

SMART SKILLS

CLASS 7- AE

2021-22

INDEX

S. No.	Topic	Page No.
1.	Syllabus	4
2.	Assessment Plan	5
3.	Suggested Reading	8
4.	Tips and Techniques to Enhance Your Vocabulary	9
5.	Reading Comprehension (April – May)	16
6.	Informal Letter	19
7.	Determiners and Articles	21
8.	Prepositions	27
9.	Tenses (Revision)	40
10.	Jumbled Sentences	54
11.	Integrated Grammar Practice (April – May)	55
12.	Reading Comprehension (July)	56
13.	Formal Letter (Letter to Editor)	60
14.	Conjunctions	63
15.	Direct and Reported Speech	71
16.	Adverbs	78
17.	Vocabulary Building	85
18.	Integrated Grammar Practice (July)	85
19.	Unit Test 1-Revision	87
20.	Reading Comprehension (August – September)	89
21.	Diary Entry	92
22.	Subject Verb Agreement	94
23.	Jumbled Sentences	100
24.	Idioms	101
25.	Integrated Grammar Practice (August – September)	102

26.	Reading Comprehension (October)	103
27.	Commercial Advertisements	108
28.	Prefix and Suffix	114
29.	Integrated Grammar Practice (October)	123
30.	Synonyms	124
31.	Homophones, Homonyms and Homographs	125
32.	Reading Comprehension (November)	126
33.	Factual Description	130
34.	Subject-Verb Agreement	138
35.	Adjectives	139
36.	Integrated Grammar Practice (November)	151
37.	Unit Test 2 – Revision	153
38.	Reading Comprehension (December)	155
39.	Autobiography Writing	159
40.	Punctuation	161
41.	Spellings	166
42.	Integrated Grammar Practice (December)	167
43.	Reading Comprehension (January)	169
44.	Active and Passive Voice	172
45.	Process Writing	173
46.	Finding the Good Word (Vocabulary)	177
47.	Integrated Grammar Practice (January)	177
48.	Reading Comprehension (February)	179

AE
CLASS VII
SYLLABUS 2021-22

MONTH	GRAMMAR	WRITING
April-May	Revision of: Articles and Determiners Prepositions Tenses	Informal Letter
July	Revision of: Conjunctions Reported Speech Adverbs	Formal Letter: Letter to the Editor
August	Subject-Verb Agreement-1	Diary Entry
September-October	Prefix-Suffix Synonyms and Antonyms Homonyms, Homophones, Homographs	Commercial Advertisements
November	Revision of: Adjectives Subject-Verb Agreement-2	Factual Description
December	Revision of Punctuation	Autobiography Writing
January	Active-Passive Voice	
February	Revision for Second Term Examination	

Assessment Plan

2021-22

	TERM 1
A	UNIT TEST
B (i)	Pair Activity 'Drawing Twins' Communication Activity
(ii)	Individual Activity Speaking Skills Assessment (August)
C	Home work/Regularity/ Class response/ Completion/ Neatness/ Upkeep of notebooks
	TERM 2
A	UNIT TEST
B (i)	Group Activity Comic Strip Group Activity based on a chapter from the reader.
(ii)	Individual Activity Listening Skills Assessment Answering questions based on an audio (January- February)
C	Home work/Regularity/ Class response/ Completion/ Neatness/ Upkeep of notebooks

ACTIVITIES PLANNED:**TERM 1****(i) PAIR ACTIVITY: 'Drawing Twins' Communication Activity**

The students will be divided into pairs. One member of the pair will be given a picture which must not be shown to their partner. The person with the picture must give instructions to their partner so that they can draw it. They will have to refrain from revealing what the picture is. The student giving instructions cannot watch the person draw it. Finally, the two pictures will be compared.

Students will be marked on the basis of their communication skills. Roles will be swapped and the same process will be repeated.

RUBRICS FOR ASSESSMENT:

Name of the Student	Comprehension (2m)	Language and fluency(2m)	Perfect Picture(1m)	Total (5m)
1.				

(ii) INDIVIDUAL ACTIVITY: Speaking Skills Assessment

The students will be given a list of topics a week in advance to choose from. Students will be put into pairs. They will organize their thoughts and ideas and make a one minute presentation before the class. Their partner will ask them questions based on their content.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Language and Fluency (2m)	Presentation (1m)	Total (5m)
1.				

TERM 2**B. (i) GROUP ACTIVITY: Comic Book** (5 marks)

The students will be divided into groups of 3-4 members. Each member will choose a scene from the chapter 'The Master Artist' and make a comic strip on an A4 size sheet. All members of the group shall compile the comic strips and make a cover page for the same. Finally, they shall present their comic book.

RUBRICS FOR ASSESSMENT:

Name of the Student	Creativity (2m)	Presentation (2m)	Team participation (1m)	Total (5m)
1.				

(ii) INDIVIDUAL ACTIVITY: Listening Skills Assessment

An audio recording will be played and based on their understanding of it, the students will complete a worksheet that will be given to them at the beginning of the assessment. The recording will be played twice.

Name of the Student	MCQ's (5m)	Total (5m)
1.		

Suggested Reading

- | | |
|--|--------------------------|
| 1. The Jungle Book | - Rudyard Kipling |
| 2. Treasure Island | - Robert Louis Stevenson |
| 3. Oliver Twist | - Charles Dickens |
| 4. A Christmas Carol | - Charles Dickens |
| 5. The Graveyard Book | - Neil Gaiman |
| 6. The Blue Umbrella | - Ruskin Bond |
| 7. I am Malala | - Malala Yousafzai |
| 8. Boy | - Roald Dahl |
| 9. Swami and Friends | - R.K. Narayan |
| 10. Black Beauty | - Anna Sewell |
| 11. The Three Musketeers | - Alexander Dumas |
| 12. Treasure Island | - R.L. Stevenson |
| 13. David Copperfield | - Charles Dickens |
| 14. The Hound of the Baskervilles | - Sir Arthur Conan Doyle |
| 15. The Railway Children | - E. Nesbit |
| 16. Daddy Long Legs | - Jean Webster |
| 17. The Narayanpur Incident | - Shashi Deshpande |
| 18. Howl's Moving Castle | - Diana Wynne Jones |
| 19. Little Women | - Louisa May Alcott |
| 20. Call of the Wild | - Jack London |
| 21. The Diary of a Young Girl | - Anne Frank |
| 22. Gulliver's Travels | - Jonathan Swift |
| 23. The Adventures of Huckleberry Finn | - Mark Twain |
| 24. Alice's Adventures in Wonderland & Through the Looking-Glass | - Lewis Carroll |
| 25. The Wonderful Wizard of Oz | - L. Frank Baum |
| 26. King Arthur and His Knights of the Round Table | - Roger L Green |
| 27. Smile | - Raina Telgemeier |
| 28. The Nameless City | - Faith Erin Hicks |
| 29. Laika | - Nick Abadzis |
| 30. The Diary of a Wimpy Kid Series | - Jeff Kinney |
| 31. The Blue Umbrella | - Ruskin Bond |
| 32. Matilda | - Roald Dahl |

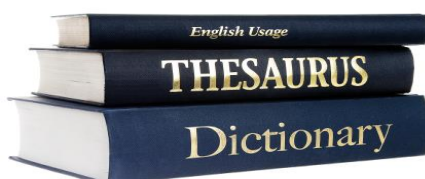
Tips and Techniques to Enhance Your Vocabulary

Try one or more of these methods and become a “wordsmith” in no time!

1. Read, Read, Read!

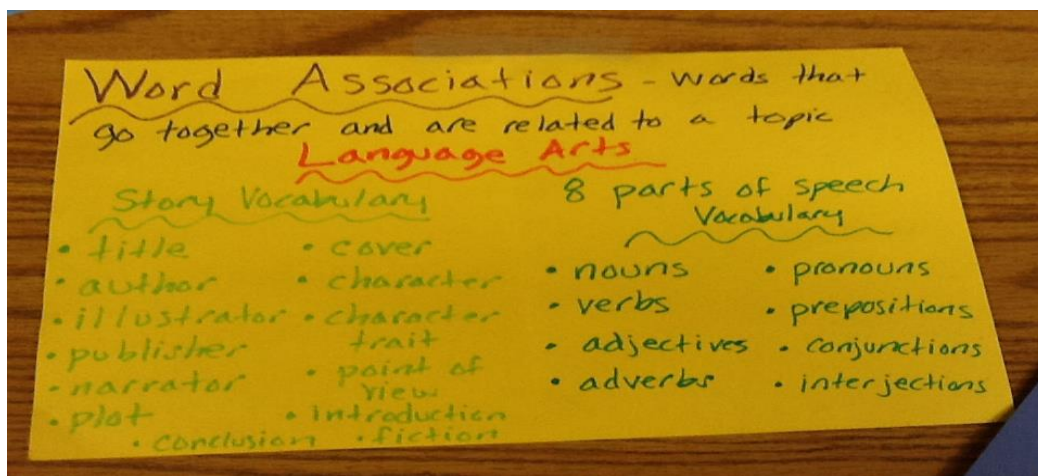
Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues that are based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the meaning of the word.

2. Highlight New Words



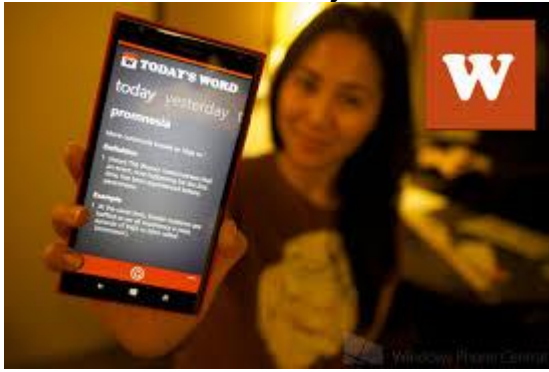
Avoid interrupting your reading, highlight or jot down a new word. Then do remember to look up the Thesaurus and the Dictionary to see its meaning, synonym and the part of speech it belongs to, that is, if it is a noun, a verb etc.

3. Practice Word Association



Try to connect a new word with something more familiar. For example, take an unusual word like "aristate," which means “bearded” (it’s a term used to describe bristled leaves and grasses). The word "aristate" sounds like the name of the famous philosopher, Aristotle. If you envision a bearded Aristotle, it will help you remember the meaning of the word in a fun way.

4. Learn a Word Each Day



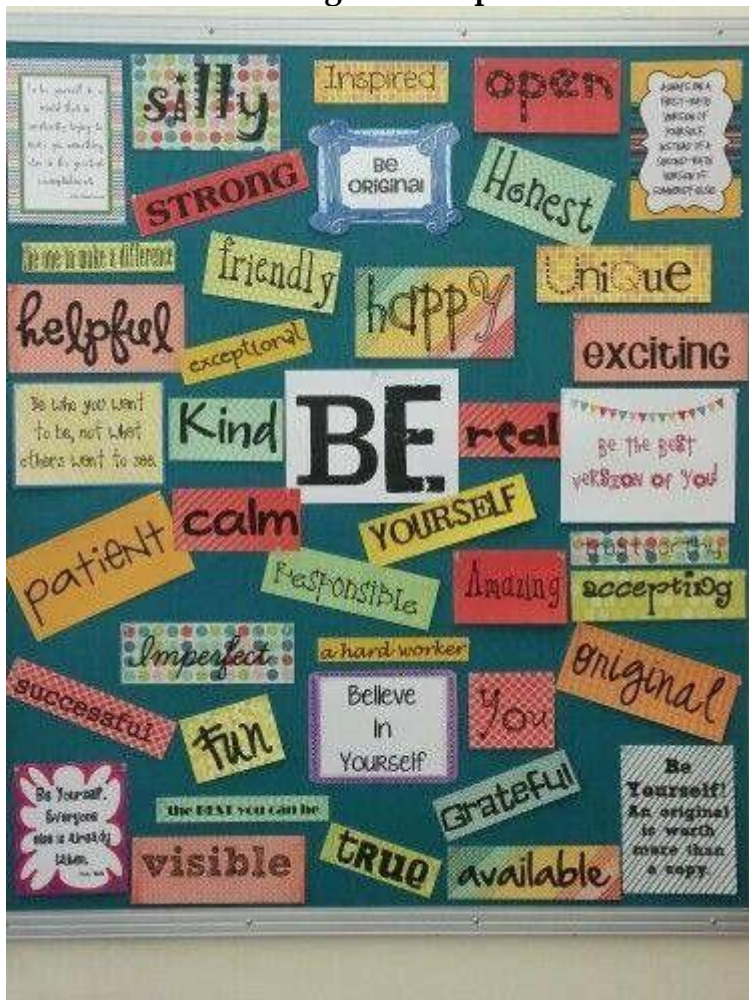
You can keep a physical calendar or try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your Smartphone for a few minutes each day.

5. Get Friendly With Those New Words!



No matter which technique you try but ensure to use new words in your speaking and writing. This will solidify your understanding and also keep them at the top of your mind for future use. So, don't shy from using new words! Play with them!

6. Create a Writing Wall Inspiration In Your Class



Create colourful word spaces in your classroom as well as at home. Pin up what you learn! Get inspired to learn.

Importance of citing sources:

- To acknowledge the sources from where you borrow the ideas/ concepts
- To be conscious that you do not use someone's words/ideas as your own without acknowledging as it is known as intellectual theft
- To not commit plagiarism (plagiarism means 'to commit literary theft' and 'present as new and original an idea or product derived from an existing source'*)

*Merriam- Webster's Collegiate Dictionary (11th Ed.; 2003; print)

How to cite various sources:

- Citing from a book- Author's name. Title of the book. Publication Information.

Eg: Narayan, R.K. *Malgudi Days*. Chennai: Indian Thought Publication, 2003. Print.

- Citing from an article in a newspaper- Author's name. "Title of the article". *Name of the newspaper* followed by *date*, City.

Eg: Kulkarni, Tanu. "History classes become a voyage of discovery with 3D views". *The Hindu* 2 March 2018, Bengaluru. Print.

- Citing from an article in a magazine- Author's name. "Title of the article". *Name of the magazine* followed by *publication date*: Page no(s).

Eg: Weintraub, Arlene, and Laura Cohen. "A Thousand-Year Plan for Nuclear Waste." *Business Week* 6 May 2002: 94-96. Print.

- Citing from an online source- Author's name. "Title of the article". Web. Date of access. <URL>

Eg: Sankaran, Neeraja. "6 Reasons Why Citation of Sources is Important When Writing". Web. 2 March, 2018. <<https://falconediting.com>>

Tips:

Author's name is written as: Surname, First Name

Title of a book is written as: Main Title: Subtitle

Publication Information is written in the following sequence: Place: Press, Year. Medium (Print/Web).

Tips for enhancing Writing Skills

1. Read

Without each other, reading and writing cannot exist. Reading lets you observe good writing. You can observe and analyse the many choices writers make. These observations will help you improve your own writing because you will have a better sense of what effective writing looks like.



2. Careful choice of words

Choose your words carefully as these determine how effectively you can put your ideas across. Using the same words repeatedly in a piece of writing can make it less effective for the reader. Use a thesaurus to look for synonyms. Lastly, get rid of 'very'!



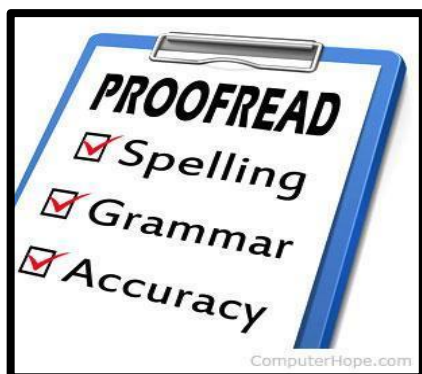
3. Organize your ideas

Writing all that comes to your mind and placing it correctly in your write-up can be difficult at times. To make sure you sequence your ideas correctly, it's advised you make use of mind maps, flow charts or just a list of ideas that can be numbered before working on your write-up.



4. Proofread your writing

Reread what you have written at least twice. Check the spellings of words and use of punctuation marks. If you are working in a team, then ask others to edit the write-up.



Rubrics for Long Writing Skills**To get started you must:**

- First, read through your writing assignment completely.
- Next, read each criteria on the rubric and then re-read the assignment again, this time focussing on each feature of the rubric.
- As you are re-reading, circle each appropriate section for each criteria listed. This will help you analyse your assignment better.
- Now, make a second draft keeping the corrections in mind.

Feature	Strong	Developing	Emerging	Beginning
Content	<ul style="list-style-type: none"> · Clear focus on main idea/topic · Provides relevant information/original ideas 	<ul style="list-style-type: none"> · Develops a focus on the main idea · Exhibits original ideas 	<ul style="list-style-type: none"> · Attempts to focus on the main idea · Ideas not fully developed 	<ul style="list-style-type: none"> · Lacks focus and development
Organization	<ul style="list-style-type: none"> · Establishes a strong beginning, middle and end · Demonstrates an orderly flow of ideas 	<ul style="list-style-type: none"> · Attempts an adequate introduction and ending · Evidence of logical sequencing 	<ul style="list-style-type: none"> · Some evidence of a beginning, middle and end · Sequencing is attempted 	<ul style="list-style-type: none"> · Little or no organization · Relies on single idea
Expression	<ul style="list-style-type: none"> · Uses effective language/vocabulary · Proper sentence structure 	<ul style="list-style-type: none"> · Diverse word choice · Some evidence of proper sentence structure 	<ul style="list-style-type: none"> · Limited word choice · Basic sentence structure 	<ul style="list-style-type: none"> · No sense of sentence structure
Grammar, Usage & Mechanics	<ul style="list-style-type: none"> · Few or no spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> · Some spelling and punctuation errors, minor grammatical errors 	<ul style="list-style-type: none"> · A number of spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> · So many spelling, punctuation and grammatical errors that it interferes with the meaning

Plot & Narrative Devices (Story Writing)	· Characters, plot, and setting are developed strongly	· Characters, plot, and setting are developed to certain extent	· Characters, plot, and setting are minimally developed	· Lacks development on characters, plot, and setting
Legibility	· Easy to read · Properly spaced · Proper letter formation	· Readable with some spacing	· Difficult to read	· No evidence of spacing

Rubrics For Short Writing Skills

	5	4	3	2
Format and focus on given topic	Completely adheres to given format and focuses on given topic	Mostly adheres to given format and focuses on given topic	Somewhat adheres to basic format and some elements of the given topic used	Format not adhered to; scope for improvement
Sentence structure; usage of tense	All sentences constructed and used appropriately	Most sentences constructed and used appropriately	Some sentences constructed and used appropriately	Most sentences not constructed nor used appropriately
Expression/appropriate choice of words	Excellent choice and variety of words; appropriate vocabulary used	Adequate usage of appropriate vocabulary and some variety in word choice	Some words used appropriately, limited vocabulary employed	Scope for improvement; words repeated; appropriate expression not used
Mechanics: punctuation, spelling etc.	No errors in punctuation, spelling or capitalization	Mostly no errors in punctuation, spelling or capitalization	Some errors in punctuation, spelling or capitalization	Significant errors in punctuation, spelling or capitalization

April-May

Reading: Comprehension

Writing: Informal Letter

Grammar: Revision of Articles and Determiners, Prepositions, Revision of Tenses

Reading Comprehension

Read the passage and answer the questions that follow:

Airplanes have the reputation of being dangerous and even frequent travellers fear them. They also have the disadvantage of being the most expensive form of transport. The exciting experience of travelling at a height of 30,000 feet, far above the clouds makes it worth it. You do not have to devise ways of taking your mind off the journey, for an airplane gets you to your destination rapidly.

For a few hours, you settle back in a deep armchair to enjoy the flight. People can watch a free film show and sip a hot or cold drink on some services. But even when such refreshments are not available, there is plenty to keep you occupied. An airplane offers you an unusual breathtaking view of the world. You fly effortlessly over high mountains and deep valleys. You really see the shape of the land.

If the landscape is hidden from view, you can enjoy the extraordinary sight of unbroken clouds, plains that stretch out for miles before your while the sun shines brilliantly in a clear sky. The journey is so smooth that there is nothing to prevent you from reading or sleeping. However you decide to spend your time, one thing is certain: you will arrive at your destination fresh and uncrumpled. You will not have to spend the next few days recovering from a long and arduous journey.

1. The main disadvantage of an air journey is that:

- a) it is very dangerous
- b) it is very expensive
- c) it is very boring
- d) it is a fearsome experience

2. The best advantage of air journey is that:

- a) you can watch a free film
- b) you can sip hot coffee or tea
- c) you can watch clouds

d) you don't feel tired after the journey

3. Pick out the incorrect statement:

a) an airplane moves at more than 500 miles an hour speed

b) one arrives tired at the destination after air journey

c) one can easily read or sleep during air journey

d) one can see the shape of land from an aeroplane

4. How can one keep oneself busy during air journey:

a) by watching movie

b) by enjoying the beautiful sights outside

c) by reading and sleeping

d) all the above

5. Synonym of 'unusual':

a) common

b) uncommon

c) popular

d) none of above

6. The experience that the author calls worth it is:

a) travelling at a height of 30,000 feet

b) travelling above the clouds

c) travelling with other passengers

d) all the above

7. After an airplane journey, you do not have to spend time recovering because:

a) it has been a long journey

b) you travelled above the clouds

c) you feel fresh

d) you spent time reading books or sipping coffee

A 2. Read the poem and answer the questions that follow:

Fred is a very lazy frog
Who lolls all day upon a log.
He always manages to shirk
Doing a single stroke of work.
His poor old mother calls in vain
“Come in and help!” he does not bother
To move two inches, much preferring
To be extremely hard-of-hearing.
He lies there in a silent heap,
And stays conveniently asleep.
If a lady frog hops past
You’d think he would get up at last
To bow, and help her on her way?
But no, I am ashamed to say
That when a lady frog comes by
He does not open up one eye!

1. What does the frog do all day?
 - a. He helps people to find their way
 - b. He relaxes all day
 - c. He helps his mother
 - d. He does a lot of work all day
2. The word ‘shirk’ means
 - a. finish
 - b. avoid
 - c. complete
 - d. enjoy
3. When his poor mother calls him, _____.
 - a. he hurries to help her
 - b. he runs away
 - c. he sleeps in the heap
 - d. he delays helping her
4. To avoid helping his mother, the frog pretends that _____.
 - a. he didn’t hear her
 - b. he is sick
 - c. he is very busy
 - d. he is helping someone
5. The word ‘conveniently’ does not mean
 - a. easily
 - b. smoothly
 - c. with difficulty
 - d. effortlessly

6. Which of the following statements is untrue?
- The frog does not care for his mother
 - The frog always gets up to greet a lady
 - The frog does not do any work at all
 - The frog does not help people in need
7. The phrase 'in vain' means
- without any success
 - in a loud manner
 - with success
 - in a hushed voice

Informal Letter

Letters are the best form of communication even in this hi-tech age. A letter can be read and re-read many times. They can be preserved as memories. It is a personal letter, written to whom you are familiar with, like friends, siblings, parents, or any other closed one. Informal letters are mainly used for personal communication.

Format:

Sender's address -written at the top left corner of the page. Name is not put over it.

Date is written in full i.e. 17th April 2014

Greetings or Salutation-e.g. Dear Sapna

Introduction-short paragraph with appropriate opening sentence

Body- one or two paragraphs relevant to the topic.

Conclusion-polite leave-taking

Subscription - Yours affectionately/Yours sincerely

Signature-Your first name

NOTE: Always leave a line after each part of the format.

Example:

Write a letter to a friend describing how you are doing in your new school.

20, SP Road
Chanakyapuri
Delhi-110021

20th April 2019

Dear Robin

The other day I came to know that you have been selected for the School Soccer Team and will be going to the U.S. for an International Tournament. Congratulations! I always knew that you had what it takes to reach the top.

I am having a great time in my new school. Initially it was difficult to adjust but now I've made many friends. The studies are not too tough and the teachers are not too strict! There are many activities that keep me busy. The Book-Week just got over and I won first prize in group recitation. I am learning chess and judo in after-school classes. Soon the swimming pool will open and I'm looking forward to that.

How is everything with you? Any plans to come to Delhi? I heard that your sister has secured an admission in Delhi University. Do convey my best wishes to her and sincere regards to your parents.

Reply soon!

Yours affectionately
Pranav

Questions:

- i. You celebrated your birthday yesterday. Write a letter to your uncle thanking him for the birthday present he had sent for you.
- ii. Your best friend, who lives in Mumbai, has come to Delhi for a short visit. Write a letter to him/her inviting him/her to your place for lunch.
- iii. Your friend has scored the highest marks in grade 10 and received a cash prize of Rs. 5000. Write a letter to him/her congratulating him/her on this achievement.

Section C

Determiners and Articles

Determiners are words which come before nouns.

The following are the most commonly used determiners:

Articles

a, an, the

Demonstratives

this, that, these, those

Possessives

my, your, his, her, its, our, theirs

Quantifiers

a few, fewer, a little, less, some, several, a lot of, lots of, plenty of, many, much, not much, any, all, half, enough, another, every, each, either, neither, any, no, other

Numbers

one, ten, thirty etc.

Where should we not use any articles?

1. No article is used with proper nouns:

Ashok was a kind ruler.

New Delhi is the capital of India

2. No article is used with abstract nouns:

Beauty pleases our eyes.

Wisdom is admired everywhere.

3. No article is used with such nouns as gold, silver, water etc which name materials.

Gold is an expensive metal.

Children should drink *milk* everyday.

4. No article is used with the names of days, months, festivals and seasons.

We visited the Botanic Gardens on *Saturday*.

They are going for a vacation in *June*.

Holi is a festival of colours.

Trees shed their leaves in *autumn*.

5. No article is used before meals.

Breakfast, lunch and *dinner* are included in the package.

6. No article is used before languages or subjects.

Jatin is studying *Spanish* and *English* in school.

Important notes:

1. The definite **article** (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite **article** (a, an) is used before a noun that is general or when its identity is not known.

Water is essential for life.

(In this sentence, the word *water* names a material. So, we have not used any article with it.)

The water **in this tank** is contaminated. (Here, we know which water is being talked about. So we have used *the* with it.)

Usually we use 'a' before nouns that begin with a consonant sound and 'an' before count nouns that begin with a vowel sound.

- Consonants are those letters of the alphabet that are not vowels.
- A, E, I, O, U are vowels.

NOTE: If the 'h' is silent we use 'an' before it and if 'u' sounds like 'you' we use 'a' before it. The word 'one' sounds as if it begins with the consonant 'w' so we use 'a' before it.

Sometimes, a word begins with a consonant but sounds like a vowel. For example: honest man.

We shall use 'an' with this because we are to focus on the sound.

He is **an honest** man.

She is an **honourable** lady.

Similarly, sometimes, a word might begin with a vowel but sounds like a consonant, so we shall use 'a' with it. For example, unique. This is **a unique** painting.

A. Fill in the blanks with the correct article:

1. His sister is notengineer. She teaches in a school.

- a) a
- b) an
- c) the

2. I bought.....egg andpacket of milk.

- a) an, the
- b) a, , the
- c) an, , a

3. She has solved..... problem she was facing.
- a) a
 - b) an
 - c) the
4. He is qualified for the match.
- a) a
 - b) an
 - c) no article
5. They usually spend their holidays in _____ mountains.
- a) a
 - b) an
 - c) the
6. I can't live on _____ 100 rupees a month.
- a) a
 - b) the
 - c) no article
7. Someone call _____ police!
- a) the
 - b) a
 - c) an
8. I don't like _____ dogs, but I like my brother's dog.
- a) a
 - b) the
 - c) no article
9. The party was so loud that she asked them to turn music down.
- a) a
 - b) the
 - c) no article

10. It's old house and needs some work.

- a) an
- b) a
- c) the

B. In the passage below, one word has been omitted in each line. Mark that place with a slash '/' and write the omitted word in the blank space provided:

Which baby is gifted with a furry coat?

No error

Want to know/ interesting fact?

A. _____

Many seal pups are born in coldest

B. _____

parts of world. But, they don't freeze
to death because they have thick layer

C. _____

of fat covered by furry coat. Furry

D. _____

coat keeps them comfortable, nice and warm

E. _____

F. _____

Choose the correct option:

- | | | |
|---------|---------|--------|
| A. i.an | ii. the | iii. a |
| B. i.an | ii. the | iii. a |
| C. i.an | ii. the | iii. a |
| D. i.an | ii. the | iii. a |
| E. i.an | ii. the | iii. a |
| F. i.an | ii. the | iii. a |

C. Fill in the blanks with suitable quantifiers:

- a) I was happy to see so _____ birds on the tree.
- 1) many
 - 2) no
 - 3) much
 - 4) more
- b) We have a _____ time, so hurry up.
- 1) much
 - 2) little
 - 3) more
 - 4) many
- c) If _____ of them is going to the market.
- 1) either
 - 2) more
 - 3) most
 - 4) all

d) I want a _____ glasses of water.

- 1) few
- 2) little
- 3) some
- 4) many

e) _____ of people attended the party.

- 1) lot of
- 2) a lot of
- 3) most
- 4) none

f) I have _____ money than you.

- 1) less
- 2) fewer
- 3) enough
- 4) some

g) There is not _____ ink in the pen.

- 1) some
- 2) any
- 3) little
- 4) few

h) He has _____ friends .

- 1) few
- 2) a few
- 3) little
- 4) many

i) _____ of my friends are going on the trip.

- 1) much
- 2) many
- 3) more
- 4) any

j) _____ countries in the world have honest politicians.

- 1) few
- 2) less
- 3) none
- 4) much

k) I don't have _____ money to buy a new dress.

- 1) any
- 2) some
- 3) few
- 4) no

1) There are _____ tourist sports in Delhi.

- 1) much
- 2) many
- 3) little
- 4) more

D. Fill in the blanks with appropriate determiners :

A. Do you have _____ good news for me?

- 1) a
- 2) both
- 3) the
- 4) some

B. Do you have _____ information about the lost child?

- 1) any
- 2) more
- 3) few
- 4) an

C. There is _____ water in the jug for every one.

- 1) a few
- 2) enough
- 3) more
- 4) much

D. I shall be going to Bombay for _____ days.

- 1) much
- 2) some
- 3) little
- 4) every

E. How _____ sugar did you buy?

- 1) many
- 2) much
- 3) little
- 4) some

F. He takes milk _____ day.

- 1) each
- 2) every
- 3) some
- 4) many

G. The cake was very tasty. _____ of the girls ate two pieces each.

- 1) most
- 2) more
- 3) none
- 4) every

Learning Outcome:

Students will be able to:

- use the targeted grammar structure appropriately and confidently in written and oral forms of communication
- find their way around the exercises given in the assignments with accuracy
- identify the exceptions to the rules and develop an ear for the correct usage of language
- feel more confident to read more complex material and participate in public speaking

Prepositions

“The plane flew above the cloud, behind the cloud, around the cloud, below the cloud, beneath the cloud, beside the cloud, beyond the cloud, into the cloud, near the cloud, outside the cloud, over the cloud, past the cloud, through the cloud, toward the cloud, under the cloud, and finally dived underneath the cloud.” A preposition is a word that shows the relationship between two things.

In the example above, the prepositions show the relationships between a plane and a cloud. Could you identify any prepositions? Underline them!

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.

Some examples of prepositions are words like "in," "at," "on," "of," and "to."

The word preposition means 'placed before' and these words are always placed before a noun/pronoun or a noun phrase.

The children were playing	In	the playground.
Some children were going	down	the slide.
We'll visit London	during	the summer.
Most people travel	by	train.
Everyone was staring	at	him.
The main ran away	with	the spoon.

Here is a list of some more prepositions:

Examples:

1. A bird is **on** the tree.
2. I am fond **of** music.
3. The man was standing **under** the tree.

4. He runs **after** money.
5. I have to go **to** London to meet him.

Prepositions of Direction

To refer to a direction, use the prepositions "to," "in," "into," "on," and "onto."

- She drove to the store.
- Don't ring the doorbell. Come right in(to) the house.
- Drive on(to) the grass and park the car there.

Prepositions of Time

To refer to one point in time, use the prepositions "in," "at," and "on."

Use "in" with parts of the day (not specific times), months, years, and seasons.

- He reads in the evening.
- The weather is cold in December.
- She was born in 1996.
- We rake leaves in the fall.

Use "at" with the time of day. Also use "at" with noon, night, and midnight.

- I go to work at 8:00.
- He eats lunch at noon.
- She often goes for a walk at night.
- They go to bed at midnight.

Use "on" with days.

- I work on Saturdays.
- He does laundry on Wednesdays.

Prepositions of Place

To refer to a place, use the prepositions "in," "at," "on," and "inside".

- They will meet *in* the lunchroom.
- She was waiting *at* the corner.
- He left his phone *on* the bed.
- Place the pen *inside* the drawer.
- The bird flew *over* the house.
- The plates were on the shelf *above* the cups.
- Basements are dug *below* ground.
- There is hard wood *beneath* the carpet.
- The squirrel hid the nuts *under* a pile of leaves.
- The cat is hiding *underneath* the box.

Prepositions of Location

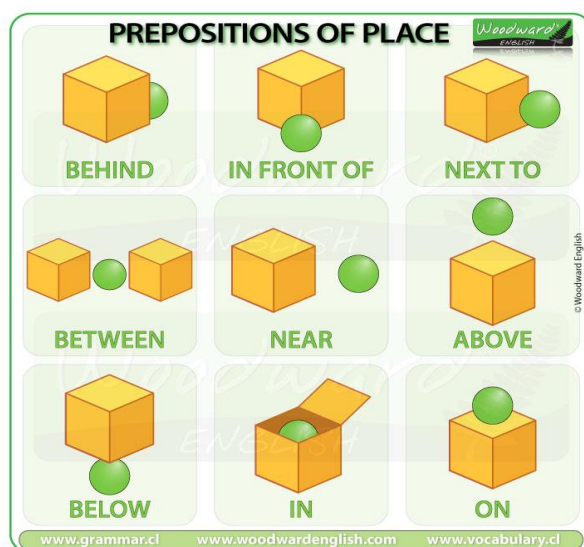
To refer to a location, use the prepositions "in" (an area or volume), "at" (a point), and "on" (a surface).








- They live in the country. (an area)
- She will find him at the library. (a point)
- There is a lot of dirt on the window. (a surface)

Prepositions of Spatial Relationships

To refer to a spatial relationship, that means 'space', we could use the prepositions "above," "across," "against," "ahead of," "along," "among," "around," "behind," "below," "beneath," "beside," "between," "from".

- The post office is across the street from the grocery store.
- We will stop at many attractions along the way.
- The kids are hiding behind the tree.
- His shirt is off.
- Walk toward the garage and then turn left.
- Place a check mark within the box.



along		Walk <i>along</i> the path.	round		Go <i>round</i> the fountain.
past		Go <i>past</i> the toilets.	from		You go <i>from</i> the ticket office ...
across over		Go <i>across</i> the bridge. Go <i>over</i> the bridge.	to		Follow the path <i>to</i> the food court.
through		Go <i>through</i> the main gate.			

into		Let's go into the house.
out of		Can you get my shoes out of the wardrobe?
onto		The cat jumped onto the table.
off		The cat jumped off the table.

Few others are:

On, behind, under, after, round, about, without, across, among, below, beside, beyond, up, to, from, opposite, over, outside, towards, within, about, along, against, above, around, beneath, between, inside, into, near, off, past, through, upon.

Some prepositions are made up of a group of words. These are called Phrase Prepositions. For e.g. Ahead of, away from, close to, in between, in front of, near to, all over, onto, out of, on top of, on board.

A phrasal verb is formed by combining a verb with a preposition.

According to, agreeable to, along with, away from, in addition to, in course of, in favor of, in honor of, in order to, in spite of, with reference to, with regard etc.

Examples:

- Every citizen should **abide by** the laws of his country.
- This lake **abounds in** fish.
- Rajeev Gandhi started his Prime Ministership with the **abundance of** goodwill of Indians.
- Why were you **absent from** class yesterday?
- When I entered the room, I found my grandfather **absorbed in** deep thought.
- The Judge **refused to** accede to the request of the accused to release him on bail.
- I regret that your proposal is **acceptable to** me.
- Gupta is well-known to politicians and has ready **access to** a number of ministers.

Special uses of prepositions:

(1) **At and In**

At is used for a point of time; or for comparatively small places.

e.g.

He came home at 5 pm.

She stays at her aunt's place at Safdarjung Enclave.

'In' is used to denote a time when something happens; or for comparatively large places.

e.g.

I was born in 1998. She lives in London.

'In', 'at', and 'on' have similar meanings, but there are conventions about their usages.

"In" is used before large places such as a country, state or city.

Examples:

In India

In Texas

In New York

"ON" is used before middle sized places such as a road, train, plane, ship etc.

Examples:

On Parliament road

On the East coast

"AT" is used to denote an exact spot.

Examples:

At the door

At 7 O'clock

"IN" is also used to denote a very small place

There are three conventional uses of these three ones in regard to time also.

- "IN" is used before the year and month.
- "ON" is used before the day and date.
- "AT" is used before actual time.

Example: That accident happened at 7.30pm on 7th March in 1989.

The correct phrasal forms to denote specific times of the day are:

Examples:

1. At dawn
2. In the morning
3. At noon
4. In the afternoon
5. At dusk
6. At night

The preposition "between" must be used when referring to two things or persons.

Examples:

1. The problem between Jack and Jill was solved by their parents.
2. This train is playing between New York and Chicago.

When more than two things or persons are involved, the correct preposition to be used is "among".

(2) On and upon

On is used to denote things that are at rest.

e.g. He put the books on the table.

Upon is used to denote things in motion.

e.g. The cat pounced upon the mouse.

(3) In and Into

In denotes a state of rest.

e.g. The students are in the class.

Into denotes a state of motion.

e.g. He dived into the swimming pool.

4) Between and Among

Between is used to refer to two persons and things.

e.g. She sat between her two best friends.

Among refers to more than two persons and things.

e.g. Please distribute the sweets among yourselves.

(5) Since and For

Since is used to refer to a point of time in the past.

e.g. She has been living here since 1930.

For is used to denote a period of time in the present, past or future.

e.g. I slept for six hours.

(6) Beside and Besides

Beside refers to the 'side of something'.

e.g. The cat sat beside the table.

Besides means, 'in addition to'.

e.g. Besides helping her, he cared for her in the hospital.

A. Choose the correct word from the options given:

a. Whenever the Sharmas visit India, they stay..... a village near Amritsar.

1. at
2. in
3. by
4. on

a. The boatman rowed.....the river.

1. along
2. across
3. through
4. by

b. The tired man leaned.....the wall.

1. on
2. against
3. to
4. in

c. He was late, so the bus left..... him.

1. in
2. without
3. off
4. on

d. Shops are generally closed.....Sundays.

1. on
2. at
3. in
4. by

e. I like to have fruits.....breakfast.

1. at
2. in
3. For
4. Beside

f. Come and sit me.

1. beside
2. at
3. by
4. along

g. The white rabbit fell..... the well.

1. on
2. into
3. for
4. at

h. I have been working here the last two years.

1. for
2. since
3. till
4. on

i. He is sitting.....the first bench.

1. in
2. on
3. to
4. for

j. The king ruled a huge kingdom.

1. in
2. over
3. for
4. at

k. This road leads Delhi.

1. to
2. from
3. into
4. on

l. This book is.....animals.

1. over
2. of
3. about
4. in

m. Take care your family.

1. of
2. for
3. in
4. with

- n. This letter isRaj.
1. over
 2. of
 3. in
 4. from
- o. There is a lot of dust floor.
1. at
 2. on
 3. in
 4. across
- p. My friend lives in a flat.....Delhi.
1. in
 2. over
 3. of
 4. between
- q. There are bookshelves..... the wall.
1. along
 2. across
 3. on
 4. through
- r. We are going.....Madhya Pradesh.
1. to
 2. over
 3. in
 4. below
- s. Distribute the sweets..... the students.
1. between
 2. among
 3. to
 4. for

B. Fill in the correct preposition:

1. Danny could not choose _____ the two video games.
- a) between
 - b) among
 - c) in
 - d) of
2. Melissa played happily _____ the eight puppies.
- a) between
 - b) with

- c) in
d) of
3. This phone is different _____ that one.
a) to
b) from
c) of
d) as
4. Look.....the blackboard.
a) with
b) at
c) of
d) before
5. Make sure you divide the chocolate bar_____four equal pieces.
a) into
b) to
c) of
d) on
6. I really think you will benefit_____ a gym course.
a) of
b) from
c) in
d) at
7. My birthday coincides_____yours.
a) with
b) at
c) along
d) amidst
8. Deepak is living_____his parents.
a) against
b) with
c) opposite
d) across
9. Are you prepared_____the exam?
a) for
b) to
c) off
d) above
10. Nicola will come home_____the hospital when he recovers.
a) from

- b) to
- c) by
- d) about

C. Exercise : Prepositions of Direction: To, On (to), In (to)

1. Anna has returned _____ her home town.
 - a) to
 - b) on
 - c) in
 - d) onto
2. The dog jumped _____ the lake.
 - a) into
 - b) on
 - c) of
 - d) to
3. Are the boys still swimming _____ the pool?
 - a) in
 - b) on
 - c) of
 - d) to
4. Thomas fell _____ the floor.
 - a) on
 - b) onto
 - c) towards
 - d) in
5. The cat is hiding _____ the table.
 - a) in
 - b) under
 - c) at
 - d) on
6. We drove _____ the river.
 - a) to
 - b) onto
 - c) in
 - d) at
7. The kids climbed _____ the monkey bars.
 - a) on
 - b) onto
 - c) to
 - d) towards

8. Draw the diagram _____ the board.
a) in
b) at
c) on
d) under
9. The baby spilled the milk _____ the floor.
a) at
b) in
c) on
d) of
10. We cried to the man on the ladder, "Hang _____!"
a) in
b) on
c) into
d) onto
11. I went _____ the gym.
a) towards
b) to
c) in
d) on
12. Matthew and Michelle moved the table _____ the dining room.
a) into
b) to
c) onto
d) on
13. Allan left your keys _____ the table.
a) in
b) to
c) on
d) towards
14. Please carry _____ with your discussion.
a) on
b) to
c) in
d) of
15. I walked for hours _____ the amusement park.
a) to
b) in
c) of
d) onto

16. Paras drove Mike _____ the airport.
a) at
b) to
c) in
d) of
17. Glenn almost fell _____ the river.
a) in
b) into
c) on
d) to
18. The waitress noticed that there was no more juice _____ Mona's glass.
a) on
b) in
c) of
d) at
19. Leo and Sarah took the bus that was going _____ the university.
a) to
b) at
c) on
d) into
20. Mary jumped _____ the stage and danced.
a) onto
b) under
c) of
d) in

Learning Outcome:

Students will be able to:

- use the targeted grammar structure appropriately and confidently in written and oral forms of communication
- find their way around the exercises given in the assignments with accuracy
- identify the exceptions to the rules and develop an ear for the correct usage of language
- feel more confident to read more complex material and participate in public speaking

TENSES (REVISION)

What is a tense?

The tense of a verb refers to the time when the action takes place.

There are 3 kinds of tenses:

1. Present Tense
2. Past Tense
3. Future Tense

Each of the three above mentioned tenses can further be divided into sub parts.

- Simple
- Continuous
- Perfect
- Perfect Continuous

PRESENT TENSE

Present Tense: It refers to actions that are happening now, at this(Present moment.)

Simple Present Tense has the same form as the root form of the verb.

- He plays with his toys.
- He does not like to study.
- She loves to read.
- Ron lives in New York.

SIMPLE PRESENT TENSE

- **The Simple Present Tense is used to:**

A) Express a habitual action, that means actions performed as a habit.

- ex. a) Jai **goes** to school daily.
b) We **take** ginger tea in the morning.

B) Express general truths:

Example:

- a) Ocean water **is** salty.
b) It **is** very cold in winters.

C) To express a fact which is true at present(right now).

Ex.

- a) Neha **looks** pretty in her new dress.
b) All the boys **play** cricket.

D) To express quotations with the verb 'say.'

Ex.

- a) The notice **says**, "No Smoking."

PRESENT CONTINUOUS TENSE

Present Continuous Tense is formed with: is/am/are+(I form of the verb + 'ing')

It is used to describe an action going on right now.

Ex.

- **Am I troubling** you?
- We **are going** to the mall.
- They **are dancing** in their room.
- **Are they singing** a French song?
- She **is playing** with a ball.

PRESENT PERFECT TENSE

Present Perfect Tense is used to express an action that was just completed.

How do you form present perfect tense?

has/have + past participle

Ex. She **has cleaned** the room thoroughly.

'cleaned' is the participle form of the verb 'clean'.

I have	We have
You have (When 'You' is singular)	You have (If 'You' is plural)
She/He/It has	They have

Note: A list of past participle forms has been shared at the end of this topic.

Present Perfect Tense is used to express

- Past action when the time is not given.
- An immediately done action.
- Past actions or events, the results of which still persist.

Examples:

- My sister has baked a big cake.
- You have grown since the last time I saw you.
- I have seen that movie.
- We have not received any mail.
- They have not gone to the shopping center.
- Have they played the piano? No, they have not.

PRESENT PERFECT CONTINUOUS TENSE

- **Present Perfect Continuous Tense:** is used to indicate that the action which began at some time in the past is continuing right up to the present.
It is formed by has/have+been+(verb+ing)

Ex. They **have been singing** Christmas carols.

The Present Perfect Continuous Tense is used to:

- ❖ Express an action which began sometime in the past and is still continuing.

Ex. He **has been waiting** for you for over an hour.

More examples:

- I have been writing articles on different topics since morning.
- He has been reading the book for two hours.
- They have been playing football for an hour.
- She has been finding the dress since morning.
- He has been studying in the library for three hours.
- We have been shopping at this fair for two hours.

SIMPLE PAST TENSE

Simple Past Tense:

Used to express an action that was completed in the past at a definite time.(by adding 'ed' to the Perfect Form.)

Ex.

- She **wrote** with a pen.
- They **had** lunch with Mrs Singh yesterday.
- She **loved** her dog very much.
- I **went** to school last week.
- Both brothers **came** to the party.

Verb	Simple Past Form of the verb
write	wrote
have	had
love	loved
go	went
come	came

Note: A list of past forms of various verbs has been attached at the end of this topic.

PAST CONTINUOUS TENSE

Past Continuous Tense is used to describe an action that was going on in the past when something else happened.

It is formed by was/were+ (1st form of the verb +ing)

Uses:

- ❖ To express an often repeated past action.

Ex. He **was always coming** late in the office.

- ❖ It is used in descriptions such as:

Ex. It **was raining** heavily and children **were playing** in the rain.

- ❖ It is used for unfulfilled plans with verbs like hope, plan etc.

Ex. She **was hoping** for her brother's arrival.

More examples:

- She **was not playing** when I reached home.
- They **were studying** at the time the guests arrived.
- The sun **was shining** every day that summer.
- As he spoke, the children **were laughing** at the monkeys outside.
- The audience **was clapping** until he fell off the stage.
- I **was making** dinner when she arrived.

PAST PERFECT TENSE

Past Perfect Tense is formed with had +past participle.

Ex. She **had done** her homework before stepping outside.

'Done' is the past participle of the verb 'do'.

This Tense is used to express:

- An action completed before a certain period in the past.

Ex. At 12:30 p.m. she **had come** from her office.

- An action in the past, completed before another action in the past.

Ex. He **had booked** a new dress before he left the shop.

More examples:

- He **had met** him before the party.
- The plane **had left** by the time I got to the airport.
- I **had sent** the email before leaving office
- Kate **had gone** to the supermarket when her parents came.
- He **had booked** the tickets before leaving for work.

PAST PERFECT CONTINUOUS TENSE

Past Perfect Continuous Tense: is formed with had been +(1st form of verb +ing)

Ex.

- He **had been writing** for two hours when she came.

- He **had been drinking milk** out the carton when Mom walked into the kitchen.
- I **had been working** at the company for five years when I got the promotion.
- Martha **had been walking** three miles a day before she broke her leg.
- The program **had been working** well before it crashed.

FUTURE TENSE

Simple Future Tense: is used to express a planned future action. It is used to express an event that is yet to take place with or without a time expression, as ,will/shall +I form of the verb.

Ex.

- We will cross the jungle without fear.
- I will write articles on different topics.
- Robert will read various kinds of books in the university.
- They will play football at his new school.
- Bob will go to the library tomorrow.
- We will go shopping next Monday.

FUTURE CONTINUOUS TENSE

Future Continuous Tense is formed as will/shall be +(I form of the verb+ 'ing')

Ex. She **will be** knitting a new pullover.

I **shall not** be participating this year.

Future Perfect Tense: is formed as will/shall have +III form of the verb.Ex. I/We **shall have** cleaned our room.

Future Perfect Continuous Tense: is formed as will/shall have been + (I form of the verb).Ex. I/We shall have been watering the plants.

This Tense expresses action as being in progress over a period of time that will end in future.

Verb	Simple Past	Past Participle
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
burn	burnt	burnt
buy	bought	bought

catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

A. Complete the sentences with the correct tense of the given verbs.

- John _____ to the park yesterday.
 - will go
 - went
 - go
 - was going
- Seema _____ going to Manali tomorrow.
 - is
 - was
 - has been
 - will
- My friend _____ the piano everyday.
 - played
 - plays
 - playing
 - had played
- They _____ a documentary when it started to rain.
 - watched
 - will watch
 - were watching
 - have been watching
- Tanya _____ her arm a month ago.
 - break
 - has broken
 - broke
 - was breaking
- He _____ ill for the past three weeks.
 - will be
 - has been
 - was
 - is

7. Paul _____ for the railway station.
- has left
 - leaves
 - had left
 - was leaving
8. Our uncle's parrot _____ with all us all the time.
- is playing
 - plays
 - played
 - has played
9. They _____ out when I dropped in at their place.
- will go
 - have gone
 - go
 - had gone
10. Be quiet. The puppy _____.
- is sleeping
 - had slept
 - had been sleeping
 - was sleeping

B. Fill in the blanks with the most appropriate option.

1. The earth _____ here for billions of years.
- was
 - has been
 - had been
 - is
2. We _____ cards for the last few hours.
- played
 - has been playing
 - play
 - will play
3. We _____ problems with our new car recently.
- have
 - have had
 - have been having
 - will have
4. He just _____ his homework.
- finish

- b. finished
- c. has finished
- d. will finish

5. Cuba _____ a socialist country since 1959.

- a. has been
- b. had been
- c. will be
- d. was

6. I _____ care of my neighbour's cats while they are away.

- a. take
- b. took
- c. had taken
- d. am taking

7. I _____ to the mall tonight.

- a. have gone
- b. go
- c. am going
- d. went

8. We _____ lasagna here last Friday.

- a. eats
- b. have eaten
- c. was eating
- d. ate

9. John and Mary _____ with each other since the day they got married.

- a. quarrel
- b. quarrelled
- c. have been quarrelling
- d. will quarrel

10. It _____ hard since last night.

- a. had rained
- b. rains
- c. has been raining
- d. will rain

C. Fill in the correct option:

1. I _____ my homework yet.

- a) have finish
- b) has finished
- c) did finished
- d) haven't finished

2. My father is on the way. He _____ home yet.
a) haven't arrived
b) hasn't arrived
c) didn't arrived
d) arrived
3. I am not hungry. I have _____ eaten.
a) yet
b) now
c) just
d) ever
4. I have never _____ to Paris.
a) been
b) went
c) go
d) was
5. _____ you ever been to New York?
a) Are
b) Were
c) Do
d) Have
6. I am still working. I haven't finished my work _____.
a) already
b) yet
c) still
d) never
7. I am looking for my pen. I _____ it.
a) have lost
b) lost
c) did lost
d) was lost
8. During the two years David _____ ten different jobs.
a) has has
b) has had
c) have had
d) have has
9. I _____ a teacher since 2002.
a) was
b) has been
c) have been
d) had been

10. My friend _____ my new dress yet.

- a) haven't seen
- b) didn't see
- c) hasn't see
- d) hasn't seen

D. Fill in the blanks with the past participle:

1. Suddenly he remembered where he _____ the treasure.

- a) had hid
- b) was hiding
- c) had hidden
- d) hid

2. My test results were not as good as I _____ .

- a) had expected
- b) was expecting
- c) expected
- d) expect

3. He collected money for those who _____ their homes.

- a) were losing
- b) lost
- c) had lost
- d) lose

4. It was 11a.m. and she still _____ out of bed.

- a) didn't get
- b) hadn't got
- c) hadn't gotten
- d) gotten

5. The road was blocked by a tree which _____ in the storm.

- a) fell
- b) has fallen
- c) had fallen
- d) was falling

6. I _____ my home-work before the guests came.

- a) did
- b) had done
- c) have done
- d) done

E. Fill in the blanks with the present perfect continuous tense:

1. She _____ on the phone for over an hour.

- a) was chatting

- b) is chatting
c) has been chatting
2. Who _____ in my chair?
a) has been sitting
b) was sitting
c) sat
3. We _____ 'Oliver Twist' in school.
a) have been reading
b) were reading
c) had been reading
4. I _____ whether to start revising yet.
a) am wondering
b) had been wondering
c) have been wondering
5. I _____ in the hospital for three years.
a) work
b) have been working
c) am working
6. I _____ to do this puzzle for the last three hours.
a) have been trying
b) am trying
c) had been trying

F. Fill in the blanks with the past perfect continuous tense:

1. Cathy _____ the piano when Anna rang the doorbell.
a) plays
b) played
c) has been playing
d) had been playing
2. Martha _____ three miles a day before she broke her leg.
a) walked
b) has been walking
c) had been walking
d) was walking
3. Rohan _____ the movie when Peter called.
a) watches
b) have watched
c) had been watching
d) was watching

4. He _____ in the States for fifteen years but he still does not have command over the English language.
- a) have been living
 - b) has been living
 - c) have lived
 - d) had been living
5. He _____ less than an hour when he ran out of petrol.
- a) was driving
 - b) had been driving
 - c) has been driving
 - d) have been driving
6. They were very tired in the evening because they _____ on the farm all day.
- a) have been helping
 - b) has been helping
 - c) had been helping
 - d) helped
7. They _____ all day so their legs were sore in the evening.
- a) were cycling
 - b) have been cycling
 - c) had been cycling
 - d) cycled

G. Change the tense of the verbs, as directed:

- i. My brother _____ the day in the races today (simple past).
- a) spend
 - b) spent
 - c) spending
 - d) was spending
- ii. I _____ my two ten-rupee notes (present perfect).
- a) lose
 - b) has lost
 - c) have lost
 - d) lost
- iii. The patient _____ before the doctor came.(past perfect).
- a) die
 - b) died
 - c) had died
 - d) has died
- iv. He _____ never a lion before.(past perfect).
- a) see
 - b) has seen
 - c) was seeing
 - d) had seen

- v. We _____ this sum for an hour(past perfect continuous).
- solve
 - had been solving
 - have solved
 - have been solving
- vi. I posted the letter after I _____ it (past perfect).
- wrote
 - had written
 - was written
 - writing
- vii. The play _____ when I reached the hall(past perfect).
- began
 - begun
 - had begun
 - was beginning
- viii. He _____ for two hours (past perfect continuous).
- had studied
 - studied
 - had been studying
 - was studying

Learning Outcome:

Students will be able to:

- understand several situations in which different kinds of tenses need to be used.
distinguish between perfect tense and other forms of tenses

Jumbled sentences

Look at the words and phrases given below. Rearrange them to form meaningful sentences:

- her children's safety / mother / every / about / worries
 - Mother worries about every her children's safety
 - Every mother worries about her children's safety
 - Her children's safety every mother worries about
 - Worries every mother about her children's safety
- as / a / picture / she was / as pretty
 - She was as pretty as a picture
 - As pretty as a picture she was
 - As pretty she was as a picture
 - She was as a picture as pretty

3. no/rain/was/year/one/there/for
- For one year there was no rain
 - No rain there was for one year
 - There was no rain for one year
 - no rain was there for one year

4. the/milk/sat/cat/drunk/on/table
- The cat sat drank milk table on.
 - The cat sat on the table and drank milk.
 - The cat drank milk on the table and sat.
 - The cat on the table and drank milk sat.

Integrated Grammar Practice

1. The following passage has not been edited. There is a word missing in each line. Mark the place where you think it is missing with a / and write the correct word in the space provided.

In the evening a change came grandmother. a) _____

She did not pray. She collected the women the b) _____

neighbourhood, got old drum and started to sing. c) _____

For several hours she thumped sagging d) _____

skins of the drums and sang the homecoming e) _____

of the warriors. We had persuade her f) _____

to stop overstraining. That the first time g) _____

since I had known her she did not pray. h) _____

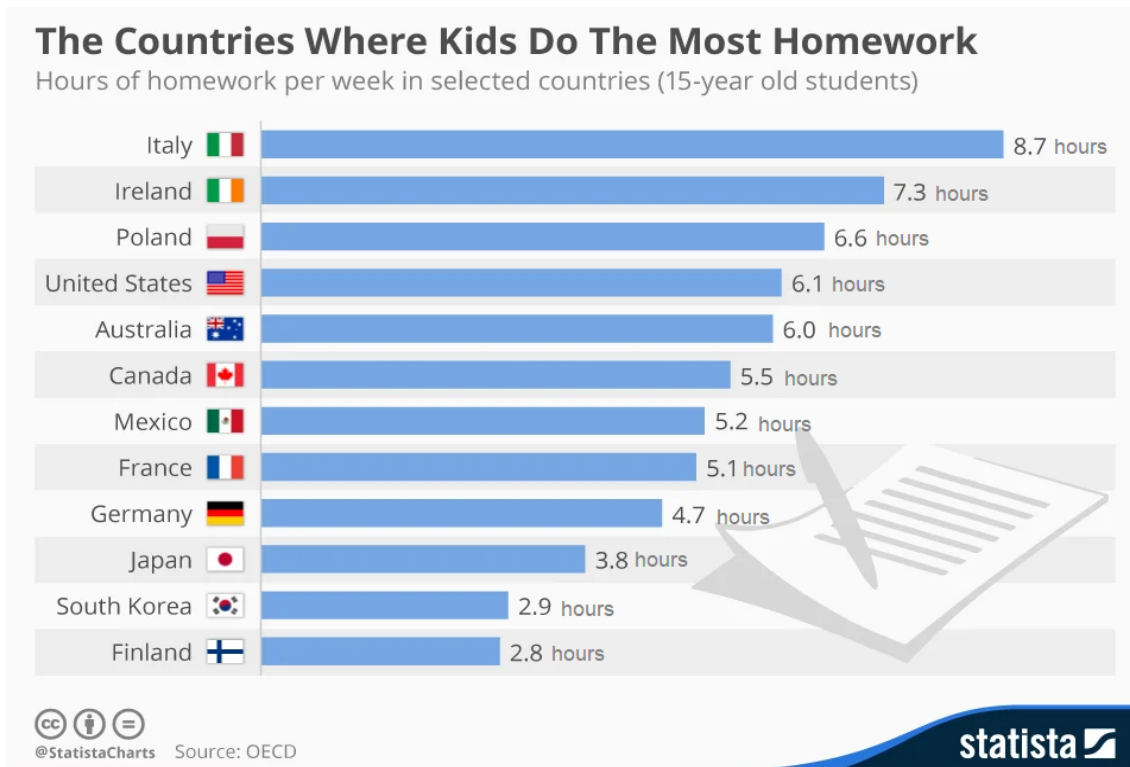
The next morning she taken ill. i) _____

- over, on, at
- from, of, about
- a, an, the
- that, the, over
- of, about, on
- to, been, on
- is, only, was
- since, for, that
- had, was, is

July

Reading: Comprehension**Writing: Formal Letter (Letter to the Editor)****Grammar: Conjunctions, Reported Speech, Adverbs****Read the following passage and answer the questions that follow:**

1. While an entire month free of homework or tests may sound too good to be true, that is precisely what the students at Sturenskolan School in Boden, Sweden were treated to in April. If the results of the experiment prove encouraging, starting 2019, the middle schoolers will never have to worry about after-school work or tests, aside from the national examinations, which are mandatory for students across the country. The school's principal, Petronella Sirkka, who came up with the idea, told Swedish national public broadcaster SVT, "We are constantly receiving new reports that our children feel anxious because they have a very high-stress level all the time. This is our way of trying to reduce that stress."
2. In the past students were expected to memorise facts, learning today should be focused on reflection and analysis because it is harder for children, especially those with little support at home, to comprehend the study material by themselves. Hence, it is only fair to grade them based on their classwork.
3. Sirkka is not the only one who believes after-school work does not help students learn. In March 2018, the principal at École Elizabeth Ballantyne, an elementary school in Montreal, Canada, also decided to do away with homework. They hope parents will spend the extra time reading to their kids.
4. The debate over how much, if any, homework kids should be given is not new. In their 2006 book 'The Case Against Homework', authors Sara Bennett and Nancy Kalish argue that while there is no proof of the benefits of homework, there is plenty of evidence of its adverse effects. A 2014 Stanford University study conducted on 4,000 students revealed that the daily stress of after-school work not only leads to decreased interaction with friends and family but also results in sleeping disorders and physical ailments such as headaches.
5. While the long-term impact of the recent decisions made by the two educators remains to be seen, the experiment has already proved successful in a few countries. Finland has done away with homework, grades, and even teaching by subjects for many years. Yet, Finnish students always rank high in the PISA (Programme for International Student Assessment) tests, especially in Math and Science! Hopefully, it will only be a matter of time before US educators follow their lead and ban after-school work as well.



Based on your understanding of the above passage, answer the following questions.

1. At Sturenskolan School in Boden, Sweden, students_____.
 - a. had to do homework for a month only.
 - b. did not have to do any homework for a month.
 - c. were asked if they wished to submit homework.
 - d. do not need to worry about homework ever.
2. Who is the principal of Sturenskolan School?
 - a. Petronella Sirkka
 - b. Petronella Sibla
 - c. Petrolla Sirkka
 - d. Pitruca Sirkka
3. Completely eliminating homework and tests will benefit_____.
 - a. students with no support at home
 - b. economically weaker students
 - c. both teachers and students
 - d. teachers
4. Which of the following statements is true?
 - a. There is no proof of the benefits of homework
 - b. Finnish students spend the least amount of time on homework
 - c. Finnish students always rank high in the PISA
 - d. Italian students do not get any homework

5. Which of the following is not an adverse effect of doing homework?
- headaches
 - stress
 - sleeping disorders
 - obesity
6. In which of the following countries do students spend the most amount of time doing homework?
- South Korea
 - Finland
 - Canada
 - Ireland
7. Who among the following is not mentioned in the above passage?
- The principal at École Elizabeth Ballantyne
 - The principal of Sturenskolan School
 - Sarah Beckham
 - Nancy Kalish
8. In which countries do students spend more than 5.5 hours on homework?
- Poland and Italy
 - South Korea and Japan
 - Japan and Finland
 - France and Germany
9. Which word in paragraph 1 means the opposite of 'optional'.
- encouraging
 - mandatory
 - precisely
 - experiment
10. Which word in paragraph 2 means 'to understand'.
- memorise
 - comprehend
 - reflection
 - watch

Read the given poem and answer the questions that follow.

Do you ask what the birds say?

The sparrow, the dove

The linnet, and thrush say

'I love' and 'I love'.
 In the winter they're silent
 The wind is so strong;
 What it says, I don't know,
 But it sings a loud song.
 But green leaves and blossoms,
 And sunny warm weather;
 And singing, and living,
 All come back together.
 The lark is so brimful,
 Of gladness and love
 The green fields below him,
 The blue sky above
 That he sings, and he sings,
 And forever sings he:
 'I love my love,
 And my love loves me.'

lark : a small songbird

thrush: a bird

linnet: a brown and grey bird

- (a) The birds are silent during the
 (i) summer (ii) winter (iii) spring (iv) autumn
- (b) Which of the following birds are so brimful of happiness and love?
 (i) sparrows (ii) doves (iii) larks (iv) linnets
- (c) Which of the following birds are not mentioned in the poem?
 (i) dove (ii) sparrow (iii) thrush (iv) nightingale
- (d) During which season is the wind strong?
 (i) summer (ii) winter (iii) autumn (iv) spring
- (e) Birds love singing when the weather is.....
 (i) warm and sunny (ii) cold and dark (iii) windy (iv) humid
- (f) Who sings "I love my love, And my love loves me."
 (i) the poet (ii) the lark (iii) the nightingale (iv) doves

Section-B**Formal letter**

Writing a letter to the editor is absolutely the best way to express your opinion publicly. In many situations, you feel like raising your voice on a particular issue or matter and it is possible through letter. You can confidently voice out your opinion in front of the readers through print media including newspaper, magazines and journals. In newspapers and magazines, letter to editor column is provided where readers can give their views and opinions freely and can also give necessary suggestions. It is a true fact that every day thousands of people provide their opinions and views in newspapers and magazines and only few opinions are considered. Hence, it is highly important to take care of certain things while writing letter to the editor.

The points discussed below will help you draft your letters:

1. **Meaningful:** The letter should be meaningful. The content of the letter should revolve around the main issue only.
2. **Word Limit:** While writing a letter to the editor, a person should take care of the word limit.
3. **Usage of correct words:** It is important to raise your voice in the correct tone. Thus, it is important to use respectful words while writing a letter to the editor.
4. **Clear and concise:** The letter should be short and simple.

Format:

Sender's address-written at the top left corner of the page. Name is not put over it.

Date can be written in full i.e. 17th April 2018

Receiver's designation- The Editor

Receiver's address-

The Times of India

Bahadur Shah Zafar Marg

New Delhi

Salutation-Dear Sir/Ma'am

Subject- (always remember to underline)

Introduction-short paragraph with appropriate opening sentence/ mention in what regard you are writing the letter

Body- three to four paragraphs relevant to the topic/state the problem or suggestion/ specify actions you want to suggest to the general public

Conclusion-formal closure

Subscription - Yours sincerely

Sender's Signature

Sender's name (within brackets)

Sender's designation (for example: Student, ABC School)

NOTE: Always remember to leave a line after every part of the format.

Example-Write a letter to the Editor of a newspaper against the use of unfair means(cheating) by students in examinations. Your name is Paras Walia and you live at 17, Model Town, New Delhi.

17, Model Town
New Delhi-110009

August 25, 2019

The Editor

The Hindustan Times

Bahadur Shah Zafar Marg

New Delhi-110001

Dear Sir/ Ma'am

Subject: Use of unfair means by students in examinations

I seek to express my views on the use of unfair means by students in examinations. I shall feel highly obliged if you publish my views on the subject in your esteemed newspaper.

The use of unfair means by students has become very common. But the menace has assumed dangerous proportions now. Copying in examinations goes on unchecked. No wonder, here and there, some invigilators are found helping the examiners in the use of unfair means. The evil has become deep-rooted.

The system of examination needs complete overhauling. In fact, examinations have become a farce. They have lost their meaning. Among the reform in the examination system, introduction of internal assessment, setting of objective type questions and delinting of degrees can be suggested. The purpose of holding examinations is to test the

ability of the students. Any system of examinations that does not serve this end is purposeless. The sooner it is abolished the better it will be.

I hope these views of mine will go a long way in making examinations meaningful.

Thanking you
Yours sincerely



(Paras Walia)
Student, ABC School

Questions:

1. Write letter to the editor of the Times of India expressing your views on the importance of saving water as you have seen people wasting and polluting water carelessly. (120-150 words)

(Value Points: water is the source of life; a valuable resource; leakage from taps; wasted and polluted on festivals like Holi; rivers are polluted; use bucket for watering plants and bathing; close tap while brushing; prevent clogging of Water pipes, recycle water; rainwater harvesting; river cleaning drives)

2. Write a letter to the editor of The Hindustan Times newspaper about the harmful effects of excessive use of cell phones for games and social media by children. (120-150 words)

(Value points: neck pain and headaches, eye strain, bad posture, obesity, behavioral problems, less time for play and loss of social skills, sleep problems, poor academic performance)

GRAMMAR

Conjunctions

A glue is what we need to connect ideas and convey them using fewer words. Words that act as glue to join ideas are known as conjunctions.



A **conjunction** is a word which is used to join words or sentences together.

Some of the most commonly used conjunctions are: *and, but, or, else, so, therefore, though, however, otherwise, yet, because, since, that, etc.*

Examples:

1. My brother **and** I played Cricket in the evening.
2. He was liked **because** he was courteous.

In sentence 1, **my brother** and I, are joined by the conjunction **and**.

In sentence 2, **because** gives a reason why he was liked.

Conjunctions are used to make longer sentences short and make reading easier.

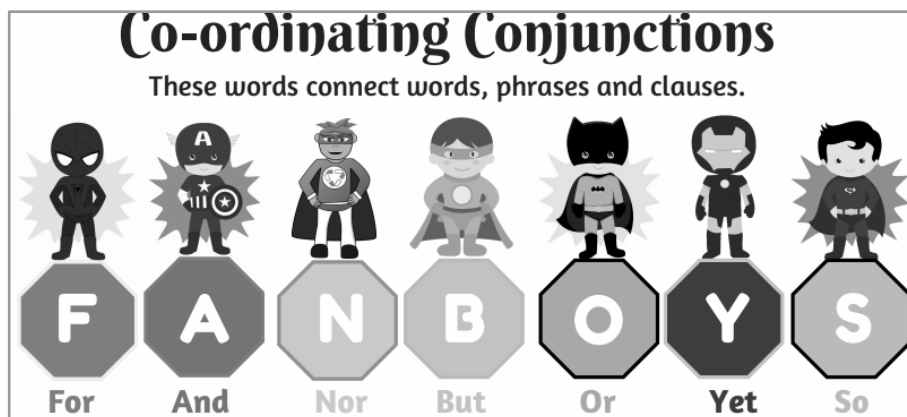
- ❖ **Either** it may rain **or** the winds will blow.
- ❖ He is **neither** a good speaker **nor** a good writer.
- ❖ Trees **not only** give fruits **but also** provide shade in summer.
- ❖ **Though** he worked hard **yet** he failed.
- ❖ **No sooner** did he see the policemen **than** he ran away.

KINDS OF CONJUNCTIONS

Conjunctions are of three kinds.

1. **Coordinating Conjunctions** are used to join words/statements that are equal in importance.

The words *for, and, nor, but, or, yet* and *so* (**FANBOYS**) are coordinating conjunctions.



Examples:

- You can eat your cake with a spoon or fork.
- My dog enjoys bathing but hates getting his nails trimmed.
- Bill refuses to eat peas, nor will he touch carrots.
- I hate to waste gas, for it is very expensive these days.
- Thomas will be late to work, for he has a dental appointment
- Jennifer does not like to swim, nor does she enjoy cycling.
- Jackson wanted to eat another piece of cake, but he was on a diet.
- He is my worst enemy, yet I admire his wisdom.

2. **Subordinating conjunction** helps to join two statements, one of which is dependent on the other and adds meaning to it. This means that one of the two statements does not make sense on its own. So, it requires the other statement to make it meaningful. To join those two statements, we require a subordinating conjunction.

For example:

The rains.

The farmer sows his seeds.

Between these two statements, statement A 'the rains' does not make any sense. However, if we join the two using the conjunction 'after' or 'before', it will make sense.

After the rains, the farmer sows the seeds.

Before the rains, the farmer sows the seeds.

The words *after, although, because, before, if, since, than, that, though, till, until, when, where, and whether* are subordinating conjunctions.

Examples:

- Pete didn't go to work yesterday **because** he was ill.
- **As** he was feeling unwell, Pete didn't go to work yesterday.
- I'll lend you a map **so that** you can find the place more easily.
- I'll wait **until** you arrive.
- Did he say anything **before** he left?
- The baby cries **whenever** he is tired.
- **If** he doesn't change his attitude, he'll lose his job.

3. **Correlative conjunction** appears as pairs. They join two sentences that are equal in importance.

The words *neither-nor, either-or, not only - but also, such-as, so-that, so-as, whether-or* are correlative conjunctions.

Examples:

- Gagan Narang is **so** sharp **that** no one can beat him in shooting.
- She was **neither** sad **nor** happy to hear the news.
- She is **both** intelligent **and** beautiful.
- I will **either** go for a hike **or** stay home and watch TV.
- Jerry is **neither** rich **nor** famous.
- He is **not only** intelligent, **but also** very funny.
- Would you **rather** go shopping **or** spend the day at the beach?

TIME LINKERS

Conjunction	Usage	Example
When	At the time	When you are ready we will begin.
Before	At an earlier time than	The train had already left before we got to the station.
Until/till	During the time before	Don't stop trying until you have tried every possibility.
After	At a later time than	The Geography teacher can in after she had finished lunch.
As	Like when or while/ like because	The bell rang just as the teacher started the dictation. We decided to go home as it was getting dark.
Since	From that time	I had been in India since the rainy season started
While	During the time	Anjali arrived while my mother was preparing the meal.
If	A possibility, depending on certain conditions	You can stay at my house if you can't find a hotel room.
	Relationship between two pieces of information	I didn't go because it was raining.
because		
Although/ even though	Contrast between two items	My sister wore my shoes although

		they were too small for her.
Unless	Something is impossible	I can't send him the file unless you
	without something else	give me his email address.
So	So expresses a consequence.	The train was late so I had plenty of
		time to get a newspaper.

A. Choose the correct option to complete the text:

- I like listening to music _____ I am revising.
 - after
 - because
 - when
 - before
- Ram loves cake _____ Shyam loves doughnuts.
 - so
 - whereas
 - if
 - because
- Sagar had been waiting at the bus stop _____ half past one.
 - for
 - since
 - so
 - because
- The two girls talked _____ almost two hours.
 - for
 - as
 - while
 - about
- _____ my exams, I will join swimming classes.
 - while
 - as
 - after
 - so
- _____ I was born, my parents lived in Dehradun.
 - while
 - as
 - after

d) before

7. _____ he worked hard, he didn't get selected in the team.

- a) when
- b) because
- c) although
- d) and

8. _____ it has snowed all night, we can't go trekking this morning.

- a) because
- b) despite
- c) since
- d) so

9. I called her several times _____ she didn't pick my call.

- a) although
- b) unless
- c) but
- d) so

10. Sunny won't go to sleep _____ 9 pm.

- a) so
- b) before
- c) yet
- d) while

B. Choose the most suitable conjunction.

1. Some apples are red _____ others are green.

- a) while
- b) if
- c) as well as
- d) so

2. Surfing is fun _____ it can be dangerous.

- a) but
- b) and
- c) as well as
- d) so

3. The ship could not move _____ there was no wind.

- a) so
- b) that
- c) if
- d) as

4. She could not keep her eyes open_____she was very sleepy.
a) because
b) if
c) as well as
d) that
5. Practise regularly_____ you want to win the match.
a) if
b) so that
c) when
d) while
6. She can sing_____ dance.
a) and
b) as well as
c) that
d) if
7. The boy_____lives next door is very naughty.
a) while
b) who
c) so
d) as
8. This is the village_____I lived.
a) that
b) as
c) where
d) though
9. It was raining_____ I didn't get wet.
a) while
b) but
c) since
d) when
10. He is very happy_____he got his dream job.
a) when
b) since
c) if
d) as

C. Choose the appropriate conjunction.

1. I was ill I didn't go to work.
A. so

- B. because
- C. as

2. Would you like a glass of milk.....juice?

- A. or
- B. nor
- C. but

3.there are no workers in the shop, I have to work all day.

- A. as
- B. as well as
- C. nor

4.my father nor my mother likes to watch movies.

- A. neither
- B. nor
- C. or

5. I am very tired I have been working all day.

- A. so
- B. because
- C. therefore

6. She not only gave us a fine dinner drove us back home.

- A. if
- B. but also
- C. because

7. It was cold.....we went out.

- A. but
- B. if
- C. because

8. I am either going to Canada.....Australia.

- A. nor
- B. or
- C. because

9. Schools will reopenthe pandemic is over.

- A. and

- B. when
- C. while

10. I listen to music.....I am sad.

- A. when
- B. where
- C. that

Learning Outcome:

Students will be able to:

- develop the skill of joining sentences with appropriate conjunctions.
- mix, mould, unite or shorten sentences.
- hone their writing skills

Direct and Reported Speech

Direct Speech: Showing a person's exact words with quotation marks (" ") is called Direct Speech.

Reported Speech: When you are reporting what somebody said, you do not give their exact words with quotation marks. Instead you use a saying or telling verb followed by that. Reporting people's speech in this way is called Reported Speech.

Example:

Direct Speech- Mira said, "I want a new dress."

Reported Speech- Mira said that she wanted a new dress.

Direct Speech- Dad said, "We'll have to hire a taxi."

Reported Speech- Dad said that they'd have to hire a taxi.

In the above sentences, 'said' is the reporting verb because it helps you report something.

Points to remember when changing from Direct to Indirect Speech:

- The pronouns sometimes change:
 - I changes to he/she
 - You changes to he/she/I/me
 - We changes to they
- The verb tense changes:
 - Simple present changes to simple past
 - Simple past to past perfect
 - Present continuous to past continuous
 - Present perfect to past perfect

NOTE: Past Perfect Tense and Past Perfect Continuous Tense do not change in reported speech.

- All present tense forms of the verb in direct speech are changed into past forms in indirect speech, except Past Perfect Tense and Past Perfect Continuous Tense.

Direct Speech	Reported Speech
<u>Simple Present</u> I said, "I am very happy."	<u>Simple Past</u> I said that I was very happy.
<u>Simple Past</u> Ram said, "You gave me fright."	<u>Past Perfect</u> Ram said that he had been given fright.
<u>Present Continuous</u> "You are singing well," said Suman.	<u>Past Continuous</u> Suman said that I was singing very well.
<u>Past Continuous</u> They said, "The children were playing when we returned."	<u>Past Perfect Continuous</u> They said that the children had been playing when they returned.
<u>Past Perfect</u> He said, "The play had started when I reached."	<u>Past Perfect</u> NO CHANGE He said that the play had started when he reached.
<u>Past Perfect Continuous</u> He said, "I had been working at the company for five years when I got the promotion."	<u>Past Perfect Continuous</u> NO CHANGE He said that he had been working at the company for five years when he got the promotion."

Direct Speech	Reported Speech
Is, am ,are	was,were
has,have	had
can	could

shall	should
will	would
must	had to
may	might

- When we change direct speech to indirect, expressions of time and place indicating nearness are changed into ones denoting distance.

	Direct Speech	Reported Speech
Adverbs of time	Now ago today tomorrow yesterday last year next Monday	then before that day the next day/ the following day the previous day/ the day before the previous year/ the year before the following Monday
Adverbs of place	Here Herein	there therein
Demonstratives	This These	that those

- If the reported speech expresses a universal truth or reports a statement that is still true now, the tense of the verb remains unchanged.

Direct: The teacher said, "Honesty is the best policy."

Indirect: The teacher said that honesty is the best policy.

Direct: He said, "The earth moves round the sun."

Indirect: He said that the earth moves round the sun.

- If the reporting verb is in present or future tense, such as 'says' or 'will say', the tense of the sentence will remain unchanged in reported speech. However, other changes such as change in pronouns, removing quotation marks etc will take place.

Direct: He says, "I fly the plane using the autopilot."

Reported: He says that he flies the plane using the autopilot.

- Questions in Reported Speech**

The Question mark which is used in Direct Speech is not used in Reported Speech.

Example:

Direct-He said to me, "When will you come back?"

Reported-He asked me when I would come back.

• Advices, Commands & Requests

For advice, commands and requests, the introductory verb is changed to advise, beg, threaten, warn, implore, order and command.

To report orders, requests and suggestions, we normally use a reporting verb like tell with (object) + to base form of verb.

E.g.: Direct- The policeman said to him, "**Stop** right here!"

Reported- The policeman ordered him **to stop** right there.

Direct: The teacher said to Saurab, "You should **study** for the exam."

Reported: The teacher advised Saurab **to study** for the exam.

Exclamatory sentences

A sentence that expresses command, a request or a suggestion is called an exclamatory sentence.

For wishes or exclamation the introductory verb is changed to cry, pray, exclaim, declare etc.

E.g. Direct-"What a horrible movie it is!" he said.

Reported: He exclaimed that it was a horrible movie.

Note-In a reported question, the subject comes before the verb, not after it. You do not use the helping verb 'do' to form reported questions.

The subject is the noun/pronoun that is doing the action or being something.

For example:

Ben said, "What time does the bus come?"

Ben asked what time the bus came.

In questions that can be answered with a 'yes' or 'no', the word '**if**' is added.

Joey said to me, "Do you want sandwiches?"

Joey asked me if I wanted sandwiches.

Q1. Change the following sentences from Direct to Indirect Speech. Choose the correct option:

1. He said, "I like this song."

- He says that he likes this song.
- He said that he liked that song.
- He said that he likes that song
- He said he likes this song.

2. "I don't speak Italian," she said.
- a) She said she didn't speak Italian.
 - b) She said that she did not speak Italian.
 - c) She says that she does not speak Italian.
 - d) She says she did not speak Italian.
3. "They are watching a movie." mother said.
- a) Mother said that they were watching a movie.
 - b) Mother said that they are watching a movie.
 - c) Mother said they were watching a movie.
 - d) Mother says that they are watching a movie.
4. "He was shouting at his little brother," he said.
- a) He said he shouted at his little brother.
 - b) He said that he had been shouting at his little brother.
 - c) He said he was shouting at his little brother.
 - d) He says he shouted at his little brother.
5. "The film began at seven o'clock," he said.
- a) He said that the film begins at seven o'clock
 - b) He said the film began at seven o'clock.
 - c) He said that the film began.
 - d) He said that the film had begun at seven o'clock.
6. June said, "I will help you."
- a) June said that she would help me.
 - b) June said that she will help you.
 - c) June said that she will help me.
 - d) June said that she shall help me.
7. She said, "We went out yesterday."
- a) She said they went out yesterday
 - b) She said that they had gone out yesterday.
 - c) She said that they had gone out the previous day.
 - d) She said they went out the day before.
8. Robin said, "I am going to Agra tomorrow."
- a) Robin said he was going to Agra tomorrow.
 - b) Robin said that he was going to Agra the next day.
 - c) Robin said that he would go to Agra the following day.
 - d) Robin says he was going to Agra the next day.

Q2 Change the following sentences from Direct to Indirect Speech. Choose the correct option:

1. "I will call you".
I told her that I _____ her.

- a) will call
- b) would call
- c) would have called
- d) shall be calling

2. "I will be studying in the evening".

I told him that I _____ in the evening.

- a) will be studying
- b) would be studying
- c) will study
- d) was going to study

3. "I am happy".

She told me that she _____ happy.

- a) has been
- b) is
- c) was
- d) had been

4. Tariq said, "Hurrah! I have won the match!"

Tariq exclaimed with joy that _____ the match.

- a) he had won
- b) he has won
- c) he won
- d) he win

5. Sajid said, "I had come to party"

Sajid said that _____ come to the party.

- a) he had been
- b) he is
- c) he has been
- d) he was

6. He said, "I shall get up early in the morning".

He said that _____ get up early in the morning.

- a) he would
- b) he will
- c) he shall
- d) he is going to

7. He said to his friend, "Please wait for me".

He _____ his friend to wait for him.

- a) asked
- b) requested
- c) pleased
- d) pleaded

8. He said, "Let us wait for the award."

He proposed that _____ wait for the award.

- a) they should
- b) they must
- c) they ought to
- d) we should

Q3. Change the sentences given below into indirect speech:

1. The father said to his son, "Health is wealth"
 - a) The father told his son that health was wealth.
 - b) The father told his son that health is wealth.
 - c) The father asked his son if health was wealth.
 - d) The father told his son that health will be wealth.
2. She said to me, "I can't help you in this matter."
 - a) She said that she could not help me in that matter.
 - b) She told me that she could not help in this matter.
 - c) She said that she could not help me.
 - d) She said that she can't help me in that matter.
3. Mary said, "I'll go to the library tomorrow."
 - a) Mary said that I'll go to the library tomorrow.
 - b) Mary said that she would go to the library tomorrow.
 - c) Mary said that she would go to the library the next day.
 - d) Mary told me that she will go to the library the next day.
4. I said to her, "Will you dine with me tonight?"
 - a) I asked her if she would dine with me that night.
 - b) I told her that she would dine with me tonight.
 - c) I asked her if she will dine with me that night.
 - d) I said to her will she dine with me tonight.
5. She says, "I do my work regularly."
 - a) She said that she did her work regularly.
 - b) She told that she worked regularly
 - c) She says that she does her work regularly.
 - d) She says that she did her work regularly.

Q4- Change the following sentences from direct to indirect speech.

1. The policeman said to him, "Do you live here?"
 - a) The policeman asked him if he lived there.
 - b) The policeman said to him did you live here.
 - c) The policeman asked him if he lived here.
 - d) The policeman said do you live here.
2. He said, "I have won!"
 - a) He said he had won.

- b) He exclaimed that he won.
c) He exclaimed with joy that he had won.
d) He told that he had won.
3. Danny said, "What a lovely day!"
a) Danny said what a lovely day.
b) Danny exclaimed what a lovely day!
c) Danny exclaimed with joy that it was a lovely day.
d) Danny asked if it was a lovely day.
4. The old man said, "Alas! I have lost my purse."
a) The old man exclaimed with sorrow that he had lost his purse.
b) The old man said he had lost his purse.
c) The old man exclaimed alas! he had lost his purse.
d) The old man regretted that he lost his purse.
5. The girl said, "How beautiful the rainbow is!"
a) The girl said how beautiful the rainbow is.
b) The girl said that the rainbow was beautiful.
c) The girl said that "the rainbow is beautiful."
d) The girl exclaimed with joy that the rainbow was beautiful.

Learning Outcome

Students will be able to:

- understand the rules of direct and indirect speech.
- use indirect speech in writing and conversation.
- will develop clarity about first, second and third person reference.

Adverbs

Just as adjectives describe nouns and pronouns, adverbs describe verbs i. e. Actions. They tell you the way someone does something.

Reema ran fast.

What did Reema do? Identify the verb in this sentence.

She ran

How did she run?

Fast

Hence, here 'fast' is the adverb as it describes the action. It describes how she ran.



FORMATION OF ADVERBS

Most adverbs end in **-ly**. You form these adverbs by adding -ly to adjectives.

- E.g.
1. He acted bravely.
 2. She drives carefully.
 3. They are reading quietly.

ADJECTIVE	ADVERB
bold	boldly
careless	carelessly
beautiful	beautifully
bright	brightly
obedient	obediently
noisy	noisily
unexpected	unexpectedly
exact	exactly
live	lively
common	commonly

Note:

Not all words that end in **-ly** are adverbs. Some adjectives end in **-ly** too.

E.g. a costly dress, a lovely shade, lively children, friendly man

Kinds of Adverbs

- Adverbs of manner tell you **how** people do things.

E.g.

1. He speaks confidently.
2. You have answered accurately.

Commonly used adverbs of manner are-safely, suddenly, carelessly, brightly, clearly, correctly, cleverly, skillfully, slowly

- Adverbs of time tell you **when** someone does something.

E.g.

1. My sister is coming tomorrow.
2. I'll see you soon.

Commonly used adverbs of time are-yesterday, today, tomorrow, this year, next year, still, early, late, already, soon, this morning, now

- Adverbs of place tell you **where** things happen or where someone or something is going.

E.g.

1. The student is waiting outside the Principal's office.
2. They live somewhere in Green Park.

Commonly used adverbs of place are-upstairs, downstairs, inside, outside, here, there, everywhere, anywhere, near, abroad

- Adverbs of frequency tell you how often someone does something or how often something happens.

E.g.

1. She always takes the school-bus.
2. He will never do it again.

Commonly used adverbs of frequency: always, sometimes, often, usually, frequently, normally, regularly, seldom, never, hourly, weekly, twice, annually, ever

- Adverbs of duration tell you **how long** somebody does something for, or how long something lasts.

E.g. 1. The rain lasted for four days. 2. Just wait for a second.

Commonly used adverbs of duration are-briefly, long, forever, all day, all night, a long time

- Emphasizing adverbs

Some adverbs can be used before adjectives or other adverbs to **emphasize** them.

e.g. 1. He is really clever.

2. This is a very easy sum.

Common emphasizing adverbs are- really, very, simply, quite, just, utterly, absolutely, completely, totally

Degrees of Adverbs

Like adjectives, adverbs have a comparative and superlative form.

E.g.

1. The wolf runs swiftly.

2. The deer runs more swiftly

3. The tiger runs most swiftly

A.Fill in the correct adverb:

1.Are you feeling _____ better today?

- a) very
- b) too
- c) any
- d) more

2. We met after a very long time. We could _____ recognise each other.

- a) hardly
- b) hard
- c) much
- d) rather

3. He had _____ reached the metro station, when the metro started

- a) hard
- b) already
- c) still
- d) hardly

4. The tea is _____ hot, I cannot drink It, Let it cool down a bit.

- a) hardly
- b) scarcely
- c) hard
- d) too

5. It took us _____ five hours to reach the airport.

- a) always
- b) enough
- c) nearly
- d) none of these

6. Oggy _____ visits his cousin Bowie.

- a) sometimes

- b) frequently
- c) almost
- d) completely

7. I am _____ exhausted.

- a) sometimes
- b) frequently
- c) almost
- d) completely

8. I swim _____.

- a) well
- b) nearly
- c) fully
- d) never

9. You should chew your food _____.

- a) never
- b) good
- c) slowly
- d) nearly

10. What have you done _____?

- a) fully
- b) recently
- c) slowly
- d) nearly

B. Choose the correct comparative form of the adverb.

1. She works _____(hard/hardly/harder/hardest) than her colleagues.
2. In this picture, you are the one that smiles _____(happy/the happiest/happily/happier)of all.
3. I cook much _____(bad/worse/worst/badly) than he does.
4. After ten years he loved his wife _____(deeply/deeper/more deeply/most deeply)than at the beginning of their relationship.
5. The little girl runs _____(fast/faster/the fastest/more fast)than her big brother.
6. She danced _____(happy/happily/very happy/happiest).

FOR FURTHER PRACTICE:

Replace the underlined words with adverbs from the list below and rewrite the sentences by inserting the adverb in the correct place.

Carefully, willingly, partially, freely, affectionately, surprisingly, occasionally, unexpectedly, interestedly, effortlessly, regularly, undoubtedly, unknowingly, continuously, simultaneously, repeatedly

1. He denied stealing a book over and over again.

2. Both the trains arrived at the same time.

3. The mother looked at her child with great love.

4. It has been raining without a break since last week.

5. The exams were, to our surprise, quite easy.

6. Cross the road with a lot of care.

7. Nobody needs to have any doubt that our team will win.

8. His uncle arrived from Japan contrary to his expectations.

9. Samir can learn his multiplication tables without any effort.

10. Don't forget to take your tablets at regular intervals.

Fill in the blanks with suitable adverbs. Choose from those given in the table.

Slowly	Even	Only	Tomorrow	Quickly	Completely	Probably
Upstairs	Certainly	Neatly	Definitely	Happily	Often	Always

- Polite people _____ say thank-you.
- I _____ have headaches.
- You have _____ been working too hard.
- He always wears a coat, _____ in summer.
- _____ he can do a thing like that.
- I _____ have a meeting in New York.
- She got dressed _____.
- This time tomorrow I will be _____ working in my garden.
- It will _____ rain this evening.
- The children are playing _____.
- I _____ feel better today.

Learning Outcome:

Students will be able to:

- identify and use adverbs as modifiers to express time, place, manner, degree, and frequency
- identify differences between adjectives and adverbs.

Vocabulary Building

1. Fill in the blanks in the following words with 'ie' or 'ei'

- a. ____ ther
- b. th____ r
- c. th____ f
- d. rec____ ve
- e. bel ____ ve
- f. perc ____ ve
- g. rec ____ pt
- h. rel ____ f

2. Tick the correct spelling:

- a) referred
- b) refferred
- c) refered
- d) Refferred

3. Reduce each word one letter at a time till you have reduced it as far as you can.

Every letter deleted must leave a new word, one letter shorter, and the order of the letters must not be changed.

The first has been done to show you how.

- a. THOROUGH: through, though, tough
- b. MORON:
- c. MANAGER
- d. BOUNCE
- e. WAIST
- f. LOUNGE
- g. STOOP
- h. SHALLOW

Integrated Grammar Practice

1. The following passage has not been edited. There is an error in each line.

Underline the error and write the correct word in the space provided.

I have <u>the</u> dream	a) _____
that <u>mine</u> four little children	b) _____
<u>will</u> a day live in	c) _____
<u>the</u> nation where they won't	d) _____

be judged	by the color of	e) _____
there	skin but by their character.	f) _____

Choose from the given options.

- a) a, the, my
- b) our, my, these
- c) should, shall, would
- d) a, one, some
- e) buy, by, with
- f) that, their, this

2. . In the following passage one word has been omitted in each line. The missing word has been marked with a /. Choose the correct option and fill in the blanks.

The king suddenly felt ashamed/ himself. a) _____

He bowed his head shame, "Forgive me, b) _____

my daughter," he said. "I not realize the c) _____

value salt in diet. You indeed love me d) _____

more dearly my other daughters. e) _____

Will forgive me for my cruelty?" f) _____

The princess embraced father. The king realized g) _____

her wisdom gave her a part of the kingdom. h) _____

- a) about, of, with, in
- b) with, in, of, within
- c) didn't, did, do, am
- d) my, our, the, your
- e) than, then, with, to
- f) they, you, I, all
- g) her, his, their, our
- h) and, so, therefore, to

REVISION

WORKSHEET 1

1. Fill in the blanks with suitable articles.

- a. I understand you are going to marry _____ heiress. (a, an, the)
- b. He is _____ honorary secretary of our club. (a, an, the)
- c. Belgium is _____ European country. (a, an, the)
- d. _____ Himalayas lie to the north of India. (a, an, the)

2. Fill in the blanks with suitable prepositions

- a. I have been ill _____ Monday and I have missed a lot of work. (for, since, till)
- b. _____ tomorrow, I should be able to assist you. (since, for, on)
- c. The teachers asked the students to walk _____ the stairs quietly. (through, from, down)
- d. The event proved to be an eye-opener _____ many. (in, to, for)

3. Choose the most appropriate option.

- a. Zahra said, "Zubin wants to give this present to his sister."
 1. Zahra said that Zubin wants to give this present to his sister.
 2. Zahra said Zubin wants to give this present to my sister.
 3. Zahra said that Zubin wanted to give that present to his sister.
- b. "I will be here tomorrow," he said.
 1. He said that he would be there the next day.
 2. He said that I will be there the next day.
 3. He said that I will be here tomorrow.

WORKSHEET 2

1. Choose the most appropriate article.

- a. I want to study History in _____ European university. (a/an/the)
- b. Has _____ new M.P. joined? (a/an/the)

2. Choose the most appropriate preposition.

- a. I don't mind going _____ car but I don't want to go. (by/over/at)
- b. He will stay with me _____ the end of March. (across/till/by)
- c. The birds started singing _____ four in the morning. (in/at/over)
- d. A new company has been asked to build a bridge _____ the river. (across/over/since)

3. Choose the most appropriate determiner.

- a. We don't know much about the tribal people but we know _____ about their occupation. (little, a little, some)
- b. As the tickets were so expensive, _____ of us could buy them. (few, a few, many)
- c. Mrs. Ben goes to church _____ Sunday. (each/ every/ all)
- d. Can I have _____ more cake? (much/ some/ few)

4. Tick the correct word in the brackets:

- a. Neither the lions nor the bears (has/have) escaped the zoo.
- b. Everyone in our family, including my sister, (has/have) taken piano lessons.
- c. Either the class teacher or the sports teacher (is/are) going to make the decision.
- d. A research (suggest/suggests) that Vitamin C may help prevent cancer.

August

Reading: Comprehension**Writing: Diary Entry****Grammar: Subject-Verb Agreement-1****Vocabulary: Use of Idioms****Section-A****1. Read the following passage and answer the questions that follow:****I Want to Buy a Computer Game**

Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it? "

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself? "

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need. "

"But I really want this game!" answered Luis. "What can I do? "

"You get eight dollars a week for doing chores," his mom said. "Try to **save** it. Before long, you will have enough to pay for the game. "

"I do not think so," said Luis. "By then, all the games will be sold. "

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars. "

"And," his mother added, "you did it with your own money! "

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.

- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

- A. to show that Luis is very excited
- B. to show that Luis's mom is very excited
- C. to show that the game is really fun to play

7. Read these sentences from the text.

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

What does the word "it" in the second sentence refer to?

- A. the chores
- B. the eight dollars
- C. the week

Reading Comprehension-2

DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
gazed--and gazed--
but little thought
What wealth the
show to me had
brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

1. How many Daffodils did the poet see at a glance?
 - a) Fifteen thousand
 - b) Ten thousand
 - c) Five thousand
 - d) Fifty
2. Golden daffodils have been compared to:
 - a) clouds
 - b) hills
 - c) stars
 - d) waves

3. Where did the poet find the host of daffodils?

- a) beside the lake
- b) beside the mountains
- c) beside the river
- d) beside the pond

4. Who else was dancing as the daffodils?

- a) other flowers
- b) stars
- c) clouds
- d) waves

5. A poet could not but be gay means:

- a) he was surprised
- b) he was happy
- c) he was sad
- d) he was lonely

6. Meaning of 'glee' is:

- a) sadness
- b) gloom
- c) joy
- d) happiness

7. When the poet was looking at the daffodils:

- a) he felt like dancing
- b) he thought they were ugly
- c) he felt sad
- d) he was lost in their beauty

8. 'Jocund company' refers to:

- a) poet's friends
- b) stars
- c) daffodils
- d) waves

Diary Entry

Diary Entry is a different form of writing. Every entry starts with the day and date. It does have some special features such as –

- It is written in the first person.
- Not only is it a record of events on a particular day and date but also spontaneous expression of emotions.

- Sometimes, the diary is given a name.
- More than often, a diary is maintained by an individual and is not meant for public viewing. So, one can really be honest to the diary and write without reservations. However, in a classroom situation, one has to be diplomatic.
- A diary, being just another form of creative writing, will follow all the normal rules of any good writing. One must keep in mind the sentence constructions, paragraphs, etc.

Read the example given below.

Saturday, 20 June 1942
9 p.m.

Dear Kitty

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest. "Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding.

Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference. Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom.

I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately, they're not liable to change. This is why I've started the diary. To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I

want the diary to be my friend, and I'm going to call this friend Kitty. Good night for now! See you tomorrow!

Goodnight
Anne

Questions:

- (a) You saved a student from a bully at school today. Write a diary entry on your experience. (120-150 words)
- (b) Recently you had an argument with your best friend and you are not on talking terms with each other. Write a diary entry expressing your feelings . (120-150 words)

Section-C

SUBJECT-VERB AGREEMENT-1

What is the subject in a sentence?

The subject is a person, place or thing that is doing or being something.

For example: Ram is singing.

Here, Ram is the subject because he is doing the action of 'singing'.

A verb is a word used to describe an action. For example, play, eat, write, be, drinking, sleeping and so on.

What is the verb in the above sentence 'Ram is singing'?

The verb is 'singing'

Can you identify the subject in the following sentence? Circle them!

1. Reema enjoys reading.
2. She is working on her project.
3. This tree is quite huge.
4. They are watching a movie.
5. Mohan is a hardworking boy.
6. My father cooks delicious food.

What is Subject-Verb Agreement?

- If the subject is singular, the verb will be singular.
- If the subject is plural, the verb will be plural.

Singular subjects (such as she, he, Ram, car, dog) must have singular verbs (like: is, goes, shines). The word 'singular' means 'one'.

Plural subjects take plural verbs. The word 'plural' means more than one.

Example:

- She is playing in the park.
- They are playing in the park.
- Raj goes to school.
- His children go to school.

NOTE: If the subject is 'He, She or It, the simple present form of any verb will take an 's'.

Examples:

He plays

She eats

It drinks

Rachael speaks (she)

Joey roams (he)

However, there are some exceptions such as 'go' changes to 'goes'.

RULES OF SUBJECT-VERB AGREEMENT

RULE 1

Subject and Verb must agree in number. If the noun or pronoun(subject) is singular, the verb will be singular.

Example:

- The **dog** barks when he is angry.
- The **dogs** bark when they are angry.
- **They** eat salad for dinner.
- She eats salad for dinner.
- **He** has a blue car.
- My sisters have red dresses.

RULE 2

• Two singular subjects connected by **or**, **either/ or**, **neither/ nor** require a singular verb.

Examples:

Rita **or** Mia is accompanying me to the party. ✓

Rita **or** Mia are accompanying me to the party. ✗

• **Neither** John **nor** Jack is available.

• **Either** Kenny **or** Tony is helping today with stage decorations.

RULE 4

• When there are more than one subjects in a sentence, connected by either/or, or neither/nor, always consider the pronoun or noun which is closest to the verb.

Examples:

- **Either** the bears **or** the lion has escaped from the zoo.
In this sentence, there are 2 subjects: 'bears' and 'lion'. Since 'lion' is closest to the verb and because it is singular, the verb will also be singular.
- **Neither** the lion **nor** the bears have escaped from the zoo.
- Either Ram or Shyam is going to the party.
- Neither Reema nor Seema is going to the park.

RULE 4

When two or more subjects are connected by '**and**', the subject becomes plural. Hence, the verb will also plural.

Example:

- The cat and the dog are best friends.
- A car **and** a bike are my means of transportation.
- Mother and father love adventure.

RULE 5

- Sometimes the subject is separated from the verb by words such as **along with, as well as, besides, not**, etc.
- These words and phrases are not part of the subject.
- Therefore, we use a singular verb when the subject is singular.

Example:

- ★ The politician, **along with** the reporters, is expected shortly.
- ★ Excitement, **as well as** nervousness, is the cause of her shaking.

RULE 6

When a sentence starts with "there" or "here", the subject will always be placed after the verb. You will need to identify the subject in such cases.

Example:

- There is a **problem** with the balance sheet.

What are we talking about in this sentence? 'A problem'. Hence, it is the subject of the sentence. If the subject is singular, the verb will also be singular. Hence, we use 'There is' and not 'there are'.

- Here are the papers you requested.
- Here is my bag.
- There are five notebooks on the table.

RULE 7

When distances, periods of time, sums of money are being talked about as a whole, we use a singular verb.

Example:

- **Three kilometres** is too far to walk.
- **Five years** is the maximum punishment for that crime.
- **Hundred rupees** is too much for that dress.

RULE 8

- With words that indicate portions – e.g. **a lot, a majority, some, all** – If the noun after **of** is singular, use a singular verb. If it is plural, use a plural verb.

Example:

- A lot of the **pie** has disappeared. (the noun here is 'pie'. Since it is singular, the verb is also singular.)
- A lot of the **pies** have disappeared.
- A third of the **city** is unemployed.
- A third of the **people** are unemployed.
- All of the **pies** are gone.
- Some of the **toys** are missing.

RULE 9

• With collective nouns such as group, jury, audience, population, the verb will be singular if the sentence is talking about one single group of something/animals/people.

Example:

- Most of the **jury** is here.
- A third of the **population** was not in favour of the new law.

RULE 10

Some nouns are always plural because they have two parts, such as scissors, shorts, eyeglasses, trousers, etc.

Examples:

- My **pants** are in the cupboard.
- Your **eyeglasses** are dirty.
- These **scissors** are new.

Note: If these words come after the phrase '*a pair of*', they will become singular. Hence, the verb will also be singular. A pair of means 'one pair of'.

Example:

- A **pair of** trousers is needed.
- This **pair of** scissors is blunt.

Practice Exercises

A. Choose the correct form of the verb that agrees with the subject:

1. Laurel and Hardy (was/were) famous actors.
2. Neither Angela nor her friends (is/are) going to the concert.
3. Each of the pictures (has/have) a star's autograph on it.
4. (Has/Have) your friends from Australia arrived yet?
5. Neither of the contestants (was/were) able to win a decisive victory.
6. Benito (doesn't/ don't) know the answer.

7. Nobody (want/ wants) to have pizza.
8. The man with all the birds (live/ lives) on my street.
9. He and I (was/ were) at Sanskriti together.
10. The players, as well as the captain, (want/ wants) to win.

B. Choose the correct sentence from the options given below:

1. Either Susan or Paul _____ going to the party.
 - a. is
 - b. are
2. A herd of sheep _____ grazing the field.
 - a. is
 - b. are
3. He _____ French at school.
 - a. study
 - b. studies
4. They _____ basketball.
 - a. play
 - b. plays
5. My brother and father _____ well.
 - a. cook
 - b. cooks
6. Neither Paval nor Ditva _____ available.
 - a. is
 - b. are
7. The actor, along with the actress, _____ coming soon.
 - a. is
 - b. are
8. There _____ seven chairs in the hall.
 - a. are
 - b. is
9. Here _____ the books you needed.
 - a. are
 - b. is
10. Her ideas _____ mind blowing.
 - a. were
 - b. was

C. Tick the correct sentence.

1. One of my friends lives here.
One of my friends live here.
2. The man with four dogs are my uncle.
The man with four dogs is my uncle.
3. Few students is interested in the competition.
Few students are interested in the competition.
4. A pair of pants is kept on the bed.
A pair of pants are kept on the bed.
5. My son writes with his left hand.
My son write with his left hand.
6. Bird live in nests
Bird lives in nests.

Learning Outcome:

- The students will be able to understand the functions of grammar, the usage for accuracy in the language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The students will be able to write grammatically correct sentences for a variety of situations

Activity-Jumbled Sentences**Rearrange the following jumbled sentences into meaningful sentences:**

1. great/ riches/ than /reputation/ better/ a/ good/ is
 - a) A great riches is better than a good reputation
 - b) A great reputation is better than good riches
 - c) A better reputation is great than good riches
 - d) A good reputation is better than great riches
2. piece/ land /of/ peace/ a /than /precious/ is/ more
 - a) A piece of land is more precious than peace
 - b) Peace is more precious than a piece of land
 - c) A peace is more precious than piece of land
 - d) More precious is a piece of land than peace

3. poorest/ chose/ to/ poor /serve/ Teresa/ the/ Mother /of /the

- a) Mother Teresa chose to serve the poorest of the poor
- b) Poor chose to serve the poorest of Mother Teresa
- c) Mother Teresa chose to serve the poor of the poorest
- d) Poor Mother Teresa chose to serve the poorest

4. root/ evil /of/ money/ is/ all/ the/ love/ the /of

- a) Money is the love root of all the evil
- b) All of the love is evil root of the money
- c) The love of money is the root of all evil
- d) Evil of money is the root of all the love

Vocabulary Building Practice

1. Match the following cat idioms with their meanings

a. copy cat	being unable to speak
b. cat got your tongue	reveal a secret
c. curiosity killed the cat	raining heavily
d. let the cat out of the bag	torturing someone
e. playing a cat and mouse game	enjoying in the absence of authority
f. raining cats and dogs	trying out a different method imitate someone
g. more than one way to kill a cat	probing into others' affairs has
h. when the cat's away, the mice will play	adverse repercussions

Now make sentences with any three of your favourite idioms.

a. _____

b. _____

c. _____

2. Fill in the blanks with the correct idiom from the list given:

Under one's wing, dance to somebody's tune, out of the woods, to get wind of, to move heaven and earth, a bolt from the blue

1. I will take the new student..... for the first few days.
 2. The news came..... He's still in shock.
 3. He should not.....to his boss's tune all the time!
 4. He's recovering but.....yet.
 5. Don't say a word or they'll.....of our plan.
 6. She'll.....to defend her friend.
3. There are some superstitions associated with cats and other animals / birds / reptiles. Form four groups in class. Each group will select one creature and discuss the superstitions related to them. Then each group will make a class presentation.

Integrated Grammar Practice

The underlined word is incorrectly spelt. Tick the correct spelling from the options given.

- | | |
|---|-------------------------------|
| Paris is one of the most <u>visit</u> cities in | a. visited b.visiting |
| the world. It has <u>fountians</u> , monuments, | a. fountaens b.fountains |
| landscaped gardens, palaces, <u>cathedrels</u> and | a. cathedrals b.cathedruls |
| the most fashionable <u>shoping</u> arcades. | a. shoping b.shopping |
| The city is on the river Siene. Beautiful <u>briges</u> | a. bridjes b.bridges |
| span the river. People <u>came</u> to Paris to see the | a. come b.coming |
| Louvre <u>musum</u> , Notre Dame Cathedral and | a. musium b.museum |
| Eiffel Tower and to <u>wok</u> on the Champs Elysses. | a. wolk b. walk |

September–October**Reading: Comprehensions****Writing: Commercial Advertisement****Grammar and Vocabulary: Prefix and Suffix; Homophones, Homonyms and Homographs; Synonyms and Antonyms****I. Read the following passage and then answer the questions that follow.**

1. This is an old story. It was written 100 years ago. So you will find it has a different style from stories people read and write today. For example, you'll read that the children sell popcorn for 5 cents a bag and are thrilled. Today, that's not enough money to buy much. Mrs. Meredith was the most kind and thoughtful woman. She spent a great deal of time visiting the poor. She knew they had problems. She wanted to help them. She brought food. She brought medicine too.
2. The family lived in a small community with some people who were poor and others who were rich. In the town, some people worked but others had no jobs, and families needed money to pay their bills. Some families were poor because the parents had lost jobs, and the economy was in decline.
3. One morning she told her children about a family she had visited the day before. There was a man sick in bed, his wife, who took care of him and could not go out to work, and their little boy. The little boy--his name was Bernard--had interested her very much. "I wish you could see him," she said to her own children, John, Harry, and Clara, "he is such a help to his mother. He wants to earn some money, but I don't see what he can do."
4. After their mother had left the room, the children sat thinking about Bernard. "I wish we could help him to earn money," said Clara. "His family is suffering so much." "So do I," said Harry. "We really should do something to assist them." For some moments, John said nothing, but, suddenly, he sprang to his feet and cried, "I have a great idea! I have a solution that we can all help accomplish." The other children also jumped up all attention. When John had an idea, it was sure to be a good one. "I tell you what we can do," said John. "You know that big box of corn Uncle John sent us for popping? Well, we can pop it, and put it into paper bags, and Bernard can take it around to the houses and sell it."
5. When Mrs. Meredith heard of John's idea, she, too, thought it a good one. Very soon, the children were busy popping the corn, while their mother went out to buy the paper bags. When she came back, she brought

Bernard with her. In a short time, he started out on his new business, and, much sooner than could be expected, returned with an empty basket. Tucked into one of his mittens were ten nickels. He had never earned so much money before in his life. When he found that it was all to be his, he was so delighted he could hardly speak, but his bright smiling face spoke for him.

6. After he had run home to take the money to his mother, John said, "We have corn enough left to send Bernard out ever so many times. May we do it again?" "Yes," said Mrs. Meredith, "you may send him every Saturday morning, if you will pop the corn for him yourselves. John, will you agree to take charge of the work?"
7. "Indeed I will," replied John, and he kept his word. For many weeks, every Saturday morning, no matter what opportunities there were to play, he saw that the corn was all popped, the paper bags filled, and arranged in the basket when Bernard arrived. People began to watch for the "little pop-corn boy," and every week he had at least fifty cents to take home, and often significantly more, income that supported his family. All of this was because of the way John carried out his bright idea.

Choose the correct answer from the options given:

1. Tick the correct statement.
 - a) This story was written hundred and five years ago.
 - b) This story is very similar in style to stories written today.
 - c) The family lived in a small community where people were poor.
 - d) The family lived in a small community with some people who were poor and others who were rich.
2. Mrs. Meredith was the most kind and thoughtful woman because:
 - a) She ran an NGO.
 - b) She thought about the poor and helped them.
 - c) She baked cakes and cookies for everyone.
 - d) She cared for the environment.
3. What was it about Bernard that impressed Meredith the most?
 - a) He helped the needy.
 - b) He studied regularly.
 - c) He helped his mother.
 - d) He kept his room neat and tidy.
4. What kind of a person was John?
 - a) selfish
 - b) greedy
 - c) impatient
 - d) pragmatic

5. What was Bernard's new business?
- a) selling books
 - b) selling pop corns
 - c) selling paper bags
 - d) popping corns
6. From the passage find a word that is the synonym for 'considerate':
- a) thrilled
 - b) thoughtful
 - c) delighted
 - d) self-centred
7. From the passage find a word that is the antonym for 'let go':
- a) expand
 - b) spend
 - c) tucked
 - d) saved

The Children's Hour - Poem by Henry Wadsworth Longfellow

1. Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

2. I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

3. From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

4. A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

5. A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

6. They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

7. They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine!

8. Do you think, o blue-eyed banditti?
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all!

9. I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

10. And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

Choose the correct option:

1. What time of the day is the 'Children's hour'
 - a) in the evening just before dark
 - b) in the morning before school
 - c) on a bright Saturday morning
 - d) at night just before bedtime
2. *Till the walls shall crumble to ruin, And moulder in dust away!* means
 - a) That they will stay together till their walls of their house come down.
 - b) They will stay in his heart till the last day of his life when he will turn into dust.
 - c) That he will hold them till someone cleans the room and removes all the dust.
 - d) That they will stay together even in the face of any calamity.
3. An example of alliteration in the poem is:
 - a) stair-hair
 - b) day-away
 - c) plotting and planning
 - d) Till I think

4. In the third line, the phrase “a pause in the day’s occupations” probably means
- a) a short break from work.
 - b) an event that does not happen often.
 - c) a lot of hard work and planning.
 - d) many difficulties for the next day.
5. How does the speaker PROBABLY feel about Children’s Hour?
- a) He wishes the children would not bother him.
 - b) He thinks it’s a wonderful time for him and the children.
 - c) He wishes he was a child again so he could have fun.
 - d) He does not like to see the children fooling around.
6. Find a word from the poem that means the same as ‘To leave something unprotected’:
- a) crumble
 - b) unguarded
 - c) vulnerable
 - d) insecure
7. The word ‘moulder’ means to:
- a) shape something
 - b) disintegrate
 - c) rebuild
 - d) melt

Learning Outcome:

- The student is able to comprehend the gist and details and is able to respond by answering the questions accordingly.
- The student is able to employ strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.
- Develop their ability to build a vocabulary and infer meaning of new words from the context

Section-B**Commercial Advertisements**

Commercial advertisements are used by manufacturers, establishments and organizations for the publicity and promotion of their products.

Main characteristics

- Designed for commercial purposes
- More space, more expensive in terms of the advertising costs
- Visually attractive—varying font size or shape
- Language: colourful and lucid—catchy slogans, punch lines, witty expressions and pictures or sketches
- Proportionate spacing

Essential details

- Name and address of the company/ organization/ establishment
- Details regarding the product/ service/ event
- Special offers or discount, if any

FORMAT

LOGO

TITLE/HEADING
(in caps)

OFFER

Catchy
phrase
(Short and
attractive)FEATURES
/
QUALITIESIMAGE(S)
(Neat and colourful)ADD
OTHER
DETAILS
SUCH AS
VENUE,
TIMINGS
etc. if
required

Look at the following examples:

SUPERIA ELECTRONICS

New Arrivals

Don't Miss This Exciting Offer.

Offer Till Stock Lasts.

25/75, Ground floor, Opp. Aditya Mall, Vaishali, GZB, Ph: 9822745672.

USED BOOK SALE

March 18-22, 2019

10am to 5pm

Douglas College Concourse,
700 Royal Avenue, New West

Replenish your shelves! Find some new favourites! We have fiction, non-fiction, poetry, children's books, and more! New stock arriving daily!



EVENT
poetry and prose

PAW PARAZZI

Adoptions

Indie Dog Fashion Show

Food and Games

Open Mic Jam

Fundraiser

Date: 5th Nov
Time: 11 A.M to 5 P.M

FREE ENTRY

Venue: CARTMAN ANIMAL HOSPITAL
17D Main, 6th Block, Behind Koramangala Club, Koramangala, Bengaluru

For any queries please call:
Sunny - 7411567446
Saad - 9036916365

ADVERTISEMENT ACTIVITY

Q1. Look at the two advertisements below and fill the table accordingly.

1.

PROTEIN IN, SUGAR OUT
— BEGIN LIFE'S EVERY WORKOUT —

Scientifically designed protein
for a workout called life

- ✓ 78% (w/w) Whey Protein for better absorption and digestion⁽¹⁾
- ✓ Contains only 0.1 % sugar - body needs energy from protein not sugar*

Call on 9711-46-46-46
for **FREE** nutrition counselling

Now available in vanilla flavour across leading pharmacy stores & online platforms.

2.

Milk Brand

NATURAL & DELICIOUS
Rich in calcium and protein for daily essential nutrients.

- ✓ For stronger bones
- ✓ Fortified with vitamin A & D
- ✓ Rich in calcium and protein
- ✓ Accelerates heights and growth

HIGH CALCIUM LOW FAT MILK

ENJOY RICH TASTE

After you have seen the ads carefully, fill this table with appropriate information:


	AD- 1	AD-2
1. Product's name		

2. Catchy phrase		
3. Is the logo present?		
4. Qualities/ Features		

Q2. Now look at the two event advertisements given below and fill the table accordingly:

The 2nd Annual HMS Books 4 Kids Proudly Presents:

the summer BOOK FAIR



Event Information:
In the Library
Everyone is welcome

Contact Information:
Library Phone: (555) 555-1234
Email: info@books4kids.com
Office Phone: (555) 555-5678

Saturday - 4 pm-7 pm
There will be a reading at 5 pm

Join us for an evening of knowledge and fun!
There will be snacks and beverages provided by the cafeteria

The books for kids fair is now accepting electronic forms of all major credit/debit cards. Sorry, No checks or money orders. The Public Library is located at 1234 Main Street right across from the sports stadium on main street.

Your Image Here

3.



ARTISTAN MAKERS MARKET
21,22 & 23 SEPT
11AM to 7.30PM
KARNATAKA CHITRAKALA PARISHATH, BANGALORE
ART & CRAFT, HANDCRAFTED CLOTHING, FASHION ACCESSORIES, HOME DECOR AND MUCH MORE
SUPPORT : 97422 04002

Inaguration by :
Renowned Actress
Manvitha Harish

FREE ENTRY

4.

After you have seen the ads carefully, fill this table with appropriate information:

	AD-3	AD- 4
1. Name of the event		
2. When?		
3. Where?		
4. Timings?		
5. Highlights/Features of the events		

Now draft a commercial advertisement for each of the following:

- a. Ms Sana Seth is the owner of a book shop. She has added numerous books of different genres to her store and has planned to give some exciting offers to her customers. Draft an advertisement for a local daily to help her attract customers.
- b. A well-known soap manufacturer has come up with a shampoo that is claimed to dramatically improve the texture of hair. Draft an advertisement to help him promote the new product.

Learning Outcome:

- The student will be able to read with understanding information in his environment outside the schools as in hoardings, advertisements, product labels etc.
- The student will learn the essentials of promoting a product.

Section-C

Prefix and suffix

1. The syllable that is added in the beginning of a word to make a new word is known as prefix. E.g. disobey (dis + obey), unhappy (un + happy)
2. The syllable that is added in the end of a word to form a new word is known as suffix. E.g. passage (pass + age), kindness (kind +ness)

Adding a Prefix:

One can add a prefix to some words to give **opposite** meanings: (Words that are opposite in meanings are called **Antonyms**).

1. Amy is very **unhappy**.
2. **Unlock** the door!
3. He came at an **inconvenient** time.
4. You are talking **nonsense**.
5. She would not **disobey** her mother.
6. It is **impossible** to solve this puzzle.

Changing the prefix:

One can change the prefix of some words to give the opposite meaning:

1. **Inside** we are warm. **Outside** it is cold and stormy.
2. **Outdoor** games are better than **indoor** games.

Changing the suffix:

One can change the suffix of some words to give the opposite meaning:
Changing the suffix:

One can change the suffix of some words to give the opposite meaning:

1. Pam is a **careful** worker but her brother is **careless**.
2. A hammer is a **useful** tool but this broken one is **useless**.

Formation of Nouns

Suffixes (al, er, once, age, cy, ence, ment, ness, ion, tion, ition, sion, ssion, dom, ice, ity, ry, ee, eer, ure, ty, ing, ant, ship, ist, ian, hood, th, ar, or, ent) can be added to words to make nouns.

Examples:

try-trial

accept-acceptance
 short-shortage
 private-privacy
 refer-reference
 improve-improvement
 happy-happiness
 celebrate-celebrate
 introduce-introduction
 permit-permission
 coward-cowardice
 chaste-chastity
 paint-painting
 assist-assistant
 employ-employee
 child-childhood
 lie-liar

Formation of Adjectives

Suffixes (al, y, ly, ous, able, ible, like, some, worthy, ish, ful, less, ic, ive, an, en, ern, ar, ery) can be added to words to make adjectives.

Examples:

nation-national

health-healthy
 week-weekly
 music-musical
 silver-silvery
 fury-furious
 love-lovable
 sense-sensible
 child-childlike
 trouble-troublesome
 trust-trustworthy
 boy-boyish
 harm-harmful
 home-homeless
 hero-heroic
 talk-talkative
 India-Indian
 silk-silken
 north-northern
 circle-circular
 Custom-customary

Formation of verbs

Prefixes (be, en, con, em, im, re, de, e, ac) and suffixes (en, e, n, ify, ate, ize, ise) can be added to words to make verbs. Example:

Prefix

title-entitle
little-belittle
firm-confirm

power-empower
port-import
new-renew
fame-defame
custom-accustom

Suffix

fat-fatten
bath-bathe
ripe-ripen

beauty-beautify
captive-captivate
civil-civilize
character-characterize

Q1 Tick the correct prefix to form the opposite of the given word. Then write the word formed in the space given:

- | | |
|---------------------------------|-------|
| a. kind-un/ in /dis/ im | ..... |
| b. common- un/ in/ dis/ im | ..... |
| c. polite- un/ in/ dis/ im | ..... |
| d. sane- un/ in/ dis/ im | ..... |
| e. correct- non/ in/ un/ im | ..... |
| f. responsible- non/ ir/ in/ un | ..... |
| h. normal- in/ un/ ab/ dis | ..... |

Q2 Tick the most suitable suffix and then write the word formed in the space provided:

- | | |
|---------------------------------|-------|
| a. wind- ful/ able/ y/ ly | ..... |
| b. true- ful/ able/ ly/ y | ..... |
| c. spoon- ful/ y/ fill/ able | ..... |
| d. forget- ful/ ing/ fill/ able | ..... |
| e. kind- ly/ y/ ful/ rous | ..... |
| f. state- ful/ able/ ment/ ry | ..... |
| g. bag- er/ age/ ment/ y | ..... |
| h. brute- er/ ment/ al/ ful | ..... |

Q3. Choose the most appropriate prefix of the words given in the brackets and then fill in the blanks with the correct word. Change in the tense is permitted.

en	un	ir	im	be	il	dis
----	----	----	----	----	----	-----

- I.....watching the film. (joy)
- He is anstudent. (polite)
- She is very studious,..... her twin sister.(like)
- The tiger is an.....species. (danger)
- Neha is an.....girl. She misplaced all the notebooks.(responsible)
- The Queen ordered her soldiers to.....Alice.(head)
- She is so bossy. I thoroughly.....her. (like)
- This dress is tight. I'm quite.....(comfortable)
- She is anas she can neither read or write. (literate)
- Give a few examples of.....behaviour. (responsible)

Q4. Choose the most appropriate prefix of the words given in the brackets and then fill in the blanks with the correct word.

ive	ish	age	ly	y	ion	cal	ous
-----	-----	-----	----	---	-----	-----	-----

- I attended a.....last week. (marry)
- He cries at the drop of a hat. He's quite..... (child)
- Agra is acity. (history)
- This painting is a piece of..... (perfect)
-is the best policy. (honest)
- It was aoccasion. (joy)
- He is full of..... (initiate)

Homophones, Homonyms and Homographs

Homonyms are words that are pronounced and spelt the same but have different meanings.

For example each of the following words has two meanings.

Cell, right, rock, peer, fine, bore, let, rose, pitch, tape, saw, fence.

Directions: Choose (a) or (b)	
Example: I hope you are not <i>lying</i> <i>_(a)_</i> to me.	(a) telling a lie
My books are <i>lying</i> <i>_(b)_</i> on the table.	(b) being in a horizontal position.
1. The kids are going to <i>watch</i> ____ TV tonight.	(a) small clock worn on the
Wrist	
What time is it? I have to set my <i>watch</i> ____.	(b) look at
2. Which <i>page</i> ____ is the homework on?	(a) one sheet of paper
Please <i>page</i> ____ the doctor if you need help.	(b) to call someone on an
electronic pager	
3. Let's <i>play</i> ____ soccer after school.	(a) participate in a sport
The author wrote a new <i>play</i> ____.	(b) theatre piece
4. Ouch! The mosquito <i>bit</i> ____ me!	(a) a tiny amount
I'll have a little <i>bit</i> ____ of sugar in my tea.	(b) past tense of bite
5. My rabbits are in a <i>pen</i> ____ outside.	(a) a writing instrument which
uses ink	
Please sign this form with a black <i>pen</i> ____.	(b) an enclosed area

Homographs are words that are spelt the same but have different pronunciations.

Here are a few examples:

1. bow

(pronounced ba-o) to move your head or top half of the body forwards and downwards

(pronounced bo) a weapon used for shooting arrows

2. wind

(pronounced wahynd) to have a circular or spiral course or direction

(pronounced wind) a current of air

Q5. Choose the correct meaning of the homograph in bold in each sentence.

a. On the final exam, we had to **recall** information we learned during the whole year.

i. to bring back into memory

ii. to revoke or remove from public use or office

b. You need to **tear** off the top of the packet.

i. a drop of water coming from the eye ii. to pull apart by force

c. Many residents **object** to the building of the new factory in the area.

i. a thing that you can see or touch

ii. to say that you disagree with, disapprove of or oppose something

d. I'll be back in ten **minutes**.

i. the 60 parts of an hour, that are equal to 60 seconds

ii. the written record of what was said at a meeting

- e. She said that she didn't want a lawyer and was going to **conduct** her own defence.
- i. to organize and perform a particular activity ii. Behaviour

Homophones are words that are pronounced the same but have different spellings and meanings. For E.g.-bread-bred, hole-whole

A. Fill in the blanks with suitable words selected from those within the brackets:

1. If you do not apply the _____, you will _____ your head! (brake, break)
2. He is _____ weak to face the _____ of us. (too, two)
3. We can't really say _____ the _____ will be fine tomorrow or not. (whether, weather)
4. It is wrong to _____ things. This trunk is made of _____. (steel, steal)
5. Do not _____ my time. Put this belt around your _____. (waste, waist)
6. If you do not apply the _____, you will _____ your head! (brake, break)
7. He is _____ weak to face the _____ of us. (too, two)
8. We can't really say _____ the _____ will be fine tomorrow or not. (whether, weather)
9. He came by the Frontier _____. The _____ bird was not in the nest. (male, mail)
10. I am feeling so _____ after my illness that I don't think I can come to school for another _____. (week, weak)
11. I hate to wear high _____ shoes. Your wound will take time to _____. (heel, heal)
12. Our _____ leave around the same time. It gets quite hot in the _____ during summers. (planes, plains)

13. I need a _____ of cloth to dust the house. People prayed for _____ in the world. (peace, piece)
14. Come _____ so that I can _____ you well. (here, hear)
15. From the _____ below, a loud _____ was heard. (vale, wail)
16. This shop sells beautiful _____. This train is _____. (stationary, stationery)
17. Please _____ whether you have filled the correct amount in the _____. (check, cheque)
18. I _____ enjoy spending a _____ evening by myself. (quiet, quite)
19. The Simpsons live down the road. Please go to _____ house. I'll meet you
B. _____. (there, their)
20. We are reading about the _____ of Akbar. I think it is going to _____ today. The rider held the _____ of his horse in a firm grip. (rain, reign, rein)
21. This _____ is the shorter of the two. The sapling you have planted has taken firm _____. (root, route)
22. An _____ mind is a devil's workshop. Some thieves stole an expensive _____ of the Goddess Laxmi from the temple. (idol, idle)
23. I will _____ be able to untie this _____. (knot, not)

B. Directions: Choose the correct word.

Example: Please try not to (*waste, waist*) paper.

1. Can I go to the party (*to, too, two*)?
2. This is my favourite pair (*pare, pair, pear*) of jeans.
3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.
4. The children got (*bored, board*) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.
6. Alec is going to (*wear, ware*) his work boots today.
7. Do you think it is going to (*rein, rain, reign*) this afternoon?
8. I saw a restaurant just off the (*rode, road*) about a mile back.
9. David's brother is in a (*band, banned*) which plays Russian music.
10. Juana wants her socks because her (*tows, toes*) are cold.
11. The teacher walked down the (*aisle, isle*) between the rows of desks.

12. Hadil has a (*pane, pain*) in her shoulder.
13. The school (*principal, principle*) spoke to a group of parents.
14. The clerk wants to (*sell, cell*) as many TVs as possible.
15. I don't want to talk about the (*passed, past*) anymore.
16. Nobody (*knows, nose*) what you are thinking.
17. I have (*for, four, fore*) dollars in my pocket.
18. I need to take a (*break, brake*) from this exercise!
19. Humans have hands. Dogs have (*paws, pause*).
20. (*He'll, Heel, Heal*) be here in a few minutes.

C. Choose the correct word for each of the following:

1. A level or a floor in a tall building: story/ storey
2. In, at or to that place or position: their/ there
3. Rear of an animal that sticks out and can be moved: tail/ tale
4. Relative mass of a body: weight/ wait
5. Unnecessary use of anything: waste/ waist

D. Fill in the blanks with an appropriate word chosen out of those given in brackets:

- a. We saw a _____(*heard/ herd*) of deer drinking water at the stream.
- b. Ram plans to spend a _____(*week/ weak*) with her sister in Delhi.
- c. The sunny _____(*weather/ whether*) lifted her spirits.
- d. The fruit seller had only _____(*one/ won*) apple left.
- e. In the olden days, people _____(*rode/ road*) on horses to carry the news.
- f. The responsible boy _____(*scent/sent*) money to his mother regularly.
- g. Akash lives on the fifth _____(*story/ storey*) of the building.
- h. The captain of the ship began to narrate a _____(*tail/tale*) of his adventures.
- i. The Guptas live here. This is _____(*their/ there*) house.

Learning Outcome:

- The students will be able to understand and elicit meanings of the words in different contexts by using a dictionary, thesaurus, and digital facilities.

Integrated Grammar Practice

- A. Choose the most suitable word from the options given to complete the following passage:

More tourists i. _____ from Gulmarg disappointed
ii. _____ happy these days. Hoteliers are unanimous
iii. _____ lack of snow iv. _____ shorn the place of
v. _____ charm, but domestic tourists, left vi. _____
very limited choice vii. _____ seeing snow is concerned, are coming
nevertheless in limited numbers.

- i.
a. returned
b. return
c. had returned
d. are returning

- ii.
a. or
b. and
iii. than
iv. then

- iii.
a. when
b. that
c. what
d. so that

- iv.
a. is
b. had
c. was
d. has

- v.
a. our
b. their
c. hers
d. its

- vi.
a. at
b. by
c. with
d. in

- vii.
a. as soon as
b. as long as
c. as far as
d. as well as

Vocabulary Enrichment

Synonym-Synonyms are words that are similar in meaning.

E.g.- Brief –short
Anxious-worried
Profound-deep
Gallant-brave

Find a suitable word that is **similar** in meaning to **big** for each blank. Choose the most suitable adjective from the options given below to fill in the blanks:

Important, generous, grand, mature, grown-up, elder, leading, well-known, major, huge, massive, powerfully built.

Jim had a _____ decision to make. He was about to leave college and had planned to spend some time traveling overseas. Just as he was about to buy his plane ticket he had been offered a job in a _____ engineering company. A friend of Jim's father, Mr King, who was _____ in the local business community and always drove _____ cars, had recommended him for the job and he had had a successful interview in the firm's _____ office complex. It was a well paid job but Jim had always wanted to travel. He decided to ask his _____ sister Sally for advice but she just said "You are a _____ lad now Jim – you have to make your own decisions." His father had already told him what he thought. "This is a marvellous opportunity. You'll just have to give up all those _____ ideas about wandering around the world and settle down to work." There was no point in asking his mother for help. Although she was a _____ woman far bigger than her husband, she was afraid of him and never dared to disagree with him. "I'll ask Aunt

Liz," Jim decided. Liz was his father's sister. Although she was usually very busy, she had a _____ heart and was always willing to listen to her nephew. She suggested the ideal solution. Jim went on a shorter trip and the firm allowed him to take up the job later than the original starting date.

FOR FURTHER PRACTICE

Q. The following passages have errors-if a word is missing, put a / at the right place and write the word in the space provided. If a word is spelt wrong or the grammatical usage is wrong, underline it and write the correct word in the space provided.

1. A doctor in West Germany, after studing	_____
the effects of noise, conclude that sounds	_____
heard by people when their asleep can	_____
cause danger to there hearts and blood vessels.	_____
Noise causes the blood vessels in brain	_____
to expand and this causes pane.	_____
2. We have been in England about six months when	_____
farmer Rogers gave me permission for roam	_____
about his immense property. Every weekend I use to	_____
bike through a long sloping hill to an almost	_____
impenetrable wood. It was like an holy place.	_____
One afternoon, I wandered to a place what I thought	_____
I had saw a pond a week ago.	_____

November**Reading: Comprehensions****Writing: Factual Description****Grammar and Vocabulary: Revision of Adjectives, Subject Verb****Agreement(2), Integrated Grammar, Jumbled sentences, Vocabulary Building****Section-A**

1. The hottest day of summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing-for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.
2. He was a skinny, black-haired, bespectacled boy. His jeans were torn and dirty, his T-shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness should be punishable by law, but as he had hidden himself behind a large bush this evening, he was quite invisible to passers-by.
3. He rolled out cautiously on to his front and raised himself on to his knees and elbows, preparing to crawl out from under the window. He had moved about two inches when a loud crack broke the sleepy silence like a gunshot; a cat streaked out from under a parked car and flew out of sight, a shriek, a curse and the sound of breaking glass came from the Dursleys' living room. He jumped to his feet, and the top of his head collided with the open window. He had barely staggered upright when two large purple hands reached through the open window and closed tightly around his throat.

4. "Why were you lurking under our window?" demanded Aunt Petunia.

"Listening to the news," said Harry in a resigned voice.

"You're a nasty little liar. What are all these owls doing if they're not bringing you news?" "The owls aren't bringing me news," he replied tonelessly.

1. Why did the cars stand dusty in their drives?

- a) People were too lazy to clean them.
- b) The use of hosepipes had been banned due to drought.
- c) Dusty winds were blowing that day.
- d) The cars needed repair.

2. What impression do you get of the neighbours?

- a) They seem to be sensible.
- b) They seem to be conceited.
- c) They seem to be prudent.
- d) They seem to be wise.

3. What was Harry doing hiding under the window?

- a) trying to overhear the conversation of the residents
- b) waiting for the opportunity to sneak into the house
- c) trying to overhear the evening news broadcast
- d) enjoying nature's beauty

4. What made Harry leap up so quickly that he smashed his head on the window?

- a) He heard the sound of a car crash.
- b) He heard wailing sounds from a distance.
- c) He heard a thunderous crack rip through the neighborhood.
- d) He heard the deafening sound of the thunderbolt.

5. In which context are the owls mentioned in the passage?

- a) They are referred to as omens of death and bad luck.
- b) They are referred to as wise creatures.
- c) They are referred to as information/ news carriers.
- d) They are referred to as guardians of night.

6. Rewrite the passage below, replacing the underlined words with their synonyms. Choose your answer from the list given below:

shining	active	dull	fertile	dried
poverty-stricken	barred	bereft	sleepy	
procrastination	destitute	agile	sanctioned	

The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing – for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses, windows thrown wide in the hope of tempting in a non-existent breeze.

Ignorance

Every morning they'd hurry across the road
 As they passed by his run-down old place.
 They hoped and they prayed it would not be the day
 That they'd have to look at his face.

One day they caught a glimpse of him
 Frail old man, clothes too big for his frame.
 They froze in their tracks
 There was no turning back.
 Would the world ever be the same?

What scary thing was he saying?

Where were his fangs and the flames?
They looked at his face which was friendly and kind
And he asked them to tell him their names.

The children looked at each other They
laughed as they realized the truth. They'd
been scared by a silly old rumour
And now they had absolute proof!

--- Anonymous

A. Tick the correct answer:

1. Why did the children hurry past the old man's house?

- a) They thought that he was a monster.
- b) They thought that he would scold them for no reason.
- c) Their parents had instructed them to reach home on time.
- d) A weird smell came from his house.

2. 'They froze in their tracks' means:

- a) They suddenly stopped moving because it became very chilly.
- b) They suddenly stopped moving because the old man cast a spell on them.
- c) They suddenly stopped moving as they were curious to see the old man.
- d) They suddenly stopped moving because of fright

3. Why do you think the title 'Ignorance' has been given to the above poem?

- a) The children's parents ignored them a lot.
- b) The old man ignored the children as they were mean.
- c) The children realised that they should ignore the old man for the sake of peace in the society.
- d) The children realised that they had been ignorant of the old man's kindness and understood the silly old rumour.

4. What did the old man ask the children?

- a) He asked them not to trouble him ever.
- b) He asked them to tell him their names.
- c) He asked them to tell him about their hobbies.
- d) He asked them to tell him about the rumour.

5. Which poetic device has been used in the line, 'That they'd have to look at his face?'

- a) personification
- b) alliteration
- c) simile
- d) Metaphor

- a) glare
- b) frail
- c) glimpse
- d) fangs

Section-B

FACTUAL DESCRIPTION

A factual description is a series of related sentences, aimed at describing a person, place or an object in a matter-of-fact way. A factual description is sequential, beginning from the more important points and moving towards the additional details.

FEATURES OF A GOOD DESCRIPTION

- a. It begins with a topic sentence, which introduces the main idea. Details of the subject being described are then given, starting from the more important and/or prominent ones. An appropriate closing sentence is used to sum up the writer's thoughts.
- b. The description is mostly objective and uses the present tense, unless the given question requires the use of another tense.
- c. A variety of appropriate adjectives are used. Words and phrases are not repeated.
- d. It helps the reader visualise the subject by appealing to the different senses.
- e. It is 120-150 words long.

DESCRIPTION OF A PERSON

People are described by writing about their physical appearance (height, weight, body build, complexion, facial features, special/unusual marks on their body, hair, clothes), personality and special qualities, likes and dislikes, etc.`

- There is nothing exciting about describing a person like this:

Zahid had thick brows and a long nose.

- You would be showing, rather than telling if you wrote:

Zahid's thick black brows knitted over his sharp eyes. His nose was long and bony like his father's.

- Or if you added a context to the description like this:

Zahid's thick black brows rose in an angry arch when he became infuriated. His nose that was too long for his narrow face would begin to twitch.

HOW TO WRITE THE FACTUAL DESCRIPTION OF A PERSON?

You Can use the following tips to kick start your factual description:

How to Describe a Person?

The following word list will help you improve your descriptive paragraphs

NOTE: Do not use every descriptive element listed below. Rather, a few well-chosen details will go a long way toward bringing your subject to life.

Face Shape

- Square
- Oval
- Round
- Triangular
- Heart-shaped
- Thin
- Wide

- Chiseled

Skin and Complexion

Complexion is the natural appearance and colour of the skin, especially of the face. For example, "Mary has a soft, creamy complexion."

- Wrinkled: covered with lines or loose folds of skin; often associated with age
- Freckled: sprinkled or covered with light brown spots
- Ruddy: skin that has a reddish tint; may have the appearance of sunburn
- Sallow: skin that has a yellowish tint; may be associated with illness
- Tanned: skin with a warm, golden-brown tint
- Rosy or fresh-faced: pink-cheeked, fair complexion that glows with a hint of pink
- Other skin-related adjectives: pale, fair, spotless, silky, smooth, creamy, dewy, baby-soft, peaches-and-cream, glowing, paper-thin or translucent (as with a very old person), sunburned, peeling, rough, weathered, weather beaten, craggy, leathery, dry, brown, dark

Eyes

- Shape, size, and appearance: large, small, almond-shaped, round, bulging, heavy-lidded, hooded
- Eye color: black, brown, hazel, green, blue, gray
- Eye expressions: piercing, mesmerizing, sad, sorrowful, haunted, gentle, sympathetic, warm, compassionate, expressive, bright, twinkling, lively, Other: brown-eyed boy, bright-eyed sister, wide-eyes child, gold-flecked eyes

Mouth and Lips

- Lip shape and size: thin, full, pouting, rosebud (baby's lips, often), pursed (puckered up, as when concentrating)

- Mouth expressions: laugh, smile, beam, grin, frown, grimace,
- Adjectives describing the mouth or mouth expressions: toothy, toothless, gap-toothed, kind, sweet, dimpled, relaxed, firm, serious, cruel, snarling

Hair

- Hair color: black, brunette, brown, chestnut-brown, blond, honey- blond, golden-blond, white, salt-and-pepper
- Texture or appearance: wispy, fuzzy, wavy, curly, kinky, frizzy, unmanageable, straight, trimmed, parted, neatly-combed, tamed, long, short, cropped, dull, shiny
- Hair styles: braids, ponytail, pigtails, bun, messy bun, twist, bob, ringlets,

• Body

TIP: Choose strong verbs and adjectives.

- Build: small, slim, slight, thin, lean, willowy, skinny, angular, bony, fine-boned, chunky, broad-shouldered, muscular
- Posture: stand, sit, slouch, flop, lean, recline, rest, stretch, sprawl, curl up, roost, squirm, arch, slump, stoop, bend, hunch, scoot, walk, run, race, jog

Examples:

1. Glinda, the witch



Glinda was a beautiful witch. Her hair was a rich red and fell in curls and waves over her shoulders. She held a magic wand in her hand which she often twirled like a baton. Her dress was pure white, but her eyes were blue and looked kindly upon Dorothy. Her dainty silver sandals gleamed in the moonlight.

2. The Stranger

On the seventh day of his journey, Oliver met a boy who looked about his own age, but who dressed and acted like a man. He was short and bow-legged and had beady little eyes. He was attired in dirty clothes, and he wore a hat that looked ready to fall off his head. His pants were baggy, and his coat reached down well below his knees.

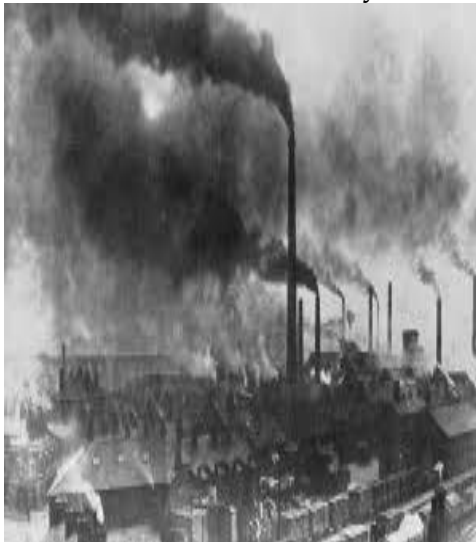
DESCRIPTION OF A PLACE

It will include:

- Name of the place
- Location
- Area
- Geographical features
- Attraction of the place and other details

Examples:

1. Town of Machinery



It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

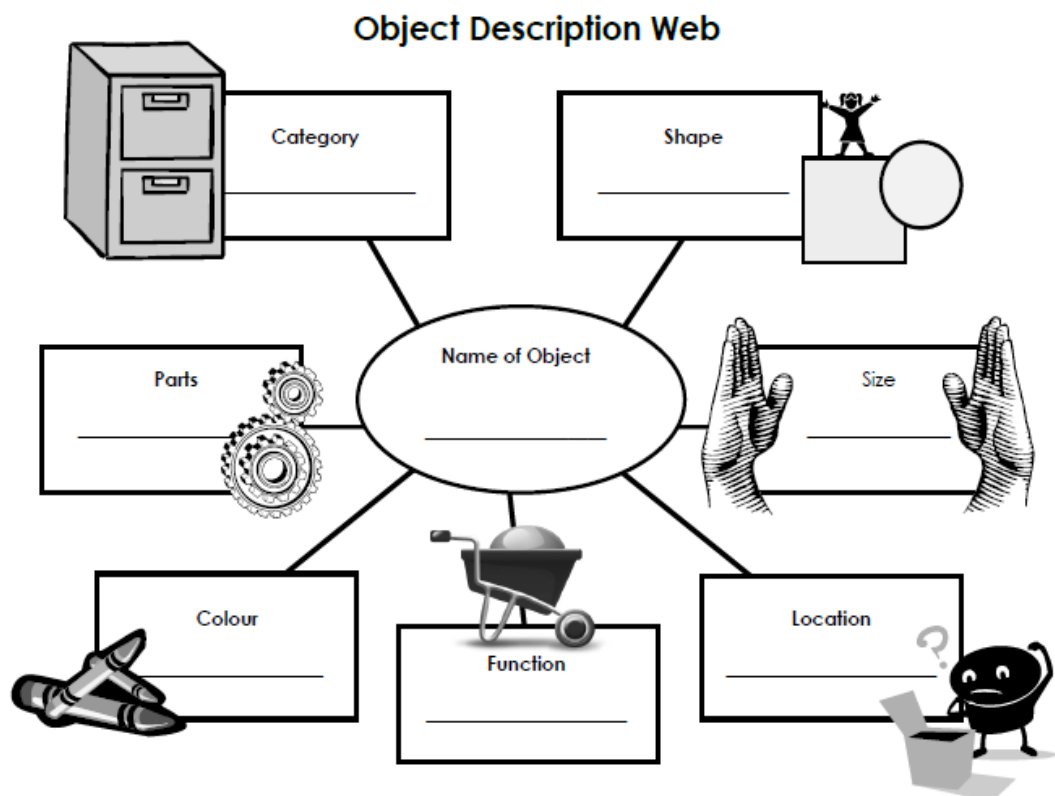
-Charles Dickens, Hard Times

2. The Market

There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels' eyes, tottering piles of spell books, quills, and rolls of parchment, potion bottles, globes of the moon. ... They bought Harry's school books in a shop called Flourish and Blotts where the shelves were stacked to the ceiling with books as large as paving stones bound in leather; books the size of postage stamps in covers of silk.

-Harry Potter and the Philosopher's Stone, JK Rowling

DESCRIPTION OF AN OBJECT



EXAMPLES:

1. Washing Machine



A washing machine is an electronic appliance used for washing clothes. This white washing machine is rectangular in shape with a built-in tank. The tank is fitted with a propeller made of rubber. At the base of the box, there is an electric motor. It has a central drum that is used for holding the clothes. It also helps to dry clothes by spinning like a centrifuge machine. There is a dispensing tray on the top left, where the detergent and additives can be put in. The control panel located just above the drum has knobs which control the temperature and allow users to select different modes of operation. The screen on the top right indicates the time the machine will take to complete one washing cycle. Once the clothes are washed, the dirty water from the machine is let out through the rubber pipe. Washing machines have really made lives convenient for people who use it.

2. Wrist Watch



A wristwatch, as the name suggests, is worn around the wrist. It is a time measuring machine. This wristwatch has a black round dial and a black leather band. It has a dial with twelve dots. There are two hands; the shorter one points to the hour and the longer one points to minutes.

It is a quartz watch which uses batteries and electrical wizardry to keep time. The case, back cover, and band segments are made from stainless steel for a long service life.

The company's name and logo sit proudly on the top.

● **Factual Description**

Object	Person	Place
Name	Name	Name
Description-	Description-	Description-
colour, shape,	height, weight,	Geographical
size, type	complexion,	location,
	Features	dimension,
		length, breadth,
		colour of walls,
		gardens, pools,
		libraries etc.
Use/ functions	Type of person,	Purpose/ use
	qualities, special	
	Traits	
Availability	Habits, likes/	
	Dislikes	
	Profession	

Write a factual description on each of the following topics:

1. An Interesting Person in my Family
2. My Neighbourhood Park
3. My School Bag

Learning Outcome:

- The students will be able to describe incidents with fluency, accuracy and in sequence.
- The students will be able to make meaningful sentences to describe/ narrate factual imaginary situation in speech and writing

Section-C

Subject-Verb Agreement (Revision)

Exercise 1

For the story below, underline the correct answer in the brackets.

Peter and Paul are twin brothers. They (looks/look) so alike that sometimes even their parents(get/gets) confused. However, Peter and Paul (is/are) very different in character. Peter is quiet and (likes/like) reading and music. Paul on the other hand is very active and (enjoy/enjoys) all kinds of sports. Both Peter and Paul (goes/go) to the same school and (is/are) in the same class. One of their teachers (likes/like) them very much because they always (helps/help) her. The twins have a good appetite but neither of them (is/are) obese.

Exercise 2

Tick the correct sentence:

1.
 - a) This singer, along with a few others, play the harmonica on stage.
 - b) This singer, along with a few others, plays the harmonica on stage.
2.
 - a) Sunscreen and hats are essential gear for a trip to the beach.
 - b) Sunscreen and hats is an essential gear for a trip to the beach.
3.
 - a) The football team has a new coach.
 - b) The football team have a new coach.

4.

- a) The police are investigating the murder.
- b) The police is investigating the murder.

5.

- a) My feet is cold.
- b) My feet are cold.

6.

- a) A few of these products has defects.
- b) A few of these products have defects.

7.

- a) 40% of the people doesn't support the new law.."
- b) 40% of the people don't support the new law.

8.

- a) The herd of horses gallops wildly across the field.
- b) The herd of horses gallop wildly across the field.

9.

- a) Fifteen pounds is too much for that bag.
- b) Fifteen pounds are too much for that bag.

10.

- a) Either Grandpa or my sisters are going to the the park.
- b) Either Grandpa or my sisters is going to the park.

Exercise 3

Fill in the blanks with appropriate forms of verb.

Choose the answers from the options given in the brackets.

1. One of my friends _____ gone to France. (has / have)
2. Each of the boys _____ given a present. (was / were)
3. Neither of the contestants _____ able to win a decisive victory. (was / were)
4. Oil and water _____ not mix. (do / does)
5. He and I _____ at Oxford together. (was / were)
6. Slow and steady _____ the race. (win / wins)
7. Neither Peter nor James _____ any right to the property. (has / have)
8. No prize or medal _____ given to the boy, though he stood first in the examination. (was / were)
9. Either Mary or Alice _____ responsible for this. (is / are)
10. Neither the Minister nor his colleagues _____ given any explanation for this. (have / has)

Learning Outcome:

- The students will be able to understand the functions of grammar, the usage for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The students will be able to write grammatically correct sentences for a variety of situations.

Adjectives

Adjectives are describing words-they describe nouns/pronouns or add to their meaning.

There are seven kinds of adjectives:

Adjective of

1. Quality-these indicate kind or quality. e.g. big, small, white, cheap
2. Quantity-these indicate the quantity of a thing. e.g. some, much, no, little

3. Number-these indicate the number of things or persons. e.g. three, few, next, last, every
4. Demonstrative-these point out a thing or person. e.g. this, that, those, these
5. Interrogative- these are used before a noun to ask questions. e.g. which, whose, what
6. Possessive-these show the relation of a thing with someone. e.g. your, his, my
7. Proper-these are formed with the addition of a proper noun. e.g Indian, British

A. Choose the most suitable adjective from the options given in the bracket and fill in the blanks.

1. The boatman was afraid to cross the lake in such a _____ (stormy/ nice/rainy/ muddy)weather.
2. The weavers of Himachali shawls are _____ (what/ few/ gifted/ many) craftsmen.
3. At midnight, Sunny started to feel _____(an active/ little/ drowsy/ much) and decided to go to bed.
4. Don't be afraid of the dog, he is very _____(unfriendly/ affable/ distant/ farther).
5. This motor cycle has a _____(feeble/ influential/powerful/ meek) engine.
6. Ruche behaved in such a _____ (amusing/ comical/ entertaining/unlimited) manner that the audience started to laugh.
7. Natasha has made _____(many/ significant/ this/such) progress since I last saw her.
8. This is a special class for _____(sports/ no/ much/ any) students.

B. Choose the most appropriate adjective from the bracket and fill in the blanks:

a. I have been to Shimla_____ a times. (many/ much of/ any /more)
b. _____ boy sitting there is extremely naughty. (This/ That/ These/ Those)

c. Is there _____ cheese in the box? (any/ one/ many/ none)
d. The teacher will not accept _____ excuse. (any/ no/ some/ much)
e. There are _____ oranges in the bag. (much/ many/ any/ this)
f. _____ kind of a boy is he? (What/ Which/ Where/ Whom)
g. May is the _____ month of the year. (five/ fifth/ which/ that)
h. _____ kind of food is this? (Whom/ What/ Whose/ Who)
i. I have _____ idea where she has gone. (no/ any/ many/ much)
j. Pinocchio had a _____ nose. (long/ longer/ longest/ longish)

FORMING ADJECTIVES:

Some adjectives like yellow and bright are completely independent words. Many others are formed by adding suffixes to nouns, to verbs and even to other adjectives.

Some common suffixes: al, ful, less, en, ed, like, ive, ous, y, ly, ian, ic, ish, able, some

Other letters may have to be added or dropped when suffixes are added.

FROM NOUNS

beauty- beautiful

rag- ragged

Envy- envious

Boy- boyish

Silk- silky

FROM VERBS

talk-talkative
Ridicule- ridiculous
Tire- tiresome
Help- helpful

FROM ADJECTIVES

red- reddish
Right- righteous
Sick- sickly

Adjectives formed from proper nouns should be capitalized.

Mars- Martian
Tibet- Tibetan

C. Fill in the blanks by changing the words given in bold to adjectives. Choose your answer from the options given.

1. Geeta got a very cheap _____(month/ monthly/ month by month/ monthful) subscription for her favourite magazine. MONTH
2. Riding a roller coaster was an _____(invigorate/ invigorating/ invigorated/ invigoratesome) experience. INVIGORATE
3. Losing her dog was _____ (devastately/ devastated/ devastating/ devastatesome) for Zara. DEVASTATE
4. It gets quite _____(chilling/ chilly/ chill/ chillful) in Delhi in the month of December. CHILL
5. The _____(bore/ bored/boredom/ boredsome) audience left as soon as the play ended. BORE
6. Rekha wore a _____(sparklesome/ sparkly/ sparkleful/ sparkled) dress for her birthday. SPARKLE
7. A _____(wrinkled/ wrinkleful/ wrinklesome/ wrinkling) old man was taking a walk in the park. WRINKLE
8. Neil told us an _____ (amused/ amuseing/ amusing/amuseful) story about a frog and a toad yesterday. AMUSE
9. Neeta felt _____ (frustrately/frustraten/ frustrated/ frustrate) by the long queue at the railway station. FRUSTRATE

10. The audience was left _____ (stun/ stunned/ stunning/ stunner) by the excellent performance. STUN

Degrees of Comparison are used when we compare one person or one thing with another.

There are three degrees of comparison.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

When an adjective has more than two syllables then we use 'more and 'most' to bring out the degree of comparison.

Positive degree	e.g. meticulous
Comparative degree	e.g. more meticulous
Superlative degree	e.g. most meticulous

- a) What is the _____ (least expensive/ expensive/ less expensive) way of travelling in Japan?
- b) Joe's _____ (old/ elder/ older) than Mike.
- c) Who is _____ (younger/ youngest/ most young) Rohn or Tony?
- d) They emigrate because they are looking for a _____ (best/ better/ more better) life.
- e) The guest bedroom is the _____ (quiet/ more quiet/ quietest) room in the house because it overlooks the garden.
- f) I think her grandfather must be _____ (old/ elder/ older) than her grandmother.

Let us see all of them one by one.

1. Positive degree

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun 'The house' is talked about.

- He is a tall student.
- This flower is beautiful.
- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

2. Comparative degree

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Examples:

- a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term 'bigger' is comparative version of the term 'big'.

Both these sentences convey the same meaning.

- b. This flower is more beautiful than that. (Comparative)
This flower is not as beautiful as that. (Positive)

The term 'more beautiful' is comparative version of the term "beautiful".

- c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term 'taller' is comparative version of the term 'tall'.

Both these sentences convey the same meaning.

When we compare more than two persons or things with one another,

We use all the three-positive, comparative and superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term 'biggest' is the superlative version of the term 'big'.

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden.
(Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term 'most beautiful' is the superlative version of the term 'beautiful'.

All the three sentences mean the same meaning.

Few adjectives and adverbs get their comparative forms by simply getting 'more' before them.

And their superlative terms, by getting 'most' before them.

Examples:

beautiful.....more beautiful.....most beautiful
effective.....more effective.....most effective
effectivelymore effectivelymost effectively
enjoyable.....more enjoyable.....most enjoyable
useful.....more useful.....most useful
different.....more different.....most different
honest.....more honest.....most honest
qualified.....more qualified.....most qualified

Few adjectives and adverbs get their comparative forms by simply getting 'er' after them and their superlative terms, by getting 'est' after them.

Examples:

hard.....harder.....hardest
big.....bigger.....biggest
tall.....taller.....tallest
long.....longer.....longest
short.....shorter.....shortest
costly.....costlier.....costliest
simple.....simpler.....simplest

Degrees of comparison add beauty and variety to the sentences.

E. Fill in the blanks with the correct degree of adjective. Choose from the options given.

- a. The movie he saw today was the _____ (bad/ worse/ worst) one he has ever seen.
- b. Cities are usually _____ (noisy/ noisier/ noisiest) than country sides.
- c. Before you look at your programme, let me explain a little _____ (farther/ further/ far).
- d. Statistics show that driving your own car is _____ (dangerous/ more dangerous/ most dangerous) than flying an airplane.

F. Fill in the blanks with the correct form of adjectives made from words given in bold. Choose your answer from the options given:

- a. This is a _____ (gold/ golden/ goldy) opportunity. **GOLD**
- b. She is the _____ (intelligent/ more intelligent/ most intelligent) girl in the class. **INTELLIGENT**
- c. This is the _____ (happy/ most happiest/ happiest) moment of my life. **HAPPY**
- d. Rohit is _____ (more courageous/ most courageous/ courageously) than Ritesh. **COURAGE**
- e. The local trains in the city are _____ (bad/ worse/ poorer) than the buses. **BAD**
- f. Ishmeet is _____ (good/ better / more good) at English than he is at Maths. **GOOD**
- g. The weather gets _____ (warm/ warmer/ most warm) after spring. **WARM**
- h. Sania has a habit of writing the _____ (lengthy/ lengthier/ lengthiest) answers in the class. **LENGTHY**
- i. It is too _____ (cold/ colder/ cool) to go for a walk outside. **COLD**
- j. We were a lot _____ (most careful/ more careful/ carefree) this time. **CAREFUL**

When using more than one adjective to describe a noun place the adjectives in the following order before the noun.

NOTE: We usually use not more than three adjectives preceding a noun.

1. Opinion and general description

Example : *nice, funny, lovely*

2. Dimension/ Size / Weight

Example: *big, small, heavy*

3. Age

Example: *old, new, young, ancient*

4. Shape

Example: *round, square, oval*

5. Colour

Example: *green, red, blue, black*

6. Country of origin

Example: *Italian, Polish, English*

7. Material

Example: *wooden, cotton, woollen, plastic*

8. Purpose and power

Example: *walking (socks), tennis (racquet), electric (iron)*

Here are some examples of nouns modified with three adjectives in the correct order based on the list above.

- A wonderful old French clock. (opinion - age - origin)
- A big square blue box. (dimension - shape - colour)
- A disgusting pink plastic ornament. (opinion - colour - material)

Here's a rhyme which, if you learn it, might help you remember the order of adjectives!

In my nice big flat
There's an old round box
For my green Swiss hat
And my woolly walking socks.

Choose the correct order of adjectives in the following sentences.

1. The woman is wearing a _____ dress.
 - a. yellow long
 - b. long yellow

2. He is a _____ man.
a. tall thin
b. thin tall
3. The company makes _____ products.
a. excellent farming
b. farming excellent
4. James recently departed on a _____ trip.
a. camping long
b. long camping
5. I love eating _____ strawberries.
a. red big
b. big red
6. The _____ woman did well on the test.
a. intelligent young
b. young intelligent
7. The ticket costs _____ dollars.
a. ten US
b. US ten
8. The scientists have found a _____ cure for the disease.
a. new great
b. great new
9. I am going to wear my _____ tie to the wedding.
a. big cotton blue
b. blue big cotton
c. big blue cotton
d. cotton big blue
10. Please recycle those _____ bottles.
e. three water empty
f. three empty water
g. water empty three
h. empty three water
11. She packed her clothes in a _____ box.
i. green flimsy cardboard
j. flimsy green cardboard
k. cardboard flimsy green
l. flimsy cardboard green

12. Their dog is a _____ shepherd.

- m. brown big German
- n. big brown German
- o. German big brown
- p. German brown big

13. I am drinking from a _____ cup.

- q. small English tea
- r. tea small English
- s. English small tea
- t. small tea English

14. My _____ teacher talks for hours!

- u. philosophy old boring
- v. old philosophy boring
- w. boring philosophy old
- x. boring old philosophy

Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The students will be able to write grammatically correct sentences for a variety of situations.

Integrated Grammar Practice

1. The following passage has not been edited. There is an error in each line.

Underline the error and write the correct answer in the space provided. Choose the correct answer from the options given:

Japanese researchers are building an
world's first room which occupants need
take care of sick and elderly people. All
the occupants need to do is to point in an
object and a obedient robot will fetch it
or turn it on. A robotic arms will pick up
objects and bring them of the patient's
bedside. It will be controlled of computers.

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____
- vii) _____
- viii) _____

- i.
- a. researches
- b. a
- c. the
- d. built

ii.

- a. where
- b. worlds'
- c. Worlds
- d. needs

iii.

- a. from
- b. off
- c. to
- d. besides

iv.

- a. occupant
- b. needs
- c. out
- d. a

v.

- a. objects
- b. them
- c. an
- d. catch

vi.

- a. the
- b. off
- c. must
- d. down

vii.

- a. an
- b. object
- c. into
- d. to

viii.

- a. off
- b. to
- c. by
- d. control

II. Tick the correct verb in these sentences.

- a) The girl or her sisters (watch, watches) television every day.
- b) Rob (doesn't, don't) like sports.
- c) His classmates (study, studies) before a test.
- d) One of the cookies (is, are) missing.
- e) A lady with 10 cats (live, lives) in that big house.
- f) Mumps (is, are) very serious.
- g) The committee (decide, decides) when to adjourn.
- h) Our team (is, are) the best.
- i) Everybody (enjoy, enjoys) a good song.
- j) Either (is, are) suitable.
- k) The girl or her sisters (watch, watches) television every day.
- l) Rob (doesn't, don't) like sports.
- m) His classmates (study, studies) before a test.
- n) One of the cookies (is, are) missing.
- o) A lady with 10 cats (live, lives) in that big house.
- p) Mumps (is, are) very serious.
- q) The committee (decide, decides) when to adjourn.
- r) Our team (is, are) the best.
- s) Everybody (enjoy, enjoys) a good song.
- t) Either (is, are) suitable.

FOR FURTHER PRACTICE

Q. In the following passage one word has been omitted from each line. Mark the place where it has been omitted with a / and write the missing word in the space provided.

"Slumdog Millionaire" is story of
how penniless waiter from Mumbai
became biggest quiz-show winner in

history. The script of movie is based on
Indian diplomat, Vikas Swarup's novel
'Q and A'. movie won ten Oscar
nominations.

emotional A.R. Rahman, who won three
nominations said, "I'm on top of world."
"I'm so honoured," said overjoyed Anil
Kapoor.

December**Reading: Comprehension****Writing: Autobiography Writing****Grammar and Vocabulary: Revision of Punctuation, Spell-check, Jumbled letters, Integrated Grammar****Section-A****Art Class**

1. My favourite class throughout high school was art. I was not particularly talented, but I did enjoy the art class. By afternoon of each school day, my sensory processing difficulties had already caused me considerable distress and frustration. All I wanted to do was scream, but I knew that doing that would only get me sent to the Principal's office. Fortunately, I found my diversion in art, so I took the class every year. I discovered that it could relax me as little else could. Miss Thompson was the teacher, and she seemed to like me. She had pretty blonde hair and big glasses.
2. She had one idiosyncrasy: she objected to being called "Mrs". Nearly every class period, she would playfully threaten to shoot the first person to call her "Mrs". I ordinarily take people literally, unless they tell me otherwise. Miss Thompson surely sounded serious to me, so I made sure I never made this mistake. I did, however, once call her "Mom" by accident. She just stared at me for several seconds before going on to see what I needed.
3. Another reason I enjoyed art had to do with intriguing worlds that I found I could experience vicariously by simply gazing at the paintings by the masters. There were so many odd cultures and time periods that I had often wondered about, but couldn't seem to visualize. One day, my teacher told us to look through some old magazines for ideas about what to paint. One picture, a pre-civil war type southern mansion, especially

appealed to me. I could just imagine plenty of southern belles strolling about looking for pleasantly scented flowers.

4. Despite having no illusions about my talent, I found the very task of creating something of my own gratifying. Miss Thompson could be very creative in her assignments as well. One such task was to sketch a series of cartoons to make a fictional narrative.
5. The class I had after the art class was science. It really amazed me how anyone could make such an exciting subject so very boring, but the science teacher managed to do just that. It seems that one can get away with almost anything by sitting in the back, which is right where this teacher had placed me. Consequently, the art assignment took on the utmost urgency, even if some of it had to be done during science class, which immediately followed art.

On the basis of your understanding of the above passage, choose the correct answer:

1. Which line from the passage shows that the author had learning difficulties?
 - a. I was not particularly talented...
 - b. ...my sensory processing difficulties had already caused me considerable distress and frustration.
 - c. All I wanted to do was scream.
 - d. I found my diversion in art...
2. Why did the writer enjoy his art class?
 - a. He wanted to visit the pre-civil war type southern mansion that appealed to him.
 - b. It could relax him as little else could.
 - c. He was allowed to scream there, which he really enjoyed doing.
 - d. He got a chance to look through some old magazines.
3. What did the writer once call his art teacher? Why did he do so?
 - a. Miss/ He didn't like to call her Mrs
 - b. Mrs/ She wanted to be addressed like that
 - c. Mrs/ He liked to address her like that
 - d. Mom/ She liked him and took care of his needs

4. Why did the writer not enjoy his science class?
- He found the subject boring.
 - The way his teacher taught the subject was boring.
 - The teacher didn't let him complete his art assignment.
 - The teacher scolded him for sitting at the back.
5. Find words in the passage which mean the same as the following.
- Choose from the options given:

	a. Misery i. distress ii. objected iii. strolling iv. sensory b. Opposed i. amazed ii. objected iii. illusions iv. gratifying	
	c. Satisfying i. strolling ii. gazing iii. gratifying iv. fictional	
6. Match the columns.		
a)	Idiosyncrasies	Intimidate
b)	Threaten	Curiosity
c)	Intrigue	Eccentricity

Gus: The Theatre Cat

Gus is the cat at the theatre door

His name, as I ought to have told you before,
Is really Asparagus. That's such a fuss

To pronounce, that we usually call him Gus.
His coat's very shabby, he's thin as a rake.

And he suffers from palsy that makes his paws shake.

Yet he was, in his youth, quite the smartest of Cats-
But no longer a terror to mice and rats.

For he's no longer the Cat that he was in his prime;
Though his name was quite famous, he says, in its time.
And whenever he joins his friends at their club
(Which takes place at the back of the neighboring pub)
He loves to regale them, if someone else pays,
With anecdotes drawn from his Palmiest days.
For he once was a Star of the highest degree-
He has acted with Irving, he's acted with Tree.
And he likes to relate his success on the Halls,
Where the Gallery once gave him seven cat-calls.
But his grandest creation, as he loves to tell,
Was Firefrorefiddle, the Fiend of the Fell.

Choose the correct answer:

Q1. Why wasn't Gus called by his real name?

- a. He didn't like his real name.
- b. It was a fuss to pronounce Asparagus.
- c. The theatre people didn't like his real name.
- d. There was another cat by the same name.

Q2. What does Gus look like now?

- a. smart and handsome
- b. clean and smart
- c. thin and shabby
- d. thin and handsome

Q3. How do we know that Gus is really old?

- a. He is no longer a terror to mice and rats.
- b. He has wrinkles and white hair.
- c. He once told his age to the other cats at the club.
- d. He has been asked to leave the theatre as he is of no use now.

Q4. How does Gus entertain the other cats at the club?

- a. by performing various tricks
- b. by playing fetch
- c. by telling them anecdotes from his Palmiest days
- d. by distributing dates from the palm trees

Q5. Tick the correct meaning of the following expressions:

- I. In his prime means i) to be in a good mood ii) when he was young iii) when he was famous
- II. To regale them means i) to entertain ii) to scare them iii) to cheat them

III. Palmiest days means i) boring days ii) busy days iii) best days

Q6. What is Firefrorefiddle, the Fiend of the Fell in the poem?

- a. A monster that Gus tells about to his friends.
- b. The best ever role played by Gus.
- c. Name of the theatre which caught fire by accident.
- d. The best poem written ever.

Section B

Autobiography

An autobiography is a first person account about the life and experiences about a person or thing.

The writer assumes that he is that person or thing and writes a story which reveals interesting information about that particular subject. You could imagine yourself to be a popular singer, sportsperson, a scientist or anything you possibly wish. You could also imagine yourself to be an inanimate object like a football, a book, or a doggy bowl!

So choose what or who you would like to write about and get started on an Autobiography.

FORMAT:

- Give a title
- FIRST PARAGRAPH
 - Your name
 - Birth (if it's an animal/human)
 - Manufactured (if it's an object)
 - Parentage
 - What is your appearance like?
 - Journey
 - What do you like/dislike?
- SECOND PARAGRAPH
 - Owner/home

- Your family
- Owner's relation with you
- Special/sad moments
- Friends
- THIRD PARAGRAPH
- Places you've been to and your favourite destination
- Experiences you'll always cherish
- FOURTH PARAGRAPH
- Life ahead
What are your hopes and aspirations for the future?

Examples of an Autobiography:

JAMES SMITH

I am James Smith, and I was born on September 21, the first day of autumn, in the year 1971. My birthplace is Vancouver, British Columbia, Canada. My middle name is Scot, which is my mother's maiden name. My nickname at home is Tiago, but in school I was called by many nicknames such as Jimmy, Santy, and Smithy. My father was a retired miner in Alberta. He had an automotive mechanics diploma from San Luis School, Abra, Philippines. He moved to Alberta, Canada when he was 37 years old. He then worked for Sandbanks Mining Inc. until retirement. My mother had a degree in Education. She started working as a temporary teacher in different cities in Ilocos, Philippines. After getting a permanent position in an elementary school in Santiago city, she met my dad and got married. I am the oldest of 3 children. My younger brother's name is Marlon and my younger sister is Erika.

I can say that the best education I ever had started at home. This was when my parents ingrained in me the principles of life and values that I hold strong till this very day. I attended kindergarten at Macaulay School. I loved my first teacher in school, Ms Cruz, who was very kind. I also remember the names of my first classmates and friends in school very clearly. My elementary school was a bit far from my home, so I used to take the school bus every day. I received two awards in

school for being the most responsible student and I also won a National Chess competition. Thereafter, I attended Ferguson Bay High School. These were the most enjoyable years of my life.

I AM A PEN

I was born two years ago at a factory in China. The factory workers sculpted my shell out of plastic, then they gave me all sorts of mechanical parts, filled me with ink, and they sent me on my way. As I sat in the box with my fellow pens, I hoped to be destined for great things. I could belong to a great leader, or maybe someone famous. I could live a lavish life in a fancy pen cup, only getting up every few days to sign a document or two. Perhaps an aspiring medical student would use me to take months worth of notes or I could spend my life at the desk of a great poet.

My destiny was off to a rough start. My box mates and I spent three whole months making the journey from our factory to a store in the United States. I got a little seasick on the boat ride and spilled some of my ink. When we finally arrived, we spent a whole month in storage in the back of a store. Slowly, our shipping crate was emptied. We were picked up right away off of the shelf. I was excited and ready to serve whatever great purpose awaited me. Unfortunately, only one pen was removed and the rest of us spent six months waiting in a dark drawer. It was pretty discouraging to have to keep waiting after so long.

Finally our day came. A girl in an orange dress took us out of the drawer and carried us off to her room. I was so honoured to be the first one she chose. It was awfully dark in the room though; no light except for her computer screen. Then she got to work. It was relentless. She dragged me all across the paper, jolting me back and forth, spinning me in circles, and scribbling me off in the corner when I couldn't keep up. Finally she was done and she lifted me to see my first creation. I was appalled. It was a wretched, horribly drawn portrait of some pop star. As soon as she was finished, she got right back to work on another. She must've been creating the whole group. I saw it and I couldn't go on anymore. It was worse than the first. I couldn't let this be my life's purpose. Therefore, I stopped inking.

She scribbled me as hard as she could, but I held on. She tossed me straight into the trash. I laid there, staring up at the white sky above me. A halo of light poured in through the round opening. She crumpled up her ruined paper and threw it on top of me. It covered nearly half of my vision.

Later she threw another. And then another. She piled on more trash until everything was black.

Q1. Write an autobiography of a shirt.

Q2. Imagine you are a river. Write your autobiography.

Learning Outcome:

- The students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- They will be able to make meaningful sentences to describe narrate, factual imaginary situation in speech and writing
- They will be able to identify main ideas/ characters/ sequence of ideas and events and will be able to relate with his/ her personal experience.

Section-C**Punctuation**

Punctuation marks are signs such as full stops, commas and question marks.

You use them in sentences to make the meaning clear.

*** Full stop ‘.’**

You use it:

- i. at the end of a sentence.
- ii. after words that have been shortened.
E.g. Sunday-Sun., Doctor-Dr., Department-Dept.
- iii. when we shorten people's first names to one letter followed by a full stop.
E.g. William Butler Yeats-W.B. Yeats

Exclamation Mark ‘!’

You use it after commands, interjections or words that show surprise or anger.

E.g.

Sit down!

Help!

Question Mark ‘?’

You put a question mark after a question.

E.g. What's your name?

Who's there?

Comma ‘,’

You put a comma :

- a. between nouns and noun phrases in a list.

E.g. I bought three notebooks, an eraser, a set of color pencils and a sharpener.

b. to show where there is a little pause.

E.g. She was in her room, listening to music on the radio.

Apostrophe '

You put an apostrophe with an s to show possession.

- a. You add 's after singular nouns or names. E.g. This is Susan's house.
This is Neena and Reena's room.
- b. You just add ' after plural nouns that end with s. E.g. The students' desks are arranged neatly.
It took a year's work to complete this job.
- c. You add 's after plural nouns that don't end in s. E.g. The children's park is nearby.
Men's shoes are larger than women's shoes

You also use the apostrophe to show that a letter or some letters in a word have been left out.

E.g. I've finished my homework but I haven't done any revision.

Quotation Marks "....."

You use quotation marks to show exact words spoken by people. You also put a comma before the first quotation mark.

E.g. Meg said, "I'm going for a picnic tomorrow."

A. Choose the correctly punctuated sentence:

1.
 - i. Dr David james is the consultant at Leeds city Hospital.
 - ii. Dr David James is the consultant at Leeds City Hospital
 - iii. Dr David James is the consultant at Leeds City Hospital.
 - iv. Dr David James is the consultant at Leeds City Hospital.

2. i. that tall man Parul's grandfather is the winner of the game.
 ii. That tall man, parul's grandfather, is the winner of the game
 iii. That tall man, Parul's grandfather, is the winner of the game.
3. i. darwin's on the origin of species' (1859) caused a great controversy when it appeared
 ii. Darwin's On the Origin of Species' (1859) caused a great controversy when it appeared.
 iii. Darwin's on the Origin of Species' (1859) caused a great controversy when it appeared.
4. i. the boys father sat in the corner
 ii. The boy's Father sat in the corner
 iii. The boy's father sat in the corner.
5. i. I dont like this one bit said juhi
 ii. "I don't like this one bit," said Juhi.
 iii. "I dont like this one bit" said juhi
- 6.i. A grandparent's job is easier than a parent's.
 ii. a grandparents job is easier than a parents
 iii. A grandparents job is easier than a parents.
- 7.i. hooray i just won the lottery harsh screamed
 ii. "Hooray i just won the lottery" harsh screamed
 iii. "Hooray! I just won the lottery," Harsh screamed.
8. i. The Straits Times is a daily English language newspaper in Singapore.
 ii. The straits times is a daily English language newspaper in Singapore.
 iii. The Straits Times is a daily English Language Newspaper in Singapore
9. i. I can't tell you now, However, I'll have a better idea tomorrow
 ii. I can't tell you now. However, I'll have a better idea tomorrow.
 iii. I cant tell you now. However I'll have a better idea tomorrow
10. i. James, our guide, will accompany you on the boat.
 ii. James our guide, will accompany you on the boat
 iii. James, our guide will accompany you on the boat

B. Choose the correctly punctuated sentence:

1. a. Sit up, straight!
 b. Sit up straight?
 c. Sit up straight.
 d. Sit up. straight.
2. a. They asked what time the department store would open?
 b. They asked what time the department store would open.
 c. They asked, what time the department store would open?
 d. They asked what time the department store would open!
3. a. Who do you think, will win the contest?
 b. Who do you think will win the contest!

- c. Who do you think will win the contest?
d. Who do you think will win the 'contest.'
4. a. Billboards are considered an important part of advertising for big business, but, an eyesore; by their critics.
b. Billboards are considered an important part of advertising for big business, but, "an eyesore," by their critics.
c. Billboards are considered an important part of advertising for big business, but an eyesore by their critics.
d. Billboards are considered an important part of advertising for big business, but an eyesore! by their critics.
5. a. This is absolutely incredible!
b. This is absolutely incredible.
c. This is absolutely incredible,
d. This is absolutely 'incredible.'
6. a. Its a long way to walk.
b. It's a long way to walk.
c. It's a long way, to walk.
d. Its a long way, to walk.
7. a. Oh! Youve' broken my watch.
b. Oh. You've broken my watch.
c. Oh! You've broken my watch.
d. Oh, Youve' broken my watch.
8. a. Who'd like some coffee?
b. Who d' like some coffee?
c. Who'd like some 'coffee?'
d. Who'd like some coffee.
9. a. There was a big teachers' conference last week in Mexico City.
b. There was a big teacher's conference last week in Mexico City.
c. There was a 'big teacher's conference' last week in Mexico City.
d. There was, a big teachers' conference last week, in Mexico City.
10. a. The University is very proud of it's gardens.
b. The University is very proud of, its gardens.
c. The University is very proud of its gardens.
d. The University, is very proud, of its gardens.

Grammar Help- "It"

See the following sentences:

- a. The lion is chasing its prey.
b. It's getting closer and closer.

You see that only in sentence b an apostrophe is used. The pronoun 'it' takes an apostrophe only when used with abbreviated form of is.

It also takes an apostrophe when used with short form of has.
E.g. It's a new book. It's got a blue cover.

(It is a new book. It has got a blue cover.)

Grammar Help-"Who"

See the following sentences:

- Whose book is this?
- Who's coming to dinner?

The pronoun **who** takes an apostrophe when used with the short form of is.

Fill in the blanks with the right word. Choose from the options given:

- _____ raining cats and dogs. (It's/ Its / Its' / its)
- The leopard is fast. _____ speed is incredible. (It's/ Its / Its' / its)
- _____ quite sure that _____ battery has gone. (It's/ Its/ Its' / its)
- _____ a well-groomed cat. _____ fur is soft and silky. (It's/ Its / Its' / its)
- _____ taken my pen? (Who/ Who's/ Whose/ Whom)
- _____ footprints are these? (Who/ Who's/ Whose/ Whom)
- That is the man _____ house was burgled. (who/ who's/ whose/ whom)
- This is one student _____ sure to make his parents proud. (who/ who's/ whose/ whom)

Vocabulary Enrichment

Unscramble the following jumbled up letters to form meaningful words. Write them in front of the correct meaning given below.

FCEONIDENC		UOCQENSNECE	ETDOTAEN
a.	Assurance	_____	
b.	Result	_____	
c.	Explode	_____	

Tick the word with the correct spelling.

- | | |
|-----------------|-------------|
| 1. discribe | describe |
| 2. definition | defination |
| 3. writing | writting |
| 4. continous | continuous |
| 5. reference | refference |
| 6. Dissappoint | disappoint |
| 7. hiding | hidng |
| 8. adventourous | adventurous |
| 9. proffesion | profession |
| 10. recieve | receive |
| 11. successful | successfull |
| 12. beleive | believe |

Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The student will understand and critique sentence structure and a variety of sentences.

Integrated Grammar

I. Replace the underlined word by choosing the option that is closest in meaning:

- i. The guards made sure the place was secure.
a) Locked b) safe c) healthy d) honest
- ii. The magician will baffle you with his tricks.
a) Bore b) confuse c) surprise d) entertain

- iii. We should be courteous to people.
a) Selfish b) good c) terrible d) kind
- iv. If they bother you, just ignore them.
a) Avoid b) punish c) adjust d) notice
- v. The rowdy gang went to the party.
a) Generous b) disciplined c) Noisy d) naughty

II. **Choose the word that is most nearly opposite in meaning to the word in capital letters.**

1. OFTEN
a) Never b) usually c) regularly d) randomly
2. IMPORTANT
a) Grand b) weighty c) worthless d) crucial
3. MAGNIFICENT
a) Ugly b) gorgeous c) averaged d) thrilling
4. SOAR
a) Rise b) float c) mount d) land
5. AVAILABLE
a) Acceptable b) easy c) absent d) achievable

FOR FURTHER PRACTICE

Q. In the passage given below one word has been omitted in each line. Put a / where the word is missing and write the word in the space provided.

When the Class VII examinations over, the Deputy`	_____
Commissioner asked his son he had done his	_____
English paper well. The boy told him was easy,	_____
and that for one question had written that his	_____
father was washerman. The boy's father shouted	_____
angrily but son replied, "I did not know the spelling	_____
Deputy Commissioner and I did not want to lose one mark.	_____

January

Reading: Comprehensions**Grammar: Active and Passive Voice****Vocabulary: What's the good word?****Section A**

1. It was a difficult time for Hannah Chaplin and her two sons, Charles and Sydney. There just wasn't enough money for even their most basic needs. Hannah knew she would have to earn some money. She had a very good voice, but she was afraid to sing at the music halls of London because unruly crowds gathered there. Artists were often chased from the stage. For the sake of her children, she gathered enough courage and went on stage one evening. But Hannah's worst fears came true. As she faced the crowd, her voice failed. There were catcalls, boos and whistling. Poor Hannah was terrified. Charlie Chaplin himself describes what happened next:
2. "I remember standing in the wings when Mother's voice cracked and went into a whisper. The audience began to laugh and make catcalls. Mother was obliged to walk off the stage. The stage manager, who had seen me perform before Mother's friends, said something about letting me go in her place. And in the confusion I remember him leading me by the hand and, after a few explanatory words to the audience, leaving me on the stage alone. And before a glare of footlights and faces in smoke, I started to sing a well-known song."
3. "Halfway through, a shower of money poured on to the stage. Immediately, I stopped and announced that I would pick up the money first and sing afterwards. This caused much laughter. I talked to the audience, danced and did several imitations, including one of Mother singing her Irish march song. And in repeating the chorus, in all innocence, I imitated Mother's voice cracking and was surprised at the impact it had on the audience. There was laughter and cheers, then more money throwing; and when Mother came on the stage to carry me off, her presence evoked tremendous applause. That night was my first appearance on the stage and Mother's last."
4. Little Charlie lived with his mother and brother Sydney in a small shabby room. But Hannah managed to bring some magic into their bleak surroundings. She would sing and dance for her sons, and tell them wonderful stories. Whenever they got some money, Hannah would take them to the beach, and treat them to cakes and ice cream. On days when there was no money, she would look out into the street and narrate stories about the people she saw walking past.

Hannah's acting skills made a great impression on little Charlie. When he became a famous actor he often said that it was his mother's skills and the sights and sounds of London that had helped him in his career as an entertainer.
5. Hannah made some money sewing clothes for people, while Sydney did a number of odd jobs. Sometimes when the family was in serious need, the children had to go into the workhouse. Charlie knew that he would have to earn a living, but he wanted to be an entertainer and nothing else. When he was nine years old, he joined William Jackson's Lancashire Lads, a troupe of child dancers. Charlie enjoyed working with this group.

6. But he was also able to understand the tension, the fatigue and the pain behind the bright lights and gay costumes. Charlie worked with this group for two years, after which he was again on his own.
7. One day when Charlie came home, he found his mother in a state of complete confusion. "She has gone mad," the children in the neighbourhood shouted. Charlie immediately took her to the nearby hospital. The doctor told him that she was indeed unwell. Six days later, she was admitted to a mental institution. Charlie was heartbroken. She had meant so much to him.

Answer the following questions based on your reading of the above text. Choose the correct answer from the options given:

1. In what way did Hannah's worst fears come true?
 - a. she forgot the lyrics of the song
 - b. her voice cracked and went into a whisper
 - c. there was a sudden power cut on the stage
 - d. she could not muster up the courage to go on the stage
2. Who asked Charlie to take his mother's place on stage? Why do you think he did that?
 - a. Mother herself/ she was too nervous to face the audience
 - b. Charlie went on his own/ he couldn't see his mother getting humiliated
 - c. The stage manager/ he had seen Charlie perform before Mother's friends
 - d. The stage manager/ he knew that the audience won't trouble a child
3. But Hannah managed to bring some magic into their bleak surroundings. How did she do it?
 - a. She lit up the house beautifully.
 - b. She managed to purchase good and expensive clothes for her son.
 - c. She would sing and dance for her sons, and tell them wonderful stories.
 - d. She often called a magician to entertain her children.
4. What kind of a woman was Hannah?
 - a. selfish
 - b. confident
 - c. resourceful
 - d. Garrulous
5. What did Charlie realise while working with William Jackson's Lancashire Lads?
 - a. Entertaining people was easy.
 - b. Entertainment Industry was a financially lucrative one.
 - c. He realised that smart work was better than hard work.
 - d. He was able to understand the tension, the fatigue and the pain behind the bright costumes.
6. Which line tells us that Charlie had a knack for entertaining people.
 - a. 'I remember standing in the wings...'
 - b. '...he wanted to be an entertainer and nothing else.'
 - c. 'Charlie enjoyed working with this group.'
 - d. 'I talked to the audience, danced and did several imitations...'

7. Find words from the passage which mean. Tick the correct answer:

- a. loud shouts or whistles expressing disapproval
 - i. acclaimed
 - ii. exalt
 - iii. catcalls
 - iv. commend
- b. strong and dazzling light
 - i. glare
 - ii. stare
 - iii. blare
 - iv. Grim

Tiger

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

He should be lurking in shadow,
Sliding through long grass,
Near the water hole
Where the plump deer pass.
He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws
Terrorising the village!

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

On the basis of your reading of the poem, choose the correct answer from the options given:

1. The poem shows a comparison between:
 - a. tiger in the cage and tiger as a pet
 - b. tiger in the cage and tiger in the wild
 - c. plump deer and skinny deer
 - d. plump deer and helpless tiger
2. Which line shows that the tiger's movement is severely limited:
 - a. Baring his white fangs
 - b. The few steps of his cage
 - c. His strength behind bars
 - d. Stalking the length of his cage

3. In the expressions 'should be lurking' and 'should be snarling', 'should be' shows that:
 - a. The poet is trying to suggest that the tiger should be allowed to live in his natural habitat.
 - b. The poet is trying to suggest that the tiger should be allowed to do these activities in the cage.
 - c. The poet is trying to suggest that the tiger should be kept as a pet at home, away from the patrolling cars.
 - d. The poet is trying to suggest that hunting of tigers should be banned.
4. Why do you think the tiger looks at the stars?
 - a. He likes the twinkling of the stars.
 - b. He wants to relax himself after the hectic day.
 - c. He feels helpless in the cage and hopes for the day when he would be able to run free in the wild.
 - d. He is terrorised by the patrolling cars.
5. He ignores the visitors because:
 - a. He is too proud of himself.
 - b. They are scared of him.
 - c. He is too busy measuring the length of his cage.
 - d. He considers them devoid of any feelings.
6. The poetic device used in 'He stalks in his vivid stripes' is:
 - a. simile
 - b. metaphor
 - c. alliteration
 - d. repetition
7. Find a word from the poem which is the antonym of concealing. Choose from the options given:
 - a. snarling
 - b. Terrorising
 - c. Stalking
 - d. baring

Section-C

Active and Passive Voice

- A verb is said to be in the Active Voice when the person or thing denoted by the subject is a doer of an action.

E.g. Tom chased Jerry.

The verb chased is in the Active Voice

- A verb is said to be in the Passive Voice when it shows that something is done to the person or thing denoted by the subject.

E.g. Jerry was chased by Tom.

The verb was chased is in the Passive Voice.

The following table brings out the transformation of Voice:

Active

I write a story
I am writing a story

I have written a story

I wrote a story
I was writing a story

I had written a story

I shall write a story
I shall have written a story

Passive

A story is written by me (present tense)
A story is being written by me (present continuous)

A story has been written by me (present perfect)

A story was written by me (past tense)
A story was being written by me (past continuous)

A story had been written by me (past perfect)

A story will be written by me (future tense)
A story will have been written by me (future perfect)

Points to remember:

In the Passive Voice, the subject is changed into object and object is changed into subject.

Verbs that do not have an object cannot have a Passive Voice

When a verb has two objects, either may be the object of the sentence in the Passive Voice.

E.g. (Active)

Priti gave me (Indirect object) a pen. (Direct object).

(Passive1)

I was given a pen by Priti.

(Passive2)

A pen was given to me by Priti.

A. Change the voice of the following sentences. Choose the correct answer from the options given below:

1. Robin Hood shot an arrow.

- An arrow will be shot by Robin Hood.
- An arrow was shot by Robin Hood.
- Robin Hood had shot an arrow.
- An arrow is being shot by Robin Hood.

2. Raja has written this poem.

- a. This poem was written by Raja.
 - b. This poem is being written by Raja.
 - c. Raja had written this poem.
 - d. This poem has been written by Raja.
3. They have distributed the sweets.
- a. The sweets have been distributed by them.
 - b. The sweets were distributed by them.
 - c. They had distributed the sweets.
 - d. The sweets had been distributed by them.
4. All the children laughed at him.
- a. All the children were laughing at him.
 - b. He was laughed at by all the children.
 - c. All the children had laughed at him.
 - d. He was being laughed at by all the children.
5. She kept us waiting.
- a. She had kept us waiting.
 - b. She was waiting for us.
 - c. We were being kept waited by her.
 - d. We were kept waiting by her.
6. Tom had broken the fence.
- a. The fence was broken by Tom.
 - b. The fence had been broken by Tom.
 - c. The fence was being broken by Tom.
 - d. Tom had been breaking the fence.
7. Ms Sullivan teaches us grammar.
- a. Grammar is being taught to us by Ms Sullivan.
 - b. Grammar was taught to us by Ms Sullivan.
 - c. Ms Sullivan taught us grammar.
 - d. Grammar is taught to us by Ms Sullivan.
8. The firemen took the injured to the hospital.
- a. The injured were taken to the hospital by the firemen.
 - b. The injured are being taken to the hospital by the firemen.
 - c. The injured are taken to the hospital by the firemen.
 - d. The firemen had taken the injured to the hospital.
9. Who taught you French?
- a. Who had taught you French?
 - b. Who was teaching you French?
 - c. By whom was French taught to you?
 - d. French is being taught by whom?
10. The manager will give you a ticket.
- a. A ticket was being given to you by the manager.
 - b. A ticket will be given to you by the manager.
 - c. The manager is going to give you a ticket.
 - d. The manager would give you a ticket.

11. When did he return the book to the library ?
- When was the book returned to the library by him ?
 - When should the book be returned to the library by him ?
 - When will he return the book to the library ?
 - When is the book being returned to the library by him?

B. Change the following sentences into the passive voice. Choose the correct answer from the options given:

- The hunter has captured a lion cub.
 - A lion cub has been captured by the hunter.
 - The hunter had captured a lion cub.
 - The hunter has been capturing the lion cub.
 - A lion cub is being captured by the hunter.
- Mr Smith is giving away prizes.
 - Prizes were given away by Mr Smith.
 - Prizes are given away by Mr Smith.
 - Prizes are being given away by Mr Smith.
 - Prizes are being giving away by Mr Smith.
- The factory employs many foreign workers.
 - Many foreign workers should be employed by the factory.
 - Many foreign workers are employed by the factory.
 - Many foreign workers were employed by the factory.
 - The factory employed many foreign workers.
- Elsie will assist Mr Wilson in the project.
 - Mr Wilson will be assisted by Elsie in the project.
 - Elsie will be assisted by Mr Wilson in the project.
 - Elsie would assist Mr Wilson in the project.
 - Mr Wilson was assisted by Elsie in the project.
- John won the first prize in the contest.
 - John had won the first prize in the contest.
 - The first prize was being won by John in the contest.
 - The first prize was won by John in the contest.
 - The first prize will be won by John in the contest.
- The shopkeeper has cheated a lot of customers.
 - A lot of customers has been cheated by the shopkeeper.
 - A lot of customers have been cheated by the shopkeeper.
 - A lot of customers are being cheated by the shopkeeper.
 - A lot of customers were cheated by the shopkeeper.
- Mrs Jones was bathing the baby.
 - Mrs Jones had been bathing the baby.
 - The baby will have been bathed by Mrs Jones.
 - The baby was being bathed by Mrs Jones.
 - The baby is being bathed by Mrs Jones.

8. Dr Johnson will have treated the cancer patient.
- The cancer patient will have been treated by Dr Johnson.
 - The cancer patient will be treated by Dr Johnson.
 - The cancer patient was treated by Dr Johnson.
 - The cancer patient should be treated by Dr Johnson.
9. Rebecca made the dress herself.
- The dress is being made by Rebecca herself.
 - The dress was being made by Rebecca herself.
 - The dress was made by Rebecca herself.
 - The dresses were made by Rebecca herself.
10. The bees had collected nectar from flowers.
- Nectar from flowers is collected by the bees.
 - Nectar from flowers was being collected by the bees.
 - Nectar from flowers was collected by the bees.
 - Nectar from flowers had been collected by the bees.

C. Below you can see a set of instructions for making Chinese Blossom Tea. Complete the following paragraph using the passive voice. Choose from the options given.

- Boil four cups of water in a kettle.
- Add two tablespoons of tea leaves.
- Boil for two minutes.
- Rinse the teapot with boiling water.
- Put a layer of rose, mogra or jasmine flowers in the teapot.
- Pour tea into the teapot.
- Allow it to stand for five minutes.
- Serve before/after meal.

Four cups of water (was being boiled/ was boiled/is boiled/is being boiled) i. _____ in a kettle. When the water has boiled, (two tablespoons of tea leaves were added/ two tablespoons of tea leaves are added/ two tablespoons of tea leaves are being added/ add two tablespoons of tea leaves) ii. _____ and made to (boil for two minutes/ being boil for two minutes/ boiling for two minutes/ boil for three minutes) iii. _____. Meanwhile the teapot (was rinsed/ is rinsed/ is being rinsed/ was being rinsed) iv. _____ with boiling water. A layer of either rose, mogra or jasmine flowers is then (putted in the teapot/ being put in the teapot/ put in the teapot/ been put away in the teapot) v. _____ and tea (was poured/ is being poured/ is poured/ was being poured) vi. _____. It (was allowed to stand/ is allowed to stand/ is being allowed to stand/ was being allowed to stand) for vii. _____ five minutes before it is served.

Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The student will understand and critique sentence structure and a variety of sentences.
- The students will be able to write grammatically correct sentences for a variety of situations.

Vocabulary Enrichment**What's the good word?**

Tick the meanings you think are the nearest to the key words.

- | | |
|--------------|--|
| 1. Peer | peasant, breakwater, wise person, equal |
| 2. Trend | uncertainty, higher level, calm, general direction |
| 3. Emit | to leave out, to utter, to let in, to confess |
| 4. Aptitude | friendliness, skill, conceit, generosity |
| 5. Allude | to deceive, to avoid, to tempt, to refer to indirectly |
| 6. Magnitude | personal charm, great size, unselfishness, force |
| 7. Intrude | to insult, to barge in, to be modest, to stumble |
| 8. Vigil | strictness, self discipline, watch, strength and vitality |
| 9. Verify | to refute, to prove the truth of, to be uncertain, to change |
| 10. Smug | unpleasant, stubborn, self satisfied, cozy |

Integrated Grammar**Q. Choose the best word from the options given to complete the following passage.**

According to the reports issued i. _____ the Meteorological Office, there has been ii. _____ fog this winter than than the iii. _____. The Minister of Tourism iv. _____ that the delayed flights will lead to v. _____ cancellations which in turn vi. _____ mean much loss for vii. _____ dependent viii. _____ the tourist arrivals.

- i.
a. on
b. at
c. by
d. in

- ii.
a. much
b. many
c. most

d. more

iii.

a. latest

b. last

c. latter

d. later

iv.

a. is fearing

b. fear

c. fears

d. feared

v.

a. much

b. many

c. most

d. less

vi.

a. can

b. would

c. has to

d. will

vii.

a. that

b. this

c. those

d. these

viii.

a. in

b. on

c. of

d. from

FOR FURTHER PRACTICE

Q. The following passage has not been edited. There is an error in each line. Underline the error and write the correct word in the space provided.

The next morning the narrator wake up and _____

as he always did he looking at once at the _____

wall on which the face is to be seen. He _____

rubbed his eyes and springing up in alarm. _____

It was only faintly visible. Last night it has _____

been as clear as ever – he can almost hear _____

it speak and now it was a ghost of it. _____

As he sprang on in alarm looking with unseen _____

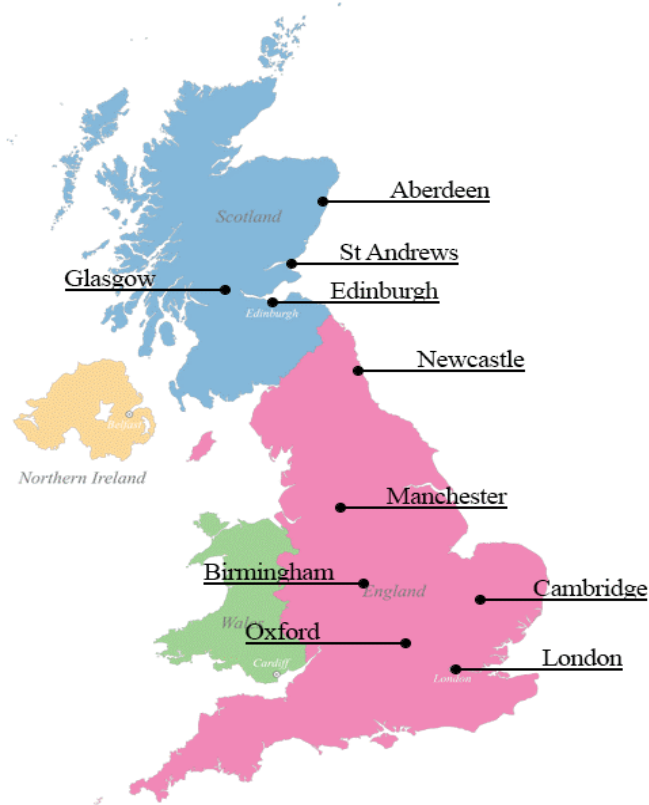
eyes at the face on the wall, suddenly it disappeared. _____

February

Reading: Comprehensions for practice

Section-A

- A. Look at the map below depicting the universities in Britain. Read the passage that follows and answer the questions.



1. Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.
2. A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally established in major industrial centers such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialties and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.
3. A number of new universities were established in the 1960s when children born after World War 2 entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.
4. Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region – they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards

in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

5. These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK – London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline – for example agriculture, music, design or medicine. Some of these colleges may only offer- postgraduate programmes. These colleges are usually small, with a limited number of students.
6. Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure – that is, students are members of colleges within the university. These colleges are the center of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Choose the correct answer from the options given.

- I. A suitable heading for paragraph one would be:
 - a. University colleges
 - b. Universities during the industrial revolution.
 - c. Old universities
 - d. Campus types
- II. Why were several universities established during the 19th and 20th centuries?
 - a. because of French revolution
 - b. because of industrial revolution
 - c. need for more number of polytechnics
 - d. need for more number of literate people
- III. What did the government decide to do in the 1960's?
 - a. establish major industrial centres
 - b. establish more number of polytechnics
 - c. expand higher education
 - d. build beautiful buildings and roads
- IV. What qualification did many former polytechnics provide?
 - a. offered diploma courses
 - b. offered degree courses.
 - c. vocational and professional subjects
 - d. both diploma and degree courses
- V. What are colleges the center of?
 - a. latest fashion
 - b. professional courses
 - c. social and academic life
 - d. centers of political debates and discussions
- VI. Choose the INCORRECT STATEMENT:
 - a. A number of new universities were established in the 1960s
 - b. Before 1992, higher education in the UK was split into polytechnics and universities.

- c. For many years, polytechnics had the same influence as universities.
- d. Before the 19th century there were only six universities

VII. What is the current status of universities in Britain?

- a. 124 private universities, but only one state university
- b. 124 state universities, but only one private university
- c. 124 private universities, but no state university
- d. 124 state universities, but no private university

VIII. What is meant by having a collegiate structure?

- a) students are members of colleges outside the university.
- b) students are members of colleges within the university.
- c) teachers are members of colleges within the university.
- d) teachers are members of colleges outside the university.

IX. Find a word from the passage which is the antonym of incompetent. Choose the correct answer:

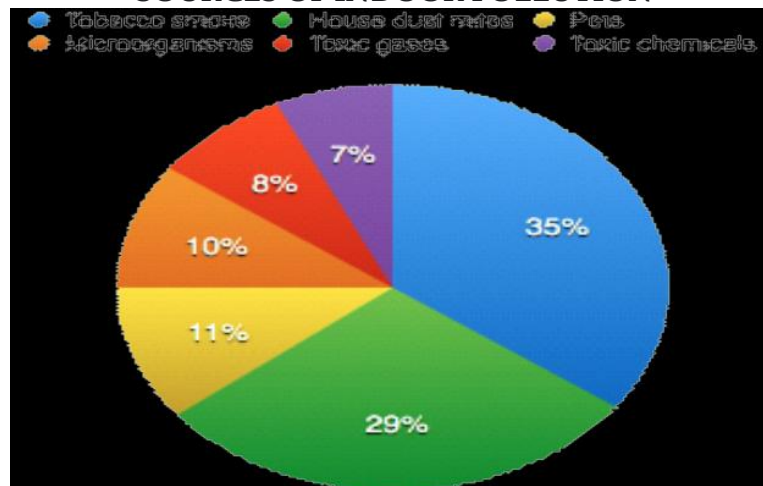
- a. social
- b. planned
- c. skilled
- d. inept

X. Find a word from the passage which is the synonym of housing. Choose the correct answer:

- a. committee
- b. accommodation
- c. polytechnic
- d. compromise

B. Read the following passage with a pie chart and answer the questions that follow.

SOURCES OF INDOOR POLLUTION



1. Call it a blessing or a curse of Mother Nature, we have to breathe in over 10,000 litres of air in a day (more than four million litres in a year) to remain alive. By making it essential for life, God has wished that we try to keep the air we breathe clean. Everyone can see the food that is not clean and perhaps refrain from eating it, but one cannot stop breathing even if one can feel the air to be polluted.
2. Several harmful and noxious substances can contaminate the air we breathe. Generally, much is said and written about outdoor air pollution, most of which is due to vehicular,

industrial exhausts, windblown dust etc.. Given the fact that most of us spend over 90% of our time indoors, it is most important to recognise that the air we breathe in at home or in offices can be polluted too. It can be a cause of ill-health. Air pollutants that are generally present in very low concentrations can assume significance in closed ill-ventilated places.

3. The indoor air pollution can lead to allergic reactions and cause irritation to the skin, the eyes and the nose. It can lead to the development of fresh breathing problems, especially in those who have allergic tendencies and can even worsen the existing respiratory illnesses like asthma and bronchitis.
4. There can be several sources of indoor air pollution. Tobacco smoke is one of the most important air pollutants in closed places. 'Passive smoking' or environmental tobacco smoke (ETS) pollution can lead to all the harmful effects of tobacco smoking seen in the smokers in their non-smoking companions. ETS as a health hazard has been unequivocally proven and is also getting social recognition now. One can occasionally see signs displaying the all-important message: 'Your smoking is injurious to my health' in offices and homes. The exposure of young children to ETS leads to increased respiratory problems and hospital admissions as compared to non-exposed children. Several studies, including those done at the PGI, have shown an increased risk of lung cancer among women exposed to passive smoking. It may be responsible for the development of asthma in children.
5. The next most important source of indoor air pollution is the allergens. House dust mites (HDM) are very small insects not visible to the naked eye and are the commonest source of allergy in the house. They are ubiquitous and thrive in a warm and moist atmosphere. Modern houses present ample breeding spaces for them in the form of carpets, curtains, mattresses, pillows, etc. Exposure to HDM can be prevented by the frequent washing of linen and by encasing the mattresses and pillows in a non-permeable cover.
6. Pets form an important part of life for some of us. But they can add plenty of allergens to our indoor atmosphere. Cats are notorious for doing this. Fine particles from feline fur can remain stuck to the upholstery and carpets for a long time even after the removal of the animal and lead to the worsening of asthma and skin allergies. Pets should be kept out of the bedrooms and washed frequently. To remove the fur particles one has to use vacuum cleaners as the ordinary broom and mop are not effective.
7. Moulds, fungi and several other microorganisms thrive in damp conditions and can lead to allergies as well as infections. Humidifiers in the air-conditioning plants provide an ideal environment for certain types of bacteria and have led to major outbreaks of pneumonia. It is important to regularly clean the coolers, air-conditioners and damp areas of the house such as cupboards, lofts, etc to minimise this risk.
8. Toxic gases can also pollute the indoor environment. Biomass fuels (wood, cowdung, dried plants) and coal, if burned inside, can lead to severe contamination by carbon monoxide (CO). The poor quality of stoves and other cooking or heating appliances that cause incomplete combustion of LPG can also lead to the emission of CO or nitrogen dioxide.
9. Other indoor pollutants are toxic chemicals like cleansing agents, pesticides, paints, solvents and inferior-quality personal-care products, especially aerosols. Very old crumbling pipes, boilers, insulation or false roofing can also be important sources.
10. It is important to realise that the air we breathe at home may not be clean always and we must try to eliminate the source of pollution. We should give due consideration to ventilation.

Choose the correct answer from the options given.

I. The sources of outdoor air pollution are:

- a) industrial exhaust
- b) pets
- c) dust mites
- d) All of the above

II. Indoor air pollution can lead to:

- a) irritation to the skin
- b) glowing skin
- c) insomnia
- d) None of the above

III. 'Your smoking is injurious to my health' makes a strong case for:

- a) Active smokers
- b) Passive smokers
- c) Pet owners
- d) LPG owners

IV. Air conditioning plants can become the cause of:

- a) sore throat
- b) pneumonia
- c) heart attack
- d) backache

V. Exposure to HDM can be prevented by:

- a) frequent washing of hands
- b) frequent washing of linen
- c) frequent washing of utensils
- d) frequent washing of floor

VI. Choose the INCORRECT STATEMENT:

- a) exposure of young children to ETS leads to increased respiratory problems
- a) Microorganisms contribute about 10% to indoor air pollution.
- b) to remove the animal fur particles, mops have proven to be more effective than vacuum cleaners
- c) microorganisms thrive in damp conditions

VII. Biomass fuels and coal, if burned inside, can lead to:

- a) severe contamination by carbon monoxide
- b) severe contamination by carbon dating
- c) severe contamination by hydrogen peroxide
- d) severe contamination by nitrogen peroxide

VIII. It is important to regularly clean the coolers and air-conditioners because:

- a) Moulds, fungi and several other microorganisms thrive in dry conditions
- b) Moulds, fungi and several other microorganisms thrive in damp conditions
- c) It'll increase their efficacy
- d) Cleanliness is next to Godliness

- IX. Find a word from the passage which is the antonym of cease. Choose the correct answer:
- a) notorious
 - b) combustion
 - c) thrive
 - d) crumbling
- X. Find a word from the passage which is the synonym of pollute. Choose the correct answer:
- a) eliminate
 - b) contaminate
 - c) exposed
 - d) passive

FOR FURTHER PRACTICE

THE BEACH

O, I love the beach
The soft white sand beneath my bare feet Shifting with my movements
Oozing between my hot little toes.

O, I love the beach
The freedom of frolicking in the ocean The cool water washing over me
Cleansing my body and mind and soul.

O, I love the beach
The warm sun glistening on the water
The gentle breeze blowing over me
Calming me, cooling me, relaxing me.

O, I love the beach Sucking the clean air into my lungs
Walking, splashing along the water's edge Every part of my body feeling alive
and glowing.

O, I love the beach
Seeing the dolphins playing in the sea Breaching, jumping, chasing and
rolling My heart pounding with delight and exhilaration.

O, I love the beach
Endless summers surfing and swimming Snorkeling through the exquisite
reef The awesome might of nature there for all to see.

O, I love the beach
The waves crashing incessantly Always moving, always living, never stopping
Demonstrating the power they have over me.

O, I love the beach
Icy poles dipping down my arm Sausages sizzling on the barbecue
Eating ice-cream under the bright twinkling stars.

O, I love the beach
The bright colours of umbrellas, towels and bathers Red, yellow,
orange and blue Like a dazzling rainbow filling up my senses.

Answer the following questions:

1. What feats do the dolphins perform in the water?

2. How are the waves more powerful than us humans?

3. Pick out three words from the poem which mean the same as 'shining'

4. Why does the poet conclude the poem with his love for the beach?

5. What does the poet mean by the phrase, "Cleansing my body and mind and soul."

The Sage

There lived a sage in days of yore
And he a handsome pigtail wore,
But wondered much and sorrowed more...
Because it hung behind him.

He mused upon this curious case
And said he'd change the pigtail's place,
And have it hanging down his face,
Not dangling there behind him.

Then round and round and out and in
Whole day the poor peddler did spin,
In vain, it mattered not a pin,
The pigtail hung behind him.

1. Given below is a summary of the poem. Complete it by supplying the missing word:

Once upon a time longthere lived a sage who was so..... of his pigtail that he considered it a great.....that it should.....down his back. Hewanted ithangingin front of his face. He.....round and round to change.....place but it was a effort as it still hung down his

2. What was the 'curious case' referred to in the poem?

3. A sage is a wise person. Do you think that the sage in the poem is really wise? Give a reason for your answer.

4. Find words from the passage which mean the following:

- a. thought deeply
- b. without result

The Wonders of Nature

Down in the grasses lies a busy land. It has millions of inhabitants. It has crowded cities and quiet, hidden homes. It has busy highways, with travelers hurrying up and down. It has wars and weddings, factories and farms. It has all the excitement of our bigger world and all its dangers too. It is the world of the insects.

Here the grasses tower like forest trees. In their shadow the busy ants hurry. Up their stems the caterpillars and measuring worms hump along. At their blossoms bees and butterflies sip nectar and gather pollen.

Between the bending grasses spiders swing on their long silken ropes. And they weave their marvellous, patterned webs.

Each of these families has a job to do - keeping itself alive. This may mean hunting other creatures for food. Chances are some creature nearby is hunting it in turn. For no creature in nature lives apart from the rest.

Life is not easy for them. But somehow every family manages to stay alive. Some members die, but others are born to take their places.

Each of the families has a place in the pattern of nature. The ants help clear away dead matter. They do not know they are helping. They are busy collecting their food. But they do help.

The bees are busy drinking from the flowers. But as they sip, they pick up pollen on their back legs. And they take some of that pollen to other flowers which need it for growing seed.

Yes, everyone has one's share in this busy little land.

1. What is the busy land mentioned here?

2. Name four ways in which this land is like the world of humans.

3. Explain the following:

a. here the grasses tower like forest trees

b. measuring worms hump along

c. no creature in nature lives apart from the rest

4. Each of these insect families has a job to do. What is this job?

5. In the pattern of nature, what is the work of the following?

a. Ants

b. Bees

6. Life is not easy for insects. Do you agree? Give your reasons.
