

Contents

S.No.	Topic	Page No.
1.	Articles	1
2.	The Sentence	12
3.	The Compound Sentence	27
4.	Phrases and Clauses	37
5.	Transitive and Intransitive Verbs	57
6.	Modals	70
7.	Passive Voice	82
8.	Reported Speech	92
9.	Future Time Reference	105
10.	Perfect Progressive Tenses	121
11.	Linkers	135
12.	Reading for Understanding	147

1

ARTICLES

Worksheet-1

Read the passage given below. Try to understand the use of 'a' and 'the'.

I met **a** boy. **The** boy was crying. I walked up to him and asked him **the** reason. He told me that **the** moon was not bright and **the** weather was not too fine. He had sat by **the** Kaveri for hours but had not been able to find **a** single person to help him reach **the** fort on top of **the** hill. He had to reach there as he had to meet **the** magician.



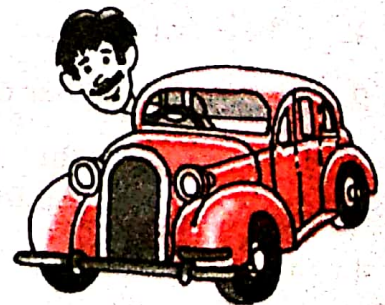
Remember

A, An and **The** are articles. Articles are used before nouns.
e.g. **a** boy, **the** moon, **a** person, **the** magician

Worksheet-2

In the sentences given below, fill in the blanks using 'a' or 'an'.

1. My father is _____ honest man.
2. He is very rich, still he drives _____ old car.
3. There is _____ lake in the park near my house.
4. Would you like _____ cold drink?



5. 'Give these children _____ inch and they'll take _____ yard,' said Mrs Poller.
6. 'Will you buy for me _____ loaf of bread on your way back?'
7. He mustered _____ courage and climbed up the stage.
8. The boy gave me _____ one-rupee coin.
9. _____ man of _____ wisdom lives in _____ fort two kilometres from here.



Where did you use ϕ ?

Remember

Articles are not used before **uncountable nouns** unless we are talking of particular ones.



Worksheet-4

Match Column A with Column B to understand the use of 'the'.

Column A
◆ the man with a golden pen.
◆ I bought a book. The book is about ghosts.
◆ the United States of America
◆ the President
◆ the Brahmaputra
◆ the Himalayas

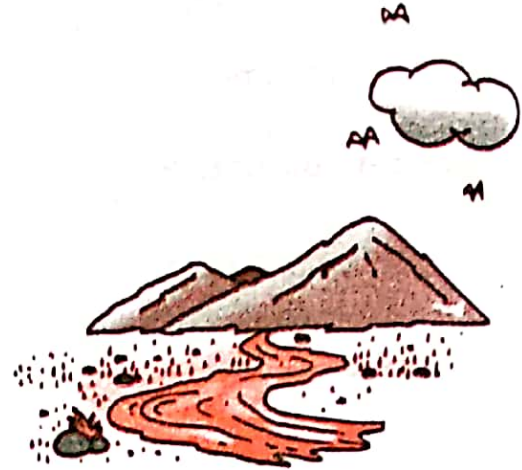
Column B
The is used—
◆ before the name of a river.
◆ when a person/thing is unique (so we understand who/what we are talking about).
◆ before the name of a mountain range.
◆ when we particularise a person or a thing.
◆ before the name of a country that includes a common noun.
◆ when we have talked about a person or thing before.



Worksheet-5

A. Read the sentences and write (1-5) in the boxes against them, depending on how the underlined article 'the' has been used.

1. - when a person or thing is particularised.
2. - when we have talked about a person or thing before.
3. - when a person or thing is unique.
4. - for countries whose name includes a common noun.
5. - for rivers or ranges of mountains.



- ◆ The Kaziranga Sanctuary is in Assam.
- ◆ The sun rises in the east.
- ◆ He has invited us to his party. The party will be on a houseboat.
- ◆ I visited the lady who looks after the orphanage.
- ◆ The air in the mountains is refreshing.
- ◆ He plans to climb the Himalayas.
- ◆ Lucknow is the capital of Uttar Pradesh.
- ◆ The daughter of the king married a pauper.
- ◆ The priest is the head of the village community.
- ◆ Glenda has gone to the United States. She wants to sail across the Mississippi.

B. Read 'God's Job' of the Unit 'People at Work' in *My English Reader (C-VII)* and write down the sentences in which the article 'the' has been used. Then write the appropriate number against each sentence as given in the previous question.

◆ _____

◆ _____

◆ _____

◆ _____

◆ _____



Worksheet-6

Read the sentences given below. Put a tick (✓) against the ones in which 'the' article has been used correctly and a cross (X) against the ones in which it has not been. One example has been done for you.

1. ◆ Rohan loves the food.
- ◆ Rohan loves the food his granny cooks.
2. ◆ The children were playing in centre of the park.
- ◆ The children were playing in the centre of the park.
3. ◆ Megha will be going to United Kingdom to visit her aunt.
- ◆ Megha will be going to the United Kingdom to visit her aunt.
4. ◆ Yesterday, I met Prime Minister of India.
- ◆ Yesterday, I met the Prime Minister of India.
5. ◆ The Himalayas are to the north of India.
- ◆ Himalayas are to the north of India.
6. ◆ Aunrag is the boy who has won the championship.
- ◆ Anurag is a boy who has won the championship.



Worksheet-7

Complete the following letter by writing correct articles (a, an, the) in the blanks.

Dear Saloni

Hi! I've just come back from _____ exciting vacation in Belgaum. _____ city has changed _____ lot in _____ recent years. There are _____ lot of new buildings in _____ centre of _____ city. I don't like _____ new buildings; still I feel fascinated. I've been to Belgaum before also and I visited _____ places I know. Even these have changed. _____ old fort in _____ south of _____ city has been restored. There are now _____ lot of fast food joints near _____ Central Market.

However, despite all modernisation, Belgaum's natural beauty is still intact. There are lots of forests and parks. You can escape from _____ city and feel you are in _____ countryside. And what's best is, in _____ evening there is so much to do.

You'd love being there. Come with me next year!

Lots of love

Vani

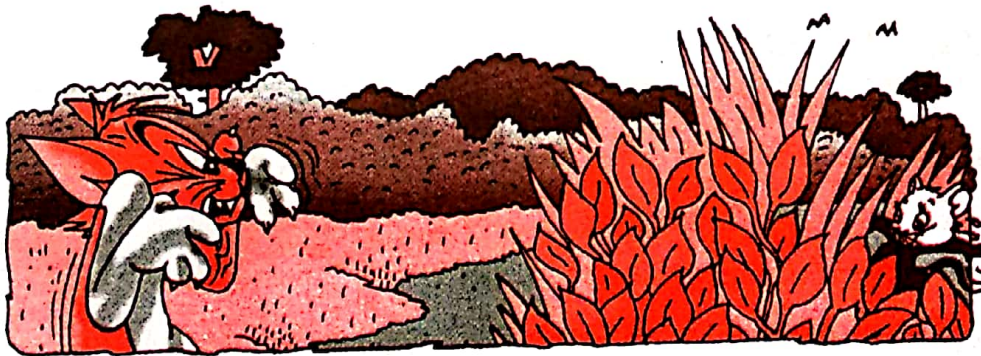




Worksheet-8

Arrange the sentences given below in proper order and write the story in the space provided. Make changes in the language wherever necessary.

1. Pretended to sleep in shade of tall tree in centre of garden.
2. Mouse came closer and closer.
3. The tiger slunk behind bushes.
4. Tiger, our cat, loves chasing mice.
5. Mouse lived in woods near our house.
6. When he saw mouse, thought it was opportunity not to be missed.
7. Tiger was about to pounce on mouse.
8. One day mouse strayed into our garden.
9. Tiger got up, stalked mouse.
10. Mouse hid under foliage in garden.
11. It shouted 'No, Tiger, No'.
12. Tiger looked disgusted, went back to place that was his favourite.
13. Mouse frightened, ran all the way back to woods.



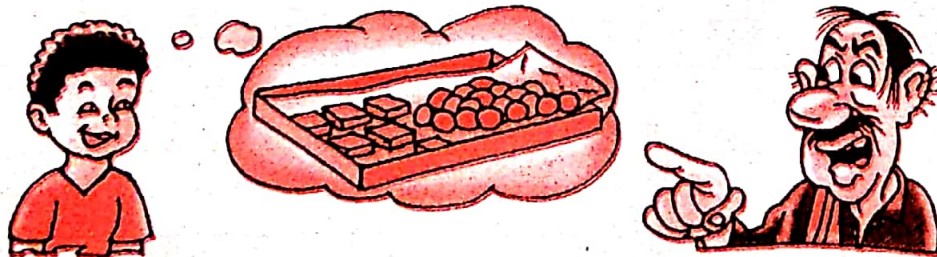
Tiger, The Cat



Worksheet-9

Read these sentences taken from the Unit 'People at Work' in *My English Reader* (C-VII).

1. 'Papa! a sweet for me,' the little one would ask.
2. 'You will only have a kick,' would come the angry voice of the father.
3. 'How you shout at a little child! What does he know?' his wife would protest.



Do you notice the use of inverted commas (' ')?

Remember

Inverted commas are used to enclose the words spoken by someone.

Rewrite the following sentences using commas, full stops, question marks and inverted commas wherever necessary.

1. You should go to bed now the matron said





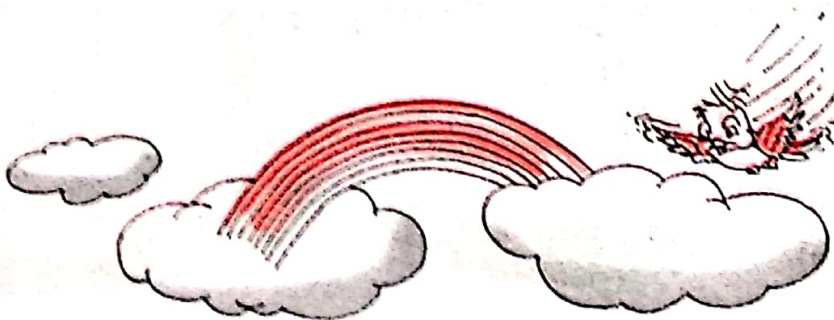
2. There lives a beautiful white cat in this house whispered Andy

3. Are you practising for the match next week asked Raghu's mother





4. Who has put so many frogs in my room said Mr Wells





Worksheet-10

Read the poem given below. Put in the missing inverted commas.

'Have you been down to the park?'
Asked a boy whose dog was called Mark.
'You'll get such a scare
When you see what is there!'
'I was shocked!' said Mark, with a bark.
They've moved all my favourite things!
Cried a girl with her arm in a sling
They've flattened the slide!
Yelled a boy at her side
And they've even got rid of the swings!
I wonder what will come next,
said a young man in a red vest.
Well, I'd like a pool,
Said his friend (very cool)
Yes please, shouted all of the rest.
Well could it be houses? asked Dad
or a long row of shops? cried a lad
I know what it will be,
said a girl up a tree,
A new park! So now aren't you glad?



DO IT YOURSELF

1. Fill in the blanks by writing the appropriate article in each space provided. Write ϕ where it is not required. Two have been done for you as examples.

A young scientist called Frankenstein started trying to create ϕ life. He used _____ electricity to do this. After _____ year of struggle he succeeded, but he created _____ monster! _____ monster was very large and ugly. People hated and feared him. _____ monster wanted love, but he learned to hate. Then, one day, he killed _____ boy. Frankenstein was in _____ state of shock. He realised it was _____ error to have created such _____ creature. He regretted having wasted his time over _____ useless creature and decided to kill it.

2. Re-arrange the following phrases to make meaningful sentences. The first one has been done for you.

(a) interesting/ours/family/was/an

Ours was an interesting family.

(b) eldest/Ravi/and so/a/of/was the/favourite/family/the

(c) years/than him/Neena/a/six and/younger/half/was

(d) who was/Sonal/big bully/second born/was/a/the

(e) but/Neena/girl/intelligent/common sense/Sonal/was/an/without/a/boy/was

2

THE SENTENCE



Worksheet-1

Read carefully the following groups of words taken from the Unit 'Achievers', Sub-unit 'Helen Keller' from *My English Reader* (C-VII).

1. Helen Keller was born in Albama.
2. Helen was a naughty girl.
3. Every cloud has a silver lining.
4. Most deaf people cannot talk.
5. She died at the age of 88.



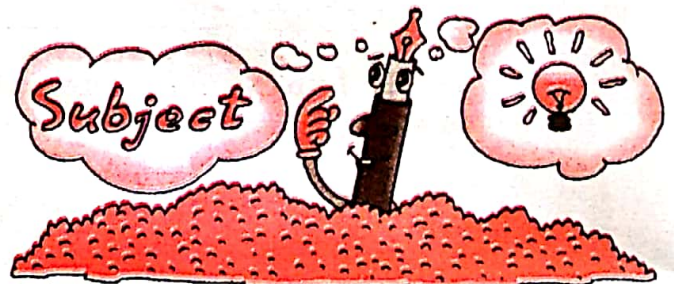
These groups of words make complete sense.

Remember

A group of words that makes complete sense is called a **sentence**.

Now, write down the name of the person or thing being spoken of in each sentence. The first one has been done as an example.

1. Helen Keller _____
2. _____
3. _____
4. _____
5. _____



Each of the words you have written down is the 'subject' of the respective sentence.

Remember

The part of a sentence which names the person or thing we are speaking about is called the **subject**.

Now write down the parts of the sentences that tell us something about the subject. The first one has been done as an example.

1. was born in Albama. _____
2. _____
3. _____
4. _____
5. _____



Remember

The part of the sentences that tell us something about the subject are called the **predicate**.

Worksheet-2

A. Some predicates are given below. Match them with their subjects on page 14 and write meaningful sentences.

believes in truth
and non-violence

have blue
blood

can turn its head in a complete circle

are very
convenient

smells bad

hid in a bush

is one of the seven wonders of
the modern world

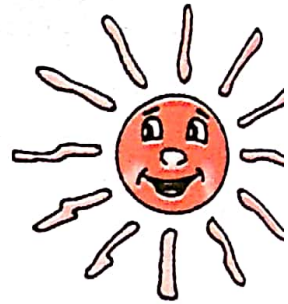
don't always
bite

1. Barking dogs _____
2. The meat _____
3. My friend _____
4. Lobsters _____
5. An owl _____
6. Credit cards _____
7. The Taj Mahal _____
8. The frightened rabbit _____



B. Underline the subject in the sentences given below.

1. Whatever the reason, one should never lie.
2. Mustering courage, she attacked the witch.
3. Out came the sun after a heavy downpour.
4. Over the fields the horse galloped.



Is the subject written in the beginning of these sentences too?

Remember

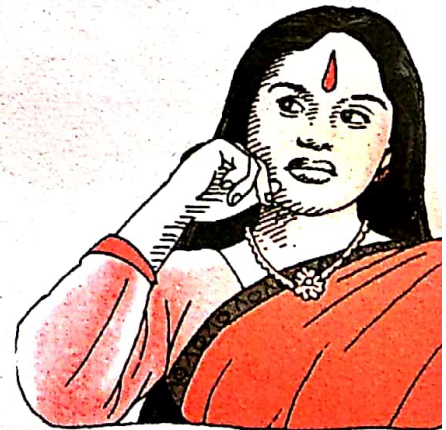
The subject does not always come in the beginning of a sentence.



Worksheet-3

A. Read these sentences from the Unit 'Achievers', Sub-unit 'Sudha Chandral from My English Reader (C-VII).

1. ♦ A truck hit our bus.
 - ♦ I had dreamed of becoming a great dancer.
 - ♦ Their attitude had changed.
 - ♦ I was in a state of shock.
2. ♦ How did you react to this sudden blow?
 - ♦ What were your feelings after the operation?



- ◆ Was the meeting with Dr. Sethi a turning point?
- ◆ Do you have a message for the readers?

Do you notice a difference between sentences in 1. and those in 2.?

Sentences in 1. make _____

while those in 2. ask _____

Remember

Sentences that make a statement are **assertive sentences** while those that ask a question are **interrogative sentences**.



Worksheet-4

Write down any four dates that bring some special memory alive to you. Show these dates to your partner. Your partner will ask you questions that you must answer. One has been done for you.

1. **Date** : 12 August 2008
- Your partner** : Why is this an important day for you?
- You** : I won my first gold medal.
2. **Date** : _____
- Your partner** : _____
- You** : _____
3. **Date** : _____
- Your partner** : _____
- You** : _____



4. **Date** : _____
Your partner : _____
You : _____

For the Teacher

You may ask the students to vary the formation of the questions.

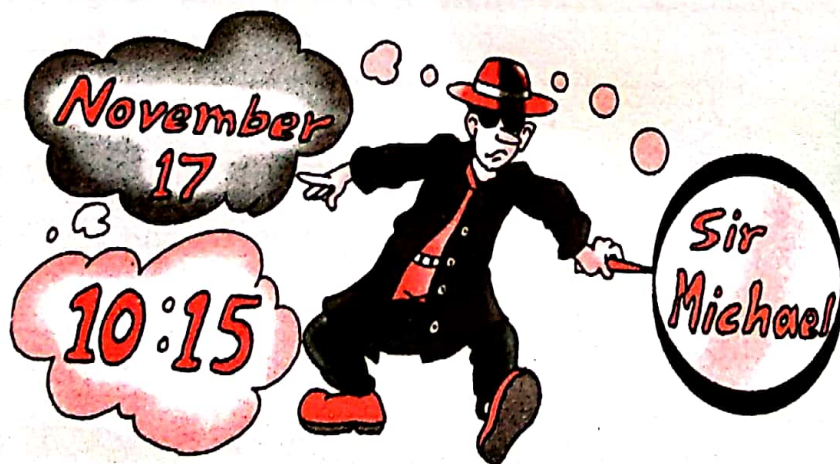


Worksheet-5

Work in pairs. Read the passage given here.

The date: November 17. The time now: 10.15. The place: a large country house in England.

Sir Michael had dinner with four people at eight o'clock this evening. Then he went to his study. The time was nine o'clock. He locked the door from inside. He shut the window too, and locked it from inside. At 9.30, the housekeeper Mrs Hock took some coffee to his room. She knocked at the door. Sir Michael did not answer. She knocked again and shouted, but Sir Michael did not open it. She called Lady Elizabeth from the neighbourhood. They broke open the study door and went in. They saw Sir Michael's body on the floor. Sir Michael was dead. Lady Elizabeth called the police. The time was 9.40.



Imagine you are a detective investigating Sir Michael's death. What questions will you ask? What ideas do you have about how Sir Michael died?

Write here the questions you wish to ask. One question has been given as an example.

1. What time did Sir Michael have his dinner?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

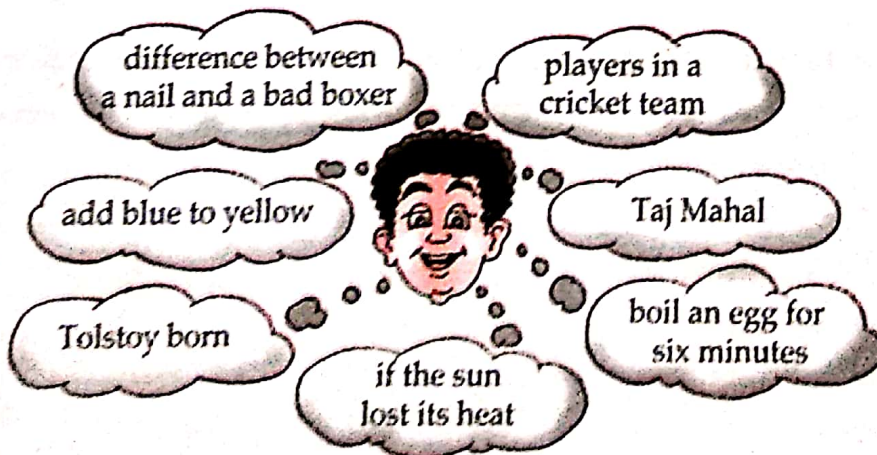
Remember

Questions that begin with question words, like **what, who, why, whom, where** or **when**, require more information and are called 'Wh' questions.



Worksheet-6

Using the expressions given in the blurbs, frame questions and write them in the table given on the next page. One has been done for you.



Question	Answers
What happens when we add blue to yellow?	It turns green.
	It is in India.
	It turns hard.
	One is knocked in, the other knocked out.
	Eleven.
	All living things would die.
	In Russia.



Worksheet-7

Work with your partner. Let your partner think of something (an animal, a vegetable, a mineral or some abstract thing). Ask questions to find out what your partner has thought of. Then you think of something and your partner asks you questions. Take turns to do this activity. One example has been given to help you.

- You** : Is it made of wood?
Partner : No.
You : Can you eat it?
Partner : No.
You : Do you have it?
Partner : I can feel it.
You : Is it happiness?
Partner : Yes!



Remember

Questions that elicit the reply 'Yes' or 'No' begin with an auxiliary verb.



For the Teacher

Please discuss briefly the forms of auxiliary verbs that can be used to ask questions.

Worksheet-8

Are You Green?

Work with your partner to find out. Write appropriate sentences in the spaces provided. The first two have been done for you.

1. You like magazines and read two or three a week. What do you do with your old magazines?
 - (i) Give them to your friend to read.
 - (ii) Burn them in the garden.
 - (iii) Take them to the paper bank to be recycled.



2. You buy food at your local shop. How do you carry it home?

- (i) Ask the shop for a cardboard box to carry it in.
- (ii) Ask the shop to deliver it.
- (iii) Bring your own bag with you.



3. You have bought some smart new clothes.

- (i) Sell them and buy more new clothes with the money.
- (ii) Give them to a charity organisation like the Red Cross or a charity home.
- (iii) _____



4. You live 5 km from the place where you study. How do you get there each day?

- (i) Ride a bicycle.
- (ii) _____
- (iii) _____



5. You have just spent a lovely day having a picnic on the beach. What do you do with the food you have not eaten?

- (i) Throw in the sea for the birds and fish to eat.
- (ii) _____
- (iii) _____



6. _____

- (i) _____
- (ii) _____
- (iii) _____



Discuss in groups to find out the most eco-friendly option and the least eco-friendly option. Give yourself 1 point for the least one and 3 points for the most one. The third option carries 2 points. Calculate your score.

For the Teacher

Help the students to frame the questions as well as the options in (3) and (6).

How green are you?
Score: 6-10 Oh No! you are not very green! Think about what you can do to be better.
11-14 Not bad! You are quite green.
15-18 Great!



Worksheet-9



A. Re-write the following sentences using capital letters, full stops, commas and question marks wherever required.

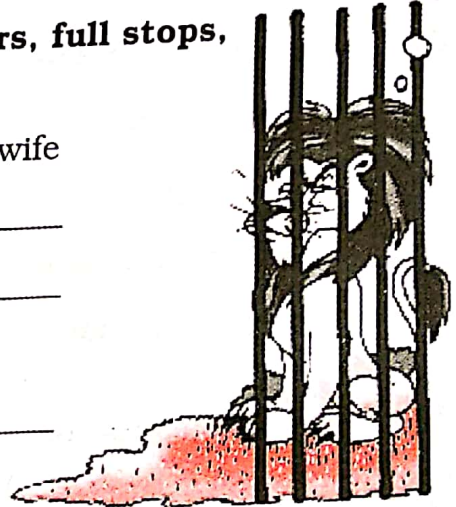
1. mr das went to the zoo with his parents children and wife

2. who is knocking at my door

3. this is a beautiful painting

4. have you been to the park

5. charles dickens wrote the book 'david copperfield'



B. Read the paragraph given below. Using a pen, insert capital letters, commas, full stops and question marks wherever required.

he was a tall man who was always dressed in black he had an unusual face it was very pale with a long well-shaped nose cold red eyes and a thin mouth filled with pointed teeth he had long sharp fingernails and his breath smelt terrible when he saw blood a strange hungry look came into his eyes his eyes shone red and he began to shake after he had drunk blood his face became taller than usual can you guess who this man was



Worksheet-10

A. Read these sentences.

1. How dare you!
3. Look out, you are going to fall!
2. What a picturesque view!
4. You can't do that!



Notice the '!' (exclamation mark) at the end of each sentence.

Remember

An **exclamation mark** is used instead of a full stop at the end of a sentence to show that the words have a special meaning. For example, it can be used to show anger, surprise, joy, danger or amusement.

It can be used to attract attention, e.g. Help!

It can also be used for emphasis, e.g. No, you can't go there!

B. What do you think these people are saying? Write your answers in the bubbles. One has been done for you.



Worksheet-11

Put a full stop, comma, question mark or exclamation mark in the following sentences wherever required.

1. I love the seaside
2. What are you doing
3. Happy birthday grandma
4. This is my friend Ami



5. That is ridiculous
6. What a terrible sight
7. Where is it
8. I wish I could go out to play
9. He is a good friend
10. Are you crazy



DO IT YOURSELF

1. Look at the words/phrases given below. They are in a jumbled order. Re-arrange them to make meaningful sentences. One has been done for you.

(a) Sports/interested/and Recreation Club/I/interested/am/the/in joining

I am interested in joining the Sports and Recreation Club.

(b) its membership/the rules/?/its members/are/what/for/and

(c) aren't/rules/oh!/too many/there/?

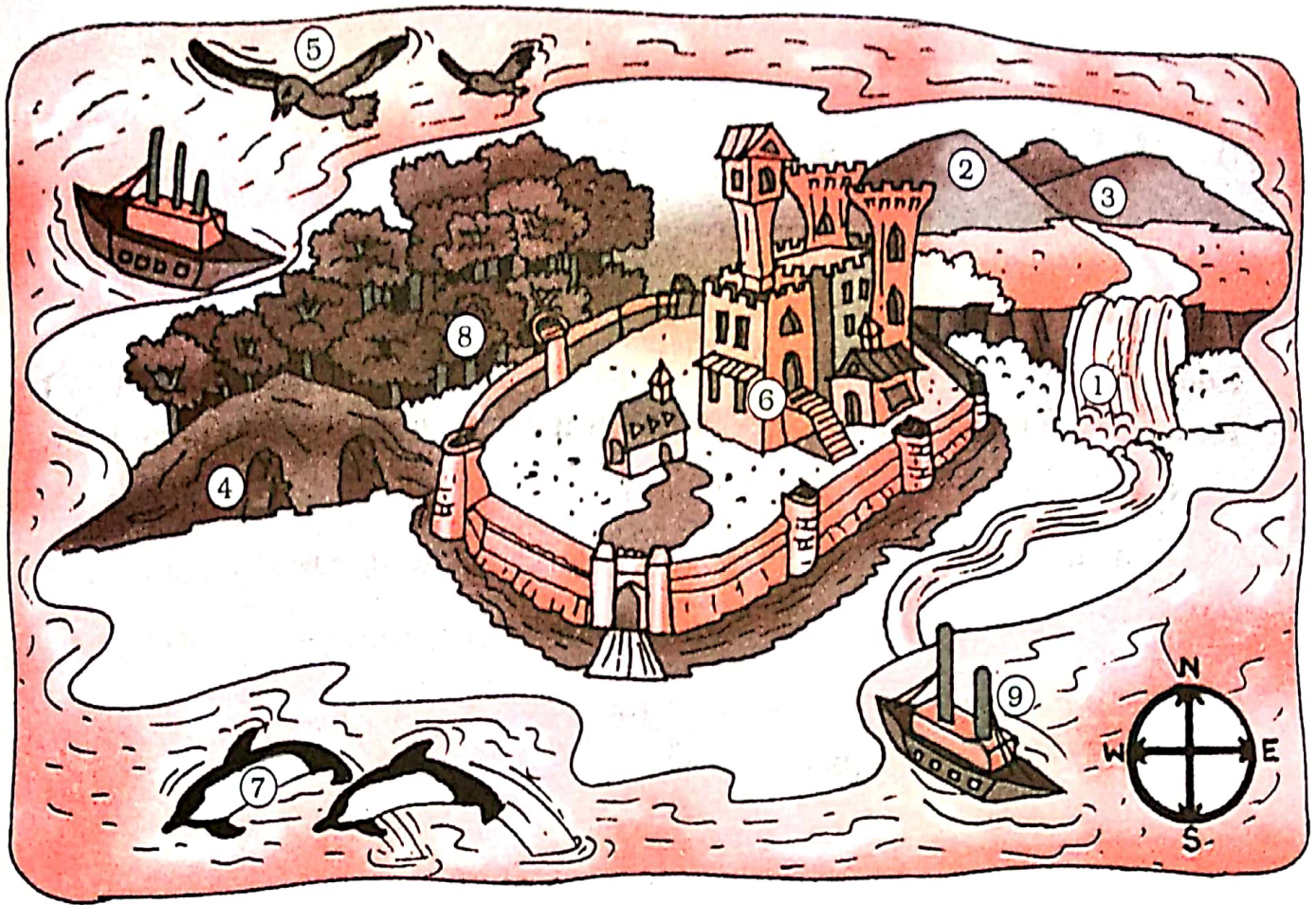
(d) anything/you would/to know/is/like/there/?/more

(e) must not/non-members/cards to/lend/membership/members/give or/their

(f) members/suitable clothing/have to/for/wear/every event

(g) has to be/if anyone wishes/she/two members/to join/supported by/the club

2. Look at the picture given below and complete the dialogue that follows. There is an example to help you.



(1) Waterfall—fresh water

(2) Lookout point

(3) Hills

(4) Caves

(5) Seagulls

(6) Castle

(7) Dolphins

(8) Forests

(9) Ship

Raghav : Let's look at this map. It's a map of the Travilla Island located in the Pacific.

Sujata : It's really interesting. What's that in the middle of the Island?

Raghav :

It looks majestic.

Sujata : Oh, yes! there is a waterfall in the south-east.

Raghav : What are those numbered (4) and (8)?

Sujata :

Raghav : There must be a lot of creatures inhabiting the forest, I guess.

Sujata : Yes, the map indicates the presence of seagulls on the island. Dolphins are shown to be near the sea beach.

Raghav :

Sujata : I can see two ships moving in the direction of the island, so I think people must be visiting it.



3

THE COMPOUND SENTENCE



Worksheet-1

Read these sentences taken from the Unit 'People at Work' from *My English Reader (C-VII)*. Put a tick (✓) against those sentences that contain one subject and one predicate.

1. I don't want to make mistakes.
2. I've sold them all my life but I still make mistakes.
3. I have a few pieces of glass.
4. I sold the ring for the right price and I made two pounds on the picture.



Remember

Sentences that have only one subject and one predicate and make complete sense are known as **simple sentences**.

In the sentences given above, Sentences 2 and 4 consist of two parts.

2. (i) I've sold them all my life.
(ii) I still make mistakes.
4. (i) I sold the ring for the right price.
(ii) I made two pounds on the picture.



In Sentence 2, the two parts are joined by the conjunction _____.

In Sentence 4, the two parts are joined by the conjunction _____.

Each of the clauses contains a subject and a predicate and makes complete sense. So it is a _____.

Remember

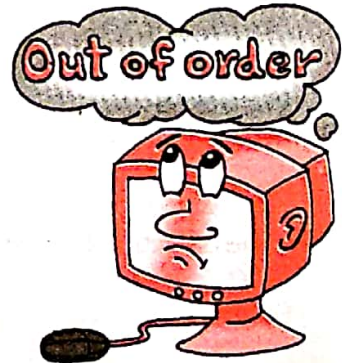
A **compound sentence** is made up of two or more clauses which are independent of each other. They are of the same order or rank and can stand on their own. They are **coordinate clauses**.



Worksheet-2

Work with your partner. Read the sentences given below and write 'S' for Simple sentences and 'CS' for Compound sentences.

1. It's getting late.
2. The students won the match and the coach was happy.
3. Should I write a letter or should I make a phone call?
4. That is a beautiful picture.
5. My parents are away to Delhi but (they) will be back on Monday.
6. She was nervous, but she faced the audience.
7. Is it stolen or have you lost it?
8. The weather was warm but (it) was rather humid.
9. My computer is out of order.
10. The girl was happy, but (she) missed her mother.



For the Teacher

Explain to the students that when the subjects of two clauses refer to the same person or thing, the second subject is normally omitted, as in Sentence 5. Ask them to point out other similar sentences in this exercise. Extend this activity by asking them to write a few more sentences like these.



Worksheet-3

Work in pairs. Find out a few things about your partner. Get him/her to answer a few questions in order to know more about him/her. A few questions and answers have been given as examples. Build up the rest yourself. Take turns to ask questions and ask your partner to write down the answers for each. Use the conjunctions given in brackets to frame your answers. Use the same conjunctions for your own sentences also.

You : What would you do if you found a lot of money in the park? (and)

Partner : I would keep some and give the rest to the police.

You : What do you like about your school?
What do you dislike about it? (but)

Partner : _____

You : What will you do if you win a cash prize worth rupees one lakh? (or)

Partner : _____

You : _____

Partner : _____

You : _____

Partner : _____

You : _____

Partner : _____





Worksheet-4

Get into groups of three. In the boxes given below, write the names of at least three professionals. Write down things they have to do if they want to be successful in their field. Use 'and', 'but' and 'or'. One has been done for you as an example.

1.

An athlete

He can win races but he has to practise hard.

He must eat well and get proper sleep.

He can join a gym to keep fit or exercise on the field on his own.

2.

3.

4.





Worksheet-5

Look at the pictures given below and try to guess what is the situation and what each person wants. Write a sentence connecting the two pictures using 'and', 'but' or 'or'. One has been done for you.

1.



2.



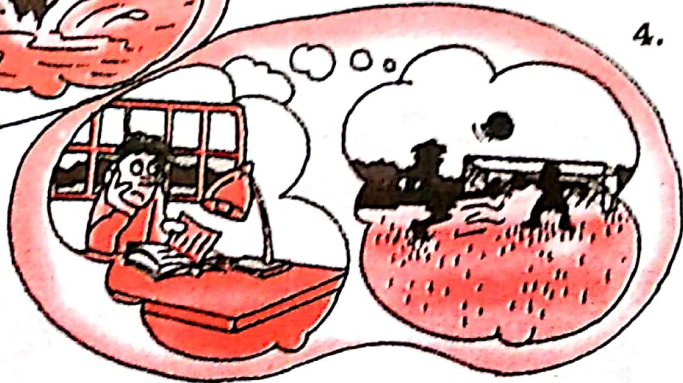
3.



4.



5.



1. She wants to go home by bus but there is no bus to her home.

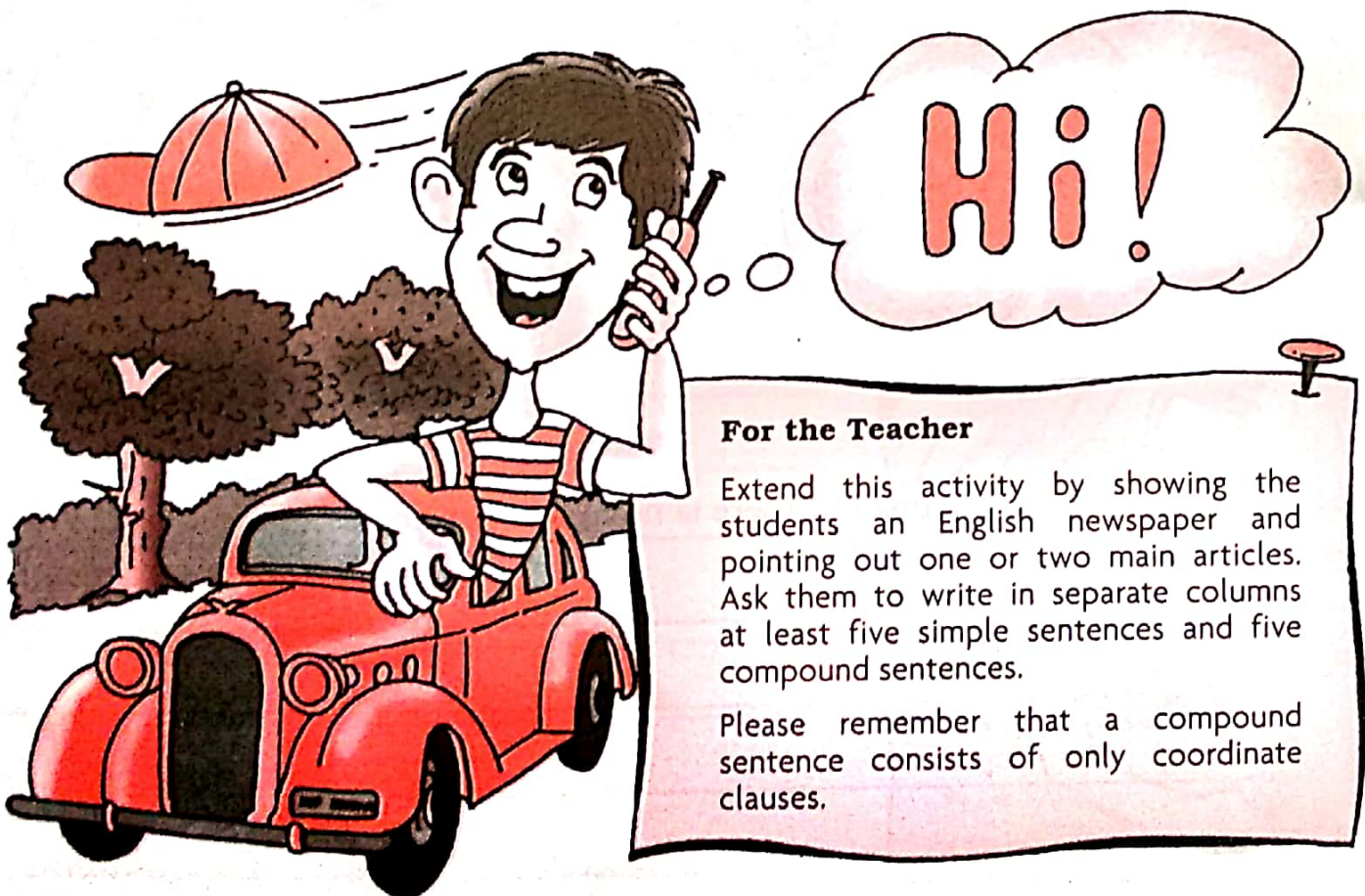
2. _____
3. _____
4. _____
5. _____



Read the following news. Underline the compound sentences.

British Drivers and Mobile Phones

British drivers are the safest and most polite in Europe. Just one in ten London drivers does not stop at red lights, and nine in ten obey parking laws. Mobile phones are fast becoming a necessity. They are, no doubt, very helpful but may prove to be a problem on the road. Many drivers using mobile phones have smashed into the car in front. The traffic police have been working hard to find a solution but have found little success. It seems impossible to convince drivers not to carry or use mobiles while driving. One solution brings some hope: drivers do not use mobile phones at all or pay a fine of £ 50 each time they are seen using a mobile phone while driving.





Worksheet-7

Get into groups of three. Read the following headings. Select any one of them and discuss it among yourselves.

- ◆ Homework should be abolished.
- ◆ All schools should have a five-day week.
- ◆ Children should be admitted only to neighbourhood schools.
- ◆ An ideal school's students.

For the Teacher
 Bring up the concept of complex sentences if required.

Now individually write an article on the topic selected by you using a mixture of simple and compound sentences.

Article





Worksheet-8

Put commas in the following sentences. One has been done as an example.

1. Raman cooked the meal, and Ronnie washed the dishes.
2. Manika went to see film and Shilpa went to play basketball.
3. Help me clean up the bedroom or I'll tell mom you made the mess.
4. Radhika loves computers and she has got a job as a computer artist.
5. The coach told me to practise every day or he would drop me from the team.
6. If your friend calls should I give him your message or should I ask him to come again?
7. He wants to read but he has misplaced his spectacles.



For the Teacher

Tell the students that a comma is placed before a coordinating conjunction in a compound sentence, unless the coordinate clauses are very short.

DO IT YOURSELF

1. Read the passages given below. There are some errors. Underline the error and write the correction in the space provided. One has been done as an example.



(a) The Navy has changed its rules but appointed two _____ and _____ women to be in charge of warships but look after 12 _____ crew members. Both women are in their late twenties _____ or have considerable experience. There are now about _____ 700 women at sea but discusssions are taking place _____ as to whether they are to be allowed to serve on _____ board submarines and keep to the warships only. _____



(b) A 14-year old boy has become the world's youngest millionaire but has made his money by selling _____

motorcars or his customers are from all over the world.

His success means he owns a huge bungalow or that

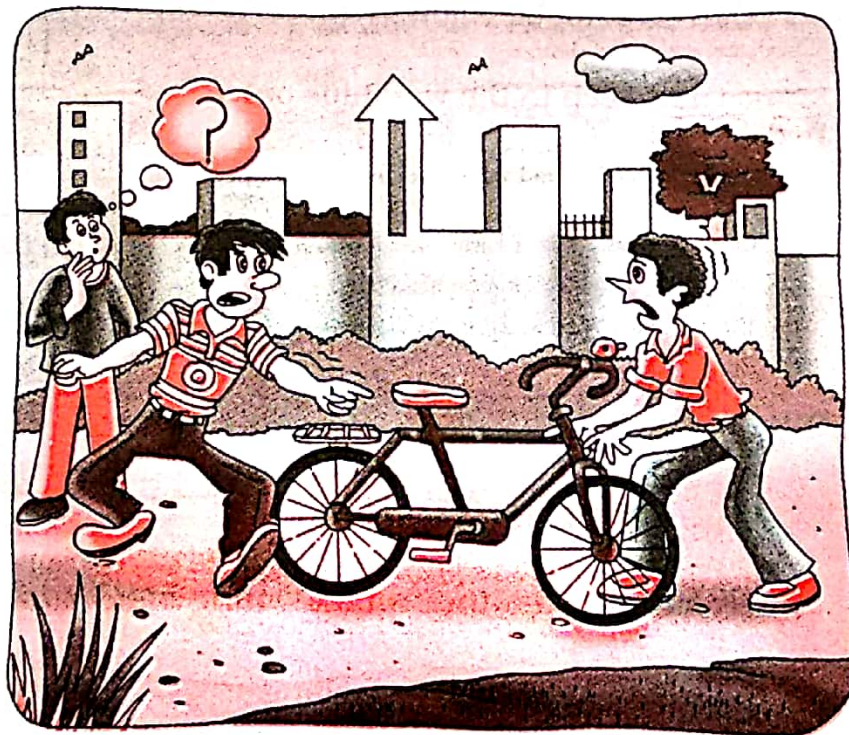
is not all. He owns a grand SUV but has his own

chauffeur who drives him around or a butler who

looks after his kitchen.

2. Fill in the blanks with suitable words.

He saw the boys fighting over the bicycle _____ did not approve of it. He knew the fight would end up badly _____ he was a little surprised at what he saw. Raghu was a bully _____ it was Ravi who was being so assertive. He wanted to end the fight _____ he did not want to seem as if he were interfering. 'Should I stop them _____ should I let them fight their own battle?' he thought. Finally he decided to intervene. He walked up to them _____ clapped his hands. They were taken aback _____ stared at him in surprise. 'Stop fighting at once _____ I'll call your parents,' he warned. 'We're not fighting,' said Raghu disgustedly. _____ Ravi looked rather relieved to see him.



4

PHRASES AND CLAUSES

Read these sentences from the Unit 'Attitude' in *My English Reader* (C-VII).

- ◆ The house is square **like this**.
- ◆ The house stands on the **top of a hill**.
- ◆ The room was marked **with a cross**.
- ◆ Your nominal authority doesn't annoy me **in the least**.



The words in bold make sense but not complete sense.

Remember

A group of words which makes some sense but not complete sense is called a **phrase**.

Worksheet-1

Work with your partner. Fill in the blanks with suitable phrases given in the Aid Box.

AID BOX

- ◆ under the cover of darkness
- ◆ the beauty of the rising sun
- ◆ in the fading light
- ◆ by and large
- ◆ as a rule
- ◆ after all

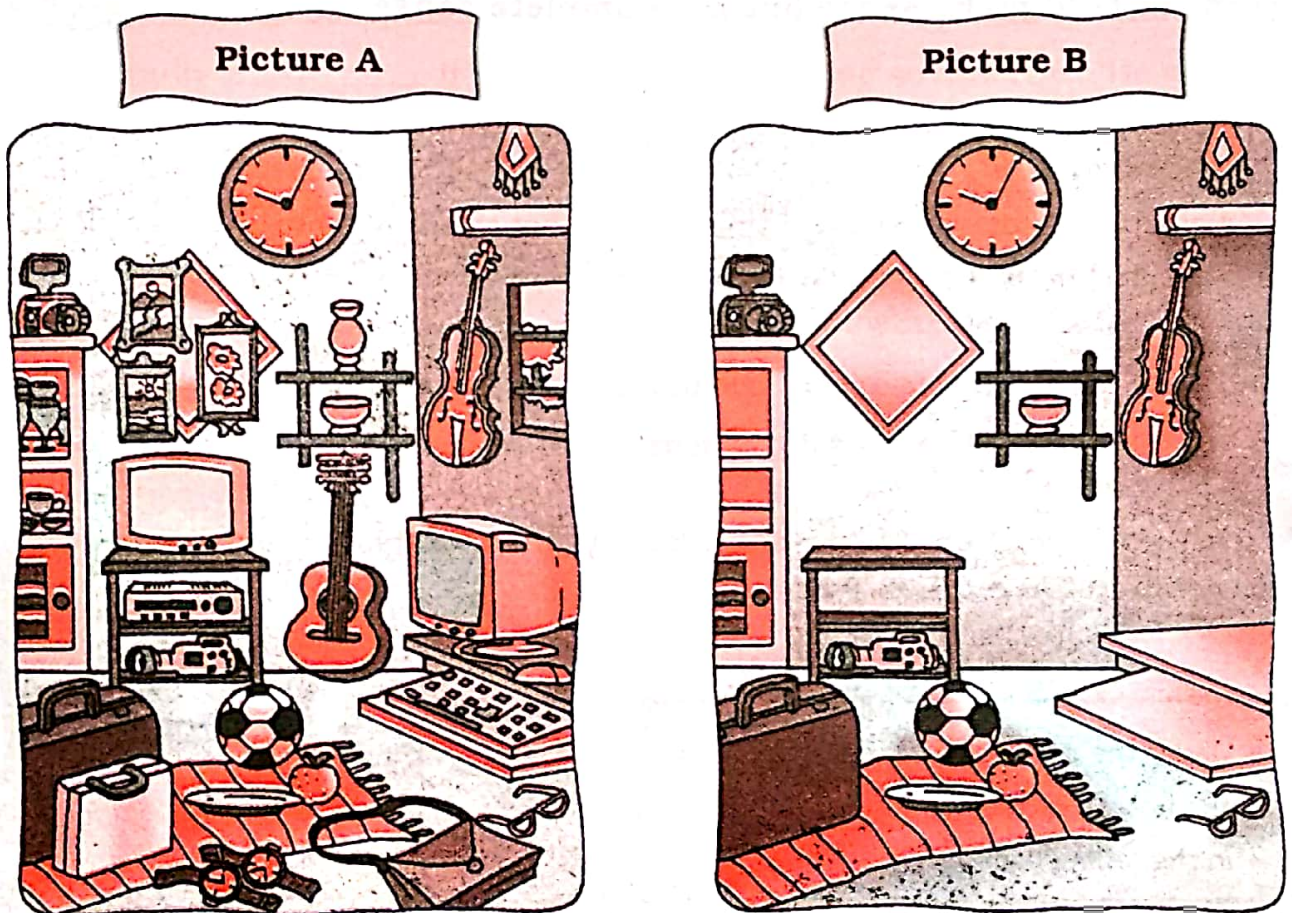
1. Chachi was, _____, a fairly tolerant person.
2. Such cases, _____, are not dealt by this office.
3. The painting was stolen by someone _____
_____.



4. The ball couldn't be traced _____.
5. _____ spread across the sky in the east.
6. The audience was, _____, pleased with his performance.

Worksheet-2

Look at the two pictures of the same room. There has been a burglary. Picture A shows the condition of the room before the burglary and Picture B after it took place. Write down where the things missing in Picture B were actually kept. Use the words given in the Box. One example has been done for you.



handbag guitar paintings briefcase window vase,
video recorder watches computer television set crockery

1. There was a television set on the trolley.

2. There were some paintings
3. The handbag
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



Encircle the phrase in each sentence you have written.

The Clause



Worksheet-3

Read these sentences from the Unit 'Attitude' in *My English Reader (C-VII)*.

1. Walls were peeled away **so that remains of rooms stood gaping open**.
2. Her fears had been lifted by **what she had accomplished**.
3. She heard a very faint cry **when she got back**.
4. I don't know where my **courage came from**.



The group of words in bold in each sentence above contains a subject and a predicate.

Remember

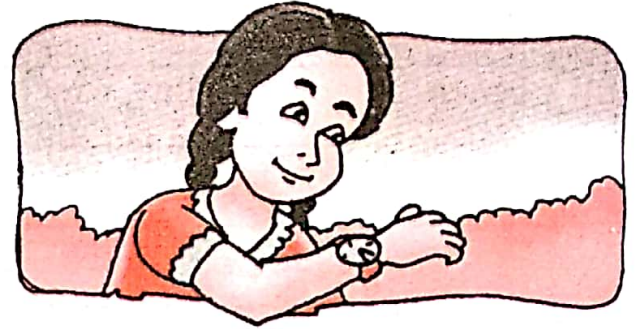
A group of words which has a subject and a predicate and is a part of a longer sentence is called a **clause**.



Worksheet-4

Look at the pictures given below. Guess the reason why each of these persons feels so. Then complete the given sentences. One has been done for you.

Rita is feeling good because her friends are coming to meet her.



Mr Sunder is laughing because _____

Sujoy is feeling happy because _____



Ridhima is angry because _____

Mrs Sharma has fallen asleep because _____





Mr Rajput does not know what to do because _____

Srinivas is crying because _____



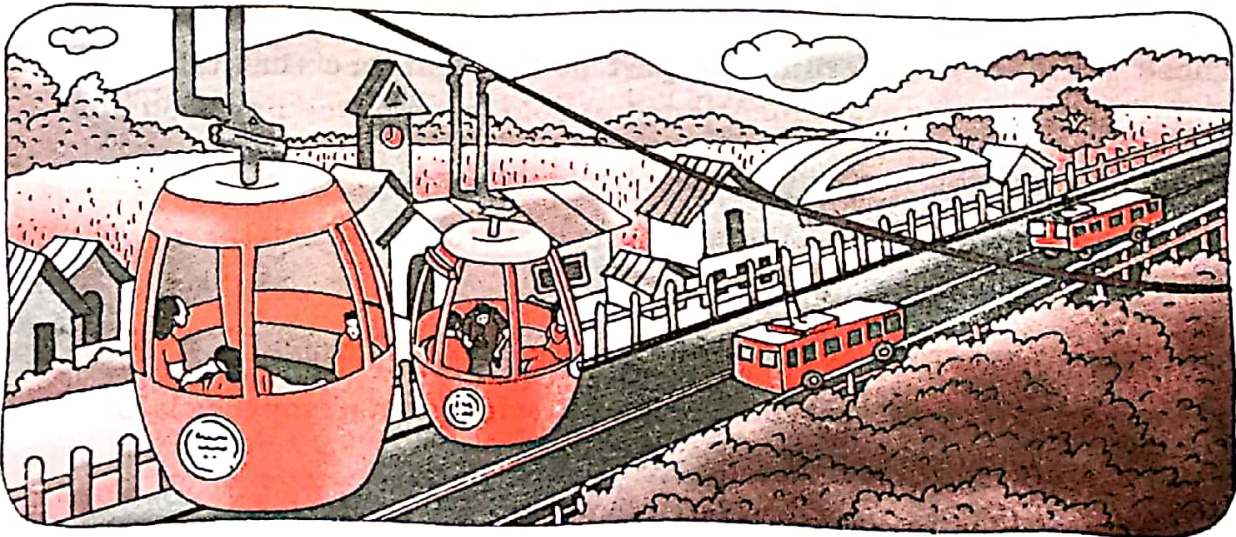
Remember

All the groups of words beginning with **because** have a subject and a predicate of their own. They are, therefore, **clauses**.



Worksheet-5

Work with your partner. In the following paragraph, some clauses are given in bold letters. Write the clauses in the table given on the next page along with their subject and predicate.



Many people **who have visited Trinity City** call it a beautiful city. The city **which is an island** gives you a feeling of the sea in the air. The city was planned with straight roads **which cross each other at right angles**. Very often you can find yourself at places **where you are on the highest level**. The sight is beautiful wherever you go. A good way

to travel in the city is by cable car. There are buses that run on rails in the ground. **The food is delicious** and is available **even when it is past mid-night**. All in all, Trinity City or TC, as those who live here call it, is a fine city.

Clause	Subject	Predicate

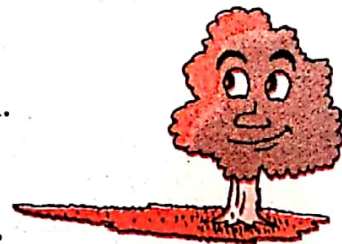
The Adverb Clause



Worksheet-6

Read these sentences. Underline the part of the sentence that tells us something more about the action or state mentioned in bold letters. One has been done for you.

1. The children **got** together after their school had got over.
2. She **will be staying** with me though she can afford a good hotel.
3. They **can win** the match if they work hard.
4. Her parents **disapprove of parties** if they are held late at night.
5. Pratinav **ran fast** so that he could reach the school in time for the class.
6. We **must preserve trees** before it is too late.



Remember

The clause which contains a **subject** and a **predicate** of its own and does the work of an **adverb** is an **adverb clause**.



Worksheet-7

Match Column A with Column C and use words from Column B to connect them and make meaningful sentences. One has been done for you.

Column A	Column B	Column C
We met several years ago	so that	he could catch the last train.
I am learning music	although	you need it.
We must return home	wherever	she saw the snake.
I will buy you this book	before	he went.
She gave a loud scream	because	I return.
He was warmly received	till	I want to become a singer.
Please don't go	if	I am getting late.
I will complete the work	while	it starts raining.
He left early	when	I was studying in the UK.

1. We met several years ago while I was studying in the UK.

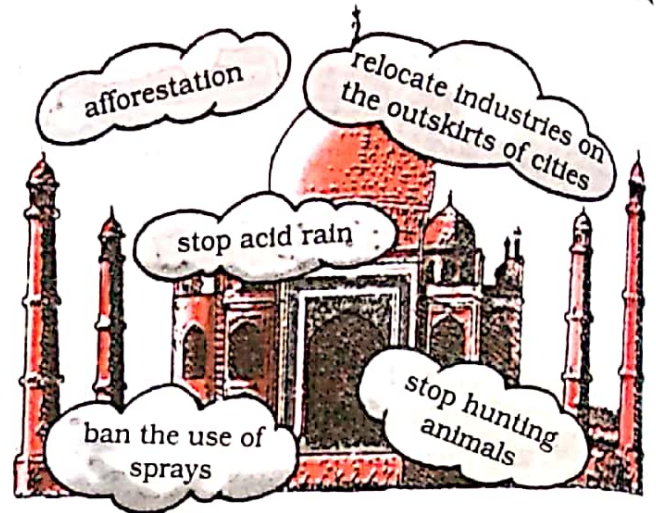
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Worksheet-8

What do you think should be done with regard to the following environmental problems? Take help from the clues given below. Write one sentence about each. One has been done for you.

1. When will soil erosion stop?
2. How can the Taj Mahal be saved?
3. How can the problem of industrial pollution be solved?
4. Will skin cancer due to the hole in the ozone layer find an end?
5. How can wildlife be saved?



1. I think soil erosion will stop when we take up a drive for afforestation.

2. _____

3. _____

4. _____

5. _____

These sentences contain an adverb clause each.

The Adjective Clause

Read these sentences. Can you say something about the group of words in each sentence that has been italicised?

1. The **family** *that lives next door* hail from Australia.
2. I have a **dog** *that follows me everywhere*.
3. This is the **garden** *that is famous for its roses*.
4. He is the **policeman** *who helped me find the way*.

What do you notice about the group of words in italics?

They describe the noun and so do the work of an adjective. Each group contains a subject and a predicate.

Remember

The clause which contains a **subject** and a **predicate** of its own and does the work of an **adjective** is called an **adjective clause**.



Worksheet-9

Look at this picture of a beautiful hill station. The letter given on the next page describes the place, but there are some blanks in it. Fill in the blanks. Use the clues given in the Ad Box. The first blank has been filled as an example.

Lina City



AID BOX

- ◆ Shiv temple—built in 17th century
- ◆ Girvar forest—rich wildlife,
- ◆ in the east of India
- ◆ houses—made of wood
- ◆ waterfall—a delight to view
- ◆ Gauri—volcano now inactive

Hi Priyal

Guess where I'm writing from. I'm in Lina city. It's a small hill station which is in the east of India. The scenic beauty here is simply breathtaking. To the north of the city is a waterfall which

_____. People live in houses that _____. In the west is Girvar forest, which _____. The people here are friendly and helpful. They are very religious too. The famous Shiv Temple, _____, is on the outskirts of the city. Gauri volcano, _____, is in the north-west. It has a huge crater. The city is sparsely populated. I am sending some pictures of the place on WhatsApp.

With love

Shalu

The clauses you have completed are all **adjective clauses**.



Worksheet-10

Look at the picture and complete the given sentence by adding a suitable adjective clause. One has been done for you.



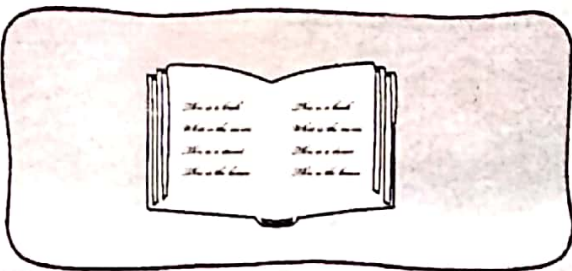
1. Vishal, who is being chased by a dog, can run really fast.

2. That castle _____
is very ancient.



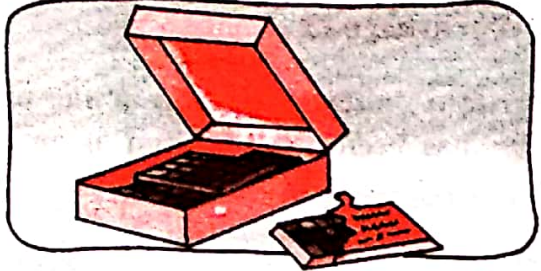
3. What is the name of that girl _____
_____?

4. This is the book _____



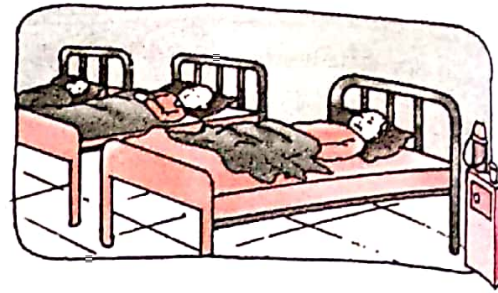
5. This is the desert _____

6. This is the house _____



7. I have a box _____

8. It is the weather _____



9. This is the tree _____



The Noun Clause

Read these sentences. What do you notice about the groups of words written in bold?

1. I fear **it is going to rain**.
2. Can you guess **how the story ends**?
3. **What we need** is good sleep.
4. **Whoever owns this place** must be rich.



Tick (✓) the correct answer.

- (a) Does the group of words in each sentence written in bold have a subject and a predicate of its own? Yes No
- (b) Is it a phrase or a clause? Phrase Clause

Remember

A clause that does the work of a **noun** is called a **noun clause**. A noun clause is usually the **subject** or the **object** of a verb.

For the Teacher

Discuss with the class the functions of the noun clauses in the above sentences.



Worksheet-12

Write a sentence on each of the prompts given below using a noun clause. One has been done for you as an example.

1. said — not refuse such a good offer.

He said that he could not refuse such a good offer.

2. know — vote for the best candidate

I know that

3. said — sure to win

4. shocked to hear — a stampede in the shrine

5. don't know — who will drive in the hills

6. pity — lost job

7. I want — succeed with good marks





Worksheet-13

Complete the following sentences by adding a noun clause to each of them. Make sure that your clauses have a subject and a predicate of their own. One has been done for you.

1. The mystery is how he entered the house.
2. My teacher wants _____
3. I could not imagine _____
4. I want to know _____
5. Gandhiji believed that _____
6. No one can deny _____
7. This is _____



Worksheet-14

A. Do you like crosswords and word puzzles? Write down one reason why you like/do not like crosswords and word puzzles.

B. Look at the word puzzle given below on the subject 'Sports'. Note the hidden word 'Athletics' and the way the word puzzle is constructed.

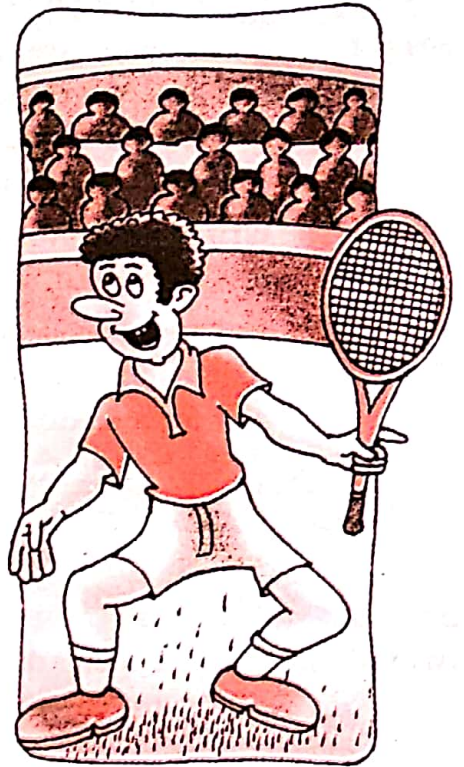


				1	R	A	C	K	E	T										
2	H	E	L	M	E	T														
				3	C	H	A	M	P	I	O	N								
			4	G	O	A	L													
5	R	E	F	E	R	E	E													
				6	M	A	T	C	H											
					7	W	I	N	N	E	R									
					8	S	C	O	R	E										
9	D	O	U	B	L	E	S													

Now write clues for each of the words. One has been done as an example. Also, encircle the clauses in the clues written by you.

Across

1. You need one when you play tennis.
2. It is worn so that
3. The person
4. A structure
- 5.
- 6.
- 7.
- 8.
- 9.



Worksheet-15

Get into groups of four and create a word puzzle. Choose a theme and a hidden word from the list given below. The hidden word should form the backbone of your word puzzle.

Caution: *The hidden word should be a closely guarded secret.*

Theme

- household possessions
- the human body
- food and drinks
- travelling
- entertainment

Hidden word

- furniture
- eyelashes
- vegetable
- passenger
- happiness



Step I : Write your hidden word downwards.

Step II : Find other words from your particular topic which would make up this word puzzle.

Step III: Write down clues to enable the others to find the words.

Step IV: When you are ready, on a clean hand-out, draw a blank word puzzle grid by putting in the correct number of squares to indicate the number of letters and write the clues.

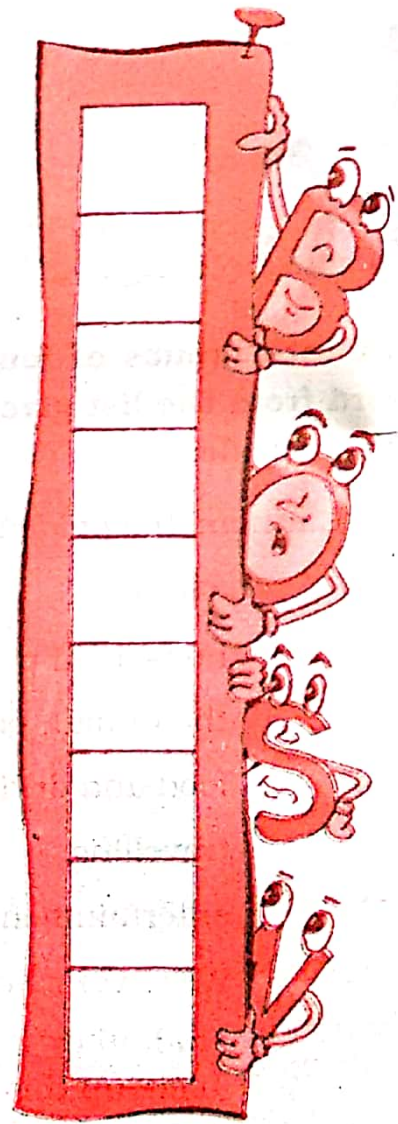
Step V : Write the theme and your group members' names on this hand-out.

Step VI: Teacher to collect the sheets and re-distribute them so that each group now has a word puzzle to complete. Ask for a feedback.



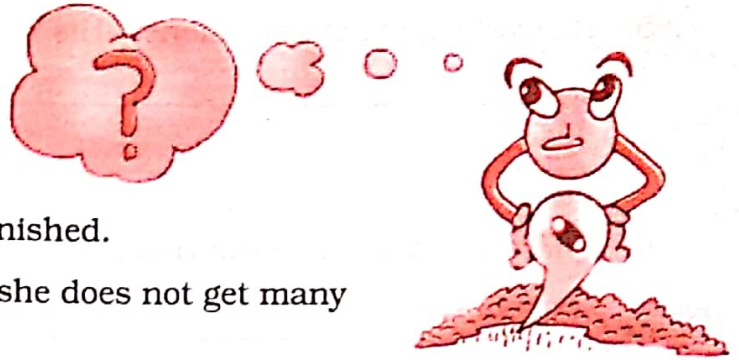
Clues

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____





Worksheet-16



A. Read these sentences.

- ◆ She was late; therefore, she was punished.
- ◆ Shallni loves cooking; nevertheless, she does not get many opportunities to cook.

We notice that the **semi-colon (;)** is followed by words 'therefore' and 'nevertheless' in the above sentences. Such words connect independent clauses. They help to make the relationship between the clauses clear. Other such words are: moreover, consequently, otherwise, etc.

B. Combine the following pairs of sentences by using a semi-colon and an appropriate connecting word/phrase, chosen from the Aid Box given below. The first one has been done for you.

AID BOX

consequently, moreover, however, but, otherwise, therefore

1. My brother was wearing a raincoat. He did not get wet.

My brother was wearing a raincoat; therefore, he did not get wet.

2. It rained for two hours. The weather remained hot.



3. Hurry up. We will miss the train.



4. He reached late. He forgot to bring his papers.



5. He works hard to save money. His wife is a spendthrift.

SHOPPING



6. There was famine in the village. The villagers left the village.



DO IT YOURSELF

1. Look at the picture given below and try to guess the answers to the questions that follow. One has been done as an example.



(a) Why have these people got together?

They've got together to have a birthday party.

(b) Who is the birthday boy?

I think the boy who

(c) Where is the flower-vase kept?

(d) What is special about the painting on the wall?

It is a painting

(e) What do you think the children did after they had eaten?

I think

(f) What do you like best about the picture?

I like

(g) Who are the boy's parents?

The boy's parents

(h) How do you think the children felt at the party?

They must have



2. Read the following incomplete dialogue between Randeep and Shireen. Complete it in any suitable way.

Randeep : Would you like to join French classes?

Shireen : I'm not too sure

But what are the timings?

Randeep : They would be conducted on weekends.

Shireen : In that case I can spare time. But still I'd like to consult my parents.

Randeep : Let me know

Shireen : When do you want me to tell you?

Randeep : As soon as it's possible because

Shireen : All right, I'll tell you over the phone in the evening.

5 TRANSITIVE AND INTRANSITIVE VERBS

Worksheet-1

Look at the following picture and write the various actions being performed by different people. One example has been done for you.



1. A is eating popcorn.

2. B

3. C

4. D

5. E

6. F



Did you notice that the action denoted by the verbs written by you pass on to their objects?

e.g. the action 'eat' passes on to the object (receiver) 'popcorn'; eat → popcorn; similarly, kick → football

Remember

Verbs which carry the action of a **subject (doer)** to an **object (receiver)** are called **transitive verbs**.



Worksheet-2

Read the following paragraph.

Manav, Nikki and Ruchi went for shopping last Sunday. Manav **saw** a toyshop in the market. The shopkeeper **had displayed** various toys in the racks. Manav **liked** a small toy car. Ruchi **bought** it for him. He **opened** the box and **examined** the car carefully. He **put** the car in his bag and **discarded** the box. While returning, he **drank** fruit juice and **ate** his favourite ice cream. He enjoyed the outing a lot!

Complete the table given below by filling in the subject (doer) and the object (receiver) of the action of the following verbs in the above paragraph.

	Subject (doer)	Action	Object (receiver)
1.	Manav	saw	a toyshop
2.	The shopkeeper	had displayed	various toys
3.		liked	
4.		bought	
5.		opened	
6.		examined	
7.		put	
8.		discarded	
9.		drank	
10.		ate	



Remember

Transitive verbs always answer the question 'what' (or 'whom' if the object is a living being.)
e.g.

saw what? → a toyshop.

displayed what? → various toys.



Worksheet-3

Look at the picture given below and write what these people are doing. One example has been done for you.



1. G is dancing.

2. H

3. I

4. J

5. K

6. L



Discuss with your friends.

Do the above actions pass on to any object?

Remember

A verb that denotes an action which does not pass on to any object is called an **intransitive verb**, e.g. the verb 'is dancing', which is a complete action by itself and does not require any object to receive it.



Worksheet-4

Read the following diary entry.

Monday Sep. 10

10:30 p.m.

I **went** to Mumbai on a business trip last week. I **reached** the city by air and **stayed** in a hotel. I **worked** in the office for the whole day. In the evening, I **walked** to the beach and **sat** there for a while. I **returned** to my hotel late at night. I **slept** till 8 in the morning.

Discuss with your friends and find out the similarity between all the highlighted verbs in the above diary entry.



Remember

Intransitive verbs can never answer the question 'what' or 'whom'. The various forms of the verb **be—*is, are, am, was, were***, etc., and verbs, like 'seem' and 'appear' are neither transitive nor intransitive. They are **verbs of incomplete predication** and need **complements** to complete their sense. e.g. She is intelligent. 'Intelligent' is the complement of the verb 'is'.



Worksheet-5

Given below is an advertisement of a newly launched cream. Read it and write all the transitive verbs in the table given below with their objects. Also while reading, encircle the intransitive verbs.

Presenting World's First Ayurvedic Beauty Cream

Fair Cream Enriched with Natural Herbs

It nourishes your skin and leaves it supple and soft. It reduces minor wrinkles and moisturises the skin naturally. It prevents darkening of the skin and maintains its natural radiance. Its Vitamin E works on your skin and removes dead cells to give you a refreshing look. So, what are you waiting for?



Go to your nearest medical store and buy your tube now!

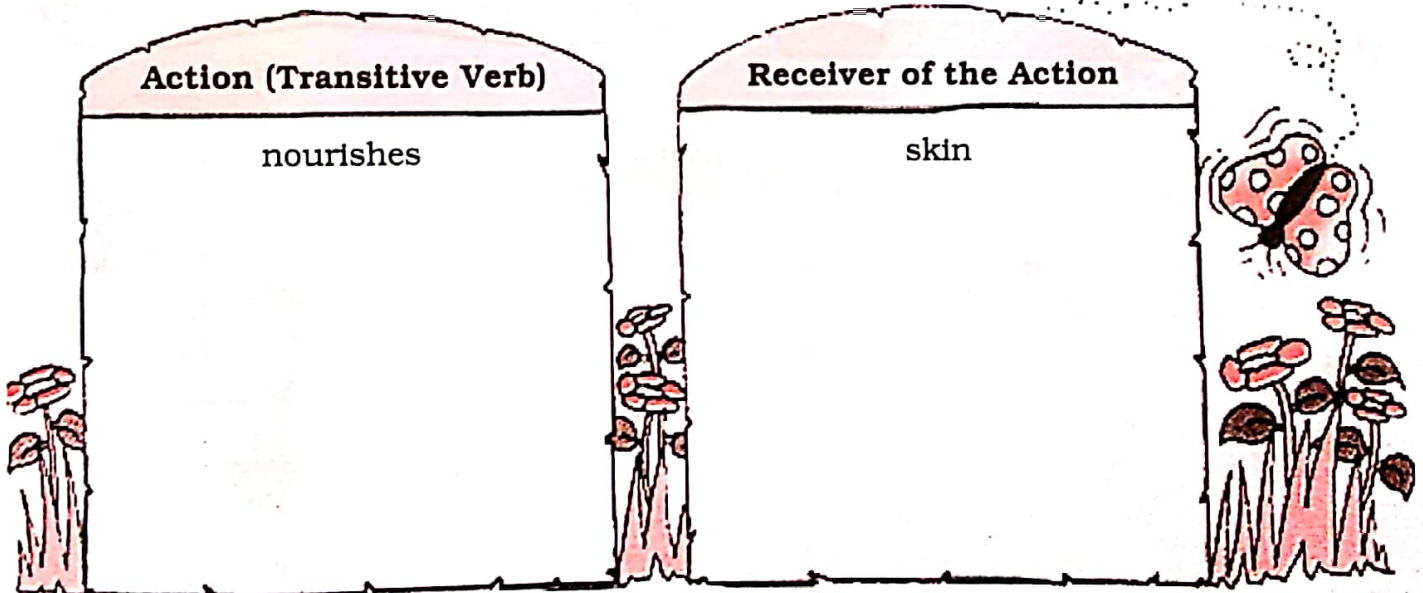
Fair cream is available in packs of 50 g, 100 g and 250 g. First fifty customers will get a discount of ten per cent.

Action (Transitive Verb)

nourishes

Receiver of the Action

skin



Is there any verb of incomplete predication? Yes No

Write here if there are any: _____



Worksheet-6

Read the following advertisement and complete the table given below by filling the transitive verbs and their objects in appropriate columns. Also, encircle the intransitive verbs.

Tired of Cavities and Bad Breath?

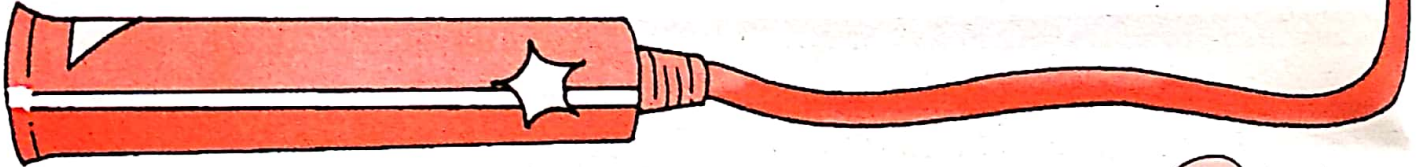
Try Our New Toothpaste

Sparkle



It cleans teeth without harming gums. It works non-stop for 24 hours and fights bad breath. It contains calcium and other essential minerals for better protection. Its regular usage makes teeth stronger. Its strawberry taste fills your mouth with a never-ending freshness.

Treat your taste buds with your favourite chocolate and leave the protection of your teeth to Sparkle!



Action (Transitive Verb)	Receiver of the Action (Object)

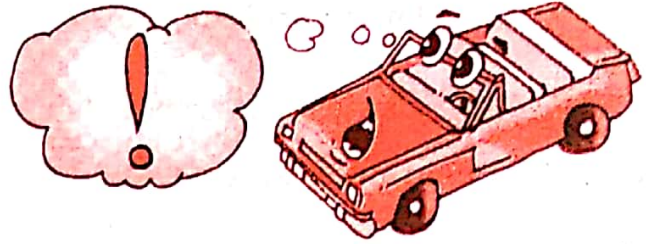




Worksheet-7

Read the following sentences.

- (a) The driver stopped the car.
- (b) The car stopped suddenly.



In the first sentence, the verb 'stopped' has been used transitively. (stopped what? → the car), so 'car' is the receiver of the action.

However, the same verb 'stopped' has been used intransitively in the second sentence. Here, the action 'stopped' does not pass on to any object.

Note:
Most verbs can be used both transitively and intransitively.

Read the following sentences and write whether the verb has been used transitively or intransitively. Write 'T' for transitive and 'I' for intransitive verbs.

- 1. He returned to his home.
- I returned his pen yesterday.

- 2. She broke a glass.
- The old glass broke into pieces.

- 3. He speaks slowly.
- I always speak the truth.

- 4. The door bell rang loudly.
- Will you please ring the bell?

- 5. The door opened.
- He opened the door.

- 6. He left early in the morning.
- He left his bag at home.



7. The Titanic sank in the sea.
An engine failure sank the ship.
8. The donkey kicked the man.
This donkey never kicks.




Worksheet-8

You have already seen that most verbs can be used both transitively and intransitively. However, there are certain verbs which always need an object and, therefore, cannot be used intransitively. Similarly, some verbs do not need any object and thus, cannot be used transitively.

In the box given below, some such strictly transitive and intransitive verbs have been mixed up. Sort these verbs out and write them in appropriate columns.

want come cover build go like
lie give buy die sleep

Transitive Verbs

Intransitive Verbs





Worksheet-9

Given below are a few verbs that can be used both transitively and intransitively. Use these in your own sentences in both the ways.

burn stop feel open walk fly

1. (a) _____

(b) _____

2. (a) _____

(b) _____

3. (a) _____

(b) _____

4. (a) _____

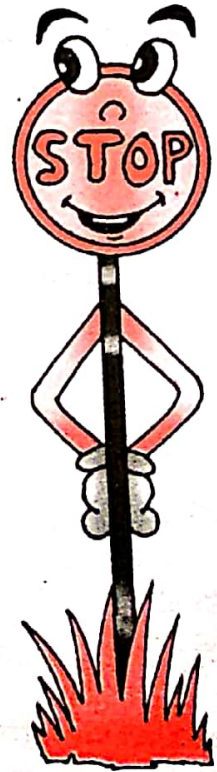
(b) _____

5. (a) _____

(b) _____

6. (a) _____

(b) _____





Worksheet-10

Object Complement

In the Unit 'Achievers' of *My English Reader* (C-VII), you have read—

- ◆ Hillary Bates launched a greeting card business named 'My Mind's Eyes'.
- ◆ 'My Mind's Eyes' has earned Hillary an achievement award from the Business and Professional Women's Association.
- ◆ A computer programme called Equalizer allowed Stephen Hawking to communicate better.



Read the above sentences again and find whether the underlined verbs are transitive or intransitive. If the verbs are transitive, encircle the object. Also find out words in the above sentences that tell you more about the objects.

Remember

Words which give additional information about the object are called **object complements**.

e.g. She uses her computer **to create and package cards**.

Here, the words given in bold letters give us more information about the object 'computer'.

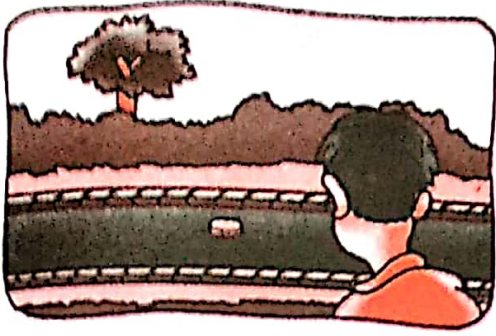


Worksheet-11

Look at the given pictures and complete the sentences.

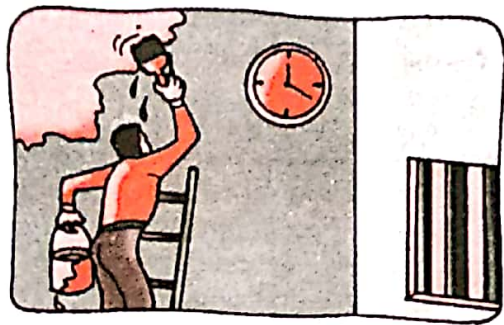
1. I saw him _____





2. I found a coin _____

3. The Jury declared him _____

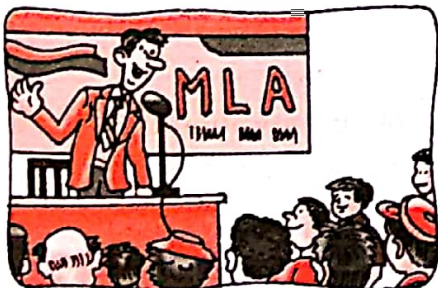


4. He painted the house _____

5. We found the prices _____
_____ after the discount.



6. People elected him _____

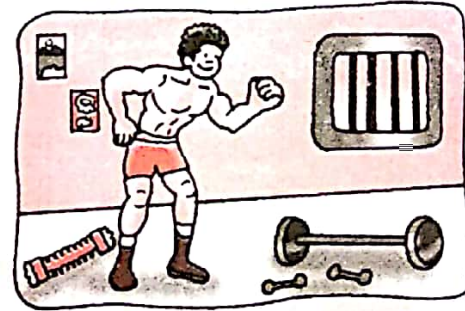


7. She gave her book to the man _____



8. The Principal made her _____

9. Exercise has made him _____



10. We saw a lady _____

Note:

All the words you have filled in the blanks provide additional information about the objects and are, therefore, object complements.

DO IT YOURSELF

Read the following sentences and write 'T' for transitive verbs and 'I' for intransitive verbs. Underline the object wherever the verb is transitive.

- (a) An accident broke Kevin Saunder's back besides causing other massive injuries.
- (b) However, through courage and faith, he climbed to unprecedented heights.
- (c) He inspired others with his courage.
- (d) He also founded Wheel-Chair Success Fund.
- (e) His organisation provides scholarships to disabled people.
- (f) He has also written a book for inspiring the leaders.
- (g) Beethoven has composed some of the world's most melodious tunes.
- (h) Milton's disability could not stop him from writing his famous epic *Paradise Lost*.
- (i) Einstein could not speak till the age of three.
- (j) He found it difficult to express himself.
- (k) Edison invented electric light.
- (l) However, he could not read till he was eleven.



6

MODALS



Worksheet-1

Read the following sentences. Can you say what is the significance of the underlined words in each sentence?

1. That bag is very small. You may carry it on the plane as hand baggage.
2. Could you shut the door, please?
3. You ought to make amends for your bad behaviour.
4. If you talk, you will get punished.

Could?



The underlined words are **modals**.

Remember

Words that express attitudes like permission, request, suggestion, advice, threat, etc., are called **modals**.

The table below contains modals. Put a tick (✓) against the modals used in each of the attitudes suggested above. One has been done for you.

Attitude	Modals									
	Can	Could	May	Might	Will	Would	Shall	Should	Must	Ought to
Permission	✓									
Request										
Threat/ Warning										
Advice/ Suggestion										
Necessity/ Duty										



Worksheet-2

Work with your partner. Re-write the sentences using the modals indicated along with each sentence. One example is given to help you.

1. Do not come out of the house till it stops raining. (must)
You must not come out of the house till it stops raining.



2. It will be good if you respect your parents. (should)

3. No smoking. (can)



4. Finish the work tonight and get the weekend off. (must)

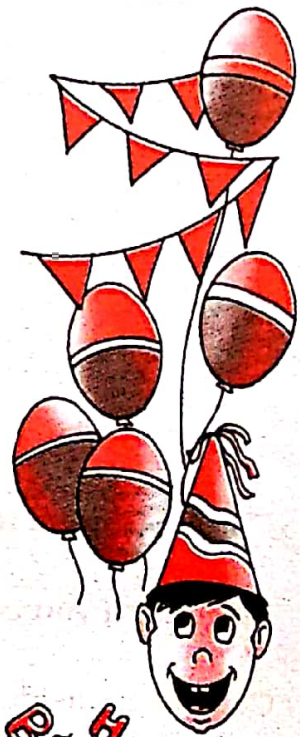
5. It's a horror movie. Children below sixteen not allowed. (can)

6. Say that once more and you are going to be in trouble. (shall)

7. The hotel restaurant is not open to non-residents. (can)

8. It is your friend's birthday. Give her a card. (should)

9. A driving licence only if you are above eighteen. (can)



Happy
Birthday



Worksheet-3

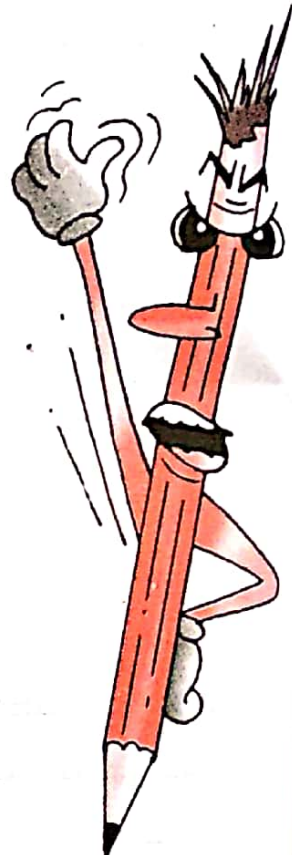
Read these sentences. Write (a), (b), (c) or (d) against each in the space provided. One has been done as an example.

- (a) asking or giving permission
- (b) making a request
- (c) making a suggestion or giving advice
- (d) making a threat



1. May I speak to you for a minute?
2. You ought to keep your house locked.
3. Would you mind if I switch off the fan?
4. Do that again and I will tell the teacher.
5. That's a place you ought to visit.
6. Can someone tell me the time?
7. Stop chewing that pencil or I will take it away.
8. Could you lend me your pen?
9. I wonder if you could show me these photos.
10. Can we go inside the hall?

a





Worksheet-4

Permission

Work with your partner. Write down what should be said in the following situations using appropriate modals. One example has been done for you.

1. A student wants to enter the Principal's office.

Student: May I come in, Sir?

2. You want to borrow a CD from your friend.

You: _____

3. Sheela wants to ask her mother to allow her to go out for a movie with her friends.

Sheela: _____

4. Ranveer wants to sit down but needs the teacher's permission to do so.

Ranveer: _____

5. The sailor wants to smoke in the mess.

Sailor: _____

6. The students of Class-XI and Class-XII have not got the permission to bring vehicles to school.

Notice: _____



Remember

Can: seeking or giving permission in a friendly way.

May: seeking or giving permission in a formal way.



Worksheet-5

Request

Change the following orders into requests using appropriate modals. One has been done as an example.

1. Make a phone call to my office.

Would you make a phone call to my office, please?

2. Stop making a noise in the corridor.

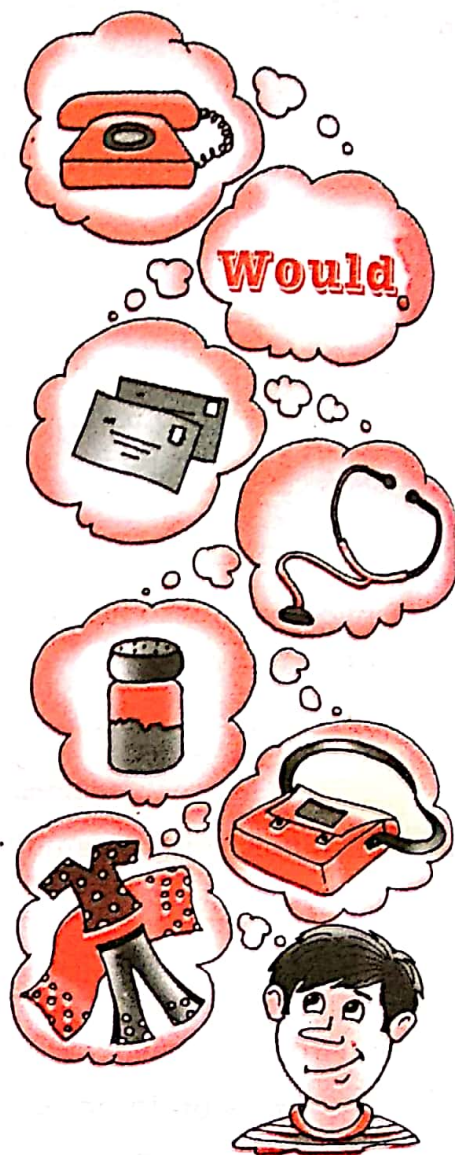
3. Post these letters today.

4. She is not feeling well. Call the doctor.

5. Pass the salt.

6. Drop me at my school on your way to the office.

7. Get my dress from the tailor.



Remember

Would/Could: used to make requests.



Worksheet-6

Suggestion/Advice

Work with your partner. Read the given situations and think of the advice/suggestion you would give. Use the phrases in the Aid Box to build up your suggestion/advice. One example has been given.

AID BOX

a break, apologise, recover completely, proper walking shoes, a sweater, request father, a notice on the notice board

1. Your sister is unwell. She wants to go to school.

You should take rest till you have recovered completely.

2. Your friend is going on a trek.

3. A friend in the neighbourhood has missed her school bus.

4. Your brother has been studying very hard.

5. Veena is going on a trip to a hill station.

6. You have lost your English book.

7. Your friend has broken his mother's expensive vase.





Worksheet-7

Threat

Work with your partner. Go back to the time you were three to six years old. Think of the naughty things you did. Now think of the warning/threat you received each time. One has been done as an example.



Situation 1 : When I was three I ate my mother's lipstick.

: My mother said: Next time you touch my lipsticks, I'll thrash you.

Situation 2 :

Situation 3 :

Situation 4 :

Situation 5 :



Worksheet-8

Imagine you are Aman's father, who receives the following letter from Aman. Aman has taken up his first job assignment in a new city. He seems to be having a difficult time.

Park Lane
Prett City
July 28, 20__

Dear Dad

Thanks for your letter asking me how I am. Well, I'm trying very hard to get adjusted to the new job and the new city.

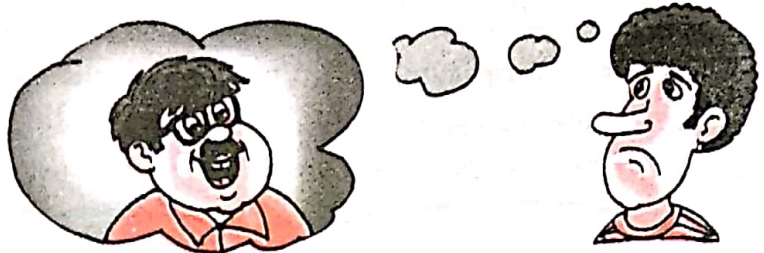
The job is okay but my boss isn't quite so. He is very demanding and I usually have to work till late in the evenings. I can never go out because I'm held up in the office. Even my seniors aren't quite friendly or helpful. Besides, I've developed some problems with my teeth. I have a swollen gum. It pains a lot and, as a result, I have not been eating properly. Now I feel weak.

If you think it proper, can I take leave and come home for a few days? I'm really homesick. Moreover, can I shift my residence to a place nearer to my office? At least I can get home half an hour earlier than I do now.

Please do write back soon.

With love

Your son
Aman





Worksheet-9

Now write a letter to Aman making suggestions and offering help to ease out the situation. Grant him permission to do the things he has asked your permission for. Also warn him against the dangers he might face if he neglects his health, especially his teeth.

For the Teacher

Help the children to collect and organise ideas. They should draft, edit and finally revise the rough draft before they write a fair one. Help them to follow **CODER**.

245, Big Street

Tinal City

Dear _____

Yours _____

Dentist





Worksheet-10

Read these sentences. Note the use of the semi-colon (;).

1. The room was stuffy; she opened the windows.
2. The man is not poor; he is just a miser.

In Sentence 1, the first clause states the reason and the second the result.

In Sentence 2, the two ideas expressed by the two clauses on either side of the semi-colon are closely connected.

Note that the clause after the semi-colon begins with a small letter only. Usually a semi-colon comes at the place of a linker.

e.g. you would otherwise say:

1. The room was stuffy so she opened the windows.
2. The man is not poor but he is just a miser.



Worksheet-11

Punctuate these sentences using a semi-colon at the appropriate place.

1. He is a farmer he gets up early.
2. You'd better wear your jacket you'll catch a cold.
3. He had to look for a job he was left with no money.
4. Sheela loves music her brother hates it.
5. Take this medicine you'll feel better.
6. There is nothing wrong with the meal it's just cold.
7. Her mother is a doctor her father runs a business.
8. Children grow fast when they are 11 to 12 years old they need more protein.



DO IT YOURSELF

1. Complete the following passage by writing a suitable word/words in each blank. The first one has been done as an example.

'Hi, I am your class-mate. Since I'm new here, _____ you guide me on certain things about the school rules?'

(a) could

'Sure! You _____ reach the school

(b) _____

latest by 7.55 a.m. You _____ be

(c) _____

in your school uniform. You _____ have

(d) _____

your hair long or keep it short, but

(e) _____

if it's long, you _____ make

(f) _____

two plaits. You _____ do your

(g) _____

homework assignments regularly. You

(h) _____

_____ take leave by seeking

(i) _____

permission in advance. In case you are ill, your application _____ be submitted

(j) _____

on joining school. Unit tests are held every Wednesday.

Don't miss any. If you do, you _____ get

(k) _____

a zero unless you have been ill, and submit a medical certificate.

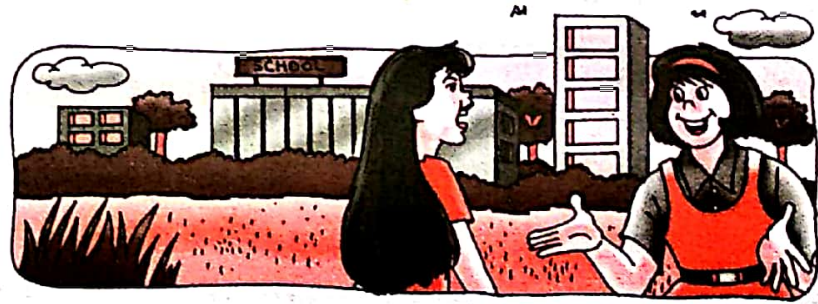
The school gets over at 2.00 p.m.

If you live far away, you _____

use the school bus after putting

in an application. Lastly, you _____

follow instructions to keep out of trouble.'



2. Complete the following dialogue between a son and his father in any suitable way. One sentence has been written as an example.

Son : It's my friend's birthday today. He's invited me to a party. May I go?

Father : You've had far too many parties. Now, I think, you _____
_____ for your exams next month.

Son : There's plenty of time. I'll manage.

Father : Your unit test results weren't very encouraging.

If I were you, _____

Son : Dad, you know I wasn't well during the tests.

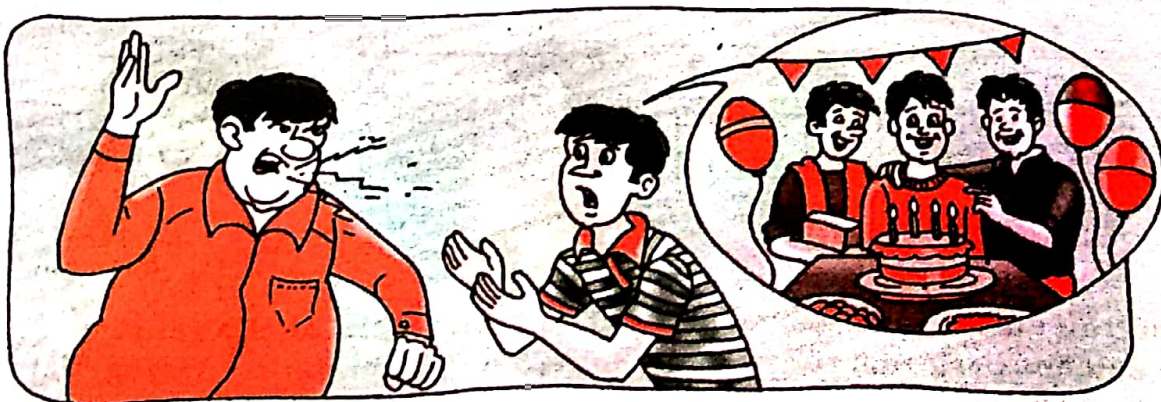
Father : If you had been regular in your studies, _____
_____ despite falling ill.

Son : But this party means a lot to me. I promise I'll do well in the exams.

Father : No, I'm afraid _____
_____ to the party.

Son : Please dad, only this once. All my friends will be there.

Father : If you go to the party _____



7

PASSIVE VOICE



Worksheet-1

Read the following sentences. Identify the subject in each sentence and write it in the table below.

1. Nani Palkhivala has fought several law suits.
2. Nani was respected by his classmates.
3. The extempore speech excited him.
4. Nani had just given his first public speech.
5. Nani was always encouraged by his father.
6. All difficulties were overcome with patience.



Sentence No.	Subject
1.	Nani Palkhivala
2.	
3.	
4.	
5.	
6.	



Worksheet-2

A. Read the statements above and write the numbers of the sentences in which the subject performs the action denoted by the verb.

B. Now write the numbers of the sentences in which the subject receives the action denoted by the verb.

◆ Group A sentences are in _____ voice.

◆ Group B sentences are in _____ voice.



Worksheet-3

'What is done—and by whom?'

Get into groups of three. Choose the name of any two centres of activity given below and list some of the things that are normally done at these places. One has been done for you.

- ◆ a hotel
- ◆ a theatre
- ◆ a school
- ◆ an airport
- ◆ a sports centre
- ◆ a street

1. Centre of activity → a hotel _____

Things done here → Meals are served.

Food is eaten.

Credit cards are accepted.

Guests are welcomed.



2. Centre of activity → _____

Things done here → _____



3. Centre of activity → _____

Things done here → _____



Worksheet-4

The Passive in Headlines

Newspaper headlines are often written in the passive voice. Convert the sentences given below to headlines using passive voice (you should delete words like 'a', 'the', 'has', 'is', 'some', etc.). It is not necessary to say who did the action or by whom the action was done. One has been done as an example.

1. A man has been struck by lightning in the woodland.

Man struck by lightning in Woodland.

2. The police have busted a fake degree racket.

3. Sania Mirza has been honoured with the Rajiv Gandhi Khel Ratna Puraskar.

4. Activists of the banned PWG blew up a petrol station.

5. Uttarakhand is facing shortage of petrol.

[Redacted area]

6. A book on oil free cooking was launched by the famous Chef Sanjeev Kapoor in Delhi yesterday.

[Redacted area]

7. Mumbai police has arrested the key suspect behind the twin blasts.

[Redacted area]



Worksheet-5

The Passive in Notices

Change these notices from the passive voice into the active voice. One has been done for you.

1. Credit cards accepted here.

We accept credit cards.

2. Automobile repair work undertaken.

3. Part-time teachers required.

4. Painting and cookery classes held on Sundays.





Worksheet-6

Get into groups of four. Think of a place one kilometre away from your classroom. Think of the things that 'are being done' there at the present moment and write them below. One has been done for you.

1. Cars are being driven.

2. _____

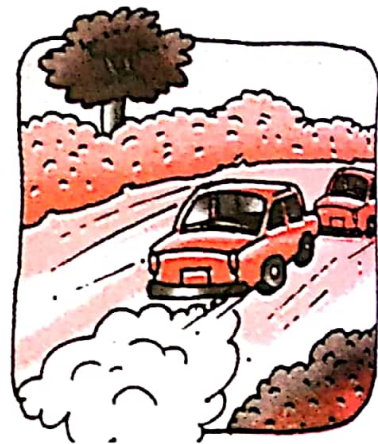
3. _____

4. _____

5. _____

6. _____

7. _____



Worksheet-7

Imagine you are contesting the school elections for the post of the School Headboy/Headgirl. What sort of things would you promise in order to gain votes? Write your promises using passive voice. One example has been given to help you.

1. A new basketball court will be constructed.

2. _____

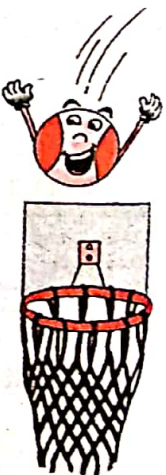
3. _____

4. _____

5. _____

6. _____

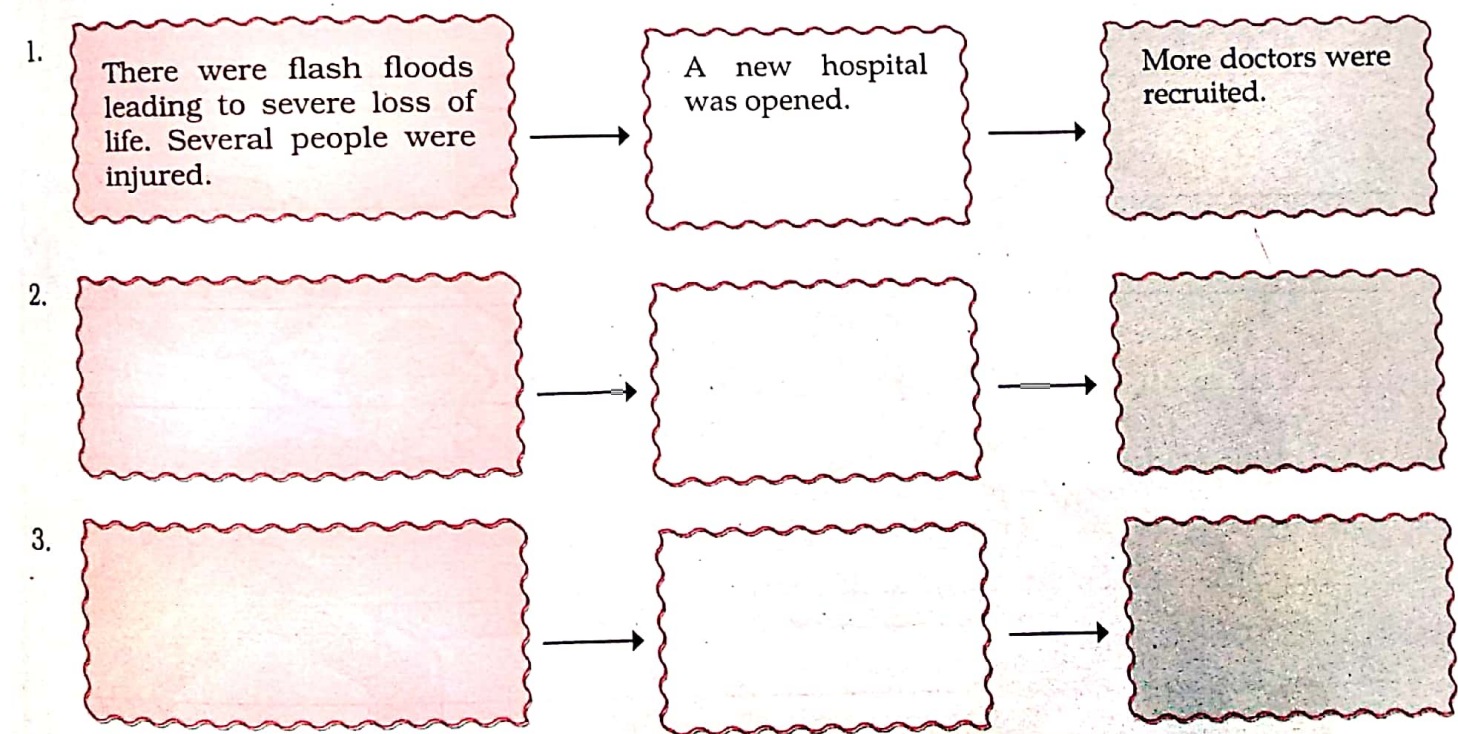
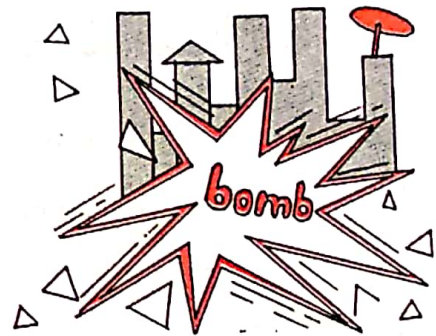
7. _____



Worksheet-8

Work in groups of four. Some situations, that are likely to have far-reaching consequences, are given below. Read them. Choose any three of them and suggest what you imagine 'was done' by the authorities to cope with them. One has been done for you.

1. Many people dead and injured in flash floods.
2. Fire in the school.
3. War declared by a neighbouring country.
4. Collapse of hotel in centre of town.
5. Explosion of bomb in the city.





Worksheet-10

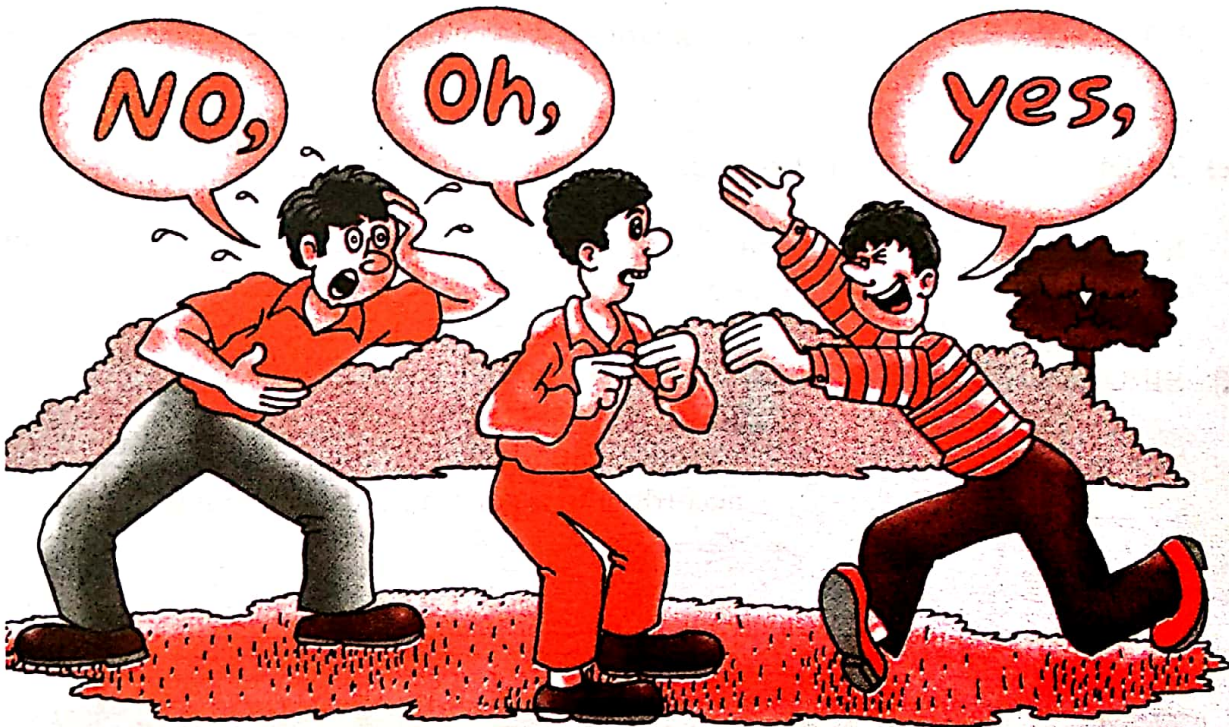
Read the following sentences. Note the use of 'comma' in them.

1. Oh, you were the person in the theatre!
2. Yes, I will go to the party.

Commas are used after words like 'oh', 'yes' and 'no' at the beginning of a sentence.

Write any five sentences using the comma in the correct place.

1. _____
2. _____
3. _____
4. _____
5. _____



DO IT YOURSELF

1. Read these newspaper headlines. Then use the information in these headlines to complete the sentences. One has been done as an example.

(a) BURGLAR ARRESTED

The Karnataka police has arrested a burglar involved in the temple burglary.

(b) INDIAN HOCKEY TEAM WINS CHAMPION'S TROPHY

The Indian hockey team _____ in the final match against Pakistan.

(c) TEACHERS AWARDED NATIONAL PRIZES

The President _____ for their outstanding performance.

(d) DENGUE SCARES RESIDENTS

It has been reported that the residents of Mannatpur _____

(e) 22 DIE IN CHENNAI FLOODS

It is estimated that at least _____ in the Chennai floods in the past 24 hours.

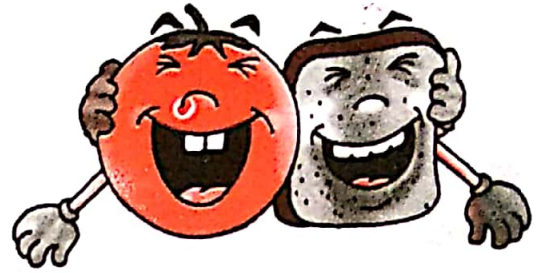
(f) SINO-INDIAN BORDER TALKS NEXT MONTH

The much awaited meeting related to Sino-Indian border talks _____ according to a government spokesman.

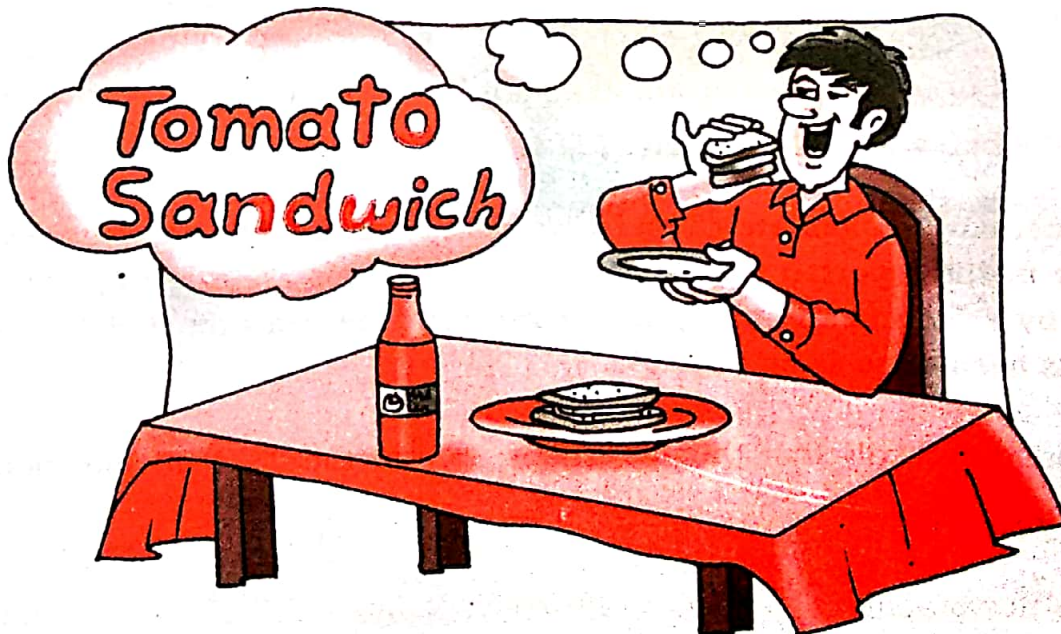


2. Read the instructions given below that tell you how to make a tomato sandwich. Then take information from these instructions to complete the paragraph given below. One sentence has been done as an example.

- (a) Take two slices of bread.
- (b) Cut the edges.
- (c) Spread butter on the slices.
- (d) Wash one medium size tomato.
- (e) Cut into thin slices.
- (f) To the tomato slices, add salt and pepper according to taste.
- (g) Spread the tomato slices on one slice of bread.
- (h) Cover it with the other slice.



Two slices of bread are taken. The edges of the slices _____.
Butter is _____ slices. One medium size _____
_____ and cut into thin slices. To these slices _____
_____ according to taste. The tomato slices _____
_____ of bread and then _____
_____ by the other slice.



8

REPORTED SPEECH



Worksheet-1

Read the following conversation between Pranoy and Rohit.

'The sports day is on the 23rd of this month,' said Pranoy. 'I can hardly wait for the day,' exclaimed Rohit. 'I am nervous about the races,' said Pranoy. 'You should not worry as you will be the champion again,' said Rohit. 'That will not be true because I am out of practice,' said Pranoy.



The words actually spoken are given in inverted commas. The same conversation is given below in the reported form. However, some words are missing from it. Fill in the blanks by selecting an appropriate word from the Aid Box that follows it. The first one has been done as an example.

Pranoy reported excitedly that the sports day was on the 23rd of that month. Rohit _____ that he could hardly wait for the day. Pranoy _____ that he was nervous about the races. However, Rohit _____ him that he

should not worry as he would be the champion again, but Pranoy _____
that would not be true because he was out of practice.

AID BOX

regretted,	threatened,	assured
warned,	confessed,	apologised
replied,	reminded,	reported

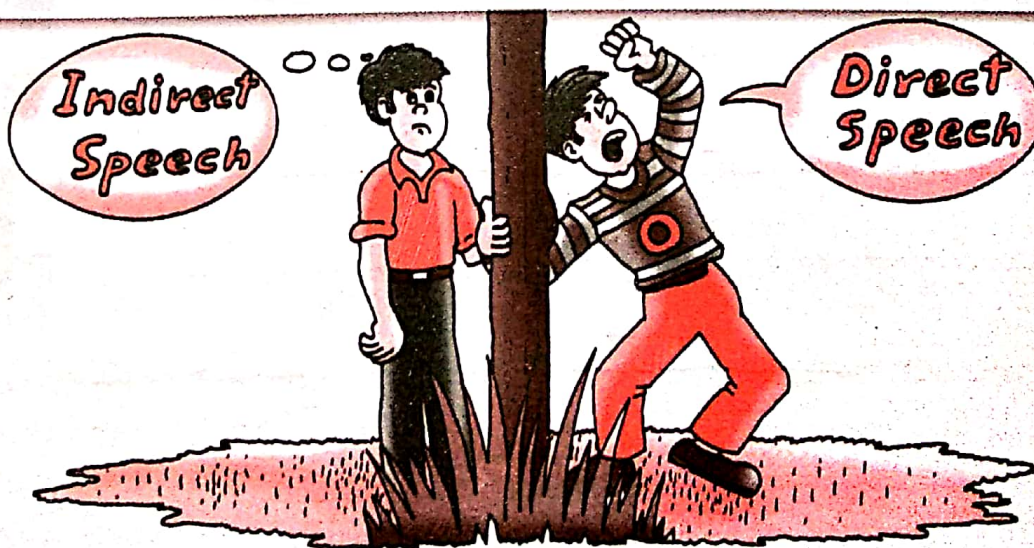
The words that you have filled in the blanks are **reporting verbs**.

Sometimes it is not necessary to report everything that is said word by word. Hence, reporting verbs are used to summarise what was communicated. Some commonly used verbs of this kind are—

accept	blame	complain	greet	hope
advise	ask	invite	offer	persuade
order	refuse	promise	say	suggest
tell	thank	sympathise	answer	encourage
grumble	confide	challenge	wonder	

Remember

Direct speech is what the speaker actually says and **Indirect speech** is reporting it from the narrator's point of view.





Worksheet-3

Look at the words in the blurbs in Column A. Imagine this is what your partner has whispered in your ear. You have to tell the rest of the class what he/she has told you, using the reporting verb given below the blurb. Write what you will say in Column B. One has been done for you.

Column A

Column B

I wish I wasn't mean to my sister.

(regret)

She regretted being _____
mean to her sister. _____

Don't go into that tunnel.

(warn)



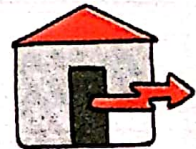
You must work hard and win the match.

(encourage)



Leave my room at once.

(order)



You should exercise regularly.

(advise)



I will not lend him money

(refuse)





Worksheet-4

Now actually ask your partner to whisper a sentence in your ear and report what he/she said. Then whisper a different sentence in your partner's ear and he/she should report what you said. Refer to the reporting verbs given in Worksheet-1.

1. _____

2. _____

3. _____

4. _____



Remember

- ◆ The reporting verb is usually in the past tense.
- ◆ In the reported speech, words denoting first person (I, my, me, mine, myself, we, our, us, ours, ourselves) change according to the subject and words denoting second person (you, your, yours, yourself, yourselves) change according to the object.
- ◆ Demonstrators in the reported speech change, e.g. 'this' into 'that', 'now' into 'then', 'here' into 'there', 'tomorrow' into 'the next day', 'yesterday' into 'the previous day'. 'Then' is usually dropped.



Worksheet-5

Work with your partner and write the direct questions for each of the reported ones given below. One has been done for you.

1. Shireen asked her mother where her water bottle was.

Shireen said to her mother, 'Where is my water bottle?'



2. He asked when they would be moving out.

3. The teacher asked the students why they were making a noise.

4. The children asked their mother if (whether) they could go out and play.

5. Mrs Raghavan asked Sunanda how she had prepared that dish.

6. They asked us if (whether) our team had won.

7. He wondered which room he should sleep in.

8. The coach asked Sonia (whether) if it was her turn.

Remember

When questions are reported—

- ◆ Indirect questions beginning with auxiliary verbs are introduced by 'if' or 'whether'.
- ◆ Indirect 'wh-questions' are introduced by the 'wh-word' which begins the question in the direct speech.
- ◆ Word order is inverted, e.g.
'Why are you making a noise?' becomes 'Why they were making a noise.'



Worksheet-6

Report the following questions using 'if/whether', 'how', 'why', 'where', 'which', 'as appropriate.

1. 'Where is the library?'

Sonali asked the peon



2. 'Is it raining?'

My mother asked me



3. 'Why didn't you come to school yesterday?'

She asked him



4. 'Which car should I buy?'

The customer asked the dealer



5. 'Have you been to the Shopping Plaza?'

Sonali asked Mandira



6. 'How many of you have not done the homework?'

The teacher asked the students



7. 'Can I take a day off?'

He asked his boss

off



Worksheet-7

Read the following dialogues taken from the Sub-unit 'A Handful of Almonds' of the Unit 'Achievers' in the *My English Reader* (C-VII). Then complete the summary given below.

'Are you sure you want to do it?' said the teacher.

Nani said, 'I want to try.'

* * *

'Papa, I have given my name for the elocution competition,' announced Nani to his father in the evening. 'What are you going to speak on?' said his father.

'I don't know as it is going to be an extempore,' said Nani.

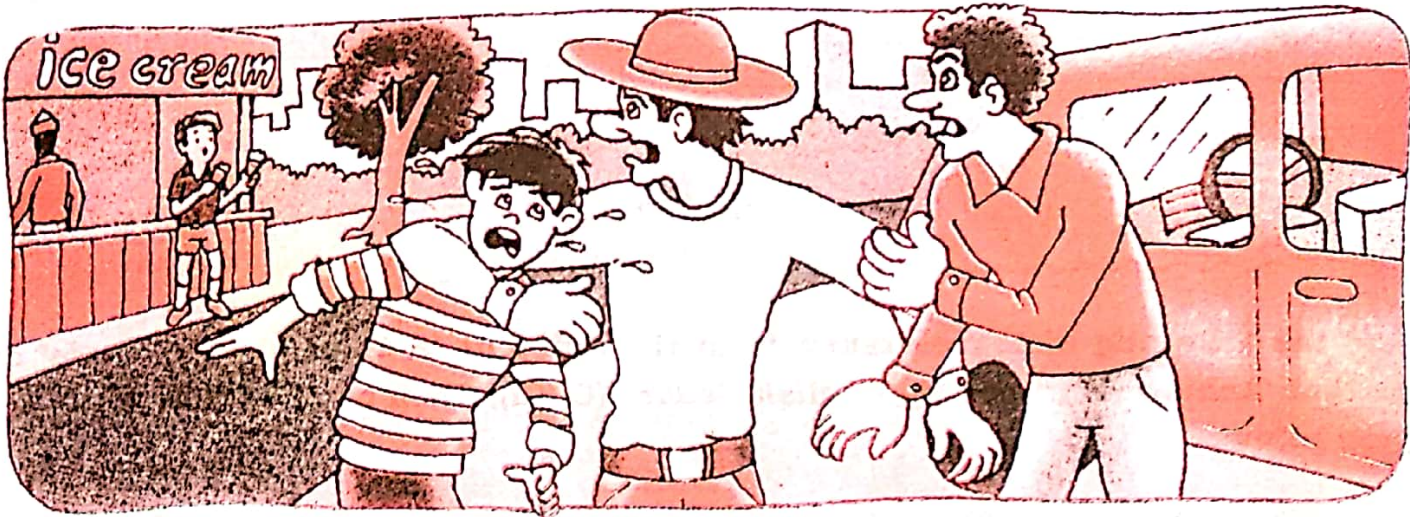


The teacher asked Nani _____ to do it, to which Nani replied _____. In the evening, Nani told his father _____ for the elocution competition. His father enquired _____ speak on. Nani answered _____ going to be an extempore.



Worksheet-8

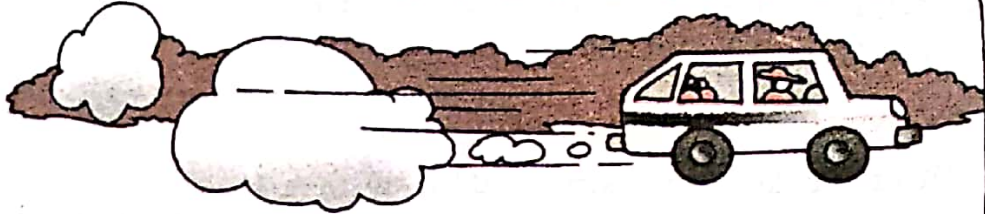
Imagine your brother Rohan and his friend had gone to a shopping complex when Prateek got kidnapped. Later the police interviewed Rohan and based on the clues he had given them, they were able to nab the kidnappers and save Prateek. First read Rohan's conversation with the police, then complete the letter given on page 101.



- Police Inspector** : Where were you when Prateek was kidnapped?
- Rohan** : I am very fond of ice cream, so I had gone to get some more of it for both of us.
- Police Inspector** : Did you see the kidnappers?
- Rohan** : I saw two persons. I think there were only two of them.
- Police Inspector** : What did they look like?
- Rohan** : One of them was tall, about six feet, and the other was of average height. The shorter one was wearing a hat and was in a black shirt. The taller one was in blue.
- Police Inspector** : Did you notice the vehicle they took Prateek in?
- Rohan** : It was a white Maruti car. I also remember the number. It was CHO1K 3911.
- Police Inspector** : Thank you, Rohan. You have been a great help.

Now write a letter to your parents about the interview Rohan had with the police.
The beginning of the letter has been written for you.

Room No. 12
Nehru Hostel
ABC School
January 20, 20__



Dear Mom and Dad

Guess what! Prateek has been saved and the kidnappers have been nabbed,
all because of Rohan's courage and alertness. Just yesterday, the police
interviewed Rohan. The first thing the police inspector asked him was where

Handwritten lines for the letter body, starting with a blank line and followed by several lines of horizontal lines for writing.



Worksheet-9

Read the following sentences and note the use of commas, inverted commas and capital letters.

- ◆ Nancy said, 'Take the book with you.'
- ◆ 'This is my favourite skirt,' said Shiela.
- ◆ Robin shouted, 'Where did you hide the dog?'
- ◆ 'Will you get some sugar,' said mother, 'or should I get it myself?'



Now punctuate the following sentences and write them in the space provided.

1. how do I solve this problem Nikhil said to his teacher

2. the tourist exclaimed what a beautiful monument

3. she asked is that me and started to cry

4. I am very worried about my father's health said Kareena

5. where can I get some pastries asked the man at the counter

6. if you have the time Shiela said will you help me with my homework

7. my dear sister whispered Sasha if you don't give me your chocolate I will let out your secret

8. where are my shoes Fatima said to her brother I cannot find them anywhere

DO IT YOURSELF

1. Read the following conversation between Roohi and Meena. Then complete the paragraph that follows by filling in the blank spaces.

- Roohi** : There's an exciting magic show in the town.
Meena : Where is it being held?
Roohi : At plaza. Would you like to go for it?
Meena : Is anyone going to see it?
Roohi : Malini and I are going tomorrow.
Meena : Can I join you?
Roohi : You must join us. We'll have fun.
Meena : Who will get the tickets?
Roohi : I'll ask my brother to arrange them.



Roohi told Meena that there was an exciting magic show in the town. Meena asked her _____.

Roohi told her it was at the Plaza and enquired _____.

Meena asked Roohi _____.

Roohi told her that Malini and she were going to see it the next day. Meena asked _____.

Roohi was delighted to hear this. She insisted that _____.

Meena asked her _____.

Roohi said she would ask her brother to arrange them.

2. Read the conversation given below and complete it in any suitable way.

Mother : Why don't you clean your room?

Son : (a) _____

I feel comfortable this way.

Mother : But how can you find anything in this mess?

: (b) _____

Son : I've kept my shoes here because I am about to go for a jog.

Mother : (c) _____

Son : I need that too. I'm doing my homework.

Mother : Make sure you put the bag in the right place when you leave the room.

Son : (d) _____
_____. I'm getting late now.

Mother : (e) _____

Son : Please don't touch anything, otherwise I won't be able to find my things.



9 FUTURE TIME REFERENCE

Worksheet-1

Read the following weekly zodiac predictions published in a newspaper.

ARIES

It's going to be a tough week for you. Being patient will be rewarding.

TAURUS

You will experience a sense of satisfaction in helping the needy.

GEMINI

This week, you are likely to juggle with many different activities simultaneously.

CANCER

A surprise visit by an old friend keeps you busy this week.

LEO

You will experience a high level of energy and enthusiasm.

VIRGO

You are going to make a lasting impact in a professional encounter.

LIBRA

Travelling is on the cards. Pack your bags! You are leaving for an exciting vacation very soon.

SCORPIO

An important business meeting makes you nervous and keeps you on your toes this week.

SAGGITARIUS

You will spend a lot of time in pampering yourself.

CAPRICORN

Opportunity will be knocking at your door very soon. You must grab it before it leaves!

AQUARIUS

Inner peace comes through meditation this week. You will follow a hectic routine.

PISCES

You may consider selling property. Be careful to avoid partnership.

Did you notice that all the above sentences talk about future, although in different ways.
e.g. will, will be rewarding, going to, keeps, etc.

Remember

Reference to future can be made in different ways.

The following table will help you understand various forms that can be used to talk about future.


Forms	Usage	Examples
1. Future with 'will' or 'shall'	<ul style="list-style-type: none"> → For making promises → For making predictions → For talking about future events in a general way 	<ul style="list-style-type: none"> → I will surely help you. → Man will reach Mars soon. → Markets will remain closed on Sunday.
2. Future with 'going to'	<ul style="list-style-type: none"> → To predict that a present situation will cause something in future (indication) → To state an intention 	<ul style="list-style-type: none"> → The wall is cracked. It is going to crumble soon. → I am going to buy a new car.
3. Future with present continuous + time expression	<ul style="list-style-type: none"> → For talking about events planned for near future 	<ul style="list-style-type: none"> → I am visiting my doctor tomorrow.
4. Future with simple present	<ul style="list-style-type: none"> → For talking about events happening according to a schedule (e.g. programmes, time-tables, etc.) in the future. 	<ul style="list-style-type: none"> → The President visits the city tomorrow. → The period gets over at 10:30.
5. Using modals	<ul style="list-style-type: none"> → Suggesting possibility → Making a suggestion → Expressing a necessity 	<ul style="list-style-type: none"> → She may shift to a new house next month. → You should change your job by September. → You must finish the project by Monday.



Worksheet-2

Read the predictions given in Worksheet-1 again and write which form mentioned in the table has been used to talk about the future in various zodiac predictions. One example has been done for you.

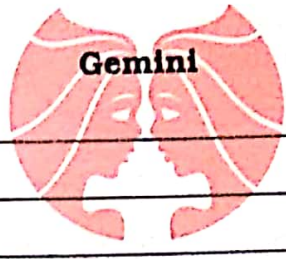
Aries



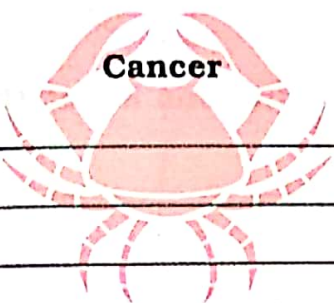
Taurus
future with
'will'



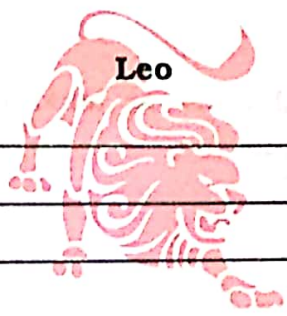
Gemini



Cancer



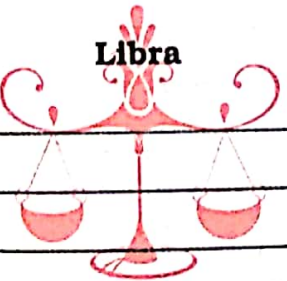
Leo



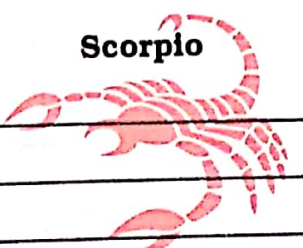
Virgo




Libra



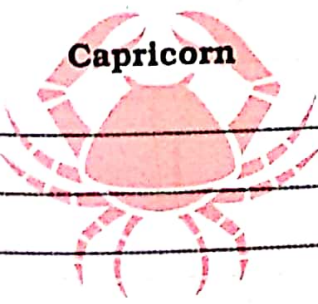
Scorpio



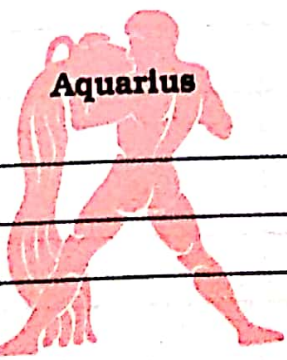
Sagittarius



Capricorn



Aquarius



Pisces

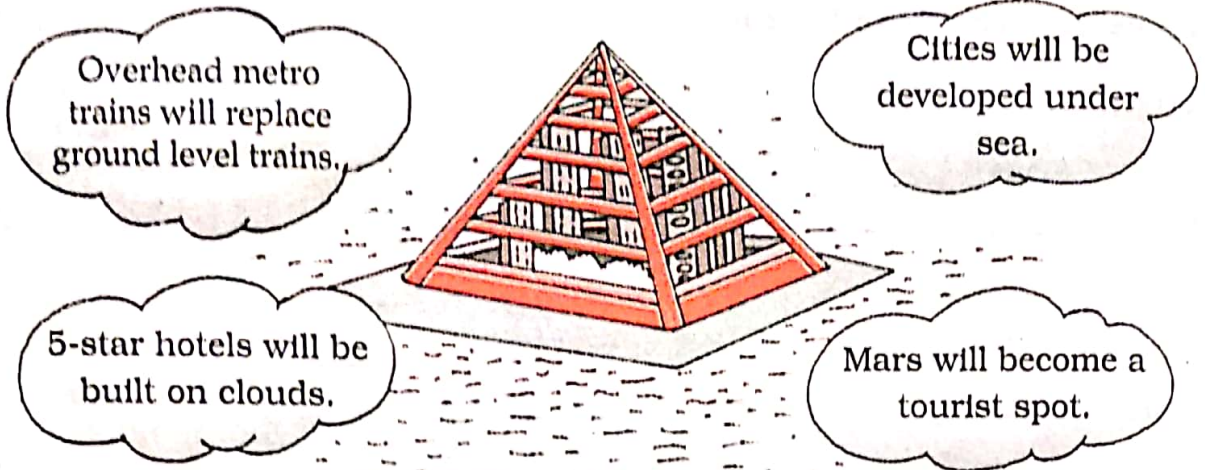




Worksheet-3

Read the following predictions about future.

A Glimpse of the Future



Now work with your partner and write at least ten predictions about the future world. Use 'will' in these predictions.

Remember

'Will' is often used to predict things about future. It is used to express events, in which your personal wishes don't matter.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Worksheet-4

A. Nikita has planned her schedule for the month of June in a calendar. Read her schedule and re-write it in complete sentences using 'will' in the space provided on the next page. One example has been given to help you.

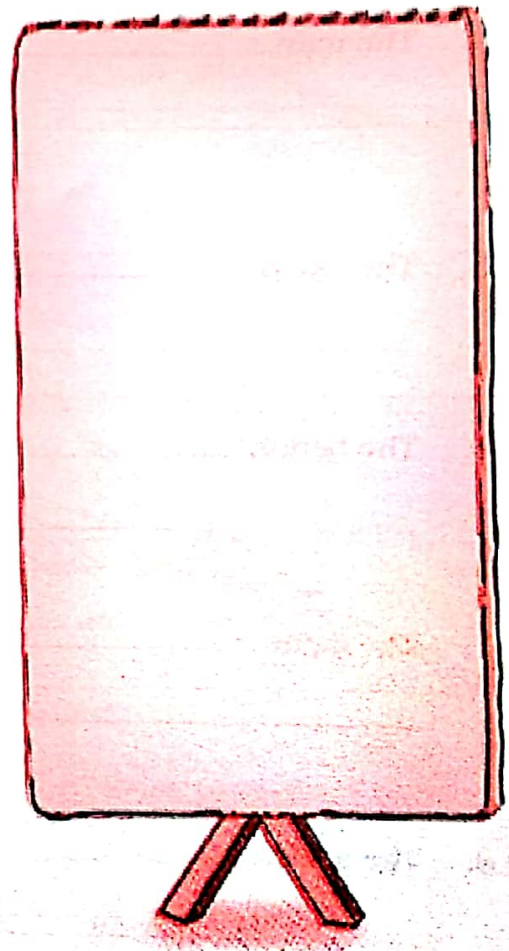
1 visit grand- mother's house	2 spend time with friends	3 go for an outing	4 return to parents' home	5 complete Maths homework
6	7	8	9 watch a magic show	10
11 learn English lessons	12 meet friends	13 finish S.St. homework	14	15
16	17 watch a movie	18	19 attend a music concert	20
21 watch a cartoon movie	22 paint my room	23	24	25 go for shopping
26	27 learn making tea	28	29	30

This robot will change your life completely. It will cook food for you.

C. Imagine how an alien living on Mars would look like. Using your imagination, draw the creature in the box given on the right and write the description of the creature in the space provided below. One sentence has been given to guide you.

The alien will have three eyes that will be fixed

under his nose.





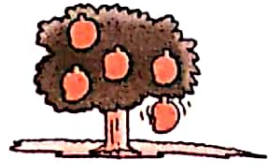
Worksheet-5

Look at the given pictures and write what is going to happen.

1. There are clouds in the sky. It is going to rain. _____



2. The fruit _____



3. The plane _____



4. The man _____



5. The cards _____



6. The bench _____



7. The game _____



8. The athlete _____





Worksheet-6

Re-write the following sentences using the present continuous with appropriate time expressions for future time reference.

1. I/leave/for/Canada +

I am leaving for Canada tomorrow.

2. They/go/to/zoo/visit +

3. I/throw/party +

4. She/reach/Delhi +

5. They/get/married +

6. Ruchi/play/badminton match +

7. They/go/to/magic show +

8. The/school/celebrate/its/Founder's day +

9. She/give/her/first performance +

10. The company/launch new range of perfumes +



Worksheet-7

Mr Kumar, President of M.N. Company, is coming to visit his regional office tomorrow. Mr Sharma, Manager of his company, is telling his staff about some arrangements made for welcoming him. Complete the following paragraph by filling in the blanks with the correct forms of the verbs given in the boxes below.

honour

check

take

arrive

address

attend

leave

welcome

serve

go



The President arrives here at 10.00 a.m. tomorrow. Our representative _____ him and _____ him to the conference room. We _____ him coffee and snacks. He _____ the staff at 11.00 a.m. The staff representative _____ him with a token of respect immediately after his speech. He _____ the accounts files at 12.30 p.m. and _____ for lunch at 1.30 p.m. He _____ the board meeting as soon as the lunch is over. He _____ for the airport at 4.00 p.m.

Remember

Simple present is often used to talk about future events happening according to schedule fixed earlier.



Worksheet-8

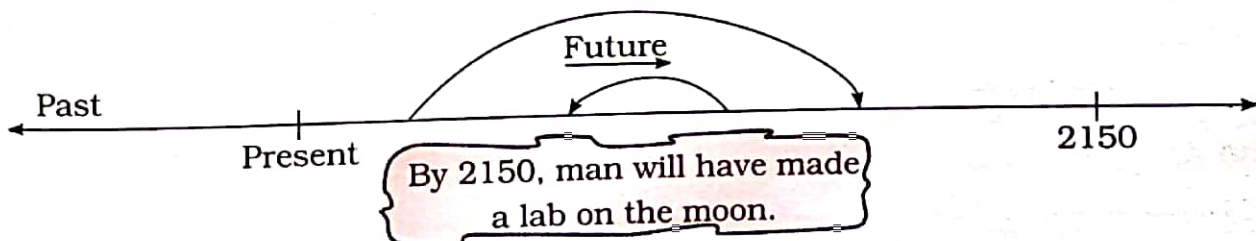
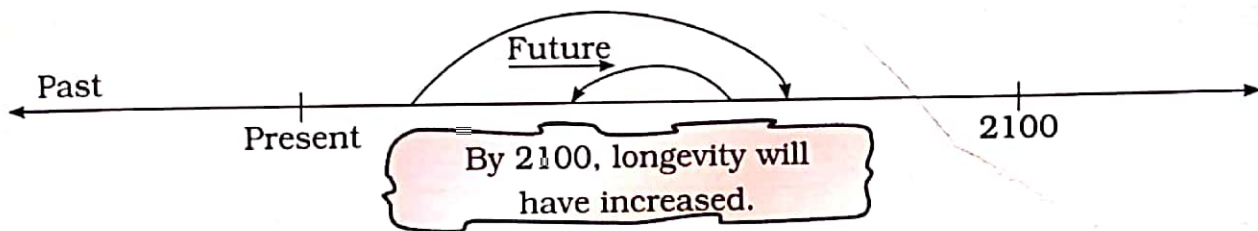
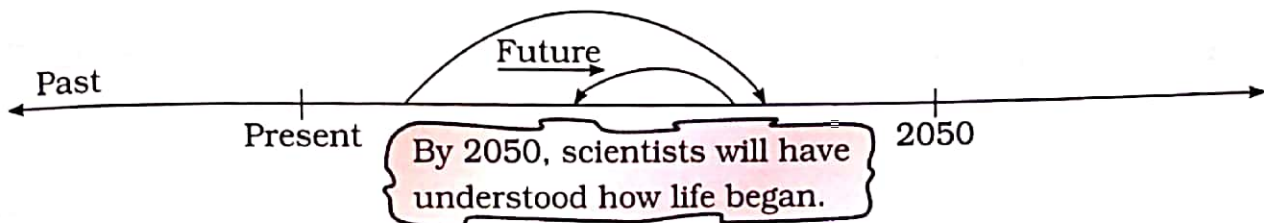
Future Prefect

In Unit 'The Future World' of *My English Reader (C-VII)*, you have read—

1. By 2050, the scientists **will have had** a detailed description of how life began.
2. By 2100, the longevity of human life **will have increased** by 30 years.
3. By 2150, man **will have established** a radio observatory on the moon.

Note:

All the words in bold tell about actions that will have been completed by a definite time in the future.



Remember

Future perfect talks about an action that will have been completed by a definite time in the future.

Always use— will + have + (past participle of the verb) for future perfect

e.g. will have increased.

will have established.



Worksheet-9

Given below is a time line chart. Taking hints from the examples given in Worksheet-8 and using your own imagination, complete the chart by filling what new developments will have taken place in the given fields by the given time.

Time Line Chart

Year	Medicine	Technology	Fashion	Food
2500 AD	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	belts will have gone out of fashion	<hr/> <hr/> <hr/>
2700 AD	brain transplant will have become possible	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	porridge will have become youngsters' favourite food
3000 AD	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	aeroplanes will have replaced cars.	<hr/> <hr/> <hr/>
3500 AD	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Worksheet-10

Mr Kumar will be visiting his company office at 10.00 a.m. on Tuesday. Given below is a picture of his office taken at 2.00 p.m. on Monday. Observe the picture carefully and write what changes will have been made before the arrival of Mr Kumar. One example is given to help you.



1. Sweeper — clean floor

The sweeper will have cleaned the floor.

2. Painter — paint wall

The painter

3. Receptionist — clean table

The receptionist

4. Accountant — clear accounts files

The accountant

5. Artist — make banner
-

6. Manager — prepare welcome speech
-

7. Mr Malik — bring flowers
-

8. Mr Gupta — arrange eatables

9. Mr Sharma — decorate conference hall

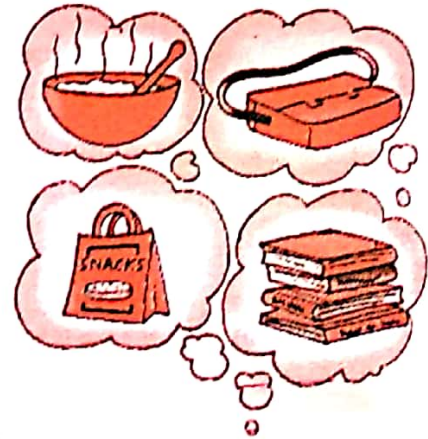
10. Mr Verma — invite all guests



Worksheet-11

Ruchi's friends will visit her at 5 o'clock in the evening. She has made a list of the things to be done before their visit. Read the list and write what she will have done by the time her friends arrive.

- ◆ clean my room
- ◆ complete homework
- ◆ bring snacks from market
- ◆ cook food
- ◆ wash my clothes
- ◆ iron my school dress
- ◆ polish my shoes
- ◆ make my bag



1. Ruchi will have cleaned her room.

2.

3.

4.

5.

6.

7.

8.



DO IT YOURSELF

1. Complete the dialogue given below.

Suman : So Priya, when are you going to Jaipur?

Priya : I _____ this Tuesday
with my parents. We _____ for
five days and _____ Sunday.

Suman : Will _____ or at your aunt's place?

Priya : We _____ at a hotel near
Hawa Mahal.

Suman : _____ warm in Jaipur?

Priya : No, the weather _____ at this time of
the year.

Suman : Do not forget to buy some good Jaipur puppets.

Priya : Oh sure! I _____ and
_____ a pair for you.



2. The passage given below has not been edited. There are five errors in it. Underline the errors and write the correct words in the spaces provided.

Scientists in UK have invented a pen

that was automatically anticipate the

(a) _____

words that you are gone to write. The

(b) _____

pen is not only guess the words but

(c) _____

were also indicate spelling errors. The

(d) _____

product is expected to hit the market

very soon and are be available at a price

(e) _____

of £ 50.

3. Given below are responses of various people about what they will have achieved before 2025. Complete these responses by using the future perfect tense.

Arti : Before 2025, I will have finished (finish) my schooling.

Nidhi : Before 2025, I _____ (do) M.B.A.

Swati : Before 2025, I _____ (get) married.

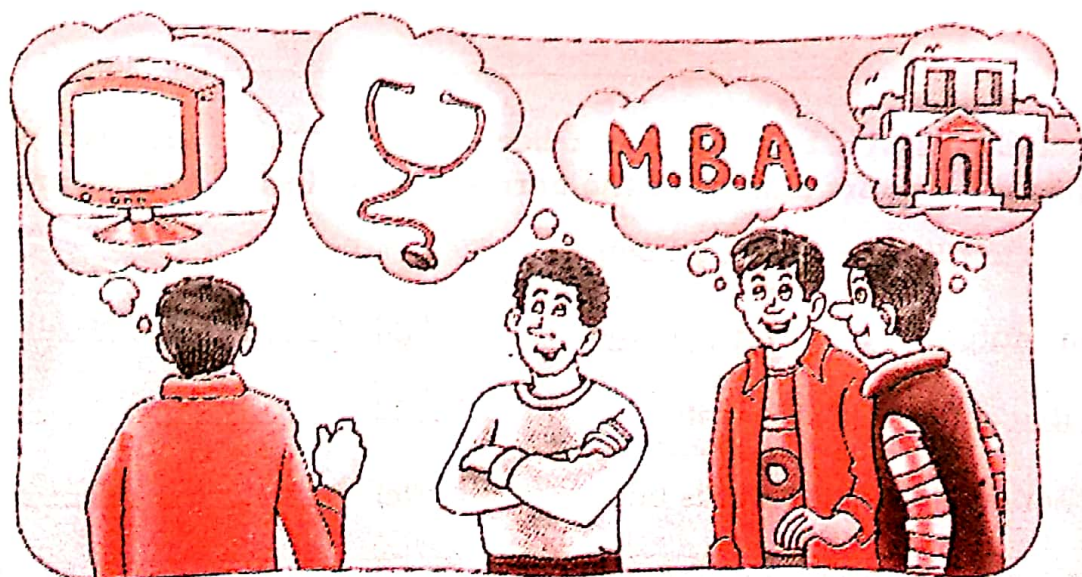
Aman : Before 2025, I _____ (get) a doctor's degree.

Vivek : Before 2025, I _____ (become) the Managing Director of my company.

Anuradha : Before 2025, I _____ (open) a fashion store.

Ashu : Before 2025, I _____ (buy) a new house.

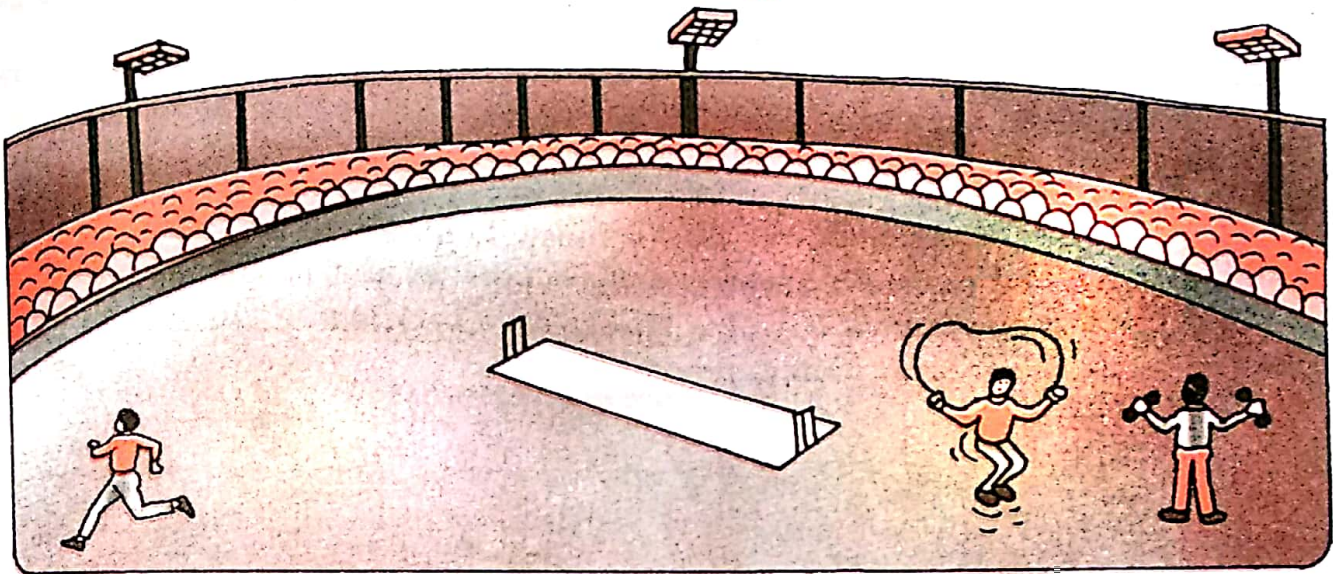
Rohit : Before 2025, I _____ (complete) an advanced computer course.





Worksheet-1

Present Perfect Progressive



What are these players doing?



They are practising for the coming match against Australia. They have been exercising in the stadium since 6 o'clock in the morning. Rohit has been running around the stadium, Virat has been lifting weights and Varun has been skipping for two hours now.

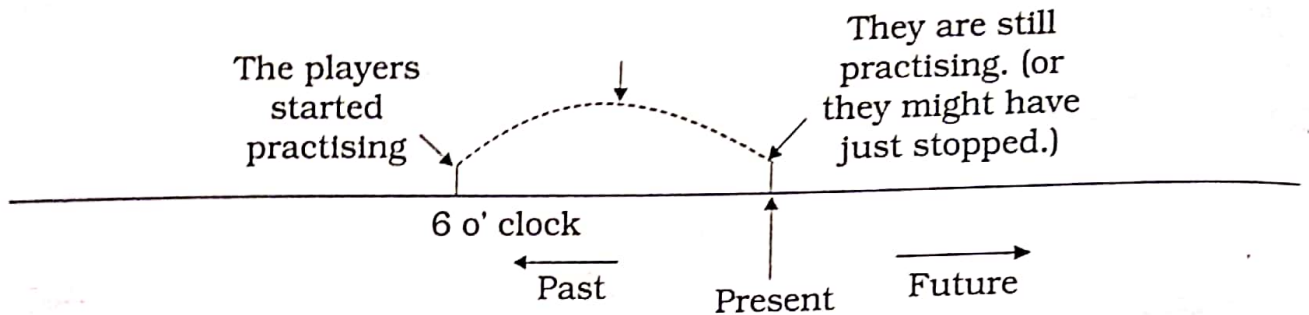


Discuss with your friends.

1. When did the players start practising?
2. Are they still practising or have they stopped?

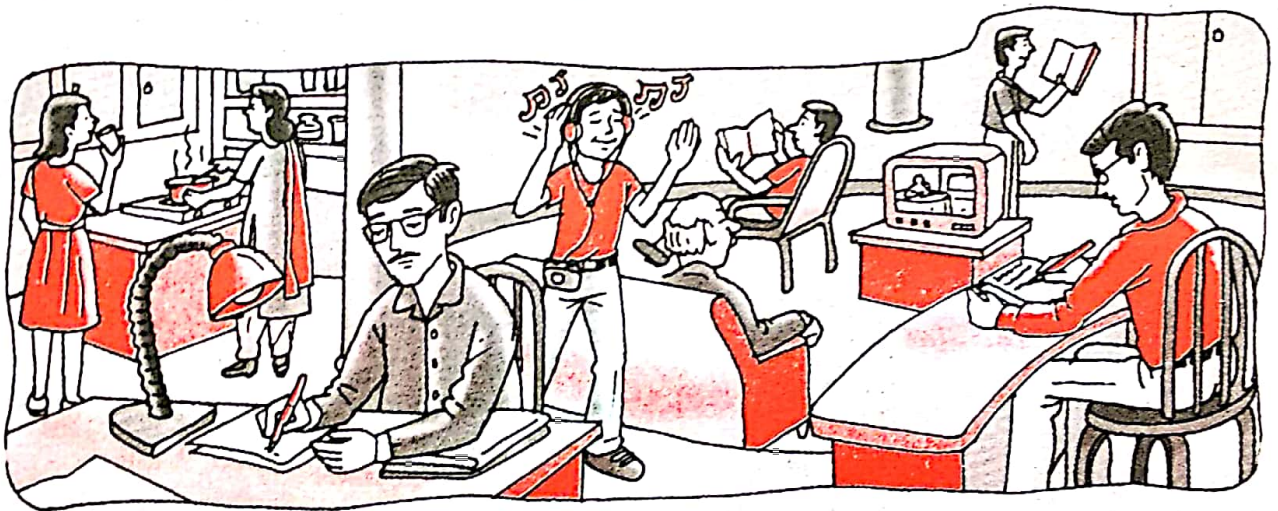
Remember

Present Perfect Progressive is used to talk about actions that started some time in the past and are still continuing.



Worksheet-2

Given below is a picture of Mr Prasad's house. Look at the picture carefully and write what the various members of the family have been doing since evening. Do not forget to use the present perfect progressive.



1. Mr Prasad has been watching a movie. (watch movie)
2. Mrs Prasad _____ (cook porridge)
3. Nikita _____ (help mother)

4. Dhruv _____ (read book)
5. Anshu _____ (do office work)
6. Manas _____ (listen to music)
7. Manu _____ (write novel)
8. Bhanu _____ (learn lesson)

Worksheet-3

Given below are some situations. Try to find out the reasons behind these. You must guess at least two reasons for each situation. One example has been given to help you.

1. Why is Seema's hair wet?

- (a) because she has been swimming. _____
- (b) because she has been walking in the rain. _____



2. Why is Neelu looking so tired?

- (a) _____
- (b) _____

3. Why is Kittu feeling hot?

- (a) _____
- (b) _____



4. Why are Vineet's clothes dirty?

- (a) _____
- (b) _____

5. Why is Priyanka's shirt torn?

- (a) _____
- (b) _____

6. Why are Pooja's hands black?

(a) _____

(b) _____



7. Why are Manu's shoes dirty?

(a) _____

(b) _____

8. Why is Ravi's pen broken?

(a) _____

(b) _____

Remember

Present Perfect Progressive tense is also used for actions that started some time in the past and have just been completed.



Worksheet-4

Read the following sentences.

1. Rishi has been swimming since 4 o' clock.
2. Rahul has been swimming for one hour.

Do the above sentences tell you—

- (a) when did Rishi start swimming?
- (b) when did Rahul start swimming?
- (c) how long has Rishi been swimming?
- (d) how long has Rahul been swimming?



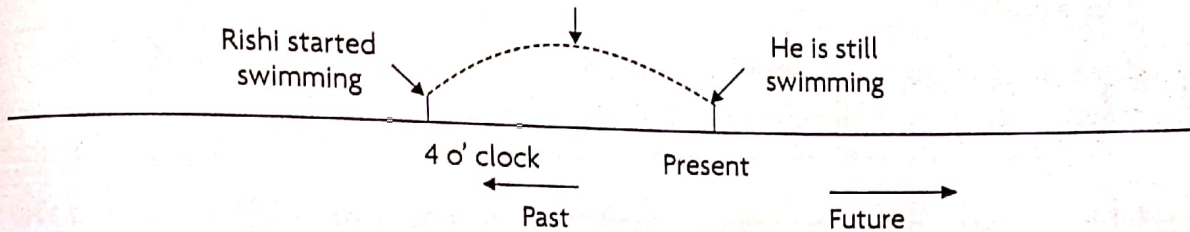
Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Remember

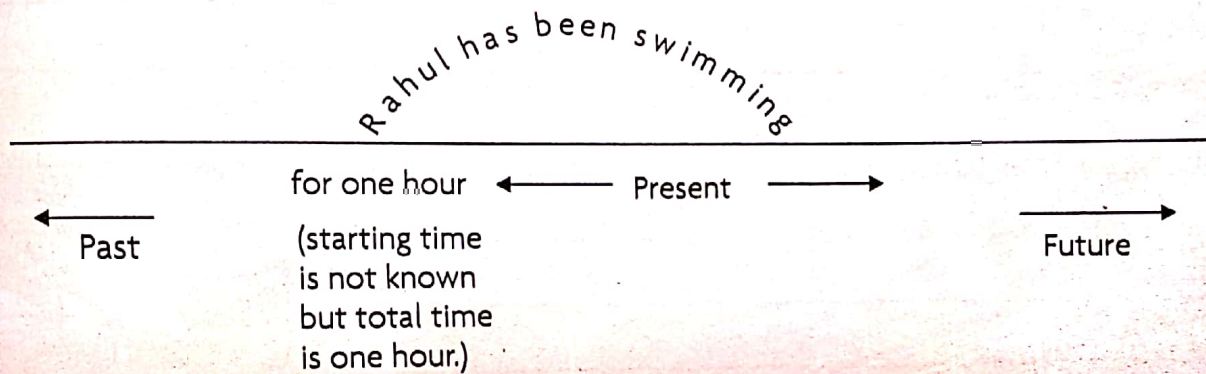
We use 'since' with the perfect progressive to talk about the starting point of an action. (Since when?)

e.g. Rishi has been swimming since 4 o' clock.



We use 'for' with the perfect progressive to talk about a length of time. (How long?)

e.g. Rahul has been swimming for one hour.



Worksheet-5

Complete the following sentences using 'since/for' with the present perfect progressive tense. One example has been given to help you.

1. She has been preparing for her exams for one month.





2. (brushing teeth - two minutes)

He has been brushing his teeth _____

3. (shopping - three hours)



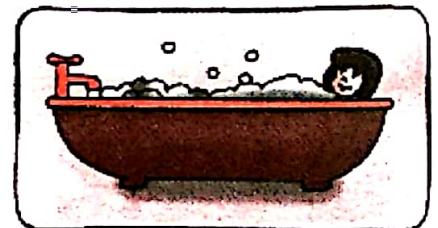
4. (preparing soup - evening)

5. (cleaning room - 10 o'clock)



6. (washing dishes - 12 o'clock)

8. (taking bath - two hours)



9. (writing - morning)

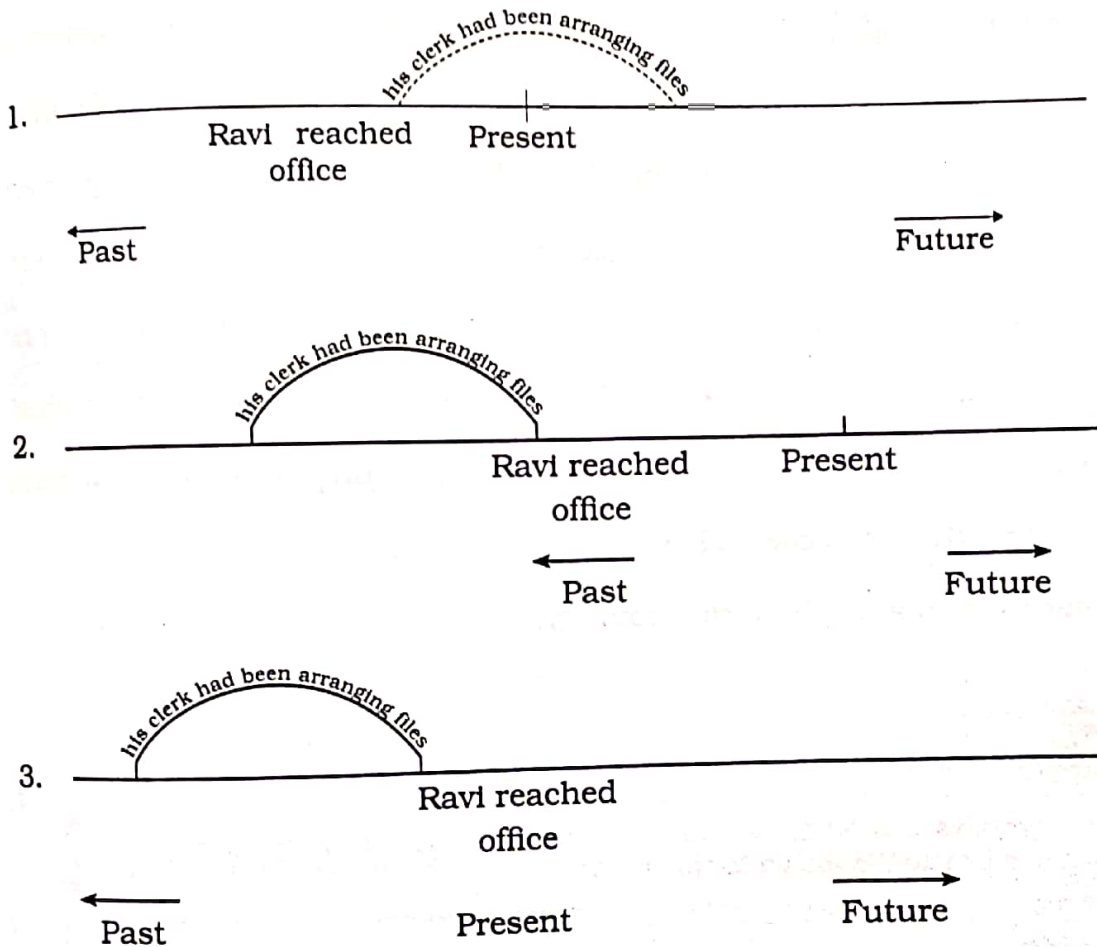
Worksheet-6

Past Perfect Progressive

Read the following extract.

When Ravi reached the office, his clerk had been arranging files on his table. He had been doing this job efficiently for eight years. Raj, as usual, had been dreaming about winning a lottery and Jai had been talking on phone.

Discuss with your friends and decide which of the three timelines given below suits the above description.



In the above case, Past Perfect Progressive tense is used to talk about an action (the clerk had been arranging files) that started before a certain point in the past (Ravi reached office) and had continued up to that time.



Worksheet-7

Complete the following passage by filling in the blanks with the past perfect progressive.

Terrorist Gang Held in Capital

The Director General of Police told the press correspondents that they had arrested ten terrorists belonging to ABC group from the south zone of the city. This group had been prowling (prowl) in the city for four months. The members _____ (operate) at two levels. Two of them _____ (supply) milk to the army headquarters and _____ (collect) information about the set-up. They _____ (decode) the army secrets and _____ (send) these decoded messages to their chief. The other members _____ (supply) them sophisticated tools and weapons for the purpose. They _____ (smuggle) these weapons from a neighbouring country.

Remember

Past Perfect Progressive is used to talk about actions that started before a certain point in the past and had continued up to that point.



Worksheet-8

A masked man had looted the cash kept in an office by threatening the cashier with a pistol. The police wanted to enquire what different people in the office had been doing at that time. Taking hints from the words provided, complete the following statements in the past perfect progressive tense.

Police officer: What had you been doing when you heard the pistol shot?

A : I had been giving dictation to my secretary.

(dictation to my secretary)

B : I _____

(sleep in my cabin)

C : _____

(talk on phone)

D : _____

(work on computer)

E : _____

(read an important file)

F : _____

(prepare a business plan)

G : _____

(attend a meeting)

H : _____

(eating lunch in mess)

I : _____

(wait for Mr Gupta)

J : _____

(clean Chairman's cabin)





Worksheet-9

Meet Madame Predicta. With her superpowers she can see what a person had been doing just before meeting her. And not just that! She can also tell for how long or since when the person had been doing that particular thing. Look at the following pictures, which she can see, and write what various people had been doing before meeting her. One example has been done for you.



With my superpowers, I can see that before coming here you had been sleeping for three hours.

1. (sleep - three hours)

He had been sleeping for three hours.

2. (talk - one hour)



3. (watch TV - noon)

4. (read newspaper - 5 o'clock)



5. (repair car - whole day)



6. (wait for bus - half an hour)



7. (dance - an hour)



8. (swim - two hours)





9. (chat over dinner - evening)

10. (relax on beach - afternoon)



11. (celebrate with friends - 10 o' clock)



Worksheet-10

Read the following sentences and tick (✓) the correct options from the choices given in the boxes.

1. She had been dancing since/for the age of five.
2. They had been planning to start a dance group since/for ten years.
3. Ramit had been working in a school since/for July '10 before leaving it for a bank job.

4. She had been learning French since/for one year.
5. I had been going to that restaurant since/for February.
6. The company had been producing good products since/for over twenty years.
7. The country had been winning the World Peace Prize since/for the last two years.
8. Manan had been decorating his room since/for two hours when his parents reached home.

DO IT YOURSELF

The following sentences have one error each. Find the errors and replace them with correct words.

	Error	Correct Word
(a) I have been living in this hostel since three years now.	_____	_____
(b) She had being jogging in the park for over an hour.	_____	_____
(c) Rohit had been worked as a manager before he left the job.	_____	_____
(d) Sam has been living on a semi-solid diet before he was fully cured.	_____	_____
(e) Rajat was been visiting the children's park since July.	_____	_____

(f) Rahul has been doing his homework for half an hour when his teacher called him.

(g) Mohit have been pursuing a degree programme for six months when he got the scholarship.

(h) The detective has been observing Mohit for last Monday.

(i) He had been reading the book since two hours when someone knocked at the door.

(j) He had been meditating for more than three hours now.

11

LINKERS



Worksheet-1

In the paragraph below, some words have been omitted. The words are written on the right, opposite the line they belong to. Find the correct place to insert each of the words. Mark the place with a slash '/' and write the word on top. One has been done as an example.

and

Moti Guj / Deesa were good friends.

and

Moti Guj, means the pearl elephant, was

which

the absolute property of his *mahout*, Deesa.

Moti Guj was the best of all elephants Deesa

but

was a foolish drunkard. He would get

extremely drunk he had made enough money through

when

the strength of his elephant. He would beat Moti Guj.

then

The elephant was very patient. He would

however

never lose his temper he knew that Deesa

because

would embrace his trunk and weep he had beaten him.

after

The words on the right are **linkers**.

Remember

A word which joins sentences or clauses is called a **linker**. Linkers also show how ideas are related.



Worksheet-2

Work with your partner. Look at the linkers in the box below. Each linker expresses a meaning. Write each linker in the appropriate column in the table that follows. Some have been done as examples.


but since while when though then than after therefore
because however as.....as so.....that although whereas

Contrast	Reason/Cause/Result	Time	Comparison
but	because	when	



Worksheet-3

Mrs Paul is quite fed up with the contrasting habits and tastes of her children, Lin and Shrey. One day she prepares a table to check what their habits and tastes are really like. This is what the chart reads.

	Lin	Shrey
<ul style="list-style-type: none"> ◆ Food ◆ Hobbies ◆ Reading preference 	<ul style="list-style-type: none"> Indian Painting Comics 	<ul style="list-style-type: none"> Anything but Indian food Playing football Adventure stories 
<ul style="list-style-type: none"> ◆ Dresses 	<ul style="list-style-type: none"> Formal, branded 	<ul style="list-style-type: none"> Not particular, wears formals only on occasions
<ul style="list-style-type: none"> ◆ Outing 	<ul style="list-style-type: none"> Movies, family picnics 	<ul style="list-style-type: none"> Prefers to be with friends

Mrs Paul later writes a diary entry about her children's habits and tastes. Complete her diary entry by filling the blanks with appropriate linkers of contrast. Do not use one linker more than once.

I wonder if every family has kids with such startlingly different habits and tastes as my kids have.

When it comes to food, Lin is so fond of Indian food _____ Shrey will have anything but that. Of course, boys and girls do differ in their hobbies and tastes for music, reading, etc. For instance, Shrey is a very keen football player _____ Lin prefers to spend time painting. Lin loves reading comics _____ Shrey has a wide collection of adventure stories. _____ Shrey is not particular about clothes. He is like Lin when it comes to formal occasions. He does agree to wear formals. When it comes to outings, Lin looks forward to going to movies or picnics _____ Shrey prefers to be with his friends.

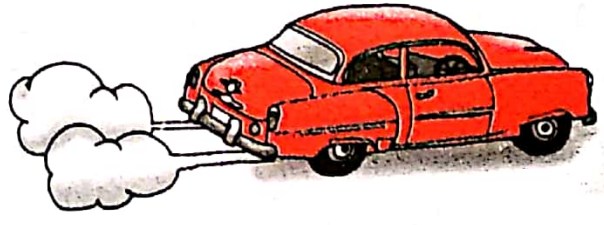


Worksheet-4

Look at the pairs of pictures given below. Write at least one sentence about each, drawing a comparison between each pair of pictures. One has been done as an example.

1. (eco-friendly, cheap)

(fast)



A bicycle is more eco-friendly than a car.

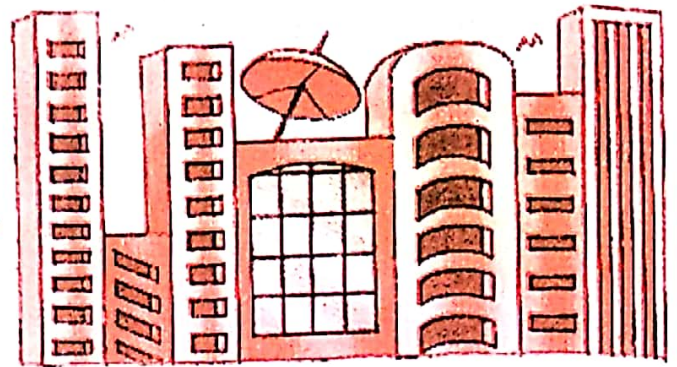
A car is faster than a bicycle.

A bicycle is not as expensive as a car.

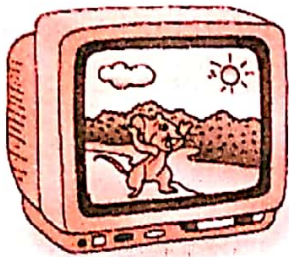
2. (green, clean)



(modern)



3. (entertaining)



(portable, popular)



4. (fat, tall)



(thin, short)



5. (nutritious, safe)



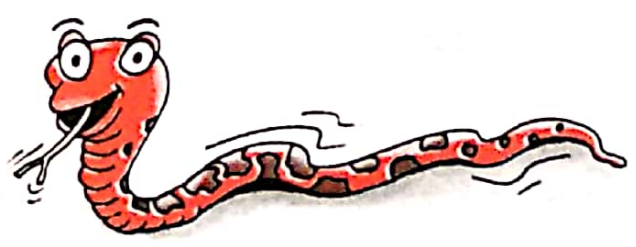
(tasty)



6. (ferocious, dangerous)



(poisonous, dangerous)





Worksheet-5

The Odd Man Out

Work with your partner. Look at the groups of words, each of which contains an 'odd man out'. Write down the word which you think is the 'odd man out' and write the reason why it is odd. Use different linkers to give your reason. One has been done as an example.

1. horse, cow, mouse, knife, lion.

Odd man out : knife

Why? 'knife' is a thing whereas the others are animals.

2. June, January, March, Spring, May.

Odd man out : _____

Why? _____



3. plate, bean, soup, sandwich, apple.

Odd man out : _____

Why? _____

4. green, big, orange, brown, red.

Odd man out : _____

Why? _____

5. Paris, New Delhi, London, New York, Colombo.

Odd man out : _____

Why? _____

6. bicycle, bus, car, motorcycle, truck.

Odd man out : _____

Why? _____

7. father, sister, brother, neighbour, grandfather.

Odd man out : _____

Why? _____



8. tea, coffee, coke, bun, lemonade.

Odd man out : _____

Why? _____

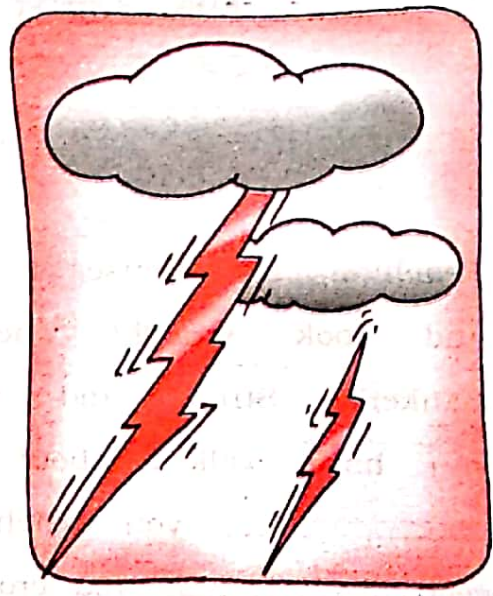


Worksheet-6

Read the paragraph below. Fill in the blanks with appropriate linkers indicating time.

The children had been enjoying the bright sunshine on the beach _____ all of a sudden it became very cloudy and dark.

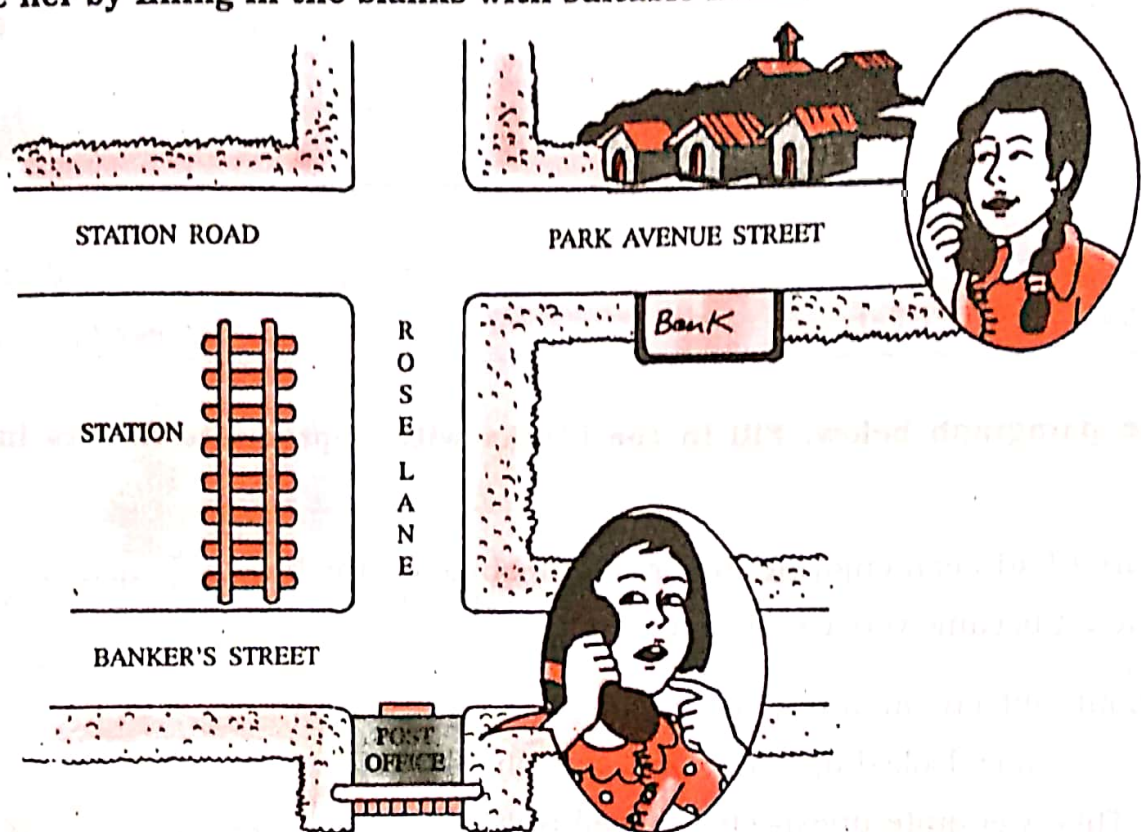
After about fifteen minutes, it began to thunder. _____ they looked up, they could see lightning in the sky. This was quite unexpected. It had been sunny _____ the work began and there were no signs of rain. Frightened, they all rushed towards their school bus. They felt safe _____ they had gone inside.





Worksheet-7

Look at the map below. Imagine you are Sheetal, who lives in H.No. 13 on Park Avenue Street. Your friend is at the post office in your locality. She calls you up to ask for instructions to reach your house. Complete the following instructions that you gave her by filling in the blanks with suitable linkers of time.



Reaching my house is quite simple. Step onto the Banker's Street and look straight ahead. You'll see the Rose lane. Cross the Banker's Street and walk along the Rose Lane. _____ you have walked about a hundred yards, you will reach a crossing. _____ you reach the crossing, turn right. Keep walking ahead even _____ you cross the bank on your right. Walk about fifty yards. _____ you will notice a row of houses on the left. House number 13 is mine.



Worksheet-8

Imagine the editor of your school magazine has asked you to write an article for the school magazine on the topic 'Teenagers: Their Habits and Hobbies'. You have made a survey and collected the following data. Based on the data, write an article comparing and contrasting the habits and preferences that exist among teenage boys and girls. Give reasons for their choice.

Teenagers

S. No.	Time Spent on	Girls (hours per week)	Boys (hours per week)
(i)	Playing	6	14
(ii)	Reading	6	6
(iii)	T.V. Viewing	12	10
(iv)	Studying	18	12
(v)	Hobbies	9	7

For the Teacher

Remind the students of the use of **CODER**.

Fair Draft.

Now, encircle the linkers you have used.



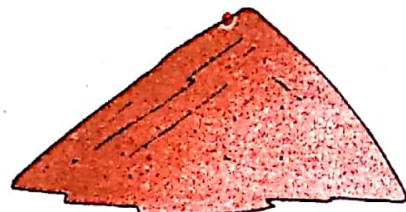
Worksheet-9

Read the following sentences. Note the use of the comma.

1. I bought a fat, feathery parrot.
2. I made a big, brown mountain.

Commas are placed between two adjectives when—

- ◆ they describe the same noun, and
- ◆ the word 'and' can be put between the adjectives without changing the meaning.



Note:

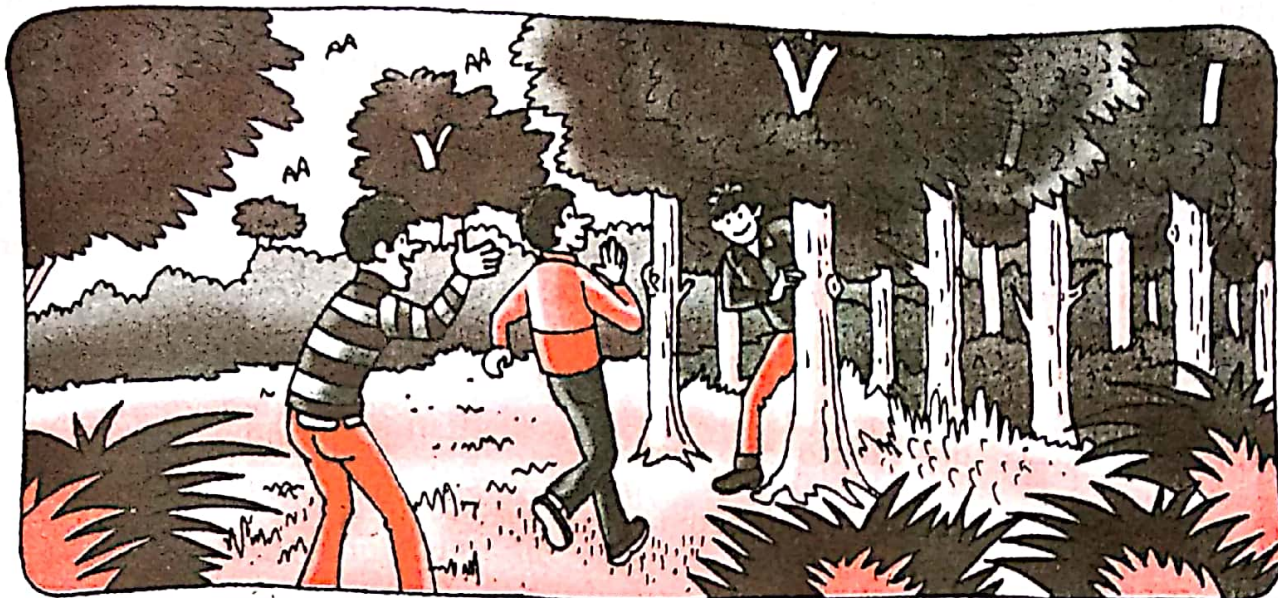
Do not use a comma between two adjectives if the second adjective and the noun go together as if they were one item, e.g. Mom made a chocolate birthday cake. If you put 'and' between 'chocolate' and 'birthday', it does not sound right.

In the sentences given below, place a comma where it is required.

1. Shelly is an adorable cute kid.
2. He lives in a beautiful palatial house.
3. We are organising a huge Sunday get-together.
4. He is very fond of roasted chicken sandwich.



5. The children admire grandpa's gentle patient forgiving attitude.
6. He looked comical in his battered straw hat.
7. The children wandered into the thick dark forest.



DO IT YOURSELF

1. The following passage is incomplete. Fill in the blanks to make meaningful sentences. One has been done for you.

Saaransh was nervous because he knew he was in trouble. He wished for a way out (a) _____ there wasn't any. (b) _____ the school was over, he had stayed back in the computer lab to play games. He had lied to the lab assistant that he had the teacher's permission. (c) _____ the teacher had told him to leave for home immediately. (d) _____ the lab assistant discovered his lie, he reported the matter to the Principal. (e) _____ Saaransh apologised many a time.

the Principal was not convinced. He wanted to punish him. He asked him to come with his parents to school the next day (f) _____ they could be told about Saaransh's indiscipline. Saaransh felt miserable. There seemed no way out. (g) _____ he kept thinking of ways to get out of the situation.

2. In the following passage, there is one word missing in each line. Put a slash '/' where you think the word is missing and write the missing word in the space provided. One has been done as an example.

I will let you go / you will have to do something

(a) but

for me. I left for London I decided to keep

(b) _____

my jewels in the bank. I left them here in

(c) _____

the safe I wanted to wear them to a party.

(d) _____

I have forgotten the key in London, I want

(e) _____

you to open the safe. I know it's unsafe

(f) _____

to wear jewels at night one is

(g) _____

alone. I still feel compelled to do so. The only

(h) _____

way you can leave is you open the safe.



12.1 Read the poem given below and answer the questions that follow.

I am going where the green grass grows
And fields flaunt their wild flowers;
Where swallows swoop and skim under the swallows
And the clear river shimmers
In summer sunshine.

Behind me lies the dust of dreary city
And the toiling troubled traffic;
People pushing past;
Litter lying unlovely in lay-bys.

High on the hills hawks hover
And larks rise singing sonatas to the sunrise
Where the grass blows in the wind
I shall lie and listen to the birdsong and silence.

1. On the basis of your understanding of the poem, answer the following questions by choosing the correct option.

(a) Which season of the year is it?

winter

summer

autumn

spring

(b) Which of the following does not describe the city?

- people
- traffic
- litter
- rivers

(c) Which of the following is not a bird?

- swallow
- hawk
- lark
- hover

(d) What does the poet want to do?

- swim in the river
- lie in silence
- push people
- grow flowers

(e) Which word among the following means the same as—'musical composition'?

- sonatas
- unlovely
- tolling
- dreary

12.2 Read the passage given below and answer the questions that follow.

Do Touch

Seldom is attention paid to the aesthetic needs of the physically-challenged and their need to come close to Nature. But now the National Botanical Research Institute (NBRI), Lucknow, has created a garden especially for the visually-handicapped.

The novel idea was to facilitate the enjoyment of floral beauty by the visually-challenged and physically-disabled people. The entire garden has total coverage area of 0.1 hectare. The footpaths are specially made with chequered tiles at zero-level elevation line in order to minimise the chances of visitors slipping, especially in rainy season.

The visually-challenged can feel the general appearance of the plant and its parts, i.e. they can sense whether the plant is a herb, a shrub or a tree. Simultaneously, they can feel the texture of the stems, leaves, etc. Some plants have coarse, succulent leaves, which can be appreciated after touching them.

Fragrance plays a vital role in the identification of plants and the visually-challenged are particularly gifted at sensing and recognising fragrances. Therefore, many aromatic plants and fragrant flowers have been planted in this garden.

However, the most important aspect of this garden is that the visually-challenged persons can also learn about the plants. The learning process has been facilitated by the use of signs in Braille.

This unique garden is the first in India and globally it is the sixth. More facilities are also planned on the anvil. Soon ultramodern sound/audio facilities are expected to be made available so that recorded literature about all the features and peculiarities of a particular plant can be heard just by operating a button. Gardens such as this are not only a source of joy but also a help to enhance visually-challenged people's awareness about the surroundings.

1. On the basis of your reading of the above passage, complete the following statements.

(a) The NBRI has developed a garden for the visually-challenged people to

(b) To ensure that the visitors do not slip in the park during rainy season, _____

(c) The visually-challenged visitors can sense whether a plant is a herb, a shrub or a tree by _____

(d) Plants with fragrant flowers have been planted in this garden so that _____

(e) The visitors can learn the names of several plants and other details about them by _____

(f) In all, there are _____ such gardens for the visually-challenged people in the world.

(g) These gardens for the visually-challenged people will be modernised by adding _____

that will enable the visitors _____

12.3 Read the following passage and answer the questions that follow.

Powerful Future

Just imagine being able to run your MP3 player, mobile phone or palmtop computer—using your clothes as a power source. Impossible, did you say? Well, think again.

The idea comes from scientists in Germany, who have developed synthetic fibres that generate electricity when exposed to light. The researchers say the fibres could be woven into machine-washable clothes to make the ultimate in portable solar cells. These “powerful” clothes could well become tomorrow’s standard. The discovery may pave the way for wearable computers too. The best part is that no one is talking about electricity bills, at all!

Just like the cells found in many pocket calculators, the new wires work by sandwiching three layers of silicon between two electrodes. Scientists believe that the invention will revolutionise the way of living. The fabric, although expensive, will have ten-times longer life than ordinary fabric.

As far as the fashion scene is concerned, colour shouldn’t be a problem, say the scientists. Although the fibre is transparent, it can be made to take on different colours by adjusting the thickness of a transparent protective coating. Depending upon the thickness of the layer, it could be made to look blue, brown or greenish. However, much more research has to be conducted before clothes made from these fibres actually hit the supermarket shelves.

But whenever these clothes are available in shops, they’ll surely light up the world. So throw away the batteries and forget inflated electricity bills—and get ready for some power dressing. Literally so.

1. On the basis of your reading of the given passage, complete the following statements.

(a) German scientists have proposed to make _____ that will _____

(b) List three things that can run on power generated by synthetic fibre.

- (i) _____
- (ii) _____
- (iii) _____

(c) Mention one advantage of solar synthetic fibre.

(d) The colour of the fibre can be changed by _____

2. Find words from the passage which mean the following.

(a) to change completely : _____

(b) increased : _____

(c) to produce : _____

12.4 Read the following passage and answer the questions that follow.

Shy Sea Monster

The octopus is a deep-sea monster that most people love to fear. It has always received bad press. Generations of children have grown up reading books with covers showing a ship in its monstrous embrace. Stories of how it wraps its imprisoning tentacles around hapless sailors are legion. Few care that the stories are untrue.

However, for the record, the octopus is an invertebrate of a retiring nature. Octopi are characterised by having eight arms. The arms bear two rows of suckers each. Octopi have powers of regeneration and a lost arm can regrow in time. They have good eyesight but are almost deaf. The sense of touch is their most important tool for exploring their world. A blindfolded octopus can

differentiate between objects of various shapes and sizes just as well as a normal octopus. Octopi have well-developed brains. They have both long-term and short-term memories. They can learn to solve problems by a trial and error method and apparently remember the experience to solve similar problems in the future.

Octopi can claim to be blue-blooded, quite literally as their blood contains hemocyanin, a bluish-copper containing pigment. Perhaps the most amazing feature of an octopus is their mode of dodging the enemy by releasing a cloud of purple-black ink. The ink does not hurt anyone. All it does is to provide a temporary smoke screen that hides the octopus from the eyes of its enemies. This shy animal prefers to blend with its surroundings and can hide itself by changing its skin colour. Observers claim that the drab brown octopus can turn white or even red. Another species, it seems, can glow a beautiful blue too. When threatened, it can also use jet propulsion to quickly evacuate the area. It does so by shooting out a jet of water that propels it rapidly in the opposite direction.

1. **Write T for true and F for false statements.**

- (a) Besides having a good eyesight, octopi have a highly developed sense of hearing.
- (b) Octopi do not forget things easily.
- (c) Most stories we have heard about octopi may be imaginary.
- (d) The cloud of purple-black ink produced by an octopus is highly dangerous.

2. **On the basis of your reading of the given passage, complete the following statements.**

- (a) The octopus is generally thought to be dangerous because _____

(b) Besides using their eyes, octopi can explore things around them through _____

(c) The octopus can be called a blue-blooded animal because _____

(d) The octopus saves itself from its enemy by _____

(e) Octopi generally change their colour to _____

3. Find words from the passage which mean the following.

(a) to find/know more: _____

(b) to vacate: _____

(c) quickly: _____

12.5 Read the following passage and answer the questions that follow.

Kegling, Anyone?

You send the ball rumbling down the lane. It smacks the ten pins. Strike!

Bowling is a good physical exercise and a lot of fun, but it didn't start out as exercise or even as a game. Instead, indoor bowling began as a religious ceremony.

Around 300 AD, monks in German monasteries wanted people to attend Church, so they invented a special ceremony using every day items. Men at that time carried large bottle-shaped clubs for protection. In German, this club

was called a kegel. When a man entered the church, he stood his kegel at the far end of a long hall. His kegel, the monks told him, represented the devil. A man had to roll a round rock along the hallway and knock the "devil" down. If he succeeded, the man was free of sin. But if he missed, the man would have to try harder.

Soon this ceremony moved beyond the monastery walls. As more people played, extra kegels were added to make the game harder.

By 500 AD, the game had lost most of its religious meaning. Players bowled wherever they could—in long hallways of private homes, in meeting halls, even in schools! But no one played the same game. Playing distances, ball weights, and the number of kegels varied from place to place.

Finally in 1500, Martin Luther, a famous religious leader and a group of other bowling enthusiasts made some rules. However, with time the game changed a lot. Wooden bowling balls with holes drilled in them were introduced in 1900. A weight limit of 7.5 kg was introduced and hard rubber balls were manufactured after four years. 1960 saw balls made of plastic and urethane. In the modern bowling game, players prefer resin balls.

But, however modern the game might become, it still remembers its German roots. Even today, bowlers are called keglers. So grab your ball and let's go kegling.

1. **On the basis of your reading of the given passage, complete the following statements.**

(a) German monks started bowling as a _____
for _____.

(b) A kegel is _____. People carried it with them
for _____.

(c) German people participated in the bowling ceremony so that _____

(d) Rules for bowling were first of all made in the year _____
by _____

2. Complete the following table by filling the blanks with information about the balls used in the bowling game in the years mentioned below.

Year	Quality of ball used
(a) 300 AD	_____
(b) 1900 AD	_____
(c) 1904 AD	_____
(d) Since 1960	_____