

TEACHER'S HANDBOOK

 **STELLAR LEARNING**

English

Language & Literature

Sections A & B
Reading Skills and
Writing Skills with Grammar

9

**On
Board!**
BOOKS

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Section A

Reading

Comprehension

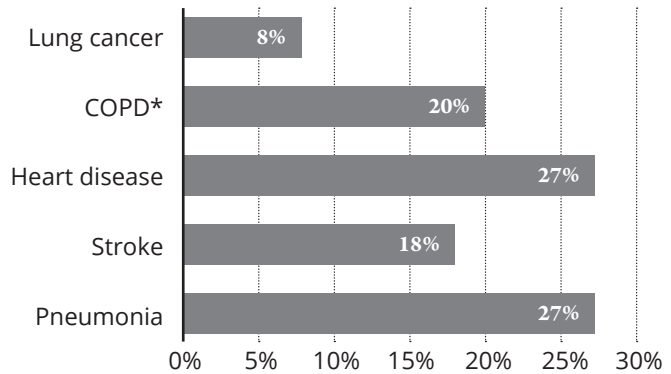
Factual Passages

≡ Passages for Practice ≡ (Page 9)

1. Read the passage given below and answer the questions that follow. 10

1. Around 3 billion people all over the world still cook using fuels such as wood, crop wastes, charcoal, coal, animal dung and kerosene. They cook over open fires or badly designed stoves. Most of these people are poor, and live in low- and middle-income countries.
2. The use of these fuels releases a range of harmful pollutants inside the homes of people. Soot particles, for example, penetrate deep into the lungs, inflame the airways, weaken the immune response of the body, and reduce the oxygen-carrying capacity of blood.
3. In poorly ventilated houses, indoor smoke can be 100 times higher than acceptable levels. Women, who spend the maximum time in the kitchen, are particularly at risk, and by extension, so are infants and little children.
4. It is estimated that close to 4 million people die prematurely every year from illnesses caused by household air pollution. The chart below shows the percentage share of these illnesses in the deaths.

% SHARE OF ILLNESS IN DEATHS CAUSED BY HOUSEHOLD POLLUTION



*Chronic Obstructive Pulmonary Disease

5. Household air pollution not only causes these illnesses, it also makes people more vulnerable to them. For example:
 - It almost doubles the risk of childhood pneumonia.
 - In low- and middle-income countries, 25% of deaths from COPD is due to household air pollution.
 - 12% of deaths due to stroke can be attributed to daily exposure to household air pollution.
 - 17% of lung cancer deaths can be attributed to carcinogens present in the smoke caused by kerosene, wood, charcoal or coal.

6. There are other health concerns associated with household pollution. For example, links between household air pollution and tuberculosis, cataract, and low birth weight of babies are now well known.

Adapted from a WHO report

1.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Infer one reason for the following, based on information in paragraph 1.

Around 3 billion people all over the world still cook using fuels such as wood, crop wastes, charcoal, coal, animal dung and kerosene.

Ans. Because they are poor and so use the cheapest or freely available fuel.

- (b) Fill the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 1.

A large number of people who are (open/prone) to respiratory diseases are from (urban/rural) areas.

Ans. prone, rural

- (c) Complete the following analogy appropriately.

One can say that when it comes to household air pollution, it is mostly those from low and middle-income countries who are left holding the short end of the stick because

Ans. they are the ones who are affected the most severely.

- (d) Justify the following.

There is an urgent need for clean cooking fuels, not just for the environment, but also for health.

Ans. The use of wood, charcoal, animal dung, and other cheap cooking fuels releases smoke and many harmful pollutants inside the homes of people. In poorly ventilated houses, soot

particles affect the lungs, further causing many diseases, including premature death.

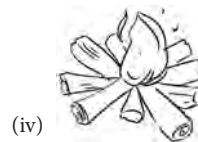
- (e) From the information given in the graph, which two organs of the body are shown as most affected by household air pollution?

Ans. The two most affected organs are the lungs and the heart.

- (f) Why are young infants and young children greatly affected by household air pollution?

Ans. Young children, who are affected by household air pollution, usually belong to poor families. They stay at home with mothers, who spend maximum time in poorly-ventilated kitchens cooking on cheap fuels. Therefore, they are extremely susceptible to weakened immune systems.

- (g) Select the option that correctly displays a non-polluting fuel.



Ans. (ii)

- (h) Select the statement which is not true.

What are the effects of household air pollution?

(i) Household air pollution almost doubles the risk of childhood pneumonia.

(ii) 12% of strokes can be attributed to exposure to household air pollution.

(iii) Lung cancer deaths are attributed to carcinogens present in the smoke of cheap fuels.

(iv) Tuberculosis, cataract, and low birth weight of babies is linked to household air pollution.

Ans. (ii) 12% of strokes can be attributed to exposure to household air pollution.

(i) The word 'vulnerable' in paragraph 5 means
 (i) burdened. (ii) exposed.
 (iv) sensitive. (iv) accountable.

Ans. (iii) sensitive

(j) Mention any two ways soot particles affect the health of people.

Ans. (i) They inflame the airways.

(ii) They weaken the immune system of the body.

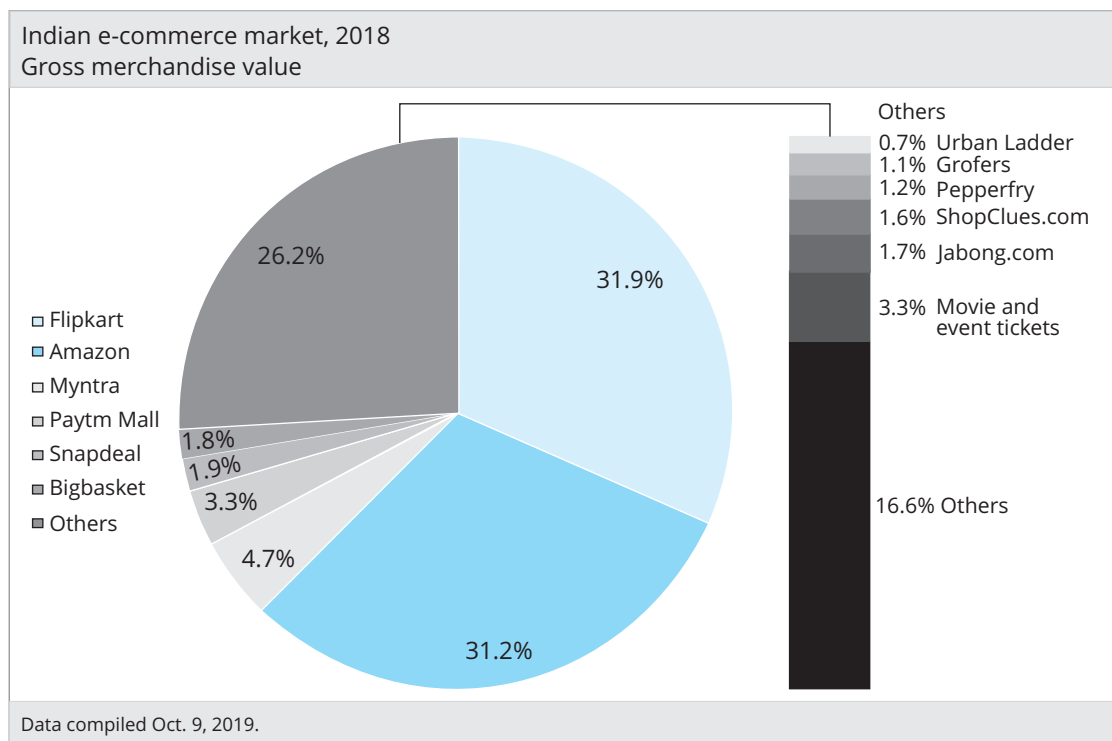
2. Read the passage given below and answer the questions that follow. 10

1. In the last decade, e-commerce has changed the way business is done in India. E-commerce startups are finding a stronger foothold in the Indian market. They have been successful in addressing regional and local needs. Some have become household names, such as Big Basket and Grofers for grocery, and Swiggy

and Zomato for food delivery services. Online retail has also grown by leaps and bounds. Though it accounted for only 3% of all retail sales in 2017, it is estimated that there will be 425 million online buyers by the end of 2027. Amazon and Flipkart are the biggest players in this segment, and give each other stiff competition during the festive season of Dusshera and Diwali.

2. There are many factors that have contributed to this massive growth of e-commerce in India:

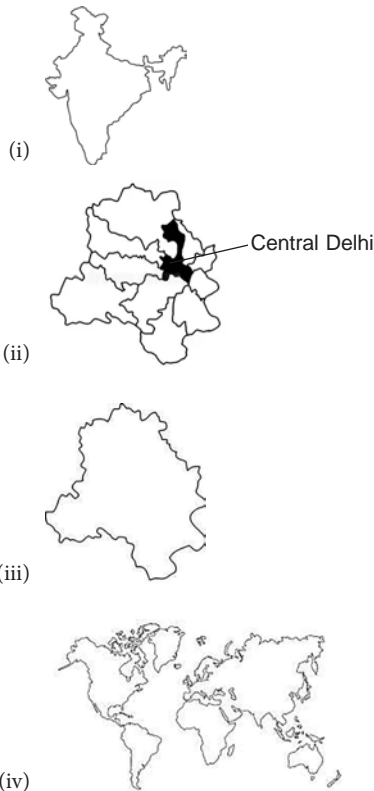
- Tremendous growth in Internet use, from just 4% in 2007 to 48.7% in 2022
- Growth in the use of smartphones, which increased mobile shopping
- Growth of digital payment apps, such as UPI and BHIM
- Initiatives by the government, such as Digital India
- Incentives to increase foreign investment in Indian e-commerce
- The BharatNet Project which aims to provide broadband services to 150,000 Gram Panchayats



3. The Indian e-commerce industry is expected to become the second largest e-commerce market in the world by 2034, surpassing that of USA. Recent events such as demonetization in 2016 also saw an explosion of digital payments because of shortage of cash. The pandemic in 2020 further encouraged online payments because of people being confined at home.

2.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Select the option that correctly displays what 'regional' signifies. 1



Ans. (iii)

- (b) Which of the following is the correct option?

E-commerce food and grocery home delivery companies

- (i) depend completely on the internet to drive their business.
- (ii) do not have to pay rents to have a place to store their goods.

- (iii) depend completely on customers to make their presence felt.
- (iv) do not need to depend on too many factors for delivery logistics.

Ans. (i) depend completely on the internet to drive their business.

- (c) Complete the following analogy appropriately, based on your understanding of the passage.

Ordering something online is like receiving a present every time an order shows up on your door because

Ans. you get what you want without leaving the comforts of your house.

- (d) Mention any two effects of the stiff competition between online retailers during festive seasons?

Ans. Due to the stiff competition, the consumers are at an advantage because prices of almost all commodities are on sale, and this means the consumer can buy more things.

- (e) In which ways is the government directly or indirectly helping the growth of the e-commerce market?

Ans. The government is promoting commercial start-ups, besides giving incentives to increase foreign investment in Indian ecommerce. The growth of digital payment apps like UPI, and incentives like Digital India have made ecommerce a popular method of shopping.

- (f) Fill the blanks with the appropriate option from those given in brackets, based on your understanding of the passage.

E-commerce (stimulates/ excites) the economy by increasing productivity, providing employment, and improving the shopping experience. This indicates that the use of e-commerce can significantly (nurture/boost) the country's economy.

Ans. stimulates, boost

(g) Mention any two ways the government is contributing to the growth of e-commerce in India.

Ans. (i) Through initiatives, such as Digital India
(ii) Through incentives to increase foreign investment in Indian e-commerce.

(h) Justify the importance of food and grocery delivery services like Zomato and Swiggy in cities from the view of the customer.

Ans. These services are important to the customer, who saves time, money and energy in ordering online instead of physically shopping in different stores. During sickness, like during the pandemic, or emergencies like shortage of cash, help the consumer to still get his essentials.

(i) Fill in the blanks by selecting from the passage the correct option.

In 2016, digital payments had increased due to

- (i) growth in internet usage.
- (ii) shortage of cash.
- (iii) Lockdowns.
- (iv) foreign investments

Ans. (ii) shortage of cash.

(j) The word 'stiff' in paragraph 1 means

- (i) harsh. (ii) unmoving.
- (iii) rigid. (iv) strong.

Ans. (iv) strong

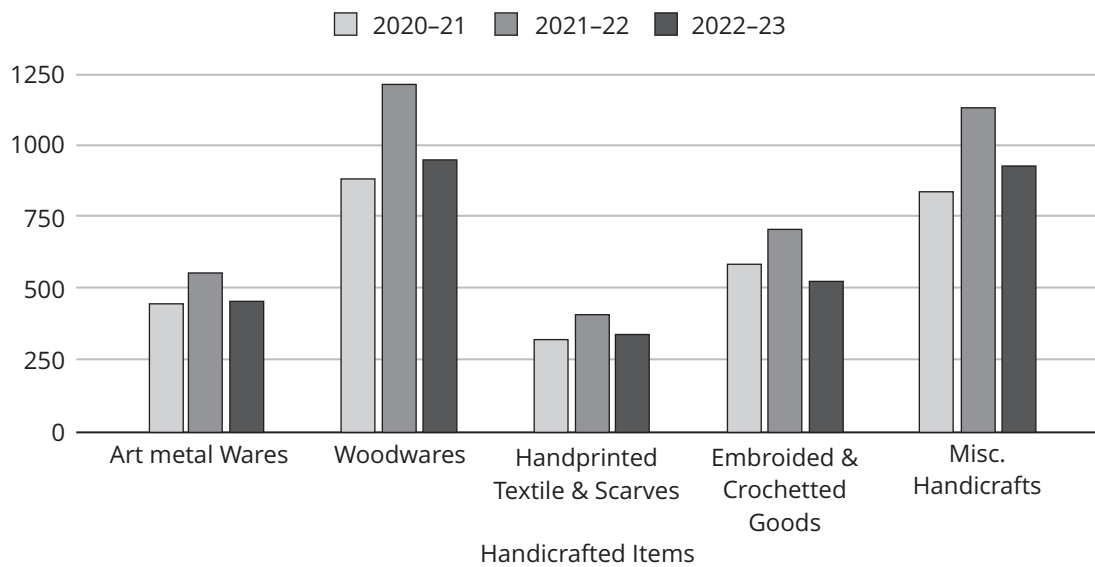
3. Read the passage given below and answer the questions that follow. 10

1. The handicrafts sector is the most decentralized and unorganized sector of the Indian economy, yet it is an important source of foreign exchange revenue for the country. In India, handicrafts is not merely

an industry; it also symbolises the identity and aspirations of a community.

2. Most Indian handicrafts are associated with a specific community of artisans and crafts persons. The handicrafts are as varied as metal ware, pottery, basketry, woodwork and weaving. It is largely a home-based industry requiring minimum expenditure on resources, infrastructure, or training to set up. It uses pre-existing skills of people and locally available materials. Inputs are required more in terms of product adaptation than expensive investment.
3. An important feature of the Indian handicrafts industry is that it does not disturb the social balance of the home or the community. Agricultural and pastoral communities use their traditional craft skills as a secondary source of income in times of drought, floods, famine or bad harvest. Thus, there is a seamless connect between these occupations. In fact, the role of handicrafts in the rural economy is fast gaining importance. The organized sector in the country is quickly absorbing products from these industries to cater to demands in urban areas.
4. The handicrafts sector plays an important role in the overall economic development of the country too. It not only generates employment but also earns a lot of foreign exchange through exports. The given chart shows the export trends of Indian handcrafted products from 2020 to 2023.
5. Handicrafts were traditionally considered a cottage industry in India. But because of the great demand for them in domestic and foreign markets, some segments have become large-scale industries, such as carpet weaving, traditional textile, gem cutting and polishing, jewellery making and leather products.

Export trends of top Indian handcrafted products



3.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Complete the following analogy appropriately, based on your understanding of paragraph 1.

One can say that the handicrafts sector is given step-motherly treatment by the government even though it is an important source of foreign exchange because

Ans. it is the most decentralized and unorganized sector of the economy.

- (b) Select the option that correctly displays what 'aspirations' signifies. (Reference Paragraph 1)



Ans. (ii)

- (c) Why is it justified to term the handicrafts industry as a 'home-based industry'?

Ans. Cottage industries are small, community-based manufacturing businesses, and are usually run out of a home rather than a factory.

- (d) 'Agricultural and pastoral communities use their traditional craft skills as a secondary source of income in times of drought, floods, famine or bad harvest.' State any one inference that one draws out of this.

Ans. When natural calamities strike poverty-stricken communities, they have to look for means to survive by themselves.

- (e) Mention any two areas in which the smaller rural cottage industries need to be supported in order for them to be financially viable?

Ans. They need to be helped to become an organised sector. The artisans also need to be helped for product adaptation and better marketing.

- (f) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of the passage.

Small-scale businesses start in rural areas where unemployment and underemployment are (familiar/common). Cottage industries benefit the economy by (engrossing/absorbing) a large

portion of the surviving workers in rural areas.

Ans. common, absorbing

(g) With reference to the graph, identify the statement which is not true.

(i) In 2020–21, the export of hand printed textiles and scarves was the least compared to the other items exported that year.

(ii) In 2021–22, woodware products were exported the maximum compared to the other two years.

(iii) In 2021–22, art metal wares exported were the same as those exported in 2022–23.

(iv) In 2022–23, embroidered and crocheted goods showed a fall in exports as compared to the previous years.

Ans. (iii) In 2021–22, art metal wares exported were the same as those exported in 2022–23.

(h) In which ways do cottage industries contribute to the economy of the country?

Ans. Cottage industries in rural areas, and in segments which have grown large, provide employment and income to many poor families. Since the popularity of handicrafts in foreign markets, they also provide a source of foreign exchange revenue for the government.

(i) Fill in the blanks by selecting from the passage the correct option.

A cottage industry which has grown into a large-scale industry is the industry.

- (i) woodwork (ii) carpet
- (iii) pottery (iv) basket-making

Ans. (ii) carpet

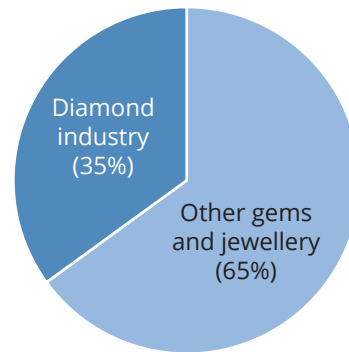
(j) Select the most suitable theme of the passage from the following.

- (i) Exports of Indian handicrafts.
- (ii) Problems faced by the handicraft industry.
- (iii) Diminishing of cottage industries in rural areas.
- (iv) Information about the Indian handicraft industry.

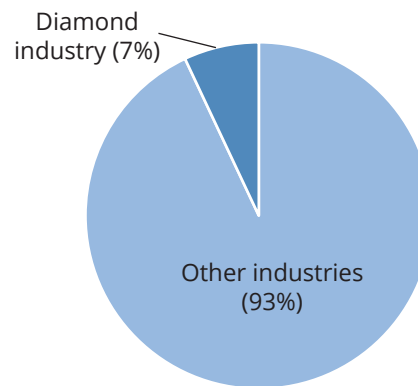
Ans. (iv) Information about the Indian handicraft industry.

4. Read the passage given below and answer the questions that follow. 10

1. India has been one of the earliest mining regions for diamonds in the world. The diamond mines of Golconda yielded some of the best-known diamonds, including the Koh-i-Noor and the Hope diamond. Today, diamond mining in India is meagre. But it is the largest consumer of rough diamonds in the world and the world leader in cutting and polishing diamonds.



SHARE OF DIAMONDS IN INDIA'S GEMS AND JEWELLERY INDUSTRY



SHARE OF DIAMONDS IN INDIA'S GDP

2. The polished diamond market is massive in India. In terms of value of the diamonds, it constitutes 60% of the world market. By volume of trade, it constitutes 80%, and in terms of quantity of diamonds, it is 92%. The diamond industry employs about 1.3 million

people in roughly 25,000 small- and medium-scale enterprises.

3. Today, out of every 10 polished diamonds in the world, 8 are made in India. The Indian cutting and polishing industry is centred in the three cities of Mumbai, Surat and Ahmadabad, with other processing hubs like Amreli and Bhavnagar, all in the western part of India.
4. The diamond industry in India today is worth ₹ 6000 crores, and is one of the fastest growing diamond markets in the world. India ranks fourth in the world in domestic diamond consumption after USA, China and Japan. Branding of diamond jewellery started in India in 1994, which increased the trust and motivation of domestic buyers to buy diamonds. Today, there are about 50 brands of diamond and diamond jewellery in India.
5. The government body that oversees the diamond industry is the Gem and Jewellery Export Promotion Council (GJEPC). It was set up in 1966 under the Ministry of Commerce to develop and promote the export of gems and jewellery in India.

4.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Complete the following analogy appropriately, based on your understanding of paragraph 1.

Indian mines had been known for yielding some of the most famous diamonds in the world, and the feathers in its cap were

Ans. the Kohinoor and Hope diamonds.

- (b) ‘Today, diamond mining in India is meagre.’ What does one infer from this?

Ans. One infers that the supply of diamonds from mines has more or less been exhausted.

- (c) Mention two ways in which India leads the world in the diamond market.

Ans. India is the largest consumer of rough diamonds in the world. It is also the world leader in cutting and polishing diamonds.

- (d) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 1.

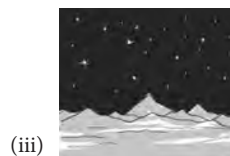
From ancient times, India was the (center/source) of nearly all the world’s known diamonds. It has not been a (major/important) diamond-producing country since the 1900s, but diamond mining continues.

Ans. source, major

- (e) For which reasons is the polished diamond industry considered to be a major contributor to the Indian economy? Write your answer with reference to paragraphs 2 and 3.

Ans. The polished diamond market is huge in terms of value, trade and quantity. Exports, as well as the domestic market, bring in good revenue to the government. Besides this, the diamond industry is labour-oriented and gives employment to more than a million people.

- (f) Select the option that correctly displays what ‘massive’ signifies.



Ans. (iii)

- (g) From the information given in the graph, select the correct statement.

- (i) The diamond industry is part of the larger gem and jewellery industry.

- (ii) The diamond industry contributes to almost a quarter of India's GDP.
- (iii) Diamonds are not the most popular stones in the jewellery industry.
- (iv) The share of diamonds in jewellery exported from India is 7%.

- Ans. (i) The diamond industry is part of the larger gem and jewellery industry.
- (h) Justify the reasons for the government's policies for the diamond industry.

Ans. The Indian diamond industry generates employment to millions. Also, to increase domestic revenue, the government started the branding of diamond jewellery. To bring in foreign reserves, it set up the GJEPC to promote the export of gems and jewellery.

- (i) Fill in the blanks by selecting from the passage the correct option.

India is a world leader in diamonds.

- (i) mining
- (ii) branding
- (iii) exporting
- (iv) polishing

Ans. (iv) polishing

- (j) The word 'meagre' in paragraph 1 means
- (i) immaterial.
 - (ii) unfinished.
 - (iii) insubstantial.
 - (iv) unproductive.

Ans. (iii) insubstantial

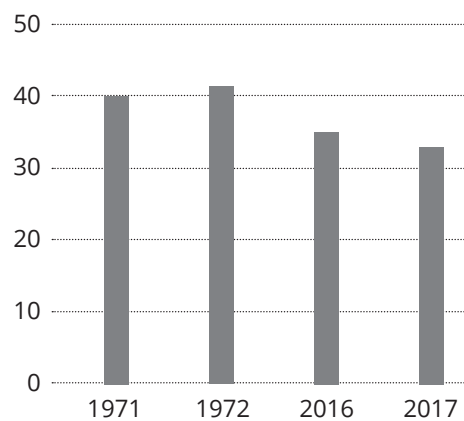
5. Read the passage given below and answer the questions that follow. 10

1. India has made considerable progress in the spread of primary education. Enrolment rates have improved all over the country, even in remote areas. India's progress in this regard can be called a success story. However, dropout rates and low levels of learning remain challenges for both state and central government initiatives.
2. In recent years, poor quality of learning has emerged as a major issue. It has been

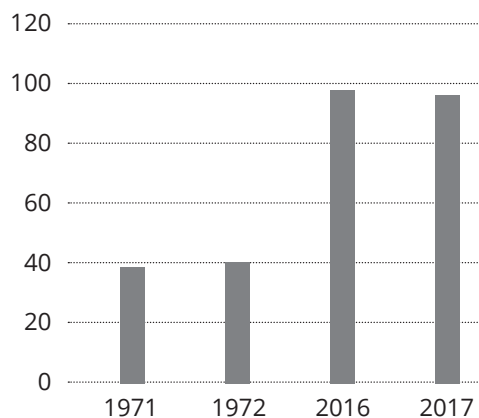
found that children are not achieving class-appropriate learning levels. If this aspect of primary education is not addressed, children will not be able to progress effectively to the middle and higher segment of the education system.

3. Of all recognized schools at the primary level in India, 80% are run or supported by the government. Thus, the government is the largest provider of primary education in the country. Under the Right to Education

STUDENT-TEACHER RATIO IN PRIMARY SCHOOLS (NO. OF STUDENTS PER TEACHER)



PRIMARY SCHOOL COMPLETION RATE (%)



(RTE) Act 2009, education up to Class 8 or 14 years of age is free. But there are problems associated with these schools too:

- Less than 5% of primary schools have all the school facilities stipulated in the RTE Act. Over 30% schools have no toilets and over 60% have no playgrounds.

- Only 69% of all primary school teachers in the country have a graduate degree.
- Only 6 out of 10 primary schools in the districts have access to electricity.
- Absenteeism of teachers is a big problem – around 25% teachers are absent every day.

4. However, there are some positives to the scenario too. The given charts show the progress India has made in other aspects, such as student–teacher ratio and the primary school completion rate of students.

5.1 On the basis of your understanding of the passage, answer the following questions. 10

(a) ‘In recent years, poor quality of learning has emerged as a major issue.’ Infer two reasons for this based on the information in paragraph 1.

Ans. This is because of high dropout rates and low levels of learning at the primary level.

(b) Complete the following analogy appropriately, based on the understanding of paragraph 1.

The silver lining in the dark clouds of the dismal state of primary education mentioned in paragraph 1 is

Ans. the improvement in enrolment rates all over the country.

(c) Select the option that correctly displays what ‘remote’ signifies.



Ans. (iv)

(d) Mention the reason which could be a hindrance for primary students to progress to the middle level of the education system.

Ans. This happens when children do not achieve class-appropriate learning levels.

(e) Fill the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 3.

By providing free primary education, the government gives all children an (opening/opportunity) for formal education, and (equips/endows) them to become better citizens of the future.

Ans. opportunity, equips

(f) Justify the large percentage of dropouts and low-levels of learning in primary schools.

Ans. Majority of school buildings are ill-equipped with essential school facilities, such as playgrounds, toilets, and electricity — factors which discourage children from coming to school. Low-level learning is attributed to unqualified teachers, and to the problem of high absenteeism amongst staff.

(g) From the information in the graph, select the year in which the primary school completion rate of students was less than 40%.

- (i) 1971
- (ii) 1972
- (iii) 2016
- (iv) 2017

Ans. (i) 1971

(h) Mention the reasons why India’s recent progress in the spread of primary education is seen as a success. Refer to paragraphs 1 and 4, and write your answer.

Ans. Enrolment rates in primary schools have improved all over the country, even in remote areas. Besides this, the number of teachers in relation to the number of students has also become better, and more students have completed primary school than before.

- (i) Select the correct option to complete the following sentence.

The provides free education to children till middle school.

- (i) private schools
- (ii) rural schools
- (iii) RTE Act
- (iv) recognized schools

Ans. (iii) RTE Act

- (j) Select the most suitable theme of the passage from the following

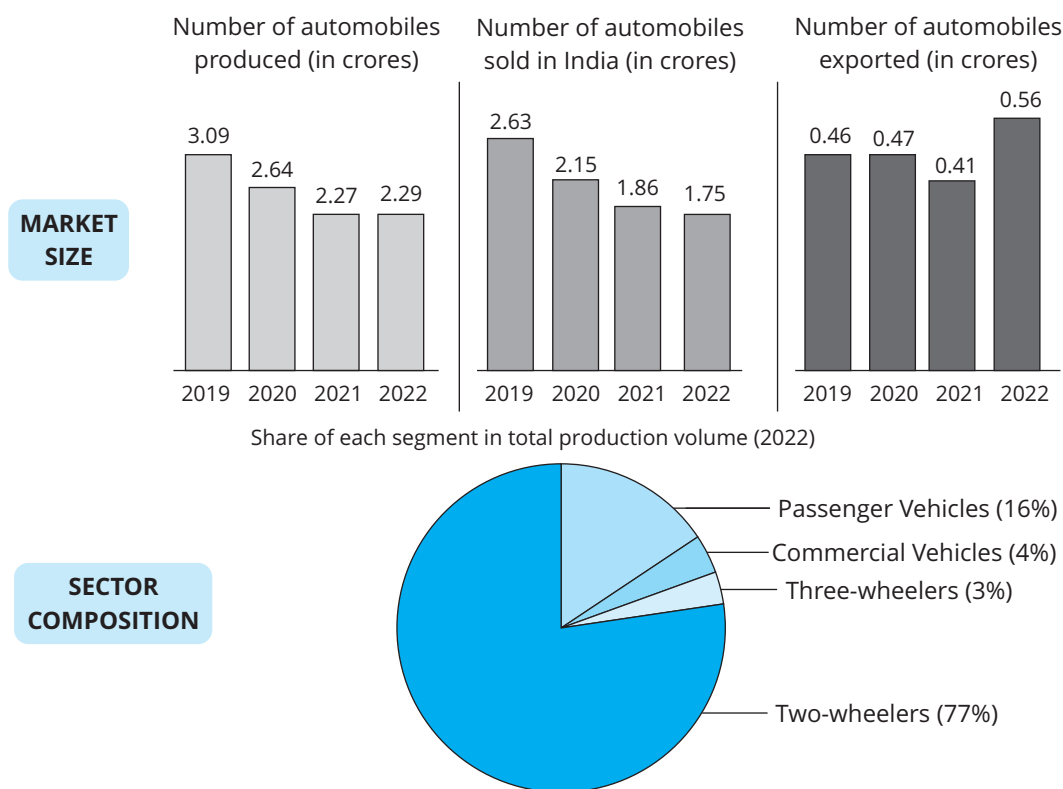
- (i) Challenges in school education
- (ii) The importance of primary education

- (iii) Problems faced in primary education
- (iv) The government's role in education

Ans. (iii) Problems faced in primary education

6. Read the passage given below and answer the questions that follow. 10

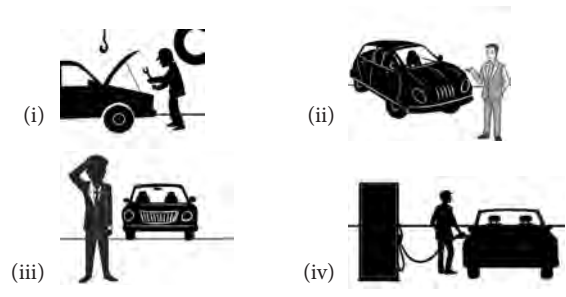
1. The Indian automobile industry has come a long way since its pre-Independence days. Prior to Independence, India was a market for imported vehicles. Other areas of the industry focussed on financing, servicing, dealership, and maintenance of vehicles. But a decade after independence, manufacturing began in India, and despite several challenges, it is today a success story of the Indian manufacturing industry.



2. The Indian automobile industry plays a key role in the growth of the Indian economy. It not only caters to a huge domestic market, but is a large exporter too, ranking fourth in Asia after Japan, South Korea and Thailand. The huge increase in automobile production

has had a catalyst effect on other industries such as steel, rubber, plastic, electronics and services. It offers innumerable employment opportunities in engineering, services and sales, and accounts for 7.1% of the GDP.

3. The Indian automobile sector comprises two-wheelers, three-wheelers, four-wheelers in the commercial and passenger automobile segments. In terms of global rankings in manufacturing output, India is second largest in two-wheelers, seventh largest in commercial vehicles, sixth largest in passenger vehicles and the largest in tractors. India has seen a significant growth in the production of electric vehicles (EV) too, clocking a 20% growth since its introduction in the industry. Government initiatives, such as the Automotive Mission Plan 2026, which plans to make India among the top three automotive industries of the world, too have helped the industry tremendously. For an overview of the Indian automobile industry, see the above infographic.



Ans. (i) (d) Justify the importance of the subsidiary businesses for the automotive industry. Write your answer with reference to paragraph 2.

Ans. The automobile industry, in order to keep costs down and for convenience, needs locally manufactured components. Therefore, it is dependent on subsidiary businesses which manufacture steel, rubber, plastic and electronics parts, especially for its requirement. Both are actually interdependent on each other.

(e) With reference to the graph on 'Market Size,' select the statement which is not correct.
 (i) The number of automobiles produced and sold was the highest in 2019.
 (ii) The number of automobiles exported has been gradually increasing.
 (iii) There has been a sharp rise in the number of automobiles being manufactured.
 (iv) The number of automobiles sold in 2021 and 2022 was almost the same.

Ans. (iii) There has been a sharp rise in the number of automobiles being manufactured.

(f) With reference to the second diagram on Sector Composition, infer any one reason why two-wheelers have the maximum share in the market.

Ans. One can infer that it is because their low cost makes it affordable for most Indians.

(g) In what ways does the Indian automobile industry play a key role in the growth of the country's economy? Write your answer with reference to paragraph 2.

Ans. The huge domestic automobile market contributes to the GDP, and the exports adds

6.1 On the basis of your understanding of the passage, answer the following questions. 10

(a) Fill the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 1.

Till 1930, India did not have any manufacturing (facility/solution) and cars were imported directly from other countries. The landmark decade was that of the 1940s when Indian companies started to (construct/manufacture) cars of other firms.

Ans. facility, manufacture

(b) Complete the following analogy appropriately, based on your understanding of paragraph 1.

A comparison of the pre-Independence automobile industry to an embryo is apt because

Ans. it was the beginning point of a new developing business.

(c) Select the option that correctly displays what 'servicing' a car signifies.

to the foreign reserves. The industry supports many other smaller manufacturing units, and in this way provides millions of employment opportunities for all kinds of services.

- (h) Mention any two remarkable achievements of the automobile industry, with reference to paragraph 3.

Ans. India is the largest manufacturer of tractors, and has started seeing a significant growth in the production of electric vehicles.

- (i) Fill in the blanks by selecting from the passage the correct option.

The newest entrants in the manufacturing units of the automobile industry are

- (i) tractors. (ii) buses.
(iii) electric vehicles. (iv) automatic vehicles

Ans. (iii) electric vehicles

- (j) Select the most suitable title from the following for the passage.

- (i) India's leading role in the manufacturing world
(ii) The future of the automobile industry
(iii) The growth of the Indian automobile industry

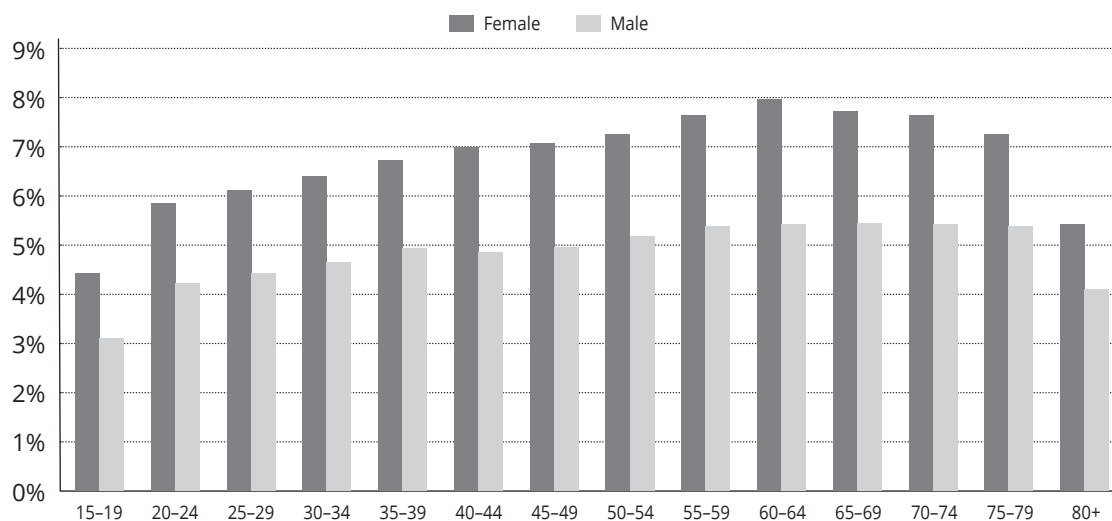
- (iv) Problems of the Indian automobile industry

Ans. (iii) The growth of the Indian automobile industry

7. Read the passage given below and answer the questions that follow. 10

1. Depression is a common mental disorder affecting almost every region of the world. In 2015, it was estimated that 4.4% of the global population was affected by depression.
2. The symptoms of depression are persistent sadness and a lack of interest in activities that were earlier enjoyed by the person. Disturbed sleep, lack of appetite, tiredness and poor concentration are other common symptoms. The effects of depression can be long-lasting. Symptoms can also reappear after the person recovers. Depression can dramatically affect a person's ability to function properly at work or school, or cope with daily life. In severe cases, depression can lead to suicide.
3. Although depression can affect people of all ages and from all walks of life, the risk increases with issues such as poverty, unemployment, death of a loved one, relationship break-up, physical illness or the use of alcohol and drugs.

GLOBAL PREVALENCE OF DEPRESSIVE DISORDERS, BY AGE AND GENDER (%)



4. Psychiatric treatments and counselling exist for depression, but in low- and middle-income countries, these are often absent or inadequate. In fact, more than 75% of people suffering from depression in these countries have no access to treatment.
5. It is seen that depression is more common among females than among males. Depression rates also vary with age, peaking in the age group 55–74 years. Depression also occurs among children and adolescents. China, India and USA have the largest number of depression cases in the world. This is because of their relatively larger populations.

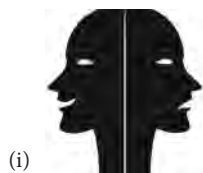
The number of persons with depression is increasing globally, particularly in low-income countries, primarily because of two reasons:

- (a) An increase in population
- (b) With increased life expectancy, more people are living to the age when depression most commonly occurs (55–74 years).
6. The graph above shows the prevalence of depression by age and gender in the world.

Adapted from a WHO report

7.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Select the option that does not display what 'disorder' signifies.



Ans. (iv)

- (b) How does depression alter a person's behaviour?

Ans. A person loses interest in things that he earlier enjoyed, and feels a persistent sense of sadness. Behavioral changes also may include changes in sleep patterns, appetite, energy levels and concentration.

- (c) Complete the following analogy appropriately, based on your understanding of the passage.

Depression is like drowning because the current of one's sadness is so strong that it

.....
Ans. keeps pulling the person down and away into danger.

- (d) Fill the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 2.

Although depression can affect people of all ages and from all (regions/ walks) of life, the risk increases with (topics/issues) such as poverty, unemployment, death of a loved one, relationship break-up, physical illness or the use of alcohol and drugs.

Ans. regions, issues

- (e) As per the information given in the graph, select the correct statement.

- (i) Depression is more common among females than among males.
- (ii) Depression is more common among teenagers than people in their twenties.
- (iii) Chances of depression peak when a person is in his or her late sixties.
- (iv) Men and women in their eighties have the same chances of depression.

Ans. (i) Depression is more common among females than among males.

- (f) Infer one reason for the cause of depression in young adults in the 20-24 and 25-29 age groups as seen in the graph.

Ans. This could be because of problems regarding employment or profession.

(g) Mention two reasons why people in low and middle income countries suffer the most or go undiagnosed.

Ans. In these countries, psychiatric treatments and counselling are often absent or inadequate. Majority of people do not have access to treatment.

(h) Justify why more people in the age group 55-74 years show more signs of depression. Write your answer reference to passages 2 and 5.

Ans. As people grow old, they begin to have health problems, and often cannot do activities they once enjoyed. Besides this, this age group experiences the loss of loved ones, as well as some of their own freedom, which leads to depression.

(i) Select from the passage the appropriate option to fill in the blanks.

Treatment for any individual suffering from depression majorly consists of

- (i) medication. (ii) counselling.
- (iii) education. (iv) isolation.

Ans. (ii) counselling.

(j) Select the most suitable title from the following for the passage.

- (i) Reasons for depression
- (ii) Depression in India

(iii) Coping with depression

(iv) Facts about depression

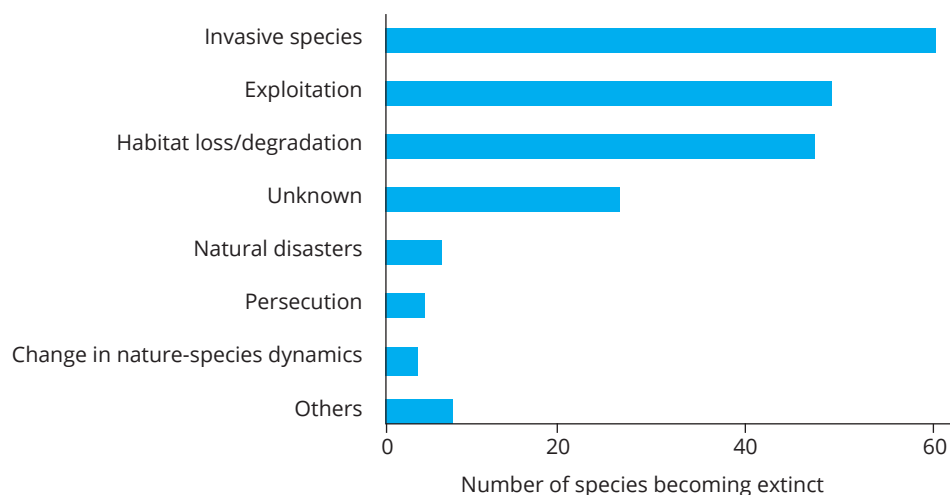
Ans. (iv) Facts about depression

8. Read the passage given below and answer the questions that follow. 10

1. The Convention on the Conservation of Migratory Species of Wild Animals (CMS) is an environmental treaty under the aegis of the United Nations Environment Programme (UNEP). A conference of the parties to the convention was hosted by Gujarat in 2020. A report released during the event demonstrates how valuable birds are as indicators of all-round degradation in the environment. For example, sparrows have been recognised as an indicator of environmental health and urban biodiversity.
2. Interestingly, an earlier analysis of the sparrow population showed the alarming decline in the numbers of the humble house sparrow (*Passer domesticus*), especially since the late 1990s. It is disturbing to note that a species that is so close to one's heart and which has dominated our life and culture for years – the common feisty, cheerful, perky avian visitor to every garden – is disappearing the world over, especially from the urban landscape and rural areas where the use of pesticides is high.

Bird Killers

Causes of bird extinction



FADING SONGS OF A SPARROW

- ◆ Declared Delhi's state bird in 2012, its numbers have dwindled over time
- ◆ It is known to nest in buildings, crevices and holes in walls. It can also nest inside houses and man-made nest boxes
- ◆ Its presence in the capital is now limited to the outskirts



VITAL STATS

Height
16 cm

Length
21 cm

Weight
25-40 g

REASONS FOR DECLINE IN NUMBERS

- ◆ Increase in the number of radiation towers
- ◆ Reduced green spaces in urban areas
- ◆ Increasing number of blue-rock pigeons
- ◆ Changing architecture of houses

3. The main reason for the decline of sparrow population is loss of habitat due to rapid urbanization. Changes in housing styles, such as bungalows to high rises made of concrete and glass, radiation from mobile towers, high levels of pollution and diminishing green cover are seen as the main reasons for the disappearance of sparrows.
4. Another major reason is the threat by invasive pigeons. With greater survival instincts and reproductive rates, they have pushed the sparrows out of the competition for diminished resources. Hence, saving sparrows has become a matter of urgency.

(sensitive/receptive) to changes in land use and climate.

Ans. sustainability, sensitive

- (b) Select the option that does not correctly displays what 'indicator' signifies.



Ans. (iii)

- (c) Justify the sentimental attachment many people have with the sparrow. Write your answer with reference to paragraph 2.

Ans. The sparrow was the most common bird seen around one's house, gardens and elsewhere, for many, many years. One was used to their cheerful and friendly sight, and now with their disappearance, one tends to miss them as one would a dear one.

8.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 1.

Birds are excellent indicators of the health and (greenery/sustainability) of natural environments. They are also practical indicators, in that they are typically easy to find, count and identify, and are

(d) With reference to information in the graph, select the correct statement.

- (i) 'Survival of the fittest' is prevalent in nature.
- (ii) Floods and fires do not affect the population of birds.
- (iii) The number of species lost to exploitation and degradation is the same.
- (iv) Human beings are not the cause of bird extinction.

Ans. (i) 'Survival of the fittest' is prevalent in nature.

(e) Complete the following analogy appropriately, based on your understanding of paragraph 2.

The sparrow can be compared to a little child because of its

Ans. cheerful, perky nature and constant chattering.

(f) '...the humble house sparrow...' What do we infer about the sparrow from it being described as 'humble?'

Ans. One infers that it is referred to as 'humble' because of its ordinary dull, brown looks.

(g) In which ways has urbanisation been responsible for the decline of sparrow population? Write your answer with reference to paragraph 3.

Ans. This has happened due to the changing face of the urban landscape, with high rises made of concrete and glass, and radiation from mobile towers. The cutting down of trees and the subsequent high pollution have also contributed to it.

(h) Mention the two ways how pigeons have managed to push sparrows out of their environment.

Ans. The better survival instincts of pigeons and their high reproductive rates have helped push sparrows out of their own environment.

(i) Select the correct option to complete the following sentence.

A reason for sparrows disappearing from rural areas is because of

- (i) the rising number of pigeon population.
- (ii) high use of pesticides.
- (iii) less cultivation of food crops.
- (iv) disease in the bird population.

Ans. (ii) high use of pesticides.

(j) Select the most suitable title from the following for the passage.

- (i) Sparrows versus pigeons
- (ii) Fading songs of the sparrows
- (iii) Save the sparrows
- (iv) Environmental degradation

Ans. (ii) Fading Songs of the Sparrows

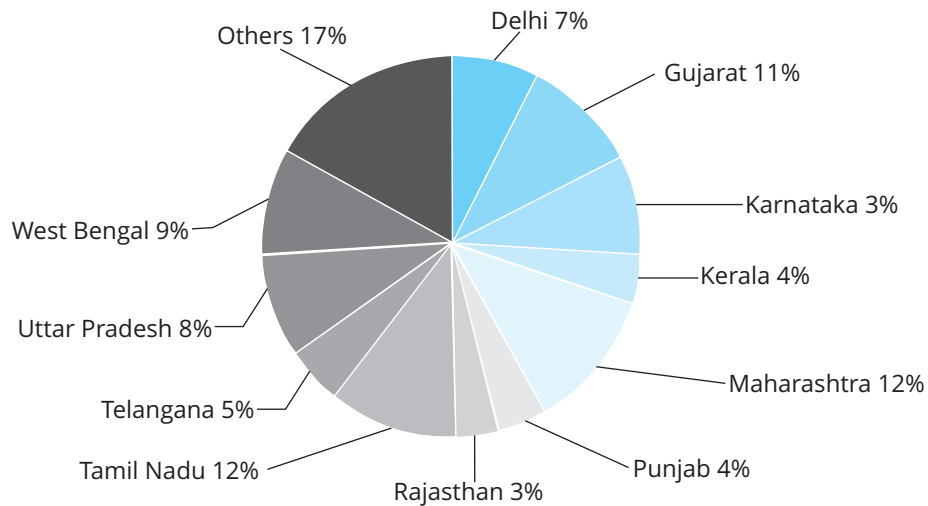
9. Read the passage given below and answer the questions that follow. 10

1. All over the world, plastic waste causes choking of drainage and river systems, littering of the marine ecosystem, soil and water pollution, and death of stray animals from ingestion. Open-air burning of plastics too has adverse effects on human health and the environment.
2. The disposal of plastic is one of the most problematic areas because of its ecological impact. The relationship with plastic is one of love and hate. Ironically, its most desirable traits – durability and resistance to decomposition – are also the source of its greatest liability – disposal. Plastic can remain entombed in landfills for hundreds of years, spewing toxic compounds that accumulate in the surrounding ecosystems.
3. Plastic is lightweight, versatile, moisture-resistant, inexpensive and durable. But in spite of its important role in our lives as seen in many of our technological advancements – from automobiles and computers to the replacement of heart valves – it is now seen as a challenge to the survival of our future generations.

4. Government strategies and environmentally conscious citizens advocate
- ♦ discouraging the use of plastic grocery bags, cutlery, straws, cups and balloons.
 - ♦ minimizing the consumption of packaged water.
 - ♦ reusing and recycling, and supporting all bans and legislations discouraging single-use plastic.

- ♦ avoiding the use of plastic for packaging.
5. An article in the Times of India in January 2019 reported that India generates 25,940 tonnes of plastic waste per day (TPD). To meet the government's goal of phasing out single-use plastic from the country by 2022, all states are required to follow the government's standard guidelines and step up prohibitive measures.

STATE/UT-WISE PLASTIC WASTE GENERATION



9.1 On the basis of your understanding of the above passage, answer the following questions.

10

- (a) Justify the statement 'Plastic pollution is a global problem.' Write your answer with reference to paragraph 1.

Ans. Plastic pollution is a serious issue of global concern because it affects the earth we live on. It has polluted not just our oceans, rivers and water systems, but also the air and soil, and caused humans and animals to suffer.

- (b) Fill in the blanks of the quote with the appropriate option from those given in brackets, based on your understanding of paragraph 2.

"Of all the waste we (cause/generate), plastic bags are perhaps the greatest symbol of our throwaway society. They are

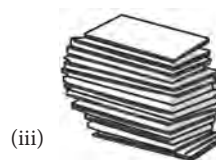
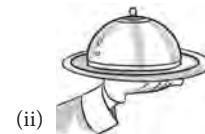
used, then forgotten, and they leave a terrible (provision/legacy)

Ans. generate, legacy

- (c) Infer the reason why the writer has used the word 'ironically' in respect to the positive traits of plastic.

Ans. This is because there is also a dark side to the use of plastic.

- (d) Select the option that correctly displays what 'entombed' signifies.



Ans. (i)

- (e) The chart indicates that
- plastic bags of all kinds contribute the maximum to plastic waste.
 - the waste generated by plastic bottles is more than that generated by plastic bags.
 - the plastic waste from garbage bags is more than that from packaging.
 - the amount of waste generated by PET bottles is the same as that generated by milk, water and fruit juice bottles.

Ans. (i) plastic bags of all kinds contribute the maximum to plastic waste.

- (f) Complete the following analogy appropriately, based on your understanding of paragraph 3.

The use of plastic in the manufacturing of almost every item which makes life easy and comfortable today, is considered to be a double-edged sword, because, while it is a blessing for technology, the same plastic

.....
 Ans. will be a curse for the survival of future generations.

- (g) Mention any two qualities of plastic which make it an important material to use for technological products.

Ans. Plastic is versatile as well as durable, and this makes it an important material to use for technological products. (lightweight/ moisture-resistant/ inexpensive)

- (h) Suggest the ways a citizen can actively participate in avoiding the usage of plastic in their daily life. Answer with reference to paragraph 4.

Ans. An environmentally-conscious person should make it a policy not to use single-use plastic items and limit the usage of packaged water or food. Reusing and recycling, and supporting all bans or policies regarding the use of plastics should be followed.

- (i) Select the correct option to complete the following sentence.

Environmentally conscious governments and citizens advocate and support all bans on

-
- packaged water
 - balloons
 - recycling
 - single-use plastic

Ans. (iv) single-use plastic

- (j) Select the most suitable title from the following for the passage.

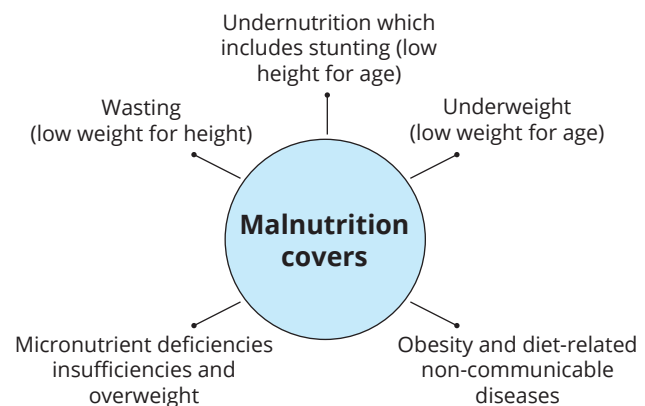
- Ban the plastic
- Plastic peril
- Single-use plastic
- Plastic waste

Ans. (ii) Plastic peril

10. Read the passage given below and answer the questions that follow. 10

- Do you know that 16% of the Indian population sleeps hungry every night? Grim reports from all over the country tell us of the story of millions and millions of people who sleep on an empty stomach.

What is Malnutrition?

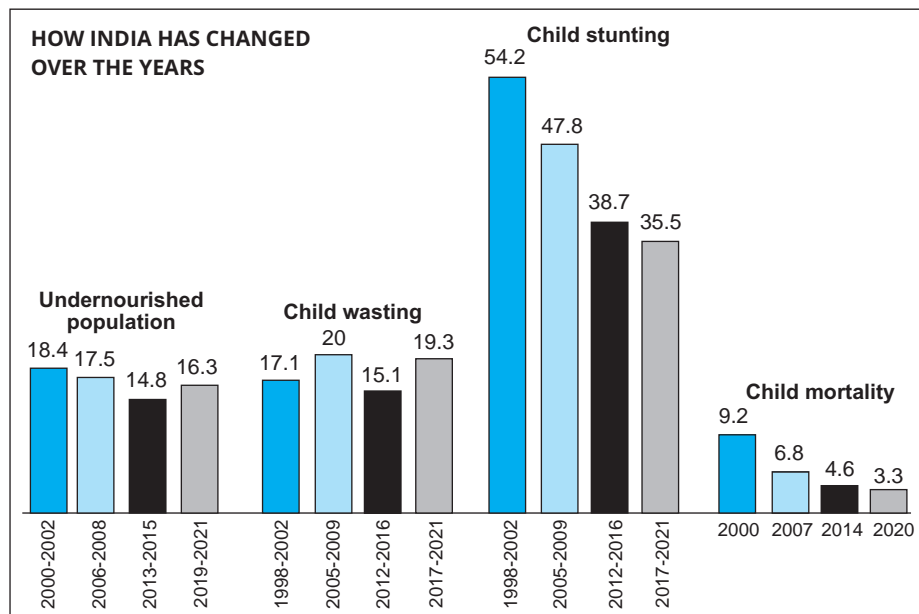


- The Global Hunger Index 2022 ranked India at 107 out of 121 countries on the basis of four leading indicators:

- Wasting in children under 5 years
- Stunting in children under 5 years
- Mortality in children under 5 years
- Proportion of the undernourished in the general population

Some disturbing facts about the malnutrition crisis in India are:

- India noted improvement in the parameter of child stunting from 38.7 per cent in 2012-16 to 35.5 per cent in 2017-21.
- India has the highest level of child wasting globally at 19.3 per cent, followed by Sudan at 16.9 per cent and Yemen at 16.1 per cent.
- India has more than a million overweight children, followed by China, Indonesia, Egypt, US, Brazil and Pakistan. Overweight and obesity in children and adults, mostly in urban India, ranks India as the third most obese nation in the world after USA and China. Also, India is the diabetes capital of the world according to the WHO.
- Bihar, Madhya Pradesh, Meghalaya, Jharkhand, Uttar Pradesh and Dadra & Nagar Haveli have the most malnourished children, and more than 40% of their children stunted. It is no coincidence that these are also the poorest states in India.
- India has recently pledged for a malnutrition-free India, especially with the help of the Midday Meal Scheme, the largest school lunch programme in the world.

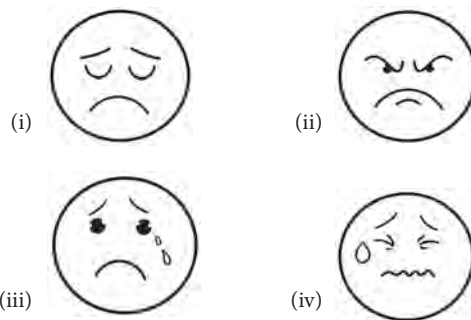


10.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) 'Do you know that 16% of the Indian population sleeps hungry every night?' Infer the reason why the author of this article asks a question from the reader?

Ans. He does this for dramatic effect – to immediately catch the reader's attention about a serious issue.

- (b) Select the option that correctly displays what 'grim' signifies.



Ans. (i)

- (c) Complete the following analogy appropriately.

The millions and millions of people who sleep on an empty stomach could be compared

to the number of stars in the sky because

Ans. they both are uncountable.

(d) What kind of physiques would children suffering from different health indicators of malnutrition have? Write your answer based on the information given in the diagram.

Ans. Children suffering from undernutrition would have low height for their age, while those who are underweight would have low weight according to their age. Then there would be overweight and obese children, as well as wasted ones having low weight for height.

(e) Mention two indicators on which a country is ranked on the Global Hunger Index.

Ans. A country is ranked on the number of children under 5 years who are wasted, and the number of children under 5 years who are stunted.

(f) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 2.

The Global Hunger Index (GHI) is a (concept/tool) that attempts to measure and track hunger globally as well as by region and by country. The GHI is (calculated/planned) annually, and its results appear in a report issued in October each year.

Ans. tool, calculated

(g) With reference to the graph 'How India Has Changed Over the Years', which of these statements is incorrect?

- (i) Undernourished population has recently shown a decrease in numbers.
- (ii) Child stunting is the most serious issue in India's crisis of malnutrition.
- (iii) Child mortality rates have been steadily decreasing.
- (iv) The year 2019 clearly shows a positive change in most parameters.

Ans. (ii) Child stunting is the most serious issue in India's crisis of malnutrition.

(h) Justify the importance of the government's recent pledge for a malnutrition-free India and schemes like Midday Meal Scheme. Write your answer with reference to the information given in the passage.

Ans. India's dismal ranking on the GHI, its dubious distinction as the diabetes capital of the world, and as the third most obese nation globally has spurred the government to address the crisis of malnutrition urgently in order to have a nation of healthy citizens.

(i) Select from the passage the appropriate option to fill in the blanks.

Wasting refers to a child's low weight in relation to its

- (i) age
- (ii) date of birth
- (iii) height
- (iv) diet

Ans. (iii) height

(j) Select the most suitable title from the following for the passage

- (i) The Global Hunger Index
- (ii) India's food programme
- (iii) Malnutrition in India
- (iv) The crisis of malnutrition

Ans. (iii) Malnutrition in India

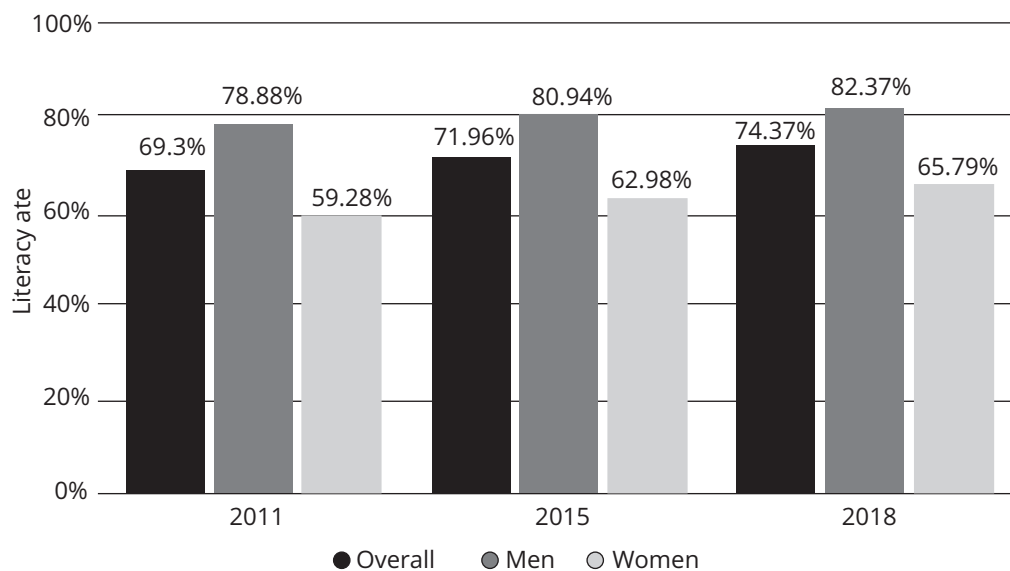
11. Read the passage given below and answer the questions that follow. 10

1. The National Literacy Mission (NLM) defines literacy as acquiring the skills of reading, writing and arithmetic, and the ability to apply them in one's day-to-day life. Functional literacy implies
 - ♦ self-reliance in the 3 Rs – reading, writing and arithmetic.
 - ♦ awareness of the causes of deprivation, and the ability to move towards amelioration of one's condition by acquiring skills to

- improve economic status and participating in the process of development.
- imbibing values such as national integration, conservation of the environment and women's equality.
2. Some projects implemented by the government to increase literacy are:
- A special program titled Improved Pace and Content Learning (IPCL), which provides basic education to people who lost the chance to receive formal education earlier.
 - 10,000 Anganwadi centers with 100% enrollment.
 - Policy of no-fail till Class 8 to prevent children from dropping out.
 - Midday meals in all schools with an eclectic menu for all days of the week.
 - No tuition fee in government colleges.

3. However, the challenges are many. Extensive impoverishment, entrenched hierarchical social divisions, and the lack of correlation between educational attainment and job opportunities are often cited as hurdles. Children from 'lower castes' are frequently denied school attendance and harassed when they do attend. In areas where there is no discrimination, poor funding and impoverished families mean that children often cannot afford textbooks. When children do get educated, jobs are not guaranteed and the only alternative is farming. This leads parents to question the investment of sending children to school in the first place. To incentivise students to attend, the government has announced a Rupee 1 per school day grant to poor children who show up at school.

India: Literacy rate in 2011, 2015 and 2018, by gender



11.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) 'Education is life.' Justify this quote in relation to the way the NLM prepares one for life. Write your answer with reference to paragraph 1.

Ans. The NLM aims to give an individual skills to improve one's conditions to live a better

life by making them literate. It also seeks to create better citizens by making them imbibe values regarding patriotism, the environment, and respect for all individuals.

- (b) From the information given in the graph, select the trend noticed.
- (i) Literacy levels for males are showing a fast rise.

- (ii) Literacy levels for females have shown a gradual rise.
- (iii) Overall literacy levels are stagnant.
- (iv) Male literacy was lowest in 2015.

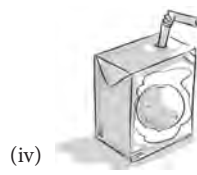
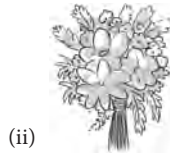
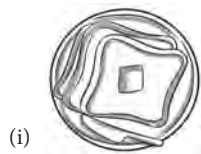
Ans. (ii) Literacy levels for females have shown a gradual rise.

- (c) Complete the following analogy appropriately, based on your understanding of paragraph 2.

The Midday Meal project can be likened to a carrot at the end of a stick in order

Ans. to encourage poor parents to send their children to schools.

- (d) Select the option that correctly displays what 'eclectic' signifies. (Reference Paragraph 2).



Ans. (ii)

- (e) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 2.

In India, every child between 6–14 years of age is (privileged/entitled) to free and compulsory education under the Right to Education Act. Therefore, to ensure universal enrolment and compulsory education to all for eight (formative/beginning) years, the Act does away with the detention of students till VIIIth standard.

Ans. entitled, formative

- (f) Infer two reasons why fees are not charged in government colleges.

Ans. One reason is that this encourages poor students to complete their schooling. It also

attracts them to study ahead and better their prospects.

- (g) In what ways is poverty a hindrance for educational attainment for many students? Write your answer with reference to paragraph 3.

Ans. Poor students often face discrimination and are denied admission or are harassed. They sometimes cannot afford textbooks, and later on find it difficult to get jobs. All this discourages parents from sending their children to school.

- (h) For impoverished educated youngsters, what is the only alternative when they do not get employment?

Ans. Impoverished educated youngsters often fall back on the traditional profession of farming when they do not get employment elsewhere.

- (i) Select the correct option to complete the following sentence.

In areas where there is/are, children are often denied attendance.

- (i) discrimination (ii) poverty
- (iii) facilities (iv) teachers

Ans. (i) discrimination

- (j) Select the most suitable theme of the passage from the following.

- (i) Problems of literacy in India
- (ii) Literacy in India
- (iii) Government's efforts to improve literacy
- (iv) Need for literacy in India

Ans. (ii) Literacy in India

12. Read the passage given below and answer the questions that follow. 10

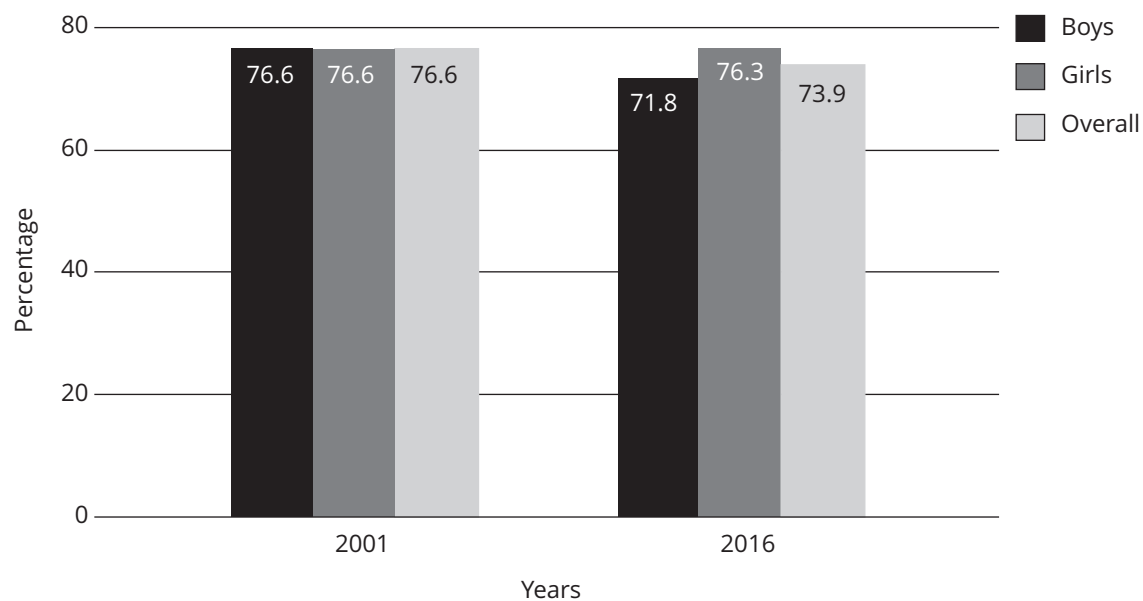
1. According to a World Health Organization (WHO) study, 3 in 4 Indian adolescents are not active. The global study in 2016 found that globally 81% of those surveyed were insufficiently physically active, with girls being less active than boys. Around 77.6% boys and 84.7% girls were inactive.

- In the study that analysed 1.6 million students across 146 countries, 73.9% of Indian children got placed under 'insufficient physical activity', increasing their chances of being obese and developing heart disease, diabetes and mental health problems, including depression.
- Inactivity was the lowest in Bangladesh (66.1%), followed by Slovakia (71.8%) and the Ireland (72%), and the highest in South Korea (94.2%), Philippines (93.4%) and Cambodia (91.6%), according to the study.
- Activity levels among the surveyed group has increased in India since 2010, when 76.6% of 11–17-year olds were inactive, but they still need more exercise and outdoor play.
- Successive studies in India have shown that students in government schools have lower

obesity levels than those going to private schools.

- Females of all ages generally have lower physical activity participation rates than males. Increasing physical activity levels for females is important for health. Understanding the barriers preventing more female participation in physical activity is complex, but steps need to be taken to address the issue in a proactive manner.
- It is imperative to provide children a supportive environment for recreation at home, in the neighbourhood, in school, and even while going to school. We need green parks and urban forests within a 0.5 km radius, adequate playgrounds in schools, and pavements as wide as the road to encourage play and walking.

Prevalence of physical inactivity among adolescents in India



12.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) Mention any two prominent features of the survey one notices in the infographic.

Ans. One notices that one-fourth of Indian children are overweight, and that only a mere one per cent are fit to play sports.

- (b) Complete the following analogy appropriately, based on your understanding of paragraph 2.

When the seeds of inactivity are sowed in a child during his early years, he will have to reap the problems of

Ans. ill-health as he grows.

(c) Justify why health experts advocate the importance of physical activity for children. Write your answer with reference to paragraph 2.

Ans. Lack of physical activity leads to many childhood diseases, which often progress into adulthood. Inactivity increases the chance of obesity in children, and the development of heart disease, diabetes and various mental health problems, including depression.

(d) According to the information given in the graph, select the correct statement.

- (i) Inactivity levels of adolescents in India are rising.
- (ii) Inactivity levels of adolescents in India are falling.
- (iii) Girls are becoming more active.
- (iv) Boys are becoming less active.

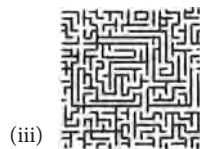
Ans. (ii) Inactivity levels of adolescents in India are falling.

(e) Fill in the blanks with the appropriate option from those given in brackets, with reference to paragraph 5.

Factors such as (shuttling/commuting) to school by walking or cycling, physical activity at home, and low eating/intake) of junk food were found to be significant factors leading to lower obesity in students of government schools.

Ans. commuting, intake

(f) Select the option that correctly displays what 'complex' signifies. (Reference Paragraph 6)



Ans. (iii)

(g) Infer any one reason why girls in India have not been encouraged to play sports.

Ans. This could be because according to conventional cultural norms, girls are expected to be helping at home rather than playing physical sports.

(h) In which ways can the government contribute to encourage physical activity in children both in school and outside?

Ans. Besides making sure that sports is compulsory for all students in schools, it needs to ensure that every school has a playground. It also needs to increase the number of neighbourhood parks and make broad pavements to encourage children to walk and play.

(i) Select the correct option to complete the following sentence.

..... is a health condition which is attributed to physical inactivity.

- (i) Myopia
- (ii) Stunting
- (iii) Diabetes
- (iv) Acne

Ans. (iii) Diabetes

(j) Select the most suitable title from the following for the passage.

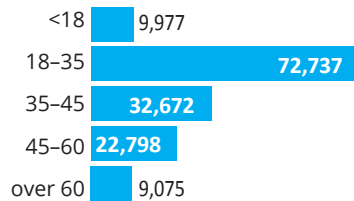
- (i) The importance of activity for all
- (ii) Physical inactivity — Health's enemy
- (iii) Reasons for physical inactivity in children
- (iv) Children's inactivity — A global epidemic

Ans. (iv) Children's inactivity — A global epidemic

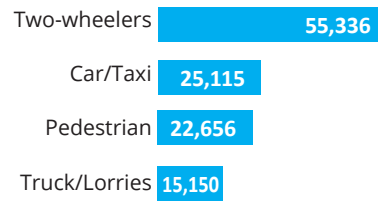
13. Read the passage given below and answer the questions that follow. 10

- India ranks first in the number of road accident mortalities among the 199 countries reported in the World Road Statistics, 2018, followed by China and the US. As per the WHO Global Report on Road Safety 2018, India accounts for almost 11% of accident-related deaths in the world.
- The Ministry of Road Transport and Highways issued a report on road accidents in India in 2018, which showed that such accidents increased by 0.46% as compared to 2017. Road accidents claimed over 1.5 lakh lives in the country in 2018, with over-speeding of vehicles being the biggest reason for casualties.
- National Highways, which comprise 1.94% of the total road network in India, accounted for 30.2% of total road accidents and 35.7% of deaths because of road accidents in 2018. State Highways, which account for 2.97% of the road length, accounted for 25.2% and 26.8% of accidents and deaths respectively.
- Tamil Nadu and Uttar Pradesh account for the highest number of road accidents and deaths because of road accidents, respectively, in 2018.
- Traffic violations related to driving on the wrong side of the road accounted for 5.8% of the accident-related deaths. Use of mobile phones accounted for 2.4% and drunken driving 2.8% of the deaths. The maximum number of deaths are caused by head-on collisions, followed by incidents of hit and run.

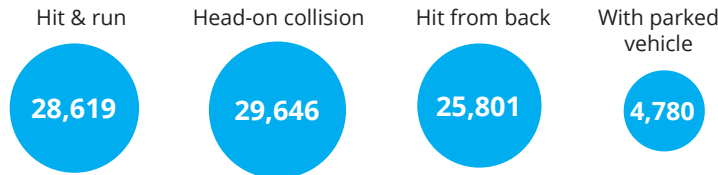
Age-wise persons killed (2018)



Major users killed(2018)



Persons killed in type of collision



13.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) Complete the following analogy appropriately, based on your understanding of the paragraph 1.

India's ranking first in the world in the number of road accident fatalities is like having egg on one's face because

Ans. it is actually a shameful and embarrassing thing to be known for.

- (b) Fill in the blanks with the appropriate option from those given in brackets.

The Global status report on road safety reaffirms our (interpretation/ understanding) of road traffic injuries as a (world/global) health and development problem. Over 90% of the deaths occur in low-income and middle-income countries.

Ans. understanding, global

(c) Justify why doing surveys on road accidents is very important for the Ministry of Road Transport and Highways. Write your answer based on your understanding of the passage.

Ans. Annual surveys help in collecting data that accurately reflects the real traffic situation. This data plays an important role in comparing past and present situations, and helps the Ministry to make informed decisions about local, regional, and national traffic issues.

(d) With reference to the statistics in the graph, select the option which is correct.

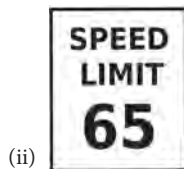
- (i) The age group 18–35 years had the least number of people who lost their lives.
- (ii) More than 5,000 people were killed by running into stationary vehicles.
- (iii) People travelling on two-wheelers were the major category killed in accidents.
- (iv) People killed in trucks were almost the same number as pedestrians killed.

Ans. (iii) People travelling on two-wheelers were the major category killed in accidents.

(e) Infer the major reason why such a large number of people are killed in head-on collisions as given in the infographic.

Ans. This is mainly because of people driving on the wrong side of the road and banging head-on into an oncoming vehicle.

(f) Select the option that correctly displays what a 'violation' signifies. (Paragraph 5)



Ans. (iii)

(g) Mention any two traffic rules one should follow so as to not cause an accident.

Ans. One should not use a mobile while driving, or drive under the influence of alcohol.

(h) From a study of the information in the passage, suggest some measures the government should take to prevent road accidents?

Ans. The government should implement strict fines and punishment for breaking traffic rules. There should be use of speed detection devices, cameras, better infrastructure and roads with adequate lighting, deterrents for underage driving and better awareness amongst the public.

(i) Select from the passage the appropriate option to fill in the blanks.

The biggest reason for deaths caused by accidents in India is

- (i) using cell phone
- (ii) bad roads
- (iii) driving on the wrong side
- (iv) overspeeding

Ans. (iv) overspeeding

(j) Select the most suitable title from the following for the passage.

- (i) Road fatalities
- (ii) A dubious distinction
- (iii) Speed kills
- (iv) Lawless roads

Ans. (i) Road fatalities

14. Read the passage given below and answer the questions that follow. 10

1. The Paralympic Games are an international multi-sporting event involving athletes with a variety of physical and intellectual disabilities. This event takes place shortly after every Olympic Games in the same host city. This event has changed the public attitude towards disability.

2. Guttman, a Jewish German who had fled Nazi Germany and was working at the Stoke Mandeville Hospital, organised the first games for the disabled in 1948. The participants were British World War II veteran patients with spinal cord injuries.
3. India sent its biggest ever contingent of 54 para-athletes to the games. Badminton and Taekwondo made their debut in Tokyo. India participated in both these games. The Indian contingent finished their campaign at the Tokyo Olympic Games 2020 at an all-time high by securing a total of 19 medals - 5 gold, 8 silver, and 6 bronze medals.
4. On the last day of the game, Krishna Nagar secured India's second gold medal

in badminton at Tokyo Paralympics after a thrilling three-game win over Hong Kong's Chu Man Kai in the men's singles SH6 class final. The 22-year-old from Jaipur, seeded second, saw off his rival 21-17 16-21 21-17 in the final to retain his unbeaten run at the Games and join Pramod Bhagat in the gold medal-winning list.

5. Shuttler Suhas Yathiraj, the Gautam Budh Nagar (Noida) District Magistrate, completed his Paralympics run with a silver medal, losing out on the gold medal to his 23-year-old top-seed French rival Lucas Mazur in the final.
6. Since making its first appearance at the Paralympics in 1968, India had won 12 medals in total till the 2016 Rio edition.

TOKYO 2020 PARALYMPIC – MEDAL COUNT

Rank	Team	Medals			Total
		Gold	Silver	Bronze	
1	China	96	60	51	207
2	Great Britain	41	38	45	124
3	United States	37	36	31	104
4	RPC	36	33	49	118
5	Netherlands	25	17	17	59
5	Ukraine	24	47	27	98
7	Brazil	22	20	30	72
8	Australia	21	29	30	80
9	Italy	14	29	26	69
37	India	5	8	6	19

14.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) 'This event has changed the public attitude towards disability.' State any one inference that can be drawn from this statement from paragraph 1.

Ans. This shows that earlier to this, the perception of people towards people with disabilities was very different.

- (b) Complete the following analogy appropriately, based on your understanding of paragraphs 1.

Adding the Paralympics was like putting a large diamond in the crown of the Olympics because

Ans. it added more value to the Games and made it even more special.

- (c) Mention two ways in which the Paralympics are given equal importance as the Olympic

Games, by the organising committee, with reference to paragraph 2.

Ans. The Paralympics are held in the same city that hosts the corresponding Olympic Games, and follows shortly after the conclusion of the Olympics.

(d) Fill in the blanks with the appropriate option from those given in brackets, based on your reading of paragraph 2.

Guttman was a great believer in the power of sport to change lives, seeing it as an (overriding/integral) method of therapy for those with a physical disability to help them (build/get) physical strength and self-respect.

Ans. integral, build

(e) 'Spirit in Motion' is the motto of the Paralympics. Keeping this in mind, justify the reasons for holding the Paralympics.

Ans. The motto reflects the strong will of every disabled athlete who participates in these games. The Paralympics breaks down social barriers of discrimination of how people with disabilities are viewed, and gives them the opportunity to participate with their peers on an international platform.

(f) Select the option that correctly displays what 'contingent' signifies. (Reference Paragraph 3)



Ans. (i)

(g) In the last Paralympics, how did India showed its commitment towards sports as well as the athletes with disabilities.

Ans. In 2020, India sent its biggest ever contingent of para-athletes to the Games. This showed the efforts and enthusiasm of the disabled athletes. India even participated in the first-time events of badminton and Taekwondo, and finished with an all-time high medal tally.

(h) With reference to the graph and paragraphs 4, 5 and 6, select the correct option.

At the 2020 Paralympics,

(i) the only Asian country in the top 37 to win medals was India.

(ii) India won a total of 19 medals, the same as in Rio in 2016.

(iii) China's gold medals equalled the total golds of both the UK and USA.

(iv) For India, one of the gold medals out of five was won in badminton.

Ans. (iv) For India, one of the gold medals out of five was won in badminton.

(i) Select from the passage the appropriate option to fill in the blanks.

The participants of the first Paralympics were

(i) veterans from Nazi Germany

(ii) spinal injury patients

(iii) wounded British WW II veterans

(iv) WW II veterans with injuries

Ans. (iii) wounded British WW II veterans.

(j) The main theme of the report is about

(i) The Tokyo 2020 Paralympics

(ii) India's participation in the 2020 Paralympics

(iii) The history of the Paralympic Games

(iv) India's triumph at the 2020 Paralympics

Ans. (ii) India's participation in the 2020 Paralympics.

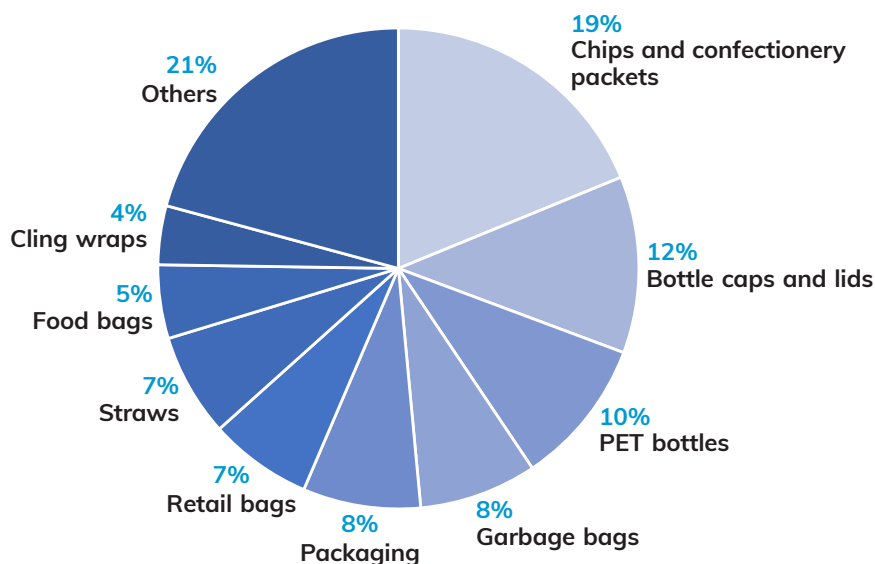
15. Read the passage given below and answer the questions that follow. 10

1. Unofficial landfills all over our cities, strewn with discarded plastic cups, polybags, wrappers, packaging material and other detritus of our daily lives, seem to be thumbing their nose at India's ambitious intent to phase out single-use plastic like straws and cups by 2022.
2. Only certain types of single-use plastic can be recycled. But according to the Center of Waste Management at TERI, even such plastic does not get segregated from the other waste because what drives recycling is money. Used plastic straws may sell for about ₹ 24 per kg, but the labour that a rag-picker puts into identifying and collecting straws is not worth it.
3. Finding alternatives to single-use plastic items and picking the most sustainable options after analysing their life-cycle and environmental

footprint is a key challenge. India has defined single-use plastic as disposable plastics (use-and-throw items) that are commonly used for packaging and include items intended to be used only once before they are thrown away or recycled. These include items such as carry bags, food packaging, bottles, straws, containers, cups and cutlery.

4. Plastic users should be provided with feasible alternatives, which are not costly and made aware of these options. Rather than a sudden blanket ban, it is suggested to phase out single-use plastic based on the fact whether these are high priority items that need to be replaced immediately and for which alternatives are available, or those that require more time to be phased out. Along with stringent measures, consumers too are expected to step up and show responsibility.

PLASTIC WASTE GENERATED IN INDIA



15.1 On the basis of your understanding of the above passage, answer the following questions. 10

- (a) Infer any two reasons why India's intention to phase out single-use plastic is termed as "ambitious." (Reference Paragraph 1)

Ans. This is because of the attitude of the people who do not see the seriousness of the

situation, and because of the mammoth task of clearing up the tons of discarded plastic.

- (b) Complete the following analogy appropriately, based on your understanding of paragraph 1.

People who 'thumb their nose' today at the problems that single-use plastic causes, will

tomorrow cry over spilled milk tomorrow because

Ans. they will regret their behaviour when they see the disastrous effects of their attitude.

(c) Justify why segregation for recycling single-use plastic is sometimes not effective. Write your answer with reference to paragraph 2.

Ans. This is because only certain types of single-use plastic can be recycled. But rag-pickers do not want to waste time and labour over identifying and segregating especially small items from other waste, because monetarily it is of very little value.

(d) Mention the key challenge faced by governments and environmentalists in stopping the use of a single-use plastic item. (Reference Paragraph 3)

Ans. Selecting the most sustainable alternative to a single-use plastic item after analysing its life-cycle and environmental footprint is a key challenge.

(e) What steps should the government take in order to stop the use of single-use plastic? Write your answer with reference to paragraph 3.

Ans. The government should phase out single-use plastic items gradually over time on high priority items, and offer feasible alternatives which are not costly to users. Consumers should be made aware of these options, and stringent measures should be taken to make them more responsible.

(f) With reference to the pie-chart given, select the statement which is not true.

(i) Chips and sweet packets are the largest contributors to plastic waste.

(ii) 79% of the plastic waste is contributed by single-use plastics.

(iii) The food industry is the smallest contributor to the single-use plastic waste.

(iv) Pet bottles along with their accessories make up waste more than the percentage of any other item

Ans. (iii) The food industry is the smallest contributor to the single-use plastic waste.

(g) Fill in the blanks with the appropriate option from those given in brackets, based on your understanding of the passage.

Single-use plastics come with a steep environmental (price/conclusion) —one that we will be paying off for thousands of years. Our plastic addiction is having a (devastating/injurious) impact on our oceans, our wildlife, and our health.

Ans. price, devastating

(h) Select the option that correctly displays what 'stringent' signifies. (Reference Paragraph 4)



(i)



(ii)



(iii)



(iv)

Ans. (ii)

(i) Select from the passage the appropriate option to fill in the blanks.

Sometimes waste segregation for is not effective because it does not bring in enough money.

(i) reuse (ii) recycling

(iii) reduction (iv) realteration

Ans. (ii) recycling

(j) Select the most suitable title from the following for the passage.

(i) Single-use plastic — A bane of the modern world

(ii) The problems with single-use plastic

(iii) Government policies regarding single-use plastic

(iv) Single-use plastic and its effect on the environment

Ans. (i) Single-use plastic — A bane of the modern world

Discursive Passages

≡ Passages for Practice ≡ (Page 36)

1. Read the passage given below and answer the questions that follow. 10

1. The mango is perhaps the most popular fruit in India, and has been grown in India since time immemorial. The great Sanskrit poet Kalidasa sang praises of this fruit, as did the Chinese pilgrim Hiuen Tsang. There are many legends associated with this fruit. It is said that the Buddha often rested in the shade of a mango tree. In Hindu mythology, its flowers are believed to be the arrows of Kama, the god of love. It is not without reason then that the mango is known as the king of fruits.
2. Except for the mountainous regions, mangoes are grown practically in every part of India. It makes up for half the fruit trees in the country. There are two types of mangoes – those with fibrous flesh and those with firm flesh. It is difficult to slice the fibrous mango, and the best way to have it is to make a hole at the top and squeeze the fruit bottom upwards to suck the juice.
3. Mangoes are available in India March onwards, but it is the month of June that receives the best crop of mangoes. There are about a thousand varieties of mangoes grown in the country. High on the list in terms of flavour is the Alphonso, grown on the Konkan coast of Maharashtra. Of all the mangoes in India, the Alphonso is exported the most. However, it is also the most expensive variety. Those who cannot afford it, go for the cheaper variety known as Pairi, also grown in the same region and about the same time.
4. The Langra is another popular variety, grown in Uttar Pradesh. No one knows for sure the story behind its odd name – some say that it is named after a lame fakir of Delhi; others say

that the name stuck because of a village near Varanasi which produces its best specimens.

5. Also grown in the orchards of Uttar Pradesh, the Dussehri is no less popular. It was Jawaharlal Nehru's favourite mango. Other varieties grown in Uttar Pradesh include the Chausa and the Safeda.
6. The fruit had some of its greatest lovers among the royalty. The Moroccan traveller Ibn Batuta, who came to India during the rule of Muhammad bin Tughluq, records that the mango was the favourite fruit of the Tughluq monarchs. The Mughal emperors and their consorts had their own mango orchards. Akbar had planted an orchard of 100,000 mango trees in Darbhanga, and the orchard thereafter was known as Lakhi Bagh. Bahadur Shah Zafar grew some of the best varieties of mango in the Hayat Baksh garden beside his palace.

1.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) The term 'time immemorial' means
 - (i) a time so long ago that no one has any memory of.
 - (ii) as far back in time as can be remembered.
 - (iii) a memorial that was dedicated to time.
 - (iv) a memorial built in memory of someone or something.

Ans. (ii) as far back in time as can be remembered.

- (b) Why is the mango considered important in Hindu mythology?
 - (i) Because it is the most popular fruit in India.
 - (ii) Because Buddha often rested in the shade of a mango tree.
 - (iii) Because its flowers are believed to be the arrows of Kama, the god of love.

(iv) Because the great Sanskrit poet Kalidasa sang praises of this fruit

Ans. (iii) Because its flowers are believed to be the arrows of Kama, the god of love.

(c) Complete the following with a phrase.
The great Sanskrit poet Kalidasa loved mangoes so much that he

Ans. sang praises of this fruit.

(d) Infer one reason for the following, based on information in paragraph 2.

‘The best way to have it is to make a hole at the top and squeeze the fruit bottom upwards to suck the juice.’

Ans. Because it is difficult to slice the fibrous fruit.

(e) Complete the following analogy correctly with a word or phrase from paragraph 1.

Kalidasa : poet ; Hiuen Tsang :

Ans. pilgrim

(f) Give one reason why the Alphonso is considered the best variety in mangoes.

- (i) Because of its flavour
- (ii) Because it is grown on the Konkan coast
- (iii) Because it is the most expensive variety
- (iv) Because it is exported the most

Ans. (i) Because of its flavour

(g) The Mughal rulers showed their love for mangoes by

- (i) asking foreign travellers to write about it.
- (ii) planting many mango orchards.
- (iii) building gardens besides their palaces.
- (iv) planting mango trees for their consorts.

Ans. (ii) planting many mango orchards.

(h) Mention any two points to be kept in mind for mango cultivation.

Ans. (i) They do not grow in mountainous regions.
(ii) The maximum crop is in the month of June.
(i) Supply one reason to justify the following:
The orchard in Darbhanga was known as Lakhi Bagh.

Ans. Akbar had planted an orchard of 100,000 mango trees in Darbhanga and therefore the orchard was called Lakhi Bagh.

(j) Substitute the word ‘odd’ with a word similar in meaning in the following sentence from the passage:

No one knows for sure the story behind its odd name.

Ans. strange/unusual/peculiar

2. Read the passage given below and answer the questions that follow. 10

1. Every person has the gift of talent. But often we do not realize it. Being talented does not mean being a good musician, writer or athlete. Talent can manifest itself in many more things. For example, a person may have a great sense of humour and the ability to tell jokes and make people laugh. Or, a person may have a knack for using money wisely. Or, a person could be very good at taking care of others. A person could be punctual, dependable, optimistic, daring, or committed to bringing joy to others. All these qualities also count as talents.
2. Each person is unique and has unique abilities. They should be allowed to blossom in their own unique way. The question that arises is how does one know the talent that one has? One way to discover your talent is to give your best to whatever work you have at hand. Your true potential will emerge in the process. Making consistent efforts is the key. The discovery of a goal that is aligned to your talent will automatically follow.
3. The other way is to ask your friends or those you work with about your strengths. Often, people around you may know you better than you do yourself. They might be able to tell you the things that you do well, for which they think you have a natural talent. So try asking – you may be surprised by some of the answers you get. They may even show you your goal!

4. A person who works towards a goal is way ahead of a person who has no goal in life. Many young people drift through their lives aimlessly. Discovering one's goal begins with the first step of deciding to find it. Ask yourself, 'Do I have a dream?' If you do not have one, then envision one for yourself. Once that is done, take the first step towards realizing it. Proceed steadily, and make consistent efforts. Don't be pulled down by thinking whether you can achieve your goal. You will find obstacles in your way, but countering and overcoming them will only help you to grow. Just keep pressing ahead with the firm conviction that you can.

2.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) A person who is optimistic is someone who is always
- | | |
|-----------------|------------------|
| (i) cheerful | (ii) positive |
| (iii) confident | (iv) encouraging |

Ans. (ii) positive

- (b) Why does the writer say that talent doesn't mean just being a good musician, writer or athlete?
- Because one should have more than just one talent.
 - Because having any special qualities also count as talents.
 - Because one should also work very hard to develop a talent.
 - Because not every person has a special talent.

Ans. (ii) Because having any special qualities also count as talents.

- (c) Complete the following with a phrase.
The key to developing your true potential is

Ans. to make constant efforts.

- (d) Infer one reason for the following, based on information given in paragraph 3.

'Often, people around you may know you better than you know yourself.'

Ans. This is because they are in close proximity to you, and observe you better.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 2.
travelling : destination ; efforts :

Ans. goal

- (f) Give one reason why many young people drift through life aimlessly.
- They have no one to guide them.
 - They are not interested in academics.
 - They have no goal or aim in mind.
 - They are not hardworking.

Ans. (iii) They have no goal or aim in mind.

- (g) The writer encourages one to
- trust the opinion of others.
 - have plenty of friends
 - not be afraid of hard work.
 - have a dream for oneself.

Ans. (iv) have a dream for oneself.

- (h) Mention any two problems that one counters while on the path to achieving one's goal.

Ans. (i) being pulled down by self-doubts
(ii) finding obstacles in one's way

- (i) Supply one reason for the following:

'A person who works towards a goal is way ahead of a person who has no goal in life.'

Ans. Because having a goal gives one motivation to move ahead, and grow as an individual.

- (j) Substitute the word 'blossom' with a word similar in meaning in the following sentence from the passage:

'They should be allowed to blossom in their own unique way.'

Ans. flourish

3. Read the passage given below and answer the questions that follow. 10

1. The ancient Greeks believed that the Universe made the gods; the gods did not create the Universe. So before gods existed, there was Heaven and Earth.
2. Father Sky and Mother Earth, therefore, were the first parents. They were Ouranos and Gaea. Their children, however, were very unlike them. In fact, they were unlike any creature. They were giant monsters with the strength of earthquakes, volcanoes and hurricanes. Each of these monsters had fifty heads and a hundred hands. They wreaked havoc on Earth – they toppled mountains and emptied seas. Furious at their beastliness, Ouranos banished them into the underworld.
3. The second lot of children that Gaea and Ouranos had were the three Cyclopes. Each of them had an enormous eye in the middle of their forehead. Although Ouranos did not like them, he allowed them to roam freely as long as they kept to themselves and did not disturb others.
4. The next children of Gaea and Ouranos were the Titans. The Titans had enormous build and incredible strength, and they were smart and intelligent as well. Among them, Cronus was the strongest and smartest Titan. He was all-powerful and there was nothing he was afraid of, save for one prophesy. It had been told that a time would come when one of his sons would kill him. So every time a son was born to him, he would throw the infant into prison. His wife Rhea was much distressed because of this. She pleaded with Cronus not to do this, but Cronus did not listen to her.
5. When their sixth son was born, Rhea kept Cronus in the dark. She named her son Zeus and sent him to live on an island secretly. Zeus grew up to be a mighty god. One day, he came to know about his five brothers who had been imprisoned by Cronus. Enraged, he

confronted Cronus and asked for his brothers to be freed. Cronus refused at first, but when Gaea joined forces with Zeus, he was forced to release them.

6. It was not long before Zeus gathered his brothers and sisters together and exhorted them to rise up against the cruel Cronus. They sought the help of Prometheus and Atlas, two of Cronus's Titan brothers who also did not like the way Cronus ruled. Prometheus advised Zeus to release the fifty-headed, hundred-handed monsters, the first children of Gaea and Ouranos, from the underworld. Zeus released them, and a long and dreadful battle ensued between the Titans on one side and the monsters and Zeus and his brothers and sisters on the other. Zeus used the power of the thunderbolt against Cronus and defeated him.

3.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Someone who is dangerous and aggressive, with a grotesque appearance, and causes terror and fear is often referred to as a
 - (i) criminal
 - (ii) devil
 - (iii) monster
 - (iv) mobster

Ans. (iii) monster

- (b) On what condition did Ouranos allow the three Cyclopes to wander freely?
 - (i) They make themselves worthy of his liking.
 - (ii) They kept to themselves without disturbing anyone.
 - (iii) They stayed away from his first lot of children.
 - (iv) They did not topple mountains or empty rivers.

Ans. (ii) They kept to themselves without disturbing anyone.

- (c) Complete the following with a phrase.

The final fight that ensued was

Ans. long and dreadful.

- (d) Infer one reason for the following, based on information in paragraph 4.

‘She named her son Zeus and sent him to live on an island secretly.’

Ans. Because she loved her child, and realised that the only way to keep him safe was not to let her husband know of his birth.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 5.

Ouranos : ; Cronus : Rhea

Ans. Gaea

- (f) Give one reason why Zeus was angry with Cronus.

- (i) Cronus had not cared about Rhea’s maternal feelings.
- (ii) Zeus had to grow up on an island secretly.
- (iii) Cronus had banished his children to the underworld.
- (iv) Zeus’ five brothers had been imprisoned by Cronus since birth.

Ans. (iv) Zeus’ five brothers had been imprisoned by Cronus since birth.

- (g) The Cyclopes were strange creatures because

- (i) they had an enormous eye in the middle of their forehead.
- (ii) they were huge giant monsters, who created havoc.
- (iii) they were meek and quiet, and kept to themselves.
- (iv) they had no ambition, and followed their father blindly.

Ans. (i) they had an enormous eye in the middle of their forehead.

- (h) Mention any two characteristics of the Titans.

Ans. (i) They had incredible strength.
(ii) They were smart and intelligent.

- (i) Supply one point to justify the following.

‘...Every time a son was born to him, he would throw the infant into prison.’

Ans. Because it had been prophesied that a time would come when one of his sons would kill him.

- (j) Substitute ‘in the dark’ with a word similar in meaning in the following sentence from the passage:

‘...Rhea kept Cronus in the dark.’

Ans. ignorant/unaware/oblivious

4. Read the passage given below and answer the questions that follow. 10

1. The sun is the major source of light in nature. Other stars too produce light, but because of their great distance from the Earth, a very small or no amount reaches the Earth. The light and heat from the sun sustains life on Earth. Some living organisms also have the ability to produce light. Fireflies, glow-worms, jellyfish, certain deep sea plants and microorganisms produce light as a result of chemical reactions within them. Such light is called bioluminescence.
2. Light is also the reason why we see colours around us. Colours brighten up our lives in a way no other thing can. A colourful painting, a beautiful sunset and the multicoloured rainbow – all give us a sense of joy and wonder. Colours also play an important part in nature. Many animals and insects use colour to merge with their surroundings, and so protect themselves from predators.
3. The colours of light were discovered in 1666 when Sir Isaac Newton passed sunlight through a prism. The light that came out from the other end of the prism was not white but made up of seven different colours – violet, indigo, blue, green, yellow, orange and red. The splitting of light into these seven colours is known as dispersion, and the seven colours taken together as a band is called the spectrum.
4. In nature, we can see the phenomena of dispersion and spectrum in the rainbow.

When the sun shines immediately after it has rained, each drop of water present in the air acts like a tiny prism and breaks up the sunlight passing through it into seven colours, thus forming a rainbow.

5. You can create the rainbow that you see in the sky in your own garden. While watering the plants in your garden with a hosepipe, keep your back towards the sun. Now spray water from the hose on your shadow. You will see a mini rainbow forming! This is because when sunlight passes through the water droplets, it splits into seven colours forming a rainbow.
6. The band of colours that we see in a rainbow is called the visible spectrum as we can see all the colours. However, there are other colours that are not visible to us. These are the infrared (below red) and ultraviolet (above violet). These two lights form the two extremes of the visible spectrum. Infrared and ultraviolet light can only be seen with special photographic films. Many electronic appliances use infrared technology. Night vision devices use infrared illumination to see people, animals and objects without the user being detected. The paper currencies of many countries have images on them that can only be seen under ultraviolet light. This is a security measure against the printing of counterfeit money.

4.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Celestial bodies which produce light are called
 - (i) suns
 - (ii) stars
 - (iii) microorganisms
 - (iv) bioluminescent
- Ans.** (ii) stars
- (b) In what way do colours help in the survival of animals?
 - (i) Helps them to spot any kind of danger.
 - (ii) Helps them to hide in the dark.
 - (iii) Helps them to merge with their surroundings.

(iv) Helps predators to find food.

Ans. (iii) Helps them to merge with their surroundings.

- (c) Complete the following with a phrase.
Before the discovery by Sir Isaac Newton, people believed that light was

Ans. white in colour.

- (d) Infer one reason for the following, based on information in paragraph 4.

‘The band of colours that we see in a rainbow is called the visible spectrum as we can see all the colours.’

Ans. It is called the visible spectrum because it is only these seven colours of the rainbow which are visible to the human eye.

- (e) Complete the following analogy correctly with a word or phrase from paragraph.

rain : rainbow ; : camouflage

Ans. animals

- (f) Give one reason why the sun is important for the Earth.

- (i) It creates various living organisms.
- (ii) It helps us to see colours.
- (iii) It is necessary to create rainbows.
- (iv) Its heat and light sustains life.

Ans. (iv) Its heat and light sustains life.

- (g) Infrared and ultraviolet light can be used

- (i) for painting purposes
- (ii) for security purposes.
- (iii) to make special photographic films.
- (iv) to understand the visible spectrum.

Ans. (ii) for security purposes.

- (h) Mention any two uses of infrared light.

Ans. (i) In infrared technology for manufacturing electronic appliances.

(ii) For infrared illumination without the user being detected.

- (i) Supply one point to justify the following.

‘The sun is the major source of light in nature.’

Ans. Because other light-producing stars are very far from the Earth, and a very small or no amount of their light reaches the Earth.

- (j) Substitute 'phenomena' with a word similar in meaning in the following sentence from the passage:

'In nature, we can see the phenomena of dispersion and spectrum in the rainbow.'

Ans. occurrence

5. Read the passage given below and answer the questions that follow. 10

1. Painter, sculptor, architect, engineer, scientist, musician, mathematician – Leonardo da Vinci was all of them and more. The range and nature of his accomplishments make him the greatest symbol of the Renaissance, a universal genius who epitomised the artistic and intellectual triumphs of the period.

2. Yet Leonardo, like any other person, had to work for a living. In 1482, he wrote to the Duke of Milan Lodovico Sforza, applying for a job. In his letter, he writes about the different things that he can do. He writes the letter in a simple, straightforward manner, with no ornamentation of language to impress the reader, as was common in those days. Funnily, he mentions his ability to paint casually, almost like an afterthought!

This is what Leonardo wrote in the letter, in short:

3. 'Having, most illustrious lord, seen and considered the experiments of all those who pose as masters in the art of inventing instruments of war, and finding that their inventions differ in no way from those in common use, I am emboldened to solicit an appointment to acquaint Your Excellency with some of my abilities.

- (a) I can construct bridges which are very light, strong and portable, with which to pursue and defeat the enemy; and others more solid, which resist fire and assault, yet are easily removed and placed in position.

(b) In case of a siege, I can cut off water from the trenches and make pontoons and scaling ladders and other similar devices.

(c) If because of height or the strength of its position, a place cannot be bombarded, I can demolish every fortress if its foundations have not been set on stone.

(d) I can make a kind of cannon which is light and easy to transport, and which can hurl small stones like hail. Its smoke causes great terror to the enemy, and they suffer heavy loss and confusion.

(e) I can noiselessly construct at any point subterranean passages, passing if necessary under trenches or a river.

(f) I can construct armoured wagons carrying artillery which can break through the most compact ranks of the enemy, and so open a safe passage for the infantry.

(g) If the fight should take place upon the sea, I can construct many engines suitable for attack or defence, and ships which can resist the fire of the heaviest cannon.

(h) In times of peace, I can give you as complete satisfaction as anyone else in the construction of buildings, both public and private, and in conducting water from one place to another.

(i) I can further execute sculpture in marble, bronze or clay; I can also paint as much as anyone else. Moreover, I would undertake to sculpt the bronze horse which shall give immortal glory and honour to the memory of your father and the illustrious house of Sforza.

4. Should any of the aforesaid things seem impossible to anyone, I can give a trial of them in your park or whatever place shall please Your Excellency, to whom I commend myself with all humility.'

5. This, in short, was the letter that Leonardo wrote to the Duke of Milan Lodovico Sforza. It is clear that shrewd sense advised Leonardo

that a man skilled in the machinery of warfare would be of more interest to the tyrant duke than a man skilled in the gentler arts of painting and sculpture. Hence, the focus on war machinery in the letter. And Leonardo was correct in thinking so, for the letter brought results. In the same year, Leonardo left Florence for Milan, where he soon set to work on a colossal equestrian statue for the tomb of Lodovico's father.

5.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) An artistic form in which hard or plastic materials are worked into three-dimensional art objects is
- (i) painting (ii) sculpting
 (iii) photography (iv) chiselling

Ans. (ii) sculpting

- (b) Why is Leonardo considered to be the greatest symbol of the Renaissance?
- (i) He was a multi-talented man, known for his mathematical skills.
 (ii) He was a famous painter, well-known all over the world.
 (iii) He possessed both artistic talent as well as extreme intelligence.
 (iv) He knew a lot about warfare and the art of defeating one's enemies.

Ans. (iii) He knew a lot about warfare and the art of defeating one's enemies.

- (c) Complete the following with a phrase.
 In those days, it was common to write letters using flowery language in order to

Ans. impress the reader.

- (d) Infer one reason for the following, based on information in paragraph 5.
 'He writes the letter in a simple, straightforward manner...'

Ans. This was because Leonardo knew he was dealing with a tyrannical duke, who would

have dismissed his letter if he had written in ornamental language.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 3.
 war : armoured wagons ; peace :
- Ans. buildings
- (f) Give one reason why a cannon which is light would be an advantage in a war.
- (i) It is easy to transport.
 (ii) It can hurl small stones.
 (iii) It creates smoke.
 (iv) It frightens the enemy.

Ans. (i) It is easy to transport.

- (g) In order to convince the Duke of his abilities, Leonardo was willing to
- (i) blow up a bridge.
 (ii) meet him in a park.
 (iii) work for free.
 (iv) give a demonstration.

Ans. (iv) give a demonstration.

- (h) Mention any two reasons Leonardo gives for his suggestion to sculpt a bronze horse for the Duke.

Ans. (i) To immortalise the memory of the Duke's father.
 (ii) To bring honour to the illustrious house of Sforza.

- (i) Supply one point to justify the following.
 'He wrote to the Duke of Milan Lodovico Sforzo, applying for a job.'

Ans. This was because, despite his talents, Leonardo, like any other person, had to work to earn money for a living.

- (j) Substitute 'colossal' with a word similar in meaning in the following sentence from the passage:
 '...he soon set to work on a colossal equestrian statue ...'

Ans. gigantic

6. Read the passage given below and answer the questions that follow. 10

1. Everyone likes to have friends – some like to be surrounded by them, while others may be happy to have just one or two whom they can trust and rely upon. However, not everybody has the knack of making friends. Worse, often they are unable to hold on to their friendships. They find that their friends are avoiding them or ignoring them, and this can hurt many a sensitive person.
2. When we feel rejected by friends, we start doubting ourselves. ‘Where did I go wrong?’ we ask ourselves. The pain of rejection is compounded by worry – ‘What is she thinking about me?’, ‘What if I really did something that I should not have, and people are discussing it behind my back?’, ‘What if my friend has been talking about me negatively to others?’ Such times are trying indeed, and many a times we leave it to the passage of time to heal things. Friends go out of our lives, and the pain of rejection becomes a distant memory.
3. But have you thought that your friend might be experiencing some hardship or pain to make her behave like that? It could even be that you have inadvertently caused her to suffer. Therefore, the best thing to do in such circumstances is to have the courage to walk up to your friend and ask what is bothering her. You may discover that the last thing she wanted to do was to shun you!
4. Often, we do not have the courage to ask our friend what is bothering them for fear of being snubbed. But it may be that while we are thus keeping away from our friend, she too may be feeling rejected and lonely. Human relationships are like a mirror – while you think, ‘If only she were a little nicer to me, I would talk to her’, your friend is probably thinking on the same lines.

5. It is a good thing to make the first move towards understanding and reconciliation. If despite your efforts you are snubbed, then you can tell yourself that such a friendship is perhaps not worth working at. And should your friendship end, there is no need to grow despondent. Not every friendship lasts forever. What is important is that you hold fast to the true meaning and value of friendship, and make that the basis of your interaction with others.
6. Above all, it is important to believe in yourself. Those who reject your friendship may fade away from your life, but those who remain will treasure you as a friend.

6.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) To be shunned is to be
 - (i) shamed.
 - (ii) scolded.
 - (iii) avoided.
 - (iv) troubled.

Ans. (iii) avoided.
 - (b) Why do we begin to doubt ourselves sometimes in a friendship?
 - (i) Because of time and distance
 - (ii) Because we feel rejected
 - (iii) Because of personal problems
 - (iv) Because we become upset

Ans. (ii) Because we feel rejected.
 - (c) Complete the following with a phrase.
With the passage of time, the pain of a broken friendship, becomes

Ans. a distant memory.
 - (d) Infer one reason for the following, based on information in paragraph 3.
‘They find that their friends are avoiding them or ignoring them...’
- Ans.** A reason for this could be because he/she could be experiencing some personal problem which one does not know about.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 2.

hardship : suffering ; _____ : self-doubt

Ans. rejection

- (f) Give one way to discover why a friend is avoiding you.

- (i) By asking others for the reason
- (ii) By worrying and thinking about it
- (iii) By discussing it with other friends
- (iv) By talking to the friend directly

Ans. (iv) By talking to the friend directly

- (g) We know a friendship is not worth pursuing when

- (i) a friend does not make a move towards reconciliation.
- (ii) a particular friend repeatedly snubs us.
- (iii) our friend makes us feel sad and depressed.
- (iv) we find a better and more understanding friend.

Ans. (iii) our friend makes us feel sad and depressed.

- (h) Mention any two ways one should feel/think when a friendship ends.

Ans. (i) One should not feel despondent.

- (ii) One should still believe in the value of friendship.

- (i) Supply one point to justify the following.
'Human relationships are like a mirror...'

Ans. This was because others may be having the same thoughts as we are having.

- (j) Substitute 'treasure' with a word similar in meaning in the following sentence from the passage:

'...those who remain will treasure you as a friend.'

Ans. value

7. Read the passage given below and answer the questions that follow. 10

1. Would you call the sound of honking vehicles, factory machinery or concrete mixers at

construction sites 'music'? If no, then what would you call them? If you strum the strings of a guitar randomly, or beat percussion sticks on a drum at irregular intervals, do you create music? The answer is 'no' again, because the sound created is not pleasant to the ear, though it is produced on musical instruments. What is created is 'noise'. The difference between noise and music, therefore, is the presence of sound that is pleasant to hear.

2. Music is a combination of sounds that does not jar on the ears. Music can induce excitement or relaxation, can be cheerful or sad or inspiring – whatever is the kind of music, it has to sound pleasant to be called music.
3. How do different musical instruments create music? By playing notes that are part of a 'harmonic series'. Harmonics or overtones is a combination of several notes that we hear on an instrument. The reason why a guitar sounds different from a piano, even though the notes played may have the same pitch, is harmonics. Each musical instrument produces its own harmonics based on its shape, size, material, etc. Based on their different harmonics, musical instruments can be divided into three broad types: wind, string and percussion.
4. In wind instruments, such as the flute or the trumpet, sound is produced by the vibrating air. When we blow air into a flute, a column of air is created inside it. By opening and closing the holes of the flute with the fingers, the air column can be made longer or shorter, thereby producing low- or high-pitched sounds, respectively.
5. Examples of string instruments are the guitar, violin, sitar, etc. These instruments have strings stretched across a hollow box. When the strings are plucked, various notes are produced. The quality of sound depends on the thickness of the strings, their length, and how tightly they are strung. The length

of the strings can be changed by pressing the strings on the frets of the instrument. The longer the string, the lower the pitch of the sound produced. Thicker strings produce a deeper sound than thinner ones. Tighter strings produce a higher pitched sound than strings that are loosely tied.

6. Percussion instruments produce sound when they are struck with sticks or fingers, or beaten with the hand. Drums have a hollow body over which a thin membrane, such as animal hide, is tightly stretched. When this drum head or drum skin is beaten or struck, it vibrates, producing sound which resonates through the drum. The tighter the membrane is stretched, the higher is the pitch of the sound produced. A smaller or narrower drum produces a higher pitch than a larger or wider drum.

7.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Something pleasant makes one feel
 (i) nice. (ii) excited
 (iii) entertained (iv) cheerful.

Ans. (i) nice

- (b) What makes one piano sound different from another piano?
 (i) The place they are kept in.
 (ii) The person who made them.
 (iii) The sounds produced on them.
 (iv) The material they are made of.

Ans. (iv) The material they are made of.

- (c) Complete the following with a phrase.
 Music is sounds which are

Ans. pleasant to the ear.

- (d) Infer one reason for the following, based on information in paragraph 4.

‘... the air column can be made longer or shorter, thereby producing low – or high-pitched sounds, respectively.’

Ans. This happens because one blows into a wind instrument and opens and closes the holes with the fingers.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 2.
 guitar : plucked ; drums :

Ans. beaten

- (f) Give one reason why percussion instruments produce a resonating sound.

- (i) Because they are covered with animal hide.
 (ii) Because they are beaten by hand.
 (iii) Because they are hollow from inside.
 (iv) Because they are played with sticks.

Ans. (iii) Because they are hollow from inside.

- (g) The quality of sound played on a guitar or a sitar depends on the

- (i) harmonics. (ii) strings.
 (iii) pitch. (iv) tune.

Ans. (ii) strings.

- (h) Mention any two characteristics of a string instrument:

Ans. (i) They have strings stretched across a hollow box.

- (ii) Thicker strings produce a deeper sound than thinner ones.

- (i) Supply one point to justify the following:
 ‘Whatever the kind of music, it has to sound pleasant to be called music.’

Ans. Sounds which jar on the ear are not music, but noise which is not pleasant.

- (j) Substitute ‘randomly’ with a word similar in meaning in the following sentence from the passage:

‘If you strum the strings of a guitar randomly..’

Ans. casually/haphazardly

8. Read the passage given below and answer the questions that follow. 10

1. Ever wondered why you experience an electric shock when you reach out to open the car door, or why your trousers or skirt keeps sticking to your legs? You may have also seen a zap or small spark in such situations. It is because your body accumulates electrical charge. When your body comes into close contact with another object, the electrons from your body jump to the object. So while you lose electrons and become positively charged, the object gains electrons and becomes negatively charged. The mild shock that you experience is a result of the quick movement of the electrons.
2. Static electricity is the build up of an electrical charge on the surface of an object. It can even build up on our bodies. Such electricity is called 'static' because the charges remain in one area rather than move or flow into another area. In other words, it is electricity 'at rest'.
3. As with magnets, objects that have similar charge repel, that is, move away from each other. One example of this is when your hair stands on end when you go down a slide in your school playground. This is because while you slide, the friction causes a positive charge to be built up on each hair. Since each hair has the same charge, they try to push away from one another, and so end up standing straight on your head.
4. Static electricity has several uses. One main use of static electricity is in photocopiers and printers. Static electric charges attract the ink to the paper. It is also used in air filters and for removal of dust from surfaces. However, it can also cause damage. Computer chips are very sensitive to static electricity and can be damaged by it.

5. To make yourself 'shockproof', avoid wearing clothes made of synthetic material. Such materials pick up a lot of static charge. Clothes made of natural fibres like cotton will protect you from static shocks. Also, use a moisturizer on your hands. You may have noticed that when your skin is dry, you are more susceptible to such shocks!

8.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) To get a zap is to feel a
 - (i) buzz.
 - (ii) bolt.
 - (iii) clap.
 - (iv) streak.

Ans. (i) buzz.

- (b) When does an object become positively charged?
 - (i) When you gain electrons.
 - (ii) When you lose electrons.
 - (iii) When you get a shock.
 - (iv) When you use a magnet.

Ans. (ii) When you lose electrons.

- (c) Complete the following with a phrase.
Objects that have a similar charge

Ans. repel each other/ move away from each other.

- (d) Infer one reason for the following, based on information in paragraph 4.
'One main use of static electricity is in photocopiers and printers.'

Ans. This is because static electric charges attract the ink to the paper.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 1.
electric shock : exposed wire ; static shock :

Ans. synthetic clothes

- (f) Give one reason why hair does not stick together.
 - (i) Because all strands have a positive charge.
 - (ii) Because all strands have a negative charge.

(iii) Because all strands have no charge.

(iv) Because all strands have the same charge.

Ans. (iv) Because all strands have the same charge.

(g) Static electricity should not be used

(i) while wearing cotton clothes because it can cause static shock.

(ii) while wearing nylon clothes because it can cause electric sparks.

(iii) near computer chips because they get damaged when exposed to it.

(iv) while using Photocopiers because they attract the ink to the paper.

Ans. (iii) near computer chips because they get damaged when exposed to it.

(h) Mention any two ways static electricity affects us in our daily life.

Ans. (i) It makes our clothes stick to our bodies.

(ii) It makes our hair stand on end in certain situations.

(i) Supply one point to justify the following:

‘In other words, static electricity is electricity at rest.’

Ans. This is because the charges in static electricity remain in one area rather than move or flow into another area.

(j) Substitute ‘susceptible’ with a word similar in meaning in the following sentence from the passage:

‘...when your skin is dry, you are more susceptible to such shocks!’

Ans. sensitive/prone/subject

9. Read the passage given below and answer the questions that follow. 10

1. Herodotus was the earliest writer of history in western culture. In his writings, he weaves myths and legends with history, which makes them fascinating to read. He travelled widely and observed various cultures and peoples closely. Of the people and customs of Egypt he says:

2. Many Egyptian customs are worthy of note. There is one custom of the Egyptians that resembles that of the Spartans. When young Egyptian men meet their elders in the streets, they step aside and give way to them. If an elder comes in where young men are present, the latter rise from their seats. In one point, however, they differ from all nations of Greece. When young men meet elders in the streets, instead of speaking to each other, they make an obeisance by touching their hands to their knees.

3. The Egyptians have discovered which day and month is sacred to which god. They have also found out from the day of a man’s birth, what he will meet with in the course of his life, what kind of a person he will be, and how he will end his days. The Egyptians have also mastered the art of prediction more than any other people. Whenever a rare or extraordinary event takes place, they watch and record the result. Then, if anything similar ever happens again, they foretell the same consequences.

4. Egyptians practice medicine not as a general but as a specialized service. Each physician treats a single disorder. Thus, the country is full of medical practitioners, some treating disorders of the eyes, others of the head, yet others of the teeth, and so on.

5. The crocodile is considered sacred by some Egyptians. Those who live near Thebes and those who dwell around Lake Moeris, regard them with special veneration. In each of these places, the people tame and keep one crocodile in particular. They adorn it with gold and give it bread and meat to eat. After the crocodile dies, they embalm it and bury it in a sacred place. Whenever an Egyptian or a foreigner falls prey to a crocodile and dies, the law forbids anyone to touch the corpse, not even the dead person’s friends and relatives. Only the priests of the Nile can touch the

body. They embalm it and bury it themselves in a sacred place with great ceremony.

9.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) To make an obeisance is to
- (i) sacrifice something.
 - (ii) present a gift.
 - (iii) honour someone.
 - (iv) show submission.

Ans. (iii) honour someone.

- (b) Why does the writer say Herodotus' writings are fascinating to read?
- (i) Because he was one of the earliest writers of Egyptian myths and legends.
 - (ii) Because he blended myths and legends with Egyptian history.
 - (iii) Because he wrote a mix of various myths, legends, and Egyptian history.
 - (iv) Because he used myths and legends to explain customs of Egypt.

Ans. (ii) Because he blended myths and legends with Egyptian history.

- (c) Complete the following with a phrase.
In ancient Egypt, elders were

Ans. given a lot of respect.

- (d) Infer one reason for the following, based on information in paragraph 1.

'Of the people and customs of Egypt he says...'

Ans. Herodotus knew a lot about Egypt because he travelled widely and observed various cultures and people closely.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 4.

general : Arts and Humanities ;
: Engineering

Ans. specialized

- (f) Give one reason to prove that medicine in ancient Egypt was very advanced.

- (i) Egyptians practiced medicine in a casual general manner.

- (ii) Egyptian physicians specialized in treating single disorders.

- (iii) Egypt was full of people who practiced general medicine.

- (iv) Egypt physicians were able to embalm and bury a crocodile.

Ans. (ii) Egyptian physicians specialized in treating single disorders.

- (g) We know that a crocodile was so much venerated in ancient Egypt because

- (i) people used to tame and feed them.
- (ii) they were adorned with gold.
- (iii) no one was allowed to touch a dead crocodile.

- (iv) it was embalmed and buried in a sacred place.

Ans. (iv) it was embalmed and buried in a sacred place.

- (h) Mention the two points in Egyptian law regarding the death of a person who had been killed by a crocodile.

Ans. (i) No friend or relative was allowed to touch the corpse.

- (ii) Only the Nile priests could embalm and bury it in a sacred place.

- (i) Supply one point to justify the following.
The Egyptians have also mastered the art of prediction more than any other people.

Ans. This is because whenever an extraordinary event took place, they observed it closely, recorded it, and used that information for future similar events.

- (j) Substitute 'embalm' with a word similar in meaning in the following sentence from the passage:

'After the crocodile dies, they embalm it...'

Ans. preserve/anoint

10. Read the passage given below and answer the questions that follow. 10

1. There is something about rhyme and rhythm that immediately catches our attention. It is no wonder then that children are taught rhymes even before they are taught to read and write. Later, reading texts use the repetition of words and sounds as stepping stones to make the child read easily, and remember what has been read. The books of Dr Seuss come to mind in this respect. They are some of the most enjoyable and effective books for early learners. And the reason for their popularity and effectiveness is simply the abundance of rhyming lines and alliteration, which is the repetition of consonants for musical effect.
2. There is a bit of the poet inside each one of us. There is perhaps not a single person who has not attempted to write a poem in their lifetime, or give a shot at a jingle.
3. It is a common to note that lines of poetry remain with us for years whereas we forget the name of the person we met only a few minutes earlier. Poetry lodges longer in our memory because the language of poetry touches our imagination, emotions and intellect. The choice of descriptive words, the beauty of unusual comparisons, the sensations of sounds on the tongue, the few words that speak so much – all combine to create that uniquely pleasurable poetic effect. Add to this the many patterns of rhythm and rhyme, and we can see why it is so easy to remember and reproduce poetry.
4. There is an aspect of poetry that should please those who dislike the strictures of grammar and usage – poetic license! It is the ‘license’ that poets have to turn and twist words and lines whichever way it suits their purpose. Here is a medium in which you need not be stuck with the rules of writing a language. You can create words that don’t exist, you can turn the word order upside down if you think that makes an impact, you can break lines wherever you think it sensible, you can

do away with punctuation (better still, you can change the way punctuation marks are used!), and so on and on. So, for those of you who feel paralyzed at the thought of making mistakes while writing, and so never take the bold step of writing something of your own, poetry is where you can bravely take the plunge. And do not worry by what has been said before about rhyme and rhythm. Today, poetry is the most unfettered medium of expression. You do not need to rhyme your lines, nor do you need to infuse rhythm. All you need is to write from your heart and let your writing mirror it!

10.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) Repetition of the same sound for musical effect is called
 - (i) consonant. (ii) alliteration.
 - (iii) poetry. (iv) rhyming.

Ans. (ii) alliteration.
 - (b) Why does the writer say Dr Seuss’ books are the most enjoyable for children?
 - (i) Because he writes only about children.
 - (ii) Because they have colourful illustrations.
 - (iii) Because he uses techniques to help children read.
 - (iv) Because they are full of rhyme and rhythm.

Ans. (iv) Because they are full of rhyme and rhythm.
 - (c) Complete the following with a phrase.
Many people have, at least once in their life, tried to

Ans. write a poem or a jingle.
 - (d) Infer one reason for the following, based on information given in paragraph 1.
‘It is common to note that lines of poetry remain with us for years...’
- Ans. This is because since childhood, the use of rhyme and rhythm helps lodge poetry longer in our minds.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 1.
theatre : opera ; advertisement : _____

Ans. jingle

- (f) Give one reason why strict users of grammar do not usually like poetry.
- Poetry is a flexible medium.
 - Poetry is akin to music.
 - Poetry does not follow any strictures.
 - Poetry is written from the heart.

Ans. (iii) Poetry does not follow any strictures.

- (g) Poetry is said to lodge longer in our memory because
- it appeals to our collective senses.
 - one is trained to remember poetry.
 - one is able to use poetic license.
 - it is the first thing one learns in childhood.

Ans. (i) it appeals to our collective senses.

- (h) Mention the two steps used to help make children read easily.

Ans. (i) They are first taught only rhymes.

(ii) Then reading texts use the repetition of words and sounds.

- (i) Supply one point to justify the following.

Today, poetry is the most unfettered medium of expression.

Ans. This is because poetic license gives one complete freedom, and allows one to express thoughts and feelings straight from the heart onto paper.

- (j) Substitute 'uniquely' with a word similar in meaning in the following sentence from the passage:

'... all combine to create that uniquely pleasurable poetic effect.'

Ans. special

11. Read the passage given below and answer the questions that follow. 10

1. The haunting sound of shifting sands has mesmerized travellers for centuries as they

journeyed across the deserts of the world. Many of them have written about the music of the sands. In the thirteenth century, Marco Polo heard the singing sands as he crossed the Gobi Desert in Mongolia, and thought it to be the sound of evil spirits. In the nineteenth century, Charles Darwin mentioned the booming sand dunes of Chile.

2. What do the singing sand dunes sound like? Some people have likened it to the musical sound of instruments such as cellos, violins and trumpets. Others, however, have found it ear-splitting and have compared it to the noise of artillery fire, thunder or low-flying aircraft.
3. How can something as inert as sand sing, whistle, squeak, roar, boom and be heard kilometres away? Scientists say that some specific natural conditions can cause such a phenomenon. First, each grain of sand has to be round and smooth. Then, rain has to wash away the dust from the surface layers. When the sun comes out, the topmost layer of sand becomes dry while the lower layers remain moist. When the dune grows to a considerable height, it begins to topple over in an avalanche. As the sand cascades down the slope at high speed, the dry top layer rubs against the moist lower layer and creates the sound. The lower layer begins to act like a giant amplifier that raises the volume of the sound, making the dune boom.
4. But another vexing question arises – why do different sand dunes sing different tunes, and more strangely, why do some dunes sing one note at a time, and some others sing more than one note simultaneously? Researchers have found that when the size of the grains of sand are more or less uniform, they produce a single note. But differing grain sizes produce a noisy blare that is made up of different notes.
5. Sands that have travelled the farthest have the greatest potential to 'sing'. The singing sand

dunes are the basis of many ancient myths. About the Sand Mountain in Nevada, USA, it is said that a large dinosaur buried under the sand at the bottom of Lake Lahontan roars and makes the sands boom and sing!

6. The most notable singing sand dunes of the world can be found in California, Indiana, Massachusetts and Nevada in North America, Wales in the United Kingdom, the Namib Desert in Africa, Dunhuang in China, Odashi in Japan, South Sinai in Egypt, and Qatar.

11.1 On the basis of your understanding of the passage, answer the following questions.

10

- (a) When Marco Polo thought that he was hearing the sound of evil spirits, he was being
- (i) imaginative.
 - (ii) reasonable.
 - (iii) superstitious.
 - (iv) logical.

Ans. (iii) superstitious.

- (b) Why did many travellers write about the music of the shifting sands?
- (i) Because they found it to be haunting and mysterious.
 - (ii) Because they wanted to warn other travellers about it.
 - (iii) Because they did not understand how the sands shifted.
 - (iv) Because not many people travelled in the deserts.

Ans. (i) Because they found it to be haunting and mysterious.

- (c) Complete the following with a phrase.
The cause of the music of the shifting sands is due to

Ans. a natural condition.

- (d) Infer one reason for the following, based on information in paragraph 3.
'Others, however, have found it ear-splitting and have compared it to the noise of artillery fire, thunder or low-flying aircraft.'

Ans. This is because while the sand is cascading, the lower layer acts like a giant amplifier and makes the dune boom.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 3.
squeak : mouse ; : lion

Ans. roar

- (f) Give a reason why a sand dune topples over.
- (i) Because it cascades down at full speed.
 - (ii) Because the top layer is dry.
 - (iii) Because it grows at a considerable height.
 - (iv) Because the lower layer is moist.

Ans. (iii) Because it grows at a considerable height.

- (g) What was vexing and strange to researchers was
- (i) that all sand dunes sang the same tunes.
 - (ii) that different sand dunes sang different tunes.
 - (iii) that singing sand dunes were found in every desert.
 - (iv) that singing sand dunes were found even in cold countries.

Ans. (ii) that different sand dunes sang different tunes.

- (h) Mention the two requirements which lead to the singing of sand dune.

Ans. (i) Each grain of sand has to be round and smooth.

- (ii) Rain has to wash away the dust from the surface layers.

- (i) Supply one point to justify the following.
'About the Sand Mountain in Nevada, USA, it is said that a large dinosaur buried under the sand at the bottom of Lake Lahontan roars and makes the sands boom and sing!'

Ans. This is because even though scientists have given logical explanations about why sand dunes sing or boom, ancient myths are still prevalent.

- (j) Substitute 'inert' with a word similar in meaning in the following sentence from the passage.

'How can something so inert as sand sing....?'

Ans. lifeless/unmoving/immobile

12. Read the passage given below and answer the questions that follow. 10

1. Multitasking is the act of doing several separate activities at the same time. For example, you may be taking the doctor's appointment on the phone while having your lunch as you work on your computer. Often, we know that nothing is getting done well at all – it leaves us feeling rushed and with a vague sense of dissatisfaction. We know that we should not do several things at the same time, but we feel that if we do not do them all at once, we would never get them done at all.
2. The reason why we feel this way is the problem of focus. When we multitask, we usually focus on what we are not doing. We cannot focus on what we are actually doing at that moment. So while having lunch, we may be thinking of the report that needs to be typed out and sent urgently, and while doing that, realize that we are late in taking the doctor's appointment. It becomes impossible to settle into any one activity, because our attention is shifting so frequently. We experience anxiety as a result of this way of working. One way to find relief in such situations is to be aware of what our hands or bodies are doing at that moment, so that our attention and motions are aligned. When we are able to do this, we feel much more satisfied with the work we do.
3. But such alignment is often difficult to come by. A big reason for this is the way we are brought up to think and judge. Our society and culture puts a great deal of emphasis on the end result of activity. How we get to that end result is not noticed. Being goal-oriented is always appreciated. So we begin to work with our 'heads', not with our 'hearts'.

We give importance to our ideas and plans, rather than our feelings or the sensations of our body. We become mechanical, robot-like. Watching the rain from our bedroom window or observing the antics of a cat is a 'waste of time' – we may be faced with the question: Why don't you do something worthwhile?

4. Such notions of 'putting time to good use' lead to a frantic pace of life. Our relationships with friends and family suffer a setback. In the need to achieve and compete, we lose sight of our finer sensibilities, our ability to see and experience the world as it is, and not look at it as a means to a goal.

12.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) When you feel rushed, you feel
 - (i) tired.
 - (ii) anxious.
 - (iii) incompetent.
 - (iv) disappointed.
- (b) Why does the writer say that multitasking often gives us a sense of dissatisfaction?
 - (i) Because nothing really gets done.
 - (ii) Because we focus on too many things.
 - (iii) Because we do things in a rushed manner.
 - (iv) Because nothing gets done well.

Ans. (ii) anxious.

Ans. (iv) Because nothing gets done well.

- (c) Complete the following with a phrase.
The writer feels that pleasurable activities are considered

Ans. to be not worthwhile/ to be a waste of time.

- (d) Infer one reason for the following, based on information given in paragraph 2.

'When we multitask, we usually focus on what we are not doing.'

Ans. This is because instead of focussing on the activity on hand, our attention keeps shifting to other things.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 3.
culture : customs ; : community

Ans. society

- (f) Give a reason why our relationships suffer.
- We become busy and insensitive.
 - We make goals for ourselves.
 - We give in to the demands of society.
 - We think company with people is a waste of time.

Ans. (i) We become busy and insensitive.

- (g) The solution to get rid of anxiety while multitasking according to the writer is to
- Become more human-like rather than robot-like.
 - Focus on things which others find worthwhile.
 - Align attention to hand and body motions.
 - Find satisfaction in the work at that point of time.

Ans. (iii) Align attention to hand and body motions.

- (h) Mention the two changes that happen to us when we become goal-oriented.

Ans. (i) We give importance to ideas and plans rather than feelings.
(ii) We become mechanical and stop enjoying the nicer things of life.

- (i) Supply one point to justify the following.
'But such alignment is often difficult to come by.'

Ans. This is because of the way we are brought up to think and judge by society.

- (j) Substitute 'frantic' with a word similar in meaning in the following sentence from the passage.
Such notions of 'putting time to good use' lead to a frantic pace of life.

Ans. hectic/frenzied

13. Read the passage given below and answer the questions that follow. 10

- World Food Day on 16 October went totally unnoticed. The day is meant to highlight the plight of the hungry, the undernourished and the malnourished of the world. Particularly the plight of children of the poor, among whom the girl child, as usual is the worst off. India ranks high in the number of people unable to get the minimum calorie requirement of each day.
- True, we have some of the best software engineers in the world. True, that we produce enough foodgrains to feed all our people, if so much were not lost in transportation and storage of food. But the real truth is that the number of people who go to bed hungry every night is around 300 million.
- The irony here is that the people who work to grow food are the ones who mainly go hungry. With around 600 million people living in rural areas, around 400 million of them depend on agriculture for sustenance and with the rural population increasing at around 15 million a year, the pressure on land and demand for food is outpacing supply year after year.
- The UN report released on the occasion of World Food Day gives details of what hunger does to the individual, the family and society as a whole.
- It says: "Women do not always have the same access to food as men, which not only affects their health but also the future development and growth of their children. In the case of food shortages, which is often the case in some families, men have preferential access to food."
- Without adequate nutrition, individuals, families and societies face several adverse consequences. Hunger debilitates people physically, physiologically and psychologically and they get trapped in a vicious cycle of

hunger – low productivity – poverty – hunger. Laziness is said to be the reason for an individual's low productivity. It is lethargy, however, and not laziness that makes people unproductive. Lethargy is a combination of factors such as low energy intake, undernourishment and behavioural adaptations to conserve energy. These are the people who cannot be productive even if they try hard.

7. "Seven out of ten of the world's poor are women and girls. Therefore, a focus on women is essentially a focus on the poorest. There is strong evidence that empowering women is the surest way to reduce poverty. In households facing continuous hunger, even babies in mother's wombs, the newborn and young children do not receive the required nutrition. This results in inadequate development of physical and mental capacities in the new generation. A physically and mentally weak new generation is doomed to perpetuate the hunger-poverty cycle. What maternal malnutrition can do to a child is devastating. It is a virtual guarantee of low birth weight, stunted growth, susceptibility to disease and quite often intellectual impairment."

13.1 On the basis of your understanding of the passage, answer the following questions. 10

- (a) To be malnourished is to be
 (i) ill-fed. (ii) starved.
 (iii) sick. (iv) hungry.
- Ans. (i) ill-fed
- (b) Why is there a food shortage in spite of India having a high production of foodgrains?
 (i) Because most of it is consumed by the farmers.
 (ii) Because most of it is lost in storage.
 (iii) Because most of it is spoiled in the rains.

- (iv) Because most of it is not distributed to the poor.

Ans. (ii) Because most of it is lost in storage.

- (c) Complete the following with a phrase.
 A mentally and physically weak new generation will

Ans. continue to perpetuate the hunger-poverty cycle.

- (d) Infer a reason for the following, based on information in paragraph 3.

'The irony here is that the people who work to grow food are the ones who mainly go hungry.'

Ans. This is because the rural population is increasing, leading to the demand of food outpacing supply.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 1.
 salary : underpaid ; food :

Ans. undernourished

- (f) Give one reason how the poor health of a woman can affect the health of her child.

- (i) Because babies in the womb do not receive adequate nutrition.
 (ii) Because she becomes too lazy to take care of them.
 (iii) Because she consumes most of the food for herself.
 (iv) Because her child emulates her example and eats accordingly.

Ans. (i) Because babies in the womb do not receive adequate nutrition.

- (g) Lethargy affects a person by
 (i) making him/her lazy.
 (ii) trapping him/her in a vicious cycle.
 (iii) making him/her unproductive.
 (iv) forcing him/her to work harder.

Ans. (iii) making him/her unproductive.

- (h) Mention the two things that India can be proud of.

- Ans. (i) The best software engineers in the world.
(ii) Enough foodgrains to feed the entire population of the country.

- (i) Supply one point to justify the following:
'Particularly the plight of children of the poor, among whom the girl child, as usual, is the worst off.'

Ans. This is because in Indian society, the male are often given preferential treatment, including access to food.

- (j) Substitute 'devastating' with a word similar in meaning in the following sentence from the passage.

'What maternal malnutrition can do to a child is devastating.'

Ans. disastrous/calamitous

14. Read the passage given below and answer the questions that follow. 10

1. Stories appeal to everyone, and therefore are a highly naturalistic means of teaching. That stories require an audience to be told makes the classroom a natural setting for them as well. A story can always be preceded, accompanied, or followed by activities to expand the learning to be had from the story.
2. As a teaching tool, storytelling is as old as time. It comes much before the modern notion of the classroom. Every culture has stories in the form of myths, legends, religious texts, and folktales that together define the culture. They are also the means by which primary learning and a natural wisdom is inculcated in the people.
3. The persuasive power of stories lies in the effect that it creates – the capacity to transport the listeners or readers beyond all boundaries of time, space, language, culture, gender or class. Stories offer a treasure trove of experiences that we encounter through other people, in other times and other places. The magic of storytelling, and the uses it can be put to, therefore, cannot be overstated.

4. Stories are told for different purposes. Many have a moral goal. Aesop's fables and the Panchatantra are collections of stories designed to educate the listeners in morals. Stories that revolve around personalities that inspire, such as Rani Laxmibai or Abraham Lincoln, allow excitement to be infused with information that would otherwise be boring. Then there are stories from history, such as Archimedes' bath-time discovery or Shivaji's daring escape from captivity, which by narrating ingenious moments from history, etch the events forever in the minds and imagination of learners. Other stories seek to entertain which, barring pure comedy, farce and slapstick, still hold out some lessons to be learned.

5. Stories as a learning tool are not confined to the classroom, nor are they confined to the world of our past. We are surrounded by stories, if only we care to find them – in what we see, hear and read on television and the Internet, in the commonplace situations in our homes and outside, in the faces and conversations that we see and overhear on buses, in the streets and public places. Often we are struck by the commonality of most of the stories we encounter. And if we are insightful enough, we will realize that this commonality serves to reiterate the simplest wisdoms and truths that we have all learnt but remain unmindful of for the most part of our lives.

6. The value of stories, therefore, go far beyond entertainment. Indeed, at the foundation of this superstructure of entertainment are concrete ideas for a person's intellectual, moral and emotional development. Furthermore, stories address the issue of motivation and interest – a problem that is faced by educators and learners alike. There is something dynamic about a story. As the learner is swept along with the storyline, learning happens quickly, naturally, and in an involved manner.

14.1 On the basis of your understanding of the passage, answer the following questions.

10

- (a) Storytelling is referred to as an experience which is
- (i) specialised.
 - (ii) memorised.
 - (iii) magical.
 - (iv) boring.

Ans. (iii) magical

- (b) Why are myths, legends and folktales important?
- (i) They help in defining the culture of which they form a part.
 - (ii) They are a resource to be passed down through generations.
 - (iii) They help us to understand the actual history of the past.
 - (iv) They are the source of information about our ancestors.

Ans. (i) They help in defining the culture of which they form a part.

- (c) Complete the following with a phrase.
In a classroom, activities based on a story help in

Ans. expanding the learning gained from the story.

- (d) Infer a reason for the following, based on information in paragraph 3.
'Stories offer a treasure trove of experiences that we encounter through other people, in other times and other places.'

Ans. This is because the persuasive power of stories is so strong that it transports us into their world.

- (e) Complete the following analogy correctly with a word or phrase from paragraph 4.
The Ramayana : religion ; The Panchatantra :

Ans. morals

- (f) Give one reason why the classroom is a natural setting for storytelling.
- (i) Because teachers are the best storytellers.

- (ii) Because the classroom has a ready audience.
- (iii) Because storytelling is older than modern classrooms.
- (iv) Because students are natural listeners.

Ans. (ii) Because the classroom has a ready audience.

- (g) Stories which teach students to feel inspired through information are those which
- (i) have comedy, farce and slapstick.
 - (ii) are full of moral teachings.
 - (iii) narrate incidents from history.
 - (iv) deal with the lives of towering personalities.

Ans. (iv) deal with the lives of towering personalities.

- (h) Mention any two places where we find stories.
- Ans. (i) On television.
(ii) In various conversations.

- (i) Supply one point to justify the following.
'The value of stories, therefore, go far beyond entertainment.'

Ans. This is because at the core of stories are the ideas which are important for a person's intellectual, moral and emotional growth.

- (j) Substitute 'dynamic' with a word similar in meaning in the following sentence from the passage.
'There is something dynamic about a story.'

Ans. powerful

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

10

1. India has astonishing diversity, perhaps more than any other country in the world. Ensuring democracy in the country, therefore, is a major challenge. There are numerous ethnicities in India, and each have their own social customs and traditions. For example, the Khasis of Meghalaya have a matriarchal society. The Nagas are a collective of different tribes, and each tribe has their own set of rules and social

- codes. It becomes difficult to apply the same standard of laws and governance to all these communities. However, while India is divided into different ethnic groups, it is also true that Indians are quite comfortable with more than one identity – they can be as proud of their national identity as their regional heritage.
2. In this respect, the Constitution of India has played a major role. It has ensured rights and liberties to all Indians so that no community, however small, feels alienated. The Constitution guarantees the right to equality and opportunity, and has abolished untouchability. Children of all castes, faiths and communities can be found sitting in the same classroom, reading the same textbooks and sharing the same meals. Dr B R Ambedkar is the Father of Indian Constitution. As a child, he was made to sit outside his classroom because he belonged to a low caste. When he was given the responsibility to draft the Constitution, he ensured that discrimination, on whatever basis, would never be encouraged and would never find a place in any policy that India adopts.
 3. Historically, many classes and communities have suffered injustices in India. Reservation of seats in jobs and education is one way in which the government has sought to uplift them. Through this provision, backward communities can be helped to join the mainstream and prosper.
 4. However, a lot still remains to be done. Age-old prejudices still exist in our society which lead to discrimination. It is important for Indians to overcome these prejudices and move forward, so that the diversity of India becomes a cause for celebration and not the basis for disharmony.
 5. It is heartening to note that the most visible group in India today is the middle class. It has the largest number of educated and employable people, and the economy of the

country relies heavily on them. It is also the group which has the most diverse mix of castes, races and religions.

15.1 On the basis of your understanding of the passage, answer the following questions. **10**

- (a) A matriarchal family has as its head the
 - (i) eldest male. (ii) eldest female.
 - (iii) earning member. (iv) youngest member.

Ans. (ii) eldest female.
- (b) Why is ensuring democracy in India a challenge?
 - (i) Because India is an extremely populous country.
 - (ii) Because there are different laws for different communities.
 - (iii) Because of India's vast diversity of different groups.
 - (iv) Because tribes have their own set of rules and regulations.

Ans. (iii) Because of India's vast diversity of different groups.
- (c) Complete the following with a phrase.
Indians are as proud of their Indian identity as they are about

Ans. their regional heritage/regional identity.
- (d) Infer a reason for the following, based on information in paragraph 2.
'Children of all castes, faiths and communities can be found sitting in the same classroom, reading the same textbooks and sharing the same meals.'

Ans. This is because the Indian Constitution has abolished all kinds of discrimination.
- (e) Complete the following analogy correctly with a word or phrase from paragraph 1.
India : nation ; Nagas :

Ans. tribe/community
- (f) Give one reason why the diverse ethnic groups of India are able to stay united.

- (i) Because each group has its own regional and tribal identity.
- (ii) Because each group has the freedom to formulate their own laws.
- (iii) Because each group's ethnic identity is supported by the Constitution.
- (iv) Because each group is under the governance of a local government.

Ans. (iii) Because each group's ethnic identity is supported by the Constitution.

(g) The middle class is the most important group for India

- (i) because it is the most educated.
- (ii) because it is the largest group.
- (iii) because it employs the most people.
- (iv) because it heavily supports the economy.

Ans. (iv) Because it heavily supports the economy.

(h) Mention any two ways the Constitution has ensured equality to all Indians.

Ans. (i) It has abolished untouchability.

(ii) It has reserved seats in jobs and education to uplift backward classes.

(i) Supply one point to justify the following.
'However, a lot still remains to be done.'

Ans. This is because age-old prejudices still exist in our society and act as hindrances in the progress of all Indians as equals.

(j) Substitute 'diverse' with a word similar in meaning in the following sentence from the passage:

'It is also the group which has the most diverse mix of castes, races and religions.'

Ans. various/multiple

Section B

Writing & Grammar

GRAMMAR

Tenses

Present Tense

Simple Present Tense

≡ Practice Questions ≡

(Page 78)

Fill in the blanks with the correct form of the verbs given in the brackets.

1. My brother works as a waiter in a restaurant. (work)
2. I listen to English music on my way to work. (listens)
3. Does Sheila go to work everyday? (do, go)
4. We can go out. It isn't snowing. (not, snow)
5. Ram usually tries to wake up early in the morning. (try)
6. The shops don't open before 11 in the morning. (not open)
7. Does he always use his spectacles for reading? (do, use)
8. How many times a day do you take your old grandfather for a walk? (does, take)
9. I don't like to drink milk. (not, drinks)
10. Puneet receives a gift on his birthday and gives it to his poor friend. (receive, give)

Present Continuous Tense

≡ Practice Questions ≡

(Page 79)

Put the verb in brackets in the correct form of the present continuous tense.

1. Raju is sitting next to Pooja in class. (sit)
2. Jyoti is not studying properly these days. (not study)
3. The bell is not ringing. (not ring)
4. Where are you going tonight? (you go)
5. My father is returning late from work these days. (return)
6. What are you doing on Sunday? (you do)
7. We are leaving in an hour's time. (leave)
8. Maria is singing at the show tonight. (sing)

Present Perfect Tense

≡ Practice Questions ≡

(Page 81)

Put the verbs given in the brackets into the correct form of present perfect tense.

1. They have bought a new car from the showroom. (buy)

2. I **have not planned** how I will spend my summer vacation. (not/plan)
3. **Have you been** to Australia? (be/you)
4. Shakespeare **has written** many plays. (write)
5. He **has not seen** any of Gulzar's films. (not/see)
6. **Have you seen** him in school today? (see/you)
7. Play **has not started** yet because of rain. (not/start)
8. **Has he spoken** to his father about the trip? (speak/he)

Present Perfect Continuous Tense

≡ Practice Questions ≡ (Page 82)

Fill in the blanks with the correct form of the verbs given in brackets.

1. He **has been staying** here for ten years. (stay)
2. My sister **has been sleeping** all day. (sleep)
3. We **have been travelling** a lot recently. (travel)
4. They **have been living** in Germany for the last twelve months. (live)
5. She **has been swimming** so she's tired. (swim)
6. I **have been doing** yoga for two years. (do)
7. My mother **has been going** to the temple every Tuesday for years. (go)
8. The sun **has been shining**, it's extremely hot. (shine)
9. My father **has been working** for twelve hours. (work)

10. You **have not been attending** school for last two weeks. (not attend)

Simple Past Tense

≡ Practice Questions ≡ (Page 83)

Rewrite the following sentences in the simple past tense.

1. She write an interesting story.
Ans. She wrote an interesting story.
2. They bring sweets every time they visit us.
Ans. They brought sweets every time they visited us.
3. She doesn't do her work on time.
Ans. She did not do her work on time.
4. He sell fruits on the pavement.
Ans. He sold fruits on the pavement.
5. Does he visit his old grandparents?
Ans. Did he visit his old grandparents?
6. Meena miss the train.
Ans. Meena missed the train.
7. She not wake up early.
Ans. She did not wake up early.
8. She not have any money.
Ans. She does not have any money.
9. He caught the ball.
Ans. He caught the ball.
10. They walk to the airport because of the jam.
Ans. They walked to the airport because of the jam.

Past Continuous Tense

≡ Practice Questions ≡

(Page 84)

Look at Vasu's diary. What was she doing at these times last week?

My diary

Monday 5.30 – 6.30 p.m.

have an appointment at the beauty parlour

Tuesday 6 – 7 p.m.

play badminton with Surbhi

Wednesday 7 – 9 p.m.

revise for her Maths test

Thursday 8.30 – 9.30 p.m.

watch an English TV serial

Friday 5 – 7 p.m.

go to the market with her mother

Saturday 12.30 – 1.30 a.m.

go to the beach

Sunday 9 – 10 a.m.

have breakfast with her friend

Based on the information given above, fill in the blanks with the appropriate past continuous form of the verb.

1. On Monday at 5.30 p.m. she was having an appointment at the beauty parlour.
2. On Tuesday between 6–7 p.m., Vasu and Surbhi were playing badminton.
3. On Wednesday at 7 o'clock she was revising for her Maths test.
4. On Thursday from 8.30 to 9.30 p.m. she was watching an English serial.
5. On Friday at 5 o'clock Vasu and her mother were going to the market.
6. On Saturday between 12.30 and 1.30 a.m., she was going to the beach.
7. On Sunday at 9 a.m. Vasu was having breakfast with her friend.

Past Perfect Tense

≡ Practice Questions ≡

(Page 85)

Fill in the blanks with the correct form of the verbs given in brackets.

1. The fields were parched because it had not rained all summer. (not, rain)
2. The electricity was cut off because he had not paid the electricity bill. (not, pay)
3. The boy had not done his homework, so the teacher scolded him. (not, do)
4. The maid had not come so we went to a restaurant. (not, come)
5. She couldn't board the plane because she had not brought her ticket. (not, bring)
6. We had not visited this Mall before. (not, visit)
7. Raj and Simran had not met before their marriage. (not, meet)
8. He hadn't had dinner when I reached. (not, have)
9. She had not used a laptop before, so I showed her how to use it. (not, use)
10. Ram had not studied for the test, so he didn't appear for it. (not, study)

Past Perfect Continuous Tense

≡ Practice Questions ≡

(Page 86)

Fill in the blanks with the correct form of the verbs given in brackets.

1. Pooja was apologetic because Amar had been waiting for a long time. (wait)
2. Kapil had been watching the match for one hour when I arrived. (watch)
3. Daljeet had been boxing for five years before he became a professional boxer. (box)

4. The band was confident because they **had been rehearsing** regularly for the show. (rehearse)
5. For how long **had he been learning** painting before the exhibition? (he, learn)
6. The doctor gave the baby a sleeping pill because she **had been crying** all night. (cry)
7. Nehal **had been working** at this position for five years before he got a promotion. (work)
8. **Had you been waiting** long before the cab arrived? (you, wait)
9. It **had been raining** since morning and so the park was flooded. (rain)
10. His friends **had been thinking** of calling his father when he arrived. (think)

Simple Future Tense

≡ Practice Questions ≡

(Page 87)

Fill in the blanks with the correct form of the verb from the given three options in the following questions.

1. I which subjects to take after my result.
 - (a) will know
 - (b) would know
 - (c) will be knowing

Ans. (a) will know
2. I to America if I get a scholarship.
 - (a) would go
 - (b) am going
 - (c) will go

Ans. (c) will go
3. You picking up a fight with him.
 - (a) will be regretting
 - (b) will regret
 - (c) would regret

Ans. (b) will regret

4. We how she was killed.
 - (a) would never know
 - (b) will never know
 - (c) will never be knowing

Ans. (b) will never know
5. If you win, the whole nation proud of you.
 - (a) is
 - (b) will be
 - (c) would be

Ans. (b) will be
6. That your birthday present from us.
 - (a) will be
 - (b) would be
 - (c) will have been

Ans. (a) will be
7. Mr Sen away the prizes.
 - (a) will give
 - (b) would give
 - (c) will be giving

Ans. (a) will give
8. This painting you a thousand rupees.
 - (a) will cost
 - (b) would cost
 - (c) will be costing

Ans. (a) will cost
9. You your father's feelings.
 - (a) will never understand
 - (b) would never understand
 - (c) never understand

Ans. (a) will never understand
10. Someday I a script for a movie.
 - (a) will be writing
 - (b) will write
 - (c) would write

Ans. (b) will write

Future Continuous Tense

≡ Practice Questions ≡

(Page 88)

Rewrite the following sentences in the future continuous tense.

1. The train, will leave at this time tomorrow.
Ans. The train will be leaving at this time tomorrow.
2. The patient will walk soon.
Ans. The patient will be walking soon.
3. Where will you go this evening?
Ans. Where you will be going this evening.
4. The new session will start on 1 July.
Ans. The new session will be starting on 1 July.
5. He will play with us.
Ans. He will be playing with us.
6. The ship will leave at 5 in the morning.
Ans. The ship will be leaving at 5 in the morning.
7. I will meet you after I come back.
Ans. I will be meeting you after I come back.
8. We will attend the exhibition.
Ans. We will be attending the exhibition.
9. We will watch the car race together.
Ans. We will be watching the car race together.
10. Sahil will compete with Rajit in the debate.
Ans. Sahil will be competing with Rajit in the debate.

Future Perfect Tense

≡ Practice Questions ≡

(Page 89)

Fill in the blanks with the correct form of the verbs given in brackets.

1. My father will have repaired his car by next week. (to repair)
2. The workers shall have done the painting by Sunday. (to do)

3. The minister will have visited all constituencies before the elections. (to visit)
4. I shall have finished my homework by 8 o'clock. (to finish)
5. The team will have left by next week. (to leave)
6. They will have discussed about the trip by tonight. (to discuss)
7. The police will have arrested the culprits by now. (to arrest)
8. The students will have written their thesis by tomorrow. (to write)
9. The coach will have managed his team before the match. (to manage)
10. If the soldiers kill the terrorists, then they shall have fulfilled their mission. (to fulfill)

Future Perfect Continuous Tense

≡ Practice Questions ≡

(Page 90)

Fill in the blanks with the correct form of the verbs given in brackets.

1. I will have been swimming the whole morning, so I'll be tired. (swim)
2. She will have been travelling for one day by plane and will suffer from jet lag. (travel)
3. They will have been touring the city all day, so will want to relax in the evening. (tour)
4. He will have been running for one hour, so he will be breathless. (run)
5. She will have been working all day, so she will want to go to bed early. (work)
6. I will have been giving twenty years to this company when I retire. (give)
7. He will have been seeing this girl for three years before they get married. (see)
8. My uncle will have been living in London for twenty years next month. (live)
9. He will have been studying Sanskrit for

- five years when he gets the degree. (study)
10. They will have been discussing the issue

since morning when the meeting ends.
(discuss)

Modals

≡ Practice Questions ≡ (Page 99)

Fill in the blanks with the correct option from the given options in the following questions.

1. I'd like to play the piano well.

- (a) can
(b) have ability to
(c) be able to

Ans. (c) be able to

2. We ran out of eggs and bread this morning but I order from the local store.

- (a) could
(b) was able to
(c) can't

Ans. (b) was able to

3. Buses get very crowded during office time.

- (a) could
(b) can
(c) were able to

Ans. (a) could

4. It took us a long time, but we were finally successful a letter of apology.

- (a) to get
(b) get
(c) getting

Ans. (a) to get

5. This be your bag. It's got your name tag on it.

- (a) can
(b) must
(c) perhaps

Ans. (b) must

6. It's quite a popular hotel. There be any rooms available.

- (a) might not
(b) must not
(c) could not

Ans. (a) might not

7. The geyser has been on since morning. There plenty of hot water.

- (a) could be
(b) should be
(c) can't be

Ans. (b) should be

8. You are soaking wet. It have rained very heavily.

- (a) should
(b) could
(c) must

Ans. (c) must

9. I to piano practice yesterday as I had a massive toothache.

- (a) can't go
(b) should have gone
(c) couldn't have gone

Ans. (b) should have gone

10. It's late. We leave now.

- (a) have got to
(b) are have to
(c) have got

Ans. (a) have got to

11. When we arrived at the terminal, we show our tickets.

- (a) must
(b) had got to
(c) had to

- Ans. (c) had to
12. You take any of the files home.
It's against the rules.
(a) don't have to
(b) haven't got to
(c) mustn't
Ans. (c) mustn't
13. I'm becoming fat. I some
exercise.
(a) need doing
(b) have need do
(c) need to do
Ans. (c) need to do
14. I my cycle so I left it at home
and came walking.
(a) needn't have brought
(b) didn't need to bring
(c) haven't needed to bring
Ans. (b) didn't need to bring
15. That wound is bleeding. We
show it to a doctor.
(a) had better
(b) must better
(c) should have
Ans. (a) had better
16. I'm really sorry. I talked to
you rudely.
(a) shouldn't
(b) shouldn't have
(c) mustn't have
Ans. (b) shouldn't have
17. 'Excuse me. May I borrow your car?' 'No,
I'm afraid you'
(a) mightn't
(b) couldn't
(c) can't
Ans. (c) can't
18. Our teacher was sick, so we
leave school early yesterday.
(a) were allowed to
(b) could
(c) might
Ans. (a) were allowed to
19. One more thing, Sir. you
confirm your address?
(a) Would
(b) May I
(c) Shall
Ans. (a) Would
20. 'I'm ravenous!' 'Ok. I some
food'
(a) am getting
(b) will get
(c) get
Ans. (b) will get

Voice

≡ Practice Questions ≡

(Page 102)

Complete these sentences with the verbs in brackets. Use passive forms of the present simple or continuous.

1. Hindi is spoken in North India. (speak)
2. Rama kicked the football. (kick)
3. Three films are being shown at this multiplex. (show)
4. Thousands of people are treated by ayurvedic drugs for cancer. (treat)
5. New updates are being installed on your mobile. (install)
6. Your new route is being calculated by the GPS. (calculate)
7. It is forbidden to take photos inside the Taj Mahal. (forbid)
8. Your room is being tidied by the maid. (tidy)
9. Every truck is being stopped by the police. (stop)
10. Uttarakhand is thought to be facing the worst floods since independence. (think)

≡ Practice Questions ≡

(Page 104)

Change the following active voice sentences into passive voice. Do not change the verb tense.

1. She copied the notes which she had missed in class.

The notes which she had missed in class were copied by her.

2. The agent talked Preeti into buying a new mobile phone.

Preeti was talked into buying a new mobile phone by the agent.

3. She will not have cleaned the room by this time.

The room will not have been cleaned by her this time.

4. He had already cooked the food.

The food had already been cooked by him.

5. The monkeys broke all the flower pots on the terrace.

All the flower pots on the terrace were broken by the monkey.

6. This year, landslides have killed several tourists in Himachal.

Several tourists have been killed by landslides in Himachal this year.

7. It snows here a lot during the winters.

No passive form

8. Have you not solved this question?

Has this question been solved by you?

9. Her teachers taught her to be sincere in her work.

She was taught to be sincere in her work by her teachers.

10. When did you write this letter?

When was this letter written by you?

Subject-Verb Agreement

≡ Practice Questions ≡

(Page 107)

Directions: Some of the verbs in the following sentences agree with their subject(s); some do not. If the verb does not agree with the subject, underline it and write the correct form above it.

1. Doris and her father teaches the piano.

Ans. teach

2. Neither Doris nor her mother know how to swim.

Ans. knows

3. There is the list of people that you were looking for.

Ans. Correct

4. Either you or your brother have to attend the meeting.

Ans. has

5. Both the faculty and the students has gone for the meeting.

Ans. have

6. Swimming classes was started this week.

Ans. were

7. Here are the list of groceries you ordered.

Ans. is

8. Everybody in this office have taken leave of absence.

Ans. has

9. Some of the students in his semester enters the competition every year.

Ans. enter

10. The women who came on time early are going to get incentives.

Ans. Correct

11. Mr and Mrs Gupta has been going to Paris since last ten years.

Ans. have

12. The students and teachers prepares for the annual day.

Ans. prepare

13. There goes one of the detectives who will conduct the investigation.

Ans. Correct

14. Some of the boys are going for the summer camp.

Ans. is

15. Each of the children was promised a treat.

Ans. Correct

16. Neither of the contestants has been disqualified.

Ans. Correct

17. The section of the magazine which I like most were torn.

Ans. was

18. Several of the teachers takes attendance daily.

Ans. take

19. Everything in this house fit with the theme of spring.

Ans. fits

20. All of the signages was vandalized.

Ans. were

Speech

Practice Questions

(Page 112)

A. Statements

Change the following into reported speech:

1. "He works in an office."
Ans. She said **that he worked in an office.**
2. "We went for a long walk."
Ans. They said **they had gone for a long walk.**
3. "I'm going tomorrow."
Ans. He said **he was going the next day.**
4. "I was waiting for the train when the blast occurred."
Ans. He said **he had been waiting for the train when the blast occurred.**
5. "I have never been to Disneyland."
Ans. I told **them I had never been to Disneyland earlier.**
6. "I didn't go to school today."
Ans. She told **me that she hadn't been to school that day.**
7. "Mother is not coming."
Ans. She said **that mother was not coming.**
8. "He hasn't eaten dinner."
Ans. She told **me that he hadn't eaten dinner.**
9. "Sorry, I can't help you."
Ans. She expressed **regret that she couldn't help me.**
10. "You should wake up early."
Ans. She told **me that I should wake up earlier.**
11. "I don't like coffee."
Ans. She told **me that she didn't like coffee.**
12. "I will see you later today."
Ans. She would **see me later that day.**
13. "She's living in Singapore for a few months."
Ans. She said **she had been living in Singapore since a few months.**

14. "I visited my grandparents this weekend."
Ans. He said **he had visited his grandparents that weekend.**
 15. "He hasn't eaten pancakes before."
Ans. She said **she hadn't eaten pancakes earlier.**
 16. "I hadn't travelled by the Delhi Metro before."
Ans. She said **she hadn't travelled by the Delhi Metro earlier.**
 17. "Ram would help if he could"
Ans. He said **Ram would help if he could.**
 18. "I'll do the dusting of my room now."
Ans. I said **I would do the dusting of my room at that time.**
 19. "He started reading at the age of four."
Ans. She said **he had started at the age of four.**
 20. "I was playing when the phone rang."
Ans. He said **he had been playing when the phone rang.**
- #### B. Reported Commands and Requests
- Change the following into reported speech:
1. "Please help me lift this suitcase."
Ans. She asked me **to help her lift the suitcase.**
 2. "Please don't go."
Ans. She **requested me not to go.**
 3. "Please buy some bread and eggs."
Ans. She **asked me to buy some bread and eggs.**
 4. "Could you please open the door?"
Ans. She **asked me if I could open the doors.**
 5. "Could you bring the photo album this evening?"
Ans. She **asked if I could bring the photo album that evening.**
 6. "Can you help me with my math sums, please?"
Ans. She **asked me I I could help her with her math sums.**

7. "Would you bring me a cup of tea, please?"
 Ans. She **asked me if I would bring her a cup of tea.**
8. "Would you mind passing the cake?"
 Ans. She **asked me if I would mind passing her the cake.**
9. "Would you mind lending me your lawn mower?"
 Ans. She **asked if I would mind lending her my lawn mower.**
10. "Do your homework!"
 Ans. She told me **to do my homework.**
11. "Go to sleep!"
 Ans. She **ordered me to go to sleep.**
12. "Don't be late!"
 Ans. She **told me not to be late.**
13. "Don't lie!"
 Ans. She **told me not to lie.**
14. "Clean up your room!"
 Ans. She **ordered me to clean my room.**
15. "Don't move!"
 Ans. She **ordered me not to move.**

C. Questions

Change the following into reported questions:

- Where is your office?
 Ans. She asked me **where my office was.**
- Why are you laughing?
 Ans. She asked me **why I was laughing.**
- What's for breakfast?
 Ans. She asked me **what was for breakfast.**
- Who is the lead actor of the movie?
 Ans. She asked me **who the lead actor of the movie was.**
- How is your uncle?
 Ans. She asked me **how my uncle was.**
- When is the wedding?
 Ans. She asked me **when the wedding was.**
- How much is the fees of your school?
 Ans. She asked me **how much the fees of my school was.**
- Where are the tea mugs kept?
 Ans. She asked me **where the tea mugs were.**
- How is the weather in Delhi?
 Ans. She asked me **how the weather in Delhi was.**
- Who is the Prime Minister of India?
 Ans. She asked me **who the Prime Minister of India was.**

Clauses

≡ Practice Questions ≡

(Page 116)

1. Find out the adverb clauses in the following sentences and state the kind of each.

1. As he was not there, I left.

Ans. Adverb clause of time: As he was not there

2. When you have seen the show, please switch off the television.

Ans. Adverb clause of time: When you have seen the show

3. You can sit where you wish to.

Ans. Adverb clause of place: Where you wish to

4. You must come whether you like it or not.

Ans. Adverb clause of condition: Whether you like it or not

5. He did not buy the new car because it cost an arm and a leg.

Ans. Adverb clause of reason: Because it cost an arm and a leg

6. He was so soft spoken that we had to strain our ears to hear him.

Ans. Adverb clause of result: That we had to strain our ears to hear him

7. Since you have apologized, you are forgiven.

Ans. Adverb clause of cause: Since you have apologized

8. I have not been able to concentrate since I returned from my holiday.

Ans. Adverb clause of time: Since I returned from my holiday.

9. He was so happy that he could barely speak.

Ans. Adverb clause of result: That he could barely speak.

10. Even if it pours, we will have a party.

Ans. Adverb clause of concession: Even if it pours

2. Combine each set of simple sentences into one complex sentence containing an adjective clause.

1. The robbery happened in broad daylight. The police has not caught the robbers.

Ans. The police has not caught the robbers **who committed the robbery in broad daylight.**

2. Hindi language is different from the Hindustani language. Hindustani is a mix of Hindi and Urdu.

Ans. **Hindi language is different from the Hindustani language** which is a mix of Hindi and Urdu.

3. You are looking happy. Can you tell me why?

Ans. Can you tell me **why you are looking happy.**

4. He had several plans for his children. All of them have succeeded.

Ans. All the plans **which he had for his children** have succeeded.

5. The boxer was proud of his strength. He won many matches.

Ans. The boxer **who was proud of his strength** won many matches.

6. This is the house. He was reared here.

Ans. This is the house **where he was reared.**

7. You put the money here. I saw it.

Ans. I saw this is the place **where you put the money.**

8. Priti was my helper at home. She was with me for many years.

Ans. Priti **who was with me for many years** was my helper at home.

9. A lion once met a cow. The lion had never seen a cow earlier.

Ans. A lion **which had never seen a cow before** once met a cow.

10. I keep my money under the mattress. The mattress is very heavy.

Ans. This is the heavy mattress **where I keep my money**.

3. Find out the noun clauses in the following sentences.

1. What she feels is of importance to the organisation.

Ans. Noun clause: what she feels

2. The Prime Minister said that the brave boy deserved to be awarded.

Ans. Noun clause: that the brave boy deserved to be awarded

3. The news that all was not well frightened everyone.

Ans. Noun clause: that all was not well

4. It is interesting to learn how dolphins communicate.

Ans. Noun clause: how dolphins communicate

5. The jury found that the prosecutor was hiding vital information.

Ans. Noun clause: that the prosecutor was hiding vital information

6. The report that water supply would be suspended scared everyone.

Ans. Noun clause: that water supply would be suspended

7. I want to know how you manage to run so fast.

Ans. Noun clause: how you manage to run as fast

8. It is strongly felt that he is an asset to the company.

Ans. Noun clause: that he is an asset to the company

9. She said that she had lost the papers.

Ans. Noun clause: that she had lost the papers

10. It is strange that you should say so.

Ans. Noun clause: that you should say so

11. I am sure that I am correct.

Ans. Noun clause: that I am correct

Determiners

≡ Practice Questions ≡

(Page 120)

A. Fill in the blanks with a or an.

1. a sunny day
2. an heir to the throne
3. a useful information
4. a hot cup of tea
5. He is an American national.

B. Fill in the blanks with a or an.

1. There is an egg in the fridge.
2. There is a beautiful garden in front of my house.
3. There is a computer in our classroom.
4. An apple a day keeps the doctor away.
5. There is a TV in my bedroom.
6. He would like to have a banana.
7. Could you give me an example.
8. Asha found a lucky coin today.
9. Doctors recommend at least an hour of exercise, three times a week.
10. At home, we have a huge television.

C. Fill in the blanks with articles a, an, the or x (for no article).

1. Mrs Bansal knows how to speak x Chinese.
2. I borrowed a pencil from your pencil box.
3. One of the students said, “the teacher is late today.”
4. Akash likes to play x volleyball.
5. I bought an umbrella to go out in the rain.
6. She is learning to play the violin at her school.

D. Fill in the blanks with a, an, the or x (for no article).

1. I bought a pair of shoes.

2. I saw a movie last night.
3. They are staying at the Windsor hotel.
4. Look at the woman over there! She is a famous actress.
5. I do not like x basketball.
6. That is the boy I told you about.
7. The price of gas keeps rising.
8. Isha travelled to x Mumbai.
9. He is a South Indian.
10. I read an amazing story yesterday.

E. Fill in the blanks with a, an, the or x (for no article).

1. I have just had an amazing solo flight.
2. Kaavya was one of the first women to climb the Himalayas.
3. The Mexicans drink too much coffee.
4. The Godavari flows into the Bay of Bengal.
5. I earn a handsome salary every month.
6. Swimming is the best exercise.
7. As the captain of the team any decision I take is final.
8. What's for x dinner?
9. The racing car was doing eighty miles an hour on the highway.
10. How many books do you read every week on an average?
11. You are the first to answer every time.
12. The thief climbed the terrace to gain an entry.
13. x cricket is the favourite game of Indians.
14. Did you like the book I gave you?
15. She went to the Bahamas to visit her friend.

F. Complete the following sentences using appropriate articles. In some cases, no articles are needed.

1. She goes to the park for a jog in mornings.

- (a) a
(b) the
(c) No article

Ans. (b) the

2. man is mortal.

- (a) A
(b) The
(c) No article

Ans. (c) No article

3. He is coder.

- (a) a
(b) an
(c) the

Ans. (a) a

4. Kumar is best teacher in the university.

- (a) a
(b) the
(c) No article

Ans. (b) the

5. cow is a useful animal.

- (a) A
(b) The
(c) No article

Ans. (b) The

6. This book has won Pulitzer prize.

- (a) a
(b) the
(c) No article

Ans. (b) the

7. Akbar was able administrator.

- (a) a
(b) an
(c) the

Ans. (b) an

8. I am fond of jazz music.

- (a) a
(b) the
(c) No article

Ans. (c) No article

9. Mohit saw rainbow in the sky.

- (a) a
(b) an
(c) the

Ans. (a) a

10. Silver is white metal.

- (a) a
(b) an
(c) the

Ans. (a) a

≡ Practice Questions ≡

(Page 125)

A. Tick the appropriate demonstratives.

1. These/those cherries are delicious!

Ans. These

2. I should have worn those/these shoes I bought last year.

Ans. Those

3. Could you bring me that/these book I left in the garden?

Ans. That

4. I hate that/those books which tell you, "this is what you have to do to become rich."

Ans. Those

5. These/this is my friend in the picture.

Ans. This

B. Fill in the blanks with appropriate demonstratives.

1. I really like this restaurant!

2. This chair is a lot more comfortable than that one.

3. Would you rather have these strawberries or those mangoes?
4. For the price of this video game you can buy three of those classic board games.
5. I hope that this summer will be nicer than those weeks of rain we had last year.
6. These boys over there challenged those boys here to a football match.
7. I like this film a lot more than that one they showed last week.
8. You can't compare those football teams from the fifties and sixties to these teams of today.
9. This meal tastes so much better than that one we had two weeks ago.

C. Fill in the blanks with appropriate possessive determiners.

1. This is his umbrella.
2. May I borrow your pencil?
3. There are beautiful flowers in our garden.
4. I took out my sandals before entering the temple.
5. The bird held a worm in its beak.

D. Fill in the blanks using my, our, your, his, her, its, their, etc.

1. It took me a long time to park my car.
2. Heena fell and hurt her little finger.
3. I heard the astonishing news with my own ears.
4. Kapil returned the ring to its owner.
5. As I opened the drawer in a hurry it fell on my foot.
6. I remember seeing our book somewhere.
7. Do you mind if I sit on your seat?
8. She misplaced her car keys.
9. We have locked the dog inside our house.
10. Sahil forgot where he had kept his favourite socks.

E. Fill in the blanks using each, every, neither and either.

1. Each side of the square has the same length.
2. Every member of the committee supported his proposal.
3. I know every problem has a solution.
4. There is a pothole on either side of the road.
5. I enjoyed every moment of my stay in Mumbai.
6. Neither of them was ready to take part in the competition.

F. Fill in the blanks using determiners either, neither, each and every.

1. You can take either half of this pie.
2. Every bus going in this direction will take you to the Central University.
3. The police searched each vehicle passing that way.
4. The country will progress only if every citizen realises his/her responsibility.
5. There were mango trees on either side of the road.
6. Take this medicine every four hours.
7. Each student was given a question paper.
8. Neither book has the information I am looking for.

G. Complete the following sentences with correct quantifiers.

1. They have had lots of homework in mathematics recently.
2. How much time do you need to finish the work?
3. There are too many students in the library.
4. Have you visited any foreign countries?
5. Although he's very ill, he didn't take any medicine.

6. They say little knowledge is a dangerous thing.
7. He's having a lot of trouble passing his driving test.
8. He knows a little Hindi because he is from America.

H. Complete the following sentences with correct quantifiers.

1. We are going to be late. There is too (much/many) traffic.
I've never seen these (much/many) cars.

Ans. much, many

2. Can you bring juice to the picnic? I don't have (some/any).
I think I've got (some/any) leftover from the party.

Ans. any, some

3. How do you feel about your new job? Do you have as (much/many) responsibilities as you used to have?

Ans. many

4. How do you think you did on the test? I think I did (little/a little) better than last time, maybe even (a lot/many) better. What about you?

Ans. a little, a lot

5. I think I probably made (few/a few) mistakes, but I have the feeling I did well overall.

Ans. a few

6. The polls say that there's (little/a little) support nationwide for your party.

Ans. little

I. Fill in the blanks with some, any, much, many.

1. Have you ever eaten any Chinese dish?
2. Unfortunately, too many people value money over health and family.
3. I should learn some rules of tennis if I want to be a good player.
4. I don't know any person who works in public administration.
5. Many changes must be introduced if our country wants to make some progress.
6. The president signed only some new bills although the government presented many of them.
7. I have to buy some pairs of blue and black jeans soon.
8. How much cash do you need to purchase this CD player?
9. How many kilometres do you live from your work?

Prepositions

≡ Practice Questions ≡

(Page 130)

A. Fill in the blanks with correct prepositions of time.

1. There was a loud noise which woke us up at midnight.
2. What are you doing at the weekend?
3. Since last week I have been working late.
4. My father always reads the paper at breakfast time.
5. They plays soccer on Sundays.
6. The chinar trees in Kashmir are really beautiful in the spring.
7. Shakespeare died in 1616.
8. He has been studying Chinese for two years.
9. I have been waiting since half past nine.
10. You must complete the work by Monday.

B. Fill in the blanks with correct prepositions of place.

1. I must go to the jewellers today.
2. He has just returned from Rome.
3. She arrived at the hall on time.

4. Have you ever been to Shimla?
5. They got into the car and drove off.
6. The man chased by the police ran inside the shop.
7. We drove to the station in a taxi.
8. The house is near the river.
9. There are ten students here, besides the teacher.
10. There is a spider above his head.

C. Write the correct prepositions in the following sentences.

1. They are on a holiday.
2. She got married at an early age.
3. The bus was travelling at fast speed.
4. Please don't be late. Try to be here on time.
5. I heard a noise at night, but I was too scared to get up.
6. They put the mirror on the wall.
7. By the time you get up, I'll be in school.
8. We have selected you for captain of the team.
9. We were going to Mumbai.
10. The thief put his hand in my bag.

Conjunctions

≡ Practice Questions ≡

(Page 133)

Complete the following sentences using an appropriate conjunction.

1. We brought the cutlery they supplied the music.

(a) but
(b) and
(c) for

Ans. (b) and

2. She was rich she was dishonest.

(a) but
(b) or
(c) so

Ans. (a) but

3. We can go swimming we can stay here.

(a) and
(b) but
(c) or

Ans. (c) or

4. Everyone liked him she was cheerful.

(a) so
(b) because
(c) but
(d) while

Ans. (b) because

5. I will call you I reach.

(a) as
(b) while

(c) when

Ans. (c) when

6. Sheena told me she believed me it was a lie.

(a) what, and
(b) that, but
(c) that, and

Ans. (b) that, but

7. It is a puzzle solution has evaded everyone.

(a) that
(b) whom
(c) whose

Ans. (c) whose

8. It is a situation nobody can save.

(a) that
(b) which
(c) Either could be used here

Ans. (c) Either could be used here

9. I stayed an extra day I could see more of London.

(a) so
(b) so that
(c) Either could be used here

Ans. (b) so that

10. you need me, just call on my phone.

(a) If
(b) Unless
(c) Whether

Ans. (a) if

Transformation of Sentences

≡ Practice Questions ≡

(Page 136)

Transform the following sentences as directed.

1. The maid goes with us when we go on vacation. (Change into Negative)

Ans. The maid does not go with us when we go on vacation.

2. It is too hot for us to go to the market. (Remove too)

Ans. It is so hot that we cannot go to the market.

3. Rama is not as short as Parul. (Change into Comparative)

Ans. Parul is shorter than Rama.

4. They are all going to school in a taxi. (Change into Interrogative)

Ans. How are all of them going to school.

5. What a beautiful bird! (Change into Assertive)

Ans. It is a beautiful bird.

6. He is flying a blue kite. (Change into Complex)

Ans. He is flying a kite that is blue.

7. She stays happily at home. (Change into Noun clause)

Ans. She is happy to stay at home.

8. No other man was as strong as Muhammad Ali. (Change into Superlative)

Ans. Muhammad Ali was the strongest man.

9. He studied very hard, but he failed. (Change into Complex)

Ans. Though he studied very hard, he failed.

10. As soon as he received the message, he left for the village. (Remove as soon)

Ans. He received the message and left for the village.

Integrated Grammar Exercises

(Page 137)

Gap Filling

Read the following passages and fill in the blanks with suitable words.

1. The ingenuity of Shakespeare as a writer lay in the fact that rather (a) creating two-dimensional stereotypes, he developed realistic, layered, and fascinating characters who would later come to be perceived (b) prototypes. For instance, when people talk of 'star-crossed lovers', they liken them (c) Romeo and Juliet. Benedick and Beatrice (*Much Ado About Nothing*), on the other hand, are the forerunners (d) all romantic pairs who engage in a war of wits and profess mutual dislike before coming together in the end.

- (a) (i) then (ii) than
(iii) for (iv) against

Ans. (ii) than

- (b) (i) as (ii) an
(iii) towards (iv) for

Ans. (i) as

- (c) (i) as (ii) of
(iii) to (iv) for

Ans. (iii) to

- (d) (i) for (ii) towards
(iii) at (iv) of

Ans. (iv) of

2. Subramania Bharati (1882–1921) was (a) foremost 20th century Tamil poet, writer and journalist. Bharati showed (b) flair (c) poetry very early in life. During a short span (d) only 39 years, Bharati made (e) mark as a patriot and social reformer. Bharati gave a spiritual dimension (f) the Indian yearning (g) freedom.

Besides his patriotic poems, he also composed devotional songs and translated the Vedic hymns and the Gita (h) Tamil.

- (a) (i) a (ii) an
(iii) the (iv) then

Ans. (iii) the

- (b) (i) the (ii) a
(iii) an (iv) as

Ans. (ii) a

- (c) (i) from (ii) form
(iii) at (iv) for

Ans. (iv) for

- (d) (i) in (ii) of
(iii) for (iv) at

Ans. (ii) of

- (e) (i) off (ii) the
(iii) an (iv) a

Ans. (iv) a

- (f) (i) at (ii) towards
(iii) to (iv) for

Ans. (iii) to

- (g) (i) for (ii) from
(iii) at (iv) in

Ans. (i) for

- (h) (i) onto (ii) into
(iii) in (iv) on

Ans. (ii) into

3. Published in 1900, L Frank Baum's *The Wonderful Wizard of Oz* provided a welcome relief (a) the American readers, who were still recovering (b) the economic depression of 1890. Dorothy Gale, (c) orphan (d) Kansas, and her dog, Toto, are swept off (e) a tornado and deposited in the world of Oz. There, they encounter flying monkeys, china princesses, and witches, both good (f) bad, and together (g) new friends, fight evil

forces and go on quests, till Dorothy can find a way (h) home.

- (a) (i) for (ii) to
(iii) from (iv) at

Ans. (ii) to

- (b) (i) at (ii) on
(iii) from (iv) form

Ans. (iii) from

- (c) (i) is (ii) the
(iii) a (iv) an

Ans. (iv) an

- (d) (i) in (ii) from
(iii) at (iv) on

Ans. (ii) from

- (e) (i) at (ii) for
(iii) from (iv) in

Ans. (iv) in

- (f) (i) and (ii) together
(iii) with (iv) as

Ans. (i) and

- (g) (i) for (ii) as
(iii) in (iv) with

Ans. (iv) with

- (h) (i) at (ii) back
(iii) backwards (iv) in

Ans. (ii) back

4. The railways in India began its first operation on 16 April 1853 (a) a passenger train from Bombay to Thane, 34 km (b) The British government had started the railways (c) a commercial enterprise to transport their goods to markets (d) the country. However, it led to the social and economic transformation (e) India. Transport became easier, factories came up in (f) countryside, offering employment to millions. People began to move to newer areas in search (g) work. Trains also helped (h) uniting people as they lost their fear of travelling.

- (a) (i) for (ii) with
(iii) from (iv) in

Ans. (ii) with

- (b) (i) part (ii) a
(iii) apart (iv) far

Ans. (iii) apart

- (c) (i) from (ii) for
(iii) an (iv) as

Ans. (iv) as

- (d) (i) along (ii) over
(iii) across (iv) in

Ans. (iii) across

- (e) (i) in (ii) of
(iii) at (iv) across

Ans. (ii) of

- (f) (i) a (ii) beautiful
(iii) as (iv) the

Ans. (iv) the

- (g) (i) of (ii) at
(iii) from (iv) with

Ans. (i) of

- (h) (i) at (ii) for
(iii) in (iv) towards

Ans. (iii) in

5. El Nino is (a) freakish weather pattern. Meaning 'the little boy' (b) Spanish, El Nino hits the earth (c) unpredictable times. Despite (d) gentle name, it devastates developing nations (e) are dependent (f) agriculture and fishing (g) food supply, employment (h) exports.

- (a) (i) an (ii) a
(iii) the (iv) one

Ans. (ii) a

- (b) (i) at (ii) for
(iii) in (iv) across

Ans. (iii) in

- (c) (i) during (ii) in
(iii) at (iv) for

Ans. (iii) at

- (d) (i) it (ii) a
(iii) an (iv) its

Ans. (iv) its

- (e) (i) which (ii) who
(iii) whose (iv) that

Ans. (iv) that

- (f) (i) on (ii) at
(iii) in (iv) for

Ans. (i) on

- (g) (i) and (ii) with
(iii) for (iv) as

Ans. (iii) for

- (h) (i) for (ii) together
(iii) with (iv) and

Ans. (iv) and

6. Gauri was only eight years old, but
(a) mountain of family
responsibilities had already (b)
(c) her head, as both her
parents (d) dead. [CBSE 2017]

- (a) (i) a (ii) the
(iii) an (iv) some

Ans. (i) a

- (b) (i) descend (ii) descending
(iii) descended (iv) descends

Ans. (iii) descended

- (c) (i) over (ii) on
(iii) above (iv) in

Ans. (ii) on

- (d) (i) are (ii) is
(iii) became (iv) were

Ans. (iv) were

7. Later, (a) asked about his
decision, he said. "(b) first rule
of sailing is, when you see (c)
in trouble, you help (d)"

[CBSE 2015]

- (a) (i) as (ii) when
(iii) if (iv) on

Ans. (ii) when

- (b) (i) A (ii) Very
(iii) The (iv) Foremost

Ans. (iii) The

- (c) (i) anyone (ii) none
(iii) someone (iv) one

Ans. (iii) someone

- (d) (i) one (ii) them
(iii) her (iv) him

Ans. (iv) him

8. Education is defined as (a)
ability of a person to read (b)
write. (c) sadly, millions of
children (d) uneducated in
India. [CBSE 2015]

- (a) (i) the (ii) an
(iii) some (iv) any

Ans. (i) the

- (b) (i) and (ii) but
(iii) as (iv) while

Ans. (i) and

- (c) (i) Yet (ii) What
(iii) But (iv) Perhaps

Ans. (iii) But

- (d) (i) aren't (ii) are
(iii) our (iv) were

Ans. (ii) are

9. The leaders of free India were mindful
(a) the historical injustices
that had been done to the repressed classes.
Constitutional remedies (b) the
form of reservations were put in place to uplift
them. While this measure (c)
have had its faults, it has certainly helped
deprived communities to join the mainstream
and prosper. However, discrimination and
age-old prejudices (d) certain
communities continue to exist in many
forms.

- (a) (i) to (ii) for
(iii) of (iv) about

Ans. (iii) of

- (b) (i) of (ii) to
(iii) into (iv) in

Ans. (iv) in

- (c) (i) can (ii) will
(iii) may (iv) would

Ans. (iii) may

- (d) (i) towards (ii) against
(iii) for (iv) on

Ans. (ii) against

10. A river means many things (a) many people. To a farmer, it is a source of water (b) his crops, to a fisherman a source of livelihood, to adventure lovers a perfect arena for swimming and rafting, and for the work-weary a getaway (c) the humdrum routine of life. What (d) a river mean to you?

- (a) (i) to (ii) of
(iii) about (iv) for

Ans. (i) to

- (b) (i) of (ii) on
(iii) for (iv) over

Ans. (iii) for

- (c) (i) around (ii) from
(iii) off (iv) to

Ans. (ii) from

- (d) (i) do (ii) does
(iii) was (iv) will

Ans. (ii) does

11. Norman Gortsby sat on a bench in the Park, (a) his back to a strip of bush-planted sward, fenced (b) railings, and facing a wide stretch (c) carriage drive. Hyde Park Corner, with its rattle and hoot of traffic, lay immediately (d) his right.

- (a) (i) and (ii) with
(iii) on (iv) at

Ans. (ii) with

- (b) (i) by (ii) from
(iii) around (iv) into

Ans. (i) by

- (c) (i) for (ii) about
(iii) into (iv) of

Ans. (iv) of

- (d) (i) at (ii) by
(iii) from (iv) to

Ans. (iv) to

12. So now Della's beautiful hair fell (a) her, rippling and shining like a cascade of brown waters. It reached (b) her knee and almost covered her like a garment. And then she did it up again, nervously and quickly. She hesitated for a minute and stood still (c) a tear or (d) splashed on the worn red carpet.

- (a) (i) from (ii) to
(iii) about (iv) on

Ans. (iii) about

- (b) (i) below (ii) for
(iii) towards (iv) on

Ans. (i) below

- (c) (i) whence (ii) while
(iii) so long as (iv) because

Ans. (ii) while

- (d) (i) any (ii) three
(iii) some (iv) two

Ans. (iv) two

13. A game of Kho-Kho is played (a) two teams of twelve players each. (b) , only nine players take the field at a time for a game. A rectangular field is divided by a central line. A wooden pole is erected at (c) end of the field. A match consists (d) two innings of seven minutes each.

- (a) (i) among (ii) with
(iii) between (iv) through

Ans. (iii) between

- (b) (i) Moreover (ii) Also
(iii) In fact (iv) However

Ans. (iv) However

- (c) (i) both (ii) each
(iii) every (iv) all

Ans. (ii) each

- (d) (i) of (ii) in
(iii) from (iv) with

Ans. (i) of

14. The significance of Indian theatre in depicting the changing social realities of the country cannot be (a) Its narratives often (b) important questions about the world we live in. (c) such as Girish Karnad, Ratan Thiyam, and Vijay Tendulkar have used mythological and historical (d) to reflect the politics of the day, while others like Badal Sircar have used folk theatre to promote their message of cultural and political resistance.

- (a) (i) restated (ii) overstated
(iii) stated (iv) understated

Ans. (ii) overstated

- (b) (i) arise (ii) rays
(iii) raise (iv) rise

Ans. (iii) raise

- (c) (i) Play-writers (ii) Playrights
(iii) Playrites (iv) Playwrights

Ans. (iv) Playwrights

- (d) (i) motives (ii) motifs
(iii) motivations (iv) motif

Ans. (ii) motifs

15. The concepts of 'liberty, equality and fraternity' enshrined in the Preamble, (a) inspired by the French Constitution, were ideals that the founding fathers had sought (b) they set out to draft the Indian Constitution. The Preamble spells out clearly that our (c) is to establish a secular, socialist and democratic India in which the citizens enjoy social, economic, and political justice, and are equal (d) the eyes of the law.

- (a) (i) despite (ii) though
(iii) however (iv) moreover

Ans. (ii) though

- (b) (i) when (ii) then
(iii) why (iv) because

Ans. (i) when

- (c) (i) visionary (ii) viewpoint
(iii) vista (iv) vision

Ans. (iv) vision

- (d) (i) under (ii) in
(iii) on (iv) after

Ans. (ii) in

Editing

- A. The following passage has not been edited. There is an error in each line. Write the incorrect word and supply a correct word in place of that. Remember to underline the word that you have supplied.

1. The auditorium was decorating with flowers.
A table and some chairs are kept on the dias.
Chairs was neatly arranged in rows for invitees.
The Principal was escorted the chief guest.
Three girls sing a prayer.
Then Principal was reading the annual report.
The Chief guest were invited to share his thoughts.
He say children should work hard.

	<i>Incorrect Word</i>	<i>Correct Word</i>
(a)	decorating	decorated
(b)	are	were
(c)	was	were
(d)	was escorted	escorted
(e)	sing	sang
(f)	was reading	read
(g)	were	was
(h)	say	said

2. Either Aarushi or Meeta have stolen my book.
 All the other children has gone out of class.
 I were very fond of that book.
 My uncle has gifted it to me on my birthday.
 Meeta says she was completing her homework.
 Aarushi said she do not read books.
 The teacher ask the girls to show their bags.
 Both the bags does not have the books.

<i>Incorrect Word</i>	<i>Correct Word</i>
(a) have	has
(b) has	had
(c) were	was
(d) has	had
(e) says	said
(f) do	did
(g) ask	asked
(h) does	did

3. An old man lived at a village in Madhya Pradesh.
 He was tall and thin and has a long white beard.
 His children did not lived with him.
 At one time he is rich but now was poor.
 He was very fond of read books.
 He even sell his land to buy books.
 Now he was spend all his time reading.
 The villagers made fun at him.

<i>Incorrect Word</i>	<i>Correct Word</i>
(a) at	in
(b) has	had
(c) lived	live
(d) is	was
(e) read	reading
(f) sell	sold
(g) was	would
(h) at	of

4. Fitness is as importance as eating healthy food.
 One of the ways to remain fit is by do yoga every day.
 Yoga can be learnt through trainers.
 Many people are see doing yoga in parks in the morning.
 Fitness centres have also start teaching yoga.
 Men and women at all ages are doing yoga.
 Yoga relax the whole mind and body.
 The whole world is now realize the benefits of yoga.

<i>Incorrect Word</i>	<i>Correct Word</i>
(a) importance	important
(b) by	to
(c) through	from
(d) see	seen
(e) start	started
(f) at	of
(g) relax	relaxes
(h) realize	realizing

5. Advertisements can be very useful if they is honest.
 It can help us to decide what to buy.
 If we want to buy a TV we first looked at advertisements.
 They provide information at the various available models.
 We can choose the model which best suit are needs.
 But we must be careful and reading all details.
 Some advertisements gave wrong information to attract us.
 Teenagers bought unnecessary things because of advertisements.

<i>Incorrect</i>	<i>Correct</i>
(a) is	are
(b) It	They
(c) looked	look
(d) at	of
(e) suit	suits
(f) reading	read
(g) gave	give
(h) bought	buy

6. Today I lost one thousand rupees in office and feel very bad. (a) **feel** *Incorrect* **felt** *Correct*
 I entered the manager's office and sit down. (b) **sit** *Incorrect* **sat** *Correct*
 'I leave the money on my desk and now it is not there' I said. (c) **leave** *Incorrect* **left** *Correct*
 'Everyone lost money these days,' the manager said. (d) **lost** *Incorrect* **lose** *Correct*
 He start to complain about this wicked world. (e) **start** *Incorrect* **started** *Correct*
 Just then there are a knock on the door. (f) **are** *Incorrect* **was** *Correct*
 A girl come in and puts an envelope on his desk. (g) **come** *Incorrect* **comes** *Correct*
 'It contain one thousand rupees. I found it outside his door.' (h) **contain** *Incorrect* **contains** *Correct*

7. Iron capsules has been around since long, but green tea is the (a) **has** *Incorrect* **have** *Correct*
 the last miracle cure. Does it really do the trick? (b) **last** *Incorrect* **latest** *Correct*
 If the buzz is true, then that the green tea does is (c) **that** *Incorrect* **what** *Correct*
 work for neutralise the free radicals in human bodies (d) **far** *Incorrect* **to** *Correct*
 and latter remove them. Free radicals are atoms or molecules (e) **latter** *Incorrect* **later** *Correct*
 that have at least one unpaired electron and is therefore (f) **is** *Incorrect* **are** *Correct*
 unstable and highly reactive. In humans they are believing to (g) **believing** *Incorrect* **believed** *Correct*
 hasten the progression of heart diseases and age-related diseases as (h) **as** *Incorrect* **such as/like** *Correct*
 dementia and cancer.

8. The use for fizzy drinks with your diet is a practice (a) **far** *Incorrect* **of** *Correct*
 that need to be frowned upon. It is also necessary to know (b) **need** *Incorrect* **needs** *Correct*
 off new developments in research. Strangely those (c) **off** *Incorrect* **of** *Correct*
 health-conscious persons (d) **eats** *Incorrect* **eat** *Correct*
 who already eats large quantities of fresh fruit and vegetables, (e) **who** *Incorrect* **whose** *Correct*
 who diet excludes junk food and who get plenty of regular (f) **least** *Incorrect* **less** *Correct*
 exercise and have least need for fizzy drinks tend to be the ones (g) **whom** *Incorrect* **who** *Correct*
 whom are most likely to use them.

B. Select the option that identifies the error in the following sentences and supplies the correction.

1. I have not understood this question. Should you please explain it to me again?

Option No.	Error	Correction
(a)	Should	Could
(b)	have not	has not
(c)	to me	to I
(d)	Should	Need

2. Since we have missed the film screening, will we go home and watch some television?

Option No.	Error	Correction
(a)	have missed	have had missed
(b)	will	should
(c)	watch	be watching
(d)	will	would

Ans. (b)

3. Have courage, my dear Hina. You could not lose faith in yourself.

Option No.	Error	Correction
(a)	Have courage	Had courage
(b)	could	must
(c)	faith in	faith on
(d)	lose	loose

Ans. (b)

4. This lid has been screwed on too tightly. Must you open this jar for me?

Option No.	Error	Correction
(a)	has been	should have been
(b)	Must	Could
(c)	screwed on	screwed in
(d)	this jar	those jar

Ans. (b)

5. Tiya, it is an honour to be nominated for this award. You shall have respond to the organizing committee immediately.

Option No.	Error	Correction
(a)	it is	it was
(b)	shall have	ought to
(c)	respond	responded
(d)	this award	those award

Ans. (b)

6. Could we go to the local fair this year? It is usually such a dull experience.

Option No.	Error	Correction
(a)	such a	can be
(b)	Could	Should
(c)	is usually	was usually
(d)	we go	we went

Ans. (b)

7. Need you kindly remind me about this project later this week?

Option No.	Error	Correction
(a)	Need	Will
(b)	Need	Indeed
(c)	this	those
(d)	later this	earlier last

Ans. (a)

8. My mother and I has been visiting the local zoo for years.

Option No.	Error	Correction
(a)	has been	have had been
(b)	has been	have been
(c)	the	there
(d)	local	locale

Ans. (b)

9. Neither Sumit nor Prमित have completed their homework.

Option No.	Error	Correction
(a)	Neither	Nor
(b)	have completed	has completed
(c)	their homework	one homework
(d)	have completed	would have had complete

Ans. (b)

10. Potato fries and ketchup are a great combination for a quick snack.

Option No.	Error	Correction
(a)	Potato fries	Potato fry
(b)	are a	is a
(c)	for a	is a
(d)	quick snack	slow snack

Ans. (b)

Omission

In the passage given below one word has been omitted from each line. Write the missing word and the word that comes before and the word that comes after it in your answer sheet.

Before / missing / after

1. Many people in the world looking at the sun for cleaner energy options (a) **world/are/looking**
India receives huge amount sunlight every year (b) **amount/of/sunlight**
If harnessed properly this produce a large amount of electricity (c) **this/could/produce**
This will very cost effective (d) **will/be/very**
It will satisfy the total power consumption India (e) **consumption/of/India**
But in spite the fact that the potential is huge Government is not serious. (f) **inspite/of/the**
Studies should be conducted quickly an action plan be devised (g) **quickly/and/an**
Experts of solar energy should be engaged help the Government (h) **engaged/to/help**

Before / missing / after

2. Effective Revenue deficit is new term (a) **is/a/new**
It was introduced in Union Budget 2011–12. (b) **in/the/Union**
Revenue deficit is the difference revenue receipts and revenue expenditure. (c) **difference/between/revenue**
The present accounting system includes all grants the Union Government (d) **grants/from/the**
to the state governments/Union territories/other bodies revenue expenditure. (e) **bodies/as/revenue**
Such assets created by the sub-national governments/bodies are owned them (f) **owned/by/them**
and not the Union Government. (g) **not/by/the**
Nevertheless they do result the creation of durable assets. (h) **result/in/the**

Before / missing / after

3. Effective communication is about more just exchanging information. (a) **more/than/just**
It's about understanding the emotion intentions behind the information. (b) **emotion/and/intentions**
It is also about being to clearly convey a message. (c) **being/able/to**
We need to also listen in a way we gain the full meaning of what's being said (d) **way/that/we**
and makes other person feel heard and understood. (e) **makes/the/other**
More than just the words you use, effective communication combines a of skills. (f) **a/set/of**

Communication is effective when it becomes spontaneous rather than formulaic.

(g) **is/more/effective**

The more effort we put in, the more effective our communication skills become.

(h) **skills/will/become**

Before / missing / after

4. Character traits valued aspects of a person's behaviour.

(a) **traits/are/valued**

Everyone has character traits, both good bad.

(b) **good/and/bad**

This includes favourite fictional characters.

(c) **includes/our/favourite**

Character traits are often labelled descriptive adjectives.

(d) **labelled/with/descriptive**

Examples of adjectives are patient, unfaithful, or jealous.

(e) **of/some/adjectives**

Often, someone's character personality are intertwined.

(f) **character/and/personality**

But, believe it or not, the two quite distinct.

(g) **two/are/quite**

Personality traits surface-level observations.

(h) **traits/are/surface-level**

Before / missing / after

5. Sanjay and his friend Rajiv planning a trip during the summer vacations.

(a) **Rajiv/are/planning**

While both want to escape the heat they are unable decide a place.

(b) **unable/to/decide**

They decide that the place be decided by draw of lots.

(c) **place/should/be**

They decide on Manali which not very far.

(d) **which/is/not**

Manali is cool not very crowded.

(e) **cool/and/not**

The date of departure depended their exam dates.

(f) **depended/on/their**

The duration their stay had also to be decided.

(g) **duration/of/their**

With still about a month to go they decided to collect information Manali.

(h) **information/about/Manali**

Sentence Completion

REPORTED SPEECH

Read these conversations and complete the paragraph that follow.

1. JAYA: I had a terrible time on my trip to Europe.

suitcase from the baggage carousel, it was not there.

SHIVAM: Why, what happened? Did you have an accident?

SHIVAM: What happened to it? Had somebody collected it by mistake or stolen it?

JAYA: No, my luggage went astray When I arrived in Paris and went to collect my

JAYA: No, it had been sent to London by mistake.

SHIVAM: Did you get it back?

JAYA: Yes I did, but only after two whole days. I was absolutely furious.

Shivam asked Jaya about her trip to Europe. Jaya told him that (a) Shivam asked her what had happened and if (b) Jaya informed him that (c) Upon arriving in Paris, she could not find her suitcase on the baggage carousel. Shivam wanted to know (d) or (e) Jaya clarified that (f) Shivam asked her whether (g) her suitcase. Jaya said she got it back, but only after two whole days. She added that (h)

- (a) (i) she has a terrible time on her trip to Europe.
(ii) she had a terrible time on her trip to Europe.
(iii) she had been a terrible time on her trip to Europe.
(iv) she had a nice time on her trip to Europe.

Ans. (ii) she had a terrible time on her trip to Europe.

- (b) (i) she suffered an accident.
(ii) she has an accident.
(iii) she had an accident.
(iv) she avoided an accident.

Ans. (ii) she had an accident.

- (c) (i) her luggage has gone astray.
(ii) her luggage had gone missing.
(iii) her luggage had been gone astray.
(iv) her luggage had gone astray.

Ans. (iv) her luggage had gone astray.

- (d) (i) if somebody had collected it by mistake
(ii) if somebody has collected it by mistake
(iii) if somebody had collected it knowingly
(iv) if somebody has been collected it by mistake

Ans. (i) if somebody had collected it by mistake

- (e) (i) steal it.
(ii) stolen it.
(iii) has stolen it.
(iv) had stolen it.

Ans. (ii) stolen it.

- (f) (i) it has been sent to London by mistake.
(ii) it was sent to London by mistake.
(iii) it had been sent to London by mistake.
(iv) it had been sent to London knowingly.

Ans. (iii) it had been sent to London by mistake.

- (g) (i) she has got back
(ii) she got back
(iii) she will get back
(iv) she had got back

Ans. (iv) she had got back

- (h) (i) she had been absolutely furious.
(ii) she has been absolutely furious.
(iii) she was absolutely furious.
(iv) she had been absolutely happy.

Ans. (i) she had been absolutely furious.

2. CHARU: My sister started a new hobby a few months ago.

NINA: Really? Tell me more.

CHARU: She's been learning to paint with watercolours.

NINA: How interesting! What are her favourite subjects?

CHARU: She likes painting landscapes best, but she also enjoys doing still life.

NINA: I envy her. I've tried to paint too, but I have no talent for it.

When Charu went for a walk in the park with her friend Nina, she told Nina that (a) a few months ago. Nina was curious and wanted to know more about it. Charu told her that (b) Nina thought that was very interesting and asked (c) Charu replied that her sister liked painting landscapes best,

(a)
(b)
(c)

- but she also enjoyed doing still life. Nina said that she envied Charu's sister. She said
- (d)
- (a) (i) her sister has started a new hobby
 (ii) her sister had started a new hobby
 (iii) her sister started a new hobby
 (iv) her sister had been starting a new hobby
- Ans.** (ii) her sister had started a new hobby
- (b) (i) her sister has been learning to paint with watercolours.
 (ii) her sister has learnt to paint with watercolours.
 (iii) her sister had been learning to paint with watercolours.
 (iv) her sister was learning to paint with watercolours.
- Ans.** (iii) her sister had been learning to paint with watercolours.
- (c) (i) what her favourite subjects are.
 (ii) what favourite subjects she has taken.
 (iii) what are her favourite subjects.
 (iv) what her favourite subjects were.
- Ans.** (iv) what her favourite subjects were.
- (d) (i) that she tried to paint too, but she has no talent for it.
 (ii) that she had tried to paint too, but she has no talent for it.
 (iii) that she tried to paint too, but she had no talent for it.
 (iv) that she had tried to paint too, but she had no talent for it.
- Ans.** (iv) that she had tried to paint too, but she had no talent for it.
3. NEERAJ: Did you see the Barcelona-Real Madrid match on TV yesterday?
 PHILIP: Of course, what an excellent match!
 NEERAJ: Who do you support?
 PHILIP: Real Madrid, because I'm a Beckham fan.

NEERAJ: Barcelona should have won the match with that great shot on goal at the last minute.

PHILIP: Only they didn't, because the Real goalie made a fantastic save.

On their way to school, Neeraj asked Philip if (a)

Philip answered that of course he had, and exclaimed (b) Neeraj

asked him (c) Philip said Real Madrid because

(d) Neeraj opined that (e) with that

(f) Philip replied that (g) because

(h)

- (a) (i) he has seen the Barcelona-Real Madrid match on TV the day before.
 (ii) he had seen the Barcelona-Real Madrid match on TV the day before.
 (iii) he saw the Barcelona-Real Madrid match on TV the day before.
 (iv) he had seen the Barcelona-Real Madrid match on TV that day.

Ans. (ii) he had seen the Barcelona-Real Madrid match on TV the day before.

- (b) (i) what an excellent match it has been.
 (ii) what an excellent match it was.
 (iii) what an excellent match it had been.
 (iv) what an excellent match it is.

Ans. (iii) what an excellent match it had been.

- (c) (i) who he supported.
 (ii) who he supports.
 (iii) who he is supporting.
 (iv) who he has supported.

Ans. (i) who he supported.

- (d) (i) he is a Beckham fan.
 (ii) he was a Beckham fan.
 (iii) he has been a Beckham fan.
 (iv) he had been a Beckham fan.

Ans. (i) he is a Beckham fan.

- (e) (i) Barcelona should won the match
 (ii) Barcelona should have won the match
 (iii) Barcelona should win the match
 (iv) Barcelona should have been winning the match

Ans. (ii) Barcelona should have won the match

- (f) (i) great shot on goal in the last minute.
 (ii) great shot on goal at the last moment.
 (iii) great shot on goal at the last minute.
 (iv) great shot at goal in the last minute.

Ans. (iii) great shot on goal at the last minute.

- (g) (i) they have not
 (ii) they did not
 (iii) they cannot
 (iv) they had not

Ans. (iv) they had not

- (h) (i) the Real goalie had made a fantastic save.
 (ii) the Real goalie has made a fantastic save.
 (iii) the Real goalie had make a fantastic save.
 (iv) the Real goalie made a fantastic save.

Ans. (i) the Real goalie had made a fantastic save.

4. NEHA: You look a bit tired. What have you been doing?

ASHA: Shopping for some new outfits.

NEHA: Did you get what you want?

ASHA: I did, but it took me all day.

NEHA: What do you want to do now?

ASHA: I just want to sit down somewhere and relax. My feet are killing me!

Neha saw Asha walking slowly towards her. Neha remarked (a) and asked her (b) Asha told her she (c) Neha asked her if (d) Asha replied that she (e) but (f) Neha

asked (g) Asha told her that (h) as her feet were hurting terribly.

- (a) (i) that she looks a bit tired
 (ii) that she looked a bit tired
 (iii) that she has been looking a bit tired
 (iv) that she has looked a bit tired

Ans. (ii) that she looked a bit tired

- (b) (i) what she has been doing
 (ii) what she was doing
 (iii) what she had been doing
 (iv) what she had done

Ans. (iii) what she had been doing

- (c) (i) has been shopping for some new outfits.
 (ii) had shopped for some new outfits.
 (iii) has shopped for some new outfits.
 (iv) had been shopping for some new outfits.

Ans. (iv) had been shopping for some new outfits.

- (d) (i) she had got what she wanted.
 (ii) she got what she wanted.
 (iii) she get what she wanted.
 (iv) she had been getting what she wanted.

Ans. (i) she had got what she wanted.

- (e) (i) has
 (ii) had
 (iii) has not
 (iv) was

Ans. (ii) had

- (f) (i) it had taken her all day.
 (ii) it has taken her all day.
 (iii) it took her all day.
 (iv) it was taking her all day.

Ans. (i) it had taken her all day.

- (g) (i) what she has wanted to do then.
 (ii) what she wanted to do then.
 (iii) what she wants to do then.
 (iv) what she has been wanting to do then.

Ans. (ii) what she wanted to do then.

- (h) (i) she just wants to sit down somewhere and relax
 (ii) she had just wanted to sit down somewhere and relax
 (iii) she just wanted to sit down somewhere and relax
 (iv) she was just wanting to sit down somewhere and relax

Ans. (iii) she just wanted to sit down somewhere and relax

5. AKASH: There is such a lot of waste paper in the waste bin next to the photocopier.

ROHIT: It's the same with all photocopiers.

AKASH: What do they do with all that waste paper?

ROHIT: As far as I know, they just throw it out as trash.

AKASH: That's really wasteful. There's a better way of dealing with it.

ROHIT: Well, we should try to recycle all waste paper. That would save the company a lot of money and help the environment.

One morning, Akash told his colleague Rohit that (a)
 Rohit remarked that (b)
 Akash wanted to know (c)
 waste paper. Rohit said that as far as he knew (d) Akash remarked (e) and that (f) Rohit suggested that everyone should (g) as that (h) and help the environment.

- (a) (i) there was such lot of waste paper in the waste bin next to the photocopier.
 (ii) there was such a lot of waste paper in the waste bin next to the photocopier.
 (iii) there was such a lot of waste paper in waste bin next to the photocopier.
 (iv) there was such a lot of waste paper in the waste bin next to photocopier.

Ans. (ii) there was such a lot of waste paper in the waste bin next to the photocopier.

- (b) (i) it was the same with all photocopiers.
 (ii) it was same with all photocopiers.
 (iii) it is the same with all photocopiers.
 (iv) it has been the same with all photocopiers.

Ans. (i) it was the same with all photocopiers.

- (c) (i) what they do with all that waste paper.
 (ii) what they were doing with all that waste paper.
 (iii) what they did with all that waste paper.
 (iv) what they will do with all that waste paper.

Ans. (iii) what they did with all that waste paper.

- (d) (i) they just threw it out as trash.
 (ii) they just throw it out as trash.
 (iii) they just have been throwing it out as trash.
 (iv) they would just throw it out as trash.

Ans. (i) they just threw it out as trash.

- (e) (i) that is really wasteful
 (ii) that was really wasteful
 (iii) that has been really wasteful
 (iv) that had been really wasteful

Ans. (ii) that was really wasteful

- (f) (i) there is a better way of dealing with it.
 (ii) there is a better way to deal with it.
 (iii) there was a better way of dealing with it.
 (iv) there was a better way to deal with it.

Ans. (iii) there was a better way of dealing with it.

- (g) (i) try recycling all waste paper
 (ii) try recycled all waste paper
 (iii) try and recycle all waste paper
 (iv) try to recycle all waste paper

Ans. (iv) try to recycle all waste paper

- (h) (i) will save the company a lot of money
 (ii) would have saved the company a lot of money

(iii) would save the company a lot of money

(iv) can save the company a lot of money

Ans. (iii) would save the company a lot of money

6. MOHAN: You've got a suntan. Where have you been?

MANISHA: I've been at the coast with my class for three days.

MOHAN: You have been vacationing during school time!

MANISHA: No, of course not. We went on a geography field trip.

MOHAN: So what did you do there?

MANISHA: We were studying coastal erosion. It's actually a big problem in that area. Many homes close to the sea have been washed away.

Mohan looked intently at Manisha and remarked (a) He asked her where (b) Manisha replied that she (c) Mohan exclaimed (d) Manisha told him that she had not gone on vacation but (e) Mohan asked her (f) Manisha explained that they (g) as it was a big problem in the area. She further added that (h)

- (a) (i) that she has a suntan.
(ii) that she had a suntan.
(iii) that she will have a suntan.
(iv) that she has been having a suntan.

Ans. (ii) that she had a suntan.

- (b) (i) she had been. (ii) she has been.
(iii) she was been. (iv) she was being.

Ans. (i) she had been.

- (c) (i) had been at the coast with her class for three days.
(ii) has been at the coast with her class for three days.

(iii) had been at coast with her class for three days.

(iv) had been on the coast with her class for three days.

Ans. (i) had been at the coast with her class for three days.

- (d) (i) that she has been vacationing during school time.
(ii) that she was vacationing during school time.
(iii) that is vacationing during school time.
(iv) that she had been vacationing during school time.

Ans. (iv) that she had been vacationing during school time.

- (e) (i) in a geography field trip.
(ii) on geography field trip.
(iii) on a geography field trip.
(iv) at the geography field trip.

Ans. (iii) on a geography field trip.

- (f) (i) what she has done there.
(ii) what she had done there.
(iii) what she had been doing there.
(iv) what she has been doing there.

Ans. (ii) what she had done there.

- (g) (i) had been studying coastal erosion
(ii) has been studying coastal erosion
(iii) was studying coastal erosion
(iv) studying coastal erosion

Ans. (i) had been studying coastal erosion

- (h) (i) many homes close to the sea have been washed away.
(ii) many homes close to the sea had been washed away.
(iii) many homes close to the sea had washed away.
(iv) many homes close to the sea have washed away.

Ans. (ii) many homes close to the sea had been washed away.

7. RADHIKA: Have you got your exam results yet?

ANUSHKA: No, not yet. We are getting our results tomorrow.

RADHIKA: I got mine this morning. I was relieved when I saw my report card!

ANUSHKA: So it was good.

RADHIKA: Yes, I cleared all subjects. But I only scraped through in Biology.

ANUSHKA: That doesn't matter. You cleared the exam. That's the main thing.

Radhika asked her friend Anushka
 (a) Anushka replied that she would be getting it the next day. Radhika told Anushka that she had
 (b) and that
 (c) Anushka remarked that the result must have been good. Radhika said that she had cleared all subjects but (d) Anushka said that it didn't matter. The main thing was that she had cleared the exam.

- (a) (i) if she got her exam results yet.
 (ii) if she had got her exam results yet.
 (iii) if she has got her exam results yet.
 (iv) if she did get her exam results yet.

Ans. (ii) if she had got her exam results yet.

- (b) (i) got hers that morning
 (ii) get hers that morning
 (iii) had got hers that morning
 (iv) has got hers that morning

Ans. (i) got hers that morning

- (c) (i) she has been relieved when she had seen her report card.
 (ii) she was relieved when she had seen her report card.
 (iii) she had been relieved when she saw her report card.
 (iv) she had been relieved when she had seen her report card.

Ans. (iv) she had been relieved when she had seen her report card.

(d) (i) she has only scraped through in Biology.

(ii) she had only scraped through in Biology.

(iii) she only scraped through in Biology.

(iv) she had only scrape through in Biology.

Ans. (ii) she had only scraped through in Biology.

8. AARAV: Hey, Ankur! I just got a call from a friend. She wants to rent out her flat.

ANKUR: Really? Tell me more about it.

AARAV: It's dirt-cheap – only 10,000 a month, water and electricity excluded.

ANKUR: Fantastic! When can I see the flat?

AARAV: Today evening, if you want. But, there's one drawback.

ANKUR: What is it?

AARAV: The flat is on the sixth floor and the building doesn't have a lift.

ANKUR: That's okay. I can just cancel my gym membership. Who needs a gym when I can run up and down stairs?

Ankur was looking to rent a flat as he was tired of staying as a paying guest. Fortunately, his friend Aarav called to tell him

(a) Ankur was thrilled and asked Aarav to tell him more about it. Aarav informed him that the rent was (b) excluding electricity and water. Ankur asked Aarav

(c) Aarav told him that he could see it that evening itself, but (d) The flat

(e) and the building (f)

But Ankur was okay with that. He said (g) for who

(h)

- (a) (i) that a friend of his wants to rent out her flat.
 (ii) that a friend of his wanted to rent out her flat.
 (iii) that a friend of his wanted to rent her flat.
 (iv) that a friend of his has been wanting to rent out her flat.

Ans. (ii) that a friend of his wanted to rent out her flat.

- (b) (i) dirt-cheap – only 10,000 month
 (ii) dirt-cheap – only 10,000 a month
 (iii) dirty-cheap – only 10,000 a month
 (iv) dirt-cheaply – only 10,000 a month

Ans. (ii) dirt-cheap – only 10,000 a month

- (c) (i) when he could see the flat.
 (ii) when he can see the flat.
 (iii) when he would see the flat.
 (iv) when he will see the flat.

Ans. (i) when he could see the flat.

- (d) (i) there was one drawback.
 (ii) there is one drawback.
 (iii) there has been one drawback.
 (iv) there had been one drawback.

Ans. (i) there was one drawback.

- (e) (i) is on the sixth floor
 (ii) was on the sixth floor
 (iii) has been on the sixth floor
 (iv) had been on the sixth floor

Ans. (ii) was on the sixth floor

- (f) (i) not have a lift.
 (ii) does not have a lift.
 (iii) did not have a lift.
 (iv) has no lift.

Ans. (iii) did not have a lift.

- (g) (i) he can just cancel his gym membership
 (ii) he will just cancel his gym membership
 (iii) he would just cancel his gym membership
 (iv) he could just cancel his gym membership

Ans. (iv) he could just cancel his gym membership

- (h) (i) needed a gym when he would run up and down stairs.
 (ii) needed a gym when he could run up and down stairs.
 (iii) needs a gym when he could run up and down stairs.
 (iv) needs a gym when he can run up and down stairs.

Ans. (ii) needed a gym when he could run up and down stairs.

9. BABITA: Palak, can I borrow 500 rupees from you?

PALAK: What for? You just got your pocket money yesterday.

BABITA: I saw a scarf I want to buy.

PALAK: No way. You still owe me 200 rupees.

BABITA: If you don't lend it to me, I'll tell Mom and Dad that you bunked class last week.

PALAK: That's blackmail!

BABITA: It's not blackmail. It's information control. If you pay me, I will control what I tell Mom and Dad.

Babita was always borrowing money from her sister, Palak. Today, she asked

(a) Palak

wanted to know the reason as she

(b) Babita told

her that (c)

Palak refused to give her the money, saying

(d) Babita said

that if Palak did not lend her the money, she

(e) Palak exclaimed

that (f) Babita

replied smartly that (g)

If (h) Mom and

Dad.

- (a) (i) if she can borrow 500 rupees from her.
 (ii) if she would borrow 500 rupees from her.

- (iii) if she could borrow 500 rupees from her.
- (iv) if she will borrow 500 rupees from her.
- Ans.** (iii) if she could borrow 500 rupees from her.
- (b) (i) had just got her pocket money the day before.
- (ii) just got her pocket money the day before.
- (iii) had been just getting her pocket money the day before.
- (iv) had got her pocket money the day before.
- Ans.** (i) had just got her pocket money the day before.
- (c) (i) she has seen a scarf that she wanted to buy.
- (ii) she saw a scarf that she wanted to buy.
- (iii) she had seen a scarf that she wanted to buy.
- (iv) she had seen a scarf that she wants to buy.
- Ans.** (iii) she had seen a scarf that she wanted to buy.
- (d) (i) that Babita still owes her 200 rupees.
- (ii) that Babita still had owed her 200 rupees.
- (iii) that Babita still owed her 200 rupees.
- (iv) that Babita owes her 200 rupees.
- Ans.** (iii) that Babita still owed her 200 rupees.
- (e) (i) would tell Mom and Dad that Palak had bunked class the week before.
- (ii) will tell Mom and Dad that Palak had bunked class the week before.
- (iii) would tell Mom and Dad that Palak bunked class the week before.
- (iv) will tell Mom and Dad that Palak bunked class the week before.
- Ans.** (i) would tell Mom and Dad that Palak had bunked class the week before.
- (f) (i) is blackmail.
- (ii) was blackmail.

- (iii) has been blackmail.
- (iv) had been blackmail.

Ans. (ii) was blackmail.

- (g) (i) it is information control.
- (ii) it has been information control.
- (iii) it was information control.
- (iv) it had been information control.

Ans. (iii) it was information control.

- (h) (i) Palak paid her, she will control what she told
- (ii) Palak paid her, she would control what she told
- (iii) Palak paid her, she could control what she told
- (iv) Palak paid her, she would control what she would tell

Ans. (ii) Palak paid her, she would control what she told

10. PUNIT: Did you hear that Anuj has been called to the headmaster's office again?

ISHA: No way!

PUNIT: It's true, he was caught cheating in his exams.

ISHA: Why doesn't he learn from his past mistakes? His parents will be so sad.

PUNIT: Yes. He has been warned before but he doesn't seem to change.

ISHA: He should not let his parents down like this.

Punit called Isha to tell her that

(a) Isha found it difficult to believe. But Punit said that it was true. (b) Isha wondered why Anuj did not learn from his past mistakes. She remarked that his parents would be so sad. Punit agreed with Isha, and said that (c) Isha was concerned for Anuj's parents and said (d)

- (a) (i) Anuj has been called to the headmaster's office again.

- (ii) Anuj had been called to the headmaster's office again.
- (iii) Anuj was called to the headmaster's office again.
- (iv) Anuj called to the headmaster's office again.

Ans. (ii) Anuj had been called to the headmaster's office again.

- (b) (i) Anuj was caught cheating in his exams.
- (ii) Anuj has been caught cheating in his exams.
- (iii) Anuj was caught as he cheated in his exams.
- (iv) Anuj had been caught cheating in his exams.

Ans. (iv) Anuj had been caught cheating in his exams.

- (c) (i) Anuj has been warned before but he didn't seem to change.
- (ii) Anuj was warned before but he didn't seem to change.
- (iii) Anuj had been warned before but he didn't seem to change.
- (iv) Anuj had been warned before but he doesn't seem to change.

Ans. (iii) Anuj had been warned before but he didn't seem to change.

- (d) (i) Anuj would not let his parents down like that.
- (ii) Anuj should not let his parents down like that.
- (iii) Anuj cannot let his parents down like that.
- (iv) Anuj could not let his parents down like that.

Ans. (iv) Anuj could not let his parents down like that.

11. JIA: Would you like to go out for dinner or a movie?

KIRAN: Either one, it is up to you.

JIA: What would you prefer?

KIRAN: I really don't care, I just want to get out of the house.

JIA: Well, then how watching a movie and then having dinner?

KIRAN: That's a great idea!

Exams had just got over, and the two cousins were at a loose end. Jia asked Kiran

(a) Kiran was okay with either. Jia asked her what she would prefer. Kiran remarked that (b) Jia then suggested that they (c) Kiran exclaimed (d)

- (a) (i) if she would like to go out for dinner or a movie.
- (ii) if she will like to go out for dinner or a movie.
- (iii) if she likes to go out for dinner or a movie.
- (iv) if she would like going out for dinner or a movie.

Ans. (i) if she would like to go out for dinner or a movie.

- (b) (i) she really doesn't care, she just wanted to get out of the house.
- (ii) she really didn't care, she just wants to get out of the house.
- (iii) she really didn't care, she just wanted to get out of the house.
- (iv) she really doesn't care, she just wants to get out of the house.

Ans. (iii) she really didn't care, she just wanted to get out of the house.

- (c) (i) would watch a movie and then have dinner.
- (ii) can watch a movie and then have dinner.
- (iii) will watch a movie and then have dinner.
- (iv) could watch a movie and then have dinner.

Ans. (iv) could watch a movie and then have dinner.

- (d) (i) that it was a great idea.
 (ii) that it is a great idea.
 (iii) that it would be a great idea.
 (iv) that it will be a great idea.

Ans. (i) that it was a great idea.

12.



A child told a salesman (a)
 The salesman asked him (b)
 The child told him (c)
 a lot. The salesman advised him
 (d) in it.

- (a) (i) that he wants to buy a birthday card for his father.
 (ii) that he wanted to buy a birthday card for his father.
 (iii) that he wanted to buy a birthday card of his father.
 (iv) that he was wanting to buy a birthday card for his father.

Ans. (ii) that he wanted to buy a birthday card for his father.

- (b) (i) whether/if he want to buy a big card or a small one.
 (ii) whether/if he was wanting to buy a big card or a small one.

- (iii) whether/if he wanted to buy a big card or a small one.
 (iv) whether/if he wants to buy a big card or a small one.

Ans. (iii) whether/if he wanted to buy a big card or a small one.

- (c) (i) that he wanted any card that would show his father that he loved him
 (ii) that he wanted any card that should show his father that he loved him
 (iii) that he wanted any card that could show his father that he love him
 (iv) that he wanted any card that must show his father that he loves him

Ans. (i) that he wanted any card that would show his father that he loved him

- (d) (i) to made one himself and write some loving sentences
 (ii) to make one himself and write some loving sentences
 (iii) to make one him and write some loving sentences
 (iv) to make one himself and writing some loving sentences

Ans. (ii) to make one himself and write some loving sentences

13. CHRISTOPHER: What I like doing best is Nothing.

POOH: How do you do Nothing?

CHRISTOPHER: Well, it's when people ask you 'What are you going to do, Christopher Robin?' and you say, 'Oh, Nothing,' and then you go and do whatever it was you were going to do.

POOH: Oh!

Christopher Robin told his friend Winnie the Pooh that (a) Pooh asked him (b) Christopher replied that it only meant replying 'Nothing' when (c)

He explained that after that, you
(d)

- (a) (i) what he likes doing best was Nothing.
- (ii) what he liked doing best was Nothing.
- (iii) what he likes to do best was Nothing.
- (iv) what he liked to do best was Nothing.

Ans. (ii) what he liked doing best was Nothing.

- (b) (i) how he did Nothing.
- (ii) how he does Nothing.
- (iii) how he will do Nothing.
- (iv) how he can do Nothing.

Ans. (i) how he did Nothing.

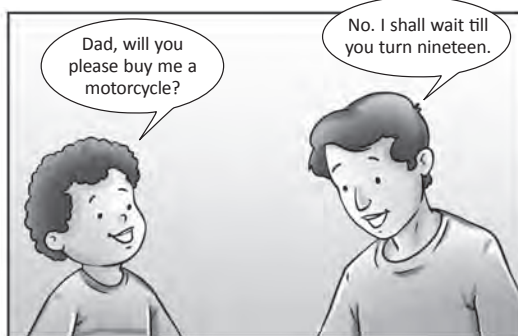
- (c) (i) people ask him what he was going to do.
- (ii) people asked him what he is going to do.
- (iii) people asked him what he was going to do.
- (iv) people ask him what he is going to do.

Ans. (iii) people asked him what he was going to do.

- (d) (i) went and done whatever it was you were going to do.
- (ii) went and did whatever it was you were going to do.
- (iii) went and did whatever it is you were going to do.
- (iv) went and do whatever it is you were going to do.

Ans. (ii) went and did whatever it was you were going to do.

14.



A son asked his father (a)
The father replied in the negative and added
(b)
The son (c)
The father replied (d)

- (a) (i) if he could buy him a motorcycle.
- (ii) if he can buy him a motorcycle.
- (iii) if he should buy him a motorcycle.
- (iv) if he would buy him a motorcycle.

Ans. (iv) if he would buy him a motorcycle.

- (b) (i) that he would wait till he turned nineteen.
- (ii) that he should wait till he turned nineteen.
- (iii) that he needs to wait till he turned nineteen.
- (iv) that he has to wait till he turned nineteen.

Ans. (i) that he would wait till he turned nineteen.

- (c) (i) protests that his friend had one.
- (ii) protested that his friend had one.
- (iii) had protested that his friend had one.
- (iv) protested that his friend has one.

Ans. (ii) protested that his friend had one.

- (d) (i) that is because his friend did not
- (ii) that was because his friend has not
- (iii) that was because his friend did not
- (iv) that is because his friend had not

Ans. (iii) that was because his friend did not

15.



Renu told a confectioner
 (a) a big pineapple
 cake for her birthday. The confectioner
 asked (b)
 Renu replied (c)
 The confectioner told her
 (d)

- (a) (i) that she wants to order
 (ii) that she was wanting to order
 (iii) that she wanted to order
 (iv) that she has been wanting to order

Ans. (iii) that she wanted to order

- (b) (i) her when her birthday was.
 (ii) her when her birthday is.
 (iii) her when her birthday would be.
 (iv) her her birthday was when.

Ans. (i) her when her birthday was.

- (c) (i) that it is following/next day.
 (ii) that it was tomorrow.
 (iii) that it is tomorrow.
 (iv) that it was following/next day.

Ans. (iv) that it was following/next day.

- (d) (i) that she should collect it by noon.

- (ii) that she could collect it by noon.
 (iii) that she can collect it by noon.
 (iv) that she would collect it by noon.
 Ans. (ii) that she could collect it by noon.

B. Read these sentences and report as directed.

1. Ritu and Saumya are at an Indian classical music concert. Report Ritu's question.

Do you know the name of the sarod player?

Ans. Ritu asked Saumya if she knew the name of the sarod player.

2. An old lady spotted a cat stuck in a tree. Report her observation.

A cat is stuck in the tree!

Ans. The old lady exclaimed that a cat was stuck in the tree.

3. A young boy has met with an accident and passersby are helping him. A gentleman asks him about his guardians. Report his question.

Child, is there anyone I can call?

Ans. The gentleman asked the young boy if there was anyone he could call.

4. Rishabh and Rohit are tending to the plants in their balcony. Report Rishabh's question.

Have you seen the new seedlings that have emerged?

Ans. Rishabh asked Rohit if he had seen the new seedlings that had emerged.

5. Oshin is leading a group of trekkers up a hill. Report Oshin's statement.

It's time to hydrate and wear your gear.

Ans. Oshin informed the group of trekkers that it was time to hydrate and wear their gear.

6. Roma and Fanah are done with their dinner. Report Roma's question.

Do you want some dessert?

Ans. Roma asked Fanah if she wanted some dessert.

7. The teacher is upset with Shirin and Gouri. Report her warning.

At this rate both of you will fail.

Ans. The teacher warned Shirin and Gouri that at that rate both of them would fail.

8. A father interrupts a fight between his two sons. Report his statement.

Rahul, apologize to your brother and make peace.

Ans. The father urged Rahul to apologize to his brother and make peace.

9. A student is exhausted after a long day at school and her mother asks her to rest. Report the mother's words.

Rest well tonight and study for the examination tomorrow morning.

Ans. The mother encouraged the student to rest well that night and study for the examination the following morning.

10. A stranger has arrived at Alam's doorstep. Report Alam's questions.

Who are you and what do you want?

Ans. Alam asked the stranger who she was and what she wanted.

Sentence Reordering

Rearrange the following to form meaningful sentences

- (a) An island is an area of land that is surrounded by water from all sides.
(b) It may be as small as a gigantic rock with a few plants and small animals.
(c) It may also be as large as Greenland.
(d) Small islands are called islets, cays or keys.
(e) A group of islands lying close together is called an archipelago.
- (a) Mountains are landforms that stand high and lofty above their surrounding area.
(b) Mountain sides are steep and jagged.
(c) The mountain peak may be sharp or a little rounded.
(d) As one goes up a mountain, the climate and plant life changes.
(e) The peak of a mountain has a climate that is quite different from that at the foot.
- (a) The earth experiences a wide range of weather conditions.
(b) The weather may be peaceful or turbulent.
(c) The weather conditions depend on other weather conditions.
(d) These conditions include temperatures over land and oceans, clouds and speed of wind.
(e) These conditions do not remain steady, so often we experience unexpected storms.
- (a) Many explorers came to India for various purposes.
(b) Some came looking for the exotic land of elephants.
(c) Some had heard about yogis and diamonds.
(d) Travellers and traders crossed the sea to see India.
(e) Almost every explorer was enchanted by the land he had discovered.
- (a) A periscope contains two mirrors.
(b) One of the mirrors is at the bottom and the other at the top.
(c) Light is reflected down the periscope by the first mirror.
(d) The observer sees it through the second mirror.
(e) A periscope helps to make scientific observations.
- (a) Each continent has many great rivers.
(b) Rivers rise in the middle of the continent.
(c) They flow across the land to the ocean.
(d) Some rise in the mountains.
(e) They are an important source of water for man.
- (a) Marco Polo was born in Croatia.
(b) Marco Polo was a citizen of Venice.

- (c) He was one of the greatest European travellers.
- (d) He journeyed by land to China in 1271.
- (e) He visited the court of the Mongol Emperor.
8. (a) The earthworm is the worm we know best.
- (b) An earthworm wriggles like most worms do.
- (c) They have no legs but some worms can swim.
- (d) Earthworms live in the ground.
- (e) They burrow in it by eating their way through the soil.
9. (a) Minerals are hard and they make up rocks.
- (b) Most rocks have two or three minerals.
- (c) Often minerals are in crystals.
- (d) Most of our minerals are under the ground.
- (e) Water may have minerals dissolved in it.
10. (a) Moths are insects like butterflies.
- (b) Moths also go through metamorphosis.
- (c) Most of them are nocturnal.
- (d) Grown-up moths do not eat much and have a short life.
- (e) They lay eggs which turn into caterpillars.
11. (a) This young generation is a bright one.
- (b) The students are a motivated lot.
- (c) They have high aspirations.
- (d) They are willing to work tirelessly to achieve their goals.
- (e) They know that for them the sky is the limit.
12. (a) Roughage is a carbohydrate that cannot be digested by our body.
- (b) Roughage forms an important part of our diet.
- (c) Roughage adds bulk to our food.
- (d) A high-fibre diet reduces the risk of heart diseases.
- (e) Plant foods such as fruits and vegetables contain roughage.
13. (a) Ivan Pavlov was a Russian physiologist.
- (b) He was born in 1849 and he died in 1936.
- (c) He worked on the response of living organisms to stimuli.
- (d) He found that animals could be taught to respond to new stimuli.
- (e) He was awarded the Nobel Prize for Physiology in 1904.
14. (a) The WHO was formed in 1948.
- (b) It has its headquarters in Paris.
- (c) It encourages medical research and campaigns against serious diseases.
- (d) It strives to improve the quality of life of people across the world.
- (e) It has Regional Offices in various cities all over the world.
15. (a) Bharatpur National Park is located in Rajasthan.
- (b) It is 29 sq km and is surrounded by vegetation.
- (c) Every year it attracts thousands of migratory birds.
- (d) This place is a haven for these birds.
- (e) The sanctuary has been declared a World Heritage Site.
16. (a) A deadly volcano erupted in Iceland in 1783.
- (b) This volcano killed nine thousand Icelanders.
- (c) It spewed out more than a thousand million tons of gases.
- (d) It created a climatic disaster across the Northern Hemisphere.
- (e) It also caused a famine that affected the population of the Nile River valley.
17. (a) The world environmentalists are concerned about the ozone hole.
- (b) The size of the hole wanes and waxes frequently.

- (c) This depends on the seasonal changes in temperature.
- (d) It also depends on the shifting levels of ozone-depleting pollutants.
- (e) CFCs found in items like sprays and refrigerants destroy the ozone layer.
18. (a) Sandy beaches provide a variety of shells.
- (b) Shells are also found on rocky coasts.
- (c) The shells could be as tiny as the grains of sand.
- (d) A large number of shells are destroyed by storms.
- (e) Huge quantities of shells are eaten by animals like fishes and birds.
19. (a) The Indian press grew in the nineteenth century AD.
- (b) Some reformers started newspapers and journals.
- (c) It became a medium for them to express their views regarding freedom.
- (d) Many newspapers were in regional languages.
- (e) Newspapers played an important role during the struggle for freedom.
20. (a) There were many artists across the globe who gained fame.
- (b) Many got recognition and became famous while they were alive.
- (c) Some of them got fame only after their death.
- (d) Each artist gave the world priceless pieces of art or sculpture.
- (e) The hard work that must have gone into these pieces is unimaginable.