

**SCHEDULE FOR FORMATIVE ASSESSMENTS: 2013-14**

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**FORMATIVE ASSESSMENT- I****50 Marks****MCQ/ OBJECTIVE-****[30 Marks]****HOLIDAY HOMEWORK-****[15 Marks]****NOTE BOOK SUBMISSION-****[5 Marks]**

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**FORMATIVE ASSESSMENT- II****50 Marks****UT-****[30 Marks]****MCQ-****[10 Marks]****ACTIVITY -****[5 Marks]****NOTE BOOK SUBMISSION-****[5 Marks]**

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**FORMATIVE ASSESSMENT- III****50 Marks****UT-****[30 Marks]****MCQ-****[10 Marks]****ACTIVITY -****[5 Marks]****NOTE BOOK SUBMISSION-****[5 Marks]**

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**FORMATIVE ASSESSMENT- IV****50 Marks****MCQ-****[20 Marks]****NOTE BOOK SUBMISSION-****[5 Marks]****ORAL ASSESSMENT/ ACTIVITY-****[25 Marks]**

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**SYLLABUS**  
**HALF YEARLY**

- MCB :**
- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. The Palindrome               | 4. The Day I Rescued Albert |
| 2. Michelangelo –<br>A Portrait | Einstein's Compass          |
| 3. The Dance Lesson             | 5. The Microscope           |
|                                 | 6. Two Aces to Success      |

- Grammar :**
1. Subject verb Agreement
  2. Finites and Non-finites
  3. Modals
  4. Conjunctions
- Integrated Grammar (Editing / Omission, Jumbled sentences and all that is done in the class)

**Writing Skills :**

- |                   |                     |
|-------------------|---------------------|
| 1. Debate writing | 3. Informal Letters |
| 2. Story Writing  | 4. Notice Writing   |

**Proverbs- P<sub>1</sub> to P<sub>19</sub>**

**English is Fun- 1 to 6**

**Comprehension Passage and Poem**

**ANNUAL EXAM**

**MCB :**

- |                       |                         |
|-----------------------|-------------------------|
| 1. The Tyger          | 4. Imagination          |
| 2. The Poles in Peril | 5. The Last Stone Mason |
| 3. After Twenty Years |                         |

- Grammar :**
1. Integrated Grammar
  2. Editing / Omission, Jumbled sentences and all that is done in the class
  3. Subject Verb Agreement
  5. Finites and Non-finites
  6. Modals
  7. Conjunctions
  4. Types of Sentences
  5. Active & Passive Voice
  6. Direct & Indirect Speech

DELHI PUBLIC SCHOOL  
Indrapuram, Ghaziabad

Assignment Booklet  
(Class – VIII : ENGLISH)

**Writing Skills :**

- |                          |                     |
|--------------------------|---------------------|
| 1. Bio-sketch            | 5. Story Writing    |
| 2. Formal Letter Writing | 6. Informal Letters |
| 3. Diary Entry           | 7. Notice Writing   |
| 4. E-mail Writing        |                     |

**Proverbs- P<sub>1</sub> to P<sub>37</sub>**

**English is Fun- 1 to 11**

**Comprehension Passage and Poem**

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**MODULES****MODULE 1**

MAIN COURSE BOOK	:	Unit 5 <u>THE MAGIC OF WORDS</u> The Palindrome
100 SELECTED STORIES- O HENRY	:	The Gift of the Magi
GRAMMAR	:	Subject – Verb Agreement
GRAMMAR PLUS	:	Page No. 68-71

**MODULE 2**

MAIN COURSE BOOK	:	Unit 2 <u>ART &amp; CULTURE</u> Michelangelo – A Portrait
100 SELECTED STORIES- O HENRY	:	The Gift of the Magi
WRITING SKILLS	:	Story- writing
VOCABULARY	:	Synonyms
GRAMMAR	:	Subject Verb Agreement

**MODULE 3**

MAIN COURSE BOOK	:	Unit 2 <u>ART &amp; CULTURE</u> The Dance Lesson (Poem)
WRITING SKILLS	:	Debate
GRAMMAR	:	Subject Verb Agreement

**MODULE 4**

MAIN COURSE BOOK	:	Unit 4 <u>OF INVENTIONS AND DISCOVERIES</u> The Day I Rescued Albert Einstein's Compass
100 SELECTED STORIES- O HENRY	:	The Last Leaf
GRAMMAR	:	Finites and Non Finites
GRAMMAR PLUS	:	Page No. 71-78

**MODULE 5**

MAIN COURSE BOOK	:	Unit 4 <u>OF INVENTIONS AND DISCOVERIES</u>
	:	The Microscope (Poem)
100 SELECTED		
STORIES- O HENRY	:	The Last Leaf
WRITING SKILLS	:	Informal Letter

**MODULE 6**

MAIN COURSE BOOK	:	Unit 6 THE LADDER OF SUCCESS
	:	Two Aces to Success
WRITING SKILLS	:	Notice writing
GRAMMAR	:	Conjunctions
GRAMMAR PLUS	:	Conjunctions -Page No. 153-158

**MODULE 7**

MAIN COURSE BOOK	:	Unit 6 <u>THE MAGIC OF WORDS</u>
	:	Adiva
100 SELECTED		
STORIES- O HENRY	:	An Unfinished Story
WRITING SKILLS	:	E-mail
GRAMMAR	:	Modals
GRAMMAR PLUS	:	Modals -Page No. 84-90

**MODULE 8**

MAIN COURSE BOOK	:	Unit 7 <u>IN THE NAME OF PEACE</u>
	:	Songbird Without Wings
100 SELECTED		
STORIES- O HENRY	:	An Unfinished Story
GRAMMAR	:	Editing / omission

**MODULE 9**

100 SELECTED

STORIES- O HENRY : The Pendulum

WRITING SKILLS : E-mail

GRAMMAR : Types of Sentences

GRAMMAR PLUS : Types of sentences -Page No. 5-17

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**Revision for Half Yearly Exams**  
~~~~~**MODULE 10**

MAIN COURSE BOOK : Unit 8 HEAL THE EARTH

: The Tyger

100 SELECTED

STORIES- O HENRY : The Pendulum

WRITING SKILLS : Bio-sketch

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**MODULE 11**MAIN COURSE BOOK : Unit 3 HEAL THE EARTH

: The Poles in Peril

100 SELECTED

STORIES- O HENRY : The Cop and the Anthem

WRITING SKILLS : Diary Entry

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**MODULE 12**

100 SELECTED

STORIES- O HENRY : The Cop and the Anthem

WRITING SKILLS : Diary Entry

GRAMMAR : Active Passive voice

GRAMMAR PLUS : Page No. 109-115

**MODULE 13**

MAIN COURSE BOOK : Unit 5 ADVENTURE EXPRESS  
 : After Twenty Years  
 100 SELECTED  
 STORIES- O HENRY : Memoirs of a Yellow Dog

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**MODULE 14**

MAIN COURSE BOOK : Unit 5 ADVENTURE & MYSTERY  
 : Imagination  
 100 SELECTED  
 STORIES- O HENRY : Memoirs of a Yellow Dog  
 GRAMMAR : Direct – Indirect Speech  
 GRAMMAR PLUS : Page No. 117-121

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**MODULE 15**

100 SELECTED  
 STORIES- O HENRY : Mammon and the Archer  
 WRITING SKILLS : Formal Letter  
 GRAMMAR : Direct & Indirect Speech

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**MODULE 16**

MAIN COURSE BOOK : Unit 2 ART & CULTURE  
 : The Last Stone Mason  
 100 SELECTED  
 STORIES- O HENRY : Mammon and the Archer

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**MODULE 17*****Revision for Final Exams***

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**OBJECTIVES****MODULE 1****Contents**

|                     |   |
|---------------------|---|
| Main Course Book :  | Unit – 6 <u>THE MAGIC OF WORDS</u><br><u>THE PALINDROME</u> |
| Literature Reader : | Twelfth Night   |
| Grammar :           | Subject –Verb Agreement                                     |
| Grammar Plus :      | Page No. 57, 58, 59   |

- ⇒ **Learning Objectives:** To facilitate oral exercise and test the spoken skills of the learner.  
Exposure to a wide variety of reading styles to provide practice in reading skills.
- ⇒ **Speaking Skills:** Introduction to the unit through classroom discussion on the theme. Warming up activity as group work and filling information about the topic.
- ⇒ **Listening Skills:** Model reading of the text for understanding and appreciating the theme of the lesson – Seventy And Still Quacking
- ⇒ **Language Skills:** Rules for Subject-Verb Agreement to be given and explained.  
Grammar exercises based on the topic to be done. Grammar Plus exercises as class work and for practice.

**MODULE 2**

|                        |   |                                 |
|------------------------|---|---------------------------------|
| MAIN COURSE BOOK       | : | Unit 2 <u>ART &amp; CULTURE</u> |
|                        | : | Michelangelo – A Portrait       |
| LITERATURE READER      | : | Twelfth Night                   |
| WRITING SKILLS         | : | Story- writing                  |
| VOCABULARY ENHANCEMENT | : | Synonyms                        |

**Learning Objectives:**

- To practice reading skills, both intensive and extensive.  
To learn and use the writing skill creatively.  
Spoken language used by learners to facilitate their speaking skills

**Methodology & Activities:**

- ⇒ **Reading Skills:** Learn relevant information from the text.  
Reading extensively to consolidate reading skills, areas of skimming and scanning to be focused on.



- ⇒ **Spoken Skills** : Reinforced through class room discussion.
- ⇒ **Writing Skills** : Creative writing activity – original composition on a given theme.  
Reference – to- context exercise based on the text.  
Vocabulary Development: Usage of Synonyms, new terms learnt.
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**MODULE 3**

|                   |   |  |
|-------------------|---|--|
| MAIN COURSE BOOK  | : | Unit 2 <u>ART &amp; CULTURE</u><br>The Dance Lesson (Poem) |
| LITERATURE READER | : | Merchant of Venice   |
| WRITING SKILLS    | : | Story Writing  |
| GRAMMAR           | : | Revision of Tenses   |

- ⇒ **Learning Objectives**: Reading skills of the learners to be consolidated through silent reading and model reading of the poem in class.  
Spoken skills of learners to be tested and updated through various exercises facilitating self expression.
- ⇒ **Methodology**: Listening to the model reading of the poem for stress, intonation and to facilitate enjoyment of the poem.  
Written work through class exercise and assignments on the chapters.
- ⇒ **Language**: Extensive notes on the types and usage of modals through exercises in class.
- ⇒ **Writing Skills**: Creative writing – to write a composition based on guidelines within a prescribed word limit
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**MODULE 4**

|                   |   |  |
|-------------------|---|--|
| MAIN COURSE BOOK  | : | Unit 4 <u>OF INVENTIONS AND DISCOVERIES</u><br>The Day I Rescued Albert Einstein's Compass |
| LITERATURE READER | : | Merchant of Venice   |
| GRAMMAR           | : | Finities and Non Finities  |
| GRAMMAR PLUS      | : | Page No. 61-66   |

- ⇒ **Learning Objectives**: Listening skills enhanced through model reading and oral exercises.

Spoken skills of the learners consolidated through various activities like group discussions, loud and silent reading.

Discussion for oral practice and presentation of ideas.

Written work for improving expression and style of writing.

⇒ **Methodology:** Silent reading of the text in the class  
Discussion on the content of the chapter. Oral comprehension exercise based on the text.

⇒ **Language Skills:** Learning usage and application of rules related to Finite and Non-finite verbs.  
Exercises in note-book and Grammar Plus to be done.

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## **MODULE 5**

|                   |   |   |
|-------------------|---|---|
| MAIN COURSE BOOK  | : | Unit 4 OF <u>INVENTIONS AND DISCOVERIES</u> |
|                   | : | <i>The Microscope (Poem)</i>                |
| LITERATURE READER | : | <i>Merchant of Venice</i>                   |
| WRITING SKILLS    | : | <i>Informal Letter</i>                      |

⇒ **Learning Objectives:** To practice reading and listening skills for effective communication.  
Reading extensively to consolidate reading skills, areas of skimming and scanning to be focused on.  
Corresponding written work based on reading and listening activities for reinforcement.

⇒ **Writing Skills:**  
Practice of writing skills through written work on the text, Learners are taught the format and are told the difference between a formal and an informal letter.

### **Reading Skills:**

Silent reading activity for enjoyment of the text.

Loud reading for oral comprehension.

**Speaking Skills:** Group discussion on the theme: “Do we really fail to recognize a genius initially”?

⇒ **Language:** Extensive notes on the types and usage of each through exercises in class.

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**MODULE 6**

|                  |   |                                 |
|------------------|---|---------------------------------|
| MAIN COURSE BOOK | : | Unit 2 <u>LADDER OF SUCCESS</u> |
|                  | : | To Aces to Success              |
| WRITING SKILLS   | : | Notice writing                  |
| GRAMMAR          | : | Conjunctions                    |

**⇒ Learning Objectives:**

Practice reading of text and skim the text for relevant information.

Refine writing to express ideas in a simple lucid style and to practice various forms of the writing skill.

**Methodology:**

- ⇒ **Speaking Skills:** Group discussion through brain storming activity to stimulate interest in the lesson.
- ⇒ **Reading Skills:** Silent reading of the lesson to be followed by dictionary game.
- ⇒ **Writing Skills:** Answering questions from the text.  
Rewriting information in simple language in notice form.
- ⇒ **Language Skills:** Joining short sentences from newspaper articles to use conjunctions appropriately.  
Grammar Plus exercises and assignments attempted by the learners.

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**MODULE 7**

|                   |   |                                  |
|-------------------|---|----------------------------------|
| MAIN COURSE BOOK  | : | Unit 6 <u>THE MAGIC OF WORDS</u> |
|                   | : | Advia                            |
| LITERATURE READER | : | A Midsummer's Night Dream        |
| GRAMMAR           | : | Modals                           |
| GRAMMAR PLUS      | : | Page No.77 to 86                 |

- ⇒ **Learning Objectives:** To achieve and enjoy the correct tone and manner of the poem & to access its style.  
Spoken skills of the learner tested and updated through various exercises facilitating self-expression.  
Corresponding written work based on reading, listening activities for reinforcement.  
To learn and use conjunctions correctly.

**Methodology**

- ⇒ **Reading Skills:** The lesson will be read aloud and learners will repeat in the same tone and manner.
- ⇒ **Speaking Skills:** Group discussion on the content of the lesson.
- ⇒ **Writing Skills:** Reference to context exercise as written class work and question answers on the lesson.

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**MODULE 8**

MAIN COURSE BOOK : Unit 8 IN THE NAME OF PEACE  
Songbird without wings

LITERATURE READER : A Midsummer's Night Dream

WRITING SKILLS : E-mail

**Learning Objectives:**

To reinforce the skill of speaking fluently and presenting ideas in a clear and coherent manner.

**Methodology:**

- ⇒ **Speaking and listening skills:** Brain storming session in class to initiate learners' response to the theme of 'War and Peace'.  
Learners to share their own (if any) such experience and listen to others' ideas, view-points, and experiences.
- ⇒ **Writing Skills:** Answers related to textual questions along with Reference to contexts for detailed understanding of the text.
- ⇒ **Reading Skills:** Silent and loud reading of the prose extract followed by oral comprehension.

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**MODULE 9**

MAIN COURSE BOOK : Unit 7 : IN THE NAME OF PEACE  
: Thank You, Mr. Chips!

LITERATURE READER : Macbeth

GRAMMAR : Types of Sentences

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**REVISION FOR HALF YEARLY EXAMINATIONS**

## =====

**Learning Objectives:**

Exposure to a wide variety of reading styles to provide practice in reading skills.

To give a revision of reading, speaking and writing skills through oral, written and comprehension exercises.

Refine writing skills to express ideas in a simple style and to practice various forms of the writing skills.

**Methodology:**

Assignment exercises given to the learners.

Practice exercises in Grammar to be given for reinforcement.

Class tests held to gauge the learners' comprehension of the literature section.

Newspaper, magazines etc. used to ameliorate the reading skills of the learners.

⇒ **Writing Skills:** Answering questions from the text. Rewriting information in simple language in Postcard form.

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**MODULE 10**

MAIN COURSE BOOK : Unit 1 HEAL THE EARTH

: The Tyger (Poem)

LITERATURE READER : Romeo & Juliet

WRITING SKILLS : Bio-sketch

⇒ **Reading Skills:** Reading for pleasure and to access the style of the poem.

Loud reading to achieve the correct tone and manner.

⇒ **Speaking Skills:** Discussion in points on the various aspects of the poem. Significance of the theme, style and content. Answering relevant questions based on the poem.

⇒ **Listening Skills:** Model reading of the story 'Dusk' to be listened to by the learner.

⇒ **Writing Skills:** Learners will attempt a class exercise of writing answers to inferential questions.

**MODULE 11**

|                   |   |                              |
|-------------------|---|------------------------------|
| MAIN COURSE BOOK  | : | Unit 6 <u>HEAL THE EARTH</u> |
|                   | : | <i>The Poles in Peril</i>    |
| LITERATURE READER | : | <i>Romeo &amp; Juliet</i>    |
| WRITING SKILLS    | : | <i>Diary Entry</i>           |

**Learning Objectives:**

Practice reading of the text and skim the text for relevant information.  
Interpret, analyse the text and practice creative writing.

**Methodology:**

- ⇒ **Reading Skills:** Silent reading of the text to be followed by class discussion on the theme of the story. Loud reading for highlighting relevant details of the story.
- ⇒ **Speaking Skills:** Brainstorming activity class / oral comprehension questions based on the text. Oral narration of the story in sequential order.
- ⇒ **Listening Skills:** Listening to model reading and attempting a class exercise based on their listening to a passage from the text.
- ⇒ **Writing Skills:** Vocabulary enhancement exercise through Dictionary game. Writing answers for short textual questions.  
Attempting Diary Entry.

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**MODULE 12**

|                   |   |                                     |
|-------------------|---|-------------------------------------|
| MAIN COURSE BOOK  | : | Unit 3 <u>THE LADDER OF SUCCESS</u> |
|                   | : | <i>Don't Quit (Poem)</i>            |
| LITERATURE READER | : | <i>Julius Ceasar</i>                |
| GRAMMAR           | : | <i>Active- Passive Voice</i>        |
| GRAMMAR PLUS      | : | <i>Page No. 87-92</i>               |

- ⇒ **Learning Objectives:** To emphasize and practice public speaking on the theme and to facilitate discussion.  
Extensive reading for acquiring knowledge and information about a particular subject.  
Developing the fine art of expressing ideas, options in a simple lucid style.

⇒ **Methodology:**

Loud reading of the extract by the teacher followed by silent reading for comprehending the context of the lesson. Brainstorming session to facilitate group discussion in class to students' interest in the text.

Recap of Active-Passive Voice done with the help of practice exercise done in the class.

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**MODULE 13**

MAIN COURSE BOOK : Unit 5 ADVENTURE EXPRESS

: After Twenty Years

LITERATURE READER : Julius Ceasar

**Methodology:**

⇒ **Reading Skills:** Loud reading of the text for effect, lucidity, emphasis, tone and correct pronunciation by the teacher. Silent reading by the learner to comprehend the meaning of the text and to appreciate its beauty.

⇒ **Speaking Skills:** Brainstorming session on the text's theme. Class discussion eliciting variety of responses towards the theme, meaning and context.

⇒ **Listening Skills:** Listening attentively to the model reading of the extract from the lesson to be followed by comprehension questions based on the same.

⇒ **Writing Skills:** Comprehension questions based on the text. Reference to context exercises, inferential questions from the text and text- based word- building exercises. To write a short story based on guidelines within a prescribed word limit.

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**MODULE 14**

MAIN COURSE BOOK : Unit 5 ADVENTURE & MYSTERY

: Imagination (Poem)

GRAMMAR : Direct – Indirect Speech

GRAMMAR PLUS : Page No. 94-98

⇒ **Learning Objectives:** To reinforce the skill of speaking fluently and presenting ideas in a clear and coherent manner.

Reading extensively to consolidate reading skills, areas of skimming and scanning to be focused.

**Methodology:**

- ⇒ **Listening Skills:** Loud model reading of the lesson by the teacher followed by silent reading by learners for better understanding of the text.
- ⇒ **Speaking Skills:** Students to come up with various things they imagine.
- ⇒ **Grammar:** Exercise based in reported speech given in Grammar Plus to be attempted as class work. Reporting someone's interview orally. Transformation of speech into Direct or Indirect form.

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**MODULE 15**

|                   |   |                          |
|-------------------|---|--------------------------|
| LITERATURE READER | : | As You Like It           |
| WRITING SKILLS    | : | Formal letter            |
| GRAMMAR           | : | Direct & Indirect Speech |

**Methodology:**

- ⇒ **Reading Skills:** Loud reading of the text to be followed by a silent reading session.
- ⇒ **Writing Skills:** Answering questions from the text. Format for formal letters to be taught and learners would be enabled to learn the difference between a formal and an informal letter.  
Editing to be extensively practiced through various exercises given in the assignment booklet.

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**MODULE 16**

|                   |   |                                 |
|-------------------|---|---------------------------------|
| MAIN COURSE BOOK  | : | Unit 2 <u>ART &amp; CULTURE</u> |
|                   | : | The Last Stone Mason (Poem)     |
| LITERATURE READER | : | As You Like It                  |

**Learning Objectives:**

- To help learners appreciate the lesson.
- To reinforce the skills of speaking fluently and presenting ideas in a clear and coherent manner.
- To consolidate learner's reading skills.

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**MODULE 17****REVISION FOR ANNUAL EXAMINATION**



**ASSIGNMENTS****Module – 1****Section – A (Reading)****A. Read the passage given below and answer the questions that follow:**

We live in an age of great hurry and great speed. Men have lost their inward resources. They merely reflect, like a set of mirrors, opinions which they get from outside. When they get a little leisure, they turn to material diversions from outside rather than to inward resources. In other words, this internal vacuum is responsible for mental and nervous troubles. The cure for this is not so much treatment by medicine and surgery but a recovery of faith in the ultimate goodness, truth and the decency of things. If we are able to recover that faith, if we are able to live in this world with our consciousness centred in the ultimacy of the spirit, many of the problems to which we are subject today may be overcome. Our people were regarded as aspiring after metaphysical insight and religious bliss, but we seem to forget that it never occurred to them to equate eternal life with either the surrender of the mind or the sacrifice of the body. When the Upanishad writer was asked to define what is meant by spiritual life or life eternal, he gave the answer that it consists of the play of the vital organism, the satisfaction of the mind, the abundance of tranquility of the spirit. Body, mind and spirit must be integrated and they must lead to a harmonious developed life. If we get that, we have life eternal.

**A.1. Complete the following statements:**

- (i) We live in an age of great \_\_\_\_\_.
- (ii) The author suggests that the cure for this is \_\_\_\_\_.
- (iii) 'Life eternal' means \_\_\_\_\_.
- (iv) Our internal emptiness is responsible for \_\_\_\_\_.

**A.2. Complete the summary using one word in each blank :**

In this age of great hurry and speed men have lost (i) \_\_\_\_\_ resources. This is responsible for their mental and (ii) \_\_\_\_\_ troubles. If we recover our faith in the goodness of life we can overcome many of our (iii) \_\_\_\_\_. Our people tried to seek (iv) \_\_\_\_\_ insight and religious bliss. For spiritual life, there should be a proper integration of body, mind and spirit.

**Section – C (Grammar)****Subject – Verb Agreement****Look at the sentences below:**

- I am rich.
- He is intelligent.
- The puppy chases the cat.
- They are right.

In the above sentences, the verb agrees with its subject in number and person. A singular subject takes a singular verb, while a plural subject takes a plural verb. There are a few exceptions to this rule.

**General Rules:**

- (i) Two or more singular subjects joined by 'and' usually take a verb in the plural. For example:
- She and her classmate have arrived.
  - Sita and Seema are here.
  - Pinky, Lily and Meenu go to the same school.

**NOTE:** But if two nouns suggest only one idea, or refer to the same person or thing, the verb must be singular.

**For example,**

- My teacher and guide is here.
- With the death of Bose, a great leader and patriot was lost.
- Slow and steady wins the race.
- The horse and carriage is at the door.

- (ii) When the subject consists of two nouns or pronouns joined by 'with', 'along with' or 'as well as', the verb agrees with the first one of the subjects.

**For example:**

- The captain, with all his men, was drowned.
- The house, with its furniture was burnt.
- Ashok, as well as Anil, likes tea.
- The master as well as his servant is guilty.

- (iii) When two or more subjects in the singular are joined by or, nor, either... or, neither... nor, the verb is put in the singular.

**For example:**

- Jack or Tom is to blame.
- Neither Raman nor Harry was present.
- Neither her mother nor her father likes tea.

**NOTE:-** But when the subjects joined by ‘or’, ‘nor’, ‘either...or’, ‘neither...nor’, are of different numbers or persons, the verb agrees with the subject nearest to it.

**For example:**

- My aunt or her children are arriving tomorrow.
- Either the boy or his parents have done this.
- Neither my aunt nor my uncle is arriving tomorrow.
- Either he or I am to blame.

- (iv) If the subject is preceded by ‘each’, ‘every’, ‘either’, ‘neither’, ‘every one’, the verb is usually singular.

**For example:**

- Each of these boys is intelligent.
- Either of the two boys has done this.
- Every farmer, potter and blacksmith was present.
- Every boy and every girl was present.

- (v) A collective noun may take a singular or a plural verb. If the collection is thought of as a whole the verb is singular; if the individuals or members of the group are thought of separately, the verb is plural.

**For example:**

- The committee has decided this – here ‘committee’ is thought of as a whole.  
but
- The committee have decided this, means the members of the committee have decided this  
Similarly
- The jury decides that you will be punished.

- (vi) Some nouns which are plural in form but singular in meaning, take a singular verb;

**For example:**

- No news is good news.

- (vii) When the plural noun is the name of something or a place, it takes a singular verb.

**For example:**

- The United States has a big army.
- The Arabian Nights is an interesting book.

- (viii) When some special quantity or amount is considered to be one whole, the plural form generally takes a singular verb.

**For Example**

- Eighty kilometres was covered in an hour.
- Ten kilograms of rice is required immediately.

- (ix) Nouns like a pair of shoes, a pair of jeans are taken as singular and hence they use the singular form of verb.

**For Example:**

- A pair of shoes is lying on the shelf.
- This pair of jeans is too tight for me.

- (x) Fractions take a plural verb if the reference is to a number, but they take a singular verb if the reference is to a quantity or amount.

**For Example:**

- Two third of the clothes in the closet are mine.
- Two fifth of her free time is spent in social work.

- (xi) If two subjects are joined with not only ... but also then the verb agrees with the latter subject.

**For Example:**

- Not only her parents but her sister also has contributed towards her success.

- (xii) 'None' when refers to an amount or quantity takes a singular verb.

**For Example:**

- None of the work was done.

- (xiii) None followed by plural noun or pronoun usually takes a plural verb.

**Example:**

- None of these movies have been released so far.

- (xiv) Words like ‘much’, ‘more’, ‘little’, ‘less’ take a singular verb.

**For Example:**

- Little has been achieved so far.
- More than half the match is over.
- Much of my activity is over.

- (xv) Phrases like ‘a lot of’, ‘a great- deal of’, ‘plenty of’, ‘most of’, ‘some of’, take a singular verb when they refer to amount or quantity.

**For Example:**

- A lot of time was wasted.
- Plenty of help was available.

- (xvi) Phrases like ‘a lot of’, ‘a great- deal of’, ‘plenty of’ take a plural verb when they refer to number.

**For Example:**

- Lots of people are taking part in the race.
- Plenty of schools are closing on the 13<sup>th</sup> of May.

- (xvii) The phrase ‘the majority of’ (refers only to number) takes a plural verb.

**For Example:**

- It being Sunday, the majority of shops are closed.

- (xviii) Phrases like ‘a pair of shoes’, ‘a pair of scissors’ take a singular verb.

**For Example:**

- This pair of scissors is meant to cut only paper.

- (xix) However, if we omit ‘a pair of’ and merely use the plural word, it takes a plural verb.

**For Example:**

- My shoes are lying under the bed.
- These scissors are meant to cut only paper.

**EXERCISE****C1. Tick the correct option:**

- (i) My trousers (have/ has) gone to the laundry.
- (ii) Not only your qualifications but your attitude also (is/ are) important for getting a good job.
- (iii) A lot of books in the shop (deal/ deals) with child psychology.
- (iv) Plenty of light (come/ comes) through this glass window.
- (v) None of these buses (go/ goes) to the railway station.
- (vi) The Prime Minister along with his cabinet ministers (believe/ believes) in strengthening ties with our neighbours.
- (vii) More than half the crowd (have/ has) already left.
- (viii) A series of lectures (was/were) delivered on environmental pollution.
- (ix) This pair of earrings (are/ is) simply exquisite.
- (x) A majority of children in this school (belong/ belongs) to affluent families.

**C2. Fill in the blanks choosing the correct option given in the bracket:**

- (i) \_\_\_\_\_ (is/ are) either of the twins singing in the competition?
- (ii) Somya as well as Rachna \_\_\_\_\_ (is/ are) tall.
- (iii) A large amount of money \_\_\_\_\_ (has/ have) been spent.
- (iv) Most of the boys in our class \_\_\_\_\_ (like/ likes) to play football.
- (v) Either Peter or his friends \_\_\_\_\_ (has/ have) played this trick.
- (vi) Each of these pens \_\_\_\_\_ (cost/ costs) rupees ten.
- (vii) A combination of colours \_\_\_\_\_ (charm/ charms) the eye.
- (viii) The quality of the apples \_\_\_\_\_ (were/ was) good.

- (ix) Each one of these houses \_\_\_\_\_ (are/ is) to let.  
 (x) Neither he nor his parents \_\_\_\_\_ (was/ were) present.

**C3. Identify the incorrect sentences and correct them:**

- (i) The general as well as his staff were there.  
 (ii) Each of the children was given a packet of sweets.  
 (iii) The study of mathematics require brain.  
 (iv) Neither of these questions appear difficult.  
 (v) Pink and green is my favourite combination.  
 (vi) Lamb's tales are an interesting book.  
 (vii) Each boy and each girl was presented with a toy.  
 (viii) A thousand kilometres are a great distance.  
 (ix) One of those boys have stolen my pen.  
 (x) Two and two make four.

**C4. In each of the following sentences, put the verb in agreement with its subject:**

- (i) Fire and water \_\_\_\_\_ not agree.  
 (ii) Each first class ticket \_\_\_\_\_ a hundred rupees.  
 (iii) That lady with her three children \_\_\_\_\_ my neighbour.  
 (iv) Neither of us \_\_\_\_\_ present there.  
 (v) Not one of you \_\_\_\_\_ done this work properly.

**C5. You have already learnt about subject-verb agreement. Read the following sentences write whether they are true (T) or false (F).**

- (i) Subjects, like mathematics, statistics and physics, are singular.  
 (ii) Some abstract nouns, like news and politics, take a singular verb.  
 (iii) Expressions that tell the amount of time, money, weight or volume take a singular verb.

- (iv) Some nouns, like trousers, pants, shorts, scissors and pliers, except when mentioned as a pair, are always plural and always take a plural verb.
- (v) 'Each' and 'every' are singular quantifiers and therefore, take singular verbs.
- (vi) When we use one singular noun and one plural noun in sentences with 'either ..... or' and 'neither .... nor', the verb is singular.

**C6. Decide which of the following sentences are correct (✓) and which of them are incorrect (×)**

- (i) No man or woman is free from faults. \_\_\_\_\_
- (ii) Either you or he are mistaken . \_\_\_\_\_
- (iii) Either the cat or the dog has eaten it. \_\_\_\_\_
- (iv) Neither my friend nor I am to be blamed. \_\_\_\_\_
- (v) Many a man have been ruined by drugs. \_\_\_\_\_
- (vi) Neither of the two men was very strong. \_\_\_\_\_
- (vii) Each one of the girls were given a prize. \_\_\_\_\_
- (viii) Every boy and every girl are present in the class. \_\_\_\_\_
- (ix) Our happiness or our sorrow are due to our own actions. \_\_\_\_\_
- (x) The horse and carriage is at the door. \_\_\_\_\_

**C7. Fill in the blanks so that the subject agrees with the verb.**

- (i) The horse and the carriage \_\_\_\_\_ at the door.
- (ii) Time and tide \_\_\_\_\_ for none.
- (iii) Fire and water \_\_\_\_\_ not agree.
- (iv) In him \_\_\_\_\_ centered their love and affection.
- (v) His knowledge of Indian vernaculars \_\_\_\_\_ far beyond the common.

**Section – D (Literature)**

**The Palindrome (RTC)**

**D.1.** "Don't come back till you have learnt enough to earn your living."

- (i) Who are the speaker and the listener?
- (ii) Why does the speaker not want the person addressed to come back till then?

**D.2.** "The goddess was quite stunned for a moment."

- (i) Why was the goddess stunned? Why did she also feel insulted?
- (ii) What was Raman's explanation for his reaction?
- (iii) How did the goddess curse him for his impugntiy?

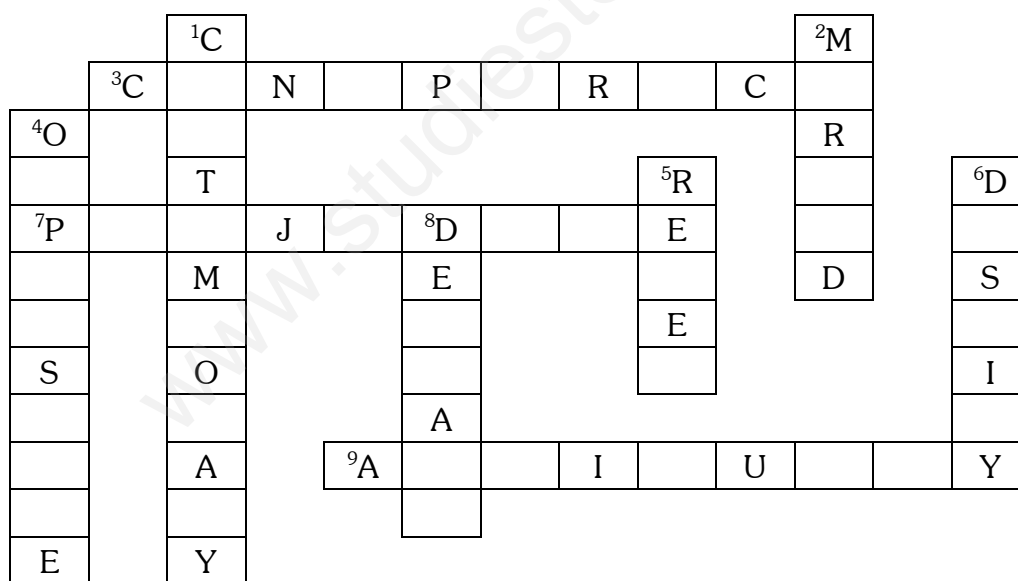


**Proverb Time**

- P.1.** Advice is less heeded when often most needed – When a problem is serious, people do not follow the advice given.
- P.2.** Time is money – Time is valuable and should not be wasted.
- P.3** Unwillingness easily finds an excuse – A person who does not want to do something always finds a reason to avoid it

**Module – 2****Section – B (Writing)****B.1. Write a story of about 150 words –**

Beginning with “The teacher woke me up and said.....”

**Section – C (Grammar)****C.1. The answer to this crossword are synonyms for the clues.****Clues down**

- (i) existing or belonging to the same time (an adjective)
- (ii) a vast number of persons or things (a noun)
- (iv) burdensome; unjustly strict or harsh (an adjective)
- (v) a person who resists authority or control (a noun)

- (vi) predetermined course of events; fortune (a noun)  
 (viii) boldly resistant (an adjective)

**Clues across**

- (iii) an evil and unlawful plan made in secret by two or more persons (a noun)  
 (vii) a preconceived opinion or feeling about a person or thing (a noun)  
 (ix) in a manner that suggests mental distress or uneasiness (an adverb)

**C.2. Unjumble these words and match them to their synonyms.**

|        |       |       |         |
|--------|-------|-------|---------|
| (i)    | Lvei  | _____ | Feeble  |
| (ii)   | Guh   | _____ | Wealthy |
| (iii)  | Akew  | _____ | Embrace |
| (iv)   | Earn  | _____ | Slender |
| (v)    | Irhc  | _____ | Battle  |
| (vi)   | Mesll | _____ | Close   |
| (vii)  | Msil  | _____ | Burglar |
| (viii) | hfeti | _____ | Mistake |
| (ix)   | Ihtfg | _____ | Bad     |
| (x)    | roerr | _____ | odour   |

**Section – D (Literature)****Michelangelo****D.1. How was Michelangelo helped by Lorenzo de' Medici?****D.2. “When he was thirteen, he was apprenticed to Domenico Ghirlandaio, who taught him to paint frescoes”.**

- (i) Who is ‘he’ here?  
 (ii) Who was Domenico Ghirlandaio?  
 (iii) What are ‘frescoes’?

**D.3. Which works of art is Michelangelo famous for? What is unique about each of them?****D.4. Why was his father unhappy with him?**

**Proverb Time**

- P.4.** An ounce of prevention is worth a pound of cure. – It is easier to prevent something from happening than to repair the damage or cure the disease later.
- P.5.** April showers bring May flowers – Something bad or unpleasant today may bring good things in the future.

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**Module – 3****Section – A (Reading)****A. Read the given passage:**

Born in 1775 in Steventon, Rectory, Hampshire, Jane Austen belonged to an upper middle class family and enjoyed all comforts. She and her sister Cassandra had their first lessons from their mother. Schooling in Oxford, South Hampton and at Abbey School. Jane at the age of nine and Cassandra at the age of 11 were back home. Both enjoyed reading poetry and great works of Shakespeare. At the age of 12, Jane Austen looked better than a tomboy. Initially she started writing short humorous stories. Her first full length novel titled ‘Elinor and Marianne’ started in her late teens. At the age of 22, she wrote ‘First Impressions’ and later ‘Pride and Prejudice’. Jane Austen has portrayed in her novel things like niceties of decorum, petty jealousies, vanity and affection. She has dealt with the superficialities of life. ‘Pride and Prejudice’ is the most interesting novel and the most popular because of its interesting plot, a rich comedy, supreme theme, the sparkling life of characters, a freshness of the scenery. A year or two later, she completed ‘Susan’ which was retitled ‘Northanger Abbey’. Family circumstances made her leave Steventon and go to Bath. But the memories of her widowed Sister, her friends and relatives, the family rectory and the countryside haunted her and she could not be happy at Bath. Like Casandra, Jane also had a love affair with a doctor but it ended in a tragedy. After her father’s death in 1805, she got support of her brother Edward and began a comfortable life with a renewed interest. At the age of 41 she died and her two novels ‘Persuasion’ and ‘Northanger Abbey’ were published after her death.

**A.1. Based on reading of the passage, choose the correct option to answer the questions that follow:**

- (i) How do you know that Jane was born with the spark for literary writing?
  - (a) she wrote short humorous stories.
  - (b) she used to read poetry and great works of Shakespeare at an early age.
  - (c) ‘Pride and Prejudice’ is the most interesting novel.
- (ii) Why could Jane not be happy at Bath?
  - (a) she missed everything about her life at the countryside.
  - (b) two of her books were published after her death.
  - (c) after her father’s death, her brother was supporting her.

**A.2. Complete the following:**

- (i) After Austen's father died, her brother Edward \_\_\_\_\_.
- (ii) Jane had to face two tragedies when she was at Bath. Those were  
(a) \_\_\_\_\_ (b) \_\_\_\_\_

**A.3. Find the words from the passage which mean the same as:**

- (i) superb \_\_\_\_\_
- (ii) shallowness of things \_\_\_\_\_

**A.4. Find the antonyms of**

- (i) comedy \_\_\_\_\_ (ii) staleness \_\_\_\_\_

**Section – B (Writing)****B.1. Write in about 250 words either For or Against the motion on any two of the following topics :-**

- (i) Mobiles should be allowed in schools.
- (ii) Western culture is having a negative impact on Indians.
- (iii) Robo-men / maids can not replace man/maid servants.
- (iv) Junk food is after all not all junk.
- (v) Technology – a boon.

**Section – C (Grammar)****C.1. Fill in the blanks with the words given in the brackets:**

- (i) Neither this suit nor those shirts \_\_\_\_\_ to me. (belong/ belongs)
- (ii) You as well as I \_\_\_\_\_ responsible for our losses. (are/ am)
- (iii) A black and white dog \_\_\_\_\_ fallen into the pit outside. (has/ have)
- (iv) Either you or Gaurav \_\_\_\_\_ responsible for this mistake. (is/ are)
- (v) Every boy and every girl \_\_\_\_\_ present in the class. (was/ were)

**Section – D (Literature)****The Dance Lesson****D.1. "A young girl losing all hope".**

- (i) Whom does 'a young girl' refer to?
- (ii) Why was she losing hope?

**D.2. “Would she master the triple pirouette?”**

- (i) What is a “Pirouette”?
- (ii) Why did she need to master it?

**D.3. What is the poem about?****D.4. Explain: ‘The world collapsed when she fell.’****English is Fun- 1**

**Match the columns to learn about the different forms of poetry.**

| <b>A</b>         | <b>B</b>                                 |
|------------------|--|
| (i) haiku        | (a) a funny verse                        |
| (ii) lyric       | (b) a poem to mourn the death of someone |
| (iii) elegy      | (c) a story poem                         |
| (iv) limerick    | (d) a poem of 14 lines                   |
| (v) ballad       | (e) a tree-lined Japanese poem           |
| (vi) blank verse | (f) a poem that has a lofty theme        |
| (vii) epic       | (g) a short poem                         |
| (viii) sonnet    | (h) a poem with no definite rhyme scheme |

**Proverb Time**

- P.6.** A chain is no stronger than its weakest link. – The strength of a group depends on each individual member.
- P.7.** A fault confessed is half redressed. – Confession is the beginning of forgiveness.

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**Module – 4****Section – A (Reading)****A. Read the following article based on a report by health experts in England.**

Most teenage girls in England are smokers. They believe cigarettes help keep them slim, make them look grown-up, and control stress. And even though they know the risks to their health, they would still rather smoke. The habit is on the increase among teenage girls while it is falling in all other groups of the population. Now almost one in three girls of school-leaving age are smokers.

Health experts are puzzled as to why the anti-tobacco message is not reaching them. Dr Anne Charlton says: ‘ We do not really know why they are taking up smoking when everyone is giving up. They seem to be more influenced by advertisements, which are increasingly aimed at women.’

Teenage girls are more likely to start smoking if one of their parents is a smoker. They probably have a best friend who smokes, and parents who do not disapprove of their habit of smoking.

Fifty percent of girls who leave school to start a career in hairdressing are smokers. In nursing, the figure is 44 per cent and around 34 per cent in clerical jobs.

Dr Charlton says, “The percentage is less among those who go to university. The smokers are usually the ones who do not do well at school and don’t even want to.” They mistakenly believe it helps to keep their weight down, although they have no weight problem in the first place. This message of needing to be thinner than thin has come over very strongly and they would rather risk their health than risk putting on weight.

“One of the most effective methods of getting girls to stop smoking is to point out how much they smell”, says Dr. Charlton.

**A.1. Choose the best answer:**

- (i) Teenage girls in England smoke
  - (a) even if they know smoking is unhealthy
  - (b) because smoking helps them lose weight
  - (c) because they are leaving school
- (ii) Health experts
  - (a) really have no idea why girls smoke.
  - (b) do not understand why girls give up smoking
  - (c) do not understand the anti-tobacco message

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## **FINITES AND NON-FINITES**

Verbs can be divided into two:-

- 1) Finites
- 2) Non-finites

Finite Verbs: They are bound by tense and must agree to the subject-verb agreement.

Eg: I have been to London.

She has been to London.

Non-finite Verbs: They are not bound by tense and the rules of the subject-verb agreement.

Eg: He likes eating popcorns.

I liked eating popcorn.

A sentence cannot make complete sense without a finite verb. But a non-finite verb is generally an extension of the sense and can be left out.

Eg: He likes to read books.

Non-finite verbs are of three kinds:-

- 1) Infinitives
- 2) Gerunds
- 3) Participles.

## **INFINITIVES**

This is the base form of the verb often found with “to”.

It is a kind of noun with certain features of the verb. This means that an infinitive is a verb-noun.

Eg:- To err is human.

I want you to come.

He had no choice but to go.

Ram is too weak to stand.

### **The following words are followed by the ‘to-Infinitives’:-**

ought, want, promise, forget, refuse, hope, have, like, remember, agree, decide, love etc.

Eg:- One ought to pay one’s dues on time.

### **The following transitive verbs take an infinitive after the object:-**

warn, request, commit, order, instruct, advise, beg, allow, ask etc.

Eg:- The teacher allowed them to go.



Though 'to' is frequently used with infinitives, it is not an essential part of them.

Eg:- Let him sit there.

Eg:- I heard him shout.

Such infinitives without 'to' are also used after verbs like , 'will/would', 'shall/should', 'may/might', must, had, better, would rather, had rather, Sooner-than, rather than etc.

Eg:- You had better complete your work fast.

Eg:-I would rather die than accept defeat.

### **GERUNDS**

A gerund is a derivative of a verb which takes an '-ing' form but does the function of a noun.

Eg:- He loves painting.

Eg:- Swimming is a good exercise.

Compound Gerund forms are used by placing a past-participle after the gerund of 'Have' and 'Be'.

Eg:- He is desirous of being praised.

Eg:- I heard of him having won a prize.

In compound nouns such as walking –stick, frying-pan, writing-table,etc, 'walking', 'frying', 'writing' are gerunds.

**NOTE**:- as both the gerunds and infinitives have the force of a noun and a verb, they have the same uses. Thus in many sentences either of them may be used.

Eg:- Teach me to swim.

Eg:- Teach me swimming.

### **PARTICIPLES**

Participles are verbs that behave as adjectives. They may be called verbal adjectives.

They have three forms:

- (i) present
- (ii) past
- (iii) perfect

#### **Present Participle:**

They end in '- ing' and represent an action as going on or incomplete.

Example:

- (a) Knocking loudly at the gate, he demanded admission.
- (b) We met a girl carrying a basket of flowers.

NOTE: The present participle and the gerund must be carefully distinguished. The present participle functions like an adjective; the gerund functions like a noun. So the participle is a verbal adjective; the gerund is a verbal noun.

eg.- Barking dogs seldom bite.

‘Barking’ describes the noun dogs. Its function is that of an adjective. So it is a participle.

eg.- Barking helps a dog to express its feelings.

‘Barking’ is the subject of the verb ‘help’. Its function is that of a noun. Hence it is a gerund in this case.

### **Past Participle:**

They usually end in ‘ed’, ‘d’, ‘t’, ‘er’ or ‘an’ and represent a completed action or state of the thing spoken of

Example: Time misspent is lost.

We saw a few trees laden with fruits.

### **Perfect Participle:**

They represent an action completed some time in the past.

Eg.- Being granted bail, he felt like a free bird.

Having rested, we continued our journey.

### **EXERCISE**

#### **1. Underline the gerunds and participles and name them:-**

- (i) Hearing a noise, I turned around.
- (ii) Being dissatisfied, he gave up his decision.
- (iii) Walking on the grass is not allowed.
- (iv) Asking question is easier than answering them.
- (v) Waving their hats and handkerchiefs, the people cheered the king.
- (vi) The rain came pouring down.

- (vii) The traveler, being tired sat by the tree to rest.
- (viii) Encouraged by his wife, he completed his work.
- (ix) Jumping over the fence, the thief escaped.
- (x) I like reading poetry.
- (xi) He's fond of hoarding money.
- (xii) Giving is better than receiving.
- (xiii) We were tired, having walked so far.
- (xiv) He saw a clown standing on his head.
- (xv) Praising all alike, is like praising none.
- (xvi) He preferred playing football to studying lessons.

**2. Replace the underlined words as directed:**

- (i) He likes to dance and to swim. (gerund)
- (ii) It is no good to get upset. (gerund)
- (iii) The teacher told him that he should study hard. She further advised him that he should revise all the work. (infinitive)
- (iv) Jim has decided that he is going to buy a car this summer. (infinitive)

**3. Fill in the blanks using the '– ing' form or the 'to-' infinitive. Two responses are possible in some cases:**

- (i) It has been quite a pleasant day. But now I am beginning \_\_\_\_\_ cold (feel).
- (ii) After she had described her experience at Mt. Abu, she went on \_\_\_\_\_ about her trip to Kodaikanal. (talk)
- (iii) I like \_\_\_\_\_ back home rather than \_\_\_\_\_ a cab. (walk, take)
- (iv) I'll try \_\_\_\_\_ the meeting but I'm not sure. (attend)
- (v) I don't think the soup tastes good. Try \_\_\_\_\_ some lemon juice and salt to it. (add)
- (vi) My secretary told me that I had forgotten \_\_\_\_\_ my cupboard. (lock)
- (vii) Did you post the letter? Yes, I distinctly remember \_\_\_\_\_ it on my way to the office. (post)

**4. Join the following pairs of sentences using infinitives or participles (as given in the brackets):**

- (i) She left all her property to a charitable trust. It was very generous of her. (use an infinitive)
- (ii) The students should be good scholars and not good politicians. The supreme court expects this of them. (use an infinitive)

- (iii) She is rich. She can afford expensive holidays. (use a participle)
- (iv) Tata safari is a very big car. It cannot be parked in the garage. (infinitive)
- (v) The brave warrior took out his dagger. He pounced upon his enemy.  
(participle)
- (vi) She typed all the letters. She asked the assistant to dispatch them. (participle)
- (vii) You can point out the flaws in my work. You need not hesitate to do it.  
(infinitive)

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**Section – C (Grammar)****Finites & Non-Finites**

**C.1. Underline the non-finite verbs in the following sentences and identify them as Infinitives, Gerunds or Participles.**

- (i) I like reading poetry. \_\_\_\_\_
- (ii) To see is to believe. \_\_\_\_\_
- (iii) I saw the boys playing in the fields. \_\_\_\_\_
- (iv) He is a man respected by all. \_\_\_\_\_
- (v) Ticked by the clown's antics, the children laughed loudly. \_\_\_\_\_
- (vi) Though Mahesh is a charming boy, he is also very annoying. \_\_\_\_\_
- (vii) She was angry at Rhea trying to lie to her. \_\_\_\_\_
- (viii) I was determined to increase my salary by managing a little farm. \_\_\_\_\_
- (ix) Success is not merely winning applause. \_\_\_\_\_
- (x) Singing to herself was her chief delight. \_\_\_\_\_

**C.2. You have learnt about participles, gerunds and infinitives in your earlier classes. They are non-finite verbs.**

With the help of the information given below, complete the paragraph on how to operate a microwave oven using suitable non-finite verbs.

- (i) Do not use without reading the instructions
- (ii) Then plug the lead to wire
- (iii) Fill glass bowl with food to be cooked
- (iv) Stir food from inside to outside
- (v) Place bowl on glass plate in microwave
- (vi) Set temperature as required

- (vii) Cover dish to hasten cooking process
- (viii) Shut door of the oven
- (ix) Once time is over, oven will beep. Take out the dish

The instructional manual warns us against \_\_\_\_\_ the appliance without \_\_\_\_\_ the lead wire. The food \_\_\_\_\_ cooked is put in a glass bowl. Remember \_\_\_\_\_ the food from inside to outside. The next step is \_\_\_\_\_ the bowl on the glass plate in the oven. Don't forget \_\_\_\_\_ the dish oven at the required temperature. \_\_\_\_\_ the dish can hasten the \_\_\_\_\_ process. Take care \_\_\_\_\_ the door of the oven carefully. Remember \_\_\_\_\_ out the dish after the oven sounds the beeps.

**C.3. Complete each sentence by adding a suitable Infinitive, Present Participle or Gerund form of the Verb.**

- (i) Bad weather compelled us \_\_\_\_\_ indoors.
- (ii) \_\_\_\_\_ their hats and handkerchiefs, the people cheered the king.
- (iii) She is very clever at \_\_\_\_\_ excuses.
- (iv) \_\_\_\_\_ by hunger, he stole a piece of bread.
- (v) \_\_\_\_\_ the room, I found the light quite dazzling.

**C.4. Fill in the blanks with suitable gerunds, infinitives or participles.**

- (i) They were at school when the emphasis was more on \_\_\_\_\_ (teach) rather than \_\_\_\_\_. (learn)
- (ii) Ridhima spent the afternoon \_\_\_\_\_ (shop) with grandma.
- (iii) When Yana began \_\_\_\_\_ (sing) the baby began \_\_\_\_\_. (cry)
- (iv) We both love \_\_\_\_\_ (dance) while Anne loves \_\_\_\_\_. (talk)
- (v) He went on \_\_\_\_\_ (argue) about the political consequences.
- (vi) He didn't bother \_\_\_\_\_ (complain) about the noise from the neighbour's house last night.
- (vii) I enjoy \_\_\_\_\_ (watch) horror movies.
- (vii) Susan wants \_\_\_\_\_ (migrate) to Australia.

**Section – D (Literature)****The Day I Rescued Albert Einstein's Compass****D.1. "I should hate to lose it."**

- (i) Who is 'I' here?
- (ii) What would he hate to lose?

**D.2. What did Einstein look like?****D.3. What qualities of him does the story reveal?****D.4. "We had an adventure."**

- (i) Who are 'we' here?
- (ii) What was the adventure?

**English is Fun- 2****Cross out the word that does not belong to the group.**

- |                 |             |             |              |
|-----------------|-------------|-------------|--------------|
| (i) millionaire | accountant  | detective   | wealth       |
| (ii) metaphor   | preposition | conjunction | interjection |
| (iii) triangle  | hexagon     | trisect     | trapezium    |
| (iv) hamlet     | villa       | mansion     | castle       |
| (v) mandolin    | banjo       | musician    | guitar       |

**Proverb Time**

**P.8.** A flower blooms more than once. – If you miss an occasion, you can avail of it at another time.

**P.9.** A friend's eye is a good mirror. – A real friend will tell you the truth.

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**Module – 5****Section – A (Reading)****A. Read the passage carefully:**

In the olden times, there lived a semi-barbaric king. He had a daughter with a soul as fervent and imperious as his own. She was the apple of his eye and was loved by him above all humanity. Among his courtiers was a young man. He was handsome and brave to a degree unsurpassed in this entire kingdom and the royal maiden loved him with intense ardor. This love affair moved on happily for many months, until one day the king happened to discover its existence. The youth was immediately cast into prison, and a day was appointed for his trial in the King's arena.

The appointed day arrived. From far and near the people arrived and thronged the galleries of the arena. The King and his court were in their places, opposite the twin doors. One had a ferocious tiger behind it – ready to devour the person who opened the door-and the other had a beautiful lady behind it. If the young man chose that door, he was to get the lady's hand in marriage, as per the king's orders.

All was ready. The signal was given. A door below the royal party opened, and the young noble walked into the arena. Tall, beautiful, fair, his appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand a youth lived among them. No wonder the princess loved him! What a terrible thing for him to be there.

As the youth advanced into the arena he turned, as was the custom, to bow to the king, but he did not think of that royal personage at all. His eyes were fixed on the princess, who sat to the right of her father.

Possessed of more power and influence, the princess had possessed herself of the secret of the doors. She knew in which of the two rooms, that lay behind those doors, stood the cage of the tiger, with its open front, and in which, the lady.

And not only did she know in which room stood the lady to emerge, all blushing and radiant, should the door be opened, but she also knew who the lady was. And the princess hated her.

When the youth turned and looked at her, his eyes met hers as she sat there. Her right arm lay on the cushioned parapet before her. She raised her hand and made a slight, quick movement toward the right. No one but the youth saw her. Every eye was fixed on the man in the arena. He turned and with a firm and rapid step and walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed immovable upon that man. Without the slightest hesitation, he went to the door on right and opened it.

Now the point of the story is this: Did the tiger come out of the door or the lady?

(Abridged from *The lady or The Tiger?* By Frank Stockton)

### A.1. Complete the following statements..

- (i) The princess was attracted towards the youth because \_\_\_\_\_
- (ii) Behind each of the doors in the arena, could be seen \_\_\_\_\_
- (iii) The princess hated the lady behind the door as \_\_\_\_\_
- (iv) The princess signaled to the youth by \_\_\_\_\_
- (v) The expression, 'apple of his eye' means
  - (a) pleasing to the eye
  - (b) most loved
  - (c) pain in the eye
- (vi) Find words in the passage that have the same meaning as the words given below.
  - (a) passionate
  - (b) eat
  - (c) quick, brisk

### Section – B (Writing)

- B.1. Write a letter to your friend Sumit/ Sumita, suggesting an excursion to Mussoorie. You live in Dehradun. Also ask if he / she would be interested in trekking to Mussoorie so that you can make necessary arrangements.**
- B.2. A famous celebrity recently moved in as your next-door neighbour. Write a letter to your friend, telling him/her about your new neighbour.**

### Section – D (Literature)

#### The Microscope

#### **D.1. 'This Anton's crazy in the head'**

- (i) Who is Anton?
- (ii) Why is he referred to as 'crazy in the head'?
- (iii) Who calls him 'crazy'?

#### **D.2. Anton preferred**

- (a) lazing around in the sun
- (b) grinding special lenses for the microscope
- (c) preparing a telescope
- (d) preparing a lexicon



**D.3. Do you think people often don't recognize a genius when they see one? Why?**

**English is Fun- 3**

**Read, understand and complete.**

|     |          |                |
|-----|----------|----------------|
| I.  | weigh    | weight         |
|     | _____    | prosperity     |
|     | conquer  | _____          |
|     | know     | _____          |
|     | please   | _____          |
|     | _____    | applause       |
|     | _____    | long           |
|     | _____    | fructifictaion |
|     | sweeten  | _____          |
| II. | office   | official       |
|     | history  | historical     |
|     | beauty   | _____          |
|     | describe | _____          |
|     | _____    | lively         |
|     | _____    | grievous       |
|     | victory  | _____          |
|     | vigour   | _____          |
|     | note     | _____          |
|     | _____    | wholesome      |
|     | _____    | curly          |

**Proverb Time**

- P.10.** A monkey in silk is a monkey – No matter how someone dresses, it's the  
no less. person underneath.
- P.11.** Better lose the saddle than the – It's better to stop and accept a small loss,  
horse. rather than continue and risk losing  
everything.

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**Module – 6****Section – A (Reading)****School of Fantasy**

I am a boy from a very nice school  
 And you'll see why its so cool  
 There are no teachers but just books  
 More than books it has good looks  
 You get many prizes  
 In different sizes  
 It all depends on your will  
 And most of all on your skill  
 All this and more  
 Is really in store  
 For all the rest  
 As this school is the best  
 There are no examinations  
 All they want is your imagination  
 Your many creations  
 Are their expectations  
 I am having such an experience  
 In this superb institution  
 I like to share it with you all  
 This place is so nice  
 It's just a kid's paradise

**A.1 Complete the summary of the poem:**

Rachit's school of (i) \_\_\_\_\_ is very interesting. It's a (ii) \_\_\_\_\_ school because it lacks (iii) \_\_\_\_\_ but is rich in books and (iv) \_\_\_\_\_. A student here can (v) \_\_\_\_\_ many prizes depending on his (vi) \_\_\_\_\_ and (vii) \_\_\_\_\_. The only qualification required here is (viii) \_\_\_\_\_. The best thing is that you don't have to sit for any (ix) \_\_\_\_\_. This superb institution just wants you to be (x) \_\_\_\_\_.

**A.2 Answer the following:**

- (i) The poet used several expressions to say that school is very good e.g. a very nice school. Find out two others in the poem.

(a) \_\_\_\_\_ (b) \_\_\_\_\_

- (ii) “All they want is your imagination”.  
Here ‘they’ refers to whom?
- (a) authorities (b) teachers  
(c) students (d) none of the above
- (iii) How do you think the school described here encourages its students to excel in the field of their liking?
- (a) by not studying other subjects  
(b) by studying only the subject of their liking  
(c) by giving them the incentive of awards

**A.3 Find the synonyms for:**

- (i) heaven \_\_\_\_\_
- (ii) learning academy \_\_\_\_\_
- (iii) talent \_\_\_\_\_
- (iv) something that is made by someone \_\_\_\_\_

**Section – B (Writing Skill)**

- B.1. You are the Secretary of the School Dramatic Club. The club is staging a play ‘Gauri’ by Manu in the school hall on 30<sup>th</sup> October at 9 p.m. The entry is free, but for parents, passes will be issued which can be collected from the Secretary. Write a notice to this effect in about 50 words and put it in a box.**
- B.2. You are the student editor of your school magazine. Draft a notice to be put up on the school notice board inviting students to make contributions for the magazine in the shape of articles, jokes, poems etc. Also give the last date for submission of the same.**

**Section – C (Grammar)****Conjunctions**

Conjunctions: are ‘joining words’. They are used to join words, phrases, clauses and sentences.

- C.1. The following passage has not been edited. There is an error (mostly conjunction) in each line. Underline the error and write the correction in the space provided.**

*Music is said to be the food for the soul.*

Not only does it soothe or delight the  
mind and also makes us forget our  
joys or sorrows. People are  
as enamoured by it  
so there is no aspect of  
life when we don't find it.  
It is a must for any Indian  
film unless it wants to  
be a box-office hits. There is  
no marriage and any important  
function while music is not played.

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### C.2. Supply suitable Conjunctions:

- (i) Chaucer must have been a man of most wonderful comprehensive nature,  
\_\_\_\_\_ he has taken into the compass of his Canterbury Tales the  
various manners and humour of the whole English nation.
- (ii) \_\_\_\_\_ somewhat pompous, he is an entertaining companion.
- (iii) Heard melodies are sweet \_\_\_\_\_ those unheard are sweeter.
- (iv) Fit words are better \_\_\_\_\_ fine ones.
- (v) It is a great loss to a man \_\_\_\_\_ cannot laugh.

### C.3. Choose the correct conjunction.

- (i) Tigers won't attack \_\_\_\_\_ they're hungry. (because, unless, although)
- (ii) I would've gone to the party \_\_\_\_\_ I had been invited. (so that, if, although)
- (iii) She went to the doctor \_\_\_\_\_ she might be cured. (therefore, because, so that)
- (iv) I shall wait for you \_\_\_\_\_ you return. (unless, until, provided that)
- (v) The teacher punished him \_\_\_\_\_ he had broken the windowpane. (if, because, although)

## Section – D (Literature)

### Two Aces to Success

**D.1. Mahesh Singh Chauhan contributed to Abhishek's success by \_\_\_\_\_**

- (i) Providing a job to his father.

- (ii) Helping him in getting a job.
- (iii) Giving him financial assistance.
- (iv) Providing him free coaching.

**D.2. “The home’s most prized possession is a sewing machine”**

- (i) Why is the sewing machine the most prized possession?
- (ii) How does Abhishek use this prized possession?
- (ii) Why are Abhishek’s troubles not yet over?

**D.3. What according to you is the common factor in Abhishek and Ali Abbas’s success story?****English is Fun- 4**

**In each of the following sentences, one word has been spelt wrong. Underline that word and write the correct word in the space provided. Follow the example.**

- (i) Ratna’s dress was too loose. So she gave it to the tailor to altar it. alter
- (ii) While travelling from Delhi to Jhansi I kept my bag on the upper birth and later forgot to pick it up. \_\_\_\_\_
- (iii) Father taught me how to fill a check. \_\_\_\_\_
- (iv) Everyone stood in a cue to buy tickets for the movie. \_\_\_\_\_
- (v) The idol boy does nothing. He sits under the tree most of the day. \_\_\_\_\_
- (vi) People cheered and clapped loudly when Raj performed daring feats in the circus. \_\_\_\_\_
- (vii) We booked the best sweet in the hotel for two days and two nights. \_\_\_\_\_
- (viii) We should remember never to waist water and electricity. \_\_\_\_\_
- (ix) The naughty children tried to catch the puppy’s tale. \_\_\_\_\_
- (x) Please do not medal in other people’s affairs. \_\_\_\_\_

**Proverb Time**

- P.12.** Diamond cuts diamond. – Refers to two people equally matched in wit or cunning.
- P.13-** Don’t bark if you can’t bite. – Don’t complain if you can’t enforce your point of view.

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**Module – 7****Section – A (Reading)****A. Read the given passage very carefully.****Balanced Personality**

Often students who are very fond of reading books are labelled by their comrades as bookworms. Those disparagements generally come from the mouths of students who consider themselves as being 'gamesters'. Boys who shine in athletics or in the playing of some game- particularly cricket, consider that the games field is a better or nobler arena for their activities and the expenditure of their energies than the classroom or the reading desk. The idea is born out of an inferiority complex inherent in the 'games- minded' students who actually envy their fellow who shine academically. Academic honours have a glamour which is unique. It is not to be denied that the playing of games is a worthy activity; it is worthy in the sense that the team spirit can be encouraged in the individual only if he has learnt to participate in the playing of games. It is also true that the player does much for society and for his country on the playing field. It is true that the feeling of co-operation can be cultivated in a person only through group activity. But studies should not be sacrificed in order that students devote their time only to the playing of games. It is my observation that those boys who become obsessed with the playing, particularly of cricket, begin to ignore their studies and then their academic ability suffers, as it must. Let each type of activity have its own place in our daily round and then only will the balanced division of interests produce the individual with a proper perspective of things.

Then will we have the student who is both academically good and who can hold his own on the games field. That is the personality that we want our educational system to produce.

**A.1. Complete the following:**

- (i) According to the author the main goal of education is \_\_\_\_\_
- (ii) Gamesters' tend to call academically sound students bookworms because \_\_\_\_\_.
- (iii) The two qualities that we can acquire through playing games are
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_

**A.2. Pick and write the phrases which indicate the importance of academic achievement.**

**A.3. Find out a word from the passage which means the same as**

- (i) a companion who shares one's activities \_\_\_\_\_
- (ii) developed \_\_\_\_\_

**A.4. Match the words with its correct meaning.**

|             |                             |
|-------------|-----------------------------|
| Cultivated  | Belittle                    |
| Perspective | Understanding of importance |
| Disparage   | Developed                   |

**Section – B (Writing)**

**B.1. Write an e-mail to your cousin in reply to the pictures of his trek sent by him.**

**B.2. You are Abha/ Abhinav. Write an e-mail to your friend advising him/ her about which websites to avoid and why.**

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**MODALS AND AUXILIARIES**

Auxiliary is a helping verb. In a sentence an auxiliary is always used with another verb.

There are two types of auxiliary verbs:-

**Primary auxiliary:** words 'be', 'have' and 'do' are called primary auxiliaries. The forms of 'be' are 'is', 'am', 'are', 'were'. The forms of 'have' are 'have', 'has', 'had'. The forms of 'do' are 'do', 'does' and 'did'.

**Modal auxiliary:** The words 'can', 'could', 'may', 'might', 'shall', 'should', 'must', 'will', 'would', 'used', 'need', 'dare', 'ought' express attitudes like permission, possibility etc. Modal auxiliaries are also called modals. They do not change their forms.

**Can and Could**

**Can** usually suggests potential or ability.

Eg:- Ram can take you to the airport.

Eg:- Can you lift this?

**Can** is also used to indicate permission.

Eg:- You can join from tomorrow.

**Could** is used to ask a polite question.

Eg:- Could you help me solve the sum?

Could is used as the past tense of can in indirect speech.

Eg:- Toto said, 'I can help you.'

Toto said that he could help me.

**Could** is used to indicate ability in the past.

Eg:- He could sing well once upon a time.

### **May and Might**

**May** is usually used to request permission formally.

Eg:- May I use your eraser?

**May** is also used to express a wish.

Eg:- May you always enjoy goodluck!

**May** is used to indicate possibility.

Eg:- There may be some rain this evening.

**May** suggests a weak possibility and **might** suggests a very weak possibility in the future.

Eg:- The match schedule may be announced next Monday.

We might return sooner than expected.

### **Shall, Should, Will, Would**

**Shall** is usually used in the first person and **will** in the second and third person.

Eg:- I shall be pleased to visit you.

You will agree with me.

**Shall** is used in the second and third person to express a command, a promise or even a threat.

Eg:- He shall not work here again. ( threat )

You shall be rewarded. (promise)

**Shall** is used in interrogative sentences with the first person to indicate an offer or a suggestion.

Eg:- Shall I carry these books for you?

**Will** is used to express a decision or a choice.

Eg:- I will do the cooking today.

**Will** is used to indicate a habit.

Eg:- He will go swimming as usual.

**Will** is used in interrogative sentences to suggest an invitation.

Eg:- Will you go on a holiday with us?

In clauses starting with **if**, **should** is used to express a supposition that may not be true.

Eg:- If it should rain, the match will be called off.

**Should** is used to ask for and give suggestion or advice, to talk about duty and obligation, and to say what is right or good.

Eg:- You should not raise your voice.

How much money should I carry with me?

**Would** is more polite than will. It is used to make polite requests.

Eg:- Would you mind repeating what you just said?



Would you speak a bit slowly?  
I would like a glass of water, please.

### **Must and ought**

**Must** expresses necessity or obligation.

Eg:- We must remember this.

**Must** can express fixed determination.

Eg:- I must have an opportunity to do what I wish.

**Must and ought** also express certainty or strong possibility.

Eg:- He must have forgotten about the invitation.

We ought to strike this deal.

**Ought is used to** expresse moral obligation or desirability.

Eg:- We ought to try hard.

### **Used**

It is used to indicate discontinued habit.

Eg:- She used to learn ballet.

### **Need**

It denotes necessity or obligation. It is commonly used in negatives and interrogatives.

Eg:- He need not give up tennis.

Need I help him?

**Need** can also be used to denote requirement or desire.

Eg:- I do not need your help.

### **Dare**

**Dare** as a modal auxiliary means 'be bold enough'.

It is commonly used in interrogative and negative sentences.

Eg:- How dare she say this?

**Dare** can also be used to indicate a challenge.

Eg:- I dare you to eat all the food on the table.

## **ADDITIONAL NOTES**

**1. Note:** Can, May and could are used for asking for permission. However the difference is:

- Can is direct, informal, friendly (used among friends, close relations etc.).
- May is very formal, friendly (used by people in a subordinate position).

- Could is less direct more polite than can. (often used for strangers, or for people not intimately known)

**2. Note:** May, might, could all indicate possibility.

- May suggests a good possibility<sup>+++</sup>.
- Might suggests a weak possibility<sup>++</sup>.
- Could suggests a still weaker possibility<sup>+</sup>.

**3. Note:** 'Must', 'have to' both express necessity or compulsion. However, there is a slight difference between 'must' and 'have to'.

- In 'must' the authority comes from the speaker.
- In 'have to' the authority comes from outside the speaker.

Example: You must be in your seat by 6. (I insist)

You have to be in your seat by 6. (That's the rule)

Example: My back pain is getting worse.

I must go and see the doctor. (I think it necessary)

I have to see my doctor this evening. (There is an appointment)

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### **Section – C (Grammar)**

#### **Modals**

##### **C.1. Choose the correct alternative:**

- I don't think I (Should, can, will) be able to go.
- He (shall, will) not pay unless he is compelled.
- You (should, must, ought) to pay your debt.
- They (mustn't, needn't, won't) light a match; the room is full of gas.

##### **C.2. Rewrite each of these sentences, using a Modal:**

- Perhaps we will go to Shimla next month.
- It is not necessary for you to wash the car.
- I am certain that they have left already.
- Do you allow me to use your phone?

##### **C.3. Fill in the blanks with appropriate Modals:**

- Our dreams\_\_\_\_\_ be realized only through perseverance, faith and determination. Nothing is impossible in this world which a man

- \_\_\_\_\_ achieve. As long as we are alive we \_\_\_\_\_ face the ups downs of life manfully. Rather than sitting & waiting for the result to come, one \_\_\_\_\_ keep on working hard without worrying for the outcome.
- (vii) Lives of great men & heroes teach us that we too \_\_\_\_\_ succeed in our life if we make the most of ourselves & circumstances. Apart from conceiving great thoughts, we \_\_\_\_\_ also have a desire & will to put them into action. When some difficulty arises, we \_\_\_\_\_ accept the challenge. It was due to this willpower that Raja Harishchandra, a crusader of truth, underwent numerous sufferings & still came out a winner. In other words, success is not reserved for the successful only, it \_\_\_\_\_ be achieved by anyone who wills to have it.

#### C.4. Fill in the blanks using Conjunctions given in the box.

But, neither, nor, what, but, otherwise, when, that

- (i) \_\_\_\_\_ I was a small girl, my grandpa used to tell me the story of the honest woodcutter. (ii) \_\_\_\_\_ these days situations have totally changed (iii) \_\_\_\_\_ do we have honest wood-cutters (iv) \_\_\_\_\_ such gods. By saying this I don't mean (v) \_\_\_\_\_ it does not pay to be honest. (vi) \_\_\_\_\_ used to be a virtue in the past has become a crime today. People have become callous, selfish and feelingless, (vii) \_\_\_\_\_ still we have to make efforts to curb these vices. (viii) \_\_\_\_\_ the world will be doomed and we will be left nowhere.

#### Section – D (Literature)

##### Advia

#### D.1. Pooja na her brother were so oppressed by the sight of the wild rocky mountain side that-

- (i) They found the entire place unbearable.  
(ii) They thought it to be a perfect hiding place for dacoits.  
(iii) They decided to explore the mountains.  
(iv) They both started crying.

#### D.2. "I haven't been long enough in Afghanistan to comment on that."

- (i) Who is the speaker?

- (ii) What did the speaker not want to comment on?
- (iii) What according to the speaker was the nature of the people of Afghanistan?

**D.3. Why did Pooja and her family take the two men to be dacoits?****English is Fun- 5**

**Observe the highlighted words in the sentence below.**

\* The rest of him is *muscle and sinew*.

Choose the correct meaning of the twin words given below, from the box.

|                                       |                   |                        |
|---------------------------------------|-------------------|------------------------|
| acquaintances and relatives           | very nervous      | disorder and confusion |
| young days                            | material benefits | great activity         |
| uninterrupted vigilance               | with all power    | very thin              |
| says something and does another thing |                   |                        |

- |                           |                             |
|---------------------------|-----------------------------|
| (i) skin and bones        | (vi) sixes and sevens       |
| (ii) watch and ward       | (vii) hustle and bustle     |
| (iii) play fast and loose | (viii) green and salad days |
| (iv) pins and needles     | (ix) loaves and fishes      |
| (v) kith and kin          | (x) tooth and nail          |

**Proverb Time**

**P.14.** You scratch my back and I scratch yours – You help me and I will help you

**P.15.** Facts speak louder than words. – People show what they are really like by what they do, rather than by what they say.

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**Module – 8****Section – A (Reading)****A. Read the passage given below and answer the questions that follow:**

‘Then I saw a man standing in the street outside this block. I used to stay closed in my room all day, and only slip out after dark for an hour or two. I watched him for a bit from my window, and I thought I recognized him.... He came in and spoke to the porter... When I came back from my walk last night I found a card in my letterbox. It bore the name of the man I want least to meet on God’s earth.’

I think that the look in my companion’s eyes, the sheer naked scare on his face, completed my conviction of his honesty. My own voice sharpened a bit as I asked him what he did next.

‘I realized that I was bottled as sure as a pickled herring, and that there was only one way out. I had to die. If my pursuers knew I was dead they would go to sleep again.’

‘How did you manage it?’

‘I told the man who valets me that I was feeling pretty bad, and I got myself up to look like death. That wasn’t difficult, for I’m no slouch at disguises. Then I got a corpse-you can always get a body in London if you know where to go for it. I fetched it back in a trunk on the top of a four-wheeler, and I had to be assisted upstairs to my room. You see I had to pile up some evidence for the inquest. I went to bed and got my man to mix me a sleeping-draught, and then told him to clear out. He wanted to fetch a doctor, but I swore some, and said I couldn’t abide leeches. When I was left alone, I started in to fake up that corpse. He was my size, and I judged he had perished from too much alcohol, so I put some spirits handy about the place. The jaw was the weak point in the likeness, so I blew it away with a revolver. I dare say there will be somebody tomorrow to swear to having heard a shot, but there are no neighbours on my floor, and I guessed I could risk it. So I left the body in bed dressed up in my pyjamas with a revolver lying on the bedclothes and a considerable mess around. Then I got into a suit of clothes I had kept waiting for emergencies. I didn’t dare to shave for fear of leaving tracks, and besides, it wasn’t any kind of use my trying to get into the streets. I had had you in my mind all day, and there seemed nothing to do but to make an appeal to you. I watched from my window till I saw you come home, and then slipped down the stairs to meet you ... There, sir, I guess you know about as much as me of this business.’

**A.1. On the basis of your reading of the passage complete the following statements:**

- (i) The writer’s companion was scared because

- (ii) The writer was convinced that his companion was not lying when he
- (iii) The man was able to convince his valet that he was sick as
- (iv) The man says he had to be 'assisted upstairs'. What do you think he means
- (v) The man did not want his servant to call a doctor as
- (vi) The word 'leeches' in the passage refers to
- (vii) He blew away the dead man's jaw with a revolver as
- (viii) The man dressed the dead boy in his pajamas in order to

### Section – C (Grammar)

**C.1. The following paragraph has not been edited. There is one mistake in each line. Underline each error and write your correction in the space provided. The first one has been done as an example.**

Rama was the boy from Tenali. He  
loves to play pranks and didn't take  
nothing seriously. His mother didn't  
know what to do on him. She was sure  
he could be unable to do well in life.  
She hear that there was a wise man  
in the village. She told an holy man  
she was fed up with her son. She ask  
him to drill any sense into Rama.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_
- (vii) \_\_\_\_\_
- (viii) \_\_\_\_\_

**C.2. In the following paragraph, one word has been omitted from each line. Mark the place where you think a word has been omitted with a '/'. Write the omitted word in the space provided.**

The holy man / to Rama's mother  
that / her son prayed sincerely  
to Kali, / village goddess,  
he / be blessed by her.  
This would / his fortune and  
she would be free / worries.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_
- (vi) \_\_\_\_\_

### Section – D (Literature)

#### Songbird without Wings

**D.1. "They agreed without hesitation knowing they were risking their lives".**

- (i) Who are 'they' referred to here?

(ii) How and why were they risking their lives?

**D.2. “No running water, no flushing toilet, no walking around, no noise whatsoever”.**

(i) Who were instructed so?

(ii) What was the reason?

**D.3. What happened on 5 July, 1942?**

**D.4. When did Anne start writing her diary? What did she use ‘it’ for?**

### English is Fun- 6

**Form compound words using the clues provided. Follow the example.**

\* Opposite of tall = short

To grow old/era = age

Answer : = shortage

(i) (a) to pluck or gather one by one = \_\_\_\_\_

(b) small bag inserted in garment to carry small articles = \_\_\_\_\_

Answer : \_\_\_\_\_

(ii) (a) present tense of ‘broke’ = \_\_\_\_\_

(b) opposite of slow = \_\_\_\_\_ Answer : \_\_\_\_\_

(iii) (a) circular frame with spokes that revolves on axle = \_\_\_\_\_

(b) a pushcart, usually wooden, with short wooden extensions as handles, used by street vendors = \_\_\_\_\_ Answer : \_\_\_\_\_

(iv) (a) a paper invitation or a greeting = \_\_\_\_\_

(b) a wooden plank = \_\_\_\_\_ Answer : \_\_\_\_\_

(v) (a) sweet sticky yellow fluid made by bees = \_\_\_\_\_

(b) an instrument with numerous ‘teeth’ used to set one’s hair = \_\_\_\_\_ Answer : \_\_\_\_\_

### Proverb Time

**P.16.** Fool me once, shame on you; – Once should learn from one’s mistakes.  
fool me twice, shame on me.

**P.17.** Hatred is as blind as love. – A person who feels hatred does not see any qualities in the person he/she hates.

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**Module – 9****Section – A (Reading)****A. Read the passage carefully:**

English is the most widely read language in the world. One in every seven human beings can speak it. English has the largest vocabulary – perhaps as many as two million words.

English is also a crazy language. There is no egg in eggplant. Neither pine nor apple in pineapple and no ham in hamburger. Sweetmeats are candy, while sweetbreads, which are not sweet, are meat. Quicksand works slowly, boxing rings are square, and a guinea pig is neither a pig nor from Guinea.

And why do writers write but fingers do not fing, grocers do not groce and hammers do not ham?

If vegetarians eat vegetables, what do humanitarians eat?

Perhaps all English speakers should be sent to an asylum for the verbally insane. In which language do people recite at a play and play at a recital? Have noses that run and feet that smell? How do 'a wiseman' and 'a wiseguy' differ in meaning? Why are 'overlook' and 'oversee' antonyms? Why are quite a lot and quite a few alike?

Don't you marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which your alarm clock goes off by going on!

English was not invented by computers. It has the creativity of the human race (which is not a race at all). That is why, when stars are out they are visible, but when lights are out they are invisible. And why, when I wind up my watch I start it, but when I wind up this essay I end it.

**A.1. Write four points in praise of English. Write your answer in the answer sheet against the correct blank numbers.**

- |            |             |
|------------|-------------|
| (i) _____  | (iii) _____ |
| (ii) _____ | (iv) _____  |

**A.2. Find words from the passage as instructed below. Write your answers in the answer sheet against the correct blank numbers.**

- |       |  |           |
|-------|--|-----------|
| (i)   | Find the two meanings of wind up (a) _____ | (b) _____ |
| (ii)  | Find any synonyms for the same (a) _____   | (b) _____ |
| (iii) | Find another expression for shining _____  |           |
| (iv)  | Find another word for insane _____         |           |

=====



**TYPES OF SENTENCES**

A sentence is a group of words that make complete sense. They may be classified into the following:

Statements:- They are used to give information, give and accept, advices.

Question/Interrogative sentences:- They are used as greetings, questions, making and accepting offers, seeking information, permission etc. They are followed by question marks.

Exclamatory sentences:- They are used for expressing surprise, complementing, wishing, greetings etc.

Imperative sentences:- They are used for giving and asking advices, giving instructions, comments, offers etc.

Sentences can also be classified as affirmative and negative sentences.

Affirmative sentence: They affirm or state something.

Eg:- Yesterday there was a lot of fog in Delhi.

Negative sentence: They deny or negate something. We usually use 'not', 'never', 'no', 'nowhere', 'none', 'nothing', 'nobody' etc. to deny things.

Eg:- There was no rice left in the house.

Eg:- None of the neighbours would give them any food.

Sentences can also be classified according to the number of finite verbs used and conjunctions used.

Simple sentence:- A sentence having one finite verb is called a simple sentence. It has one subject and one predicate.

Eg:- Maradonna kicked the ball.

Compound sentence:- These have two finite verbs, therefore these sentences have two independent or co-ordinating clauses joined by a

Co-ordinating conjunction.

Eg:- Rahul likes swimming and Rishabh likes dancing.

Complex sentence:- This type of sentence consists of one main clause and one or more subordinate clauses joined by subordinating conjunctions.

Eg:- They rested when evening came.

Eg:- As the boxers advanced to the ring, the people said they would not allow them to fight.

NOTE:- Some co-ordinating conjunctions are: and, but, yet, for, so, nevertheless, still, whereas, while, or, else.

Some subordinating conjunctions are: when, as, since, because, than, that, although, though, if, why, where, while, who, which, so that, such that, even if, however, unless, lest, in order, till, now also, etc.

**Additional notes** (to help understand compound + complex sentences)

Example: I ate some fruit and had a boiled egg.

This sentence has two finite verbs in it- ate and had so it is not a simple sentence. In fact, it is made up of two clauses joined by 'and'.

- I ate some fruit.
- I had a boiled egg.

Both these clauses convey a complete meaning. Both of them can stand on their own. A sentence of this kind which has two or more clauses, which can stand independently and convey a complete meaning, is called a compound sentence. The clauses of a compound sentence are called coordinate clauses.

Complex sentence

Example: As I was walking down the road, I heard someone calling me.

This sentence also has two finite verbs- was walking and heard and is therefore made of two clauses.

1. As I was walking down the road.
2. I heard someone calling me.

- The first clause does not make a complete sense. It depends upon the second clause to complete the meaning. /also it cannot stand on its own.
- The second clause conveys a complete meaning, so it is the main or principal clause and the first clause which is dependent upon the second to convey a complete meaning, is called a subordinate clause.

A sentence made up of a principal clause and one or more subordinate clauses, is a complex sentence.

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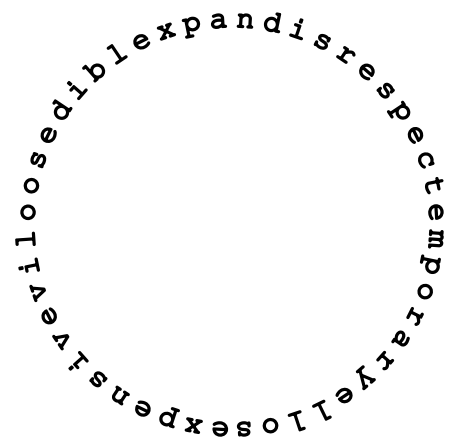
### Section – C (Grammar)

#### Antonyms

#### **C.1. Find the antonyms to these words in the word circle**

- |       |          |       |
|-------|----------|-------|
| (i)   | respect  | _____ |
| (ii)  | cheap    | _____ |
| (iii) | inedible | _____ |

- (iv) tight \_\_\_\_\_  
 (v) permanent \_\_\_\_\_  
 (vi) contract \_\_\_\_\_  
 (vii) Find \_\_\_\_\_  
 (viii) good \_\_\_\_\_  
 (ix) whisper \_\_\_\_\_



**C.2. Change the underlined words to their antonyms to make the sentence correct.**

- (i) The boy put on his dress to go from the party.  
 (ii) The foolish man carelessly hoarded all of his money.  
 (iii) My hard working dog always sleeps during the night.

**C.3. Unjumble each word and write it next to its antonyms**

| Word      |  | Antonym    |
|-----------|--|------------|
| Mmniium   |  | Solid      |
| Edomrn    |  | Stationary |
| Qiludi    |  | Maximum    |
| Lhunsefis |  | Unlock     |
| Repsent   |  | Suspicion  |
| Kolc      |  | Wild       |
| Trineoir  |  | Ancient    |
| Lates     |  | Absent     |
| Meat      |  | Selfish    |
| Stutr     |  | Exterior   |
| gvmoni    |  | Fresh      |

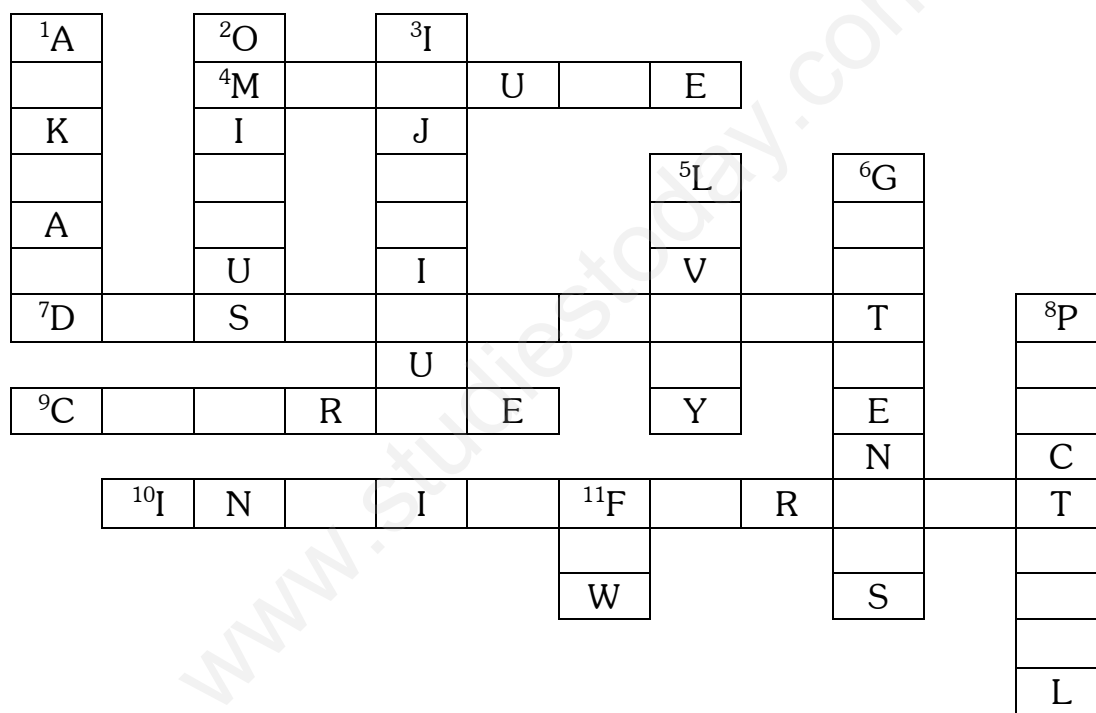
**C.4. Categories the given sentences:**

- (i) His courage won him honour.  
 (ii) The moon was bright and we could see our way.  
 (iii) Night came on and rain fell heavily and we all got wet.  
 (iv) They rested when evening came.

- (v) Anil called at 5.30 p.m. and I told him that you had gone out.  
 (vi) Whatever you do, do well.  
 (vii) She must weep or she will die.  
 (viii) God made the country and man made the town.  
 (ix) He tried hard, but he did not succeed.  
 (x) As the boxers advanced into the rings, the people said they would not allow them to fight.

**English is Fun- 7**

**Solve the word puzzle by finding the antonyms of the words given as clues.**

**Clues**

- |                        |                           |
|------------------------|---------------------------|
| 1. elegant (down)      | 2. auspicious (down)      |
| 3. beneficial (down)   | 4. enormous (across)      |
| 5. <i>dull</i> (down)  | 6. severity (down)        |
| 7. triumphant (across) | 8. sentimental (down)     |
| 9. tender (across)     | 10. affectionate (across) |
| 11. numerous (down)    |                           |

**Proverb Time**

- P.18.** Home is where the heart is. – You call home the place where the people you love are.
- P.19.** However long the night, the dawn will break. – Bad things don't last forever.

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**MODEL TEST PAPER HALF YEARLY EXAMINATION****(Unsolved- 1)****Time : 2 hr 30 min.****M.M. : 80****Section A (Reading)****A1** Read the given passage carefully and answer the questions that follow:

Perhaps the concept of a holiday is as old as the creation of man itself. The Bible tells that God created the world for 6 days and took rest on the 7<sup>th</sup> day. Since God created man in his image, man also thought it worthwhile to earmark one day of the week as a day for rest, the Sabbath. Jews observe Sabbath religiously.

Apart from religious considerations, holidays have always charmed mankind in all countries and all cultures of the world. One day weekend or two days weekend in a week may be inventions of the modern man in an industrial age, but days of festivities following the sowing or harvesting of crops are regularly enjoyed by agricultural communities since times immemorial. Many dances and folk songs have evolved around such festivities. When we mention holidays we usually refer to summer, autumn and winter vacation enjoyed by the students, or weekends or spans of leave enjoyed by working people away from their day- to- day work. Such holidays work as a wonderful tonic to fight mental fatigue. Torn away from the workplace, the mind finds rest and recuperation in pleasant and congenial surroundings. Some people undertake excursions to pleasure resorts on hills or beaches while others visit places of historical importance or pilgrimage. Still others visit their relations or friends to renew ties and bonds of affection and to spend time together in groups or play. Whatever be the mode of spending holidays if it is spent in open, healthy surroundings and in company of agreeable people, it surely breaks the monotony of daily existence and refreshes the mind. It induces a sense of enthusiasm and vitality in one's outlook.

If imaginatively planned, holidays can be a source of great pleasure and excitement. Most of the city dwellers lead a regimented and mechanical existence shuttling between place of work or study or their residence. They have very few intimate friends or relations to mix with and get emotional sustenance from. Holidays provide an excellent opportunity to visit intimate friends and relatives. Picnics and excursions can not only bring you relaxation but can also cement the bonds of affection by engaging in collective activities.

During holidays, you can change the routine of waking up and going to sleep. Summer noons can be spent partly in catching up with your sleeping time. You can get up early and go for long walks if possible by the river- side or near some park.

You may like to spend part of your holidays in planned inactivity. You can while away time looking at flowers or birds. You may read fiction for pure delight.

**A1.1 State whether the following statements are true or false:- (4)**

- (i) Holidays in agricultural communities is a long and leisurely affair.
- (ii) City dwellers get ample time to spend with friends and relations.
- (iii) Holidays help us recuperate both physically and mentally.
- (iv) One should follow a strict routine during holidays.

**A1.2 Answer the following questions briefly:- (4)**

- (i) The concept of holidays is as old as the creation of man because \_\_\_\_\_.
- (ii) Holidays help us to \_\_\_\_\_.
- (iii) Life in the city is often \_\_\_\_\_.
- (iv) Other than relaxation, picnics and excursions also help us \_\_\_\_\_.

**A1.3 Fill in the blanks with one word only:- (2)**

This article is about the importance of (i) \_\_\_\_\_ in our life. Holidays have charmed mankind since ancient times. A holiday works as a wonderful (ii) \_\_\_\_\_ to fight against mental tiredness. A picnic or an excursion in the company of (iii) \_\_\_\_\_ people takes away the monotony of life. Holidays can be a source of great (iv) \_\_\_\_\_ and excitement.

**A1.4 Find a word in the passage that means the following: (2)**

- (i) allocate
- (ii) pleasing or suited to your taste

**A2. Read the poem carefully and answer the questions that follow.**

Of all the meals that glad my day  
My morning one's the best;  
Purveyed me on a silver tray,  
Immaculately dressed.

I rouse me when the dawn is bright;  
I leap into the sea,  
Returning with a rare delight  
To honey, toast and tea.

My appetite was razor edged  
When I was in my prime;

To eggs and bacon I was pledged...  
Alas! the March of time;

For now a genial old gent  
With journal on my knee,  
I sip and take with vast content  
My honey, toast and tea.

So set me up for my delight  
The harvest of the bee;  
Brown, crispy toast with butter bright,  
Ceylon- two cups or three.

Let others lunch or dinner praise,  
But I regale with glee,  
As I regard with grateful gaze  
Just honey, toast and tea.

**A2.1** Answer the following questions by choosing an appropriate option from those given below:- (4)

- (i) For the poet the best meal is  
     (a) dinner  
     (b) supper  
     (c) lunch  
     (d) breakfast
- (ii) Before taking his breakfast, the poet would  
     (a) have a walk  
     (b) have some routine exercises  
     (c) swim in the sea  
     (d) run a race
- (iii) The phrase 'March of Time' suggests  
     (a) The month of March  
     (b) The season of spring  
     (c) The passage of Time  
     (d) None of the above
- (iv) In his youth, the poet's appetite was  
     (a) weak  
     (b) poor  
     (c) sharp  
     (d) less



**A2.2** Given below is a summary of the poem. Fill in the blanks with suitable words to complete the summary:- (4)

Of all the meals in a day, the poet's favourite is his (i) \_\_\_\_\_. He likes it to be served on a (ii) \_\_\_\_\_. The poet enjoys taking a (iii) \_\_\_\_\_ before his breakfast consisting of (iv) \_\_\_\_\_. In his youth the poet's favourite breakfast consisted of (v) \_\_\_\_\_, but as an (vi) \_\_\_\_\_ he relishes having (vii) \_\_\_\_\_. While others might enjoy their (viii) \_\_\_\_\_ more, the poet's favourite meal is his breakfast.

### Section B (Writing)

**B.1** You are Chirag/ Charu, the secretary of the Adventure Club of your school. Your school has decided to trek in the Autumn Break. Prepare a notice inviting students to participate. Mention the necessary details like, the cost, place, time period, essential items to be carried etc. (5)

**B.2** Your room- mate Amrita fell down the staircase in the school hostel and fractured her arm. As Kanika, write a letter to her mother in Delhi, informing her about the accident, asking her not to worry as she has been discharged from the hospital and is being looked after well. (8)

**B.3** State the meaning of the following proverbs:- (2)

- (i) A flower blooms more than once.
- (ii) Don't bark if you can't bite.

**B.4** Complete the following proverbs:- (2)

- (i) \_\_\_\_\_ I scratch yours.
- (ii) A chain \_\_\_\_\_.

### Section-C (Grammar)

**C1.** Fill in the blanks with one of the words given in the brackets:- (4)

- (i) Neither his friends nor he \_\_\_\_\_ responsible for this loss. (is/ are)
- (ii) The benefits science has bestowed on mankind \_\_\_\_\_ numerous. (is/ are)

- (iii) I as well as you \_\_\_\_\_ to be blamed. (are /am)
- (iv) Not only the principal but the teachers also \_\_\_\_\_ played an important role. (has/ have)

**C2. Fill in the blanks with the –ing or to- infinitive form of the verb. Take verbs from the box given below:-** (3)

|      |              |           |
|------|--------------|-----------|
| go   | break        | take      |
| have | rehabilitate | socialize |

- (i) I managed \_\_\_\_\_ a good look at the car.
- (ii) The judges should avoid \_\_\_\_\_ with influential businessmen.
- (iii) The driver suggested \_\_\_\_\_ journey at Bilaspur and \_\_\_\_\_ tea there.
- (iv) The worker's union has threatened \_\_\_\_\_ on an indefinite strike.
- (v) It was an uphill task \_\_\_\_\_ all the earthquake victims.

**C3. Join the following pairs of sentences according to the instructions given in the brackets:-** (4)

- (i) The time at my disposal was very short. I could not furnish the flat properly. (Use infinitive)
- (ii) Mr. Hussain discussed all the points with the chairman. He called a meeting of the departmental heads. (Use a participle)
- (iii) He is a small child. He won't be able to face the situation. (Use a participle)
- (iv) They flew around the world in a two-seater aircraft. It was very bold of them. (Use infinitive)

**C4. Fill in the blanks with suitable conjunctions:-** (4)

- (i) She \_\_\_\_\_ supported the family financially \_\_\_\_\_ kept them united.
- (ii) The aircraft had to make an emergency landing \_\_\_\_\_ the engine had developed a snag.
- (iii) How can I start my work \_\_\_\_\_ I get clear instructions.
- (iv) Show us \_\_\_\_\_ your driving license \_\_\_\_\_ your voter i-card.
- (v) His idea was \_\_\_\_\_ original \_\_\_\_\_ practical.

- C5.** Fill in the blanks correctly with the modals given below. You may also have to use their negative forms. Do not use the same modal in more than one blank:- (4)

Could, should, might, need

- (i) We aren't sure. We \_\_\_\_\_ go for the evening show.  
 (ii) Your writing is quite clear. You \_\_\_\_\_ write your essay again.  
 (iii) You \_\_\_\_\_ hide the facts from your parents.  
 (iv) I \_\_\_\_\_ speak a bit of Russian once but I have forgotten it now.

- C6.** The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet against the correct question number. Remember to underline the word you have supplied. The first one has been done as an example. (4)

|   | <i>Incorrect</i>   | <i>Correct</i>   |
|---|--|--|
| The Davis Cup is an beautiful silver punch bowl of engravings in gold. This trophy was gifted in the United States Lawn Tennis Association by the well known American tennis player, D.F. Davis on 1990.                            | e.g. <u>an</u>   | <u>a</u>   |
| The Davis Cup is a world championship who go on practically throughout the year. The top 16 tennis nation form the World Group and compete among one another. The losing teams is eliminated like in any other normal championship. | (a) _____<br>(b) _____<br>(c) _____<br>(d) _____<br>(e) _____<br>(f) _____<br>(g) _____<br>(h) _____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

#### Section- D (Literature)

- D1.** Choose the most appropriate answers:- (2)

- (i) AliAbbas wants to make a career in  
 (a) medicine (c) aerospace engineering  
 (b) software (d) aeronautics
- (ii) The two men rushed towards the family because  
 (a) They were out to get their watches and chain.  
 (b) They needed help in the form of medicine.  
 (c) They wanted a lift in their car.  
 (d) They wanted water from their flask.

- D2. “I am thankful to God for this achievement.”
- (i) Name the speaker of the above lines. (1)
  - (ii) What is the speaker’s achievement? (1)
  - (iii) What are his future dreams? (1)
  - (iv) Who are his role models? (1)
- D3. “It is gone! Overboard”
- (i) What does ‘it’ refer to in these lines? (1)
  - (ii) How did ‘it’ go overboard? (1)
  - (iii) What role did ‘it’ play in the speaker’s life? (2)
- D4. Why did the Dutchmen think of shipping Anton off to Spain? (2)
- D5. Why did Puja feel uncomfortable during the car ride on her way back from the historical place of Balk? (2)
- D6. What message does the poem ‘The Dance Lesson’ convey? (2)
- D7. Why did Raman’s mother send him away? (2)
- D8. What obstacles did Michelangelo have to face while pursuing the career of an artist. (2)
- =====

**MODEL TEST PAPER HALF YEARLY EXAMINATION****(Unsolved- 2)****Time : 2 hr 30 min.****M.M. : 80****Section A (Reading)****A1 Read the given passage carefully and answer the questions that follow:**

There are two key objectives for Earth Hour. The first is to engage as many households, communities and business to turn their lights out for one hour on March 29, 2008 between 8 and 9 pm. The intent is for the event to be adopted by other residents, communities, business and governments around the world so they too can help change our planet for the better. The event itself will clearly demonstrate in participating cities, the connection between energy usage and climate change, showing that we as a broader community can address the biggest threat our planet has ever faced.

Global warming is now the greatest threat the world has ever faced. Our continued reliance on electricity sourced from coal- fired power stations is causing a dramatic increase in the Earth's temperature, resulting in rising sea levels, an increase in drought and severe storms, and massive changes to the environments we all rely on to survive. There is still time to change how our planet will look in the future, if we act now. For example, if all Australian households simply turned off unused lights and appliances on standby at the power point Australia's emissions would be reduced by atleast five million tones per annum. The green house gas savings would be equivalent to taking 1.5 million cars off the road for a year.

The most important thing to do on the night is turn off your lights between 8 pm and 9 pm. The main point of this campaign is to show people and companies how easy it is to take action to avoid global warming. This does not mean you have to turn off your fridge, but we do encourage you to join us by switching off and making a statement, as well as changing your habits in the long-term.

**A1.5 State whether the following statements are true or false:- (4)**

- (i) Earth Hour is an initiative taken to fight- Global warming.
- (ii) During Earth Hour all lights are to be switched off for an hour.
- (iii) Earth Hour is observed only by the Australians.
- (iv) Other electrical gadgets need not be switched off during Earth Hour.

**A1.6 Answer the following questions briefly:- (4)**

- (i) Earth hour demonstrated that individual action \_\_\_\_\_
- (ii) Earth Hour is observed by \_\_\_\_\_

- (iii) Global warming leads to \_\_\_\_\_  
 (iv) The main objective of Earth Hour is \_\_\_\_\_

**A1.7 Fill in the blanks with one word only:-** (2)

The key (i) \_\_\_\_\_ of the Earth Hour was to engage all people around the world in saving the earth. It demonstrated that individual action can in the long run change the earth for better. The event wanted to show to the world that there is a (ii) \_\_\_\_\_ between energy usage and climate change. We need to act because global warming is the greatest threat the world has ever faced.

Our (iii) \_\_\_\_\_ on coal- fired electricity has led to a dramatic increase in the Earth's atmosphere. It is the time to act if we want to save the earth. More than switching off the lights it was an opportunity to help people make a statement and change their (iv) \_\_\_\_\_ in the long run.

**A1.8 Find a word in the passage that means the following:** (2)

- (i) dependence (ii) huge

**A2. Read the poem carefully and answer the questions that follow.**

I'm so happy my teacher's sick!  
 And, boy, I'm feeling fine  
 When someone licks the door right in,  
 And there stands FRANKENSTEIN.

She's six foot eight, her dress is black,  
 She's wearing combat boots.  
 I start to gasp, she growls and says,  
 I'll be your substitute.

The teacher's pet is whimpering;  
 She doesn't stand a chance.  
 The smart kid stares and points and faints.  
 The bully wets his pants.

My name is Mrs Stein, she says,

And every student cringes.  
She leans the door against the wall,  
She's knocked it off its hinges.

Now let's begin. You there! Stand up!  
She looks me in the eye.  
I try to move, my legs won't work.  
I know I'm going to die!

Now get up to the board, she says.  
I'd like to see some action.  
Pick up the chalk, explain to us  
Division of a fraction.

I think and think and croak,  
Invert and multiply. My turn is through.  
She points at each and pokes us out,  
Now you. Now you. Now you.  
We all get nailed this awful day.  
There's nowhere we can hide  
The lunch bell rings, we cannot eat,  
We simply crawl outside.

Our world is not the same without our teacher  
So listen to her and pray her health be fine,  
Or one day soon you'll hear the words:  
My name is MRS STEIN

**A2.1** Answer the following questions by choosing an appropriate option from those given below:- (4)

- (i) The poem is about the \_\_\_\_\_.  
 (a) substitute teacher  
 (b) condition of the children  
 (c) plight of the poet  
 (d) day the regular teacher punished children
- (ii) Mrs Frankenstein is \_\_\_\_\_.  
 (a) short and puny  
 (b) strict and exacting  
 (c) dangerous and unkind  
 (d) kind like their regular teacher

- (iii) To get nailed means \_\_\_\_\_.  
 (a) to be given chance  
 (b) to be severely punished  
 (c) to be slapped  
 (d) to be scolded
- (iv) The regular teacher is \_\_\_\_\_.  
 (a) strict  
 (b) understanding and not too strict  
 (c) always partial  
 (d) hardly ever absent

**A2.2** Given below is a summary of the poem. Fill in the blanks with suitable words to complete the summary. (4)

The poet was very happy because their teacher was (i) \_\_\_\_\_.

A (ii) \_\_\_\_\_ teacher walked into the class. She introduced herself to the class as (iii) \_\_\_\_\_. Everyone got threatened by her appearance. Even the teacher's pet began (iv) \_\_\_\_\_. She started the class and asked the poet to stand up. She asked him to pick up a chalk and (v) \_\_\_\_\_ to the class the division of a fraction. On that day they were all (vi) \_\_\_\_\_ so badly that everyone wanted to hide their face. When the bell rang for lunch, they all

(vii) \_\_\_\_\_ out of the class. They found their world was not the same without their teacher, hence they all (viii) \_\_\_\_\_ that she might keep good health or they will have to face the substitute teacher again.

### Section B (Writing)

**B.1** Indian Red- Cross Society is organizing a one- day blood donation camp in your school. Write a notice for the school board inviting volunteers. Also mention that the blood collected will be sent for the treatment of cancer patients at Rajeev Gandhi Cancer Institute. You are Rohit, President, Cultural Club of your school. (5)

**B.2** Sahil has come from the village to visit his cousins in the city. He writes back home to his friend, describing his experience of city life. Write out his letter. (8)



**B.3 State the meaning of the following proverbs: (2)**

- (i) Diamond cuts diamond.  
 (ii) Better lose the saddle than the horse.

**B.4 Complete the following proverbs: (2)**

- (i) \_\_\_\_\_ as love.  
 (ii) A fault \_\_\_\_\_.

**Section-C (Grammar)****C1. Fill in the blanks with one of the words given in the brackets:- (4)**

- (v) Neither the stars nor the moon \_\_\_\_\_ shining today. (is/ are)  
 (vi) A series of lectures \_\_\_\_\_ delivered on environmental pollution. (was/ were)  
 (vii) He as well as his friends \_\_\_\_\_ been asked to stay back after school (has/ have)  
 (viii) The rise and fall of tides \_\_\_\_\_ due to influence of the moon. (is/ are)

**C2. Fill in the blanks with the –ing or to- infinitive form of the verb. Take verbs from the box given below:- (3)**

|        |        |          |
|--------|--------|----------|
| donate | repair | interact |
| call   | break  | have     |

- (i) Will you help me \_\_\_\_\_ this mixer grinder?  
 (ii) The driver suggested \_\_\_\_\_ journey at Bilaspur and \_\_\_\_\_ tea there.  
 (iii) The pitch was unplayable. So the umpires decided \_\_\_\_\_ off the match.  
 (iv) It was kind of you \_\_\_\_\_ so liberally to the Prime Minister's Relief Fund.  
 (v) Thank you so much, gentleman. I thoroughly enjoyed \_\_\_\_\_ with you.

**C3. Join the following pairs of sentences according to the instructions given in the brackets:- (4)**

- (i) We got the news of India winning the series. We were thrilled. (Use infinitive)  
 (ii) Mrs. Raman cooked the dinner. Then she began to wait for the guests.  
 (Use a participle)

(iii) He is a small child. He won't be able to face the situation. (Use a participle)

(iv) She drank lots of black coffee. She wanted to keep awake. (Use infinitive)

**C4. Fill in the blanks with suitable conjunctions:- (4)**

(i) The new Principal turned out to be \_\_\_\_\_ more efficient \_\_\_\_\_ more patient than her predecessor.

(ii) The old lady could not decide \_\_\_\_\_ it was mere coincidence \_\_\_\_\_ God had come to help her.

(iii) You can take a break \_\_\_\_\_ you are feeling tired.

(iv) He is not \_\_\_\_\_ narrow-minded \_\_\_\_\_ you think.

(v) He has been given two promotions this year, \_\_\_\_\_ he is not satisfied.

**C5. Fill in the blanks correctly with the modals given below. You may also have to use their negative forms. Do not use the same modal in more than one blank:- (4)**

|                           |
|---------------------------|
| Could, should, must, need |
|---------------------------|

(i) You \_\_\_\_\_ apologise to him to make up.

(ii) You \_\_\_\_\_ ring up Gaurav. I have already informed him.

(iii) It \_\_\_\_\_ be a printing mistake.

(iv) You \_\_\_\_\_ get down before the train comes to a halt.

**C6. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet against the correct question number. Remember to underline the word you have supplied. The first one has been done as an example. (4)**

The giraffe is the taller of all living animals but scientists are unable to explaining how they got its long neck. A famous French zoologist J.B. de Lamarck had a theory that in one time the giraffe's neck was much short than it is now. He thought the neck grew with its present length because of a animal's habit of reaching for the tender leaves in the upper

*Correct*

*Incorrect*

|      |               |                |
|------|---------------|----------------|
| e.g. | <u>taller</u> | <u>tallest</u> |
| (a)  | _____         | _____          |
| (b)  | _____         | _____          |
| (c)  | _____         | _____          |
| (d)  | _____         | _____          |
| (e)  | _____         | _____          |
| (f)  | _____         | _____          |
| (g)  | _____         | _____          |

branch of trees. But scientists in general doesn't (h) \_\_\_\_\_  
accept de Lamarck's Theory.

### Section- D (Literature)

**D1. Choose the most appropriate answers:- (2)**

- (i) **Theo was determined to find the compass as**  
 (a) he wanted to please Albert Einstein.  
 (b) he wanted to show Einstein that he was a good swimmer.  
 (c) he could experience Einstein's pain and sadness.  
 (d) he wanted to be famous like Einstein.
- (ii) **Puja started crying after the family had reached home safely because**  
 (a) her brother was making fun of her.  
 (b) she was still feeling scared.  
 (c) she now knew the meaning of 'Adiva'.  
 (d) she did not want to go back to Afghanistan.

**D2. "..... it took me a little more than others to prove my mettle."**

- (i) Name the speaker of the above lines. (1)  
 (ii) How did the speaker 'prove his mettle'? (1)  
 (iii) Why did it take him a little more than others to prove his mettle? (2)

**D3. "There! Now I shall fish it out....."**

- (i) What does 'it' refer to in these lines? (1)  
 (ii) Where will the speaker fish 'it' out from? (1)  
 (iii) What role did 'it' play in the speaker's life? (2)

**D4. Why did the Dutchmen think of shipping Anton off to Spain? (2)**

**D5. Why did Puja and her family members mistake the men to be dacoits? (2)**

**D6. What message does the poem 'The Dance Lesson' convey? (2)**

**D7. What advice did the Holy man give Raman? (2)**

**D8. Michelangelo was a dedicated artist. Give examples to support this statement. (2)**

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**Module – 10****Section – A (Reading)****A. Read the passage carefully.**

The discovery of fire brought about many changes in the life of the early man. Today we cannot imagine a world without fire. Yet, when fire gets out of control, it can cause immense damage to human life and property, therefore, it is important to know what causes fires and how to prevent them, specially in the house.

Nylon or synthetic clothes catch fire quickly, so wearing them in the kitchen is unsafe.

Children sometimes try to light a matchstick, and the burning stick may fall on their clothes and burn them. Children lighting fire crackers during Diwali can get burnt or cause accidents.

Sometimes, people throw away a matchstick after lighting a stove or fire. If it falls on a material that burns easily, there can be a fire. Defects in the electrical wiring of a house can also start a fire.

Most fires are caused by carelessness. Following some simple rules can prevent a fire. Children should not touch boiling pans or stoves. Adults should be careful while cooking. One should wear only cotton clothes in the kitchen.

Children should not be allowed to touch matchboxes.

Children should be allowed to light firecrackers when they are alone. Adults too should be careful. Matchsticks should be put out properly before being thrown away. Electrical wiring in the house should be checked regularly.

**A.1. Complete the following sentences.**

- (i) Nylon clothes and match boxes prove to be harmful as \_\_\_\_\_
- (ii) A celebration can lead to an accident when \_\_\_\_\_
- (iii) It is important to check the \_\_\_\_\_.
- (iv) Two of the things that the children should not be allowed to do are \_\_\_\_\_.

**A.2. Find the synonyms of-**

- (i) Unlimited
- (ii) To keep away from happening
- (iii) Artificial

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**Section - B (Writing Skills)****B.1. Using the information given below write a bio sketch of N.R. Narayan Murthy, the founder of Infosys.**

Full Name	:	N.R. Narayan Murthy
Date of birth	:	20 <sup>th</sup> August, 1946
Place of birth	:	Mysore, Karnataka
Education	:	Bachelor of Engineering 1967 Masters in Engineering from IIT Kanpur in 1969
Achievements	:	Founded Infosys and remained CEO for 22 years
Book Published	:	"A Better India: A Better World"
Awards	:	Padma Shree 2000 Padma Vibhushan 2009

**Section - D (Literature)****The Tyger****NOTES****"Tyger tiger burning bright... night"**

The tiger burns like fire in the surrounding darkness. Its black and yellow striped body glows in the darkness and its eyes gleam amidst the forest. The poet uses strong imagery to suggest fierceness and strength of the Tyger. He is filled with awe to see the Tyger.

**"What immortal hand or eye ... symmetry"**

'Immortal hand' refers to the strength and power and honour associated with the creator. 'Immortal eye' refers to the vision that conceived or envisioned the powerful and symmetrical frame of the tiger here William Blake questions the power and vision of the creator who created such a fierce yet beautiful animal like the tiger.

**In what distant deeps ... he aspire.**

Here 'distant deeps' refers to the ocean and 'skies' refers to the heaven. 'Wings' refer to imagination insight or vision. Blake questions the imagination of the creator who could conceive such an animal. He wonders from where the creator acquired the ingredients to make this fierce form. He wonders what is the source of fire that blazes in tiger's eyes.

**‘What the hand dare seize the fire’**

The poet questions the hidden strength of the creator.

**‘When the stars threw down their spears’**

Stars are the heavenly bodies that cry for the innocent creatures who will now have to face the fierce tiger.

**‘Did he smile... lamb made thee’.**

The poet wonders if the creator was happy to see his creation he wonders if it is the same benevolent creator who created the docile lamb that created the fierce tiger.

**‘Dare frame thy fearful symmetry’**

The poet realizes that the creator wants to put evil (tiger) against the good (lamb) to prove that innocence and good is superior to evil.

**QUESTION/ ANSWERS****Q.1. Explain the phrase ‘fearful symmetry’.**

‘Fearful Symmetry’ refers to the fierceness and strength of the tiger which though has beautiful body and bright eyes is evil and feels no pity for the animals that become its prey. Through this phrase, William Blake not only describes the tiger but also praises the creator’s power and imagination which helped him conceive the powerful, symmetrical frame of the tiger.

**The poet substitutes the word ‘could’ with ‘dare’ what does it convey?**

In the beginning of the poem, the poet by using the word ‘could’ shows his curiosity to know more about the creator. His tone is that of inquisitiveness, wonder and awe. But by the end of the poem the poet realizes that only a very powerful creator can create such a fierce animal like the tiger. Thus he substitutes could with dare in the last stanza answering his own questions.

**Why does the poet refer to the lamb in the line ‘Did he who made lamb made thee’?**

To these lines William Blake praises the creator's imagination which helped him create the fierce tiger and the docile lamb. The poet wonders why God made evil even when he knows that goodness is matchless. The poet finally realizes that the creator wants to create a balance, for only if evil exists will we realize the importance and true value of goodness.

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**D.1. "In what distant deeps and skies  
Burnt the fire of thine eyes?  
On what wings dare he aspire?"**

- (i) Who is 'thine' here?
- (ii) What wings is the poet talking about?

**D.2. How has the poet described the Tyger?**

**D.3. "Did he smile his work to see?"**

- (i) Who is 'He' in this line?
- (ii) What work is the poet talking about?

**English is Fun- 8**

**Fill in the blanks with the correct idioms. Make the necessary changes.**

fair-weather friend	rain cats and dogs	under the weather
lovely weather for ducks	as right as rain	rain or shine

- (i) Grandpa is \_\_\_\_\_ after the operation.
- (ii) I have a headache. I am feeling \_\_\_\_\_. I don't think I'll go to the office today.
- (iii) All the roads are blocked. It has been \_\_\_\_\_ all night.
- (iv) Don't worry. I won't let you down. I will be there, \_\_\_\_\_.
- (v) A \_\_\_\_\_ isn't much help in times of adversity.
- (vi) I find this weather very depressing, but it's \_\_\_\_\_.

**Proverb Time**

**P.20.** If you chase two rabbits, you – If you try to do two things at the same  
will not catch either one. won't succeed in doing either of them.

**P.21.** In the land of the blind, the – A man of even limited ability has an



one-eyed man is king.

advantage over a person who is less able.

**P.22.** It takes all sorts to make a world. – People vary in character and abilities, and this is a good thing.

**P.23.** Learning is a treasure that will follow its owner. – Education is something you keep forever.

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## **Module – 11**

### **Section – A (Reading)**

#### **A. Read the passage carefully.**

Della finished her cry and attended to her cheeks with powder rag. She stood at the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas day, and she had only 1.87 dollars with which to buy Jim a present. She had been saving every penny she could for months, with this result. Expenses had been greater than she had calculated. There are only 1.87 dollars to buy a present for Jim. Many a happy hour she had spent planning for something nice for me.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the Youngs in which they both took a mighty pride. One was Jim's gold watch; the other was Della's hair.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her, and then she did it up again nervously and quickly.

On went her old brown jacket; on went her old brown hat. With a whirl of her skirts and a brilliant sparkle in her eyes, she went out of the door and down the stairs to the street. Where she stopped the sign read:

Mme. Sofronie. Hair Goods of All Kinds
----------------------------------------

One flight up Della ran and collected herself panting. Madam, large, too white, chilly, hardly looked the 'Sofronie.'

'Will you buy my hair?' asked Della.

'I buy hair,' said Madam. 'Take your hat off and let's have a sight at the looks of it.'

Down rippled the brown cascade.

'Twenty dollars,' said Madam, lifting the mass with a practiced hand.



‘Give it to me quick,’ said Della.

Oh, and the next two hours went by on rosy wings. She was ransacking the stores for a suitable Christmas present for Jim.

**A.1. Answer the given questions.**

- (i) Why was Della unhappy?
- (ii) Describe the beauty of Della’s hair in a few words.

**A.2. Find the synonyms of :**

- (i) Spending money
- (ii) Move quickly in a round
- (iii) Owning something
- (iv) Waterfall

**Section – B (Writing Skill)**

**B.1. Thoughtless communal violence has left you perturbed. You are pained to see so much suffering. So many innocent lives are lost. One sad evening you make an entry in your diary expressing your feelings on the issue.**

**Section – D (Literature)**

**The Poles in Peril**

- D.1. How is global warming effecting these regions?**
- D.2. What is the significance of the winter of 2005 -2006?**
- D.3. How can disappearing ice effect wild life?**

**English is Fun- 9**

**Make the correct word or phrase from the anagrams given. The meanings of the new word / phrase are given, and also the first letter of each word.**

<b>A</b>	<b>B</b>	<b>C</b>
(i) dream elf	f _____ r _____	a shade of the colour red
(ii) rope dart	p _____	An organism that exists by preying upon other organisms
(iii) dirty room	d _____	Sleeping room with many beds
(iv) shall yet come	H _____ C _____	this celestial wonder appears once in 75 years
(v) grow thunder	u _____	Bushes and scrub in a forest
(vi) chop gain	p _____	trespassing and capturing animals illegally

**Proverb Time**

- P.24.** Loose lips sink ships. – Disclosing important information (to the enemy or a competitor) could result in large losses.
- P.25.** Need teaches a plan. – Necessity will make you find a solution.

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**Module – 12****Section – A (Reading)****A. Read the passage given below :****Fashion Can Save Wild Animals**

Many people love the luxury of a soft fur coat. But they don't always think where the fur comes from. Even today, when it is against the law to kill protected wild animals, some animals are still hunted for their skins. Tigers, leopards, others, young seals and alligators are all killed just to give somebody a coat, a rug, a pair of shoes or a belt.

More and more people are becoming concerned about the killing of thousands of animals for their fur. Some people have spoken and written so strongly on this subject that they have influenced fashion a great deal. As a result, these days fewer people care about the status value of fur coats. But there are still some people who will wear only real fur. So instead of hunting wild animals, people very have created special farms where they keep animals such as mink, whose fur is very expensive. They breed and kill them just for their fur. This still seems cruel to many people. When there are so many other ways of keeping warm, why kill animals at all?

If well-known people decide to follow a particular fashion, that fashion quickly becomes popular. In 1908 the English Queen announced that she did not want the ladies of the court to decorate their hats with egret feathers. Egrets are tall birds. Each year at nesting time, they grow long feathers on their backs. Because of the Queen's order, the ladies changed their hats! Soon women everywhere stopped wearing hats with egret feathers. So, because no egret feathers were wanted, the hunters stopped killing the birds. Egrets were no longer in danger. We now have shoes and bags in shops made of plastic, canvas and other man-made material instead of leather. We have soft coats which are made from fibres. We could all choose to buy these things. If we did, then many of our wild animals would be in less danger of extinction.

**A.1. On the basis of your reading of the passage complete the following passage by writing suitable words / phrases. Write your answer in the answer sheet against the correct blank numbers.**

Many people like to wear fur coats. The fur for these coats comes from (i) \_\_\_\_\_. Some people have shown great concern for the killing of animals for their fur and (ii) \_\_\_\_\_ against the killing of animals, which has influenced fashion a great deal. Other, who continue to wear fur have stopped hunting wild animals and instead they have (iii) \_\_\_\_\_ for animals. A fashion becomes popular when (iv) \_\_\_\_\_ decides to follow it. The example of this is when (v) \_\_\_\_\_ that the ladies of her court should not (vi) \_\_\_\_\_. As a result hunters stopped killing egrets.

**A.2. On the basis of your understanding of the passage, complete the following sentences as briefly as possible. Write your answer in the answer sheet against the correct blank numbers.**

Wild animals and birds are often killed for their (i) \_\_\_\_\_ and \_\_\_\_\_ (Mention any two things.) Some people still insist on wearing real fur because of its (ii) \_\_\_\_\_ we can reduce the danger of extinction of wild animals by (iii) \_\_\_\_\_ instead of leather and fur products. One animal hunted for its fur is (iv) \_\_\_\_\_. Two animals hunted for their skin are (v) \_\_\_\_\_ and \_\_\_\_\_ (Mention any two). When hunters stopped hunting egrets, the bird (vi) \_\_\_\_\_.

=====

**ACTIVE AND PASSIVE VOICE****Take a look at these sentences. How are these sentences different?**

- He wrote a letter.
- A letter was written by him.

In most sentences, the **subject** of the sentence is the **doer** of an action and the **object** of the sentence is the **receiver** of the action.

For example,

- Cats eat fish. (**Cat –subject; fish-object**)
- Rohan posted the letter. (**Rohan-subject; letter-object**)

The verb that expresses that the action is carried out by the subject is said to be in the **active voice**. The active voice is used when the agent or the doer is to be made prominent.

However, in some sentences, the subject receives the action of the verb, for example,

- Fish are eaten by cats. (**fish-subject; cats-object**)
- The letter was posted by Rohan. (**letter-subject; Rohan-object**)

The verb that expresses what is done to the subject is said to be in the **passive voice**.

**Voice** is that form of the verb which indicates whether the subject is the doer of the action or something is being done to it.

See the following sentences in the active voice have been changed into passive voice without changing their meanings.

- The captain called the players. (**active**)

The players were called by the captain. (**passive**)

- He is painting a portrait. (**active**)

A portrait is being painted by him. (**passive**)

A transitive verb has two forms: **Active voice and passive voice**.

**Eg:** Rajan posted the letter. ( a.v)

The letter was posted by Rajan. (p.v)

**Active voice:** when an action is done by the subject or when the subject is the doer of the action, the verb is said to be in active voice.

**Passive voice:** when an action is being done upon the subject, the verb is said to be in the passive voice.

Read these rules to be kept in mind when changing the voice of the verb from active to passive.

- ❖ The positions of the subject and the object of the verb are interchanged. The subject of the verb in the active voice is made the object of the verb in the passive voice.
- ❖ In the passive voice, the preposition **by** is added before the object.
- ❖ The number of the verb is changed according to the number and person of the subject.

### **NOTE 1**

- If the active verb has two objects- one direct and the other indirect- either of them becomes the subject of the passive verb, and the other remains as an object of the

verb in the passive voice. The object that comes after the passive verb is called the **retained object**, for example,

- My father gave me a cycle. (**active voice**)
- I was given a **cycle** by my father. (**passive voice**)
- A cycle was given to **me** by my father. (**passive voice**)
- Active verbs followed by a preposition retain the preposition.
  - The students laughed **at** the clown.
  - The clown was laughed **at** by the students.

## **NOTE 2**

We use the passive voice when –

- ❖ The person or thing acted upon is to be made prominent. The passive voice is thus preferred when the active form would involve the use of a vague pronoun or noun such as **somebody, they, people, anybody**, as the subject. For example,
  - My book **has been stolen**. (Someone has stolen my book.)
  - I **was asked** my identity. (They asked me my identity.)
  - I **have been invited** to the conference. (Someone has invited me to the conference.)
- ❖ The doer is not known or when it is not intended to name him. For example,
  - The victim **was carried** out.
- ❖ We wish to focus on the person or the thing acted upon rather than the doer or the agent. For example,
  - The building **was destroyed** by lightning.
- ❖ When the subject in the active voice is implied from the context.
  - He **was fired** from his job (by his employer).

- The city **has been captured** (by the enemy).

➤ **Change of tenses:**

**1. Simple present : V1 (s/es) – is / am /are + V3**

Eg: He posts the letter. (a.v)

The letter is posted by him. (p.v)

**2. Simple past : V2 – was/ were + V3**

Eg: He posted the letter. (a.v)

The letter was posted by him. (p.v)

**3. Simple future : will / shall + V1 – will /shall + be +V3**

Eg: He will post the letter. (a.v)

The letter will be posted by him. (p.v)

**4. Present continuous : is / am / are +V1 ing – is / am / are +being +V3**

Eg: He is posting the letter. (a.v)

The letter is being posted by him. (p.v)

**5. Past continuous : was / were +V1 ing – was/ were +being +V3**

Eg: He was posting the letter. (a.v)

The letter was being posted by him. (p.v)

**6. Future continuous : will / shall + V1 ing + be – no passive.**

Eg: He will be posting the letter.

**7. Present Perfect : has / have + V3 – has / have + been +V3**

Eg: He has posted the letter. (a.v)

The letter has been posted by him. (p.v)

**8. Past Perfect : had +V3 – had + been + V3**

Eg : He had posted the letter. (a.v)

The letter had been posted by him. (p.v)

**9. Future Perfect : will / shall +have +V3 – will / shall +have +been +V3**

Eg: He will have posted the letter. (a.v)

The letter will have been posted by him. (p.v)

**10. Present perfect continuous : has / have + been + V1 ing – no passive.**

Eg: He has been posting the letter. (a.v)

**11. Past perfect continuous : had + been + V1 ing – no passive.**

Eg: He had been posting the letter. (a.v)

**12. Future perfect continuous : will / shall + have + been + V1 ing – no passive.**

Eg: He will have been posting the letter. (a.v)

- **IMPERATIVE SENTENCES:** In imperative sentence, the verb in the active voice is changed into passive voice by beginning the sentence with a word ‘**let**’ and by adding ‘**be**’ with the past participle.

Example:

- Help the poor. (a.v)

Let the poor be helped. (p.v)

- Do this work. (a.v)

Let this work be done. (p.v)

When the imperative sentence is a request, we use, ‘**you are requested**’ instead of please or kindly.

- Run home, please. (a.v)

You are requested to run home. (p.v)

- **INTERROGATIVE SENTENCES :** The character of the question sentences are retained in the passive voice.

Example :

- Are you doing your work? (a.v)

Is your work being done by you? (p.v)

- In interrogative sentences beginning with Who, What, Why:

Who – whom, but what + why are retained.

Examples:

- Who has broken the jug? (a.v)

By whom has the jug been broken? (p.v)

- Why are you wasting the time? (a.v)
- Why is your time being wasted by you? (p.v)
- What are you doing here? (a.v)

What is being done by you here? (p.v)

**NOTE:**

Sometimes the subject in the active voice is vague or unknown, it remains unexpressed in the passive if 'with', 'by' is not needed:

Example:

- People speak English all over the world. (a.v)
- English is spoken all over the world. (p.v)
- Someone has broken two of my dinner plates. (a.v)

Two of my dinner plates have been broken. (p.v)

=====

**Section – C (Grammar)****Active & Passive Voice****C.1. Change the following sentences into Passive Voice.**

- Manners reveal character.
- She dresses her children well.
- Somebody stole my pen yesterday.
- They made him captain.
- My uncle gave me a story book.

**C.2. Convert the following sentences into Active Voice.**

- He will be conquered by me.
- The painter should be examined by a specialist.
- He should not be suspected by them.
- You may be cheated by him.
- The laws of the land must be obeyed by us.

**English is Fun- 10**

**In the sentences below, special names given to people have been mixed up. Write the correct names in the blanks. You may consult a dictionary.**

- A sentinel carries golf clubs while providing advice to the golfer.

\_\_\_\_\_



- (ii) A swindler makes, trims and sells women's hats. \_\_\_\_\_
- (iii) An arbitrator supervises a groups of workers. \_\_\_\_\_
- (iv) A connoisseur keeps watch and gives warning of danger. \_\_\_\_\_
- (v) A plaintiff is a person who has good taste and judgment. \_\_\_\_\_
- (vi) A caddie makes money by cheating others. \_\_\_\_\_
- (vii) An overseer is qualified to prescribe and sell glasses and contact lenses. \_\_\_\_\_
- (viii) A milliner brings a legal case another in a court of law. \_\_\_\_\_
- (ix) An optician is appointed to settle disputes. \_\_\_\_\_

**Proverb Time**

**P.26.** One man's meat is another man's poison. – People don't always like the same things.

**P.27.** One swallow doesn't make a summer. – A single satisfactory event does not mean that all the others will be as good.

=====

**Module – 13****Section – A (Reading)**

**A. Read the given passage:-**

**SEVEN STEPS TO MAKE WORK FUN**

Success is never constant. We believe that success once earned should be permanent-but success should be constantly reviewed. Experts say there are seven ways to make hard work hard but enjoyable.

Firstly, one should think of work as a challenge and not a burden. W. Gardener states-doing something really well, however humble the task, is of greater value than undertaking a grandiose project and doing a mediocre job of it.

The second trait required to make work enjoyable is to approach whatever one is doing as if he is tackling it for the first time.

Thirdly, one should follow the 'as if' principle. If work is converted into a game, it becomes enjoyable. Fourthly, one should keep track of progress towards present goals and take pride in accomplishments. To succeed in the long run, you need to give yourself a regular feed back and positive reinforcement.

Next, it is necessary to keep the end result in sight. During World War II, parachutes were being produced on a mass scale by women tailors who were spending hours over sewing machines doing the same dull, boring and tiring work; every day the chief

incharge used to say, “Remember that your parachutes may be used by your husband, brother or son. Every stitch is a life saving operation.” The tailors understood and did their best.

Moreover, one should have a dynamic daily routine and should try to order and organise the day.

Order means setting up of an effective agenda.

Last but not the least, one should keep time for relaxation and exercise. The secret of success is to remember the victories and to forget the defeats. Remember, a unique achievement of the past rather than a whole panorama of failures.

### A.1. Answer the following questions.

- (i) Find out from the passage what is the most essential thing to be successful?
- (ii) Why did the tailors do their best in stitching the parachutes during World War II?

### A.2. Complete the following

- (i) We can set up an organised life if \_\_\_\_\_.
- (ii) A regular feed back is essential \_\_\_\_\_.

### A.3. Find the synonym for ‘huge’ \_\_\_\_\_

### A.4. Find the antonym for ‘always’ \_\_\_\_\_

## Section – D (Literature)

### After Twenty Years

D.1. Who is ‘Jimmy’ and who is ‘Bob’?

D.2. Who was better of the two and how?

D.3. “Bob loved to live on a razor – edge, while Jimmy was a kind of plodder.”  
Prove the statement with instances from the story.

D.4. Why didn’t Jimmy arrest Bob himself?

### English is Fun- 11

Give one word for the following phrases. Choose your answers from the box.

panacea	verbose	fatal	hypocrite	extempore
philology	notorious	fastidious	bombastic	audience

- (i) an assembly of listeners \_\_\_\_\_.
- (ii) hard to please \_\_\_\_\_.
- (iii) a speech without preparation \_\_\_\_\_.
- (iv) a man of evil reputation \_\_\_\_\_.
- (v) that which ends in death \_\_\_\_\_.
- (vi) a remedy for all diseases \_\_\_\_\_.
- (vii) a style full of difficult words \_\_\_\_\_.
- (viii) using or containing more words than required \_\_\_\_\_.
- (ix) the science of words and language \_\_\_\_\_.
- (x) a person who pretends to be what he is not \_\_\_\_\_.

**Proverb Time**

**P.28.** Procrastination is the thief of time. – Delaying an action for too long is a waste of time.

**P.29.** Snug as a bug in a rug. – Feeling very comfortable.

=====

**Module – 14****Section – A (Reading)****A. Read the passage carefully**

Many, many years ago in North Africa there lived a Chief. He was very rich and had many wives and children, but he was not happy. He thought, "I have everything, but that does not make me happy. What must I do to be happy? I don't know."

Once he said angrily to his servants, "Why can't I be happy? What must I do to be happy?"

One of his servants said, "Oh, my Chief! Look at the sky! How beautiful the moon and the stars are! Look at them, and you will see how good life is. That will make you happier."

"Oh no, no, no!" the chief answered angrily.

"When I look at the moon and the stars I become angry, because I know I cannot get them."

Then another servant said, "Oh my Chief! What about music? Music makes a man happy. We shall play to you from morning till night, and music will make you happy."

The Chief's face became red with anger.

'Oh, no, no, no!' He cried, "What a silly idea. Music is fine, but to listen to music from morning till night, day after day? Never! No, never!"

So the servant went away, and the chief sat angrily in his rich room. Then one of the servants came back into the room and did a bow. "Oh my chief," he said "but I think I can do something that will make you very happy."

"What is it?" asked the chief.

"You must find a happy man, take off his shirt and put it on. Then his happiness will go into your body and you will be happy as he!"

"I like your idea," said the Chief. He sent his soldiers all over the country to look for a happy man. They went on and on, but it was not easy to find a happy man in the Chief's country.

But one day the soldiers found a man in a small village who said, "I am the happiest man in the world." He was poor, but he always smiled and sang. The soldiers brought him to the Chief. At last I shall be a happy man!" said the Chief and took off his shirt at once. "Bring the man in!" The door of the Chief's room opened. A small dark man with a happy smile walked in. "Come here, my friend!" said the Chief.

"Please take off your shirt!"

The little smiling man came up to the Chief. The Chief looked at him and saw-What did he see? The happy man, the happiest man in the world, had no shirt!

### A.1. Answer the questions:

- (i) 'Then one of the servants came back.' What did he suggest to the Chief, to become happy?
- (ii) At last the soldier found a happy man. Who was he?

### A.2. Complete the following sentences:

- (i) The Chief wanted
- (ii) The moon and the stars irked the Chief because

### A.3. Find the antonyms of:

- |           |                |
|-----------|----------------|
| (i) wise  | (ii) ugly      |
| (iii) sad | (iv) difficult |

## DIRECT AND INDIRECT (OR REPORTED) SPEECH

There are two ways of relating what a person has said: Direct and Indirect

**Direct Speech reports the exact words of the speaker.**

**e.g. --** She said, 'I am going to Paris.'-----In this sentence the exact words of the speaker are reproduced and is put within inverted commas.

The verb introducing the actual words of the speaker is called the **Reporting Verb**. In the above example, the verb '**said**' is called the **Reporting Verb**.

Indirect Speech or Reported Speech reports what the speaker said without quoting his or her exact words.

**e.g.--** She said that she was going to Paris.-----Here the words of the speaker are reproduced in the past tense and are not within inverted commas.

## GENERAL RULES FOR CHANGING DIRECT SPEECH (DS) INTO INDIRECT SPEECH (IS)

### 1. Change in PRONOUNS

- a. The pronouns of the **First Person** in the direct speech change into the person and gender of the subject of the Reporting Verb in the indirect speech.  
**e.g.—** He said, "I am not guilty." (DS)  
He said that he was not guilty. (IS)
- b. The pronouns of the **Second Person** change into the person and gender of the Reporting Verb.  
**e.g.—** He said to me, "You are right" (DS)  
He told me that I was right. (IS)
- c. The pronouns of the **Third Person** suffer no change.  
**e.g.—** He said to her, "He is writing."  
He told her that he was writing.

### 2. Change in words and expressions of TIME and PLACE

The words and expressions showing **nearness** in time and place in the direct speech are changed into words and expressions showing **distance**.

<u>DIRECT SPEECH</u>	<u>INDIRECT SPEECH</u>
<b>Ago</b>	<b>before</b>
<b>Just</b>	<b>then</b>
<b>Now</b>	<b>then</b>
<b>Here</b>	<b>there</b>
<b>This</b>	<b>that</b>
<b>These</b>	<b>those</b>
<b>Today</b>	<b>that day</b>
<b>Tonight</b>	<b>that night</b>
<b>Yesterday</b>	<b>the previous day/ the day before</b>
<b>Tomorrow</b>	<b>the next day/ the</b>

	<b>following day</b>
<b>Last night</b>	<b>the previous night/the night before</b>
<b>The next day</b>	<b>the following day</b>
<b>The last night</b>	<b>the previous night</b>
<b>Next week</b>	<b>the following week</b>

**A. Rules for changing of STATEMENTS into Indirect Speech**

1. The conjunction THAT is generally used before the reported speech in the form of a statement.
2. If the reporting verb is in the present tense or future tense, the tense of the verb in the reported

**Speech is not changed at all.****e.g.**----The lady says, "I am a good cook." (DS)

The lady says that she is a good cook. (IS)

The trainer will say, "The children are ready for the tournament." (DS)

The trainer will say that the children are ready for the tournament. (IS)

3. If the reporting verb is in the past tense, the verb in the direct speech is hanged into the corresponding past form in the reported speech.

- a. Simple present in the direct speech changes -----TO-----  
Simple past in the indirect .

The boy said, "I am ill"

The boy said that he was ill.

- b. Present continuous in the direct speech changes -----TO-----Past continuous in the indirect.

He said, " My mother is cooking food."

He said that his mother was cooking food.

- c. Present perfect in the direct speech changes-----TO-----Past perfect in the indirect.

They said, "We have finished our homework."

They said that they had finished their homework.

- d. **Present perfect continuous in the direct speech changes -----TO-----Past perfect continuous in the indirect.**

He said, "I have been waiting here for a long time"

He said that he had been waiting there for a long time.

- e. The Simple Past in the direct speech changes-----To----- Past Perfect in the indirect.

He said, "I bought a house in New Delhi."

He said that he had bought a house in New Delhi.

- f. The Past Perfect in the direct speech does not undergo any change in the indirect speech

He said, "I had a wonderful dream last night"

He said that he had a wonderful dream the previous night.

- g. The Past continuous in the direct speech changes -----TO----- Past perfect continuous in the indirect.

He said, "Ashok was swimming in the pool."

He said that Ashok had been swimming in the pool.

### B. Rules for changing QUESTIONS into Indirect

1. The Reporting Verb is changed into **asked, inquired, demanded, wondered, etc.**
2. The word THAT is NEVER USED before a question in the indirect form.
3. When an interrogative sentence is introduced by an **Auxiliary verb[ have, has, may, do, did, are, were, will, etc.]** in the direct speech and the answer to these questions is either YES or NO, **then if or whether** is used after such reporting verb in the indirect speech.
4. All the questions beginning with interrogative words like-----**how, why, where, who, which, when, etc .do not take the word if or whether.**
5. The question mark is **dropped in the indirect speech.**  
**e.g.-----**I said to him, "Is your brother at home?"  
I asked him if his brother was at home.  
  
The teacher asked me, "What is your name?"  
The teacher asked me what my name was.  
She asked me, "Why did you insult me in the presence of my husband?"  
She demanded of me why I had insulted her in the presence of her husband.

### C. Rules for changing IMPERATIVE SENTENCES(commands, requests and suggestions) into indirect.

1. The reporting verb is changed into ----- **request, command, beg, entreat, order, advise, threaten, etc.**
2. The verb in the reported speech is put into **the infinitive .**  
**e.g.---**He said to the students, "Do not make noise"  
He forbade the students not to make noise.



“Shoot the prisoner,” said the tyrant.  
The tyrant commanded them to shoot the prisoner.  
He said, “Please give me another chance”  
He begged them to give him another chance.

3. When LET in the direct speech expresses a proposal or suggestion, we use **should for let** and change the reporting verb **into propose or suggest**. But when LET does not express proposal it should be changed into **might or might be allowed** or into some other form according to the sense.
- He said to me,” Let us go home.”  
He proposed or suggested to me that we should go home.  
He said, “Let me come in.”  
He requested that he might be allowed to come in.  
He said,” Let me have some milk.”  
He wished that he might have some milk.

#### D. Rules for changing EXCLAMATIONS into indirect

- The reporting verb is changed **into *exclaimed with joy/sorrow/ regret/ delight, etc*** or any other verb that properly conveys the tone of the exclamation.
  - The exclamatory sentence is changed into an assertive one in the indirect speech.  
He said,” What a fine bird it is!”  
He exclaimed that it was a fine bird.  
Alas! -----exclaimed with sorrow  
Hurrah!-----exclaimed with joy/ happiness  
Ah!-----exclaimed with delight  
Oh!-----exclaimed with regret  
Ouch!-----exclaimed with pain
- e.g.** She said,” Hurrah! We have won the match.”  
She exclaimed with joy that they had won the match  
The captain said to the goalkeeper,”Bravo! Well done!”  
The captain applauded the goalkeeper .

#### E. EXCEPTIONS

- If the direct speech consists of any ***universal truth or an established /habitual fact***, its tenses remain unchanged in the indirect speech.



**e.g.**---The teacher told the class, "The sun is a star."  
The teacher told the class that the sun is a star.

### **Section – C (Grammar)**

#### **C.1. Convert the given sentences into Indirect Speech.**

- (i) "Bring me a glass of water", said the headman to worker.
- (ii) "Sit down, boys" said the teacher.
- (iii) My mother said to me, "Do not gobble the food."
- (iv) Alice said, "What a beautiful sight it is!"
- (v) "You have all done well", remarked the officer.
- (vi) He asked Rama to go with him.
- (vii) Rama replied that he could not do so.
- (viii) I told him that we needed to meet soon.
- (ix) An old mouse asked who can bell the cat.
- (x) John said he wanted to be a commercial pilot.

### **Section – D (Literature)**

#### **Imagination**

##### **D.1. "I had a vivid imagination"**

- (i) Who is 'I' here?
- (ii) What all did he imagine?

##### **D.2. "Then I grew up my childish world at an end."**

- (i) Who is 'I' here? Name the person.
- (ii) His 'childish world' consisted of what?

##### **D.3. What do you think the poem is about?**

#### **English is Fun- 12**

**Here is a game based on anagrams. Some variation have been introduced to make it more interesting and sharpen your word-building skills.**

First study the examples.

- \* only rearrange letters
- editing = set fire (past tense)

Answer : ignited

\* add a letter  
overeat + n = to make new

Answer : renovate

\* subtract a letter  
caper – r = step

Answer : pace

Now solve the following carefully. You may refer to a thesaurus or a dictionary for help.

(i)	voter – v	=	memorise	r	_____	t	_____
(ii)	refining	=	violate	i	_____	f	_____ng
(iii)	counters	=	interpret	c	_____	n	_____t
(iv)	drive + t	=	to redirect	d	_____	v	_____t
(v)	dieter + u	=	learned	e	_____	d	_____e
(vi)	lines + a	=	salty	s	_____	l	_____
(vii)	scale + o	=	consolation	s	_____	a	_____e
(viii)	bromide – e	=	gloomy	m	_____	b	_____
(ix)	entrails – r	=	most important	s	_____	l	_____t
(x)	mailing – i	=	to insult	m	_____	l	_____n

### **Proverb Time**

**P.30.** Stolen fruit is the sweetest. – What is forbidden is the most tempting.

**P.31.** The darkest hour is just before dawn. – There is hope even in the worst of times.

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### **Module – 15**

#### **Section – A (Reading)**

**A. Read the passage carefully.**

#### **THOSE WHO PROVIDE US COMFORTS**

People are seldom aware that their comfortable living depends upon the work of several thousands of persons. Consider the number of things we require to prepare a cup of tea such as clean drinking water, tea, sugar, milk, gas, burner, pot, crockery, strainer, spoon and so on.

Consider first the supply of clean drinking water. In large cities this is rendered possible because of the construction of huge reservoirs at great cost and regular maintenance of the water supply system by hundreds of workers.

Tea is grown in distant plantation and made available to the consumers through a vast network employing hundreds of workers. Consider further the machinery required for sugar mills. The production of this machinery involves a long chain of processes and operations-mining of coal and iron, ore, manufacture of steel and machine tools, in which thousands of workers are employed. The same arguments holds good with regard to the supply of milk. The production of other items such as gas, burner, crockery, spoons, requires the service of hundreds of workers. And recall how agitated we are if the milk van is late in the morning may be because its tire has burst on the way. This may be due to its poor maintenance or bad conditions of the roads.

A good cup of tea indeed thus represents the work several thousands of persons do.

**A.1. On the basis of your reading of the above passage complete the following paragraph.**

Our life style is comfortable not just because of our hard work but \_\_\_\_\_. Clean drinking water is available because of \_\_\_\_\_ and because many workers \_\_\_\_\_. Sugar mills are dependent on \_\_\_\_\_ which in turn dependent on \_\_\_\_\_ of steel and machines tools which are run by \_\_\_\_\_. The cause of the delay of the milk van be \_\_\_\_\_.

**A.2. Find the antonyms for:-**

- (i) Often
- (ii) Near by

**A.3. Hunt for the synonyms of :-**

- (i) Manufacturing
- (ii) Many

**Section – B (Writing)**

**B.1. Write a letter to the Editor of a newspaper drawing attention to the insanitary condition of the City Bazaar.**

**English is Fun- 13**

**Figure out the relation suggested and fill in the blanks with appropriate words.**

- (i) An artist is to drawing as a sculptor is to a s\_\_\_\_\_.
- (ii) Hope is to optimism as d\_\_\_\_\_ is to pessimism.
- (iii) Copper is to metal as teak is to w\_\_\_\_\_.

- (iv) Carpenter is to workshop as blacksmith is to f \_\_\_\_\_.
- (v) Impenetrable is to forest as navigable is to r \_\_\_\_\_.
- (vi) Hunger is to food as thirst is to w \_\_\_\_\_.
- (vii) Lawyer is to law as sailor is to s \_\_\_\_\_.
- (viii) P \_\_\_\_\_ is to writer as sword is to soldier.
- (ix) C \_\_\_\_\_ is to horse as cub is to lion.
- (x) Goose is to geese as passerby is to p \_\_\_\_\_.

**Proverb Time**

- P.33.** The die is cast. – A decision has been made and it's impossible to change it.
- P.34.** The tongue wounds more than a lance. – Insults can be more hurtful than physical injuries.

**Module – 16****Section – A (Reading)****A. Read the following passage carefully:**

Thomas Alva Edison, the generator of electricity was born in Milan, Ohio (America) on Feb 11 1847. Though he had become the greatest inventor of the world, he had received little or no formal education. His mother, a teacher, herself started educating him. The result was astonishing. He began to learn many subjects with unusual eagerness.

When 12, he began to look for a job. He became a member of the public library of Detroit. He began reading books on various subjects. The most interesting subject for him was Chemistry. He made up his mind to be a chemist. He also got interested in telegraphy.

When 22, he went to New York where he reached Gold Reporting Telegraph Company in search of a job. Work there had been disrupted because the telegraph equipment had broken down. Edison volunteered to set it right and did so in a few minutes only. His salary was fixed at \$ 300 per month.

Soon he was recognised not only as the greatest inventor of telegraphy but also as a great scientist in electrical science. Later he left his job and set up a laboratory and workshop at New Jersey, New York. Then he shifted to Menlo Park to pursue his scientific pursuits regarding electric bulb. There he announced that he was celebrating New Year's Eve with a festival of lights. About 3000 people assembled

and what did they witness? Dazzling lights turned the dark night into a luminous day just at the touch of a switch.

**A.1. Answer the following questions.**

- (i) What helped Edison earn a pay cheque of \$300 per month?
- (ii) How was it a special New Year eve for everyone?

**A.2. Complete the following**

- (i) Edison can be called the \_\_\_\_\_ of electricity.
- (ii) His mother was a \_\_\_\_\_ by profession.

- A.3.**
- (i) Find a synonym for 'different'.
  - (ii) Find an antonym for 'dull'.

**Section – D (Literature)**

**The last stonemason**

**D.1. Salim wanted to learn the art of the stone mason because**

- (i) He has practice the art for 2 years and wanted to be a stone mason.
- (ii) He wanted to help the old man.
- (iii) He wanted to teach Gopal a lesson.
- (iv) He wanted to earn money.

**D.2. “Times have changed. The stone masons work has changed too.”**

- (i) Who is the speaker and whom is the talking to?
- (ii) How has the stone mason's work changed?
- (iii) What according to the speaker is a better job option than that of a stone mason?

**D.3. Why was Gopal not happy being a stone mason?**

**D.4. What reason did his father give in order to convince him to continue the work of a stone mason?**

**Proverb Time**

- |                                                    |   |                                                                              |
|----------------------------------------------------|---|------------------------------------------------------------------------------|
| <b>P.35.</b> Time is money.                        | – | Time is valuable and should not be wasted.                                   |
| <b>P.36.</b> Unwillingness easily finds an excuse. | – | A person who doesn't want to do something always finds a reason to avoid it. |
| <b>P.37.</b> Worry often gives a small thing       | – | Worrying over small details can make them                                    |

a big shadow.

seem worse.

**Module – 17****Section - A (Reading)****A. Read the following passage carefully and the questions.**

Our opportunities are great but let me warn you that power outstrips ability, we'll fall on evil days. We should develop competence and ability, which would help us to utilize the opportunities which are now open to us. From tomorrow morning-from midnight today-we can't throw the blame on the British. We have to assume the responsibility for ourselves for what we do. A free India will be judged by the way in which it will serve the interests of the common man in the matter of food, clothing, shelter and social activities. Unless we destroy corruption in high places and root out every trace of nepotism, love of power, profiteering and black marketing which have spoiled the good name of this country in recent times, we will not be able to raise the standards of efficiency in administration as well as in the production and distribution of the necessary goods of life.

**A.1. Given below is the summary of the passage above. Based on your reading of the passage fill in the blanks appropriately using the information given.**

Dr. Radhakrishnan said that Independence would give (i) \_\_\_\_\_ to make great progress. In order to (ii) \_\_\_\_\_ we must develop our abilities and skill and assume responsibility (iii) \_\_\_\_\_. We (iv) \_\_\_\_\_ Corruption, nepotism and black marketing. Only then (v) \_\_\_\_\_ the standard of our people. (vi) \_\_\_\_\_ is greater than our ability to handle it, we will face great trouble. The world (vii) \_\_\_\_\_ free India (viii) \_\_\_\_\_ take care of its common people.

**Section – B (Writing)****B.1. Write a E-mail to your friend in about 75-80 words on 'Importance of English language in today's world'.****Section – C (Grammar)****C.1. State which of the following sentences is Compound and which is Complex.**

- (i) I went because I was invited.
- (ii) Man proposes but God disposes.

- (iii) He rushed into the field.
- (iv) Listen carefully and take notes.
- (v) They serve God well who serve His creatures.

**C.2. Rewrite the following sentences by changing their Voice.**

- (i) He was praised by his father.
- (ii) I have sold my bicycle.
- (iii) The town was destroyed by an earthquake.
- (iv) He kept me waiting.
- (v) Those cans were built by robots.

**C.3. Rewrite the following sentences by changing their Speech.**

- (i) The teacher said to him, "Do not read so fast."
- (ii) "Call the first witness", said the judge.
- (iii) He said to me, "Wait until I come."
- (iv) She said to me, "What are you doing?"

**C.4. In the following passage has not been edited. There is one error in each line. Underline the error and write your correction in the space provided.**

Sakhlani made the idea of planting trees in 1948, after he lost his

brother, who had began planting trees just before he passed away. (i) \_\_\_\_\_

Beginning by planting across on a barren path near to his home in (ii) \_\_\_\_\_

a remote Garhwal village, Sakhlani gradually moves further afield (iii) \_\_\_\_\_

and over the last 48 years Sakhlani, now 74 have covered over (iv) \_\_\_\_\_

100 hectares of land full with trees-chiefly oak, cedar and walnut. (v) \_\_\_\_\_

Sakhlani's labour of love has not only made him a more happier (vi) \_\_\_\_\_

man, he's brought back life for the Himalayan hillside, once (vii) \_\_\_\_\_

denuded to indiscriminate felling of trees and quarrying. (viii) \_\_\_\_\_

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**ANNUAL EXAMINATION REVISION****(Unsolved- 1)****Time: 2 hr 30 min.****Max Marks: 80****Section A (Reading)****A1 Read the passage carefully and answer the questions that follow:**

Imagine a travel scene a decade ago, with family members or friends and lots of luggage. Every such journey undertaken in those days was made arduous with the nagging thought of one particular aspect: managing and keeping the cash stashed away safely during the course of the travel to fulfil various needs. How to carry so much money at a time, to unfamiliar places? How much to carry? How safe is it to carry? Will it be sufficient; if not, what to do? All such thoughts used to jade one's mind before and during the trip.

But today the entire perspective has changed. We live in a world full of cards of different kinds and multifarious uses. Right from the hotel bill to train or airline ticket charges and from taxi bills to a bagful of shopping can be cleared with the help of cards, making travel absolutely hazard free. Cards have become part and parcel of our daily life. The morning begins with the milk booth prepaid card, then the punch card at the work spot and, during the course of the day, one flashes a number of cards like credit cards, debit cards, discount cards, privilege cards, etc. Even the driving licences and registration certificates have taken the shape of cards.

The card culture made its entry into the daily life a decade ago, initially placing itself gently among the elite as a niche product and then spreading like wild fire to become a necessity for all and sundry. Cards seem to be replacing much paper work. A Credit card gives one credit for a whole lot of things anywhere under the sun, a debit card enables one to shop practically with an empty wallet, a discount card helps one to strike the best bargain, a privilege card makes one an exclusive person, an identity card distinguishes a person, a voter's card turns one into a responsible citizen of the country, a PAN card certifies one as an assessee. What else would one require to get recognized and survive?

In spite of its tremendous growth, one thought that keeps bugging people is the security aspect of the card. With the advent of EDC (electronic data capturing) machines and smart cards, the security lapses and fraudulent usage of cards have almost been eliminated, leaving a very slim chance of misuse. The only possible chance of misuse is when a card is lost and even that can be minimized to nil effect or to a minimum penalty if the loss is reported within 24 hours.



**A1.1 State whether the following statements are true or false:- (2)**

- (i) A credit card is a niche product found only with the elite.
- (ii) EDC machines minimize the misuse of cards.

**A1.2 Complete the following sentences suitably:- (5)**

- (i) One of the greatest worries while undertaking a journey a decade ago was  
\_\_\_\_\_
- (ii) Cards have become a part and parcel of our daily lives because  
\_\_\_\_\_
- (iii) The most commonly flashed cards while shopping are  
\_\_\_\_\_
- (iv) Apart from shopping, cards are also used for  
\_\_\_\_\_
- (v) If a card is lost, it is advisable to \_\_\_\_\_

**A1.3 Fill in the blanks with one word only:- (3)**

Ten years ago, travelling was quite \_\_\_\_\_ as one had to carry cash during its course. However, with the advent of \_\_\_\_\_, travelling has become hazard free. The card first made its entry among the \_\_\_\_\_ almost a decade ago. Today, it has \_\_\_\_\_ uses, from shopping to \_\_\_\_\_ a person, cards are \_\_\_\_\_ in every sphere of our lives.

**A1.4 Find a word in the passage that means the following: (2)**

- (i) a place for which a person or a thing is best fitted.
- (ii) hard to accomplish or achieve.

**A2. Read the poem carefully and answer the questions that follow.****Friends and Flatterers**

Every one that flatters thee,  
Is no friend in misery.  
Words are easy, like the wind,  
Faithful friends are hard to find.

If that one be prodigal,  
Bountiful they will him call,  
And with such like flattering;  
Pity but he were a king.

He that is thy friend indeed  
He will help thee in thy need  
If thou sorrow, he will weep  
If thou awake, he cannot sleep  
Every man will be thy friend,

Whilst thou hast wherewith to spend;  
But if store of crowns be scant,  
No man shall supply thy want.

But if fortune once do frown  
Then farewell his great renown,  
They that faw'n'd on him before  
Use his company no more.

Thus of every grief in heart  
He with thee doth bear a part.  
These are certain signs to know  
Faithful friend from flattering foe.

WILLIAM SHAKESPEARE

**A2.1 Tick the most appropriate choice:****(5)**

- (i) According to the poet, it is not easy to
- |                     |                            |
|---------------------|----------------------------|
| (a) flatter people. | (c) find faithful friends. |
| (b) spend money.    | (d) find a foe             |
- (ii) If you are rich
- |                                                |
|------------------------------------------------|
| (a) everyone is ready to guide you.            |
| (b) everyone wants to befriend you.            |
| (c) everyone wants to rob you.                 |
| (d) everyone is ready to find faults with you. |
- (iii) In times of misfortune, friends who are mere opportunists will
- |                      |                |
|----------------------|----------------|
| (a) comfort you      | (c) help you.  |
| (b) be by your side. | (d) desert you |
- (iv) A true friend will always
- |                              |                           |
|------------------------------|---------------------------|
| (a) flatter you.             | (c) praise you in public. |
| (b) compare you with a king. | (d) share your grief.     |

- (v) The word 'faw'n'd means
- |             |                |
|-------------|----------------|
| (a) pleaded | (c) criticized |
| (b) forgave | (d) flattered  |

**A2.2 Complete the following statements:- (2)**

- (i) People who flatter you are \_\_\_\_\_
- (ii) Shakespeare's poem teaches us \_\_\_\_\_

**A2.3 Pick out the words from the poem which mean the same as:- (1)**

- (i) recklessly extravagant
- (ii) small in amount

**Section B (Writing)**

**B.1 Write a letter to the editor of your local newspaper expressing your concern at the fast disappearance of green belts and parks in your town. Suggest some remedial measures in this regard. (8)**

**B.2 You read in the newspaper about a school bus falling in the river because the driver was driving rashly. Many children died and a few went missing. You felt sad at the accident and angry with the driver. Write a diary entry in about 100 words about how you felt. (5)**

**B.3 Complete the following proverbs:- (2)**

- (i) \_\_\_\_\_ of time.
- (ii) If you chase \_\_\_\_\_.

**B.4 State the meanings of the following proverbs:- (2)**

- (i) Stolen fruit is the sweetest.
- (ii) The tongue wounds more than a lance.

**B.5 Fill in the blanks by choosing the appropriate words from the ones given in the box: (3)**

bombastic	tooth and nail	panacea
rote	pins and needles	morbid

- (i) Sleep is often considered to be the best \_\_\_\_\_ for all diseases.
- (ii) The two sisters fought \_\_\_\_\_ over small things.

- (iii) I did not like the Chief guest's speech as the language was extremely \_\_\_\_\_.
- (iv) I was all \_\_\_\_\_ as my examination results were to be declared shortly.
- (v) The theme of the film was extremely \_\_\_\_\_ and depressing.
- (vi) \_\_\_\_\_ learning does not help clear the concepts.

**Section-C (Grammar)****C1. Change the following into indirect speech: (5)**

- (ix) She says, "I will do my work myself."
- (x) I said to my friend, "Let us take a room in the hostel."
- (xi) Shilpi said, "Mother, let me join the school trip to Mysore."
- (xii) She said, "This letter gave me a pleasant surprise yesterday."
- (xiii) "The taxi driver charged me extra because I made him wait for an hour," said father.

**C2. Classify the sentences as Simple, Compound and Complex: (4)**

- (vi) This book contains animal stories.
- (vii) I ate some fruits and had a boiled egg.
- (viii) As I was walking down the road, I heard someone calling me.
- (ix) You should not work for money alone, or you will often be disappointed.

**C3. Do as directed: (7)**

- (x) We are impressed with your interview. We do not have a suitable opening for you.  
(Join the sentences using a suitable conjunction)
- (xi) We will bring out a special edition of this magazine early next year. (Change the voice)
- (xii) Your hair is looking so messy! You \_\_\_\_\_ go and get your hair cut. (Use a 'modal')
- (xiii) The doctor examined the patient physically. He recommended some blood tests.  
(Join the sentences using a participle)
- (xiv) He stopped \_\_\_\_\_ after the invigilator warned him. (copy) (Fill in the blanks using the 'ing' form or the 'to' - infinitive form of the verb given in the brackets)
- (xv) Lot of food \_\_\_\_\_ distributed among the poor. (was/ were) (Choose the correct option)
- (xvi) The Captain said that the aircraft would be taking off in a few minutes. (Change into direct speech)

**C4. In the sentences given below one word has been omitted in each line. Write the missing word along with the word that comes before it and the word that comes after it against the correct blank number: (4)**

	Listening intently someone	<u>intently</u>	<u>to</u>	<u>someone</u>
(i)	one of the best ways	_____	_____	_____
(ii)	to honour person and	_____	_____	_____
(iii)	forge deep human connection,	_____	_____	_____
(iv)	but only a few of us are good listening.	_____	_____	_____
(v)	Most people's idea listening is	_____	_____	_____
(vi)	waiting until the other person	_____	_____	_____
(vii)	finished speaking answering.	_____	_____	_____
(viii)	The fact is, one person is talking, most of us are rehearsing our replies.	_____	_____	_____

### **Section- D (Literature)**

**D1. Answer the following questions by choosing the correct options: (2)**

- (iv) Patrolman Wells realized that Bob was the criminal wanted by Chicago Police when  
 (e) they reached the drugstore lit with electric lights.  
 (f) Bob struck a match and lit his cigar.  
 (g) Bob outlined the history of his career.  
 (h) Bob pulled out a diamond watch.
- (ii) Gopal flung the hammer and chisel to the ground because  
 he was fed up of working as a stonemason.  
 he was angry with his father.  
 he was tired of working for a pittance.  
 he wanted to go to Agra.

**D2. "It takes the West to put a razor- edge on him."**

- (i) Name the speaker of the above line. (1)
- (ii) Why did the speaker go to the West? Why had he come back? (2)
- (iii) According to the speaker, how is life in the West different from that in New York? (2)

**D3. “Will you please teach me, Masterjee?”**

(v) Name the writer of this lesson. (1)

(vi) Who is the speaker of the above line? What does he want to learn and why? (2)

(vii) What is the Masterjee’s reply? (2)

**D4. How has William Blake described the beauty of the tiger in his poem?**

(2)

**D5. According to Bob, Jimmy was something of a plodder. Discuss especially with reference to the ending.** (2)

**D6. Why are the Polar regions in peril?**

(2)

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**ANNUAL EXAMINATION REVISION****(Unsolved- 2)****Time: 2 hr 30 min.****Max Marks: 80****Section A (Reading)****A1 Read the passage carefully and answer the questions that follow:**

Qawwals, it is said, have the ethereal quality of touching the heart and soul of people across cultures, religions and race. However, these ambassadors of universal brotherhood and divine love are fighting their own personal battle against the crass exploitations of qawwali as an art form.

In a world of remixes and ‘filmi qawaalis’, this spiritual singing form is dying its own slow death. One of the few remaining bastions where this art is flourishing is the tomb of the famous 14<sup>th</sup> century saint Nizamuddin Auliya. A place where this singing style originated has become the only refuge for the peddlers of this art form.

“It is not just an art form, it is a concept which played a big part in bringing the country’s two major communities together. The genesis of qawwali took place by the intermingling of Hindu culture, local dialects and Islamic concepts,” says Ghulam Hussain Nizami, explaining the origin of qawwali.

“The word qawwali is actually derived from the word ‘qoul’ or dictum. A qawwal is actually a person who sings the dictums of the prophet and the praises of the Lord. The compositions of qawwali are musical interpretations of religion and bring forth the deep spirituality of the people,” Nizami explains.

For most of these qawwals, the only source of income is the money gifted by people who visit the tomb of Nizamuddin Auliya. In order to survive, many of these singers have turned their backs on practising this art in its true form.

“I have been singing from the age of five. Generations of my family have practiced this art. However, most of the qawwals that I have seen are living their lives in abject poverty. There is no government help nor does the waqf help us,” said Hamsar Hayat, who has now taken up singing bhajans in mandirs to supplement his income. Even though the origins of qawwali are in India, Pakistani qawwals seem to have a headstart over their Indian counterparts. Nusrat Fateh Ali Khan, Rahat Ali Khan, Sabri brothers have garnered considerable fame and fortune throughout the world.

**A1.1 State whether the following statements are true or false:- (2)**

- (i) Nizamuddin Auliya is a famous 14<sup>th</sup> century qawwal.
- (ii) Qawwali is an art form that synthesizes Hindu culture and Islamic concepts.

**A1.2 Complete the following sentences suitably:- (5)**

- (i) Qawwals are considered to be messengers of \_\_\_\_\_
- (ii) This spiritual singing form is dying a slow death because \_\_\_\_\_
- (iii) Most qawwals live a life of abject poverty as \_\_\_\_\_
- (iv) The tomb of Saint Nizamuddin Auliya is \_\_\_\_\_
- (v) In order to survive, most qawwals are \_\_\_\_\_

**A1.3 Fill in the blanks with one word only:- (3)**

Qawwalis have played a \_\_\_\_\_ role in bringing the Hindu and Muslim communities together. They have an \_\_\_\_\_ quality that touches the hearts of people, but the growing trend of remixes and music videos is leading to the \_\_\_\_\_ of this art form. Though the qawwali \_\_\_\_\_ in India, Pakistani qawwals have gained more \_\_\_\_\_ and \_\_\_\_\_ in recent times.

**A1.4 Find a word in the passage that means the following: (2)**

- (i) shelter
- (ii) origin or development of something

**A2. Read the poem carefully and answer the questions that follow.****The Two Roads**

There was a path  
Deep in the woods.  
Once it forked-  
The bad, the good.  
I choose to take  
The left-hand path,

I did not know,  
I had no map.  
Now this road that I travel  
Is dirty and battered.  
It's littered with dreams  
That are broken and tattered.

Paved with wrong doings  
And dotted with hearts

That were taken from people  
And just torn apart.  
Pain and regret  
Are common here.  
Wherever you turn,  
They're always near.  
I want to cross  
To the other path,  
And leave behind  
This painful wrath.

I thought I was forever  
Doomed to walk.  
And all the gates  
Were tightly locked.  
But as I continued,



A footbridge I could see.  
A bridge of Hope  
Called out to me.  
Slowly I crossed  
To the path of good.  
Finally I was on the path  
On which I thought I should.  
Now hidden deep

Within the woods.  
The one that forked,  
Paths bad and good.  
I once was wrong,  
But now I'm right.  
And before me  
Glows a guiding light.  
-By Whitney Welch

**A2.1 Tick the most appropriate choice:****(5)**

- (i) The path in the woods once forked
  - (a) in two different directions
  - (b) into bad and good
  - (c) into left and right
  - (d) into two unknown paths
- (ii) The road that the poet travelled was littered with
  - (a) sweet dreams
  - (b) bitter sweet dreams
  - (c) shattered dreams
  - (d) cherished dreams
- (iii) Pains and regret
  - (a) are rarely found here
  - (b) have no place here
  - (c) are frequently found here
  - (d) are not found here
- (iv) The poet wanted to across to the other path
  - (a) as it was easier
  - (b) as the first one was more difficult
  - (c) as the first one was more painful
  - (d) as the new one was more rewarding
- (v) Finally, the poet slowly crossed to
  - (a) the more rewarding path
  - (b) the path of good
  - (c) the easier path
  - (d) the more frequented path

**A2.2 Complete the following statements suitably:- (2)**

- (i) The first path chosen by the poet was dirty because \_\_\_\_\_
- (ii) The poem is about \_\_\_\_\_

**A2.3 Pick out the words from the poem which mean the same as:- (1)**

- (i) extreme anger.
- (ii) hit repeatedly with hard blows.

**Section B (Writing)**

**B.1 Write a letter to the editor of your local daily expressing your concern at the frequent breakdown of electricity and water supply in your area. (8)**

**B.2 It was the happiest day of your life when the Principal of your school informed you and your parents that you have topped the list of successful candidates in your zone. Then started the endless ringing of telephone bells. Congratulatory messages started pouring in. Write a diary entry in about 100 words about how you felt on that day. (5)**

**B.3 Complete the following proverbs:- (2)**

- (i) \_\_\_\_\_ shadow.
- (ii) A friend's \_\_\_\_\_.

**B.4 State the meanings of the following proverbs:- (2)**

- (i) Hatred is as blind as love.
- (ii) The die is cast.

**B.5 Fill in the blanks by choosing the appropriate words from the ones given in the box: (3)**

sonnets	kith and kin	verbose
notorious	sixes and sevens	solace

- (i) The \_\_\_\_\_ gangster was arrested after a long chase by the police.
- (ii) The whole place was in \_\_\_\_\_ after the thorough search by the police.

- (iii) Shakespeare is famous for his plays and \_\_\_\_\_.
- (iv) I tried my best to give \_\_\_\_\_ to my friend when she lost her grandfather.
- (v) All the \_\_\_\_\_ of the bride and groom were present for the wedding ceremony.
- (vi) His style of writing is extremely \_\_\_\_\_.

### **Section-C (Grammar)**

#### **C1. Change the following into indirect speech: (5)**

- (i) Pankaj says, "I did not lose my temper."
- (ii) The shopkeeper said to me, "We received these goods only two days ago."
- (iii) Aditya said to me, "Your painting will win you the first prize."
- (iv) The teacher said, "Keep quiet, children. Do not disturb me while I am checking your notebooks."
- (v) I said to Supriya, "Let us spend this evening playing a game of tennis."

#### **C2. Identify the types of sentences as Simple, Compound and Complex: (4)**

- (i) Each of these stories embodies a profound truth.
- (ii) The sun rose and the fog disappeared.
- (iii) My father is happy because I have done well in the examination.
- (iv) Either he is mad, or he feigns madness.

#### **C3. Do as directed: (7)**

- (i) I would have loved to play chess with you. I have an appointment with my doctor. (Join the sentences using a suitable conjunction)
- (ii) The principal introduced the Chief guest to the audience. (Change the voice)
- (iii) Doctors say all schools \_\_\_\_\_ install an R.O system for purifying water. (Use a 'modal')
- (iv) She locked all the doors. She went to bed. (Join the sentences using a participle)
- (v) Will you remember \_\_\_\_\_ some xerox copies of my passport. (get) (Fill in the blanks using the 'ing' form or the 'to' - infinitive form of the verb given in the brackets)
- (vi) Cricket and music \_\_\_\_\_ my two weaknesses (is/ are) (Choose the correct option)

- (vii) Ratna said that the fog was playing havoc with the various flight schedules.  
(Change into direct speech)

**C4. In the sentences given below one word has been omitted in each line. Write the missing word along with the word that comes before it and the word that comes after it, against the correct blank number: (4)**

- |                                                                       |            |           |            |
|-----------------------------------------------------------------------|------------|-----------|------------|
| One the greatest advances in                                          | <u>one</u> | <u>of</u> | <u>the</u> |
| (i) modern technology has been the invention computers.               | _____      | _____     | _____      |
| (ii) They capable of doing extremely complicated work                 | _____      | _____     | _____      |
| (iii) in all branches of learning. They can even solve most           | _____      | _____     | _____      |
| (iv) complex mathematical problems put thousands of                   | _____      | _____     | _____      |
| (v) unrelated facts in order. They can be put varied                  | _____      | _____     | _____      |
| (vi) uses. They can also provide information the                      | _____      | _____     | _____      |
| (vii) best way prevent traffic accidents or count                     | _____      | _____     | _____      |
| (viii) the number times the word 'and' has<br>been used in the Bible. | _____      | _____     | _____      |

### Section- D (Literature)

**D1. Answer the following questions by choosing the correct options: (2)**

- (i) 'Silky' Bob went to the west as
- (i) he was a plodder.
  - (j) he wanted to get his pile.
  - (k) he had a good job offer.
  - (l) he was an adventure seeker.
- (ii) Salim wanted to learn carving as
- (m) he could go to Agra and earn money.
  - (n) he had it in his hands and heart.
  - (o) there was nothing else in this world which he would like to do.
  - (p) he could help his master finish the sculpture.

**D2. "I'm just waiting for a friend."**

- (i) Name the speaker of the above line. (1)
- (ii) Where is the speaker waiting? What was so special about the appointment? (2)
- (iii) Was the reunion between the two friends as expected? Discuss with reference to the end of the story. (2)

**D3. “All the others would have gone to Agra.”**

- (i) Name the author of this lesson. (1)
- (ii) To whom does ‘others’ in the above extract refer to? Why were they going to Agra? (2)
- (iii) Was the speaker in favour of going to Agra? Why? (2)

**D4. In his poem, William Blake brings out the greatness of the Creator through his creation. Discuss with reference to the poem? (2)**

**D5. Compare the characters of the two friends in O’Henry’s story. (2)**

**D6. Why are the Polar regions so important for us? (2)**

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