



Government of Karnataka

Department of School Education and Literacy

English Workbook

Part-1 (Revised)

9

Ninth Standard
2026–27

Name :

School :

.....



Department of State Educational Research and Training

Banashankari 3rd Stage, Bengaluru - 560 085

ಆಶಯ ನುಡಿ

“ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ಕೇವಲ ಮಾಹಿತಿಯನ್ನು ಒದಗಿಸುವುದಿಲ್ಲ, ಬದಲಿಗೆ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ ಎಲ್ಲಾದರೊಂದಿಗೆ ಸಾಮರಸ್ಯದಿಂದಿರುವುದನ್ನು ಕಲಿಸುತ್ತದೆ”.

– ರವೀಂದ್ರನಾಥ್ ಠಾಗೋರ್

ಪ್ರತಿ ರಾಷ್ಟ್ರದ ಅಭಿವೃದ್ಧಿಯು ಅಲ್ಲಿನ ಶಿಕ್ಷಣದ ಅಭಿವೃದ್ಧಿಯನ್ನು ಅವಲಂಬಿಸಿರುತ್ತದೆ. ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟ ಹೆಚ್ಚಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಕಲಿಕೆಯಲ್ಲಿ ನಿರೀಕ್ಷಿತ ಪ್ರಗತಿ ಸಾಧಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಕಲಿಕಾ ಅನುಭವಗಳಿಂದ ಉಂಟಾದ ಕಲಿಕಾ ಫಲವನ್ನು ನಿರೀಕ್ಷಿಸಲಾಗುತ್ತದೆ. ಇದಕ್ಕಾಗಿ ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ ನಿರಂತರವಾಗಿ ಹಲವಾರು ಉಪಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಕೊಂಡು ಅನುಷ್ಠಾನ ಮಾಡುತ್ತಿದೆ.

2021ನೇ ಸಾಲಿನಲ್ಲಿ DSERT ಕಛೇರಿ ವತಿಯಿಂದ ಸಿದ್ಧಪಡಿಸಿರುವ 4 ರಿಂದ 9ನೇ ತರಗತಿಯ ಕನ್ನಡ ಭಾಷೆ, ಆಂಗ್ಲ ಭಾಷೆ ಹಾಗೂ ಗಣಿತ ವಿಷಯಗಳ ಅಭ್ಯಾಸ ಪುಸ್ತಕ ಭಾಗ-1 ಮತ್ತು ಭಾಗ-2 ನ್ನು ಪರಿಶೀಲಿಸಿ, ಪರಿಷ್ಕರಿಸಿ ಹಾಗೂ ಹೊಸ ಪಠ್ಯ ಪುಸ್ತಕಗಳಿಗನುಗುಣವಾಗಿ ರಚಿಸಿ, ವಿದ್ಯಾವಿಕಾಸ ಯೋಜನೆಯಡಿ 2026-27ನೇ ಸಾಲಿಗೆ ಅನ್ವಯವಾಗುವಂತೆ ಸಿದ್ಧಪಡಿಸಿದೆ. ಮಕ್ಕಳ ಸಾಮರ್ಥ್ಯಧಾರಿತ ಕಲಿಕೆಗೆ ಅಗತ್ಯವಿರುವ ಕಲಿಕಾ ಫಲಗಳನ್ನು ಸಾಧಿಸಲು ಮತ್ತು ಕಲಿಕೆಯನ್ನು ದೃಢಗೊಳಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ವೈಯಕ್ತಿಕ ಆಸಕ್ತಿಯನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ‘ಅಭ್ಯಾಸ ಪುಸ್ತಕ’ ಗಳನ್ನು ರೂಪಿಸಲಾಗಿದೆ.

ಕಲಿಕಾಫಲ ಆಧಾರಿತ ಕಲಿಕೆಯನ್ನು ದೃಢೀಕರಿಸಿಕೊಳ್ಳಲು ಪಠ್ಯಪುಸ್ತಕಕ್ಕೆ ಪೂರಕವಾಗಿ ಹೆಚ್ಚಿನ ಅಭ್ಯಾಸಗಳನ್ನು ಒಳಗೊಂಡಿರುವ ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಸಂಪನ್ಮೂಲ ಶಿಕ್ಷಕರಿಂದ ರಚಿಸಿ, ಪರಿಶೀಲಿಸಿ, ಪರಿಷ್ಕರಣೆ ಮಾಡಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳು, ಶಿಕ್ಷಕರು ಹಾಗೂ ಪೋಷಕರು ಇದನ್ನು ಸಮರ್ಥವಾಗಿ ಬಳಸಿಕೊಳ್ಳುವುದು. ಮಕ್ಕಳ ಕಲಿಕಾ ಸಾಧನೆಯ ಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಲು ಎಲ್ಲರೂ ನಿರಂತರವಾಗಿ ಪ್ರಯತ್ನಿಸೋಣವೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳ ರಚನೆ, ಪರಿಶೀಲನೆ ಮತ್ತು ಪರಿಷ್ಕರಣೆಯಲ್ಲಿ ಸಹಕರಿಸಿದ ಎಲ್ಲಾ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು.

ಶ್ರೀ. ವಿಕಾಸ್ ಕಿಶೋರ್ ಸುರಳ್ಕರ್., ಭಾ.ಆ.ಸೇ.,
ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ,
ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು.

ಶುಭ ಹಾರೈಕೆ

“ಶಿಕ್ಷಣಕ್ಕೆ ದತ್ತ ಅವಕಾಶ ನೀಡಿ, ಅದನ್ನು ನೆರವೇರಿಸುವ ಕರ್ತವ್ಯ ನಮ್ಮದು”

—ಮಹಾತ್ಮಾ ಗಾಂಧೀಜಿ

ಮಹಾತ್ಮಾ ಗಾಂಧೀಜಿಯವರ ಆಶಯದಂತೆ ಮೇಲಿನ ಹೇಳಿಕೆಯು ಇಂದಿಗೂ ಪ್ರಸ್ತುತವಾಗಿದ್ದು, ಪ್ರಸಕ್ತ ಶತಮಾನದ ಸವಾಲುಗಳನ್ನು ಎದುರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸಿ, ಅಗತ್ಯವಿರುವ ಜ್ಞಾನ, ಜೀವನ ಕೌಶಲಗಳನ್ನು ಪೂರೈಸಲು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ವಿಕಸನಗೊಳ್ಳುತ್ತಿದೆ. ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯ ಪರಿಕಲ್ಪನೆಯು ವ್ಯಾಪಕವಾದ ಬದಲಾವಣೆಗಳಿಗೆ ಒಳಗಾಗಿದೆ. ಇದರನ್ವಯ ಇಲಾಖೆಯು ವಿವಿಧ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿ, ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಣವನ್ನು ನೀಡಲು ನಿರಂತರವಾಗಿ ಕ್ರಮ ವಹಿಸುತ್ತಿದೆ.

ಮಕ್ಕಳ ಸಾಮರ್ಥ್ಯಧಾರಿತ ಕಲಿಕೆಗೆ ಅಗತ್ಯವಿರುವ ಕಲಿಕಾಫಲಗಳನ್ನು ಸಾಧಿಸಲು ಮತ್ತು ಕಲಿಕೆಯನ್ನು ದೃಢಗೊಳಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕನ್ನಡ, ಇಂಗ್ಲಿಷ್ ಮತ್ತು ಗಣಿತ ವಿಷಯಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಅಂತರವನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ‘ಅಭ್ಯಾಸ ಪುಸ್ತಕ’ ಗಳನ್ನು ರೂಪಿಸಲಾಗಿದೆ.

ಪ್ರತಿ ಪಠ್ಯ ಪುಸ್ತಕಕ್ಕೆ ಅಭ್ಯಾಸ ಪುಸ್ತಕವನ್ನು ಎರಡು ಭಾಗಗಳಲ್ಲಿ ರಚಿಸಲಾಗಿದ್ದು, ಭಾಗ - 1 ಮತ್ತು ಭಾಗ - 2 ಅಭ್ಯಾಸ ಪುಸ್ತಕಗಳನ್ನು ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಗೆ ನೀಡಲಾಗಿದೆ. ಘಟಕದ ಅಂತ್ಯದಲ್ಲಿ ಕಿರು ಪರೀಕ್ಷೆಯನ್ನು (Micro test) ನೀಡಿದ್ದು, ಸ್ವಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸ್ವಮೌಲ್ಯಮಾಪನ ಸಾಧನವನ್ನು ನೀಡಿದೆ.

ಈ ಅಭ್ಯಾಸ ಪುಸ್ತಕದಲ್ಲಿ ನೀಡಿರುವ ಚಟುವಟಿಕೆಗಳು ಎಲ್ಲಾ ಹಂತದ ಮಕ್ಕಳು ಅತ್ಯವಶ್ಯಕವಾದ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಕರಗತ ಮಾಡಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುತ್ತವೆ. ಮಕ್ಕಳು ಸ್ವತಂತ್ರವಾಗಿ ಹಾಗೂ ಕೆಲವು ಕಡೆ ಅಧ್ಯಾಪಕರ, ಸಹಪಾಠಿಗಳ ಅಥವಾ ಪ್ರೋಫೆಷರ ನೆರವಿನಿಂದ ಈ ಚಟುವಟಿಕೆಗಳನ್ನು ತರಗತಿಗಳಲ್ಲಿ, ತರಗತಿಯ ನಂತರ ಅಥವಾ ಮನೆಯಲ್ಲಿ ಮಾಡಬಹುದಾಗಿದೆ. ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೂ ಆಕರ್ಷಕ ಚಿತ್ರ, ಓದು, ಬರಹದ ಮೂಲಕ ಮಕ್ಕಳು ಅದನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವಂತೆ ಸರಳವಾಗಿ ರೂಪಿಸಲಾಗಿದೆ. ಸಮೀಕ್ಷೆ ಆಧಾರಿತ ಸಾಧನ ಪರೀಕ್ಷೆಗಳಾದ NAS, CSAS ಮತ್ತು PARAKH Rashtriya Sarvekshan 2024ರ ಸಮೀಕ್ಷಾ ವರದಿಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಿದ್ದು, ಇದರಲ್ಲಿ ಮಕ್ಕಳ ಸಾಧನೆಯನ್ನು ಉತ್ತಮಪಡಿಸಲು ಸೂಕ್ತ ಚಟುವಟಿಕೆಗಳನ್ನು ಸೇರ್ಪಡೆ ಮಾಡಿದೆ.

ಇಲ್ಲಿ ನೀಡಿರುವ ಚಟುವಟಿಕೆಗಳೇ ಅಂತಿಮವಲ್ಲ, ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಇತರೇ ಲಭ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಆಧರಿಸಿ ಕಲಿಯಲು ಮುಕ್ತ ಅವಕಾಶ ನೀಡಬೇಕು. ಮಗು ಮಾಡಿದ ಚಟುವಟಿಕೆಗಳನ್ನು ಗಮನಿಸಿ ಶಿಕ್ಷಕರು ತಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಅವಕಾಶ ಕಲ್ಪಿಸಲಾಗಿದೆ. ಈ ‘ಅಭ್ಯಾಸ ಪುಸ್ತಕ’ಗಳು ಪಠ್ಯಪುಸ್ತಕಗಳಿಗೆ ಪೂರಕ ಸಂಪನ್ಮೂಲವಾಗಿದ್ದು, ಮಕ್ಕಳಿಗೆ ಹಾಗೂ ಶಿಕ್ಷಕರಿಗೆ ಸಹಾಯಕವಾಗಲಿದೆ. ‘ಅಭ್ಯಾಸ ಪುಸ್ತಕ’ ಬಳಕೆಗೆ ಪ್ರೇರಕ ಶಕ್ತಿಯಾಗಿರುವ ಶಿಕ್ಷಕ ವೃಂದವು ಉತ್ತಮ ಶಿಕ್ಷಣವನ್ನು ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಲುಪಿಸುವ ಗುರುತರ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊಂದಿರುತ್ತದೆ.

ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹುದುಗಿರುವ ಜ್ಞಾನ, ಕೌಶಲ್ಯಗಳನ್ನು ಹೊರತರಲು ಈ ‘ಅಭ್ಯಾಸ ಪುಸ್ತಕ’ಗಳು ಸದುಪಯೋಗವಾಗಲೆಂದು ಆಶಿಸುತ್ತೇನೆ. ಈ ಪುಸ್ತಕಗಳನ್ನು ಸಿದ್ಧಪಡಿಸಲು ಹಾಗೂ ಪರಿಶೀಲನೆ ಮತ್ತು ಪರಿಷ್ಕರಿಸಲು ಸಹಕರಿಸಿದ ಎಲ್ಲಾ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತಾ ಎಲ್ಲರಿಗೂ ಶುಭಹಾರೈಸುತ್ತೇನೆ.

ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ H N,

ನಿರ್ದೇಶಕರು,

DSERT, ಬೆಂಗಳೂರು

ಅಭ್ಯಾಸ ಪುಸ್ತಕ 2026-27

ಮಾರ್ಗದರ್ಶಕರು

ಶ್ರೀ. ವಿಕಾಸ್ ಕಿಶೋರ್ ಸುರಳ್ಕರ್., ಭಾ.ಆ.ಸೇ., ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ನೃಪತುಂಗರಸ್ತೆ, ಬೆಂಗಳೂರು.	ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ H N, ನಿರ್ದೇಶಕರು, DSERT, ಬೆಂಗಳೂರು
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ಸಹಕಾರ

ಶ್ರೀಮತಿ ಮಂಗಳ ಜಿ ಉಪ ನಿರ್ದೇಶಕರು, DSERT, ಬೆಂಗಳೂರು	ಶ್ರೀ ಸದಾನಂದ ಪೂಂಜಾ ಎ ವಿ ಪ್ರಾಂಶುಪಾಲರು DIET, ಮಂಗಳೂರು, ದ.ಕ	ಶ್ರೀಮತಿ ಬಬಿತಾ ಹಿರಿಯ ಉಪನ್ಯಾಸಕರು DIET, ಮಂಗಳೂರು,ದ.ಕ
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ನಿರ್ವಹಣೆ

ಶ್ರೀಮತಿ ರಾಧಾ ಪಿ. ಹಿರಿಯ ಸಹಾಯಕ ನಿರ್ದೇಶಕರು ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ, ಬೆಂಗಳೂರು

ತಾಂತ್ರಿಕ ಸಹಕಾರ

ಶ್ರೀ ಮೋಹನ್ ಕುಮಾರ್ ಪಿ ತಾಂತ್ರಿಕ ಸಹಾಯಕರು ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ, ಬೆಂಗಳೂರು

ಪರಿಶೀಲನೆ/ ಪರಿಷ್ಕರಣೆ ತಂಡ

ಶ್ರೀಮತಿ ಸುಮತಿ ಆರ್ ಸ. ಪ. ಪೂ. ಕಾ. ಪ್ರೌಢ ಶಾಲಾ ವಿಭಾಗ, ಕಾಟಿಪಳ್ಳಿ 7- ಮಂಗಳೂರುದ. ಕ.	ಶ್ರೀಮತಿ ಜಿನಿಫರ್ ಬಾರೆಟ್ಟೊ ಸ. ಪ್ರೌಢ ಶಾಲೆ ಸಜಿಪನಡು ಬಂಟ್ವಾಳ ತಾಲೂಕು ದ. ಕ.
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CONTENT

Sl. No.	TITLE/UNIT	Page No.
1.	Listen and respond	1 -14
2.	Vocabulary	15 - 31
3.	Reading Comprehension	32 - 40
4.	Language Use	41 - 60
5.	Writing	61 - 67

Points for students to note and observe

- You must practice at least one page in a day by doing the activities in that page.
- You can go to the next page only when you have learnt fully well and completed the activities in that page.
- You must understand the model activity in the example given and learn systematically and do the activities.
- If you are not able to do any activity or complete an exercise, you can take the help or guidance of your friend or your teacher.
- Tick the appropriate emoticons to indicate if your understanding of the concept is very good ‘😊’, satisfactory ‘😐’ or not satisfactory ‘😞’.
- You can evaluate your own achievement by completing the micro tests given in the practice book and you must complete all the micro tests.

* * * * *

UNIT-1

LISTEN AND RESPOND

(Teacher narrates/reads. Students listen)

One day I was going to my office. On the roadside, a crowd of people had gathered for a magic show. I was interested and went there. I looked at the magician. He had a bird in his hand and showed it to everyone. He said something to the spectators. In a moment, the bird disappeared. It was an enigma for me. I could not make head or tail of it. It was an amazing experience for me.



A.1. Listen to the paragraph carefully and say what it is about.

2. Which word in the passage mean the following?

- a. People watching a show
- b. Something not easily understood
- c. Very surprising

B. Write the opposites.

going x

head x

interest x

appeared x

C. Find the meaning of the following.

1. enigma =

2. spectators =

Listen and Repeat

D. Listen to your teacher reading/saying each pair carefully and repeat after her/him.

Note the two words in each pair. They are pronounced the same, but their meanings are different.

fair - fare	son - sun
sum - some	sea - see
tyre - tire	deer - dear
their - there	new - knew

Note: *Homophone* - A word that is pronounced like another word but is different in meaning, or spelling.

Listen and Answer

E. Here is a conversation between two friends Siri and Giri. Listen to the conversation carefully and answer the questions that follow.

Siri : Hello Giri, there's a talent show on Sunday. Would you like to participate in it?

Giri : Umm... let me think about it.

Siri : Oh, come on, you can act well, can't you?

Giri : Of course. I can.

Siri : Well, I'll register your name with the teacher.
(said in an authoritative tone.)

Giri : Ok. I'll participate.

Siri : That's a good boy.

- * Teacher reads the conversation with proper stress, pause and intonation.
- * Pupils listen carefully and answer the questions.

F. Questions :

1. Who told Giri about the talent show?

2. a. Why did Siri want Giri to participate in the talent show?

b. Did Giri accept it immediately?

3. With whom did Siri want to register Giri's name for the talent show?

4. Write the meaning of 'authoritative'?

Listen, Expand and Write.

G. Some facts about the tamarind tree are given below. Teacher reads them out. Listen to them and write a paragraph based on it.

Trunk	Thick and short
Leaves	Graceful, airy, brilliantly green at first, then turns to normal green.
Flower	Three petals, pale yellow with red veins.
Fruits	hick, curved green beans, pulp of the fruit with a pleasant
Most parts	Used in medicinal tonics.

H. Write a description of a tamarind tree.

A tamarind tree has a thick and short trunk. _____

Listen and Write

(Teacher renders the conversation slowly and repeats once or twice)

I. Listen to the conversation carefully. Then write it in a short paragraph. The beginning and the ending have been given as clues.

Raju : Hello Rekha. How're you?

Reshma : I'm fine, Raju.

Raju : Good to see you after the holidays.

Reshma : Thank you.

Raju : How did you spend the holidays?

Reshma : I spent the holidays usefully.

Raju : Where did you go during the holidays?

Reshma : I went to my native town in coastal Karnataka.

Raju : Oh! Really?

Reshma : I enjoyed my stay a lot, with my grandparents. It is memorable.

Raju : That sounds good.

Reshma : Thank you. Well, I've got to go now.

Raju : Bye.

Reshma : Bye.

J. Now write a paragraph describing the meeting.

Raju and Reshma, met after a long time. They greeted each other.

Listen and Indentify.

K. Listen to your teacher reading the words carefully, Repeat after the teacher and mark the accent and verify with the help of a dictionary.

repeat, express, destiny, compare, challenge, segregation,
locality, extinct, avenge, contrast, examination, capacity,
photography, biology, dialogue, across

* One is done for you.

re-peat		

Syllables	Accent
se-gre-ga-tion	se-gre-ga-tion

Listen and Repeat

L. Listen to your teacher carefully. Repeat the sentence after your teacher with proper stress and intonation.

1. I was born on a cold winter morning.
2. Whatever we do, let's try to do it well.
3. You have my protection, speak your mind.
4. Friend, sit down and warm yourself.

Similarly, mark the proper accent and tone in the following conversation.

Daughter : Dad, I've scored low mark. Sorry.

Father : Don't worry dear. You've done well in the interview.

Listen and Correct

N. Listen to the following conversation carefully. Spell the correct word which is to be used in the space provided.

Patient : Doctor, the wound in my heel/heel is painful.

Doctor : Don't worry. It'll heal/heel up after treatment.

Patient : Why is it not heeling/healing quickly?

Doctor : You are diabetic and weak/week and so it may take one more weak/week. to heal.

Patient : Excuse me Sir. Nowadays, I can't hear/here properly. May be the reason is diabetes.

Doctor : No/know not at all.

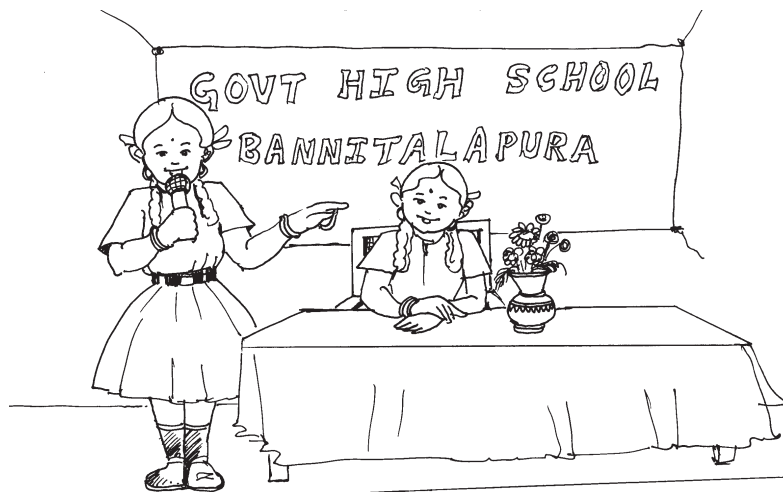
Patient : Thank you, doctor.

Doctor : You're welcome.

O. Read the sentences and match them with their meanings.

1. Take a day off , Kavya.	a. angry, unfriendly.
2. Mysuru is still five miles off .	b. starting on a journey.
3. Asha is off to Mangaluru tomorrow.	c. away, distant in time.
4. Shoes are on sale with 20% off .	d. away, distant in space.
5. The bullet went off the target.	e. away from work or duty.
6. The holidays are not so far off now	f. reduced in price cheaper.
7. Veena was a bit off with me this morning.	g. away from the aim.

Listen and Identify



- P. A clip of a radio programme conducted by 9th standard students is given here. Listen. (Teacher/student will read aloud.)

Welcome to class 9th std local radio station. I am Janaki, R.J. from Government High school, Bannitalapura. Today, I will introduce you to a young and energetic singer, who recently participated in the show 'India Idol – 2016'. Here is Kirthana, the singer of the day. We would like her to share her experiences with us.

After listening, answer the following questions.

1. The name of the speaker is _____
2. The singer is _____
3. The name of the show in which the singer had participated is _____
4. The listening exercise is meant for _____ standard.
5. The programme was broadcasted over the _____

Q. Listen and Answer.



One day an old hermit saw a cat chasing a little mouse. He felt sorry for the mouse. He took an apple and threw it at the cat. The cat dropped the mouse in fear and ran away. Then the hermit picked up the mouse and gave it some nuts. From that day, the mouse lived with him.

Answer the following questions.

1. How many animals are mentioned in the story?

2. The hermit felt sorry for _____ (the cat/the mouse)
3. The cat ate the apple _____. (Yes/No)
4. The past form of the verb 'throw' is. _____

R. Write the missing letters and make meaningful words.

1. p _ n _ t _ _ l (8 letters)
2. f _ _ o _ r _ _ e (9 letters)
3. _ _ g _ t h _ _ s _ (10 letters)
4. s t _ a _ g _ t f _ r _ a _ d (15 letters)

S. Listen to the short passage.

He who grows plants and fruits is a gardener. He guards them too. A few preserve them for future. But many pluck and eat them, while still others destroy them mercilessly. Tell me who would you like to be; a preserver or a destroyer?

Listen to the text once or twice. Then read the incomplete paragraph. Complete it with appropriate words choosing from the ones given in brackets.

preserver, guards, destroyer, gardener, enjoy, destroy

A person who plants and grows trees is a _____ .

He _____ them too. Many of us _____ eating fruit. But there are many who mercilessly _____ plants and trees. My question is would you like to be a _____ or a _____?

T. An outline of a story is given below. Complete the story by supplying the required words and phrases.

A cap seller on his way to market _____ very hot _____ the cool shade of a huge tree _____ takes a nap beside his basket of caps _____ wakes up _____ basket empty _____ thinks they are stolen _____ noise above _____ monkeys with caps on _____ desperate efforts to recover the caps _____ at last snatches his own cap off his head and throws it down _____ monkeys do the same _____ he picks up the caps _____ happy.

Speaking

Interpreting facial expressions.

Here are a few facial expressions. Identify them, and describe each in a sentence. Who would you like to be? Say it to the class.

Clues are given.

Gopi



Samuel



Rahim



Samuel is angry

Janaki



Vanaja



Vinoda



dreaming, worried, angry, surprised, happy, weeping

Delivering a short talk



Save water, save earth

Use water judiciously

whether it is for drinking or for irrigation

Observe the poster and give a speech on “save water”

- * Importance of water – (water level – down, no life, without water)
- * Wastage of water (carelessness – use judiciously)
- * Responsibilities (awareness – education – public office)

Speaking

You are a volunteer of “**Grahakare Echarike**” a scheme launched by the Government of Karnataka. You spread awareness among the masses to buy things carefully. Write a few sentences to be delivered in your morning assembly speech about the precautions one should take while buying medicines. Keep the following points in mind while you prepare the speech.

- * Medicines - life savers
- * Check expiry dates
- * Buy medicines prescribed by doctors only
- * If a wrong medicine is given it can be fatal

Speaking

Find out how Aashrith helped his brother Shrishanth, with his homework. Read the dialogue and practise the conversation in pairs.

Aashrith	Shrishanth
I can't do this assignment	What is it about?
I've to make five sentences using abstract nouns.	That's not difficult.
May not be for you. You're good at English, I know.	There's no need for such rudeness. You asked for assistance and I responded.
All right, all right. I'm sorry.	I accept your apology. How many sentences have you thought of?
Not even one. I feel too tense.	There's no need to worry.
Thanks, brother. Will you dictate the sentences to me?	No. Just go through our conversation and you'll have your five sentences.
What? Oh, I see! Didn't I say you are a genius?	Thank you, I'll take that as a compliment.

Poem for Recitation

The express train comes down the hill
When my little village is asleep still.
It brings the mail for our father from the mill
And flowers and vegetables for those living down the hill.



It steams as it comes in
And blows its horn for station master Bin.
He comes out of his room with a grin
Amidst all the din.
From my window I see it puff
As our sleepy villagers wake up to collect their stuff.

Recite the poem in pairs and then in chorus with proper stress and intonation. One line is marked with strokes as a clue.

The |express |train |comes |down |the |hill

Student's Self Evaluation

SL. No	Learning Indicators	😊	😐	😞
1.	I can participate in discussions and speak.			
2.	I can listen and answer the questions.			

Teacher's Opinion		Very good		Good		Average
-------------------	--	-----------	--	------	--	---------

MICRO TEST - 1

1. Fill in the blanks with correct words given in the bracket [Homophones]

1. I saw a lady in my village [fare, fair]
2. I that it was a bag (new, knew)

2. Read the conversation given below.

Ram : Bhim, can you lend me your Atlas, please?

Bhim : Oh, sure! here it is.

Ram : Thank you.

Now write a paragraph describing the dialogue.

3. Rearrange the words into meaningful sentences.

- 1) from / learn / a little / I/ incident/every.

- 2) discovered/the/chemical/scientist/new/a

- 3) improves/good/your/books/vocabulary/reading

- 4) subject/ deeply/ that/ I/ the/ thought/ evening/ on.

4. Mark the accent for the given words.

about, road, interest, again, sound, teacher, examination, across, short.

Teacher's Opinion		Very good		Good		Average
-------------------	--	-----------	--	------	--	---------

UNIT. 2

VOCABULARY

Collocations

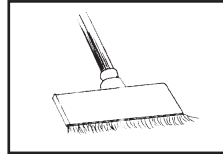
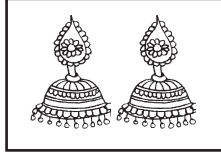
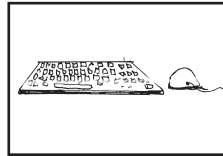
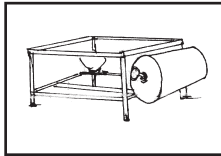
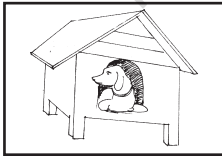
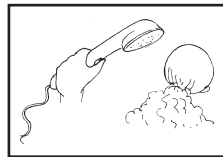
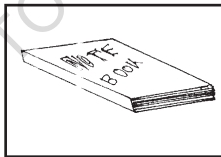
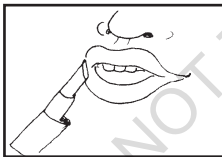
Direction : Collocate the words under list A with those in list B and write them in column C.

A	B	C
ordinary	experience	ordinary people
modern	condition	
postal	policy	
mental	information	
watchful	eye	
gather	service	
foreign	world	
valuable	people	

'ordinary information'. The most frequently used collocation is given here.

Compound words.

A. Look at the pictures given below. Can you find the following?



a note book	a dog house	an ear-ring
coffee mug	a lipstick	a carpet-sweeper
a hair-drier	an oil stove	a keyboard

- * When we join two nouns to make one noun, the new word is called a compound noun; hall door, river bank, winter clothes, school-bell.
- * Sometimes we put a hyphen(-) between the two parts of a compound noun; name-plate, day-school, night-light, pen-friend.
- * Sometimes the two nouns are used together so often that they have become one word; flowerpot, bookshop, football, timetable .

Note : *There are no set rules about the way to write a compound noun. You have to learn them by practice and experience.*

B. Write down what these things are. One is done for you.

1. A belt made of leather a leather belt
2. A bag made of plastic _____
3. A book about cookery _____
4. A magazine about fashion _____
5. A party on someone's birthday _____
6. A meeting on some Thursday _____
7. Someone who sells newspapers _____
8. Someone who teaches languages _____
9. Someone who plays cards _____
10. Someone who walks on a tight rope _____

C. Choose suitable compound nouns to fill in the blanks.

glass case	silk dress	history book	kitchen table
cutlery box	language teacher	paper towels	cardboard box
home work	Christmas party	sports news	ten-rupee note

1. I have only a _____ in my purse.
2. Shabeena was wearing a beautiful _____.

3. I was watching _____ on T.V.
4. There were no _____ on the dining-table.
5. On 25th December we shall have a _____.
6. A _____ must have good knowledge of grammar.
7. Where is the _____? It is on the _____.
8. Where is my _____? I've to do my _____.
9. Don't keep these toys in the _____. Put them in a _____.

Look at these compound words.

a. white-skinned people

b. dark-eyed lady

1

2

3

1

2

3

The word 1 above describes word 2, and words 1 and 2 together describe word.

D. Now can you find the right word to complete the following compound words.

1. _____ -toothed cat	
2. _____ - witted student	
3. _____ - firsted mister	
4. _____ - handed batsman	
5. _____ - necked dress	
6. _____ - minded lady	
7. _____ - legged runner	

long -
narrow -
sharp -
quick -
high -
left -
tiger

* Instead of saying 'day of wedding' we can use one compound word: 'wedding-day'.

E. Give one compound word for each of the following groups of words:

1. pan for frying :
2. rod for fishing :
3. work for home :
4. cloth for a table :

5. light of the moon :
6. leader of the class :
7. the hour of midnight :
8. flowers of many colours :

F. Fill in the names of people in each country.

Country	People
New Zealand	New Zealanders
Australia	
England	
France	
Greece	
Poland	
America	
Italy	
Russia	
Sri Lanka	
Switzerland	
Nepal	
Japan	
Thailand	

G. Match the words in A with those in B. You can choose from the box :

A	B
1. tennis: <u>court</u>	lift
2. boxing: _____	rink
3. cricket: _____	court
4. football: _____	pool
5. cycling: _____	ring
6. skating: _____	pitch
7. swimming: _____	ground
8. surfing: _____	track
	board

H. Find them and eat them!

If you rearrange the letters of the following words, you will find things that you can eat.

Surag :		Onnoi :		cartor :	
potoat :		magon :		butret :	
bistuci :		cire :		pizaz :	
totamo :		pase :		brade :	
annbaa :		orenag :		aplpe :	

I. Fill in the blanks in the following sentences with the right words.

1.	empty	With a blank face she said, "My purse is empty ".
	blank	
2.	small	_____ children have _____ hands.
	little	
3.	handsome	That _____ young man has a _____ wife.
	beautiful	
4.	feeble	The _____ old man spoke in a _____ voice.
	weak	
5.	principal	The _____ of our school is a man of _____.
	principle	

Some words in English have two or more meanings. For example, FOOT means the ‘lowest part of the leg’; it also means a ‘measure of 12 inches’.

J. Can you match each of these words to two different but appropriate meanings? Write them in the space given.

CRANE	a winged rat
	a kind of metal
	a long-legged bird
MATCH	an elephant's nose
	the thick part of a tree
TRUNK	a game of cricket or tennis
	a machine to lift heavy things
IRON	a small stick used to make fire
	an instrument for pressing clothes
BAT	a piece of wood used to hit a ball

HOMOPHONES

K. Direction : Can you think of homophones that match each of these clues?

- | | | |
|-------------------------------|-------------|---------|
| 1. Reasonable ticket price | fair | fare |
| 2. An ordinary aircraft | plain | - _____ |
| 3. Notice the ocean | see | - _____ |
| 4. Naked large mammal | bare | - _____ |
| 5. Hit a red vegetable | beat | - _____ |
| 6. Express on paper correctly | write | - _____ |
| 7. Pink lines of chairs | rose | - _____ |
| 8. Beloved doe or buck | dear | - _____ |
| 9. Look at long dock | peer at the | - _____ |

L. Direction : Complete the passage using the right form of the words given in brackets.

The teacher valued the answer scripts _____. (scrupulous)

We should really appreciate her for her _____ (generous) in awarding the marks. Students were _____ (immense)

pleased with their scores. But my friend was _____ (nerve) about her _____ (perform). Infact, few students come to school under _____ (compel) and have no interest in studies. Many students face exams with _____ (courage) and (persevere) _____ can overcome mountains.

M. Direction : Look at the exercise given in A. Write the change in the parts of speech of the given word in brackets. One is done for you.

Noun	Adverb	adjective
1. scruple	Scrupulously	
2.	courage	
3.	generosity	
4.	immensity	
5.	space	
6.	rarity	
7.	nervousness	
8.	occasion	
9.	legality	
10.	compulsion	

N. Direction : In the following sentences some phrases and idioms are underlined. Rewrite the sentences using other word or words as substitution for the underlined ones.

Use the clues given here :

(study, stopped, continue, extinguish, tolerate, resembles, overcome, felt very sad, limit, be successful)

1. I just cannot bear his irritable nature.

e.g. : I just cannot tolerate his irritable nature.

2. On my way to the college, I dropped in at Kumar's place.

3. A man of his talent is sure to get on in this world.
4. I will look into the reasons for the decline of the profits.
5. It took two days to put out the fire in the forest.
6. The younger sister takes after the elder one.
7. If you go on working hard, your business will flourish.
8. Valli broke down on hearing the news.
9. Mahesh has taken some concrete measures to cut down his expenditure.
10. It took Mylari a year to get over the shock of his accident.

O. Fill in the blanks using 'a', 'an' or 'the' only where necessary. If no article is necessary write (Ø) in the blank.

1. We found _____ broken bottle on _____ road. This is not _____ unusual sight, but _____ danger is that _____ broken glass can cause _____ serious injury.

P. We read newspapers every day. We call them ‘dailies’. The singular

DESCRIPTION	NAME
› something published every day	
› something published once a week	
› something published once a fortnight	
› something published once a month	
› something published once a year	

Q. A few words/affixes are given in column A. Match them with the suitable words or phrases

DESCRIPTION	NAME
♦ photo	♦ dislike or hatred of something
♦ phobia	♦ concerning water
♦ audio	♦ related to recording of picture
♦ video	♦ a very strong desire or interest
♦ mania	♦ related to recording of sound
♦ hydro	♦ concerning light

R. Now read the paragraph and complete it appropriately using the prefixes.

Rakesh has a _____ for collecting coins. Besides, he has some _____ collections to show them on the screen. Recently, I _____ recorded our discussion on them. These records with a few _____ albums are very educative. However Rakesh is scared of water. You may call this his _____. Still, he has in his library, a volume of pictures of India’s _____ electric projects.

PREFIX

S. Make pairs of words, opposite in meaning by using the given prefixes.

im __, dis __, un __, non __, mis __, in __, ir __, il __.

Note : The words are given in the cloud.

*responsible, pure, agree, order, complete,
natural, fair, behave, experience, legible,
honour, certain, resistible, committed,
violence, understand, decent, legal, polite,
continue, vegetarian, manage, definite, literate,
responsible, moral, advantage, popular,*

e.g. : responsible - irresponsible	agree - disagree

Prefixes are letters or words added before another word. A new word gets created which could be opposite in meaning or mean a new word.

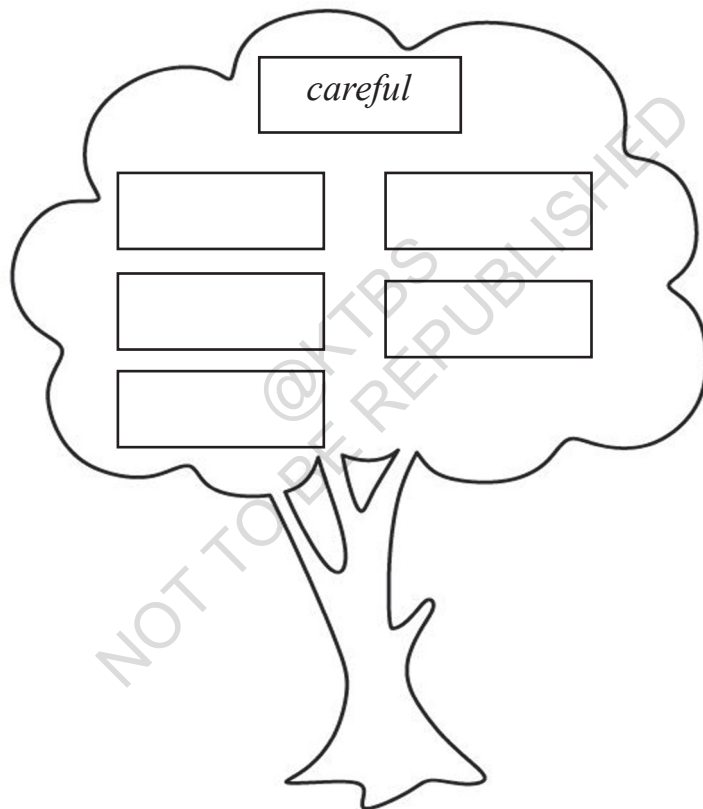
SUFFIXES

T. Suffixes are added to the end of a root or base words. When you add a suffix to a base word, you change the word's meaning.

Some common suffixes are : -able, -est, -er, -ful , -less, -ness

Form different forms of the words given by adding a suffix.

care, bright, comfort, tall, high, weight



U. Write a few words with prefixes and suffixes :

Prefixes :	
Suffixes :	

SPELLING

V. Tick the word which is spelt correctly :

- | | |
|-----------------------|-------------------------|
| 1. recieved/ received | 4. permission/permition |
| 2. succeed/ succed | 5. caring/careing |
| 3. asembly/ assembly | 6. loose/loos |
| 7. believe/beleive | 8. freind/friend |

W. Fill in the blank with the appropriate word choosing from those given above :

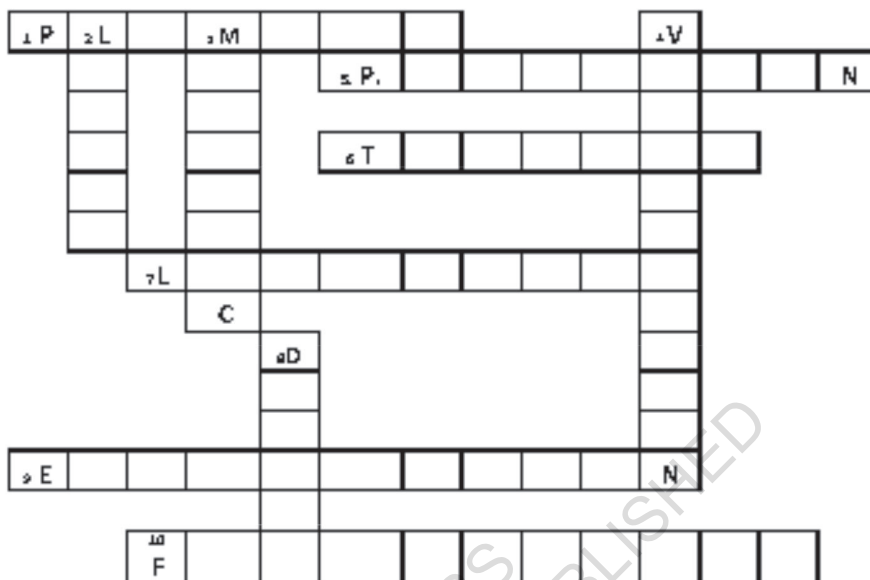
I could not _____ it, when my mother gave me a wrist watch on my birthday. I _____ it with great pleasure. My brother told me that the strap of the watch was _____. He even advised me to just put it in my pocket. Without _____ for his words, I went to my classroom. My _____ noticed that my watch was missing, So I took my teacher's _____ and ran back towards the _____ hall. Lo! There it was.

X. Complete the passage by choosing the most appropriate words given below in the box :

performance, arrange, invited, speech, entrance,
organization, orchestra, charity.

The students of our school have organized a _____ show at the school auditorium on Saturday. They have _____ everybody in order to help the poor in the city. The tenth class students are going to _____ for food and drinks. The school _____ is going to give a live _____. The Principal might give a _____. The students have decided to collect some _____ fee. They will give all the money to an _____ that helps the poor.

Y. 1. Use the following clues to solve the crossword puzzle about different kinds of professionals we meet in our daily lives.



Across

This person

1. Mends pipes and taps
5. Catches thieves
6. Helps people learn new things
7. Helps you find the books you need
9. Is called when the light goes out
10. This group helps putting out fire.

Down

This person

2. Fights cases in court room
3. Repairs car if it is not working
4. Takes care of sick animals
8. Cures sick people

Y. 2. Form new words using any one of the given suffixes:

-able, -less, -some, -ous, -ful, -ive. You may make necessary changes in the spelling:

1. hand - eg: handful	2. effort -
3. virtue -	4. narrate -
5. comfort -	6. plenty -
7. cheer -	8. effect -
9. time -	10. compare -

Z. These lines are part of a poem called ‘Speak’ by Rhodri Jones. The word synonym in the first line means a word that has the same meaning as another.

SPEAK

How many synonyms for the verb to speak

Come rushing to the tongue!

Though horses neigh and donkeys bray

And dogs bark all day long.

We people shout or scream or squeak

When to reply we’re stung.

But whether you bleat or repeat.

Say or pray,

relate or orate,

sigh or decry,

rasp or grasp,

hail or regale,

jest or protest,

titter or twitter,

murmur or stammer,

sneer or jeer,

command and demand,

rant or pant,

boast or toast,

joke or provoke,

exclaim or proclaim,

whisper or shout,

Be sure your words will let your secret out.

1. This poem is full of words which may be used to introduce speech, direct or indirect. Using your dictionary to check the meanings, find words in the poem which describes a person doing the following actions. (The questions marked (*) have more than one correct answer.)

- speaking to someone who is a long way off
- catching their breath (*)
- showing off about something he has done
- giggling and speaking at the same time
- making an announcement
- making fun of another person (*)
- trying to make someone laugh (*)
- making a complaint
- speaking quietly so that no one else can hear
- giving orders
- having difficulty in getting one's words out

Student's Self Evaluation

SL. No	Learning Indicators	😊	😐	😞
1.	I can understand the words having the same sound but carrying different meanings.			
2.	I can guess the meanings of new words.			
3.	I can analyze the different textual materials.			

Teacher's Opinion		Very good		Good		Average
-------------------	--	-----------	--	------	--	---------

MICRO TEST - 2

A. Reading and doing.

Here is direction on how to make coffee. Read this

Take a kettle . Pour some water into it. Keep it on the stove and boil it well. Add a table spoon of coffee powder into the filter and pour a cup of boiled water into it. Decoction is prepared. Add milk and sugar to the decoction. Stirr it well . Coffee is ready.

Prepare a set of instructions to make coffee based on the paragraph above.
One is done for you

Take a kettle

*	
*	
*	
*	

B. Change the given verbs into noun forms:

e.g: produce - production subtract - _____
pollute - _____ decompose - _____
inform - _____ add - _____

C. Fill in the sentences choosing the correct alternative.

1. He from London.
a) be b) is c) am d) are
2. By what name is dog called?
a) him b) her c) them d) you
3. My brother in this institution since 1990.
a) studies b) studied c) has studied d) has been studying

Teacher's Opinion		Very good		Good		Average
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UNIT-3

READING COMPREHENSION

Reading Maps

Look at the map of India which shows its major dams.



A. Read the map and the information carefully. Based on them say whether the following statements are 'true' or 'false'. Write 'T' or 'F' within brackets.

1. Kaveri flows towards the Bay of Bengal.

2. The Indian Ocean is situated to the north of India.

3. Hirakud is built across Mahanadi.

4. The Indus flows both in India and Pakistan.

5. Lakshadweep islands are situated in the Arabian Sea.

6. River Krishna flows into the Bay of Bengal.

7. Tungabhadra Dam is in Karnataka.

8. The Sutlej is a tributary of the Indus.

B. Write the names of the dams in alphabetical order.

C. Find 'ME':

1. I am cheap. They say, 'I am ... (i n _____ e)

2. I am not heavy to carry. They say, 'I am very ... (l _____ t)

3. I can easily be thrown away. They say, 'I am ... (d _____ e)

4. I move from one place to another. They say, 'I am (m _____ e)

5. I also mean 'dangerous'. They call me ... (h _____ s)

Interpreting Proverbs/Idioms.

D. Match the sayings in the left column with their meanings in the right column.

SAYINGS	MEANINGS
There's no use crying over spilt milk.	True friends are those who stand by us in our time of need.
Make hay while the sun shines.	Start afresh.
A friend in need is a friend indeed.	If you start early you are likely to be successful.
The early bird catches the worm.	What is done cannot be changed by crying about it.
To turn over a new leaf.	Make the best use of one's time and situation.

E. Interpreting and following the instructions

Apeksha had a book called 'Fun with Science'. One evening, she got busy with one of the experiments in it, called 'The Dancing Candle'. These were the instructions.

1. Sharpen the bottom of a long candle with a knife so that you can light it at both ends.
2. Find the centre of the candle by balancing it on a finger. (The centre of the candle is the point above your finger.)
3. Push a needle through the middle of this centre point, so that it sticks out on both sides of the candle.
4. Balance the needle between two glasses and light both ends of the candle.

Apeksha did all these things. Then she watched the candle. It began to dance! First one end went down and a drop of wax fell onto the table. Then it went up and the other end went down. After a drop of wax fell from that end, it went up again.

Up and down, up and down! Just like a see-saw! Then suddenly the door opened and the candle flames went out.

“Apeksha!” said her mother at the door. “What are you doing? Look at all that wax on my best table cloth!”

F. Now answer these questions.

1. Why did Apeksha sharpen the bottom of the candle?

2. How did she find the centre of the candle?

3. What did she do with the needle?

4. Did she balance the needle or the candle between the glasses?

5. What happened when she lit both ends of the candle?

6. Why did the flames go out?

7. Why was Apeksha's mother angry?

G. Interpreting entries in a diary.

Read these entries in Inayath's diary, and answer the questions.

March

Sunday, 8

My mother went to a women's class on Assertiveness Training. Men can't go. I asked my father: "What's assertiveness training?" He said, "I don't know but I think it's bad news for me." We watched a film on television, and then my mother came home and started ordering us around. She said "Things are going to be different around here". Then she went to the kitchen and started making a list, dividing all the housework into three. She put the list on the wall and said, "We start tomorrow".

1. How many member are there in Inayath's family?

2. What is different about Monday, the 9th?

3. Did Inayath have a good day or a bad day on Monday?

4. Why is Inayath's mother doing 'Assertiveness Training'?

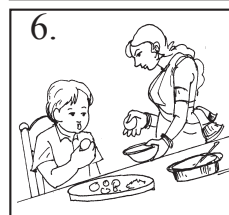
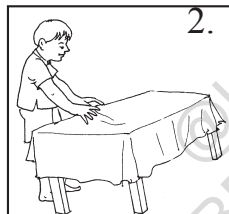
5. What is the bad news for Inayath and his father?

March

Monday, 9

Cleaned toilet, washed basin and took bath before reading the newspaper. Had breakfast, put clothes in the washing machine, hung out the washings and went to the school, came home, swept hall and dining room. Peeled potatoes, chopped up cabbage, cut onions? set table, served dinner, did the home work, studied till 10 pm and went to bed

6. Put the following pictures in order. (write only sl. no).



7. Look at the entry of March 9th. Identify all the verbs in the Simple Past Tense.

Reading Comprehension

H. Reading a poem :

Here is a part of a poem. This uses lots of interesting words to describe movement. Read the poem and then answer the questions.

Note : Meanings for underlined words are given :

From the west
Clouds come hurrying with the wind
Turning
Sharply turning.
Here and there
Like a plague of locusts
Whirling
Tossing things up on its tail
Hurrying
Like a madman chasing nothing

In the villages
Screams of delighted children
Toss and turn
In the din of the whirling wind
Women
Babies clinging on their backs
Dart about
In and out
Madly

Meanings : 1. attack of pests 2. moving round at a great pace
 3. sound of the fast wind. 4. move straight fast like an arrow.

I. Answer the following questions.

1. List all the verbs of movement.

2. Are these statements true, false or you can't tell?

a. The children are frightened by the weather.

b. There are many locusts.

c. The wind is very noisy.

d. There is going to be a rain storm.

3. What does the poem compare the wind and clouds to?

4. Write a suitable title for the poem

J. Match the given words to mean their opposites.

im, dis, un, non, mis, in, ir, in,

1) Legal

5) Correct

2) fortune

6) Proper

3) relevant

7) co-operation

4) honour

8) just

Student's Self Evaluation

SL. No	Learning Indicators			
1.	I can interpret proverbs and idioms			
2.	I can recognise grammatically correct sentences.			
3.	I can interpret daily routine and write.			

Teacher's Opinion		Very good		Good		Average
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MICRO TEST - 3

1. Choose the suitable colocation words to fill the blanks.

1. Ramesh is busy now. He is doing his.....
2. My friend Pramod is a He teaches english.
[test, homework, language teacher, teacher]

2. Match the words in column A with its meaning in column B.

A

B

- | | |
|---------|---------------------------------------|
| bat | an instrument for pressing clothes |
| match | a wooden equipment used to hit a ball |
| ironbox | a small stick used to make fire |

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

According to the condition of the game, the Pandavas spent twelve years in the forest and the thirteenth year in disguise. When they returned and demanded their kingdom, Duryodana refused to return it. War followed as a consequence. The Pandavas defeated the Kauravas and regained their kingdom. The Pandavas ruled the kingdom for 36 years. Afterwards, they transfered the crown to their grandson Parikshitha.

1. How many years did the Pandavas spend in the forest?

2. What was the consequence of the war?

3. How long did Pandavas rule the kingdom?

4. Whom did Pandavas transfer the crown to?

Teacher's Opinion		Very good		Good		Average
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LANGUAGE USE

A. Direction : Identify the parts of speech words given in bold.

1. The **cover** is very attractive. (Noun)
2. **Cover** the sweets with a piece of paper. (Verb)
3. I gave a **present** to my friend.
4. I am **present** in the class.
5. The actress is very **fair**.
6. It is very exciting to visit a **fair**.
7. Aishwarya runs very **fast**.
8. There is a **fast** food restaurant in the street.

B. Direction : Use the following words in sentences as given in the brackets.

One example is given.

e.g: 1. Call (V).

Call (N).

2. Address (N).

Address (V)

3. Question (N)

Question (V)

4. Book (N)

Book (V)

5. Run (N)

Run (V)

Adjectives used for Comparison



A is a big tree



B is bigger than A



C is the biggest of the three

C. Making Comparative and Superlative Degrees.

Ways to Change	Positive	Comparative	Superlative
By adding -er, est	deep	deeper	deepest
By adding -er, est dropping -e	brave	braver	bravest
Y is changed to 'i' before adding -er, -est when ends in -y	busy	busier	busiest
Last letter doubled before adding -er, -est	big	bigger	biggest
By using more, most	careful	more careful	more careful
Irregular Way	good	better	best

D. 1. Fill in the blanks with the correct forms of the adjectives given in brackets :

- 1) A tiger runs _____ (fast, faster, fastest) than an elephant.
- 2) Asia is the _____ (large, larger, largest) continent in the world.

- 3) Time is _____ (precious, more precious, the most precious) than any other thing in a student's life.
- 4) This is the _____ (bad, worse , worst) thing that can ever happen.
- 5) A scooter is _____ (costly, costlier, costliest) than a bicycle.

D.2. Correct the following sentences and rewrite them. Make a tick mark if the given sentence is correct.

1. Rakesh is the most outstandingest student in our class.
2. Gireesh takes immense pleasure in hooting and whistling. He is the most noisiest student in our class.
3. The bicycle Mr. Robert bought yesterday is more costlier than yours.
4. His next plan was even more impractical than the previous one.
5. The naughty boys thought that it was time for them to take a risk. Ajay seemed to be more audacious among them all.

D.3. Use the most appropriate form of the adjectives given in brackets.



The Saltwater crocodile is _____ (dangerous) than the great white shark, which will only attack people when it mistakes them for a seal. Also, the great white shark is not _____ (big) than the Saltwater crocodile, they can both reach a length of 7mts. The Saltwater crocodile is able to kill animals which are _____ (big) than itself or even the _____ (big) among them.



The Africanized honey bee is _____ (aggressive) than the bird spider, which will only bite you when it feels threatened. It is the _____ (small) animal mentioned in our list but still very dangerous.

The _____ (endangered) one of these four animals is the great white shark. Hunters kill it for its meat or to use it as a trophy. Some experts say that the Saltwater crocodile is _____ (endangered) than the great white shark

Adjectives Attributive and Predicative use of Adjectives

eg : The courageous boy won the prize.

The boy is courageous.

In sentence no 1. The adjective 'courageous' is placed before the noun 'boy'. This kind of use of an adjective is called attributive use.

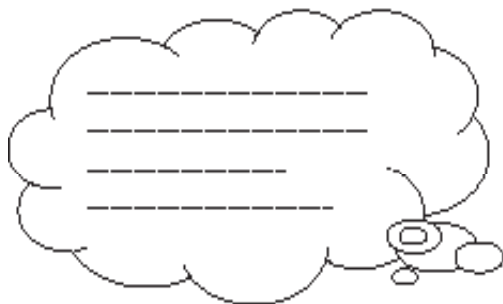
In sentence no 2. The adjective 'courageous' is placed after the verb 'is'. This kind of use of an adjective is called predicative use.

D.4. Read the following passage. Pick out the adjectives and write them under different headings.

One fine morning Tinku was tossing on the bed. He was sleeping on a soft pillow which looked fluffy. He got up early and went for a walk. He felt a cool breeze in and around the park. It was pleasant. After enjoying the walk, he saw an apple vendor outside the park and was tempted by the red coloured apples. He bought an apple and ate it. It tasted very sweet. So, he decided to buy a kilo of apples. He bought them and kept them in his backpack which was heavy. He headed towards home, listening to light music, as he didn't prefer to listen to music that was loud and harsh.

Attributive Adjectives

Predicative Adjectives



Hunting for Adjectives

D.5. Circle the adjective in each sentence and then find them in the word maze. Read from left to right, up and down and vice versa.

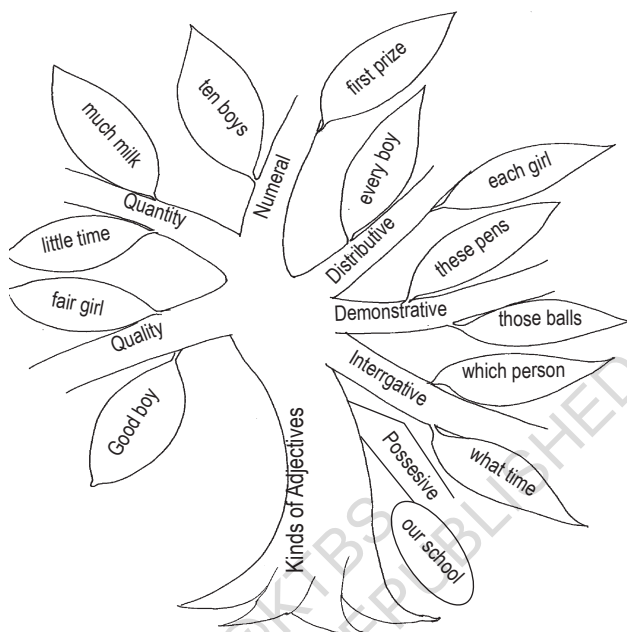
1. My hair is very long.
2. I love blue ice pops
3. The pickles taste sour.
4. Our carpet is large.
5. Where is the red crayon?
6. The girls are tall.
7. My teacher is funny.
8. Apples can be sweet.
9. The mouse is gray
10. I love crunchy carrots.

L	L	A	T	Z	X	C	V	B	N
P	F	G	H	J	C	F	S	E	D
L	E	D	R	F	R	U	V	U	T
M	G	R	A	Y	U	N	F	L	H
K	R	T	L	L	N	N	T	B	M
O	A	G	M	O	C	Y	E	E	H
L	L	B	H	N	H	U	E	R	D
J	D	H	E	G	Y	H	W	T	R
N	F	N	S	D	F	G	S	Y	E
B	S	O	U	R	S	X	C	U	D

e.g: LONG

KINDS OF ADJECTIVES

D.6. An adjective is a word that describes a noun. It is also called a describing word.



One sunny day, my little puppy jumped onto our red couch and played with his new toy. I liked to watch him play and it made me feel very happy. My playful puppy yawned. He was a tired puppy. I picked him up and laid him on his soft round bed. In no time, my sleepy puppy was snoring aloud.

D.7. Pick out the adjectives from the above paragraph and write in the space provided. One is done for you.

1.	e.g: sunny	6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Nouns used as Adjectives :

D.8. We can make adjectives from nouns. Some of the ways in which we can do this, are given here.

1. By adding –‘y’ at the end of a noun.
e.g: ice-icy
His icy hands could not be touched.
2. By adding –‘ly’ at the end of a noun.
e.g: Friend- friendly-
My friend Peter is friendly with everyone.
3. By adding -‘ful’ at the end of a noun.
e.g: Beauty-beautiful
The garden looks very beautiful.

D.9. Fill in the blanks with adjectives made from nouns given in brackets.

1. Today is a _____ (cloud) day.
2. Suma has a beautiful and a _____ (cost) watch.
3. Bharathi has a fair complexion and a _____ (cheer) face.
4. They are paid _____ (day) wages.
5. He entered a _____ (smoke) compartment.

D.10. Write a short note on pollution using describing words.

PRONOUN

A Song

*I, me, you,
We, us, they,
Them, it, he, she,
Him and her
Are pronouns that
Take the place of nouns!
Learn them well
And use them now.
And use them now.*

E. 1. A Pronoun is a word used in place of a noun.

KINDS OF PRONOUNS

PERSONAL	RELATIVE	INTERROGATIVE	REFLEXIVE AND EMPHATIC	DEMONSTRATIVE	DISTRIBUTIVE	INDEFINITE
I, me, mine us, ours you, yours he, she, it, him, her, they them, theirs	who, whom which whose that	who, what which whom whose	myself ourselves yourself himself herself itself themselves	this that those these	each either neither	somebody nobody none
eg., <u>She</u> gave <u>me</u> money	eg., The dog which you saw running towards the outskirts was mad.	eg., <u>Whose</u> pen is this?	eg., Ramesh completed the home work <u>himself</u>	eg., <u>That</u> is my book.	eg., <u>Each</u> of the- boys was given a task	eg., <u>Nobody</u> looked after the weeping child

E.2. Complete the story with appropriate pronouns.

neither, their, his , he , them

Tony hurried out of the room and _____ found two old persons standing in the courtyard of _____ house. Both of _____ had a stick in _____ hands. Tony was surprised to see that _____ of them was bold enough to come near him.

E.3. Fill in the blanks with 'Personal Pronouns'.

1. I am doing _____ work. You must do _____.
2. Reeta was always very hungry. _____ ate very well and Swathi called _____ greedy.
3. My story is about a poor orphan. Her parents died when _____ was a baby. Her uncle took _____ to _____ home.

E.4. Fill in the blanks with 'Relative Pronouns'.

1. The pen _____ my father gave me is very costly.
2. He is the one _____ we can trust.
3. She is the girl _____ mother won the award.

E.5. Fill in the blanks with 'Interrogative Pronouns'.

1. _____ pen is that in the pen-stand?
2. _____ do you want to meet ?
3. _____ is there in your pocket ?
4. _____ is your favourite colour ?

E.6. Fill in the blanks with ‘All jargon and Emphatic Pronouns’.

1. Raveesh was worried about _____
2. They repaired the car _____
3. Sanjana _____ posted the letter.
4. The farmer climbed the tree _____ and plucked fruits.

E.7. Fill in the blanks with ‘Demonstrative Pronouns’.

1. _____ are our new class-rooms.
2. _____ is the road that leads to my school.
3. _____ was a difficult question to be answered.

E.8. Fill in the blanks with ‘Distributive Pronouns’.

1. _____ mischievous student will be punished.
2. _____ of you can lend me your notes.
3. _____ of you two can go out as your homework is incomplete.

E.9. Fill in the blanks with ‘Indefinite Pronouns’.

1. _____ called you when you had been to the market.
2. _____ is allowed to play, unless you complete the given task.

Note : Common Errors

*Yours and not Your's
Children's Day and not chil-
drens' Day
Teachers' Day and not
Teacher's Day*

PREPOSITIONS

PREPOSITION POEM

*Under the blue sky,
Near the ancient wood
Beside the trickling stream,
On the grassy bank,
Under a bright umbrella,
In the month of May
Was the brighter day.*

F. 1. A Preposition is a word which shows the relationship of a noun or a pronoun with another word in a sentence.

KINDS

PLACE	TIME	MOVEMENT	PREPOSITIONAL PHRASES and IDIOMS
above	in		
behind	on		
below	at	against	in view of (phrase)
beside	after	along	along with (phrase)
between	before	down	for all you say (idiom)
by	during	from	as against (phrase)
in	by	into	in the air (idiom)
inside	for	off	
near	since	on	
on	from	towards	
over	to	upon	
through	till		

**F.2. Complete the following story by using the prepositions given in brackets.
Some prepositions may be used for the second time.**

into , on, beside, with, to, under, from, in, at



This is Peter's room. Peter is _____ the bed. His books are kept _____ the bag. He wants some of them to be read. So he calls his mother and asks her to help him. Listening _____ her son's call, mother enters _____ the room, takes the books _____ the bag and keeps them _____ the table. She stands _____ her son and pats him _____ his back and tells him not to take too long.. Then she observes a pen lying _____ the table, picks it up and gives it _____ her son.

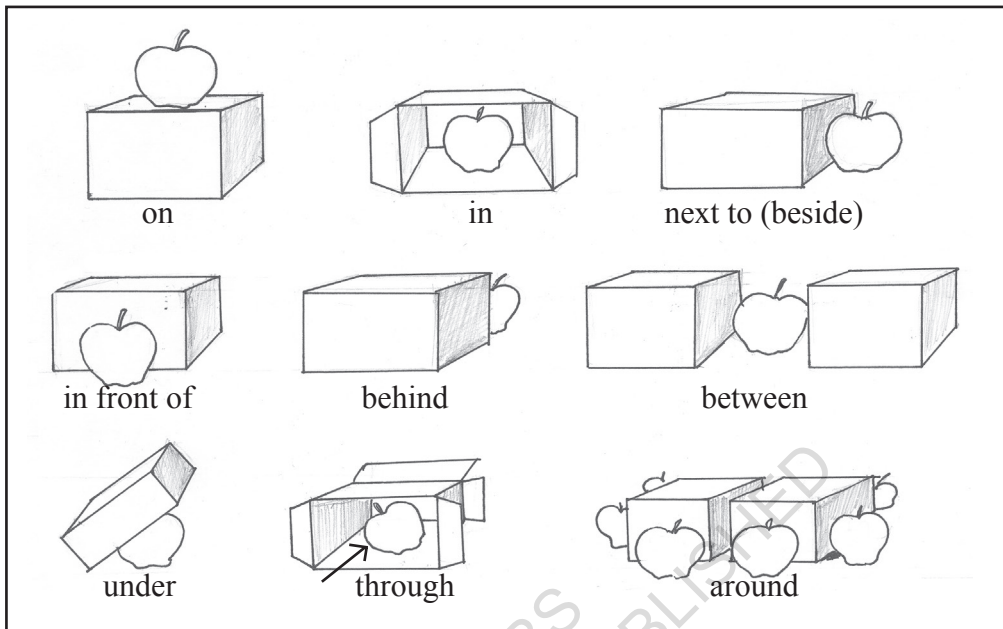
The son feels very happy and looks at his mother and says, "Thank you mom!" beaming _____ joy.

F.3. Replace the underlined words with the suitable words given in the box:

immediately smear award popular began eager

1. Kiran is well-known in his village for his helping nature.
2. The puppet show started exactly at 9.00 p.m.
3. The best outgoing student was given a prize.
4. David started to apply ointment to his injured leg.
5. Stdudents were full of interest to know their results.

F.4.Look at the pictures and write a sentence on each using the given prepositions.



e.g: An apple is kept on the box

1. An apple is _____
2. An apple is _____
3. An apple is _____
4. An apple is _____
5. An apple is _____
6. An apple is _____
7. An apple is _____
8. An apples are _____

THE CLAUSE

* You have already studied what we mean by ‘**clauses**’

A clause is a sentence with a finite verb. It may be ‘**dependent**’ or ‘**independent**’.

Kinds of Clauses

Clauses are of the following kinds:

- A. Adjective Clause
- B. Noun Clause
- C. Adverb Clause

(a) Adjective Clause

An Adjective Clause is a group of words that has a subject and a finite verb, and which has an adjective or an adjective phrase, tells us something about a noun or pronoun in the sentence.

e.g:

Ananya bought a **gold** necklace. (adjective)

Ananya bought a necklace **made of gold**. (adjective phrase)

Ananya bought a necklace **which is made of gold**. (adjective clause)

In the first sentence, we have an adjective that qualifies the noun **necklace**, in the second sentence, an adjective phrase, and in the third sentence, an adjective clause which qualifies the noun **necklace**.

Note : Adjective clauses are introduced by who, whom, which, that or whose.

e.g : I met my friend who had been to China.

This is the pen which I wanted to buy.

Attention Please !

* There are no commas to separate the defining adjective clauses.

* If which and that are objects of the relative clause. We can omit them.

e.g: The pens (that) we bought were all of blue colour.

The stories (which) the students wrote were published in the school magazine.

In the above sentences, the relative pronouns that and which are the objects of the verbs 'bought' and 'wrote'. So they can be omitted.

(b) Noun Clause

A Noun Clause does the work of a noun in a sentence.

e.g: 1) Santosh told me the reasons for his absence (phrase).

Santosh told me why he was absent (clause)

2) Praveen explained his manner of solving the problem (phrase)

Praveen explained how he solved the problem (clause)

Note :

* Noun clauses are usually introduced either by the conjunction **that** or **question words** such as *what, which, why, how*, etc.

e.g: My teacher asked whether I completed my home work.

* Noun clauses usually answer the question what.

(c) Adverb Clause

The adverb clause, like the adverb and the adverb phrase, modifies a verb (or an adjective or adverb) in the main part of a sentence and can be classified according to its function or the work it does in a sentence. Adverb clauses are of many kinds and may be classified as adverb clauses of :

- | | |
|--------------|---------------|
| 1. Time | 5. Purpose |
| 2. Place | 6. Result |
| 3. Reason | 7. Concession |
| 4. Condition | 8. Comparison |

Note :

- * The adverb clause of time can refer to a point of time or a period of time.

eg : When he saw the notorious burglar, he screamed.

The above adverb clause of time refers to a point of time.

eg. While the teacher was teaching Grammar, there was an absolute silence in the class.

Here the adverb clause refers to a period of time.

- * Adverb clause can come before or after the main clause.

- * When the adverb clause of time refers to future time, we use the simple present form of the verb in the clause and not the form that expresses the future.

eg. We will go to a movie when we finish our work.

Here the main clause uses future time but the subordinate clause uses present tense form of the verb 'finish'.

We cannot say :

I will go to a movie when we will finish our work.

Exercise :

G.1. Replace each of the following phrases by an Adjective Clause conveying the same meaning. Clues are given in some cases.

e.g : 1. Plants with thorns are not liked by anybody.

Plants which have thorns are not liked by anybody.

2. We should admire a man with honest dealings.

_____ in his dealings.

3. Dolly is a girl of cheerful nature.

_____ who has _____.

4. A man of polite nature wins the battle of life at last.

_____ who has _____.

5. The vehicles of plastic will run on the roads soon.

_____ which are _____.

G.2. An incident has been narrated. Adjective clauses are missing. Fill in the blank with adjective clauses by choosing them from the box to complete the incident.

One fine day I met a boy _____ to Japan. He told me that he had been to a church _____. Also he presented me a book _____. After reading it I admired the man _____ me to work hard. The book was about a great leader _____.

- * Whose ideas everyone in Japan wants to follow.
- * Which was very interesting.
- * Who had been
- * That was built in the 17th century
- * Whose book had inspired

G.3. Complete the following sentences using appropriate Noun Clauses.

Clues are given for each. One is done for you.

1. I am sure of getting distinction. I am sure that I will get distinction.
2. I do not know _____. (your intention)
3. Tell him _____. (his duty)
4. It is decided _____. (our visiting the temple now)
5. It is obvious _____. (his winning in the election)
6. Subhash realizes _____. (committing mistakes while writing)

G.4. Complete the following sentences by using suitable Adverb Clauses.

One is done for you.

1. She bursts into tears when she heard the sad news. (on hearing the news)
2. You should not go out _____. (it's raining)
3. Wait here _____. (my return)
4. He wants to sleep _____. (someone wakes him up)
5. Vicky was punished _____. (commitment of faults)
6. There was complete silence _____. (during the show)

G.5. Below is an incident. Fill in the blank with adverb clauses choosing from the brackets to complete description of the incident.

till he returned, though he started early, where his relatives, when I went

Last Monday I had been to my friend's home. _____
there, he was not at home. I waited for my friend _____. Meanwhile
his mother said that he had gone to Jayanagar _____ lived. Soon my
friend returned, begged pardon saying he arrived late _____.

G.6. Combine and frame complex sentences. (and, though, when, soon, as)

- a) The old lady went about meeting people. She explained her case.
- b) He did not reply. Her words kept ringing in his ears.
- c) His heart sank. He turned pale.
- d) He became head Panch. He realized his responsibility.
- e) God lives in the heart of the Panch. His voice is the voice of God.

MICRO TEST - 4

1. Fill in the blanks with the correct forms of the adjectives given in the bracket.

1. Pramod is the student in our class.
[more outstanding, outstandiest, most outstanding]
2. My bicycle is than yours.
[costlier, more costlier, most costlier]

2. Fill in the blanks with suitable pronouns from the bracket.

1. I am washing car. I must do [my, it, its]
2. Ravi climbed the tree and plucked the fruits.
[herself, himself]

3. Read the given passage and fill in the blanks with the correct prepositions given in the bracket.

[on, at, by, in, from]

Ramesh gets up early the morning. His school is five kilometers away his house. He leaves his home 9:00 a.m. He goes to school school bus. He always reaches school time.

4. Read the sentences and underline the clauses.

1. Aruna bought a pen which is made in Japan.
2. Prasanna explained how he played the game.
3. We will go to the playground when we finish our homework.

Teacher's Opinion		Very good		Good		Average
-------------------	--	-----------	--	------	--	---------

UNIT-5

Writing

A. Complete the text below by using the words given in boxes.

1. Once upon a time a farmer by name Gopi, lived in a _____. He had few _____ of land. One hot afternoon, while he was _____ the earth, he felt his _____ had hit something. As he continued to dig, he saw a heavy thing. He lifted it. "It is a big metal pot", said he. It was big enough to boil rice for more than a hundred people. "It does not seem to be of any use to me, may be I will find something more useful", thought Gopi and continued to dig.

After he had dug for a long time, Gopi felt _____. "It is of no use. There is nothing in this field", he thought. So, he _____ the spade into the pot in _____ and sat under a tree to take rest for a while.

acres, spade, digging, village, tired, threw, deeper, frustration

2. As he got up to leave, he could not _____ his eyes. There were one hundred spades in the pot. "This is a _____ pot. I will put this mango inside the pot and see what happens", Gopi thought. Then he put a _____ into the pot. To his astonishment, he found one hundred mangoes in the pot. Gopi carried the pot _____ and kept it in a secret place so that no one would be aware of it.

magical, mango, home, believe

3. After that, he put many things in that and everything became hundred fold. With that pot, he grew rich. The _____ came to know of the pot and its whereabouts. The king was curious to know about it. He was a _____ king. "I want to find out the secret of the magical pot. If it is valuable, it should be in the King's _____", he thought. Soon he ordered his men to bring the farmer and his pot.

king, treasury, greedy

4. When the magic pot was brought to the king's _____ he just could not make out what to do. He thought, "Let me see what is there inside this pot which makes this pot so magical". He tried to peer into the pot, but _____ and fell inside the pot. When he climbed out of the magical pot, he was shocked to find that there were one hundred Kings almost like him.

All the kings then started to _____ the throne. They fought among _____ and all died. The magical pot lay in the King's treasury. "The foolish King took away the magical pot from me out of _____ and eventually, he died. It has killed the King himself," said the farmer and left the magical pot there itself.

themselves, climb, curiosity, chamber, slipped

B. You have read the story. Main events of the story are given in a jumbled order. Write them in the right sequence.

- * Kings fall into the pot.
- * Farmer's spade multiplied into hundred spades.
- * King's greedy decision.
- * Appearance of a hundred kings.
- * Farmer throws his spade into the pot.
- * Farmer taking rest.

C. The format of two types of letters, namely, formal and informal are given below. Have a close look at them and see the difference between each other.

Formal Letter: Format	Informal Letter: Format
From XYZ + address	From XYZ
Date:	Date:
To []	Dear friend / father
Respected Sir/Madam	Hai, how are you? Hope you are doing well. This is to invite to Convey my regards to everyone at home.
Subject: ,	Yours lovingly/affectionately, *** (Signature)
With respect to the above mentioned subject this is request and do the needful at the earliest. Thank you,	To []
Yours faithfully/obediently *** (Signature)	

D. Complete the following informal letter asking your friend to spend this summer vacation at a hill station.

INFORMAL LETTER

Manjunatha,

20, July _____

Vidhyanagar,

Shimoga.

Dear Pramod,

How _____ you? Hope all _____ ok at home. But it's very hot here. Perhaps it may be a bit tolerable _____.

Well, we've _____ to spend a _____ at a hill station. We thought your company would make it _____. 20th and 21st of May are the dates planned for stay. Hope you make it. _____ to your reply.

My regards to your parents.

Yours lovingly,

E. Supply the missing words given in brackets and complete the conversation.

yes, how are you, shall we, yourselves, thank you

Teacher : Good morning, children _____ all?

Children : We are fine, _____ madam.

Teacher : Hope you've enjoyed _____ during holidays.

Children : _____ madam. We have.

Teacher : Oh! That's great. So let's play this game, _____?

Report Writing :

- F. A newspaper reporter has been sent to report on an aircraft crash. Below is given a page from his notes. Use the information to complete the report he wrote for his newspaper. Do not add any new information.

8 am 23.07.2016

Buxar-on UP-Bihar border

Crash-aircraft in rough weather

A twin-engine aircraft-about to land-minutes-high wind factor-lost control-fell on low populated area

Pilot- Vishwanath Singh (40 years)

co-pilot- Rajesh Mishra (35 years)

Both killed instantly

3 passengers sustained head injuries-rushed to hospital

Aircraft crashed in Buxar : 2 killed

A series of accidents took place yesterday when a twin-engine aircraft _____, on the UP-Bihar border. According to an eye-witness, the aircraft wobbled in midair _____. It then crash-landed in _____. The pilot, Vishwanath Singh (40 years) and co-pilot Rajesh Mishra (35 years) _____.

Three others _____.

G. In the following passage, one word has been omitted in each line. Write the word from the given box that has been omitted in the space provided. The first addition has been made as a clue.

pearls , influenced , environment , various , peculiar, geographical,
Dr Neve, mountain , Kahsmir, folklore, difference

Though there is not much / in the folklore
of the / regions,
it remains true that the / of each
state is greatly / by its
natural / that gives it
its / distinguishing feature.

Nowhere is this more true than in / ,
a land of / contrasts.

In the words of / “It is surrounded (girted) by
mighty / ranges. These are
the / which encircle the Emerald valley.”

difference

Student's Self Evaluation						
SL. No	Learning Indicators	😊	😐	☹️		
1.	I can express my thoughts through letter writing.					
2.	I can converse with my friends in English.					
3.	I can learn English through doing activities in this workbook					
Teacher's Opinion			Very good		Good	Average

MICRO TEST-5

1. Events of a story are given in a jumbled order. Write them in the correct sequence.

- * They saw a man who was wearing a coat.
- * The wind tried first, it blew harder and harder.
- * The man wrapped the coat tightly and the wind failed in his effort.
- * There was a beautiful contest between the sun and the wind.
- * The Sun said, “let us see who makes the man take-off his coat”.
- * It was to see which of the two was stronger than the other.
- * When sun began to shine, it became hotter and hotter.
- * The man removed his coat.

2. Supply the missing words given in the bracket and complete the conversation.

[100 meters, far away, excuse me, traffic signal, the right]

Amar : could you tell me the way to the railway station?

Amil : Oh sure, It isn't from here. Walk down this street for a
, turn to at the, you can see
 railway station from there.

Amar : Thank you very much, sir.

Teacher's Opinion		Very good		Good		Average
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