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PUBLISHED BY :

Evergreen Publications (INDIA) Limited

ND 200, Tanda Road,
JALANDHAR CITY-144 008
Ph. : 0181-5002021, 2280636, 2282636

SALES OFFICE :

4738/23, Ansari Road, Darya Ganj,
NEW DELHI-110 002
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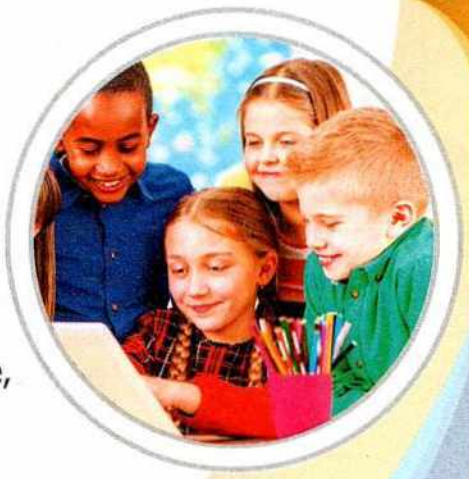
New Revised Edition

Printed by : **NOVA PUBLICATIONS**, Ph. : 0181-5002020

About The Book



The current edition of **Evergreen Practice Papers - 6** 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

About The Book

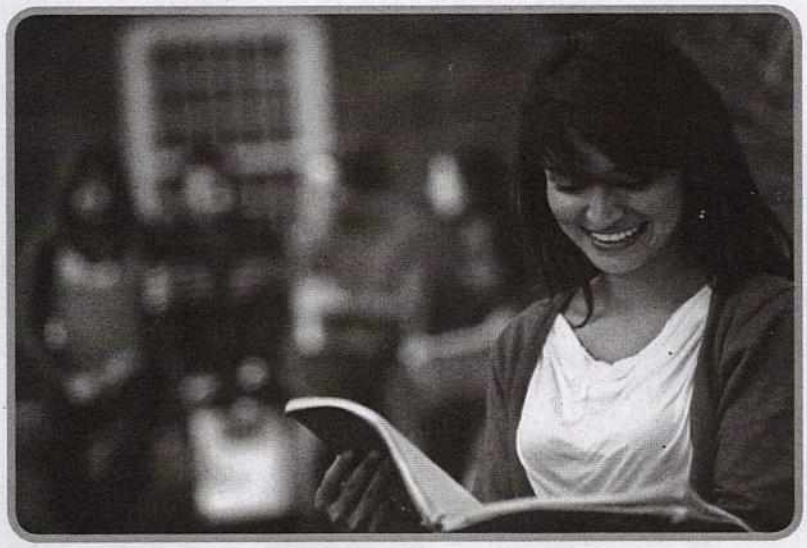
Contents

Packed With :
Listening and Speaking Skills, Reading Skills, Writing Skills, Vocabulary Skills and Language Skills.

Contents

SECTION-A Reading

Unseen Passages of 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

Section - A Reading

INTRODUCTION

The word 'comprehension' means the ability of the mind to understand anything spoken or written. It is a complete skill which requires interaction between the text element and the reader. The aim of comprehension is to sharpen the skill of the students in grasping and critically examining the main idea/theme of the passage. It performs three tasks :

(*a*) to read the passage carefully and to understand the general theme

(*b*) to note or infer the specific meaning of content of what you have read, and

(*c*) to demonstrate the above skills by expressing yourself accurately in response to questions based on the passage

TYPES OF QUESTIONS

The given passage may have a variety of questions; 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

In this type of question, 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*-word —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.)

GUIDELINES

In order to attempt the reading comprehension questions, the following steps may be taken :

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. This is called *scanning*.

Step 3. Read the questions one by one and write the answer in a simple, grammatically correct English.

Step 4. Revise your answers to remove any mistake.

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

REVISION

It is of utmost importance that the student should spare some time to revise his answers. He should carefully check :

- grammatical mistakes,
- content-related mistakes,
- punctuation, and
- spelling mistakes.

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 questions 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 and answer the questions that follow :

1. On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher, Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."
2. One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands.

TYPE – I SHORT ANSWER QUESTIONS

1.1. Answer the following questions briefly.

1. Who was the narrator's science teacher ?
2. What type of man was he ? What did he want ?
3. What did he want Kalam to do ?
4. How did Sivasubramania Iyer react when his wife refused to serve Kalam in her kitchen ?
5. On Kalam's second visit, how did Sivasubramania's wife behave ?

1.2. 1. Find a word in para 1 which means 'separation'.
2. Which word in para 2 means 'disturbed' ?

Answers

1.1.
1. Sivasubramania Iyer.
2. He was a rebel. He wanted that people from varying backgrounds should mingle with one another.
3. He wanted Kalam to develop so much that he was on par with highly educated people of big cities.
4. He did not get angry with his wife. He remained calm.
5. She took Kalam inside her kitchen and served him food with her own hands.

1.2. 1. segregation 2. perturbed

TYPE – II MULTIPLE CHOICE QUESTIONS

Choose the option which is correct or most appropriate.

1. Sivasubramania was _____ .
   (*a*) a good teacher (*b*) a bad teacher
   (*c*) an orthodox Brahmin (*d*) a strict teacher
2. He wanted to break _____ .
   (*a*) rules of school (*b*) bones of naughty students
   (*c*) social barriers (*d*) the code of conduct

3. He used to spend hours with _____.
   (*a*) the principal (*b*) his students
   (*c*) his colleagues (*d*) Kalam
4. Sivasubramania served food to Kalam _____.
   (*a*) in his own kitchen (*b*) with his own hands
   (*c*) in the presence of his wife (*d*) in new utensils
5. Once a man decides to change the system he has to face _____.
   (*a*) much opposition (*b*) many problems
   (*c*) his near relative (*d*) his elders

1.2. Fill in the blanks with suitable words.

1. He did his best ..... break social barriers.
2. He told me not ..... get upset.

Answers

1.1. 1. (*c*) 2. (*c*) 3. (*d*) 4. (*b*) 5. (*b*)

1.2. 1. to 2. to

2. Read the following passage carefully.

1. "Avva, don't cry. What is the matter ? Can I help you in any way?"
   "Yes, I need your help. You know when you were away, *Karmaveera* came as usual. I opened the magazine. I saw the picture that accompanies the story of *Kashi Yatre* but I could not understand anything that was written. Many times I rubbed my hands over the pages wishing they could understand what was written. But I knew it was not possible. If only I was educated enough ! I waited eagerly for you to return. I thought you would come quickly and read to me. I even thought of going to the village and asking you to read for me. I could have asked somebody in this village but I was too embarrassed to do so. I felt so very dependent and helpless. We are well-off, but of what use is money when I cannot be independent ?"
2. I did not know what to answer. *Avva* continued : "I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep *Saraswati Puja* day during *Dussehra* as the deadline. That day I should be able to read a novel on my own. I want to be independent."
   I stared at her for a while. She looked very determined. Yet I laughed at her.

TYPE – I MULTIPLE CHOICE QUESTIONS

2.1. Choose the option which is correct or most appropriate.

1. Who was crying ?
   (*a*) a young woman (*b*) the old grandmother
   (*c*) an old woman (*d*) the old grandfather
2. Avva was in distress because of _____.
   (*a*) the absence of her granddaughter (*b*) the absence of her daughter
   (*c*) her inability to read her favourite story (*d*) her illiteracy
3. What did she wish for ?
   (*a*) for being rich (*b*) for the company of her granddaughter
   (*c*) for being educated (*d*) for Kashi Yatre
4. *Avva* was not happy with their being merely _____.
   (*a*) rich (*b*) educated
   (*c*) narrow-minded (*d*) illiterate

5. The grandmother's decision to learn the Kannada was _____.
   (*a*) usual (*b*) unusual
   (*c*) sudden (*d*) impractical

2.2. 1. Which word in para 1 means 'unable to do anything' ?
2. Find a word in para 2 which means 'to look fixedly.'

Answers

2.1. 1. (*b*) 2. (*c*) 3. (*c*) 4. (*a*) 5. (*b*)

2.2. 1. helpless 2. stared

TYPE – II SENTENCE COMPLETION

Complete the following statements as briefly as possible.

1. The granddaughter was away _____ .
2. The grandmother was unable to _____ .
3. She was determined to _____ .
4. The grandmother wished she were _____ .
5. Money is of no use if _____ .

Answers

1. to a village
2. read her favourite story *Kashi Yatre*
3. learn the Kannada alphabet
4. educated enough to read the magazine
5. it can't make one independent

3. Read the following passage carefully.

1. My first sight in the morning was a large family of *gaddis* and their furry mountain goats eagerly waiting outside my tent to pose for a group photograph. This took much longer than I expected. It wasn't easy getting only one of them to talk at a time and the rest to keep quiet, and keeping people from escaping from the frame once they began to pose.
2. The views improved as I descended towards Kafnu through thicker, more fragrant woods. The weather got warmer. The tingly drizzle that hit my face, didn't distract me as I noticed the flowers, the butterflies, songbirds, and the fragrance of the pines. With more oxygen in the air, the load on my back felt lighter.
3. Kinnaur is easily one of the most beautiful places in the whole wide world; but for the people who live here, it comes at a price – very severe winters ! Temperatures can drop to as low as minus 30 degrees. Many road routes close ; people just stay indoors, and wait for things to warm up. Winter is also the best time to spot the difficult-to-find snow leopard, the wonderful animal in these parts.
4. It took us about five hours to reach Kafnu, which is as charming as Kinnaur. Hours later, tired and satisfied, I sat back to think about Pin Valley's treeless cold desert, the great Bhabha Pass, Kinnaur's green alpine meadows and pine forests, all the colourful people I had met on the way .... and so much more !
5. I sat back to appreciate the things that we rarely stop to think about – people, trees , good weather, oxygen and everything else that is so important for us as and yet not given too much importance.

   I moved on, looking forward to the next trek.

TYPE – I SHORT ANSWER QUESTIONS

3.1 Answer the following questions briefly.

1. What for were *gaddis* and their goats present before the author's tent ?
2. What two difficulties were faced by the author ?
3. What made the descent towards Kafnu easier ?
4. Why should Kinnaur be visited in winter ?
5. What is our attitude towards people, trees and weather in general ?
6. What do you think of the author as a person ? Give two character traits.

3.2
1. Find a word in the passage which means the same as 'scented'.
2. Give the noun form of the word 'distract'. (para 2)

Answers

3.1
1. *Gaddis* and their goats were present there to pose for a photograph.
2. The author found it difficult to talk to a *gaddi* at the same time and keep *gaddis* from escaping the frame for the photograph.
3. More oxygen in the atmosphere made the descent towards Kafnu easier.
4. In winter one could spot rare snow leopards and some other wonderful wild animals in Kinnaur.
5. Our attitude towards people, trees and weather is generally passive.
6. The author is a man of adventure and a lover of nature.

3.2 1. fragrant 2. distraction

TYPE – II MULTIPLE CHOICE QUESTIONS

3.1. Choose the option which is correct or most appropriate.

1. It was difficult getting only one to _____.
   (*a*) pose at a time (*b*) talk at a time
   (*c*) keep people away (*d*) keep quiet
2. As the narrator descended towards Kafnu, the views _____.
   (*a*) became boring (*b*) improved
   (*c*) became dull (*d*) became fragrant
3. Despite the load on his back, the narrator felt lighter due to _____.
   (*a*) enough oxygen in the air (*b*) fragrance of woods
   (*c*) warm weather (*d*) the tingly drizzle
4. Kinnaur is undoubtedly the most beautiful place but here the _____.
   (*a*) weather is not good (*b*) people mostly stay indoors
   (*c*) winters are severe (*d*) the snow leopard can be seen there
5. Kafnu is as charming as _____.
   (*a*) the Pin valley (*b*) the Baba Pass
   (*c*) Kinnaur (*d*) any other hill station

3.2. Complete the following statements.

1. As the narrator descended towards Kafnu, he noticed _____.
2. In winter, temperature in Kinnaur can drop to _____.

Answers

3.1. 1. (*b*) 2. (*b*) 3. (*a*) 4. (*c*) 5. (*c*)

3.2. 1. flowers, butterflies, songbirds and fragrance of pine
2. minus 30 degree

4. Read the following passage.

Hair varies widely in type, texture, colour and length between different races and between individuals of the same race. Even on the body of the person, the hair varies ! A single healthy human head carries nothing less than 1,00,000 hairs and grows at the rate of 0.35 millimetres per day. The rate of growth, however, varies with sex and age and grows faster between the ages of 15 and 30. Although hair grows faster when the weather is warm, there is no basis to believe that shaving or cutting quickens hair growth. Should you lose between 50 and 100 hairs per day, there is no need to be alarmed. The loss is normal. The strongest hair is the single strand of Mongoloid hair which has a breaking strain of 160 grams. Hair is also known for its durability. Even after 3000 years, hair on the head of the mummified body of Rameses II of Egypt showed no signs of decay.

Literature all over the world contains references to hair as being second only to eyes as the physical attribute and praised by lovers and writers. One of the most known poems about hair in the English language is the 'Rape of the Lock' by Alexander Pope. The average length to which hair can grow in a lifetime, if left uncut, is 55-70 cms. Though women have longer hair than men, the world record for longest hair is held by a man. He was Swami Pandarasannadhi (of Tamil Nadu, South India) who in 1949 was reported as having hair 26 feet long.

TYPE – I TABLE/SENTENCE COMPLETION

Complete the following table.

Hairs	Characteristics
1. No. of hairs on human body	(*a*) .....
2. Rate of growth of hairs	(*b*) .....
3. Life span of hairs of mummified body	(*c*) .....

Answers

(*a*) About 1,00,000
(*b*) 0.35 millimetres per day
(*c*) 3000 years.

TYPE – II TRUE/FALSE STATEMENTS

Say whether the statements are True or False.

1. Hair dies with the death of man. .....
2. Hairs on the mummies show no decline. .....
3. The world record for longest hair is held by man. .....

Answers

1. False 2. True 3. True

TYPE – III SENTENCE COMPLETION

Complete the following statements.

1. Rate of hair on human head ..... .
2. Hair is known for its ..... .
3. Swami Pandarasannadhi is from ..... .

Answers

1. varies
2. durability
3. Tamil Nadu

TYPE – IV VSAQS

Answer the following questions :

1. Who wrote the 'Rape of the Lock'?
2. Which two parts of human body are generally praised by the poets and writers ?
3. When should a person worry at the loss of hair ?

Answers

1. Alexander Pope wrote the 'Rape of the Lock'.
2. Eyes and hair are the two parts which the poets and writers have most often praised.
3. A person need not worry at the loss of hair if it is 50-100 hairs per day.

Worksheet 1

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

1. Read the following poem carefully :

My Dog Lives on the Sofa

My dog lives on the sofa
That's where he wants to be
He likes to sit there night and day
And watch what's on T.V.
He surfs the channels *constantly*[1]
By chewing the remote
Then watches what he wants to watch
I never get a vote.
He's fond of films with animals
He takes in nature shows
Whenever cat cartoons come on
He always watches those
He loves the pet *commercials*[2] too
And anything with food
Whenever there's a tennis match
To the T.V. he is *glued*[3] !
I got him from the dog pound
He didn't cost a cent
I asked them for a "watch dog,"
But this isn't what I meant !

– Ken Nesbitt

VALUE POINTS

About the poem

It is a humorous poem narrating the habits of the poet's pet dog. The dog likes to sit on the sofa and watch T.V. all the time.

Lines 1-4

The dog loves to sit on the sofa and watch the T.V. day and night.

Lines 5-8

He surfs the channels by chewing the remote and watches channels of his choice.

Lines 9-12

He is fond of films with animals. But he also likes to watch nature shows and cat cartoons.

Lines 13-16

He loves pet commercials and programmes showing food. He likes to watch a tennis match very much.

Lines 17-20

He got his dog from a dog pound free of cost but it was not the kind of dog he wanted.

GLOSSARY

1. constantly : continuously
2. commercials : advertisements the T.V
3. glued : stay very close to

1.1 ***Choose the option which is correct or most appropriate.***

1. Who is the central character in the poem ?
   (*a*) the poet (*b*) the poet's dog
   (*c*) the T.V. (*d*) cat cartoon
2. He manages to surf the channels _____ .
   (*a*) with his feet (*b*) with his teeth
   (*c*) by chewing the remote (*d*) with his tail
3. The dog is particularly fond of _____ .
   (*a*) films with animals (*b*) chewing the remote
   (*c*) nature shows (*d*) cat cartoons
4. The dog remains glued to the T.V. whenever there _____ .
   (*a*) are his pet commercials (*b*) are animal films
   (*c*) is a tennis match (*d*) are cat cartoons
5. The dog didn't cost the poet _____ .
   (*a*) one dollar (*b*) ten cents
   (*c*) a cent (*d*) fifty cents

1.2 1. The synonym of 'got' is _____ .

(*i*) acquired (*ii*) took (*iii*) secured (*iv*) required

2. The antonym of 'loves' is _____ .

Space for Answers

Worksheet 2

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

Reading : Comprehension Passage

2. Read the following passage carefully :

1. Nikumbh describes dyslexia to them and explains that it is not a sign of low intelligence. Every child has different talents. A child's success in school should not be measured only by the marks he gets in different subjects. Nikumbh is quite sure that Ishaan is going to become a great painter.
2. Nikumbh makes up his mind to help Ishaan. One day in class, he brings up the topic of *dyslexia*[1] in class. He tells the children about famous people who were dyslexic. He takes Ishaan to one side and tells him that he too had *experienced*[2] the same difficulties as a child.
3. He shows the school's Principal some of Ishaan's work, and says: "Sir, it is very clear that Ishaan is a very talented and creative artist. Please request the teachers to be patient and understanding with him. I will work with the boy to help him."
4. The Principal gives him permission, and the special teacher starts teaching his special student. He tries to improve Ishaan's reading and writing by using special methods. Ishaan soon starts enjoying his language and mathematics classes. He works hard; his grades improve.
5. Towards the end of the school year Nikumbh organises an art fair for the staff and students. Ishaan, with his amazing style, is declared the winner; Nikumbh, who paints Ishaan's portrait, is the runner-up. Ishaan's painting is used as the cover of the school's yearbook.
6. When Ishaan's parents meet his teachers on the last day of school they are speechless as they meet a 'new' Ishaan - happy and quietly confident ! The teachers are all praise for the special student and his special teacher. They realise that it is Nikumbh who has made this possible.
7. Overcome with emotion, Ishaan's father thanks Nikumbh. As Ishaan is getting into the car to leave with his parents, he runs towards Nikumbh and hugs him. The joy on his face is wonderful to see. He is no longer an *unhappy*[3], frightened and angry little boy. He is now a 'star.'

VALUE POINTS

About the passage

The passage is about the efforts made by a devoted teacher to bring out the hidden potential of a student.

Para 1-2

Dislexia, not a sign of low intelligence. Marks secured in the exam not a test of one's talent Nikumbh, explains, some famous people, also dyslexic.

Para 3-4

Nikumbh shows Ishaan's work to Principal, requests for teachers to be patient and understanding. Principal permits him to guide Ishaan.

Para 5-6

Art fair organised, Ishaan declared winner, his painting, used as cover of school's yearbook. Ishaan's parents grateful to Nikumbh. All teachers praise Ishaan.

Para 7

Ishaan's father thanks Nikumbh. Ishaan hugs his teacher, very happy.

GLOSSARY

1. dyslexia : a slight disorder of brain that causes difficult spelling in reading
2. experienced : faced
3. unhappy : sad

2.1 ***Answer the following questions briefly.***

1. What does Nikumbh tell the Principal ?
2. How does Nikumbh start work ? What is the outcome ?
3. Where does Ishaan win the first prize ?
4. How do Ishaan's parents react when they see a new Ishaan ?
5. How does Ishaan express his thankfulness to Nikumbh ?

2.2 1. The word 'experienced' in para 2 means _____ .

(*i*) realised (*ii*) faced (*iii*) found (*iv*) braved

2. The antonym of 'success' in para 1 is _____ .

Space for Answers

Worksheet 3

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

3. Read the following passage carefully :

The orator understood me very well. He descended from the stage, and *commanded*[1] that several ladders should be put against my side. A hundred of the people climbed up the ladders and walked towards my mouth with baskets full of meat, sent by the Emperor. There were the shoulders and legs of several animals but they were smaller than the wings of a small bird. I ate them two or three at a mouthful, and took three loaves of bread at a time. They supplied me as quickly as they could, showing a thousand marks of wonder and astonishment at my size and *appetite*[2]. I then made another sign that I wanted a drink. They had found by my eating that a small quantity would not be enough for me. So, they drew up one of their largest casks and rolled it towards my hand. I opened the top and drank off the small quantity of wine it contained. It was delicious. They brought me a second cask, which I drank in the same manner, and made signs for more but they had none to give me. When I had *performed*[3] these wonders, they shouted for joy, and danced upon my body, repeating several times as they did at first, *Hekinah degul*.

VALUE POINTS

About the passage

The passage is about Gulliver's encounter with the little men in Jonathan Swift's novel 'Gulliver's Travel's. Finding Gulliver lying unconscious on the sea-shore the little men bind him with ropes. Their chief comes to meet Gulliver.

Para 1

The orator ordered his men, ladders put against Gulliver's body. Little men climbed the ladders put baskets of meat into his mouth. Gulliver ate happily. Wine offered to him, drank two casks. Little men surprised at his appetite.

GLOSSARY

1. commanded : ordered
2. appetite : hunger
3. performed : did

3.1 ***Choose the option which is correct or most appropriate :***

1. Who is 'I" in the passage ?
   (*a*) the orator (*b*) Emperor
   (*c*) the narrator Gulliver (*d*) one little man
2. Baskets of meat were sent for Gulliver by _____ .
   (*a*) the chief (*b*) the orator
   (*c*) the Emperor (*d*) a rich man
3. The little men were wonderstruck to see the size and _____ .
   (*a*) volume of Gulliver (*b*) appetite of Gulliver
   (*c*) excitement of Gulliver (*d*) thirst of Gulliver
4. The wine which the little men gave to Gulliver was _____ .
   (*a*) sweet (*b*) bitter
   (*c*) very delicious (*d*) fresh
5. When Gulliver performed these wonders the little men felt _____ .
   (*a*) very sad (*b*) very happy
   (*c*) very jealous (*d*) very hungry

3.2 1. The synonym of 'supplied' in the passage is _____ .

(*i*) surprised (*ii*) provided (*iii*) offered (*iv*) presented

2. The antonym of 'largest' is _____ .

Space for Answers

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

4. Read the following passage carefully :

1. Dental disease is the most common disease in the world. With proper personal and professional care, you and your children can also keep your teeth healthy and *dazzling*[1] white.
2. Toothbrushing is the best method to remove *plaque*[2] and proper method of brushing can *minimize*[3] the dental diseases. Always use a good toothpaste and a good quality toothbrush with soft bristles and a handle that fits comfortably in your mouth and hand. Truly speaking, you must brush your teeth regularly after every meal and minimum twice a day, especially at night before going to bed. Brush must be changed when bristles get curled off.
3. Your child should start brushing soon after the first tooth appears in the oral cavity. *Rinsing*[4] with plain water should be done after anything you eat. Massage your gums with your fingers after brushing and gently brush your tongue also.
4. A balanced diet throughout life is necessary for dental health. You must finish your food with self cleansing fibrous or rough food such as salad and fruits. Do not eat sweets or sticky food such as chocolates, candies, cakes, etc. between meals, as bacteria love sugar and destroy the tooth substances.
5. Mouth breathing, thumb sucking, nail biting, pencil biting, tongue thrusting are bad habits and discourage your children to do these. Milk teeth are equally important. Take care of them. Get your missing teeth replaced by *artificial*[5] teeth. If accidentally your tooth breaks or comes out of socket, wrap it in a wet cloth and rush to your dentist. In many cases, it is possible to reattach the tooth in socket.

VALUE POINTS

About the passage

The passage is about the dental care and how to avoid tooth decay.

Para 1

- proper personal and professional care can keep your teeth healthy.

Para 2

- brushing teeth after every meal can minimize dental diseases ; use of good toothbrush.

Para 3

- brushing the teeth to start early on appearance of the first tooth, massage the gums.

Para 4

- balanced diet and avoiding sweets essential.

Para 5

- some suggestions : avoid bad habits, have early replacement of decayed tooth.

GLOSSARY

1. dazzling : shining brightly
2. plaque : a soft substance that forms on the teeth and encourages the growth of harmful bacteria
3. minimize : reduce the intensity
4. rinsing : washing it with clean water
5. artificial : unnatural, false

4.1 ***Answer the questions briefly :***

1. How can our teeth be kept healthy and shining ?
2. How can dental diseases be minimized ?
3. What kind of brush should be used for cleaning teeth ?
4. When should a child start brushing teeth ?
5. What are considered bad habits to have healthy teeth ?

4.2 1. Do not eat sweets or sticky food such as candies _____ meals.

2. A balanced diet is very necessary for dental health. (True/False)

Space for Answers

Worksheet 5

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐
Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
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Marks OBT. ☐

5. Read the following passage carefully :

1. Amputating (cutting off) the beaks of chickens is a common practice in the poultry industry. It is done to prevent the chickens from pecking each other. This process is called "Debeaking". Techniques of debeaking *vary*[1], but in the UK it is performed on chicks when they are a few days old and usually involves amputating one third of the upper part of the beak with a heated blade. The poultry industry has always *assumed*[2] that chickens quickly recover, but evidence presented at the International Ornithological Congress in New Zealand suggests otherwise. Dr Michael Gentle of the Institute of Animal Physiology and Genetics Research in Edinburgh, has shown that chickens can feel *chronic*[3] pain weeks, and sometimes even months after the operation.

2. Chickens have pain receptors in their beaks and so slicing their beaks off with a hot knife must hurt them, what Dr. Gentle has found is that the pain may be delayed as is the case with human burn victims. "The chickens are not in pain initially but 24 hours later they show clear pain-related behaviour." After the beak is amputated, the remaining stump may take two to four weeks to heal. But even then, pain may continue : the damaged nerves still grow, and may be abnormally and *spontaneously*[4] active. Even two months later, the stump is usually sensitive to touch and temperature changes.

3. The habit of pecking each other doesn't necessarily start off as aggressive behaviour-it may simply be a substitute for pecking at litter – but it can quickly *escalate*[5] once. One bird is injured, and sometimes leads to the death of weaker birds. But is debeaking really the solution ? A very preliminary survey found that debeaking conditions should be removed. A more sensible solution than debeaking should be adopted.

VALUE POINTS

About the passage

It is about the need to change debeaking conditions of chickens.

Para 1

debeaking performed to prevent chickens from pecking each other. Pain continues for some weeks.

Para 2

stump takes two to four weeks to heal after amputation.

Para 3

pecking in chickens not necessarily a sign of aggressive behaviour

GLOSSARY

1. vary : differ
2. assumed : taken to be true
3. chronic : lasting long
4. spontaneously : effortlessly
5. escalate : increase in intensity

5.1 ***Complete the following statements :***

1. Debeaking is performed on chickens to _____ .
2. Debeaking involves cutting one third of the upper part of the beak with _____ .
3. Slicing the beak off with a hot knife does _____ .
4. After the amputation, the remaining stump takes some time _____ .
5. Even after two months of the amputation operation the stump is _____ .

5.2

1. The word 'evidence' in para 1 means _____ .
   (*i*) clear (*ii*) frank (*iii*) proof (*iv*) witness
2. The antonym of 'quickly' in para 1 is _____ .

Space for Answers

Worksheet 6

Date

Name

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Marks OBT.

Reading : Comprehension Passage

6. Read the following poem carefully :

Earth Day

I am the Earth
And the Earth is me.
Each blade of grass,
Each honey tree,
Each *bit*[1] of mud, 5
And stick and stone
Is *blood and muscle*[2],
Skin and bone.
And just as I
Need every bit 10
Of me to make
My body fit,
So Earth needs
Grass and stone and tree
And things that grow here 15
Naturally.
That's why we
Celebrate this day.
That's why across
The world we say : 20
As long as life,
As dear, as free,
I am the Earth
And the Earth is me.

– Jane Yolen

VALUE POINTS

About the poem

The poet celebrates the Earth Day that generally falls on 22nd April. Identifying himself with the earth, the poet feels each organism of the earth as his own part of the body.

Lines 1-8

Every atom of the earth belongs to the speaker (the poet) who considers himself in distinguishable from the earth and its objects.

Lines 9-16

The poet feels that his own needs are similar to those of the earth. Every thing that grows on the earth needs proper environment and nourishment for its growth

Lines 17-24

The Earth Day is celebrated across the world to bring about awareness about keeping environment clean so that life moves smoothly on the earth.

GLOSSARY

1. bit : small piece
2. blood and muscle : full of nourishing substance

6.1 ***Choose the option which is correct or most appropriate.***

1. Who is the speaker here ?
   (*a*) earth (*b*) poet
   (*c*) child (*d*) tree
2. The Earth Day is celebrated _____ .
   (*a*) only in India (*b*) across the world
   (*c*) in Africa (*d*) in Asia

3. The parts of human body are identified with _____ .
   (*a*) stars (*b*) sun
   (*c*) sticks and stones (*d*) mountains
4. In which month is the Earth Day celebrated ?
   (*a*) June (*b*) April
   (*c*) August (*d*) January
5. What does the earth need for its growth ?
   (*a*) grass (*b*) trees
   (*c*) stone (*d*) every thing that grows on it.

6.2 1. Each blade of grass is like blood _____ .(complete the statement)

2. Everything in nature needs proper environment for its growth (True / False).

Space for Answers

Worksheet 7

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐
Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
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Marks OBT. ☐

7. Read the following passage carefully :

1. Kathakali, a dance form, *native*[1] to Kerala in South India literally means 'story play'. It is a classical dance drama, colourful and dramatic in content and character. This art form is 300 years old. Most of its elements and choreography have been influenced by a 9th century art form of Kerala called Koodiyattam, recently recognized by the UNESCO as a heritage art form.
2. Surprisingly for a dance drama form, the Kathakali dancers do not speak a word. A group of narrators recites the story in the form of a song, and the dancers interpret the narrative live with hand gestures called mudras combined with facial expressions and eye movements.
3. There are at least 700 mudras combined in 24 different ways. The best dancers can move the eye balls in 17 ways. There are eight ways to move the eyebrows and eight for the eyelids. It is surprising how they manage it. Till recently Kathakali was danced only by men, men also enacted a female role with elegance[2] and charm.
4. The dancers take-up four to five hours before the play to paint their lips, eyebrows and eyelashes, all characters having their prescribed make-up.
5. The colours used suggest the temperament and mood of the characters – green for good, red for valour and ferocity[3], black for evil and primitiveness, yellow for wonder and white for purity. The dancer's eyes are elongated with black kajal. Whereas previously they were performed on open platforms, they are now enacted in the auditoriums. Undoubtedly, this Indian ballet has its own charm.

VALUE POINTS

About the passage

Kathakali, a classical dance drama, is colourful and dramatic in content and character. Dancers tell stories through gestures, movement of lips and eyebrows.

Para 1

native to Kerala, 300 years old art form recognized by the UNESCO as a heritage form.

Para 2

a dance form in which dancers use different mudras to tell a story.

Para 3-4

about 700 mudras, mostly men dancers playing even female roles, heavy make-up time-consuming

Para 5

different colours representing different moods, previously performed in the open, but now also in auditoriums

GLOSSARY

1. native : connected with a particular place
2. elegance : grace
3. ferocity : violence

7.1 ***Choose the most appropriate option out of the following :***

1. Kathakali depends much on the skilful use of _____ .
   (*a*) dancer's voice
   (*b*) mudras, expressions and eye movements
   (*c*) make-up
   (*d*) music
2. Kathakali is mostly played by _____ .
   (*a*) men (*b*) women
   (*c*) both by men and women (*d*) children
3. Which colour will be chosen by a Kathakali dancer to enact the role of a devil ?
   (*a*) red (*b*) black
   (*c*) red and black (*d*) green
4. In ancient times Kathakali was performed _____ .
   (*a*) in palaces (*b*) on open platforms
   (*c*) in theatres (*d*) in homes

5. Kathakali is dominated by _____ .

(*a*) women (*b*) young girls

(*c*) men (*d*) young boys and girls

7.2 1. The synonym of 'surprisingly' in para 2 is _____ .

(*i*) wonderfully (*ii*) astonishingly (*iii*) interestingly (*iv*) shockingly

2. The antonym of 'colourful' in para 1 is _____ .

Space for Answers

Worksheet 8

Reading : **Comprehension Passage**

Date ☐☐ ☐☐ ☐☐☐☐
Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
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Marks OBT. ☐

8. Read the passage given below and complete the sentences that follow.

1. The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. The work done at the morning is generally well done. In many cases, the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has *plenty*[1] of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hours when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a sound night's rest, rises early next morning in good health and spirits for the labours of a new day.

2. It is very clear that such a life as this, is far more *conducive to*[2] the man who *shortens*[3] his working hours by rising late. He can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late must if he wishes to do a full day's work go on working to a correspondingly late hour, and deny himself the hour or two of evening rest that he ought to take for the benefit of his health. But in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

VALUE POINTS

About the passage

The early riser has more energy and time over the late riser. He can do his work leisurely and thoroughly and is never in a hurry.

Para 1

Early rising gives a good start to day's work, and has ample time for exercise to build stamina for doing work leisurely and thoroughly.

Para 2

Early riser has an edge over late riser who has to rush through work. He can achieve more success and efficiency over the late riser.

GLOSSARY

1. plenty : a lot of
2. conducive to : making it easy to happen
3. shortens : cut shorts

8.1 *Complete the given statements :*

1. A day gets a good start if _____ .
2. The work done in the morning is normally well done because _____ .
3. Late rising is not good because _____ .
4. Late working is discouraged as _____ .
5. Sleep is considered most refreshing if one goes to bed _____ .

8.2 1. Find out the word in the passage which has the same meaning as 'benefit'.

2. Find out the antonym of the word 'advantage' in para 1 _____ .

(*i*) misadvantage

(*ii*) disadvantage

(*iii*) advantageous

(*iv*) loss

Space for Answers

Worksheet 9

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

9. Read the following passage carefully :

1. Walking is one of the most relaxing, refreshing and *enlivening*[1] form of exercise which reaps numerous physical, emotional and psychological benefits. Its numerous health benefits range from keeping one's heart in a healthy shape to reducing the risk to medical conditions like high-blood pressure and diabetes, from reducing stress and *depression*[2] to helping you sleep better and lose weight effectively.
2. Walking (especially brisk walking) increases the body's demand for oxygen and trains the heart, lungs and muscles to work more efficiently. Walking is an inexpensive workout for your entire body which results in good toning and trimming and also improves your mental ability to make decisions, solve problems, and focus. Even small duration of walking, like a 15-minute walk, can increase your brain power. Studies show that walking 150 minutes per week and losing just 7 per cent of your body weight (12-15 pounds) can reduce your risk of diabetes by 58 per cent and as little as a half hour a day, or three hours a week, is associated with decreased risk of heart disease.
3. Another favourable aspect of walking is that it is a *versatile*[3] form of exercise that can be done indoors (on a treadmill) or outdoors, and you can even tailor the intensity of your exercise based upon your individual abilities, goals and medical concerns.
4. Walking enables us to workout at a steady and consistent pace, an important requirement to allow the fat to burn effectively. Many other activities such as tennis, soccer, hockey or basketball require great bursts of energy for a short duration with in-between regular periods requiring only an easy pace. This type of exercising allows the body to "switch gear" back to utilising carbohydrates as fuel.

VALUE POINTS

About the passage

Walking is an inexpensive workout for the body. It keeps heart healthy, reduces the risk of high-blood pressure and diabetes, lowers stress and helps in sleeping better and losing weight.

Para 1

Several benefits of walking - physical, emotional and psychological, reduces risk of high-blood pressure, diabetes, and obesity

Para 2

helps effective functioning of heart, lungs, and other muscles, increases brain power, reduces risk of diabetes and heart disease.

Para 3

a versatile form of exercise, can be taken indoor and outdoor

Para 4

useful in between some games, utilizes carbohydrates as fuel

GLOSSARY

1. enlivening : making more interesting
2. depression : the state of being sad and without hope
3. versatile : having various uses

9.1 ***Choose the correct options :***

1. Walking is the most relaxing and refreshing _____ .
   (*a*) pastime (*b*) exercise
   (*c*) habit (*d*) hobby
2. Walking reduces stress and _____ .
   (*a*) repression (*b*) suppression
   (*c*) depression (*d*) compression
3. Brisk walking trains the heart and muscles to function more _____ .
   (*a*) seriously (*b*) slowly
   (*c*) efficiently (*d*) realistically

4. Walking at a steady pace, allows the fat to burn _____ .
   (*a*) slowly (*b*) effectively
   (*c*) regularly (*d*) completely
5. The above passage is about _____ .
   (*a*) benefits of walking (*b*) regular walking
   (*c*) occasional walking (*d*) slow walking

9.2 ***Complete the sentence :***

1. Walking is a versatile form of exercise which can _____ .
2. Walking improves the functioning of the heart, lungs and muscles. (True/False)

9.3 1. The synonym of 'benefits' in para 1 is _____ .
   (*i*) advances (*ii*) advantages (*iii*) disadvantages (*iv*) usages
2. The antonym of word 'important' in para 4 is _____ .

Space for Answers

Worksheet 10

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

10. Read the following passage carefully :

1. Next to water, tea is the most commonly consumed beverage in the world. This is good news because tea offers important health benefits. Its benefits were first discovered by the Chinese Emperor Shen Nung who declared that it gave one vigour of body, contentment of mind and determination of purpose. Today there is ample proof that tea, in its many forms, possesses a number of health benefits – from supporting the *immune*[1] system to reducing the risk of cancer to helping prevent tooth decay.

2. What makes tea such a healthy drink ? The star compounds are called catechins. These are antioxidants that help prevent cell damage by harmful *molecules*[2] called free radicals.

3. Tea can be black, green and red and is derived from a warm-weather evergreen tree known as Camelia Sinensis. The more processing tea leaves undergo, the darker they become. Green tea is the least processed tea. It is simply steamed quickly and offers the maximum healing powers because it isn't *fermented*[3]. It also helps prevent tooth decay and aids weight loss.

VALUE POINTS

About the passage

Tea, the most commonly used beverage, has many health benefits, having many antioxidants.

Para 1

Many health benefits – vigour of body and determination of purpose.

Para 2

tea a healthy drink, contains many antioxidants.

Para 3

Varieties of tea available–green tea, the least processed –useful

GLOSSARY

1. immune : unaffected by illness
2. molecules : the smallest units of atoms
3. fermented : a chemical change in a drink

10.1 ***Complete the following statements :***

1. The most commonly consumed beverage in the world is _____ .
2. Benefits of tea were first discovered by _____ .
3. Tea turns out to be a healthy drink due to the presence of _____ .
4. Green tea offers maximum healing powers because it is _____ .
5. Camelia Sinensis is the name of a _____ .
6. Tea is said to support our _____ .

10.2

1. Find out a word in the passage that means 'a drink' (para 1).
2. The antonym of word harmful in para 2 is _____ .
   (*i*) useless
   (*ii*) beneficial
   (*iii*) neutral
   (*iv*) useful

Space for Answers

Worksheet 11

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

11. Read the following 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 has 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

Line 6 - 12

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

Para 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)

11.1 ***On the basis of your reading of the above poem complete the following summary filling in each blank with one word only.***

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 lotus or the sun. It does not long for any praise or recognition. It knows that everything has its own place or value.

11.2 (*i*) The word 'brilliance' in line 1 has the same meaning as

(*a*) intelligence (*b*) dullness
(*c*) wit (*d*) brightness

(*ii*) The word censure in line 8 is opposite in meaning to _____ .

(*a*) criticise (*b*) castigate
(*c*) admire (*d*) downplay

Space for Answers

Worksheet 12

Reading : Comprehension Passage

Date

Name

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Marks OBT.

12. Read the following passage carefully :

1. When Antonio and Bassanio went to Shylock to borrow the money, he *pretended*[1] to be very glad to help Antonio. In reality, he hated him. He was willing to lend him the money for three months, free of interest. But he would like him to sign a bond. If he failed to pay the money back by that day, Shylock could cut off a pound of Antonio's flesh from nearest his heart.

2. It was a risky bond. But Antonio signed it for the sake of his friend. Bassanio grew angry when he heard this. He begged Antonio not to risk his life for his sake but Antonio was sure his ships would come back before the date mentioned in the bond. As soon as the bond was signed and the money taken, Bassanio left for Belmont.

3. A letter came from Antonio bringing unhappy news. He wrote, "Dear Bassanio, my ships haven't arrived at port. The day of repayment is past. The Jew has filed a suit against me, claiming the penalty of a pound of flesh. Before I die, I want to see you and bid you farewell."

VALUE POINTS

About the passage

It tells us how Antonio borrowed money from Shylock risking his life.

Para 1

Antonio and Bassanio went to Shylock for money. Shylock wanted Antonio to sign a bond.

Para 2

Antonio signed the dangerous bond.

Para 3

A bad news for Bassanio; Antonio, unable to pay back the loan, faced certain death.

GLOSSARY

1. pretended : behaved in a way to give false impression.

12.1 *Complete the following statements.*

1. Shylock did not really want _____ .
2. Antonio signed the risky bond to _____ .
3. Bassanio got the money and _____ .
4. Shylock insisted on the _____ .
5. Antonio wanted Bassanio to come back as _____ .
6. The bond which shylock wanted Antonio to sign was _____ .

12.2 1. The synonym of word 'bid' in para 3 is _____ .

(*i*) ask (*ii*) beg (*iii*) say (*iv*) tell

2. The antonym of word 'failed' in para 1 is _____ .

Space for Answers

Worksheet 13

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

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Marks OBT. ☐

13. Read the following passage carefully :

1. When Galileo grew older, his father wanted him to be a doctor so he sent him to a university to study medicine. Many of Galileo's *ancestors*[1] were doctors, so he was expected to follow in their footsteps. In 1581, he joined the University of Pisa as a medical student.

2. At the university, a friend, Ostilio Ricci, changed the course of Galileo's life by introducing him to Mathematics. Galileo realized that he didn't really enjoy studying medicine. He now wanted to study Mathematics and Astronomy. So he left the medical school and became a mathematician instead.

3. When he was seventeen, Galileo noticed a lamp swinging overhead in a *cathedral*[2] in Pisa. In those days lamps were hung by long rods from the ceiling. *Curious*[3] to find out how long it took the lamp to swing back and forth, he used his pulse to time the long and short swings. Galileo discovered something that no one else had ever realized. Whether long or short, each swing took exactly the same time. This discovery was found useful for making and running clocks. Galileo became famous and was soon the Head of the Department of Mathematics at the university.

4. In his spare time too Galileo liked to do various things. He experimented with all sorts of different things. He put water into a glass bulb and noticed that the level of the water rose if the glass was heated and fell as it cooled down. He had invented the first-ever thermometer !

VALUE POINTS

About the passage

It is about Galileo, the great discoverer of telescope, his interest in Maths and Astronomy, and his keen sense of observation.

Para 1

Galileo's ancestors being doctors, he also joined the university as a medical student.

Para 2

Not much interested in medicine, became a mathematician.

Para 3

discovered how the long and short swings of the lamp took equal time; discovery useful for making clocks

Para 4

His observation led to the, his invention of thermometer.

GLOSSARY

1. ancestors : forefathers
2. cathedral : the main church of a district
3. curious : eager

13.1 ***Choose the most appropriate options out of the given ones :***

1. Galileo was sent to the university of Pisa to study _____ .
   (*a*) Mathematics (*b*) Chemistry
   (*c*) Medicine (*d*) Philosophy

2. At the university Galileo became more interested in the study of Mathematics and _____ .
   (*a*) Astrology (*b*) Astronomy
   (*c*) Physics (*d*) Occult

3. At seventeen Galileo used his pulse to time the long and short _____ of the lamp.
   (*a*) swings (*b*) movements
   (*c*) ascending (*d*) descending

4. Galileo discovered that each swing of the lamp took exactly _____ .
   (*a*) four minutes (*b*) eight minutes
   (*c*) the same time (*d*) nearly the same time

5. Galileo's discovery proved very useful for making and running _____ .
   (*a*) watches (*b*) clocks
   (*c*) thermometers (*d*) glass bulb

13.2 1. The synonym of word 'course' in para 2 is _____ .
   (*i*) direction (*ii*) path (*iii*) syllabus (*iv*) route

2. The antonym of word 'rose' in para 4 is _____ .

Space for Answers

Worksheet 14

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐
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Marks OBT. ☐

14. Read the following passage carefully :

1. Now my brother became much gentler towards me. Several times when he found reason to scold me he did it without losing his temper. My independence grew. I started imagining that I'd pass next time whether I studied or not. I found a new pleasure in flying kites and now spent more time on the field. Still, I was *conscious*[1] of my manners with my brother and *concealed*[2] my kite-flying from him. In preparation for the kite tournament I was secretly busy solving such problems as how best to get the string and how to apply the paste mixed with ground glass to it to cut the other kites off their strings.

2. One day, far from the hostel, I was running down the road trying to grab hold of a kite. My eyes were on the heavens and that high-flying traveller in the skies. A whole army of boys were racing to welcome it with long, thick bamboo rods. Nobody was aware who was in front or behind him.

3. Suddenly I collided with my brother, who was probably coming back from the market. He grabbed my hand and said angrily, "Aren't you ashamed of running after a one paisa kite ? Have you forgotten that you are in grade eight now, one behind me. A man's got to have some regard for his position. There was a time when by passing the eighth grade people became assistant revenue collectors, first degree deputy magistrates or superintendents."

VALUE POINTS

About the passage

It is about the narrator's love for flying kites and his being scolded by his elder brother for wasting time on such sports.

Para 1

the narrator's new-found pleasure in flying kites, his preparation for the kite tournament.

Para 2

the narrator madly running down the road to catch the flying kite.

Para 3

the narrator suddenly caught by his elder brother and scolded and asked to mind his studies.

GLOSSARY

1. conscious : aware
2. concealed : hid

14.1 ***Choose the most appropriate options out of the given ones :***

1. The narrator's elder brother had _____ temperament.
   (*a*) cool (*b*) hot
   (*c*) haughty (*d*) gentle
2. What did the narrator think about his studies ? He thought that he would _____.
   (*a*) fail (*b*) pass easily
   (*c*) copy in the exam (*d*) not take test
3. The boys were trying to catch the kite with _____ .
   (*a*) stone tied to string (*b*) bamboo rods
   (*c*) iron wires (*d*) bow and arrows
4. The narrator's elder brother was in grade _____ .
   (*a*) 10 (*b*) 7
   (*c*) 8 (*d*) 9

5. The narrator's elder brother spoke in an _____ tone.

(*a*) gentle (*b*) polite

(*c*) ironic (*d*) angry

14.2 1. The narrator very cleverly concealed his _____ from his brother. (complete the sentence)

2. The narrator's brother lost his temper and scolded him (True/False).

Space for Answers

Worksheet 15

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

15. Read the following passage carefully :

1. There can be no life without water. Every living thing–plants, animals and people–must have water to live. Every living thing consists mostly of water. Our body is about two–thirds of water. A chicken is about three-fourths water and a pineapple is about four-fifths water.

2. Water helps in *preventing*[1] the earth's climate from getting too hot or too cold. Every plant, animal and human being needs water to stay alive. This is because all the life processes, from taking in food to getting rid of wastes, require water.

3. When we take in food substances, water helps to *dissolve*[2] and carry them to all parts of the body. These food substances turn into energy which is only possible with the help of water. Finally, we need water to carry away waste products. But we also need water for our daily use. We need water in our homes to brush our teeth, cook food, to wash dishes. We require water for cleaning, cooking, bathing and carrying away waste. People in villages draw water from the wells.

4. Water is also used for irrigation. It helps the plants to grow. They take in water through their roots. Farmers need great quantities of water to irrigate their land. Irrigation is the process of supplying water to the land or crops.

VALUE POINTS

About the passage

The passage is about the importance and benefits of water in daily life.

Para 1

Every living thing depends upon water.

Para 2

Water keeps the climate temperate; all life processes need water.

Para 3

Water turns food into energy. We need water for our daily chores.

Para 4

Water is used for irrigation. Farmers need water for their crops.

GLOSSARY

1. preventing : stopping/ checking
2. dissolve : mix (them) together

15.1 ***Choose the option which is correct or most appropriate.***

1. Water is present in _____ .
   (*a*) a human (*b*) a chicken
   (*c*) a pineapple (*d*) everybody
2. Without water everybody/everything will _____ .
   (*a*) survive (*b*) die
   (*c*) wither away (*d*) decay
3. Water is needed in great quantity for _____ .
   (*a*) cooking (*b*) cleaning
   (*c*) irrigation (*d*) bathing
4. The synonym for the word 'require' in para 2 is _____ .
   (*a*) need (*b*) desire
   (*c*) take (*d*) supply

5. The adjective form of 'waste' is _____ .

(*a*) wastage (*b*) wasteful

(*c*) wasting (*d*) wastefully

15.2 1. Life cannot exist _____ (complete the sentence).

2. Farmers require great quantities of water to irrigate their fields. (True/False)

3. Plants, animals and humans need water to remain alive. (True/False)

Space for Answers

Worksheet 16

Reading : Comprehension Passage

Date

Name

Class & Sec.

Roll No.

Marks OBT.

16. Read the following passage carefully :

1. Kite-flying was then the sport of kings. The old man remembered how the Nawab himself would come down to the river-bank with his retinue to join in this noble pastime. In those days there was time to spend an idle hour with a *gay*[1], dancing strip of paper. Now everyone hurried, hurried in a heat of hope, and delicate things like kites and day dreams were trampled underfoot.

2. Mahmood, the kite-maker, had been well-known throughout the city in the prime of his life. Some of his more *elaborate*[2] kites sold for as much as three or four rupees. At the request of the Nawab, he had once made a very special kind of kite, unlike any that had been seen in the district. It consisted of a series of small, very light paper discs, trailing on a thin bamboo frame. To the extremity of each disc he tied a sprig of grass for balance. The surface of the foremost disc was slightly convex, and a fantastic face was painted on it, with the two eyes made of small mirrors. The discs, decreasing in size from head to tail, gave the kite the appearance of a crawling serpent. It required great skill to raise this cumbersome device from the ground, and only Mahmood could manage it.

3. Everyone had, of course, heard of the 'dragon kite' that Mahmood had built, and word went round that it possessed supernatural powers. A large crowd *assembled*[3] on the maidan to watch its first public launching in the presence of the Nawab. At the first attempt it did not *budge*[4] from the ground. The discs made a *plaintive*[5], protesting sound, and the sun was trapped in the little mirrors, making the kite a living complaining creature.

VALUE POINTS

About the passage

It is about Mahmood and his skills in making kites and kite-flying

Para 1

Sport of kings, people had time to spend on kite-flying. Now everyone in a hurry.

Para 2

The kite-maker, once famous, made special kite, fantastic face, for two eyes small mirrors, looked like a serpent.

Para 3

Dragon kite, crowd gathered, public launching, made a protesting sound

GLOSSARY

1. gay	: happy
2. elaborate	: very big
3. assembled	: gathered
4. budge	: move
5. plaintive	: sad

16.1 ***Answer the given questions very briefly :***

1. What used to be the favourite game of kings in the past ?
2. What change is noticeable in the pastime of the people ?
3. What was Mahmood known for ?
4. Who asked Mahmood to make a special kind of kite ?
5. Which skill of Mahmood is highlighted here ?
6. What was special about the 'dragon kite' ?

16.2 1. People now have no time to spend with a dancing _____ (Complete the sentence).

2. Very few people came to watch the first public launching of the dragon-kite. (True/False).

Space for Answers

SECTION-B Writing

PART - I
SHORT COMPOSITION

- Notice
- Diary Entry
- Paragraph

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. The description of event, process and narrative should be clear and concise. The writing task must :

- express ideas in grammatically correct English
- use an appropriate style
- present ideas in a logical manner

Section - B

Writing

INTRODUCTION

Writing is an important aspect of communication. It is a creative art which can be developed with practice. It requires a keen observation and systematic thinking to be a good writer. But alongwith these two qualities one must have a rich vocabulary and a good command over language. Reading good books, journals and newspapers and browsing the Net can equip one with a lot of information and ideas on many topics.

GUIDELINES FOR EFFECTIVE WRITING SKILLS

1. COLLECTION OF MATERIAL

You cannot write a composition of any kind unless you have got the material. To collect the material is most essential. You should begin by writing down, in the form of notes, all your ideas on the given topic. You can get such ideas by putting to yourself a number of questions about the subject. Then you can consult your teacher, or browse the Net. A visit to a library may prove to be useful in collecting relevant material.

2. ARRANGEMENT OF MATERIAL

The next step is to arrange your ideas in proper sequence. You must look carefully through the facts and make up your mind as to what are to be the most significant divisions of your subject.

3. OUTLINE

Before attempting to write on any topic, you should frame a brief outline of the main heads under which you will arrange your ideas. It should be revised and improved upon. Some of the facts that appear unnecessary should be crossed out and new facts that occur to you may be inserted. Take care that each idea really belongs to the topic under discussion.

4. PLANNING

Make a clear framework of your composition. The plan of your arguments must be clear. First comes the introduction; then the points in favour of the proposition followed by turning point indicated by such words as '*but*', '*however*', and '*on the other hand*'. Argue your case with proper emphasis, making use of facts, figures and statistics.

1. NOTICE

A notice is a short piece of writing. Its purpose is to give important information to concerned individuals and institutions. It is usually used to announce events and functions, to extend invitations, to issue public instructions or to announce births and deaths. Notice-writing shows a student's ability in expressing himself in clear and correct English. The notice is meant to be pasted or preferably pinned to the noticeboard.

Main Points

A notice will usually have the following points :

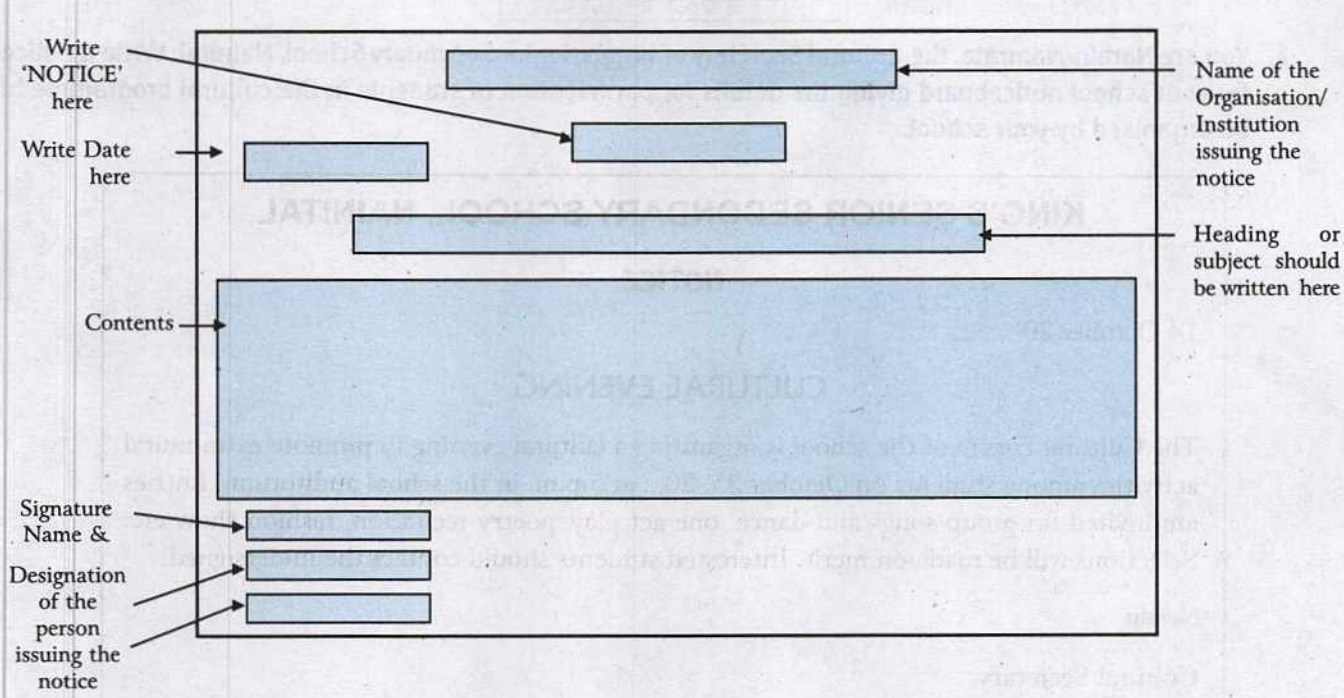
- Name of the organisation issuing the notice
- Date of issuing the notice
- The word 'Notice'
- Heading
- Contents : the message or information to be given
- Signature, name and designation

Meetings	Events	Tours/Camps	Lost / Found
Date, time, place of the meeting	Event	Tour / Camp	Article lost/found
Who is invited ?	Date, time, place	Duration	Date, time or place when the article was lost/ found
Purpose / Agenda	Who can participate ?	Participation	Give details of the article lost
Who is to attend ?	Last date of giving names	Places to be visited	Whom to contact, when and where
	Contact person	Amount to be deposited (tour)	

Guidelines

- Keep in mind the format.
- Stick to the word limit.
- Give only important details.
- Put the notice in a box.

FORMAT OF A NOTICE



SAMPLE NOTICE

You are Sudha/Sagar, Secretary Science Club of your school, St. Joseph's Convent School, Meerut. Inform the students that Guru Nanak Public Library is organising a science book fair. Invent details.

ST. JOSEPH'S CONVENT SCHOOL, MEERUT ← Name of the Institution

The word 'Notice' → **NOTICE**

Date → 20 June 20 .....

BOOK FAIR ← Heading

Contents → Guru Nanak Public Library on the Cool Road is organising a Science Book Fair from 25 June 20.... to 30 June 20.... All the leading publishers of science books are setting up their stalls. The science students may visit the library and avail of the golden opportunity to buy useful books.

Name → Sudha

Designation → Secretary, Science Club

SOLVED EXAMPLES

1. You are Narain/Namrata, the Cultural Secretary of King's Senior Secondary School, Nainital. Write a notice for your school noticeboard giving the details for participation of students in the cultural programme to be organised by your school.

KING'S SENIOR SECONDARY SCHOOL, NAINITAL

NOTICE

14 October 20 .....

CULTURAL EVENING

The Cultural Forum of the school is organising a cultural evening to promote extra-mural activities among students on October 25, 20... at 5 p.m. in the school auditorium. Entries are invited for group songs and dance, one act play, poetry recitation, fashion show etc. Selections will be made on merit. Interested students should contact the undersigned.

Narain

Cultural Secretary

2. You are Karan/Kavita. Head Boy/Girl of Govt. Higher Secondary School, Amritsar. Draft a notice announcing a picnic to Nangal and Bhakra Dam, asking the students to give their names in a week.

GOVT. HIGHER SECONDARY SCHOOL, AMRITSAR

NOTICE

4 July 20 .....

PICNIC TO NANGAL & BHAKRA DAM

Our school is organising a picnic to Nangal and Bhakra Dam on 16th July 20..... Those who are interested to join should give their names to the undersigned and deposit ₹ 300/- per participant by 10th July. The touring party will leave by a deluxe bus and return the same day by 9 p.m.

Karan

Head Boy

Worksheet 1

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Notice

1. **You are Suman/Sumit of class VI. You have lost a library book issued in your name. Draft a notice giving full details of the book, time and place. etc.**

HINTS
- library book
- Discovery of India
- lost in the canteen
- the undersigned available in Room 10 in recess
- treat promised

Space for Answer

2. **You are Mohit/Manish of A.B. Public School. As Secretary, Social Club of your school, draft a notice about a Blood Donation Camp being organised in the school, requesting the students to donate blood to save precious lives. (word limit 50)**

HINTS
- Blood Donation Camp
- date, time, place
- inauguration by the Principal

Space for Answer

3. **Draft a suitable notice for your school noticeboard informing the students about the Magic Show being organised by your school in aid of victims of floods in Bihar. You are Neha/Naman, School Pupil leader, Model School, Secundrabad (word limit 50 words)**

HINTS

- Magic show
- date, time, place
- proceeds to go to Bihar CM Flood Donation Fund

Space for Answer

Worksheet 2

Writing : Notice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

4. You are Aarav/Saanvi of class VI-B. You have lost your wallet while playing during the recess. Draft a notice and put your notice in the box.

HINTS
- wallet lost
- place where lost
- treat assured

Space for Answer

5. You are Balwinder/Bhawna of class VI. You found a wrist watch in the school ground. Write a notice inviting its rightful owner to furnish details to collect it from you.

HINTS
- wrist watch found
- place where found
- claimant, to give details.

Space for Answer

6. **You are Navrahi, the Head Boy of your school. The school is going to start the 'Young Writers' Club'. Put up a notice for the students of classes VI-VIII inviting the interested students to attend the first meeting of the club. Invent other details. Put the notice in a box.**

HINTS

- event
- date, time, place
- invitation extended to the students

Worksheet 3

Writing : Notice

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

7. You are Rohit/Puja, the Secretary of the Health Club of your school. Write a notice informing the students that no fast food will be served in the school canteen from immediate effect. Put the notice in the box.

HINTS
- no fast food allowed
- canteen contractor informed
- nutritious food to be served

Space for Answer

8. Write a notice requesting the students to keep the school premises clean and not to throw waste papers here and there. Ask them to join Swachh Bharat Abhiyan. You are Suman/Madan, Head Boy/Girl of A. N. Secondary School, Mansa.

HINTS
- students to keep school premises clean
- no littering, no defacing
- heavy fine

Space for Answer

9. **You are student editor of your school magazine. The Editor-in-Chief has asked you to prepare a notice to be put up on the noticeboard requesting the students to submit their stories, essays, poems etc. for the school magazine. Write the notice in a box.**

HINTS

- school magazine
- contribute stories, essays poems, etc.
- the best contributor to be rewarded

Space for Answer

2. DIARY ENTRY

Diary writing may not be very popular these days, yet some persons do use it to express their personal feelings, their views, especially their reactions to whatever is taking place around them. Sentiments which they hesitate to express publicly, they express in their diaries. Many great persons who have used diary writing have shed light on important political and social happenings of their times. Anne Frank's Diary addressed to Kitty is one such example.

When you write a diary entry, you should keep these points in view :

1. Mention date, day and time.
2. Give a suitable heading.
3. Be candid and truthful.
4. Write in an informal style.
5. Do not address it to anybody.
6. Keep the tone intimate.
7. Stick to the word limit.

Besides these general guidelines there are certain rules of diary writing. Do observe them.

- Make your diary entry as interesting as possible.
- Do not write about weather, illness or your surroundings in detail.
- Avoid using too many facts and figures.
- Express your feelings sincerely, truthfully.
- Write about your hopes, fears, joys, disappointments and sorrows.

FORMAT OF A DIARY ENTRY

Day and date → Monday, 7th May 20...

Time → 11pm

Salutation → Dear Diary

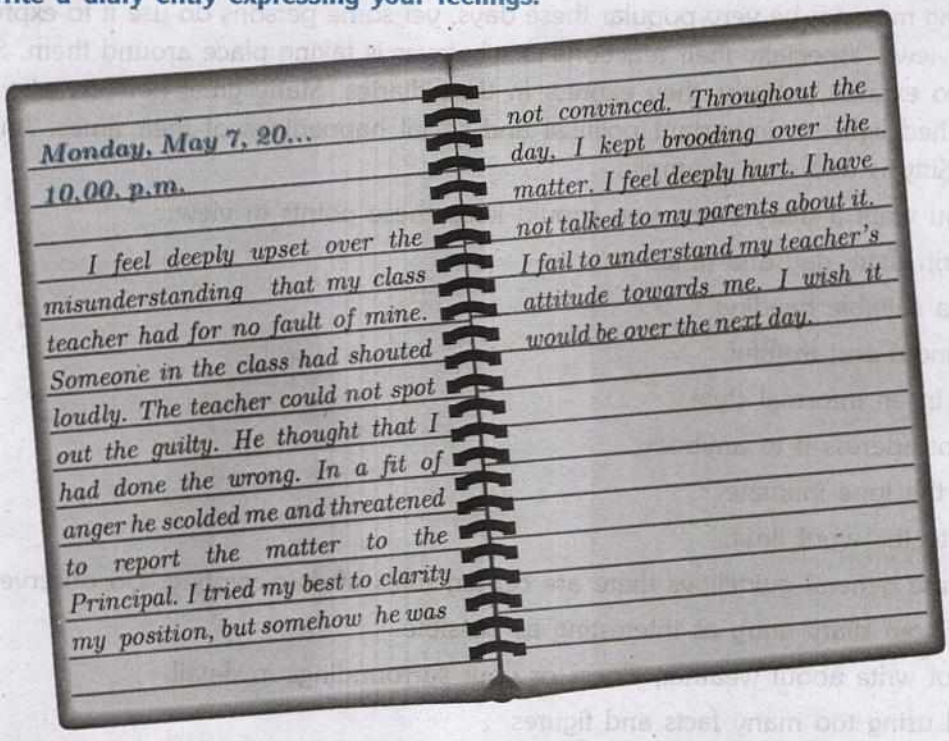
I should not have gone to school today. Mother advised me to miss my school, but I was determined. It was pouring. When I reached school I was completely wet. I started sneezing. I could not concentrate on my studies. When I started for home I slipped and fell in a muddy ditch. Now I have cough, cold and fever. There is pain in my left leg also.

← Body (contents of the diary entry)

Note : Salutation in a diary entry is optional. You may use it; if you so like.

SOLVED EXAMPLES

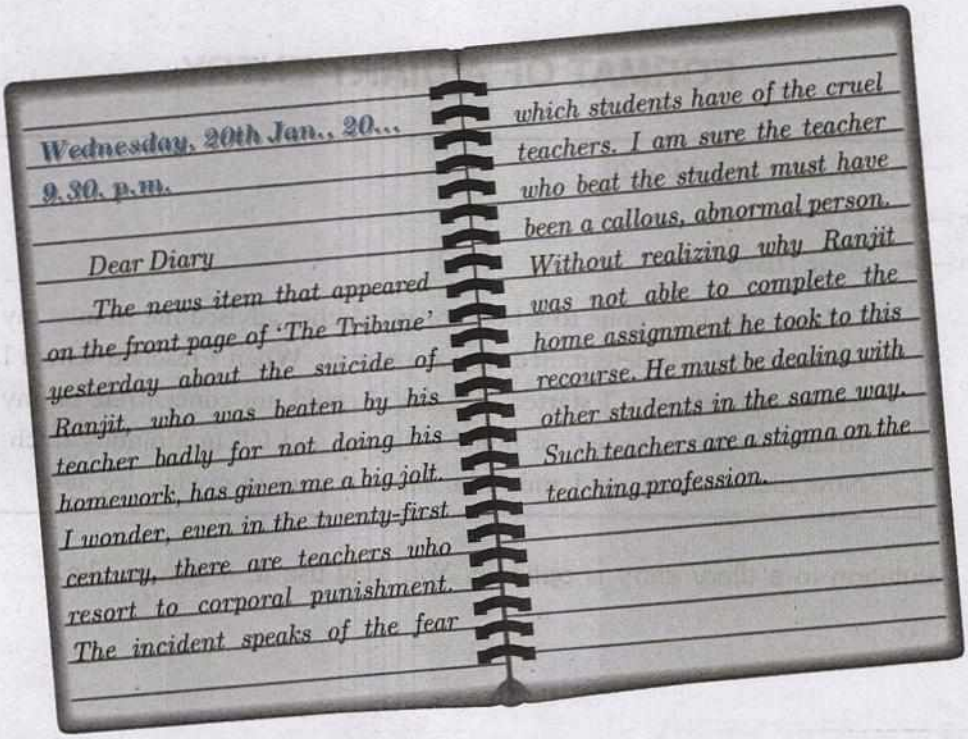
1. You are Nakul/Neha, a student of class VI. Your teacher scolded you for a mischief which you had not done. Write a diary entry expressing your feelings.



Monday, May 7, 20...
10.00. p.m.

I feel deeply upset over the misunderstanding that my class teacher had for no fault of mine. Someone in the class had shouted loudly. The teacher could not spot out the guilty. He thought that I had done the wrong. In a fit of anger he scolded me and threatened to report the matter to the Principal. I tried my best to clarity my position, but somehow he was not convinced. Throughout the day, I kept brooding over the matter. I feel deeply hurt. I have not talked to my parents about it. I fail to understand my teacher's attitude towards me. I wish it would be over the next day.

2. The newspaper reported the news of suicide committed by a student of class IX who was badly beaten by his teacher for not completing his home assignments. You are pained to read this news. Make a diary entry.



Wednesday, 20th Jan., 20...
9.30. p.m.

Dear Diary

The news item that appeared on the front page of 'The Tribune' yesterday about the suicide of Ranjit, who was beaten by his teacher badly for not doing his homework, has given me a big jolt. I wonder, even in the twenty-first century, there are teachers who resort to corporal punishment. The incident speaks of the fear which students have of the cruel teachers. I am sure the teacher who beat the student must have been a callous, abnormal person. Without realizing why Ranjit was not able to complete the home assignment he took to this recourse. He must be dealing with other students in the same way. Such teachers are a stigma on the teaching profession.

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Diary Entry

1. **You found a purse lying in the street near your residence. You picked it up and found that it contained ₹ 3200. Write a diary entry expressing your feelings.**

In your assignment you should write :

- how you felt
- what you plan to do
- will you tell your parents ?

Space for Answer

2. You took part in a poem recitation competition. You recited Robert Frost's poem "Stopping by Woods on a Snowy Evening" and won the first prize. Write a diary entry expressing your feelings.

Hints

- participated in poem-recitation
- recited my favourite poem
- won first prize
- am extremely happy experience

Space for Answer

Worksheet 5

Writing : **Diary Entry**

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You went with your elder brother to see the movie 'Bharat'. Express your feelings in a diary entry.

Hints

- went to see "Bharat", starring Salman Khan
- good entertainer, lot of action
- story line gripping

Space for Answer

4. You are shocked to find the behaviour of your neighbour towards his wife and children. Record your feelings in a diary entry. You may take help of the value points given below.

In your assignment you should

- mention the neighbour's name and his behaviour
- tell how he treats his wife and others
- narrate the latest incident that is irritating
- say how you expect of him to behave

Space for Answer

Worksheet 6

Writing : Diary Entry

Date

Name

Class & Sec.

Roll No.

Marks OBT.

5. **You went with your parents to a hill station during the holidays. You spent three days there. This was the most enjoyable experience of your life. Describe your feelings in a diary entry.**

Hints

- the place you visited
- where you stayed
- the tourist spots you visited
- the impression that the place left on you

Space for Answer

6. **While going to school you happened to halt at the red light. The three-wheeler next to you was giving out foul-smelling dark smoke. You felt suffocated. Write a diary entry highlighting how people are adding to pollution. You may use the following value points.**

In your assignment you should write

- when and where the pollution was noticed
- how you felt at this
- how people neglect environment
- what you expect of them

Space for Answer

3. PARAGRAPH

A paragraph is a short composition which clearly describes a person, a place, an object or an event as viewed by the writer. It may be personal or impersonal such as My Mother, My Favourite Book, My Mobile or My Happiest Day.

It is not to be divided into paragraphs like an essay. It is one single paragraph consisting of 8-10 inter-connected sentences which contain one idea.

GUIDELINES

- Introduce the topic directly.
- Use the appropriate tense – the present tense to describe a person or object, and the past tense in describing an event.
- Use the past tense to describe a historical figure.
- The narrative should be chronological – from one point to the next in the natural order.

FORMAT

In each paragraph, we have three parts :

(1) Introduction (brief and concise)

(2) Exposition (main part in which the subject is developed)

(3) Conclusion (summing up or overall impression in 1-2 sentences only)

USEFUL TIPS

- Develop the hints, if given.
- Do not exceed the word limit of 100 words.
- Use grammatically correct sentences.
- Revise, if possible.

SAMPLE PARAGRAPHS

(A) PERSONS/PEOPLE

BERTRAND RUSSELL

Bertrand Russell, a great English philosopher and mathematician, was born at Trelleck on 18th May 1872. He belonged to a very aristocratic and politically powerful family. In 1910 he was appointed lecturer at Trinity College, Cambridge. He was offered a post at Harvard University. His work in philosophy and mathematics made him quite famous. During the first World War, he took an active part in the No-Conscription Fellowship. He was against violence and war. He opposed American policy on Vietnam. He wanted to have world government for peace and prosperity. He was awarded the Nobel Prize in literature for 1950. He died on 2nd February in 1970.

S.R. RANGANATHAN

(CBSE EXPRESSION SERIES)

Shiyali Ramamrita Ranganathan was born on 12 August 1892 to Ramamrita, in Tanjavoor District of Tamil Nadu (then part of Madras Presidency). He was born in the small town of Shiyali (now known as Sirkazhi). Ranganathan began his professional life as a mathematician. He earned B.A. and M.A. degrees in mathematics from Madras Christian College. His lifelong goal was to teach mathematics. He was a member of the mathematics faculties at universities in Mangalore, Coimbatore and Madras. As a mathematics professor, he published a handful of papers, mostly on the history of mathematics. He overcame his handicap of stammering with his grit and willpower. The government of India awarded him Padmashri in 1957 for his valuable contribution to Library Science. He breathed his last on 27th September 1972.

(B) PLACES

THE GOLDEN TEMPLE

The Golden Temple at Amritsar in Punjab is a holy place. People of all religions visit it in large number. The holy shrine was constructed by the Fourth Sikh Guru Ram Das Ji. It is situated in the middle of a huge sarovar. It was gold plated by Maharaja Ranjit Singh. There is 24 hour Gurbani recitation by the learned scholars and *ragis*. People take a holy dip in the sarovar with the faith that their ailments–physical and mental–will be washed away. There is a huge langar hall at one side of the Temple. People enjoy community food which is served to them free of cost. The structure is magnificent. It has a museum in which the relics of the Sikh warriors are on public display.

A SHOPPING MALL

A big shopping mall called Big Bazar has come up on the outskirts of our city. It is a huge five-storey complex. The ground floor is meant for children. There are shops selling toys and kids wears. On the first floor are

brand names dealing in the necessities of ladies – clothes, sarees, beauty products, etc. On the second and third floors are shops dealing in electrical and electronic goods. On the top floor are multiplexes showing current and old Hindi and English movies. The whole structure is fully air-conditioned with elevators and lifts for each floor. It is a delight to do shopping and enjoy snacks or take refreshments here.

(C) OBJECTS

MICROWAVE OVEN

A microwave oven is a very useful household gadget. It has become an integral part of a modern kitchen. It is made of rust-proof metal. It has one main chamber with a door. On the right, there is a panel of buttons. In some models, the buttons are inbuilt. Inside the chamber there is a plate with rubber covering. When the microwave is on, it moves. It is very easy to operate the microwave oven. The vessel (a plate, a bowl, etc.) in which there are ingredients of a dish to be cooked is placed on the plate. The door is tightly shut. The time is set. When the dish is ready, an alarm bell rings. The dish is ready to be taken out. The uniform heat saves a lot of time to cook or heat a dish. Moreover, no excessive oil is needed in microwave cooking.

PRESSURE COOKER

Of all the household gadgets, the pressure cooker is perhaps the most useful. There is no household today without a pressure cooker. The pressure cooker comes in different sizes and capacities. It looks like an ordinary vessel with a lid. The lid has a safety valve and a weight on its top. When the pressure due to steam inside reaches its optimum level, the weight gets lifted. A whistle is heard. The extra steam gets released. The safety valve gets opened up by itself if some food particles choke the outlet. Thus, it prevents the cooker from bursting. The cooking in the pressure cooker is both faster and healthier than the one in the ordinary vessels. That is why, it is preferred to other traditional cooking vessels. However, one should use it properly and cautiously.

(D) EVENTS

INAUGURATION OF THE AUDITORIUM

The newly built auditorium of our school was inaugurated by Sh. S.P. Chopra, Commissioner of the Ambala Division. The auditorium was beautifully decorated for the occasion. The ribbon at the main gate was ceremonially cut by the chief guest. The principal and the staff escorted Sh. Chopra to the stage. The Principal welcomed the chief guest. A short variety programme had been arranged. School students enthralled the audience with folk dances and songs,

a skit and a fashion show. Towards the end, the chief guest congratulated the authorities for building a decent auditorium. He hoped that the building of the auditorium would encourage the students to excel in various cultural activities.

A CHAIN-SNATCHING INCIDENT

Yesterday I happened to witness a chain-snatching incident. I was studying on my roof. I happened to look down into the street. I saw a motorbike speeding down the lane. It stopped for a while before the open door of my neighbour. The pillion rider snatched the gold chain of the young girl watering the flower bed. She was dumbfounded. She shrieked but to no avail. The riders had disappeared in no time. The neighbours came to the spot. A youngman tried to chase the robbers but returned without success. An F.I.R. was lodged with the police, though everybody knew it was of no use.

LAUNCHING OF DIGITAL INDIA PROGRAMME

The Digital India programme, a flagship programme of the Government of India, was launched yesterday in the Tehsil complex of the city by the local Deputy Commissioner. In his brief speech he said that it is an ambitious programme meant to transform India into a digitally empowered society. It aims at reducing paperwork by providing a single portal that provides different utility services like e-banking, e-rail and e-governance. Its successful implementation will ensure India's progress and bring down corruption. On the occasion, some on-line services for the public were started. Among them were applications for transfer of sale deeds and marriage registeration. The staff present on the occasion showed the working of such government sights on the Net.

Worksheet 7

Writing : Paragraph

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Write a paragraph on the topic 'My Mother'.

HINTS

- M.A. in English
- pretty and smart
- good cook
- teaches in a school
- rarely loses her temper
- takes part in social activities

Space for Answer

2. Write a paragraph on the subject 'The Principal of My School.'

HINTS

- name, age, qualification
- behaviour with students and parents
- his personality
- his views on education

Space for Answer

3. Write about your friend in a paragraph.

HINTS

- Mohit, my best friend and classmate
- hardworking, stands first in the class
- good looking, cheerful
- fond of reading comics, video games

Space for Answer

Worksheet 8

Writing : Paragraph

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

4. Write a paragraph on 'A Visit to a Hill Station'.

HINTS

- visited Shimla, queen of hills
- put up in a nice hotel
- window shopping on the Mall
- visited Kufri and Chail

Space for Answer

5. Describe a city park in a paragraph.

HINTS

- location
- people who visit it
- utility
- most important time to visit it

Space for Answer

6. **You have recently visited the Devi Talab Mandir at Jalandhar. Describe your visit in a paragraph.**

HINTS

- the Devi Talab Mandir
- visited it last Sunday
- main building located in the holy pond
- gold-plated walls
- prayed for health and prosperity

Space for Answer

Worksheet 9

Writing : Paragraph

Date

Name

Class & Sec.

Roll No.

Marks OBT.

7. Describe your motorbike in a paragraph.

HINTS

- Royal Enfield
- 3.5 H.P.
- red and black
- good pick up
- mileage 40 km, per litre.

Space for Answer

8. Describe a fire incident in a paragraph.

HINTS

- fire in a shopping mall
- fire brigade, took 4-5 hours to extinguish the fire
- heavy losses
- enquiry ordered into the causes of the fire

Space for Answer

9. Write a paragraph on 'The Auditorium of our School.'

HINTS

- a huge hall with a big stage
- beautifully furnished
- a green room to the left of the stage
- functions held here

Space for Answer

PART - II
LONG COMPOSITION

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

4. LETTER WRITING

Letter writing is an important communication skill. Although faster means of communication like cellphone, email and SMS have come up in this age of information technology, yet letter writing has not lost its utility and charm.

No matter what occupation you take up in life, you will have to write letters. With this in view, most of the examinations include questions which have to be answered in letter form. There is no better means of communicating with people than through a letter. Letters may be informal or personal (to friends and relatives) and formal (to officials, businessmen, to editors, etc). The letter has a personal touch. A good letter must nurture good relations with other persons and firms.

PURPOSE

The letter is written :

- to share one's thoughts or feelings,
- to send a message,
- to place or cancel an order/to lodge a complaint or protest.

PARTS OF A LETTER

1. **Heading :** It contains the address of the letter writer and the date. It is now written preferably at the top left-hand corner of the paper. The punctuation of the heading may be in two forms :

Block Form	**Indented Form**
45 Lajpat Nagar	45, Lajpat Nagar,
New Delhi	New Delhi.
4 October 20 ...	4 October, 20 ...

Note : Use the block form in preference to indented form.

2. **Salutation/Greeting :** The salutation or greeting depends on the letter writer's relation to the person to whom the letter is written. Note the following forms of salutation :

Relation	Salutation
Father, Mother, Uncle, Aunt, etc.	Dear Father/Mother/Uncle, etc.
Friends	My dear Rakesh/Dear Rakesh
Strangers/Acquaintances	Dear Mr Gill/Dear Sir/Madam
Officials	Sir/Madam, Dear Sir/Madam

3. **The Body :** This is the most important part of the letter containing the message. It can be divided into paragraphs which are logically connected. It should be written in a clear, natural language.

4. The Subscription : The subscription or leave-taking must be made in a proper manner. The words of affection, regard or respect may be used before the subscription (Yours sincerely/Yours truly, etc.).

Relationship	Expression
(*i*) Friends	With best wishes
(*ii*) Relatives	With regards/love, etc.
(*iii*) Principal/teacher/editor/any other office bearer	Thank you very much.

How to End the Letters

Letter addressed to	Ending
(*i*) Friends and acquaintances	Yours affectionately/sincerely/Yours ever, etc.
(*ii*) Relatives	Yours affectionately
(*iii*) Officers/Editors/Businessmen, etc.	Yours faithfully
(*iv*) Principal/Teacher	Yours obediently/faithfully

5. Signature : In its simple form, the signature consists of the written signature of the sender. It is put just below the subscription :

Yours truly

Subhash

Note : In typed letters, the full name is typed and then signed by the writer.

Types of Letters

(i) Informal Letters : Letters to friends and relatives are informal. Note the following sequence:

1. Sender's address at the top left corner
2. Date
3. Salutation (Dear Ravi/Dear Father, etc.)
4. Body of the letter
5. Subscription (Yours sincerely/Yours affectionately)
6. Name/Signature

(ii) Formal Letters : Letters to officials and editors are formal. Note the following points:

1. Sender's address and date
2. Receiver's address
3. Salutation (Sir/ Dear Sir/ Madam)
4. Subject
5. Body of the letter
6. Subscription (Yours truly/ Yours faithfully)
7. Name/ Signature/Designation, if any.

(i) INFORMAL LETTER

FORMAT OF AN INFORMAL LETTER

Address of the sender → 114 Sector 37-C

Chandigarh

Date → April 5, 20....

Salutation → Dear Anushka

Body of the letter →

You know I have joined a new school – BD Public School. It is one of the best in Chandigarh. Yesterday was my first day at the school. I was quite nervous and fearful. Dad and Mom encouraged me. Mom accompanied me to school and introduced me to the class teacher Miss Vibha Sharma. I found her very polite and gentle. She assured me of all help in case of any difficulty. She introduced me to a few classmates. In the recess they talked to me freely. Soon I forgot that I was a new comer. I also visited the library in the company of Sudha, my new friend.

I hope everything would be fine here. Do write to me. Convey my regards to your parents.

Subscription → Yours sincerely

Sender's name/ signature → Roma

SOLVED EXAMPLES

1. Write a letter to your younger brother advising him not to eat too much fried food or take cold drinks regularly. You are Nitin/Sudha of 55, Model Town, Patiala.

55 Model Town

Patiala

June 4, 20.....

Dear Aman

I have come to know that you eat a lot of fried food. You are fond of eating pizzas and burgers. You also take fizzy drinks like coke and tinned juices almost regularly. You create a scene when Mother does not oblige you.

Dear Aman! You don't know the ill-effects of fast and fried food. They will upset your stomach soon. They will make you obese. Your friends will make a fun of you and start calling you 'Fatty'. When you grow old, you may catch many incurable diseases like joint pains, diabetes, high blood pressure, etc.

Please cut on the intake of fast food. Eat simple, home-made food and drink fresh fruit juice or lemonade. Take at least eight glasses of water daily. Try to take milk daily. Also go on a long morning walk, if you can't play a game with your friends.

I hope you'll pay heed to my advice.

Yours affectionately

Nitin

2. Your friend wants your advice about the way to study to get good marks. Write him/her a letter advising him to be serious with his/her studies.

14 Model Town

Patiala

2 May 20...

Dear Ashok

I received your letter yesterday. How nice of you to remember me after a long time !

I have nothing much to say about the way to study. There are certain basic things which, if you follow, will give you a handsome reward. First of all, frame a timetable which you must follow faithfully. Give maximum time to your academic studies. Devote equal time to each subject. You may devote more time to Maths and Science, if you so desire. What is important is that you should avoid rote learning and understand and memorize things. Revise as much as you can.

Moreover, take interest in all outdoor activities — playing a game, watching TV, socialising, etc.

Don't waste a single minute in useless pursuits. This is the mantra of success.

Yours affectionately

Raman

3. Your friend has won a national-level scholarship recently. You saw his photograph in a newspaper. It is a moment of great joy for you. Write him/her a letter of congratulation. You are Kamal/Sudha living at 270 Guru Nanak Mohalla, Pathankot.

270 Guru Nanak Mohalla

Pathankot

10 July 20...

Dear Avinash

It is a matter of great pride that you have won a national-level scholarship. I know that the competition was very tough but you rose to the occasion. When I read your name in the newspaper, my happiness knew no bounds. Please accept my congratulations.

Dear Avinash, I am confident that you have the potential to achieve any goal you set your eyes on. Now it is quite clear that the path of other competitions is meant for you. As a friend, I am quite confident that you will climb other heights in your life. Next year, on the basis of this scholarship, you can appear in the national level competitions. Approach your teacher and get set on your glorious path from now.

Please pay my regards and convey my congratulations to dear uncle and aunt. Hope to get a grand treat.

Yours affectionately

Kamal

Worksheet 10

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Informal Letter

1. Write a letter to your father asking him to allow you to visit a hill station in the company of your friends.

HINTS

- my three friends have planned to visit Dalhousie
- want to join them
- two days programme
- stay in a hotel

Space for Answer

2. **You are Saket. Your friend Subhash has not been performing well in his studies. You tried your best to know the reasons of his poor performance. One day he tells you about the poor financial condition of the family. Now he is making a plan to take up a job in a factory instead of continuing his studies. Write him a letter, persuading him to carry on with his studies.**

HINTS

- your reaction on learning this fact
- requesting him to rethink
- scholarship facility available
- can take up private coaching : learning and earning

Space for Answer

Worksheet 11

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Informal Letter

3. You are Aarti/Anil residing at 25, Akbar Road, Patiala. Write a letter to your friend asking him for the return of a book which you lent him sometime ago.

HINTS

- lent you 'English Grammar and Composition'
- need it badly to prepare for a test
- return the book immediately

Space for Answer

4. Write a letter to your father who is away to London on a business tour. Tell him the home news. You are Karan / Seema of 14-C, Defence Colony, Patiala.

HINTS

- Everything is nice at home
- Uncle came for a day
- Mother had some fever but is now hale and hearty
- Don't worry about anything
- Studying hard for exam.

Space for Answer

(ii) Formal Letter

Formal letters are those which we write to officials, business houses, editors of newspapers and principals of institutions etc. They are brief and to the point and largely formal in tone and style. They are written to get a problem solved or to place or cancel an order. At school, the students have to write applications to their principals on several occasions, for example, to make enquiries, to get admission or to apply for a leave or concession. Formal letters need to be written in proper format after careful planning. Note the following points :

1. Sender's address and date
2. Receiver's address
3. Salutation (Sir/Madam)
4. Subject
5. Body of the letter
6. Subscription (Yours truly/Yours faithfully)
7. Name/Signature/Designation, if any.

OFFICIAL LETTERS

1. Write a letter to the Mayor of the Municipal Corporation of your city, drawing his attention to the condition of a certain road that requires immediate repairs. You are Raman Joshi, a resident of 14, Model Town, Delhi.

Sender's Address → *14 Model Town*
Delhi

Date → *May 4, 20...*

The Mayor

Receiver's designation → *The Municipal Corporation*
Delhi

Salutation → *Dear Sir*

Body of the letter →

I want to draw your attention to the deplorable condition of the main road in the Model Town Market. Big potholes in the road have made driving very unsafe. Only yesterday a scooterist fell down and had to be hospitalised for a head injury.

In spite of repeated reminders, the officials have not undertaken the necessary repairs. Therefore, I request you to instruct the construction wing to undertake the necessary repair work at the earliest.

Subscription → *Yours faithfully*

Name / Signature → *Raman Joshi*

2. Write a letter to the Superintendent of Police, complaining against the increase in the cases of robberies and thefts in your city.

10 Lawrance Road

Amritsar

June 4, 20....

The Superintendent of Police

Amritsar

Sir

Subject : Increase in the cases of robberies and thefts

It is a matter of concern that there has been a spurt in the cases of robberies and thefts in our city in the last few weeks. Even the daylight robberies are on the increase.

Only yesterday an old widow was robbed of all her jewellery and cash at the gunpoint in our locality and that too at about 1 p.m.

Therefore, I request you to take effective steps to check the menace of robberies and thefts by increasing the number of beat constables and ordering intensive patrolling by mobile units of the police. The C. I. D. may be asked to nab the known criminals.

Yours faithfully

Ramandeep

APPLICATION TO THE PRINCIPAL

1. Write an application to the Principal of your school seeking his/her permission to allow a visit to the local Science City. You are the Secretary of the Bhabha Science Club of your school.

The Principal

Receivers → *Columbus School*

Kolkata

Date → *10 April 20...,*

Salutation → *Madam*

Subject → *Sub : Request for permission to visit the Science City*

I am the Secretary of the Bhabha Science Club of your school. The members of the club have decided to visit the local Science City on 17th April 20... . About 50 students, both boys and girls, have shown

Body of application → *keen interest in this educational trip.*

Madam, I request you to grant us permission to visit the Science City. We'll feel obliged if you allow us to use the school bus for the purpose.

Thank you very much.

Subscription → *Yours sincerely*

Name / Signature → *Shashank*

Secretary, Bhabha Science Club

Note : Avoid the word 'obediently' in the formal ending in case of an application to the Principal.

2. Write an application to the Principal of your school requesting him to remit the fine imposed on you for misbehaving in the class. You are Rohit / Suman living at 130 - R Nehru Colony, Rohtak.

The Principal

ABC Public School

Rohtak

4 May 20...

Sir

Subject : Regarding remission of fine

I am a student of VI - A, Roll No. 18, in your school. I have been fined ₹ 100 for misbehaving with Sh. N.K. Sharma in his English class.

Sir, I want to explain my position. I did not intend to insult my worthy teacher. Nor could I ever dream of it. In fact, someone from my back hurled a chalk at the teacher when he was writing something on the board. Unluckily, when the teacher turned, he found me smiling and thought that I was the culprit. I pleaded innocence but the teacher did not listen to me, and reported the matter to you. I have already apologised to the teacher for what I had not done. I am ready to apologise to him again. Please believe what I say. You can make an enquiry into the matter, if you so like. I request you to remit the fine imposed on me. My father will be highly upset as he cannot afford to pay it.

Thank you very much.

Yours obediently

Rohit

Roll No. 18, VI - A

LETTER TO THE EDITOR

1. Suppose you are Kamlesh/Aarti of 16-B Jawahar Enclave, Ajmer. Write a letter to the editor of a newspaper, expressing your views on the shortage of water and power supply in your city.

Writer's Address → *16-B Jawahar Enclave*
Ajmer

Date → *10 April 20...*

The Editor

Receiver's Address with designation → *The Times of India*
New Delhi

Salutation → *Sir*

Subject → *Subject : Regarding shortage of water & power supply*

Body of the letter →

Let me express my views on the unprecedented shortage of water and power in our city through the columns of your popular daily.

There has been shortage of water and power in all cities and towns for years. However, the acute shortage of these necessities this summer has added to the woes of the residents of our city. Water is supplied only for one hour in the morning and one hour in the evening. There is a power cut of 12-14 hours a day.

The result is that old men and children are feeling great discomfort. Some heart patients have already died due to excessive heat.

The government must ensure long and regular supply of water and power. If need be, water and power can be purchased from other states.

I hope that you will give space to my views in your prestigious newspaper.

Subscription → *Yours sincerely*

Name / Signature → *Kamlesh*

2. **Vineet/Vani is concerned about the spread of diseases during summer season. He/She decides to write a letter to the editor of a national daily highlighting the impending possibility of water-borne diseases. Write a letter to the Editor of a newspaper.**

31 Golf Enclave

Ranchi

September 28, 20...

The Editor

The Hindustan Times

New Delhi

Sir

Subject : Public awareness about Summer diseases

I am really pained to see that people suffer a lot during the summer season. The rising of summer heat on the one hand and the lack of knowledge and preventive care on the other give birth to deadly water-borne diseases like cholera, malaria, dengue fever, food-poisoning and gastroentritis.

It is important to create awareness among the people through posters and announcements on the Radio, F.M. Radio, T.V. etc. Media can play a major role in saving the lives of the people. It is the duty of the government and especially of the civic authorities to create neat and clean surroundings. Dirty water should not be allowed to stagnate in ditches and ponds.

I strongly believe that only the concerted efforts of the individuals, clubs, organisations and the government agencies can bear fruit.

I hope that you will publish my views in public interest.

Yours sincerely

Vineet

Worksheet 12

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Letter (Formal)

1. You are Sushant / Sohini, resident of 29, Guru Nanak Nagar, Jalandhar. Write a letter to the Deputy Commissioner of your district drawing his attention to the increase in the cases of lawlessness in your city.

HINTS

- poor state of law and order
- frequent cases of eve-teasing, chain-snatching
- hooliganism on the increase
- rogues move in groups, threatening people

Space for Answer

2. **You are Surinder/Savita, a resident of H. N. 1020, Jyoti Nagar, Phagwara. Write a letter to the stationmaster, Phagwara Railway Station, complaining about the lack of essential facilities and sanitation at the station.**

HINTS

- Phagwara Station, lacks basic facilities
- retiring room – broken chairs, old fan provides no air
- no light / fan on the platform
- rail tracks, extremely dirty

Space for Answer

Worksheet 13

Writing : Letter (Formal)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You are Neha / Naval, resident of 14, Abhishek Towers, Pathankot. Write a letter to the Health Officer requesting him to launch a public awareness campaign about swine flu, its symptoms and prevention.

HINTS

- swine flu, spreading in the city
- public awareness campaign, a must
- people should be enlightened
- symptoms and precautions they must take

Space for Answer

4. **You are Naresh / Neelam, living in 112, Udham Singh Nagar, Jalandhar. Write a letter to the librarian, District Library, requesting him to extend the library hours for the benefit of the office-goers.**

HINTS

- library opens from 10 a.m. to 5 p.m.
- working people / office goers can't visit the library
- library hours be extended for two more hours
- will benefit many book lovers

Space for Answer

Worksheet 14

Writing : Letter (Formal)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

5. **You are Sushim / Sohini, resident of 25 Abhishek Towers, Panipat. You cannot attend the school for a couple of days due to some family function. Write an application to your Principal expressing your inability to attend the school and apply for leave.**

In this assignment state

- your inability to attend the school for some days
- the reason of not coming
- the request for leave

Space for Answer

6. **You are Kamal / Kavita, the Secretary of your school debating society. The Principal has asked you to invite the Deputy Commissioner of your district to preside over a debate competition. Write a letter to him.**

In this assignment give the invitation and state

- the activity to be organised by your club
- the topic of debate
- the exact date and time
- the request to preside over the competition

Space for Answer

Worksheet 15

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Letter (Formal)

7. Yesterday you were playing some game in your games period. There was an exchange of hot words between some students which led to an ugly scene. The sports teacher has complained against all the students. Now you feel that you should explain the whole situation to your Principal. Write a letter to your Principal begging an apology and requesting him/her not to fine you. You are Harman.

HINTS

- ugly situation
- what exactly happened
- teacher's annoyance
- his threat
- apology

Space for Answer

8. **You are Seema / Sunil, resident of 4, Sector 45, Chandigarh. You feel concerned about the sharply rising prices of all essential commodities. Write a letter to the Editor of a newspaper highlighting the problem of price-rise in the country.**

HINTS

- prices of essential commodities rising
- plight of the common man, miserable
- petrol, diesel, food products, milk products, all dearer now
- Illegal hoarding, future trading, responsible
- Govt. must take steps to check it

Space for Answer

9. You are Chaman / Charu, resident of 40, Kirti Nagar, Mansa. Write a letter to the editor, 'The Tribune' about the misuse of loud speakers in our towns and cities.

HINTS

- loud speakers, a big nuisance
- in the early hours of the morning and evening
- religious functions
- create noise pollution
- students and patients, worst sufferers

Space for Answer

Worksheet 16

Writing : Letter (Formal)

Date

Name

Class & Sec.

Roll No.

Marks OBT.

10. Write a letter to the editor, 'The Hindustan Times' highlighting the necessity of planting trees. You are Vimal/ Vibha of 24, Uttam Nagar, Ludhiana.

HINTS

- trees, our life-line
- provide us fruit, fuel, wood etc.
- reckless cutting down of trees, led to global warming
- necessity of planting more and more trees

Space for Answer

11. You are Naveen / Nalini, a resident of 14, Sabzi Mandi, Delhi. Write a letter to the editor of a leading newspaper about the environmental pollution suggesting some steps to deal with this problem.

HINTS

- environmental pollution, a man-made disaster
- assuming alarming proportions
- people suffer from stress, tension, bronchial diseases
- planting of trees only solution
- free saplings, be distributed

Space for Answer

5. EMAIL

Email is a method of quick correspondence or communication using electronic devices. It has become very popular because it is an easy and cheap form of communication. In fact, email is nothing else but the old letter writing made digital. It is written very much like a letter but with a little difference in the format. It can be formal or informal like a letter. In order to send it, one needs a personal computer, a laptop or mobile. The receiver's email address is also required for the purpose. Emails can be sent to many persons just at the click of a button and they reach the destination in no time.

Advantages of Emails

- It is the fastest mode of communication.
- It is quite cost-effective.
- It can be stored for future purpose.
- It can be sent to more than one person at the same time.

Formal Emails

- written by officials or businessmen
- the tone and style of a formal letter
- often brief and terse

Informal Emails

- written to friends or relatives
- informal and intimate tone and style
- may be short or long

Guidelines

- Use the proper format.
- Be careful in mentioning correct time and place.
- Write a specific and appropriate subject line.
- observe almost all the rules of writing a formal or informal letter.
- Write the proper salutation like Dear Dad, Hi, Jyoti !, etc.
- Write email addresses of those who need to know your message – message to your office subordinates.
- A nice close is essential.
- Be brief and to the point. Don't exceed the given limit.
- Never forget to sign your letter.
- Don't use abbreviations, which are suitable for mobile phone text messages – 'r' for 'are', '2' for 'two', 'u' for 'you', 'c' for 'see', etc.

FORMAT OF AN EMAIL

Mail | Address Book | Calendar | Preferences

Send | Cancel | Save Draft | Add Attachment | Spell Check | Signature | Options

From : universal book house

To : evergreen publications.in

Subject: Request for Practice Papers.

Times New Roman 3 (12pt) B I U

Dear Mr Rajan

Kindly send us the latest editions of Practice Papers for class XI and XII published by your firm. If the quality of the paper printing and contents is found satisfactory, we shall be happy to place a big order for your firm.

Thanks

Rakesh Kumar

Manager

Universal Book House

SAMPLE EMAIL

Email address date & time →
From ashok@gmail.com
Date 14 : 03 : 19 15 : 07 : 20
To Neeraj@yahoo.com

Subject line → Subject Birthday celebration

Salutation → Dear Neeraj

Body of the email →
You will be glad to know that we have decided to celebrate the 16th birthday of my sister Sonia at Skylark hotel on 21st March 20... . The celebration will start at 8 p.m. It will be followed by delicious dinner.

Your presence on the occasion is a must. Do come and share our rejoicings.

Closing up → Convey my regards to your parents.

Signatory → Ashok

Note : On the computer format of email, the address of the sender (From ...) and date and time appear automatically.

SOLVED EXAMPLES

1. You are Madan. Write an email to your uncle telling him about your future plan of studies.

From madan@yahoo.com

Date 16 : 01 :19 19 : 07 : 25

To rkvarma@gmail.com

Subject Future plans of studies

Dear Uncle

How are you ? You wanted me to write to you about my future plans of studies. Well, after doing + 2, I plan to join a good engineering college in the South. There is no good college in our state, you know. I will go in for Computer Science Engineering which has a good future in the job market, not only in India but also abroad.

I know it is not an easy job. I've started studying hard. Father has agreed to get me extra coaching from good tutors.

What do you think of my plan ?

Madan

2. Write an email to your friend advising him to take his studies seriously.

From sadhana@gmail.com

Date 16 : 11 : 18 20 : 07 : 20

To rashmi@gmail.com

Subject Studies

Dear Rashmi

I came to know from one of our common friends that you are neglecting your studies these days. I don't know what has happened. You have been a dedicated student all along.

May I take the liberty to advise you to take your studies seriously and show good results ? We all have high expectations from you.

Convey my regards to your parents.

Sadhana

Worksheet 17

Writing : Email

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. **You are Vimal / Vibha, a student of class VI. Write an email to a friend describing the art gallery you visited in Amritsar.**

HINTS

- which art gallery you saw
- what you saw there
- which painting impressed you the most

2. **Write an email to your elder brother who lives in Mumbai, informing him about the fracture your mother has received as a result of an accidental fall from the rickshaw. Ask him to come for a day as she misses him very much. You are Rupa/Mahesh.**

HINTS

- how the accident happened
- what injury
- the present condition
- request to visit for a day or so

Worksheet 18

Writing : Email

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

3. Your father is away on a business tour. Send an email to him, telling how your studies are going on. You are Anil / Anita.

HINTS

- studies going on very well
- attending coaching class regularly
- mother assisting me in need
- hope to get good marks

4. You are Rohit/Vimi. Write an Email to the editor of a newspaper expressing your views on making sports a compulsory subject in schools.

HINTS

- sports very essential
- physical, mental, moral growth
- inculcate discipline, sense of cooperation
- should be made compulsory in schools.

6. ARTICLE

An article is a sustained piece of non-fictional prose writing, in which the writer describes something from his own point of view. He expresses his opinions and views freely. A lot of hardwork is required to collect the relevant material on the chosen topic.

Every writer follows his own technique and style which makes him distinct from others. To write a good article, you have to be a good observer of men and manners, environment and the latest trends. Clear and logical thinking will make your article effective. Having a good command over language will have an added charm.

Writing an article needs a lot of practice, a high degree of creativity and a wide range of vocabulary. After a brief introduction, the writer explains the topic logically or analyses it from different angles, and then concludes it with a note of caution, warning or hope. Thus, an article has three parts : (i) brief introduction, (ii) exposition, and (iii) summing up.

IMPORTANT POINTS

1. **Title :** An article should have a brief and suitable title. It must catch the attention of the reader at once.

2. **Body :** The body of the article is most important. It has three parts – Introduction, Exposition and Summing up. It is in the first paragraph itself that the topic is introduced in an interesting manner. Then the topic is developed in 5-6 paragraphs, depending upon the given length and the style. Before closing the article, what has been said is summed up and the article ends on a note of hope, warning or invitation.

3. **Purpose :** The purpose of writing may be information sharing, entertainment, discussion, persuasion, etc. It should be made clear in the introduction, if possible.

4. **Target :** The target audience – whether children, adults, common people or intelligentsia – should be kept in mind while writing an article. The tone and the style will vary. An article meant for common people will use very simple and colloquial language, while an article meant for intelligent people will use complex and specialized language.

5. **Language :** The language of an article should be natural and concrete. Difficult words should be avoided as far as possible. Technical words suit an article meant only for technical persons.

6. **Input :** In the examination paper, visual/verbal input is often provided. You should use the given information. The input should not be ignored.

7. **Matter :** The matter for an article can be collected from different sources, if there is time. The Internet, government publications, journals and newspapers can be consulted. They provide a lot of facts and figures about various issues.

   For example, if you are going to write on the topic 'Population Explosion', you have to do research on the topic and gather data on the issue.

8. **Organisation :** After collecting and verifying the material on the topic, organize it properly. Now you have to set the limit of the topic. There should be organic growth/development of the argument. Your ideas should be consistent.

FORMAT OF AN ARTICLE

Title/Heading :

- Be brief and relevant.

Byline :

- Give the name of the writer.

Introduction :

- Introduce the topic clearly.
- Draw the attention of the readers by using a quotation or a rhetorical question, etc.

Exposition :

- Discuss the issue from different angles.
- Illustrate your point(s) with apt examples, facts, arguments.

Conclusion :

- Sum up what you have said in brief.
- Conclude with a warning, caution, hope, etc.

SAMPLE ARTICLE

You are Nitish/Nisha. Watching advertisements on TV screen you feel that most of these ads are misleading. Sometimes they evoke undesirable feelings and desires. They corrupt the innocent minds. Expressing your concern, write an article on 'The Misuse of Media' in 100-150 words.

Catchy Heading

THE MISUSE OF MEDIA

– Nisha ← Byline

Introduction to the topic

It is an age of publicity through media. The trading community is spending a lot of money in selling various products and services through various ads on TV and in newspapers. But in their zeal to make quick bucks, they misuse media. Most of their ads are misleading and even harmful. Children are fed on material

How is media misused

that makes them think that fast food is the best. They are made to believe that modern gadgets are essential for respectability in society. No wonder, when they grow up, they crave only for fast food, mobile phones, cars, motorbikes etc. They come to look down upon those who cannot afford such things. Cold drinks, pizzas, potato chips become their staple diet.

What will be achieved

Then there are ads which make women believe that fairness is the only criterion for beauty, and so they should use this or that fairness cream, shampoo, lipstick, so on and so forth. The alcohol companies sell their popular brands in the disguise of soda water. Moreover, there are ads which promote violence, aggressiveness and vulgarity.

Concluding remark

The government must have a censoring authority to see that the media is not misused to cheat and misguide the common, gullible people.

SOLVED EXAMPLES

1. You find a lot of litter around you. You feel pained at the behaviour of the common people at the neglect of keeping their surroundings clean. Write an article on the need to have Clean India (*Swachh Bharat*). You are Sanjeev/Swati. (CBSE Expression Series)

Swachh Bharat

– Swati

Mahatma Gandhi, the father of the nation, laid great stress on cleanliness of our surroundings. According to him, "Sanitation is more important than independence." It was during the time when India was not independent. He was well aware of the bad and unclean side of India of his days. After many years of independence, the image of India is still that of a dirty country in the mind of the foreigners. And this is true. Heaps of litter can be seen everywhere.

In order to fulfil the vision of Mahatma Gandhi and project a new image of India all over the world, Prime Minister Narendra Modi has started a campaign called Swachh Bharat Abhiyan on the birthday of Mahatma Gandhi (2nd October 2014). This campaign has the target of completing the mission till 2019, on 150th birth anniversary of Mahatma Gandhi. The Prime Minister has called upon every Indian to devote his 100 hours per year for the cleanliness of India. The main objectives of Swachh Bharat Abhiyan are stopping the trend of open defecation, building toilets, removal of manual scavenging, proper disposal of solid and liquid wastes and bringing mindset changes among people. It is meant to attract foreign tourists and enhance the image of India as a clean nation.

2. There is no doubt that the internet has changed our world. But it is highly deplorable that many youngsters have become internet-addicts. Look at the picture given below and write an article on 'Internet Addiction'. You are Rohit/Rekha.

Internet Addiction

– Rekha

It is undoubtedly true that the internet has changed our world. Through the internet we can find untapped sources of knowledge. But it is sad that many youngsters have become internet addicts.

Internet addiction means an inability to keep oneself away from the net for long. The moment one is away from the net, one feels restless. The internet addict remains cut off from the society. He pays no attention to the emotional needs of his family members. He does not take part in social and outdoor activities. If he is addicted to play violent games on the net, the result is his becoming violent and angry in nature, which may force him to indulge in needless violence at times.

The need of the hour is to have a voluntary check on the time spent on the internet. Parents should keep a strict watch on their children if they are allowed to use the internet. The internet should be used to seek some information. It can be used to play games occasionally. It is a sad sight to see 8-10 years old children wearing thick glasses. We should remember : any addiction is harmful.

3. Global warming has resulted in increased temperatures, shortage of rainfall and natural calamities, with a crippling effect on lifestyles across the globe. Look at the visual showing shrinkage of water in a lake. Taking clues from it, write an article on 'Global Warming and its Impact on Life.' You are Ramesh/Leena.

Global Warming and its Impact on Life

– Leena

Due to our carelessness, our globe has become warmer than ever before. We have been cutting down trees to accommodate increasing human population. We have abandoned traditional ways of living. We are using a lot of power to run various machines and gadgets. We have millions of vehicles on roads. We have built huge factories. All these result in excessive carbon emissions leading to global warming.

Global warming has affected our life in every sphere. With the rise in temperatures, glaciers have started melting. Floods and cyclones now strike without warning. Droughts have led to a steep fall in foodgrains. In some areas, there is waterlogging, and in others, water level has fallen down.

The need of the hour is to take immediate steps to stem global warming. Every individual should take small steps in this direction. We should decrease the number of vehicles on roads. We should plant more trees. We should use less power and less water. The government should take regulatory measures in the right earnest. Those who add to global warming should be heavily fined and even put behind bars. Only then can we save our globe from destruction.

Worksheet 19

Writing : Article

Date

Name

Class & Sec. Roll No.

Marks OBT.

1. **Youngsters have fallen a prey to video games. They waste a lot of time in playing these games which are full of violent actions. They neglect their studies and avoid socialising. Write an article in 100-150 words about it. You are Kanika / Kunal.**

HINTS

- youngsters crazy about video-games
- like videos full of violent action
- waste their time, neglect their studies
- avoid socializing, neglect outdoor games

Space for Answer

2. **In spite of the law banning child labour, the problem still continues. Children can be seen working at *dhabas* or in industries. Using the value points given below, write an article on 'The Curse of Child Labour.'**

In this assignment you should

- refer to the 12th June as the World Day Against Child Labour
- mention how children work as domestic servants, ragpickers, vendors
- deplore the fact that there is no provision for education for such children
- remind that employing children below 14 is an offence
- give suggestions to free the country from this curse

Space for Answer

Worksheet 20

Writing : Article

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You are Raman / Ritu, a student of class VI. You observe that the environmental pollution in India has worsened the quality of life of the people. Write an article for your school magazine on ' The Problem of Environmental Pollution' in 100-150 words.

HINTS

- India, made progress, quality of life still very poor
- all kinds of pollution – air, water, noise
- difficult to lead a normal healthy life
- must take steps to decrease pollution

Space for Answer

4. **You are Sonika/Sunil. You recently came across several news reports regarding the acute water shortage that the country is likely to face during summers. On the occasion of the World Water Day you decide to express your views on the grave situation and the causes behind this crisis and suggest some remedies for this. Taking help of the points given below write the article.**

HINTS

- water table sinking, tap water for only two hours a day
- stop wasting water
- achieve water security by levying tax on water
- harvesting rainwater
- store water in ponds, tanks
- conserve water and recycle it

Space for Answer

Worksheet 21

Writing : Article

Date

Name

Class & Sec.

Roll No.

Marks OBT.

5. **You are pained to see two fat school boys, unable to carry their school bags. Write an article in 100-150 words on the problem of obesity among school children. You are Suman / Sarika.**

HINTS

- obesity among children, a serious problem
- causes– high calorie diet
- lack of physical activity
- serious ailments, obesity, hypertension, diabetes
- light diet, exercise, home-made food a must

Space for Answer

6. **You are Sunil/Sarita. Write an article on the topic 'Hard Work – Key to Success.' You can use the following hints :**

HINTS

- hard work and success closely related
- success rarely comes to the lazy, the shirker
- not blind hard work, but intelligent hard work essential
- key to success, a reward in itself

Space for Answer

7. STORY WRITING

Story writing is a delightful form of composition. It is a creative challenge, a step further in expansion. A good story is set in a concrete place. It involves characters in action. It has a beginning, a middle and an end. The beginning starts the action and unfolds the background. The middle brings in the element of conflict and the end takes the story to a climax, where the narrative takes a dramatic turn, surprises the readers and ends. A story is good only if it appeals to the readers.

Essentials of a Short Story

Theme : The story writer must keep in mind the theme or the message he wants to convey. For example : 'Union is Strength' or 'Pride Hath a Fall' are some of the themes on which a story can be written.

Characters : In a story, characters – humans, animals, fairies, etc. – behave as real human beings.

Plot : There should be proper sequence of events, that is, an episode / incident should follow and precede another.

Dialogue : Dialogues make a story interesting and realistic.

Structure : The story writer should mentally decide the sequence of events in the story. Sometimes the action starts from the middle of the story and then the background story unfolds itself.

Setting : The story writer must select the time, the location and the context suitable to work out the theme.

In the examination, the outline of the story is given and the students are expected to develop the outline into a story. For this the student should keep the following things in mind.

How to Write a Story

- Read the given outlines carefully.
- Try to produce a well-connected narrative using your imagination.
- Add dialogue, wherever necessary, to make the story natural.
- Make the conclusion surprising, but the element of surprise should not be abrupt or seem to be forced or unnatural.
- The heading of a story should be brief and telling. It may be based on the main character, an incident or an object.
- Use simple, plain English.
- Though a story can be written in many different ways, the student should try to make use of the linear narrative – that is, from the present to the future (one incident leading to another in a chronological order).
- Invent the names of characters and incidents according to the background of the story. For example, an Indian setting requires Indian characters and an English setting requires English characters. A story involving a Hindu cultural background should normally have Hindu characters. However, it does not mean that such a story cannot have any character from other cultural background.

FORMAT OF A STORY

Beginning : brief and arresting
Middle : It should be the culmination of the preceding event(s) and prepare the reader for the coming event(s).
Ending : satisfying, surprising, if possible

Write an original story which illustrates that a foolish friend is worse than an enemy.

A Foolish Friend

Arresting beginning →

Once a king and a monkey became good friends. They used to spend a lot of time together. The monkey would follow the king wherever he went. He would even take care of the king when he was asleep. The king, too, was very fond of the monkey.

Middle →

One afternoon, the king was fast asleep. As it was quite hot, the monkey was fanning him. Suddenly a wasp came and began to buzz around the king. It settled on the king's eye. The monkey chased it away with his fan. The wasp flew away but came back again. It seemed to be quite determined. The monkey tried to chase it away but in vain. It would come again. Finally, it settled on the king's throat. The monkey was furious. He took up the sword lying nearby. Without a moment's thought, he hit the wasp with the sword.

Ending →

The wasp flew away but the king died. Thus a foolish but well-meaning friend took the life of his dear friend.

Indeed, a foolish friend is worse than an enemy.

SOLVED EXAMPLES

1. Write an original story that ends with the line : "Promise me that you will light the fire of friendship whenever I face any chilly night in my life."

Friendship

Once a domestic help named Suman felt the dire need of money. His master was a stingy fellow. As Suman went to the master and requested for some money in advance, the master put a strange and stiff condition. In fact, he wanted to find some excuse to decline Suman's request. He asked Suman, "I will give you money on one condition. You shall have to spend one night on the top of the hill in shivering cold. You shall get as much money as you want if you fulfil this condition. But in case, you fail to do so, you shall have to work for me for all your life without getting any wages."
Suman felt upset. But as he needed money urgently, he approached his friend Namit and explained his plight. Namit was quite sympathetic and supportive. He told Suman, "I'll help you. Tomorrow at night you go to the top of that hill and look straight on the other hill facing yours. I'll burn a fire there and sit by it the whole night. On looking at the burning fire, you will feel the warmth of it and spending one night will not be difficult."
Suman said, "If I am able to accomplish this, how shall I be able to return your favour ?" Namit replied, "I shall ask for this later."
Suman did as he was told and he won the challenge. He got enough money from his master and went to Namit and said, "Now tell me what I should do in return for your favour. How much money should I give you ?" Namit retorted, "I do not need any money. Only promise that you will never fail to light the fire of friendship whenever I also happen to face some chilly night in my life."

2. **Write an original story on the topic 'A Clever Lion.'**

A Clever Lion

Once there lived an old lion. He had become so old that he could not chase and hunt animals or human beings. He could kill a man or animal only when he came in his grip. But hungry he did feel and he had to do something to satisfy his hunger. He had a gold bangle. He decided to use it as a bait.

One morning, he sat on the bank of a river and announced that he had given up hunting because his end was near. Some animals came there. He said that he was penitent of what he had been doing in his youth, i.e., killing innocent animals and human beings. Since it was a holy day, he had decided to do something good. He added that he had a gold bangle. Anyone who needed it could come to him and take it.

Some animals and some passers-by listened to him but they did not believe him. No one went near him. At last a poor man Bhekhu went near him and asked, "Are you speaking truthfully?" The lion said that he was already on the verge of death. Why should he tell a lie ? Bhekhu trusted the lion and went to take the bangle. As soon as he came near the lion, he caught him and killed him. It was Bhekhu's greed that brought about his death.

3. **Write a short story which illustrates the truth of the statement 'Rumour can upset everything'.**

Rumour can Upset Everything

Rumour is a devil. I was going to Canada by Indian Airlines. Everything was fine. I had got clearance from the security. As I was ready to board the plane, I heard an announcement from the plane, "All the passengers are requested not to board the plane. It is suspected that a terrorist has planted a bomb on the plane." As soon as the announcement was made, panic spread all around. Passengers ran here and there to save their lives. Soon all of them were taken by the airport authorities to a place far away from the plane. Then a special squad of police was sent. They had special detectors to detect anything that is alive and working. The search started at 10 a.m. and went up to 2 p.m. Finally, the help of trained dogs was also taken. There was no explosive in the plane. After 2 p.m. the air authorities declared that there was nothing on the plane. It was just a rumour. After the announcement, there was a sigh of relief on the faces of the people. The flight, after checking all the things, took off.

4. **Write a story with the concluding remark "Tom was a very social dog".**

Tom : A Social Dog

Tom was really in bad shape. We found him badly beaten. Blood oozed from its nose. We took him to a nearby vet. He suspected severe injuries and internal bleeding.

Tom, our pet dog, could not survive. We could not find out who had beaten him so savagely.

When we broke the news to our neighbours, they were shocked. One elderly woman was especially heartbroken. She used to feed Tom biscuits. They would spend about an hour together in the afternoon. An old man in the next street felt chest pains the moment he heard of Tom's death. Two weeks later, he was dead.

Children of the nearby school came to express their grief. They used to play a game of ball with Tom during recess period. Some of them came up with sympathy cards for us.

An invalid soldier came to our shop and was surprised at all the fuss being made. He said, "He was only a dog." But he was wrong. Tom was much more than a dog. He was a loving friend, to us, and to many more. We belatedly realized how popular he was.

I remember Tom would never bark unnecessarily. He would never run after motors. He was a silent, shy type of dog. He would only wag his tale to show his friendliness. He would like to be fondled.

Tom was a very social dog.

Worksheet 22

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Story Writing

1. Write a story which ends with the line : "Thus the guilty men were caught in the trap".

HINTS

Thieves stole a heap of cotton _____ no trace found _____ a man said : 'Hold a feast, I shall catch the thieves _____ feast held _____ a large number of men invited _____ in the middle of the feast, the man shouted, "Cotton is still sticking to the beards of the thieves _____." Two men put their hands to their beards _____ the trap.

Space for Answer

2. Write an original story beginning with the words "Ashish had never thought even in his dream that ....." You may use the following outline :

HINTS .

that his wife would desert him _____ a famous doctor–married at the age of 35 _____ loved his wife very much _____ respected his mother-in-law _____ leading a happy life _____ shared every secret with his wife, Anjali _____ had a joint account with her _____ put all his money in it _____ gave every comfort to his wife _____ mother-in-law often visited his house _____ one day wife disappeared _____ all his money withdrawn. _____ Mother too not traceable _____ sad and dejected.

Space for Answer

Worksheet 23

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Story Writing

3. Write an original story which concludes with the sentence : 'Thus doubt clouded their friendship for good'.

HINTS

Prince Kunwar and Ranjeet _____ good friends _____ would spend most of their time together _____ fond of each other _____ . One could not live without the other _____ . Once passing through a forest _____ a beautiful girl _____ beckoned to Ranjeet _____ took him aside _____ moved her lips _____ didn't say anything _____ smiled _____ went away _____ Kunwar asked who she was and what she said _____ Ranjeet said that he did not know her _____ said nothing _____ Kunwar full of doubt _____ didn't believe his friend _____ stopped talking to Ranjeet.

Space for Answer

4. Write a short story illustrating the theme 'Never trust your enemy'. Use the following outline.

HINTS

a hunter laid a net _____ a cat caught in it _____ from a nearby hole a mouse came _____ started basking in the sun _____ cat asked it to help her _____ assured the mouse _____ would never harm it _____ mouse agreed _____ became friendly _____ started cutting a few threads of net-mesh with sharp teeth _____ cat told the mouse that she was hungry _____ mouse became alert _____ cut the threads but ran at once into the hole _____ cat free _____ asked the mouse to come out _____ she was a friend _____ mouse refused to trust _____ a hungry person can commit any sin.

Space for Answer

Worksheet 24

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Story Writing

5. **Write a story which concludes with the sentence : "Thank God, the snake bit me and spared my children". You may make use of the following verbal input.**

HINTS

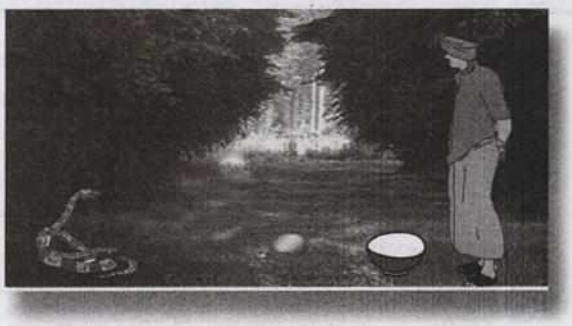
Kamlesh _____ a poor widow _____ two sons _____ lived in a village in the woods _____ the boys extremely disobedient, rude _____ would neither study nor work _____ did mischief after mischief _____ a nuisance for all _____ the mother greatly unhappy _____ one rainy night bitten by a viper _____ knew she would not survive _____ asked her sons to behave _____ spared my sons.

Space for Answer

6. **Write a short story which illustrates the theme "Don't be greedy." Develop the following outline and write the story.**

HINTS

a farmer, named Hari, _____ worked hard _____ lived from hand to mouth _____ a big snake came where he was resting _____ gave milk to the snake and went away _____ returned _____ saw the milk bowl empty _____ a gold coin lying near _____ gave milk everyday, _____ got gold _____ one day went out _____ asked son _____ gave milk to snake _____ son gave milk _____ got a gold coin _____ became greedy _____ hit the snake to get all coins _____ snake bit him _____ died.



Space for Answer

8. SPEECH

A speech is a piece of composition meant to convey some message orally to a gathering of people. It is relatively informal. It expresses an opinion on a specific topic or shares an experience with the audience. The tone of the speech can be formal or serious as the topic demands. A speech should be delivered in a simple but effective way.

Important Points

- Address the listeners politely and greet them – Dear Friends ! Good morning !, etc.
- Begin your speech with a catchy line, phrase or quotation, if possible.
- Build up your speech logically.
- Conclude the speech on a hopeful note or a caution.

Remember

- Too many quotations are undesirable.
- Too many facts and figures, long anecdotes, jargon, etc. make your speech uninteresting.
- A formal address to the jury and the audience is a must.
- Don't forget to say 'Thank you' before leaving the stage.

Some Common Expressions

You can make use of the following expressions in your speech :

- I stand here to speak on the topic .....
- Do you know .....
- Let us suppose .....
- As a matter of fact .....
- It is sad / surprising to note .....
- I would like to tell you .....

Useful Tips

- Appeal to the heart primarily.
- Be logical but do not use dry logic.
- A touch of humour adds spice to your speech.

FORMAT OF A SPEECH

Introduction →	Formal address ; good morning / afternoon ; introducing the topic
Exposition →	Develop the topic logically. Give facts and figures and examples to prove your point
Conclusion →	Sum up all that you have said. Conclude on a note of hope, caution or warning

SAMPLE SPEECH

You are Anil / Anita. Prepare a speech on 'Global Warming' to be delivered at the morning assembly of your school.

Formal address and introduction to the topic

Esteemed Principal, respected teachers and dear friends. Good morning ! Today I am going to express my views on the topic 'Global Warming.'

Exposition

Global warming has now become a real threat to human existence. We will have to take steps to check it.

Every individual can contribute a bit in reducing pollution and global warming. Why should we wait for the government to do something. Let us take a few little steps ourselves.

Each one of us should plant and nurture a tree. We can minimise the use of cars and other vehicles to reduce carbon emissions in the air. We should consume less electric power. It is possible only if we reduce our dependence on various gadgets. Then we can place our ACs and refrigerators away from the heat of the kitchen. We can save tissue papers.

Conclusion

All these steps are essential for cutting on the carbon level in the air. Pollution of air and water resources should be taken on war footing. Only then can we save ourselves from natural disasters.

Thank you.

SOLVED EXAMPLES

1. You are asked to speak on "The Craze for Fast Food". Prepare your speech in about 100-150 words.

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

I am here to speak in favour of the motion that fast food should be banned in school canteens. Children are, no doubt, very fond of fast food. They find it very tasty. But are they aware of its harmful effects ? Certainly not. Fast food, if taken regularly, is a cause of many diseases such as diabetes, indigestion, hypertension, etc. It is also the major cause of obesity.

Many youngsters begin to neglect home-made food. They develop dislike for milk, fruits and green vegetables. They begin to eat only burgers and pizzas which are not nutritious at all. No wonder, they lack energy and stamina.

Steps must be taken to discourage fast food. The most essential is to ban the sale of fast food and fizzy drinks in school canteen. If America can do it why can't India ?

Thank you.

2. India has the dubious reputation of making the largest number of films. India is spending a lot of money on the making of these films. Some people believe that many of these films are not only useless but also harmful to the society. They opine that the government should impose certain restrictions on the production of such films. Prepare a speech expressing your own ideas on the topic 'Restrictions on Films'.

Dear Friends ! Good Morning !

I stand before you to speak on the topic that the government should impose certain restrictions on the production of films. We proudly declare that India is no. 1 in producing films but we have to bow our head in shame when the quality of these films is discussed. Frankly speaking, many of these films have neither head nor tail, nor any social value; they should better be thrown into the dustbin.

Violence, vulgarity and irrationality are the guiding principles of our film-makers. The situation has come to such a pass that most of these films cannot be seen with the family. Don't you believe these films are misguiding our youth ? The impressionable minds of the youth get easily swayed by such films. They are tempted to practise evil things like fraud, robbery, murder, dishonesty, disobedience, etc. just for the thrill of it. Some evils like drug addiction, smoking, kidnapping and revengefulness are shown in favourable light. All these things tend to ruin the youth and portend evil for the country. We tend to imitate our favourite stars on the screen. When stars like Shah Rukh Khan are seen drinking or smoking, most of us tend to believe that drinking or smoking is in vogue and is the in-thing. Thus, a star starts a vicious circle in society. It is the need of the hour to change the mindset of the public so that the producers of the films are compelled to make good films highlighting the cardinal virtues of charity, fellow feeling, self- sacrifice and patriotism. No producer should be allowed to say that they give to the public what it demands. It is forgotten that film makers are not shopkeepers but leaders or trend-setters. The public should get what it should.

Thank you.

Worksheet 25

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Speech

1. You are asked to address the morning assembly of your school on the topic "Value of Games and Sports'. Prepare a speech in 100-150 words.

Hints

- mention the value of games
- necessary to keep fit and strong
- a sound mind dwells in a strong body
- build up stamina, team spirit

Space for Answer

2. You are Rakesh / Ramini. Write a speech on the topic – 'Changing Lifestyles'.

In this assignment you should

- describe the change in our lifestyles
- give reasons for the change
- point out the inherent dangers
- suggest ways to bring about a healthy change in our sedentary lifestyles

Space for Answer

Worksheet 26

Writing : Speech

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You are Manish / Manisha. You are asked to prepare a speech on the topic "The Importance of Homework for School Children," to be delivered in the morning assembly of your school. Prepare the speech.

HINTS

- homework very necessary for children
- remain alert, awakened to their duty
- develop the habit of hardwork
- good for good performance in exams

Space for Answer

4. Draft a speech on the topic – 'Cleanliness is Godliness'.

HINTS

- lack of cleanliness leads to many ailments
- dirty surroundings detestable
- steps must be taken for clean surroundings
- disposal of waste/refuge

Space for Answer

5. **Eating habits of the people in general, and of the children in particular, have undergone a drastic change during the last one decade. Now fast food has become a craze among the children. The doctors say that fast food is a junk food, having no or a little nutritious value. Your teacher-in-charge has asked you to speak on the topic "Beware of fast food." Prepare a speech for the morning assembly of your school.**

HINTS

- fast food easily cooked and available
- prepared under unhygienic conditions
- affects health and causes diseases
- food prepared at home should be taken

Space for Answer

9. REPORT WRITING

A report is an account of some incident, event, happening, accident, etc. It is often a first-hand account of the incident. It can be brief or lengthy. It is on the whole objective and formal.

The following value points should be taken into account while writing a report.

1. Events / Functions :

(*i*) Name of the event

(*ii*) Situation / Occasion

(*iii*) Name of the Chief Guest

(*iv*) Time, Date, Place

(*v*) Chief Guest's speech

(*vi*) Description of the event/function

(*vii*) Prize Distribution, etc.

(*viii*) Something specific about the event

(*ix*) Thanks - giving by one of the organisers

(*x*) The report writer's comment on the programme

2. Accidents :

(*i*) Cause of the accident

(ii) Place where it occurred

(iii) Time

(iv) Vehicles involved

(v) People's help/rescue

(vi) Casualities, if any

(vii) Persons injured

(viii) First aid

(ix) Inquiry

(x) Announcement by the govt. about grants to the next kin of the killed and to the injured.

(xi) Comments by the report writer.

FORMAT OF A NEWSPAPER REPORT

Headline/Title → **Osama killed; American Raid in Pakistan**

Byline → By Indrani Bagchi/TNN

Place and Date → Islamabad, 1st May : In a daring raid deep into ....

Details → _____

_____

_____

SOLVED EXAMPLES

1. You are Ajay/Harpreet, Secretary of the Sports Club of your school. Write a report for your school magazine in about 100-150 words on a one-day cricket match played by your school. (Innocent Hearts School, Jalandhar) against St. Anne Convent School, Ludhiana.

Headline / Title → **1-Day Cricket Match**

Byline → ***— Harpreet, Secretary, Sports Club***

Details → An exciting one-day cricket match was played between our team and that of St. Anne's Convent School, Ludhiana at our school playground on 1st May. Many students came to witness the match. We won the toss and chose to bat. Our opening batsman played very steadily and made fifty runs. One of them was caught out. Then went in Rajesh, the captain of our team. He hit one sixer and three fours and then was out leg-before wicket. He was loudly applauded as he alone brought the score to 100 runs. The whole team scored 170 runs. Now it was the turn of St. Anne's Convent School. Their first two players got well set and they played so confidently that they scored 80 runs. We changed our bowlers and luckily their fast and tricky balls proved deadly for the batsmen. They took three wickets for twenty runs. Their total score stood at 140 and we won the match. The students of our school cheered the players and were very happy. The losing team displayed restraint. The match was very lively.

2. You are Kamaldeep / Seema. As a reporter of a national daily, draft a report about a tragic incident of a bus falling into a canal.

Bus Falls into Canal ; 10 die

— Seema

Ludhiana, July 10 : A terrible accident involving a crowded PRTC bus occurred near Sidhwan canal bridge here today at about six in the morning. Ten passengers are reported to have lost their lives, and about twenty have been hospitalised. Others have been rescued by timely help provided by the villagers and the police.

Mr. Gurdial Singh, a resident of a nearby village, gave an eye-witness account of the incident. He said that the over-crowded bus was being driven at a breakneck speed. The moment it reached the overbridge, a buffalo came before it all of a sudden. Apparently, the driver lost control while saving the animal. The bus fell into the canal. Nothing was heard for a while. Then some passengers raised a hue and cry for help. Some villagers plunged into the canal to save the hapless passengers.

The police and the rescue parties reached the spot an hour later, by which time most of the rescue work had been completed.

An inquiry into the incident has been ordered.

Worksheet 27

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Report Writing

1. **Your school organised the annual Prize Distribution function. You being the student editor of the school magazine were asked to prepare a report about it for your school magazine. You are Rohini / Suresh. Prepare the report.**

HINTS

- Prize Distribution function
- S. Amrinder Singh, Chief guest
- Principal read out the progress report
- prizes awarded
- Chief guest, congratulated the prize winners
- Encouraged the students to work hard
- function came to a close with the National Anthem

Space for Answer

2. **You are Sumit / Sarla, a student of D.A.V. Public School, Meerut . Your school celebrated the World Environmental Day. Write a report about it for your school magazine.**

HINTS

- World Environment Day celebrated
- charts and exhibits to show circle of carbon emissions
- melting of glaciers, floods
- seminar held in the evening
- Environmentalist M. K. Raina advised the audience to cooperate to conserve environment

Space for Answer

Worksheet 28

Writing : **Report Writing**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

3. You are Mukesh / Mohini a student of class VI. Your class organised a one-day picnic at Sukhna Lake, Chandigarh. Write a report about it for your school magazine.

HINTS

- party of 30 students, with class teacher Avinash Khanna
- hired a mini bus, breakfast on the way
- reached Sukhna Lake at 11 a.m.
- watched beautiful scene, chatted, sang, danced
- some students did boating

Space for Answer

4. You are Rama/Rajiv a student of class VI. You visited a science exhibition organised by the city school recently. Write a brief report in 100-125 words for your school magazine on what you saw.

HINTS

- a unique science exhibition
- purpose, to increase interest of students in science
- interesting exhibits, a walking stick for the blind
- car, that could run with hydrogen, models of dinosaurs

Space for Answer

SECTION-C Grammar

PART - I

Topics :

- The Sentence
- Gender
- Degrees of Adjectives
- Tenses
- Subject and Predicate
- Pronouns
- Articles and Determiners
- Nouns
- Adjectives
- Verbs

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.

1. THE SENTENCE, THE PHRASE, THE CLAUSE

SENTENCE

A group of words that makes complete sense.

e.g., Keep off the grass.

The birds are chirping.

PHRASE

A group of words, makes some sense but not complete sense.

CLAUSE

A combination of words which has a Subject and a Predicate, but a part of a larger sentence.

THE SENTENCE, THE PHRASE AND THE CLAUSE

Read the following groups of words :

Column 'A'	*Column 'B'*
JUMBLED WORDS	**SENTENCES**
1. sweetly the sings nightingale.	The nightingale sings sweetly.
2. rises the sun in east the.	The sun rises in the east.
3. best policy is the honesty.	Honesty is the best policy.
4. chirping are birds the.	The birds are chirping.

The jumbled words in column 'A' do not make any sense. In column 'B' the same words have been placed in their proper order. Now they make complete sense. They are called **SENTENCES.**

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

We should remember three things while constructing a sentence :

1. The words in a sentence must be placed in proper order to make complete sense.
2. A sentence must always begin with a capital letter.
3. A sentence must have either a full stop (.) or a mark of interrogation (?) or exclamation (!) at the end.

KINDS OF SENTENCES :

Sentences are of four kinds :

1. Declarative or Assertive Sentences
2. Interrogative Sentences
3. Imperative Sentences
4. Exclamatory Sentences

1. Declarative Sentences (Statements) :

A sentence that simply states or denies something is called a Declarative or Assertive Sentence. **We also term it as statement.**

Examples :

1. She always speaks the truth.
2. She takes pride in her beauty.
3. He takes pride in his riches.
4. He does not agree with you.
5. Reena will not dance in the party.

2. Interrogative Sentences :

A sentence that asks a question is called an Interrogative Sentence.

Examples :

1. What is your father ?
2. Where does this road lead to ?
3. How old are you ?
4. Are you unwell today ?
5. Do you play cricket daily ?

3. Imperative Sentences :

A sentence that expresses an order, a request or advice is called an Imperative Sentence.

Examples :

1. Post this letter. (order)
2. Shut up. (order)
3. Please give me a glass of water. (request)
4. Kindly help me. (request)
5. Do not tell a lie. (advice)

4. Exclamatory Sentences :

A sentence that expresses a sudden or strong feeling of joy or sorrow, a wish or a prayer is called an Exclamatory Sentence.

Examples :

1. What a beautiful sight !
2. How lucky he is !
3. What a lovely shot !
4. May India prosper !
5. Alas ! He is no more.

THE PHRASE

A *Phrase is a group of words which makes sense*, but not complete sense. It has neither a subject nor a predicate. It contains no Finite verb. It cannot make a statement by itself. For example,

Of great promise, in a rude manner, playing tennis.

KINDS OF PHRASES :

A Phrase, as a combination of words, may be used in place of a *noun*, an *adjective*, an *adverb*, a *preposition* or a *conjunction*.

Read the following sentences :

1. *Early to rise* is good for health.
2. *To advise others* is easy.
3. We enjoyed *playing chess*.
4. He loves to *paint his thoughts*.
5. She hopes to *win the first prize*.

The *italicised group of words are used as* **Nouns.** (Subject or Object to Verbs). They are called **Noun Phrases.**

Read the following sentences :

1. He is a man *of a religious nature*.
2. Nelson was *a boy without fear*.
3. A donkey is *a beast of burden*.
4. She lives in a hut *made of wood*.
5. He is a *man of means*.

The *italicised groups of words do the work of* **Adjectives.** They are called **Adjectival Phrases.**

Read the following sentences :

1. They fought *in a brave manner*.
2. I thank you *with all my heart*.
3. He succeeded *in the long run*.
4. He shot an arrow *into the air*.

The *italicised groups of words modify the Verbs. They are called* **Adverbial Phrases.**

Read the following sentences :

1. I was standing *in front of* the temple.
2. She sat *by the side* of her sick child.
3. We crossed the river *by means of* boats.
4. The crop failed *for want of* rains.

The italicised groups of words are ***Prepositional Phrases.***

Read the following sentences :

1. I *availed myself* of the opportunity.
2. This boy *bids fair* to become a scientist.
3. He is trying *to make up for* the lost time.
4. He always *keeps in touch with* the school.

The italicised groups of words are **Verbal Phrases.**

Read the following sentences :

1. Though he worked hard, *yet* he failed.
2. *As soon as* the period is over, I shall see you.
3. *But for* your help, I would have failed.
4. He would rather starve *than* beg.

The italicised groups of words are **Conjunctional Phrases.**

ADJECTIVAL PHRASES

Study the following table of Adjectives and the Adjectival Phrases.

Adjectives	*Adjectival phrases*
1. A *woollen* cap	A cap *made of wool.*
2. A *deserted* town	A town *without any people.*
3. A *golden* ring	A ring *made of gold.*
4. A *heavy* load	A load *of great weight.*
5. A *popular* lady	A *lady liked by the people.*

ADVERBIAL PHRASES

Study the following table of Adjectives and the Adjectival Phrases.

Adverb	*Adverbial Phrases*
Wisely	*in a wise manner.*
Immediately	*without delay.*
Recently	*not long ago.*
Then	*in those days.*
There	*at that place.*

THE CLAUSE

A Clause is a combination of words which has a Subject and a Predicate, but which is part of a larger sentence; as,

Strike the iron *while it is hot.*

The group of words '*while it is hot*' is a part of the larger sentence and is not complete by itself. It is, therefore, a **Clause.** It depends upon the clause '*Strike the iron*' which makes complete sense by itself.

So the sentence has two clauses : (*a*) Principal Clause (*b*) Subordinate or Dependent Clause. A clause which stands by itself and makes complete sense is called the **Principal Clause;** as, 'Strike the iron'.

A clause which cannot stand by itself and cannot make complete sense is called the **Subordinate or Dependent Clause;** as, '*while it is hot.*'

Now study the following pairs of sentences :

1. (*a*) This is the **house** *built by my father.*
   (*b*) This is the **house** *which my father built.*
2. (*a*) The mice will play *in the absence of the cat.*
   (*b*) The mice will play when the cat is away.
3. (*a*) I know *of his recovery.*
   (*b*) I know *that he has recovered.*

In Group 1, the group of words '*built by my father*' is an **Adjectival Phrase.**

The **clause** '*which my father built*' means the same thing as the phrase in 1 (*a*) and qualifies the noun '*house*'. So it is called an **Adjectival Clause.**

In group 2, the group of words '*in the absence of the cat*' is an **Adverbial Phrase.**

The **clause** '*when the cat is away*' means the same thing as the phrase in 2 (*a*) and tells us when '*the mice will play*. So it is called an **Adverbial clause.**

In Group 3, the group of words '*of his recovery*' is a **Noun Phrase.**

The clause '*that he has recovered*' does the work of a noun. So it is called a **Noun Clause.**

Distinction Between A Phrase And A Clause

A Phrase	*A Clause*
1. A group of words	1. A group of words
2. No finite verb	2. Has a Subject and a Predicate
3. Has no definite meaning	3. Has a definite meaning of its own
4. To obtain a definite meaning it should be fitted in a sentence.	4. Forms part of a larger sentence

Adverbial Clauses

Adverbial Phrases	*Adverbial Clauses*
1. He talks *like* a *mad man*.	He talks as *if were a mad man*.
2. We returned at *sunset*.	We returned *when the sun set*.
3. You will reap the *fruit of your sowing*.	*As you sow*, so shall you reap.
4. The shepherd cried *at the top of his voice*.	The shepherd cried as loudly as he could.
5. *In spite of hard work*, he failed.	Though he worked hard, yet he failed.

Adjectival Clauses

Adjectival Phrases	*Adjectival Clauses*
1. People *eating too much* die early.	People *who eat too much* die early.
2. He has no *time to spare for idle talk*.	He has no time *that he can spare for idle talk*.
3. A man of courage is respected everywhere.	A man who is *courageous* is *respected everywhere*.
4. A *hardworking* boy is sure to succeed.	A boy *who works hard* is sure to succeed.
5. People *going to bed late* spoil their health.	People *who go to bed late* spoil their health.

Noun Clauses

Noun Phrases	*Noun Clauses*
1. *His death* is certain.	*That he will die* is certain.
2. He does not know *the place of his birth*.	He does not know *where he was born*.
3. I believe *in your innocence*.	I believe *that you are innocent*.
4. *Giving to the poor* is *lending to the Lord*.	*What we give to the poor* we lend to the Lord.
5. She hopes *to stand first*.	She hopes *that she will stand first*.

Worksheet 1

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : The Sentence

(A) Rearrange the groups of words given below and make meaningful sentences.

1. for wait please me
2. relax I now shall
3. in come shut and door the
4. rest complete doctor me advised the
5. grass off keep the

(B) Classify the sentences given below :

1. He is a man of courage and determination.
2. Do you take exercise daily ?
3. Shut the door.
4. Please fetch me a glass of water.
5. What a pleasant weather it is !
6. The farmers are ploughing the fields.

(C) Pick out the Noun Phrases in the following sentences :

1. He denies stealing the money.
2. He refuses to answer the questions.
3. To forgive one's enemies is noble.
4. I should hate to do such a thing.
5. To suffer is the lot of human beings.
6. The officer gave us a patient hearing.

(D) Pick out the Adjectival Phrases in the following sentences :

1. Give me your statement in black and white.
2. He should be fair and square in his dealings.
3. Slow and steady wins the race.
4. He is a man of means.
5. He is a lad of great promise.
6. He wore a turban made of silk.

_____

_____

_____

(E) Complete the following by adding suitable Noun Clauses :

1. Nobody knows when _____
2. I asked the cook if _____
3. He went home hoping _____
4. The teacher wants to know _____
5. It seems _____
6. _____ must be endured.

_____

_____

_____

(F) Complete the following sentences by adding suitable Adjectival or Adverbial clauses :

1. This is the house _____
2. They also serve who _____
3. I want the same kind of scooter _____
4. He will not pass unless _____
5. He remained at home _____
6. We cannot start _____

_____

_____

_____

_____

_____

2. SUBJECT AND PREDICATE

SUBJECT DENOTES

The person or thing about which something is said.

PREDICATE DENOTES

What is said about the person or thing.

A simple sentence is one which has *one subject* and *one predicate* and therefore, only one finite verb ; as,

We play. They dance.

The subject denotes the person or thing about which something is said. It may consist of one word or several words.

They work.

The students of class 6 are intelligent.

The predicate is what is said about the person or thing which the subject denotes.

Birds *fly in the sky*.

Gopi's father *is an advocate*.

Verb and Object : Sometimes the predicate consists of a verb only ; as,

Rajan *laughed*.

Raju *fell*.

The old man *coughed*.

In each sentence, the verb is intransitive. But if the verb is transitive, then the verb and its object together make up the predicate, as is shown below :

Subject	Predicate Finite Verb	Object
They	take	coffee.
She is	writing	a novel.
I know	his	address.
Thinking	provides	exercise.
Who	broke	my glasses.

Order of Subject and Predicate

1. The Subject usually comes first. Sometimes, however, this order is reversed; as,

   Sweet are the uses of adversity.

2. In Interrogative sentences, the Subject usually comes after a part of the Predicate ; as,

   Did *you* talk to her ?

3. In Exclamatory sentences, the Subject is placed after the Predicate; as,

   How sweet is her song ! May *you* live long !

4. In some sentences, the Subject and also part of the Predicate are unexpressed; as,

   What a lovely game ! = What a lovely game it is !

   Well done ! = It is well done.

5. In Imperative sentences, the Subject is generally omitted; as,

   Do it = (You) do it. Stand up = (You) stand up.

Worksheet 2

Grammar : Subject and Predicate

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(A) Divide the following sentences into the Subject and the Predicate :

1. Man is mortal.
2. A nurse receives her training in a hospital.
3. Barking dogs seldom bite.
4. How much will you charge ?
5. A bad workman quarrels with his tools.
6. Mind your own business.
7. Mountains add to the beauty of a country.
8. Did the clock strike ?
9. How stupid I have been !
10. An elephant is the largest land animal.

(B) Supply Predicates to each of these Subjects :

1. The new teacher .....
2. Our villagers .....
3. One of the girls .....
4. The cat .....
5. The magician .....
6. Flowers .....
7. Aeroplanes .....
8. Rahul Gandhi .....
9. The news .....
10. Parents .....

(C) Supply Subjects to each of these Predicates :

1. ..... has curly hair.
2. ..... are not mine.
3. ..... gave me advice.
4. ..... is a long distance.
5. ..... welcomed the new Principal.
6. ..... rises in the east.
7. ..... draw a map of India.
8. ..... speaks the truth.
9. ..... has died.
10. ..... is the last day of the week.

(D) Choose from 'B' the Predicate which goes with the Subject in 'A' :

A-Subject	*B-Predicate*
1. The peon	runs on rails.
2. We	are off duty.
3. The train	live in Chandigarh.
4. These divers	rings the bell.

(E) Pick out the subject and its enlargement in the following sentences.

1. His vegetables are good.
2. His house is in this building.
3. A thing of beauty is a joy for ever.
4. A lovely child pleases all.
5. A man of nobility is honoured in society.

(F) Put out extension of the predicate in the following sentences.

1. She speaks loudly.
2. He died poor.
3. She was sitting beside you.
4. You have come to die.
5. Weather permitting I shall go to Delhi.

3. NOUNS

KINDS OF NOUNS

PROPER NOUN

A name used for a particular person, place or object; as,

Lalita, New Delhi, table

COMMON NOUN

A name that can be given to every person or thing of the same kind; as,

man, bird, city

COLLECTIVE NOUN

A name that is given to a group of persons or things taken together; as,

class, army, team

MATERIAL NOUN

A name given to substances of which things are made; as,

gold, silver, wood

ABSTRACT NOUN

A name used to denote some quality, state or action; as,

honesty, illness, victory

THE NOUN

Definition

A Noun is a naming word. It tells us what someone or something is called. In other words nouns are names of persons, places, things, oceans, animals, flowers, fruits, vegetables, buildings, rivers, birds and such words as show relationship, quality, idea and feeling. Thus words like Rahul, chair, ball, book, pen, hotel, car, lion, beauty, honesty, victory, defeat are all nouns.

KINDS OF NOUNS :

There are five kinds of nouns :

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

1. Proper Nouns :

A Proper Noun is the special name of a particular person, place or thing. It is written with a capital letter.

Narendra Modi is the Prime Minister of India.

Amaravati is the capital of Andhra Pradesh.

Ganga is a holy river.

Narendra Modi, India, Amaravati, Andhra Pradesh and Ganga are Proper Nouns.

2. Common Nouns :

A common noun is a name given in common to every person or thing of the same class or kind.

A boy is reading a lesson.

A bird is sitting on a tree.

'Boy' and **'bird'** are common nouns.

They do not point out to any particular person, place or thing.

3. Collective Nouns :

A collective noun is the name given to a group of persons or things considered as one.

A class is a collection of boys and girls.

An army is a collection of soldiers.

A fleet is a group of ships or vans.

'Class', 'army' and **'fleet'** in the above sentences are collective nouns.

4. Material Nouns :

A material nouns is the name of the matter or substance of which things are made.

'Iron' is used for making war weapons.

Gold is a precious metal.

Brass is a useful metal.

'Iron', 'Gold' and **'Brass'** in the above sentences are **Material Nouns**.

5. Abstract Nouns :

An Abstract Noun is the name of something which we can neither see nor touch, but we can only think of.

Beauty is a nine days' wonder.

Kindness is rewarded.

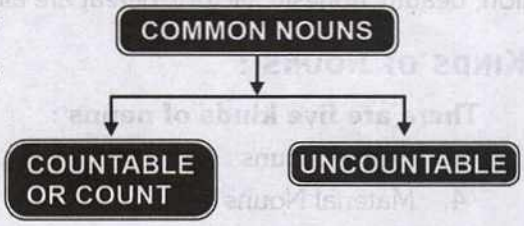
Virtue is its own reward.

'Beauty', 'Kindness' and **'Virtue'** are **Abstract Nouns.**

COUNTABLE AND UNCOUNTABLE NOUNS :

I. Nouns that can be counted are called **count** or **countable** nouns :

A bird	one bird	three birds
An apple	one apple	five apples



If a noun is **countable,** we use **a, an** and **a few** with it.

We can use numbers to show **how many.**

For **countable** nouns, we ask the question "How many ?"

Most common nouns and collective nouns are **countable.**

II. Nouns that cannot be counted are called **uncountable** Nouns :

water	milk	soup	oil	rice	sugar	butter	education
luggage	wood	permission	kindness	beauty	money	glass	furniture

If a noun is **uncountable** we use **some, a little.**

For **uncountable** nouns we ask the question **"How much"**

Most Abstract nouns and Material Nouns are **uncountable** nouns.

Where we want to refer to the quantity of uncountable nouns, we use values of measurement which are **countable.**

A glass of water	**a box** of matches
A litre of milk	**a loaf** of bread / **a slice** of bread
A bowl of soup	**a log** of wood
A kilo of rice / sugar	**a box** of barfi
A pat of / 100 gms. butter	**a bowl** / **a spoonful** of rice
	a pinch of salt / turmeric

Remember that countable nouns have plural forms but uncountable nouns do not. For example we can say tables or chairs but we can't say oils or milks.

Worksheet 3

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Nouns

(A) Pick out the NOUNS in the following sentences and tell their kind :

1. Japan is a country.
2. A zoo is a place where animals are kept.
3. Chandigarh is the capital of Punjab.
4. The Indian army fought bravely.
5. This building is made of marble and stone.
6. Gambhir is a good batsman.
7. The carpenter made a chair.
8. The Japanese eat rice and fish.
9. Truth is evergreen.
10. Abdul lost his ring.
11. This shirt is made of coarse cloth.
12. The earth revolves round the sun.
13. Flowers smell sweet.
14. Iron is a useful metal.
15. The police dispersed the crowd.

(B) Fill in the blanks with the words given below :

(*cotton, wool, class, crowd, poverty, truth, bunch, gold, war, honesty, cow, youths, princess, music, Kolkata, flock*)

1. The ..... gathered there.
2. Kamini is a wise girl in the ..... .
3. ..... is a big city in India.
4. ..... is beauty.
5. If you want peace, be prepared for .....
6. ..... is a precious metal.
7. I saw a ..... of birds.
8. The ..... sleeps peacefully.
9. ..... is the best policy.
10. Sonia is fond of ..... .
11. She lost her ..... of keys.
12. ..... is a blessing in disguise.
13. Clothes are made of ..... and ..... .
14. The ..... is a useful animal.
15. The ..... of India love their motherland.

(C) Match the Nouns in column 'A' with their meanings in column 'B' :

Column A	*Column B*
1. fleet	a place where horses are kept
2. scissors	cows, buffaloes, oxen
3. library	a machine that flies through the air
4. aeroplane	a number of sailors
5. ambulance	a place where books are kept
6. cattle	a cutting instrument with two blades
7. stable	a closed vehicle for carrying the sick to the hospital

(D) Fill in the blanks with the noun form of the words given in the brackets against each blank.

Your (*a*) ..... (brave) is best determined if you show (*b*) ..... (fearless) while practising (*c*) ..... (honest) and (*d*) ..... (truthful). You can't be sure of your (*e*) ..... (succeed) or (*f*) ..... (victorious) unless you have the right attitude towards (*g*) ..... (lively). So you must show (*h*) ..... (patiently) in all (*i*) ..... (difficult) of life. Your key to success in life lies in your (*j*) ..... (persevere).

4. GENDER

KINDS OF GENDER

MASCULINE GENDER
father, brother, tiger, lion, dog

FEMININE GENDER
woman, mother, sister, aunt, tigress

NEUTER GENDER
computer, table, inkpot, bed, almirah

COMMON GENDER
doctor, teacher, engineer, hawker, coach

The Gender

The living beings easily fall into two categories. The male and the female.

Look at the nouns in Column A and B.

A	B
man	woman
tiger	tigress
dog	bitch
horse	mare
boy	girl
actor	actress

You will notice that nouns under Column A are all males and the nouns under Column B are all females. Nouns that denote males are called Masculine Gender and nouns that denote females are called feminine genders. Nouns which name things that are neither male nor female are called neuter gender.

For the sake of convenience

Nouns can be classified according to their gender. Every **Noun** in English language belongs to one of the four genders.

(*a*) **Masculine Gender :** Nouns which name males belong to the masculine gender : man, brother, uncle, father, lion, etc.

(*b*) **Feminine Gender :** Nouns which name females belong to the feminine gender : woman, sister, aunt, mother, lioness, etc.

(*c*) **Neuter Gender :** Nouns which name things that are neither male nor female belong to the neuter gender : *table, almirah, bed, inkpot,* etc.

(*d*) **Common Gender :** Nouns which name persons or animals that are either male or female belong to the common gender : *engineer, hawker, president, doctor, coach, bird,* etc.

Sometimes, in literature, poets and playwrights personify some objects of nature and treat them as living beings e.g., Death. Objects which are strong and brave are addressed as masculine genders but objects known for their beauty and loveliness are called feminine objects e.g., Mercy.

How to form the feminine of nouns.

Feminine of nouns can be made by adding 'ess'.

e.g.,	lion	lioness
	poet	poetess
	host	hostess
	priest	priestess
	mayor	mayoress

They can also be made by dropping a vowel and adding 'ess'.

e.g.,	actor	actress
	hunter	huntress
	emperor	empress
	tiger	tigress
	prince	princess

Lastly feminine of nouns can be made by using a new word.

father	mother
brother	sister

papa	mamma
son	daughter
uncle	aunt

NUMBER :

Nouns can be further classified in two ways :

(*a*) **Singular Number :** A noun is *singular* when it points out one person, place, animal, thing, etc. *For example* : man, computer, city, cow, pen, etc.

(*b*) **Plural Number :** A noun is *plural* when it points out more than one person, place, animal, thing, etc. *For example* : men, computers, cities, cows, pens, etc.

TWO NOUNS JOINED BY 'AND' :

Nouns that commonly go together (bread and butter, lemon and oil, fish and chips, cheese and wine, etc.) are used with verbs in the singular, when we think of them as a singular unit.

Fish and chips is a popular meal.

If we think of the items as separate, we use a plural verb :

Fish and chips make a good meal.

NOTE : Uncountable nouns cannot be changed into plural numbers.

HOW TO FORM THE PLURAL NUMBER

1. By adding 's' to the Singular :

Singular	*Plural*	*Singular*	*Plural*
book	books	pen	pens
boy	boys	picture	pictures
chair	chairs	table	tables
cow	cows	tree	trees
girl	girls	year	years
rose	roses	metre	metres
house	houses	window	windows

2. By adding 'es' to the Singular :

Singular	*Plural*	*Singular*	*Plural*
ass	asses	brush	brushes
bunch	bunches	bush	bushes
bus	buses	negro	negroes
gas	gases	dish	dishes
class	classes	hero	heroes
glass	glasses	watch	watches
buffalo	buffaloes	tomato	tomatoes
echo	echoes	cargo	cargoes
mango	mangoes	potato	potatoes
motto	mottoes	volcano	volcanoes

3. By changing 'y' into 'i' and then adding 'es' to the singular :

Singular	*Plural*	*Singular*	*Plural*
army	armies	fairy	fairies
baby	babies	fly	flies
body	bodies	lady	ladies
city	cities	pony	ponies
cry	cries	reply	replies
duty	duties	story	stories

4. By adding 's' to the singular if 'y' has a vowel before it ;

Singular	*Plural*	*Singular*	*Plural*
boy	boys	key	keys
day	days	monkey	monkeys
donkey	donkeys	storey	storeys
journey	journeys	valley	valleys
toy	toys	way	ways
joy	joys		

5. By changing 'f' or 'fe' into 'ves' :

Singular	*Plural*	*Singular*	*Plural*
calf	calves	thief	thieves
half	halves	sheaf	sheaves
knife	knives	shelf	shelves
leaf	leaves	wife	wives
life	lives	wolf	wolves
loaf	loaves		
Exceptions :			
Singular	***Plural***	***Singular***	***Plural***
chief	chiefs	hoof	hoofs
cliff	cliffs	proof	proofs
dwarf	dwarfs	roof	roofs
grief	griefs	safe	safes
gulf	gulfs	staff	staffs
handkerchief	handkerchiefs	root	roots

6. By changing the inside vowel :

Singular	*Plural*	*Singular*	*Plural*
foot	feet	goose	geese
tooth	teeth	louse	lice
woman	women	mouse	mice
chairman	chairmen	fisherman	fishermen

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Gender

(A) Complete the following sentences with the plural forms of nouns given in brackets :

1. Our house has five bed _____ (room).
2. My _____ (foot) are very dirty.
3. Her _____ (son-in-law) are very rich.
4. Buy a new pair of _____ (ox).
5. Do you want to listen to such _____ (story) ?
6. The tree has pale-green _____ (leaf).
7. Have you got _____ (photo) of the accident ?
8. How many _____ (mango) do you want ?
9. Cats eat _____ (mouse).
10. The _____ (child) were weeping loudly.

(B) Choose the correct feminine out of the given options :

1. Horse _____ (She-horse/Calf/Mare)
2. Landlord _____ (Landlady/Lady/Maid)
3. Fox _____ (Foxes/She-fox/Vixen)
4. Cock _____ (Calf/Hen/Filly)
5. Negro _____ (Niece/She-Negro/Negress)
6. Heir _____ (Heiry/Heirs/Heiress)
7. Prince _____ (Princes/Princy/Princess)

(C) Fill in the blanks with plurals of the italicized words :

1. Two _____ entered our house. We caught one *thief* on the spot.
2. My *watchman* is honest. He is not dishonest like other _____ .
3. This is a very big *box*, It has three small _____ inside it.
4. You save his *life*. I will save many more _____ .
5. This *child* is different from many other _____ of my class.

(D) Rewrite the following sentences, changing the gender of the nouns and making other necessary changes.

1. What are you doing, little girl ?
2. She is an old spinster.
3. The lion is the king of the forest.
4. He is heir to this big estate.
5. The bride is a lass of eighteen.
6. The widow is the mother of four sons.
7. The king punished the actor who was a traitor.
8. The bitch came running to meet its master.

5. PRONOUNS

KINDS OF PRONOUNS

PERSONAL PRONOUNS

Personal pronouns stand for three persons :

First person : I, we

Second person : you

Third person : he, she, it, they

Examples :

I am happy.

You are nice.

REFLEXIVE PRONOUNS

These pronouns refer to the same person or thing that is indicated by the subject of the verb ; as,

myself, yourself, himself, ourselves, themselves

Examples :

You hurt *yourself*.

I did it *myself*.

DEMONSTRATIVE PRONOUNS

These pronouns are used to point out the persons or things for which they stand; as,

this, that, these, those

Examples :

This is my pen.

Those are our houses.

INDEFINITE PRONOUNS

These pronouns refer to persons or things in a general way; as,

some, many, few, one, none, all

Examples :

Some are good people.

Do good to others.

DISTRIBUTIVE PRONOUNS

These are the pronouns which refer to the persons or things one at a time; as,

each, either, neither

Examples :

Each girl has a prize.

Neither of them was rich.

RELATIVE PRONOUNS

These pronouns are used with nouns to which they refer; as,

who, that, which, whose, whom

Examples :

All *that* glitters is not gold.

INTERROGATIVE PRONOUNS

These are used for asking questions; as,

who, whose, which, what

Examples :

Who met you ?

Whose book is this ?

DEFINITION

A pronoun is a combination of two words : *pro+noun*. That means a *Pronoun* is a word that can be used in place of a noun. So a *Pronoun* is a substitute for a noun to avoid repetition.

Look at the following example :

Rakesh is my cousin. *Rakesh* gets up early in the morning. *Rakesh* goes daily for a morning walk. *Rakesh* enjoys a good health.

We can use pronoun 'he' in place of Rakesh to avoid repetition as follows :

Rakesh is my cousin. He gets up early in the morning. He *goes* daily for a morning walk. He enjoys a good health.

Function : The pronoun is used both as subject and object in a sentence.

Examples : 1. I won the prize. 2. Mohan met me at the station.

KINDS OF PRONOUNS :

1. Personal 2. Reflexive or Emphatic 3. Demonstrative 4. Indefinite
5. Distributive 6. Relative 7. Interrogative

Kinds	Use	Examples
1. Personal	Persons only	I, we, you, he, she, they, me, our, etc.
2. Reflexive or Emphatic	When the action of the subject reflects on the subject.	myself, ourselves, yourself, yourselves, himself, herself, itself, themselves
3. Demonstrative	Points out the person(s) or thing(s) to which they refer.	this, that, these, those
4. Indefinite	Refers to a person(s) or a thing(s) in a general way, not particular.	all, some, few, one, none, everybody, everyone, anybody, nobody, etc.
5. Distributive	Refers to persons or things one at a time	each, either, neither, every, etc. **Note :** (*i*) *Either* or *neither* is used for a group of two. (*ii*) *Each* denotes everyone of a number of persons/things in a group taken singly. (*iii*) *Every* is used for singular names denoting a class.
6. Relative	Refers to some nouns going before them; they combine two sentences.	*who*, *whose*, *whom* (used for persons only), *which* (used for lifeless objects and animals) *that* (used for objects, ideas, thoughts and animals)
7. Interrogative	Asking questions and doing the work of nouns they stand for.	who, whose, whom, which, what

Forms of the Personal Pronouns

Note : Personal Pronouns have different forms according to their *number*, *gender* and *case*.

Case Person ⟶ ↓	Number	Nominative	Possessive	Objective
First Person	Singular	I	my, mine	me
	Plural	we	our, ours	us
Second Person	Singular	you	your, yours	you
	Plural	you	your, yours	you
Third Person	Singular	he, she, it	his, her, its	him, her, it
	Plural	they	their, theirs	them

Note : (*i*) *My, our, your, his, her, its* and *their* should be followed by nouns. *e.g.* This is our school.

(*ii*) *Mine, yours, ones, his, hers, its, theirs* are used as pronouns and so they should not be followed by nouns.

e.g. This is *my* book ; that is *yours*.

Forms of Relative Pronouns

Use	Subject	Object	Possessive
(*i*) Persons	who, that	whom, who, that	whose
(*ii*) Things	what	what	–
(*iii*) Things and animals	which	which	–
	that	that	–

Forms of Interrogative Pronouns

Use	Subject	Object	Possessive
(*i*) Persons	who	whom/who	whose
(*ii*) Things	what	what	–
(*iii*) Persons or things when choice is made	which	which	–

1. DEMONSTRATIVE PRONOUNS

Demonstrative pronouns are used to point to the persons or things, near or at a distance. *This, that, these, those* are demonstrative pronouns.

This and *that* are singular.

These and *those* are plural.

This and *these* show nearness.

That and *those* show distance.

For example : This is my grandfather's diary.

These are interesting stories.

That is the principal's residence.

NOTE :

Demonstrative pronouns become demonstrative adjectives when they are followed by Nouns; as:

1. This house needs whitewashing.
2. These students are hardworking.
3. That hotel gives the best service.
4. Those birds have big necks.

2. DISTRIBUTIVE PRONOUNS

Distributive Pronouns refer to persons or things one at a time. Therefore, they are always singular and followed by a verb in the singular. *Each, either, neither* are called Distributive Pronouns.

For example : Each of the girls is smartly dressed.

Neither of you is true.

Either he or his brother is at fault.

3. INTERROGATIVE PRONOUNS

Interrogative pronouns are used for asking questions; as,

1. *Who* spoiled the carpet in the principal's office ?
2. The carpet is so badly spoiled. *Whom* should we blame for it ?
3. All these watches are very beautiful. *Which* one would you like to buy ?
4. *Whose* is that lovely grand house ?
5. *What* have you been doing all these days ?

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 a thing out of a given set.

DISTINCTION :

1. *Who* is your Principal ? : '*Who*' enquires about the name of the person.
2. *What* is your uncle ? : '*What*' enquires about the profession of the person.
3. *Which* is your uncle in this group photograph ? : '*Which*' enquires about a particular person out of persons from a definite group.

4. RELATIVE PRONOUNS

Relative pronouns are those pronouns which refer to or modify a noun antecedent.

Who, whom, that, which, whose are used as *relative pronouns*.

LOOK AT THE FOLLOWING EXAMPLES :

1. She is the girl *who* acted Savitri.
2. John is the man *whom* you can depend upon.
3. All *that* glitters is not gold.
4. Sita is the only girl *whose* essay has been selected.

POSITION OF THE RELATIVE PRONOUN :

The Relative Pronoun should be placed as near its antecedent as possible, otherwise the sentence would have different meaning ; as,

Correct : The boy who stole the book was punished by the teacher.

Incorrect : The boy was punished by the teacher who stole the book.

Correct : The car that you see belongs to my uncle.

Incorrect : The car belongs to my uncle that you see.

OMISSION OF THE RELATIVE PRONOUN AND ITS ANTECEDENT :

(a) The Relative Pronoun in the objective case is generally omitted; as,

I am the monarch of all (that) I survey.

This is the village (that/which) we live in.

(b) Sometimes the *antecedent* of a Relative Pronoun is omitted; as,

Whom the gods love die young. (= Those whom)

Who laughs last laughs best. (= He who)

Learn : 1. 'Who, whose, whom' are used for persons only.

2. 'Which' is used for animals, places and things.

3. 'That' is used for persons, places and things.

Worksheet 5

Grammar : Pronouns

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(A) Tick (✓) the correct words given in the brackets.

1. Modern people are better than (these, those) who lived in the past.
2. It was (*she, her*) I was talking about.
3. You are known to my brother and (*I, me*).
4. He is as nice as (*she, her*).
5. There is no flower (*who, but*) has no thorn.
6. The man (*who, which*) is honest becomes successful.
7. (*Which, What*) cannot be cured, must be endured.
8. The flowers (*who, which*) you like are not available here.
9. You are responsible for all (*which, that*) you do.
10. He is a boy (*whom, whose*) essay has won a prize.

(B) Fill in the blanks with the correct pronouns :

Yesterday my parents celebrated (*a*) _____ birthday. (*b*) _____ asked me to invite some of my friends and (*c*) _____ parents. My mother is a very good cook. She (*d*) _____ prepared the cake. (*e*) _____ guests reached at 7.00 p.m. The party started at the right time. My uncle (*f*) _____ is a businessman was the manager of ceremonies. Everybody enjoyed the party and expressed (*g*) _____ pleasure to (*h*)_____ parents.

(C) Fill in the blanks using the appropriate pronouns :

Man is the architect of (*a*) _____ own fate. He should make a proper division of (*b*) _____ time for duty and play. (*c*) _____ life is the sum total of hours, days and years, the wastage of (*d*) _____ is criminal. Those (*e*) _____ know time management, never repent. The most successful persons use (*f*) _____ time as a wise investment. So (*g*) _____ should value (*h*) _____ own time and that of others also.

(D) Fill in the blanks with the correct interrogative pronouns out of the given options :

1. _____ (That/What/Which) is he doing now ?
2. _____ (Whom/Who/Which) arranged the party ?
3. _____ (That/What/Whose) will you do now ?
4. _____ (When/Where/How) is your school ?
5. _____ (Whose/Whom/Which) do you wish to invite ?

(E) Fill in the blanks with demonstrative pronouns :

1. _____ is a true story.
2. _____ are false allegations.
3. _____ is my purse.
4. _____ are sweet mangoes.
5. _____ are lovely flowers.

(F) Rewrite the following sentences after correcting them :

1. Everybody and every girl were in his/her place.
2. I and Suresh are fast friends.
3. Let I offer you help in this matter.
4. You can have any of these two books.
5. The students which work hard will succeed.

6. ADJECTIVES

KINDS OF ADJECTIVES

ADJECTIVES OF QUALITY

They refer to the quality or state of the nouns.

Examples :

The rose is a *beautiful* flower.

The horse is *strong*.

ADJECTIVES OF QUANTITY

They show how much a thing is meant.

Examples :

I want *some* honey.

There is *enough* milk.

ADJECTIVES OF NUMBER

They show how many persons or things are meant.

Examples :

Many students donated blood.

The *second* boy is the winner.

DEMONSTRATIVE ADJECTIVES

They point out which persons or things are meant.

Examples :

These bananas are cheap.

This book is a novel.

INTERROGATIVE ADJECTIVES

They are used in the formation of questions.

Examples :

What colour is your umbrella ?

Which house is yours ?

POSSESSIVE ADJECTIVES

They indicate possession.

Examples :

This is *my* hat.

It is *your* book.

DISTRIBUTIVE ADJECTIVES

They refer to each one of a number.

Examples :

Each boy will sweep the yard.

Either book will do.

DEFINITION

An 'Adjective' is a word which adds something to the meaning of a noun or a pronoun. It is a describing word telling quality, colour or number of something/somebody; as,

Lata is a great singer.

This seat is comfortable.

This girl is beautiful.

In the above sentences, the words *great, comfortable* and *beautiful* tell the qualities of *Lata*, *seat* and *girl*. Adjectives are used attributively, i.e., with the noun they qualify; as,

Sania is a good player.

They are also used predicatively, *i.e.*, separated from the noun they qualify; as,

The rose is red.

KINDS OF ADJECTIVES

Kinds	Characteristics	Examples
1. *Adjectives of Quality/ Descriptive Adjectives*	Describe the kind, quality or characteristics	good, beautiful, tall, white, hot, cold, etc.
2. *Adjectives of Quantity*	Describe quantity Answer the question : *How much*	some, much, all, enough, half, little, etc.
3. *Adjectives of Number (Numeral Adjectives)*	Answer : *How many* Indicate number and the order of things/persons	one, two, many, few, first, second, last, etc.
4. *Demonstrative Adjectives*	Indicate which person/thing is referred to	this, that, these, those, such
5. *Interrogative Adjectives*	To ask questions	what, which, whose
6. *Possessive Adjectives*	Indicate possession	my, our, your, his, her, their, its
7. *Distributive Adjectives*	Refers to each one of a number	each, every, either, neither

Note : Adjectives of quantity and number, demonstrative, distributive, and possessive adjectives are also called ***determiners***. They have already been discussed.

FORMATION OF ADJECTIVES

1. Formed from Nouns :

Honesty	:	honest
Beauty	:	beautiful
Courage	:	courageous

2. Formed from Verbs :

Talk	:	talkative
Ignore	:	ignorant
Respect	:	respectable

3. **Formed from Adjectives :**

Blue	:	bluish
Black	:	blackish
Green	:	greenish

4. **Nouns as Adjectives :**

Summer suns

Grass fields

Window pane

5. **Verbs functioning as Adjectives :**

Raging wind

Diving man

Running horse

6. **A word that usually functions as Adverb may do the work of an Adjective :**

He fell down. (Adverb)

The **down train**. (Adjective)

An **after**-thought (Adjective)

AN ADJECTIVE HAS THREE DEGREES OF FORMS :

1. Positive Degree 2. Comparative Degree 3. Superlative Degree

LEARN :

- We use **Positive Degree** of an adjective when we do not make any comparison.
- We use **Comparative Degree** of an adjective when we compare two persons or things.
- We use **Superlative Degree** of an adjective when we compare more than two persons or things.

FORMATION OF COMPARATIVE AND SUPERLATIVE

Study carefully how the Adjectives form the Comparative and the Superlative :

1. The following Adjectives form the Comparative by adding - er and the Superlative by adding - est to the Positive.

Positive	Comparative	Superlative
clever	cleverer	cleverest
thick	thicker	thickest
great	greater	greatest
tall	taller	tallest
kind	kinder	kindest
young	younger	youngest
sweet	sweeter	sweetest

2. If the Positive ends in ***e***, only ***r*** and ***st*** are added to form the Comparative and the Superlative.

Positive	Comparative	Superlative
brave	braver	bravest
white	whiter	whitest
large	larger	largest
wise	wiser	wisest
fine	finer	finest
noble	nobler	noblest

3. If the Positive ends in ***y*** and the ***y*** is preceded by a consonant; the ***y*** is changed into ***i***, before adding ***er*** and ***est***. But if the ***y*** is preceded by a vowel, then ***y*** is not changed into ***i***.

Positive	Comparative	Superlative
easy	easier	easiest
happy	happier	happiest
heavy	heavier	heaviest
merry	merrier	merriest
lazy	lazier	laziest

THE CORRECT USE OF ADJECTIVES

1. **Elder, Eldest :**

Both are used for members of the same family. '*Elder*' is never followed by '*than*'; as,

Rani is my *elder* sister.

Gaurav is my *eldest* son. (the first born)

2. **Older, Oldest :**

Both are used for persons and things; as,

I am *older* than your brother.

This temple is *older than* that.

He is my *oldest* son. (*i.e.*, of the living sons).

3. **Later, Latest :**

Both denote time. '*Later*' is opposed to '*Earlier*'; as,

You came later than me.

What is the *latest* news ?

4. **Latter, Last :**

Both are used for *position* or *order*. 'Latter' is opposed to 'Former'; as,

Sonal and her friend work together. The *former* is a dancer, and the *latter* is an artist.

Rohan was the *last* athlete to receive the prize.

5. **Nearest, Next :**

Nearest refers to *distance*; as,

Which is the *nearest* school ?

Next refers to *order* or *position*; as,

Mr Aiyer lives in the *next* building.

6. **Farther, Further :**

Farther denotes *more distance*; as,

Chandigarh is *farther* from Jalandhar than Ambala.

Further means *something additional*; as,

You must do this without *further* delay.

ADJECTIVES USED AS NOUNS

Adjectives are sometimes used as Nouns; as,

1. Certain Adjectives, preceded by *the* can be used as Nouns in the Plural sense. They denote a class of persons :

   Blessed are the *meek*. The *rich* do not care for the *poor*.

   The *blind* deserve our pity. The *wicked* were punished.

2. Some Adjectives preceded by *the* denote some abstract quality :

   The *future* is unknown to us. He admires *the good*.

3. Some Adjectives actually become Nouns and can be used both in the Singular and in the Plural :

   junior, juniors; senior, seniors; Italian, Italians; superior, superiors; elder, elders; mortal, mortals; inferior, inferiors; Indian, Indians, etc.

4. In certain phrases and idioms the Adjectives are used as Nouns :

   I shall see you *before long*. He has left Karachi *for good*.

   In short, we know nothing. *At present*, he is available.

INTERCHANGE OF THE DEGREE OF COMPARISION

1. Comparative : She is *taller* than me.
   Positive : I am not as *tall* as she.
2. Superlative : Surinder is the *most hardworking* boy in the class.
   Comparative : Surinder is *more hardworking* than any other boy in the class.
   Positive : No other boy in the class is *as hardworking* as Surinder.
3. Superlative : Ashoka was *one of the greatest* of kings.
   Comparative : Ashoka was greater *than most other* kings.
   Positive : Very few kings were *so great as* Ashoka.
4. Superlative : Mumbai is *the biggest town* in India.
   Comparative : Mumbai is *bigger than any other town* in India.
   Positive : No other town in India is *as big as* Mumbai.
5. Superlative : Lead is *the heaviest* of all metals.
   Comparative : Lead is *heavier than* all other metals.
   Positive : No other metal is *as heavy as* lead.

Worksheet 6

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Adjectives

(A) Underline Adjectives in the following sentences and state the kind of each :

1. She is a beautiful girl.
2. I like Chinese food.
3. All men are mortal.
4. We lead a contented life.
5. Madhuri is a good dancer.
6. Is there no milk in the jug ?
7. Ten boys and girls went to the lake.
8. Read the third chapter of this book.
9. Madras is a big city.
10. Whose building is this ?
11. These are sweet grapes.
12. We have enough wealth.
13. Kamini is a beautiful lady.
14. Sarvpriya is an intelligent girl.

(B) Underline Adjectives in the following passage and state the kind of each :

Ours is an age of science. Scientific inventions have made our life easy and comfortable. Science has brought a marvellous change in the lifestyle of human beings. The greatest wonder of science is electricity. It is a form of energy. The fans and air-conditioners have made us feel comfortable during summer. They have considerably reduced heat. Electricity has helped us to live a colourful, charming and comfortable life.

(C) Fill in the blanks with Distributive Adjectives (either, neither, each, every) :

1. _____ boy was given ten rupees.
2. I expect _____ man to be patriotic.
3. On _____ side is a wide road.
4. _____ statement is true.

(D) Fill in the blanks with Interrogative Adjectives :

Interviewer : Sir, (*a*) _____ type of films do you like the most ?
Hero : Any type which comes my way.
Interviewer : But (*b*) _____ makes you happy while acting in these films ?
Hero : Giving my 100 per cent.
Interviewer : Sir, (*c*) _____ time do you give to your family ?
Hero : Whenever I am off the stage.
Interviewer : Any actress (*d*) _____ acting you like the most.
Hero : All heroines do their best.

_____

_____

_____

_____

_____

_____

(E) Fill in the blanks with the correct use of *some* or *any* :

1. We have _____ sweets in the fridge but do not have _____ apples.
2. Do you have _____ money in your purse ?
3. Is there _____ reason of your getting late ?
4. _____ people have the tendency to harm others.
5. "Is there _____ body who can save me out of this situation ?"
   "Yes, have _____ confidence, only it can save you."
6. "Dear students, you know that _____ people are born great, _____ achieve greatness but _____ have greatness thrust on them."
7. Producer : "I like _____ of your stories but I'm afraid, I can't use _____ of these for making a film."
8. In a zoo, you see _____ facilities provided to the animals but there is hardly _____ body who thinks about their freedom.
9. The child is facing _____ problem with his eyesight because it hasn't chosen _____ of these beautiful toys.
10. _____ body has rightly said that there isn't _____ shortcut to success.

_____

_____

_____

_____

_____

Worksheet 7

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Adjectives

(F) Supply suitable Adjectives in the blank spaces :

1. Flowers give out _____ smell.
2. This book contains _____ stories.
3. There arose a _____ storm.
4. He did not eat _____ rice.
5. Is there _____ water in the jug ?
6. My father brought _____ mangoes.
7. _____ building has _____ storeys.
8. Krishna is an _____ girl.
9. _____ shirt is whiter than _____ shirt.
10. Solomon was a very _____ man.
11. Udham Singh was a _____ patriot.
12. There is _____ hope of _____ recovery.
13. _____ game do you play ?
14. _____ man must do _____ duty.
15. Are _____ books yours ?

(G) Fill in the blanks with the correct form of the adjectives, making necessary changes in the words given in the brackets :

Students should not waste their time in (*a*) _____ (waste) activities. They must remember that student life is the (*b*) _____ (gold) period of life. They should remain (*c*) _____ (caution) that time once gone cannot be recalled. Each minute of life ought to be put to its (*d*) _____ (properly) use. Only then can they achieve their (*e*) _____ (ultimately) goal in life.

(H) In the following sentences, adjectives have been misplaced. Rewrite these sentences, putting adjectives at appropriate places.

1. Here is a broken small jug.
2. It is a digital useful alarm clock.
3. This is an old container plastic.
4. She gave me a square, small jewellery metal box.
5. I am looking for my cotton summer pink dress.

_____

_____

_____

(I) Fill in the blanks with the correct adjectives :

Usually we see that (*a*) _____ people attend seminars on (*b*) _____ issues, but only a (*c*) _____ men are serious. (*d*) _____ speakers are not listened to by the audience. It is a fact that only (*e*) _____ people are serious about seminars.

_____

_____

_____

(J) Fill in the blanks with the correct adjectives :

Many people are fatalists. (*a*) _____ people believe blindly in fate. They think that fate is supreme and labour stands nowhere. (*b*) _____ people cannot make any progress. (*c*) _____ days only (*d*) _____ persons succeed who put their heart and soul in their work.

_____

_____

_____

(K) Fill in the blanks with the correct degree of adjectives :

1. Iron is more _____ than silver.
2. Her dress is _____ than mine.
3. Of the two brothers who is _____ ?
4. This book is _____ than that.
5. Gold is more _____ than any other metal.
6. Chanakya was the _____ of all men.
7. She is the _____ lady.
8. He is _____ than his brother.
9. William is _____ than John.
10. Kalidasa was _____ than any other Indian poet.

_____

_____

7. DEGREES OF ADJECTIVES

POSITIVE	COMPARATIVE	SUPERLATIVE
noble	nobler	noblest
sweet	sweeter	sweetest
tall	taller	tallest
big	bigger	biggest

Degrees of Adjectives

As you know an adjective is a word that is used to add something to the noun or pronoun; as a red car. In other words adjectives give us more information about nouns and pronouns. However, degrees of comparison are used when we compare one person or thing with another.

There are three degrees of adjectives.

Positive degree, Comparative degree and Superlative degree.

Positive	Comparative	Superlative
wise	wiser	wisest
able	abler	ablest
pretty	prettier	prettiest
good	better	best

Read and understand.

1. *Lalit is a **strong** boy.* **Positive** degree
2. *Rohan is **stronger** than Lalit.* **Comparative** degree
3. *Bikram is the **strongest** of the three.* **Superlative** degree

The words strong, stronger and strongest are the three different forms of the adjective strong.

- In sentence no. 1, when we say *Lalit is a strong boy*, we are not comparing him with any other boy. The word strong is said to be in the **positive** degree. We ***do not make any comparison*** here.
- In sentence no. 2, when we say *Rohan is stronger than Lalit*, we are comparing two boys. ***Stronger*** is said to be in the **comparative degree.** We use adjectives in the comparative degree when ***we compare two persons or things.*** We use *than* to compare two persons or things.
- In sentence no. 3, when we say *Bikram is **the** strongest **of** the three*, we are comparing *more than two boys.* (three). Strongest is said to be in the **superlative degree.** We use an adjective in the superlative degree when ***we compare more than two persons or things.*** We use the article *the* before the superlative degree along with *of.*

These are called the **degree of comparison** of adjectives.

How To Form Degrees of Comparison

Most adjectives form their comparative degree by adding /**er**/, and their superlative degree by adding /**est**/ to the positive degree.

Positive	Comparative	Superlative
(for one)	(for two)	(for more than two)
smart	smarter	smartest
kind	kinder	kindest
wise	wiser	wisest

If a positive degree ends in/**e**/, we add only /**r**/ and /**st**/to form the comparative and superlative degrees.

Positive	Comparative	Superlative
nice	nicer	nicest
brave	braver	bravest
noble	nobler	noblest

Some adjectives **double** their last letter before /**er**/ is added to form the comparative and /**est**/to form the superlative.

Positive	Comparative	Superlative
hot	hotter	hottest
big	bigger	biggest
fat	fatter	fattest

For adjectives having two or more than two syllabus we add **more** and **most** to the comparative and superlative degrees.

Positive	Comparative	Superlative
expensive	more expensive	most expensive
interesting	more interesting	most interesting

Some adjectives do not follow any of the above rules.

Positive	Comparative	Superlative
good	better	best
many (number)	more	most
much (quantity)	more	most
bad	worse	worst
little	less	least

Double comparatives and superlatives

Be careful not to use double comparatives and superlatives.

As ..... as

When a comparison is made between two persons or things of equal value we use / **as** ..... **as** in the sentence. For example.

*He is **as good as** his father in playing the violin.*

*She is **as good as** her elder sister in studies.*

or

*He is **not as good as** his father in playing the violin.*

*She is **not as good as** her sister in studies.*

Correct Use of Adjectives

1. **Some, Any :**

   Some is used in affirmative sentences. Any is used in negative / interrogative sentences :

   (*i*) Only some people have confidence.

   (*ii*) Does he have any money.

2. **Many, much**

   Many is used for number. Much is used for quantity.

   (*i*) Many people believe in God.

   (*ii*) Much work is still to be done.

3. **Each, Every**

   Each is used for two. Every is used for three or more.

   (*i*) Each girl was put to test.

   (*ii*) Every person wants respect.

4. Elder, Older, Eldest, Oldest

Elder and ***eldest*** are used only with people and that too, with members of the same family.

My ***elder*** brother is an author while my ***eldest*** brother grows strawberries on his farm.

We use ***older*** when we use ***than*** in a sentence.

My mother is ***older*** than my dad.

Older and oldest are used with people as well as things :

Uncle Sam is the oldest member of our family.

He lives in the oldest house of the town.

5. Later, Latest, Latter, Last

Later and ***latest*** refer to **time.**

*Dad will come **later.***

*What is the **latest** news ?*

Latter and **last** refer to **position.**

*The first part of the novel is interesting but the **latter** is not, especially the **last** chapter.*

6. Further Farther

Further means **additional.**

*Tomorrow, we will have **further** discussion on this topic. (Speak more on the same topic)*

Farther denotes **distance.**

*Let's walk a little **farther** (so that we can talk a little longer).*

7. Nearest, Next :

(*i*) Which is the nearest shop from this place ?

(*ii*) My uncle lives in the next building.

8. Few, a few, the few :

Few is negative in meaning, A *few* means a small number. The *few* means the small number but all of them.

(*i*) Few political leaders are honest.

(*ii*) Only a few students passed the exam.

(*iii*) He spent the few rupees he had.

9. Little, a little, the little :

They are used for quantity.

Little means not much, A little means small quantity.

The little means small quantity but the whole of it.

(*i*) An AIDS patient has little hope.

(*ii*) A little knowledge is a dangerous thing.

(*iii*) She gave me the little water she had.

10. Some comparisons in a sentence like inferior, superior, junior and senior that end in/or/ are followed by / to/ instead of/than/.

We **do not use** / more / before such words.

Harish is ***junior*** to his friends. All his friends are ***senior to*** him.

The quality of these apples ***is inferior to*** the ones we bought last week.

Worksheet 8

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Degrees of Adjectives

(A) Use little, a little, few and a few in these sentences.

1. She is _____ better today.
2. There are _____ apples left. We must buy some more.
3. There were very _____ people at the gathering due to the heavy rain.
4. I will give you _____ trouble. Please could you help me fill this form ?
5. Give me _____ rice. I am not hungry.
6. The _____ hope I had is now gone.
7. Can you spare _____ milk for me ?
8. Only _____ friends are happy at your success.

(B) Select the correct word from the alternatives given in the brackets in the following sentences :

1. She is the (*elder, eldest*) of the two sisters.
2. Who is (*more, most*) cheerful, Sita or Gita ?
3. Kher sings better than (*any, any other*) boy.
4. He is inferior (*than, to*) you in social position.
5. We left by the (*last, latest*) train.
6. Mohini is my (*older, elder*) sister.
7. He is the (*oldest, eldest*) man in the town.
8. Can you do this without (*further, farther*) delay ?
9. The thief was taken to the (*next, nearest*) police station.
10. I live in the (*next, nearest*) building.

(C) Supply the proper form of the adjectives :

1. Cunning : Is he _____ than you ?
2. Wise : Tinny is the _____ girl of the two.
3. Great : Kalidas was _____ than any other Indian poet.
4. Late : He came _____ than I.
5. Light : Silver is _____ than gold.
6. Useful : Iron is _____ than any other metal.
7. Short : Take the _____ of the two routes.
8. Sacred : The Gita is a _____ book.
9. Bitter : Quinine is _____ than this medicine.
10. Rich : He is the _____ of men.

(D) Fill in the blanks with older, elder, oldest, eldest, latter, later, latest, last :

1. The _____ man in the city died yesterday.
2. Who is _____ of the two brothers ?
3. What is the _____ news of today ?
4. Rushmi came _____ than me.
5. The _____ chapter of this book is difficult.
6. Javeri is the _____ member of this family.
7. _____ on he come to realize his mistake.
8. What is the _____ score of our team ?
9. The _____ building of the city was demolished.
10. Ganesh and Swastic are friends but the _____ is more jovial.

8. ARTICLES AND DETERMINERS

KINDS OF DETERMINERS

ARTICLES

the	a, an
(Specific Determiner)	(General Determiners)

Examples :

the Ganga — *a* book, *an* egg

POSSESSIVES

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

Examples :

My doll is in the almirah.
Your teddy is beautiful.
Our house looks beautiful.

DEMONSTRATIVE

this, that, these, those (Specific Determiners)

Examples : *This* book is valuable.
That girl is my classmate.
These toys are beautiful.
Those men are artisans.

SOME OTHER DETERMINERS

some, any, many, much, each, every (General Determiners)

Examples : There is *some* sugar in the pot.
He did not buy *any* book.
Many people live in this city.
This man has *much* money.

DEFINITION :

Determiners are the words used to identify or specify a noun. They determine the meaning of the noun by making it clear which particular thing(s) we are talking about or how much of a substance we want to point out. Singular, countable nouns must normally have determiners before them.

I. Articles : a, an, the
II. Possessives : my, our, your, his, her, etc.
III. Demonstratives : this, that, these, those
IV. Others : some, any, many, much, few, little, etc.

I. ARTICLES

Indefinite Article
a, an

Definite Article
the

USES OF A AND AN :

1. *Before a singular, countable noun, not particular* :
   e.g. A cow is ***an*** animal.
   There is ***a*** message for you.
2. *With a noun complement* :
   e.g. She is ***a*** famous teacher.
   It is ***an*** interesting story.
3. In expression of price, speed, ratio, etc. :
   e.g. eighty miles ***an*** hour.
   four times ***a*** day.
4. Before a certain numerical expression :
   e.g. ***a*** dozen, ***a*** million, ***a*** lot of, ***a*** great many.
5. *In exclamations* :
   e.g. Such ***a*** pity ! How great ***a*** man !
6. *Indicating that **a** person is **a** stranger to the speaker* :
   e.g. ***a*** Mr Arora, ***a*** Mr Jones

A / AN IS NOT USED :

- *Before uncountable nouns like oil, water, milk and rice; as,*
  Water is precious.
  Milk is good for health.
- *Before the material and the abstract nouns like* gold, silver, honesty, love, as
  Gold is a precious metal.
  Honesty is the best policy.

DEFINITE ARTICLE : THE

Use **'the'** with all nouns in a particular context.
Do not use **'the'** with countries, towns, streets, proper names, abstract nouns, etc.

USES :

1. *Before the names of seas, rivers, mountains, gulfs, etc.* :
   e.g. ***The*** Indian Ocean,
   The Ganges,
   The Alps
2. *Before the names of the newspapers, magazines and periodicals* :
   e.g. ***The*** Hindustan Times, ***The*** Frontline
3. *Before the names of holy books* :
   e.g. ***The*** Bible, ***The*** Adi Granth,
   The Geeta
4. *Before the nouns of which there is only one* :
   e.g. ***The*** earth, ***The*** sun, ***The*** North Pole

5. *Before a noun which becomes definite by being mentioned a second time*
   e.g. I met a boy in ***the*** market.
   The boy was very intelligent.
6. Before the superlative degree of an Adjective :
   e.g. She is ***the*** prettiest girl of the class.
   This is ***the*** worst situation to live in.
7. Before an adjective representing a class of persons :
   e.g. We must help ***the*** poor.
   Blessed are ***the*** meek.
8. Before a noun made definite by the addition of a phrase or a clause :
   e.g. ***The*** boy who has stood first is my neighbour.
   This is ***the*** building that I purchased.
9. Before a singular noun to represent a class of animals or lifeless things :
   e.g. ***The*** whale is the biggest mammal.
   The ant is industrious.

I. Omission of Article 'The' :

'The' is not used :

(*i*) before proper nouns, abstract nouns, plural nouns, names of materials, meals, colours, etc. :

Note : x means **no** determiner.

x Ramesh is my brother.

Everybody fears x death.

x Children are playing.

x Iron is a useful metal.

They invited me to x lunch.

*But we use **the** in case these nouns are used in a particular sense :*

The death of his father made us all sad.

The honesty of your father is admirable.

The iron we get from you is quite costly.

(*ii*) *before places of assembly when they are visited for their usual purpose :*

We went to x college at 9.

We go to x market to buy new dresses.

(*iii*) *before the names of games :*

I play x cricket.

x Football is a popular game.

(*iv*) *before expressions such as* all day, all night, by air, by bus, etc.

It rained x all day.

We travelled by x bus.

Repetition of Articles :

1. When two or more connected nouns refer to the same person or thing, the article is normally used before the first only; but when two or more connected nouns refer to different persons or things, the article is used before each :

   The Principal and *Secretary* was present.

   (The posts of *Principal* and *Secretary* are held by one person, and he was present.)

2. When two or more adjectives qualify the same noun, the article is used before the first adjective only; but when they qualify different nouns, the article is used before each adjective :

   We have a *black* and *white* cat.

   (We have one cat which is partly black and partly white.)

3. The article is used before each noun or adjective to express different characteristics of the same person or thing :

   The learned, *the* eloquent, and *the* patriotic leader is no more.

II. Possessives :

Possessive Adjectives show that the things mentioned belong to somebody; as, *my* friend; our friends; *your* mother; *his* father; *her* brother; *their* house; *your* books

I must do *my* duties.

You must obey *your* parents.

We must respect *our* National Flag.

III. Demonstratives :

Demonstratives point out persons, places or things ; as, *this* girl, *these* girls, *that* boy, *those* boys

This is my pen.

That is my house.

These are beautiful flowers.

Those mangoes are sweet.

IV. Some other Determiners :

some, any, many, much, few, little, etc.

Uses

1. He has ***some*** doubts./He does not have ***any*** doubts./Do you have ***any*** doubts ?

   Note : Some *is used in positive sentences;* ***any*** *is used in negative and interrogative sentences.*

2. He has read ***many*** books./I have ***much*** homework to do.

   Note : *Use* ***many*** *before a countable noun, and* ***much*** *before an uncountable noun.*

3. ***Few*** boys came./There was ***little*** milk in the jug.

Note : Use ***many*** and ***few*** before countable nouns; and ***much*** and ***little*** before uncountable nouns.

Worksheet 9

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Articles and Determiners

(A) Fill in the blanks with 'a', 'an', or 'the' where necessary.

1. Maria is _____ girl we admire.
2. Mathematics is a difficult subject but it needs _____ great concentration.
3. Mahatma Gandhi had an admirable personality which made him _____ most respected leader of India.
4. She went to _____ USA where she won _____ university scholarship.
5. English is _____ language of _____ English.
6. Your dog has become / nuisance for _____ people of our locality.
7. All _____ five year plans aim at _____ balanced growth of India.
8. _____ film in which he acted became _____ block buster.
9. Amritsar is _____ holy city of _____ Punjab.
10. _____ Rajputs are known for their bravery.

(B) Fill in the blanks with the suitable determiners :

Endurance is (*a*) _____ important part of courage. Courage is (*b*) _____ long-term virtue. Anyone can be brave for (*c*) _____ little while. (*d*) _____ person who has moral courage is (*e*) _____ great person. Such (*f*) _____ person is never afraid of (*g*) _____ unexpected situation. He knows it well that in the race of life (*h*) _____ intelligent and honest person always stands alone. The people of the world do not like such (*i*) _____ unflinching person but in the long run he is considered and quoted as (*j*) _____ ideal for others.

(C) In the following sentences a determiner is missing. Use the correct determiner at the appropriate place.

1. Do not make noise when student is studying.
2. Help poor and needy people.
3. I like rose king of flowers.

4. She has severe headache since morning.
5. My brother is 'M.A. in Philosophy.

(D) Fill in the blanks with appropriate determiners :

Our ancestors in ancient times believed that (*a*) _____ sun travelled round (*b*) _____ earth. But we know that (*c*) _____ sun is (*d*) _____ centre around which (*e*) _____ earth and (*f*) _____ other planets revolve.

(E) Fill in the blanks with the correct determiners. Use NA if no determiner is needed.

Smith : What is (*a*) _____ matter with you ? Why are you so confused ?
Jones : I'm going in for marriage (*b*) _____ next Sunday.
Smith : Short of (*c*) _____ required funds ?
Jones : No, something else is (*d*) _____ cause of tension.
Smith : Afraid of losing (*e*) _____ liberty you prize so much ?
Jones : (*f*) _____ liberty is undoubtedly (*g*) _____ most precious thing in my life.
Smith : Then why are you making (*h*) _____ unavoidable thing (*i*) _____ unavoidable ? Think a lot before taking (*j*) _____ last leap.
Jones : Thanks.

(F) Correct the following sentences :

1. The man is mortal.
2. April is fourth month of year.
3. May I have pleasure of your company ?
4. My uncle reads Tribune daily.
5. The gold is the precious metal.

Worksheet 10

Grammar : **Articles and Determiners**

Date

Name

Class & Sec. Roll No.

Marks OBT.

(G) In the passage given below a determiner is missing 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.

We, party of ten, all class fellows — *e.g.* we, a party

left for lake on foot we walked — (*a*) _____

and laughed on way. It began to drizzle — (*b*) _____

and presently strong wind sprang up. — (*c*) _____

Ahmed's cap was blown off. The poor fellow

ran after it, and we enjoyed fun. — (*d*) _____

(H) In the following passage, there is an error (of article) in each line. The error has been underlined. Write the incorrect word and the correction in your answer sheet.

Once upon a time an poor woodcutter — (*a*) _____ _____

lost his wife. He had the small baby. — (*b*) _____ _____

Daily he had to cut wood by leaving a — (*c*) _____ _____

baby at home. He had the faithful — (*d*) _____ _____

dog that took care of a baby. One — (*e*) _____ _____

day in an absence of the woodcutter — (*f*) _____ _____

an black cobra started crawling — (*g*) _____ _____

towards a child. — (*h*) _____ _____

(I) In the passage given below a determiner is missing 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 :

Kite-flying was then sport of kings. *e.g.* then <u>the</u> sport

The old man remembered how Nawab himself (*a*) _____

would come down to river bank with his (*b*) _____

retinue to join in noble pastime. In those (*c*) _____

days there was time to spend idle hour with (*d*) _____

gay, dancing strip of paper. (*e*) _____

(J) In the following passage, there is an error of article in each line which is underlined. Write the incorrect word and the correction in your answer sheet.

In the evening <u>the</u> change came over her (*a*) _____

She did not pray. She collected <u>a</u> women of (*b*) _____

<u>an</u> neighbourhood, got (*c*) _____

<u>the</u> old drum and started to sing. For (*d*) _____

several hours she thumped <u>a</u> sagging skins (*e*) _____

of <u>a</u> dilapidated drum and sang (*f*) _____

of <u>an</u> home-coming of warriors (*g*) _____

9. VERBS

KINDS OF VERBS

TRANSITIVE VERBS

They denote an action which passes on from the subject to the object.

Examples :

The child *recited* a poem.

The peon *rang* the bell.

INTRANSITIVE VERBS

They show action which does not pass on to an object.

Examples :

The cock *crows.*

The lion *roars.*

AUXILIARY VERBS

They are helping verbs and are used before main verbs ; as,

is, am, are, was, were, will, shall, etc.

Examples :

She *is* a good singer.

I *am* a student.

DEFINITION

A verb is a word that tells us about an action or a state. It says something about a subject.

Examples : 1. She *reads* slowly. 2. They *are weeping*.
3. My brother *is* a doctor. 4. He *was* busy.

In sentences 1 and 2, the words 'reads' and 'are weeping' are verbs. They refer to some actions.

In sentences 3 and 4, the words 'is' and 'was' are verbs. They tell us the state or position of a person.

STRONG AND WEAK VERBS

Strong and Irregular Verbs *show past time by varying a vowel within the present form of the verb*; as,

Present	Past	Past - Participle
break	broke	broken
eat	ate	eaten
go	went	gone

Weak or Regular Verbs *show past time by adding –ed, –t, or – d to the present form of the verb; as,*

Present	Past	Past - Participle
bathe	bathed	bathed
help	helped	helped
smell	smelt	smelt

Strong and Irregular Verbs *acquired their name because they seemed to form the past tense without requiring the help of any endings, whereas Weak Verbs needed such help.*

STRONG VERBS

Present	Past	Past - Participle
arise	arose	arisen
awake	awoke	awoken
bear	bore	born
blow	blew	blown
bear	bore	borne
begin	began	begun
crow	crowed	crowed
choose	chose	chosen
draw	drew	drawn
drink	drank	drunk, drunken
bite	bit	bitten
break	broke	broken
light	lit	lit
light	lighted	lighted
rise	rose	risen
run	ran	run
shake	shook	shaken

Present	Past	Past - Participle
steal	stole	stolen
see	saw	seen
drive	drove	driven
do	did	done
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
find	found	found
give	gave	given
get	got	gotten
go	went	gone
grow	grew	grown
have	had	had
hold	held	held
know	knew	known
take	took	taken
swim	swam	swum
sing	sang	sung
sit	sat	sat
stand	stood	stood
speak	spoke	spoken
swear	swore	sworn
write	wrote	written
tear	tore	torn
win	won	won
wear	wore	worn
weave	wove	woven

Note : Some verbs have **two forms** of the **Past Participle.** One is used as a **Verbal Adjective** only and the other as a **part of some tense.**

The Past Participles '*bounden, drunken, hidden, gotten, stricken, sunken, shrunken*' are now chiefly used as **Verbal adjectives;** as,

1. It is our *bounden* duty to obey our elders.
2. He was a *drunken* soldier.
3. We found the *hidden* wealth.
4. She possesses *ill-gotten* wealth.
5. A *stricken* bull was found.
6. A *sunken* boat has been raised.
7. I saw a boy with a *shrunken* look.

They are also used as a part of some tense; as,

1. We are *bound* by the argument to do this.
2. The soldier has *drunk* a lot of whisky.
3. The treasure was *hidden* in the field.
4. She has *got* wealth by ill means.
5. The deer was *struck* with an arrow.
6. The boat had *sunk* under water.
7. The cloth having been wetted has *shrunk*.

WEAK VERBS

Present	Past	Past - Participle
burn	burnt	burnt
bless	blessed	blessed
buy	bought	bought
catch	caught	caught
cast	cast	cast
keep	kept	kept
spell	spelled, spelt	spelled, spelt
mean	meant	meant
mind	minded	minded
meet	met	met
melt	melted	melted
dwell	dwelt	dwelt
deal	dealt	dealt
dream	dreamt	dreamt
earn	earned	earned
feel	felt	felt
sleep	slept	slept
smell	smelled, smelt	smelled, smelt
sell	sold	sold
tell	told	told
work	worked	worked
weep	wept	wept
prove	proved	proved

EXCEPTION

Present	Past	Past - Participle
have	had	had
flee	fled	fled
lose	lost	lost
hear	heard	heard
lay	laid	laid
leave	left	left

Verbs whose Past Tense is the same as the Present are **weak.** The following weak verbs have the three forms alike :

Present	Past	Past - Participle
bet	bet	bet
cast	cast	cast
cost	cost	cost
put	put	put
cut	cut	cut
hurt	hurt	hurt
let	let	let
spread	spread	spread

Verbs are of Two Types – Transitive and Intransitive.

TRANSITIVE VERBS :

Verbs which are followed by objects are called transitive verbs. They show the passing over an action from the doer to the object.

Examples : 1. The hunter *killed* a snake.
2. She *tore* the letter.

INTRANSITIVE VERBS :

Verbs which are not followed by objects are called intransitive verbs. The action denoted by the verb stops with the doer.

Examples : 1. She *wept.*
2. The bell *is ringing.*

Some verbs can be used both as transitive verbs as well as intransitive verbs.

1. Write	:	She *wrote* a letter. (Transitive)
		He *writes* slowly. (Intransitive)
2. Speak	:	She *speaks* slowly. (Transitive)
		She *speaks* the truth. (Intransitive)
3. Stop	:	The car *stopped*. (Intransitive)
		He *stopped* the car. (Transitive)
4. Eat	:	He is *eating* bread. (Transitive)
		The baby eats slowly. (Intransitive)
5. Fight	:	They *were fighting* the enemy. (Transitive)
		Were they still *fighting* ? (Intransitive)

AUXILIARY VERBS :

An auxiliary verb is a helping verb. It helps to form the tense or the mood of the main verb.

Examples : 1. I *shall* certainly *inform* my parents.
2. She *has applied* for sick leave.
3. They *are singing* a song.
4. She *can go* now.

In the above sentences, *shall, has, are, can* are *Auxiliary Verbs*. They help the main verbs '*inform*', '*applied*', '*singing*', and '*go*' to form the tense.

The chief *Auxiliary verbs* are : *be* (is, am, are, was, were, been), *have, has, had, shall, will, should, would, can, could, do, does, did, may, might, must.*

DIRECT AND INDIRECT OBJECTS :

Some transitive verbs govern two objects, one of which is a *person* and the other a *thing*; as,

(*i*) My father gave me a camera.

(***me*** is **indirect object** and ***a camera*** is **direct object**)

(*ii*) She told her son a story.

Here **her son** is indirect object and **a story** is direct object.

COMPLEMENT :

A Complement is that which completes the predicate.

Examples : (*i*) Suman *is a good singer.* (*ii*) Honey *tastes sweet.*

(*iii*) Rose *smells sweet.* (*iv*) They *remained unhappy.*

In the above sentences, *is, tastes, smells, remained* are intransitive verbs. Such verbs do not make complete sense, but require some word or words after them in order to make the sense complete. These words are called *Complements.*

SOLVED EXAMPLES

1. Pick out verbs in the following sentences and say whether they are Transitive (T) or Intransitive (Int).

1. The sun rises in the east.
2. A heavy rain poured yesterday.
3. We took food in the lawn.
4. The baby is crying.
5. Mother cut her finger with a knife.
6. The boys shouted slogans.
7. I did not mind her words.
8. My friend will bring his camera with him.
9. The poet met a little girl.
10. He wrote a patriotic song.

Ans. 1. rises (Int) 2. poured (Int) 3. took (T) 4. is crying (Int) 5. cut (T)
6. shouted (T) 7. did not mind (T) 8. will bring (T) 9. met (T) 10. wrote (T)

2. Fill in the blanks by using the Past Tense or Past Participle of the verbs within brackets.

1. He may be _____ (ask) to leave the room.
2. He _____ (decide) to appear in the examination.
3. We had _____ (finish) our work before their arrival.
4. She _____ (desert) her friend in the hour of need.
5. The enemy _____ (rain) hell on us, but we _____ (stick) to our post.
6. We had _____ (do) our work when he _____ (come).
7. Who _____ (come) to receive you ?
8. I have _____ (leave) it on the table.
9. If the thief was _____ (catch) I might get my bike back.
10. The horse _____ (fall) down and died

Ans. 1. asked 2. decided 3. finished 4. deserted 5. rained, stuck
6. done, came 7. came 8. left 9. caught 10. fell

Worksheet 11

Grammar : **Verbs**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐☐☐☐

(A) Fill in the blanks with the appropriate forms of the verbs given in brackets :

1. The children _____ teasing the beggar. (is, are)
2. The match was _____ yesterday. (telecast, telecasts)
3. The old bridge was _____ up. (blew, blown)
4. His rude words _____ everybody. (hurt, hurts)
5. The criminals _____ on seeing the police. (flee, fled)

(B) Fill in the blanks with the past forms of the verbs given in brackets.

I _____ (get) up at 7 almost everyday when I _____ (stay) with my Grandma. She was unhappy about it. She _____ (want) me to get up at 5 when she _____(wake) up. I could not, despite my good intentions. Then she _____ (find) a novel way to wake me up early. She _____ (start) reciting her prayers loudly to disturb me. She did not succeed as my sleep was always deep and sound. Then she _____ (begin) to play harmonium. This too _____ (fail).

(C) Fill in the blanks with the present participle forms of the verbs given in brackets.

1. What was she _____ ? (knit)
2. He was _____ (run) rather fast.
3. Was she _____ (lie) ?
4. The maid was _____ (lay) the table.
5. The old man was _____ (die) before my eyes.

(D) Fill in the blanks with the correct forms of verbs given in brackets.

She is a nice girl. She has (*a*) _____ (complete) her homework. She has already (*b*) _____ (cook) food. She has (*c*) _____ (wash) the dishes. She has also (*d*) _____ (clean) the floor.

In fact, she has never (*e*) _____ (postpone) any work for some months now. I am very happy with her.

(E) Fill in the blanks with the present form of the verbs given in brackets :

1. We _____ you very well. (known)
2. I will _____ it in time. (done)
3. What was he going to _____ ? (said)
4. We _____ to be fearless. (tried)
5. We always _____ for school at 9. (left)
6. You should not _____ . (lied)
7. They _____ cartoons for their livelihood. (made)

(F) Fill in the blanks with the *nouns* and *verbs* given in brackets.

1. I will not accept this _____ . You must _____ properly. (apology/apologise)
2. The principal is the _____ . Only she can _____ you for this duty. (authority/authorise)
3. I am going for my _____ . You should also _____ and get ready. (bath / bathe)
4. After my illness, I need _____ . I must eat well to _____ myself. (strength/strengthen)
5. I like _____ around me. Let us _____ this ruined park. (beauty/beautify)

(G) Fill in the blanks with correct forms of verbs given in brackets.

1. My teacher _____ me to work hard. (encourage)
2. Have you _____ this solution ? (pure)
3. We should not _____ the animals and birds. (cage)
4. The leader could not _____ the educated people. (fool)
5. He saves money to _____ the poor. (food)
6. Comedies _____ our minds. (fresh)

10. TENSES

KINDS OF TENSES

PRESENT TENSE
It refers to the Present time.

PAST TENSE
It refers to the Past time.

FUTURE TENSE
It refers to the Future time.

FOUR FORMS OF EACH TENSE

SIMPLE TENSE
It denotes an action either a habitual, a past or a future action.

CONTINUOUS TENSE
It states an action in progress.

PERFECT TENSE
It states a completed action.

PERFECT CONTINUOUS TENSE
It states an action in progress for some time.

FOUR FORMS OF THE PRESENT AND PAST TENSE

Tense	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
Present	I read a book.	I am reading a book.	I have read a book.	I have been reading a book.
Past	I read a book.	I was reading a book.	I had read a book.	I had been reading a book.

DEFINITION

The word '*Tense*' is derived from the Latin word *tempus* which means time. The tense of a verb indicates the time of an action or event and its degree of completeness.

TYPES OF TENSES

There are three main tenses :

1. Present Tense **2.** Past Tense **3.** Future Tense

I - PRESENT TENSE

It is divided into four parts :

1. **Simple/Indefinite Tenses :** They make a general statement, not definite.
2. **Continuous/Progressive Tenses :** They show an action in progress.
3. **Perfect Tenses :** They show the completion of an action.
4. **Perfect Continuous Tenses :** They show that the action that started earlier has been in progress.

1. SIMPLE PRESENT TENSE

Formation :

A. Affirmative Sentences :

(*a*) I, We, You, They, Plural Noun — V_1

(*b*) He, She, It, Raman, Rubal, etc. — V_1 + s/es

B. Negative Sentences :

(*a*) I, We, You, They, etc. — Do not + V_1

(*b*) He, She, It, etc. — Doesn't + V_1

C. Interrogative Sentences :

(*a*) Do + Subject (I, We, You, They, etc.) + V_1 _____ ?

(*b*) Does + Subject (He, She, It, etc.) + V_1 _____ ?

The Simple Present Tense is used :

(*a*) to express universal truths or facts :

A stitch in time saves nine.
It takes two to make a quarrel.
All want peace.
The sun rises in the east.

(*b*) to express habitual actions :

The main use of the Simple Present Tense is to express *habitual actions*, that is, those actions which people perform repeatedly; as :

Cats *drink* milk. (That is, cats are in the habit of drinking milk.)
He goes to school daily.

This tense does not tell us whether or not the action is being performed at the moment of speaking but refers to the actions that usually take place in course of time. If we want to refer to the exact time of speaking, we must add a verb in the Present Continuous Tense :

My dog *barks* a lot, but he is not *barking* at the moment.

Monica is singing; she usually *sings* at about this time.

We can be more precise about habitual actions by using the Simple Present with Adverbs of Frequency such as *always*, *never*, *ever*, *usually* and *occasionally*, or with Adverbial Phrases like *everyday*, *twice a year*, *every week*, *on Sundays*, etc. :

He wastes much of his time in idle gossip.

My watch sometimes stops working.

I *practise* speaking French everyday.

They *go* to the park on Sundays.

(c) to express actions in the immediate present :

When somebody is showing people how to do something, and speaking and acting at the same time :

I take the ball and hold it in my palm. Then I swing my arm and throw it.

(d) to indicate the present period :

The Simple Present is used to refer to *events*, *actions or situations* which are true at present and which may continue indefinitely. In these cases, we just indicate the situation as it stands at the present period of time.

My brother works in a factory.

Our house has large windows.

He studies in St. Stephen's College.

(e) to express a fixed action in the future :

The Simple Present is used for a planned future action or a series of actions. This use is often related to timetables, programmes and to events in the calendar. Travel agents use it a good deal.

The school closes on the 18th of March.

The match begins at 5 p.m. and ends at 7 p.m.

We leave Delhi next Monday and arrive in Mumbai on next Tuesday.

We spend two hours in Mumbai and proceed.

2. PRESENT CONTINUOUS TENSE (PROGRESSIVE)

Formation :

(a) Affirmative Sentences : Subject + is/am/are + V_1 + ing

(b) Negative Sentences : Subject + is/am/are + not + V_1 + ing

(c) Interrogative Sentences : Is/Am/Are + subject + V_1 + ing _____ ?

USAGE :

(a) Action in progress at the time of speaking

We use the Present Continuous Tense *to denote actions or events which are in progress* at the time of speaking. In order to emphasize this, we often use Adverbs and Adverbial Phrases of present time, like *now, just, at the moment*, etc. :

The gardener is watering the plants.

She is writing a letter.

Why are you disturbing me ?

The peon is ringing the bell.

(b) Temporary Situations

(i) We use Present Continuous to describe situations and actions happening at a particular period of time but not necessarily at the moment of speaking. For example :

What is your sister *doing* these days ?

She is teaching French at Kolkata University.

(She may not be teaching at the moment of speaking.)

(ii) We also use this tense to describe current trends :

Young people are *becoming* aware of their rights these days.

People are *becoming* less tolerant of smoking.

(c) Planned Future Actions

This tense is used to refer to activities and events planned for the future. An *Adverbial Phrase* (e.g., next month, in future, etc.) is generally used to make the future reference clear in the context.

They are going to Singapore next week.

3. PRESENT PERFECT TENSE

Formation :

(a)	Affirmative Sentences	:	Subject + has/have + V_3
(b)	Negative Sentences	:	Subject + has/have + not + V_3
(c)	Interrogative Sentences	:	Has/Have + subject + V_3 _____ ?

The *Present Perfect* is a sort of mixture of present and past. It can be seen as a Present Tense which looks backwards into the past. I *have been in school since June*, shows a connection between the past and the present. It means, *I am still in school* (which is present time) and *I have been here starting from June*. (June is now in the past time.) The following pair of sentences illustrates the difference between the *Present Perfect* and *Simple Past Tenses* :

He *has not come this* evening. (That is, up to the present time; it is still evening.)

He *did not come* this evening. (That is, the evening has now passed.)

USAGE :

(a) The Present Perfect Tense with Adverbial Phrases suggests the meaning : up to the present.

Adverbial Phrases (*so far, till now, up to the present*) are used with Present Perfect, because such phrases connect the past with the present time. Furthermore, Adverbs like *even* (in question) and *ever* or *never* (in statements) are commonly used with the Present Perfect.

I have written three letters *so far* this morning.

Have you *ever* seen an English movie ?

(b) The Present Perfect expresses a past action, the *results* of which *still continue*; as :

I have *known* him for ten years. (It implies that I still know him.)

He has been *ill* since last Sunday.

(c) The Present Perfect with *since* and *for* :

Since and *for* are often used with the Present Perfect to refer to a period of time up to the present. *Since* is used with a *point in time* and means "*from that point to the time of speaking*". It is always used with a Perfect Tense.

Tom has been here *since* 4 o'clock (and is still here).

For is used with a *period of time* : for *two days*, *for* one hour, *for* a long time. ***For***, used with the Present Perfect, denotes a period of *time* extending into the present.

I have lived in the hostel *for* two years (and still live there).

On the other hand, *for* used with the Simple Past denotes a terminated period of time :

I lived in the hostel *for* two years (but, I do not live there now).

THE USE OF 'FOR' :

For with the period of time is often used with the Present Perfect but can be used with any tense, with different meanings. Note the difference of meaning in the following sentences.

Tom has lived here *for* two years. (and he still lives here).

Tom lived here *for* two years. (he does not live here now).

Tom is here *for* six weeks. (period for which he is going to stay here.)

4. PRESENT PERFECT CONTINUOUS TENSE

Formation :

(*a*) Affirmative Sentences : Subject + has/have + been + V_1 + ing

(*b*) Negative Sentences : Subject + has/have + not + been + V_1 + ing

(*c*) Interrogative Sentences : Has/Have + subject + been + V_1 + ing _____?

USAGE :

(*a*) **Action in progress throughout a period :** This tense is used in place of the Present Perfect when we want to emphasise that something has been in progress throughout a period :

The peon has been ringing the bell for five minutes.

(*b*) **With verbs suggesting continuity :**

I have worked here for ten years. (I am still working)

I have been working for ten years. (I am still working)

Both these sentences have the same meaning.

The only difference is that the Present Perfect Continuous tense puts more emphasis on continuity.

Here are more examples :

(*i*) I *have been painting* boxes since breakfast.

I *have painted* five boxes since breakfast.

(*ii*) Sparrows have been building nests since last week.

Sparrows have *built* three nests since last week.

(*iii*) She has been selling balloons since noon.

She has sold a hundred balloons since noon.

3. **For an unfinished action :**

Generally speaking, in English language the difference between an activity still in progress and one which has been completed, is indicated by the context in which the verbs are used. Often, the Present Perfect Continuous Tense is used to express an action which is not completed, while the Present Perfect Tense is used to indicate an action which is finished ; as,

(*i*) We *have been building* the house. We will move in when it is finished. (the job is unfinished)

We *have built* the house. Doesn't it look good ?

(*ii*) She is still in the kitchen. She *has been cooking* all morning.
She *has cooked* a lovely meal which she will serve to us in a short time.

(*iii*) Tom *has dug* the onion patch in the garden, so we can plant onions today.
Tom is still in the garden; he *has been digging* since morning.

II - PAST TENSE

1. SIMPLE PAST TENSE

Formation :

(*a*) Affirmative Sentences :
Subject + V_2

(*b*) Negative Sentences :
Subject + did not + V_1

(*c*) Interrogative Sentences :
Did + subject + V_1 _____ ?

USAGE :

1. Completed Actions :

The Simple Past Tense is normally used when we talk about events, actions or situations which occurred in the past and are now finished. When we use the Simple Past Tense, we are not concerned with the duration of the action.

This tense is used to narrate :

(*a*) the events, actions or situations which may have happened recently :

The boy *left* home a week ago.

Smita *went* a moment ago.

(*b*) happenings in the distant past :

Akbar *was* a great king.

The Mongols *invaded* India many times.

(*c*) when a time reference is given :

I *met* Julie this morning.

We *finished* our work yesterday.

(*d*) when the time reference must be understood from the context :

I *saw* Arif in the school. (*i.e.*, when I was there this morning.)

I never *met* my grandmother. (*i.e.*, she is dead now.)

2. The Immediate Past :

The Simple Past can sometimes be used, without time reference, to describe something that happened a very short time ago.

John *punched* me in the stomach.

Who *left* the door open ?

3. Past Habits :

The Simple Past can sometimes be used to describe the past habits.

He *smoked* fifty cigarettes a day till he *gave* up the habit.

2. PAST CONTINUOUS TENSE

Formation :

(*a*) Affirmative Sentences :
Subject + was/were + V_1 + ing

(*b*) Negative Sentences :
Subject + was/were + not + V_1 + ing

(*c*) Interrogative Sentences :
Was/Were + subject + V_1 + ing _____ ?

USAGE :

Actions in progress in the past :

(*a*) The Past Continuous Tense is used to describe the past situations or actions that were in progress at sometime in the past.
We *were living* abroad in 1991; so we missed the elections.

(*b*) This tense is used when it is not known whether the action was completed or not.
Rohit *was working* on his project last night.

(*c*) Adverbials, beginning with 'all' in this tense, emphasize continuity.
It *was raining* all night / all the afternoon / all of yesterday.

(*d*) This tense can also emphasize duration.
Rekha *was talking* to her friend on the phone when I came in and *was still talking* to her when I went out an hour later.

3. PAST PERFECT TENSE

Formation :

(*a*) Affirmative Sentences : Subject + had + V_3

(*b*) Negative Sentences : Subject + had + not + V_3

(*c*) Interrogative Sentences : Had + subject + V_3 _____ ?

It is sometimes supposed that the Past Perfect is used simply to describe events that happened a long time ago. This is not the case as we use the Simple Past to state such events :
Mahatma Gandhi died on 30th January, 1948.

USAGE :

1. **The Past Perfect refers to a past action that occurred before another action :**
The old man had left before they came.

(*a*) The main use of the Past Perfect is to show which of the two events happened first. Here are two past events.
The patient *died*. The doctor *arrived*.
We can combine these two sentences in different ways to show their relationship in the past.
The patient *died* when the doctor *arrived*. (*i.e.*, the patient died at the time or just after the doctor arrived.)
The patient *had died* when the doctor arrived. (*i.e.*, the patient was already dead when the doctor arrived.)
The event that happened first need not be mentioned first.
The doctor *arrived* quickly, but the patient *had already died*.

(*b*) Some Conjunctions like *when*, *after*, as *soon* as, *by the time that*, etc., are used before a Past Perfect to refer to an earlier past. They often imply a cause and effect relationship.

We cleared up as soon as our guests had left.

(*c*) Adverbs often associated with the Present Perfect Tense – *already, ever, for* (+ *period of time*), *just, never, never before, since* (+ *point of time*) – are often used with the Past Perfect to emphasize the sequence of events.

When I came Nitu *had already left.*

4. PAST PERFECT CONTINUOUS TENSE

Formation :

(*a*) Affirmative Sentences :

Subject + had + V_1 + ing

(*b*) Negative Sentences :

Subject + had + not been + V_1 + ing

(*c*) Interrogative Sentences :

Had + subject + been + V_1 + ing _____ ?

PAST PERFECT CONTINUOUS IS USED IN THE FOLLOWING CASES :

1. Action in Progress throughout a Period :

The Past Perfect Continuous is used for activities in progress during the earlier past, often with consequences then. Depending on the activity, this action may or may not be still in progress at the present time. This use often occurs with *all + time references.*

She was very tired. She *had been typing all day.*

(Depending on the context, she was still typing or had recently stopped.)

Some verbs like **learn, lie, live, rain, sit, sleep, stand, study, wait, work,** etc. naturally suggest continuity and often occur with the Past Perfect Continuous with *since* or *for* and also in questions beginning with **how long.**

When we first met Anil, he *had been working* for the Guptas for 15 years. (Depending on the context, Anil was still working for the Guptas then or he had recently changed the job or retired.)

With continuity verbs, simple and continuous forms are often interchangeable. In the given example, '*he had worked*' could be used. The only difference is that the Continuous Tense puts more emphasis on continuity.

2. Repeated Action :

The Past Perfect Continuous is used to show that an action was frequently repeated.

I was annoyed. Ramesh *had been speaking* to me every morning for a whole week.

3. Drawing Conclusion :

The Past Perfect Continuous Tense can be used to show that we have come to a conclusion based on direct or indirect evidence.

Her eyes were red. It was obvious she *had been crying.*

Note : The Past Perfect is commonly used when the activity was definitely finished then and the Past Perfect Continuous is normally used when the activity was not completed then.

When I got home, I found that Sunder *had painted* his room. (*i.e.*, the job of painting his room was definitely finished at that time.)

Worksheet 12

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Tenses

(A) Fill in the blanks using the correct form of the verbs given in the brackets :

1. In the rainy season it (*a*) _____ (rain) heavily. People anxiously (*b*) _____ (wait) for the rainy season. When the dark clouds (*c*) _____ (appear) in the sky, peacocks (*d*) _____ (dance) to welcome the first showers. The children (*e*) _____ (show) their excitement. When rain (*f*) _____ (fall) on the parched earth, trees and plants, it (*g*) _____ (seem) as if they (*h*) _____ (have) heaved a sigh of relief.

2. I have got a letter from Jane. She (*a*) _____ (say) she (*b*) _____ (come) to Kolkata next week and (*c*) _____ (want) us to meet her at the railway station.

3. The anxious spectators (*a*) _____ (wait) for the match to start. Here (*b*) _____ (come) the referee with a whistle in his hand. The ball (*c*) _____ (go) up in the air and the match (*d*) _____ (start) with excitement.

4. Soon, he (*a*) _____ (come) to a clearing which (*b*) _____ (look) like an ashram. It (*c*) _____ (be) the Rishi's ashram. The king (*d*) _____ (tie) his horse to a tree and (*e*) _____ (sit) down in its shade. Suddenly he (*f*) _____ (hear) a gentle voice announce, "Welcome to the Ashram, sir".

(B) Change the verb in brackets either to the Present Simple or the Present Continuous.

1. It is five o'clock and the boys _____. (play)
2. I _____ (drink) at least 4 cups of coffee daily.
3. Mother _____ (prepare) breakfast in the kitchen now.
4. The coffee we _____ (drink) at present is very bitter.
5. We _____ (go) to Mumbai next week.
6. When you _____ (come) to Delhi, I shall see you.
7. I _____ (practise) speaking Tamil everyday.
8. The farmer _____ (work) in his field.
9. Our final examination _____ (starts) at 8 o'clock tomorrow.
10. Look ! Someone _____ (knock) at the door.

(C) Supply the Present Perfect or the Present Perfect Continuous :

1. I _____ (bring) all your letters. Please take them.
2. Saanvi _____ (type) your letters since morning and she is only halfway through.
3. I _____ (collect) stamps ever since I joined this school.
4. Now I _____ (collect) so many stamps that I do not know where to put them.
5. My umbrella is wet. Somebody _____ (use) it.
6. I _____ (use) all the milk; nothing is left for you.
7. The old man _____ (stand) at the bus stop for an hour. Tell him that the last bus _____ (already, go).
8. I _____(work) since morning and I cannot go home until late in the evening.
9. He _____ (finish) his work and he is going home now.
10. Aakriti _____ (write) for three hours and soon she will have to stop.

Worksheet 13

Grammar : Tenses

Date

Name

Class & Sec. Roll No.

Marks OBT.

(D) Rewrite the following passage changing the past tense verbs into the present tense.

The wife went away, and the farmer, having nothing to do in the house, decided to go out and take a look at his fields not far away. He ran into some friends on the way back and didn't return for quite sometime.

(E) Use the correct form of the verbs in brackets in the following paragraph.

The vast multitude of stars (*a*) _____ (wander) about in space. A few (*b*) _____ (form) groups which journey in company, but the majority are solitary. And they (*c*) _____ (travel) through a universe so spacious that it is an event of almost unimaginable rarity for a star to (*d*) _____ (come) anywhere near to another star.

(F) Use the correct form of verbs given in brackets in the following paragraph.

He (*a*) _____ (tell) his cousin, Elsa, the same story every time she (*b*) _____ (come) to Munich. Normally she (*c*) _____ (live) in Berlin, where her father (*d*) _____ (has) a business.

_____

_____

_____

_____

_____

(G) Rewrite the following paragraph changing the past tense verbs into present tense :

There once lived a bird and her two new-born babies in a forest. They had a nest in a tall tree and there the mother bird took care of her little ones day and night. The baby-birds were happy in the company of their mother.

_____

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_____

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_____

(H) Rewrite the following passage changing the present tense verbs into the past tense.

The sun is setting behind the mango grove which fringes the western extremity of the village when Rahim Khan returns from the fields. Broad and strong, despite his fifty odd years, he walks through the main street of the village with a haughty air.

_____

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_____

11. TENSES (CONTD.)

KINDS OF TENSES

PRESENT TENSE

It refers to the present time; as,

I study this book.

PAST TENSE

It refers to the past time; as,

He studied this book.

FUTURE TENSE

It refers to the future time; as,

He will study this book.

FOUR FORMS OF FUTURE TENSE

Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous
He will learn his lesson.	He will be learning his lesson.	He will have learnt his lesson.	He will have been learning his lesson for two hours.

REVIEW

We have discussed different forms of Present and Past Tenses. Let us review what we studied in the form of the following chart.

TENSES

- Present
- Past
- Future

1. Present

- Indefinite (We work.)
- Continuous (We are working.)
- Perfect (We have worked.)
- Perfect Continuous (We have been working since 6 a.m.)

2. Past

- Indefinite (She worked.)
- Continuous (She was working.)
- Perfect (She had worked.)
- Perfect Continuous (She had been working since Monday.)

3. Future

- Indefinite (They will play football.)
- Continuous (They will be playing football.)
- Perfect (They will have played football.)
- Perfect Continuous (They will have been playing football for two hours.)

(*a*) The Present Tense indicates an action related to the Present time; as,

I *think* you are right.

He *sings* well.

(*b*) The Past Tense indicates an action related to the Past time; as,

I *finished* my task yesterday.

He *failed* in his first attempt.

(*c*) The Future Tense indicates an action which will take place in the Future time; as,

I *shall* see an aeroplane.

He *will read* a book.

1. SIMPLE FUTURE TENSE

Formation :

(*a*) Affirmative Sentences :

Subject + will/shall + V_1

(*b*) Negative Sentences :

Subject + will/shall + not + V_1

(*c*) Interrogative Sentences :

Will/Shall + subject + V_1_____ ?

1. Prediction of events :

The Simple Future Tense can be used to predict events, for example, to say what we think will happen, or to invite prediction :

He *will become* the Prime Minister.

Prices of vegetables *will rise* again in August.

They *will reach* California tomorrow.

2. 'Will' in a formal style for scheduled events :

Will is used in preference to *'be going to'* when a formal style is required particularly in the written language :

The seminar *will take place* at St. Joseph's on June 29.

The reception *will be* at the Akbar Hotel.

3. 'Will'/'Shall' to express hope, expectation, etc. :

The Future is often used after Verbs and Verbal Phrases like *assume, be afraid, be sure, believe, doubt, expect, hope, suppose, think*, etc. :

I *hope she will* get the job soon.

I *think we will* succeed in our plan.

4. Other ways of expressing the future :

We can express the future in other ways, apart from using *shall/will* :

be going to : The Principal *is going to address* the students tomorrow.

be to : I *am to see* him tomorrow.

5. Polite Questions :

In some contexts, the Future Continuous sounds more polite than the Simple Future, especially in questions when we do not wish to appear to be pressing for a definite answer :

When *will* you finish this work ? (Manager to his assistant.)

When *will* you be seeing Mr Chopra ? (Assistant to the Manager.)

6. Arrangements and Plans :

The Future Continuous can be used like the Present Continuous to refer to planned events, particularly in connection with travel :

They *will be staying* in hotel Skylark.

They *will be spending* the summer vacation in Nainital.

2. FUTURE CONTINUOUS TENSE

Formation :

(*a*) Affirmative Sentences :

Subject + will/shall + be + V_1 + ing

(*b*) Negative Sentences :

Subject + will/shall + not + be + V_1 + ing

(*c*) Interrogative Sentences :

Will/Shall + subject + be + V_1 + ing _____ ?

1. Action in progress in future :

The most common use of this tense is to describe action which will be in progress in the immediate, or distant future :

Our guests *will be arriving* at any time from now.

The government *will be providing* clean water soon.

2. The 'softening effect' of the Future Continuous :

Sometimes, the Future Continuous is used to describe simple futurity with a 'softening effect' that takes away the element of deliberate intention often implied by *will* :

I *will work* on this project tomorrow. (intention of a promise)

I *will be working* on this project tomorrow. (futurity)

3. FUTURE PERFECT TENSE

Formation :

(*a*) Affirmative Sentences :

Subject + will/shall + have + V_3

(*b*) Negative Sentences :

Subject + will/shall + not + have + V_3

(*c*) Interrogative Sentences :

Will/Shall + subject + have + V_3 _____ ?

USAGE :

1. For an action which is expected to be completed by a certain time in the future :

   His father *will have got a* promotion by the end of the next year.

2. Something expected :

   I think you *will have heard* this news.

4. FUTURE PERFECT CONTINUOUS TENSE

Formation :

(*a*) Affirmative Sentences :

Subject + will/shall + have been + V_1 + ing

(*b*) Negative Sentences :

Subject + will/shall + not + have been + V_1 + ing

(*c*) Interrogative Sentences :

Will/Shall + subject + have been + V_1 + ing _____ ?

USAGE :

1. For an action being started from a given time in the past expected to go upto the future
   They will have been watching the TV since 6 p.m.
2. The continuation of a state up to the time mentioned. What is in progress now can be considered from a point in the future. This is expressed by using the Future Perfect Continuous Tense :

   By this time tomorrow, I *will have been working* for this company for ten years.

   I *shall have been writing* for half an hour when this lesson ends.

   You *will have been learning* English for ten years by March this year.

The Going To/Future

The future can be expressed by using the expression *going to* :

It is *going to snow* tonight.

1. The "Going to"–Future for Prediction

The *going to* - Future is often used, like *will*, to predict the future. It is commonly used in speech, especially when we are referring to the immediate future :

Oh, look ! It *is going to* rain !

Look out ! She *is going to* faint !

2. The "Going to" – Future Intentions, Plans, etc.

When there is any suggestion of intentions and plans, we tend to use the "*going to*" future rather than will :

I am *going to practise* the piano for two hours this evening. (*i.e.*, That is my intention — what I have planned to do.)

I am just *going to change*. I will be back in five minutes.

I am now *going to show* you how to make a kite.

3. The "Going to" — Future in place of the Present Continuous

The *going to* - future may be used where we would equally expect to have the Present Continuous Tense with a future reference :

I am *having* dinner with Rebecca tomorrow evening. (Present Continuous)

I am *going to have* dinner with Rebecca tomorrow evening. (*Going to* - future)

4. The "Going to" — Future after 'if'

After *if*, we can use "*be-going to*" construction to express an intention :

If you *are going* to join us, we will wait for you.

Be-going to can often be used in the main clause as well :

If you invite Mahesh, there *is going to be trouble*.

SOLVED EXAMPLES

1. Read the following passage carefully and change the tense of the verbs in italics in the appropriate tense form of future.

What (*a*) *happens* when food becomes scarce in winters ? Lack of food in cold winter (*b*) *mean* death for smaller animals. The bigger ones (*c*) *overcome* this difficulty in a wonderful way. They (*d*) *slow down* the heartbeat and go off to sleep for months. But it (*e*) really difficult for the little ones to withstand the frost and the snow, especially when the food *is* hidden or otherwise not available.

Ans. (*a*) will happen (*b*) will mean (*c*) will overcome

(*d*) will slow down (*e*) will be

2. Supply the Future Continuous form of the verbs in the brackets.

1. When you come at noon, we _____ (have) our lunch.
2. At this time next month, we _____ (travel) in South America.
3. At ten o'clock tomorrow morning, I _____ (have) my music lesson.
4. I _____ (wait) at the bus stop for you at the usual time tomorrow morning.
5. If you visit her at six, she probably _____ (practising) the piano.

Ans.
1. When you come at noon, we *will be having* our lunch.
2. At this time next month, we *will be travelling* in South America.
3. At ten o'clock tomorrow morning, I *shall be having* my music lesson.
4. I *shall be waiting* at the bus stop for you at the usual time tomorrow morning.
5. If you visit her at six, she probably *will be practising* the piano.

3. Complete the following sentences using the Future Perfect form of the verbs given in brackets :

1. When you are of my age, you _____ (learn) much about life.
2. I am sure they _____ (complete) the new road by June.
3. A year from now, he _____ (take) his medical examination
4. By this time next month, all the roses _____ (die).

Ans.
1. When you are of my age, you *will have learnt* much about life.
2. I am sure they *will have completed* the new road by June.
3. A year from now, he *will have taken* his medical examination.
4. By this time next month, all the roses *will have died.*

Worksheet 14

Grammar : Tenses

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(A) Fill in the blanks with the verbs in the Simple Future Tense. (Future Indefinite Tense)

1. They _____ their motherland. (serve)
2. I _____ thirteen next week. (be)
3. They _____ to the movie tomorrow. (go)
4. We _____ you at the railway station. (receive)
5. I _____ on you in the evening. (call)
6. The teacher _____ the naughty boys. (punish)
7. The dog _____ not _____ you. (bite)

(B) Complete the following sentences with the '*going to*' future form of the verbs in brackets.

1. They _____ (dine) out tonight.
2. We _____ (visit) the holy temple next weekend.
3. I _____ (leave) for Singapore on Tuesday.
4. She _____ (wait) for me after the school.
5. They _____ (drive) to Haridwar.
6. We _____ (go) to Kashmir this summer vacation.
7. I _____ (take) Suman to the auditorium tonight.

(C) Fill in the blanks with the correct form of the verbs given in brackets. (future continuous tense)

1. At this time next year, he _____ in Oxford. (study)
2. When you come in the evening we _____ football. (play)
3. Don't call her now, she _____ a lecture. (deliver)
4. If we go to their house, they _____ dinner. (have)
5. If you come before 6 p.m., we _____ for a film. (go)
6. It probably _____ when you go back. (rain)
7. If you visit Kamya at 9 p.m. she probably _____ the piano. (practise)
8. It has rained heavily, the temperature _____ down. (fall)
9. The FIFA World Cup _____ next month. (begin)
10. Get ready, your train _____ at 6 p.m. sharp. (leave)

(D) Complete the following passage by filling in the blanks with appropriate future time reference.

Today in the evening we (*a*) _____ (go) to the Ansal Plaza. We (*b*) _____ (intend) to do some shopping there. By the time we (*c*) _____ (complete) shopping, my cousin (*d*) _____ (bring) tickets of a latest movie. All the members of my family (*e*) _____ (enjoy) the movie together. My elder brother (*f*) _____ (leave) for the United States on 20th of this month. He (*g*) _____ (go) there to get higher education in Biotechnology. He (*h*) _____ (do) job there along with his studies. In this way after four years he (*i*) _____ (be) an expert in his field. We are hopeful that he (*j*) _____ (earn) a good salary in the United States.

Worksheet 15

Grammar : Tenses

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(E) Read the passage carefully and change it into the Past Tense.

In a village in Iran there lives a shepherd. He is very poor. He does not have even a small cottage of his own. He has never been to school or learnt to read and write, for there are very few schools in those days.

_____

_____

_____

(F) Fill in each blank with the correct form of the verb given in brackets :

Deepali : Mauli, what do you (*a*) _____ (*have*) in breakfast ?

Mauli : Usually I (*b*) _____ (*take*) a banana and (*c*) _____ (*drink*) a cup of milk.

Deepali : Do you (*d*) _____(*take*) anything else ?

Mauli : I do not (*e*) _____ (*want*) to increase my weight. Overweight (*f*) _____ (*cause*) many problems.

Deepali : Do you (*g*) _____ (*consult*) some dietitian regularly ?

Mauli : Yes, but I do not (*h*) _____ (*keep*) a proper diet chart.

Deepali : If you (*i*) _____ (*want*) to keep your weight in check, you must (*j*) _____ (*regulate*) your habits.

Mauli : Yes, I do agree.

_____

_____

_____

(G) 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 :

Soon the ghost appeared his side.	*e.g.*,	appeared	at	his
Vijay Singh peered into his face and		_____	_____	_____
declared, "You just a plain, lying ghost.	(*a*)	_____	_____	_____
Anyway, I not going to sleep all night.	(*b*)	_____	_____	_____
I longing to meet you. Not used to insults,	(*c*)	_____	_____	_____
the ghost taken aback. People generally	(*d*)	_____	_____	_____
started back horror when they saw him.	(*e*)	_____	_____	_____

_____

_____

_____

(H) Fill in the blanks with the correct forms of verbs given in brackets.

I (*a*) _____ (know) many persons. But I cannot (*b*) _____ (treat) all the people as my friends. Deepak (*c*) _____ (is) my best friend. We (*d*) _____ (share) many joys and sorrows in our life. What (*e*) _____ (attract) me to him most is his sincerity. He (*f*) _____ (praise) me in public but (*g*) _____ (do) not spare me for my faults in private. I (*h*) _____ (be) proud of him.

(I) Fill in the blanks with the correct forms of verbs given in brackets.

1. He _____ (go) to his office every day.
2. Ram Rattan _____ (leave) home for school at 9 a.m.
3. They _____ (play) cricket in the playground.
4. She _____ (do) her homework daily.
5. My father _____ (take) a cold bath in water.
6. Two and two _____ (make) four.
7. The birds _____ (fly) in the sky.
8. Her mother _____ (work) in an office.
9. The sun _____ (shine) brightly in summer.
10. He _____ (spend) the rest of the day playing in the fields.

(J) Fill in the blanks with the correct forms of verbs given in brackets.

Johnsy (*a*) _____ (sleep) when they (*b*) _____ (go) upstairs. She (*c*) _____ (pull) the shade down to the window-sill and (*d*) _____ (motion) Behrman into the other room. In there he (*e*) _____ (peer) out of the window fearfully at the ivy vine. Then they (*f*) _____ (look) at each other for a moment without speaking. A persistent cold rain (*g*) _____ (fall).

GRAMMAR – PART : II

Topics :

- Adverbs
- Prepositions
- Conjunctions
- Modals
- Voice
- Reported Speech
- Subject Verb Agreement
- Aids to Rich Vocabulary
- Pairs of Words
- Phrases and Idiomatic Expressions
- Words Commonly Misspelt

12. ADVERBS

KINDS OF ADVERBS

ADVERB OF TIME

It shows *when* an action is done.

Examples :

He left the city *yesterday*.

Ramesh will come *tomorrow.*

ADVERB OF PLACE

It shows *where* an action is done.

Examples :

The accident occurred *here*.

He was lying *there*.

ADVERB OF MANNER

It shows *how* an action is done.

Examples :

Our soldiers fought *bravely*.

She sang *badly*.

ADVERB OF DEGREE

It shows how much or in what degree a thing is done.

Examples :

You are *partly* wrong.

She is *very* clever.

ADVERB OF FREQUENCY

It shows how often an action is done.

Examples :

You are *always* punctual.

Never tell a *lie*.

ADVERB OF REASON

It denotes reason.

Examples :

She *therefore* refused to go.

He was *doubtlessly* ignored.

ADVERB OF COMPARISON

It shows *how much* or *in what degree*.

Examples :

He speaks *more clearly* than I do.

They sang *less loudly* than you did.

DEFINITION

An adverb is a word that modifies the meaning of a verb, an adjective, another adverb, a pronoun, a preposition, a phrase or even a sentence. For example :

Sentence		Modifies
She sings *sweetly*.	:	Verb 'sings'
They completed a *very* difficult task.	:	Adjective 'difficult'
Hema dances *very* beautifully.	:	Adverb 'beautifully'
He is *deeply* in love.	:	Prepositional phrase 'in love'
Luckily all were saved.	:	Completes the sentence 'all were saved'

FORMATION OF ADVERBS

(*a*) Some Adverbs end in '*-ly*'; as,

soft	—	softly	bright	—	brightly
bad	—	badly	sweet	—	sweetly
neat	—	neatly	loud	—	loudly
brave	—	bravely	slow	—	slowly

(*b*) Some words end in '*-y*'. To change such words into adverbs, we have to drop -y and add –i before adding -ly; as,

easy	—	easily	lazy	—	lazily
busy	—	busily	angry	—	angrily
happy	—	happily	clumsy	—	clumsily

(c) Some adverbs do not end in '*-ly*'; as,

The horse ran **fast.**

Neerja works **hard.**

The leader spoke **well.**

The adverbs in these sentences **fast, hard, well** do not end in '*-ly*'. They tell us more about the verbs. For example :

How did the horse run ? → **fast**

How does Neerja work ? → **hard**

Kinds of Adverbs

Kind	Answer the questions	Use	Words
1. Adverb of Time	When ?	She arrived yesterday. Now I am busy.	Today, yesterday, tomorrow, after, before, now, then, always, sometimes, seldom, still, early, late, etc.
2. Adverb of Place	Where ?	She lives here. I found him nowhere.	Here, there, nowhere, near, up, down, everywhere, wherever, far, within, without, in, etc.
3. Adverb of Manner	How ? or In what manner ?	I am working hard. She behaves nicely.	Usually the words are adjective + ly, nicely, bravely, etc.
4. Adverb of Degree or Quantity	How far ? or How much ?	He is very intelligent. She is quite wrong.	Very, quite, almost, little, enough, much, too, partly, rather, etc.
5. Adverb of Frequency or Number	How often ?	She is often late. I always praised you.	Once, twice, always, often, firstly, secondly, again, seldom, never, sometimes, etc.
6. Adverb of Reason	Why ?	He was careless, therefore, he failed.	Therefore, thus, hence, consequently, doubtlessly, likewise, etc.

Comparison of Adverbs

Some Adverbs are compared like Adjectives and are formed by adding '-er' and '-est' to the Positive Degree; as,

1. Adverbs of one syllable form their Comparative by adding '-er' and their Superlative by adding '-est' to the positive; as,

Positive	Comparative	Superlative
fast	faster	fastest
hard	harder	hardest
long	longer	longest
large	larger	largest

Position of Adverbs

1. Adverbs of Manner (*e.g., hard, well, fast, carefully, quietly,* etc.) are generally placed after the verb or after the object if there is one; as :

   He sang *well*.
   The train is going *slowly*.
   He does his work *quietly*.

2. Adverbs of Place (*e.g., there, everywhere, here,* etc.) and of Time (*e.g., now, then, yet, today,* etc.) are placed after the verb or after the object if there is one; as :

   There is rain *everywhere*.
   Put the chair *there*.
   They arrived *late*.
   He met me *yesterday*.

3. When there are two or more adverbs after a verb (and its object), the normal order is : Adverb of Manner, Adverb of Place, Adverb of Time; as,

   I slept well here *yesterday*.

   She sang *beautifully everywhere then*.

4. Adverbs of Frequency (*e.g., often, always, never, rarely, etc.*) and some other adverbs like *already, nearly, almost, just, quite, etc.*, are normally put between the subject and the verb if the verb consists of only one word. If there are two or more words in the verb, such adverbs are put after the first verb; as,

   He *never* makes mistakes.

   We have *never* seen a tiger.

   He *usually* plays tennis in the evening.

   She has *often* told me this.

5. If the verb is *am/are/is/was*, such adverbs are placed after the verb; as,

   I am *never* lazy.

   Mohan was *always* at home last month.

6. The adverb is normally placed before the auxiliaries : *have to* and *used to*, as,

   I *often* have to go to the town.

   She *always* used to follow him.

7. The adverb *enough* is always placed after the adjective which it modifies; as,

   He was *clever enough* to speak the truth.

   She was foolish *enough* to reveal her thoughts.

8. When an adverb modifies an adjective or another adverb, the adverb usually comes before it; as,

   The film was *very* interesting.

   He is *rather* a *lazy* boy.

   He spoke *so* fast.

   The house is *quite* alive.

Special Uses of Some Adverbs

Much, Very

(*a*) 'Much' qualifies Adjectives or Adverbs in the Comparative Degree, and 'very' in the Positive Degree; as,

   He is *much* better now.

   The air is *much* cooler today than yesterday.

   I am *very* happy in his company.

   My mother does things *very* quickly.

(*b*) 'Much' qualifies Past Participles and 'very' *Present Participles*; as,

   We are *much* pleased to hear of your grand success.

   A *very pleasing* sight met our eyes.

Exceptions : Some participles as *delighted, pleased, pained, grieved, surprised, annoyed, tired* etc. take 'very' or 'much'.

(*c*) Both 'much' and 'very' are sometimes used to give emphasis to Adjectives in the Superlative Degree; as,

   Sonal is the very *best* dancer in the state.

   He is *much* the *best* cricketer in the country.

Worksheet 16

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Adverbs

(A) Pick out Adverbs in the following sentences and state their kind. The first one is done for you :

He is downstairs.

The adverb is *downstairs.* (Adverb of Place)

1. I seldom go for movies.
2. He is very upset.
3. We will return soon.
4. Flies are everywhere.
5. I behaved foolishly.
6. The little child wept bitterly.
7. Sima did well in her exams.
8. The old man is entirely deaf.
9. I visit him thrice a weak.
10. We should bathe daily.

(B) Say whether the underlined word is used as an adjective or an adverb :

1. She walks <u>daily</u> to the park.
2. We visit the library <u>frequently</u>.
3. My father reads a newspaper <u>daily</u>.
4. The Times of India is a very popular <u>daily</u> newspaper in English.
5. The shopkeeper spoke in a <u>loud</u> voice.
6. He faces <u>little</u> difficulty.
7. I like him <u>little</u>.

8. This is a heavy box.
9. The people suffered heavily in the earthquake.
10. You may drive fast on this road.

(C) Complete the following story by using the Adverbs given in the box :

humbly, very, once, ultimately, merrily, often, hard, plainly, now, nicely.

(*a*) _____ there lived a grasshopper and an ant. They lived very (*b*)_____. The grasshopper was foolish but the ant was (*c*) _____ wise. He spent his time singing songs (*d*) _____. He did not lay anything for winter. The ant, on the other hand, worked (*e*) _____. It filled its hole with grain. It (*f*) _____ advised its friend to work but in vain. At last the winter set in. The grasshopper had nothing to eat. (*g*) _____ he remembered his friend, the ant. (*h*) _____ he approached the ant and requested her (*i*) _____ to give him something to eat. But the ant refused him (*j*) _____ . After sometime the grasshopper died of starvation.

Worksheet 17

Grammar : **Adverbs**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(D) Insert the adverbs given in brackets in their correct position and rewrite your answers in blank spaces.

Ex. I like your attitude. (quite) **I quite like your attitude.**

1. Granny answers all the questions of her grandchild. (patiently)
2. The injured pedestrian bled. (profusely)
3. Dina visits us. (frequently)
4. The Principal is absent. (rarely)
5. We have fish once a week. (usually)
6. You left the bag on the bus. (probably)
7. We are hopeful. (always)
8. She could solve all the sums. (easily)
9. The pictures have been stolen. (definitely)
10. He fell and broke his arm. (awkwardly). We rushed him to the doctor. (immediately)

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(E) Choose the correct words given in the brackets :

		Correct Words
1.	Don't waste your time. (foolish, foolishly)	_____
2.	He describes his adventures. (good, well)	_____
3.	(Early, Earlier) risers get much benefit.	_____
4.	She sings (good, well) enough.	_____
5.	I can (ill, worse) afford to lose my friend.	_____
6.	Please run. (quick, quickly)	_____
7.	You should always aim. (high, highly)	_____

8. Don't waste your time. (foolish, foolishly) _____

9. The nurse worked very. (happy, happily) _____

10. Our host treated us. (graceful, gracefully) _____

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(F) Complete the following story by using the Adverbs given in the box :

really, near, really, awfully, gracefully, easily, yesterday, hard, just, slowly

Dear Pragya

(*a*) _____ an interesting incident took place. This incident took place (*b*) _____ near our house. You know that our next-door neighbour is (*c*) _____ a philosopher. He was coming from the market. He was walking (*d*) _____ on the footpath. His wife was also coming from the opposite direction. She stood (*e*) _____ her husband. She wanted to remind him that their son was coming by train in the evening. But the philosopher thought (*f*) _____ to gather where he was. After much stress he said, "Dear Lady, I (*g*) _____ don't remember who you are. Would you please tell me who you are ?" His wife was (*h*) _____ astonished. How could he forget such a fact so (*i*) _____. So she thought of giving him better dose but (*j*) _____ .

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13. PREPOSITIONS

KINDS OF PREPOSITIONS

SIMPLE PREPOSITIONS

in, on, at, from, for, till, with, etc.

e.g., He is *in* the room.

COMPOUND PREPOSITIONS

among, between, across, within, outside, before, below, etc.

e.g., They swam *across* the pool.

PHRASE PREPOSITIONS

in front of, in spite of, in place of, according to, etc.

e.g., In spite of difficulties he has succeeded.

RELATIONS INDICATED BY PREPOSITIONS

PLACE

in, on, upon, above, over, behind, beside, etc.

e.g., He stood *behind* Rakesh.

He is *in* the room.

TIME

in, on, by, at, after, before, for, since, till, etc.

e.g., She was born *in* May. Come *at* 7.

MANNER

with, by

e.g., We fought *with* courage.

The patient is dying *by* inches.

CAUSE/REASON

with, of, from for, etc.

e.g., He shivered *with* fever.

He died *of* fever.

POSSESSION

with, of, etc.

e.g., The girl *with* red hair is my cousin.

It is the temple *of* Lord Rama.

AGENCY/INSTRUMENT

with, by, at

e.g., Cut the rope with a knife.

Send it *by* post.

DEFINITION

A preposition is a word that shows the relationship between a noun or a pronoun and some other part of the sentence. It also means pre + position, which means that which is placed before. A preposition is thus a word which is placed before a noun or a pronoun. The kinds of relations shown by prepositions are :

1. place 2. time 3. manner 4. purpose 5. reason
6. cause 7. possession 8. measure 9. contrast 10. inference

PREPOSITIONS OF PLACE / POSITION AND DIRECTION

1. Between and Among :

Between is used for two

Among is used for more than two

Examples : (*i*) Both the brothers distributed the property **between** themselves.

(*ii*) They started quarrelling **among** themselves.

2. In and Into :

In means 'still'.

Into shows movement.

Examples : (*i*) I saw my face **in** the mirror.

(*ii*) She rushed **into** the examination hall.

3. Beside means by the side of

Example : She sat **beside** her mother.

Besides means in addition to

Example : Besides giving him food, I gave him clothes.

4. By means near

Examples : (*i*) He was sitting **by** his father.

(*ii*) You can sit **by** your friend.

5. Behind means at the back

Examples : (*i*) The child is hiding **behind** his mother.

(*ii*) Ramesh is **behind** Subodh in science.

(*iii*) The train is **behind** time. (late)

6. Near means close

Examples : (*i*) There is a park **near** my house.

(*ii*) She feels nervous **near** her exams.

(*iii*) The building is **near** completion.

7. Toward or Towards means in the direction of

Examples : (*i*) The soldiers are heading **towards** the enemy fast.

(*ii*) The match became nail-biting **towards** the end.

PREPOSITIONS OF TIME AND DATE

at, on, in, by, from, to, till, until, during, since, for, within, after, before, etc.

At :

(*i*) Man-made time

at 6 am, **at** 7 pm

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

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/evening

(*ii*) Months

in January, **in** December

(*iii*) Before a fixed time

The train is **in** time.

For :

(*i*) as a period of time :

It has rained **for** four hours.

Since :

(*i*) as a point of time :

He has been waiting for me **since** 6 am.

Phrase Prepositions :

according to, along with, in place of, in spite of, on behalf of, in case of, because of, in comparison with, instead of, by dint of, in consequence of, by means of, in view of, in course of, on account of, by virtue of, in favour of, owing to, by way of, in lieu of, in order to, with reference to, in accordance with, in addition to, etc.

EXAMPLES :

1. Please keep quiet **for the sake of** peace.
2. **In case of** need, please wake me up.
3. He succeeded **in spite of** difficulties.
4. Mohan will come **instead of** his brother.

SOLVED EXAMPLE

1. Fill in the blanks with the correct prepositions :

It was a bitterly cold night, and even (*a*) _____ the far end (*b*) _____ the bus, the east wind cut like a knife. The bus stopped, and two women and a man got (*c*) _____ together and filled the vacant places. The younger woman was dressed (*d*) _____ sealskin, and carried one of those little pekinese dogs that women (*e*) _____ sealskin like to carry (*f*) _____ their laps. The conductor came in. Then his eye rested (*g*) _____ cold malice (*h*) _____ the beady-eyed toy dog.

Answer

(*a*) at (*b*) of (*c*) in (*d*) in (*e*) in (*f*) in (*g*) with (*h*) on.

2. Tick (✓) mark the correct preposition in the following sentences :

(*a*) My parents lived (at/in) Mumbai.

(*b*) Distribute sweets (between/ among) children.

(*c*) She has no taste (in/for) music.

(*d*) Raman is slow (in/at) learning.

(*e*) Five brothers were charged (with/for) theft.

Answer

(*a*) in (*b*) among (*c*) for (*d*) at (*e*) for

Worksheet 18

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Prepositions

(A) Tick (✓) the correct prepositions given in brackets.

1. Open your books (on/at) page ten.
2. Our maid servant came (in/after) a week.
3. She has been reading this novel (since/for) morning.
4. The tiger sprang (on/upon) the deer.
5. The diver jumped (in/into) the river.
6. I do not agree (with/to) your point of view.
7. The old man is (at/on) the point of death.
8. Please distribute these sweets (between/among) these students.
9. She ran (in/into) the corridor.
10. They are laughing (on/at) the beggars.

(B) Complete the following passage with suitable prepositions :

My father has built a house (*a*) _____ a big park. He gets up early in the morning and goes (*b*) _____ the park on foot. Many friends of my father are usually there. My father is very happy (*c*) _____ his friends. Then they go (*d*) _____ the flower beds which are grown (*e*) _____ the pavement. After taking some rounds of the park, they sit (*f*) _____ the statue of Sardar Bhagat Singh which is (g) _____ a fountain. Sometimes some children play hide and seek there. Some children hide themselves (*h*) _____ the statue.

(C) Fill in the blanks with correct prepositions :

One day, the farmer's wife wanted to go (*a*) _____ the market. She fed the baby and rocked him (*b*) _____ sleep in his cradle. Picking (*c*) _____ the basket, she said (*d*) _____ her husband,"I'm (*e*) _____ to the market. The baby is sleeping. Keep an eye (*f*) _____ him."

(D) Fill in the blanks with appropriate prepositions :

Gandhiji's great strength was his belief (*a*) _____ God. He fought (*b*) _____ the freedom (*c*) _____ India. He worked (*d*) _____ the common people. He never put (*e*) _____ what he could do right at the moment. He firmly believed that God lived (*f*) _____ us. He disliked politics (*g*) _____ moral values. This is the reason that Gandhiji stands (*h*) _____ all the political leaders (*i*) _____ the 20th century.

(E) Complete the following story by filling in the blanks with appropriate prepositions.

Once a wonderful plate made of gold fell (*a*) _____ Heaven (*b*) _____ the courtyard of a temple (c) _____ Varanasi. These words were found on the plate, "This is a gift (*d*) _____ Heaven to a person who loves God best." The priests (*e*) _____ once made an announcement, "Anybody who claims this plate should gather (*f*) _____ the temple (*g*) _____ twelve o'clock." All kinds of holy men, scholars, soldiers and others tried their luck everyday (*h*) _____ a whole year. (*i*) _____ last it was decided that a rich man who gave a lot of his wealth to the poor people (*j*) _____ the festival days deserved it. But before the rich man embraced that plate of gold, it changed (*k*) _____ a plate of lead. But when the plate fell down (*l*) _____ the floor, it became golden again.

Worksheet 19

Grammar : Prepositions

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(F) The following passage has not been edited. There is an error of preposition in each of the lines. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. The first one has been done for you as an example.

Many people came to him about advice.	*e.g.*, about ___ for
Soon he became famous to his wisdom	(*a*) _____
and friendly nature. The king in that country	(*b*) _____
heard about him and thought at meeting him.	(*c*) _____
Disguised as a shepherd and riding in his uncle,	(*d*) _____
one day the king came in the cane where the wise	(*e*) _____
shepherd lived.	

(G) In the following passage one word (preposition) 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 :

It is a fateful moment for us India,	(*a*) _____
for all Asia and the world. A new star	(*b*) _____
rises, the star freedom in the East, and a	(*c*) _____
new hope comes being.	(*d*) _____

(H) The following passage has not been edited. There is an error of preposition in each of the lines. Write the incorrect word and the correction in your answer sheet against the correct blank number.

Several things happen in our body while (*a*) _____

we are sleeping. As we sink deeper in sleep (*b*) _____

our muscles relax more and more. Our heartbeat

becomes slower. Our blood pressure goes up. The (*c*) _____

everactive brain also slows up so that we can't (*d*) _____

think or act consciously.

(I) In the following passage one word (preposition) 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 :

Disturbed the noise, the ghost (*a*) _____

peeped under his bed (*b*) _____

clothes see the strong man stretching (*c*) _____

his arms his head and yawning. (*d*) _____

14. CONJUNCTIONS

KINDS OF CONJUNCTIONS

COORDINATING CONJUNCTIONS

They join together sentences of equal rank or order; as,

He is sad *but* hopeful.

He is poor *yet* honest.

SUBORDINATING CONJUNCTIONS

They join together two sentences of unequal rank or order; as,

He cannot walk *because* he is weak.

Work hard *lest* you should fail.

CORRELATING CONJUNCTIONS

These conjunctions are used in pairs; as,

She *neither* wept *nor* cried.

We were *both* excited and worried.

Functions of Some important Conjunctions :

1. **Contrast** : but, yet, still, even then, nevertheless, whereas
2. **Time** : while, after, before, as soon as, as long as, hardly, scarcely, till, since
3. **Alternative** : either ..... or, neither ..... nor, otherwise
4. **Condition** : unless, as, if, supposing, provided
5. **Concession** : though, however, notwithstanding, as, even if, whichever, whatever
6. **Cause/Result** : so ..... that, as, because, for, since, therefore

DEFINITION

Conjunctions are linking words. They join together words, phrases, clauses or parts of sentences.

TYPES OF CONJUNCTIONS :

(*i*) **Coordinating Conjunctions** : and, but, for, or, still, yet, so, neither, either

(*ii*) **Subordinating Conjunctions** : since, though, after, till, as, because, before, as soon as, as if

(*iii*) **Correlating Conjunctions** : both ..... and, either ..... or, neither ..... nor, hardly ..... when, no sooner ..... than, so ..... that, though ..... yet, not only ..... but also.

Idea	Conjunctions	Examples
Addition	and, as well as, also, both, besides, both ..... and, not only ..... but also	(*i*) Boys *and* girls should work hard. (*ii*) He is *not only* intelligent *but also* generous. (*iii*) He needs money *besides* books.
Contrast	but, yet, still, while, even then, nevertheless, however, whereas, only, nonetheless	(*i*) I was sad *but* not dejected. (*ii*) Wise men love truth; *whereas* fools shun it. (*iii*) Do what you like; *only* do not disturb me.
Time	when, while, after, before, as soon as, as long as, no sooner did, hardly, scarcely, till, until, since, as	(*i*) Make hay *while* the sun shines. (*ii*) Wait *till* I come. Reach *before* 8 am. (*iii*) She sang *as* she danced.
Purpose	that, so that, therefore, in order that, lest	(*i*) Walk slowly *lest* you should fall. (*ii*) She works hard *so that* she may stand first.
Alternative	either ..... or, neither ..... nor, or, otherwise, else	(*i*) He is *either* a fool or a rogue. (*ii*) Leave the room *otherwise* you will be fined.
Comparison	than, no less than, as ..... as, as much as	(*i*) He is *as* strong *as* you (are). (*ii*) India is richer *than* Pakistan.

Condition	unless, as, if, whether, on condition, supposing, provided, or provided that	(*i*) You can't get this job *unless* you clear the test. (*ii*) I shall leave you *provided* you feel sorry.
Concession/ Contrast	although, though, however, notwithstanding, as, even if, whichever, whatever,	(*i*) *Though* he is poor, he is satisfied. (*ii*) *Whatever* you do, it is not my headache.
Cause/result	so .... that, as, because, for, since, therefore, so	(*i*) The girl is happy *because* she has stood first. (*ii*) I cannot solve this sum *as* it is very difficult.

SOLVED EXAMPLES

1. Fill in the blanks with the conjunctions from the given options :

A blind woman had a twenty-rupee note (*a*) _____ (and/but/so) she did not know (*b*) _____ (whether/that/so) it was a twenty-rupee (*c*)_____ (and/or/if) ten-rupee note. She felt a man coming. The man was a lawyer. The woman requested the lawyer to solve her problem (*d*) _____ (but/so/and) the lawyer did not speak. He gave the woman a ten-rupee note (*e*) _____ (but/so/and) said, "This is a twenty-rupee note (*f*) _____ (so/but/and) I am giving you ten-rupees (*g*) _____ (than/as/so) I have taken ten rupees as my fee for telling you the reality".

Answers

(*a*) but (*b*) whether (*c*) or (*d*) but (*e*) and
(*f*) but (*g*) as

2. Fill in the blanks with correct conjunctions.

(*a*) No sooner did he arrive _____ it began to rain.

(*b*) Although he is clever _____ he does not understand my plan.

(*c*) Wait _____ I come.

(*d*) He is driving slowly _____ there should be an accident.

(*e*) They can travel by land _____ water.

(*f*) Is that story true _____ false ?

(*g*) She is not only foolish _____ also mad.

(*h*) It was a month _____ she came here.

(*i*) Hardly had they reached school _____ the bell rang.

(*j*) I make friends _____ I go.

Answers

(*a*) than	(*b*) yet	(*c*) until	(*d*) lest	(*e*) or
(*f*) or	(*g*) but	(*h*) since	(*i*) when	(*j*) wherever

3. Fill in the blanks in the following sentences with appropriate conjunctions given in brackets :

(*a*) Ramesh eats fast food, _____ he is not well. (*so, because*)

(*b*) Work hard _____ you will fail. (*or, and*)

(*c*) Shikha worked hard _____ she wanted to stand first. (*so, because*)

(*d*) Priya is more intelligent _____ her brother. (*so, than*)

(*e*) An accident took place _____ the driver was looking at his watch. (*when, while*)

(*f*) She was taking her meals _____ I visited her. (*when, while*)

(*g*) Walk carefully _____ you should fall down. (*lest, or*)

(*h*) Actions speak louder _____ words. (*than, more*)

(*i*) You can't get this job _____ you clear the test. (*if, unless*)

(*j*) He is down _____ not out. (*and, but*)

Answers

(*a*) so	(*b*) or	(*c*) because	(*d*) than	(*e*) while
(*f*) when	(*g*) lest	(*h*) than	(*i*) unless	(*j*) but

Worksheet 20

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Conjunctions

(A) Fill in the blanks with appropriate conjunctions given in the brackets :

1. I cannot help you financially _____ I am jobless these days. (because, and)
2. We eat _____ we may live. (and, that)
3. Kalpana Chawla died _____ she could reach the earth. (after, before)
4. He will not mend _____ he is punished. (when, unless)
5. The mother waited _____ the child returned. (till, when)
6. Our teachers are working hard _____ we may get good marks. (and, so that)
7. _____ you say so I must believe it. (when, since)
8. Our freedom fighters died _____ we may live. (and, in order that)
9. I dislike most of the political leaders _____ they are not sincere. (so that, because)
10. India will sign the treaty _____ her interests are safe. (if, so)

(B) Fill in the blanks with suitable conjunctions :

Monday morning is usually very sad (*a*) _____ it comes after Sunday (*b*) _____ stands for full freedom. (*c*) _____ everybody knows (*d*) _____ work has to be done, nobody is mentally prepared to face the reality. Not only the students (*e*) _____ all other people also feel (*f*) _____ Monday morning starts a week full of activities. It is a fact (*g*) _____ life is in action, not in relaxation. (*h*) _____ we do something good, we can't get name and fame.

(C) Fill in the blanks with appropriate conjunctions :

I was so excited about the holidays (*a*) _____ I kept calling out to everyone in my building; spring break, spring break time to play."

My five year old neighbour came out jumping to join (*b*) _____ stopped suddenly "spring ! what is spring ?" asked little Rohan tugging at my shirt." Spring is ..... er..... spring means ....." I suddenly realized (*c*) _____ I myself didn't know (*d*) _____ it meant.

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(D) Fill in the blanks with appropriate conjunctions :

He had slept only a few moments (*a*) _____ a brown carriage was brought to a standstill nearly in front of David's resting place. It had stopped (*b*) _____ linchpin had fallen out. An elderly merchant and his wife who were returning from Boston in this carriage were alarmed. (*c*) _____ the coachman and a servant were replacing the wheel, the lady and the gentleman sheltered themselves beneath the trees. The merchants's wife who was wearing a silk gown took good care not to rustle it (*d*) _____ David should start up all of sudden.

_____

_____

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_____

(E) Fill in the blanks with suitable conjunctions :

Robin George Collingwood who was a famous British historian once wrote, "Every new generation must write history in its own way." Fifty years (*a*) _____ his death his statement has been proved correct. (*b*) _____ you look at the millions of the people who are busy in cyberspace, (*c*) _____ you look at the vast source of knowledge, you shall realize that we are rewriting history in our own way. There is hardly any sphere which has not been revolutionized. (*d*) _____ you keep pace with the changing scenario, you can't afford to live peacefully.

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_____

Worksheet 21

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Conjunctions

(F) Fill in the blanks with suitable conjunctions from the given options :

Once there lived a farmer. He had four sons (*a*) _____ (and/so/but) none of them was hardworking. The farmer did his best to teach them (*b*) _____(and/so/but) all in vain. One day when he was lying on his death bed, he told them (*c*) _____ (if/that/this) there was a treasure lying hidden in one of his fields and (*d*) _____ (whether/if/but) they dug up that field very deep, the treasure could be found. After their father's death, they dug up the field (*e*) _____ (and/but/so) could not find that hidden treasure. A wise man happened to pass by them. He told them that the hidden treasure was nothing else (*f*) _____ (and/or/but) hardwork. He asked them to sow the seeds in the fields and reap a rich crop.

(G) The following passage has not been edited. There is an error related to conjunctions in each line. Write the incorrect word and the correct word in your answer sheet against the correct blank number.

		Incorrect word	Correct word
So Mussorie is unpopular these days	(*a*)	_____	_____
it still attracts you, so	(*b*)	_____	_____
you are in a proper mood. Before	(*c*)	_____	_____
the summer, it is very cold but you	(*d*)	_____	_____
have to use warm clothes. So you	(*e*)	_____	_____
want to go outside, cover your body, and	(*f*)	_____	_____
you will catch cold. And be watchful	(*g*)	_____	_____
before you are holidaying in Mussorie.	(*h*)	_____	_____

(H) Fill in the blanks with suitable conjunctions from the given options :

"This is the famous Jallianwala Bagh at Amritsar (*a*) _____ (but, where, when) on April 13, 1919, the British bullets were fired on 20,000 unarmed people. They had assembled there to protest against Rowlatt Act (*b*) _____ (what, where, which) curbed the personal freedom of the Indian people. The people were completely trapped in this small park (*c*) _____ (which, that, and) had only one exit, (*d*) _____ (what, where, which) was blocked by troops led by General Dyer. On the left side was the back wall of the houses (*e*) _____ (that, but, and) on right was the only space (*f*) _____ (that, where, which) they could take cover."

(I) The following passage has not been edited. There is an error related to conjunctions in each line. Write the incorrect word and the correct word in your answer sheet against the correct blank number.

The man felt better, but asked for something		e.g., but ..... and
to drink. The king brought fresh water when gave it	(*a*)	_____
to him. By this time the sun had set but the air was cool.	(*b*)	_____
The king with the hermit's help carried the wounded man		
into the hut but laid him on the bed.	(*c*)	_____
The man closed his eyes where he lay quiet.	(*d*)	_____
The king too, lay down on the floor and slept through		
the night. Why he awoke it was several minutes	(*e*)	_____
before he could remember why he was.	(*f*)	_____

15. MODALS

KINDS OF MODALS

can, may, shall, will

We can win our enemy.

It may rain today.

We shall follow the rules.

He will obey me.

She will sing a song.

could, might, should, would

He could avoid the crisis.

You might ask his opinion also.

He should come.

The door would not open.

must, need, dare, ought to, have to

I must work hard to keep my status.

She needs your guidance.

He dares me to compete with him.

We ought to serve our old parents.

You will have to work seriously.

DEFINITION

Modals, known as Modal Auxiliaries also, are verbs such as **can, could, may, might, will, shall, would, should, must, ought to** etc. They are mainly used to express,

(*i*) ability (*ii*) permission (*iii*) possibility (*iv*) certainty (*v*) necessity, etc.

Study the following modals carefully. These modals are followed by the first form of the verb.

1. Can	:	He can't hear, he is deaf. (present ability)
		I can speak for four hours. (capacity)
		Pets can be troublesome. (possibility)
		You can take my car today. (permission)
2. Could	:	He could do it easily when he was young. (past ability)
		It could be true. (possibility)
		Could I borrow your bike ? (request/seek permission)
3. Should	:	We should do our duty. (duty/obligation)
		He should be in the office. (possibility)
4. May	:	May I come in, sir ? (permission)
		It may rain. There are clouds in the sky. (strong possibility)
5. Might	:	It might rain, though the sky is clear. (less possibility)
		May I speak now ? (asking permission)
6. Would	:	Would you give me a glass of water ? (polite request)
7. Must	:	You must do it. (obligation from the speaker/order)
		We must do it. (our own obligation)
8. Ought to	:	We ought to help the poor. (moral obligation)
9. Will	:	We will come at 9. (intention)
		I will give you some money. (promise)
10. Shall	:	He shall complete it. (intention)
		She shall have a camera. (determination)
11. Need	:	He need not come. (absence of necessity)
12. Dare	:	She dare not oppose us. (absence of courage)

SOLVED EXAMPLES

1. Read the following report of a school cricket coach and pick out all the modals and the verbs accompanying them. The first one has been done for you.

Our school cricket team is practising really hard for the zonal matches. I have no doubt that we *will beat* the local teams very easily, but when it comes to outside ones, I am not as confident. Our boys must work very hard. Perhaps they could do some yoga exercises to improve their concentration. They need not worry about their fitness at this stage but they should follow a strict routine.

Last year they had to really struggle to reach the finals. The draw might have been a little unfavourable to them, but they shouldn't have neglected their fielding, which landed them in trouble in the quarter-finals. This year our team should try and do better in catching. We lost in the finals last year mainly because of floored catches ! A casual approach to this important aspect must have been the cause of our failure at the crucial stage. So our team ought to improve its fielding and get its batting to click.

Answer

will beat, must work, could do, need not worry, should follow, might have been, shouldn't have neglected, should try, must have been, ought to improve.

2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied.

You cannot say what is popular but wrong.	*e.g.* cannot ..... **should not**
You will say what you think is right, otherwise	(*a*) _____
you can kill your conscience. Remember	(*b*) _____
you could not please everybody, and that one	(*c*) _____
who need not oppose wrong-doers justify	(*d*) _____
wrong-doing. In the past, people will be daring	(*e*) _____
and just.	

Answer

(*a*) will ..... should (*b*) can ..... will (*c*) could ..... can (*d*) need ..... dare
(*e*) will ..... used to

3. Complete the passage with suitable modals choosing the correct option :

I know he _____ (can/could/may) do it, as he _____ (can/used to/need) do it when he was young. But he _____ (can/could/should) be careful lest he _____ (should/must/can) fall and hurt himself. He can take my help in the process, though I am not ready to help him. Sham has refused to do it. He _____ (need not/dare not/ should not) take any risk to his life. In a way, he is right. One should not do what one cannot do, otherwise one _____ (may/might/must) harm oneself. The sky is clear, but it (may/might/can) rain. So he needs to be careful.

Answer

can, used to, should, should, dare not, may, might.

Worksheet 22

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Modals

(A) Fill in the blanks with correct modals given in brackets.

1. The rich _____ help the poor. (would / should)
2. She _____ have stolen money. (might / could)
3. Sometimes the children _____ play a trick on their teachers. (would/should)
4. How _____ you speak against me. (ought/dare)
5. My mother is sleeping. You _____ speak softly. (might / should)
6. _____ I speak to the President for a second ? (may / will)
7. He _____ say such rude things to her. (dare not / must not)

(B) Indira and Mary are discussing their holiday plans. Read the dialogue and fill in the blanks by using suitable modals.

Indira : I'd like to go to Cherapunji.

Mary : That's hardly the place to go to. You see, it (*a*) _____ raining there, especially at this time of the year. Let's go to Shillong instead.

Indira : Why Shillong ?

Mary : Indira, I've lived in that place. You'll love it and the weather (*b*) _____ really perfect now.

Indira : Okay. It's Shillong then. But tell me, do I need to carry woollens ?

Mary : Not really. It's quite pleasant, but the nights (*c*) _____ chilly, so bring a sweater.

Indira : And what about getting there ?

Mary : Well, you (*d*) _____ fly to Juwahah, and then you can catch a bus to Shillong.

Indira : How far is Shillong ?

Mary : It (*e*) _____ about 80 kilometres. It (*f*) _____ a three hour drive by taxi.

(C) Fill in the blanks with 'have to', 'used to' 'should', 'dare' or 'need / need not' in the following sentences.

1. We were not _____ living in tents.
2. The Basus will _____ vacate their quarters.
3. How did you _____ to utter such nasty words ?
4. If they _____ arrive just now, we have nothing to offer them.
5. There _____ be a shopping mall here.
6. Radha will _____ marry him now.
7. Charles, you _____ go to play in the evening.
8. You _____ speak politely to servants.

(D) Fill in the blanks with correct modals.

Before entering the examination hall you (*a*) _____ switch off your mobile phones. You (*b*) _____ not carry with you any objectionable material. You (*c*) _____ take your seat ten minutes before the commencement of the examination. When the bell rings, the supervisor on duty (*d*) _____ distribute the question papers. You (*e*) _____ start as soon as it is given to you. Before leaving the examination hall, you (*f*) _____ hand over your answer sheet to the supervisor.

16. VOICE

KINDS OF VOICE

ACTIVE VOICE

In Active Voice the subject is the *doer* of the action.

e.g., The hunter killed a lion.

PASSIVE VOICE

In Passive Voice something is done to the subject. The subject is passive.

e.g., A lion was killed by *the hunter.*

I

Subject	Verb	Object
I	love	my parents.
My parents	are loved	by me.

II

Subject	Verb	Indirect Object	Direct Object
He	taught	us	English
We	were taught	English	by him

Or

Subject	Verb	Indirect Object	Direct Object
He	taught	us	English
English	was taught	to us	by him

Important Note :

- 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.

DEFINITION

A Transitive verb has two voices :

(*a*) The Active Voice (*b*) The Passive Voice

The voice of a verb shows whether the subject is the 'doer' of the action or the subject is the 'receiver' of the action. If the subject performs or experiences the action, it is in the Active Voice; but if the subject is the receiver or sufferer of the action, it is in the Passive Voice, as is clear in the following examples :

Active Voice : We hate nobody.

Passive Voice : Nobody is hated by us.

Look at the following diagram

	Subject	Verb	Object
ACTIVE VOICE :	We	hate	nobody.
PASSIVE VOICE :	Nobody	is hated	by us.

PATTERNS UNDERLYING THE CHANGE OF VOICE

Tense	Active Voice	Passive Voice
1. **Simple Present**	V_1 + s/es He plays chess.	is / am / are + V_3 Chess is played by him.
2. **Present Continuous**	is / am / are + V_1 + ing She is writing a book.	is / am / are + being + V_3 A book is being written by her.
3. **Present Perfect**	has / have + V_3 He has kept his word.	has / have + been + V_3 His word has been kept by him.
4. **Simple Past**	V_2 He abused me.	was / were + V_3 I was abused by him.
5. **Past Continuous**	was / were + V_1 + ing Who was driving the car ?	was / were + being + V_3 By whom was the car being driven?
6. **Past Perfect**	had + V_3 Had you kept your word ?	had + been + V_3 Had your word been kept by you ?
7. **Simple Future**	will / shall + V_1 He will not help you.	will / shall + be + V_3 You will not be helped by him.
8. **Future Perfect**	will / shall + have + V_3 The officer will have taken action.	will / shall + have been + V_3 Action will have been taken by the officer.
9. **Modals**	would / should / can / could/ may / might/ must / ought to + V_1 You may take my pen.	would / should / can / could / may / might / must / ought to + be + V_3 My pen may be taken by you.
10. **Infinitive**	to + V_1 He had to pay the fine.	to be + V_3 The fine had to be paid by him.
11. **Commands**	V_1 Say it again. Call him back.	Let + be + V_3 Let it be said again. Let him be called back.

Sentence with two Objects

1. *Active Voice* : They sent me a gift.
   Passive Voice : (*i*) A gift was sent to me by them.
   (*ii*) I was sent a gift by them.
2. *Active Voice* : She teaches us English.
   Passive Voice : (*i*) English is taught to us by her.
   (*ii*) We are taught English by her.

Verbs Not Followed By "By"

know, surprise, please, contain, satisfy, alarm, displease, crowd, interest, grow, etc.

Examples :

1. *Active Voice* : I know you.
   Passive Voice : You are known to me.
2. *Active Voice* : Her behaviour pleased me.
   Passive Voice : I was pleased with her behaviour.
3. *Active Voice* : Results interest me.
   Passive Voice : I am interested in results.
4. *Active Voice* : The news alarmed us.
   Passive Voice : We were alarmed at the news.
5. *Active Voice* : This box contains sweets.
   Passive Voice : Sweets are contained in this box.
6. *Active Voice* : His behaviour astonishes me.
   Passive Voice : I am astonished at his behaviour.
7. *Active Voice* : His answer satisfied them.
   Passive Voice : They were satisfied with his answer.

Transformation of Passive into Active Voice

1. Use object as subject and place subject as object.
2. Omit the preposition 'by'.
3. Use the appropriate verb form of the tense.
4. You may have to suppose the 'doer' when it is not mentioned.

Examples :

1. Rakesh was tortured. (Passive)
   The police tortured Rakesh. (Active)
2. What is seen by you ? (Passive)
   What do you see ? (Active)
3. By whom was the noise made ? (Passive)
   Who made the noise ? (Active)
4. Let me be given the slate. (Passive)
   Give me the slate. (Active)

Worksheet 23

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Voice

(A) Change the voice of the following sentences :

1. We play football.
2. Listen to me.
3. The peon rings the bell.
4. She wrote many letters.
5. You abused me.
6. Do not waste time.
7. He laughed at me.
8. I hate your lies.
9. Shakespeare wrote many plays.
10. You are ordered to sweep the floor.

(B) Given below are instructions for conducting an experiment. Read the instructions carefully and complete the paragraph that follows. Write the correct answer in your answer sheet against the correct blank number.

- Take two hard rubber rods, flannel and silk rod.
- Rub a rod with flannel.
- Suspend it with a silk thread.
- Take the other rod and rub it with flannel.
- Bring the second rod near the suspended one.
- It will repel the first rod.

Two hard rubber rods, flannel and a silk thread (*a*) _____. A rod (*b*) _____ with flannel. It (*c*) _____ with a silk thread. The other rod (*d*) _____ and (*e*) _____ with flannel. The second rod (*f*) _____ near the suspended one. The first rod (*g*) _____ by it.

(C) Complete the passage with either active or passive forms of the verbs given in the box :

cause, attack, kill, disturb, control, erect, cut, realize

Millions of people (*a*) _____ by earthquakes and floods every year. Much damage (*b*) _____ to property also. It is a fact that these natural powers cannot (*c*) _____ by man but man is responsible for the damage to a great extent. Nature (*d*) _____ man only when man interferes in its working. Industrialization and colonization have (*e*) _____ the ecological system. Natural forests have been (*f*) _____ down recklessly and buildings (*g*) _____. Man must (*h*) _____ his duty towards nature.

Worksheet 24

Grammar : Voice

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(D) Read the following set of instructions on how to make noodles and complete the paragraph that follows in the passive voice.

(*i*) Take a packet of noodles.
(*ii*) Noodles are boiled and poured out.
(*iii*) Vegetables are fried in a pan.
(*iv*) A pan is taken and cooking oil is heated in it.
(*v*) Boiled noodles and vegetables are put in the pan.
(*vi*) Noodles are ready to serve.

A packet of noodles is (*a*) _____ . Then these noodles are (*b*) _____ in water. Then they are (*c*) _____ . In the meantine, vegetables are (*d*) _____ in a pan. Oil is (*e*) _____ in a pan. Noodles and vegetables are (*f*) _____ in a pan. These delicious noodles can be (*g*) _____ to the guests.

_____

_____

(E) Complete the following passage with the correct form of the verbs given in brackets :

How to be successful

Success in life (*a*) _____ (depend) on good health. Good health can be (*b*)_____ (achieve) by avoiding bad habits. Sincerity towards your duty (*c*) _____ (help) in the long run. Attention must be (*d*) _____ (pay) even to minor details. In this way success cannot be (*e*)_____ (deny) to you.

_____

_____

(F) Read the following instructions and complete the passage that follows. The first one is done for you.

How to prepare plain dosa for four

(*i*) Take four cups of rice.
(*ii*) Take one cup of *urad daal*.
(*iii*) Grind rice and daal and mix them.
(*iv*) Let them ferment for some time.
(*v*) Add salt to taste.
(*vi*) Heat the oil.
(*vii*) Put the mixture into the boiling oil.

Rice and *daal* are soaked in clean water. Rice is (*a*) _____ into a thick paste with some water. *Urad daal* is also (*b*) _____ separately. Now rice and *daal* are (*c*) _____ together and let them (*d*) _____ . Salt to taste is (*e*) _____. Oil is (*f*) _____ and the mixture of rice and *daal* is (*g*) _____ into the boiling oil, a thin crepe is (*h*) _____ . The plain *dosa* is (*i*) _____ .

_____

_____

(G) Use the information in the headlines to complete the news items given below. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

(*a*) NO HIKE IN OIL PRICES

The Union Petroleum Minister announced that oil prices _____ in near future.

(*b*) NEW BUS STAND IN JALANDHAR OPENED

A new bus stand in Jalandhar _____ in a glittering ceremony by Chief Minister yesterday.

(*c*) MEDICAL ROBOT TO BE DEVELOPED

A complex medical robot for micro-surgery _____ soon in the U.S.A.

(*d*) NO SMOKING IN OFFICES

Smoking in offices has _____.

(*e*) LOUDSPEAKERS BANNED FOR TWO DAYS

_____ for two days before the election day in the state.

(H) Complete the passage with either the active or the passive forms of the verbs given in brackets :

We (*a*) _____ (load) in a truck by the workers and we soon (*b*) _____ (leave) for our new destination. I (*c*) _____ (enjoy) the lovely scenic beauty and I do not know when I (*d*) _____ (fall) asleep. When I (*e*) _____ (wake) up, I found that the truck was passing by the Gateway of India. After about two hours we (*f*) _____ (reach) the showroom. We (*g*) _____ (unload), and after dusting me the salesman placed me in the window of a showroom. I was so attractive that within hours of my reaching Mumbai, I (*h*) _____ (sell) to a rich industrialist.

17. REPORTED SPEECH

KINDS OF SPEECH

DIRECT SPEECH

Direct speech reports the exact words of the speaker.

e.g., Raman said, 'I am tired'.

INDIRECT (REPORTED) SPEECH

Indirect speech reports what the speaker said in a different way.

e.g., Raman said that he was tired.

RULES RELATING TO THE CHANGE OF DIRECT SPEECH INTO INDIRECT :

1. Change of Tenses
2. Change of Pronouns
3. Change of words indicating times or place

Change of Tenses		Change of Pronouns	Change of words indicating time or place	
(*i*) Simple Present	: Simple Past	**First Perosn** → Subject of the (I, my, me, we, our, us) reporting verb	(*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	**Second Person** → Object of the (You, Your, you) reporting verb	(*iv*) here	: there
(*v*) Simple Past	: Past Perfect		(*v*) hence	: thence
(*vi*) Past Continuous	: Past Perfect Continuous	**Third Person**	(*vi*) ago	: before
(*vii*) will	: would	He his him	(*vii*) today	: that day
(*viii*) shall	: should	she her her	(*viii*) tonight	: that night
(*ix*) can	: could	They their them	(*ix*) tomorrow	: the next day
(*x*) may	: might	It Its It	(*x*) yesterday	: the previous day
		No change	(*xi*) last night	: the previous night
			(*xii*) next week	: the following week
			(*xiii*) must	: had to

DEFINITION

We can report or represent the words of a speaker in two different ways. They are **Direct Speech** and **Indirect Speech.**

In **Direct Speech** : The exact words of the speaker are given in the inverted commas.

In **Indirect Speech** : We give the exact meaning of a remark, or a speech without necessarily using the speaker's words. **Time, Place** and **Person** are modified accordingly.

Examples

Direct : I said, "I shall help you in this matter."

Indirect : I said that I would help him in that matter.

Note : (*i*) The Direct Speech is introduced by a verb **say** or **said,** called the **Reporting Verb**.

(*ii*) The exact words of the speaker are called the **Direct Speech.**

(*i*) When Reporting Verb is in the Present / Future tense, there is no change in the tense of the Direct Speech; as,

(1) They say, "The old man died of starvation".
They say that the old man died of starvation.

(2) She will say, "I know everything".
She will say that she knows everything.

(*ii*) When Reporting Verb is in the Past Tense, note the following changes :

1. Change in the Tenses

(*i*)	Present Indefinite changes into	Past Indefinite Tense
(*ii*)	Present Continuous changes into	Past Continuous Tense
(*iii*)	Present Perfect changes into	Past Perfect Tense
(*iv*)	Present Perfect Continuous changes into	Past Perfect Continuous Tense
(*v*)	Past Indefinite changes into	Past Perfect Tense
(*vi*)	Past Continuous changes into	Past Perfect Continuous Tense

Examples

(1) **Direct** : He said, "The prices are rising high." (Present Continuous Tense)
Indirect : He said that the prices were rising high.

(2) **Direct** : The servant says, "The master is not at home." (Present Indefinite Tense)
Indirect : The servant says that the master is not at home.

(3) **Direct** : Anju said, "I wrote a letter." (Past Indefinite Tense)
Indirect : Anju said that she had written a letter.

(4) **Direct** : Naman said, "The cat was playing." (Past Continuous Tense)
Indirect : Naman said that the cat had been playing.

Exceptions : The tense of the verb of the Reported Speech is not changed if it has :

(*i*) a proverb or a saying or an all-time truth (*ii*) habitual action

(*iii*) historical fact (*iv*) two things taking place simultaneously

(*v*) scientific fact (*vi*) geographical fact

Examples

(1) **Direct** : The old man said, "Honesty is the best policy."

Indirect : The old man said that honesty is the best policy.

(2) **Direct** : Geetika said, "I do yoga daily."

Indirect : Geetika said that she does yoga daily.

(3) **Direct** : The teacher said, "The sun is a star."

Indirect : The teacher said that the sun is a star.

(4) **Direct** : The reporter said, "Some people were running while others were going in cars."

Indirect : The reporter said that some people were running while others were going in cars.

(5) **Direct** : The teacher said, "India became independent in 1947."

Indirect : The teacher said that India became independent in 1947.

2. How Adverbs or Words Indicating Time or Place are Changed

Word	Change	Word	Change
Now	Then	Tomorrow	The next day /
This	That		The following day
These	Those	Yesterday	The previous day
Here	There	Last night /	The previous night /
Hence	Thence	week /month / year, etc.	week / month / year, etc.
Ago	Before	Next week	The following week
Come	Go (*not always*)	Is / Am / Are	Was / Were
Today	That day	Was / Were	Had been
Tonight	That night	Must	Had to

3. Change in Personal Pronouns

1st person (I, We) : Subject of the Reporting Verb

2nd person (You) : Object of the Reporting Verb

3rd person (He, She, It, They, etc.) : No change

RULES FOR CHANGING DIFFERENT KINDS OF SENTENCES

1. Changing Interrogative Sentences

Reporting Verb is changed to **ask, enquire, demand,** etc.

Questions starting with	Take
(*a*) 'Wh' questions (Why, How, How much, How many, What, Who, Whom, Whose, When, Where, How often, etc.)	(*a*) the same "wh" word.
(*b*) Is, Am, Are, Was, Were, Do, Does, Did, Will, Would, Shall, Should, Can, Could, May, Might, Has, Have, Had, etc.	(*b*) if or whether

Examples

(1) **Direct** : He said to me, "What are you writing ?"
Indirect : He asked me what I was writing.

(2) **Direct** : She said to me, "What do you want now ?"
Indirect : She enquired of me what I wanted then.

(3) **Direct** : I said to him, "Are you in your senses ?"
Indirect : I asked him if he was in his senses.

(4) **Direct** : The teacher said to her, "Do you notice any change ?"
Indirect : The teacher asked her if she noticed any change.

2. Changing Imperative Sentences

(Request, order, command, advice, forbidding, etc.)

(*a*) Commands : order, command, bid, charge, require, etc.
(*b*) Requests : request, beg, ask, entreat, desire, urge, implore, etc.
(*c*) Advice : advise, urge, persuade, exhort, recommend, prohibit, etc.

Note : The linking word is "to".

Examples

(1) **Direct** : He said to me, "Please save my life."
Indirect : He requested me to save his life.

(2) **Direct** : The old man said to her, "Obey your elders."
Indirect : The old man advised her to obey her elders.

(3) **Direct** : The beggar said, "Give me a loaf of bread, sir."
Indirect : The beggar begged him to give him a loaf of bread.

(4) **Direct** : The teacher said to the pupils, "Write neatly."

Indirect : The teacher urged her pupils to write neatly.

3. Changing Exclamatory Sentences

Change the Reporting Verb into **pray, cry, exclaim, bless, wish, etc.**

(1) **Direct** : She said, "Alas ! I am ruined."

Indirect : She exclaimed with sorrow that she was ruined.

(2) **Direct** : He said, "Farewell, my friends !"

Indirect : He bade his friends farewell.

(3) **Direct** : The girl said, "Hurrah ! I have won a medal."

Indirect : The girl exclaimed with joy that she had won a medal.

(4) **Direct** : He said, "Ouch ! You are standing on my toe."

Indirect : He exclaimed with pain that he was standing on his toe.

4. Changing 'Let' Sentences

Note : 'Let' is used to express suggestion or proposal, request or command.

(1) **Direct** : He said to me, "Let us go for a picnic."

Indirect : He proposed to me that we should go for a picnic.

(2) **Direct** : They said to the driver, "Let us follow this track."

Indirect : They suggested to the driver that they should follow that track.

Worksheet 25

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Reported Speech

(A) Complete these sentences in the indirect speech :

1. The old man said, "Alas ! I am ruined."
   The old man exclaimed with sorrow that _____.
2. "Please help me if you are free", said Rita to her brother.
   Rita requested her brother _____.
3. He said to me, "Hello ! Are you in Delhi ?"
   He bade me 'hello' and asked _____.
4. They said to me, "Do you drive fast ?"
   They asked me _____.
5. Her husband cried, "How stupid you are !"
   Her husband cried angrily that _____.
6. The boy said, "Sir, I am not guilty".
   The boy respectfully told his teacher _____.
7. "How can I help you when you do not help yourself ?" said he to me.
   He asked me how _____.
8. I said to the gardener, "Are you planting rose bushes ?"
   I asked the gardener if _____.

(B) Complete the sentences in indirect speech :

(*a*) My friend said, "Did you play the match last evening ?"
My friend asked me _____.

(*b*) The teacher said to the student, "Did you use a dictionary when you were writing this essay ?"
The teacher asked the student _____.

(*c*) "I'll pay a visit to the Golden Temple tomorrow," said my uncle.

My uncle said that _____ a visit to the Golden Temple the next day.

(*d*) The Head Boy said to the Principal, "Sir, class VI seeks your permission to go on a trip."

The Head Boy told the Principal _____ permission to go on a trip.

(*e*) "You can choose either of these two books," said my brother to me.

My brother told me that _____ either of those two books.

(*f*) The stranger said to the policeman, "Sir, I was assaulted by some people at the station."

The stranger informed the policeman respectfully that _____ by some people at the station.

(*g*) "I was reading while my roommate was listening to music when we heard a bang," said Naman to the Hostel Warden.

Naman told the Hostel Warden that _____ reading while his roommate was listening to music when they heard a bang.

(*h*) "Nothing succeeds like success and nothing fails like failure," said the old man to me.

The old man told me that _____ like success and nothing fails like failure.

(*i*) The leader of the opposition said, "The government must take some strict measures to check pollution."

The leader of the opposition said that _____ some strict measures to check pollution.

(*j*) "Privatisation and globalisation have changed our lifestyle," said the economist.

The economist said that privatisation and globalisation _____ our lifestyle.

Worksheet 26

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Reported Speech

(C) Read the conversation given below, and then complete the report that follows. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

Rohit : Where will you meet me tomorrow ?
Kamal : I can't meet you tomorrow. I'm going to Shimla.
Rohit : When do you intend to return ?
Kamal : In a week or so.
Rohit : Please inform me when you come back.

Rohit asked Kamal where he would meet him the next day. Kamal informed him (*a*) _____ , as he (*b*) _____ . Rohit asked him (*c*) _____ . Kamal replied that he (*d*) _____ . Rohit requested him (*e*) _____ .

(D) Read the following conversation and then complete the passage that follows :

Doctor : What brings you here ?
Sonal : My father is not well. Can you pay a visit to our house ?
Doctor : Not now, but after 1.30 p.m. What is your father suffering from ?
Sonal : Malaria and a severe headache.

The doctor asked Sonal (*a*) _____ him there. Sonal told the doctor that (*b*) _____ not well, and asked him (*c*) _____ pay a visit to their house. The doctor replied that he could do so not then but after 1.30 p.m. and wanted to know (*d*) _____ from. Sonal informed him that it was malaria and a severe headache.

(E) Read the following dialogues and then complete the passages that follow :

Irina : Welcome, my friends, in my home !
Joy : What is the programme today ?
Irina : Let's go for a picnic. Any other proposal ?
Mankiran : We vote for going on a picnic. Be quick and do not waste any time.
Ravneet : Which place ?
Mankiran : Moughal Gardens.
All friends : Yes, it is final.

Irina welcomed her friends in her home. Joy enquired (*a*) _____ . Irina suggested them (*b*) _____ for a picnic. Mankiran voted (*c*) _____ . Ravneet wanted to know the place. Mankiran replied (*d*) _____ Moughal Gardens. All friends supported and finalised it.

_____

_____

_____

(F) *Ankur* : Where will you meet me tomorrow ?
Abhinav : I can't meet you tomorrow. I am going to Delhi.
Ankur : When do you intend to return ?
Abhinav : In a fortnight.

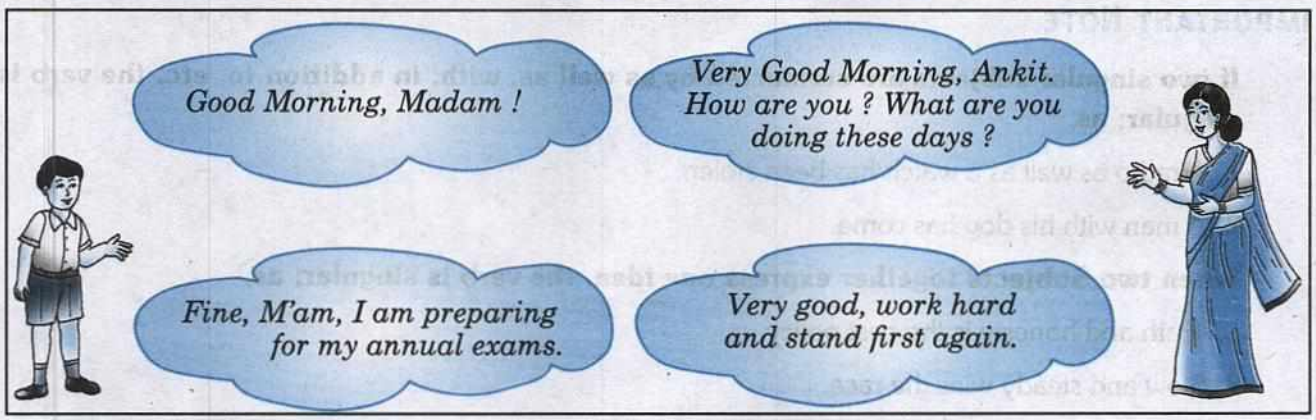
Ankur asked Abhinav (*a*) _____ .
Abhinav informed him (*b*) _____ .
Ankur asked him (*c*) _____ .
Abhinav replied (*d*) _____ .

_____

_____

_____

(G) Read the following comic strip and then complete the passage that follows :



Ankit wished his teacher (*a*) _____. The teacher also wished (*b*) _____ and asked (*c*) _____. Ankit replied (*d*) _____. The teacher praised him (*e*) _____ and encouraged him (*f*) _____ .

_____

_____

_____

_____

_____

_____

18. SUBJECT-VERB AGREEMENT

SUBJECT	VERB
1. The *boy* *The boys*	*is* running fast. are running fast.
2. *Everybody*	*knows* (*not* know) you.
3. *They* as well as I	*are* honest.
4. Either you or I	*am* at fault.
5. The *news*	*is* good.

Singular noun → Singular verb
Plural noun → Plural verb

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 a* 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 verb should agree with its subject in number and person. Always remember that a singular subject takes a singular verb and plural subject needs a plural verb, *e.g.*,

The lion roars.

The lions roar.

1. **A subject made up of two or more nouns/pronouns takes a plural verb :**

   Examples : (*i*) Rohit and his sister **are** hard working.

   (*ii*) Amritsar and Jalandhar **are** big cities.

2. **When a clause/phrase separates the subject from its verb, the verb must agree with the subject, and not with noun/pronoun near it :**

   Examples : (*i*) My **friends** in my class **know** me well.

   (*ii*) The **books** you gave to Sudha **are** really good.

3. **When the two subjects are joined by** *as well* ***as***, *with*, ***in*** *addition to*, ***etc.*, the verb should agree with the first subject :**

   Examples : (*i*) My **friends** as well as I **are** in trouble.

   (*ii*) The **Queen** with her maids **was** present.

   (*iii*) **Suman,** and not you, **was** to come here.

4. **One of + plural noun/pronoun takes singular verb :**

   Examples : (*i*) One of my friends **is** known to you.

   (*ii*) One of you **is** related to her.

5. ***Each, every, either, neither* and *many* a take a singular verb :**

   Examples : (*i*) Each of these boys tells a different story.

   (*ii*) Many a man is tempted by gold.

6. **When two or more subjects are joined by *either-or, neither-nor, not only but also, or* and *nor*, the verb must agree with the subject nearest to it :**

   Examples : (*i*) Either Suman or I am to blame.

   (*ii*) Neither she nor they are to blame.

7. ***None* takes a singular or plural verb according to the sense :**

   Examples : (*i*) None of our friends were there.

   (*ii*) I asked for a porter, but none was there.

8. **Nouns which are plural in form, but singular in meaning, are followed by a singular verb :**

Examples : (*i*) The news is shocking.

(*ii*) The wages of sin is death.

9. **Nouns such as *goods, means, shoes, tongs, trousers, scissors, pliers, people, amends, glasses (spectacles), compassess, police,* etc. and descriptives like *the rich, the poor, the needy, the blind,* etc. are plural, and take plural verbs:**

Examples : (*i*) My shoes are not so bad.

(*ii*) Scissors are not sharp.

In case, these nouns are used with **a pair of,** they are singular and take singular nouns; as,

A pair of nice shoes is always expensive. This pair of scissors is for sale.

10. **Uncountable nouns such as *stationery, luggage, news, progress, furniture, equipment, advice, weather, etc.*** are singular and are followed by a singular verb :

Examples : (*i*) The stationery is available in this shop.

(*ii*) Their furniture is durable.

SOLVED EXAMPLES

1. Find out the subject and connect it with the verb which follows, as in the example.

Example : The <u>animals</u> which escaped from the zoo <u>have been</u> captured.

1. All the mangoes in the shop were sold in no time.
2. Our friends present on the dock were cheerful.
3. The team, after winning the match, have gone to Mumbai.
4. The news about our friends was really shocking.

Ans. 1. mangoes _____ (subject); were sold _____ (verb)

2. friends _____ (subject); were _____ (verb)

3. team _____ (subject); have gone _____ (verb)

4. news _____ (subject); was _____ (verb)

Worksheet 27

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Subject-Verb Agreement

(A) In each of the following sentences, supply a verb in agreement with its subject :

1. The news _____ false. He is still alive.
2. The voice of the singers _____ pleasant.
3. Game after game _____ lost.
4. Sarvesh, and not you _____ stood first.
5. Ten thousand rupees _____ a big sum.
6. Either Suman or I _____ to blame.

(B) Fill in the blanks with the correct forms of verbs :

1. The committee _____ submitted its report. (has/have)
2. Radha and I _____ writing. (was/were)
3. The quality of mangoes _____ really good. (are/is)
4. Fire and water _____ agree. (does not/do not)
5. The poet and the painter _____ dead. (is/are)
6. Either of the two workers _____ incompetent. (is/are)
7. Every boy and girl _____ given a chocolate. (was/were)
8. Time and tide _____ for none. (waits/wait)
9. No news _____ good news. (is/are)

(C) In each of the following sentences, supply a verb in agreement with the subject :

1. None but the brave _____ the fair.
2. The Jury _____ divided in their opinion.
3. Every girl and every boy _____ to join the school.
4. Man's happiness and misery _____ in his own hands.
5. None of you _____ done your work properly.
6. Forty metres _____ a good distance.
7. There _____ many objections to the plan.
8. It is he _____ spoiled the game.
9. The cost of all these articles _____ risen.
10. Which one of these umbrellas _____ yours ?

(D) In each of the following sentences, supply a verb in agreement with the subject :

1. Two and two _____ four.
2. Forty metres _____ a good distance.
3. The cost of all these articles _____ risen.
4. No news _____ a good news.
5. None of you _____ done your work properly.
6. She is one of the best mothers that _____ ever lived.
7. The purse with its contents _____ stolen.
8. It is he who _____ spoiled the game.

19. AIDS TO RICH VOCABULARY

I. ANTONYMS

Words having opposite meanings are called Antonyms.

Words	Antonyms	Words	Antonyms
agree	differ	win	lose
allow	forbid	active	passive
arrive	depart	ancient	modern
assemble	disperse	all	none
begin	end	barren	fertile
borrow	lend	base	noble
conceal	reveal	beautiful	ugly
create	destroy	bold	timid
decrease	increase	careful	careless
enter	exit	cheap	dear
fail	succeed	cheerful	gloomy
gain	lose	civilized	savage
gather	scatter	complex	simple
grant	refuse	cruel	kind
help	hinder	dead	alive
hurt	heal	deep	shallow
include	exclude	different	similar
increase	decrease	domestic	wild
inhale	exhale	doubtful	sure
laugh	weep	faithful	faithless
lead	follow	far	near
lend	borrow	fresh	stale
make	mar	loud	low
offer	refuse	major	minor
open	shut	mental	physical
oppose	yield	negative	positive
praise	lower	optional	compulsory
remember	forget	odd	even
resist	submit	permanent	temporary
rise	fall, set	public	private
sink	swim	restless	calm
smile	frown	round	flat
take	give	rough	smooth
use	abuse	simple	artful

Words	Antonyms	Words	Antonyms
singular	plural	happiness	misery
solid	hollow	haste	delay
stern	mild	heaven	hell
straight	curved	honour	shame
strange	familiar	hope	despair
strict	lenient	import	export
full	empty	appear	disappear
general	particular	arm	disarm
glad	sad	attentive	inattentive
great	small	believe	disbelieve
guilty	innocent	close	disclose
happy	sad	continue	discontinue
high	low	correct	incorrect
hot	cold	fold	unfold
ill	well	fortunate	unfortunate
important	trivial	fortune	misfortune
injurious	beneficial	honour	dishonour
arrival	departure	join	disjoin
ascent	descent	kind	unkind
attack	defence	legal	illegal
beginning	end	sweet	bitter
belief	doubt	temporary	permanent
bravery	cowardice	uniform	variable
care	neglect	vague	definite
civility	rudeness	voluntary	compulsory
credit	debit, cash	vulgar	refined
danger	safety	warm	cool
disease	health	wet	dry
day	night	wide	narrow
dwarf	giant	wild	tame
enmity	friendship	wise	foolish
fame	infamy	light	darkness
falsehood	truth	love	hatred
freedom	slavery	majority	minority
glory	shame	master	servant
gain	loss	maximum	minimum

Words	Antonyms	Words	Antonyms
miser	spendthrift	use	abuse
motion	rest	virtue	vice
night	day	victory	defeat
optimist	pessimist	war	peace
pleasure	pain	lock	unlock
plenty	scarcity	mount	dismount
poetry	prose	obey	disobey
rear	front	pious	impious
recovery	relapse	polite	impolite
reward	punishment	practical	impractical
sea	land	pure	impure
simplicity	duplicity	rational	irrational
smile	frown	regular	irregular
solid	liquid	safe	unsafe
sympathy	antipathy	tie	untie
top	bottom	truth	untruth

EXERCISE

(A) Give the antonyms of the following words.

1. attract _____
2. accept _____
3. confess _____
4. blunt _____
5. dense _____
6. rejoice _____
7. lenient _____
8. slow _____
9. grave _____
10. top _____

(B) Give the antonyms of the following words.

1. please _____
2. affirm _____
3. distant _____
4. genuine _____
5. native _____
6. oral _____
7. urban _____
8. warm _____
9. superior _____
10. debit _____

II. SYNONYMS

Synonyms are pairs or groups of words that have almost the same meaning :

Words	Synonyms	Words	Synonyms
Abandon	Forsake	Cease	discontinue
Abhor	detest	Compatible	consistent
Abuse	misuse	Contrivance	device
Abdicate	forgo	Complex	complicated
Abolish	end	Chaos	confusion
Accelerate	expedite	Compassion	pity
Advise	counsel	Capable	competent
Authority	influence, power	Cause	reason
Ability	capacity, talent	Cheat	deceive, dupe
Absolute	arbitrary	Coincide	agree
Abundant	plentiful	Colour	dye
Achieve	accomplish	Common	ordinary
Active	smart, agile	Conceal	hide
Acute	keen, sharp	Convince	persuade
Adept	expert	Curtail	reduce
Adverse	contrary	Danger	peril
Aid	support, help	Dead	lifeless
Anger	fury, rage	Dear	costly
Anxiety	worry, concern	Diminish	reduce
Apparent	evident	Disfigure	mar, deface
Appreciate	value, praise	Definite	certain
Apt	suitable	Debase	degrade
Assent	agree	Depute	appoint
Authority	influence	Disgrace	defame
Bold	daring	Dangerous	perilous
Brief	short	Endure	tolerate
Brave	bold, fearless	Energy	power, force
Busy	occupied	Excuse	forgive
Blame	accuse	Eager	anxious, keen
Brisk	quick	Effect	impact
Barren	arid	Elastic	flexible
Bias	prejudice	Enumerate	narrate
Bogus	false	Eminent	distinguish
Bestow	confer	Exceed	excel
Calamity	misfortune	Fabricate	invent
Calm	quiet	Flock	crowd

Words	Synonyms	Words	Synonyms
Filthy	dirty	Mournful	sorrowful
Forgo	abandon	Obvious	clear, evident
Familiar	intimate	Pain	sorrow, grief
Final	ultimate	Prudent	wise, careful
Firm	solid, fixed	Pleasure	delight
Foolish	stupid	Profound	deep, intimate
Fruitless	useless	Quiet	calm, peaceful
Gratify	indulge	Repeal	abolish, cancel
Hardy	tough, strong	Restrict	confine
Haughty	arrogant	Rude	rough, harsh
Hopeful	optimistic	Sacred	holy
Illicit	unlawful	Sad	depressed
Inanimate	lifeless	Serious	earnest, solemn
Incite	provoke	Solitary	lonely, lone
Industrious	diligent	Stern	hard, strict
Judgement	verdict, opinion	Subtle	delicate
Join	unite	Tedious	dull, dry
Lucid	clear	Valid	sound
Lasting	permanent	Unique	unparalled
Knowledge	learning	Weak	feeble
Mature	ripe	Yield	surrender
Meek	weak, humble	Zeal	fervour
Modest	shy		

EXERCISE

(A) Give the synonyms of the following words.

1. foolish _____
2. true _____
3. active _____
4. proud _____
5. apt _____
6. diminish _____
7. rude _____
8. dead _____
9. effect _____
10. pain _____

(B) Give the synonyms of the following words.

1. abolish _____
2. anger _____
3. eminent _____
4. familiar _____

5. chaos _____
6. definite _____
7. curtail _____
8. mature _____
9. quiet _____
10. serious _____

III. WORD FORMATION

1. Formation of verbs from nouns :

Nouns	Verbs	Nouns	Verbs
Advice	advise	Food	feed
Air	aerify	Glory	glorify
Apology	apologise	Grass	graze
Bath	bathe	Hatred	hate
Beauty	beautify	Health	heal
Belief	believe	Horror	horrify
Blood	bleed	Joy	enjoy
Body	embody	Justice	justify
Breadth	broaden	Knot	knit
Breath	breathe	Laughter	laugh
Black	blacken	Memory	memorise
Character	characterise	Nation	nationalise
Critic	criticise	Necessity	necessitate
Colony	colonise	Office	officiate
Class	classify	Origin	originate
Creation	create	Public	publicise
Circle	encircle	Peace	pacify
Courage	encourage	People	populate
Cloth	clothe	Power	empower
Calf	calve	Prison	imprison
Custom	accustom	Slave	enslave
Danger	endanger	Sympathy	sympathise
Drop	drip	Success	succeed
Example	exemplify	Sale	sell
Electricity	electrify	Terror	terrify
Fame	defame	Throne	enthrone, dethrone
Fool	befool	Title	entitle
Force	enforce	Utility	utilize
Friend	befriend	Vigour	invigorate
Fright	frighten	Violence	violate
Frost	freeze	Usage	use
Fruit	fructify		

EXERCISE

Make verbs from the following nouns :

1. sweet _____
2. dark _____
3. fresh _____
4. sure _____
5. rich _____
6. glad _____
7. hard _____
8. just _____
9. long _____
10. short _____

2. Formation of Adjectives from Nouns.

Noun	Adjective	Noun	Adjective
angel	angelic	drink	drinkable
atmosphere	atmospheric	devil	devilish
account	accountable	enemy	inimical
authority	authoritative	earth	earthly
awe	awful	eat	eatable
action	active	fire	fiery
arrogance	arrogant	fault	faulty
black	blackish	fish	fishy
book	bookish	frost	frosty
bush	bushy	father	fatherly
bliss	blissful	fear	fearful
bay	bayish	faith	faithful
body	bodily	fool	foolish
bloody	bloody	fury	furious
beauty	beautiful	freedom	free
care	careful	glory	glorious
constancy	constant	grace	graceful
cleanliness	clean	greed	greedy
courage	courageous	ghost	ghostly
centre	central	hope	hopeful
class	classical	hand	handful
crime	criminal	hill	hilly
cheer	cheerful	iron	ironical
college	collegiate	love	lovely
danger	dangerous	life	lifeless
day	daily	milk	milky
drama	dramatic		

EXERCISE

Make adjectives from the given nouns :

1. law _____
2. laugh _____
3. machine _____
4. music _____
5. labour _____
6. mercy _____
7. need _____
8. office _____
9. play _____
10. rain _____

3. Formation of verbs from Adjectives :

Adjectives	Verbs	Adjectives	Verbs
able	enable	just	justify
broad	broaden	large	enlarge
base	debase	little	belittle
beautiful	beautify	long	lengthen
cheap	cheapen	moist	moisten
civil	civilise	new	renew
calm	becalm	noble	ennoble
clear	clarify	popular	popularise
creative	create	public	publish
dense	condense	resistence	resist
dear	endear	real	realise
dark	darken	rich	enrich
double	duplicate	short	shorten
equal	equalise	specific	specify
economical	economise	strange	estrange
familiar	familiarise	straight	straighten
fat	fatten	spiritual	spiritualise
fertile	fertilise	sure	ensure
fresh	refresh	sweet	sweeten
full	fill	thick	thicken
false	falsity	vile	vilify
general	generalise	venerable	venerate
glad	gladden	white	whiten
humble	humiliate	wide	widen
hard	harden	clean	cleanse

EXERCISE

Make verbs from the following adjectives :

1. abundant _____
2. bold _____
3. civil _____
4. confessional _____
5. humble _____
6. real _____
7. sure _____
8. popular _____
9. deep _____
10. little _____

IV. SINGLE WORD FOR GROUP OF WORDS

One word may often express the idea of a phrase or group of words.

Study the following :

1.	People at a match or show	spectators
2.	The persons who sell sweets	confectioners
3.	The persons who sell us flowers	florists
4.	A person who lacks courage	coward
5.	One who cannot pay his debts	bankrupt
6.	One who is liked by the people	popular
7.	One who knows everything	omniscient
8.	One who is all-powerful	omnipotent
9.	One who looks at bright side of things	optimist
10.	One who looks at the darkside of things	pessimist
11.	One who does not believe in God	atheist
12.	One whose wife is dead	widower
13.	One who speaks for others	spokesman
14.	One who fells trees	woodman
15.	One who can hit the mark	marksman
16.	A place where dead bodies are buried	cemetery (graveyard)
17.	A place for washing hands and face	lavatory
18.	A place fitted for scientific experiments	laboratory
19.	A place fitted up for reading and study	library
20.	A place where birds, animals, etc., are kept	zoo
21.	A place where clothes are cleaned	laundry
22.	A place where tickets are sold	booking-office
23.	That which cannnot be read	illegible
24.	That which cannot be heard	inaudible
25.	That which cannot be blotted out	indelible
26.	That which cannot be cured	incurable
27.	That which cannot be corrected	incorrigible

28.	That which cannot be repaired	irreparable
29.	That which cannot be divided	indivisible
30.	That which cannot be seen	invisible
31.	That which cannot be avoided	unavoidable
32.	That which is prohibitied by law	illicit
33.	That which is contrary to law	illegal
34.	That which cannot be satisfied	insatiable
35.	That which cannot be solved	insoluble
36.	That which is found everywhere	universal
37.	That which conduces to health	wholesome
38.	Work for which no salary is paid	honorary
39.	Office with salary but no work	sinecure
40.	An animal feeding on flesh	carnivorous
41.	Persons living at the same time	contemporaries
42.	A remedy for all diseases	panacea
43.	A word opposite in meaning to another	antonym
44.	A word having the same meaning as another	synonym
45.	The life-story of a person written by himself	autobiography
46.	A disease that ends in death	fatal
47.	A match in which neither party wins	drawn
48.	A paper written by hand	manuscript
49.	Flowers tastefully arranged	bouquet
50.	Medicine to counteract the effect of poison	antidote
51.	People at a lecture concert	audience

EXERCISE

Give single word for each of the following expressions.

1. One who cannot make a mistake _____
2. That which is contrary to the law _____
3. A letter not bearing the name of the writer _____
4. One who walks on foot _____
5. One who is easily made angry _____
6. One who eats human flesh _____
7. One whose motive is only to get money _____
8. A man of unusual habits _____
9. One who is elected by all present _____
10. Life history of a person written by himself _____

V. WORD PLAY

(A) Unscramble the following words :

1.	RTSNGO	STRONG	6.	CERHAET	_____
2.	ENVLO	_____	7.	TEDNSUT	_____
3.	DWONIW	_____	8.	CODOTR	_____
4.	CIPUTER	_____	9.	YWLARE	_____
5.	SNETBA	_____	10.	ANMOPTS	_____

(B) Give five words beginning with the given consonants in each case. The first one has been done :

	gl	: glass	glad	glory	globe	glove
1.	pl	: _____	_____	_____	_____	_____
2.	sh	: _____	_____	_____	_____	_____
3.	th	: _____	_____	_____	_____	_____
4.	cr	: _____	_____	_____	_____	_____
5.	st	: _____	_____	_____	_____	_____
6.	br	: _____	_____	_____	_____	_____
7.	dr	: _____	_____	_____	_____	_____
8.	kn	: _____	_____	_____	_____	_____
9.	pl	: _____	_____	_____	_____	_____
10.	cl	: _____	_____	_____	_____	_____

(C) Give five words beginning with the given vowels and a consonant in each case. The first one has been done for you.

for example

oc	: occur	occupy	occasion	ocean	octave
us	: _____	_____	_____	_____	_____
an	: _____	_____	_____	_____	_____
im	: _____	_____	_____	_____	_____
el	: _____	_____	_____	_____	_____
or	: _____	_____	_____	_____	_____

(D) Fill in the blanks with idiomatic expression.

For example

As proud as a peacock

1. As gentle as a _____
2. As black as a _____
3. As dumb as a _____

4. As brave as a _____
5. As timid as a _____
6. As busy as a _____
7. As sure as a _____
8. As sound as a _____
9. As heavy as a _____
10. As greedy as a _____

(E) Fill in the blanks with the correct 'sound' words chosen from the list given below.

zooming, ticking, jingling, boming, murmuring, ringing, whistling, crackling

(a) _____ of stream
(b) _____ of a clock
(c) _____ of cannons
(d) _____ of coins
(e) _____ of bells
(f) _____ of aeroplanes
(g) _____ of winds
(h) _____ of fire

(F) Change one letter in each of the following words to make new words. The clues in the brackets will help you.

For example : 'dew' can become 'new'

1. heel _____ (remove the skin or wrapping from something)
2. slow _____ (glide along like a stream)
3. lazy _____ (misty, not clear)
4. home _____ (an opening in or through something)
5. none _____ (a short written message)

(G) Fill in the missing letters to get new words. You can take help from the given clues.

1. P E __ F O __ M — carry out or do something such as a task.
2. T __ R __ __ E — a special chair used by a king or queen to sit on the ceremonies.
3. P __ L L __ R — a large round stone, metal or wooden post to support the cycling.
4. PR __ T __ C T __ R — one who makes sure that somebody / something is not harmed.
5. P __ __ C __ F U __ — quiet and calm, not worried or disturbed.

(H) Change a letter in each of these words to get a new word. A clue for the 'new word' has been given. One is done.

Ex. : yield __ what cricketers do — field
1. finger __ another name for a vocalist _____
2. seek __ timid _____
3. wealth __ your medical condition _____
4. blue __ a hint _____
5. river __ a large organ in the abdomen _____

20. PAIRS OF WORDS

The following pairs or groups of words are often confusing because they are similar either in meaning or in sound and origin.

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* Sarojini 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 (*animal*) : A *boar* is a wild animal.
5. **Bear** (*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 fire.
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. The 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** (*periodical market*) : 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 (*perceived*) : I *heard* him say so.
17. **Hair** (*thread-like growth on the head*) : He likes curly *hair*.
    Hare (*an animal*) : A *hare* looks like a big rabbit.

18. **Lose** : 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** : He learns his *lesson* daily.
Lessen (*make less*) : 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 piece of metal given to a winner*) : 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*) : If you want peace be prepare for war.
Piece (*part*) : Here is a *piece* of chalk for you.
Peas (*a vegetable such as cow peas, pigeon peas etc*) : *Peas* are nutritious like beans.

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 (*full of age*) : He is an *aged* man.

30. **Answer** (*a question*) : *Answer* these questions.
Reply (*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. **Beneficient** (*kind*) : A *beneficient* person is always respected.
Beneficial (*useful*) : Walking 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.

37. **Clear** (*transparent*) : It is *clear* today.
Clean (*from dirt*) : His clothes are always *clean*.

38. **Conscious** (*aware*) : I am *conscious* of my shortcomings.
Conscientious (*hardworking*) : 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.

41. **Crime** (*against law*) : Stealing is a *crime*.
Sin (*against faith*) : Any crime is a *sin*.
Vice (*against society*) : Gambling is a *vice*, a crime and a sin.

42. **Deny** (*to declare untrue*) : She denies it to your face.
Refuse (*not to do*) : He *refused* to help her.

43. **Drown** (*for living beings*) : He was *drowned* in the river.
Sink (*for lifeless things*) : The ship *sank* in the sea.

44. **Eligible** (*suitable*) : Women are *eligible* for the post.
Illegible (*unable to be read*) : His handwriting is *illegible*.

45. **Eminent** (*famous*) : He is an *eminent* lawyer.
Imminent (*soon to happen*) : War is *imminent*.

46. **Famous** (*used in a good sense*) : He is *famous* for his good deeds.
Notorious (*used in a bad sense*) : He is a *notorious* dacoit.

47. **Godly** (*pious*) : He leads a *godly* life.
Godlike (*worthy of a god*) : To forgive an injury is *godlike*.

48. **Gracious** (*kind, merciful*) : God is gracious to all.
Graceful (*agreeable, elegant*) : Her *graceful* looks charmed everyone.

49. **Horse** (*an animal*) : He is riding a *horse*.
Hoarse (*harsh of voice*) : His voice is hoarse.

50. **Human** (*belonging to man*) : To err is human.
Humane (*kind*) : She possesses a humane heart.

EXERCISE

Use the following pairs of words so as to make their meanings clear.

1. Council _____
   Counsel _____
2. Cast _____
   Caste _____
3. Cheque _____
   Check _____
4. Dose _____
   Doze _____
5. Lawyer _____
   Liar _____

21. PHRASES AND IDIOMATIC EXPRESSIONS

Many verbs when followed by various prepositions or adverbs acquire an idiomatic sense. Some are given below :

1. **Bear with** (*tolerate*) Who can bear with such insolence ?
2. **Break into** (*enter by force*) A thief broke into our house last night.
3. **Break out** (*spread suddenly*) Cholera has broken out in our village.
4. **Bring round** (*persuade*) I brought him round to my views.
5. **Bring up** (*rear*) Raju was brought up by his mother.
6. **Call off** (*stop*) The strike has been called off ?
7. **Call at** (*to visit a place*) Yesterday he called at my house.
8. **Carry on** (*continue*) He will carry on his work.
9. **Carry out** (*execute*) Good boys carry out the orders of their teachers.
10. **Come off** (*take place*) When did his marriage come off ?
11. **Come by** (*get*) How did you come by this watch ?
12. **Fall flat** (*fail to produce any effect*) My advice fell flat on him.
13. **Fall through** (*fail*) The plan fell through for want of money.
14. **Get up** (*rise from bed*) I get up at 5 a.m.
15. **Get over** (*overcome*) He got over all his difficulties.
16. **Get rid of** (*to be free from*) I want to get rid of him.
17. **Give up** (*abandon*) He has given up smoking.
18. **Give away** (*distribute*) The governor gave away the prizes.
19. **Look after** (*take care of*) The nurse looked after the baby.
20. **Look for** (*search for*) He is looking for a job.
21. **Make up** (*compensate*) Who will make up this loss ?
22. **Make out** (*discover*) I cannot make out the meaning of this poem.
23. **Put off** (*postpone*) Do not put off till tomorrow what you can do today.
24. **Put out** (*extinguish*) Put out the fire, please.
25. **Put down** (*supress*) The government put down the revolt.
26. **Run after** (*follow*) They ran after the thief.
27. **Run over** (*pass over*) A bus ran over him.
28. **Run short of** (*was without*) He ran short of money this month.
29. **Set apart** (*reserve*) He has set apart some money for his marriage.
30. **Set free** (*make free*) The prisoner was set free this morning.

Idiomatic Expressions

1. **A bed of roses** (*very comfortable*) : Life is not a bed of roses.
2. **A far cry** (*a long way off*) : It is a far cry to achieve our aim.
3. **Apple of discord** (*cause of quarrel*) : Kashmir is an apple of discord between India and Pakistan.

4. **An axe to grind** (*selfish interests*) : He has his own axe to grind in this matter.
5. **At sixes and sevens** (*in a disorderly condition*) : Your books are always at sixes and sevens.
6. **A hard nut to crack** (*something difficult to deal with*) : The Kashmir problem is a hard nut to crack.
7. **Burn the candle at both ends** (*exhaust one's self*) : Why are you burning the candle at both ends these days ?
8. **Blow one's own trumpet** (*praise oneself*) : He always blows his own trumpet.
9. **Birds of the same feather** (*persons of similar nature*) : Birds of the same feather flock together.
10. **By hook or by crook** (*by fair means or foul*) : He passed the test by hook or by crook.
11. **Bird's-eye view** (*a general view*) : We get a bird's-eye view of the earth from an aeroplane.
12. **Cut a sorry figure** (*produce a poor impression*) : He cut a sorry figure in his maiden speech.
13. **Cry over spilt milk** (*spend time in useless regrets*) : It is no use crying over split milk now.
14. **Cats and dogs** (*in torrents*) : It rained cats and dogs yesterday.
15. **Do yeoman's service** (*do excellent work*) : The Boy Scouts did yeoman's service by restoring lost children to their parents.
16. **Die in harness** (*work till death*) : Salaried persons die in harness.
17. **Every inch** (*completely*) : He is every inch a gentleman.
18. **Fight shy of** (*avoid*) : She fights shy of making a speech.
19. **Feather one's own nest** (*lay by money for oneself*) : The officer has been accused of having secretly feathered his own nest.
20. **Fair and square** (*honest, just*) : Be fair and square in your dealings with others.
21. **Go through fire and water** (*face difficulties*) : He was ready to go through fire and water for my sake.
22. **Give vent to** (*express openly*) : She gave vent to her feelings.
23. **Give a cold shoulder** (*treat coldly*) : He gave her a cold shoulder.
24. **Go a long way** (*help considerably*) : His influence went a long way in my promotion.
25. **Hold water** (*stand scrutiny*) : This argument will not hold water.
26. **In strained circumstances** (*poor*) : He is in strained circumstances these days.
27. **In season and out of season** (*at all times*) : Selfish leaders criticise those in power in season and out of season.
28. **In cold blood** (*deliberately*) : He murdered the poor man in cold blood.
29. **Keep body and soul together** (*maintain bare existence*) : The poor can hardly keep body and soul together in these hard days.
30. **Kith and kin** (*blood relations*) : His kith and kin deserted him in trouble.
31. **Keep up appearance** (*keep up outward show*) : He has become bankrupt, but still he keeps up appearances.
32. **Leave one in the lurch** (*leave one in difficulty*) : Fair weather friends leave others in the lurch.
33. **Leave no stone unturned** (*try every possible means*) : He left no stone unturned to achieve success.
34. **Lion's share** (*the largest part*) : The youngest son got the lion's share of his father's property.
35. **Make up one's mind** (*resolve*) : He has made up his mind to retire from service.
36. **Make both ends meet** (*live within one's income*) : It is difficult to make both ends meet these days.
37. **Move heaven and earth** (*make every possible effort*) : He moved heaven and earth to get the job.

38. **Make a clean breast of** (*make a complete confession*) : He made a clean breast of everything before the police.
39. **Make a mountain out of a molehill** (*exaggerate*) : She is in the habit of making a mountain out of a molehill.
40. **Next to nothing** (*almost nothing*) : The thieves left next to nothing in the house.
41. **Nip in the bud** (*destroy at an early stage*) : We should nip the evil in the bud.
42. **Of the first water** (*perfect*) : He is a genius **of the first water.**
43. **One's own sweet will** (*of one's accord*) : He helped me of his own sweet will.
44. **Odds and ends** (*miscellaneous*) : There are a few odds and ends in the house.
45. **Meet one half way** (*come to a compromise*) : He is prepared to meet you half way.

EXERCISE

Make sentences illustrating the use of the following idioms and phrases.

1. Fair and square : _____
2. Cut a sorry figure : _____
3. Black sheep : _____
4. Take place : _____
5. Blow out : _____
6. Do away with : _____
7. To break the news : _____
8. Run the risk : _____
9. To bring to light : _____
10. to and fro : _____

22. WORDS COMMONLY MISSPELT

Learn by heart the following spellings.

A

abandon, accede, apology, apologize, accompany, ancient, across, around, address, attend, intend, access, anxious, accident, autumn, annual, aid, airy, aeroplane, achieve, armour, argue, affectionately, accused, abundant, ankle, angle, angel, arithmetic, agreeable.

B

ballet, bankruptcy, beauty, beautiful, business, blanket, bridal, benefit, beggar, bear, bare, burial, banana, barren, balloon, begin, boundary, bottle, bottom, beginning, born, borne.

C

calendar, compel, children, cigarette, casual, competition, clerk, carriage, career, crowd, centre, central, cheque, check, cite, cruelty, committee, credit, century, compulsory, commit, censure, coffee.

D

defer, defiance, develop, drop, dropped, deer, dear, due, dew, decent, descent, dairy, diary, die, dying, dictionary, dutiful, delivery, decision, dowry, deceive, delicious, division, definite, diving, dialogue.

E

entrance, eligible, engineer, edition, expel, execute, exclude, equalise, expulsion, eclipse, empress, emperor, excellent.

F

farce, feasible, festival, founded, forehead, feet, feat, familiarity, failure, freight, feverish, faithful, flower, flour, floor, familiar, fiery, foreigner, forgotten, fulfil, fulfilled.

G

grievance, gamble, gambol, goddess, goal, grieve, grief, gait, gate, governor, governess, grammar, guard, guardian.

H

holiday, heard, hoard, happened, hockey, height, harass, hearty, heartily, hear, here, hair, hare, humane, human, hail, hale, happily, hundred, hostility.

I

ingenious, instigate, investment, ivory, incident, influence, influential, inquiry, interesting, innings, interview, illiterate, interfere, immovable, irreparable.

J

joyful, judge, judgement, joke, journal, juggler, jealous, journey, judicial, judicious, justify, jewellery, January.

K

knave, kindergarten, kerosene, knife, knock, knee, kindly, kidnap, knowledge, kidney

L

license, licence, loose, lose, lass, lucky, liar, lawyer, lying, luckily, later, latter, lesson, lessen, library, lovable, lovely, lottery.

M

manageable, mirror, marry, merry, merriment, measurement, mischievous, mathematics, magistrate, muddy, minister, ministry, mischief, museum, memorize, minute, mosquito, modern, meet, meat.

N

neutral, naive, nineteen, ninety, naughty, knotty, neighbour, nuisance, nobility, notorious, nail, negro, noise, noisy, naturally, natural, niece, needle.

O

officiate, obliged, opportunity, omen, oily, opium, oar, oasis, occasion, occasionally, omit, omitted, occur, occurred, origin.

P

precede, possess, parcel, plan, plane, plain, principle, principal, piece, peace, peas, pail, pale, pain, pane, painful, parallel, preference, precise, permanent.

Q

quality, quarrelled, quarrelling, quality, queen, quinine, quill, quit, quiz, quota, quite, quiet.

R

relieve, reception, repetition, referee, reference, right, rite, rely, reliance, rogue, rough, receipt, receive, reign, rein, rain, reality.

S

sincere, separate, seating, sitting, sight, site, sow, so, stationary, stationery, storey, story, suite, suit, soot, steal, steel, sail, sale.

T

true, truly, throw, through, twelfth, taste, truth, their, there, tamper, temper, tenant, trolley, thief, traveller, tide, tidy.

U

union, unite, unity, uniformity, unique, undesirable, ultimatum, useful, until, unless.

V

vacuum, virtuous, value, vegetable, vegetarian, village, ventilator, vain, vane, vessel, veil, vale, villain.

EXERCISE

Tick mark (✔) the correct spellings from the groups given below :

1.	Acept	☐	Accept	☐	5.	Actoress	☐	Actress ☐
2.	Theef	☐	Thief	☐	6.	Paneful	☐	Painful ☐
3.	Business	☐	Buseness	☐	7.	Library	☐	Liabrary ☐
4.	Already	☐	Allready	☐	8.	Ninteen	☐	Nineteen ☐

INTEGRATED GRAMMAR EXERCISES

(Based on the Examination Pattern)

PART - III

Topics :

- Cloze / Gap Filling
- Editing Errors
- Editing Omissions
- Sentence Reordering
- Transformation of Sentences
- Dialogue Completion
- Paragraph Completion

INTEGRATED GRAMMAR EXERCISES

I. CLOZE/GAP FILLING

A gap filling exercise has a short text with blanks. The students have to fill in each blank with one suitable word. The word to be filled in may be an article, preposition or a conjunction. The students may be asked to fill in the blanks with the correct form of verb.

SOLVED EXAMPLES

I

Choose the most appropriate options from the ones given below to complete the passage. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole passage.

He rode (*a*) _____ for a long time till he (*b*) _____ to the other side (*c*) _____ the forest. Very tired (*d*) _____ now, he got (*e*) _____ his horse and sat (*f*) _____ under a tree that stood near a cave.

(*a*)	(*i*) in	(*ii*) on	(*iii*) after	(*iv*) at
(*b*)	(*i*) come	(*ii*) came	(*iii*) coming	(*iv*) had come
(*c*)	(*i*) at	(*ii*) of	(*iii*) off	(*iv*) on
(*d*)	(*i*) of	(*ii*) after	(*iii*) by	(*iv*) from
(*e*)	(*i*) off	(*ii*) of	(*iii*) from	(*iv*) on
(*f*)	(*i*) on	(*ii*) in	(*iii*) down	(*iv*) up

Answers

(*a*) ii (*b*) ii (*c*) ii (*d*) iii (*e*) i (*f*) iii

II

Choose the most appropriate options from the ones given below to complete the passage. Write your answers in the answer sheet against correct blank numbers.

So one day the new governor was (*a*) _____ to the palace. He came (*b*) _____ on his camel, and to everyone's delight, the famous iron chest was (*c*) _____ behind him (*d*) _____ the camel's back.

(*a*)	(*i*) summon	(*ii*) summons	(*iii*) summoned	(*iv*) summoning
(*b*)	(*i*) ride	(*ii*) riding	(*iii*) rode	(*iv*) ridden
(*c*)	(*i*) fast	(*ii*) fasten	(*iii*) fastened	(*iv*) fastening
(*d*)	(*i*) at	(*ii*) on	(*iii*) in	(*iv*) over

Answers

(*a*) iii (*b*) ii (*c*) iii (*d*) ii

Worksheet 28

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Gap Filling)

1

Choose the most appropriate options from the ones given below to complete the passage. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole passage.

There are a lot of things which (*a*) _____ necessary before a person (*b*) _____ the chance. For instance, he must have security; nobody can (*c*) _____ about things if he (*d*) _____ of being robbed or murdered at any moment.

(*a*)	(*i*) is	(*ii*) are	(*iii*) has	(*iv*) have
(*b*)	(*i*) get	(*ii*) got	(*iii*) gets	(*iv*) getting
(*c*)	(*i*) think	(*ii*) thought	(*iii*) thinking	(*iv*) thinker
(*d*)	(*i*) afraid	(*ii*) is afraid	(*iii*) afraiding	(*iv*) afraids

2

Choose the most appropriate options from the ones given below to complete the passage. Write your answer in your answer sheet against the correct blank numbers. Do not copy the whole passage.

Traffic chaos and fatalities (*a*) _____ are the daily items of media news. Police officials (*b*) _____ and offer (*c*) _____ more traffic police.

(*a*) (*i*) result from it (*ii*) to result from it
(*iii*) resulting from it (*iv*) and result from it

(*b*) (*i*) express helplessness (*ii*) expresses helplessness
(*iii*) expressed helplessness (*iv*) expressing helplessness

(*c*) (*i*) deploy (*ii*) deploying
(*iii*) to deploy (*iv*) deployment

3

Complete the following paragraph by filling in the blanks with the help of given options. Write your answers in your answer sheet against the correct blank numbers. Do not copy the whole passage.

Arjun stood (*a*) _____ (on/in/by/over) his bedroom window. Down below on the street he (*b*) _____ (seen/sees/had seen/saw) the garbage truck come clattering and (*c*) _____ (banging/banged/bang/bangs) up the road. Soon two men jumped out and emptied the garbage (*d*) _____ (into/for/round/from) the bin into the lorry. Arjun was really happy that the garbage (*e*) _____ (had/has/is/have) been cleared. The rubbish smelt so bad that the people were finding it difficult to breathe. He wondered (*f*) _____ (when/how/why/what) so much garbage was produced.

_____

_____

_____

_____

4

Complete the sentences given below with the help of given options. Write the answers in your answer sheet against the correct blank numbers.

(*a*) **Traders extend support to jewellers.**

The ongoing strike of the Jaipur Sarafa Association _____ by many trader's associations of Rajasthan.

(*i*) is being supported (*ii*) was supported

(*iii*) had been supported (*iv*) have been supported

(*b*) **Theatre Fest to mark Rajasthan Day kicks off.**

On the occasion of Rajasthan Day celebrations, a three day theatre festival _____ at Jawahar Kala Kendra, Jaipur.

(*i*) is organized (*ii*) has been organized

(*iii*) was organized (*iv*) is being organized

(*c*) **Poor services in government hospitals force the poor to turn to private clinics.**

Due to poor medical services available in government hospitals, the poor people _____ to go to private clinics for treatment.

(*i*) are being forced (*ii*) is forced

(*iii*) is being forced (*iv*) have been forced

_____

_____

_____

_____

II. Editing Errors

SOLVED EXAMPLES

The following passages have not been edited. There is an error in each line. Write the incorrect word and the correction in the space provided. Remember to underline the word which you have supplied.

1

	Incorrect	Correct
The doctor come in a few days	e.g., come	came
and examine her and prescribed	(a) _____	_____
effective or costly medicine. To the question	(b) _____	_____
as to why she should eat he said, "Anything	(c) _____	_____
you wished to eat chapati, milk, fruits, etc."	(d) _____	_____

Answers

	Incorrect	Correct		Incorrect	Correct
(a)	examine	examined	(b)	or	but
(c)	why	what	(d)	wished	wish

2

	Incorrect	Correct
They had just cover half a kilometre when	(a) _____	_____
the Professor ask the driver to stop. Then he	(b) _____	_____
got out and standing by the roadside.	(c) _____	_____
The girl unable to opened the window even	(d) _____	_____
if she did wanted to come out, kept sitting in the car.	(e) _____	_____

Answers

	Correct	Incorrect		Correct	Incorrect
(a)	cover	covered	(b)	ask	asked
(c)	standing	stood	(d)	opened	open
(e)	wanted	want			

Worksheet 29

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Editing Errors)

The following passages have not been edited. There is an error in each line. Write the incorrect word and the correction in the space provided. Remember to underline the word which you have supplied.

1

		Incorrect	Correct
Shankat Mian went to Akbar and says, "We don't	(*a*)		
thought Tansen is a great singer.	(*b*)		
Let us tested him. Tell him to	(*c*)		
sang Raga Deepak. Only the greatest	(*d*)		
singer could sing it properly".			

2

The frown in the bachelor's face was	(*a*)		
deepening to a scowl. He is a hard, unsympathetic	(*b*)		
man, the aunt decided on her mind. She	(*c*)		
was utterly unable to come by any satisfactory	(*d*)		
decision about the grass in the other field.			

3

I suddenly became aware of a awkward	(*a*)		
pause in the room, and turning for look at the	(*b*)		
Bhandaris, I discovered that both for them	(*c*)		
were frowning, with a painful look at their faces.	(*d*)		

4

The longer they looked, the most did this elderly	(*a*)		
couple feel interested on the unknown youth.	(*b*)		
Perceiving that an stray sunbeam glimmered	(*c*)		
down upon his face, the lady twisted an branch	(*d*)		
aside to intercept it.			

III. Editing Omissions

SOLVED EXAMPLES

In the following passages, 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 the space provided. See to it that the word that forms your answer is underlined.

1

		Before	Word	After
The monkey scared and distressed.	e.g.,	monkey	was	scared
But he was sensible clever like all monkeys.	(a)	_____	_____	_____
He kept a cool head. Calmly said, "I 'd do	(b)	_____	_____	_____
anything you and your family. You are	(c)	_____	_____	_____
my only friend. After all what a monkey's	(d)	_____	_____	_____
heart compared with the life of a crocodile's wife ?				

Answers

(a) sensible and clever (b) calmly he said (c) anything for you
(d) what is a

2

Finally he declared that he wanted to a dog.	(a)	_____	_____	_____
All that day he ran around all fours, barking	(b)	_____	_____	_____
at strangers. He even tried bite and elderly	(c)	_____	_____	_____
lady when she wanted pat his head.	(d)	_____	_____	_____

Answers

(a) to be a (b) around on all (c) tried to bite (d) wanted to pat

Worksheet 30

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Editing Omissions)

In the following passages, 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 the space provided. See to it that the word that forms your answer is underlined.

1

		Before	Word	After
I used to be very shy avoided all company.	(*a*)			
My books and my lessons my sole companions.	(*b*)			
To be school at the stroke of the hour and	(*c*)			
to run back home as soon the school closed	(*d*)			
that was my daily routine.				

2

The morning was bright. After rains,	(*a*)			
there was sense of ablution in the	(*b*)			
air, and sunrays looked like pure gold.	(*c*)			
So bright they that they gave a beautiful	(*d*)			
radiance to the brick walls of Kolkata.				

3

He got his key and went upstairs unlocking door	(*a*)			
of a room at rear. Everything was just	(*b*)			
as he left it. There on the floor was	(*c*)			
Ben Price's collar button that been	(*d*)			
torn off that eminent detective's shirt band.				

4

The conjurer threw the watch the mortar and	(*a*)			
grasped a sledge-hammer the table. There	(*b*)			
was sound of violent smashing,	(*c*)			
'He's-slipped-it-up-his-sleeve', whispered Quick Man.	(*d*)			

IV. Sentence Reordering

We use words to express our thoughts and feelings. But words alone are not enough. A particular sequence, or order of words is required to form a meaningful sentence.

A sentence in English has two parts :

(*i*) Subject and (*ii*) complement

The Subject is the doer of an action. It is represented by a noun/pronoun or its phrase.

The Complement includes a verb and an object(s) or a phrase. There may or may not be an object or phrase in a sentence but it must contain a verb.

Example :

She was weeping. (not : weeping was she)

The princess sleeps soundly. (not : soundly princess sleeps the)

Mercy is not strained. (not : strained is mercy not)

SOLVED EXAMPLES

Look at the words and phrases given below. Rearrange them to make meaningful sentences.

1

1. a / Kamini / nurse / hospital / in / is / a
2. gentle / all / to / the patients / is / she
3. popularly / known / she / is / sister / as
4. patients / respect / her / love / all / the / and

Answers

1. Kamini is a nurse in a hospital.
2. She is gentle to all the patients.
3. She is popularly known as sister.
4. All the patients love and respect her.

2

1. self control / over / excrised / is / one's / self / control
2. character / our / it / elevates
3. gives / it / us / peace / joy / bliss / and
4. makes / it / us / strong / morally / mentally / and

Answers

1. Self control is control exercised over one's self.
2. It elevates our character.
3. It gives us peace, joy and bliss.
4. It makes us mentally and morally strong.

Worksheet 31

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Sentence Reordering)

Look at the words and phrases given below. Rearrange them to form meaningful sentences.

1

1. princess / every one / by / adored / the / Jalrani / was
2. surroundings / she / and / beautiful / loved nature
3. a prince / in love / met / who / she / fell / with / her
4. thereafter / happily / prince / the / her / married / and / lived / they

_____

_____

2

1. large forests / upon / with / covered / were / a time / once / hill slopes
2. trees / the population grew / for fuel / and / timber / cut down / were / as
3. plant / all / trees / we / over / the country / should / number of / a large
4. global warming / solve / will / it / also / problem / the / of

_____

_____

3

1. in / Shikha / have / my / I / best / friend
2. charming / attractive / she looks / features / with her
3. dressed / always / she / is / nicely
4. likes / my mother / very / much / her

_____

_____

4

1. people / were / many / by / remarks / the / made
2. settled / police / inspector / the / matter / the / was / by
3. dug / and / roots / the / out / vine / planted / was / a / new / were
4. appointed / to / look / vine / this / after / gardener / a / was

_____

_____

5

1. that regular / remember / always / practice / and frequent / essential / is
2. to write / writing / learn / you / by / can
3. not / inspiration / wait / do / for
4. will / succeed / start / you / now / and / just

6

1. at / spicy / a little / was / the / food / restaurant / the
2. enjoyed / thoroughly / however / we / it
3. excellent / service / was / the / and / quick
4. and / the / waiters / decent / will-behaved / were

7

1. relatives / her / advised / consult / doctor / a / to
2. more precious / money / life / than / felt / she / that / is
3. ornaments / pay / to / fee / doctor's / she / sold / her / the
4. advised / take / rest / the doctor / her / to

8

1. storm / big / a / was / there / day / one
2. many / trees / down / blew / wind / the
3. also / down / came / tree / tall / the
4. big / a / branch / the / nest / hit / killed / the / and / bird

V. Transformation of Sentences

Note : In sentence transformation exercise a brief conversation followed by an incomplete passage is given. The students are expected to read the conversation and then complete the passage.

Read the following dialogues and then complete the reports that follow it.

SOLVED EXAMPLES

1

Read the following conversations, and complete the paragraphs that follow. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

Mamta : Do you want tea or coffee ?
Kanta : Thanks. Only a glass of water will do.
Mamta : Then have some cold drink.
Kanta : No. I don't like soft drinks. They are unhealthy.
Mamta : So you have become health-conscious.

Mamta asked Kanta (*a*) _____ . Kanta thanked her, saying (*b*) _____ . Mamta asked (*c*) _____ . Kanta refused, saying (*d*) _____ , as (*e*) _____ . Mamta commented (*f*) _____ .

Answers

(*a*) if she wanted tea or coffee
(*b*) that only a glass of water would do
(*c*) her to have some cold drink
(*d*) she didn't like soft drinks
(*e*) they were unhealthy
(*f*) that she had become health-conscious

2

Read the conversation and complete the paragraph given below. Write the answers against the correct blank numbers. Do not copy the whole sentences. **[2007, Delhi]**

Arun : Where are you going ?
Hari : I am going to Mumbai.
Arun : Do you know whether the train is on time ?
Hari : It is to arrive at 10 p.m.
Arun : I hope it is on time.

Arun asked Hari where he was going. Hari answered that (*a*) _____ . Arun enquired if he knew (*b*) _____ . Hari said (*c*) _____ . Arun said (*d*) _____ .

Answers

(*a*) he was going to Mumbai
(*b*) whether the train was on time
(*c*) that it was to arrive at 10 p.m.
(*d*) that he hoped it was on time

Worksheet 32

Grammar : Integrated Exercises (Transformation of Sentences)

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

Read the following dialogues and then complete the paragraphs that follow it.

1

Child : I want a balloon which I can release into the sir.

Balloon seller : Which colour balloon do you want ?

Child : Which colour balloon will take me up with it ?

A child told a balloon seller that (*a*) _____ a balloon which (*b*) _____ . The balloon seller (*c*) _____ . The child then (*d*) _____ .

_____

_____

_____

_____

_____

_____

_____

You take your scooter to the mechanic. These jobs you want him to do.

2

(*i*) Change the indicators.

(*ii*) Check the brakes.

(*iii*) Change the engine oil.

(*iv*) Wash the scooter.

Now complete the paragraph.

The indicators of the scooter (*a*) _____. The brakes (*b*) _____. The engine oil (*c*) _____. Scooter (*d*) _____ .

_____

_____

_____

3

Teacher : Why are you late ?
Sandip : Sir, my father is seriously ill.
Teacher : I'm sorry. What is he suffering from ?
Sandip : Some heart problem.
Teacher : Then you should be with him. Take care of him.
Sandip : Thank you, sir. I'll go home after the class.

The teacher asked Sandip why he was late. Sandip told him (*a*) _____ . The teacher felt sorry and asked (*b*) _____ . Sandip said he was (*c*) _____ . The teacher advised him to (*d*) _____ and _____ . Sandip thanked him and said (e) _____ .

4

Teacher : Why were you absent yesterday, Mohan ?
Mohan : I had gone to Chandigarh, sir.
Teacher : Why had you gone there ?
Mohan : I had gone there to see off my uncle.

The teacher asked Mohan(*a*) _____. Mohan replied respectfully (*b*) _____. The teacher then asked him (*c*) _____. Mohan replied that (*d*) _____ .

VI. Dialogue Completion

Dialogue connotes a piece of written composition in the form of conversation between two persons, on any subject whatsoever. In this exercise students are expected to complete a piece of given conversation by filling in the blanks with appropriate options.

SOLVED EXAMPLES

Given below are some conversations. Complete the dialogues by choosing the most appropriate option.

1

Jacob : How did you (*a*) _____ .
Saleem : It was a wonderful match.
Jacob : Who (*b*) _____ ?
Saleem : "The Blues" won it by one goal to nil.
Jacob : Who (*c*) _____ ?
Saleem : The full back Ram Singh scored it.
Jacob : How many students (*d*) _____ ?
Saleem : Hundreds of students came to see the match.

(*a*) (*i*) like the cricket match (*ii*) like the hockey match
(*iii*) like the football match (*iv*) like the volleyball match

(*b*) (*i*) won it (*ii*) lost it
(*iii*) scored the goal (*iv*) attended it

(*c*) (*i*) won the goal (*ii*) scored the goal
(*iii*) scored maximum runs (iv) reached the goal

(*d*) (*i*) participated in the match (*ii*) came to see the match
(*iii*) were there (iv) were absent

Answers

(*a*) (*ii*) (*b*) (*i*) (*c*) (*ii*) (*d*) (*ii*)

Worksheet 33

Grammar : Integrated Exercises (Dialogue Completion)

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

(A) Ali : Does your school (*a*) _____ ?
Naval : Yes, our school has a big library.
Ali : How many sections (*a*) _____ ?
Naval : It has three sections.
Ali : Who is (*c*) _____ ?
Naval : Mr Sharat Bose is its incharge.
Ali : What is (*d*) _____ ?
Naval : It has open shelf system.

(*a*) (*i*) has a library (*ii*) have a library
(*iii*) have a big library (*iv*) had a library
(*b*) (*i*) your library has (*ii*) your library have
(*iii*) your library had (*iv*) your library is having
(*c*) (*i*) its charge (*ii*) its incharge
(*iii*) its owner (*iv*) its manager
(*d*) (*i*) its system (*ii*) its special feature
(*iii*) its regular feature (*iv*) popularity

(B) Nikhil : Why were you (*a*) _____ ?
Rohan : I was away to participate in a debate competition.
Nikhil : But you never told me. Didn't you remember (*b*) _____ .
Rohan : I did remember but at about 8 p.m. our teacher of English rang me up.
Nikhil : What (*c*) _____ ?
Rohan : She asked me to prepare for the debate.
Nikhil : What (*d*) _____ ?
Rohan : It was "How Happy are we Today ?"

(*a*) (*i*) absent today (*ii*) present today
(*iii*) absent yesterday (*iv*) present yesterday
(*b*) (*i*) we are to meet (*ii*) we were to meet
(*iii*) we should (*iv*) we will meet
(*c*) (*i*) he said (*ii*) she said
(*iii*) did she say (*iv*) she asked
(*d*) (*i*) is the topic (*ii*) was the topic
(*iii*) were the topic (*iv*) will be the topic

(C) Student : Sir, I want (*a*) _____.

Security officer : What can I do for you ?

Student : I have (*b*) _____.

Security officer : Where did you lose it ?

Student : I lost (*c*) _____.

Security officer : What was there in your wallet ?

Student : There were (*d*) _____.

Security officer : Did you report it in the office ?

Student : I want _____.

(*a*) (*i*) you help me (*ii*) your help
(*iii*) your care (*iv*) you listen to me

(*b*) (*i*) lost wallet (*ii*) lost my wallet
(*iii*) losing my wallet (*iv*) lost your wallet

(*c*) (*i*) it in the canteen (*ii*) canteen
(*iii*) playground (*iv*) library

(*d*) (*i*) some currency notes (*ii*) my books
(*iii*) important documents (*iv*) some addresses

(D) Sonal : Hello, Rita ! How are you feeling now ?

Rita : Much better. How (*a*) _____ ?

Sonal : It was as good as the last year's function.

Rita : Who (*b*) _____ ?

Sonal : The governor of Punjab presided over the function.

Rita : Did you (*c*) _____ ?

Sonal : Yes here it is.

Rita : What did the Principal (*d*) _____ ?

Sonal : She described the progress made by the school.

(*a*) (*i*) the function did (*ii*) the function was
(*iii*) was the function (*iv*) the function ended

(*b*) (*i*) preside over the function (*ii*) presided over the function
(*iii*) attended the function (*iv*) described the function

(*c*) (*i*) got a prize (*ii*) get a prize
(*iii*) lose a prize (*iv*) expect a prize

(*d*) (*i*) said in her report (*ii*) ask in her report
(*iii*) say in her report (*iv*) present in her report

VII. Paragraph Completion

SOLVED EXAMPLES

1

Look at the notes below. Use the information to complete the paragraph, by writing one suitable word in each space. Do not add any new information.

> Monal bird changes colour in summer and during monsoons. Nature protects monals-its colour similar to cedars, oaks, pines. Notices danger - hides (bushes, rocks). Survives - forest insects, small animals, wild fruit.

During summer, the monal pheasant — a Western Himalayan bird — is a shiny blue and grey-black colour, and (*a*) _____ rainy days it has blue-green and grey wings. Nature provides it complete (*b*) _____ from its enemies, because of the (*c*) _____ of its colouring to that of cedar, oak and pine trees. When it becomes aware (*d*) _____ any danger, it moves slowly (*e*) _____ the bushes and climbs (*f*) _____ rock (*g*) _____ rock; then all of a sudden, it disappears (*h*) _____ the sight. For its (*i*) _____ the monal depends (*j*) _____ forest insects, small animals and wild fruits.

Answers

(*a*) during (*b*) protection (*c*) similarity (*d*) of (*e*) among

(*f*) up (*g*) after (*h*) from (*i*) food (*j*) upon

2

Look at the notes given below and complete the paragraph suitably. Do not add any new information. Write the answers against the correct blank numbers in your answer sheet. Do not copy the whole sentences.

> Biology students — Swedish university — refuse — kill insects — future ecologists — respect — nature — only — categorise them — no collecting or killing — student's suggestion — emphasis — observe, identify, study — natural habitats

Biology students at a Swedish university (*a*) _____ on ethical grounds. They argue that the university should encourage future ecologists (*b*) _____ . The students maintain that they should only have to categorise insects (*c*) _____ . They (*d*) _____ university should place more emphasis on observing, identifying and studying living creatures within their natural habitats.

Answers

(*a*) refused to kill insects (*b*) to respect nature

(*c*) and not collect or kill them (*d*) suggest that the

Worksheet 34

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Integrated Exercises (Paragraph Completion)

(A) Given below is the biodata of Mr. N. K. Arora. Use the information to complete the paragraph by writing suitable words or phrases in each space. Do not add any new information. Write only the correct answers against the correct blank numbers in your answer sheet.

Biodata of Mr N. K. Arora

Age	: 25 years
Qualification	: M.Sc. (Chemistry), 60% marks
Present Occupation	: Serving as a science teacher in St. Jude's School, Panipat.
Hobbies	: singing, writing

Profile of Mr. N. K. Arora

Mr. N. K. Arora is one of the many applicants for the job of a permanent school teacher in D.A.V. Public School, Panipat. He holds (*a*) _____ (*b*) 60% marks. He (*c*) _____ as a science teacher in St. Jude's School, Panipat. He has interest (*d*) _____ .

_____

_____

_____

_____

(B) Avinash, a student of TIFR (Tata Institute of Fundamental Research), decides to write to his friend about the institution he has joined. Making use of the notes on his note pad, complete the information for him. Write the answers in your answer sheet against the correct blank number.

TIFR designated deemed university (by UGC) — help establish TIFR — first choice of Ph.D. students (science, mathematics) — likely to admit B.Sc. students directly — prog. closely affiliated — Homi Bhabha Centre for Science Edu. (HBCS) — in suburbs of Mumbai — objectives; develops curriculum, promotes excellence — all over India.

The Mumbai based Tata Institute of Fundamental Research was designated (*a*) _____ by UGC on May 26th 2003. According to the Director of the Institute, the deemed University status, (*b*) _____ of Ph.D. students in the basic sciences and mathematics. The University is likely (*c*) _____ directly into their Ph.D. programme, to fall in line with the universities abroad. In addition, TIFR is closely (*d*) _____ located in suburban Mumbai. HBCS's objectives include (*e*) _____ of excellence in schools all over India.

_____

_____

_____

(C) Look at the notes given below. Then use the information to complete the paragraph that follows by writing suitable words and phrases in each blank.

Notes

- action better than contemplation
- must think before taking an action
- impulsiveness leads to distruction
- study the situation calmly, then take an action

It is wisely said that an ounce of action is better than tons of contemplation. If you do not (*a*) _____ before taking an action, you are sure to (*b*) _____ later on. Impulsive persons act before due thought and often meet with (*c*) _____ . One should not lose (*d*) _____ of mind. He should study the situation calmly and then take a step.

_____

_____

_____

_____

(D) Look at the notes given below. Then use the information to complete the paragraph by writing a suitable word or phrase in each space. Do not add any new information. The first one has been done for you as an example. Write your answers in your answer sheet against the correct blank number.

Pune — once again — makes its presence felt — IT map of India — software companies — expectation — generate — around of 15,000 job — end 2004 — Pumbai — a merger between Mumbai and Pune — attracts software companies — large number of engineering colleges and management institutes — produces — skill — professionals — quality — life — attraction — to fresh talents — improve — infrastructure — round-the-clock connectivity — reason — success — software industry — Pune.

After briefly losing its position as an 'emerging software hub' to Bangalore and Hyderabad, Pune is once again **making its presence felt** on the IT map of India. The software companies are (*a*) _____ around 15,000 jobs by end of 2004. Pumbai, a merger between Mumbai and Pune is (*b*) _____ for software companies. Pune has a larger number of engineering colleges and management institutes (*c*) _____ . The city also provides a good quality (*d*) _____ . (*e*) _____ and round-the-clock connectivity is another reason for the success of the software industry in Pune.

_____

_____

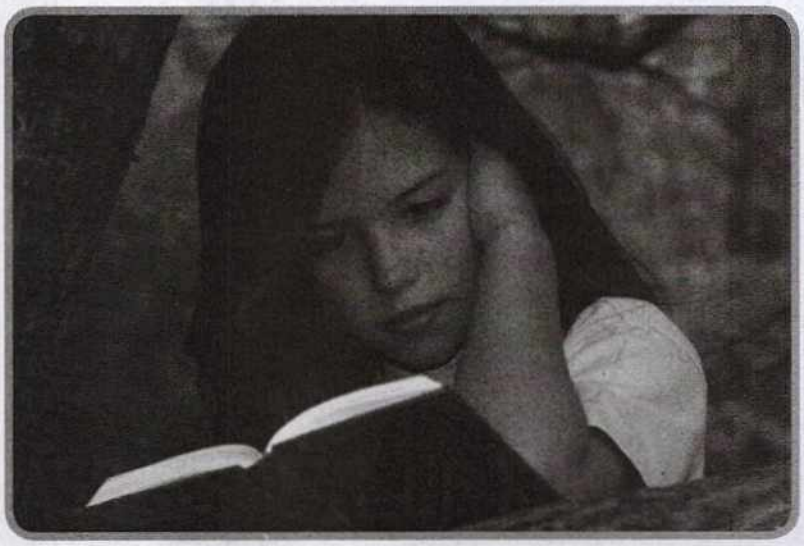
_____

_____

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

1. LISTENING

Hearing is a God-given gift to us. We hear so many things, but we simply fail to recall them because hearing is an unconscious activity.

When we hear consciously or attentively, it is called **listening**. The listener hears something with interest and attention, and can easily recall what he has heard. When you analyse and interpret what you hear, you become a good listener. Listening attentively, getting the message and interpreting it are all listening skills.

Luckily, we can consciously develop listening skills. The listening process has **four** essential steps :

1. **Receiving :** When you listen to a speaker, you receive his message. It means that you know what he has said.
2. **Comprehending :** When you go through mentally what has been said by a speaker, you comprehend or understand correctly what you have heard.
3. **Evaluating :** It means analysing and evaluating what has been said. In other words, you decide why a particular thing has been said, how it has been said and what has been said.
4. **Responding :** Then you are in a position to respond to what has been said verbally or orally.

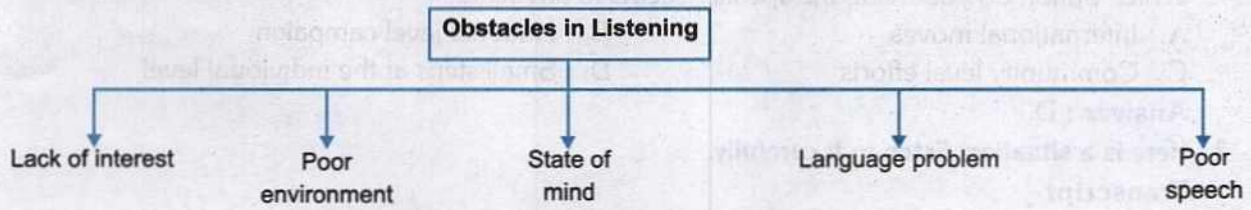
BENEFITS OF GOOD LISTENING

Effective listening is beneficial

- for becoming a good and effective speaker. **Remember** : Only a good listener can be a good speaker.
- for success in any field.
- in saving time and money.
- for better co-operation and harmony.
- to give a proper feedback.

OBSTACLES IN LISTENING

We are hindered in our efforts to become a good listener. The main obstacles in listening are :



1. **Lack of interest :** If the listener shows no interest, listening gets badly affected.
2. **Poor environment :** If there is excessive noise or foul smell, one fails to concentrate on what is being said.
3. **State of mind :** If the mind of the listener is disturbed in any way by some fear, anger or prejudice, he cannot listen properly.
4. **Language problem :** Listening process is affected if the speaker speaks in an unfamiliar language or accent.
5. **Poor speech :** If the quality of speech is poor because of faulty delivery or lack of confidence on the part of the speaker, it creates an obstacle in proper listening.

LISTENING SKILLS TEST

A long or short passage will be spoken aloud by your teacher. Or you will listen to a CD track, preferably twice.

On the basis of what you listen, you are required to answer the questions on your worksheet. Your responses should be **brief** and **to the point**.

GUIDELINES FOR THE TEST

- Listen to the instructions carefully.
- Don't interrupt the listening process in any way.
- Listen to the input with full interest and attention.
- Check your headphones before use.
- While listening for inference, note the tone and attitude of the speaker.
- Don't arrive at hasty conclusions.
- Attempt the questions after you have learnt the speech.
- Constant practice is needed to become a good listener.

SAMPLE LISTENING TASKS

TYPE – 1

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

1. Listen to a passage and write correct answer :

Transcript

The problem of pollution is being tackled at every level, international, national, community and individual level.

No effort can be successful in the long run if each of us does not take small steps to remove the cause of pollution.

Which option do you think, the speaker seems to advocate ?

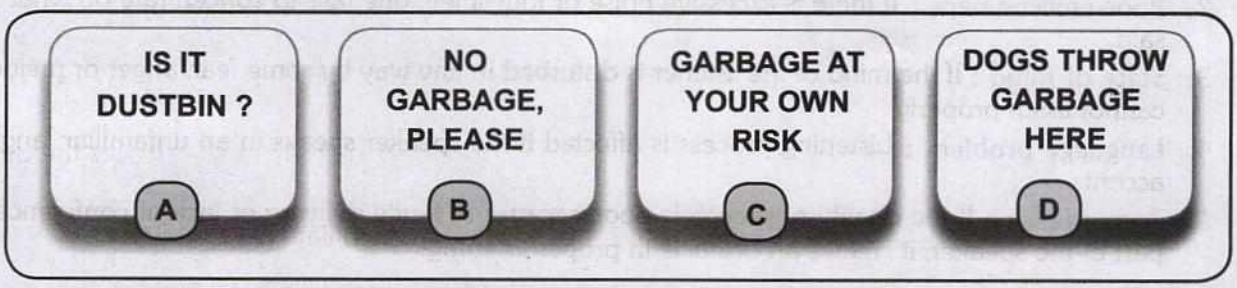
A. International moves
B. National level campaign
C. Community level efforts
D. Small steps at the individual level

Answer : D

2. Here is a situation, listen to it carefully.

Transcript

Mohit wants to use a signboard behind his house in order to discourage people from throwing garbage. Which signboard should he put up ?



Tick (✓) the correct answer :

A. _____

B. _____

C. _____

D. _____

Answer : B

3. Listen to a passage and write the correct answer.

Transcript

Every morning for many years, the first thing upon rising, I have quoted a dynamic, upbeat statement that I found in the most creative of all books. It has done wonders for me. Sometimes I repeat it aloud sometimes I think it quietly, but always it vitalizes my attitude and activates my faith. It really gets me going at full power for the day.

Questions :

A. Quoting an upbeat statement in the morning brings happiness to the author.
B. Quoting an upbeat statement in the morning instils courage in the author.
C. Quoting an upbeat statement in the morning makes the author thoughtful.
D. Quoting an upbeat statement in the morning vitalises the author's attitude.

Answer : D

4. Look at the picture. Listen about it carefully, and tick (✓) the correct answer.

Transcript

Priya has failed to clear her entrance test for MBA. She feels extremely depressed. As she sits on her settee, she reflects about the course of action she should adopt. What should be her right step ?

A. She should go out for sightseeing.
B. She should consult a counsellor on career making.
C. She should go to a psychiatrist.

Answer : B

TYPE – 2

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.

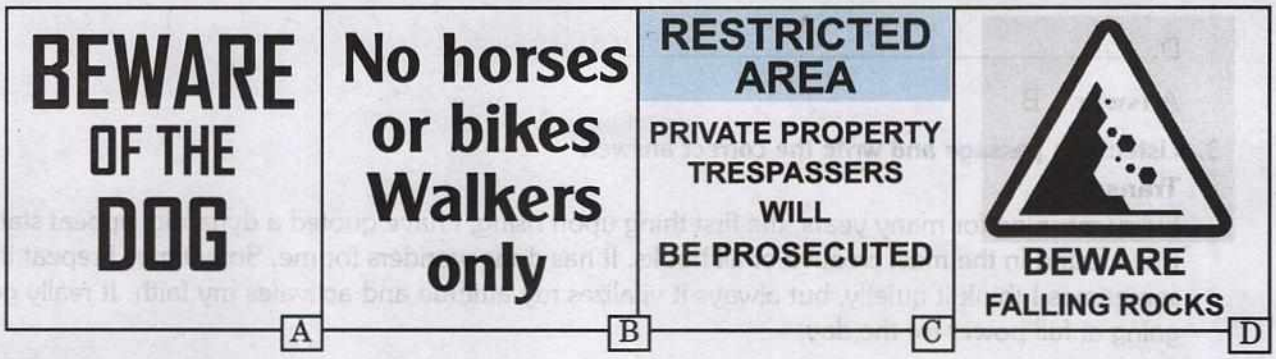
(*b*) Before you begin to listen, read the questions quickly and get familiar with the questions.

PART I

1. **Here is another situation, listen to it carefully. This is about the garden of Suresh.**

Listening Text

Suresh does not want people to walk around in his vegetable garden that he has nurtured with great care. What sign board should he put up ?



Tick (✓) the correct answer :

A. _____

B. _____

C. _____

D. _____

Answer : C

Listen to the extracts and write correct answers.

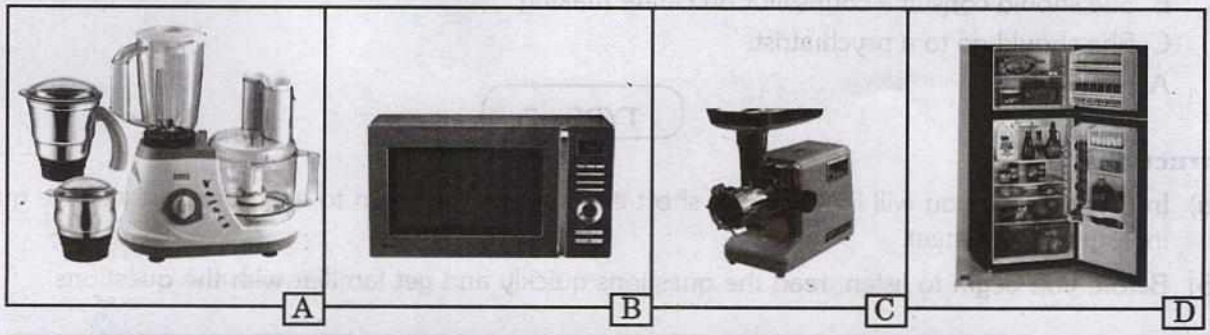
Listening Text

2. Jalandhar, July 10 : A blood donation camp was organised by the local Lions Club in S. D. Public School. The principal himself donated blood and encouraged the students to come forward for this noble act. As many as thirty students donated blood. The camp was a great success.
   A. The teachers did not encourage the students to donate blood.
   B. The camp was successful due to the principal's effort.
   C. Very few students donated blood.
   D. The organisers were very happy.

Answer : B

Listening Text

3. You go to a kitchen and look at the gadgets placed there. There is one which is used to cook and heat food items.



Tick (✓) the correct answer :

A. _____

B. _____

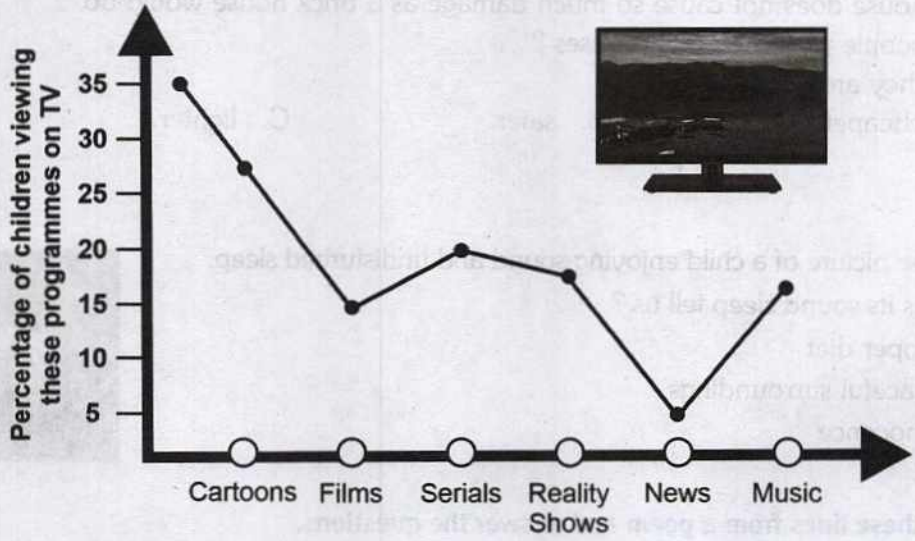
C. _____

D. _____

Answer : B

Listening Text

4. Look at the graph indicating preferences of children for television channels. Then answer the questions. You can work in group.



Different TV Programmes

A. Which TV programmes are least popular with children ?

B. Which TV programmes are almost equally liked by children ?

C. How many children watch cartoons ?

D. How many children watch TV serials ?

Answers : A. News B. Reality shows and music C. 35% D. 20%

TYPE – 3

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

1. Listen to the news report.

Transcript

Following Hindi among the top 10 preferred languages for reading in the country are Marathi, Bengali, Kannada, Tamil, Malayalam and Gujarati. English is a distant seventh followed by Oria and Assamese.

Among the 23 language the youth cited for reading, Punjabi is ranked 15th behind Telgu, Urdu, foreign languages and Manipuri.

Which one is the correct statement ?

A. English is the most preferred language after Hindi.

B. Assamese is more preferred than Hindi.

C. Punjabi is the least preferred among all the regional languages in India.

D. Punjabi is preferred to some regional Indian languages.

Answer : D

Listen to this brief passage.

Transcript

2. Most of the houses in the district are of wood. People prefer to live in wooden houses because a wooden house does not cause so much damage as a brick house would do.

Why do people prefer wooden houses ?

Because they are :

A. cheaper B. safer C. lighter

Answer : B

Transcript

3. Look at the picture of a child enjoying sound and undisturbed sleep.

What does its sound sleep tell us ?

A. its proper diet

B. its peaceful surroundings

C. its innocence

Answer : C

4. Listen to these lines from a poem and answer the questions.

Transcript

I remember, I remember
The house where I was born,
The little window where the sun
came peeping in at morn.

Question - The speaker in the poem is _____ .

A. thoughtful B. sad C. angry D. surprised

Answer : A

Worksheet 1

ASL : Listening

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

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.

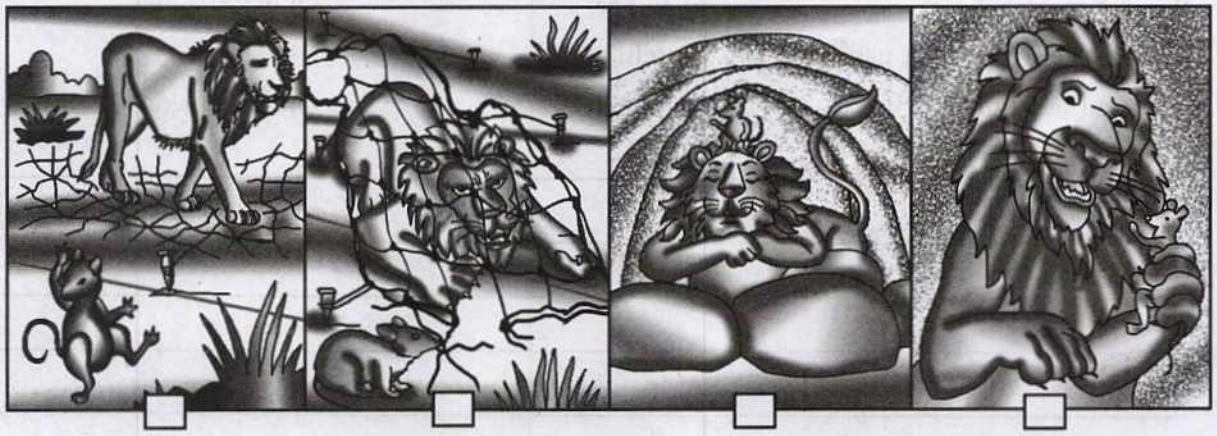
Note : All the Listening Tracks are available on the Anroid App and can be downloaded from the Google Play Store.

PART I

Listening Task - 1

Audio Track 1

1. Look at these pictures. Listen to the activity shown in each picture and then number the pictures 1, 2, 3, 4 in the order in which you hear the description.



Listening Task - 2

Audio Track 2

2. Listen to a brief talk by Dr Praveen Chawla. As you listen, complete this passage by filling in the blanks.

TIPS FOR GOOD HEALTH

If we live according to the rules of nature we can avoid pills. Mushrooms which make tasty dishes are rich (*a*) _____ of vitamin D, which is very essential for the health of our bones. Moreover their consumption improves our (*b*) _____ power. Banana too contains a mood regulating (c) _____ which works as antidepressant.

(*a*) _____

(*b*) _____

(*c*) _____

PART II

Listening Task - 3 **Audio Track 3**

3. You will now hear about chimpanzees. After you have listened to the passage, answer these questions.

(*i*) **Name two qualities of chimpanzees.**

1. _____

2. _____

(*ii*) **Now Choose *a* or *b* or *c* for each of the following questions :**

1. Chimpanzees are very much like _____ .

   (*a*) monkeys (*b*) human beings (*c*) apes

2. People used to think that between them and the rest of the world, there is _____ .

   (*a*) no gap (*b*) a small chasm (*c*) a lot of difference

3. Chimpanzees teach us _____ .

   (*a*) to feel humble (*b*) to be cruel (*c*) to be calm

4. We are simply _____ .

   (*a*) an idol (*b*) an ape (*c*) incorrigible

5. Which word in the passage means 'gratefulness' ?

   (*a*) thankfulness (*b*) humility (*c*) compassion

Worksheet 2

ASL : Listening

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

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 - 4

Audio Track 4

1. Mahesh is a young adventurous boy. Listen to his description about himself and fill in the columns given below :

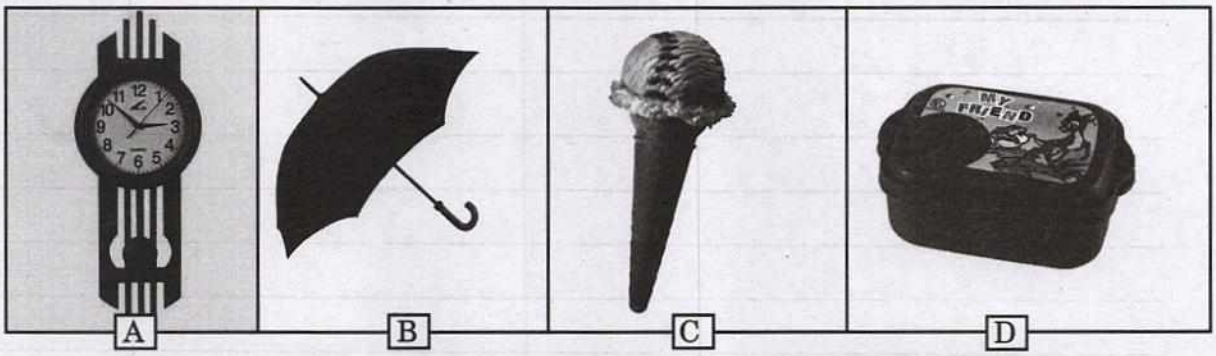
Fill in the blanks.

Mahesh is fond of	
His hobbies are	

Listening Task - 5

Audio Track 5

2. Look at these pictures and tick (✓) them in the order in which you hear about them.



1. B C D A ☐
2. D C B A ☐
3. C B D A ☐

PART II

Listening Task - 6

Audio Track 6

3. Now you will listen to a passage about Krishna's birth. After you have listened to it answer these questions.

(*i*) Tick the correct option.

Kansa was a _____	1. kind king	☐	2. cruel king	☐
Vasudeva put the baby in a _____	1. bag	☐	2. basket	☐

(*ii*) Now choose *a* or *b* or *c* for each of the following questions :

1. Krishna was born on the _____ of *Bhadrapada*.
   (*a*) first (*b*) eighth (*c*) eighteenth
2. Kansa had thrown his _____ Devki in prison.
   (*a*) sister (*b*) daughter (*c*) mother
3. Kansa's subjects were _____ .
   (*a*) happy (*b*) miserable (*c*) grateful
4. When Krishna was born, the room was flooded with _____ .
   (*a*) water (*b*) smoke (*c*) heavenly light
5. Which word in para 3 means 'to stop' ?
   (*a*) dungeon (*b*) prevent (*c*) flooded

Worksheet 3

ASL : Listening

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

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 - 7

Audio Track 7

1. Listen to the bio-sketch of a famous scientist and fill in the columns given below. Fill in the blanks.

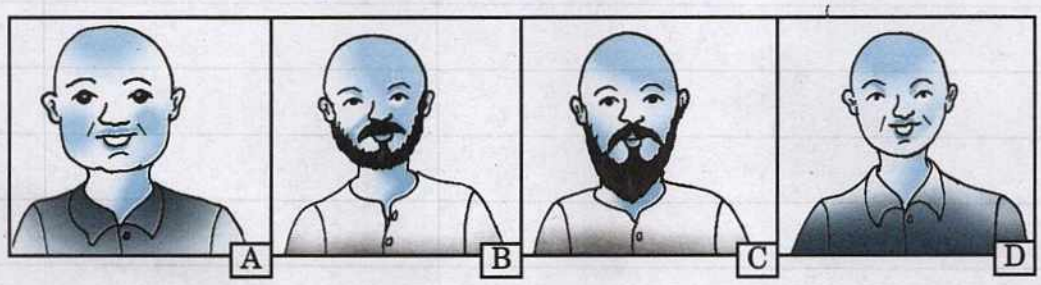
Birth place : _____

Education : _____

Listening Task - 8

Audio Track 8

2. Here is an announcement. Listen to it carefully.
Which of the following faces is being described ? Tick (✓) the correct one.



A. _____

B. _____

C. _____

D. _____

PART II

Listening Task - 9

Audio Track 9

3. You will now listen to a passage about different modes of travel. After you have listened to it complete the following statement :

The speaker here advocates the use of _____ .

A. cars B. buses C. bicycles D. metros

Listening Task - 10 **Audio Track 10**

4. Listen to the passage about democratic countries. Answer the following question. Which option, do you think, the author is worried about ?

A. equal rights

B. mode of election

C. unfair distribution of money

D. freedom of speech

2. SPEAKING

Almost all of us speak. Some of us speak well, and some don't. Those who can communicate well, impress others and succeed in life. Those who fail to express themselves lag behind. As such, you should try to be a good and effective speaker in a small group as well as on the stage. You should aim at developing your abilities to speak well, especially in English, which is not an easy task. In order to speak English well, you should keep in mind the following points :

- be well-informed by reading books, magazines, browsing net and watching good TV programmes
- listen to good speakers in English on TV
- learn to organise your thoughts in a coherent way
- learn English sounds, sound patterns and rhythms accurately
- cultivate a style which makes you different from others

OBSTACLES

1. **Lack of confidence** is the major hurdle in becoming a good speaker. Try to overcome your shyness and inhibition, as soon as possible. The only way to gain confidence is to practise, practise and practise.
2. **Lack of interest** becomes clear as you speak. Do not speak on anything which does not interest you.
3. **Lack of preparation** leads to incoherence and unintelligibility. So never come to the stage without proper preparation.
4. **The wrong body posture** of the speaker leaves a bad impression on the audience.
5. The use of improper language, wrong words or grammatical errors will hinder the speaker's message to the audience.

SPEAKING TEST

The speaking test can/will be in three parts :

1. **General Introduction (Warm-up Questions)**

   The teacher/examiner asks simple questions based on the candidate's name, place of residence, likes and dislikes, etc.

2. **Mini Presentation**

   Each candidate is given two or three topics out of which he can choose one to speak for about 2 minutes. 1 minute is given for preparation. In a group, more topics (10-15) can be given.

3. **Pair Interaction**

   The candidate is given three minutes to speak. A verbal or visual stimulus is given.

SAMPLE SPEAKING TASKS

PART I

General Introduction (1 minute)

1. Interlocutor/ Teacher : Hello! Good Morning. I am Rakesh Sharma to conduct the test. May I know your name, please ?

   Candidate/Student : Good morning, sir. My name is Rahul.

   Teacher : Do you live in the city ?

   Student : (a) _____

Teacher : What is your father ?

Student : (b) _____

Teacher : Which is your favourite TV programme ?

Student : (c) _____

Answers :

A. yes, sir

B. He is a businessman.

C. Kaun Banega Crorepati

2. Suppose your class has been divided into four different groups with cards for each group of students. Their purpose is to interview other members of the groups. Each group takes down the responses. Afterwards the teacher may invite any group and share with others the responses recorded during the interviews.

Group - I	Group - II
• What is your name ? • How do you come to school ? • Where do you live ? • What is your hobby ? • When do you do your homework ?	• What does your father do ? • Do you help him in any way ? • What is your favourite TV programme ? • What is your favourite dish ? • Which subject do you dislike ? Why ?

Group - III	Group - IV
• Do you own a mobile ? • What do you think of homework ? • What do you like to do on a Sunday ? • Have you got a pet ? • Do you play a game ?	• Who's your favourite actor ? • Why do you like him/her ? • Which dress do you like to wear ? • Who is your favourite sportsperson ?

PART II

SPEAKING TASKS

There is a variety of speaking topics such as :

1. Description (Describing a Person, Place, Object and Event)
2. Picture Description (Giving complete description of the picture)
3. Story Prompt (Writing a story with the help of given hints)
4. Speaking Prompts (Speaking for 1-2 minutes on the given topic)

1. Description

Description is a factual account of something known, seen or experienced. It may be a person, place, object or event. It relies upon careful observation and involves the ability to reproduce it in an adequate vocabulary.

1. PERSONS

Describe in your own words your grandmother in about 100 words.

MY GRANDMOTHER

My grandmother is quite old. She is completing her eighty years this winter. Despite her old age, she remains active and busy most of the time. She has fair complexion and sharp features, though her hair has turned grey. She must have been quite pretty and charming when she was young. I have seen her photographs in the album when she was a newly married bride. She still retains some of the charm of her youthful days as she has a smiling and broad face. It appears she has taken great care of her health, especially her teeth because even at this age her teeth are intact and she can chew even hard food items. She advises us to take extra care of our teeth because one's digestive system remains fit only when the teeth are strong. The most loving thing of her personality is that she is open to learn anything that is worth learning, for age is no bar to learn new things.

2. PLACE

Give a factual description of a park in your locality in about 100 words.

A UNIQUE PARK

We are lucky to have a decent park in our locality. It is named 'Apna Park'. It has a well laid out, lush green lawns. There are beautiful flowers and fruit trees. In one corner there is a very old banyan tree. People sit here in the summer to chat or play a game of cards. There is a huge, beautiful fountain in the middle. Young boys and girls like to sit near the fountain. There is a children section where children enjoy ping-pong, see-saw, swing and merry-go-round. Yoga classes are held here in the morning. Health conscious men and women come here for their morning and evening walks.

3. OBJECT

Give a description of the refrigerator in about 100 words.

REFRIGERATOR

A refrigerator is a cooling machine. It has a cabinet with an airtight door. It comes in various colours, shapes and capacities. The freezer is at the top. At the bottom is a vegetable box. There are different chambers to store different things to keep them cool. The important part in a refrigerator is its compressor. It circulates the cooling gas through tubes into the entire body of the refrigerator. There used to be a defrosting device but now refrigerators are mostly frostfree. The refrigerator keeps things fresh and cool in summer. Vegetables, fruits, butter, etc. are safe inside the refrigerator and they last long. It gives us much needed ice and cold water in summer.

4. EVENT

Describe a blood donation camp organised in your school.

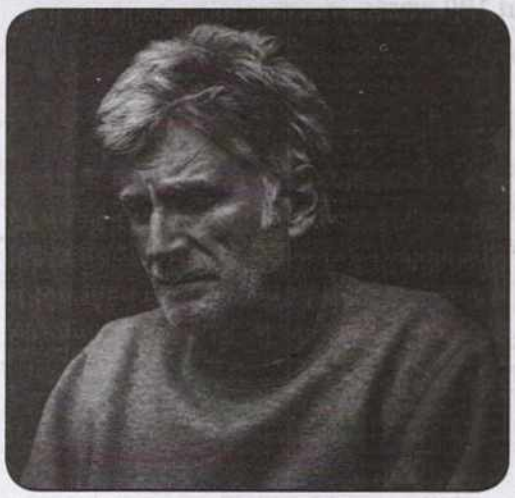
A Blood Donation Camp A blood donation camp was organised in our school last Monday. A team of doctors and technicians set up a booth for the purpose. The Principal was the first person to donate blood. Some members of the staff also donated blood. Then a large number of students turned up for the purpose. Each donor was given a glass of milk and a banana. Towards the end of the camp, certificates were issued to the donors. In his brief speech, the Principal highlighted the importance of donating blood. He hoped the students would donate blood regularly to save precious lives.

2. Picture Description

A picture description involves descriptive power and imagination. The student is to focus on the picture and begin to describe the physical features one by one starting from the most striking one. He should also describe the mental traits of the person, indicated by his face and body language.

SAMPLE DESCRIPTION

Look at the picture given below and describe it.



The picture shows two elderly persons. Both are sad and lonely neglected by their family members. They appear to be dependent on their family members for their physical needs. It seems that they do not have enough money to meet the expenses of medicines. Both these elderly persons seem self-respecting. It seems very difficult for them to ask for money from their children. It is the need of the hour that old Age Homes should be opened where the elderly could feel at home. The elderly must be given due respect and attention.

3. Story Prompts

A situation is given and the student is prompted to create a story. The first or the last sentence of the story is given as an aid to weave his story. Obviously, it involves creativity and imagination. The student should think of a clear storyline – the series of events in a logical order.

SAMPLE STORY

Narrate a story beginning with the words "How foolish I was to have believed that young man's story!"

How foolish I was to have believed his story ! He was feeling very restless and walking to and fro for the last five minutes. My train was late and I was sitting on a bench on the railway platform. Unable to control myself, I asked him if something was wrong. He came and sat beside me. He appeared to be the saddest person in the world. He told me that his briefcase, which contained his clothes, some money and the railway ticket, had been stolen.

His mother was in Vedanta Hospital in Delhi and he had no means to reach there. He did not ask me to help but his manner showed that he needed help badly. I gave him ₹ 200 to buy a ticket for Delhi. He took the money, thankfully touched my feet and hurriedly went towards the booking window. He never came back to return the money. I felt that I had been befooled.

4. Speaking Prompts

1. Speak in 1-2 minutes on the following topic :
They said she was able to utter a few words before she died....

Ans. She was one of our good neighbours. She was a very nice, helpful lady. She was quite old. She would visit the temple every day two times. One night she was found unconscious near her house. My father and a neighbour took her inside at once and called a doctor. The doctor gave her an injection. The lady remained unconscious for about an hour. I went to my bed and slept. When I woke up at 7 a.m., I came to know the lady was no more. They said the lady was able to utter a few words before she died.

2. Speak in 1-2 minutes on the following topic :
A task or a job that you dislike

Ans. There is only one thing which I dislike to do, and that is to please a person undeservingly. It is not in my nature to flatter anyone. I feel very uncomfortable if I have to flatter a dishonest person. To say at his face that he is a very honest person is simply awkward. Similarly, to say to a corrupt person that he is above board seems to me to be simply dishonest. Yes, I can flatter a person who deserves praise by speaking pleasing words. Flattery is good if it is directed towards a deserving person.

3. Speak in 1-2 minutes on the following topic :
The water was cold, I took a deep breath and jumped.

Ans. Swimming is undoubtedly one of the best exercises. I learnt swimming two years ago. When my family members made a programme of going to Haridwar I was very happy. On the bank of the Ganga I got a chance to swim in the river. The water was cold, so I took a deep breath and jumped into the water. My training proved very useful. I swam in the Ganga for ten minutes. My body was extremely cold when I came out.

5. Role Play

In this task a student chooses to play the role of somebody else in an imagined situation. He has to use his imagination to do this task.

SOLVED EXAMPLE

Enact a role-play between a customer and a tailor. The customer wishes to get a suit stitched. So he contacts a tailor.

Customer	:	Good evening !
Tailor	:	Good evening, sir. What can I do for you ?
Customer	:	I wish to get a woollen suit stitched.
Tailor	:	Certainly, sir. Please select the fabric and the pattern.
Customer	:	This is the one that appeals to me. What do you think of it ?
Tailor	:	This is a very nice cloth, sir. You have a good choice, sir.
Customer	:	Yes, but it is rather heavy. I would better go in for something lighter. This design appeals to me.
Tailor	:	The price is also reasonable, sir. One thousand five hundred rupees a meter.
Customer	:	Then I'll have a coat only.
Tailor	:	Why, sir.
Customer	:	I can't afford it.
Tailor	:	Right, sir. I'll take your measurement. Can you come for a try on next Monday ?
Customer	:	All right. I shall come on that day.
Tailor	:	Thank you, sir. I'll stitch the trousers for you next year.

6. Just A Minute (JAM)

This task is a sort of short speech. The student is given a topic. He is to think about it for five minutes. Then he is to speak for a minute.

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, quizz, 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.

Worksheet 4

ASL : Speaking

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Note : The speaking test is for two students at a time.

1. **Imagine yourself as a computer and speak in about 2 minutes. (1 minute to prepare and 2 minutes to speak.)**

If a candidate is unable to speak, the examiner may enthuse him by asking such questions.

- How do you look as a computer ? How do you work ?
- What are your uses ?
- How do you feel when you are used ?

2. **Describe the moment you became 'crorepati' in the famous TV programme KBC. (1 minute to prepare and 2 minutes to speak)**

- How did you feel ? (happy/excited/stunned)
- How were you treated ?
- What words of Amitabh still ring in your ears ?

Note : ***The speaking test is for two students at a time.***

3. Narrate the story which ends with the words : 'At last she produced the final solution to all our problems.' (1 minute to prepare and 2 minutes to speak)

HINTS

- Mother affectionate, caring
- became very old and dependent
- no one of her sons willing to keep her
- all of them made excuses
- ultimately, she resolved the issue, she breathed her last

4. Describe your city which is a place of historical importance. (1 minute to prepare and 2 minutes to speak)

HINTS

- What is the name of your city ?
- Does it have a historical monument ?
- What is its importance ?
- Is it visited by many tourists ?

Worksheet 5

ASL : Speaking

Date

Name

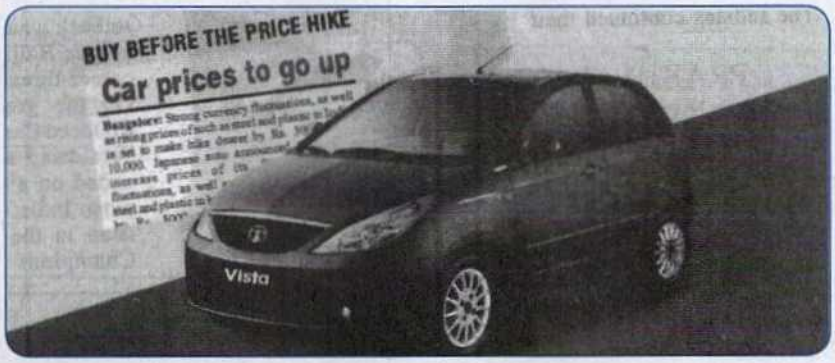
Class & Sec.

Roll No.

Marks OBT.

III. Pair Interaction (3 mins)

1. (For both students A and B). Look at the following visual carefully. Talk together for 2 minutes. (1 min. to think and 2 mins to speak)



Note : *The speaking test is for two students at a time.*

2. Speak in favour and then against the proposition in about 2 minutes : The topic is 'Luck or Pluck'.

HINTS

For	Against
• Luck is everything • Some divine power controls our lives • None can stand against destiny • honest men suffer, the wicked prosper	• not luck but pluck is more important • destiny in our own hands • reap what we sow • fate is always on the side of the brave • one can't succeed without pluck

3. Describe in about 2 minutes the library of your school.

HINTS

- located in a big building
- open-shelf system
- staff cooperative

4. Narrate briefly how you celebrated your grandmother's birthday.

HINTS

- grandmother's birthday
- in the lawn of the house
- a big cake cut
- music and dance

Worksheet 6

ASL : Speaking

Date

Name

Class & Sec. Roll No.

Marks OBT.

(A) Talking About

Celebrations

- This is an individual activity.
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

When does your birthday fall ? How do you celebrate it.		When is the birthday of Guru Nanak celebrated ?
Have you recently attended a marriage ? What did you like in the ceremony ?		Have you ever attended or watched the republic day parade at Delhi ? Share your feelings in 2-3 sentences.
Have you ever gone on a picnic ? How did you enjoy there ?		Who addresses the nation on the Republic Day ?
Which festival do you like most ? Why ?		How do your parents celebrate their marriage anniversary ?
How do people celebrate the festival of Holi ?		Do you like birthday celebration at home or in a hotel ? Why ?
In which month was Lord Krishna born ?		How do you feel when your friends give you presents on your birthday ?

(B) Talking About

Animals

- This is an individual activity.
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

Who are animal lovers ?		Some animals are used for experiments in labs. What happens to them ?
What do you know about SPCA ?		Do you agree with the view that pets can be one's best friends ?
Have you ever visited a zoo ? If yes, how did you feel ?		"He is feeling like a bird in a cage", what does this line mean ?
How do you feel when you see some one beating his pet ?		Those who keep pets should know their needs. What are their needs ?
Which is the most faithful animal ? How can you say this ?		If we are like gods to birds and animals, how should we behave ?
How can we prevent cruelty to animals ?		Do animals and birds understand the language of love ? Give one example.

EVERGREEN PRACTICE PAPERS (1-5)

Evergreen Practice Papers appended at the end 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 Paper 1

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

Note: ***Different schools use question papers with different types of questions and marking schemes. The individual school can use and modify these question papers as per its requirement.***

SECTION A (READING) (20 Marks)

1. Read the passage given below and answer the questions that follow : (8)

At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight ? And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that 'window of the soul', the eye. I can only 'see' through my fingertips the outline of a face. I can detect laughter, sorrow, and many other emotions. I know my friends from the feel of their faces.

The next day I should arise with the dawn and see the thrilling miracle by whch night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums. There my eyes would see the condensed history of the earth-animals and the races of men pictured in their native environment; gigantic carcasses of dinosaurs and mastodons that roamed the earth before man appeared, with his tiny stature and powerful brain to conquer the animal kingdom.

— *Helen Keller*

(a) Answer the following questions briefly : 1 × 6 = 6

1. What would the narrator like to do on the first day ?
2. How can the narrator detect various emotions ?
3. How does the narrator know her friends ?
4. What would she like to behold the next day ?
5. Where can the narrator have a hasty glimpse of the world ?
6. What would she see in the museums ?

(b) On the basis of your reading of the passage answer the following : 1 × 2 = 2

1. The synonym of 'revealed' in para 1 is ..... .
   (*i*) veiled (*ii*) shown (*iii*) displayed (*iv*) perceived
2. The antonym of 'kindness' in para 2 is ..... .

2. Read the following passage carefully. (12)

1. I answered that I was a rich merchant, and therefore, had not learnt any profession. "Tell me," said he, "can you shoot with a bow ?" I replied that it had been one of the pastimes of my youth, and that with practice, my skill might come back to me. Upon this he gave me a bow and arrows, and mounting me upon his own elephant, took me into the depths of a vast forest, which lay far from the town. When we reached the wildest part of it, we stopped, and my master said to me, "This forest swarms with elephants. Hide yourself in this great tree and shoot at all that pass you. When you have succeeded in killing one, come and tell me." Saying this, he furnished me with a stock of provisions and returned to the town.

2. I now found myself alone in the forest. I climbed up a huge tree, and making myself as comfortable as circumstances would permit, began my watch. That night I saw nothing, but just after the sunrise the next morning, a large herd of elephants came crashing and trampling by. I let fly several arrows and succeeded in wounding one of the huge animals fatally. When the others had retired to a safe distance, I came down from my hiding place in the tree and ran to the town to tell my master the good news. He was well pleased with my success, praised me for my skill, and regaled me with good dishes. Then we returned to the forest together and dug a mighty ditch in which we buried the elephant so that my master might secure the ivory in due time.

(a) Answer the following questions briefly : **2 × 4 = 8**

1. What did the narrator tell his master ?
2. What did the master expect of him ?
3. How was the narrator able to kill an elephant ?
4. What made the master happy ? How did he treat the narrator ?

(b) 1. The word 'permit' in para 2 means **1 × 2 = 2**

(*i*) regaled (*ii*) allow
(*iii*) grand (*iv*) perfect

2. The antonym of 'safe' in para 2 is ..... .

(c) 1. His master furnished him with ..... . **1 × 2 = 2**

2. The narrator's master was very happy with his success. (True/False)

SECTION B (WRITING) (20 Marks)

3. Your school is going to raise contributions to help the flood hit areas in the suburbs of Hoshiarpur. Write a notice in 50 words to be put up on the school gate, asking the students to contribute whole heartedly. **(4)**

4. Write a letter to your friend congratulating him on his selection in the Inter-school Science Quiz for junior students. **(8)**

Hints

- accept my congratulation on your selection .....
- hope you'll be happy
- prepare yourself well
- wish you all the best

5. Write a story with the help of these hints : **(8)**

A wintry day in winter ..... went to school in bus ..... the bus broke down ..... had to go to school on foot ..... fully wet ..... the school had been closed ..... no means to return home ..... .

SECTION C (GRAMMAR) (10 Marks)

6. Complete the following passage by filling in the blanks with the options given in brackets. Write the answers in your answer sheet against the correct blank number. **(3)**

The Baisakhi fair is the (*a*) ..... (much/more/most) popular fair (*b*) ..... (in/at/on) Punjab. It celebrates (*c*) ..... (a/an/the) beginning of the harvest season. It falls (*d*) ..... (on/at/in) the thirteenth of April. Farmers (*e*) ..... (is/are/am) seen in a very happy mood. On (*f*) ..... (this/that/these) day they tie yellow turbans, drink and dance merrily.

7. In the following passage, there is an error in each line which has been underlined. Write the Incorrect word and the correction in your answer sheet against the correct blank number. The first one has been done as an example : (4)

In <u>a</u> meantime his old father spent	e.g., a ..... the
his days <u>with</u> grief, thinking of his	(*a*) .....
son. His mind <u>be</u> not at ease. He	(*b*) .....
often <u>lies</u> sleepless at night worrying	(*c*) .....
<u>of</u> his son's welfare.	(*d*) .....

8. Rearrange the jumbled words to form meaningful sentences : (3)

(*a*) gold / Mohandas / one day / of / stole / piece / a

(*b*) committed / great / knew / he / had / he / a / crime / that

(*c*) his father / wrote / his crime / of / he / the confession / to

Evergreen Practice Paper 2

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

Note: ***Different schools use question papers with different types of questions and marking schemes. The individual school can use and modify these question papers as per its requirement.***

SECTION A (READING) (20 Marks)

1. Read the following passage carefully. **(8)**

1. Dhirubhai started his first textile mill at Naroda, near Ahmedabed, in 1966. Textiles were manufactured using polyester fibre yarn. Dhirubhai started the brand Vimal, named after his nephew Vimal Ambani. He advertised it in the interiors of India and succeeded in making it a household name. He convinced people living in Gujarat to invest their savings in his company and promised that their money would grow. He worked hard and with sincerity and kept his promise. Today, more than three million people hold shares in Reliance Industries and its sister concerns.
2. Dhirubhai was an outstanding leader. He said, "Our dreams have to be bigger, our ambitions higher, our commitment deeper, and our efforts greater. This is my dream for Reliance and for India."
3. He was a man ahead of his time and he had the confidence, courage and belief to succeed. His former secretary praised him saying, "He was very helpful. Employees could walk into his cabin and discuss their problems with him."
4. For him, his people were his most important asset. He employed the best and most talented experts, cared for them and continuously inspired them to aim for higher goals. These people are the core of what he called 'The Reliance Family'. He taught them to 'Think big. Think differently. Think fast. Think ahead. Aim for the best.'
5. Ambani's great achievement was that he proved to us Indians what is possible with sincerity, hard work and determination. With no foreign university degree and no family wealth, he achieved much. From a man who once worked temporarily in a petrol-pump in the Middle-East, he grew into a giant who changed the face of industry in India forever.

(a) Complete the following statements : **(6)**

1. It was in 1966 that Dhirubhai set up his first ..... .
2. Vimal Ambani was Dhirubhai's ..... .
3. The shareholders in Reliance Industries today are more ..... .
4. Dhirubhai wished his employees to think ..... .
5. Dhirubhai was a man who had the qualities of ..... .
6. Despite having no family wealth, Dhirubhai ..... .

(b) Choose the option which you consider most appropriate. **(2)**

1. The noun form in meaning to word 'advertised' is ..... .
   (*i*) advertising (*ii*) advertisement
   (*iii*) advertise (*iv*) advertisable
2. The word opposite in meaning to 'temporarily' is ..... .
   (*i*) temporary (*ii*) permanent
   (*iii*) permanently (*iv*) lasting

2. Read the passage given below and answer the questions that follow : **(12)**

This very small bird is found throughout the world. There are many different species of sparrow. There are about fifty different species of sparrows living in North and South America. Sparrows are only about four to six inches in length. Many people appreciate their beautiful song.

Sparrows prefer to build their nests in low places. Their nests are usually built on the ground, clumps of grass, low trees, and low bushes. In cities, they build their nests in building nooks and other holes. They rarely build their nests in high places. Sparrows build their nests out of twigs, grasses and plant fibers. Their nests are usually small and well-built structures.

Female sparrows lay four to six eggs at a time. The eggs are white reddish brown spots. The eggs hatch within eleven to fourteen days. Both the male and female parents care for the young. Insects are fed to their young after hatching. Young sparrows are ready to leave the nest eight to ten days after hatching. The large feet of the sparrow are used for scratching seeds. Adult sparrows mainly eat seeds.

Sparrows can be found almost anywhere, where to there are humans. Some species of sparrows prefer to live in deserts, prairies, swamps, marshes, forests and other bushy areas. Some sparrows in northern North America will migrate to south in winter, although most stay in one area year round. The older adult males of the migrating sparrows usually spend their winters near their breeding area. Many people throughout the world enjoy these delightful birds.

(a) Answer the following questions briefly. **(2 × 4 = 8)**

1. Who takes care of the young ones ?
2. Where do sparrows build their nests ?
3. Where do they prefer to live ?
4. How do people view sparrows ?

(b) 1. The word species means ..... . **(1 × 2 = 2)**

(*i*) adult (*ii*) kinds (*iii*) nests (*iv*) foods

2. The antonym of 'appreciate' in para 1 is ..... .

(c) 1. In cities sparrows build their nests in ..... . (complete the sentence) **(1 × 2 = 2)**

2. The sparrows use their large feet for scratching seeds. (True/False)

SECTION B (WRITING) (20 Marks)

3. Describe in 50 words the park near your home. **(4)**

Hints

- a beautiful park, not very big
- grassy lawns, shady trees
- fountain in the middle
- swings, see-saws for children

4. You are Kamala / Mohit . Write an email to the mayor of the Municipal Corporation of your city complaining against the nuisance of stray dogs in your locality. **(8)**

Hints

- large number of stray dogs
- bark at the old and the children going to school
- often bite the beggars or morning walkers
- should be put in kennels

5. Develop a short story with the help of the following hints. **(8)**

Chintu saw a pretty fairy ..... talked to her ..... was taken to a wonderland ..... very small men doing different jobs ..... very big, harmless animals ..... the queen fairy treated him well, gave him some gifts ..... the fairy flew him back home ..... opened his eyes ..... was lying on his bed ..... just a dream.

SECTION C (GRAMMAR) (10 Marks)

6. Complete the following passage by filling in the blanks with the correct options from those given in brackets. Write the answers in your answer sheet against the correct blank number. **(3)**

Human body is like a wonderful machine. The 18 square feet of skin that (*a*) ..... (covered/covers/cover) the body serves nearly like a waterproof container. One square inch of skin (*b*) ..... (have/had/has) 72 feet of nerves and one square inch of skin (*c*) ..... (had/has/have) sweat glands. Man's skeleton (*d*) ..... (is/was/were) a tower of bones, that (*e*) ..... (looks/looked/look) like a TV tower. Strange (*f*) ..... (is/am/are) the ways of God who has created such a unique thing as the human body. Can a man produce such an organism ?

7. In the following passage there is an error in each line which has been underlined. Write the correct word and the correction in your answer sheet against the correct blank number. **(4)**

One morning I finished some business <u>on</u> a	(*a*) .....
bank and was returning <u>too</u> my yamaha	(*b*) .....
motorbike, which I had left <u>into</u> the parking	(*c*) .....
lot outside, suddenly I <u>realize</u> I had lost its key	(*d*) .....

8. Rearrange the following words and phrases in order to form meaningful sentences. **(3)**

(*a*) did / you / when / eat / last / asked / friend / her

(*b*) a / body / make / only / can / work / and / mind / healthy

(*c*) care / health / should / of / you / take / your / properly

Evergreen Practice Paper 3

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

Note: Different schools use question papers with different types of questions and marking schemes. The individual school can use and modify these question papers as per its requirement.

SECTION A (READING) (20 Marks)

1. Read the passage given below and answer the questions that follow. **(8)**

Among the various misfortunes that befall humanity, loss of health is one of the severest. All the joy which life can give cannot outweigh the sufferings of the sick. Nothing can relieve a sick person of his sufferings; rather he will feel that half the world is lost to him, even the most comfortable soft silken couch cannot give him any comfort or relief. He will nevertheless groan and pass a sleepless night on account of his suffering. But, on the other hand, the healthy miserable beggar enjoys a sound sleep on the hard ground. An ailing person may be offered delicious meal and choice drinks, but he will thrust back the hand that offers them. He will rather envy the poor man who enjoys his dry loaf of bread. Even the loveliest throne and all other best things can no longer give him relief. He will rather watch the marble, gold, the costliest dresses and the most delicious dishes with scornful eyes. He would feel extremely happy, if he could enjoy the health of the meanest of his servants living in the thatched hut. He envies the sweet entertainment of the poor man blessed with good health. For him, health is the greatest wealth which no amount of money can buy.

(a) Choose the options which you consider most appropriate.

1. Loss of health is a severe ..... .
   (*i*) ordeal (*ii*) misfortune
   (*iii*) blessing (*iv*) curse
2. Nothing can relieve a sick person of his ..... .
   (*i*) burden (*ii*) worry
   (*iii*) sufferings (*iv*) tragedy
3. A sick person groans and passes ..... .
   (*i*) comfortable nights (*ii*) sleepless nights
   (*iii*) busy nights (*iv*) carefree nights
4. A beggar enjoys a ..... even on hard ground.
   (*i*) disturbed sleep (*ii*) good sleep
   (*iii*) sound sleep (*iv*) restless sleep
5. A rich man feels jealous of the poor man who enjoys dry ..... .
   (*i*) loaf of bread (*ii*) chapati
   (*iii*) meals (*iv*) life
6. Health is the greatest wealth which no amount of money can ..... .
   (*i*) spend (*ii*) buy
   (*iii*) regain (*iv*) lose
7. A rich man feels envious of the sweet entertainments of ..... .
8. Even the loveliest throne can give no relief to a sick man. (True/False)

2. Read the following passage carefully. **(12)**

But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much distressed at times, as he was afraid his flowers would think he had forgotten them, but he consoled himself by the reflection that the Miller was his best friend. 'Besides,' he used to say, 'he is going to give me his wheelbarrow, and that is an act of pure generosity.'

So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which Hans took down in a note-book, and used to read over at night, for he was a very good scholar.

Now it happened that one evening little Hans was sitting by his fireside when a loud rap came at the door. It was a very wild night, and the wind was blowing and roaring round the house so terribly that at first he thought it was merely the storm. But a second rap came, and then a third, louder than any of the others. 'It is some poor traveller,' said little Hans to himself, and he ran to the door.

"There stood the Miller with a lantern in one hand and big stick in the other.

'Dear little Hans,' cried the Miller, 'I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night that it has just occurred to me that it would be much better if you went instead of me. You know I am going to give you my wheelbarrow, and so, it is only fair that you should do something for me in return.'

'Certainly' cried little Hans, 'I take it quite as a compliment your coming to me, and I will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch.'

'I am very sorry,' answered the Miller, 'but it is my new lantern, and it would be a great loss to me if anything happened to it.'

(a) Answer the following questions. **(2 × 4 = 8)**

1. Why was Hans upset ?
2. What kind of weather was it when Miller knocked at his door ?
3. What did Miller want to do for him ?
4. Why had Miller approached Hans ?

(b) Choose the option which you consider the most appropriate. **(1 × 2 = 2)**

1. At times Little Hans felt ..... .
   (*i*) sad (*ii*) distressed
   (*iii*) restless (*iv*) happy
2. Miller said all kinds of ..... things about his friendship with Hans.
   (*i*) encouraging (*ii*) rosy
   (*iii*) beautiful (*iv*) false

(c) 1. The word reflection here (in para 1) means ..... . **(1 × 2 = 2)**
   (*i*) image (*ii*) mirror
   (*iii*) thought (*iv*) consideration
2. The antonym of word 'friendship' in para 2 is ..... .

SECTION B (WRITING) (20 Marks)

3. You are often scolded for watching television by your parents. Write a diary entry about it, expressing your feelings in not more than 50 words. **(4)**

Hints

- often scolded for watching television
- feel bad about it
- do not neglect my studies
- even then not allowed to watch my favourite programmes
- why don't Mom and Dad stop watching TV ?

4. Write an article on the topic 'The Value of Trees in our Life'. You are Neeraj/Neeraja. (8)

Hints

- trees, important role in our life
- provide us shade and shelter, wood for fuel, and furniture
- purify air by absorbing carbon dioxide
- helpful in times of rains, floods
- many parts used as medicines or in preparing medicines

5. Write an original short story which illustrates the moral, "Do unto others as you would be done by." You can use the following hints. (8)

Hints :

- Rakesh, strict officer, rude to his subordinates
- shouted at his juniors, used abusive language
- transferred on promotion, directly under 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

SECTION C (GRAMMAR) (10 Marks)

6. Fill in the blanks with appropriate verbs given in brackets. Write the correct answer out of the given options in your answer sheet against the correct blank number. (4)

Water (*a*) ..... (was/is/be) one of the prime necessities of life. Ninety percent of water on the earth (*b*) ..... (is/was/has been) found in oceans and seas. This water, being saltish (*c*) ..... (was/is/were) unfit for human consumption. A little more than two percent of water on the earth is (*d*) ..... (finds/found/find) in glaciers.

7. The following paragraph 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. The first one has been done for you. (4)

The younger people would not <u>listened</u>	e.g. listened ..... <u>listen</u>
to <u>an</u> old man's advice. Ivan and	(a) .....
Gabriel <u>keep</u> going to the law, until	(b) .....
the judges got <u>disgust</u> with both of	(c) .....
<u>they</u>. Now Gabriel got Ivan put	(d) .....
<u>in</u> prison or fined, and then Ivan	(e) .....
in his turn got the same thing <u>did</u>	(f) .....
<u>to</u> Gabriel. All this only made	(g) .....
them angrier <u>to</u> each other.	(h) .....

8. Read the dialogue given below and complete the paragraph that follows : (2)

Suresh : Can you help me in lifting this box, please ?

Mahesh : Yes, I can where do you want to take it ?

Suresh : I want to take it up on the first floor ?

Suresh asked Mahesh (*a*) ..... Mahesh replied (*b*) ....., and asked him (*c*) ..... . Suresh said (*d*) ..... .

Evergreen Practice Paper 4

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

Note: ***Different schools use question papers with different types of questions and marking schemes. The individual school can use and modify these question papers as per its requirement.***

SECTION A (READING) (15 Marks)

1. Read the following passage carefully : **(8)**

1. Today, there are six species of pelicans living. Two of these, the White or Rosy Pelican and the Spotted-billed Pelican, are found in India.
2. Little is known why the bird is called a pelican. It is said that since a very long time Greeks, the Romans and most Europeans have known this bird by this name. However, the Portuguese and Spanish call it Alcatraz. A rocky island in San Francisco Bay in the United States is called Alcatraz. The word literally means a place of no escape, a prison. Pelicans once lived on this rocky island. Of the six species of pelicans, only one, the Brown Pelican of the Americas, is a coastal and marine bird. It is a fish-catcher, smashing headlong into the water with a tremendous splash. Other pelican species are highly social. Their food is fish and their feeding strategy is charming. On an average, a pelican eats three kilos of fish a day. Once full, the pelicans either continue floating on water or clumsily walk onto some dry spot, where they spend time resting.
3. With a weighty body and a ridiculous large beak, one would think that pelicans find flying impossible. But they are among the best fliers of the bird kingdom. Only during take-off the pelican needs some effort. Once airborne it is a strong flier that can fly for hours. The heaviest pelican weighs 11 kilos.

(a) Complete the following statements :

1. Pelicans found in India are of ..... .
2. Alcatraz is the name of a ..... .
3. The Brown Pelican is a ..... .
4. Some pelican species are ..... .
5. A pelican eats on an average ..... .
6. The weight of the heaviest pelican is ..... .
7. On an average a pelican eats ..... .
8. Pelicans are among the best fliers of the bird kingdom. (True/False)

2. Read the passage given below and answer the questions that follow : **(7)**

Once perceived as a badge of honour, the term "hacker" and the practice of hacking have over the years acquired a taint. It was technologically proficient computer geeks, having excellent problem solving skills, who were called hackers. But today hackers are identified with crimes like financial fraud and theft. To counter rampant cyber crimes and put hacking back in its rightful place, computer enthusiasts have taken up the cudgel against malicious attackers and are training themselves in the art of ethical hacking.

Hacking has become a career option for many. Though an unconventional field, professional hacking is now seen as a lucrative option.

The corporate world and government bodies have suddenly realized the importance of cyber security. People now take the threats seriously. Ethical hacking has thus become more professional.

Comprehensive and certified courses are offered across India. Approximately 60000 students have been certified so far. While tech enthusiasts are interested in the positive aspects of hacking, the line between ethical and unethical is still blurred. What could be ethically accepted for one might be infringement of privacy for another. As social networking sites gain popularity digging out someone's information is a piece of cake.

(a) Answer the following questions briefly : **(4)**

1. Who were called hackers in the past ?
2. Why is professional hacking now seen as a lucrative option ?
3. Why has ethical hacking become more professional ?
4. What do you mean by cyber security ?

(b) Choose the correct option. **(3)**

1. The idiomatic expression, 'a piece of cake' means something is very ..... .
   (*i*) difficult (*ii*) easy
   (*iii*) expensive (*iv*) dangerous
2. The word 'cudgel' in para 1 means ..... .
   (*i*) step (*ii*) opportunity
   (*iii*) stick (*iv*) action
3. The antonym of word 'gain' in para 3 is ..... .
   (*i*) loose (*ii*) loss
   (*iii*) regain (*iv*) get

SECTION B (WRITING) (20 Marks)

3. A Poetry Recitation Contest for classes VI-VIII is being held in your school (Modern School, Faridabad) on 14th May 20 ... . Write a notice asking the interested students to give their names to the teacher incharge of the class. Put it in a box and do not exceed the limit of 50 words. You are Satinder / Kareena, the Head Boy/Girl of your school. **(4)**

4. A week before the annual examination, you happen to fall ill. You are advised complete bed rest for a week. Record your feelings in a diary entry in 100-120 words. **(8)**

Hints

- taken ill before examination
- quite sad, can't go to school
- advised not to study
- wonder what God wants

5. Complete the following story with the help of the hints given below : **(8)**

- Ramesh lost his parents
- adopted by a rich, childless couple
- not treated well after a son was born to the couple
- dejected, ran away
- worked hard at different places
- got a lottery prize, became very rich
- his chance meeting with the couple ..... .

SECTION C (GRAMMAR) (15 Marks)

6. Complete the passage by choosing the correct answers from the options given. (3)

The king was happy (*a*) ..... have the toy bird. He wanted it to (*b*) ..... with the real nightingale (*c*) ..... that was not possible. The toy bird could (*d*) ..... only one tune. The king now kept the new bird always (*e*) ..... his side and heard her song twenty times a day. The artificial bird was tired. It sang (*f*) ..... the king ordered it to do so.

(*a*) (*i*) of	(*ii*) at	(*iii*) to	(*iv*) for
(*b*) (*i*) sang	(*ii*) sing	(*iii*) singing	(*iv*) to sing
(*c*) (*i*) but	(*ii*) and	(*iii*) so	(*iv*) hence
(*d*) (*i*) can sing	(*ii*) sing	(*iii*) sang	(*iv*) only sing
(*e*) (*i*) at	(*ii*) to	(*iii*) by	(*iv*) for
(*f*) (*i*) whenever	(*ii*) whatever	(*iii*) whichever	(*iv*) whoever

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. Ensure that the word that forms your answer is underlined. The first one has been done as an example. (4)

Dr Loop, the father modern bypass	e.g.	father	of	modern
surgery, was not only expert surgeon,	(*a*)	.....	.....	.....
but an administrator par excellence.	(*b*)	.....	.....	.....
It is rare find someone who combines	(*c*)	.....	.....	.....
the two as well Dr Loop did.	(*d*)	.....	.....	.....

8. Rearrange the words and phrases given below to form meaningful sentences. Write your answers in the answer sheet against the correct blank numbers. (3)

(*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

9. Read the conversation given below and then complete the paragraph that follows : (5)

Amrita : We are going on a trip to Shimla next week. Why don't you come with us ?

Raveena : It is not possible for me to join you on this trip.

Amrita : Why ?

Raveena : My aunt is coming from U.S.A.

Amrita informed her friend Raveena (*a*) ..... and invited her (*b*) ..... . Raveena replied that (*c*) ..... When Amrita asked (*d*) ..... Raveena replied that (*e*) ..... .

Evergreen Practice Paper 5

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

Note: ***Different schools use question papers with different types of questions and marking scheme. The individual school can use and modify these question papers as per its requirement.***

SECTION A (READING) (15 Marks)

1. Read the following passage carefully. **(7)**

Gandhiji had the faults of an ordinary lad, but he had a sensitive mind and consciously helped himself out of his evil habits. The first incident is connected with the desire of smoking. He and another boy, who was a relative of his, daily saw an uncle in the family smoking cigarettes. He would take in deep puffs and blow out clouds of smoke from his mouth. It was a strange sight in the eyes of these young lads. They thought it would be grand if they could also puff out smoke like that. So they would pick up stumps of cigarettes thrown away by him and smoke them. But this did not satisfy them. They must have full-size cigarettes to get the proper enjoyment from them. But where was the money to be got from ? The servants kept their money in a box which was not locked. Why not steal this money and purchase cigarettes with it ? As soon as the idea came into their heads, they stole the servants' money and satisfied the desire for smoking. Finding their coins stolen, the servants raised a great hue and cry, but they could not suspect that the son of their master had committed the theft. Gandhiji felt very much ashamed of himself, and resolved not to do such a deed again.

(a) Choose the correct option : **(5)**

1. Gandhiji did his best
   (*i*) to become an extraordinary boy
   (*ii*) to remove his evil habits
   (*iii*) to blame others for his weaknesses
   (*iv*) to justify what he did
2. Gandhiji and his relative thought of smoking as
   (*i*) a useless activity
   (*ii*) a very important activity
   (*iii*) something very delightful
   (*iv*) something very scornful
3. The idiomatic expression 'raised a hue and cry' means
   (*i*) talked about something
   (*ii*) protested loudly about something
   (*iii*) began to weep
   (*iv*) began to shout against something
4. Gandhiji felt ashamed of ..... .
   (*i*) his servants (*ii*) his relative
   (*iii*) himself (*iv*) smoking
5. Gandhiji wanted to give up all his ..... .
   (*i*) friends (*ii*) relatives
   (*iii*) smoking (*iv*) evil habits

(b) 1.The servant whose money was stolen ..... (complete the sentence) (1 × 2 = 2)

2. Gandhiji after this incident felt ashamed of himself. (True/False)

Q.2 Read the following passage carefully. **(8)**

He stood about eighteen inches high and was quite the most handsome and healthy looking baby gorilla I had ever seen. He strolled stockily across the room towards me and then held up his arms to be lifted up. I was amazed at how heavy he was for his size, and I soon realized that this was all solid bone and muscle; there was not a spare ounce of fat on him. His light-chocolate-coloured fur was thick and soft, and the skin on his hands, feet and face was soft and glossy as patent leather. His eyes were small and deep-set, twinkling like chips of coal. He lay back in my arms and studied me carefully with an unwinking stare, and then lifted a fat and gentle forefinger and investigated my beard. I tickled his ribs and he wriggled about in my arms, giggling hoarsely, his eyes shining with amusement. I sat him down on a convenient table and handed him a banana, which he accepted with little bear-like growlings of pleasure, and ate very daintily compared to be chimpanzees, who were stuffing their mouths as full as they could. I wrote out the cheque and then we bundled N'Pongo–growling protests–back into the crate, and went off to catch the plane for Jersey.

Answer the following questions.

1. Which animal is being referred to ? How did he look ?
2. What surprised the narrator ?
3. How did the narrator and the animal soon become friendly ?
4. How did the animal eat the banana ?
5. Find a word in the passage which means 'greatly surprised'.
6. The antonym of word 'convenient' is ..... .
7. The gorilla accepted the banana with ..... .
8. The body of the baby gorilla was all solid bone and muscle. (True/False)

SECTION B (WRITING) (20 Marks)

3. You took part in a debate competition and won the first prize. Write a diary entry in about 100 words as to how you feel. **(5)**

Hints

- very happy today
- won first prize
- papa hugged me, felt proud of me
- shall work hard, win name and fame

4. You are Kulwant/Seema. You want to invite your friend to a party at your residence. Write and send him an email in about 120 words. **(5)**

The following hints can be used

- arranging a get-together at home
- elder brother has cleared IIT entrance exam
- do come and grace the occasion

5. Today children are very fond of fast food. They are not aware of the bad effects of fast food. The given visual shows a child relishing fast food. Prepare a speech for your school assembly urging the students not to take fast food with the help of the given hints. **(5)**

6. Write a short story with the help of the given outline : (5)

A leopard entered Nurpur village at midnight ..... people asleep ..... Raju found one of his pets missing ..... thought it must be a leopard's work ..... thought of a plan ..... dug a ditch ..... covered it with mat ..... tied a goat for bait ..... leopard came ..... jumped ..... fell into ditch ..... Raju called ..... villagers came ..... praised Raju for ingenuity ..... forest officials summoned ..... leopard sent back to jungle.

SECTION C (GRAMMAR) (20 Marks)

7. Fill in the blanks with one appropriate word in each blank out of the options given in brackets. (5)

Once a woodcutter (*a*) ..... (go/went/going) to the forest to chop some wood. After searching for some time he (*b*) ..... (come/came/coming) upon a birch tree. The moment he (*c*) ..... (lift/lifted/lifting) his axe (*d*) ..... (a/an/the) the birch tree spoke in a human voce, "Please do not kill (*e*) ..... (me/him/her)."

8. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet as shown in the example. (5)

When I went up in university,	e.g., in <u>to</u>
I was given a room of his own. The	(*a*) .....
common link of friendship is snapped.	(*b*) .....
My grandmother accept her seclusion	(*c*) .....
with resignation. She rarely left his	(*d*) .....
spinning wheel to talk in anyone.	(*e*) .....

9. Read the dialogue given below and complete the report that follows. Write your answers in your answer sheet against the correct blank numbers. (5)

Sachin : Can you give me a ticket for The Taj Express ?
Clerk : You are lucky as there is only one seat left.
Sachin : How much shall I pay for it ?
Clerk : Three hundred rupees only.
Sachin : Thank you.

Sachin asked the clerk (*a*) ..... for the Taj Express. The clerk replied (*b*) ..... Sachin inquired of him (c) ..... The clerk said that (*d*) ..... . Sachin gave him three hundred rupees, got the ticket and (*e*) ..... .

10. Rearrange the words and phrases given below to form meaningful sentences. Write your answers in the answersheet against the correct blank numbers. (5)

(*a*) poor / a / farmer / Lencho / was
(*b*) crops / destroyed / were / his / storm / in / a
(*c*) had / immense / faith / God / in / he
(*d*) wrote / he / a letter / God / to
(*e*) sure / was / he / God / help / would / him