

9



WORKBOOK

A Textbook for English Course
(Communicative)



CENTRAL BOARD OF SECONDARY EDUCATION

Interact in English

Work Book

for
English Communicative

Class IX



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002

First Edition: 1993:1, 25,000
Second Edition: 1993: 25,0000
Third Edition: 1994: 2, 00,000
Fourth Edition: 1995: 50,000
Fifth Edition: 1996: 60,000
Revised Edition: 1997: 2, 00, 000
Reprint: February: 1998: 50,000
Reprint: December: 1998: 70,000
Reprint: June: 2001: 10,000
Reprint: August: 2002: 25,000
Reprint: December: 2003: 2, 25000
Reprint: November: 2004: 1, 70,000
Reprint: November: 2005: 47,000
Reprint: February: 2006: 2, 00,000
Reprint: January: 2007: 1, 50,000
Reprint: November: 2007: 1, 50,000
Reprint: December: 2008: 1, 40,000
Reprint: December: 2009: 1,50,000
Reprint: November: 2011: 2,25,000
Reprint: November: 2012: 2,00,000
Reprint: December: 2013: 50,000
Reprint: February: 2014: 50,000
Reprint: November: 2014:
Reprint: March: 2017: 1,20,000
Revised Edition : March 2022

© **CBSE, India**

Design & Layout:

Anand Book Binding House-1042/A-2,
Raghubarpura No-1, Gandhi Nagar, Delhi-110031, Mbl.: 9891110888

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपने इस संविधान में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 को धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 को धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य—भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह—

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाला उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों से सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाईयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolve to constitute India into a ¹SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendent) Act. 1976, sec. 2 for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendent) Act. 1976, sec. 2 for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51 A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the national constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age 6 and 14 years.

1. Subs. By the Constitution Sec. 04 (Eighty-Six Amendment) Act, 2002

Foreword

The English Communicative Curriculum was implemented in Class - IX in the academic session 1993- 94. The books were revised in 1995, 1997 and 2003 as a result of the feedback received from students, teachers and ELT professionals.

The Board received feedback from teachers teaching in various school systems i.e., independent schools, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti in large numbers which suggested that a change was already overdue. Accordingly, the book was revised in 2009.

The book has been designed to develop the student's communicative competence in English. The extracts selected have been taken with the purpose of making students think on their own and inculcating in them the life skills necessary for facing the challenges of the present as well as the future.

Teachers may adopt appropriate pedagogical practices to enhance the creativity of students. It must also be noted that language is not just a functional tool; it is rather a medium through which students interact with the world around them. Therefore, students should be encouraged to think on their own and express their ideas using their experiences, knowledge and imagination, rather than being text or teacher-dependent.

The effort of the material developers and editorial board for all editions is acknowledged. Feedback/suggestions for further improvement are welcome.

Team CBSE

Acknowledgements

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of this material has been applied for, however, information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

1. *Brer Rabbit and Brer Fox* by *Julius Lester* from *The Classic Tales of Brer Rabbit* by Joel Chandler Harris (Author), David Borgenicht (Editor), Don Daily Retold by Julius Lester
Publisher : Running Press, U.S.;
2. Climate-proofing crops -
www.katoombagroup.org/documents/newsletters/Vol2_No4.html
3. *The Three Tortoises* from www.seekermagazine.com/v0697/tongues.html
4. *India Weavers* by *Sarojini Naidu* from <http://www.poemhunter.com/sarojini-naidu/>
5. *The Lapwing* by *Meera Uberoi* from Poetry Magic 6 Edited by *Keki Daruwala* published by Ratna Sagar
6. *Alfred Hitchcock* (adapted from Wikipedia)
7. *Free Advice - M.K. Gandhi* (My Experiments with Truth)

ADVISORY BODY – 2017

Mr. R. K Chaturvedi, IAS, Chairman, CBSE

Sh. Manoj Kr. Srivastava, Joint Secretary (ART&I) & In-Charge, Academics, CBSE

EDITORIAL BOARD – 2017

Dr. Praggya M. Singh, Joint Director, CBSE,

Dr. Sweta Singh, Joint Director, CBSE,

Ms. Neha Sharma, Deputy Director, CBSE,

Dr. Monali Bhattacharya, Former Associate Professor, Banasthali Vidyapith,

Dr. Shweta Singh, Motilal Nehru College (Evening), University of Delhi,

Mr. Sandeep Tokas, Motilal Nehru College (Evening), University of Delhi,

Mr. Azaharuddin, Motilal Nehru College (Evening), University of Delhi,

Ms. Kirti Tandon, Step by Step School, Noida.

ADVISORY BODY – 2009

Sh. Vineet Joshi, IAS, Chairman & Secretary, CBSE

Prof. Kapil Kapoor, Convenor, Committee of Courses, CBSE

Prof. Usha Dutta, Department of Languages, NCERT

Ms. C. Gurumurthy, Director, Academics, CBSE

Dr. Sadhana Parashar, Education Officer, CBSE

EDITORIAL BOARD – 2009

Ms. Neelima Sharma, Education Officer, Directorate of Education, Delhi,

Ms. Neerada Suresh, Principal, K. V. Bhandup, Mumbai,

Dr. Indu Khetarpal Principal, Salwan Public School, Gurgaon,

Ms. Renu Anand, ELT Consultant,

Ms. Gayatri Khanna, ELT Consultant,

Ms. Menaxi Jain, Asst. Education Officer, CBSE.

MATERIAL DEVELOPERS – 2009

Ms. Alka Rai, ELT Consultant, **Ms. Anudita Bhatia**, Sardar Patel Vidyalaya, New Delhi,

Mr. Arvind Vikram, New State Academy, New Delhi, **Mr. D.N. Tiwari**, Laxman Public

School, New Delhi, **Ms. Manvinder Kaur**, Delhi Public School, Ghaziabad, **Ms. S. Mary**,

KV CRPF Avadi, **Ms. Mohini Kapoor**, Delhi Public School, Ghaziabad, **Ms. Mridula**

Aggarwal, Springdales Public School, Pusa Road, New Delhi, **Ms. Neena Kaul**, St. Mary's

School, New Delhi, **Ms. Neeru Bali**, Delhi Public School, Vasundhara, Ghaziabad, **Ms. P.**

Rajeshwary, MES Sr. School, Doha, Qatar, **Mr. Richard Court**, Kasiga School,

Dehradun, **Ms. Sarita Manuja**, Director & Principal, Ryat Bahara Group of Schools,

Chandigarh, **Ms. Seema Sharma**, DAV, Gurgaon, **Ms. S. Sukumar**, KV No. 2, Roorkee,

Ms. Swati Das, DPS Maruti Kunj, New Delhi, **Ms. Vandana Mishra**, KV No.3 Colaba,

Mumbai, **Ms. R. Venkateshwari**, Air Force Golden Jubilee Institute, Subroto Park, New

Delhi, **Ms. Vijay Lakshmi Raman**, Padma Seshadri Bala Bhawan, Chennai, **Ms. Meeta**

Tripathi, Freelance Artist, **Mr. Surinder Tripathi**, Freelance Artist.



First Edition - 1994

ADVISORY BODY

Prof. B.P. Khandelwal, Chairman

Mr. H.R. Sharma, Director (Academics)

Dr. R.K. Agnihotri, Convener

Prof. R. Dixit, NCERT

Dr. G.R. Kanwal

Mrs. Neelima Sharma

Mrs. Neelam N. Katara

CONSULTANT

The College of St. Mark and St. John Foundation,
Derriford Road Plymouth U.K.

Rod Bolitho, Dy. Director

Ray Williams, Coordinator

Sarah North

(Late) Stuart Mathews

Richard Walker

Sandy Urquhart

Kalthy Smith

Mike Scholey

MONITORING COMMITTEE

Prof. B.P. Khandelwal, Chairman

Mr. H.R. Sharma, Director (Academics)

Dr. R.K. Agnihotri, Delhi University

Prof. R. Dixit, NCERT

Dr. Rajni Badlani, English Studies Offerer, BCD

CONSULTANT

Mr. S.K. Gangal, Education Officer, CBSE

Dr. Rajni Badlani, ESO., BCD

Ms Sadhana Parashar, Assistant Education Officer, CBSE

Contributor

Material Production Group

Amber Banerjee, Anuradha Kalia, Beena Gokhale, James A. Bright, Kiran Bhatt, Lalitha C., Laxmi Srinivasan, Louisa Devadas, M. Vasudev, Neelam Nalini Kataria, P. Mani, Preet Kanwal, Ponmudi V., R Rajeshwari, Shashi Kochar, Veena Bhasin, Vijaya Lakshimi Raman.

Testing and Evaluation Group

Annie Koshi, Anuradha Kalia, Emu Foning, Indu Chopra, Kiran Kahsyap, Kusum Sharma, Manobi Bose Tagore, Nalini Ravindran, Patricia N. Franklin, P. Mani, Pushpa Chawla, Reinu Nagarkar, S.K. Gangal, Urmila Guliani

Inservice Teacher Training Group

Amber Banerjee, Anjali Dere, B.S.Dashora, Chetna Bhatt, D.Silva Jennifer, Emu Foning, G.Madhav Rao, Indira Srinivasan , Indramohini, Kangmani Jayraj, Meenu Bajaj, Meera Balachandran, M.Kantha, Nalini K., Neelima Sharma, Nirmala Jairaj, Nomita Wilson, Parvathi Krishnan, P. Seshubabu, P.U. Chackkapan, Sarita Manuja, Sheila Subramanian, Susmita Pani, T. R. Doholiya, Vijaya Subramanian

Revision Team

Ms. Neelima Sharma, Ms. Urmila Guliani, Ms. Neelam N. Katara, Ms. Veena Bhasin, Ms. Neena Kaul, Ms. Renu Anand.

Ms. Vimmy Singh, Ms. Wilma B. Kumar, Ms. Mridula Manchanda, Ms. Annie Koshi, Under the guidance of Prof. Kapil Kapoor, JNU, New Delhi

CBSE Advisors :

Mr. G. Balasubramanian, Director (Academic),

Mr. P. Mani, Education Officer (Humanities & Languages)

Contents

UNIT 1: VERB FORMS	1
Integrated Grammar Practice 1	18
UNIT 2: DETERMINERS	21
Integrated Grammar Practice 2	34
UNIT 3: FUTURE TIME REFERENCE	37
Integrated Grammar Practice 3	46
UNIT 4: MODALS	49
UNIT 5: CONNECTORS	65
Integrated Grammar Practice 4	72
UNIT 6: THE PASSIVE	75
Integrated Grammar Practice 5	87
UNIT 7: REPORTED SPEECH	89
Integrated Grammar Practice 6	104
UNIT 8: PREPOSITIONS	106
Integrated Grammar Practice 7	118
SAMPLE QUESTIONS	121



UNIT 1

VERB FORMS

1. Simple Past and Past Perfect

Complete this story by Julius Lester. Choose the correct forms of the words given in the brackets.

Brer Rabbit (a) _____ (*decided/ had decided*) gardening was too much hard work. So he (b) _____ (*had gone/ went*) back to his old ways of eating from everybody else's garden. Earlier, he (c) _____ (*made/ had made*) a tour through the community to see what everybody (d) _____ (*had been/was*) planting that summer and his eye (e) _____ (*was/ had been*) caught by Brer Fox's peanut patch.

As soon as the peanuts (f) _____ (*had been/ were*) ready, Brer Rabbit (g) _____ (*decided/ had decided*) to make his acquaintance with them. Every night he (h) _____ (*had eaten/ ate*) his fill and even started bringing his family. Brer Fox (i) _____ (*had/ had had*) a clear idea who was eating his peanuts, but he couldn't catch him. He inspected his fence and finally (j) _____ (*had found/ found*) a small hole on the north side. He tied a rope with a loop knot and put it inside the hole. If anybody (k) _____ (*stepped/ had stepped*) in it, the rope would grab his leg and hoist him up in the air.

That night Brer Rabbit (l) _____ (*came/ had come*) down to the peanut patch. He climbed through the hole and WHOOSH! Next thing he (m) _____ (*had known/knew*), he was hanging in the air upside down. There (n) _____ (*wasn't/ hadn't been*) a thing he could do, so he made himself comfortable to catch a little sleep!

1.1 Based on the story you have read above, answer the following questions.

(a) What had Brer Rabbit found out?

(b) What did he do when the plants grew?

(c) How did he enter Brer Fox's peanut patch?

- (d) Brer Fox had an idea of who was stealing from his patch. What did he do to trap Brer Rabbit?
-

You must have used the simple past tense and past perfect tense in your answer. Do you know most often, when you use the past perfect, you use it with the (simple) past?

Study the sentences from the story and write whether (a) the action happened before the action mentioned in the simple past tense, or (b) an action happened after the action mentioned in the past perfect tense.

(e.g.) Brer Rabbit had decided (a) gardening was (b) too much for him. So, he went _____ back to his old ways. Earlier, he had made _____ a tour through the community to see what everybody had been _____ planting that summer and his eye was _____ caught by Brer Fox's peanut patch.

2. Here is a news story about how crops are saved by climate-proofing them. Complete it by choosing the right words from those given in the brackets.

Among the most worrying aspects of climate change today (a) _____ (*is/ has been*) the effect it (b) _____ (*has had/ have had*) on the food supply of the world. Scientists (c) _____ (*have focussed/ focus*) their attention and efforts on increasing crop yield and improving crop resilience. Asia and Sub-Saharan Africa (d) _____ (*have been/ are*) the most affected today. Their population (e) _____ (*is/ has been*) the world's fastest growing rice consumer. The most vulnerable agricultural systems (f) _____ (*are/ have been*) the rain-fed uplands and lowlands that form 80% of total rice land. Until recently, scientists (g) _____ (*have focussed / focussed*) on improving crop yields, and in a relatively short period of time, (h) _____ (*give/ have given*) us higher yields. Warning reports of increased droughts and floods, (i) _____ (*shift/ have shifted*) scientists' attention towards making crops "climate - proof"

2.1. Answer the questions based on your reading of the passage above.

- (a) What have been the most worrying aspects of agricultural growth?
-

- (b) What do scientists today focus on?
-

UNIT
1

© Where is the negative impact of climate felt most ?

(d) What have the scientists been focusing on so far?

(e) Why has their attention shifted?

Did you know

You would have used the simple present and present perfect tense in your answer. Why?

The main use of the **simple present tense** is to refer to

- (i) **an action that takes place now. (at that moment)**
- (ii) **routine action/s.**

The **present perfect tense** is used to refer to **an action which has happened in the past but whose effect still remains.**

(e.g.) Among the most worrying aspect of climate change is the effect it has on the world's food supply.

Climate scientists have predicted that the cultivation of rice in Asia and Sub-Saharan Africa has been affected severely, since 1970. But today, lack of funds hinder research.

3. Working in pairs, fill up the table by asking your partner about what he/she does on the following days and times.

<i>Day</i>	<i>7.00 am</i>	<i>1.00 pm</i>	<i>6.00 pm</i>
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Write a brief account of his/her actions on the specified times and days, in the space below. Ask further questions, if necessary. Use the simple past/past perfect tense to write your description.

e.g. (a) Rani visited the zoo on Sunday.

(b) She had finished all her homework by 5.00 am on that day.

4. Present Continuous

Look around your classroom and observe the activities in your school in this period. Describe what you, your teacher or class are doing in the form of a paragraph.

e.g. The Blue House is practising its songs for the competition. I can hear the band which is playing patriotic tunes, in the playground.

5. Simple Past and Past Continuous

There was a burglary in your neighbourhood. You saw something suspicious. Tell the police officer all about it by filling in the blanks choosing the correct forms of the words from the options given below.

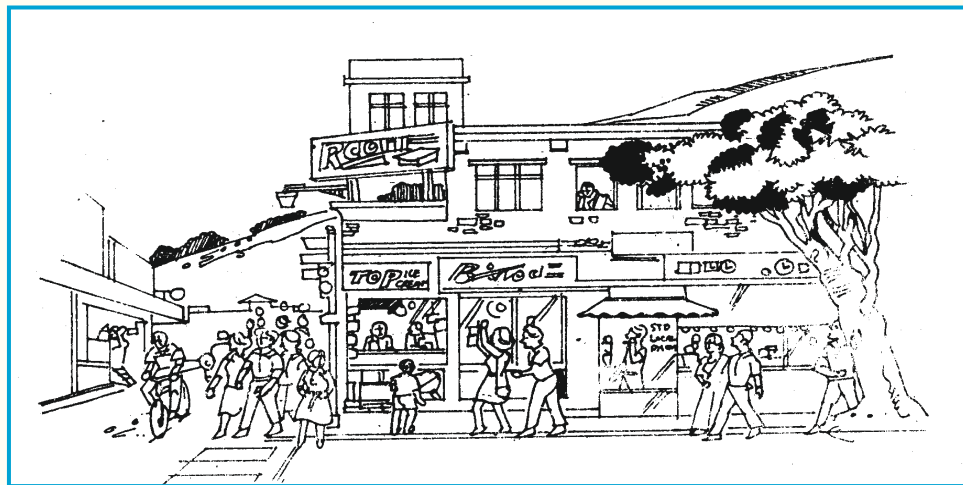
It (a) was raining last night. I (b) _____ TV. I (c) _____ a little restless. I (d) _____ to the window and was looking out when I (e) _____ that Mr Sharma, my neighbour (f) _____ near the door. I thought he had gone to shut it. I also (g) _____ Mrs Sharma walking up and down in her garden. Then I heard Mr Sharma calling his wife to come in. I (h) _____ back to my table and opened my book. I (i) _____ when I heard a thud and a scream. I (j) _____ out of the house and saw a man in a black coat and hat running towards the gate. Mr and Mrs Sharma (k) _____ in the street. I saw a car speeding away with the burglar.

- | | | | | |
|-----|-------------------|--------------------|---------------------|---------------------|
| (a) | (i) raining | (ii) was raining | (iii) were raining | (iv) rained |
| (b) | (i) were watching | (ii) watched | (iii) was watching | (iv) watching |
| (c) | (i) has felt | (ii) felt | (iii) was feeling | (iv) feel |
| (d) | (i) had gone | (ii) went | (iii) was going | (iv) gone |
| (e) | (i) noticing | (ii) was noticing | (iii) were noticing | (iv) noticed |
| (f) | (i) stood | (ii) were standing | (iii) was standing | (iv) were stood |
| (g) | (i) seeing | (ii) saw | (iii) was seeing | (iv) seen |
| (h) | (i) had come | (ii) was coming | (iii) came | (iv) were came |
| (i) | (i) had read | (ii) was reading | (iii) were reading | (iv) read |
| (j) | (i) rushed | (ii) was rushing | (iii) were rushed | (iv) rushing |
| (k) | (i) had screamed | (ii) was screaming | (iii) screamed | (iv) were screaming |

6. Past Continuous

A young girl was kidnapped from the main street of Srutipur at 3 o'clock yesterday afternoon. Chetan had been there at that time.

The police interview Chetan to get an eyewitness account of the kidnapping. In



pairs conduct the interview. One of you can play the role of Chetan and tell your partner, who plays the role of the police officer, what happened when the kidnapping occurred.

Note: The police officer should ask as many relevant questions as possible to get a detailed account. Write the account in your notebooks.

7. Look at the verbs in the box and put them in the correct columns in the table that follows

believe	hate	know	weigh	smell	think
suppose	wish	own	understand	prefer	find/ consider
cost	like	see	regret	forget	hear
imagine	remember	taste	belong	measure	touch

UNIT
1

thought	emotion	possession	perception (often used with can)	measurement

Some verbs, like the ones mentioned above, are not normally used in the continuous (-ing) form. However, we do sometimes use such verbs in the continuous form. Look at the following examples.

1. "I can't concentrate on my work because I'm thinking about that beautiful scene."
2. "I think it is beautiful."

- Which sentence expresses an activity in progress at the moment? _____
- Which sentence expresses a decided opinion? _____

8. The Verb 'to have'

Be careful with the verb 'to have', which has many different uses and meanings. Study the box below and consider the sentences that follow.

	Health (H)	Possession (P)	Relationship (R)
Mr Sinha	headache	Maruti car	two daughters

Put a tick (✓) or cross (X) against each sentence according to whether it is correct or incorrect.

Mr Sinha has a severe headache. _____

He is having a blue-coloured Maruti car. _____

Mr Sinha has two daughters and no sons. _____

8.1 Now, work individually, and with the help of the information in the box below, write six appropriate sentences.

	H	P	R
Mrs Sharma	fever	palatial house	brother-in-law living with them
Shyam	sound health	personal computer	dog

9. 'Since' or 'For'

We often use the *Present Perfect* with time expressions using 'since' or 'for'.

Which expressions go with *since* and which go with *for*? (Indicate with a tick). (The first two have been done for you.)

since	for	
✓		last week
	✓	a short time
		a decade
		Deepavali
		the day before yesterday
		centuries
		June

UNIT
1

since	for	
		22nd June
		several weeks
		2009
		6 months
		ages

We use 'since' to express _____ in time, whereas 'for' is used to express _____ of time.

10. Choose three 'since' expressions and three 'for' expressions from the table above. Then write six sentences using the pattern in the box below.

I haven't seen him since the day before yesterday.
I have not seen him for ages.

11. The News

a. Narendra Singh - broke record - long jump - regional meet -
Principal sent congratulations - also President Youth Federation

b. *Narendra Singh from St. Michael's School has broken the regional long jump record. The Principal of St. Michael's has sent his congratulations. Best wishes have also come from the President of the Youth Federation.*

Work individually, and note down some events that occurred recently in your school or local area in the same way as the example in (a). Write a short report about it in the space given below.

Now exchange notes with your partner. Read out your partner's information as a news broadcast. Use the present perfect tense to report/express actions completed in the recent past but whose effect still remains.

Use your imagination to make the news item sound interesting.

12. Present Perfect Continuous

"What have you been doing?"

Imagine what people have been doing or what are the things that have been happening.

(a) Ashok comes in wearing white shorts, a T-shirt and carrying a racquet. He is sweating.

(b) I think	he has been playing	tennis
I imagine		badminton
Perhaps		

12.1 (a) Mohan comes in wearing overalls and is covered in paint.

- (i) _____
- (ii) _____

UNIT
1

(b) Ramesh comes in with a smile on his face. He is holding a trophy.

(i) _____

(ii) _____

(c) Monica returns home with lots of packets in her hands.

(i) _____

(ii) _____

(d) Sheela comes in with red eyes and a wet handkerchief.

(i) _____

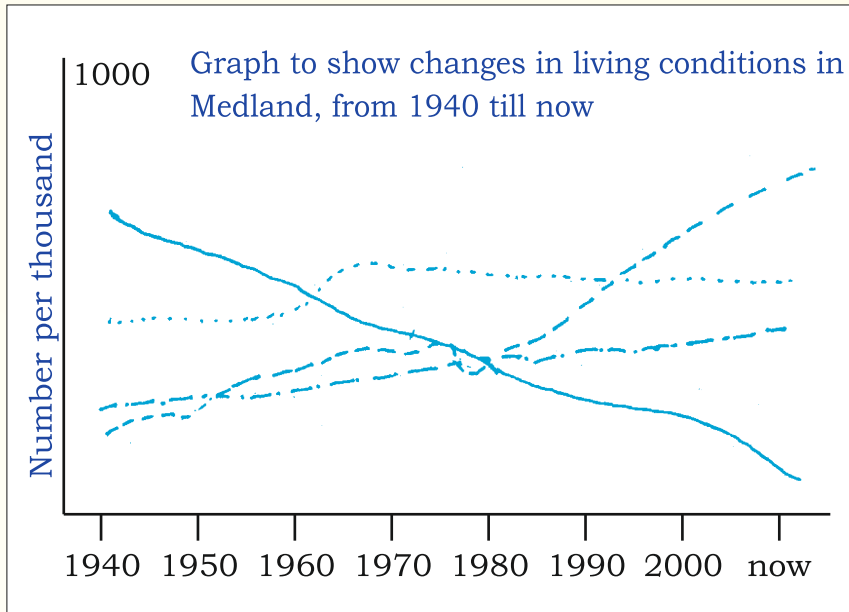
(ii) _____

12.2 Now write three situations similar to (a) in the box. Exchange the information with your partner and guess the answer to each other's situations as in (b).

1. _____

2. _____

3. _____



to increase
to decrease
to rise
to fall

gradually
slightly
steadily
noticeably
sharply

13. "Living conditions have been improving...."

Key

- Number of children in secondary school.
- _____ Number of people dying from malnutrition.
- . — Number of homes with running water.
- Number of women working outside the home.

Write a report on the changes in living conditions in Medland between 1950 and now. Suggest reasons for these changes. Use the present perfect continuous tense wherever necessary. You can use the words in the vertical box above right.

- a) Over the years since 1950 the number of children in secondary schools has been increasing noticeably. This is possibly because the Government has been building more schools.
- b) The number of homes with running water has been rising sharply since 1985, whereas.....

14. ***used to and would***

Read the passage given below. Substitute 'used to' with 'would' wherever appropriate so that the passage reads better.

*When I was a student, I **used to** visit the library frequently. The librarian was a kind man and he **used to** help me select my books. There **used to** be a small tea shop near the library. After spending a few hours in the reading room of the library, I **used to** go to this tea shop to meet my friends. There **used to** be an old waiter who kept a corner table reserved for us.*

Could you replace 'used to' with 'would' in every instance?

No. This is because they are used differently.

Read the passage again and complete the sentences below.

1. 'used to' is used describe _____ in the present as well as situations that existed in the past.
2. 'would' is used to describe only _____ in the past.

Think of the days when you were eight years old. Write down four or five things you *would do* or *used to do* or *be*. Make sentences like those in the box. Share your experiences with your partner.

15. Understanding the tenses :

The tense forms that have been practised and discussed in this chapter, allow you to show accurately and subtly the time and the relationship of actions and events with it. We use them in speech and writing.

Understanding and recognising how the tense forms are used.

15.1 Can you identify the present tense forms.

Simple Present

1. I play tennis
2. You read well.
3. She sees something

Present Perfect

1. I have played tennis
2. You have read well.
3. She has seen something.

15.2 Present Continuous

1. I am playing tennis
2. You are reading well
3. She is looking at something.

15.3 Simple Past

1. I knew about it
2. You took it away
3. She finished her work.

Past Perfect

1. I had known about it
2. You had taken it away
3. She had finished her work.

15.4 Present Continuous

1. I am reading a book.
2. They are playing football outside. They were playing football outside.
3. She is looking for her friend. Last week, she was looking for her friend.

Past Continuous

I was reading a book.

16. Present Perfect Continuous

Read the following sentences which are in the present perfect continuous tense.

1. Mr and Mrs Singh have been living in the same house in the same town for the last five years.
2. "Have you been keeping your pocket money safely, Rani?"

These sentences illustrate the main use of the *Present Perfect Continuous* tense to show that the action started in the past and is still in progress in the present.

17. Subject Verb Agreement.

A verb must be in the same number and person as its subject e.g.

- (a) A man and his wife *have* lived here since January 2009.
- (b) Arun, a great scholar, *is* dead.
- (c) *Either* James *or* Peter *is* to be promoted.
- (d) The horse *as well as* its rider *was* hurt by the fall.
- (e) *Not only* India, but also the whole world *recognises* Gandhiji's achievements.

- (f) *Each man was rewarded.*
- (g) *Every tree has been saved.*
- (h) ***The Adventures of Tom Jones*** is a great novel.

18. Reviewing verb forms

18.1. Edit the following letter by choosing the appropriate word for each underlined word from the given options.

Hill Mount School

Bilaspur

20 February 20xx

The Principal

National Public School

Bilaspur

Madam

Our school (a) conducted a cultural fiesta on the 26th of this month. The events for competition (b) includes music, dance and skit. Each school (c) are requested to send not more than fifteen participants. We would appreciate if the students of your prestigious institution (d) are participating in the competition and make our show a grand success. Attractive prizes will be awarded to the winners.

Thank you very much

Yours sincerely

Gayathri Sundaram

Principal

- (a) (i) is being conducted (ii) is conducting (iii) are conducting (iv) conducts
 (b) (i) is included (ii) are included (iii) is being included (iv) include
 (c) (i) requested (ii) is requested (iii) are requested (iv) request
 (d) (i) participated (ii) participate (iii) is participated (iv) participating

18.2 Complete the following news item by choosing the correct word from the options given below.

Vana Mahotsava Celebrated at PPS School

-- Aastha/ Anshul, Secretary Green Fingers

Vanamahotsava (a) _____ by Green Fingers, the Environment Club of the school, with great enthusiasm on the 24th August.

The District Forest Officer, Mr S. D. Bhambri (b) _____ the chief guest. He (c) _____ a Bio-diversity Park in the school. The Principal, Ms Rajni Patel, (d) _____ a sapling in the Park.

Speaking on the occasion, Mr Bhambri (e) _____ the students to plant more trees and to launch a campaign to save the environment. Students of the Primary Wing of the school (f) _____ a skit on conservation of the environment.

- (a) (i) has celebrated (ii) was celebrating (iii) celebrated (iv) was celebrated
 (b) (i) were (ii) was (iii) was being (iv) has been
 (c) (i) was inaugurating (ii) had inaugurated (iii) inaugurated (iv) inaugurating
 (d) (i) had been planting (ii) planted (iii) were planting (iv) had planted
 (e) (i) had urged (ii) had been urging (iii) urged (iv) urging
 (f) (i) presented (ii) was presented (iii) were presenting (iv) had presented

INTEGRATED GRAMMAR PRACTICE I

1. **Study the given notes and complete the paragraph that follows by filling in the blanks.**

Mobile phones - emit electromagnetic field - prolonged exposure - research needed - brain illness - cancer memory loss - evidence - likely to cause - health scares - press reports - people worry needlessly.

Think about it. Every time you use a mobile phone, (a) _____ head to electromagnetic emission. Manufacturers (b) _____ to prove there is no risk (c) _____. Some evidence, so far suggests that mobile phone emissions (d) _____. These health scares (e) _____. So, people worry needlessly.

- | | | |
|-----|--|---------------------------------------|
| (a) | (i) you expose your | (ii) he exposes his |
| | (ii) one exposes his | (iv) one exposes one's |
| (b) | (i) needed | (ii) are needed |
| | (iii) have needed | (iv) need |
| (c) | (i) in brain cancer or memory loss | (ii) from brain cancer or memory loss |
| | (iii) with brain cancer or memory loss | (iv) of brain cancer or memory loss |
| (d) | (i) are likely to cause illness | (ii) are likely for causing illness |
| | (iii) is likely in causing illness | (iv) is likely to cause illness |
| (e) | (i) is base on press reports | (ii) have been based on press reports |
| | (iii) are based on press reports | (iv) are being based on press reports |

2. **Rearrange the following words and phrases to form meaningful sentences. The first one has been done as an example.**

other species/ human species/the/of/ many/ the/ very existence/ is threatening.

The human species is threatening the very existence of many other species.



- (a) of nature/biodiversity/the/is/variety of life forms/interact to support/a/ and sustain/ balance/ the

- (b) consumed/as/group/ more and more of / Earth's/ the / resources/ are/ human population/the/by/being

- (c) extinction/ crisis / explosive/ an/ consumption/ had led / growth and /

- (d) that have/ Earth's history/ mass extinctions / the/ threaten/ periodically during/ occurred/ the/ and/ to resurface

- (e) one everyday/ scientists/ that/ estimate/ rate of/ species are disappearing/ the / at/the

3. Choose one suitable word from the given options to complete the paragraph.

It's in (a) _____ middle of (b) _____ night on (c) _____ edge of the world. On the fringes of civilization, where man and beast have barely left (d) _____ mark, 12 people are sleeping in small nylon tents pitched in the scant shelter of (e) _____ mountains. The camp is at (f) _____ mercy of the elements. (g) _____ are volunteers who have set up camp to help gather (h) _____ information on (i) _____ the snow leopard population. These conservationists have had very (j) _____ or no scientific training. They, along with (k) _____ guides intend to assess (l) _____ snow leopards habitat in (m) _____ Altai region, Siberia.

- (a) (i) X (ii) a (iii) an (iv) the
- (b) (i) the (ii) some (iii) a (iv) one
- (c) (i) a (ii) an (iii) the (iv) X
- (d) (i) their's (ii) their (iii) his (iv) our
- (e) (i) a (ii) X (iii) the (iv) some

- | | | | | |
|-----|--------------|------------|---------------|-------------|
| (f) | (i) X | (ii) a | (iii) an | (iv) the |
| (g) | (i) This | (ii) There | (iii) That | (iv) These |
| (h) | (i) some | (ii) few | (iii) X | (iv) a few |
| (i) | (i) X | (ii) a | (iii) an | (iv) the |
| (j) | (i) a little | (ii) few | (iii) some | (iv) little |
| (k) | (i) there | (ii) their | (iii) they're | (iv) these |
| (l) | (i) the | (ii) a | (iii) an | (iv) X |
| (m) | (i) an | (ii) a | (iii) X | (iv) the |

4. Edit the following narrative by choosing the appropriate word from the options given below.

(a) Wander along the streets of New York City, my daughters and (b) me stop at shoe stores wherever we (c) happens to be. This is their choice. These women, who as little (d) girl, teetered around the house (e) balances like cranes in my mother's high heels. I (f) sits on the bench and wait while they try on shoe (g) on shoe readjusting their positions in (h) a mirror, eyes downcast considering their feet.

"So?" one of them (i) will ask me. "What do you think of these ?" "I love them," I say about (j) all pair

- | | | | | |
|-----|-------------------|-------------------|----------------------|--------------------|
| (a) | (i) wandered | (ii) wandering | (iii) were wandering | (iv) was wandering |
| (b) | (i) they | (ii) I | (iii) we | (iv) us |
| (c) | (i) happen | (ii) happened | (iii) are happening | (iv) are happened |
| (d) | (i) girls | (ii) woman | (iii) boys | (iv) people |
| (e) | (i) are balancing | (ii) is balancing | (iii) balanced | (iv) balance |
| (f) | (i) sit | (ii) am sitting | (iii) sat | (iv) was sitting |
| (g) | (i) after | (ii) before | (iii) in | (iv) by |
| (h) | (i) that | (ii) the | (iii) their | (iv) X |
| (i) | (i) is asking | (ii) asks | (iii) are asking | (iv) asked |
| (j) | (i) every | (ii) few | (iii) some | (iv) a |

UNIT 2

DETERMINERS

1. Complete the introduction given below to the story *The Story Teller* by Saki (H.H. Munro), by using 'a' 'an' or 'the'.

The afternoon was hot, and so was (a) _____ railway carriage. (b) _____ next stop was at Templecombe, nearly (c) _____ hour ahead. In the carriage were a small girl, (d) _____ smaller girl, and a small boy. (e) _____ aunt responsible for (f) _____ children sat in (g) _____ corner seat, and in (h) _____ further corner seat on (i) _____ opposite side, was a man who was a stranger to them, but (j) _____ small girls and the small boy were (k) _____ ones who filled the compartment. The children chatted on and on with their aunt, like (l) _____ houseflies which refuse to be put off. Most of the aunt's remarks seemed to begin with "Don't", and nearly all of (m) _____ children's remarks began with "Why?"

1.1 Answer the following questions

- (a) Where were the characters at the time of narration?

- (b) Who was travelling with the aunt?

- (c) How did the children pass their time?

- (d) How long would they take to reach Templecombe?

- (e) How does the aunt respond to the children's antics? Elucidate

You must have used a variety of articles in your answer. Why did you use them? Discuss the reasons with your teacher.

Study the following pair of sentences from the description. Notice the use of articles-**a**, **an** or **the** or no article (**X**).

e.g. *The* next stop was at *X* Templecombe.

An aunt belonging to *the* children sat in one corner.

In *the* corner sat a stranger.

Hence we conclude

1. No article is used before a proper noun.
2. 'The' is used to refer to a specific place/person/object.
3. 'A' is used when the person/place is referred to for the first time.
4. 'An' is used before a vowel sound.

2. **Look at the numbers on the map, and match them with the names given in the box below.**



Bay of Bengal	Arctic Ocean	Andaman and Nicobar Islands		
Asia	India	Mount Everest	Lake Baikal	Ganges
Sri Lanka	Persian Gulf	Himalayas	Tropic of Cancer	

- 2.1 An astronaut is speaking to the Mission Control from her capsule, describing geographical features she can see on Earth. Decide which features she is talking about. Fill in the gaps in the astronaut's description below. Use the names given in the box with the correct determiners (a, an, the). (The first two have been done for you).**

"There is very little cloud cover at **the** moment. I can see (1) India right below me. (2) **The** Andaman and Nicobar Islands are clearly visible, and of course there is (3) _____ to the south. I can see where (4) _____ flows into (5) _____. A little higher are the glistening snows of (6) _____ but I can't see (7) _____ itself. I can just make out (8) _____ to the west. I'm passing over, (9) _____ right now. To the north, I can just see (10) _____ in the centre of the vast expanse of (11) _____. In the far north, the ice of (12) _____ is clearly visible."

- 3. Choose a suitable word from the options given and complete the story from Tunisia.**

A weary traveller stopped at a Bedouin's tent and asked for shelter for the night. Without (a) _____ delay, the man killed (b) _____ chicken and handed it to (c) _____ wife for (d) _____ guest's supper.

As the woman stirred the meat in (e) _____ copper cooking pot, she smelled the rich steam and could not resist tasting (f) _____ of the meat and soup, to see if it was soft and tasty. But mouthful followed mouthful, and there wasn't (g) _____ chicken left, but for the neck piece, which she gave to her little son to nibble. The boy found it so tasty that he whined, "Give me (h) _____ more chicken, mother!" The woman slapped the little boy and scolded him: "It's a shameful habit (i) _____ father taught you, enough of it, I tell you!" On the (j) _____ side of the wooden hanging which screened the woman's part of the tent from the rest, the traveller overheard them. "What habit has (k) _____ father taught (l) _____ child?" he asked curiously. "Oh," said the woman,

"whenever a guest arrives at (m) _____ tent, he cuts off his ears and roasts them over the fire for (n) _____ son to eat." Without making a sound, the traveller picked up (o) _____ shoes and ran.

- | | | | | |
|-----|--------------|---------------|--------------|------------|
| (a) | (i) no any | (ii) little | (iii) any | (iv) no |
| (b) | (i) a few | (ii) some | (iii) few | (iv) a |
| (c) | (i) his | (ii) her | (iii) their | (iv) there |
| (d) | (i) the | (ii) a | (iii) theirs | (iv) their |
| (e) | (i) her | (ii) hers | (iii) the | (iv) an |
| (f) | (i) some | (ii) few | (iii) a few | (iv) more |
| (g) | (i) any | (ii) some | (iii) a few | (iv) few |
| (h) | (i) little | (ii) a little | (iii) a few | (iv) some |
| (i) | (i) hers | (ii) yours | (iii) their | (iv) his |
| (j) | (i) an other | (ii) another | (iii) other | (iv) one |
| (k) | (i) hers | (ii) her | (iii) him | (iv) his |
| (l) | (i) a | (ii) an | (iii) the | (iv) X |
| (m) | (i) X | (ii) our | (iii) ours | (iv) their |
| (n) | (i) their | (ii) his | (iii) him | (iv) our |
| (o) | (i) her | (ii) his | (iii) our | (iv) X |

3.1 Based on your reading of the above story, answer the following questions.

- (a) How did the Bedouin and his wife extend their hospitality to the weary traveller?

- (b) Why didn't she have any meat left to serve her guest?

- (c) Why was her son crying out aloud?

UNIT
2

(d) How did she cover up her mistake?

(e) Why did the traveller flee from the tent?

4. Why do you use the determiners? Match the determiners with their uses, using the clues given below:

(a) their; his; her; your; _____

(b) a few; a little; some; _____

(c) any _____

(d) this; these; other _____

(e) two _____

show numbers; show quantity; show possession;
show place/positions; to express a negative idea

5. Here are a few questions and statements written down by the Cultural Secretary, that she/he needs to share. Tick the correct words from those given in brackets.

(a) How (much/many) (chair/chairs) do we need?

(b) (Much/ Several) (schools/ schools) will be participating.

(c) (Several/much) (student/students) have arrived.

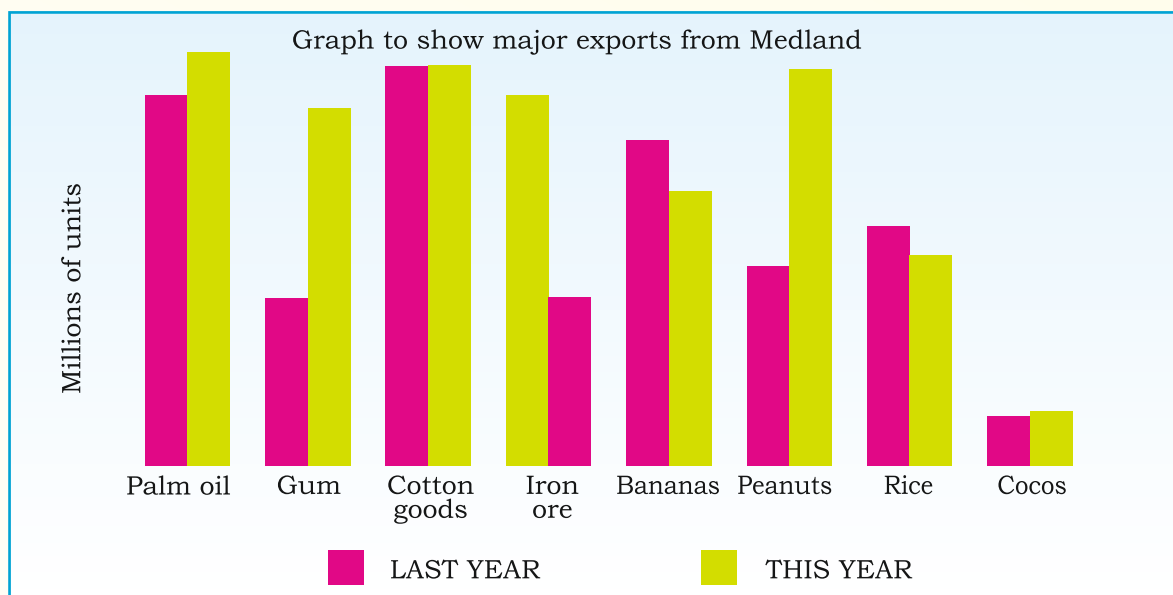
(d) How (much/many) (information/ informations) does this brochure give?

(e) We have only (a few/ a little) sponsors for (some/ much) events.

5.1 In pairs, study the completed sentences in Question 5 above. You will notice that words like *a little* and *much* go with certain nouns. Are these nouns Countable [C] or Uncountable [U]?

6. Comparing Quantities

Study the following graph depicting major exports from Medland in the current year.



much less

almost the same amount of

far more

slightly more

fewer

a little less

the same number of

many more

Write a short report on major exports from Medland this year compared with the last year. Use words from the box above. Divide your report into two paragraphs as indicated.

Medland-Export Trends

On the whole, Medland exported slightly less this year than the last year.

Concerning food stuffs, _____

UNIT
2

As regards non-edible goods, _____

7. In pairs, match columns A and B to produce likely phrases.

A	B
A (n)	horse equipment oil trousers chicken furniture
Some	scissors snow people
A pair of	information goods air
A piece of	glasses water work medicine clothing fact binoculars news glass


There are sometimes more than one sensible combination as in the following example.

some
glasses
a pair of

7.1 Look at the pairs of words given below. Draw sketches to show the difference in meaning, as shown in the example.

e.g.

paper
a paper



- | | | | | | |
|----|----|---------|----|----|----------|
| 1. | a) | cloth | 2. | a) | rubber |
| | b) | a cloth | | b) | a rubber |
| 3. | a) | lamb | 4. | a) | glass |
| | b) | a lamb | | b) | a glass |

8. Compounds - someone, nothing etc.

someone	anyone	none	everyone
somebody	anybody	nobody	everybody
something	anything	nothing	everything
somewhere	anywhere	nowhere	everywhere

(Words ending with one and body mean the same.)

Fill in the gaps with some of the words from the table above.

- (a) He can't hear _____. He's completely deaf.
- (b) _____ is becoming blurred. I can't see!
- (c) He's looked _____ but he cannot find it.
- (d) It must be _____ ! Look carefully.

UNIT
2

- (e) _____ should move or the horse may get scared.
- (f) It doesn't matter what you wear, _____ will do.
- (g) She is very popular. _____ likes her.
- (h) Shh! There is _____ moving downstairs.
- (i) Don't worry! It's _____ frightening. It is only the wind.
- (j) It's a public holiday, so _____ is open.

9. Both, all, neither, none

One		
Two		
Three		is a ...
Neither	of them	are.....s.
All		
None		
Both		

9.1 Work in pairs and recognise how many words belong to each set. Complete the sentences as in the example. Use words only from the box above.

e.g.	Animals?
	✓ ✓ ✓
	panda, carrot, hare, mongoose
	Three of them are animals

1. Chemical elements?
Mercury, iron, ammonia
_____ of _____ are chemical elements.

2. Countries in South America?

Brazil, Syria, Sumatra

One _____ is a country in South America.

3. Rivers?

Hwang Ho, Mekong

_____ them are rivers.

4. Languages?

Telugu, Bengali, Punjabi, Holland

_____ are languages.

5. Capital Cities?

Pokhara, Mandalay, New York, Melbourne

_____ of _____ a capital.

6. Grow on trees?

Pineapple, tomato

_____ of them grows on trees.

7. Religions ?

Taoism, Democracy, Communism

_____ of _____ is a religion.

8. Units of currency?

rupee, kyat, yen, dollar, baht, rupiah

_____ are units of currency.

9.2 a) Write three similar quiz questions on a piece of paper as part of your homework.

b) Pairwork: Swap questions with your partner. Write the answers to your partner's questions and return them to be marked by your partner.

10. Personal Pronouns

Read the following conversation

Malavika and Deepak are looking through some photographs of Malavika's family.

Malavika : Now ... this is my brother Shantanu. Shantanu is in Class VIII.

Shantanu is brilliant at playing tennis. Shantanu is also good at singing. Shantanu sings a lot.

Deepak : Shantanu sounds interesting. I'd like to meet Shantanu. I'm looking for someone to play tennis with.

Malavika : Well ... why don't you come around tonight and meet Shantanu? My parents will be out. My parents always go out on Tuesdays.

Improve the above conversation by using suitable pronouns where required.

10.1 Look at the passage below and study how the personal pronouns refer to different people.

A man kidnapped a little girl and hid her in a bungalow in the outskirts of the city. He sent her parents a ransom note telling them to leave fifty thousand rupees near the post box outside the Head Post Office. The man said he would then send a map showing them their daughter's whereabouts.

10.2 Now read this extract from a story and draw arrows (as in the example above) to show how the personal pronouns refer to the different people and things.

Leena was on her annual visit to her uncle's house. She always enjoyed it because she was allowed to spend most of the day down at the mango grove. Leena's uncle was a friend of the man who owned the grove and he always gave a special rate. This year Leena's aunt too, joined her, and together they set off across the fields to the grove. The branches of the trees were covered with ripe and juicy mango fruits, and the trees were so bowed down with the weight that they almost touched the ground. They spent hours picking fruit, eating most of it and sleeping in the shade of the mango trees.

11. Understanding determiners.

Determiners are words that are used before the of nouns to indicate whether you are referring to something specific or something of a particular type.

Singular nouns always need a determiner. In plural nouns, the determiner is optional. Determiners may or may not be used with uncountable nouns depending on context.

There are about **fifty** different determiners in the English language which include:

Articles: a, an, the

Possessives: my, your, our, their, his, hers, whose, etc.

Demonstratives: this, that these, those, which, etc.

Quantifiers: few, a few, many, much, each, every, some, any, etc.

Numbers: one, two, three, twenty, forty, etc.

Ordinals: first, second, last, next, etc.

Determiners are used

- to state the unit/number of people, things or other nouns.
- to state possessives.
- to specify someone or something.
- to state how things or people are distributed.
- to state the difference between nouns

Determiners can be classified under the following categories:

EXAMPLES

MULTIPLIERS	double, twice, three times...	We want double portions.
FRACTIONS	half, a third, two fifths.....	I drove at half speed.
INTENSIFIERS	What! Such!	Such impudence!
QUANTIFIERS	all, both, most	I like most people.
ARTICLES	a, an, the	Get a book from the shelf.
DEMONSTRATIVES	this, that, these, those,	That tree is in full bloom.

UNIT
2

	another, other	
DISTRIBUTIVES	each, every, either, neither	I have a gift for each of you.
POSSESSIVES		
(i) PRONOMINAL	my, your, his, her, its, our, your, their	You can borrow Kim's video.
(ii) NOMINAL	Renata's, Adam's, People's...	You can borrow my video.
INTERROGATIVES	What? Which? Whose?	Whose book is that?
QUANTIFIERS	some, any, no	I have no problem with them.
CARDINAL NUMBERS	one, two, three hundred.....	Two heads are better than one.
ORDINAL NUMBERS	first, fewer, much, more, less, least.....	Today was my first tennis match.
QUANTIFIERS		
(i) SIMPLE	few, fewer, much, more, less, least.....	I have few friends; Kim has many.
(ii) COMPOUND	a little, a lot of, a great deal of....	I have a lot of time to spare.

INTEGRATED GRAMMAR PRACTICE 2

1. Look at the notes given below and complete the paragraph that follows by choosing the correct options from the choices given below. Write the correct options in your answer sheet against the correct blank numbers.

Kalakshetra - cultural academy - preserves - Indian art - founded in 1936 - internationally recognized Indian Parliament Act - institution of national Importance.

Kalakshetra is a cultural academy dedicated to (a) _____ forms especially Bharathanatyam. The academy (b) _____ Arundale and under her guidance the institution achieved (c) _____ for its unique style and perfection. In 1993 an (d) _____ recognized the Kalakshetra foundation as an institution of national importance.

- | | | |
|-----|-------------------------------------|-----------------------------------|
| (a) | (i) preserving Indian art | (ii) preservation in Indian art |
| | (iii) preserves Indian art | (iv) preserve Indian art |
| (b) | (i) is being founded in 1936 by | (ii) was founded in 1936 by |
| | (iii) has been founded in 1936 by | (iv) founded in 1936 by |
| (c) | (i) internationally recognised | (ii) internationally recognition |
| | (iii) international recognition | (iv) international recognised |
| (d) | (i) an Act of the Indian Parliament | (ii) an Act by Indian Parliament |
| | (iii) an Act in Indian Parliament | (iv) the Act by Indian Parliament |

2. Rearrange the following words and phrases to form meaningful sentences.

(a) of the owner / a computer virus / that can / infect a / computer / is a programme / without the knowledge

(a) _____

(b) can spread / or even a CD / a true virus / through the Internet / or a USB drive

(b) _____

(c) infect / viruses / file system / the network / the host files / corrupting / of

(c) _____



(d) install / anti-virus / many users / known viruses / software that / can detect and eliminate

(d) _____

3. In each sentence, four words have been underlined. One of them is incorrect. Identify the incorrect word and write it in the answer space against the correct number.

(a) Music therapy use music to improve the patient's health. (a) _____

(b) It is used with individuals of all ages. (b) _____

(c) It helps in curing a variety of medical problems as substance (c) _____
abuse and aging.

(d) It is also used to improve learning and reduces stress. (d) _____

5. Choose the correct answer and fill in the blanks.

(a) Cars enable you to reach any place you want. _____, they pose parking problems in the cities.

(b) I prefer writing _____ ink.

(c) He fell _____ the ladder

(d) John, as well as his younger brothers, _____ going abroad for further studies.

(e) You'd better take a taxi. _____, you'll arrive late.

(f) It's not a very good job, _____ it's something to start with.

Options:

(a) (i) However (ii) Although (iii) Despite (iv) So that

(b) (i) on (ii) in (iii) by (iv) with

(c) (i) on (ii) out (iii) of (iv) off

(d) (i) is (ii) are (iii) have (iv) been

(e) (i) However (ii) Consequently (iii) Furthermore (iv) Otherwise

- (f) (i) Besides (ii) Moreover (iii) On the other hand (iv) But

6. Complete the following passage by choosing the correct option. The first one has been done as an example

Martin Cooper (a) a Motorola researcher and executive is widely (b) _____ to be the inventor (c) _____ the first mobile phone in 1973. There are (d) _____ categories of mobile phones (e) _____ from basic phones to feature phones (f) _____ as music phones, camera phones to smart phones. The (g) _____ commonly used data application on mobile phones (h) _____ text messaging. Mobile phones generally (i) _____ power from batteries which (j) _____ be recharged. The use of cell phones (k) _____ prohibited while driving as a safety measure.

- (a) (i) an (ii) the (iii) a (iv) X
- (b) (i) consider (ii) considered (iii) considering (iv) have considered
- (c) (i) for (ii) of (iii) as (iv) off
- (d) (i) many (ii) few (iii) much (iv) more
- (e) (i) are ranging (ii) ranging (iii) range (iv) ranges
- (f) (i) some (ii) like (iii) such (iv) similar
- (g) (i) much (ii) more (iii) most (iv) many
- (h) (i) is (ii) are (iii) has been (iv) being
- (i) (i) obtain (ii) is obtaining (iii) obtaining (iv) obtained
- (j) (i) would (ii) can (iii) may (iv) should
- (k) (i) is (ii) should (iii) may (iv) are

UNIT 3

FUTURE TIME REFERENCE

1. Read the following story

There lived a wise old man in Purkul, Dehradun. The villagers looked up to him and approached him for all their problems.

Three naughty boys Amar, Naveen and Praveen wanted to test the old man's wisdom.

One fine morning they caught a butterfly while playing in the garden. Amar had the butterfly in his hand. He said, "We will go to the old man and ask him if the butterfly is dead or alive. If the old man says, 'the butterfly is dead', I will open my hands and release the butterfly. It will fly away."

"If he says it is alive?" asked Naveen looking at Amar with a smirk.

"I will crush the butterfly and show him the dead insect," said Amar.

The three of them set forth with their wonderful plan.

Amar went to the old man and said, "Sir, the villagers say you can predict the future. Now tell us whether the butterfly I am holding in between my hand is dead or alive?"

The old man looked at the three boys with a serene smile and said, "It is in your hand."

1.1 Read these sentences from the story.

1. We will go to the old man.
2. I will open my hands.
3. It will fly away.
4. I will crush the butterfly.

The modal **will** is used to talk about a temporary event in progress at some point in future.

Will is used to denote _____ time.

Did you know?

There are different constructions in English which can be used to refer to future time.

1. Use of the simple present tense.

- a. The IPL begins on 20th April.
- b. If the newly introduced vaccine works, AIDS can be cured.

2. Use of shall/will

Will/shall is used to make a prediction about future events, in advertisements, posters etc.

- e.g.
- a. You will win the 1st prize.
 - b. The solar car will be on the roads soon.
 - c. You shall lead a happy life.

3. Use of going to

Going to is often used to refer to future events in two cases

(a) If there is a present indication of a future event.

- e.g. India is going to emerge as a Super Power in 2020.

(b) to express intention

- e.g. Smitha is going to marry Akshay.

4. Use of present continuous tense (be + verb + ing)

Present continuous tense is used to refer to future events that have been already planned.

- e.g.
- a. I'm meeting the Project Manger this evening.
 - b. I'm sorry I can't meet you tomorrow. I'm visiting my friend.

5. Use of be + about to + infinitive.

- e.g. The train is about to leave.

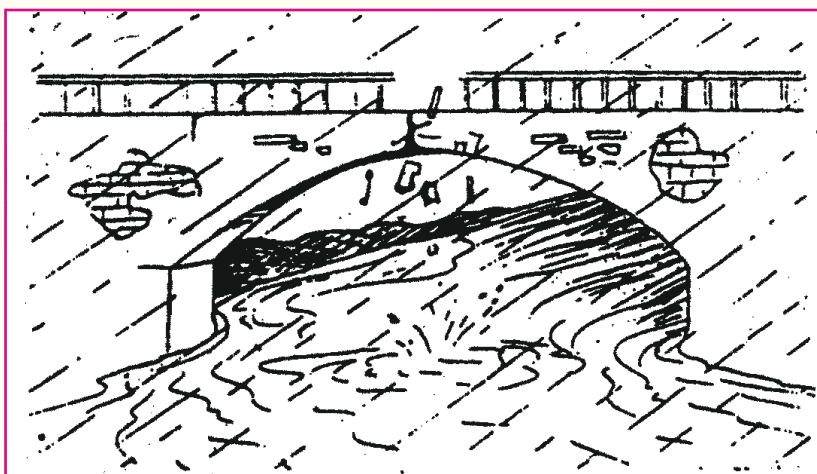
6. Use of be + to + verb

- e.g. Obama is to visit India in October.

2. Look at sentences in Column A. Match them with the appropriate explanation in Column B.

- | A | B |
|--|---|
| 1. Next Friday is the 29th of May. | a. emphasizing that something will happen very soon |
| 2. I'll have left by the time you get here. | b. making a promise |
| 3. I'm visiting my uncle on Sunday. | c. predicting that something will be true at a given time in the future |
| 4. I'll send the photographs as soon as I can. | d. stating something which is a certainty |
| 5. The lesson is about to start..... hurry! | e. reporting a decision made earlier |
| 6. The population of our country will increase manifold in the next ten years. | f. making a prediction about future events. |

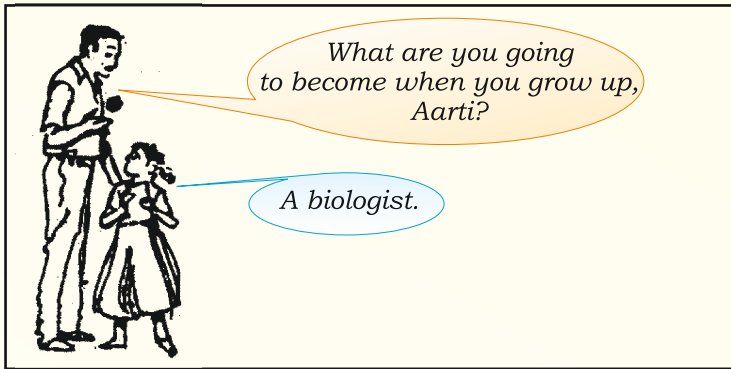
3. Look at the following pictures/diagrams. Fill in the blanks with an appropriate sentence/phrase, using suitable future time reference. The first one has been done for you as an example.



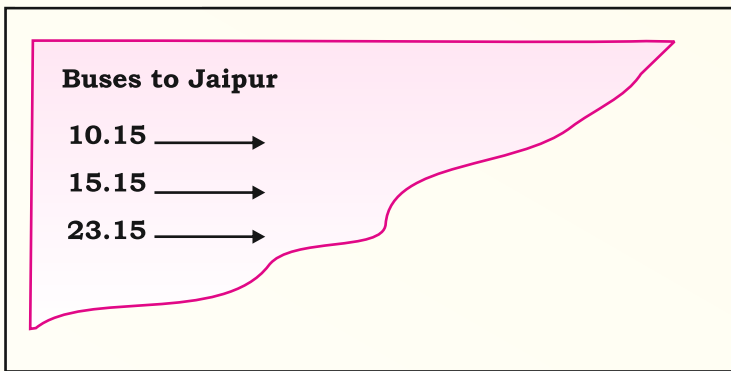
The bridge is going to collapse.

or

The bridge is about to collapse.



Aarti is _____

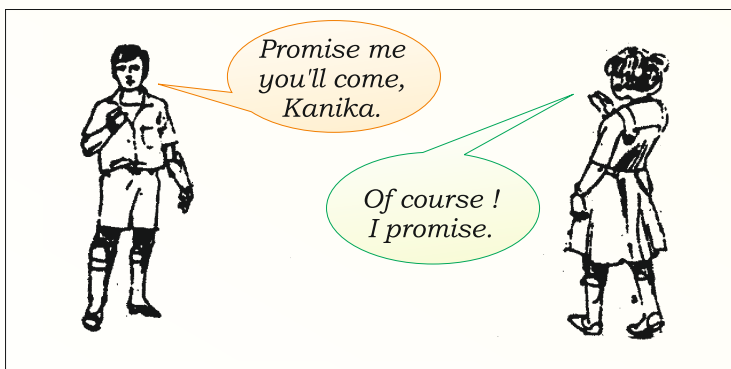


The only bus in the afternoon

Mon.	go to doctor	9 am
Tues.	visit Hari	1 pm
Wed.	see tutor	5 pm

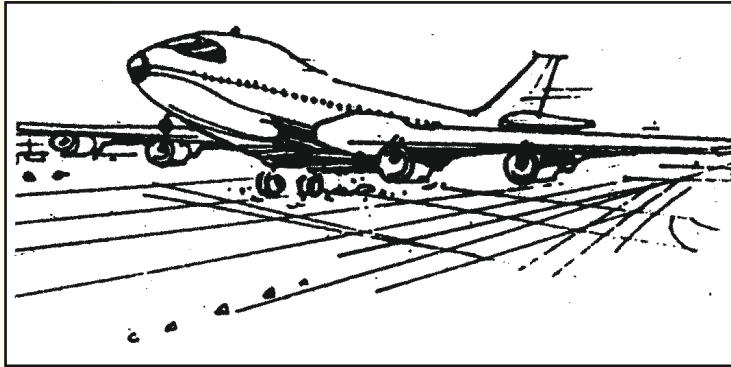
He _____

Monday. _____



Kanika promises she _____

UNIT
3



The airplane _____



Doctor, will I
get well soon?

Doctor to a patient
 Don't worry _____

4. Simple Present and Present Continuous

Mr. Madan is going on a tour next week. Look at his itinerary.

Mr. Madan		Tour of North India and Nepal	
Mon	7th	Mumbai 0630 Peace Conference	Delhi 0830
Tues	8th	Delhi 0730 Cultural Centre	Agra 1030
Wed	9th	Agra 0930 Local School Head Teacher	Varanasi 1330
Thurs	10th	Varanasi 0800 Discuss Trade Unions	Patna 1830
Fri	11th	Patna 1400 Himalayan Project	Kathmandu 1700
Sat	12th	Kathmandu 1100	Delhi 1400

Describe Mr. Madan's schedule for the next week. Use verbs from the table given below.

Time of arrival and departure

- arrive
- depart (from)
- get to (Use simple present)
- leave
- fly (to)
- go by

On Monday, 7th,
he leaves Mumbai
at 06:30.

Other arrangements

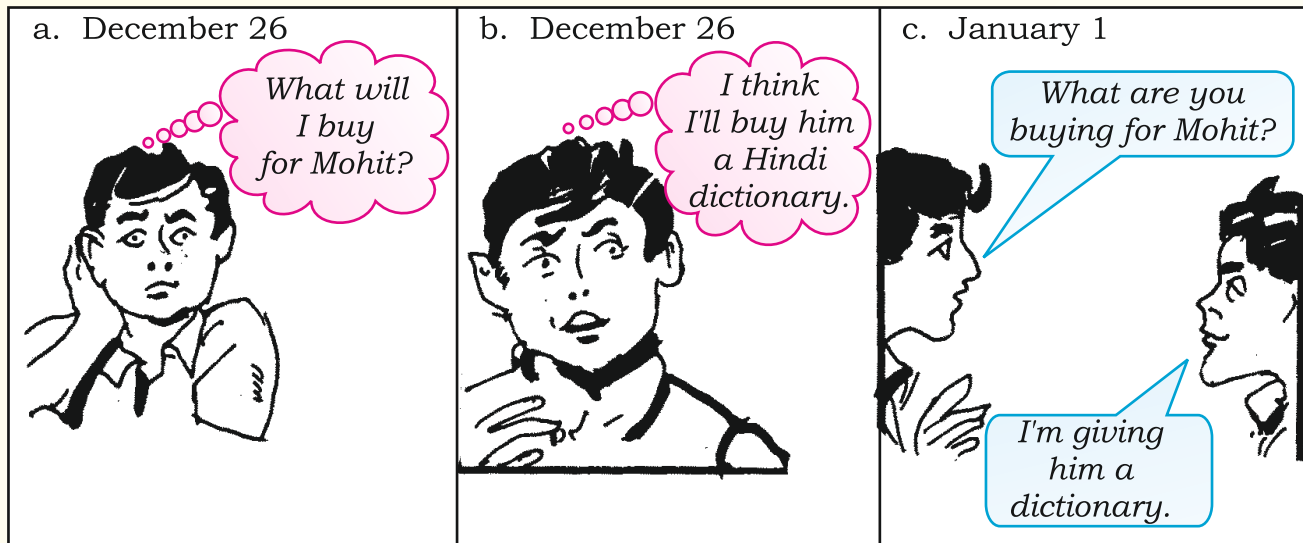
- speak (about)
- meet
- visit (use present continuous)
- attend
- return
- have

He is speaking at
the Delhi Peace
Conference.

5. Will and Shall

Look at this cartoon which shows the difference in the use of *present continuous tense* and *will* to express the future.

It's Mohit's birthday on January 2nd.



6. Work in pairs. You and your partner have been made the students in-charge of your school. What will you change?

Discuss and then write about the decisions you would make.

Use the various verb forms available for future time reference.

e.g. Now that we are the students in-charge of the school, we shall...

7. Be the Master of Ceremonies!

The Honey Bee Creative Club of your school is organising an annual cultural programme. You are the compere for the programme. Complete the following details by filling the blanks with suitable modals and phrases. This will help you when you address a large audience.

Good evening, respected Principal, teachers and my dear friends. Welcome to the Honey Bee Creative Club Cultural Programme. The guest _____
 _____ arrive. Many _____
 _____ presented this evening.

We _____ the programme with an invocation.

The dancers are _____ entertain you by performing the bhangra.
 The school choir _____ a song on National Integration. The
 programme _____ with a formal vote of thanks by the Principal.

8. Future Perfect and Future Continuous

Look at the following sentences

In 20 years' time, I shall have written a novel,
 (action complete in the future)

In 20 years' time, I shall be living in my own house.
 (action happening in the future)

UNIT
3

Match the words from the different columns to make reasonable predictions. Then write them down in the space below. One has been done as an example.

In	10	years	the ice caps	will	have sent a person to the moon.
	50		women	will not (won't)	have become one country.
	100	time	Europe		
	1000		India		have become the world's richest country.
	etc		the world's population		have obtained equal rights with men.
			China		have discovered a cure for AIDS.
			scientists		be living on the ocean floor.
			humans		be doing all house-work.
					→ have melted.

e.g. In 50 years' time the ice caps will have melted.

INTEGRATED GRAMMAR PRACTICE 3

1. Look at the notes given below. Use the information to complete the paragraph by choosing a suitable word or phrase for each space. Do not add any new information. The first one has been done for you as an example.

Galapagos Islands

Visitors to these Pacific Islands - leave - unstamp - mail them - return home - picture post-cards - show up - since 1960s - self-perpetuating post office probably set up - to get news from their family, friends - tradition persisted - post office - establish - 1950s - barrel - replace - many times - weather worn plaques remain.

Tradition has it that visitors to these Pacific Islands (a) *leave unstamped*, addressed postcards and letters in a barrel at Post Office Bay, to await pick up by other tourists who affix postage and (b) _____ when they return home. Picture post-cards (c) _____ in the barrel since the late 1960s, when tourists began visiting the Galapagos Islands. The self-perpetuating post office (d) _____ by the whalers in the late 1790s as a way to get news to and from friends and family. The tradition continued even after a post office (e) _____ on the island of Floreana in the 1950s. The barrel (f) _____ many times, but weather worn plaques, on which sailors long ago and from far away carved their names, remain.

- (a) (i) leaving stamped (ii) leaves unstamped (iii) leave unstamped (iv) left unstamped
 (b) (i) mail them (ii) mails them (iii) mailed this (iv) mailing these
 (c) (i) show up (ii) shown up (iii) are show up (iv) have shown up
 (d) (i) is setting up (ii) was set up (iii) is set up (iv) has been set up
 (e) (i) is established (ii) is being established (iii) was established (iv) has been established
 (f) (i) replacing (ii) has been replaced (iii) is replaced (iv) was replaced

2. Rearrange the following words/phrases to frame meaningful sentences. The first one has been done as an example.

Put into/ as the/ at low/ baby can/ he is / as soon / water/ toddle/ tide



As soon as the baby can toddle he is put into water at low tide.

- (a) water / the baby / in the / there / plays / sits and

- (b) long enough / the mother / him / does not / to worry / there / leave him

- (c) older / at low tide / as / wade about / allowed to / he is / he grows

- (d) look out / water / keep a / into deep / sharp / does not stray / so that he / his elders

- (e) permitted to / from which / judgment / he may / make small mistakes / he is / learn to make better

- (f) are given / to swim / small canoes / the children / they / own / are able / of their / when

3. Study the following sentences. Select one underlined word which is incorrect. Write the incorrect word in the box below, as shown in the example.

e.g. Sarawak is a beautiful place which lies almost on an Equator and is rich in natural resources.

an

- a) It has an Equatorial climate that mean it is hot with heavy rains almost every afternoon.

- (b) Heavy clouds prevent the sun from heating the ground too intense.

- (c) In an interior of Sarawak, there are huge reserves of hardwood timber.

- (d) Sarawak is also an oil product.

- (e) Great efforts are been made to conserve these resources.

- 4. Ganesh comes to visit Vikram and finds the house locked. He leaves a note. It is raining, the note gets wet and some words are washed off. Complete the note by filling in the missing words by choosing the correct option from the ones given below.**

Dear Ram

I am so sorry to have missed you. I came to Udaipur on (a) _____ business trip and I have been here (b) _____ two weeks now. Your neighbours told me (c) _____ sad news that your father (d) _____ been hospitalized. I wish I (e) _____ see him but unfortunately I (f) _____ leaving for Madras today on (g) _____ 4 o'clock plane. Please send your father my best wishes. Anyway, I (h) _____ be in Udaipur again on 3rd and 4th June and I (i) _____ certainly find time to call on you again, even though it (j) _____ going to be a hectic schedule.

Yours affectionately

Ganesh

- | | | | | |
|-----|-----------|------------|----------------|-------------|
| (a) | (i) X | (ii) the | (iii) a | (iv) an |
| (b) | (i) since | (ii) from | (iii) for | (iv) in |
| (c) | (i) the | (ii) X | (iii) an | (iv) a |
| (d) | (i) is | (ii) being | (iii) has | (iv) have |
| (e) | (i) could | (ii) have | (iii) can | (iv) having |
| (f) | (i) am | (ii) been | (iii) is | (iv) being |
| (g) | (i) a | (ii) by | (iii) the | (iv) an |
| (h) | (i) am | (ii) will | (iii) are | (iv) being |
| (i) | (i) shall | (ii) will | (iii) ought to | (iv) must |
| (j) | (i) would | (ii) will | (iii) shall | (iv) is |

UNIT 4

MODALS

A. Ability

1. **What are the ten different ways in which you can use a ruler other than its regular use? List your answer below.**

e.g. You can use it to dig holes.

2. **Do you see any difference in the following sentences?**

- a. You can use a ruler to dig holes.
- b. You can use my ruler to dig holes.
- c. You can find a ruler in the study room.

Can is used to express **permission, ability,** and **possibility** in these sentences.

In sentence (a) **can** is used to express _____ .

In sentence (b) **can** is used to express _____ and,

in sentence (c) **can** is used to express _____ .

Can, could, may, might, will, would, must, ought to, shall, should are called **Modal verbs.**

3. **Work in pairs. Tell your partner what you are not able to do now because of the fast-paced life.**

e.g. I could play in the open ground but now I can't.

I could visit my aunt on weekends but.....

4. **Write a paragraph about a newly devised robot that can be of great help to home-makers.**

Zoomo, the robot can make tea when guests arrive.....



B. Necessity, Obligation and Permission

5. The table below provides you with a list of modals that are used to express necessity and permission.

Necessity/ obligation	Permission
<p>Positive</p> <p>must obeying</p> <p>have to authority</p> <p>need to right thing</p> <p>ought to to do</p> <p>should</p>	<p>Positive</p> <p>can (less formal)</p> <p>may (more formal)</p>
<p>Negative</p> <p>must not</p> <p>cannot</p> <p>ought not to</p>	<p>Negative</p> <p>need not</p> <p>do not have to</p>

Did you know?

* Negatives are formed by putting a negative word such as 'not' immediately after the modal.

You must not leave now.

You cannot go home now.

6. Write the contracted forms. Practise saying these words.

e.g. ought not to - oughtn't to.

cannot _____

must not _____

need not _____

do not _____

should not _____

did not _____

7. The following note has been taken from an army booklet, "Advice to New Recruits." Complete the instructions by filling in the blanks with suitable modals.

Welcome to Ranor Barracks!

Follow the rules, accept the advice and you will find your life in the army interesting and fulfilling.

You _____ have your hair cut very short in the first month. After that you _____ grow it longer but it _____ never touch your collar. Your uniform _____ be kept clean and tidy. Boots and buttons _____ be polished daily. You _____ use cell phones on the campus but you _____ switch them off during the training sessions. Before joining the army you _____ have a medical check-up. You _____ undergo medical examinations once a year during service.

8. Write what each symbol means using can, can't, must, mustn't.



C : Duties and Privileges

9. In some schools the Student - Council members are assigned duties at the beginning of every academic year.

UNIT
4

Write a job description to be given to the newly elected Environment Monitor of your school.

You may do this individually. Later your class as a whole can come out with a common duty list to be displayed on the notice-board. You may use the words given in the box below.

can, may, can't, mustn't, must, should, have to.

9.1 Duties and privileges of an Environment Monitor.

e.g. You must ensure that the campus is clean.

Did you know?

should and ought to have similar meanings. They show obligation or duty. However, there is a slight difference in their meanings.

ought to has an objective meaning, whereas *should* is more subjective.

We *ought to* / *should* save water.

We **ought to** save money but we are unable to. (In this sentence *should* will not be appropriate.).

D: Probability

10. The following statements express varying degrees of certainty. Look at the underlined modals in each of the statements. Then number the sentences in order of certainty. Mark the sentence No. 1 if it is most likely certain and the least likely as no. 5.

- a) The lady in the formal attire may be Mr. Chawla's secretary. (a) _____
- b) The foreigners accompanying him could be the newly appointed interpreters. (b) _____
- c) The man in the safari talking to someone on the cell phone must be Mr. Chawla. (c) _____
- d) Mr. Chawla will be the chief guest. (d) _____
- e) The people following him might be from the media. (e) _____

Did you know?

will be	expresses	certainty
could be	expresses	probability (more likely)
may be	expresses	possibility (less likely)
might be	expresses	probability (least likely)

11. On a cold winter night you hear a loud shrieking noise at repeated intervals. What might have caused this?

Write down your ideas using the pattern below.

<i>It</i>	<i>might</i> <i>could</i> <i>must</i>	<i>have been</i>	<i>the owl hooting</i> <i>a ghost</i>
-----------	---	------------------	--

UNIT
4

E : Intention & Prediction

12. Make five promises to your friend expressing your willingness to do something.

Use shall/will

e.g. I shall never be late to school.

Promises to Keep!

Did you Know?

One of the most puzzling things in English is to know when to use **shall** and when to use **will**.

Whenever we desire to express some command, promise, threat or determination **shall** is used in the second and third person and **will** is used in the first person.

You shall receive your prize tomorrow. (promise)

He shall not enter the lab again. (determination)

I will reward her for her diligence. (promise)

I will report to the Principal if you don't submit your homework. (threat)

I will never use abusive language. (determination)

13. The Environment is in Danger

What do you think will happen to the following?

Choose four, and write one sentence about each using the modals below and/or expressions from 10.

- The ozone layer
- The Taj Mahal
- The Maldives
- The Rainforests
- Weather patterns
- Fossil fuels
- The Ganges delta

e.g. In my opinion, the hole in the ozone layer will grow bigger and more people will suffer from skin cancer.

14. Saving the World

What do you think _____ ought to _____ be done about these problems?
_____ should _____

*e.g. I think the Government should ban all aerosole sprays which are
destroying the ozone layer.*

15. Read an extract from the poem, *New Year Resolution*:

The priest asked, "Son, any new resolution this year ?"
I said, "Father, driving with the
helmet and in first gear",
"That's good, my son, but have you any more?"
"Sure, there are ten, but I shall keep only four".

The first will be never to wipe
the shoe behind my pant;
The second will be, to say without hesitation, "I can't",
The third is to always keep the toothpaste cap on,
It's something, which I never did since I was born.

The fourth, never to look at your neighbour's hedge
It's that what has brought the envy and the wedge,
The fifth is easy and you can have a ball
Never take from Peter, what you have to pay Paul.

The sixth is to hold my head high, even under water
Learn simple things of life, from the arty potter,
He moulds wonders out of his two hands,
Leaving lasting impressions forever on the sands.

Try and compose a poem conveying your resolutions. You may let the first stanza be the same.

e.g.

*The first will be never to yawn
in public be it noon, dusk or dawn.
The second.....*

F : Mixed Modals

16. Match the sentences in column A with their meanings in column B.

A	B
You <i>should have</i> taken your keys.	It is possible that you left your keys.
You <i>could/might have</i> lost your keys at the cinema.	You are to blame for leaving your keys.
You <i>must have</i> left your keys at home.	I think that you probably left your keys.

17. While you were away on a holiday, your home was burgled. Write a letter to your friend, telling him or her about it.

Use the underlined expressions in Column A above to help you. Include...

1. how the burglar could have got in,
2. how he knew you had gone away, and
3. what you could have done to prevent the burglary.

18. Look at the following pair of sentences. Underline the modals and discuss why each one is used in that sentence.

e.g.

I must not take those pills. (I'm not allowed)

I need not take those pills. (It is not compulsory but I may if I wish.)

1. a) I can't go to the meeting because I'm not a member.
b) I needn't go to the meeting if I don't wish to.
2. a) I can swim a length of the pool.
b) I can swim in the pool on Saturdays.
3. a) You ought to get a nice present for her.
b) You have to get a nice present for her.
4. a) Can I go to the toilet?
b) May I be excused?
5. a) I may come tomorrow if I have the time.
b) I might come tomorrow but it's going to be difficult.

Did you know?

Modals are a small group of verbs that are used to express **possibility, probability, capability, capacity, ability, obligation and predictions.**

Some of the modals you learnt in this unit are

can	could	will	would
may	might	must	
shall	should	ought to	

Need, dare, had better are also modals.

Understanding Modals :

Modal Auxiliaries

A modal verb or auxiliary verb is a verb, which modifies another verb, so that the modified verb has more intention in its expression. In essence, the modal verb expresses modality, the way, in which something is being said.

The main modals are

Can: could; may: might; shall: should; will: would: must; ought to; need to; have to.

The negative modals are

Couldn't; wouldn't; shouldn't; mustn't; needn't; oughtn't/ ought not to

Modal	Examples	Uses
Can/ can't	She can read and write It can rain today Can I borrow your pen? Can you lend me your notes? Can I carry your books?	ability possibility/probability seeking permission request offer
Could/couldn't	Could I borrow your book? Could you please help me with this sum? We could go for a picnic on Sunday. I think you could come first this time. There was a time when I could work round the clock.	seeking permission request suggestion possibility/probability past ability

May	<p>May I have some water?</p> <p>May I help you?</p> <p>May I shut the door?</p> <p>India may become a super power by 2020.</p> <p>May God bless you</p>	<p>request</p> <p>offer</p> <p>permission</p> <p>possibility/probability</p> <p>wish/ desire</p>
Might	<p>They might sell their house as they need the money.</p>	<p>future possibility/ probability</p>
Will /Won't	<p>It is very cold so I will stay at home.</p> <p>I will help you if you wish.</p> <p>Will you look after my dog for a day?</p> <p>It will rain tonight.</p> <p>I will get you a shawl from Srinagar.</p>	<p>intention</p> <p>offer</p> <p>request</p> <p>prediction</p> <p>promise</p>
Would/Wouldn't	<p>Would you mind if I come over tonight?</p> <p>Would five o' clock suit you?</p> <p>Yes it would.</p> <p>Would you pass the salt?</p> <p>Would you come to my party?</p> <p>Would you prefer tea or coffee?</p>	<p>permission</p> <p>making arrangements</p> <p>request</p> <p>invitation</p> <p>preference</p>
Shall	<p>Shall I help you?</p> <p>Shall we meet at 3.00 pm outside Bakshi Stadium?</p>	<p>offer</p> <p>making arrangements</p>

UNIT
4

Should	We should check the timings of the train.	recommended action
	You should listen to the advice of your elders.	advice
Ought to	You ought to do your duty.	advice
	The bus ought to be here any minute.	probability
Must/mustn't	We must make a move now.	obligation
	You mustn't tell lies.	necessity
Need	He need not go to the market.	necessity
	You need to lose weight.	compulsion
	I need to get the groceries.	insistence

- Modals do not inflect. They do not change according to the subject of a sentence.

e.g. I can

You can

They can

It can

- Only one modal is used in a verbal group.
- **Would** is used to express offer.

e.g. **Would** you like to have coffee?

- **Could** and **might** are used to seek permission (polite) but **may** is used to grant permission.

Could I use your pen?

Yes, you **may**.

Empty use of can and could.

The modals **can** and **could** are both used with verbs of perception like see, hear, smell, feel etc. where they don't have any special meaning. Since these verbs cannot take the continuous tense the modals are used to indicate an action.

e.g. I can smell a fire

I can hear a weird noise.

She could feel her hair standing up.

UNIT 5

CONNECTORS

1. Read the English folktale given below and fill up the blank spaces with suitable words.

There were once three tortoises - a father, a mother (a) _____ a baby. (b)_____ one fine morning during Spring, they decided (c) _____ they would like to go for a picnic. They picked the place (d) _____ they would go; the nice woods at some distance, (e) _____ they began putting their things together. They got tins of cheese, vegetables, meat and fruit preserves. In about three months, they were ready. They set out carrying their baskets (f) _____ eighteen months, they sat down for a rest. They knew (g) _____ they were already half way to the picnic place.

In three years they reached there. They unpacked (h) _____ spread out the canned food. Then, the mother began to search inside the basket. She turned it upside down and shook it (i) _____ something important was missing.

"We've forgotten the tin- opener. Baby, you'll have to go back. We can't start without a tin-opener. We'll wait for you".

"Do you promise (j) _____ you won't touch a thing (k) _____ I come back?"

"Yes, we promise faithfully," Mother and father said together.

Soon after, he was lost among the bushes.

So, they waited and waited. A year went by and they were getting hungry. They had promised (l)_____ they waited. They began to feel really hungry (m) _____ the sixth year was about to end.

Mother tortoise said, "He'd never know the difference."

"No," said the father tortoise.

Mother tortoise said, "He ought to have been back by now. Let's just have one sandwich (n)_____ we are waiting."

They picked up the sandwiches, (o) _____ as they were going to eat them, a little voice said, "Aha! I knew you'd cheat! It's a good thing I didn't start for that tin opener," baby tortoise said.

1.1 Based on your reading of the passage, complete the statements using the given connectors.

- a) The mother, father _____ thought _____ (and)
- b) They planned to walk to the woods _____ (which)
- c) They reached the place _____ in eighteen months (which)
- d) They eagerly unpacked their picnic basket _____ (but)
- e) It was _____, when the three tortoises arrived at the picnic, place. (after)
- f) The mother tortoise ordered the baby to go home for the opener, saying _____ (that).
- g) _____ (but) was not willing at first.
- h) The Mother and Father promised to wait _____ (until)
- i) _____, they began to get very hungry. (after)

Note: You have combined and completed each sentence with the help of words called connectors.

1.2 Notice how ideas are connected in the story. Write what the following words you just used in 1.1 imply, by choosing suitable options from the box.

and :

but :

where :

while :

after :

until :

so :

**UNIT
5**

connects similar actions, objects

denotes contrast

denotes time.

The words given above are called **connectors**. **Connectors** do not simply join sentences together; they also show how ideas are related.

There are many different ways of classifying connectors according to their meaning. We shall start with the ones you are already familiar with.

2. Classification

Look at the table below, showing the different meanings of connectors. Put words from the box into the correct categories. Some have been done for you as examples.

because when if as.....as after before
 therefore where than provided that whereas
 so that as although while

Contrast	Reason/ Cause	Result/ Purpose	Place	Time	Comparison	Condition
whereas	because			when	as.....as	

3. More Complex Connectors

Read through the following text. Pay special attention to the underlined words. These help the reader to understand the relationship between the sentences, or parts of sentences, clearly.

Select as many appropriate words as possible from the list given below to replace the underlined words. Be careful not to change the basic meaning too much.

to his amazement	even though
although	in actual fact
as a matter of fact	lastly
generally	usually
however	nevertheless
besides	to his surprise
as a rule	all the same.

Martin's Picture

Martin wasn't a very bright boy. Normally, he never came more than second from the bottom in any test. But, that morning in the art lesson, he had drawn a beautiful picture of a scarecrow in a field of yellow corn. To his astonishment, the drawing was the only one given full marks - ten out of ten - which declared him the best for the first time in his life, in his class! He had proudly pinned the picture up on the wall behind his desk, where it could be admired by all. It seemed though, that not everyone admired it. Some unknown member of the class had, in fact, taken a violent dislike to it.

During the lunch break, when the classroom had been deserted, the picture had been torn off the wall. Moreover, it had been trodden or stamped on. As if that wasn't enough, the words 'ROTTEN RUBBISH' had been written on the back in big round letters. And finally, the paper was so creased that it looked as though it had been screwed up into a tight ball and perhaps thrown about the room.

"Who could have done it?" Martin wondered.

UNIT
5

Now rewrite the text.

Martin's picture

Martin wasn't a very bright boy.

Usually,

Generally

As a rule, He never came more than second from the bottom in any test.

However, _____

4. What Comes Next

Connectors are indicators or markers of what comes next in a text.

Look at these extracts from longer texts. Decide which marker/connector could be used in the blanks to indicate what comes next. e.g.

*There are many good players in the cricket team: **for instance**, Tendulkar and Dhoni.*

1. There are two main types of elephant in the world: _____, the Indian and the African.
2. He is good at swimming, tennis and hockey. _____, he has also represented the school in cricket.
3. Many environmentalists strongly object to the mill being built at Srutipur, _____ the unemployed are very happy at the proposal.

4. Her performance in the Olympics did not match our expectations. _____, she hasn't improved much in the recent past.
5. ... In the field of research, the computer has proved immensely useful. _____, It has become an indispensable tool for all kinds of scientific endeavour.
6. The import of petrol has been banned in the Midlands. _____, the price of it has gone up.

5. Look at the text below. The sentences have been jumbled up. Write them out in order to produce a sequenced paragraph. The first sentence has already been given to help you begin the paragraph.

- a. To conclude, like many things in life it is up to the individual to use TV wisely, or to abuse it and become its slave.
- b. By contrast, those who attack TV state that it makes people lazy by doing everything for them.
- c. Television is here to stay.
- d. In other words, it stifles rather than stimulates the imagination.
- e. Defenders of TV say that it is a wonderful source of information about things we can never hope to see or do in person.
- f. Moreover, they say it makes topics interesting which would otherwise be boring and difficult in books.
- g. However, is it a boon or a curse?
- h. In fact, it has become an indispensable part of our lives.

Television is here to stay. _____

What helped you to put the sentences back in the correct order?

6. Understanding the Connectors.

Connectors are joining words. They join any of the following:

1. One word with another	• tired <u>but</u> happy.
2. One phrase with the other	• ready to go <u>and</u> eager to start.
3. One clause with another	• I went home <u>because</u> I had finished my work.
4. One sentence with another	• It was raining heavily. <u>So</u> we took an umbrella along.

INTEGRATED GRAMMAR PRACTICE 4

- 1. Study the following sentences. Select the one of the underlined words which is incorrect. Write the incorrect word in the boxes provided. One has been done as an example.**

e.g. The National Gallery of Art at Washington D.C., is one of the world's greatest museums.

at

- a) Millions of people had entered its doors to see the paintings by some of the world's finest artists.

- b) But if, those priceless masterpieces are to be preserved, the gallery must protected them carefully.

- c) The 150 guards have successively prevented damage and theft.

- d) But, protecting the paintings from nature was a greater problem.

- 2. Rearrange the following words and phrases to form meaningful sentences. The first one is done for you as an example. Write the answers in your answer sheet.**

are / the / dreams scenarios / picture perfect houses / not a speck of dust / and no cobwebs ever / with a wrinkle free bed cover / on the shelves

Picture perfect houses with a wrinkle-free bedcover, not a speck of dust on the shelves and no cobwebs ever are dream scenarios.

- (a) of its residents / becomes a / it reflects / a house / the personality / home when

(a) _____

- (b) has to look / no rules / how our / there are / as to / home

(b) _____

- (c) thing is/ inhabiting them/should enjoy/the important/that we
 (c) _____
- (d) about/houses are/our lives/personal statements
 (d) _____
- (e) the confidence/in ourselves/they reflect/we have
 (e) _____
- (f) we have/will be/the more/ individualistic/confidence/the more/our homes
 (f) _____

3. Complete the following passage on Dance by choosing the correct word from the given options. The first one has been done for you.

The fact that dance (a) **is** an art form is a well known fact, (b) _____ dance as a therapy is not known (c) _____ many. Dance therapy involves a synthesis of the grace and vigour (d) _____ Indian classical and folk dance movements into (e) _____ innovative and holistic therapy. It brings (f) _____ the inner feelings (g) _____ the participants and can help them (h) _____ develop a healthy personality.

- (a) (i) is (ii) been (iii) as (iv) being
- (b) (i) For (ii) Although (iii) But (iv) While
- (c) (i) by (ii) to (iii) in (iv) about
- (d) (i) on (ii) in (iii) of (iv) into
- (e) (i) the (ii) a (iii) an (iv) as
- (f) (i) in (ii) of (iii) over (iv) out
- (g) (i) about (ii) for (iii) in (iv) of
- (h) (i) with (ii) in (iii) to (iv) into

4. Use the information in the headlines to complete the sentences. Choose the correct option from those given below.

(a) Women Rescue Child

Two brave women of Rampur village _____
kidnapped by his father's distant relative.

- (i) have rescued a child who has been (ii) have rescued a child who was being
(iii) rescued a child who had been (iv) rescued a child who was

(b) Two killed in Collision

Two passengers travelling in a car died _____.
The driver of the truck is absconding.

- (i) after their collision of a truck (ii) in a collision with a truck
(iii) after their car collided in a truck (iv) when their car collided with a truck

(c) Ban on Smoking

Smoking _____ in all public
places.

- (i) has been banned (ii) is being banned
(iii) banned (iv) was banned

(d) Old Building Demolished.

Keeping in mind the dilapidated condition of _____
yesterday.

- (i) the building, it was demolish (ii) the building, it was demolished
(iii) the building, it has been demolished (iv) the building, it will be

UNIT 6

THE PASSIVE

- 1 **Here is a newspaper report of a young girl who went back in time to see how her home town looked seventy years ago.**

Dehra Times

Purkul, 7 July, 09

It is reported that Kareena, a twelve year old girl living in Purkul, went back in time using a time machine.

Seventy years ago her home town was an ideal place to live in. Her home town had not been invaded by the marvels of technology. Industries had not been set up then, so the air was not polluted. She could see children playing in the garden. Some children were listening to the stories told by their grandmothers. Happiness and contentment prevailed everywhere.

In the newspaper report above, the focus is on the changes as observed by Kareena.

1. Kareena's hometown had not been invaded by the marvels of technology.
2. Industries had not been set up.
3. The air was not polluted.
4. Some children were listening to stories told to them by their grandmothers.

2. **Fill in the table to identify the subject, verb and object in the sentences listed above. You may include the object/ agent where necessary.**

Subject	Verb	Object
Kareena's hometown	had not been invaded	(by) the marvels of technology.
Industries	_____	_____
_____	was not polluted	_____
Stories	_____	_____

Did you know?

A passive construction does two things.

- (i) it brings the object to the position of the **subject**.
- (ii) it introduces the verb *be* and the past participle form of the verb. (*-ed/ -en*)

A passive construction is used when

- (a) the agent is unknown
e.g. Gold jewellery worth one crore was found missing.
- (b) the agent is too obvious
e.g. The speeding car was stopped at the signal for violating the traffic rules.
- (c) the process is more important than the doer.
e.g. Vanilla flavour is added to the milkshake.
- (d) the speaker wants to hide the source for confidentiality.
e.g. I was informed that the staff accept gifts from the customers.

3. Simple Passive

Present Passive: "Where are they made?"

Match the words from columns A, B, C, and D to produce factually correct sentences. Write your answer in complete sentences. (Remember to make your subject and verb "agree".)

e.g. Coffee is grown in Brazil.

A	B	C	D
Oranges		produced in	Brazil.
Wine		worn in	Switzerland.
Maruti cars	are	eaten in	Malaysia.
Coffee		manufactured in	France.
The most expensive watches	is	grown in	India.
Uranium		mined in	the Middle East.
Satay			South Africa.
Deshdashes			Morocco.

UNIT
6

4. Past Passive - "Where was it made?"

Look at what your partner is wearing. Imagine where the various items of clothing were (or might have been) made, and tell your partner. Use your imagination!

e.g. A: Was the shirt you were wearing yesterday made in France?
B: No, actually it was made in Brazil.

5. Passives in Headlines and Notices

Headlines.

Newspaper headlines are short and crisp. They often use the passive as it may not be necessary to focus on the doer.

Sales Tax increased

5.1 Expand the following headlines using passives as shown.

a) Oscar award for A.R. Rahman's *Jai Ho*

A.R. Rahman was awarded the Oscar for his song *Jai Ho* in the movie *Slumdog Millionaire*.

b) Son of business tycoon kidnapped

c) Explosives found near Regal Cinema

6. Convert these sentences into headlines

(i) The sealink between Bandra and Worli has been inaugurated.

(i) _____

(ii) Twelve non-stop superfast trains have been introduced in the recent railway budget.

(ii) _____

(iii) One more case of swine flu has been confirmed in Hyderabad.

(iii) _____

7. Notices

Read the following captions. Change them into active (voice) and explain their meaning.

e.g. All credit cards accepted.

We accept credit cards.

Meaning: The organization accepts credit cards from customers for all their transactions.

1. Domestic help required

2. All types of computer servicing undertaken.

3. Using cell phones is not allowed (University Campus)

4. Spoken English classes conducted.

5. All Recharge Coupons sold here.

8. The Passive in Tentative Statements

The passive is often used in tentative statements where the writer tries to be as neutral as possible.

It	is	considered	to	be...
		said		
		known	to	have been...
They	are	acknowledged		
		believed		
		regarded as...		

8.1 Look at the box below. Write tentative statements following the pattern in the table above.

The Taj Mahal	invented by the Chinese	healthier than men
Qutab Minar	The cheetah	the fastest land animal
The Sahara desert	one of the oldest forms of writing	the longest river in the world
Hieroglyphics	Women	Gun powder and printing
the tallest ancient minaret	The Amazon	
the hottest region of the earth	the most beautiful mausoleum in the world	

	regarded as	the most beautiful
"The Taj Mahal is	considered to be	mausoleum in the world."

PROCESS WRITING

9. Read these instructions from a computer operating manual.

How to start

- 1. Link up the monitor, keyboard and printer.
- 2. Plug in the main cable.
- 3. Switch on the monitor at the back.
- 4. When the light appears on the screen, place the Day Disk in Drive A.
- 5. Push in the disk until the button clicks out.
(It takes about 30 seconds for the computer to load the programme.)
- 6. Press the Drive button and the disk shoots out.

7. Replace the Day Disk with the Document Disk.
8. Press function key-7
9. Start work!

9.1 Change these instructions into the past passive by filling in the blanks. The first sentence has been completed as an example.

Firstly the monitor keyboard and printer were linked up. Then the _____ was _____. The monitor _____ at the back. When the light appeared on the screen, _____ in Drive A. The disk _____ until _____. It took the computer 30 seconds to load the programme. The drive button _____ and the disk shot out. The _____ with the Document Disk. Finally, _____.

The word processor was then ready to use.

10. At a party, Gautam met his friend (Ravi) who talked about his experiences while staging a play.

Read the dialogue.

Gautam : It's quite some time since we met. I guess it's because you've been busy as usual.

Ravi : Yes, I've been directing a play - Targore's *Chandalika*. Did you hear about it?

Gautam : Yes, I heard it was a great hit. In fact, I was planning to get in touch with you to ask for your help. We want to put up a play for our Annual Open Day. How did you go about staging your play?

Ravi : Well First, we chose three possible plays, and divided ourselves into reading groups. Then we exchanged views and arrived at a decision.

Gautam : What was your next step?

Ravi : Casting, of course. Once we'd got the script ready, we selected the cast.

Gautam : And then?

Ravi : We held auditions for the main parts and then made a preliminary selection. Eventually we were able to make a final choice and assign the roles.

Gautam : How did you plan your rehearsals?

Ravi : We met for a couple of hours every evening. As the play took shape, we held longer and more intensive rehearsals.

Gautam : Who else was involved in the production?

Ravi : The stage crew and the technicians. But they did not come in until we were out of the initial phase.

(The conversation continues)

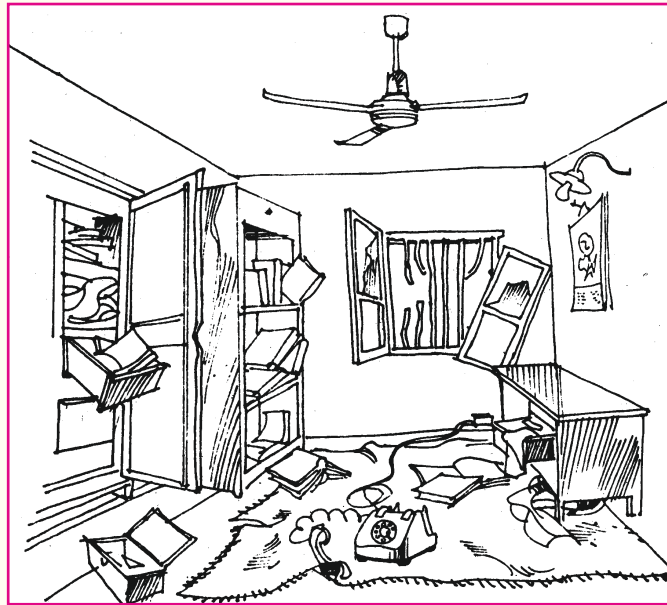
Gautam decides to make a written record of how Ravi produced a play in order to try it too.

Write this record, using the passive where appropriate. The first few words have been provided for you.

Three possible plays were selected and Ravi's friends divided themselves.....

11. Present Perfect Passive

Inspector Narayan has been called to investigate a burglary. When he arrives at the crime scene, there is total chaos in the room. He makes notes about what has been damaged. You are Inspector Narayan. Look at the picture and complete the description, using the Present Perfect Passive.



Several items in the room have been badly damaged. The carpet has been torn.

12. Maintaining a Point of view

Read the following passage. Underline the verbs in the active voice and put circles around verbs in the passive voice. The first two have been completed.

Dr Godbole arrived at the station at 6.30 pm and was met by Professor Salisbury of the Institute of Environment Studies. After being driven to the Conference Centre for a brief meeting, the Indian forestry expert was taken to his hotel. The following morning, he presented his paper titled "Save the Trees - Save the World" which was greeted with a prolonged applause. After his brief visit, Dr. Godbole is reported to have said that he was very pleased with its outcome.

From whose perspective or point of view is this description given? How does the use of the passive voice help maintain this?

13. Review of Passives

Look back on the exercises in this Unit. Discuss why the passive is used in each of these different circumstances.

Can you think of any other times when it is best to use the passive?

14. Imagine you are a famous person. Write a brief report (maximum 80 words) of a day in your life. Use the passive voice where you think it is appropriate. An example to show you how you might start is given below.

I woke up at 7am and was given tea. It was a bright and sunny morning, so I decided to walk to the film studio. Normally, I am driven....

**UNIT
6**

15. Future Passive

Promises Galore!

Your class will be divided into two groups. One member of each group is contesting an election representing his/her party. The two parties are United Students' Front and United Youth Power. Each group writes an election manifesto stating changes that will be brought about in schools and colleges if their candidate is selected.

You may begin like this :

If I am elected, the following changes will be implemented with immediate effect.

1. *Participation in any one of the sports activities will be made compulsory.*

The candidates will read out their manifesto to the whole class.

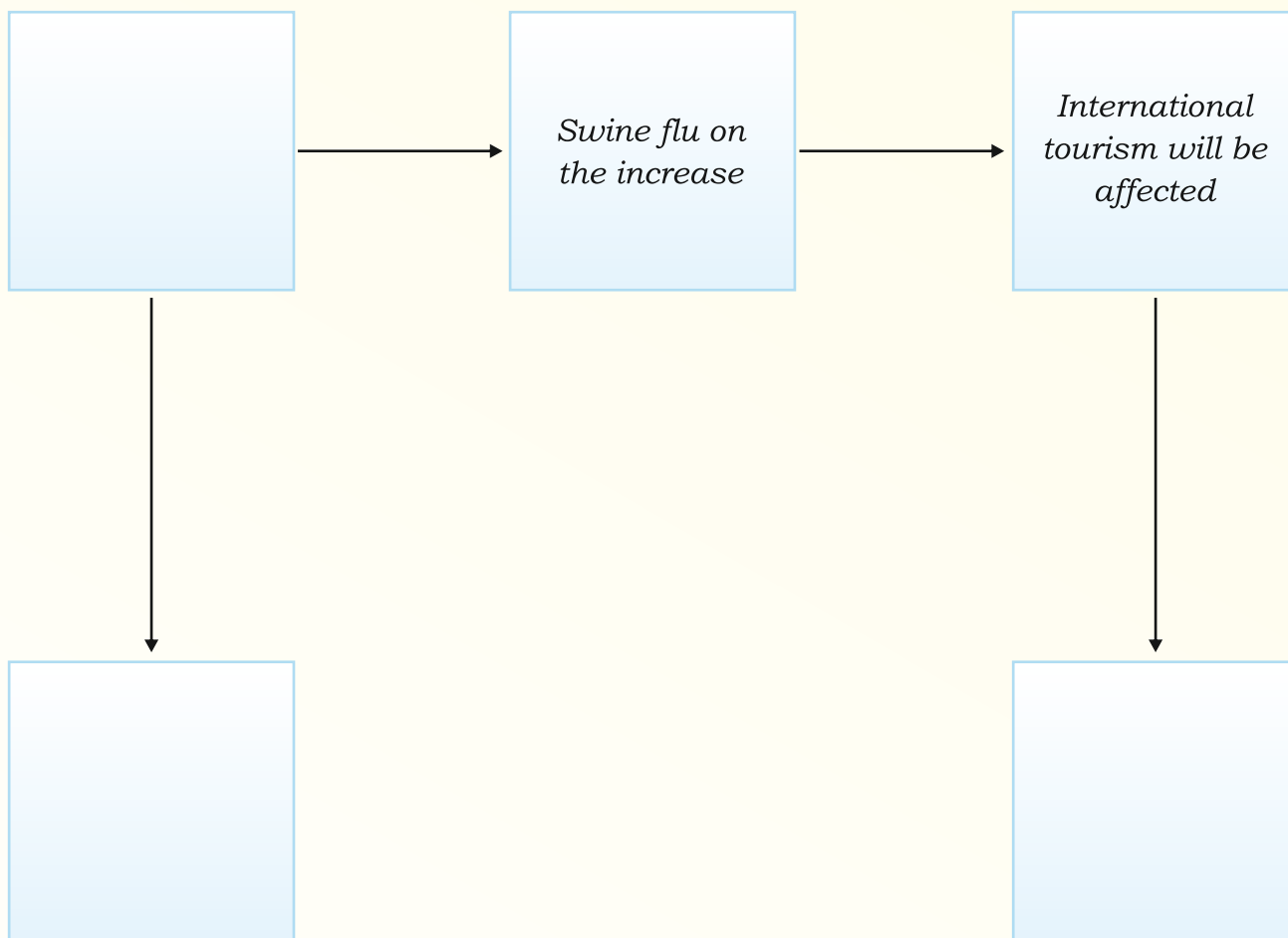
16. Prevention is better than cure.

Swine flu has been declared (as) a pandemic.

In groups of four discuss the following.

- a) What has been done by the authorities to cope with the problem?
- b) What are the consequences of such a major world-wide infection?

Write out the answer to the questions as a flowchart using the passive form of the verb.



INTEGRATED GRAMMAR PRACTICE 5

1. **Look at the notes below. Then use the information to complete the paragraph by choosing a suitable word or phrase for each space.**

Bishnois - always - nature worshippers - 1730 A.D. - Maharaja Abhay Singh's men - fell - khejri trees - Amrita Devi - hug a tree - protested - insisted - to cut her head first - men obliged - Amrita - a legend.

Bishnois have (a) _____. In 1730 A.D. Maharaja Abhay Singh's (b) _____ fell Khajri trees. Amrita Devi, a true Bishnoi, (c) _____ and expressed (d) _____. She insisted that if they wanted to cut the tree (e) _____ first. The unrelenting men of the Maharaja obliged her and the (f) _____.

- | | | |
|-----|--|---|
| (a) | (i) always been regarded as nature worshippers | (ii) always been called as nature worshippers |
| | (iii) always knew nature worshippers | (iv) always done nature worshippers |
| (b) | (i) men coming to | (ii) men started |
| | (iii) men began to | (iv) men came to |
| (c) | (i) hug a tree | (ii) hugging a tree |
| | (iii) hugged a tree | (iv) hugs a tree |
| (d) | (i) his protest | (ii) her protest |
| | (iii) their protest | (iv) protesting |
| (e) | (i) they may cut her head first | (ii) they would have to cut her head first |
| | (iii) they can cut her head first | (iv) they should cut her head first |
| (f) | (i) woman became a legend | (ii) woman becomes a legend |
| | (iii) women became a legend | (iv) woman read a legend |

2. **Rearrange the jumbled words to form meaningful sentences.**

- (a) at developing / there have been / a modern / many attempts / snowboard
(a) _____

- (b) was developed / a child's toy / in 1965 / the 'Snurfer' / as

- (b) _____
- (c) and a rope / at the / two skiis / were bound / was placed / front end / together

- (c) _____
- (d) declared / snowboarding / in 1994 / was / event / an Olympic

- (d) _____
- (e) across the globe / is a / this recognition / huge victory / snowboarders / to the

- (e) _____

3. Choose the right word from the options given below and fill in the blanks.

- a) The weekly forecast says that I _____ an old friend this week.
- b) I have to catch the 5.00 am train tomorrow. So, I _____ go to bed late tonight.
- c) The casualties _____ to a nearby hospital.
- d) The majority of the news _____ about violence.
- (a) (i) will meet (ii) meet (iii) am meeting (iv) ought to meet
- (b) (i) have to (ii) needn't (iii) may (iv) mustn't
- (c) (i) was taken (ii) were taken (iii) taken (iv) took
- (d) (i) are (ii) is (iii) has (iv) have

4. Each sentence has four words underlined. Select the one underlined word that is incorrect and write it in the box as shown.

1. Machu Picchu is the pre-Columbian Inca site located 2430 mts above sea-level. The
2. It was situated on a mountain ridge in Peru.
3. Machu Picchu was declared an UNESCO world heritage site in 1983.
4. Till it was not plundered by the Spanish it is an important cultural site.
5. This Peruvian historic sanctuary is considered a sacred place.

UNIT 7

REPORTED SPEECH

1. **Read the conversation between a young boy and his mother. The boy is determined to go to a camp, despite his mother's refusal to let him go (from George Layfon's short story "The Holiday").**

It wasn't fair. Tony and Barry were going. In fact, nearly all of them in Class Three and Four were going, except me. It wasn't fair. Why wouldn't my mum let me go?

- (a) "I've told you. You are not going camping. You're far too young."

Huh! She said that last year.

"You said that last year."

"You can go next year when you're a bit older."

She said that last year, too.

"You said that last year and all."

"Do you want a clout?"

"Well you did, Mum, didn't you?"

- (b) "Go and wash your hands for tea."

- (c) "Aw, Mum, everybody else is going to school camp. Why can't I?"

- (d) "Because you're going to Bridlington with me and your aunt Doreen, like you do every year!"

Oh! Every year my mum, me and Aunt Doreen stay at Mrs. Sharkey's boarding house. I suppose we'll have that same room again.

"Don't be cheeky! Mrs. Sharkey saves the room for me every year. It's the best room in the house facing the sea."

"Aw, Mum, I never get any sleep - with the sea splashing on one side."

My mum gave me a clout right across my head.

"Well, you've done it now. You've dislocated my jaw - ow!"

She clouted me again, right in the same place.

"It's not fair. Tony's mum and dad are letting him go to school camp, and Barry's going too. Why don't you let me go?"

She suddenly bent down and put her face right next to mine, right close. She made me jump.

- (e) "Now listen to me, my lad. What Tony's mum and dad do, and what Barry's mum and dad do, is their look out. You will come with me and your Auntie Doreen to Bridlington and enjoy yourself, like you do every year!"

1.1 Suppose Tony overheard this conversation, and wrote a letter to Barry. Write and complete Tony's letter for him.

Dear Barry,

It's just two weeks more for our school camp! I can't wait to have a great time with our class mates. I was hoping you, George and I get to share a tent together! But I was at George's place and got to hear what his mother felt about our trip.

To start with his mother said he wasn't going camping, adding that he was far too young for it. George reminded his Mum that she had said that the previous year.

She felt that (a) _____ older. He protested that she had said the previous year, too. To this, she simply ordered (b) _____ for tea.

He wanted to know why (c) _____ when every body else, was going. She reasoned with him saying (d)

George objected to being disturbed by the splashing sea, waves. But, his mother clouted him twice and in a threatening manner, told him (e)

_____ so, that's it. Probably, George won't be with us

Affectionately

Tony.

2. Reporting Verbs

Did you know?

Sometimes it is not necessary to report everything that is said word for word. It may be better to use "reporting verbs" which summarise what was communicated. Given below are some of the most commonly used verbs of this kind.

accept	advise	apologise	ask	assure	blame
complain	compliment	congratulate	explain	greet	hope
introduce	invite	offer	order	persuade	promise
refuse	regret	remind	say	suggest	tell
sympathise	thank	threaten	answer	warn	encourage

A

Can you hear me?
(speaker)

B

What did she say?
(you)

C

She asked if you
could hear her.
(friend)
(ask)

You should go
to the doctor
now.
(speaker)

What did he say?
(you)

He advised you
to go to the doctor
now.
(friend)
(advise)

3. Fill in the empty bubbles in Column C reporting what was said in Column A, as in the box given on page 87.

1.	Get out!	What did he say?	
			(order)
2.	I wish I wasn't so rude to my teachers.	What did she say?	
			(regret)
3.	Don't touch the wire.	What did the notice say?	
			(warn)
4.	I won't go to your party.	What did she say?	
			(refuse)
5.	You can do well in the competition. Go ahead.	What did she say?	
			(persuade)


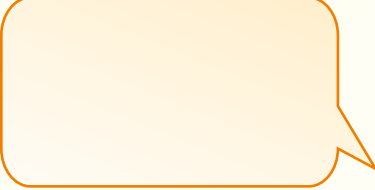




A (First speaker)

B (Questioner)

C ("Reporter")

4. Interactive Practice

Individually, write down four sentences as in column A in 3.

1.		<i>What did he say?</i>	
2.		<i>What did she say?</i>	
3.		<i>What did the notice say?</i>	
	A (First speaker)	B (Questioner)	C ("Reporter")

5. Allen of MES Indian school has been asked to interview the Minister for Environment and Forests about the world's first zero - carbon city. Here is an extract from the recorded interview. Write a short report in the given space.

Allen : It's remarkable! A city of fifty thousand people and no cars!

Minister: I agree with you. Masdar city in Abu Dhabi will be the world's first zero-carbon city.

Allen : How will you achieve this?

Minister: Our city will soon run entirely on renewable energy, including solar panels to trap the abundant resources offered by the desert sun.

Allen : So, you will be a shining model for other Governments. Congratulations, Sir.

Minister: Thank you. We are investing in our future. You may wonder how people would go about the city, don't you?

Allen : I have wondered about it, Sir.

Minister: Our futuristic city will have people moving about in automated pods.

Allen : It's unbelievable. Forgive me if I find it a little too fantastic.

Minister: Our Government assures you that this unique city will be ready for people to settle in by 2025. It will have a light railway line, transport pods and no carbon footprints.

Allen : We need air conditioners, don't we? It's impossible to live without them here.

Minister: Masdar city will take full advantage of the sea breeze. The city will have a peripheral wall that will protect it from the hot air.

Allen : I wish other countries could plan their expansion in this way too.

Minister: In addition to what I have mentioned earlier, the city will also be protected from the noise of the nearby Abu Dhabi Airport.

UAE PLANS FUTURISTIC CITY

by Allen Kuwana

The Zero-Carbon City Project, initiated by the government of the United Arab Emirates is a milestone in mankind's efforts to save its planet from the ravages of climate change. The Minister for Environment and Forests, Abu Dhabi, assures our readers that _____

UNIT
7

4. Reporting 'Questions' and 'Requests'

The words in these sentences have been mixed up. Put them in the correct order. Direct questions (?) are followed by reported questions (•). Study the examples first.

YOUR SEAT COMFORTABLE IS (?)

Is your seat comfortable?

SEAT HE IF ASKED YOUR COMFORTABLE WAS (•)

He asked if your seat was comfortable.

FEELING ARE YOU BETTER (?)

SHE IF FEELING BETTER WERE ASKED YOU (•)

DID KALIAS LIVE WHERE THE (?)

ASKED HE THE KALIAS WHERE LIVED (•)

THEY WILL BE LEAVING WHEN (?)

ASKED BE HE WHEN THEY LEAVING WOULD (•)

CAN OPEN THE PLEASE YOU WINDOW (?)

YOU OPEN ASKED WINDOW COULD SHE WHETHER THE (•)

MODEL HOW HAVE FINISHED THAT QUICKLY SO YOU (?)

THAT MODEL QUICKLY SO HOW HAD FINISHED THEY ASKED YOU (•)

5. Report the following questions. (Use if/whether or why, as appropriate.)

1. Have you met my sister?
She asked _____ *(use you and her)*
2. Do you want a drink?
He asked _____ *(use you)*
3. Why didn't you study for the Unit test?
She asked _____ *(use he)*
4. Can you help me with my homework this evening?
He asked _____ *(use she)*
5. Have you had lunch yet?
They asked _____ *(use he)*

6. Said and told

Be careful with the use of **said** and **told**. Look at these examples.

He told me to stop work.
 They told us they had four children.
 She said (that) they were finished.
 We said (that) we were leaving at 6 o'clock.

What would you use when ordering somebody to do something: told or said?

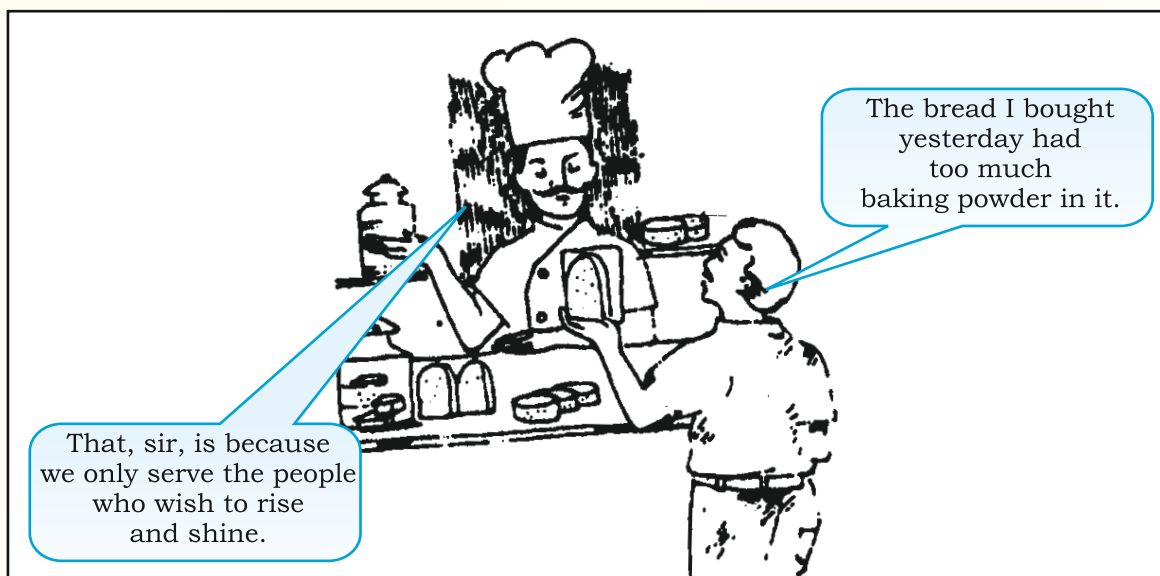
Fill in the blanks using *said* or *told*.

Add any other words that you think are necessary.

1. He _____ to sit down and I did.
2. She _____ the weather would be hot and it was.
3. They _____ about the disaster and we listened carefully.
4. He _____ to go away and they did.
5. She _____ there was no other way to do it.

7. Thinking about changes in Reported Speech

Look at the cartoon and read the dialogue.



Now read the following paragraph, which reports what happened in the cartoon.

A customer walked into a bakery and complained that the bread he had bought the previous day had too much baking powder in it. The man at the counter told him that that was because they only served those people who wished to rise and shine.

Note the choice of tense in reported speech.

bought (simple past) → had bought (past perfect)

In the box below list the words that have been changed

Direct		Indirect
I	→	he
	→	had bought
	→	
	→	
	→	

List the two verbs of speaking that have been added.

1. _____ that
2. _____ that

8. Reported Speech for Extended Practice.

Read the dialogue between Mr Coomer (Mr C), the British Scholarship Officer, and an applicant, Miss Reena Banerjee (R).

Mr C: Come in, Miss Banerjee.

R: Thank you.

Mr C: Please sit down. Can I get you a cup of coffee or a cold drink?

R: Yes thank you. A cold drink, please.

Mr C: I'm just going to ask you a few questions. How long have you been studying English?

R: I've had private as well as school lessons for 14 years.

Mr C: Just as background information, what do you do in your spare time?

R: I've always enjoyed drama, and also debating.

UNIT
7

Mr C: Why do you wish to obtain a scholarship to study in Britain?

R: Well, I'm interested in studying Immigration Law, and there are several good colleges in Britain dealing with his.

Mr C: Very interesting. Finally, do you know that the grant only covers teaching fees?

What about your living expenses?

R: My sister will pay for my personal expenses.

Mr C: Well, Miss Banerjee, we'll be writing to you next week. Thank you for coming.

Reena meets her friend, Latha, after the interview. She is very excited and tells Latha exactly what happened. Fill in the spaces using reported speech. Fill in the boxes with reporting verbs.

Reena: I think it went quite well. The interviewer was very pleasant.

Latha: What did he ask you?

Reena: Well, first of all he me a drink. Of course I because my throat was dry! Then he me _____ just _____ a few questions. He _____ _____ English.

Latha: What did you reply?

Reena: I _____ 14 years - which is more or less true. Next, he _____ and I that _____

Latha: Did he ask why you had applied?

Reena: I'm just getting to that! Yes, he did. I _____

 Immigration Law because there were lots of excellent colleges in Britain
 teaching this.

Latah: Very good answer.

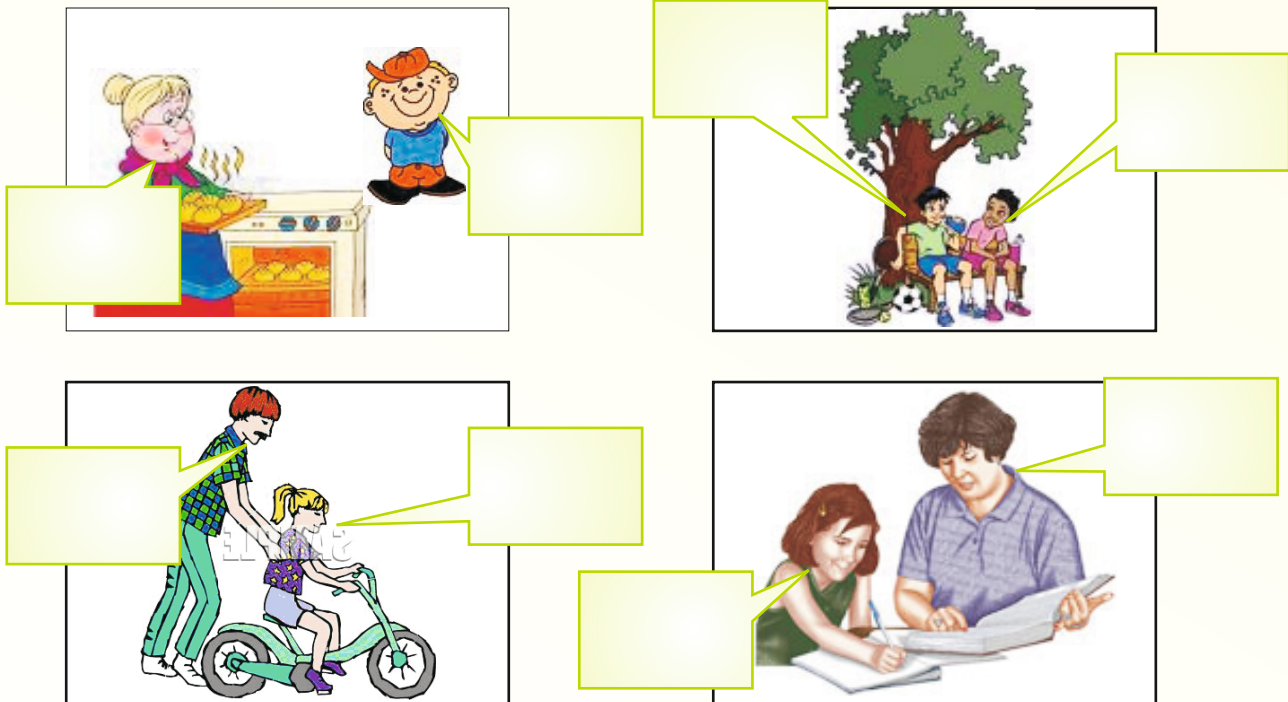
Reena: Yes, he _____! Finally, he me that
 _____ and me _____
 I him that my sister _____
 _____.

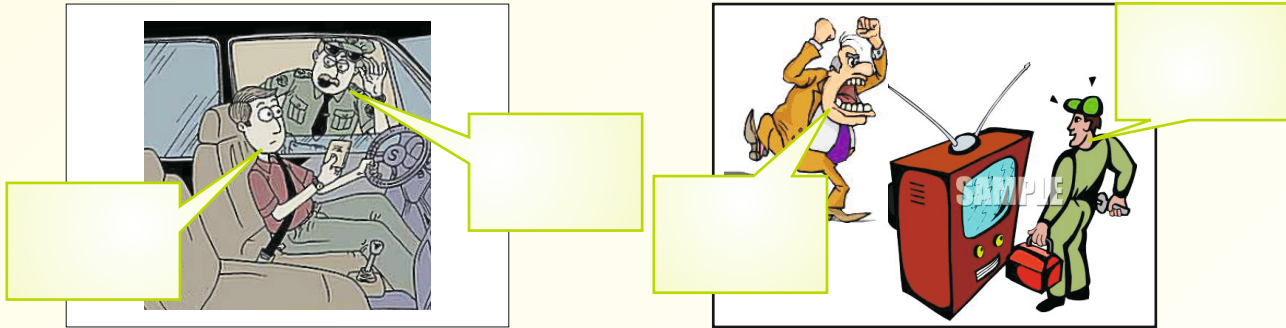
Latha: What happens now?

Reena: He said _____

Latha: I do hope you get it!

9. Look at the pictures of people talking to each other. With your partners, discuss what they are telling each other. Share your ideas with the class.





10. Read the following dialogue between Raghu and Sheela :

Raghu: I think one of my snakes has escaped.

Sheela: Isn't it dangerous? You really must stop collecting snakes, Raghu.

Raghu: But I like snakes - they are unusual pets.

Sheela: But I think it's a dangerous thing to keep such pets.

Raghu: No, they're not dangerous; they are really....er....quite friendly.

Sheela: Huh, snakes require a great deal of careful handling and are still a risk.

Raghu: I don't mind. What matters is that I like them.

Sheela: Well, quite frankly, I hate them. They are awfully frightening to look at.

Raghu: Look, I am very careful and I handle them very gently. In fact, I don't have many.

Sheela: Have you ever been bitten?

Raghu: Well, it's true I've been bitten once or twice, but...

You are a friend who has overheard this conversation between Raghu and Sheela. Write to your sister reporting it. Give the conversation an interesting, unexpected or humorous ending. (The first part has been done for you.)

Janpath

5 January

Dear Varsha

As you're very interested in Raghu and his snakes, I thought I'd tell you about a conversation I heard between him and Sheela.

He told her that he thought one of his snakes had escaped and, as usual, she told him to stop collecting them because they were dangerous. (Typical of Sheela, don't you think?)

Remember these rules of change

Pronouns			
Direct speech	Indirect speech		
	Masculine	Feminine	Plural
I	he	she	they
you	he	she	they
you	him	her	them
your	his	her	their
me	him	her	them
my	his	her	their
myself	himself	herself	themselves
we			they
us			them, their

WORDS DENOTING TIME AND POSITION

When the reporting verb is in the past tense, certain words denoting nearness of time and place are changed into words denoting distance.

It is necessary to change the words denoting *nearness* to words denoting *distance* because, when we report the words of a person to somebody, the place and time when the reporting is being done has changed.

So the reported speech must be in line with the modified time and place.

Direct Speech

this

these

now

ago

last night

next day

today

tonight

yesterday

tomorrow

day before yesterday

day after tomorrow

week

now

here

Indirect Speech

that

those

then

before

the previous night

the night before

the following day

the day after

the day

that night

the previous day

the day before

the next day

the following day

the day after

the day before the previous day

or two days before

the day after the next day

or in two days

the following week

then

there

INTEGRATED GRAMMAR PRACTICE 6

1. **Read the following sentences. Each sentence has four words underlined words. Identify one underlined word that is incorrect and write it in the space provided. The first one has been done as an example.**

The Statue of Liberty is designed by Frederic Auguste Barthold.

It was completely in France in July 1884.

The statue was shipped to New York with 350 pieces.

She arrived there on 17 June 1885.

The pieces were put together but the opening ceremony took place on 28 Oct 1886.

2. **Choose the right word from the options given below and fill in the blank.**

(a) He _____ breakfast yesterday.

(b) There _____ orange juice in the refrigerator.

(c) My room can't be dirty, I _____ it.

(d) Sneha wrote the programme _____; she didn't need anybody's help.

(e) If you had come to the theatre last night you _____ the play.

- (a) (i) not had (ii) didn't had (iii) didn't have (iv) hadn't
 (b) (i) aren't any (ii) is no any (iii) wasn't none (iv) isn't any
 (c) (i) just clean (ii) is just cleaned (iii) has just clean (iv) have just cleaned
 (d) (i) on her own (ii) on herself (iii) by himself (iv) by her own.
 (e) (i) would enjoy (ii) had enjoyed (iii) would have enjoyed (iv) must have enjoyed

3. **Rearrange the jumbled words/phrases to form meaningful sentences. Rewrite the sentences using appropriate punctuation marks.**

(a) in 2004 / the Nobel Peace prize / Dr. Wangari Maathai / was awarded

(a) _____

(b) towards sustainable development / the award / was in / her service / recognition of

(b) _____

- (c) Nairobi's Uhuni Park / in 1989 / saved / single - handedly / she
- (c) _____
- (d) which is an NGO / she is / the Green Belt Movement / the founder of
- (d) _____
- (e) at the grassroot / environmental issues / the Green Belt Movement / works / on various/level
- (e) _____
- (f) has earned / Dr. Wangari Maathai / "Tree Mother of Africa" / the title /of the
- (f) _____

4. Look at the notes given below and complete the paragraph that follows by choosing the correct option from the choices given.

Kamala Das alias Kamala Suraiyya - famous Indian writer - published auto biography - My story - translated - foreign languages.

Kamala Das also (a) _____ is (b) _____. She (c)_____ 'My Story' when she was 42 years old. Her autobiography (d) _____ into many foreign languages.

- | | | |
|-----|--|--|
| (a) | (i) called as Kamala Suraiyya | (ii) known by Kamala Suraiyya |
| | (iii) known as Kamala Suraiyya | (iv) said as Kamala Suraiyya |
| (b) | (i) famous Indian writer | (ii) a famous Indian writer |
| | (iii) the famous Indian writer | (iv) famous as an Indian writer |
| (c) | (i) published her autobiography titled | (ii) published an autobiography titled |
| | (iii) published an autobiography as | (iv) published an autobiography as |
| (d) | (i) is being translated | (ii) will be translated |
| | (iii) have been translated | (iv) has been translated |

PREPOSITIONS

UNIT 8

1. Read the following passage on New Zealand.

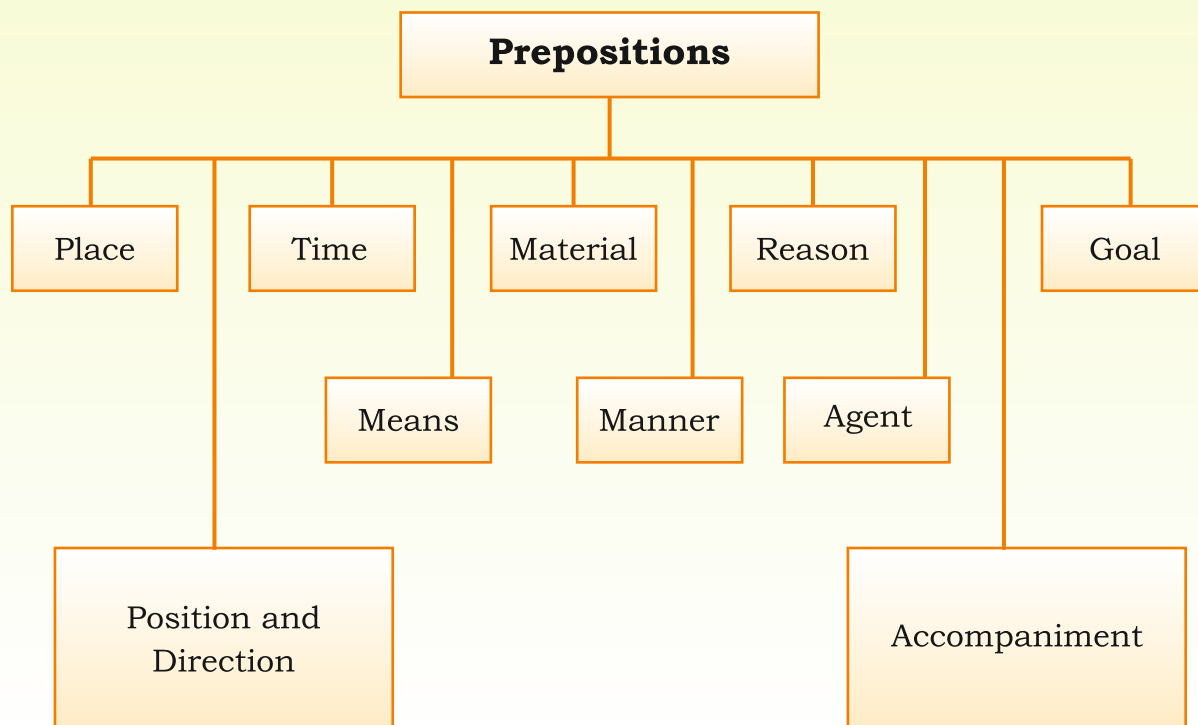
New Zealand is a Mecca for nature lovers. The islands were once part of the southern super - continent Gondwana from which they broke off around 80 million years ago. This was even before mammals had evolved and spread.

(courtesy : Terra Green Sept 2008 issue 06)

The underlined words express a relationship usually of space or time between the words with which they stand. Such 'Positional' words which are used before nouns (pre-position) are called _____

Did you know?

Prepositions are classified according to their function.



2. Identify the functions of the prepositions in each of these sentences.

1. George Washington served as the Commander-in-Chief during the American Revolutionary War.
2. The assassin shot the leader with a gun.
3. Pratap bequeathed his property to charity.
4. Manoj was awarded a certificate for his good conduct.
5. The roof is covered with fire-proof sheets.

3. Fill in the blanks with suitable prepositions.

- a) The magician made the girl disappear _____ my own eyes.
- b) He climbed _____ the ladder.
- c) There is a super market _____ our house.
- d) The train was late _____ 3 hrs.

4. Group the prepositions in the box below to indicate their use as prepositions of place (P), movement (M) or time (T). There may be more than one category for each.

between	_____	past	_____	before	_____
along	_____	on	_____	until	_____
since	_____	behind	_____	beside	_____
up	_____	round	_____	out of	_____
among	_____	for	_____	at	_____
in front of	_____	across	_____	under	_____
after	_____	through	_____	during	_____

5. **A student from a junior class asks you to help her illustrate the use of different prepositions for her class.**


In groups of four, choose one of the following lists of prepositions and draw simple pictures to illustrate their meaning.

Time	Place	Movement
since	on	through
at	in	along
until	behind	across
for	beside	down
after	above	round

Prepositions of Location

6. **Picture Dictation**

Work in pairs - Student A and Student B. Tag yourselves as Student A and Student B. Student A will look at the picture on page 117. Keep the picture secret from Student B. Describe exactly what you see to Student B, who must draw the picture from the information given. At the end, compare the two pictures. Draw your picture in the box below.



UNIT
8

e.g.

In the middle there's a small house. Behind the house there are two hills. Several birds are flying over the house...

7. This description is taken from a well-known film. Can you guess which one?

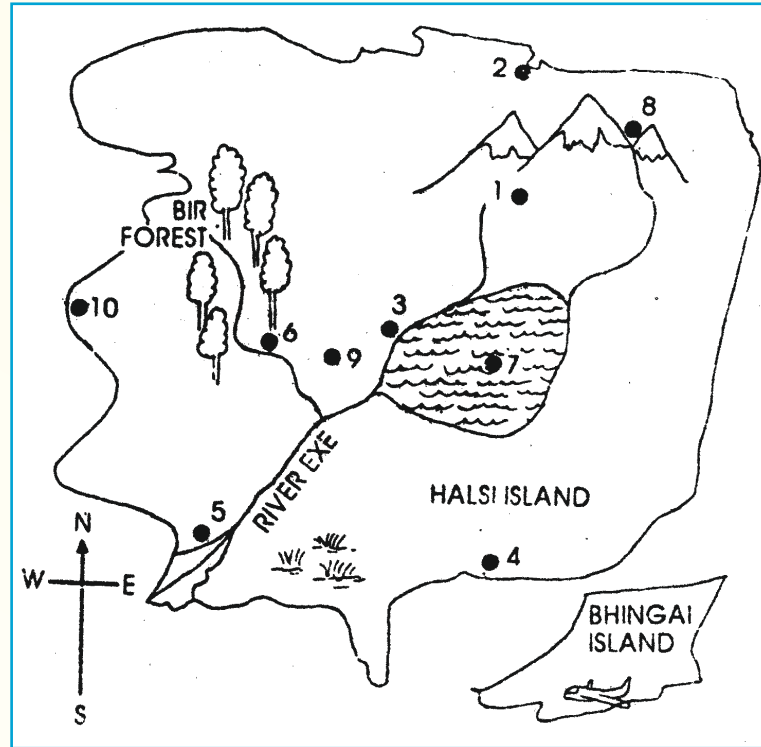
A man in a red cape and blue tights is flying over a city. On his chest is the letter S. Below him a large crowd is pointing up at him.

Imagine a scene from a play, film or TV show you have seen.

Describe (a) where things and people are, and (b) any movement. Follow the example.

Show your description to your partner. Guess each other's play or film.

8 Study the map and the key given below carefully, and complete the sentences that follow.



Key

1. Lalnagar
2. Sarkor
3. Timpur
4. Rampur (Capital)
5. Marwah
6. Chickoor
7. Strange Lake
8. Neverest Hills
9. Nafran
10. Lakshmanpur

UNIT
8

Complete the following

_____	is	half-way along the west coast of Halsi Island.
Rampur	is situated	
	lies _____	on the south coast of the island, north of _____
	is located	

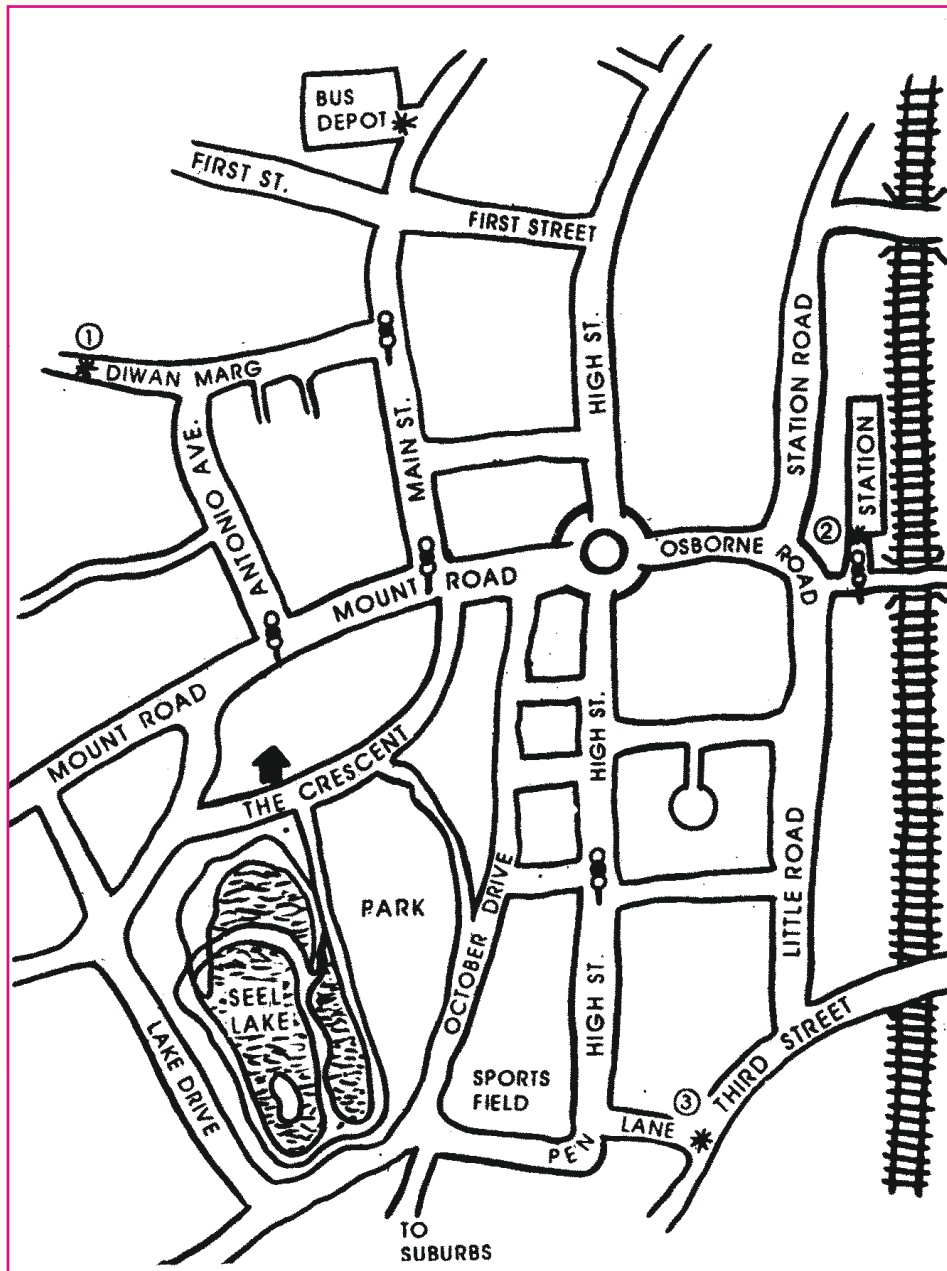
(Note the use of words like along, north of etc.)

Now describe the position of the other eight places, using some of the words in the box.

at	along
to	next to
on	between
in	above
by	below
over	among
under	opposite

9. Look at the map below.

You have invited three friends to a party at your house. Write three separate notes, giving them directions from 1, 2 and 3 to your house. You may use the words in the box.



KEY

- * 3 starting points
- traffic lights
- ↑ my home

You may use:

- along
- up to
- at
- up
- down
- as far as
- past
- opposite
- in front of
- next to
- straight across
- go
- turn
- walk
- take

UNIT
8

The directions from (1) are given here as an example

Go down Diwan Marg and turn right down Antonio Avenue. Walk as far as the traffic lights then turn right into Mount Road. Turn first left into The Crescent and my house is on the left.

- 10. Work in pairs. Put one pencil on a point on the map where you live, and put another pencil on any other point. Ask your partner to tell the direction for getting to your house.**

Prepositions of Time

after	at	before	between
by	during	for	from
on	past	since	throughout
to	towards	until	within

- 11. You have recently attended a wedding. A British pen friend asks you to describe it. Using the words in the box, describe the different ceremonies. Write only the body of the letter below.**

Common Combinations using Prepositions

12. Link the words from the different columns to produce meaningful sentences. One has been completed as an example. If you wish, write out the correct sentences in your notebook.

He went	for	love.
She is ill		work.
They're so much	by	hospital
The Prince came		foot.
The poor animal is	in	the moment.
That's enough		chance.
The style is	on	air.
They met		pain.
My house is not	out of	date.
He's not		sale.
	at	

13. Verbs and Prepositions

Fill in the gaps with suitable prepositions

- You're right. I agree _____ you.
- The conclusions are based _____ extensive research.
- He arrived _____ Delhi airport at 2 am and then arrived _____ the city at 4 am.
- He angrily shouted _____ the pupil.
- "Remember the party!" she exclaimed _____ her friend.
- A** differs _____ **B** in a number of ways.
- He applied _____ the teaching job but was turned down.
- She replied _____ his last letter.

9. They apologized _____ breaking the vase.
10. Do you believe _____ ghosts?

14. Adjectives and Prepositions

Look at the table below. Decide which of the adjectives in Column A commonly go with which preposition. Tick the table as shown. (There may be more than one tick for each adjective)

A	at	to	about	for
worried			✓	✓
good				
bad				
surprised				
happy				
sensitive				
puzzled				
married				
clever				
suitable				
curious				
due				
qualified				
famous				

15. Use the adjectives and prepositions from the box above to fill in the gaps below. Add eight sentences of your own.

1. Mary is bad _____ Maths.
2. Fruit is good _____ you.
3. Ram was married _____ Beena for 10 years. They were very happy.

4. This tool is more _____ planing wood.
5. What good news! I'm so _____ you.
6. He's _____ her; she looks ill.
7. She's ashamed _____ her bad behaviour.
8. They are fond _____ dancing.
9. He was absent _____ the Science Club yesterday.
10. He is sensitive _____ criticism.

16. Think of a person in your class, and use adjective + prepositions from 14 to describe him/her in about two or three sentences. Don't give a name.

e.g. She's good at Maths.

She's keen on hiking.

Show your description to your partner. Let her or him guess who it is.

The following diagram explains the use of some of these prepositions

Destination	Position	Destination	Position	Reference
to •x	at •x	away from x→	away from x •	Referring to a point
on (to)	on	off	off	Referring to a line or surface.
into	in	out of	out of	Referring to an enclosed area

Notice the following peculiarities in the use of Prepositions.

1) **at** relates to a small extent of space or time while **in** relates to a wider extent.

2) **with** relates to the instrument used for doing something.

by relates to the doer

e.g. (1) This poem was composed by me

(2) I wrote with a Parker pen.

3) **between, among** : between is used when there are two things or persons or ideas, among is used for more than two.

e.g. (1) The property was divided between the twins.

(2) The gossip spread among the villagers.

4) **beside, besides** : beside means by the side of , besides means in addition to

e.g. (1) Ram sat beside his grandmother.

(2) Besides music, he is interested in painting.

5) **in** and **within** : in denotes at the close of some future period, within denotes sometime short of the close

e.g. (1) The project will be implemented in a week's time. (= at the close)

(2) The plan will be sanctioned within a fortnight (= less than)



INTEGRATED GRAMMAR PRACTICE 7

1. Edit the following magazine article about hunting sports talent among youth.

The Great National Sports Talent Search (a) consist of workshops and tournaments arranged in (b) any different parts of (c) a country. The talent scouts' aim (d) are to look out for local talent in the age range of eight to eighteen years. Thus, it would be far (e) wise if young sportswomen and men (f) were help so that they have plenty of time to develop their talent. Sports academies normally only (g) having students whose talents (h) is already recognized. If India does not invest in sports it can not hope to perform well at the International level.

- | | | | | |
|-----|-----------------|------------------------|--------------------|--------------------|
| (a) | (i) consisted | (ii) consists | (iii) is consisted | (iv) has consisted |
| (b) | (i) much | (ii) few | (iii) little | (iv) many |
| (c) | (i) the | (ii) these | (iii) an | (iv) some |
| (d) | (i) is | (ii) being | (iii) has been | (iv) been |
| (e) | (i) wisest | (ii) wiser | (iii) as wise as | (iv) too wise |
| (f) | (i) were helped | (ii) were being helped | (iii) are helped | (iv) helped |
| (g) | (i) are having | (ii) owning | (iii) have | (iv) has |
| (h) | (i) are | (ii) has been | (iii) are being | (iv) have been |

2. Below is a description of Geothermal Energy. Complete the passage by filling in the gaps choosing the correct option from the given options. The first one has been done for you.

In volcanic areas, underground water (a) can often rise to a temperature of 200° C. Nowadays, wells (b) _____ drilled to extract the steam which is used to drive turbines. This is (c) _____ of the world's fastest growing sources of energy. (d) _____ the water is heated by enormous reservoirs of cooling rock several kilometers across, geothermal steam is (e) _____ to be a renewable energy resource. Even in non-volcanic areas, underground water can (f) _____ heated by natural radioactivity. In this case, (g) _____, it is necessary to drill deeper before the water is as hot as 200° C. This method (h) _____ used for heating homes in certain areas for many years and is cheap, clean and efficient.



- | | | | | |
|-----|-------------|-------------|----------------|----------------|
| (a) | (i) could | (ii) can | (iii) must | (iv) might |
| (b) | (i) is | (ii) been | (iii) are | (iv) being |
| (c) | (i) any | (ii) some | (iii) one | (iv) few |
| (d) | (i) As | (ii) While | (iii) Though | (iv) Even |
| (e) | (i) called | (ii) said | (iii) regarded | (iv) told |
| (f) | (i) be | (ii) been | (iii) being | (iv) is |
| (g) | (i) however | (ii) though | (iii) despite | (iv) therefore |
| (h) | (i) being | (ii) was | (iii) be | (iv) has been |

3. Study the following sentences. Select one of the underlined words which is incorrect. Write the incorrect word in the boxes provided. One has been done as an example.

e.g. Advertisements can be extremely useful if they were honest and help you decide what to buy.

were

a. For example, if you break your pen, but want to buy another, the first thing to do is look at advertisements.

[]

b. This will help you choose the good type of pen.

[]

c. However, advertisements can be harmful when it try to exploit the public.

[]

d. It had found that young people, especially teenagers, are affected the most by advertisements.

[]

4. Rearrange the following words and phrases to form meaningful sentences. The first one has been done for you as an example.

was / about twenty / childhood / delight / years ago.

Childhood was a delight about twenty years ago.

(a) the leisure hours / of a child / of the TV / today / are spent / in front

(a) _____

(b) of most / now - a - days / the attitude / parents is / different

(b) _____

(c) work and play / different things / they see / as / two

(c) _____

(d) playing / feel / is a / waste of / they / time / that

(d) _____

SAMPLE QUESTIONS

READING COMPREHENSION

Q1. Read the following poem carefully.

INDIAN WEAVERS

Weavers, weaving at break of day,
Why do you weave a garment so gay?
Blue as the wing of a bluebird wild,
We weave the robes of a new-born child.

Weavers, weaving at fall of night,
Why do you weave a garment so bright?
Like the plumes of a peacock, purple and green,
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,
What do you weave in the moonlight chill?
White as a feather and white as a cloud,
We weave a dead man's funeral shroud.

Sarojini Naidu

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What do the weavers weave in the early morning?
- | | |
|--------------------------|--------------------------|
| (i) a bright blue cloth | (ii) a dull grey cloth |
| (iii) a soft white cloth | (iv) a red coloured veil |
- (b) The _____ is purple and green coloured.
- | | |
|--------------------------|-------------------------------|
| (i) dress of the weavers | (ii) dress of a newborn child |
|--------------------------|-------------------------------|

- (iii) the queen's marriage veil (iv) the robe of a king
- (c) Whom does the poet address in the poem?
- (i) weavers (ii) children
- (iii) queens (iv) all the above
- (d) What do the weavers weave in the chilly moonlight?
- (i) a garment light as a feather (ii) a garment meant to cover a dead man
- (iii) a garment to keep away the chill (iv) a garment to wrap a newborn child in
- (e) The three stages of life mentioned in the poem are _____
- (i) infancy, childhood and senility (ii) infancy, youth and death
- (iii) infancy, adolescence, middle age (iv) childhood, adulthood and senility

Q2. Read the following passage carefully.

SO, YOU WANT TO BE A CARTOONIST?

What writers struggle to express through numerous newspaper columns, the cartoon manages in a pointed one-liner. Little wonder then, that the first thing most of us like to see when we pick up a newspaper is the cartoon. Simple though it may seem, making a cartoon is an art that requires a combination of hard work, training and a good sense of humour.

Cartoonists say that the cartoons that make us laugh the most are in fact the cartoons that are hardest to make. Even celebrated cartoonists like R.K.Laxman admit that making a cartoon is not a piece of cake. Laxman says he has to wait for over six hours, which includes spending a lot of time scanning newspapers and television channels before any idea strikes him.

So how does one become a cartoonist? Which of us has the talent to make it? How can we master the rib-tickling strokes and the witty one-liners? How can we make people smile or laugh? There are few colleges or schools for cartoonists. Most cartoonists come from art colleges, while some learn the craft on their own. Most established cartoonists are of the view that no institute can teach you to make a cartoon. "You can pick up the craft, you may learn to sketch and draw in institutes, but no one can teach anyone how to make a good cartoon," says Uday Shanker, a cartoonist with Navbharat Times. While

basics, like drawing and sketching can be learnt in an art college, and are important skills, these alone, do not make a good cartoonist. Because it's a question of one's creativity and sense of humour; two qualities one simply may not have. The advice established cartoonists give is that just because you can sketch, don't take it for granted that you will become a cartoonist.

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What, according to Laxman, is the challenge in creating a good cartoon?
- (i) waiting for the right thought to emerge. (ii) browsing newspapers and television.
- (iii) getting the right kind of training. (iv) good drawing and sketching skills.
- (b) Which of these words BEST describes this passage?
- (i) humorous (ii) technical
- (iii) challenging (iv) informative
- (c) Of the many qualities that cartoonists should have, which of the following is not referred to directly but can be inferred from the passage?
- (i) knowledge of current technologies. (ii) knowledge of educational institutions.
- (iii) knowledge of news and current affairs. (iv) knowledge of different languages.
- (d) According to the passage, which group of people is of the opinion that one cannot learn to make a cartoon in institutions?
- (i) many struggling writers. (ii) highly creative artists.
- (iii) well-respected cartoonist. (iv) all newspaper editors.
- (e) "*Don't take it for granted that you will become a cartoonist.*" Choose the option that is closest in meaning to the sentence.
- (i) Don't assume that you will become a cartoonist. (ii) Don't hope that you will become a cartoonist.

(iii) Don't believe that you will become a cartoonist.

(iv) Don't imagine that you will become a cartoonist.

Q3. Read the following passage carefully.

WELL RESCUED

Ulhas Mandlik, 35, a power-loom owner from Ichalkaranji, Maharashtra, and his mother were homeward-bound one evening when heavy rain forced them to take shelter beneath a bridge. Not far away, a small group of labourers huddled together under a part of the cement housing above a 16 metre deep well used to pump water for irrigation.

Suddenly, Mandlik and his mother heard the labourers scream. When the two reached the well, they were told that a five year old boy named Hariya had fallen in through a side opening in the structure. Ignoring his mother's fears, Mandlik quickly knotted together lengths of flimsy rope belonging to the labourers and asked them to lower him into the dark well. "I hope the rope holds," he thought. As he descended, Mandlik noticed the metal rungs on the wall of the well. He grabbed hold of one and started climbing down, when he saw the boy clinging to a pipe running up the well's centre. Grabbing the child, Mandlik started to climb praying that the old rungs wouldn't give away and plunge them both into the churning water below. Their luck held and within a few minutes, Mandlik clambered to ground level and handed over Hariya to his sobbing father.

The man fell at Mandlik's feet and offered him some money as a reward. Refusing the cash, Mandlik took Hariya and his family to a nearby eatery and offered them steaming tea to warm them up. Several organisations have honoured Mandlik for his bravery and presence of mind on that wet day three years ago.

"I am happy I was at the right place at the right time," he says," and was able to return a little boy to his family."

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

(a) What first drew Ulhas and his mother to the well?

(i) shelter from the heavy rain.

(ii) the return journey home.

- (iii) news of a small boy's fall.
 - (iv) the labourer's screams.
- (b) What were Ulhas' mother's fears really associated with?
 - (i) the rusted rungs inside the wall.
 - (ii) the risk to the life of the rescuer.
 - (iii) the churning water inside the well.
 - (iv) doubts about the safety of the boy.
- (c) Which of the following could be a learning from the report?
 - (i) it is best not to involve oneself in situations involving others.
 - (ii) one should not take shelter even beneath a bridge in the rain.
 - (iii) one cannot predict when an accident may befall any person.
 - (iv) metal rungs alongside the wall of a well may not always be useful.
- (d) Which of these expressions best describes Ulhas in view of this incident?
 - (i) disregard for an elder's warnings.
 - (ii) disbelief in one's own abilities.
 - (iii) faith only in prayers for success.
 - (iv) concern for others with no expectations.
- (e) Which of these did Hariya's father express on receiving his son?
 - (i) gratitude.
 - (ii) relief.
 - (iii) anxiety.
 - (iv) peace.

Q4. Read the following passage carefully.

ATITHI DEVO BHAVAH

New Delhi: *Atithi Devo Bhavah*. To make visitors to the city feel welcome during their visit to our country, India Tourism Development Corporation (ITDC) is set to train taxi and auto drivers, CISF personnel posted at monuments, dhaba owners, hotel staff etc. Participants will be taught English as well as basic tenets of courtesy and ways to communicate with tourists.

At present, there is a shortage of trained guides in the city and with the tourist season drawing close, the issue has to be addressed promptly. With hundreds

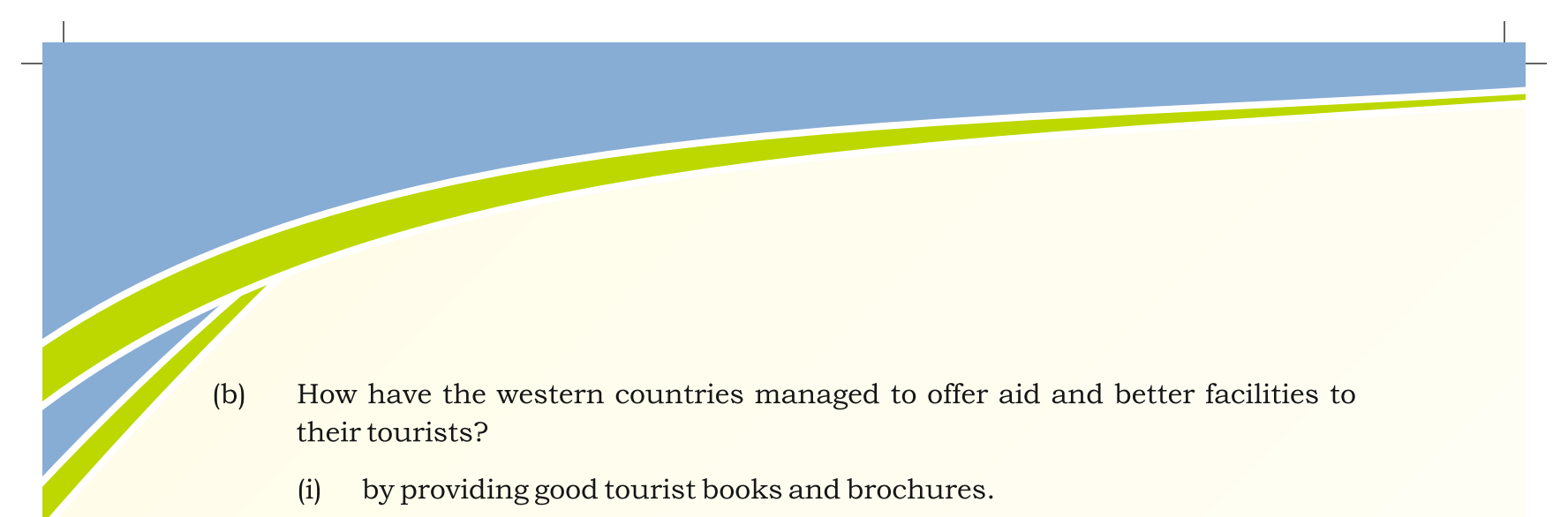
of historical sites to visit and each monument boasting its own unique history, foreign nationals are often left to fend for themselves and depend on tourist books and brochures for information. Language is another problem. Quite a contrast to facilities offered in tourist sites in western countries, where trained guides-proficient in several languages-are easily available to aid visitors apart from group-guided trips at regular intervals. Although the Archeological Survey of India (ASI) plans to introduce audio guide services in five languages at some world heritage sites our experts point that not a single monument or tourist place in the city has an interpretation centre where tourists can come and get all information pertaining to a particular site.

ASI is also in the process of bringing out more brochures and guides for foreign visitors in the city. Experts say such facilities are crucial if the government wants to promote Delhi as a 'heritage city'. Various agencies like INTACH are also involved in the plans.

Under ITDC's plans, etiquette training will also be provided to residents who offer rooms to foreigners under Delhi government's bed and breakfast scheme. "House-owners will be given hospitality related training and a brief of Indian tourism scenario. Most visitors generally question their hosts on information about the city so they will be provided information on the golden triangle- Delhi, Agra and Jaipur as well as where tourists should go visiting in Delhi," said an official.

Read the questions given below and write the option you consider the most appropriate in your answer sheet.

- (a) What are the initiatives to be taken up by the India Tourism Development Corporation to make the visitors feel welcome during their trip to India?
- (i) Training of drivers, CISF personals, dhaba owners and hotel staff.
 - (ii) Promoting the sale of tourist books and brochures.
 - (iii) Arranging audio cassettes and tapes on tourism.
 - (iv) Constructing more bed and breakfast homes.

- 
- (b) How have the western countries managed to offer aid and better facilities to their tourists?
- (i) by providing good tourist books and brochures.
 - (ii) by providing well-behaved and courteous guides.
 - (iii) by training guides in several languages and group-guided trips at regular intervals.
 - (iv) by allowing foreign nationals to fend for themselves.
- (c) Apart from the guides and the guided tours, Archeological Survey of India has expressed the need for establishing _____ at historical sites to help tourists.
- (i) interpretation centres.
 - (ii) rehabilitation centres.
 - (iii) cessation centres.
 - (iv) training centres.
- (d) What steps have been taken by ASI to promote Delhi as a heritage site?
- (i) making brochures very informative and training the residents.
 - (ii) bringing out more brochures and involving other agencies in planning and visitor management.
 - (iii) offering tourists all sources of comfort for their stay and visits to historical sites.
 - (iv) providing owners of bed and breakfast homes information about Delhi, Agra and Jaipur.
- (e) _____ are to be provided to residents who offer rooms to foreigners under ITDC's plan.
- (i) comfortable stay, friendly and hospitable treatment
 - (ii) etiquette training, hospitality treatment
 - (iii) better tourist guides and interpretation centres
 - (iv) visits to the golden triangle cities.

Q 5 Read the following poem carefully answer the questions that follow

The Lapwing

In the dark that falls before the dawn,
When the dew has settled on the thorn,
When the stars have been obscured by clouds,
A silence covers all things in shrouds.
No wind sighs in the mulberry tree,
No firefly glimmers wild and free,
A shadow has wrapped the night in gloom,
It's silent as a deserted tomb.

All of a sudden a lapwing's cry
Cuts the black silence as it flies by,
Again and again it slashes the dark
That haunts the empty, desolate park.

Anguish, sorrow pours from its throat,
It wings in the night, note after note;
I open my window so the light
Will flood the dark of this wretched night.

Why does it cry so miserably?
Why is it so solitary?
All I know is that loss and ache
Are left behind in the lapwing's wake.

--Meera Uberoi

Write the option that you consider the most appropriate in your answer sheets:

- (a) When darkness falls there is _____.
- (i) complete silence everywhere (ii) a shroud covering all things
(iii) the crying of the lapwing to be heard (iv) gloom and desolation
- (b) When does the lapwing come out?
- (i) at dawn (ii) at night
(iii) just before dawn (iv) in the morning
- (c) Why does the poet open the window?
- (i) he can get some light (ii) he can hear the lapwing
(iii) he can see the lapwing (iv) he can get some air.
- (d) What are the causes of the Lapwing's misery?
- (i) loneliness and gloom (ii) loss and pain
(iii) darkness and loss (iv) darkness and pain
- (e) The lapwing's cry fills the poet with _____.
- (i) longing (ii) anger
(iii) unhappiness (iv) joy

Q 6 Read the passage given below :

Surgical Instruments Designed Due to Necessity

Necessity, they say, is the mother of invention. And Indian doctors have been quite creative when hamstrung by few or no tools to perform specific surgeries. They simply design the instruments themselves at one-fourth the price they are sold abroad. In fact, some of their innovations are priced at as much as hundreds of dollars abroad.

Take 47-year-old Dr Burjor P Banaji, pioneer of Lasik surgery in India. He's invented over a dozen surgical instruments. When this senior eye surgeon at

Max Eye Care started Lasik, there were few surgeons doing it worldwide and no specific instruments were available either.

"As I want things super-perfect, I designed a whole slew of instruments that made my surgery more efficient," says Banaji. The most popular instruments are Banaji Lasik Shield and Banaji Lasik Spatula and Canulae.

"It was simple. I had the designs in my head. Putting them down on paper was the simplest thing," he says. Instruments manufacturers and large multinationals in the US snapped them up. "They would send me computer generated drawings which I would correct and send back. Their level of execution was astounding. Within two weeks of the designs being finalised, the instruments were in the world market."

His instruments are priced at hundreds of dollars each in the US, and are also sold in Switzerland, South America, Korea, Eastern Europe, Africa and Japan. They're available in India at a fraction of the price.

-Shobha John/TNN

Write the option that you consider the most appropriate in your answer sheets

- (a) Why have some Indian doctors created their own surgical tools?
- (i) They have no tools to perform specific surgeries
 - (ii) They have a hamstring problem
 - (iii) The tools they get from abroad cost four times as much
 - (iv) They can sell these tools at a very high price.
- (b) What has Dr Burjor P Banaji created?
- (i) Lasik surgery
 - (ii) Max Eye Care Centre
 - (iii) two surgical instruments called Banaji Lasik Shield and Banaji Lasik Spatula and Canulae
 - (iv) more than a dozen instruments for operating on the eye.

- (c) Where does Dr Banaji get the instruments manufactured?
- (i) India (ii) the United States of America
(iii) Switzerland (iv) Japan
- (d) The term *hamstrung* refers to
- (i) restricted (ii) helped
(iii) harmed (iv) liberated
- (e) What does the phrase slew of instruments refer to?
- (i) A wide range of instruments (ii) Instruments used for slaying
(iii) Tools of a similar nature (iv) Surgical instruments

Q 7. Read the passage given below

Alfred Hitchcock

Alfred Hitchcock was a man with a vivid imagination, strong creative skills and a passion for life. With his unique style and God-gifted wit, he produced and directed some of the most thrilling films that had the audience almost swooning with fright and falling off their seats with laughter.

Alfred Hitchcock was greatly influenced by American films and magazines. At the age of 20, he took up a job at the office of Paramount Studio, London. Using imagination, talent and dedication, he made each of his endeavours a success. He took great pleasure in working in the studio and often worked all seven days a week. He moved to the USA in 1939 and got his American citizenship in 1955. Here, he produced many more films and hosted a weekly television show. No matter from where his ideas came, whether a magazine article, a mystery novel or incident, his films had the typical "Hitchcock touch"-where the agony of suspense was relieved by interludes of laughter! Hitchcock was knighted in 1980.

Write the option that you consider the most appropriate in your answer sheets

- (a) What qualities helped Hitchcock achieve success?

- (i) his imagination, creativity and passion for life
 - (ii) his hard work, his imagination and his sense of humour
 - (iii) his creativity, his passion for life and his sense of humour
 - (iv) his imagination, his talent and his dedication
- (b) What is Alfred Hitchcock famous as?
- (i) Writer
 - (ii) Film producer
 - (iii) Television actor
 - (iv) Film actor
- (c) What did the typical Hitchcock-style of film-making include?
- (i) Fear and passion
 - (ii) Fear and humour
 - (iii) Suspense and humour
 - (iv) Fear and suspense
- (d) What did Alfred Hitchcock do in United States?
- (i) He produced films and read magazines
 - (ii) He produced films and television serials
 - (iii) He read magazines and saw films
 - (iv) He produced films and hosted a television show
- (e) What does the word *swooning* mean?
- (i) Fainting
 - (ii) Falling
 - (iii) Hiding
 - (iv) Becoming conscious

Q 8. Read the following passage

Free Advice

I was overwhelmed with gratuitous advice. Well-meaning yet ignorant friends thrust their opinions into unwilling ears. The majority of them said I couldn't do without meat in the cold climate. I would catch consumption. Mr Z went to England and caught it on account of his foolhardiness. Others said I might do without flesh but without wine I could not move. I would be numbed with cold.

One went so far as to advise me to take eight bottles of whisky, for I should want them after leaving Aden. Another wanted me to smoke, for his friend was obliged to smoke in England. Even medical men, those who had been to England told the same tale. I replied that I would try my best to avoid all these things, but if they were found to be absolutely necessary I did not know what to do. I may here mention that my aversion to meat was not so strong then as it is now. I was even betrayed into taking meat about six or seven times at the period when I allowed my friends to think for me. But in the steamer, my ideas began to change. I thought I should not take meat on any account. My mother, before consenting to my departure, had exacted a promise from me not to take meat. So, I was bound not to take it, if only for the sake of the promise. The fellow passengers in the steamer began to advise us (the friend who was with me and myself) to try it.

-M K Gandhi

Write the correct option in your answer sheets

- (a) The advice the narrator received from his friends was NOT.....
- | | |
|--------------------|-----------------------|
| (i) well-meaning | (ii) uncalled for |
| (iii) sought after | (iv) given by friends |
- (b) When was the narrator offered the advice?
- (i) When he was leaving for England
 - (ii) When he was in Aden
 - (iii) When he had started eating meat
 - (iv) When he was on the steamer
- (c) Why did the narrator's friends advise him to take meat?
- (i) Everyone in England ate meat
 - (ii) Meat would cause consumption
 - (iii) Meat-eating would keep him healthy
 - (iv) He would find it tasty

(d) The narrator was reluctant to eat flesh as

- (i) he had never eaten it before
- (ii) he did not like the taste
- (iii) it was not available on the steamer
- (iv) he had promised his mother he would not do so

(e) What does the term *consumption* here refer to?

- | | |
|-----------------|--------------|
| (i) Eat | (ii) Give up |
| (iii) A disease | (iv) Cold |

WRITING

Q 1. Below are instructions for washing clothes manually. Based on the instructions, write a diary entry clearly describing the process. (100-120 words)

- a) Take a bucket of water.
- b) Mix the water and the detergent well.
- c) Put the dirty clothes in it and soak for an hour.
- d) Scrub the clothes.
- e) Take out the clothes and rinse them in clean water.
- f) Wring out water and put them to dry.

Q 2. Akansha/ Akshat Dutta, the Head Girl/ Head Boy of GGN Public School, Amritsar was asked to speak at the farewell function of her/ his teacher, Mrs. Rangoli Saxena, who was due to retire. Given below are Akansha/ Akshat's notes. Use the information to complete the diary entry for the day. Do not add any new information. (100-120 words)

Mrs. Saxena-good teacher-- -classes taught---- excellent subject knowledge-- 30 years of service--- devoted to the institution -- contribution--adored by children--- efficient, quiet, kind, helpful --- staff members considered her delightful companion

Q 3. You are a student of Bal Vidya Mandir. As part of NSS activity you had gone to the village of Mandi in Rajasthan for a week and participated in the Adult Literacy Mission. You also motivated villagers to send their children to schools. Write a diary entry describing your experience. (100-120 words)

Q 4. This is the year 2206. While cleaning up the garage in your house, you come across your great- great- grandfather's diary about his school days. Using the your imagination along with the hints below write a diary entry to your friend about the changes that have taken place between 2006 and 2206. (100-120 words)

2006

2206

Dress: T-shirts, jeans, shoes

air-conditioned body suits

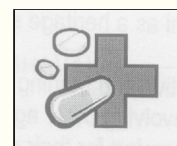
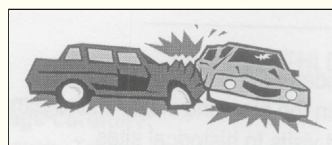
School: community schools	individual schools/ specially programmed robots as teachers
Transport: bikes, cars	jet engines fitted as backpacks
Books: paper	moving screen with pictures

Q 5. It is Road Safety Week in your city. You are Rahul and you have to give a speech in your school on 'Road Safety'. Study the information given below about road accidents in your city. Using the information given below and your own ideas, write an article on the importance of road safety and of following the rules of the road, offering practical suggestions to students.

**SPEED THRILLS BUT
LEADS TO
HOSPITAL**

Life is precious. Take Care. Drive carefully

- Keep your vehicle under control.
- Follow traffic rules.
- Don't mix driving and drinking.
- Wear a helmet.
- Always carry your driving license.
- Don't play games on the road.
- Cross the road only at the zebra crossing.



Q 6. You are an NRI visiting India. You have to return to America after a week. As a gesture of bidding farewell to you, your friends take you to a theatre where an interesting incident happens. Narrate the incident with the help of the hints given below. Do not exceed 250 words.

My friends - I - theatre - movie. I - carrying - wallet - documents - visa - passport - foreign currency. Mobile - hilarious friends - uncontrollable - mischievous -

next - strange man - flowing beard - shabby dress - I - cautious - clutching - wallet. Movie - interesting - watched - engrossed - wallet - slipped - floor - unnoticed - went - home - laughing - realized - rushed - theatre - nothing - police station - complaint - reached home - dawn - saw - silhouette - strange man - wallet - great relief.

GRAMMAR

Q 1. Complete the sentences in reported speech choosing the correct option.

Rashmi: I have invited four friends for dinner.

Renu: I will also call my friends.

Rashmi: What should we serve them for dinner?

Renu: We can serve them Chinese food.

- (a) Rashmi told Renu that _____
- (i) she has invited four friends for dinner.
 - (ii) she will have invited four friends for dinner.
 - (iii) she had invited four friends for dinner.
 - (iv) she will have invited four friends for dinner.
- (b) Then Renu said _____
- (i) that she may invite her friends also.
 - (ii) that she would also invite her friends.
 - (iii) that she might have invited her friends too.
 - (iv) that she must invite her friends too.
- (c) When Renu asked _____
- (i) what they should serve them for dinner.
 - (ii) that what they should serve them for dinner.
 - (iii) that should they serve for dinner.
 - (iv) that what they should have for dinner.
- (d) Rashmi replied that _____
- (i) we can serve Chinese food.
 - (ii) they could serve them Chinese food.

(iii) that we could also serve Chinese food.

(iv) that why not serve Chinese food.

Q 2. Complete the following paragraph by choosing the correct word from the options given below.

When the old lady (a) _____ to her flat she saw at once that the burglars (b) _____ in her absence. Though the burglars themselves (c) _____ no longer there she saw at once that they (d) _____ because there was a burning cigarette in the ashtray. Probably they (e) _____ the lift coming up and (f) _____ down the stairs. But in their hurry one of them (g) _____ his wallet. The old lady called the police and all of them (h) _____.

- | | | | | |
|-----|-----------------|-------------------|------------------------|--------------------|
| (a) | (i) return | (ii) returning | (iii) returned | (iv) had returned |
| (b) | (i) break | (ii) broke | (iii) had broken | (iv) were breaking |
| (c) | (i) be | (ii) were | (iii) was | (iv) are |
| (d) | (i) just leave | (ii) just leaving | (iii) are just leaving | (iv) had just left |
| (e) | (i) heard | (ii) hear | (iii) had heard | (iv) hearing |
| (f) | (i) run | (ii) were running | (iii) ran | (iv) had run |
| (g) | (i) had dropped | (ii) are dropping | (iii) dropping | (iv) dropped |
| (h) | (i) catch | (ii) were caught | (iii) had caught | (iv) are caught |

Q 3. Given below is a conversation between David and his friend, Meenu. Complete the dialogue in any suitable way. Choose the correct option from those given below.

David : Hello. Is this 26897367?

Meenu : Yes. (a) _____?

David : Can I talk to Meenu. I am her friend, David.

Meenu : David! It's Meenu. (b) _____?

David : I'm calling from Indira Gandhi International airport. I'm here for a visit.

Meenu : That's great. (c) _____?

David : I wanted to give you a surprise.

Meenu : When did you arrive? (d) _____?

David : I just got here and I'm alone.

- | | | |
|-----|---|--|
| (a) | (i) Who are you calling to? | (ii) Whom do you speaking with? |
| | (iii) Whom do speak to? | (iv) Whom do you want to speak to? |
| (b) | (i) Where are you calling from? | (ii) Where from you are calling? |
| | (iii) Where are you calling? | (iv) From where you are calling? |
| (c) | (i) Why you didn't let me know of your coming? | (ii) Why didn't you let me know you were coming? |
| | (iii) Why aren't you let me know you were coming? | (iv) Why didn't you let me know you are coming |
| (d) | (i) Is someone else accompanying with you? | (ii) Who are you accompanied? |
| | (iii) Who you are with? | (iv) Is someone else accompanying you? |

Q 4. Mr. M. Sharma is the owner of K.P.Bakeries. He has made the following notes about a wedding cake to be delivered to Mr. John. He asks his personal assistant to write a brief note to Mr. John, using the information from the note pad given below, complete the notes choosing the correct option.

Mr. John - Cake ready
weighs 10 kg, thick layer of chocolate
names of bride and groom written
Request-collect by 5 p.m.
not responsible-any damage afterwards

Dear Mr. John,

We are pleased to inform you that a) **the cake you ordered** is ready. It is a cake b) _____ with a thick layer of chocolate on it. The names of the bride and the groom c) _____ on the top.

Since it is a perishable item, d)_____ to collect it by 5p.m. this evening. We shall not be responsible if e)_____ afterwards.

Yours truly,

M. Sharma

Proprietor (K.P.Bakeries)

- | | | |
|-----|--------------------------|----------------------------|
| (a) | (i) the cake you ordered | (ii) you ordered the cake |
| | (iii) you order the cake | (iv) the cake you orders |
| (b) | (i) which weigh 10 kg. | (ii) weighs 10kg. |
| | (iii) weighing 10 kg. | (iv) 10 kg. weight |
| (c) | (i) is written | (ii) have been written |
| | (iii) has been written | (iv) is being written |
| (d) | (i) we requests you | (ii) we are requesting you |
| | (iii) we requested you | (iv) we request you |
| (e) | (i) it is damage | (ii) it get damaged |
| | (iii) it is damaged | (iv) they are damaged |

Q 5. Rearrange and rewrite these words/phrases in the correct order to form meaningful sentences as shown.

- (a) to/this inn/came/a stranger/wintery day/one
- (b) head to foot/wrapped up/from/was/he
- (c) of/his face/hid/every inch/ his/hat
- (d) the/of/ nose/was/visible/only/ shiny tip/ his

Q 6. Look at the notes given below and complete the paragraph that follows choosing the correct options from the choices given below.

Sudha Murthy - social worker - accomplished author - initiative - provide computers - Govt. schools - Karnataka - written many stories - a Padmasri awardee

Sudha Murthy (a) _____ author. She (b) _____ computers to the Government Schools in Karnataka. She (c) _____ stories. In 2006 she (d) _____ a civilian award from the Govt. of India.

- (a) (i) is not only an social worker but also a accomplished
(ii) are both a social worker and an accomplished
(iii) is a social worker and an accomplished
(iv) has been a social worker and a accomplished
- (b) (i) has provided
(iii) has been providing
(iii) is providing
(iv) are providing
- (c) (i) have written many short
(ii) has written many short
(iii) is written many short
(iv) are written many short
- (d) (i) was awarded
(ii) is being awarded
(iii) has been awarded
(iv) was being awarded

Q7. Each sentence has four words that are underlined. Select the ONE underlined word that is incorrect and write it in the space provided.

- a) Rangoli is an art form used by people in India that is passed by one generation to another. **by**
- b) It is a type of decoration drawn in the ground or sidewalk in front of a house.

- c) Rangoli has the purpose; it is used to "enlighten" and to welcome Hindu gods to the household. _____
- d) Mothers in India did this activity every morning and teach rangoli to their daughters. _____
- e) The designs must be geometric patterns, drawings of Diwas or earthen lamps, or pictures of symbols. _____

Q8. Rearrange the following words and phrases to form meaningful sentences. The first one has been done as an example.

After 1960 / Indian cities / expanded / all / have.

Ans. All Indian cities have expanded after 1960.

- (a) live in / of spaces / Indians / the most / crowded
- (b) slums / at least / 35% of / lives in / urban India
- (c) free of / city is / dangers of / no Indian / pollution / the growing
- (d) at night / the stars / in the sky / difficult / to see / it is

Q9. Fill in the blanks choosing the correct option.

Hillary Clinton is (a) _____ (a/ the/ an/ X) 67th U.S. Secretary of State. She embarked (b) _____ (on/ in/ at/ for) a career in law graduating from Yale Law School. She (c) _____ (has been/ had been/ was/ was being) elected as Senator for New York state (d) _____ (for/ on/ in/ since) 2000. As Obama's Secretary of State (e) _____ (they/ her/ she/it) is the first (f) _____ (new/ old/ former) First Lady to serve in (g) _____ (the/ any/ a/ all) President's Cabinet. As the Secretary of State, she is responsible (h) _____ (to/ for/ of/ in) carrying out the President's foreign policies.

Q10. Choose the correct answer and fill in the blanks.

- (a) Sameer intends to start his own business in _____ years.
(some/ a few/ few/ a couple)
- (b) Yesterday, I saw a movie that my friends _____ the week before.
(seen/ have seen/ had seen/ were seeing)

- (c) I am now washing the clothes that I _____ during gym lessons.
(wear, worn, have worn, was wearing)
- (d) Don't give me the parcel now. In any case I _____ you once again
before I leave for London.
(meet, will be meeting, met, may meet)
- (e) We must guard ourselves _____ all possible infections.
(for, with, against, over)
- (f) Indians are doubtful _____ winning the match against the West Indies.
(in, to, at, of)
- (g) The Government should ban _____ sprays which destroy the Ozone layer.
(all, every, each, any)
- (h) The villain had been hiding in the musty warehouse _____ the morning.
(for, from, since, till)

LITERATURE

Q1. Read the following extract and answer the following questions by choosing the most appropriate alternative from those given below.

I am beautiful pearls plucked from the
Crown of Ishtar by the daughter of
Dawn
To embellish the gardens.

- (a) Who is the speaker of the poem?
- (i) clouds (ii) pearls
(iii) rain (iv) flowers
- (b) Who is Ishtar?
- (i) the goddess of fertility, love and war
(ii) the goddess of the Planet Venus
(iii) the goddess of rain, pearls and sea
(iv) the goddess of Spring and flowers
- (c) The poetic device used in Line 2 above is _____,
- (i) Simile (ii) Metaphor
(iii) Personification (iv) Allusion

Q2. Read the extract and answer the following questions by writing the option you consider the most appropriate in your answer sheet.

On the faces of three of them consternation was written. In the eyes of the fourth, Mr Fisher, there glittered that nasty, steely expression of the man who sees his way to getting a bit of his own back.

- (a) Who are the three?
- (i) Mr Bramble, Mrs Bramble, Percy.
(ii) Percy, Mr Fisher, Harold.

(iii) Harold, Mr Bramble, Mrs Bramble.

(iv) Mr Fisher, Mr Bramble, Harold.

(b) What was the reason for Fisher's anger?

(i) He was going to tell Harold the truth about Mr Bramble

(ii) He wanted Mr Bramble to fight Murphy.

(iii) He wanted to ensure Mr Bramble took the challenge.

(iv) He wanted to hurt Harold.

(c) What kind of expression was visible on the faces of the three adults?

(i) Dismay (ii) Pleasure

(iii) Satisfaction (iv) Amusement

Q 3. Read the extract and answer the following questions by writing the option you consider the most appropriate in your answer sheet.

All the toffees I chewed,

And the sweet sticky food

Oh, I wish I'd looked after me teeth.

(a) Why did the poet need to go to the dentist?

(i) he would give her sweet, sticky food.

(ii) he would give her false teeth.

(iii) he would brush her teeth

(iv) she needed her teeth taken care of.

(b) How could she have avoided it ?

(i) by brushing her teeth with a proper tooth brush.

(ii) by eating toffees and sweet sticky food

(iii) by not eating sweet sticky food

(iv) by going to the dentist regularly.

(c) The narrator's tone in the above lines is one of.....

(i) regret

(ii) fear

(iii) nostalgia

(iv) acceptance

Q.4 Read the extract and answer the following questions by writing the option you consider the most appropriate in your answer sheet.

I emerge from the heart of the sea and

Soar with breeze. When I see a field in

Need, I descend and

(a) The 'I' in the above lines refers to the

(i) field

(ii) flowers

(iii) river

(iv) rain

(b) Where does 'I' come from?

(i) from the field

(ii) from the sea

(iii) from the flowers

(iv) from the breeze

© Who is the mother of 'I'?

(i) Ishtar

(ii) Dawn

(iii) Venus

(iv) Nature

Q5. Answer any four of the following questions in 3-4 sentences each.

- a. 'Triveni was a very popular writer in the Kannada.' language. What had made her popular?
- b. One incident changed Hooper's life. What was the change?
- c. Harold was a model child but for one thing that marred his 'perfection.' What was it?
- d. What do the two roads in the poem 'The Road Not Taken' symbolize?
- e. With which two sounds does the poet compare song of the Solitary Reaper?

Q6. Answer any four of the following questions in 3-4 sentences each

- (a) *I'll meet the raging of the skies;
But not an angry father.*

The speaker is terror stricken at the thought of meeting her father. Give reasons for her fear.

- (b) How did Harold react when he came to know that his father was a professional boxer? Why?
- (c) In the story **Best Seller**, John displays double standards. Elucidate this with instances from the story.
- (d) The grandmother in the lesson, **How I Taught My Grandmother to Read**, waited eagerly for each episode of Kashi Yatre. Why was she so interested in the story?
- (e) In what sense are men and women merely players on the stage of life?

Q7. Answer any one of the following

What are the reasons given by Gaston for not buying the Villa? Why does he change his mind?

OR

Sudha Murty's grandmother was a woman with a very progressive outlook. Comment.

Q8. Answer any one of the following

Duke was an extraordinary dog. What special qualities did he exhibit to justify this?

OR

Comment briefly on the transformation of the convict in the play 'The Bishop's candlesticks'.

SOLUTIONS

READING

Objective : This section evaluates the reading and comprehension skills of the students and their ability to infer and evaluate the given information.

Q1.

- (a) a soft white cloth
- (b) the queen's marriage veil
- (c) weavers
- (d) a garment meant to cover a dead man
- (e) childhood, adulthood and senility

Q2

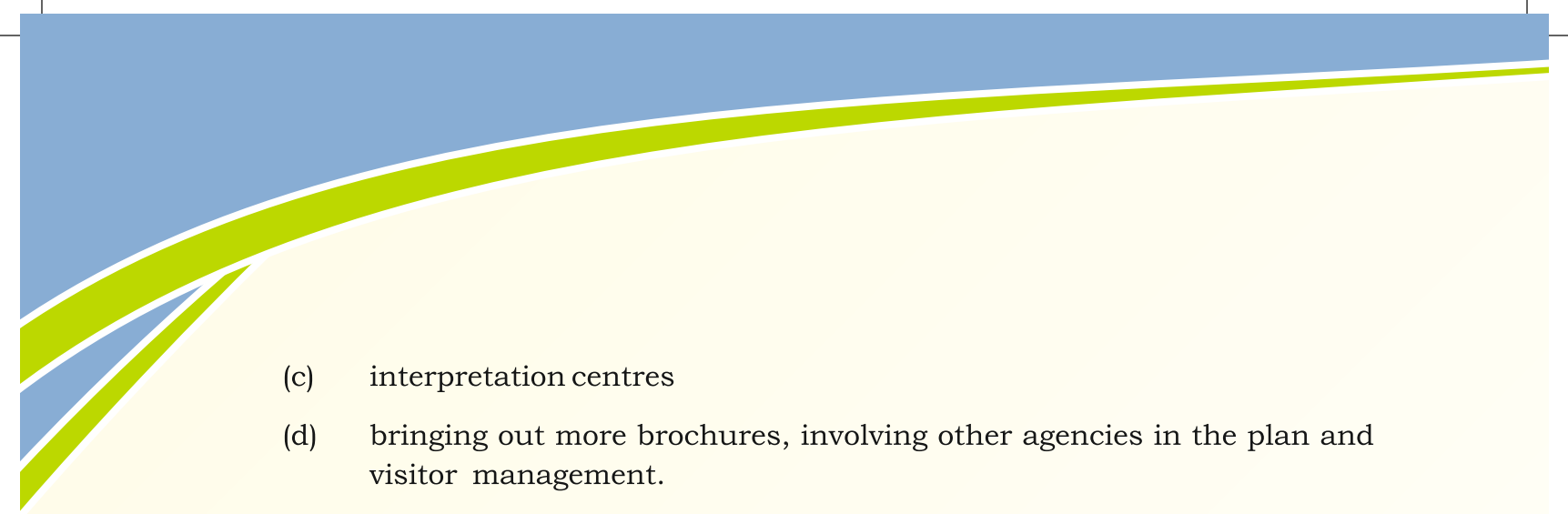
- (a) waiting for the right thought to emerge.
- (b) informative
- (c) knowledge of news and current affairs.
- (d) well-respected cartoonist
- (e) Don't assume that you will become a cartoonist.

Q3

- (a) the labourer's screams.
- (b) the risk to the life of the rescuer.
- (c) one cannot predict when an accident may befall any person.
- (d) concern for others with no expectations.
- (e) gratitude

Q4

- (a) training of drivers, CISF personals, dhaba owners and hotel staff.
- (b) by training guides in several languages and group-guided trips at regular intervals.

- 
- (c) interpretation centres
 - (d) bringing out more brochures, involving other agencies in the plan and visitor management.
 - (e) etiquette training, hospitality treatment

- Q 5
- (a) complete silence everywhere
 - (b) just before dawn
 - (c) the light will replace the darkness
 - (d) loss and pain
 - (e) unhappiness

- Q 6
- (a) the tools they get from abroad cost four times as much
 - (b) more than a dozen instruments for operating on the eye.
 - (c) the United States of America
 - (d) restricted
 - (e) a wide range of instruments

- Q 7.
- (a) his imagination, creativity and passion for life
 - (b) film producer
 - (c) suspense and humour
 - (d) produced films and hosted a television show
 - (e) fainting

- Q 8
- (a) sought after
 - (b) was leaving for England
 - (c) meat-eating would keep him healthy
 - (d) he had promised his mother he would not do so
 - (e) a disease

WRITING

Q 1 Objective : To use the given verbal input in a short sustained piece of writing.

Marking: Content

Expression (Fluency and Accuracy)

Expression, fluency & accuracy must be taken into account

Q 2 Objective : To use the given verbal input in a short sustained piece of writing.

Marking: Content

Expression(Fluency and Accuracy)

Expression, fluency & accuracy must be taken into account

Value Points:

- Special emphasis on achievements
- views of students and colleagues

Q 3 Diary Writing

Objectives: To use an appropriate style.

To write a diary entry sharing an experience and feelings.

To plan, organise and present ideas coherently

Marking: Marking should be in accordance with the following assessment scale

Content:

Fluency:

Accuracy:

Value points:

visiting Rajasthan/ adult literacy mission

Shocked by illiteracy/ cause of suffering

Motivated them to study/ send children to school

Success of mission

Q 4 Objective: Writing a diary entry using appropriate style and language.

Marking: Content

Expression(Fluency and Accuracy)

Expression, fluency & accuracy must be taken into account

Special emphasis on:

changes in the classroom

dissimilarity in dress

role of robots as teachers

variety in writing and reading material

Q 5 Objective: To use verbal/visual input in a long sustained piece of writing, express ideas in clear and grammatically correct English.

Marking: Content

Expression(Fluency and Accuracy)

Expression, fluency & accuracy must be taken into account

All given hints must be taken into account

Value points:

Special emphasis on:

following traffic rules

crossing road only at zebra crossings

not running / play games on the road

not driving till of legal age

Q 6 Narrating an incident

Objectives: To narrate an incident.

To plan, organise and present an incident sequentially

Marking: Marking should be in accordance with the following assessment scale

Content:

Fluency:

Accuracy:

GRAMMAR

Q 1 Objective: To use grammar items accurately and in context

- (a) she had invited four friends for dinner.
- (b) that she would also invite her friends.
- (c) what they should serve them for dinner.
- (d) they could serve them Chinese food.

Q2

- (a) returned
- (b) had broken
- (c) were
- (d) had just left
- (e) had heard
- (f) had run
- (g) had dropped
- (h) were caught

Q3

- (a) Whom do you want to speak to?
- (b) Where are you calling from?
- (c) Why didn't you let me know you were coming?
- (d) Is someone else accompanying you?

Q4

- (a) the cake you ordered
- (b) weighing 10 kg.
- (c) have been written
- (d) we request you
- (e) it is damaged

- Q 5
- (a) A stranger came to this inn one day.
 - (b) He was wrapped up from head to foot.
 - (c) His hat hid every inch of his face.
 - (d) Only the shiny tip of his nose was visible.

Q6

- (a) (iii) is a social worker and an accomplished
- (b) (i) has provided
- (c) (ii) has written many short
- (d) (i) was awarded

Q7


- (a) by
- (b) in
- (c) and
- (d) do
- (e) must

Q8

- (a) Indians live in the most crowded of spaces.
- (b) At least 35% of urban India lives in slums.
- (c) No Indian city is free of the growing dangers of pollution.
- (d) It is difficult to see the stars in the sky at night.

Q9

- (a) the
- (b) on
- (c) was

- 
- (d) in
 - (e) she
 - (f) former
 - (g) any
 - (h) for

Q10

- (a) a few
- (b) had seen
- (c) was wearing
- (d) will be meeting
- (e) against
- (f) of
- (g) all
- (h) since

LITERATURE

Q 1 Objective : To identify the correct answer on the basis of inference, interpretation or comprehension.

Marking : 1 mark for each correct answer

- (a) raindrops
- (b) the goddess of fertility, love and war
- (c) Allusion

Q 2 Objective: To identify the correct answer on the basis of inference, interpretation or comprehension.

Marking : 1 mark for each correct answer

- (a) Mr Bramble, Mrs Bramble, Percy
- (b) He was going to tell Harold the truth about Mr Bramble
- (c) Dismay

Q3 Objective : To identify the correct answer on the basis of inference, interpretation or comprehension.

Marking : 1 mark for each correct answer

- (a) (iv) she needed her teeth taken care of.
- (b) (iii) by not eating sweet sticky food.
- (c) (i) regret

Q4 Objective : To identify the correct answer on the basis of inference, interpretation or comprehension.

Marking : 1 mark for each correct answer

- (a) rain
- (b) sea
- (c) Ishtar

Q5 Objective: To test the ability to infer and evaluate.

Marking: 2 marks for each correct answer.

- a.
 - style was easy to read and very convincing
 - dealt with complex psychological problems in the lives of ordinary people.
- b.
 - was in the university football team and a hard-charging zone sales manager for a chemical company.
 - was hit by a car; had subdural haemorrhage and was paralysed on the left side.
- c.
 - Harold was devoted to his books and was extremely well behaved, he was altogether admirable
 - The imperfection was that the father was a boxer
- d.
 - Choices that one has to make in life
 - One choice leads to another; difficult to go back reiterate.
- e.
 - Nightingale in Arabian sands.
 - cuckoo-bird on the Hebrides, the most remote group of islands that lie to the north-west of Scotland.

Q6. Objective : To test the ability to infer & evaluate

Marking : 2 marks for each correct answer

- (a)
 - Speaker defies her father by eloping with her lover.
 - Father's men are chasing her for 3 days.
- (b)
 - delighted-Father hero in eyes of friends
 - classmates will no longer tease him/ will be able to show off
- (c)
 - Says romantic novels do not deal with reality/ people marry someone of their social status and someone they've known all their lives

- sees girl in train/ follows her / gets married/ she belongs to higher social status
- (d) • story of an old lady who desired to go to Kashi or Varanasi and worship Lord Vishweshwara as the ultimate punya; unable to go. Grandmother identified herself with the protagonist
- (e) • Men and women merely players in the drama of life
- birth they enter the stage and on their death they leave
- play seven roles on the stage depending upon their age
- Each age has certain special characteristics that man follows
- Thus he plays the part assigned to him.

Q7. Objective: To test the ability to infer, extrapolate and evaluate the character, theme or plot.

Marking: Award full marks for correct value points. Deduct up to 1.5 marks for fluency and accuracy. (Any 3 points)

- he talks of the patch of grass in the middle.
- inside of the house has twenty-five yards of furnishings and a dash of paint that one can get anywhere.
- doesn't want to see the rest; could see the kitchen to know that the garden is a myth and that the salon was impossible.
- said buying a villa was her idea not his; said she wanted to house her parents there and her sister's children would be there with them.
- the price was too steep
- manages to sell it at a profit

OR

- She empathised with the protagonist of Kashi Yatre who gave money saved for pilgrimage to orphan girl.
- She educated her children and grand children.

- She wanted to learn how to read herself.
- She touched her granddaughter's feet to honour her as a teacher.

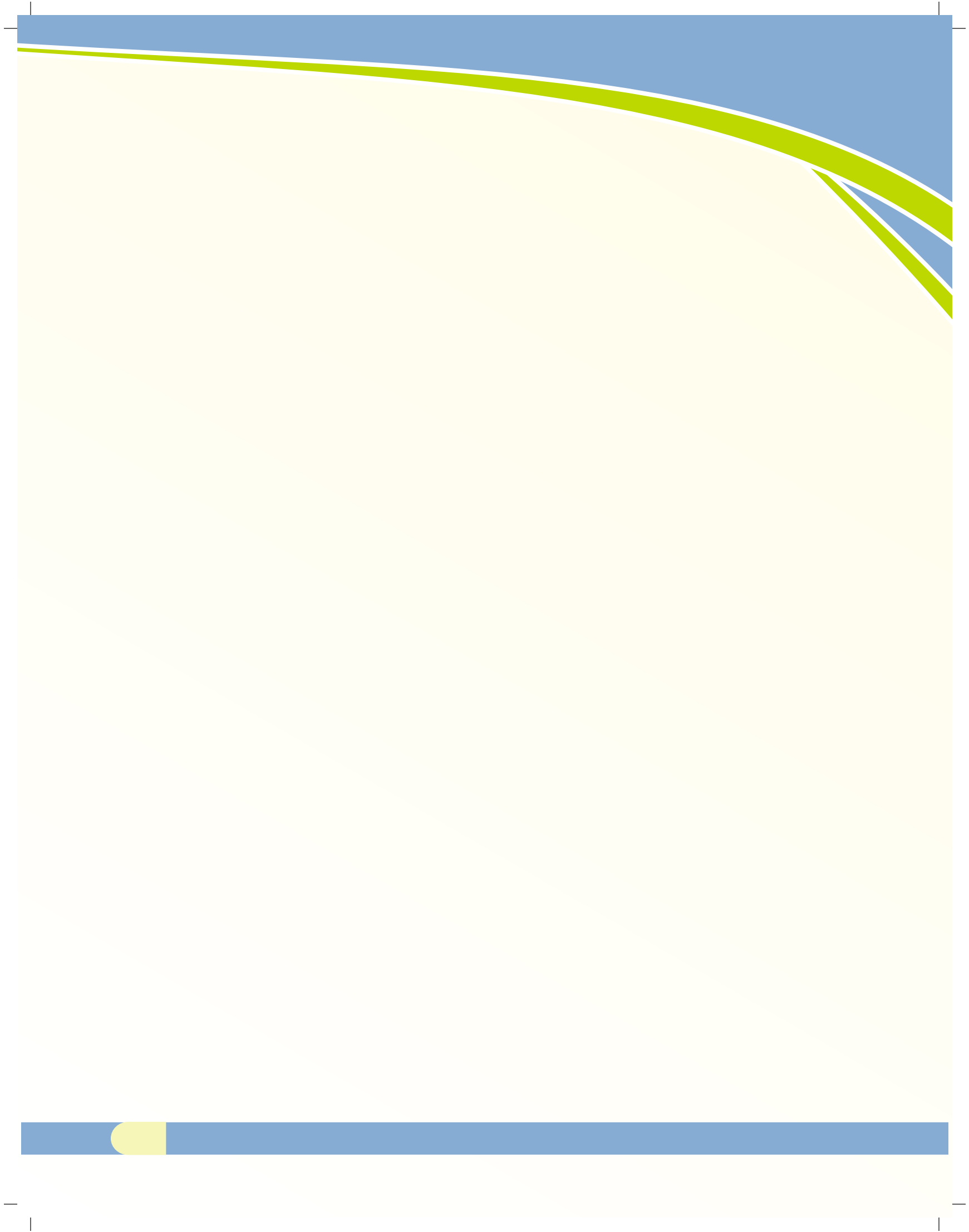
Q8. Objective : To test the ability to infer, extrapolate and evaluate the character, theme or plot.

Marking : Award full marks for correct value points. Deduct upto 1.5 marks for fluency & accuracy.

- Duke understood the problem of his master.
- tries hard to make his master come back to his normal life.
- From day one he motivated his master.
- the rigorous exercise that Duke forced on his master the key to the success of the ordeal of both Duke & his master.

OR

- fast moving plot.
- clever characterization.
- The convict was a beast in the beginning
- met the Bishop
- rude & uncouth to the Bishop & his sister.
- given food by the Bishop
- steals the silver candlesticks.
- caught by the police
- forgiven by the Bishop
- realizes the mistake
- feels guilty
- changes into a human being.
- asks for the blessing of the Bishop.





CENTRAL BOARD OF SECONDARY EDUCATION

'Shiksha Sadan', 17, Rouse Avenue, New Delhi-110002