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EVERGREEN BOOKS

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About The Book

The current edition of **Evergreen Practice Papers - 7** 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.

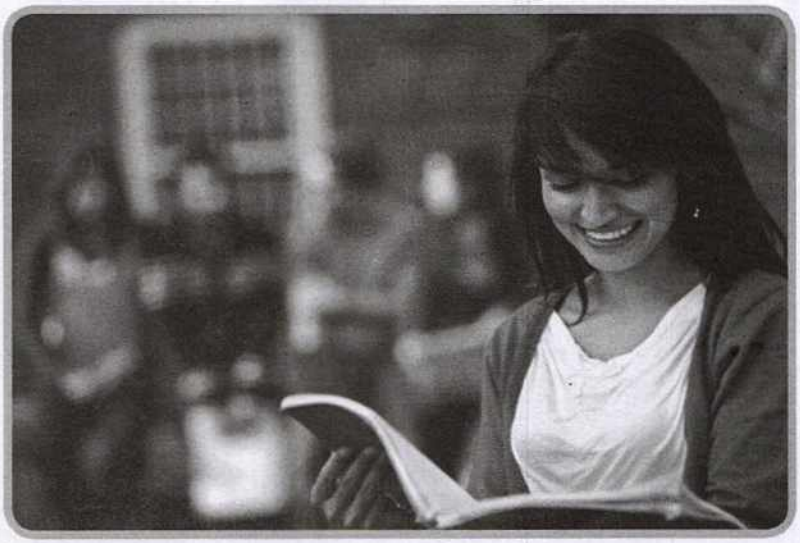
— Authors

Contents

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

SECTION-A Reading

Unseen Passages of Comprehension



Testing Objectives

Reading Comprehension is meant to

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

Section - A

Reading

INTRODUCTION

Comprehension is a skill that requires interaction between the text element and the reader. Its purpose is to test the student's ability to read and understand anything spoken or written. It involves both skimming and scanning. Most readers do not spontaneously use these strategies to improve their comprehension skills. Therefore, it is always helpful to read the questions before finding out the relevant parts of the passage which contain answers to the questions.

The passage given to the students can be factual (descriptive), discursive (argumentative, persuasive or interpretative) or literary (a passage taken from a story, an essay or a novel or a poem).

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

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

(*iii*) Sentence / Table/Summary Completion

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

(iv) Word Attack/Vocabulary Questions

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

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

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. Concentrate on the text and think about it. This will give you complete understanding of the passage. Lines containing answers may be underlined at this stage.

Step 3. Read the questions one by one. Turn to the relevant portions of the passage.

Step 4. Write the answers in a simple, grammatically correct English.

Step 5. Make sure that your answers are in the same tense and person in which the questions are asked.

Step 6. If you are asked to give the meaning of a word or phrase, express the meaning as clearly as possible.

Step 7. Revise your answers to remove any mistake.

Note : You may read the questions after the first quick reading of the passage.

USEFUL TIPS

- Answer the questions in complete sentences.
- Be brief and to the point.
- Use the same tense as used in the question.
- Answer the 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. Like computers, cars and PDAs, cellphones started out as purely functional pieces of technology, but quickly evolved plenty of fun frills to keep their users entertained. Today's phones have built-in video games, specialize in background picture, switchable face plates and, of course, customizable ring tones.
2. The central brain of cellphone is a small microprocessor. Just like the microprocessor in a computer, this unit controls everything that the cellphone does, working from information stored in the phone's memory.
3. As its core, a ringtone is simply a computer program, stored on the cellphone's memory chip. This program's sole purpose in life is to tell the microprocessor what the phone's speaker system should do when the phone's receiver picks up an incoming call. Ringtone-capable phones already have a range of notes stored in memory (That is, they include information on speaker vibration frequency that will produce particular tones). The ringtone program only has to tell the microprocessor which of these notes to play, in which order and at what speed.
4. The first step in adding a ringtone to your phone is finding one that you like. Generally, this means checking out one of the dozens of ringtone sites on the internet and picking a good one that's compatible with your phone model. Some sites charge for the use of their ringtones, to cover song royalties, among other things and some sites provide tones for free.
5. Once you've found a ringtone you like, you just have to get it into your phone's memory. There are a number of different ways to do this, depending on your particular phone model. The three major ways to add a new ringtone are :
   - Load the ringtone program into the phone from the computer, via a data-cable.
   - Send the program to the phone over the airwaves.
   - Type the program into the phone directly, using the keypad. If you have right phone, software and computer configuration, loading ringtones through a data link or infrared interface may be the simplest option, but it requires some work and expenditure to set everything up initially.

(Source : 'The Quest')

TYPE – I (VERY SHORT ANSWER QUESTIONS (VSAQs))

I. Answer the questions briefly :

1. What features do today's phones have ?
2. What does a microprocessor do in a phone ?
3. Wherein is the ringtone stored ?
4. What function is performed by a ringtone in a phone ?
5. When is the ringtone chargeable for its use ?

II. Stay whether the following statements are True of False :

(*a*) The central brain of cell phone is a big microprocessor.

(*b*) Some sites charge for the use of their ringtones.

Answers

I. 1. Today's phones have built-in video games, switchable face plates, customizable ring tones, besides specializing in background picture.

2. A microprocessor controls everything that the cellphone does.

3. The ringtone is stored on the cellphone's memory chip.

4. A ringtone's main function is to tell the microprocessor what the phone's speaker should do when the phone's receiver picks up an incoming call.
5. Some sites charge for the use of their ringtones, to cover song royalties.

II. (*a*) False
(*b*) True

TYPE – II (MULTIPLE CHOICE QUESTIONS)

I. Choose the most appropriate option out of the following :

(*i*) What are the modern uses of cars, PDAs, computers, cars and cellphones ?
(*a*) providing technical gains (*b*) providing entertainment
(*c*) providing bread and butter (*d*) providing latest information

(*ii*) The microprocessor ..... in a cellphone.
(*a*) controls the picture processing (*b*) controls the data panel
(*c*) controls the sound and the data (*d*) controls everything

(*iii*) You can load the ringtone program into the phone from ..... .
(*a*) the software meant for this purpose (*b*) the blue tooth
(*c*) the computer via data-cable (*d*) the computer via blue tooth

(*iv*) The ringtone is saved in ..... .
(*a*) phone's directory (*b*) phone's memory
(*c*) a special software (*d*) in the data-cable

(*v*) Loading ringtone requires some work and ..... .
(*a*) intelligence (*b*) imagination
(*c*) expenditure (*d*) investment

II. Say whether these statements are true or false.

(*a*) Cellphones started out purely as entertainment devices.
(*b*) You can send the program to the phone over the airwaves.

Answers

I. (*i*) (*b*) (*ii*) (*d*) (*iii*) (*d*) (*iv*) (*b*) (*v*) (*c*)
II. (*a*) False (*b*) True

2. Read the following passage carefully.

Modern Civilization

Modern civilization has some serious defects. In democratic countries men are equal before the law and have a voice in deciding how and by whom they shall be governed. But the sharing out of money – which means the sharing out of food and clothing and books and so on - is still very unfair. While some few people live in luxury, many have not enough to eat and drink and wear. Even in the finest of the world's cities thousand of people live in dreadful surroundings. There are many families of five and six persons who live in a single room : they sleep and dress and wash and eat their meals in the same room : in the same room they are born and in the same room they die. And they live like this not for fun but because they are too poor to afford another room.

A still greater danger comes from war. Twice already in my lifetime from 1914 to 1918 and from 1939 to 1945, almost the whole of the world has been torn by war. Moreover, in the conditions of the present day any war that starts anywhere is more and more likely to spread everywhere. What is still more tragic is that man has now discovered how to release for purposes of war the colossal forces locked up in the atom.

The leading nations of the world are making atom bombs, which if another war comes would certainly be widely used. Nobody knows what the effect of dropping atom bombs on a large scale would be, but it is quite possible that the total destruction of the civilization of the west, and even of other parts of the world might ensue.

TYPE – I (MULTIPLE CHOICE QUESTIONS)

II. Choose the option which is most appropriate :

(*i*) Democratic countries are viewed by the writer as _____ .
(*a*) excellent (*b*) imperfect
(*c*) perfect (*d*) flawed

(*ii*) The attitude of the author towards the poor is _____ .
(*a*) indifferent (*b*) harsh
(*c*) sympathetic (*d*) ironic

(*iii*) In which countries does the writer find extreme poverty ?
(*a*) democratic countries (*b*) undemocratic countries
(*c*) some countries (*d*) almost all countries

(*iv*) War, according to the writer, is a danger to _____ .
(*a*) our poor people (*b*) our civilization
(*c*) our rich people (*d*) democratic countries

(*v*) In the condition of the present day if a war starts somewhere, it has the tendency _____ .
(*a*) to remain localized (*b*) to spread everywhere
(*c*) to become less cruel than ever before (*d*) to upset the poor

Answers

(*i*) (*b*) (*ii*) (*c*) (*iii*) (*d*) (*iv*) (*b*) (*v*) (*b*)

TYPE – II (SENTENCE COMPLETION QUESTIONS)

(A) Complete the following statements as briefly as possible.

(*i*) There is equality in democratic countries but the sharing out of money is _____ .
(*ii*) Man has learnt to release the colossal forces locked up _____ .
(*iii*) If war breaks out atom bomb will certainly _____ .

(B) Find words in the passage which mean the same as the following :

(*a*) horrible (para 1) (*b*) huge (para 2)

Answers

(A) (*i*) very unfair (*ii*) in the atom (*iii*) be used
(B) (*i*) dreadful (*ii*) colossal

3. Read the following passage carefully :

If bad manners are infectious, so also are good manners. If we encounter incivility most of us are apt to become uncivil but it is an unusually uncouth person who can be disagreeable with sunny people. It is with manners as with the weather. "Nothing clears up my spirits like a fine day", said Keats, and a cheerful person descends on even the gloomiest of us with something of the benediction of a fine day. And so it is always fine weather on a polite conductor's bus, and his own civility, his conciliatory address and good-humoured bearing, infect his passengers. In lightening their spirits he is lightening his own task. His gaiety is not a wasteful luxury, but a sound investment.

It is matter of general agreement that the war has had a chilling effect upon these little everyday civilities of behaviour that sweeten the general air. We must get those civilities back if we are to make life kindly and tolerable for each other. We cannot get them back by invoking the law. The policeman is a necessary symbol and the law is a necessary institution for a society that is still somewhat lower than the angels. But the law can only protect us against material attack. Nor will the liftman's way of meeting moral affront by physical violence help us to restore the civilities. I suggest to him that he would have had a more subtle and effective revenge if he had treated the gentleman who would not say 'please' with elaborate politeness. He would have had the victory, not only over the boor, but over himself, and that is the victory that counts.

— A.G. Gardiner

TYPE – I (TABLE/SENTENCE COMPLETION)

Complete the following table.

A	B
1. If we encounter incivility	(*i*) _____
2. If we are to make life kindly	(*ii*) _____
3. If the conductor had treated the gentleman kindly	(*iii*) _____

Answers

(*i*) most of us are likely to become uncivil.
(*ii*) we must get back those civilities.
(*iii*) he would have taken a subtle revenge.

TYPE – II (SENTENCE COMPLETION)

Complete the following statements :

(*i*) If bad manners are infectious _____ .
(*ii*) It is with manners _____ .
(*iii*) A cheerful person exercises a positive effect _____ .
(*iv*) We cannot get back the old civilities _____ .
(*v*) The law can only protect us _____ .

Answers

(*i*) so are good manners (*ii*) as with the weather (*iii*) even on the saddest person
(*iv*) by invoking the law (*v*) against material attack

Worksheet 1

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

1. Read the following poem carefully :

My New Best Friend

1. Today I met a great new friend
   Who knew me right away;
   It was funny how she understood
   All that I had to say.
2. She listened to my problems
   She listened to my dreams;
   We talked about love and life,
   She'd been there, too – it seems !
3. I never once felt judged by her
   She knew just how I felt ;
   She seemed to just accept me
   With all the faults I'd been dealt.
4. She didn't *interrupt*[1] me
   Or need to have her say;
   She just listened very patiently
   And didn't go away.
5. I wanted her to understand
   How much this meant to me;
   But as I went to *hug*[2] her
   Something *startled*[3] me.
6. I put my arms in front of me
   And tried to pull her nearer;
   And realized that my new best friend
   Was nothing but a mirror.

— *Kimberly Kirberger*

VALUE POINTS

The poem is about :
The mirror that reflects the viewer's image exactly

Stanza 1
- The viewer's image understands everything of the viewer

Stanza 2
- Viewer's conversation with his own image on love and life

Stanza 3
- the image accepts the viewer's personality without finding fault

Stanza 4
- The image, silent listener

Stanza 5
- The viewer startled when she tried to hug the image

Stanza 6
- The mirror, the viewer's new best friend

GLOSSARY

1. interrupt : stop someone from speaking
2. hug : embrace
3. startled : surprised suddenly

(a) Read the questions given below and write the option you consider the most appropriate in your answer sheet :

(*i*) 'She listened to my problems ....' "She" referred to here is

(*a*) an old friend (*b*) a new friend at school
(*c*) a mirror (*d*) a young boy

(*ii*) 'I never once felt judged by her' means _____ .

(*a*) she was never criticised by her friend (*b*) she was never appreciated
(*c*) she was never humiliated (*d*) she was never observed by her friend

(*iii*) 'I wanted her to understand / How much this meant to me' what does this refer to ?

(*a*) love shown (*b*) care shown
(*c*) patient obedience (*d*) patient hearing

(*iv*) 'Something startled me' means _____ .

(*a*) she was shocked
(*b*) she started her work
(*c*) she was filled with happiness
(*d*) she was filled with disgust

(*v*) The tone of the poem is _____ .

(*a*) ironical
(*b*) confessional
(*c*) satirical
(*d*) humorous

(*b*) *Complete the following passage by writing the missing words in each blank.*

The speaker feels that (*a*) _____ is her new best friend that (*b*) _____ her completely and is a patient (*c*) _____ . It (*d*) _____ her and finds no fault with her.

Space for Answers

Worksheet 2

Reading : Comprehension Passage

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

2. Read the following passage carefully.

1. Often we may be in doubt as to what to do. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt. It may help you. Never do anything in secret or anything that you would wish to hide. For the desire to *hide*[1] anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all *the rest*[2] follows. If you are brave, you will not fear and will not do anything of which you are ashamed. You know that in our great freedom movement under *Bapuji's*[3] leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do and what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly or *furtively*[4]. Privacy, of course, we may have and should have, but that is a very different thing from secrecy. And if you do so, my dear, you will grow up as a child of the light, unafraid and serene and *unruffled*[5], whatever may happen. I have written to you a very long letter. And yet there is much I would like to tell you. How can a letter contain it ?

2. You are fortunate, I have said, in being a witness to this great struggle for freedom that is going on in our country. You are also very fortunate in having a very brave and wonderful little woman for your mummy; if you are ever in doubt or in trouble, you cannot have a better friend.

   Good-bye, little one, and may you grow up into a brave soldier in India's service.

   With all my love and good wishes.

VALUE POINTS

The passage is about :
The father's wish to see his daughter clear-hearted and brave.

Para 1

- Do not do things secretly. Be brave and straightforward. Do not try to hide things out of fear. Privacy is different from being secretive. Grow in the light and keep calm.

Para 2

- Fortunate to be a witness to struggle for freedom. Your mom a wonderful woman and your good friend.

GLOSSARY

1. hide : conceal
2. the rest : everything else
3. Bapuji's : Mahatma Gandhi's
4. furtively : secretly
5. unruffled : undisturbed

(a) *Answer the following questions briefly :*

(*i*) What step should be taken in case of doubt ?

(*ii*) What does the desire to hide show ?

(*iii*) What does being brave reveal of a person ?

(*iv*) Which movement does the author mention ?

(*v*) What is the wish of the father for his daughter in writing her a letter ?

(b) *Choose the most appropriate option :*

(*i*) The synonym of the word 'doubt' (para 1) is _____ .

(*a*) suspicion (*b*) misunderstanding
(*c*) uncertainty (*d*) illusion

(*ii*) The antonym of 'serene' is _____ .

(*a*) serious (*b*) sorrowful
(*c*) disturbed (*d*) calm

Space for Answers

Worksheet 3

Reading : Comprehension Passage

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

3. Read the following passage carefully.

1. Once upon a time a frog lived in *Bingle Bog*[1]. He would continue to *croak*[2] as if he were a great singer. All the other creatures hated to hear his croaking voice. They did everything to stop the frog from singing, but *to no avail*[3]. One day, a nightingale came to sit in the tree where the frog lived. The frog was surprised to hear the sweet *melody*[4] of the nightingale. He introduced himself to the nightingale as the owner of the tree. He claimed to be a great singer and critic. He said that the nightingale needed training, and he was willing to train her. The innocent nightingale believed every word of his. He made her sing for long hours. He started pointing out her mistakes. Then he arranged concerts and charged a fee from those who attended the *concerts*[5]. All the creatures of Bingle Bog liked the melodious songs of the nightingale.
2. However, as time passed, the nightingale lost the beauty of her voice as the cunning frog allowed her no rest. The other creatures stopped attending the nightingale's concerts. The frog was furious with the nightingale. He made her sing so loudly one day that she died after she had burst one of her veins. The frog continued to croak in a loud, unpleasant way, now unchallenged.

(a) ***Answer the following questions by completing the sentences :***

(*i*) The frog pretended that he was _____ .

(*ii*) The other creatures hated his _____ .

(*iii*) The frog declared that he was the _____ of the tree.

(*iv*) The frog arranged _____ for his own benefit.

(*v*) The other creatures of the Bingle Bog _____ the melodious song of the nightingale.

(b) ***Say whether the following statements are true or false :***

(*i*) The frog and the nightingale were living in the same Bingle Bog.

(*ii*) The nightingale sang so loudly that she burst one of her veins.

VALUE POINTS

The passage is about :

The cunning and clever persons who are always out to exploit those who are simple-minded and innocent. To be gullible may prove to be dangerous.

Para 1

- A crooked frog who croaked day and night in Bingle Bog was a nuisance to others. The arrival of the nightingale, an opportunity to the frog to show his expertise at singing. Claiming to be a big critic, asked the nightingale to practise singing for long hours. The nightingale failed to understand the hidden motive of the frog. She sang and sang and turned herself hoarse.

Para 2

- Reprimanded by the frog, one day she sang so loudly that she burst her vein and died.

GLOSSARY

1. Bingle Bog : the name of the place which was muddy
2. croak : the deep harsh sound made by a frog
3. to no avail : without any success
4. melody : sweet song
5. concerts : musical shows

Space for Answers

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

4. Read the following passage carefully.

1. Ulysses and his companions reached an island, which (they did not know it) was the land of Cyclops. The Cyclops were giant shepherds, with only one eye each, set in the middle of their forehead. They lived in caves among the hills and kept great flocks of sheep. They did not *till*[1] the land but the uncultivated earth produced for them rich wheat and grapes. They did not know how to make wine or bread. They lived each man to himself, without laws or Government. Ulysses, with a chosen party of twelve followers, went to explore what sort of men lived there.
2. They came to a big cave close to the sea. Nobody was there but from the size of everything inside the cave, they could get an idea of the *vast*[2] proportions of its owner. They found baskets of cheese, bowls of milk and young lambs playing in a stone enclosure. The men wanted to take as much cheese as they could carry and return to their ships, but Ulysses was anxious to see the owner of the cave. So they stayed there, eating cheese and drinking wine which they had brought with them.
3. In the evening their ears were deafened with a noise like the falling of a house. It was the owner of the cave who had been out all day feeding his flock, as his custom was, in the mountains and now drove them home in the evening from *pasture*[3]. The *Grecians*[4] hid themselves in the remote parts of the cave at the sight of the giant. He threw down the trunk of a tree which he was carrying for firewood. Next he drove his flock of sheep into the cave and then picked up a great, flat stone and placed it in the entrance to serve as a door. Twenty horses could not have dragged away the stone. Then the Cyclop lighted a fire and sat down to milk his sheep and goats.

VALUE POINTS

The passage is about :

The adventures of Ulysses and his companions with the Cyclops and outsmarting them with their intelligence.

Para 1

- Ulysses reaching the land of the Cyclops, and trying to explore the sort of life lived by them. Cyclops were the giant one-eyed creatures.

Para 2

- Ulysses going into the cave of one Cyclop, baskets of cheese, bowls of milk lying there. The Cyclop not there.

Para 3

- The owner Cyclop entering the cave. Ulysses and his companions hide. Entrance to the gate shut with a big stone.

GLOSSARY

1. till : cultivate land
2. vast : huge
3. pasture : green land
4. Grecians : the Greeks

(a) Read the questions given below and write the option you consider the most appropriate in your answer sheet :

(*i*) The Cyclops who lived in caves kept the _____ .

(*a*) herds of cattle (*b*) flocks of sheep

(*c*) pack of wolves (*d*) bands of slaves

(*ii*) The Cyclops did not till the land yet survived on _____ .

(*a*) apples (*b*) vegetables

(*c*) wheat and grapes (*d*) all cereals found naturally

(*iii*) The Cyclops had big treasure house containing _____ .

(*a*) beef (*b*) wine

(*c*) milk (*d*) plenty of cheese, milk and young lambs

(*iv*) Ulysses was eager to _____ .

(*a*) see the size of the cave (*b*) see the owner of the cave

(*c*) outwit the owner (*d*) subdue the Cyclop

(*v*) The Cyclop was carrying with him _____ .

(*a*) the trunk of a tree (*b*) the juicy fruits

(*c*) the man he had killed (*d*) the wolf he had killed

(*b*) (*i*) The synonym of the word 'anxious' in paragraph 2 is _____ .

(*a*) concerned (*b*) eager

(*c*) worried (*d*) doubled

(*ii*) The antonym of 'entrance' in paragraph 3 is _____ .

(*a*) entry (*b*) departure

(*c*) exit (*d*) existence

Space for Answers

Worksheet 5

Reading : Comprehension Passage

Date

Name

Class & Sec. Roll No.

Marks OBT.

5. Read the following passage carefully.

1. Mr Lester R. Brown in his thoughtful book, *The Global Economic Prospect*, points out that the earth's principal biological systems are four – fisheries, forests, grasslands, and croplands — and they form the foundation of the global economic system. In addition to supplying our food, these four systems provide *virtually*[1] all the raw materials for industry except minerals and petroleum-*derived*[2] synthetics. In large areas of the world, human claims on these systems are reaching an unsustainable level, a point where their productivity is being *impaired*[3]. When this happens, fisheries *collapse*[4], forests disappear, grasslands are converted into barren wastelands, and croplands deteriorate. In a protein-conscious and protein hungry world, over-fishing is common every day. In poor countries, local forests are being decimated in order to *procure*[5] firewood for cooking. In some places, firewood has become so expensive that "what goes under the pot now costs more than what goes inside it". Since the tropical forests are, in the words of Dr Myers, "the powerhouse of evolution", several species of life face *extinction*[6] as a result of its destruction.
2. It has been well said that forests precede mankind; deserts follow. The world's ancient patrimony of tropical forests is now eroding at the rate of forty to fifty million acres a year, and the growing use of dung for burning deprives the soil of an important natural fertiliser. The World Bank estimates that a five-fold increase in the rate of forest planting is needed to cope with the expected fuelwood demand in the year 2000.
3. James Speth, the President of the World Resources Institute, said the other day, "We were saying that we are losing the forests at an acre a second, but it is much closer to an acre-and-a-half to a second".

VALUE POINTS

The passage is about :

The author's deep concern over fast depleting resources that sustain life.

Para 1

- principal biological systems that supply food and raw material on the verge of collapse, forests being destroyed, overfishing too common, fuel costlier.

Para 2

- forests disappearing fast, creating deserts, afforestation a necessity.

Para 3

- the rate of losing forests more than an acre a second.

GLOSSARY

1. virtually : nearly
2. derived : obtained from something
3. impaired : damaged, harmed
4. collapse : crumble
5. procure : obtain
6. extinction : death

(a) Read the questions given below and write the option you consider the most appropriate in your answer sheet :

(*i*) Earth's biological systems are the foundation of _____ .

(*a*) political system (*b*) economic system

(*c*) social system (*d*) ethical system

(*ii*) The raw materials for an industry comes from _____ .

(*a*) human labour (*b*) fisheries

(*c*) grasslands and croplands (*d*) croplands, fisheries, forests, grasslands

(*iii*) Overfishing is done by people for the sake of _____ .

(*a*) hunting (*b*) thrill

(*c*) getting protein (*d*) getting food

(*iv*) Why is firewood expensive ? It is because _____ .

(*a*) forests are disappearing
(*b*) more and more people are using firewood
(*c*) transportation costs increased
(*d*) LPG is costlier

(*v*) Dung is _____ .

(*a*) synthetic fertilizer
(*b*) germs killer
(*c*) natural fertilizer
(*d*) harmful for crops

(*b*) (*i*) The synonym of the word 'converted' in paragraph 1 is _____ .

(*a*) directed
(*b*) diverted
(*c*) changed
(*d*) metamorphed

(*ii*) The antonym of 'barren' in paragraph 1 is _____ .

(*a*) dry
(*b*) rough
(*c*) fertile
(*d*) ploughing

Space for Answers

Worksheet 6

Reading : **Comprehension Passage**

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

6. Read the following poem carefully :

1. That time of year thou mayst in me behold,
When yellow leaves, or none, or few do hang
Upon those *boughs*[1] which shake against the cold,
Bare ruined choirs, where late the sweet birds sang.

2. In me thou seest the twilight of such day,
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self that seals up all in rest.

3. In me thou seest the glowing of such fire,
That on the ashes of his youth doth lie,
As the death-bed, whereon it must *expire*[2],
Consumed with that which it was nourished by.
This thou *perceiv'st*[3], which makes thy love more strong.
To love that well, which thou must leave ere long.

— *William Shakespeare*

VALUE POINTS

The poem is about :
old age

Stanza 1
- signs of old age, grey hair, like yellow leaves, visible

Stanza 2
- old age has come, death is not far away, will end the story of life

Stanza 3
- fire of youth disappears, ashes in the form of grey hair can be seen, death is at the door. This knowledge strengthens love for the poet.

GLOSSARY

1. boughs : branches
2. expire : end
3. perceiv'st : see

(a) Choose the most appropriate option out of the following :

(*i*) Which season of the year is referred to here ?
(*a*) summer (*b*) winter
(*c*) spring (*d*) autumn

(*ii*) Which age of human beings is talked of ?
(*a*) old age (*b*) childhood
(*c*) middle age (*d*) adolescence

(*iii*) Which is 'death's second self' referred to here ?
(*a*) morning (*b*) night
(*c*) evening (*d*) dusk

(*iv*) What makes love more strong ?
(*a*) imminence of death (*b*) the hope of rebirth
(*c*) the hope of meeting again
(*d*) the hope of removing misunderstanding between them

(*v*) The poem is a _____ .
(*a*) ballad (*b*) romance
(*c*) sonnet (*d*) ode

(*vi*) 'Behold' in line 1 means :

(*a*) grasp (*b*) appear
(*c*) see (*d*) avoid

(*vii*) 'ere' in line 14 means :

(*a*) ago (*b*) before
(*c*) always (*d*) two

(*b*) *Complete the following passage by writing the missing words in each blank.*

The poet feels that he has approached the autumn (*a*) _____ his life *i.e.*, old age. His hair has turned (*b*) _____ like the leaves in autumn which turn (*c*) _____ . The fire (*d*) _____ youth has completely disappeared. Death which ends the story of life, is not far away.

Space for Answers

Worksheet 7

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

7. Read the following passage carefully.

1. 'You mistake me, my dear. I have a high respect for your nerves. They are my old friends.'

   'Ah ! you do not know what I suffer.'

2. 'But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood.'

   'It will be no use to us if twenty such should come, since you will not visit them.'

3. Mr Bennet was among the earliest of those who waited on Mr Bingley. He had always *intended*[1] to visit him, though to the last always assuring his wife that he should not go. Till the evening after the visit was paid she had no knowledge of it. It was then *disclosed*[2] in the following manner.

4. Observing his second daughter employed in *trimming*[3] a hat, he suddenly addressed her with.

   'I hope Mr Bingley will like it, Lizzy.'

5. 'We are not ..... to know what Mr Bingley likes,' said her mother, 'since we are not to visit.'

6. 'But you forget, mamma,' said Elizabeth, 'that we shall meet him at the assemblies, and that Mrs Long has promised to introduce him.'

7. 'I do not believe Mrs Long will do any such thing. She has two nieces of her own. She is a selfish woman.'

8. Mrs Bennet began *scolding*[4] one of her daughters.

9. 'Don't keep coughing so, Kitty, for heaven's sake ! Have a little *compassion*[5] on my nerves.'

(a) *Choose the option that is most appropriate :*

(*i*) Mrs Bennet's nerves had been _____ of Mr Bennet.

(*a*) old enemies (*b*) old companions
(*c*) old friends (*d*) true chums

(*ii*) Who had come to live in the neighbourhood of Mrs Bennet ?

(*a*) Lizzy (*b*) Kitty
(*c*) Mr Bingley (*d*) Mrs Long

(*iii*) Lizzy was busy in _____ .

(*a*) cooking the dinner (*b*) trimming a hat
(*c*) talking to Mrs Long (*d*) ironing her dress

VALUE POINTS

The passage is about :
Mr Bennet and Mrs Bennet complaining against each other's attitude over the marriage of their daughters.

Para 1-2
- Mr Bennet assures his wife he has great concern for her nerves and that she will live long.

Para 3
- Mr Bennet visits Mr Bingely secretly. Later he discloses his visit to his wife

Para 4
- Mr Bennet asks his daughter Lizzy that Mr Bingley would like the hat

Para 5
- Mrs Bennet sharply retorts to it

Para 6
- Elizabeth assures her that Mrs Long has promised to introduce her to Mr Bingley

Para 7
- Mrs Long is thought to be a selfish lady

Para 8
- Mrs Bennet starts scolding Kitty

Para 9
- Mrs Bennet asking Kitty not to keep coughing

GLOSSARY

1. intended : resolved / desired to do
2. disclosed : revealed
3. trimming : decoration especially for clothing
4. scolding : rebuking
5. compassion : concern, sympathy

(*iv*) Who had promised to introduce Lizzy to Mr Bingley ?

(*a*) Mrs Long (*b*) nieces of Mrs Long

(*c*) Kitty (*d*) Mrs Bennet

(*v*) Kitty was scolded by Mrs Bennet for _____ .

(*a*) snoring (*b*) coughing

(*c*) spitting (*d*) her carelessness

(*b*) *Answer the following questions :*

(*i*) Why is Mrs Bennet not in good mood ?

(*ii*) Who is Lizzy ?

(*iii*) What is she unaware of ?

Space for Answers

Worksheet 8

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

8. Read the following passage carefully.

1. There is no fault in the *fundamental*[1] principle of *nishkam karma* or desireless or unselfish work. The common but apparent difficulty about it lies in our die-hard conditioning to *sakam karma* since childhood – on the *plea*[2] of encouragement, strokes, motivation, etc.
2. Nishkam Karma (NK) is socio-economically a sound principle because it implies less grabbing for oneself. It does not imply depriving oneself of the normal earnings, minimum necessities and basic comforts of life. But it restrains unbridled consumerism, and thus keeps alive the hope of sustainable development. However, if well-off citizens and leaders, especially in a developing country, begin to extract more and more for themselves from the society through questionable means, then less and less will be left for the deprived people. Thus, *sakam karma* becomes socio-economically hazardous. For instance, recently the MPs passed a resolution, *apparently*[3] without any opposition, to avail themselves of pension benefits; even if elected for one five-year term. This may imply a person becoming an MP at the age of 37, and start getting pension as soon as the term ends, when he/she is only 42 years.
3. Commitment to work as a principle implies work for work's sake. Such an attitude causes less disappointment or *depression*[4] if expected recognition and rewards do not flow. The HV (Human Values) of contentment gets a chance to express itself. On the other hand, commitment to rewards tends to make work an instrument for such rewards. Rewards become the real goal, and with that creeps in DVs (Dis-values) like greed and jealousy. Therefore, being a workaholic does not necessarily mean *nishkam karma*. It is often due to hankering for power, position, fame, *i.e.*, *sakam karma*.

VALUE POINTS

The passage is about :

The attitude of *nishkam karma* and its utility in present day world.

Para 1

- *nishkam karma* preferable to *sakam karma*

Para 2

- NK, implies less grabbing, restrains, unbridled consumerism, *sakam karma* hazardous
- Resolution for pension benefits throughout life

Para 3

- work for work's sake, less depression
- In *sakam karma* rewards real goals, disvalues creep in, greed, jealousy

GLOSSARY

1. fundamental : basic
2. plea : argument
3. apparently : clearly
4. depression : sadness, sorrow

(a) *Write the option you consider to be the most appropriate :*

(*i*) Nishkam karma means _____ .

(*a*) selfish work (*b*) hard work
(*c*) unselfish work (*d*) irregular work

(*ii*) Nishkam karma keeps alive the hope of _____ .

(*a*) reward in the next life (*b*) fast development
(*c*) sustainable development (*d*) peace in society

(*iii*) Commitment to work implies _____ .

(*a*) very hard work (*b*) work for reward
(*c*) work for work's sake (*d*) being a workaholic

(*iv*) Dis-values creep in when _____ .

(*a*) we do *nishkam karma* (*b*) reward becomes the real goal

(*c*) we do *sakam karma* (*d*) we are greedy or jealous

(*v*) Normally one becomes a workaholic when one does _____ .

(*a*) *nishkam karma* (*b*) *sakam karma*

(*c*) too much work (*d*) no work

(*b*) *Complete the following sentences :*

(*i*) *Nishkam karma* is socio-economically a sound principle because _____ .

(*ii*) *Nishkam karma* is specially useful in _____ .

(*iii*) The M.Ps passed a resolution to avail _____ .

Space for Answers

Worksheet 9

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

9. Read the following passage carefully.

We may now mention a few practical methods to alter one's guna composition in the positive direction.

1. It is held that vegetarian food is *intrinsically*[1] *sattwic*, whereas non-vegetarian food is *rajasic*. It is true that the plant kingdom is *essentially*[2] *sattwic*. On the other hand, the animal kingdom is of a significantly *rajasic* temper. Thus, vegetarian food could assist in adding to the corpus of *sattwic* qualities. Likewise, animal food might add to the fund of *rajasic* qualities.
2. The *Gita* (XVII8-10) says that a *sattwic* person tends to prefer succulent, soft, firm and satisfying food which increases inner and outer strength and prolongs life. A *rajasic* person is likely to opt for violently pungent, sour, hot, acrid, rough and burning food. A *tamasic* person is inclined towards cold, impure, stale, rotten, or tasteless food. Thus, there may be some cause and effect relationship between food habits and *gunas*.
3. Alternate nostril deep breathing is another effective means to improve *sattwa*. During inhalation one can will that *sattwic* qualities like *contentment*[3], gratitude, modesty, etc., are being absorbed within. On the other hand, *rajasic* qualities like anger, vanity, greed, etc., can be willed to be purged through the other nostril during exhalation. Patience and perseverance are required to produce intrinsic changes in one's personality by this process. The knowledge of this art has been with India for centuries. Apart from this, such a discipline also adds to longevity and *reduction*[4] of tension and stress.
4. *Satsang* (company of sacred literature and/or holy individuals) is another way to create a purifying impact on the subtle mind. Association with holy men, or reading of sacred books where the former option is not available, usually, provides practical guidelines to solve ethical problems.

VALUE POINTS

The passage is about :

Importance of food in changing one's *gunas*

Para 1

- vegetarian food, *sattwic*
- non-vegetarian, *rajasic*
- vegetarian food adds to *sattwic* qualities

Para 2

- *sattwic* person prefers soft, firm, food, adds to inner strength
  rajasic person likes sour, hot, acrid food
  tamasic person likes stale, rotten food

Para 3

- deep breathing improves *sattwa*, inhale and will, *sattwic* qualities, will to leave *rajasic* qualities like anger, develop patience and perseverance

Para 4

- *satsang*, creates purifying effect, associated with holy men or books

GLOSSARY

1. intrinsically : basically
2. essentially : necessarily
3. contentment : satisfaction
4. reduction : reducing

(a) *Answer the following questions briefly :*

(*i*) What is the difference between vegetarian and non-vegetarian food ?

(*ii*) How does vegetarian food assist in enhancing *sattwic* qualities ?

(*iii*) What type of food is preferred by *rajasic* persons ?

(*iv*) What is needed to bring about intrinsic changes in one's personality ?

(*v*) What do you understand by *Satsang* ?

(*b*) ***Fill in the blanks with suitable words.***

(*i*) A *rajasic* person likes to _____ for pungent and burning food.

(*ii*) Patience is _____ to produce intrinsic changes in one's personality.

(*iii*) If you _____ with holy persons, you can solve ethical problems.

(*c*) ***Answer the following questions :***

(*i*) The synonym of 'succulent' in paragraph 2 is _____.

(*a*) juicy (*b*) solid

(*c*) watery (*d*) dry

(*ii*) The antonym of 'modesty' in paragraph 3 is _____.

(*a*) soft (*b*) arrogance

(*c*) disobedience (*d*) proud

Space for Answers

Worksheet 10

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

10. Read the following passage carefully.

1. Peace and order are necessary, not just in our own country but also at the international level, if we are to secure national progress and development. The different countries in the world are coming closer today due to faster means of transport and communication. Economically, they are becoming increasingly interdependent. If peace is disturbed in one part of the world, it has adverse effects in other parts of the world as well. Nuclear weapons have already threatened the world with nuclear war. If the conflicts between different nations are not settled in time, they might culminate in a nuclear war destroying the whole world. It is, therefore, in our own interest that the world is free of conflicts. If at all there are any, they must be settled *promptly*[1] and peace should be restored. That is why we have declared the establishment of international peace and understanding as an objective of our foreign policy.
2. We need the help and co-operation of other countries for our scientific, industrial and economic development, especially in those fields where we have yet to achieve self-sufficiency. We obtain the latest machinery, technology and financial aid from the developed countries.
3. On our part, we, too, offer help to the underdeveloped countries. We are keen on maintaining friendly relations with other countries. Such friendly relations *foster*[2] international understanding.
4. We have always *exerted*[3] ourselves to see that the disputes arising between different nations are settled through peaceful negotiations. We play an active role in the United Nations, the South Asian Association for Regional Cooperation, the Commonwealth of Nations and other such international organisations.

VALUE POINTS

The passage is about :

The necessity of peace and order in the world, to avert any nuclear war that would mean the destruction of wealth.

Para 1

- peace and order most essential especially to avert any nuclear war; all conflicts to be resolved peacefully.

Para 2

- help and cooperation of other countries essential to gain self-sufficiency.

Para 3

- India keen on maintaining friendly relations with others.

Para 4

- disputes and conflicts sought to be resolved through peaceful negotiations.

GLOSSARY

1. promptly : quickly
2. foster : promote
3. exerted : made a big effort

(a) Complete the following sentences by filling in the blanks spaces :

(*i*) Faster means of transport and communication have brought the different countries _____ .

(*ii*) In order to make national progress and development _____ .

(*iii*) The world is threatened with nuclear war as a result of the huge stockpile of _____ .

(*iv*) To achieve self-sufficiency we need _____ .

(*v*) On our part we should offer _____ .

(b) Answer the following questions :

(*i*) The synonym of 'adverse' in paragraph 1 is _____ .

(*a*) bad (*b*) negative

(*c*) harmful (*d*) unproductive

(*ii*) The antonym of 'self-sufficiency' in paragraph 2 is _____ .

(*a*) dependence (*b*) efficacy

(*c*) negligence (*d*) liberty

Space for Answers

Worksheet 11

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

11. Read the following passage carefully.

Speak Gently

1. Speak Gently ! It is better far
To rule by love, than fear;
Speak gently ! Let no harsh words mar
The good we might do here !

2. Speak Gently ! Love doth whisper low
The vows that true hearts bind;
And gently friendship's *accents*[1] flow;
Affection's voice is kind.

3. Speak gently to the little child,
Its love is sure to gain;
Teach it in accents soft and mild :
It may not long remain.

4. Speak gently to the young, for they
Will have enough to bear-
Pass through this life as best they may,
'Tis full of anxious care !

5. Speak gently to the aged one.
Grieve not the care-worn heart
The course of life is nearly run
Let such in peace depart.

6. Speak gently, kindly to the poor,
Let no harsh tone be heard,
They have enough they must *endure*[2],
Without an unkind word.

7. Speak gently to the erring-know
They may have toiled in vain;
Perchance unkindness made them so;
Oh, win them back again.

8. Speak gently ! He who gave his life
To bend man's *stubborn*[3] will,
When elements, were in *fierce*[4] *strife*[5],
Said to them, 'Please be still.'

9. Speak gently ! 'tis a little thing
Dropped in the hearts deep well
The good, the joy which it may bring
Long days to come shall tell.

— *David Bates*

VALUE POINTS

The poem is about :
The value of speaking gently and being kind to all.

Stanza 1
- Speak lovingly and not harshly

Stanza 2
- Love and friendship need no loud words

Stanza 3
- Child to be taught through the language of soft words

Stanza 4
- The young will endure anything with gentle words

Stanza 5
- The old people to be dealt with gently. Let them leave the world peacefully.

Stanza 6
- Do not be harsh or unkind to the poor.

Stanza 7
- Win back the wrongones with love

Stanza 8
- Speak gently even to those who are wilful and fiery

Stanza 9
- All good and affection comes with gentle words

GLOSSARY

1. accents : ways of speaking
2. endure : bear
3. stubborn : not flexible
4. fierce : aggressive
5. strife : struggle

(a) ***Read the questions given below and write the option you consider the most appropriate in your answer sheet :***

(*i*) 'Speak gently to the erring ..... back again !' means that

(*a*) we should gently win back the right people
(*b*) we should set right the wrong people
(*c*) we should bring back the people who have gone astray
(*d*) we should adjust with the wrong-doing people

(*ii*) What does the poet say "harsh words" may do ?

(*a*) they may spoil the atmosphere
(*b*) they may spoil the goodness expected of us
(*c*) they may create enmity among the people
(*d*) they may be infections in spreading bitterness

(*iii*) What will speaking gently ensure in the long days to come ?

(*a*) peace (*b*) joy
(*c*) progress (*d*) contentment

(*iv*) 'The course of life is nearly run, let such in peace depart'. The emotion conveyed through the above lines is _____ .

(*a*) contentment (*b*) negligence
(*c*) sympathy (*d*) pride

(*v*) The poet follows the same rhyme scheme in all the stanzas. What is it ?

(*a*) abba (*b*) abca
(*c*) abab (*d*) aabb

(b) ***Answer the following questions :***

(*i*) The synonym of the word 'mar' in stanza 1 is _____ .

(*a*) harm (*b*) gain
(*c*) ruin (*d*) create

(*ii*) The antonym of 'perchance' in stanza 7 is _____ .

(*a*) perhaps (*b*) happily
(*c*) certainly (*d*) quietly

Space for Answers

Worksheet 12

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

12. Read the following passage carefully.

Environment and Wildlife

1. In his *insatiable*[1] greed for material things and physical comforts, man has *ruthlessly*[2] exploited natural sources. He has killed animals for meat, skin and entertainment. He has *felled*[3] trees for paper, fuel and furniture. He has uprooted plants for food and medicines. He has dug the ground for precious stones and minerals. He has not spared even the oceans and the sky. The result is clear from the signs of devastation all around. Air is poisonous and so is water. The disasters like Tsunamis, Katrina and Rita have rendered millions of people homeless around the globe. This is the direct outcome of global warming. Thousands of species of animals like passenger pigeons, moa, quagga and dodo have disappeared and many are on the verge of extinction.

2. Therefore, we human beings, must realize the significance of the signals nature is giving us in forms of flash floods, storms and hurricanes. We must control our lust to master nature. We should stop felling trees and let the forest cover increase. It will ensure the safety of animals and birds that serve us in many ways. We should make our industries environment-friendly. We should try to save underground water. We should ensure that vehicles on roads do not add to the air pollution.

VALUE POINTS

The passage is about :
Environment and wildlife. Man has exploited nature. Disasters are the outcome of excessive tampering with nature.

Para 1

- Man , exploiting nature, cruelly killed animals, felled trees, uprooted plants; results clear, signs of devastation, air, water poisonous; Tsunamis, Katrina, Rita outcomes of global warming.

Para 2

- Nature, giving signals, flash floods, storms, should stop felling trees, increase forest cover, ensure safety of animals, birds, make industries eco-friendly

GLOSSARY

1. insatiable : not able to be statisfied
2. ruthlessly : cruelly
3. felled : cut

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

(*i*) Natural resources are being used _____ .
(*a*) discriminately (*b*) indiscriminately
(*c*) prudently (*d*) effortlessly

(*ii*) Too much exploitation of natural resources is _____ .
(*a*) good (*b*) bad
(*c*) destructive (*d*) desirable

(*iii*) Tsunamis, Katrina and Rita are _____ .
(*a*) film actresses (*b*) the names of sea storms
(*c*) ordinary girls (*d*) oceans

(*iv*) Global warming leads to _____ .
(*a*) natural disasters (*b*) earthquakes
(*c*) accidents (*d*) violence and aggression

(*v*) What should we do to improve the environment ?
(*a*) we should stop felling trees (*b*) we should make industry environment-friendly
(*c*) we should try to save water (*d*) We should do all the above

(b) ***Complete the following sentences :***

(*i*) Man has uprooted plants _____.

(*ii*) Disasters like Tsunamis are the direct _____.

(*iii*) Many species of animals and birds _____.

Space for Answers

Worksheet 13

Reading : Comprehension Passage

Date

Name

Class & Sec. Roll No.

Marks OBT.

13. Read the following passage carefully.

1. A cycle is one of the few vehicles that do not use any form of fuel or animal energy. It is powered by human energy and that makes it very eco-friendly. Its popularity is rising *meteorically*[1] and even people from *affluent*[2] background are taking it up as a hobby or for fitness. Many people are becoming aware of their carbon footprint and are biking to work once or twice a week. WWF India's Himanshu Pandey who lives in Gurgaon, says, "A bicycle has no carbon footprint and riding one *attunes*[3] you to a more conservational lifestyle with an eco-friendly mindset. The more your body adapts itself to pedalling, the more you want to push it in the direction where you save more fuel, more energy." He says a bicycle ride to his workplace takes him just 15 minutes more than a ride on a public transport, which is hardly much. Many areas have cycling clubs like Pedal Yatri in Gurgaon that have hundreds of people who get together in the morning for an enjoyable ride *spanning*[4] 50-200 km.

2. Choosing the perfect bicycle is a matter of utmost importance for those who are passionate about their rides. These cycle enthusiasts come from varied backgrounds and are willing to *shell out*[5] loads of money for the right bike. Sales of bicycles have been going up, especially that of high-end ones. Though there are more cyclists than ever before since the automobile age started, the ride has not been smooth and the riders have had to cough out, among other things, high prices for quality bikes.

VALUE POINTS

The passage is about :

the practice of using a cycle becoming popular as cycling saves fuel and keeps the rider fit.

Para 1

- cycling both a means of transport and a hobby for keeping the body fit, leaves no carbon footprint.

Para 2

- choosing the perfect bicycle, difficult on account of its cost.

GLOSSARY

1. meteorically : very quickly
2. affluent : very rich
3. attunes : familiarizes
4. spanning : covering
5. shell out : spend

(*a*) ***Answer the following questions briefly :***

(*i*) Why do the rich take to cycling ?

(*ii*) What awareness has cycling brought ?

(*iii*) Where can cycling be of use ?

(*iv*) Why has the ride on a bicycle not been smooth ?

(*v*) Give the name of the cycling club in Gurgaon.

(*b*) ***Answer the following questions :***

(*i*) The synonym of the word'mindset' in paragraph 1 is _____ .

(*a*) behaviour (*b*) mentality

(*c*) character (*d*) psyche

(*ii*) The synonym of 'adapts' in paragraph 1 is _____ .

(*iii*) The antonym of 'utmost' in paragraph 2 is _____ .

(*a*) smallest (*b*) uppermost

(*c*) least (*d*) less

(*iv*) The antonym of 'smooth' in paragraph 2 is _____ .

Space for Answers

Worksheet 14

Reading : Comprehension Passage

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

14. Read the following passage carefully.

1. A striking characteristic of Hindu women of old is that they took no delight in revenge, but almost always forgave those who had done evil to them. Draupadi's attitude towards Ashvatthama, who killed her five sons, is the classic example of this strange *aptitude*[1] for forgiveness, for when she was asked by her husband whether Ashvatthama should be killed and sent to hell, she replied, 'No, let not Gautami, his mother and the devoted wife of her husband, weep for the loss of her son as I am weeping for my sons at present'.

2. The Vedic woman shared the social and religious duties of her husband. An ancient *hymn*[2] runs thus : 'O ye gods ! The married couple who prepare oblations together, who purify the *soma* juice and mix it with milk, may they *obtain*[3] food for their eating, and come united to the sacrifice ! May they never have to go in *quest*[4] of food ! Widow remarriage was not common, though a childless widow was allowed to marry her husband's brother. Suttee was not an early Indian custom. In fact, the words of the *priest*[5] at the husband's funeral were nothing if not encouraging to the widow : 'Rise up, woman ; thou art lying by one whose life is gone. Become the wife of him who holds thy hand and is willing to marry thee.'

VALUE POINTS

The passage is about :
the characteristics of ancient Indian women

Para 1
- women took no delight in revenge, forgave the evil-doer,
- Draupadi forgave Ashvatthama,
- Let not his mother weep for the loss of her son.

Para 2
- Vedic women shared duties of their husbands.
- Vedic hymn, prayer for making food available.
- widow remarriage not common,
- words of priest encouraged widow to rise up.

GLOSSARY

1. aptitude : ability
2. hymn : religious song
3. obtain : get
4. quest : search
5. priest : performer of religious ceremonies

(a) Answer the following questions briefly :

(*i*) How did the ancient Hindu women treat those who had done them wrong ?

(*ii*) Which example does the writer give of Draupadi's aptitude for forgiveness ?

(*iii*) Who was Gautami ?

(*iv*) What was not common in ancient times ?

(*v*) What is the substance of the priest's words spoken to the widow at her husband's funeral ?

(b) Complete the following statements :

(*i*) Widow remarriage was not _____ .

(*ii*) Let not Gautami suffer as _____ .

(c) Answer the following questions :

(*i*) The synonym of the word 'striking' in paragraph 1 is _____ .

(*a*) violent (*b*) remarkable

(*c*) big (*d*) great

(*ii*) The antonym of 'united' in paragraph 2 is _____ .

(*a*) created (*b*) fallen

(*c*) divided (*d*) undivided

Space for Answers

Worksheet 15

Date

Name

Class & Sec. Roll No.

Marks OBT.

Reading : Comprehension Passage

15. Read the following passage carefully.

1. Exposure to hair dyes has long been known as a significant risk factor for development of allergic contact dermatitis. These can lead to severe *eczema*[1] of face and upper trunk as also hand eczema in the hair-dressers. Currently Para-phenylenediamine (PPD) is the main ingredient used in permanent hair colour products and is the most potent allergen.

2. The *symptoms*[2] of reaction to hair dye can develop immediately or a few hours later. The most common symptoms are itching and burning scalp, redness of the scalp and face, swelling of the eyes and face, small vesicles over scalp, forehead; hairline margin and around eyelids. Lesions can extend up to the neck, upper chest, upper arms and sometimes become generalised. Men using hair dyes over beard and moustache may develop lesions over face.

3. Hair colouring involves the use of chemicals capable of removing, replacing and covering pigments found naturally in the hair shaft. Due to repeated colouring, the chemicals strip the natural moisture from your hair, separating the cuticle scales and making them dry and brittle. The hair loses its shine too.

Be cautious

4. This is a *mandatory*[3] step, which is usually skipped by many of us. Ideally, 48-72 hours before you plan to colour your hair, put a dab of colour behind your ear and don't wash it off for two days. Look for any allergic reactions like redness, blisters or itching sensation over the test spot. If you don't find any of these signs, you can go ahead with the colour. If you react to the patch test, do the same with different brands or colours till you find one that does not react.

VALUE POINTS

The passage is about :
hair dyes which often damage the texture of the skin, and the precautions to be taken.

Para 1
- exposure to hair dyes, full of risk, leads to eczema, main ingredient used is PPD.

Para 2
- symptoms of reaction, itching, burning scalp, redness of face, swelling of eyes, fear of developing lesions.

Para 3
- involves use of chemicals, capable of removing pigments, repeatedly used, they strip the natural moisture from the hair.

Para 4
- before beginning to colour hair, put a dab of colour behind ear, leave for two days, allergic reactions appear, if no reaction, go for it.

GLOSSARY

1. eczema : inflamation of skin with blisters
2. symptoms : signs
3. mandatory : compulsory

(a) Choose the most appropriate option.

(*i*) The symptoms of reaction to hair dye develop _____ .
(*a*) too late (*b*) immediately
(*c*) in a month's time (*d*) after years

(*ii*) Men who use hair dyes on their beard develop lesions over _____ .
(*a*) scalp (*b*) legs
(*c*) face (*d*) eyes

(*iii*) Due to repeated use of hair dyes, the hair _____ .
(*a*) becomes bright (*b*) loses its shine
(*c*) becomes grey (*d*) gets dry

(*iv*) If a person reacts to the patch test, he should _____.

(*a*) not use hair dyes (*b*) try some different brand

(*c*) take some medicine (*d*) consult a doctor

(*v*) The most common symptoms of the hair dyes are _____.

(*a*) itching and burning scalp (*b*) hairfall

(*c*) weight loss (*d*) obesity

(*vi*) The synonym of 'lesions' in paragraph 2 is _____.

(*a*) injuries (*b*) instructions

(*c*) inflammations (*d*) scars

(*vii*) The antonym of 'different' in paragraph 4 is _____.

(*a*) unique (*b*) similar

(*c*) opposite (*d*) dissimilar

Space for Answers

Worksheet 16

Reading : **Comprehension Passage**

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

16. Read the following passage carefully.

1. One of heaven's best gifts to man is humour, for it adds innocent pleasure to life, both in health and sickness, and helps to *promote*[1] good feelings among people in their daily dealings with one another. Think for a moment what life would be if there were no humour or wit in the world, no laughter, no fun. Now, humour is not the same thing as wit. Wit is concerned chiefly with words, while humour deals rather with situations; a man may be witty and yet not possess much humour. Humour is much larger and profounder than wit. Nearly all the greatest writers have the gift of humour.
2. But like the pleasurable things of life, wit and humour have their dangers and three of the commonest are those of being vulgar, unkind and *profane*[2]. In other words, those who use gifts of wit and humour must avoid vulgarity, must see that they do not hurt the feelings of others, must be aware of jesting about sacred things. The only way in which you can acquire the right taste for what is good in the world of wit and humour is to read good examples, of which there are many in literature. Shakespeare is a mine in himself; and so is Dickens.

VALUE POINTS

The passage is about :
wit and humour and their importance in life.

Para 1
- gift to man, adds pleasure to life
- no humour, no laughter or fun
- wit concerned with words, humour with situations
- humour larger than wit

Para 2
- wit, humour have dangers also
- can be vulgar, unkind, profane
- must avoid vulgarity
- should not hurt the feelings of others
- good examples of wit and humour must be read to cultivate right taste

GLOSSARY

1. promote : encourage
2. profane : showing lack of respect

(a) *Answer the following questions briefly :*

(*i*) What does humour do for man ?

(*ii*) What would life be if there were no humour or wit ?

(*iii*) How is humour different from wit ?

(*iv*) What are the three common dangers of wit and humour ?

(*v*) How can one acquire the right taste for what is good in the world of wit and humour ?

(b) *Answer the following questions :*

(*i*) The synonym of profounder is _____ .

(*a*) more serious (*b*) deeper
(*c*) clearer (*d*) thicker

(*ii*) The antonym of 'vulgarity' is _____ .

(*a*) profanity (*b*) baseness
(*c*) nicety (*d*) decent

Space for Answers

SECTION-B Writing

PART - I

SHORT COMPOSITION

- Notice
- Diary Entry
- Description

Testing Objectives

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

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

Section - B

Writing

Introduction

There is no doubt that writing is an important activity which reflects a student's grasp of the subject matter, and his ability to present his views in an effective and convincing way. It also shows his command over the language. In order to test the writing skills of students, many types of short and extended tasks have been introduced in the latest syllabus. Writing tasks such as notices, diary entries, letters, emails, articles, speeches and short stories are included. The students should practise hard to cultivate their writing skills.

Tips for Effective Writing

1. Be Precise and Relevant

Being precise means giving the required information in a clear, relevant and accurate manner. It means carefully avoiding repetition and other superfluous details. The student should think over the topic with full concentration and then jot down the relevant points. He should then frame an outline which he is to develop in the answer. According to the requirement of the answer, he should use two, three or four paragraphs. One idea or argument should be developed in one paragraph. All the paragraphs should be closely connected with the main topic or the point to be made in the writing task.

2. Logical Unity

Having collected the material, the student should arrange it in a logically, convincing manner. To bring about unity and clarity he should use cohesive methods. Cohesiveness and logical unity make the writing impressive. Vague and ambiguous expressions spoil the beauty of the writing and make it difficult to understand, so the student should carefully avoid such expressions.

3. Proper Progression

Whatever a student writes, it should have a proper and impressive beginning, a middle and an end, *i.e.*, conclusion. A beginning is that which introduces a topic. A middle is that which exhibits a progression of ideas which is likely to lead to a sound conclusion. The ending is that which we arrive at, and summing up the discussion, often with a message or a warning. This clear progression should be visible in the writing.

4. Use Short Paragraphs

Unless asked to write a paragraph, the student should use more than one paragraphs in his writing. Each paragraph should have one main idea or argument. It should develop the topic sentence or be closely connected with it. All the sentences should expand the idea / argument, or support or contradict the argument.

Points to Remember

- Do not repeat the same word, phrase or sentence.
- Make use of all types of sentences.
- Do not repeat the nouns. Use pronouns instead.
- Transitional words are indicative of a change; use them very carefully.
- Use parallel sentence patterns to achieve a rhetorical effect.

Essentials of an Effective Writing

1. Suitable words

The vocabulary should be appropriate to the topic in hand. The student should not use high sounding or bombastic words unless they are suitable. To make the writing impressive, he should use idiomatic expressions. If he uses a difficult word, it should be correctly spelt.

2. Grammatically Correct English

Students who think that if they use complex grammatical structures, it will fetch them more credit are certainly mistaken. What is important is the use of correct English. The student should use a mix of simple and complex sentences. But he should make sure that they are grammatically correct. He must punctuate his writing correctly. Punctuation marks make the writing intelligible.

3. An appropriate style

A correct style and tone appropriate to the context is a must for effective writing. The style of a personal letter is different from that of an academic piece or a report. In the same way, the style of a business letter is different from a speech. Therefore, you should use the style and tone according to the requirement of the format of the writing.

4. Planning

Proper planning is a must for impressive and effective writing. The student should think before writing. He should squeeze his brain and note down the ideas that come to his mind. Then out of those ideas, he should select the most relevant and express them in a logical manner.

5. Revision

Once the points have been jotted down, the rough draft is ready. It needs revision to remove unnecessary repetition, if it is there. The student should make sure that there are no errors of spelling or grammar and all the ideas have been logically arranged and presented.

6. Word limit

Word limit is important for a piece of writing, even when it is not mentioned. Nothing should be excessively long or short. The student should make sure that the required word limit is properly observed. If the answer falls short of the word limit, he should change the structure of some of the sentences so that his answer touches the required limit. If the answer overshoots the required limit, he should remove the unnecessary words or superfluous phrases. In this way, he should observe the word limit.

1. NOTICE

A notice is a very important form of communication. It is about an event that is about to happen or that has happened. It is circulated or displayed to make an appeal, to announce an event or celebration and to extend an invitation. It is also used by government departments to issue public instructions and by the public sector to announce inaugurations.

A notice, being a formal piece of writing, should be formal, lucid and concise. Since it has a well defined purpose, it should contain the information that is relevant and important.

Notices are pasted or pinned on to a noticeboard where they can be noticed and read by those for whom they are meant. Sometimes, they are inserted in newspapers and magazines. In schools and colleges, they are sometimes circulated also.

Important Features

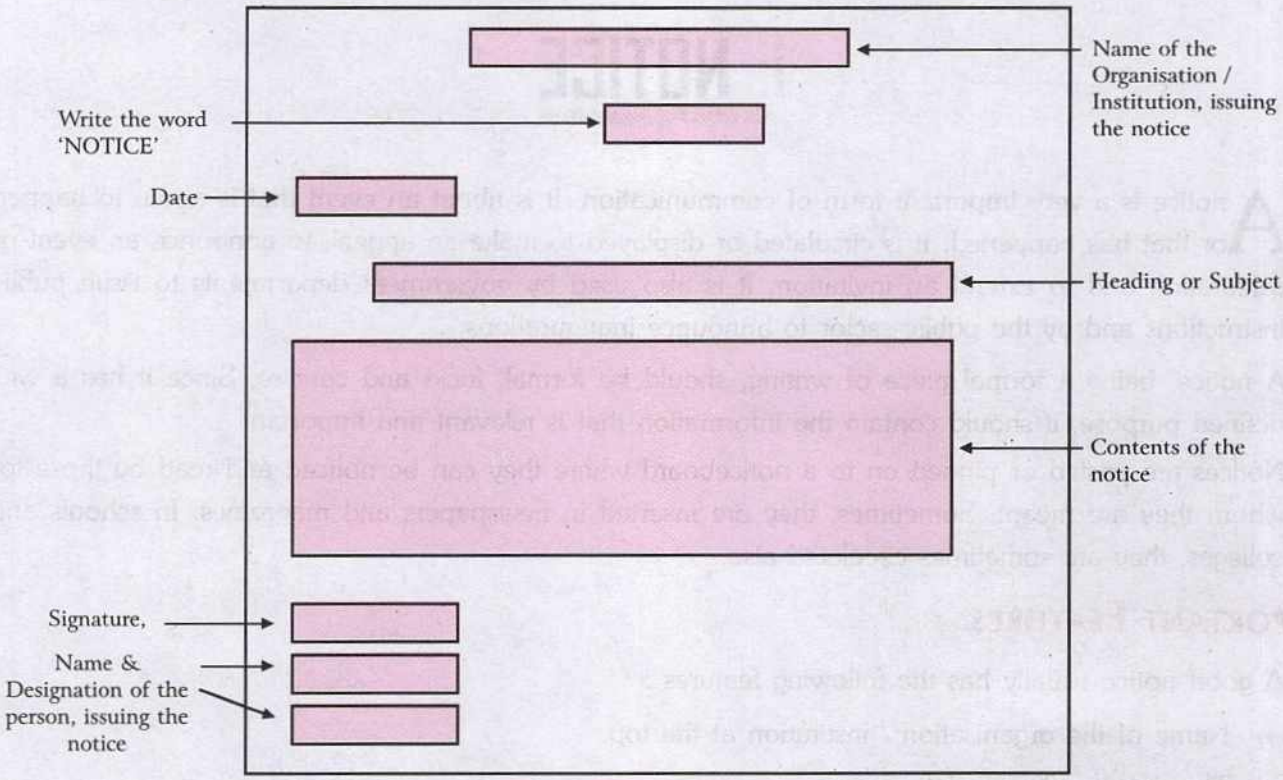
A good notice usually has the following features :

- Name of the organisation / institution at the top.
- The date on the top left corner.
- The word 'Notice' in the centre of the page.
- Appropriate heading below the word 'Notice'.
- The body of the notice containing details of the schedule.
- Signature, name and designation of the issuing authority.

Guidelines to Write a Notice

- Write simple, grammatically correct sentences.
- Use the appropriate format.
- Use capital letters for names of institutions, organisations, and important facts within the message.
- Mention the date of the notice at the left side top.
- Put the entire content within a box.
- Use abbreviations and symbols, wherever necessary.
- Give the name of the issuing person or authority in parenthesis, below the signature.

FORMAT OF A NOTICE



SAMPLE NOTICE

You are Aakaash/Rekha, the monitor of your class. Your school, St. Joseph Senior Secondary School, Bikaner is organising a tour to Delhi and Agra for junior students of classes III-VII. Write a notice inviting your classmates to join the tour.

ST. JOSEPH SENIOR SECONDARY SCHOOL, BIKANER ← Name of the Institution

NOTICE ← The word 'NOTICE'

Date → 4th May 20 ...

Trip to Delhi and Agra ← Heading

Contents → The school is organising a tour to Delhi and Agra from 19th May to 24th May, 20... for junior students of classes III-VIII. A chartered bus will leave our school premises on 19th May at 8 a.m. Those who are interested to join the tour should deposit ₹ 2000/- each with the office superintendent by 10th May.

Signature → *Rekha*

Name → (REKHA)

Designation → (Monitor, VI-C)

SOLVED EXAMPLES

1. As Secretary EMA of your school, draft a notice informing the students of class VII about the story-telling competition being held in the school. You are Raman. Invent necessary details.

SHRI PARVATI JAIN HIGH SCHOOL, PANIPAT

NOTICE

20th September 20...

A Story-Telling Competition

A Story-Telling competition will be held in the school auditorium on 27th September at 3.00 p.m. This competition is for the students of class VII. The medium of story can be English or Hindi. Besides the first and second prizes, three consolation prizes will be awarded.

Those who are interested should submit their stories to the undersigned by 23rd Sept.

Raman

(RAMAN)
Secretary EMA

2. You are Sumit/Sunita, Head Boy/Head Girl of your school. Draft a notice informing the House Captains to assemble in the school library to discuss the improvement in discipline among the students. Invent other details.

G.D.G. PUBLIC SCHOOL, PUNE

NOTICE

November 17, 20...

AN IMPORTANT MEETING

This is for the information of all the House Captains that they are to assemble in the school library at 3.00 p.m. on Monday i.e., 20th of November 20... to discuss ways to improve discipline among the students. The Principal will preside over the meeting.

Attendance is compulsory.

Sumit

(SUMIT)
Head Boy

Worksheet 1

Writing : Notice

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. You are Sohum/Saanvi, Secretary, History Association of S.D. Public School, Nabha. Write a notice for the school noticeboard inviting names for a trip to Chandigarh and Solan proposed by the Association. Give all necessary details.

HINTS
- two-day educational tour
- places to be visited
- cost per head
- charted bus

Space for Answer

2. The Secretary, Sarasvati Vihar Welfare Society, wants to caution the residents against the misuse of water in summer due to acute water shortage. Draft a notice for him in about 50 words.

HINTS
- water shortage acute in summer
- avoid watering lawns, washing vehicles
- defaulters to be fined

Space for Answer

3. **The Municipal Corporation has changed their office to the newly-constructed building. As commissioner, draft a notice about the change of office to the new building.**

HINTS

- new office building in New Baradari
- date of shifting
- public to note

Space for Answer

Worksheet 2

Writing : **Notice**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

4. Yesterday, while going to the canteen, you found a Parker pen lying on the ground. Draft a notice to be put up on the school noticeboard.

HINTS

- when and where the pen was found
- whom to contact, and where
- give details to claim the pen

Space for Answer

5. You are Raman/Radha, Head Boy/Head Girl of Apeejay School, Jalandhar. Your school team has won the best project award to settle on the moon by NASA. It is a historic moment in the history of your school. The school wants to honour the team. Write a notice in this regard.

HINTS

- mention which award and for what
- to honour each member
- date and time of function

Space for Answer

6. **You are Rashmi, Head Girl of Saint Soldier Divine Public School, Nabha. The Principal has asked you to inform the students about the special classes for meritorious students. Prepare a notice in this regard.**

HINTS

- special classes, for whom
- starting from which date
- no fee, purpose of classes

Space for Answer

Worksheet 3

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Notice

7. You are Sohail, Captain of your school hockey team. Write a notice informing players to reach the school hockey ground for a special practice session. Give necessary information. Put the notice in a box.

HINTS

- special practice session for hockey players
- metion, date, time
- compulsory

Space for Answer

8. You are Madhvi, Secretary Satyajit Dramatic Club of your school. The school is going to prepare students to participate in the play 'The Dear Departed'. Put up a notice on the noticeboard inviting the students interested in participating in the play.

HINTS

- The play 'The Dear Departed' to be staged.
- mention date, time
- invite the students to take part

Space for Answer

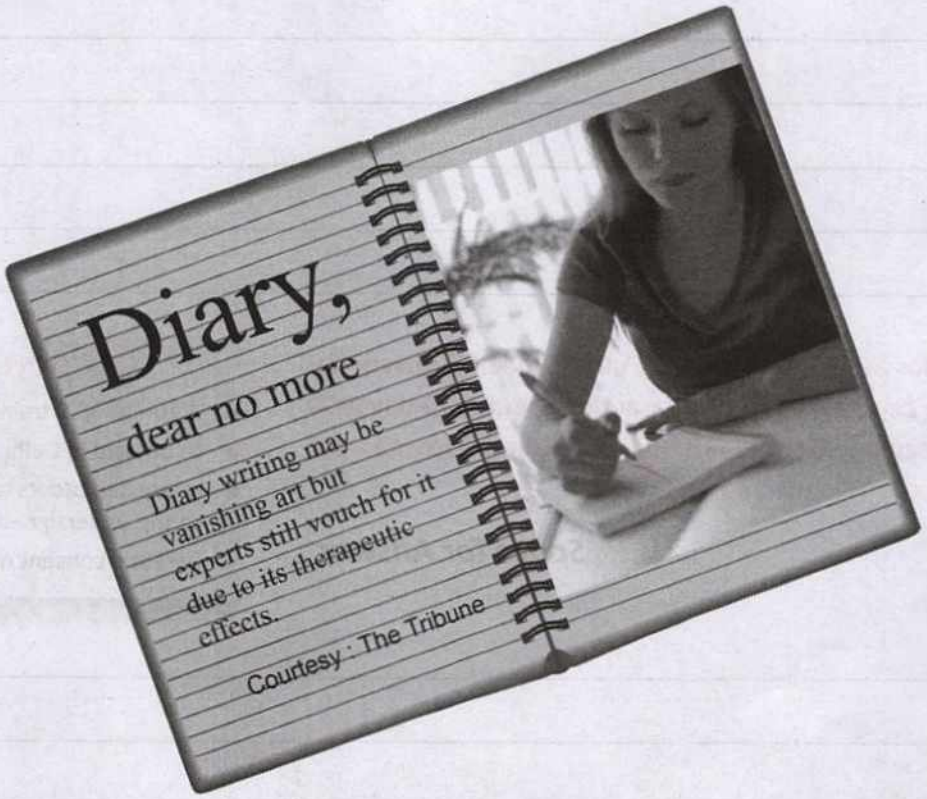
9. **As a Senior NCC Cadet of D.A.V. Public School, Kurukshetra, you have been asked to draft a notice about a 10-day NCC training camp to be held in Delhi. Write the notice, and put it in a box.**

HINTS

- A 10-day NCC training camp
- to be held in Delhi
- interested cadets to give their names to the undersigned in a day or two
- parental consent needed

Space for Answer

2. DIARY ENTRY



At times a person is not able to express his feelings or reactions on some situation out of his shyness or etiquettes. It is then that he goes to his personal diary to record his impression of the situation without any hesitation. It is because he knows that no one is going to read it. Although diary writing has lost its importance due to hectic and busy life yet there is no dearth of people who are fond of diary writing. Since it is a personal form of writing, there are no hard and fast rules for diary writing. It is purely a personal and secret way of expressing one's own feelings regarding a place, an incident, a person or a crucial moment in one's life.

Diary writing is introduced in the syllabus to test a student's creativity and flight of imagination. A situation is given in the question paper, and the student is required to produce a diary entry on the basis of this situation.

Guidelines for Writing a Diary Entry

- Date and day must be mentioned.
- Contents of the diary should be brief, without ambiguity.
- A salutation 'Dear Diary' may be used.
- Entries should sound real and natural.
- One's own reaction to the situation should be made clear.
- A diary entry should be about some significant turn of the events.
- Writing about one's own illness, weather, medicines, and other boring material should be avoided.
- Entries should be lively, not monotonous.

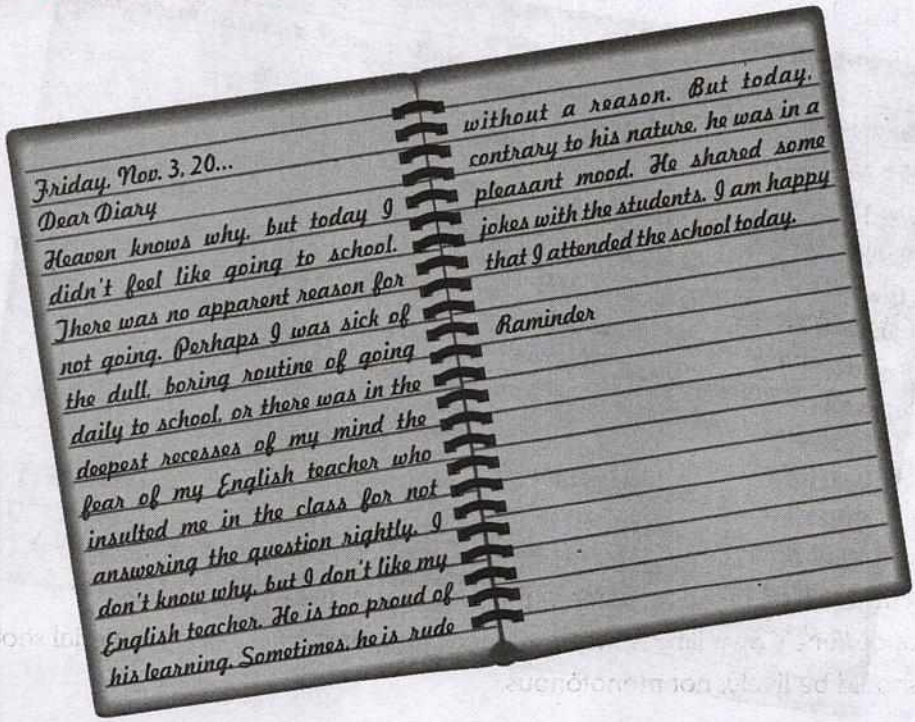
SAMPLE DIARY ENTRY

You could not do well in your English paper. When your father learnt it, he flew into a rage and rebuked you. Write a diary entry in 100-120 words expressing your feelings.

Day and Date →	Monday Dec. 6, 20....
Time →	9 : 15 p.m.
Salutation →	Dear Diary
Beginning →	Tonight I am so sad. I don't understand why Dad lost his temper and shouted at me. He did not give me a chance to explain why I could not do well in my English paper.
Expression of feelings →	What could I do when most of the questions asked in the paper were from the syllabus fixed for term II ? Still I did my best. Mom, too, should not have told Dad, as soon as he came from the office that I had failed to do satisfactorily in the paper. Perhaps I should not have told Mom truthfully how I had fared. Next time I shall be very careful. I shall not tell Mom or Dad about my performance truthfully.
making a promise →	But that would be cheating. Sooner or later, the report card will tell the truth. It will be more painful for Dad. I shall not conceal anything.
Signature →	***Ankur***

SOLVED EXAMPLES

1. You didn't want to go to school, but your mother didn't let you stay at home. Express your feelings in a diary entry in 100-120 words.



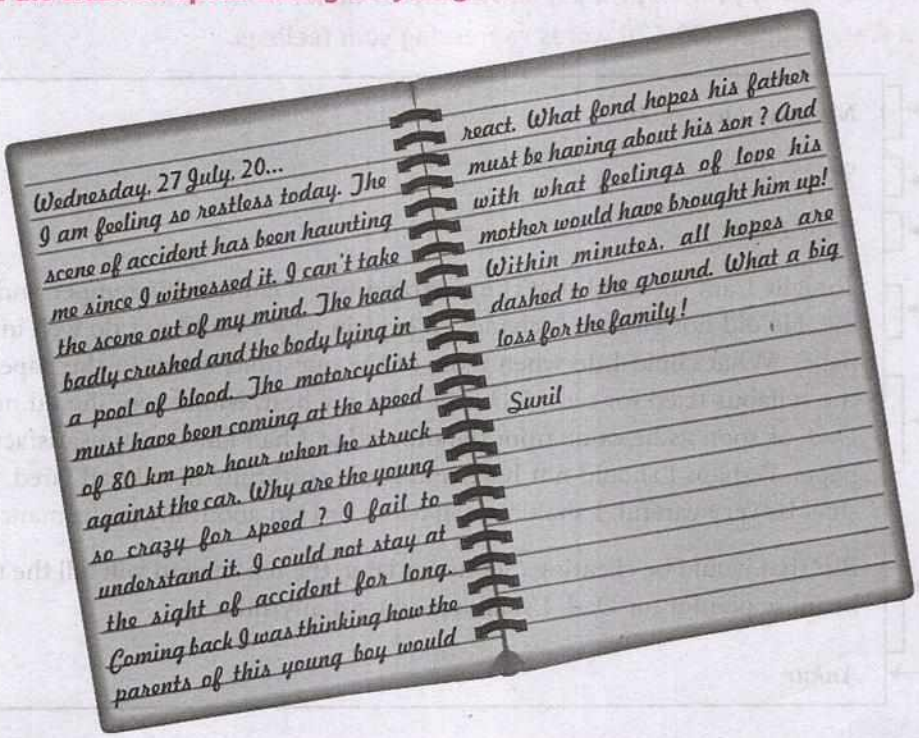
Friday, Nov. 3, 20...

Dear Diary

Heaven knows why, but today I didn't feel like going to school. There was no apparent reason for not going. Perhaps I was sick of the dull, boring routine of going daily to school, or there was in the deepest recesses of my mind the fear of my English teacher who insulted me in the class for not answering the question rightly. I don't know why, but I don't like my English teacher. He is too proud of his learning. Sometimes, he is rude without a reason. But today, contrary to his nature, he was in a pleasant mood. He shared some jokes with the students. I am happy that I attended the school today.

Raminder

2. **You were an eye-witness to a serious accident. A young motorcyclist, trying to overtake a car, collided with another car coming from the opposite side and died on the spot. Write a diary entry in 100-120 words reflecting on the craze for speed among the youngsters.**

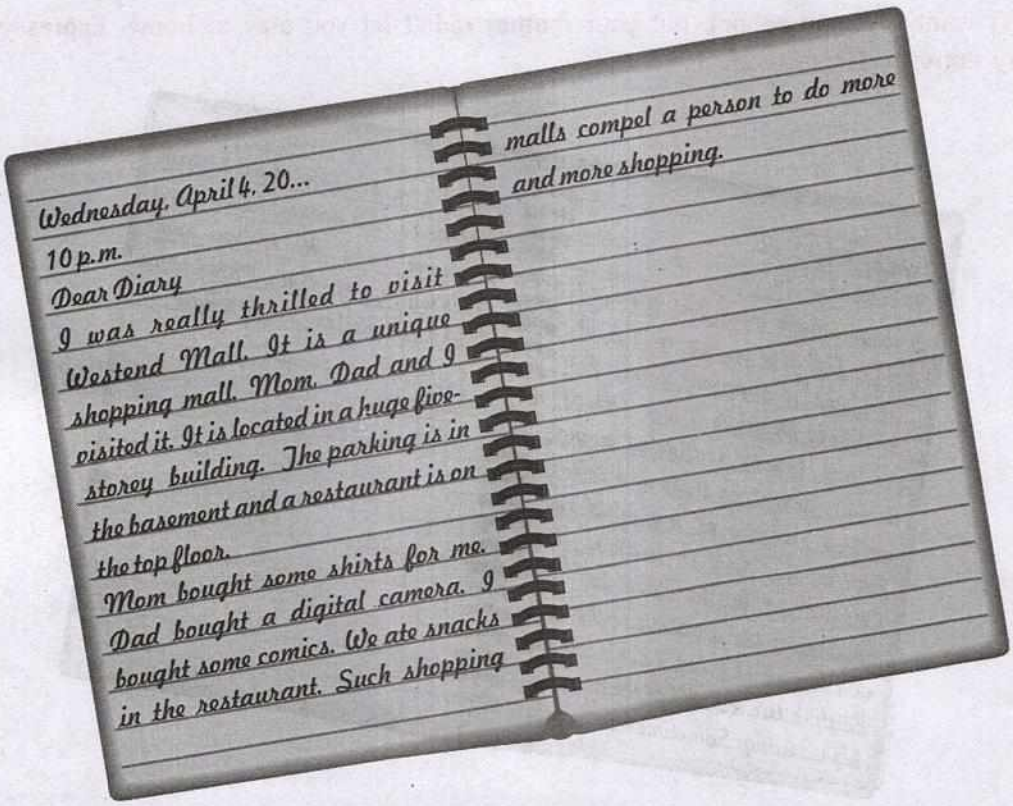


Wednesday, 27 July, 20...

I am feeling so restless today. The scene of accident has been haunting me since I witnessed it. I can't take the scene out of my mind. The head badly crushed and the body lying in a pool of blood. The motorcyclist must have been coming at the speed of 80 km per hour when he struck against the car. Why are the young so crazy for speed ? I fail to understand it. I could not stay at the sight of accident for long. Coming back I was thinking how the parents of this young boy would react. What fond hopes his father must be having about his son ? And with what feelings of love his mother would have brought him up! Within minutes, all hopes are dashed to the ground. What a big loss for the family!

Sunil

3. **Last week you happened to visit a newly-opened shopping mall. Write a diary entry about it.**



Wednesday, April 4, 20...

10 p.m.

Dear Diary

I was really thrilled to visit Westend Mall. It is a unique shopping mall. Mom, Dad and I visited it. It is located in a huge five-storey building. The parking is in the basement and a restaurant is on the top floor.

Mom bought some shirts for me. Dad bought a digital camera. I bought some comics. We ate snacks in the restaurant. Such shopping malls compel a person to do more and more shopping.

4. You have not been able to get good marks in your school house test. Write a diary entry about it.

Thursday, January 5, 20...

10 p.m.

Dear Diary

I am quite sad and puzzled. I studied hard but failed to get good marks in December test. I think I should seek the advice of Dad or Mom. I need to change my way of learning. Perhaps I depend too much on rote-learning. I forget many things in the exam. I think I should understand the topic thoroughly before committing it to memory. I hope Dad will help me.

Sudha

5. You have recently attended a seminar on 'Art of Living'. Write a diary entry about it.

Sunday, April 3, 20...

10 P.M.

Dear Diary

I feel quite enlightened after having attended a seminar on 'Art of Living' in our school. I wonder how we have forgotten this art. We should lead a simple and contented life. Dr R. K. Sinha was right in saying that only those who do not value life waste it in unhappiness and frustration. I shall do my best to put into practice what I heard today. Life is God's precious gift. We should learn to value it.

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Diary Entry

1. Yesterday you happened to see a strange bird in your courtyard. You had never seen this bird. Write a diary entry describing your feelings in about 100 words.

Hints :

- the most exciting day
- suddenly caught sight of a bird
- seemed a creature of other world
- efforts to catch the bird
- thrilled by the happy song of the bird

Space for Answer

2. You had been watching TV for more than four hours, your mother became angry and she slapped you. Write a diary entry expressing your feelings.

Hints :

- mom slapped me, has never done this before
- worried about my eyesight
- must have felt very bad
- should not have done this for a long time

Space for Answer

3. Having enjoyed at Dalhousie for one week in the company of your friends, you have returned home. Tomorrow you have to attend school. Express your feelings in a diary entry in about 100 words.

Hints :

- visit to Dalhousie, very enjoyable
- memories will remain fresh for years
- tomorrow, the same boring routine begins
- haven't done my homework yet

Space for Answer

Worksheet 5

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Diary Entry

4. Your brother has joined D. A. V. College, Chandigarh as a lecturer in English. How do you feel ? Make an entry in your diary, expressing your feelings and thoughts.

Hints :

- extremely happy
- brother always dreamt of being an ideal teacher
- will be an asset to the college

Space for Answer

5. You regularly watch a beggar on your way to school. Write a diary entry about him.

Hints :

- a beggar, the place where he sits
- his appearance, clothes
- physically fit
- begs with a bowl in hand
- my feelings about him

Space for Answer

6. **The Chief Minister of Punjab came to your school for the prize distribution function. He interacted with the prize winners also. You were one of those persons who talked to the Chief Minister. How did you feel after meeting him ? Write a diary entry expressing your feelings.**

Hints :

- my excitement
- my aim to be a doctor
- his encouragement, blessings

Space for Answer

Worksheet 6

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Diary Entry

7. Your brother has been selected for admission to the All India Institute of Medical Sciences (AIIMS), New Delhi. It is a rare achievement. Press reporters have been paying visits to your home since morning. How do you feel ? Write a diary entry expressing your feelings.

Hints :

- extremely happy
- rare achievement
- will turn out to be a good doctor
- the more doctors there are, the better

Space for Answer

8. You are Raman/Ramnika. You feel highly upset on learning that most of the eatables are adulterated. You decide to record your feelings in a diary entry. Write the diary entry.

Hints :

- surprising, people don't bother about others' health
- use fake oil, milk, *khoya*, being made and sold with impunity
- deeply concerned that even fruits and vegetables are contaminated

Space for Answer

9. You were going to school to appear in the annual examination. On the way you were held up by traffic police for routine checking. As a result of it you were late and you could not do well in the paper. Write your feelings in a diary entry.

Hints :

- had prepared well for examination
- held up by traffic police
- reached late, highly disturbed
- could not concentrate
- however, did my paper well

Space for Answer

3. DESCRIPTION

Description is a short piece of composition about a person, object or event. A good description relies upon careful observation which means attention to minute details and use of wide range of vocabulary. In such a composition the student is expected to present a detailed information on the given topic in a systematic manner. No doubt, while explaining some person, place or event, we deal with facts, there is a scope, though not very large, for reflection, adding some interesting features to make the composition more effective and lifelike.

POINTS TO PONDER

1. **Be true to facts :** All the facts are to be collected and verified, but producing a catalogue should be avoided. Remember that you have to put the facts and not indulge in free play of imagination. You have to be sincere in putting the facts which should be in an interesting way.
2. **Arrange the material :** The facts should be arranged and presented in such a way that the reader is carried smoothly along. Coherence is a basic requirement, hence you should not write disjointed sentences.
3. **Keep to the sequence of events and other details :** Description of events, persons and places has an order which must be kept to make your composition intelligible. It is advisable to jot down the points and then to arrange them in a logical pattern.

SOLVED EXAMPLES

(A) PERSONS / PEOPLE

SHAHEED BHAGAT SINGH

Bhagat Singh was born on 28th September 1907 at Khatkar Kalan in Panjab. He studied at D.A.V. College, Lahore. While he was still a student, he came under the influence of Lala Lajpat Rai. He joined the freedom movement. When a group of freedom fighters, led by Lala Lajpat Rai, was demonstrating against 'Simon Commission', S.P. Saunders ordered a lathi-charge. In this Lathi-charge Lala Lajpat Rai was badly wounded. Bhagat Singh was so moved by this cruel incident that he decided to take revenge. When opportunity came he killed Saunders. Later on with his friends he exploded a bomb in the Central Assembly. He was arrested and imprisoned. He was sentenced to death. Along with his companions, Sukhdev and Rajguru, he was hanged on 23rd of March, 1931.

SH. NARENDRA MODI

Narendra Modi was born into a poor family on September 17, 1950 in Vadnagar in Mehsana district of the erstwhile Bombay Presidency. He is the third of the six children born to a small tea seller, Damodardas Mulchand Modi and Heeraben. During his childhood Modi assisted his father in earning bread for the family.

After completing his schooling Modi joined Gujarat University. But unable to resist political calling, he became a full-time *pracharak* in the R.S.S. He successfully completed the work of revitalizing his political party from the grassroots. After that there was no looking back. Modi became the General Secretary of the BJP in Gujarat, National Secretary of the BJP in 1995, General Secretary (Organization) in 1998 and Chief Minister of Gujarat in 2001. And now he has become the Prime Minister of India. It is hoped that with his administrative acumen, clear vision and personal integrity, he will change the face of the country. Under his Prime Ministership, India will certainly touch new heights of glory.

(B) PLACES

MY STUDY ROOM

I am fortunate enough to have my own study room which is quite spacious and airy. It is fitted with an airconditioner to provide me easy hours for studies in summer. There is a study table with drawers to keep stationery. It has a beautiful table lamp with LED light. There are curtains in the room to keep me properly engaged in studies. There is a rack with open shelves to keep books neatly arranged. I keep my room well-cleaned. It gives me suitable atmosphere for studies. I sit in my study chair at the table and do my studies properly. I feel fully satisfied with my room and myself.

A HOSPITAL

There is a missionary hospital in our city named Gulab Devi Hospital. It is mainly a T. B. hospital but patients suffering from all other diseases are also treated here. The charges are very nominal which every one can pay. There are seventy five doctors and two hundred nurses. There are different wards for different patients. Five hundred patients can be accommodated in this hospital. The doctors here are highly qualified. Since it runs on donation, the people of Jalandhar, who are very generous, donate whole-heartedly. This hospital is very useful for the poor and the needy people.

(C) OBJECTS

A DINING TABLE

A dining table can be oval, rectangular or square in shape. It is a useful piece of furniture in a dining room of the house. It may be made of wood, ordinary or costly. It can also be made of steel. The legs support the upper plane surface. On all its sides are placed chairs to sit on while taking meals. The crockery and

dishes are kept on it. Some dining tables have the device to rotate items of food to the other persons sitting at the table. Eating together with the family members and guests is a great source of fun and pleasure. It brings in harmony and togetherness among the family members.

ELECTRIC BULB

An electric bulb is a simple but very useful gadget. It has a tungsten filament which glows when electric current passes through it. It is placed in a glass container. The bulb is fixed in a holder on the wall. It is quite cheap and affordable. It comes in many sizes from 10 W to 100 W. The ordinary bulb is now being replaced by an eco-friendly and energy saving lamp called LED. A 10 W LED gives as much light as a 40 W ordinary bulb does. Thus it saves power. No wonder, it is going to replace the ordinary bulb in the near future.

(D) EVENTS

A DAYLIGHT ROBBERY

A daring daylight robbery in New Model Town yesterday in the wee hours has created a panic among the people. A gang of five armed robbers entered the house no. 918 by scaling the low wall from the rear. Two of them with pistols barged into the lobby and threatened the family members – a working couple, their daughter and a maid – to keep sitting and motionless. The others entered the rooms and began to look for cash, jewellery and other costly items. They carried two big bags with them for the purpose. Not satisfied with whatever they laid their hands on, they demanded the keys of the safe from the owner who, when resisted, was fired upon. The robbers got the keys, opened the safe and put all the cash and ornaments in their bags. They sped in an old Maruti car. The robbery has created a great panic among the people.

THE REPUBLIC DAY CELEBRATIONS

The 26th of January is a red-letter day in the history of India. On this day in 1950, the new constitution was adopted and this made India a Sovereign Democratic Republic. We celebrate this day with great jubilation. Throughout the length and breadth of the country, this day is celebrated with great pomp and show. Processions are organised and meetings are held. The national-level celebrations take place in Delhi. All government buildings are decorated with lights, flowers and flags. The President, escorted by his mounted guards, arrives at the saluting base at India Gate. Behind him/her stand the three Chiefs, of Army, Navy and Air Force.

The National Flag is unfurled and a 31-gun salute is given. Pageants depicting different cultures and achievements of different parts of the country march past the podium of the Chief Guest, and become the star-attraction. People in all states celebrate the Republic Day and feel proud to be Indians.

Worksheet 7

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Description (People/Places)

1. Read the given hints below and write a paragraph on 'Our Principal'.

HINTS

- name
- a young man of forty
- highly qualified
- strict disciplinarian
- helpful to the poor students

Space for Answer

2. Read the value points given below and write a biosketch of P. T. Usha.

HINTS

- birth, June 27, 1964, in Payoli, Kerala
- teacher, O. P. Nambiar, the renowned athletic coach
- won, 13 gold, 3 silver and 1 bronze medals in Asian Track and Field Championship
- won total 102 medals
- titles, 'India's Golden Girl', 'Asia's Sprint-Queen'
- won Padma Shree and Arjuna Award in 1984

Space for Answer

3. **Describe your school canteen.**

HINTS

- the most favourite haunt of all students
- fresh eatables available at reasonable rates
- quality goods supplied, pizza, noodles, burgers
- a good place to refresh and relax

Space for Answer

Worksheet 8

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Description (People/Objects)

4. Read the given clues carefully and describe your mother.

HINTS

- a charming and loving lady
- caring and affectionate
- home maker
- takes pleasure in teaching me and my sister
- goes to temple daily
- inculcates good values in us

Space for Answer

5. Give a factual description of your favourite teacher. You can take help of the clues given below.

HINTS

- Mrs Rekha Sharma, my favourite teacher
- smart, graceful
- very popular as a teacher
- teaches English
- very friendly and polite

6. **Describe a study chair.**

HINTS

- made of wood
- legs of wood
- placed at the table
- used for studies or writing work

Space for Answer

7. **Describe your scooter.**

HINTS

- Activa-make
- 102 hp, dark grey
- mileage, 60 km per litre
- very useful for city driving in bazaars and streets

PART - II
LONG COMPOSITION

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

4. LETTER WRITING

There are various ways of expressing one's ideas, thoughts and emotions. Communication by telephone / mobile may be faster but it lacks the warmth of a letter. In fact, the best means of communicating with people, our friends and relatives is through a letter. A good letter has the quality of fostering lasting relations with near and dear ones. The letter has a personal touch if written by hand, since each handwriting is unique in character, expressing the personality of the writer. It is used :

(*i*) to share thoughts and feelings,
(*ii*) to discuss an important issue(s),
(*iii*) to convey some message/information,
(*iv*) to express opinion on a burning issue, etc.

A. Informal Letters

Letters to parents, relatives and friends are informal in style and tone. Through these letters we share our personal thoughts and experiences, give invitations, make requests, apologize, send our congratulations, give or seek inquiry, etc.

Drafting an Informal Letter

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

40-C, Sector 48

Chandigarh

August 4, 20...

Note : Do not write date as 4-08-2016 or 4/8/2016

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

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

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

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

Relationship	*Subscription*
Friends/Acquaintances	Yours sincerely
Parents/Relatives	Yours affectionately/ Your loving son/daughter, etc.

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

SAMPLE INFORMAL LETTER

Sender's Address → 11 Bose Hostel

N. C. Public School

Dalhousie

Date → June 11, 20...

Salutation → Dear Dad

Body →

I am thankful to you for your encouragement during all these days. My annual examinations are going on very well. We will heave a sigh of relief in a couple of days. Must be waiting for me ?

The school authorities have declared that they will be holding hobby classes like painting, clay-modelling, yoga and karate. Papa, you know it well that I am keenly interested in learning painting. It is a golden opportunity. Shouldn't I avail myself of this golden chance ? I am hopeful that you'll allow me to join these classes.

I'll come after a fortnight.

Looking forward to meeting you soon.

Closing → Yours lovingly

Sender's name/ signature → Yogesh

SOLVED EXAMPLES

1. You are Akanksha, living in a hostel. You cannot be with your parents on their wedding anniversary. Write a letter to your parents informing them about your inability to join them.

Room No. 21

Laxmibai Hostel

St. Joseph's School

Ranchi

August 11, 20...

Dear Papa and Mama

I am fully aware that your wedding anniversary falls on 18th August. I am very anxious to be with you. I had even purchased a gift for this happy occasion. In fact, I had been counting the days so that I could fly to my parents.

But I regret to tell you that only yesterday in the school assembly our Principal announced that there would be an on-the-spot painting competition on 18th August. This competition is being organised by the UNESCO and the prize winners will be honoured not only by our state but also by the Government of India.

I hope you will realize how important it is for me to take part in this competition. I shall see you soon after this competition.

With profound regards

Yours affectionately

Akanksha

2. Write a letter in about 120 words to your elder brother sharing with him your joy on winning the first prize in a song competition held in your school. You are Suresh/Sima of 45-B, Sector 44, Chandigarh.

45-B, Sector 44

Chandigarh

May 5, 20...

Dear Brother

Think about the surprise I am going to give you !

I've won ! The First Prize in the song competition held in our school is mine.

I hope you will never discourage me from singing now.

You know there were about 20 participants. Some of them were from senior classes. When my turn came, I was somewhat conscious. But the moment I was on the stage I forgot everything and sang to the best of my ability.

Can you guess which song I sang ?

It was your favourite number – 'Mein Zindgi Ka Saath Nibhata Chala Gaya...'

I got a standing ovation from the audience.

When the prize was announced, I could not believe my ears.

Anyhow, I have asked Father to let me have professional training from an expert.

Please support me by your word.

Yours affectionately

Suresh

3. You are Aayush, a student of VII class of Apeejay School, Kolkata. During the recess, most of the students sit together, open their tiffin boxes and share their contents. The children enjoy this time the most. This type of eating and sharing generates many good qualities among them. You want to share your feelings of this "community lunch" with your cousin. Write him a letter in this context.

44 Balaji Hostel

Netaji Marg

Kolkata

23 October 20...

Dear Rohan

Hi ! How are you ? I hope you are enjoying yourself. I am thankful to you for sharing with me your happiest moments in your school. I also want to share with you the best time in my school, which is, of course, the recess when all my friends sit together and take lunch.

Just when the recess bell goes, we rush to a common place and open our lunch boxes in one go. Now here opens a gala feast of rich taste and variety. The air is full of aroma which intoxicates us all. To add flavour to taste, we relate some jokes and have peals of laughter. We share each other's food gladly. I invite you to come, see and share this experience with us.

Looking forward to a quick reply

Yours lovingly

Aayush

4. You are Sandeep/Mehak. Your friend is very fond of buying and reading good books. Write a letter to him/her inviting him/her to visit the International Book Fair which is going on in your city.

107 Shivalik Towers

New Delhi

10th November 20...

Dear Sreekriti

I know it very well that you are a book-lover. You are very fond of buying and reading good books. You never miss an opportunity to visit a good Book Fair.

An International Book Fair is going on in the Pragati Maidan. It will last upto the 21st November. National and International publishers of repute are participating in this Book Fair. I invite you to come to New Delhi for a couple of days. I have already worked out a detailed programme for these days.

You know that my father is also very fond of buying good books. He is also interested in accompanying us. We'll go to the venue of the Book Fair in our car. I'll make your stay very interesting. You can buy the books of your choice. I am hopeful that you will avail yourself of this golden opportunity.

I am waiting for the day when you will be with us. I hope you will accede to my request. Please do inform me when and by which train you are reaching New Delhi.

With love

Yours sincerely

Mehak

Worksheet 9

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Informal Letter

1. You are Saisha. You have come to know that your father is going to spend a lot of money on the marriage of your elder sister. Write a polite letter to your father, requesting him not to spend much time on decoration and dowry.

Hints

- spending huge money is a wastage
- sets a bad example for others to follow
- makes the life of poor and middle class people hellish
- must save money and energy
- should lead simple life

Space for Answer

2. **You are Swati / Sohan. Your father wishes you to go to a far-off city to attend the marriage of your cousin but you are not interested in going there as it will be a wastage of time and studies. Write a letter to your father requesting him not to force you to attend the marriage.**

Hints

- not interested in going
- exams near, revision pending
- will be wastage of precious time
- let me stay at home

Space for Answer

Worksheet 10

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : **Informal Letter**

3. **You are Suhail. One of your class fellows is in the habit of stealing small things from the school bags of other students. Write a letter to the mother of your classfellow, telling her politely to stop his/her bad habit of stealing.**

Hints

- steals pens, books or some other items of stationery
- sells to get some chocolates, etc.
- may fall into evil ways or bad company
- nip the evil in the bud

Space for Answer

4. Write a letter to your cousin requesting him to stay with you at your village farmhouse during his winter break.

Hints

- will have a taste of peaceful life in the village
- will have twin benefits of city and village
- will enjoy facilities of T.V., internet
- will see village folks working nearby
- have morning and evening leisurely walks in the open fields

Space for Answer

B. Formal Letters

Letters written to officials, editors, businessmen, etc. are formal in nature, though they need not be very rigid. They are brief and to the point.

Drafting a Formal Letter

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

40-C, Sector 48
Chandigarh
4th August 20....

The Editor
The Times of India
Chandigarh

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

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

Dear Sir
Subject : Placing an order for books

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

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

Dear Sir / Sirs	:	Yours faithfully
Dear Mr R. K. Sharma	:	Yours sincerely

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

SAMPLE FORMAL LETTERS

A. Letters to Officials

1. Write a letter to the Station House Officer (SHO) of your zone, complaining against some suspicious looking persons being sighted in your locality. You are Subodh of 527 Krishna Colony Kanpur Road, Lucknow.

Sender's address → *527 krishna Colony*
Kanpur Road
Lucknow

Date → *June 10, 20...*

Receiver's address → *The Station House Officer*
Krishna Colony
Lucknow

Salutation → *Sir*

Subject → *I wish to draw your attention towards the movements of some suspicious-looking characters in our locality for the past few days. These men have never been seen in our locality before. They are, usually, found huddled together late in the evening, talking in hushed voices and may be sending messages on mobile phones.*

The residents of our locality fear that these people are anti-social elements. They may indulge in some big mischief or criminal activity. I, hereby, request you to personally look into this matter and take appropriate action at the earliest.

Thanking you.

Closing → *Yours faithfully*

Sender's name/signature → *Subodh*

2. Write a letter to the Deputy Commissioner of your district complaining against the display of obscene and vulgar film posters in your town. You are Abhay / Abha.

House No. 61
Model Town
Patiala
October 15, 20....

The Deputy Commissioner
Patiala

Sir

I consider it my moral duty to invite your attention towards the display of obscene and vulgar film posters in our town. Lately, such posters have been coming up everywhere in the town. They are being prominently displayed to attract the attention of the general public. There is hardly any public place in the town where such posters do not meet the eye. Earlier, these posters were seen only in exceptional cases (adult movies). But now they have become the rule rather than the exception.

There is no denying the fact that these provocative posters cater only to the baser passions of the viewers. There is hardly anything artistic about them. Rather they have a degrading effect on the impressionable young minds. Even elderly people feel embarrassed when they happen to pass by these posters. The display of these posters at public places is really in bad taste. Looking at them, one feels as if morality has taken wings and fled away from this country.

I appeal to you through this letter to put a strict ban on the display of such vulgar film posters as they are doing more harm than good to the public taste. The sooner it is done, the better it would be.

Yours faithfully
Abhay

B. Letter / Application To Principal

1. You are Deepak, Head boy of St. Joseph's Convent School, Jalandhar. Write an application to the Principal of your school, requesting him/her to permit your class to see the Science City.

Address of the receiver → *The Principal*
St. Joseph's Convent School
Jalandhar

Date → *17th August 20...*

Salutation → *Madam*

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

Body of the letter → *You are aware that our school arranges a trip to an educational place once a month. Most of the students are interested in paying a visit to the local Science City. It will really be a visit of great value to the students. They can see the science museum exhibits and other curiosities at the Science City.*

Our teacher-in-charge has also given her consent regarding the trip. Should we expect a positive response from your side ? Each student is ready to deposit ₹ 200/- for this trip.

Thanking you very much

Subscription → *Yours obediently*

Name and signature → *Deepak*
(Head Boy)

2. Write an application to the Principal of your school requesting him to bring certain changes in the timetable to suit some other activities. You are Sunita, Head Girl of your school.

The Principal

S. D. Public School

Gurugram

15 September, 20...

Madam

As Head Girl of the School, I deem it my duty to bring to your notice the inconvenience caused to the students by the timetable in force now. The timetable is very tight and burdensome. There is no provision for a games period, or any vacant period, especially in the timetable of Science classes. The result is that students lose their interest in the lectures in the last periods. They fail to understand what is taught to them.

Therefore, I request you to bring certain changes in the timetable. There should be one or two periods vacant for playing games or for rest and relaxation.

I hope you will be kind enough to take necessary steps soon.

Yours Obediently

Sunita (Head Girl)

C. Letter To Editor

1. Write a letter to the Editor of The Tribune expressing your views on the invasion of the fast food joints in cities and villages and the craze for such food in the youngsters.

Sender's address → *55 Swaran Park*
Ropar

Date → *August 25, 20...*

The Editor

Receiver's address → *The Tribune*
Chandigarh

Salutation → *Sir*

Subject → *Subject : Too much craze for fast food among youngsters*

Body of the letter →

I want to express my views on the growing popularity of the fast food especially among the youngsters through the columns of your esteemed daily.

There is hardly any city or village which is not invaded by the fast food. The children prefer fast food to our traditional healthy food. Fast food is not only expensive but also unhygienic and fat rich. It is made with substandard ingredients. It has got no nutritional value. It is the main cause of dangerous diseases like obesity, diabetes, high blood pressure, cancer, etc. Parents and school teachers have the moral duty to enlighten the children against too much craze for such food.

Yours faithfully
Amit

2. Write a letter to the editor of a newspaper highlighting your views on the recent price hike. You are Vibha / Vipan.

71 Model Town

Amritsar

27 July 20...

The Editor

The Tribune

Chandigarh

Sir

Subject : Price Hike

Kindly publish the following lines in the columns of your esteemed paper. The recent price hike of essential articles of daily use has broken the back of salaried people and middle class persons. They are miserably groaning under the burden of rising prices. The purchasing power of rupee has gone down with the result that the housewife finds it difficult to manage the family budget. The price index is going up every week. Milk is being sold at ₹ 50 per litre. Prices of vegetables have risen so much that ordinary people can't afford to buy them.

Some poor families have to go without food at night. People are at a loss to know how to keep the body and soul together.

The government should control the prices, otherwise the situation might go out of control. It should bring hoarders and black marketeers to book. The prices of essential articles must be brought down.

Yours truly

Vipan

Worksheet 11

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : **Formal Letter**

1. **Write a letter to the Superintendent of Police about the malpractices of auto rickshaw drivers plying in the city, requesting him to deal with them strictly to improve upon the traffic in the city.**

Hints

- overloading by auto rikshaw drivers very common
- school autorickshaw drivers worst offenders
- cause of many fatal accidents
- strict action needs to be taken

Space for Answer

2. **Write a letter to the Postmaster, Nawanshahar, informing him of the change of your address. You are Sunderpreet, G-15, Gupta Colony, Phillaur.**

Hints

- have shifted to new premises
- new address
- request for redirecting letters

Space for Answer

Worksheet 12

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : **Formal Letter**

3. You are interested in doing a short term course in computer programming during your summer vacation. Write a letter to the Director, Computer World, Connaught Place, New Delhi, inquiring about the duration of such a course and the terms and conditions for admission.

Hints

- refer to the advertisement dated .....
- interested in doing short term computer programming
- information required, charges for the course
- mode of payment, course recognised or not

Space for Answer

4. Write a letter to the Health Officer of your town complaining about the insanitary conditions of your street.

Hints

- heaps of refuse lying for long
- foul smell unbearable
- drains overchoked
- epidemic may spread

Space for Answer

Worksheet 13

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Formal Letter

5. Write an application to the principal of your school requesting him to arrange DVDs of science subjects for your class. You are Nikita, a student of class VII.

Hints

- most of the subjects can be taught better through DVDs
- makes teaching effective and interesting
- student's retention is at the best
- teachers can also perform their duties better
- the need of the hour

Space for Answer

6. Write an application to the Principal of your school requesting him/her to bring about improvement in the working of the school canteen.

Hints

- cleanliness in the school canteen badly neglected
- eatables served in unhygienic conditions
- substandard ingredients used
- no fruit item kept
- fast food be replaced by nutritious and hygienic food items
- availability of seasonal fruit to be ensured

Space for Answer

Worksheet 14

Writing : Formal Letter

Date

Name

Class & Sec.

Roll No.

Marks OBT.

7. Suppose you are Ankur/Ankita, studying in Dayanand Model School, Ambala Cantt. Your father has been transferred to Amritsar. Write an application to your Principal, requesting him to issue you a school leaving certificate.

Hints

- student of class VII
- father army officer
- transferred to Amritsar
- is to take admission in a school at Amritsar
- issue school leaving certificate

Space for Answer

8. You are Arun. You have been fined by your teacher for the offence not committed by you but by another student. Write an application to the Principal to remit your fine.

Hints

- fined by the science teacher
- out of misunderstanding
- noise created by a student at the back
- never meant to disturb the class
- please remit the fine

Space for Answer

Worksheet 15

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Formal Letter

9. You are Piyush / Priyanka. Write a letter to the editor of a newspaper congratulating him/her on the bold exposure of a scandal.

Hints

- congratulations on bold exposure of scam
- some senior army officers involved
- shows the power of media and its positive role
- investigative journalism needs to be encouraged

Space for Answer

10. Write a letter to the editor of a newspaper, expressing your views on pollution caused by all types of vehicles on city roads.

Hints

- pollution, a serious problem of today
- vehicular traffic increasing very fast
- emission of dangerous gases like carbon-dioxide, carbon monoxide
- suggestions for controlling vehicular population and pollution
- maximum use of public transport

Space for Answer

5. EMAIL

INTRODUCTION

There is a revolution in communication system nowadays. We prefer fast and cheap ways of sending messages. Email is one of the most preferred means of communication.

Email or electronic mail is a method of exchanging digital messages. It is based on a store and forward model in which email computer server systems accept, forward, deliver and store messages on behalf of users.

Almost all educated persons of all age groups make use of email to communicate with friends and relatives. Emails can be written to highlight some common problems that concern a majority of people. People prefer emails to ordinary letters as the former are cheaper and faster. Though an email does not differ in contents from a letter, it has its own form.

An email can be formal or informal, depending upon the person to whom it is sent. It is formal if it is meant for some official or a mere acquaintance. It is informal if it is meant for a friend or relative.

ADVANTAGES OF AN EMAIL

1. It is the quickest means of communication.
2. It is the most efficient way to be in contact with others.
3. Messages can be exchanged with people around the world including friends, family members, colleagues, customers and even people you meet on the internet.
4. It is eco-friendly.
5. It is very convenient. An email message can be sent any time from anywhere.

DISADVANTAGES

1. It can be read by some unwanted person, though not easily.
2. It can be hacked. Sometimes your very important and confidential documents can be hacked.
3. Sometimes we receive useless emails. Such emails waste our time.
4. Anti-social elements may misuse this facility.
5. Most of the doubtful email messages spread viruses. They come in the form of files attached with them.

STRUCTURE OF AN EMAIL

An email has three parts :

The header : It is a set of lines containing information about the message's transportation, such as the sender's address, the recipient's address, or time stamps showing when the message was sent by intermediary servers to the transport agents (MTAs), which act as a mail sorting office. The header begins with a *From* line and is changed each time it passes through an intermediary server. Using headers, you can see the exact path taken by the email, and how long it took each server to process.

The proper message is made up of the following two elements :

(*i*) The header fields, a set of lines describing the message's settings, such as the sender, the recipient, the date, etc.

An email includes at least the following three headers :

- From : The sender's email address

- To : The recipient's email address
- Date : The date when the email was sent

It may contain the following optional fields :

- Received : Various information about the intermediary servers and the date when the message was processed.
- Reply-To : A reply address.
- Subject : The message's subject
- Message-ID : A unique identification for the message.

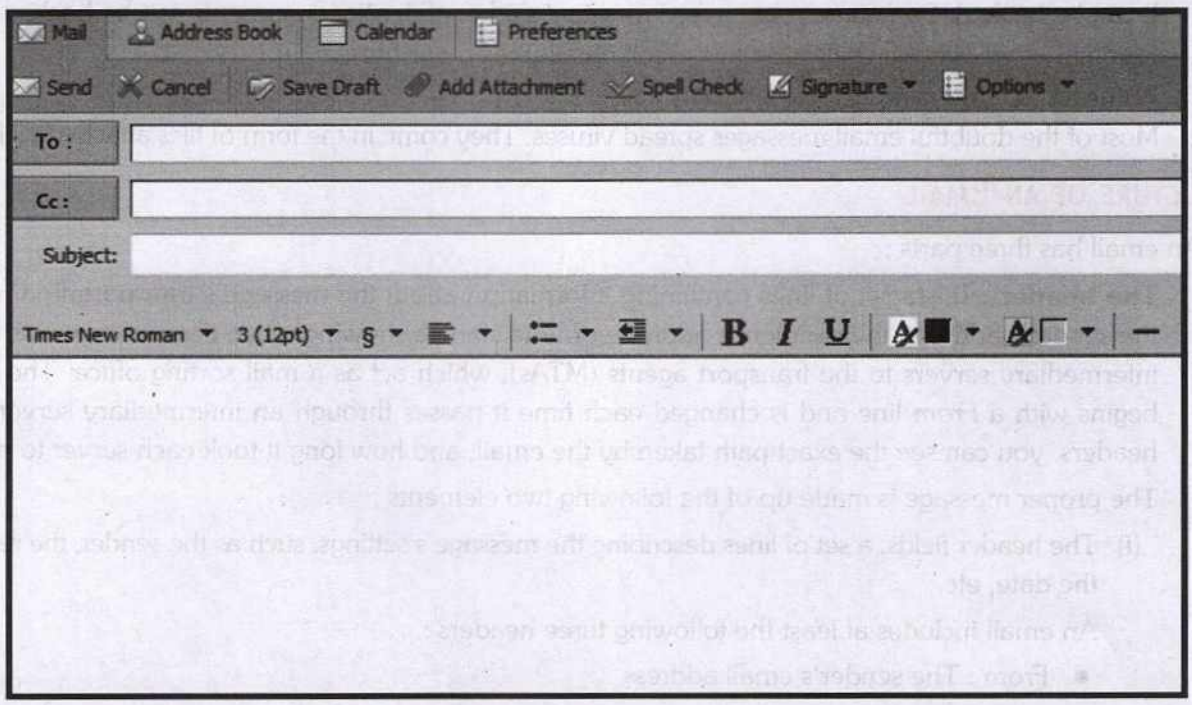
❖ The message body, containing the message, is separated from the header by a line break.

How to Write an Email

When you are in the process of writing an email message, you have to deal with several parts of the message like : from, Cc, Bcc, subject, signature.

1. **From :** Write your email address in this section.
2. **To :** Write the email address of the person who is receiving the message.
3. **Date and time :** Write the date and time of writing the message.
4. **Salutation :** Use the same salutation as you write in a letter.
5. Subject line, body of the email and subscription : They are written in the same way as you would write in a letter.
6. Word limit : 100-120 words

LAYOUT OF AN EMAIL



SAMPLE EMAIL

Header

From Kapoor@yahoo.com

Date 20 : 8 : 19 14 : 04 : 30

To Rakesh@hotmail.com

Cc

Subject Congratulations!

Salutation

Hello Rakesh

Accept my heartiest congratulations !

Body of the Email

Yesterday my cousin Subodh informed me that you have won the first position in the IIT-JEE this year. It is really a great achievement. This achievement speaks high of your devotion and persistent efforts in achieving your goal. I still remember how you gave your hundred percent time to your studies. Now you can fulfil your dream of getting higher education at IIT Kanpur, one of the best institutes of Asia. Getting entry into this institute can open the best ways for you. Your parents and teachers must be proud of you. You have brought laurels to your alma mater.

Continue working hard to achieve other goals of your life. I know that you regard this achievement as your first endeavour to scale new heights.

When should we expect a grand treat from you ?

Convey my regards to your parents.

See you soon

Name of the sender

N K Kapoor

SOLVED EXAMPLES

1. Send an email to the health officer of your district to open a dispensary in your village at the earliest.

From sdmalhan@hotmail.com

Date 12 : 9 : 19 10 : 15 : 17

To hojal@rediff.com

Subject Request for opening dispensary

Dear Sir

I am a resident of Gakhlan, Jalandhar. I want to draw your attention to the need of opening a dispensary in our village. People have to rush to either the city or some distant place for getting treatment. They have to undergo great stress and inconvenience when they suffer from some serious health problem at odd hours. An urgent need to open a dispensary with a qualified MBBS doctor is felt by all the people here. You are requested to open a dispensary and provide the facility of a residential doctor who could be available at all hours. Immediate setting up of a dispensary here will be much appreciated.

S D Malhan

2. Write an email to your friend describing your visit to a book fair in your school.

From sudha@yahoo.com

Date 19 : 2 : 20 16 : 07 : 45

To rekha@hotmail.com

Subject Visit to a book fair

Dear Rekha

Our school has arranged for a book fair for about a week. I visited the fair in the playground today. There was quite a hustle and bustle there. Many publishers have installed their booths. Most of them have brought books for school children. There are some guides to provide important information to the visitors.

I was attracted by a stall which had a variety of story books. I bought two popular story books — *Stories from the Panchtantra* and *The Arabian Nights*.

I have also bought *The Computer Basics*. It is very useful in learning to operate your computer. When you come, I shall show you the books.

Sudha

Worksheet 16

Writing : Email

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Your friend Suman / Rakesh is going to participate in a debate competition. He wants you to give him some necessary tips. Send him an email in this regard.

HINTS

- understand some requirements of debate competition
- read the topic between the lines
- add relevant punches and stress
- give sound arguments and facts
- make your presentation natural

Space for Answer

2. Write an email to your elder brother explaining why you failed in the last house examinations.

HINTS

- worked hard but failed
- interested more in adventure games
- suffered leg injury
- promise to attend to studies seriously
- come upto the expectations of the family

Space for Answer

Worksheet 17

Writing : Email

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. Your landlord asked you to undertake some repair works where you live in. Send an email message to him about the expenditure made describing various items.

HINTS

- repair work done as per your specifications
- expenditure on
  - + change and repair of taps of bathroom and kitchen
  - + repair of doors and handles, etc.
  - + painting

Space for Answer

4. Your father was awarded the Shaurya Chakra for showing exemplary courage in evacuating victims trapped in devastating flood and landslides. Send an email to your grandfather expressing your joy and pride on this event.

HINTS

- Father's fearless and courageous deed
- saved the lives of many marooned people
- administration and public praised the efforts
- proud of his brave deed, dedicated work

Space for Answer

5. **The locality you live in has become a dumping ground for refuse. You approached the sanitary inspector with the complaint but there was no positive response. Send an email to the medical officer of the local municipal corporation in this regard.**

HINTS

- garbage not properly disposed of
- complaint to the sanitary inspector, no response
- danger of the spread of malaria, dengue, etc.
- immediate action required

Space for Answer

6. ARTICLE

Writing an article is a skill which can be perfected with constant practice, dedication and devotion. It needs keen observation, clear thinking and good command over language to be an impressive article writer. Besides these qualities, you must have research capability, sense of creativity and organizational skill. Moreover, you should be aware of the relevance of the topic, its appeal to the target persons and your own individual style. The habit of reading extensively can help one develop all these qualities.

Purpose

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

Steps in Article Writing

1. **Collecting material :** You can get the required information on any topic on the internet or in a good library. You can consult your teacher to get useful tips. Books, magazines and newspapers provide a lot of material.
2. **Planning and arrangement :** Make a proper selection of the collected material. Think about the various points and then prepare an outline of the main heads under which you are to arrange your material.
3. **Rough and final drafts :** If there is time, prepare a rough draft. Then go through it carefully. Make corrections and improvements and rewrite the final draft.
4. **Quotations :** Don't use long and too many quotations. All quotations should be acknowledged by giving the source (person/institution).

Points to Remember

1. **Title :** It should be brief, though there are no hard and fast rules. The title should be apt, catchy, thought-provoking and easily understandable.
2. **Body :** The body of an article is the nucleus of a composition. It is an organism, a well-structured, well-organised and well-defined part. Hence, it should have a catchy beginning, leading to the middle and to a logical conclusion. It can be divided into 4-5 paragraphs, but without any heading. Conclusion should be a summing-up of what you have said earlier.
3. **Input :** Devote some time to think over the given information, visual/verbal input. Think about the subject from various angles – personal, psychological, historical, economic, social, current, etc. After writing the composition, edit and revise it so that it is free from any grammatical or linguistic errors.
4. **Organization :** 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. Please note that repetition kills the impact of the composition.

SAMPLE ARTICLE

Heading → **SAVE TREES AND ANIMALS**

Byline → ***–Akhilesh***

Introduction (Key sentences) → The protection of wild life is a matter of paramount significance. Life would become utterly dull without animals and trees which abound in jungles. It is a pity that man is exploiting the wild life for his need and greed.

Exposition (Spelling out the various aspects of the topic, merits, demerits, consequences and effects.) → Man is recklessly cutting down trees for his expansion and killing the animals mercilessly for his needs. He kills animals for their meat, fur and leather. He does not understand that extinction of wild life would ultimately lead to his own extinction. Trees and animals help in maintaining the ecological balance, because one species controls the population of other species. Plants and trees produce food, provide timber, gum, resins and even medicines. They also help in keeping the environment fresh and clean. Animals too, provide us meat, oil, fur, wool, silk, leather and pearls.

Conclusion (winding up with an appeal, hope or warning) → There is a dire need of conservation of wild life. If no attention is paid to this the ecological balance will be disturbed. Therefore our motto should be "Save trees, and animal."

SOLVED EXAMPLES

1. Write an article on 'Life in an Indian Village'.

LIFE IN AN INDIAN VILLAGE'

–Anjali

Life in an Indian village is a mixture of good and bad experiences. It has its own positives and negatives. It is very simple, away from the madding crowd of the cities. Air is pure and atmosphere in the open. Lush green fields are a feast to the eyes and mind. Most of the city-related diseases like hypertension, diabetes, brain strain, cardiac failures, poor eyesight and obesity are very rare in villages. Social interaction is at its best. A village is like a single family unit.

But there are some negatives also. There is a shortage of basic amenities of life like pure water, higher education, medical and transport facilities. Employment facilities are very rare. But these days there is little difference between a village and a city. The IT revolution has minimised the gap.

2. Your Principal delivered a speech in the morning assembly on 'Devotion to Duty'. Inspired by his speech you decide to write an article on 'Work is Worship'. Write the article.

WORK IS WORSHIP

– Rakesh

None can deny that the urgent need of the hour is devotion to work. The importance of hard and honest work cannot be overemphasized. It is work that makes man capable of realizing the very aim of life. A great scientist once said, "Genius is ten percent inspiration and ninety percent perspiration".

In fact, the whole edifice of human civilization rests on the foundations of collective and individual hard work done by people during different periods. An idler, on the other hand, cannot achieve anything worthwhile. Work should not be taken as an imposition. It is work alone which gives you joy and satisfaction.

Work should be taken in the spirit of worship. Half-hearted approach to work is always abortive. It produces nothing but frustration. God has sent us to this world to do some work. If we do our assigned work diligently and honesty, He would regard it as His worship.

3. You are Vinit / Vanita. You have been asked to write an article on the topic 'Scientific Gadgets – A Boon or a Bane ?' Write the article.

SCIENTIFIC GADGETS – A BOON OR A BANE

– Vinit

Development in the fields of science and technology has led to the invention of many scientific gadgets like mobile, A.C., computer, etc. They have made our life very comfortable. Mobile phones have completely changed our lives. Sitting in any part of the world, we are connected to our friends and relatives. Computer and internet are a source of education and entertainment. We can easily get the latest information on any topic from the internet.

But these scientific gadgets have some disadvantages also. Overdependence on them can become the reason of many ills and ailments. We should not misuse or overuse these scientific gadgets. They are a boon if we make judicious use of them. They are a curse if they come to control our lives.

4. Write an article on 'Swachh Bharat Abhiyan'. You are Raman/Kanta.

SWACHH BHARAT ABHIYAN

– Kanta

'Swachh Bharat Abhiyan', also called 'Clean India Mission' or 'Clean India Drive,' is a campaign launched by the Prime Minister Narendra Modi as a nationwide cleanliness campaign. It was launched on the 2nd of October on the 145th birth anniversary of Mahatma Gandhi, as he was very keen to make the country clean.

It is a non-political campaign inspired by the feelings of patriotism. It is the responsibility of each and every Indian citizen to make India a 'clean country'. This campaign has initiated people globally towards cleanliness. Teachers and students of schools are joining this campaign. The aim of the mission is to cover all the rural and urban areas of the country to present this country as an ideal one before the world. The mission has targeted aims like eliminating the open defecation, building toilets, eradicating manual scavenging, complete disposal and reuse of solid and liquid wastes. It is also the aim of the campaign to spread awareness about cleanliness among people and create clean environment.

Worksheet 18

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Article

1. Yesterday you read in the newspaper that a student's bag overweighed his own weight. There is no doubt that students are being crushed under the weight of studies. He/She has to spend much time in doing homework, which can easily be lessened. Look at the picture given below and then write an article on this major problem faced by the students.

Space for Answer

2. **You are Amit / Amita, a student of class VII. You feel pained to see animals being treated mercilessly. Write an article on 'Cruelty to Animals'.**

Hints

- man, the only animal, kills for pleasure
- animals kept in cages for scientific experiments
- subjected to cruelty, circus, road shows
- bulls, horses, donkeys made to carry loads beyond their normal capacity
- the need of protest against the sale of animal products

Space for Answer

Worksheet 19

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Article

3. These days children are suffering from a new problem, obesity. In the past, obesity was seen only among the adults. But now even the school-going children have become obese (fat) and awkward. It is mostly due to dietary habits of taking too much fat, spicy items, snacks and cold drinks. Write an article on the topic 'Obesity among Children'.

Space for Answer

4. You are Kamna / Kamal. Write an article on 'The Love for the Male Child'.

Hints

- a wrong notion
- people believe male child to perpetuate family name
- female infanticide, a crime and a sin
- education can help change the attitude
- female child not inferior in any way
- society is changing to give more opportunities to girls

Space for Answer

7. STORY WRITING

Story telling and story writing have been very popular since ancient times, though modern story writing can be traced back to the late nineteenth century. The short story deals with one incident that is at the centre. It is this incident which is used to explore a character, to analyse human relationship, or to illustrate an idea. The art of story writing can be perfected with continuous practice. A story writer must possess :

1. fertile imagination
2. command over the language
3. keen insight into the workings of human mind
4. ability to create word pictures

Structure of a Good Story

The following points must be kept in mind :

1. **Plot :** It refers to the logical development of the storyline. It means having a suitable beginning, a middle and a satisfying ending. If the story has a surprising turn at the end, it pleases the readers.
2. **Order :** You should ordinarily relate the events that have to make up the story in the order of time in which they occur. This will provide coherence and unity to the plot of the story.
3. **Proportion :** In order to sustain the interest of the readers, you must differentiate between the important and less important points. Expand the main points but ignore the irrelevant and superfluous details.
4. **Characters :** The characters of the story must be lifelike and convincing. You must include their physical features and specific characteristics to make them look real. Each character should possess an individuality of his/her own. You should depict characters in such a way that they look like real living human beings. Each character should behave in a natural manner.
5. **Environment or Setting :** In order to make the story real and convincing, you must describe in brief the locality and place to which the characters belong. The background to the events that take place in the story should be made clear in some way.
6. **Dialogues :** Characters reveal their nature, temperament, attitude to life and other people and their views through dialogues. So the characters in a story should be made to converse with one another.

How to Write a Story

- Follow the given outline carefully. See to it that no point is left out.
- Give a brief and telling heading to the story.
- Add a dialogue, wherever necessary, to make the story natural.
- Use simple, plain English.
- Make the conclusion surprising but the element of surprise should not seem unnatural.
- Try to use the linear narrative, *i.e.*, from the present to the future.
- Invent the names of characters and incidents according to the background of the story.

  For example, an Indian setting should have Indian characters and an English setting should have English characters.

SAMPLE STORY

Write an original story on the theme "Sudden and Unexpected money brings vices with it".

Beginning →

Sumesh was an extremely contented man. He was hardworking, kind, loving and affectionate. Whatever he earned, he spent on his family and lived happily. One day on the request of a friend he bought a lottery ticket. Fortunately, he won ₹ 10 lakh. He was very happy. Soon greedy relatives and self seekers started flocking to him. They flattered him in many ways.

Middle →

He was taken in by their words. He bought a car. He started visiting hotels and restaurants. He neglected his work. Gradually he squandered all his money in wine and vices. He contacted a serious disease.

Conclusion →

All his money was gone. He had no money even for his treatment. He was neglected by all the near and dear ones. His wife and children also left him. It is true that unexpected money often brings vices.

SOLVED STORIES

1. Write an original story on the theme "Nip the Evil in the Bud".

Once there lived a woman who became a widow at an early age. She had a son named Amit. The woman did her best to provide him all the comforts to get good education. She was always busy in her work to earn money but never bothered to know what Amit was doing at school and even after the school.

One day Amit brought home a pencil stolen from the bag of his classmate Gagan. He showed the pencil to his mother who said nothing. This incident gave encouragement to Amit. Now it was a daily affair for Amit to steal one thing or the other. Sometimes the neighbours also complained against Amit to his mother but it was of no avail. In time Amit became a notorious thief. One day he tried to take away a scooter parked in a market. The owner of the scooter saw Amit doing this. He raised a hue and cry. Amit was caught and severely beaten. He was handed over to the police. The police brought Amit home. His mother was shocked to see Amit in handcufs. Now she realized her foolishness but now it was too late. She realized that it is always better to 'nip the evil in the bud'.

2. Write a story on the theme 'Coming Events Cast their Shadows Before'.

As soon as I saw his face, I could tell that he had some important news. Without pausing to greet me, he said, " Uncle ! Uncle ! There is a ghost in that old house." I got irritated and said, "Stop your nonsense, Vicky ! There's no ghost anywhere."

Though I tried to snub Vicky, he did not relent. He wanted me to come to the grand, old house that stood on the outskirts, near the cemetery.

Vicky took me to the house. The windows had no glasses. The doorways were without doors. There were wide cracks in the walls.

I remember once this house was full of life. The Gill family that lived in it was famous for holding large parties. Then all of a sudden everything changed. Mrs Gill was not seen by anyone. Mr Gill said she had gone to her mother. Many days passed. People noticed a strange change in Mr Gill and his son. They began to prefer aloofness and silence. One day they, too, left. No one knew where.

The unattended house began to lose its hold, like an old man. The outer wall crumbled. Vicky took me to the big staircase where he claimed to have seen a headless body moving with a lamp in one of its invisible hands. There was nothing to see, I had expected.

Both of us moved to come out. A deep mourning shriek coming from a dark room startled us. I rushed towards the room. The moment I reached the threshold, the shriek turned into a hollow laughter. And a headless, half-visible outline of a human body appeared, beckoning me to the middle of the room. Then it disappeared.

A moment later, there was nothing but eerie silence all around. I shared my experience with many friends. The head of the village was also informed. Soon it was decided to dig up the room where the mysterious figure was seen.

The digging began and five or six feet under the earth lay a human skeleton. Everybody knew whose skeleton it was. Police enquiries followed. Mr Gill was taken into custody. Without much fuss, he confessed killing his wife out of suspicion. Vicky became the detective hero. And I was proud of it.

3. Write a short story with the theme 'Bad manners should not be encouraged'.

How guilty and embarrassed I feel ! Mom is to blame for everything. Prabhat is now totally spoilt and ill-mannered. Mom has pampered him so much that he is now uncontrollable. Why should I take him wherever I go ?

Today I took him to Nidhi's birthday party at her home. All were in a joyful mood. I asked Prabhat to sit with me quietly on the sofa. He did not listen to me. He continued running here and there, pulling down and bursting balloons. Nidhi and her mother asked him not to do so. He mimicked them in a mocking way and came back. When the cold drink was served, he spilt it on the sofa. I felt very embarrassed on seeing bad expression on Nidhi's face. I took Prabhat and returned home even before the cake was ceremonially cut. When I told Mom what Prabhat had done, she simply smiled and hugged me, as if nothing had happened.

Worksheet 20

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : **Story Writing**

1. Study the picture given below. Write a story of what the picture suggests to you :

Space for Answer

2. **Write a short story on the theme 'Self help is the best help'.**

HINTS

Rehman _____ a poor weaver _____ shirked work _____ blamed fate _____ for his failures _____ made no progress _____ a saint came _____ asked him to stop blaming fate and work hard _____ no excuses _____ followed the advice _____ became prosperous _____ told one and all _____ self-help is the best help.

Space for Answer

Worksheet 21

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Story Writing

3. Study the picture given below. Write a story or an account of what the picture suggests to you. Your composition may be about the subject of the picture or you may take only the suggestions from it. However, there must be a clear connection between the picture and your composition :

Space for Answer

4. Write an original story on the theme "Plants too have life."

HINTS

Komal, a mischievous girl _____ loved plants, flowers, birds _____ but did not realize _____ have life _____ one day mother went away _____ asked Komal to look after plants _____ forgot _____ mother came after two days _____ plants in bad shape _____ hungry, thirsty, rebuked Komal _____ realized her mistake.

Space for Answer

8. SPEECH

Drafting a speech is a skill that requires complete understanding of the topic. In a way, it is almost similar to an article, but it is relatively informal and intimate. It usually begins with a formal address to the chairperson and the audience. It invariably ends with words like 'Thank you'. Normally, its tone is informal and conversational, but depending on the occasion, it can be formal and serious also.

Important Points

- Address the chairperson and the audience. Greet them politely.
- Begin your speech with a catchy line, phrase or quotation.
- Present your point of view logically.
- Wind up the speech with an optimistic note or a caution.

Always Remember

- Too many facts and figures spoil the impact of the speech.
- Difficult or unintelligible words are not desirable.
- Don't forget to say 'Thank you' before leaving the stage.

SAMPLE SPEECH

Heading →

Lack of Driving Sense among Youngsters

Formal address & greeting →

Respected teacher and dear friends !

Good morning !

Contents →

I am here to speak about the lack of driving sense among youngsters. We daily come across sad news of fatal accidents involving young boys and girls in our towns and cities. The main reason of increasing deaths of youngsters on roads is their carelessness and rash driving. Most of them drive without wearing quality helmets. The two-wheelers without helmets run a grave risk on city roads. Many of them are seen using cellphones while driving. It distracts them and gets them involved in avoidable accidents. Then, many of our youngsters drive at a very high speed. They jump red lights and often overtake from the wrong side. Those who drive in a drunken state run heavy risk of meeting with some serious accident.

Summing up →

Why should we run needless risks ? We should remember : Safety saves. Let us pledge to control ourselves when we drive and observe traffic rules not in letter but in spirit. Nothing is dearer than our life.

Formal thanks →

Thank you.

SOLVED SPEECHES

1. Write a speech on the topic 'My Dreams' for your class.

Dear Friends, the topic of my speech is 'My Dreams'. Dreams, as you know, are expressive of our hidden desires and fears. Some dreams are quite pleasant. Some are simply frightening. Like others, I, too, dream in my sleep. I forget most of my dreams. But there are some dreams which recur in my sleep. In one such dream I find myself running on a railway overbridge to catch a train. The train has started. I run fast but fail to catch it. I start weeping. It is at this point that I wake up. Perhaps this dream has something to do with my fear of failure in life.

In another recurring dream I find myself in a big car. I reach a palatial building. I am saluted, welcomed and escorted to a hall. I deliver an excellent speech. People clap. When I wake up I find myself all alone. Obviously, this dream is connected with my ambition to become a great and popular leader. Thank you.

2. Write a speech on the topic 'Discard plastic bags and save environment' for the morning assembly of your school.

Honourable Principal, worthy teachers and fellow students ! Good morning.

Today I stand before you to speak on the topic 'Discard plastic bags and save environment'.

Plastic bags appear to be very handy and useful, but they are a big curse. They cannot be disposed of properly. After use, they are carelessly thrown here and there. The sweepers collect them at one or the other spot and set fire to them. When burnt, they give out noxious fumes. These fumes pollute the air around us. Sometimes plastic bags are swallowed by stray animals like cows and buffaloes. They prove very harmful for them. They fall sick and die. Instead of plastic bags, the use of paper bag should be encouraged. People should be enlightened about the harmful effects of plastic bags. Shopkeepers should be strictly warned against the use of these plastic bags. The offenders should be severely fined.

Thank you.

Worksheet 22

Writing : **Speech**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

1. Prepare a speech for the morning assembly of your school on the topic "Importance of Traffic Rules".

HINTS

- traffic rules framed for public safety
- must be followed earnestly, not resentfully
- driving on road safely
- observing traffic lights
- spirit of accommodation

Space for Answer

2. **You are Sanjeev / Savita. You are asked to deliver a speech on the topic 'The Role of Internet in Modern World'. Prepare your speech.**

HINTS

- internet, an international computer network
- works through World Wide Web (WWW)
- provides access to all sections of society
- seek information, sell / buy goods
- teleconferencing
- can be misused by antisocial elements

Space for Answer

Worksheet 23

Writing : Speech

Date

Name

Class & Sec.

Roll No.

Marks OBT.

3. You are Madan, an active member of the Youth Wing of SPCA (Society for the Prevention of Cruelty to Animals). Prepare a speech on 'Cruelty to Animals' in about 100-120 words for the morning assembly of your school.

HINTS

- using animals for our own advantages
- overload and underfeed them
- wild animals being killed
- used in laboratories for experiments
- disturbing ecology

Space for Answer

4. There is a report in 'The Hindu' and other leading newspapers that in some areas of South India, people have decided to say goodbye to cola drinks of certain multinational companies. You are impressed by this and want to deliver a speech in the morning assembly of your school. Express your views.

HINTS

- cola drinks contain harmful pesticides
- harmful to bones and teeth
- no nutritional value
- should be banned in all states

Space for Answer

Worksheet 24

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Speech

5. You are Sudesh / Sunidhi. Prepare a speech for the morning assembly of your school on the topic 'Hard work never goes in vain.'

HINTS

- hard work leads to sure success
- no alternative to hard work
- fatalists and shirkers rarely succeed
- planned work essential

Space for Answer

9. DEBATE

A Debate is a formal discussion on a controversial topic. It is in a form of arguments expressing different opinions. In a debate two or more speakers express opposing views and then there is often a vote on the issue. Thus a debate is arranged to seek opinions of the public on an issue which may concern a majority of people. For example, a debate may be arranged to decide 'Whether examinations should be abolished' or 'Should we abolish capital punishment' ?

Important Points

- A speaker has to speak in favour of, or against a proposition or a question.
- A speaker in a debate should note down the points he is to make during his presentation.
- The speaker addresses the audience.
- The chair is addressed as Mr President / Madam.
- The speech has to be logical.

FORMAT OF A DEBATE

Introduction	• Make a dramatic opening. • Address and greet the audience. • State your stand in favour of, or against the motion.
Development / Exposition	• Justify your case with arguments. • Give supporting facts and figures. • Counter the argument of your opponent by referring to her/his speech politely.
Conclusion	• Give your own opinion. Strike a note of warning, make an appeal or express a doubt or fear. • The end should be dramatic and effective. • Say thank you at the end.

What to Avoid

- In your speech you must avoid using
  - + too many anecdotes
  - + too many quotations
  - + too many facts and figures
- Avoid harsh or bitter tone in your voice
- Don't be impolite in referring to your opponent (s) in debtate
- Avoid being sentimental or excessively serious

SAMPLE DEBATE

Heading → **Spare the Rod and Spoil the Child**

Formal address and introduction of the topic → Respected Principal, learned teachers and my friends, a very good morning ! Today I am going to speak against the motion "Spare the rod and spoil the child."

Clearing the standpoint → Dear friends, there are many sayings which have lost their relevance in the modern scenario and this saying is one of them. Rod and Child are not related to each other, rather they are enemies of each other. It is a reminder of the cruelty, inhumanity and savagery of the past where might was right. Today's children are very sensible and sensitive ; they need warmth, not the heat of relations.

Authenticating the idea → If we follow this method, children will face many physical and psychological problems like depression, epilepsy, timidness and many nervous disorders. Personality of the child can never develop, if the fear of the rod persists, like the Damocle's sword over his head. Today's children are already under much pressure and a lot many tensions. So why should we give them an atmosphere of fright ? They should be treated with love and affection even when they commit a mistake. Too much harshness will spoil them. I would like to suggest that this obsolete saying should be changed into 'spare the rod and save the child'.

Development of thought →

Conclusion →

Formal Thanks → Thank you.

SOLVED EXAMPLES

1. The Lions Club is organizing a debate competition on the motion : 'Today's children are very obedient'. Prepare your speech in favour of or against the motion.

Against

Worthy Principal, respected teachers and dear friends !

Good morning !

I stand here to speak against the motion : 'Today's children are very obedient.' The reality is that today's children have become uncontrollable, rude and disobedient. They listen neither to their parents nor to their teachers. They are whimsical. They have no principles in life. They follow what their friends say or do. The result is that a majority of them do not succeed. They remain unhappy and discontented. They indulge in all the evil things of life. Some take to smoking and drinking quite early. Some become drug addicts. They keep their parents under constant stress and strain. When they go out, their parents remain worried about their safety. They drive their bikes rashly. What is of concern is that they do not feel sorry even when they know they are in the wrong. They are quite arrogant and unrepentant. They are not ready to mend their ways. The only thing which parents and teachers can do is to try to inculcate in them good moral values quite early in their childhood. There should be a check on violence and aggression on the big and small screen.

2. The Literary Club of your school is organizing a debate on the motion "Money and human happiness are not related to each other". Express your ideas either in favour or against the motion.

In Favour

Mr President, dear friends, Good morning !

I stand here to speak in favour of the motion :

"Money and human happiness are not related to each other". Many believe that happiness increases with the increase in money. Had it been true, the rich would not have been so unhappy or stressed. The reality is that the more the money, the more the headache. The rich remain tense as to how to keep their money safe from the prying eyes of the thieves and robbers. Then they remain unhappy comparing themselves with the men in better positions than they are. They want to earn more and more to satisfy their growing needs. They work more and more. Some of them become workaholics. As a result of constant stress and strain, they invite many life-style ailments. Most of them suffer from hypertension, obesity, diabetes and many other chronic diseases. They are afflicted with negative feelings like jealousy and greed. They have no time for rest and relaxation. Happiness is, in fact, a state of mind. Even a poor person can be happy if he is contented. Thus, money and happiness rarely go together.

Worksheet 25

Writing : Debate

Date

Name

Class & Sec.

Roll No.

Marks OBT.

1. Zoos are meant to entertain us and educate us about the wildlife which most of us are unaware of. In a debate competition you decide to speak against the motion "Zoos should be closed at once". Prepare your speech in about 150 words.

HINTS

- zoos entertain us
- rare species of animals seen
- zoos also used for breeding animals
- increase in the number of tigers, possible because of zoos

Space for Answer

2. Give your views in favour of , or against the motion : "Men and Women are not equal".

HINTS

- men and women are equal
- bias against women
- women emotionally stronger
- equal opportunities for both sexes
- women empowerment necessary for nation's progress
- men and women complement each other

Space for Answer

Worksheet 26

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Debate

3. There is a debate competition on the motion "Children should not watch TV'. Prepare a speech opposing / supporting the motion.

HINTS

- against the motion
- not all TV programmes bad
- some quite instructive and informative
- children can't be cut off from the world
- only selective programmes to be viewed

Space for Answer

4. You are Suman / Kailash. You are asked to take part in a debating competition on the topic : "Tuition work should be banned legally". Write your speech in favour of or against the motion in about 150 words.

HINTS

In favour

- students become dependent
- teachers neglect class work teaching
- put pressure on students to get private coaching
- burden on poor students
- encourages favouritism and many malpractices
- students be encouraged for self-study

Space for Answer

10. REPORT WRITING

A report is brief and factual, with an eye-catching caption. It is written in a simple, straightforward style. It is based on facts, often an eye witness account. The accuracy of a report is essential. An inaccurate report may damage the reputation and credibility of a newspaper and the reporter as well.

In order to write a newspaper report, one should keep in mind the following points :

- Provide the headline or title.
- Mention the name of the writer, called byline, under the title.
- Details should be provided in paragraphs.
- The opening paragraph should provide all the necessary information regarding the event, such as when and where it happened.
- Conclude with a general observation, a call for action, etc.

SAMPLE REPORT

A talent finding competition was held in your school to spot out budding artists. Write a report of the contest for the school magazine in about 120-150 words.

Heading/Title →

Talent Finding Competition

– Aakriti ← Byline

A Talent Finding Competition was held in our school auditorium on July 10, 20.. at 10 a.m. It was meant for junior students of classes IV-VIII. About 30 students took part in the competition. They showed their talent in such items as folk songs and dances, skits, fashion show, etc. ← Opening paragraph (a brief mention of the event–time, place, etc.)

The function was inaugurated by Sh. Kamal Nath, the Chairman of the Managing Committee of the school. He asked the students to take keen interest in extra-curricular activities and games. The first item was 'Sarasvati Pujan.' It was followed by a group song. The jury consisted of three senior teachers. Miss Meenakshi was adjudged the best artist. ← Details

The Principal congratulated the winners and asked them to cultivate their talents. He said the school will give incentives to those who bag prizes in inter-school contests.

The function came to a close with the chanting of National Anthem by students. ← Concluding remark

SOLVED EXAMPLES

1. You are the editor of your school magazine. Write a brief report of the prize distribution function held in your school recently.

Prize Distribution

— Vivek

The 29th Prize Distribution function of our school was held in the school auditorium on February 26, 20... Sh. K. N. Vohra, the local M.L.A., was the Chief Guest. In his brief but impressive speech, he called upon the student community to actively participate in political activities and guide the nation with a new mindset. He said that the old mindset in politics is harming the nation badly. He congratulated the prize winners and asked them to work hard and bring laurels to their school, parents and teachers.

Earlier, the principal read the school annual report. She enumerated the various achievements of the school. She informed the audience of the school winning a national-level quiz contest. She underlined the fact that ten students of the school had got over 90% marks in the board's examination.

About 50 students were awarded prizes and colours on the occasion. The function came to a close with the national anthem by school students.

2. As a reporter of a national daily, prepare a report of a road accident that occurred on the Ferozepur Road near Jagraon.

Truck Hits a Car, 1 Dead

— N. K. Das

Ludhiana : May 6, 20... . A fatal truck-car accident occurred on the Ferozepur Road near Jagraon in the wee hours today. Ramesh Kumar, the driver of the car, died on the spot. Two other passengers in the car were badly injured, and are now under treatment at the civil hospital in Jagraon.

The truck driver is absconding. The police has registered an F.I.R. against him and impounded the truck.

According to an eye-witness, the accident occurred due to carelessness and rash driving by the truck driver. The truck driver seemed to be under intoxication of some kind, and failed to control the steering wheel. The truck hit the car on the right, smashing the car badly.

There is another version. A farmer told this reporter that the accident occurred when the truck driver lost control on his vehicle while saving a dog that suddenly came infront of the truck.

Worksheet 27

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Writing : Report Writing

1. **As Sandhya, the student editor of your school magazine, you are asked to write a report covering the Blood Donation Camp organized by the school with the help of Blood Bank Society and the Health Dept. of your city.**

HINTS

- joint collaboration of Blood Bank Society and Health Dept.
- volunteers in large numbers
- inauguration by the Deputy Commissioner
- importance of blood donation explained
- a great success

Space for Answer

2. The International Yoga Day was celebrated on the 21st of June in the Society Park of your locality. As secretary of the Society, write a report for the daily newspaper.

HINTS

- Yoga Day celebrated
- a large gathering of residents of all age groups
- Kamal Nath, the Yoga guru explained the importance of health and yoga
- exercises and postures for different ailments
- all must do yoga

Space for Answer

Worksheet 28

Date

Name

Class & Sec. Roll No.

Marks OBT.

Writing : Report Writing

3. An inter-school declamation contest was held in your school. As the secretary of the cultural society, write a report for the school magazine.

HINTS

- teams from many schools participated
- teams and guests heartily welcomed
- inauguration by the Principal
- participation by the host team
- distribution of prizes by the Principal

Space for Answer

4. A 2-day cleanliness drive was conducted in your school to bring awareness among the students to keep premises neat and clean. As the secretary of the Youth Forum, write a report for your school magazine.

HINTS

- cleanliness, a must for healthy surroundings
- participation by the students in large number
- cleaning of toilets and use of dustbins
- school walls cleaned
- last day function to reward best participants

Space for Answer

SECTION-C Grammar

PART - I

Topics :

- The Sentence
- Determiners
- Tenses
- Nouns
- Adjectives
- Pronouns
- 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

PARTS OF SENTENCE

SUBJECT

The first part of the sentence that names what the sentence is about is called the Subject.

e.g., ***Mohan*** is a player.
My father has a car.

PREDICATE

The second part of the sentence that says something about the subject is called the predicate.

e.g., He ***has done his homework.***
The quality of mangoes ***is good.***

KINDS OF SENTENCES

ASSERTIVE / DECLARATIVE

A sentence that simply states something.

e.g., The sun has set.
The manager is not going out.

IMPERATIVE

A sentence that makes a request, command, order.

e.g., Get me a glass of water.

INTERROGATIVE

A sentence that asks a question or makes an enquiry.

e.g., When did you arrive ?
Are you at home ?

EXCLAMATORY

A sentence that expresses strong idea or sudden feelings such as surprise, horror, joy, etc.

e.g., How wonderful !

DEFINITION

A group of words that makes **complete sense** is called a **sentence.** A sentence always begins with a *capital letter and ends with a full stop*, a *question mark* or an *exclamation mark*. A sentence will always contain a *verb*.

Puri **has** fine beaches.
(verb)

Does Puri **have** fine beaches ?
(verb)

What beautiful beaches Puri **has !**
(verb)

THE PHRASE

Some groups of words make sense but *not complete* sense.

in the morning *beautiful girl* *on the road*

A group of words which does *not* normally have a *verb* and does not make *complete sense* is called a **phrase.**

THE CLAUSE

A clause is a group of words that contains a **Subject** and **a verb** but does **not** make complete sense. For example : This is the school *which was built by the priest. Which was built by the priest* is a part of a larger sentence and is not complete by itself, so it is a clause. '*Which*' is the subject and *built* is a finite verb.

A clause will have only one finite verb in it.

KINDS OF SENTENCES

Sentences are of *four* kinds :

(*i*) Assertive or Declarative **(*ii*) Imperative** **(*iii*) Interrogative** **(*iv*) Exclamatory**

(*i*) Assertive or Declarative sentences – say or state something :

Tansen was a great singer in Akbar's court
I was born in Allahabad.

An assertive sentence can also be *negative.*

Tansen was not a great singer.
I was not born in Allahabad.

(*ii*) Imperative sentences – express a command, a request or an advice

You may enter. - command
Pass me the salt, please. - request
Don't eat too much salt. - advice

(*iii*) Interrogative sentences - ask questions

Who are you ?
Why are you late ?

An interrogative sentence can be a yes or no-question or wh-question :

Did you brush your teeth today ? (Ans) Yes, I did. / No, I did not.
Where does he live ?
When will you return ?
Where is he ?

(iv) Exclamatory sentences express some strong feeling or emotion.

What a fabulous idea !

How nice you are !

Hurrah ! We have won.

Subject and Predicate

Every sentence is made up of two parts – the **Subject** and the **Predicate.**

The captain *received the trophy*.

The first part of the sentence 'the captain' names *what* the sentence is about. This is called the subject.

The second part of the sentence says something *about* the subject '*received the trophy*'. This is called the predicate.

In imperative sentences, the subject is always 'you'. But the subject is not stated; it is implied.

Take boiled water. The sentence actually means :

You must take boiled water.

Come in. The sentence actually means :

You can come in.

Normally the subject comes before the verb but in an interrogative sentence it comes after the helping verb as in :

Mohan passed the test (Assertive Sentence)

Is the shopkeeper busy ? (Interrogative Sentence)

Expansion of the Subject and the Predicate.

We can expand the subject by adding an adjective or a phrase.

The Princess Sleeps

The young beautiful princess sleeps.

We can also expand the predicate by adding an adverb or an adverbial phrase ; as,

The young beautiful princess sleeps on the soft bed peacefully.

Thus we can expand a subject and a predicate and make the sentence as long as we desire.

Read and Understand :

A Phrase	A Clause	A Sentence
• is a group of sentences. • does **not** make complete sense by itself. It can **never** stand on its own. • has no subject, **no** predicate and **no** finite verb.	• is a group of words. • may or may not be dependent on something else for complete meaning. • **has** a subject, a predicate which has a **finite verb.**	• is a meaningful group of words. • expresses a complete thought. • **has** a subject, a predicate • which has at least one **finite verb.** • It can **always** stand on its own.

Worksheet 1

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : The Sentence

1. Pick out the subject and the predicate in each of the following sentences :

1. India is a leader in the software industry.
2. Courtesy costs nothing.
3. Have they eaten ?
4. Don't indulge in backbiting.
5. I had a nightmare last night.
6. My nephew is an aeronautical engineer.
7. Heavenly bodies work silently.
8. You can't ignore the past.

2. Read the sentences carefully. Write *As* for assertive, *Im* for imperative *In* for interrogative and *Ex* for exclamatory sentences at the end of each sentence.

1. Have you ever been to Kashmir ?
2. What a beautiful place Kashmir is !
3. I enjoyed my visit to Kashmir.
4. Be careful when you are in Kashmir.
5. Don't eat too many sweets and chocolates.
6. Are chocolates bad for our teeth ?
7. How tempting that bar of chocolate looks !
8. Leave my room at once.

3. Complete the following sentences by supplying predicates :

1. The Gita _____ .
2. The Principal _____ .
3. The crow _____ .
4. India _____ .
5. At the end of the garden _____ .

4. Complete the following sentences by supplying suitable subjects :

1. _____ does not like bed tea.
2. _____ like to listen to interesting stories.
3. _____ causes malaria.
4. _____ moves around the sun.
5. _____ are the source of my strength.

2. NOUNS

KINDS OF NOUNS

PROPER NOUN

A proper noun is the name of a particular person, place or thing.

Examples : *Kolkata* is a big city.

Kalidas was a poet of India.

The Merchant of Venice is a popular play.

COMMON NOUN

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

Examples : *Man* is a social animal.

A *boy* is riding a *cycle*.

A *bird* is sitting on a *tree*.

COLLECTIVE NOUN

A collective noun is the name of a number of persons or things taken together and spoken of as one whole.

Examples : The Indian cricket *team* played well.

The entire *class* is in the laboratory.

The *crowd* greeted the leader.

MATERIAL NOUN

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

Examples : Iron is a useful metal.

We make utensils from *silver*.

This table is made of *wood*.

This house is made of *stone*.

ABSTRACT NOUN

Abstract Noun is usually the name of a quality, action, or state considered apart from the object to which it belongs.

Examples : *Beauty* is a nine days' wonder.

Kindness is always rewarded.

Virtue is its own reward.

DEFINITION

A noun is the name of a person, place, thing, idea, quality or action. For example, William, Mumbai, box, dictatorship, faithfulness, victory – these are all nouns.

Study the following examples carefully and you will be able to understand the concept of 'noun' more clearly.

EXAMPLES :

Persons	:	Kamal, Jones, Gurpreet, man, woman
Places	:	Chandigarh, saloon, lawn, college
Things	:	pen, paper, scooter, glass, mug
Animals	:	lion, dog, cat, bull, goat
Birds	:	pigeon, crow, sparrow, parrot
Flowers	:	rose, lotus, marigold, lily
Fruits and Vegetables	:	mango, banana, orange, carrot, potato, ladyfinger
Ideas	:	marriage, dictatorship, immortality
Qualities	:	politeness, rudeness, beauty, truthfulness
Actions	:	attack, defeat, withdrawal, regimentation
States of mind	:	sickness, health, joy, sorrow

KINDS OF NOUNS

There are five kinds of nouns :

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

1. PROPER NOUN

A *proper noun* denotes a specific, or a particular person, place or thing. For example : Sumit, Asha, Hyderabad, Hamlet – they are all proper nouns.

Study the following examples :

1. *Sumit* is an intelligent boy.
2. *Asha* is a good dancer.
3. *Hyderabad* is a big city.
4. '*Hamlet*' is the best tragic play of Shakespeare.

2. COMMON NOUN

A *common noun* is the name given to every person or thing of the same kind. For example : man, bird, people, animal – these are all common nouns.

Study the following examples :

1. *Man* is the maker of his destiny.
2. *Birds* fly in the sky.
3. *People* love to live in the city.
4. *Cow* is the most gentle animal.

3. COLLECTIVE NOUN

A *collective noun* is the name given to a group of persons or things taken collectively, referred to as a whole. For example : crowd, army, team, class.

Study the following sentences :

1. *The crowd* greeted the Chief Minister.
2. They had to call *the army* to control the situation.
3. *Our team* played very well.
4. Mohini is the best student in this *class*.

4. MATERIAL NOUN

A *material noun* is the name of a matter or substance of which things are made. For example : gold, iron, platinum, wood.

Study the following sentences :

1. Gold is more precious than any other metal.
2. Iron is a useful metal.
3. This chain is made of platinum.
4. This door is made of wood.

5. ABSTRACT NOUN

An *abstract noun* is the name of a quality, an idea, an action, or a state. For example : simplicity, death, victory, happiness.

Study the following sentences :

1. People loved Gandhiji for his simplicity.
2. Death is inevitable.
3. This king is famous for his politeness.
4. Money can buy comforts, not happiness.

Countable Nouns (or countables) are the names of objects, people, etc. that we can count, e.g., orange, boy, girl, man, dog, tiger, cat, etc.

Uncountable Nouns (or uncountables) are the names of things which we cannot count, e.g., water, fire, oil, sugar. They denote substances and abstract things.

Always remember :

Countable nouns have plural forms while uncountable nouns do not have any plural form. For example : we say 'books' but can't say 'milks' or 'electricities'.

B : NOUNS : GENDER

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

(1) Masculine Gender : Nouns which name males belong to the masculine gender, e.g, boy, lion, brother, etc.

(2) Feminine Gender : Nouns which name females belong to the feminine gender, e.g., girl, lioness, sister, etc.

(3) Neuter Gender : Nouns which name things that are neither male nor female belong to the neuter gender. e.g., room, chair, pen, etc.

(4) Common Gender : Nouns which name persons or animals that are either male or female belong to the common gender. e.g., doctor, shopkeeper, president, bird, child.

Formation of the Feminines of Nouns

(a) By using an entirely different word; as

Masculine	Feminine
boy	girl
cock	hen
dog	bitch
drone	bee
father	mother
gentleman	lady
horse	mare

(b) By adding a syllable (ess, – ine, –a, etc) ; as,

Masculine	Feminine
count	countess
giant	giantess
heir	heiress
lion	lioness
poet	poetess
actor	actress
hunter	huntress
duke	duchess

(c) By changing a word before or after ; as,

Grandfather	Grandmother
landlord	landlady
milkman	milkwoman
peacock	peahen
cocksparrow	hensparrow

C : Nouns : Number

Nouns can be classified in two ways :

(1) Singular Number : A noun is singular when it points out one person, place, animal, thing, etc.

For example : man, cellphone, town, dog, pen, etc.

(2) Plural Number : A noun is plural when it points out more than one person, place, animal, thing, etc.

For example : men, cellphones, towns, dogs, pens, etc.

Formation of Plurals

(a) By adding 's', 'es' to the singular; as,

girl	girls	chair	chairs
pen	pens	cow	cows
tax	taxes	class	classes
dish	dishes	box	boxes
potato	potatoes	hero	heroes
echo	echoes	kilo	kilos
solo	solos	photo	photos
rhino	rhinos		

(b) By changing –'y' preceded by a consonant.

Change – y into i and add-es, as,

army	armies	baby	babies
copy	copies	duty	duties

(c) By changing – 'f', '–fe' into v and adding es ; as,

thief	thieves	sheaf	sheaves
life	lives	calf	calves
half	halves	shelf	shelves
leaf	leaves	self	selves

Exceptions

chief	chiefs	proof	proofs
safe	safes	cliff	cliffs
gulf	gulfs	handkerchief	handkerchiefs

(d) By changing the inside vowel of the singular ; as,

man	men	louse	lice
tooth	teeth	goose	geese

(e) Some nouns have the singular and the plural forms alike ; as,
deer, series, species, dozen, trout, swine

(f) Some nouns are used only in the plural, e.g.,
scissors, tongs, trousers, shorts, jeans, thanks, tidings, assets

(g) Some nouns look plural but are used as singular; as,
mathematics, physics, measles, news.

(h) Some collective nouns, though singular in form are used as plurals; as,
cattle, people, gentry, poultry

(i) Common nouns can be changed into their plural form by – s to the principal word; as,

Singular	**Plural**
son-in-law	sons-in-law
daughter-in-law	daughters-in-law
passer-by	passers-by
looker on	lookers on

Worksheet 2

Grammar : Nouns

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

1. Rewrite the following sentences by changing the gender of the nouns in each case :

1. Father will accompany his son to the garden.
2. My sister is studying in Delhi.
3. The lions were roaring in the forest.
4. The boys were making a noise in the class.
5. All the men had gone out for hunting.
6. My nephew is coming to see me in the evening.

2. Rewrite the following sentences after changing the number of the noun in each case.

1. A boy and a girl were going together.
2. The teacher should not cut his class.
3. The heroine played her role impressively.
4. The lapse was committed by the Commander-in-chief.
5. A student must get his laptop updated.
6. We should keep our room clean.

3. Fill in the blanks with the nouns given below.

vacancy, chain, perfection, Tagore, sympathy, pack, justice, patience

1. A _____ of cards lay on the table.
2. Chandragupta Vikramaditya is known for his _____ .
3. We must treat the poor with _____ .
4. All the hotels are packed during Christmas and there is no _____ .
5. A _____ of events took place which shocked us.
6. _____ gave us our national anthem.
7. The food was cooked to _____ and we relished it.
8. I listened to his long story with _____ .

Worksheet 3

Grammar : **Nouns**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

4. Pick out Proper and Common Nouns in the following sentences :

1. This lake is a big picnic spot.
2. The fountains splash water there.
3. Suman takes pride in her beauty.
4. We went to see the Taj Mahal.
5. People visit Rock Garden in large number.
6. Politicians have their own axe to grind.
7. Narender Modi is a great leader.
8. Advocate Goel argues very well.
9. Mumbai is a big city.
10. The girls take pride in their hair style.

5. Given below are a few sentences. Each sentence has one or more nouns. Choose nouns and tell their kinds.

1. Birds fly in the sky.
2. Cleanliness is next to godliness.
3. The class is learning its lesson.
4. Fish swim in the tank.
5. Do not throw stones at others.
6. Frogs croak in the pond.
7. The jury found the accused innocent.
8. This bottle is made of plastic.
9. Honesty is the best policy.
10. The teacher teaches the students.

6. Pick out nouns from the following sentences and tell the kind of each.

1. Gold is a costly metal.
2. Jalandhar is a smart city.
3. Birds chirp in the morning.
4. This table is made of glass.
5. Rashmi is a good singer.
6. Lotus is our national flower.
7. Peacock is our national bird.
8. Flowers give sweet fragrance.
9. Raman bought a bag from the market.
10. My father is in his study.

3. 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

I am happy.

You are nice.

REFLEXIVE PRONOUNS

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

myself, yourself, himself, ourselves, themselves

You hurt *yourself*.

He *himself* talked to me.

DEMONSTRATIVE PRONOUNS

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

this, that, these, those

This is my pen.

That is my friend's house.

INDEFINITE PRONOUNS

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

some, many, few, one, none, all

Do good to *others*.

All were present.

DISTRIBUTIVE PRONOUNS

These are the pronouns which show that persons or things are taken singly; as,

each, either, neither

Each girl has a prize.

RELATIVE PRONOUNS

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

who, that, which, whose, whom

All *that* glitters is not gold.

INTERROGATIVE PRONOUNS

These are used for asking questions; as,

who, whose, which, what

Whose book is this ?

Who are you ?

DEFINITION

A pronoun is a word used in place of a noun. Pronouns are used to avoid repetition of nouns. They are, we can say, substitutes for nouns.

Read the following sentences :

(*i*) Saurabh met Suruchi in the garden. Saurabh invited Suruchi to coffee. Suruchi agreed. Saurabh brought Suruchi home. Saurabh and Suruchi took coffee.

(*ii*) Saurabh met Suruchi in the garden. *He* invited *her* to coffee. *She* agreed. *He* brought *her* home. *They* took coffee.

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

KINDS OF PRONOUNS

There are seven kinds of pronouns :

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

1. PERSONAL PRONOUNS :

Personal pronouns indicate the speaker (First Person), the person spoken to (Second Person), or the person, place or thing spoken about. (Third Person).

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

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

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

you, yours.

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

He, she, it, him, his, hers, its, they, them, theirs.

Note : The words *my, our, your, his, her, their, its* are called Possessive Adjectives / Determiners.

2. REFLEXIVE / EMPHASIZING PRONOUNS :

(*a*) The First Person : myself, ourselves

(*b*) The Second Person : thyself, yourself, yourselves

(*c*) The Third Person : himself, herself, itself, themselves

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

(*i*) I shall speak *myself* to your teacher.

(*ii*) You hurt *yourself*.

Emphasizing Pronouns are used with **nouns** or **pronouns** for the sake of emphasis ; as,

(*i*) I *myself* want to get rid of him.

(*ii*) We *ourselves* heard him saying so.

3. DEMONSTRATIVE PRONOUNS :

Demonstrative pronouns are used to point out the persons or things for which they stand Demonstrative pronouns are : this, that, these, those.

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

4. INDEFINITE PRONOUNS :

Indefinite pronouns are those which refer to persons or things in a group. They refer to any particular person or thing ; as,

1. *Some* are fortune's favourites.
2. *Many* of these mangoes are unripe.
3. *Few* risk dangers.

5. DISTRIBUTIVE PRONOUNS :

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

1. *Each* girl won a prize.
2. *Either* of the roads leads to Jaipur.
3. *Neither* of the servants is trustworthy.

6. INTERROGATIVE PRONOUNS :

Interrogative pronouns are used for asking questions ; as,

1. *Who* spoiled the cloth ?
2. *Whose* book is this ?
3. *Which* is your cellphone ?
4. *What* is your father ?

7. RELATIVE PRONOUNS :

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

1. She is the *lady* **who** taught me English.
2. Here is the *watch* **that** you like.
3. *All* **that** glitters is not gold.
4. God helps *those* **who** help themselves.

Worksheet 4

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Pronouns

1. Choose and write the correct pronoun given in brackets in the blanks :

(*i*) When _____ (I/me) explained my problem to my Principal _____ (she/her) very kindly allowed (I/me) to leave early.

(*ii*) Please give _____ (I/me) a reminder regarding my brother's birthday. I must wish _____ (he/him) tomorrow morning. After all, he is my only brother, isn't _____ (it/he) ?

(*iii*) Last night _____ (us/we) phoned _____ (they/them) and told _____ (they/them) the truth of the matter. _____ (they/them) were greatly taken aback but in the end _____ (they/them) understood the situation.

2. Pick out the relative pronoun and their antecedents.

(*i*) They got exactly what they had wished for.

(*ii*) Raju, who had heard the whistle, ran outside.

(*iii*) The children, who were kept waiting, rushed in as the bell rang.

(*iv*) She pointed to the gate that led to the exit.

(*v*) The gentleman whom we met yesterday is my uncle.

3. Identify the demonstrative pronouns in the following sentences.

	D.P.
1. These are their tall claims.	_____
2. This is her house.	_____
3. These are our doubts.	_____
4. That is your alma mater.	_____
5. This is my pen; that is yours.	_____
6. These are heavy boxes.	_____
7. That is a tall tree.	_____

4. Identify the incorrect pronouns in these sentences and rewrite them correctly.

1. This life is our.
2. Neither of we told a lie.
3. They completed the work itself.
4. Please give it to Surinder or I.
5. I drew this face herself.

5. Fill in the blanks using relative pronouns.

1. Do you know the boy _____ fell unconscious.
2. Listen to _____ the teacher says.
3. Here is the notebook _____ you gave me.
4. The answer _____ she gave was wrong.
5. Do you know _____ house that is ?

6. Fill in the blanks with correct pronouns.

(*a*) _____ like my teachers as (*b*) _____ are quite friendly. One of my teachers (*c*) _____ has recently joined is my favourite teacher. (*d*) _____ treats all of (*e*) _____ like friends. He explains (*f*) _____ everything very patiently.

7. Fill in the blanks with correct pronouns.

Don't support me. (*a*) _____ will go (*b*) _____, and I know the way. Why do (*c*) _____ worry ? (*d*) _____ is my routine. Men (*e*) _____ are like me can sense any harm more quickly than normal persons.

4. DETERMINERS

KINDS OF DETERMINERS

ARTICLES

The	A, An
(Specific Determiner)	(General Determiner)
e.g., *the* Ganga	*a* book, *an* egg

POSSESSIVES

My, your, our, his, her, its, their (Specific Determiners)

e.g., *My* doll is in the almirah.
Your teddy is beautiful.
Our house looks beautiful.

DEMONSTRATIVES

This, that, these, those, (Specific Determiners)

e.g., 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)

e.g., 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

We use a number of words before a common noun (adjective + common noun). We call them determiners. Their function is to affect or determine the meaning of the noun.

KINDS OF DETERMINERS

1. Articles : a, an, the

   Study these sentences.

   1. There was a gardner working in the lawn.
   2. An elephant is a huge animal.
   3. The book you want is out of print.

2. Possessives : my, our, your, his, her, their, Ram's, etc.

   Study these sentences.

   1. My uncle lives in London.
   2. Her aunt will help her in this matter.
   3. They put on their clothes and left for the bazaar.

3. Demonstratives : this, that, these, those, etc.

   Study these sentences.

   1. This mobile belongs to me.
   2. That jug is empty.
   3. Those boys have not done their work.

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

   Study these sentences.

   1. Can you give me some more money ?
   2. There is not any milk in the jug.
   3. Few men are sincere these days.

5. Others : first, second, one, two, each, every, neither, next, other, both, etc.

   Study these sentences.

   1. She stood first in the class.
   2. Neither of the boys appeared for the test.
   3. She bought three shirts from that shop.

(A) USE OF ARTICLES 'A, AN'

(*i*) *A* and *An* are called Indefinite Articles.

Article *A* is used before :

- a singular, countable noun beginning with a consonant sound; as, a book, a table, a chair, a boy, a girl

Article *An* is used before :

- a singular, countable noun beginning with a vowel sound; as, an elephant, an egg, an ice cream, an orange, an umbrella.

SPECIAL NOTE :

The terms 'vowel' and 'consonant' refer to sounds, not to letters.

Uses :

1. Before a singular, countable noun; as,
   a cow is ***an*** animal.
   There is ***a*** message for you.
2. With a noun complement; as,
   She is ***a*** famous teacher.
   It is ***an*** interesting story.
3. In expression of price, speed, ratio; as,
   Eighty miles ***an*** hour
   Four times ***a*** day
4. Before a certain numerical expression; as,
   a dozen, ***a*** million, ***a*** lot of, ***a*** great many
5. In exclamations; as,
   Such ***a*** pity ! What ***a*** beautiful flower !
6. Indicating that a person is stranger to the speaker; as,
   a Mr Taneja, ***a*** Mr Charles

Don'ts : Do not use *A* and *An* before :

1. Plural nouns :
   e.g., Cows give milk.
2. Uncountable nouns :
   e.g., They take milk.
3. Abstract nouns :
   e.g., Beauty is truth.
   Haste makes waste.

(B) Use of Article 'The'

'The' is a definite article. It is used with a noun that refers to somebody/something in particular.

Note : *Do not use 'the' with :* countries, towns, streets, proper names, abstract nouns, etc.

Uses of Article 'The'

1. Before the names of seas, rivers, mountains, gulfs; as,
   The Indian Ocean, *the* Jamuna, *the* Himalayas
2. Before the names of the newspapers, magazines and periodicals; as,
   The Hindu, *the* Frontline
3. Before the names of holy books; as,
   The Geeta, *the* Ramayana, *the* Bible, *the* Upnishads
4. Before the nouns of which there is only one; as,
   The earth, *the* moon, *the* South Pole, *the* equator
5. Before a noun which becomes definite by being mentioned a second time; as,
   I met *a* boy in the market. *The* boy was very intelligent.
6. Before superlative degree of an Adjective; as,
   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; as,
   We must help *the* poor.
   Blessed are *the* meek.

8. Before a noun made definite by the addition of a phrase or a clause; as,
   The boy who has stood first.
   The building that I purchased.
9. Before a singular noun to represent a class of animals or lifeless things; as,
   The whale is the biggest mammal.
   The ant is industrious.
10. Before the names of the important buildings; as,
    the Taj, *the* National Museum
11. Before the names of nationalities; as,
    the English, *the* Indians
12. Before the names of religious sects; as,
    the Hindus, *the* Sikhs
13. Before the names of the clans; as,
    the Bheels, *the* Jats, *the* Rathores
14. Before the abbreviated names of countries, provinces, major organisations; as,
    the U.S.A., *the* U.P., *the* U.N.O.
15. Before the comparative degrees of adjectives, if they are used twice or more in the same sentence; as,
    The higher you go, *the* cooler it is.
    The sooner, *the* better.

Special Note :

1. *When places of assembly such as church, school, market, college, concert, fair, hospital, court, university, prison, etc. are visited for their primary purpose, the article 'the' is not used; as,*
   (i) I went to school. (to study)
   (ii) He was sent to prison. (for punishment)
   (iii) I went to the market to meet my friend. (not to sell or buy)
2. *Do not use 'The' before a noun, preceded by a possessive adjective; as,*
   This is my blue book.

(C) Possessives

Possessives are the words which show that a particular person, animal or thing belongs to a particular person. *My, our, your, his, her, their, its,* etc. are possessive determiners. They are also called Possessive Adjectives because they are placed before a noun or a pronoun they refer back to :

We love our country.
Possessor *Possessive*
She performs her duty.
Possessor *Possessive*

NOTE :

Mine, ours, yours, his, hers, theirs, etc. are Possessive Pronouns and so they cannot be used as possessive determiners. Read the following sentences :

Incorrect	Correct
1. This is mine bag.	This bag is mine. *Or* This is my bag.
2. That is theirs house.	That is their house. *Or* That house is theirs.

(D) Demonstratives

This, that, these, those are demonstrative determiners which can be used as adjectives. They point out to the noun before which they are used.

(*i*) This hat is my uncle's.
(*ii*) These are nice projects.
(*iii*) That house is beautifully made.
(*iv*) Those cars are on sale.

This and **These** show nearness to the speaker. **That** and **Those** show distance from the speaker. **This** and **That** are used before singular numbers. **These** and **Those** are used before plural numbers.

This book is very useful. (Singular)
These rooms are cozy. (Plural)
Can you see that picture clearly ? (Distance)
These boxes are heavy. (Numbers)

(E) Indefinite Adjectives

(some, any, many, much, little, few, less, more, etc.)

1. SOME AND ANY :

Some is used :	Any is used :
1. In affirmative sentences; as, She has some money.	1. In negative sentences; as, I do not have any purse.
2. While making a request; as, Would you lend me some money ?	2. While asking a question ; as, Have you got any sense ?

2. LITTLE, A LITTLE, THE LITTLE :

Little : Little has a negative sense. It means not much; as,
He *little* knows his fault.

A little : It denotes some quantity or to some extent. It has a positive meaning; as,
I am *a little* tired.

The little : It denotes the whole quantity of the small quantity; as,
She gave me *the little* milk she had.

3. FEW, A FEW, THE FEW :

Few : It is used for number. It has a negative meaning; as,
He is so nice that he has *few* enemies (It means he has hardly any enemy).

A Few : It denotes a small number. It has a positive meaning; as,
He has *a few* friends.

The Few : It denotes the whole number of the small number; as,
The few friends he has are sincere to him.

4. MUCH, MANY :

Much : It is used with uncountable nouns. It is followed by a singular verb. It modifies an adjective or an adverb in the comparative degree; as,
She is *much* thinner than her sister.

Many : It is used with countable nouns. It takes a plural number and plural verb; as,
Many people run after money.

Worksheet 5

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Determiners

1. Fill in the blanks with *this, that, these, those.*

1. _____ tree is worshipped in India.
2. _____ men are the divers.
3. I can't solve _____ sums.
4. These roads are wider than _____ roads.
5. _____ days, life has become very hard.
6. _____ points you cannot ignore.
7. Has _____ place attracted you the most ?
8. _____ persons who live in glass houses should not throw stones at others.

2. Fill in the blanks with suitable determiners :

He was neither (*a*) _____ profound nor (*b*) _____ scholarly writer, but his work is characterized by clarity and good taste. He is (*c*) _____ prime mover in (*d*) _____ revival of (*e*) _____ light hearted essay, blending humour and sentiment which was very popular in (*f*) _____ early decades of (*g*) _____ twentieth century.

3. Fill in the blanks with suitable determiners :

About (*a*) _____ hour and (*b*) _____ half later Iona is seated by (*c*) _____ large dirty stove. Around (*d*) _____ stove, on (*e*) _____ floor, on (*f*) _____ benches, people are snoring ; (*g*) _____ air is thick and suffocatingly hot. Iona looks at (*h*) _____ sleepers, scratches himself, and regrets having returned so early.

4. Complete the following conversation with suitable determiners :

Father : Abhey, have you prepared all (*a*) _____ chapters ?

Abhey : Yes, Dad, only (*b*) _____ chapters need revision.

Father : Do you need (*c*) _____ help ?

Abhey : Yes, Dad. Let me talk to (*d*) _____ friend on phone.

Father : Of course. You may use (*e*) _____ phone as much as you like.

Abhey : Dad, you are (*f*) _____ most accommodating father on (*g*) _____ earth.

Worksheet 6

Grammar : **Determiners**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

5. Fill in the blanks with some, any, much, many, little, a little, the little, a few etc.

1. He lost _____ money he had saved.
2. The Municipal Corporation should solve the problem created by stray dogs. There are _____ cases of rabies.
3. In this zoo, there are _____ rare animals.
4. Do you have _____ money in your wallet ?
5. His phone is always busy, he receives _____ calls.
6. _____ knowledge is a dangerous thing.
7. This year we can hope for a bumper crop as there has been _____ rain.
8. There is _____ hope of the survival of Ebola patients.

6. Fill in the blanks with appropriate determiners.

(*a*) _____ international craze for shawls made of Shahtoosh "(*b*) _____ wool of kings" will make (*c*) _____ Chiru (Tibetan Antelope) extinct in (*d*) _____ years. The Supreme Court's directive to the J & K government to ban the manufacture and trade of Shahtoosh products has come into force. Though (*e*) _____ people are taken unawares, (*f*) _____ of the people are in favour of this order. The Chiru's wool is got by killing three or (*g*) _____ animals. Don't you feel (*h*) _____ crime is one of (*i*) _____ most serious crimes ?

7. Fill in the blanks with the correct determiners :

1. It is a fact that _____ people do not like to take risks.
2. You can take _____ book, both are very interesting.
3. _____ time I called him, he gave me no response.
4. Did the property go to _____ the brothers, Deepak and Mayank ?
5. _____ one was in the room.
6. She was found _____ in the classroom nor in the canteen.
7. _____ people do not believe in God.
8. Are you staying here just for _____ night ?
9. They are so adamant that they will agree in _____ case.
10. Do you want _____ sandwich or two ?

8. Fill in the blanks with correct determiners.

Once there were (*a*) _____ artists. One of them painted (*b*) _____ garland of flowers. It was extremely beautiful and artistic. (*c*) _____ bee came and settled on (*d*) _____ picture. (*e*) _____ other artist painted (*f*) _____ basket of fruit. (*g*) _____ ox tried to take hold of it. (*h*) _____ visitor could judge which picture was better of the two. (*i*) _____ the pictures were really beautiful.

5. ADJECTIVES

KINDS OF ADJECTIVES

ADJECTIVES OF QUALITY

Adjective of Quality qualifies or describes an object by telling us what quality the object has.

Examples : John is a *lazy* boy.

Amita is a *beautiful girl*.

He rides a *black* horse.

ADJECTIVES OF QUANTITY

Adjective of Quantity qualifies a noun by showing the quantity of the thing named.

Examples :

My mother ate *some* rice.

He wants a *little* sugar.

He has *enough* bread.

ADJECTIVES OF NUMBER

Adjective of number denotes the number of persons or things named.

Examples :

A week has *7* days.

Many people think so.

All men must die one day.

DEMONSTRATIVE ADJECTIVES

Demonstrative Adjectives point out which persons or things are meant.

Examples :

This man is my neighbour.

That boy is my friend.

Such men are dangerous.

DISTRIBUTIVE ADJECTIVES

Distributive Adjectives denote that the persons or things named in the sentence are taken separately or in separate lots.

Examples :

Each man had two horses.

Everybody has its task.

INTERROGRATIVE ADJECTIVES

Interrogative Adjective is used with nouns to ask questions.

Examples :

What kind of man is he ?

Whose book is this ?

What plans do you make ?

DEFINITION

An adjective is a word that adds to the meaning of the noun or pronoun to which it refers. It describes a person, a place or an object throwing light on its quality, quantity or characteristic. Adjectives are used to say what a noun is like or seems like ; as,

Kavita is a *pretty* girl.

The chair is *comfortable.*

This cat is very clever.

Adjectives are used either *attributively* or *predicatively*. We say that an Adjective is used *attributively*, when it is placed before a Noun; as,

The *brave* soldier was honoured.

It is a *bright* day.

When an Adjective is used after the verb as a part of the Predicate, it is said to be used *predicatively* :

The soldier was *brave*.

The day is *bright*.

A few Adjectives such as *old*, *late* and *heavy* can take a different meaning when they are used attributively; as,

Simon Peter is an *old* friend.

(*i.e.*, I have known him for a long time – attributive)

Simon Peter is very *old*.

(*i.e.*, in years – predicative)

My *late* grandfather was a miner.

(*i.e.*, he is dead now – attributive)

My grandfather was *late* again.

(*i.e.*, not on time – predicative)

Position of Adjectives

Adjectives can be used before or after nouns.

A few Adjectives change in meaning depending on whether they are used before or after a Noun. Some of these are : *concerned, involved, present, proper, responsible* :

1. The *concerned* (= worried) nurse rushed back to the patient.
   The nurse *concerned* (= responsible) was on a holiday.
2. Henry is a *responsible* boy. (= He has a sense of duty.)
   The boy *responsible* (= who can be blamed) was punished.
3. It was a *proper* (= correct) question.
   The question *proper* (= itself) was not answered.
4. It was a very *involved* (= complicated) explanation.
   The man *involved* (= connected with this) has been terminated.

Kinds	Characteristics	Examples
(1) Adjectives of Quality/ Descriptive Adjectives	describe the kind, quality or characteristic trait of a person	good, beautiful, tall, white, hot, cold, etc.
(2) Adjectives of Quantity	describe quantity, amount or number, answer the question, how much	some, much, all, enough, half, many, little, a lot, etc.
(3) Adjectives of Number (numeral adj.)	answer how many indicated number and the order of things / persons	one, two, many, few, first, second, last, etc.
(4) Demonstrative Adjectives	indicate which person / thing is referred	this, that, these, those, such
(5) Distributive Adjectives	refer to each single person / thing in a group/ class	each, every, either, neither
(6) Interrogative Adjectives	to ask questions	what, which, whose

Degrees of Comparison of Adjectives

Positive Degree (Stands for a simple quality)	Comparative Degree (Stands for a quality of higher degree-used for two)	Superlative Degree (Stands for the quality of the highest degree-used for three or more)
bright	brighter	brightest
near	nearer	nearest
easy	easier	easiest
bad / ill / evil	worse	worst
little	less, lesser	least

1. **Positive Degree :** It is the simplest form of ***Adjective.*** It is used when there is no comparison.
   My friend has a ***sharp*** memory.
2. **Comparative Degree :** It is used to compare two persons or things :
   Your brother is ***taller*** than your sister.
   She is ***wiser*** than her friend.
3. **Superlative Degree :** It is used when more than two persons or things are compared :
   He is the ***wisest*** boy in the class.
   Tiger is the ***fastest*** animal.

FORMATION OF THE DEGREES OF ADJECTIVES

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 degree :

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
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
lazy	lazier	laziest

4. If the Positive Degree has only *one* syllable and ends in ***one*** consonant and the consonant is preceded by a ***short vowel,*** this consonant is *doubled* before adding ***er*** and ***est***.

Positive	*Comparative*	*Superlative*
fat	fatter	fattest
hot	hotter	hottest
big	bigger	biggest
sad	sadder	saddest

5. Many Adjectives of *two* syllables, and all Adjectives of more than two syllables, take ***more*** before them to form the Comparative, and ***most*** to form the Superlative.

Positive	*Comparative*	*Superlative*
courageous	more courageous	most courageous
faithful	more faithful	most faithful
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
intelligent	more intelligent	most intelligent

6. The following Adjectives are compared ***irregularly*** :

Positive	*Comparative*	*Superlative*
good, well	better	best
bad	worse	worst
little	less	least
old	older	oldest

Study the use of degrees of Comparison.

Examples :

1. Reena is a **beautiful girl**. *(Positive Degree)*
2. Rosy is **more beautiful** than Reena. *(Comparative Degree)*
3. Anu is the **most beautiful** of all the girls. *(Superlative Degree)*
4. Aslam is a **fat** boy. *(Positive Degree)*
5. Afzal is **fatter** than Aslam. *(Comparative Degree)*
6. Akram is the **fattest** of the three boys. *(Superlative Degree)*

Points to Remember

- When some quality of the subject is to be expressed, use adjectives after the verbs. *e.g.*,
  1. The surface of the table feels smooth.
  2. The princess looks charming.
- Use 'to' and not 'than' after the adjectives, *superior, inferior, senior, junior, prior, etc.* :
  1. He is superior to his brother in intelligence.
  2. You are junior/senior to him.
- Use the comparative form of the adjective while comparing two things or classes of things :
  1. Of the two films, the old one is better.
  2. She is the taller of the two.
- Avoid double comparatives and superlatives :
  He is the most best person.
  (incorrect)
  He is the best person.
  (correct)
- The comparison made must be appropriate. For example, consider the following sentence :
  The population of China is larger than any country in the world. (wrong)
  The population of China is larger than that of any country in the world. (correct).

Worksheet 7

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Adjectives

1. Select the correct word from the alternatives given in brackets :

1. Raghav is the (wisest, wiser) of the two boys.
2. Can you do without (further, farther) delay ?
3. You are senior (to, than) me in this office.
4. Our guests left by the (last, latest) train.
5. The thief was taken to the (next, nearest) police station.
6. These days currency notes have (much, more) attraction than values.
7. Your parents know you (better, best) than any outsider.

2. Fill in the blanks with appropriate adjectives :

When I think of the past (*a*) _____ numbers of pictures rush through my mind. (*b*) _____ of the pictures stay (*c*) _____ than others. They are my (*d*) _____ and I begin to muse about them, and unconsciously almost I compare (*e*) _____ happenings with what is taking place today. I try to find a lesson in them for my guidance, but what a (*f*) _____ jumble is one's mind, full of (*g*) _____ thoughts and (*h*) _____ images like a gallery with no order in the arrangement of pictures.

3. Fill in the blanks with : all, few, many, some :

Trees are very useful for (*a*) _____ of us. They provide us (*b*) _____ benefits. But it is a matter of concern that (*c*) _____ foolish people are cutting down the trees. If the jungles are cut down like this then (*d*) _____ species will be left on this planet. So let's us do (*e*) _____ thing solid to save trees.

4. Complete the following passage using correct adjectives :

Fat, they say, steals your youth. Our body does require a (*a*) _____ amount of fat. But eating the fried type of fat in (*b*) _____ quantities brings about (*c*) _____ harm and (*d*) _____ problems. Therefore avoid cholesterol rich foods. Go for long walk at least for 30-40 minutes. Do not take (*e*) _____ food items too often. This is the (*f*) _____ solution. But (*g*) _____ body is impressed by (*h*) _____ simple solution. T.V. advertisements are full of (*i*) _____ things (*j*) _____ persuade the viewers to buy (*k*) _____ stuff as is either useless or harmful. (*l*) _____ government must take (*m*) _____ serious steps in public interest. The people should also open (*n*) _____ eyes and ears before buying things.

5. Complete the following letter by filling in the blanks with the correct adjectives:

Dear Mother,

I could not write to you because of my (*a*) _____ examinations. I am (*b*) _____ to inform you that I have done well in all subjects. My papers in the subjects of English and Mathematics were (*c*) _____ . The papers in Science and Social Studies were (*d*) _____ . I hope to get the (*e*) _____ position in this test. Our (*f*) _____ teachers say that (*g*) _____ year the questions in the exams were (*h*) _____. That is why the (*i*) _____ percentage will fall down. But there is nothing to worry. I will come home after (*j*) _____ week. With my (*k*) _____ regards.

Dushyant

Worksheet 8

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : **Adjectives**

6. Pick out adjective from the following paragraph.

When there was a strong wind the pine trees made sad, eerie sounds that kept most people to the main road. But Mr Oliver was not a nervous or imaginative man. He carried a torch, and its gleam the batteries were running down-moved fitfully down the narrow forest path. When its flickering light fell on the figure of a boy, who was sitting alone on a rock.

_____

_____

_____

_____

_____

7. Fill in the blanks with the most appropriate words :

The doll's house was (*a*) _____ big. The Carter and Pat carried it into the courtyard. It was dark, (*b*) _____ and (*c*) _____ . It had (*d*) _____ little chimneys. They were painted (*e*) _____ and (*f*) _____ . The door gleamed with (*g*) _____ varnish. It looked like a (*h*) _____ slab of toffee.

_____

_____

_____

_____

8. Fill in the blanks with the suitable adjectives :

My (*a*) _____ brother is very fond of reading (*b*) _____ books. On my (*c*) _____ birthday, he gave me a present. It was a (*d*) _____ packet. I opened it and found that it contained a (*e*) _____ book. I was not very (*f*) _____ with the present. But when I read this book, I felt (*g*) _____ . I shall always remember this (*h*) _____ present.

_____

_____

_____

_____

_____

9. Fill in the blanks with the most appropriate words :

India is (*a*) _____ large that the weather varies considerably from one region to (*b*) _____ . In Thiruvanantapuram, for example, the temperature remains steady (*c*) _____ the year. Delhi has a hot summer, with the (*d*) _____ temperatures in May and June, but the weather is (*e*) _____ colder in winter. Although (*f*) _____ of these places are affected by the monsoon, it arrives (*g*) _____ in Thiruvanantapuram, where the annual rainfall is higher (*h*) _____ in Delhi.

10. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction in your answer sheet :

This laze existence is really fine.	(*a*) _____
Sidi does not have to do few work	(*b*) _____
at all. So I am going up to be	
a profession idler like Sidi Lakdar.	(*c*) _____
He immediate announced his intention	(*d*) _____
to his father. "I want to be a profession	(*e*) _____
idler." Naturally, his annoyance father	(*f*) _____
punished him with all stick available	(*g*) _____
to him at that moment, but the stubbornly	(*h*) _____
boy was undeterred.	

6. VERBS

KINDS OF VERBS

TRANSITIVE VERB

It is a verb that denotes an action which passes over from the subject to the object.

Examples :

The principal delivered a speech.

The teacher punished him.

He deposited money in the bank.

INTRANSITIVE VERB

It is a verb that denotes an action *i.e.*, complete in itself. It does not pass over to an object.

Examples :

The baby sleeps.

The ships sank in the sea.

The sun rises in the east.

There are Verbs which can be used both Transitively and Intransitively ; as,

Transitively	Intransitively
1. Boys *fly* kites.	1. Birds *fly* in the sky.
2. Girls *ran* a race.	2. Anupam *runs* fast.
3. She *opens* her book carelessly.	3. The school *opens* at 8 a.m.
4. My mother *writes* poems.	4. She *writes* neatly.

DEFINITION

A verb is a word that expresses an action, an event or a state (such as exists). In simple words, it says something about a subject.

FUNCTIONS

(*a*) It may tell us what a person or thing *does* ; as,

(*i*) The lion roars. (*ii*) The singer sings. (*iii*) The river flows.

(*b*) It may express a state, that is, what a person or thing is ; as,

(*i*) Death *is* unavoidable. (*ii*) Soul *is* immortal. (*iii*) Water *is* cool.

(*c*) It may tell what is done to a person or thing ; as,

(*i*) The bird *was* killed. (*ii*) The meeting *was* adjourned.

(*iii*) The criminal *was* hanged.

KINDS OF VERBS

There are mainly three kinds of verbs :

(*i*) Transitive verb (*ii*) Intransitive verb (*iii*) Auxiliary verb

Look at these sentences :

1. Nobody *helped* me. 2. The old man *coughed*. 3. The weather *is* fine.

In sentence 1, the action denoted by the verb *helped* passes over from the doer (subject) *nobody* to some other object *i.e.*, *me*.

Thus, the verb *helped* is a *Transitive* verb.

In sentence 2, the action denoted by the verb *coughed* stops with the subject *the old man*, and does not pass over or transit to an object. Therefore, the verb *coughed* is called an Intransitive verb.

So we learn that a *Transitive* verb must have an object that follows it, for the action passes over to the object. An Intransitive verb need not have any object following it because the action does not pass over; it stops with the subject or the doer.

But there are certain verbs which can be used both *Transitively* and *Intransitively*.

Transitively	Intransitively
1. The soldiers fought the enemy.	1. We fought bravely.
2. The peon rang the bell.	2. The bell was ringing.
3. We should always speak the truth.	3. You speak too fast.
4. Please stop this nonsense.	4. The bus stopped suddenly.
5. I wrote him a letter.	5. Write carefully.

AUXILIARY VERBS

An auxiliary verb is a helping verb. It is used to form the tense or state the mood of the Main Verb. The chief auxiliary verbs are : *to be* (*is, am, are, was, were, been*), *have, has, had, shall, will, should, would, can, could, do, does, did, may, might*).

Regular and Irregular Verbs

The principal forms of a verb in English are the Present Tense, the Past Tense and the Past Participle. To conjugate a verb is to show these forms.

Verbs are divided into two clauses – *regular* and *irregular*.

Regular Verbs are those which form their Past tense by adding – *ed*, – *d*, or – *t* to the base form or by shortening the vowel or by making no change ; as,

hang	hanged
hear	heard
leave	left
meet	met
shut	shut

Irregular Verbs are those which form their Past tense by a vowel change in the body of the base form, without adding – *ed*, – *d*, or – *t* the President ; as,

blow	blew
begin	began
come	came
dig	dug
fight	fought

Note : Mixed Verbs are those which are partly regular and partly irregular.

Three Forms of Verbs

List of Irregular Verbs and Mixed Verbs

Present	Past	Past Participle
arise	arose	arisen
awake	awoke/awaked	awoken/awaken/awaked
be (is, are, am)	was, were	been
bear	bore	borne
become	became	become
beat	beat	beaten
bite	bit	bitten
break	broke	broken
bid	bade	bidden
bind	bound	bound
choose	chose	chosen
cling	clung	clung
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
fall	fell	fallen

Present	Past	Past Participle
fly	flew	flown
forget	forgot	forgotten
forbid	forbade	forbidden
freeze	froze	frozen
give	gave	given
grow	grew	grown
grind	ground	ground
get	got	got/gotten
go	went	gone
hold	held	held
hang	hung/hanged	hung/hanged
hide	hid	hidden
know	knew	known
lie	lay	lain
ring	rang	rung
ride	rode	ridden
rise	rose	risen
shake	shook	shaken
shine	shone	shone
swear	swore	sworn
see	saw	seen
sing	sang	sung
sink	sank	sunk
shrink	shrank	shrunk
spring	sprang	sprung
sit	sat	sat
speak	spoke	spoken
seek	sought	sought
spin	span	spun
stick	stuck	stuck
strike	struck	struck/stricken
swing	swung	swung
sting	stung	stung
slay	slew	slain
strive	strove	striven
take	took	taken
throw	threw	thrown
tear	tore	torn
wear	wore	worn
wake	woke	woke/woken
weave	wove	woven
win	won	won
wind	wound	wound
write	wrote	written

LIST OF REGULAR VERBS

Present	Past	Past Participle
bend	bent	bent
bleed	bled	bled
bless	blessed	blessed
boil	boiled	boiled
breed	bred	bred
bring	brought	brought
burn	burnt	burnt
build	built	built
buy	bought	bought
catch	caught	caught
creep	crept	crept
compel	compelled	compelled
cross	crossed	crossed
deal	dealt	dealt
die	died	died
dip	dipped	dipped
dare	dared	dared
dwell	dwelt	dwelt
dream	dreamt	dreamt
fill	filled	filled
flow	flowed	flowed
feed	fed	fed
fold	folded	folded
kneel	knelt	knelt
learn	learned/learnt	learned/learnt
light	lighted/lit	lighted/lit
laugh	laughed	laughed
may	might	might
mean	meant	meant
say	said	said
send	sent	sent
sell	sold	sold
sleep	slept	slept
smell	smelt	smelt
spell	spelt	spelt
speed	sped	sped
teach	taught	taught
tell	told	told
think	thought	thought
weep	wept	wept
work	worked	worked

Note : The following Verbs have the three forms alike. bet, burst, cast, cost, cut, hit, hurt, let, put, rid, set, shed, shut, split, spread, thrust.

SOLVED EXAMPLES

1. Supply verbs out of the given box in the following sentences in their correct form :

(taste, come, injure, is, smell, laugh, win, shirk, keep, applaud)

1. Our team _____ the match.
2. The mischievous boys _____ at the poor beggar.
3. We should _____ our promise.
4. May I _____ in, sir ?
5. The sun _____ not stationary.
6. People _____ the performers.
7. Do not _____ your work.
8. A rose _____ sweet.
9. Quinine _____ bitter.
10. He was _____ in an accident.

Ans. 1. won 2. laughed 3. keep 4. come 5. is
6. applauded 7. shirk 8. smells 9. tastes 10. injured

2. Supply the correct forms of verbs given in brackets.

1. She _____ a strange voice. (hear)
2. He _____ no reply to his letter. (receive)
3. He _____ off his shoes and entered the kitchen. (take)
4. The child _____ to cry. (begin)
5. You _____ not worry. (need)
6. You must _____ from doing that. (refrain)
7. All _____ on his coming. (depend)
8. She was _____ at his not coming today. (displease)
9. We were _____ by the police. (stop)
10. She _____ neatly and legibly. (write)

Ans. 1. heard 2. received 3. took 4. began 5. need
6. refrain 7. depends 8. displeased 9. stopped 10. writes

Worksheet 9

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Verbs

1. Say whether the verbs are Transitive or Intransitive in the following sentences.

1. The roof collapsed.
2. It rained heavily.
3. He joined his father's business.
4. The dogs were barking.
5. The old man couldn't cross the road.
6. My uncle contested the election.
7. They solved the riddle easily.
8. Who killed the deer ?
9. The thief escaped.
10. The governor resigned.

2. Fill in the blanks with appropriate forms of the verbs given in brackets.

1. Our parents _____ very hard. (work)
2. The labourers _____ the land. (till)
3. The earthquake _____ a lot of destruction. (cause)
4. They never _____ who die for a noble cause. (die)
5. Who _____ the mayor of the town ? (become)
6. You _____ pretty in this dress. (look)
7. Who _____ the cricket team this year ? (lead)
8. Please _____ your books on the table in order. (keep)
9. Shivaji _____ a great ruler. (be)
10. Do not _____ the flowers. (pluck)

3. Change the tense of the following passage from past to present simple.

He and his father lived in a little bamboo hut and had a small plot of grazing land. Their entire wealth consisted of a couple of cows. When a year of drought came they were in great trouble, so that one morning the widowed mother with tears in her eyes said to her son.

4. Fill in the blanks with appropriate form of the verbs given in brackets.

1. I _____ a new scooter last week. (buy)
2. The headmaster _____ to speak to you. (want)
3. I _____ a strange noise. (hear)
4. He _____ asleep while he was driving. (fall)
5. I shall telephone you when he _____ back. (come)
6. This paper _____ twice weekly. (appear)
7. We _____ our breakfast half an hour ago. (finish)
8. She _____ unconscious for four hours. (be)
9. The train _____ before we reached the station. (leave)
10. I _____ him for a long time. (know)

Worksheet 10

Grammar : Verbs

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

5. Match the following :

1. Arun, did you enjoy	gnawing at the bone
2. We enjoyed	himself at the club
3. Granny enjoyed	yourself at Puri ?
4. Father enjoyed	watching the old film
5. The puppy enjoyed	our holiday at Goa

6. Fill in the blanks with raise, rise, hang, hear or listen.

1. We must _____ our children to be good human beings.
2. _____ to the teacher. We _____ the thundering of the clouds.
3. '_____ and follow me'said Mr Sharma.
4. The murderer was _____ early in the morning.
5. Bring down the garland _____ on the picture.

7. Change the tense of the following passage into Present Simple.

She looked solicitously out of the window. What was there to count ? There was only a bare dreary yard to be seen and the back side of the brick house twenty feet away. An old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

8. Change the tense of the following passage into simple past.

The anchor comes on the stage. He greets the audience cheerfully. The audience expects some exciting news from him. But he is very skilful in holding the attention of the public. He reveals a little but keeps the suspense unabated. He keeps his face smiling. He gets a good response from the gathering for his timely jokes.

9. Change the tense of the following passage into simple past.

It is colder than usual, there is an icy edge to it and in the middle it is deeper than it has been, too. He has to go slowly because of slime on the stones. He has to feel for footholds and be sure not to fall. The water is almost waist-deep. Perhaps snow water is already coming down.

7. TENSES

KINDS OF TENSES

PRESENT TENSE

It refers to the Present time.

PAST TENSE

It refers to the Past time.

FORMS OF THE TENSE

SIMPLE TENSE

It states an action or event.

CONTINUOUS TENSE

It states an action that is in progress.

PERFECT TENSE

It states that action is complete.

PERFECT CONTINUOUS TENSE

It states that the action has been in progress.

FOUR FORMS OF THE PRESENT AND PAST TENSE

Tense	Simple	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

Tenses stand for verb forms or series of verb forms, used to express time relationship – time that is going on, time that is over and time that is yet to come. Tenses are of **three types – Past, Present** and **Future**. Each of these three main tenses has four sub-divisions : **Simple/Indefinite; Continuous/ Progressive; Perfect** and **Perfect Continuous**.

SIMPLE PRESENT TENSE (INDEFINITE)

STRUCTURE :

(*a*) **Affirmative sentences :** Subject + V_1 (I, we, you, they, etc.), Subject + V_1 + s/es (he, she, it, etc.)

(*b*) **Negative sentences :** Subject + do/does + not + V_1

(*c*) **Interrogative sentences :** Do/Does + Subject + V_1 ..... ?

The Simple Present Tense is used :

1. In expressions in the immediate present

The patient needs rest.

It is very hot.

This tense is also used when a sentence begins with '*here*' or '*there*'; as,

Here *comes* the captain!

There *goes* the train.

2. To indicate the present period

This tense is used to refer to events, actions and situations which are true at the time of speaking and which may continue indefinitely; as,

My mother *teaches* the dumb and deaf children.

Our school *has* an auditorium.

3. To express a situation that is permanent

This train *runs* from Delhi to Mumbai.

Our office *faces* the east.

4. To express general truths

The earth *moves* round the sun.

Soul *is* immortal.

Two and four *make* six.

5. To express regular or habitual actions

I *go* to school daily at 9 a.m.

We can be more precise about habitual actions by using the Simple Present with Adverbs of Frequency, such as *always, ever, never, occasionally,* and with Adverbial Phrases, like *every day, twice a month, on Sundays,* etc.

He *comes* here *twice* every *month.*

I *practise* speaking English *every day.*

Present Continuous or Present Progressive Tense

STRUCTURE :

(*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 ..... ?

The Present Continuous Tense is used :

1. For something happening at the time of speaking

When we want to talk about something that is happening at the time we are speaking, we use the Present Continuous. In order to emphasise the time of speaking, we often use adverbs and adverb phrases of present time like *at the moment, just now, just,* etc.; as,

We *are having* a meeting. Come and join us.

What *is* he *doing* ? He *is looking* out of the window.

I *am* feeling very tense just now.

2. To emphasise the present moment

If we want to emphasise the present moment or indicate that a situation is temporary, we use the Present Continuous; as,

I *am working* as a teacher.

She *is spending* the summer in Ooty.

3. Planned future actions

This tense is used to refer to activities planned for the future; as,

We *are going to have* a debate next Saturday.

I *am leaving* for London tomorrow.

4. To indicate a progressive change

The Present Continuous is also used to indicate changes, trends, development and progress; as,

My handwriting *is improving.*

The situation *is changing* but the atmosphere is disturbed.

World energy demand *is increasing.*

5. To denote frequent actions

This tense together with Adverbs of Frequency (*always, repeatedly, constantly, forever,* etc.) can be used to emphasise how often the action takes place. This is often done to express disapproval or annoyance.

You *are* always *looking* for faults.

She *is* always *talking* to him on the telephone.

They *are* forever *being knocked down* by their opponents.

6. In habitual actions

If you want to talk about a habitual action that takes place regularly, especially one which is new or temporary, you use the Present Continuous; as,

Do you know if she *is* still *playing* golf these days ?

He *is seeing* a lot of Hindi films these days.

PRESENT PERFECT TENSE

STRUCTURE :

(*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 ?

Present Perfect Tense is used :

1. To refer to past situations that continue up to the present

The Present Perfect Tense is said to be a present tense which looks backwards into the past. In fact, it is a sort of mixture of the present and past. If we want to talk about an activity (or a situation) that began at some time in the past, continued and is still taking place now, we use the Present Perfect Tense.

Adverbial phrases like *now, before, up to the present,* etc. are used with the Present Perfect in order to refer to the past with the present time. The following examples illustrate what is said above :

All my working life I *have waited* for a better future.
I *have* always *felt* that films should be entertaining.
I *have finished* writing ten pages so far today.
I *have* never *seen* an octopus.

2. To express a past action, the result of which still continues

She *has been* ill since last Friday.
(She continues to be ill even now.)
I *have* cared for him for seven years.
(I still care for him.)

3. To express what happened in the past without stating a specific time

When we want to mention something that happened in the past but we do not want to state a specific time, we use the Present Perfect Tense; as,

I *have read* the novel, but I do not remember the details.
They *have raised* five lakh rupees for an auditorium.
I *have noticed* this trait in many artists.

4. To express an action that has just been completed

The sun *has set.*
We *have* just finished our tea.

5. For repeated or habitual actions

I have often wondered why she is so generous. He has practised the game regularly and is sure to win.

PRESENT PERFECT CONTINUOUS TENSE

STRUCTURE :

(*a*) Affirmative sentences : Subject + has/have + been + V_1 + ing + since/for

(*b*) Negative sentences : Subject + has/have + not + been + V_1 + ing + since/for

(*c*) Interrogative sentences : (*i*) Has/Have + Subject + been + V_1 + ing ?
(*ii*) Since/For + has/have + Subject + been + V_1 + ing ?

Affirmative	Negative
I/We/You/They have been working for an hour. He/She/It has been working for an hour.	I/We/You/They have not been working for an hour. He/She/It has not been working for an hour.

Interrogative	Negative Interrogative
Have/I/we/you/they been working for an hour ? Has he/she/it been working for an hour ?	Have I/we/you/they not been working for an hour ? Has he/she/it not been working for an hour ?

USAGE :

This tense is used :

1. ***To express an action that began at some moment in the past and is still in progress; as,***
   The teacher *has been teaching* the students for an hour.
   They *have been playing* since morning.
   She *has been listening* to western music since evening.
2. ***To describe an action which has already finished but its effect continues; as,***
   We *have been* busy all the day and are now on our beds at last.
   They are panting because they *have been digging* for an hour.

PRESENT PERFECT & PRESENT PERFECT CONTINUOUS TENSES

(a) *In both the tenses, we often use time expressions 'for' and 'since'.*

We use 'for' to denote a period of time : *for* an hour, a month, two years, several days, etc. We use 'since' to denote a point of time in the past :

since morning/evening/noon, 4 o'clock, May, 1995, Friday/Sunday, Christmas/Diwali, breakfast.

(b) *Both the tenses can describe an action that had its beginning in the past, and is still going on.*

I *have lived* here *for* ten years. (I am still living here.)

I *have been living* here *for* ten years.

She *has researched for* five years.

She *has been researching for five years.*

Note : Verbs which are not normally used in continuous tenses are not used in this case.

(c) *If an action gets interrupted for some reason, we use the present perfect tense to describe it :*

I *have smoked* four cigarettes since morning.

(It is wrong to say : I have been smoking four cigarettes since morning).

(d) *A single action has different meanings in the two tenses :*

I *have written* all the letters. (The action is complete.)

I *have been writing* letters. (The action is still in progress.)

(e) *Verbs of static or passive nature :* *stay, sit, wait, rest, lie, learn, live, study – are not often used in the present perfect tense. They may be used in the present perfect continuous tense.*

Simple Past (Past Indefinite) Tense

STRUCTURE :

(a) Affirmative sentences : Subject + 2nd form of the verb

(b) Negative sentences : Subject + did not + Ist form

(c) Interrogative sentences : Did + Subject + Ist form ?

Affirmative	Negative
I worked. We worked. You worked.	I did not work. We did not work. You did not work.

Interrogative	Negative Interrogative
Did I/we work ? Did you/they work ?	Did I/we not work ? Did you/they not work? or Didn't you/they work ?
Did he/she/it work ?	Did he/she/it not work? or Didn't he/she/it work ?

Usage :

Simple Past Tense is used :

1. ***to describe an event/action that happened in the past ; as,***

   He *came* yesterday. (the time is given)

   He *learnt* Hindi in Kanpur. (the time is implied and definite)

   Alexander *defeated* Porus in a fierce battle. (the time is definite and implied)

   When *did* they *build* their house ? (the time is asked for)

2. ***to describe a habitual or repeated action in the past ; as,***

   We *studied* eight hours every day.

   Suman always *carried* a pet dog.

3. ***to denote an action which continued for some time in the past ; as,***

   I *lived* in Nakodar for a long time.

   We *studied* Chemistry for two years.

Note : *For* in this tense refers to the duration of the past action and not to a period of time from the past to the present, as in the present perfect and perfect continuous tenses.

Past Continuous Tense

STRUCTURE :

(*a*) **Affirmative sentences** : Subject + was/were + Ist form + ing

(*b*) **Negative sentences** : Subject + was/were not + Ist form + ing

(*c*) **Interrogative sentences** : Was/Were + Subject + Ist form + ing ?

Affirmative	Negative
I was working.	I was not working.
We were working.	We were not working.
You were working.	You were not working.
He/She/It was working.	He/She/It was not working.

Interrogative	Negative Interrogative
Was I working ?	Was I not working ?
Were we/you/they working ?	Were we/you/they not working ?
Was he/she/it working ?	Was he/she/it not working ?
Was Suman working ?	Was Suman not working ?

Usage :

This Tense is used :

1. ***to show an action in progress at some moment in the past ; as,***

   They *were playing* at 5 o'clock.

   The engine *was whistling.*

   She *was weeping* bitterly.

2. ***to show the continuity of two or more actions at the same time in the past ; as,***

   She *was dancing* while Rakesh *was singing.*

   They *were talking* when the teacher *was teaching.*

3. ***to describe a past action which is often repeated ; as,***

   Ram *was* always *spitting* here and there.

   He *was* always *frowning* at his children.

4. ***to describe a continuing action in the past as the other related action is complete; as,***

   As he *was telling* us a joke, she stole in.

   It began to rain just as we *were leaving* the house.

   I *was digging* in the garden when I came upon this statue.

Past Perfect Tense

STRUCTURE :

(a) Affirmative sentences : Subject + had + 3rd form of the verb

(b) Negative sentences : Subject + had not + 3rd form

(c) Interrogative sentences : Had + Subject + 3rd form ?

Affirmative	Negative
I had worked.	I had not worked.
We had worked.	We had not worked.
You had worked.	You had not worked.

Interrogative	Negative Interrogative
Had I/we worked ?	Had I/we not worked ?
Had you/they worked ?	Had you/they not worked ?
Had he/she/it worked ?	Had he/she/it not worked ?

Usage :

This tense is used :

1. **to describe an action completed before a definite point in the past ; as,**

   At 2 o'clock he *had sold* all his eatables.

   Suman *had got* married at 15.

2. **to describe a completed action in the past before another action in the past began; as,**

   The bell *had rung* when we entered the school.

   The patient *had died* before the doctor arrived.

3. **to denote past desires which remained unfulfilled ; as,**

   If only I *had studied* hard. *(but I did not study)*

   I wish I *had met* her in my youth. *(but I did not/could not meet)*

4. **in the conditional clauses to describe something which did not really happen; as,**

   If he *had met us*, we would have helped him.

   If you *had studied* seriously, you would have passed.

Simple Past and Past Perfect Tenses

(a) The simple past tense is used to describe a series of events which happened one after the other :

At 2 o'clock he stopped work. He put on his coat and went out for lunch. He had lunch at a restaurant with a friend. After lunch he came back to the office.

(*b*) When the order of events is not followed, the past perfect tense is used to tell the correct order :

Before going out for lunch, he had put on his coat.

Before coming back to the office, he had lunch at a restaurant with a friend.

(*c*) The past perfect tense is used to express a completed action before some special event/ action that we have in our mind :

By the time it began to snow, they had reached home.

(*d*) The simple past tense is used to express a single past action :

He came yesterday.

(It is wrong to say : He had come yesterday.)

But it may be correct in case this occurs in a specific context, in relation to some other action.

Past Perfect Continuous Tense

STRUCTURE :

(*a*) Affirmative sentences : Subject + had been + (Ist form + ing)

(*b*) Negative sentences : Subject + had not been + (Ist form + ing)

(*c*) Interrogative sentences : Had + Subject + been + (Ist form + ing) ?

We use time expressions **since** and **for** in the same way as we use them in the present perfect and the present perfect continuous tenses.

Affirmative	Negative
I had been working.	I had not been working.
We had been working.	We had not been working.
You had been working.	You had not been working.

Interrogative	Negative Interrogative
Had I/we/you/they been working ?	Had I/we/you/they not been working ?
Had he/she/it been working ?	Had he/she/it not been working ?
Had Suman been working ?	Had Suman not been working ?

Usage :

This tense is used :

1. to describe an action that began before a certain moment in the past, and continued up to that moment, or stopped just before it ; as,

When I met her, she *had* already *been* studying French for the last two years.

When he arrived, we *had been waiting* for him for one week.

Until he married her, she *had been working* as a steno.

2. to describe a repeated action in the past perfect ; as,

She had tried many times to learn classical dance.

She *had been trying* to learn classical dance.

Worksheet 11

Grammar : Tenses

Date

Name

Class & Sec. Roll No.

Marks OBT.

1. Complete the following passage using the correct Past Tense form of verbs given in the brackets :

When the Kelveys were well out of sight of the Burnells, they (*a*) _____ (sit) down to rest on a big red drainpipe by the side of the road. Lil's cheeks (*b*) _____ still (*c*) _____ (burn). Dreamily they (*d*) _____ (look) over the hay paddocks, past the creek to the group of wattles where Logan's cows (*e*) _____ (stand) waiting to be (*f*) _____ (milk). What were their thoughts ?

Presently our Else (*g*) _____ (nudge) up close to her sister. But now she (*h*) _____ (forget) the cross lady.

2. Rewrite the passage in the Present Tense :

Montrose Mulliner was an assistant director in a film in Hollywood. *Black Africa* was the film that his company was producing. Rosalie Beamish, his fiancee, was one of the extras in the film. Apart from the lead actors, the star attraction was a mountain gorilla that was featuring.

3. Fill in the blanks with the correct forms of the verbs given in the brackets :

Rohit (*a*) _____ (join) a private company as a manager recently. They (*b*) _____ (give) him a pay package of rupees 8 lakh. Before joining the present company he (*c*) _____ (tell) the management that he should be given regular promotion. But now the company (*d*) _____ (refuse) to do so. Rohit (*e*) _____ (make) up his mind to do something in this context.

4. Fill in the blanks with the correct forms of the verbs given in the brackets (Past Indefinite / Past Perfect) :

My cousin (*a*) _____ (want) to join a multinational company. So he (*b*) _____ (do) his MBA, (*c*) _____ (prepare) for the campus placement. But after he (*d*) _____ (join) such a company he (*e*) _____ (feel) that he (*f*) _____ (take) a wrong decision. No doubt his pay package (*g*) _____ (be) very attractive but he (*h*) _____ (lose) his freedom.

5. Complete the following passage using Past Indefinite or Past Perfect forms of the verbs given in the brackets :

The building (*a*) _____ (burn) down when the fire brigade (*b*) _____ (reach) there. In fact nobody (*c*) _____ (notice) the smoke coming out of the building. The inmates (*d*) _____ (already/go) out to attend some function. The neighbours (*e*) _____ (inform) the police about this. The neighbours say that they (*f*) _____ (already/request) the owners to switch off the main switch but the owners (*g*) _____ (forget). They were punished for their negligence. Before the fire brigade (*h*) _____ (control) fire, much damage (*i*) _____ (do) to the building.

6. Complete the following passage using Present or Past Tense forms of the verbs given in the brackets.

Sherlock Holmes (*a*) _____ (look) deeply chagrined. He (*b*) _____ (draw) a sovereign from his pocket and (*c*) _____ (throw) it down upon the slab, turning away with the air of a man whose disgust (*d*) _____ (be) too deep for words. A few yards off, he (*e*) _____ (stop) under a lamp-post and (*f*) _____ (laugh) in a hearty, noiseless fashion which was peculiar to him.

Worksheet 12

Grammar : Tenses

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

7. Rewrite the following passage using the correct forms of verbs given in brackets :

I (*a*) _____ (seat) myself in his armchair and (*b*) _____ (warm) my hands before his crackling fire, for a sharp frost (*c*) _____ (set) in, and the windows were thick with the ice crystals. "I (*d*) _____ (suppose)", I remarked, "that, homely as it (*e*) _____ (look) this thing has some deadly story (*f*) _____ (link) on to it that it is clue which will guide you in the solution of some mystery, and the punishment of some crime".

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_____

8. Fill in the blanks with the correct forms of the verbs given in brackets :

"Twenty years ago, tonight," said the man, "I (a) _____ (dine) here at 'Big Joe' Borady's with Jimmy Wells, my best Chum, and the finest chap in the world. He and I (*b*) _____ (raise) here in New York, just like two brothers, together. I (*c*) _____ (be) eighteen and Jimmy was twenty. The next morning I (*d*) _____ (leave) for the West (*e*) _____ (make) my fortune."

_____

_____

_____

9. Rewrite the following letter using the correct forms of the verbs given in brackets :

Dear Vipasha,

I (*a*) _____ (receive) your letter. In fact I (*b*) _____ (wait) for it for at least a week. It is a matter of great celebration that you (*c*) _____ (shift) to your new house. For how long has your father (*d*) _____ (construct) it? I think for more than two years. I too have some good news for you. My sister, Aayushi, (*e*) _____ (stand) first in XII Medical examination. She (*f*) _____ (work) hard for quite a long time. God (*g*) _____ (bless) her with a grand success. Convey my congrats to all in the family.

Best wishes for the exams.

Yours sincerely

Monal

_____

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_____

10. Use the correct forms of verbs given in brackets :

But the Devil (*a*) _____ (sit) behind the stove, and (*b*) _____ (hear) all that was said. He was (*c*) _____ (please) that the peasant's wife (*d*) _____(lead) her husband into boasting, and that he (*e*) _____ (say) that if he (*f*) _____ (has) plenty of land, he would not fear the devil himself.

11. Fill in the blanks with the correct tense of the verbs given in brackets :

When I (*a*) _____ (reach) home, my mother was (*b*) _____ (work) in the kitchen. I (*c*) _____ (ask) for a cup of tea. Immediately she (*d*) _____ (leave) what she (*e*)_____ (do) and (*f*) _____ (prepare) the cup of tea for me. As soon as I (*g*) _____ (take) a sip I (*h*) _____ (come) to know that mother (*i*) _____ (forget) to put sugar in it.

12. Fill in the blanks with the correct tense of the verbs given in brackets :

When I (*a*) _____ (be) in the street, I (*b*) _____ (begin) to run. I (*c*) _____ (run) down the bazaar across the road to the station. The shops (*d*) _____ (close), but a few lights (*e*) _____ (come) from the upper windows. I had the notes at my waist, held there by the string of my pyjamas. I (*f*) _____ (feel) I had to stop and (*g*) _____ (count) the notes, though I (*h*) _____ (know) it might make me late for the train. It (*i*) _____ (be) already 10 : 20 by the clock tower. I (*j*) _____ (slow) down to a walk, and my arid fingers flicked through the notes.

Worksheet 13

Grammar : Tenses

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

13. Use the correct forms of the verbs given in brackets :

After the customer (*a*) _____ (leave) home, his/her lunch (*b*) _____ (packed) into a tiffin box by a family member. A colour coded notation on the handle (*c*) _____ (identify) its owner and destination. Once the dabbawala (*d*) _____ (picked) up the tiffin box, he (*e*) _____ (move) fast using a combination of bicycles, trains and his two feet. The entire system (*f*) _____ (depend) on team work and meticulous timing.

14. Use the correct forms of the verbs given in brackets :

My grandmother always (*a*) _____ (go) to school with me because the school (*b*) _____ (attach) to the temple. The priest (*c*) _____ (teach) us the alphabet and the morning prayer. While the children (*d*) _____ (sit) in rows on either side of the verandah, singing the alphabet or the prayer in a chorus, my grandmother (*e*) _____ (sit) inside reading the scriptures. When we (*f*) _____ (finish), we would walk back together. This time the village dogs (*g*) _____ (meet) us at the temple door. They (*h*) _____ (follow) us to our home, growling and fighting with each other for chapatis we usually (*i*) _____ (throw) to them.

15. Complete the following letter by filling in the blanks with appropriate forms of the verbs given in brackets :

Dear Joseph,

Two years (*a*) _____ (pass) since you (*b*) _____ (write) to me first. I (*c*) _____ (find) that you are deeply interested in India. I (*d*) _____ (discuss) this thing with my parents. We all (*e*) _____ (want) that you should visit India in the winter season. Your visit, I am sure, (*f*) _____ (be) very fruitful. Please write to me about your programme.

Yours

Abhijit

16. Fill in the blanks with correct form of verbs given in brackets (Past Indefinite or Past Perfect) :

Rao (*a*) _____ (look) at his watch and (*b*) _____ (see) that it was already nine. It (*c*) _____ (seem) that he had been there for ages. He should have (*d*) _____ (go) on to next station, he (*e*) _____ (tell) himself. It (*f*) _____ (not occur) to him that he was getting down at a small wayside station.

_____

_____

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_____

17. Complete the following story by filling in the blanks with the correct forms of verbs given in brackets :

Once upon a time, there (*a*) _____ (be) two students who (*b*) _____ (complete) their education in an educational institution. They (*c*) _____ (be) about to leave it. The teacher (*d*) _____ (want) to give them a final teaching by (*e*) _____ (put) them to a final test. He (*f*) _____ (give) them a copper vessel each and (*g*)_____ (tell) them to go to the river and (*h*) _____ (scrub) the vessel till it (*i*)_____ (shine). After sometime both the boys (*j*) _____ (return) with their vessels. The teacher (*k*) _____ (be) happy to (*l*) _____ (find) the vessels shining both from inside and outside. He told them that education will also make them (*m*) _____ (shine) like that.

_____

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_____

18. Complete the following dialogue by filling in the blanks with the correct forms of the verbs given in brackets :

Reporter : Sir, are you the hero who (*a*) _____ (save) so many lives ?

Man : You may (*b*) _____ (say) so but I am an ordinary person.

Reporter : Were you not afraid of the fire that (*c*) _____ (destroy) everything?

Man : I (*d*) _____ (not think) of fire. I was thinking of the men (*e*) _____ (catch) in the fire.

Reporter : A great action, indeed !

_____

_____

_____

19. Fill in the blanks with the correct forms of verbs given in the brackets :

I (*a*) _____ (stroll) along the platform (*b*) _____ (wait) for the arrival of the Amritsar Express, when I (*c*) _____ (see) Mr Khushal (*d*) _____ (handcuffs) to a policeman. I (*e*) _____ (not recognise) him at first _____ he (*f*) _____ (be) a well built gentleman with a lot of grey beard. It (*g*) _____ (be) only when I (*h*) _____ (come) closer that I recognised my old Hindi teacher.

20. Fill in the blanks with the correct forms of the verbs given in brackets :

There (*a*) _____ (be) a lot of excitement and rejoicing in the camp that evening, (*b*) _____ (prompt) by our good samaritan work. But important questions (*c*) _____ (race) through my mind. Had I (*d*) _____ (interfere) with the natural law of the jungle ? But then, wouldn't I have rushed (*e*) _____ (help) an injured man.

21. Complete the following sentences with the correct verbs :

1. It _____ (snow) tonight.
2. We _____ (fly) to Canada next month.
3. I believe it _____ (rain).
4. Ravish _____ (study) to become an IAS officer.
5. We are going to _____ (eat) out in a restaurant tonight.

8. TENSES (Contd.)

KINDS OF TENSES

PRESENT TENSE

It denotes the action that refers to the present time.

Example :

I *do* my home work at 4 p.m.

She *cooks* food there.

He *writes* long letters.

PAST TENSE

It denotes the action that refers to past time.

Example :

I *did* my home work.

She *cooked* food.

She *wrote* a letter.

FUTURE TENSE

It denotes the action that refers to future time.

Example :

I *will do* my homework.

She *will cook* food.

He *will write* a letter.

FORMS OF FUTURE TENSE

Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous
He *will serve* the guests.	He *will be serving* the guests.	He *will have served* the guests.	He *will have been serving* the guests since morning.
I *shall attend* the meeting.	I *shall be attending* the meeting.	I *shall have attended* the meeting.	I *shall have been attending* the meeting for two hours.

FUTURE TENSE

The Future Tense indicates that the action will be done in the 'Future Time'; as,
I shall see a car.
There are four forms of Future Tense.

1. SIMPLE FUTURE :

This tense is used :

1. to predict what we think will happen; as,
   The festival will last for a week.
   One day people will travel to Mars.
2. to indicate an offer or a promise; as,
   I shall post this letter for you.
   I will give you a book if you stand first.
3. to indicate an instant decision; as,
   It is very hot. I will put on the fan.
   It is my birthday. We will have a party.

STRUCTURE :

(*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 ..... ?

For example :

I shall help you in this matter.
She will not appear in the test.
Will you sing a song in the party ?

2. FUTURE CONTINUOUS :

1. This tense is used to describe actions which will be in progress in the immediate or distant future; as,
   Our guests will be arriving at any time from now.
   The government will be providing clean water soon.
2. Sometimes it is used to describe simple futurity with a softening effect ; as
   I will work on this project tomorrow. (intention or promise)
   I will be working on this project tomorrow. (futurity)
3. It is also used for polite questions ; as,
   When will you finish this work ?
   When will you be seeing Mr Chopra ?

STRUCTURE :

(*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 .... ?

For example :

He will be looking after the cows then.

Children will not be watching the T.V.

Will they be preparing for the examination ?

3. FUTURE PERFECT :

This tense is used to express an action completed before a given moment in the future.

I shall have known my result before you come.

They will have reached the railway station.

STRUCTURE :

(*a*) **Affirmative sentences :** Subject + will / shall + have + V_3.

(*b*) **Negative sentences :** Subject + shall / will + not + have + V_3.

(*c*) **Interrogative sentences :** Will / Shall + subject + V_3 ..... ?

For example :

They will have heard the news by the time you reach there.

The Principal will not have closed the college by then.

Will the peon have rung the bell by the time you reach ?

4. FUTURE PERFECT CONTINUOUS :

This tense is used to express an action continuing beyond a point of time in future.

1. The students will have been studying English since Monday.
2. The girls will have been singing songs for two hours.

STRUCTURE :

(*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 ..... ?

For example :

It will have been raining since morning.

Students will not have been learning their lessons.

Will he have been studying science for three years by the beginning of next year ?

REVIEW EXERCISES (SOLVED)

1. Use the correct form of the verb given in brackets.

1. My father _____ me English for the final exam. (teach)
2. The management has decided that all the staff _____ bonus for one month. (get)
3. Miss Rita _____ her home work by now. (complete)
4. I _____ to God daily. (pray)

5. I always _____ for a walk at 6 a.m. (go)
6. The Principal _____ the mischievous boy for misbehaviour. (punish)
7. A rolling stone _____ no moss. (gather)
8. I _____ milk in the morning. (take) But today I am _____ coffee. (take)
9. He _____ hard to get a flat but failed. (try)
10. I _____ for you since morning. (wait)

Answers

1. My father will teach me English for the final exam.
2. The management has decided that all the staff will get bonus for one month.
3. Miss Rita will have completed her home work by now.
4. I pray to God daily.
5. I always go for a walk at 6 a.m.
6. The Principal punished the mischievous boy for misbehaviour.
7. A rolling stone gathers no moss.
8. I take milk in the morning. But today I am taking coffee.
9. He tried hard to get a flat but failed.
10. I have been waiting for you since morning.

2. Rewrite the following passage in the Present Tense.

Bishamber Nath was a well-to-do grocer. He came with a big party of friends and relations with him for the wedding. A brass-band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse. Ramlal was overjoyed to see such pomp and splendour. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were envious of her luck.

Answers

Bishamber Nath is a well-to-do grocer. He comes with a big party of friends and relations with him for the wedding. A brass-band playing a popular tune from an Indian film heads the procession with the bridegroom riding a decorated horse. Ramlal is overjoyed to see such pomp and splendour. He has never dreamt that his fourth daughter will have such a grand wedding. Bholi's elder sisters who have come for the occasion are envious of her luck.

Worksheet 14

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Tenses

1. Fill in the blanks with correct form of tense (future indefinite or future continuous).

1. I shall _____ (post) this letter for you.
2. The teacher _____ (teach) this lesson today.
3. Will you _____ (help) me in this project ?
4. The bus _____ (come) in ten minutes.
5. I _____ (write) him a letter tomorrow.
6. Children _____ (not disturb) their parents.
7. When _____ you _____ (finish) this project ?
8. They _____ (look after) their cows then.

2. Fill in the blanks with correct form of future tense.

1. When _____ (return) my camera ?
2. They _____ (go) to sleep by the time we reach.
3. Where _____ (meet) your friend ?
4. She _____ (sing) for an hour.
5. It _____ (drizzle) _____ soon.
6. He _____ (not appear) _____ this year.
7. My mother _____ (cook) _____ in the kitchen at this time.
8. He _____ (go) _____ by the time we reach.

3. Fill in the blanks with correct form of future tense.

1. He _____ (hear) the news by the time you reach there.
2. Students _____ (learn) their lesson since morning.
3. She _____ (sing) for the last five minutes.
4. He _____ (complete) his work by the time you ask him.
5. He _____ (leave) for the station.
6. Will you _____ (attend) the meeting tomorrow ?
7. The Principal _____ (close) the school.
8. She _____ (not ... answer) all the questions.

4. Fill in the blanks with correct form of future tense.

1. She _____ (appear) for the PCS examination next year.
2. He _____ (complete) his work by 5 p.m.
3. The teacher _____ (not (...) teach) this lesson to the class.
4. _____ (rain) (...) since morning ?
5. The boss _____ (work) in the office.
6. His mother _____ (knit) yarn at this time.
7. _____ (finish) her work till evening ?
8. The peon _____ (ring) the bell on time.

Worksheet 15

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Tenses

5. Fill in the blanks with the correct forms of the verbs given in the brackets as per the directions.

1. If you go there now, they _____ (have) dinner. (Future Continuous)
2. Her father _____ (retire) by the end of 2018. (Future Perfect)
3. I hope she _____ (get) the job. (Simple Future)
4. The school _____ (close) for the autumn break. (Passive form of Simple Future)
5. We _____ (prepare) for the final exam by March. (Future Perfect)
6. If you come before noon, I _____ (wait) for you in my cabin. (Future Continuous)
7. They _____ (shift) the shop on the main road. (Use "going to" form)
8. At this time next year, I _____ (study) in Cambridge. (Future Continuous)
9. I am sure that the contractor _____ (complete) the building by the end of the next month. (Future Perfect)
10. She _____ (post) the letter for you. (Promise)
11. The police _____ (arrest) the thieves. (Future Perfect)
12. The teacher _____ (forgive) you. (Simple Future)
13. They _____ (serve) food to the poor. (Future Continuous)

6. Fill in the blanks with the correct form of the verbs given in the brackets :

1. The festival _____ (last/lasts/will last/lasting) for a week.
2. One day people _____ (will travel/travels/travel/travelled) to Mars.
3. The Principal _____ (gives/gave/will give/given) you a prize, if you stand first.
4. It is my birthday, we _____ (can have / will have/have/had) a party.
5. Computer _____ (changes/changed/ has changed / to be changed) our lifestyle beyond imagination.
6. The film _____ (is start/will be start/ will start/to start) soon.
7. The teacher _____ (announces / announce/ will announce/announced) the result next Monday.
8. The counting of votes _____ (start/started/starting/to be started) at 8 a.m.

7. Fill in the blanks with the correct forms of the verbs given in the brackets.

The strange visitor took out his pipe and (*a*) _____ (starts/started/will start/had started) to play. In no time, rats (*b*) _____ (come/comes/came/had come) out of houses, shops, parks, street holes and (*c*) _____ (starts/started/will be started/had started) following him. He (*d*) _____ (making/made/makes/has made) sure that each and every rat (*e*) _____ (is/be/been/was) out of its hiding place. Playing his pipe, the Pied Piper (*f*) _____ (walks/walked/will be walking/had walked) straight into the river.

_____

_____

_____

_____

8. Fill in the blanks with correct forms of the verbs given in brackets.

Imagine that you (*a*) _____ (travel) by a crowded bus. One of the passengers (*b*) _____ (read) a newspaper; another (*c*) _____ (do) a crossword puzzle; another (*d*) _____ (look out) of the window. Suddenly the bus (*e*) _____ (stop) with a jerk and somebody's heavy suitcase (*f*) _____ (fall) off the rack on your head.

_____

_____

_____

_____

9. Complete the following by filling in the blanks with the correct forms of verbs given in the brackets.

Have you ever been at sea in a dense fog when it (*a*) _____ (seems/seemed/is seeming/has seemed) as if a tangible white darkness (*b*) _____ (shut/shuts/is shutting/will shut) you in, and the great ship (*c*) _____ (grope/groped /groping/will grope) her way toward the shore, and you (*d*) _____ (waited/wait/had been waiting/had waited) with beating heart for something to happen ? I was like that ship before my education (*e*) _____ (begins/began/begun/is beginning), only I (*f*) _____ (be/am/was/been) without compass or sounding line and (*g*) _____ (had/have/was/had been) no way of knowing how near the harbour (*h*) _____ (be/is/was/had).

_____

_____

_____

_____

10. Use the correct form of the verbs given in the brackets :

Before independence, India (*a*) _____ (faces/faced/had faced/was faced) so many problems. The country was under the control of many foreigners. The Britishers, who ruled for the maximum period (*b*) _____ (ran/run/had run/running) India differently. They (*c*) _____ (ruined/ruin/ had ruined/ to ruin) Indian industry for three centuries. The people of India who were very rich before the British rule (*d*) _____ (reeled/reel/had reeled/railed) under poverty and deprivation. But it would be wrong to blame only the Britishers, even most of the local kings and princes (*e*) _____ (suck/ sucked/had sucked/to suck) the Indian economy dry.

_____

_____

_____

11. Use the correct form of the verbs given in the brackets :

Primitive man (*a*) _____ (be/is/was/are) more concerned with fire as a source of warmth and cooking food. Before he (*b*) _____ (discover/had discovered/discovered/discovers) less laborious ways of making fire, he (*c*) _____ (has/had/was/is) to preserve it and whenever he (*d*) _____ (go/gone/went/goes) on a journey he (*e*) _____ (carry/carries/carried/carriage) a fire brand with him. This discovery ultimately (*f*) _____ (lead/led/has led/leads) to the discovery of torch. He (*g*) _____ (used/has used/uses/using) that torch for (*h*) _____ (illuminate/illuminated/ illuminating/illumination) his house. Lamps were (*i*) _____ (develop/developed/being developed/ development) by chance. Man had to (*j*) _____ (wait/waited/waiting/waits) for a long time before he could (*k*) _____ (invented/ had invented/invent/be inventing) match box.

_____

_____

_____

_____

12. Fill in the blanks with the correct tense of the verbs given in brackets.

When night came, Hamlet (*a*) _____ (join/joined/joining) soldiers who (*b*) _____ (guarding/ were guarding/guarded) the walls. He (*c*) _____ (meet/met/meeting) them at the place where the ghost (*d*) _____ (appeared/had appeared/appearing) the previous night. It (*e*) _____ (was/is/ are) very cold there, but they (*f*) _____ (can/could/would) hear voices laughing and singing inside the castle. Suddenly Hamlet's friend (*g*) _____ (cry/cried/crying) out : "The ghost (*h*) _____ (appears/has appeared/appear) again".

_____

_____

_____

_____

GRAMMAR – PART : II

Topics :

- Modals
- Prepositions
- Reported Speech
- Words often Confused
- Adverbs
- Conjunctions
- Clauses
- Idiomatic Expressions
- Subject-Verb Agreement
- Voice
- Aid to Rich Vocabulary
- Words Commonly Misspelt

9. MODALS

KINDS OF MODALS

1. 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.

2. could, might, should, would

He *could* avoid the crisis.

You *might* ask his opinion also.

He *should* come.

The door *would* not open.

3. 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 or modal auxiliaries are words like *can*, *could*, *may*, *might*, *will*, *shall*, *should*, *must*, *ought to*, etc. They are used to express ability, possibility, permission and obligation. Consider the following modals :

1. SHALL

I *shall* be much obliged to you.

We *shall* reach Delhi today.

(*i*) *Shall,* in the second and third persons, is used to denote :

(*a*) ***promise;* as,**

She *shall* have the book tomorrow.

They *shall* have a holiday tomorrow.

(*b*) ***command;* as,**

You *shall* not play there.

You *shall* do it as I say.

(*c*) ***determination;* as,**

They *shall* work hard.

I *shall* climb the hill.

(*d*) ***threat; as,***

He *shall* be punished if he does not obey them.

They *shall* pay for this negligence.

(*ii*) In Interrogative Sentences, *shall,* used in the first person, indicates simple futurity, wish or opinion of the person spoken to; as,

Shall I buy this book for you ?

(Do you wish that I should buy this book for you ?)

Shall we visit the museum ?

(Do you permit us to visit the museum ?)

2. WILL

(*i*) In Assertive Sentences, *will*, in the second and the third persons, indicates pure future; as,

She *will* go to Kanpur on Monday.

They are confident you *will* pass the examination.

(*ii*) In Assertive Sentences, *will* indicates a customary or characteristic action, when used in the second or the third person; as,

She *will* sit there for hours waiting for her son to come.

Whenever he is in trouble, he *will* go to his father.

(*iii*) *Will*, in the second and third persons, expresses a belief or an assumption on the part of the speaker; as,

They *will* know it.

Mohit *will* be back now.

(*iv*) *Will*, in the first person, is used to denote.

(*a*) ***promise*; as,**

We *will* do better next time.

I *will* teach him Maths.

(*b*) ***threat*; as,**

I *will* dismiss you.

We *will* expose her.

(*c*) ***willingness*; as,**

Don't worry, we *will* lend you some money.

I *will* carry your bag to office.

(*d*) ***determination;* as,**

I *will* succeed in the venture.

We *will* not surrender.

(*v*) In Interrogative Sentences, *will,* in the second person, denotes willingness, intention or wish of the person spoken to; as,

Will you have a cup of coffee ?

Will you leave Mumbai on Sunday ?

3. SHOULD

***Should* is used :**

(*i*) ***to denote duty or obligation;* as,**

We *should* obey our elders.

She *should* control her temper.

(*ii*) ***to denote a condition, supposition, possibility, etc;* as,**

If it *should* rain, we shall have a holiday.

If he *should* come, ask him to wait.

(iii) ***to indicate a concession;* as,**

We will not believe it, though an angel *should* come from heaven and say it.

(iv) ***when giving or asking for advice;* as,**

You *should* not play with fire.

You *should* forgive those who hurt you.

(v) ***after 'lest' to express a negative purpose;* as,**

He worked hard lest he *should* fail.

(vi) ***to disapprove something that was done in the past;* as,**

They *should* not have laughed at her.

I *should* not have gone for the picnic.

(vii) ***in idiomatic expressions;* as,**

He *should* think so. (He is quite sure of it.)

4. WOULD

***Would* is used :**

(i) ***to express determination;* as,**

She *would* have her own way.

The doctor said he *would* visit my ailing father everyday.

(ii) ***to express a wish;* as,**

I *would* like to see his house.

(iii) ***to express frequent past actions;* as,**

After lunch he *would* have a short nap.

He *would* sit for hours watching the stars.

(iv) ***to indicate refusal;* as,**

The wound *would* not heal quickly.

The engine *would* not start.

(v) ***in polite expressions;* as,**

Would you mind explaining this to me?

Would you please lend me some money?

(vi) ***to denote condition or uncertainty;* as,**

Had he met me I *would* have told him everything.

If he were clever, he *would* resist this offer.

5. MAY

***May* is used :**

(i) ***to express permission;* as,**

You may use my pen for a day.

May I come in, sir ?

(ii) ***to express a purpose;* as,**

She flatters so that she *may* win favours.

We eat that we *may* live.

(iii) ***to denote possibility;* as,**

It *may* snow tonight.

He *may* be elected President.

(iv) ***to express a wish;* as,**

May you have the best of luck !

May her soul rest in peace !

6. MIGHT

(i) ***Might* is used to denote a possibility that is more doubtful than 'may'; as,**

She *might* pass.

The patient *might* recover.

(ii) ***Might* is also used to denote extreme politeness during a discussion; as,**

Might I have a chance to speak ?

If I *might* request you, couldn't you teach us History ?

(iii) ***Might* is used to denote a gentle reproach or admonition; as,**

If you were not well, you *might* have told me this before.

You *might* tell me the truth.

7. CAN, COULD

(i) ***Can* and *could* are used to express possibility, that is, some action or event is possible; as,**

Can her statement be true ?

We *could* succeed if we worked together.

(ii) ***Can* and *could* are used to express ability or power; as,**

I *can* swim.

She *could* dance well at the age of ten.

(iii) ***Can* and *could* are used to express permission; as,**

Can I go to see a movie ?

You *can* leave the office now.

(iv) ***Could* sometimes does not indicate past time. It is also used to express a polite request; as,**

Could I have your book ?

Could I have a word with you ?

8. NEED

(i) As a Principal Verb, ***'need'*** is used in the sense of **'stand in need of'** or **'require'**; as,

She *needs* my help.

They do not *need* your help.

(ii) **As an Auxiliary Verb**, it expresses necessity or obligation and is used only in the present tense (for all persons). It is used only in interrogative and negative sentences.

(a) ***In Negative Sentences :***

He *need* not seek my permission.

We *need* not worry. We have been provided for.

(b) ***In Interrogative Sentences :***

Need she do it again ?

Need I go to the hospital today ?

(c) ***Need* as a Modal Auxiliary doesn't** have a past form. The past is expressed with *need have* in questions and *needn't have* in negative sentences; as,

Need they *have* gone on strike ? (They did go on strike.)

They *needn't have* bought this house.

9. DARE

Dare is used :

(i) ***to denote a 'challenge' or 'defiance' in affirmative sentences;* as,**

How *dare* she behave in this manner?

He *dares* to call you a thief.

(ii) ***to denote 'venture' and 'courage' in negative sentences;* as,**

I *dare* not ask him to teach me.

She *dare* not tell him lies.

(iii) ***to make interrogative sentences;* as,**

Dare he say such a thing to me ?

Does he *dare* to imply that I am dishonest?

10. MUST

Must is used to express :

(i) *Fixed determination;* as,

I *must* have my money back.

She *must* learn Physics.

(ii) ***Necessity, compulsion or strong moral obligation;* as,**

We *must* be loyal to our country.

I *must* finish the work today.

(iii) ***Inevitability;* as,**

One day man *must* die.

(iv) ***Certainty or strong likelihood;* as,**

She *must* have died by this time.

Mary *must* have missed the train.

(v) ***Duty;* as,**

We *must* pay our school fees on time.

A soldier *must* be loyal.

(vi) ***Prohibition or command;* as,**

Students *must* not eat in the classroom.

POINTS TO REMEMBER :

- We use 'may' and 'might' to express possibility. 'Might' is used when there is little possibility.
  1. It may rain any time. There are dark clouds thundering in the sky.
  2. The sky is clear, but it *might* rain.
- In order to make a polite request, we can use 'could' or 'would' :
  1. *Could* I borrow your car ?
  2. *Would* you bring me that file ?
- In order to denote determination, promise, intention, order, etc., we use 'will' with the first person pronouns and 'shall' with other personal pronouns :
  1. I *will* help you, come what may. (promise)
  2. I *will* read your novel. (intention)
  3. You *shall* have a camera. (determination)
  4. You *shall* go and bring those files for me. (order)
- Remember, 'lest' is followed by 'should' :
  1. Work hard *lest* you should fail.
  2. Drive slowly *lest* you should cause an accident.
- Note the use of 'used to' in questions and negatives :
  1. Did they *use to* sleep well when they were young ?
  2. I didn't *use to* live here as a child.

Worksheet 16

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Modals

1. Complete these sentences with *need to, ought to, dare, must.*

1. Nobody _____ speak against the leader.
2. These days we _____ not depend so much on mobiles.
3. Everybody _____ pay the income tax.
4. Children _____ obey the traffic rules.
5. How _____ you enter my room ?
6. _____ I remind you of your promise ?
7. They _____ go out on Sundays when they were children.

2. Fill in the blanks with *needn't have, didn't need.*

1. There was plenty of work, you _____ left the office so early.
2. She woke up early, she _____ to hurry.
3. You got 98% marks, so you _____ to worry about college admission.
4. She _____ rushed, she could have taken her time.
5. They _____ to be rude to her. They could have been more polite.

3. Fill in the blanks with the correct modals.

When my parents were living in the undivided Punjab, they (*a*) _____ live a life of luxury. But a lot changed and they (*b*) _____ leave their home and returned to India. My father (*c*) _____ not bear the agony of partition. He started a petty business in India and by dint of hard work he (*d*) _____ earn a lot. I feel that a man (*e*) _____ achieve anything if he is determined.

4. Fill in the blanks with the suitable modals.

As a teacher I (*a*) _____ tell you what you (*b*) _____ do and what you (*c*) _____ not during your stay in this school. You (*d*) _____ not switch on your cellphones. Similarly, you (*e*) _____ not talk loudly or make noise near any classroom.

5. Fill in the blanks with appropriate modals :

1. _____ God protect you !
2. My father _____ speak Spanish.
3. How _____ you speak against me ?
4. As you sow, so _____ you reap.
5. You _____ work hard.

Worksheet 17

Grammar : Modals

Date

Name

Class & Sec.

Roll No.

Marks OBT.

6. Fill in the blanks with correct modals : can, could, must, may.

1. Terrorists _____ be punished.
2. Protesters _____ not go beyond this limit.
3. We _____ avoid war if we have to survive.
4. A judge _____ be impartial and upright.
5. The doctors did all that they _____ do to save the patient.

7. Fill in the blanks with suitable modals :

1. He _____ call on me today.
2. Pupils _____ respect their teachers.
3. How _____ you enter my room ?
4. One _____ obey the traffic rules.
5. He _____ do heavy work.
6. They _____ go out on Sundays.
7. _____ I remind you of your promise?
8. It _____ be done with great care.
9. He _____ not write to his grandfather.
10. Nobody _____ speak against the leader.

8. Complete the following conversation using appropriate modals :

Shefali : (*a*) _____ you lend me your pen ?

Reeti : You (*b*) _____ use your own.

Shefali : You (*c*) _____ worry at all. I have ten rupees, you (*d*) _____ buy one from the shop.

Reeti : Thank you, now I (*e*) _____ miss my class.

Shefali : Whenever you face any problem you (*f*) _____ keep your balance of mind.

9. Fill in the blanks with appropriate modals :

Manav : Well, Harish ! I (*a*) _____ not stay anymore. I (*b*) _____ leave you now. I have something important to attend to.

Harish : Don't forget, we are to meet at 7 this evening again.

Manav : I (*c*) _____ be busy, but of course I (*d*) _____ try to come if you are so eager.

Harish : Please do. We (*e*) _____ have a lot of fun.

Manav : (*f*) _____ I borrow your scooter ? It will help me to be back in time.

Harish : Surely. You (*g*) _____ take my car, if you so like, but you (*h*) _____ come in the evening.

Manav : Thanks. The scooter (*i*) _____ do.

10. ADVERBS

KINDS OF ADVERBS

ADVERBS OF TIME

Adverb of time answers the question : *when.*

Examples :

I saw her *yesterday*.

He comes here *daily*.

She goes to bed *late*.

ADVERBS OF MANNER

Adverb of manner answers the question : *how.*

Examples :

The old man walked *slowly*.

Ritu talks *wisely*.

Our cricket team played *well*.

ADVERBS OF PLACE

Adverb of place answers the question : *where.*

Examples :

There is air *everywhere*.

She lives *there* in a cottage.

The sparrow *flew away*.

ADVERBS OF NUMBER

Adverb of number answers the question : *how often.*

Examples :

She *never* tells a lie.

We *often* go to the lake.

She *seldom* makes a mistake.

ADVERBS OF DEGREE

Adverb of degree answers the question : How much, or to what extent.

Examples :

The man was *very* tired.

My friend is *entirely* deaf.

I am *rather* busy.

INTERROGATIVE ADVERBS

Interrogative Adverbs are used for asking questions.

Examples :

How do you go to school ?

Why do you weep ?

When will she return your book ?

DEFINITION

An Adverb is a word that modifies or adds to the meaning of a verb, an adjective or another adverb. It provides some information regarding the time, place, manner or frequency of an action which the verb denotes. For example :

1. The princess sleeps *peacefully* (modifies the verb *sleeps*)
2. Mohini is a *very* good dancer. (modifies the adjective *good*)
3. She will arrive *very* soon. (modifies the adverb *soon*)
4. My daughter writes *very* neatly. (modifies the adverb *neatly*)

Adverbs can also

(*i*) modify prepositional phrases.

You are **entirely** in the wrong.

(*ii*) modify the complete sentence.

Unfortunately, we were defeated.

FORMATION OF ADVERBS

I. Usually Adverbs of manner are formed by adding "ly" to adjectives :

Adjective	*Adverb*	*Adjective*	*Adverb*
nice	nicely	brave	bravely
bad	badly	keen	keenly
able	ably	beautiful	beautifully
quick	quickly	vigorous	vigorously
entire	entirely	open	openly
unfortunate	unfortunately	odd	oddly
loud	loudly	full	fully
soft	softly	new	newly
fair	fairly	sad	sadly
mere	merely	poor	poorly

II. If an Adjective ends in "*y*" and it is preceded by a consonant — drop "*y*" and add "ily".

Adjective	*Adverb*	*Adjective*	*Adverb*
angry	angrily	easy	easily
happy	happily	merry	merrily
lucky	luckily	noisy	noisily
gloomy	gloomily	pretty	prettily
sleepy	sleepily	momentary	momentarily

Kinds of Adverbs

Kind	Answer the Questions	Use	Words
(i) Time	When ?	She arrived yesterday. Now I am busy.	today, yesterday, tomorrow, after, before, now, then, always, sometimes, seldom, still, early, late, etc.
(ii) Place	Where ?	She lives here. I found him nowhere.	here, there, nowhere, near, up, down, everywhere, wherever, far, within, without, in, etc.
(iii) Manner	How ? or In what manner ?	I am working hard. She behaves nicely.	usually the words are Adjective + ly : nicely, bravely, etc.
(iv) 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.
(v) Frequency or Number	How often ?	She is often late. I always praised you.	once, twice, always, often, firstly, secondly, again, seldom, never, sometimes, etc.
(vi) Reason	Why ?	He was careless; therefore, he failed.	therefore, thus, hence, consequently, doubtlessly, likewise, etc.
(vii) Comparison		He speaks more clearly than I do.	more, such ___ as, as ___ as, so ___ as, etc.

Comparison of Adverbs

Many adverbs describe a word in comparison to another or in comparison to all similar words.

(1) By adding "er" for the comparative and "est" for the superlative :

Positive	Comparative	Superlative
long	longer	longest
near	nearer	nearest

(2) By placing "more" before comparative and "most" before the superlative :

Positive	Comparative	Superlative
gladly	more gladly	most gladly
happily	more happily	most happily

(3) Irregular :

Positive	Comparative	Superlative
little	less	least
well	better	best
far	farther	farthest
ill	worse	worst
near	nearer	nearest, next

POSITION OF ADVERBS

Kind	Position	Examples
Manner, Time, Place	After the verb or the direct object	She danced beautifully. He went through the letter hurriedly.
Frequency of Adverbs like already, scarcely, hardly, quite, just, etc.	Between the subject and the verb	She always meets her mother at home. He never misses his train.
Enough	After the Adjective	She is wise enough to understand this. He is kind enough to help the needy.

Learn the following rules regarding the correct position of an Adverb.

An Adverb *must be placed in the correct position in a sentence.*

1. When an ***Adverb modifies*** an ***Adjective*** or another ***Adverb***, it is placed before the Adjective or the Adverb it modifies; as,

   The Principal taught us *very* well.

   The book was *very* interesting.

   My sister writes ***very*** slowly.

2. ***Adverbs of Time*** such as *always, ever, after, seldom, never, sometimes* are placed before the Verb; as,

   Gandhi **always** spoke the truth.

   Nothing **ever** happens by chance.

   I **often** meet him in the club.

3. ***Adverbs of manner*** and ***place*** are placed after the verb if the verb is intransitive; as,

   The sun shines **everywhere**.

   She behaved **foolishly.**

4. When the ***verb is transitive***, the Adverb follows the object ; as,

   She cooks food **carefully**.

   He does his work **honestly**.

   The teacher punished him **yesterday.**

5. An ***Adverb*** is placed ***after the verb 'be'*** (*am, is, are, was, were*); as,

   I am **never** late for school.

   She is **always** cheerful.

6. The ***Adverb*** is placed ***after the first auxiliary (helping verb);*** as,

   George has **never** been to this place.

   Students should **always** respect their teachers.

   I shall **certainly** miss you.

POINTS TO REMEMBER :

- Some adverbs have two forms, one of which is the same as the adjective :
  1. He spoke very *loudly.*
  2. He spoke very *loud.*
- Some nouns related with time, place, distance, etc. are used as adverbs :
  1. The storm lasted an *hour.*
  2. The food will last a *month.*
  3. It weighs three *tons.*
- 'Seldom or ever' are not used together :
  1. We seldom or ever use them these days. (incorrect)
  2. We seldom or never use them these days. (correct)
- Do not use 'that' in place of 'so' as an adverb :
  1. I have not received it that far. (incorrect)
  2. I have not received it so far. (correct)
- Do not use 'else' with 'than'. 'Else' is followed by 'but' :
  1. It is nothing else than stupidity. (incorrect)
  2. It is nothing else but stupidity. (correct)
- In case there are two or more adverbs after a verb or its object, the order to be followed is : adverbs of manner, place and time.
  1. The teacher taught the students very honestly last month.
  2. It began to rain suddenly in the afternoon.
  3. Madhuri danced beautifully here yesterday.

Worksheet 18

Grammar : Adverbs

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

1. Fill in the blanks with appropriate adverbs given in the brackets :

1. I am _____ glad to see you. (very / much / too / ever)
2. My mother is _____ well today. (very / much / quite / very)
3. Kamal was _____ praised by the judges. (much/highly/too/very)
4. It is _____ hot today. (too/so/very/intensely)
5. I am _____ sorry for being late. (quite/very/much/too)
6. The dacoit was killed ten years _____. (before/ago/since/hence)
7. The bag is _____ expensive. (fairly/much/rather/soon)
8. Dr Kalam is _____ loved by the children. (very/much/truly/quite)

2. Choose the correct Adverb form from those given in the brackets :

There had been robbery cases (*a*) _____ (frequent/frequently) reported in the newspapers and on the T.V. A senior police officer held meetings with the residents (*b*) _____ (repeatedly/repeated) to solve this problem. Security measures were (*c*) _____ (serious / seriously) discussed. Then it was (*d*) _____ (unanimous / unanimously) resolved that all the residents have to be (*e*) _____ (individual / individually) vigilant in security.

3. Fill in the blanks with appropriate adverbs :

A visit to a hill station is (*a*) _____ enjoyable in summer. It (*b*) _____ gives us a change of mood. This year I went to Dalhousie in the company of my brother. The weather was (*c*) _____ fine. We stayed (*d*) _____ in a 3-star hotel. The room was (*e*) _____ cosy. We stayed there for four days and came back (*f*) _____ .

4. Fill in the blanks with appropriate adverbs :

Colonel Pollock is one of the most (*a*) _____ known men in this country, and has a (*b*) _____ more extended acquaintance with distinguished men of the times than any other living man. He is (*c*) _____ witty, a born diplomat, and a man of world wide travel and experience. Nothing pleases him so (*d*) _____ as to relate his (*e*) _____ interesting reminiscences of men and events to some congenial circle of (*f*) _____ curious listeners.

5. Find out adverbs in the following sentences and give their kind :

1. They behave decently.
2. He often comes here.
3. Please wake us early.
4. The train arrived late.

Worksheet 19

Grammar : Adverbs

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

6. Fill in the blanks with appropriate adverbs given in brackets :

(*a*) _____ (Quitely/Quite/Almost/Nearly) all the political leaders in India are corrupt. They are (*b*) _____ (near/quite/very/nearly) money-minded. There are (*c*) _____ (near/quite/very/nearly) ignorant of the miserable condition of the people. They have (*d*) _____ (near/nearly/so/really) no sense of responsibility.

7. Fill in the blanks with appropriate adverbs :

I was (*a*) _____ (so/very/quite/rather) late that morning (*b*) _____ (special/specially/lately/formally). Moreover, it was a cloudy day. The sun was (*c*) _____ (quitely/total/totally/quite) hiding behind the clouds. A (*d*) _____ (beneath/very/in/behind) cold wind was blowing so it was (*e*) _____ (bitter/bitterly/very/really) cold.

8. Fill in the blanks with appropriate adverbs :

Hughie came in (*a*) _____ . He found Trevor putting the finishing touches to a (*b*) _____ wonderful life-size picture of a (*c*) _____ dressed man. The man was standing on a (*d*) _____ raised platform in a corner of the studio. He was a (*e*) _____ old man, with a face like a (*f*) _____ wrinkled parchment and a most piteous expression.

11. SUBJECT-VERB AGREEMENT

A **Singular** subject requires a *singular* verb.

A **Plural** subject requires a *plural* verb.

SINGULAR SUBJECT

1. Raman *is* my neighbour.
2. Bread and butter *is* his only food.
3. Time and tide *waits* for none.
4. The poet and patriot *is* dead.
5. The *jury* agrees on this issue.

PLURAL SUBJECT

1. Nisha and Nitu *are* good friends.
2. They *are* working hard.
3. People *are* raising slogans.
4. Many boys *were* making a noise.
5. You *are* at fault.

DEFINITION

In a gramatically correct sentence a verb must agree with its subject in Number and Person.

It should always be kept in mind that a Singular Subject takes a Singular Verb and a Plural Subject always needs a Plural Verb.

The lion roars. (the singular verb 'roars' agrees with the singular subject 'lion')

The lions roar. (the plural verb 'roar' agrees with the plural subject 'lions')

There are certain rules which must be kept in mind.

1. If two or more singular subjects are joined by *and*, they ordinarily take a plural verb.
   - Nisha and Yami are friends.
   - A fool and his money are soon lost.
2. When two subjects are joined by *and*, but they express one idea, the verb is singular.
   - Bread and milk is his only food.
   - Time and tide waits for none.
3. If two singular subjects refer to the same person the verb is in the singular.
   - The patriot and social reformer is dead.
   - The statesman and benefactor has come.
4. When two nouns are qualified by *each* or *every*, although joined by 'and', they require a singular verb.
   - Every boy and every girl was given a medal.
   - Each of these girls tells the same story.
5. When two subjects are joined by *or*, *either ... or*, *neither ... nor*, the verb agrees with the second subject in number and person.
   - Either Mani or Rita is to blame.
   - Neither of the two prefects was approved.
6. When two singular subjects are joined by 'as well as', 'with' and 'not', the verb is singular. It agrees with the first subject.
   - Manish as well as you is at fault.
7. When two subjects are joined by *not only ... but also*, the verb agrees with the second subject.
   - Not only Kishan but I am also responsible for the loss.
8. A collective noun takes a singular verb.
   - The fleet was quite big.
   - The jury is finally complete.
9. When a plural noun denotes some specific quantity or amount considered as a whole, the number is singular.
   - Four years is a long time.
10. Names of certain diseases and certain branches of knowledge ending in 's' take a singular verb.
    - Physics is a difficult subject.
    - Measles is an infectious disease.

Worksheet 20

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Subject-Verb Agreement

1. Which of the verbs in brackets is correct?

1. Fish and chips (is/are) a favourite of the English.
2. The pulley and the chain (was/were) a useful invention.
3. A chest of drawers (is/are) useful for storing clothes.
4. The students of this class (are/is) rowdy.
5. Many a man (is/are) tempted by gold.
6. Cleopatra and her retinue (was, were) eager to meet Caesar.
7. Several (was, were) present at the meeting.
8. He is one of the best players who (has, have) played for India.
9. Game after game (were, was) played.
10. Patience as well as perseverence (is, are) necessary for success in life.

2. Which of the verbs in brackets is correct?

1. The Arabian Nights (is/are) an interesting book.
2. The dancer and singer (has/have) arrived.
3. His parents as well as he (was/were) ruined.
4. Eight furlongs (is/are) equal to a mile.
5. The staff (is/are) poorly paid.
6. A hundred metres (is/are) a good distance.

3. Fill in the blanks with suitable verbs in agreement with the subjects.

1. None of you _____ done your work properly.
2. The purse with its contents _____ stolen.
3. The thief with the jewellery _____ arrested yesterday.
4. A good man and useful citizen _____ passed away.
5. None but the brave _____ the fair.
6. There _____ many objections to the plan.
7. Mahesh and not you _____ stood second.
8. Two thirds of the city _____ in ruins.
9. No news _____ a good news.

4. From the given sentences choose which one is correct and which one is incorrect on the basis of subject verb agreement.

1. Fanny and Ravi are going abroad next year.
2. Each child want an ice cream.
3. Neither Anny nor her friends have seen the movie.
4. The jury has agreed to our request.
5. This crockery are find China.
6. The news are true.
7. Every player were present.
8. Ten kilometres are a long distance.
9. This pair of trousers are his.
10. These trousers are mine.

Worksheet 21

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : **Subject-Verb Agreement**

5. In each of the following sentences, supply a verb in agreement with its subject.

1. Hundred dollars _____ (is/are) a big amount for this shirt.
2. Two weeks at the beach _____ (is/are) fine for a holiday.
3. The girl and her pet dog _____ (love/loves) to take long walks.
4. Sushila as well as her friends _____ present (is/are).
5. The thief with all his men _____ killed (was/were).
6. He is one of the greatest leaders that _____ ever lived. (has/have)
7. Neither food nor water _____ to be found there. (was/were)
8. Rama is one of the cleverest girls who _____ taken the test. (has/have)
9. In the modern theatre romance and realism _____ their days. (has/have)
10. Tank after tank _____ destroyed (was/were).

6. In each of the following sentences, supply a verb in agreement with its subject.

1. Forty metres _____ a good distance.
2. None of you _____ done your work properly.
3. *Treasure Island* is one of the best pirate stories that _____ ever written.
4. The purse with its contents _____ stolen.
5. A good man and useful citizen _____ passed away.
6. It is he who _____ spoiled the game.

7. In each of the following sentences, supply a verb in agreement with its subject.

1. Gold and silver _____ precious metals.
2. The horse and the carriage _____ at the door.
3. Sanskrit as well as Punjabi _____ taught there.
4. Neither food nor water _____ available there.
5. Politics _____ a dirty game.
6. Each of these substances _____ found in India.

8. Choose the correct verbs from the brackets.

1. Each one of our shops (is/are) to let.
2. Neither of the two (is/are) beautiful.
3. I who (is/am) your friend will stand by you.
4. You who (is/are) my friend should not bother me.
5. The quality of these apples (is/are) good.
6. Sarvesh and not you (have/has) stood first.

12. PREPOSITIONS

KINDS OF PREPOSITIONS

SIMPLE PREPOSITIONS

to, at , in, off, off, with, by for, from, on, out, through, till, up

COMPOUND PREPOSITIONS

about, above, below, behind, across, along, among, before, after, beyond, between, inside, outside

Phrase Prepositions

according to	in addition to	in place of
along with	on behalf of	in regard of
away from	in place of	in spite of
because of	in comparison with	instead of
by dint of	in compliance with	in the event of
by means of	in course of	in view of
by virtue of	in favour of	on account of
by way of	in front of	with a view of

PREPOSITIONS OF PLACE

between – among
in – into
beside – besides
behind – near
toward – towards

PREPOSITIONS OF TIME AND DATE

at – in
on – upon
for – since
before – after

DEFINITION

A preposition is a word – in, at, on, of, with from etc. – which is placed before the object in a sentence to join it with some other object/person in the sentence.

1. He has a pen in his pocket.
2. She cut the apple with this knife.

IMPORTANT PREPOSITIONS

1. AT, IN, ON

(a) These are used in respect of time and place; as,

Mohan met me *at* the gate of the school.

They began their journey *at* daybreak.

I shall see you tomorrow *at* 11 O'clock.

They began their journey *at* the sunset.

(i) We also use '*at*' to indicate holiday period of two or three days; as,
at Christmas, *at* the weekend, etc.

(ii) '*In*' is used to indicate longer periods; as,
in the next few days, *in* the summer holidays, *in* July, *in* the 19th century.

(iii) We also use '*in*' to indicate a part of the day; as,
in the afternoon, *in* the morning.

But we use '*on*' if we wish to say which day; as,

on Monday morning, *on* Friday afternoon; *on* the tenth, etc.

'In time' means not *late*; as,

Make sure you are at the station *in time* for the train.

We use '*on*' with a day or a date; as,

on Friday, *on* that day, *on* Diwali day, *on* 7th May.

'*On time*' means *at the time arranged* (not before, not after); as,

The 7.30 train started *on time*. (it started at 7.30).

On arriving, on hearing, _____ means when he arrives/arrived, when he hears/heard etc.

(b) at, in, and **on** : in respect of place.

(i) We use '*at*' to indicate something with reference to a point in space; as,
They held a meeting *at* the office.
The car was waiting *at* the gate.

(ii) We use '*at*' + '*building*' when we are talking about the normal purpose of the building; *e.g.*,
She is still *at* school. (studying)
The thief was sent to prison. (as punishment)

(iii) 'At' is used for small and less important places, villages and small towns;
'*In*' is used for large places, countries and large towns; as,
He lives *at* Moga *in* Punjab.

He works *in* Kolkata *in* India.

He lives *at* Pipri *in* Goa.

(*a*) '*On*' is used with reference to a surface; as,

Look at the pictures *on* the wall.

Spread the carpet *on* the floor.

(*b*) We also use *on* for a line; as,

Radison hotel is on the G. T. Road.

My shop is right on the main road.

Notes : (*a*) (*i*) We can be *at* or *in* a building. *At* means inside or just outside. *In* means inside only.

(*ii*) *At* a river/lake/swimming pool means near beside a river/lake/swimming pool; *In* a river _____ \ etc. actually means in the water.

(*b*) We use '*on*' for both place and movement; as,

He was sitting *on* the chair.

Snow fell *on* the fields.

2. ON, UPON

'*On*' is usually used while speaking of things at rest; and '*upon*', of things in motion; as,

There is a box *on* the table.

The tiger pounced *upon* the deer.

3. IN, INTO

'*In*' denotes position or a state of rest inside something. '*Into*' denotes motion towards the inside of something; as,

The girl *in* green suit is my cousin.

Mohan jumped *into* the swimming pool.

4. IN, WITHIN

In' denotes '*at the end of some future period*'; '*within*' means '*before the end of*'; as,

I will return *in* (at the close of) a month.

You will receive the letter *within* a week.

5. IN, AFTER

Both mean at the end of a particular period. *In* refers to the future, whereas *after* refers to the past, *e.g.*,

They will finish the construction *in* a week.

My friends left for London *after* two days.

6. FOR, SINCE, AGO

We use *for* with a period of time :

I stayed in Delhi *for* a week.

Please wait *for* five minutes.

We use *for + length of time;* as,

For two years, *for* a week, *for* two days etc.

We use *since* with the perfect tense to say when something started; as,

I have lived here *since* 1975.

I haven't met her *since* September.

Notes : We often use *for* with the perfect tense to say how long something has continued; as,

He has worked with her *for* the last ten years.

I have been waiting for you *for* twenty minutes.

We use the adverb 'ago' for a past action at a time measured from the present ; as,

I joined the school nine years *ago.* (= nine years from now)

We came to your house two months *ago.*

7. BETWEEN, AMONG

'*Between*' is used with reference to two persons or things; as,

Divide the bananas *between* the two children.

A dispute arose *between* the landlord and the tenant.

'*Among*' is used with more than two persons or things; as,

The four sisters quarrelled *among* themselves.

There is said to be an understanding *among* thieves.

8. BESIDE, BESIDES

'*Beside*' means 'by the side of '; '*besides*' means 'in addition to'; as,

They sat *beside* him. (by his side).

Her answer is besides the point. (outside of)

Besides (in addition to) advising me, she helped me with money.

Besides being fined, they were imprisoned.

9. TILL/UNTIL, BY

We use '*till/until*' to say when something finishes; as,

He sat in the shop *till/until* closing time.

I'll be working in the office *till/until* next June.

'*By*' means not later than; as,

I get up *by* 6 o'clock. (= at six or earlier)

Please return my book *by* Monday. (= on Monday or earlier.)

10. BY, WITH

'*By*' is used after verbs in the Passive Voice to denote the agent or the doer; '*with*' denotes the instrument with which the action is carried out; as,

The lion was killed *by* the hunter *with* a gun.

The trees were cut *by* him *with* an axe.

Some other uses of *'by'* :

She stood *by* her father. (beside)

He sat *by* himself. (alone)

He is a Brahmin *by* caste. (in respect of)

We shall be here *by* 7 o'clock. (not later than)

What is the time *by* your watch ? (according to)

Some other uses of *'with'* :

She eats *with* me, talks *with* me and walks *with* me. (in my company)

We rise *with* the sun. (at the same time as the sun rises)

With all her faults, I love her. (in spite of)

11. BEFORE, FOR

'Before' is used in negative and affirmative sentences alike to denote a point of future time, *e.g.*,

He shall be there *before* 8 o'clock.

We shall not be there *before* 4 o'clock.

'For' is used with negative sentences to denote a period of future time; *as*,

She shall not be there *for* an hour. (not before)

12. ABOVE, OVER

'Above' and *'over'* can both mean 'higher than'. When two things are close to each other we use either; *as*,

Flags waved *above/over* our heads.

But we use *above* when there is more space between two things; as,

The aeroplane flew *above* clouds.

High *above* us an eagle was hovering.

We use *'over'* when one thing is very close to or covering another :

He puts nets *over* the plants.

The mother put a blanket *over* him.

'Over' can also mean across and from one side to another :

The bridge *over* the river is long.

The aeroplane flew *over* the town.

13. BELOW, UNDER

'Below' is the opposite of 'above', whereas 'under' is the opposite of 'over'. Use 'below' when one thing is not directly under or beneath the other, while 'under' when something covers something else and is in contact with it :

1. His house is below the hill.
2. He stood under a cold shower for half an hour.
3. She hid it under the carpet.

Worksheet 22

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Prepositions

1. Fill in the blanks with appropriate prepositions :

1. The thief ran (across/along) the lawn and jumped (over/across) the wall.
2. We were sitting (in/on) an old sofa when a rat sprang (on/upon) us.
3. I have not seen you (since/for) a month. Yes, I have been away(since/for) a long time.
4. I got married (on/in) 2015, (on/at) 7th September (in/at) Delhi.
5. It is (beneath/below) my dignity to speak with a man like you.
6. My classmates often quarrel (among/between) themselves.
7. The river flows (under/beneath) the bridge.
8. The chillies are kept (on/at) the table. The parrot (at/in) its cage has seen them.

2. Fill in the blanks with correct prepositions :

I have been waiting for you (*a*) _____ 6 p.m. I want to give you the information that when you go out (*b*) _____ station (*c*) _____ some days, you must take up your admission form (*d*) _____ the Principal's office and get yourself enlisted (*e*) _____ the annual exam.

3. Fill in the blanks with suitable prepositions :

Kailash Babu repeatedly expressed his regret (*a*) _____ not being able (*b*) _____ receive His Honour Bahadur (*c*) _____ all the ancestral magnificance of his family estate (*d*) _____ Nayanjore. There he could have welcomed him (*e*) _____ due ceremonial. But (*f*) _____ Calcutta, he said, he was a mere stranger and sojourner in fact a fish out (*g*) _____ water.

4. Fill in the blanks with correct prepositions :

Pt. Jawaharlal Nehru was a great scholar (*a*) _____ being a great political leader. He worked (*b*) _____ the people of different religions and communities. It was his great achievement that he was popular (*c*) _____ them all. He always differentiated (*d*) _____ the right and the wrong. He was mostly (*e*) _____ Mahatma Gandhi in the freedom struggle.

5. Fill in the blanks with appropriate prepositions :

When the engine was put right, the conductor came (*a*) _____ and pulled the bell. Then his eye fell (*b*) _____ the dog, and his hand went (*c*) _____ the bell-rope again. The driver looked (*d*) _____ the conductor pointed (*e*) _____ the dog, the bus stopped, and the struggle recommenced (*f*) _____ all the original features.

Worksheet 23

Grammar : Prepositions

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

6. Fill in the blanks with correct prepositions :

I was sitting (*a*) _____ my granny who was telling me (*b*) _____ her days when she was a child and lived (*c*) _____ today's Pakistan. She was feeling nostalgic about the deep friendship (*d*) _____ her folks and the Muslim family who lived (*e*) _____ their downstairs bungalow. They would come (*f*) _____ their stairs almost everyday (*g*) _____ a chat over cups of steaming tea.

7. His wife lit the domestic fire (*a*) _____ dawn, boiled water (*b*) _____ a mud pot, threw (*c*) _____ it a handful of millet flour, added salt, and gave him his first nourishment (*d*) _____ the day. When he started (*e*) _____ she would put (*f*) _____ his hand a packed lunch.

8. Complete the following letter by filling in the blanks with suitable prepositions :

Dear Kunal

I am glad to receive your letter (*a*) _____ such a long time. It is a moment (*b*) _____ immense pleasure to read your name (*c*) _____ the merit list (*d*) _____ the students of the PMT. Accept my heartiest congrats !

Your result has shown that hard work is the key (*e*) _____ success. You are really the pride (*f*) _____ all of us.

9. One morning (*a*) _____ Paris, in 1891, Alfred Nobel opened the Newspapers and (*b*) _____ his utter astonishment read (*e*) _____ the headlines the news (*d*) _____ his own death. What hurt him most were the bitter comments (*e*) _____ the entire French Press (*f*) _____ regard to his life's work.

_____

_____

_____

10. In the following passage, there is an error of preposition in each line of the passage. Write the incorrect word and the correction in your answer sheet.

Mostly children have fascination in	(*a*)	_____
sweets. They are very fond for chocolates.	(*b*)	_____
Chocolates are the main cause for	(*c*)	_____
tooth-decay which can be avoided in	(*d*)	_____
brushing the teeth on regular intervals.	(*e*)	_____

_____

_____

_____

_____

11. In the following passage, one word (preposition) is missing in each line. Write the missing word along with the word that comes before and after it.

My friend, Sonali is not serious her	(*a*)	_____
studies. She, as a result, has failed three	(*b*)	_____
subjects. It is, indeed, shameful us also.	(*c*)	_____
She is more interested watching the T.V.	(*d*)	_____
programmes than in devoting time her	(*e*)	_____
lessons. She cannot go like this.	(*f*)	_____

_____

_____

_____

_____

13. CONJUNCTIONS

Kinds of Conjunctions

COORDINATING CONJUNCTIONS

and, but, or, yet, while, however, so.

Trust in God *and* do the right.

He is sad *but* hopeful.

SUBORDINATING CONJUNCTIONS

when, after, lest, as soon as, until, till, as well as.

Wait *till* I return.

Make hay *while* the sun shines.

Walk slowly lest you should fall down.

CORRELATING CONJUNCTIONS

not only ... but also, either ... or, neither ... nor, although ... yet, no sooner ... than

she served *not only* the guests *but also* the beggar.

He is *neither* happy *nor* sad.

Ideas Expressed by the Conjunctions

Time	when, before, as soon as, as long as, whenever
Place	where, wherever
Cause or reason	as, because, in order that, therefore
Condition	if, unless, in case, whether, provided that
Purpose	that, so, lest, in order that
concession or contrast	although, though, however,
comparison	as, as much as, no less than, than
extend or manner	as, according as

DEFINITION

A conjunction is a word which merely joins together words or sentences. It has no other grammatical function.

Look at the following sentences :

1. He is singing *and* they are dancing.
2. I am poor *but* contented.
3. Walk slowly *or* you may fall.
4. She worked hard; *therefore*, she was successful.

In the above sentences, the words in italics are called conjunctions. Their function is to join sentences. Often they make them more compact.

e.g., My uncle is poor but honest.

Remember that Relative Pronouns, Relative Adverbs and Prepositions also connect words and clauses but they are different from conjunctions. Whereas a relative pronoun refers to the noun, a relative adverb modifies the verb, a conjunction merely joins, and does no other work.

1. Conjunctions that merely add one fact to the other :

1. **And :** Pay your taxes and live in peace.
2. **Both ... and :** This book is both instructive and entertaining.
3. **Not only ... but also** : He is not only a statesman but also a poet.
4. **As well as :** Tendulkar is a batsman as well as a bowler.

2. Conjunctions that express contrast :

1. **But :** He is slow but he is steady.
2. **Still, yet :** He is rich, still (yet) he is not content.
3. **Nevertheless :** All were against him, nevertheless he did not change his opinion.
4. **Whereas :** He is rich whereas his father was poor.

3. Conjunctions that express a choice between two alternatives :

1. **Or :** She must weep or she will die.
2. **Either ... or :** Either Reena or her sister has taken your book.
3. **Neither ... nor :** I have neither a pen nor a pencil.
4. **Otherwise, else :** Leave my house otherwise (else) I shall call the police.

4. Conjunctions that express an inference :

1. **For :** He will die some day, for all men are mortal.
2. **So, therefore :** My cycle was punctured; therefore I was late for school.
   He did not work; so he failed.

Some conjunctions join subordinate or dependent clauses to principal clauses.

It occurred to him *that* wild animals are afraid of fire.

1. Conjunctions that express time :

1. She returned home *after* the sunset.
2. Wait here *until* I return.
3. The teacher left the room *as* the bell rang.
4. Ali left the room *as soon as* his father came.

2. Conjunctions that express cause or reason :

1. *As* he was not at home, I spoke to his father.
2. He will fail *because* he does not work.
3. I shall go *since* you desire it.
4. He failed *for* he did not work hard.

3. Conjunctions that express condition :

1. You will succeed *if* you work hard.
2. You must do it *whether* you like it or not.
3. *Unless* you persevere, you can't pass.
4. I shall go *provided* you come with me.

4. Conjunctions that express result or effect :

1. He is so weak *that* he cannot walk.
2. He is such a bad boy *that* all dislike him.

5. Conjunctions that express contrast or concession :

1. He is honest *though* he is poor.
2. We can't beat him, *however* hard we may try.

6. Conjunctions that express comparison :

1. He is taller *than* his friend.
2. He likes me no less *than* you.
3. She is as clever *as* her sister.
4. She is more intelligent than her brother.

Worksheet 24

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : **Conjunctions**

1. Underline the conjunctions and write whether they are coordinating (C) or Subordinating (S).

1. I help him because he is my friend.
2. He is nice and friendly.
3. Unless you eat you can't go.
4. I study while he watches T.V.
5. She did not disturb me since I was busy.
6. He is rich yet unhappy.
7. I came back after he left.

2. Fill in the blanks with the correct conjunctions out of those given in brackets.

1. He was honest _____ hardworking _____ he was a rolling stone. (but /and) (still/ yet).
2. Rani was _____ beautiful _____ glamorous so she chose modelling as a career. (whereas/both –and)
3. I dropped the expensive dish _____ it didn't break. (nevertheless/but)
4. It was raining cats and dogs _____ we played chess and did not venture out. (and/so)
5. Mr Chopra will buy a mansion in Dubai _____ he has the money. (unless/if)

3. Rewrite the following passage replacing the underlined conjunctions with the correct ones.

(*a*) When the years rolled by, we saw less of each other. For some time she continued to wake me up (*b*) but get me ready for school. (*c*) Though I came back, she would ask me (*d*) that the teacher had taught me. I would tell her English words (*e*) yet little things of western science and learning. (*f*) Before I went up to the university, I was given a room of my own. The common link of friendship was snapped.

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4. In the following passage one word shown by (/) has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number.

The sun was setting / had lit her	*e.g.*, setting and had
verandah with a blaze of golden light.	
We stopped half-way/the courtyard.	(*a*) _____
All over the verandah/in her room	(*b*) _____
right upto/she lay dead and stiff	(*c*) _____
wrapped in the red shroud, sparrows sat	
scattered on the floor./ we carried	(*d*) _____
my grandmother's corpse off, they flew	
away. Next morning the sweeper came/swept	(*e*) _____
the breadcrumbs into the dustbin.	

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Worksheet 25

Grammar : Conjunctions

Date

Name

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Marks OBT.

5. Complete the passage with the most appropriate conjunctions :

No sooner did it start raining (*a*) _____ we rushed in. My sister said (*b*) _____ she would make tea (*c*) _____ I said I would like to have coffee. (*d*) _____ she was not willing to make coffee, she went to her room. I sat down to study. Mother made coffee for me (*e*) _____ I did not like it. (*f*) _____ I began to listen to a song, my sister came (*g*) _____ gave me a cup of coffee.

6. Complete the following passage by filling in the blanks with suitable conjunctions.

Muni drew a deep puff (*a*) _____ started coughing ; it was racking, no doubt (*b*) _____ extremely pleasant. (*c*) _____ his coughing subsided he wiped his eyes (*d*) _____ took stock of the situation, understanding (*e*) _____ the other man was not an inquisitor of any kind. (*f*) _____, in order to make sure, he remained wary.

7. Fill in the blank spaces with suitable conjunctions :

1. Time _____ tide waits for no man.
2. He is slow _____ he is steady.
3. He was _____ fined _____ imprisoned.
4. The one received a prize _____ the other was promoted.
5. Wait _____ I return here.
6. Go _____ he comes.
7. Hot _____ the sun is, we must go out.
8. He is rich _____ he is unhappy.
9. _____ there is a will, there is a way.
10. Let us go to bed _____ it is eleven.

14. VOICE

Kinds of Voice

ACTIVE VOICE

Active voice is used to show that the subject is the doer of the action.

e.g. The principal honoured the cricket team.

PASSIVE VOICE

Passive voice is used to show that the subject of a verb is the receiver of the action.

e.g. The cricket team was honoured by the principal.

Subject	Verb	Object
She	painted	a picture.
A picture	was painted	by her.

Important Note :

- The principal verb in Passive Voice is always in the Past Participle form.
- Present Perfect Continuous Tense, Past Perfect Continuous Tense, Future Continuous Tense and Future Perfect Continuous Tense do not have Passive Voice.
- Intransitive verb cannot be changed into Passive Voice ; as,

  The old woman wept.

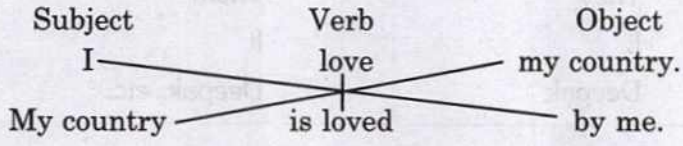
DEFINITION

The Voice is that property of the **verb** which shows whether the **subject** is performing or experiencing the action. When a verb represents its subject as doing the action, it is said to be in the **Active Voice** but when a verb represents its subject as being acted upon, it is said to be in the **Passive Voice**.

Active Voice : I love my country.

Passive Voice : My country is loved by me.

Look at the following diagram :



PATTERNS UNDERLYING THE CHANGE OF VOICE

Tense	*Active Voice*	*Passive Voice*
1. Simple Present	V_1 / V_1 + s/es, do, does He plays chess.	Is / am / are + V_3 Chess is played by him.
2. Simple Continuous	Is / am / are + V_1 + ing She is writing a letter.	Is / am / are + being + V_3 A letter 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, did + V_1 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 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. Imperatives	V_1 Say it again, please. Call him back.	Let + be + V_3 Let it be said again, please. Let him be called back.

Subject form	Object form
I	Me
We	Us
You	You
He	Him
She	Her
They	Them
It	It
Deepak	Deepak, etc.

Sentences with two objects

1. *Active Voice* : They sent me a gift.
   Passive Voice : A gift was sent to me by them.
   Or
   I was sent a gift by them.
2. *Active Voice* : She teaches us English.
   Passive Voice : English is taught to us by her.
   Or
   We are taught English by her.

VERBS NOT FOLLOWED BY THE PREPOSITION '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* : The jug contains milk.
   Passive Voice : Milk is contained in the jug.
6. *Active Voice* : Your work satisfies me.
   Passive Voice : I am satisfied with your work.

Worksheet 26

Grammar : Voice

Date

Name

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Marks OBT.

1. Fill in the blanks with the passive forms of the verbs in the simple present or simple past tense.

1. Good books _____ (like) by all.
2. By whom _____ (direct) drama.
3. Dogs _____ (not allow) in this building.
4. All the invitees _____ (treat) very well.
5. The meeting _____ (hold) in the evening.
6. Better services _____ (provide) by the metro network of trains.
7. Only BMWs _____ (service) in this workshop.
8. The deal _____ (sign) between the two countries.

2. Rewrite the following passage using the passive form in the present continuous tense.

New products _____ (introduce) by Amazon every month. How is it possible ? Huge amounts of money _____ (spend) on advertisements. It is beyond doubt that beautiful models _____ (use) to impress customers on hoardings and television channels. Expensive items _____ (sold) at huge discounts. Not only that, goods _____ (deliver) at your doorstep, once you have placed the order. What more can one want ?

3. Read the instructions given below for making *gulab jamun* and complete the paragraph that follows :

(*i*) Take cornflour and milk powder.
(*ii*) Mix cornflour and milk powder with small quantity of water.
(*iii*) Prepare a dough.
(*iv*) Make small round balls.
(*v*) Take refined oil and heat it up.
(*vi*) Put dough-balls in the hot oil till they become light brown.
(*vii*) Prepare sugar syrup.
(*viii*) Put the round balls in the sugar syrup.
(*ix*) *Gulab jamuns* are ready to serve.

Cornflour and milk powder are (*a*) _____ and dough is prepared. Small round balls are (*b*) _____. Then refined oil is (*c*) _____ on the stove. When it is hot, round balls are (*d*) _____ in it, till they become light brown. They are (*e*) _____ out of the frying pan. In another pan sugar syrup is (*f*) _____. Now the brown balls are (*g*) _____ in this sugar syrup. Your delicious *gulab jamuns* are ready. They can be (*h*) _____ to the guests.

4. Read the following instructions for preparing a plain dosa and complete the paragraph given below in the Passive Voice.

If you want to serve 4 – 6 people :

(*i*) Take 4 cups of rice, soak and grind it.

(*ii*) Take 2 cups of urad daal, soak and grind it.

(*iii*) Add salt to taste.

(*iv*) Heat oil.

(*v*) Mix the daal and rice mixture.

(*vi*) Make thin crepe.

(*vii*) Serve with *sambhar.*

First, rice is washed and then it is (*a*) _____ in water. Urad daal is also (*b*) _____ . Rice is (*c*) _____ and (*d*) _____ into a thick paste with water. Daal is also taken and (*e*) _____ separately. Rice and daal are (*f*) _____ together. Salt is (*g*) _____ to taste. Oil is (*h*) _____ in a pan. A ladleful of the rice and daal mixture is (*i*) _____ to make a thin crepe which is spread on a hot *tava*. Plain dosa is now ready. It should be (*j*) _____ with *sambhar*.

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5. Read the following set of instructions on how to prepare noodles and complete the paragraph that follows in the Passive Voice.

(*i*) take a packet of noodles

(*ii*) noodles boiled and poured out

(*iii*) vegetables fried in a pan

(*iv*) a pan taken, cooking oil taken in it and heated

(*v*) boiled noodles and vegetables put in the pan

(*vi*) Noodles ready.

A packet of noodles is (*a*) _____. Then these noodles are (*b*) _____ in water. Then they are (*c*) _____. In the meantime, vegetables are (*d*) _____ in a pan. Oil is (*e*) _____ in a pan. Noodles and vegetables are (*f*) _____ in the pan. These delicious noodles can be (*g*) _____ to the guests.

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6. Complete the following paragraph using the passive form of verbs :

Kamal was a promising young man. He (*a*) _____ (give) a responsible job in a multinational company. He (*b*) _____ (expect) to increase the revenue by introducing new plans. But he failed to satisfy his employers who thought that no plan of his (*c*) _____ (implement). At last he (*d*) _____ (fire). He was frustrated. He wrote to me, "Dear Mahesh I (*e*) _____ wrongly (charge) with inefficiency".

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Worksheet 27

Grammar : **Voice**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

7. Rewrite the following passage putting the verbs given in brackets in the simple past tense (passive voice) .

Abraham Lincoln came from a very poor family in Kentucky. After many disappointments and failures in life, he _____ (elect) as the President of the U.S.A. He _____ (pain) to see the evil practice of slavery in his country. A slave _____ (sell) in the open market and _____ (treat) worse than an animal. As soon as Mr. Lincoln _____ (become) President, he _____ (want) to do something for them and the result was that slavery _____ (abolish) in America. However, some of the southern states didn't like the idea and hence the abolition of slavery _____ (oppose) by them, resulting in the Civil War. But the final victory _____ (win) by Lincoln.

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8. Look at the newspaper headings given below and then complete the news reports that follow :

1. **YOUNG GIRL CONVICTED**

   Chandigarh, Nov. 12 : A young girl (*a*) _____ (convict) of rash driving).

2. **G-20 SUMMIT CONCLUDED**

   G-20 Summit (*b*) _____ (conclude) with a resolution to (*c*) _____ (fight) the menace of terrorism.

3. **NEW CARS LAUNCHED**

   Many national and international car-makers (*d*) _____ (launch) new cars in India with the view to (*e*) _____ (capture) the big Indian auto-market.

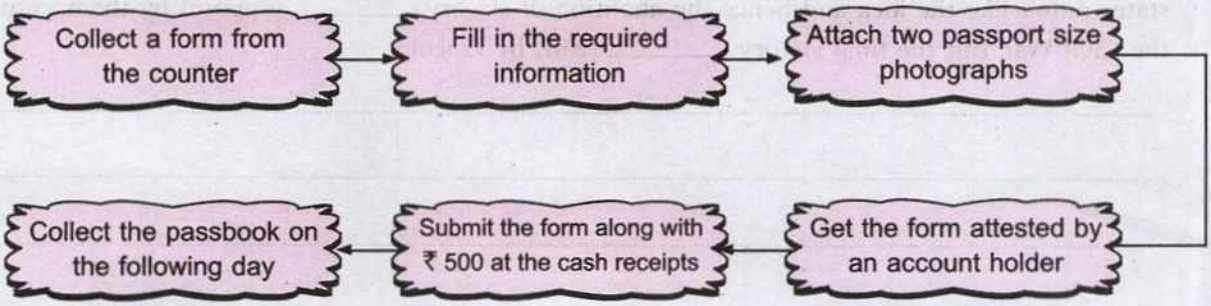
4. **INDIA'S STAND AGAINST TERRORISM PRAISED**

   Washington. Jan. 10 ; India (*f*) _____ (praise) for her stand against terrorism in any shape.

5. **ABOVE 150 CHILDREN DIED OF BRAIN FEVER**

   Mugaffarpur, Bihar : As many as 150 children (*g*) _____ (lose) their lives due to brain fever in a few days.

9. Given below are some instructions. Use them to complete the paragraph that follows :



The form for opening a Savings Bank Account was (*a*) _____ from the counter. All the required information was (*b*) _____ and two passport size photographs were attached. Next the form was got (*c*) _____ by an account holder at the same bank who could introduce the new account opener. The form (*d*) _____ then (*e*) _____ along with ₹ 500 at the cash receipts counter and a receipt (*f*) _____ for the amount. The following day the passbook for the new account was (*g*) _____ from the bank.

15. REPORTED SPEECH

KINDS OF SPEECH

DIRECT SPEECH

Reporting the exact words of the speaker.

e.g., Peter said, "I am very busy today".

INDIRECT SPEECH

Reporting the words of the speaker in our own words.

e.g., Peter said that he was very busy that day.

CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

Change of Tenses		Change of personal Pronouns		Change in Adverbs	
DIRECT	INDIRECT	DIRECT	INDIRECT	DIRECT	INDIRECT
simple present	simple past	I	he/she	now	then
present continuous	past continuous	me	him/her	tomorrow	the next day/ the following day
present perfect	past perfect	my	his/her	last night	the previous night
present perfect continuous	past perfect continuous	we	they		
simple past	past perfect	us	them	today	that day
past continuous	past perfect continuous	our	their	tonight	that night
will	would	ours	theirs	yesterday	the previous day
shall	should	**Note** : Pronouns of III person do not change.		ago	before
can	could			just	then
may	might			at present	at that time
must	had to			next week	the following week

DEFINITION

There are two ways in which we can report or represent the words of a speaker – **Direct Speech** and **Indirect (Reported) Speech.**

Direct Speech : The exact words of the speaker are given in the inverted commas ".....".

Indirect Speech : The substance of what the speaker said is reported by another person. **Time**, **Place** and **Person** are modified accordingly.

e.g., Direct Narration : He said, "I shall come in a few minutes."

Indirect Narration : He said that he would come in a few minutes.

Note : (*i*) The Direct Speech is introduced by the verb 'say' or 'said', it is called the Reporting Verb.

(*ii*) The exact words of the speaker are called the Direct Speech.

RULES FOR CHANGING NARRATION

(1) CHANGE IN THE TENSES

Tense of the Reporting Verb		Change in the Tense of the Reported Speech
(1) Present		No change
(2) Future		No change
(3) Past		
(*i*) Present Indefinite	→	Past Indefinite Tense
(*ii*) Present Continuous	→	Past Continuous Tense
(*iii*) Present Perfect	→	Past Perfect Tense
(*iv*) Present Perfect Continuous	→	Past Perfect Continuous Tense
(*v*) Past Indefinite	→	Past Perfect Tense
(*vi*) Past Continuous	→	Past Perfect Continuous Tense
(*vii*) Will / Shall	→	would / should
Can	→	could
may	→	might

Examples :

(1) **Direct** : He says, "It is raining heavily."

Indirect : He says that it is raining heavily.

(2) **Direct** : The servant will say, "The master is not at home."

Indirect : The servant will say that the master is not at home.

(3) **Direct** : Anju said, " I wrote a letter."

Indirect : Anju said that she had written a letter.

(4) **Direct** : Naman said, "The cat was playing."

Indirect : Naman said that the cat had been playing.

(5) **Direct** : The monitor said, "Sir, some students were making a noise yesterday."

Indirect : The monitor told her teacher respectfully that some students had been making a noise the previous day.

(6) **Direct** : Ramesh said, "I will help you".

Indirect : Ramesh said that he would help me.

(7) **Direct** : "You can do it if you like", she said to me.

Indirect : She told me that I could do it if I liked.

Exceptions : The tense of the verb of the Reported Speech is not changed, if it has :

(*i*) a proverb or saying or an all-time truth

(*ii*) a habitual action

(*iii*) a historical fact

(*iv*) two things taking place simultaneously

(*v*) a scientific fact

(*vi*) a 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 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 / the following day
this	that		
these	those	yesterday	the previous day
here	there	last night / week / month / year, etc.	the previous night / week month / year, etc.
hence	thence		
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 PERSONS

Person		Changed according to
1st person (I, we)	:	the Subject of the Reporting Verb
2nd person (you)	:	the Object of the Reporting Verb
3rd person (he, she, it, they, etc.)	:	No change

(4) INTERROGATIVE SENTENCES

Reporting Verb is changed to **ask, enquire, demand,** etc.

Questions starting with	**Joining word**
(*a*) Why, How, How much, How many, What, Who, Whom, Whose, When, Where, How often etc.	(*a*) (To introduce indirect speech) 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.

(5) **Direct** : She said to me, "What is your name ?"
Indirect : She asked me what my name was.

(5) CHANGING IMPERATIVE SENTENCES

(request, order, command, advice, forbid, 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 the policeman, "Please save me."
Indirect : He requested the policeman to save him.

(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 of 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.

(5) **Direct** : The P. A. said to us, "Don't enter this room."

Indirect : The P. A. forbade us to enter that room.

(6) 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 I was standing on his toe.

(7) CHANGING 'LET'

'Let' is used to express suggestion, proposal, request, 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.

(3) **Direct** : I shouted, "Let me do my work."

Indirect : I shouted to them to let me do my work.

(4) **Direct** : She said, "Let me have some coffee."

Indirect : She wished that she might have some coffee.

(5) **Direct** : Raman said, "Let us enjoy ourselves for an hour first."

Indirect : Raman proposed that we should enjoy ourselves for an hour first.

Worksheet 28

Date

Name

Class & Sec. Roll No.

Marks OBT.

Grammar : Reported Speech

1. Turn the following sentences into Indirect Speech :

1. They said to the servant, "Bring tea for us".
2. "Good evening, Madan", said Rashmi.
3. She said, "What a nice fellow you are !"
4. I said to him, "Do you know Kamlesh ?"
5. A stranger said to us, "Have you seen the horse that broke loose ?
6. My brother said, "Barking dogs seldom bite."
7. The teacher said to me, "What are you doing ?"
8. He said, "Let us go to the river for a picnic."
9. Juman said to me, "I will help you if you need."
10. I said to my servant, "Post the letters at once".

_____

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2. Read the following dialogue and report in Indirect Speech :

Patient : Doctor, how can I lose my weight ?
Doctor : Go on a morning walk daily.
Patient : Should it be a leisure walk ?
Doctor : It should be a brisk walk for 30-40 minutes. Don't take fried items.
Patient : Thank you, doctor.

The patient asked the doctor how (*a*) _____ (can I/I can/I could/he could) lose his weight. The doctor advised him to (*b*) _____ (go/went/gone/had gone) on a morning walk daily. The patient further wanted to know if it (*c*) _____ (should/could/would/can) be a leisure walk. The doctor advised that (*d*) _____ (it may/it should/should it/it would) be a brisk walk for 30-40 minutes and forbade him (*e*) _____ (not to take/to take/not to be taken/that not to take) fried items. The patient (*f*) _____ (thanking/thanked/thanks/would thank) the doctor for his advice.

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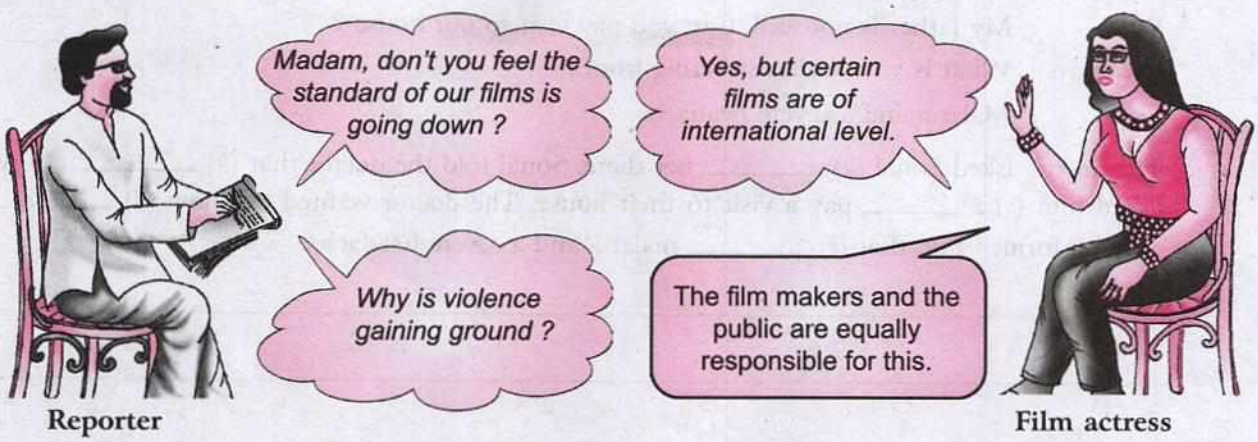
3. Read the conversation between a film actress and a newspaper reporter and complete the Indirect Narration.



The newspaper reporter asked the film actress if (*a*) _____ (she did not feel/she not feel/don't she feel/ that she feels) the standard of our films was going down. She agreed but remarked that (*b*) _____ (certain films are/certain films were/certain films is/certain films have) of international level. The reporter wanted to know (*c*) _____ (why is violence/why was violence/why violence was/why the violence is) gaining ground. The actress replied that the film makers and the public (*d*) _____ (are/is/were/was) equally responsible for this.

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4. Read the strips and complete the passage that follows :

Blondie rejected his wife's proposal and enquired (*a*) _____ a caterer for their anniversary when (*b*) _____ . Mrs. Blondie quipped (*c*) _____ her instead of relaxing and eating with their guests. Blondie realized his mistake, and consulting the telephone directory, suggested that (*d*) _____ at the top of the list, and announced that it was Abercrombile Catering.

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5. Read the following dialogue and complete the passage given below :

Doctor : What brings you here ?

Sonal : My father is not well. Can you pay visit to our house ?

Doctor : What is your father suffering from ?

Sonal : Malaria and a severe headache.

The doctor asked Sonal (*a*) _____ her there. Sonal told the doctor that (*b*) _____ not well and asked him (*c*) _____ pay a visit to their house. The doctor wanted to know (*d*) _____ from. Sonal informed him that (*e*) _____ malaria and a severe headache.

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6. Read the following dialogue and complete the passage that follows :

Sales Girl : What can I do for you, madam ?

Neha : Tell me something about a good mobile phone.

Sales Girl : Would you tell us about the range of price ?

Neha : It should be neither too expensive nor too economical.

Sales Girl : Which colour would you prefer ?

Neha : Steel grey.

Sales Girl : OK. You can take it tomorrow.

The sales girl asked Neha with respect (*a*) _____ do for her. Neha informed her to (*b*) _____ her something about a good mobile phone. The sales girl wanted to know if (*c*) _____ tell her about the range of price. Neha informed the sales girl that (*d*) _____ be neither too expensive nor too economical. The sales girl further wanted to know (*e*) _____ . Neha replied that she (*f*) _____ steel grey. The sales girl understood Neha's choice and requested her to (*g*) _____ .

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_____

_____

16. CLAUSES

KINDS OF CLAUSES

MAIN CLAUSE

It is a clause that contains the main fact/idea and can stand as an independent sentence.

SUBORDINATE CLAUSE

It is a clause that is dependent upon the main clause for its meaning.

COORDINATE CLAUSE

It is a clause that conveys complete sense but is a part of a sentence.

TYPES OF SUBORDINATE CLAUSES

NOUN CLAUSE

It is a clause which does the work of a noun, as

- the subject of a verb
- the object of a transitive verb
- the object of a preposition

e.g. I hope <u>it will rain soon</u>.

<u>That he is honest</u> is well known.

ADJECTIVE CLAUSE

It is a clause that does the work of an adjective. It begins with

- a relative Pronoun
- a relative Adverb

e.g. He is the man <u>who abused you</u>.

This is the place <u>where he died</u>.

ADVERB CLAUSE

It is a clause that does the work of an Adverb, and is known as :

- Adverb clause of Time
- Adverb clause of Place
- Adverb clause of Manner

e.g., Go <u>wherever you like.</u>

Wait <u>till it is dark.</u>

She walks <u>as if she were a princess.</u>

DEFINITION

A clause is a part of a sentence. It contains its own subject and a predicate (the part of a sentence having a verb, an object, a phrase, etc., except the subject).

Read the following sentences :

(i) *If it rains* we'll have a nice day.

(ii) I will wait for you *until you return.*

(iii) The boy *who had met with an accident* died yesterday.

In the sentences given above, the italicised parts are clauses having their own subjects and predicates.

Read the following sentences, each of which is formed of a single independent clause :

(i) *Birds fly in the sky.*

(ii) *They are weeping.*

PHRASE AND CLAUSE :

A phrase is different from a clause. Whereas a clause contains a subject, a phrase does not. A clause has a finite verb, whereas a phrase has no finite verb, though it may have an infinite verb :

(a) 1. in the sky (phrase)

2. swimming in the canal (phrase)

(b) 1. When he came (clause)

2. After he had swum (clause)

KINDS OF SENTENCES :

There are three kinds of sentences :

(a) Simple Sentence : It has a single clause.

Birds fly in the air.

She is sad.

(b) Compound Sentence : It consists of two or more coordinate clauses (clauses that can exist as independent sentences) joined by a coordinate conjunction such as *and, but, or, yet, not only ..... but also,* etc.

We took bath and then had our lunch.

She was not only hard-working but intelligent also.

(c) Complex Sentence : It consists of a main or principal clause and one or more subordinate clauses :

1. I met his sister who is a doctor.

2. If you work hard, you will pass.

Main/Principal Clause : It contains the main fact (*I met his sister* and *you will pass,* in the sentences above).

Subordinate Clause : It depends on the main clause for its meaning (*who is a doctor* and *If you work hard,* in the sentences above).

SUBORDINATE CLAUSES

Type	*Function*	*Examples*
1. Noun Clause	It does the function of a **Noun.** It can be the	
	(*i*) Subject of a verb	(*i*) **What you do** does not bother me.
	(*ii*) Object of a verb	(*ii*) I do not remember **what he said at the meeting.**
	(*iii*) Object to a preposition	(*iii*) She objected **to what I said.**
	(*iv*) Object to an infinitive	(*iv*) She wanted to know **what I said.**
	(*v*) Object to a participle	(*v*) She was confident on knowing **that I was her friend.**
2. Adjective Clause	It does the work of an **adjective.**	(*i*) I have lost the book **which I bought yesterday.**
		(*ii*) Where is the pen **that I gave you ?**
3. Adverb Clause	It does the work of an **adverb.**	(*i*) **When she reached home,** the dinner was ready.
		(*ii*) **Although he is rich,** he is discontented.

HOW TO FIND A CLAUSE

(A) Noun Clause : It answers the question **what.**

I know *you will stand first.*

(B) Adjective Clause : It answers the questions **who, which, whose.**

The man *who is in the white coat* is a doctor.

(C) Adverb Clause : It answers the questions **when, where, why, how,** etc.

Though he worked hard, he failed.

NOUN CLAUSE

A Clause is a group of words containing a Subject and a Finite Verb.

The group of words in italics as given below are Clauses :

The girl screamed. (one clause)

If you want, I shall teach you. (two clauses)

A *Noun Clause* does the work of a Noun. Therefore, it can be :

1. the Subject of a Verb,
2. the Object of a Transitive Verb,
3. the Object of a Preposition,
4. the Complement of a Verb,
5. in Apposition to a Noun or a Pronoun.

1. Subject of a Verb; as,

What cannot be cured must be endured.

Whether it will rain today is not clear.

2. The Object of a Transitive Verb; as,

I expect *that she will help us.*

I wish to know *why he behaved in that manner.*

3. The Object of a Preposition; as,

Do not believe *in what he says.*

He was greatly annoyed *at what I told him.*

ADJECTIVE CLAUSE

An *Adjective Clause* does the work of an Adjective. It qualifies a Noun or a Pronoun in the main clause. An Adjective Clause is introduced by a Relative Pronoun or by a Relative Adverb.

1. The Relative Pronouns that may be used in this way are : *who, whom, what, whose, which, that,* etc.

   God helps those *who help themselves.*

2. The Relative Adverbs that may be used in this way are : *when, where, how, why.*

   This is the place *where my friend lives.*

3. The Relative Pronoun or the Relative Adverb may be omitted when it is in the Objective Case, but not otherwise; as,

   This is the book (*which* or *that*) *I lost long ago.*

   This is the boy (*whom*) *I know well.*

ADVERB CLAUSE

An *Adverb Clause* is a group of words which has a Subject and a Predicate of its own, and does the work of an Adverb; as,

We slept *at midnight.* (slept when ?)

We slept *when it was midnight.*

The words in italics in the first sentence are an *Adverb Phrase* and those in the second are an *Adverb Clause.* Both the groups of words do the work of an Adverb by modifying the verb *slept.*

An Adverb Clause is used as an adverb to tell us *how, when, where, why, how much* or *under what conditions* something happens or takes place.

KINDS OF ADVERB CLAUSES

An Adverb Clause does the work of an Adverb. It can be of the following kinds :

1. *Time* 2. *Place* 3. *Manner* 4. *Cause or Reason*
5. *Purpose* 6. *Result or Consequence* 7. *Comparison* 8. *Condition*
9. *Supposition or Concession*

1. ADVERB CLAUSES OF TIME

Adverb Clauses of Time are introduced by Subordinating Conjunctions like *when, whenever, since, before, after, till, etc. :*

As I entered the house, the lights went off.

They came *after he had gone away.*

We have not met *since I returned from Mumbai.*

Before you leave, kindly take my letter.

Please wait *till I come.*

I will complete the work *when I come tomorrow.*

As soon as I heard the news, I left the place.

The children danced *while the music was in full swing.*

2. Adverb Clauses of Place

Adverb Clauses of Place are introduced by Subordinating Conjunctions like *where, wherever, whence, etc.*

The pupils followed the teacher *wherever he went.*

Where the thief was hiding, nobody knew.

She returned *whence she had come.*

3. Adverb Clauses of Manner

Adverb Clauses of Manner are introduced by Subordinating Conjunctions like *as, if, though,* etc.

As you sow, so shall you reap.

He pretended *as if he knew everything.*

Do *as you like.*

The tiger sprang at us *as though it had been shot.*

4. Adverb clauses of Cause or Reason

Adverb Clauses of Cause or Reason are introduced by Subordinating Conjunctions like *because, since, that, as,*

The boy was frightened *because he was lonely.*

As he was absent, I could not speak to him.

He was glad *that he had met his sister.*

Since she gave me the report, I must pay her.

5. Adverb Clauses of Purpose

Adverb Clauses of Purpose are introduced by Subordinating Conjunctions like *that, in order that, so that, lest, etc. :*

We work hard *that we may succeed in life.*

Take care *so that you do not have reason to regret.*

She spends hardly any money *in order that she may save enough for future.*

Study hard *lest you should fail.*

6. Adverb Clauses of Result or Consequence

Adverb Clauses of Result or Consequence are introduced by Subordinating Conjunctions like *that* (normally preceded by *so* or *such* in the Main Clause). Sometimes the Conjunction is understood :

He ran so fast *that he won the race.*

The stranger spoke in such a way *that nobody understood him.*

The place was so far off, *I could not reach in time.*

7. Adverb Clauses of Comparison

Adverb Clauses of Comparison of Degree are introduced by one of the Subordinating Conjunctions or Relative Adverbs like *as* and *than :*

1. *'As'* denoting Degree is generally accompanied by *as* or *so* in the Main Clause :

   He is as clever *as he is cunning.*

   He is not so foolish *as you consider him to be.*

   She is as beautiful *as she is wise.*

2. *'Than'* is always accompanied by a Comparative Adjective or Adverb; as,

   He is cleverer *than you thought.*

   No one is a better player *than he is.*

   She is cleverer *than she looks.*

8. Adverb Clauses of Condition

Adverb Clauses of Condition are generally introduced by Subordinating Conjunctions like *if, unless, whether,* etc.

If it rains, we shall not play.

If I were you, I would take the trouble.

You will not succeed *unless you work hard.*

I must do my best, *whether I succeed or not.*

Note : Adverb Clauses of Condition are sometimes introduced by *whatever, whichever, however,* etc. :

Whichever path you follow, you will not reach your destination in time.

She will never succeed, *however hard she tries.*

Whatever you do, they will not accept you.

9. Adverb Clauses of Supposition or concession

Adverb Clauses of Supposition or Concession are introduced by Subordinating Conjunctions like *although, though, even if,* etc. :

He is honest, *though he is not intelligent.*

Although I told him not to do it, he did it.

Even if I am generous, I will not give her money.

Although it was a holiday, I came to the office.

Exercise (Solved)

I. Identify phrase or clause in the following sentences :

1. He came <u>to see me</u>.
2. <u>When he came</u> he looked tired.
3. If you do it now, <u>you will not lag behind others</u>.
4. <u>That she is pretty</u> is certain.
5. I don't know <u>where he lives</u>.
6. The old man jumped <u>into the well</u>.

Ans. 1. phrase 2. clause 3. clause 4. clause 5. clause 6. phrase

CONDITIONAL CLAUSES

When you want to talk about a possible (or not possible) situation, and its consequences, you use a *conditional clause*. Sentences having conditional clauses are called *Conditional Sentences*. A. conditional sentence has an *if-clause* (If the weather is fine), and a *main-clause*. (they will play the match). The if-clause (the conditional clause) usually comes first, but it can also come after the main clause.

If the weather is fine, they will play the match.

They will play the match if the weather is fine.

A comma is normally used after the clause, when if-clause comes first.

There are three types of conditional clauses.

Type 1 : Open Conditional Clause

Conditional Clauses, Tyep-1, contain a condition that may or may not be fulfilled. In a clause of this type, there is no indication whether the condition is likely to be fulfilled or not. They are known as *Open Conditional Clauses or Factual Conditional Clauses*, e.g.,

If you *call* me, I *shall* come to you.

It is an open choice. Perhaps you will call me, or perhaps you will not call me. It is an open future condition. In the sentence given above, the verb in the conditional clause *(call)* is in present tense and the verb in the main clause *(shall come)* in future tense.

Study the following sentences :

If I have time, I shall come to your house.

You will not get there unless (if ... not) you hurry up.

I shall take an umbrella in case (if) it rains.

If I drop the glass, it will/may/might break.

If you are weak, you should / must/ ought to eat well.

From the examples given above, it is seen that Open Conditional Sentences have the following pattern.

Note :

1. When you talk about a common occurrence, you use the *simple present tense* or the *present continuous tense* in the conditional clause and also in the main clause :

   If a man *smiles* at me, I *feel* happy.

   If a tap is *leaking*, it *needs* a new washer.

2. You can also use *will* in an if-clause when you make a request :

   If you'll just wait a moment, I'll fetch you the file.

3. You can use modal verbs (*e.g.*, *can*, *should*) in the main clause :

   If you need an umbrella, I *can* get you one.

   If you are going for a picnic, you *should* take your purse.

Type 2 : Hypothetical (Unreal) Conditional Clauses

A Type 2 Conditional Clause contains a condition that is improbable or unreal. The condition stated is not likely to be fulfilled. Such clauses are called *Unreal* or *Hypothetical Conditional Clauses.* The Simple Past Tense of the verb is used in these conditional clauses :

If
Unless
Even if + ... + Simple Past + ..., ... would ...
If only

Study the following sentences :

If I had five lakh rupees, I would buy a car.

It would be awful if you lost your ticket.

If the sun rose in the west, it would set in the east.

If I were you, I would challenge him.

In the examples, the if-clause often refers to something unreal or imaginary. If *I had five lakh rupees*, means that I do not really have five lakh rupees, but I am only imagining it.

Note :

1. You can use would in an if-clause when you make a request :
   If you would come this way, the doctor *will* see you now.
2. In Type 2 Conditional Clauses
   (*a*) the verb in the if-clauses is in the simple past tense.
   (*b*) the if-clause takes *were* in place of *was* (even with I and he/ she / it)
   (*c*) the verb in the main clause takes would, might, or could.

Type 3 : Conditional Clauses with Unfulfilled conditions in the Past

Type 3 Conditional Clauses contain a condition that was not fulfilled in the past. In such clauses, the past perfect form of the verb is used.

Examples

1. We lost. If we *had won* the match, we *would have* got through to the final. (Here we use the past perfect to talk about what *did not* happen. If we *had won* means that we did not really win.)
2. If you *had been* there, I would have seen you (= You were not there.)
3. If we *had taken* your advice, we would have saved time. (= We did not take your advice.)

The simple past form indicates an unreal or unlikely condition in the present or future point of time; whereas, the past perfect shows an unfulfilled condition in the past.

Compare the following two types :

Type 2 : If we *took* the car, we would benefit. (theoretical, less real condition).

Type 3 : If we had *taken* the car, we would have benefited (unfulfilled condition because we did not take the car.)

Worksheet 29

Grammar : **Clauses**

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐☐☐☐

1. Complete the following sentences by filling in the blanks with appropriate clauses :

1. The doctor came when _____ .
2. He ran so fast _____ .
3. I could not come yesterday _____ .
4. _____ he could not save the child.
5. I shall meet you _____ .
6. The earthquake was so severe _____ .
7. He is so weak _____ .

_____

_____

_____

_____

2. Fill in the blanks with Adjective Clauses :

The lawyer (*a*) _____ yesterday fell ill. So you would have to find another lawyer if (*b*) _____ . My friend can help you in this matter if (*c*) _____ . What do you say ?

_____

_____

_____

_____

3. Complete the following passage by filling in the blanks with the appropriate clauses :

(*a*) _____ we all stood up. The teacher sat down in his chair and (*b*) _____ . When he started teaching (*c*) _____ . All the students began to talk loudly. The teacher got angry but (*d*) _____ . When the power returned (*e*) _____ .

_____

_____

_____

_____

_____

4. Complete the following sentences with suitable clauses :

1. If I need your help _____ .
2. We shall go out for a picnic tomorrow if _____ .
3. If you heat ice _____ .
4. If you see him _____ .

5. I feel tired and hungry if _____ .
6. The child cries if _____ .
7. God helps you if _____ .

5. Supply the appropriate clauses in the following sentences :

1. If she worked hard _____ .
2. The teacher would punish you if _____ .
3. If you came to me _____ .
4. If I borrowed your book _____ .
5. If I were you _____ .
6. I would reply to your letter _____ .
7. If we succeeded _____ .

6. Complete the following sentences with appropriate conditional clauses :

1. The results would have been different if _____ .
2. If it had rained in time _____ .
3. If you had spoken clearly _____ .
4. You would have caught the train if _____ .
5. She would not have fallen sick if _____ .
6. The numerous deaths of the children could have been avoided _____ .
7. If you had reached the station in time _____ .
8. I could do it if _____ .
9. You will feel pleased if _____ .
10. I could buy the car if _____ .

17. AID TO RICH VOCABULARY

I. ANTONYMS

An antonym is a word that means the opposite of another word. For example, '*old*' has its antonym '*new*'.

Words	Antonyms
absent	present
ancient	modern
angry	pleased
bitter	sweet
bold	timid
big	small
benevolent	malevolent
bottom	top
cheap	dear
care	neglect
complex	simple
condemn	exonerate
childish	mature
deep	shallow
delay	haste
dense	sparse
divide	multiply
empty	full
entrance	exit
early	late
enrich	impoverish
far	near
fail	pass
friend	foe
front	back
farewell	welcome
go	come
great	small
ability	inability
alive	dead
arrival	departure
attract	repel
appear	vanish
belief	disbelief
blessing	curse

Words	Antonyms
busy	idle
bravery	cowardice
blunt	sharp
beneficial	harmful
clean	dirty
defeat	conquest
collect	disperse
crude	refined
consent	dissent
disease	health
dry	wet
deposit	withdraw
dream	reality
easy	difficult
enjoy	dislike
exhale	inhale
eternal	transitory
false	true
futile	fruitful
folly	wisdom
fine	rough
gain	loss
giant	dwarf
generous	selfish
guest	host
glory	shame
hell	heaven
hollow	solid
harm	benefit
huge	tiny
import	export
initial	final
insult	respect
justice	injustice
keen	dull

Words	Antonyms
living	dead
last	first
limited	unlimited
modest	immodest
maximum	minimum
major	minor
meagre	profuse
noble	ignoble
notorious	famous
obey	disobey
open	shut
pleasure	pain
poor	rich
quiet	noisy
remember	forget
remote	near
rigid	flexible
sure	doubtful
sane	insane
severe	mild
shy	impudent
tie	untie
use	misuse
usual	unusual
up	down
weak	strong
war	peace
wicked	virtuous
growth	decline
high	low
hostile	friendly
honour	dishonour
haste	delay
idle	active

Words	Antonyms
interesting	dull
intentional	accidental
include	exclude
joy	sorrow
kind	cruel
lend	borrow
loud	soft
long	short
loose	tight
movable	immovable
material	spiritual
merit	demerit
new	old
neat	untidy
old	young
own	disown
penalty	reward
praise	blame
quick	slow
rough	smooth
raw	ripe
rural	urban
rise	fall
safety	danger
secret	open
stable	unstable
thick	thin
win	lose
wild	tame
trust	doubt
unity	diversity
wise	foolish
young	old
youth	age

Exercise - 1

Write the antonyms of the following :

hell	_____	pleasure	_____
guilty	_____	majority	_____
early	_____	happy	_____

truth _____ busy _____

ill _____ warm _____

Exercise - 2

Match the words under A with their antonyms under B.

A	B
borrow	curse
all	neglect
blessing	tragedy
care	lend
country	none
comedy	near
distant	town
famous	knowledge
ignorance	urban
rural	notorious

II. Synonyms

A synonym is a word that has almost the similar meaning with another word : For example ; happy–glad

Words	Synonyms
abundant	ample
alive	lively
abnormal	unusual
bad	wicked, evil
behaviour	conduct
bright	clear, brilliant
cause	reason
confess	admit
cross	ill-tempered
dear	expensive
disaster	calamity
dull	gloomy
ebb	wane, decline
elevate	raise, lift
embrace	hug
entice	lure
famous	renowned
fate	destiny

Words	Synonyms
fear	terror
float	drift
gaze	stare
genuine	pure, real
adore	worship
amend	improve
abolish	destroy
beautify	decorate
blame	censure
candid	sincere
character	reputation
charity	benevolence
dangerous	hazardous
decrease	reduce
disease	malady/illness
eager	enthusiastic
enough	adequate
eradicate	eliminate

Words	Synonyms
excess	surplus
fatal	deadly
fault	error
firm	substantial
frank	outspoken
gay	cheerful
generous	liberal
habit	custom
help	support
increase	enlarge
junk	refuse, garbage
juvenile	youthful
kind	tender
knave	villain
lure	coax, entice
labour	work
lenient	liberal
loathe	detest
merry	gay
motive	reason
malign	defame
manifest	show
melancholy	gloomy
mock	ridicule
native	original
outlaw	criminal
pale	yellow
power	capacity
praise	applaud
propagate	broadcast
pensive	sad
ponder	think
quiet	calm
hinder	obstruct
injure	hurt
irritate	tease
jovial	cheerful
justice	fairness
knowledge	learning
lazy	indolent
lack	deficiency

Words	Synonyms
lively	active
loyal	faithful
malice	hate
mistake	error
mute	dumb
magnificent	superb
meagre	low
narrate	tell
nefarious	wicked
obey	submit
odious	offensive
polite	courteous
poverty	penury
predict	foretell
persuade	urge
plead	argue
prejudice	bias
quote	extract
quit	leave
riot	revolt
scorn	despise
souvenir	memento
sacred	holy
timid	cowardly
transient	brief
ugly	hideous
value	esteem
vulgar	unrefined
wreck	ruin
zeal	eagerness
ready	agile, prompt
rare	unique
ruin	wreck
sly	cunning
spread	scatter
satiate	satisfy
tedious	wearisome
temporal	mundane
unique	matchless
vague	obscure
weak	feeble
yearn	long
zenith	summit

Exercise - 1

Write the synonyms of the following :

- charity
- rare
- urge
- vindictive
- famous
- home
- candid
- immoral
- manifest
- yearn

Exercise - 2

Match the words under Column A with their synonyms under Column B :

A	B
ugly	hateful
queer	regret
remorse	ample
brave	hard
odious	lovely
pretty	repulsive
infinite	villain
knave	strange
difficult	endless
abundant	daring

III. Word Formation

Formation of Nouns, Adjectives & Verbs

A. Formation of Nouns from Verbs

Verbs	Nouns
Act	action
Attach	attachment
Abound	abundance
Assume	assumption
Accomplish	accomplishment
Accumulate	Accumulation
Appreciate	Appreciation
Alienate	Alienation
Advise	advice
Aerify	air
Accustom	custom
Associate	association

Verbs	Nouns
Apologise	apology
Apprehend	apprehension
Authorise	authority, authorisation
Acknowledge	acknowledgement
Accompany	company
Amass	mass
Allow	allowance
Admit	admission
Adore	adoration
Agree	agreement
Apply	application
Approve	approval

Verbs	Nouns
Arrive	arrival
Assassinate	assassination
Assemble	assembly, assemblage
Assert	assertion
Assign	assignment
Assist	assistance
Assure	assurance
Attend	attendance, attention
Attract	attraction
Amuse	amusement
Break	breach
Befriend	friend
Behead	head
Benight	night
Befool	fool
Brighten	brightness
Banish	banishment
Bear	birth
Behave	behaviour
Bereave	bereavement
Bite	bit
Bless	bliss
Build	building
Believe	belief
Burn	brand
Bury	burial
Beautify	beauty
Broaden	breadth
Betray	betrayal
Bleed	blood
Carry	carriage
Choose	choice
Collect	collection
Compel	compulsion
Conceal	concealment
Conceive	conception
Converse	conversation

Verbs	Nouns
Comply	compliance
Corrupt	corruption
Correct	correction
Calculate	calculation
Criticise	criticism
Correspond	correspondence
Compensate	compensation
Consider	consideration
Contain	contents
Contend	contention
Convert	conversion
Create	creation
Criticise	criticism
Clean	cleanliness
Cheapen	cheapness
Confirm	confirmation
Console	consolation
Digest	digestion
Discover	discovery
Distinguish	distinction
Deepen	depth
Darken	darkness
Deceive	deceit, deception
Decide	decision
Decorate	decoration
Defend	defence
Deliver	delivery, deliverance
Differ	difference
Degrade	degradation
Deject	dejection
Delete	deletion
Deliberate	deliberation
Define	definition
Depart	departure
Depress	depression
Desert	desertion
Dispose	disposal
Deny	denial

Exercise

Form nouns from the following verbs.

arrive	_____	bleed	_____
fail	_____	free	_____
obey	_____	know	_____
bury	_____	sit	_____
receive	_____	live	_____
try	_____	wake	_____
wonder	_____	weigh	_____
succeed	_____		

B. Formation of Adjectives from Nouns

Nouns	Adjectives
Adventure	adventurous
Angel	angelic
Account	accountable
Awe	awful
Accident	accidental
Action	active
Advantage	advantageous
Advice	advisable
Air	airy
Brother	brotherly
Black	blackish
Book	bookish
Bush	bushy
Bliss	blissful
Boy	boyish
Body	bodily
Blood	bloody
Beauty	beautiful
Care	careful
Confession	confessional
Cleanliness	clean
Courage	courageous
Contempt	contemptuous
Centre	central
Class	classical
Colony	colonial
Condition	conditional

Nouns	Adjectives
Ceremony	ceremonial
Crime	criminal
Cheer	cheerful
Circle	circular
Commerce	commercial
Danger	dangerous
Dearness	dear
Day	daily
Death	deadly
Discipline	disciplinary
Drama	dramatic
Drink	drinkable
Devil	devilish
Essence	essential
Example	exemplary
Enemy	inimical
Emperor	imperial
Earth	earthly
Ease	easy
England	English
Eat	eatable
Fire	fiery
Fault	faulty
Flower	flowery
Father	fatherly
Fear	fearful
Fruit	fruitful
Faith	faithful

Exercise

Form adjectives from the following nouns.

advice	_____	book	_____
bliss	_____	blood	_____
care	_____	centre	_____
day	_____	fear	_____
fool	_____	grace	_____

C. Formation of Verbs from Adjectives

Adjectives	Verbs
Abundant	abound
Able	enable
Black	blacken
Broad	broaden
Bold	embolden
Base	debase
Beautiful	beautify
Cheap	cheapen
Dense	condense
Dear	endear
Dark	darken
Double	duplicate
Equal	equalise
Familiar	familiarise
Fat	fatten
Fertile	fertilise
Fresh	refresh
Full	fill
False	falsify

Adjectives	Verbs
Long	lengthen
Civil	civilise
Calm	becalm
Clean	cleanse
Clear	clarify
Courageous	encourage
Creative	create
Deep	deepen
Moist	moisten
New	renew
Noble	ennoble
Popular	popularise
Public	publish
Real	realise
Rich	enrich
Short	shorten
Specific	specify
Strange	estrange
Straight	straighten

IV. One Word Substitution

(Single Word for Group of Words)

One word may often express the idea of a phrase or group of words.

Study the following :

1. One who cannot see — blind
2. One who cannot hear — deaf
3. One who cannot speak — dumb
4. One who cannot read or write — illiterate
5. One who is liked by the people — popular

6.	One who looks at bright side of things	optimist
7.	One who looks at the dark side of things	pessimist
8.	One who speaks for others	spokesman
9.	A place where dead bodies are buried	cemetery (graveyard)
10.	A place for washing hands and face	lavatory
11.	A place fitted for scientific experiments	laboratory
12.	A place fitted up for reading and study	library
13.	A place where birds, animals, etc., are kept	zoo
14.	A place where clothes are cleaned	laundry
15.	A place where tickets are sold	booking-office
16.	That which cannot be read	illegible
17.	That which cannot be heard	inaudible
18.	That which cannot be blotted out	indelible
19.	That which cannot be cured	incurable
20.	That which cannot be repaired	irreparable
21.	That which cannot be divided	indivisible
22.	That which cannot be seen	invisible
23.	That which cannot be avoided	unavoidable
24.	That which is contrary to law	illegal
25.	That which is found everywhere	universal
26.	Work for which no salary is paid	honorary
27.	An animal feeding on flesh	carnivorous
28.	A remedy for all diseases	panacea
29.	The life-story of a person written by himself.	autobiography
30.	A disease that ends in death	fatal
31.	A match in which neither party wins	drawn
32.	A paper written by hand	manuscript
33.	Flowers tastefully arranged.	bouquet
34.	Medicine to counteract the effect of poison	antidote
35.	Fit to be eaten	edible
36.	No longer in use	obsolete
37.	Without preparation	extempore
38.	Murder of self	suicide
39.	All of one mind	unanimous
40.	Of one's own free will	voluntary
41.	Liable to be easily broken	brittle
42.	People at a solemn meeting	assembly
43.	People at a lecture concert	audience
44.	People in a bazaar or street	crowd
45.	People at a match or show	spectators

Exercise

Give single words for each of the following expressions :

1. Life history of a person written by himself.
2. Science of life and living things.
3. List of the days, weeks, months of a particular year.
4. A voice which cannot be heard.
5. One who cannot make a mistake.
6. A medicine to countract the effect of poison.
7. One who walks on foot.
8. Life history of a person written by another.
9. A thing which is liable to be easily broken.
10. A general pardon of political prisoners.

V. Word-Play

A. Unscramble the following words :

1. MHEO _____ (e.g., HOME)
2. THEMOR _____
3. LOOSCH _____
4. LANTP _____
5. WORG _____
6. PLYA _____
7. TOPE _____
8. LABL _____
9. ENH _____
10. ACKLB _____

B. Give five words beginning with the given consonants in each case. The first one is done for you.

bl : black, block, blame, blanket, blade

1. st : _____ _____ _____ _____ _____
2. sc : _____ _____ _____ _____ _____
3. ch : _____ _____ _____ _____ _____
4. bl : _____ _____ _____ _____ _____
5. gr : _____ _____ _____ _____ _____
6. dr : _____ _____ _____ _____ _____
7. fr : _____ _____ _____ _____ _____
8. sh : _____ _____ _____ _____ _____
9. sk : _____ _____ _____ _____ _____
10. sl : _____ _____ _____ _____ _____

C. Give five words beginning with the given vowel and a consonant in each case. The first one has been done for you.

at : atom, atone, attend, attack, attach

1. am : _____ _____ _____ _____ _____
2. en : _____ _____ _____ _____ _____
3. ir : _____ _____ _____ _____ _____
4. ob : _____ _____ _____ _____ _____
5. up : _____ _____ _____ _____ _____

D. Insert the missing letters to complete these words :

br __ th __ r e.g. = brother

1. co __ nt __ ry _____
2. i __ s __ de _____
3. s __ ld __ er _____
4. c __ r __ y _____
5. g __ a __ s _____
6. l __ ng __ r _____
7. E __ gl __ sh _____
8. U __ g __ nt _____
9. ph __ __ e _____
10. p __ et __ y _____

E. Find new words by changing the order of letters in each word ;

e.g., hear hare

1. mate _____ hose _____
2. dog _____ angle _____
3. life _____ reap _____
4. read _____ mid _____
5. dim _____ name _____

F. Add or take away one or two letters to get another word :

For example : hen *pen*

1. goose _____
2. mouse _____
3. cool _____
4. despot _____
5. boast _____
6. bear _____
7. mate _____
8. mope _____
9. tree _____
10. import _____

18. WORDS OFTEN CONFUSED

1. **Accept** : (*to receive with favour*)
   I *accept* your offer.
   Except : (*to omit, exclude, not including*)
   Except Rita, all were present.
2. **Accede** : (*agree, consent*)
   The lawyer gladly *acceded* to his request.
   Exceed : (*surpass*)
   Her expenditure *exceeds* her income.
3. **Access** : (*approach*)
   She has an easy *access* to the general manager.
   Excess : (*more than enough, too much*)
   Excess of everything is bad.
4. **Adapt** : (*to make suitable, to adjust properly*)
   We must *adapt* ourselves to change.
   Adopt : (*to accept and approve, take as one's own*)
   She *adopted* his scheme.
5. **Advice** : (*valued opinion, noun*)
   The *advice* of a forensic expert is required in this case.
   Advise : (*give advice, verb*)
   He *advised* me to seek your opinion.
6. **Affect** : (*to influence or produce an effect on*)
   My throat is *affected* by cold.
   Effect : (*a result, to bring about or accomplish*)
   The medicine did not have any *effect* on the patient.
7. **Altar** : (*place of worship*)
   The pilgrims knelt at the *altar*.
   Alter : (*to change*)
   Nothing can *alter* my decision.
8. **Apposite** : (*suitable*)
   Your statements are quite *apposite*.
   Opposite : (*in front of*)
   She lives in the house *opposite* to mine.
9. **Beside** : (*at the side of*)
   His house is *beside* the river.
   Besides : (*in addition to*)
   Besides money, he gave me some food.
10. **Canvas** : (*Coarse cloth for tent*)
    Canvas shoes are cheap, but comfortable.
    Canvass : (*to solicit votes, orders*)
    Will you *canvass* votes for her ?

11. **Conscience:** (*sense of right or wrong*)
His *conscience* made him confess his guilt.

Conscious : (*aware of something happening*)
She soon became *conscious* of a noise behind her.

12. **Credible :** (*believable*)
Though cartoons are hardly *credible*, children find them quite interesting.

Creditable : (*deserving praise*)
Although it was Shyam's first appearance on the stage, he gave a *creditable* performance.

Credulous : (*inclined to believe,*)
Credulous people often get deceived.

13. **Defer :** (*to postpone*)
The match had to be *deferred* because of rains.

Differ : (*to disagree*)
People *differ* on certain points.

14. **Deny :** (*say that something is not true*)
The accused *denied* the charge.

Refuse : (*show unwillingness in doing or accepting something*)
All of his friends *refused* to help him.

15. **Decent :** (*well-behaved and respectable*)
He is a *decent* boy.

Descent : (*slope*)
Our journey down the *descent* was easy.

16. **Eligible :** (*fit to be chosen*)
She is not *eligible* for the post.

Illegible : (that which cannot be easily read)
Her writing is *illegible*.

17. **Eminent :** (*of great repute*)
She is an *eminent* scholar of philosophy.

Imminent : (*threatening, near at hand*)
This building is in *imminent* danger of collapse.

18. **Formally :** (*in accordance with rules and customs*)
The proposal was not *formally* made.

Formerly : (*previously*)
Dr. Singh was *formerly* a teacher.

19. **Gamble :** (*to play for stakes*)
Many people take to *gambling* in order to become rich quickly.

Gambol : (*to skip about*)
The lambs are *gambolling* on the field.

20. **Graceful :** (*pleasing*)
We were fascinated by the *graceful* movement of the dancer.

Gracious : (*kind and polite*)
It was *gracious* of the loser to congratulate the winner.

21. Hoard : *(to store things)*
Do not *hoard* grains in times of war.

Horde : *(a large group of people)*
Large *hordes* of farmers invaded Paris.

22. Human : *(pertaining to man)*
To err is *human*.

Humane : *(kind, benevolent)*
The *humane* treatment of prisoners is now advocated by all.

23. Industrial : *(relating to industry)*
Ahmedabad is an industrial town.

Industrious : *(hardworking)*
Rahul is both *industrious* and honest.

24. Judicial : *(pertaining to law)*
A *judicial* enquiry was ordered into the illegal sale of agricultural land.

Judicious : *(wise)*
We should be very *judicious* in choosing our profession.

25. Lightening : *(making light)*
I am thinking of *lightening* her burden.

Lightning : *(electric flash in the clouds)*
He was struck by *lightning*.

26. Loan : *(something which is lent)*
We took a *loan* from the bank to buy a house.

Lone : *(solitary, the only one)*
She was the *lone* worker in the field.

27. Momentary : *(lasting for a moment, short-lived)*
Many decisions taken in life are of only *momentary* importance.

Momentous : *(of great importance)*
At the meeting, the chairman took some *momentous* decisions.

28. Official : *(said or done with authority)*
The *official* version is that fifty people died in the train accident near Hapur.

Officious : *(too eager to use authority)*
His *officious* behaviour has annoyed all his colleagues.

29. Patrol : *(to walk up and down to guard something)*
During riots the army was ordered to *patrol* the streets.

Petrol : *(fuel)*
Her car ran out of petrol and she had to tow it to the nearest petrol pump.

30. Persecute : *(to harass)*
The Nazis persecuted the Jews.

Prosecute : *(to bring before a court)*
He was prosecuted for exceeding the speed limit.

31. Popular : *(liked by a lot of people)*
Most of the popular music is now available on compact discs.

Populous : *(full of people)*
Epidemics spread fast in populous areas.

32. **Pore** : (*a tiny opening on the skin*)
Our body has a large number of pores on the surface.

Pour : Shall I *pour* her some coffee ?

33. **Respectable** : (*worthy of respect*)
He is poor but quite *respectable*.

Respectful : (*showing respect to*)
We must be *respectful* to our parents.

34. **Sight** : (*power of seeing*)
Her *eye sight* is good.

Site : (*a place*)
He will build his house on this *site*.

Cite : (*quote*)
Could she *cite* any precedent in support of her case ?

35. **Spacious** : (*having ample space*)
This ship is *spacious* enough to accommodate 1000 people.

Specious : (*seeming right or true, but not really so*)
The arguments of the lawyer were *specious* and hence they failed to convince the judge.

Exercise

Make sentences to show the difference between the following pairs of words :

1. Adapt, adopt
2. Team, teem
3. Waist, waste
4. Bear, bare
5. Coarse, course
6. Decent, descent
7. Loose, lose
8. Principal, principle
9. Sole, soul
10. Farther, further

19. IDIOMATIC EXPRESSIONS

1. **All and sundry** (*everyone without distinction*): On his election to the state Assembly, he invited *all and sundry* to dinner.
2. **At the eleventh hour** (*just in time and no more*): His intervention *at the eleventh hour* saved the situation.
3. **At a stretch** (*continuously*): He can work for ten hours *at a stretch*.
4. **At an arm's length** (*at a certain distance*): Keep him *at an arm's length* ; he is a thorough rogue.
5. **By hook or by crook** (*by fair means or foul*): These days students want to get through the examination *by hook or by crook*.
6. **A bolt from the blue** (*a disaster that comes too suddenly*): The news of his death came to us like *a bolt from the blue*.
7. **To bring to book** (*to punish*): All the tax evaders should *be brought to book* forthwith.
8. **To be in one's good books** (*to be in one's favour*): He is in the *good books* of his boss.
9. **A cock and bull story** (*an absurd tale*): Labhu, the liar, could not impress me with his *cock and bull story*.
10. **In cold blood** (*without provocation*): Mahatma Gandhi was shot dead *in cold blood*.
11. **To cast a slur upon** (*to bring bad name*): His loose morals have *cast a slur upon* the fair name of his family.
12. **To do away with** (*to destroy*): Let us try *to do away with* bad customs in our society.
13. **Hard and fast** (*definite*): There are no *hard and fast* rules about precis writing.
14. **In the long run** (*in the end*): Truth wins *in the long run*.
15. **To keep at arm's length** (*to keep at a distance*): Keep gossip mongers at an *arm's length*.
16. **To leave no stone unturned** (*to try one's best*): I shall *leave no stone unturned* to solve the problem.
17. **Man of iron** (*strong minded man*): Sardar Patel was known to be a *man of iron*.
18. **A red letter day** (*auspicious day of rejoicings*): The 16th of December, 1971 is *a red letter day* in the history of India.
19. **Storm in a tea cup** (*a small quarrel*): The quarrel between the husband and the wife was only a *storm in a tea cup*.
20. **To smell a rat** (*to detect something wrong*): I *smelt a rat* and refused to conclude the deal with him.
21. **To turn a deaf ear** (*to refuse to listen*): He has *turned a deaf ear* to my advice.
22. **Through thick and thin** (*through good as well as bad time*): Sincere friends stand by each other *through thick and thin*.
23. **Ups and downs** (*success and failures*): A man faces many ups and downs in his life.
24. **Wear and tear** (*damage resulting from constant use*): This building has stood the *wear and tear* of centuries.
25. **Yeoman's service** (*excellent work*): The Indian armed forces do a *yeoman's service* in the defence of the country.

Exercise 1

Match the idiomatic expressions under A with their meanings under B :

A	B
back up	to die
all in all	to be ruined
in sixes and sevens	continuously
cut off	supreme
go to the dogs	honest and fair
get through	in disorder
at a stretch	to pass
above board	support
to look for	a person of unknown capabilities
a dark horse	to search

Exercise 2

Fill in the blanks with the appropriate idiomatic expressions given in the box :

to make the most, at my beck and call, keep pace with, an apple of discord, bag and baggage, to face the music, lay down one's life, beggars description, to go without saying, to set out

1. You have been caught stealing. You will have _____ .
2. An ideal student should _____ of his time.
3. During these days of science and technology we must _____ the advanced countries.
4. I have always my subordinates _____ .
5. Kashmir is _____ between India and Pakistan.
6. We should be proud of our freedom fighter who _____ for us.
7. After the transfer of the head of the family, our neighbours have left our city _____ .
8. The beauty of the Taj _____ .
9. My grandfather _____ on pilgrimage yesterday.
10. It _____ that Sardar Bhagat Singh was a great patriot.

20. WORDS COMMONLY MISSPELT

Learn by heart the following spellings :

(A)

abandon, accede, accessible, accuracy, accept, anger, angry, apology, apologize, accompany, ancient, across, around, address, attend, intend, accommodate, access, accumulate, another, accompanied, anonymous, anxious, accident, autumn, annual, aid, air, airy, aeroplane, achieve, armour, argue, affectionately, Alma Mater, accused, abundant, assassinate, ankle, angle, angel, arithmetic, arrival, awe, awful, addition, edition, auxiliary, authorize.

(B)

bankruptcy, ballet, began, beautiful, believe, buried, bury, beauty, business, brief, bridal, benefit, beggar, bear, bare, burial, bereave, banana, barren, bargain, beginning, born, borne, boundary, bouquet, board, bread, brochure, buoyant.

(C)

calender, clientele, come, coming, compel, caught, control, children, cigarette, competition, clerk, carrying, carried, carriage, career, carrier, crowd, centre, central, cheque, check, compartment, complement, compliment, chord, card, cord, chief, cite, cruelty, committee, credit, custom, conceive, chariot, century, civilization, commit, controlled, controller, curriculum.

(D)

debacle, deference, determined, dialogue, deck, defy, defiance, develop, devoured, dropped, detach, dear, due, dew, decent, descent, disease, decease, diary, die, dying, dictionary, dutiful, delivery, decision, dowry, deceive, dense, defective, distinguish, deliberate, debtor, delicious, division, drought, draught, digging, dignity, dignitary, detrimental, disciple.

(E)

entrance, ecstasy, enemy, eighth, envelope, eligible, engineer, edition, expel, earnest, execute, eliminate, exclude, equalise, expulsion, eclipse, empress, emperor, err, error, excellent, explain, explanation, experience, excel, equity.

(F)

farce, feasible, forfeit, foreword, foe, fashion, frying, festival, founded, forgive, forehead, feat, forbid, fry, focus, familiarity, failure, freight, feverish, faithful, fashion, flour, floor, fateful, falsify, familiar, fiery, foreigner, forgotten, fulfil, fulfilled, fruity, fructify, fear, further, farther, freight, frandulent.

(G)

guage, gazette, great, grateful, grievance, gamble, goddess, goal, grieve, gift, gait, gate, governor, governess, grammar, guard, guidance, greenish, greenery, guarantee.

(H)

hypothetical, hypocrisy, holy, holiness, hammer, holiday, heard, horde, happened, hockey, height, hiking, harass, hearty, heartily, hear, here, hair, heir, hare, humane, human, hail, hale, handful, hidden, hunger, hungry, harassment, hindrance, hygiene.

(I)

indemnity, ingenious, idea, ideal, idol, idle, instigate, investment, ivory, incident, isle, influential, inquiry, interesting, innings, interview, initial, irrevocable.

(J)

jeopardize, joyful, judge, judgment/ judgement, joke, journal, juggler, jealous, journey, judicial, judicious, justify, jewellery, jurisdiction.

(K)

kerosene, know, knowledge, knit, knife, knave, knock, knee, kindly, kidnap, kindergarten

(L)

loose, lose, loss, lass, lucky, liar, lawyer, lying, lustre, liberty, later, latter, lesson, lessen, library, lovable, lottery, luckily, lecture.

(M)

manageable, mediocre, memorandum, miniature, meat, meet, meeting, marriage, marry, merry, merriment, measurement, mischievous, mathematics, magistrate, muddy, minister, ministry, mischief, moisture, miracle, museum, memorize, minute, mosquito, modern, mantel, mantle, mystery, mediator.

(N)

neutral, noticeable, naive, ninth, nineteen, ninety, naughty, neighbour, nuisance, nobility, notorious, nail, negro, negligent, neglectful, noisy, naturally, natural, niece, needful, nice, nil, navy, naval, negotiate.

(O)

occurrence, officiate, opinionated, occurred, opportunity, obliged, obedient, omen, oily, opium, oar, oasis, occasion, odour, obdurate, oath, occasionally, omit, omission, omitted, omnibus, olympic, overwhelming, occupant.

(P)

precede, proprietary, possess, pursued, persuade, platform, parcel, plan, plane, plain, palm, principal, peacock, peace, pail, pale, pain, pane, painful, piteous, planned, preference, primary, patronage, parity, pursuit.

(Q)

quality, quite, quiet, quarrel, quarrelled, quarrelling, quality, quick, quench, queen, quinine, quill, quit, quiz, quota, questionnaire, quorum.

(R)

rebellion, remit, reimbursement, reconcile, remember, recollect, relieve, reception, repetition, rupee, referee, rigorous, reference, right, rite, rely, reliance, rogue, rough, receipt, receive, rarely, renew, reign, rein, rain, rudely, riot, routine, revocable, rhythm

(S)

saleable, strategic, sweet, sweat, sever, severe, sacred, scene, skilful, studying, sincere, separate, seating, sitting, sight, site, sorrow, sought, siege, seize, sow, sew, swallow, sanatorium, stationary, stationery, storey, story, suite, suit, soot, social, steal, steel, specific, sail, sale, satchel, scenery, symbolic, susceptible, souvenir.

(T)

tariff, transcend, together, transferred, truly, true, threw, thorough, through, thrown, twelfth, taste, truth, their, there, tyrant, tyre, troll, temporary, triumph, treaty, tamper, temper, tenant, thrust, trolley, topped, thief, traveller, tide, tidy, tier, tyre, tyranny, temperature.

(U)

unanimous, unnatural, usually, uncle, untie, union, unite, unity, uniformity, unique, undersigned, undesirable, ultimatum, useful, until, unless, unify, unscrupulous.

(V)

vaccination, vacuum, vacation, vocation, value, vegetables, vegetarian, village, ventilators, vain, vivid, vine, vigour, vessel, veil, vale, virtue, visitor, versatile, volunteer.

(W)

withhold, warranty, whole, wholly, writing, written, whom, weather, whether, write, would, wait, weight, wreath, woe, waist, waste, wafer, waggon, wilful, wherever, width, worried walkie-talkie, worried, waive.

(Y)

yacht, yawn, young, yesterday, youth, yarn, youngster, yield, yours, yoke

(Z)

zealot, zeal, zealous, zest, zebra, zoo, zone, zoology, zinc, zenith, zig-zag.

Exercise

Choose the correct spelling from the groups given below and mark (✓) against the corresponding letter in box :

1.	a.	airplain	b.	aeroplane	c.	airoplan	a.	b.	c.
2.	a.	axident	b.	accidant	c.	accident	a.	b.	c.
3.	a.	lebrary	b.	library	c.	librery	a.	b.	c.
4.	a.	busyness	b.	bussiness	c.	business	a.	b.	c.
5.	a.	enggineer	b.	engineer	c.	enginear	a.	b.	c.
6.	a.	bondary	b.	boundery	c.	boundary	a.	b.	c.
7.	a.	committee	b.	comittee	c.	commetti	a.	b.	c.
8.	a.	emprer	b.	emperir	c.	emperor	a.	b.	c.
9.	a.	occarrance	b.	occurrence	c.	occorrence	a.	b.	c.
10.	a.	ometted	b.	omittad	c.	omitted	a.	b.	c.
11.	a.	discipline	b.	disciplin	c.	desipline	a.	b.	c.
12.	a.	generaly	b.	generalley	c.	generally	a.	b.	c.
13.	a.	necessary	b.	necessary	c.	naceasary	a.	b.	c.
14.	a.	inimical	b.	enimicel	c.	enemical	a.	b.	c.
15.	a.	imagination	b.	imaginasion	c.	emagination	a.	b.	c.
16.	a.	madicine	b.	medicine	c.	madison	a.	b.	c.
17.	a.	accept	b.	axept	c.	accapt	a.	b.	c.
18.	a.	receive	b.	receve	c.	recieve	a.	b.	c.
19.	a.	enimy	b.	enemy	c.	anemy	a.	b.	c.
20.	a.	dawry	b.	dowery	c.	dowry	a.	b.	c.

INTEGRATED GRAMMAR EXERCISES

(Based on the Examination Pattern)

PART - III

Topics :

- Cloze Gap Filling
- Sentence Reordering
- Transformation
- Editing : Error Corrections
- Dialogue Completion
- Editing : Omissions
- Paragraph Completion

I. Cloze (Gap Filling)

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 or preposition or conjunction. The student may be asked to fill in the blanks with the correct word or he may be asked to choose the most appropriate word out of those given.

SOLVED EXAMPLES

1. Choose the most appropriate word for each blank space out of the options given at the end of each passage.

People were attracted (*a*) _____ him as bees are attracted to cosmos or dahlia stalks. He sat (*b*) _____ the boughs of a spreading tamarind tree (*c*) _____ flanked a path running (*d*) _____ the Town Hall Park.

(*a*)	(*i*) in	(*ii*) to	(*iii*) at	(*iv*) on
(*b*)	(*i*) on	(*ii*) near	(*iii*) under	(*iv*) up
(*c*)	(*i*) who	(*ii*) where	(*iii*) which	(*iv*) whose
(*d*)	(*i*) between	(*ii*) through	(*iii*) on	(*iv*) to

Answers

(*a*) (*iii*) (*b*) (*iii*) (*c*) (*iii*) (*d*) (*ii*)

2. If you regularly remember the many things (*a*) _____ big and small, for which you are grateful, it (*b*) _____ make you (*c*) _____ happy. New research shows that people keeping (*d*) _____ gratitude diary sleep well and have good moods.

(*a*)	(*i*) of	(*ii*) both	(*iii*) neither	(*iv*) and
(*b*)	(*i*) can	(*ii*) may	(*iii*) should	(*iv*) will
(*c*)	(*i*) quite	(*ii*) quiet	(*iii*) rather	(*iv*) not
(*d*)	(*i*) some	(*ii*) a	(*iii*) the	(*iv*) any

Answers

(*a*) (*ii*) (*b*) (*iv*) (*c*) (*iii*) (*d*) (*ii*)

3. Buses are full (*a*) _____ conversation, not only (*b*) _____ public topics (*c*) _____ also on strange private (*d*) _____ .

(*a*)	(*i*) with	(*ii*) of	(*iii*) to	(*iv*) off
(*b*)	(*i*) at	(*ii*) for	(*iii*) on	(*iv*) with
(*c*)	(*i*) but	(*ii*) about	(*iii*) both	(*iv*) between
(*d*)	(*i*) once	(*ii*) ones	(*iii*) one's	(*iv*) all

Answers

(*a*) (*ii*) (*b*) (*iii*) (*c*) (*i*) (*d*) (*ii*)

Worksheet 30

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Grammar : Integrated Exercise (Cloze Gap Filling)

Choose the most appropriate word for each blank space out of the options given at the end of each passage.

(A) (*a*) _____ climbing the summit (*b*) _____ Everest you are overwhelmed (*c*) _____ a deep sense of joy (*d*) _____ thankfulness.

(*a*) (*i*) with	(*ii*) by	(*iii*) on	(*iv*) at
(*b*) (*i*) of	(*ii*) for	(*iii*) on	(*iv*) to
(*c*) (*i*) with	(*ii*) by	(*iii*) to	(*iv*) for
(*d*) (*i*) both	(*ii*) of	(*iii*) and	(*iv*) with

(B) I am fond (*a*) _____ those films which are based on an idea (*b*) _____ has some social relevance. But these days (*c*) _____ of the films are those which are copied from the films made in Hollywood.

(*a*) (*i*) up	(*ii*) of	(*iii*) upon	(*iv*) for
(*b*) (*i*) of	(*ii*) but	(*iii*) which	(*iv*) that
(*c*) (*i*) many	(*ii*) most	(*iii*) some	(*iv*) all

(C) The light (*a*) _____ (go) out, I said, and yet I (*b*) _____ (be) wrong. For the light that (*c*) _____ (shine) in this country was no ordinary light.

(*a*) (*i*) went	(*ii*) gone	(*iii*) has gone	(*iv*) had gone
(*b*) (*i*) have been	(*ii*) was	(*iii*) am	(*iv*) had been
(*c*) (*i*) shining	(*ii*) shone	(*iii*) has shone	(*iv*) had shone

(D) The young man (*a*) _____ a cigarette. The young woman made a grimace and (*b*) _____ farther away from him. The youngman smiled and (*c*) _____ to smoke.

(*a*) (*i*) lights	(*ii*) lighted	(*iii*) has lighted	(*iv*) will light
(*b*) (*i*) moves	(*ii*) moved	(*iii*) had moved	(*iv*) has moved
(*c*) (*i*) continue	(*ii*) will continue	(*iii*) continued	(*iv*) has continued

(E) A bus stand is the centre (*a*) _____ activity. All sorts (*b*) _____ persons gather there. They come (*c*) _____ different directions to board buses (*d*) _____ different places. Vendors shout (*e*) _____ the top of their voice. A bus stand is full (*f*) _____ life.

(*a*) (*i*) in	(*ii*) of	(*iii*) at	(*iv*) on
(*b*) (*i*) of	(*ii*) at	(*iii*) from	(*iv*) in
(*c*) (*i*) on	(*ii*) from	(*iii*) for	(*iv*) at
(*d*) (*i*) on	(*ii*) for	(*iii*) far	(*iv*) at
(*e*) (*i*) at	(*ii*) on	(*iii*) in	(*iv*) upon
(*f*) (*i*) with	(*ii*) of	(*iii*) in	(*iv*) upon

(F) Fill in the blanks with suitable words chosen from the options given at the end.

Arriving at the zoo, grandfather (*a*) _____ (make) straight for the particular cage in which Timothy (*b*) _____ (intern). The tiger (*c*) _____ (be) there, crouched in a corner, full-grown and with a magnificent striped coat.

(*a*) (*i*) make	(*ii*) making	(*iii*) made	(*iv*) was made
(*b*) (*i*) interned	(*ii*) had been interned	(*iii*) interning	(*iv*) intern
(*c*) (*i*) was	(*ii*) is	(*iii*) has been	(*iv*) have been

II. Editing : Error Corrections

In error correction exericse a passage is given to the students. There is an error in each line of the passage. The student is expected to find out the incorrect word and then replace it with correct word. He has to write the incorrect as well as the correct word.

Given below are some passages with one error in each line. Find out the error and write the incorrect as well as the correct word.

			Incorrect	Correct
1.	It is the pity that history books	For example,	the	a
	tell only on the warriors or those		(a) _____	_____
	people who brought many destruction		(b) _____	_____
	at the world. These books		(c) _____	_____
	ever talk of men who brought		(d) _____	_____
	civilization.			

Answers

(*a*) on _____ of (*b*) many _____ much (*c*) at _____ of (*d*) ever _____ never

2.	Usually I meet many peoples	e.g.,	peoples	people
	in the way to my school.		(a) _____	_____
	Sometimes they talk with me		(b) _____	_____
	I enjoyed the conversation daily.		(c) _____	_____
	They is very innocent people who		(d) _____	_____
	don't have any complexities.			

Answers

(*a*) in _____ on (*b*) with _____ to (*c*) enjoyed _____ enjoy (*d*) is _____ are

3.	Our Principal are informed me	(a) _____	_____
	that I have been choose for	(b) _____	_____
	the debate competition at the school.	(c) _____	_____
	I wanted to know how much competitors	(d) _____	_____
	are there.		

Answers

(*a*) are _____ has (*b*) choose _____ chosen (*c*) at _____ in (*d*) much _____ many

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Grammar : Integrated Exercises (Error corrections)

The following passages have not been edited. There is an error in each line. Write the incorrect word and the correction in your answer sheet against the correct blank number.

1

Science has given us much
amenities of life, who have
made our life enjoy.
But it had added many
dangers also. Science would put
an end to our life in no time.

For example, much _____ many

(*a*) _____ _____

(*b*) _____ _____

(*c*) _____ _____

(*d*) _____ _____

2

I put the second and third fingers
off each hand into my mouth and
blew with all your might. It was
good and loud. Nevertheless, it don't
seem as if Diego was heard me.
He was pretty far away.

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

3

Lying on the ground by the side at
the bench has a small oval packet,
wrapped and sealed on the solicitude of a
chemist's counter. It could be nothing else yet
a cake of soap.

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

4

The workroom remained still but quiet. (*a*) _____

The air was heavy, as though bind by (*b*) _____

invisible ropes to Govinda guilt. (*c*) _____

Nothing appeared to disturbed the silence. (*d*) _____

5

Every year the President of Indian (*a*) _____

honours the children which have shown (*b*) _____

exemplary courage during the latest year. (*c*) _____

It is do to encourage the children to (*d*) _____

show courage in their life.

6

A man stood holds a pole with yellow, (*a*) _____

red, green and purple balloons fly from it. (*b*) _____

The child was simply carrying away by the (*c*) _____

rainbow glory of there silken colours, and he (*d*) _____

was possessed by an overwhelming desire to

possess them all.

III. Editing : Omissions

A passage may have some omissions of an article, determiner, noun, pronoun, preposition or conjunction. The student is required to insert the missing word in the form of an article, conjunction, pronoun etc. 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 your answer sheet against the correct blank number.

SOLVED EXAMPLES

1. Are the people today happier
than predecessors. It is not easy
to answer. Unique fact
of today's life that it is busier
than before. Now man prefers
money morality.

e.g., people of today
(a) _____ _____
(b) _____ _____
(c) _____ _____
(d) _____ _____

Answers

(*a*) than our predecessors (*b*) answer. A unique (*c*) life is that (*d*) money to morality

2. Maharaja Ranjit Singh was one-eyed
man. He had the physical defect
yet he was one of best
kings Indian history. He had
a sharp memory interest in almost
everything he did.

e.g., was a one-eyed
(a) _____ _____
(b) _____ _____
(c) _____ _____
(d) _____ _____

Answers

(*a*) man. Although he (*b*) of the best (*c*) kings of Indian (*d*) memory and interest

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Date

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Grammar : Integrated Exercises (Omissions)

In the passages given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct number. Underline the word that forms your answer.

1. England has long famous for her dramatists, the greatest whom was William Shakespeare. It is hard to find educated man in the English-speaking world has not heard his name. This actor playwright was born more than 400 years ago.

e.g. : long been famous

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

2. It is fateful moment for us in India, for all Asia, for the world A new star rises, star of freedom in the East, a new hope comes being, a vision long cherished materializes. May star never set and that hope never betrayed.

e.g. : is a fateful

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

3. The early part of swim was in total darkness and against strong current. This is the usual practice swimmers, so they stand up to the fight they are fresh.

e.g. : of the swim

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

4. Many people have grown up in multi-child families think that single child family a very fortunate one. They mention such benefits lack of competition in parental love in families.

e.g., people who have
(a) _____
(b) _____
(c) _____
(d) _____

5. The woodcutter reached upon small rock sat brooding 'I never knew trees could talk have the same desire to live human beings do. How stone hearted I to chop trees, all these years !

e.g. : upon a small
(a) _____
(b) _____
(c) _____
(d) _____

6. The history communication is very interesting. In olden days it was not easy send a message. The news message travelled very slowly, about as fast a horse could gallop.

e.g. : history of communication
(a) _____
(b) _____
(c) _____
(d) _____

IV. Sentence Reordering

Read the following jumbled words :

1. an Mohan athlete is
2. goes daily he gym to

Unless we rearrange them, they make hardly any sense. But if we place them into a particular order, they are meaningful and convey proper sense.

These are re-arranged as :

1. Mohan is an athlete.
2. He goes to gym daily.

We follow the proper sequence of words, place in general the subject first and the predicate after the subject. An adjective is placed before a noun and an adverb of frequency (*always, never, seldom,* etc.) is placed before the main verb and after the helping verb.

So in order to rearrange the jumbled words find out and place the subject first, then the verb, object, phrase, etc. in the required order.

SOLVED EXAMPLES

1. (*a*) as / reached / door / the / he / hesitated / he
   (*b*) had / believed / Mini / not / he / changed
   (*c*) would / he thought / come / she / running / she / used to / as / do
   (*d*) had brought / a few / nuts / he / memory / in / former days / of

Answers

(*a*) As he reached the door, he hesitated.
(*b*) He believed Mini had not changed.
(*c*) He thought she would come running as she used to do.
(*d*) He had brought a few nuts in memory of former days.

2. (*a*) through / on a / the / went / bike / boys / the / forest
   (*b*) jungle / in / lost / the boys / their / way / the
   (*c*) attacked / they / monkeys / when / frightened / them / were
   (*d*) help / ran away / shouting / for / they

Answers

(*a*) The boys went on a bike through the forest.
(*b*) The boys lost their way in the jungle.
(*c*) They were frightened when monkeys attacked them.
(*d*) They ran away shouting for help.

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Grammar : Integrated Exercise (Sentence Reordering)

Rearrange the following words and phrases to form meaningful sentences.

1

(*a*) bangle-seller / as / was / Rahul / a / working

(*b*) complete / work / had to / the / he / 9 pm / by

(*c*) alone / not / he / was

(*d*) happy fellow / he / a / a year ago / was

2

(*a*) happy/contented/and/I/was/extremely

(*b*) house/the/rushed/press/my/to/people

(*c*) held/special/were/interview/sessions

(*d*) bounds / my / knew / joy / no

3

(*a*) cooking/rope pullers/the/fetched/huge/pots/the

(*b*) contained/fish/they/roasted/fire/round/the/open

(*c*) meal/in the/only/day/to be/seemed/it/their

(*d*) are / fed / they / well / they / work hard / because

4

(*a*) violently/pulled/bell/the/someone

(*b*) door/the/to/driver/the/that/brought/round

(*c*) the/conductor/this/bus/of/who/is

(*d*) a/shouted/fellow/loudly/young

5

(*a*) from/wandered/town/Edison/in/job/of / to town/search/a

(*b*) ideas/always/hungry/he/full/often/of/was/but

(*c*) him/trouble/ideas/some/of/into/led/his

(*d*) bothered/never/what/the people/thought/him/of/he

6

(*a*) Darjeeling district / the / in / Siliguri / largest / is / city

(*b*) here / has / army / base / the / a / large / Indian

(*c*) the / Assam Rifles / in / city / is located / the main

(*d*) tea plantations/for/famous/is/Darjeeling/very

V. Dialogue Completion

Dialogue is a conversation between two persons on some important issue at a particular time or occasion. While completing a dialogue, you need to insert a verb, a helping verb, a phrase, or a question word (what, when, why, where, how, who, whom) in the blank space. You can get a clue to your answer from the preceding or the following sentence. Complete sentences are not required to be written. Even 'Yes', 'No' or some short phrase will do. You have to read the entire dialogue carefully before attempting it.

SOLVED EXAMPLES

1. **Read the following dialogue between a mother and daughter. Complete the dialogue below in any suitable way. Write your answers in the answer sheet against the correct blank numbers. The first one has been done as an example.**

Mother : Why don't you clean up your room ?
Daughter : I (a) _____ the time.
Mother : But (b) _____ you study in this mess ?
Daughter : It's all right. It (c) _____ bother me at all.
Mother : It may not bother you, but it is not the right habit (d) _____ clean up the table now ?
Daughter : (e) _____, I'll clean up my table later.
Mother : With such an untidy table, how (f) _____ to write ?
Daughter : (g) _____ while sitting on the table.

Answers

(a) don't have (b) how can (c) doesn't (d) Won't you (e) No
(f) are you going (g) I will write

2. **Complete the following conversation between the teacher and Rakesh by filling in the gaps in any suitable way. Write the correct answers in your answer sheet against the correct blank numbers. Choose the most appropriate option.**

Teacher : Why (a) _____ homework ?
Rakesh : I had to accompany Father to a wedding.
Teacher : (b) _____ no excuse. You (c) _____ at night.
Rakesh : We came very late and then (d) _____ at once.
Teacher : Remember : 'where there (e) _____ there is a way.' You should have (f) _____ early in the morning.
Rakesh : Sorry sir. Next time I'll not miss my homework.

(a)	(i) don't you do	(ii) haven't you done	(iii) didn't you do
(b)	(ii) It is	(ii) which is	(iii) That's
(c)	(i) have done	(ii) could do	(iii) could have done
(d)	(i) goes to sleep	(ii) went to sleep	(iii) gone to sleep
(e)	(i) is a will	(ii) was a will	(iii) has a will
(f)	(i) done it	(ii) will do it	(iii) should have done

Answers

(a) ii (b) iii (c) iii (d) ii (e) iii

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Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

Grammar : Integrated Exercise (Dialogue Completion)

1. Complete the following dialogue in a suitable way. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

Ramesh : There are many difficult words in this lesson. (*a*) _____ their meanings ?

Raman : Yes, (*b*) _____ to tell you. But I myself do not _____ the meanings of all these words. I think you (*c*) _____ consult a good dictionary. (*d*) _____ to the library for the purpose ?

Ramesh : It (*e*) _____ a lot of time. I think there is another way.

Raman : (*f*) _____ you try that ?

Ramesh : That is not easy.

Raman : But (*g*) _____ best to know the meanings of words without (*h*) _____ the dictionary ?

Ramesh : It is (*i*) _____ in their context and try to guess their meanings. What (*j*) _____ about it ?

2. Ram and Shyam are discussing their plans for the weekend. Complete the dialogue below in a suitable way. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole sentence.

Ram : What are you doing this weekend, Shyam ?

Shyam : I don't have any special plan.

Ram : How do you like the idea (*a*) _____ the Dal Lake ?

Shyam : That sounds lovely; but I (*b*) _____ my parents' permission.

Ram : I'll come to your house this evening and request your parents to allow you to join the picnic.

Shyam : Hey, that's a good idea.

Ram : (*c*) _____ in the evening ?

Shyam : Yes, I don't think they are going out tonight.

Ram : Then I'll definitely come and meet them. Have you (*d*) _____ ?

Shyam : No, I have't, but I have heard It's a lovely picnic spot.

3. Fill in the blanks to complete the dialogue between a son and his father.

Father : (*a*) _____ kept the money ?

Son : The money was in the purse.

Father : (*b*) _____ much money was in the purse ?

Son : (*c*) _____ in the purse.

Father : (*d*) _____ put the purse ?

Son : (*e*) _____ in the inner pocket of my coat.

Father : (*f*) _____ know that your purse was missing ?

Son : When I got down from the bus, I found my pocket picked.

Father : (*g*) _____ the police ?

Son : I did inform the police.

4. Complete the following dialogue by filling in the blank spaces :

Sohan : (*a*) _____ teaches you English ?

Sheela : Mr Sharma teaches us English.

Sohan : (*b*) _____ his age ?

Sheela : He is fifty years old.

Sohan : (*c*) _____ his qualification ?

Sheela : He is an M.A. M. Phil.

Sohan : (*f*) _____ teach you ?

Sheela : He teaches us in an interesting manner.

Sohan : (*g*) _____ happy with his teaching ?

Sheela : All the students are happy with his teaching.

VI. Paragraph Completion

To complete a paragraph, you have to study the notes and information given about the paragraph. Study carefully and minutely the hints that will help you in filling up the relevant blanks. Information given in the form of notes must be used in a proper grammatical way. Make changes in tenses or words as per the need of the paragraph. It should make a smooth and meaningful reading.

SOLVED EXAMPLES

1. **Below you see some notes about Samuel Morse, the inventor of telegraphy. Use the given information to complete his biography.**

Morse - inventor - fire man - American - rich but humane - believed in religion - he saw the working of a Divine Providence - Morse Code - gift to humanity.

Samuel Morse (*a*) _____ (be/is/was/were) not only an inventor (*b*) _____ (also/even/but also/and also) a religious man. Though he was rich, he was (*c*) _____ (proud/timid/humane/symbolic). He had a strong (*d*) _____ (belief/doubt/question/reply) in religion and saw the working of a (*e*) _____ (mysterious/doubtful/Divine/diabolic) Providence. He regarded his Morse Code a (*f*) _____ (gift/obligation/favour/puzzle) to humanity.

Answers

(*a*) was (*b*) but also (*c*) humane (*d*) belief (*e*) Divine (*f*) gift

2. **Miss Upneet is P.A. to the Deputy Commissioner. After the interview. Miss Dipika has been selected as a clerk in the DC office. The DC has dictated the letter of appointment to Miss Upneet. Complete the appointment letter using the information in the box.**

Miss Dipika - selected as a clerk - join within ten days - produce the NOC from the previous employer - probation of one year - confirm the receipt of this letter - joining or not.

Dear Miss Dipika

It is a matter of pleasure to (*a*) _____ (informed/informs/inform/informing) that you (*b*) _____ (have been selected/has been selected/were selected/had selected) for the post of a clerk in this office. You (*c*) _____ (is requested/are requested/requested/will be requested) to join your duty within ten days. Please (*d*) _____ (produce/produces/produced/be produced) the No Objection Certificate from your (*e*) _____ (present/previous/previously/lasting) employer. You (*f*) _____ (are/is/will be/can) on probation for one year. Please (*g*) _____ (confirm/confirmed/confirms/conform) the receipt of this letter (*h*) _____ (but/and/so/else) mention if you will be joining the duty.

Yours truly

_____

(Deputy Commissioner)

Answers

(*a*) inform (*b*) have been selected (*c*) are requested (*d*) produce (*e*) previous
(*f*) will be (*g*) confirm (*h*) and

Worksheet 35

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Grammar : Integrated Exercise (Paragraph Completion)

1. With the help of the given profile, complete the biography of Mrs Indira Gandhi.

Born	:	Nov. 19, 1917, Anand Bhawan, Allahabad
Parents	:	Pt. Nehru and Kamla Nehru
Marriage	:	March 26, 1942, with Feroz Gandhi
Interest	:	Politics
Post	:	1966 became the Prime Minister
Death	:	Oct. 31, 1984

Indira Priyadarshini, the daughter of Pandit Nehru and Kamla Nehru, (*a*) _____ (born/borns/was born/ is born) in Allahabad. On March 26, 1942, she (*b*) _____ (marries/married/was married/ had married) to Feroz Gandhi. She was actively (*c*) _____ (involved/involves/involve/involving) in politics. She (*d*) _____ (become/became/becomes/had became) the first woman Prime Minister of India in 1966. She was deeply devoted to (*e*) _____ (make/made/making/makes) India a great power. On 31 October, 1984 she (*f*) _____ (breathed/breathes/breathe/had breathed) her last.

_____

_____

_____

2. Your school is going to celebrate the Children's Day. Complete the letter to the Chief Guest requesting him to preside over the function with the help of given options :

- Co-ordinator Nehru Yuvak Kendra
- Children's Day Function
- Request to preside over
- Time and venue of the programme
- A great inspiration for the students
- Please confirm the availability

Dear Mr Jain

Sub. : *Request for Presiding over the Children's Day Function.*

You will be pleased to know that our school is celebrating Children's Day on 14th November. You are (*a*) _____ (request/requesting/requested/will be requested) to (*b*) _____ (preside/presiding/ presided/be presided) over the function. The function is (*c*) _____ (going/go/goes/to go) to be (*d*) _____ (held/hold/holding/holds) in the school auditorium. It (*e*) _____ (is/are/will be/ was) of three hour-duration. Your visit to the school (*f*) _____ (will give/gives/gave/should give) inspiration to the students.

Please (*g*) _____ (confirms/confirm/confirmed/confirm) your availability.

Sugandha

3. **Look at the notes below. Then use the information to complete the paragraph that follows by writing suitable words and phrases in each space. Do not add any new information. Write the answers in your answer sheet against the correct blank numbers.**

Dengue

Cause	:	The bite of a particular species of mosquitoes
Symptoms	:	High fever, severe body pains, etc. death possible
Treatment	:	Instant medical help, no self-medication

Dengue (*a*) _____ by the bite of a particular species of mosquitoes. Among its main symptoms (*b*) _____. It (*c*) _____ death. A person with dengue fever (*d*) _____ instant medical help and should not (*e*) _____.

4. **Read the notes about Gandhiji given below and then use the information to complete the paragraph that follows by filling each blank with suitable words. Do not add any new information. Write the answers in your answer sheet against the correct blank numbers.**

Notes

Birth	:	October 2, 1869
Residence	:	Rajkot-Gujarat
Parents	:	Father-Diwan, Mother-religious woman
Education	:	India and England
Profession	:	Lawyer-South Africa

Gandhiji was (*a*) _____. His parents (*b*) _____. His father (*c*) _____ and mother (*d*) _____. He (*e*) _____ in India and England. It was in South Africa that he (*f*) _____ as a lawyer.

VII. TRANSFORMATION

Transformation is the conversion of a sentence from one grammatical form to another, without altering its meaning or sense. *Transformation of Sentences* helps us to express a sentence in a variety of ways. In the examination, transformation of a direct speech is generally asked to be changed into the indirect speech.

SOLVED EXAMPLES

1. Read the conversation given below and complete the paragraph that follows :

Daman	:	How can I improve my concentration ?
Counsellor	:	Do meditation for at least 15 minutes.
Daman	:	Can it be useful ?
Counsellor	:	It is quite effective.
Daman	:	Where should I sit ?
Counsellor	:	Anywhere you like.

Daman asked the Counsellor (*a*) _____. The Counsellor advised him (*b*) _____. Daman wanted to know (*c*) _____. The Counsellor assured Daman that it was quite effective. Then Daman wanted to know (*d*) _____ .

Answers

(*a*) how he could improve his concentration
(*b*) to do meditation for at least 15 minutes
(*c*) if it could be useful
(*d*) where he should sit

2. Read the conversation given below and complete the paragraph that follows :

Neha	:	Mama, I have got 60% marks this year.
Mother	:	It is really depressing. What happened ?
Neha	:	Mama, you know I was down with typhoid before the exam.
Mother	:	That I know but who will believe all this ?
Neha	:	Mama, I also feel. I promise to show better results next year.

Neha informed her mother that (*a*) _____ . Her mother exclaimed that it was really depressing and enquired (*b*) _____. Neha explained that (*c*) _____ Mother agreed that (*d*) _____ .

Answers

(*a*) she had got 60% marks that year
(*b*) what had happened
(*c*) she knew that she had been down with typhoid before the exam
(*d*) she knew but asked who would believe all that

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Grammar : Integrated Exercise (Transformation)

Given below are a few sets of dialogues, followed by incomplete passages. Read the dialogues and complete the passages. Write the correct answers in your answer sheet against the correct blank numbers. Do not copy the whole sentences.

1

Rani : Anita's mother is seriously ill and is in the hospital.
Dolly : What has happened to her ?
Rani : She complained of chest pain yesterday.
Dolly : I will go to see her tomorrow.

Rani told Dolly (*a*) _____ and was in the hospital. Dolly asked (*b*) _____ . Rani told her that (*c*) _____ . Dolly felt much concerned and said that she (*d*) _____ to see her the day after.

_____

_____

_____

2

Gunjan : Have you seen the Taj Mahal, Kavita ?
Kavita : No, I have n't.
Gunjan : Do you want to see it ?
Kavita : Yes, when can we go there ?

Gunjan asked Kavita (*a*) _____ the Taj Mahal. Kavita replied (*b*) _____ . Gunjan asked her (*c*) _____ Kavita replied in the affirmative and asked (*d*) _____ .

_____

_____

_____

_____

3

Ankur : Have you been to Agra ?
Kamal : Yes. I went there last year.
Ankur : What is it famous for ?
Kamal : It is famous for the Taj Mahal.

Ankur asked Kamal (*a*) _____ . Kamal replied (*b*) _____ the previous year. Ankur asked him what (*c*) _____ . Kamal replied that (*d*) _____ .

4

Attendant : Doctor, is my husband out of danger ?
Doctor : He is improving but not that fast.
Attendant : How many days are required ?
Doctor : It may take another two days. But have faith.
Attendant : Thank you doctor.

The attendant asked the doctor (*a*) _____ . The doctor replied that (*b*) _____ . Showing concern, the attendant wanted to know (*c*) _____ . The doctor informed that (*d*) _____ . The attendant thanked the doctor for that.

5

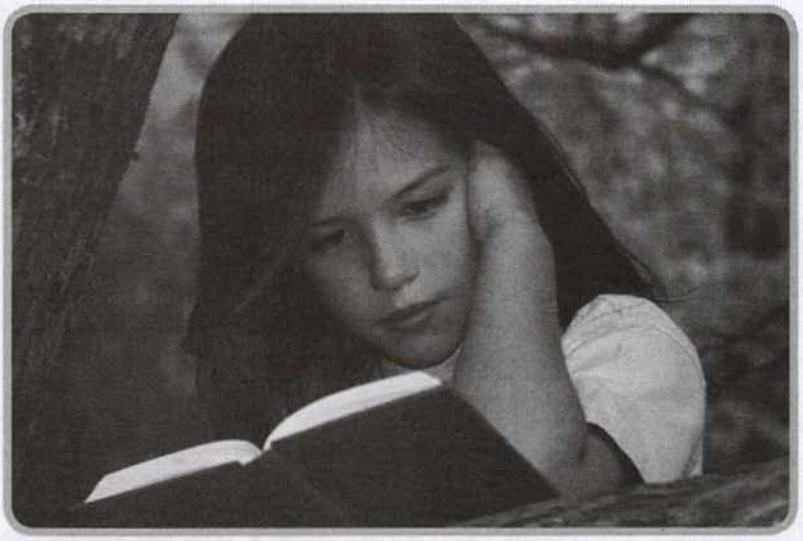
Shopkeeper : What can I do for you ?
Mohan : I want to purchase sugar.
Shopkeeper : Would you pay in cash ?
Mohan : No, I have the credit card.

At the shop, the shopkeeper asked Mohan (*a*) _____ . Mohan replied (*b*) _____ . At this the shopkeeper asked again (*c*) _____ . Mohan replied in the negative and told him that he (*d*) _____ . the credit card.

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

Listening is an important part of conversation. It is inter related to speaking. A person who cannot listen cannot speak. It is through listening that we understand what one wants to say.

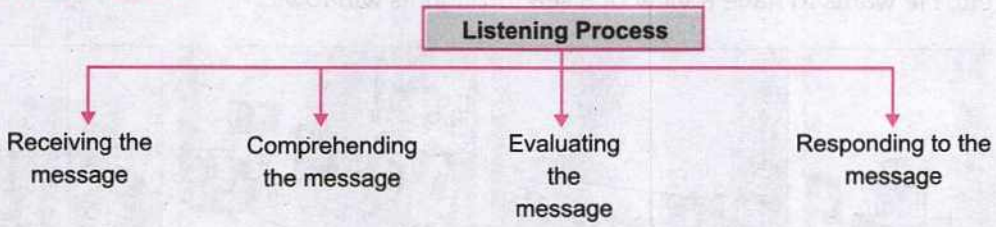
HEARING AND LISTENING

Hearing is unconscious. We cannot recall all that we hear. On the other hand, listening is a conscious activity. We pay all the attention to what we listen.

LISTENING SKILLS

Listening skills include listening, understanding and evaluating what the speaker says. It needs constant practice to improve these skills.

LISTENING PROCESS



OBJECTIVES

The objectives of good listening are :

- to become a good and effective speaker
- to be able to provide a proper feedback
- to save time and energy and thus money in the long run
- to ensure an atmosphere of cooperation and harmony

OBSTACLES TO LISTENING

There are many things which come in the way of good listening. Some of these are :

1. Lack of interest on the part of the listener
2. Poor environment – excessive noise or smell
3. Disturbed state of mind of the listener
4. Language problem – when the speaker speaks in an unfamiliar or difficult language
5. Poor quality of speech.

LISTENING TEST

1. The test consists of 2-3 parts.
2. You are to attempt all the questions.
3. Familiarize yourself with the questions on the Worksheet. It will help you to answer them later on.
4. After you have listened to the input, you will be given specified time to answer the questions on your Worksheet.
5. You may answer the questions on your Worksheet, while listening.
6. Do not interact/comment until you have moved out of the Examination Room.

SAMPLE LISTENING TASKS

SET - I

INSTRUCTIONS

(*a*) In the first part, you will listen to short extracts. As you listen to each one, answer the questions in your answer sheet.

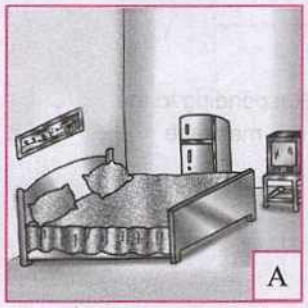
(*b*) Before you begin to listen, read the questions quickly and get familiar with the questions.

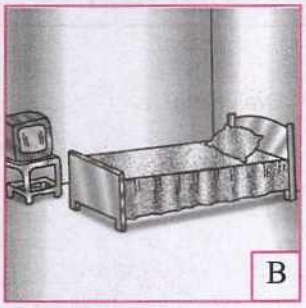
PART I

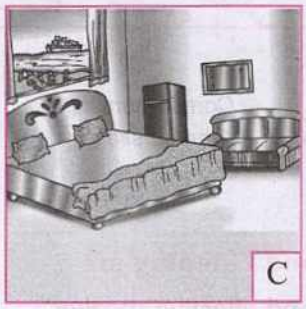
1. Listen to the description of a hotel room which Sunil wants to take for a night's stay.

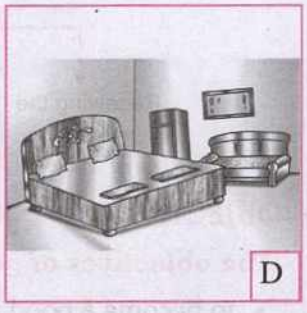
TRANSCRIPT

Sunil is very rich businessman. He wants a hotel room which has a double-bed room, a sofa set, a TV, a fridge, etc. He wants to have a view of a sea through its windows.









Tick (✓) the correct answer :

A. _____

B. _____

C. _____

D. _____

Answer : C

2. Here is a situation ; listen to it carefully.

Transcript

There are four boys enjoying a holiday – one playing football, one reading a book, one chatting with his friend and one sleeping in his room. Who do you think is the laziest ?

Tick (✓) the correct answer :

A. _____

B. _____

C. _____

D. _____

Answer : D

3. Listen to this extract and fill in the blanks :

Transcript

That morning Sunita was ordered to do many domestic chores and was reprimanded for coming late. Sunita did not like the tone but she kept quiet and went on with all the work she had to do. She was just twelve and knew that she needed the job badly.

Name	:	(*a*) _____
Status	:	(*b*) _____
Financial Condition	:	(*c*) _____

Answers : (*a*) Sunita (*b*) a maid (*c*) poor

4. Listen to the dialogue and complete the sentence given in the box.

Sumit : Hi, Anand ! Surprised to see you here. Are you, too, interested in joining the computer class ?

Anand : Yes, Sumit. Everybody should have the basic knowledge of computer these days.

Sumit : I agree with you, though my primary interest is in becoming an actor.

Anand : An actor !

Sumit : Yes. Why are you surprised ? Acting is a serious and good profession.

Sumit wants to be an ..... .

Answer : actor

SET - II

PART I

1. Listen to the conversation.

Transcript

Sonu : Do you like taking tea ?

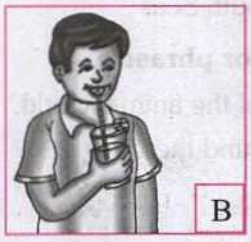
Monu : Yes. I do. But do you like taking lemonade ?

Sonu : Sometimes. What about you ?

Monu : I am fond of it. I avoid drinking coke.

Sonu : So do I.

Which picture shows what both the speakers like to avoid.



Answer : C

2. Listen to Amit's description of his sister Geeta and fill in the columns given below.

Transcript

My sister Geeta is younger to me by two years. She gave me a beautiful present on my twelfth birthday a month ago. She is very imaginative and caring. She is very fond of collecting stamps. She has been honoured with the Best Stamp Collector award at a school function.

Fill in the blanks :

Geeta's Age	:	(*a*) _____
Hobby	:	(*b*) _____

Answer : (*a*) 10 years (*b*) stamp collecting

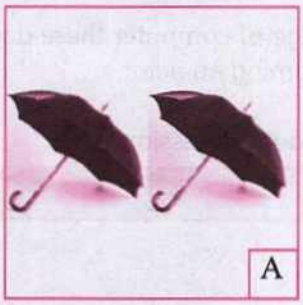
3. Here is another situation, listen to it carefully.

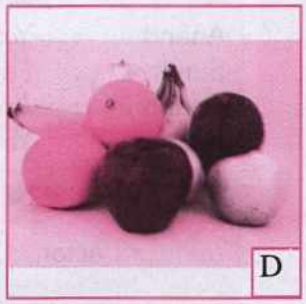
The civic authorities of a developing town want to encourage industry but at the same time they do not want anyone to pollute the atmosphere of the town. They have got offers from steel, cement, coal, and IT industries. What option do you think they would opt for ?

A. steel B. coal C. IT D. cement

Answer : C

4. Rakesh and his friends are going on a picnic. Which of the following items should they not carry with them ?





Answer : C

5. Now listen to the passage and write your answers.

The largest sea animal is the whale, which is the giant of the animal world today. Its tail is so powerful that with a single blow it can destroy a large boat. Sperm whales and white whales may be from fifty to seventy feet long, and there are others still larger. The blue whale reaches a length of ninety feet with a weight approaching seventy tons. Very few are found these days except in the South Seas.

A. State whether the following statements are true (T) or false (F).

(*i*) A whale can destroy a boat.

(*ii*) There are no whales in the South Seas

B. Fill in the blanks with a word or phrase.

(*i*) The whale is the ..... of the animal world.

(*ii*) Few ..... whales are found these days.

Answer : A. (*i*) True (*ii*) False

B. (*i*) giant (*ii*) blue

Worksheet 1

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 - 1

Audio track 1

1. Which option is relevant ?

Fast and fried food is ———— .

A. good
B. harmful
C. tasty
D. delicious

Listening Task - 2

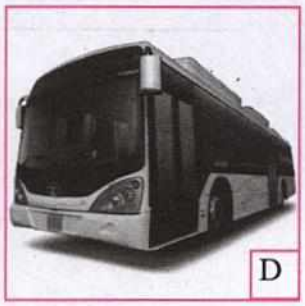
Audio track 2

2. Here is a situation ; listen to it carefully.


A


B


C


D

Tick (✓) the correct answer :

A. ☐ B. ☐ C. ☐ D. ☐

PART II

Listening Task - 3

Audio track 3

INSTRUCTIONS

(*a*) You will now listen to a passage.

(*b*) There are four questions to be answered. Read the questions quickly before you listen to the talk.

(*c*) Now listen to the passage and write your answers.

(*i*) Fill in the blanks with a word or phrase.

3. One can _____ many things on a long summer day.
4. We were so _____ that we did not listen to what was said to us.
5. The clouds _____ in the sky.

(*ii*) Tick (✓) the most appropriate answer from the choices given below.

6. The narrator and his friends began on a note of

   A. sorrow B. sadness

   C. surprise D. excitement

Worksheet 2

Listening

Date

Name

Class & Sec.

Roll No.

Marks OBT.

NOTE :

(*a*) Answer all the questions.

(*b*) Before you begin to listen, read the questions quickly and get familiar with the questions.

PART I

Listening Task - 1

Audio Track 4

1. Look at the pictures. Listen to the audio track and say whose description is given.

A. _____

B. _____

C. _____

D. _____

Listening Task - 2

Audio Track 5

2. Listen to a passage and choose the correct answer.

A. Creative people are problem creators.

B. Creative people are problem seekers.

C. Some people delight in creating problems.

D. Creative people do not agree easily to what others believe.

_____

_____

_____

_____

_____

_____

PART II

Listening Task - 3

Audio Track 6

3. Now you will listen to a passage. After you have listened to the passage, choose the correct answer out of the ones given below.

(1) The conditions in hospitals before Florence Nightingale were

(*a*) hygienic (*b*) unhygienic

(*c*) dishonest and bad (*d*) dismal

(2) Most of the nurses then belonged to

(*a*) reputable families (*b*) good families

(*c*) poor families (*d*) disreputable families

(3) Nurses had generally

(*a*) a good image (*b*) a desirable image

(*c*) a negative image (*d*) a positive image

(4) Florence Nightingale chose nursing profession because

(*a*) she was poor (*b*) she wanted to reform the profession

(*c*) she liked the profession (*d*) she could do nothing else

(5) Her choice of profession made her parents

(*a*) feel happy (*b*) feel angry

(*c*) feel puzzled (*d*) feel disgusted

Worksheet 3

Listening

Date

Name

Class & Sec. Roll No.

Marks OBT.

NOTE :

(*a*) Answer all the questions.

(*b*) Before you begin to listen, read the questions quickly and get familiar with the questions.

PART I

Listening Task - 1

Audio Track 7

1. Listen to this and choose the correct option :

Mukesh is _____ .

A. sociable
B. unsociable
C. cooperative
D. amiable

Listening Task - 2

Audio Track 8

2. Listen to a brief profile of Mahatma Gandhi and complete the passage given below :

Mahatma Gandhi was born in _____ in _____ . He was sent to _____ for higher studies. It was in _____ that he protested against _____ to the natives. On reaching India, he took part in freedom _____ .

PART II

Listening Task - 3

Audio Track 9

3. Now listen to a passage and state whether the statement is true (T) or false (F) :

1. The description is about the Taj Mahal.
2. It was built near the Jamuna.
3. There is a garden all around the Taj.

_____

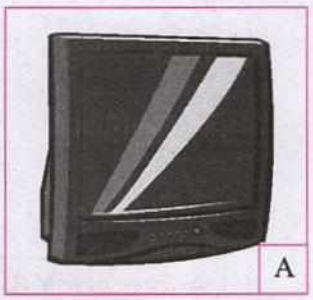
_____

_____

Listening Task - 4

Audio Track 10

4. Look at the pictures. Listen to the audio track and say which of these gadgets will be used by Shallu.


A


B


C


D

A. _____

B. _____

C. _____

D. _____

2. SPEAKING

Effective speaking is essential to achieve success in life. You need to cultivate speaking skills constantly. Keep in mind five main points for speaking :

1. Fluency
2. Cohesion
3. Lexical resource (range of vocabulary)
4. Grammatical range
5. Pronunciation : rhythm, stress, intonation and sounds of English.

Fluency means being able to talk with normal level of continuity.

Coherence stands for the ability to link ideas and language together to express ideas.

Lexical resource means the speaker's range of vocabulary and the accuracy with which meanings and attitudes can be expressed.

Grammatical range refers to the candidate's range of grammar and how he/she speaks correctly.

Pronunciation refers to the candidate's ability to produce speech which is easily comprehensible.

Speaking Tips

- Speak clearly and audibly.
- Practise using different sentence structures.
- Answer the questions in full sentences.
- Try to speak to your friends and classmates in English.
- Listen to English news and watch good English programmes.
- Ignore grammatical mistakes in the beginning.

THE SPEAKING TEST HAS THREE SECTIONS

I. General Introduction

The Interlocutor (Teacher) talks to two candidates. Simple warm-up questions based on the candidates' names, places of residence, leisure preferences, etc. are asked.

II. Mini Presentation

In this section the Interlocutor gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it.

The students are given 1 minute to prepare. Students are not allowed to carry pen, paper or mobile in the examination room. After one minute, each student will be given 2 minutes to present his/her topic.

In case, a student is unable to speak during/for the allotted time, the Assessor may ask some rounding off questions.

III. Pair Interaction

The third section of the test is for 3 minutes. Both candidates are given a verbal or visual stimulus and asked to respond to it.

Both the candidates are given a total of 3 minutes to interact. Both of them will talk together.

SAMPLE SPEAKING TASKS

PART I

General Introduction (1 minute)

Interlocutor/ Teacher	:	Good afternoon. My name is Neha Joshi. What is your name, please ?
Student	:	Good afternoon, ma'am. My name is Sudha.
Teacher	:	Sudha, do you come from the city ?
Student	:	(a) .....
Teacher	:	How do you come to school ?
Student	:	(b) .....
Teacher	:	What do you like to eat ?
Student	:	(c) .....
Teacher	:	Well, which is your favourite subject ?
Student	:	(d) .....

Answer

(*a*) No, ma' am. I come from a nearby village, named Bilga.

(*b*) By school bus.

(*c*) Everything that is healthy. I like fruits.

(*d*) English, ma' am.

2. Your class has been divided into four different groups with the cards for each group of students to interview other members of the group. Each group takes down the responses while the teacher may invite any group and share with others the responses received 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
• Who's your favourite actor ? • Why do you like him/her ? • Which dress do you like to wear ? • Who is your favourite sportsperson? • Why do you like him/her ?	• Do you get pocket money ? • How do you spend it ? • Where would you like to go to during long holidays ? • How do you react when an Indian team wins a match ? • How do you react when it loses ?

PART II

SPEAKING TASKS

There is a variety of speaking topics such as :

1. Description
2. Picture Description
3. Story Prompt
4. Speaking Prompt
5. Role Play
6. Just-a-Minute (JAM)

1. Description

Description is a factual account of something known, seen or experienced. It may be a person, place, object or event.

Sample Description

1. PERSON

My Father

I am extremely fond of my father, Sh. Arun Kumar. He is fifty years old. He is quite active and smart. He is fair complexioned.

My father is an MBA from Punjab University, Chandigarh. He is working as marketing manager with Bajaj Auto Ltd. He likes to be smartly dressed. He is always in a cheerful mood. Whenever he has time, he teaches me English and Mathematics. He has a number of friends, who like and love him. His politeness and humility have won for him respect in the hearts of others.

My father has a positive outlook in life. He has written a book entitled 'The Power of Positive Thinking'. I love my father and feel that he is the best dad in the world. I would like to be like him.

2. PLACE

Goa : A Paradise

Goa is a famous tourist destination. It is situated on the western coast of India. Its capital town Panaji is easily reachable by air or by bus.

According to a Hindu myth, Lord Parshuram had created this coastal paradise. Goa attracts tourists from all parts of India and abroad. It has long, beautiful beaches. It has a number of churches and temples, known for their architectural splendour. Another attraction there is the seafood – prawns, mackerel, sardines and crabs.

The tourist season in Goa begins in late September and lasts till early March. Goa is perhaps the best place for the people who want to rest and relax. Friendly and peaceful people and majestic surroundings make it a lovable place.

3. OBJECT

A Cellphone

The cellphone or mobile phone has become an integral part of our daily life. It comes in many colours, shapes and models. One may buy it at a minimum price of ₹ 2000. The more sophisticated cellphones go up to ₹ 50,000 or even more. In most of the cells, there is a screen for display. Below the screen is the keypad, which is used to dial a number or write an SMS message. The green and red buttons are there to turn on and off the phone. Touch - screen mobiles are now in vogue. Most of the mobiles are now equipped with in-built cameras. The costly phones have got other features like GPS, Wi-Fi, Bluetooth, 3G, etc. One can use a cellphone to browse the Net also. The cellphone is, thus, used to talk, to send a message, to listen to songs, to browse the Net, to do photography and even to see a video-clipping. It is, perhaps, the most useful invention of this century.

4. EVENT

The World Book Fair

Last Sunday I got a rare opportunity to visit the ongoing World Book Fair at the spacious Pragati Maidan in New Delhi. The Maidan was beautifully decorated. A large number of people, mostly youngsters from schools and colleges, were there, visiting various bookstalls and buying books of their choice. Almost all the international publishing houses like 'Penguin', 'Macmillan', 'Oxford University Press', 'Orient Longman' and many others, had set up their stalls. Indian publishers were represented by 'Rupa', 'Rajkamal', 'Vikas', 'S. Chand & Co.', etc.

Children books were in high demand. I visited almost all the stalls. I bought a few novels and general knowledge books. After having exhausted myself, I took a cup of tea and some snacks at a tea stall. I was pleasantly surprised to learn that the noted writer, Ruskin Bond, was also present at the Penguin Bookstall. I saw him signing his new book to the potential customers. He was freely interacting with his admirers. After spending about three hours, I came back home. It was a novel experience for me.

2. Picture Description

A picture description is factual as well as imaginative. The student should concentrate on the given visual or picture and describe it. He/She may say something extra which is relevant to the picture.

Sample Picture Description

Look at the pictures given below. Choose any one picture and then describe it.

The child in the middle has a pleasing face. The face is expressive of the jovial nature of the child. It is lively and obviously without any worry. Eyes show that the child is sincere towards his duties but is not artificially underburden. The hair is spiky; quite in fashion. The smiling face gives us a full view of the formation of teeth which are firm and in perfect shape. The child's ears have appropriate shape. He is simply dressed. The overall impression of the child is quite favourable. Such faces really have a great attraction. They attract the people more than those which are sad and melancholic. I really like this child because his presence can lessen the tensions and burdens of life.

3. Story Prompt

The student is expected to create a story with a prompt. The first or the last line of the story is given as a prompt on the basis of which the student is to weave a story.

The student should visualize a situation, a few characters and dialogues to make his story interesting.

Sample Story Prompt

Narrate the story that begins with the words : "She hesitated at the post box, not knowing if she should really send the letter."

She hesitated at the post box, not knowing if she should really send the letter. Only a month had passed when her parents had married her to a clerk. And within a month she had lost all her charms. All her dreams of a happy, married life had shattered. Her husband was a drug addict. He was under heavy debts. Persons with terrifying faces would come and drag him out every evening. He would return at midnight, slump down on to a chair and pass out. In the morning, he would be so dizzy that he would not respond to his wife's calls. Of late he had started beating her. He had no money to give her for her domestic needs.

Unable to bear the pressure, she wrote everything in a letter. But the moment she reached the red post box, she did not know what to do. The face of her helpless, poor father flashed across her mind.

4. Speaking Prompt

The student may be asked to speak on a topic. He may be given some concrete situation or an idea to begin with.

Sample Story Prompt

Speak in 1-2 minutes on topic 'A Rainy Night'.

A Rainy Night

We had gone to see a movie. When we started for home at 11 pm after the show had ended, we were surprised to see the dark clouds in the sky. I heard the sound of thunder. Father remarked that there was going to be a heavy rainfall, and that we should get home at the earliest. Before he could say anything else, the rain started. It began slowly at first. But soon it began to pour. The lightning flashed, followed by a frightening sound. Happily we were in our car. Father said that it was getting difficult to drive. In half an hour we reached home safe and sound.

5. Role Play

In this task a student chooses to play the role of somebody else in an imagined situation. You have to use your imagination to do this task.

Sample Role - Play Situation

One of your friends says that he finds you fearful these days. Tell him what troubles you. You are Seema and your friend is Simi. (1-2 minutes).

Simi : Hi, Seema, what's the matter ? I have found you quite fearful for a few days.
Seema : Oh, yes ! I think you are right. Something is happening at our home. I don't know what it is.
Simi : Please tell me.
Seema : At night I hear some strange sounds in my room. But the moment I get up and switch the light on, the sounds disappear.
Simi : Did you talk to your parents ?
Seema : Yes, I did, but they said it was just my fancy.
Simi : Okay, then. Let me sleep in your room for a night.
Seema : That'll be so nice of you.

6. Just A Minute (JAM)

This task is a sort of short speech. The student is to choose a topic, think about a minute and then deliver the speech. While preparing the speech, he makes a mental note of the order of ideas to present.

Jam - A Sample

Speak for a minute on the topic - 'A Recess Period'.

The recess period in the timetable is the most cherished period. Every student looks forward to it. When the bell for recess goes, all the students come out of their rooms shouting and shrieking like birds released from their cages. They go to various directions as their fancy goes. Some go to the playground where they run, skip, see-saw, swing, etc. Some remain in the classrooms and empty their tiffins before going out. Some go to the canteen to have some snacks and drinks. Some go to the library to return or borrow a book. Everybody looks happy and excited. When the bell goes again, they come back to their classrooms to resume their studies.

Worksheet 4

Speaking

Date

Name

Class & Sec.

Roll No.

Marks OBT.

Note : *The speaking test will be conducted for two students at a time.*

1. **To student A, describe what you see on the way when you go in the school bus. You have 1 minute to prepare and 2 minutes to present.**

- people walking on the pavement
- children in other buses also going to their schools
- bikers moving fast through the traffic
- long queues of vehicles at the red signals

2. **To student B, give a description of some park in your locality. You have 1 minute to prepare and 2 minutes to present.**

- a big park near our house
- well-kept lawns, trees, flowers
- a fountain in the middle
- swings, see-saw for children

3. **To student A, narrate your experience of village life. You have 1 minute to prepare and 2 minutes to present.**

VALUE POINTS

- simple but hard
- people have to work hard
- little amenities – no good schools, hospitals, banks or post offices
- village scene changing fast, for the better

4. **To student B, look at the pair of pictures and begin your speech as 'I'd rather be a tailor than a farmer'.**

VALUE POINTS

- as a farmer I have to work very hard under the sun and in rain
- no fixed income ; natural calamities
- as a tailor, I would work hard but under a fan
- fixed income ; no fear of rains or droughts

Worksheet 5

Speaking

Date

Name

Class & Sec. Roll No.

Marks OBT.

Note : *The speaking test will be conducted for two students at a time.*

Pair Interaction

1. **Look at the visual and describe it in 2-3 minutes.**

VALUE POINTS

- car-bus head-on collision
- two car passengers died on the spot
- rash driving
- one injured taken to the hospital
- enquiry ordered into the incident

2. **To student A, describe your favourite teacher. You have 1 minute to prepare and 2 minutes to present.**

- tall, smart, fair-complexioned, about 30
- very intelligent, witty
- teaches like a friend
- my role model

3. **To student B, describe what you do daily as routine. You have 1 minute to prepare and 2 minutes to present.**

- get up at 6
- do some exercises
- have breakfast
- go to school
- do homework
- play a game, watch TV

Worksheet 6

Speaking

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

(A) Talking About

Sports and Games

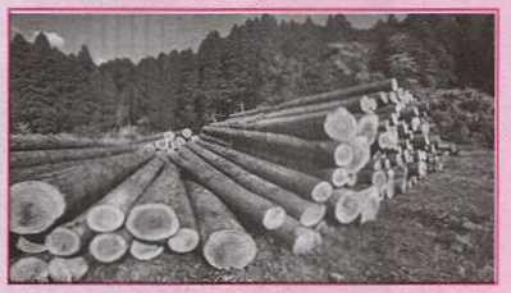
- This is an individual activity.
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

What is essential to keep yourself fit ?		Do you go to the gym daily ? What do you find there ? What is the advantage of going to the gym ?
Which games are you most interested in ? Which is your favourite game ?		What are the indoor games ? How do they differ from outdoor games ?
Which film has been made on India's winning the world cup in cricket under the captaincy of Kapil Dev ?		What sort of game is chess ? Do you like it ? Why ?
What are the rural games ? Where are they played ? Name any village game.		How can karate help a person ? What do you think of those who sit for hours watching wrestlers hitting each other violently.
What advice should be given to the bookworms ? How can they be lured to play games ?		What should be done to promote sports and games in schools ?
Are there any games for the physically challenged persons ? How to encourage them ?		Should the girls learn martial arts like karate ? Why ?

(B) Talking About

Trees

- This is an individual activity
- There are twelve questions in conversation cards. The given questions will be asked. The teacher will evaluate the answers.

What do the trees provide us for our sustenance ?		What are the uses of growing trees ?
How is the environment affected by deforestation ? What steps should be taken to stop it ?		What is deforestation ? How can we control it ?
How can we check indiscriminate felling of trees ?		How do the trees prevent soil erosion ? How are trees useful to us ?
Which trees have the medicinal properties ? Do Indians make use of them ?		How can we educate people to save environment ?
What is the importance of Van Mahotsav ?		How do the plants and creepers differ from trees ?
How can we reduce the desert area ? How can they be useful to us ?		Which are the deciduous tress ? Compare them with the evergreen trees. How can we control flood ?

EVERGREEN PRACTICE PAPERS (1-5)

Evergreen Practice Papers appended at the end of the volume are meant for revision and self-assessment. Students are advised to make the proper use of these Practice Papers to have full 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 or modify these question papers as per its requirements.

SECTION A (READING) (20 Marks)

Q.1 Read the following poem carefuly. (8)

All Things Bright and Beautiful

1. All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.
2. Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.
3. The purple, headed mountain,
The river running by,
The morning, and the sunset,
That brightens up the sky,
4. The cold wind in the winter,
The pleasant summer sun,
The ripe fruits in the garden,
He made them everyone.
5. He gave us eyes to see them,
And lips that we might tell,
How great is God Almighty,
Who has made all things well.

— Cecil Francis Alexander

(a) Answer the following questions briefly : (1×6=6)

(*i*) What is the common thing about all the things ?

(*ii*) Which two senses are touched upon in stanza 2 ?

(*iii*) What brightens up the sky ?

(*iv*) Which two opposite seasons are referred to in stanza 4 ?

(*v*) Why has God given us eyes and ears ?

(*vi*) Who gave the charming colours to flowers and birds ?

(b) Answer the following : **(1 × 2 = 2)**

(*i*) The synonym of 'glowing' in stanza 2 is ..... .

(*a*) scalding (*b*) burning

(*c*) bright (*d*) illumination

(*ii*) The antonym of 'tiny' in stanza 2 is ..... .

(*a*) great (*b*) big

(*c*) wonderful (*d*) cute

Q.2. Read the following passage carefully. **(12)**

1. The ship was no sooner out at sea than the wind began to blow, and the winds rose in a most frightful manner; and as I had never been at sea before, I was most inexpressibly sick in body, and terrify'd in my mind. I began now seriously to reflect upon what I had done, and how justly I was overtaken by the judgement of heaven for my wicked desire, leaving my father's house, and abandoning my duty; all the good counsel of my parents, my father's tears and my mother's entreaties came now fresh into my mind.
2. All this while the storm increas'd and the sea, which I had never been upon before, went very high, nothing like what I have seen many times since; no, nor like what I saw a few days after but it was enough to affect me then, who was but a young sailor, and had never known anything of the matter. I expected every wave would have swallowed us up, and that every time the ship fell down, as I thought, in the trough or hollow of the sea, we should never rise more ; and in this agony of mind, I made many vows and resolutions, that if it would please God here to spare my life this one voyage, if ever I got once my foot upon dry land again, I would go directly home to my father, and never set foot into a ship again, while I liv'd, that I would take his advice, and never run myself into such miseries as these any more.
3. These wise and sober thoughts continued all the while as the storm continued, and indeed some time after ; but the next day the wind was abated and the sea calmer. However, I was very grave for all that day, being also a little seasick still ; but towards night the weather clear'd up, the wind was quite over, and a charming fine evening follow'd; the sun went down perfectly clear and rose so the next morning; and having little or no wind and a smooth sea, the sun shining upon it, the sight was, as I thought, the most delightful that ever I saw.

(a) Choose the most appropriate option : **(1 × 6 = 6)**

(*i*) The winds were blowing ..... .

(*a*) gently (*b*) frightfully

(*c*) slowly (*d*) hard

(*ii*) The narrator's mind was ..... .

(*a*) sluggish (*b*) smart

(*c*) terrified (*d*) delighted

(*iii*) The narrator at that time was a ..... .

(*a*) poet (*b*) writer

(*c*) young sailor (*d*) physician

(*iv*) Which resolution did he make at sea ?

(*a*) He would sever set foot into a ship again

(*b*) He would directly go home to his father

(*c*) He would always follow his father's advice

(*d*) All of the above

(*v*) What was the weather like towards the night ?

(*a*) quiet and clear (*b*) stormy

(*c*) windy (*d*) hot

(*vi*) The sight that met the narrator's eye at the end was ..... .

(*a*) frightful (*b*) pleasant

(*c*) delightful (*d*) unpleasant

(b) (*i*) The synonym of the word 'entreaties' in paragraph 1 is ..... . **(1 × 3 = 3)**

(*i*) implore (*ii*) requests

(*iii*) emotions (*iv*) desires

(*ii*) The antonym of 'abated' in paragraph 3 is ..... .

(*i*) aggravated (*ii*) increased

(*iii*) strengthened (*iv*) lessened

(*iii*) The synonym of 'agony' in paragraph 2 is ..... .

(c) Fill in the blanks with appropriate words/phrases : **(1 × 3 = 3)**

(*i*) The narrator was in a ..... .

(*ii*) The narrator resolved never to run into ..... .

(*iii*) The next day the sea was ..... .

SECTION B (WRITING) (20 Marks)

Q.3. Write an email to your father who is away on a business tour telling him about your distinction in the final examination. (4)

Q.4. Modern Gadgets have changed the tone and temper of life. They have made our life comfortable. But our dependence on them has made us physically inactive. In the light of this write an article on 'Advantages and Disadvantages of Modern Gadgets'. (8)

Hints :

- modern gadgets, very helpful
- mobile, makes life comfortable
- computer, educative in nature, source of entertainment
- overdependence, cause of many ills

Q.5. Write an original story with the help of the hints given. **(8)**

..... extremely cold, month of February ..... foggy. Weather cloudy .... went to school..... clouds disappeared. the sun shone ..... all students .....very happy ..... missed classes .....; had a tea party in the lawn ..... suddenly the earth shook widely ....

SECTION C (GRAMMAR) (10 Marks)

Q.6. Choose the best word from the options given to complete the following passage : **(3)**

Columbus was so much (*a*) _____ by the riches of India that he set (*b*) _____ in search (*c*) _____ India filled with high hopes.

(*a*)	(*i*) influence	(*ii*) influenced	(*iii*) influences	(*iv*) influencing
(*b*)	(*i*) in	(*ii*) for	(*iii*) out	(*iv*) from
(*c*)	(*i*) of	(*ii*) for	(*iii*) off	(*iv*) to

Q.7. The given passage has not been edited. There is an error in each of the lines. Write the incorrect word and the correction in your answer sheet. **(4)**

Chocolates are the main cause for (*a*) _____

tooth-decay which can be avoided in (*b*) _____

brushing the teeth on regular intervals. (*c*) _____

Bacteria thrive in sweets and do a lot (*d*) _____

of damage to the teeth.

Q.8. Rearrange the following jumbled words into meaningful sentences : **(3)**

(*a*) 10th July / of / was / life / day / the happiest / the / my

(*b*) the / position / I / first / won / Science / in / Quiz

(*c*) happy / were / my / very / parents

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 or modify these question papers as per its requirements.*

SECTION A (READING) (20 Marks)

Q.1 Read the following passage carefully. **(8)**

1. The richest man in Delft was named Lucas Koop. He was a musician, bad tempered and stingy. He lived in a fine home and spent one half of his time counting his money and the other half dreaming of ways to get more. Next door to Lucas Koop's big house was a little house belonging to a poor shoe-maker Jan Brouwer. Jan was hardworking and kind and the biggest gossip in town.
2. That night a ragged beggar with a patch over one eye knocked at the shoe-maker's door. "I have travelled many miles and I have no money," he said, "Please let me warm myself at your fire for a little while".
3. "Come in, come in," said the shoe-maker. "You must be hungry too and you are just in time for supper. We have not much but whatever there is, you are welcome to share". After dinner, Tyll said, "I thank you, good people. Now, I must be on my way again."
4. "Nonsense !" said Jan Brouwer. "The night is cold and dark and I would not think of turning you out ! We have not any spare beds but you are welcome to sleep before the fire". He filled a bag with straw, placed it near the hearth and gave Tyll a blanket. Tyll curled up in straw and slept soundly, for he had spent the night in many worse places. In the morning they had bread and milk for breakfast. Then Tyll stood up and said, "I have something to tell you. I am no beggar but Duke Pishposh of Pash. Every spring I travel about in disguise looking for people who are kind. When I find them, I reward them. You have given me fire and things, a roof, a good dinner, a bed and breakfast. Here are five gold pieces."

(a) Answer the following questions briefly : **(1×6=6)**

(*i*) Who was Lucas Koop ? How did he spend his time ?

(*ii*) Why was Jan Brouwer the biggest gossip in the town ?

(*iii*) How did Duke Pishposh come to Jan Brouwer's house ?

(*iv*) How did Jan Brouwer welcome the poor beggar who was none other than Duke Pishposh ?

(*v*) For what was the shoe-maker rewarded ?

(*vi*) How did Jan Brouwer make arrangement for the beggar to sleep peacefully for the night ?

(b) Answer the following : **(1 × 2 = 2)**

(*i*) The synonym of 'stingy' in paragraph 1 is ..... .

(*a*) stinking (*b*) rigid
(*c*) miserly (*d*) spendthrift

(*ii*) The antonym of 'dark' in paragraph 4 is ..... .

Q.2. Read the following passage carefully. **(12)**

1. The lion is the king of beasts. The word 'lion' is associated with fear and power. A lion depends upon its own self. It is bold, strong and a conqueror of all difficulties. It never kills a man for fun sake. It takes to man-eating only, when it is forced by circumstances. The lion originated in Asia but now it is commonly seen in Africa and rarely found in Asia except in Gir forests in India. The lion is a member of the cat family and has certain characteristics of cats. It has hair in its ears, which catch minute vibrations and make it to know about the movements of other animals. It has a moist nose that enables it to smell extremely well and padded claws that make it move silently. The lion is the only cat which hunts in groups.
2. The lion eats monkeys, baboons, rats and even fish. It turns into a man eater, only when it is starving, crippled or due to old age, when it cannot hunt other animals.

(a) Read the questions given below and write the option that you consider the most appropriate in your answer sheet : **(1 × 6 = 6)**

(*i*) The lion is the king of beasts because _____ .
- (*a*) it is the most majestic of all beasts.
- (*b*) it is bold, strong and a conqueror of all difficulties.
- (*c*) it is the most fearful beast.
- (*d*) it can attack any other beast.

(*ii*) The word 'lion' stands for _____ .
- (*a*) fear and power
- (*b*) the ruler
- (*c*) the majestic
- (*d*) the most feared

(*iii*) A lion hunts human beings only when it is _____ .
- (*a*) angry
- (*b*) powerful
- (*c*) starved or crippled
- (*d*) in a mood to eat human flesh

(*iv*) 'A lion depends upon itself' means that a lion _____ .
- (*a*) is very strong
- (*b*) considers itself superior
- (*c*) is self-dependent
- (*d*) does not like other's work

(*v*) Which animals does a lion belong to ?
- (*a*) cats
- (*b*) reptiles
- (*c*) birds
- (*d*) amphibians

(*vi*) The lion is commonly found in _____ .
- (*a*) South Africa
- (*b*) Africa
- (*c*) India
- (*d*) Sri Lanka

(b) Find words / phrases from the passage which mean the same as the following : **(3)**

(*i*) features (*ii*) wet (*iii*) disabled

(c) Answer the following : **(1×3=3)**

(*i*) The synonym of 'conqueror' in paragraph 1 is _____ .
- (*a*) vanquished
- (*b*) winner
- (*c*) accomplished
- (*d*) achiever

(*ii*) The synonym of 'characteristics' in paragraph 1 is _____ .

(*iii*) The antonym of 'moist' in paragraph 1 is _____ .

(*a*) wet (*b*) tearful

(*c*) dry (*d*) slippery

SECTION B (WRITING) (20 Marks)

Q.3. Describe in about 100-120 words your kitchen garden : (4)

Hints :

- a small area at the back of the house
- small beds for growing vegetables
- some pots for growing coriander and peppermint
- hygienically produced vegetables
- a lemon tree

Q.4. A friend who has failed in an examination wants to give up studies. He has written to you seeking your advice. Write a letter in reply stating how you feel about the decision your friend is planning to take. (8)

Hints :

- must not feel disheartened
- failures do come in life
- decision to give up studies wrong

Q.5. With the help of the following hints write a short story. (8)

_____ travelling in a bus _____ an old man entered _____ occupied the seat next to me _____ seemed a sick man _____ told me _____ was suffering from cancer _____ children deserted _____ pitied him and gave him some money _____ he hugged me _____ blessed me _____ asked me to help him get down _____ got down at next stop _____ my pocket _____ picked.

SECTION C (GRAMMAR) (10 Marks)

Q.6. Complete the following paragraph by filling in the blanks with words chosen from the options given below. (3)

A dog is universally acknowledged a faithful animal. It is (*a*) _____ very useful animal. It is used (*b*) _____ catching dreaded criminals. It is so loyal towards its master that it can make the (*c*) _____ sacrifice for him.

(*a*)	(*i*) the	(*ii*) a	(*iii*) most	(*iv*) much
(*b*)	(*i*) by	(*ii*) for	(*iii*) in	(*iv*) at
(*c*)	(*i*) big	(*ii*) bigger	(*iii*) biggest	(*iv*) most big

Q.7. In the following passage, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined. (4)

Twenty years ago, kids in school never even	e.g., school <u>had</u> never
heard the internet. The internet is a vast resource	(*a*) _____
for types of information. It is like a giant bulletin	(*b*) _____
board that the whole world uses ! But anyone can put	(*c*) _____
anything the internet, you have to be careful.	(*d*) _____

Q.8. Read the given conversation and complete the passage that follows : (3)

Ravi : Where were you yesterday evening ?

Vinay : There is an exhibition of rare paintings at the Art Gallery. I had gone there.

Ravi : How well are you prepared for the entrance exam next week ?

Vinay : I have been preparing for the whole week.

Ravi asked Vinay where he (*a*) ..... evening. Vinay replied that (*b*) ..... at the Art Gallery and that he had gone there. Ravi wanted to know (*c*) ..... for the entrance exam next week. Vinay replied that he had been preparing for the whole week.

Evergreen Practice Paper 3

Date ☐☐ ☐☐ ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class & Sec. ☐☐ Roll No. ☐☐

Marks OBT. ☐

***Note** : Different schools frame question papers with different types of questions and marking schemes. The individual school can use or modify these question papers as per its requirements.*

SECTION A (READING) (20 Marks)

Q.1 Read the following passage carefully. **(8)**

1. Ali had been a clever shikari. As his skill increased so did his love for the hunt, till at last it was as impossible for him to pass a day without hunting as it is for the opium eater to forgo his daily portion. When Ali sighted the earth-brown partridge, almost invisible to other eyes, the poor bird, they said, was as good as in his bag. His sharp eyes saw the hare crouching. Even when the dogs failed to see the creature cunningly hidden in the yellow brown scrub, Ali's eyes would catch the sight of his ears; and in another moment it was dead. Besides this, he would often go out with his friends, the fishermen.
2. But when the evening of his life was drawing in, he left his old ways and suddenly took a new turn. His only child, Miriam married and left him. She went off with a soldier to his regiment in the Punjab, and for the last five years he had no news of this daughter for whose sake alone he dragged along a cheerless existence. Now he understood the meaning of love and separation. He could no longer enjoy the sportsman's pleasure and laughter at the bewildered terror of the young partridges bereft of their parents.

(a) Complete the following statements. **(1 × 6 = 6)**

(*i*) Ali was a skilful _____ .

(*ii*) Ali would often go out for hunting with _____ .

(*iii*) In the evening of his life, Ali took a _____ .

(*iv*) When Miriam married she _____ .

(*v*) Miriam's husband was a soldier in _____ .

(*vi*) Now Ali could not enjoy the pleasure of killing _____ .

(b) Find words from the passage which mean the same as the following : **(2)**

(*a*) give up (para 1) (*b*) sad (para 2)

Q.2 Read the following passage carefully. **(12)**

Human-Elephant Conflict

1. Elephants used to enjoy a jumbo presence in the socio-cultural life in the North-East, especially in Assam, where folk tales about the giant animal are still in circulation. There was a time when a person's status in society was gauged by the number of domesticated elephants he had in his stable. The age-old practice of catching elephants in the wild, using domesticated elephants in the jungles of Assam Nagaland, Meghalaya and Arunachal Pradesh, was in vogue till the last decade of the previous century before the Union Government put a blanket ban on felling of trees in the North-East in 1997 to check wanton destruction of forest in the area. Domesticated elephants were much sought after in those days for bringing out logs from jungles, and on an average 300 elephants were captured from the wild in Assam during those days.
2. Now, with the blanket ban in force on capturing wild elephants for the conservation of Asian elephants in the country, the tradition of elephant capture is no longer in vogue in Assam and other parts of the region, which have witnessed a serious problem of man-elephant conflict, that can be discerned more in Assam out of all the states of the region.

3. Rapid degradation of the reserve forests, fragmentation of the elephants' migration corridor due to unabated human encroachment are cited as the basic reasons for escalating human-elephant conflicts in the region, especially Assam. The degradation of forest areas creates a shortage of fodder for the elephants, which then stray in to areas of human population in search of food in paddy fields and granaries.

(a) Answer these questions. **(1 × 6 = 6)**

(*i*) In the past how was the status of a person gauged in society ?

(*ii*) What decision was taken by the Union Government in 1997 ?

(*iii*) What is the impact of the degradation of forest area ?

(*iv*) Which folk tales are still heard in Assam ?

(*v*) Where was in vogue the practice of catching elephants in the wild ?

(*vi*) What was the idea behind catching domesticated elephants ?

(b) Say whether the following statements are true or false. **(1 × 3 = 3)**

(*i*) The tradition of elephant capturing is still in vogue these days in Assam.

(*ii*) Fodder shortage has been due to the degradation of forest areas.

(*iii*) The blanket ban on felling of trees was put in the North East in the year 1997.

(c) Answer the following : **(1 × 3 = 3)**

(*i*) The synonym of 'gauged' in paragraph 1 is _____ .

(*a*) measured (*b*) examined

(*c*) witnessed (*d*) judged

(*ii*) The synonym of 'capturing' in paragraph 1 is _____ .

(*iii*) The antonym of 'conflict' in paragraph 2 is _____ .

(*a*) harmony (*b*) friendship

(*c*) fight (*d*) available

SECTION B (WRITING) (20 Marks)

Q.3. You were going to school, suddenly you saw two poor children walking barefoot in a chilly weather. Write an email to your friend describing your feelings (minimum 120 words). You can take help from the following points : **(4)**

Hints :

- weather chilly
- shivering in cold
- your feelings
- two children barefooted
- begging for a loaf of bread
- your suggestions

Q.4. Write an article on the topic 'Live and Let Live'. You are Suman/Sumitra. **(8)**

Hints :

- everyone has right to live
- human beings, gods to little creatures
- animals, birds, plants – all have life
- be kind to one and all

Q.5. Write a short story with the help of the following outline. **(8)**

Naveen's father _____ died _____ got share of property _____ sold a part of it _____ invested in shares _____ earned a lot _____ become a rich man _____ lived in luxury _____ proud of his intelligence _____ invested money in partnership _____ the partner deceived _____ lost lakhs of rupees _____ became poor.

SECTION C (GRAMMAR) (10 Marks)

Q.6. Read the conversation between a son and his father. Then complete the following paragraph in the reported speech. (3)

Father : Have you solved the sum ?

Son : Papa, would you tell me whether the mangoes are ripe or not.

Father : First solve the sum.

Son: But the solution lies in this fact.

Father asked his son (*a*) _____ . The son asked his father (*b*) _____ . Father asked his son (*c*) _____ .

Q.7. In the passage given below one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. (4)

Many people have grown up in	e.g., people <u>who</u> have
multi-child families think that single	(*a*) _____
child family a very fortunate one.	(*b*) _____
They mention such benefits lack	(*c*) _____
of competition parental love in such families.	(*d*) _____

Q.8. Given below are a set of jumbled words. Rearrange them to form meaningful sentences. (3)

(*a*) can't enjoy / man / without / life / health

(*b*) a burden / health / life / becomes / without

(*c*) take / care / of / health / but / don't / people / their

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 or modify these question papers as per its requirements.*

SECTION A (READING) (20 Marks)

Q.1 Read the following passage carefully. **(8)**

1. Flowers are the smiles of the earth. They fill the earth with rainbow colours and suffuse it with enchanting odours. The earth attains paradisal beauty and charm when they bloom. They have been a source of perennial joy to man since times immemorial. A sight of flowers alters our mood and uplifts our spirit. They add colour and vitality to life. Men have treasured them as gold. Poets in particular are moved by their compelling grace, though every human being is hypnotised by their magnetic charm. Wordsworth, the high priest of nature, wrote :

   "To me the meanest flower that blows
   Can give thoughts that often lie too deep for tears."

2. Flowers are an important part of every household, especially in India. They are indispensable for every religious ceremony or festival. Homes are decorated with colourful flowers. Gods and goddesses are pleased with the offerings of flowers. Flowers have really made a niche for themselves in social activity. Gone are the days of shaguns and gifts. Whether it is a birthday party, a wedding ceremony, a welcome or a valedictory function, flowers are the in-thing nowadays. If you wish to wish somebody, there is no better way than to send/carry a bouquet of flowers. They bring cheer to the sick and the invalid. They tell the recipient that you really care when one finds it difficult to express one's feelings face to face, especially. So in the case of lovers, flowers prove to be the most handy. On Valentine Day, which falls on the 14th Feb. every year, a red rose can be found in every lover's hand. Thus, from a love proposal to a wedding pandal and then to a *doli*/ wedding car, there are flowers and flowers all the way.

(a) Answer these questions. **(1 × 6 = 6)**

(*i*) Why are the flowers called the smiles of the earth ?

(*ii*) How have flowers been a source of everlasting joy to man ?

(*iii*) Why is Wordsworth called the high priest of nature ?

(*iv*) How are flowers very useful in every social activity ?

(*v*) Why do people carry a bouquet of flowers when they visit their sick friend ?

(*vi*) How do flowers affect us when we feel out of spirits ?

(b) Say whether the following statements are true or false. **(1 × 2 = 2)**

(*i*) There is no occasion when flowers cann't be presented.

(*ii*) Gods and goddesses are not pleased with the offerings of flowers.

Q.2. Read the following passage carefully. **(12)**

When the sun was going down, our grandmother and grandfather came. Someone from our village had told them we children were alone, our mother had not come back. I say 'grandmother' before 'grandfather' because it's like that our grandmother is big and strong, not yet old, and our grandfather is small, you don't know where he is, in his loose trousers, he smiles but he hasn't heard what you're saying, and his hair looks as if he's left it full of soap suds. Our grandmother took us – me, the baby, my first-born brother, our grandfather – back to her house and we were all afraid (except the baby, asleep on our grandmother's back) of meeting the bandits on the way. We waited a long time at our grandmother's place. Perhaps it was a month. We were hungry. Our mother never came. While we were waiting for her to fetch us, our grandmother had no food for us, no food for our grandfather and herself. A woman with milk in her breasts gave us some for my little brother, although at our house he used to eat porridge, same as we did. Our grandmother took us to look for wild spinach but everyone else in her village did the same and there wasn't a leaf left.

So they decided – our grandmother did ; our grandfather made little noises and rocked from side to side, but she took notice – we would go away. We children were pleased. We wanted to go away from where our mother wasn't and where we were hungry. We wanted to go where there were no bandits and there was food. We were glad to think there must be such a place; away.

(a) Choose the most appropriate option in each question : **(1 × 6 = 6)**

(*i*) The narrator's grand parents arrived _____ .

(*a*) in the morning
(*b*) at noon
(*c*) after the sun set
(*d*) when the sun was setting

(*ii*) The grandmother was more assertive than grandfather because _____ .

(*a*) the grandmother was big and strong
(*b*) the grandmother was very pretty
(*c*) the grandmother was more educated
(*d*) she was by nature assertive

(*iii*) Who was not afraid ?

(*a*) grandmother (*b*) narrator
(*c*) the baby (*d*) grandfather

(*iv*) Who fed the narrator's little brother ?

(*a*) grandmother (*b*) a woman with milk in her breasts
(*c*) narrator's mother (*d*) narrator's maternal aunt

(*v*) Which place could be safe for the children ?

(*a*) a forest (*b*) a village
(*c*) a place free from bandits (*d*) a sheltered place

(*vi*) The children had been alone because ..... .

(*a*) their father had been killed
(*b*) their mother had fallen a victim to bandits
(*c*) all elders had fled
(*d*) all elders had been killed by bandits

(b) Complete the following statements. **(1 × 3 = 3)**

(*i*) The grandfather ..... in his loose trousers.

(*ii*) The narrator's grandmother was big and ..... .

(*iii*) The grandmother wanted to take the children where there ..... .

(c) Answer the following : **(1 × 3 = 3)**

(*i*) The synonym of 'bandits' is ..... .

(*a*) ruffians (*b*) thieves

(*c*) robbers (*d*) looters

(*ii*) The antonym of 'wild' is ..... .

(*iii*) The synonym of pleased is ..... .

SECTION B (WRITING) (20 Marks)

Q.3. Write an application to the Principal of your school requesting him/her to bring about improvements in the school canteen. You can take help of the following hints : (4)

Hints :

- canteen not kept clean and in order
- behaviour of the staff not accommodating and helpful
- cleanliness be ensured
- quality of eatables and other stuff to be improved

Q.4. You are Kavita/Komal. You have been asked to address the morning assembly of your school on the topic 'The Necessity of Physical Exercise'. Write your speech in 100-120 words. (8)

Hints :

- physical exercise, a must for everyone
- keeps the body fit and strong
- a sound mind dwells in a sound body
- energizes the body, gives freshness

Q.5. With the help of the given outline write a short story. (8)

Sonia _____ lost her father in childhood loved her mother _____ worked hard _____ passed B.A. _____ appeared in I.A.S. Competition _____ cleared in first attempt _____ mother very happy _____ completed training _____ became magistrate _____ mother fell ill _____ died _____ could not enjoy the success of her daughter

SECTION C (GRAMMAR) (10 Marks)

Q.6. Choose the most appropriate word from the options given below to complete the following passage : (3)

Uncle John's Cabin (*a*) _____ one of the (*b*) _____ famous books in the world. It is rated as the most successful fiction. It (*c*) _____ vehemently the practice of slavery in the USA.

(*a*)	(*i*) is	(*ii*) are	(*iii*) was	(*iv*) been
(*b*)	(*i*) much	(*ii*) more	(*iii*) most	(*iv*) many
(*c*)	(*i*) attacks	(*ii*) attack	(*iii*) attacked	(*iv*) attacking

Q.7. There is one error in each line. Write the incorrect word and the correct word in your answer sheet in the space provided against the correct blank number. (4)

Ramesh and her friend went	*e.g.*, her ..... his
to see the movie. The movie	(*a*) _____
was boring but so they left the	(*b*) _____
hall and come out. They didn't	(*c*) _____
know where too go.	(*d*) _____

Q.8. Read the following dialogue and complete the passage given below. (3)

Neha : Mama, I have got 60% marks this year.

Mother : It is really depressing. What happened ?

Neha : Mama, you know I was down with typhoid before the exam.

Neha informed her mother that she (*a*) _____ 60% marks that year. Her mother exclaimed that (*b*) _____ really depressing and enquired of Neha what had happened. Neha reminded her mother that she (*c*) _____ down with typhoid before the exam.

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 schemes. The individual school can use or modify these question papers as per its requirements.*

SECTION A (READING) (20 Marks)

Q.1 Read the following passage carefully. **(8)**

Harnessing Rainwater

1. Water is indispensable for animal life. It is essential for human existence and propagation for all biotic life on the earth. In potential water power resources India ranks sixth in the world after Zaire, Russia, Canada and the US. But mere possession of plenty of water is not cause for celebration. The fact is that due to wrong water management our resources are depleting. Our agriculture still remains dependent on the monsoons because apart from the perennial Himalayan rivers – the Ganga, the Brahmaputra, the Indus and their tributaries in the northern plain, most of the rivers of peninsular India swell in the rainy season and lower down in the dry season. Harnessing rainwater is the best possible way to ensure timely and regular supply of water for irrigation and other purposes.
2. There are many reasons for the fast depletion of our water resources : (a) many of our water bodies like lakes, tanks, ponds, wells and reservoirs have become dead due to lack of maintenance, (b) water of many a river is polluted due to (i) flow of industrial and agricultural waste and sewage water into it (ii) unhealthy human activities of bathing, washing clothes and cattle and even (iii) throwing waste material and garbage into them, and (c) growth of harmful weeds, aquatic plants and algae blooms which thrive on some chemicals thrown into the water.
3. Water harvesting is the method of not letting precious rainwater run off wastefully but storing, filtering and sending it to aquifers, that is, the soil on rock formations in the earth that holds water, leading to a rise in water table. During the rainy season, large volumes of flowing water can be channelised and stored in lakes, ponds, stepwells, wells, tanks, reservoirs, etc. The need of the hour is to harness rainwater in the best possible manner to replenish, garnish and maintain our depleting water resources, otherwise we would soon be chasing mirages of life.

1.1. Read the questions given below and write the option that you consider the most appropriate in your answer sheet : **(1 × 5 = 5)**

(*i*) Water is essential for man because ....

(*a*) it is easy for existence

(*b*) it is dispensable for propagation for his biotic life

(*c*) it is indispensable for human development

(*d*) it is a must for the full growth of man

(*ii*) India's rank in water resources is

(*a*) 8th in the world

(*b*) 6th in Asia

(*c*) 6th in the world

(*d*) 8th in Asia

(*iii*) Water resources are depleting because of ....

(*a*) wrong water management

(*b*) wrong policies of the government

(*c*) insufficient rain

(*d*) pollution of all types

(*iv*) By ..... we can get timely and regular supply of water.

(*a*) controlling the supply of water

(*b*) controlling the consumption of water

(*c*) harnessing rain water

(*d*) rationing the supply of water

(*v*) What is the need of the hour ?

(*a*) to replenish water resources

(*b*) to use rainwater

(*c*) to ignore water table

(*d*) to make good policies

1.2. Answer the following : **(1 × 3 = 3)**

(*i*) The synonym of 'indispensable' in paragraph 1 is ..... .

(*a*) basic (*b*) vital

(*c*) necessary (*d*) important

(*ii*) The synonym of 'plenty' in paragraph 1 is ..... .

(*iii*) The antonym of 'swell' in paragraph 1 is ..... .

(*a*) rise (*b*) fall

(*c*) decrease (*d*) shrink

Q.2. Read the following passage carefully : **(12)**

1. One name who held aloft the torch of morality and godliness is of Agnes Gonxha Bojaxhin Mother Teresa. 'Is' has a special mention as she is not dead. She is alive in our hearts and shall always remain so. Mother Teresa dedicated her life for the sake of the poor and needy, the diseased and the handicapped and they all look upon this little woman whose thin and small arms could embrace the whole mankind. Mother Teresa was an idol of love and compassion. When people had turned away the helpless, she tried to cure them unmindful of any difficulty that she would have to face. She was a Messiah for them — a healer.
2. She came to India and joined the Loreto Convent but one day when she visited the slums of Kolkata, she found her vocation and decided to do something good for the people who were deprived of their right to lead a comfortable life. But they had found their saviour in her. Mother Teresa started the 'Missionaries of Charity' which is a worldwide organisation now.

3. Lack of funds, little co-operation, setbacks – all these and many more, but they could not bar her from carrying on with her plans as she was determined to give a new life to the people who needed her. The awards she received and the huge sums of money she got afterwards went to the institute she started.
4. Mother's work gained worldwide significance and many organisations also helped her to carry on with her job. She always served humanity. For her the needy people were like her own children. She never wanted anything for herself.

2.1. Answer the following questions briefly. **(1 × 7 = 7)**

(*i*) How can we say that Mother Teresa is not dead ?
(*ii*) What kind of people did she specially look after ?
(*iii*) Where did she find the vocation of her life ?
(*iv*) Which organisation did Mother Teresa start ?
(*v*) Which hurdles did she face in carrying out her mission ?
(*vi*) How did she look upon the needy people ?
(*vii*) What qualities of Mother Teresa impress us most ?

2.2. Say whether these statements are true or false. **(1 × 2 = 2)**

(*i*) When she came to India, she first of all visited Mumbai.
(*ii*) No difficulties could come in the way of Mother Teresa.

2.3. Answer the following : **(1 × 3 = 3)**

(*i*) The synonym of 'compassion' in paragraph 1 is ..... .
(*a*) love (*b*) affection
(*c*) help (*d*) sympathy
(*ii*) The synonym of 'vocation' in paragraph 2 is ..... .
(*iii*) The antonym of 'aloft' in paragraph 1 is ..... .
(*a*) high (*b*) below
(*c*) down (*d*) beneath

SECTION B (WRITING) (20 Marks)

Q.3. You are Ramesh/Sudha. Write a letter to your cousin describing him your daily routine. **(5)**

Hints :

- gets up at 7
- does some exercise
- goes to school
- homework in the evening
- a game
- watches TV and then sleeps

Q.4. Patriotism is not so popular today as it used to be in the past. The young boys and girls of today have forgotten completely the sacrifices made by the great freedom fighters of India. Patriotism should be

again instilled in the minds of the youth. Prepare a speech for the morning assembly of the school on the topic of "Patriotism, the Need of the Time". (7)

Q.5. Write a short story with the message 'Pride Hath a Fall' with the help of the given hints. (8)

Mahesh proud of his vast lands _____ looks down upon others _____ carves his name on city gate _____ meets a saint _____ the saint asked him to find his name in the map of the world _____ . Mahesh realizes his folly. The world map shows him existing nowhere _____ his pride gone.

SECTION C (GRAMMAR) (20 Marks)

Q.6. Choose the most appropriate word from the options given below to complete the following passage : (5)

Although speech is generally (*a*) _____ as (*b*) _____ most advanced form of communication, there are (*c*) _____ ways of communicating (*d*) _____ using words. In every known culture, signals, signs, symbols (*e*) _____ gestures are commonly utilized as instruments of communication.

(*a*)	(*i*) accept	(*ii*) accepted	(*iii*) excepted	(*iv*) accepting
(*b*)	(*i*) a	(*ii*) an	(*iii*) the	(*iv*) one
(*c*)	(*i*) much	(*ii*) more	(*iii*) many	(*iv*) few
(*d*)	(*i*) with	(*ii*) without	(*iii*) by	(*iv*) into
(*e*)	(*i*) or	(*ii*) and	(*iii*) so	(*iv*) but

Q.7. Given below is a short conversation between the two friends. Read it and complete the passage given below. (5)

Dheeraj : Are you accompanying us ?
Pankaj : Where, Dheeraj ?
Dheeraj : We are going to see the Science City tomorrow.
Pankaj : It is a great idea. Whom should I contact ?
Dheeraj : Our class teacher, Miss Dass.

Dheeraj asked Pankaj (*a*) _____ Pankaj asked Dheeraj (*b*) _____ Dheeraj told him that (*c*) _____ Pankaj responded by saying that it was a great idea and enquired (*d*) _____ Dheeraj replied that (*e*) _____ .

Q.8. In the following passage, one word is missing in each line. Write the missing word along with the word that comes before and after it. (5)

But the disciple sat and refused	(*a*) _____
to move another step. The Guru amused at	(*b*) _____
the disciple's stubbornness closed his eyes	(*c*) _____
to meditate. When he opened eyes he saw the	(*d*) _____
disciple writhing like a fish of water.	(*e*) _____

Q.9. Rearrange the following words and phrases to make meaningful sentences. (5)

(*a*) not / children / below / of / the age / must / drive / eighteen years

(*b*) phones / not / used / must / mobile / be / driving / while

(*c*) traffic police / making / efforts / is / to / increase / on the roads / safety

(*d*) violation / traffic rules / accidents / due to / take place / of

(*e*) guide / parents / teachers / wards / must / their / and

Notes

Notes

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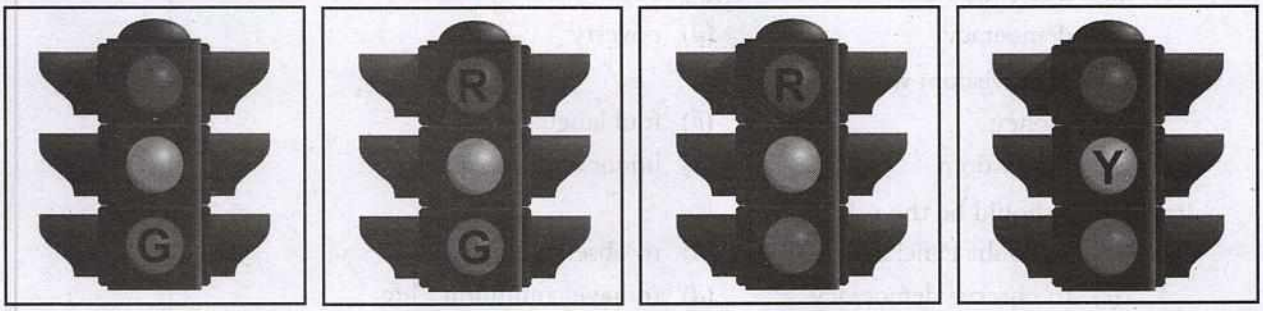
1
Holiday Assignment

Listening Skills

Note : *The passages (on page 7) may be read to you by your friend or parent. Listen to these passages. As you listen, answer the following questions.*

1. Here is a situation. Listen to it carefully.



A	B	C	D

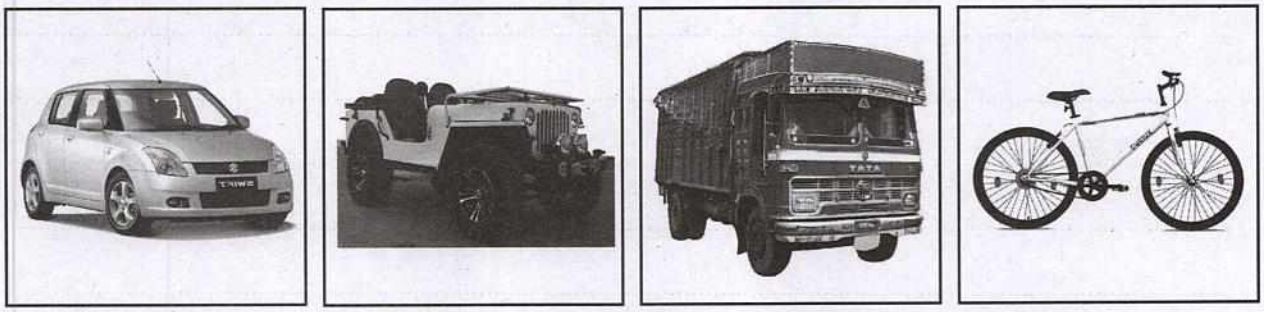
A. _____

B. _____

C. _____

D. _____

2. Here is another situation. Listen to it carefully.



A	B	C	D

Tick the correct answer :

A. _____

B. _____

C. _____

D. _____

3. Choose the correct options :

(*i*) Panchayat Raj is true democracy because

(*a*) it is no Raj

(*b*) there is no discrimination between community and community

(*c*) there is purity everywhere

(*d*) everybody is a ruler in it.

(*ii*) When purity goes hand in hand with wisdom there will not be any

(*a*) discrimnation (*b*) Panchayat Raj

(*c*) democracy (*d*) poverty

(*iii*) A man of wisdom will never use

(*a*) money (*b*) foul language

(*c*) his wisdom (*d*) liquor and intoxicants

(*iv*) What should be the rule of life ?

(*a*) to doubt Panchayat Raj (*b*) to observe Swadeshi

(*c*) to observe democracy (*d*) to have community life

(*v*) The passage is about

(*a*) wisdom (*b*) Panchayat Raj

(*c*) purity (*d*) man's conduct

Space for Answers

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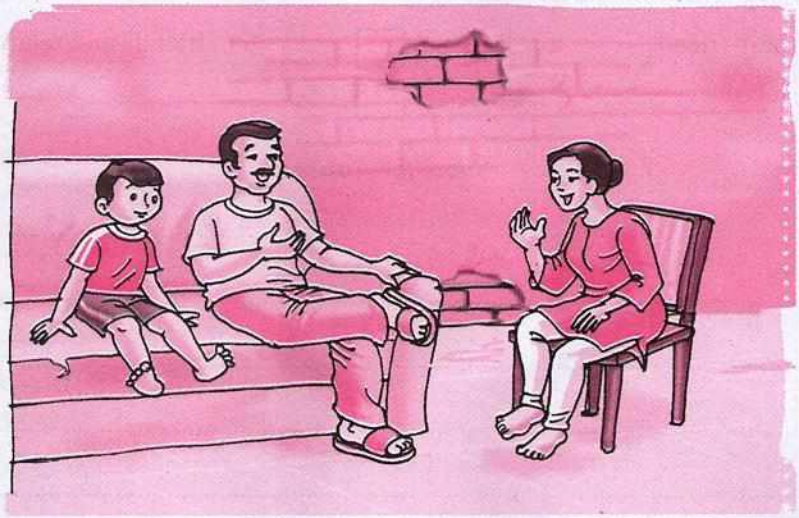
Listening Skills

Note : *The passage (on page 7) may be read to you by your friend or parent.*

Listen to the following conversation. As you listen, answer the questions that follow.

4. (*a*) Listen to the conversation between your mother and father. Then answer these questions orally.



(*a*) When is the family shifting into the new home ?

(*b*) Who is taking care of moving all the things ?

(*c*) Have the guests been invited to housewarming ?

(*d*) Where is the new house ?

(*e*) What does mother tell about the ceremony ?

(*f*) Is there going to be a brunch or lunch ?

(*g*) Who will arrange the brunch ?

(*h*) Are your parents happy ?

(*b*) Work in pairs and answer these questions.

1. What will Kundra Sweetshop arrange ?

   (*a*) waiters ☐ (*c*) chairs ☐

   (*b*) tables ☐

2. Which will be the main dish for brunch ?

   (*a*) puri chhole ☐ (*c*) laddoos ☐

   (*b*) mangoes ☐

3. What will Panditji do ?

(*a*) purify the house ☐ (*c*) conduct a prayer ☐

(*b*) perform havana ☐

4. What will Movers and Shakers do ?

(*a*) move things ☐ (*c*) shift the things from old house to the new one ☐

(*b*) shake things ☐

5. Who will attend the housewarming ?

(*a*) only friends ☐ (*c*) friends and relatives ☐

(*b*) relatives ☐

Space for Answers

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3
Holiday Assignment

Listening Skills

Note : *The passage (on page 7) may be read to you by your friend or parent.*

Transcript.

Listen to the following passage. As you listen, answer the questions that follow.

5. (*a*) (1) The window grating was made of

(*a*) wood ☐ (*b*) copper ☐

(*c*) iron ☐ (*d*) steel ☐

(2) Dantes wanted to use the fragments of

(*a*) chair ☐ (*b*) jug ☐

(*c*) bulb ☐ (*d*) table ☐

(3) The iron clamps were

(*a*) loose ☐ (*c*) too tight ☐

(*b*) screwed to the wall ☐ (*d*) rusted ☐

(4) He hid two three pieces of glass

(*a*) under the bed ☐ (*c*) in the bed ☐

(*b*) in a hole ☐ (*d*) in his pocket ☐

(*b*) Answer the following questions.

1. Why couldn't iron-clamps be used by Dantes ?
2. Did Dantes have a screwdriver ?
3. Why did he conceal some pieces ?
4. Why did the gaoler go away grumbling ?
5. Why did he throw some pieces of glass on the floor ?

Space for Answers

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Listening Texts

1. **Listen to the following texts and answer the questions :**

   Ravinder riding a motorbike comes to a traffic signal. He knows that red light means 'Stop', green means 'Go' and yellow means 'Ready'. Still he is confused. Which of the following pictures reveals his state of mind ? Choose the correct answer.

2. Narinder wants to live in a remote village in a forest. He wants to buy a vehicle to commute daily to a town and back. Which vehicle would you recommend for him ?

3. If we would see our dream of *Panchayat Raj i.e.*, true democracy realized, we would regard the humblest and lowest Indian as being the ruler of India with the tallest in the land. This presupposes that all are pure, or will become pure if they are not. And purity must go hand-in-hand with wisdom. No one would then harbour any distinction between community and community, caste and out-caste. Everybody would regard all as equal with oneself and hold them together in the silken net of love. No one would regard another as untouchable. We would hold as equal the toiling labourer and the rich capitalist. Everybody would know how to earn an honest living by the sweat of one's brow, and make no distinction between intellectual and physical labour. To hasten this consummation, we would voluntarily turn ourselves into scavengers. No one who has wisdom will ever touch opium, liquor or any intoxicants. Everybody would observe *Swadeshi* as the rule of life and regard every woman, not being his wife, as his mother, sister or daughter according to her age, never lust after her in his heart. He would be ready to lay down his life when occasion demands it, never want to take another's life.

4. **Now listen to the conversation again it.**

   Mother : When're we shifting ?

   Father : On October 2, Tuesday.

   Mother : That's great ! But there are lots of things to be shifted. And have you sent the invitation cards for the housewarming ?

   Father : Yes. *Movers and Shakers* will take care of all our things. I've invited only a few guests.

   Mother : What's the exact address ? I'm to tell my friends.

   Father : 300-R, New Urban Estate. By the way, have you told Kundra Sweetshop to arrange the brunch and send some waiters as well ?

   Mother : Yes, I've made all the arrangements. I've asked Panditji to come at 10 and bring with him all the necessary things. I'm so excited.

   Father : And so am I.

5. He saw nothing, he had no knife or sharp instrument, the grating of the window was of iron and he had too often assured himself of its solidity. His furniture consisted of a bed, a chair, a table, a pail and jug. The bed had iron clamps, but they were screwed to the wall and it would have required a screwdriver to take them off.

   Dantes had but one resource which was to break the jug and with one of the sharp fragments attack the wall. He let the jug fall on the floor and it broke in pieces. He concealed two or three of the sharpest fragments in his bed, leaving the rest on the floor. The breaking of the jug was too natural an accident to excite suspicion, and next morning the gaoler went grumblingly to fetch another, without giving himself the trouble to remove the fragments. Dantes heard joyfully the key grate in the lock as the guard departed.

4
Holiday Assignment

Speaking Skills

Your father has gifted you an Activa Scooter. Describe it in 2-3 minutes.

Value Points

- what is its make ?
- what is its colour ?
- its mileage
- seating capacity
- other specialties

Space for Answer

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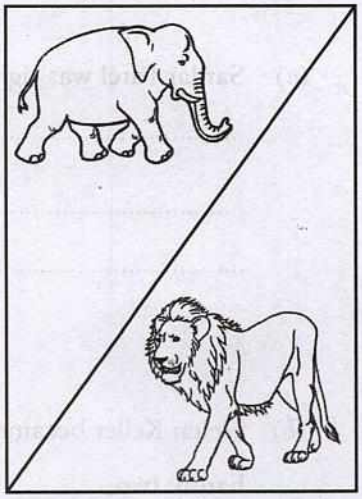
5
Holiday Assignment

Speaking Skills

Look at these pictures. Both these animals dwell in the jungle. The one challenges the other. Describe what the challenger says :



Value Points

- I am most powerful
- Everyone is scared of me
- I don't trouble when I am not hungry
- I rule the jungle

Space for Answer

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6
Holiday Assignment

Speaking Skills

Look at the pictures given below and speak a few sentences describing each of them. The first sentence in each case is given to help you.

(*a*) Sardar Patel was rightly called the iron man of India.

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(*b*) Helen Keller became deaf, dumb and blind when she was hardly two.

She learnt .....

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(*c*) Nelson Mandela fought against the Colonial British Rule for the freedom of his country.

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(*d*) Guru Nanak Dev was the founder of the Sikhism. He preached humanism and love for all.

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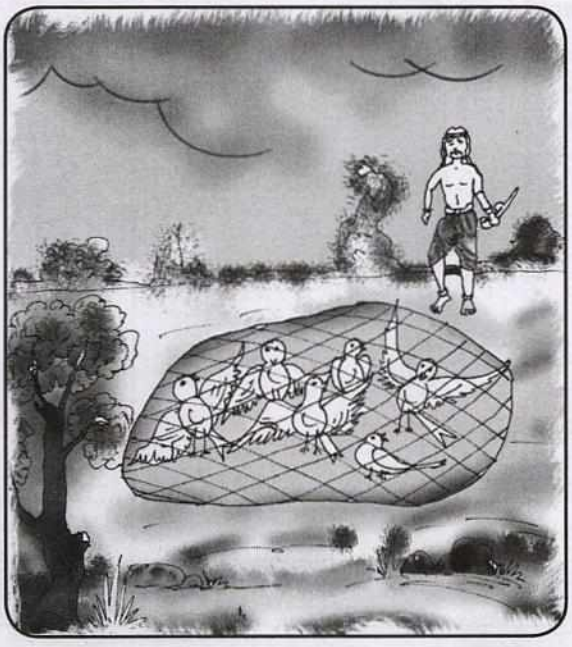
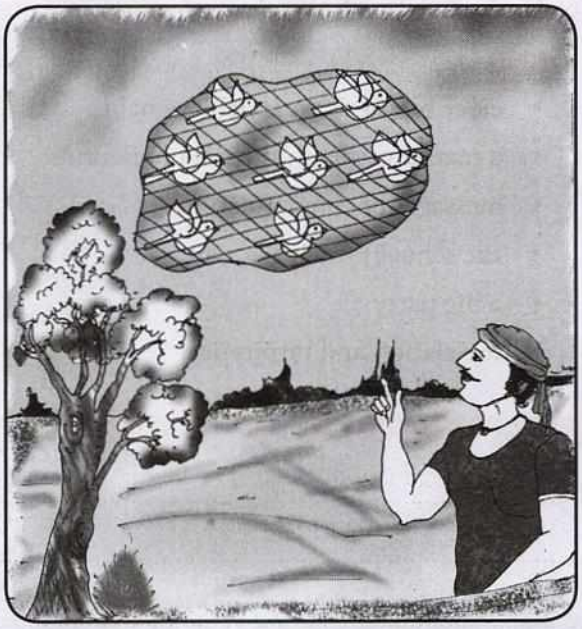
Writing Skills

Picture Composition

Look at the picture given below and describe it in about 100 words.





Hints :

- some sparrows caught in a net
- a hunter standing away, amazed
- sparrows taking away the net
- unity and determination, a way to success
- life saved

Space for Answer

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Writing Skills

Diary Entry

Your elder brother has cleared the JEE Mains (Advanced) Test and has got 94 All India rank. The family is rejoicing on this event. Write your feelings in a diary entry.

Hints :

- elder brother's great achievement
- a matter of great pride and honour
- messages of congratulations
- the school Principal's visit
- a big party
- my elation and inspiration

Space for Answer

Writing Skills

Description

Describe the scene given below in a few sentences :

Hints :

- a beautiful scene of sea beach
- some boys standing in water
- all enjoying
- boys, girls, men, women and children standing
- sea waves come and strike against the shore.

Space for Answer

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10 Holiday Assignment

Writing Skills

Biographical Sketch

Look at the picture of the great leader Narendra Modi, the Prime Minister of India. Write his brief bio-sketch.

Hints :

- born into a poor family on September 17, 1950
- in Vadnagar, Gujarat
- man of conviction, determination
- disciplined soldier of R.S.S
- Chief Minister of Gujarat from 2001-2014
- Prime Minister of India 2014 onwards
- magnetic personality, flawless oratory

Space for Answer

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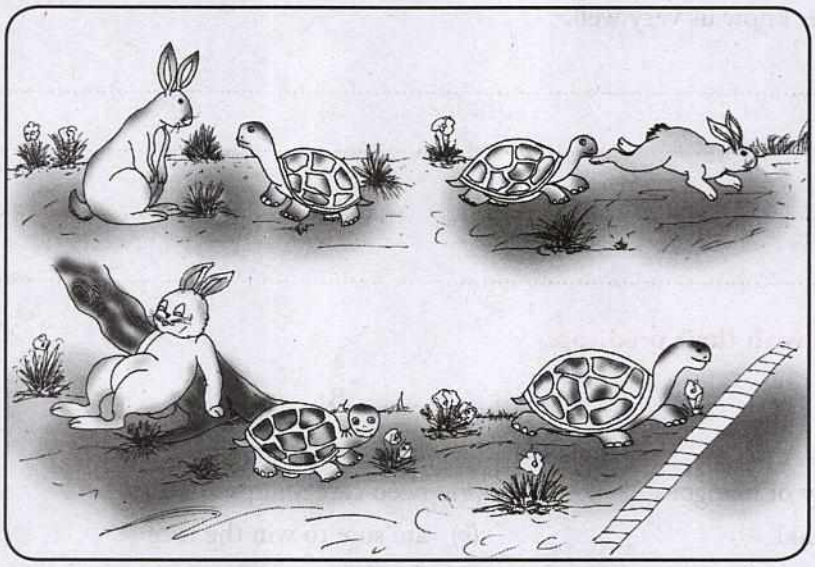
11
Holiday Assignment

Writing Skills

Create a Story

Write a story on the theme "Slow and steady wins the race".



Hints :

- a hare and a tortoise living in a jungle
- tortoise accepts it
- tortoise keeps on at a steady pace
- slow and steady wins the race
- hare challenges the tortoise to a race
- hare runs faster, stops for rest
- tortoise reaches the decided place earlier

Space for Answer

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Grammar

1. Rewrite the following passage after making necessary corrections in the underlined words :

Sulekha is my fast friend. Sulekha is always seen with me. Sulekha's friend Sudha is also my friend. Sulekha, Sudha and I often go to watch a movie together. Sudha's sister and brother also study in our school. Sudha's sister and brother know us very well.

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2. Match subjects with their predicates.

A	B
(*i*) They	(*a*) ought to be respected
(*ii*) The quality of mangoes	(*b*) need care and protection
(*iii*) Men in khaki	(*c*) are sure to win the race
(*iv*) Our eyes	(*d*) was not up to the mark
(*v*) Some of us	(*e*) want success without hard work
(*vi*) Most of us	(*f*) come very late
(*vii*) All of our teachers	(*g*) he is good at heart
(*viii*) You know	(*h*) take extra care of their pupil

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3. Use the correct form of verbs to complete these sentences.

(*i*) Water _____ at 100 degrees celsius. (is boiling / boils)

(*ii*) We usually _____ Shimla in May. (visit / are visiting)

(*iii*) Look ! The bus _____ . (comes / is coming)

(*iv*) We _____ where they live. (are knowing / know)

(*v*) Wheat _____ in these fields. (is growing / grows)

(*vi*) I _____ he is at fault. (think / am thinking)

(*vii*) I have lost my book again. I _____ things. (lose / am always losing)

(*viii*) Sumit _____ for a house to live in. (looks / is looking)

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4. Look at the words and phrases given below. Rearrange them to form meaningful sentences.

1. on / design / beautiful / the / is / the cover
2. letters / novel / the / has been / printed / bold / in
3. gifted / paper back / me / teacher / my / edition / the
4. treasure / is / book / my / this / precious

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5. 1. has / advantages / many / in / life / a / city / big
2. life / city / of / advantages / are / many / there
3. essential / many / amenities / available / are / cities / in
4. cities / there / are / big / activities / in / hectic

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6. Use the correct form of infinitive or gerund.

(*i*) Never try _____ (befool) me.

(*ii*) We have an aversion to _____ (swim).

(*iii*) Bid them _____ (bring) those files.

(*iv*) The journey is about _____ (begin).

(*v*) I am not afraid of _____ (speak) the truth.

(*vi*) We like _____ (play) with those boys.

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13
Holiday Assignment

Grammar

1. Write the correct determiner :

(*i*) (The / A) girl in blue dress is his sister.

(*ii*) Do you have (any/little) idea about him ?

(*iii*) (Little / Much) did I know that he would fail again.

(*iv*) (A / An) university is not a place for enjoyment.

(*v*) (There / their) family lives there.

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2. Read the dialogues given below and complete the passage that follows :

Captain : Do you know how to play cricket ?

Nitesh : Never had a chance to learn it.

Captain : In this school every student has to learn it.

The captain asked Nitesh (*a*) _____ Nitesh replied (*b*) _____. The captain then told Nitesh (*c*)_____ .

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3. Customer : Can I have a small bottle of tomato sauce ?

Shopkeeper : Sorry, I have only big bottle.

Customer : When will it be available ?

Shopkeeper : I can give it to you tomorrow.

The customer asked the shopkeeper (*a*) _____ . The shopkeeper said regretfully (*b*) _____ . The customer wanted to know (*c*) _____ . The shopkeeper said that (*d*) _____ .

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4. Mother : Have you done your homework ?

Ankur : Yes, mom. May I go out to play now ?

Mother : Yes, you may, but come back soon.

The mother asked Ankur (*a*) _____ Ankur answered in the affirmative and asked (*b*) _____. The mother allowed him but added that (*c*)_____ .

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14
Holiday Assignment

Vocabulary

A. Match the following idioms with their meanings.

(*i*)	smell a rat	(*a*)	furiously
(*ii*)	pull a long face	(*b*)	completely
(*iii*)	tooth and nail	(*c*)	without provocation
(*iv*)	every inch	(*d*)	show signs of fear
(*v*)	in cold blood	(*e*)	look worried
(*vi*)	a queer fish	(*f*)	suspect something
(*vii*)	show the white feather	(*g*)	do something remarkable
(*viii*)	odds and ends	(*h*)	miscellaneous things
(*ix*)	set the Thames on fire	(*i*)	active
(*x*)	up and doing	(*j*)	a strange person

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B. Complete the following words by supplying the missing letters.

1. exist ___nce
2. mov__ment
3. in__irm
4. cow ___ rdice
5. cru ___ lty
6. prot__ction

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C. Tick mark (✓) the correct spellings of the four options.

1. (*a*) ignorence ☐ (*c*) ignourance ☐
   (*b*) ignorance ☐ (*d*) ignurance ☐
2. (*a*) meenness ☐ (*c*) meanness ☐
   (*b*) meannass ☐ (*d*) meonness ☐
3. (*a*) guidence ☐ (*c*) guidance ☐
   (*b*) guydence ☐ (*d*) guidince ☐

4. (*a*) obediance ☐ (*c*) obedance ☐
   (*b*) obedience ☐ (*d*) obeydance ☐
5. (*a*) andurable ☐ (*c*) endurable ☐
   (*b*) enduirable ☐ (*d*) endureeble ☐
6. (*a*) cleenliness ☐ (*c*) cleanleeness ☐
   (*b*) cleanliness ☐ (*d*) cleanlyness ☐
7. (*a*) continous ☐ (*c*) continuos ☐
   (*b*) continuous ☐ (*d*) contenuous ☐
8. (*a*) noticable ☐ (*c*) noticeable ☐
   (*b*) nouticeable ☐ (*d*) noteecable ☐

D. Circle the correct word.

(*i*) It is a (specious / spacious) building.

(*ii*) Get the (kettle / cattle) tinned.

(*iii*) She is wearing a very nice (suit / suite).

(*iv*) I (raised / razed) him from his knees.

(*v*) We sat in the (shade / shadow) of a tree.

(*vi*) She comes of a (respectful / respectable) family.

(*vii*) The man was extremely polite and (respectful / respectable) to all of us.

(*viii*) Motor vehicles without (patrol / petrol) are of no use.

E. Consult the dictionary and tick (✓) the words in which the letter 'g' is spoken.

(*i*) sign ☐ (*ii*) agnostic ☐

(*iii*) resign ☐ (*iv*) signature ☐

(*v*) malignant ☐ (*vi*) poignant ☐

F. The letter 'gh' are silent in words like 'weight', 'thought', 'fight'. Think of a few more words in which these letters are silent. Using the clues given below, write such words.

(*i*) ta _____ t (*ii*) m _____ gh _____

(*iii*) fri _____ (*iv*) sl _____ t

(*v*) br _____ t (*vi*) fo _____

(*vii*) n _____ t (*viii*) bri _____

(*ix*) he _____ t (*x*) thr _____

G. Match these words with their antonyms.

	A	B
(*i*)	sadness	work
(*ii*)	fresh	empty
(*iii*)	refused	stopped
(*iv*)	began	tired
(*v*)	rest	gladness
(*vi*)	full	laugh
(*vii*)	weep	allowed

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H. Give one word for each of the places where these creatures are kept.

(*i*) A place where dogs are kept _____

(*ii*) A house or shelter for a horse _____

(*iii*) A home of a lion _____

(*iv*) A place where fishes are kept _____

(*v*) A place where animals and birds are kept _____

I. Add the prefixes or suffixes from the box to make new words.

hood, ness, de, mis, ing

(*i*) link _____ _____ _____

(*ii*) amaze _____ _____ _____

(*iii*) trust _____ _____ _____

(*iv*) happy _____ _____ _____

(*v*) child _____ _____ _____

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15
Holiday Assignment

Fun With Words

A. Find out the antonyms of the words in the box in the word search. One is done.

REAL
MINIMUM
ORDER
PARDON
DISORDERLY
SIMPLE

A	R	Q	B	C	D	B	R	O	G	N
B	I	M	A	G	I	N	A	R	Y	O
C	H	A	O	S	D	Z	F	D	H	P
D	N	X	B	O	C	N	E	E	N	D
E	O	I	J	G	F	O	D	R	M	C
C	O	M	P	L	E	X	U	L	N	X
D	P	U	N	I	S	H	S	Y	O	Y
E	F	M	K	N	P	Q	T	U	N	N
H	G	I	L	Z	S	R	R	P	O	M

B. What are the opposites of these adjectives ? Write the words in the puzzle. Have fun while you learn.

1. humble
2. unhappy
3. slow
4. ugly
5. difficult

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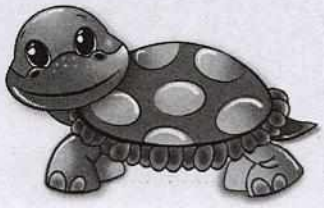
			p		
	2		p		
			o		
	3		s		
			i		
4			t		
			e		
	5		s		



As slow as a tortoise

C. Find new words by changing the order of letters in each word.

e.g., RARE ..... REAR

SILENT _____

RIPE _____

DEAR _____

RETAIN _____

MADE _____

CHEAP _____

TOP _____

TUB _____

D. Add or take away one or two letters to get another word. A clue for the new word has been given.

e.g., Garden ..... Warden

KING _____

ROCKET _____

BOLD _____

RIDDLE _____

PLIGHT _____

RUBBLE _____

SINGER _____

E. Unscramble these words.

ANUT _____

AIDP _____

PPLEA _____

TICENO _____

ROWK _____

ENCEF _____

Reading Skills

Stories Based on Moral Values

Contents :

1 Midas and the Golden Touch

Think Awhile

Do you think happiness comes from accumulating more and more money or piling up heaps of gold ? Surely not. The more one gathers such things or runs after material things, the more miserable he becomes. Read the story of King Midas and his lust for gold and the need for love and affection rather than the curse of material possession.

Once upon a time, there lived a very rich king called Midas. Midas had a daughter whom he called Marigold. Even though Midas was so rich, he was not **satisfied.** He always longed for more. He was greedy and wanted to be the richest man in the world.

Once, Midas had done a good deed for a *satyr*, a creature with the head and body of a man, and the ears, horns and legs of a goat. The Greek god Dionysus was pleased with him and granted him one wish.

"You have been kind Midas. I therefore **grant you one wish.** You can have any one thing that you want," said Dionysus to the King.

Midas, being both greedy and foolish, said, "I would like everything I touch to turn to gold."

"Think wisely, Midas," warned Dionysus, "This wish might bring you plenty of **wealth** but it will not bring you happiness."

Midas was sure it would make him richer and happier. He **stuck to** his wish, refusing to listen to the advice.

"Very well," said Dionysus, "tomorrow morning when you wake up, you shall have your wish. Everything you touch will turn to gold."

Midas was so excited to that he could **barely** sleep.

Early the next morning at sunrise Midas woke up, eager to see if his wish had been **granted.** He touched his bed. It turned to gold. He touched the **chair,** which too turned to gold.

Overjoyed with this new gift, Midas ran out into the garden and touched the flowers, trees, leaves ... everything turned to gold almost immediately.

After a while, Midas became hungry and decided to go indoors and have some breakfast. Seated at the dining table, he picked up a piece of food, but he couldn't eat it, for it had turned to gold in his hand ! "I'll **starve**,"- moaned Midas, "Perhaps this was not such a good wish after all !"

Seeing his **misery** and not knowing anything about his wish, his daughter, Marigold, put her arms around her father to **comfort** him and she too turned to gold. She was no longer his little girl but a golden statue !

Midas was struck with **grief.** He went to the river and wept **bitterly** until Dionysus felt he had learnt his lesson.

Once again, Midas was asked, "Do you still want to have the gift of the golden touch ?"

"No, No !" said Midas, "Take it away please. I have been foolish and greedy".

"You have washed away the gift of the golden touch with your tears Midas. Now take a jug and fill it with water from the **spring** in your garden. Then **sprinkle** the water on everything you have touched."

Midas ran to do as he had been told. As he had been promised, everything turned back to **normal**, including his precious daughter Marigold. Midas was happy once again.

Midas had indeed learnt his lesson. He was no longer greedy and learnt that although it is nice to be rich, things like people and food are even more **valuable** to us than all the gold in the world. Midas was no longer the **wealthiest** king, but he was the happiest.

Activities

A. Fill in the blanks with the given words.

miseries, normal, contented, bitterly, greedy, sprinkling, spring, granted, starving, grief

1. You lose your self-respect if you are ..... .
2. If you are ..... with your lot, you can be happy.
3. Do you think you will be happy if your wishes are ..... ?
4. Material things bring more ..... than joys.

5. The poor are ..... due to food shortage.

6. She wept ..... over the death of her only son.

7. You will come to ..... if you neglect your health.

8. The patient was feeling ..... in the morning.

9. It's ..... but there are no roses in the garden.

10. The gardener is ..... water on the plants.

B. Match both columns :

	Column 'A'		Column 'B'
1.	I would like everything I touch	(*a*)	he was not satisfied
2.	He picked up a piece of food	(*b*)	but he was the happiest
3.	Though Midas was very rich	(*c*)	but he couldn't eat it
4.	Sprinkle the water on everything	(*d*)	to turn to gold
5.	Midas was no longer the wealthiest king.	(*e*)	you have touched

C. Answer the following questions briefly :

1. Why did Dionysus grant Midas one wish ?
2. After being granted his wish, was Midas happy for long ? Explain.
3. Why did Midas want Dionysus to take back his gift ?
4. What did Midas realise once his gift was taken back ?

Try it

Go to an orphange, give your old clothes and some food to the inmates. Think of the feelings of inner joy you have from this noble act.

2 Patience

Think Awhile

Patience means to be calm and to control one's emotions. A person who does not control himself becomes short-tempered and selfish. Most people avoid impatient people and shun their company.

When you are patient, you can think calmly and act intelligently. An angry man does rash things. Patience and perseverance go hand in hand. If you are patient, you will persevere.

You must have heard of Thomas Alva Edison, a famous scientist, who invented the gramophone for us. When he was small, he was expelled from school, because the teacher found him very dull.

His mother was a very intelligent lady. She did not lose heart. Nor did she let her son lose heart. She gave him coaching at home. Both the son and the mother worked hard, with confidence and faith in God.

In course of time, Thomas began to pick up and slowly he developed a love for studies. His mother continued to teach him. He began to work hard and gained a lot of knowledge.

Many other stories of great men are there to prove the same fact. Failures were converted into successes with patience and continuous hard work.

Failures, difficulties and hindrances are natural things in life. Never be disappointed. Do not complain or grumble when you have a setback.

Long, long ago, there lived in an ancient city, a man called Job. God had blessed him with a good wife, a large family, and a lot of riches. In all humility, Job worshipped and thanked God for His blessings. However, a few years passed and God decided to test Job. He took away his wife, and one by one, his children too. Job prayed all the harder that God may bless him and give him the strength to bear his sorrows. Then Job lost his house,

his land and all his wealth. He became a beggar. Still he did not grumble to God. One day his whole body got covered with sores and no doctor could cure him. Job was very patient. He continued to pray and said, "What God had given, He has taken, and blessed be His name."

So strong was Job's faith in God and his patience so enduring, that God decided to reward Job. He had passed the test. His sores began to heal. His body became strong and beautiful once again. He got back his house and lands. He started a new family. He became richer than before.

True patience means bearing with courage all the troubles and sorrows without losing trust in God.

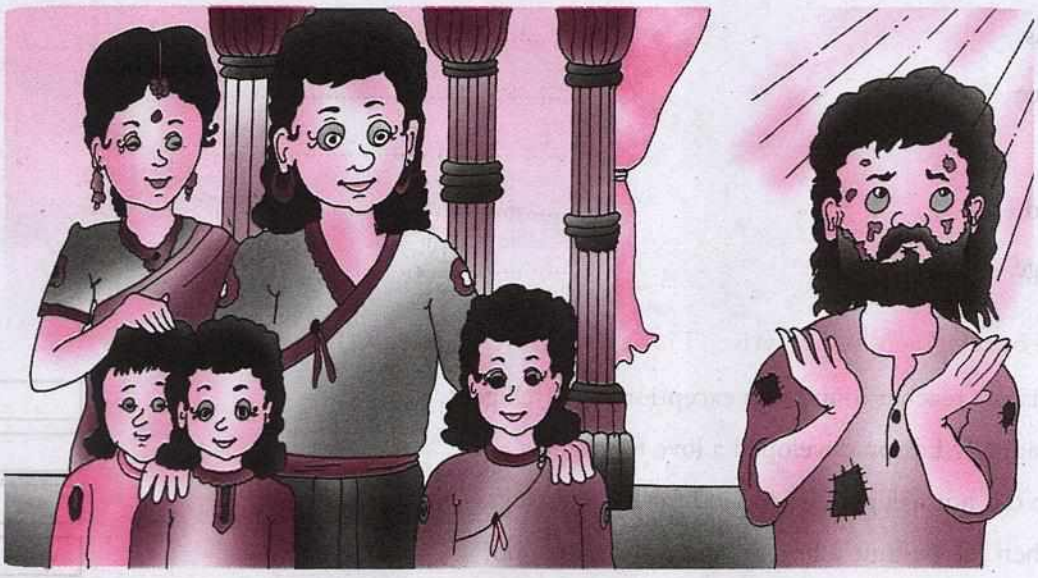
There is a general belief that success comes to those who are rich, powerful and influential. But it is a wrong belief. Success comes to those who work hard without losing heart.

Patience is a virtue. One, which each one of us should try to cultivate. It is the quality that cements the bonds of friendship. It brings in happiness.

Gandhiji had these words written on the wall of his room, in Sewagram :

"When you are in the right you can afford to keep your temper,

And when you are in the wrong you cannot afford to lose it."



Activities

A. Fill in the blanks with the given words :

success, disappointments, difficulties, complain, weaklings

1. Failures, ... and hindrances are natural things in life.
2. Children who are brought up under easy circumstances often grow up to be ..... .

3. Success comes to those who do not ..... or grumble when they face tragedy in life.
4. You can achieve ..... in your life, if you have the patience to persevere.
5. Inventors and scientists have to suffer many failures and ..... before they achieve success.

B. Here are some names of great people, who achieved greatness through perseverance and patience. Find out what made them famous. Write this down in the blanks :

Isaac Newton .....

Madame Curie .....

Jagdish Chandra Bose .....

C.V. Raman .....

Florence Nightingale .....

C. Write the opposites of these words.

Success .....

Patience .....

Failed .....

Reward .....

Courage .....

D. In the boxes given below write (T) for true statement and (F) for false statement.

1. Edison's teacher found him exceptionally intelligent. ☐
2. Gradually Edison developed a love for studies. ☐
3. Job did not feel grateful to God for His blessings. ☐
4. When Job became a beggar he grumbled to God. ☐
5. Patience cements the bonds of friendship. ☐

E. Answer the following questions briefly.

1. Why was Edison expelled from the school ?
2. How did Edison's mother react when he was expelled from the school ?
3. How did Job bear the loss of his wife and children ?
4. What did God decide after sometime ?.
5. What does true patience mean ?

Try it

Relate an incident when you lost temper and afterwards repented.

3 Idleness

Think Awhile

Our mind is the head of our body. We should train our mind by keeping it busy with good and useful thoughts. The moment our mind is idle, the Devil begins to work there. It's idleness that leads us to evil ways. Time is precious and has a great value in life. Learn to employ your time usefully. Never waste even a single moment.

Idleness is the mother of all vices. Therefore, always keep yourself busy. A person who shirks hard work becomes lazy and worthless. It is aptly said, "An idle mind is the Devil's workshop."

Idleness can lead us to unhappiness. An unhappy person is always restless and uneasy. Such a person becomes selfish and jealous of the achievements of others. A busy mind is a healthy mind as it has no time to waste on selfish thoughts.

A very hard-working mother cultivated all kinds of vegetables in her garden. One day she said to her daughter, "Roopa, come here a moment. Look at all these yellow marks that are on the interior part of the leaves of the cabbages. They are eggs and from these eggs will be born very beautiful but very dangerous insects. This afternoon you must check the leaves one by one and destroy all the eggs you find. In this way we shall have better, bigger and greener cabbages."

Roopa did not think that there was any particular hurry for that kind of work. She was lazy. So she put it off for another day and soon she forgot all about it. Roopa's mother fell ill and for a few days she could not work in the garden. However, as soon as she was well, she took her lazy child to the cabbages. What a sight !

Every leaf had been eaten and all that remained were the stalks. The mother was sad. She had looked forward to a bumper crop of cabbages. Tears rolled down her cheeks. Roopa realised the result of her laziness. She had always been putting off work for the next day. She was ashamed of herself. She asked her mother to forgive her.

Her mother said to her, "What can be done today should never be put off till tomorrow. But more important still," she continued. "You must learn to nip the evil in the bud, otherwise it will be too late."

You must discover the joy of work. Those who avoid work and pursue pleasure, usually learn too late in life that they have missed much of the real 'fun in living.' The value of work should be learned at an early age. The habit of being industrious is formed when you are young. If you can do anything useful, you are useful in the world. Don't delay action.

Once a colony of ants was carrying grains of wheat in their mouths. They were storing them as provisions for the winter. A grasshopper, on seeing the parade of black insects, started making fun of them, saying, "Oh you poor ants ! You're doomed to crawl along the ground, loaded down like beasts of burden, while I, as you can see, spend the day singing and leaping from branch to branch."

Listening to these words, an old ant replied. "Go ahead and sing all you want to; I'll be seeing you next winter."

The winter came and the grasshopper, not having stored anything, knocked at the ant's door, asking for help. She heard the old ant call out, "Didn't I tell you that winter would come ? During the short summer you sang, while we worked. You are lazy and love pleasure. You can dance to your heart's content now. We've only got enough for ourselves."

This is an age of achievement, provided you persevere in whatever you try. All great men were not great when they started their career. Neither were they wise. But they made themselves great and wise through their hard work.

A snail started climbing a cherry tree. Some sparrows laughed at him and teased. They said, "You sap, don't you know, there are no cherries on this tree." The determined snail replied as he kept on climbing, "But there will be when I get there."

Activities

A. Match both columns :

	Column 'A'		Column 'B'
1.	Success comes to those who do not complain	(*a*)	correct your mistakes and remove your shortcomings.
2.	If you work hard honestly, God will	(*b*)	we postpone our work.
3.	You will achieve success if you	(*c*)	or grumble, when they have setbacks
4.	We can fall into idleness when	(*d*)	and turn away from the devil and his attractions.
5.	We should be alert and keep our mind busy with good thoughts and good work	(*e*)	bless your efforts with success.

B. Discuss the following statements :

(*a*) Idleness leads to evil ways of life.

(*b*) A healthy mind is always in a healthy body.

(*c*) Time is precious.

(*d*) Work is worship.

C. Fill in the blanks with the given words :

actions, preparation, run, climbing, busy

1. Success will not seek you out. You have to ..... after success.
2. To succeed at anything, you keep ..... even though you cannot see the prize.
3. Don't forget that people will judge you by your ..... not by your intentions.
4. Learn from the ..... bee and keep busy.
5. Success depends on your ..... and perseverance.

D. Answer the following questions briefly.

1. What did Roopa's mother ask her to look at ?
2. What will be born from eggs ?
3. Why could Roopa not destroy the egg ?
4. Why could Roopa's mother not work in the garden ?
5. What advice did the mother give to Roopa ?

Try it

What do you do when you are free ? Watch TV ? Cultivate some creative hobby. Devote half an hour daily to it.

4 Anger

Think Awhile

Love and hatred are two of the most powerful passions. Anger comes out of hatred. It is a terrible passion. It is responsible for brutal murders and bloody massacres. Keep it out of your heart. It will harm you more than your enemy. It works in you like a poison. Anger can cause high blood pressure, heart disease and death. People have been known to commit suicide and murders in anger.

The great philosopher Socrates spent most of his time teaching people about goodness, truth and justice. He did not earn much money, and so his wife was always shouting at him and often made scenes.

One winter morning, as Socrates sat outside his house talking to his pupils, his wife came out in a rage. She shouted at him at the top of her voice calling him a useless, good-for-nothing fellow. She picked up a bucket full of cold water. She threw it at her husband, drenching him from head to foot. The pupils watched their teacher in shocked silence. Socrates did not lose his temper. He remainded unperturbed and kept his balance of mind.

When his wife had gone, he laughed aloud and said to the young men, "You see, it rains after thunder." The pupils laughed, too, amazed at their master's calmness and understanding. He had taught them that anger is born of greed. They knew his wife was greedy but Socrates was great. He never lost his temper. He made the world rich by teaching people the path of wisdom and patience.

He said a man who cannot control his temper, changes his personality altogether. He will not appear polite or well behaved. He is likely to use bad language and act violently. In this way, he will have more enemies than friends.

Therefore, exercise self-control, self-control is the only way to keep your dangerous impulses in check.

Long ago in Rome there was a split between the common people and the aristocrats. The split grew so wide that the people marched out and fled from the city. Anger, hatred and jealousy reigned supreme. The life of the city came to a standstill.

Life was only restored to normalcy when one very clever man related the fable of the belly and the members of the body to the people.

The fable goes like this. Once upon a time the members of the body grew annoyed with the stomach. They said the stomach did the least work. He sat the whole day, doing nothing. They all had to labour hard and somehow bring food to the stomach.

So, the members of the body decided that they would no longer bring food to the stomach. The hands refused to lift the food to the mouth. The teeth would not chew the food. The throat would not swallow it. In this way they decided to take revenge on the lazy stomach.

But the only result was that the whole body was in danger of starving to death and thus the members of the body learned that the only way in which the body could maintain its health and well-being was by making every part of it do its share. They were not to be envious and jealous of any other part. Each one of us has his or her part to play in life.

If we are determined to take revenge, then the result may even be worse for us. It may cause great bitterness. A person in anger not only causes harm to others, but to himself as well.

Activities

A. Draw a mental picture of this scene :

A quarrelsome boy, stands before you. He bares his teeth. He picks up his satchel with both his hands.

He is ready to start a bloody fight. You stare at him. You feel anger slowly mounting up in you.

Don't let is succeed. Count ten. Cool off. Bring a smile to your face. In nine cases out of ten, the smile works. It makes the bully smile. He puts down his satchel.

B. Answer the following questions briefly.

1. Who was Socrates ? How did he spend most of the time ?
2. What did his wife do, one day, in a rage ?
3. Why did life of the city of Rome come to a standstill ?
4. What did the members of the body decide ? What happened then ?
5. What did the members of the body learn ?

C. Fill in the blanks with suitable words.

1. Socrates remained quiet ..... his wife shouted at him.
2. Socrates remained undisturbed ..... kept his balance of mind.
3. He laughed aloud ..... his wife had gone.
4. Sacrates taught his pupils ..... anger is born of greed.
5. A man ..... cannot control his temper is disliked by others.

Try it

What do you do in a fit of anger ?Break things ? Shout at others ?

Breathe deeply. Watch yourself. Write, why you lost your temper.

5 Prayer

Think Awhile

God is very close to us. He loves us and protects us all times with His invisible hands. We should have firm faith in Him and turn to Him in our needs.

Not very long ago Sheila's parents were transferred from Lucknow to Delhi. She wasn't very pleased with it because she had to leave her best friend Nora behind. Now, Sheila wouldn't be able to talk to her everyday. She would have to either write a letter or call her on the phone.

But it's different with God. If you move from China to England, He is with you ! You don't have to write Him a letter or call Him on the phone because He is wherever you are.....New York, Hong Kong, Delhi or Lucknow !

So if you have a problem or wish to give thanks to God, don't waste time. He is listening when you are talking ! You can speak to God anywhere. It need not to be in a particular place. You can speak to Him often during the day. Speak in your own little words. Speak in simple sentences. Talk to Him in any language you like. He understands you and knows what you mean.

This talking to God is called PRAYER.

Prayer is the lifting up of one's mind and heart to God. It helps us to have a close connection or link with God. All nature is filled with prayer to God.

You can pray to God at any time—walking, standing, sitting or travelling.

Your father and mother are near and they check on you often. But God is ever closer, so close, that no one can be closer. At night, as you hold your quilt above you, say to yourself, "God is close to me, loving me, holding me tight to protect me". Be sure you have God as a close friend.

Faith in God is very important and necessary for our life. God has given us everything, we should turn to Him in our needs. We are aware of His greatness, goodness and absolute power. Therefore, we should pray and place our faith in God.

Open your heart to Him. He will solve your problems. Rely on Him. He will solve your problems. Prayer can cure all your diseases.

About seven hundred years ago, there lived in Maharashtra a holy man called Raka, a potter. One day he put his clay pots in his furnace. He lit the fire. He shut the furnace door. A little later he saw a cat running wildly about outside the kiln. To his horror, he realised that the cat had given birth to her kittens inside the kiln. She was now worried about the welfare of her kittens. Raka was helpless. On account of the blazing fire, he just could not open the kiln door. All he could do was to pray to God for a miracle.

He prayed earnestly, "O Lord, save those innocent kittens. If they come out alive, I shall give up all worldly things and follow You."

Three days passed. The potter continued praying. The kiln cooled down. It was broken open. The cat was beside him waiting to enter the kiln.

The well-baked pots were taken out. Out leaped all the playful little kittens.

God had heard the potter's prayer. He saved the little kittens. It was unbelievable. How could the kittens stay alive ? It was God who had saved them.

That is the power of prayer.

And Raka true to his word renounced the world.

Activities

A. Write true or false against each statement :

1. A true prayer comes from the heart. .....
2. Kneel down in a quiet corner and then pray. .....
3. A true prayer comes from the lips, not the heart. .....
4. Remember God always and at all times. .....
5. The best prayer is the one for our ownselves. .....

B. Complete the sentences :

1. Usually people pray to God when they _____ .

   .....

2. It is an insult to God to say your prayers _____ .

   .....

3. Remember God at _____ .

   .....

4. God has given us the power to _____ .

   .....

5. God forgets and forgives _____ .

   .....

C. Learn these two prayers and repeat them everyday :

At meals times :

Bless us, O Lord,
And these, Thy gifts,
Which we are about to receive from
Thy bounty. Amen.

At the end of the day :

We give Thee thanks
Almighty God, for all the benefits,
Which we have received
From Thy bounty. Amen.

D. Fill in the blanks with suitable words.

1. You can speak ..... God in any language.
2. Prayer is the lifting up ..... your mind.
3. All nature is filled ..... prayer to God.
4. Raka put his clay pots ..... his furnance.
5. If they come out alive I shall give ..... all worldly things and follow God.
6. The well-baked pots were taken ..... .
7. This is the power ..... prayer.

Try it

Recollect in a diary entry daily, the good/bad deeds done by you. Offer them to God.

6 Admit your Faults

Think Awhile

We all make mistakes at sometime or the other. We are human beings, not angels. Sensible people admit their mistakes and try to correct them. The mistake may be big or small, deliberate or accidental, we must always admit it and apologise for it.

Chandu, a peasant boy, was guarding his herd of cows in the woods. Each cow had a bell around its neck and the most beautiful cow had the best bell.

A stranger came and said, "This is a beautiful bell. How much did it cost ?"

"Twenty rupees," answered Chandu.

"Only twenty rupees !" exclaimed the stranger. "I am prepared to give you forty rupees for it. Please let me have it."

Pleased with the bargain Chandu took the money and handed over the bell to the stranger.

But, now that the cow had no bell, Chandu did not know where it was as he could not hear the bell. The animal went off deep into the woods and the stranger, who was waiting for it, took it by the horns and led it away.

At the end of the day when he couldn't find his cow, Chandu realized how he had been deceived. He went home and related the sad story. He sighed, "I would never have thought that a thief would pay such a good price for the bell in order to rob me of the animal." His mother also felt the loss of the cow. She said, "Did it never occur to you why we always put a bell around a cow's neck ?"

"Alas," replied Chandu, "the sight of so much money had mesmerised me. It was only when the cow had been lost that I realized the importance of a bell."

Everything in this world has a meaning and rules are made to be observed.

Chandu said "Sorry" to his parents. Saying "Sorry" could not undo the wrong. But at least the poor boy felt better. His parents felt very bitter, but they had to bear the loss somehow.

Sometimes, if you do not admit your mistake, you may have to tell a number of lies as a cover-up. Would it not be better and simpler to tell the truth and admit your fault ? It takes courage to tell the truth and admit one's fault. If you forget to return some money to a friend, it is much better to admit your mistake than to find excuses and blame someone else.

Some people are too proud to admit their faults and mistakes. This is wrong. It shows that they have a weak character. Even if you are going to be punished for your error, take it courageously and remember it is for your own good. It is to our advantage if we learn from our mistakes.

Sohan Pal could see no reason for the rule about washing his hands before eating. One day he had a severe pain in his stomach. He had a high fever. The tests showed that he had worms in his stomach. The tiny eggs of the worms had got into his stomach, from his unwashed hands. He now understood his mistake. He told his mother "My hands looked clean so I did not wash them. That is why I had to have this long treatment in the hospital. I shall be careful about washing in the future. I am sorry for causing you so much worry and unnecessary expense."

Admit your faults. Take immediate measures to improve yourself, and don't forget : God helps those who help themselves.

Activities

A. Match both the columns.

	Column 'A'		Column 'B'
1.	You must try to shun	(*a*)	these mistakes again.
2.	Try not to fall	(*b*)	we are sincere and humble.
3.	You must not repeat your mistakes and	(*c*)	into temptation.
4.	Promise not to commit	(*d*)	all vice and sin.
5.	God will help us if	(*e*)	ask God for His pardon.

1. .....
2. .....
3. .....
4. .....
5. .....

B. Correct the following sentences.

1. Proud people should learn not to admit their faults.

   .....

2. When we are proud we become famous.

   .....

3. We must not rely too much on ourselves.

   .....

4. We should give due respect to our parents, but not to our elders.

   .....

5. Saying "Sorry" can help to start a fight or a quarrel.

   .....

C. In the boxes given write (T) for true statement and (F) for false statement.

1. The most beautiful cow had no bell around its neck. ☐
2. Chandu did not know where the cow was. ☐
3. Chandu did not tell the whole story to his parents. ☐
4. Chandu was mesmerised by the sight of so much money. ☐
5. Chandu did not feel sorry for his mistake. ☐

Try it

Do you have the courage to speak the truth ? How do you feel when you hide the truth ? Express your feelings.

7 Duty and Devotion

Think Awhile

Some people might be a lot happier, perhaps wealthier and certainly more agreeable, if they would correct some minor flaws in their treatment of other people. Only your CONSCIENCE can help you to find true answers to the following :

1. Do you sometimes forget to say 'Thank you' ?
2. Do you sometimes take out your temper on your parents ?
3. Do you forget to repay a favour ?
4. Do you listen carefully to what others are telling you ?
5. Are you often late for school and dislike being checked ?
6. Do you get annoyed when criticized ?

Let your conscience give you correct answers. Try and improve yourself accordingly.

Once when a poor man was hurrying home from work, very hungry and tired, he heard the cry of a baby. After much searching he located it. Someone had left it alone in the dark. The man was in a real hurry to get home, but he could not ignore the baby's cries. His conscience repeatedly told him to pick up the baby and make it quiet.

Thinking that a mother or sister might come to get the baby, he waited around near the baby for a long time. But when no one came he picked it up. The baby was very hungry. Then he walked home. His wife was delighted to see the baby, because they had no children of their own. However, they were very poor. They barely had enough to eat for themselves. Yet they cared for the child until he became a healthy strong boy. The boy's presence in the house added spice to their life. They loved the boy and named him Deepak.

The man was at peace with his conscience. He had done his best for the child. He had not ignored the baby's cries.

Rajkumari Amrit Kaur was the daughter of Raja Haman Singh of the ruling house of Kapurthala. She studied in Great Britain and had the training and charm of a real princess. Yet her conscience kept directing her to lead a life of service for her countrymen. She chose to be a nurse and cheerfully did the menial work of looking after the sick and the dying. She became a follower of Mahatma Gandhi.

She was much influenced by Gandhiji's simple life and service to 'Harijans'. Later when the new Government of Independent India was formed, it was on Bapu's recommendation that she became the first Health Minister of India.

Today there is so much sinfulness, suffering and unrighteousness in our world. We need to awaken the conscience of the young people. They leave home and bring much worry and grief to their parents through their wild, uncaring ways.

A sense of duty pleases God. He rewards those who are dutiful. They are happy and prosperous, because they are mild and humble. They thank God for making them dutiful and for His gifts and blessings.

Activities

A. Fill in the blanks with the given words :

success, losses, busy, failure, lines, goal, sense, duty, desire, devotion

Work keeps our minds ..... . Do your duty with ..... . Work done on wrong ..... can never achieve its ..... . It can never meet with ..... . It is sure to turn out to be a miserable ..... with enormous ..... and setbacks. Hard work can be done only if we have a ..... of doing our ..... . Do not ..... more than what you deserve.

B. Complete these sentences.

1. Those who desire without deserving a thing are ..... .
2. A person has to adjust himself or ..... .

3. Never seek the advice of those ..... .
4. With determination you will do well not only in examinations but also ..... .
5. A child who learns to do his duty well is ..... .

C. Answer the following questions briefly.

1. What did the poor man hear while coming home from work ?
2. How did his wife react on seeing the baby ?
3. What name did they give to the baby ?
4. What did Rajkumari Amrit Kaur choose ?
5. After the independence what assignment was given to Rajkumari Amrit Kaur ?

D. Write here four essential points for doing your duty efficiently.

1. .....
2. .....
3. .....
4. .....

Try it

Do you easily forget a favour done to you ? Repay it after doubling it. Describe your feelings in a paragraph.

Notes

Notes