प्राविधिक शिक्षा परिषद् उत्तर प्रदेश द्वारा स्वीकृत नवीनतम संशोधित पाठ्यक्रमानुसार

SARTHAK — पॉलिटेक्निक में विश्वसनीय नाम

POLYTECHNIC Questionbank Series

YouTube/Telegram:-Polytechnic Classes

COMMUNICATION SKILLS-I

[For First Year (Ist Semester) Diploma Students]

सफलता का प्रतीक

कॉलेज में पढ़ें ☆ कोचिंग में पढ़ें ☆ घर पर पढ़ें

- विगत दस वर्षों की परीक्षाओं के अध्यायवार प्रश्नोत्तर
- अनुभवी लेखकों द्वारा लिखित
- प्रश्नों के सरल एवं सटीक उत्तर
- आवश्यकतानुसार व्याख्यात्मक चित्रों का प्रयोग
- संख्यात्मक प्रश्नों का चरणबद्ध (stepwise) तरीके से हल
- महत्वपूर्ण एवं अतिमहत्वपूर्ण प्रश्नोत्तर

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SYLLABUS

COMMUNICATION SKILLS-I

Topic No.	Time Allotted (Period)	Marks Allotted (%)
1.	13	24
2.	18	32
3.	10	16
4.	15	28
	56	100

DETAILED CONTENTS

A. BASICS OF COMMUNICATION **(13 Periods)**

1.1 Definition and process of communication

1.2 Types of communication—formal and informal, oral and written, verbal and non-verbal

1.3 Communication barriers and how to overcome them

1.4 Barriers of communication, Tools and Communication

B. APPLICATION OF GRAMMAR **(18 Periods)**

8 2.1 Parts of Speech (Noun, verb, adjectives, adverb) and modals

2.2 Sentence and its types

2.3 Tenses

2.4 Active and Passive Voice

2.5 Punctuation

2.6 Direct and Indirect Speeches

C. BASICS OF COMMUNICATION **(10 Periods)**

Unseen passage for comprehension (one word subsitution, prefixes, suffixes, antonyms, synonyms etc. based upon the passage to be covered under this topics)

D. WRITING SKILLS **(15 Periods)**

4.1 Picture composition

4.2 Writing paragraph

4.3 Notice writing

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Unit 1

BASICS OF COMMUNICATION

Q 1. What do you mean by communication?

Ans. Generally, communication is defined as the process of transmitting ideas, thoughts, feeling, knowledge, information etc. It is derived from a Latin word 'communicare' which means to share knowledge, feelings, ideas, information, views etc. from one source to another.

Q 2. Write preconditions for communication process.

Ans. There are four preconditions for communication process :

(a) Sender

(b) Receiver

(c) Common language/environment

(d) Message

Q 3. What are the various ways of communication in olden days?

Ans. Since the dawn of the Civilization communication has been the only way to connect people with each other. There were many ways of communication in olden days :

(a) Shouting, cries, . tears , body language

(b) Whistle

(c) Smoke signals

(d) Beating drums, carving pictures, making statues etc.

Q 4. Name some modern tools of communication.

Ans. In the new technical era we have many modern tools of communication like radio, television, computer, internet, fax machine , smart phones, pages etc .

Q 5. Write the steps of the process of communication .

Ans. The process of communication has 5 steps :

1. Ideation
2. Encoding
3. Transmission
4. Decoding
5. Feedback or response

Q 6. What is noise in communication?

Ans. Noise is a kind of disturbance in the process of communication. It destroys the smooth flow of information from sender to receiver. It breaks down the process of communication and creates barrier. Noise enters in the process from anywhere and leads to either miscommunication or ineffective communication.

Q 7. Write importance of effective communication in professional life.

Ans. In professional life, effective communication is very important. It improves productivity. It is important for professional advancement. It resolves various conflicts among the professionals. It helps to build good relationship with stakeholders and other business people.

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Q 8. What points should we remember for effective communication ?

Ans. For effective communication we must remember :

1. what to say?
2. how to say?
3. when to say?
4. why to say?
5. whom to say?

Q 9. What are the specific features of professional communication?

Ans. Specific features of professional communication include the specific audience, specilic purpose, specific subject matter and a formal environment.

Q 10. What are internal and external communications?

Ans. Interal communication : It is a type of communication within the organization. This is also known as internal communication. When the communication takes place between the employees of the same organization, it is called inter-departmental/internal communication. Internal communication includes Demi-official letter, notices, memo, instructions, orders etc.

External communication : The communication between an organization and outsiders is called external communication. It is needed for smooth conduction and the progress of the business. This form of communication takes place through personal visit, telephone and Postal Services. The external communication includes acknowledgement, enquiries, tender, conferences etc.

Q 11. Write various types of communication.

Ans. The type of communication depends on its style and audience. We can see various forms of communication like :

Oral communication, written communication, formal communication, informal communication, verbal communication, nonverbal communication, internal communication, external communication etc.

Q 12. What do you mean by informal communication?

Ans. The general communication we do with our well known people, neighbours, relatives, friends, etc. is called informal communication. There is no place for formal contents or objective style in this commrnication. It is used to develop relationship among the workers in an organization and enrich relation at home. This is also called general communication. Its area is very wide. There is no place where we don't use this form of communication. Even we use this at our workplace also. We are not bound to follow the rules and regulations of communication. We get a little freedom or Liberty in expressing our views.

Q 13. What do you mean by formal communication?

Ans. The communication we do with the people who are related to our business or job is called formal communication; especially when we are talking about matters related to job profile. This communication has formal content and objective style. It is used for smooth functioning in an organization and filling the gap among the departments and work force. This is also called professional communication. We use certain rules, regulations, addresses etc. in this communication. We express the information related to job/profession/business.

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Q 14. What do you mean by non-verbal communication?

Ans. This is a primitive way of sharing feelings and ideas etc. Since the dawn of Civilization it has been in use. People use verbal clues to say or understand others. The communication in which we don't use words or language to communicate ideas, thoughts etc. is called non-verbal communication. In such communication we communicate through a medium which is far away from language boundaries like face expressions, body language gestures, symbols etc. This communication is of many types like body language, cronomics, hepatic, proxemics, olfactory etc .

Q 15. What do you mean by verbal communication?

Ans. By the passing of the time, letters and words were developed and people started using language to express their ideas and communicate through language. This communication is defined as verbal communication. In other words, when we use words or language to communicate our ideas and thoughts then such communication is known as verbal communication. It can be divided into two types- Oral communication and written communication.

Q 16. Define oral communication.

Ans. When we use our speech organs to communicate our ideas and information then this kind of communication is called oral communication. Correct pronunciation, articulation and a good knowledge of voice modulation is required for oral communication. Oral communication is used everywhere and in most of the cases whether in general life or in professional life. In professional communication we use oral communication for speech, telephonic conversation, seminar, interviews etc. Good listening and speaking skills are required for oral communication .

Q 17. What do you mean by written comniuncation?

Ans. When we use language to draft information, knowledge, ideas, etc., then this type of communication is known as written communication. Written communication is very important in professional or business life. Reading and writing skill is required for written communication. Letter, report, thesis, magazines, journals etc. are some examples of written communication.

Q 18. Write various techniques of communication.

Ans. Communication techniques are divided into two parts-input techniques and output techniques . Input techniques are again divided into reading and listening techniques. Output techniques are also divided into two-written and speaking techniques.

Q 19. What is the difference between listening and hearing?

Ans. Hearing : It is a passive process where sound or noise strike to our ear drum and unconsciously it reaches to our brain through our hearing system. In this process it is not necessary to pay attention.

Listening : Listening is an active process in which we pay attention to the words uttered by the speaker. We care for sound and start processing it for giving feed back. It requires energy for processing and giving feedback .

Q 20. What is the difference between conversation and communication?

Ans. No purpose is required for conversation while a purpose is required for communication process. We can take immediate feedback in conversation as it is almost

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oral in nature while in professional communication it requires some time to get feedback. Conversation is completely informal in nature and style while communication is formal in nature and requires objective style. Conversation is important for social ties and good relationship in the society and with the people all around you in professional life too while Communication is used for transferring of sharing important information among the people related to the job or profession.

Q 21. What is the difference between technical communication and general communication?

Ans. General communication and Technical communication are different from each other in various aspects; the table is given below :

S.No.	Points	GC	TC/PC
1.	Subject matter	Related to day-to-day life	Related to our job profile
2.	Purpose	General for the purpose of routine life	Specific for solving or discussing a specific task
3.	Audiences	Not always specific, may be our friends, relatives etc.	Specific audience related to the subject matter
4.	Style	Personal, decorative, bombastic	Accurate, precise style (depends on the need of document)
5.	Base	May not be factual	Based on facts
6.	Nature	Subjective	Objective (free from personal relations)
7.	Organization	Not always structured	Well structured (well organized)
8.	Techniques	Not always specific, exposition	Specific techniques are used (depend on requirement)
9.	Use of graphics	May or may not involve	Graphics, charts, tables etc. are used
10.	Vocabulary	General use of dialect	Should be up-to-date but simple
11.	Contents	Informal & sometimes formal	Mostly formal
12.	Language	Figuristic, with poetic devices, use of figure of speech	Should be simple and easy to understand
13.	Jargons	Are not used generally	Used
14.	Examples	Dramas, novels, Fictions, literature etc.	Reports, Proposals, business letters, newsletters etc.
15.	Required for	Entertaining, passing time, releasing stress, boosting relation etc.	Sharing information, energizing business relations, increasing business, to instruct etc.

Q 22. Write various steps of the process of communication.

Ans. The process of communication requires 5 steps :

1. Ideation
2. Encoding

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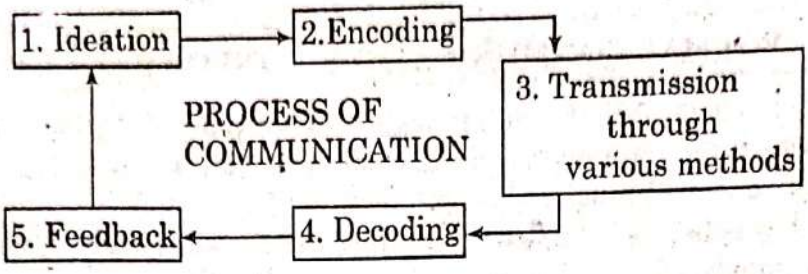
3. Transmissions
4. Decoding
5. Feedback



Q 23. What do you mean by ideation?

Ans. The process of communication begins with ideation. It includes the formation of an idea or selection of a message which is to be transmitted. Ideation in technical communication process depends on the sender's subject competence (his professional knowledge, experiences and abilities). Lack of subject-competence might lead to poor ideation and result in ineffective communication. If a person lacks in knowledge then the process of communication is stopped at first stage.

Q 24. What do you mean by encoding?

Ans. It is the second step in the process of communication and involves linguistic (language skill) and organizational (systematic and structured presentation skill) competence. Encoding is the process of changing the information into some form of logical and coded message. Message's form (oral/written/ facial expression/gesture), length, tone and style are decided by sender.

Q 25. What is transmission in the process of communication?

Ans. Transmission refers to the flow of message over the chosen channel. For transmitting the message to the receiver a proper channel (verbal/non. verbal/spoken/written) and a medium (telephone/memo/report/letter/e-mail/face to face) are selected. Especially in technical communication it is essential that the right time, place and mode are chosen because it is necessary to give message to the receiver on time. That is why transmission is one of basic aspects of communication.

Q 26. What do you mean by decoding?

Ans. Decoding involves absorption of encoded message and understanding. Receiver receives the message in coded stimuli to interpret and analyze the message. Messages are decoded in the form of meanings. If decoding is perfect it means communication will be perfect. Decoding in technical written communication also refers to reading and understanding technical write-ups such as reports, proposals, (instructions, manuals etc.

Q 27. What is feedback and what is its importance in the process of communication?

Ans. It is the last stage of technical communication process. It is the reaction of receiver to the sender. The process of communication is completed when feedback is according to sender's satisfaction. So, response is the key to communication as the effectiveness of communication depends on whether a receiver's response is with the meaning the sender intended.

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Q 28. What are the differences between formal communication and informal communication?

Ans. The differences between formal communication and informal communication are given below in the table :

Meaning	FORMAL COMMUNICATION	INFORMAL COMMUNICATION
Definition	A type of verbal communication in which the interchange of information is done through the pre-defined channels is known as formal communication.	A type of verbal communication in which the interchange of information does not follow any cannels i.e. the communication stretches in all directions.
Another Name	Official Communication	Grapevine communication
Reliability	More	Comparatively less
Evidence	As the communication is generally written, documentary evidence is present	No documentary evidence.
Advantage	Effective due to timely and systematic flow of information.	Efficient because employees can discuss work related problems, this saves time and cost of the organization.
Disadvantage	Distortion due to long chain of communication	Spread of rumors
Flow of Information	Only through predefined channels.	Can move freely in any direction.

Q 29. What are the differences between oral communication and written communication?

Ans. Main differences between oral communication and written communication are given in the table below :

Basis	Oral Communication	Written Communication
Nature	Communication with the help of words of mouth.	Communication with the help of text.
Literacy	Not required at all.	Necessary for communication.
Transmission of message	Speedy	Slow
Proof	No record of communication is there.	Proper records of communication are present.
Feedback	Immediate feedback can be given	Feedback takes time.

Q 30. What are the main differences between verbal communication and nonverbal communication?

Ans. The main differences between verbal and nonverbal communication are given below in the table :

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Meaning	NON VERBAL COMMUNICATION	VERBAL COMMUNICATION
Definition	The communication that takes place between sender and receiver with the use of signs is known as non-verbal communication.	The communication in which the sender uses words to transmit the message to the receiver is known as verbal communication.
Types	Chronemics, Vocalics, Haptics, Proxemics, Artifacts etc.	Formal and Informal
Time Consuming	Yes	No
Chances of transmission of wrong message	Happens most of the time.	Rarely happens.
Documentary Evidence	No	Yes, in case of written communication.
Advantage	Helpful in understanding emotions, status, lifestyle and feelings of the sender.	The message can be clearly understood and immediate feedback is possible.

Q 31. What are the advantages and disadvantages of oral communication?

Ans. Oral communication has following advantages and disadvantages :

Advantages :

- It is very fast.
- Literacy is not required.
- Immediate feedback is given.

Disadvantages :

- It has no record.
- There is no chance of editing.
- It can not be used in very difficult or emotional situations.

Q 32. What are the advantages and disadvantages of written communication?

Ans. Written communication has various advantages and disadvantages. These are mentioned below :

Advantages :

- It can be used for future records.
- It helps to deal even in difficult situations.
- There is a chance for revision before delivering the message.

Disadvantages :

- It cannot be done without literacy(qualification).
- It is slower.
- Feedback is not immediate.

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Q 33. What are the various factors which affects the choice of mode of communication?

Ans : The choice of mode of communication depends on various factors like :

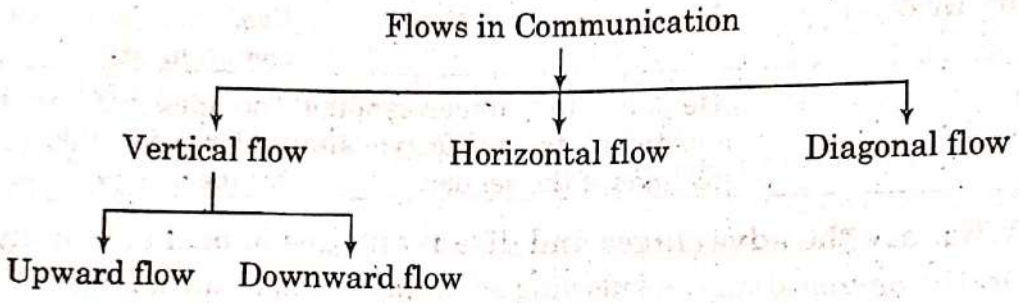
1. Urgency of sending message
2. Technology available
3. Need of the hour
4. Nature of the message etc.

Q 34. What do you mean by flow in communication?

Ans. The direction of the way/made of transmission from source to receiver is called flow in communication.

Q 35. Write down various types of flows in communication.

Ans. There are following types of flows in communication.



Q 36. Give short notes on Vertical flow, Horizontal flow & Diagonal flow.

Ans. 1. Vertical flow : When two officials (at different positions) communicate each, then it is called vertical communication. It is of two types :

(a) Upward flow : When a junior communicates to senior, such flow is called upward flow.

(b) Downward flow : When a senior communicates to junior then such flow is called downward flow.

2. Horizontal flow : When two officials who are at the same position in an organization communicates each other, this flow is called Horizontal flow.

3. Diagonal flow : When people communicates directly without taking care of proper channel of communication in an organization then this flow is called diagonal flow.

Q 37. What is informal flow or grapevine?

Ans. Grapevine is an informal flow in communication. People in and outside of an organization talk to each other and share unauthentic information, then this flow is called Grapevine (gossip).

Q 38. What do you mean by barrier?

Ans. The interferences, noise or disturbances in the process of communication are called barriers to communication. Barriers act like a sieve allowing only a part of message to filler through. That's why desired response is not achieved. Communication is a complex

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process. Sometimes it is felt by the speaker that the listener does not understand his/her point clearly. This may be due to any interference or any disturbance during communication.

Q 39. What are the possible results or consequences of barrier in communication process?

Ans : Results or Consequences of barriers

1. Barriers may hamper the smooth flow of effective communication.
2. Barriers may emanate either from receiver/sender or from circumstances.
3. Barriers can make the communication process dull, uninteresting and bored.
4. Barriers lead to confusion.
5. Barriers can stop the desirable response coming to you.
6. Barriers may sometimes lead to communication breakdown.
7. Barriers may bring complications to the communication.

Q 40. What are the possible Reasons of barrier to communication?

Ans. There are many reasons which create barriers to communication. Some of those are given below :

1. Improper coding,
2. Wrong assumption,
3. Varied perception,
4. Categorical thinking,
5. By passing,
6. Physical distraction,
7. Psychological and emotional interferences,
8. Cultural difference,
9. Noise,
10. Poor listening skill,
11. Negative tendencies etc.

Q 41. Write main types of barriers in the process of communication.

Ans. Barriers may come from anywhere in the process of communication . The main barriers are

1. Intrapersonal barriers
2. Interpersonal barriers
3. Semantic barriers
4. Psychological barriers
5. Professional barriers etc.

Q 42. What are intrapersonal barriers?

Ans. Barriers due to different experience, education, values and personality are called intrapersonal barriers. These barriers arise from individuals' attitude and habits.

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Q 43. What do you mean by interpersonal barriers?

Ans. Barriers due to inappropriate transaction of words between two or more people are called interpersonal barriers.

Q 44. What are semantic barriers?

Ans. A common barrier to effective communication is semantic distortion, which may be deliberative in nature or accidental. Semantic problem arises when words and symbols have different meanings for different people and this lead to a misunderstanding.

Q 45. What are psychological barriers?

Ans. If the people, involved in communication, are not emotionally well, they won't be able to communicate properly. The psychological barrier of communication is the influence of psychological state of the communicators (sender and receiver) which creates an obstacle for effective communication. Communication is highly influenced by the mental condition that the communicators are in and is disturbed by mental disturbance.

Q 46. How can we reduce barriers from the process of communication?

Ans. Though it is difficult to remove barriers completely from the process of communication but we can reduce barriers by following the ways given below :

1. Use common language
2. Encode the message well
3. Avoid physical barriers
4. Use appropriate style
5. Avoid negative or angry tone
6. Avoid psychological barriers
7. Be open, frank and positive
8. Appreciate and understand cultural differences
9. Listen and read carefully
10. Avoid information overload
11. Try to experience the world from the receiver's perspective
12. Knowledge of audience before communication.

Q 47. What are the reasons of intrapersonal barriers to communication?

Ans. There are many reasons of intrapersonal barriers to communication like :

- Wrong assumption,
- Different background,
- Categorical thinking,
- Varied perception,
- Wrong inferences.
- Impeprfous categproes

Q 48. What are the reasons of growing interpersonal barriers in the process of communication?

Ans. Interpersonal barriers may arise between sender and receiver. There are several reasons of growth of interpersonal barriers in the process of communication like :

- Limited vocabulary

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- Communication selectivity
- Cultural Variations
- Incongruity of verbal and nonverbal
- Emotional outbursts
- Poor listening skills

Q 49. Give few reasons of semantic barriers.

Ans. Semantic barriers may grow due to vague-words, local dialect, different language and culture, and use of jargons.

Q 50. Write down the reasons of professional barriers or organizational barriers.

Ans. Due to tough competition professional life is facing a lot of problems and tension. Barriers are very common things which are found in an organizational culture. There are many reasons of organizational barriers like :

- Too many transfer stations,
- Fear of superiors,
- Negative tendencies,
- Use of inappropriate media,
- Information overload

Q 51. Define the following terms :

Ans. 1. Categorical thinking : There are many people who think that they 'know it all'. Such people are called 'pansophists'. They think that they are all perfect and they need not of any kind of additional information on the related topic. They would not accept any further information related to the subject or topic. For example : People are not very much serious or sincere in attending the regular meetings in their offices which are conducted on regular basis for smooth functioning in an organization.

2. Impervious category : Generally we react positively to information only if it is in consonance with our own views and attitude. But the news which doesn't suit to our taste and preferences we disbelieve it or react negatively. Impervious category includes those who may not be able to accept any deviation from their own point of view.

3. Incongruity of verbal and nonverbal : It is a well known fact that nonverbal communication enhances the impact of verbal communication but sometimes it is found that the nonverbal communication is giving a wrong interpretation and making the receiver puzzle. If the nonverbal cues are misinterpreted the message is distorted. For example if an uninvited guest comes to your home and you have an urgent piece of work outside then your word definitely welcomes him but your nonverbal cues will tell him that he is unwanted at that time.

4. Information overload : If a person is supplied with much information then it is not possible to supply the same and correct information to correct person. This is one of the major problems in an organization. Sometimes the receiver is unable to handle the data properly and effectively. This leads to fatigue, boredom and disinterest.

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Q 52. What do you mean by physical barriers?

Ans. Physical barrier is the environmental and natural conditions that act as a barrier in communication in sending message from sender to receiver. Organizational environment or interior workspace design problems, technological problems and noise are the parts of physical barriers. When messages are sent by the sender, physical barriers like doors, walls, distance, etc. do not let the communication become effective.

Q 53. What are the reasons of physical barriers?

Ans. Physical barriers may grow due to

1. Environment or Climate
2. Time and Distance
3. Medium Disturbance or Technical Problem
4. Workspace Design
5. Information Overflow
6. Noise

Q 54. Define noise or write a short note on noise .

Ans. Noise : Noise is an unwanted signal or interruption which hinders the flow of communication. It has its involvement in all kinds of visual, audio-visual, written, physical, oral form etc. Noise may enter from any side in the process of communication. Mostly noise is created in the environment. Noise is the disruption found in the environment of the communication which makes the message less accurate, less productive and unclear. It might even prevent the message from reaching the receiver. There are many kinds of noise in communication process such as physical noise, written noise, technological noise, etc. Physical noises are the disturbances that occur due to outside or background disturbance and environment. This type of noise occurs in mostly all kinds of communication like face to face, written, etc. Written noise like bad handwriting or typing is also taken as physical barrier. Technological noise are the noise that occur in the medium or channel like any sound while talking on phone or message sending failure in chats. All of the mentioned types of noises are included as physical communication barriers.

Q 55. Write down some modern tools of communication .

Ans. In the modern technical world, we have many updated latest tools of communication in our hands. All these tools have reduced the time and distance between the sender and the receiver. Some of these are as follows :

1. Cellular phones : It is probably the most important telecommunication device in recent times. The cellular telephone network is divided into cells, each one is controlled by a radio base station. It gives all the benefits of an ordinary fixed phone, but with extra flexibility, mobility, security and whole range of new services. With cellular phone, one can call anywhere and can be reached from any telephone in the world.

2. A pager : It is a small telecommunications device that receives (and, in some cases, transmits) alert signals and/or short messages. This type of device is convenient for people expecting telephone calls, but who are not near a telephone set to make or return calls immediately. The message is typed on a computer screen at one end, and is conveyed to the other end through electric impulses. This is similar to private messaging through social

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networking, but is certainly more formal. It is the quickest way to communicate today. Paging is a one-way wireless communication facility by which one can stay in touch with anyone-clients, office or family, when one is on the move. Paging started a bit late in India.

3. E-mail : E-mail stands for electronic mail. One can send formal document through internet connection. This method is called e-mail. It can be sent to a large number of people simultaneously. It is supposed to be highly secure and secret. It saves you from telephone tags. It is the quickest means of transmitting messages. Through e-mails connections can be made over very long distances using the public telephone networks or radio links.

4. FAX (Facsimile or duplicate, reproduce Telegraphy) : An image of a document made by electronic scanning and transmitted as data by telecommunication links. It deals with the transmission of typewritten or handwritten message, drawings, pictures or any matter which cannot be sent through telegraphs, telephones or teleprinters. Even typed matter can be transmitted more effectively through fax. In this system there is no scope for copying.

5. Text message : We are all aware of the uses of text messaging. They are short and a good way to communicate short bits of information that can be received and replied at their own leisure (free time).

6. Video conferencing : This gives greater information by the fact that both parties can see each other. Physical contact is missing but both the parties are still able to see body language and facial expressions. Used less often, but perfect for staff meetings in different geographical locations.

7. Telephone : The telephone is even more personalised than the channels previously mentioned. The telephone instantly allows both the parties to hear the tone and emotions and is possibly the most used communication tool.

8. Internet : The internet may be defined as a global collection of people. Computers linked together by telephone lines, radio links or satellite links. Seeing extremely versatile and fast its popularity is increasing day by day. It is a network of computers worldwide which allows its users to share information.

9. Teleconferencing : Usually, group communication takes place in person, in the same room, but new technology provides a facility for discussion with a group of persons on the internet. You can conduct a meeting, hold a group discussion or brief people spread across the country or around the world. You can talk to a number of experts through computers using support systems for their views before making a decision or for finalizing a plan of action. In recent years, big business organizations are using teleconferencing method to conduct business meetings with the concerned executives. It is cheaper as the work arrangements , facilities, and accommodation is eliminated; travel to distant place to attend conference is avoided; cost, time and energy are saved.

10. World Wide Web (WWW) : Apart from the E-mail service of the internet, with which most people are familiar, the World Wide Web (WWW) is the latest vehicle of business now available on the internet. Internet is a network of computers worldwide which allows its users to share information. It is a global collection of people computers linked together by telephone lines, radio links or satellite links. When an organization links to the internet, people can reach it any time of day or night. Over millions of

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companies have turned to the internet as powerful yet inexpensive way to promote their companies, products and services.

11. Computer : The home computer has become a vital communication device in modern life. Computers give the user the ability to communicate using the written word, video and audio. A computer enables users to access the full extent of the Internet such as social networks, emails and video chatting. Computers are also used in various electronic devices such as automotive vehicles. An automotive vehicle can have multiple computers that communicate with one another to maintain proper function.

12. Laptop : A laptop is a mobile computer. When they were first introduced, they were little better than glorified (overestimated) calculators. Today's high-end machines have the same functionality as desktop computers, including Internet access that permits the use of various communications tools such as instant messaging, e-mail and video conferencing.

13. Radio : Radio is media of mass oral communication. It is very useful for giving information about product, projects, programs etc. Radio is used to send a message in long or short distance and is a closed network of various receivers. Radios are commonly used by police departments, medical organizations and large sporting events. Radios use radio waves to send and receive messages, making it a different device compared to the telephone.

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Unit 2

APPLICATION OF GRAMMAR

2.1 PARTS OF SPEECH

LESSON 1 : NOUN

Short Notes

Noun : Naming words are called nouns. The name of a person, place, caste, group, state, material etc. is called noun.

Types of Nouns :

(A) PROPER NOUN	:	Ram, Somnath, Ramayana etc.
(B) COMMON NOUN	:	Boy, Temple, Bool, City etc.
(C) COLLECTIVE NOUN	:	Bunch, Herd, Bouquet, Heap etc.
(D) MATERIAL NOUN	:	Gold, Silver, Copper etc.
(E) ABSTRACT NOUN	:	Honesty, Love, Kindness, Childhood etc.

GENDERS :

(A) MASCULINE	:	Man, Horse, Lion, Servant etc.
(B) FEMININE	:	Woman, Mare, Lioness, Maid etc.
(C) COMMON	:	Lawyer, Teacher, Doctor, Baby etc.
(D) NEUTER	:	Bus, Pencil, Stone, Table etc.

CASES :

(A) SUBJECTIVE CASE	:	**Ram** is playing kite. Ram is subject.
(B) OBJECTIVE CASE	:	Vinod gave a **gift** to **Sohan**. Sohan & gift are objects.
(C) POSSESSIVE CASE	:	This is Shiva's bicycle. Shiva's is possessive case.

Number :

(A) SINGULAR	:	Table, Chair, Pen, bus etc.
(B) PLURAL	:	Tables, Chairs, Pens, Buses etc.
(C) COUNTABLES	:	Which can be counted. Pen, book, man, teacher, hotel etc.

Stars & leaves are also countable but these are countless.

(D) UNCOUNTABLES	:	Which can be measured or noticed but can not be counted. Sugar, knowledge, oil, pulses etc.

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Exercises

Q 1. Identify the Common Nouns in the following sentences.

1. They arrived early but at the wrong station.
2. We counted only six different colours in the rainbow.
3. The man was trying to steal a horse with a cart full of apples.
4. They have gone to the zoo to see the black sheep.
5. She put her head on her arms and cried loudly.
6. My mother is singing a religious song in the kitchen.
7. He threw some fruits to the monkeys.
8. The children are kicking a ball.
9. That temple was built before independence.
10. He bought balloons for his children and their friends.
11. Mohan swims like a fish.
12. She won a trophy for best dancer in the street.
13. We watched seabirds flocking above our heads.
14. He went to visit his uncle at the hospital.
15. Let me look at your toys.
16. The taxi broke down in front of my gate.
17. The boys are quarrelling in the market.
18. The monkey was hanging by its tail from a branch.

Answers

1. Station, **2.** Colours, rainbow **3.** Man, horse, cart, apples **4.** Zoo, sheep **5.** Head, arms **6.** Mother, song, kitchen **7.** Fruits, monkeys **8.** Children, ball **9.** Temple, independence **10.** Balloons, children, friends **11.** fish **12.** Trophy, dancer, street **13.** Seabirds, heads **14.** Uncle, hospital **15.** Toys **16.** Taxi, gate **17.** Boys, market **18.** Monkey, tail, branch

Q 2. Form Abstract Nouns from the following.

1. Man, scholar, king.
2. Know, sell, think
3. Long, strong, wise.
4. Brother, lose, great.

Answers

1. manhood, scholarship, kingship **2.** knowledge, sale, thought.
3. length, strength, wisdom **4.** brotherhood, loss, greatness

Q 3. Fill in each blank with the noun by changing underlined words.

1. The library is a completely <u>silent</u> place. The library is a place of complete silence.
2. The attic is a <u>dirty</u> room. The attic is filled with _____.
3. She was a <u>famous</u> singer. She first won _____ as a singer.

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4. I heard the joyful news. I could have shouted with _____.
5. The lake is deep. What is the _____ of the lake?
6. The door is three feet wide. The _____ of the door is three feet.
7. That really is a high wall. I think it is at least 3 metres in _____.
8. I hope you won't think me rude if I leave now. Excuse my _____ but I have to leave now.
9. Why is she so jealous? She'd never felt _____ before.
10. They were polite to accept the food. They accepted the food out of _____.
11. Jack and Jill enjoy being together. Jack and Jill find _____ in being together.
12. You made a careless mistake. It was a mistake of _____.

Answers

1. Silence **2.** Dirt **3.** Fame **4.** Joy **5.** Depth **6.** Width **7.** Height **8.** Rudness **9.** Jealousy **10.** Politeness **11.** Enjoyment **12.** Carelessness

Q 4. Fill in each blank with collective noun.

1. A _____ of birds flew over our heads.
2. He saw a _____ of roaring lions in his dream.
3. Vinod has the biggest _____ of cattle in his farm.
4. He ate a _____ of grapes all by himself.
5. Our friend likes to show off his _____ of stamps.
6. We took a picture of a _____ of sheep on our way home.
7. Police have arrested a _____ of bicycle thieves.
8. She bought a _____ of bananas for her pet monkey.
9. Not one of the _____ of pupils is listening attentively to their teacher.
10. How can you put my _____ of tools in your toolbox?

Answers

1. Flock **2.** Troop **3.** Heard **4.** Bunch **5.** Collection **6.** Flock **7.** Gang **8.** Bunch/comb **9.** Class **10.** Set

Q. 5. Rewrite the following sentences making them plural.

1. The child asks for a toy.
2. The baby cries.
3. A child was playing in the field.
4. The lady uses a knife to cut a potato and a chilli.
5. The man is sure about his success.
6. I took this photo.
7. A gentleman respects his wife.
8. My loaf of bread is enough to feed the fish.
9. His lorry nearly collided with the boy's bicycle.

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10. He lost a tooth in a fight with his classmates.
11. A passerby stops to watch a dwarf.
12. She likes to cook spicy tomato.
13. My friend owns a bunglow.
14. The artist has been playing a piano for an hour.
15. The child's pet is a gold fish.
16. His child wants to learn mathematics.
17. The farmer has a sheep, a deer and a rhinoceros on his farm.
18. He has a tattoo on his arm.
19. He uses a lasso to catch an elephant calf.
20. The life of a fly is rather short.

Answers

1. The children ask for toys.
2. The babies cry.
3. Children were playing in the field.
4. The ladies use knives to cut potatoes and chillies.
5. The men are sure about their success.
6. We took these photos.
7. Gentlemen respect their wives.
8. Our loaves of bread are enough to feed the fish.
9. Their lorries nearly collided with the boy's bicycles.
10. They lost teeth in fights with their classmates.
11. Passers-by stopped to watch dwarfs.
12. They like to cook spicy tomatoes.
13. Our friends own bunglows.
14. The artists have been playing pianos for hours.
15. The children's pets are gold fish.
16. Their children want to learn mathematics.
17. The farmers have sheep, deer and rhinoceroses on their farms.
18. They have tattoos on their arms.
19. They use lassos to catch elephant calves.
20. The life of flies are rather short.

Q 6. Complete each sentence by choosing the correct word from the bracket.

1. There is so (many, much) smoke coming out of the chimney.
2. Mrs. Fisher keeps (plenty of, a large amount of) tropical fish in her pond.
3. Mr. Shaver takes only a (little, few) minute to shave.
4. The postman put (a great deal of, a lot of) letters into the bag.

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5. He threw (much, some) stones at the monkeys.
6. She uses only (a few, a little) cooking oil in her cooking.
7. My hens lay (a large amount of, several) eggs every morning.
8. (A great deal of, A large number of) dust has collected on the unused desk.
9. We saw (a large amount of, many) cows grazing in the field.
10. Those butchers eat (a large amount of, a large number of) meat everyday.

Answers

1. Much **2.** Plenty of **3.** Few **4.** A lot of **5.** Some **6.** A little **7.** Several **8.** A great deal of **9.** Many **10.** A large amount of.

Q 7. Fill in the blanks with abstract nouns from the nouns in brackets.

1. I had a very happy _____ (child).
2. I forgot to renew my _____ (member) in the sailing club.
3. We formed a deep and lasting _____ (friend).
4. He hopes to take over the _____ (leader) of the party.
5. There are lots of nice people in the _____ (neighbour).
6. In the _____ (king) of Takshila, the king commands the respect of almost every citizen.
7. She seems to be enjoying _____ (mother).
8. The Fund awards only five _____ (scholars) every year.

Answers

1. Childhood **2.** Membership **3.** Friendship **4.** Leadership **5.** Neighbourhood **6.** Kingdom **7.** Motherhood **8.** scholarship

Q 8. Change the nouns in bold from the feminine/masculine to the masculine/feminine.

1. My **uncle** visits his **nephew** every weekend.
   Ans. My aunt visits her niece every weekend.
2. The **lady** has several **drakes** on her farm.
   Ans. The gentleman has several ducks on his farm.
3. The **daughter** is more **talkative** than **her mother**.
   Ans. The son is more talkative than his father.
4. This **actor** likes to play the role of the **prince**.
   Ans. This actress likes to play the role of the princess.
5. Their **queen** is a **widow**.
   Ans. Their king is a widower.
6. The **manager** is still a **bachelor**.
   Ans. The manageress is still a spinster.
7. In the movie, the **tiger** was killed by the **hero**.
   Ans. In the movie, the tigress was killed by the heroine.

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8. **His son-in-law** is a **steward**.
   Ans. His daughter-in-law is a stewardess.
9. The **count** has one **brother**.
   Ans. The countess has one sister.
10. The **author** is writing a book about the **king**.
    Ans. The authoress is writing a book about the queen.
11. The **bridegroom** spoke to the **priest**.
    Ans. The bride spoke to the priestess.
12. His **brother** works as a **waiter**.
    Ans. His sister works as a waitress.
13. The **dog** barked at the **milkman**.
    Ans. The bitch barked at the milkmaid.
14. A **cock** was killed by a **fox**.
    Ans. A hen was killed by a vixen.
15. The **manservant** has worked many years for the **duke**.
    Ans. The maidservant has worked many years for the duchess.
16. **Her husband** is a **conductor**.
    Ans. His wife is a conductress.
17. **He** was a **postman**.
    Ans. She was a postwoman.
18. The **lad** wants to be a **monk**.
    Ans. The lass wants to be a nun.
19. The **sultan** owns a **stallion**.
    Ans. The sultana owns a mare.
20. Her **father-in-law** is a **landlord**.
    Ans. Her mother-in-law is a landlady.

Q 9. Identify the nouns undertined in the following sentences.

1. **Ramesh** write **English** novels.
2. There were no **students** in the **hall**.
3. I will go to **Agra** in **December**.
4. **Mango** is my favorite **fruit**.
5. There are seven **continents** is the world.
6. **Raja Vikramaditya** is known for his **kindness** and **bravery**.
7. To err is **human**.
8. **Ma Saraswati** is the **Goddess** of **knowledge**.
9. We get **wool** from **sheep**.
10. **Dog** is a faithful **animal**.

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11. My **ring** is made up of **gold**.
12. Hina made a pile of **clothes**.
13. My **book** was lying in the **bundle** of **newspapers**.
14. **Jaya** loves **bouquet** made up of **roses**.
15. The **beauty** of **nature** is beyond words.

Answers

1.	Ramesh	:	Proper noun
	English	:	Proper noun
2.	Students	:	Common noun
	Hall	:	Common noun
3.	Agra	:	Proper noun
	December	:	Proper noun
4.	Mango	:	Proper noun
	fruit	:	Common noun
5.	Continents	:	Commonn noun
6.	Raja Vikramaditya	:	Proper noun
	Kindness	:	Abstract noun
	Bravery	:	Abstract noun
7.	Human	:	Common noun
8.	Ma Saraswati	:	Proper noun
	Goddess	:	Common noun
	Knowledge	:	Abstract noun
9.	Wool	:	Common noun
	Sheep	:	Common noun
10.	Dog	:	Common noun
	Animal	:	Common noun
11.	Ring	:	Common noun
	Gold	:	Material noun
12.	Clothes	:	Common noun
	Hina	:	Proper noun
13.	Book	:	Common noun
	Bundle	:	Collective noun
	Newspaper	:	Common noun
14.	Jaya	:	Proper noun
	Bouquet	:	Collective noun
	Roses	:	Common noun
15.	Beauty	:	Abstract noun
	Nature	:	Common noun

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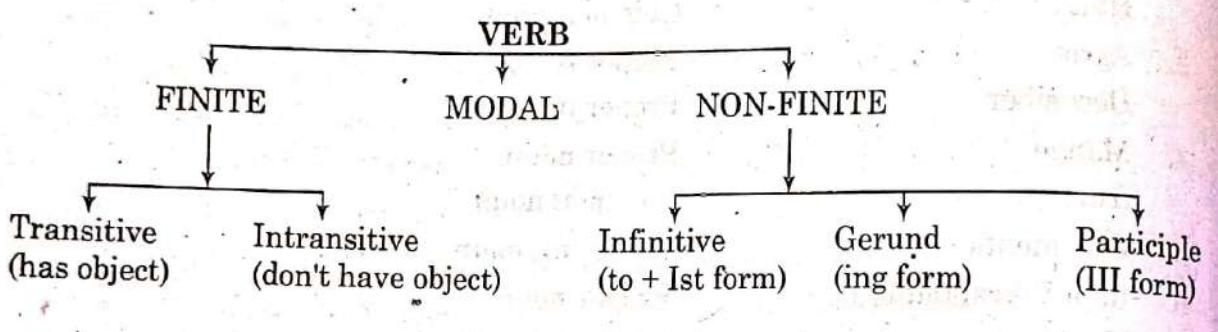
LESSON 2 : VERBS

Verbs : Verbs are called 'be', 'have' and 'action' words.

'To Be' VERBS : is, are, am (Present)
was, were (Past)
will be, shall be (future)

'To have' VERBS : has/have (present)
had (past)
will/shall have (future)



FINITE VERB : They are also called main verbs. All the forms of verb (1st, 2nd, 3rd and ing form) are finite verbs if they are changed according to number (subject) and tense.

NON-FINITE VERB : The verbs which are not changed according to number (subject) and tense are called nonfinite verbs.

MODAL VERB : The verbs which have no forms are called modal verbs. Example—Can, could, may, might, will, would, shall, should, aught to etc.

Transitive verb : The verb that needs an object to make its meaning clear or complete is called a Transitive Verb. The object can be a noun or a pronoun.

Intransitive verb : The Intransitive Verb does not need an object to complete its meaning.

Q 1. Identify verbs whether transitive or intransitive.

1. She saw a ghost. (Transitive/Intransitive)
   Ans. She saw a ghost. (Transitive verb—object : ghost)
2. My vase broke into pieces. (Transitive/Intransitive)
   Ans. My vase broke into pieces. (Intransitive verb—no object)
3. Finally, one of them found the golf ball. (Transitive/Intransitive)
   Ans. Finally, one of them found the golf ball. (Transitive verb—object : golf ball)
4. A big cat is chasing a small dog. (Transitive/Intransitive)
   Ans. A big cat is chasing a small dog. (Transitive verb—object : dog)
5. He used to come here everyday. (Transitive/Intransitive)
   Ans. He used to come here everyday. (Intransitive verb—no object)
6. He saw one very big fish. (Transitive/Intransitive)
   Ans. He saw one very big fish. (Transitive verb—object : fish)

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7. You always drink and talk endlessly. (Transitive/Intransitive)
   Ans. You always drink and talk endlessly. (Intransitive verb - no object)
8. Ram likes to read the latest books. (Transitive/Intransitive)
   Ans. Ram likes to read the latest books. (Transitive verb - object: books)
9. The tourists visited the museum. (Transitive/Intransitive)
   Ans. The tourists visited the museum. (Transitive verb - object: museum)
10. She can cry very loudly. (Transitive/Intransitive)
    Ans. She can cry very loudly. (Intransitive verb - no object)
11. All her valuables were safely locked away. (Transitive/Intransitive)
    Ans. All her valuables were safely locked away. (Intransitive verb - no object)
12. Every evening Shyam plays football. (Transitive/Intransitive)
    Ans. Every evening Shyam plays football. (Transitive verb - object: football)
13. Sunita can still knit very well. (Transitive/Intransitive)
    Ans. Sunita can still knit very well. (Intransitive verb - no object)
14. She sang a tribal folk song. (Transitive/Intransitive)
    Ans. She sang a tribal folk song. (Transitive verb - object: tribal folk song)
15. A species of beetle could soon disappear forever. (Transitive/Intransitive)
    Ans. A species of beetle could soon disappear forever. (Intransitive verb - no object)

Q 2. Fill in the blanks with is or are.

1. The deer _____ fighting.
2. The natives of this island _____ a friendly people.
3. Here _____ some work for you to do.
4. A pair of gloves _____ what they have been looking for the whole hour.
5. The twin _____ born at the same time as the other.
6. _____ your parent home?
7. There _____ a large amount of flour in the sack.
8. Liverpool _____ a great football team.
9. One of his brothers _____ getting married.
10. The rug _____ covered with cat hairs.

Answers

1. Are **2.** Are **3.** Is **4.**Is **5.** Is **6.** Is **7.** Is **8.** is **9.** Is **10.** Is

Q 3. Fill in each blank with the past participle form of the irregular verb as given in bracket.

1. He was almost _____ (hit) by a taxi as he was crossing the street.
2. The hotel could hardly be _____(see) because of the haze.
3. John said that he had not _____ (sleep) for forty hours.

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4. She felt that she could have _____ (weep) for joy if she had heard the news earlier.
5. It was reported that one of the kids had _____ (fall) into the river.
6. Maradona was _____ (forbid).
7. Their cat was badly _____ (bite) by a dog.
8. We were all _____ (swear) to secrecy about the plan.
9. Diwali wishes were _____ (broadcast) to the nation.
10. The ship had _____ (sink) without trace.
11. He had a newspaper _____ (spread) open on his knee.
12. No one was seriously _____ (hurt) in the accident.
13. His words were carefully _____ (choose) to convey the right message.
14. Their share of the market has _____ (shrink) from 14% to 5%.
15. The men who robbed the bank are _____ (know) to the police.
16. The pond had _____ (freeze) solid.
17. They have _____ (dig) deep for buried treasure.
18. His clothes were badly _____ (tear).
19. The gang had already_____(flee) when the police arrived.
20. She has just _____ (come) out of a coma.

Answers

1. Hit **2.** Seen **3.** Slept **4.** Wept **5.** Fallen **6.** Forbidden **7.** Bitten **8.** Sworn **9.** Broadcasted **10.** Sunk **11.** Spread **12.** Hurt **13.** Choosen **14.** Shrunk **15.** Known **16.** Frozen **17.** Dug **18.** Torn **19.** Fled **20.** Come.

Q 4. Fill in the blanks with suitable Verbs.

1. Ram _____ in the school. (is/are/am)
2. Students will _____ their assignments. (do/does/did)
3. Meena _____ long and shiny hair. (had/have/did)
4. Amitabh Bachchan _____ a megastar in Bollywood. (do/is/am)
5. I _____ written many books. (has/have/do)
6. Sumit can _____ this task easily. (did/had/do)
7. Mari Kom _____ a legend in boxing. (are/am/is)
8. All the players _____ moving towards airport. (is/are/am)
9. Vinayak _____ four erasers. (have/do/has)
10. Principal _____ the face of an institution. (are/is/am)

Answers

1. is **2.** do **3.** has **4.** is **5.** have **6.** do **7.** is **8.** are **9.** has **10.** is

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LESSON 3 : ADJECTIVE

ADJECTIVE :

The part of speech that qualifies noun or pronoun is called adjective. Example—Big, small, good etc.

Types of Adjectives

1. Adjective of Quality — Black, big, small, beautiful, kind, honest etc.
2. Adjective of Quantity — All, no, any, enough etc.
3. Demonstrative Adjective — This, these, that, those, such etc.
4. Interrogative Adjective — Which, what, whose etc.
5. Possessive Adjective — My, your, her, his, their etc.
6. Exclamatory Adjective — What!
7. Emphasizing Adjective — Own, very etc.
8. Distributive Adjective — Each, every, either, neither etc.
9. Numeral Adjective — Many, some, few, first, four etc.
10. Proper Adjective — Indian, Chinese etc.

Q 1. Choose the correct phrase or word in the bracket to complete the sentence :

1. She has only (a few, a little) nuts to feed the monkeys.
2. She doesn't like answering so (much, many) stupid questions.
3. The stray dog wagged its tail when given a (little, few) food to eat.
4. (Few, Some) students had knowledge of classical music.
5. We need (many, much) ice cubes for these drinks.
6. Anybody would be happy to get (a few, some) money.
7. Which of the (some, two) roads lead to the station?
8. There are (several, little) big cows on the small farm.
9. He bought (much, many) meat from the butcher.
10. We didn't buy (any, many) vegetable from the market.

Answers

1. A few **2.** Many **3.** Little **4.** Few **5.** Many **6.** Some **7.** Two **8.** Several **9.** Much **10.** Any.

Q 2. Use the right word from the bracket to complete the sentence.

1. My mother is as (strong, stronger, strongest) as her mother.
2. She is (pretty, prettier, prettiest) than her sister.
3. Who is (tall, taller, tallest) than a giraffe?
4. That pond is the (shallow, shallower, shallowest) in this area.
5. That has to be the (interesting, more interesting, most interesting) film I have seen.

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6. Of the two paths, this is (short, shorter, shortest).
7. This clown is not as (funny, funnier, funniest) as the other one.
8. He is the (bad, worse, worst) player in the team.
9. The second half of the play was (little, less, the least) exciting.
10. What is (far, farther, the farthest) distance you have ever run?

Answers

1. Strong **2.** Prettier **3.** Taller **4.** Shallowest **5.** Most interesting **6.** Shorter **7.** Funny **8.** Worst **9.** Less **10.** The farthest

Q 3. Fill in the blanks with the following adjectives, each of which is to be used only once:

little; wild; dark; angry; eight; muddy; honest; heavy; clumsy; much; proud; skinny; brave; narrow; blind

1. My mother is as _____ as a peacock of our new house.
2. I cannot lift this _____ metal box.
3. That _____ boy knocked down another vase.
4. The thin beggar raised his _____ hand.
5. The _____ soldier was awarded a medal.
6. They use their big cars on this _____ path.
7. Tigers are _____ animals.
8. He is poor. He hasn't _____ money.
9. He is an _____ man. You can trust him.
10. They helped the _____ man cross the road.
11. Look at the _____ sky. It is going to rain.
12. They have broken the window. Their father is very _____ with them.
13. There are _____ balloons in the room.
14. We have to take off our shoes. This path is _____.
15. There is only a_____ water left in the bottle.

Answers

1. Proud **2.** Heavy **3.** Clumsy **4.** Skinny **5.** Brave **6.** Narrow **7.** Wild **8.** Much **9.** Honest **10.** Blind **11.** Dark **12.** Angry **13.** Eight **14.** Muddy **15.** Little

Q 4. Fill in the blanks with the following adjectives :

difficult, happy, proper, terrible, violent, anxious, frightening, nervous, uneasy, worrying :

1. I always feel _____ when receive gifts.
2. The fog made driving very _____.
3. The man became _____ when the manager of the restaurant asked him to leave.
4. You look _____! Are you all right?

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5. The court found his behaviour to be perfectly _____.
6. He went onto the stage but was too _____ to speak.
7. He is very _____ about his parents downhealth.
8. It must be very _____ to a small boy to see a ghost.
9. She was _____ for more news about her missing husband.
10. The storm made the crew_____.

Answers

1. Happy **2.** Difficult **3.** Violent **4.** Terrible **5.** Proper **6.** Nervous **7.** Worrying **8.** Frightening **9.** Anxious **10.** Uneasy.

Q 5. Use one of the following adjectives for each blank.

absent, certain, confident, excellent, impatient, innocent, patient, present, responsible, silent.

1. This was not the first time he was _____ from school.
2. There were many people _____ at the wedding.
3. The judge said that the man was _____ and could be released.
4. He did not know the answer so he remained _____.
5. We were _____ to get into the crowded stadium.
6. He doesn't sound _____ about the future.
7. The police seem _____ that they have detained the right man.
8. His car broke down and he still said it was in _____ condition.
9. We will never know who is _____ for this terrible mess.
10. I'm not going to join that long queue as I'm not _____.

Answers

1. Absent **2.** Present **3.** Innocent **4.** Silent **5.** Impatient **6.** Confident **7.** Certain **8.** Excellent **9.** Responsible **10.** Patient.

Q 6. Put the adjectives in brackets in the correct position.

1. a pullover (new/green)
   Ans. a new green pullover
2. a house (beautiful/old)
   Ans. a beautiful old house
3. a pair of gloves (black/leather)
   Ans. a pair of black leather gloves
4. a film (old/American)
   Ans. an old American film
5. a face (thin/long)
   Ans. a long thin face
7. clouds (black/big)
   Ans. big black clouds

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8. a day (sunny/lovely)
   Ans. a lovely sunny day
9. an avenue (wide/long)
   Ans. a long wide avenue
10. a table (wooden/beautiful/round)
    Ans. a beautiful round wooden table
11. a box (metal/black/small)
    Ans. a small black metal box
12. a cat (fat/big/black)
    Ans. a big fat black cat
13. a little village (old/lovely/little)
    Ans. a lovely little old village
14. hair (long/black/beautiful)
    Ans. beautiful long black hair
15. an umbrella (red/enormous/yellow)
    Ans. an enormous red, yellow umbrella
16. a wall (brick/red/high)
    Ans. a high red brick wall
17. a dress (colorful/long/silk)
    Ans. a long colorful silk dress
18. a painting (old/interesting/French)
    Ans. an interesting old French painting
19. a temple (ancient/Buddhist/tall)
    Ans. a tall ancient Buddhist temple
20. a witch (toothless/ugly/old)
    Ans. an old ugly toothless witch

Q 7. Write down comparative and superlative degrees of the following:
Heavy, brave, old, yound, beautiful, easy, good sweet, rare, smooth, wild, ba loud, long, close.

Ans.

Heavy	:	Heavier, Heaviest
Brave	:	braver, bravest
Old	:	older, oldest
Young	:	younger, youngest
Beautiful	:	more beautiful, most beautiful
Easy	:	easier, easiest
Good	:	better, best
Sweet	:	Sweeter, Sweetest
Rare	:	Rarer rarest

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Smooth	:	ther, smoothest
Wild	:	widdest
Bad	:	w worst
Loud	:	loud oudest
Long	:	longer, longest
Close	:	closer, closet

Q 8. Fill in the blanks with suitable adjectives :

1. Your dress is very _____ .
2. I saw _____ cows fighting.
3. She has a _____ face.
4. I like _____ coffee.
5. Rose is a _____ flower.
6. Vevek brought a _____ rose to me on a friendship day.
7. My mother is _____ than Mrs. Bhalia.
8. The pen is _____ than the sword.
9. Somnath temple is very _____ .
10. Dhoni is a _____ captain.
11. Bharat has _____ culture.
12. Meerut is famous for _____ industry.
13. Mt. Everest is the _____ peak in the world.
14. Swami Vevekanand in a _____ saint.
15. I love to eat _____ food.

Answers

1. short **2.** two **3.** clean **4.** cold **5.** beautiful **6.** white **7.** more intelligent **8.** mightier **9.** grand **10.** cool **11.** vivid **12.** sports **13.** highest **14.** great **15.** Soulth Indian

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LESSON 4 : ADVERBS

Adverb :

The part of speech which modifies a verb or adjective or another adverb is called an adverb.

Types of Adverbs

1. Time & Duration	:	Yesterday, today, now, before, early etc.
2. Place	:	Here, outside, every where etc.
3. Frequency	:	Daily, sometimes, everyday, twice etc.
4. Manner	:	Slowly, cheerfully, fast, quietly, etc.
5. Quantity	:	Very, so, too, less, more etc.
6. Affermation & Negation	:	Yes, No, etc.
7. Interrogative	:	How, when, where, why etc.
8. Relative	:	Where, when etc.
9. Purpose	:	So that etc.
10. Degree	:	Entirely, completely, very etc.
11. Comparison	:	As, so, than
12. Reason	:	Therefore, accordingly, hence etc.

ORDER OF ADVERB

Manner—Place—Frequency—Time—Purpose

Q 1. Choose the most suitable adverb from the following to fill in each blank:

across, anywhere, around, backwards, over, below, down, further, under, underneath

1. In the park, you can go _____ and find a place to sit.
2. We thought it was fun to swim _____ the river.
3. They are there but we are not going _____ to talk to them.
4. There were many people walking _____ .
5. Sometimes we had to take a step _____ to allow others to pass as it was very crowded.
6. The hostages were forced to lie _____.
7. He bought an old car with some rust _____.
8. The bridge was too low for the ship to sail _____.
9. From up here at the tower, we look down at the traffic far _____.
10. We didn't go _____ than the first five miles because of the thunderstorm.

Answers

1. Anywhere **2.** Across **3.** Over **4.** Around **5.** Backwards **6.** Down **7.** Underneath **8.** Under **9.** Below **10.** Further

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Q 2. Choose the most suitable adverb from the following to fill in each blank :

always, ever, just, nearly, never, only, quite, slightly, still, unusually

1. We hardly _____ see him go to church.
2. My father is _____ late for work.
3. It took _____ two hours to get here.
4. They were _____ very friendly.
5. He has _____ strong hands.
6. She has _____ completed her degree course.
7. There is _____ no news about his missing brother.
8. We were a bit late because there was _____ a lot of traffic today.
9. It will _____ get worse if we do nothing about it.
10. We are _____ worried that we will get lost on the way.

Answers

1. Ever **2.** Never **3.** Nearly **4.** Always **5.** Unusually **6.** Just **7.** Still **8.** Quite **9.** Only **10.** Slightly

Q 3. Place the adverb in bracket in the correct position in the sentence.

1. She always reaches school at half past seven. (punctually)
2. He picked up the jug and some water spilled out. (carelessly)
3. He picked up the wrong bag. (carelessly)
4. The car stopped outside our house. (abruptly)
5. He arrived home. (unexpectedly)
6. She stared at it. (as if she had never seen a snake before)
7. He told us that we should not speak. (angrily)
8. He did his work so he had to do it again. (badly)
9. He asked whether I could lend him some money. (hopefully)
10. She opened the parcel. (most carefully)
11. I arranged all the stamps. (in their right order)
12. She looked at the letter. (thoughtfully)
13. Krishna waited for the train to arrive. (impatiently)
14. His father likes to go for a walk in the evening. (often)
15. He has finished the job you gave him. (just)
16. She goes to that shop. (seldom)
17. I am sure there is something wrong with it. (quite)
18. She prefers tea to coffee. (usually)
19. Those men came back to repair the pipe. (never)
20. It is time for us to go. (almost)
21. I have finished my exercise book. (nearly)

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22. The rain had stopped when I arrived. (already)

Answers

1. She always reaches school punctually at half past seven.
2. He picked up the jug carelessly and some water spilled out.
3. He carelessly picked up the wrong bag.
4. The car stopped abruptly outside our house.
5. He arrived home unexpectedly.
6. She stared at it as if she had never seen a snake before.
7. He told us angrily that we should not speak.
8. He did his work badly so he had to do it again.
9. He asked hopefully whether I could lend him some money.
10. She opened the parcel most carefully.
11. I arranged all the stamps in their right order.
12. She looked thoughtfully at the letter.
13. Krishna waited impatiently for the train to arrive.
14. His father often likes to go for a walk in the evening.
15. He has just finished the job you gave him.
16. She seldom goes to that shop.
17. I am quite sure there is something wrong with it.
18. She usually prefers tea to coffee.
19. The rain had already stopped when I arrived.
20. It is almost time for us to go.
21. I have nearly finished my exercise book.
22. Those men never came back to repair the pipe.

Q 4. Place the given adverbs at the right place in the sentence.

1. I found it. (at school; last week)
2. She saw her friend. (at the station; yesterday)
3. There was a huge fire. (in the village; a few weeks ago)
4. I must go. (at eight o'clock; to the market)
5. There was a great flood; (in 1926; throughout the valley)
6. I left my walking stick. (a few minutes ago; by that tree)
7. I will leave my bicycle. (at John's house; in future)
8. Most of the boys decided to go. (for a drink; after the game, together)
9. We can post the parcel. (at the post office; later on)
10. George is repairing a refrigerator. (at this very moment; at his uncle's house)
11. I have been waiting for you. (here; for ten minutes)
12. It is very hot. (in the afternoon; in this room)
13. It is unwise to go. (at night; into that part of the jungle)
14. Michael caught two fish. (yesterday; just over there)

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15. I met her. (in London; a few months ago)
16. I saw them walking. (last week; along the river)
17. He told us. (quickly. to go away)
18. The bag is light, (for you to carry; enough)
19. It was dark. (for us to see; too)
20. She sat. (for ten minutes; quietly; in the office)
21. We played badminton. (last night; at his house)
22. Danny spoke. (yesterday; at the debate; very well)
23. We were talking. (when the branch fell down; quietly; by the tree)
24. The fire started. (in the kitchen of that house; at about ten o'clock at night)
25. I planted them. (in the front garden; carefully; yesterday evening)
26. Ask him to come. (when he can; to see us)
27. They argued. (angrily; for some time; outside the house)
28. It is very cold. (during the winter; in Sweden)
29. They sawed down the trees (last week; near our school)
30. We fished. (until it was dark; from the bank; patiently)

Answers

1. I found it at school last week.
2. She saw her friend at the station yesterday.
3. A few weeks ago, there was a huge fire in the village/There was a huge fire in the village a few weeks ago.
4. I must go to the market at eight o'clock.
5. In 1926 there was a great flood throughout the valley.
6. I left my walking stick by that tree a few minutes ago.
7. In future I will leave my bicycle at John's house.
8. Most of the boys decided to go together for a drink after the game.
9. Later on we can post the parcel at the post office.
10. At this very moment George is repairing a refrigerator at his uncle's house.
11. I have been waiting here for you for ten minutes/I have been waiting for you here for ten minutes.
12. It is very hot in this room in the afternoon.
13. It is unwise to go into that part of the jungle at night.
14. Yesterday Michael caught two fish just over there.
15. I met her in London a few months ago.
16. I saw them walking along the river last week.
17. He told us to go away quickly.
18. The bag is light enough for you to carry.
19. It was too dark for us to see.
20. She sat quietly in the office for ten minutes.

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21. Last night we played badminton at his house.
22. Yesterday Danny spoke very well at the debate.
23. We were talking quietly by the tree when the branch fell down.
24. The fire started in the kitchen of that house at about ten o'clock at night.
25. I planted them carefully in the front garden yesterday evening.
26. Ask him to come to see us when he can.
27. They argued angrily outside the house for some time.
28. It is very cold during the winter in Sweden/In Sweden it is very cold during the winter.
29. They sawed down the trees near our school last week.
30. We fished patiently from the bank until it was dark.

Q 5. Place the following adverb in the correct place in the given sentences.

Accidentally, badly, carefully, deeply, easily, freely, low, suddenly

1. We watched a plane flying over the sea.
2. We encourage the victims to talk about their experiences.
3. She seldom chooses her words when speaking about other people.
4. I spilled/spilt coffee on my new shirt.
5. The doctor told him to breathe and hold his breath.
6. He had to brake to avoid a dog.
7. The kung fu master broke the brick with his bare hand.
8. His parents were angry that he behaved that night.

Answers

1. We watched a plane flying low over the sea.
2. We encourage the victims to talk freely about their experiences.
3. She seldom chooses her words carefully when speaking about other people.
4. I accidentally spilled/spilt coffee on my new shirt.
5. The doctor told him to breathe deeply and hold his breath.
6. He had to brake suddenly to avoid a dog.
7. The kung fu master broke the brick easily with his bare hand.
8. His parents were angry that he behaved badly that night.

Q 6. Choose the correct adverb from the given words and place them correctly in the given sentences.

badly, briefly, lately, narrowly, proudly, repeatedly, softly, steadily, swiftly, tightly

1. We walked and within minutes we were at the station.
2. The other day we spoke on the phone.
3. She put her head on her arms and cried.
4. Where have you been?
5. They pushed him down and kicked him.
6. The four of them jogged up the hill.

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7. Her grandma hurt her leg in the fall.
8. He welcomed his son at the airport by hugging him.
9. She displayed her degree certificate to her parents.
10. The team was beaten in their first away game.

Answers

1. We walked swiftly and within minutes we were at the station.
2. The other day we spoke briefly on the phone.
3. She put her head on her arms and cried softly.
4. Where have you been lately?
5. They pushed him down and kicked him repeatedly.
6. The four of them jogged steadily up the hill.
7. Her grandma hurt her leg badly in the fall.
8. He welcomed his son at the airport by hugging him tightly.
9. She proudly displayed her degree certificate to her parents.
10. The team was narrowly beaten in their first away game.

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LESSON 5 : MODALS

1. The modal verbs are: (i) can (ii) could (iii) may (iv) might (v) must (vi) ought to (vii) shall (viii) should (ix) will (x) would (xi) dare (xii) need (xiii) have to (xiv) used to.
2. Modal verbs have only one form. They have no 'ing' or 'ed' forms.
3. They don't add 's' or 'es' to singular form.
   For ex.: Mohan can speak two languages.
   She will try and visit tomorrow.
4. Modal verbs are followed by the infinitive of another verb without 'to' (first form of the verb).
5. Questions are formed without do/does in the present or did in the past.
   - Can I help you?
   - May I come in?
6. Negative sentences are formed with not or the short form n't and do not use do/does or did.

1. Can

S. No.	Use	Example
1.	Ability to do something in the present (substitute form : to be able to)	I can speak English
2.	Permission to do something in the present (substitute form : to be allowed to)	Can I go to the cinema?
3.	Request	Can you wait a moment, please?
4.	Offer	I can lend you my car till tomorrow.
5.	Suggestion	Can we visit Grandma at the weekend?
6.	Possibility	It can get very hot in Rajasthan.

2. Could

S. No.	Use	Examples
1.	Ability to do something in the past (substitute form : to be able to	I could speak English.
2.	Permission to do something in the past (substitute form : to be allowed to)	I could go to the cinema.
3.	Polite question*	Could I go to the cinema, please?
4.	Polite request*	Could you wait a moment, please?
5.	Polite offer*	I could lend you my car till tomorrow.
6.	Polite suggestion*	Could we visit Grandma at the weekend?
7.	Possibility*	It could get very hot in Rajasthan.

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3. May

S.No.	Use	Examples
1.	Possibility	It may rain today.
2.	Permission to do something in the present (substitute form : to be allowed to)	May I go to the cinema?
3.	Polite suggestion	May I help You?

4. Might

S.No.	Use	Examples
1.	Possibility (less possible than may)*	It might rain today.
2.	Hesitant offer*	Might I help you?

5. Must

S.No.	Use	Examples
1.	Force, necessity	I must go to the supermarket today.
2.	Possibility	You must be tired.
3.	Advice, recommendation	You must see the new film.
4.	Prohibition (must is a little stronger)	You mustn't work on dad's computer. You may not work on dad's computer.

6. Need not

S.No.	Use	Examples
1.	Something is not necessary	I needn't go to the supermarker, we' re going to the restaurant tonight.

7. Ought to

1. Simliar to should. 2. It sounds a little less subjective

S.No.	Use	Examples
1.	Advice	You ought to drive carefully in bad weather.
2.	Obligation	You ought to switch off the light when you leave the room.

8. Shall

Used instead of 'will' with the 1st person

S.No.	Use	Examples
1.	Suggestion	Shall I carry you bag?

9. Should

S.No.	Use	Examples
1.	Advice	You should drive carefully in bad weather.
2.	Obligation	You should switch off the light when you leave the room.

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10. Will

S.No.	Use	Examples
1.	Wish, request, demand, order (less polite than would)	Will you please shut the door?
2.	Prediction, assumption	I think it will rain on Friday.
3.	Promise	I will stop smoking.
4.	Spontaneous decision	Can somebody drive me to the station?-I will.
5.	Habits	She's strange, she'll sit for hours without talking.

11. Would

S.No.	Use	Examples
1.	Wish, request (more polite than will)	Would you shut the door, please?
2.	Habits in the past	Sometimes he would bring me some flowers.

Q 1. Fill the right modal verb :

1. There are plenty of tomatoes in the fridge. You _____ buy more.
2. It's a hospital. You _____ smoke.
3. He had been working for more than 11 hours. He _____ be tired after such hard work.
4. I _____ speak Arabic fluently when I was a child.
5. The teacher says we _____ read this book for our own pleasure as it is optional.
6. _____ you stand on your head for more than a minute? .
7. If you want to learn to speak English fluently, you _____ to work hard..
8. Take an umbrella. It _____ rain later.
9. You _____ leave small objects lying around if you have children at home.
10. People _____ walk on grass.
11. Drivers _____ stop when the traffic lights are red.
12. _____ I ask a question? Yes, of course.
13. You_____ take your umbrella. It is not raining.
14. _____ you speak Italian? No, _____ I.

Answers

1. needn't **2.** mustn't **3.** Must **4.** Could **5.** Can **6.** Can **7.** Need **8.** Might **9.** shouldn't **10.** mustn't **11.** Must **12.** May **13.** needn't **14.** Can , can't

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Q 2. Choose the correct answer and fill in the blanks with appropriate modal auxiliary verbs.

1. My grandmother is eighty-five, but she ..... still read and write without glasses. (Ability)
   (a) can (b) could (c) may
2. ..... I come with you?
   (a) Can (b) Will (c) Would
3. ..... you help me with the housework, please? (Polite request)
   (a) Could (b) Will (c) Should
4. There was a time when I..... stay up very late. (Past ability)
   (a) would (b) could (c) can
5. You ..... not lose any more weight. You are already slim. (Necessity)
   (a) may (b) need (c) should
6. We ..... make the first move. (Prohibition)
   (a) must not (b) will not (c) cannot
7. It is snowing outside so I ..... stay at home. (Intention)
   (a) may (b) will (c) can
8. I ..... get you a shawl from Kashmir. (Promise)
   (a) will (b) would
   (c) can d) may
9. ..... you mind if I borrowed your car? (Permission)
   (a) Will (b) Would (c) Should
10 ..... you take care of my dog for a day? (Polite request)
   (a) Will (b) Shall (c) Should
11. Our country ..... become a super power by 2025. (possibility)
   (a) may (b) might
   (c) will (d) should
12. She ..... sell her home because she needs money. (weak possibility)
   (a) may (b) might (c) could

Answers

1. My grandmother is eighty-five, but she can still read and write without glasses.
2. Can I come with you?
3. Could you help me with the housework, please?
4. There was a time when I could stay up very late.
5. You need not lose any more weight. You are already slim.
6. We must not make the first move.
7. It is snowing outside so I will stay at home.
8. I will get you a shawl from Kashmir.
9. Would you mind if I borrowed your car?
10. Will you take care of my dog for a day?
11. Our country may become a super power by 2025.
12. She might sell her home because she needs money.

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Q 3. Type the correct modal verb into the box.

Can, couldn't, needn't, might, must, ought to, shouldn't, could.

1. It's very cold today. Do you think it _____ snow later?
2. You _____ leave your door unlocked when you go out.
3. They _____ have filled the car with petrol before they set off.
4. My motorbike broke down in the middle of nowhere, but luckily I _____ fix it.
5. Mum says we _____ watch TV after we've finished our homework.
6. You _____ pick me up at the station. I can get a taxi.
7. This is impossible, it _____ be a mistake!
8. Jimi _____ have seen me because he walked past without saying 'Hello'.

Answers

1. might, 2. Shouldn't 3. Must 4. Could 5. Ought to 6. Need not 7. Can 8. Couldn't

Q 4. Fill 'Can, Could, or Be Able To' in the blanks :

1. I don't think I will have much work next week. I think I will _____ take a day off.
2. Excuse me, _____ you tell me where the bus station is?
3. They haven't _____ solve the problem yet.
4. She _____ play the flute and the guitar.
5. When we were younger, we _____ watch movies all afternoon! Now we think it's boring.

Answers

1. I don't think I will have much work next week. I think I will be able to take a day off.
2. Excuse me, could you tell me where the bus station is?
3. They haven't been able to solve the problem yet.
4. She can play the flute and the guitar.
5. When we were younger, we could watch movies all afternoon! Now we think it's boring.

Q. 4. Fill 'Must, Might, or May' in the blanks.

1. Oh no, I think they _____ be hurt! But I'm not sure.
2. They look just the same! I am sure that boy _____ be his son.
3. That looks delicious, and I am so hungry! _____ I have some?
4. He is running very well! I think he _____ win!
5. That looks like fun! _____ we paint some eggs with you?

Answers

1. Oh no, I think they might/may be hurt! But I'm not sure.
2. They look just the same! I am sure that boy must be his son.
3. That looks delicious, and I am so hungry! May I have some?

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4. He is running very well! I think he might/may win!
5. That looks like fun! May we paint some eggs with you?

Q 5. Fill 'Need to or Have To' in the blanks :

1. Oh, my house is a mess! I really _____ clean a bit!
2. Professor, do we _____ finish all the exercises on the test?
3. The judge said that he will _____ make a formal apology to the public on television.
4. If you want to camp in the park, you _____ pay for a permit first.
5. I have worked too long! I _____ take a break!

Answers

1. Oh, my house is a mess! I really need to clean a bit!
2. Professor, do we have to finish all the exercises on the test?
3. The judge said that he will have to make a formal apology to the public on television.
4. If you want to camp in the park, you have to pay for a permit first.
5. I have worked too long! I need to take a break!

Q 6. Complete the sentences with the correct modal verb. Sometimes more than one answer is correct :

1. He _____ go inside, or he will get a terrible sunburn!
2. I think we _____ play. What do you think?
3. He _____ stop drinking so much coffee, or he will make himself sick!
4. She has a beautiful voice! She _____ record a CD!
5. His cell phone is ringing. I think he _____ answer it.

Answers

1. He had better go inside, or he will get a terrible sunburn!
2. I think we should/ought to play. What do you think?
3. He had better stop drinking so much coffee, or he will make himself sick!
4. She has a beautiful voice! She should/ought to record a CD!
5. His cell phone is ringing. I think he should/ought to answer it.

Q7. There is a mistake in each of the sentences below. Correct the mistakes by adding the correct modal verb.

1. Incorrect: They shall have a meeting later.
   Correct: They _____ have a meeting later.
2. If it were not raining, we will go for a walk.
   If it were not raining, we _____go for a walk.
3. I promise I would pay you back soon!
   I promise I _____ pay you back soon!

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4. I think he shall pass his test.
   I think he _____ pass his test.
5. It's too bad I am so short! If I were taller, I shall play basketball.
   It's too bad I am so short! If I were taller, I _____play basketball.

Answers

1. Correct: They will have a meeting later.
2. If it were not raining, we would go for a walk.
3. I promise I will pay you back soon!
4. I think he will pass his test.
5. It's too bad I am so short! If I were taller, I would play basketball.

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LESSON 2.2 : SENTENCE & ITS TYPES

Sentence

A group of logically arranged words which has a meaning.

Example : 1. Bhagwan Ram is purushotam.

2. We pray everyday.

TYPE OF SENTENCES

S.No.	Name	Rule
1.	Affirmative	Sub + helping verb + main verb + object/....
2.	Negative	Sub + helping verb + not + main verb + object/....
3.	Imperative	Ist form of verb + object + ...
4.	Imperative with Let.	Let + object + 1st form of verb
5.	Interrogative	Question word + helping verb + sub + main verb + ...
6.	Exclamatory	What a + subject + this/that + verb!
7.	Optative	May god + 1st form of verb + object + ...

Q 1. Identify the type of sentence.

1. How well she sings!
2. What is your name?
3. Did I say anything to make you angry?
4. What is your name?
5. Who told you this?
6. She is a successful writer.
7. It is raining cats and dogs.
8. I want to become a writer.
9. She does not eat meat or fish.
10. Go at once.
11. Bring me that file.
12. My mother makes delicious cookies.
13. Get lost.
14. Fetch me a glass of water.
15. Please be seated.
16. Sit down.
17. She writes with her left hand.
18. What a tragedy!
19. How beautiful she is!
20. I have two sisters.

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21. How ridiculous this is!
22. I have lost my way.

Answers

1. Exclamatory **2.** Interrogative **3.** Interrogative **4.** Interrogative **5.** Interrogative
6. Affirmative **7.** Affirmative **8.** Affirmative **9.** Negative **10.** Imperative
11. Imperative **12.** Affirmative **13.** Imperative **14.** Imperative **15.** Imperative
16. Imperative **17.** Affirmative**18.** Exclamatory **19.** Exclamatory **20.** Affirmative
21. Exclamatory **22.** Affirmative

Q 2. Identify the types of sentence.

1. Please leave your footwear outside.
2. Will you wait here?
3. Where have you been all this while?
4. We will not tolerate this.
5. I am your friend.
6. My sister lives in Mexico.
7. What did you do then?
8. Be a bit more careful.
9. Never speak to me like that again.
10. Always remember what I told you.
11. The ball rolled slowly into the goal.

Answer

1. Imperative sentence **2.** Interrogative sentence **3.** Interrogative sentence
4. Negative sentence **5.** Affirmative sentence **6.** Affirmative sentence
7. Interrogative sentence **8.** Imperative sentence **9.** Imperative sentence
10. Imperative sentence **11.** Affirmative sentence

Q 3. Write whether the sentence is imperative, interrogative, negative affirmative or exclamatory.

1. Watch out for the squirrel!
2. My great grandmother came to Varanasi.
3. Give the customer his refund for the broken fan.
4. You need some deodorant!
5. Did Robert exceed his goals?
6. How many raisins were in the bag?
7. What a stupid he is!
8. Go get my screwdriver out of the workshop for me.
9. Make sure you pay your bills on time.

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10. I was confident on the line because free-throw shooting is my strong side.
11. The tiny sailboat overturned in the gale.
12. Do you like coconut milk?
13. The villagers were afraid the volcano would erupt soon.
14. Your perfume stinks!
15. Jan read the barometer every 15 minutes before the storm.

Answers

1. Exclamatory **2.** Affirmative **3.** Affiramative **4.** Exclamatory **5.** Interrogative **6.** Interrogative **7.** Exclamatory **8.** Imperative **9.** imperative **10.** Affirmative **11.** Affirmative **12.** Interrogative **13.** Affirmative **14.** Exclamatory **15.** Affirmative

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LESSON 2.3 TENSES

Definition : A tense is a form taken by a verb to indicate the time of action.

TYPES OF TENSES

There are mainly three types of Tenses, they are :

1. The Present Tense : The tense that refers to the present time is said present tense; as

(a) I write this letter to help you.

2. The Past Tense : The tense that refers to the past time is Past Tense; as

(a) I wrote this letter yesterday.

3. The Future Tense : The tense that refers to the future time is Future Tense; as

(a) I shall write another letter tomorrow.

Note : Sometimes a past tense may refer to present time and a present tense may express future time; as

(a) I wish I knew the answer. (I'm sorry I don't know the answer.) The verb is in Past Tense but it is showing Present time.

(b) Let's wait till he comes home. The verb in Present tense but it is showing future time.

Each of these tenses are further subdivided into four types like :

1. The Present Tense :
   (a) Simple Present Tense
   (b) Present Continuous Tense
   (c) Present Perfect Tense
   (d) Present Perfect Continuous Tense
2. The Past Tense:
   (a) Simple Past Tense
   (b) Past Continuous Tense
   (c) Past Perfect Tense
   (d) Past Perfect Continuous Tense
3. The Future Tense:
   (a) Simple Future Tense
   (b) Future Continuous Tense
   (c) Future Perfect Tense
   (d) Future Perfect Continuous Tense

PRESENT TENSE

Simple Present Tense is used :

1. To express a habitual action as
   - I get up at 5 AM every day.
   - He takes exercise every morning.

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2. To express a universal truth or fact e.g.
   - Honey is sweet.
   - Fortune favours the brave.
3. To express an action taking place in the immediate present.
   - Here comes the bus.
   - There she goes.
4. To indicate the present period.
   - He works in this office.
   - He has a big garden.
5. To express a future fixed action.
   - The train starts at 5 pm.
   - We go to the bank next week.
6. In a vivid narrative as a substitute for a simple past.
   - Ram rushes forward and kicks the ball.
7. In time clauses, when it is introduced by conjunction of time such as when, while, until, till, after, as soon as, no sooner, then etc.
   - I shall wait till you come.
   - When you reach home I shall meet you.
8. In Conditional Clauses
   - If it rains we shall get wet.
   - Unless he studies, he will not pass.
   - We will wait, until she comes back.
9. To introduce a quotation
   - Shakespeare says "frailty thy name is woman".
10. In exclamatory sentences beginning with here, there.
   - Here comes Sohan!

Present Continuous Tense is used :

1. For an action going on at the time of speaking.
   - The boys are playing football.
2. For a temporary solution which may not actually be happening at the time of speaking.
   - I am reading Tom Sawyer. (Not reading at the movement).
   - He is teaching English in Delhi University. (may not be teaching at the moment of speaking)
3. For an action planned in the near future.
   - I am going to the circus tonight.
   - She is being married next week.
4. For a repeated or habitual action used with an adverb like always, continually, constantly, very etc.
   - He is always helping the weak.
   - He is always coming late to office.

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Present Perfect Tense is used :

1. To express an action that has just been completed; as
   - ➢ He has just returned from office.
   - ➢ The sun has set.
2. To express past action whose time is not defined.
   - ➢ Have you read this book?
   - ➢ Mr. Ram has been to USA.
3. To express a past action the effect of which still continues
   - ➢ I have cut my finger.
   - ➢ I have finished my work.
   - ➢ I have lived in Delhi for ten years. (Implying that he is still living in Delhi)
4. To denote an action beginning at some time in the past and continuing up to the present movement.
   - ➢ I have known him for a long time.
   - ➢ We have lived here for 10 years.

   Also used with since and for. 'Since' means from that point, to the time of speaking. While 'for' is used for a period of time.
   - ➢ He has been ill since last week.
   - ➢ I have lived here for two years.

Present Perfect Continuous Tense is used :

1. For an action which began at some time in the past and still continue.
   - ➢ They have been playing since 4 o' clock.
2. For an unfinished action
   - ➢ We have been building the house
   - ➢ I have been working for ten years.
3. For drawing conclusions
   - ➢ Her eyes are red, she has been crying.
   - ➢ The room stinks. Someone has been frying fish here.

PAST TENSE

Simple Past Tense is used in the past :

1. To indicate an action completed, often occurring with an adverb of time.
   - ➢ I read the letter yesterday

   or Without an adverb of time; The time being implied
   - ➢ I didn't sleep well.
   - ➢ Who left the door open?
2. For past habits or repeated actions.
   - ➢ He always carried a bag.
   - ➢ He took a long walk every morning.
3. To denote an action which continues for some time in the past?
   - ➢ We studied chemistry for two years.

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Past Continuous Tense is used :

1. To denote an action going on, some time in the past
   - ➢ He was listening to the radio all day.
   - ➢ She was weeping bitterly
2. With an adverb 'all' emphasizing continuity or with 'still' emphasizing duration
   - ➢ It was raining all night.
   - ➢ It was still raining when I woke up.
3. For persistent habits in the past used with always, continually
   - ➢ He was always grumbling
4. Used in making polite enquiries
   - ➢ I was wondering if you could help me.

Past Perfect Tense is used :

1. To describe an action completed in the past.
   - ➢ Mahatma Gandhi had died on 30 Jan 1948.

   However if two actions happened in the past it may be necessary to show which happened earlier. The simple past is used in one clause and the past perfect in the other.
   - ➢ The patient had died when the doctor arrived. (The patient was already dead when the doctor arrived.
   - ➢ I had written the letter before he arrived.
2. With verb to show unfulfilled hopes and wishes. Thus verbs like expect, hope, suppose, thinks, wants etc. is used to describe things we hoped to do but could not do.
   - ➢ I had thought to send him a letter but could not send it.

Past Perfect Continuous is used :

1. For an action that began before a certain time in the past and continued up to that time as
   - ➢ At that time he had been editing the newspaper for two years.
   - ➢ The children had been prasticing for two hours till I called them out.
2. Can be used for drawing conclusions.
   - ➢ Her eyes were red it was obvious she had been crying all day.

FUTURE TENSE

Simple Future Tense is used :

1. For an action that has still to take place.
   - ➢ I shall see him tomorrow.
   - ➢ The price of goods will rise by year end.
2. Other ways of expressing the future.

   Using simple present tense for official programmes and time table.
   - ➢ The college opens on 1st July.

   Using present continuous tense when we talk of something that we plan to do in the near future.
   - ➢ He is arriving this evening.
   - ➢ I am going to Delhi tomorrow.

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3. Using 'will', 'shall', 'be going to'
   - ➢ I will see him tomorrow.
   - ➢ I shall see him tomorrow.
   - ➢ I am going to see him tomorrow.
4. By using 'going to' and ' be about to' to describe the speaker's intention to do something in fairly immediate future.
   - ➢ I am going to think about it.
   - ➢ He is going to be a Doctor when he grows up.

Future Continuous Tense is used :

1. To represent an action as going on at some time in the future as
   - ➢ The guests will be arriving anytime from now.
2. For future events that are planned
   - ➢ He will be meeting us next month.
   - ➢ I shall be seeing the President tonight.
3. In the interrogative form this tense is used to ask a polite question.
   - ➢ Will you be doing it in our absence?

Future Perfect Tense :

Future Perfect Tense is used to indicate the completion of an action in a certain time in the future.

- ➢ I will have returned by the year 2010.
- ➢ Before you come, he will have slept.

Future Perfect Continuous Tense is used to indicate an action that is in progress over a period of time and will end in the future as

- ➢ By next June we shall have been living here for four years.

Q 1. Identify tenses :

1. I have been working on my computer for six hours. (Present perfect continuous)
2. She has lived in this street for ten years. (Present perfect)
3. I finished the project yesterday. (Past simple)
4. What are you doing there? (Present continuous)
5. She had not realized that. (Past perfect)
6. Susan will be joining us. (Future continuous)
7. Have you ever been to Australia? (Present perfect)
8. I had been working in the garden. (Past perfect continuous)
9. She will come with us. (Simple future)
10. By this time tomorrow, I will have finished working on it. (Future perfect)

Q 2. Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) .....to the movies.
2. On her right hand, Sara (carry)..... her handbag.
3. The handbag (be) .....very beautiful.
4. Sara usually (put) .....on black shoes but now she (wear)..... white trainers.
5. And look, she (take) ..... an umbrella because it (rain) .....

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Answers : **1.** is going raining **2.** Is carrying **3.** Is **4.** Puts, is wearing **5.** Is taking, is

Q 3. Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up).....his mother (already/prepare) ..... breakfast
2. We (go) ..... to London because our friends (invite) ..... us.
3. He (hear) ..... the news, (go) ..... to the telephone and (call) ..... a friend.
4. When she (start) ..... learning English she (already /learn) ..... French.
5. Jane (already / type) ..... three pages when her computer (crash) ..... .
6. By the time the doctor (arrive) ..... at the house the patient (die) ..... .
7. Before that day we (never / think)..... of traveling to Japan.
8. I (know) ..... him a long time before I (meet) .....his family.
9. They (not / know) ..... where to meet because nobody (tell) ..... them.
10. It (be) ..... cloudy for days before it (begin) ..... to rain.

Answers

1. Woke up, had already prepared **2.** Went, had invited **3.** Heard, went, called **4.** Started, had already learned **5.** Had already typed, crashed **6.** Arrived, had died **7.** Had never (ought **8.** Had known, met **9.** Did not know, had told **10.** Had been, began

Q 4. Put the verbs into the correct tense (simple past or present perfect).

1. I (just/finish) ..... my homework.
2. Mary (already / write) ..... five letters.
3. Tom (move) ..... to his home town in 1994.
4. My friend (be) ..... in Canada two years ago.
5. I (not / be) ..... to Canada so far.
6. But I (already / travel) ..... to London a couple of times.
7. Last week, Mary and Paul (go) ..... to the cinema.
8. I can't take any pictures because I (not /buy) ..... a new film yet.
9. They (spend) ..... their holidays in Paris last summer?
10. You (ever/see).....a whale?

Answers

1. Have just finished **2.** Has already written **3.** Moved **4.** Was **5.** Have not been **6.** Have already travelled **7.** Went **8.** Have not bought **9.** Did they spend **10.** Have you ever seen.

Q 5. Put the verbs into the correct tense (Simple Past or Past Progressive).

1. The receptionist (welcome) ..... the guests and (ask) ..... them to fill in the form
2. The car (break) ..... down and we (have) ..... to walk home.
3. The boys (swim) ..... while the girls (sunbath) .....

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4. My father (come) ..... in, (look) ..... and (tell) ..... me to tidy up my room.
5. While one group (prepare)..... dinner the others (collect) ..... wood for the campfire.
6. While the parents (have) ..... breakfast the children (run) ..... about.

Answer

1. Welcomed, asked **2.** Broke,had **3.** Were swimming, were sunbathing **4.** Came, looked, told **5.** Was preparing, were collecting **6.** Were having, were running

Q 6. Put the verbs into the correct tense (simple future or future perfect)

1. Tomorrow I think I (start) ..... my new project.
2. I (finish) ..... it by the end of this month.
3. The teacher (probably/assign) ..... a test to his students next Monday.
4. He (correct) .....it by the end of next week.
5. My friend (certainly/get) ..... a good mark.
6. By 9 o'clock, we (finish) ..... our homework.
7. They (leave) ..... the classroom by the end of the hour.
8. I think I (start) ..... my trip tomorrow

Answers

1. Will start **2.** Will have finished **3.** Will probably assign **4.** will have corrected **5.** Will certainly get **6.** Will have finished **7.** Will have left **8.** Will start

Q 7. Fill correct forms of verb :

1. We.....TV when it started to rain.
2. I ..... to visit you yesterday, but you.....not at home.
3. Look! It .....so we can't ..... to the beach.
4. There are a lot of clouds! It .....soon.
5. The sun ..... in the east.
6. Since 2011 they ..... their son every year.
7. While the doctor ..... Mr Jones this morning, his son w;t w il ;ng outside.
8. I ..... for my girlfriend for two hours.
9. After Larry ..... the film on TV, he decided to buy the book.
10. Wait a minute, I. ..... this box for you.

Answers

1. were watching **2.** Wanted, were **3.** Raining, go **4.** Is going to rain **5.** Rises **6.** Have wished **7.** Were examining, was waiting **8.** Have been waiting **9.** Had seen **10.** Will carry.

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LESSON 2.4 ACTIVE AND PASSIVE

Active Voice : When using the active voice, the subjects are the ones performing the action.

1. God loves all men.
2. Birds build nests.
3. Dog eats bones.

In these three sentences the subject does the action. Hence they are in the active avoice.

Passive Voice : In the passive voice, the verb takes an object.

1. All men are loved by God.
2. Nests are built by birds.
3. Bones are eaten by dog.

These sentences are in passive voice.

The Passive voice is used :

(a) To stress the action done rather than the doer of the action

(b) If the doer is unknown,

(c) When it is more convenient.

More examples :

Active Voice	Passive Voice
Columbus discovered America.	America was discovered by Columbus.
Who did this work?	By whom was this work done?
Open the window.	Let the window be opened.
He is writing a letter.	A letter is being written by him.
I will finish the work.	The work will be finished by me.
Somebody cleaned the room yesterday.	The room was cleaned yesterday by someone.

How to form passive forms of verbs? (Rules for changing Actice Voice into Passive Voice) :

1. Identify the subject, the verb and the object :
2. Change the object into subject and subject into object.

Subject	Object
I	me
We	us
You	you
He	him
She	her
It	it
They	them

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3. Add the preposition "by"
4. Change in tenses
(a) Put the suitable helping verb or auxiliary verb. In case helping verb is given, use the same. But note that the helping verb given must agree with the object.
(b) Change the verb into past participle (III form of verb) of the verb.

Tense	Active	Passive
Present Tense	go, goes	is gone (Singular)/are gone (Plural)
Past Tense	went	was went (Singular)/were went (Plural)
Future Tense	will/can/may/must + go	will/can etc. + be gone
Present Continuous Tense	am going/is going/are going	is being going (Singular)/are being going (Plural)
Past Continuous Tense	was going/were eating	was being gone (Singular)/were being gone (Plural)
Future Continuous Tense	will be going/shall be going	No Passive Voice
Present perfect Tense	have gone/has gone	have been gone (plural)/has been gone (Singular)
Past perfect Tense	had gone	had been gone
Future perfect Tense	shall have gone/will have gone	will have been gone
Present Perfect Continuous Tense	has been going/have been going	No Passive Voice
Past Perfect Continuous Tense	had been going	No Passive Voice
Future Perfect Continuous Tense	shall have been going/will have been going	No Passive Voice

Active Voice	Passive Voice
I write a letter.	A letter is written by me.
We must keep the rule.	The rule be kept by us.
You bought a book.	A book have been bought by you.
He closed the window.	The window was closed by him.
She was writing letters.	Letters we being written by her.
I had posted a letter.	A letter had been posted by me.
I do not drink tea.	Tea is not drunk by me.
She does not eat a mango.	A mango is not eaten by her.
He will have finished his work.	The work will have been finished by him.
They are digging a well.	A well is being dug by them.

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IMPERATIVE SENTENCE

If the given sentence (active voice) is imperative, we can change it in to passive by using 'Let'. Hence Passive Voice = Let + Object + be + Past Participle.

Active Voice	Passive Voice
Help me.	Let me be helped.
Sing a song.	Let a song be sung.
Open the door.	Let the door be opened.
Don't eat this fruit.	Let not his fruit be eaten.

Questions in the Passive :

If the question in the Active Voice begins with a Helping verb the Passive voice must also begin with a suitable helping verb. If interrogative sentence begins with 'Question word, the Passive Voice must begin with the same.

Active Voice	Passive Voice
Are you writing a letter?	Is a letter being written by you?
Is she beating the child?	Is the child being beaten by her?
Will you accept the position?	Will the position be accepted by you?
Who broke the window?	By whom was the window broken?
Why did you write such a letter?	Why was such a letter written by you
Where can you hide this box?	Where can this box be hidden by you?

If a sentence contains two objects namely Indirect Object and Direct Object in the Active Voice, two forms of Passive Voice can be formed.

- She brought me a cup of coffee. (Active)
  I was brought a cup of coffee by her. (Passive)
  A cup of coffee was brought [to] me by her. (Passive)
- The teacher teaches us grammar. (Active)
  We are taught grammar by the teacher. (Passive)
  Grammar is taught [to] us by the teacher. (Passive)

Q. 1. Convert the following in to passive :

1. Harry ate six rotis at dinner. (active)
2. Vishnu paints these statues. (active)
3. Sue changed the flat tire. (active)
4. We are going to watch a movie tonight. (active)
5. I ran the obstacle course in record time. (active)
6. The crew paved the entire stretch of highway. (active)
7. Mom read the novel in one day. (active)
8. The critic wrote a scathing review. (active)

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9. I will clean the house every Saturday. (active)
10. The staff is required to watch a safety video every year. (active)
11. She faxed her application for a new job. (active)
12. Tom painted the entire house. (active)
13. The teacher always answers the students' questions. (active)
14. The choir really enjoys that piece. (active)
15. Who taught you Mathematics? (active)
16. The forest fire destroyed the whole suburb. (active)
17. The two kings are signing the treaty. (active)
18. The cleaning crew vacuums and dusts the office every night. (active)
19. Larry generously donated money to the homeless shelter. (active)
20. No one responded to my sales ad. (active)
21. The wedding planner is making all the reservations. (active)
22. Susan will bake two dozen cupcakes for the bake sale. (active)
23. The science class viewed the comet. (active)
24. Who ate the last cookie? (active)
25. Ravi posted the video on Facebook. (active)
26. The director will give you instructions. (active)
27. Thousands of tourists view the Somnath Temple every year. (active)
28. The homeowners remodeled the house to help it sell. (active)
29. The team will celebrate their victory tomorrow. (active)
30. The saltwater eventually corroded the metal beams. (active)
31. The kangaroo carried her baby in her pouch. (active)
32. Some people raise sugar cane in Hawaii. (active)

Answers

1. At dinner, six rotis were eaten by Harry.
2. These statues are painted by Vishnu.
3. The flat tire was changed by Sue.
4. A movie is going to be watched by us tonight.
5. The obstacle course was run by me in record time.
6. The entire stretch of highway was paved by the crew.
7. The novel was read by Mom in one day.
8. A scathing review was written by the critic.
9. The house will be cleaned by me every Saturday.
10. A safety video will be watched by the staff every year.
11. The application for a new job was faxed by her.
12. The entire house was painted by Tom.
13. The students' questions are always answered by the teacher.
14. That piece is really enjoyed by the choir.

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15. By whom were you taught Mathematics?
16. The whole suburb was destroyed by the forest fire.
17. The treaty is being signed by the two kings.
18. Every night the office is vacuumed and dusted by the cleaning crew.
19. Money was generously donated to the homeless shelter by Larry.
20. My sales ad was not responded to by anyone.
21. All the reservations will be made by the wedding planner.
22. For the bake sale, two dozen cookies will be baked by Susan.
23. The comet was viewed by the science class.
24. The last cookie was eaten by whom?
25. The video was posted on Facebook by Ravi.
26. Instructions will be given to you by the director.
27. The Somnath Temple is viewed by thousands of tourists every year.
28. The house was remodeled by the homeowners to help it sell.
29. The victory will be celebrated by the team tomorrow.
30. The metal beams were eventually corroded by the saltwater.
31. The baby was carried by the kangaroo in her pouch.
32. Sugar cane is raised by some people in Hawaii.

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LESSON 2.5 PUNCTUATION

SOME IMPORTANT PUNCTUATION MARKS :

.	?	!	:
.	-	–	( )
[ ]	...	,	" "
/	,		

Q 1. Use appropriate punctuation marks in the following sentences.

1. we had a great time in France the kids really enjoyed it
2. some people work best in the mornings others do better in the evenings
3. what are you doing next weekend
4. mother had to go into hospital she had heart problems
5. did you understand why I was upset
6. it is a fine idea let us hope that it is going to work
7. we will be arriving on Monday morning
8. a textbook can be a wall between teacher and class
9. the girls father sat in a corner
10. in the words of Murphys Law Anything that can go wrong will go wrong

Answers

1. We had a great time in France - the kids really enjoyed it.
2. Some people work best in the mornings; others do better in the evenings.
3. What are you doing next weekend?
4. Mother had to go into hospital, she had heart problems.
5. Did you understand why I was upset?
6. It is a fine idea; let us hope that it is going to work.
7. We will be arriving on Monday morning.
8. A textbook can be a 'wall' between teacher and class.
9. The girl's father sat in a corner.
10. In the words of Murphy's Law, 'Anything that can go wrong will go wrong.'

Q 2. Put appropriate punctuation marks in the following sentences.

1. a grandparents job is easier than a parents
2. it looks as if the sun goes around the earth but of course the earth really go round the sun
3. he neither smiled spoke nor looked at me
4. long ago in a distant country there lived a beautiful princess
5. it was my aunt who took Peter to London yesterday not my father
6. ravi was invited to the party but he was ill so alok went instead of him

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7. sorry to disturb you could I speak to you for a moment
8. is it any use expecting them to be on time
9. Shankars going to sleep during the wedding was rather embarrassing
10. having lost all my money I went home

Answers

1. A grandparent's job is easier than a parent's.
2. It looks as if the sun goes around the earth, but of course the earth really goes round the sun.
3. He neither smiled, spoke, nor looked at me.
4. Long ago, in a distant country, there lived a beautiful princess.
5. It was my aunt who took Peter to London yesterday, not my father.
6. Ravi was invited to the party, but he was ill, so Alok went instead of him.
7. Sorry to disturb you–could I speak to you for a moment?
8. Is it any use expecting them to be on time?
9. Shankar's going to sleep during the wedding was rather embarrassing.
10. Having lost all my money, I went home.

Q 2. Punctuate the following sentences

1. he is not really nice looking and yet he has enormous charm
2. when I was a child I could watch TV whenever I wanted to
3. it is a fine idea let us hope that it is going to work
4. mrs Solomon who was sitting behind the desk gave me a big smile
5. we were believe it or not in love with each other
6. i don't like this one bit said Sunita
7. have you met our handsome new financial director
8. if you are ever in London come and see me
9. michael in the Ferrari was cornering superbly
10. looking straight at her he said I cant help you

Answers

1. He is not really nice-looking, and yet he has enormous charm.
2. When I was a child, I could watch TV whenever I wanted to.
3. It is a fine idea; let us hope that it is going to work.
4. Mrs Solomon, who was sitting behind the desk, gave me a big smile.
5. We were, believe it or not, in love with each other.
6. 'I don't like this one bit,' said Sunita.
7. Have you met our handsome new financial director?
8. If you are ever in London, come and see me.
9. Michael, in the Ferrari, was cornering superbly.
10. Looking straight at her, he said, 'I can't help you.'

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Q 4. Rewrite the following sentences correctly by using punctuation marks.

1. i met laxman at the post office
2. sita is an old friend of mine
3. chinese is difficult to learn
4. miss neelam is my teacher
5. who was the first woman to win the nobel prize for literature
6. he rules his family with a rod of iron
7. the flowers were like a carpet of gold
8. neither ramesh nor prabhu was at home
9. the film was neither well-made nor well-acted
10. i didn't sing because pamela was there.

Answers :

1. I met Laxman at the post office.
2. Sita is an old friend of mine.
3. Chinese is difficult to learn.
4. Miss Neelam is my teacher.
5. Who was the first woman to win the Nobel Prize for Literature?
6. He rules his family with a rod of iron.
7. The flowers were like a carpet of gold.
8. Neither Ramesh nor Prabhu was at home.
9. The film was neither well-made nor well-acted.
10. I didn't sing because Pamela was there.

Q 5. Rewrite the following sentences using appropriate punctuation marks and capital letters wherever necessary.

1. river yamuna flows through agra
2. eiffel tower is the most famous monument in france
3. my brother is a singer
4. where have you been all this while
5. you look hot are you ill
6. come here at once
7. rohan is a smart boy
8. sania couldnt believe her eyes when she saw the bicycle
9. india is the seventh largest country in the world
10. mumbai is the capital of maharashtra
11. my best friend and his family are moving to chennai
12. you dont look happy to see me do you
13. you shouldnt have done this to john
14. there is a large rain forest in south america

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Answers

1. River Yamuna flows through Agra.
2. Eiffel Tower is the most famous monument in France.
3. My brother is a singer.
4. Where have you been all this while?
5. You look hot. Are you ill?
6. Come here at once.
7. Rohan is a smart boy.
8. Sania couldn't believe her eyes when she saw the bicycle.
9. India is the seventh largest country in the world.
10. Mumbai is the capital of Maharashtra.
11. My best friend and his family are moving to Chennai.
12. You don't look happy to see me, do you?
13. You shouldn't have done this to John.
14. There is a large rain forest in South America.

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LESSON 2.6 DIRECT INDIRECT NARATION

DIRECT SPEECH : IDENTIFICATION

1. Innerted comas " " are used.
2. The statement is written as it is

Example : Ram said to Reeta, "I send you a book."

INDIRECT SPEECH : IDENTIFICATION

1. " " are replaced by conjunction (that, to etc).
2. The statements are changed as per the speaker reporting.

Example : Ram told Reeta that he sent her a book.

DIRECT INDIRECT NARRATION : RULES FOR CHANGE

To convert 'Direct speech' into 'Indirect Speech' we have to do some changes. All these changes are mentioned below in four tables.

Table 1 : Pronoun Change

Direct	Indirect
Reported Speech	
Ist person	Changed according to subject
IInd person	Change according to object
3rd person	No change

Table 2 : Conjunction in Place of Inverted Commas " "

S.No.	Direct	Indirect
1.	Simple /Declarative sentence	that
2.	Imperative sentence	to
3.	Interrogatine sentence	Question word/if/ whether

Table 3 : Change Verb/Tense

Direct	Indirect
I/Is/Ies	II
is/are/am+ing	was/were + ing
has/have + III	had + III
do/does	did
did/II	had + III
can/may	could/might
will/shall	would/should
was/were + ing	had been + III
had + III	No change
had been + ing	No change

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Table 4. : Change in Near by Words

Direct	Indirect
Now	Then
The	That
There	Those
Here	There
Hence	Thence
Thus	So
Yet	Then
Come	Go
Today	That day
Tomorrow	The next day
Yesterday	The previous day
Last night	The previous night
Ago	Before

Q 1. Change the following into indirect speech.

1. The girl said, "It gives me great pleasure to be here this evening."
2. The man said, "I must go as soon as possible."
3. She said, "I don't want to see any of you; go away."
4. The teacher says, "If you work hard, you will pass."
5. He said, "I have won."
6. He said, "Let's wait for her return."
7. Alice said, "How clever I am!"
8. "Which way did she go?" asked the young man.
9. He said to me, "Where are you going?"
10. "Please wait here till I return," she told him.

Answers

1. The girl said that it gave her great pleasure to be there that evening.
2. The man said that he must go as soon as possible.
3. She said that she did not want to see any of them and asked them to go away.
4. The teacher says that if you work hard you will pass.
5. He said that he had won.
6. He proposed that they should wait for her return.
7. Alice exclaimed how clever she was.
8. The young man asked which way she had gone.
9. He asked me where I was going.
10. She requested them to wait there till she returned.

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Q 2. Complete the following sentences an indirect speech.

1. He said that he ..... a toothache.
   (a) has got (b) had got (c) have got
2. Manu said that he ..... very busy then.
   (a) is (b) was (c) had been
3. She told us .....
   (a) that hurry up (b) to hurry up
4. He asked her ..... him a cup of water.
   (a) give (b) giving (c) to give
5. She said that she ..... going to college.
   (a) is (b) was (c) had been
7. Raju said that Gautam ..... to go the following day.
   (a) will have (b) would have (c) has
8. Geetha says that her father..... an Engineer.
   (a) is (b) was (c) has been
9. He said that he ..... the physical test.
   (a) has passed (b) passed (c) had passed
10. She told me that I..... her only friend.
    (a) am (b) have been (c) was
11. He told me that he ..... me.
    (a) loves (b) is loving (c) loved
12. James asked Mary .....
    (a) where was she going (b) where she was going
    (c) where has she gone

Answers

1. He said that he had got a toothache.
2. Manu said that he was very busy then.
3. She told us to hurry up.
4. He asked her to give him a cup of water.
5. She said that she was going to college.
7. Raju said that Gautam would have to go the following day.
8. Geetha says that her father is an Engineer.
9. He said that he had passed the physical test.
10. She told me that I was her only friend.
11. He told me that he loved me.
12. James asked Mary where she was going.

Q 3. Turn the following sentences into indirect speech.

1. "What do you want?" she asked him.
2. "Are you coming with us?" he asked me.
3. He asked, "When do you intend to make the payment?"
4. "Do you come from China?" said the prince to the girl.
5. The poor man exclaimed, "Will none of you help me?"

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6. "Which way should I go?", asked the little girl.
7. Alladin said to the magician, "What have I done to deserve so severe a punishment?"
8. "Don't you know the way home?", I said to her.
9. "Do you write a good hand?", the teacher said to the student.
10. "Have you anything to say on behalf of the accused?" said the judge finally.
11. "Have you anything to tell me, little bird?" asked Ulysses.
12. "Who are you, sir, and what do you want?", they asked.
13. The king was impressed with the magician and asked, "What can I do for you?"
14. She asked, "What is it that makes you stronger and braver than other men?"
15. "Can you solve this problem?" he asked me.

Answers

1. She asked him what he wanted.
2. He asked me if I was coming/going with them.
3. He enquired when I/he/she intended to make the payment.
4. The prince asked the girl if she came from China.
5. The poor man exclaimed whether none of them would help him.
6. The little girl asked which way she should go.
7. Alladin asked the magician what he had done to deserve so severe a punishment.
8. I asked her whether she did not know the way home.
9. The teacher asked the student if he/she wrote a good hand.
10. The judge finally asked whether he/she had anything to say on behalf of the accused.
11. Ulysses asked the little bird whether it had anything to tell him.
12. They asked who he was and what he wanted.
13. The king was impressed with the magician and asked what he could do for him.
14. She asked him what was it that made him stronger and braver than other men.
15. He asked me if I could solve that problem.

Q 4. Convert into 'indirect speech'.

1. John said, "I love this town."
   Ans. John said that he loved that town.
2. "Are you sure?", he asked me.
   Ans. He asked me if/ whether I liked soccer.
3. "I can't drive a lorry," he said.
   Ans. He said that he couldn't drive a lorry.
4. "Be nice to your brother," he said.
   Ans. He asked me to be nice to my brother.
5. "Don't be nasty," he said.
   Ans. He urged me not to be nasty.

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6. "Don't waste your money," she said.
   Ans. She told the boys not to waste their money.
7. "What have you decided to do?" she asked him.
   Ans. She asked him what he had decided to do.
8. "I always wake up early," he said.
   Ans. He said that he always woke up early.
9. "You should revise your lessons," he said.
   Ans. He advised the students to revise their lessons.
10. "Where have you been?" he asked me.
    Ans. He wanted to know where I had been.

Q 5. Change this direct speech into reported speech :

1. "He works in a bank" she said.
2. "We went out last night", she told me.
3. I'm coming!" she said.
4. "I was waiting for the bus when he arrived" she told me.
5. " I'd never been there before" she said.
6. "I didn't go to the party" she told me.
7. "Laxmi'll come later" she said.
8. "He hasn't eaten breakfast" she told me.
9. "I can help you tomorrow" she said.
10. "You should go to bed early" she told me.
11. "I don't like chocolate" she told me.
12. "I won't see you tomorrow" she said.
13. "She's living in Paris for a few months" she said.
14. "I visited my parents at the weekend" she told me.
15. "She hasn't eaten sushi before" she said.
16. "I hadn't travelled by underground before I came to London", she said.
17. 'They would help if they could" she said.
18. "I'll do the washing-up later" She told me
19. "He could read when he was three" She said
20. "I was sleeping when Julie called", She said

Answers

1. She said that he worked in a bank.
2. She told me that they had gone out the night before.
3. She said that she was coming.
4. She told me that she was waiting for the bus when he arrived.
5. She said that she had never been there before.
6. She told me that she hadn't gone to the party.

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7. She said that Laxmi would come later.
8. She told me that he hadn't eaten breakfast.
9. She said that she could help me tomorrow.
10. She told me that I should go to bed early.
11. She told me that she didn't like chocolate.
12. She said that she wouldn't see me tomorrow.
13. She said that she is living in Paris for a few months.
14. She told me that she had visited her parents at the weekend.
15. She said that she hadn't eaten sushi before.
16. She said that she hadn't travelled by underground before she came to London.
17. She said that they would help if they could.
18. She told me that she would do the washing-up later.
19. She said that he could read when he was three.
20. She said that she had been sleeping when Julie called.

Q 6. Change the following sentences into indirect form :

1. "Where is he?", she asked me.
2. "What are you doing?", she asked me.
3. "Why did you go out last night?" she asked me.
4. "Who was that beautiful woman?" she asked me.
5. "How is your mother?" she asked me.
6. "What are you going to do at the weekend?" she asked me.
7. "Where will you live after graduation?" she asked me.
8. "What were you doing when I saw you?" she asked me.
9. "How was the journey?" she asked me.
10. "How often do you go to the cinema?" she asked me.
11. "Do you live in London?" she asked me.
12. "Did he arrive on time?" she asked me.
13. "Have you been to Paris?" she asked me.
14. "Can you help me?" she asked me.
15. "Are you working tonight?" She asked me
16. "Will you come later?" she asked me.
17. "Do you like coffee?" she asked me.
18. "Is this the road to the station?" she asked me.
19. "Did you do your homework?", she asked me.
20. "Have you studied reported speech before?" She asked me.

Answers

1. She asked me where he was.
2. She asked me what I was doing.

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3. She asked me why I had gone out last night.
4. She asked me who that beautiful woman was.
5. She asked me how my mother was.
6. She asked me what I was going to do at the weekend.
7. She asked me where I would live after graduation.
8. She asked me what I had been doing when she saw (had seen) me.
9. She asked me how the journey had been.
10. She asked me how often I went to the cinema.
11. She asked me if I lived in London.
12. She asked me if he had arrived on time.
13. She asked me if I had been to Paris.
14. She asked me if I could help her.
15. She asked me if I was working that night.
16. She asked me if I would come later.
17. She asked me if I liked coffee.
18. She asked me if this was the road to the station.
19. She asked me if I had done my homework.
20. She asked me if I had studied Reported Requests and Orders

Q 7. Change the direct speech into indirect speech:

1. "Please help me carry this", she asked me.
2. "Please come early", she told me.
3. "Please buy some milk", she told me.
4. "Could you please open the window?" she told me.
5. "Could you bring the book tonight?" she told me.
6. "Can you help me with my homework, please?" she told me.
7. "Would you bring me a cup of coffee, please?" she told me.
8. "Would you mind passing the salt?" she told me.
9. "Would you mind lending me a pencil?" she told me.
10. "I was wondering if you could possibly tell me the time?" she told me.
11. "Do your homework!" she told me.
12. "Go to bed!" she told me.
13. "Don't be late!" she told me.
14. "Don't smoke!" she told me.
15. "Tidy your room!", she told me.
16. "Wait here!", she told me.
17. "Don't do that!", he told me.
18. "Eat your dinner!", she told me.
19. "Don't make a mess!" she told me.
20. "Do the washing-up!" she told me.

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Answers

1. She asked me to help her carry that.
2. She asked me to come early.
3. She asked me to buy some milk.
4. She asked me to open the window.
5. She asked me to bring the book that night.
6. She asked me to help her with her homework.
7. She asked me to bring her a cup of coffee.
8. She asked me to pass the salt.
9. She asked me to lend her a pencil.
10. She asked me to tell her the time.
11. She told me to do my homework.
12. She told me to go to bed.
13. She told me not to be late.
14. She told me not to smoke.
15. She told me to tidy my room.
16. She told me to wait there.
17. She told me not to do that.
18. She told me to eat my dinner.
19. She told me not to make a mess.
20. She told me to do the washing-up.

Q 8. Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell' :

1. "Don't do it!", she told me.
2. "I'm leaving tomorrow", she told me.
3. "Please get me a cup of tea", she told me.
4. "She got married last year" she told me.
5. "Be quick!" she told me.
6. "Could you explain number four, please?" she told me.
7. "Where do you live?" she told me.
8. "We went to the cinema and then to a Chinese restaurant" she told me.
9. "I'll come and help you at twelve" she told me.
10. "What are you doing tomorrow?" she told me.
11. "Don't go!" she told me.
12. "Do you work in London?" she told me.
13. "Could you tell me where the post office is?" she told me.
14. "Come here!" she told me.
15. "I've never been to Wales" she told me.
16. "Have you ever seen 'Lord of the Rings'?", she told me.

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17. "I don't like mushrooms" she told me.
18. "Don't be silly!" she told me.
19. "Would you mind waiting a moment please?" She told me.
20. "How often do you play sport?" she told me.

Answers

1. She told me to do it.
2. She said that she was leaving the next day.
3. She asked me to get her a cup of tea.
4. She said that she got married last year.
5. She told me to be quick.
6. She asked me to explain number four.
7. She asked me where I lived.
8. She said that they had been to the cinema and then to a Chinese restaurant.
9. She said that she would come and help me at twelve.
10. She asked me what I was doing the day after.
11. She told me not to go.
12. She asked me if I worked in London.
13. She asked me to tell her where the post office was.
14. She told me to come there.
15. She said that she had never been to Wales.
16. She asked me if I had ever seen "The Lord of the Rings".
17. She said that she didn't like mushrooms.
18. She told me not to be silly.
19. She asked me to wait a moment, (or: she asked me if I would mind waiting a moment).
20. She asked me how often I played sport.

Q 9. Change the direct speech into reported speech.

1. "Come quickly!", she told me.
2. "Did you arrive before seven?", she told me.
3. "How was your holiday?" she told me.
4. "I would have visited the hospital, if I had known you were sick" she told me.
5. "Don't touch!" she told me.
6. "Do you usually cook at home?" she told me.
7. "They had never been to Scotland until last year", she told me.
8. "Make sure you arrive early!", she told me.
9. "I should have studied harder for the exam", she told me.
10. "Would you mind telling me how to get to the art gallery, please?" she told me.
11. "Please don't forget my book" she told me.
12. "Make sure you arrive at six!" she told me.

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13. "Remember to study hard!" she told me.
14. "Where do you want to eat tonight?" she told me.
15. "I usually drink coffee in the mornings" she told me.
16. "Do you like studying English?" she told me.
17. "I'll come and help you on Saturday" she told me.
18. "Please buy some bread on your way home" she told me.
19. "Please give this to John" she told me.
20. "Could you give me the glass on the table, please?" she told me.

Answers

1. She told me to come quickly.
2. She asked me if I had arrived before seven.
3. She asked me how my holiday had been.
4. She said that she would have visited the hospital, if she had known I was sick.
5. She told me not to touch.
6. She asked me if I usually cooked at home.
7. She said that they had never been to Scotland until last year.
8. She told me to arrive early.
9. She said that she should have studied harder for the exam.
10. She asked me how to get to the art gallery.
11. She asked me not to forget her book.
12. She told me to arrive at six.
13. She told me to remember to study hard.
14. She asked me where I wanted that night.
15. She said that she usually drank coffee in the mornings.
16. She asked me if I liked studying English.
17. She said that she would come and help me on Saturday.
18. She asked me to buy some bread on my way home.
19. She asked me to give this to John.
20. She asked me to give her the glass on the table.

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Unit 3

READING SKILLS

LESSON 3.1 UNSEEN PASSAGES

1. Read the following passage caregully and answer the questions :

1. A recent news report said, schoolchildren can now look forward to lighter schoolbags with the setting up of a 12-member committee for implementation of the Yashpal Report (1993) on curriculum load. Is this a good news for children?
2. The 12-point recommendations of this Committee (1992) set up by the National Advisory Committee said everything that needed to be said and done to ease the school burden and reform education. Although the report was discussed in numerous forums,including the Central Advisory Board of Education, the school load continues. "The pressure is worse when so much is taught just before exams," says a child.
3. More than the physical weight of the schoolbag, educators are worried by "the load of non-comprehension." The report had found "a lot is taught, but little is learnt or understood." This is because the curriculum is heavy, the syllabus wide, textbooks densely packed with facts and generally written in convoluted adult language that hampers communication. Besides, teachers rush through topics at a whirlwind pace as the aim of education today has crassly become merely to "cover" the course.
4. Studies on children's mind have revealed that it takes time for recognition to occur in all and that the child best understands and enjoys learning on its own terms. As children fail to comprehend concepts presented too fast and in topic after topic, they end up by memorising information which are reproduced parrot like in examinations. Thus, learning is far from being a joyful experience.

1.1 On the basis of your reading, answer the following questions briefly :

(a) Why was a 12-member committee set up? **(6 marks)**

(b) What were the main recommendations of the committee? **(1 mark)**

(c) What worried the educators more than the physical weight of the schoolbag and why? **(1 mark)**

(d) Which is the most effective method of education and why? **(1 mark)**

(e) What are the two major drawbacks of the present education system? **(1 mark)**

1.2 Find words from the passage which mean the same as the following : **(2 marks)**

(a) course of study (b) general notion (c) hinders

1.3 Select three appropriate expressions from the above passage that may highlight the defects of the present education system. (3 marks)

Ans. 1.1 (a) A 12-member committee was set up for the implementation of Yash Pal Report (1993) to reduce curriculum load. **(3 marks)**

(b) Easing the school burden on students and reforming education were the main recommendations of the committee.

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(c) A very heavy curriculum written in non-comprehensive adult language worried the educators more than the physical weight of the schoolbag.

(d) Activity-based education is the most effective way of learning because it is based on discussions and experimentations.

(e) The two main drawbacks of the present system of education are heavy curriculum and non-comprehensive adult language which hampers communication.

1.2 (a) curriculum (b) concept (c) hampers

1.3 (a) heavy curriculum

(b) written in convoluted adult language

(c) a lot is taught, but little is learnt

2. **Read the passage given below and answer the questions that follow :** **(12 marks)**

1. Today, India looks like it is on course to join the league of developed nations. It is beginning to establish a reputation not just as the technology nerve centre and back-office to the world, but also as its production centre. India's secularism and democracy serve as a role model to other developing countries. There is great pride in being an Indian that easily integrates with a global economy, yet maintains a unique cultural identity.

2. But what is breathtaking is India's youth. For despite being an ancient civilization that traces itself to the very dawn of human habitation, India is among the youngest countries in the world. More than half the country is under 25 years of age and more than a third is under 15 years of age.

3. Brought up in the shadow of the rise of India's service industry boom, this group feels it can be at least as good if not better than anyone else in the world. This confidence has made them demonstrating a great propensity to consume, throwing away ageing ideas of asceticism and thrift. Even those who do not have enough to consume today feel that they have the capability and opportunity to do so.

4. The economic activity created by this combination of a growing labour pool and rising consumption demand is enough to propel India to double-digit economic growth for decades. One just has to look at the impact that the bady boomers in the US had over decades of economic activity, as measured by equity and housing prices. This opportunity also represents the greatest threat to India's future. If the youth of India are not properly educated and if there are not enough jobs created, India will forever lose this opportunity. There are danger signs in abundance.

5. Fifty-three per cent of students in primary schools drop out, 1/3 (one-third) of children in Class V cannot read, three quarters of schools do not have a functioning toilet, female literacy is only 45 per cent and 80 million children in the age group of 6-14 do not even attend school.

6. India's IT and BPO industries are engines of job creation, but they still account for only 0.2 per cent of India's employment. The country has no choice but it has to dramatically industrialize and inflate its domestic economy. According to a forecast by the Boston Consulting Group, more than half of India's unemployed

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within the next decade could be its educated youth. We cannot allow that to happen.

7. India is stuck in a quagmire of labour laws that hinder employment growth, particularly in the manufacturing sector. Inflexible labour laws inhibit entrepreneurship, so it is quite ironic that laws ostensibly designed to protect labour actually discourage employment.

8. Employment creation needs an abundant supply of capital. Controls on foreign investment have resulted in China getting five times the foreign direct investment, or an advantage of $ 200 billion over the past five years. The growing interest in India by global private equity firms augurs well as they represent pools of patient and smart capital, but they too face many bureaucratic hurdles.

9. When it comes to domestic capital availability, budget deficits adding up to 10 per cent of the national GDP impede capital availability for investment and infrastructure.

10. Raising infrastructure spending, coupled with rapid privatisation, may not only create employment but also address the growing gaps in infrastructure. China has eight times the highway miles and has increased roads significantly in the past few years while India has only inched along. Freight costs at Indian ports are almost double the worldwide average, just to give two examples.

11. Moreover, like the Lilliputians that kept giant Gulliver tied down, there are some 30,000 statutes in India, of which only a portion are even operational, and these keep the employment creation engine tied down. Since there are no sunset provisions in any laws, the regulatory morass only grows every year.

12. In the meantime, we as citizens of the world and descendants of India have to make a difference. We have to ensure that India and its youth attain that potential, both through our business pursuits and the support of educational charities, on-the-ground proponents of participative democracy as well as other deserving organizations and initiatives.

13. I believe that hope can triumph and this can be India's century—not one that will happen as surely as the sun will rise each day, but one that many willing hands need to create together.

2.1 On the basis of your reading, answer the following questions : (9 marks)

(a) What makes the author think that India is on the verge of joining the select band of developed nations? **(1 mark)**

(b) Despite the fact that India is one of the oldest civilizations why does the author say it is young? **(2 marks)**

(c) The author feels that if certain problems are not addressed, India would lose its opportunity. Why would India lose this opportunity? **(2 marks)**

(d) What hinders employment growth? **(1 mark)**

(e) Who/What in the passage is referred to as the "Lilliputians"? **(2 marks)**

(f) How can we ensure that India and its youth attain their full potential? **(1 mark)**

2.2 Find words from the above passage which mean the same as the following : (3 marks)

(a) extremely exciting (para 2)

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(b) a period of sudden growth (para 3)

(c) another name for wealth (para 8)

Answers

2.1 (a) The author thinks that India is about to join the selected group of developed nations as it has established itself as an important nerve centre of technology. Besides, it has also emerged as a great production centre.

(b) Inspite of being one of the oldest civilizations, India is among the youngest countries in the world. More than half of the country is under 25 and more than a third is under 15 years of age.

(c) If the youth of India don't get proper education and if enough jobs are not created for them, India will lose its opportunity to be a great economy.

(d) Complex labour laws hinder employment growth in the manufacturing sector. They discourage business industry and employment.

(e) Thirty thousand statutes or laws that hinder economic growth are referred to as "Lilliputians".

(f) India and its youth can attain -their full potential through business pursuits, the support of educational charities and by taking initiatives.

2.2 (a) breathtaking (b) boom (c) capital

3. Read the passage given below and answer the questions that follow :

(12 marks)

1. Smoking is the major cause of mortality with bronchogenic carcinoma of the lung and is one of the factors causing death due to malienancies of larynx, oral cavity, oesophagus, bladder, kidney, pancreas, stomach and uterine cervix and coronary hear diseases.
2. Nicotine is the major substance present in the smoke that causes physical dependence. The additives do produce damage to the body. For example, ammonia can result in a 100-fold increase in the ability of nicotine to enter into the smoke.
3. Levulinic acid, added to cigarettes to mask the harsh taste of the nicotine, can increase the binding of nicotine to brain receptors, which increases the 'kick' of nicotine.
4. Smoke from the burning end of a cigarette contains over 4000 chemicals and 40 carcinogens. It has long been known that tobacco smoke is carcinogenic or cancer-causing.
5. The lungs of smokers collect an annual deposit of 1 - 1V2 pounds of the gooey black material. Invisible gas phase of cigarette smoke contains nitrogen, oxygen and toxic gases like carbon-monoxide, formaldehyde, acrolein, hydrogen-cyanide and nitrogen-oxides. These gases are poisonous and in many cases interfere with the body's ability to transport oxygen.
6. Like many carcinogenic compounds, they can act as tumour promoters or tumour initiators by acting directly on the genetic makeup of cells of the body leading to development of cancer.

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7. During smoking within the first 8-10 seconds, nicotine is absorbed through the lungs and quickly 'moved' into the bloodstream and circulated throughout the brain. Nicotine can also enter the bloodstream through the mucous membranes that line the mouth (if tobacco is chewed) or nose (if snuff is used) and even through the skin. Our brain is made of billions of nerve cells and they communicate with each other by chemical messengers called neurotransmitters.
8. Nicotine is one of the most powerful nerve poisons and binds stereo-selectively to nicotinic receptors which is located in the brain, autonomic ganglia, the medulla, neuro-muscular junctions. It is located throughout the brain and plays a critical role in cognitive processes and memory.
9. The nicotine molecule is shaped like a neurotransmitter called acetylcholine which is involved in many functions including muscle movement, breathing, heart-rate, learning and memory. Nicotine, because of the similar structure with acetylcholine when it gets into the brain, attaches itself to acetylcholine sites and produces toxic effect.
10. In high concentrations, nicotine is more deadly. In fact, one drop of purified nicotine on the tongue can kill a person. It has been used as a pesticide for centuries.
11. Recent research studies suggest that acute nicotine administration would result in increased dopamine release from the brain, producing perceptions of pleasure and happiness, increased energy and motivation, increased alertness, increased feeling of vigour during the early phase of smoking.
12. However, notwithstanding these superficial effects, research shows that the relationship between smoking and memory loss is strongest in people who smoke more than 20 cigarettes each day and this is not specific to the socio-economic status, gender and a range of associated medical conditions. Smoking may speed up age-related memory loss and the details are not yet clear. Some studies suggest that repeated exposure to high nicotinic smoke related to the 'Brain-wiring' is nothing but neuro-biochemistry that deals with complex interaction among genetic experience and biochemistry of brain cells.
13. 'NO' is a unique molecule which plays an important role in a number of beneficial and some of the harmful brain and body mechanisms, for example, synapse formation,drug tolerance and local regulation of cerebral blood flow, Parkinson's disease etc. It is also found that people who smoke more cigarettes a day have poorer memories in middle age than non-smokers.
14. Some experts say that smoking is linked to memory problems because it contributes to narrowed arteries that restrict blood-flow to the brain. One of the causes of memory decline in relation to the brain function could be the nerve cell death or decreased density of interconnected neuronal network due to loss of dendrites, the tiny filaments which connect one nerve cell to another. Abstinence from smoking is essential, not only to avoid this systemic effects but also to reduce the ill-effects on the environment.

3.1 On the basis of your reading, answer the following questions : **(9 marks)**

(a) How is smoking the major cause of mortality? **(1 mark)**

(b) What in a cigarette makes the people addicted to it? **(2 marks)**

(c) What are neurotransmitters? **(2 marks)**

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(d) How does nicotine produce toxic effects? **(2 marks)**

(e) According to the experts, how is smoking linked to memory? **(2 maks)**

3.2 Find words from the above passage which mean the same as the following : **(3 marks)**

(a) death (para 1)

(b) energy/force (para 11)

(c) endurance (para 13)

Answers

3.1 (a) Smoking is the major cause of mortality as it causes lung cancer, tumours in larynx, mouth, kidney, pancreas, stomach and uterine cervix. It also leads to the blockage of arteries causing heart diseases.

(b) Nicotine in a cigarette makes the people addict and causes physical dependence. (c) Neurotransmitters are chemical messengers. They help millions of nerve cells to communicate with each other.

(d) Nicotine produces toxic effects. It gets into the brain and attaches itself to acetylcholine sites. Their union causes toxic effects.

(e) Experts say that smoking is linked to memory as it narrows arteries. It restricts the free flow of blood to the brain. It causes nerve cell death or decline of brain-memory.

3.2 (a) mortality (b) vigour (c) tolerance

4. Read the passage given below and answer the questions that follow :

1. Early automobiles were sometimes only 'horseless carriages' powered by gasoline or steam engines. Some of them were so noisy that cities often made laws forbidding their use because they frightened horses.

2. Many countries helped to develop the automobile. The internal-combustion engine was invented in Austria and France was an early leader in automobile manufacturing. But it was in the United States after 1900 that the automobile was improved most rapidly. As a large and growing country, the United States needed cars and trucks to provide transportation in places not served by trains.

3. Two brilliant ideas made possible the mass production of automobiles. An American inventor named Eli Whitney thought of one of them, which is known as 'standardization of parts'. In an effort to speed up production in his gun factory Whitney decided that each part of a gun could be made by machines so that it would be exactly like all the others of its kind.

4. Another American, Henry Ford, developed the idea of the assembly line. Before Ford introduced the assembly line, each car was built by hand. Such a process was, of course, very slow. As a result, automobiles were so expensive that only rich people could afford them. Ford proposed a system in which each worker would have only a portion of the wheels. Another would place the wheels on the car. And still another would insert the bolts that held the wheels to the car. Each worker needed to learn only one or two routine tasks.

5. But, the really important part of Ford's idea was to bring the work to the worker. An automobile frame which looks like a steel skeleton was put on a moving platform. As the frame moved past the workers, each worker could attach a single

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part. When the car reached the end of the line, it was completely assembled. Oil, gasoline and water were added and the car was ready to be driven away. With the increased production made possible by the assembly line, automobiles became much economical and more and more people were able to afford them.

6. Today, it can be said that wheels run America. The four rubber tyres of the automobile move America through work and play.

7. Even though the majority of Americans would find it hard to imagine what life could be without a car, some have begun to realize that the automobile is a mixed blessing. Traffic accidents are increasing steadily and large cities are plagued by traffic congestion. Worst of all, perhaps, is the air pollution caused by the internal-combustion engine. Every car engine burns hundreds of gallons of fuel each year and pumps hundreds of pounds of carbon-monoxide and other gases into the air. These gases are one source of the smog that hangs over large cities. Some of these gases are poisonous and dangerous to health, especially for someone with a weak heart or a respiratory disease.

8. One answer to the problem of air pollution is to build a car that does not pollute. That's what several major automobile manufacturers are trying to do. But building a clean car is easier said than done. So far progress has been slow. Another solution is to eliminate now working on turbine-powered cars, as well as on cars powered by steam and electricity. But most of us won't be driving cars run on batteries or boiling water for a while yet. Many auto makers believe that it will take years to develop practical models that are powered by electricity or steam.

9. To rid the world of pollution—pollution caused not just by cars, but by all of modern industrial life—many people believe we must make some fundamental changes in the way many of us live. Americans may, for example, have to cut down on the number of privately owned cars and depend more on public mass transit systems. Certainly, the extensive use of new transit systems could cut down on traffic congestion and air pollution. But these changes sometimes clash head-on with other urgent problems. For example, if a factory closes down because it cannot meet government pollution standards, a large number of workers suddenly find themselves without jobs.

   Questioning the quality of the air they breathe becomes less important than worrying about the next pay cheque. Drastic action must be taken if we are to reduce traffic accidents, traffic congestion and air pollution. While wheels have brought better and more convenient transportation, they have also brought new and unforeseen problems. Progress, it turns out, has more than one face.

4.1 On the basis of your reading, answer the following questions : **(7 marks)**

(a) How does standardization of parts help to make mass production possible? **(1 mark)**

(b) How does the assembly line help to make mass production possible? **(2 marks)**

(c) Why do some Americans call the automobile a mixed blessing ? (Write any two points) **(2 marks)**

(d) What suggestions are offered in this piece for getting rid of pollution? **(2 marks)**

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4.2 On the basis of your reading, complete the following with a word or phrase : **(2 marks)**

(a) Another idea, developed by Henry Ford was the ..... .

(b) With the increased production made possible by the assembly line, cars..... .

4.3 Find words from the above passage which mean the same as the following : **(3 marks)**

(a) mixture of smoke and fog (para 7)

(b) remove (para 8)

(c) vigorous (para 9)

Answers

4.1 (a) Standardization of parts leads to the mass production. Each part of a gun could be made by machines so that it would be exactly like all the others of its kind.

(b) Ford introduced the assembly line in which each worker has to make only a portion. One would make a part of the wheel, another would place it on the car and the third would insert the bolts. This brought a revolution in mass production which was very slow before the assembly line.

(c) That is why the Americans call the automobile a mixed blessing. The automobile have led to cause a lange number of traffic accidents and also a lot of traffic congestion. The second problem is the problem of pollution of air caused by toxic gases like carbon monoxide.

(d) There are two suggestions given in this piece, first that the Americans will have to cut down the number of privately owned cars and depend on mass transit systems. The second suggestion is the use of non-conventional fuel like steam or electricity in place of petrol.

4.2 (a) ..... .moving platform that brought the work to the worker.

(b) .....became much economical.

4.3 (a) smog (b) eliminate (c) drastic

5. Read the passage given below and answer the questions that follow : **(12 marks)**

1. The therapeutic value and healing powers of plants were demonstrated to me when I was a boy of about ten. I had developed an acute persistent abdominal pain that did not respond readily to hospital medication. My mother had taken me to the city's central hospital on several occasions, where different drugs were tried on me. In total desperation, she took me to Egya Mensa, a well-known herbalist in my hometown in the Western province of Ghana. This man was well-known to the medical doctors at the hospital. He had earned the reputation of offering excellent help when they were confronted with difficult cases where western medicine had failed to effect a cure.

2. After a brief interview, not very different from what goes on daily in the consulting offices of many general medical practitioners in the United States, he left us waiting in his consulting room while he went out to the field. He returned with several leaves and the bark of a tree and one of his attendants immediately prepared a decoction. I was given a glass of this preparation, it tasted extremely

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bitter, but within an hour or so I began to feel relieved. The rest of the decoction was put in two large bottles so that I could take doses periodically. Within around three days, the frequent abdominal pains stopped and I recall gaining a good appetite. I have appreciated the healing powers of medicinal plants ever since.

3. My experience may sound unusual to those who come from urban areas of the developed world but for those in the less affluent nations such experiences are a common occurrence. In fact, demographic studies by various national governments and intergovernmental organizations such as the World Health Organization (WHO) indicate that for 75 to 90 per cent of the rural populations of the world, the herbalist is the only person who handles their medical problems.
4. In African culture, traditional medical practitioners are always considered to be influential spiritual leaders as well, using magic and religion along with medicines. Illness is handled with the individual's hidden spiritual powers and with the application of plants that have been found especially to contain healing powers.
5. Over the years, I have come to distinguish three types of medicinal practitioners in African societies and to classify the extent to which each uses medicinal plants. The first group is the herbalist, who generally enjoys the prestige and reputation of being the real traditional medical professional. The second group represents the divine healers. They are fetish priests whose practice depends upon their purported supernatural powers of diagnosis. Third group represents the witch doctors, the practitioners who are credited with ability to intercept the evil deeds of a witch.
6. All three kinds of practitioners have managed to keep the rural and urban populations in reasonable health. The practitioners have done well by relying almost exclusively on herbs for actual treatment, while serving as the people's spiritual leaders, and psychologists.
7. From the drugstores in New Delhi, I picked up some well-packaged bark and roots of Rauwolfia Serpentina, a plant that was very well known in ancient Asiatic medicine. The storekeeper said that it cures hypertension. This plant has the power to lower the blood pressure and pulse. It is used to calm down mad people because alkaloids in the plant have a specific influence on the mind. Later, I learnt that the storekeeper had a medical degree from one of the Indian universities, but chose to administer herbal medicine because he felt his people were better off with local medicines than with the expensive imported and synthetic drugs that had no traditional, social or psychological meaning.
8. In the Himalayan Kingdom of Nepal, at the Royal Drug Research Laboratory, an impressive programme of medicinal plant research is being conducted.
9. The People's Republic of China is perhaps the leading country in systematically amalgamating herbal medicine into natural health care systems. On the outskirts of Peking, for example, there is an experimental plantation for the Institute of Materia Medica.
10. For health, social and economic reasons, it seems clear that developing countries should begin an extensive programme aimed at an examination of the most important medicinal plants. In most of the countries, the information on such plants is dispersed and unorganized. Much of it is in the heads of aging herbalists,

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who represent a dying breed. The approaches of these traditional healers should not be overlooked or described as simplistic.

(Adapted from Edward S. Ayensu, Worldwide Role for the Healing Power of Plants)

5.1 On the basis of your reading, answer the following questions : (9 marks)

(a) Why did the author's mother take him to Egya Mensa? What did Egya Mensa do? **(2 marks)**

(b) What do the WHO demographic studies indicate? **(1 mark)**

(c) What is the status of traditional medical practitioners in African culture? **(2 marks)**

(d) What are the uses of Rauwolfia Serpentina according to the storekeeper of the drugstore? **(2 marks)**

(e) What does the writer suggest to preserve this system of healing with plants? (write any two points) **(2marks)**

5.2 Find words from the above passage which mean the same as the following : (3 marks)

(a) often repeated **(para 1)**

(b) pertaining to change concerning people **(para 3)**

(c) joining/combining **(para 9)**

Answers

5.1 (a) The author was suffering from abdominal pain. The different modern drugs tried on him in the hospitals failed to have any effect. That is why his mother took him to Egya Mensa, a well-known herbalist. Egya Mensa went out to the field and returned with several leaves and the bark of a tree. He got a decoction prepared and a glass of decoction relieved the author.

(b) The WHO demographic studies show that 79 - 90 per cent of rural people of the world don't go to the qualified doctors. They go to the herbalist for their medical problems.

(c) The status of traditional medical practitioners is very high. They are considered to be spiritual leaders as well. They use magic and religion with medicines.According to the storekeeper of the drugstore, Rauwolfia Serpentina has the power to lower the blood pressure and pulse, it cures hypertension and calms down mad people too.

(e) Firstly, the author suggests that developing countries should launch an extensive programme aiming at all the important medicinal plants. Secondly, the information on such plants must be organized and preserved systematically.

5.2 (a) persistent

(b) demographic

(c) amalgam

6. Read the passage given below and answer the questions that follow :

1. Islamic education arrived in India much before Aurangzeb's time, fully grown in concept, context and functioning. It had its beginning in mektabs, the Arabic term for school. Though, there is no indication as to where they were first established,

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mektabs were certainly widespread by the 14th century AD in capital cities like Samarkand. They were to be the foundations upon which the concept of madrassahs, established by the rulers, would rest.

2. The word 'madrassah' comes from the Arabic word 'dras' which means learning. The madrassah is, therefore, the place of learning and the mudaris is the person who imparts this learning. One of the earliest madrassahs had its beginning in the ninth century near the Jama Masjid in Old Delhi—a strong and massive building—followed by some thousand and more in Delhi alone. The 14th century Madrassah Firoziyah still stands today, although in ruins, in the lovely setting of the Hauz Khas Tank. Famous teachers such as Sheikh Rumi and Sheikh Jamal-al-Hussaini brought fame to the madrassahs by their erudition.

3. Madrassahs evolved in three stages. There were at first only Arabic studies at mosques. The masjid was effectively the instructional centre where, quite naturally, the recitation of the Holy Koran was the main concern. This stage was followed by the complex becoming the masjidih khan or the lodging place. It was not so much a sarai dera for travellers but a resting place for scholars and teachers who had reason to come here from other towns. The madrassah was a combination of the two stages. The centre as a place of learning was now an established concept: Pupils sat at the feet of famous scholars and listened to them. The apprentice or muid was an unquestioning repeater of the Word. He would either learn from the mudaris or the ifada, a person qualified to teach the Master's Word.

4. The architectural style of the madrassah developed along functional concepts which remain valid to this day. Naturally, the style was closely linked to that of mosque. They were never remote places of quiet learning but were almost always built in busy market places. They formed centres of influence on the community they were set to serve.

5. The focal point of a madrassah is the mosque. Around a large courtyard centred by a pool, the three sides, usually double-storeyed, had long, cool arched arcades with deep recesses for classrooms or darskhanas.

6. A new feature was high vaulted, open hall called the iwan which served as the meeting place. On the first floor, repeating the structure of the ground floor, were cells or hudjra where the students lived. Simple furniture comprising long, low benches to place the books of study were the only decor. The floor covering was equally basic.

7. The madrassahs set before themselves the simplest tasks. Their aims were to produce a true believer. To this day, the direction remains unchanged whether it is in the famous madrassah at Azamgarh in Uttar Pradesh or the more modestly placed Madrassah Aminia at Kashmiri Gate in Delhi. The concept of a true believer has come to be understood not in terms of a repetition of litany but a human being who will love according to the precepts of Islamic values. Such values, truly understood, do not lead the students into a rabid and unbending approach. Rather, they help them relate to significant cardinal points and to live by an acceptable code of conduct. Relevant to such an exposure and imbibing of moral values are the attitudes that people later bring to their professional lives. Significantly, most of the pupils are from very low-income groups will return to

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become artisans, leather workers, tailors, or indeed any such simple available job. To these professions, they will add a pride of skill and lend to their demeanour a dignity of behaviour. This is the tehzeeb which is a direct benefit of his years spent at the madrassah. This is not to say that misbehaviour is absent. However, the exposure to the madrassah, which channelises its pupils to live according to certain structured principles which can prove to be an important asset.

8. Unfortunately, the madrassahs do not provide any vocational training which can help the youth earn a livelihood. No amount of moral perfection can replace a solid foundation of a craft. This question has not been suitably dealt with by any of the heads of the madrassahs. Although change along such lines would be relevant in the modern context.

6.1 Answer the following questions briefly : **(6 marks)**

(a) Where did the Islamic education grow in the beginning? **(1 mark)**

(b) Name two teachers who brought fame and prestige to the madrassahs by their education. **(2 marks)**

(c) Where are the madrassahs generally located?

(d) Who is called a *mudaris*?

(e) What is the main drawback of madrassahs?

6.2 Find words in the passage which convey similar meaning as the following : **(3 marks)**

(a) general notion

(b) the people living in one place

(c) commands or rules

6.3 Select three appropriate expressions from the above passage which may highlight the importance of madrassahs in Islamic education. **(3 marks)**

Ans : 6.1 (a) The Islamic education grew in mektabs, the Arabic term for school, in the beginning.

(b) Sheikh Rumi and Sheikh Jamal-al-Hussaini brought fame and prestige to the madrassahs by their education.

(c) Most of the madrassahs are generally located in busy market places.

(d) A mudaris is a person qualified to teach the Master's Word.

(e) The main drawback of madrassahs is that they do not provide any vocational training to youngmen to earn a living.

6.2 (a) concept (b) community (c) precepts

6.3 (a) centres of influence on the community they were set to serve.

(b) were directed so as to produce a true believer.

(c) the exposure to the madrassah, which channelises its pupils to live according to certain principled structure, can prove to be an important asset.

Q 7. Read the following passage and answer the questions that follow.

A few countries already use powerful electromagnets to build high speed trains. These trains are called maglev trains. Maglev is the shortened form of magnetic levitation. Maglev trains work on the principles of magnetism and float over a guideway.

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Magnets have south and north poles. Opposite poles of two magnets attract whereas like poles repel each other. This is the basic principle behind electromagnetic propulsion. Electromagnets are similar to other magnets but their magnetic properties are temporary. They can attract metal objects. It is easy to create a small electromagnet. You only have to connect the ends of a copper wire to the negative and positive ends of an AA, C or D-cell. This creates a small magnetic field around the cell. If either end of the wire is removed from the cell, the magnetic field will also disappear.

The maglev train system works on the principles of electromagnetism. There are three components to a maglev train system: a large electrical power source, a track with metal coil lining and train cars with huge guidance magnets attached to their underside.

The maglev train is different from a conventional train in that it does not have an engine. At least it does not have the kind of engines that pull train cars along steel tracks. It does not consume fossil fuels either.

The magnetized coils running along the guideway (track) repel the powerful magnets on the underside of the train. This repulsion causes the train to levitate 1 to 10 cm above the guideway. After levitating the train, power is supplied to the coils within the guideway walls. This creates a unique system of magnetic fields that push and pull the train along the guideway.

Since maglev trains float in the air, there is no friction between the train and the track. This lack of friction and the aerodynamic design of these trains allow them to reach speeds of over 500 kilometre per hour. At that speed. you can travel from Rome to Paris in less than 2 hours.

Japan and Germany pioneer research in the maglev train technology. They have already built their prototypes and are in the process of testing them. Transrapid is an electromagnetic suspension system developed by German engineers. The idea of maglev transportation has been in existence for over a century. The first commercial maglev train made its debut in Shanghai, China in 2002. This train was developed by a German company. Right now the Shanghai Transrapid line connects Longyang Road station and Pudong airport. China is planning to extend this line to Hangzhou by building a 99 miles guideway.

Several other countries are also planning to build their own maglev train system, but right now the Shanghai maglev train is the only commercial maglev line.

7.1 Answer the following questions :

1. The two main differences between maglev trains and conventional trains are: .....
2. Maglev trains are environment friendly because .....
3. The two nations that lead the research in maglev train technology are .....
4. The two factors that help maglev trains to achieve high speeds are .....
5. The first country to have a commercial version of the maglev train technology .....

7.2 Find words in the passage that mean :

(a) forward movement: .....

(b) float in the air: .....

(c) profit-oriented: .....

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(d) traditional: .....

(e) parts: .....

Answers

1. The two main differences between maglev trains and conventional trains are: (a) they don't have engines ; (b) they don't use fossil fuels
2. Maglev trains are environment friendly because they do not consume fossil fuels.
3. The two nations that lead the research in maglev train technology are Germany and Japan.
4. The two factors that help maglev trains to achieve high speeds are (a) their aerodynamic design; (b) lack of friction between the train and the guideway
5. The first country to have a commercial version of the maglev train technology is China.

7.2 Find words in the passage that mean

(a) forward movement: propulsion

(b) float in the air: levitate

(c) profit-oriented: commercial

(d) traditional: conventional

(e) parts: components

Q 8. Read the passage given below and answer the questions/complete the sentences that follow: (8 marks)

Sniffer dog Tucker uses his nose to help researchers find out why a killer whale population off the northwest coast of the United States is on the decline. He searches for whale faeces floating on the surface of the water,which are then collected for examination. He is one of the elite team of detection dogs used by scientists studying a number of species including right whales and killer whales.

Conservation canines are fast becoming indispensable tools for biologists according to Aimee Hurt, associate director and co-founder of Working Dogs for Conservation, based in Three Forks, Montana. Over the last few years, though, so many new conservation dog projects have sprung up that Hurt can no longer keep track of them all. Her organization's dogs and their handlers are fully booked to assist field researchers into 2012.

"Dogs have such a phenomenal sense of smell", explained Sam Wasser, director of the Center for Conservation biology at the University of Washington in Seattle. He has worked with scat-detection dogs since 199(g). Scientists have been using Conservation Canines in their research since 199(g). These dogs have enabled them to non-invasively access vast amount of genetic and physiological information which is used to tackle conservation problems around the world. Such information has proved vital for determining the causes and consequences of human disturbances on wildlife as well as the actions needed to mitigate such impacts.

The ideal detection dog is extremely energetic with an excessive play drive. These dogs will happily work all day long, motivated by the expectation of a ball game as a reward for sample detection. The obsessive, high energy personalities of detection dogs also make them difficult to maintain as pets. As a result, they frequently find themselves abandoned

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to animal shelters, facing euthanasia. The programme rescues these dogs and offers them a satisfying career in conservation research.

8.1 Answer the following questions: **(1 × 8 = 8 marks)**

(a) According to the text there are a few_____ detection dogs like Tucker.

(b) Tucker sniffs for whale_____

(c) The dogs are special because they assist in research without _____

(d) The ideal detection dog _____

(e) The dogs expect_____ as a reward of their hard work.

(f) _____of these dogs make it difficult to keep them as pets.

(g) These dogs find career in _____

(h) The word 'euthanasia' means _____

Answers

(a) elite team of.

(b) faeces floating on the surface of water.

(c) invasion.

(d) is extremely energetic with an excessive play drive.

(e) a ball game.

(f) The obsessive, high energy personalities.

(g) conservation research.

(h) painless killing.

Q 9. Read the following passage carefully : **(8 marks)**

TITLE : POWER FOODS

(1) Power foods are foods that provide rich levels of nutrients like fibre, potassium and minerals. With people becoming increasingly health conscious today, a lot of finess trainers encourage their clients to include these foods in their daily diet to increase muscle development. There are various ways of incorporating power foods in your daily diet. Of course, the key to enjoying power foods is proper preparation of these foods, the use of season-fresh foods, and indentifying your choice of flavour among power foods.

(2) Some of the recommended power food combinations are those that are prepared in our kitchens on a regular basis. Take for instance, the combination of chickpeas and onions. This combination is a powerful source of iron which is required by the body to transport oxygen to its various parts. Iron deficiency can lead to anaemia, fatigue, brain fog and tiredness. A study by the Journal of Agricultural and Food Chemistry says that sulphur compounds in onion and garlic help in the absorption of iron and zinc from chickpeas. The combination is a hit with teenagers who need to be diligent about getting iron in their diet. A quick way to prepare this power food is to make a chickpea salad with chopped onions, chaat masala and cilantro.

(3) Another favourite combination with power food takers is yoghurt and bananas. This makes for a perfect snack after a rough game of football. Exercising bums glucose and thus lowers blood sugar. Yoghurt is packed with proteins that help

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preserve muscle mass, and bananas are packed with carbohydrates that help in refuelling energy and preventing muscle soreness. A quick and easy recipe with bananas is a banana smoothie topped with cool yoghurt.

(4) Among beverages, green tea is the best source of catechins that are effective in halting oxidative damage to cells. According to researchers at the Purdue University, adding a dash of lemon juice to green tea makes the catechins even more easily absorbable by the body. So, the next time you have instead of are friends serve them rounds of iced green tea with mint and lemon juice.

Answer the following questions briefly: **(1× 8 = 8 marks)**

(a) What are power foods ?

(b) What are the rules regarding the partaking of power foods ?

(c) What is the advantage of including onions and garlic in our diet ?

(d) Suggest a quick recipe with chickpea and onions.

(e) Why is yoghurt and bananas, an enriching power food ?

(f) Why is green tea a recommended power food ?

(g) What is the advantage of combining green tea with lemon juice ?

(h) What is the key to enjoying power foods in a wholesome way ?

Answers

(a) Power foods are foods which provide rich level of nutrients like fibre, potassium and minerals.

(b) Power foods should be prepared properly using season-fresh foods and identifying one's choice of flavour among power foods.

(c) Onion and garlic help in the absorption of iron and zinc from the chickpeas.

(d) A quick way to prepare chickpea and onions is to make a chickpea salad with chopped onions, chaat masala and cilantro.

(e) Yoghurt is full of proteins that help preserve muscle mass and bananas are packed with carbohydrates that help in refuelling energy and preventing muscle soreness.

(f) Green tea contains catechins which are effective in halting oxidative damage to cells.

(g) Combining green tea with lemon juice helps the body to absorb catechins more easily.

(h) Power foods can be enjoyed in a wholesome way by including them in our daily diet to increase muscle development.

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LESSON 3.2 ANTONYMS

Note : This list is for the help of students for reading comprehension.

The words opposite in meaning are called Antonyms. For example—good and bad. Learn the following antonyms :

S.No.	Words	Hinidi Meaning	Antonyms
1.	Ability	योग्यता	inability
2.	Above	ऊपर	below
3.	Absurd	निरर्थक	reasonable
4.	Acceptance	स्वीकृति	rejection, refusal
5.	Accurate	शुद्ध	inaccurate
6.	Absence	अनुपस्थिति	presence
7.	Acquit	मुक्त करना	convict
8.	Advance	आगे बढ़ना	retreat
9.	Advantage	लाभ	disadvantage
10.	Adversity	विपत्ति, विपन्नता	property
11.	Agree	सहमत होना	disagree
12.	Ancient	प्राचीन	modern
13.	Armament	शस्त्रीकरण	disarmament
14.	Arrest	गिरफ्तार करना	free, release
15.	Arrangement	व्यवस्था	derangement
16.	Arrival	आगमन	departure
17.	Ascent	चढ़ाई	descent
18.	Ample	पर्याप्त	scanty, meagre
19.	Approval	स्वीकृति	disapproval
20.	Back	पीछे	front
21.	Barbaric	असभ्य	civil
22.	Barren	बंजर	fertile
23.	Beautiful	सुन्दर	ugly
24.	Beginning	आरम्भ	end
25.	Belief	विश्वास	disbelief
26.	Beneficial	लाभदायक	harmful, injurious
27.	Bravery	साहस	cowardice

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28.	Blessing	वरदान, आशीर्वाद	curse
29.	Blunt	धारविहीन	sharp
30.	Boon	आशीर्वाद	bane
31.	Better	अधिक अच्छा	worse
32.	Busy	व्यस्त	idle
33.	Buy	खरीदना	sell
34.	Bold	साहसी	coward
35.	Care	परवाह करना	neglect
36.	Certain	निश्चित	uncertain
37.	Cautious	सावधान	negligent, reckless
38.	Cash	नकद	credit
39.	Cheerful	प्रसन्नचित	gloomy, pensive
40.	Civilized	सभ्य	savage, wild, uncivilized
41.	Compare	तुलना करना	contrast
42.	Complicated	जटिल	simple
43.	Concord	एकता	discord
44.	Confess	स्वीकार करना	deny
45.	Confidence	विश्वास	diffidence
46.	Courageous	साहसी	timid
47.	Consent	स्वीकृति	dissent
48.	Converge	एक केन्द्र से मिलना	diverge
49.	Creation	निर्माण	destruction
50.	Credit	धनी	debit
51.	Close	बन्द करना	open
52.	Dead	मृत	alive
53.	Death	मृत्यु	life
54.	Dear	महँगा	cheap
55.	Deep	गहरा	shallow
56.	Defeat	पराजय	victory
57.	Defiance	रक्षा	offence
58.	Defensive	रक्षात्मक	offensive
59.	Deficit	कमी	surplus

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60.	Definite	निश्चित	indefinite
61.	Demand	माँग	supply
62.	Dependant	परतन्त्र	independent
63.	Deposit	जमा करना	withdraw
64.	Desolate	उजाड़	inhabited
65.	Devil	दुष्ट	angel
66.	Diminish	कम करना	increase
67.	Distress	कठिनाई, बेचैनी	comfort
68.	Docile	विनम्र	stubborn
69.	Domestic	घरेलू	wild
70.	Dry	सूखा	wet
71.	Dull	धुँधला, नीरस	bright, interesting
72.	Dwarf	बौना	giant
73.	Dynamic	गतिशील	static
74.	Earn	कमाना	spend
75.	Early	शीघ्र	late
76.	Easy	आसान	difficult
77.	Ebb	अवनति	flow
78.	Economical	मितव्ययी	uneconomical, extravagant
79.	Encourage	उत्साहित करना	discourage
80.	Enemy	शत्रु	friend
81.	Enjoyment	आनन्द	suffering
82.	Entrance	प्रवेश	exit
83.	Expedite	शीघ्र भेजना	delay
84.	Exterior	बाहरी	interior
85.	Examine	परीक्षार्थी	examiner
86.	Failure	असफलता	success
87.	False	असत्य	true
88.	Fast	तीव्र	slow
89.	Fame	प्रसिद्धि यश	obscurity
90.	Filthy	अपवित्र	pious, sacred
91.	Fine	अच्छा	coarse
92.	Firm	दृढ़	fickle, wavering
93.	Flexible	लचकदार	rigid

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94.	Foreign	विदेशी	native
95.	Foolish	मूर्ख	wise
96.	Fortune	सौभाग्य	misfortune
97.	Frank	स्पष्ट	reserved
98.	Freedom	स्वतन्त्रता	slavery
99.	Fresh	ताजा	stale
100.	Friend	मित्र	foe, enemy
101.	Friendly	मित्रवत	unfriendly, hostile
102.	Friendship	मित्रता	enmity
103.	Front	सामने	rear, back
104.	Frown	क्रोधित होना	smile
105.	Full	भरा हुआ	empty
106.	Gain	लाभ	loss
107.	General	सामान्य	particular
108.	Glad	प्रसन्न	gloomy
109.	Glory	कीर्ति, यश	defame
110.	Genuine	असली	counterfeit, spurious
111.	Grateful	कृतज्ञ	ungrateful
112.	Guest	मेहमान	host
113.	Heaven	स्वर्ग	hell
114.	Heredity	वंश, परम्परागत	environment
115.	Honest	ईमानदार	dishonest, corrupt
116.	Honour	सम्मान	dishonour
117.	Hope	आशा	despair
118.	Humble	विनीत, विनम्र	conceited, proud
119.	Humane	दयालु	unkind
120.	Humility	नम्रता	insolence
121.	Import	आयात	export
122.	Include	सम्मिलित करना	exclude
123.	Incomplete	अपूर्ण	complete finished
124.	Inconvenient	असुविधाजनक	comfortable
125.	Increase	वृद्धि होना	decrease
126.	Inhale	साँस लेना	exhale
127.	Initial	प्रारम्भिक	final

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128.	Innocent	निर्दोष	guilty
129.	Inner	भीतरी	outer
130.	Juggins	मूर्ख	wise
131.	Junior	छोटा	senior
132.	Justice	न्याय	injustice
133.	Joy	आनन्द, प्रसन्नता	sorrow
134.	Kind	दयालु	unkind
135.	Knavish	बेईमान, कपटी	honest
136.	Knowledge	ज्ञान	ignorance
137.	Known	परिचित, जाना-पहचाना	unknown
138.	Lack	कमी	abundance
139.	Lad	लड़का	lass
140.	Legitimate	न्यायसंगत	illegitimate
141.	Legal	कानूनी, वैधानिक	illegal
142.	Legible	स्पष्ट, पठनीय	illegible
143.	Lend	उधार देना	borrow
144.	Like	पसन्द करना, समान होना	dislike, unlike
145.	Literate	शिक्षित	illiterate
146.	Logical	तार्किक	illogical, absurd
147.	Large	विशाल	small
148.	Load	भार लादना	unload
149.	Love	प्यार करना	hate
150.	Make	बनाना	mar
151.	Mania	सनक	resonable
152.	Massive	विशालाकार, बड़ा	little, small
153.	Material	भौतिक	spiritual
154.	Maximum	अधिकतम	minimun
155.	Merit	गुण	demerit
156.	Miser	कंजूस	spendthrift
157.	Mortal	मर्त्य	immortal
158.	Mourn	विलाप करना	rejoice
159.	Natural	प्राकृतिक	artificial, unnatural
160.	Near	पास	far
161.	Noble	श्रेष्ठ	mean

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162.	Odd	असमान	even
163.	Optimistic	आशावादी	pessimistic
164.	Oral	मौखिक	written
165.	Order	व्यवस्था	disorder
166.	Pain	दु:ख	pleasure
167.	Peace	शान्ति	war
168.	Permanent	स्थायी	temporary
169.	Plenty	पर्याप्त	scarce
170.	Polite	विनम्र	rude, impolite
171.	Poverty	निर्धनता	affluence
172.	Praise	प्रशंसा	blame
173.	Private	व्यक्तिगत	public
174.	Progressive	प्रगतिशील	orthodox
175.	Promote	पदोन्नति करना	demote
176.	Proper	उचित	improper
177.	Proud	घमण्डी	humble
178.	Punishment	सजा	reward
179.	Pure	शुद्ध	impure, adulterated
180.	Quickly	तेजी से	slowly
181.	Quiet	शान्त	noisy
182.	Raise	वृद्धि करना	decrease
183.	Rational	विवेकपूर्ण	irrational, emotional
184.	Raw	कच्चा, अपूर्ण	ripe, finished
185.	Regular	नियमित	irregular
186.	Religious	धार्मिक	irreligious
187.	Remember	स्मरण करना	forget
188.	Reveal	प्रकट करना	conceal
189.	Rough	भद्दा	fair, smooth
190.	Rural	देहाती	urban
191.	Sacred	पवित्र	profane
192.	Satisfied	सन्तुष्ट	dissatisfied
193.	Safe	सुरक्षित	unsafe
194.	Servant	नौकर, सेवक	master
195.	Shaggy	खुरदुरा	smooth

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196.	Shaky	अस्थिर	certain
197.	Slow	धीमा	fast, prompt
198.	Soft	कोमल	hard
199.	Solid	ठोस	liquid
200.	Steadfast	दृढ़	fickle
201.	Strange	विचित्र	familiar
202.	Strong	मजबूत, शक्तिशाली	weak
203.	Superiority	श्रेष्ठता	inferiority
204.	Sweet	मीठा	sour
205.	Thick	मोटा	thin
206.	Top	शीर्ष	bottom
207.	Tragedy	दु:खान्त	comedy
208.	Transparent	पारदर्शी	opaque
209.	Unity	एकता	diversity
210.	Vague	अस्पष्ट	precise, definite
211.	Victor	जीतने वाला	loser
212.	Victory	जीत	defeat
213.	Violent	हिंक	non-violent
214.	Voluntary	स्वैच्छिक	compulsory
215.	Virtue	गुण	vice
216.	Wild	जंगली	tame, domestic
217.	Win	जीतना	lose
218.	Wisdom	ज्ञात, बुद्धिमानी	folly

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LESSON 3.3 SYNONYMS

Note : This list is for the help of students for reading comprehension. The words having almost similar meaning are called synonyms.

Words (with their meaning)		Synonyms
1. Abandon (छोड़ देना)	—	Give up, abdicate, forsake
2. Adept (प्रवीण)	—	Skilful, dexterous, expert, apt.
3. Aid (सहायता)	—	Assistance, support, relief, help.
4. Apology (क्षमता-याचना)	—	Excuse, pardon, amends, regret.
5. Adversity (मुसीबत)	—	Calamity, misery, misfortune.
6. Ability (योग्यता)	—	Capacity, capability, talent, skill.
7. Anger (क्रोध)	—	Rage, fury, wrath.
8. Answer (उत्तर)	—	Reply, response, solution.
9. Arrogance (अभिमान)	—	Haughtiness, insolence, pride.
10. Ascent (चढ़ाई)	—	Elevation, upswing, lift, rise.
11. Attack (आक्रमण)	—	assault, onslaught, aggression, invasion.
12. Acknowledge (स्वीकार करना)	—	Accept, admit, express, confess.
13. Actual (वास्तविक)	—	Real, current, effectual.
14. Attain (प्राप्त करना)	—	Gain, achieve, acquire, succeed.
15. Bane (शाप)	—	Curse, mischief, scourge, harm.
16. Banish (देश निकाला देना)	—	Exile, dismiss, expel.
17. Barbarous (असभ्य)	—	Uncivilized, cruel, savage, illiterate.
18. Bear (सहन करना)	—	Endure, tolerate, suffer.
19. Belief (विश्वास)	—	Faith, confidence, credence, trust.
20. Banter (मजाक)	—	Joke, ridicule, jest.
21. Beautiful (सुन्दर)	—	Delighting, gratifying, charming, lovely.
22. Bold (साहसी)	—	Courageous, fearless, valiant, bold.
23. Benefit (लाभ)	—	Profit, advantage, gain.
24. Brave (वीर)	—	Courageous, fearless, valiant, bold.
25. Build (बनाना)	—	Make, construct, erect.
26. Busy (व्यस्त)	—	Occupied, employed, engaged.
27. Candid (स्पष्ट)	—	Frank, straightforward, out spoken, blunt.
28. Consolation (सान्त्वना)	—	Solace, comfort
29. Capture (पकड़ना)	—	Apprehend, arrest, nab, seize.
30. Constant (स्थिर)	—	Firm, resolute, faithful, permanent.

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31. Champion (रक्षक) — Defender, protector, supporter, victor
32. Chaste (पवित्र) — Virtuous, undefiled, clear, pure.
33. Clever (चतुर) — Skilful, ingenious.
34. Commend (प्रशंसा करना) — Praise, applaud, approve, compliment.
35. Conceal (छिपाना) — Hide, shround, disguise, veil.
36. Concern (चिन्ता) — Anxiety, solicitude, import, worry.
37. Confess (स्वीकार करना) — Acknowledge, avow, admit, own.
38. Conflict (विवाद) — Fight, strife, collision, clash.
39. Conquer (जीतना) — Overcome, vanquish, triumph, win.
40. Considerate (विचारशील) — Thoughtful, kind, humane, sympathetic.
41. Contain (रखना, सम्बन्धित होना) — Receive, include, comprise, hold.
42. Crown (ताज) — Dignity, skull.
43. Contribute (सहायता देना) — Subscribe, give, assist, help.
44. Convict (अपराधी) — Criminal, prisoner, captive.
45. Copious (पर्याप्त) — Adequate, abundant, plentiful, ample.
46. Corrupt (भ्रष्ट) — Demoralized, dishonest, pervert, debased.
47. Command (आदेश देना) — Order, control, restrain.
48. Courage (साहस) — Bravery, audacity, boldness, valour.
49. Cultivate (उत्पन्न करना) — Farm, develop, foster, grow, produce, evolve.
50. Cunning (धूर्त) — Witty, shrewd, sly, crafty.
51. Curtail (कम करना) — Shorten, reduce, diminish, abate.
52. Darling (प्रिय) — Beloved, lovable, dear.
53. Daze (व्यग्र करना) — Stupefy, stun
54. Dead (मृत) — Deceased, obsolete, extinct, lifeless.
55. Decide (निर्णय लेना) — Settle, determine, finalize, fix.
56. Deduce (निष्कर्ष निकालना) — Conclude, reckon, derive, infer.
57. Decent (शानदार) — Modest, proper, telerable.
58. Deed (कार्य) — Act, action, work, exploit, achievement.
59. Defeat (पराजय) — Reject, frustrate, foil, baffle.
60. Defer (स्थगित करना) — Delay, postpone, stay, suspend, delly, put off.
61. Dejection (दुःख) — Depression, sorrow, despondency, grief.
62. Deliberate (जानबूझकर) — Intentional, studied, thoughtful.
63. Delightful (आनन्ददायक) — Pleasing, enjoyable, alluring, charming.
64. Deliver (मुक्त करना) — Relieve, redeem, discharge, rescue.
65. Demolish (नष्ट करना) — Destroy, raze, wreck, wipe out.
66. Denounce (शाप देना) — Censure, accuse, curse, decry.

67. Depict (प्रदर्शित करना) — Delineate, exhibit, portray, show.
68. Derogatory (अपमानजनक) — Discreditable, disparaging, defamatory, humiliating.
69. Desolate (निर्जन) — Bleak, lonely, forlorn, barren
70. Despise (घृणा करना) — Disdain, dislike, detest, hate, scorn.
71. Destination (लक्ष्य) — Goal, end, objective, target.
72. Destroy (नष्ट करना) — Demolish, devastate, raze, ruin, ravage, pillage
73. Determination (दृढ़ निश्चय) — Resolution, decision, firm, judgement, will.
74. Devotee (ईश्वर भक्त) — Enthusiast, worshipper, disciple, votary.
75. Dexterious (चतुर) — Skilful, clever, adept, deft.
76. Diminish (कम करना) — Lessen, reduce, dwindle, waive.
77. Disaster (बर्बादी) — Calamity, misfortune, tragedy, catastrophe.
78. Discard (ठुकरा देना) — Reject, eliminate, epudiate, abandon.
79. Discord (कलह) — Strife, disagreement, dissension, contention.
80. Discover (खोज करना) — Disclose, find, discern, reveal
81. Disgrace (अपमान) — Degradation, humiliation, insult, dishonour.
82. Display (प्रदर्शन) — Exhibit, disclose, manifest, show.
83. Dispute (विवाद) — Argument, controversy, contention, quarrel.
84. Distress (परेशान) — Discomfort, grief, anxiety, trouble.
85. Distribute (वितरित करना) — Divide, scatter, apportion, classify.
86. Diversity (विभिन्नता) — Dissimilarity, variation, variety, difference.
87. Divine (स्वर्गिक) — Godlike, celestial, holy
88. Docile (विनम्र) — Submissive, teachable, gentle
89. Doubt (सन्देह) — Suspense, hesitation, uncertainty.
90. Drastic (तीक्ष्ण) — Vigorous, powerful.
91. Dreadful (भयानक) — Fearful, horrible, awful, dire.
92. Dull (मूर्ख) — Monotonous, boring, stupid, blunt.
93. Dynamic (गतिशील) — Forceful, impelling, propulsive, vigorous.
94. Earnest (गम्भीर) — Serious, solemn, fervent, determined.
95. Ebb (क्षय) — Decline, decay.
96. Ecstasy (आनन्द) — Joy, rapture, enthusiasm, bliss.
97. Edge (किनारा) — Ridge, boundary, keenness.
98. Effort (प्रयत्न) — Attempt, endeavour, venture, trial.
99. Emerge (आगे आना) — Issue, appear, come forth, arise.
100. encourage (उत्साहित करना) — Strengthen, embolden, animate, inspire.
101. Endeavour (प्रयास करना) — Attempt, strive, seek, struggle.
102. Endure (जारी रखना) — Continue, abide, sustain, last.

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103. Enemy (शत्रु) — Opponent, adversary, antagonist, foe.
104. Enormous (विशाल) — Huge, stupendous, tremendous, excessive.
105. Enthusiasm (उत्साह) — Spirit, force, fervour, zeal.
106. Entice (लुभाना) — Allure, attract, tempt.
107. Entreat (प्रार्थना करना) — Request, implore, solicit, plead.
108. Eradicate (उन्मूलन करना) — Abolish, eliminate, exterminate, uproot.
109. Erect (निर्माण करना) — Rise, build, construct.
110. Esteem (सम्मान) — Respect, estimation honour, regard.
111. Eternal (शाश्वत) — Everlasting, immortal, perpetual, endless.
112. Fabricate (बनाना) — Build, construct, invent, make up.
113. Fade (धुंधला) — Pale, languish, dim, vanish.
114. Faint (मूर्छित) — Swoon, weaken, dim, fade.
115. Fame (प्रसिद्धि) — Distinction, eminence, reputation, renown.
116. Fatal (घातक) — Lethal, deadly, mortal, fateful.
117. Fear (भय) — Alarm, danger, awe, dread.
118. Fierce (हिंसक) — Ferocious, savage, violent, aggressive.
119. Flaw (दोष) — Defect, imperfection, fault, mistake.
120. Foil (विफल करना) — Frustrate, circumvent, balk, baffle.
121. Foment (उत्तेजित करना) — Foster, encourage, excite.
122. Forbid (मना करना) — Prohibit, ban, inhibit, interdict.
123. Fortitude (साहस) — Courage, patience, endurance.
124. Fury (क्रोध) — Rage, excitement, enthusiasm.
125. Gap (दरार) — Cleft, blank, defect.
126. Gift (उपहार) — Present, donation, contribution, bounty.
127. Gloom (निराशा) — Dejection, shadow, obscurity, darkness.
128. Glory (कीर्ति) — Fame, splendour, pride.
129. Grief (दुःख) — Sorrow, affliction, distress, tribulation.
130. Gruesome (भयानक) — Fearful, ghastly, hideous.
131. Hard (कठिन) — Difficult, rough, firm, solid.
132. Harsh (कर्कश) — Rough, severe, cruel.
133. Haughty (घमण्डी) — Arrogant, overbearing, supecillious, proud
134. Haven (शरण) — Protection, refuge, sanctuary, shelter.
135. Holy (पवित्र) — Pious, godly, saintly, blessed.
136. Homage (श्रद्धांजलि) — Respect, veneration, tribute, reverence.
137. Hope (आशा) — Anticipation, desire, expectation.
138. Horror (भय) — Dread, disgust, terror.

139. Hostage (सुरक्षा) — Security, guarantee, bond, pledge.
140. Humane (दयालु) — Merciful, tender, sympathetic, kind.
141. Humble (विनीत) — Meek, modest, submissive, paltry.
142. Hurt (चोट) — Injury, harm, wound.
143. Ideal (आदर्श) — Example, model, paragon, perfect.
144. Idle (आलसी) — Inactive, unemployed, uselesa, futile.
145. Ignoble (नीच) — Vile, low detestable, lease.
146. Illustrious (प्रसिद्ध) — Renowned, eminent, distinguished, famous.
147. Image (प्रतिबिम्ब) — Form, metaphor, idea.
148. Immense (विशाल) — Great, vast, tremendous, huge.
149. Immortal (अमर) — Everlasting, divine, deathless, eternal, imperishable.
150. Impediment (बाधा) — Hindrance, obstacle, obstruction, block.
151. Incessant (अनन्त) — Endless, continual, unceasing, uninterrupted.
152. Incite (उत्तेजित करना) — Urge, stir, provoke, instgue.
153. Incise (नक्काशी करना) — Engrave, scribe.
154. Independence (स्वतन्त्रता) — Freedom, self-reliance, self-liberty, government.
155. Indifference (निष्क्रिय) — Neutrality, coldness, apathy, unconcern.
156. Industrious (परिश्रमी) — Active, hardworking, diligent, assiduous.
157. Infinite (अनन्त) — Boundless, limitless, timeless, endless.
158. Jealous (ईर्ष्यालु) — Suspicious, envious.
159. Jest (परिहास) — Joke, taut, fun.
160. Junk (कूड़ा-करकट) — Rubbish, refuse, trash, waste.
161. Kill (मारना) — Murder, slay.
162. Knave (दुष्ट) — Rogue, rascal, miscreant, scamp.
163. Knit (बाँधना) — Tie, join, unite.
164. Lack (कमी) — Deficiency, shortage, need, want.
165. Languish (असफल होना) — Weaken, fade, decline, fail.
166. Lazy (आलसी) — Slow, indolent, slothful, sluggish.
167. Liberty (स्वतन्त्रता) — Freedom, independence, privilege.
168. Lusture (चमक) — Shining, brightness, brilliance,
169. Magnificent (शानदार) — Grand, splendid, superb, noble.
170. Manifest (प्रदर्शित करना) — Bring forward, show, disclose, display.
171. Marvel (आश्चर्य) — Wonder, surprise, miracle.
172. Massacre (नरसंहार) — Killing, slaughter, carnage, butchery.
173. Melancholy (खिन्न) — Dejected, sad, depressed, dispirited.
174. Mourn (विलाप करना) — Grieve, bewail, bemoan, lament.

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175. Murk (धुंधला) — Misty, dark, gloomy.
176. Mutiny (विद्रोह) — Rebellion, uprising, insurgence, revolt.
177. Mysterious (रहस्यपूर्ण) — Baffling, inscrutable, obscure.
178. Naughty (शरारती) — Disobedient, mischievous, troublesome.
179. Nefarious (दुष्ट) — Unlawful, wicked, shameful, evil.
180. Obligatory (आवश्यक) — Compulsory, necessary, unavoidable, imperative.
181. Obscene (अश्लील) — Indecent, filthy, disgusting.
182. Obsolete (अप्रचलित) — Extinct, outworn, antiquated, discarded.
183. Obstacle (बाधा) — Hindrance, barrier, obstruction, difficulty.
184. Obtain (प्राप्त करना) — Acquire, attain, get, procure.
185. Obvious (स्पष्ट) — Manifest, plain, clear, evident.
186. Offence (अपमान) — Affront, attack, wrong, insult.
187. Officious (बाधक) — Interfering, meddlesome, obtrusive, presumptuous.
188. Oppressive (अत्याचारी) — Tyrannical, cruel, onerous, grinding.
189. Ordure (गाली-गलौच) — Abuse, excrement, dung.
190. Oust (नष्ट करना) — Depose, evict, remove, dislodge.
191. Outlaw (अपराधी) — Bandit, criminal, fugitive, desperado.
192. Outstanding (विशिष्ट) — Prominent, eminent, exceptional, remarkable.
193. Overcome (विजय पाना) — Conquer, overthrow, surmount, defeat.
194. Pact (समझौता) — Treaty, agreement, accord, bargain.
195. Pain (दुःख) — Distress, suffering, penalty.
196. Pardon (क्षमा करना) — Forgive, excuse, tolerate, overlook.
197. Part (भाग) — Division, portion, share, side.
198. Peak (चोटी) — Top, apex, pinnacle, summit.
199. Pensive (विचारशील) — Thoughtful, attentive, meditative.
200. Perennial (चिरस्थायी) — Everlasting, endless, educing, persistent.
201. Peril (खतरा) — Danger, risk, hazard.
202. Perpetual (अनन्त) — Eternal, ceaseless, incessant, everlasting.
203. Pierce (घाव) — Wound, puncture, penetrate, bore.
204. Plausible (तार्किक) — Reasonable, believable, credible, defensible.
205. Plead (प्रार्थना) — Urge, assert, state, allege.
206. Pledge (प्रतिज्ञा) — Promise, oath, security, vow.
207. Polite (विनम्र) — Civil, courteous, refined, polished
208. Ponder (विचार करना) — Think, reflect, deliberate, muse.
209. Postpone (स्थगित करना) — Delay, procrastinate, defer, shelve.
210. Poverty (निर्धनता) — Scarcity, need, indigence.

211. Praise (प्रशंसा) — Commendation, approval, applause.
212. Pray (प्रार्थना करना) — Implore, beg, request, entreat.
213. Precarious (खतरनाक) — Dangerous, insecure, risky, unsafe.
214. Precious (मूल्यवान) — Priceless, invaluable, dear, costly.
215. Pressure (दबाव, बल) — Force, affliction, urgency.
216. Prevent (रोकना) — Hinder, restrain, stop, check.
217. Prize (पुरस्कार) — Award, trophy, medal, laureal.
218. Probe (तलाश करना) — Search, investigate, verify, explore.
219. Proceed (आगे बढ़ना) — Continue, move, advance, progress.
220. Proficient (कुशल) — Expert, skilful, adept.
221. Prominent (प्रसिद्ध) — Notable, distinguished, eminent, salient.
222. Protect (रक्षा करना) — Defend, guard, shield, save.
223. Prudence (दूरदर्शिता) — Foresight, discretion, carefulness, caution.
224. Quarrel (झगड़ा) — Dispute, controversy, wrangle.
225. Quest (अन्वेषण) — Search, examination, request.
226. Question (प्रश्न) — Interrogation, inquiry, doubt.
227. Queer (विचित्र) — Strange, odd, giddy, faint.
228. Quiet (शान्त) — Peaceful, serene, silent, tranquil.
229. Quit (त्याग देना) — Resign, leave, stop, abandon.
230. Rage (क्रोध) — Fury, wrath, craze, frenzy.
231. Rabid (उन्मत्त) — Violent, furious, mad.
232. Raise (उठाना) — Lift, incite, stir up, increase.
233. Raze (नष्ट करना) — Demolish, destroy, obliterate, level.
234. Recover (प्राप्त करना) — Regain, salvage, recuperate, redeem.
235. Regard (सम्मान करना) — Esteem, consider, respect, note.
236. Release (स्वतन्त्र करना) — Free, liberate, relinquish, give out.
237. Reliable (विश्वसनीय) — Trustworthy, dependable, responsible.
238. Rescue (बचाव) — Liberate, deliver, save, set free.
239. Righteous (न्यायपरायण) — Just, holy, upright.
240. Rigid (कठोर) — Stiff, strict, unyielding, inflexible.
241. Rival (प्रतिद्वन्द्वी) — Competitor, opponent, antagonist, contender.
242. Rude (असभ्य) — Barbaric, insolent, discourteous, uncivil.
243. Ruin (बर्बादी) — Destruction, wreak, downfall, perdition.
244. Sacred (पवित्र) — Holy, sacrosanct, consecrated, sanctified.
245. Sapid (सरस) — Savoury, tasteful, palatable.
246. Savage (असभ्य) — Wild, uncivilized, rude, barbarous.

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247. Scheme (योजना) — System, diagram, project
248. Scorn (घृणा) — Despise, contempt, derision, disdain.
249. Scrupulous (सचेत) — Cautious, doubtful, careful.
250. Seize (पकड़ना) — Grasp, capture, confiscate, arrest.
251. Shake (हिलाना) — Move, agitate, shiver, disturb.
252. Soothe (राहत देना) — Console, quiet, assuage, comfort.
253. Splendid (शानदार) — Magnificent, glorious, resplendent, gorgeous.
254. Spontaneous (सवैच्छिक) — Instinctive, involuntary, natural, automatic.
255. Spurious (असत्य) — False, spacious, sham.
256. Stale (स्वादहीन) — Tasteless, musty, insipid, decayed.
257. Strange (विचित्र) — Unusual, unfamiliar, odd, queer.
258. Strife (झगड़ा) — Dispute, contention, rivalry, discord.
259. Struggle (संघर्ष) — Fight, strive, endeavour, battle.
260. Summit (चोटी) — Top, zenith, peak, apex.
261. Target (लक्ष्य) — Aim, mark, object, goal.
262. Teach (सिखाना) — Educate, inform, admonish.
263. Tedious (थका देने-वाला) — Wearisome, boring, monotonous, dull.
264. Thick (घना) — Dense, compact, cloudy.
265. Timid (शर्मीला) — Shy, cowardly, timorous, diffident.
266. Transient (क्षणिक) — Momentary, short-lasting, unstable.
267. Tremendous (विशाल) — Huge, stupendous, colossal, extraordinary.
268. Trust (विश्वास) — Reliance, confidence, faith, belief.
269. Understanding (समझ) — Discernment, insight, comprehension, perception.
270. Unique (एकमात्र) — Singular, matchless, unequalled, unprecedented.
271. Uphold (बनाये रखना) — Maintain, champion, approve, support.
272. Uproar (कोलाहल) — Tumult, hubbub, bedlam.
273. Upset (अव्यवस्थित करना) — Disorder, overturn.
274. Urge (प्रार्थना करना) — Plead, exhort, solicit, press.
275. Vague (अस्पष्ट) — Unclear, obscure, indefinite, indistinct.
276. Vanish (गायब होना) — Disappear, fade out, dissolve.
277. Venture (साहस) — Dare, risk, undertake, hazard.
278. Vice (दुष्टता) — Fraility, wickedness, degradation, sin.
279. Victory (साहस) — Conquest, success, winning, triumph.
280. View (दृश्य) — Scene, sight, display.
281. Vigilant (सतर्क) — Alert, cautious, watchful, wary.
282. Vigour (शक्ति) — Force, energy.

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283. Waive (कम करना) — Decrease, lessen, diminish, fade.
284. Wedlock (विवाह) — Marriage, matrimony.
285. Wicked (दुष्ट) — Evil, bad, heartless, cruel.
286. Wisdom (बुद्धिमान) — Intelligence, prudence, foresight.
287. Withhold (रोकना) — Restrain, detain, suppress, hold back.
288. Wreck (बर्बादी) — Destruction, collision, crash, ruin.
289. Wretched (दु:खी) — Miserable, unfortunate, deplorable, mean.
290. Yearn (इच्छा करना) — Pine, grieve, long, hanker.
291. Yield (उत्पन्न करना) — Product, give in, succumb, produce.
292. Zeal (उत्साह) — Earnestness, enthusiasm, eagerness, passion.
293. Zenith (चोटी) — Top, summit, apex, climax.

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LESSON 3.4 HOMOPHONES

Note : This list is for the help of students for reading comprehension.

1. corps — He has applied for the mechanical corps of army.
   corpse — The police cremated-the *corpse* of five unknown persons.
2. council — The matter was sent to the administrative *council*.
   counsel — Good students listen to the counsel of their teachers.
3. credible — Your story is not credible.
   creditable — He has done a creditable deed.
   credulous — Rahul is a credulous person and everybody makes him fool.
4. deprecate — No member deprecated the proposal.
   depreciate — We should not depreciate the value of a labourer.
5. deference — He has great deference for his teachers.
   difference — There may be some differences on this matter.
6. decent — My friend is a decent fellow.
   descent — The descent of the aeroplane was safe.
   dissent — Nobody showed any dissent in my case.
7. die — Two persons died in the communal riots.
   dye — He dyes his hair daily.
8. discover — Columbus discovered America.
   invent — Edison invented electric bulb.
9. disinterested — A good judge is always disinterested.
   uninterested — This music seems me completely uninterested.
   distinct — The two brothers have no distinct differences of appearance.
   distinctive — The manager cleared the distinctive features of the plan.
11. draught — I felt a draught of air while I was sitting in the room.
    drought — Inspite of good rain some areas are facing great drought.
12 eatable — The vegetables will be eatable when cooked.
   edible — Edible oil is exported from India.
13. economic — The economic condition of oir country is not good.
    economical — We should use economical ways of cooking.
14. dual — The British always practised dual policy.
    duel — The *duel* of the two wrestlers was very interesting.
15. effective — The speech of our leader was very effective.
    efficacious — The efficacious methods should be used in this project.
16. egoist — An egoist fellow can never think of others.
    egotist — Ravan was an egotist person.

17. eligible — There was only one candidate eligible for this post.
    illegible — His hand writing was completely illegible.
18. eminent — Rabindranath was an eminent Indian poet.
    imminent — The police is careful because the violence is considered imminent
19. ensure — You should ensure the completion of work in time.
    insure — I have insured my car.
20. estimate — You should estimate the expenses.
    estimation — Shastriji was held in great estimation all over the country.
21. exhausting — Our long journey was quite exhausting.
    exhaustive — The manager made an exhaustive survey of the plan
22. enviable — He is making enviable progress in his work.
    envious — America is envious of India's progress.
23. expense — Our expenses are increasing too much.
    expanse — We saw a great expanse of grassland.
24. fair — A cattle fair is held in my village every month.
    fare — The one way fare to the city is six rupees.
25. feat — The nut was showing wonderful feat.
    feet — Who does not want to stand on his own/feet?
26. flea — The flea should be destroyed before the spread.
    flee — The brave face the difficulties while the coward flee.
27. forcible — The hero makes & forceful entry in this play.
    forcible — The terrorists had the forcible entry in the city.
28. gaol — All the convicts have been sent to gaol.
    goal — One should work honestly to reach one's goal.
29. graceful — She always looks graceful.
    gracious — A gracious person never hurts anybody.
30. groan — The patient was groaning due to pain.
    grown — A grown up should treat the children with love.
31. healthful — It will be healthful if you take regular exercise.
    healthy — Morning walk makes a man healthy.
32. historic — Shivaji is a historic personality.
    historical — The Taj is a historical building.
33. honorary — Two persons work here as honorary clerks.
    honourable — Mr. Das is an honourable person of our village.
34. human — To err is human.
    humane — If we are humane, we can be helpful to others.
35. imaginary — The story of this play is imaginary.
    imaginative — When he is imaginative, he creates good stories.

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36. incite — Some unsocial elements incited the people to revolt.
    insight — The principal feels the problems with his great insight.
37. idle — Nobody likes him because he is an idle fellow.
    idol — The Hindus worship idols.
38. industrious — Rajan is one of the industrious boys of this class.
    industrial — Industrial progress can make our country rich.
39. jealous — I am not jealous of your progress.
    zealous — A zealous person always succeed in his life.
40. judicial — A judicial enquiry has been set up in the case.
    judicious — Be judicious in your choice of profession.
41. lessen — His way of talking lessened my grief.
    lesson — The boys are to learn their seventh lesson.
42. limit — The water is cold beyond the proper limit.
    limitation — Every person has his own limitations of action.
43. loudly — The child was weeping loudly when the mother was out.
    aloud — The speaker spoke aloud so that everybody might listen.
44. lose — The player lost a golden chance of winning the match.
    loose — Now loose garments are in fashion.
45. marry — My brother is married to the sister of my friend.
    merry — The people are making merry at Holi.
46. meter — The meter of my scooter is not working well.
    metre — Cloth is sold by metre.
47. miner — Over one hundred miners are working in this coal mine.
    minor — Nobody should quarrel over minor issues.
48. memorial — There is a big memorial of Rani Laxmibai in Jhasi.
    memorable — 15th August is a memorable day for every Indian.
    memorandum— I have sent a memorandum concerning my water problem.
49. need — The needs of man are never satisfied.
    knead — Flour is kneaded to make chapatis.
50. negligent — If you are negligent, you shall lose your joy.
    negligible — His mistake is negligible so he should be pardoned.
51. ordinance — A ordinance has been passed for holding elections in Punjab.
    ordnance — My brother works in an ordnance factory.
52. peace — Peace is always better than war.
    piece — The crow had a piece of bread in its beak.
53. persecute — The opposers of Islam are persecuted in Islamic countries.
    prosecute — The terrorists will be prosecuted.

54. practical — Besides bookish knowledge one should have practical knowledge.
    practicable — Some suggestions of this plan are practicable.
55. pray — We should pray to God every morning.
    prey — Snake searches for its prey in the night.
56. prescribe — The doctor prescribed him some costly medicines.
    proscribe — People should proscribe dowry.
57. prudent — You should be prudent when you are beginning a new work.
    prudential — He made a prudential play and won the match.
58. rein — The horse can not be controlled without a rein.
    reign — The reign of Samundra Gupta is golden era in Indian history.
59. respectable — Mr. Dev is a respectable person of our city.
    respectful — He welcomed his guests in a respectful manner.
60. rage — He shouted in a rage.
    raise — One can raise one's living standard only by hard work.
    raze — Use fine eraser to raze the figure.
61. rest — Rest is the best cure of fatigue.
    wrest — Do not wrest the new clothes.
62. root — The roots of tree hold the soil tightly.
    route — This route is short but dangerous.
63. sail — Indian soldiers sailed back from Sri Lanka.
    sale — These items are not for sale.
    sell — He sells pots and pans in the streets.
64. siege — Aladdin sieged the fort of Chitter.
    seize — Police arrested two foreigners and seized fifty kilograms of gold.
65. sensible — We should be sensible in the choice of our friends.
    sensible — Nobody is allowed to make gathering in sensitive areas.
66. storey — A multi-storey building is under construction in our city.
    story — He told me an unbelievable story.
67. stationary — The moon is not stationary but moves round the earth.
    stationery — This pen can be bought from any of the stationery shops.
68. suit — Evening hours will suit me to go there.
    suite — I have booked a suite in a hotel for my guests.
69. super — Super conductors are not in common use.
    supper — What do you like to take for supper?
70. soar — The kite soared high in the sky.
    sore — I could not come because of sore knee.
    sour — Ripe mango is not sour.
    shore — He lay down at sea shore and looked at the sky.

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71. tail — The tail of this cat s very bushy.
    tale — The tales of Panchatantra are full of morals.
72. taste — The taste of this dish is very good.
    test — The doctor made me test my blood.
73. temporary — The doctor has given him a temporary treatment.
    temporal — The temporal wealth never goes with man.
74. troop — The French troops could not conquer Russia.
    troupe — A troupe of Indian singers is going to England.
75. tolerable — Your behaviour is not tolerable.
    tolerant — I am not tolerant of such idle talks.
76. umpire — The decision of umpire is accepted by every player.
    empire — The British empire is well known for its cruelty.
77. union — The elections of college union are being held next month.
    unison — If we work in unison, we can be successful.
    unity — Unity has strength.
78. urban — The urban life is very busy.
    urbane — He leads an urbane life.
79. vacation — I visited Kashmir during my summer vacations.
    vocation — I want to take an education which is related to vocation.
80. vale — Tears come out of the vale of sorrow.
    veil — The face of bride was hidden behind the veil.
    wail — The mother of dead child was wailing
81. virtual — I am virtual president of youth club.
    virtuous — A virtuous boy always tends to a bright future.
82. vain — He tried to escape but in vain.
    vein — The veins carry blood back to the heart.
    wane — The influences of his evil deeds is waning now.
83. waste — Why are you wasting your valuable time.
    waist — The measure of her waist is only twenty inches.
84. wave — The waves of the sea water were hitting the shore.
    waive — Siddhartha waived his wealth and went to the forest.
85. willing — I am willing to join you in this project.
    wilful — Wherever he is wilful, he acts foolishly.
86. weak — A weak person can not climb on the mountain.
    week — There are seven days in a week.

LESSON 3.5 ONE WORD SUBSTITUTION

Note : This list is for the help of students for reading comprehension.

Sometimes a single word represents the meaning of a certain group of words and it can be used in a sentence substituting the group. This is called **One Word Substitution.**

Words	Group of words
1. abdicate	— to give up throne or right
2. alien	— a person residing in a country of which he is not citizen
3. amateur	— a person who pursues an art, games or sport for pleasure, not for money
4. ambassador	— person sent by a king or state to another government
5. antidote	— a medicine which counteracts poison or the effect of a disease
6. antiseptic	— medicine which prevents decay
7. antibiotic	— medicine which destroys bacteria
8. atheist	— a person who does not believe in the existence of God
9. anonymous	— of unknown or undeclared source or authorship
10. astronaut	— a traveller in space
11. audience	— a group of listeners
12. autobiography,	— the life story of a person written by himself.
13. autocracy	— Government by a ruler who has unlimited power
14. biography	— life story of a person written by anybody else
15. bigot	— a person who holds strongly to an opinion or belief in defiance of reason or argument.
16. bureaucracy	— Government chiefly run by the officials of the government.
17. bankrupt	— person who is incapable of paying his debts
18. cannibal	— a person who eats human flesh
19. caricaturist	— person who draws comic pictures
20. celibacy	— unmarried life
21. cemetery	— place for burials, other than a churchyard
22. centenary	— (festival) of the hundredth anniversary
23. colleague	— person who works with anybody having similar task
24. contemporary	— of the same time or age
25. cosmetics	— the thing which are used to increase the beauty of body
26. communal	— related to a community
27. credible	— that can be believed
28. cosmopolitan	— a person free from national attachments or prejudices
29. deaf	— incapable of listening a sound
30. crematorium	— place for cremating (burning to ashes) corpses

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31. democracy — a government by the people
32. destination — a place for which a person or thing is bound
33. drought — wanting of rain
34. edible — fit to eat or consume
35. egoist — a selfish person who always thinks of himself
36. eligible — fit to be chosen
37. elucidation — the act of throwing light on any subject
38. emigrant — a person who leaves his own country and settles in another country
39. epidemic — a disease which spreads over a large area
40. epitaph — words inscribed on graves
41. export — things or articles sent to another country
42. extempore — (spoken or done) without previous preparation
43. fatal — which may cause death
44. fatalist — one who believes in fate
45. figure — space enclosed by lines
46. fungicide — medicine that destroys fungi
47. foreigner — a person of another country
48. germicide — medicine that destroys germs
49. glutton — an overeating person
50. homicide — killing of a human being specially by another
51. honorary — office without pay or emolument
52. ignorant — person who lacks in knowledge
53. illegal — contrary to law
54. inaccessible — which cannot be reached
55. invincible — which cannot be conquered
56. immigrant — a person who comes as a permanent resident in a foreign country.
57. inaudible — which cannot be heard
58. incredible — which is difficult to believe
59. inflammable — that catches fire easily
60. inedible — thing unfit for eating
61. illegible — which cannot be read
62. illiterate — a person who cannot read or write
63. inimitable — that cannot be imitated or copied
64. infanticide — killing of an infant soon after birth especially with mother's consent

65. incorrigible — which cannot be corrected
66. indelible — which cannot be effaced
67. infallible — a person who cannot make a mistake
68. insolvent — person unable to pay his debts
69. insoluble — that cannot be dissolved in a fluid
70. invincible — too strong to be overcome or defeated
71. irreparable — that which cannot be repaired
72. laboratory — a place where scientific experiments are performed
73. library — a place where various books are kept
74. mercenary — person working only for money or reward
75. linguistic — person who knows many languages
76. martyr — one who undergoes penalty of death or suffering for any great cause
77. manuscript — a hand-written book or document
78. malleable — which can be beaten into new shapes
79. maxim — a general principle drawn from experience
80. misanthropist — a hater of mankind
81. mortuary — a place where dead bodies are kept
82. nepotism — giving preference only to one's relatives
83. nonsense — talk or act that is meaningless
84. notorious — widely known for evil deeds
85. narrow — which is not wide
86. obsolete — no longer in use
87. omnipotent — having infinite power
88. omnipresent — present everywhere
89. omnivorous — one who eats everything
90. omniscient — the person who knows everything
91. opaque — that which cannot be seen through
92. optimist — one who looks at the bright side of things
93. orphan — a child whose parents are dead
94. orchard — a garden containing fruit trees
95. orthodox — holding conventional beliefs specially in matters of religion
96. parasite — animal or plant living on or in another one and getting its food from.
97. patriot — one who has great love for one's country.
98. pedestrian — who goes on foot
99. pessimist — one who looks at the dark side of things
100. philanthropist — lover of mankind

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101. pilgrim — one who goes on a journey to a holy place
102. polyandry — the custom of having more than one husband
103. ridiculous — thing or act causing amusement
104. posthumous — born after the death of its father
105. shrine — the tomb of a saint
106. spendthrift — a person who spends his money recklessly
107. spokesman — person who speaks on behalf of others
108. suicide — killing of one's ownself
109. teetotaller — one who totally abstains from alcoholic liquor
110. theist — person who believes that there is God
111. timid — person who lacks in courage
112. transparent — the thing through which another thing can be seen
113. unanimous — of one mind or opinion
114. unconquered — that's difficult to be defeated or conquered
115. unbelievable — that which cannot be believed
116. usurer — a person who lends money at a very high rate of interest
117. vegetarian — one who lives only on vegetable food
118. veteran — a person with long experience
119. widow — a woman whose husband is dead
120. widower — a man whose wife is dead
121. zoo — a place where birds, animals etc. are kept

प्रश्नोत्तर सत्रा

EXERCISE-1

Substitute one word for the underlined expressions in the following sentences :

1. Yesterday the police arrested a person who is widely known for bad works.
2. God is present everywhere.
3. There is nobody who knows everything.
4. Two persons of another country are living in my village.
5. My friend is writing the life story of a famous player.
6. Most of the ladies used things to increase the beauty of their bodies.
7. Our country has a government of the people.
8. We send many things to other countries every year.
9. Many parts of Rajasthan faced the lack of water.
10. I never like a person who always thinks of himself.
11. Nobody was found. fit for the post of clerk.
12. A person who eats more can not be healthy.
13. I have a big garden of fruits.
14. Madan has long experience in the field of construction.
15. The hand written matter of a book is kept safe.

EXERCISE-2

Substitute one word in the following sentences for underlined expressions :

1. The condition of a woman whose husband is dead is very pitiable in our society.
2. He is always telling lies. He is incapable of being corrected.
3. The news is one which cannot be believed.
4. He holds an office which is without pay or emolument.
5. Avinash is a person who has left his own country and settled in America.
6. He told me a story which was difficult to believe.
7. He is incapable of being conquered.
8. We should not do anything contrary to law.
9. This is the place where birds, animals, etc. are kept.
10. Members were of one mind on the question of enforcing prohibition.

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Unit 4

WRITING SKILL

LESSON 4.1 PICTURE COMPOSITION

Composition helps the student to express his views on what is happening in the world around him, besides personal thoughts, feelings and experiences.

Useful Words

in the middle	a photograph
in the centre	a painting
at the top	a drawing
at the bottom	an advertisement
on the left side	a poster
on the right side	the cover of a book
in the background	a map
in the foreground	a scene from a film
in the top left-hand corner	a chart/ a graph
in the top right-hand corner	a cartoon (drawing)
in the bottom left-hand corner	a strip cartoon
in the bottom right-hand corner	a speech bubble

1. Introduction

- The photo/picture shows...
- It was taken by/in...
- It's black-and-white/coloured photo.

2. What is where?

- In the foreground/background you can see...
- In the foreground/background there is ....
- In the middle/centre there are ....
- At the top/At the bottom there is ....
- On the left/right there are...
- Behind/In front of ... you can see
- Between .... there is ....

3. Who is doing what?

Here you decribe the persons in the picture or you say what is happening just now. Use the present Progressive.

4. What I think about the picture ?

- It seems as if ...
- The lady seems to ...
- May be ...
- I think ...
- ... might be a symbol of ...
- The atmosphere is peaceful/depressing ...
- I (don't) like the picture because ....
- It makes me think of ....

Q 1. Describe the below given picture.

1. This picture has three people.
2. The background of the picture has a wall without plaster.
3. Three people are standing on the footpath.
4. Man is standing at extreme right side. He is wearing a jacket and pants.
5. In the middle, a woman is standing with a white cloth in her hand. She is wearing long skirt and heavy clothes with a big hat on his head.
6. On the left side a man is standing with a bamboo in his hand.

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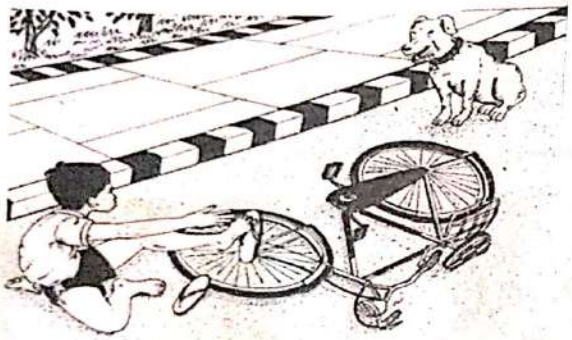
7. They may be discussing something very serious. It can be easily seen by their facial expressions.

Q 3. Look at the picture and write a paragraph on it.



Ans. This picture is showing an interesting scene. A boy wearing dark colour shorts and white shirt is fallen while riding his bicycle. He was sitting on his buts and one of his legs is on the front wheel of the cycle while second is on the road. His slippers are also out of his feet grip. His cycle is also fallen on the road. A dog is sitting on the road near the rear wheel of the cycle. He looks like his pet dog as he was wearing dog collar around his neck. The boy seems surprised on his condition. His bicycle would have bumped the footpath railing.

Q 4. Look at the picture and write a paragraph on it.

Ans. The given picture is a beach scene. One girl who is wearing polka dot short sleeveless dress is making mud house. One boy of the same age is helping her in making sand house. The boy is wearing a shorts only. A man with moustache is playing with a melon designed ball with a boy. They both are in shallow water that reaches to their waist level. They all look happy.

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LESSON 4.2 WRITING PARAGRAPH

1. My Ambition in Life

Life without an ambition is like a ship without rudder. Man is the maker of his life. Those who aim at nothing gets nothing. In fact, without aim, a man wanders about in dark. Life without aim is no life at all. Aim gives direction to the life. Ambitions differ from man-to-man. Some people aim at wealth, some at power and some at eminence.

The service to man is the service to God. I also want to serve human beings. My ambition is to become an ideal teacher. Teachers are the builders of nation. It is a peaceful job. A teacher is always young among the students. A teacher feels pleasure in teaching. A mother simply gives birth to a child, a teacher makes him capable. He wishes that his students should bring a good name to him and to his country. A true teacher does not run after money. A true teacher has a respectable position in the society. People respect a true teacher. Students are the true wealth of a teacher. A teacher follows the principle 'simple living and high thinking'. A teacher has morals and teaches morals to his students. So my ambition is to become a true teacher.

2. The Value of Time

Time is very precious. We should not waste our time. Time once lost is lost forever. If you waste your time, time will waste you. Money spent can be earned again but it is not so with time. Time once spent and gone, can never be got back. Almost everything in the world can be purchased, but time lost cannot be purchased. As each second ticks, that second moves from the present to the past. If you have not properly used that single second when it was in the present, it is a second wasted and it is already lost and becomes the past. No amount of crying or trying can bring you back the past. If you want success in life, make proper use of time. Mind the present and make full use of it.

3. An Indian Wedding

Marriage is a social necessity. It is said that marriages are settled in heaven and celebrated on the earth. Indian weddings are colourful.

Last month I attended a marriage ceremony of my cousin. The house was decorated with colourful lights and paper-flags. In the evening, his friends and relatives gathered at his house. All were in fine dresses. Ladies were singing songs. My friend put on a special dress. He sat on a decorated mare. There was a band-party with the 'barat'. We went to the bride's house. On the way, his friends and relatives danced at places.

The house of the bride was also decorated. The relatives of the bride welcomed us. There was a tent and there were chairs also. We took our seats. The groom went at the gate. The bride came in a fine dress. She was looking very beautiful. They garlanded each other.

They served tasty dinner. We enjoyed it. The groom also took food. Then he was taken into the house. There was a 'Pandit'. The bridegroom and the bride sat side by side. The 'Pandit' chanted out some promises. The bride and bridegroom repeated them. The pair took seven rounds of the holy fire. The ceremony took about two hours. Now, they were

husband and wife. Next morning, the 'barat' came back to the bridegroom's house with the bride. They were welcomed there.

4. SCIENCE AND TECHNOLOGY

Today's age is defined as the 'Age of Science & Technology.' Almost in every field you can notice the rapid changes in the machinery whether related to house holdthings or professional life or fun games or communication devices.

Science and Technology has reduced the distance between the places and shorten the lifespan used in functioning/operating. The new inventions have reduced the workload and helped human in doing their jobs efficiently. The new machines are giving relief not only to the professionals but also to the housewives. All electronic household items help a lady at home, video games and other video devices help in entertainments, mobile phones, laptops and tab are helping in communication and business. Big machines are helping in more production in less time, Arms & animation with latest technology is helpful in better security of country etc.

But the dark side of the misuse of the weapons and electronic gazettes can not be ignored. The latest machines and electronic devices are producing harmful radiation which adversely affects human health and mind. Hence we should handle all the electronic devices and other electronic machines very carefully. The truth is that we can not imagine a world without science and technology.

5. A SUNSET

Sunset is the time of day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a blender. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence at the night sky. People are slow to a crawl, entranced, fully forgetting the deeds that still must be done. There is a coolness, a calmness, when the sun does set.

6. THE APOLLO 11 SPACE MISSION

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

7. HOW TO CLEAN AND ORGANIZE YOUR ROOM

Here is the perfect system for cleaning your room. First, move all of the items that do not have a proper place or you have not used them last year. Take out all of the trash, and place all of the dirty dishes in the kitchen sink. Now find a location for each of the items you had placed in the center of the room. For any remaining items, you can squeeze them under your bed or stuff them into the back of your closet.

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8. AN OCEAN AND A LAKE

Oceans and lakes have much in common, but they are also quite different. Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life. When it is time for a vacation, both will make a great place to visit and enjoy.

9. THE BLUE WHALES' FIRST BASEBALL GAME OF THE NEW SEASON

'The Blue Whales' just played their first baseball game of the new season: I believe there is much to be excited about. Although they lost, it was against an excellent team that had won the championship last year. The Blue Whales fell behind early but showed excellent teamwork and came back to tie the game. The team had 15 hits and scored 8 runs. That's excellent! Unfortunately, they had 5 fielding errors, which kept the other team in the lead the entire game. The game ended with the umpire making a bad call, and if the call had gone the other way, the Blue Whales might have actually won the game. It wasn't a victory, but I say the Blue Whales look like they have a shot at the championship, especially if they continue to improve.

10. THE CAUSE AND EFFECT OF BECOMING A HIGH ACHIEVING STUDENT

I do well in school, and people think I am smart because of it. But it's not true. In fact, three years ago I struggled in school. However, two years ago I decided to get serious about school and made a few changes. First, I decided I would become interested in whatever was being taught, regardless of what other people thought. I also decided I would work hard everyday and never give up any assignment. I decided to never, never fall behind. Finally, I decided to make school a priority over friends and fun. After implementing these changes, I became an active participant in classroom discussions. Then my test scores began to rise. I still remember the first time that someone made fun of me because "I was smart." How exciting! It seems to me that being smart is simply a matter of working hard and being interested.

LESSON 4.3 NOTICE WRITING

A Notice is a formal style of short piece of writing. It is widely used by individuals and organizations to announce events, celebrations, inaugural ceremonies, births and deaths, issue public instructions, to invite or to make appeals. Most notices are pasted or put on special boards meant for this purpose.

Contents of an Effective Notice

- Name of the organization, institution, or office (which issues the notice).
- Date of issuing the notice.
- Word 'Notice'.
- A suitable caption or heading.
- Purpose for which notice is to be written.
- Details of schedule (date, time, venue, programme and duration) of the event.
- Signature, name and designation of the person issuing the notice.

Valuable Tips for Notice

- List valuable points/contents to be included.
- Check grammar/style of notice.
- Follow word limit.
- Put the notice in box.
- Format of a notice.

Marks Distribution of a Notice

(a) Format

Name of organization, date, title **(1 mark)**

(b) Writer, signature, name and designation **(1 mark)**

(c) Content

Accurate message, schedule, correct punctuation and grammar. Put the notice in box. Word limit of 50 words should not be exceeded. **(3 marks)**

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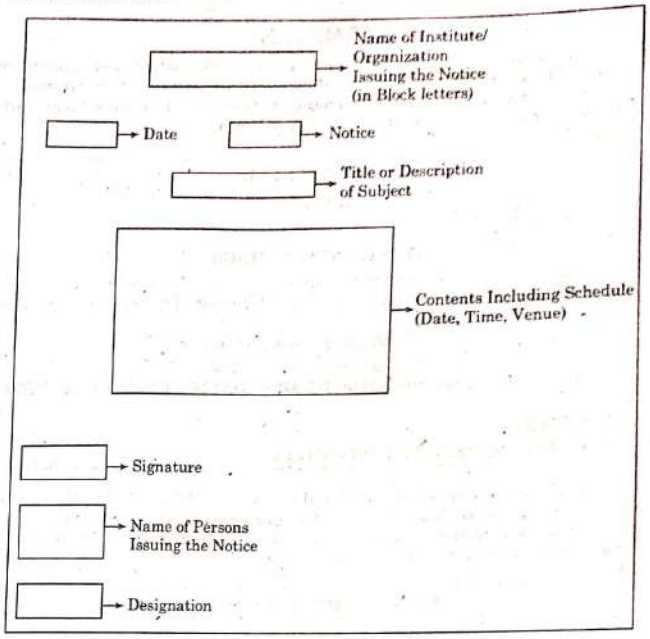
Value Points Check List

Notice : Meeting	Notice : Event
➢ Date-time ➢ Name of the event ➢ Venue/Place ➢ Agenda/Purpose ➢ Who is to attend ➢ Specific guidelines (if any) ➢ Contact Person/Address	➢ Name of the event ➢ Name of the organizer (if any) ➢ Objective/Purpose/Occasion ➢ Date ➢ Time/Duration ➢ Place/Venue ➢ Activities (To be undertaken) ➢ Essential Qualifications/Eligibility/Conditions /Awards/Prizes ➢ Contact address ➢ Specific instructions (if any)

Notice: Lost	Notice : Appeal
➢ Article lost ➢ Date ➢ Time (approx) ➢ Place ➢ Identification marks (colour, size material, etc.) ➢ Contents ➢ Whom to contact, when and where ➢ Promise of a reward	➢ Name of the event ➢ Name of the organizer (if any) ➢ Objective/Purpose/Occasion ➢ Date ➢ Time/Duration ➢ Place/Venue ➢ Wording of Appeal/Slogan ➢ Contact address ➢ Specific instructions (if any)

Notice : Found	Notice : Tour/Fair/Exhibition/Campaign/Mela
➢ Article found ➢ Place ➢ Purpose of notice (to identify and claim the article) ➢ Whom to contact, when and where ➢ Promise of a reward	➢ Name of the event ➢ Name of the organizer (if any) ➢ Objective/Purpose/Occasion ➢ Date ➢ Time/Duration ➢ Place/Venue ➢ Wording of Appeal/Slogan



	➢ Contact address ➢ Specific instructions (if any)

Notice :Warning/Instruction	Notice : Change of Name
➢ Target audience ➢ Specific instructions : list of do's and don'ts, warnings ➢ Consequences ➢ Punitive action : fine etc. ➢ Details of issuing authority	➢ Drawing attention ➢ Existing Name ➢ Father's name ➢ Address ➢ New Name ➢ Reason of change

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EXAMPLES

Q 1. You are Preeti/Preet, the Secretary of the Information Department of DMRC. The timing of the running of metro train between Delhi University and South Extension has been changed. Give a notice in a local daily informing the citizens about the change of timings.

Ans.

DMRC, NEW DELHI

NOTICE

20th July, 2018

METRO—NEW TIMINGS

The citizens of New Delhi are hereby notified about the change in timings of Metro running between Delhi University and South Extension. The new time table is as follows :

Mornings-7 a.m.-12p.m.

Evenings - 3 p.m. - 7 p.m.

The inconvenience is regretted. FOR DETAILS CONTACT THE UNDERSIGNED.

SdI

SECRETARY

INFORMATION DEPARTMENT (DMRC)

Q 2. You are the student editor of Gandhi Memorial School, Delhi. Write out a notice in not more than 50 words in your answer sheet inviting names of those who would like to give articles, stories, cartoons, etc., for the school magazine. Put the notice in a box.

Ans.

JANTA MEMORIAL SCHOOL

NOTICE

10th November, 2017

Be a Part of School Magazine

The school magazine for the year 2017-18 is being prepared. The undersigned invites the names of those who would like to give their articles, stories, cartoons, etc., for the magazine. The names must reach the undersigned by 20th November 2017.

Sd

(RAM NIWAS)

Student Editor

School Magazine

Q 3. The Trekking Club of our school along with Indian Mountaineering Federation is organizing a trekking tour of two weeks. Draft a notice giving necessary details.

Ans.

ST. XAVIER SCHOOL

NOTICE

12th April, 2018

Be a Part of Trekking Club

The school Trekking Club invites bold, enthusiastic, daring and adventure loving students of XI and XII for participating in Trekking at Mahabaleshurar. The trekking spreads over two weeks starting from 6 June, 2018. It has been organized in collaboration with the Mountaineering Club of India, New Delhi.

Those interested should be physically fit, mentally alert and adventure loving. If interested, write an application justifying your participation to the Principal latest by 18 April, 2018.

Sd

PRINCIPAL

Q 4. Nahar Singh, ex-student of Happy Model School has started 6 scholarships in memory of his father Sh. Brijendra Singh. Draft a notice inviting worthy students to give their names for consideration for the scholarship.

HAPPY MODEL SCHOOL

17th June, 2018 NOTICE

SCHOLARSHIP

Nahar Singh, an ex-student of our school and now Production Engineer, NASA USA, has instituted 6 scholarships in the memory of his father Sh. Brijendra Singh for our students of class X, XI and XII on merit basis. The scholarships are of Rs. 500 pm each. The students excelling in the fields of sports, dramatics, extra-curricular activities, etc. can also be considered for the award of these scholarships.

Deserving students, willing to avail these scholarships, are invited to send in their applications to the Vice-Principal latest by 30 June, 2018 giving in all the relevant information.

Sidu Singh

PRINCIPAL

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Q 5. You are the Sports Captain of VIDYA Public School. Write a notice in 50 words for the school notice board informing the students about the Final match of the Inter-school Basketball Tournament to be played. Give all necessary details of the match.

Ans.

VIDYA PUBLIC SCHOOL

12th July, 2018 NOTICE

INTER-SCHOOL BASKETBALL MATCH

This is to inform all the students of the school that the final match of the Inter-school Basketball Competition will be played on our school grounds on Monday, the 20th of this month. The match will be played between our school and New Model School. The match will start at 2 p.m. sharp. All are cordially invited to witness this match and give players a cheering hand.

Sd

(Roshan Malik)

Sports Captain

Q 6. Your school is organizing a tour to Udaipur during the winter vacation. Write a notice giving detailed information to the students. You are Sanjay/Sangeeta, School Pupil Leader, Manas Senior Secondary School, Nagpur.

MANAS SENIOR SECONDARY SCHOOL, NAGPUR

1st December, 2018 NOTICE

TOUR TO UDAIPUR

Our school is organizing a tour to Udaipur during the coming winter vacation. It will be a 10-day tour in which only students of the senior secondary classes are allowed to join. The expenses for travelling, boarding and lodging shall be around Rs. 3000/- (Rs. three thousand only) per head. Those who want to join this tour should give their names to the undersigned by the 10th of this month. A no-objection note by the parents is a must.

Sd

(Sanjay)

Pupil Leader

Q 7. Draw a suitable notice for your school noticeboard informing the students about the magic show organized by your school in aid of victims of floods in Rajasthan. You are Sagar/Sakshi, School Captain, Ram School, Gurgaon.

Ans.

RAM SCHOOL, GURGAON

14th September, 2018 NOTICE

MAGIC SHOW

Our school proposes to organize a magic show on 5th Oct, 2018, in the school premises in the aid of flood victims in Rajasthan. All the students are requested to contribute whole heartedly and buy magic-show tickets. All the collections will be sent to the Prime Minister's Relief Fund immediately.

COME FORWARD AND HELP OTHERS

Sd

(Sagar)

School Captain

Q 8. You are Ashish/Asha, the school eaptain of Tagore International School. You wish to call a meeting of the Students' Council to discuss the measures to be taken to check the explosion of crackers in the school premises during Diwali time. Draft the notice in not more than 50 words.

Ans.

TAGORE INTERNATIONAL SCHOOL

14.08.2018 NOTICE

STRICT 'NO' TO CRACKERS

The members of the Students' Council are required to attend a meeting to discuss measures to check explosion of crackers in school premises during Diwali.

Venue : Conference Room

Date : 16th August, 2018

Time : 10.30 am onwards

Attendance is compulsory. Please come with suggestions.

Sd

(Asha)

School Captain

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Q 9. You are Rohan/Rohini working as the Students' Representative on the School Development Committee. The committee is going to meet next week to prepare a Calendar of Activities for the school for the year 2017-2018. To ensure that you play your role effectively at the proposed meeting you have decided to invite the students' suggestions on this subject. Write a notice in this regard in not more than 50 words to be put up on your school noticeboard.

Ans.

SUCHITA MEMORIAL SCHOOL

8th July, 2011 NOTICE

ANNUAL MEETING

The school development committee is going to meet next week to prepare a Calendar of Activities for the school for the coming session. Constructive ideas would be welcomed.

Those who have creative suggestions may send them to the undersigned on or before 11 July.

Rohan
Students' Representative
Class XII

Q 10. You lost your wristwatch in school. Give details of the watch and the probable time of the day you lost it. Your description should be fit for the 'Lost and Found' noticeboard of your school.

Ans.

VINAYAK PUBLIC SCHOOL

16th August, 2018 NOTICE

LOST AND FOUND

A ladies HMT wristwatch with golden dial and a plastic strap, has been lost on Monday during the third period in the school playground. If found, please return it to the undersigned.

Pinky Sharma
Student (XII A)

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