







GOVERNMENT OF KARNATAKA
ZILLA PANCHAYATH , RAMANAGARA
DEPUTY DIRECTOR OFFICE, DEPARTMENT OF SCHOOL EDUCATION AND
LITERACY, RAMANAGARA



A step to success.....

A BUNCH OF QUESTIONS AND ANSWERS FOR SSLC STUDENTS
SUBJECT: ENGLISH SECOND LANGUAGE

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POEMS FOR MEMORIZATION

<u>QUALITY OF MERCY</u>	<u>THE BLIND BOY</u>
<p>The quality of mercy is not strain'd. It droppeth as the gentle rain from heaven Upon the place beneath. It is twice blest: It blesseth him that gives, and him that takes. 'Tis mightiest in the mightiest; it becomes The throned monarch better than his crown. His scepter shows the force of temporal power, The attribute to awe and majesty, Wherein doth sit the dread and fear of kings; But mercy is above this scepter'd sway; It is enthroned in the heart of kings; It is an attribute to God himself; And earthly power doth then show likest God's When mercy seasons justice.</p> <p style="text-align: right;">-William Shakespeare</p>	<p>O SAY what is that thing call'd Light, Which I must ne'er enjoy; What are the blessings of the sight, O tell your poor blind boy!</p> <p>You talk of wondrous things you see, You say the sun shines bright; I feel him warm, but how can he Or make it day or night?</p> <p>My day or night myself I make Whene'er I sleep or play; And could I ever keep awake With me 'twere always day.</p> <p>With heavy sighs I often hear You mourn my hapless woe; But sure with patience I can bear A loss I ne'er can know.</p> <p>Then let not what I cannot have My cheer of mind destroy: Whilst thus I sing, I am a king, Although a poor blind boy.</p> <p style="text-align: right;">-Colley Cibber</p>

EXTRACTS ON BALLAD OF THE TEMPEST

1) 'We were crowded in the cabin

-Model question paper 02-2019-20

Not a soul would dare to sleep'

- Who does the word 'we' refer to here?** The sailors on the sea
- Not a soul would dare to sleep -why was it so?**
The sailors were afraid that the storm would destroy the ship and their lives.
- Find out the word which means 'private room on a ship or boat' in above lines.** Cabin.
- Why were they crowded?** They crowded in the cabin to safeguard themselves from the strong waves and to pray for their lives

2) 'T is a fearful thing in winter**To be shattered by the blast"****a. What is referred to as a 'fearful thing'?**

To be caught in a fierce storm at sea in winter is a fearful thing.

b. How did it affect the sailors?

They crowded together and lay awake saying a silent prayer in the dark.

c. Who is the speaker here? - The poet himself as a sailor**3) "We are lost!" the captain shouted.****a. Who cried this?**

The sailors on the sea

b. Why did the captain say this?

The storm was very fierce and the captain feared that the ship would be torn apart.

c. How did his daughter react to the situation?

His daughter remained calm. Holding her father's hand she asked if God could protect them on the land would he not protect them on the sea.

4). "So we shuddered there in silence

- Model question paper 01- 2019-20

For the stoutest held his breath".**a. Who does 'we' refer to?**

The sailors

b. What does 'stoutest' mean in the context?

The 'stoutest' here means the bravest and the most determined sailor.

c. Why did they hold their breath?

They held their breath because it seemed like sea with the monstrous waves would destroy the ship.

5) "Then we kissed the little maiden And we spake in better cheer"**a. Who does 'we' refer to? The sailors on the sea****b. Who was the little maiden?**

The little maiden was the captain's daughter.

c. Why did they kiss her?

The little girl brought back hope to the sailors by saying that God would protect them.

d. Why were they back in cheer?

They were filled with hope of survival and faith in God.

6) "Isn't god upon the Ocean

- April 2015, April 2018, April 2019

Just as the same as on the Land"**a. Who made this statement?**

The little maiden / the captain's daughter

b. When did the speaker say these words?

When the captain feared the ship was caught in the storm.

c. What do these words show the attitude of the speaker?

Faith in God

d. What was the result of these words?

The sailors regained faith and confidence, reached the shore safely.

FOUR MARKS QUESTIONS (POETRY)

GRANDMA CLIMBS A TREE

- Ruskin Bond calls his grandmother genius.
- She could climb any type of trees even at the age of 62.
- She learnt it from her brother at the age of 6.
- Her neighbours wanted her to live gracefully, but she was ready to live disgracefully.
- One day she climbed a tree, got struck and could not come down.
- Then she was rescued with great difficulty.
- The doctor advised her bed rest for a week.
- The moment she felt strong, demanded her son a house on the tree top.
- Her wish was fulfilled and then lived like a queen there. Often the poet also enjoyed her company drinking sherry.

JAZZ POEM TWO

- The Jazz player is a poor old black man.
- His face is unshaven, wrinkled and weary.
- He wears a faded blue shirt, loose neck tie, old jacket and torn shoes.
- His face shows pain and tiredness of living.
- He stands alone, head down and eyes closed.
- An old saxophone hangs across his chest supported by a wire coat hanger.
- He gently lifts the instrument to his parted lips and starts playing music.
- Through his music he spreads the gospel of God.
- Once he starts playing music, he is no longer a poor old black man but a bird, which flies high, high and higher, totally lost in the beautiful music he has produced.

I AM THE LAND

- In this poem, the earth is speaking to the people.
- Earth gets tickled when the farmer ploughs the land and children dance on the land.
- People put fences, soldiers fight with guns, which chokes the land.
- 'I wait' in the poem highlights the quality of patience of the earth.
- But the earth bears all these activities and says "you cannot put a fence around the planet earth" in a tone of self-assertion.

SONG OF INDIA

- This poem is a conversation between V.K.Gokak and the Motherland.

- The poet wishes to sing about the beauty of INDIA (Himalayas, oceans, temples, industrial progress, seers and prophets) .
- The motherland wants him to sing about troubled and helpless people (beggars, lepers, filths and strikes).
- The motherland writes the destiny of our nation in the Book of Morrow.
- In this book she wants a glorious INDIA where people do not suffer and are free from the darkness of ignorance.

2-MARKS QUESTIONS

A HERO

- 1. What was the newspaper report, which drew Swami's father's attention? / What was the specialty of the village lad?**

The newspaper report was about a brave village lad who fought with a tiger. He stayed on a tree until some people came to his rescue.

- 2. Why did father want Swami to sleep alone in the office room?**

Swami's father wanted Swami to prove courage by sleeping alone in the office room. He wanted Swami to be independent and develop courage.

- 3. What was disgraceful according to Swami's father?**

Being in the second form, Swami was not independent and was sleeping beside his granny. This was disgraceful according to Swami's father.

- 4. Why do you think Swami looked at his granny any mother while walking behind his father?**

Swami looked at his granny and his mother expecting help from them so that he could escape from sleeping alone in the office room.

- 5. What ways did Swami think of to escape from his father?**

Swami tried to change the subject while his father was talking to him. He told his father that he would sleep alone from next month. He went to bed very early that day to avoid his father.

- 6. How was Swami honored?**

Swami was looked with respect by his classmates, his teacher patted his back. The headmaster said he was a true scout.

- 7. How was Swami's view differ from that of his father?**

According to Swami, age and strength were important. But his father told that courage was more important.

**8. The inspector suggested Swami to join the police when he grew up. Why?/
Why was Swami congratulated?**

Swami was responsible to catch the notorious burglar of the town and the police were grateful to him. So he was congratulated.

9. Why did Swami feel relieved at the end?

Swami felt relieved at the end because his father gave up the idea of making him sleep in the office room thereafter.

10. What was the challenge given by Swami's father? / Why did Swami think his father's proposition was frightful?

Swami's father challenged Swami to prove courage by sleeping alone in the office room. As Swami always slept beside his granny, he thought that was a frightful proposition.

11. As night advanced, Swami felt something terrible would happen to him. What was that?

Swami remembered all the stories he had heard about ghosts and devils. Every moment he expected the devils to come up to carry him away.

12. What comment did Swami make when he heard the newspaper report?

Swami commented that only a strong and grown up person could fight a tiger. He questioned how a boy could face a tiger.

13. How did Swami feel when his father compelled him to sleep alone in the office room?

Swami felt hurt and angry. He thought he was cut off from the rest of humanity and felt helpless. He was angry over the newspaper, which had come up with story of a brave village lad.

14. In which part of the office room did Swami decide to sleep? Why?

Swami decided to sleep under the bench because it seemed to be a much safer, compact and reassuring place.

15. Why did Swami say there were scorpions behind the law books?

As Swami did not have courage to sleep alone in the office room, he wanted to escape from his father. Therefore, he said there were scorpions behind his law books.

16. Narrate briefly Swami's experiences while lying under the bench? /How did Swami become a hero overnight?

Swami slept under the bench and was troubled by nightmares. A tiger was chasing him, he tried to open his eyes and saw something moving. He caught it and bit it. But that was the most wanted burglar of the town. Swami helped the police and became a hero overnight?

GENTLEMEN OF RIO EN MEDIO**1. Describe the old man's property.**

The old man's house was small, wretched but quaint. His Orchard was gnarled and beautiful. The little creek ran through his land.

2. Where did Don Anselmo live? What work did he do?

Don Anselmo lived in a small, quaint house in Rio en Medio. He tilled the land belonging to his ancestors.

3. Explain briefly the appearance and manners of Don Anselmo?

Don Anselmo wore an old, green faded coat. His gloves too were old and torn and his fingertips showed through them and carried a cane which was the skeleton of a worn – out umbrella. When he entered the room, he bowed to all and slowly removed his hat and gloves.

4. How did the old man greet the people who had been waiting for him?

The old man bowed to all of them in the room. He then removed his hat and gloves, slowly and carefully.

5. What did the Americans discover after the survey?

After the survey, the Americans discovered that Don Anselmo owns more than eight acres of land which extends across the river.

6. The storyteller offered the old man almost the double of what he had quoted earlier. Why?

The storyteller offered the old man almost the double of what he had quoted earlier because the surveyor discovered that Don Anselmo owns more than eight acres of land which extends across the river.

7. After the survey why did the Americans offered double the quoted price for the old man's land.

The Americans were good people and when they found that Don Anselmo owned more than eight acres of land, they offered to pay double the price they had quoted earlier.

8. Why did the storyteller fail to convince Don Anselmo to accept more money?

The storyteller failed to convince Don Anselmo to accept more money because Don Anselmo felt that he was insulted by the offer.

9. Why do you think the Americans wanted to buy Don Anselmo's land?

The little creek ran through the land of Don Anselmo. His orchard was gnarled and beautiful. In order to lead a happy and peaceful life the Americans wanted to buy Don Anselmo's land.

10. Why did the storyteller say that Americans were bueana gentla?

The storyteller said that the Americans are bueana gentla because they did not want to cheat Don Anselmo and they were willing to pay Don Anselmo twice the money for his land.

11. Why do you think Don Anselmo did not sell the trees in the Orchard?

Don Anselmo planted a tree for every born child and so the trees in the Orchard belong to the children of Rio-en-Medio. Hence Don Anselmo could sell only the Orchard but not the trees in the Orchard.

12. How do you say that Don Anselmo was generous?

Don Anselmo was generous. Because he was a man of principles, he refused to take the extra money offered by the Americans for his land.

13. What did the story teller's friends complain?

The story teller's friends complained that the children of the village were over running the property purchased by them. The children came every day, played under the trees and took blossoms.

14. What did the story-teller request Don Anselmo to do after the complaint?

The storyteller told Don Anselmo that according to the deed, the Americans had complete possession of the property, but the children of the village over ran the orchard every day. So, he requested Anselmo to stop the children from doing this so that the Americans could live in peace.

15. What was Don Anselmo's reply to the story teller's request?

Don Anselmo replied that he had sold his property to the Americans because they were good people, but he did not sell them the trees.

16. Why was the story-teller unable to convince the old man?

The Storyteller was unable to convince the old man because the old man insisted that he had sold the property and not the trees which belonged to the children. So, he had not taken double the price fixed for the land.

DR.B.R. AMBEDKAR

- 1. How can you say that Dr. Ambedkar was a voracious reader? /Ambedkar had a great thirst for books. Give examples.**

Dr.Ambedkar bought books by curtailing his daily needs as he had insatiable thirst for books. In Newyork he is said to have purchased about 2000 old books.

2. What was Dr.Ambedkar's idea/perception of the three pillars of state?

Dr. Ambedkar had a clear idea about the mutuality of the legislature, the executive and the judiciary. He said that the jurisdiction of the each should be untrammelled.

3. What is the significant observation of Dr.Ambedkar on Constitution?

Ambedkar observed that the constitution is a fundamental document which defines the position and power of the three organs of the state-the legislature, the executive and the judiciary. It's purpose is to limit the authority of the three organs to avoid tyranny and oppression.

4. How did Mahatma Gandhi and Ambedkar try to wipe out caste discrimination in India?

Gandhiji reminded the higher castes of their duty towards the depressed classes.Ambedkar reminded the depressed classes of their rights to equality with the higher classes.

5. How did the 14th Amendment of the US Constitution and Mahatma Phule influence Dr. Ambedkar?

The fourteenth amendment of the US constitution gave freedom to the black Americans. Ambedkar realised similar situation of the depressed classes in India.He was impressed with Mahatma Phule's work for women's upliftment and for a classless society.

6. Nehru chose Ambedkar as the law minister. Why?

Nehru recognised Ambedkar's skills in the field of law and legislation and his vision of social justice which was needed for new Indian polity. So he chose Ambedkar as the law minister.

7. What made Dr.Ambedkar describe the method of civil disobedience, nonco-operation and satyagraha as the 'grammar of anarchy'?

Ambedkar opposed the idea of civil disobedience, non-cooperation and Satyagraha and called them as 'Grammar of anarchy'. Such means of protest were against democracy and such methods only lead to loss of property and human lives.

8. There were great luminaries on the drafting committee, Dr.Ambedkar is remembered as the pilot. Give reasons.

Dr.Ambedkar was the chairman of the drafting committee. He was tactful, frank and had utmost patience. He explained clearly the meaning and scope of the different provisions of the draft constitution and explained the most complicated legal concepts which could be easily understood by a layman.

9. Why did Nehru describe Ambedkar as 'a symbol of revolt'?

Nehru described Nehru as a 'symbol of revolt' as he kept the people's mind awake and did not allow them to become satisfied about matters which could not be forgotten. He helped in rousing up those groups in India which had suffered for so long in the past.

10. What is the opinion of Buddha and Avvai regarding caste division?

According to Buddha, the valid caste divisions are the one who are noble and wholesome and the others who are ignoble and unwholesome. Avvai opined that the two castes in the world are the charitable who give and the misers who do not give.

THE CONCERT

1. What was Smitha's intention to go to the concert?

Smitha intended to go to the concert to fulfil her brother's wish of listening to Pandit Ravishankar playing sitar. She decided to request him to play for her sick brother.

2. How did Smitha fulfil her brother's wish?/Why did Smitha request Pandit Ravishankar to visit her home?

Smitha requested the maestros Pandit Ravishankar and Ustad Allah Rakha to play for her sick brother. They were touched by the story and played for him.

3. What admirable qualities do you find in Pandit Ravishankar and Ustad Allah Rakha?

Pandit Ravishankar and Ustad Allah Rakha were moved by the story of Ananth's critical condition. They showed their humanity and feelings of compassion by performing for the boy.

4. "They had come with high hopes". What hopes did Ananth's parents have?

Ananth's parents had high hopes that Ananth would be cured at the Bombay cancer hospital and would lead a normal life again. He would play sitar and take part in the forthcoming table tennis tournament.

5. 'Suddenly came to her'. What a daring thought was the thought?

Smitha knew that her brother Ananth was dying of cancer. She wanted to fulfil his wish. So she thought of going to the concert and request the maestro to perform for her brother.

6. The neighbours were surprised. Why?

The neighbours could not believe their eyes because they saw Pandit Ravishankar and Ustad Allah Rakha, the great maestros coming to Smitha's house.

7. What made Smitha excited when she read the newspaper?

The announcement in the newspaper about Pandit Ravishankar, the sitar maestro performing at the Shamukhananda Auditorium made Smita excited.

8. The artists visiting Ananth was unusual. Justify.

Pandit Ravishankar and Ustad Allah Rakha were great artists who were always busy. In spite of their busy schedule and high profile, they came to Ananth's house and performed for him.

9. Ananth was a talented boy. Justify.

Ananth was the best table tennis player in the school and the fastest runner. He was learning to play sitar and was able to compose his own tunes.

10. How did Pandit Ravishankar and Ustad Allah Rakha keep their promise?

The next day of Smitha's request Pandit Ravishankar and Ustad Allah Rakha arrived at Smitha's house. They sat on the divan by the window and played for Ananth.

SCIENCE AND HOPE OF SURVIVAL**1. According to Borok, why do some people choose to become scientists?**

Scientists cannot live without science because they think science is an adventure and the discovery made is the reward. They enjoy freedom, friendship and the joy of uncovering one of the mysteries of nature.

2. Why did the superpowers meet in Geneva?

The three superpowers met at Geneva to come to an agreement to put a ban on the nuclear weapon test. Also, they met to discuss the problems that could arise as a result.

3. Scientists are the most practical people in the world, Justify.

All new technologies, all-new brands of industry from defense to environment are the results of science. It is through their work that we have medicines, electronics, modes of transport and the green revolution. This proves that scientists are the most practical people in the world.

4. Why did every child live under the threat of annihilation?

The three super nations had enough nuclear weapons to destroy their enemies. To protect themselves, they were willing to come to an agreement to face this threat.

5. What did Borok learn at the Geneva summit?

At the Geneva summit, Borok learnt that the scientists have people like them all over the world with same interests. As long as there is science, there is hope of survival and well-being of humanity.

6. How does basic science help one's career?

The knowledge of basic science gives us new sources of energy, mineral deposits, and efficient defence from terrorism, and cure from diseases and new forms of transportation.

7. How can science best ensure the safety of the world?

It is only science and scientific research that can best ensure our safety in the world. Without science, we stand nowhere. It is our indispensable guardian and caretaker.

8. How can you say that MAD is a paradox?

MAD means mutually assured destruction. It is paradoxical because the super powers argue that they have nuclear weapons for self-defence. Still they sign the nuclear weapon test ban but if any country violated the agreement, how could it be detected.

9. How could the scientist able to work on a solution in spite of the political and cultural differences? OR What was the common thread that bound scientists from the opposite side of the Iron Curtain?

The scientists were able to work out a common language, based on respect to hard evidence and persistent self-criticism.

10. How could Borok's knowledge of seismic waves help the super powers?

As Borok was working on the theory of seismic waves, it turned out to be the problem had a direct link with the theory of seismic waves and Borok could easily make out the difference between natural earthquakes and tremors caused by underground nuclear explosions.

11. Technical experts were summoned by the Soviet Academy of Sciences to solve the problem. What was the problem? OR Explain the 'problem' that the nuclear powers had faced?

12. The powers wanted to sign an agreement, to put a ban on the nuclear weapon test. They were summoned to discuss the problems that could arise as a result, that is, how to detect if someone violated the agreement secretly.

13. What was the important decision that politicians took before Geneva conference? Why did they take such a decision?

People on the earth lived under the threat of nuclear weapons that the super powers had. The politicians decided to put a ban on the nuclear weapon test.

14. List out the threats of the survival on the earth and civilization?

The survival of our civilization is threatened by natural and man-made disasters such as earthquakes, self-inflicted destruction of megacities, environmental catastrophes, economic and social crisis.

ON OFF TO OUTER SPACE TOMORROW MORNING

- 1. State the reason for the poet to say 'calendars and clocks' are useless in space.**

April 2019, June 2019, Model question paper 02- 2019-20

As there would be neither a change of day and night nor a change of seasons, the poet says that calendars and clocks are useless in spaces.

- 2. The speaker has the feeling that he is imprisoned. What could be the reason for this? /Why does the poet call the space flight 'a solitary confinement'?**

April 2017, June 2018

As the poet would be alone in his capsule, nobody to visit him, he would not write any letters or receive mails, he feels that he is imprisoned.

- 3. The speaker says 'tea sups circling round me like the planets round the sun'. Why does it happen only in space and not on the earth? - Model question paper 01- 2019-20**

In space, objects fly around as there is no force of gravity but on earth it doesn't happen due to earth's gravitational pull.

- 4. As the astronaut is flying out of the earth, he doubts about his return. How does he convey that? OR "You can start the countdown; you can take a last look."What could be the reason for the space traveller to have such feeling?**

- April 2016, April 2018

The astronaut suggests people around him to start count down and take a last look at him. Even they could cross out his name from their telephone book. This shows that he has doubt about his return.

- 5. How would people on earth watch the astronaut? What would be his response?**

People would watch the astronaut on television or track him through their telescope. But the astronaut would not care about any of this as he would be in space.

- 6. Give some instances of daily routine mentioned in the poem.**

Writing letters, posting mails, people visiting others, milkman knocking the door in the morning is some instances of daily routine mentioned in the poem.

SUPPLEMENTARY READING

TWO MARKS QUESTIONS : ON TOP OF THE WORLD

- 1. Taking up mountaineering was not a difficult decision for Dicky Dolma. Justify. / Dicky Dolma says, "It is not difficult decision for her to take up the challenge of the lofty**

mountains.” Why does she so? / How did the lofty Himalayas inspire Dolma?**April 2017, April 2018, Model question paper -01 2019-20**

Dolma says “It is not a difficult decision for me to take up the challenge of the lofty mountains.” From her childhood, Dolma was fascinated by the grandeur of the snow clad peaks of the Himalayas. Her home in Palchan was surrounded by beautiful mountain peaks.

2. What can we learn from Dolma’s life?**April 2016**

Whenever hurdles come, we must face them boldly. Dolma’s determination, hard work and zeal for the work are emulating.

3. What qualities of Dicky Dolma led her to realise her dream? / What qualities in Dolma helped her in achieving her feat? June 2015, Model question paper -01 2019-20

Dolma’s urge to climb the peaks of Himalayas, her hard work, determination, zeal for work, sincerity and willing to go to any lengths to achieve her goal.

4. How has Dolma described her preparedness for the task of scaling Mount Everest?**April 2015**

Dolma got training in the mountaineering institute at Manali securing high grades. She used to practice four hours every day with determination and hard work before the task of scaling Mount Everest.

5. What makes you think that Dicky Dolma’s life as a girl was sorrowful?

Dolma lost her mother when she was 11. She lost her elder brother too.

6. What does Dolma say about the view from the top of Mount Everest?

Dolma said that an Everest can feel and understand but cannot be described in words. It was much breathtaking than she could ever have imagined. The awards that had been bestowed are nothing compared to the experience of seeing the view.

7. What factors encouraged Dolma to take up basic mountaineering course?

Dolma came to know that a mountaineering institute was set up at Manali and it would give training to those who were interested in climbing mountains. Her friends and her family members also encouraged her to join the course.

A GREAT MARTYR EVER CHERISHED**1. The absence of mother from home taught the children something. What was that? /In what way did the absence of mother make Haneef and his brother responsible? /How did Hema Aziz teach her children that ‘one’s duty is the most important thing in life’?****April 2018, MQP 02-2019-20**

Haneef's mother was a vocal artist and had to tour with the performance wing. Haneef and his brother became more responsible getting up and getting ready themselves for school and thus learnt that one's duty is the most important thing in life.

2. How does the writer describe the 'introvert' Haneef?

April 2019

An introvert, Haneef began to make friends only by the time he was 14 years of age. He would often go out his way to help people which derived him joy.

3. Haneef was a young man with varied talents and interests. Justify. /How was life for 'ekdam bindaas'?

April 2017, MQP 01-2019-20

Haneef dabbled in art, sketched very well, made beautiful cards out of waste material, read a great deal and loved playing the drums.

4. Life for Haneef in the beginning was never a smooth sail. Why?

Haneef lost his father when he was just eight years old. His mother had a touring job, so he himself had to become very responsible at a tender age.

5. What did Haneef choose as his mission? Why?

Haneef's mission was to serve the nation. Therefore he joined Indian Army as a soldier. He believed that a person working for the nation could change lives.

6. What were the dreams of Haneef? Were they fulfilled?

Haneef had dreamt that he would rise up the rank. This dream could not be fulfilled because he was killed in the Kargil war. His dream was that a post be named after him. Those dreams came true when the sub-sector was named after him.

PROSE QUESTIONS (3 marks)

A HERO

1. A report about a boy in the newspaper was an unexpected event in Swami's life. Justify.

The newspaper carried a report about a village lad who had fought bravely against a tiger, while he was returning home by the jungle path. Swami argued that a boy could not fight a tiger, it

had to be a strong, grown-up person. His father disagreed saying that courage was more important. Swami was not ready to accept this. His father then challenged him to show his courage by sleeping alone in the office that night. While Swami was sleeping there, he saw a dark figure. Believing it to be the devil. Swami dug his teeth into its leg. It turned out to be a notorious burglar whose loud cry brought others to the scene. The burglar was caught, and Swami became a hero overnight.

2. What desperate attempts did Swami make to escape from his father?

Swami's father challenged him to sleep alone in the office room that night. Swami was filled with fear and tried desperately to make his father change his mind. He told his father that he would sleep alone from the first of the next month. But his father did not agree.

Swami then went to sleep near his granny, pulled the blanket over his face and pretended to be fast asleep. However, his father soon came there and pulled him out of bed. Swami tried to appeal to his granny and his mother to save him, but his father would have none of it. So, Swami's desperate attempts failed.

3. Narrate Swami's dreadful experience when he was lying under the bench.

Swami crept under the bench, shut his eyes tight and covered himself with the blanket. Soon he fell asleep. He began to have a nightmare that a tiger was chasing him, and he could not escape from its claws. With a desperate effort he opened his eyes. As he lay in fright, he heard a rustling sound. He tried to look out in the darkness and saw something moving. He felt that it was the devil who would surely attack him. He crawled from the bench, caught hold of the figure and bit it hard to save himself.

4) Narrate how a coward boy Swami became a hero overnight?

Swami inevitably had to sleep in the office room. He spent that night with the fear of the devils and the nightmares. Then He saw something moving in darkness. He thought that his end had come, and the devil had come to carry him away. Finally, as an attempt for survival he hugged it with all his might and used his teeth as mortal weapon on it. It was not the devil but the burglar who cried with agony and fell amidst the furniture with a bleeding ankle. The notorious house breaker of the district was arrested by the police. The police were grateful to him. His classmates looked upon him with respect, his teacher patted him, and his headmaster appreciated that he was a true scout. Thus, unknowingly Swami Became a hero overnight

COLOURS OF SILENCE

1. Satish Gujral became a great artist', support this statement mentioning a few of his achievements. OR –Physical disability is no barrier to success to Satish||. Justify.

Sathish Gujral is among the foremost artists of India. Satish Gujral is accomplished in several art forms like painting, sculpture, architecture and writing. Exhibitions of his works were held in prestigious museums like Museum of modern Art, New York, the Hiroshima collection. Washington and the National Gallery of Modern Art, New Delhi. He has published four books of his works in the various arts. He was awarded the order of the crown for the best architectural design of the 20th century for his design of the Belgian Embassy in New Delhi. He has also been honoured with the Padma Vibhushan.

2. How was the accident a turning point in Sathish's life? Discuss briefly and justify your answer.

Satish met with an accident and lost his sense of hearing and was also sick for long time. He could not go to school. His father was more interested in sending his son to school to get him educated. In the beginning he was not happy with his son's paintings. But as he was deaf for life, he could not attend the normal school, so he began to paint to pass his time. But later, when his father encouraged his son's talent and nurtured it, he

became a great artist of India. If not for this accident he would have got the chance of painting and he would not have become a great artist

PROSE EXTRACTS (3 marks)

A HERO

Read the following extracts and answer the questions that follow:

1) "What do you say to that?"

a) Who is the speaker?- Swami's father

b) What does 'that' refer to?

The bravery of a village boy in the news paper report

c) What reply did he get for this?

He thought the boy must have been a very strong and grown up person, not a boy at all.

2) 'A frightful proposition, he thought.'

a) What was the frightful proposition?

Swami was asked to sleep alone in the office room

b) Why did he regard it as frightful?

Swami used to sleep with his granny and any change in this, left him trembling and awake all night.

c) What is the meaning of the word 'proposition' in the context? Suggestion

3) 'You must sleep alone here after.'

a) Who does 'you' refer here? Swami

b) Why did Swami's father want him to sleep alone?

Swami's father wanted his son to prove courage.

c) What was the result?

Swami slept alone in the office room, caught the burglar and became a hero.

3) 'Your office room is very dusty and there may be scorpions behind your law books.'

a) Who does 'your' refer here? Swami's father

b) Why did the speaker make this remark?

He wanted to escape from sleeping in the office room

c) What does it reveal about the speaker?

He was afraid to sleep alone.

5) 'Aiyo! Something has bitten me.'

a) What does 'something' refer to here is the speaker? -Swami

b) Why had the 'something' bitten him?

Swami thought that it was a devil that had come to attack him. So he bit him to save.

c) What was the result?

Swami became a hero.

6) 'Congratulations were showered.

a) Who was congratulated? - Swami

b) Why was he congratulated? - He had caught the notorious burglar of the town

c) Do you think he deserved the praise?

Swami had bitten the burglar out of fright. He was not really hero.

7) 'No, you must do it now'.

a) Who does 'you' refer here? - Swami.

b) What does he need to do then? Swami had to sleep alone in the office room .

c) What mood of the speaker does this statement reflect?

It is commanding and authoritative.

8) "Why don't you join the police when you are grown up?"

a) Who gave this suggestion? The inspector

b) Why did he give this suggestion?

Swami helped the police by catching a burglar.

c) What did the listener actually want to become in his later life? An engine driver, a railway guard or a bus conductor.

9) "Alright molly coddle and spoil him."

a) Who does him refer to? - Swami

b) When does the speaker say so?

When Swami slept in the passage before his father came home the next day

c) What does 'molly coddle' mean?

A person who is protected too much from anything unpleasant

10] "Why do you look at me while you say it"?

a) Who does 'you' refer to ? - Swami's father

b) What did he say while looking at her/him.

He did not like the way Swami being brought up

c) What mood of the speaker does it show?

She is annoyed with the remark made by Swami's father

11] "We'll see about that later."

a) Who made this statement? - Swami's father

b) What does 'that' refer to? - Buying the brand new bats and balls.

c) Why does he want to do that later?

He insisted Swami to sleep alone in the office room, then to think about new bats and balls

THERE'S A GIRL BY THE TRACKS**1) 'Take the girl to Airoli'**

- a) **Who suggested this ?-** The cop
- b) **Who had to be taken to Airoli ?-** Roma Talreja
- c) **Why was the suggestion rejected?**

Airoli was far away and he felt that a lot of time would be wasted.

d) What did he do instead?

He took Roma to a smaller hospital which was much closer.

2) " Please help me to take her to the hospital."

- a) **Who does 'me' refer here?-** Baleshwar Mishra
- b) **Who did he plead for help?-**The motorists
- c) **Why did he need to take her to the hospital?**

She fell off a moving train, was unconscious and badly hurt..

3) 'Oh, I couldn't thank him.'

- a. **Who could not be thanked?** The tempo truck driver
- b. **Why was the speaker unable to thank him?**

The truck driver helped him and he quietly slipped away with his truck.

c. What does it reveal about the truck driver?

The truck driver was a good man. He did not expect anything in return.

4) 'They fear getting trapped.'

- a. **Who fear getting trapped? -** People of Mumbai
- b. **What would they be trapped in? -** In the courts or with the police
- c. **Who said these words?-** Baleshwar said these words
- d. **What was the result of that fear? -**They didn't help Baleshwar to take Roma to the hospital

5) "There's a girl by the Tracks"

- a. **Who is the speaker?-** The commuters
- b. **Who is the 'girl' referred here?-**Roma Talreja
- c. **Why was she by the tracks?-**She had fallen off the moving train.

6) "I hope I'm not too late"

- a. **Who said this?**-Baleshwar Mishra
- b. **Why did he hope so?** - He saw a girl by the tracks, he hurried to save her.
- c. **What did he do?** -He carried her to the roadside and shifted her to the nearby hospital.

7) **"I think it's astonishing a stranger would jump off a train and risk his life for me"**

- a. **Who is the speaker?** -Baleshwar Mishra
- b. **Why did jump off the train?**-To save the life of the girl who had fallen of the tracks
- c. **What was the result of it?** - He saved Roma's life by shifting her to the Hospital.

8) **"I can't imagine what would have happened if Baleshwar hadn't been there"**

- a. **Who is the speaker?**-Roma Talreja
- b. **Who was Baleshwar?** -He was an unemployed youth who saved Roma.
- c. **What would have happened if Baleshwar hadn't been there?**

Roma would have bled to death.

9) **"Let's go and help her"**

- a. **Who made this cry?** Baleshwar
- b. **Why did she need help?** She had fallen off the train and knocked senseless.
- c. **Nobody volunteered to help her, why?** Afraid of getting involved in courts and police.

10] **"Chacha, can I borrow your mobile?"**

- a. **Who does 'chacha' refer here?** Tempo truck driver
- b. **Who wanted the mobile?** Baleshwar
- c. **Why did he want the mobile?** To inform Roma's brother Dinesh about her accident.

11] **"Whom can I call?"**

- a. **Who is 'I' here?** Baleshwar
- b. **Who does he want to call?** Roma's family members
- c. **Why does he need to call?** To inform Roma's family members about her accident

12] **"So why did he do it?"**

- a. **Who does 'he' refer to?** Baleshwar Mishra
- b. **What did he do?** He had saved Roma's life
- c. **Why did he do that?** Out of compassion and humanity.

GENTLEMAN OF RIO EN MEDIO

1) "It took months of negotiation to come to an understanding with the old man."**a. What was the negotiation about?**

It was the sale of the old man's land to an American family.

b. Why do you think it took months to come to an understanding?

The old man was in no hurry.

c. What does the 'negotiate' mean in the context? - to reach an agreement.**2) "We have made a discovery."****a. Who said this to whom? Story teller said to Don Anselmo****b. What was the discovery?**

It was discovered that old man's land extended to eight more acres.

c. What did the speaker offer as a result of this discovery?

The speaker offered the old man double the price of what he had quoted earlier.

3) 'I have agreed to sell my house and land for twelve hundred dollars and that is the price.'**a. Who is the speaker here? Don Anselmo****b. When did the old man say this?**

When he was offered almost double the price that had been fixed for the land.

c. What does this statement tell us about his character?

He was a man of principles. He was not greedy.

4) 'The trees in that orchard are not mine.'**a. According to the speaker, who did the trees belong to?**

The trees belonged to the children of the village

b. Why did he feel so?

He felt so because every time a child was born in the village, he had planted a tree for that child.

c. What does the word 'orchard' mean?

A piece of land which fruit trees are grown.

5) "Finally he signed the deed and took the money but refused to take more than the amount agreed upon"**a. Who refused to take more money? -Don Anselmo****b. Why did he refuse to take more money? -He was a man of principles, and not greedy****c. What does the word 'deed' mean? -Agreement****6) "I do not like to have you speak me in that manner"****a. Who does 'I' refer here? -Don Anselmo****b. What is the mood of the speaker?**

The speaker felt that he was being insulted.

c. What made him to react so?

The Americans offered him twice the money they had quoted earlier for his land.

7) "I argued with him but it was useless"

- a. **Who argued with him?**- The story teller
- b. **Who does 'him' refer to?** -Don Anselmo
- c. **What was the argument about?**

The Americans offered double amount to Don Anselmo which he refused to take.

8) "One day they came back to the office to complain"

- a. **Who does the word 'they' refer to?**-The Americans
- b. **Who did they complain?** -They complained about the children.
- c. **What was their complaint?**

The children over ran their property and played under the trees and took blossoms.

9) "We have learnt to love these Americans."

- a. **Who does the word 'we' refer to?** The natives of Rio En Medio
- b. **Who made this remark?** - Don Anselmo
- c. **Why have they learnt to love the Americans?**

The Americans became their new neighbours

Dr. B. R. AMBEDKAR

1) "He had an insatiable thirst for books"

- a) **Who does 'he' refer to?** Dr. B.R. Ambedkar
- b) **What does this suggest us?** Ambedkar was a voracious reader.
- c) **What does 'insatiable' mean in the context?** - That which cannot be satisfied.

2) "I have no doubt whether we agree with him or not in many matters"

- a) **Who said this?**-Jawaharalal Nehru
- b) **Who does 'him' refer to?**- B.R. Ambedkar
- c) **When did the speaker say these words?** -At the time of Ambedkar's death.

3) "There are only two castes in the world, according to Avvai."

- a) **Who was Avvai?**- The Tamil poetess
- b) **Which are the two castes according to the speaker?**
The charitable (superior) and other one is non charitable ,miser (inferior)
- c) **Why does the speaker call one superior and the other inferior?**

Charitables are superior as they have good soul and misers are inferior as they are greedy.

- 4) **"They brought about a veritable revolution in social thought"**
a) **Who are 'they'?** -Dr.B.R.Ambedkar and Mahatma Gandhi
b) **What 'revolution' is referred here?**
To abolish the discrimination of the underprivileged people
c) **How did they bring out revolution?**
Gandhiji reminded the higher caste of their duty towards the depressed classes.
Babasaheb did the same by reminding the depressed class about their inherent right to equality.
- 5) **"The only valid division are the division between those who are noble and wholesome and those who are ignoble and unwholesome"**
a) **Who said these words?** Buddha
b) **When did he say these words?** About 2500 years ago.
c) **What does the word 'division' refer here?** The caste division.
- 6) **"A symbol of revolt" he said**
a) **Who made this statement?**- Jawaharalal Nehru
b) **Who is the symbol of revolt?** Dr.B.R .Ambedkar
c) **Why is he described so?**
He fought against the discrimination of the people in the name of caste.
- 7) **"His flair for legislative work became evident to the whole nation"**
a) **Whose flair becomes evident?** Dr. B.R. Ambedkar
b) **When did it become evident?**
When he contributed to the debates in the Bombay Legislative assembly.
c) **Pick out the word from the given statement which means' a natural ability to do something well-** Flair
- 8) **"Who could have dreamt that one born to a Mahar family would one day become not only a Law Minister but a Law-maker ?"**
a) **Who is referred to as 'Law Minister' here?** Dr. B.R. Ambedkar
b) **Who chose him to be the 'Law Minister'?**- Jawaharalal Nehru
c) **Why is he recognised as the Law-maker?**
Ambedkar had a great skill in Law and Legislation.

THE CONCERT

- 1) **"We mustn't miss the chance."**

- a. **Who does 'we' refer here?** -Anant and his sister Smitha
- b. **What chance did the boy not want to miss?**
The boy did not want to miss the chance of listening to the maestro.
- c. **When did he say so ?**
When Smita read in the newspaper about Pandit Ravishankar going to play Sitar at the Shanmukhananda Auditorium.

2) "But they did not voice their fears."

- a. **Who does 'they' refer here?** -Anant's parents
- b. **What did Anant's parents fear?**
Anant's parents feared that the boy had not many days to live.
- c. **How did they behave towards him?**
They fulfilled his every need.

3) "Panditji is a busy man. You must not bother him with such requests."

- a. **Who is the speaker?** The programme organizer of the concert.
- b. **Who was Panditji?** Panditji Ravi Shankar, the great sitarist
- c. **What was her request?**
She requested Pandit Ravishankar to visit her house and give a concert for her brother.

4) "You'll wake him up. You know he needs all the sleep and rest he can get"

- a. **Who does 'you' refer here?** -Smitha
- b. **Who was sleeping?** - Anant
- c. **Why does he need rest?**
Anant was suffering from cancer and had become very weak. So he needed rest.

5) "Take him home. Give him the things he likes, indulge him"

- a. **Who said the above statement?** Doctors who were treating Anant.
- b. **What does this mean?** Anant was going to die in few days.
- c. **Why did they say so?** Anant's condition grew worse with each passing day.

6) "They had come with high hopes"

- a. **Who does 'they' refer here?** They refer to Smita's parents.
- b. **What were their high hopes?** Anant would be recovered of cancer.
- c. **Why were their hopes not fulfilled?**
Ananta's condition grew very worse. The doctors advised his parents to take him home and give him what he likes.

7) "They couldn't believe their eyes. 'It is .. not possible' they said".

- a. **Who does 'they' refer to?** The neighbours of Aunt Sushila
- b. **What was not possible according to them?**
The arrival of Pandit Ravishankar and Ustad AllahRakha to Smita's house and to play for the boy.

c. Why did they think so?

Pandit Ravishankar and Ustad Allah Rakha are great artists. They would be very busy and no time to come to Smita's house and play.

8) "What shall we do Ustad Sahib?"

- a. Who asked this?** Pandit Ravishankar
- b. Who was Ustad Sahib?** Ustad Sahib was the tabla player.
- c. When did the speaker say these words?**

When Smita requested the maestros to play for her brother.

9) "I spoke to him and he will come tomorrow morning"

- a. Who does 'I' refer here?** Smita
- b. Who did she speak to?** She spoke to Pandit Ravishankar
- c. What did she speak to him?**

The condition of her brother and his longing to hear his music and requested him to play for her brother.

10) "It is the chance of a life time"

- a. Who said this?** Anant said this
- b. What was the chance?** The chance was to listen to Pandit Ravishankar's sitar.
- c. Why was he not able to get the chance on that day?**

He was suffering from cancer and not able to get up.

11) "Tomorrow morning we perform for the boy"

- a. Who said this?** Ustad Sahib
 - b. Who is the boy here?** Anant
 - c. Why should they perform for the boy?**
- They played for the boy to make him happy as he was suffering from cancer.
- d. What quality of the speaker is reflected here?** -Compassion towards Anant

12) "Enjoy yourself, lucky you."

- a. Who is the speaker?** -Anant
- b. Who is considered as lucky?** - Smita
- c. Why is she lucky?**

She is lucky because she is going to attend the music concert of Pandit Ravishankar, but Anant couldn't go.

- d. Why is the speaker not lucky?**

He was suffering from cancer and had not many days to live and he missed the chance to attend the concert.

THE DISCOVERY**1) "I set out discover a new world, A radiant land beyond unknown seas to find new wealth, and domination of our Sovereign king"**

- a) Who is the speaker?** Columbus

b) **Who is the king here?** The Emperor of Spain

c) **Was the speaker successful in his mission? How?**

Yes, the speaker succeeded in his efforts by discovering a new land.

2) **"Cowards! Cowards! You will have to kill me first"**

a) **Who is the speaker and whom did he call cowards?** Pepe is the speaker, Guillermo and seamen.

b) **Who do you refer to?** The seamen

c) **When did the speaker say these words?**

When Guillermo and seamen tried to attack Columbus.

3) **"There are limits to patience, sir"**

a) **Who lost his patience?**- Diego

b) **Who is he speaking to?** -He is speaking to Don Pedro

c) **Why did he speak so?** -He lost his patience and wanted to go back to Spain.

4) **"A good sailor knows his place"**

a) **When did the speaker make this statement?**

When Columbus saw Diego on the quarter deck.

b) **Was Columbus giving him a piece of advice? Give the reason for your choice.**

Columbus wanted to point out to Diego that he had no right to be on the quarter deck.

c) **What was Diego's reaction?**

Diego tried to suppress his anger and with a scowl went off from there.

5) **"The Santa Maria will be the lighter for his carcass"**

a) **Whose words were Pepe quoting here?**

Pepe was quoting the words of one of the seamen.(Guillermo)

b) **What do the words reveal about the person who said them?**

These words show that the speaker was so upset with Columbus that he wished he was dead.

c) **What does the words' carcass' mean in the content?** - dead body.

5) **"Your duty is to obey me as mine is to obey the royal Sovereigns of Spain who sent me."**

a) **Who is the speaker?**-Columbus

b) **When did Columbus say these words to Guillermo?**

Guillermo rebelled against Columbus and demanded that they should give up their search for a new land.

c) **What do these words prove?**

These words prove that Columbus was not only a strong leader but was also loyal and obedient towards his King and Queen.

7) **"Discipline knows no buts"**

a) **Who is the speaker here?** - Columbus

- b) **What did the speaker mean to say these words?**
The speaker meant that one should not hesitate to enforce discipline.
- c) **To what does the word discipline here refer to?**
The rules and regulations that the seamen and others to follow on the ship.
- 8) **"I do not claim your confidence, sir"**
- a) **Who do 'I' refer to?** - Don Pedro
- b) **What was he confident in?** He was not confident in his discovery
- c) **What was the reason for his not being confident?**
Seamen had become desperate and wanted to go back to Spain.
- 9) **"You're young enough to have faith. Thank you, boy"**
- a) **Who is the speaker?** - Columbus
- b) **Who was young enough?** -Pepe
- c) **What was the faith that he had?** -He had faith that they would find land.
- 10) **"We are like bats trying to fly by day"**
- a) **Who said this?** Diego
- b) **Who was it said to?** Pedro
- c) **Why did he say so?** He had lost patience when they had not found land.
- 11] **"What! Does that child stand between me and death"?**
- a) **Who is the speaker here?** - Columbus
- b) **Who is referred to as 'child' here?**—Pepe, the page boy
- c) **When did the speaker ask this question?**
When the sailors rushed to kill him (Columbus)
- 12] **"Mutiny is an ugly word, Sir"**
- a) **Who is the speaker?**- Diego
- b) **Why does the speaker say that mutiny is an ugly word?**
Mutiny would result in loss of property and lives.
- c) **What does 'mutiny' mean?**-revolting against authority.
- 13] **"Why should one man have the lives of fifty in his hands"**
- a) **Who are fifty?** -They are the seamen
- b) **In whose hands are they?**-In the hands of the captain Columbus.
- c) **What made the speaker so?**
The sailors were impatient because they had been sailing for long without seeing land.They wanted return home, but Columbus was not ready.
- 14] **"Have him down,Pitch him overhead! Put him in the irons, devils tool!"**
- a) **Who is the speaker?**- Sailors
- b) **Who is the devils tool?**- Columbus
- c) **What mood of the speaker expressed here?** -Angry and desperate.

15] "Dark deeds are better in the dark"

a) **Who does this statement refer to?** -Guillermo

b) **When did the speaker say so?**

When Guillermo told that Santa Maria should turn back To Spain, otherwise they would do whatever they liked.

c) **What does the statement mean?**

Dark deeds mean bad deeds. Guillermo and other sailors wanted to kill Columbus.

MULTIPLE CHOICE QUESTIONS:**1. QUESTION TAGS**

Question tags are short questions at the end of statements.

They are mainly used in speech when we want to:

- confirm that something is true or not, or
- to encourage a reply from the person we are speaking to.

Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject.

A **positive statement** is followed by a negative question tag.

- Jack is from Spain, isn't he?
- Mary can speak English, can't she?

A **negative statement** is followed by a positive question tag.

- They aren't funny, are they?
- He shouldn't say things like that, should he?

When the verb in the main sentence is in the **present simple** we form the question tag with **do / does**.

- You play the guitar, don't you?
- Alison likes tennis, doesn't she?

If the verb is in the **past simple** we use **did**.

- They went to the cinema, didn't they?
- She studied in New Zealand, didn't she?

EXCEPTIONS**Statements with Negative Adverbs**

The adverbs seldom, hardly, rarely, ... have a negative sense. We treat statements with these words like negative statements, so the question tag is normally positive.

Example: We have never seen that, have we?

I AM

The negative question tag "am I not" has no contraction. Because a question tag with no contraction sounds very pedantic, we prefer a very ungrammatical contraction but which is correct for question tags: "aren't I?"

- I'm late, aren't I?
- I'm talking to the walls, aren't I?

SUGGESTIONS

After a sentence with Let's... we use "shall we?"

- Let's go out for a walk, shall we?
- Let's study tomorrow morning, shall we?

IMPERATIVES & INVITATIONS

After an imperative we use "will you?" (always affirmative). We can consider "will you?" as an equivalent to "please" (more or less)

- Open the door, will you?
- Don't smoke in this room, will you?
- Come to my party, will you?
- Have a coffee, will you?
- Don't look at me like that, will you?

Statements with Nobody/No one, Somebody/Someone, Everybody/Everyone as the subject

We use the pronoun they in question tags after statements with nobody/no one, somebody/someone, everybody/everyone as the subject.

Example: Somebody wanted to borrow Jack's bike, didn't they?

Statements with Nothing/Something/Everything as the subject

When the subject is nothing/something, we use it in the tag question.

Example: Something happened at Jack's house, didn't it?

Statements with This

When the subject is this, we use it in the tag question.

Example: This will work, won't it?

- | | |
|--|---------------|
| 1) She will never help, (Negative Sentence) | Will she? |
| 2) I'm fond of reading. (+ VE) | Aren't I? |
| 3) Raju got 100% in Mathematics. (+ VE) | Didn't he? |
| 4) He drives carefully. (+ VE) | Doesn't he? |
| 5) She won't come tomorrow. (- VE) | Will she? |
| 6) He wasn't happy. (- VE) | Was he? |
| 7) They were laughing in the class. (+ VE) | Weren't they? |
| 8) He can fly an aero plane. (+ VE) | Can't he? |
| 9) Rani draws figures neatly. (+ VE) | Doesn't she? |
| 10) Sachin doesn't know the value of Rs.10. (+ VE) | Does he? |

11) Every one liked him.	Didn't they?
12) I am a famous lawyer. (+ VE)	Aren't I?
13) You have done a fine job. (+ VE)	Haven't you?
14) The beggar maid was fair. (+ VE)	Wasn't she?
15) It rained heavily yesterday. (+ VE)	Didn't it?
16) People in the past were happy. (+ VE)	Weren't they?
17) Films are not interesting nowadays. (- VE)	Are they?
18) The whole India admires Gandhiji. (+ VE)	Doesn't it?
19) Sunitha walks faster than suma. (- VE)	Doesn't she?
20) She saved me from danger.(+ve)	Didn't she?

- Ramesh is a famous educationist, The question tag to be used above is
a. Isn't he? b. Is he? c. doesn't he? d. Does he?
- Leela and Sheela were awarded
a. Isn't she? b. weren't they? c. Isn't they? d. Aren't they?
- Amith never tells lies
a. Isn't he? b. Is he? c. Doesn't he? d. Does he?
- Meera can do the sum
a. Can she? b. Can't she c. Isn't she? d. Is she?
- I'm fond of eating sweets,
a. Am I? b. Amn't I? c. Aren't I? d. Are I?
- Jazz met his friend in London,
a. does he? b. Didn't he? c. Did he? d. doesn't he?

FOR PRACTICE: Complete the statements with suitable question tags:

- Mr.Dwarakanath is very honest
- They were not found in the office
- The tiger is a cruel animal
- Mahesh, Arathi and Kalpana have answered all the questions
- Mr.Hegde was in Delhi
- Rahim will sell his car
- Somaiah will not come today
- She didn't weep
- We are going by bus
- The teacher praised us
- You broke the mirror
- Our teacher guides us well
- Shankar teaches us how to learn

14. One has to be careful in dealing with him
15. I don't know who he is
16. I am writing a letter
17. Let's have dinner
18. Lift the table

2. LANGUAGE FUNCTIONS AND MODALS

MODAL VERBS	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	Logical conclusion/ Certainty	He must be very tired. He's been working all day long.
must not	Prohibition	You must not smoke in the hospital
can	Ability	I can swim.
	Permission	Can I use your phone please?
	Possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	Possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need to	necessity/absence of obligation	I need to buy tomatoes.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	Advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.

Read the following conversation and choose the language function of the italicized sentence:

1. Suprit: Pappa could you get me lolly pop please?

Father: Yes, of course.

- a. Request b. advice c. Order d. Suggestion

2. Student: May I come in, Sir?

Teacher: Yes, you shouldn't be late next time.

- a. Order b. Advice c. suggestion d. Instruction

3. Stranger: Excuse me sir, could you tell me the way to 'Unique International School'?

Mahesh: Yes, you go straight and take left turn walk for about $\frac{1}{2}$ km you will find the school on your left.

a. Giving information b. Giving direction c. Seeking information d. Offering help

4. Old lady: Excuse me,

Boy: Yes, what can I do for you?

Old lady: Could you help me to cross the road?

Boy: Yes, of course

a. Offering help b. Offering information c. Seeking information d. Taking help

5. Patient: Good evening sir,

Doctor: Very good evening. What's wrong with you?

Patient: I have lots of chest burning sensation.

Doctor: Yes, you will have to give up smoking now onwards.

a. Order b. Advice c. suggestion d. Instruction

6. Aveena: Excuse me Samhitha, Shall I have your pen?

Samhitha: Yes, by all means.

a. Seeking information b. Seeking suggestion
c. Seeking permission d. Seeking help

7. Bindu: You're stepping on my saree.

Passenger: Oh, I'm really sorry.

Bindu: That's O.K

a. Regretting b. Abusing c. Suggesting d. Apologising

8. Principal: sir we are planning to organize a workshop for the teachers of English.

Resource person: That's a good idea. But what can I do for you?

Principal: We would be delighted if you could come and spare some time with our teachers.

a. Invitation b. Permission c. Direction d. Suggestion

9. Anil: could you drop me at the railway station?

Rahul: Yes, of course.

Anil: Thank you very much.

Rahul: You are welcome.

a. Expressing sympathy b. Expressing gratitude c. Offering help d. Seeking help

10. Chaithanya: Why were you absent yesterday?

Dhanya: My brother met with an accident.

Chaithanya: Oh, I'm really sorry. Don't be upset. He shall be all right soon

a. Expressing condolence b. Expressing help
c. Expressing sympathy d. Expressing gratitude.

11. Don't copy from your neighbor.

- a. request b. instruction c. command d. wish
12. There is bleeding in your eyes. Consult an eye specialist.
a. order b. instruction c. suggestion d. information
13. Would you allow me to use your dictionary?
a. seeking permission b. seeking help c. enquiring d. seeking advice.
14. You have helped me a lot. I'm highly grateful to you.
a. offering b. suggesting c. expressing gratitude d. complimenting
15. The RTO said to the driver, "you must drive carefully".
a. order b. request c. suggestion d. threat
16. Get down at KR circle. Walk a few yards. On to your left, you find CPI's office.
a. instruction b. order c. giving direction d. suggesting
17. The clouds are black and thick. It is going to rain tonight.
a. doubt b. probability c. wish d. suggestion
18. You must not smoke in public places.
a. threat b. anger c. suggestion d. prohibition
19. May you live long!
a. advice b. wish c. request d. certainty
20. Raju, I'm wrong. You are absolutely right.
a. confirmation b. expressing desire c. expressing agreement d. surprise
21. Shreya: Hello daddy, my teacher has asked me to give a speech on Republic Day.
Father: That's great! Go ahead speak well my dear.
Shreya: Will you please help me to prepare the speech dad?
a. Request b. Order c. Suggestion d. Encouragement.
22. Stranger: Shall I park my vehicle here sir?
Owner: No, you shouldn't. The underlined word shows
a. order b. advice c. request d. prohibition.
23. Class teacher: Who will tell a story?
Students: Sir, Geetha.
Class teacher: Geetha, please tell a story.
a. Order b. Request c. Obey d. Advice.
24. Student: Good morning, Sir.
In-charge: Good morning. Thank you. What can I do for you?
Student: I am Geetha, a student of Class IX. I am interested in joining the summer camp. Could I have the details, please?
a. Order b. Request c. Obey d. Advice.

25. Visitor: Excuse me, can you help me in locating the book, 'War and Peace'?

Librarian: Sure. Go to the sixth row and the book is on the third shelf.

Visitor: Thank you very much.

- a. Advice b. Giving directions c. Order d. Request.

26. Mom: Where are you going Ramya? Ramya: School mom.

Mom: Then, go with dad dear.

Ramya: Yes mom.

- a. Order b. Request c. Obey d. Advice.

27. Rajesh: After a long time, I am meeting you.

Sampath: Yes, of course. By the by, I came to know that your daughter's marriage is fixed
When?

Rajesh: On 22nd February Sampath: Fine. What can I do for you?

Rajesh: Would you help me by lending Rs. 50,000?

Sampath: With pleasure.

- a. Permission b. Instruction c. Ability d. Request.

What does the modal verb express in each sentence:

1. May I come in?

- a. ability b. permission c. polite request d. threat

2. Can you lift the table?

- a. possibility b. mental ability c. probability d. habitual

3. Would you help me?

- a. request b. ability c. possibility d. habitual

4. Can you speak English fluently?

- a. physically ability b. necessity c. mental ability d. request

5. Can I go out now?

- a. ability b. request c. necessity d. permission

6. It may rain tonight.

- a. possibility b. impossibility c. improbability d. ability

7. The tanker can hold 25,000 gallons of oil

- a. possibility b. probability c. ability d. necessity

8. Could I see you tomorrow?

- a. a request for permission b. necessity c. a request for moral obligation
d. instruction

9. You must walk on the pavement in cities. Otherwise you will meet with an accident.

- a. request b. compulsion c. necessity d. threat

10. The boy is strong. He can run.

- a. Prohibition b. habitual c. possibility d. physical ability.

11. Sheetal : **Can** you run 100 meters in 9 seconds ?

Lavanya : No, I can't.

- a. ability b. suggestion c. order d. obligation.

3. IF CLAUSES

1st Condition, (V1-will)

Ex: If I work hard, I will get good marks.

2nd Condition, (V2-would)

Ex: If I worked hard, I would get good marks

3rd Condition, (had+V3-would have)

Ex: If I had worked hard, I would have got good marks.

Read the following conversations and fill in the blanks by choosing the correct 'If Clauses'

1. Rashmi: Hi, sagar, what about your result?

Sagar: Sorry Rashmi, I couldn't get good marks.

Rashmi: If you had worked hard, youmore marks.

- a. would get b. would have got c. will get d. shall have got

2. Basavaraj : Did you buy a car for me, papa?

Rudrappa : Oh! My son, I were millionaire, Ia car for you

Basavaraj : It's ok papa.

- a. will buy b. should have bought
c. would buy d. would have bought

3. Abhishek: It's been too hot, will you put on the fan, Ankush?

Ankush: Yes of course, If we plant more and more trees, it.....not be too hot

Abhishek: Yes, you are right.

- a. could b. would c. will d. would have

4. Ravi: Where is your smart phone, Ramya?

Ramya : Oh! My father took it back.

Ravi: If you had bought smart phone, we.....watched games on it.

- a. would have b. will have c. could d. would

5. Doctor: Can you meet me tomorrow, Mr. Santhosh?

Santhosh: Yes, but I would not take much time sir.

Doctor: Had you come a little earlier, Ispent some time with you.

- a. can b. will have c. might d. would have

6. Husband: What a beautiful bird it is!

Wife: Yes, it is a lovely bird

Husband: If I were bird, Ifly like that higher and higher

- a. shall b. will c. would d. can

7. Suprith: Sagar, did you bring your bike?

Sagar: Oh! Sorry.

Suprith: It's ok.

Sagar: If I had bought my bike, Igone on long ride.

- a. Shall have b. would have c. would d. should

8. Rajesh: Why can't you go with her Shyam?

Shyam: I feel shy sir.

Rajesh: Is it? If you had told me earlier, Isent someone with her.

- a. can have b. would have c. could d. would.

9. Ramesh: Why can't you come with me Ravi?

Ravi: No, I have some urgent work now.

Ramesh: May I know the correct reason Ravi?

Ravi: I don't have vehicle to take my dad to the hospital, that's it.

Ramesh: Is it? If you had told me earlier, Ia vehicle.

- a. Will arrange b. would have arranged
c. would arrange d. shall arrange

10. Mahesh: Santhosh, can you fly in the air without any support?

Santhosh: How can I fly? I have no wings If I were a bird,

- a. I will fly b. I would fly c. I can fly d. I shall fly

4. The Infinitive

Recognize an infinitive when you see one.

To sneeze, to smash, to cry, to shriek, to jump, to dunk, to read, to eat, to slurp—all of these are infinitives. An infinitive will almost always begin with **to** followed by the simple form of the **verb**, like this:

To + Verb = Infinitive

Important Note: Because an infinitive is not a verb, you cannot add **s**, **es**, **ed**, or **ing** to the end. Ever!

Infinitives can be used as **nouns**, **adjectives**, or **adverbs**. Look at these examples:

To sleep is the only thing Eli wants after his double shift waiting tables at the neighborhood café.

To sleep functions as a noun because it is the **subject** of the sentence.

No matter how fascinating the biology dissection is, Ram turns his head and refuses **to look**.

To look functions as a noun because it is the **direct object** for the verb **refuses**.

Wherever Lahanvi goes, she always brings a book **to read** in case conversation lags or she has a long wait.

To read functions as an adjective because it modifies **book**.

Richard braved the icy rain **to throw** the smelly squid eyeball stew into the apartment dumpster.

To throw functions as an adverb because it explains why Richard braved the inclement weather.

Recognize an infinitive even when it is missing the to.

An infinitive will almost always begin with **to**. Exceptions do occur, however. An infinitive will lose its **to** when it follows certain verbs. These verbs are **feel, hear, help, let, make, see, and watch**.

The pattern looks like this:

Special Verb + Direct Object + Infinitive - to

Here are some examples:

As soon as Sunil **felt the rain splatter** on his hot, dusty skin, he knew that he had a good excuse to return the lawn mower to the garage.

Felt = special verb; **rain** = direct object; **splatter** = infinitive minus the **to**.

When Sumanth **heard the alarm clock buzz**, he slapped the snooze button and burrowed under the covers for ten more minutes of sleep.

Heard = special verb; **alarm clock** = direct object; **buzz** = infinitive minus the **to**.

Although Dr. Krishna spent an extra class period **helping us understand** logarithms, we still bombed the test.

Helping = special verb; **us** = direct object; **understand** = infinitive minus the **to**.

Because Suresh had never touched a snake, I removed the cover of the cage and **let him pet** Squeeze, my seven-foot python.

Let = special verb; **him** = direct object; **pet** = infinitive minus the **to**.

Since Jose had destroyed Sylvia's spotless kitchen while baking chocolate, **made him take** her out for an expensive dinner.

Made = special verb; **him** = direct object; **take** = infinitive minus the **to**.

I said a prayer when I **saw my friends mount** the Kumba, a frightening roller coaster that twists and rolls like a giant sea serpent.

Saw = special verb; **my friends** = direct object; **mount** = infinitive minus the **to**.

Hoping to lose her fear of flying, Rachel went to the airport to **watch passenger planes take off and land**, but even this exercise did not convince her that jets were safe.

Watch = special verb; **passenger planes** = direct object; **take, land** = infinitives minus the **to**.

EXAMPLES

1. Rahul forgot **to post** the letter yesterday.
2. I asked him why he **was** angry.
3. The doctor advised the patient **to take** his medicines without fail.
4. We are looking for someone **to mow** the lawn.
5. All the students want **to participate** in the program.
6. I went to the airport **to see off** my friend.
7. The bear climbed up the tree **to drink** the honey.
8. Last month we went to Agra **to see** the Taj Mahal.
9. The teacher encouraged the students **to work** hard.
10. I want **to win** the first prize in the quiz competition.

Circle the infinitive in each sentence.

1. What I want is to make friends.
2. Tim uses that magnet to attract money.
3. It's a shame that you have to leave so soon.
4. Everything I try to do is a disaster.
5. He was unable to sleep with the dogs barking.
6. The medication affected her appetite; she didn't want to eat.
7. I thought it was a stupid thing to do.
8. Whenever I try to sleep I just feel restless.
9. That sandwich was too big around to bite.
10. I'm afraid that glass is going to fall off the table.
11. If we forget to watch our show tonight we can see the rerun.
12. The clothes to wash are in the hamper.
13. The shirt I wanted to wear is still dirty.
14. I never fail to make a mess of things.

VERY SHORT ANSWER QUESTIONS ON GRAMMAR AND VOCABULARY

1. PHRASAL VERBS

1. A phrasal verb is a verb plus a preposition which creates a meaning different from the original verb.

Example:

I ran into my teacher at the movies last night.

NOTE:

You didn't physically run into your teacher, but you met your teacher unexpectedly.

2. A phrasal verb can be **transitive** or **intransitive**.

A **transitive** verb is followed by an object.

Example:

I made up the story.

An intransitive verb is not followed by an object.

Example:

He suddenly showed up.

3. Transitive phrasal verbs can be **separable** or **non-separable**.

Separable verbs take the object between the verb and the preposition:

Example:

I talked into my mother letting me borrow the car. **Not Correct**

I talked my mother into letting me borrow the car. **Correct**

Note: "talk into" is separable

Non-separable verbs take the object after the preposition:

Example:

I ran my sister into. **Not Correct**

I ran into my sister. **Correct**

Note: "run into" is non-separable

Some phrasal verbs can take a preposition in both places.

Example:

I made an excuse up. **Correct**

I made up an excuse. **Correct**

Note: make up is both separable and non-separable

4. In this phrasal verb dictionary, the following symbols will be used with transitive phrasal verbs to indicate whether they are separable, non-separable or take prepositions in both places:

+ non-separable

Example: run into +

*** separable**

Example: talk * into

*** + Indicates that an object can be placed in both positions**

Example: made * up +

1. Ananth is **good at** sports.
2. Children **put on** new dresses during the festivals.
3. I drink coffee **instead of** tea.
4. I can't **make out** your handwriting.
5. My friend **gave up** bad habits.
6. Ramanagara is **famous for** silk.
7. Some children are **afraid of** dogs.
8. My brother is **searching for** new job.
9. It is not fair to make **fun of** others.

10. We should **look after** our parents.

FOR PRACTICE

Fill in the blanks with suitable phrasal verbs choosing from the brackets.

1. We ----- for holidays. (look forward, look before)
2. Don Anselmo ----- his coat. (took off, took on)
3. Our expenses must be ----- (cut down, cut out)
4. The thief ----- the bank. (broke into , broke away)
5. I do not ----- you. (agree with, agree to)
6. Why are you ----- the examination. (worried of , worried about)
7. Teacher told the students to ----- the black board. (look at, look on)
8. It is better to ----- fire before it spreads. (put off, put out)
9. The peon refused to ----- the orders of the officers. (carry on, carry out)
10. America ----- Japan in the second world war. (fought against, fought with)

2. ONE WORD SUSTITUTION

1. One who travels to work place daily- commuter
2. A person who enters a building in order to steal- Burglar
3. A person who makes sound in pain_ Groan
4. A person who is imprisoned – Prisoner.
5. A person who represents government in another country-Diplomat
6. One who designs the building- Architect
7. One who does something for the first time- Debut
8. A person trained travel in a space- Astronaut
9. A person who has been appointed or selected to attend or speak at a conference- Delegate
10. The ornament that is worn around the neck- Chain
11. A new activity that involve risk-Venture
12. Something that people do not know any about- Mystery
13. One who looks at the bright side of things- Optimist
14. One who looks at the dark side of things- Pessimist
15. Art or making figures in stone, wood, metal etc.- Sculpture
16. Suffocation makes one breathless- Choke

17. A piece of land which fruit trees are grown- Orchard
18. A small narrow stream or river- Creek
19. Someone whose job is to look after a school or a large building- Janitor
20. A type of religious music in which religious songs are sung very loudly- Gospel
21. A narrative composition in rhythmic verse suitable for singing- Ballad
22. A private room on a ship or boat- Cabin
23. Public performance of music- Concert
24. Large building or hall used for public gathering typically speeches or stage performance-Auditorium
25. A person who is not able to see-
26. A decorated rod carried by a king or queen as a symbol of power-
27. A small narrow stream or river-
28. Look at the thing fixedly for a long time-
29. Suffocation makes one breathless-
30. An event not easily understood/ something that people do not know anything about-
31. A period of ten years-
32. One who is unable to speak-
33. One who is not able to hear-

3.IDENTIFYING PARTS OF SPEECH

NOUN: A noun is the name of a person, place, animal, thing or a quality.

Eg: The Ganga is the sacred river of India.

Please give me some water.

PRONOUN: A Pronoun is a word that is used instead of a noun.

Eg: Shambavi is a doctor. She treats patients.

A deer is a beautiful animal. It runs very fast.

ADJECTIVE: An adjective is a word that qualifies a noun or a pronoun.

Eg: Arjuna is a brave man.

There is little water in the jug.

VERB: A verb is a word that represents an action or state of being of the subject.

Eg: Children eat more sweets.

Gowamma has a beautiful necklace.

ADVERB: An adverb is a word that modifies/adds to the meaning of a verb.

Eg: The chairs are arranged neatly.

Birds fly high.

PREPOSITION: A preposition is a word normally placed before a Noun or a Pronoun to show its relation to some other word in the sentence.

Eg: There is a book on the table.

You can come in.

CONJUNCTION: Conjunctions are words that join words or phrases or clauses or sentences. They are joining words.

Eg: Seema got first class because she worked hard.

Tell him that I am doing well.

INTERJECTION: An Interjection is a word that expresses strong or a sudden feeling.

Eg: Hurrah! India has won the match.

Alas! He is dead.

IDENTIFY THE PARTS OF SPEECH OF THE UNDERLINED WORDS:

1. The monkey climbed up the tree.
2. Sheela and Beena are teachers. They are my train mates.
3. Satish is a famous artist.
4. Dog is a faithful animal.
5. Raju is playing football.
6. I went to the bus station in a hurry.
7. The bird flew very high.
8. Hush! Don't disturb he is sleeping.
9. I will wait till he comes home.
10. Lakshmi bought flowers and fruits in the market.
11. Sushma left the house before sunrise.
12. The dog kicked the ball.
13. Geetha distributed sweets to the children.
14. They hurt themselves.
15. Sunder is a vendor. He sells vegetables.
16. Every student has a dictionary in the class.
17. Whose book is this?
18. The minister stayed in London for a week.
19. I was in Delhi last month.
20. She accepted the resignation letter.
21. My sister visited her friend Merlyn.
22. Meenakshi gave me a bunch of grapes.
23. They are always late for dinner.
24. I have studied the book thoroughly.
25. Which pen do you like?
26. Sunday is the first day of the week.

27. Tippu fought bravely against the British.
 28. Santhosh speaks English fluently.
 29. Every citizen has the right to vote.
 30. These apples are good.

4. AUXILIARY VERBS

PRIMARY AUXILIARIES AND MODAL AUXILIARIES

PRIMARY AUXILIARIES: They are also called as helping verbs. They help the main verbs to form certain tenses like continuous and perfect, to make negatives, questions, question tags, passive voice, and make sentences emphatic. They change their form according to the number and person of the subject.

Eg: I have decided not to attend the party.

Does he come to school regularly?

The students are playing in the playground.

Can you lend me your pen?

They are very busy.

Will they come tomorrow?

The primary auxiliaries are the forms of be, have, and do:

The forms of 'be': am, is, are, were, was (finites)
 be, been, being (non-finites)

The forms of 'have': have, has, had (finites)
 having (non-finites)

The forms of 'do': does, do, did (finites)
 doing, done (non-finites)

	PRESENT TENSE SINGULAR	PLURAL	PAST TENSE SINGULAR	PLURAL
FIRST PERSON I/WE	I am I have I do	We are We have We do	I was I had I did	We were We had We did
SECOND PERSON	You are You have You did	You are You have You did	You were You had You did	You were You had You did
THIRD PERSON	He/She/It is He/She/It has He/She/It does	They are They have They do	He/She/It was He/She/It had He/She/It did	They were They had They did

NOTE : 1: The verbs 'have' and 'do' are used for first person and second person singular and plural and third person plural.

The verb had and did are common to all persons and numbers.

MODAL AUXILIARIES:

Modal auxiliaries or secondary auxiliaries express the manner of the action denoted by the verb. They help us to express various moods like ability, possibility, permission, request, probability, preference, obligation or duty, necessity, condition, willingness, prediction, suggestion, habitual activity etc.

Eg He can lift the table. (ability)
 May I come in? (permission)
 Would you mind posting the letter for me? (polite request)

FILL IN THE BLANKS WITH SUITABLE AUXILIARY VERBS

1. Sundaram ----- able to lift the table.
2. The mistake ----- done by me.
3. ----- you had your lunch?
4. Children ----- fond of sweets.
5. He -----his work neatly.
6. Where -----you been yesterday?
7. Slow learners ----- need guidance.
8. I ----- not afraid to speak the truth.
9. Would you like to ----- lunsh in my house?
10. We ----- not able to understand him.

FILL IN THE BLANKS WITH SUITABLE MODALS :

1. I -----get you a jog in the Income Tax Department.
2. We ----- get through the examination.
3. ----- you mind closing the door?
4. I ----- return from Delhi tomorrow.
5. You ----- go out to play now.
6. Sheela ----- never tell a lie.
7. He ----- walk fast.
8. ----- you show me your new bike.
9. You ----- meet the doctor immediately.
10. It ----- rain in the evening.

5.HOMOPHONES

1. Ravi has a **bean** in his pocket (been, bean)
 Deepa has **been** to Mysore
2. **There** are many children playing in the park.
Their schools are closed for three days (there, their)

3. I go **to** school everyday (to, too)
Don't drive **too** fast.
4. Faded clothes can be **dyed** (died, dyed)
The dog **died** of hunger
5. The company suffered heavy **loss** last year.
We have to respect the **laws** of our state (laws, loss)
6. You are **too** late (too, two)
I have **two** eyes
7. This **road** leads to Mysore (rode, road)
I **rode** a car
8. We are fond **of** sweets (of, off)
The flight has taken **off**
9. Now a days bus **fare** has been raised (fair, fare)
She is a **fair** looking lady
10. He is walking with **bare** foot (bear, bare)
It is too sensitive to **bear**
11. In that film **cast** is not good (caste, cast)
abdicate **caste** system
12. She has a very good eye **sight** (site, sight)
I purchased a **site** in Mysore
13. Farmers go to **dairy** to give the milk (dairy, diary)
I have a habit of writing **diary**
14. **Hare** is a cute animal (hare, heir)
He is the only **heir** of that property
15. Gandhiji is an **ideal** person (idol, ideal)
Indians follow **idol** worship
16. Every day we **pray** to god (prey, pray)
Lion is waiting for its **prey**
17. Ramesh told me an interesting **Story** (story, storey)
That building has four **storey**

FOR PRACTICE:

18. Iin Ramanagara. (lived, leaved)
19. Arjun saw a huge..... on the bank of the river (witch, which)
20. A big.....was found on the ozone layer. (lier, layer)
21. They.....notes every day.(write, right)
22. The..... phone is very useful now a days. (cell, sell)
23. Aishwarya Rai is alady. (fare, fair)
24. Many ships arrived at Chennai..... (harbor, harbor)
25. Why did you go..... (there, their)
26. Can you.....me? (see, sea)

27. Gandhiji's principles wereand nonviolence. (piece, peace)
 28. Wehalf an hour for Shantha every day before going to school.(weight, wait)
 29. This is a.....about the king Dhasharatha. (story, storey)
 30. The book isthe bag (inn, in)

6. COLLOCATIONS.

1. speedy [walk, cooking, recovery, reading] Ans: recovery
2. quick [cure, walk, sleep, cry] Ans: cure
3. fast [bus, train, ship, jet] Ans: train
4. commit [answer, homework, mistake, wrong] Ans: mistake
5. do [homework, food, money, noise] Ans: homework
6. strong [water, milk, honey, coffee] Ans: coffee
7. break [record, climbing, lunch, supper] Ans: record
8. take [race, chance, walk, haircut] Ans: chance
9. catch [electricity flood, fire, storm] Ans: fire
10. make [money, business, homework, house] Ans: money
11. arm [chair, bench, table, desk] Ans: chair
12. pay [attention, exam, development, donation] Ans: attention
13. board [bus, seat, bed, bike] Ans: bus
14. loud [voice, whisper, blink, simile] Ans: voice

FOR PRACTICE

Book – worm, ant, hand, pen
 long – small, hen, run, food
 earth – land, water, quake, sun
 railway – station, chair, run, stop
 post – book, box, paper, table
 honey – bee, bay, paper, bird
 wall – door, table, clock, journey
 blood – post, water, book, bank
 photo – studio, table, lady, man
 money – coins, letter, stamps, order
 charming – girl, hot, answer, book
 self – discipline, myself, mother, stars
 wheel – stool, paper, book, chair
 hand – pants, sari, socks, kerchief
 Mutinous- mechanic, scientists,
 sailors, things
 twinkling – stars, moon, sun, earth
 break – lunch, dinner, fast, last

heading - front, home, place
 wary - faces, pictures, soldiers
 tenuous- catch, cradle, hold
 pondered - future, past, looks
 nearby- signal, hospital , train
 unexpected- turn, chair, dance
 packed - rooms, cars, coaches
 steel - railing, seat, platform
 ladies- train, compartment, penthouse
 young- man, giant, set
 little- sea, desert, creek
 ragged- gloves, work, cupboard
 re-plastered- doors, windows, walls
 pruned- cupboard, table, trees
 patched- leak, language, fence
 renovated- house, square, market
 bright- boy, cloud, book
 crawl- behind, above, forward
 reckless- joker, fool, singer

7. Scramble the letters to form words

1.utdbo- doubt	21.atrtefl	41.meposri	61.ocach	81.eymyrts
2.tdyager- tragedy	22.ilbdn	42.hosocl	62.esyvur	82.iosalr
3.traegmt - ragment	23.wcdroa	43.rorhor	63.erypar	83.yeovga
4.taler- alert	24.rsatw	44.grlbrua	64.ithlsopa	84.epsetmt
5.tcsiyerca- scarecity	25.oytehr	45.irunfetr	65.cktru	85.daicectn
6.yalol- loyal	26.declra	46.kelna	66.ilebom	86.aceodiutn
7.gadgre- ragged	27.gaynr	47.vcerel	67.myifla	87.semumu
8.eded- deed	28.rsoyt	48.isgeun	68.adocrhr	88.doremn
9.wrcal- crawl	29.ahret	49.dreagn	69.alntpe	89.laelgyr
10.rorbhte- brother	30.aescep	50.ulefabitu	70.rheat	90.tyecnur
11.eltir - tri le	31.ostcu	51.ovidyescr	71.sormtne	91.ouafms
12.cesoal- solace	32.gtin	52.ryseur	72.ryjuoen	92.onrhoul
13.edso- dose	33.eftarh	53.rirv	73.aencrc	93.rsreaehc
14.sbsle- bless	34.otinmuna	54.olepep	74.roncetr	94.caealp
15.Uipdst- stupid	35.ragfenmt	55.aretwhe	75.itatrs	95.areht
16.mrseca- scream	36.raetl	56.peyportr	76.usimc	96.apwoen
17.agol- goal	37.cacsriyt	57.ierfel	77.rttanpeam	97.hulacn
18.rgeae- eager	38.nevet	58.msmeur	78.tiacapn	98.eiedsop
19.rorer- error	39.epapal	59.itarn	79.iecpeatn	99.ceiecsn
20.kiqcu- quick	40.ihatb	60.esecn	80.itymnu	100.loneivce

7. SYLLABIFICATION

FUNDAMENTAL RULES FOR SYLLABIFICATION

1. Syllabification should be governed not by etymology but by pronunciation:

Thus we should divide 'pe-ruse', not 'per-use'

2. To find the number of syllables:

---count the vowels in the word,

---subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable)

---**subtract one vowel from every diphthong**, (diphthongs only count as one vowel sound.)

---**the number of vowels sounds left is the same as the number of syllables.**

The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard.

For example:

The word "**came**" has 2 vowels, but the "e" is silent, leaving one vowel sound and **one syllable**.

The word "**outside**" has 4 vowels, but the "e" is silent and the "ou" is a diphthong which counts as only one sound, so this word has only two vowels sounds and therefore, **two syllables**.

3. In words ending in double consonants, the consonant should not be separated in syllabifying their derivatives – fall, fall-en; miss, miss-ing; pass, pass-ive.

4. Dissyllabic terminations that are sounded as one syllable should be so divided:

Such as fam-il-iar, po-ten-tial, re-gion, o-cean etc.

5. Divide between two middle consonants.

Split up words that have two middle consonants. For example:

hap/pen, bas/ket, let/ter, sup/per, din/ner, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

6. Usually divide before a single middle consonant.

When there is only one syllable, you usually divide in front of it, as in:

"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in **"cab/in"**.

7. Divide before the consonant before an "-le" syllable.

When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: **"a/ble", "fum/ble", "rub/ble"**

"mum/ble" and "this/tle". The only exception to this are "ckle" words like **"tick/le"**.

8. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.

Split off the parts of compound words like "sports-car" and "house-boat". Divide off prefixes such as "un-happy", "pre-paid", or "re-write". Also divide off suffixes as in the words "farm-er", "teach-er", "hope-less" and "care-ful". In the word "stop-ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".

FOR PRACTICE"

Ancient	college	awake	attribute	Epic
Poor	paper	captain	negotiation	Leper
Warmth	conversation	command	orchard	Toil
suffer	probability	moment	deed	Face
year	idea	alone	preliminary	Index
round	Ocean	spoil	departure	Steel
exist	conscience	car	crawl	Wake
world	accept	groaned	scree	Heart
beautiful	canteen	office	puny	Whole
mountain	again	cultivate	overwhelm	Iron
extreme	reflection	humanity	excite	War
departure	quiz	advance	astonishment	Answer
journey	whole	ball	wizard	Poem
little	continent	remember	mystery	Picture
rage	adventure	teacher	poop	Academy
first	wide	love	omnious	Ideal
mile	school	kilo	renegade	Receive
happy	primary	notorious	radiant	Elbow
hungry	Section	urban	deliberation	Chance
plenty	taller	impulsive	tempest	Large
immediate	English	implore	shatter	Apartment
direction	ago	suburban	stout	Prayer
hundred	anger	impulsive	anchor	Cancer
people	vanish	implore	harbor	Traffic
consonant	describe	fiance	tremour	Speech
sceptre	know	suture	row	
rainbow			sense	
incident			period	
			debate	
			attend	

9. PREFIXES AND SUFFIXES

Prefixes		
Prefix	Meaning	Examples
a-	not, without	atypical
ab-	away from	absent
anti-	against	anti-government
co-, con-	with, together	co-operate

de-	down, away from	descend
dis-	not, opposite of	disagree
en-	to give, provide	encourage
ex-	out of, away from	exclude
extra-	outside, beyond	extra-terrestrial
im-, in-, ir	not	impossible
inter-	between	international
mid-	middle	Mid-Autumn
mis-	not, wrongly, badly	mistrust
non-	not, against	nonsense
pre-	before	predict
re-	back, again	return
semi-	half	semifinal
sub-	under, less	subzero
super-	over, more than	superhero
trans-	across, through	transport

un-	not, reverse of	unhappy
under-	below, beneath	underground
Suffixes: nouns		
Suffix	Meaning	Examples
-ance, -ence	act or state of being	independence

-ant	person or thing that does an action	attendant
-ee	a person who ised	employee
-er, -or, -ar	a thing or person who does an action	monitor
-ion	a process	investigation
-ism	support for or belief in an idea	Buddhism
-ist	a person who makes or does something	journalist
-ness	the quality of being...	happiness
Suffixes: verbs		
Suffix	Meaning	Examples
-ate		congratulate
-en		brighten
-ify		identify
-ise, -yse		analyse
Suffixes: adjectives		
Suffix	Meaning	Examples
-al	like, having the quality of	historical
-ful	full of	hopeful
-ible	able to	edible
-less	without	hopeless

-ous	full of, having	joyous
-y	Covered in, somewhat like...	tasty, muddy
-ary	connected to, related to	imaginary

10.OPPOSITES

Some words are underlined write the opposites for the same in the space provided.

1. Mahathma Gandhi road is broad but Avenue road is.....
2. Ranganna is strong but his brother is
3. Murthi's answer is correct. Ramappa's answer is.....
4. India wants peace but not.....
5. Lalitha is lean but her sister is.....
6. Arjuna was bold but Shakuni was
7. Is the news true? No, it is
8. There are some people who look at a person from top to
9. Some people walk fast and some others walk.....
10. Jayanthi is very active but her brother is.....
11. Whatever we eat or drink it should neither be too hot nor too.....
12. Keep your house clean but not
13. Steel chair is heavy but plastic chair is
14. Is English easy or
15. None is low and none is all are equal
16. Students must go to school in time but not
17. In North India summer is very hot and winter is very.....
18. Dharmaraya was wise Dhuryodhana was
19. Learn to treat even your enemy as
20. Australia is a small continent and Africa is a continent
21. Be good but not
22. Why do you call Prakash dunce. He is
23. Is your land fertile or?
24. Plastic chair is cheap but sofa is

25. Walking on the road in cities is not safe but.....

11. REARRANGE THE JUMBLED WORDS INTO A MEANINGFUL SENTENCE

1. Radha/Does/film/?/sings/songs

Ans: Does Radha sing film songs?

2. sight/what/beautiful/a!/

Ans: What a beautiful sight!

3. your/how/treat/parent s/do/you

Ans: How do you treat your patients?

4. snakes/afraid of/you/are

Ans: Are you afraid of snakes?

5. the/took/he/deed/the/signed/and/money

Ans: He took the money and signed deed

6. .with/?/do/argument/whose/with/agree

Ans: Whose argument do you agree with?

7. the/agree/price/you/with/Do?

Ans: Do you agree with the price?

8. poor/Tibet/was/very/area/there/a/in

Ans: There was a poor area in Tibet

9. so/special/music/about/?/What's

Ans: What's so special about music?

10. walking/a/bridge/he/along/was/narrow

Ans: He was walking along a narrow bridge

Rearrange the following words into meaningful sentences.

1. whom/to/you/are/letter/a/writing

2. the/bird/sketched/strokes/he/deft/with

3. you/basic/information/subject/every/on gives/Encyclopedia

4. knew/was/that/Hanif/life/him/for/short

5. beautiful bird/stared at/he/for a/moment/long

6. exiting/venture/is an/research/scientific

7. wriggled/Smitha/way/through/her/crowds/the

8. as the/night/deepened/in the house/the silence/and/advanced

9. man/a long/boring/a large/speech/moustachioed/made

10. do/students/not/a noise/make

11. worried/you/looking/why/so/are?

12. distributed/the/not/she/cards/has/invitation
13. waste/let's/our/not/time
14. mother/but/helped/raju/small/was a/he/boy/his
15. company/you/this/in/are/working?
16. wriggled/smitha/way/through/the/her/crowds
17. once/it/can/try/you/again
18. maths/eighty/sister/got/percent/in/my
19. climbed/she/pluck/tree/the/to/flowers
20. whom/to/you/are/letter/a/writing?
21. alone/hereafter/must/sleep/you
22. you/to/that/do/say/what?
23. a boy/fight/how/a tiger/could?
24. ran/the tittle/his land/through/creek
25. gnarled/his/was/and beautiful/orchard

12. PUNCTUATION Marks in English Grammar

There are 14 punctuation marks that are commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing.

Sentence Endings

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

The **period** (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.

- As a sentence ender: Jane and Jack went to the market.
- After an abbreviation: Her son, John Jones Jr., was born on Dec. 6, 2008.

Use a **question mark** (?) to indicate a direct question when placed at the end of a sentence.

- When did Jane leave for the market?

The **exclamation point** (!) is used when a person wants to express a sudden outcry or add emphasis.

- Within dialogue: "Holy cow!" screamed Jane.
- To emphasize a point: My mother-in-law's rants make me furious!

Comma, Semicolon, and Colon

The comma, semicolon, and colon are often misused because they all can indicate a pause in a series.

The **comma** is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates, and letter writing after the salutation and closing.

- Direct address: Thanks for all your help, John.
- Separation of two complete sentences: We went to the movies, and then we went out to lunch.
- Separating lists or elements within sentences: Suzi wanted the black, green, and blue dress.

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

The **semicolon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- John was hurt; he knew she only said it to upset him.

A **colon** (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- He was planning to study four subjects: politics, philosophy, sociology, and economics.

The second is between independent clauses when the second explains the first, similar to a semicolon:

- I didn't have time to get changed: I was already late.

The third use of a colon is for emphasis:

- There was one thing she loved more than any other: her dog.

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

Dash and the Hyphen

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

A **dash** is used to separate words into statements. There are two common types of dashes: en dash and em dash.

- En dash: Twice as long as a hyphen, the en dash is a symbol (--) that is used in writing or printing to indicate a range, connections or differentiations, such as 1880-1945 or Princeton-New York trains.
- Em dash: Longer than the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example, She gave him her answer --- No!

Whether you put spaces around the em dash or not is a style choice. Just be consistent.

A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known.

Brackets, Braces, and Parentheses

Brackets, braces, and parentheses are symbols used to contain words that are a further explanation or are considered a group.

Brackets are the squared off notations ([]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

- He [Mr. Jones] was the last person seen at the house.

Braces ({}) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example, $2\{1+[23-3]\}=x$.

Parentheses () are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.

- John and Jane (who were actually half brother and sister) both have red hair.

Apostrophe, Quotation Marks and Ellipsis

The final three punctuation forms in English grammar are the apostrophe, quotation marks, and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An **apostrophe** (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- Omission of letters from a word: I've seen that movie several times. She wasn't the only one who knew the answer.
- Possessive case: Sara's dog bit the neighbor.
- Plural for lowercase letters: Six people were told to mind their p's and q's.

It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophes, and prefer their use on symbols (&'s), numbers (7's) and capitalized letters (Q&A's), even though they are not necessary.

Quotations marks (" ") are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- "Don't go outside," she said.

Single quotation marks (' ') are used most frequently for quotes within quotes.

- Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."

The **ellipsis** is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***). The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

- Omission of words: She began to count, "One, two, three, four..." until she got to 10, then went to find him.
- Within a quotation: When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.

British vs. American English

There are a few differences between punctuation in British and American English. The following charts details some of those differences:

	British English	American English
The " . " symbol is called	A full stop	a period
The " ! " symbol is called	an exclamation mark	an exclamation point
The " () " symbols are called	brackets	parentheses
The " [] " symbols are called	square brackets	brackets
The position of quotation marks	Joy means "happiness".	Joy means "happiness."
The punctuation for abbreviations	Dr, Mr, Mrs, St, Rd, Ct	Dr., Mr., Mrs., St., Rd., Ct.

13. DEGREES OF COMPARISON:

The degrees of comparison indicate by their form in what degree of intensity the quality described by the adjective exists.

There are three degrees of Comparison.

1. The Positive Degree of Comparison
2. The Comparative Degree of Comparison
3. The Superlative Degree of Comparison

1. The **positive degree** is the simplest form of the adjective and has no special ending. It merely describes the quality, without expressing or suggesting any comparison.
Thomas is strong.
Thus, the positive degree of the adjective strong is strong.

2. The **comparative degree** of an adjective is formed by adding the termination *er* to the positive degree.
It denotes that the quality exists in the object described in a higher degree than in some other object.
William is stronger than Thomas.
Thus, the **comparative degree** of the adjective strong is stronger.

3. The **superlative degree** is formed by adding *est* to the positive degree.
It denotes that the quality exists in the highest degree in the object described.
Herbert is strongest of the three.

RULE - 01	POSITIVE DEGREE	NO OTHER GIRL IS AS GOOD AS CHINMAYI IN THE CLASS.
	COMPARATIVE DEGREE	CHINMAYI IS BETTER THAN ANY OTHER GIRL IN THE CLASS.
	SUPERLATIVE DEGREE	CHINMAYI IS THE BEST GIRL IN THE CLASS.

RULE - 02	POSITIVE DEGREE	VERY FEW CITIES ARE AS DEVELOPED AS BANGALORE IN THE WORLD.
	COMPARATIVE DEGREE	BANGALORE IS MORE DEVELOPED THAN MOST OTHER CITIES IN THE WORLD.
	SUPERLATIVE DEGREE	BANGALORE IS ONE OF THE MOST DEVELOPED CITIES IN THE WORLD.

NOTE:- we add -er or -est to the base form of the adjective or place before the adjective.

Positive degree	Comparative degree	Superlative degree
Tall	taller	tallest
Big	bigger	biggest
however, more is used when the adjective has two or more syllables such as bea-u-ti-ful .		
Positive degree	Comparative degree	Superlative degree
Beautiful	more beautiful	most beautiful

- Very few countries in the world are as large as China(Positive)
- China is **larger than** most other countries in the world. (Comparative)
- China is one of **the largest** countries in the world. (Superlative)
- No other man was **as strong as** Hercules. (Positive)
- Hercules was **stronger than** any other man. (Comparative)
- Hercules was **the strongest** man in the world. (Superlative)
- No other boy in the class is **as intelligent as** James. (Positive)
- James is **more intelligent than** any other boy in the class. (Comparative)
- James is **the most intelligent** boy in the class. (Superlative)
- Very few Indian saints were **as popular as** Vivekananda. (Positive)
- Vivekananda was **more popular than** most other Indian saints. (Comparative)
- Vivekananda was one of **the most popular** Indian saints. (Superlative)

I Change the following into other Degrees of Comparison :

- 1 Mount Everest is the highest peak of Himalayas .
- 2, No other musician is as melodious as M.S. Subbalakshmi.
3. Suresh is more intelligent than any other student of our class.
4. Bangalore is more beautiful than any other city of Karnataka.

5. Satish Gujral is the most famous architect of India.
6. Ganga is longer than any other river in India.
7. No other planet is as beautiful as earth in our orbit.
8. Elephant is the biggest animal of the earth.

14. REPORTED SPEECH

	Direct speech	Reported speech
1. The sentence expresses a general truth or permanent states and conditions	My mother said, 'It gets dark earlier in the winter'	My mother said that it gets dark earlier in the winter
2. The introductory verb is in the present, future, or present perfect tense	She says/ will say/ has said , 'I can cook well'	She says/ will say/ has said that she can cook well.
3. The verb of the sentence is in the unreal past (eg. 2nd or 3rd type conditionals)	He said, 'If I had time, I would help you'	He said that he would help me if he had time.
4. The following verbs are used: had better, could, would, used to, should, might and ought to, mustn't	He said, 'They should try a little harder.'	He said that they should try a little harder.
5. Past simple changes to past perfect or or remains the same. When the reported sentence contains a time clause, the tenses of the time clause remain unchanged.	He said, 'She came round to my house while I was doing my shopping.'	He said that she had come/ came round to his house while he was doing his shopping.
The sentence expresses something which is believed to be true. In this case the verb tense can either change or remain unchanged. However, if the sentence expresses sth which is not true, then the verb changes.	He said, 'Ethiopia is a third-world country.' (true)	He said that Ethiopia is/ was a third-world country
	He said, 'Ethiopia is a highly developed country' (false)	He said that Ethiopia was a highly developed country.

Change the following into reported speech

1. Teacher said, "Are you coming to college today?"
2. Sheela said, "Where is my umbrella?"
3. Father said, "I'm going to Bangalore tomorrow."
4. Kumar asked, "Suhas, Why did you leave your job?"
5. Columbus said, "I am your captain and you should obey my orders"
6. Archana asked, "Kavya, How is your father?"

7. Lion king said, "Thank you little rat, you have saved my life".
8. The girl asked him, " Can you sing with me?"
9. Teacher said to Ravi, " I will come to your house tomorrow ".
10. John said to Ram, "Will you play chess with me?"
- 11 Teacher said to students " Keep your clothes clean ".
12. Sheela says, " I'm fine" .
13. Father asked Satish , " Don't worry ,every thing will be alright".
14. My friend says, "Oil floats on water."
15. He says, "We have won."

15.WORDS USED AS BOTH NOUNS AND VERBS

1. Surprise (N): We shall give him a big surprise.
Surprise (V): .I is surprised with your changed behaviour.
2. Conduct (N): The girl has a good conduct.
Conduct (V): The generator conducts electricity.
3. Work (N): Work is life.
Work (V): Work for your life.
4. Question(N): This is a question of trust
Question (V): Let's question them.
5. Answer (N): This is a perfect answer.
Answer (V): Answer to the point.
6. Challenge (N): Take it as a challenge.
Challenge (V): I challenge you for a match.
7. Run (N): We had a long run.
Run (V): Run along with me.
8. Respect (N): Give respect and take respect.
Respect (V): Respect your elders.
9. Tie(N): The match ended in a tie
Tie (V): Tie the rope tightly.
10. Aim (N): Have an aim in life.
Aim (V): Aim and shoot the target.

FOR PRACTICE:

- | | | | | | |
|-------------|----------|-------------|--------------|------------|----------|
| 11. Time | 12. Name | 13.Catch | 14.Rock | 15. Design | 16. Wish |
| 17. Visit | 18. Play | 19. Content | 20. Practice | | |
| 21. Produce | 22. Head | 23.Water | 24. Value | 25.Number | |

16. STRUCTURES: Too...to and so...that

A phrase can be expanded into a clause. In the same way, a clause can be contracted into a phrase. Thus we have seen that the form of a sentence can be changed without changing its meaning. The transformation can be done using several different methods.

For example a simple sentence containing the adverb **too** can be transformed into a complex sentence containing **so...that** with no difference in meaning.

Study the following sentences.

The news is **too good to be** true.

The news is **so good that** it **cannot** be true.

The thief ran **too fast** for the police **to catch**.

The thief ran **so fast that** the police **could not catch** him.

He is **too proud to beg**.

He is **so proud that** he **will not** beg.

The tea was **too hot to drink**.

The tea was **so hot that** I could not drink it. OR The tea was **so hot that** it could not be drunk.

The bag was **too heavy** for me to lift.

The bag was **so heavy that** I could not lift it.

He spoke **too fast to** be understood.

He spoke **so fast that** he could not be understood.

Note:

If the adverb **too** is followed by an adjective + to infinitive, we expand the sentence into two clauses, the first containing **so** and the second containing **that**.

If the sentence containing **too...to** is in the affirmative, the sentence containing **so...that** will be in the negative.

1. He is very weak. He can't run fast.

He is too weak to run fast.

He is so weak that he can't run fast.

2. Latha is very short. She cannot touch the roof.

Latha is too weak to touch the roof.

Latha is so weak that she cannot touch the roof.

3. Mount Everest is very high. He can't climb.

Mount Everest is too high to climb

Mount Everest is so high that he cannot climb it.

4. This sum is very difficult. I can't solve it.

This sum is too difficult to solve.

This sum is so difficult that I cannot solve it.

5. This building is very big. I can't clean it.

This building is too big to clean.

This building is so big that I cannot clean it.

For Practice:

1. This topic is very difficult. I can't understand it.
2. He is very naughty. I can't control him.
3. The tea was very hot. I couldn't drink it.
4. He is very foolish. He won't act.
5. Some apples are very cheap. They can't be good.
6. It is very dark. I can't go out.
7. This fact is very clear. It doesn't require proof.
8. She speaks very fast. We can't understand.
9. He is very poor. He cannot send his children to school.
10. The puzzle was very difficult. I could not solve it.
11. He is very strong. You cannot beat him.
12. The house is very small. It cannot accommodate everybody.
13. He is very stupid. He will not pass the test.
14. He is very old. He cannot walk without support.
15. She was very distressed. She could not answer my questions.
16. You are very young. You cannot get married.
17. She is very shy. She cannot perform on stage.
18. His ideas are very complicated. I cannot comprehend them.
19. The water is very salty. I cannot drink it.
20. We arrived very late. We could not have dinner.

17.TENSES AND CORRECT FORM OF THE VERBS

Although English verbs have only a few forms, it can still be difficult to remember which ending to use in different grammatical situations, especially since some forms are used in more than one pattern, and many verbs are irregular.

REVIEW THE BASIC PATTERNS and try to identify which form(s) give you the most trouble so you can proofread for those.

	Simple Form (no endings)	3rd Person Present (-s, -es)	Simple Past (-ed)	Present Participle (-ing)	Past Participle (-ed, -en)
Regular	talk debate	talks debates	talked debated	talking debating	talked debated
Irregular	be go have write	is goes has writes	was/were went had wrote	being going having writing	been gone had written

Remember that the-ED ENDING on regular verbs is used in four situations. (Some of these forms vary with irregular verbs.)

Simple past tense: I washed my car yesterday.
 Perfect tenses:* I have washed my car twice this week.
 Passive voice: My car has been washed.
 Adjective: I am excited, frightened, worried, etc.

*Note: After any form of have, the next verb should be a past participle. She **has been** here before. We **have finished**. We **had seen** enough, so we left.

If you tend to forget the -ed ending, it might be because you do not “hear” it as you read your paper out loud or silently to yourself. To proofread, either enunciate this ending as a way to internalize the form, or scan your paper for the grammatical situations listed above and check for correct verb endings.

ADD -S OR -ES TO PRESENT TENSE VERBS when the subject is a third person singular noun.

She prefers a partner who engages in conversation and who knows how to dance.

Advice usually comes when we don’t want it and **is** not available when we need it.

USE A GERUND (-ing) AFTER A PREPOSITION—by, for, from, in, of, on, etc.

The actor was worried **about forgetting** his lines.

Students are responsible **for proofreading** their own papers.

USE THE SIMPLE FORM OF THE VERB (no endings!) AFTER INFINITIVE TO AND MODALS (HELPING VERBS)—can, could, may, might, must, shall, should, will, would.

Incorrect: She wants to partying tonight because she can sleeps tomorrow. Correct: She wants **to party** tonight because she **can sleep** tomorrow.

Exceptions to these rules: a few phrases ending with to are followed by a gerund instead of the simple form of the verb, such as object to, in addition to, be accustomed to, be devoted to, be committed to, and be opposed to. Examples:

We **look forward to seeing** you.

I’m **used to sleeping** with the window open.

PAY PARTICULAR ATTENTION TO ANY FORM OF TO BE—am, is, are, was, were, be, being, been. **These words are part of different grammatical patterns that have very distinct meanings.**

Active progressive sentence—use the gerund (-ing):

She **is working** now. We will **be going** soon. He **was studying** hard when I called.

Passive sentence—use the past participle (-ed):

1. I **have been waiting** here since morning.
2. It **hasn't stopped** raining since yesterday.
3. I **have always been** interested in metaphysics.
4. They **have lived / have been living** in this street for twenty years.
5. I **have never been** to a foreign country.
6. Where **does** the sun rise?
7. I **am seeing** Susie Monday.
8. We **will need** the money on the 15th.
9. 'There is the doorbell.' 'I **will go**.'
10. She **spends** half of her time traveling.

For Practice:

Fill in the blanks with appropriate tense form of the verbs given in brackets:

1. She _____ (insist) that she heard someone in the house.
2. The auditor _____ (inspect) the books every month.
3. She _____ (be+cry) in the morning.
4. We _____ (have+hear) about this earlier.
5. Satish _____ (be+award) the Padma vibhushana.
6. Swami usually _____ (sleep) beside his granny.
7. The children _____ (overrun) his property.
8. I along with my friend _____ (go) to dinner yesterday.

18. FRAMING QUESTIONS -[who,what,when,where,why,which,how,whose]

[what-a thing, when-time, where-place, why-reason, which-a choice,
who-person, how-manner]

- 1) Ramya waited **for two hours.**
How long did Ramya wait?
- 2) The student was upset **that the teacher would punish him.**
Why was the student upset?
- 3) Kuvempu deserves. **the highest honour.**
What does Kuvempu deserve?
- 4) Vishweshwaraiah was a **famous engineer.**
What kind of engineer was Vishweswaraiah?

- 5) Kumble took 10 wickets at **Firozshahkotla**.
Where did kumble take 10 wickets?
- 6) **Kalpana Chawla** was the first woman astronaut from India?
Who was the first woman astronaut from India?
- 7) India got independence **in 1947**.
When did India get independence?
- 8) Ambarish is known for **charity**.
What is Ambarish known for?
- 9) I know Raju **since 1985**.
How long do you know Raju?
- 10) My name is **Raj**.
What is your name?
- 11) Sarabhai was good at **studies**.
What was Sarabhai good at?
- 12) **The dove** died of grieving.
Who died of grieving?
- 13) The first India built satellite was launched **in 1975**.
When was the first India built satellite launched?
- 14) Vivekananda went to America **to fulfill the will of Sri Ramakrishna**.
Why did Vivekananda go to America?
- 15) Aryabhata was **an ancient astronomer**.
What /Who was Aryabhata?
- 16) My father is a **farmer**.
What is your father?
- 17) Bangalore is **200 KM** off Chennai.
How long is Bangalore from Chennai?
- 18) There are **many** stars in the sky.
How many stars are there in?
- 19) I study for **six hours** a day.
How long do you study a day?
- 20) Padmavathi was a **pious** woman.
What kind of a woman was Padmavathi?

Frame w/h question to get the italicised words as answer:

1. They see the P.M. in the parliament.

2. Sujay and Supriya are Radha's cousins.
3. Yoga keeps the body fit and healthy.
4. The children love playing with Rambo.
5. This novel was written in 1946.
6. The briefcase was stolen at the station.
7. The books were collected by the students.
8. Rajan visits temple twice a week.
9. Students have bought 10 photos for school.
10. Akash is an actor.

19. ACTIVE VOICE TO PASSIVE VOICE

Identify the Subject, the verb and the Object

Change the Object into Subject.

Put the suitable helping verb or auxiliary verb.

Change the verb into their past participle form.

Add the preposition "by"

Change the subject into object.

	PRESENT	PAST	FUTURE
A.V SIMPLE P.V	S+V1+O	S+V2+O	S+ shall /will+V1+O
	O+(am/is/are)+V3+by+S	O+ (was/were)+V3+by+S	O+ shall be/will be+V3+ by + S
A.V CONTINUOUS P.V	S+ (am/is/are)+ Ving+ O	S+ was / were + Ving+ O	S+ shall be/will be+Ving+O
	O+(am/is/are)being+V3+by+ S	O+(was/were)being+V3+by+ S	No passive voice
A.V PERFECT P.V	S+ has/have+V3+O	S+had+V3+O	S+ shall have/will have+ V3 + O
	O+ has been/have been+ V3+ by+ S	O+had been+V3+by+S	O+ shall have been/will have been+V3+by+S
A.V PERFECT CONTINUOUS P.V	S+ has been/have been+ Ving +O	S+ had been + Ving+ O	S+ shall have been/will have been+ Ving+O
	No passive voice	No passive voice	No passive voice

A.V-P.V (EXAMPLES)

SIMPLE PRESENT

A.V- Ram writes a letter-P.V- A letter is written by Ram.

A.V- They write letters-P.V- Letters are written by them

PRESENT CONTINUOUS

A.V-I am writing a letter P.V- A letter is being written by me

A.V- They are writing letters -P.V-Letters are being written by them

PRESENT PERFECT

A.V- Kala has written a letters -P.V- Letters have been written by Kala.

A.V- Shiva and Giri have written a letter- P.V- A letter has been written by Shiva and Giri.

SIMPLE PAST

A.V- Rahim wrote a letter- P.V- A letter was written by Rahim.

A.V- She wrote the addresses- P.V- The addresses were written by her.

PAST CONTINUOUS.

A.V- He was writing a book -P.V- A book was being written by him.

P.V- They were writing answers-P.V- Answers were being written by them.

PAST PERFECT

A.V- Latha had written questions -P.V- Questions had been written by Latha.

MODAL VERBS

Modal verb+be+verb in past participle

A.V- Bharathi can solve the problem tactfully. – P.V- The problem can be solved by Bharathi.

IMPERATIVE SENTENCES(command,instruction, order, request,advice,)

A.V- Close the door. -P.V- Let the door be closed.

A.V – Tell him to wait for 5minutes. -P.V-Let him told to wait for 5minutes.

INTERROGATIVE SENTENCES

A.V- Who spoke the truth? P.V- Who was the truth spoken by?/By whom was the truth spoken?

A.V- When will Amaresh finish the work. P.V-When will the work be finished by Amaresh?

WITH TWO OBJECTS

A.V- The teacher gave sweets to all the students.

P.V- All the students were given sweets by the teacher. / Sweets were given to all the students by the teacher.

EXAMPLES

1. He makes pots.

Ans: Pots are made by him.

2. They have published a new travelogue.

Ans: A new travelogue has been published by them.

3. He asked them to write a letter of apology.

Ans: They were asked to write a letter of apology by him.

4. The police have finally arrested the owner of the club.

Ans: The owner of the club has been arrested by the police finally.

5. The peon brought a circular to my class.

Ans: A circular was brought by the peon to my class.

6. Close the windows.

Ans: Let the windows be closed.

7. Throw it.

Ans: Let it be thrown.

8. The president distributed the awards to the winners.

Ans: The awards were distributed to the winners by the president.

9. The chief minister gave compensation to the victims.

Ans: The victims were given compensation by the chief minister.

10. Suma presented me a pocket radio

Ans: I was presented a pocket radio by Suma.

For Practice:

11. Does he bring flowers?

12. Did she tell his name?

13. Who wrote Shakuntala?

14. Will you write a story?

15. When did Ravi give the photo?

16. He is typing a letter.

17. We have won the match.
18. Rekha played chess.
19. Savitha can present the paper.
20. Why did you bring it?
21. He writes a letter.
22. The advocate won the Gopal's case in the high court.
23. They will learn English.
24. The teacher had guided the pupils well.
25. They showed the audience two films.

20.ARTICLES:

Article 'a': with a singular common noun beginning with a consonant sound

a village, a teacher, a book, a cow, a tree

a unit, a European, a university, a useful article, a one rupee, a one man shows.

Article 'an': with words beginnings with vowel sounds.

an umbrella, an ape, an apple, an ink bottle, an egg, an ox, an agent,
an Englishman, an orphan boy.

an honest person, an hour, an honorable person, an historical place
an M.A, an M.L.A, an M.Sc., an S.D.C, an X-ray, an H.M.T watch an L.L.B
an F.I.R, an M.B.B.S, an SDA

Article 'the': # When a singular noun represents a whole class.

The cow is a very useful animal. (refers to all the cows)

The earthworm helps the farmers. (refers to all the earthworms)

With superlatives.

the biggest, the most, the smallest, the largest, the most beautiful.

Mango is the sweetest fruit.

Soorya is the most intelligent student in our section.

Before some proper nouns.

RIVERS: - the Ganga, the Kaveri etc.

MOUNTAIN RANGES: - the Himalayas, the Alps etc.

The DESERTS: - the Sahara, the Thar etc.

The NEWSPAPERS: - the Paravane, the Hindu etc.

OCEANS CANALS AND SEAS: - the Pacific Ocean, the Atlantic sea, the Suez Canal

MUSICAL INSTRUMENTS: - the Violin, the piano, the flute etc.

UNIQUE NOUNS: - the Earth, the Sun, the Moon...

SACRED BOOKS: - the Ramayana, the Bible, the Koran etc.

ADJ.REPRESENTING A CLASS OF PERSON.: - the poor, the rich, the weak, the old etc.

ADJ+PROPER NOUN: - the immortal Shakespeare, the great Caesar

REFER TO WHOLE FAMILY NOUNS: - the Tatas, the Kennedys etc.

GROUPS OF STATES AS ONE NATION: - the U.S.S.R, the U.K, the U.S.A.

PARTICULAR OBJECT ONLY ONE KIND IN A GIVEN SITUATION: -

Santhosh has gone to the doctor. The chalkboard in the class is fine

BEFORE NATIONAL COMMUNITIES: -The Hindus, The Burmese, The English, The French

THE PERSON OR THING OR ONE ALREADY MENTIONED: -

He is the man who is wanted by the police. The mobile you gave me is lost.

BEFORE A PERSON'S TITLE, RANK OR PROFESSION ETC.

The president, the post man, the principal, the press, the chief minister, the P. M **BEFORE A SINGULAR COMMON NOUN (PLACE OR PERSON) THAT CAN BE EASILY INFERRED FROM THE SITUATION.**

The police station, the radio station, the post office, the gate, the well, the T.V, the tap.

BEFORE ORDINAL NUMBERS AND 'ONLY'

Pratap got the first place. Shambhala is the only daughter of Rajesh.

BEFORE THE CARDINAL DIRECTIONS

The North/South, the East/West.

FOR PRACTICE:

Choose the correct definite or indefinite article: "the", "a", "an" or "x" (zero article)

I bought ___ pair of shoes.

I saw ____ movie last night.

They are staying at ___ hotel.

Look at ____ woman over there! She is a famous actress.

I do not like ____ basketball.

That is ____ girl who I met yesterday.

] Roopesh: Are you coming to ____party next Saturday?

I bought ____ new TV set yesterday.

I think ____ man over there is very ill. He can't stand on his feet.

I watched _____ video you had sent me.
 She was wearing _____ ugly dress when she met him.
 I am crazy about reading _____ history books.
 She is _____ nice girl.
 Do you want to go to _____ restaurant where we first met?
 He is _____ engineer.
 He thinks that _____ love is what will save us all.

21. PREPOSITIONS

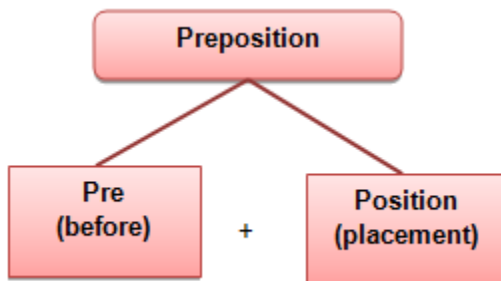
Prepositions are the words that join a noun, pronoun or the noun phrases and make each sentence complete. However, learning preposition is little tricky and hence, students should be conscious while reading a book or other documents and check the usage of the preposition.

Examples:

To the office, on the table, about myself, in a few minutes, at my place, etc.

Here, 'to', 'on', 'about', 'in' and 'at' are the prepositions.

Moreover, prepositions are used in the sentences to indicate a location, direction, time or sometimes, to introduce an object. Some common prepositions and their applications in the sentences are mentioned here.



Prepositions

On :

On (refers a surface of something)- I kept the dishes on the dining table.

On (specifies days and dates)- I will come on Monday.

Radha was born on 15th August.

On (refers TV or other devices)- She is on the phone.

My favorite movie will be on TV now.

On (refers the parts of the body) — I keep wearing my wedding ring on my finger.

On (to refer a state)- The products available in the store are on sale.

At :

At (to indicate a place)- There are a good number of people at the park.

At (to refer an email address)- Please mail in detail @ (at) radha@def.com

At (to refer a time) — Meet me at 5 p.m. tomorrow.

At (indicate one's activity)-John laughed at my acting in the play.

In :

In (to indicate a location)- I am in my friend's place now.

In (used while doing something) — The tagline should be catchy in marketing a product.

In (to indicate opinion, belief, feeling, etc.)- I believe in hardworking.
 In (specify day, month, season, year) — I prefer to do Maths in the morning.
 The new academic session will commence in March.
 In (to indicate color, shape and size) — This dress comes in four sizes.

To :

To (to indicate the direction, place)- The friends went to the restaurant.
 I am heading to my college.
 To (to indicate relationship) — Do not respond to the annoying persons.
 Your answer is important to me.
 To (to indicate a limit) — The old newspapers were piled up to the roof.
 To (to refer a period) — I am here from 10 to 5.

Of :

Of (to indicate relating to, belonging to) — I always dreamed of being famous.
 Of (to indicate reference) — This is a picture of my last birthday.
 Of (to specify the number or an amount) — A good number of people understand Hindi.

For :

For (to indicate the duration or time) — I attended the session for one year only.
 For (specify the use of something) — She is preparing for her final exam.

Write the correct preposition in each of the blanks in the sentences below. Choose from : in, on, at, by, to, from and for.

1. We must finish this report ____ December 31 at the very latest.
2. Every morning, Mr. Johnson arrives ____ the office ____ 8 AM.
3. We never work ____ Sundays.
4. Marie was born ____ a cold, snowy day ____ January. More precisely, she was born ____ January 20.
5. Pierre comes ____ Lac Saint-Jean, but he has lived ____ Quebec City since he got married.
6. I bought this necklace ____ the store today. It is ____ my mother. I am going to give it ____ her ____ her birthday.
7. Have another piece of cake. I made it ____ you.
8. John has been transferred ____ another branch ____ Montreal. He and his family will be moving ____ Montreal this summer.
9. Catherine took a pen ____ her desk drawer and wrote down the message.
10. Alice isn't here right now. She is probably ____ the conference room discussing the new project with the others.
11. Most of us work best ____ the morning when we are well rested.
12. Please put the box ____ the counter. I will put it away later.
13. At the end of the day, William puts away his things. He leaves his calendar and planning book on the desk, but everything else goes ____ a drawer or ____ his briefcase.
14. We are usually quite busy ____ the fall.
15. Janet works hard during the week, so ____ the weekend, she likes to relax.

22. CONJUNCTIONS (LINKERS)

A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions -- coordinating, subordinating, and correlative -- each serving its own, distinct purpose, but all working to bring words together.

Thanks to conjunctions, we don't have to write short, choppy sentences. We can extend our lines with simple words like "and" or "but" and perhaps a comma or two. What is a conjunction? It's a joiner and so much more. Review the examples below and then download the handy chart as a reminder of each type of conjunction, its definition, and examples.

What Is a Coordinating Conjunction?

Coordinating conjunctions are what come to most people's minds when they hear the word "conjunction." They join together words, phrases, and independent clauses. With them, short and choppy sentences can be joined into fuller lines. There are seven of them, and they're easy to remember if you can just think of the acronym "FANBOYS."

- **For** - Explains reason or purpose (just like "because")
- **And** - Adds one thing to another
- **Nor** - Used to present an alternative negative idea to an already stated negative idea
- **But** - Shows contrast
- **Or** - Presents an alternative or a choice
- **Yet** - Introduces a contrasting idea that follows the preceding idea logically
- **So** - Indicates effect, result or consequence

Coordinating Conjunctions Used in Sentences

Here are some example sentences using the seven coordinating conjunctions:

- I go to the park every Sunday, **for** I love to watch the ducks on the lake.
- I watch the ducks on the lake **and** the shirtless men playing soccer.
- I don't go for the fresh air **nor** for the ducks; I just like soccer.
- Soccer is entertaining in winter, **but** it's better in the heat of summer.
- The men play on two teams: shirts **or** skins.
- I always take a book to read, **yet** I never seem to turn a single page.
- I'm dating one of the players, **so** I watch the soccer game each week.

What Is a Subordinating Conjunction?

A subordinating conjunction always introduces a dependent clause, tying it to an independent clause. A dependent clause is a group of words that cannot stand alone as a complete sentence. An independent clause, by contrast, can stand alone as a complete sentence.

Unlike coordinating conjunctions, subordinate conjunctions can often come first in a sentence. This is because of the nature of the relationship between the dependent and the independent clause.

In English, there are lots of subordinating conjunctions. Here are the most common examples:

although	as	because
before	how	if

once	since	than
that	though	until
when	whenever	where
whether	while	why

Examples of Subordinating Conjunctions in a Sentence

Here are some example sentences utilizing several subordinating conjunctions:

- **Because** of him, I learned how to start my own business.
- Everything will fall into place **if** you start at the beginning,
- **Until** you try, you'll never know.
- I add a new entry to my gratitude journal **when** I wake in the morning,
- **As** I write this letter, I know I must say goodbye.
- Life's been so happy **since** I moved to Chile.

What Are Correlative Conjunctions?

Correlative conjunctions are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. These conjunctions work together (co-) and relate one sentence to another. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and."

Common pairs include:

- both/and
- whether/or
- either/or
- neither/nor
- not/but
- not only/but also

Example Sentences Using Correlative Conjunctions

To best understand how to use correlative conjunctions correctly, study these sentence examples:

- I want **either** the pink sofa **or** the purple one.
- I'll study **both** English literature **and** art history.
- I didn't know **whether** you'd want milk **or** cream, so I grabbed both.

- Why do you want to visit **neither** Ireland **nor** Scotland?
- I took **not only** the pink sofa **but also** the Tiffany lamp.

Fill in the blanks with the appropriate linking words choosing from the brackets:

I visit the Grand Canyon ___ I go to Arizona. (once, whenever, wherever)

This is the place ___ we stayed last time we visited. (where, when, how)

___ you win first place, you will receive a prize. (wherever, if, unless)

You won't pass the test ___ you study. (when, if, unless)

I could not get a seat, ___ I came early. (as, though, when)

We are leaving Wednesday ___ or not it rains. (if, whether, though)

Pay attention to your work ___ you will not make mistakes. (so that, unless, or)

The musicians delivered a rousing performance ___ they had rehearsed often. (though, as, once)

She's honest ___ everyone trusts her. (if, so, when)

Write this down ___ you forget. (or, when, lest)

THREE MARKS QUESTIONS

1. PICTURE DESCRIPTION:

Note:

***Look at the picture carefully and take a few moments to think before you start writing**

***Write the description in the present tense**

***You can use the phrases like, In the picture-----**

There's ---/there are—

There isn't a---/there aren't ----

***Say what is happening using present continuous tense, the man is----ing /the people are---ing/It's raining etc.**

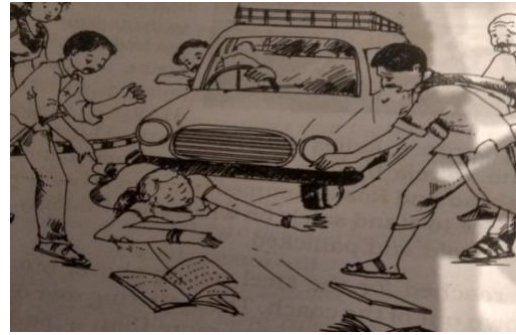
***If something isn't clear, use the phrases-it looks like a---/it might be a ---/may be it's a—**

***You can use the descriptive adjectives for description**

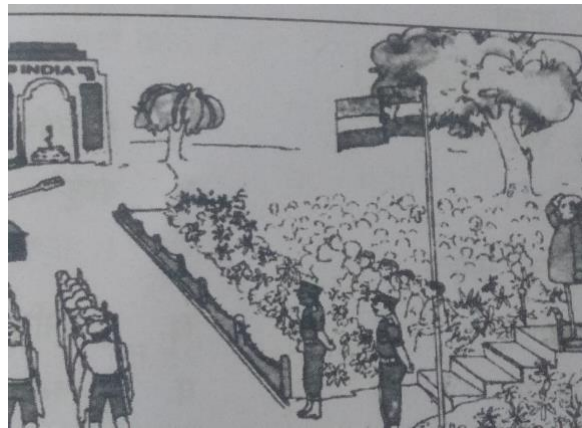
***Write 6-8 simple grammatically correct sentences**

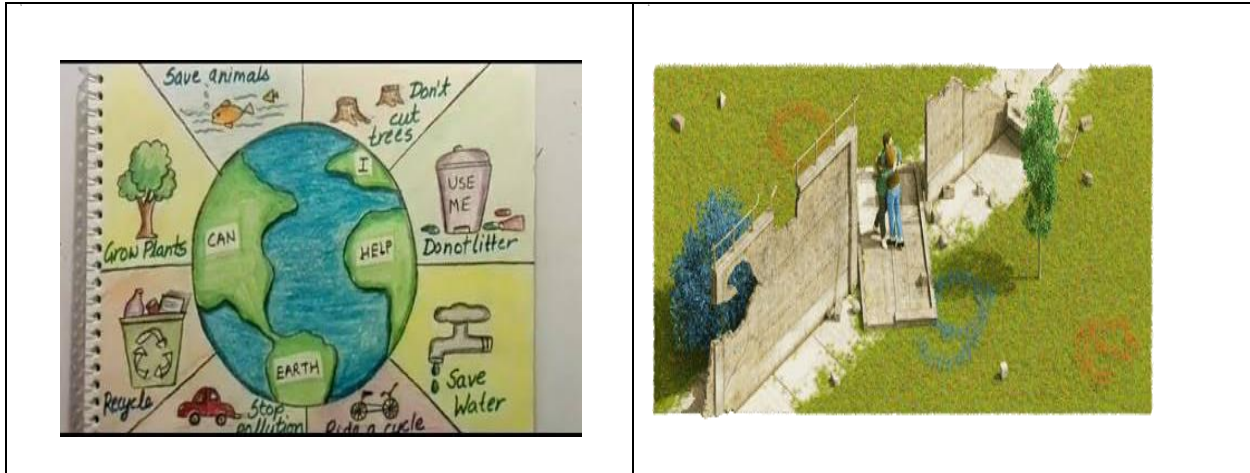


This is a blissful picture. There are two very famous musicians playing music in a concert. There is a large gathering listening to the concert. It looks like there are a large number of fans for these musicians cheering for them. The excitement in the crowd is increasing after each song with loud clapping. There is complete silence during the programme. The musicians and the audience are very much involved in the music which shows a sign of successful concert



This is a picture of an accident. A girl has met with an accident and is in a helpless condition. She seems to be a college going girl as her books are scattered on the ground. There is a lot of confusion among the people. Some people are rushing towards the girl and surrounding to help her. The car driver who has hit her is in a shock and has stopped the car on the spot. She needs to be taken to the hospital as she hanging between life and death.





2. COMPLETING THE STORY:

The mice---afraid of cat---decided to teach lesson----bell the cat----but who will bell the cat---no one came forward----failed ---cat appeared and all mice ran away

Once the mice living in a certain house were very much afraid of a cat as the cat had ate many of the mice. They held a meeting to teach a lesson to the cat. One mouse suggested that they all leave the place. Another suggested not to come out of their hole. Then a wise mouse said, "Shall we tie a bell round the cat's neck? Then we can hear the cat coming towards us and we can plan to escape." The other mice cheered and asked, "Who will bell the cat?" No one came forward and so their plan failed. Then the cat appeared and all the mice ran away.

Note: * Read the hints twice or thrice carefully

*Include all the characters and clues and a paragraph of 6-8 sentences

*Include the moral of the story if possible

* Even if the story is in present tense, write it in past tense

(Grammatically correct sentences fetch complete marks)

A hungry dog----stand by a meat shop---butcher offers a meat piece----take in the mouth---ran over a bridge-----looked below----water-----another dog---reflection-----barked ----meat fell in the water----disappointed---moral

Once a dog was hungry and stood by a meat shop. The butcher offered a meat piece and it took in its mouth. It ran over a bridge and looked below. In the water, it saw its reflection and thought to be another dog having a piece of meat. It barked at the reflection, and then the meat fell in the water. The dog went away disappointed. The moral is we should not be greedy.

FOR PRACTICE:

1. Three friends----two geese, a tortoise---decided to migrate-----food, water-----geese fly-----tortoise can't----devise a way---carry tortoise---hold stick with their beaks---tortoise not to speak----hold the middle of the stick---children clap---tortoise angry---burst out---fell---moral

2. In a village---a clever elephant---there a river nearby---go for bath daily---passing by a tailor shop---the tailor---bananas daily---one day---not given bananas---pricked needle---elephant angry---came with muddy water in its trunk---sprayed---tailor's shop dirty---he repented.
3. A silly cricket-----sang and danced all the summer-----didn't store food---winter came---dying of hunger---went to an ant-----begged for food---ant refused to help---asked cricket to dance till winter away---moral
4. An ant---pond-----get out of the pond-drown-----a dove-----ant drowning-----help-----the dove dropped-----leaf---climbed the leaf---saved---a hunter---dove---ant---bit his leg---dropped the net---saved
5. A farmer---goose---laid golden eggs---sold---rich—but---greedy-----at a time---cut---no eggs--sad---lost—goose and eggs---moral

3. PROFILE WRITING

This profile is about Mr./Mrs./Sri/Smt/Dr/Prof.....

(His for male and Her for female)

Age: His/her age is.....

Born on: He/She was born on.....

Birth place: His/Her birth place is.....

Designation: His/Her designation is.....

Known as/for: He/She is known as/for.....

Parents name: His/her parents name are.....

Awards: He/She is awarded.....

Achievements /Contributions: His/her achievements/ contributions are.....

Nationality: His/her nationality is.....

Hobbies: His/her hobbies are.....

Qualification: His/her educational qualification/s is/are.....

Specialization : His/her specialization is.....

Reason for popularity: The reason/s for his/her popularity is/are.....

FOR PRACTICE:

1. Given below is a profile of Sarojini Naidu. Write a paragraph using the same:

Birth:	13th February, 1879
Place:	Hyderabad
Father :	Dr. Ahronoth Chattopadhyaya, a scientist
Mother :	Mrs. Varada Sundari, a Bengali poet
Spouse:	Muthyala Govindarajulu Naidu

Profession: Politician, freedom fighter
 Death: 2nd March, 1949
 Works: The Golden Threshold (1905), The Bird of Time (1912),
 The Broken Wing (1917), Father of the Dawn (1961).

2. Given below is a profile of Dr. Santosh. Write a paragraph using the clues given below:

Name: Dr. Santosh
 Age: 56
 Occupation: Doctor, KIMS, Hubballi
 Qualification: M. D. (Cardiology)
 Hobbies: Watching birds, feeding pets, reading magazines
 Working Hours: 9 A.M. to 4 P.M.
 Reasons for: Dedicated service, Soft-spoken, Warm-hearted popularity

3. Given below is a profile of P. T. Usha. Write a paragraph using the clues given below:

Born: 27th June, 1964
 Nationality: Indian
 Other names : Payyoli Express, Golden Girl
 Known for: Track and field athlete
 Employed: Indian Railways
 Awards: Padmashree

4. Given below is the profile of Rabindranath Tagore. Write a paragraph using the clues given below

Known in Bengal as : Gurudev
 Birth: 7th May, 1861
 Parents: Devendranath Tagore and Sarala Devi
 Occupation: Writer, Painter, Singer
 Notable works : Gitanjali, Jana Gana Mana, Rabindra Sangeet, Amar
 Sonar Bangla etc.
 Award : Nobel Prize for literature in 1913
 Death : 7th August, 1941.

5. Given below is a profile of Dr. Ravi Shankar, a professor. Write a paragraph using the clues given below :

Age: 52 years
 Height and weight: 5·6 feet, 64 kgs
 Family: Two sons, Engineers
 Reason for his popularity: More helpful in the society, friendlier and more engaged
 in social work

Education: MA, Ph.D.
 Awards: National award
 Hobbies: Gardening, helping poor students, writing books and reading books.

6. Given below is a profile of Smt. Sowmya. Write a paragraph using the clues given below:

Age : 45 years
 Height and weight : 5.2 feet and 52 kgs
 Qualification : MA in Economics and MA in Music
 Occupation : Teaches Music to children of all ages
 Reasons for popularity : Cheerful, gives individual attention
 Hobbies : Painting and Doll making
 Achievements : Paintings displayed in exhibitions
 Performs at musical concerts

7. Given below is a profile of Rahul Dravid. Write a paragraph using clues given below.

Nationality : Indian
 Nick names : The wall, Mr. Dependable
 Known for : Test cricket
 Run scored : 13288(Test) 10889(ODI)
 Awards : Padmashree, Padmabhushana.

8. Given below is a profile of William Shakespeare. Write a paragraph using the clues given below.

Born : 26th April 1564. Stratford, England.
 Occupations : Playwrite, poet, actor
 Famous plays : Hamlet, Macbeth, Othello etc.
 Period : Elizabethan era
 Spouse(wife) : Anne Hathaway (1582)
 Known as : National poet of England
 Died : 23rd April 1616

9. Given below is a profile of Dr. APJ Abdul Kalam. Write a paragraph based on the information

Place of birth : Rameswaram, Tamilnadu
 Date of Birth : 15th October 1931
 Education : Aeronautical Engineering from Madras Institute of technology
 Achievement : Project Director-Satellite Launch Vehicle III
 Books Written : Wings of fire, India 2020: A vision for the millennium,
 My journey, Ignited Minds
 Awards and Rewards : 1. 30 Honorary doctorates. 2. Padma Bhushan (1981)
 3. Padma Vibhushan (1990) 4. Bharat Ratna (1997)

5. 11th president of India

Reason for his popularity : helpful, best gardener.

Hobbies : gardening, bee keeping, coin collection

10. Given below is a profile of Kalpana Chawla. Write a paragraph based on the information

Date of Birth : 10-07-1961

Birth Place : Karnal, small town in Haryana

Education : Early education- Tagore public school, Karnal, graduation-
Aeronautical engineering, - Punjab engineering college.

Achievements : First Indian woman astronaut in 1997, and astronaut
in 2003.

FOUR MARKS QUESTION: 1.PARAGRAPH READING**1.Read the following passage and answer the questions that follow:**

Artists use color to create patterns. Color can also show different moods. Bright colors make us feel happy and energetic. Dark colors make us feel calm or sad. The primary colors are red, yellow, and blue. They are the colors that can be mixed together to make different colors. Mixing two primary colors makes a secondary color. The secondary colors are orange, green, and violet (purple). Orange is made by mixing yellow and red. Green is made by mixing yellow and blue. Violet is made by mixing red and blue. Intermediate colors can be made by mixing a primary and a secondary color together. Some intermediate colors are blue violet and red orange. Black, white, and gray are special colors. They are called neutral colors. Colors have been organized into a color wheel. It shows the three primary colors, the three secondary colors, and the six intermediate colors. Artists use the color wheel. It helps them know which colors they want to use together

1) What kinds of colors make us feel calm?

2) What kinds of colors make us feel like we have lots of energy?

2.Read the following passage and answer the questions that follow:

Some people think that the aim of education is merely to give knowledge. These people want students read books and nothing else. Others think that knowledge alone is not enough. Only that enables a man to earn his living can be called education. Still other believe that education solely at making good citizen and good patriot. As a matter of fact education should aim at all these three things together. It should give men knowledge make them self-sufficient and enable them to serve others. It should produce men who love their Own Country but also donot harm to other countries. Education should not produce citizens who while they love their own freedom take away the freedom of others.

a. What is the ultimate aim of education?

b. What kind of education is unwanted?

3.Read the following passage and answer the questions that follow:

Tiger is one of the biggest members of the cat family. This magnificent animal ranges through Asia, Sumatra and Java, but is in danger of extinction in all its haunts due to acts of folly by human beings like cutting down of forests, large scale poaching for tiger skin and bones for medicinal purpose and several other activities.

- (A) Why is tiger in the danger of extinction?
- (B) What are the acts of folly by human beings?

4. Read the following passage and answer the questions that follow:

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behaviour. Generally, people are predisposed to adopt the values that they are raised with. People also tend to believe that those values are "right" because they are the values of their particular culture. Ethical decision-making often involves weighing values against each other and choosing which values to elevate. Conflicts can result when People have different values, leading to a clash of preferences and priorities. Some values have intrinsic worth, such as love, truth, and freedom. Other values, such as ambition, responsibility and courage, describe traits or behaviours that are instrumental as means to an end. Still other values are considered sacred and are moral imperatives for those who believe in them. Sacred values will seldom be compromised because they are perceived as duties rather than as factors to be weighed in decision-making. For example, for some people, their nation's flag may represent a sacred value. But for others the flag may just be a piece of cloth. So, whether values are sacred, have intrinsic worth, or are a means to an end, values vary among individuals and across cultures and time. However the values are universally recognized as a driving force in ethical decision-making.

- A) How values are helpful?
- B) Why sacred values are compromised?

5. Read the following passage and answer the questions that follow:

Everything that is alive needs energy. All animals get the energy they need from food. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running. Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals. Since plants make their own food using sunlight, the sun's energy is found in plants. The sun's energy is very strong. It loses a lot of its strength by the time it goes into a plant. When we eat plants, we get more of the sun's energy than when we eat animals. That's why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey. Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel. Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) Where do all animals and plants get their energy?
- 4) Why do we get more energy from eating vegetables than we get from eating meat?

FIVE MARKS QUESTION : LETTER WRITING**OFFICIAL LETTER**

Imagine you are Raghu/Rashmitha residing at # 73, 3rd Cross, V Main Raghavendra Nagar, Bagalkot.

Rearrange the contents of the following to the Editor of about the bad condition of roads in your locality, in the right format.

Yours faithfully
Raghu

Dear Sir,

To
The Editor
Indian Express,
Bagalkot

Sub : Bad condition of roads in our locality

Thank you

From
Raghu / Rashmitha
73, 3rd Cross,
V Main, Raghavendra Nagar,
Bagalkote.

With reference to the above subject, I would like to bring to your kind notice that the roads in our locality are in very bad condition with pot holes. There are not foot paths. Every day accidents are taking place. Kindly bring it to the notice of the concerned authority.

Imagine you are Rashida/Sumith 10th std. studying in K.P School, K.M. Doddi, Mandya

Write an application to your principal to issue Transfer Certificate to continue your education

Below some letter parts are given, fill them in the following blanks as in the official letter

1. From address

2. Date
3. To address
4. Salutation (Respected/Dear Sir,)
5. Subject
6. Body of the letter/matter
7. Subscription + Signature (Yours faithfully)

1

2

3

4

5

6

7

PERSONAL LETTER

Imagine that you are Sagar / Smitha, X Std., Govt. High School Channapatna.: Write a letter to your father about your preparation for the annual exam.

**Sagar/Smitha
Govt. High School
Channapatna.**

25th March 2019.

Dear Father,

I am fine here with my studies and health. I hope the same from you. As the annual Examination is around the corner, I have been studying well. At least 6-8 hours a day. I have secured good marks in each subject in all the formative assessments. My teachers have very good opinion about me. They expect my results will be in the top ranks. Now I am studying as per their plans and suggestions. I am confident that I will do very well in the exam. Please convey my best regards to sister, brother and mother.

**Yours' loving son/ daughter
Sagar/ Smitha**

Fill in the boxes using the following information:

1. From address (Soorya/Shashi X Standard KPSAvverahalli, Ramanagara)
2. Date
3. Salutation (Dear Father, Mother, Sister, Brother, Uncle, Aunt, Friend (Shankar/Shantha))
4. Body of the letter/matter
5. Subscription + Signature (Your loving, /Yours affectionately)

PERSONAL(INFORMAL) LETTER:

1. Imagine that you are Pramod / Pranitha, X Std., Corporation High School, Bangalore-
Write a letter to your friend about your preparation for the state level preparatory exam.
2. Imagine that you are Gopal / Gourami of Xth Standard, Sarvodaya High School, Maddur.
Write a letter to your friend about your performance in the first preparatory Examination.
3. Imagine that you are Jyothi / John, studying in Xth Standard, Govt. High School, Haveri.
Write a letter to your father greeting him on his 50th birthday.
4. Imagine that you are Tasmiya / Tousif, a student of Standard X, Corporation High School, Bengaluru. Write a letter to your father requesting him to send you Rs. 500 to buy an English Dictionary.
5. Imagine you are Radha / Rakesh studying in Xth Standard, Govt. High School, Bijapur.
Write a letter to your father about your preparation for the external examination.
6. Imagine you are Pavan / Pavithra studying in Xth Standard Sharada Vidyasamsthe, Bengaluru. Write a letter to your friend requesting him / her to attend the annual day function of your school.
7. Imagine you are Vishal / Vasavi, a resident of Meghana Nilay, Vidya Nagar, Talikoti.

Write a letter to your friend asking about your career guidance after passed SSLC.

8. Imagine that you are Sheela / Suresh of Vani High School, Sakleshpura. Write a letter to your uncle requesting him to attend your sister's marriage using the clues given below:
9. Imagine that you are Divya / Dinesh, residing at 'Sai Nivas', #74, I Cross, Vivek Nagar, Hiriya. Write a letter to your cousin inviting him / her to come to your house to spend summer vacation.
10. Imagine that you are Manu / Manasa, Govt. High School, Channigepura. Write a letter to your father requesting him to send you Rs. 5,000 to provide food for 100 orphans on your birthday.
11. Imagine you are Suma / Suman studying in Govt. High School, Durga, Bagalkot. Write a letter to your younger brother advising him to study hard and also participate in sports and games.
12. Imagine that you are Sunita / Sandeep, studying in Xth Standard, Govt. High School, Kolar. Write a letter to your friend inviting him to attend your sister's marriage
13. Imagine you are Sukrutha/Samrudh studying in Government High School, Sandur. Write a letter to your mother about your preparation for external examination.

OFFICIAL(FORMAL) LETTER:

1. Imagine that you are Santosh / Sunitha, President, Welfare Association, Konanur. Write a letter to the General Manager, K.S.R.T.C., K.H. Road, Bangalore, requesting him to provide more buses to the town.
2. Imagine that you are Gopal / Gouramma of Xth Standard, Sarvodaya High School, Bidar. Write a letter to the Managing Director, Govt. Sandal Oil Factory, Mysore, requesting him to grant permission to visit the factory:
3. Imagine that you are Jyothi / John, studying in Xth Standard, Govt. High School, Haveri. Write a letter to the KPTCL asking for street lights in your locality stating the inconveniences suffered by the residents.
4. Imagine that you are Tasmiya / Tousif, a student of Standard X, Corporation High School, Bengaluru. Write an application to the headmaster / headmistress of your school, requesting him / her to give you fee concession.
5. Imagine you are Radha / Rakesh studying in Xth Standard, Govt. High School, Bijapur. Write a letter to the General Manager of KMF Dairy, Shivamoga, requesting permission to visit the Dairy.

6. Imagine you are Vishal / Vasavi, a resident of Meghana Nilay, Vidya Nagar, Talikoti. Write a letter to the Municipal Chief Officer, Ramanagara requesting about repairment of your area torn out roads, street lights and poor maintainance of garbage, drainage system.
7. Imagine that you are Shashikala / Shashidhar of 8th Standard, Public School, Maddur. Write a letter of request to the Secretary, Veeranna Gowda Trust, Maddur, requesting him to exempt donation from the students who are bright students but economically poor.
8. Imagine that you are Divya / Dinesh, residing at 'Sai Nivas', #74, I Cross, Vivek Nagar, Hiriyur. Write a letter to the Chief Officer, Town Municipal Council, Hiriyur about the garbage dumped in your locality and request him / her to do the needful.
9. Imagine that you are Sunita / Sandeep, studying in Xth Standard, Govt. High School, Kolar. Write an application to the Chairman of your Village Panchayat, requesting him to provide sufficient water supply to your area.
10. Imagine that you are Sakshi /Saketh of Govt.High School, Ramanagar. Write a letter to the Bank Manager of a Bank of your town to permit you to open a zero balance account in that bank.

IMPORTANT TOPICS FOR ESSAY WRITING.

- 1. Swach Bharath**
- 2. Water conservation**
- 3. Afforestation**
- 4. Ban on plastic**
- 5. Mass Media**
- 6. Pollutions**
- 7. Yoga and its uses**
- 8. Importance of sports in our life**
- 9. Population explosions**
- 10.Mobile phones**

NOTE TO THE STUDENTS:

- 1. All the exercises and questions are for practice purpose only.**
- 2. Read the text book thoroughly for better understanding and scoring.**

NOTE TO THE TEACHERS:

- 1. Make sure to give practice to all the prose lessons equally.**
- 2. The practice section of each grammar item is for suggestive and practice purpose only.**