audio-visual aids. Speaker after speaker spoke of the greed of human beings in exploiting animals for their benefits. Cart and tonga drivers, it was pointed out, underfed horses, ponies and oxen and make them overwork. They also lash the animals mercilessly. Pet birds and animals are bound in cages where they suffer endlessly. Wild animals are hunted down out of fear or fanciful needs. Those who attended the camp were shocked to a new awareness. Herein lay the success of the camp.

3. **Vanamahotsava Day was celebrated in your school on April 5, 20... from 10 a.m. to 2 p.m. Write a report about it in 100-120 words. You are Vandana/Satish.**

Vanamahotsava Day

- Satish

Vanamahotsava Day was celebrated in our school on April 5, 20... . The inaugural ceremony was performed by Sh. Jagdish Rai, the local MP. He made a brief speech on the importance of the day. Our Principal said that trees are essential to keep our environment healthy. Most of our ills, he said, were due to our rash felling of trees.

About one hundred saplings were planted on the occasion by the school staff and students.

The Eco-Club of the school organised an on-the-spot painting competition on the theme, 'Trees, our Lifeline'. About ten students took part in the competition. Prizes were awarded at the end of the function to the best painter and some organisers of the function.

Worksheet

31

Writing: Report

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. You are Neena / Ramdin, a correspondent of a daily newspaper. You have been asked to cover an accident in which a school bus was crushed by a train at an unmanned railway crossing. Write the report in about 100-120 words.

Hints

- a horrible accident, at about 8 a.m. on June 5
- at an unmanned railway crossing
- school bus dragged by the engine
- 10 children lost their lives
- villagers rushed, police appeared an hour later

Space for Answer

2. You are Kamal / Kamala. You are asked to write a report about the one-day Blood Donation Camp organised by your school for the school magazine. Write the report in about 100-120 words.

HINTS

- blood donation camp from 10 a.m. to 4 p.m. on July 8, in school playground.
- a team of doctors and para medical staff from the civil Hospital
- Principal and some members of the staff, first to donate blood
- about 100 students donated blood
- donors given refreshment and a certificate

Space for Answer

Worksheet

32

Writing: Report

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. A quiz contest was organised in your school. Write a report about it for your school magazine.

Hints

- quiz contest, on May 14, in Room No.48
- Principal presided
- advised the students to take part in different contest
- 4 teams took part
- Seema and Rekha's team won the First Prize

Space for Answer

4. Write a report about the Annual Sports Meet held in your school last month. You are Rita/Narinder, class VIII-C.

HINTS

- Inaugural ceremony on January 22, in school playground
- events included tug-of-war, races, shot-put, javelin throw, etc.
- concluding ceremony
- prizes awarded by the local SDM
- athletes of the year declared

Space for Answer

SECTION- C

Grammar

PART - I

Topics :

- The Sentence
- Determiners
- Question Tags
- Subject Verb Agreement
- Nouns
- Adjectives
- Tenses
- Pronouns
- Verbs
- Modals



The chapters on Grammar have been presented in a simple and easy-to-understand manner.

The emphasis is more on the language than on grammatical terminology. Rules are supported by examples. The layout is learner-friendly. Each chapter on grammar contains solved and unsolved exercises along with notes and useful tips.

CHAPTER ANALYSIS

1. THE SENTENCE

A group of words making complete sense

KINDS OF SENTENCES

ASSERTIVE

It states or declares something :

Affirmative : I am innocent.

He came yesterday.

Negative : He is not hard working.

She never comes late.

INTERROGATIVE

It asks a question:

Is he at home ?

Do you like it ?

When will it rain ?

Who are you ?

IMPERATIVE

It expresses a request, order, advice, etc :

Please help me. (request)

Come here at once. (order)

Don't do it again. (advice)

OPTATIVE

It expresses some wish or prayer :

May you live long !

May God bless you !

God, help me!

EXCLAMATORY

It expresses a strong feeling of joy, grief, surprise, etc :

Hurrah ! We have won.

Alas ! He is dead.

What a nice day it is !

THE SENTENCE (Phrase, Clause, Sentence)

A group of words may be called a phrase, a clause or sentence, but there is a clear-cut difference between them.

PHRASE

It is a group of words which makes sense but not complete sense :
on a wall, in the room, with a knife, having parked the car

A phrase does not have its subject or verb. It can be a part of a sentence; as,

1. He sat *on a wall*.
2. She is *in the room*.
3. Cut it *with a knife*.
4. *Having parked the car*, we went in.

CLAUSE

It is a group of words having a subject and a predicate (verb/verb + phrase, etc.), but it does not make complete sense.

When it rains, who came here yesterday, that he is guilty, I think, etc.

A clause is often a part of a sentence :

1. *When it rains*, we do not go out.
2. The man *who came here yesterday* has died.
3. *That he is guilty* is known to us.
4. *I think* you can do it.

Principal/Main clause is one which states the main fact. In sentence (1) above; 'we do not go out', is the Principal clause.

Dependent/Subordinate clause is one which depends upon the Main clause for its meaning. In sentence (1) above, 'When it rains' is the Dependent Clause.

SENTENCE

A group of words that makes complete sense is called a sentence.

Read the following groups of words :

I caught the first flight.

She behaves very nicely.

India is making rapid progress.

We cannot disobey the law.

Do not waste water.

* Each group of words makes complete sense.

KINDS OF SENTENCES

There are five kinds of sentences :

1. Assertive sentences
2. Interrogative sentences
3. Imperative sentences
4. Optative sentences
5. Exclamatory sentences

1. Assertive or Declarative Sentences :

* A sentence that states or declares something is called an assertive or declarative sentence.

1. India is the biggest democracy in the world.
2. Slow and steady wins the race.
3. Always keep your word.
4. Man is mortal.

Note : (i) All the affirmative/declarative sentences end with a full stop.
(ii) These sentences begin with capital letters.

KINDS OF ASSERTIVE SENTENCES

Assertive sentences are of two kinds :

- A. Affirmative
- B. Negative

A. Affirmative Sentences : These sentences make a positive statement :

- (i) The boy is innocent.
- (ii) Bhavana is a hard working girl.

B. Negative Sentences : These sentences make a negative statement :

- (i) The boy is not innocent.
- (ii) Bhavana is not a hardworking girl.

2. Interrogative Sentences :

A sentence that asks a question or makes an enquiry is called an interrogative sentence :

1. Do you like to see operas ?
2. Where do you hail from ?
3. How many students are there in your class ?
4. Have you ever visited a museum ?
5. Why are you so sad today ?

* An interrogative sentence ends with a question mark (?)

3. Imperative Sentences :

Imperative means urgent or essential calling for immediate attention. Such sentences express a request, an advice, an order, a command or a forbidding :

1. Please spare some water for me.
2. Do not eat fried items.
3. Open the windows.

Note : In these sentences subject 'You' is understood.

4. Optative Sentences :

These sentences express some wish or prayer :

1. May God save the poor patient !
2. Forgive me, oh my Lord !

Note : These sentences end with a sign of exclamation (!)

5. Exclamatory Sentences :

These sentences express a strong or sudden feeling of joy, sorrow, wonder or regret :

1. What a charming scene !
2. How foolish of me to say this !

Worksheet

1

Grammar : The Sentence

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Identify Subject and Predicate in the following sentences :

1. Good manners affect one and all.
2. The sun sets in the west.
3. The results of the earthquake are always horrifying.
4. Barking dogs seldom bite.
5. Up went he!
6. Down and down the ship sank.
7. No one is allowed to be there.

(B) Complete these sentences :

1. Men and women _____ .
2. All roads _____ .
3. _____ water from the pump.
4. _____ is immortal.
5. Kolkata and Mumbai _____ .
6. The girl who came late _____ .
7. Your knowledge of the subject _____ .

(C) State which type of sentence each is :

1. No one is immortal in this world.
2. The earth is round, not flat.
3. Let us do it now.
4. Hit the mark, soldier.
5. Please don't lift it.
6. How beautiful the day is !
7. May you be happy and prosperous !

(D) Turn the following Affirmative into Interrogative sentences :

1. Karan cooks food in that room.
2. She will do it for you.
3. I know he is your brother.
4. The plane took off at 4 o'clock.
5. They sat under a tree.
6. A wasp has bitten him.
7. The bus is coming.

(E) Turn the following Affirmative into Exclamatory sentence :

1. He is a very nice boy.
2. The building is quite big.
3. The rose is red.
4. The street is really very narrow.
5. The actress is very beautiful.

2. NOUNS

A word that names a person, place, object, idea, etc.
Raman, London, mobile, honesty, etc.



KINDS OF NOUNS

PROPER NOUN

Naming word for a particular person, place and thing :

Seema (Person)

India (Place)

London

The Ganga

COMMON NOUN

Naming word given in common to every person or object of the same class/kind :

man (any man)

village (any village)

lion (any lion)

fan (any fan)

COLLECTIVE NOUN

A naming word for a collection of persons or things taken together as one:

Society (consists of many persons)

Class (having many students)

Jury (consists of more than one judges)

Police (having many police officials)

army (having a number of soldiers)

MATERIAL NOUN

A naming word for a material of which something is made.

gold iron

silver platinum

bricks glass

wood stone

ABSTRACT NOUN

A naming word for a quality, state of mind or action, etc. :

sincerity (quality)

happiness (state of mind)

laughter (action)

victory (action)

NOUNS

Nouns are words that name persons, places, things, oceans, animals, jobs, flowers, fruits, vegetables, buildings, rivers, birds, words showing relationship, ideas and feelings.

Examples :

Persons	: Kamesh, woman, doctor, girl
Places	: Chandigarh, orchard, zoo
Things	: computer, table, scooter, pen, pencil
Animals	: tiger, horse, dog, rabbit
Birds	: pigeon, sparrow, penguin, gull
Ideas / Feelings	: happiness, bravery, honesty, sadness

Kinds of Nouns

There are five kinds of nouns :

1. Proper Noun 2. Common Noun 3. Collective Noun 4. Material Noun 5. Abstract Noun

1. PROPER NOUN :

A proper noun is the name of a particular person, place, newspaper, book etc. It denotes a specific person, place or thing ; as,
Salman, Lata Mangeshkar, Kolkata, The Merchant of Venice.

Examples :

- (i) The Merchant of Venice is a popular play. (ii) Lata Mangeshkar is a renowned singer.
(iii) Kolkata is a big city.

2. COMMON NOUN :

A common noun is the name that can be given in common to every person or thing of the same class or kind ; as, man, city, teacher, judge, student, boy, girl.

Examples :

- (i) Man is a social animal. (Here 'man' means any man.)
(ii) It is a city and not a village. (The word 'city' denotes any city.)

3. COLLECTIVE NOUN :

A collective noun is the name of a collection of persons or things taken together and spoken as one whole; as, team, class, crew, army, crowd, society, jury.

Examples :

- (i) Our cricket team played well. (a group of players)
(ii) The entire class is in the laboratory. (a collection of students)

4. MATERIAL NOUN :

A material noun is the name of a matter or substance of which things are made ; as, gold, silver, wood, iron.

Examples : Gold is a heavy metal.

5. ABSTRACT NOUN :

An abstract noun is the name of a quality, state or action ; as, honesty, bravery, simplicity, death, laughter.

Examples :

- (i) Honesty is the best policy. (ii) Bravery is a great quality.

Countable and Uncountable Nouns

Countable nouns are the names of persons or objects which can be counted; as, boy, brother, man woman, horse, house, fan, book, pen, etc.

Uncountable nouns are the names of things or ideas which cannot be counted; as, air, water, milk, sugar, light, heat, darkness, honesty, bravery, etc.

Countable nouns have plural forms, but uncountable nouns do not ; as,
 boy : boys; brother : brothers; man : men; fan : fans, etc.

THE NOUN GENDER

The noun has four genders :

1. Masculine Gender : boy, man, hero, father, brother, horse, lion, etc.
2. Feminine Gender : girl, woman, heroine, mother, sister, mare, lioness, queen, wife, etc.
3. Common Gender (either a male or female) : cousin, friend, student, teacher, person, child, etc.
4. Neuter Gender (neither male nor female) : pen, book, fan, house, stone, wall, etc.

Here is a list of some important feminine of nouns :

Masculine	Feminine	Masculine	Feminine
boy	girl	dog	bitch
brother	sister	father	mother
bull	cow	gentleman	lady
bullock	heifer	nephew	niece
horse	mare	sir	madam
king	queen	son	daughter
man	woman	uncle	aunt
monk	nun	host	hostess
cock	hen	landlord	landlady

THE NOUN : NUMBER

The Noun denoting one person or thing is in the **Singular Number**, while the Noun denoting more than one person or thing is in the **Plural Number**.

Thus we have two numbers in English : Singular and Plural. Only **Countable Nouns** can be in Plural Number.

Singular	Plural	Singular	Plural
boy	boys	woman	women
pen	pens	man	men
class	classes	mouse	mice
box	boxes	foot	feet
buffalo	buffaloes	tooth	teeth
mango	mangoes	son-in-law	sons-in-law
hero	heroes	daughter-in-law	daughters-in-law
photo	photos	passer-by	passers-by
baby	babies	stepson	stepsons

- Some nouns are used only in the plural; as, scissors, spectacles, trousers, jeans, shorts, pyjamas, thanks, alms, riches.
- Some nouns seem to be plural but are singular; as, physics, politics, mathematics, measles, billiards, news, innings.
- Some nouns are used both as singular as well as plural; as, sheep, deer, fish, series, species, pair, dozen, etc.

Worksheet

2

Grammar : Nouns

Date

Name

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Roll No.

Marks OBT.

(A) Pick out nouns from the following sentences.

1. Mumbai is a big city.
2. A soldier is respected for his bravery.
3. Poverty is a big curse.
4. Prevention is better than cure.
5. Ornaments are made of gold and silver.
6. Honesty is the best policy.
7. Wisdom is better than strength.

(B) Underline nouns in the following passage and say which kind each noun is :

He had a working knowledge of mankind's troubles : marriage, money, job, transfer, promotion and other tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes which provided him enough stuff for a dozen answers.

(C) (i) Tick (✓) the gender to which each noun belongs.

- | | | | |
|----------------|---------------------------------|------------------------------------|-----------------------------------|
| 1. student | neuter <input type="checkbox"/> | masculine <input type="checkbox"/> | feminine <input type="checkbox"/> |
| 2. hen-sparrow | neuter <input type="checkbox"/> | masculine <input type="checkbox"/> | feminine <input type="checkbox"/> |
| 3. king | neuter <input type="checkbox"/> | masculine <input type="checkbox"/> | feminine <input type="checkbox"/> |

(ii) Tick (✓) the correct plurals of the following nouns :

- | | | |
|-----------|---------------------------------|---------------------------------|
| (i) city | cities <input type="checkbox"/> | citys <input type="checkbox"/> |
| (ii) leaf | leafs <input type="checkbox"/> | leaves <input type="checkbox"/> |

(D) The following passages have not been edited. There is an error in each line. Write the incorrect word and the correction in your answer sheet against the correct blank number as given below. Underline the correction. The first one has been done for you as an example :

But Tom energy did not last.
 He began to the think of the funs
 he had planned for this days, and
 her sorrows multiplied. Soon _____
 the freedom boys would come _____
 tripping along on all sort of _____
 delicious expedition, and they would _____
 make a worlds of fun of him for _____
 having to work – the very thought _____
 of it burnt him like fires.

e.g. Tom _____ Tom's

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(E) I have three vision for India.

In 3000 year of our history
 peoples from all over the world
 have come and invaded our,
 captured our lands, conquered us
 minds. From Alexander onwards,
 the Greek, the Turks, the Moguls
 the Portuguese, the Britisher, the
 France, the Dutch all of them
 came and looted us.

e.g. vision _____ visions

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

3. PRONOUNS

A pronoun is a word used in place of a noun :
I, We, You, He, She, They, It, etc.



KINDS OF PRONOUNS

PERSONAL PRONOUNS

Stand for three persons :

1st Person : I, we
2nd Person : You
3rd Person : He, She, They, It

- We are happy.
- She came early.

REFLEXIVE & EMPHASIZING PRONOUNS

Reflexive & Emphasizing
Pronouns – same forms but different
functions:

- myself/ourselves/yourself/ yourselves/
himself/herself/themselves/itself
- I hurt myself. (reflexive)
 - I did it myself. (emphasizing)

DEMONSTRATIVE PRONOUNS

Point out the persons or things for
which they stand :

this, that, these, those

- This is our house.
- That is Raman's.

INDEFINITE PRONOUNS

Those which refer to persons/
things in a general way :

one, none, all, some, nobody

- One must be careful.
- None came in time.

DISTRIBUTIVE PRONOUNS

refer to persons/things one at a time :

each, either, neither

- Each will take his turn.
- Either of you is guilty.
- Neither of you knows me.

INTERROGATIVE PRONOUNS

Those which are like relative pronouns
in form but are used to ask questions:

- Who came here ?
- What is the matter ?
- Whose bike is this ?

RELATIVE PRONOUNS

Those which join two statements and also
refer back to some nouns before them:

who, which, that, whom, whose, what

- This is the man **who** came to see you.
- This is the book **that** you gave me.
- Say **what** you want.

PRONOUNS

A Pronoun is a word used in place of a noun.

It is used to avoid repetition ; as,

1. Saurabh met Suruchi in the garden. Saurabh invited Suruchi to coffee. Suruchi agreed. Saurabh brought Suruchi home. Saurabh and Suruchi took coffee.
2. Saurabh met Suruchi in the garden. **He** invited **her** to coffee. **She** agreed. **He** brought **her** home. **They** took coffee.

The words **he**, **she**, **her** and **they** in the second para are used in place of nouns – Saurabh, Suruchi, Saurabh and Suruchi. Such words are called **pronouns**.

KINDS OF PRONOUNS

There are seven kinds of pronouns :

1. Personal Pronouns
2. Reflexive and Emphasizing Pronouns
3. Demonstrative Pronouns
4. Indefinite Pronouns
5. Distributive Pronouns
6. Interrogative Pronouns
7. Relative Pronouns

1. Personal Pronouns

Personal pronouns stand for three persons : the first, the second and the third.

The first person : The pronouns which refer to the person or persons **speaking** are of the **First Person** ; as,

I, we, me, us, mine, ours.

The second person : The pronouns which refer to the person or persons **spoken to** are of the **Second Person** ; as,

Thou, thee, you, yours.

The third person : The pronouns which refer to the person or thing **spoken of** are of the **Third Person** ; as,

he, she, it, him, her, its, they, them, their.

Look at the table of pronouns :

Persons	Subject Case	Objective Case	Possessive Case
I Person (Singular) (Plural)	I we	me us	mine ours
II Person (Singular) (Plural)	you you	you you	yours yours
III Person (Singular) (Singular) (Plural)	he she it they	him her it them	his hers its theirs

Note : *my, our, your, his, its, their* are used as **possessive adjectives**.

2. Reflexive and Emphasizing Pronouns :

- (a) **The First Person** : *myself, ourselves,*
- (b) **The Second Person** : *yourself, yourselves,*
- (c) **The Third Person** : *himself, herself, itself, themselves,*

Reflexive Pronouns indicate that the subject and the object refer to the same person or thing ; as,

- (i) I shall speak myself on this topic.
- (ii) You hurt yourself.
- (iii) He always talks about himself.

Emphasizing Pronouns are used with a **noun** or a **pronoun** for the sake of emphasis ; as,

- (i) I myself want to get rid of him.
- (ii) We ourselves heard him saying so.

3. Demonstrative Pronouns :

Demonstrative pronouns are used to point out the persons or things for which they stand.

Demonstrative pronouns are : this, that, these, those.

1. This is my pen, that is yours.
2. These are our pens, those are yours.

Note :

1. **'This'** and **'that'** are used in the SINGULAR NUMBER and **'these'** and **'those'** in the PLURAL.
2. **'This'** and **'these'** refer to the things near at hand.
'That' and **'those'** refer to the things lying at a distance.
3. Most of the Demonstrative Pronouns become Demonstrative Adjectives when they are followed by Nouns ; as,

Demonstrative Pronouns	Demonstrative Adjectives
1. Such is the way of the world.	Such men are dangerous.
2. That is just what he wants.	Give this toy to that girl.
3. This is a gift from Sakshi.	This gift is better than that gift.
4. These are mere excuses.	These students were present in that room.

4. Indefinite Pronouns :

Indefinite pronouns are those which refer to persons or things in a general way.

They do not refer to any particular person or thing such as one, none, all, some, many, anybody, nobody, etc. :

1. Some are fortune's favourites.
2. Many of these eggs are rotten.
3. Few risk dangers.

5. Distributive Pronouns :

Distributive pronouns are those which show that persons or things are taken singly or in separate groups. These pronouns are always singular and as such are always followed by a verb in the singular ; as,

1. Each girl won a prize.
2. Either of the roads leads to Mysore.
3. Neither of the boys is dependable.

When Distributive pronouns qualify nouns, they become Distributive Adjectives ; as,

1. Each of these girls is a good player.
2. There are shady trees on either side of the road.
3. Neither brother is industrious.

Note :

Each refers to two or more persons or things taken as one.

Either means the one or the other of the two.

Neither is the negative of either.

6. Interrogative Pronouns :

Interrogative pronouns are used for asking questions ; as,

- (i) Who spoiled the cloth ?
- (ii) Who do you want to see ?

Learn :

- 1. **'Who, whom, whose'** are used for asking questions about persons.
- 2. **'Which'** is used for asking a question about a particular person or thing.
- 3. **'What'** is used for things only.

Distinction :

- 1. **Who** is he ? **'Who'** inquires about the name and parentage of some person.
- 2. **What** is he ? **'What'** inquires about his profession.
- 3. **Which** is he ? **'Which'** inquires about some particular person out of a definite group.

7. Relative Pronouns :

A Relative pronoun is one that not only stands for a noun but also joins sentences; as,

- (i) She is the lady **who** taught me English.
- (ii) Here is the watch **that** you like.

In the above sentences the words in italics are called **antecedents**.

An **Antecedent** (going before) is a noun or a pronoun to which a **relative pronoun** refers.

'Who, whom, that, which, whose', are commonly used **Relative Pronouns**.

Note :

- 1. **'Who, Whose, Whom'**, are used for persons only.
- 2. **'Which'** is used for things and animals.
- 3. **'That'** is used for both persons and things.

Worksheet

3

Date Name Class & Sec. Roll No. Marks OBT.

Grammar : Pronouns

(A) Write the pronoun to replace the noun underlined in each of these sentences.

1. Suresh is a writer. Suresh is very intelligent.
2. Monika met me in the canteen. Monika was upset.
3. Naman and Raman attended the party, Naman and Raman didn't eat anything.
4. Our English teacher is very witty. The teacher is fond of jokes.
5. The lion is roaring. The lion seems to be hungry.
6. This girl is very serious. This girl is doing her work.
7. The doctor examined the patient. The doctor prescribed him some medicines.

(B) Tick (✓) the correct form of the pronoun and rewrite the sentences.

1. You are one year older than (I, me).
2. Call the girls in. (We, They) are my class fellows.
3. I am richer than (he, him).
4. I practise (that, what) I preach.
5. This is the horse (who, that) won the race.
6. The flowers (who, which) grow here are wild.
7. There's not much difference between him and (I, me).
8. I am the monarch of all (that, which) I survey.
9. My answer is the same (that, as) yours.
10. There is no rose (but, who) has some thorns.

(C) Pick out pronouns from the following passage and state the kind of each pronoun.

But the child turned his eyes from the flying balloons and just sobbed, 'I want my mother, I want my father.' The man bore him to the gate where the flower-seller stood. 'Look ! Can you smell these nice flowers, child ? Would you like a garland to put round your neck ?' The child turned his nose away from the basket and sobbed, 'I want my mother, I want my father.'

The man took the child to the sweet shop. 'What sweets would you like, child ?' he asked. The child only sobbed, 'I want my mother, I want my father.'

Worksheet

4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Pronouns

(D) Identify Reflexive and Emphatic pronouns in these sentences :

1. You are only deceiving yourself.
2. The old lady poisoned herself.
3. I myself did it.
4. We saw the President ourselves.
5. In this way we only hurt ourselves.
6. I exerted myself too much.
7. You will soon land yourself in trouble.
8. You yourself can do it.
9. A house divided against itself cannot stand.
10. They hid themselves.

(E) Complete these sentences with relative pronouns :

1. You get _____ you deserve.
2. I went to Aligarh, _____ is my hometown.
3. Here is the book _____ you lost.
4. Meet the man _____ son got admission in IIT, Mumbai.
5. Chandigarh _____ is the capital of Punjab is a well-planned city.
6. This is the man _____ you met yesterday.

7. Raman _____ is my classmate won a lottery.
8. A temple _____ is situated on a hill is visible from here.
9. You are here, _____ is quite surprising.
10. I hate those _____ torture women.

(F) Fill in the blanks with suitable interrogative pronouns in the following sentences :

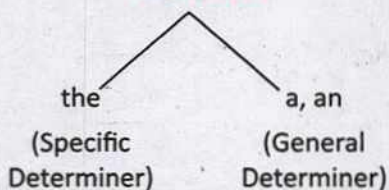
1. _____ do you want to do ?
2. _____ of the girls did he marry ?
3. _____ did he meet ?
4. _____ do you say about him ?
5. With _____ was she talking ?
6. _____ car broke down on the way ?
7. _____ of these books did you find more interesting ?
8. Tell me _____ he exactly did.
9. _____ is this house ?
10. _____ is better friendship or love for the country ?

4. DETERMINERS



KINDS OF DETERMINERS

ARTICLES



Examples : *The* lion is *a* wild animal.
An owl sleeps during night.

DEMONSTRATIVE

this, that, these, those
 (Specific Determiners)

Examples : *This* boy is punctual.
That girl won the first prize.
 Look at *that* boy.
These apples are sour.

POSSESSIVES

my, your, our, his, her, their
 (Specific Determiners)

Examples : *My* house is big.
Your dress is beautiful.
Our school has a name in the city.
His uncle is a police officer.

INDEFINITE

some, any, much, many, little, less, few
 (General Determiners)

Examples : There is *some* sugar in the pot.
 He was not having *any* money.
 There is not *much* rice in the bag.
 I have not seen *many* pictures.

OTHER DETERMINERS

each, neither, every, both, either

Examples : *Each* mango was ripe.
Neither party is good.
Either of you may accompany me.
Both the boys are innocent.
 I like *neither* tea nor coffee.

DEFINITION

Determiners are the words which determine the meaning of the Noun before which they are used.

KINDS OF DETERMINERS

1. Articles : a, an, the

Examples : (1) The cow is a useful animal.

(2) An owl sleeps during night.

2. Demonstratives : this, these, that, those

Examples : (1) This tree is different from that.

(2) These are apples. Those are pears.

3. Possessives : my, our, your, his, her, their, its, Nisha's, etc.

Examples : (1) This is my house, that is their house.

(2) One of its legs is broken.

4. Indefinite Adjectives : some, any, much, many, little, less, few

Examples : (1) There are some nice flowers in the garden.

(2) Many men are cowards.

5. Other Determiners : each, every, both, all, either, neither, one, other, another, one/two, etc.

Examples : (1) Each apple was rotten.

(2) Neither of us was present there.

(3) Two boys came late.

ARTICLES 'A', 'AN'

The indefinite article (a/an) is used with a singular countable noun. It is not used with a plural uncountable or an abstract noun.

'**A**' is used before the nouns beginning with a consonant sound, and '**an**' before the nouns beginning with a vowel sound (a, e, i, o, u).

Examples :

(i) a book, a car, a man, a woman

(ii) an armchair, an eagle, an inkpot, an owl, an umbrella

(iii) special cases : an hour, an honest man, a university, a European, a one-rupee note, etc.

Uses :

1. Before a singular countable noun, mentioned for the first time and referring to no one in particular :

(i) I saw **a** boy jumping in the park.

(ii) She carries **an** umbrella with her.

2. Before a singular, countable noun which stands for a group or class of persons or things :

(i) **A** man has to work to live (= all men have to work to live).

(ii) **A** dog needs care (= all dogs need care).

3. In certain expressions of quantity/number :
 - (i) **A** lot of people were there.
 - (ii) **A** great deal of hard work ensures success.
 - (iii) **A** dozen apples were bought.
4. In expressions of speed, ratio and price :
 - (i) The scooter gives thirty kilometres **a** litre.
 - (ii) I see her twice **a** day.
 - (iii) He bought it for ₹ 5 **a** kilo.

WHERE A/AN ARE NOT USED

1. Before plural nouns : boys, girls, teachers, chairs, etc. We can't say : **a** boys, **a** girls, **a** teachers, etc.
2. Before uncountable nouns : water, milk, air, juice, etc. We can't say : **a** water, **a** milk, **an** air, etc.
3. Before proper names (nouns) : Manas, India, Diwali, etc. We can't say : **a** Manas, **an** India, **a** Diwali, etc.
4. Before the names of metals : gold, silver, platinum. We can't say : **a** gold, **a** silver, **a** platinum.
5. Before a singular countable noun, used as nominative of address :
Come here, girl.
Wait a bit, man.
6. Before any countable noun when it is preceded by a possessive pronoun :
She has lost her purse.
They have sold their house.
7. Before any countable noun when it is preceded by **some, any, another, every, either, neither, each, that, this** :
She does not have any relative.
There are fifty students in every class.
8. When we refer to a public institution or place named after some particular person or place :
Jawaharlal Nehru University, Ring Road, Ansari Road, etc.
9. In certain idiomatic phrases such as **in hand, by day, by work**, etc.
10. When a noun denotes rank, occupation, station, etc.
Lala Lajpat Rai, Lion of India
Indira Gandhi, iron lady of the world
11. Before a noun preceded by the phrase 'kind of' :
What kind of man is he ? (Don't use 'a' before 'man'.)

ARTICLE 'THE'

The definite article **the** is used :

1. Before the names of rivers, canals, seas, islands, mountains, deserts, regions, plural names of countries :
the Ganga; *the* Bhakhra Canal; *the* Indian Ocean; *the* Andamans; *the* Himalayas; *the* Thar Desert; *the* U.S.A.; *the* U.K.

2. Before unique things ; as,
the earth; the sun; the moon; the equator; the universe.
3. Before the names of sacred and well-known books, magazines, newspapers, etc.; as,
the Bible; the Geeta; the Eves' Weekly; the Tribune.
4. Before well-known ships, buildings, trains, historical events; as,
the Rajdhani Express, the Taj, the Vikrant, the French Revolution.
5. Before superlatives and ordinals.(first, second, etc.) used as adjectives; as,
the happiest man; the worst accident; the first day of the month.
6. Before a singular noun representing a class of things or animals; as,
(i) *The elephant is a huge animal. (the elephant = all elephants)*
(ii) *The car is no longer a luxury. (the car = all cars)*
7. Before an adjective to denote the whole class; as,
The rich (= all rich people) do not help the poor. (= all poor people)
8. Before the names of races, groups and communities; as,
the Hindus, the Chinese, the English.
9. Before a surname to refer to the family; as,
the Aggarwals (= Mr & Mrs Aggarwal and their children)
10. Before the names consisting of **a noun + of + a noun** :
the Bay of Naples; the Bay of Bengal.

DEMONSTRATIVES

Demonstrative determiners — *this/these, that/those* — point out to some person/object.

This/These show nearness :

- (i) *This table is nice.* (ii) *These boys are ready to run.*

That/Those indicate distance :

- (i) *Get that boy out of the class.* (ii) *Those fields are not mine.*

Note : *This* and *that* are used before singular nouns. *These* and *those* are used before plural nouns.

POSSESSIVES

Possessive pronouns (**my, our, your, his, her, their, its**) indicate possession and are also determiners. They are used before singular or plural nouns :

- (i) *She is proud of her beauty.* (ii) *They are proud of their children.*
(iii) *You should respect your elders.* (iv) *I love my country.*
(v) *He takes care of his parents.*

Notes :

(A) The Possessives : 'mine, ours, yours, his, hers, theirs' are called Possessive Pronouns.

Don't use any noun after Possessive Pronouns :

This book is *mine*.

That computer is *yours*.

(B) The Possessives : 'my, our, your, his, her, their' are called Possessive Adjectives or Determiners. They are used before a Noun :

This is *my* laptop.

That is *your* book.

Study the table :

Possessive Adjectives	Possessive Pronouns
1. This is <u>my</u> project.	1. This project is <u>mine</u> .
2. That is <u>his</u> car.	2. That car is <u>his</u> .
3. That is <u>our</u> garden.	3. That garden is <u>ours</u> .
4. This is <u>her</u> doll.	4. This doll is <u>hers</u> .

INDEFINITE ADJECTIVES

Indefinite adjectives are **some, any, much, many, little, few, less**.

'Some' and 'any' are used to denote a certain number or amount. They are used with plural or uncountable nouns.

Some is used.....	Any is used.....
1. In affirmative sentences ; as, I have some doubts about your decision. 2. In questions where 'yes' is expected as answer ; as, Hasn't there been some discussion already ? 3. In offers and requests ; as, Would you have some tea ?	1. In negative sentences (not, never, hardly, scarcely, rarely, fail, deny, etc.) : (i) He hasn't got any house. (ii) He has hardly any money to spare. 2. In questions where 'no' is expected as answer ; as, Do you have any better idea ?

- **Some** before a singular, countable noun may mean an unknown person/thing ; as,
Some idiot knocked at her door at 4 in the morning.
- **Any** may mean all (of them) and no one in particular ; as,
Any of them could answer the question.
- **Little and Few** indicate lack of something ; as,
We had **little** money left. (= almost no money)
He had **few** friends and so felt lonely. (= almost no friend)
- **A little/A few** denotes a small amount or number ; as,
(i) I have **a little** work to do. Wait for half an hour.
(ii) **A few** of her songs are popular.
- **The little/The few** is followed by a relative clause in which 'that' is often omitted ; as,
(i) **The little** time (that) we had was spent in shopping.
(ii) **The few** girls who came to see the match soon went away.

• **Much/Many** gives the idea of 'a lot of'. **Much** is used with uncountable nouns and **many** with plural nouns ; as,

(i) **Much** money is needed for the project.

(ii) **Many** people were present in the hall.

Or

Many a people was present in the hall.

Note : **Much** indicates quantity, and **many** indicates number.

OTHER DETERMINERS

[each, every, both, all, either, neither, one, another, other, one/two, etc.]

(a) **Each/Every** : Used with singular countable nouns, each or every indicates all persons or things considered individually. **Each** is a pronoun and adjective. **Every** is an adjective. Note the following examples :

(i) **Each** ticket costs ₹ 10.

Or

Every ticket costs ₹ 10.

(ii) **Each** did his work well. (*Every* cannot be used here).

Note : *Each* and *Every* take a singular verb.

(b) **Both** : *Both* conveys the sense of "one and other", and takes a plural verb. It can be used alone, or with a noun, or with *of* + *objective pronoun*, or after a personal pronoun.

(i) **Both** of us belong to Amritsar.

(ii) We **both** went to see him.

Both **and** indicates a combination of two nouns, verbs, adjectives, etc.

(i) He is **both** a poet **and** painter.

(ii) Subash Ghai **both** produces **and** directs films.

(c) **All** : **All** indicates all the people or things considered as a group, and the whole of something :

(i) Have you eaten **all** the apples ?

(ii) **All** the town was present to see the show.

(d) **Either, Neither** : **Either** means 'one of the two', whereas **neither** means 'not one and not the other.' **Either** can be followed by **or**, and **neither** by **nor**. Both these determiners take a singular verb :

(i) You can **either** write **or** phone to get a copy.

(ii) **Neither** of them was present in the class.

Worksheet

5

Grammar : Determiners

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Complete the following sentences with 'a', 'an' or 'the'.

1. I will buy _____ orange and _____ apple.
2. This is _____ one-rupee note.
3. Let us discuss _____ issue now.
4. Only _____ best material should be used.
5. Which is _____ biggest town on _____ island ?
6. Life is _____ long journey.
7. _____ guide knows _____ way.
8. You are _____ original thinker.
9. She seems to be _____ honourable lady.
10. We met at _____ school.

(B) Fill in the blanks with suitable determiners :

(a) _____ years ago he visited our country. He knew only (b) _____ persons in (c) _____ city. (d) _____ city did not attract him (e) _____. So he decided to cut short (f) _____ visit to (g) _____ country. He decided not to visit (h) _____ other city and return.

(C) Edit the following passage. There is one error of determiner in each line. Write the incorrect word and the correction in your answer sheet.

The water was up to her knees as she slithered in a mud to rescue Graham. She reached out for her arm and grabbed it. She planted his feet in a marsh, flexed her knees and pulled with all his might. It was like a tug-of-war, she thought, with Graham a rope, and unless she anchored him, he would die.

	Incorrect	Correct
(a)	_____	_____
(b)	_____	_____
(c)	_____	_____
(d)	_____	_____
(e)	_____	_____
(f)	_____	_____

(D) Complete the following passage by filling in the blanks with suitable determiners:

Leaving (a) _____ wounded man, (b) _____ king went out of (c) _____ hut and looked around for (d) _____ hermit. Before going away he wished once more to get the answers to (e) _____ questions. The hermit was on (f) _____ knees sowing seeds in (g) _____ bed that had been dug (h) _____ day before.

(E) Fill in the blanks with correct articles. Put a cross (X) where no article is required.

(a) _____ Ganga is (b) _____ sacred river, no doubt, but it is now greatly polluted. (c) _____ people are callous and disinterested about the state in which it is. They continue to throw (d) _____ refuse, wasteful products and even dead bodies. (e) _____ government alone can do nothing. If (f) _____ everybody cooperates in keeping (g) _____ river clean, only then can it be clean. Most of (h) _____ rivers are polluted. (i) _____ river water nowhere is worth drinking. Let us think over (j) _____ matter seriously.

5. ADJECTIVES

KINDS OF ADJECTIVES

ADJECTIVES OF QUALITY

These adjectives refer to the quality or state of the nouns.

Examples : The rose is a *lovely* flower.

Virat is a *great* cricketer.

Her manners are *good*.

I like *cold* coffee.

ADJECTIVES OF QUANTITY

These adjectives indicate 'how much'.

Examples : I want *some* sugar.

The baby drank the *whole* milk.

Mohan has *much* money.

Please give me *some* water.

Take *some* rest.

ADJECTIVES OF NUMBERS

These adjectives indicate 'how many'.

Examples : *Many* students were honoured.

Some students did not take part in games.

He has *enough* to spare.

Many a boy has failed.

I do not have *many* friends.

DISTRIBUTIVE ADJECTIVES

They show that the persons or things are taken one at a time.

Examples : *Each* boy must dance on the stage.

Every man must do his duty.

Neither witness is dependable.

Every player played the match well.

DEMONSTRATIVE ADJECTIVES

These adjectives point out which persons or things are meant.

Examples : *This* is my school.

That cottage is very small.

These apples are ripe.

Those oranges are sour.

These rooms are airy.

INTERROGATIVE ADJECTIVES

These adjectives are used in the formation of questions.

Examples : *Which* car is yours ?

What colour is his pen ?

Which subject you like the most ?

What type of man is he ?

DEFINITION

Adjectives are describing words.

An adjective is used to add to the meaning of the noun with which it is placed; as,

It is a cold day.

She is a nice girl.

The city is beautiful.

KINDS OF ADJECTIVES

Adjectives may be divided into six categories ;

1. Adjectives of Quality :

They refer to the quality or state of the nouns.

Examples :

- (i) Sonia is a *good* dancer.
- (ii) She is a *greedy* woman.

2. Adjectives of Quantity :

They show how much a thing is meant.

Examples :

- (i) She drank the *whole* milk.
- (ii) He has *much* money.

3. Adjectives of Numbers :

They show how many persons or things are meant. They also show in what way or order a person or thing stands in relation to the other.

Examples :

- (i) He lent me *ten* rupees.
- (ii) He stood *second* in the examination.

4. Distributive Adjectives :

They show the persons or things taken one at a time.

Examples :

- (i) India expects *every* man to do his duty.
- (ii) *Either* book will do.

5. Demonstrative Adjectives :

They show which persons or things are meant.

Examples :

- (i) *This* is my car.
- (ii) *These* mangoes are ripe.

6. Interrogative Adjectives :

They are used in the formation of questions :

Examples :

- (i) Whose house is this ?
- (ii) Which is your favourite colour ?

THE USE OF ADJECTIVES

Adjectives can be used attributively and predicatively.

1. Adjectives are used attributively when they qualify a noun.

Examples :

- (i) Sunanda is a *beautiful* girl.
- (ii) What a *lovely* rose !

2. Adjectives are used predicatively when they are separated by the verb from the nouns they qualify.

Examples :

- (i) My coat is *green*.
- (ii) The horse is *lame*.

COMPARISON OF ADJECTIVES

There are three degrees of comparison.

The **Positive Degree** shows some quality and is used when no comparison is made ; as,

He is *bold*.

The mango is *sweet*.

The **Comparative Degree** is used when comparing two persons or things, and is generally followed by *than*; as,

Sudhir is *wiser than* Rakesh.

Naman is *more intelligent than* Namita.

The **Superlative Degree** is used when comparing more than two persons or things, and is generally followed by *of* ; as,

Akbar was *the greatest of* all the Mughal kings.

The *Dainik Bhaskar* has the largest circulation of all newspapers.

Always remember that we do not use double comparative or superlative :

Example : **Incorrect** : She is more taller than her sister.

Correct : She is taller than her sister.

Don't use the superlative degree when the positive is needed :

Example : **Incorrect** : She is a best dancer.

Correct : She is a very good dancer.

Formation of Comparative and Superlative Degrees

	Positive	Comparative	Superlative
(a)	small	smaller	smallest
	bold	bolder	boldest
	brave	braver	bravest
	able	abler	ablest
	happy	happier	happiest
	red	redder	reddest
(b)	good	better	best
	bad	worse	worst
	little	less	least
	much/many	more	most
	late	later/latter	latest/last
	old	older/elder	oldest/eldest
	far	farther	farthest
(c)	beautiful	more beautiful	most beautiful
	difficult	more difficult	most difficult
	faithful	more faithful	most faithful
	important	more important	most important
	intelligent	more intelligent	most intelligent

SOLVED EXAMPLES

1. Read the following passage carefully and find out the adjectives used in this. Write them in your answer sheet.

The king was now thrown into a deep thought. He did not want to lose the kingdom to someone in the next round of life. He needed time. So he ordered the execution postponed to the next day and talked in secret with his minister. "It's not right for us to give over the kingdom to others in the next life. Let's go on the stake ourselves and we'll be reborn as king and minister again. Holy men do not tell lies," he said and the minister agreed.

Ans. 1. deep 2. next 3. next 4. right 5. Holy

2. Fill in the blanks with suitable alternatives selecting them out of those given in brackets and complete the passage.

A shower of (a) _____ (young/younger) flowers fell upon the child as he entered the grove and forgetting his parents, he began to gather the (b) _____ (rained/raining) petals in his hands. But lo ! he heard the cooing of (c) _____ (grey/greyest) doves and ran towards his parents, shouting. "The dove ! the dove !" The (d) _____ (lovely/lovlier) petals dropped from his (e) _____ (forgotten/forgetful) hands. He ran towards the (f) _____ (mustard/massive) fields.

Ans. (a) young (b) raining (c) grey
(d) lovely (e) forgetful (f) mustard

Worksheet

6

Grammar : Adjectives

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Underline adjectives in the following sentences and mention their category.

1. She ate some rice but no bread. _____
2. They are afraid of hidden enemies. _____
3. The whole town was asleep. _____
4. They taught us many things about this issue. _____
5. Which way leads to the city courts ? _____
6. I did it with my own hands. _____
7. Every word of his was true. _____

(B) Select the correct word from the alternatives given in brackets in the following sentences.

1. (That/These) mangoes are ripe.
 2. Rama is (more/most) intelligent than Kavita.
 3. Lead is heavier than (any/any other) metal.
 4. Ramesh came (soon/sooner) than his brother.
 5. Do this work without (further/farther) delay.
 6. His school is (further/farther) than that of his brother.
 7. Radium is the (rarer/rarest) of metals.
-
-
-
-
-
-
-
-

(C) Each of the following sentences has an error of adjective. Correct it.

1. This novel is good than that.
 2. I like these kind of magazines.
 3. No less than five students won prizes.
 4. He is the wisest of the two boys.
 5. He is richer than wise.
 6. What is the last news ?
-
-

(D) Supply the proper form of the given adjectives.

1. poor : He is _____ than his brother.
2. clever : Of the two he is _____ .
3. rich : Laxmi Kant is one of the _____ men in our city.
4. wise : Shivaji was _____ than all his contemporaries.
5. proud : He is the _____ man in our locality.
6. bad : Her condition is getting from bad to _____ .

(E) Fill in the blanks with appropriate adjectives.

The (a) _____ frog made the (b) _____ nightingale to sing loudly at a (c) _____ pitch. The nightingale was _____ enough to follow him. Soon her (d) _____ voice was lost. After (e) _____ time she died. The frog was very (f) _____ and he began to sing in his (g) _____ voice. All the inhabitants of (h) _____ island had to listen to whatever he sang.

(F) Supply the appropriate degree of comparison.

1. Shimla is _____ (cold) than Jalandhar.
 2. Kolkata is the _____ (big) city in India.
 3. Suhana is the _____ (beautiful) girl in this class.
 4. He is _____ (clever) than his friend.
 5. Which is the _____ (near) school?
 6. The thief was taken to the _____ (near) police station.
-
-
-

(G) Fill in the blanks in the following passage with the appropriate degrees of adjectives given in brackets :

Travelling is the (a) _____ (good) means of education. Those who travel in various parts of the country and the world develop a (b) _____ (large) and (c) _____ (wide) view of life. They become (d) _____ (tolerant) and secular than others. Last year I paid a visit to Agra and saw the Taj, the (e) _____ (beautiful) building I have ever seen. But the Yamuna is not as (f) _____ (clean) and as attractive as I had read in the books. The government and the people should pay (g) _____ (much) attention to this historical building which has got the (h) _____ (large) number of votes to make it one of the seven wonders of the world.

(H) Supply the proper form of the adjectives.

1. lazy : Who is the _____ of you all ?
 2. wise : Tinny is the _____ girl.
 3. useful : Iron is _____ than any other metal.
 4. heavy : Gold is one of the _____ metals.
 5. rich : He is the _____ man in the world.
-
-
-

6. VERBS



A verb is a word that describes an action or expresses a state.

He is **driving**. (action)

She **was** ill. (state)

TRANSITIVE VERB

A Transitive verb denotes an action which an object receives :

- He **lifted** the box.
- We **built** a house.
- I **like** you.

INTRANSITIVE VERB

The action denoted by an Intransitive verb is limited to the doer (Subject).

- They **laughed**.
- Birds **fly**.
- The bell is **ringing**.

AUXILIARY VERBS

(i) Be (is/am/are/was/were)

(ii) Have (have/has/had)

(iii) Do (do/does/did)

- I *am* a lawyer.
- She *was* unhappy.
- I *have* met him.
- She *has* got no money.
- When he came, she *had* slept.
- We *do* not like him.
- *Do* you want this.
- You did not speak to me.
- Did you win the prize ?

MAIN VERBS

Present	Past	Past Participle
cut	cut	cut
put	put	put
wash	washed	washed
become	became	become
get	got	got
bring	brought	brought
do	did	done
hide	hid	hidden
bite	bit	bitten
rise	rose	risen
speak	spoke	spoken
see	saw	seen

VERBS

A word that tells us something about a person or thing is called a verb. It tells us :

(i) What a person/thing does (action) :

The baby **cried**.

The bell is **ringing**.

(ii) What a person/thing is (state) :

The man is a teacher.

Raman **was** happy.

The train is fast.

(iii) What is done to a person or thing :

He **was** punished.

The tiger has been killed.

KINDS OF VERBS

There are two kinds of verbs :

1. Transitive Verb

2. Intransitive Verb

1. Transitive Verb

It is a verb that expresses an action which passes from the doer (Subject) to the receiver (Object).

He **helps** us.

We **ran** a race.

Raman **hit** the ball.

2. Intransitive Verb

It is a verb that expresses an action which stops with the doer, or which expresses a state :

The baby **laughed**.

The bell is **ringing**.

They **fought** bravely.

Note : Only the transitive verb is followed by an object.

Read these sentences carefully :

Transitive verbs

1. The peon **rings** the bell.
2. The storm **sank** the ship.
3. **Stop** him.
4. They **fought** their enemy bravely.
5. He **flew** a kite.

Intransitive verbs

1. The bell is **ringing**.
2. The **ship is sinking**.
3. The train **has stopped**.
4. They **can fight** bravely.
5. The kite is **flying**.

AUXILIARY VERBS

The verbs **be** (is, am, are, was, were, etc.), **have** (has, have, had) and **do** (do, does, did) are called auxiliaries or auxiliary verbs. They are used before the Main **Verbs**.

1. The Verb 'be'

It is used in the formation of continuous tenses, and passives :

I **am** working hard.

They **were** laughing.
 Clothes **are** washed.
 The wall **was** painted.

2. The Verb 'have'

It is used in the formation of perfect tenses.

She **has** done her work.

I **have** met her.

He **had** left when I came.

They **have** been working.

3. The Verb 'do'

It is used in negative and interrogative sentences of the simple present and the simple past tenses :

She **does** not work hard.

They **do** not care for me.

I **did** not do well in the test.

Does the bell ring at 9 ?

Did you meet him ?

Note : The verbs can, could, may, might, will, shall, would, should, must and ought are also auxiliaries. They are called modals/model verbs. They are discussed in a separate chapter in this book.

REGULAR AND IRREGULAR VERBS

The main verbs in English are regular and irregular verbs, and have three forms : Present (Base Form), Past and Past participle.

REGULAR VERBS

By adding 'ed' we can form the past and the past participle forms of regular verbs. Here are some examples of regular verbs :

Present (Base form)	Past Tense	Past Participle
laugh	laughed	laughed
talk	talked	talked
help	helped	helped
wash	washed	washed
worked	worked	worked

IRREGULAR VERBS

Irregular verbs have no set pattern. They are of three types :

(i) All the three forms are same. Here are a few such verbs :

Present (Base form)	Past Tense	Past Participle
cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
read	read	read
shut	shut	shut

(ii) Two of the forms are the same. Here are a few examples :

Present (Base form)	Past Tense	Past Participle
become	became	become
bend	bent	bent
bring	brought	brought
build	built	built
buy	bought	bought
come	came	came
feel	felt	felt
meet	met	met
spend	spent	spent

(iii) All three forms are the same. Here are a few examples.

Present (Base form)	Past Tense	Past Participle
begin	began	begun
break	broke	broken
choose	chose	chosen
do	did	done
drink	drank	drunk
drive	drove	driven
fly	flew	flown
give	gave	given
go	went	gone
ring	rang	rung
see	saw	seen
sing	sang	sung
steal	stole	stolen
take	took	taken
wake	woke	waken
write	wrote	written

Worksheet

7

Grammar : Verbs

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Point out which verbs are Transitive and which are Intransitive :

1. Give me your pen.
2. The bubble has burst.
3. We feed chiefly on wheat and rice.
4. Have you forgotten my name ?
5. The baby broke the toy.
6. She spoke in a rude manner.
7. She always spoke the truth.
8. Birds are flying in the sky.
9. The sun has set.
10. The fire is burning in the oven.

(B) Complete these sentences with Transitive Verbs given in brackets.

1. Each one of you _____ (ran)
2. I have _____ (posted)
3. Girls _____ (sang)
4. All of us _____ (knew)
5. The naughty child _____ (broke)
6. He came will _____ (light)
7. Seema will _____ (write)
8. The axeman _____ (fell)
9. Will you _____ ? (raise)
10. All of a sudden he _____ (gave out)

(C) Fill in the blanks with suitable auxiliary verbs :

1. Father _____ angry. Go and meet him.
2. He _____ unhappy as he was ill.
3. She _____ done her work.
4. After he _____ gone it began to rain.
5. We _____ quite upset when he _____ not come by 4 p.m.
6. _____ you done your home work ?
7. Raman _____ ill for some time now.
8. You _____ good at studies.
9. _____ your parents angry at your coming late ?
10. I _____ follow them.

(D) Fill in the blanks with the past tense forms of the verbs given in brackets :

1. The balloon has _____ . (burst)
2. She _____ a teacher. (become)
3. They _____ a big house. (build)
4. We _____ ourselves behind the curtains. (hide)
5. The crow _____ at once. (fly)
6. The soldier _____ a white horse. (ride)
7. Seema _____ a blue pen. (choose)
8. He _____ on the cot to take some rest. (lie)
9. She _____ to me about her caste. (lie)
10. The boat _____ slowly. (sink)

7. QUESTION TAGS



A Tag Question/Question Tag

A short question at the end of a statement to confirm the fact

POSITIVE STATEMENTS : NEGATIVE TAG QUESTION

1. His brother is a doctor, *isn't he* ?
2. She loves him, *doesn't she* ?
3. Raman helped you, *didn't he* ?
4. She has come back, *hasn't she* ?

NEGATIVE STATEMENTS : POSITIVE TAG QUESTION

1. You are not happy, *are you* ?
2. Father won't come today, *will he* ?
3. Seema doesn't like Raman, *does she* ?
4. They were not sleeping, *were they* ?

STATEMENTS WITH MODAL VERBS: SAME MODAL IN THE TAG QUESTION

1. I can do it, *can't I* ?
2. We must obey him, *mustn't we* ?
3. You shouldn't repeat it, *should you* ?
4. You mustn't upset him, *must you* ?

IMPERATIVE STATEMENTS : Will/ Won't IN THE QUESTION TAG

1. Please stop crying, *won't you* ?
2. Do it again, *will you /won't you* ?
3. Don't irritate him, *will you* ?
4. Don't eat it, *will you* ?

STATEMENTS WITH 'Let's' : USE OF Shall IN THE QUESTION TAG

1. Let's do it, *shall we* ?
2. Let's eat some ice cream, *shall we* ?
3. Let's visit Shimla, *shall we* ?

STATEMENTS WITH INTRODUCTORY 'There' AND 'It': USE OF is /am/are/was/were IN THE QUESTION TAG

1. There is truth in what you say, *isn't there* ?
2. There is no hope of success, *is there* ?
3. This is strange, *isn't it* ?
4. That wasn't an-imaginary story, *was that* ?

QUESTION TAGS

Usually in conversation we make a statement and ask the listener to confirm it, as :

It is very hot today, isn't it ?

The short question after the statement is called a question tag.

Rules to make questions tags :

Rule 1. If the given statement is positive, the question tag is in the negative and if the statement is negative, the question tag is in the positive, as :

1. She is preparing well, isn't she ?
2. You can solve this sum, can't you ?
3. She helped Tom, didn't she ?
4. I am innocent in the matter, aren't I ?

Note : We do not use *amn't* with I.

5. He has done nothing wrong, has he ?
6. They will never disobey the rule, will they ?
7. The people do not leave their habits, do they ?

Rule 2. Use the same tense in which the statement is made :

1. You are going on leave, aren't you ?
2. She speaks English fluently, doesn't she ?
3. They will visit us tomorrow, won't they ?
4. The students came early, didn't they ?

Rule 3. Use the pronoun as the subject of the question tag :

1. Gayatri will not oblige you, will she ?
2. India is a progressive country, isn't it (she) ?
3. The people of this area are modern, aren't they ?
4. The principle wants to deliver a lecture, doesn't he/she ?

Rule 4. In case of Imperative sentences, we use *will/won't* :

1. Help me, will/ won't you ?
2. Don't cry, will you ?

Rule 5. In case of 'Let's' questions, we use 'shall we'.

Let's have some fun, shall we ?

Rule 6. When a sentence begins with 'there', 'this' or 'that', we use *is/are/was/were* depending upon the verb in the statement :

1. There is no one at home, is there ?
2. There was a house, wasn't there ?
3. This is funny, isn't it ?
4. This wasn't a bad experience, was it ?

Worksheet

8

Grammar : Question Tags

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Add question tags to these positive statements :

1. All of us like football
2. We must stop now
3. She speaks English
4. I am a good student
5. They came quite late
6. Our parents were angry
7. She will be late

(B) Add question tags to these negative statements.

1. We don't know all traffic rules
2. She didn't approve our plan
3. You won't help him
4. She doesn't speak French
5. I am not weak in English
6. Priyank has not come
7. They are not working hard

(C) Add question tags to these statements :

- | | |
|--------------------------------------|-------------------------------------|
| 1. Be silent | 2. Don't shout |
| 3. Let's go on a long drive | 4. I keep my promise |
| 5. You don't like her | 6. They hardly ever visit you |
| 7. There is no tool in the kit | 8. That was Simi |
| 9. You have got a lot of money | 10. I am a good writer |

(D) Add statements to these question tags.

- | | |
|-------------------------|-------------------------|
| 1. _____ , won't you ? | 2. _____ , didn't she ? |
| 3. _____ , doesn't it ? | 4. _____ , are there ? |
| 5. _____ , shall we ? | 6. _____ , do you ? |

8. TENSES

KINDS OF TENSES

PRESENT TENSE

It generally refers to the present time.

Examples : We go to school.
I love my home.

PAST TENSE

It refers to the past time.

Examples : We played cricket.
We won the match.

FUTURE TENSE

It refers to the future time.

Examples : She will sing a song.
I will help you.

PRESENT TENSE AND PAST TENSE

Use of Verb Forms

Types of Tenses	Present Tense	Past Tense
1. Simple/Indefinite	I do my duty. (Root form of the verb)	I did my duty. (second form of the verb)
2. Continuous	I am doing my duty. (is, am, are + V ₁ + ing)	I was doing my duty. (was, were + V ₁ + ing)
3. Perfect	I have done my duty. (has, have + V ₃)	I had done my duty. (had + V ₃)
4. Perfect Continuous	I have been doing my duty since morning. (has/have, been + V ₁ + ing)	I had been doing my duty since morning. (had been + V ₁ + ing)

DEFINITION

The Tense stands for verb forms or series of verb forms, used to express time relationship. Tenses are of **three types – Past, Present and Future**. Each of these three tenses has four subdivisions : **Simple/Indefinite; Continuous/Progressive; Perfect** and **Perfect Continuous**.

SIMPLE PRESENT TENSE (INDEFINITE)

Structure :

(a) **Affirmative sentences** : Subject (I, we, you, they, etc.) + V₁ / Subject (He, She, It, etc.) + V₁ + s/es

1. I work hard.
2. You cook well.
3. He works hard.
4. It works well.

(b) Negative sentences : Subject + do/does not + V₁

1. I do not know you. 2. She does not play here.

(c) Interrogative sentences :

Do/Does + Subject + V₁.....

1. Do you go to school by bus ? 2. Does he like you ?

Usage :

The Simple Present Tense is used :

1. in expressions in the immediate present

Nancy *wants* to speak at once.

It *is* very cold.

This tense is also used when a sentence begins with 'here' or 'there', as,

- (i) Here *comes* the scholar ! (ii) There *goes* the aeroplane.

2. to indicate the present period

This tense is used to refer to the events, actions and situations which are true at the time of speaking and which may continue the same way indefinitely ; as,

- (i) Her father *works* in an office. (ii) Our library *has* a big hall.

3. to express a situation that is permanent

- (i) This train *runs* from Delhi to Mumbai. (ii) My house *faces* east.

4. to express general truths

- (i) The sun *sets* in the west. (ii) Man *is* mortal.

5. to express regular or habitual actions

I *get up* early and *eat* my breakfast.

We can be more precise about habitual actions by using the Simple Present with Adverbs of Frequency such as *always*, *ever*, *never*, *occasionally*, or with Adverbial Phrases like *everyday*, *twice a month*, *on Sunday*, etc.

- (i) She *comes* here *twice a month*. (ii) I *practise* yoga *everyday*.

PRESENT CONTINUOUS / PROGRESSIVE TENSE

Structure :

(a) Affirmative Sentences : Subject + is/am/are + V₁ + ing

1. He *is* writing. 2. I *am* waiting for the bus. 3. They *are* driving.

(b) Negative Sentences : Subject + is/am/are + not + V₁ + ing

1. She *is not* reading. 2. We *are not* playing.

(c) Interrogative Sentences : Is/Am/Are + subject + V₁ + ing

1. Is he sleeping ? 2. Are you coming with us ?

Usage :

The Present Continuous is used :

1. to emphasise the present moment

If we want to emphasise the present moment or to indicate that a situation is temporary, we use the Present Continuous ; as,

- (i) Our Vice-Principal *is officiating* as Principal these days.
(ii) They *are repairing* their old house.

2. for planned future actions

This tense is used to refer to activities planned for the future; as,

- (i) The doctor is going to operate on me next Monday.
- (ii) She is discussing the matter with the Principal tomorrow.

3. to indicate progressive change

The Present Continuous is also used to indicate changes, trends, development and progress; as,

- (i) The patient is improving now.
- (ii) Fashions are changing daily.

4. in habitual actions

If we want to talk about a habitual action that takes place regularly, especially one which is new or temporary, you use the Present Continuous; as,

- (i) Is he still boasting of his wealth ?
- (ii) He is receiving a lot of SMSs.

PRESENT PERFECT TENSE

Structure :

(a) **Affirmative Sentences** : Subject + has/have + V₃

- 1. Rimi has failed.
- 2. They have seen you.

(b) **Negative Sentences** : Subject + has/have + not + V₃

- 1. He has not done his homework.
- 2. I have not met him.

(c) **Interrogative Sentences** : Has/Have + subject + V₃

- 1. Has Seema come ?
- 2. Have you ever visited Shimla ?

Usage :

The Present Perfect Tense is used :

1. to express a past action, the result of which still continues

- (i) My cousin *has been down* with fever since Monday.

(He/She continues to be ill even now.)

- (ii) I *have cared* for him for seven years.

(I still care for him.)

2. to express what happened in the past without stating a specific time

When we want to mention something that happened in the past but do not want to state a specific time, we use the Present Perfect Tense; as,

- (i) She *has read* the report but she does not remember the details.
- (ii) India *has developed* an anti-terrorism device.
- (iii) She *has noticed* the change in the syllabus.

3. to express an action that has just been completed

- (i) The match *has ended*.
- (ii) They *have just submitted* their assignment.

4. for repeated or habitual actions

The Present Perfect with adverbs of frequency (e.g., *frequently, often, etc.*) or such expressions as *thrice, four times, several times* is used to denote repeated or habitual actions.

For example :

- (i) I *have often warned* you against false friends.
- (ii) The terrorists *have frequently disturbed* peace.

PRESENT PERFECT CONTINUOUS TENSE

Structure :

(a) **Affirmative Sentences** : Subject + has/have + been + V₁ + ing + since/for

She has not been studying for four hours.

(b) **Negative Sentences** : Subject + has/have + not + been + V₁ + ing + since/for

It has been raining since morning.

(c) **Interrogative Sentences** :

(i) Has/Have + subject + been + V₁ + ing ?

(ii) Since + Wh- word + has/have + subject + been + V₁ + ing ?

● Has the peon been ringing the bell for five minutes ?

● Since when has she been practising on the piano ?

Usage :

This tense is used :

(1) **to express an action that began at some moment in the past and is still in progress; as,**

I have been reading for three hours.

It has been drizzling since 10 a.m.

They have been playing video games since afternoon.

(2) **to describe an action which has already finished but its effect continues; as,**

My mother has been busy all the day and is now on her bed at last.

He is panting because he has been digging for an hour.

SIMPLE PAST TENSE

Structure :

Affirmative Sentences : Subject + 2nd form of the Verb

She wrote a letter.

Negative Sentences : Subject + did not + 1st form of the verb

It did not rain yesterday.

Interrogative Sentences : Did + subject + 1st form of the verb ?

Did he act upon your advice ?

Usage :

Simple Past Tense is used :

(1) **to describe an event/action which happened in the past ; as,**

She went to Delhi yesterday. (the time is given)

Lal Bahadur Shastri died in 1966. (the time is given)

I learnt Spanish in Spain. (the time is implied and definite)

India defeated Pakistan in 1971. (the time is implied and definite)

When did you clear your dues ? (the time is asked for)

Where did you see this film ? (the place is asked for)

Why did you help him ? (the reason is asked for)

(2) to describe a habitual or repeated action in the past ; as,

I played chess as a child.

America always opposed India at the UNO.

My brother never told a lie.

(3) to denote an action which continued for sometime in the past ; as,

My uncle worked for Tata Consultancy for a long time.

Ramanujan lived in England for sometime.

Note : The word *for* in this tense refers to the duration of the past action and not to a period of time from the past to the present, as in the present perfect and perfect continuous tenses.

PAST CONTINUOUS TENSE

Structure :

Affirmative Sentences : Subject + was/were + (V_1 + ing)

Birds were flying in the sky.

Negative Sentences : Subject + was/were not + (V_1 + ing)

They were not watching the T.V.

Interrogative Sentences : Was/Were + subject + (V_1 + ing) ?

Was the teacher teaching the students ?

Usage :

This tense is used :

(1) to show an action in progress at some moment in the past ; as,

The children were taking lunch.

The phone was ringing.

The people were crying.

(2) to show the continuity of two or more actions at the same time in the past ; as,

I was reading while Deepak was writing.

Some people were talking when the speaker was speaking.

(3) to describe a past action which is often repeated; as,

Some people were spitting at public places.

The old men were always discouraging the children.

(4) to describe a continuing action in the past while the other related action is complete; as,

As we were doing practice, the Principal came in.

My cellphone fell down as I was walking fast.

She was reading a very old book when she came upon an old photo.

PAST PERFECT TENSE

Structure :

Affirmative Sentences : Subject + had + 3rd form of the verb

The patient had died when the doctor came.

Negative Sentences : Subject + had not + 3rd form of the verb

She had not completed her home work.

Interrogative Sentences : Had + subject + 3rd form of the verb
Had the teacher taught all the lessons ?

Usage :

This tense is used :

- (1) **to describe an action completed before a definite point in the past ; as,**
I had completed my homework at 8 p.m.
They had opened a new restaurant in 1980.
- (2) **to describe a completed action in the past before another action in the past began ; as,**
The cat had drunk milk before my mother saw it.
The students had entered the classroom before the bell rang.
She came before her husband had left for his office.
- (3) **to denote the past desires which remained unfulfilled ; as,**
If only I had worked sincerely !
(but I did not work sincerely)
I wish I had met her in my youth.
(but I did not/could not meet)
- (4) **in the conditional clauses to describe something which did not really happen; as,**
If you had cleared the test, you would have got the job.
If you had studied seriously, you would have passed.
If you had hired a taxi, you would have reached in time.

PAST PERFECT CONTINUOUS TENSE

Structure :

Affirmative Sentences : Subject + had been + V₁ + ing
It had been drizzling for two hours.

Negative Sentences : Subject + had not been + V₁ + ing
The doctor had not been working in his clinic for two hours.

Interrogative Sentences : Had + subject + been + V₁ + ing ?
Had the wrestler been exercising for three hours ?

We use time expressions *since* and *for* in the same way as we use them in the present perfect and the present perfect continuous tenses.

Usage :

This tense is used :

- (1) **to describe an action that began before a certain moment in the past, and continued up to that moment or stopped just before it ; as,**
Nitin had already been suffering from viral for two days when he consulted a doctor.
When we saw Nalini, she had been knitting a sweater since Monday.
My sister had been working with an MNC for three years before she migrated to the USA.
- (2) **to describe a repeated action in the past perfect ; as,**
Kunwar had tried many times to learn harmonium.
The political leader had been trying to hide the truth.

(A) Fill in the blanks with Simple Present Tense forms of the verbs given in brackets.

1. Everybody _____ (want) success in life.
 2. Animals also _____ (like) to live in company.
 3. The river _____ (flow) smoothly here.
 4. The colour of these apples _____ (reveal) their quality.
 5. Most of my friends _____ (not-run) a race.
 6. _____ all of us _____ your help ? (Do/Does, need/needs)
 7. She _____ (leave) school early.
 8. Cats _____ (catch) mice.
-
-

(B) Fill in the blanks with Simple Present Tense or Present Continuous Tense forms of the verbs given in brackets.

1. Hello, where _____ you _____ (go) ?
 2. The first bus _____ (leave) at 7.
 3. She never _____ (come) in time.
 4. I _____ (think) the train _____ (run) late.
 5. They _____ (learn) English.
 6. We _____ (meet) them in the evening.
 7. Sudha _____ (want) to work in your office.
 8. The Earth _____ (revolve) round the Sun.
-
-

(C) Fill in the blanks with Present Perfect Tense/Present Perfect Continuous Tense forms of verbs given in brackets :

1. They _____ (sleeping) since 9 o'clock.
2. _____ you (wash) the car or not ?
3. We _____ (meet) three clients since morning.
4. The painter _____ (paint) for four days.
5. She _____ (study) for two hours. She _____ (finish) all the exercises.
6. I _____ (read) this novel since 2nd May. I _____ (read) half of it.
7. She _____ (washed) just two shirts since morning !

(D) Fill in the blanks with the correct form of the verb. (Simple Past/Past Continuous Tense)

When we (a) _____ (go) out it (b) _____ still (rain). I (c) _____ (wet) myself when I (d) _____ (run) to catch the bus. Father (e) _____ (lag) behind. I (f) _____ (ask) him to hurry up. He (g) _____ (sprain) his ankle when he (h) _____ (board) the bus. Mother (i) _____ (help) him to get in.

(E) Fill in the blanks with Simple Past Tense / Past Perfect Tense forms of the verbs given in brackets.

1. The lights _____ (go) off when I _____ (enter) my room.
2. After Mohit _____ (do) his homework he _____ (go) to bed.
3. The letter _____ (come) after I _____ (leave) for office.
4. It _____ (stop) raining when they _____ (resume) their work.
5. They _____ (sell) all the goods before winter _____ (set) in.
6. He _____ (meet) me after he _____ (get) the notice.
7. She _____ already (marry) before I _____ (propose) to her.
8. The accident _____ (occur) after the driver _____ (have) a sudden fit.
9. The sun _____ (set) before they _____ (enter) the forest.
10. The Titanic _____ (sink) after it _____ (strike) an iceberg.

(F) Rewrite the sentences by using the correct tense form (Present/Past Perfect Continuous Tense) of the verbs given in brackets.

1. You know you _____ (deceive) me all these years.
2. She _____ (watch) TV for an hour when it started raining.
3. The players _____ (rest) all the time before the Chief Guest arrived.
4. They _____ (study) hard for three months.
5. The shepherd _____ (graze) the sheep for some months now.
6. She _____ (singing) for them for years.
7. When he was shifted to another city he _____ (live) here for five years.

Worksheet

10

Grammar : Tenses

Date

Name

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Roll No.

Marks OBT.

(G) Fill in the blanks with the correct form of the verbs.

1. It _____ since morning. (snow)
 2. Will you come if I _____ you ? (invite)
 3. He was running when the news _____. (come)
 4. The man _____ after an hour or so. (return)
 5. After she _____ the news came. (leave)
 6. They _____ the thief for long. (chase)
 7. The flower _____ sweet. (smell)
 8. I _____ my best (do). So don't worry.
 9. The moon _____ just _____. (just, rise)
 10. He _____ near the gate when we reached there. (sit)
-
-
-

(H) Complete the following passage by filling in the blanks with the correct form of the verbs given in brackets :

In the winter season there (a) _____ (be) fog on the roads. Fog (b) _____ (appear) when it (c) _____ (be) a clear sky and there (d) _____ (be) water vapours in the air. Do you (e) _____ (drive) when it is foggy ? You should be very careful on foggy days. A good and alert driver (f) _____ (drive) slowly and (g) _____ (use) fog lights. In this way he (h) _____ (save) not only himself but others also.

(I) Complete the following letter by filling in the blanks with the correct form of the verbs given in brackets :

The Editor
The Hindustan Times
Delhi
Sir

I (a) _____ (sympathise) fully with those people who (b) _____ (complain) about the noisy laughter which so often (c) _____ (accompany) television programmes. It (d) _____ (be) clear that the programme producers (e) _____ (live) in a world of their own as far as noise (f) _____

(be) concerned. They (g) _____ (provide) background music which (h) _____ (be) harsh. Usually the mourning scenes (i) _____ (be) prolonged with unnecessary wailing. These programmes (j) _____ (pose) a lot of problems to the students.

Yours

Kalpana Shetty

(J) Complete the following passage by filling up the blanks with the correct forms of the verbs given in brackets :

I (a) _____ (be) quite afraid, although I (b) _____ (go) up quite quickly, and the water already (c) _____ (change) from brown-black to green-brown and then to bright lemonade; I could also see the sun shining through the water. I (d) _____ (get) near the surface. I (e) _____ (move) too slowly; I (f) _____ (know) I would never reach the air again in time.

(K) Fill in the blanks with correct forms of the verbs, either Simple Present Tense or Present Continuous Tense :

My father (a) _____ (be) very fond of keeping himself fit. He usually (b) _____ (take) milk in the morning but today he (c) _____ (take) coffee. He (d) _____ (think) that we should not take tea. He (e) _____ (read) the newspaper while (f) _____ (take) coffee. But normally he (g) _____ (enjoy) reading the newspaper in the afternoon when he (h) _____ (be) free.

(L) Complete the following passage by filling in the correct forms of the verbs given in brackets :

I am a serious student. I (a) _____ (wish) to become an aeronautical engineer. I am aware that first I (b) _____ (pass) XII class with science subjects. I (c) _____ (get) at least 50% marks in PCM (*Physics, Chemistry and Mathematics*) and then (d) _____ (pass) the Competitive Examination. I have to (e) _____ (get) guidance from reputed teachers. I (f) _____ (be) preparing very hard for this test. I am hopeful success (g) _____ (touch) my feet. I firmly believe I (h) _____ (be) successful one day.

Worksheet

11

Date

Name

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Marks OBT.

Grammar : Tenses

(M) Fill in the blanks with the correct tense of the verbs given in brackets :

- (i) As our ship (a) _____ (start) to sink I jumped into the sea. I was a bad swimmer and I (b) _____ (begin) to give up hope when I (c) _____ (see) large wooden board floating nearby. I (d) _____ (hold) it and let it float. Soon I (e) _____ (reach) the shore of a strange island. I (f) _____ (wander) around for some food.

- (ii) Mr Dixit (a) _____ (live) in this city for many years. The people say that he (b) _____ (work) in a factory before coming to this city. He (c) _____ (met) with an accident in the factory and so decided to leave the factory. He had to do odd jobs before he (d) _____ (come) to this city.

- (iii) There are clouds in the sky. I think it (a) _____ (go) to rain soon but my sister (b) _____ (think) that the clouds will disappear and the sky will open up. Yesterday the sky (c) _____ (be) overcast, and it (d) _____ (rain) heavily. But nothing can be predicted accurately. Nature (e) _____ (be) strange. What we (f) _____ (expect) does not happen and what we don't expect (g) _____ (happen).

(iv) Fizzy drinks (a) _____ (be) dangerous for health. It (b) _____ (be) now clear that these drinks (c) _____ (contain) more pesticides than the (d) _____ (require) level. Now the next time you (e) _____ (buy) fizzy drinks, think that you are (f) _____ (buy) poison.

(v) Farmers usually (a) _____ (go) to their fields early in the morning. They (b) _____ (yoke) their bullocks and (c) _____ (drive) them to the fields where they begin to (d) _____ (plough). At noon they (e) _____ (take) some rest. They (f) _____ (come) back home in the evening. Some of them have already (g) _____ (begin) to make use of tractors for (h) _____ (plough).

(vi) There (a) _____ (be) a knock at the door. The Bacteriologist (b) _____ (go) to open it. "Just a minute, dear," whispered his wife. When he (c) _____ (re-enter) the room, the visitor (d) _____ (look) at his watch. "Twelve minutes to four. I ought to (e) _____ (leave) by half past three. But your things (f) _____ (be) really interesting. I must go now. I have an engagement at four," he (g) _____ (say).

9. TENSES (CONTD.)

KINDS OF TENSES

PRESENT TENSE

It indicates that the action is done at the present time.

Examples : I *see* stars in the sky.

I *pray* to God everyday.

PAST TENSE

It indicates that the action was done in the past time.

Examples : I *saw* stars in the sky.

I *prayed* to God everyday.

FUTURE TENSE

It indicates that the action will be done in the future time.

Examples : I *will see* stars in the sky.

I *will pray* to God everyday.

FOUR FORMS OF EACH TENSE

Simple/Indefinite	Continuous	Perfect	Perfect Continuous
It denotes a present, past or future action. Example : He gets up early. She met me.	It denotes an action in progress. Example : She is painting a picture.	It denotes a completed action. Example : He has won a prize.	It denotes an action in progress for quite sometime. Example : He has been learning his lesson since evening.

THE COMPLETE CHART

	Present Tense	Past Tense	Future Tense
Simple/Indefinite	She cooks food.	She cooked food.	She will cook food.
Continuous	I am watching the stars.	I was watching the stars.	I shall be watching the stars.
Perfect	I have painted a picture.	I had painted a picture.	I shall have painted a picture.
Perfect Continuous	It has been raining since morning.	It had been raining since morning.	It will have been raining since morning.

FUTURE TENSES :

Simple Future

Structure :

Affirmative Sentences : Subject + will/shall + V₁

Negative Sentences : Subject + will/shall + not + V₁

Interrogative Sentences : Will/Shall + subject + V₁..... ?

Affirmative	Negative	Interrogative
I shall play.	I shall not play.	Shall I play ?
We shall play.	We shall not play.	Shall we play ?
You will play.	You will not play.	Will you play ?
He/She will play.	He/She will not play.	Will he/she play ?
They will play.	They will not play.	Will they play ?

Usage :

THE SIMPLE FUTURE TENSE IS USED :

- 1. to predict what we think will happen; as,**
Our examination *will last* for a week.
The people *will choose* a new government.
- 2. to indicate an offer or promise; as,**
I *shall finance* this project for you.
She *will give* you a prize if you stand first.
- 3. to indicate an instant decision** (at the moment of speaking); as,
It is very cold. I *will switch* on the blower.
My brother has stood first. I *will give* a treat.
- 4. After verbs and verb phrases like** be, sure, think, expect, suppose; hope, believe, etc.; as,
She is sure she *will clear* the test.
We expect you *will come* upto our expectations.

FUTURE CONTINUOUS

Structure :

- (a) **Affirmative Sentences** : Subject + will/shall + be + V₁ + ing
The teacher will be teaching the students.
- (b) **Negative Sentences** : Subject + will/shall + not + be + V₁ + ing
She will not be singing a song.
- (c) **Interrogative Sentences** : Will/Shall + subject + be + V₁ + ing ?
Will they be watching the T.V. ?

(a) **Actions in progress in future :**

The most common use of this tense is to describe actions which will be in progress in the immediate or distant future :

My father *will be arriving* any time from now.

India *will be launching* a new satellite very soon.

(b) Arrangements and Plans :

The Future Continuous can be used like the Present Continuous to refer to planned events, particularly in connection with travel:

Rohan *will be reaching* Mumbai on Sunday.

The doctor *will be examining* the patients now.

FUTURE PERFECT

Structure :

(a) **Affirmative sentences :** Subject + shall/will + have + V₃

The peon will have rung the bell.

(b) **Negative sentences :** Subject + shall/will + not + have + V₃

He will not have completed his work.

(c) **Interrogative sentences :** Will/Shall + subject + V₃..... ?

Will they have left for the station ?

Usage :

This tense is used to express an action completed before a given moment in the future :

1. We shall have shifted to our new house by next month.
2. She will have submitted her project before the end of the term.
3. Tomorrow morning I shall have left.
4. He will have finished his work by Monday.

FUTURE PERFECT CONTINUOUS TENSE

Structure :

(a) **Affirmative sentences :** Subject + will/shall + have + been + V₁ + ing

It will have been raining for two hours.

(b) **Negative sentences :** Subject + will/shall + not + have been + V₁ + ing

She will not have been reading for four hours.

(c) **Interrogative sentences :** Will/Shall + subject + have been + V₁ + ing ?

Will they not have been decorating their hour for two days ?

Usage :

This tense is used to express an action continuing beyond a point of time in future.

1. The students will have been studying English since Monday.
2. The girls will have been singing songs for two hours.
3. They will have been saying their prayers since morning.
4. The boys will have been playing before the teacher comes.

We use time expressions *since* and *for* in the same way as we use them in the present perfect and the present perfect continuous tenses.

1. I shall have been waiting for my turn since 5 o'clock.
2. Students will have been working hard for their exams for a week.
3. He will have been studying commerce for three years by next year.
4. Mother will have been preparing breakfast since 6 a.m.

Worksheet

12

Grammar : Tenses

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Here are some incomplete sentences. Fill in the blanks with the correct form of the verb given in brackets, using the correct future tense.

1. We _____ (return) home by 5o' clock if everything goes well.
2. They _____ (help) you if you request them.
3. We _____ (visit) our grandparents this week.
4. He _____ (sit) there when you reach there.
5. The old man _____ (die) by the time the doctor reaches his village.
6. Aman _____ (play) for an hour by the time father comes back.
7. It _____ (rain) soon.
8. He _____ (see) a movie now. Don't go and disturb him.
9. Flowers _____ (bloom) in spring.
10. He _____ (go) to London by the time you reach here.

(B) Complete the letter given by choosing the appropriate options out of the ones given below.

100-R Cool Road
Faridabad
3rd May 20...
Dear Mother

You (a) _____ glad to know that I (b) _____ to represent our school in an Inter-School debate being held at Delhi. I (c) _____ Delhi on 10th May. The debate contest (d) _____ the next day. Please (e) _____ me your blessings. I am sure I (f) _____ a prize.

Yours affectionately
Ankit

- | | |
|------------------------|-----------------------|
| (a) 1. will be | 2. are |
| 3. were | 4. will |
| (b) 1. are selected | 2. will be selected |
| 3. has been selected | 4. have been selected |
| (c) 1. will be reached | 2. reach |
| 3. will reach | 4. reached |

- | | |
|-------------------|-------------|
| (d) 1. is | 2. was |
| 3. will have been | 4. will be |
| (e) 1. give | 2. gave |
| 3. will give | 4. giving |
| (f) 1. is winning | 2. was won |
| 3. will have won | 4. will win |

(C) Complete the following passage by filling up the blanks with the correct forms of the verbs given in brackets :

Prices (a) _____ (increases/are increasing/increase) very fast these days. The concerned authorities (b) _____ (do/does/do not/ are not) doing anything effective. The big business persons (c) _____ (making/makes/made/make) much profit by (d) _____ (exploiting/exploited/exploit/exploits) the innocent and helpless consumers. The political leaders (e) _____ (shielded/shielding/shield/shields) these big players. There is a small ray of hope if the consumer protection forum (f) _____ (makes/made/making/make) plans to safeguard the interests of the customers.

(D) Complete the following letter by filling in the correct forms of the verbs given in brackets :

I (a) _____ (read/reads/had read/have just read) your letter. I am very sad to know that you (b) _____ (are suffering/have suffered/suffers/suffer) from an attack of typhoid. What (c) _____ (goes/is going/has gone/went) wrong with you ? I know you are very particular about your diet. You (d) _____ (do/did/has done/have already done) the Art of Living course. I think you (e) _____ (getting/got/gets/get) this infection from the fast food. You should avoid eating fast food. (f) _____ (Starts/Started/Starting/Start) taking boiled water. These days ground water is not pure.

(E) Fill in the blanks using the correct tense of the verb given in brackets :

Govind had a funny idea. He thought there (a) _____ (exist/exists/existed/existing) a magic potion which, if it (b) _____ (is/am/was/were) poured on any object would turn it into gold. People (c) _____ (begin/begins/beginning/ began) to cheat him, as he (d) _____ (spend/spent/ spends/ spending) most of his time on the matter. A sage (e) _____ (come/came/ comes/ coming) and said, "I (f) _____ (learnt/have learnt/ has learnt/ am learning) how to brew such a potion" Govind became very happy.

(F) Fill in the blanks using the correct form of the verb given in brackets :

As I (a) _____ (was going/goes/go/went) to school, I (b) _____ (finding/find/found/finds) some people (c) _____ (runs/running/ran/run) in haste. I (d) _____ (learnt/learn/learns/am learning) that a bomb had exploded. A man (e) _____ (cries/cry/cried/was crying) in pain. He had been badly wounded. Some people (f) _____ (tried/tries/try/trying) to carry him away. Soon the police (g) _____ (reaching/ reach/reaches/reached) there. They (h) _____ (blocking/blocked/blocks/block) the road. I saw they (i) _____ (helps/helped/were helping/help) the injured.

(G) Complete the following letter by using the suitable forms of verbs given in brackets :

I (a) _____ (am receiving/received/had received/receives) your letter yesterday and (b) _____ (comes/ came/come/coming) to know about the latest condition of dear Mom. You want to know about the annual function of my school. The annual function of my school (c) _____ (take/took/takes/taking) place yesterday. The Education Minister of our state (d) _____ (am/is/was/were) the Chief Guest. Preparations for the function (e) _____ (start/started/had started/have started) two days before the function.. We (f) _____ (decorating/had decorated/decorates/decorate) the main gate before the Chief Guest (g) _____ (coming/comes/came/come).

Students (h) _____ (presenting/present/presents/presented) songs, skits and other entertaining programmes. The Chief Guest praised the school for the glorious traditions.

Yours

Lovedeep

10. MODALS



KINDS OF MODALS

MODALS

can, may, shall, used to

Examples : We can win our enemy. (capability)
 You *can* take my scooter. (permission)
 You *may* go home now. (permission)
 It may rain today. (possibility)
May you live long! (wish)
 You *shall* not do this. (command)
Shall we visit the park ? (permission)
 I am not used to this kind of treatment. (accustomed)

MODALS

should, would, ought to, could

Examples : We *should* obey them. (duty)
 The door *would* not open. (determination)
 Would you do it for me ? (request)
 We *ought to* serve our parents. (duty)
 He *could* do it. (ability in the past)
Could she speak to her boss ? (permission)
 If I *could* help, I would. (condition)

MODALS

dare, need, must, have to

Examples : You dare not defy me. (challenge)
 I dare say he would come. (had the courage)
 You need not go. (not necessary)
 I must work hard to gain success. (compulsion)
 We must pay our taxes. (duty)
 She has to milk the cow herself. (obligation)
 We have to follow the rules of the road. (emphasis)

DEFINITION

There are some auxiliary verbs that are used to express the mode or manner of the action. They are : can, could, may, might, will, shall, should, would, must and ought. They are used to express ability, possibility, permission, necessity, suggestion, invitation, etc. **Need** and **dare** can also be used as modals. The modals take base form of the verb (1st form). They themselves remain unchanged.

1. Shall

- (i) In Assertive Sentences, *shall* in the first person, gives information about the future action; as,
I *shall* be much obliged to you.
We *shall* reach Delhi today.
- (ii) *Shall*, in the second and third persons, is used to denote :
- (a) a promise; as,
She *shall* have the book tomorrow.
They *shall* have a holiday tomorrow.
- (b) a command; as,
They *shall* not play there.
You *shall* love your neighbour as yourself.
- (c) determination; as,
They *shall* work hard.
You *shall* do what he has told you.
- (d) a threat; as,
He *shall* be punished if he does not obey them.
They *shall* pay for this negligence.
- (iii) In Interrogative Sentences, *shall* used in the first person, indicates simple futurity, wish or opinion of the person spoken to; as,
Shall I buy this book for you ?
(Do you wish that I should buy this book for you ?)
Shall we visit the museum ?
(Do you permit us to visit the museum ?)

2. Will

- (i) In Assertive Sentences, *will* in the second and the third persons, indicates pure future; as,
She *will* go to Kanpur on Monday.
They are confident you *will* pass the examination.

- (ii) In Assertive Sentences, *will* indicates a customary or characteristic action, when used in the second or the third person; as,
She *will* sit there for hours waiting for her son to come.
Whenever he is in trouble, he *will* go to his father.
- (iii) *Will*, in the second and third persons, expresses a belief or an assumption on the part of the speaker; as,
They *will* know it.
Mohit *will* be back now.
- (iv) *Will*, in the first person, is used to denote
- (a) promise; as,
We *will* do better next time.
I *will* teach him Maths.
- (b) threat; as,
I *will* dismiss you.
We *will* expose her.
- (c) willingness; as,
Don't worry, we *will* lend you some money.
I *will* carry your bag to the office.
- (d) determination; as,
I *will* succeed in the venture.
We *will* not surrender.
- (e) In Interrogative Sentences, *will* in the second person, denotes willingness, intention or wish of the person spoken to; as,
Will you have a cup of coffee ?
Will you leave Mumbai on Sunday ?

3. Should

Should is used :

- (i) to denote duty or obligation ; as,
We *should* obey our elders.
She *should* control her temper.
Pupils *should* obey their teachers.
I *should* not neglect my studies.

Note : Duty in the past is expressed by *should have*; as,
I *should have* paid the money long ago.
They *should have* worked much harder.

- (ii) to express *supposition, possibility, condition*, etc. ; as,

Should he turn up now, I have nothing to give him.

If they *should* attack, we will defend our country.

If it *should* rain, we shall have a holiday.

Should there be a danger, we shall be prepared to meet it.

- (iii) to express *purpose* and *result* in the clauses introduced by *in order that* and *so that*; as,

We spoke softly so that none *should* hear us.

We bought plenty of food *in order that* all *should* be satisfied.

4. May

May is used :

- (i) to express *permission*; as,
You *may* use my pen for a day.
May I come in, sir ?
- (ii) to express *a purpose*; as,
She flatters so that she *may* win favours.
We eat so that we *may* live.
- (iii) to denote *possibility*; as,
It *may* snow tonight.
I *may* be elected president.
- (iv) to express *a wish*; as,
May you have the best of luck !
May her soul rest in peace !

5. Might

- (i) *Might* is used to denote a possibility that is more doubtful than expressed with 'may'; as,
She *might* pass.
The patient *might* recover.
- (ii) *Might* is also used to denote extreme politeness during a discussion; as,
Might I have a chance to speak ?
If I *might* request you, couldn't you teach us History ?

6. Can, Could

- (i) *Can* and *could* are used to express *ability* or *power*; as,

I *can* speak English.

Can you see the bird on the tree ?

He *could* sing well at the age of five.

- (ii) *Can* and *could* are used to express *permission*; as,

You *can* leave the class after half an hour (i.e., you have permission to leave the class).

Can I go to the library now ? No, you can't.

- (iii) *Can* and *could* are used to express *possibility*, that is, some action or event is possible; as,

There *can* be an accident at any time on this bridge.

We *can* make mistakes.

He said that the news *could* be true.

- (iv) *Could* sometimes does not indicate past time. It is also used to express *a polite request*; as,

Could I have your pen ?

Could I speak to the principal for a minute?

Could I have a glass of water ?

- (v) *Could* is not itself the past form of *can*; *could have* serves as its past form; as,

I *could have* played much better.

(But I didn't.)

She *could have* told me about it.

(But she didn't.)

In these sentences, *could have* expresses the idea of something that was possible or desirable, but did not happen.

7. Must

Must is used to express :

- (i) *necessity, compulsion* or *strong moral obligation*; as,

We *must* obey the natural laws.

Candidates *must* answer three out of the five questions.

I *must* finish the work today.

Vehicles *must* not be parked in front of the office.

- (ii) *fixed determination*; as,

I *must have* my way in this matter.

We *must have* our money back.

- (iii) *duty* ; as,
 A soldier *must be loyal*.
 A judge *must be upright*.
- (iv) *inevitability*; as,
 One day man *must die*.
- (v) *certainty or strong likelihood*; as,
 She *must have reached* home by now.
 You *must be thirsty* after your long walk.
- (vi) *a guess, or an inference from circumstances*; as,
 The principal *must be* in the office.
 Your uncle *must be* at least fifty.

8. Ought (to)

- (i) *to give advice*; as,
 You *ought to stop* smoking.
- (ii) *to denote duty*; as,
 We *ought to love* our country.
 You *ought not to walk* on the lawn.
- (iii) Ought to have + V₃ is used to indicate a past obligation that was not fulfilled ; as;
 He *ought to have been* more careful.
 She *ought to have obeyed* her parents.

9. Have to

- (i) *to indicate obligation* ; as,

He *has to work hard* for a living.
 I *have to attend* the meeting tomorrow.

- (ii) *When the obligation or necessity is a repeated occurrence* ; as,
 They *have to work* on holidays too.
 We *have to be* at school by 7 a.m.
- (iii) *Had to* is used for a necessity or obligation in the past ; as,
 He *had to finish* the work in time.
 We *had to pay* the fees by the 10th of every month.

10. Dare

- (i) *to denote 'challenge' or 'defiance' in affirmative sentences*; as,
 How *dare* she behave in this manner ?
 He *dares to call* you a thief.
- (ii) *to denote 'venture' and 'courage' in negative sentences*; as,
 I *dare not ask* him to teach me.
 She *dare not tell* him lies.
- (iii) *to make interrogative sentences* ; as,
Dare he say such a thing to me ?
 Does he *dare to imply* that I am dishonest ?

SOLVED EXAMPLES

1. Fill in the blanks with the suitable modals :

- (i) _____ I go alone ? Yes, you _____ .
- (ii) You _____ go home after the game is over.
- (iii) He died so that others _____ live.
- (iv) If he wished he _____ go tomorrow.
- (v) The principal hoped that all the boys _____ pass.
- (vi) The beggar said, " _____ God bless you !"
- (vii) You _____ have told me this earlier.
- (viii) If I asked her again, she _____ consent.
- (ix) If the clouds are thick, the rains _____ come.
- (x) _____ I go out for a drink ? Yes, you _____ .

- Ans.** (i) May, may (ii) may (iii) might (iv) might, (v) might
 (vi) May (vii) could (viii) would (ix) may (x) May, may

Worksheet

13

Grammar : Modals

Date

Name

Class & Sec. Roll No.

Marks OBT.

(A) Fill in the blanks by choosing the appropriate modal given in brackets :

"(a) _____ (Can/May) you lend me your tractor? We (b) _____ (may/might) have to sow the seed before the monsoon begins", I said. "Yes, I (c) _____ (can/could), but you (d) _____ (will/must) promise to return it day after tomorrow," he said. I at once said, "(e) _____ (Will/Would) you give me just now?"

(B) Fill in the blanks with appropriate modals.

President Kennedy once said, "Don't ask what your country (a) _____ do for you, rather ask what you (b) _____ do for your nation." Let's take an oath that we (c) _____ do something for our country. Some people say that they (d) _____ not worry because the leaders (e) _____ do all this. We (f) _____ leave such an escapist policy.

(C) Fill in the blanks with correct modals given in brackets.

There are many things which (a) _____ (will/can) not be sold or bought. Mother's love is such a thing. Mother (b) _____ (will/would) sacrifice her comforts so that the child (c) _____ (may/shall) not be disturbed. Therefore, a child (d) _____ (will/should) respect the emotions of his mother.

(D) Fill in each blank with the modal which conveys the sense given in the bracket.

1. _____ you live long ! (wish/prayer)
2. We _____ easily find the way. (ability)
3. _____ you please come early ? (request)
4. _____ he oppose us ? (courage)
5. You _____ watch TV now. (permission)
6. We _____ go on long walks. (past habit)
7. _____ you serve tea now ? (polite request)

(E) Choose the correct option from the ones given below to complete the following passage :

If Rohit is intelligent he (a) _____ understand what I want, but I doubt if he (b) _____ really do the job. He (c) _____ at least try to do it. Sometimes I think he lacks the courage to take risks. So he (d) _____ not do anything that (e) _____ hurt him in any way.

- | | | | |
|----------------|------------|-------------|-------------|
| (a) (i) could | (ii) might | (iii) would | (iv) will |
| (b) (i) can | (ii) may | (iii) might | (iv) should |
| (c) (i) should | (ii) could | (iii) could | (iv) might |
| (d) (i) need | (ii) done | (iii) must | (iv) should |
| (e) (i) must | (ii) would | (iii) might | (iv) may |
-
-
-
-

(F) Complete the dialogue by filling in the blanks by choosing the correct option from the ones that follow :

Son : Father, what (a) _____ I do to be a good speaker ?
Father : You (b) _____ listen to the speeches of great men. Moreover, you (c) _____ read a lot.
Son : What else (d) _____ I do ?
Father : You (e) _____ do what I (f) _____ do.
Son : Tell me what it was.
Father : I (g) _____ write a speech, record it and then listen to it to remove my own weaknesses.
Son : I (h) _____ try to follow you.
Father : Good ! Now go and write a speech on 'Good Manners'.

- | | | | |
|----------------|---------------|---------------|--------------|
| (a) (i) will | (ii) can | (iii) would | (iv) must |
| (b) (i) can | (ii) may | (iii) shall | (iv) might |
| (c) (i) might | (ii) could | (iii) must | (iv) would |
| (d) (i) should | (ii) will | (iii) might | (iv) could |
| (e) (i) could | (ii) would | (iii) shall | (iv) can |
| (f) (i) had to | (ii) ought to | (iii) used to | (iv) dare to |
| (g) (i) will | (ii) can | (iii) would | (iv) might |
| (h) (i) must | (ii) would | (iii) will | (iv) could |
-
-
-
-

11. SUBJECT-VERB AGREEMENT



Singular Subject → Singular Verb

Each one of you *is* honest.
Mathematics *is* not easy.

Plural Subject → Plural Verb

Ram and Gita *are* friends.
The students *have* gone out.

IMPORTANT NOTE

If two singular subjects are connected by *as well as*, *with*, *in addition to*, etc. the verb is singular; as,

1. A radio as well as a watch has been stolen.
2. A man with his dog has come.

When two Subjects together express one idea, the verb is singular; as,

1. Truth and honesty is the best policy.
2. Slow and steady wins the race.

Indefinite pronouns *each*, *every*, *either*, *neither*, *many* take a singular verb; as,

1. Each of the boys was present.
2. Every man in the village was afraid.

A Collective Noun takes a singular verb if the idea of oneness is expressed; as,

1. The jury has elected its president.
2. The council is unanimous in its decision.

Some nouns which are plural in form but singular in meaning take a singular verb; as,

1. Good news has come this morning.
2. The wages of sin is death.

DEFINITION

A. A **verb** should agree with its subject in number and person.

A **singular** subject is followed by a **singular** verb.

A **plural** subject is followed by a **plural** verb.

Examples :

Singular Subject

I **am** happy.
The dog **barks**.
She **has** a piano.

Plural Subject

They **are** happy.
The dogs **bark**.
They **have** a piano.

- B. (a) Two or more singular subjects connected by **and** take a **plural** verb :**
 He and I are good friends.
 Krup and his brother **were** present.
- (b) If two Subjects joined by **and** represent **one** idea, then the verb is **singular** :**
 Bread and butter **is** a necessity, not a luxury.
 Slow and steady **wins** the race.
- (c) If two **singular** subjects joined by **and** are preceded by **each** and **every**, the verb is **singular**.**
 Every boy and every girl **was** terrified.
 Each day and each hour **brings** us more joy.
- (d) Two or more **singular** subjects connected by **or**, **nor**, **either**, **neither**, take a singular verb :**
 Either Rita or Gita **is** to blame.
 Neither Vineet nor Billu **was** wrong.
 Either Jenny or Tom **is** correct.
 But if one of the Subjects is in the Plural, then the verb must be in the **Plural**.
 Neither Roma nor her friends **were** playing.
 Either the farmer or his workers **are** out in the farm.
- (e) When the subject is an **uncountable** noun, the verb is **singular**.**
 The rice **is** in the bowl. This water **is** not clean. The bread **was** over.
- (f) A **collective** noun always takes a **singular** verb.**
 A herd of cows **is** grazing on the lawn. (ask the question – how many herds ? – ‘a’ herd means **one** herd, so the verb is singular since the subject ‘a herd’ is singular).
 Some cards **were** lying on the floor.
 A pack of cards **was** lying on the floor. (ask the question – how many packs ? ‘a’ pack means **one** pack, so the verb is singular since the subject ‘a pack’ is singular).
- (g) Be careful not to make a verb agree in Number with a noun near it, instead of its proper subject. If confused, make sure of the Subject of the verb.**
 The quality of these apples **is** good.
 (Here the subject of ‘is’ is **the quality** and **not** the apples).
- (h) Some nouns which are plural in form, but singular in meaning, take a **singular** verb :**
 Physics **is** not a boring subject, if taught with interest.
 The *Arabian Nights* **is** an interesting book.
- (i) If two singular nouns refer to the same person or thing, the verb is **singular**; as :**
 The priest and leader has come (the person is a priest and a leader)
 The poet and writer **is** dead (poet and writer is the same person.)
- (j) When a Singular Noun or Pronoun is joined to a second noun by **with** or **as well as**, the verb is in the singular.**
 The king with all his sons **was** arrested.
 Suresh as well as his friends **has** failed in the class test.

SOLVED EXAMPLES

I. Choose and write the correct verb given in brackets.

1. This paint _____ quickly. (*dry/dries*)
2. Two and two _____ four. (*make/makes*)
3. Neither Raman nor Hari _____ present there. (*was/were*)
4. Sushil and his friends _____ at the party. (*was/were*)
5. The committee _____ decided the matter. (*has/have*)

Ans. 1. dries 2. make 3. was 4. were 5. has

II. Tick (✓) the correct verb.

- | | | | | |
|--|----------|-------------------------------------|--------|-------------------------------------|
| 1. Fire and water _____ agree. | does not | <input type="checkbox"/> | do not | <input checked="" type="checkbox"/> |
| 2. Rakesh and I _____ reading. | is | <input type="checkbox"/> | are | <input checked="" type="checkbox"/> |
| 3. Diabetes _____ a disease. | is | <input checked="" type="checkbox"/> | are | <input type="checkbox"/> |
| 4. The committee _____ on this issue. | agree | <input type="checkbox"/> | agrees | <input checked="" type="checkbox"/> |
| 5. The United States _____ a big country. | is | <input checked="" type="checkbox"/> | are | <input type="checkbox"/> |
| 6. The information on these topics _____ not enough. | is | <input checked="" type="checkbox"/> | are | <input type="checkbox"/> |

Worksheet

14

Grammar : Subject-Verb Agreement

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Complete these sentences with the correct verb given in brackets.

1. Many a man _____ done it already. (has/have)
2. The committee _____ its meeting on Monday. (has/have)
3. The Jury _____ divided on the issue. (is/are)
4. The rise and fall _____ natural. (is/are)
5. The poet and the novelist _____ come. (has/have)
6. He and I _____ watching TV. (am/are)
7. The teacher as well as some students _____ present. (was/were)

(B) Choose the correct verb in each sentence.

1. Five boxes of barfi (is/was/are) not enough to fill his stomach.
2. A herd of cows (pass/passes/passed) this way sometimes.
3. One litre of milk (cost/costs/costed) very little.
4. A box of chocolates (make/makes/made) a nice present.
5. The audience (clapped/clap/claps) every time she appears on the stage.
6. Every seat (was/were/are) booked.

(C) Tick (✓) in the brackets the correct verb and rewrite the following sentences.

1. This is one of the things that (kill/kills) emotion.
2. Each of the shops (has/have) a good stock of eatables.
3. She is one of the best mothers that (has/have) ever lived.
4. Either Sanjay or Abhinav (has/have) played a trick on me.
5. Five weeks (is/are) a good holiday.
6. Many (was/were) present at the meeting but few spoke.
7. Cleopatra and her retinue (was/were) eager to meet Caesar.
8. Two-thirds of the village (is/are) deserted.
9. Let you and me (go/goes) together.
10. The cost of these articles (has/have) risen.

GRAMMAR – PART : II

Topics :

- Adverbs
- Prepositions
- Conjunctions
- Voice
- Reported Speech
- Non-finites
- Clauses
- Transformation of Sentences
- Aid to Rich Vocabulary

12. ADVERBS



KINDS OF ADVERBS

ADVERBS OF MANNER

They show how an action is done.

Examples : Our students worked *very hard*.

The baby slept *soundly*.

The old man walks *slowly*.

The teacher writes *neatly*.

ADVERBS OF PLACE

They show where an action is done.

Examples : It is raining *outside*.

The explosion took place *here*.

Our dog sleeps *there*.

She looked for her purse *everywhere*.

ADVERBS OF TIME

They show when an action is done.

Examples : I met him *yesterday*.

She will call on them *tomorrow*.

He will finish the painting *today*.

My father arrived *late* last night.

ADVERBS OF FREQUENCY

They show how often an action is done.

Examples : Rohan is *always* in time.

I helped her *once*.

He won the game *twice*.

She *often* takes coffee.

ADVERBS OF DEGREE

They answer the question *how much* or *to what extent* or *in what degree*.

Examples : He is *very* intelligent.

She is *partly* wrong.

The milk is *extremely* hot.

The cup is *nearly* full.

INTERROGATIVE ADVERBS

They are used for asking questions.

Examples : *When* are we meeting again ?

How is your uncle now ?

How often do you take milk ?

Where do you live ?

ADVERBS OF AFFIRMATION OR NEGATION

They are used to express some certainty or negativity.

Examples : I will *surely* help you.

They will *never* come here again.

DEFINITION

A word that describes or says something about a verb, an adjective or an adverb is known as **Adverb**.

Read these sentences carefully :

- (a) She spoke *loudly*. (the adverb *loudly* qualifies the verb *spoke*)
(b) Suman is *very* smart. (the adverb *very* qualifies the adjective *smart*)
(c) The baby crawls *quite* slowly. (the adverb *quite* qualifies the adverb *slowly*)

KINDS OF ADVERBS

Adverbs are of **six** kinds :

1. Adverbs of Manner
2. Adverbs of Place
3. Adverbs of Time
4. Adverbs of Frequency
5. Adverbs of Degree
6. Interrogative Adverbs

1. Adverbs of Manner

Adverbs of Manner answer the question '**how**'? Usually, the Adverbs of Manner are Adjective + ly :

- (i) Kamal writes **neatly**. (ii) Our soldiers fought **bravely**.

2. Adverbs of Place

Adverbs of Place answer the question '**where**'.

- (i) God is present **everywhere**. (ii) He looked for me **everywhere**.

3. Adverbs of Time

Adverbs of time answer the question '**when**'.

- (i) The match will begin **soon**. (ii) She comes here **daily**.

4. Adverbs of Frequency

Adverbs of Frequency ask the question '**how often**'.

- (i) Geeta **seldom** plays hockey. (ii) I **always** speak the truth.

5. Adverbs of Degree

Adverbs of Degree answer the question :

how much or how far or to what extent ?

- (i) We are **fully** prepared to meet the challenge. (ii) He treats his servant **most** cruelly.

6. Interrogative Adverbs

Interrogative Adverbs are used to ask **questions**.

- (i) **When** did you come back ? (ii) **How** deep is the well ?

ADVERBS OF AFFIRMATION OR NEGATION

They are used to express certainty or negativity.

Examples :

- (i) She will **surely** come here. (ii) They **never** fall who die for a noble cause.

PLACEMENT OF ADVERBS

1. Adverbs of time and frequency (*always, never, ever, seldom, often, etc.*) are generally placed before the verb they modify. However, they are placed after auxiliaries like *is, am, are, was, were, etc.*

- (1) She *always* helped us. (2) They are *never* late.

2. Adverbs of place (*here, there, inside, outside*) are placed after the verb.

- (1) Come *here* at 9 o'clock. (2) He was brought *inside*.

3. Adverbs of manner (*slowly, beautifully, fast, loudly, etc.*) are generally placed after the verb.

(1) They ran *fast*.

(2) We spoke rather *loudly*.

Sometimes we use adverbs of manner and frequency at the beginning of the sentence.

(1) Luckily, I came in time.

(2) Sometimes she sang beautifully.

SOLVED EXAMPLES

1. Fill in the blanks with suitable adverbs given in brackets :

(i) Raman spoke loud _____ to be heard. (much, enough)

(ii) It is _____ late but not _____ late to catch the train. (too, very)

(iii) She waited for us _____ impatiently. (very, much)

(iv) Fruit is _____ cheap today, but is _____ dear for me to buy any. (too, very)

(v) This magazine is _____ heavy, that one is _____ light. (fairly, rather)

Ans. (i) enough (ii) very, too (iii) very (iv) very, too (v) rather, fairly

2. Fill in the blanks with suitable adverbs :

(i) The princess sleeps _____ .

(ii) This box is _____ heavy to be lifted.

(iii) Vegetables are _____ dear these days.

(iv) She studies _____ .

(v) The new Prime Minister is _____ active.

Ans. (i) peacefully (ii) too (iii) very (iv) seriously (v) very

3. Fill in the blanks with suitable adverbs from the list given below :

(fast, much, very, frequently, before, soon, never, here, soundly, all)

(i) They visit us _____ .

(ii) He _____ tells a lie.

(iii) It is a _____ cold day.

(iv) I have never heard this _____ .

(v) You are _____ better now.

(vi) Don't take long. Return _____ .

(vii) The child was tired and slept _____ .

(viii) Rita was dressed _____ in white.

(ix) The boy is weak. He cannot run _____ .

(x) Is this a school? I do not see any playground _____ .

Ans. (i) frequently (ii) never (iii) very (iv) before
(v) much (vi) soon (vii) soundly (viii) all
(ix) fast (x) here

4. Place the adverbs given in brackets in a suitable position in the sentences without emphasizing it :

- (i) The girl had visited Chennai before. (never)
- (ii) I refer to a dictionary. (often)
- (iii) They won't give us our share. (ever)
- (iv) Do you work very hard near the examination ? (always)
- (v) The play had started when the electricity failed. (hardly)
- (vi) The teacher has marked the assignment sheets. (just)
- (vii) Haven't you heard of Charlie Chaplin ? (ever)

- Ans.** (i) The girl had *never* visited Chennai before.
- (ii) I *often* refer to a dictionary.
- (iii) They won't *ever* give us our share.
- (iv) Do you *always* work very hard near the examination ?
- (v) The play had *hardly* started when the electricity failed.
- (vi) The teacher has *just* marked the assignment sheets.
- (vii) Haven't you *ever* heard of Charlie Chaplin ?

Worksheet

15

Grammar : Adverbs

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) The following passage has not been edited. There is one error in each line. Write the incorrect word and the correct word in your answer sheet against the correct blank number. Remember to underline the word that you have supplied.

The young soldier frequent rode the white horse. He fought brave. Everyone looked at him respectful. He was the only soldier who was rather close to the king who never consulted him on matters relating to war. The king wanted to promote him quick but the soldier was not ready. He wanted to wait patient for his turn to be due promoted. So his commanders respected him quite much.

e.g., frequent _____ frequently

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(B) Given below in the box you find some adverbs. Read the passage that follows and fill in the blanks with the adverbs chosen from the box.

at all, immediately, easily, very, strongly, never

Inspector Manikshaw was a (a) _____ honest man. He would (b) _____ accept a bribe. His colleagues did not like him (c) _____. They wanted him to be (d) _____ transferred to some other place. They (e) _____ felt that in his absence they could (f) _____ carry on with their malpractices.

(C) Choose the correct adverbs to fill in the blanks :

- 1. She works _____ these days. (hard/hardly)
- 2. Rakesh and Mohit are _____ related. (near/nearly)
- 3. The news is _____ shocking to be true. (too/much)
- 4. Come and stand _____ the pillar. (nearly/near)
- 5. They arrived _____ (late/lately).
- 6. She has not seen her _____ (late/lately).
- 7. I am _____ better now. (too/much)

(D) Fill in the blanks with the most appropriate form of the word given in brackets.

She dressed (a) _____ (plain) because she could not dress (b) _____ (good), but she was unhappy as if she had (c) _____ (real) fallen from a high station, she suffered (d) _____ (cease), feeling herself born to enjoy all delicacies and all luxuries. She felt herself so sad when she compared her own fate with a neighbour who dressed herself (e) _____ (gorgeous). But in one respect she was fortunate as her husband was (f) _____ (loving) devoted to her.

13. PREPOSITIONS



KINDS OF PREPOSITIONS

PREPOSITIONS OF PLACE/POSITION

between among
in on
beside up
behind towards
under over

Example : He rested *in* the shade of a tree.
Climb *up* that tree.

PREPOSITIONS OF TIME

at in
on till/until
for since
before from
after during

Example : He borrowed a book *from* the library.
I will be here *until* his arrival.

PREPOSITIONS OF MOVEMENT

Into , across, through, along, out of,
around

Examples :

He jumped *into* the river.
The things were *out of* control.
He went *across* the woods.
I have gone *through* this book.

PREPOSITIONS OF MANNER/ AGENCY

with, by

Examples :

He cut the cake *with* a knife.
He was run over *by* a car.
The farmer killed the snake *with* a stick.

PHRASE PREPOSITIONS

according to	in addition to	in place of
along with	on behalf of	in regard to
away from	in place of	in spite of
because of	in comparison with	instead of
by dint of	in compliance with	in the event of
by means of	in course of	in view of
by virtue of	in favour of	on account of
by way of	in front of	with a view to

Example : Everything went *according to* your plan.
Mohit came *in place of* Sham.
The school was closed on account of a storm.

Prepositions (**in, at, to, on, of, with,** etc.) are normally placed before Nouns or Pronouns :

1. He put the coin **in** his pocket.
2. Somesh is fond **of** coffee.

In sentence 1, the preposition **in** relates the noun **pocket** to another noun **coin**.

In sentence 2, the preposition **of** relates the noun **coffee** to the adjective **fond**.

Thus, a preposition indicates the relation between the Noun/Pronoun before which it is placed to something else (a Noun/Pronoun/Adjective, etc.) in the sentence.

It indicates time, place, direction, etc.

KINDS OF PREPOSITIONS

1. Simple Prepositions : in, on, at, by, till, etc.
2. Compound Prepositions : below, above, before, after, along, across, within, outside, etc.
3. Phrase Prepositions : due to, in front of, according to, in place of, for the sake of, etc.

PREPOSITIONS OF PLACE AND DIRECTION

at, in, into, to, on, before, after, behind, across, up, down, beside, above, over, between, beyond, among, in front of, near, along, toward(s), through.

1. Between and Among :

Between is used for two.

Among is used for more than two.

Examples :

- (i) Both the boys distributed chocolates **between** themselves.
- (ii) The men started quarrelling **among** themselves.

2. Across and Along :

Across shows movement through something.

Along shows movement by the side of something.

Examples :

- (i) The child ran **across** the road.
- (ii) The joggers walked **along** the river.

3. In and Into :

In means inside.

Into shows movement from outside to inside.

Examples :

- (i) Krishna lives **in** Mumbai.
- (ii) The police rushed **into** the building.

4. Beside :

(by the side of)

Example :

I sat **beside** my father in the cinema hall.

5. By :

(near)

Examples :

He was sitting **by** the fire.

6. Under : (indicates a lower place)

Example :

The cat is sitting under the table.

7. Beneath :

(shows something lower than another in position)

Example :

Everything **beneath** the sky is in man's possession.

8. Below :

(means something lower in amount, rank, etc.)

Example :

Your percentage is **below** 80.

9. Behind :

(at the back)

Examples :

- (i) The sun set **behind** the hills.
- (ii) Pankaj is **behind** Roshan in three subjects.
- (iii) The train is **behind** time. (late)

10. Near :

(close)

Examples :

- (i) There is a public library **near** our house.
- (ii) We are **near** our destination.
- (iii) The building is **near** completion.

11. Along :

(It gives the meaning similar to that of 'by')

Examples :

I always walk **along** the river in the morning.

12. Toward / Towards :

(in the direction of)

Examples :

- (i) Alfred Nobel prepared his will **towards** the end of his life.
- (ii) We are heading **toward(s)** big changes in the social set up.

13. Above :

(higher place / position)

Examples :

- (i) There are clouds **above** our heads.
- (ii) His father is **above** her father in the department.

14. Up :

(at a higher position)

Examples :

- (i) You have to go **up** this hill.
- (ii) She stood **up** to welcome the guests.

15. Down :

(a) (at a lower place/position)

Examples :

- (i) Tom and Jill went **down** the hill.
- (ii) You cannot roll **down** a thorny hill.
- (b) (facing the direction)

You can go **down** the lane to find the post office.

PREPOSITIONS OF TIME AND DATE

(at, on, in, till, until, during, from, for, since, before, after, within)

At : (i) man-made time

at 6 a.m., at 7 p.m.

at 8 o'clock, at 9 o'clock

(ii) at noon, at midnight

(iii) point of time

at five in the morning

at the start of the week

(iv) period of holidays

at Durga Puja, at Gurpurab

(v) at a place

at the platform, at school

(vi) at first, at the end, at last, at once, at loggerheads

(vii) at fifteen, at the age of adolescence

On : (i) particular day, date, etc.

on 10th of December, on Monday

(ii) exact time

The train is on time.

(iii) period of time

on the morning of Monday

In : (i) natural time

in the morning, in the evening

(ii) months

in January, in December

(iii) before a fixed time

The train is in time.

(iv) season

in winter, in spring

Flowers bloom in spring.

By : before sometime

(i) I can reach there by 6 p.m.

(ii) The bus had left by the time she reached the bus stand.

From : time limit

He has to work from 8 a.m. to 8 p.m.

To : time limit

She had been here from Monday to Saturday.

(A) Complete the following sentences with suitable prepositions given in brackets :

1. You must follow the rules _____ the road. (with/of)
2. The child was hiding _____ the table. (below/under)
3. The storm blew _____ a terrific speed. (at/on)
4. It is better to rule _____ hell than serve in heaven. (over/in)
5. We walked _____ the road. (on/along)
6. Be loyal _____ your country. (to/with)
7. He prevented me _____ talking to you. (of/from)
8. Do not laugh _____ the beggar. (at/on)
9. Never be false _____ your friends. (to/with)
10. Be kind _____ the poor. (to/on)

(B) Complete the following passages using suitable prepositions :

(1) Much (a) _____ Indian agriculture depends (b) _____ seasonal rainfall and is, therefore very sensitive (c) _____ any failure or irregularity (d) _____ the same. The problems (e) _____ soil erosion and (f) _____ inadequate or irregular rainfall are closely connected (g) _____ each other. It is clear that the adoption (h) _____ techniques preventing soil erosion would also help (i) _____ conserve and keep the water where it is wanted.

(2) There are three types of men. First, those who run (a) _____ fashions. They are called creators of fashions. Second, those who run ahead (b) _____ fashions. Third, those who run (c) _____ fashions. These people do not run (d) _____ fashions and hence are called orthodox. But we must be aware of the changes taking place (e) _____ us. Those who step (f) _____ times, march ahead (g) _____ life but those who do not run with the times, lag

(h) _____ in the race of life. We should go (i) _____ the requirements of time and give
(j) _____ our orthodox ideas.

(C) Fill in the blanks with suitable prepositions :

Dear Father,

Hope everything is well (a) _____ your end. It is long (b) _____ I heard (c) _____ you. I have been busy (d) _____ my studies. I hope I shall come here (e) _____ winter break. Father, you'll be surprised to know that my friend, Amit, is getting engaged soon (f) _____ a girl of his choice. She is extremely pretty to look (g) _____ but she does not seem to be very intelligent. Convey my best regards (h) _____ Mummy.

(D) Complete the passage with suitable prepositions :

When the evening passenger (a) _____ Lahore comes in, everyone gets to work again. The women cook the evening food (b) _____ the families. (c) _____ taking their meal, the families gather (d) _____ their rooftops where most (e) _____ them sleep (f) _____ the summer.

(E) Fill in the blanks with suitable prepositions :

You might find that (a) _____ the end (b) _____ the lesson, there are still a few minutes left (c) _____ revision at the end (d) _____ the period. A useful exercise can be introduced (e) _____ this stage. This exercise should be done (f) _____ the students' books are shut. One of the passages is then recalled (g) _____ the students (h) _____ their own.

14. CONJUNCTIONS

CONJUNCTION

A word that joins together two words or two clauses :

Ramesh **and** his sister are punctual.

He is rich **but** he is contented.

MAIN COORDINATING CONJUNCTIONS

- and* : Trust in God *and* do your best. (addition)
but : I am slow *but* I am steady. (contrast)
for : Someone is in trouble, *for* I have heard a cry. (inference)
or : Weep *or* you will die. (alternative)
not only ... but also : He is *not only* rich *but also* generous. (addition)
neither nor : *Neither* is he rich *nor* poor. (negative alternative)
either ... or : You are *either* foolish *or* mad. (alternative)

MAIN SUBORDINATING CONJUNCTIONS

- before* : We had come back *before* she danced. (time)
after : *After* she had left, the lights went off. (time)
till/until : Wait here *till* I return. (time)
as/because : He did not come *as* he was ill. (reason)
so that : We work hard *so that* we may pass. (purpose)
lest : Walk slowly *lest* you should fall. (condition)
if / unless : *If* he helps us, we'll succeed. (concession)
when : Come only *when* I call you. (time)
how : I don't know *how* he did it. (manner)

DEFINITION

A conjunction is a word which joins together two words or two clauses; as,

- (i) I eat bread and butter.
- (ii) Two and two make four.
- (iii) God made the country and man made the town.
- (iv) I waited for my friend until he came.

In sentences (i) and (ii) and (iii), the conjunction 'and' joins words. In sentence (iv), the conjunction 'until' joins two clauses.

A conjunction is only a joining word; it has no other function.

CORRELATIVE CONJUNCTIONS

Conjunctions which are used in pairs are called Correlative Conjunctions; as,

Either or : Either he is a fool or he is a rogue.

Neither nor : Neither a borrower nor a lender be.

Both and : He was both praised and rewarded.

Not only but also : Not only is he foolish but also obstinate.

Whether or : I do not care whether you eat or not.

COMPOUND CONJUNCTIONS

Compound expressions used as conjunctions are called Compound Conjunctions. They are in order *that, provided that, as though, so that, as if :*

We eat in order that we may live.

I shall lend you money provided that you return it within a week.

He walks as though he were lame.

He worked hard so that he might pass.

He ran as if he had been shot.

Conjunctions are mainly divided into two major categories :

- (a) Co-ordinating Conjunctions, and
- (b) Subordinating Conjunctions.

CO-ORDINATING CONJUNCTIONS

These join together words, phrases, or clauses of equal rank. They are of four kinds :

1. Cumulative Conjunctions : These show addition of a fact or a statement to another. They are: and, well, now, no less than, as well as, both—and, not only—but also, too, etc.; as,

Pay your taxes *and* live in peace.

He is *both* a teacher and a preacher.

He was not only a statesman *but also* a poet.

He *as well as* his brother is intelligent.

2. Adversative Conjunctions : These show a contrast between two statements. They are : whereas, while, yet, but, still, only, however, nevertheless, nonetheless, etc. These express oppositional contrast between the two statements; as,

I knocked at the door but nobody answered.

He is rich, still (or yet) he is not contented.

All were against him, nevertheless he did not change his opinion.

He is rich whereas (or while) his father was very poor.

3. Alternative Conjunctions : These express an alternative or a choice between two statements. They are : *else, otherwise, or, either-or, neither-nor, etc.*

She must weep or she will die.

I have *neither* a pen *nor* a pencil.

Either Reena *or* her brother has taken your book.

You must work hard *otherwise* (or else) you may not make the grade.

4. Illative Conjunctions : These show that one statement or fact is inferred from another. These are : *therefore, for, so, then, etc.*

My cycle was punctured; *therefore*, I was late for school.

He did not work, *so* (or *consequently*) he failed.

He will pass, *for* he works very hard.

SUBORDINATING CONJUNCTIONS

A Subordinating Conjunction joins a clause to another clause on which it depends for its meaning; as,

He ran away *because* he was afraid.

This sentence contains two statements or clauses one of which '*because he was afraid*' is dependent on the other. Hence the conjunction introducing the dependent or subordinate clause is called a Subordinating Conjunction. A Subordinating Conjunction may be classified according to its meaning as follows :

1. Time (till /until, after, before, as long as, since, etc.)

Wait, *till* (or *until*) I return.

The train arrived *after* the signal had been lowered.

The man had died *before* the doctor arrived.

We stayed indoors *as long as* it rained.

He has not heard from her *since* she left this place.

2. Cause or Reason (as, because, since)

I will give up my claim *since* you insist on it.

Let us go to bed *as* it is midnight.

I love him *because* he is good.

As she was not there, I spoke to her mother.

3. Purpose (so that, lest, in order that)

Always speak the truth *so that* people may respect you.

He held my hand *lest* I should fall.

He works hard *in order that* he may become rich.

4. Condition (if, unless, provided)

Hurry up *if* you want to catch the train.

I cannot trust you *unless* you give it in writing.

I agree to these terms *provided* you agree to my terms.

5. Result or consequence (that)

We eat *that* we may live.

We met *that* we may know each other better.

6. Concession or Contrast (although, however)

Although he is poor, he is honest.

You cannot deceive him, *however* clever you may be.

However fast he may run, he cannot overtake me.

Hot *as* it is, we must go out.

7. Comparison (as ... as, ... than)

He is more intelligent *than* you are.

An aeroplane runs faster *than* a train.

He is *as* clever *as* I am.

He likes me *no less than* you.

8. Extent or Manner (as, as if)

He behaves *as if* he were mad.

You will reap *as* you sow.

Do *as* I tell you.

SOLVED EXAMPLES

Fill in the blank spaces in the following with suitable conjunctions :

1. Atul _____ his sister were present.
2. He may be poor _____ he is generous.
3. She is impressive _____ she is not pretty.
4. _____ the cat is away, the mice will play.
5. Let us go to bed _____ it is eleven.
6. _____ there's life, there's hope.
7. I would rather die _____ beg.
8. He ran _____ he had been shot.
9. I shall not go _____ I am invited.
10. Many things have happened _____ I came here.
11. I returned home _____ the sun had set.
12. She wept so much _____ she fell ill.
13. Wisdom is better _____ rubies.
14. I would rather be a good scholar _____ a wealthy prince.
15. _____ I were you, I would keep quiet.

Ans.

1. and
2. but
3. though
4. When
5. before
6. As long as
7. than
8. after
9. unless
10. since
11. before
12. that
13. than
14. than
15. If

Worksheet

17

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Grammar : Conjunctions

(A) Fill in the blanks with suitable conjunctions :

- (i) One is filled with anxiety (a) _____ one hears of an accident, (b) _____ everyone prays to God before starting a journey. The number of road accidents in India is the maximum (c) _____ the vehicular population is increasing very fast. (d) _____ traffic lights have been installed, the people frequently jump red lights. Law and order cannot be enforced (e) _____ the people are ready to observe it. The police (f) _____ the public have to cooperate (g) _____ road accidents are to be reduced.

- (ii) It is a rainy (a) _____ foggy day. You must stay indoor (b) _____ you'll catch cold. (c) _____ you catch cold, you'll not be able to read (d) _____ write. In fact, on such days, we should take care to remain hale and hearty (e) _____ health is very important.

(B) Distinguish each of the italicized word in these sentences as conjunction, adverb or preposition.

1. We came *after* the meeting was over.
2. We came *after* the meeting.
3. We came soon *after*.
4. The bell rang two hours *before*.
5. The sky was overcast with black clouds *before* it began to rain.
6. She stood *before* the mirror.

(C) In the passage given below, one word (conjunction) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet.

Sandeep his brother lived happily.
Sandeep was a businessman his
brother was a banker, both
were prosperous. Sandeep nor
his brother had married they had
strange notions. Sandeep
was against adding to the population,
and was his brother.

e.g. Sandeep and his brother

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

(D) Join each pair of the following sentences with a suitable conjunction.

- 1. Climb carefully.
- 2. Dhoni did not play well.
- 3. He decided to go home.
- 4. He sang a rap.
- 5. Some people live.
- 6. I am strong.
- 7. We will stay at home

- You may fall.
- Rohit did not play well.
- It was dark.
- We danced.
- They may eat.
- Raman is stronger.
- It rains.

(E) Write two independent sentences removing the conjunction, as in the example :

e.g., I tried to get up but I could not.

I tried to get up. I could not.

1. Seema and her sister go by bus.
2. It is autumn, so the trees are bare.
3. I went to school but he didn't.
4. I am slow but steady.
5. Both father and mother like cooking.
6. The thief escaped though we ran after him.
7. He was found neither in his room nor in my room.
8. I will come as I am better now.
9. Neetu is prettier than Sudha.
10. Go slow lest you should slip.

(F) Complete these sentences with a suitable conjunction.

1. We shall marry _____
2. I felt sorry _____
3. You will fail _____
4. The sun is bigger _____
5. We hear _____
6. Wait _____
7. Is your name Rita _____ ?

15. VOICE



KINDS OF VOICE

ACTIVE VOICE

In Active Voice the focus is on the subject.

Examples : *The hunter killed a lion.*

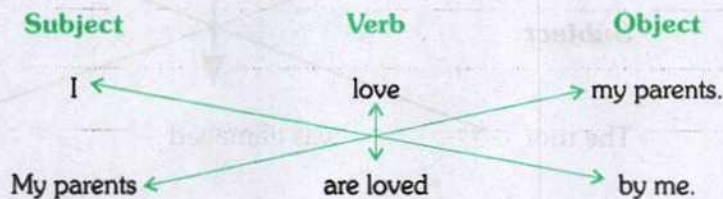
She learnt her lesson.

PASSIVE VOICE

In Passive Voice the focus is on the object.

Examples : *A lion was killed by the hunter.*

Her lesson was learnt by her.



Important Notes :

- The Object of the Verb in the Active Voice becomes the Subject of the verb in the Passive Voice.
- The Subject in the Active Voice becomes the object of some preposition (by) in the Passive Voice.
- Only Transitive Verbs can be used in the Passive Voice.
- The 'be' + V₃ form of the verb is used in the passive voice.
- If there are two objects in the Active Voice either of them can be made the Subject in the Passive Voice.

DEFINITION

The Voice of a Verb indicates whether its Subject is the doer or the receiver of the action.

1. John *cooked* the food last night.
2. The food *was cooked* by John last night.

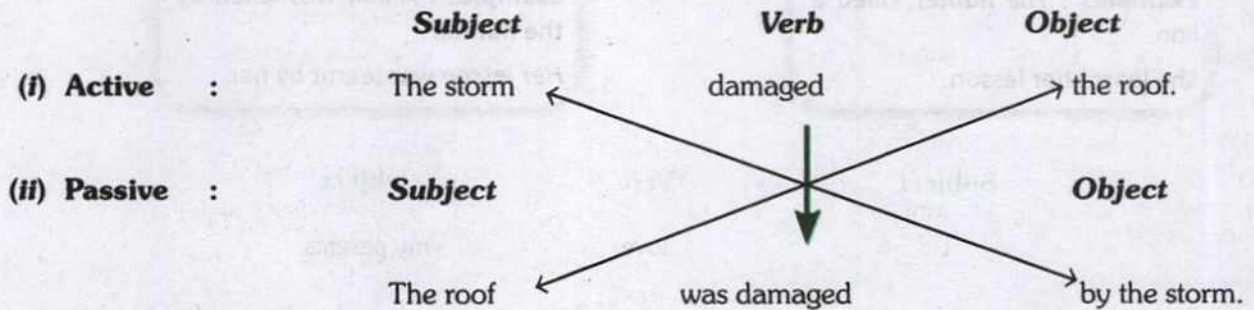
In sentence 1, the Subject (John) is the doer of the action; so the Verb (*cooked*) is said to be in the Active Voice.

A Verb is in the Active Voice when its form shows that the person or thing denoted by the Subject does something. In other words, the Subject is the doer of the action.

In sentence 2, the Subject (*the food*) is the receiver of the action; so the Verb (*was cooked*) is said to be in the Passive Voice.

A Verb is in the Passive Voice when its form shows that something is done to the person or thing denoted by the Subject.

Study the following chart carefully :



Passive verb forms :

Simple Present	: is/am/are	+ Past Participle (V ₃)
Simple Past	: was/were	
Simple Future	: will/shall + be	
Present Continuous	: is/am/are + being	
Past Continuous	: was/were + being	
Present Perfect	: has/have + been	
Past Perfect	: had + been	
Future Perfect	: will/shall + have been	
Modal Verbs	: can/could/may/might would/should/must/ought to + be	
Infinitive	: to + V ₁ + be	

PASSIVE VERB FORMS IN A CHART FORM

Tense	Active Voice	Passive Voice
Simple Present active : sing/sings passive : am/is/are sung	She sings film songs. I do not sing film songs.	Film songs are sung by her. Film songs are not sung by me.
Simple Past active : sang passive : was/were sung	Rakesh sang film songs. I did not sing film songs.	Film songs were sung by Rakesh. Film songs were not sung by me.
Simple Future active : will/shall sing passive : will/shall be sung	I will sing a song. She will not sing a song.	A song will be sung by me. A song will not be sung by her.
Present Continuous active : am/is/are singing passive : am/is/are being sung	She is singing a film song. I am not singing a film song.	A film song is being sung by her. A film song is not being sung by me.
Past Continuous active : was/were singing passive : was/were being sung	She was singing a song. They were not singing songs.	A song was being sung by her. Songs were not being sung by them.
Present Perfect active : has/have sung passive : has/have been sung	She has sung a song. She has not sung a song.	A song has been sung by her. A song has not been sung by her.
Past Perfect active : had sung passive : had been sung	He had sung a song.	A song had been sung by him.
Future Perfect active : will have sung passive : will have been sung	She will have sung a song before your arrival.	A song will have been sung by her before your arrival.
Modal Verbs active : can/could/may/might sing passive : can/could/may/might be sung	I can sing an English song. He may not sing any song.	An English song can be sung by me. No song may be sung by him.
Infinitive active : to sing passive : to be sung	You are to sing a song.	A song is to be sung by you.

SOLVED EXAMPLES

I. Change the voice.

1. I do not support your viewpoint.
2. Was he fined for coming late ?
3. Don't clean the room.
4. The ball was kicked by the captain.
5. You are ordered to go out at once.
6. Who has solved the sum ?
7. We organise parties.
8. He is singing a beautiful song.
9. They gifted us some books.
10. He was named Mahesh.

Ans.

1. Your viewpoint is not supported by me.
2. Did the teacher fine him for coming late ?
3. Let the room not be cleaned.

Or

You are forbidden to clean the room.

4. The captain kicked the ball.
5. Go out at once.
6. By whom has the sum been solved ?
7. Parties are organised by us.
8. A beautiful song is being sung by him.
9. We were gifted some books by them.
10. They named him Mahesh.

II. Complete the following passage with the Passive forms of the verbs given in brackets :

My friend is very happy because his father (a) _____ (was elected/is elected/has been elected/elected/elect) an M.L.A. We know it well that a lot of money (b) _____ (spent/spend/is spent/was spent) by him in election. Once a warning (c) _____ (was given/is given/had been given/given) to him by the Election Officer. But the warning (d) _____ (is not taken/took/not taken/was not taken) seriously by him but when he (e) _____ (issued/is issued/has been issued/was issued) a show-cause notice, he (f) _____ (has been advised/was advised/is advised/advised) by his legal experts to present him before the Election Officer. Now he (g) _____ (is ask/has been asked/was ask/asked) to desist from corrupt practices.

Ans.

- (a) has been elected (b) was spent (c) was given (d) was not taken (e) was issued (f) was advised (g) has been asked

Worksheet

18

Grammar : Voice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) (i) Change the voice.

1. Manners make a man.
2. Give her some bread.
3. The police caught the thief.
4. We refused him admission.
5. Sweets are contained in this box.
6. Please help us.
7. Why was he punished ?

(ii) Use the suitable passive forms of verbs given in brackets. The first is done for you.

The Bill on Women Reservation (a) has been ignored (ignore) by every ruling party. Its introduction in the Parliament (b) _____ (postpone) on one excuse or the other. The government (c) _____ (approach) by the representatives of the women organisations but no solid promise (d) _____ (give) by the government. I think that the women (e) _____ (discriminate) by almost all political parties. Women (f) _____ (take) for granted.

(iii) Choose the correct form of the verb to complete the passage :

To produce electricity, water is first stored in a dam. Then this water (a) _____ (throw/is thrown/threw) from a height to run dynamos. Thus electricity (b) _____ (is produced/produced/produce). This electricity (c) _____ (call, is called /called) power. It (d) _____ (is used/used/use) in various ways. But much of this power (e) _____ (is misused/ misuse/misused) and (f) _____ (steal/is stolen/stolen).

(iv) Use suitable passive forms of the verbs given in brackets :

My eighteenth birthday (a) _____ (celebrate) in hotel Skylark. Arrangements (b) _____ (make) by my elder brother. Most of my friends (c) _____ (invite) to this party. They brought presents for me. They (d) _____ (entertain) very well. Dinner (e) _____ (serve) to the guests in the main hall. When the guests had left, payment (f) _____ (make) to the hotel authorities by cheque.

(B) Below you find some instructions to prepare a popular sweet dish. Use these instructions to complete the paragraph that follows :

HOW TO PREPARE CARROT HALWA

- (i) Wash and grate carrots.
- (ii) Put the grated carrots along with milk in a pot on the cooking gas.
- (iii) Cook the grated carrots.
- (iv) Add fat or cream and sugar.
- (v) Fry till the ghee comes out.
- (vi) Add 'khoya' and remove the pot from the fire.
- (vii) Spread the 'halwa' in a shallow pan to cool.
- (viii) Put a layer of dry fruits over the surface.
- (ix) Cut the 'halwa' into pieces to serve.

First, the carrots are washed and grated. The grated carrots are mixed along with milk in a pot. The grated carrots are then (a) _____. Fat or cream and sugar are (b) _____. Then, it is (c) _____ till the ghee comes out. 'Khoya' is (d) _____ and the pot is (e) _____ from the fire. The 'halwa' is (f) _____ in a shallow pan to cool. A layer of dry fruits is put over the surface. The 'halwa' is cut into pieces to be served.

(C) Here are some instructions to clean your study room. Read them carefully and use them to complete the following paragraph.

Cleaning the Study Room

- (i) Take a broom and a duster.
- (ii) Use the duster to clean books, furniture, etc.
- (iii) Clean the room with the broom.
- (iv) Place all the books and notebooks in order on the table.
- (v) Throw all the useless things in the dustbin.

A broom and a duster (a) _____ . The duster (b) _____ to clean books, furniture, etc. The room is then (c) _____ . All the books and note-books (d) _____ in order on the table. All the useless things (e) _____ in the dustbin.

(D) Study the following flow chart and describe the process of washing clothes. Write the answers in your answer sheet.

Separate white and coloured clothes.

Put dirty clothes separately in a bucket having detergent water.

Take out clothes one by one, rub the cake of soap.

Brush the dirty portion vigorously.
Rinse in clean water.

Squeeze and put them to dry.

First and foremost white clothes (a) _____ from the coloured clothes. The dirty clothes (b) _____ separately in a bucket having detergent water. Clothes are then (c) _____ out one by one and the cake of soap (d) _____. The dirty portion (e) _____ vigorously and (f) _____ in clean water. The clothes are then squeezed . They are then put to dry.

(E) In the passage given below a word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. The first one has been done as an example for you.

Preparations are now made in my home.

e.g., now being made

The party will held day after tomorrow.

(a) _____

All relatives been invited to the party.

(b) _____

The party planned a few days ago. A hall

(c) _____

in a hotel also booked.

(d) _____

16. REPORTED SPEECH

KINDS OF SPEECH

DIRECT SPEECH

Direct speech presents the original words of the speaker.

Examples : Raman said, 'I am tired'.

The teacher said, "Work hard."

INDIRECT SPEECH

Indirect speech presents the words of the speaker in the modified form.

Examples : Raman said that he was tired.

The teacher advised him to work hard.

RULES RELATING TO

1. Change of Tenses
2. Change of Pronouns
3. Change of words indicating time or place

Change of Tenses (In case the Reporting Verb is in the Past Tense)	Change of Pronouns	Change of words indicating time or place, when the Reporting Verb is in the Past
(i) Simple Present : Simple Past	First Person → Subject of the (I, we, us, our) reporting verb Second Person → Object of the (You, Your) reporting verb Third Person (He, She, It, They) → No change	(i) now : then
(ii) Present Continuous : Past Continuous		(ii) this : that
(iii) Present Perfect : Past Perfect		(iii) these : those
(iv) Present Perfect Continuous : Past Perfect Continuous		(iv) here : there
(v) Simple Past : Past Perfect		(v) hence : thence
(vi) Past Continuous : Past Perfect Continuous		(vi) ago : before
(vii) will : would		(vii) today : that day
(viii) shall : should		(viii) tonight : that night
(ix) can : could		(ix) tomorrow : the next day
(x) may : might		(x) yesterday : the previous day
		(xi) last night : the previous night
		(xii) next week : the following week
		(xiii) must : had to

DEFINITION

What one says can be reported directly or indirectly :

- (i) Reporting the exact words of a speaker (This is known as the **Direct Speech**) :

“I am getting late.”

“He is honest and sincere.”

- (ii) Reporting the speaker’s words by someone else in his own words (This is known as the **Indirect Speech**) :

Ravi said that he was getting late.

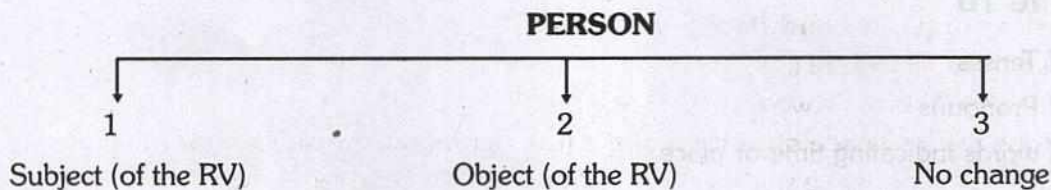
Sushma says that he is honest and sincere.

When a person reports what somebody said or says, he has to change the original speech. Such changes are mainly of three kinds :

1. Change of Personal Pronouns :

- (i) The pronouns of the first person (I/me/my/we/us/our) change into the person and gender of the **subject** of the Reporting Verb (RV).
- (ii) The pronouns of the second person (you/your) change into the person and gender of the **object** of the Reporting Verb.
- (iii) The pronouns of the third person (he/him/his; she/her; they/them/their; it/its) do not change.

In order to remember this rule, note the formula :



Note : When the object of the reporting verb is not known, we have to suppose it.

2. Change in the Tenses

Tense of the Reporting Verb

- (1) Present
(2) Future
(3) Past :
(i) Present Indefinite
(ii) Present Continuous
(iii) Present Perfect
(iv) Present Perfect Continuous
(v) Past Indefinite
(vi) Past Continuous

Change

- No change
No change
Past Indefinite Tense
Past Continuous Tense
Past Perfect Tense
Past Perfect Continuous Tense
Past Perfect Tense
Past Perfect Continuous Tense

Examples :

1. He says, “Death is a mystery.”
He says that death is a mystery.
2. Rakesh said, “He was helping all of us liberally last year.”
Rakesh said that he had been helping all of us liberally the previous year.

3. My father said, "I will meet him tomorrow at his place."
My father said that he would meet him the next day at his place.
4. She said, "You cannot take me for granted."
She said that we could not take her for granted.
5. They will say, "We know all these rules."
They will say that they know all these rules.

Exceptions : The tense of the verb of the Reported Speech is **not changed** in the following cases :

(a) Universal truth :

- Direct : He said, "Two and two make four."
 Indirect : He said that two and two make four.
 Direct : He said, "Man is mortal."
 Indirect : He said that man is mortal.

(b) Habitual action :

- Direct : He said, "I go to temple every Tuesday."
 Indirect : He said that he goes to temple every Tuesday.
 Direct : He said, "I am an early riser."
 Indirect : He said that he is an early riser.

(c) Historical facts :

- The teacher said, "India became independent in 1947."
 The teacher said that India became independent in 1947.

(d) Imaginary or unlikely conditions :

- The boy said, "If only I were invisible at will."
 The boy said that if only he were invisible at will.

(e) Two actions taking place simultaneously (happening at the same time) :

- The monitor said, "Sir, some students were dancing while others were singing."
 The monitor told the teacher respectfully that some students were dancing while others were singing.

INTERROGATIVE SENTENCES

In reporting a question in the Indirect Speech :

1. The Reporting Verb 'said' is changed into 'asked, inquired, demanded', etc.
2. If the question begins with an Interrogative Pronoun or an Interrogative Adverb such as "what, which, when, whose, who, where, how and why", the same word is used in the indirect speech to introduce the words spoken by the speaker. The interrogative sign is replaced by a *full stop*.
3. 'If' or 'whether' is used to introduce the "question part" in the Indirect Speech, when the question begins with a helping verb, e.g., "is, are, do, has, have, shall, will and can". Such a question has 'yes' or 'no' as an answer.
4. The interrogative form is changed into the *assertive form*.
5. The rules for the change of the tenses of the verbs and the person of the pronoun must be observed.

- Direct : He said to me, "What are you doing ?"
 Indirect : He asked me what I was doing.
 Direct : She said to him, "Do you recognize me ?"
 Indirect : She asked him *whether* he recognized her.
 Direct : He said to me, "Why did you write such a nasty letter to me ?"
 Indirect : He asked me why I had written such a nasty letter to him.
 Direct : He said to me, "Do you know the sum ?"
 Indirect : He enquired of me *if* I knew the sum.

IMPERATIVE SENTENCES

1. In reporting an imperative sentence, the Reporting Verb *say* or *tell* is changed into a verb expressing a *command, advice* or *request*.

Command : *command, order, bid, tell*

Prohibition : *forbid*

Advice : *advise, urge*

Request : *request, desire, ask*

Proposal : *propose, suggest*

Entreaty : *entreat, implore, pray, beg*

2. The Imperative Mood is changed into the *Infinitive*.
3. 'That' is commonly not used. If it is used, then instead of 'to', 'should' is placed before the Imperative.
4. The rules for the change of Pronouns must be observed.

Direct : She said to me, "Lend me your book for a few days."

Indirect : She *requested* me to lend her my book for a few days.

Direct : David said to his servant, "Do this work."

Indirect : David *ordered* his servant to do that work.

Direct : The teacher said to Gagan, "Work regularly."

Indirect : The teacher *advised* Gagan to work regularly.

Direct : The beggar said to us, "Give me some money."

Indirect : The beggar *entreated* us to give him some money.

Note : When 'let' in the Direct Speech expresses a proposal or a suggestion, we may use *should* and change the Reporting Verb to *propose* or *suggest*.

Direct : He said to me, "Let us have some tea."

Indirect : He *proposed* to me that we *should* have some tea.

When '**let**' does not express a proposal, it should be changed into '**might**' or "**might be allowed**" or into some other verb, according to the sense.

Direct : He said, "Let me have some water."

Indirect : He *wished* that he **might have** some water.

EXCLAMATORY SENTENCES

In reporting a *Wish* or an *Exclamation* in the Indirect Speech :

1. The Reporting Verb *say* or *tell* is changed into *wish, bless, pray, cry, exclaim, declare, confess, cry out, etc.*, with such phrases as *with regret, with delight or joy, with sorrow*, where necessary.
2. The interjections and exclamations such as *Oh, Well, Hurrah, Alas, Bravo, Curse it*, are omitted and their sense is expressed by means of phrases.
3. The exclamatory form is changed into a statement and the note of exclamation is replaced by a full stop.

Examples :

Direct : He said, "God save my son!"

Indirect : He *prayed* that God *might* save his son.

Direct : She said, "What a nice day it is!"

Indirect : She *exclaimed* that it was a very nice day.

Direct : "Hurrah ! We have won," they said.

Indirect : They *exclaimed* with delight that they had won.

Worksheet

20

Date Name Class & Sec. Roll No.

Grammar : Reported Speech

Marks OBT.

(A) Change the direct into indirect speech.

1. The examiner called out, "Time is up ! Stop writing."
2. The teacher said, "The sun is stationary."
3. He said to us, "Let us have some coffee."
4. He said to me, "Are you going away today ?"
5. "Bring me the red file," he said to the peon.
6. Sudha said to her, "Do you know me ?"
7. They said, "Why did she cry ?"

(B) Report the following conversation in your own words :

Tina : What are you doing here ?

Prabha : Doing nothing worthwhile.

Tina : Where did you go on Saturday ?

Prabha : I went to see a movie.

Tina asked Prabha (a) _____ . Prabha replied casually that (b) _____ . Tina wanted to know (c) _____ . Prabha said (d) _____ .

(C) Report the following conversation in your own words :

Attendant : Doctor, is my husband out of danger ?

Doctor : He is improving but not that fast.

Attendant : How many days are required ?

Doctor : It may take another two days. But have faith.

Attendant : Thank you, doctor.

The attendant asked the doctor (a) _____. The doctor replied that (b) _____. Showing concern, the attendant wanted to know (c) _____. The doctor informed that (d) _____ another two days and advised her to have faith. The attendant thanked the doctor for all that.

(D) Read the following pieces of conversation in the cartoon strip and report what was said by completing the passage that follows. Write the correct answers in your sheet against the correct blank numbers. Complete sentences should not be copied.



Some persons were due to arrive to see Edward and Cathy's house. Seeing Cathy busy with cleaning everything, Edward asked (a) _____. Cathy replied (b) _____. Edward tried to make her see reason, saying (c) _____. Cathy agreed with him. Edward remarked (d) _____. Cathy replied (e) _____.

Worksheet

21

Grammar : Reported Speech

Date

Name

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Marks OBT.

(E) Rewrite this dialogue in the Indirect form :

Receptionist : What can I do for you, sir ?

Tourist : I want an AC room, preferably on the ground floor.

Receptionist : Would you like the room on the second floor ?

Tourist : Yes, that'll do.

The receptionist asked the tourist (a) _____. The tourist replied that (b) _____. The receptionist, then, asked (c) _____. The tourist said that (d) _____.

(F) Rewrite this dialogue in the Indirect form :

Student : Sir, there are sudden changes in climate.

Teacher : You are a science student and so you must know the reason.

Student : Sir, you taught us last week that it is all due to global warming.

Teacher : Pollution is the biggest threat to our existence.

Student : Everybody should act with full responsibility.

Teacher : Teach this to all who come in your contact.

Student : Yes, sir, I will do.

The student told the teacher with respect that (a) _____ sudden changes in climate. The teacher reminded the student that being a science student she (b) _____. The student explained that the teacher (c) _____ that it is all due to global warming. The teacher further explained that (d) _____. The student realised that (e) _____ with full responsibility. The teacher advised the student to (f) _____ who came in her contact, to which the student readily agreed.

(G) Study the cartoon strip given below and report the dialogue between Mr. Jude and his children. Write the answers in your answer sheet against the correct blank numbers.



Mr. Jude asked his children (a) _____ to have a quiet Sunday morning. Jack agreed saying that (b) _____ and _____. Dick commented (c) _____ and asked his father whether they were not.

(H) Rewrite the following dialogue in the Indirect form :

- History Teacher* : Don't you see any point in learning facts ?
Einstein : Frankly, sir, I don't.
History Teacher : Then you don't believe in education at all ?
Einstein : Oh, yes, sir, I do. I don't think learning facts is education.
History Teacher : In that case, perhaps you will be so kind as to tell the class the Einstein theory of education.

Finding Einstein not interested in learning facts, the history teacher asked Einstein (a) _____. Einstein respectfully replied (b) _____. At this the history teacher asked (c) _____. Einstein very politely (d) _____.

17. NON-FINITES

FINITE VERBS

All verbs in the Indicative, Imperative and Subjective moods are Finite. They are limited by the person and number of their subject.

Examples : He *came* here today.
They *came* here today.

NON-FINITE VERBS

All verbs whose form is not determined by number/person of the subject are called non-finite.

Examples : He plans to *come* here today.
They plan to *come* here today.

KINDS OF NON-FINITES

INFINITIVES (VERBAL NOUNS)

The Infinitive is the first principal part of the verb. It is usually introduced by 'to'.

Examples :

- Children love *to play*.
- To err* is human.
- It is good *to forgive*.
- To solve* this riddle is difficult.
- To run away* is cowardly.

PARTICIPLES (Verbal Adjectives)

A Participle is called verbal adjective because it is partly a verb and partly an adjective.

A participle can be used in three ways :

1. As an attributive Adjective; as,
A rolling stone gathers no moss.
2. Predicatively ; as,
We found her weeping.
3. Absolutely; as,
God willing, we shall all pass.

GERUNDS (Verbal Nouns)

A Gerund is a verbal noun which does the work of a verb and of a noun. It can be used ;

1. As the subject of a verb ; as,
Seeing is believing .
2. As the object of the transitive verb ; as,
I enjoy reading books.
3. As an object of a proposition ; as,
She is fond of singing.

DEFINITION

There are **Finite** and **Non-Finite** verbs.

Study the following sentences :

1. He *comes* here today.
2. He *plans to come* here today.

In sentence 1, the verb 'comes' has 'he' for its subject, and the verb 'comes' is limited by third person as well as singular number of the subject. We, therefore, call such verbs **Finite Verbs**. All verbs in the Indicative, Imperative, and Subjunctive Moods are Finite, because they are limited by the person and number of their subject.

In sentence 2, the word *plans* agrees with the subject, and *to come* names the action denoted by the verb *plans*. *To come* is not limited by person and number. Such verbs are called **Non-Finite** verbs.

Non-Finite verbs are divided into three classes :

- (a) Infinitives
- (b) Participles
- (c) Gerunds

INFINITIVES (TO + V₁)

Use of Infinitives

The Infinitive may be used :

- (a) as the Subject of a Verb; as,
 - (i) *To drive* fast on a crowded road is dangerous.
 - (ii) *To err* is human; *to forgive* is divine.
- (b) as the Object of a Verb; as,
 - (i) Birds love *to sing*.
 - (ii) Boys like *to play* cricket.
- (c) as an Adjective; as : (Noun + infinitive)
 - (i) Afternoon is not the time *to play*.
 - (ii) Food *to eat* is scarce.
- (d) as the Complement of a Verb; as,
 - (i) Rita's greatest desire is *to sing*.
 - (ii) He seems *to be* stupid.
- (e) as an Adverb; as,
 - (i) (Verb + Infinitive)
 - (i) We eat *to live*.
 - (ii) I come *to bury* Caesar.
 - (ii) (Adjective + Infinitive)
 - (i) French is easy *to learn*.
 - (ii) I am glad *to hear* from you.

(iii) (Adverb + Infinitive)

- (i) Rohit worked very hard *to come* first.
 - (ii) Reena came here *to study*.
- (f) as the Object of a Preposition; as,
- (i) The woman was about *to die*.
 - (ii) The man had no alternative but *to yield*.
- (g) in passive form; as,
- (i) Porus wanted *to be treated* as a king.
 - (ii) *To have been awarded* a prize was a great honour.

INFINITIVES WITHOUT 'TO'

- (a) The 'to' in the infinitive is left out after the following verbs : *bid, let, make, need, see, watch, hear, behold, know* and *dare*.
- (i) The Principal *bade* me go.
 - (ii) They *let* her sit there.
 - (iii) They *made* her walk fast.
 - (iv) She *need not see* these films.

Note : 'To' is used after 'dare' when it means 'to challenge'; as,

He *dared to* disobey me.

- (b) The 'to' is also left out after 'had better', 'had rather', 'would rather', 'sooner than' and 'rather than'; as,
- She *had better not* speak on this subject.
Gaurav *had rather* work than talk.
- (c) The 'to' is also left out in certain elliptical expressions; as,
- She did nothing *but laugh*.
Rita said nothing *but scream* and cry.

MORE INFINITIVE PATTERNS

1. Too + Infinitive

'Too' with Infinitive is used to combine a pair of sentences; as,

- (i) It was very cold. No one could work.
It was *too cold* to work.
- (ii) That bag is very heavy. I can't lift it.
That bag is *too heavy* for me to lift.

2. Enough + Infinitive

'Enough' with Infinitive is also used to combine a pair of sentences; as,

- The pipe is very long. It can reach the roof.
The pipe is *long enough* to reach the roof.

He is strong. He can fight his battle.

He is *strong enough to fight* his battle.

3. The Infinitive is used to avoid repetition :

This is chiefly done after such verbs as : *want, wish, like, hate, hope, try* and after the auxiliaries—*have, ought, need*, as well as such expression as *used, be able* and the *going to* form.

(i) Do you like to come with me ?

No, thank you. I don't want to.

(ii) Do you do your household work yourself ?

I used to, but now I have got a maid.

4. Used after the word 'only', the Infinitive expresses disappointment :

(i) He went to the hall only to find it empty.

(ii) The police arrived only to find that the thief had escaped.

THE GERUND (V₁ +ING)

Read the following sentences :

Walking is a good exercise.

He is fond of *reading*.

The words '*walking*' and '*reading*' are formed from the verbs 'walk' and 'read' by adding..... *ing*. They are, therefore, like verbs. They also do the work of nouns. A *Gerund* is a verbal noun which does the work of a verb and of a noun.

USES OF GERUNDS

A Gerund, being a verbal noun, is used in the following ways :

1. as the subject of a verb; as,
Cheating should be discouraged.
Smoking is bad for health.
2. as the object of a verb; as,
She likes *swimming*.
All the boys started *shouting*.
3. as the object of a preposition; as,
They were accused of *stealing*.
He was prevented from *visiting* the spot.
4. as the complement of a verb; as,
What I dislike most is *cheating*.
My favourite pastime is *bird watching*.

5. Like a verb, it may take an object; as,

She believes in *talking trash*.

We are fond of *singing songs*.

6. After some verbal phrases such as 'keep on', 'leave off', 'give up', 'put up', 'burst out', etc.; as,

Give up *smoking*.

They burst out *laughing*.

7. Gerunds are also used as simple nouns; as,

Partings are always painful.

Meetings are usually noisy.

GERUND AND INFINITIVE

Both the Gerunds and Infinitives are used in the same sense. They are formed from a verb and are used as nouns ; as,

The Gerund	The Infinitive
(a) Sleeping is good for health.	(a) To sleep is good for health.
(b) Seeing is believing.	(b) To see is to believe.
(c) Lying is a sin.	(c) To lie is a sin.

Note : Verbs like *finish, deny, detest, postpone, enjoy, forgive, understand*, etc. are followed by *Gerunds* ; as,

(a) He enjoys *cracking jokes*.

(b) Avoid *eating sweets*.

THE PARTICIPLE

A *Participle* does the function partly of a verb and partly of an adjective; as,

We read an *interesting* book.

The *wounded* lion finally died.

Seeing the danger, the soldier returned.

He gave us the tin *filled* with sweets.

Teased by friends, I was dejected.

In the above sentences the words : *interesting, wounded, seeing, filled* and *teased* are formed from the verbs : *interest, wound, see, fill* and *tease*. They qualify nouns : *book, lion, soldiers, tin* and the pronoun *I* as an adjective does. These words, therefore, function both as verbs and adjectives. They are called *Verbal Adjectives* or *Participles*.

KINDS OF PARTICIPLES

There are three kinds of Participles.

1. Present Participles

Participles ending in -ing as *interesting*, *seeing*, etc., are called *Present Participles*. They denote an incomplete action or state; as,

I can hear a girl *singing* a song.

He came *laughing*.

2. Past Participles

The Participles that denote an action (or state) which is completed, (and hence no longer in progress) are called *Past Participles*. The Past Participle used as an adjective is *Passive* if the verb, from which it is derived, is *Transitive*. Such Participles end in *-en*, *-n*, or *-ed*, *-e*, *-t*; as,

We saw the trees *laden* with mangoes.

He found the place *abandoned*.

He could not make her voice *heard*.

A *burnt* child dreads fire.

3. Perfect Participles

It is formed by adding "having" or "having been" or "being" before the past participle form of the verb (V_3); as,

Having finished his work, he went home.

Having heard the sad news, she fainted.

FORMS OF PARTICIPLES

Kinds	Form		
	Verbs without an object	Verbs with an object	
		Active	Passive
1. Present	Falling	Stealing	Being stolen
2. Past	Fallen	(—)	Stolen
3. Perfect	Having fallen	Having stolen	Having been stolen

USE OF PARTICIPLES

1. The Present Participle is used :

(a) to form Continuous Tenses :

The boy is *reading*.

The gardener was *planting*.

(b) to qualify a Noun :

I read an *interesting* novel.

I saw a *weeping* woman.

2. The Past Participle is used :

(a) to form Perfect tenses :

I *have seen* your report.

He *had already warned* you.

(b) to form Passive Voice :

The bicycle *was stolen* by the thief.

Wheat is *sown* in winter.

(c) to qualify a Noun :

A *retired* officer is available.

A *frightened* child stood at the door.

3. The Past Participle is used :

(a) in Passive voice ; as,

Your plan is being *accepted*.

The report will be *printed*.

Man was *injured* in an accident.

(b) to form Perfect tenses ; as,

We *have played* well.

They *had danced* to their heart's content.

(c) as Adjective; as,

He is a *spoilt* child.

We saw a *trapped* bird.

I saw the house *burnt* down.

(d) in combining sentences; as,

They came in. They were accompanied by their teacher.

They came in accompanied by their teacher.

He was *beaten*. He continued to sob.

Having been *beaten*, he continued sobbing.

(e) as an Object complement ; as,

The master saw the jewellery *stolen*.

She gets her scooter serviced after three months.

(f) as a Subject complement; as,

The winners were *delighted*.

The defeated persons seemed *dejected*.

Worksheet

22

Grammar : Non-Finites

Date

Name

Class & Sec.

Roll No.

Marks OBT.

(A) Fill in the blanks with the correct forms of the infinitives given in brackets :

1. Children would _____ (like/liking/like to/like) go on a picnic.
 2. The teacher lets us _____ (go/went/goes/going) to the playground.
 3. The principal let us _____ (go/to go/going/went) on a picnic.
 4. We would love _____ (see/to see/having seen/seeing) her _____ (do/to do/doing/done) it.
 5. We had rather _____ (playing/play/to play/played) than work.
 6. He is too ill _____ (have walked/walk/ to walk/walking).
 7. Her greatest desire is _____ (sing/to sing/singing/having sung).
 8. _____ milk is good for health. (Drinking/Drink/To drink/Having drunk)
-
-

(B) Choose the correct word (Gerund or Infinitive) given in the brackets :

1. You may go on _____ (to writing/write/having written/writing).
 2. People used _____ (to make/making/made/make) fire by _____ (rub/having rub/rubbing/rubbed) two sticks together.
 3. I wish _____ (seeing/to see/see/sees) the Principal.
 4. He is beginning _____ (to understand/understanding/understand/being understood/been understood) his responsibilities.
 5. I can't understand her _____ (behaving/behave/to behave/behaves) in that manner.
 6. He wore dark glasses _____ (to avoid/avoiding/avoid/avoids) _____ (being/be/to be/was) recognised.
 7. His doctor advised him _____ (to give/giving/give/given) up _____ (to smoke/ smoking/smoke/smoked).
 8. The driver was fined for _____ (exceed/exceeding/to exceed/exceeds) the speed limit.
-
-

(C) Fill in the blanks with the infinitive form of the verbs given in brackets :

My mother told me how (a) _____ (to make/have made/making/makes) tea. She let me (b) _____ (fill/filling/filled/fills) the tea-pot with water and (c) _____ (lighted/lighting/light/to light)

the gas. She put the pot on the gas stove, and asked me (d) _____ (put/putting/to put/to have put) some tea leaves into the water, and then (e) _____ (added/adding/add/addition) milk to it. She told me (f) _____ (sieve/sieved/to sieve/to sieved) the tea, and then (g) _____ (to pour/ poured/have poured/pour) it into cups. This is how I learnt (h) _____ (to prepare/prepared/ prepare/preparation) tea.

(D) Fill in the blanks with the infinitive form of the verbs given in brackets :

There is hardly any one who doesn't want (a) _____ (having been/be/being/to be) rich. Everybody thinks that he is born (b) _____ (enjoying/enjoy/enjoyed/to enjoy) all the comforts and luxuries of life. But only some people recognize the reality that (c) _____ (having been/being/be/to be) rich, they should (d) _____ (working/worked/work/to work) sincerely and honestly. Many people wish (e) _____ (be /being /to be/having been) rich overnight. Such people give birth to evils like corruption and crimes.

(E) Fill in the blanks by adding either a Gerund or an Infinitive form of the verb given in brackets:

I am fond of (a) _____ (having played/playing/played/ play) cricket. On every Sunday we go to the stadium (b) _____ (having played/play/playing/ to play) limited-over match. There are twenty members of our club. We are thinking of (c) _____ (get/gets/getting/ having got) our club registered. We wish (d) _____ (having organised/organise/organising/to organise) tournaments in the near future. We have a coach also who teaches us how (e) _____ (having batted/batting/to bat/bat) and (f) _____ (having played/bowl/bowling/to bowl). He has advised us (g) _____ (having done/to do/doing /do) practice daily if we want (h) _____ (having become/become/becoming/to become) good players.

18. CLAUSES



KINDS OF CLAUSES

MAIN CLAUSE

It is a clause that stands as an independent sentence.

Examples : The bird flew away.
The girl screamed.

SUBORDINATE CLAUSE

It is a clause that is dependent upon the main clause.

Examples : She said *that she was honest*.
It is a miracle that he was saved.

COORDINATE CLAUSE

It is a clause that refers to a part of the sentence which is a complete statement.

Examples : She is slow but she is steady.
The sun shines but the stars twinkle.

TYPES OF SUBORDINATE CLAUSES

NOUN CLAUSE

It is a clause which contains a subject and a finite verb. It can be :

- the subject of a verb
- the object of a Transitive verb
- the object of a Preposition

ADJECTIVE CLAUSE

It is a clause that does the work of an Adjective. It is introduced by :

- the relative Pronoun
- the relative Adverb

Relative Pronoun or Relative adverb may be omitted ; as,

This is the boy (whom) I know well.

ADVERB CLAUSE

It is a clause that does the work of an Adverb. It can be :

- Adverb clause of Time
- Adverb clause of Place
- Adverb clause of Manner
- Adverb clause of Purpose

DEFINITION

A **clause** is a group of words which is a part of a sentence. It has its own subject and verb; as,

You will see my brother when you go to school.

The part of this sentence 'when you go to school' is a part of the larger sentence and is not complete by itself. It is, therefore, a clause. It depends upon the clause, 'You will see my brother' which makes complete sense by itself.

KINDS OF SENTENCES

(a) Simple (b) Compound and (c) Complex

(a) **Simple Sentence** : It consists of a single subject and a single predicate.

e.g., She is intelligent.

(b) **Compound Sentence** : It consists of two or more coordinate or independent clauses joined by a coordinating conjunction, such as **and, but, therefore, however, yet, not only.....but also**, etc.

e.g., We took bath and then had our lunch.

(c) **Complex Sentence** : It consists of a main or independent clause and one or more subordinate clause(s).

e.g., I met his sister who is a doctor.

KINDS OF CLAUSES

1. **Main/Principal Clause** :

It has the main fact.

Crops will perish if it rains now.

Main clause

When he came **the lights went off**.

Main clause

2. **Subordinate Clause** : It is a group of words which does not express complete sense. It is normally introduced by a Subordinate Conjunction or by a Relative Pronoun.

KINDS OF SUBORDINATE CLAUSES

- (a) Noun Clause
- (b) Adjective Clause
- (c) Adverb Clause

(a) **Noun Clause** : It does the function of a noun; as,

I know *what you want*.

She says *that she is happy*.

(b) **Adjective Clause** : An Adjective Clause does the work of an Adjective, i.e., it qualifies a noun or a pronoun; as,

He found the dog *which he had lost*.

God helps those *who help themselves*.

(c) **Adverb Clause** : An Adverb Clause does the work of an adverb; as,

We will leave *as soon as we are ready*.

Walk fast *lest you should miss the train*.

How to find a Clause :

(a) **Noun Clause** : It answers the question *what*.

I know that you will stand first. (What ?)

(b) **Adjective Clause** : It answers *who, which, whose*.

The man who is in white coat is a doctor.

(Who?)

(c) **Adverb Clause** : It answers the question *when, where, why, how, etc*.

Though he worked hard, he failed.

(Why ?)

NOUN CLAUSE

A Noun Clause does the work of a Noun.

Therefore, it can be :

1. the Subject of a Verb.
2. the Object of a Transitive Verb.
3. the Object of a Preposition.
4. the Complement of a Verb.
5. in Apposition to a Noun or a Pronoun.

1. **Subject of a Verb**; as,

What cannot be cured must be endured.

Whether it will rain today is not clear.

2. **The Object of a Transitive Verb**; as,

He got *what he wanted*.

I expect *that she will help us*.

I wish to know *why he behaved in that manner*.

3. **The Object of a Preposition**; as,

Do not believe in *what he says*.

He was greatly annoyed by *what I told him*.

4. **Complement of a Verb**; as,

It seems *that he will win the race*.

His ambition was *that he should be a doctor*.

5. In Apposition to a Noun or the Pronoun 'It' :

Remember the saying *that pride hath a fall*.
It is a miracle *that he was saved*.

ADJECTIVE OR RELATIVE CLAUSE

An *Adjective Clause* does the work of an Adjective. It qualifies a Noun or a Pronoun in the main clause. An Adjective Clause is introduced by a Relative Pronoun or by a Relative Adverb.

1. The Relative Pronouns that may be used in this way are :

who, whom, what, whose, which, that, etc.

God helps those *who help themselves*.

Uneasy lies the head *that wears a crown*.

This is the home *which my father built*.

2. The Relative Adverbs that may be used in this way are :

when, where, how, why.

This is the place *where my friend lives*.

The reason *why he resigned* is not known.

I know the time *when the match will begin*.

3. The Relative Pronoun or the Relative Adverb may be omitted when it is in the Objective Case, but not otherwise ; as,

This is the book (*which or that*) *I lost long ago*.

This is the boy (*whom*) *I know well*.

I am the monarch of all (*that*) *I survey*.

The reason (*why*) *she has returned* is that she left her purse behind.

Note : Sometimes, a Relative Pronoun introduces a Co-ordinate Clause; as,

He released the pigeon, which (= *and it*) flew away.

It might appear that the clause, *which flew away*, is an Adjective Clause and, therefore, is a Subordinate Clause. In reality, this is not the case, because this clause in no way identifies or describes the pigeon.

When a subordinate clause performs the function of an adjective, it is called an Adjective Clause. It qualifies a noun or a pronoun in the Principal Clause which goes before it.

Study the following examples carefully :

1. The boy who is wearing a blue shirt is my brother.

(a) The boy is my brother → Principal Clause.

(b) who is wearing a blue shirt → Adjective Clause qualifying the noun 'boy'.

It can be analysed as follows:

Principal Clause → The boy is my brother.

Sub. Clause → who is wearing a blue shirt.

2. This is the book that I bought for fifty rupees.
(a) This is the book → Principal Clause
(b) I bought the book for fifty rupees → Adjective Clause qualifying the noun 'book'.
3. This is the place where the battle was fought.
(a) This is the place → Principal Clause.
(b) where the battle was fought → Adjective Clause qualifying the noun 'place'.
4. The scooter which I bought yesterday has been stolen.
(a) The scooter has been stolen → Principal Clause.
(b) which I bought yesterday → Adjective Clause qualifying the noun 'scooter'.
5. The tall gentleman who is wearing spectacles is my father.
(a) The tall gentleman is my father → Principal Clause.
(b) who is wearing spectacles → Adjective Clause qualifying the noun 'gentleman'.

Summing up :

- (a) An Adjective Clause qualifies a noun or a pronoun in the Principal Clause which goes before it.
- (b) An Adjective Clause is a Subordinate Clause.
- (c) An Adjective Clause performs the function of an adjective.

DEFINING AND NON-DEFINING RELATIVE CLAUSES

Read the following sentence :

Servants *who are honest* are trusted.

The clause, *who are honest*, clearly identifies or describes the servants, and, therefore, it is an Adjective Clause. Such clauses introduced by Relative Pronouns are called *Restrictive or Defining Relative Clauses*.

Some Relative Clauses introduced by a Relative Pronoun or Relative Adverb do not describe or define the Noun or Pronoun (*antecedent*) to which they refer. Such clauses only give additional information about the antecedent. Such clauses are known as *Non-defining Relative Clauses*. They are separated from the main clause by commas; as, My uncle, *who lives in Kolkata*, will come today. Finland, *where I had my education*, has many lakes.

Note the difference in meaning between the following two sentences :

My brother who is a professor has gone to England.

My brother, who is a professor, has gone to England.

The first sentence implies that the speaker has many brothers; one of them who is a professor has gone to England. The clause in the second sentence is non-defining and it implies that the speaker has only one brother who happens to be professor and he has gone to England.

ADVERB CLAUSE

1. Adverb Clauses of Time

Adverb Clauses of Time are introduced by Subordinate Conjunctions like *when, whenever, as soon as, after, while, since, before, till*, etc.

I will go *when I please*.

As soon as she heard the news, she wrote to me.

Rahul reached the station *after the train had left*.

They have not heard from her *since she left this place*.

Don't count your chickens *before they are hatched*.

2. Adverb Clauses of Place

Adverb Clauses of Place are introduced by the Subordinate Conjunctions, *where, wherever, whence*, etc.

Stay *where you are*.

You can go *wherever you like*.

Go quickly *whence you came*.

3. Adverb Clauses of Manner

Adverb Clauses of Manner are introduced by Subordinating Conjunctions : *as, as if, as though*, etc.

Try to finish it *as I have shown you*.

She talked *as if she knew everything*.

The tiger ran straight at them *as though it had been attacked*.

4. Adverb Clauses of Purpose

Adverb Clauses of Purpose are introduced by the Subordinating Conjunctions: *that, in order that, so that, lest*, etc.

I die *that India may live*.

He spends little *in order that he may save some money*.

Sleep not *lest you should lose your luggage*.

5. Adverb Clauses of Cause

Adverb Clauses of Cause or Reason are introduced by the Subordinating Conjunctions: *because, as, since, that*.

I did it *because I wanted to*.

As he was not there, I spoke to his mother.

Since she is so clever, she will be able to explain this.

6. Adverb Clauses of Condition

Adverb Clauses of Condition are generally introduced by Subordinating Conjunctions : *if, unless, whether*.

If it rains, we shall not go out.

Unless you work hard, you cannot get good marks.

You must go *whether you hear from him or not*.

Note 1: Sometimes the Subordinating Conjunctions are omitted in Adverb Clauses of Condition; as,

Had I been there, it would not have happened.

Were my father here, he would help me.

Note 2: Clauses of Condition are sometimes introduced by a Relative Pronoun or Adjective, or Adverb (without any antecedent); as,

Whatever you do, be just.

Whichever road we take, we shall be too late.

Worksheet

23

Grammar : Clauses

Date

Name

Class & Sec. Roll No.

Marks OBT.

(A) Complete the following passage by filling in the blanks with appropriate Clauses :

I am sure (a) _____ . If you come back by Wednesday (b) _____ . We will go on a picnic and (c) _____ . Tell me what (d) _____ . I am sure (e) _____ . I will miss you a lot, though (f) _____ . Good-bye, then. Ring me up (g) _____ . I'll come to receive you at the station so that (h) _____ .

(B) Complete the following passage with appropriate Adjective Clauses :

It is rightly said that there is no one (a) _____ . A person (b) _____ is grateful to his country because this is the place (c) _____ . This is the country (d) _____ , and (e) _____ . I am proud of all my talents (f) _____ . It is my motherland (g) _____ all my talents to serve her people, specially for those (h) _____ of the basic necessities of life.

(C) Complete the following dialogue with the help of the suitable Noun Clauses :

- Dipesh* : Lovesh, do you believe in (a) _____ see ?
Lovesh : (b) _____ is not always true.
Dipesh : So we should find out if (c) _____ .
Lovesh : That is true. So I do not blindly believe in (d) _____ .
Dipesh : I also firmly believe that truth is not what (e) _____ .
Lovesh : That is why, it is necessary that (f) _____ .

(D) Complete the following passage with the help of the suitable clauses :

As they went on describing the school, it seemed to me that (a) _____ the greatest place on earth. I resolved at once (b) _____ although (c) _____ no idea where (d) _____ or how many miles away or how (e) _____ .

(E) Complete the following letter by filling in the blanks with appropriate Clauses :

110-B, Lajpat Nagar

Lucknow

June 5, 20 ...

Dear Mukesh

(a) _____ I could not write you earlier. Everything is fine here. (b) _____ comfortable here. Only yesterday I met Rakesh (c) _____ . He is working here in an office. When are you coming to see me ? I am sure (d) _____ .

Yours sincerely

Atul

19. TRANSFORMATION OF SENTENCES

One type of sentence can be changed into another type, without changing its meaning :

He is too weak to walk.

He is so weak that he cannot walk.

Transformation of Simple, Compound and Complex Sentences

By expanding a word or a phrase into a clause, or by contracting a clause into a phrase or a word we can interchange these sentences; as ;

1. Besides gardening, he also does fishing business. (Simple Sentence)
He not only does gardening but also does fishing business. (Compound Sentence)
2. On his arrival we left. (Simple Sentence)
When he arrived we left. (Complex Sentence)
3. They can prove that we are wrong. (Complex Sentence)
We are wrong and they can prove it. (Compound Sentence)

Transformation of Direct into Indirect Speech and Vice Versa

1. "I work hard but even then I don't succeed", he lamented. (Direct)
He lamented that he works hard but even then he doesn't succeed. (Indirect)
2. She said, "How can you ignore me?" (Direct)
She asked how we could ignore her. (Indirect)
3. I requested her to take me with her. (Direct)
I said to her, "Please take me with you". (Indirect)
4. She exclaimed that he was very smart. (Indirect)
She said, "How smart he is!" (Direct)

Transformation of Active into Passive Voice and Vice Versa

1. I know her address. (Active)
Her address is known to me. (Passive)
2. Where did Raman find it ? (Active)
Where was it found by Raman ? (Passive)
3. We cannot be defeated by anyone. (Passive)
No one can defeat us. (Active)
4. Our parents were troubled unnecessarily. (Passive)
They troubled our parents unnecessarily. (Active)

TRANSFORMATION OF SENTENCES

There are three types of sentences :

1. Simple
2. Compound
3. Complex

Simple Sentence

A Simple Sentence has one subject and one predicate.

Read these simple sentences carefully.

1. Birds fly.
2. He taught us.
3. They brought honour to their country.

Note : A simple sentence may have one or more phrases or objects.

COMPOUND SENTENCE

A Compound Sentence has two or more Principal Clauses (clauses of equal rank).

Read these compound sentences carefully.

1. **Raman came** and **we went out for a walk.**
2. **He drives carefully** lest **he should cause an accident.**
3. **Not only do they inspire us** but **they also help us generously.**

COMPLEX SENTENCE

A complex sentence has one Principal/ Main Clause and one or more Subordinate / Dependent Clauses.

Read these complex sentences carefully.

1. **If you work hard, you will pass.**

S.C. M.C.

2. **We eat so that we may live.**

M.C. S.C.

3. **Kolkata is a bigger city than Delhi (is).**

M.C. S.C.

4. **I said that I would never tell a lie.**

M.C. S.C.

Note : M.C. means Main/ Principal Clause and S.C. means Subordinate (Dependent) Clause.

We can change (transform) Simple Sentence into Compound Sentence or vice versa, simple sentence into complex sentence or vice versa, Complex Sentence into Compound Sentence or vice versa, without changing the sense.

1. Transformation of Simple Sentence into Compound Sentence

Note how we expand a phrase in the simple sentence to make it a clause to form a compound.

Sentence :

1. Simple : In spite of hard work he failed.
Compound : He worked hard but he failed.
2. Simple : You must work hard to succeed.
Compound : You must work hard or you will not succeed.
3. Simple : The man, being tired, could not walk.
Compound : The man was tired and so he could not walk.

4. Simple : To my surprise, he won a scholarship.
Compound : He won a scholarship, and it was a surprise to me.
5. Simple : Owing to ill luck, he died in an accident.
Compound : He was unlucky, and therefore he died in an accident.

2. Transformation of Simple Sentence into Complex Sentence

By expanding a word or phrase into a clause we can transform a Simple Sentence into a Complex Sentence :

1. Simple : In spite of hard work he failed.
Complex : Though he worked hard, he failed.
2. Simple : You must work hard to succeed.
Complex : You must work hard if you want to succeed.
3. Simple : Raman, being lazy, failed.
Complex : As Raman was lazy, he failed.
4. Simple : We work hard to pass the examination.
Complex : We work hard so that we may pass the examination.
5. Simple : His face shows his innocence.
Complex : His face shows that he is innocent.

3. Transformation of Complex Sentence into Compound Sentence

By using coordinating conjunctions (and, but, or, for, etc.) we can transform a complex sentence into a compound sentence :

1. Complex : If you work hard, you will pass.
Compound : You must work hard or you will not pass.
2. Complex : We eat so that we may live.
Compound : We eat, therefore we live.
3. Complex : I am glad that you have come.
Compound : You have come, and I am glad of it.
4. Complex : I have found my pet dog that I had lost.
Compound : I had lost my pet dog, but I have found it.
5. Complex : He failed because he was too rash.
Compound : He was too rash, therefore he failed.

4. Transformation of Active into Passive Voice and Vice Versa

Sentences in the Active Voice can be transformed into the Passive Voice and vice versa.

Read these sentences carefully.

1. Father has met him. (Active)
He has been met by father. (Passive)
2. Does Raman watch too many movies ? (Active)
Are too many movies watched by Raman ? (Passive)
3. Please bring him here. (Active)
Let him be brought here, please. (Passive)
4. Why will he displease you ? (Active)
Why will you be displeased by him ? (Passive)

5. Cars will not be parked here. (Passive)
You will not park cars here. (Active)
6. My brother was forced to resign. (Passive)
They forced my brother to resign. (Active)
7. What was being done by her ? (Passive)
What was she doing ? (Active)
8. You are forbidden to play here. (Passive)
Don't play here. (Active)

Note : For detailed rules for this kind of transformation, consult the chapter on voice in this book.

5. Transformation of Direct into Indirect Speech and Vice Versa

Sentences of Direct Speech can be changed into Indirect Speech and vice versa.

Read these sentences carefully :

1. We said to them, "You cannot repeat the same mistakes". (Direct)
We told them that they could not repeat the same mistakes. (Indirect)
2. She said, "Do you often go there to meet your friends ?" (Direct)
She asked if we often go there to meet our friends. (Indirect)
3. The teacher said, "Don't come to my class late or you'll be punished". (Direct)
The teacher told us not to come to her class late or we would be punished. (Indirect)
4. He said, "What a nice day it is!" (Direct)
He exclaimed that it was a very nice day. (Indirect)
5. The teacher told us that he would be on leave for a week. (Indirect)
The teacher said to us, "I will be on leave for a week." (Direct)
6. They asked him if he could do it that night. (Indirect)
They said to him, "Can you do it tonight ? (Direct)
7. They exclaimed with joy that they had won. (Indirect)
They said, "Hurrah! We have won". (Direct)
8. She requested us to let her go on leave for a week. (Indirect)
She said to us, "Please let me go on leave for a week." (Direct)

Note : For detailed rules for this kind of transformation, consult the chapter on Reported Speech in this book.

(A) Do as Directed :

1. "I know you are right," she said. (Begin : She said that)
e.g., She said that she knew I was right.
2. The police was looking for the thief. (End : by the police)
3. In spite of hard work, he did not succeed. (Begin : Though he)
4. We eat so that we may live. (End : to live)
5. He was forced to resign. (Begin : The manager)
6. No sooner did it begin to rain than we rushed in. (Begin : As soon as)
7. The man, being weak, decided not to go on hiking. (Begin : The man who)
8. She asked me if I would take the test that year. (Begin : She said)
9. I am rich but I want to be richer. (Begin : Though rich)
10. He is so weak that he cannot walk. (Begin : He is too)

(B) Transform Direct Speech into Indirect Speech :

1. He said, "I am not a regular player."
2. She said to us, " How do you know them ?"
3. I enquired, " Did you ever sing on the stage ?"
4. "Do it at once", shouted the old man.
5. "What a nice dress you have !" she exclaimed.
6. "Write it down for reference," I advised him.
7. The patient said, "I am not getting well".
8. The manager said, "Who came to see you yesterday?"

9. "Let's go to canteen", I said to Veena.

10. Randeep said, "The moon is not a planet."

(C) Do as Directed :

1. Give me the novel and I will read it. (Begin : If you)
2. He saw the cobra and stopped. (Begin : When he)
3. We work hard so that we may pass. (End : to pass)
4. The locket was found by my brother. (End : the locket)
5. The man said that it had been raining for hours then. (End : now)
6. "Water will evaporate if it is heated," the teacher said. (Begin : The teacher said)
7. Someone has picked my pocket. (End : picked)

20. AID TO RICH VOCABULARY

(A) ANTONYMS

Antonyms are words that are opposite to each other in meaning; as,

1. happy – unhappy /sad 2. begin – end 3. open – shut

Here is a list of some important antonyms.

Words	Antonyms	Words	Antonyms
accept	reject	civilized	savage
agree	differ	complex	simple
allow	forbid	cruel	kind
attract	repel	dead	alive
begin	end	deep	shallow
borrow	lend	dense	sparse
conceal	reveal	different	similar
create	destroy	domestic	wild
decrease	increase	doubtful	sure
enter	exit	faithful	faithless
fail	succeed	far	near
gain	lose	fresh	stale
include	exclude	friendly	hostile
increase	decrease	full	empty
inhale	exhale	general	particular
laugh	weep	glad	sad
lead	follow	great	small
lend	borrow	grave	cheerful
make	mar	guilty	innocent
open	shut	happy	sad
remember	forget	high	low
rise	fall, set	hot	cold
sink	swim	ill	well
smile	frown	important	trivial
take	give	injurious	beneficial
use	abuse	lenient	strict
win	lose	loud	low
wake	sleep	major	minor
ancient	modern	mental	physical
all	none	negative	positive
barren	fertile	optional	compulsory
base	noble	odd	even
beautiful	ugly	permanent	temporary
blunt	sharp	pleasure	pain
bold	timid	public	private
careful	careless	rash	deliberate
cheap	dear	restless	calm
cheerful	gloomy	round	flat

Words	Antonyms	Words	Antonyms
rough	smooth	danger	safety
simple	artful	disease	health
singular	plural	day	night
slow	prompt	dwarf	giant
solid	hollow	economy	extravagance
stern	mild	enmity	friendship
straight	curved	fame	infamy
strange	familiar	falsehood	truth
superior	inferior	freedom	slavery
sweet	bitter	glory	shame
bravery	cowardice	gain	loss
care	neglect	happiness	misery
civility	rudeness	haste	delay
concord	discord	head	tail
credit	debit, cash	heaven	hell

EXERCISE 1

Give the antonyms of the following words :

- (a) 1. decrease 2. attract 3. take 4. lose 5. dear 6. far 7. sweet 8. warm
 9. wise 10. stale
- (b) 1. ugly 2. rash 3. kind 4. land 5. war 6. head 7. day 8. correct
 9. polite 10. safe

(B) SYNONYMS

Synonyms are those words that are similar in meaning; as,

1. energy – power, force 2. aid – help
 3. give – provide 4. get – obtain, attain

Here is a list of some important synonyms :

Words	Synonyms	Words	Synonyms
ability	capacity, talent	busy	occupied
achieve	accomplish	cause	reason
active	smart, agile	cheat	deceive, dupe
acute	keen, sharp	coincide	agree
adept	expert	colour	dye
adverse	contrary	common	ordinary
aid	support, help	conceal	hide
anger	fury, rage	convince	persuade
apparent	evident	curtail	reduce
appreciate	value, praise	danger	peril
apt	suitable	dead	lifeless
bold	daring	dear	costly
brief	short	eager	anxious, keen
brave	bold, fearless	effect	impact

Words	Synonyms	Words	Synonyms
endure	tolerate	valid	sound
energy	power, force	adore	worship, idolise
familiar	intimate	alive	lively, vivacious
final	ultimate	anxiety	misgiving, foreboding, solicitude
firm	solid, fixed	bad	evil, wicked, devilish
foolish	stupid	beautify	adorn, decorate
fruitless	useless	beg	implore, solicit
haughty	arrogant	big	enormous, gigantic, huge, mighty
hopeful	optimistic	blame	censure, upbraid, reprove
incite	provoke	brave	courageous, fearless, daring, intrepid
industrious	diligent	bright	clear, brilliant, lustrous, transparent, intelligent
join	unite	busy	industrious, diligent, active
mature	ripe	candid	frank, sincere
meek	weak, humble	care	solicitude, anxiety
modest	shy	catch	capture, seize, arrest, apprehend
mournful	sorrowful	cause	reason, purpose, motive
obvious	clear, evident	charity	benevolence, philanthropy
pain	sorrow, grief	choose	select, discriminate
pleasure	delight	clever	ingenious, versatile, precocious
quiet	calm, peaceful		
rude	rough, harsh		
sacred	holy		
sad	depressed		
serious	earnest, solemn		
stern	hard, strict		
tedious	dull, dry		
unique	unparalleled		

EXERCISE 2

Give the synonym of each of the following words :

- (a) 1. brief 2. cheat 3. dear 4. eager 5. sacred 6. clear 7. foolish 8. bright
 9. enemy 10. cheerful
- (b) 1. tall 2. rash 3. see 4. small 5. calm 6. old 7. kind 8. lazy
 9. fear 10. famous

(C) WORD-FORMATION

We can form one type of word from another type of word such as a noun from a verb, an adjective from a noun, a verb from an adjective, etc.

I. Formation of Nouns from Verbs

Verbs	Nouns	Verbs	Nouns
achieve	achievement	amuse	amusement
admire	admiration	annoy	annoyance
agree	agreement	announce	announcement
allot	allotment	apply	application

Verbs	Nouns	Verbs	Nouns
appoint	appointment	except	exception
argue	argument	exist	existence
arrive	arrival	fail	failure
assist	assistance	feed	food
assure	assurance	float	fleet
attach	attachment	flow	flood
attain	attainment	fly	flight
attend	attendance	forgive	forgiveness
attract	attraction	give	gift
bear	birth, bier	go	gait
behave	behaviour	greet	greeting
choose	choice	grow	growth
civilize	civilization	hate	hatred
collect	collection	heal	health
confer	conference	imagine	imagination
consider	consideration	imitate	imitation
convict	conviction	inform	information
create	creation	inherit	inheritance
deceive	deceit, deception	know	knowledge
decide	decision	lend	loan
defend	defence	live	life, living
deny	denial	lose	loss, loser
depart	departure	manage	management
destroy	destruction	marry	marriage
die	death	mean	meaning
direct	direction	mix	mixture
dine	dinner	obey	obedience
discover	discovery	object	objection
discuss	discussion	salute	salutation
disturb	disturbance	satisfy	satisfaction
do	deed	see	sight
drive	drive	seize	seizure
educate	education	sell	sale
encourage	encouragement	separate	separation
enjoy	enjoyment	serve	service
enter	entry, entrance	sing	song
envelop	envelope	sit	seat
err	error	solve	solution
examine	examination	speak	speech
exceed	excess	steal	stealth
		strike	stroke
		strive	strife

II. Formation of Adjectives from Nouns

Nouns	Adjectives	Nouns	Adjectives
ability	able	goodness	good
absence	absent	grandeur	grand
accuracy	accurate	gravity	grave
activity	active	happiness	happy
bankruptcy	bankrupt	hardness, hardship	hard
brevity	brief	honesty	honest
brilliance	brilliant	hospitality	hospitable
business	busy	heat	hot
capability	capable	laziness	lazy
casualty	casual	liberality	liberal
certainty	certain	liveliness	lively
chastity	chaste	loneliness	lonely
civility	civil	length	long
cleanliness	clean	loyalty	loyal
clarity, clearness	clear	meanness	mean
competence	competent	merriment	merry
constancy	constant	moisture	moist
correction	correct	morality	moral
craftiness	crafty	necessity	necessary
curiosity	curious	nobility	noble
dearness, dearth	dear	notoriety	notorious
decency	decent	novelty	novel
depth	deep	obedience	obedient
despondence	despondent	patience	patient
difference	different	piety	pious
difficulty	difficult	poverty	poor
efficiency	efficient	popularity	popular
emptiness	empty	possibility	possible
equality	equal	precision	precise
excellence	excellent	pride	proud
falsehood	false	proficiency	proficient
fertility	fertile	prudence	prudent
frailty	frail	purity	pure
freedom	free	rapidity	rapid
frugality	frugal	reality	real
gallantry	gallant		

III. Formation of Verbs from Adjectives

Adjectives	Verbs	Adjectives	Verbs
able	enable	bitter	embitter
abundant	abound	bold	embolden
base	debase	brief	abbreviate

Adjectives	Verbs	Adjectives	Verbs
broad	broaden	less	lessen
calm	becalm	loose	loose, loosen
certain	ascertain	long	prolong, elongate
cheap	cheapen	low	lower
civil	civilize	mad	madden
clean	clean, cleanse	mean	demean
clear	clarity	moist	moisten
dark	darken	new	renew
dear	endear	noble	ennoble
deep	deepen	poor	impoverish
dense	condense	popular	popularize
different	differentiate	pure	purify
equal	equalize	real	realise
electric	electrify	red	redden
false	falsify	rich	enrich
familiar	familiarize	right	rectify
fat	fatten	sad	sadden
feeble	enfeeble	safe	save
fine	refine	sharp	sharpen
flat	flatten	short	shorten
fond	fondle	sick	sicken
file	defile	simple	simplify
fresh	refresh	slack	slacken
full	fill	soft	soften
general	generalize	strange	estrangle
glad	gladden	stupid	stupefy
hale	heal	sure	ensure
hard	harden	sweet	sweeten
just	justify	timid	intimidate
large	enlarge	weak	weaken
		wide	widen

EXERCISE 3

(a) Give noun forms of these verbs :

arrive, bless, choose, err, grow, lose, manage, move, mix, oblige, observe, permit, pretend, propose, sell

(b) Give adjective forms of these nouns :

ability, brevity, certainty, clarity, decency, frailty, fragrance, grandeur, morality, patience, piety, poverty, pride, purity, reality

(c) Give verb forms of these adjectives :

able, bold, calm, cheap, clean, dear, equal, fat, feeble, file, full, hard, less, long, noble

(D) ONE-WORD SUBSTITUTION

One word may stand for a group of words; as,

- (i) one who walks on foot : pedestrian
- (ii) a collection of flowers : bouquet

Here is a list of such one-words which can be used for groups of words.

- | | |
|---|-------------------------|
| 1. A number of sheep | - flock |
| 2. A number of horses, ponies etc. driven together | - drove |
| 3. A number of peacocks | - muster |
| 4. A group of bees, locusts, ants, etc. | - swarm |
| 5. A number of horses kept for riding, racing, breeding | - stud |
| 6. A number of young pigs, dogs, cats, brought forth at one birth | - litter |
| 7. A number of disorderly people | - mob, rabble, canaille |
| 8. A number of singers in a church | - choir |
| 9. A collection of poems | - anthology |
| 10. A number of persons of the same race, character etc. | - tribe |
| 11. A group of beautiful ladies | - bevy |
| 12. A collection of flowers | - bouquet |
| 13. A cluster of houses in a village | - hamlet |
| 14. A number of stars grouped together | - constellation |
| 15. A collection of rays | - beams |
| 16. Person working at the same working place | - colleague |
| 17. A number of judges or bishops | - bench |
| 18. A place where birds are kept | - aviary |
| 19. A place where bees are kept | - apiary |
| 20. A place where fish are kept | - aquarium |
| 21. A place where pigs are kept | - sty |
| 22. A house or shelter for Eskimos | - igloo |
| 23. A place where dogs are kept | - kennel |
| 24. A house / box in which pigeons or doves live | - dovecot |
| 25. The home of a lion | - den |
| 26. A residence for monks or priests | - monastery |
| 27. A place where aeroplanes are kept | - hangar |
| 28. A place where athletic exercises are performed | - gymnasium |
| 29. A place for storing grain | - granary |
| 30. A place where money is coined | - mint |
| 31. A place where fruit trees are grown | - orchard |
| 32. A place where orphans are housed | - orphanage |
| 33. A street open only at one end | - cul-de-sac |
| 34. A place where water is collected and stored | - reservoir |
| 35. One who carves in stone | - sculptor |

EXERCISE 4

Give one word for each group of words given below :

- 1. A number of horses
- 2. A collection of poems
- 3. A place where a variety of fish are kept
- 4. A place where animals are kept

5. A place for rare, historical things
6. The home of a lion
7. One who sells sweets
8. A person in charge of a library
9. Government run by one person
10. A list of books

(E) CONFUSING PAIRS OF WORDS

Here are some pairs of words which are often confusing and are misused because they are similar in sound or form :

1. Alter (change) : I cannot alter my decision.
Altar (a place for offerings) : The priest knelt before the altar.
2. Accept (agree to) : He accepted my proposal.
Except (but) : All except you were present.
3. Aloud (loudly) : Please speak aloud.
Allowed (permitted) : He is allowed to go home.
4. Bore (a dull person) : He is a bore.
Boar (an animal) : A boar is a wild animal.
5. Bear (an animal) : A bear has thick fur.
Bear (tolerate) : I can't bear this pain.
6. Bail (security) : The magistrate released him on bail.
Bale (a bundle) : Some bales of cloth are lying there.
7. Canvas (coarse cloth) : The tents are made of canvas.
Canvass (to secure votes) : Let us canvass for votes.
8. Cattle (animals) : The cattle are grazing in the field.
Kettle (a pot) : Place the kettle on the stove.
9. Cession (giving up) : China demands the cession of a part of Indian territory.
Session (meetings) : The Parliament is in session.
10. Current (flow, prevalent) : The current of the river is very strong.
This fashion is current nowadays.
Currant (dried grapes) : I relish currants.
11. Diary (daily record) : He has lost his school diary.
Dairy (place for dealing with milk) : We get milk from the dairy.
12. Descent (a downward slope) : The hill has a gentle descent.
Dissent (differ) : I dissent from her opinion.
13. Fair (an entertainment in a field/park) : The fair was in full swing.
Fare (do well) : Hope they fare well in the examination.
Fare (passage money) : He paid the railway fare.
14. Floor (lower surface of a room) : The floor is made of brick and cement.
Flour (grain powder) : Bread is made of flour.
Flower (a part of a plant) : What a lovely flower it is !
15. Gamble (play of money) : They gamble daily.
Gambol (frisk) : The lambs gambol in the pasture.
16. Herd (company of) : I saw a herd of cattle.
Heard (listened) : I heard him say so.

17. Hair (thread-like growth on the head) : He has curly hair.
Hare (an animal) : A hare looks like a big rabbit.
18. Lose (unable to find) : You will lose the game.
Loose (not tight) : He wears loose clothes.
19. Lion (king of beasts) : The lion is the king of the forest.
Loin (waist) : Gird up your loins.
20. Lesson (something that is intended to be learnt) : He learns his lesson daily.
Lessen (make less) : This medicine didn't lessen my pain.
21. Minor (under age) : He is yet a minor.
Miner (one who works in a mine) : A coal miner's life is very hard.
22. Mail (post) : The peon was carrying mail bags.
Male (opposite of female) : The male of a cow is ox.
23. Medal (a flat piece of metal) : He won a gold medal.
Meddle (interfere) : Do not meddle with my affairs.
24. Marry (take as a husband or wife) : He will marry next week.
Merry (happy) : Let us make merry.
25. Naughty (badly behaved) : The teacher punished the naughty boy.
Knotty (difficult) : It is a knotty problem.
26. Peace (opposite of war) : India wants peace in the world.
Piece (part) : Here is a piece of chalk for you.
27. Artist (one who practises a fine art) : Painters, musicians and poets are all artists.
Artisan (one who practises a handicraft) : A carpenter is an artisan.
28. Affect (pretend) : He affected madness.
Effect (a result) : My advice had no effect on him.
29. Ancient (old) : The Red Fort is an ancient building.
Aged (old in age) : He is an aged man.
Old (refers to age) : She is thirty years old.
30. Answer (response to a question) : Answer these questions.
Reply (response to a charge or an objection) : He didn't reply to my objections.
31. Assent (to a proposal) : He assented to my proposal.
Ascent (going up) : The ascent to the church is very steep.
32. Accident (a mishap) : He met with an accident.
Incident (an event) : This is an important incident in my life.
33. Apposite (suitable) : Her remarks are quite apposite.
Opposite (in front of) : She lives in the house opposite to mine.
34. Beneficent (kind) : A beneficent person is always respected.
Beneficial (useful) : Yoga is beneficial to health.
35. Battle (a single engagement) : A battle was fought between the two armies.
War (a series of engagements) : Many battles were fought during the Second World War.
36. Ceiling (the inner roof) : A spider fell from the ceiling.
Sealing (the act of setting a seal) : I want a stick of sealing wax.
Roof (covering of the building) : The roof collapsed due to heavy rain.
37. Clear (without cloud) : It is clear today.
Clean (not dirty) : His clothes are always clean.

38. Conscious (aware) : I am conscious of my shortcomings.
 Conscientious (dutiful) : He is a conscientious worker.
39. Council (assembly) : He is a member of the college council.
 Counsel (advice) : She gave us good counsel.
40. Childlike (innocent) : Everybody likes his childlike simplicity.
 Childish (silly) : Nobody likes his childish behaviour.

EXERCISE 5

Choose the correct words given in brackets to complete the following sentences.

- The train is (stationary, stationery)
- grain is cheap. (coarse, course)
- Don't believe him. He is a (lawyer, liar)
- Sit in the of a tree. (shadow, shade)
- The thief was released on (bail, bale)
- The hunter killed a (boar, bore)
- This is a of plastic. (peace, piece)
- The bird will high in the sky. (soar, sour)
- Nobody likes his behaviour. (childish, childlike)
- Tell me the to Kasauli. (rout, route)

(F) IDIOMS AND PHRASES

Idiom : An idiom is a group of words. Its meaning is different from the meanings of individual words. 'An apple of discord' is an idiom. It does not have anything to do with an apple. Its meaning is 'a source of conflict'.

Phrase : A phrase is also a group of words. A verb combined with an adverb or preposition is a phrasal verb. Its meaning is different from the primary word (verb). For example, 'get up' is a phrase. It means 'to wake up' which is different from the meaning of 'get'.

Here is a list of idioms or phrases :

- Act upon (obey) - You will succeed if you *act upon* my advice.
- At a loss (to be puzzled) - She is *at a loss* to know what to do.
- Apple of one's eye (an object of love) - His only son is the *apple of his eye*.
- At a stretch (continuously) - They worked six hours *at a stretch*.
- Above board (honest) - We should be *above board* in our dealings.
- At arm's length (avoid) - Keep this rogue *at arm's length*.
- All the same (no difference) - It is *all the same* for her whether he comes or not.
- At all costs (whatever may be) - I will stick to my word *at all costs*.
- Apple of discord (cause of quarrel) - Kashmir is the *apple of discord* between India and Pakistan.
- Break up (close) - Our school will *break up* for winter holidays in December.
- Break out (spread suddenly) - Swine flu has *broken out* in the town.
- Break into (enter forcibly) - Two robbers *broke into* his house last night.
- By leaps and bounds (rapidly) - Our country is progressing *by leaps and bounds*.
- Back out (break a promise) - He *backed out* of his promise.
- Blow up (explode) - The mine *blew up* all at once.

16. Bed of roses (full of pleasures) - Life is not a *bed of roses*.
17. Come of (belong to) - Rajiv *comes of* a noble family.
18. Come off (take place) - When will your marriage *come off* ?
19. Come by (get) - How did you *come by* this purse ?
20. Come about (happen) - I do not know how this *came about*.
21. Carry out (obey) - You must *carry out* my orders.
22. Carry on (continue) - *Carry on* your work in my absence.
23. Carry off (win) - Manoj *carried off* the first prize.
24. Come across (meet by chance) - I *came across* an old friend in the bazaar.
25. Call names (abuse) - Why do you *call him names* ?
26. A child's play (very easy) - It is not a *child's play* to pass the C.A. examination.
27. Dispose of (sell) - I have *disposed of* my old books.
28. Draw back (withdraw) - Rajesh *drew back* from the contest.
29. Drop off (disappear) - Selfish friends *drop off* in adversity.
30. Deal with (behave) - *Deal with* him politely.
31. Do away with (finish) - It is difficult to do *away with* dowry system.
32. For want of (shortage) - The plan failed *for want of* funds.
33. For good (for ever) - He has left Kolkata *for good*.
34. Fits and starts (at intervals) - If you work by *fits and starts*, you cannot succeed.
35. Find fault with (blame) - He *finds fault with* everybody.
36. A fair-weather friend (a selfish friend) - He is a *fair-weather friend*. Beware of him.
37. Get up (rise from bed) - I *get up* at 4 a.m. daily.
38. Get through (pass) - I shall *get through* the examination this year.
39. Get into (board) - She *got into* the train at Ranchi.
40. Get rid of (get relieved of) - How can I *get rid of* him ?
41. Give up (leave) - *Give up* drinking and smoking.
42. Give in (surrender) - At last the Germans *gave in*.
43. Hold good (to be valid) - This rule still *holds good*.
44. Hard up (in financial difficulty) - He is *hard up* these days.
45. At hand (near) - Our annual examination is *at hand*.
46. In full swing (in great progress) - Yesterday the fair was *in full swing*.
47. In the long run (in the end) - Honesty pays *in the long run*.
48. In the guise of (in the dress of) - Ravana carried off Sita *in the guise of* a hermit.
49. Ins and outs (full details) - He knows the *ins and outs* of this trade.
50. Kith and kin (relatives) - All his *kith and kin* attended the dinner.

EXERCISE 6

Use these idioms and phrases in sentences :

- (a) take off, give in, put up with, break into, call on, call at, come about, hold on, set in, take after
- (b) at a stretch, on the eve of, in black and white, at any rate, at home in, now and then, in vogue, by leaps and bounds, come to pass, in full swing

(G) WORDS OFTEN MISSPELT

Here is a list of words. The spellings of these words should be carefully noted.

		A		
absence	absorb		agreement	allowance
abundant	accept		altogether	always
acceptance	achieve		analysis	analyze
accompany	accommodate		angel	angle
		B		
balloon	bamboo		breath (noun)	breathe (verb)
bachelor	balance		benefited	beneficial
bankrupt	bargain		breeze	blossom
barren	beggar		boycott	bury
		C		
calendar	campaign		colleague	compulsory
cannon	candle		committee	concede
career	carriage		conceive	conference
cheque	christmas		courtesy	courteous
		D		
dairy	diary		delicious	democracy
deceased	diseased		depot	design
deceive	deceit		desperate	devour
discipline	dispensary		dual	duel
divide	divine		dying	
		E		
eclipse	ecstasy		except	expect
edge	efficient		experience	explain
eligible	eliminate		explanation	expense
embarrass	eminent		exhaust	exhibit
etiquette	exaggerated		exemplary	executive
		F		
fascinate	fatigue		flattery	flourish
favour	favourite		foreign	fluctuate
felicitate	feminine		fierce	fulfil
		G		
gases	gather		goodbye	governor
gazette	genuine		governess	grammar
gentle	goddess		grateful	guard

harass
heir
hindrance
horizon

hasten
heredity
honour
humour

H

height
humorous
hungry
hypocrisy

heroine
hunger
hurriedly

ideal
idol
influence
imagine

idle
independent
illiterate
imaginary

I

immediately
innocent
interview
irreparable

immense
institution
interrupt
irresponsible

L

laboratory
laughter
legislature
lawyer
library

ladder
laundry
league
liar
leisure

lesson
literature
lose
lovable
lying

lightning
liveliness
loose
luggage

M

marvellous
maintenance
massacre
miniature
mischief

maintain
marriage
mathematics
minute
mischievous

mistake
monarch
muscular
mystery
miracle

momentous
muscle
museum
mysterious

N

necessary
nephew
ninth
noble

neither
niece
ninety
nobility

nuisance
negligible
notorious

nonsense
noticeable
nonentity

O

oblige
occasionally
occurrence
omission

occasion
occur
ocean
omitted

opinion
oppress
original
outrageous

opportunity
ordeal
orthodox
owe

P

parallel
passage
patient

parliament
passenger
patience

practice (noun & verb)
precious
principal

practise (verb)
principle
privilege

R

really
recognise
reference
refugee
reign
relieve

receive
recommend
referred
regrettable
rein
repetition

repentance
reveal
restaurant
righteous
rivalry
rumour

resemblance
revelation
ridiculous
riot
rogue

safety
scene
secretary
separate
speak
spinning

satisfactory
scent
seize
signature
speech
spiritual

technical
telephone
temperature
tenant
territory
together

technique
temperament
temporary
terrible
theatre
tongue

S

squeeze
stationery
sufficient
summary
sympathetic
symptom

stationary
statue
suicide
supersede
sympathize

T

torture
traveller
triumph
tuition
tyranny

tournament
treasury
truly
twelfth

EXERCISE 7

Choose the correct spelling from the groups given below :

- | | | |
|--------------------|----------------|---------------|
| 1. a. Committee | b. Committee | c. Comittee |
| 2. a. Accumulate | b. Acumulate | c. Accumulate |
| 3. a. Beneficial | b. Benefical | c. Beneficle |
| 4. a. Etiquette | b. Etiquete | c. Etiquete |
| 5. a. Immediatally | b. Immediately | c. Imediately |
| 6. a. Thief | b. Theef | c. Theif |
| 7. a. Musium | b. Museum | c. Musiam |
| 8. a. Business | b. Buseness | c. Busyness |
| 9. a. Allready | b. Already | c. Alrady |
| 10. a. Valueble | b. Valuable | c. Valuebal |

a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.
a.	b.	c.

(H) WORD PLAY

Unscramble these words :

e.g. MEOH : HOME

- FIEL
- KOOB
- RAYE
- TCODOR
- CHAET

- RAITN
- OORD
- LYIMAF
- RETSSI
- VOEL

INTEGRATED GRAMMAR EXERCISES

(Based on the Examination Pattern)

PART - III

Topics :

- Cloze Gap Filling
- Sentence Reordering
- Paragraph Completion
- Editing : Error Corrections
- Transformation of Sentences
- Editing : Omissions
- Dialogue Completion

INTEGRATED EXERCISES

I. CLOZE GAP FILLING

The student has to complete a short passage by filling in each blank with one word. He may be given choices from which he is to choose the best option. Or he may have to simply tick the correct answer. Generally, the blanks are to be filled with determiners, prepositions, conjunctions, correct forms of verbs, etc.

SAMPLE GAP-FILLING EXERCISES

1. Fill in the blanks by choosing the correct options out of the ones that follow :

She is (a) _____ intelligent girl who (b) _____ to be awarded A-grade. Somehow she misses (c) _____ mark perhaps due to (d) _____ carelessness.

- | | | | |
|-------------------|---------------|---------------|---------------|
| (a) (i) a | (ii) an | (iii) the | (iv) some |
| (b) (i) deserving | (ii) deserved | (iii) deserve | (iv) deserves |
| (c) (i) a | (ii) an | (iii) the | (iv) any |
| (d) (i) her | (ii) his | (iii) the | (iv) a |

Answers :

- (a) (ii) (b) (iv) (c) (iii) (d) (i)

2. Fill in the blanks by choosing the correct options out of the ones that follow :

Mark Inglis is (a) _____ mountaineer. He won a silver medal (b) _____ the Sydney 2000 paralympics. He lives in New Zealand (c) _____ his wife (d) _____ their three children.

- | | | | |
|--------------|------------|-----------|-----------------|
| (a) (i) the | (ii) a | (iii) an | (iv) some |
| (b) (i) when | (ii) on | (iii) in | (iv) at |
| (c) (i) with | (ii) along | (iii) and | (iv) but |
| (d) (i) but | (ii) so | (iii) and | (iv) as well as |

Answers :

- (a) (ii) (b) (iv) (c) (i) (d) (iii)

3. Complete the following passage by filling in the blanks with the appropriate words.

Do you know who he (a) _____ ? He is (b) _____ minister in the cabinet. You can consult him (c) _____ this matter. He is (d) _____ most dependable person.

Answers :

- (a) is (b) a (c) on (d) the

Complete the following passages by filling in the blanks by choosing the correct option out of the ones given below :

1. Most of the movies (a) _____ in India are not qualitatively good. Their only aim (b) _____ to entertain and entertain. It is of course true (c) _____ they appeal to (d) _____ common masses (e) _____ want nothing else (f) _____ entertainment.

- | | | | |
|-----------------|---------------|-------------|-------------|
| (a) (i) make | (ii) made | (iii) makes | (iv) making |
| (b) (i) will be | (ii) has been | (iii) is | (iv) was |
| (c) (i) if | (ii) which | (iii) who | (iv) that |
| (d) (i) the | (ii) a | (iii) an | (iv) some |
| (e) (i) that | (ii) which | (iii) who | (iv) whom |
| (f) (i) and | (ii) but | (iii) and | (iv) or |

2. Accidents (a) _____ happen anywhere and can result (b) _____ injuries. Correct first aid at the earlier stage (c) _____ a difference between life and death. It can prevent (d) _____ permanent loss.

- | | | | |
|-----------------|------------|--------------|------------|
| (a) (i) might | (ii) can | (iii) should | (iv) will |
| (b) (i) off | (ii) in | (iii) into | (iv) of |
| (c) (i) meaning | (ii) means | (iii) mean | (iv) meant |
| (d) (i) an | (ii) a | (iii) any | (iv) some |

3. Books are the best companions (a) _____ man. Time passes quickly (b) _____ the company (c) _____ books. They bring us out (d) _____ darkness to light.

- | | | | |
|--------------|----------|------------|-----------|
| (a) (i) for | (ii) of | (iii) with | (iv) to |
| (b) (i) off | (ii) on | (iii) into | (iv) in |
| (c) (i) to | (ii) the | (iii) of | (iv) with |
| (d) (i) from | (ii) of | (iii) off | (iv) in |

4. Few of us (a) _____ lost much property on our travels (b) _____ forgetfulness. The ordinary man arrives at (c) _____ destination with all his bags (d) _____ trunks safe.

- | | | | |
|--------------|----------|-------------|-------------|
| (a) (i) have | (ii) has | (iii) will | (iv) had |
| (b) (i) of | (ii) for | (iii) on | (iv) due to |
| (c) (i) her | (ii) his | (iii) their | (iv) this |
| (d) (i) and | (ii) but | (iii) or | (iv) else |
-
-
-

5. Some books are to be tasted, others to be swallowed, and (a) _____ few to be chewed and digested; that is, (b) _____ books are to be read (c) _____ in parts; others to be read (d) _____.

- | | | | |
|--------------|-------------|-----------|-------------|
| (a) (i) the | (ii) a | (iii) an | (iv) rather |
| (b) (i) any | (ii) some | (iii) the | (iv) only |
| (c) (i) only | (ii) and | (iii) but | (iv) just |
| (d) (i) slow | (ii) slowly | (iii) not | (iv) casual |
-
-
-

6. (a) _____ our activities (b) _____ habits of sleep, work and hunger follow (c) _____ 'biological clock' (d) _____ controls the rhythms of the body.

- | | | | |
|---------------|------------|------------|------------|
| (a) (i) Other | (ii) All | (iii) Only | (iv) Most |
| (b) (i) such | (ii) and | (iii) like | (iv) but |
| (c) (i) the | (ii) a | (iii) an | (iv) some |
| (d) (i) who | (ii) which | (iii) whom | (iv) whose |
-
-
-

II. EDITING : ERROR CORRECTIONS

A short passage is given with one error in each line. The student is to find out the error and then write the incorrect word and the correction against the correct blank number. The correct word is to be underlined. The error may be an incorrect use of a determiner (including article), any part of speech, use of tense, etc. The student should read the text slowly and carefully to detect the error.

SAMPLE ERROR CORRECTION EXERCISE

The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank number in your answer sheet. The first has been done as an example.

1. I get off quite early and get ready for school. Mom served me breakfast. A satchel is ready. When the bus come I rush to get in. I feel rather happy going to school everyday
- e.g., off up
(a)
(b)
(c)
(d)

Answers :

(a) served.... serves (b) A The (c) come comes (d) rather.... very

2. I thought he can do it, and I was wrong. He failed to did it and disappointed me. I gave a task to Rohit, my friend, that did it very well.
- e.g., can could
(a)
(b)
(c)
(d)

Answers :

(a) and.... but (b) did do (c) a the (d) that who

3. Playing cards is one of the much popular games through the world. Although the origin in playing cards is untraceable, it is believe to has been invented by a Chinese or a Hindu of India.
- e.g., much many
(a)
(b)
(c)
(d)

Answers :

(a) through.... in (b) in of (c) believe believed (d) has have

Worksheet 26

Grammar : Integrated Exercises (Error Corrections)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

The following passages have not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank number in your answer sheet. The first one has been done as an example.

1

There are much people who mock on the poor saying which they are lazy but that they do not want to work hard. They forgot how much they really work without reward.

much many

(a)

(b)

(c)

(d)

2

All life on the earth can ultimately is traced back on the sea. Creatures with limbs or fingers rather than fins has evolved from fishes about 335 million years before which remains a mystery.

e.g., is be

(a)

(b)

(c)

(d)

3

My grandmother with which I had great friendship was true a religious lady. When I returned to India she stops

e.g., which whom

(a)

(b)

her prayers for the while. The next
day she was take ill.

- (c)
- (d)

4

Alfred Hitchcock was a man in vivid
imagination, strong creative skill and a passion of
life. With his unique style and God-gift wit
he produced and directing some of the most
thrilling films that have the audience almost
swooning with fright and falling off their seats
with laughter.

- e.g., in of
- (a)
 - (b)
 - (c)
 - (d)

III. EDITING (OMISSIONS)

In the given passage one grammar word is missing. The student is to find out the missing word and then write the three words — (i) the word before the missing word (ii) the missing word, and (iii) the word that comes after the missing word. The word that is supplied should be underlined. The missing word may be an article, a preposition, a conjunction, a verb, etc.

SAMPLE ERROR (OMISSIONS) EXERCISE

The following passages have not been edited. One word has been omitted in each line. Write the missing word along with the word that comes before and the word comes after it in your answer sheet against the correct blank number.

1. Whatever we eat days is badly contaminated. We are a loss to know to eat. The government must take all steps which are necessary to stop contamination ensure better living.
- e.g., eat these days
- (a)
(b)
(c)
(d)

Answers :

- (a) are at a (b) know what to (c) all the steps (d) contamination to ensure

2. Business is integral part of society. It does not exist in isolation is interdependent and interconnected with the society social environments. In present era of corporate enterprises, the concept of social responsibility assumes added importance.
- (a)
(b)
(c)
(d)

Answers :

- (a) is an integral (b) isolation but is (c) society and social (d) In the present

3. Concern about the effects of television on children centred exclusively upon the contents of the programmes children watch. Social scientists researchers do complex and ingenious experiments find out whether watching violent programmes makes children behave aggressively.
- (a)
(b)
(c)
(d)

Answers :

- (a) children has centred (b) programmes which children
(c) scientists and researchers (d) experiments to find

Worksheet

27

Grammar : Integrated Exercises (Omissions)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

In the passages given below, a word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. The first one has been done as an example for you.

1

It licked Grandfather's hands sprang away when leopard in the next cage snarled him. Grandfather 'shoed' the leopard away, the tiger returned to lick hands; but every now and then the leopard would rush at the bars.

e.g. hands but sprang

(a)

(b)

(c)

(d)

2

Suddenly, both men startled. They got up their seats in surprise; a long vine that covered half front of the house and had its branches the porch began shake violently in every stem and leaf.

e.g. men were startled

(a)

(b)

(c)

(d)

3

It was the festival spring.
From the wintry shades narrow
lanes and alleys emerged gaily
clad humanity, thick a crowd of
bright-coloured rabbits issuing a
warren, and entering the flooded sea of
sparkling silver sunshine outside.

e.g. festival of spring

- (a)
- (b)
- (c)
- (d)

4

One morning the Giant lying awake
on bed when heard some lovely
music. It sounded sweet to his
ears that thought it
must the king's musicians.

e.g. Giant was lying

- (a)
- (b)
- (c)
- (d)

5

Last week I went to Manipal my
brother is doing MBBS. Manipal the place
that is known everywhere in India abroad.
It is in the South. It a rocky area.

- (a)
- (b)
- (c)
- (d)

IV. SENTENCE REORDERING

The proper arrangement or order of words is necessary to make a meaningful sentence. The basic order (pattern) of words in English is :

Subject + Verb

Birds fly.

Objects and phrases follow verbs ; as,

(i) Birds fly in the sky.

Phrase

(ii) They taught us English.

Object Object

So in order to reorder the jumbled words to make a meaningful sentence, find out the subject first, then the verb, and then the object (s) and / or phrase (s).

Adjectives are generally placed before nouns. Adverbs are placed after the verbs, or in the beginning or at the end ; as

The white horse ran very fast.

Given below are a few sets of jumbled words. Note how they have been re-arranged to form meaningful sentences.

- (a) him / written / a letter / have / I
(b) the / hope / to / I / soon / reply / get
(c) prompt / quite / is / he / in replying
(d) for this / love / I / habit / him

Answers :

- (a) I have written him a letter.
(b) I hope to get the reply soon.
(c) He is quite prompt in replying.
(d) I love him for this habit.
- (a) red / a / face / he / round / man / little / was / a / with
(b) apple / her / he / gave / smiled / at / and / Margie / an
(c) took / he / the / teacher / mechanical / apart / then
(d) it / right / he / very soon / set

Answers :

- (a) He was a round, little man with a red face.
(b) He smiled at Margie and gave her an apple.
(c) Then he took the mechanical teacher apart.
(d) He set it right very soon.

Worksheet 28

Grammar : Integrated Exercises (Sentence Reordering)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Arrange the following sets of words/phrases to form meaningful sentences.

1

- (a) adulteration / attention / pay / no / we / to
- (b) to eat / products / continue / adulterated / we
- (c) adulterators / toxic / some eatables / by / made / are
- (d) harsh steps / adulterators / governments / against / take / the / must

2

- (a) living / clearly / communication revolution / in / of / the age / we / are
- (b) drastic changes / developing technologies / new / a number of / and / brought out / have
- (c) influenced / been / and / industry / society / have / deeply
- (d) small / made / our world / fast means / have / of communication

3

- (a) had / immense / faith / God / in / Lencho
- (b) wrote / he / a letter / God / to
- (c) sure / was / he / God / help / would / him
- (d) money / God / wanted / he / some / from

4

- (a) used to / talk / in / classroom / the / much / Anne
 - (b) angry / her / with / teacher / got / her
 - (c) extra / homework / gave / he / her
 - (d) clever / the teacher / writings / her / amused / greatly
-
-
-

5

- (a) were / we / sitting / Mr Hudson's / launch / deck / of / on / the
 - (b) time / was / of / evening / it / the
 - (c) had been / extremely / hot / day / the
 - (d) was in / rest / relaxation / a mood / everybody / of / and
-
-
-

6

- (a) are / exploited / women / badly / India / in
 - (b) vote / the / right / to / have / got / they
 - (c) don't/ they / get / equal / for / pay/ equal / work
 - (d) women / exploitation / come to / must / an end / the / of
-
-
-

7

- (a) Anil / sleeping / was / day / one / soundly
 - (b) robbed / him / hard earned / money / his / servant / of
 - (c) drew / he / out / bundle / notes / of / the / skilful / fingers / with
 - (d) rushed / railway station / he / then / to / the
-
-
-

V. TRANSFORMATION OF SENTENCES

One type of sentence may be changed into another kind. For example, we can change a sentence in Direct speech into that of Indirect speech.

In the examination, a piece of conversation is given, which is followed by a paragraph. The student is to complete the paragraph by changing the relevant portion in the Direct speech into the Indirect speech, as is clear from the examples given below.

SAMPLE EXERCISE (TRANSFORMATION)

Read the following dialogues and complete the passages that follow them. Do not copy the whole passage.

1. Doctor : What is the problem with you ?

Patient : I'm getting fatter day by day.

Doctor : Do exercise and brisk walk. Take two slices of bread in the morning.

Patient : Doctor, should I take these slices before or after the breakfast ?

The doctor asked the patient (a) The patient replied that (b) fatter day by day. The doctor advised the patient (c) two slices of bread in the morning. The patient wanted to know (d)

Answers :

- (a) what the problem was with him
- (b) he was getting
- (c) to do exercise and brisk walk, and take
- (d) if he should take those slices before or after the breakfast

2. Radha : I am feeling bored.

Shama : Let's go to canteen.

Radha : That's a good idea. Should we go just now ?

Radha told Shama (a) Shama suggested (b) Radha remarked that (c), and asked (d)

Answers :

- (a) that she was feeling bored
- (b) going to canteen / that they should go to canteen
- (c) that was a good idea
- (d) if they should go just then

Worksheet

29

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Transformation of Sentences)

Read the conversations given below and complete the passages that follow them.

1

Teacher : Why have you come so late ?

Rama : Father suddenly fell ill.

Teacher : I am sorry. What happened ?

Rama : He had a heart attack.

The teacher asked Rama (a) _____ . Rama replied (b) _____ . The teacher asked apologetically (c) _____ . Rama said (d) _____ .

2

Sujata : Why have you been missing your lesson ?

Akshara : I have been suffering from malaria.

Sujata : What has the doctor recommended you ?

Akshara : He has recommended me light diet.

Sujata asked Akshara (a) _____ missing her lessons. Akshara replied that (b) _____ from malaria. Sujata asked her (c) _____ her. Akshara replied (d) _____ .

3

Farmer : Which crops should I grow ?

Agriculture Inspector : These crops will be more beneficial. They are easy to grow.

Farmer : Do they need more water for irrigation ?

The farmer asked the Agriculture Inspector (a) _____ . The Agriculture Inspector told him (b) _____ and added (c) _____ . The farmer asked him (d) _____ .

4

Salesman : Can I help you ?

Customer : Yes, I would like to buy a shirt. I prefer cotton shirts of light shade.

Salesman : Come to that section, please.

The salesman asked the customer (a) _____ . The customer replied that (b) _____ and added (c) _____ . The salesman requested the customer (d) _____ .

5

Student : Can I have a good book on English vocabulary ?

Shopkeeper : There are many books.

Student : Which book is the best-seller ?

Shopkeeper : This is the book written by Normal Lewis.

(a) A student asked a shopkeeper _____ .

(b) The shopkeeper told him/her that _____ .

(c) The student enquired _____ .

(d) The shopkeeper gave the information that _____ .

VI. DIALOGUE COMPLETION

A dialogue is a piece of conversation. In this exercise, the student is to complete the dialogue by providing a sentence, a clause or phrase, which is often suggested by the line that comes before or after the blank.

Here are some examples for guidance.

1. Teacher : Hi, Rohit. How is your father now ?
Rohit : (a)
Teacher : You have missed many classes. How would you cope with ?
Rohit : (b) I am feeling quite nervous.
Teacher : (c)
Rohit : It is but natural, sir.
Teacher : Try to work harder.
Rohit : (d)

Answers :

- (a) He is fine now.
(b) I would work hard / I would try.
(c) You shouldn't.
(d) I'll.

2. Receptionist : Good morning, sir (a) ?
Tourist : I need a room.
Receptionist : What (b) ?
Tourist : An AC room, on the first floor.
Receptionist : sorry, sir. (c)
Tourist : Any room on the second floor.
Receptionist : Yes, Let (d)

Answers :

- (a) What can I do for you ? / How can I help you ?
(b) Type of room.
(c) No AC room on the first floor / There is no such vacant room on the first floor.
(d) me check.

Worksheet

30

Date Name Class & Sec. Roll No.

Grammar : Integrated Exercises (Dialogue Completion)

Marks OBT.

Given below are some pieces of conversation. Complete them by choosing the most suitable options.

(A) Father : (a) all the day ?

Son : I have been in my room.

Father : But I saw you in Neelam theatre.

Son : Oh, no, Dad. How (b) ?

Father : Do you want to say I (c)

Son : No, Dad. How can I ever think so ?

Father : Where is your Mom ? Let me (d)

(a) (i) Where are you (ii) Where have you been (iii) Where were you (iv) Where you have been

(b) (i) could it be (ii) can it be (iii) will it be (iv) it could be

(c) (i) was wrong (ii) am wrong (iii) couldn't see (iv) can't see

(d) (i) complain (ii) see her (iii) ask her (iv) go to her

(B) Raman : (a) What (a)..... of our English teacher ?

Sandeep : She is really smart and intelligent.

Raman : But I (b) so.

Sandeep : Why ? (c) What with her ?

Raman : She doesn't speak well. Her pronunciation (d)

(a) (i) you thought (ii) did you think (iii) do you think (iv) you think

(b) (i) don't think (ii) doesn't think (iii) think not (iv) thought not

(c) (i) was wrong (ii) is wrong (iii) is the matter (iv) was not right

(d) (i) was wrong (ii) was faulty (iii) is fault (iv) is faulty

- (C) Akanksha : (a)..... the movie 'Bharat' ?
 Meena : Yes, I have.
 Akanksha : How (b) ?
 Meena : It is quite long and unimpressive.
 Akanksha : I hear Salman's acting is superb.
 Meena : Do you think Salman (c) actor ?
 Akanksha : I don't know but he has great fan following.
 Meena : That does not mean (d) a good actor.

- (D) Mother : Rakesh, why don't you let Abha watch her favourite TV programme ?
 Rakesh : (a) because she doesn't let me watch mine.
 Mother : You both should (b)
 Rakesh : Please Mom, let me watch my programme for half an hour. I promise (c) Abha for the whole day.
 Mother : What do you say, Abha.
 Abha : Okay, Rakesh. I am going to my study but exactly at 12:30, I (d) and you will leave without a word.

VII. PARAGRAPH COMPLETION

A paragraph is to be completed by the student on the basis of the given hints. Here are a few important steps in attempting this kind of question.

- Read the hints first, and then complete the incomplete paragraph.
- Mark or note the relevant information in the given hints.
- Complete the paragraph with the necessary information.
- Forms of words or phrases may have to be changed.

SAMPLE EXERCISE FOR PARAGRAPH COMPLETION

Use the information in the given notes to complete the paragraphs that follow :

Passage 1

Edison

- jobless for several years
- very poor
- full of ideas
- trouble for him due to some of his ideas
- a lot of money on buying books, tools and chemicals
- many inventions to his credit

Edison was a great scientist. (a) He was hungry and usually poor, but (b)
Some of his ideas (c), but he never gave up. (d) on books and tools and chemicals.

Answers :

- (a) He was jobless for several years. (b) he was full of ideas.
(c) brought him trouble. (d) He spent a lot of money

Passage 2

Notes

- seriousness of the situation realized by the Maharaja
- apologised for the mistake committed by his officers
- prohibited the cutting down of trees in the state
- also prohibited the hunting of animals

The Maharaja (a) He lost no time (b) for the mistake committed by his officers. He issued an order (c) in the state. He also ordered that there (d)

Answers :

- (a) realized the seriousness of the situation (b) in apologising
(c) prohibiting the cutting of trees (d) would be no hunting of animals

Worksheet

31

Grammar : Integrated Exercises (Paragraph Completion)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Read the notes given below and then use the information to complete the paragraphs by choosing suitable words or phrases in each space. Do not add any new information. Write the correct answers in your answer sheet against the correct blank number :

A. India different people different weathers cultural and language differences.

India (a) (is / has been / was / had been) a country where different types of people (b) (lived / live / are living / were living) It is a country (c) (of / for / in / with) different weathers. There is a variety (d) (of / for / in / to) cultures and languages.

B. Name : C.V. Raman
Birth : Nov. 7, 1888
Education : Presidency College, Madras
Special interest : Physics
Career : Joined the University of Calcutta as Professor of Physics, 1917

C.V. Raman, the great scientist of India, (a) (born/is born/was born/had born) on November 7, 1888. After passing his tenth class, he (b) (joined/joins/had joined/to join) the Presidency College, Madras. He was deeply interested in (c) (Chemistry/Physics/ Science subjects/Microbiology). He joined the University of Calcutta as (d) (Professor of Science/Professor of Chemistry/Professor of Physics/Lecturer) in 1917.

C. NOTES

Hard work more important than luck

Hard work is in your hand

Luck is uncertain

Luck makes you a fatalist

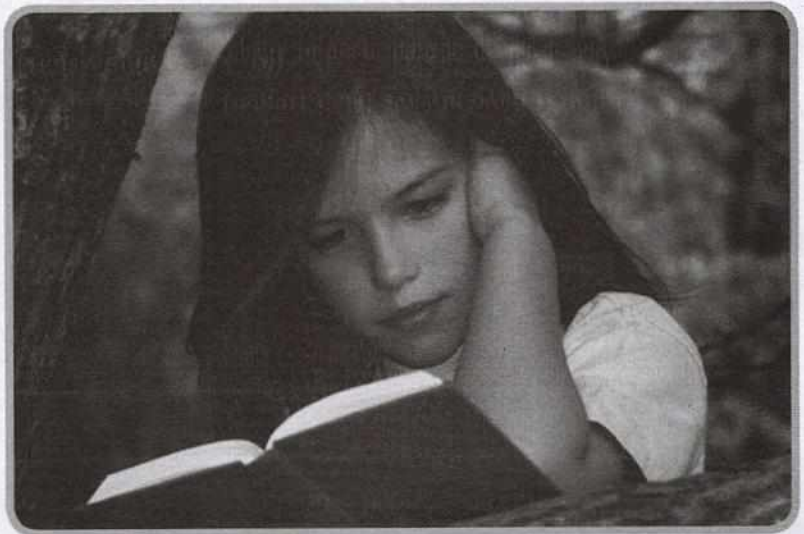
I have a strong belief that (a) (money is more important/favour is more important/hard work is more important/hard work is less important) than luck. There is certainty of your hard work because it is (b) (beyond your reach/in your hand/it can be expected from others/it is indispensable). A person who believes in luck is (c) (uncertain/certain/confident/dependent) of his efforts and their results. Belief in luck makes you a (d) (willing/fatalist/capable/cheerful).

ASSESSMENT OF SPEAKING AND LISTENING (ASL)

Topics :

▪ Listening Skills

▪ Speaking Skills



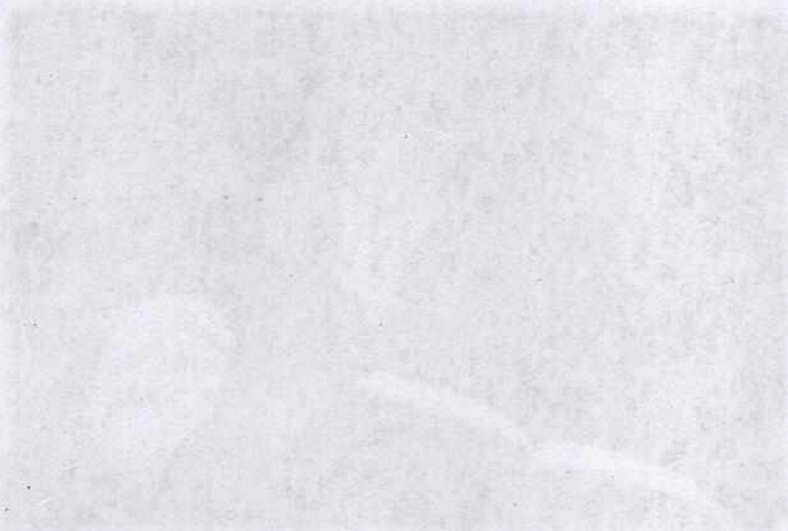
Listening Skills :

- ability to understand words and phrases
- ability to listen for basic instructional and academic purposes
- ability for general understanding

Speaking Skills :

- ability to speak intelligently
- ability to narrate an incident/event
- ability to participate in group discussion

ASSESSMENT OF SPEAKING AND LISTENING (ASL)



100
90
80
70
60
50
40
30
20
10
0

1. The first part of the test is a listening comprehension exercise. It consists of three short dialogues and one monologue. You will hear each one once and then answer the questions. The questions are multiple choice and short answer. The listening part is worth 20 marks.

2. The second part of the test is a speaking exercise. You will be asked to describe a picture and to give your opinion on a topic. You will have 10 minutes to prepare your answer. The speaking part is worth 20 marks.

Section - D

I. LISTENING

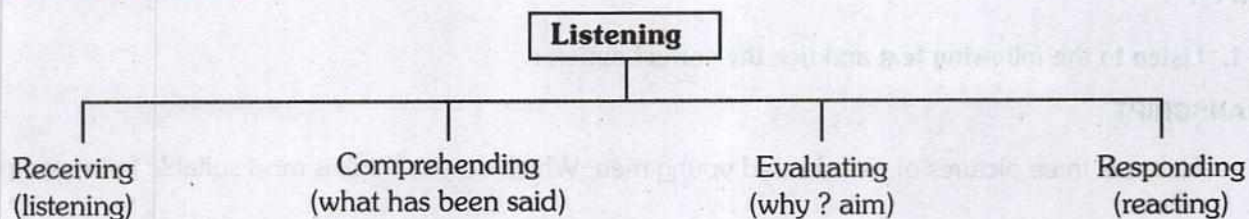
Effective listening is important for proper communication. It can be cultivated with constant practice. It is wrong to believe that it is an automatic activity.

HEARING AND LISTENING

It is important to know the difference between hearing and listening. Hearing requires no conscious effort. We hear many things automatically as we sit, stand or walk. Most of what we hear is not comprehensible and cannot be recalled.

On the other hand, listening is a conscious activity. In listening we are alert and interested. It is an activity which we can develop consciously. For example, when you listen to your teacher, you remain alert to receive his or her message properly.

LISTENING PROCESS



POINTS TO FOCUS ON

- » Pay full attention to the speaker.
- » Do not let your mind waver.
- » Sit still and erect.
- » Don't be impatient to answer the questions.
- » Be objective in your approach. All types of prejudices should be discarded.
- » Gather important points.
- » Listen carefully.
- » Note down important facts and figures.

BENEFITS

1. Good listening means receiving the message clearly. It, therefore, helps us in forming good interpersonal relationships by avoiding misunderstanding or misinformation.
2. In business good listening means good compliance. A good manager is a good listener, too.
3. Good listening helps in saving time and money. If you do not listen properly, you make enquiries repeatedly. It is a wastage of time.
4. Good listening ensures positive and healthy exchange of views, leading to better cooperation and harmony.
5. A good listener is able to give proper feedback. He is in a position to give proper response. It encourages the speaker to better himself or herself.

LISTENING TEST

- ▶ You are required to answer a set of questions based on each of the listening inputs.
- ▶ The test consists of **3 parts**.
- ▶ You are required to attempt **all 3 sections** of the test.
- ▶ Familiarize yourself with the questions on the Worksheet. It will help you to answer them later on.
- ▶ After you have listened to the input, you will be given specified minutes to answer the questions on your worksheet.
- ▶ You may answer the questions on your Worksheet while listening.
- ▶ Do not interact/comment until you have moved out of the Examination Room.

PROCEDURE

You are not allowed to ask questions or interrupt the teacher at any point.

- ▶ You are being tested on your listening skills.
- ▶ You will hear a set of recordings of the listening input or listen to a reading of the listening input.
- ▶ Each recording will be played twice. In case there is an oral rendering of the listening input, it shall take place twice.

SAMPLE LISTENING TASKS

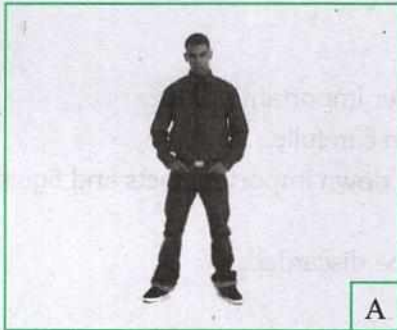
SET - I

PART-I

1. Listen to the following text and tick the correct option :

TRANSCRIPT

Here are three pictures of well-dressed young men. Which do you think is most suitable for a workplace/office.



Ans. B.

TRANSCRIPT

What I saw on the roads is appalling. I want safe but quick journey. There are so many polluting vehicles. Cars are comfortable, but is there any space to drive them leisurely? Bicycles are slow but good as they do not pollute the air and can be easily manoeuvred through the crowd of vehicles. Buses are crowded but one feels safe.

- A. car B. bicycle C. bus D. autorickshaw

Ans. C.

3. Listen to the following text and tick the correct option.

TRANSCRIPT

Mohit sharma, a teacher, cannot afford to have on rent a big house. He is looking for a cheap flat, even on the second floor of the house.

Which house would he prefer ?



Ans. B.

4. Listen to the dialogue and write your answer :

- Suman : Games and sports keep us healthy. Do you play any game ?
Asha : Yes, Suman. I play tennis.
Suman : Good, but I like to play hockey.
Asha : Oh, hockey ! Isn't it a men's game ?
Suman : No. There are now many good women hockey players and teams.
Asha : I'm surprised.
Suman : Do you know that there are women hockey tournaments at the international level ?
Asha : Really !
- A. No hockey tournament for women
 - B. No hockey tournament for men
 - C. Women hockey tournaments only at national levels
 - D. Women hockey tournaments at all levels.

Ans. D.

SET-II

PART-I

1. Listen to the following text and tick the correct option :

TRANSCRIPT

Sumit and his family want to plant a tree which could give them fruit in summer. Which plant would you recommend for them ?



Ans. C.

2. Listen to the telephonic conversation and choose the correct answer :

TRANSCRIPT

- Sushma : Hello Rama, Sushma here.
Rama : Hi, Sushma, how are you ?
Sushma : I'm fine. I want you to come to our home for a short get-together of friends at 4 in the evening. Would you be kind enough to join us ?
Rama : Why not, Sushma ? I'll be with you in time.
Sushma : Thanks a lot.

Sushma's tone is

- (a) rude (b) indifferent (c) formal (d) polite

Ans. (d)

TRANSCRIPT

3. In order to be successful in an interview, assure yourself that you are not expected to be all-knowing God. Have confidence in yourself. Brush up what you have studied with focus on your special or favourite subject. Apprise yourself of current happenings by reading newspapers. If possible, discuss them with one of your friends.

Who is addressed to in the passage ?

- A. a student B. a teacher C. an interviewer D. an interviewee

Ans. D.

TRANSCRIPT

4. Suman does not want people to throw garbage in a vacant plot of land near her house. What signboard should she put up ?

IT IS NOT A LITTER BOX A	DON'T LITTER HERE B	SHAME ON THOSE WHO THROW GARBAGE HERE C	DON'T THROW GARBAGE, YOU ASS ! D
-----------------------------------	------------------------------	---	--

Ans. B

Worksheet

1

Listening

Date Name Class & Sec. Roll No. Marks OBT.

NOTE : All the Listening Tasks are available on Android App and it can be downloaded from the Google Playstore.

INSTRUCTIONS

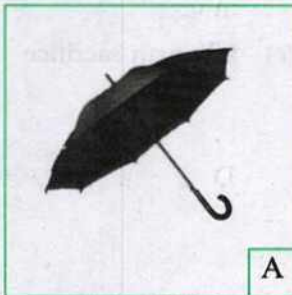
- In the first part you will listen to two short extracts. As you listen to each one, answer the questions in your answer sheet.
- Before you begin to listen, read the questions quickly and get familiar with the questions.

PART-I

Listening Task - 1

Audio track 1

1. Listen to the text and look at the visuals. What must Ramesh and Mohit take with them ?

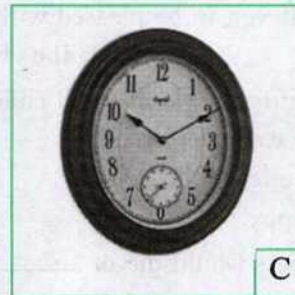


Name

Class

Roll No.

Subject



- A. _____
- B. _____
- C. _____
- D. _____

Listening Task - 2

Audio track 2

2. Here is a situation. Listen to it carefully.

Which of the following signboards should the Transport Officer put up ?



PART-II

Listening Task - 3

Audio-track 3

3. You will now hear a speech about the plight of children. Read the questions given below and then listen to the extract. Choose *a* or *b* or *c* for each question.

1. Children have always been treated _____ .
(a) well (b) very compassionately (c) poorly
2. Moloch was _____ .
(a) a king (b) a religious leader (c) a god
3. Moloch was believed to be pleased with _____ .
(a) worship (b) the child sacrifice (c) a human sacrifice
4. In the 19th century England small children were _____ .
(a) made to work very hard
(b) not exploited
(c) quite happy
5. Chimney sweepers would die of _____ .
(a) suffocation (b) overwork (c) maltreatment
6. The attitude of the Church towards chimney-sweepers was _____ .
(a) of indifference (b) of total indifference (c) of cruelty
7. In India some poor children _____ .
(a) work as bonded labourers
(b) sell goods
(c) are still working

Worksheet

2

Listening

Date

Name

Class & Sec.

Roll No.

Marks OBT.

NOTE : All the Listening Tasks are available on Android App and it can be downloaded from the Google Playstore.

INSTRUCTIONS

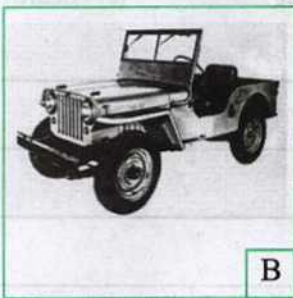
- In the first part you will listen to two short extracts. As you listen to each one, answer the questions in your answer sheet.
- Before you begin to listen, read the questions quickly and get familiar with the questions.

PART-I

Listening Task - 1

Audio-track 4

1. Listen to the text and choose the correct answer.



Tick (✓) the correct answer :

- A. _____
B. _____
C. _____
D. _____
-
-

Listening Task - 2

Audio-track 5

2. Listen to a description and then fill in the blanks.

Name	
Aim	

PART-II

Listening Task - 3

Audio-track 6

3. Listen to the passage and answer the questions.

I. Choose a, b or c for each question :

1. Walking is praised by
(a) most (b) a few (c) none
2. Walking is highly
(a) boring (b) amusing (c) joyful
3. Walking has been celebrated by
(a) some leaders (b) many poets (c) many writers
4. The passage shows the author's love for
(a) nature (b) walking (c) health

II. Say whether the following statements are true (T) or false (F).

1. Walking should be done by one and all.
2. Some people dislike walking.
3. Walking makes us miserable.

Worksheet

3

Listening

Date

Name

Class & Sec.

Roll No.

Marks OBT.

NOTE : All the Listening Tasks are available on Android App and it can be downloaded from the Google Playstore.

INSTRUCTIONS

- (a) In the first part you will listen to two short extracts. As you listen to each one, answer the questions in your answer sheet.
- (b) Before you begin to listen, read the questions quickly and get familiar with the questions.

PART-I

Listening Task - 1

Audio-track 7

1. Listen to the news report and write the correct answer.

- A. Both the drivers were careless.
- B. The drivers were driving at very high speed.
- C. A stray dog suddenly appeared before the truck.
- D. The reason is not exactly known.

Listening Task - 2

Audio-track 8

2. Listen to the dialogue between two friends, Sashi and Rashi. Then fill in the blanks in the given columns.

Sashi's aim in life	a.
Rashi's aim in life	b.

PART-II

Listening Task - 3

Audio-track 9

3. Listen to the text and answer the question.



A



B



C



D

- A. _____
- B. _____
- C. _____
- D. _____

Listening Task - 4

Audio-track 10

4. Listen to the text and choose the correct option.

The Indian Rhinoceros is

- A. an extinct species
- B. an endangered species
- C. a rare species
- D. found in abundance

II. SPEAKING

Everybody can speak but only effective speaking counts. If we are able to speak coherently, clearly and rationally with confidence, we are able to convey our message. It is, in fact, something that can be cultivated consciously and regularly.

SPEAKING SKILLS

- ▶ narrating an event or incident
- ▶ taking an active part in a group discussion
- ▶ presenting a point of view clearly
- ▶ presenting an oral report or summary
- ▶ expressing personal feelings

BARRIERS TO EFFECTIVE SPEAKING

There can be many barriers to effective speaking. It can be lack of confidence in oneself. It shows itself easily to the listeners. Then the lack of interest in the topic can be another barrier to good speaking. The audience will notice it and will lose interest in the speech. Lack of control over the voice and lack of preparation can also adversely affect the speech.

IMPORTANT GUIDELINES

- ▶ Prepare your speech well.
- ▶ Read newspapers, books, magazines, etc. for ideas.
- ▶ Listen to good speakers for developing a good style of speaking.
- ▶ Be confident and clear-headed about what you want to speak.

SPEAKING TEST

The Speaking test is divided into three sections as given below :

I. General Introduction

The teacher converses with two candidates at a time. Simple warm-up questions based on the candidates' names, place of residence, leisure preferences, etc. are asked.

II. Mini Presentation

In this section the teacher gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it.

The candidates are given 1 minute to prepare. They should be ready with sheets of paper and pencils. Prior to the day of the speaking test, as an assistance to students to prepare for the presentations, the teacher can give a choice of 20 to 30 topics in class to students so that they can prepare the topics and organise their ideas on each topic. Similar topics can be given in the formal testing.

Please note that candidates are not allowed to write full length answers. They may jot down points only in the sheets given by the teacher. Therefore, pencil and paper should be provided on the table. Students are not allowed to carry pen, paper or mobile in the examination room. After one minute, each student will be given 2 minutes each to present his/her ideas.

In case, a student is unable to speak during/for the allotted time, the teacher may ask some rounding off questions.

III. Pair Interaction

The third section of the test is for 3 minutes. Both candidates are given a verbal or visual stimulus and asked to respond to it.

Both the candidates are given a total of 3 minutes to interact. Both of them will talk together.

SAMPLE SPEAKING TASKS

PART-I

(a) General Introduction (1 minute)

- Teacher : Good morning, I am RK Verma.
Student : Good morning, sir. I am Mohit.
Teacher : What is your age, Mohit ?
Student : (a)
Teacher : How do you come to school ?
Student : (b)
Teacher : Do you play any game ?
Student : (c)
Teacher : What do you want to become in life ?
Student : (d)
Teacher : Very good.

Answer :

- (a) I am twelve years old, sir. (b) I come by local bus.
(c) Yes, sir. I play cricket. (d) I want to become a teacher.

- (b) Your teacher will distribute some cards with questions among the students in your class. Suppose you get card 1 and your friend get card 2. Use each other's card to interview yourselves turn by turn. Here are the cards.

Card - 1

- What is your hobby ?
- What do you do to develop it ?
- Does it provide you real joy ?
- Would you like to make it your profession ?

Card - 2

- Whom do you consider your role-model ?
- Is he related to you ?
- What have you learnt from him ?
- Point out two of his qualities which you like the most.

RESPONSES

Card 1. * My hobby is photography. * I also use Net to learn how to use camera for best effects. * Yes, it does. * No, I wouldn't. I want to choose medicine as my profession.

Card 2. * Sh. RN Sharma is my role model. * Yes. He is my uncle * I have learnt from him the value of time and discipline. * I like his qualities of honesty and frankness the most.

PART-II

SPEAKING TASKS

In order to develop your speaking skills, keep in view such speaking tasks as :

1. Descriptions
2. Picture Descriptions
3. Story Prompts
4. Speaking Prompts

1. Descriptions

- » The topics may be written on slips or papers.
- » Students may be asked to pick up any one slip and describe what is stated.

Approximate time : 2-3 minutes

(a) People

When you describe a person, use your keen sense of observation and mention :

1. Physical features : height, looks, body structure, specific facial expressions
2. Dress sense, style of movement, speech, manners, eccentricities, way of conversation, overall behaviour
3. Personality, major achievements, etc.
4. Attitude towards life
5. People's opinion about him/her
6. Contribution to society

An Angry Mob



It is not a rare scene to see an angry mob. Last week I saw an angry mob in my city. The sparks took place in a street where somebody used abusive language against a religious leader.

The news spread like a jungle fire. It took only half an hour for the mob to reach the house of the person who used abusive language.

The people who were usually in their teens or early twenties gathered in front of the house of that man. They raised slogans threatening the person concerned. The mob went out of control when someone threw a stone at the window pane of the house. Then the shower of stones and shoes started. The crowd broke whatever they saw. They broke open the main gate. The consequences would have been very serious if the police had not arrived. It took about half an hour to pacify the mob. It was really a horrible sight.

(b) Place

Include the following points :

- » location of the place
- » importance of the place
- » how to reach there

Shimla – The Queen of Hills



Shimla is a worth-visiting place. It is called the Queen of the Hills. It is the capital of Himachal Pradesh. It is easily reachable by bus, car, train or air from Chandigarh or Delhi. Its scenic beauty is excellent. The whole city is built on slopes over the hills. It is a historic city. It has many old buildings built by the English. A walk on the Mall or the Ridge is always pleasant. Last week I got the opportunity to visit this city. It drizzled throughout our stay. We enjoyed a lot.

(c) Object

- » Describe the physical features of the object clearly.
- » Point out the utility of the object.
- » If the object is a gadget, describe its working.
- » Be brief and to the point.
- » Avoid using technical language.



An Electric Bulb

There is no doubt that the electric bulb is an important scientific invention. An ordinary electric bulb is made of glass. It has a spiral tungsten wire which illuminates when it is electrically charged. The bulb is placed in a holder. It works the moment when we switch it on. Nowadays the ordinary bulb is being replaced with an LED (light emitting diode) or a CFL (compact fluorescent lamp). In comparison with an ordinary bulb, it consumes less power. It is also eco-friendly. It is just like fluorescent tube. It gives white light instead of yellowish light emitted by an ordinary bulb. In order to make it popular, it should be made available at an affordable price.

(d) Event

- » Use past time in your narration.
- » Make a proper sequence, with a suitable beginning, a middle and a proper ending.
- » Choose only those parts which are relevant.
- » Give proportional representation to your description.

The Happiest Event of my Life

A phone rang to give me a good news quite early in the morning. I wished to share the news with my parents. But they were still asleep. I don't know how it occurred to me. I switched on the music system and played the favourite number of my parents. The joyful song filled the house with delight. My parents woke up and wanted to know the reason. I informed my parents that my result was out.

All members of my family rushed to me. They were all excited to hear the news. When I said, "First in the State," they raised a wild shout of joy. Mother was the first to kiss me. Father put me in his warm embrace. He patted on my back. I was mad with delight. Never before had I experienced such a delightful experience. The phone began to ring. There were endless congratulations from friends and relatives.

2. Picture Description Prompts

- » The student will be shown pictures by the teacher.
 - » The student will be asked to pick up any one face/person and describe the shape of the face, its expression, hair and other features.
- Approximate time : 2-3 minutes.

(a) Picture Description

SOLVED EXAMPLE

Look at the picture and speak about it.

Looking at the person in the picture. I feel he is a leader. He is wearing the trendy 'kurta-pyjama' and looks quite graceful. 'Kurta' is yellowish while 'pyjama' is white — the colours which indicate that the wearer is modest and not showy. He has stretched his arms as if he were making a point to his audience, not visible in the picture. It is possible that he is alone and doing some kind of exercise. His facial expressions show that he is a confident kind of person — mature, middle-aged (possibly in his fifties)



and serious. His hair and beard have begun to grey. He is healthy and energetic. It is possible that he is a man with definite mission — a social worker or a local leader. To me he seems to be a person who must be commanding respect and confidence of his people.

(b) Picture Composition Prompts

- ▶ Pictures are to be shown to the students.
- ▶ They can choose anyone and build a story around it.

Approximate time :

Preparation time : 6 – 7 minutes

Speaking time : 2 – 3 minutes

SOLVED EXAMPLE

1. Look at the picture and then describe it.

The picture shows two huge multi-storeyed buildings. There are some other buildings in the background. In the front is visible a nullah of dirty and stagnant water. It reveals at once the two opposite aspects of city living : grandeur and ugliness. Such sights are common in big cities. Air and water are highly polluted. The persons living in grand buildings may fall a victim to many diseases. Dirty, stagnant water is a breeding ground for mosquitoes which cause



malaria and dengue. City folks ought to beware of these facts. They need to ensure clean surroundings if they want to live a happy and disease-free life. The picture is a grim warning against environmental pollution in big cities.

(c) I'd rather be

Look at the following frame and speak about it.

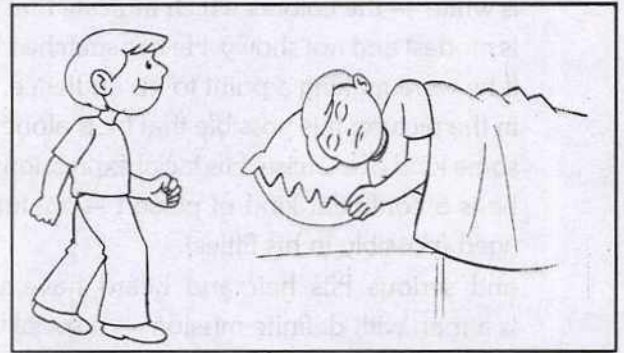
Start your speech with "I'd rather be a..... than a because"

(Time approximately : 2-3 minutes)

SOLVED EXAMPLE

I'd rather be an active person than a sleeping one because life stands for activity, not rest. The people who are fond of excessive sleeping cannot make a mark in life. A student who sleeps more than six hours a day cannot cope with the pressure of studies. Such students postpone their studies with the hope that one day an extraordinary energy will be bestowed on them. But such a day never comes.

Not only in studies, but in health also the sleepy people are left behind. I am fond of going for a morning walk. Morning walk keeps me physically fit and mentally alert. When I go to my school, I am very fresh and can easily concentrate on my studies. So let us be active and strong rather than slow and sleepy.



3. Just A Minute (JAM)

This speaking task is designed for the student to think quickly and organize his thoughts in the most concise manner. He is to put across his ideas in just a minute.

Useful Tips for Preparation :

- » Choose your topic out of the given ones.
- » Make a mental note of the order of ideas to put across.
- » Keep in view the time limit.
- » Think over the subject quickly.
- » Speak confidently and clearly.
- » Don't include any joke or anecdote

SOLVED EXAMPLE

Speak on the topic - 'Why I like my school' - in just a minute.

I like my school for many reasons. It is centrally located and is very near to my home. It is housed in a decent, newly constructed building. Classrooms are well-furnished, neat and clean. There is a plan to make them noise-proof and air-conditioned. The school has two big playgrounds, lawns, canteen, library, etc.

What I like most about my school is its emphasis on over-all personality development. Students are encouraged to take part in sports and co-scholastic activities such as drama, elocution, quiz, etc.

What is striking about the school is its feature of no homework. Students go home free from any stress or worry. They have a lot of time for rest and relaxation and socialising.

Teachers of my school are excellent human beings. They are masters of their subjects. They are friendly and helpful. They treat us like unique individuals and pay attention to all our needs. So I like my school for all these reasons.

4. Story Prompts

The teacher can write the prompts on slips of paper. The students will be asked to pick up any one of these slips. They can be instructed to use the beginning or the ending to create a short story. They will be given time to pen down their thoughts before they start speaking.

Approximate time : 1-2 minutes

SOLVED EXAMPLE

“I was attracted by his face”

Naval can be called the most impressive person in our city. I frankly admit that I was attracted by his face but I could never imagine that he had an evil mind.

I had met Naval by chance at a shopping mall in our city. When he talked to me, I was charmed by his sweet voice and innocent face. I do not know why and when I extended my hand for his friendship. Our friendship started gradually but our meetings grew fast. I never bothered how many times I paid the bill for our dinner.

Everything was going on well but one day things changed suddenly. Naval had invested my father's savings in some investment plan. One day my father had to go to that investment company. But when he wanted to know how much his investment had grown, he was stunned. The clerk informed him that there was no deposit in his name. What a shocking news ! Father quickly contacted me on my cellphone. I was also stunned. I tried to contact Naval on his cellphone but got only one response “This number does not exist”. I tried my best to locate Naval but to no avail.

5. Speaking Prompts

The teacher should write the prompts on slips of paper. Then the students should be asked to pick up any one slip. The students should be instructed to continue the sentence, imagine the situation, collect their thoughts and express their views.

Approximate time : 1-2 minutes.

SOLVED EXAMPLE

Speak in about 1-2 minutes starting with “We were excited for the picnic but”

We were excited for the picnic, but God wanted something else. It was the summer season. It was swelteringly hot. We made a programme to go on a picnic. All the members of the family were really happy because everybody needed an escape from the scorching heat. My father bought all the necessary things like biscuits, cakes, fruit and other things.

Everything was going on well but suddenly the phone-bell rang. My father rushed to receive the call, but everything seemed to sink before us when Father went on repeating, “How did it happen? How can it happen? I can't believe. It can't happen !!”

My father's elder sister had a stroke and she had suddenly died. The home that was vibrating with happiness was now drowned in deep sorrow. Everything lost charm for us. We couldn't even think of a picnic.

6. Role Play Situations

In a role play situation, a student chooses a character and speaks and acts like him. He speaks to another student assuming the role of another character. Obviously, two things are involved — imagination and dialogue.

Useful Tips for Preparation :

- ▶ Study the situation.
- ▶ Think of your own role and your dialogue.
- ▶ Everything cannot be prepared before hand. Of course, one may jot down important points of the dialogue.
- ▶ Use correct tone of voice.
- ▶ Express yourself clearly.
- ▶ Use exact words and gestures relevant to the situation. For example, there should not be smile on your face as you pretend to be angry.

SOLVED EXAMPLE

Imagine yourself as Satish who is travelling in a train. Write a dialogue which you have with your co-passengers.

- A : It is very chilly today.
B : The winter is at its peak.
C : No, I think the weather is extremely cold this year.
D : They say it has broken the previous record of 10 years.
A : By the way, I am Satish from Jalandhar.
B : I am Nitin.
C : I am Suresh.
D : And I am Rakesh.
Satish : I am going to Delhi. Where are you going, Nitin ?
Nitin : I am going to Mumbai where my parents live.
Suresh : Where are you coming from, Rakesh ?
Rakesh : I'm coming from Jalandhar. I am going to Delhi for an interview.
Suresh : Best of luck.
Satish : I wish you all the best, Rakesh.
Rakesh : Thank you.
Nitin : What is your ambition in life, Rakesh ?
Rakesh : If I am selected, I would be a lecturer in a university or college. My aim is to become university professor some day

Worksheet

4

Speaking

Date

Name

Class & Sec.

Roll No.

Marks OBT.

MINI PRESENTATION

1. To student A. Have you ever visited a park in your city? Describe it in 2 minutes. You have 1 minute to prepare?

VALUE POINTS

- a big park, located outside our city
- well-kept lawns, flowery beds, shady trees, a fountain
- children corner
- a playground, a long cemented footpath for walkers
- visited by people of all ages

2. To student B, describe a place you have recently visited during your vacation. You have 1 minute to prepare and 2 minutes to present.

VALUE POINTS

- visited Delhi
- went to see the Red Fort, India Gate
- National Museum, a worth visiting place
- visited the zoo

3. To student A, describe your school building in 1-2 minutes.

VALUE POINTS

- spacious 2-storey building
- library and canteen in separate buildings
- well-maintained playground, lawns, etc.
- well-equipped laboratories

4. To student B, narrate an incident of a purse-snatching in 1-2 minutes.

VALUE POINTS

- a lady going in a rickshaw
- a pillion rider on the bike snatched her purse
- the lady resisted, fell down, got injured
- the bikers sped away

Worksheet

5

Speaking

Date

Name

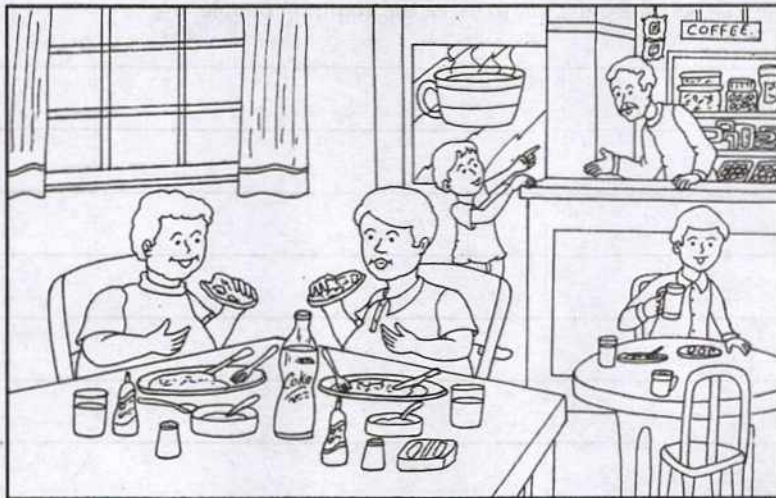
Class & Sec.

Roll No.

Marks OBT.

PAIR INTERACTION (FOR BOTH STUDENTS A AND B)

1. Look at the visual. Talk together for two minutes.



MINI PRESENTATION

2. To student A, describe yourself in 2 minutes. You have 1 minute to prepare.

VALUE POINTS

- I am Rohit, studying in VIII
- relatively good looking, considered smart by many
- stand first in the class
- fond of playing cricket
- main hobby : photography
- want to become a doctor, to serve the common people

3. To student B, speak on the topic : 'Misuse of the mobile phone.' You have 1 minute to prepare and 2 minutes to present.


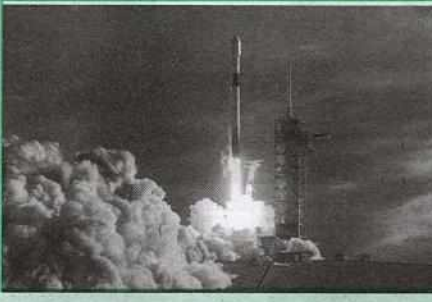


VALUE POINTS

- mobile phone misused mostly by the teenagers
- excessive chatting
- sending indecent SMSs
- listening to the phone while driving

(A) Talking About

Science





- This is an individual activity.
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

<p>Who is a scientist ?</p>		<p>Who invented the electric bulb ?</p>
<p>Have you ever visited a science lab in your school ? Why ?</p>		<p>Can you name one earliest invention in the field of transport ?</p>
<p>Name two important scientific inventions.</p>		<p>What is the fastest means of sending a document ?</p>
<p>What are the two uses of the computer ?</p>		<p>Why do you use the mobile phone ? Name one of its main uses.</p>
<p>How does the Internet connect you with others ?</p>		<p>Have you ever travelled in an aeroplane ? What surprised you the most ?</p>
<p>Do you know anything about a robot ? What can it do ?</p>		<p>How has science made our life very dangerous ?</p>

(B) Talking About

Environment

- This is an individual activity.
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

<p>What do you mean by environment ?</p>		<p>Name two household gadgets which add to global warming.</p>
<p>How is environment being polluted ?</p>		<p>How can environment be made more healthy ?</p>
<p>What are the main causes of air pollution ?</p>		<p>What is the effect of too many vehicles on the road ?</p>
<p>Why shouldn't we cut down too many trees ?</p>		<p>Where do you find less air pollution – in a village or a city ? Why ?</p>
<p>Have you heard of global warming ? What is it ?</p>		<p>How do farmers add to air pollution ?</p>
<p>Name two steps essential to check global warming ?</p>		<p>In what ways is our health badly affected by air pollution ?</p>

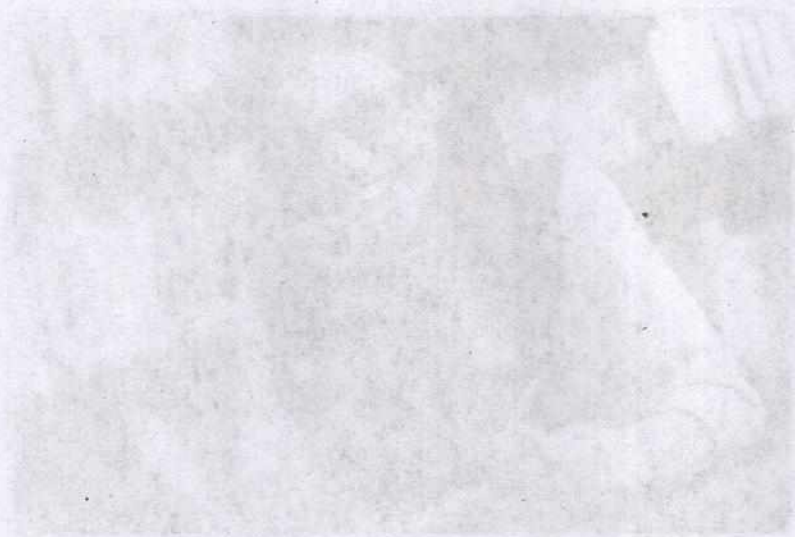
EVERGREEN PRACTICE PAPERS (1-5)



Evergreen Practice Papers appended at the end of the volume are meant for revision and self-assessment. Students are advised to make the proper use of these Practice Papers to have the confidence before the final examination. These are based on the Pattern, Style and Guidelines issued by the CBSE.

EVERGREEN PRACTICE

PAPERS (1-5)



These papers are made from recycled fibers and are designed to be used in a variety of applications. They are available in a range of weights and finishes, and are suitable for use in a wide range of environments. For more information, please contact your local supplier.

Note : Different schools use question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.

SECTION A (READING)

(15 Marks)

Q.1 Read the passage carefully.

(7)

1. How does television affect our lives ? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; these are high quality programs that help us understand many fields of study-science, medicine, the arts and so on. Moreover, television benefits very old people who can't often leave the house as well as patients in hospitals. It also offers non-native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.
2. On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the 'boob tube' for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else including studying and sleeping. Its clear that the tube has a powerful influence on their lives and that its influence is often negative.
3. Recent studies show that after only thirty seconds of television, a person's brain 'relaxes' the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.

Answer the following questions briefly.

(1 × 7 = 7)

- (a) Television is beneficial to :
 - (i) all
 - (ii) most of us
 - (iii) those who carefully choose TV programmes
 - (iv) those who watch only News channels
- (b) The influence of TV on children is
 - (i) negative
 - (ii) positive
 - (iii) mostly negative
 - (iv) mostly beneficial
- (c) The 'boob' tube referred to in paragraph 2 refers to
 - (i) cinema
 - (ii) television
 - (iii) theatre
 - (iv) television tube
- (d) Watching TV for long hours results in
 - (i) more knowledge
 - (ii) less pleasure
 - (iii) less concentration
 - (iv) less creativity

- (e) TV provides relaxation to
- adults
 - children
 - men and women
 - most of us
- (f) Many children waste their
- (g) We should watch TV programmes selectively. (True / False)

Q.2. Read the following passage carefully :

(8 marks)

- One must have the ability to express oneself in a clear articulate fashion. Good oral and written communication skills are absolutely essential, if one is to be an effective manager. One must possess that intangible set of qualities called leadership skills. To be a good leader, one must understand and be sensitive to people and be able to inspire them towards the achievements of common goal. Effective managers must be broad-minded human beings who not only understand the world of business but also have a sense of the cultural, social, political, historical and (particularly today) the international aspects of life and society. This suggests that exposure to the liberal arts and humanities should be part of every manager's education.
- A good manager in today's world must have courage and a strong sense of integrity. He or she must know where to draw the line between the right and the wrong.
- That can be agonizingly difficult. Drawing a line in a corporate setting sometimes involves having to make a choice between what appears to be conflicting 'rights'. For example, if one is faced with a decision whether or not to close an ailing factory, whose interests should prevail? Those of stockholders? Of employees? Of customers? Or those of the community in which the factory is located? It's a tough choice. And the typical manager faces many others.

(a) Answer the following questions briefly :

(1 × 4 = 4)

- What is most essential to be an effective manager?
- What leadership skills should a manager have?
- In the modern set-up, which quality is most important for a manager?
- What are considered conflicting rights?

(b) (i) The synonym of 'absolutely' in paragraph 1 is

(1 × 4 = 4)

- partly
- mostly
- hardly
- completely

(ii) The synonym of 'goal' in paragraph 1 is

(iii) The antonym of 'agonizingly' in paragraph 3 is

- painfully
- pleasantly
- surprisingly
- wilfully

(iv) The antonym of 'tough' in paragraph 3 is

SECTION B (WRITING)

(20 Marks)

Q.3. You are Arun/Simi of SG Public school, Nabha. On behalf of the Principal of your school write a notice in about 50 words warning the students against coming late to school, stating that habitual offenders will be heavily fined. (3)

Q.4. Using the following cues write a paragraph on the topic 'Crackerless Diwali'. (4)

Hints :

- traditional way of celebrating Diwali by exploding crackers
- pollutes air, has adverse effect on health, dangerous
- no crackers should be exploded
- money should be given in charity

Q.5. Taking hints from the following visual, write an article on the topic 'Water pollution' in 100-120 words. (5)



Q.6. Write in 150-200 words an original story that begins like this. (8)

'It was a rainy day. I was in no mood to'

SECTION C (GRAMMAR)

(15 Marks)

Q.7. Choosing the correct option fill in the blanks with a suitable word in each blank space. (4)

She has been suffering (a) _____ dengue for many days (b) _____ is certainly very weak. She (c) _____ not want to go to school so soon (d) _____ her recovery. Her parents wants her to recover fully.

- | | | | |
|----------------|------------|------------|----------------|
| (a) (i) of | (ii) with | (iii) off | (iv) from |
| (b) (i) but | (ii) and | (iii) so | (iv) therefore |
| (c) (i) will | (ii) did | (iii) does | (iv) do |
| (d) (i) before | (ii) after | (iii) of | (iv) in |

Q.8. The following passage has not been edited. Write the incorrect words and the correct answers in your answer sheet. (4)

It was a time of the World War II.

Japan was with war with America.

The Japanese has hatred for the Americans.

e.g., a the

(a) _____

(b) _____

One day a American prisoner of war,
 in a dying state, was wash ashore
 but thrown to the doorstep of Dr
 Sadao.

(c) _____
 (d) _____

Q.9. Rearrange the words / phrases in their meaningful sentences :

(4)

1. need / me / are / you / you / not / who / tell
2. suffering / are / hungry / thirsty / and / you / from fever
3. at / home / feel / home / your / this / as if / were / own
4. help / try / shall / as much / I / to / you / as possible

Q.10. Read the following conversation and complete the paragraph that follows :

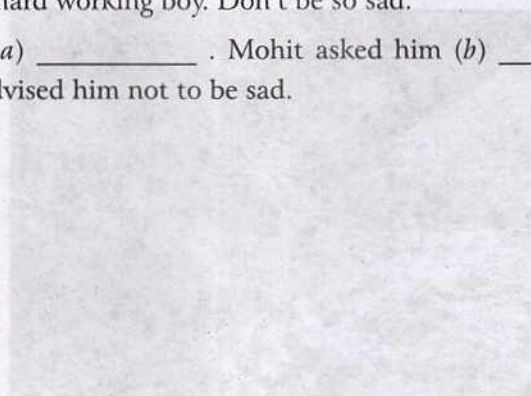
(3)

Rakesh : You may get good marks.

Mohit : How can you say this ?

Rakesh : You are a hard working boy. Don't be so sad.

Rakesh said to Mohit (a) _____. Mohit asked him (b) _____. Rakesh remarked that (c) _____, and advised him not to be sad.



Note : Different schools use question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.

SECTION A (READING)

(15 Marks)

Q.1 Read the passage carefully.

(7)

- Sports teach us many valuable qualities like co-operation, discipline, regard for rules and love of justice and fair play. These qualities prove very useful to sportsman in his life. They make for his success in his chosen field. They also make him a good citizen. A sportsman learns many valuable lessons on the playing-field. He comes to realise that it is not victory or defeat that matters, but the spirit in which we play. In fact, failure goads him to still greater efforts. These valuable lessons enable him to face the problems and difficulties of life manfully. Even spiritual leaders have recognised the values of sports. Swami Vivekanand said once, "One could reach Heaven more easily by playing football than by reading the Geeta."
- There was a time when sportsmen had no chances of making money. Things are entirely different now. If a player makes it to the top, he makes big money. Pele, the greatest footballer of the world, is fabulously rich. Top cricketers of the world roll in wealth. Outstanding sportsmen are offered very good jobs, both by private concerns and government agencies. But professionalism has both advantages as well as disadvantages. Many professional players resort to taking drugs in order to remain in the limelight.
- Another factor which has crept into games and sports is politics and corruption. It is very unfortunate that sometimes the deserving and talented players are ignored, being the victims of regionalism, politics and nepotism. The selectors sometime oblige their relatives, friends and political bosses because professional sports means a lot of money.

(a) Answer the following questions briefly :

(1 × 5 = 5)

- What is important for a sportsman ?

(i) victory	(ii) defeat
(iii) discipline	(iv) sportsmanship
- Sports are now

(i) outdated	(ii) unpopular
(iii) popular	(iv) a respectable field of activity
- The great footballer Pele is

(i) rich	(ii) very rich
(iii) moderately rich	(iv) hardly rich
- Sports are not free from

(i) money benefits	(ii) many weaknesses
(iii) many drugs	(iv) politics
- Team selectors are not always

(i) partial	(ii) impartial
(iii) players	(iv) good

(b) 1. Find the word in the passage which has the same meaning as 'important'. (para 1)

(2)

2. Give the antonym of the word 'victory'. (para 1)

Q.2. Read the following passage carefully.

(8)

1. The girl became immediately self-conscious, shook her head, and stood where she was .
2. I called once more, 'Hello ! Come here, my dear.'
3. She blushed and again shook her head. After a second, she ran out. I thought I saw tears in her eyes.
4. I suddenly became aware of an awkward pause in the room, and turning to look at the Bhandaris, I discovered that both of them were frowning, a painful look on their faces. Mr Bhandari squeezed the arm of his wife, and said, apologetically, 'I'm sorry, Mr Dhanda. You see, our daughter cannot hear anything, nor speak. That's why she didn't come to you.'
5. I gasped and muttered something about being sorry. I became confused and did not know what more to say. For I was feeling ashamed at my forwardness with a child who was obviously not in a position to respond to my overtures of friendship. I vaguely felt I had wronged her and her parents.
6. It did not take me long to see that this was a situation the poor parents had to put up with almost daily. For every day one or two guests left and new ones came along. And, at the very first meeting, or soon afterwards, they would run into the child, be fascinated by her charm and beauty, and want to talk to her, to pat her, and so on and so forth. And every time it would result in the child silently smiling sighing and withdrawing, leaving looks of agony on the faces of her parents.

(a) Answer the following questions briefly.

(1 × 3 = 3)

1. What did the narrator (Mr Dhanda) see ?
2. What kind of expression was on the couple's faces ?
3. Why was the girl unable to respond to the narrator's gesture ?

(b) Fill in the blanks with suitable words from the passage.

(1 × 2 = 2)

- (i) The lady the bottle of milk before feeding her child.
- (ii) I am not in a to help you.

(c) Choose the correct option.

(1 × 3 = 3)

- (i) The word 'vaguely' (para 5) means
(a) clearly (b) not clearly
(c) surely (d) slightly
- (ii) The word 'agony' (para 6) means
(a) anger (b) sadness
(c) pain (d) depression
- (iii) The antonym of the word 'confused' is
(a) certain (b) clear
(c) confident (d) vague

SECTION B (WRITING)

(20 Marks)

Q.3. You are Aman/Anita, the Cultural Secretary of your school, Amrit Vidyamandir, Ludhiana. Your school is organizing a cultural evening to collect funds for the slum children. The Education Minister has consented to be the Chief Guest. Draft a notice about it to be displayed on your school noticeboard. (4)

Q.4. Write a speech to be delivered in the morning assembly of your school on the topic 'Benefits of Television' in about 120 words. (8)

Hints :

- a source of information
- a source of entertainment
- useful to students, housewives in many ways
- keeps one busy and happy

Q.5. Write a story which begins like this :

(8)

"Once there lived a woman who became a widow at an early age, she had a son named Amit

SECTION C (GRAMMAR)

(15 Marks)

Q.6. Choose the correct option to fill in each blank one appropriate word (article, preposition, conjunction, etc.) to complete the passage.

(3)

Yesterday (a) _____ exciting one-day cricket match was played (b) _____ Innocent Heart School, Ludhiana and our school. Many students (c) _____ to see the match.

- | | | | |
|--------------|------------|-------------|---------------|
| (a) (i) a | (ii) an | (iii) the | (iv) some |
| (b) (i) over | (ii) with | (iii) among | (iv) between |
| (c) (i) come | (ii) comes | (iii) came | (iv) had come |

Q.7. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction in your answer sheet against the correct blank number as given below. Underline the correction.

(4)

It is difficult to found true friends e.g., found find
these days. Unless you has a true (a) _____
friend you can value him. You must (b) _____
stand by him in thick and thin. You (c) _____
should never irritate his. (d) _____

Q.8. Rewrite the following conversation in your own words.

(4)

Sudesh : Rama, let us go to canteen.

Rama : I can't.

Sudesh : What is the matter ?

Rama : I am to go home just now.

Sudesh suggested to Rama (a) _____. Rama said (b) _____. Sudesh asked her (c) _____.
Rama informed her (d) _____.

Q.9. Rearrange the following words / phrases in their meaningful sentences :

(4)

1. years / ago / was / it / twenty.
2. living / I / was / Paris / in
3. then / had / no / I / work / and / face / to / had / difficulties / many
4. things / changed / have / now / but

Note : Different schools use question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.

SECTION A (READING)

(15 Marks)

Q.1 Read the following passage carefully.

(7)

1. The streets are crowded with traffic. Taxis are bringing tired people from the airport and railroad stations to the hotels. They hope to sleep a few hours before their busy day in the big city. Trucks are bringing fresh fruits and vegetables into the city. Ship loaded with food and fuel are tied up at the dock. Towards morning the streets are quieter, but they are never deserted in the big city.
2. Soon it is morning in the big city. By eight o'clock the streets are filled again with people. Millions of people live in the big city. And millions of people who work in the big city live in the surrounding suburbs. Now the working people who live in the suburbs, the commuters, are hurrying out of railroad stations, subways, buses and private cars. The people who live in the city are hurrying out of apartment houses. Hurry, hurry, hurry. Everyone is in a hurry. Some stop only to drink a quick cup of coffee. There is no time for breakfast. Others stop to buy the morning paper. They read the headlines before they hurry on to the tall office building where they work.
3. The noise of traffic grows louder and louder. Trucks are loading and unloading. The early shoppers are stepping out of buses and cars. The policemen blow their whistles again and again to stop the traffic or to hurry it along. Elevated trains are roaring overhead, subways are rumbling below the ground. These are the noises of a city at work.

Answer the following questions briefly.

- (a) Most of the people coming to the city at night feel
 - (i) tired
 - (ii) fresh
 - (iii) sleepy
 - (iv) excited
- (b) Life in a big city
 - (i) is harsh
 - (ii) is tough
 - (iii) never stops
 - (iv) is busy
- (c) In the morning in a big city people are
 - (i) calm
 - (ii) in a hurry
 - (iii) relaxed
 - (iv) indifferent
- (d) Many working persons have no time
 - (i) for dinner
 - (ii) for breakfast
 - (iii) for looking at one another
 - (iv) for lunch
- (e) The big city remains filled with
 - (i) men
 - (ii) women
 - (iii) vehicles
 - (iv) noise of all kind

- (f) The passage describes
- (g) No one is in a hurry in a big city. (True / False)

Q.2. Read the following passage carefully.

(8 marks)

America has a highly developed health care system, which is available to all people. Although it can be very complex and frustrating at times, it has come a long way from the health care organizations of yesterday. Previously, most health care facilities were a place where the sick were housed and cared for until death. Physicians rarely practised in hospitals and only those who were fortunate could afford proper care at home or in private clinics. Today the level of health care has excelled tremendously. Presently the goal of the health care is to have a continuum of care for the patient, one which is integrated at all levels. Many hospitals offer a referral service or discharge plan to patients who are being discharged. Plans for the patient are discussed with a discharge planner. The discharge planner is a person who is trained in assessing what the patient's requirements for health care will be after discharge from the hospital. This enables the patients to continue their care at a level which is most appropriate for them. Items reviewed for discharge planning include but are not limited to therapies, medication needs, living arrangements and identification of specific goals. A few of the options that are available for persons being discharged from an acute care hospital can include home health care assisted living facilities, long term care or hospice.

(a) Answer the following questions briefly :

(1 × 3 = 3)

1. How was the health care system in the past in America ?
2. What is the present goal of health care in America ?
3. What are the functions of a discharge planner ?

(b) Choose the option you consider most appropriate :

(1 × 3 = 3)

1. The health care system in America is not _____ .
 - (a) universally admirable
 - (b) universally detestable
 - (c) very complex
 - (d) frustrating and complex
2. Home treatment or treatment in private clinics was once _____ .
 - (a) not recommendable
 - (b) not affordable
 - (c) very simple
 - (d) frequent
3. A discharge planner's work starts _____ .
 - (a) with the doctor's prescription
 - (b) after the patient leaves the hospital
 - (c) during the patient's hospital stay
 - (d) before the patient comes to the hospital

(c) (i) The synonym of 'complex' is

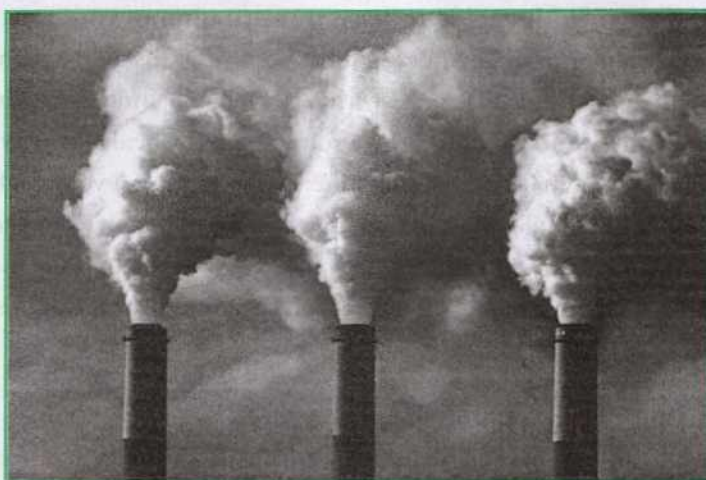
(1 × 2 = 2)

- (ii) The antonym of 'private' is**

SECTION B (WRITING)

(20 Marks)

- Q.3.** Your parents continue to scold you for watching TV. Express your feelings in a diary entry in about 100 words. (4)
- Q.4.** Carbon dioxide is emitted by factories and vehicles so much that it is becoming a major threat for the survival of humanity. Global warming, irregular monsoons and skin diseases are some of the results of this tendency. Taking ideas from the visual, together with your own write an article in about 120 words for your school magazine appealing to the people to stop the emission of carbon dioxide. (8)



- Q.5.** Write an original story that ends with 'greed is the biggest bog of life'. (8)

Hints :

- king's desire to know what the bog of life is
- a priest met a shepherd
- shepherd's condition : drink in a human skull from where the dog has tasted
- shepherd's answer

SECTION C (GRAMMAR)

(15 Marks)

- Q.6.** Choose the correct option and fill in the blanks with a suitable word in each blank. (4)

We reached (a) _____ airport quite in time. We checked (b) _____ our luggage (c) _____ then moved forward (d) _____ security.

- | | | | |
|--------------|----------|------------|--------------|
| (a) (i) some | (ii) a | (iii) an | (iv) the |
| (b) (i) of | (ii) in | (iii) into | (iv) out |
| (c) (i) so | (ii) but | (iii) and | (iv) however |
| (d) (i) into | (ii) for | (iii) of | (iv) with |

- Q.7.** In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined>. The first one has been done as an example. (4)

Young Kamala knew that women of her days were denied the right education. So she made up mind to fight for women's rights. But she did not know where begin. However, she was fortunate having a holy man to encourage her.

e.g., : that the women

(a) _____

(b) _____

(c) _____

(d) _____

Q.8. Read the following conversation and complete the given paragraph :

(4)

Father : Would you like to buy something for you, Rohit ?

Rohit : Can I buy a Parker pen ?

Father : Yes. Use this card.

Rohit : Give me cash, please.

Father asked Rohit (a) _____. Rohit asked (b) _____. Father agreed and told him (c) _____. Rohit requested him (d) _____.

Q.9. Rearrange the following words and phrases in their meaningful sentences :

(3)

(i) playing/stood/a/flute/to/snake/a/juggler/a/

(ii) the/child/the/juggler/went/towards/

(iii) knew/he/parents/like/the/coarse/music/his/didn't/

Note : Different schools use question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.

SECTION A (READING)

(15 Marks)

Q.1 Read the following passage carefully.

(7)

- The report found that more schools are offering salads, low-fat or non-fat yogurt, and low-fat, salty snacks like pretzels and baked chips. Fewer were selling cookies, cake or other high-fat baked goods in vending machines. It found, among high schools only, 61 per cent in 2006 sold chips and other high-fat salty snacks in vending machines. And 77 per cent of high schools, 45 per cent of middle schools and 16 per cent of elementary schools sold sodas and other sugary beverages that were not 100 per cent juice.
- Experts blame youth obesity also on physical inactivity and a sedentary life spent in front of a TV or computer screen. The percentage of school districts that required elementary schools to provide students with regularly scheduled recess time rose from 46 per cent in 2000 to 57 per cent in 2006. But the report also found that just 4 per cent in elementary schools, 8 per cent of middle schools and 2 per cent of high schools provided daily physical education for students in all grades the whole school year. And 22 per cent of schools did not require students to take any physical education at all. Wechsler said the CDC recommends schools ban tobacco use in all locations including off-campus, school-sponsored events. The report found the percentage of schools with such bans rose from 46 per cent in 2000 to 64 per cent in 2006. "I think that one thing that really galls young people in seeing hypocrisy. And being taught all the time about how bad tobacco use is, and then to see it allowed on campus or at a school event really contradicts that message," Wechsler said. The report's data came from state education agencies and surveys of about 500 local school districts, 1,100 public and private schools and 2,000 teachers, CDC said.

— Reuters

Answer the following questions briefly.

(1 × 7 = 7)

- US schools are increasingly offering now
 - cookies
 - salty snacks
 - sugary beverages
 - low fat food and salad
- What does not cause obesity among youth ?
 - physical activity
 - physical inactivity
 - watching TV
 - leading a sedentary life
- Physical education to students in all grades is provided by
 - 10 per cent of schools
 - 2 per cent of high schools
 - 8 per cent of schools
 - 22 per cent of schools
- CDC has recommended that schools should strictly ban
 - tobacco
 - sugary beverages
 - high fat food
 - chips

(e) CDS collected the data by surveying

- (i) 500 local school districts
- (ii) 100 local school districts
- (iii) 1000 teachers
- (iv) 1000 public schools

(f) Most of the US schools are now taking steps

(g) Young people dislike the difference between what is practised and what is preached. (True/False)

Q.2. Read the following passage carefully :

(8 marks)

1. The baking soda was found in the bedroom. Father had been experimenting to see if baking soda and lemon could put a shine upon metals. He had removed it from the kitchen cupboard, but had not placed it back. Angry mother uttered a single sentence that mellowed down father to some extent, "Those who live in glass houses must not throw stones at others."
2. "Get me a piece of paper, please. I need to sieve the flour," father requested mother with almost the innocence of a lamb. His apologetic face led mother to give him a forgiving smile. She asked us to obey his orders and settled herself on a dining chair.
According to father, a good cook is one who makes his workers do the running around, while he does the cooking.
3. "Switch off the fans, please," she said, the moment father began putting dry powdery flour into the sieve. She could have spoken sooner. But the damage was already done ! The flour flew about in a white cloud. Coughing and sneezing, Ishani reached the fan and switched it off. Father seemed to be a bit disheartened by this initial setback, but he managed to sieve all the ingredients together.

(a) Answer the given questions very briefly :

1. What could bring shine to shoes ?
2. What had irritated the mother ?
3. What prompted mother to give a smile ?
4. What did father forget before putting dry powder in the sieve ?
5. The synonym of 'shine' in paragraph 1 is
 - (i) dullness
 - (ii) twinkle
 - (iii) sparkle
 - (iv) brilliance
6. The synonym of 'uttered' in paragraph 1 is
7. The antonym of 'initial' in paragraph 3 is
 - (i) great
 - (ii) first
 - (iii) final
 - (iv) ultimate
8. The antonym of 'dry' in paragraph 3 is

SECTION B (WRITING)

(20 Marks)

Q.3. Describe a person you dislike the most.

(4)

Hints :

- Rakesh Kumar, our neighbour
- foul-mouthed, quarrelsome
- no one likes him
- remains drunk all the time

Q.4. Write an email to your Principal suggesting some improvements in the school. (8)

Hints :

- more cleanliness needed
- more trees and flowers to be grown
- library timings to be increased
- eatables in the canteen-quality to be improved
- coaching for poor students

Q.5. Write an original story that conveys the moral 'honesty pays in the long run'. (8)

Hints :

Rahim _____ a dedicated, honest worker _____ made enemies within his department
_____ adverse reports _____ transfer after transfer _____ suspended on a false
charge _____ fought his case with determination _____ met the minister, a young honest
politician _____ got his job with promotion _____ honesty indeed pays in the end.

SECTION C (GRAMMAR)

(15 Marks)

Q.6. Fill in the blanks with correct forms of the words given in brackets. (4)

(a) _____ birds do not make (b) _____ nests. They are (c) _____ clever to use the nests
of other birds (d) _____ fail to notice their trick.

- | | | | |
|---------------|-------------|------------|------------|
| (a) (i) Most | (ii) Some | (iii) All | (iv) Big |
| (b) (i) there | (ii) its | (iii) them | (iv) their |
| (c) (i) quite | (ii) rather | (iii) the | (iv) a |
| (d) (i) that | (ii) who | (iii) whom | (iv) whose |

Q.7. The following passage has not been edited. One word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. The first one has been done as an example. (4)

Though India is poor yet culture
is quite rich. We should proud
of fact and do our best to
bring to country glory and
greatness. This we do by
becoming good citizens.

e.g., yet its culture

- (a)
(b)
(c)
(d)

Q.8. Look at the set of words and phrases given below. Rearrange them to form meaningful sentences. (4)

- (a) should / phones / judiciously / students / use / mobile
(b) turn off / while / should / in the / they / the set / class
(c) they / others / disturb / in any / should not / way
(d) phones / be / used / mobile / sparingly / should

Q.9. Read the following conversation and complete the paragraph that follows : (3)

Teacher : Why did you come late ?

Student : Father got up late.

Teacher : This is a strange excuse.

The teacher asked the student (a) _____. The student said that (b) _____. The teacher remarked that (c) _____.

Note : Different schools use question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.

SECTION A (READING)

(20 Marks)

Q.1. Read the passage carefully.

(8)

1. High altitude climbing is still a very dangerous task in spite of the availability of oxygen masks and other protective equipments which modern climbers take with them. These, of course, are indispensable accessories of climbing, but more important than these is the stamina of the climber which ultimately determines the success of his attempt. Throughout, his journey, death is his constant companion which he can keep at a distance only with his superb presence of mind. He has to tread every inch of the ground with the utmost care, for a false step may not only strike him a fatal blow but also bring disaster to the whole expedition. That is why, all expeditions invariably take with them local guides who are experienced climbers and who have a thorough knowledge of the nature. Moreover, a huge amount of capital is needed for financing these expeditions, and this is generally provided by governments or rich private organizations.
2. The primary object of a mountaineering expedition is to get to the top of a high mountain which in the past has withstood all attempts to conquer it. But it should not be presumed that the expedition is a complete failure if it does not reach its destination. Sometimes operations are temporarily suspended because of bad weather, loss of some valuable equipment or the sudden death of a very important member of the party. Every big expedition takes with it men who are interested in botany, biology, geology and various other branches of science, and these men carry with them equipment for recording their observations concerning the weather, the terrain, and different forms of life in higher altitudes. Other scientists, explorers and expeditionists utilize the fruits of their observations. Thus, every unsuccessful expedition contributes to the success of later expeditions. The British expedition led by Colonel Hunt would have found their way to Everest much difficult had not earlier expeditions armed them with useful knowledge about the death dealing weather which they had to encounter in the vicinity of the summit.

(a) Answer the following questions briefly :

- (i) What are the factors that determine the success of the climbers ?
 - (a) availability of oxygen, necessary tools and a guide
 - (b) availability of oxygen, protective equipments and stamina
 - (c) stamina and a good guide
 - (d) availability of tools and maps
- (ii) What precautions should the climbers take during their journey ?
 - (a) care and good guide
 - (b) utmost care and great presence of mind
 - (c) money and oxygen
 - (d) oxygen and a good map

- (iii) A mountaineering expedition contributes to the wealth of knowledge in :
- paving the way to the success of future expeditions
 - scientists, eplorers and expeditionists getting more knowledge
 - scientists, eplorers and expeditionists leaving their research
 - making available their knowledge to the students
- (iv) What is the utility of a local guide ?
- A local guide arranges all the things
 - A local guide knows the people and the mountains
 - A local guide is an experienced climber and has a great knowledge of nature
 - A local guide can arrange every type of help
- (v) Colonel Hunt was the leader of the
- | | |
|------------------------|------------------------|
| (a) British expedition | (b) British Parliament |
| (c) French expedition | (d) mountaineers |
- (vi) The passage is about
- mountaineers
 - precautions to be taken by mountaineers
 - dangers of mountaineering
 - the uselessness of mountaineering
- (vii) Every unsuccessful expedition
- (viii) Specialists in various subjects are taken on every big expedition. (True / False)

Q.2. Read the passage carefully.

(12)

- An important reason for ants' success is their ability to talk – not with words but with tastes and smells. Their vocabulary is made up of a mixture of substances they produce in various parts of their bodies and emit via their glands. The so-called pheromones are signals that other ants can smell and taste. The messages they communicate set off a specific kind of behaviour : fetching food for instance or looking after the brood or feeding the queen. Furthermore, ant-talk is not limited to food. Ants use a hundred different scents to communicate a hundred different messages. With such a sophisticated array of messenger fragrances, ants organize complicated tasks with close-to-perfect efficiency.
- Every ant is a specialist with a vocation of its own. The queen has one of the biggest workloads / laying eggs round to the clock. Despite the presence of a queen, an ant colony is not a monarchy. The word 'queen' is actually a misnomer. "She doesn't reign over the other," says Holldobler. "She's a machine for laying eggs." From morning till night she produces her daughters, the sterile workers of the colony. Males don't have to do much and the queen only produces them when reproduction time is approaching.

(a) Answer the following questions briefly :

(1 × 6 = 6)

- How do ants communicate ?
- What are the messages for ?
- How do ants perform their duties ?
- What does the queen do ?
- Why is it irrational to use the term 'queen' ?
- What does the queen produce ?

(b) Fill in the blanks with words from the passage : (1 × 2 = 2)

1. These factories a lot of smoke.
2. Is my in the meeting essential ?

(c) 1. The synonym of 'specific' in paragraph 1 is (1 × 4 = 4)

- (a) general (b) particular
 - (c) gentle (d) rude
2. The synonym of 'various' in paragraph 1 is
 3. The antonym of 'sterile' in paragraph 2 is
(a) infertile (b) fertile
(c) healthy (d) unhealthy
 4. The antonym of 'complicated' in paragraph 1 is

SECTION B (WRITING)

(20 Marks)

Q.3. You are Arun/Surjit. You have lost some important keys somewhere in the playground of your school. Draft a notice about it, giving details. Put the notice in a box. (4)

Q.4. Write a debate in favour of or against the topic 'Private vehicles should be discouraged'. (8)

Q.5. Write a story that illustrates the idea that one should be helpful and generous towards others in emergencies. (8)

Hints :

Anil coming from his friend's home quite dark the fierce storm frightened an old man from a nearby home called him in offered him water and some snacks took him to his home.

SECTION C (GRAMMAR)

(20 Marks)

Q.6. Fill in the blank in each space with the most appropriate option given at the end. (5)

Do you know who he (a) ? He is (b) minister in the cabinet. You (c) consult him (d) this matter. He (e) very helpful.

- | | | | |
|------------------|-----------|-------------|-----------|
| (a) (i) was | (ii) is | (iii) be | (iv) been |
| (b) (i) a | (ii) the | (iii) an | (iv) some |
| (c) (i) could | (ii) can | (iii) could | (iv) may |
| (d) (i) of | (ii) with | (iii) in | (iv) on |
| (e) (i) had been | (ii) were | (iii) was | (iv) is |

Q.7. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word in your answer sheet against the correct blank number as given below. Underline the correction you have made. (5)

All life on the earth can ultimately is traced back on the sea. Creatures with limbs or fingers rather than fins has evolved from fishes about 335 million years before, which remain the mystery.

e.g., is be

- (a)
- (b)
- (c)
- (d)
- (e)

Q.8. Read the following conversation and complete the given paragraph.

(5)

- Receptionist : What can I do for you, sir ?
Tourist : I want a room for two nights.
Receptionist : Let me check if a room is available or not.
Tourist : Give me a room on the first floor.
Receptionist : I am sorry, sir. No room is available on the first floor.

The receptionist asked the tourist (a) The tourist replied (b) The receptionist said that (c) The tourist requested (d) The receptionist said that she was sorry as (e)

Q.9. Rearrange the words and phrases in their meaningful sentences :

(5)

- (i) the man / dog / pet of / favourite / is / a
- (ii) animal / is / dog / faithful / most / the
- (iii) it / master / its / harm / does / not
- (iv) relieves / it / tensions / all his
- (v) better pet / proves / it / than a / to be / a / cat

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Note : The passages, 1 a, 1 b, 1 c, (on page 7) can be read to you by your friend or parent.

1. (a) Here is a situation. Listen to it carefully.



A



B



C



D

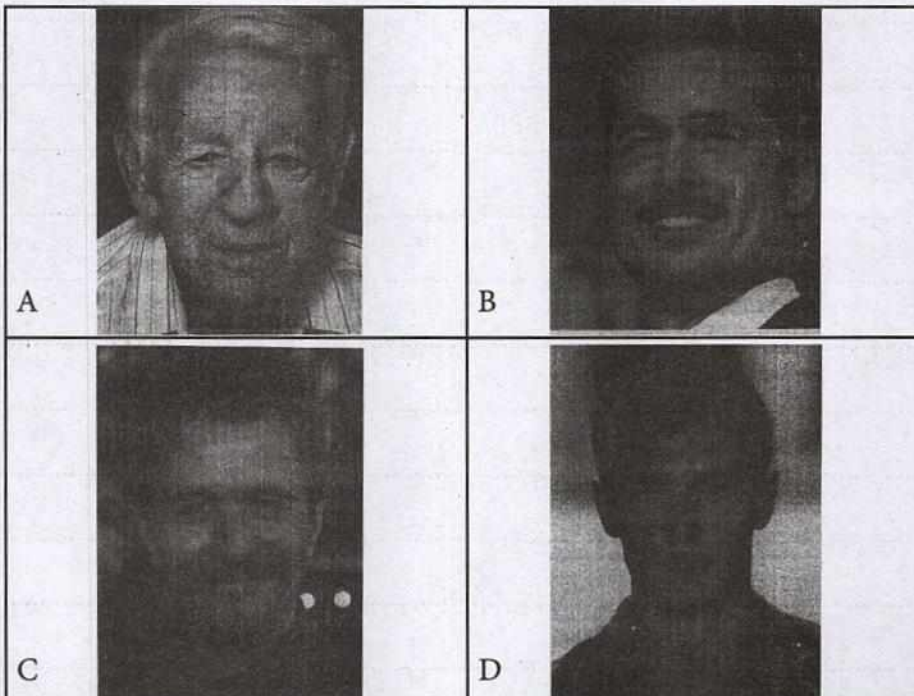
A. _____

B. _____

C. _____

D. _____

1. (b) Listen to the description and identify the man in the picture.



A. _____

B. _____

C. _____

D. _____

Note : The passage 2, on page 7, can be read to you by your friend or parent.

Listen to a short story. As you listen, answer the questions that follow :

1. Choose the right option and tick (✓) the correct box.

- (i) The narrator was _____ .
- | | | | |
|---------------------------|--------------------------|------------------------------|--------------------------|
| (a) running in the jungle | <input type="checkbox"/> | (b) passing through a jungle | <input type="checkbox"/> |
| (c) walking in a desert | <input type="checkbox"/> | (d) passing by a jungle | <input type="checkbox"/> |
- (ii) The narrator began to follow _____ .
- | | | | |
|-------------|--------------------------|--------------|--------------------------|
| (a) a man | <input type="checkbox"/> | (b) a boy | <input type="checkbox"/> |
| (c) a woman | <input type="checkbox"/> | (d) a shadow | <input type="checkbox"/> |
- (iii) The narrator was basically _____ .
- | | | | |
|--------------|--------------------------|----------------|--------------------------|
| (a) a coward | <input type="checkbox"/> | (b) aggressive | <input type="checkbox"/> |
| (c) brave | <input type="checkbox"/> | (d) fearful | <input type="checkbox"/> |
- (iv) What the narrator saw was a _____ .
- | | | | |
|-----------|--------------------------|--------------|--------------------------|
| (a) man | <input type="checkbox"/> | (b) skeleton | <input type="checkbox"/> |
| (c) woman | <input type="checkbox"/> | (d) ghost | <input type="checkbox"/> |
- (v) The story is _____ .
- | | | | |
|------------------|--------------------------|-----------------|--------------------------|
| (a) supernatural | <input type="checkbox"/> | (b) adventurous | <input type="checkbox"/> |
| (c) natural | <input type="checkbox"/> | (d) real | <input type="checkbox"/> |

Space for Answers

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Note : The passage 3, on page 7, can be read to you by your friend or parent.

Listen to the dialogue. As you listen, answer the questions that follow :

I. Choose the right option and tick (✓) the correct box.

(i) Ramesh Kumar is a college lecturer and has

(a) a lot of time for his family

(b) no time for his family

(c) completely neglected his family

(ii) Mrs. Ramesh Kumar works in a

(a) hospital as a nurse

(b) bank as an officer

(c) school as a teacher

(iii) The Kumars have

(a) one child

(b) two children

(c) three children

(iv) Their children are

(a) good at studies

(b) good singers

(c) brilliant in every field

(v) Ramesh Kumar's father and mother

(a) live with him

(b) live with their elder son

(c) live in a village

Space for Answers

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II. Fill in the blanks with appropriate words.

1. Amit's mother works in a bank and she remains quite _____.
2. Father can spare _____ for Amit.
3. Amit's _____ is better than him at studies.
4. Grandparents live in a _____.
5. Sh. Ramesh Kumar is a _____.

Space for Answers

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Listening Texts

1. (a) Suresh does not want people walking around in his vegetable garden that he has nurtured with great care. What sign board should he put up ?
1. (b) Someone snatched my purse. He looked a young man in his twenties. He was clean shaven and had a close hair-cut.
1. (c) 'Nature has given us everything that our body needs. If we take care we can avoid pills. Did you know that Mushrooms not only make tasty dishes but are a rich sources of Vitamin D so essential for healthy bones ? Regular consumption of mushrooms aids in better hearing power too.

You must have heard to the Banana smile. Believe it or not this fruit can actually put a smile on your face. It contains tryptophan, a protein which once digested converts into a chemical neurotransmitter called serotonin which is very important mood regulating chemical and works like an antidepressant. Broccoli has also come to be called a disease busting vegetable. It can prevent cancer. About 2000 years ago the curative powers of Ginger for all stomach related problems were discovered. It helps digestion, cures nausea and prevents bowel tumours.

Cheddar cheese is a very rich source of calcium and phosphate. These strengthen bones and muscles and reduce risk of osteoporosis.

2. One slightly dark night, I was passing through a quiet jungle. Suddenly I heard the sound of footsteps. I became alert. Trying to peer in the darkness, I saw a shadow. It was moving towards a lonely house in the jungle. I followed it and within a few minutes reached a lonely house. Hidden behind the trees I stood and watched what was going to happen. The shadowy figure entered the house. I kept standing there to see if it would come back. Suddenly, I saw a white figure staring at me from a distance. Gathering courage I asked him 'Who are you ?' Instead of answering me the white figure advanced towards me. When it was hardly at a distance of five feet from me it removed its white apparel. I was dumb founded to see a skeleton in front of me. Then it burst out with a loud, strange laughter. I was so scared that I ran away from there. Turning back my head I was surprised to see that there was no sign of the skeleton and the haunted house.
3. Teacher : Amit, what is your father's name ? What is he ?
Amit : Sir, the name of my father is Sh. Ramesh Kumar. He is a college lecturer.
Teacher : Then he must have a lot of time for you.
Amit : Yes, sir. However, my mom is very busy as she is an officer in a bank.
Teacher : Do you have a brother or sister ?
Amit : Yes, sir. I have a sister, Amita.
Teacher : Is she good at studies like you ?
Amit : Better than me, sir.
Teacher : Do your grandparents live with you ?
Amit : No, sir. They live in a village.

4

Holiday Assignment

Speaking Skills

Describe a park in front of your home in 2-3 minutes.

Value Points

- how big it is
- why it attracts residents
- does it have trees, flowers, fountains
- scene in the morning and evening
- when you visit it and why



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Look at the pair of pictures, and begin your description as 'I'd rather be a mobile phone than a landline phone'.

Value Points

- I'm now out of date. No one likes to use me.
- The mobile phone is very popular.
- I can only be used for a talk.
- The mobile phone has multiple uses.
- As mobile phone, I'd see different places.



Note : You may write your own value points, and then speak.

Space for Answers

Handwriting practice area with multiple sets of horizontal dotted lines for writing.

Look at these pictures and speak a few sentences describing each. The first sentence in each is given to help you.

(a) Ice Cream.

Ice cream is my weakness.

My favourite



(b) Pizza.

I am fond of pizza.

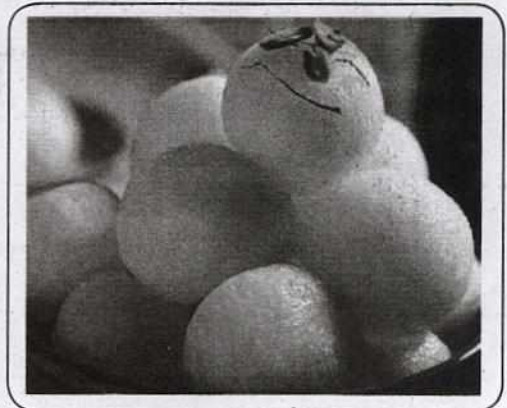
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(c) Rasgullas.

Rasgullas are my favourite dessert.

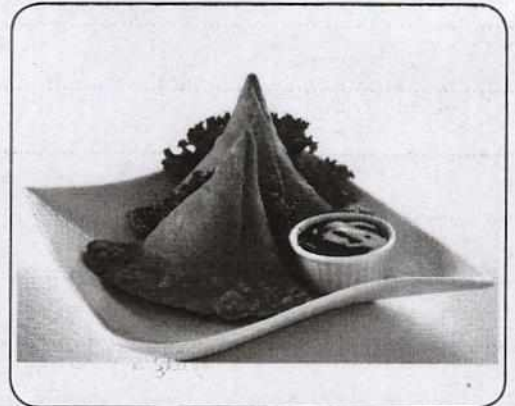
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(d) Samosa

I like hot Samosa, so do my friends.

We go



Describe each of these pictures in 1-2 minutes.



(a)



(b)



(c)



(d)

You can say :

- (a) The shop sells cold drinks.
- (b) A film is being watched on the TV
- (c) A cycle race is in progress
- (d) Two boys are playing a video-game

Picture Composition

Look at the picture and write what it suggests to you in 100 words.



Hints :

- a family on picnic, near a river, pleasant sight
- shelter under a tree
- father relaxing, children playing
- mother and daughter eating apples
- elder son conversing with father

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Picture Composition

Look at each of these pictures and write 5 - 10 sentences about each.

1.



She is a teacher

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2.



He is a mechanic

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3.



He is a carpenter

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4.



He is a truck driver

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5.



He is a doctor

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Descriptive Paragraph

With the help of the visual given below write a paragraph on your school library in about 100 words.



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Article

Write an article on the topic 'Food and Health' in 100 words.

Hints :

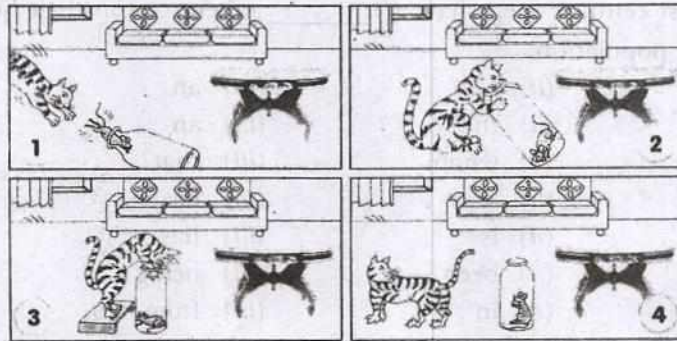
- health is wealth
- depends on good, nutritious food
- eating at regular hours
- avoiding bad food items – a must
- excessive eating – bad

Space for Answers

A series of horizontal dotted lines for writing the article.

Story

Look at the set of pictures and weave a story of your own.



Hints :

- a rat moving in a kitchen
- a cat chased it
- rat jumping into a bottle
- cat trying hard to catch it
- rat rests comfortably in the bottle
- cat disappointed
- rat saved, its cleverness

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1. Choose the correct options to complete the sentences.

The Indian Rhinoceros is (a) _____ large animal. About 3000 rhinos live in (b) _____ forest, 1800 of (c) _____ live in Assam only. The Indian Rhino (d) _____ a single horn. It (e) _____ hunted relentlessly in the last century. Steps have (f) _____ taken to stop their hunting (g) _____ poachers (h) _____ increase their population.

- | | | | |
|---------------|-----------|-------------|---------------|
| (a) (i) the | (ii) a | (iii) an | (iv) any |
| (b) (i) a | (ii) the | (iii) an | (iv) some |
| (c) (i) whose | (ii) whom | (iii) that | (iv) which |
| (d) (i) is | (ii) have | (iii) has | (iv) had |
| (e) (i) was | (ii) is | (iii) has | (iv) has been |
| (f) (i) be | (ii) been | (iii) being | (iv) to |
| (g) (i) with | (ii) in | (iii) from | (iv) by |
| (h) (i) but | (ii) and | (iii) so | (iv) for |

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2. Fill in the blanks with the correct forms of verbs given in brackets.

- (a) My grandmother _____ (be) an old lady.
- (b) I _____ (know) her address.
- (c) We _____ (visit) Shimla last week.
- (d) The train _____ (arrive) in time. Don't worry.
- (e) Smoke _____ (come) out of that window.
- (f) It _____ (rain) any time now.
- (g) After she _____ (go) out he came to meet her.
- (h) Please _____ (lift) it and _____ (carry) it home.
- (i) He asked me if I _____ (marry) soon.
- (j) It _____ (snow) since 2 o'clock.

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3. Tick the sentences which are correct, and correct the sentences which are incorrect.

- (a) Ramesh as well as you is at fault.
- (b) The teacher with a few students was present in the hall.
- (c) The cattle is grazing in the field.
- (d) No news is good news.
- (e) Every boy and girl were given a chocolate.
- (f) Neither food nor water were there.
- (g) Diabetes are curable.
- (h) Neither you nor I am responsible.
- (i) My scissors are missing.
- (j) The *Arabian Nights* are very popular here.

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4. (a) Change the voice of the sentences.

- (a) The news alarmed us.
- (b) She will have read the book.
- (c) His house was burgled last night.
- (d) Please take it away.
- (e) Do you ever meet them ?
- (f) None spoke a word to him.
- (g) I found her sleeping.

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1. Complete the introduction given below to the story 'The Story Teller' by Saki (H.H.Munro), by using 'a', 'an' or 'the'.

The afternoon was hot, and so was (a) _____ railway carriage. (b) _____ next stop was at Templecombe, nearly (c) _____ hour ahead. In the carriage were a small girl, (d) _____ smaller girl, and a small boy. (e) _____ aunt belonging to (f) _____ children sat in (g) _____ corner seat, and in (h) _____ further corner seat on (i) _____ opposite side, was a man who was a stranger to them.

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2. Rearrange the jumbled words / phrases into meaningful sentences.

- A. (i) governs / that / people / want / well / a / government
 (ii) all departments / routed out / corruption / be / must / from
- B. (i) my people / faith / in / full / have / I
 (ii) my people / my privilege / will be / to serve / it.

Space for Answers

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3. Read the conversation given below, and then complete the report that follows. Write your answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

Father : What's the matter ?
 Son : I've got a headache.
 Father : You better go back to bed.
 Son : No, I'm all right.
 Father : You go to bed. I'll see you when I'm dressed.

Father asked his son (a) _____. The son replied that (b) _____. Father advised his son (c) _____.
 The son replied in the negative and said that (d) _____. Father advised the son (e) _____.

Space for Answers

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1. The following passage has not been edited. The underlined words have not been used appropriately. Replace them by correct words. Write your answers in your answer sheet against the correct number.

Tests and examination are not confined to school alone.

e.g., examinations

They are widely use at various

(a) _____

Government and non-Government level.

(b) _____

Business and industry too is using tests.

(c) _____

Tests are used of the selection of candidates

(d) _____

and in any cases they are one of the criteria of

(e) _____

selection. The success of a doctor is tested at his skill

(f) _____

in diagnosis and cure. If he pass this test

(g) _____

he is allowed to did practice.

(h) _____

Space for Answers

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2. Study the cartoon strip given below and report the dialogue between Mr. Jude and his children. Write the answers in your answer sheet against the correct blank number.



Mr. Jude asked his children (a) _____ supposed to have a quiet sunday morning. Jack agreed saying (b) _____ about it. Dick connected (c) _____ and asked his father (d) _____ not well behaved.

Space for Answers

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1. Homophones are words that are spoken alike but have different spellings.

For example : Write – right

Now choose the appropriate word from the pairs of homophones given in brackets :

- (a) The wind _____ a small tree. (blew/blue)
- (b) The _____ of buffaloes entered the pond. (heard/herd)
- (c) He is suffering from a _____ throat. (sore/soar)
- (d) _____ leaves were small and tender. (new/knew)
- (e) The train was _____. (stationary/stationery)

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2. Fill in the blanks with words opposite in meaning to those in italics :

- (i) The *innocent* often suffer for the
- (ii) Body is *mortal* but soul is
- (iii) A wise enemy is *better* than a friend.
- (iv) is better than *revenge*.
- (v) God made the *village* and man made the

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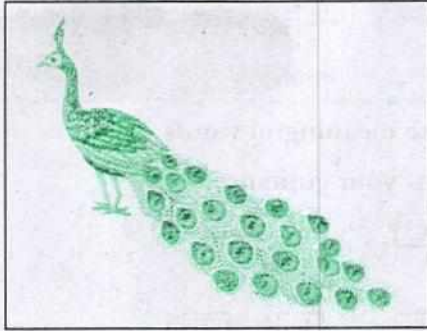
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3. Fill in the blanks with idiomatic expressions :

- (i) As proud as
- (ii) As sure as
- (iii) As good as
- (iv) As pale as
- (v) As gentle as



4. Match these animal-related figurative expressions with their meanings :

- | A | B |
|-------------------------------------|--|
| 1. Crocodile tears | a. Sooner or later everyone has his share of good fortune. |
| 2. Every dog has his day | b. to be always quarrelling and fighting. |
| 3. To be a dog in the manger policy | c. an imaginary story |
| 4. To fight like cats and dogs | d. to be selfish |
| 5. Care killed the cat | e. hypocritical tears |
| 6. A cock and bull story | f. worry in excess is a burden |

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1. Unscramble the letters to make meaningful words.

The first one has been done for your guidance.

- (i) S H A C
- (ii) Y F L
- (iii) R A H F E T
- (iv) E L M B O I
- (v) O S O L H C
- (vi) N L E C A
- (vii) O A G M N

CASH

Space for Answers

2. Fill in the blanks with correct idioms.

- (i) You must something for rainy days. (put by/put up)
- (ii) The judge all his objections. (set down/set aside)
- (iii) The girl closely her mother. (looks after/takes after)
- (iv) He in the middle of his speech and went away. (broke up/broke off)
- (v) All will have to the orders of the boss. (carry off/carry out)
- (vi) How did you this watch. (come off/come by)
- (vii) The rose sweet smell. (gives out/gives in)
- (viii) I cannot the meaning of his words. (make over/make out)
- (ix) or you will miss the train. (Look sharp/Look up)
- (x) Do not your shoes here. (put off/take off)

Space for Answers

3. Choose the correct prefixes to form new words.

- (i) courage (en/in/pre)
- (ii) mobile (contra/auto/demi)
- (iii) lingual (cata/bi/down)
- (iv) corporate (in/im/en)
- (v) regular (en/an/ir)
- (vi) sensitive (sub/hyper/pro)
- (vii) potent (in/omni/trans)

encourage

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Space for Answers

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4. Complete the following sentences by choosing the correct word from the box given below.

series, set, bench, bale, sheaf, cache

- (i) The sailor bought a of cotton from the merchant.
- (ii) The of judges shall decide his case today.
- (iii) We bought a of tools.
- (iv) The professor shall deliver a of lectures.
- (v) A of arms was discovered in the palace.
- (vi) He bought a of corn in exchange of gold.

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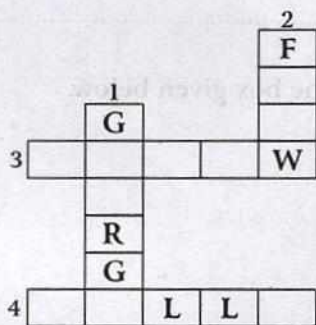
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1. Find out some of the words given in the box in the wordsearch.

- labour
- terrified
- hazard
- squal
- buoy
- board
- mast

F	D	L	N	M	E	R	O	W
B	O	A	R	D	F	M	V	I
G	E	B	H	A	Z	A	R	D
B	U	O	Y	N	O	S	U	T
S	Q	U	A	L	P	T	O	N
T	E	R	R	I	F	I	E	D
A	T	E	R	R	I	F	I	C
N	O	Q	R	S	T	U	V	W

2. Solve this crossword puzzle. The given clues will help you.



ACROSS

3. the opposite of 'above'
4. cries for help

DOWN

1. the name of the boy
2. move continuously like water



Space for Answers

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3. Make three new words by writing a letter in blank before the first letters.

Example : ail = fail, mail, nail

1. lap =lap,lap,lap

2. arm =arm,arm,arm

3. ock =ock,ock,ock

4. ark =ark,ark,ark

5. end =end,end,end

Space for Answers

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4. Write a letter in the blank after the last letters and form another word :

1. an -

2. ho -

3. ran -

4. sho -

5. fin -

6. har -

7. han -

8. hai -

9. win -

10. hei -

5. The word 'smog' is a combination of two words 'smoke' and 'fog'. There are other words like this that we often use in English.

For example : emoticon = emotion + icon (the tiny symbols we use in sms messages and e-mails)

motel = motor + hotel

bash = bang + smash

blurt = blow + spurt

brash = bold + rash

flurry = flutter + hurry

flare = flame + glare

fortnight = fourteen + nights

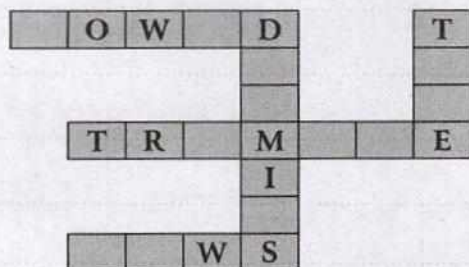
electrocute = electronic + execute

Use your dictionary to find out what these words mean. Make sentences with the underlined words.

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6. Solve this crossword puzzle with the given clues.



ACROSS

1. swore
2. tread heavily on something
3. new, fresh information

DOWN

4. remove somebody from a position
5. a tall plant

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Reading Skills

Stories Based on Moral Values

Contents :

1. Peter Pan
2. The Sword in the Stone
3. Self-Mastery
4. Patriotism
5. Forgive and Forget



Think Awhile

There has always been a conflict between the good and the evil. The forces of evil seem to be more powerful at times. The forces of good have to struggle hard. However, they overcome the forces of evil and become victorious. So we should always remember that the good is always rewarded and the evil is defeated.

The Darling family lived on a quiet street in London. There were three children in the family – Wendy, Michael and John. For them, the best time of the day was bedtime when they were together in the nursery. Wendy told them wonderful stories about Peter Pan and Neverland. Neverland was a magical place with mermaids, fairies and pirates.

John and Michael loved playing pirates. They often had fighting contests between Peter Pan and his enemy, the pirate Captain Hook. Mr. Darling, the children's father, did not like them playing these games. He blamed Wendy for this. He did not like the stories either. He said that Wendy was too old to be in the nursery with the boys. She was then given a separate room.

The boys were dejected and sad. They liked listening to Wendy's stories at night. One evening, someone came to the nursery. It was Peter Pan. For a while now he had been coming to listen to Wendy's stories. No one had seen him then. A little fairy called Tinker Bell came with him. When he heard that there would be no more stories at bed time, he came up with a plan.



"Why don't you all come to Neverland with me? You will enjoy yourselves there," he told the boys. "Wendy can also tell my friends some of her wonderful stories."

They all thought it was a wonderful idea. Peter Pan taught them all to fly. All that was needed to fly were happy thoughts, faith, trust and a bit of Tinker Bell's pixie dust. They all flew out of the window and were on their way to Neverland.

Meanwhile in Neverland, Captain Hook was not in a good mood. He was on his pirate ship and annoyed with Peter Pan. A long time ago, Peter Pan had cut off the Captain's hand. He now had to wear a hook in place of the hand. That hand had fallen in the water and had been swallowed by a crocodile that had also swallowed a clock. Now the crocodile tailed the Captain's ship everywhere. The Captain always knew when the crocodile was nearby as he could hear the tick-tock of the clock.

When Peter Pan came flying in with his new friends, Captain Hook saw them and started shooting cannonballs at them.

"Look out everyone," shouted Peter. "Tinker, take them to the island. I'll stay here and fight Captain Hook."

Tinker Bell was upset. She was jealous of Wendy who had become Peter Pan's close friend.

One evening, while Peter, his friends, John, Michael and Wendy, were enjoying a wonderful feast, a pirate called Smee captured Tinker Bell and gave her to Captain Hook.

"Ah, Miss Bell," said the Captain sympathetically. "Peter Pan has treated you badly because of Wendy, isn't it? How nice it would be if we could kidnap her and take her off to the sea to scrub the decks and cook for the pirate crew!"

Tinker Bell thought about it. "You won't hurt Peter, will you?" she asked in a tinkling little voice.

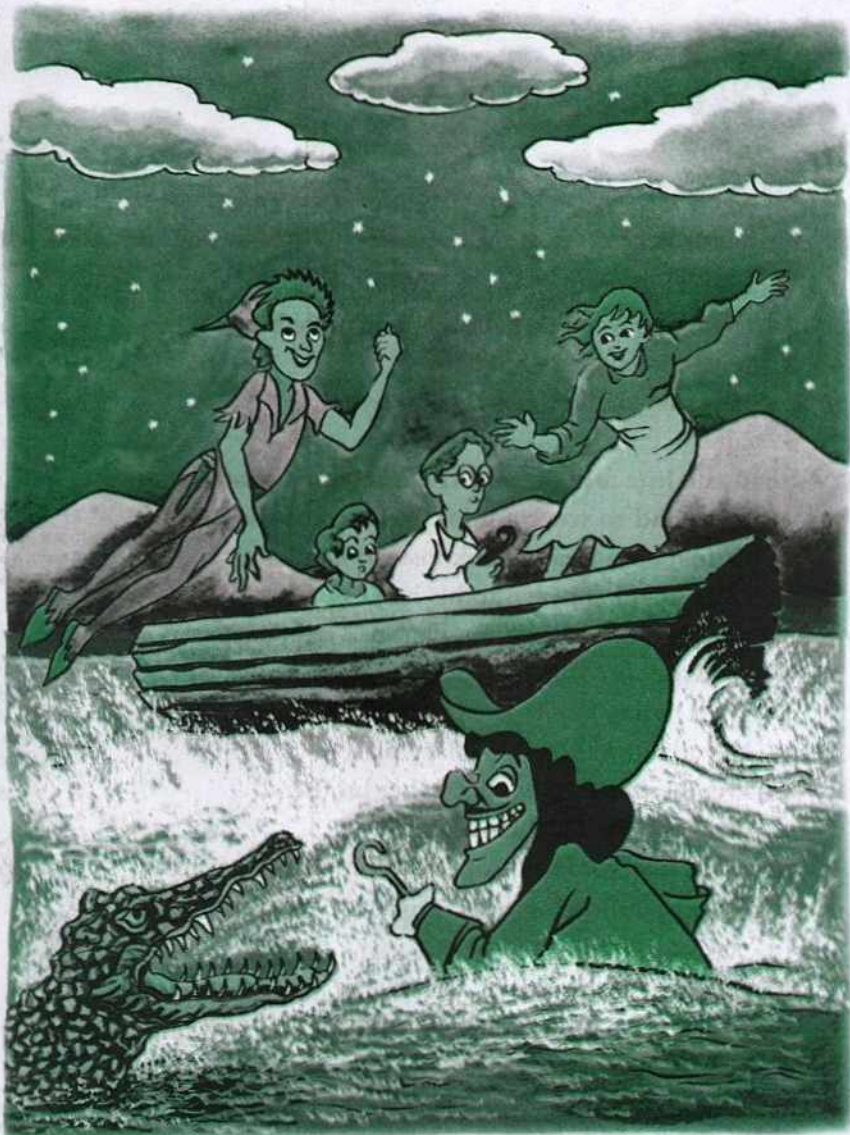
"Of course not," said Hook. "I promise."

Hook showed her a map of Neverland and in return she showed him the road to Peter's secret house.

"Thank you, my dear," said Hook happily.

Peter Pan's hidden house was inside the trunk of an old, dead tree. That night, when Wendy was tucking her brothers into bed, she talked about their parents and their home in London. The boys felt homesick and wanted to go home. Wendy invited Peter to join them but he refused.

The children climbed out of the tree not knowing that Hook and his pirates were waiting there. They were caught and bound with ropes and marched off to the pirate ship.



“Oh no,” said Hook. “We still don’t have Peter Pan.”

Tinker Bell felt terrible when she saw that the children were all prisoners. She knew it was her fault. What would happen to Peter? She quietly flew off to warn him.

Captain Hook asked them to join him or else they would be thrown into the sea. Something (or was it someone?) came flying swiftly through the air. It was Peter Pan. He swooped down on Hook and challenged him to a duel.

“This time you have gone too far, Hook,” he shouted.

What a fight it was! As Tinker Bell slashed the ropes that bound the children, Peter managed to throw Hook into the water. They all laughed to see him swimming for his life trying to escape from the crocodile that followed him. It was ticking away!

Peter took command of the ship. Once again, with happy thoughts, faith, trust and a bit of Tinker Bell’s pixie dust, they all flew back to London. The ship came to rest beside the window sill of the children’s room. Wendy and the boys waved good bye to Peter as he flew back to Neverland. What an adventure it had been!

Moral : Evil does not flourish for long.



Activities



1. Find words/phrases from the story which can be replaced with the following :

1. robbers at sea
2. a creature which is half human and half fish
3. came downwards suddenly
4. take someone into possession by force
5. cut

2. Read the line and answer the questions that follow :

‘He now had to wear a hook in place of the hand.’

1. Who had to wear a hook instead of a hand ?
2. What had happened to his hand ?
3. Whom did he blame for what had happened ?

3. Write ‘True’ or ‘False’ :

1. The Darling family lived in New York.
2. Neverland was an imaginary place.
3. Wendy shared a room with her brothers.
4. Peter Pan taught them all to fly.
5. Hook managed to throw Peter Pan into the water.

4. Answer the following questions :

1. Why was Wendy given a separate room ?
2. Why did the children go to Neverland with Peter Pan ?
3. How did Captain Hook get Tinker Bell to tell him where Peter Pan lived ?
4. When did the boys start feeling homesick?
5. Why did Captain Hook kidnap the children? Who saved them?
6. Briefly write about the children’s adventure in Neverland.



Think Awhile

What is destined is bound to happen. None can change the course of events as the events are designed sometimes by supernatural agencies like the watches, imps or dragons. The tale of the sword in the stone illustrates how Arthur became king, long before his extraordinary deeds were even thought of.

There are many famous stories about King Arthur of Britain. These stories are about how he fought to right the wrong. There are stories about round tables and holy grails. There are stories of the perils and adventures that befell his knights in close encounters with dragons, witches, maidens and enchanters. The first tale of all tells how Arthur became king, long before his deeds were even thought of. This is the tale of the sword in the stone. It all began, so to speak, when Uther, King of Britain, fell in love. He was pacing up and down the battlements of Tintagel, staring moodily into the night, when a bright star burst into the shape of a



blazing dragon in the sky. "Good gracious me!" said Uther. "Is that what love is all about?" "Something of the sort", said Merlin the magician. "I was half expecting this." "What's it about?" the king asked. "It's a sign," said Merlin. "I can see that, you old fool," said Uther. "Is it good or bad? Is it love or war? Do I win the lady I love, or not?" "You win her," Merlin said, "and have a child." "Bravo!" the king cried out. "But how? The lady that I love is the lady Ygerne, wife to the Duke of Cornwall, who has safely shut her up in the strongest tower he has. Or have you forgotten that?" "Things can always be arranged," said Merlin, "if you know a little magic." "We can hardly have a child if we never even see each other," grumbled Uther. "I'll change your shape so that you look like the Duke of Cornwall," Merlin said. "You can visit her whenever you like." "Not a very nice disguise," said Uther, "but if it is the best that you can do, then that is it." "First you must make a promise," Merlin said. "Yes, yes. I knew there would be something," Uther sighed. "When Ygerne has the child, I want it," Merlin said. "That's a bit hard!" Uther cried. "It's not that bad," said Merlin. "That dragon in the sky, you see, foretells a great king will be born. Great kings need a good upbringing, and your style of life is not quite what it ought to be!" "Oh, very well," sighed Uther. "Have it your own way."

The blazing dragon faded from the sky. From that night on, King Uther called himself Uther Pendragon, although for a lot of the time he was quietly disguised as the Duke of Cornwall and thoroughly enjoyed himself with Ygerne. She never knew that he was not her husband until at last the Duke of Cornwall died. Uther took her to Tintagel and told her how much he had adored her all this time. "We are going to have a most important



son," he said. Ygerne looked at him with perfect admiration. "More important than you, my lord?" she laughed. "Well, yes, I rather think so," Uther said, beaming with pride, "but it is very kind of you to doubt it, all the same, my dear. Unfortunately I have made a rather awkward promise. We have to give the baby to Merlin, the magician." "Oh!" said Ygerne quietly and bit her lip. Uther saw tears in her eyes. He put his hand in hers. "It's all for the best, my dear," he said. "Merlin seems to think that the boy shall be something rather special." "All right," Ygerne said. "All right. Oh, dear. All right." The baby was born and taken secretly to a small door in the castle wall. The cloaked figure of Merlin took the bundle carefully in his arms and rode with his precious burden to the home of Sir

Hector, an honest and loyal knight, whose castle lay deep in the vales of old England. "I was half expecting you," said Hector. "The first half is up to you," said Merlin. "Treat him like a son. Teach him to be a true knight. He must learn to be simple and straight before he is noble and great." "Never fear," Sir Hector said. "I hold him dearer than my heart. This is the future of England in my arms. I shall remember that." Arthur grew up as if he was Sir Hector's son, his second son, for there was already Kay in the family. Kay and Arthur thought that they were brothers, and no one else but Merlin and Sir Hector knew the secret. Quite often Merlin visited Sir Hector, as an old friend might visit an old friend. "How is he getting on?" asked Merlin. "The boys quarrel," Hector said. "Good, good," said Merlin, nodding his head and laughing. "Boys should quarrel now and then. Do they laugh as well?" "Oh, they laugh," said Hector quietly, so that no one else could hear. Kay bullied Arthur quite a bit because the boy was younger. But Arthur learnt to stand his ground and laugh at Kay and tease him. Kay became a knight when he was old enough. "Treat me with a little more respect," said Sir Kay. "How can I?" Arthur laughed. "Stop tripping on your spurs." Kay proudly practised walking and riding in his new armour. Arthur acted as his squire and rode behind him. Then the king, Uther Pendragon, died in distant Tintagel. There were rumours that he once had had a son who disappeared. There were no other rightful heirs to the throne of Britain. Barons and knights quarrelled with each other. Each spoke out for himself. There was fighting and unhappiness up and down the land. Merlin watched the troubles grow. He rode to London to talk to the Archbishop. "Christmas comes," he said. "Call all the knights and barons to your cathedral. Let them bury their quarrels and sing carols for a day or two." The Archbishop sent out summons. The knights and barons came to the cathedral. They grumbled and complained and shoved each other in the aisles to make sure that they sat in the very best seats. But they sang their Christmas carols with good cheer and jostled out into the crisp December air. There, in the centre of the courtyard, stood a stone. "A fir tree was here before!" they cried. "What's up? Who has stolen it? Who wants a lump of stone for Christmas!" There was the handle of a sword in the heart of the stone. The blade was driven deep within. Letters of gold were written round the rock: "He who draws this sword is Britain's rightful lord." "Here, let me have a go!" cried the barons. "Moreover, let us try!" shouted the knights. "Shove off!", "My turn!", "Get lost!" they called, and tugged and heaved and struggled at the sword. "It's no good," they cried. "It's probably an early April fool!"

They soon got bored and bustled off to fix a tournament to let off steam. They galloped up and down the field and ding, dong, merrily matched their might with mace and mallet. They knocked each other to the ground



with lance and sword. They fought for ladies' favours and were glad that it was Christmas time and all was fun and fame. Knights from castles all about came to the tournament. Sir Hector came with Kay and Arthur. It was Kay's first Christmas as a knight, full-fledged with Arthur as his squire "What will you fight with, lance or sword?" asked Arthur eagerly. "I came with lance," said Kay, "but now I see that the strongest men are swiping at each other with their swords. It would be good to have a go at that." "No trouble," Arthur said. "I'll go and get your sword." He turned his horse about and galloped off. But as he passed the courtyard where the

stone was set, he saw the sword. He did not read the writing. "That could save me quite a ride," he thought. He took it from the stone and galloped back. Kay took the sword. He looked at it with surprise and showed the sword to Hector. "Look, Father!" he cried. "This is the sword from the stone! Does this mean I am Britain's rightful lord?" "What's he on about?" asked Arthur. "You come with me," said Hector, "both you lads." They rode back to the courtyard. They put the sword back in the stone. "Now pull it out," said Hector. Kay pulled but it would not come out. Arthur pulled and it came out. "So what?" said Arthur. "It's a knack, that's all." "Read the writing on the rock," said Hector. "He who draws this sword is Britain's rightful lord." "Oh, no," said Arthur, "please, no, no! Must I do all those deeds and right those wrongs?" "You must," Sir Hector said, from bended knee, "for you are King of Britain now."



Moral : It is merit and worth of a man that counts in life.



Activities



1. A. Find words from the story which can be replaced with the following words :

1. shields
2. an attendant to a knight
3. church
4. calls
5. pushed

B. Think and write any word/words that describes/describe each of the following characters from the story :

1. Uther
2. Ygerne
3. Merlin

4. Hector
5. Kay
6. Arthur

2. Complete the following sentences :

- (a) Merlin changed Uther's shape so that
- (b) Ygerne never knew Uther was not her husband because
- (c) Uther told Ygerne that they were going to have a most

3. Answer the following in your own words :

1. What did the dragon in the sky foretell ?
2. What awkward promise did Uther make and to whom ? Explain the circumstances.
3. How was Hector supposed to look after the baby brought to him by Merlin ?
4. What helped Arthur in becoming the King of Britain ?





Think Awhile

Man would have been like an animal if he did not have the power to master himself. Another name for this is self-control. If a man loses control of himself, he becomes weak-minded. He develops bad habits, which make him unhappy. People respect and admire a man who can control his passions and emotions.

But sometimes our emotions are like wild and furious horses. They have to be tamed and checked. Anger, hatred, laziness and greed are some of the evil passions.

One day Frederick the Great of Prussia was walking along a road on the outskirts of Berlin. Accidentally, he brushed against a very old man.



“Who are you?” Frederick asked out of idle curiosity as the two came to a halt.

“I am the king,” the old man answered.

“A king?” echoed Frederick. “Over what principality do you reign?”

“Over myself,” was the proud reply. “I rule myself because I control myself. I am my own subject to command.”

We also can be strict like that old man. But how many of us are actually strict? Instead of being in command, we often let ourselves be ruled over by temper, laziness or passion.

Man can train various types of animals, birds, reptiles and fish, but it is very difficult to tame his own tongue. It is always ready to pour out its deadly poison. If one can control one's tongue, it proves that one has perfect control over oneself in every other aspect. Though the human tongue is a small thing, it can do enormous damage. A tongue is like a flame of fire. Sometimes it praises our Heavenly Father, and sometimes it breaks out into curses against men, who are more like God. Blessing and cursing come out of the same tongue.

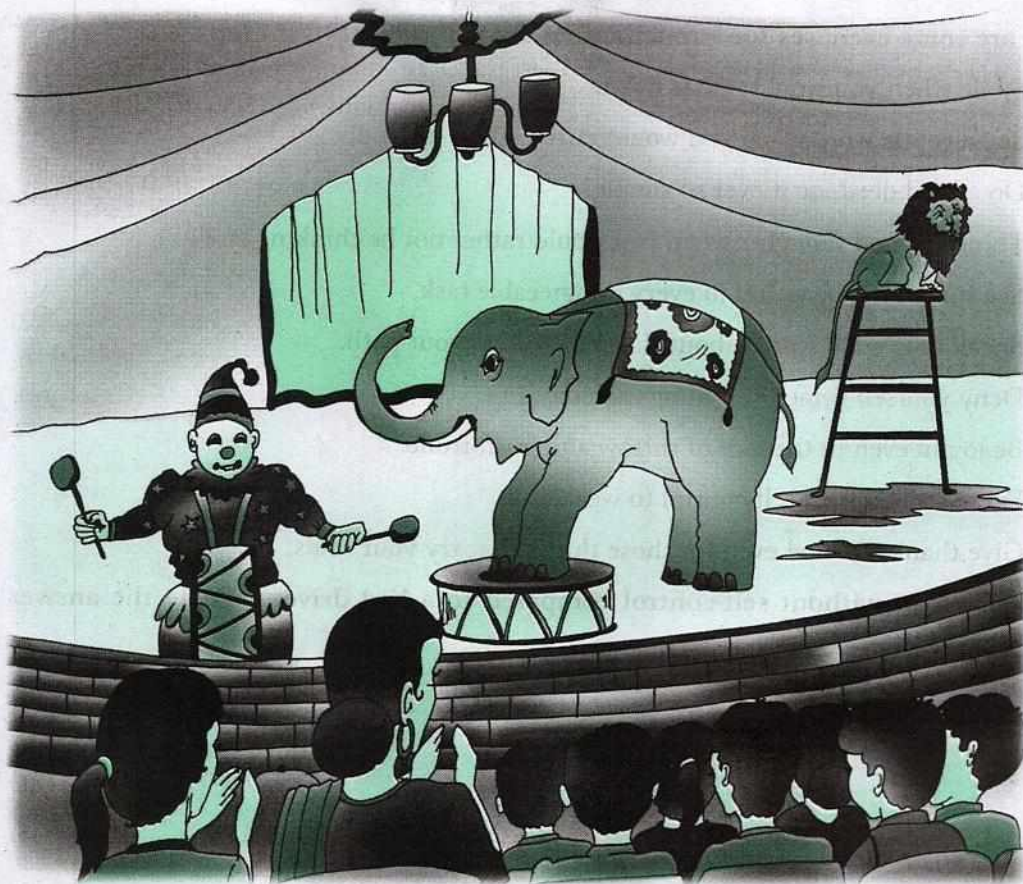
If you are wise, live a life of steady goodness, so that only good deeds will come forth. Every person knows that success does not come easily. Everyone has to face several problems. Whether you finally succeed or not depends upon how you face and tackle these problems. You are never beaten until you think you are. Similarly, you never succeed in doing anything unless you think you can do it. It is all in your mind. Is it not encouraging to know that you can do anything you want to do? All you have to do is to think in your mind that you can do it. Don't ever give up easily. Think about your problem, talk to others about it. It may be that you will get a new slant on the situation that will make it clear and easy to solve.

Some years ago in Guntur, a lady lost both her children in an accident. Nothing could bring solace to her. She fell ill and was admitted to a hospital. One day she saw a deaf and dumb and blind boy groping his way around. Her heart was touched. She prayed and vowed to God that if she survived, she would spend her days looking after the sick and handicapped children.



Months later, she took a group of handicapped children to a circus. On the way home she asked if they had enjoyed themselves. A blind boy sitting next to her quietly remarked, "I certainly did, but I feel sorry for those deaf children. They couldn't hear the band play or the lion's roar or the clapping of the crowd. They couldn't even hear the elephants clump by." This child, by showing concern for the problem of others, had lightened his own burden.

Those who suffer the most in this life, never lose power to love others. The more all of us make an effort to transmit the love that God has put in our hearts, the fuller and richer our lives will become. A tiny rudder makes a huge ship turn, wherever the navigator wants it to go, even in a strong wind. To acquire a strong mind and will, man must give up his evil feelings, evil desires and passions. Self-mastery is the key to prosperity.



Moral : Tame yourself to have self-mastery.



Activities



A. Match the following :

	Column 'A'		Column 'B'
1.	To be happy in life	(a)	but he didn't despair and lived to become the President of U.S.A.
2.	Footprints of great men remind us that	(b)	and living for him is a talent.
3.	Roosevelt at the age of 39 was told that he would be invalid for life	(c)	we can make our lives sublime.
4.	It is admirable to see a one-legged man hopping	(d)	we must have the sense of humour.
5.	The life for an optimist is a gift	(e)	on crutches, selling some ware to earn his living.

B. Here are some exercises for strengthening the will power :

1. Smile when you would rather frown.
2. Say a gentle word when you would rather speak unkindly.
3. Do a kind deed, be it ever so simple.
4. Think of good thoughts when you would rather not be thinking at all.
5. See something beautiful in every disagreeable task.
6. Speak only good words about those who cross your path.
7. Deny yourself some little thing each day.
8. Be joyful even in the face of sorrow and misfortune.
9. Do not allow your self-control to weaken.
10. Give thanks to God even for those things that try your souls.

C. How is a man without self-control compared to a bad driver ? Write the answer in your own words.

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A. Match the following :

Column B		Column A	
(a) but he didn't despair and tried to become the President of U.S.A.	(a)	(1) To be happy in life	1
(b) and lasting for him is a long time	(b)	(2) Footprints of great men remain in time	2
(c) we can make our lives worthwhile	(c)	(3) Roosevelt at the age of 39 was told that he would be invalid for life	3
(d) we must live the same of human	(d)	(4) It is admirable to see a one-legged man trying	4
(e) on various selling ways we can find things	(e)	(5) The life for an optimist is a gift	5

 **Think Awhile**

Every country needs good, responsible, and faithful citizens. No government can perform any good work without the help of its citizens. That is why, the best citizens are needed to build up a stable and firm government. Bad citizens always create problems for the government or the country. They take bribes to pass over secret and important information to foreign countries. Sometimes they damage the government property and become terrorists.

The Great Wall of China is a huge structure. It is 1400 miles long. It was built nearly 3 centuries before Christ to keep out destructive, nomadic tribes. An enormous majestic amount of time and labour were spent in erecting this tremendous wall. Having been walled in from all sides, China felt safe. Though China has been attacked three times by enemies since its construction, this wall has never been damaged. Its gates were never smashed. Each time the enemy had to do nothing more than to bribe the guards and walk in. So China needed better and loyal guards to defend itself.

While leading a political procession, Jawaharlal Nehru's aged mother was hit on the head. She fell to the ground, bleeding profusely before she finally fainted. Later a police officer took her in his car to Anand Bhawan. Jawaharlal was very upset at the news. A month later, she came to visit her son in jail at Bareilly. She made jokes about the bandage that was still on her head. "This is not a bandage but a badge of honour!" she said with pride.



Later Panditji was arrested again while picketing foreign clothshops. He was sentenced to prison for twenty-one months. Again, he refused to defend himself and publicly declared, "Jail has become a heaven for us, a place of pilgrimage." When on New Year's day in 1932 his wife was arrested by the British, Jawaharlal Nehru called it "a pleasant New Year gift." He wrote a letter to his daughter from Nainital, saying, "You must be rather lonely. Once a fortnight you may see your mother and once a fortnight you may see me and you will carry our messages to each other."

Do you wish to be a patriot? Then tune yourself to love your country and its people. Feel your unity with them. Love and show respect to your countrymen. Learn the life history of great men of our country and also the sacrifices they made for the sake of their country. Don't keep on complaining about wrong, but try to make it right.

How will you serve your country? By improving different fields like education, labour relation and communication, you can help to strengthen your country. A young lady was discussing government and business acquaintances with a gentleman. She was trying to convey to him the idea that government can never be any better than the people in it.

"You can't have a first class government with second class people," she said. "The only way to strengthen government is to get better players on the team." "You're absolutely right," came the quick answer from the businessman "There's no doubt about it. We must get more high quality workers in government." Turning to the girl he continued, "But don't ever tell my children that I don't want them to get mixed up in such dirty business! Tell any others you want, but not mine – no never."

So many of us know what's right. We even talk about it to others. But when it comes to applying it to our own lives, we hesitate. If some people were willing to sacrifice a little and make the government more active in different fields, we could be well on the road to peace. Do your part by taking a hand, or by encouraging others to take an interest in the governance of our country.

As a young girl Princess Juliana watched a parade from her palace balcony. "Do all these people belong to me?" She asked her mother. "No, indeed, child," replied the Queen, "We belong to all those people."



Moral : God, help me to love and serve my country.



Activities



A. This 700-year-old prayer of Francis of Assisi still sounds fresh and inspires hope, joy and love.

“Lord, make me an instrument of Thy peace !

Where there is Hatred, let me sow Love,

Where there is Injury, let me sow Pardon,

Where there is Doubt, let me sow Faith,

Where there is Despair, let me sow Hope,

Where there is Sadness, let me sow Joy.”

Copy this prayer twice.

B. Discuss this statement :

“How many problems have you to think about in India ?” asked a London journalist.

“Four hundred million !” replied Mr. Nehru.

C. Fill in the blanks with suitable words :

1. Bad citizens the government property and become terrorists.
2. This is not a bandage but a of honour.
3. We to all those people.
4. You can't a first class government with class people.



Think Awhile

“To err is human, to forgive divine” is a famous saying. It means that everyone is likely to make mistakes. If you fall into the error of committing any sin – lying, cheating, swindling and backbiting—never try to lead any of your friends into it as well. That is a sin that God will never forgive. God is merciful and forgives us, if we repent. He gives his blessings to those who admit their mistakes, repent for their misdeeds, and ask God to forgive their sins.

Ahmed was the only child of very well-to-do parents. He was selfish, obstinate and very disobedient. Whenever anyone checked him, he would take the correction very poorly. He made fun of those who were weaker than him. He did not care for the children who came from poor families. He was thoughtless and never liked to study.

Rashid, on the other hand, was the son of poor parents, but he was always eager to study. He had learnt the art of basket weaving from his father.

One day Ahmed was trying to catch fish from the sea. Rashid, meanwhile had cut a bunch of small willow branches and was about to return home with them. Suddenly some pirates appeared from the woods and dragged the two boys to their ship. Their plan was to sell these two boys as slaves.

They travelled for many days. Ahmed disliked sleeping and eating with Rashid who came from a low caste, poor family.

When the cruel Moors reached their island, they tied the two boys to a tree. Rashid decided to change the pirate’s cruel attitude so he started weaving his basket.

He pulled a knife out of his pocket. He cut off some willow branches and began work on a beautiful basket.

Many of the pirates, men, women and children came around and looked at him curiously.



When he had finished the work, he offered it as a gift to the one that looked like the leader. Seeing Rashid's work everyone wanted to possess a basket such as the one he had given to the old man.

They untied Ahmed and asked him to make baskets as well. Though he tried hard to imitate Rashid he could not succeed. They laughed at him. When they found that he knew nothing about such work, they beat him up. He looked pleadingly at Rashid, but he could not help Ahmed.

Then they prepared a hut for Rashid to live in. It was built under the shade of numerous fruit trees, so that he could work in peace. When he was hungry, they gave him plenty to eat.

Ahmed, on the other hand, sulked. He did not like to talk or play with anyone. He still was not very friendly with Rashid. One day the pirates decided to kill Ahmed. They wanted to roast him alive and eat him up. They built-up a huge platform. Somehow Rashid understood their plan. He told Ahmed about their plans. Ahmed was scared, he begged Rashid to forgive his ill treatment and persuade the pirates to spare his life.



Rashid worked harder. He made many baskets. He presented these to the natives. He requested them to spare Ahmed's life. They bound Ahmed and tied him to the wood to be burnt. Ahmed cried and implored them.

Then Rashid got up. He lay himself down beside Ahmed and told the pirates to kill both of them. Ahmed could not believe his eyes. He was ashamed of himself. The pirates did not want to kill Rashid, who was so clever with his hands. So they untied both and set them free.

Ahmed clung to Rashid. He begged Rashid to forgive him. Ahmed learnt to live with his friend. He also learnt to make baskets with willow branches.

Moral : We are all God's children, so we should love one another.



Activities



A. Match the following :

	Column 'A'		Column 'B'
1.	You have already learnt that stealing is depriving others	(a)	is a nasty crime
2.	Mixing bad things in food and medicines	(b)	customers is another crime
3.	Giving short measure and cheating	(c)	it is also a sin against God
4.	Not to pay back borrowed things and	(d)	of what belongs to them
5.	Crime is not only an evil act against society, but	(e)	money is an evil act

B. Rearrange the words to make correct sentences :

1. greedy wise are not people
2. never they grumble
3. with they satisfied are they have what
4. lead a contented they life
5. full peace of are minds their

C. Write a short prayer to God asking Him to forgive your mistakes.

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