



ಕರ್ನಾಟಕ ಸರ್ಕಾರ

# WORK BOOK

## Part - 2

### Subject: ENGLISH

### CLASS: 9

Name: .....

School Name: .....

2017-18



ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ

ನಂ. 4, 100 ಅಡಿ ವರ್ತುಲ ರಸ್ತೆ, ಬನಶಂಕರಿ 3ನೇ ಹಂತ,  
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## ಆಶಯ ನುಡಿ

ರಾಜ್ಯದ ಸರ್ಕಾರಿ ಶಾಲೆಗಳಲ್ಲಿ ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು 2017-18ನೇ ಸಾಲಿನಲ್ಲಿ 4 ರಿಂದ 9ನೇ ತರಗತಿಗಳಿಗೆ ಕನ್ನಡ ಮತ್ತು ಗಣಿತ ವಿಷಯಗಳಲ್ಲಿ ಹಾಗೂ 5 ರಿಂದ 9ನೇ ತರಗತಿಗಳಿಗೆ ಇಂಗ್ಲಿಷ್ ವಿಷಯದಲ್ಲಿ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳ ಭಾಗ-1 ನ್ನು ರಚಿಸಿ ಈಗಾಗಲೇ ಶಾಲೆಗಳಿಗೆ ವಿತರಿಸಲಾಗಿದೆ. ತರಗತಿಯಲ್ಲಿ ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಅನುಕೂಲಿಸುವ ಸನ್ನಿವೇಶಗಳನ್ನು ನೀಡುವುದರೊಂದಿಗೆ ಉತ್ತಮವಾದ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಒದಗಿಸುವ ಉದ್ದೇಶವು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕಾರ್ಯಗತಗೊಂಡಿದ್ದು, ಮಕ್ಕಳು ಆಸಕ್ತಿಯಿಂದ ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಬಳಸುತ್ತಿರುವ ಬಗ್ಗೆ ಶಿಕ್ಷಕರು ನೀಡುತ್ತಿರುವ ಹಿಮ್ಮಾಹಿತಿಗಳು ಸಂತಸ ತಂದಿದೆ.

ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳಲ್ಲಿ ಕೆಲವು ಮುದ್ರಣ ದೋಷಗಳು ಇರುವ ಬಗ್ಗೆಯೂ ಮಾಹಿತಿ ಬಂದಿದ್ದು ಮುಂದಿನ ಆವೃತ್ತಿಯಲ್ಲಿ ಸರಿಪಡಿಸಲು ಕ್ರಮ ಕೈಗೊಳ್ಳಲಾಗಿದೆ. ಭಾಗ-1 ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳ ಬಗ್ಗೆ ಬಂದಿರುವ ಅಭಿಪ್ರಾಯ ಮತ್ತು ಸಲಹೆಗಳನ್ನು ಅವಲಂಬಿಸಿ ಎರಡನೇ ಅರ್ಧವಾರ್ಷಿಕ ಅವಧಿಯಲ್ಲಿ ಉಪಯೋಗಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಭಾಗ-2 ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಭಾಗ-1 ರಲ್ಲಿರುವಂತೆ ಇವುಗಳಲ್ಲೂ ಸಹ ಪ್ರತಿ ಘಟಕದ ಅಂತ್ಯದಲ್ಲಿ ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು (Micro test) ನೀಡಿದ್ದು ಮೌಲ್ಯಮಾಪನಕ್ಕಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸ್ವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನವನ್ನು ಘಟಕವಾರು ನೀಡಲಾಗಿದೆ.

ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಬಳಸುವ ಬಗ್ಗೆ ಸಿದ್ಧಪಡಿಸಿರುವ ಕಿರುಹೊತ್ತಿಗೆ "ಮಾರ್ಗದರ್ಶಿ"ಯು ಈಗಾಗಲೇ ಶಾಲೆಗಳಿಗೆ ತಲುಪಿವೆ. ಅಭ್ಯಾಸ ಪುಸ್ತಕದ ಸದ್ಬಳಕೆಯ ಮಾಹಿತಿಯ ದಾಖಲೀಕರಣ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ನಿರಂತರ ಅಭ್ಯಾಸದ ಬಗ್ಗೆ ಹಿಮ್ಮಾಹಿತಿ ಪಡೆದುಕೊಳ್ಳಲು ವಿಶೇಷವಾದ "ಮೊಬೈಲ್ ಆಪ್"ಅನ್ನು (ತಂತ್ರಾಂಶವನ್ನು) ಸಿದ್ಧಪಡಿಸಲಾಗಿದ್ದು ಈ ಪುಸ್ತಕಗಳು ಶಾಲೆಗೆ ತಲುಪಿರುವ ಬಗ್ಗೆ ಇಲಾಖಾ ಅಧಿಕಾರಿಗಳು ಖಾತ್ರಿ ಪಡಿಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಅಭ್ಯಾಸ ಪುಸ್ತಕದ ಬಳಕೆಯ ಪ್ರಗತಿ ಪರಿಶೀಲನೆಗೆ ಈ ಆಪ್‌ಅನ್ನು ಬಳಸಬಹುದಾಗಿದೆ.

ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಪರಿಹಾರ ಬೋಧನೆಗೆ, 'ಪಡೇ ಭಾರತ್ ಬಡೇ ಭಾರತ್' ಕಾರ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನಕ್ಕೆ ಪೂರಕವಾಗಿ ಹಾಗೂ ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ಮಕ್ಕಳಿಗೆ ಕಲಿಕೆಯನ್ನು ದೃಢಪಡಿಸಲು ಶಿಕ್ಷಕರು ಬಳಸುತ್ತಿರುವುದು ಸಂತಸದ ಸಂಗತಿಯಾಗಿದೆ. ಈ ಪುಸ್ತಕಗಳ ರಚನೆಯಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಕ್ಷರ ಫೌಂಡೇಶನ್, ಪ್ರಥಮ್ ಮೈಸೂರು, ಶಿಕ್ಷಣ ಫೌಂಡೇಶನ್, ಅಜೀಂ ಪ್ರೇಮ್‌ಜಿ ಫೌಂಡೇಶನ್ ಸೇರಿದಂತೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ, ಸರ್ವಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಕರ್ನಾಟಕ ಪಠ್ಯಪುಸ್ತಕ ಸಂಘ ಹಾಗೂ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳ ರಚನಾ ಸಮಿತಿಯವರಿಗೆ ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಆಭಾರಿಯಾಗಿದೆ.

ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಶಿಕ್ಷಕರು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳು ನಿರೀಕ್ಷಿತ ಉದ್ದೇಶಕ್ಕೆ ಪೂರ್ಣ ಪ್ರಮಾಣದಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳಬೇಕೆನ್ನುವುದು ನಮ್ಮೆಲ್ಲರ ಆಶಯವಾಗಿದೆ.

ದಿನಾಂಕ: 03.10.2017

ಹೆಚ್.ಎನ್. ಗೋಪಾಲಕೃಷ್ಣ

ನಿರ್ದೇಶಕರು

ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ.

ಬೆಂಗಳೂರು

## 1. LISTENING

### 1. Listen and Respond

Teacher reads out the questions (riddles). Listen attentively. Then think and answer.

1. How many months have 28 days?
2. What starts with the letter E, ends with the letter E, and contains letters ?
3. What's the longest word in English Language ?
4. What did the traffic light say to the car ?
5. Why are Saturday and Sunday strong days ?
6. Which animal can jump higher than a horse ?
7. Why didn't the skeleton go to the party ?
8. If you took 3 apples from a basket of 13 apples, how many apples would you have ?

**Answers:** 1. All of them      2. Envelope      3. Smile

4. Don't look now. I'm changing      5. They are not week days.

6. None.      7. He had no body to go.      8. 3.

Take any english 'NEWSPAPER' and  
read aloud the Editorial Column.  
Ask all your friends to listen to you.

2. Teacher reads 'Lines for dictation' given below.  
Listen, identify and write. Listen and identify the images and figures of speech and write them in the column.

**Figures of Speech and Imagery**

<b>Sl. No.</b>	<b>Figures of speech</b>	<b>Statements</b>
1.	Simile	
2.	Metaphor	
3.	Personification	
4.	Alliteration	
5.	Synecdoche	
6.	Pun	
7.	Imagery	

### **Lines for dictation**

1. A chain link necklace chokes me now. **Personification**
2. I wandered lonely as a cloud. **Simile**
3. Sound sleep by night, study and ease. **Alliteration**
4. The moon slides down and peeps into the window. **Personification**
5. 'I can mend your sole', 'said he', 'your soul, too' **Pun**
6. My mistress' eyes are nothing like the sun. **Simile**
7. Girish drowned in a sea of grief. **Metaphor**
8. India won the match. **Synecdoche**
9. The hand that mock'd them and heart that fed. **Synecdoche**
10. I had a dove and the sweet dove died. **Alliteration**
11. All the world's a stage, and all the men and women merely players. **Metaphor**
12. When all at once I saw a crowd. A host of golden daffodils. **Metaphor**
13. Saturdays and Sundays are week (weak) days - **Pun**

### **3. Diphthongs (A combination of two vowels)**

**Task - 1:** Teacher reads out words given in brackets. Listen attentively and write in the appropriate column. One is done for you. You can add some more words.



[plate, make, oil, I, cry, boil, date, soil, boy, why, mate, child, low, enjoy, wait, toy, day, choice, eye, nice, lay, bye, hate, height]

Note: The columns are given on next pages.

**Column - 1 : Task - 1**

aɪ	eɪ	ɔɪ
cry	make	toy

**Task - 2:** Read the following sentences. Circle (O) the words with |aɪ| sound, draw a square (□) around |eɪ| sound and write triangle (△) sound |ɔɪ|. Some examples are given.

1. James plays with trains and planes.
2. I have seen a white kite flying high in the (sky).
3.  **Joyce** enjoys annoying Roy.
4. 'Roy is a boy' said in a noisy voice 'I am a loyal royalist'.
5. Daisy is quite nice, but frightfully shy.
6. My friends are  **waiting** for a train at a railway station.

**Task - 3:** Teacher reads out the following words. Listen attentively and classify and write in the appropriate column. One is done for you. You can add some more words. [poor, sure, ear, fear, clear, pure, rare, share, pair, aerial, care, tour, year, air, mere, dear, deer].

**Column - 2 : Task - 3**

ɪə	eə	ʊə
<u>ear</u>	<u>air</u>	<u>poor</u>

**Task - 4:** Read the following sentences. Underline with a single line (-) the words with |ɪə| sound, under line two lines with |eə| sound and underline three lines with |ʊə| sounds.

1. Four poor students went on a tour without a fear.
2. An airhostess is supplying pure water to her dear tourists.
3. Suman asked her dear teacher to share tour experiences in a clear manner.
4. A poor man went an air-show but he couldn't hear anything because of the sound.
5. I am sure, he can sit on the chair and share his jokes.

**Task - 5:** Teacher reads out the following words:

[cloud, go, goat, cone, round, house, rose, note, overcoat, poach, crowd, proud, cow, boat']

Note the difference in the sound |aʊ| and |əʊ| and write in the right column. One is done for you. You can add some more words.

**Column - 3 : Task - 5**

✓  əʊ	aʊ  ✓✓
cow	out

**Task - 6:** Teacher reads the following sentences listen attentively and tick the words with |əʊ| sound with a single (✓) tick and |aʊ| sound with double (✓✓) ticks. Some examples are given.

1. Joan is combing her golden<sup>✓</sup> air.
2. The owl has found a brown mouse on the ground.
3. A round house is around mountains and fountains<sup>✓✓</sup>.
4. Joan won't<sup>✓</sup> go home alone so Joe goes home with him.
5. The loud shouts<sup>✓✓</sup> and howls of the crowd from the town make me scary.

**4. Consonant clusters**

**(Two or more consonants occurring together in a word)**

**Task - 1:** Read the following words. Underline the consonant clusters in the beginning or at the end. Some examples are given.

1. bless
2. cream
3. three
4. scan



5. small      6. spread      7. square      8. thread  
9. play      10. strength      11. xerox      12. missed

**Note:** In the words with 'th' and 'sh' there are two consonant letters but consonant sound is one.

**Task - 2:** Write ..... words each blank should be filled with a consonant.

1. e \_ t \_ a      2. s \_ li \_ s      3. b \_ ow \_  
4. p \_ ease      5. t a \_ \_      6. s a \_ \_  
7. s \_ ap      8. t \_ ee      9. s \_ i \_

**Task - 3:** Read the following words and focus on the underlined sounds.

1. little      2. cattle      3. battle  
4. middle      5. candle      6. noble  
7. cotton      8. mutton      9. bottom

The underlined consonants or consonant clusters are part of a syllable like:  
li-ttle      no-ble.

**Task - 4:** Read the following pairs of words. Use them in sentences appropriately.

Work in pairs and do.

1. New-Knew      2. Fined-Find  
3. Fair-Fare      4. Flu-Flew  
5. Lane-Lain      6. Night-Knight

**Teacher's Remarks:**

**MICRO-TEST-1**  
**LISTENING AND SPEAKING**

1) Read the following words aloud. The underlined letter may or may not be pronounced. If they are pronounced put [ ✓ ] in the bracket. If they are not, put [ x ] in the bracket.

- combb [   ]      • columnn [   ]      • rememberber [   ]
- walkk [   ]      • wrestler [   ]      • knack [   ]
- linkk [   ]      • ample [   ]

2) Some spoken sentences are given below. Underline the syllables which are said with a stress. One example is given.

eg: Show him the way

Show him the way

- a) Come to the mar-ket      b) Sury is our lea-der
- c) Go a-way      d) My friend is a Po-lice Ins-pec-tor

3) Match the items in A with those in B. Fill in the brackets appropriately.

**A (Sentences)**

**B (Language function)**

- |                                  |                        |
|----------------------------------|------------------------|
| A    Come again. Please          | Futurity [   ]         |
| B    When can I come?            | Give Permission [   ]  |
| C    Shall we begin now?         | Request [   ]          |
| D    They also will be here soon | Seek information [   ] |
| E    You may go now              | Seek Permission [   ]  |

- 4) Write a sentence / an utterance as an example for each of the following
1. A negative command
  2. Seeking apology
  3. Inviting someone home
  4. Disagreeing with someone's statement
  5. Congratulating somebody

Additional Exercises:

1. Here is an imaginary conversation between a father and his son. The son asks questions and father can respond in two ways. What are they? One example is given

Son : 1. At what time shall I fetch my friend?

Father : a. You can whenever you like.

b. I dont mind when you bring him.

Son : 2. When can I go to the library?

Father : a. ....

b. ....

Son : 3. May my friend and I sit and work here?

Father : a. ....

b. ....

Son : 4.

Father : a. ....

b. ....

## 2. VOCABULARY

**Task - 1** : Read the following sentences and fill in the blanks with the suitable form of the word given in the brackets.

☺ One is done for you.

1. Many people still refuse to believe that smoking is \_\_\_\_\_ [HARM].
2. I don't think guns are \_\_\_\_\_ toys for young children. [SUIT]
3. Many people think it is very \_\_\_\_\_ whether a cure will be found for cancer. [DOUBT]
4. My brother is \_\_\_\_\_ of spiders. [AFRAID]
5. The company got more than fifty \_\_\_\_\_ for a single job [APPLY]
6. Tatas are probably the most \_\_\_\_\_ entrepreneurs of all time. [SUCCESS]

Eg: 1. .... harmful.

**Task - 2** : Read the table. Adjectives are given under column 'A'. In other columns nouns are given. Choose the right collocation of adjective with nouns.

'A' ☺ One is done for you.

1.	Delicious	curry	juice	food	smell
2.	Sweeping	wine	moment	music	statement
3.	bitter	drink	coffee	experience	tea
4.	boiling-hot	afternoon	coffee	room	food
5.	Mild	curry	evening	manner	climate
6.	Warm	clothes	plate	colour	light

'A'

7.	Strong	drink	smell	colour	performance
8.	bright	tie	colour	design	decoration
9.	Soft	drink	clothes	lecture	light
10.	Impressive	reading	design	view	room
11.	Stunning	performance	letter	voice	design

1. \_\_\_\_\_
2. \_\_\_\_\_
3. bitter experience \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

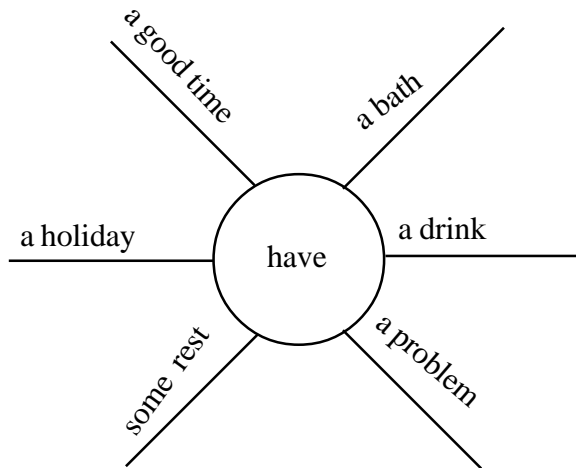
**Task:** Work in groups and bring out a task on the models given above.

**Find out the different meanings of the following words:**

record	advance	right	lie	fair
book	register	light	tear	will

**Verb collocations:**

**Task - 3A :** Observe the diagram. Write the collocations and list them below. Also, write a sentence. One example is given.



☺ One is done for you.

Collocation	Sentence
1. Have <u>a drink</u> .	I had a drink before I left.
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

**Task - 3B :** Fill in the blanks with appropriate words that collocate with the underlined one.

Masti is the name of a ....., but it is also the pen name of a .....  
Story writer in Kannada. His style of narration is ..... as well as .....  
[simple, place, natural, great].

**Task - 4 :** Complete the following with suitable word to form word Pairs. Choose the correct word from the box.

use	corner	fro	long
crook	butter	kin	sour
false	wrong	blue	brown
sweet	run	tough	white
park	die	did	

1. Short and \_\_\_\_\_
2. nuke and \_\_\_\_\_
3. Pay and \_\_\_\_\_
4. right or \_\_\_\_\_
5. bread and \_\_\_\_\_
6. hit and \_\_\_\_\_
7. hook or \_\_\_\_\_
8. do or \_\_\_\_\_
9. to and \_\_\_\_\_
10. kith and \_\_\_\_\_
11. true or \_\_\_\_\_
12. rough and \_\_\_\_\_
13. Black and \_\_\_\_\_
14. Sweet and \_\_\_\_\_

**Teacher's Remarks:**

**MICRO-TEST-2**  
**VOCABULARY**

1) Give the opposite of these words without using any prefix or suffix.

- Sad      • quick      • dark      • large
- future      • same      • soft      • bottom

2) Match the words in 'A' with their collocative words in 'B'. Write them.

A	B
ideal	behaviour
red	vehicle
moving	carpet
part	condition
crowd	payment

3) Fill in the blanks with one of the Pairs of words that are frequently used. The first word is given as clue.

- I searched for the man, far and wide .
- He wanted to win by hook or \_\_\_\_\_ .
- There are many 'Pay and \_\_\_\_\_' toilets in this city.
- Nag : Shall I explain this ?  
Manu : No, please put everything in black and \_\_\_\_\_ .
- He argues in a loud voice, not caring if it is right or \_\_\_\_\_ .



4) Some words are given below:

Write in the brackets the register or area in which those words are used.

One example is given.

eg.: The major : (M \_\_\_\_\_) (Military)

◆ genes : (B \_\_\_\_\_)

◆ tax : (E \_\_\_\_\_)

◆ cricket : (S \_\_\_\_\_)

◆ angle : (M \_\_\_\_\_)

◆ scene : (D \_\_\_\_\_)

◆ Pills : (M \_\_\_\_\_)

◆ cool : (W \_\_\_\_\_)

◆ Price : (M \_\_\_\_\_)

5) Here is a paragraph some words are missing. Write them with the help of a clue.

Causes of inflation are two:

1. A steep..... in the prices of raw..... . Secondly, large ..... rises. The result is: One need more....., and the money.....its value.  
(loses, materials, rise, money, wage)

**Teacher's Remarks:**

### 3. SPEAKING SKILLS AGREEING AND DISAGREEING

Read the following conversations.

#### Conversation 1

- Ravi : In my opinion, punishment should be given in schools.
- Raju : That's exactly how I feel. There will be no discipline if there is no punishment.
- Ramesh : I'm afraid , I disagree with you. If you use canes, you will spoil the child: that is what child psychology says .

#### Conversation 2

- Teacher 1 : I think students should spend more time on reading the text book.
- Teacher 2 : I agree entirely, because marks which they score in the exam decide their future.
- Teacher 3 : I don't think so. General knowledge is also equally important.

**You may use the following expressions.**

Agreeing	Disagreeing
I agree entirely	I'm afraid I don't agree
That's a good point	I'm not sure
Yes' I agree	Yes, that's quite true, but.....
Of course / indeed	Well, You have a point there but.....
That's quite right/true	But it can't be like that.
That's what I was thinking.	I am not sure, actually/ in fact.....

**Complete the conversations given below.**

Somanna : I think English is a very easy language to teach.

Ramanna : \_\_\_\_\_  
\_\_\_\_\_

Sham :

---

---

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---

---

Write a short conversation among three friends about **‘population is the cause for all problems in our country’**.

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### **Ending a conversation**

#### **Conversation 1**

Vivek meets his friend Vinod on the way home. Here is a conversation between them.

Vivek : Hi, Vinod. Not seen you for long. Where have you been ?

Vinod : I had been to my grand mother's house for a month.

Vivek : It must have been lovely. How was the stay there ?

Vinod : It was really enjoyable. Oh my God! It's already 1:45. The banks close at 2:00 p.m

Sorry I must really be going. See you later.

## Conversation 2

Read the conversation between Manoj and Suresh after the dinner.

Manoj : That's a lovely dinner!

Suresh : Thank you. But there was nothing much to say about the dinner.

Manoj : No! I mean it. I enjoyed the dinner very much.

Suresh : Please come in and sit down with me in the hall. There is a good film on T V now.

Manoj : I'm sorry I must go now. My sister will be waiting for me to do home work.

Suresh : I see. I won't delay you, bye.

Manoj : Bye.

**You can use the following expressions too.**

I'm afraid I must go now  
I hope you don't mind my leaving.  
I must really be going.  
I'm sorry, but I have \_\_\_\_\_  
Good bye/ Bye/ Bye-Bye  
Good night (Usually in home situations)  
See you later/ tomorrow / next week

## Complete the conversations

### Conversation 1

Sumana meets her friend Nayana on the road, but Nayana is in a hurry to catch a train.

Sumana : Hi Nayana. Nice to see You. Been away ?

Nayana : Yes, I had been to Udupi for a week.

Sumana : \_\_\_\_\_  
\_\_\_\_\_

Nayana : \_\_\_\_\_  
\_\_\_\_\_

Sumana : Bye.

### **Conversation 2**

Pramod and Tejas are studying in Thejas' house.

Thejas : Oh! We have completed the 5<sup>th</sup> chapter. Shall we begin with the 6<sup>th</sup> chapter?

Pramod : \_\_\_\_\_  
\_\_\_\_\_

Thejas : \_\_\_\_\_  
\_\_\_\_\_

Pramod : O K Then . See you tomorrow in the school.

Thejas : O K. Bye.

### **Extending, accepting and declining invitations**

Read the following conversations.

#### **Conversation 1**

Arun : Good evening, sir.

Boss : Good evening, Arun. Anything.....?

Arun : Sir, we are arranging a party to celebrate Silver Jubilee of our company.  
We would be pleased if you could attend the party.

Boss : I would be delighted to. When is it ?  
 Anil : At 6:00 p.m. It's on 11<sup>th</sup> at Hotel Ashoka  
 Boss : I'd certainly be there.....  
 Anil : That's very kind of you.

### Conversation 2

Pramod : Why don't you join the party at our home this Sunday?  
 Ananda : What's the occasion?  
 Pramod : A small get-together of our friends.  
 Ananda : Well, at what time?  
 Pramod : 6 in the evening.  
 Ananda : Oh dear, I wish I could. But *I've* fixed an appointment with our family doctor.  
 Anyway, thanks a lot for inviting me.  
 Pramod : Oh! That's all right.

### You can use the following expressions

Extending the invitation	Accepting the invitation
I'd like you to.....	Thank you. I'd like to.
Would you like to.....	That'd be nice.
I'd like to inviting you to.....	Yes, please.
How/What about.....	With pleasure.
Why don't you.....	I'd/We'd be delighted to.....
We would be <i>very</i> pleased/delighted if you could .....	That'd <i>give</i> me/us the greatest pleasure

**Declining the invitations:**

- Thank you very much, but.....
- Thank you for asking me/us, but.....
- I'm terribly sorry. I don't think I can .....
- I'd/We'd like to, but.....
- I wish I could, but.....
- I'm afraid, I have already promised to.....
- That's very kind of you, But.....

**Complete the conversations**

**Conversation 1**

- Maaz : Hi Jaffer
- Jaffer : Hi Mazz
- Maaz : We are holding a party at our residence on 16<sup>th</sup> \_\_\_\_\_  
: \_\_\_\_\_
- Jaffer : \_\_\_\_\_
- Maaz : \_\_\_\_\_
- Jaffer : \_\_\_\_\_
- Mazz : \_\_\_\_\_
- Jaffer : \_\_\_\_\_

**Conversation 2**

Hema visits Mala's house:

- Mala : What a pleasant surprise ! I can't believe my eyes. Hema you.....
- Hema : Yes, My marriage has been fixed. You are my best friend.....  
\_\_\_\_\_
- Mala : \_\_\_\_\_
- Hema : \_\_\_\_\_
- Mala : \_\_\_\_\_
- Hema : \_\_\_\_\_

## 4. LANGUAGE USE

### A. Modals

#### Unit - 1

#### Modals.

Read these sentences.

1. We **must** obey the traffic rules.
2. You **should** come to school on time.
3. **May** I come in?
4. Mother, **can** I go to play with my friends?
5. **Can** you tell me how much this pen costs?

The words in bold (**must, should, may, can**) are modal auxiliaries.

**Modals or modal auxiliaries are verbs which are used before ordinary verbs to express permission, ability, obligation, suggestion, request and so on. They indicate the attitude, intention and mood of the speaker.**

**Can you identify the language function, that is, the use of expressions in the sentences mentioned above?**

e.g :- We must obey the traffic rules.

language function: Strong obligation or compulsion.

1. ....
2. ....
3. ....
4. ....

#### **The main modals are:**

can; could; may; might; shall; should; will; would; must; ought to; need to; have to.

The negative modals are:

Couldn't; wouldn't; shouldn't; mustn't; oughtn't/ought not to



<b>Modals</b>	<b>Examples</b>	<b>Uses</b>
Can /can't	Shwetha can write with both hands. He can be there Can I borrow your Iron box? Can you lend me your text book? Can I carry your luggage?	ability possibility seeking permission request offer
Could/couldn't	Could I borrow your note book? Could you please help me to lift the luggage. We could go for a picnic on Saturday. I think you could come first this time. I could eat 10 idlies when I was 20 .	seeking permission request suggestion possibility past ability
May	He may be here anytime. May I have some water? May I help you? May I come in ? India may win the match. May God bless you.	probability request offer request probability wish/desire
Might	She might know the fact. Don't worry, I will help you. Will you please close the door? It will rain tonight.	possibility (but to a lesser extent) promise request prediction

Will/Won't	I will get you sweets from the market.	offer
Shall	Shall I help you?	offer
	Shall we go to field to play now?	offering suggestion
must/mustn't	We must leave the place now .	compulsion
	You mustn't tell lies.	prohibition
ought to	You ought to do your duty.	giving advice/ reminding obligation
	We ought to respect our teachers.	moral obligation
Need	He need not go to the market.	absence of necessity
	You need to lose weight.	necessity

Modals do not change depending on the subject, usually.

e.g. I can      You can      They can      It can

**Read the conversation and identify the modals and their use/functions.**

Ravi : What do you think I ought to see in Mysuru?

Raju : Well, some historical places. I think, you should go to Palace and if you can, visit the Chamundi hills and the K R S dam.

Ravi : And what about Jagan Mohana palace?

I was told, one ought to see it.

Raju : Yes, of course. You can see the paintings of Raja Ravi Varma there.

Now write the modal verbs in column A and its use in column B

Modals	uses
ought to	seeking preference or choice
1.	
2.	
3.	

2. Suma : The lunch was very tasty, thanks.

Prema : You're wel-come .Will you call me from Delhi?

Suma : Of course. Will you give my love to parents, please?

Prema : Sure, I will also tell Ravi about you.

Sum a : I wonder. He must have forgotten me by now.

Prema : No, I'm sure he hasn't. You should call him from Delhi.

Suma : I don't think so.

Prema : Shall I ask him to call you?

Suma : Would you stop talking about him, please?

Prema : Okay. I shall stop teasing you. Have a nice trip!

One is done for you

Modals	uses
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9. I shall stop teasing you	assuring

**Choose and underline the correct words from the pairs supplied in brackets.**

Dear Vikas,

Congratulations on your terrific result! Your parents ( must/shall) be proud of you. (Should/would) you convey my regards to them, please?

I (must/shall) be taking my exam this year. My teacher says I (must/should) be able to pass quite easily but I want to work harder. I (must/would) work very hard. Meanwhile, (shall/will) you give me some tips on answering questions, please?

I am glad to know you (will/would) be here for the holidays. I'm sure we (would/will) enjoy for a week before returning to the books. My Dad says we (shall/should) work as hard as we can.

See you soon

Sujan

**Match the sentences in A with the corresponding meaning in column B**

A	B
1. It is forbidden to walk on the grass	Students ought to respect their teachers
2. It is not necessary to bring food with you on the trip	It may rain in the evening.
3. I am certain that John is at work.	We should not walk on the grass.
4. Students are advised to obey their teachers	No need of bringing food on the trip.
5. Possibility of raining in the evening is high	John must be working.

**Unit - 2: Modals (continued.....)**

**Ability**

Read the conversation.

Pramod : Can you speak a foreign language?

Joseph: Yes, I can speak English. I was in England for two years.

What about you?

Pramod: No, I can't speak English. I can speak only Kannada.

Here 'can' expresses ability.

Ramya : Where is your grandfather? I heard that he would drink two litres of milk everyday.

Sowmya: Yes, he could work for hours together in the field.

He could walk many kilometers without a break.

Here 'could' suggests the past ability.

Work in pairs. Tell your partner what you are not able to do now, but which you were able to do in the past.

e.g 1. I could play in the open ground, but not now.

I can't .....

2. I could visit my aunt on weekend, but .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Write a paragraph about a newly devised robot that can be of great help to a home -maker.**



- 1. making tea
- 2. mopping the floor.
- 3. washing clothes.
- 4. watering plants
- 5. entertaining guests

This Robot can make tea when guests arrive .....

.....

.....

.....

.....

.....

.....

.....

3. Write a paragraph on your childhood abilities and also about friends

You can begin like this :

In my childhood I could climb tall trees. My friends Shyama could jump from one tree to another, almost like a monkey.....

.....

.....

.....

.....

.....

.....

Clue: Use modals **could, was able to**, wherever appropriately

**Necessity, obligation, advice, suggestion**

The table below provides you with a list of modals in the positive that are used to express **necessity, permission, prohibition, mobility** and **absence of necessity**, in the negative.

Necessity/obligation	Permission
<b>Positive</b> must - compulsion have to - obligation need to - necessity ought to - moral obligation should - obligation/to do	<b>Positive</b> can (less formal)  may (more formal)
<b>Negative</b> must not - prohibition cannot - inability ought not to - moral obligation in the negative.	<b>Negative</b> need not - no necessity do not have to - no obligation may not have to - no obligation (tentatively)

- Savitha : Are you not well, Ravi? ..... we go to the Hospital? (suggestion)

Ravi : No, Maa. I had been to Hospital in the morning.  
 Doctor has given me some medicines.

Savitha : You ..... take those medicines daily (necessity)  
 and you ..... eat a plenty of vegetable and fruits. (obligation)
- Pramod : Shall we go to field and play, madam?

It is Physical Education period.

Teacher : Pramod, you have not completed your assignment. You .....  
 submit it before you leave the school today. You .....complete your work now.  
 (compulsion, necessity)

3. Ramesh : Don't you think, it is wrong to cut trees for widening roads?  
Raju : You are right. We .....plant trees to save the environment.  
Otherwise the air gets heavily polluted and the animals and birds .....suffer  
(obligation, possibility)

### Unit - 3

Modals - (continued.....)

#### Permission/ request

Read the conversation.

Aruna : Can I borrow today's Indian Express?

Malini : Sure. You can.

Aruna : Can I keep it for a day?

Malini : Of Course. You can.

(**Can** is used to express permission but it is less formal than '**may**'.)

Now read this conversation between a teacher and the Principal.

Teacher: May I use the school diary to check the date of next test ,Madam?

Principal: Yes. You may.

(after the use)

Principal: Could you keep it back in the drawer?

Teacher: Certainly. Thank you.

**Tick ( ✓) the correct option to complete the sentence.**

1. I can't find my blue pen. Ramu, (can /could/may) I borrow yours? (informal)
2. "Students can/could/ may study in the School on Sundays," said the Head master (formal)
3. You (can/could/ may) use my pen dear brother. (informal)
4. "You (can/could/ may) leave now", said the boss to his clerk. (formal)
5. He told me that I (can/could/may) leave the office early. (permission in the past)



- 6 (Can/Could/ may) I have some snacks, mother? (informal)
7. (Can/Could/may) I use your telephone? (very polite request)
8. Sir, (can/may/could) I come in ?
9. He said that I (can/could/ may) join the cricket team the next day. (permission in the past)

**You are on a flight from Bengaluru to Mangaluru. Write what you would say in these situations.**

e.g .. You want to drink some juice. What would you say to the flight attendant?

Could I have some juice, please?

1. You notice that another person has some comic books with him .Ask him to lend you one.  
.....
2. You do not know how to fasten the seat belt .Ask your father to teach you.  
.....
3. You want a vegetarian lunch .Ask the flight attendant.  
.....
4. You want to go to the washroom. Request the passenger next to you to make room for you to go towards it.  
.....

**Possibility**

May	might	can	could
Indicates a possibility which is stronger than 'might' E.g.: Mother may be attending wedding today	Indicates a weak possibility. E.g.: It might rain today	Indicates general and occasional possibility. E.g.: He can go with I his brother to see the movie.	It is used when there is very weak possibility. E.g.: He could participate in the tournament tomorrow.

Fill in the blank with **may/might/can/could** according to the clues given in the bracket.

1. My brother is studying medicine, he ..... tell you about the nervous system. (a fair possibility)
2. If you call him, he .....attend the function. (a very weak possibility)
3. The Television channels .....show the match since it is of great interest to the people (possibility)
4. He .....be doing home work this afternoon instead of sleeping. (weak possibility)

**Did you know?**

will be	expresses	certainty
could be	expresses	probability (more likely)
may be	expresses	probability (more likely)
might be	expresses	probability (less likely)

**Read the conversation and fill in the blank with suitable modal verbs.**

1. Ratan : where is Savitha ?  
Ramu : She .....in the kitchen, helping mother cook food. ( probability- more likely)
2. Teacher : Where is Ahmad?  
Joseph: He .....be in the library. (less possibility)  
Fathima: He .....be in the garden. He often has lunch outside on sunny days. (possibility-more likely)
3. Conversation between two friends in a school day programme.  
Ranjan: Ramesh, look there .The gentle man in the formal dress .....  
Mr. Rao, the secretary of the school management committee.  
Ramesh : Oh, yes. The man in the Kurta talking to some one on the cell phone ..... be Mr. Joshi.

Ranjan: I think Mr. Joshi ..... be the chief guest of today's function.

Ramesh : See there, the people following him ..... be from the media.

**Intention and Prediction. [When 'will' and ]shall] are said with greater accent]**

Read the given sentences.

1. I **will** attend his marriage ceremony. (promise)  
You **shall** get a gift tomorrow. (promise)
2. I **shall** call you (intention)
3. I **shall** help you (intention/willingness)
4. He **will** happily participate in the celebration. (willingness)

**Make five promises to your friend expressing your willingness to do something.**

**(Use shall/will )**

e.g : I shall never be late to school.

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

<p>Did you know?</p> <p>One of the puzzling things in English is to know when to use <b>shall</b> and when to use <b>will</b>. Whenever we desire to express some command, promise, treat, or determination <b>shall</b> is used in the second and third person and <b>will</b> is used in the first person. Anyway, short forms. I'll (shall or <b>will</b> )are used to indicate future time action.</p> <p>You <b>shall</b> receive your prize tomorrow (promise) He <b>shall</b> not enter the library again. (determination) <b>I will</b> reward her for her diligence (promise) <b>I will</b> report to the Head Master if you don't submit your homework. (threat) They <b>will</b> be here soon. (future action)</p>
---

**MICRO-TEST-3**  
**READING AND WRITING**

1) [Note: The subject teacher is advised to select a passage from the text or outside the text to test the following types of comprehension, namely:

- a. factual comprehension
- b. Interpretative or inferential : Comprehension

2) Read the following passage:

The Spanish artist Pablo Picasso was one of the most creative artists of the twentieth century. He began painting as a young child, experimenting with many styles and subjects. In 1937, during the midst of the Spanish civil war, he painted GUERNICA, a terrifying vision of destruction and the greatest protest against war by an artist.

Read it and make notes on the following points.

- Name of the artist:
- His country:
- The period of his life:
- Why he is considered a genius:
- The name of the painting:
- The topic of the painting:
- The message the artist wanted to convey through that piece of painting.



## LANGUAGE USE

### B. Reported speech

1. Read the following dialogues. Note how Raju reports each one of them.

Ambika : Hello, good morning.

Sarika : Very good morning. How're you?

Ambika : I'm good. Thank you. How're you?

Sarika : I'm fine. Thank you.

Raju reports the dialogue like this.

Ambika and Sarika greeted each other. Then they exchanged pleasantries and thanked each other.

While reporting, keep the following in mind.

- a) Listen to the dialogue.
  - b) Note what they speak about.
2. Read the next part of the dialogue. Observe how he reports it.

Ambika : Weather's fantastic today, isn't it?

Sarika : Yes, it is.

Raju reports it.

Ambika said that the weather was fantastic that day. Sarika agreed with her.

3. Read the dialogue. Report it by filling the blank with the correct option given in brackets.

Nakula : I'm sorry. I couldn't complete the work.

Bheema : Don't worry. You can do it tomorrow. It's not very urgent.

Sahdeva reports: Nakula ..... (apologised to/ said sorry to) Bheema and .....(told/ said) that .....(I/ he) couldn't complete the work ..... (today/ that day). Bheema ..... (consoled/ said) Nakula and ..... (asked/ told) him not to worry and ..... ( he/you) ..... (can/ could) do it ..... (the next day/ tomorrow) as it ..... ( was/ is) not very urgent.

Note the following changes.

- a) Reporting verb apologised/told
- b) Pronoun I .....> he
- c) Tense can .....> could
- d) Adverb today .....>that day, tomorrow .....> the next day
- e) connecting word that

**I. Report the following. Change the underlined words suitably. One is done for you.**

1. Sumana said, “ I have no clues about the next class.”  
Sumana said that she had no clues about the next class.
2. Raghu and Ravi said, “ we can meet him at the railway station. He'll be there with his uncle.” .....
3. Kala said to me, “ I didn't tell you about my plan.”  
.....
4. Chandra said, “ I'm so happy the exams are over. I can go to my village and spend some time with my grand parents.”  
.....

5. Mani : Fathima is admitted to K.G. hospital. She is down with fever.

Rama : We'll go there tomorrow.

.....

**II. Read the following dialogue. Note how it is reported.**

1. Sheela said, "Can you help me" ? I said, "Yes."

I reported like this.

Sheela asked me if I could help her. I said that I could( help her).

Note the changes

a) Addition of

if

b) Reversal of subject and verb.

Can you ..... I could

**Report the following. Change the underlined words suitably.**

1. Suguna said. "will you come with me"? "I said. No."

.....

2. Bharathi said. "Can you make flowers with these papers"? I said, "Yes."

.....

3. Mom said. "Would you like to have some coffee"? I said, "No, I would prefer Tea."

.....

4. Mohan asked Hari, "Do you sing"? Hari said, "Yes, but I do not know how to dance."

.....

5. Teacher : Somu, did anyone of your friends help you in writing this report?

Somu : No, sir. I wrote it myself.

**III. Read the following dialogue. Note how it is reported.**

1. Amrutha : Where are you going?



Seetha : To the post office.

Amrutha wanted to know (asked Seetha) where she was going. Seetha replied that she was going to the post office.

Observe the changes.

- |                              |                              |
|------------------------------|------------------------------|
| a) Reporting verb-           | wanted to know/ asked Seetha |
| b) Subject and verb reversal | are you .....> she was       |
| c) Tense (verb)              | are .....> was               |
| d) Retain the question word  | where                        |

**Report the following dialogues. Change the underlined words and the word order suitably.**

- Father : Son, what is it?  
Son : Father, It's a doll.  
.....
- Lawyer : Mr.Raghu, why are you arguing?  
Mr. Raghu : I would like to prove my innocence.  
.....
- Sharath : When is your birthday? Would you invite all your classmates?  
Kushal : On 3<sup>rd</sup> June. I would like to celebrate with my family.  
.....
- Ahmed : How is your business now?  
Sadiq : It's pretty good.  
.....

**IV. Read the following. Note how it is reported.**

- Mom: Don't stand near the door. It's too cold.  
Mom warned me not to stand near the door. She also told me that it was too cold.

2. Gopi: Mom, I'm terribly hungry. Please serve dinner.

Gopi told his mother that he was terribly hungry. He requested her to serve dinner.

Note the changes.

a) reporting verb

told, requested

**Report the following. Choose the correct reporting verb from those given in brackets.**

(urged, ordered, warned, requested, demanded,)

1. Officer : Complete the work immediately. It's very urgent.

.....

2. Thimma : Friends, please help me to get out of the car. I'm stuck inside.

.....

3. P.T. Teacher : Boys and girls, raise your hands above your head and bend forward slowly.

.....

4. Sujatha : Don't try to climb the tree. It's slippery.

.....

5. Children said, "Grandma, tell us a story."

.....

**V. Report the following.**

1. Neha : Girija, Did you read the notice today?

Girija : No, What is it about?

Neha : It's about library books. We have to return the books within two days.

.....

.....

2. Teacher : Don't park your bicycles in front of the school.

Harish : Why?

Teacher : Thieves will steal them. There is a separate stand for bicycles.

.....

.....

3. Charan : Vijay, do you know when the exams start?

Vijay : I heard we have exams next month.

.....

.....

4. Dhanajay : Congratulations! Your team won the football match yesterday.

Eshwar : Thank you. The team played really well.

.....

.....

5. Father : Don't drive too fast. Follow traffic rules.

Son : All right. But some people violate the rules.

Father : Have you observed that police will be watching them? The police  
Will punish them.

.....

.....

6. Hassan : Pappa, do you have to work even on Sundays?

Pappa : My dear boy, do we take food on Sundays, too?

.....

.....

**Teacher's Remarks:**

### C. Determiners

Articles	Possessives	Demonstratives	Quantifiers
a, an, the	my, your, his, her, our, their, one's, whose	this, that, these, those	some, any, one, each, every, either, neither, much, many, several, most, more, a little, a few, a lot, all, both, half,

are determiners. They determine the nouns/ noun phrases. They occur at the beginning of nouns/noun phrases.

**II. Articles, possessives and demonstratives help to identify things. They say whether the things are known or unknown to the listeners, which one(s) the speaker is talking about, whether the speaker is thinking of specific examples or talking in general.**

Examples:

1. India is the country where people of different culture live in harmony. (Specific)
2. I saw an old man walking with a stick in hands. (General)
3. I lost my keys yesterday. (Specific)

In the sentences 1 and 3, the speaker is talking about known things where as in sentence 2 the speaker is talking about general thing (unknown) .

**III. Read the following sentences. Write in brackets (S) for specific and (G) for general or unknown.**

1. I know that it is her bag. [      ]
2. I would like to buy this book but I don't have enough money with me. [      ]
3. Oh, are you talking about that boy? I don't know who he is. [      ]

4. Mom, could you make some tea for me? [     ]
5. The dress that I wore yesterday was new. [     ]
6. Please meet these girls. They are very good artists. [     ]
7. I came here to meet Mohan's sister. [     ]

**IV. Fill in the blank with appropriate articles, choosing them from the ones given in bracket.**

**Note:** If more than one is right, give the reason.

1. I lodged a complaint with ..... commissioner of police. (a, the, some)
2. John's father is ..... teacher. (a, the, an)
3. .... doctor advised Arun to walk 5 Kms everyday. (The, A)
4. Gururaj dreamt of visiting Europe. He booked ..... air-ticket last week. (a, the)
5. .... man whom I walked with was a national Hockey player. (The, A)
6. Uma's eyes had become red. She consulted ..... ophthalmologist. (an, a, the)

**V. Underline the determiners in the following sentences.**

1. Can you see that well-built man? He is a wrestler.
2. The lady sitting next to my aunt will dance in a few minutes from now.
3. Those houses that we can see from here, are built by an architect.
4. Could you take me to your place?
5. I think our parents should accompany us on the tour.
6. These are my new pencil boxes. I bought them in Mysuru.

**VI. Read the dialogues below. Fill in the blank with the correct determiner choosing from those given in the box. One is done for you. You can use a word more than once.**

(all, each, everyone, neither, either, several, more, every, some, a few)

1. Arjun : Mom, look! some of the children are playing in the field.  
Can I join them?  
Mom : By all means. Make sure you return before it rains.
2. Teacher : I'm happy. .... is doing very well in Mathematics.  
Students : Thanks.
3. Principal : Dear students, ..... of you should stand up when the chief guest Arrives.  
Students : Certainly, sir.
4. Giri : I attended a seminar last week in Delhi. Among the participants ..... were from Chennai and ..... others were from UP.  
Raju : Did you speak to them?  
Giri : Yes.
5. Anjali : ..... I nor Suma could watch a movie yesterday as there was no power in our area.  
Bharathi : I'm sorry. We had no such problem.
6. Teacher : In the class, ..... student is brilliant.  
Principal : Oh, I see. It's very good. Keep it up.

**Teacher's Remarks:**

## Identifying errors in the use of articles

**I. Read the following sentences. Every sentence has an error in the use of articles. Correct each sentence. One is done for you.**

Example : We have a equal number of boys and girls in our class.

We have an equal number of boys and girls in our class.

- a) A chief guest arrived at 10 am.
- b) Uma has the excellent communication skill.
- c) A company which I am working for is making profit.
- d) My cousin joined an university in Delhi last week.
- e) My father gave me the small amount of money for the tour.
- f) My neighbour is quarrelsome. He gets into a argument with my father unnecessarily.
- g) World is trying to solve many problems.
- h) Suresh is an polite, well-behaved boy.
- i) Gajapathy fell into the bad company. So, his father is worried.

**II. Choose the right option from brackets and fill in the blank. One is done for you.**

Example : The sceneries in my village are beautiful.

The scenery in my village is beautiful.

- a) I placed an order for ..... (furniture/ furnitures)
- b) I left my ..... in the compartment and got out of the train in a hurry. (luggages/ luggage)
- c) Please, don't take ..... We can meet some other day. (troubles/ trouble)
- d) Please, put your ..... here. (sign/ signature)
- e) Meet my ..... He is in class nine. (cousin/ cousin brother)
- f) I am trying to write a ..... (poetry/poem)

- g) Look! Two ..... are walking down the hill. (woman/ women)
- h) Could you give me a pair of ..... ? (scissors/ scissor)

**III. Identify an error in each sentence. Make correction and rewrite the sentence. One is done for you.**

Example : The child is resembling his grand father.

The child resembles his grand father.

- a) Grapes are tasting sour.

.....

- b) Are you hearing me?

.....

- c) My mother is loving me.

.....

- d) I am not remembering your name. Could you please tell me your name?

.....

.....

- e) He is understanding whatever the teacher teaches. So, he performs well in all the tests.

.....

.....

- f) Why are you hating him? He is a nice boy.

.....

**IV. Use correct preposition in each of the following sentences. One is done for you.**

Example : I prefer coffee than Tea.

I prefer coffee to Tea.



a) He is not inferior than me.

.....

b) Don't jump into conclusion.

.....

c) Please, keep these books at the shelf.

.....

d) Sir, I would like you to call me with my name.

.....

e) The teacher is not angry on me.

.....

f) My father gave me a ride in his motorbike.

.....

g) My friend, Sridhar goes to school by a bicycle.

.....

h) Why don't you share this fruit among your friends?

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List the type of errors that usually occur.

Example: Use of 'ing' as in 'there are seeing me'. List a few more:

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**MICRO-TEST-4**  
**LANGUAGE IN USE (GRAMMAR)**

- 1) A paragraph is given. But it has some errors. Those errors are underlined edit and re-write the paragraph.

Toads and frogs has many difference. One difference is its skin. A toads skin is warty and dry. But the skins of a frog is smoothness. Also, toads tends to walk, while frogs tend to jump. An other difference is where they lived. Toads typically leave on land and away from water. Frog, on the other hand, live on or near waters.

- 2) Use modals in place of the underlined words. Sometimes necessary changes in structure will have to be made.

- A : Am I allowed to go now?
- B : Of course; You are
- Your waiting is not necessary
- They are likely to be here next week
- It is compulsory for you to vacate the house, as the weather is getting worse
- I assure you of my help, don't worry

- 3) Match the modals in A with their uses in B

- |             |             |     |
|-------------|-------------|-----|
| A. Shall    | inability   | [ ] |
| B. Cannot   | Probability | [ ] |
| C. must not | Obligation  | [ ] |

D. have to            futurity [   ]

E. may be            Prohibition [   ]

4) Some sentence are given below. Rewrite them using the words / Phrases without changing their meaning. Clues are given.

◆ It is not advisable for you to travel now

[Better.....]

◆ You are wrong, aren't you ?

[I think .....]

◆ Don't tell me what I should do

[I know.....]

◆ He is too selfish to be of any help to others

[He is so .....]

◆ Please, don't poke your nose in my private life.

[I warn you .....interfere.....]

◆ Write a paragraph in about five sentences. See that each sentence has a modal in it.

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## 5. WRITING

### EDITING

#### Exercise - 1

Identify the errors in each of the underlined words. Edit the paragraph and re-write it correctly.

[note: it is about a past event]

pandit ravi shankar and Ustad Allah Rakha goes up the wood staircase and knocked soft in the door of Sushilas apartment. He went in, sat down on the divan by the window and play for the boy. Very soon, life went out on him, gently, very gently.

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#### Exercise - 2

Edit the following and write it.

Forgive me said the beard man in a week voice ? When he saw the King is awake.

“i do not know you and have nothing to forgive you for, said the King.

.....

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.....

**Exercise - 3 (Edit and write) - (guided)**

Rabindranath Tagore was born on Kolkota in 7th May, 1861. He was luck in his birth in more than one way. His grandfather, Dwarakanath was called the Prince and of his lavish style of living. He had amassed much wealth through their business transactions and the Tagores lived in luxury.

Clues: Mistakes in the use of.....

- Sentence 1 : Prepositions (two)
- Sentence 2 : Adjective
- Sentence 3 : Conjunction
- Sentence 4 : Pronoun

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**Exercise - 4 (Edit and write)**

Stretch with care

Cats stretch slowly and careful. Likewise, you should stretch just until you reach the point of tention. Hold it on 20-30 seconds. Never stretch you to the point of pain.

(Clues: Mistakes/in the use of)

- Sentence 1 : Adverb
- Sentence 2 : Spelling
- Sentence 3 : Use a Preposition
- Sentence 4 : Correct the object of 'stretch'

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**Exercise - 5**

In pairs or in group of 3-4, frame exercises on the lines give above. Present it to the class in turn. Take the suggestion or help of your teacher.

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## **BIO-DATA**

**Given below is an example of an advertisement for marketing executives, in a leading English daily.**

We are a fast growing Software Company marketing antivirus products.

**We require**

### **Software Engineers**

(based in Bengaluru)

The candidate should be a fresh graduate with a dynamic personality. Dedication in work is a must.

Salary will not be a constraint for the deserving candidate.

Apply within 8 days to:

System Infotech,  
18, M.G, Road,  
Bengaluru.

• **In response to the above advertisement, a man sent his Bio-Data. The following is a copy of his resume.**

**Note the following while going through the Bio-data.**

1. Items of information to be given. For example: address, heading.
2. The format, i.e., the way the information is provided and its sequence.

**Teacher's Remarks:**

### BIO-DATA

Name : Santosh  
Date of Birth : 15<sup>th</sup> January, 1990  
Address : 425, III cross  
B.T. Street  
New extension,  
Bengaluru.  
Phone Number : 0123456789

Educational Qualification :

Qualification	Year of passing	School/College	Percentage
S.S.L.C	2006	G.H.S; C.B.PUR	89%
P.U.C	2008	Govt P.U. College, C.B. PUR	93%
Engineering	2013	Infotech Engineering College, Bengaluru	95%

#### **Professional Qualification:**

I am presently doing a course on Animation.

Extra-curricular activities:

I represented the state in the State Level Kabaddi Tournament.

#### **Task**

##### **Exercise - A**

You have just done your graduation and are doing a part-time Diploma course in computers. Prepare your bio-data in response to the advertisement given below.



## SMART CELLPHONES

We are a reputed mobile company marketing mobile phones.

**We require**

### **Sales Supervisor**

(based in Mangaluru)

The candidate should be a fresh graduate with a dynamic personality. Dedication in work is a must.

Salary will be linked to the efficacy and dynamism.

Apply within 8 days to:

Smart Cellphones,  
25, Commercial Street,  
Mangaluru

### BIO-DATA

Name :

Date of Birth :

Address :

Phone Number :

Educational Qualification :

Qualification	Year of passing	School/College	Percentage

### **Professional Qualification:**

I am presently doing \_\_\_\_\_

Extra-curricular activities:

I represented my state \_\_\_\_\_

**Activity:**

**I) Read the poem and complete it with the suitable rhyming words choosing from brackets. Two lines are done for you.**

[sunny, quarrels, fool, heaven, germs]



**School Days**

When I was in school

I felt I was very cool.

When I left the school

I felt I was a \_\_\_\_\_

Home I felt was a \_\_\_\_\_

But school taught me lesson.

Teachers talked of morals

Shun, they said, the \_\_\_\_\_



## Narration

**I. Read the following dialogue between two friends and do the task as suggested.**

First day in the school after summer vacation.

Meena : Hai, how are you Teena ?

Teena : I'm very fine. Hope the same of you.

**Meena starts enquiring Teena to know how she spent her summer vacation.**

Meena : How did you spend your vacation?

Teena : I had been to my native place. I had a lot of fun over there. What about you?

Meena : Well, I had been to Coorg. It was very pleasant.

Teena : Oh! That's great.

**The school bell rings.**

Meena : Ok, Teena, we shall meet again during the lunch break.

Teena : That's fine, bye.

Meena : Good bye.

### EXERCISE

**Give a brief version of the above dialogue in a running prose paragraph.**

As the two friends meet each other after their summer vacation, first they.....

.....

.....

.....

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## Some Integrated Tasks

### Spoken English

Exercise:

Some utterances are given below. Sit in pairs. One says the given utterance. The other will give the appropriate response. Change the roles and do the task.

- Manoj : How long had you been in Varanasi, Deepak?  
Deepak : .....

(between two friends)

- Simon : May I ask a question on this chapter, sir ?  
Teacher : .....

(in a class)

- Suma : Who are you waiting for, Pushpa? You don't seem to be alright.  
Pushpa : Oh, no! .....

(at a party)

- Imagine Sharat is thirsty and you understand it. Here is what you offer. But it is given in a jumbled way. Say it in the right order.

You say:

Sharat, if/ /be  
/ all / would /right/  
it / you / juice / of / I / bring /  
a / cup ?

- Imagine someone is smoking. How do you try to request him to stop? Frame an utterance from the words given below.

a) ■ Smoking?

- mind
- would
- makes
- you
- not
- it
- ill
- me
- feel

b) Now, write an imaginary dialogue based on this incident.

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- Read the following words. Refer to a good dictionary and classify the words under the four headings of smell, sight, taste and sound.

Perfume, salty, watch, melody  
 peep, crash, aroma, spicy  
 glare, sour, din, fragrant  
 shrill, scene, scent, sour  
 sniff, luminous, acidic, tone

words

Smell	
Sight	
taste	
Sound	

- Match the words in 'A' with the collocative words in 'B'.

**Nouns**

**Verbs**

energy	complete .....
football	build .....
work	burst .....
task	kick .....
house	done .....

After matching use the matched phrases in sentences appropriately and correctly.

eg: Jamaith is bursting with energy.

.....

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.....

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## MICRO-TEST - 5

### (Writing)

Edit the following and rewrite it correctly. (Qns. 1 and 2)

- 1) Rakesh like chocolates. So she will collect money from his father buy it.

Ans : \_\_\_\_\_

\_\_\_\_\_

- 2) Pinky runs very fastly. He is a good runner.

Ans : \_\_\_\_\_

\_\_\_\_\_

(Qns. 3 to 7 are multiple-choice questions)

- 3) A Bio-Data will have the following information:

- a) Name of the Sister                      b) Name of the brother  
c) Name of the Candidate                d) Name of the friend

- 4) A Bio-Data should be signed by:

- a) Parents      b) Neighbours      c) Candidate      d) Friends

- 5) Pick out the suitable rhyming word for 'king'

- a) sang      b) sung      c) rung      d) ring

- 6) The person who writes poems is called:

- 1) an author      2) a playwright      3) a poet      4) a novelist

- 7) \_\_\_\_\_ helps us to reach the destination easily. (choose the right alternative and complete the sentence)

- a) An Atlas                      b) A Map  
c) A Globe                      d) A Route Map

**Tick the correct sentence (8 to 10)**

8) .....

- a) Please get me the scissor. [    ]
- b) Please get me the scissors. [    ]

9) .....

- a) We bought new furniture. [    ]
- b) We bought new furnitures. [    ]

10) .....

- a) John is superior to me [    ]
- b) John is superior than me [    ]

11. Some famous quotations are given below, but not fully. Write them with the help of the clues given at the end.

- Danger for danger's sake is \_\_\_\_\_
- A poor man has no \_\_\_\_\_
- Uneasy lies the head that wears a \_\_\_\_\_
- Commonsense is not so \_\_\_\_\_
- A wise son maketh a glad \_\_\_\_\_

(clues: crown, father, foolish, common, credit)

12. Some words do not take 's' or 'es' in their plural form.

Example: Feet, mice.

Write two more words like this.

.....  
.....

