

English Class IX

Comprehension

Worksheet 1

Lesson 1 Rip Van Winkle

A. Fill in the blanks.

1. Rip Van Winkle lived in a village at the foot of the mountains.
2. The women of the village, too, used to employ him to run their
3. Dame Van Winkle kept continually reminding him about his and his
4. was Rip's sole companion.
5. The stranger was dressed in a very old fashion.
6. In place of the clean well-oiled gun, an old one was lying next to him.
7. The village had changed. It was larger and more
8. The roof of Rip's house had fallen in, the windows were, and the doors were off the

B. Reference to context

Read the lines and answer the questions that follow.

1. The children of the village would shout with joy whenever he approached.
 - a) Who was 'he'?
 - b) What kind of a man was 'he'?
 - c) How did 'he' help the children?
2. 'Welcome home again, you kind neighbour!'
 - a) Who said these words and to whom?
 - b) Why does the speaker say 'welcome home again'?
 - c) Where had the 'kind neighbour' been all this while?

C. Sunita has written a description of her hero. However, she has used far too many words in doing so. Help her use one word for each of these statements. The words are given in the box. You may use the dictionary.

sacrificial courageous humble determined solution-seeker
humanitarian dedicated focused humorous

1. My hero will have fixed intention. He will have firmness of purpose even in the face of oppositions or setbacks. He shall be
2. My hero will be someone who cares for people and generously seeks the common good. He shall freely volunteer his time, talent and/or treasure. He will be
3. He shall be ever willing to give up something highly valued for the sake of something that he believes in. He will be
4. He shall confront danger without fear. He shall not be afraid to make mistakes. On the contrary, he shall learn from them. He will be
5. He shall dedicate himself to a course of action. He will pursue something that he believes in. He will be
6. He shall not hanker after limelight. Rather, he will encourage others and give them the credit and recognition for a job that is well done. He will
7. He shall have the perception to see the big picture, be able to identify the problem and plan a solution. He will be a
8. He ought to have the ability to laugh at himself and help other(s) feel at ease. He will be
9. He shall have the ability to direct his energy towards a particular purpose. He will be

Worksheet 2

Lesson 2 Lord Ullin's Daughter

A. State whether the following statements are true or false.

1. An English Chieftain wanted to marry Lord Ullin's daughter.
2. The Chieftain told the boatman that he would pay him a silver pound if he took them across Lochgyle.
3. Lord Ullin's horsemen were following the Chieftain and his lover.
4. The boatman agreed to ferry them across Lochgyle because he was greedy and wanted money.

5. Lord Ullin's daughter asked the boatman to row faster as she heard the hooves of the horses.
6. The weather was sunny and pleasant.
7. Lord Ullin's daughter was ready to face her angry father than the wrath of the sea.
8. The boat of the lovers was caught in the storm.
9. Lord Ullin had reached the shore with his men and caught the Chieftain.
10. Lord Ullin saw his daughter struggling in the raging waves.
11. He was wailing and was ready to forgive his daughter.
12. He was lamenting because his daughter had eloped with her lover.

B. Reference to context

Read the lines and answer the questions that follow.

1. 'O haste thee, haste!' the lady cries,
'Though tempests round us gather;
I'll meet the raging of the skies,
But not an angry father.'
 - a) Who is the lady mentioned here?
 - b) Who does she ask to hurry up?
 - c) Why is her father angry?
2. And still they row'd amidst the roar
Of waters fast prevailing:
Lord Ullin reach'd that fatal shore,
His wrath was changed to wailing.
 - a) Who are 'they' referred to in the first line?
 - b) Where were they at this point of time?
 - c) Who is Lord Ullin and why had he come there?
 - d) Why is the shore described as fatal?
 - e) Why did his anger change to wailing?
3. 'Twas vain: the loud waves lash'd the shore,
Return or aid preventing:
The water wild went o'er his child,
And he was left lamenting.
 - a) What was vain?
 - b) Who was his child?
 - c) Why did the water go over his child?
 - d) Why was he lamenting?
 - e) Which words tell us that the weather was stormy?

Worksheet 3

Lesson 3 Dr Talimeren Ao – the Football Wizard

A. Answer these questions.

1. When and where was Dr Talimeren born?
2. Who was the first to recognise Dr Talimeren's football skills?
3. What was the tradition between Cotton College and Murari Chand College in those days?
4. What was Dr Ao's father's dying wish? Did he fulfil it?
5. What did an official ask Dr Ao before a friendly match with Mohun Bagan, and what was his reply?

B. Read the lines and answer the questions that follow.

1. 'Mr. Ao, you have to lead the college team by all means.'
 - a) Who said these words?
 - b) What request had Mr Ao made to the speakers? Why?
 - c) Was Mr Ao able to 'lead the college team'? How?
2. He did it because he was willing to go that extra mile!
 - a) Who was 'he'?
 - b) What did 'he' do?
 - c) How did 'he' achieve excellence in both sports as well as academics?

C. Find out what these 'thumb' idioms mean and use them correctly to fill in the blanks.

rule of thumb	thumbing a lift	thumb one's nose	all thumbs
thumb through	stick out like a sore thumb	be under one's thumb	
	green thumb		

1. His team members never protest. The whole team
2. I have the book. It seems interesting.
3. The skyscraper among the old houses.
4. As a, our school never takes us to water parks.
5. Richa has a, so our garden looks amazing.
6. Most drivers at pedestrians.
7. Ahead of me I saw a man
8. My brother makes beautiful paintings, but I am
I can barely hold the brush!

Worksheet 4

Lesson 4 Peace

A. Read the paraphrase of the first and third stanzas and then write the paraphrase of the remaining stanzas of the poem.

Paraphrase

Stanza 1: The poet says that he would like to make the world a place like home—full of love. It would be a peaceful place, with apple trees, honey bees and white doves. The white dove is a symbol of peace.

Stanza 3: The poet says that he would like to see all the human beings in the world holding hands with each other, their harmonious voices echoing through the hills. He paints a picture of peaceful acceptance, solidarity and camaraderie.

B. Identify the errors in these statements. Once done, re write them correctly.

1. The poet wants to see the world for once, fighting.
2. In his dream, the poet sees a jungle with wild animals and birds.
3. There was silence in the street when the deed was signed and sealed.
4. The poet had dreamt of a world where everybody agreed to begin the war and fight with one another like before.

C. Reference to context

Read the lines and answer the questions that follow.

1. I'd like to teach the world to sing
in perfect harmony.
I'd like to hold it in my arms,
and keep it company.
 - a) Which words in these lines reveal the poet's desire to see unity in the world?
 - b) How can the poet 'keep it company'?
2. And when the paper was all signed and sealed,
And a million copies made,
There was cheering in the street,
And grateful prayers indeed.
 - a) Which paper is being referred to here?
 - b) Who signed the paper?
 - c) Why do you think a million copies were made?
 - d) Why was there cheering in the street?

Worksheet 5

Lesson 5 Toasted English

A. Complete the summary of the lesson using the words given below.

signboards	investigating	devoid of politeness	toasting
limitless	traffic signs	respectful and mild	retained
Bharat brand	possessions for a while	interpretations	prohibiting
indigenous flavour	adopt and adapt	attitude	

In 'Toasted English', the author, in a rib-tickling manner, talks about the crisp use of the English language in America. The Americans may have the English language, after the departure of the British from their land, but they have given it their own They have shed much of the formalism in their use of English. The author calls it a process of '.....'.

For instance, the in America are not very wordy. Twenty-line inscriptions trespassers are often shortened to 'Don't Walk', 'Do Not Enter' or 'Keep Out'. mostly stick to one-word commands: 'Go' or 'Wait'.

Next, the author talks about how some words, which were limited to their dictionary roles in British English, have found meanings in the American version. One of these words is 'check'. 'Check' is suited for just about anything. It may mean, or something that we have to show (a ticket or a token). 'Check room' is where we keep our.....; 'Check girl' is a female worker who takes care of our belongings kept in her custody; 'Check in' and 'Check out' refer to one's arrival in a hotel and departure therefrom. 'Fabulous' is another such word with varied meanings and in American English.

Then words like 'O.K./'Okay' and 'Yeah' serve as self-sufficient, curt conclusions to any sentence or discussion. They do not necessarily need any suffixes as compared to their British counterpart—'Yes'.

Lastly, the author focuses on the with which some expressions are uttered. He finds the American English to be They do utter expressions that conform to the agreed codes of decorum—like 'Excuse me' or 'Can I help you?'—but, in his experience, these expressions cannot always be taken literally. They may say one thing, but actually mean something else entirely. On the other hand, in his observations, he finds the English niceties of the British,

.....
In conclusion, the author says that it is time we start to develop the of English. As of now, the Indian English is comparatively confined only to the halls of learning, justice and administration. However, he feels that now is the time to

..... He suggests that, respecting the rules of grammar, we actively participate in redressing the language, according to our own nativity, and sealing it with our swadeshi stamp.

B. Reference to the context

Read the lines and answer the questions that follow.

1. In a Hollywood studio I was rather startled to read, 'Mark Stevens-Keep Out'.
 - a) Who is Mark Stevens?
 - b) Why was the author startled to read the words?
 - c) What does the writer feel about such instances?

2. I found out that one could calculate the number of passengers in the bus by halving the total number of 'Thanks' heard.
 - a) Which place is the writer referring to?
 - b) Why does the writer say he can calculate the number of passengers by reducing the number to half?
 - c) What point is the writer making by referring to this?

3. Now the time is ripe for it to come to the dusty street, to the market place, under the banyan tree.
 - a) What does the writer refer to as 'it'?
 - b) Explain: the time is ripe.
 - c) What does the writer want? Why?

C. Fill in the blanks with the correct phrasal verbs from the box.

broke down	take down	look into	take up	walked up
catch up with	calm down	called up	figure out	ran over

I had recently gone to the Atlantic Mall to (1) _____ a college friend. On the way to the mall, my car (2) _____. There was no one around and I couldn't (3) _____ what to do.

Just then, another car came speeding down the road and almost (4) _____ me! I (5) _____ my friend, and she asked me to take a deep breath and (6) _____.

It was then that I noticed a policeman nearby. I (7) _____ to him and told him about the speeding car. He assured me that he would (8) _____ the matter. He asked me if I had been able to (9) _____ the licence plate number. I told him I hadn't. He said he

would check the CCTV cameras and get the traffic police to (10)
_____ the matter.

Lesson 6 Mirror

Worksheet 6

A. Reference to context

Read the lines and answer the questions that follow.

1. *It cannot please her*

I do not blame her

But we've learnt, she and I

To live in our own mirror.

- Who is 'I' in the above lines?
- Whom does 'her' refer to in the above lines?
- What cannot please 'her'?
- What does the speaker mean by 'our own mirror'?

2. *I'd see it in the things she'd say*

'Why aren't you? Why can't you?

Why do you always...? Why do you never...?'

- Who would say these 'things' and to whom?
- What would be the listener's reaction to these words?
- What would the listener 'see' in these words?

B. Choose the correct words from the brackets to complete the interpretations of the following stanzas.

Stanza 2: The poet realises that she was _____ (different than/similar to) her mother because her mother tried to instil her own _____ (qualities/hobbies) in the poet, both before and after her birth. Before the poet's birth, she was just a _____ (hazy/lucid) idea. After her birth, the mother started to _____ (gradually/actively) invest in her making.

Stanza 3: The poet talks about the time before her _____ (birth/birthday), when she was her mother's _____ (disappointment/hope and joy). Her mother would _____ (scold/stroke) her gently through her _____ (flesh/skin), dream about her, and envision her future self.

Stanza 5: The mother has _____ (extracted/imprinted) her own qualities in the poet. Even if the poet does not want to be like her mother, she is very similar to her. Which is why, the poet's _____ (son/daughter) is similar to the poet. Just like her mother, the poet instilled her own _____ (traits/habits) in her daughter and created an image _____ (easy/difficult) for her to achieve.

A. Fill in the blanks.

1. The Great Chief in _____ sends word that he wishes to buy our land.
2. The sacred land carries the memories of the _____ man.
3. This shining water that moves in the streams and rivers is not just water but the blood of our _____.
4. The white man's appetite will devour the earth and leave behind only a _____.
5. If we sell you our land, you must keep it apart and _____.
6. You must teach your children that the ground beneath their feet is the ashes of our _____.
7. God gave you _____ over the beasts, the woods, and the red man for some special purpose.
8. Even the white man cannot be exempted from the common _____.

B. Reference to context

Read the lines and answer the questions that follow.

1. *But perhaps it is because I am a savage and do not understand.*
 - a) Who said these words and to whom?
 - b) What does the speaker not understand?
 - c) How is the speaker 'savage'?
2. *We will consider your offer to go to the reservation you have for my people.*
 - a) Who is 'we' in the above line?
 - b) Who made the offer to the speaker to go to the reservation?
 - c) Why did the speaker need to go to the reservation?

C. Fill in the blanks with the antonyms of the words in the brackets. You may use the words from the box.

freezing	dangerous	gradually	ascending
cloudiness	deep	loss	high

Climbing Mt Everest is extremely _____ (safe). Besides the _____ (sweltering) weather, there is also the threat of falling into the _____ (shallow) crevasses in the mountains. Moreover, the _____ (low) altitude prevents the human body from getting enough oxygen to the brain. This causes headaches, _____ (clarity) of thought, lack of sleep, _____ (gain) of appetite and fatigue. To prevent the acute symptoms of altitude sickness, climbers spend a lot of time _____ (quickly) getting their bodies used to increasingly

high altitudes. This is why it takes climbers weeks to climb Mt Everest. Even Edmund Hillary and Tenzing Norgay reached the top of Mt Everest, on 29 May 1953, after years of practice and seven weeks of _____ (descending).

Lesson 8 The Echoing Green

Worksheet 8

A. Reference to context

Read the lines and answer the questions that follow.

1. *'Such, such were the joys*

When we all, girls and boys,

In our youth-time were seen

On the echoing green.'

- Who says these words?
- What are the speakers doing?
- What are the speakers talking about?

2. *Round the laps of their mother*

Many sisters and brothers,

Like birds in their nest,

Are ready for rest

- Who are ready for rest?
- What have they done all day?
- State the literary device that has been used in the line: *'Like birds in their nest'*. Also, explain it.

B. Fill in the blanks.

- Merry bells are rung to welcome the _____.
- The _____ and _____, birds of the bush, sing loudly.
- Old John has _____ hair.
- He laughs all his worries away, sitting under an _____ along with his friends.
- After having played all day, now the little children are _____.
- The children are going back home to rest in their mothers' _____.

Lesson 9 A Christmas Carol

Worksheet 8

A. State whether the following sentences are true or false.

- 'A Christmas Carol' is about a miserly, insensitive man, Ebenezer Scrooge.
- Scrooge's niece visits him to wish him for Christmas.
- Scrooge is unwilling to give his clerk, Bob Cratchit, a day off for Christmas.
- Scrooge is shocked to see his future and vows to honour Thanksgiving forever.

5. Scrooge meets one of the charity workers and tells him about the ghosts.
6. Scrooge raises Bob Cratchit's salary and expresses his wish to help his struggling family.

B. Briefly describe where each ghost took Ebenezer Scrooge and what he saw.

1. The Ghost of Christmas Past
2. The Ghost of Christmas Present
3. The Ghost of the Future

C. Match these words with two of its synonyms and one antonym.

Word	Synonym 1	Synonym 2	Antonym
1. quiver	challenge	embarrassment	compliant
2. obdurate	desire	tremble	accept
3. confront	isolated	defy	honour
4. impulse	shame	deserted	steady
5. mortification	obstinate	yearning	populous
6. remote	quake	stubborn	aversion

Lesson 10 The Bishop's Candlesticks

Worksheet 8

A. Who said these words and to whom?

1. Don't answer me back like that. It is rude.
2. I have prayed with her, and the doctor has visited her.
3. If people lie to me they are poorer, not I.
4. Don't sit up too long and tire your eyes.
5. What the devil are you?
6. They will not molest the Bishop's friend.
7. But he won't show me his papers; he won't tell me who he is.
8. The Temple of the Living God. I'll remember.

B. Fill in the blanks to complete the passages from the play.

1. Persome, the Bishop's sister, laments how the Bishop is selling everything only to _____ others. She fears that soon they would have _____ left. The Bishop tells her that there is so much _____ in the world that he can do little.
2. Persome teases her brother that he would not hesitate to sell the _____ next for somebody's rent. The Bishop assures her that he would never sell them, as they were given to him by their _____ on her deathbed.
3. Persome retires for the night. The Bishop sits to _____. A convict enters with a _____ and seizes the Bishop from behind. He threatens to kill him if he calls the attention of the household. He is _____ and demands food. The Bishop serves food to the Convict, which he begins to devour.

4. The Convict tells the Bishop that he has lived in prison for _____. years. Before that, he had a beautiful home and a wife—_____. One day, his wife became ill and he had no money to buy her food. Jeanette was dying so he stole some money to buy her _____. The police caught him. The night he was sentenced, he heard that his wife had died. Prison turned him into a '_____'.
5. The Bishop is deeply moved by the Convict's story. He tells him to sleep on the _____ for the night and retires to bed. In his absence, the Convict steals the _____ and escapes. _____ finds out and calls the Bishop. She asks him to inform the _____ but he refuses to do so.
6. There is a knock at the door. A sergeant enters with the _____ bound. The Sergeant had found the _____ on the Convict's person and recognised them as the Bishop's. The Bishop tells the Sergeant that the Convict is his _____ and he gave him the candlesticks willingly. The Sergeant is not convinced but lets the Convict go.
7. The Convict is _____ of his act, and further, he is glad that he did not get away with the _____. He seeks the Bishop's blessing. The Bishop asks him to take the candlesticks. He also tells him a safe way to reach _____. The Convict, in tears, admits that he feels like a _____ again.

C. Look for words from the play with the help of their meanings and the clues given below.

- | | |
|--|---------|
| 1. a seat with high back | s _____ |
| 2. candle holders | c _____ |
| 3. small containers to shake out salt and pepper | s _____ |
| 4. the feeling of being grateful | g _____ |
| 5. an area with its own church | p _____ |
| 6. incurable, having bad habits that cannot be changed | i _____ |
| 7. moving stealthily | s _____ |
| 8. very worried and upset | o _____ |

Reading

Worksheet 1

A. Read the passage and answer the questions that follow.

For a boy who was used to learning things his own way and to playing outside by himself all day long, sitting still in a one-room schoolhouse was pure misery. Tom did not like school one bit. His teacher, the Reverend G. Engle, and his wife made the children learn by memorising their lessons and repeating them out loud. When a child forgot an answer, or had not studied

well enough, Reverend Engle whipped the unfortunate pupil with a leather strap! Tom was confused by Reverend Engle's way of teaching. He could not learn through fear.

Nor could he just sit and memorise. He liked to see things for himself and ask questions. But Reverend Engle grew exasperated by Tom's questions. Quite naturally, Tom's grades were quite low. Then, after Tom told his mother that his teacher had referred to him as addled, the two of them went to the school in search of an apology.

'My son is not backward!' declared Mrs Edison, adding, 'and I believe I ought to know. I taught children once myself!' Despite her efforts, neither the Reverend nor Mrs Engle would change their opinion of young Thomas Edison. But Mrs Edison was equally strong in her opinion. Finally, she realised what she had to do.

'All right,' Mrs Edison said, 'I am hereby taking my son out of your school.' Tom could hardly believe his ears! 'I'll instruct him at home myself,' he heard her say. Tom looked up at his mother, this wonderful woman who believed in him. He promised himself that he would make his mother proud of him.

Later in life, Edison said, 'My mother was the making of me. She was so true, so sure of me: and I felt I had something to live for, someone I must not disappoint.'

1. Why did Tom dislike school?
2. Why did Tom's mother withdraw him from school?
3. Were Tom's low grades a reflection of his actual academic abilities?
4. How was Tom's mother a great influence on him?
5. With reference to the context, give one synonym for the word 'addled' and make a sentence of your own using the same.

Worksheet 2

Read the passage from Helen Keller's My Life and answer the questions that follow.

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts, she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue. This process was continued for several years; for the deaf child does not learn in a

month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realising this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time. The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind!

They cannot distinguish the tone of the voice or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

A. Complete the sentences.

1. Helen Keller's teacher was
2. Helen Keller was both and
3. Miss Sullivan supplied and
when Helen was unable to keep up her end of the dialogue.
4. The natural exchange of ideas is denied to a

B. Answer these questions.

1. How does the 'little hearing child' build his vocabulary?
2. How did Miss Sullivan speak to Helen Keller?
3. What is the difficulty faced by a hearing impaired person in carrying out a conversation?
4. What is your opinion of Miss Sullivan as a teacher?

C. Write the antonyms of these words.

1. beginning
2. difference
3. imitation
4. assistance
5. significance

Worksheet 3

Read the poem and answer the questions that follow.

The Brave Little Kite

'I never can do it,' the little kite said,
As he looked at the others high over his head.
'I know I should fall if I tried to fly.'
'Try,' said the big kite, 'only try!
Or I fear you will never learn at all.'
But the little kite said, 'I'm afraid I'll fall.'
The big kite nodded: 'Ah, well, goodbye;
I am off.' And he rose towards the tranquil sky.
The little kite's paper stirred at the sight.
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite, looking down, could see
The little one rising steadily.
Then how the little kite thrilled with pride,
As he sailed with the big kite side by side!
While far below he could see the ground,
And the boys like small spots moving around.
They rested high in the quiet air,
And only the birds and clouds were there.
'Oh, how happy I am!' the little kite cried;
'And all because I was brave and tried.'

—Katherine Pyle

A. Select the correct option.

1. The big kite left the small kite and flew away because
 - a) he wanted to score the little kite.
 - b) he wanted to have fun himself.
 - c) he wanted to motivate the little kite to come after him.
2. The little kite was happy because
 - a) he had tried to reach the top on his own.
 - b) he was too scared to do anything.
 - c) he could go down and rest.

3. After reaching the top, the little kite was
- a) feeling brave and confident.
 - b) enjoying his freedom.
 - c) both a and b.

B. What does freedom mean to you? Write a short note.

Worksheet 4

Read the passage carefully and answer the questions that follow.

I grew up with an 'elder' in my house. My grandmother, Rose Culap, was an everyday part of my life as a child. It was from her that I learned to love stories as a spoken, oral tradition.

From my mother, Ann Keding, and my aunt, Mary Culap, I learned the story of the written word with books on King Arthur, Robin Hood, and classic children's literature. The wisdom that I learned from the traditional stories of my grandmother and the literary influences of her daughters wove a spell on me that resulted years later in my decision to become a storyteller.

One can never discount the importance of elders in our lives. From my grandmother's stories I learned about wisdom, heroism, choices, responsibility, foolishness, and all the other lessons that we now try to pour into our children's heads through abstract contrivances thought up by well-meaning psychologists. The importance of our elders lies in their ability to inform us of who we are by telling us where we came from in the first place. By giving us a cultural starting point, our elders are able to give us the knowledge and tools we need to approach adulthood and eventually our own roles as family and community elders. The place of the elder in our society is not the revered one that it was so long ago when the knowledge held in the minds of each elder was the knowledge that would allow their communities to survive.

Even today, these simple stories help us understand that we are not alone, that others have felt as we feel, cried and laughed, buried their dead and raised their children, and dreamed the dreams that needed to be dreamed. Now we seem to think it quaint when we get advice from an older parent, grandparent, or uncle or aunt. We smile—if not outwardly, then inwardly—and wonder what knowledge could they possibly possess that we don't know, already have, or might ever need in this rapidly changing twenty-first century. Even in this age of computers and instant knowledge, we all lack the one thing our elders will always have—experience.

Experience in living, dealing with others, facing fears, growing up, and, finally, facing the end of our time. These are lessons that cannot be taught by computer,

DVD, CD—or any electronic device. We look into the eyes of our elders and we see something that we can never see in the mirror; we see our future.

A. Answer these questions.

1. How did the elders in narrator's life influence his choice of profession?
2. What is the first area in which we feel the importance of elders?
3. How has the place of the elder in our society changed over the years?
4. What is one area in which elders will always outshine the others in society?
5. How does the narrator portray elders as the foundation of our lives?
6. Do you agree with the narrator's views? Write in brief with reasons for your answer.

B. Write the opposite of these words.

1. traditional
2. wisdom
3. importance
4. revered
5. experience
6. abstract

Worksheet 5

Read the poem and answer the questions that follow.

Punishment in Kindergarten

Today the world is a little more my own.
No need to remember the pain
A blue-frosted woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace.
'Why don't you join the others, what
A peculiar child you are!'

On the lawn, in clusters, sat my
schoolmates sipping
Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at others' tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.

The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden

By a hedge, watching the steel-white sun
Standing lonely in the sky.

1. What period of her life is the poet reminiscing?
2. How was the poet different from the other children?
3. How have the years changed things for the poet?
4. Find a word from the poem that is a synonym for the word 'muted'. Make a sentence of your own using this word.
5. The closing lines of the poem talk about 'that picnic day'. Read these lines again carefully and write what you think could have happened that day.

Worksheet 6

Read the story about an arrogant kangaroo.

There was once a kangaroo who became an athletics champion. However, with this success he became arrogant and nasty, and spent a lot of time making fun of others. His favourite target was a little penguin whose walk was so slow and clumsy that it often prevented him from even finishing the race.

One day the fox who organised the races, let everyone know that his favourite for the next race was the poor penguin. Everyone thought it was a joke, but still the big-headed kangaroo got very angry, and he ridiculed the penguin even more than usual. The penguin did not even want to take part in the race, but it was a tradition that everyone must do so. On the day of the race, he approached the starting line in a group which was following the fox. The fox led them up the mountain, while everyone made fun of the penguin, commenting on whether he would roll down the mountain or just slide down on his fat belly.

But when they reached the top they all shut up. The top of the mountain turned out to be a crater that had filled with water, making it into a lake. At this point, the fox gave the starting signal, saying, 'The first to the other side wins.'

The penguin waddled clumsily to the water's edge. Once he was in the water though, his speed was unbeatable, and he won the race by a long distance. Meanwhile, the kangaroo barely managed to reach the other side; tearful, humiliated, and half drowned. And although it seemed like the penguin was waiting to make fun of the kangaroo, the penguin had learned a lot from his suffering, and instead of ridiculing the kangaroo, he offered to teach him how to swim.

For the rest of the day, the animals enjoyed themselves, playing in the lake. But the one who enjoyed himself the most was the fox, who, with his cleverness, had managed to bring the kangaroo down a peg or two.

A. Answer these questions.

1. Write one feature each about the kangaroo and the penguin that you learnt from this story.

2. What lesson do you learn from the penguin in this story?
3. What lesson do you learn from the kangaroo in this story?
4. Describe the fox, the way you see him. What is the role of the fox in this story?
5. What is the underlying theme of the story?
6. Suggest a suitable title for the story.

B. Write the meaning of these words. Then use the words to make sentences.

1. arrogant
2. ridiculed
3. tradition
4. humiliated

Worksheet 7

Read the poem and answer the questions that follow.

When I Am Dead, My Dearest

When I am dead, my dearest
Sing no sad songs for me;
Plant thou no roses at my head,
Nor shady cypress tree:
Be the green grass above me
With showers and dewdrops wet;
And if thou wilt, remember,
And if thou wilt, forget.

I shall not see the shadows,
I shall not feel the rain;
I shall not hear the nightingale
Sing on, as if in pain:
And dreaming through the twilight
That doth not rise nor set,
Haply I may remember,
And haply may forget.

—Christina Rossetti

1. What is the rhyme scheme of the two stanzas of the poem? Is it the same?
2. 'I shall not' is repeated thrice in the second stanza. Why do you think the poet has done this? What is the poetic device used here?
3. Quote a line from the poem to demonstrate the use of alliteration.
4. What do you think is the meaning of the word 'haply' as used in the closing lines of the poem? What is the poet trying to convey?
5. Find the antonyms of the following words in the poem:

- a. happy
- b. sunny
- c. dry
- d. forget
- e. set

Worksheet 8

A. These words have two meanings. Use them to make sentences to bring out the two meanings.

- 1. subject:
- 2. fox:
- 3. hound:
- 4. step:

B. Answer these questions.

- 1. Describe the king before and after his transformation.
- 2. Write the chain of events that made the king realise that evil begets evil.
- 3. How did the minister's experience reiterate the fact that evil begets evil?
- 4. What does the story teach us?

Worksheet 9

Read the poem carefully.

Summer Shower

A drop fell on the apple tree,
Another on the roof;
A half a dozen kissed the eaves,
And made the gables laugh.

A few went out to help the brook,
That went to help the sea.
Myself conjectured, Were they pearls,
What necklaces could be!

The dust replaced in hoisted roads,
The birds jocosely sung;
The sunshine threw his hat away,
The orchards spangles hung.

The breezes brought dejected lutes,
And bathed them in the glee;
The East put out a single flag,

And signed the fete away.

—Emily Dickinson

Answer these questions.

1. Why did the gables 'laugh'?
2. What is meant by 'a few went out to help the brook'?
3. What is meant by 'the orchards spangles hung'?
4. Write the rhyme scheme used in the second and last stanzas.
5. Read through the poem again and, based on your understanding, write an alternative title for the poem.
6. Do you think the poet is happy or sad at the arrival of the summer shower? Why do you think so?

Worksheet 10

Read the story of 'Androcles and the Lion'.

Androcles was a slave. He was mistreated by his master, the Emperor. One day, he escaped by running away into a forest. After a while, he stopped to rest, but he was soon woken up from his fitful sleep by the fierce roars of a lion. Androcles froze in his tracks fearing that he would be swallowed whole, but he soon realised that the lion was in fact roaring from the excruciating pain. A thorn had thrust its paw. Androcles felt sorry for the lion and he gently pulled out the thorn and washed the wound with water from a stream flowing close by. Seeing that the lion would not harm him, Androcles stayed with the lion a few days and nursed it back to health. He then carried on his way, but had not travelled many days before the Emperor's men found him and took him back to his master. He was immediately thrown into prison and was to remain there until his punishment was decided upon. The Emperor wanted to give him a severe punishment that would serve as a deterrent to other slaves who thought of escape. It was finally decided to throw Androcles into a big arena along with a hungry lion, in full view of a large crowd. To everyone's surprise, the lion did not attack Androcles but instead walked up to him gently, nuzzled against him and lay down at his feet.

Androcles recognised the lion as the one he had nursed to health in the forest. When the king heard how Androcles and the lion had become friends, he ordered the immediate release of both Androcles and the lion.

A. Mark True or False.

1. Androcles was an Emperor.
2. Androcles ran away from his wicked master.
3. The lion wanted to eat Androcles.
4. Androcles was caught by the Emperor's men.
5. The Emperor ordered the release of Androcles and the lion.

B. Answer these questions.

1. Who was Androcles? How did he end up in the forest?

2. What was the punishment Androcles faced? Why did the Emperor decide on such a punishment?
3. Briefly describe how the friendship between Androcles and the lion was mutually beneficial to both of them.
4. If you were Androcles, what would you have done on seeing the lion in the forest?
5. What is the lesson you learn from this story?
6. Give the story a suitable title of your own.

C. Write another adjective that will go with these nouns.

- | | | |
|----------------------|-------|------------|
| 1. fitful sleep | | sleep |
| 2. fierce roars | | roars |
| 3. excruciating pain | | pain |
| 4. severe punishment | | punishment |
| 5. large crowd | | crowd |
| 6. cruel master | | master |

Writing

Worksheet 1

- A. There has been a robbery in your neighbourhood and you happened to get a glimpse of the robbers when they were making their getaway. Now, the police has asked you to help them make a poster describing the robbers and offering a reward for helping them catch the robbers. Create the poster giving all the details.
- B. Your cousin is staying with your family because there are no good schools in her/his village. But of late you have noticed that your cousin is not paying attention to studies and spends more time with friends and in roaming around. You are worried and decide to write a letter to your aunt expressing your concern.

Worksheet 2

Write articles on the following topics:

1. It is important to maintain social distancing in these times if we want to remain healthy and well.
2. Online learning can never replace the experience of learning in the physical classroom.

Worksheet 3

1. You are in charge of organising a Donation Camp in your school for the underprivileged. Write an invitation to some important person in your locality who will inaugurate the camp.
2. As the person who has been invited to inaugurate the Donation Camp of the school, write a reply accepting the invitation.

Worksheet 4

1. Create a poster to be put up in your neighbourhood to make people aware of the precautions to be taken by them due to the COVID 19 pandemic.
2. Imagine you are a reporter with a local newspaper. You were sent to a district hospital to cover the arrangements being made to accommodate COVID 19 patients. Write the report.

Worksheet 5

- A. Imagine that you met your favourite actor/actress at a mall in your locality. Write an email to your friend, describing the incident.
- B. Imagine that you are going to Shimla for a brief vacation. Write an e-mail to the manager of Hotel Plaza inquiring about the details given below.
 - availability of three rooms with a beautiful view
 - details regarding breakfast, lunch and dinner (rates, timing, etc.)
 - arrangement of sightseeing and hiking trips

Worksheet 6

- A. You are Veena/Vivek, Secretary of the Music Club in your school. The school is hosting its tenth Inter-School Musical Carnival, on 5 December 2020, in the school auditorium. Write a notice inviting students and teachers to participate in it.
- B. Write a speech on the topic: 'With great power comes great responsibility.'

Grammar

Worksheet 1

A. Identify the part of speech of each of the underlined words.

1. The baby soon stopped crying but did not fall asleep immediately.
2. I am sure I did not leave the spade there yesterday.
3. 'Oh! What a beautiful dress!' said my mother as soon as I walked into the room.
4. The tea was very hot and I burnt my tongue.
5. We stopped at the chemist shop on our way back.
6. We ate lunch before proceeding to the cinema hall.
7. The thirsty crow dropped some pebbles into the pot.
8. As the sack was heavy, I helped Jack carry it up the stairs.
9. Those flowers are beautiful.
10. This apple orchard belongs to my uncle.

B. The following sentence contains all the 26 letters of the English alphabet. Mark the part of speech of each word in the sentence.

The quick brown fox jumps over the lazy dog.

Worksheet 2

A. Fill in suitable determiners in the places you think they should be.

1. Look at lovely flowers.
2. Thank you very much for letter.
3. man approached us to ask for directions.
4. In the still of the night, we could hear owl hooting in the distance.
5. member at the meeting received a copy of the report.
6. Could you bring me books I left in the garden?
7. There aren't students in the library.
8. I have got pictures in my bedroom.

B. Fill in the article *a, an* or *the* where necessary. Choose X where no article is used.

1. Do you still live in Agra?
2. Grandma has terrible headache.
3. Their car does 150 miles hour.
4. The tomatoes are forty rupees kilo.
5. Kareem's father works as electrician.
6. Where's USB drive I lent you last week?
7. Is your mother working in old office building?
8. I like blue T-shirt over there better than red one.
9. What do you usually have for breakfast?
10. I don't know why tree in our compound is slowly dying.

Worksheet 3

A. Identify whether the underlined pronouns are emphasizing (E) or reflexive pronouns (R).

1. Maria made all the arrangements for the party herself.
2. As soon as Robby came, the cat hid itself under the table.
3. Charu and her friends themselves made the plan.
4. Badri talks to himself while sleeping.
5. Rosy said, 'I don't like to keep myself idle.'
6. Imran himself was involved in the making of this film.

B. Rewrite the following sentences correctly, paying attention to the subject-verb agreement.

1. Everyone present are welcome to join us for a cup of coffee.
2. I answers the phone in his absence.
3. Each of Jack's poems were written with his little brother in mind.
4. Politics are an issue to be dealt with carefully.
5. The cars looks expensive.
6. Everybody want to be heard.

7. Peter and Paul is coming.
8. My brother or my sister are coming.

Worksheet 4

A. Underline the incorrect verbs in the following sentences and write the correct form in the blanks provided.

1. The houses in this lane is all old and crumbling.
2. Daniel were playing the guitar when his friend came
over.
3. Even though we tries very hard, we seem to be unable
to reach our goals.
4. Why can Gary and you not tells me what's going on?
5. Nowadays, it is difficult to tell whether people is getting
unadulterated products or not.

B. Read the passage given below and correct the underlined verbs.

Charles Dickens' David Copperfield, published in 1849, are one of his most famous works. Dickens tell the life of David from the time he is born until he are an adult. David was born after his father die, and while his mother was very loving, she was also dependent and innocent. His mother was married again to Mr Murdstone when David was seven. Mr Murdstone were very cruel to David and beat him. David is sent to boarding school and while there, his mother die After Mr Murdstone removes him from school and send him to work, David runs away to his great-aunt's home. In the scene below, Mr Murdstone and his sister have arrived to take David back. David's great-aunt, who is referred to as his aunt, confronts Murdstone about his cruel behaviour and refuse to hand David over to his stepfather. His aunt begin the passage, speaking to Murdstone about David's mother.

Worksheet 5

With the help of the clues in the brackets, fill in the blanks with suitable prepositions.

1. My birthday is _____ May. (time)
2. Mrs Khanna retired _____ 2020. (time)
3. The clock struck _____ midnight. (time)
4. Your flight will land _____ 9 o'clock. (time)
5. I poured the juice _____ the jug. (movement)
6. The train sped _____ the tunnel. (movement)
7. A spider is crawling _____ my bed. (location)
8. The nurse sat _____ the little boy all day. (location)
9. A new fence will be put _____ the park. (movement)
10. My blue eraser fell _____ these two desks. (location)
11. We scribbled _____ the walls with crayons. (location)
12. There is a shopping complex _____ my house. (location)

13. The tents were pitched _____ a running stream. (location)
14. The angry bulls came charging _____ the man. (movement)
15. The boy jumped _____ the fence to save the kitten. (movement)
16. Mom and Dad went to Ooty _____ their third anniversary. (time)
17. We went _____ the theatre _____ 8 pm.
(movement, time)
18. The office shall remain open _____ alternate Saturdays from 10 am onwards. (time)
19. They were walking _____ the park _____ the hospital _____ the evening. (movement, location, time)
20. The motorbike crashed _____ the truck as it was parked _____ the wrong side of the road. (movement, location)

Worksheet 6

Arrange the adjectives in the brackets in the correct order to fill in the blanks.

1. Look at that _____ table! (wooden, big, old)
2. It is a _____ car. (German, big, fast, race, black)
3. We saw a _____ elephant. (huge, African, grey)
4. I have several _____ cars. (Japanese, big, toy, red)
5. Grandpa has a _____ blanket. (woollen, warm, old)
6. Jasleen Royal is a _____ singer. (Indian, talented, young)
7. Mrs Dutta wore a _____ scarf. (green, silk, beautiful)
8. The _____ puppies jumped on the couch. (brown, cute, little)
9. Kanika bought an _____ purse. (red, Italian, expensive, leather)
10. Have you seen a _____ kitten somewhere here? (white, playful, small)

Worksheet 7

A. Write two sentences each that makes use of the following kinds of adverbs and underline the adverb in each case.

1. adverb of manner

2. adverb of time

3. adverb of place

B. Identify the adverbs in these sentences and write their kinds.

1. Where are you now?
2. Go upstairs and play.
3. He was very naughty then.
4. The baby quickly fell asleep.
5. We met them at the mall afterwards.
6. He washes his scrubs thoroughly.
7. I will buy some flowers for Mother today.
8. As always, the Deys arrived punctually.
9. I dropped the magic pencil somewhere in my classroom.
10. The children are not allowed to play football anywhere in the society.

C. Change the following adjectives into adverbs.

- | | | | | |
|------------|-------------|-----------|----------------|-----------------|
| 1. wary | 2. glad | 3. noisy | 4. jubilant | 5. fortunate |
| 6. comical | 7. rational | 8. serene | 9. significant | 10. responsible |

Worksheet 8

Using prefixes and/or suffixes, fill in the blanks with the correct form of the words in the brackets.

1. The manager went on with his _____ tirade of words. (relent)
2. In all _____, the clouds will just blow over. (likely)
3. Can we believe the government's figures on _____? (inflate)
4. He was _____ and stuck firmly to his stand. (compromise)
5. The alarm did not ring and I was _____. (sleep)
6. You've got the wrong person. I think you are _____. (mistake)
7. A true _____ makes you laugh by his mere personality. (comedy)
8. The television comes with a small _____ explaining the way it is to be installed. (book)
9. I looked through a _____ at the stars. (scope)
10. The picnic was _____ from the word go. (disaster)
11. The parking at the new mall is totally chaotic and _____. (organise)
12. We hope to see a rise in _____ among the youth. (employ)
13. She was totally _____ with the test results. (appoint)
14. There were only a _____ of children who opted to learn German. (hand)
15. You can learn correct _____ of English words only through their constant use. (pronounce)
16. Our country boasts of many eminent _____. (economy)

17. He looked _____ sitting next to a crying child. (comfort)

18. Our school won the _____. (champion)

Worksheet 9

A. Fill in the blanks with the simple present tense form of the verbs in the box.

chase freeze give talk meet go run live grow try

1. Water _____ into ice.
2. A leopard _____ very fast.
3. A bird _____ birth in its nest.
4. Our neighbour often _____ to us.
5. My uncle and cousins _____ in Uganda.
6. Malini _____ very hard to speak in English.
7. Every evening, I _____ my friends in the park.
8. My dog _____ after the squirrels in the garden.
9. Plants _____ well with proper sunlight and manure.
10. My grandmother _____ to the Gurudwara every day.

B. Fill in the blanks with the simple past tense form of the verbs in the brackets.

1. We _____ (not/win) all the matches.
2. I _____ (write) several letters to Mr Sturgis.
3. Mother _____ (pay) the electricity bill last month.
4. Thomas Edison _____ (invent) the light bulb.
5. Bella accidentally _____ (cut) herself with a nail cutter.
6. We were amazed when we _____ (see) the beautiful creature.
7. The flight _____ (depart) just as we _____ (reach) the airport.
8. Since it _____ (rain) heavily all day, we _____ (cancel) our trip.
9. The things _____ (keep) in the attic have _____ (gather) a lot of dust.
10. Many of my friends _____ (come) to see me when I _____ (injure) my toe.

C. Fill in the blanks with the simple future tense form of the verbs in the brackets.

This coming weekend, the Ramakrishnans _____ (go) to the Lodhi Garden for a family picnic. Little Veena _____ (draw up) a list to remember which things are needed for the picnic. First and foremost, they

_____ (need) a mat to sit on the ground. Little Veena
_____ (buy) some delicious goodies to munch on. She
_____ (invite) her cousins too. Surely they _____ (be)
glad to join them!

Mom _____ (bake) a tasty fruit cake. Aunt Lata _____
(make) some idlis. Yummy! Uncle Vivek _____ (bring) board games, a
few badminton rackets and shuttlecocks. Little Veena _____ (take) a
warm blanket for Grandma in case she feels cold. She is very excited for the picnic!

Worksheet 10

- A. You have been told by your teacher to stay back after school for dance practice. You scribble a message for your mother, informing her of the same, and hand it to your friend. The message is given below. Complete it by using the present continuous tense form of the verbs in the brackets.**

25 November 2020

1:30 pm

Mom,

I _____ (stay) back in school as we _____
(practise) for the inter-school dance competition. A renowned choreographer
_____ (come) to teach us some contemporary dance
moves, so it is very important that I be here. The school _____
(provide) us with lunch. I _____ (plan) to catch the metro
back home and should be there by 6 p.m.

_____ (Your name)

- C. Given below is a list of ten actions that took place yesterday. Add another action to each one of these and use the two actions to frame a sentence using the past continuous tense and the simple past tense. (You may choose which of the two situations needs a continuous tense and which needs the simple tense, or you may choose the continuous for both.) One has been done for you.**

drank milk:

- I was drinking a glass of milk, when I spotted an ant swimming in it. **OR**
 - I drank my milk while I was completing my homework. **OR**
 - I was drinking a glass of milk and my sister was doing her homework.
1. missed the bus 2. saw a puppy 3. watched a film
 4. went to bed to sleep 5. sat under a tree 6. played with my brother
 7. read a book 8. listened to some music

9. practised football 10. ate dinner

C. Fill in the blanks with the future continuous tense form of the verbs in the brackets.

1. We _____ (watch) a movie tonight.
2. Medha and I _____ (iron) these clothes.
3. The cook _____ (bake) a big cake for the party.
4. Aman and Shikha _____ (work) on this project.
5. We _____ (go) on a trip to Shimla in December.
6. My father _____ (arrive) from Kerala tomorrow.
7. A seamstress from China _____ (stitch) our ball gowns.
8. Miss Pradhan _____ (take) us to the museum tomorrow.
9. The President _____ (light) the lamp to inaugurate the Film Festival.
10. I must watch the news this evening. Kamal Sharma _____ (report) from the border.

Worksheet 11

A. Answer these questions using the present perfect tense.

1. Have you played computer games before?
2. Has Jessie finished her homework?
3. Have we watched the film Frozen?
4. Have they made their bed?
5. Has your brother eaten the pasta that I made?

B. Fill in the blanks with the present perfect tense form of the verbs in the brackets.

1. They _____ (not, meet) since 1997.
2. I _____ (not, see) Aunt Jyoti since 2009.
3. He _____ (work) in this bank for five years.
4. Sarthak _____ (read) many books since then.
5. We _____ (have) the same car all these years.
6. Latha _____ (love) dancing since she was a child.
7. Deepa _____ (not, be) on a holiday since last year.
8. Kabir _____ (not, eat) anything in the last eight hours.
9. My father _____ (have) a driving licence he was eighteen.
10. Ms Rao _____ (be) a teacher in this school for a long time now.

C. Fill in the blanks using the past perfect tense form of the verbs in the brackets.

1. Nirupama _____ (study) a lot before the exam.
2. I _____ (write) the email before you came home.

3. When I reached school, the bell _____ (ring) already.
4. The plants were dying because it _____ (not rain) at all.
5. When we _____ (finish) our dinner, we went for a walk.
6. By the time we arrived, my brothers _____ (eat) the cake.
7. We _____ (not meet) each other when we were in college.
8. He _____ (not use) the software before, so she helped him.
9. When we arrived at the hall, the performance _____ (start).
10. After they _____ (eat) some spicy food, they began to feel sick.
11. Kashi _____ (live) in Japan before she settled down in the USA.
12. The children _____ (complete) their homework when the tutor arrived.

D. Fill in the blanks with the future perfect form of the verbs in the brackets.

1. They _____ (return) from work by then.
2. She _____ (finish) her homework by 9 pm.
3. They _____ (shift) to the new house by October.
4. They _____ (call off) their strike by next Saturday.
5. I _____ (receive) my confirmation letter by 9 March.
6. The lease _____ (not, expire) by the end of November.
7. The story _____ (spread) throughout the town by then.
8. The judge _____ (pronounce) the sentence by 4 o'clock.
9. Profits _____ (increase) considerably by the end of this year.
10. The school _____ (admit) two hundred new students by the end of this week.
11. Sheldon and Amy _____ (get) recognition from the university by the end of the year.
12. Seven hundred copies of Harry Potter and the Deathly Hallows _____ (sell) by tomorrow.

Worksheet 12

A. The following sentences have an error in the use of modals. Correct the error and rewrite the sentence. Use only *can*, *could*, *may*, *might* and *must*.

1. There are hardly any people here. The concert can be cancelled.
2. I am sure I may win the gold medal this time.
3. He may be her father because they have a striking resemblance.
4. I might hurry up, or I will be late for school.
5. The king said he must decide to pardon the peasant girl.
6. She exclaimed that it can start snowing any moment then.
7. May you swim 10 lengths of the pool?
8. Considering the large size of the gathering, we must soon run out of food.

B. Complete these sentences with *should/shouldn't* or *ought to/oughtn't* to.

1. Mum says that you _____ jump on the bed.
2. The ophthalmologist told Rohit that he _____ wash his eyes at least twice daily.
3. The doctor told Fiona that she _____ exercise often.
4. She _____ hurry up and finish writing her exam. The bell is going to be rung any minute.
5. You always go to school on an empty stomach. You _____ leave without having breakfast.
6. We _____ have ordered so much food.
7. She _____ call an ambulance.
8. You have school tomorrow. You _____ go to bed now!

C. Choose the correct option that can be used instead of the underlined phrases in the following sentences.

1. Amit is able to speak French well.
a. could b. can c. should
2. My father was able to run a marathon when he was younger.
a. could b. can c. should
3. You are advised to wear a helmet while riding a motorbike.
a. should b. shall c. could
4. You are permitted to attend the party.
a. shall b. should c. can

Worksheet 13

A. State whether the -ing form of the verb is a gerund or a participle.

1. The student getting the most votes will be appointed as the School Prefect.
2. After resting, you might feel better.
3. Reading always gives me pleasure.
4. Clearing his throat, Sherman began to recite the poem.
5. We loved taking long walks on the beach.
6. They will eat the cookies baking in your oven.
7. Let's go dancing at the club tonight.
8. I delayed telling Leonard the bad news.

B. Complete the following conversations with the gerund or infinitive forms of the indicated verbs.

1. What do you want _____ (do) tomorrow?
I feel like _____ (watch) a play.
2. _____ (tell) a lie at times is quite all right, isn't it?
Well, in my opinion, _____ (lie) is never right.
3. We must always try _____ (defend) our country, isn't it?

- Yes, _____ (defend) our country is our duty as a citizen.
4. Why did you end up _____ (study) Physical Education?
I have always loved _____ (be) outdoors. And, it is my dream
_____ (make) my passion my profession.
5. Why has she decided _____ (move) to another city?
She enjoys _____ (swim) and, thus, has moved to Goa.

D. Insert a suitable verb in the following paragraph. The verb must be in its present participle form.

_____ a loud bang, they ran outside. They saw that a motorcyclist had been injured in an accident and was _____ for his life. _____ their hands, the people nearby were trying to stop cars. Everyone was surprised at the apathetic and callous behaviour of the drivers. _____ onto the middle of the road, a young man managed to stop a car. _____ an entire hour trying to organise help for the injured boy, he was angry at the police for being ineffective. _____ for all the good work done, the people of his neighbourhood are now motivated to be good citizens themselves.

E. Use these pairs of past participles to write couplets (two rhyming lines). Each line of the couplets must use a past participle. One has been done for you.

broken—spoken: My broken heart will always bear a crack,
Spoken words that hurt cannot be taken back.

1. sung—rung 2. kept—leapt 3. bought—sought

Worksheet 14

A. Determine whether each group of words is a clause (C) or a phrase (P).

1. after he played the song
2. in the sea
3. his mother was a doctor
4. short of breath
5. and he fled
6. but she does not like dancing
7. ringing the bells
8. because I knew her
9. under the bed
10. when he reached the hospital
11. the first house on the left
12. but he hates jelly
13. then the school will shut down
14. that she would do it the next day
15. when Rachel gets here
16. capable of mercy

B. Now, mark the main clause and the subordinate clause in each of these sentences.

1. We left the theatre before it started to rain.
2. While we wait here, you can get the popcorn.
3. I was late because I got lost on the way.
4. Although we left early, we reached late.
5. The baby will wake up, if you talk loudly.
6. No one knows where the children have gone.
7. I wonder why he is taking such a long time in the store.
8. I was listening to music when Raghav called.
9. Did you notice the girl who was wearing a blue dress?
10. The puppy got inside the box as it wanted to sleep.

Worksheet 15

Complete the following sentences using subordinating conjunctions.

1. She has decided to move to Pune _____ she wants to be close to her ageing parents.
2. You can borrow my book _____ you remember to return it tomorrow.
3. They expect a good crop this year _____ the weather gods play spoil sport.
4. Our neighbour is going to buy a mosquito net _____ she can protect herself against dengue.
5. _____ he can save a lot of money by taking the metro, Raj still drives to work.
6. I have to finish my project _____ it takes me all night.
7. We can't wait _____ Dad brings home the new car.
8. Go straight home and rest _____ I pick up some fruits for you.
9. It's a good idea to get some work experience _____ it will help in admissions for your further studies.
10. _____ he is overweight, my brother refuses to do any sort of exercise.
11. The police can't arrest the suspect in the crime _____ they have some concrete evidence against him.
12. Manu's parents will let him have his own car _____ he pays for his own insurance and does not use it going to late night parties.
13. _____ Gauri was talking on the phone and not paying attention, her son was busy drawing on the wall.
14. _____ the police caught him smoking in public, he was fined.
15. Hugh's wife will have to get a job _____ they can send their daughter to college.
16. It is dangerous to accept a ride in a car from someone _____ you know the person really well.

Worksheet 16

A. Make two sentences of each kind. Also, underline the independent clause(s) and circle the dependent clause(s).

1. simple sentences
2. compound sentences
3. complex sentences

B. Identify the following sentences as simple (S), compound (C) or complex (Cx).

1. The cat chased and caught the mouse.
2. I forgot my lunch box at home, therefore I did not eat lunch.
3. I started early yet I reached late.
4. When he had completed his homework, he went to play.
5. Please accompany me as I am scared.
6. Though he was in want, he shared everything he had.
7. The pudding is too sweet for my liking.
8. I did not attend school for I was unwell.
9. Being unwell, I did not attend school.
10. Look under the carpet for the first clue.
11. I looked for the cows in the barn.
12. When I was a child, I thought like a child.
13. I ran out of sugar for the icing.
14. The child was so excited that she could not sit still.
15. Do your homework or you will face the teacher's ire.
16. Jack and Jill went up the hill.
17. Since he was so small, Stuart was often hard to find around the house.
18. The roses smell fragrant.
19. Although there is a school bus, I walk to school.
20. It began to rain and the lights went off.

Worksheet 17

A. Choose the correct answer for the following questions.

1. A noun clause is a _____ used as a noun.
 - a. principal clause
 - b. main phrase
 - c. subordinate phrase
 - d. subordinate clause
2. A noun clause may be used as a subject, a direct object, an indirect object, or
 - a. an object of a preposition
 - b. the infinite verb in a sentence
 - c. subject of a preposition
 - d. transitive verb
3. Noun clauses are usually introduced by subordinating conjunctions that/where/whoever/whose/ what/whether/whom/why/when/who/whomever.
 - a. Incorrect; they are only introduced by 'that'
 - b. Incorrect; they are also introduced by 'because'
 - c. Correct
 - d. Correct, but 'whether' and 'why' should be deleted from the list
4. Many of the subordinating conjunctions mentioned in c) above can be used to introduce _____ also.
 - a. adverb clauses
 - b. adjective clauses
 - c. adjective phrases
 - d. noun phrases
5. What I need is my own bed.
 - a. Noun clause used as subject
 - b. Noun clause used as direct object

- c. Noun clause used as indirect object d. Noun clause used as object of preposition
6. They believe that the clock can never be turned back.
 a. Noun clause used as subject b. Noun clause used as direct object
 c. Noun clause used as indirect object d. Noun clause used as object of preposition
7. The shopkeeper will give whoever wins the contest a valuable prize.
 a. Noun clause used as subject b. Noun clause used as direct object
 c. Noun clause used as indirect object d. Noun clause used as object of preposition
8. She has given a speech about how she was elected to the council.
 a. Noun clause as subject b. Noun clause as direct object
 c. Noun clause as indirect object d. Noun clause as object of preposition

B. Underline the clause. Then, identify and write its function in the given space. Write DO for direct object, OP for object of a preposition and S for subject.

1. She remembered what you had said yesterday.
2. Who the new president will be has not yet been decided.
3. How it occurred is still a mystery.
4. Everyone unanimously agreed that the game was fixed.
5. We know what the next step will be.
6. Ravi does not know what the weather will be like over there.
7. Whatever you decide to do will be fine.
8. This welfare society provides help to whoever needs it.
9. My problem is how I will get back all the money.
10. They do not know what time they should come.

C. Given below are some sentences framed by using an adjective clause. Write D for a defining clause and ND for a non-defining clause.

1. These are the books that you were looking for.
2. This is the house that we built.
3. Shaurya, who is a well-known actor, is a very warm person.
4. Bunny, who is my friend, lives in Port Blair.
5. The movie which we saw on Sunday was very interesting.
6. A librarian is someone who works in a library.
7. Ria, whose brother is a doctor, is in my class.
8. My mother, who teaches English, is going to retire next year.
9. My husband who was unemployed has a new job.
10. Sarla Singh, whose office is on the ground floor, can answer your queries.

Worksheet 18

The sentences given below have an error. Correct the error and rewrite the sentence.

1. A song is sang by him.
2. The lion killed by the poacher.
3. The plane flown by an experienced pilot.

4. Wheat is sowed in the autumn season.
5. Is the work been done by them?
6. A hole had dug by the dog to bury its bone.
7. The work will finished by the end of next year.
8. Has your assignment been submit?
9. A calculator was gave to me by my father.
10. The match was win by the home team.

Worksheet 19

Underline the verbs in these sentences. State whether they are transitive (T) or intransitive (IT).

1. I laughed loudly.
2. I admire Mr Zafar.
3. The lion chased the deer.
4. Meera played all evening.
5. Riya swam for two hours.
6. They laughed at the clown.
7. My dog barked at the thief.
8. I took the local train to Bandra.
9. We clean our garden every day.
10. We lived in Kolkata for four years.
11. My cousins moved to another country.
12. Our neighbours painted their fence yellow.
13. Zack moved his furniture to the guest room.
14. The snake slithered back into his hole quickly.
15. Kabir and Ranbir gave the bouquet to their teacher.

Worksheet 20

A. Given below is an extract from the poem 'The Spider and the Fly'. The spider is trying to lure the fly into its web, but the fly is smart enough not to get caught in the trap. Write the conversation between the two of them in indirect speech.

'Will you walk into my parlour?' said the Spider to the Fly,
'Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've a many curious things to show when you are there.'
'Oh no, no,' said the little Fly, 'to ask me is in vain,
For who goes up your winding stair can ne'er come down again.'

B. Watch a news channel today. Pick something of importance being said by any renowned person. Take note of at least five sentences spoken by the person and write them in the indirect speech.