

INTERNATIONAL INDIAN SCHOOL

(2017-2018)

ENGLISH (COMMUNICATIVE)

PERIODIC TEST – 2 CLASS – IX

FACTUAL PASSAGES:

FOSSILS

The term fossil comes from a Latin word ‘fossils’ which means ‘dug out’ Almost all living organisms can leave their fossilized forms provided some special conditions are created.

The process of formation of fossils is quite interesting. Although there are different ways based on environmental conditions, most fossils are formed when a plant or animal dies in a watery environment and is buried in mud and silt. Fossils can also formed in some unusual ways. Small bugs or insects can get trapped in tree sap. On exposure to air, the sap hardens and forms the semi-precious material called amber. In some pieces of amber, the entombed remains of ancient organisms have been found. They are so perfectly preserved that their colour and minute structures can also be seen and studied under the microscope. Volcanic eruptions can form fossils when animals get trapped in hot ash flows. The fossils may also be preserved within the ice bed, where living organisms remain frozen for thousand of years. Such fossils are known to be found in Siberia and Alaska where the ground is permanently covered with ice and the temperature is below freezing point. For example the woolly mammoths, the ancestors of modern elephants had been refrigerated in Siberia and Alaska for about 25,000 years. Interestingly, all fossils need not be fossils. Sometimes, a rock may appear like a fossil, such fossils are known as pseudo fossils. They are formed when igneous rocks formed a minerals develop crevices in patterns that resemble the outline of plants, their leaves, etc.

Even after successful formation of fossils, most of them are exposed to a variety of natural destructive forces. For example, rivers flowing down the mountains carry rocks which are finally turned into sand. This destroys the fossils present in the rock. Sometime the rocks containing fossils may even get worn out due to wind erosion.

Animals like crocodiles, cockroaches, dragonflies, etc. are called living fossils as they are still alive today and are essentially unchanged from the way they appear as fossils.

The study of fossils is important because they reflect on how life existed in the bygone era. The fossils records also throw light on the evolutionary history of plants and animals.

On the basis of your reading of the passage complete the following sentences:

- a. Most fossils are formed when a _____
- b. An unusual way in which a fossil can be formed is _____
- c. Pseudo fossil is a rock _____
- d. Two natural destructive forces acting on fossils are _____
- e. Animals such as crocodiles are called living fossils because _____
- f. To study of fossils is important as _____
- g. We come to know about evolutionary history of plants and animals through _____
- h. According to the passage the woolly mammoths _____

EDISON'S INVENTION

Thomas Alva Edison was an American inventor and businessman who developed many devices that greatly influenced life around the world. He lit up the world with his invention of electric light. Without him, the world might still be in a dark place.

However, the electric light was not his only invention. He also invented Phonograph, motion picture, camera, and over 1,200 other things. About every two weeks he created something new.

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school only for two months. His mother, a formal teacher, taught him a few things. But Thomas was mostly self-well.

When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage car of the train so that he could continue his experiments in his spare time. Unfortunately, his first work experience did not end well. Thomas was fired when he accidentally set fire to the floor of the baggage car.

Thomas was then able to build his first shop in New Jersey. He was totally deaf in one ear and hard of hearing in the other, but thought of his deafness as a blessing in many ways. It kept conversations short, so that he could have more time for work.

On the basis of your reading of the passage complete the following sentences:

- a. Thomas A. Edison was born _____
- b. He invented _____
- c. His first job was _____
- d. Edison set up a laboratory _____
- e. His deafness was a blessing as _____
- f. Edison built his first shop in _____

DISCURSIVE PASSAGES

THE INDIA CONNECTION

Photographer Marie-Caroline Senlis came to India for the first time in 15 years ago to photograph a wedding in Udaipur, and succumbed to the charms of this experience. She found herself irrevocably fascinated by the country and returned again in 2009. So she had to go back to France, once again, she took on a project. She chose a few expats who were about to leave India after a long stay and decided to tell the Indian slice of their life through stories and a portrait. As a single portrait cannot give the idea of the life of her subjects, she decided to tell their stories, through a small interview with each portrait and the series culminated into a book before leaving, Indian snapshots.

Talking of the kind of preparation that went into each of her portrait sessions with her subjects, Marie Caroline says: ‘ Before I met these people for the shoot I asked them to think of something that would represent their stay in India because I wanted to include that in the portrait. Some chose books, some chose pictures, some chose a place in their house. It was symbolic for them in some way.’

Senlis chose a day close to the time of their departure for the portrait and did everything in a single session. This is because she thinks that just leaving some place you realize a lot of things. Earlier you are just living in the city but just as you are about to leave, the emotions are stronger, deeper.

She does not like to pick a favourite from among the portraits of the series. But she often re-reads the entire script of the interview with her subjects during the session of the portrait. Though a lot of her subjects have had a lot to say about this country, there were some people who refused to be part of her project.

Senlis has also included herself in this project and chose for her photographs, some India, she included the music book. As she read a lot of Indian literature during her stay here, those too find a place in the portrait. But what she misses most according to her own statement is: ‘the noise, the smells and the food.’

On the basis of your reading of the passage Write the answer in a sentence.

- a. Why did Marie-chroline Senlis come to India?
- b. Describe her book 'Before leaving Indian Snapshots'.
- c. What are the preparations made for the portraits?
- d. What did Senlis choose for her own portrait and why?
- e. What is meant by 'irrevocably'?
- f. What is meant by 'Culminated'?
- g. Find the word similar in meaning to 'overcame'.
- h. Find the word similar in meaning to 'represent some mark / sign/ idea'.

VIEWING VIOLENCE OF TV

The three major effects of viewing TV violence are: children may become less sensitive to the pain and suffering of others, they may be more fearful of the world around them, and they may be more likely to behave in aggressive or harmful ways towards others. Parents can limit the effects of violence by viewing together and discussing the violence with the child. Talk about why the violence happened and how painful it is. They may ask the child how conflicts can be solved without problems and explain to the child how violence on an entertainment programme is actually "fake", parents must restrict violent videos. Encourage your child to watch programs with characters that cooperate, help and care for one another. These programmes have been shown to have a positive influence on children.

Television programme is all about showing reality without censorship, meaning that child watchers are inundated with shows depicting physical and sexual violence, as well as the use of illegal substances and harsh language. According to the American Academy of Pediatrics, "Extensive research evidence indicates that media violence can contribute to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed." Statistics read that some cartoons average twenty acts of violence in one hour, and that by the age of eighteen children will have seen 16,000 simulated murders and 200,000 acts of violence on television. Young people are especially in jeopardy of the negative effects of television violence because "many younger children cannot discriminate between what they see and what is real.

Read to your child Rather than watch television. Children's stories, written by thoughtful authors, portray conflict in a more realistic and constructive manner. The best TV teachers are entertaining as well as informative, and they are also called-centred that expand the horizons of the young minds.

Watching these programmes provides children with the right stimulus to acquire knowledge through an indirect play way methodology. Absorption of such knowledge and the love for learning are stirred and the child begins to understand the explorative thrills of the knowledge track, where he becomes the racing car driver speeding the knowledge vehicle through his own speedometer of knowledge acquisition.

READ THE GIVEN QUESTIONS AND WRITE THE ANSWER IN A SENTENCE.

- a. What are the drawbacks of viewing TV violence on children?
- b. What can parents do in such a situation?
- c. Why are the young people in jeopardy?
- d. What is best about TV teachers?
- e. What is meant by 'conflicts'?
- f. What is meant by 'discriminate'?
- g. Find the word similar in meaning to 'in danger of harm or loss'.
- h. Find the word similar in meaning to 'think that rouses to activity'.

A DOG NAMED DUKE

Read the extracts and answer the questions that follow:

1. "Secretly, Marcy cried as she watched the big man's grin fade away. Severe face lines set in like cement as Chuck stared at the ceiling for hours, then out of the window, then at Duke."
 - a. Why Marcy cried secretly?
 - b. Identify the figure of speech from the above lines
 - c. The big grin was replaced by severe lines because:

2. But Duke wouldn't. He'd lie down with a reproachful eye on Hooper."
 - a. What Duke wouldn't ?
 - b. Why Duke is angry with Hooper?
 - c. Why Hooper entered Duke's reproach?

3. "In 1953, Hooper was a favoured young man. A big genuine grin civilized his highly competitive nature."
 - a. What does the author mean by, ' Hooper was a favoured young man.'
 - b. What the author want to say by the word 'civilised'?
 - c. Hooper had been working as a

4. The pair set daily goals; Monday, the sixth fence post, Tuesday, the seventh fence post, Wednesday_____.
 - a. The pair in the above line refers to:
 - b. What was their daily goal ?
 - c. Why the pair needed to set daily goals?

5. "About six weeks after the accident, the hospital put him in a wheelchair."
 - a. Who does 'him' refer to?
 - b. How had 'he' met with an accident?
 - c. How did the accident affect Hooper?

6. 'Finally they decided to bring Duke home.'
 - a. Who is 'Duke'?
 - b. Where has Duke been sent?
 - c. Why was Duke being brought home?

7. "On January 4, Hooper made a big move."
 - a. Who was Hooper?
 - b. What was the 'big move' he made?
 - c. Who had been instrumental in helping Hooper to make this 'big move'?

8. Several people jumped to lift the dog. "No please", she said.
 - a. Why did the people want to lift the dog?
 - b. Why did Marcy say "No please"?
 - c. What had happened to the dog?

9. He never jumped on Chuck again. From that moment, he took up a post beside his mater's bed around the clock.
 - a. Why did Duke never jump on chuck again?
 - b. What special quality did Duke exhibit here?
 - c. Why did he post beside his master's bed?

10. One of Chuck's District Managers drove Marcy to the hospital. Her husband couldn't talk; he could only breathe and see, and his vision was double.
- Who is in hospital?
 - Her husband couldn't talk but only breathe and see? Why?
 - Form two adjectives from breathe appearing in the extract.

PRACTICE QUESTIONS:

- What target did Chuck hit on March 1? Who helped him?
- Write a character sketch of Hooper.
- What made Duke an extraordinary dog?
- The dog knew instantly'. What did Duke know? How did it behave after the incident?
- How did Duke meet his end?
- Describe Chuck Hooper's life before the accident.
- Describe Duke's meeting with Chuck the first time after he came out of the kennel.
- What did Marcy tell the doctor?
- How did Marcy react when Duke was brought into the house after his accident?
- How do we know that Hooper continued with his routine even after Duke's absence?

VALUE BASED QUESTIONS:

- A dog is man's faithful companion. Discuss this statement in the light of the lesson 'A dog Named Duke'.
- Hooper was a man who was fond of his job. Give examples from the story to prove this point.
- The neighbours in the story 'A Dog Named Duke' lacked the qualities of good neighbourliness Discuss.
- All through the time of Hooper's recovery., Marcy gave him the right kind of support. Discuss.
- The story 'A Dog Named Duke' shows us that success is not achieved overnight. Find examples from the story to prove this.

THE MAN WHO KNEW TOO MUCH

Extracts:

1. "I first met Private Quelch at the training depot. A man is liable to acquire in his first week of Army life-together with his uniform, rifle, and equipment – a nickname."
 - a. What was the nickname given to Private Quelch? Why did he get his nickname?
 - b. Where did the narrator meet him?
 - c. What do you think does the word 'liable' mean in this context?
2. "When he had finished, he put questions to us and perhaps in the hope of revenge, he turned with his questions again and again to the Professor."
 - a. Whom does "he" refer to and why was "he" looking for revenge?
 - b. What had 'he' been lecturing the trainees on?
 - c. Can you think if another word that has the same meaning as revenge?
3. "No Sergeant. It's all a matter of intelligent reading."
 - a. Who is the speaker?
 - b. What had the sergeant wanted to know?
 - c. What did the speaker mean by "intelligent reading"?
4. "That was our introduction to him."
 - a. Who is the person being talked about?
 - b. Where did they meet him for the first time?
 - c. What do you mean by 'introduction' in this context?
5. "In pursuit of his ambition, he worked hard."
 - a. Who is being referred to as "he"? What was "his" ambition?
 - b. Can you name some other word with the same meaning as ambition?
 - c. How did "he" work hard?
6. "At first we had a certain respect for him, but soon we lived in terror of his approach."
 - a. Whom does the word "him" refer to?
 - b. Why did the speaker respect him?
 - c. Why was the narrator terrified at his approach?

7. "He was not a man to be trifled with.... He was our hero and we used to tell each other that he was so tough that you could hammer nails into him without his noticing it."
 - a. Whom does "He" refer to?
 - b. What does a man "not to be trifled with" mean?
 - c. Explain: One could hammer nails into him without his noticing it.
8. "The squad listened in cowed, horrified kind of silence."
 - a. What was the squad doing at this time?
 - b. Why were they horrified?
 - c. Give the meaning of the word "cowed"?
9. "Through the open door we could see the three cooks standing against the wall as if at bay."
 - a. Give the meaning of the phrase "keeping at bay"?
 - b. Why were the cooks standing against the wall?
 - c. Who were the cooks reacting against?
10. "Most of us could not help glancing at Private Quelch who stood rigidly to attention and stared straight in front of him with an expression of self-conscious innocence."
 - a. Why did everyone glance at the Professor?
 - b. What did they expect would happen?
 - c. What does the Professor's self-conscious innocence show?
11. "The muzzle velocity or speed at which the bullet leaves the rifle" he told us, "is well over two thousand feet per second."
 - a. Who speaks the first line and to whom?
 - b. Who speaks the last sentence and to whom?
 - c. What do you mean by the word 'Interrupt'?
12. "In pursuit of his ambition he worked hard. He had to give credit for that He borrowed training manuals and stayed up late at nights, reading them. He badgered the instructions with questions...."
 - a. Who is being praised in the above lines?
 - b. What was his ambition and what did he do to fulfill his ambition?
 - c. What do you mean by 'Badger' here?
13. "Forty four" What I that?" The beamed Corporal looked over his shoulders. "Forty-four segments," the professor at him.
 - a. What is the occasion of the above talk?
 - b. Why did the Corporal look back?
 - c. What do you mean by the phrase 'Beamed at'?

14. "I need to only draw your attention to the sheer waste of vitamin values."
- Who does 'I' refer to?
 - 'Draw your attention', whose attention is drawn here?
 - What do you mean by the words 'Sheer waste'?
15. "My first we had a certain respect for him but soon we lived in terror of his approach."
- Who is being referred to in the above line?
 - Why did the recruits respect him?
 - What is the meaning of 'Terror'?
16. "As some of you may have heard," he began deliberately, "the platoon officer has asked me to nominate one paused and looked lingeringly up and down the ranks as if seeking final confirmation of decision."
- Who is the speaker of above lines?
 - What had the platoon officer asked him to do?
 - What do you mean by the phrase 'looked lingeringly'?
17. "It was s a joke for days afterwards, a joke and joy to all of us."
- What was the joke?
 - Who played it and on whom?
 - Why was it a joke for 'us'?
18. "The Professor scarcely noticed; he was too busy working for his strips. Each time one of us made a mistake the Professor would publicly correct him. Whenever one of us shone, the Professor outshone him."
- Who is the Professor?
 - What did the Professor not notice?
 - What do you mean by 'Outshone' here?
19. "He had come back from Dunkirk with all his equipment correct and accounted for and his kitten in his pocket."
- Who is 'he'?
 - What is special about him?
 - What do you mean by the idiom "His Kitten in his pocket"?
20. "The squad listened in a cowed, horrified kind of silence."
- Whom did the squad listen?
 - Why did they listen in a horrified kind of silence?
 - What is the meaning of 'cowed'?

PRACTICE QUESTIONS:

1. How did the Corporal punish Private Quelch and why?
2. What was the turning point in the life of Private Quelch? How did the turning point come?
3. What did the author learn more about Private Quelch? What was the 'Professor's reactions when one of his fellow privates made a mistake?
4. Describe the image of Corporal Turnbull among his men.
5. What followed when Private Quelch was asked to give the lecture?
6. What was the reaction of the group after the lecture was completed?
7. Why was the new duties assigned to Private Quelch a joke for his fellow mates?
8. What did the author and his friend overhear?

VALUE BASED QUESTIONS:

1. The lesson 'The man who knew too much' gives us a living proof of what the term camaraderie implies. Comment.
2. Private Quelch lacked the qualities of a team member. Do you agree.
3. When punishment is given as a form of revenge, it loses its purpose. With reference to the story 'The man who knew too much' state your observations.

LORD ULLIN'S DAUGHTER

EXTRACTS:

1. And I'll give thee a silver pound
To row is over the ferry!
 - a. Who said this to whom?
 - b. Whom were they running away from?
2. By this the storm grew loud apace. The water wraith was shrieking.
 - a. Why was the storm terrifying?
 - b. What does the 2nd line mean?

3. 'O haste thee, haste!' the lady cries,
 'Though tempests round us gather;
 I'll meet the raging of the skies.
 But not an angry father'
 - a. Who is the lady and why is she in a haste?
 - b. What consequences does she surmise for being late?
 - c. The word 'tempest' mean?
 - d. Why is the father angry?
 - e. How does she meet the raging of the skies?
4. The boat has left a stormy land.
 A stormy sea before her,
 - a. Why is the land said to be stormy?
 - b. Why is the sea stormy?
5. When O! too strong for human hand, The tempest gathered around her
 - a. Who do these lines mean?
6. 'Twas vain: the loud waves lashed the shore
 Return or aid preventing
 - a. What was in vain?
 - b. What does line 2 convey?
7. A Chieftain, to the highlands bound,
 Cries, 'Boatman, do not tarry!
 And I'll give thee a silver pound,
 To row is o'er the ferry!'
 - a. Who is the 'chieftain' here?
 - b. What does the Chieftain tell the boatman?
 - c. Why is the Chieftain in such a hurry?
8. And still they row'd amidst the roar
 Of waters fast prevailing
 Lord Ullin reached that fatal shore;
 His wrath was changed to wailing
 - a. The waters 'fast prevailing' means:
 - b. How did the shore turns 'fatal' ?
 - c. What is the synonym for 'wrath'?

9. Out spoke the handy Highland wight,
 "I'll go, my chief – I'm ready:
 It is not for your silver bright
 But for your winsome lady."
 a. Who is the 'highland wight'?
 b. Why was the boatman ready to take them across the raging sea?
 c. List two features of the speaker's personality.
10. "Come back! Come back!" he cried in grief
 "Across this stormy water:
 And I'll forgive your highland chief,
 a. Why the speaker in grief?
 b. The Highland Chief has invited the wrath of the speaker by.....
 c. The speaker's appeal couldn't be heard as:
11. "And fast before, her father's men
 Three days we've fled together,
 For should he find us in the glen,
 My blood would stain the heather"
 a. 'We' in the second line refers to:
 b. The word 'heather' means:
 c. 'Glen ' here refers to:

PRACTICE QUESTIONS:

1. How did Lord Ullin react on seeing his daughter in the grip of death?
2. Why does Lord Ullin;s wrath change into wailing on seeing his daughter?
3. What actions did Lochinvar perform when he reached the shores of the lake?
4. Why did the boatman question Lochinvar's request to ride them across the ferry?
5. Describe the journey that Lochinvar had travelled before reaching the lake shores.
6. What prompted the boatman to undertake the dangerous crossing a cross the stormy water?
7. Describe the effect of the storm on the waters of the lake.
8. How does the poem show that the father had forgiven his daughter?

VALUE BASED QUESTIONS:

1. The poem ‘ Lord Ullin’s Daughter’ is a saga of misguided and retrograde actions. Comment.
2. The poem ‘ Lord Ullin’s Daughter’ shows that parental love surmounts all other issues. Comment.
3. The poem ‘ Lord Ullin’s Daughter’ is a clear reflection of the disadvantages of closed societies where each member must scarifies his personal desires for the greater good of the clan.
4. The events in the poem are reflected in the image that is pictured in this poem, giving the poem an atmosphere and a holistic outlook. Comment.

THE SEVEN AGES

EXTRACTS:

1. In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances.
 - a) Which stage of life has been described here by Shakespeare?
 - b) What are the features of this stage?
 - c) Explain the last line.
2. All the world’s a stage
And all the men and women merely players
They have their exits and their entrances;
And one man in his time plays many pars,
His acts being seven ages.
 - a) What is the world compared to?
 - b) Exits and entrances mean
 - c) What do you mean by ‘acts’ in the last line.
3. At first the infant Mewling and puking in the nurse’s arms.
 - a) Which stage of life is being referred to here?
 - b) What are the characteristics of this stage?
 - c) Give the meaning of ‘mewling’.
4. Then the whining schoolboy,
With his satchel and shinning morning face,
Creeping like snail Unwilling to school.
 - a) What is the school going by described as?
 - b) How does the school boy walk to school?

- c) Which simile has been used here?
5. And then the lover Sighing like furnace,
With a woeful ballad made to his mistress' eyebrow
- a) Is the lover described happy?
b) How does he behave?
c) Which figure of speech has been used in the first two lines here?
6. Then a soldier, full of strange oaths, and feared like a pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation even in the cannon's mouth.
- a) What is the soldier ready to do?
b) What is the poetic device used in the second line?
c) What does 'bubble reputation' mean?
7. The sixth age sifts into the lean and slippered pantaloon,
With spectacles on nose and pouch on side. His youthful hose, well
saved, a world too wide for his shrunk shank; and his big manly voice,
turning again towards childish treble, pipes and whistles in his sound
- a) What does the phrase 'shrunk shank' in this stanza mean?
b) How is the voice of a man at this stage?
c) What stage of a man's life is referred to in these lines?
8. Last scene of all, that ends this strange eventful history, is second
childishness and mere oblivion, sans teeth, sans eyes, sans taste, sans
everything.
- a) What is man's condition in the last stage of life?
b) What do you mean by 'sans'?
c) What does 'second childishness' mean?

PRACTICE QUESTIONS:

1. What common aspects does the poet find between a stage and human life?
2. Describe the schoolboy stage of life as described by the poet.
3. What action occupies the mind of the lover?
4. What characteristics make the soldier appear so prominently before us?
5. Describe the characteristics of the judge as given in the poem.
6. What are the changes recorded by the poet to the sixth stage of a man's life?
7. What are the characteristics of the last stage of a man's life?

VALUE BASED QUESTIONS:

1. What is the underlying theme of the poem?
2. What is the mood of the poem? Do you agree/ disagree with it? Give reasons.

VILLA FOR SALE

PRACTICE QUESTIONS:

1. Give a brief description of the villa.
2. What efforts does Juliette make to sell off her villa?
3. Describe the location of the villa and the behaviour of the people in the neighbourhood.
4. How does Juliette flatter Jeanne?
5. Who is Mrs. Al Smith? Why does she want to buy the villa?
6. What makes Gaston buy the villa?
7. Why does Juliette's claim to be philanthropic?
8. What idea do you get about Mrs. Al Smith from her conversation with Gaston?

VALUE BASED QUESTIONS:

1. How can you save yourself from people like Gaston?
2. 'Villa for sale' teaches us some morals and values. Discuss.
3. Given a brief character sketch of Jeanne.

WORKBOOK -UNIT – 7

REPORTED SPEECH

Change the following into reported speech.

1. She asked, "Is there a shopping center near here?"
2. He says, "I am doing my duty."
3. She said to me, "I am a good dancer."
4. Mohan said to me, "I clean the black shoes."
5. She said, "I went to the cinema yesterday."
6. The owner said to the servant, "Will you come tomorrow?"
7. They said, "We were in Paris last week."
8. She said, "I don't know where my shoes are."
9. He says, "I shall go to Delhi."
10. Rita said, "I cleaned my black jacket yesterday."

1. Read the following dialogues and complete the report appropriately.

I.

Preeti : Where did you spend your holidays?

Naman : I went to many hill stations.

Preeti : Which one did you like the most?

Naman : Honestly speaking. I liked all as I am very fond of hills.

Preeti asked Naman _____ his holidays. Naman replied, _____ to many hill stations. Preeti then asked him _____ the most. Naman said that honestly speaking _____ of hills.

II. Archna : Do you know swimming?

Rudra: Yes, I do.

Archna : Can you teach me how to swim?

Rudra: Yes, I will. Come to my swimming club tomorrow.

Archna asked Rudra _____ swimming. Rudra replied in the affirmative. Then, Archna further asked him _____ how to swim. Rudra replied that he _____ he also asked Archna _____ club _____.

2. Rearrange the following jumbled up sentences into meaning ones.

1. the/first/doctor/a diagnosis/makes/an illness/of
2. he or she/what/then/kind/decides/of treatment/needed/is
3. can/treated with/many/be/a course of drug/illnesses
4. may/the doctor/if/is serious/the case/operate
5. necessary/are/growth/of/sports/for of body/the

3. The following passage has not been edited. There is one error in each line. Underline the incorrect word and write the correct word in the space provided.

Mohan Das Karamchand Gandhi went to England to _____
higher studies at the age of 19. his mother was apprehensive _____
about young men go astray in western _____
society. But her fears were allayed that _____
touch meat, wine and women. He faces a _____
lot of difficulties due to their vegetarianism, _____
but fulfil his vow resolutely. _____

4. In the following passage one word has been omitted in each line. Write the missing word in the space provided along with the words which come before and after it.

1. Man's practice increases hardwork. _____
If he does not it, his practice _____
suffers. The lawyer is judged the _____
cases he wins. The writer's _____
success examined by the opinion _____
of the readers critics; whereas _____
the typist's efficiency is tested by speed _____
and the accuracy his work. _____

2. Educationist today are overwhelmingly _____
 concern about the future of the youngsters. _____
 The common complaint is students doesn't _____
 study; they are not interested. Some blames _____
 exposure to the media, others feel that the _____
 present generation are not serious enough. _____
 The CBSE expresses this concern of _____
 reviewing the syllabus for time to time. The _____
 idea is to build a complete personality of an individual _____

UNIT – 8

PREPOSITIONS

COMPLETE EACH OF THE FOLLOWING WITH PREPOSITION:

1. It's _____ time you told him the truth!
2. The soccer player was ejected because he had done something that was _____ the rules.
3. Another way of saying 'old-fashioned' is '_____ the times'.
4. You shouldn't pick _____ him just because he's different.
5. The animal hospital? It's somewhere _____ that big blue building.
6. Being a nurse is hard work, especially if you're _____ call all the time.
7. She's the kind of girl who knows everything _____ everyone.
8. She is, _____ a doubt, the student in the class.
9. _____ our visit to Japan, we saw a lot of interesting places.
10. _____ the year, I've spoken to her five times.

**COMPLETE THE FOLLOWING BY FILLING THE GAPS WITH
A SUITABLE WORD GIVEN BELOW:**

ENGLISH IN EUROPE

English has without a 1) _____ become the second language of Europe and the world. European countries which have most 2) _____ assimilated English into daily life are England's neighbours in Northern Europe: Ireland, the Netherlands, Sweden, Norway, and the 3) _____ of Scandinavia. The situation is so 4) _____ that any visitor to the Netherlands will soon be 5) _____ of the pressure of English on daily life: television, radio and print 6) _____ it into every home and the schoolyard 7) _____ of children; advertisers use it to 8) _____ up their message, journalists take refuge in it when their home-bred skills 9) _____ them. Increasingly, one hears the 10) _____ that Dutch will give way to English as the national tongue within two or three generations.....

1. a) question b) doubt c) problem d) thought
2. a) successfully b) victorious c) successful d) lucrative
3. a) rest b) additional c) remaining d) extra
4. a) plain b) open c) blatant d) marked
5. a) ignorant b) aware c) oblivious d) acquainted
6. a) guide b) bring c) shift d) haul
7. a) conversation b) head-to-head c) consultation d) dialogue
8. a) life b) energy c) enthusiasm d) pep
9. a) succeed b) fail c) fail d) fizzle
10. a) feeling b) posture c) judgment d) view

WRITING TASKS

LETTER WRITING

1. Write a letter to the editor of a daily newspaper, about the misuse and poor maintenance of a public park in your area.
2. Write a letter to a national daily about the neglect of priceless historical monuments in and around your city.
3. Write a letter to Municipal Corporation of your city complaining about the miserable condition of roads in your locality.
4. Write a letter of complaint to the Electricity Department for excess billing.
5. You are Raj, studying in class IX of Aryan Public school. Paschim Vihar, New Delhi. Your syllabus of math and English have not been completed yet. Examination starts on next month. Write an application to the principal for starting extra classes for Math and English.
6. There is running a yearly fair in the nearest town from the residence of your friend Aman. He is living in a village with his parents. His parents want to see this fair, but your friend Aman is busy in preparation of coming exam. Write a letter to your friend advising him to accompany with their parents in any fair. You are Nigam residential of 135-C Janak Puri New Delhi.

LONG READING TEXT

GULLIVER'S TRAVELS

VOLUME – I

PART – 2

1. How did Gulliver get marooned on Brobdingnag?
2. What were the monsters doing in the field? Why did Gulliver forgive the farmer's son?
3. Who was Glumdalclitch? How did she help Gulliver?
4. Who was the farmer? How was he able to earn money through Gulliver?
5. Why was Gulliver cold towards the farmer?
6. Who was the dwarf? What did the dwarf do to Gulliver?
7. Why did the queen think Gulliver was a coward?
8. What was the episode of the monkey?
9. What did Gulliver do with the hair of the king and the queen?
10. Why did Gulliver want to see the sea? How did Gulliver escape from Brobdingnag?
