

SSLC STUDY MATERIAL

(MOST LIKELY QUESTIONS WITH ANSWERS)



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ENGLISH(SL)

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DEDICATED TO
HARD WORKING STUDENTS

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EASY TO SCORE MORE THAN 50**SECTION - A****PROSE**

4 MARKS QUESTION – PROSE NO 6 & 7 - 4 MARKS

POETRY

SUMMARY – POEM NO 1 & 5 - 4 MARKS

QUOTE FROM MEMORY - POEM NO 6 & 7 - 4 MARKS

SUPPLEMENTARY READING - NO 1, 2 & 3 /4 - 4 MARKS

VOCABULARY - 4 MARKS

(Prefixes , Opposites, Collocation, Syllables, Spellings, & Homophones)

SECTION - B

READING - (PASSAGE, DIALOGUE, PICTURE & JUMBLE SENTENCE)- 8 MARKS

WRITING - (LETTER WRITING & PROFILE WRITING) - 8 MARKS

EDITING - 2 MARKS

GRAMMAR – (Article & preposition, Passive Voice, Question Tag, - 3 MARKS

Auxiliary Verbs, Linkers, Finite & Non-finite verbs - 3 MARKS

Correct form of Verb, Reported speech,) - 4 MARKS

REFERENCE SKILL – (DICTIONARY ARRANGE - 2 MARKS

SOURCE OF REFERENCE , SMS) - 2 MARKS

52 MARKS

A HERO**- R K Narayan****Main Points**

- Swami - Hero of the (story) lesson.
- Swami's father, Swami's mother and Swami's granny (grandmother).
- Father looked over the newspaper. He was under the hall lamp
- The news was about – 'The bravery of a village lad.'
- The boy was returning home by the jungle path. A tiger came face to face.
- The boy climbed up the tree and stayed there half a day.
- Some people came that way and killed the tiger.
- According to Swami - He was a very strong and grown up person.
- Father mocked at Swami for his opinion.
- According to Swami's father - Courage is everything, strength and age is not important.
- Father asked swami to sleep alone tonight in his office room to show his courage.
- Swami was always sleeping beside his granny in the passage.
- We are buying brand-new bats and balls. Elders are also invited.
- Your office room is very dusty and there may be scorpions behind your law books.
- From the first of next month I will sleep alone, father.
- Swami's father sat gloomily gazing at the newspaper
- Granny was sitting up in her bed.
- Swami made wild gesticulations to silence his granny.
- "Let me sleep in the hall, Father," - Swami pleaded.
- As the night advanced and the silence in the house deepened.
- He remembered all the stories off devils and ghosts.
- He shut his eyes tight and encased himself in his blanket.
- A tiger was chasing him in his nightmare.
- Swami sweated with fright. And later something was this rustling.
- He lay gazing at it in horror. He thought his end had come.
- All three of them (father, servant & cook) fell on the burglar.
- Congratulations were showered on Swami by his friends, teacher, HM and police next day.
- "You let him sleep where he likes. You needn't risk his life again" – Swami's mother said.
- Swami was following the whole conversation from under the blanket.

**Share your responses**

1. The report was about the bravery of a village lad who came face to face with a tiger.
2. (b) He wanted someone to kill the tiger.
3. (c) belief
4. a. He was serious.
b. It was a challenge, but not a command.
5. Swami usually slept beside his mother or grandmother in the passage.
6. Sleeping beside granny like a baby was disgraceful.

Share your responses

1. I think Grandma used to narrate to him a story is the practice of granny before she went to bed.
2. No, Swami was pretending.
3. For Swami his father looked like an apparition.
4. Swami looked them to suggest his father to avoid his father's thought.
5. (a) No, He hadn't seen them earlier and there were no scorpions.
(b) Yes, it was a trick to escape from his father.

Share your responses

1. (b) He didn't want the boy to be alive.
2. Swami was reminded of all the stories of devils and ghosts he had heard in his life.
3. Swami thought the safe place was under the bench.
4. Swami touched the wooden leg of the bench in the room instead of granny.
5. It was (c) a man.

Share your responses

1. The burglar cried.
2. They (three men) all stumbled upon **the burglar**.
3. Because Swami had caught one of the most notorious house-breakers of the district.
4. I think Swami did not want to join the police.
He wanted to join an engine driver, a railway guard or a bus conductor later in life.
5. No, Swami did not muster up courage to sleep alone after the burglar's incident.
6. His mother supported.

Think about the text

1. Swami was a school going boy. He did know much about the outside affairs. One day his father told him about a news of the bravery of a village boy, who faced a tiger on his way to home. It was an unexpected event in Swami's life.
2. Swami was not right. According to Swami, strength and age are important for achievement. But his father opinion says courage is everything.
3. Swami made the following desperate attempts to escape from his father.
 - ✓ We are going to admit even elders in our cricket club.
 - ✓ From the first of next month, I will sleep alone.
 - ✓ Your office room is very dusty and there may be scorpions behind your law books.
4. Swami was always sleeping beside his grandmother. He was fearing to sleep alone. He had no habit of sleeping alone. So, Swami concluded that his father's suggestion was frightful.
5. As the night advanced and silence was deepened in the house, Swami's heart beat faster. He remembered all the stories of devils and ghosts he had heard in his life. So, he thought something terrible would happen to him.
6. The noises were,
 - ✓ A sound of tickling off the clock.
 - ✓ The rustle of trees.
 - ✓ The snoring sounds.
 - ✓ The vague night insects humming.
7. Swami got up hurriedly and spread his bed under the bench and crouched there. He fell asleep unknown to himself and was racked with nightmares. A tiger was chasing him in nightmare. His feet stuck to the ground. His feet would not move but the tiger was at his back. Swami tried to open his eyes but his eyelids would not open. Swami groaned in despair when his nightmare continued.
8. Congratulations were showered on Swami. His classmates looked at him with respect. His teacher patted his back. The headmaster called him as a true scout. The police were grateful to him for it.
9. Father wanted Swami to sleep alone on the office room to prove that courage is everything. He wanted to test the courage of his son.
10. I think Swami is wiser. Because he used his own wisdom to catch the notorious burglar. He had thought that a devil would pull him and tear him. As it came nearer and nearer like moving something then he hugged it and bit with his teeth for his rescue.
11. Swami felt relieved at the end because his mother convinced his father not to force him to sleep alone in the office again. If he will be forced to sleep alone it may be risk for his life. This situation made him to feel relieved.

THERE IS A GIRL BY THE TRACKS

- Deven Kanal

Main points

- | | | |
|--|-----------------------|----------------------------|
| 1. Roma Talreja | 2. Baleshwar Mishra | 3. Dinesh (Roma's brother) |
| 4. Vijay (Roma's Fiance) | 5. Tempo truck driver | 6. The policeman |
| 7. Nurses | 8. Dr. Anil Agarwal | 9. Gangman |
| 9. Mumbai Subharban | 10. Airoli | |
| 11. Divine Multi-Special Hospital and Research Centre. | | |

Roma Talreja

21 years old girl

Native – Puna

State – MH

Education – B.Com.

Job – Call centre executive

Reason – Getting back to home.

Brother – Dinesh Fiance – Vijay

She was connecting the customers.

She was making new friends there.

She was going to the cafeteria. She was joking with her friends.

They were making plans for week end.

She fell down by the tracks on 10th Dec 2010(Friday).

Her dress – Salwar-Kammez.



Baleshwar Mishra

20 years old boy

Native – Mirzapur

State – UP

Edn – High School dropout

Job – Treading water

Reason – To go back to his brothers home.

Brother – 2 brothers

He had spent his day with his friend.

He had gone to film with his friend after lunch.

He informed all the passengers of the train about Roma's falling.

He aimed to rescue the girl.

Dinesh

Roma's brother

Native – Puna (MH)

Job – Marketing job

Place – Ulhasnagar

His vehicle- Motorcycle

.....>



Share your responses

1. The regular scene - The Mumbai Suburban electric train made its halt at a station, commuters swarmed out and into its 12 packed coaches.
2. No, she was wrong doing this.
If I was there I would search an empty seat compartment. Or wait for another train.
3. I think those were the voices of the passengers who were in the train.
4. Baleshwar was impulsive in taking a decision because he wanted to save her.
5. I think The passengers were callous towards the accident.
6. Jumbled off, shot up, sprint back and picked up.

Share your responses

1. Baleshwar found Roma Talreja at last by the side of tracks.
2. She was unconscious. So there was no response.
- 3.

| Name | Age | Education | State | Profession | Reasons |
|------------------|-----|---------------------|------------------|-----------------------|----------------------------------|
| Roma Talreja | 21 | B.Com. | Maharashtra MH | Call centre executive | Getting back to home for supper. |
| Baleshwar Mishra | 20 | High School Dropout | Uttar Pradesh UP | Treading water | To go home. |

Share your responses

1. The driver who was speaking Gujarathi volunteered to help Baleshwar.
2. She was so nerves The vehicle lurched forward. This made her react so.
- 3.

| Name | Jobe | Place | Vehicle |
|--------|---------------|------------|------------|
| Dinesh | Marketing job | Ulhasnagar | Motorcycle |

Share your responses

1. The driver who was speaking Gujarathi volunteered to help Baleshwar.
2. Baleshwar revisited the spot to look her belongings.
3. The assurance was – Some of Roma’s belongings had been found.
4. A stranger would jump off a train and risk his life for me. It was astonishing.

Think about the text

- | | |
|------|------|
| 1. b | 2. c |
| d | e |
| a | b |
| e | a |
| c | d |

EXTRACTS

Read the following extracts and answer the questions that follow:-

1) “It’s a regular scene”

A) Which is the regular scene referred here?

Ans: The people swarming into the train and getting down hurriedly in populated Metropolis.

B) Where can one find this regular scene?

Ans: In populated Metropolis.

c) Do you think is this necessary? If not why?

Ans: No, It is not necessary. Because, if the people rush like that the children, women or aged or handicapped may fall down the tracks.

2) “Having just managed to squeeze herself into a ladies’ compartment, 21 year –old call centre Executive Roma Talreja tried to settle into a corner near the door in a train”

A) Who was Roma Talreja?

Ans: Roma Talreja was a call centre executive.

B) Was she right in doing this? How did her action affect her?

Ans; No, She was not right in her action .She lost her tenuous foothold and panicked. She fell on the tracks bleeding.

3) "There is a girl by the tracks" the voices cried out.

A) Who is the girl mentioned here?

Ans: Roma Talreja is the girl referred here.

B) Whose voices were these?

Ans: These were the voices of the people in the opposite train.

C) Why did the voices cry out?

Ans: The people saw Roma Talreja falling from the train on the tracks.

4) "Impulsively ,Baleshwar went and grabbed the train's red emergency chain and pulled it down frantically."

A) Why did Baleshwar grabbed the train's emergency chain?

Ans: Because he wanted to stop the train and see why the people cried.

B) Why did he behave impulsively?

Ans: Because he had no time to think and act. So he pulled the red emergency chain of the train .

5) "His heart hammering his chest, Baleshwar shoved off the still- moving train. "

A) Why was his heart hammering his chest?

Ans: Because he saw Roma Talreja on the tracks. But nobody came forward to help her.

B) Why did he shove off the train?

Ans: Because he saw if anybody was ready to help her. But nobody came forward .So he volunteered to help her.

6) "Behanji ,aap theek hai?" he asked . But there was no response, and no help in sight.

A) Who does behanji refer to here?

Ans: Behanji refers to Roma Talreja

B) Why was there no response ?

Ans: Because Roma was injured seriously and fell on the tracks unconsciously.

7) "My sister is injured, Please help me take her to a hospital."But no one stopped.

A) Who does 'sister' refer to here?

Ans: "sister" refers to Roma Talreja

B) Who requested here so?

Ans: Balashwar Mishra

C) Who does 'no one' refers to here?

Ans: 'No one 'refers to the motorists on the road.

D) Why was she taken to a hospital? What happened to her?

Ans: She fell down on the tracks and seriously injured. So Baleshwar took her in his hands and requested the motorists to help him to take her to the hospital.

8) As Baleshwar boarded the train home, he pondered his future. But, all he could now think of was saving a stranger's life.

A) Who does the stranger refer to here?

Ans: Baleshwar Mishra

B) What had happened to the stranger?

Ans: The stranger had fallen off the train on the tracks and injured seriously.

C) Why did he ponder his future?

Ans: Because Baleshwar Mishra was an unemployed high-school dropout from Mirzapur in U.P. He came to Mumbai in search of some job. But all his attempts failed. So he pondered his future.

9) Innumerable motorists drove by, some even slowing down to see the young man struggling to hold the blood-covered woman in his arms.

A) Who was the young man holding the woman? Who was that woman?

Ans: The young man was Baleshwar Mishra and the woman was Roma Talreja.

B) Why didn't the motorists stop their vehicles?

Ans: Because they were afraid of courts or police.

C) Why was the young man struggling to hold the blood-covered woman in his arms?

Ans: She fell down on the tracks and seriously injured. So Baleshwar took her in his hands and requested the motorists to help him to take her to the hospital.

10) "Take girl to Airoli," suggested the cop, "there's a hospital there." But Baleshwar disagreed.

A) Who is the girl here? **Ans: Roma Talreja.**

B) Why did Baleshwar disagree to his suggestion?

Ans: Because Airoli was at least 10 kilometers away and he knew a nearer hospital than that. She needed treatment immediately.

11) "What's your name?" asked Baleshwar, who was with her in the back of the truck.

A) Who asked this question to whom? **Ans: Baleshwar Mishra asked this question to Roma Talreja.**

B) Do you think it was relevant? Why?

Ans: Yes, He was relevantly asked the question. Because, she was seriously injured and lost her consciousness. He wanted to know about her nearest relatives and inform about her condition.

12) "Oh, I couldn't thank him," Baleshwar thought.

A) Who was not thanked? **Ans: Baleshwar Mishra could not thank the tempo-truck driver.**

B) Why should he thank him?

Ans: Because the tempo-truck driver helped Baleshwar to take Roma Talreja to the hospital when nobody was ready to help him. He did all the necessary help to rescue Roma.

C) Why couldn't he thank him?

Ans: Because the tempo-truck driver slipped from the hospital having done all he could.

13) "I can't imagine what would have happened if Baleshwar hadn't been there," she says, amazed to learn of the manner in which she had been rescued.

A) Who does 'I' and 'she' refer to here? **Ans: Roma Talreja**

B) Who rescued her? **Ans: Baleshwar Mishra**

C) What would have happened if Baleshwar Mishra had not been there?

Ans: If Baleshwar Mishra had not been there, she would have bled to death on the tracks alone.

14) "think it's astonishing that a stranger would jump off a train and risk his life for me. I can never repay Baleshwar."

A) Who is the stranger here? **Ans: Baleshwar Mishra**

B) What was astonishing for the speaker?

Ans; The stranger Baleshwar Jumped off a moving train and risked his life for Roma Talreja. This was astonishing for Roma.

C) Why couldn't she repay him?

Ans: Because if Baleshwar had not rescued her in time, she would have bled to death on the tracks alone.

15) "I'm new to Mumbai, but I've noticed that people here are afraid. They fear getting trapped in the courts or with the police."

A) Who is the speaker of this statement? **Ans: Baleshwar Mishra**

B) What did they fear about?

Ans: Because they feared about getting involved in courts or with the police.

C) What is the effect of that on the life the people of Mumbai?

Ans: The effect of that on the life the people of Mumbai is that nobody is helping one another at the time of rescuing anybody.

GENTLEMAN OF RIO EN MEDIO

-Juan A A Sedillo

MAIN POINTS

- | | |
|-----------------------|----------------------------|
| 1. The gentleman | 2. Don Anselmo |
| 3. A dark boy | 4. The children |
| 5. Rio en Medio (USA) | 6. The people of mountain. |
| 7. 1200 Dollars | |



- He had a land in Rio en Medio
- His house was small and wretched
- His house was very attractive.
- Fruit bearing trees were there.
- A small stream was flowing through his land.
- The gentleman had said to the author-lawyer to sell his land.
- He was not hurry to sell his property.
- He was wearing faded coat.
- He was using hand gloves which were old and torn.
- He was bowing everybody as a symbol of respect.
- He was shaking hands as a symbol of respect.
- He was very proud of his big family.

Share your response

1. The old man was – (c) unhurried.
2. Yes, according to the 1st paragraph the ancestors of the old man lived in Rio en Medio.
3. The word tiller means farmer.
4. The old man's land was very beautiful. There was a small stream. So many fruit bearing trees are there. An old fashioned house is there in the middle which looks attractively.
5. 'Who' refers to Senator Catron and 'these' refers to the people of mountains.
6. The old man was strong and disciplined. He had social respect in the village because he was highly principled man. His appearance was elegant.
7. The old man had a number of (c) relatives.
8. Harinakshi. Because the eyes of the boys and the eyes of the gazelle are green.
9. The old man greeted the people by bowing to all of them in the room.
10. a) No,
b) The writer reminded the style of Charlie Chaplin.

Share your response

1. It was – to make themselves comfortable. And to prepare every one for the main talk.
2. Because it was the custom of wise and good people of America.
3. Because the old man's land extends across the river and it had become fertile land.
4. The reaction of the old man – "Friend," "I don't like to have you speak to me in that manner."
5. We respect elders in many ways.

| | | |
|-------------------------|------------------------------|--------------------------|
| a. We shake hands. | b. We touch their feet. | c. We salute them . |
| d. We obey their words. | e. We agree their decisions. | f. We help them in need. |
| G. We garland them | | |
6. The story teller respected the old man by shaking his hands.
7. a. No b. Yes
8. Match the following.

| | |
|--------------------|---------------------------|
| 1.Seller | - Don Anselmo |
| 2.Some Americans | - Buyers |
| 3.A young dark boy | - Follower of the old man |

9. b. Don Anselmo was a man of principles.
10. He shook the hands, put on his ragged gloves, took his stick and walked out with the boy behind him.

Share your response

1. Before it was sold

- a. peeled off plaster
- b. gnarled trees
- c. torn fence

After it was sold

- replastered.
- pruned trees.
- patched the fence

2. The activities of the children.

1. playing in the orchard
2. plucking flowers from the trees
3. putting fences around their play area
4. laughing whenever they were spoken to

3. The old man was slow.

4. The certain things of the old man.

- a. the old man shakes hands
- c. the old man came with a boy
- e. the old man was followed by the boy.

- b. the old man bowed his head
- d. the old man carried the stick

5. His remark is – sincere.

Share your response

1. Don Anselmo sold his land but he did not sell his trees.
2. The children of Rio en Medio were Don Anselmo's sobrinos and nietos.
3. Don Anselmo inherited the house from his ancestors (mother).
4. The real owners of the trees were a. the children of Rio en Medio.
5. Don Anselmo did not sell the trees. He thought they did not belong to him but to the children.

UNIT -4**Dr. B. R. AMBEDKAR****I. Four alternatives are given choose the best one (One mark questions):**

1. Babasaheb throughout his life was a voracious - **Reader**
2. Where was the second round table conference held? **London**
3. Which amendment of constitution of the USA gave freedom to American- **14th**
4. Babasaheb came to be greatly influenced by the life and work of-**Mahatma Phule**
5. The news papers' Mooka Nayak, bahishkrit Bharat and Samata' were started by-
Dr. B.R. Ambedkar
6. ----- chose Dr. B.R. Ambedkar to be the 1st law Minister of Independent India- **Nehru**
7. Babasaheb bought 2000 old books from- **London**
8. The methods of civil disobedience , non-cooperation and Satyagraha was described by Dr. B.R. Ambedkar- **Grammar of Anarchy**
9. Dr. B.R. Ambedkar spent most of his life by- **Reading Books**
10. Gandhiji termed the depressed class as- **Harijana**

II. Answer the following questions in 2-3 sentences each.**1) How can you say that Ambedkar had a great thirst for books when he was student?**

Ambedkar was very fond of reading books from his childhood. He bought books by curtailing his daily needs. When he was New yark he is said to have purchased 2000 books. This shows that he was voracious reader.

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

Dr.Ambedkar had a clear idea about mutuality of the Legislature the Executive and the Judiciary. He said that the jurisdiction of each should be clear and untrammelled. He had sense of the importance of the sole of citizen.

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

The constitution is a fundamental document which defines the power of the executive and legislature as against the citizens. The other purpose of constitution is to limit their authority to avoid tyranny and oppression by the Legislature the Executive.

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

Gandhiji remained the higher castes of their duty towards the depressed classes. Ambedkar remained the depressed classes of their inherent rights to equality with the higher castes; Gandhiji put stress on duties and Ambedkar on rights together.

5) How did 14th amendment to the US constitution and Mahatma Phule influence Ambedkar?

The 14th amendment to the constitution of USA accorded freedom to the Black Americans. He saw the parallel of the situation for the depressed class in India. Ambedkar was greatly influenced by the life and work of Mahatma Phule who was serving for a classes society and for women's upliftment.

6) What made Dr. B.R. Ambedkar describe the method of Civil Disobedience, Non-cooperation and Satyagraha as the 'Grammar of Anarchy'?

According to Ambedkar the method of Civil Disobedience, Non-cooperation and Satyagraha are necessary in a state which is ruled by foreigners. But in a democratic country, these methods should not be used. If used there would be loss of lives and publics.

7) Nehru chose Ambedkar as the Law Minister. What might have prompted Nehru to do so?

Ambedkar had a great skill in Law and legislation. He had the vision of social justice. Therefore, Nehru chose him to be the Law Minister of India.

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

Alladi Krishna Swamy Ayyar, K.M. Munshi and Gopal Swamy Ayyangar were the members of the Drafting Committee, and Ambedkar was the chairman. Ambedkar was tactful, frank and had utmost patience. He explained clearly the meaning and scope of the different provision of the Draft Constitution.

III. Read the following extracts and answer the questions that follow.**1) "I have no doubt whether we agree with him or not in many matters, that perseverance."**

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

2) "The one who took such an important part in our activities has passed away"

- a) Who said this? **Jawaharlal Nehru**
 b) Who passed away? **Dr. B.R. Ambedkar**
 c) What is the meaning of the phrase 'passed away'? **It means 'dead'.**

3) "They brought about a veritable revolution in social thought"

a) Who are 'they'? **Dr.Ambedkar and Mahatma Gandhi**

b) What 'revolution' is referred here? **The discrimination of caste system.**

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.

4) "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.**

5) " A symbol of revolt" he said

d) Who made this statement? **Jawaharlal Nehru**

a) Who is the symbol of revolt? **Ambedkar**

b) Why is he described so? **Because he fought against the discrimination of the cast system.**

IV. Answer the followings in 8-10 sentences each.**1) 'Ambedkar was a voracious reader' how do you justify the statement.**

One trait which marked Babasaheb during his student days and he was very fond of reading books from his childhood. He bought books by curtailing his daily needs. When he was New yark he is said to have purchased 2000 books. This shows that he was voracious reader. And it is recorded that at the time of the Second Round table Conference in London, he bought so many books that they had to be sent to India in 32 boxes.

2) What were the opinion of the Buddha and Avvai regarding the caste division?

About 2500 years ago the Buddha had questioned the caste division in India. He said "The only valid division are the division between those who are noble and wholesome and those who are ignoble and unwholesome'. The Tamil poetess Avvai had said, similarly that there are only two castes in the world, namely the charitable who give and are superior and the miser who do not and are inferior.

THE CONCERT

Main Points.

A small apartment - Bombay

Smita - a sixteen years old girl

Pandit Ravi Shankar's playing tomorrow.

Shanmukhananda - Name of auditorium

"You will wake him up" –Smita's mother said this

Anant - Smita's brother -15 years old boy

"Sh-sh" - Smita's brother, "I've - I've - Smita's brother

"Lie down son,lie,down"- Smita's mother

"I must hear him and see him" - Anant

To cough and gasp! For breath - Oxygen from cylinder

Anant was very ill due to cancer

4 members family - living at Gaganpur

Anant : table-tennis player, the fastest runner. Anant & Sunita were learning to play sitar

Cancer hospital at Bombay - Sushila's apartment

Miracles of modern science

Anant would again walk and run - Hope.

"Take him home"- the doctors

"Give him the things he likes" - the doctors

"The chance of a lifetime" - Smita's mother

"When you are better"- Smita's mother

"No,how can I?" - Smita

"We have always done things together" - Smita

The people were walking, running, playing ball, doing exercises feeding ducks, eating roasted gram & peanuts

"Why not?" –Smita

The audience gave the artists a standing ovation

A large mustachioed man - long boring speech

The people began to move towards the exits

Smita's heart was beating loudly

Ustad Allah Rakha - Tabala player

- Shanta Rameshwar Rao



Share your responses

1. Excitedly
2. Because her son Anant was suffering from cancer. His life was in the last stage.
3. a) Pandit Ravi Shankar's concert. Because it is chance of life time. I think the boy wouldn't get a chance in future.
4. I would try to make up arrangement to fulfill his needs.
5. His condition was serious. Doctors gave up hope of survival.

Share your responses

1. Her brother was suffering from cancer.
2. The truth of her brother's cancer was frightening Smitha.
3. Yes. Because he was able to compose his own tunes. He was the best table-tennis player and fastest runner.

4. a) Anant would get cured and would lead his normal life once again.
b) No, because he was in the last stage of cancer.
c) Despair
d) Family members
5. Sorrow. Because, Anant was very ill and he was not able to go to concert.
6. Yes. Smitha made up her mind to meet and invite Pandit Ravishankar to give a programme for her brother.

Share your responses

1. Gasp means Pain
2. Her mind was echoing the plan of inviting Pandit Ravishankar.
3. Due to the great crowd and loud heart beating her body was shaking.
4. 1) her knees felt weak 2) her tongue dried
5. Yes, Ustad Allah Rakha responded immediately. They would perform for the boy(Anant) next morning.
6. Yes, Because generally great artists are always busy. They never perform like her request. Due to the bad condition of Anant they performed and showed humanity.
7. Because the famous and busy scheduled personalities had come to perform a concert for Anant.
8. Anant saw the concert arranged in the house for him by the great personatilies. At this happy movement his life went out of his body gently very gently.
9. No, Because her plan of inviting Pandit Ravishankar & Ustad Allah Rakha echoing in her mind. Her brother's words were reminding her in every beat of the tabala.
10. 1) her heart beating loudly 2) her knees felt weak 3) her tongue dry
11. Yes. Yes. Because the famous artists coming to a common boy's apartment and gave a performance was a big deal and it shows the sympathy & kindness towards humanity.

EXTRACTS

1) "We mustn't miss the chance, "he said. I've-I've –always wanted to hear him and see him."

A) Who said this?

Ans: Anant said this

B) Who does 'we' refer to?

Ans: 'We' refers to Anant and his family.

C) What is the chance here referred?

Ans: The chance here refers to the last wish of Anant to see and hear Pandit Ravi Shankar.

2) "They laughed and smiled and talked and surrounded Anant with whatever made him happy. They fulfilled his every need and gave whatever he asked for"

A) Who does 'they' refer to?

Ans: 'They' refers to smita and her parents.

B) Why did they tried to fulfill his every need and keep him happy?

Ans: Because Anant was suffering from cancer. The doctors had no hope of his recovery. So they tried to fulfill his every need and keep him happy.

3) "When you are better, "his mother said" This is not the last time they are going to play"

A) Who is the speaker? Who is spoken to?

Ans: Anant's mother is speaking to Anant.

B) Who do they referred here?

Ans; They refers to Pandit Ravi Shankar and Ustad Allah Rakha

C) Why did the speaker say so?

Ans: Because Anant was a fan of Ravi Shankar. But he could not attend his concert as he was suffering from cancer.

4) Smita stood at the window looking at the traffic, her eyes filled with tears. Her mother whispered, "But you Smita ,you must go. Your father will take you."

A) Why was Smita's eyes filled with tears?

Ans: Because her brother Anant and she wanted to attend the concert of Ravi Shankar. But her brother was ill. So she her eyes were filled with tears.

B) Why was she going with her father?

Ans: Because her brother Anant was suffering from cancer. So she was going with her father.

5) When she was alone with Aunt Sushila, Smita cried out in a choked voice,' No, how can I? We've always done things together, Anant and I.'

A) Why was her voice choked?

Ans: Because her brother Anant was suffering from cancer. So she was going with her father. But they always did anything together.

B) What had happened to Anant?

Ans: He was suffering from cancer.

6) 'A walk in the park might make you feel better, 'said Aunt Sushila and Smita was grateful for her suggestion.

A) Why was the suggestion given to Smita?

Ans: Because Smita was in the sad mood.

B) Was the suggestion relevant at the moment?

Ans: The suggestion was relevant to make her feel better. She was thinking about the illness of her brother Anant.

7) Suddenly a daring thought came to her and as she hurried home she said to herself, 'Why not? There is no harm in trying it.'

A) Who thought daringly?

Ans: Smita thought daringly.

B) What was that thought?

Ans: Her thought was to meet Ravi Shankar after the concert and to say about the sad condition of her brother. She wanted to convince them for home concert.

8) 'They had come with high hopes.' They did not voice their fears'

A) What were the 'high hopes'?

Ans: The hopes of recovery of Anant from cancer.

B) Do you think their hopes would be filled? Support your answer

Ans: No, there hopes would not be fulfilled. Because Anant was suffering from cancer .The doctors had shaken their heads seriously.

C) Doctors said something to the parents. were those words of hope or words of despair?

Ans : Those were the words of despair which the parents could not understand.

d) Who does 'they 'refer to ?

Ans: 'They' refers to Anant's parents.

9) 'What shall we do ,Ustad Sahib?'

A) Who asked this question? Who does Sahib refer to?

Ans: Pandit Ravi Shankar Asked this Question .Sahib here is Ustad Allah Rakha

B) What was the response?

Ans; Allah Rakha responded positively. The concert at house was planned for the boy the next day.

10) 'Tomorrow morning we perform for the boy-Yes? 'he said 'yes 'Panditji replied.' It's settled then'

A) Who would perform for the boy? Why?

Ans: : Pandit Ravi Shankar and Ustad Allah Rakha would perform for the boy. Because they understood the boy's pathetic condition.

B) Where was the concert arranged?

Ans: The concert was arranged at the apartment.

THE DISCOVERY

BY – HERMAN OULD

Main points

- Herman Ould – The author.
- The Santa Maria – The name of the ship.
- Christopher Columbus - Captain of the ship.
- The light of the new world - 11th oct 1492.
- The song of seamen. – to keep spirits.
- Welcome the moon, coast of Spain.
- Entertaining mutinous thoughts.
- The candle on the foremast.
- Seamen drink to much.
- The Santa Maria will be the lighter for his carcass.
- Discipline knows no buts.
- Discipline is a thing of the past.
- The name of ship – The Santa Maria.
- Mysteries – The events not easily understood.
- Dominion – The land to be owned.
- Crew - The group of seamen voyaging in the ship.



CHARACTERS

- Christopher Columbus – Captain
 - Pedro Gutierrez - An officer
 - Pepe - A page-boy
 - Juan Pation
 - Diego Garcia
 - The Seamen
 - Francisco
 - Guillermo Ires
- } The main persons
} Voyaging in the
} Ship



Share your responses

1.

| Physique | Age | Hair | Complexion | Face |
|---------------------|-----|-------------------|-------------------|-------------|
| Tall and Well built | 46 | Prematurely white | Fair almost ruddy | Melancholic |

2. This conveys the mood of dis-satisfied and discontent.
3. Diego had lost his hopes. He was not happy with Columbus's decision. He thought that the discovery of new land was waste of time.
4. Christopher Columbus had the lives of fifty in his hands. All the seamen are home-sick and wanted to go back home. But the captain refused it. So they thought their lives were in his hand.

Share your responses

1. "A good sailor knows his place." - An indirect command.
2. Diego repressed fury said yes sir. The phrase is scarcely concealing a scowl, goes off the above reaction of Diego states that it was an indirect command.
3. Pedro defended by saying – they were simple men, they did hard work and they had the right to relax. Yes he was right.
4. Short temper and uncontrolled tongue.
5. b. Quick temper.
6. According to Columbus the dis-satisfied seamen were singing the song to criticize himself. So whenever he heard the song then he was becoming furious.

Share your responses

1. Pepe
2. Because Pepe had great respect on Columbus. He was obedient, loyal and devoted servant of Columbus.
3. Believe
4. The seamen

Share your responses

1. The all seamen had unity and homesick. So they were expressing discontent.
2. (a) The seamen/crew (b) they shan't show the mischief or trouble maker
3. d. Guillermo Ires
4. "Discipline is a thing of past, Sir. It is you or us."

Share your responses

1. d. The first man who challenged Columbus.
2. Office
3. The seamen thought that they were very clear that the track is not correct. It leads nowhere.
4. Diego – Words for children! Froth and Scum! We are men: reason with us.

Share your responses

1. Columbus wanted to discover the New world but he discovered new experience during his voyage. If a man was given a vision he must follow it alone. Friendship breaks as a mast hollowed by worms.
2. Juan said that they were simple ashamed about his loyalty towards the leader. They could not show their courage in front of Columbus. So he goes out like a sheep.
3. Columbus said ironically that he was thanked for reminding him. He wished him good night.
4. Pedro felt excited and also he saw the light. He was very happy and with gratitude remembered the God's glory or grace.
5. Yes. All the struggle came to a happy end. They got success at the end in their adventure.

EXTRACTS

1. "They ought to stop that. The captain is always furious when he hears it."

A. Who should stop that?

Ans: The sailors should stop that. Juan said this to Diego.

B. What does 'it' refer to? Why is the captain furious to hear that?

Ans: 'it' refers to the seamen's song. The captain Columbus is furious to hear that because he did not like the attitude of sailors.

2. "Shan't we even sing to keep our spirits? Sh!"

A. Who said this?

Ans: Diego said this to Juan.

B. Why did he say this? Who is he speaking?

Ans: Diego said this to Juan when he said the sailors should stop the song. He supports the sailors that they should sing to keep their spirits.

3. "It's dark. I would welcome the moon....."

A. Who is the speaker?

Ans: Pedro is speaking to Diego and Juan.

B. What does he mean? what was the response?

Ans: He means that he wants to enjoy the moon light on the sea. But Diego responded him saying that some of us welcome the coast of Spain.

4. "Aye, aye, Don Pedro. Some of us would welcome the coast of Spain still more."

A. Who is speaking to whom?

Ans: Diego is speaking to Pedro.

B. When does he speak like this? What does he mean?

Ans: When Pedro says he would welcome the moon Diego says this. he means that they were tired of voyage and feel home sick.

5. "There are limits to patience, sir"

1. Who lost his patience?

Ans: Diego lost his patience.

2. Who is he speaking to? Why did speak so?

Ans: Diego is speaking to Pedro. He lost his patience and wanted to go back to Spain.

6. "We're like bats trying to fly by day. It's time he gave way. Why should one man have the lives of fifty in his hands?"

A. Who is compared to bats?

Ans: The seamen are compared to bats flying in the morning.

B. What does the speaker mean?

Ans: the speaker means that the seamen are forced against their incapacity.

C. Who had the lives of fifty in his hands?

Ans: Columbus had the lives of fifty in his hands?

7. "I hope we are not entertaining mutinous thoughts, Diego."

A. Who did not entertain mutinous thoughts?

Ans: Pedro did not entertain mutinous thoughts.

B. Who said this? Why did he say so? **Ans: Pedro said this to Diego. Because, he had lost his patience.**

8. "That candle on the foremast is guttering; see that is put right. This is the quarter deck. A good sailor knows his place."

A. Who said this to whom?

Ans: Columbus said this to Diego

B. Why does he say so? What is his mood?

Ans: He says this to give indirect command to Diego. He is authoritative.

9. "They are simple men and must have their relaxation. We have not all your visions, Captain."

A. Who does 'they' refer to? What were they doing for relaxation?

Ans: 'They' refers to the seamen. They were singing for relaxation.

B. Who is the captain? What were his visions?

Ans: Columbus is the captain. His vision was to discover the New World America.

10. "A curb for my tongue-oh a curb for my unbridled tongue, my worst enemy! My will, friend, because God's will, shall that suffice"

A. Who said this to whom? Why?

Ans: Columbus said this to Pedro. Because Columbus confessed his quick temper as enemy and his will Power as friend.

B. Why did he call his will as friend and tongue as enemy?

Ans: Because his will is the will of God where as his tongue speaks words of discomfort to seamen.

11. "I do not claim your confidence, sir."

A. Who do 'I' refer to? Who is the 'sir' here?

Ans: 'I' refer to Pedro. Columbus is the 'sir' here

B. What was his confident in?

Ans: He was his confident in his discovery.

12. "Mystery? Would God implant the desire to solve mysteries and not provide the solution?"

A. Who spoke these words?

Ans: Columbus spoke these words.

B. What does he mean by this statement?

Ans: He praises God as an implanter of desires among human beings and trickery not to provide solutions to achieve those desires.

13. "I prefer your company to theirs."

A. Whose company does the speaker prefer to?

Ans: The speaker prefers the company of Columbus.

B. Whose company does not he like? Why?

Ans: He does not like the company of the seamen. Because he does not like their desperate and horrible behavior.

14 "You are young enough to have faith. Thank you, boy."

A. Who is the young boy here?

Ans: Pepe is the young boy here.

B. Why does the speaker thank him? **Ans: Columbus, The speaker thanks him for being faithful to him.**

15 "They are horrible when they drink too much. They say it makes them forget."

A. Who gave this warning to whom? **Ans: Pepe gave this warning to Columbus.**

B. Why did he warn him? Who are 'they' referred here?

Ans: He warned him because 'they' were horrible when drunken. The seamen are referred here.

16. "The deepening of their discontent is ominous."

A. Who said this? Whose discontent was deepening?

Ans: Columbus said this to Pedro. Discontent was deepening among the sailors.

B. Why was the discontent deepening among them?

Ans: The discontent was deepening among them because they were home sick and lost their patience.

17. "The Santa Maria will be the lighter for his carcass."

A. Who said this? Who reported it to Columbus?

Ans: Francisco said this .Pepe reported it to Columbus.

B: What is the Santa Maria ?

Ans: The Santa Maria is the ship that Columbus was on to discover the New World.

C. Why did he say so ?

Ans: Because he was discontented with the voyage. He was home sick.

18. "Discipline is a thing of the past, sir. It's you or us."

A. Who is the speaker? Who is he speaking to?

Ans: Francisco is the speaker. He is speaking to Columbus.

B. Why is he speaking so?

Ans: He is speaking so because he was discontented with the voyage. He was home sick.

19. "Stop! What is the meaning of this wild uproar? The first man to move shall spend the rest of the night in irons!"

A. Who is speaker? Who is he speaking to?

Ans: Columbus is speaking to the sailors.

B: Who was making the uproar? Why?

Ans: The seamen were making the up roar. Because they were discontented with the voyage. They were home sick.

20. "And who's to put him in irons? We are thirty to one."

A. Who asked this question?

Ans: Guillermo asked this question.

B. Why would he put him in irons?

Ans: Because they were against Columbus. They were rebellious on Columbus.

21 "We're men with the common feelings of men. We want our homes and our families."

A. Who said this? What were his feelings?

Ans: Guillermo said this to Columbus. He was against Columbus. He was rebellious on Columbus

B. Who is he speaking to?

Ans; He is speaking to Columbus.

22. "If nobody else is available for the office. I will perform it myself"

A. Who do 'I' refer to?

Ans: 'I' refers to Columbus.

B. What did he want to perform? Why?

Ans: He wanted to perform jailing of the sailor who would move against him.

23. "Someday, if your tongue does not run away with your discretion, you will achieve prosperity in your calling"

A. Who gave this suggestion? Why?

Ans: Columbus gave this suggestion. Because Guillermo talked rudely to Columbus.

B. Whose tongue had not run with discretion?

Ans: Guillermo's tongue had not run with discretion

24. "What! Does that child stand between me and death?"

A. Who said this? Who was the child standing between the speaker and death?

Ans: Columbus said this. Pepe was the child standing between the speaker and death.

B. When did the speaker say so?

Ans: When the sailors came roaring against Columbus in a rebel. Pepe came to rescue Columbus from their assault.

25. "Desperate men do not always act up to the best that is in them, sir. "

A. Who is the speaker speaking to?

Ans: Francisco is the speaker speaking to Columbus.

B. What is the mood of the speaker?

Ans: He is confessing his weakness to Columbus.

26. "Your best cannot be bettered."

A. Whose best cannot be bettered? Why did the speaker say so?

Ans: Francisco's best cannot be bettered. Because he lost his self confidence.

B. What is the meaning of the statement?

Ans; This means that when one reaches the level of being best, he can never improve.

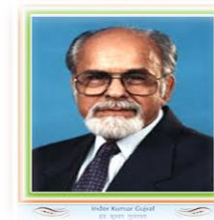
COLOURS OF SILENCE

Main points

- ❖ Satish Gujral
- ❖ Birth - 25th Dec 1925
- ❖ Place - Jhelum-West Punjab (B.India)
- ❖ Brother- Indrakumar Gujral (Former pm of India)
- ❖ Father - Mr. Avtar Narain
- ❖ Friend - Surendra



- Holiday –Kashmir previous year.
- An accident at the rickety bridge.
- Satish’s foot slipped and lost his balance.
- Satish fell into rapids.
- He was bruised and aching all over.
- He was suffering from infections of the ear.
- He had become deaf.



- The school for normal boys.
- The school for deaf & dumb children.
- Satish was sent out from the school due to deafness.
- His brother was teaching him words & pronunciation.
- His father provided several books of great persons.
- His father brought-paints, brushes & drawing sheets.



- The life of Garibaldi.
- Lala lajpat Rai.
- Munshi premachand.
- Sarat Chandra.



- ✓ Satish Gujral is famous as/ for Paintings, Sculpture, Architecture & Writer.

Museums

- ❖ The Museum of modern Art, New York.
- ❖ The Hiroshima collection, Washington.
- ❖ The national Gallery of Modern Art, New Delhi.

Share your responses

1. Satish was seriously ill because of his unexpected accident. So he had not gone to school.
2. “Why are you speaking so softly?”
3. Satish was seriously ill. So he confined to bed. Silence was the worst thing for him. Because he could not hear.
4. Due to Satish’s frequent absence and his hearing problems, the school principal informed his father that they could not keep Satish.
5. Satish could not want to go to a new school because he was very sensitive and dedicative boy. He had fear of new friends because they would fun of him for his deafness.

Share your responses

1. Satish was not accepted there also due to his problem of deafness and soft speaking.
2. The suggestion of new school's headmaster, join his son to the school for deaf and dumb made Avtar Narain angry.
3. Visit
4. Satish's brother Inder Kumar took care and gave him company. He taught Satish the new words and pronunciation. He spent most of time with Satish.
5. Snatches=parts, shattered=helpless, brooded=meditate deeply/thinking, confined= imprisoned/keep within the limits.

Share your responses

1. Satish saw a rare bird at the far corner of the garden. The bird attracted him with its restless energy.
2. His father wanted to enable his son to learn something by reading books. So he provided many books. But his mother supported him to continue his hobby of drawing.
3. Satish had a very good skill of painting. He was painting with devoted and dedicated interest. It changed the attitude of Satish's father.
4. Satish was unable to believe his father. Because he had brought the necessary things to paint and found a best Art school for him to admit.
5. Satish wondered and his eyes were filled with tears of joy. He came and hugged his father. His heart was full of love and gratitude.

Share your responses

1. Painting, Sculpture and Architecture.
2. Satish Gujaral's works were exhibited in the prestigious museums like Modern Art –New York, The Hiroshima Collection-Washington and The National Gallery of Modern Art-New Delhi.
3. "The Successful Artist."

SCIENCE AND HOPE OF SURVIVAL

Main points

- Keilis Borok

author - Keilis Borok

Scientists

Businessmen, Lawyers, Doctors

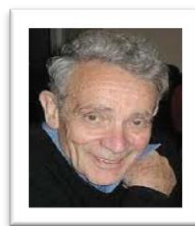
Leo Tolstoy – A Russian writer

A writer is a person who cannot live without writing.

Science is an exciting adventure.

Frank Press – American Scientist.

Cold War – 1960



- Research on the theory of seismic waves – at Moscow by F.Press
- 3 Powers possessing nuclear weapons – SUR,UK,USA
- Geneva – Ban on the nuclear weapon test.
- MAD – Mutually Assured Destruction
- Survival of Human mankind
- NTB – Nuclear Test Ban
- Scientists are more practical because they have discovered many things.
E.g. : Antibiotics, Electronics, Biotechnology, Synthetic Fiber, The green revolution etc.
- The survival of civilization is threatened by Natural Gas & Man-made disasters.
E.g. : Earthquake, Mega cities, environmental catastrophes, Economical & Social crisis.
- French proverb: 'Nobody is satisfied with his wealth, everybody is satisfied with wisdom' Science is a guardian and caretaker.

Share your responses

1. Scientist

2.

| Professionals | A writer | A Scientist | A lawyer |
|-------------------|--------------|-------------|----------|
| Vocation | Writing | Experiment | Arguing |
| Field of activity | Literature | Discovery | Justice |
| Reward | Appreciation | Honour | Money |

3.

| Field of Science | Field of Business | Both |
|-------------------|-------------------------------|------------|
| Rational thinking | Wealth | Friendship |
| Exploring nature | Profit and loss | |
| Discovery | Advertisement | |
| Research | Exploitation of nature | |
| Universality | Commerce | |
| | Playing to popular sentiments | |

4. Surprise.
5. 1-No, 2-Yes, 3-No, 4-Yes.
6. Nuclear Test.
7. √ × × √ √ √
8. NTB Nuclear Test Ban
9. Absentmindedness of scientists.
10. Scientists.
11. Physics, Chemistry and Biology.
12. The scientists.

KYE POINTS FOR 2 MARK QUESTIONS

- ❖ The discovery itself is the reward of the scientists. The scientists get lesser money than the lawyers, doctors and businessmen. But they enjoy freedom, camaraderie and independence.
- ❖ The earth tremors are caused by two factors.
 1. by the seismic waves during the earth quake
 2. by the underground nuclear
- ❖ The writer at Geneva summit learnt that the scientists have people for them all over the world. While there is science there is hope for survival and well-being of humanity.
- ❖ All new technologies, all new brands of industry from defense to environment came from fundamental science. For example antibiotics, electronics, biotechnology, synthetic fibers, green revolution and genetic forensic diagnosis are all the gifts of basic (fundamental) science.
- ❖ The nuclear powers signed the agreement to stop the test of nuclear weapons. But the problem was that if any one violates the agreement by secret underground testing, then how to detect that was not known.
- ❖ The important decision taken by the politicians before the Geneva Summit was the Ban on nuclear weapon test. This would a hope for the survival of humanity as there will be no competition for developing nuclear weapons.

Grandma Climbs A Tree

-Ruskin Bond



UNDERSTAND THE POEM

1. She could climb a tree whether the tree was spreading or high. She was very skillful in climbing the tree. She could climb the tree tirelessly. She was enjoying it. So the speaker called her to be genius.
2. Ever since childhood, she'd had this gift.
3. Her well-wishers and family members would tell her so.
4. Grandma's odd statement in the poem is – I'll grow disgracefully and I can do it in better way.
5. Yes it was happened when they were in the town. Instead of fearing she climbed up the tree and made up her mind that she shouldn't come down.
6. The doctor recommended her to take rest for a week. The kids looked after her with great care.
7. When last she climbed a tree she was sixty-two.
For being happier in a tree than in a lift.
She climbed a tree and couldn't come down.
8. According to the speaker his dad knew his duties means he agreed to fulfill his mother's desire immediately. Because he was a loving son for his mother.
9. Made her a tree-house with windows and a door.
So granny moved up, and now every day.
She sits there in state and drinks sherry with me.

❖ Rhyming words

Gift - lift, shift

Told - old, bold

Agree - tree, free

All - fall, tall

Right - tonight, bright



SUMMARY

The poem 'Grandma Climbs a Tree' is written by Ruskin Bond. She was a genius and different from others. She could climb up trees very quickly even at the age of sixty two. She had such an unusual gift since childhood. She was very happy in a tree than in lift of cities. She disliked materialistic life but she liked the life amidst nature.

When her neighbor's advised her to stop climbing tree in old age and spend her life gracefully, she rejected their advice. She learned climbing trees at six from her loving brother. But others felt she might have a terrible fall someday.

One day she climbed up a tree but could not come down. She had fever in that fear. The doctor recommended her a week bed rest. But she felt it like a hell. Soon she recovered and asked for a house on tree top. Her son fulfilled her wish. He and the poet built a house on tree top. The Granny enjoyed her remaining part of life happily.

Thus Granny enjoyed her unusual gift of life in nature.

Quality of mercy

-William Shakespeare



New Words

Strained - forced - ಒತ್ತಾಯಪೂರ್ವಕವಾಗಿ

Droppeth - drops - ಹನಿಹನಿಯಾಗಿಬಿಳು

Beneath - under - ಕೆಳಗೆ

Blesseth - poetic word of blessed - ಕವಿಯ ಭಾಷೆಯಲ್ಲಿ ಆಶೀರ್ವದಿಸು ಎಂದರ್ಥ

Sceptre - a decorated metal rod - ಅಲಂಕರಿಸಿದ ಕಬ್ಬಿಣದ ಕೋಲು

Temporal power - worldly power - ಪ್ರಾಪಂಚಿಕ ಅಧಿಕಾರ

Attribute - characteristic quality-awe-inspire with fear - ಗುಣಧರ್ಮ

Doth - does- ಮಾಡು

Enthroned-seated- ಜಾಗಹಿಡಿ, ಕುಳಿತುಕೊ

Ennobles-makes something noble- ಉತ್ತಮಪಡಿಸುವುದು.

- ❖ In the first two lines the mercy is compared to gentle rain showered from the heaven. It is suitable because mercy flows like a drop in the hearts of the person.
- ❖ The mercy is twice blessed because – when it is shown to somebody it is blessed and it comes from the other means is also blessed.
- ❖ Here mercy is divine quality and it stands for divine power.
- ❖ Temporal - revenge, tyranny, cruelty, miserliness, tit-for-tat attitude.
Divine attributes – love, sympathy, mercy, compassion.

SUMMARY (In brief)

Mercy is compared to the gentle rain from heaven. It blesses both: giver and the taker (twice blessed) It is powerful than the king's scepter. Mercy is divine King is equal to God if mercy is seated in his heart.

EXTRACTS

1) It is twice blessed; it blesseth him that gives ,and him that takes. It is the mightiest of the mightiest.

A) Who that blessed twice?

Ans: The quality of mercy is blessed twice.

B) How do you say that it is blessed twice and the mightiest?

Ans: It is blessed both by the giver and the taker. So it is the mightiest of the mightiest.

2) The throned monarch better than his crown. His scepter shows the force of temporal power.

A) Who says this statement?

Ans: Portia says this.

B) What does scepter stand for?

Ans: Scepter stands for temporal or earthly power.

C) Why is the scepter said to possess temporal power?

Ans: Because the power of scepter is an attribute of awe and fear of kings.

3) And the earthly power doth then show likest God's When mercy seasons justice.

A) What is that earthly power referred here?

Ans: The power of kings that is the power of scepter is referred as the earthly power.

B) When does the earthly power look like God's power?

Ans: The earthly power becomes a divine or Godly power when mercy tempers justice.

I AM The land

-Marina de Bellagenta

New Words

- Shout - loud cry - ಜೋರಾಗಿ ಚಿರು
 Patient - enduring - ತಾಳ್ಮೆ
 Muddy holes - holes in mud - ಮಣ್ಣಿನಲ್ಲಿನ ರಂಧ್ರಗಳು
 Stare-look fixedly - ದಿಟ್ಟಿಸಿನೋಡು
 Tickle-plough - ಉಳುಮೆಮಾಡು
 Choke - make one breathless - ಉಸಿರಿಗಟ್ಟು
 Fence - enclosing field - ಬೇಲಿ



UNDERSTAND THE POEM

1. The earth/land.
2. b) patience
3. Yes. The man who destroys the land.
4. The contrast between the reader and the speaker .

| Reader | Speaker(Land/Earth) |
|---------------------------|-------------------------|
| Man says he owns the land | The earth waits. |
| Man shouts | The earth lies patient. |
| Man buys | The earth waits |
| Man made holes | The earth would stare. |

5. 'Muddy holes' refers to b) intention of the speaker.
- 7.

| The Land | A Common man/a child | A war mongerer |
|---|---|-----------------------------|
| Waits grows chokes faces the challenge | Plants shouts says he owns rejoices tramples sings | Shoots destroys kills |

8. "YOU CAN NOT PUT A FENCE AROUND THE PLANET EARTH."
 - This is a tone of self-assertion (strong declaration)

SUMMARY (In brief)

Land/earth is the speaker

She says „I wait“ which shows her patience.

People buy, plough, grow trees, fruits and grass and say it belongs to them.

They put fences, soldiers fight with guns which chokes the land.

But the land bears all these and says “You Cannot Put Fence Around Planet Earth”

POEM : THE SONG OF INDIA**I. Four alternatives are given choose the best one (One mark questions):**

1. The two speakers in the poems are- **The poet and his motherland.**
2. When the poet wished to sing about the Himalayas and the tree seas, the response of the motherland was- **To sing about the beggar and leaper.**
3. Of your children that died to call you their own: here the ' children' refer to – **Soldier**
4. The ' Book of the Marrow' was written by- **The Motherland**
5. And the sun–beam was as the hand that saves-The figure of speech used here is- **Simile**

II. Answer the following questions in 2-3 sentences each.**1. What , according to the poet are the signs of the development of modern nation?**

Dams, steel mills. The ship building yards, modern technology and atomic energy.

2. What is the contribution of seers and prophets, according to the poet?

Seers and prophets have shaped the people and the society. Their knowledge and experience are the guiding forces for the common people.

3. Why is the poet 'querulous'? what does he want to do?

The poet is querulous because the motherland did not wish to listen a song about physical features, temples, dams and lakes, technology of the nation. The poet wants to sing a song that is pure and which will remain in memory forever.

4. What are the epics? Why does the poet call the temples as 'epics' in stone?

Epics are the long narrative poems or stories narrating the deeds and adventures of heroic or legendary figures or the past history of nation. Such pictures have been carved on the walls of the temples. So the poet calls the temples the' Epic stones'.

5. What do the night, the sun god and the clear dawn represent?

The night represents all sorrows and worries. The Sun God represents cancelling all sorrow and the clear dawn shows the bright future.

6. How does the poet describe the mother's nager? Name the figure of speech?

The poet describes the mother's anger as ' that beat into my ears like gong' The figure of speech employed here is 'simile'.

7. How is the poet answered ? describe the vision.

The poet was answered by a wonderful vision. In the vision he saw motherland sitting on the waves to write the ' Book of Marrow'. She foresaw a new ' destiny', a new bright future, like the bright Sun God, who would wipe out sorrow of the people. The new future will arrive like a 'clear dawn' in which sorrows and worries will run away like a nightmare. The sun beam will save the people like safer hand.

8. What does the motherland writing 'The Book of Marrow' signify?

It signifies the motherland creating the future or destiny of the nation.

9. Explain the line, 'A song bathed in the stainless blue unvapouring in the void'.

These lines were sung by the poet at the last stanza which means pure and significant.

It was bathed in the melodious voice that does not disappear into nothingness.

10. What is the picture of India that you get in the stanza 7 of the poem?

The poet describes the snow covered peaks of the Himalayas. And three oceans covering the southern part of India.

III. Read the following extracts and answer the questions that follow.**1. " Shall I sing of the Himalayas with their snow –born peaks, of three seas that wash your palms'**

- a) Whom does ' I ' refer to ? **the poet**
 b) How are the Himalayas described here? **Himalayas are covered with snow-born peaks.**
 c) Name the three seas. **The Arabian Sea, The Indian ocean, The Bay of Bengal.**

2. " Sing of the beggar and leaper, hat swarm my streets. Sing of the filth and dirt, That foul my sylvan retreats'

- a) Who is the speaker? **The motherland**
 b) What does ' sylvan retreats' mean? **A place of seclusion of in deep woods.**
 c) Why does the speaker ask to sing about beggar and leaper?

To show sympathy and empathy about these people as they come in crowd on streets.

3. " That beat into my ears like gong That flew about me, a pitiful thing, Like great white birds"

- a) Whom does ' pitiful thing' refer here? **The poet himself**
 b) What does 'that ' mean in the context? **The indignant word of the motherland.**
 c) Name the figure of speech used here/ **Simile**

4. "Querulous , I said : is there no song that I can sing of you"

- a) Whom do ' I ' refer here? **The poet**
 b) What do you mean by 'Querulous'? **Complaining**
 c) What is the tone of the speaker? **He is desperate**

5. " Of these you may sing But sing also the strikes , early and late"

- a) Who is the speaker? **The motherland**
 b) Whom do ' you ' refer to ? **The poet**
 c) What does ' Of these ' refer here? **Of these' refers to dams, and lakes, steel mills and ship building yard, and the men that work hard.**

IV. Write the substance of the poem OR Write the vision of the future India.

The poem ' Song of India' is in the form of dialogue between the poet and the motherland. The poet asks motherland if he could sing about the Himalayas, oceans, three seas, but she wishes him to sing about beggar, leaper and untrodden people. When the poet asks the motherland if he might sing about temples, soldiers, seers and prophets. She becomes furious and orders him to sing about millions of people who work hard for their livelihood, the old and experienced, ignorant and helpless children dwelling in bleak and dark homes. Further the poet asks nervously if he would sing about dams and lakes, steel mills, ship building yards, modern technology and atomic age. But she forces him to sing about struggle of the past and present. Finally the poem ends with optimistic view, motherland sitting on the waves incarnating the supreme power to write the destiny of our nation.

JAZZ POEM TWO**-Carl Wendall Hines, Jr****New Words**

Pathetic - exciting compassion - ಕರುಣಾಜನಕ

Wrinkle - a slight line - ನೆರಿಗೆ

Wearies - not interesting - ಅನಾಸಕ್ತಿ

Barley – hardly - ಕಠಿಣವಾಗಿ

Sagging - hanging- ಜೋತುಬಿಳುವ

Yeah - yes - ಹುಂ , ಸೈ

Solitude - alone – ಏಕಾಂಗಿ

Bass - lowest sound of male - ಮೆಲುಧ್ವನಿ

Preach - religious talk - ಧಾರ್ಮಿಕ ಪ್ರವಚನ

Gospel - religious music - ಧಾರ್ಮಿಕ ಸಂಗೀತ ಮಂತ್ರ

Screaming - loud musical sound-ಅತಿಯಾದ ಶಬ್ದ

**UNDERSTAND THE POEM**

1.

| | |
|-----------|----------------------|
| 1. Face | Wrinkled old face |
| 2. Eyes | Closed eyes |
| 3. Ears | Still closed ears |
| 4. Shirt | Faded-blue old shirt |
| 5. Collar | Frayed collar |
| 6. Jacket | Old jacket |

2. He had no interest in life and pain in his heart. He was alone.

3. The word 'old' suggests belonging to the past.

4. He had lost his interest in the life. He was alone. He had more pain. He did not care to wear the torn dress.

5. Yes, He put his head down and eyes still closed but ears brighter up. He played music in low voice.

6. He is meditating on to tell that he was a Black Man to all the world.

7. He has held his instrument(saxophone) by hanging from his neck by a wire coat hanger.

8. The word 'it' refers to the Black Gospel of Jazz.

9. He is supposed to be a bird.

10. The bird became a black man again.

11. Simile – He stands like a black Ancient Mariner.

SUMMARY (In brief)

Jazz player is a poor old black man. His face is unshaven and wrinkled. He wears a faded blue shirt, loose neck tie, old jacket and worn out shoes. Saxophone across his chest is supported by a wire coat hanger. 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.

1. Write the substance of the poem 'Jazz Poem Two'.

Ans: An old Jazz musician is standing like a Black Ancient mariner. His old face is wrinkled and weary. His faded blue shirt has turned dark with sweat. Blue shirt has turned dark with sweat. His stomach is hanging loosely. His jacket is worn out and his necktie is undone and dropping loosely over the jacket. His shoes are torn and are stuffed with paper to cover the holes. His rough unshaven face shows pain. He stands alone head down, eyes closed and ears perked. An old saxophone hangs across his chest supported from his neck by a wire coat hanger. He gently lifts the saxophone to the parted lips. But once he starts playing music he is no longer a Black man but a bird which gathers his wings and flies high and higher. He seems to be spreading the message of God through his music.

2. Describe the physical appearance of Jazz? What special skill did he have?

Ans. : The Jazz player has a rough unshaven face and sagging stomach. He wears a faded blue shirt, a loose necktie and an old jacket. His shoes are run down. Across his chest is an old alto saxophone supported from his neck by a wire coat hanger. The Jazz player at first has a weary expression on his face. He keeps his head down and appears lifeless. When it is his turn to play, he lifts the saxophone to his lips, suddenly; he is filled with a new life. He is no longer an ordinary man. He is like a bird flying higher and higher, totally lost in the beautiful music he produces.

BALLAD OF THE TEMPEST**-James T.Fields****New Words**

Almighty –very great- ಸರ್ವಶಕ್ತಿಯುಳ್ಳ

Peril-danger- ವಿಪತ್ತು, ಅಪಾಯ

Crowd-gather- ಗುಂಪುಗೂಡು

Shatter-break into pieces-ಚೂರು-ಚೂರಾಗು

Blast-gust of wind- ಬಿರುಗಾಳಿ

Rattle-short sharp noise- ಕಟಕಟ ಶಬ್ದ

Thunder-loud noise- ಗರ್ಜಿಸು

Mast-supporting pole in ship- ಆಧಾರ ಸ್ತಂಭ

Shudder-to shake- ಕಂಪನವಾಗು

Stoutest-brave- ಧೈರ್ಯವಂತ

Breakers-large waves-ಅಲೆಗಳು

Stagger-to come unsteadily-ಹೊಯ್ಯಾಡು

Spake-old form of speak-ಹೇಳು, ಮಾತಾಡು

Anchor-secure ship-ವಶಪಡಿಸಿಕೊ

**UNDERSTAND THE POEM**

1. a) We refers to the sailors of that ship. b) Their ship was caught by the violent wind.
2. Know the condition of the weather and essential things of survival.
3. According to the poet a violent storm in winter was fearful thing in winter. The force of wind could damage the ship.
4. At the time of winter the sea water will be very cold. If the ship was broken the condition will be serious. The sailors had to face many difficulties. It affects the sailors to death.
5. They heard the shout of the captain that they were lost.
6. He reacted calmly and said - God is there upon the sea as the God on the land.
7. The innocent words of the maiden (captain's daughter) gave created hope in all the crew mates. Sudden changes also occurred in their heart.
8. It means the ship was built for the purpose of sailing on the sea and ocean. But not to keep safe at the shore. If it is safe at the shore what is its use? It should face the difficulties and help to fulfill the needs of sailors.

SUMMARY (In brief)**One night a ship was caught in a winter storm.****Crew crowded in a cabin and prayed.****Everybody had lost hope.****Captain's little daughter held his hand and asked****if God protected them on the land will he not protect them on the ocean.****Sailors were filled with hope.**

THE BLIND BOY**-Colley Cibber****New Words**

Impair –weak- ದುರ್ಬಲ

Blind-a person who has no eyes- ಕುರುಡ

Sight-scene- ದೃಶ್ಯ

Wondrous- ಅದ್ಭುತಗಳು

Warm-heat/hot- ಶಾಖ

Sighs-sadness sound-ದುಃಖದ ಧ್ವನಿ/ಶಬ್ದ

Often-again and again-ಮೇಲಿಂದ ಮೇಲೆ

Mourn- ಮರುಗು,ವ್ಯತೆಪಡು

Hapless-unlucky-ದುರದೃಷ್ಟ

Patience-edurance-ಸಹನಶೀಲತೆ

Woe-grief- ದುಃಖ

Cheer-gladness-ಸಂತೋಷ

**UNDERSTAND THE POEM**

1. The poet's voice is as a blind boy.
2. The eyesight person can see everything in the nature like sun, moon, stars, mountains and rivers etc.
3. When the blind boy awakes then it is day and when he sleeps then it is night for him.
4. The reader is sympathizing with the blind boy.
5. A lossa poor blind boy.

Read and appreciate.

1. b) curiosity
2. warm
3. The blessings of the sight.

SUMMARY (In brief)

**The Blind boy is the speaker.
 He cannot see day and night.
 He can only feel the warmth of the sun.
 To him, when he sleeps it is night, when awake day.
 People pity him. But he is happy with what he has.**

OFF TO OUTER SPACE TOMORROW MORNING**-Norman Nicholson****New Words**

Trek-travelling by wagon- ಬಂಡಿಯಲ್ಲಿ ಪ್ರಯಾಣಿಸು.

Excitement-excited state of mind- ಭಾವೋದ್ವೇಗ

Eagerness-desire- ಬಯಕೆ,ಆತುರತೆ

Enthusiasm-intense interest-ಉತ್ಸಾಹ

Hail-frozen particle of ice-ಮಂಜುಗಡ್ಡೆ ತುಂಡು

Confinement-imprisonment- ಬಂಧನ

Capsule-force of graviry-ಗುರುತ್ವಾಕರ್ಷಣೆ ಬಲ

Tracking-following-ಹಿಂಬಾಲಿಸು

Dense-crowded- ದಟ್ಟವಾದ

Apprehension-dread- ಭಯ ಶಂಕೆ

Doubt-ಸಂದೇಹ

Doze-sleep- ಮಲಗು

Solitary-alone-ಏಕಾಂಗಿ

Gaol-prision-ಜೈಲು

Afar-far away-ಬಹು ದೂರ

Thrust – push - ದೂಡು

UNDERSTAND THE POEM

1. Count down and Last look
2. c) apprehension
3. In space, there would be no night and day, nor would there be a change of seasons. So, there would be no need for any calendar or clock.
4. There was no change in atmosphere and there was no work.
5. He was alone and there were no facilities of communication, letter and mail.
6. There is the absence of gravitation force.
7. Tracking through your telescope my upward shooting star.
8. a) I don't think I will have time to think about you.

EXTRACTS**1. "There won't be any calendar, there won't be any clock;**a. Where is the speaker experiencing this? **Ans: Space**

b. Why will there be no calendars or clocks?

Ans. : There is no concept of time while flying through space. So there are no calendars or clocks.**2. "With tea cups circling round me like the planets round the sun"**a. Where would the speaker experience this? **Ans: In space**

b. Why does the speaker have the above feeling?

Ans.: There is no gravitational force in space. So everything floats.**3. I'm off to outer space tomorrow morning?**a. Who is off to outer space? **Ans: The speaker/the poet**

b. Why is this above line repeated several times in this poem?

Ans: The poet would be alone in a world of his own. To emphasis his loneliness this above line is repeated**SUMMARY (In brief)**

The poet is leaving to space the next day. There would be no night or day or any change of season. So, Calendars and clocks are useless. Nobody will visit him or write to him. He would be like a prisoner in space. He is not sure of returning to earth.

QUOTE FROM MEMORY -**(4 marks)****POEM -02****Quality of Mercy -William Shakespeare**

The quality of mercy is not strain'd;
 It droppeth as the 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 sceptred 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.

POEM -07**THE BLIND BOY**

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

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?

My day or night myself I make,
 When'er I sleep or play;
 And could I ever keep awake
 With me 'twere always day.

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

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.

- Colley Cibber.

Supplementary Reader - (2x2=4)

1. Narayanpur Incident

I. Answer the following in two or three sentences

1. Why had the students been marching? How was it an unusual march?

Ans: The students had been marching to protest against the British to quit India. It was an unusual march because the protest went silently without slogans, without shouts.

2. Babu and Manju were a bit disappointed with the way students were marching. What was the reason?

Ans: Babu and Manju were a bit disappointed with the way students were marching. Because, the students protested silently. They just handed The DSP, a piece of paper and turned their backs. one of them shouted 'Mahatma Gandhiji ki Jai'. The others shouted back loudly.

3. What had the police expected about the way of protest?

Ans: The police expected that the students protest against the British violently. So the policemen appeared all along the road. Some of them walked in front of the students, some by their sides. but it was a Non-violent protest.

4. What was there in the 'mysterious parcel'? What suspicion did the police have about that?

Ans: There was a cyclostyling Machine in the 'mysterious parcel'. the police suspected that Mohan had been making copies of Mahatma Gandhiji's speech and some people were hiding secretly to work against the British.

5. Why had Patil, the sub-inspector come there? Who believed him? What was the result?

Ans: Patil, the sub-inspector had come there to inform Mohan that there was a search that night their home. It was to search the cyclostyling machine which they used to make copies of Gandhiji's speech. Mohan's mother believed them. She took the machine and handed over to the sub-inspector.

2. On Top of the World

| Supplementary Reading -02 | On Top of the World |
|---|--|
| Life Sorrowful | Dicky Dolma lost her mother when she was 11. She lost her elder brother too. |
| Biggest headache (Problem) | Dolma's father was bedridden. she was not financially sound and she needed a lot of money for her father's treatment. |
| Preparedness of scaling Mount Everest | Dolma got training in Manali. She believed that success always follows dedication, determination and hard work. She practiced 4 hours every day. |
| Says about view from top of Mount Everest | Dolma told that only an everester can feel and understand the beauty of the view. But it can't be described in words. |
| We learn from her life | Whenever hurdles come, we must face them boldly. We should learn to face the brute. We should be workers but not shirkers. |

3. A GREAT MARTYR EVER CHERISHED

| Supplementary Reading -03 | A GREAT MARTYR EVER CHERISHED |
|---|---|
| About 'Smile' | Hanifuddin was 25 years old. He was a soldier. He participated in kargil war in 1999 and sacrificed his life for country. We observe a smile on the face of hanif which makes us feel very sad for his untimely death and his bravery. |
| Chose as his mission | Hanif knew that life was short; he wanted to serve the nation. |
| Beginning life was never a smooth sail | Hanif lost his father when he was 8 years old. He had 2 young brothers. His mother was a vocal artist. |
| Absence of mother from home children taught | Hanif and his brothers to do their work independently. They got up early on their own and got ready for school. They learnt that one's duty is very important to come up in life. |
| 'Introvert' hanif | Hanif began to make friends at the age of fourteen. He often went out of his way to help people. By doing so, he derived joy. Seniors appreciated Hanif's helping nature. |
| I M A Training experience | Hanif felt that the training was tough. He had to take cold water bath at midnight. The gentle hanif became a changed man |
| Life 'ekdam bindas' | Hanif dabbled in art, sketched very well. He made beautiful cards out of waste material. He read books and loved playing the drums. |
| Dreams of Hanif | Hanif had dreams that he would rise up the ranks. This dream could not be fulfilled because he was killed in the kargil war. His other dream was that a post be named after him. This dreams came true when the sub-sector was named after him. |
| We learn from his life | Our youths should learn to stand on their own legs. They must be ready to sacrifice anything for the nation. They are expected to face difficulties or obstacles boldly. |

4. The Bird of Happiness

| The wishes of the three monsters | The wishes of Wangjia |
|--|--|
| The three monsters wished to kill Lousang's mother , poison old gaffer Silong and gouge the eyes of Bhima. | But wangjia wished for the happiness of people. Wangjia's wishes were unselfish, sympathetic and kind. |

| | Monster's challenges | Wangjia's answer/actions |
|-----------------------|--------------------------|---|
| First Monster | Kill Lousang's mother | I love my mother and I don't kill other's mother |
| Second Monster | Poison old gaffer Silong | I love my grandpa and I don't kill other's grandpa. |
| Third Monster | Gouge Bhima's eyes | No one has the right to destroy girls pretty eyes. I will never gouge Bhima's eyes. |

| | His beard | voice | Punishment given to Wangjia |
|-----------------------|-----------|-----------------|-------------------------------------|
| First Monster | black | Voice of a crow | To walk for 900 miles across scree. |
| Second Monster | Brown | Whistling wind | To starve to death. |
| Third Monster | white | thunder | Gouged his eyes |

VOCABULARY (4 MARKS)**Collections****(1 marks)****Combine the word in column 'A' with its collective word in 'B' :**

| A | B | |
|---------------|-------------------------------------|------------------|
| 1. speed | [walk, cooking, break, reading] | Ans: break |
| 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 | [bill, exam, development, donation] | Ans: bill |
| 13. board | [bus, seat, bed, bike] | Ans: bus |
| 14. loud | [voice, whisper, blink, simile] | Ans: voice |
| 15. sweet | [growth, memory, design, colour] | Ans: memory. |
| 16. book | [pen, pencil, study, worm] | Ans: worm. |
| 17. long | [run, short, small, food] | Ans: run. |
| 18. earth | [sun, water, quake, moon] | Ans: quake. |
| 19. railway | [form, run, station, go] | Ans: station. |
| 20. post | [book, box, pen, table] | Ans: box. |
| 21. wall | [door, clock, journey, book] | Ans: clock. |
| 22. blood | [water, bank, post, food] | Ans: bank. |
| 23. photo | [man, colour, black, studio] | Ans: station. |
| 24. money | [order, stamps, coins, letter] | Ans: order. |
| 25. charming | [pen, book, table, girl] | Ans: girl. |
| 26. dinner | [food, taste, party, night] | Ans: party. |
| 27. self | [myself, discipline, party, money] | Ans: discipline. |
| 28. wheel | [paper, book, table, chair] | Ans: chair. |
| 29. police | [nurse, doctor, constable, school] | Ans: constable. |
| 30. hand | [pants, shirt, socks, kerchief] | Ans: kerchief. |
| 31. twinkling | [star, moon, earth, sun] | Ans: star. |
| 32. break | [last, first, past, fast] | Ans: fast. |
| 33. freedom | [boxer, fighter, swimmer, men] | Ans: fighter. |
| 34. leave | [question, letter, answer, box.] | Ans: letter. |
| 35. gentle | [cow, dog, man, woman] | Ans: man. |

PREFIXES**(1x1=1)****Usage of the suitable prefix for the following words to make opposite.**

- ▣ Efficient x inefficient
- ▣ wise x unwise
- ▣ pure x impure
- ▣ honest x dishonest
- ▣ correct x incorrect
- ▣ certain x uncertain
- ▣ possible x impossible
- ▣ respect x disrespect
- ▣ accurate x inaccurate
- ▣ pleasant x unpleasant
- ▣ polite x impolite
- ▣ satisfaction x dissatisfaction
- ▣ complete x incomplete
- ▣ interesting x uninteresting
- ▣ patience x impatience
- ▣ comfort x discomfort
- ▣ sincere x insincere
- ▣ holy x unholy
- ▣ pertinent x impertinent
- ▣ continue x discontinue
- ▣ justice x injustice
- ▣ popular x unpopular
- ▣ perfect x imperfect
- ▣ honest x dishonest
- ▣ decent x indecent
- ▣ grateful x ungrateful
- ▣ proper x improper
- ▣ prove x disprove
- ▣ direct x indirect
- ▣ important x unimportant
- ▣ mortal x immortal
- ▣ believe x disbelieve
- ▣ dependent x independent
- ▣ done x undone
- ▣ probable x improbable
- ▣ obey x disobey
- ▣ vulnerable x invulnerable
- ▣ do x undo
- ▣ appear x disappear
- ▣ curable x incurable
- ▣ worthy x unworthy
- ▣ honour x dishonour

- ▣ luck x illuck
- ▣ like x unlike
- ▣ agree x disagree
- ▣ legal x illegal
- ▣ usual x unusual
- ▣ appear x disappear
- ▣ guide x misguide
- ▣ able x unable
- ▣ order x disorder
- ▣ lead x mislead
- ▣ just x unjust
- ▣ place x misplace
- ▣ lucky x unlucky
- ▣ encourage x discourage
- ▣ judge x misjudge
- ▣ happy x unhappy
- ▣ fortune x misfortune
- ▣ countable x uncountable
- ▣ understand x misunderstand
- ▣ ripe x unripe
- ▣ vegetarian x non-vegetarian
- ▣ successful x unsuccessful
- ▣ violence x non-violence
- ▣ fortunate x unfortunate
- ▣ controversial x non-controversial
- ▣ satisfied x unsatisfied
- ▣ clockwise x anticlockwise
- ▣ hesitantly x decisively
- ▣ happily x unhappily
- ▣ responsible x irresponsible
- ▣ deserving x undeserving
- ▣ relevant x irrelevant
- ▣ regular x irregular
- ▣ comfortable x uncomfortable
- ▣ aware x unaware
- ▣ proportionate x disproportionate
- ▣ like x dislike
- ▣ literate x illiterate
- ▣ known x unknown
- ▣ advantage x disadvantage
- ▣ active x inactive
- ▣ civilized x uncivilized

Antonyms (Opposite words)

1. Difficult X Easy
2. Full X Empty
3. Broad X Narrow
4. Kind X Cruel/ Unkind
5. Lose X Gain
6. Life X Death
7. Dirty X Clean
8. Weak X Strong
9. Reward X Punishment
10. Soft X Hard
11. Bold X Timid (coward)
12. Laugh X Weep (cry)
13. Arrive X Depart
14. Arrival X departure
15. Same X Different
16. Long X Short
17. Slow X Fast
18. Accept X Reject/ Refuse
19. Young X old
20. True X False
21. Right X Wrong
22. Rich X poor
23. Brave X Timid
24. Encourage X Discourage
25. Patriot X Traitor
26. Triumph X Defeat
27. Superior X Inferior
28. Intelligent X Dull
29. Always X Never
30. Demolish X Construct
31. Success X Failure
32. Careful X Careless
33. Sweet X bitter
34. High X Low
35. Wise X Foolish
36. Presence X absence
37. Help X Hinder
38. Ignorant X Intelligent
39. Clever X fool
40. Mighty X Weak
41. Useful X Useless
42. Permanent X Temporary
43. Proud X Humble
44. Quick X Slow
45. Lenient X Strict
46. Heavy X Light
47. More X Less
48. Remember X Forget

49. Safe X Unsafe/Dangerous
50. Certain X Uncertain
51. below X Above
52. Reprimand X Praise
53. Achievement X Failure
54. Profit X Loss
55. Initially X Finally
56. Serious X Casual
57. Great X Silly
58. Grieving X Enjoying
59. Bitter X Sweet
60. Strong X Weak /feeble
61. Mighty X Feeble
62. Miser X Generous
63. Come X Go
64. Tell X Ask
65. Buy X Sell
66. Right X Wrong
67. Right X Left
68. Remember X Forget
69. Give X Take
70. Master X Servant
71. Master X Student
72. Before X After
73. Big X Small
74. Vanish X Appear
75. Glad X Grieve
76. Fast X Slow
77. Superiority X Inferiority
78. First X Last
79. Dream X Realize
80. Alive X Dead
81. Celebrate X Mourn
82. Affluent X Poor
83. Generous X Miser
84. Good X Bad
85. High X Low
86. Active X Passive
87. Outer X Inner
88. Famous X Notorious
89. Best X Worst
90. Stronger X Weaker
91. Special X Ordinary
92. Silly X Great
93. Together X Singly
94. Attack X Defend
95. Heavy X Light

96. Defeat X Victory (win)
97. Proud X Humble
98. Reward X Insult
99. Aristocratic X poor
100. Generosity X Miserliness
101. Oblige X Refuse
102. Dry X Wet
103. Won X Lost
104. Acknowledge X Reject
105. Widow X Widower
106. Lady X Gentleman
107. Hard X Soft
108. Patriot X Traitor
109. Less X More
110. Silent X Aggressive
111. Mean X Great
112. Brave X Coward
113. Glad X Sad
114. Happy X Unhappy
115. Quit X Join
116. Present X Absent
117. Stop X Allow
118. Full X Empty
119. Notice X Ignore
120. Poverty X Richness
121. Foolish X Wise
122. Empty X Full
123. Clever X Foolish
124. Order X Request
125. Beautiful X Ugly
126. Charming X Ugly
- Fair X Ugly
- Attractive X Ugly
127. Ever X Never
128. Prolific X Barren
129. Open X Close
130. Save X Spend
131. Cool X Hot
132. Frown X Smile
133. Bud X Flower
134. More X Less
135. Leader X Follower
136. Former X Later
137. New X Old
138. Ancient X Modern
139. Powerful X Powerless
140. Quickly X Slowly

141. Interesting X Boring
 142. Begin X End
 143. Suffer X Enjoy
 144. Open X Close
 145. Large X Small
 146. Appeal X Command
 147. Request X Order
 148. Strength X Weakness
 149. Increase X Decrease
 150. Expand X Contract
 151. Fastest X Slowest
 152. Highest X Lowest
 153. Feat X Failure
 154. Easy X Difficult
 155. Mighty X Feeble

156. Native X Foreign
 157. Tough X Smooth
 158. Never X Always
 159. Wrong X Right
 160. Friend X Enemy
 161. Sunrise X Sunset
 161. Sunrise X Sunset
 162. Phenomenal X Ordinary
 163. Bright X Dim
 164. Tragedy X Comedy
 165. Professional X Amateur
 166. Unique X Common
 167. Sad X Happy
 168. Permanent X Temporary
 169. Civilization X Barbarism

170. Civilized X Barbarous
 171. Kind X Cruel
 172. Hot X Cold
 173. Gay X Sad
 174. Light X Shadow
 175. Shut X Open
 176. Near X Far
 177. Enter X Exit
 178. Dirty X Clean
 179. Quiet X Noisy
 180. Strict X Lenient
 181. War X Peace
 182. Slavery X Freedom
 183. Painful X Painless
 184. Thankful X Thankless
 185. Merciful X Merciless

Spelling

(1 marks)

Scramble the letters to form words. See the meaning clues in brackets.

1. a t r t e f l _____ (praise) Ans: fletter
 2. b o u d t _____ (suspect) Ans: doubt
 3. r a g t e d y _____ (unhappy ending) Ans: tragedy
 4. r a g f e n m t _____ (a piece) Ans: fragment
 5. r a e t l _____ (careful) Ans: alert
 6. c a c s r l y t _____ (short supply) Ans: scarcity
 7. y m t s a t h p e i c _____ (not cruel) Ans: sympathetic

1. ulbrgra - burglar
 2. reaemngnet - agreement
 3 rcrhoad - orchard
 4. natmuoni - mountain
 5. amrtsoe - mastreo
 6. irlecam - miracle
 8. wazdri - wizard
 9. gposle - gospel
 10. sdiocevyr - discover
 11. rrppeoyt - property
 12. ppluora - popular
 13. llepbsonud -spellbound
 14. nmotsre - monster
 15. xelopinso - explosion

1. Olyla -
 2. Ggrade -
 3. Edde -
 4. Baoed -
 5. Now -
 6. Areg -
 7. Rcawl -
 8. Obthre -
 9. Rtilfe -
 10. Lftalvet -
 11. Lgistn -
 12. Lgaem -
 13. Termro -
 14. Lasoce -
 15. Zoed -

16. lbsseing -
 17. stpudi -
 18. odtub -
 19. sotaliry -
 20. gola -
 21. aafr -
 22.sacree -
 23. beonck -
 24. amtibion -
 25. Rpeytt -
 26. Suonmm -
 27. Diayl -
 28. Egare -
 29. Rreor -
 30. Fare -

Syllables**(1 marks)****The Listen Method Rules**

Say the word.

How many times do you hear "A, E, I, O, U" as a separate sound?

This is the number of syllables.

The Chin Method Rules

Put your hand under your chin.

Say the word.

How many times does your chin touch your hand?

This is the number of syllables.

The Clap Method Rules

Clapping may help you find syllables.

Say the word.

Clap each time you hear "A, E, I, O, U" as a separate sound.

The number of claps is the number of syllables.

The Robot Speak Method Rules

Make believe you are a robot from the year 2000.

Say a word as this robot.

Pay attention to the pauses you make.

How many parts did you break your word into?

Example:

robot = "ro" *pause* "bot"... 2 syllables

Listen: pronouncing robot sound

This is the number of syllables.

The Written Method Rules

- Count the number of vowels (A, E, I, O, U) in the word.
- Add 1 every time the letter 'y' makes the sound of a vowel (A, E, I, O, U).
- Subtract 1 for each silent vowel (like the silent 'e' at the end of a word).
- Subtract 1 for each diphthong or triphthong in the word.
- Diphthong: when 2 vowels make only 1 sound (aw, oy, oo)
- Triphthong: when 3 vowels make only 1 sound (iou)
- Add 1 if the word ends with "le" or "les".
- The number you are left with is the number of syllables in your word.

Syllable Division Rules**Separate prefixes, suffixes, and root words**

pre/view, work/ing, re/do, end/less, out/side

Are two consonants next to each other? Divide in between them

consonant = a letter that is not a vowel

buff/fet, des/ert, ob/ject, ber/ry, fer/ry

Never split 2 consonants that (when pronounced together) make only 1 sound
"th", "sh", "ph", "t", "ch", and "wh"**Is the consonant surrounded by vowels?****Does the 1st vowel have a long sound? (Like the 'i' in line)**

Divide before the consonant.

ba/by, re/sult, i/vy, fro/zen, Cu/pid

Does the 1st vowel have a short sound? (Like the 'i' in mill)

Divide after the consonant.

rav/age, met/al, riv/er, mod/el, cur/tail

Is there a 'ckle' in the word? Divide right before the 'le'.

tack/le, freck/le, tick/le, buck/le

Is there a 'le' (no 'ck' in front)? Divide 1 letter before the 'le'.

ap/ple, rum/ble, fa/ble, ta/ble

Examples for exercise:

- little: lit / tle
- petal: pet / al
- turtle: tur / tle
- ankle: an / kle
- riddle: rid / dle
- arrow: ar / row
- nickle: nick / le
- cotton: cot / ton
- student: stu / dent
- teacher: teach / er
- children: chil / dren
- pottery: pot / ter / y
- learning: learn / ing
- textbook: text / book
- watching: watch / ing
- screaming: scream / ing
- misbehaving: mis / be / hav / ing

Types of Syllables

| | |
|----------------|--|
| Closed | A syllable in which a single vowel is followed by a consonant. The vowel sound is usually short. (rab*bit, cam*el, ham*ster) |
| Open | A syllable ending with a single vowel. The vowel is usually long. (me, ve*to) |
| r-controlled | A syllable in which the vowel(s) is followed by the single letter r. The vowel sound is neither long nor short and when heard, sounds like it is controlled by the r. (chart, fern, pour, tar*get, whisp*er) |
| Vowel Team | A syllable containing two letters that together make one vowel sound. The vowel sound can be long, short, or a diphthong. (plain, show, heav*y, boy, cow, cloud*y, boil*ing) |
| Vowel-silent e | A syllable with the long vowel-consonant-silent e pattern. (shape, cube, slide, be*have) |
| Consonant + le | An unaccented final syllable containing a consonant plus -le. (ap*ple, tur*tle, ta*ble, lit*tle) |

Syllable Patterns

We use animal words to help us remember each pattern.

| Pattern | Division | Key Word | Definition |
|---------|----------|----------|--|
| VVCCV | VC/CV | Rab*bit | If a word has two consonants in the middle, divide between them. When a consonant digraph stands between two vowels, divide the syllables before or after the digraph. |
| VCV | V/CV | Mu*sic | If a word has one consonant between two vowels, divide the word before or after |
| VCV | VC/V | Cam*el | |

| | | | |
|--------|---------|----------|---|
| VCCCV | VC/CCV | Ham*ster | the consonant. The V/CV division is the most common. If the pattern is V/CV the vowel will most always say its long sound. If the pattern is VC/V the vowel will say its short sound. Try it both ways and determine which pronunciation sounds best. |
| VCCCCV | VC/CCCV | Ham*ster | Words with three or more consonants in the medial position always contain a blend, and almost always have a closed first syllable. |
| VV | V/V | Li*on | Words with four or more consonants in the medial position always contain a blend, and almost always have a closed first syllable. If a word has two or more vowels together that make two different sounds, divide between the two vowels. |

One Syllable Words That Rhyme With Confused

bruised, cruised, fused, mused, oozed, rused, used

Two Syllable Words That Rhyme With Confused

abused, accused, amused, bemused, confused, defused, diffused, enthused, excuse d, infused, misused,perused, recused, refused, reused, suffused, transfused, unuse d

Three Syllable Words That Rhyme With Confused

disabused, overused, underused

Identify the number of syllables in the following words:

- 1. Determination - 5
- 2. Statement - 2
- 3. School - 1
- 4. Ideal - 2
- 5. Who - 1
- 6. Hero - 2
- 7. Success - 2
- 8. Understand - 3
- 9. Complete - 2
- 10. Answer - 2
- 1. accept -
- 2. canteen -
- 3. again -
- 4. conscience -
- 5. reflection -
- 6. school -
- 7. direction -
- 8. people -
- 9. quizary -
- 10. whole -

- 11. accept -
- 12. canteen -
- 13. again -
- 1. Conscience -
- 2. Reflection -
- 3. school -
- 4. direction -
- 5. people -
- 6. quizary -
- 7. whole -
- 8. section -
- 9. continent -
- 10. taller -
- 11. adventure -

- 31. English -
- 32. Determine -
- 33. anger -
- 34. wide -
- 35. ago -
- 36. student -
- 37. education
- 38. teacher -

Give one word for the following:**(1 marks)**

- | | |
|---|------------|
| 1. One who enters the house to steal. | (burglar) |
| 2. To speak in a very kind way. | (polite) |
| 3. To talk in a low voice. | (whisper) |
| 4. To make movements with hands. | (gesture) |
| 5. Lower the body close to the ground. | (crouch) |
| 6. One who travels to workplace daily. | (commuter) |
| 7. The man that a woman is engaged to. | (fiance) |
| 8. A person who loves his country. | (patriot) |
| 9. A piece of land which fruit trees are grown. | (orchard) |
| 10. A person who makes figures in stone, wood, metal etc. | (sculptor) |

Homophones (For previous knowledge)

Two or more words having similar pronunciation but different spelling and meaning are called Homophones.

Point out the difference in meaning between the pair of words.

A. Fill in the blanks with appropriate word.

- We had _____ many apples to carry.(to/too/two)
- I _____ a horse at the Marina beach .(road/rode)
- Did you have a _____ for lunch?(pare/pair)
- The books are over _____ on the shelf.(their/there)

B. Fill in the blanks with a suitable homophone and a complete the story.

This is a _____ (storey/story) told by a _____ (night/knight). Once he received letter. When he _____ (red/read) it _____ (through/threw), he could not believe his own eyes. _____ (For/Far), it was written _____ (buy/by) none other than the queen of the land. She asked him to meet her _____ (at/yet) a secret place. The knight was in a fix. But he thought _____ (of/off) a plan to tide over this problem. He _____ (vent/went) to the meeting place, not alone, but along with his _____ (fair/fare) wife. Can you guess what happened then?

C. Complete the sentence by using a suitable word in the bracket:

- Once a _____ went to meet our _____ Chief minister S.M.Krishna.(former/farmer)
- Raju and I went to a shop to _____ dresses _____ a car.(by/buy)
- Yesterday I watched a movie. I already _____ the story from my brother. So it did not seem _____ to me. (new/knew)
- I have _____ the scene of Sunset at Agumbe many times in my life

SECOND LANGUAGE ENGLISH STUDY MATERIAL 2018-19
SECTION - B

READING (8 MARKS)

(Suggested examples) Reading a passage

(1x4=4)

Charlie Chaplin(Charles Spencer Chaplin) was born on 16th April at Kennington in London. At an early age, Charlie performed on stage with his father and brother, Sydney. By the age of eighth, Charlie Chaplin was already a seasoned stage performer. His skill as a comedian developed under the guidance of Fred Karno.

1. Who is the paragraph about? Ans: The paragraph is about Charlie Chaplin.
2. Which sentence in the paragraph suggests that he was born in a family of actors?
Ans: At an early age, Charlie performed on stage with his father and brother, Sydney.
3. Charlie Chaplin was a great comedian. Tick the right one (~~true/false~~)
4. Who was his tutor in the art of acting? Ans: Fred Karno.

Reading a dialogue/conversation

(2x1=2)

A dialogue is given below. Read it and answer the questions that follow:-

Father : Father, I suggest we sell the land.
Grand Father: (keeps silent for a moment) No, We should not.
Father : But, why?
Grand Father: it is inherited .It's my prized possession.

1. The silence of grandfather suggests his _____ (willingness/unwillingness) to sell the land.
(Tick the right word)
2. Which word in the conversation above means property? Ans: possession

Reading a picture

(1x1=1)

Look at the two lines. Write a sentence using 'longer than' based on what you see:

_____ _____
Line A Line B

Ans: Line A is longer than Line B.

Reading a phrases and idioms

(1x1=1)

The aeroplane took off /took on at the right time. (Tick the right phrase and write it separately)
Ans: The aeroplane took off at the right time.

Reading a poem

The Eagle

- Alfred Lord Tennyson

He clasps the crag with hooked hands
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Meanings

clasp - hold firmly
crag - a rough mass of rock
azure - blue
crawl - moves with the body in contact with the floor

1. What does the phrase 'hooked hands' suggest?
Ans: The 'hooked hands' suggests the legs of the eagle.
2. What is the attacking of the eagle compared to? **Ans: To the thunderbolt**
3. Which is the exaggerated expression in the poem?
Ans: Close to the sun in lonely lands.

Note : Practise reading of advertisements ,newspaper articles, graphs, pamphlets

WRITING (8 MARKS)**LETTER WRITING (4 marks)****1) Personal letter.**

Imagine that you are Suresh / Sudha Xth standard, Govt High school, Belgaum.

Write a letter to your father requesting him to send Rs. 500, for your school Excursion, using the following clues given below:- (Your studies – period of holidays – school’s plan for a trip – places to be visited - Amount of expenditure – request for money.)

**Suresh / Sudha
Xth standard,
Govt High school, Belgaum**

Date : - 01-01-2016

Dear Father,

I am fine, How are you? I hope you and mother are also fine. I am studying well, My teachers are teaching well. I study for six hours a day. We have 15 days holidays. Our school teachers have planned for excursion (tour) to Belur, Halebidu, Mysore, Srirangpatana. They have fixed Rs. 500 for excursion. I want to go on excursion. Please send me Rs. 500/-

**Yours Affectionately
Suresh/ Sudha.**

**To Address,
Ramanna
3rd main, IInd Cross,
Vidyagiri, Bagalakot**

PERSONAL LETTER – 2

Imagine that you are Varun / Vani residing at Mallshwarm Bangalore. Write a letter to your friend informing about your preparation for the fourth coming public Examination use the following clues. (Hours of study – time table – tests conducted – marks scored – opinion of teacher – your plan and effort to score good marks)

**Varun / Vani
Mallshwarm, Bangalore**

Date:-

Dear friend Raju,

I am fine, How are you? I hope you are also fine. We have the public examination in April 2010. I am studying well. My teachers are teaching well. I study for six hours with the help of study time table, in all the tests conducted. I have scored good marks My teachers opine that I can get first class. I am working hard to get distinction.

Please write about your studies.

**Yours Sincerely
Varun/ Vani**

**To,
Raju,
Govt, High School,
DHARAWAD**

OFFICIAL LETTERS – 1 Imagine that you are Umesh / Uma Govt. High School Pattadakallu. Write a letter to your Head master requesting him to grant you leave using the clues given below. Class and section – laid up with a severe fever – doctor’s advice to take rest – four day’s leave – the way you compensate your absence.

From,
Uma / Umesh
Govt, High School,
Pattadakallu .

Date:-
Place: - Pattadakallu

To,
The Head Master
Govt, High School,
Pattadakallu.

Respected Sir,

Subject:- Asking for four days leave.

I am uma, studying in 10 A section. I am suffering from a severe fever. I cannot attend the class. Please grant me four day’s leave. I will get notes from friends and discuss about the lessons.

Thank you,

Yours Obediently,
Uma / Umesh

OFFICIAL LETTER – 2 Imagine that you are Dinesh/ Divya, Govt High School, Chikmagalore. Write a letter to your Head Master requesting him to issue Transfer Certificate and character certificate. Clues - You have passed S.S.L.C – need T.C and C.C for further education – expecting early response – expressing oblige.

From,
Dinesh/ Divya
Govt.High School,
Chikmagalore.

Date:-
Place: - Chikmagalore.

To,
The Head Master,
Govt High School,
Chikmagalore.

Respected Sir,

Subject: - Issue Transfer Certificate and Character Certificate.

I have passed S.S.L.C in April 2014. in first class. I want to join P.U.C and continue my education. Please issue my transfer certificate and character certificate,

Thank you,

Yours Sincerely
Dinesh/ Divya

Paragraph composing using a Profile (example)**(4 marks)**

Below is a profile of Mr.RamaKrishna the school clerk. Write the information in the form of a paragraph.

age: around 40 years

Height and weight: 6 feet, solid built

Family: small – one male and a female-college –going

Reason for his popularity: helpful, best gardener

Education; B.Com graduate

Hobbies: gardening, bee keeping, coin collection

Mr. Ramakrishna is 40 years old. He is a school clerk. He has solid built physique and six feet tall. He is happy with his small family –wife, a son and a daughter. Both his children are college going. He is a commerce graduate. Gardening, bee keeping and coin collection are some of his hobbies. He is a very popular person in his locality because, he is helpful and soft-spoken. He is not only a loving father but also an ideal gentleman among his neighbors.

EDITING**(1x2=2)**

Task1;A paragraph is given below .It has four errors. Edit the paragraph clues are given.

The old man came in. He bow to all of us. Then he removed his hat and glove. He handed over his things for the boy. The boy stood behind the old man’s chair.

Clues

- a. verbal mistake to be corrected. b. noun plural to be used
c. preposition to be corrected d. apostrophe to be used

Ans; The old man came in.He **bowed** to all of us. Then he removed his hat and **gloves**. He handed over his things **to** the boy. The boy stood behind the old **man’s** chair.

Task2; Edit and rewrite the following article written by your friend for the school magazine on “Rockets.”

Rockets carry satellites and people into space. a rocket burn fuel produce an jet of gas. The hot gas expands and is blast downwards causing a force to push the rocket up. The first liquid-fuelled rocket is launched in 1926.it reached 12.5M.The flight lasted 2.5 seconds. There many kind of rockets. Today rocket such Ariane 5is used to send satellites. It’s size determine whether it is send up by a small or large rocket.

(Note your editing includes corrections, deletions, additions, substitutions. wherever necessary)

Ans: Rockets carry satellites and people into space. **A** rocket **burns** fuel **which produces** a jet of gas. he hot gas expands and **blasts** downwards causing a force to push the rocket up. The first liquid-fuelled rocket **was** launched in 1926.**It** reached 12.5M.The flight lasted **for**2.5 seconds. There **are** many **kinds** of rockets. Today rocket such Ariane **5 is** used to send satellites. **Its** size determine whether it is send up by a small or large rocket.

A paragraph is given below. It has four errors. Edit the paragraph. Clues are given.

'Are you coming, manju ?' Babu asked 'coming where' said Manju. Even as the brother and sister were talking they hear magical words' they are coming the children like others, rushed out, heedless of a rain.

- a) Capital letter to be used -Are you coming Manju?
- b) question mark to be used -coming where?
- c) verbal mistake to be corrected -they heard magical words
- d) Article to be corrected -they are coming children like others.

A paragraph is given below. It has four errors. Edit the paragraph. Clues are given

During the holidays, I go to my friends' village. It was a small village. It was a small village for 200 homes the villagers led a simple living. I stayed here and enjoyed myself very more.

- * Correct form of the verb to be used -I went to my friends' village.
- * Preposition to be corrected -It was a small village of 200 homes
- * Correct form of the word to be used-The villagers led a simple life.
- * Correct the adverb. -I stayed there and enjoyed myself very more.

The following paragraph has four errors. Edit the paragraph and correct them, and rewrite the paragraph in the space provided : (clues are given below)

As soon as geeta received the message, she lefted in a taxi and came on the play ground. Her son was playing some childs. She thought her son was not injured.

- (a) Capital letter to be used. -As soon as Geeta received the message
- (b) Verbal mistake to be corrected. -She left in a taxi
- (c) Preposition to be corrected. -and came to the play ground.
- (d) Correct plural form of noun to be used. - her son was playing with some children

A paragraph is given below. It has four errors. Edit the paragraph, and write the paragraph. Clues are given.

A cricketer uses to sing all through many pleasant month of summer and spring. When winter arrived, he found that there was no food at home. then he said, "What will become of me"

Clues :

- a) Verbal mistakes to be corrected. -A cricketer used to sing
- b) Noun plural to be used. -all through many months of summer
- c) Capital to be used -Then he said,
- d) Correct punctuation mark to be used. - What will become of me?

Grammar [language use]**Direct Speech into Indirect Speech (reported speech)****(1x2=2)**

What is reported speech?

Reported speech is when you tell somebody else what you or a person said before.

Distinction must be made between direct speech and reported speech.

Direct speech vs Reported speech:

Direct speech

She says: "I like tuna fish."

She said: "I'm visiting Paris next weekend"

Reported speech

She says that she likes tuna fish.

She said that she was visiting Paris the following weekend.

Different types of sentences

When you use reported speech, you either report:

- statements
- questions
- requests / commands
- other types

A. Reporting Statements

When transforming statements, check whether you have to change:

- pronouns
- tense
- place and time expression

1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example:

She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

2- Tenses

- If the sentence starts in the present, there is no backshift of tenses in reported speech.
- If the sentence starts in the past, there is often backshift of tenses in reported speech.

Direct speech

"I write poems."

"I write poems."

Reported speech

He says that he writes poems.

He said that he wrote poems.

Do not change the tense if the introductory clause is in a present tense (e. g. He says).

Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems."

– He says that he writes English.

You must change the tense if the introductory clause is in a past tense (e. g. He said).

Example:

He said, "I am happy."

– He said that he was happy.

Examples of the main changes in tense:

Direct Speech**Simple Present**

He said: "I am happy"

Reported Speech**Simple Past**

He said that he was happy

Present Progressive

He said: "I'm looking for my keys"

Past Progressive

He said that he was looking for his keys

Simple Past

He said: "I visited New York last year"

Past Perfect Simple

He said that he had visited New York the previous year.

Present Perfect

He said: " I've lived here for a long time "

Past Perfect

He said that he had lived there for a long time

Past Perfect

He said: "They had finished the work when I arrived" He said that they had finished the work when he had arrived"

Past Perfect

Past Progressive

He said: "I was playing football when the accident occurred"

Past Perfect Progressive

He said that he had been playing football when the accident had occurred

Present Perfect Progressive

He said:"I have been playing football two for hours."

Past Perfect Progressive

He said that he had been playing football for two hours

Past Perfect Progressive

He said: "I had been reading a newspaper when the light went off"

Past Perfect Progressive

He said that he had been reading a newspaper when the light had gone off

Future Simple (will+verb)

He said: "I will open the door."

Conditional (would+verb)

He said that he would open the door.

Conditional (would+verb)

He said: "I would buy Mercedes if I were rich"

Conditional (would+verb)

He said that he would buy Mercedes if he had been rich

The modal verbs could, should, would, might, needn't, ought to and used to do not normally change.

Example:

He said, "She might be right."

– He said that she might be right.

Other modal verbs may change:

Modal Direct speech Reported speech

can "I can do it."

He said he could do it.

may "May I go out?"

He wanted to know if he might go out.

must "She must apply for the job."

He said that she must/had to apply for the job.

will "They will call you."

He told her that they would call her.

3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech

Reported speech

Time Expression

| | |
|--------------|----------------------------------|
| today | that day |
| now | then |
| yesterday | the day before |
| ... days ago | ... days before |
| last week | the week before |
| next year | the following year |
| tomorrow | the next day / the following day |

Place

| | |
|------|-------|
| here | there |
|------|-------|

Demonstratives

| | |
|-------|-------|
| this | that |
| these | those |

B. Reporting Questions

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the question word (where, when, what, how) or if / whether

Types of questions

Direct speech

With question word (what, why, where, how)

"Why" don't you speak English?"

Without question word (yes or no questions)

"Do you speak English?"

Reported speech

He asked me why I didn't speak English.

He asked me whether / if I spoke English.

C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- pronouns
- place and time expressions

Direct speech

"Nancy, do the exercise."

"Nancy, give me your pen, please."

Reported speech

He told Nancy to do the exercise.

He asked Nancy to give him her pen.

Tenses are not relevant for requests – simply use to / not to + verb (infinitive without "to")

Example:

She said, "Sit down." -

She said, "don't be lazy" -

She asked me to sit down.

She asked me not to be lazy

For affirmative use to + infinitive (without to)

For negative requests, use not to + infinitive (without to).

D. Other transformations

- Expressions of advice with must, should and ought are usually reported using advise / urge.

Example:

"You must read this book."

He advised / urged me to read that book.

Direct Speech

V1 (go/ goes)
 is/am/are going
 have/has gone
 have been /has been going
 V2 (went)
 was/were going
 had gone
 had been going

Indirect Speech

V2 (went)
 was/were going
 had gone
 had been going
 had gone
 had been going
 had gone
 had been going

| <i>Direct Speech</i> | <i>Indirect Speech</i> |
|----------------------|------------------------|
| ago | before |
| Today | that day |
| Yesterday | the previous day |
| Tomorrow | the next day |
| This | that |
| Here | there |
| These | those |

| <i>Direct Speech</i> | <i>Indirect Speech</i> | |
|------------------------|---|---|
| | Said | , " -----". |
| Assertive Sentence | told | that |
| Interrogative Sentence | Yes/no - if/whether Wh - wh | -- -- |
| Imperative Sentence | Asked, requested, advised, ordered, instructed, commanded, proposed, suggested. Etc.. | Verb should be changed into an infinitive. (go – to go) |
| Exclamatory Sentence | Exclaimed, wished, wondered, desired, prayed, blessed. Etc. | that |

Active – Passive voice

(1x1=1)

Active Voice

Formula: S+V+O (Subject+Verb+Object)

E.g. Ravi writes a letter

1. In active voice sentence subject is uses first and then object is used.
2. In active voice sentence sentence importance is given to the sunject.
3. In active voice subject is active and does the action. So this sentence is active voice.

Passive Voice

Formula: O+HV+MV3+By+S (Object+HelpingVerb+Main Verb3+Subject)

1. In passive voice sentence object is used first and the subject is used.
2. In passive voice importance is given to object.
3. In passive voice subject is not is not active so this sentence is called passive voice.

Rules for converting Active voice into Passive voice.

- **Rule-1 [Sub-Tense]** Read the given sentence carefully and find out its sub tense according to its verb structure.
- **Rule-2 [Object-singular/plural]** Read the given sentence carefully and find out whether object is singular or plural
- **Rule-3 [Singular Object-singular helping verb/ Plural object- plural helping verb]** If the object is singular then find out the singular helping verb pertaining to the sub tense of the active voice sentence and use it in passive voice.
- **Rule-4 [Main verb for passive voice-MV₃]** In passive voice main verb must be used in its mv₃ (P.P. Past participle) form only
- **Rule-5 [how to Find the object]** Ask two questions to main verb: I write a letter.

Who/whom

What (If you get answers to these

questions then change active voice into passive voice.

| Sl No | Active voice | Passive voice |
|-------|--|--|
| 1 | MV₁ Eat Use Teach Put | MV₃ Eaten Used Taught Put |
| 2 | MV2 Ate Used Taught Put | MV3 Eaten Used Taught Put |
| 3 | MV3 Eaten Used Taught Put | MV3 Eaten Used Taught Put |
| 4 | MV1 + Ing Eating Using teaching putting | being + MV3 being eaten being used being taught being put |

➤ **Change of pronouns**

| Active voice | Passive voice | Active voice | Passive voice |
|--------------|---------------|--------------|---------------|
| I | Me | Me | I |
| We | Us | Us | We |
| You | You | You | You |
| He | Him | Him | He |
| She | Her | Her | She |
| It | It | It | It |
| They | Them | Them | They |

➤ **Simple Present Tense**

Formula [O+am/is/are+mv3+by+s]

- **Singular object**

A.V: The men *kill* a snake with stick.

P.V: A snake is *killed* by the men with stick.

- **Plural object**

A.V: The men *kill* snakes with stick.

P.V: Snakes are *killed* by the men with stick.

➤ **Present Continuous Tense**

Formula [O+am/is/are+being+mv3+by+s]

- **Singular object**

A.V: The man is *kill*ing a snake with stick.

P.V: A snake is *being* killed by the man with stick.

- **Plural object**

A.V: The men are *kill*ing snakes with stick.

P.V: Snakes are *being* killed by the men with stick.

➤ **Present Perfect Tense**

Formula [O+have/has+been+mv3+by+s]

- **Singular object**

A.V: The man has *kill*ed a snake with stick.

P.V: A snake has *been* killed by the man with stick.

- **Plural object**

A.V: The men have *kill*ed snakes with stick.

P.V: Snakes have *been* killed by the men with stick

➤ **Present Perfect Continuous Tense [No passive voice]**

➤ **Simple Past Tense**

Formula [O+was/were+mv3+by+s]

- **Singular object**

A.V: The men *kill*ed a snake with stick.

P.V: A snake was *kill*ed by the men with stick.

- **Plural object**

A.V: The men *kill*ed snakes with stick.

P.V: Snakes were *kill*ed by the men with stick.

➤ **Past Continuous Tense**

Formula [O+was/were+being+mv3+by+s]

- **Singular object**

A.V: The man was *killing* a snake with stick.

P.V: A snake was *beingkilled* by the man with stick.

- **Plural object**

A.V: The men were *killingsnakes* with stick.

P.V: Snakes were *beingkilled* by the men with stick.

➤ **Past Perfect Tense**

Formula [O+had+been+mv3+by+s]

- **Singular object**

A.V: The man had *killed* a snake with stick.

P.V: A snake had *beenkilled* by the man with stick.

- **Plural object**

A.V: The men had *killed* snakes with stick.

P.V: Snakes had *beenkilled* by the men with stick

➤ **Past Perfect Continuous Tense [No passive voice]**

➤ **Simple Future Tense**

Formula [O+shall/will+be+mv3+by+s]

- **Singular object**

A.V: The men will *kill* a snake with stick.

P.V: A snake will be *killed* by the men with stick.

- **Plural object**

A.V: The men will *kill* snakes with stick.

P.V: Snakes will be *killed* by the men with stick.

➤ **Future Continuous Tense [No passive voice]**

➤ **Future Perfect Tense**

Formula [O+shall/will+have+been+mv3+by+s]

- **Singular object**

A.V: The man will have *killed* a snake with stick.

P.V: A snake will have *beenkilled* by the man with stick.

- **Plural object**

A.V: The men will have *killed* snakes with stick.

P.V: Snakes will have *beenkilled* by the men with stick

➤ **Future Perfect Continuous Tense [No passive voice]**

Conversion of Imperative sentence into passive voice

[Without subject]

- **Assertive positive [Let+o+be+mv3]**

A.V: *Helphim.*

P.V: Let him be helped.

- **Assertive Negative**

A.V: Don't *touch* it.

P.V: Let it not be *touched.*

Conversion of Interrogative sentence into passive voice

- **Interrogative with helping verb [Let+o+be+mv3]**

A.V: Do I write a letter?

P.V: Is a letter written by me?

- **Interrogative with Wh question word**

A.V: Who write a letter?

P.V: By whom is a letter written?

| Tense | A V | P V |
|---------------------------|------------------------------------|---|
| present / past Simple | sub + verb + obj | object + helping verb + verb (III) + by + subject |
| Present / past Continuous | sub + h v + verb (ing) + obj | object + helping verb + being + verb (III) + by + subject |
| present / past perfect | sub + h v + verb (III) + obj | object + helping verb + been + verb (III) + by + subject |
| Future Simple | sub + will + verb (ing) + obj | object + will be + verb (III) + by + subject |
| Future perfect | sub + will have + verb (III) + obj | object + will have been + verb (III) + by + subject |

QUESTION TAG

(1x1=1)

Question types fill in the blanks.

Rule:-

- For negative sentence use positive tag, for positive sentence use negative question tag.
(, Helping Verb + pronoun + ?) (, Helping Verb + not + pronoun + ?)
- Use suitable pronoun at the end and put question mark.

Give the Suitable Question Tags (Negative Sentence – No, Not, Never, Seldom.)

- | | |
|--|----------------------|
| 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) , (won't = Will not), | 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) Everyone 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 fairer. (+ 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? |

Question Tags
English Grammar Rules

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?

When the statement contains a word with a negative meaning, the question tag needs to be positive

- He hardly ever speaks, does he?
- They rarely eat in restaurants, do they?

Question Tags Summary Charts

Question Tags

*A question tag is a small question at the end of a statement.
Question tags are used when asking for agreement or confirmation.*

a positive statement + a negative question tag

You ⁺ are a student, ⁻ aren't you?

a negative statement + a positive question tag

Mary ⁻ isn't a teacher, ⁺ is she?

Intonation and Meaning

The intonation of a question tag shows the exact meaning of it.

If the intonation of the question tag goes up, it means you are not sure and you want to know the answer.

John **doesn't** speak Spanish, **does** he?

If the intonation of the question tag goes down, it means you are checking / confirming information or making conversation.

John **doesn't** speak Spanish, **does** he?

A subject pronoun comes after an auxiliary or a form of the verb *To Be*

A subject pronoun is used to replace the noun or noun phrase

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Positive Question Tags

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Question tags are used when asking for agreement or confirmation.

a negative statement + a positive question tag

Negative Statement

You **aren't** a teacher,
He **isn't** crazy,
He **wasn't** relaxed,
They **weren't** late,

You **don't** speak French,
You **didn't** study for the test,

You **haven't** been here all week,
You **hadn't** done it before then,
You **won't** fail the exam,
You **can't** drive a car,
You **couldn't** do it for me,
We **mustn't** say anything,
You **shouldn't** be so busy,
You **wouldn't** stop me,

Positive Tag

are you?
is he?
was he?
were they?

do you?
did you?

have you?
had you?
will you?
can you?
could you?
must we?
should you?
would you?

Statements using *barely, hardly, neither, no, nobody, none, nothing* and *seldom* are treated as negative statements.

Nobody **went** to the meeting,
Nothing **is** ready, **did** they?
is it?

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Negative Question Tags

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ENGLISH

Question tags are used when asking for agreement or confirmation.

a positive statement + a negative question tag

Positive Statement

You **are** a student,
He **is** very busy,
He **was** happy,
They **were** surprised,

You **speak** English,
He **studies** Spanish,
You **studied** for the test,

You **have** studied all week,
You **had** arrived before he left,
You **will** pass the exam,
You **can** speak two languages,
You **could** do it for me,
We **must** be patient,
You **should** go now,
You **would** like a new job,

Negative Tag

aren't you?
isn't he?
wasn't he?
weren't they?

don't you?
doesn't he?
didn't you?

haven't you?
hadn't you?
won't you?
can't you?
couldn't you?
mustn't we?
shouldn't you?
wouldn't you?

Negative auxiliaries and verbs in tags are usually in their contracted form (= n't)

Exceptions

I **am** late,
Let's go home,

aren't I?
shall we?

BE CAREFUL

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Exceptions

Some verbs / expressions have different question tags. For example:

I am - I am attractive, aren't I?

Positive imperative - Stop daydreaming, will / won't you?

Negative imperative - Don't stop singing, will you?

Let's - Let's go to the beach, shall we?

Have got (possession) - He has got a car, hasn't he?

There is / are - There aren't any spiders in the bedroom, are there?

This / that is - This is Paul's pen, isn't it?

Intonation

When we are sure of the answer and we are simply encouraging a response, the intonation in the question tag goes down:

• This is your car, isn't it?

(Your voice goes down when you say isn't it.)

When we are not sure and want to check information, the intonation in the question tag goes up:

• He is from France, isn't he?

(Your voice goes up when you say isn't he.)

IF CLAUSES**(1x1=1)****Possible:** If + Simple Present (shall, will, can, may, Imperative sentence).**Probable:** If + Simple Past (should, would, could, might).**Impossible:** If + Past Perfect (should, would, could, might) + have + V3

If it rains, I ...not come.(will, would)

If I studied hard Iget first rank.(will, would)

If I had met him hehave helped me. (will, would)

1.Condition 1: it is possible to fulfill conditions(open condition- type1)

Ex: If you study well, you will get first class.

2.Condition 2: It is theoretically possible to fulfill conditions(improbable condition-type2)

Ex. If you studied well, you would get first class.

3.Condition 3:It is impossible to fulfill conditions(impossible condition- type 3)

Ex: If you had studied well, you would have got first class.

Task1: Rohini and her friends were on a picnic. They couldn't take photographs as John forgot to carry his camera. how did John express his feelings?

Rohini: John, did you bring your camera?

John: Oh! Sorry.

Rohini: It's O.K.

John: If I had brought my camera, we **would have taken** some photographs.**Task2: Complete Hemanth's mother's reaction**hemanth moved to the edge of the compound to pluck guava fruits. he lost balance, fell down and broke his leg. His mother said" If you had not moved to the edge of the compound, you would not have broken your leg."**Task3: In the inter-school cricket match, the captain of your school team chose only one fast bowler.As a result, your team lost the game.**

Your reaction

If the captain of our team selected 2 fast bowlers, we would win the match.**Task4: Monsoon rains failed. farmers couldn't grow crops. Newspaper reported:**Had it monsoon rains rained well, the farmers would have grown crops well.**Task5: Complete the conversation**

Chitra: You missed the train, didn't you?

Saina: Yes , I went to the railway station at 10.30.a.m.But the train had left at 10.15.a.m.

Chitra: If you went (go) to the station at 10.a.m. you wouldn't miss(miss) the train.

Linkers (Conjunctions)**(1x1=1)**

What are conjunctions?

A conjunction is a part of speech that joins two words, phrases or clauses together.

There are three types of conjunctions:

- and (ಮತ್ತು / ಹಾಗೂ)•but(ಆದರೆ)•or (ಅಥವಾ)•nor (ಅಲ್ಲ / ಇಲ್ಲ) •either...or (ಅದು ಅಥವಾ ಇದು)
- neither...nor (ಅದು ಅಲ್ಲ / ಇದು ಅಲ್ಲ)•not only...but also (ಅದು ಅಲ್ಲದನೆ ಇದು ಸಹ)
- both...and (ಇಬ್ಬರು ಮತ್ತು)•whether...or •after (ನಂತರ)•before (ಮುಂಚೆ)•although (ಆದಾಗ್ಯೂ)
- though (ಆದಾಗ್ಯೂ)•even though (ಆಗಿದಾಗ್ಯೂ)•as much as (ಎಷ್ಟಾಗುತ್ತೂ ಅಷ್ಟು)•as long as (ಅಲ್ಲಿಯ ತನಕ)
- as soon as (ಆದಷ್ಟು ಬೇಗ)•because (ಯಾಕಂದರೆ / ಕಾರಣ)•since (ಇಲ್ಲಿಯತನಕ)•so that (ಯಾಕಂದರೆ)
- in order that •so (ಅದಕ್ಕಿ)•if (ಒಂದು ವೇಳೆ / ಪಕ್ಷದಲ್ಲಿ)•lest (ಆಗದಿರಲೆಂದು)•even if (ಆದಾಗ್ಯೂ)
- that (ಎನಂದರೆ / ಎಂದು)•unless (If not)•until (ಕೊನೆತನಕ)•when (ಯಾವಾಗ)•where (ಎಲ್ಲಿ)
- whether (ಆಗಿದೆಯೋ ಇಲ್ಲ)•while (ಆ ಸಮಯದಲ್ಲಿ)

Coordinating conjunctions

Coordinating conjunctions, also called coordinators, are conjunctions that connect two or more equal items.

Examples:

- He plays tennis and soccer
- He works quickly but accurately
- You'd better do your homework, or you'll get a terrible grade.

Correlative conjunctions

Correlative conjunctions are used in pairs. They work in pairs to coordinate two items. Examples of correlative conjunctions include both...and..., either...or, not only... but also...

Examples:

- I didn't know that she can neither read nor write.
- You can either walk to school or take the bus.
- Both Sara and James are invited to the party.
- Whether you watch TV or do your homework is your decision.
- Not only are they noisy but they are also lazy.

Subordinating conjunctions

Subordinating conjunctions, also called subordinators, are conjunctions that join a dependent (or subordinating) clause to an independent (or main) clause.

Examples:

- He reads the newspapers after he finishes work.
- Even if you get the best grade in the writing test, you'll need to pass an oral test.
- Although he is very old, he goes jogging every morning.
- She didn't go to school because she was ill.
- They went to bed since it was late
- As soon as the teacher had arrived, they started work.

Combine the following sentences using the linkers given in the brackets;

1. It rained heavily. We reached home in time. (though)

Though it rained heavily, we reached home in time.

2. There is shortage of water. Some people are wasting it unthinkingly. (Although)

Although there is shortage of water. Some people are wasting it unthinkingly.

3. There was heavy traffic. We were delayed. (Since)

Since there was heavy traffic, we were delayed.

4. We expected a difficult question paper. The questions asked in the examination were Easy. (But)

We expected a difficult question paper, but the questions asked in the examination were easy.

5. The flight was delayed. The weather was cloudy. (as)

The flight was delayed as the weather was cloudy.

6. The students played for an hour. They attended to their studies later on. (and then)

The students played for an hour, and then they attended to their studies later on.

7. The student scored less marks. He did not study properly. (because)

The student scored less marks because he did not study properly.

8. The devil laughs. God is dumb. (but)

The devil laughs, but God is dumb.

9. They are simple men. They must have their relaxation. (and)

They are simple men, and they must have their relaxation.

10. These sailors misbehave. They are drunk. (for)

These sailors misbehave, for they are drunk.

11. Santa Maria shall turn her helm towards Spain. We are not men. (or else)

Santa Maria shall turn her helm towards Spain, or else we are not men.

12. Columbus was full of hope. So was Pepe. (and)

Columbus was full of hope, and so was Pepe.

13. The crew was angry. Columbus remained calm. (and yet)

The crew was angry, and yet Columbus remained calm.

14. Pepe was a boy. He was very useful to Columbus. (although)

Although Pepe was a boy, he was very useful to Columbus.

15. Columbus heard the song. He was furious. (when)

Columbus was furious when he heard the song.

16. They sailed. They reached the Island. (until)

They sailed until they reached the Island.

17. We sail. It is God's will. (because)

We sail because it is God's will.

18. This is the vision. God has given me. (which)

This is the vision which God has given me.

19. Friendship breaks. A mast is hollowed by worms. (as)

Friendship breaks as a mast is hollowed by worms.

Note: Frame sentences using the following conjunctions:

though, while, as long as, since, where, unless, in order that, as if, that, wherever

FRAMING –WH QUESTIONS (1x1=1) ***Question Type: - fill in the blanks:-****Basic information****Procedure:-**

- 1) Try to frame yes – No question if the sentence has helping verb
- 2) Begin with suitable Question word.
- 3) If there is no helping verb take the help of (Do, does, did) – do verbs

| Wh – words (information words) | |
|--------------------------------|---------------------|
| What – things | When - time |
| Which – particular things | Why - reason |
| Who – persons | How - procedure |
| Where – place | How much - Quantity |
| How long – distance | How many - count |
| - duration | |
| what kind - description | |

Frame WH question to get underlined word as word as answer:-

- 1) Ramya waited for two hours. (Did wait). **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 honor. (Does deserve) **What does Kuvempu deserve?**
- 4) Vishweshwaraiah was a famous engineer. **What kind of engineer was Vishweswaraiah?**
- 5) Kumble took 10 wickets at Firozshahkotla. (Did take) **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. (Did get) **When did India get independence?**
- 8) Ambarish is known for charity. **What is Ambarish known for?**
- 9) I know Raju since 1985. (Do know) **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. (Did go)
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. **Where is Bangalore? 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 lind of woman was Padmavathi?**
- 21) Bhima challenged Hanuman. **Who did Bhima challenge?**
- 22) They lived at Kamyaka forest happily. **How did they live at kamyaka forest?**
- 23) Narendra discussed with Ramakrishna. **Who did Narendra discuss with?**
- 24) After his return to India Vikram joined the I.I.S.C at Bangalore?
When did Vikram join the I.I.S.C at Banglore?
- 25) Sarabhaai established a pharmaceutical industry at Ahmedabad.
Where did sarabhai establish a pharmaceutical industry?

Framing Questions Practice-1

Ask for the underlined word(s).

1. My mother helped me with my homework yesterday.
2. We are going to Japan next month.
3. Ann bought a new car last week.
4. I haven't seen Jack for ages.
5. I would like to live in Canada. (yes-no)
6. My brother can sing very well.
7. She went to England last summer.
8. The police finally came.
9. I am going to talk to her first thing in the morning.
10. Jim bought the old guitar because he liked to play.
11. Her mother brought her some tea because she was ill.
12. Elizabeth saw a fox in the snow.
13. I sometimes feed the hens. (yes-no)
14. The accident happened at 11 o'clock on Friday.
15. There was a shop near her house.
16. The boy came here to buy some fish.
17. Jake and his wife live in New Zealand.
18. He can't buy his children new clothes.
19. The postcard came from Spain.
20. There are two dogs in the garden.
21. The cats belong to me.
22. There are lots of posters and pictures on the wall.
23. The teacher is not very friendly.
24. He waters his plants once a week.
25. Brian usually comes home at 5. (yes-no)
26. I have not played tennis this year. (yes-no)
27. The pupil speaks Russian,
28. The party is on Tuesday.
29. I am not German. (yes-no)
30. The bridge will be finished next year.

Answers

Ask for the underlined word(s).

1. My mother helped me with my homework yesterday. **When did my mother help me with my homework?**
2. We are going to Japan next month. **Where are we going to next month?**
3. Ann bought a new car last week. **Who bought a new car last week?**
4. I haven't seen Jack for ages. **How long haven't you seen Jack?**
5. I would like to live in Canada. (yes-no) **Would you like to live in Canada?**
6. My brother can sing very well. **How can my brother sing?**
7. She went to England last summer. **When did she go to England?**
8. The police finally came. **Who finally came?**
9. I am going to talk to her first thing in the morning. **When are you going to talk to her?**
10. Jim bought the old guitar because he liked to play. **What did Jim buy?**
11. Her mother brought her some tea because she was ill. **Why did her mother bring her some tea?**

11. He gets wickets easily.
Verb Noun Adverb
12. The Ganga is a sacred river.
Adjective
13. He took off three letters.
Adjective Noun
14. Aryabhata was the first India -built satellite.
Adjective Adjective Noun
15. Their time as well as money was spent on socialwork.
Adjective Noun
16. Why not live sweetly as in the green trees?
Verb Adverb Adjective Noun
17. Nehru was born in an affluent family.
Noun Adjective Noun
18. He solved the problems in an easy and interesting way.
Adjective Adjective
19. Smoking is injurious to health.
Noun Adjective Noun
20. He is studying on cosmic rays.
Verb Adjective Noun

1. THE USE OF Modals

(1x1=1)

1. Re-write the following sentences using the modals given in brackets:

1. Is it all right if I sit here? (could)
Ans: Could I sit here?
2. Please return my library books. (will)
Ans: Will you return my library books?
3. The files are heavy I'll carry them for you.(would)
Ans: Would I carry the files for you?
4. That's your essay. Perhaps you have no objection if I see it.(May)
Ans: May I see your essay if you don't mind?
5. Let me switch on the fan, OK?(Do you)
Ans: Do you switch on the fan?
6. 'Bring the books to my office' (would)
Ans: Would you bring the books to my office?

2. SUBJECT VERB CONCORD**1. TASK 1.**

Read the following paragraph and carefully observe the words underlined. Struck off the irrelevant verb form:

Everybody know/knows 'slow and steady win/wins the race'. Somebody try/tries to move slowly but some people want/wants to move at a faster pace. One of the students in my class is/are jairaj. He is very industrious and energetic. He feels that in India everybody want/wants to get success, but a few work/works diligently. They opine/opines that 'Time and tide wait/waits for none. 'So everybody need/needs to work round the clock to make India stronger and better.

2. TASK2 : Choose the correct verb out of the two given in brackets:

1. Neither he nor you are wrong. (is/are)
2. His father and uncle have their own business. (has/have)
3. The first innings was very interesting. (was/were)
4. Either Amrutha or her friends have taken it. (has/have)
5. Everyone of the boys was sitting silent in the hall. (was/were)
6. Every leaf has fallen from this tree. (has /have)
7. Each of the boys has done his homework. (has /have)
8. He, as well as you, are intelligent. (is/are)
9. Bread and butter was his daily diet. (were/was)
10. Either you or he has done it. (has/have)
11. One of the boys was punished. (was/were)
12. Neither the children nor their mothers were admitted to hospital. (were/was)

Task3: Fill in the blank with a suitable verb/helping verb given in the brackets and complete the paragraph.

Everyone who has (have /has) ever been to a graduation ceremony knows (know/knows) how exciting it can be for the graduates. In our town, nearly the population comes (come/comes) each year. There is (are /is) one thing that both graduates and guests enjoy (enjoy/enjoys) the awarding of scholarships. This ceremony, along with concluding exercises make (makes/make) attending the graduation worthwhile. Several of the students who receive (receive/receives) awards plan (plan/plans) to attend the community college. Many former graduates are (is/are) grateful for opportunities that such an award provides (provide/provides) to them.

Using correct form of Verb

Exercise -1

Present Tense – Simple or Progressive: Fill in the correct form.

1. You can't see Tom now. He _____ a bath. (*have*)
2. He usually _____ coffee, but today he _____ tea. (*drink, drink*)
3. I won't go out now because it _____ and I _____ an umbrella. (*rain, not have*)
4. In Spain women usually _____ hats. (*not wear*)
5. Who _____ that terrible noise? It is John. He _____ his nose. (*make, blow*)
6. My dentist always keeps _____ me to clean my teeth. I hate that. (*tell*)
7. He never _____ to the theatre. (*go*)
8. I _____ this weekend in Eastbourne. I _____ there nearly every week. (*spend, go*)
9. My wife always keeps _____ for more money at the end of the week. (*ask*)
10. Who _____ to on the phone? (*you speak*)
11. Anne _____ all her clothes. At the moment she _____ a dress for herself. (*make, make*)
12. What's that smell? Something _____ in the kitchen. (*burn*)
13. I _____ overtime this month because I _____ up to buy a new car. (*work, save*)
14. He _____ thirty cigarettes a day but at the moment he _____ very hard to stop. (*smoke, try*)
15. The sun _____ in the east and _____ in the west. (*rise, set*)
16. She usually _____ languages very fast but she _____ problems with Chinese at the moment. (*learn, have*)
17. He never _____ to the theatre. (*go*)
18. Do _____ television every night? (*you watch*)
19. He always _____ his bills on time. (*pay*)
20. My father usually _____ his breakfast at eight. (*eat*)
21. How long _____ to get to the office? It _____ me half an hour. (*it take, take*)
22. The boat _____ Victoria Station at 9. (*leave*)
23. _____ how old I am? (*you know*)
24. Jane's husband _____. (*not smoke*)
25. It _____ in Egypt. (*not often rain*)
26. Florence _____ on the river Arno. (*lie*)
27. He usually _____ so quickly that I _____ him. (*speak, not understand*)
28. How _____ to work? – I usually _____ by car but tomorrow I _____ in Tom's car. (*you get, go, go*)
29. Why _____ on your raincoat? – I _____ for a walk. – _____ to come with me? (*you put, go, you want*)
30. I always _____ lottery tickets but I never _____. (*buy, win*)
31. _____ him? – I _____ him, but I _____ him. (*you love, like, not love*)
32. _____ him tonight? – Yes, I always _____ to him on his birthday. _____ to send him a message? (*you write, write, you want*)

33. That car _____ a very strange noise. _____ it's all right? – Oh yes, that noise _____. It always _____ a noise like that. (**make, you think, not matter, make**)
34. The plane that you _____ at now _____ for Paris. (**look, take off**)
35. What _____ to his car now? – I think he _____ it. (**he do, polish**)

Present Tense – Simple or Progressive: Key

1. You can't see Tom now. He **is having** a bath.
2. He usually **drinks** coffee, but today he **is drinking** tea.
3. I won't go out now because it **is raining** and I **don't have** an umbrella.
4. In Spain women usually **do not wear** hats.
5. Who **is making** that terrible noise? It is John. He **is blowing** his nose.
6. My dentist always keeps **telling** me to clean my teeth. I hate that.
7. He never **goes** to the theatre.
8. I **am spending** this weekend in Eastbourne. I **go** there nearly every week.
9. My wife always keeps **asking** for more money at the end of the week.
10. Who **are you speaking** to on the phone?
11. Anne **makes** all her clothes. At the moment she **is making** a dress for herself.
12. What's that smell? Something **is burning** in the kitchen.
13. I **am working** overtime this month because I **am saving** up to buy a new car.
14. He **smokes** thirty cigarettes a day but at the moment he **is trying** very hard to stop.
15. The sun **rises** in the east and **sets** in the west.
16. She usually **learns** languages very fast but she **is having** problems with Chinese at the moment.
17. He never **goes** to the theatre.
18. **Do you watch** television every night?
19. He always **pays** his bills on time.
20. My father usually **eats** his breakfast at eight.
21. How long **does it take** to get to the office? It **takes** me half an hour.
22. The boat **leaves** Victoria Station at 9.
23. **Do you know** how old I am?
24. Jane's husband **does not smoke**.
25. It **does not often rain** in Egypt.
26. Florence **lies** on the river Arno.
27. He usually **speaks** so quickly that I **don't understand** him.
28. How **do you get** to work? – I usually **go** by car but tomorrow I **am going** in Tom's car.
29. Why **are you putting** on your raincoat? – I **am going** for a walk. – **Do you want** to come with me?
30. I always buy lottery tickets but I never win.
31. **Do you love** him? – I **like** him, but I **don't love** him.
32. **Are you writing** him tonight? – Yes, I always **write** to him on his birthday. Do you want to send him a message?
33. That car **is making** a very strange noise. **Do you think** it's all right? – Oh yes, that noise **does not matter**. It always **makes** a noise like that.
34. The plane that you **are looking** at now **is taking** off for Paris.
35. What **is he doing** to his car now? – I think he **is polishing** it.

Exercise-2**Past Tense – Simple or Progressive: Fill in the correct form.**

1. George _____ off the ladder while he _____ the ceiling. (*fall, paint*)
2. Last night I _____ in bed when I suddenly _____ a scream. (*read, hear*)
3. _____ TV when I _____ you? (*you watch, phone*)
4. Ann _____ for me when I _____. (*wait, arrive*)
5. Maisie _____ up the kitchen when John _____ her to marry him. (*clean, ask*)
6. The house _____ £ 150,000 in 2003. (*cost*)
7. The fire _____ at six in the morning. (*still burn*)
8. My brother _____ a new job a week ago (*get*).
9. Columbus _____ America over 500 years ago (*discover*)
10. She _____ not interested in the book because she _____ it (*be, not understand*)
11. _____ at school yesterday? (*you be*)
12. We _____ in a house near the sea last summer (*live*)
13. She _____ the piano very well when she _____ young (*can play, be*)
14. She _____ the office very early last night (*leave*).
15. I _____ a friend while I _____ the shopping (*meet, do*)
16. I _____ for my things when I _____ someone call my name (*pay, hear*)
17. I _____ around and _____ Judy. (*turn, see*)
18. She _____ a bright yellow dress when I _____ her last (*wear, see*)
19. We _____ to have a cup of tea. (*decide*)
20. While the waiter _____ up the pieces of glass he _____ his finger (*pick, cut*)
21. Then we _____ the cafe and _____ good bye (*leave, say*)
22. I _____ the fire at six and it _____ brightly when Tom came in at seven. (*light, still burn*)
23. My dog _____ along quietly when Mary's Pekinese _____ him. (*walk, attack*)
24. When I _____ she _____ lunch. She said she always _____ lunch at 12:30. (*arrive, have, have*)
25. What _____ of his last book? –I _____ it a lot (*you think, like*)
26. He suddenly _____ that he _____ in the wrong direction. (*realize, travel*)
27. He _____ guitar when someone _____ the window and _____ out a bucket of water. (*play, open, throw*)
28. He _____ us to go out in the boat yesterday because a strong wind _____ (*not allow, blow*)

29. The next day, as they _____ that the police _____ for them, they _____ the coats in the woods and _____ off in different directions. (*know, look, hide, go*)

30. When I _____ home they _____ around a fire. Jack _____ a crossword puzzle, Judy _____ and the others _____. Mother _____ at me and said : “ Come and sit down” (*come, sit, do, knit, read, smile*)

Past Tense – Simple or Progressive: Fill in the correct form.

1. George *fell* off the ladder while he *was painting* the ceiling. (fall, paint)
2. Last night I *was reading* in bed when I suddenly *heard* a scream. (read, hear)
3. *Were you watching* TV when I *phoned* you? (watch, phone)
4. Ann *was waiting* for me when I *arrived*. (wait, arrive)
5. Maisie *was cleaning* up the kitchen when John *asked* her to marry him. (clean, ask)
6. The house *cost* £ 150,000 in 2003. (cost)
7. The fire *was still burning* at six in the morning. (still burn)
8. My brother *got* a new job a week ago (get).
9. Columbus *discovered* America over 500 years ago (discover)
10. She *was* not interested in the book because she *did not understand* it (be ,not understand)
11. *Were you* at school yesterday? (you be)
12. We *lived* in a house near the sea last summer (live)
13. She *could play* the piano very well when she *was* young (can play, be)
14. She *left* the office very early last night (leave).
15. I *met* a friend while I *was doing* the shopping (meet, do)
16. I *was paying* for my things when I *heard* someone call my name (pay, hear)
17. I *turned* around and *saw* Judy. (turn, see)
18. She *was wearing* a bright yellow dress when I *saw* her last (wear, see)
19. We *decided* to have a cup of tea. (decide)
20. While the waiter *was picking* up the pieces of glass he *cut* his finger (pick, cut)
21. Then we *left* the cafe and *said* good bye (leave, say)
22. I *lit* the fire at six and it *was still burning* brightly when Tom came in at seven. (light, burn)
23. My dog *was walking* along quietly when Mary’s Pekinese *attacked* him. (walk, attack)
24. When I *arrived* she *was having* lunch. She said she always *had* lunch at 12:30. (arrive, have, have)
25. What *do you think* of his last book? –I *liked* it a lot (think, like)
26. He suddenly *realized* that he *was travelling* in the wrong direction. (realize, travel)
27. He *was playing* guitar when someone *opened* the window and *threw* out a bucket of water. (play, open, throw)
28. He *did not allow* us to go out in the boat yesterday because a strong wind *was blowing* (not allow, blow)
29. The next day, as they *knew* that the police *were looking* for them, they *hid* the coats in the woods and *went* off in different directions. (know, look, hide, go)
30. When I *came* home they *were* all *sitting* around a fire. Jack *was doing* a crossword puzzle, Judy *was knitting* and the others *were reading*. Mother *smiled* at me and said : “ Come and sit down” (come, sit, do, knit, read, smile)

Articles

1. There are two kinds of articles
Indefinite articles: A and An
Definite articles: The
2. Articles are actually adjectives.
3. Articles describe a noun. So articles are called adjectives.
4. Articles are used before a noun or an adjective.
5. Articles are used before common nouns to indicate definite, indefinite, singular and plural.

Kinds of articles

Hints:

1. Use of articles in a sentence totally depends upon the sounds of vowels.
 2. Each vowel has its own sound or sounds as a vowel.
 3. Out of twenty six letters each letter is identified as a vowel or a consonant depending upon the sounds of vowels.
1. A : a has four sound as a vowel.
a in : amount, account. arise
a in : art, army. arm
a in : apple, action. ant
a in : age, area
 2. E: e has 2 sound.
e in : egg, elephant, employment
e in : english, evening, example
 3. I: i has 2 sound as vowel.
i in : intelligent, indian, invention
i in : ice-cream, iron , island
 4. o: o has 3 sound as vowel.
o in : open, onion, original
o in : orange, office, order
 5. u : u has 1 sound as a vowel
u in : umbrella, unknown, ugly

A or a

1. This is an indefinite article.
2. This article does not tell about particular living being or non-living being. So this article is called indefinite article.
3. This article is used only before a singular noun which begins with any letter form a-z and does not produce one of the 8 sounds of the vowels.

E.g.

1. Give me a pen (give me any one pen)
2. Go to a doctor (go to any doctor)

An

1. This is an indefinite article.
2. This article does not tell about particular living being or non-living being. So this is called indefinite article.
3. This article is used only before a singular noun or adjective which begins with any letter form a-z and produces one of the 8 sounds of the vowels.
4. This article is used only before singular noun.
5. This article cannot be used before plural noun.
6. This article used in the meaning of one or any one.

An= one or any one

E.g.

1. An animal is eating the plants
2. Ravi joined an industry in Bengaluru.

“The” Definite article

1. This is definite article.
2. This article tells about a particular living being or non-living being. So this is called definite article.
3. This article can be used before a singular noun or a plural noun or an adjective which used before a plural noun.

E.g.

1. I saw the man in a market in Mysore.
2. The mason has not come today.

Exception-1

1. Some words begin with a consonant.
2. If that first consonant letter is silent and is not pronounced then that first consonant must not be considered as the beginning letter of that word.
3. In this situation consider the second letter of that word as the beginning letter.
4. If that second letter vowel and produces one of the eight sounds of the vowels if the word is singular in form use the indefinite article “an”
E.g. an honest, an honourable, an humble, an hair, an hour, an hotel, an heiress.

Exception-2

1. Some nouns begin with a vowel (a,e,i,o,u)
2. If the first vowel letter does not produce one of the eight sounds of the vowels then that first vowel letter must be considered as consonant.
3. If the noun is singular then use the indefinite article for consonant sound “a”.

E.g.

A university, a European, a union, a uniform, a one rupee note, a one eyed man.

Exception-3

1. Eight consonant letters produce vowel sounds.
2. Some words or some group of words are converted into short forms as single letters.
3. This letters are used in block (capital) form and separated by full stop (.)
4. In this situation only the first letter must be considered for the use of the articles (a, an and the)
5. Eight consonant letters produce vowel sounds.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | H | L | M | N | R | S | X |
|---|---|---|---|---|---|---|---|

6. Consider these set of letters as singular word and use the indefinite article (an)

E.g.

an F.C.I, an H.D.M.C, an L.I.C, an M.L.A, an N.C.C, an R.T.O, an S.S.E, an X-ray

Omission of articles a/an/the

1. **Do not use any article before uncountable nouns.**
E.g. Water, Milk, Oil, Flour, Rice, Powder, Sugar, Salt, Paddy.
2. **Do not use any article before proper nouns.**
E.g. Anand, Ravi, Dharwad, America
3. **Do not use any article before the names of the game.**
Cricket, Hockey, Badminton, Kabbadi.
4. **Do not use any article before the names of the meals.**
Breakfast, Lunch, Supper.
5. **Do not use any article before human relations.**
Father, Mother, Brother, Sister.
6. **Do not use any article before singular noun to represent its class (living being or non-living being)**
E.g.

- Man is mortal.
 - Gold is a precious metal.
 - Peacock is the national bird of India.
7. **Do not use any article before abstract nouns.**
E.g. Encouragement, Bravery, Happiness.

Use of Definite Article "The"

1. **Before the universal truths.**
E.g. the Sun, the Moon, the Stars, the Galaxy.
2. **Before the superlative degrees.**
E.g.
 - Ashoka is the greatest emperor of India.
 - William Shakespeare is the most famous dramatist of the world.
 - Amazon is the longest river of the world.
3. **Before an adjective to denote the class in plural.**

| The | Adjective | Plural Noun |
|-----|-----------|-------------------|
| The | Rich | Te rich people |
| The | Poor | The poor people |
| The | Strong | The strong people |
| The | Weak | The weak people |

4. **Before the names of rivers, sea, ocean, hills, mountains, the monuments, famous deserts, islands.**
 - **The rivers** : The Ganga, the Kauveri.
 - **The seas** : The Arabian Sea, the Hindu Mahasagar.
 - **The oceans** : The Pacific Ocean, The Atlantic ocean.
 - **The hills** : The Sahyadri hills.
 - **The Everest** : The Mount Everest.
 - **The monuments** : The Tajmahal, The Leaning Tower of Pisa.
 - **Famous Deserts** : The Thar, the Sahara.
 - **Islands** : The Andaman & Nicobar, The Maldives.
5. **Before the names of directions.**
The south, the North, the East, the West
6. **Before the names of the news papers.**
The Times of India, The Hindu, The Indian Express.
7. **Before the names of Magazines.**
The Week, The India Today, The Business.
8. **Before the Nationality of the people.**
The Indians, The Sriankans, The Americans, The Germans, The French.
9. **Before the names of the state referring its people.**
The Kannadigas or Karnatakians, The Maharastrians, The Bangalis
10. **Before the names of the musical instruments.**
The Harmonium, The Piano, The Sitar
11. **Before the names of the holy books (Holy Scriptures)**
The Mahabharata, The Bhagavadgita, The Bible, The Quran, The Torach (Jews)
12. **Before the names of epics.**
The Mahabharata, The Ramayan, The Iliad, The Paradise Lost.
13. **Before the proper nouns of the most famous or popular person or place to compare the other of the same kind or quality.**
 - Sachin Tendulkar is the Bradman of Indian cricket.
 - Agumbe is the Mousinram of Karnataka.
 - Shakespear is the Kalidas of England.
14. **Before the short forms of the words converted into single capital letters and separated by full stop representing an institution.**
E.g. The N.T.T.F., The S.S.L.C., The M.B.A., The A.P.M.C.
 - Ravi is an M.B.A candidate and he is working in the N.T.T.F of Dharwad.
15. **Before the titles of the person.**
The Emperor, The King, The Bharat Ratna
16. **Before the designations.**
The President, The Prime Minister, The Chief Minister, The Manager.
17. **Before the names of part of a day.**
The Morning, The Night, The Evening, The Noon.

Use of Auxiliary

| Auxiliary | Uses | Present / future | Past |
|-----------------------|---|--|---|
| <i>may</i> | 1. polite request | <i>May I borrow</i> your pen? | |
| | 2. formal permission | You <i>may leave</i> the room. | |
| | 3. Less than 50% certainty | --Where's Jon? He <i>may be</i> at the library | He <i>may have been</i> at the library |
| <i>might</i> | 1. less than 50% certainty | --where's John? He <i>might be</i> at the library | He <i>Might have been</i> at the library |
| | 2. polite request (<i>rare</i>) | <i>Might I borrow</i> your pen? | |
| <i>should</i> | 1. advisability | <i>I should study</i> tonight | I <i>should have</i> studied last night. |
| | 2. 90% certainty | She <i>should do well</i> on the test (<i>future only, not present</i>) | She <i>should have done</i> well on the test. |
| <i>ought to</i> | 1. advisability | <i>I ought to study</i> tonight | <i>I ought to have studied</i> last night |
| | 2. 90% certainty | She <i>ought to do</i> well on the test (<i>future only, not present</i>) | She <i>ought to have studied</i> last night. |
| <i>had better</i> | 1. advisability with threat 2. of bad result | You <i>had better be</i> on time, or we will leave without you. | (<i>past form uncommon</i>) |
| <i>be supposed to</i> | 1. expectation | Class <i>is supposed to begin</i> at 10 | Class <i>was supposed to begin</i> at 10. |
| <i>be to</i> | 1. strong expectation | You <i>are to be</i> here at 9:00. | You <i>were to be</i> here at 9:00 |
| <i>must</i> | 1. strong necessity | I <i>must go</i> to class today | I <i>had to go</i> to class yesterday |
| | 2. prohibition (<i>negative</i>) | You <i>must not</i> open that door. | |
| | 3. 95% certainty | Mary isn't in class. She <i>must be</i> sick (<i>present only</i>) | Mary <i>must have been</i> sick yesterday. |
| <i>have to</i> | 1. necessity | I <i>have to go</i> to class today. | I <i>had to go</i> to class yesterday |
| | 2. lack of necessity (<i>negative</i>) | I <i>don't have to go</i> to class today. | I <i>had to go</i> to class yesterday. |
| <i>have got to</i> | 1. necessity | I <i>have got to go</i> to class today. | I <i>had to go to</i> class yesterday. |
| <i>will</i> | 1. 100% certainty | He <i>will be</i> here at 6:00 (<i>future only</i>) | |
| | 2. willingness | --the phone's ringing. <i>I'll get</i> it. | |
| | 3. polite request | <i>Will</i> you please <i>pass</i> the salt? | |
| <i>be going to</i> | 1. 100% certainty | He <i>is going to be</i> here at 6:00 (<i>future only</i>) | |

| | | | |
|-------------------|---|--|---|
| | 2. definite plan | <i>I'm going to paint</i> my bedroom (future only) | I <i>was going to paint</i> my room, but I didn't have time. |
| can | 1. ability / possibility | I <i>can run</i> fast. | I <i>could run</i> fast when I was a child but now I <i>can't</i> . |
| | 2. informal permission | You <i>can use</i> my car tomorrow. | |
| | 3. informal polite request | <i>Can I borrow</i> your pen? | |
| | 4. impossibility (negatively) | That <i>can't be</i> true! | That <i>can't have been</i> true! |
| could | 1. past ability | | I <i>could run</i> fast when I was a child. |
| | 2. polite request | <i>Could I borrow</i> your pen? <i>Could you help</i> me! | |
| | 3. suggestion | --I need help in math. You <i>could talk</i> to your teacher. | You <i>could have talked</i> to your teacher. |
| | 4. less than 50% certainty | --Where's John? He <i>could be</i> at home. | He <i>could have been</i> at home. |
| | 5. impossibility (negatively) | That <i>couldn't be</i> true! | That <i>couldn't have been</i> true! |
| be able to | 1. ability | <i>I am able to help</i> you. I <i>will be able to help</i> you. | I <i>was able to help</i> him. |
| would | 1. polite request | <i>Would you please pass</i> salt? <i>Would you mind</i> if I left early? | |
| | 2. preference | I <i>would rather go</i> to the park than <i>stay</i> home. | I <i>would rather have gone</i> to the park. |
| | 3. repeated action in the past | | When I was a child, I <i>would visit</i> my grandparents every weekend |
| used to | 1. repeated action in the past | | When I was a child, I <i>would visit</i> my grandparents every weekend. |
| shall | 1. polite question to make a suggestion | <i>Shall I open</i> the window? | |
| | 2. future with "I" or "we" as subject | <i>I shall</i> arrive at nine. (<i>will</i> = more common) | |

Preposition

Preposition is a word which shows the relation, position, association or direction between two different things.

The Most Confused Prepositions:

➤ In:

1. The students are the class.
2. The vegetables are the bag
3. The man has been swimming the river.

➤ Into:

1. The students are entering the class.
2. I am putting vegetables the bag

➤ On:

1. The old man fell the road.
2. The workers working the bridge.

➤ Upon: movement

1. The monkey jumped the table.
2. The helicopter fell the bridge.

➤ At:

1. The bank opens 10:30 in the morning.

➤ At:

1. Ravi met me the bus stop.

➤ At:

1. My home is the railway station.

➤ At:

1. That man is looking me.

➤ At:

1. My uncle retired 58 from the Indian Army.

➤ Since:

1. This preposition is used to indicate the beginning point of time.
2. This preposition is used to indicate a point of time where time is not divided into the parts or where the time is not pre-divided as minutes, hour, day, week, month or year.
3. This preposition used for Present continuous, Past continuous, Future continuous tenses to indicate a point of time.

◆ Before the name of part of a day:

Since morning, Since noon, Since after-noon, Since evening, Since night, Since midnight

◆ Before the name of a day:

Since Monday.....Sunday

◆ Before the name of a month:

Since January,.....December.

◆ Before an year:

Since 1947

◆ Before a date: Since 11th of December 2014.

◆ Before an event: Since birth, since marriage, since appointment

➤ **For:**

1. This preposition is used to indicate a period of time. Here the time shows a long time, plural time pre-divided time.
2. This preposition is used for all tenses to indicate a period of time.

E.g.

For a long time, for few minutes, for an hour, for a decade, for a century, for a day, for a month, for an year, for some time.

Difference between using Since and For

1. India has been developing 1950.
2. India has been developing 60 years.

➤ **From:**

This preposition is used to indicate the beginning point of time or beginning point of a place.

1. The bank starts its work 10:30 in the morning.
2. My brother Rahul came Bengaluru last week.

➤ **About:**

1. Father was talking his collage.
2. Ravi is six feet.

➤ **Above:**

1. The window is the chair.
2. My name is yours in the rank list.

➤ **Across:**

1. I can swim the river.
2. Our branches are the country.

➤ **After:**

1. All the graduates and post graduates are a government job.

➤ **Against:**

1. I am the decision of the chairman.

➤ **Along:**

1. A narrow road goes the river.

➤ **Among:**

1. The head master is distributing the prizes the students.
2. These are some foreign students these Indian students.

➤ **Between:**

1. These are some small villages Bagalkot and Gadag.
2. The temperature will be 35 to 40 degree Celsius.

➤ **Before:**

1. You come lunch to take your payment.
2. Think speaking.

➤ **Behind:**

1. Mohan is sitting me.

➤ **Below:**

1. Your name is mine in the rank list.
2. The Sharma's live us in Navanagar.
3. The computer is window.

Reference skill (4 marks)

Arrange the following words in dictionary order.

(2 marks)

1. Charm, Churn, Choke, Chase.
2. Quaint, Quality, Quantum, Quarter
3. Prosper, Proper, Propel, Property.
4. Sympathy, System, Symptom, Symmetry.
5. Technical, Technician, Technology,
Technique.
6. Adore, Address, Admire, Admit.
7. Bench, Beach, Beauty, Beast.
8. Garland, Gallow, Gamble, Gambit
9. debut, debit, debris, debate
10. reason, ransom, revenge, repair
11. advocate, advice, advert, adverb
12. accept, accord, access, account
13. benzene, bend, benefit, bench
14. comrade, complaint, complex, cancel
15. certify, cerebral, certain, cereal
16. decompose, december, declaim,
decorate
17. early, earnest, earth, earn
18. genius, gentle, general, genuine
19. hero, hermit, herself, herbs
20. king, kinetic, kindly, kinder
21. laminate, lamp, lamb, lament
22. india, indeed, index, indent
23. insect, insure, insult, insert
24. maintain, mains, maiden, mail
25. notice, notch, notary, note
26. offer, officer, offend, offense
27. polite, polish, police, pole.
28. Rather, ration, rating, ratio
29. Vender, venture, vent, vendee

1. charm, chase, choke, churn.
2. Quaint, Quality, Quantum, Quarter
3. Propel, proper, property, prosper
4. .
5. .
6. .
7. .
8. .
9. .
10. .
11. .
12. .
13. .
14. .
15. .
16. .
17. .
18. .
19. .
20. .
21. .
22. .
23. .
24. .
25. .
26. .
27. .
28. .
29. .

Reference Source**(1 marks)**

Encyclopedia : brief, information on anything especially, history, arts and science.

Dictionary : referred for the meaning, usage, origin, pronunciation of a word.

Thesaurus : synonyms and antonyms of a word

Bibliography : A list of reference books for more information on a subject/topic

Index : A list of contents of a book / reference material.

Map : A miniature geographical picture to locate various places, rivers, mountains, states, borders and countries.

News Paper : A periodical published daily with news and happenings, notifications and advertisements, covering a day.

Magazines : periodicals with news and information, entertainment and past time and articles, stories.

Publications : (frequency) of magazine

1. Weekly – once in 7 days.
2. Fortnightly – once in 15 days.
3. Monthly – once in a month.
4. Bimonthly – once in 2 months.

Task2. Mention which reference materials you use to find out information on the following:

- | | |
|---------------------------------------|----------------|
| 1. Pronunciation / spelling / meaning | : Dictionary |
| 2. Synonym / Variations | : Thesaurus |
| 3. Information | : Encyclopedia |
| 4. Rivers / country / place | : Atlas |

Decode the following SMS into normal sentences.

(1 marks)

1. - won
 2. - to / too/two
 4. - for/four
 La8 - late
 Plz - please
 Fgt - forget
 Lk - look
 Gm - good morning
 Gn - good night
 Cm - come
 z.z.z. - sleep
 well

b.- be
 c.- see /sea
 d. - the
 hu.- how
 k - ok
 n- and
 r.- are
 s.- yes
 t.- tea
 u.- you
 v.- we
 y.- why

| | |
|----------------------|------------------------------------|
| 1. v 1 d match | we won the match |
| 2. 2 n 2 makes 4 | two and two makes four |
| 3. Pls cum b4 its l8 | please come before it is late |
| 4. Vr r u? | where are u? |
| 5. Hw r u? | how are u? |
| 6. R u hpy? | are you happy? |
| 7. I 8 rice 4 lunch | I ate rice for lunch |
| 8. Go hm erly | go home early |
| 9. Gud nt. | good night |
| 10. V r rdy to go. | we are ready to go |
| 11. hw | home work |
| 12. Ic | I see |
| 13. ltr | later/letter |
| 14. thx | thanks |
| 15. w8 | wait |
| 16. b4 | before |
| 17. gr8 | great |
| 18. msg | message |
| 20.ne1 | anyone |
| 21. ppl | people |
| 22. sry | sorry |
| 23. tc | take care/ transfer certificate |