

VISWABHARATI – GUDIVADA
OBJECTIVE ASSIGNMENT

CLASS: X

WORK SHEET – 5

SUB: ENGLISH – II

Q.No – 16: Read the paras and write the synonyms of the underlined words using the words given in the box.

1)

Get, gather, started, running, packed, stop

The first casualty came in the form of the suspension of the train **halt** (a) at Rameswaram station. The newspapers now had to be **bundled** (b) and thrown out from the **moving** (c) train on the Rameswaram Road between Rameswaram and Dhanuskodi. That forced my cousin Samsuddin, who distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot. Samsuddin helped me **earn** (d) my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.

a) b).....c).....d).....

2)

Trust, intimate, definite, innate, conventional, real

Every child is born, with some **inherited** (a) characteristics, into a **specific** (b) socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited **faith** (c) in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood – Ramanadha Sastry. Aravindan and Sivaprakasan. All these boys were from **orthodox** (d) Hindu Brahmin families.

a) b).....c).....d).....

3)

Located, conventional, trust, tank, yearly, ritual
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During the **annual** (a) Shri Sita Rama Kalyanam **ceremony** (b), our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, **situated** (c) in the middle of the **pond** (d) called Rama Tirtha which was near our house. Events from the Ramayana and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.

a) b).....c).....d).....

4)

Respective, picture, holy, bear, incident, position

One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the **sacred** (a) thread. The new teacher could not **stomach** (b) a Hindu priest's son sitting with a Muslim boy. In accordance with our social **ranking** (c) as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The **image** (d) of him weeping when I shifted to the last row left a lasting impression on me.

a) b).....c).....d).....

5)

Prejudice, subtle, arrangement, increase, called, own

After school, we went home and told our **respective** (a) parents about the incident. Lakshmana Sastry **summoned** (b) the teacher, and in our presence, told the teacher that he should not **spread** (c) the poison of social inequality and communal **intolerance** (d) in the minds of innocent children. He bluntly asked the teacher to either apologize or quit the school and the island. Not only did the teacher regret his behavior but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

a) b).....c).....d).....

6)

Invited, horrified, conventional, mix, inflexible, separation

On the whole, the small society of Rameswaram was very **rigid** (a) in terms of the **segregation** (b) of different social groups. However, my science teacher Sivasubramania Iyer, though an **orthodox** (c) Brahmin with a very conservative wife was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could **minge** (d) easily. He used hours with me and would say, “Kalam, I want you to develop so that you are on par with the highly educated people of the big cities.

a) b).....c).....d).....

Q.No – 17: Read the paragraph and match the words under ‘A’ with their antonyms under ‘B’. Write your answers and their corresponding numbers in the answer book.

1) That is why in 1975, at the very **first** (a) United Nations Conference for Women in Mexico, **many** (b) of the women were saying, “We need food, we need water, we need **clean** (c) drinking water, we need fodder for our animals”. And I was wondering, what has happened? These are things that were there twenty years **ago** (d) when I was a child. The environment had changed; and that’s when I started this campaign to restore the vegetation and to restore the land and to rehabilitate the forests.

A	B
a. First []	1) mere
b. Many []	2) last
c. Clean []	3) before
d. Ago []	4) dishonest
	5) unclean
	6) few

2) well, the first time when I told them, “Let us plant trees”, the women said they did know how to plant trees. So I asked the foresters to come and teach them, but they were very complicated they are professionals. It became very complicated for ordinary **illiterate** (a) women so I told the women, “We shall use our **common** (b) sense, and just do what we do with other seeds.” Women work on the farms. They’re the ones who plant. They’re the ones who cultivate. They’re the ones who produce food, so I told them that seeds of trees are like any other seeds. So if they were to treat these tree seeds the same way they treat other seeds of food crops, there is no **difference** (c). I told them to look 3 for old broken pots even and put seeds there. They will germinate and they will know these are the seedlings from the seeds they planted and we gave them plastic bags to be able to put those seedlings and to nurture them and when they were about half a meter **long** (d) then they could go and transplant them on their farms.

A	B
a. Illiterate []	1) special
b. Common []	2) short
c. Difference []	3) neglect
d. Long []	4) purposeful
	5) literate
	6) similarity

3) That made them understand **clearly** (a) why they should take up the responsibility of **protecting** (b) their environment that it was not the responsibility of the government or the responsibility of somebody else to come and **rehabilitate** (c) their environment on their own land. It’s them; it’s their **responsibility** (d)

A	B
a. Clearly []	1) conviction
b. Protecting []	2) austerely
c. Rehabilitate []	3) destroying
d. Responsibility []	4) irresponsibility
	5) damage
	6) unclearly

4) One of the **bigger** (a) transformations that I saw was that **ability** (b) of an ordinary, illiterate woman to get to understand and to be able to plant trees that in live or ten years became big trees and she was able to cut them and be able to give herself energy; to be able to sell those trees and give herself an **income** (c) ; to be able to feel confident that she had done something for herself. That sense of **pride** (d), sense of dignity that they are not begging, that they are doing things for themselves was very empowering. That transformation was very powerful.

A	B
a) Bigger []	1) expenditure
b) Ability []	2) smaller
c) Income []	3) humility
d) Pride []	4) higher
	5) ritual
	6) inability

5) The Second World War broke out in 1939, when I was eight years old. for reasons I have never been **able** (a) to understand, a **sudden** (b) demand for tamarind seeds erupted in the market. I used to **collect** (c) the seeds and **sell** (d) them for a provision shop on Mosque Street.

A	B
a. Able []	1) distribute
b. Sudden []	2) buy
c. Collect []	3) contribute
d. Sell []	4) unable
	5) immediate
	6) gradual

Q.No – 18: Fill in the blanks with the right form of the words given in brackets:

- 1) Some wars are _____ (a) (light / lought / lighting) because the environment is so _____ (b) (degrades / degraded / degradation) that it is not able to support communities and so they fight over the little that is _____ (c) (leave / left / leaving). Others are fought because some people want to take a lot of the resources, to _____ (d) (control / controlled / controlling) them, and to keep many other people out.
- 2) Once we had _____ (a) (planted / plantation / planting) those trees, we saw the need for them to understand why we have to have good _____ (b) (govern / governance / government) ; So it became important to give them civic _____ (c) (educate / educated / education) so that they could understand how we govern ourselves, why we govern ourselves the way we govern ourselves, why we are _____ (d) (managed / management / managing) our environment the way we are managing it.
- 3) That is why the three themes are _____ (a) (relate / related / relation) like the African stool, with three legs and the basin on which you sit. The three legs ; one leg is peace, the other leg is good _____ (b) (govern / governance / government) the third leg is _____ (c) (sustainable / sustainability / sustainably) management of resources. When you have those three legs, now you can put the basin, which is _____ (d) (develop / developed / development).
- 4) We lost our local _____ (a) (biology / biological / biologically) diversity. So that's a lot of damage to our environment. as a result, these forests, which were the water towers were no longer able to _____ (b) (contain / contains / containment) the water, so when the rains _____ (c) (fell / fall / falling) the water ran downstream and _____ (d) (end / ended / ending) up in the lakes and oceans instead of going down into the underground reservoir so that it could come back to use in the form of rivers.
- 5) They will _____ (a) (germination / germinate / germinated) and they will know these are the seedlings from the seeds they _____ (b) (planted / plantation / planting) those seedlings and to nurture them and when they were about half a meter long then they could go and _____ (d) (transplantation / transplant / transplanted) them on their farms.

Q.No – 19: Complete the following spellings with 'ou, ee, oa, ie' etc

- 1) a) So if they were to tr___ t these tree seeds the same way they treat other seeds of food crops, there is no differences.
b) In the beginning it was difficult, but they soon g___ ned confidence and they became very competent foresters.
- 2) W M : It was a need. When the women s___ d they needed firewood and b ___ lding material, we responded to that need.
- 3) Because we were d___ ling with the environment, we gave them educat___ n both in civics and also in environment.
- 4) And the other transformat ___ n that I saw was the willingness of the p___ ple to fight for their rights ;
- 5) WM : Our efforts will inspire other people to stop wasting their res___ rces and their youth in wars and instead engage in creating a p___ ceful environment.

Q.No – 20: Complete the words with correct suffixes given in brackets:

- 1) I think a tree is a wonder _____ (ful / full) symbol for the environment.
- 2) a) How do you think you can influ_____ (ance / ence) the rest of Africa?
b) I think that a tree is a wonder _____ (full / ful) symbol for the environment.
- 3) And the other transforma_____ (sion / tion) that I saw was the willing _____ (ness / nes) of people to fight for their rights.
- 4) a) They did not have those things because the environment was degra_____ (dation / ded)
b) So, from the very beginning we understood that we have to rehabilita _____ (tion / te) the environment.
- 5) The forested mountains were the source of water and the source of rain, so when you deforest, you cause a (a) short _____ (ege / age) of water and a change of (b) rain _____ (fal / fall) patterns and therefore people are not able to get food and water.

Q.No – 21: Find the wrongly spelt word and write the correct spelling :

- | | | | | | |
|-------|------------|-----------|------------|-----------------|------------|
| 1. a) | island | ersthile | education | wealth | Ans: _____ |
| b) | ideal | inate | recall | undistinguished | Ans: _____ |
| 2. a) | ancestral | ninteenth | limestone | inessential | Ans: _____ |
| b) | luxuries | medicene | secure | materially | Ans: _____ |
| 3. a) | suden | erupted | provision | princely | Ans: _____ |
| b) | suspention | naturally | century | inherited | Ans: _____ |
| 4. a) | orthodox | diference | religious | priesthood | Ans: _____ |
| b) | ceremony | special | marrage | children | Ans: _____ |
| 5. a) | summoned | presense | innocent | regret | Ans: _____ |
| b) | apologize | conveyed | ultimately | piligrims | Ans: _____ |

Q.No – 22: Read the following dictionary entry of the words given below.

Read the following dictionary entry of the word 'upbeat' given below. 2 × 1 = 2

- 1) **up·beat** /'ʌpbɪ:t/ *adj. (informal)* positive and enthusiastic; making you feel that the future will be good **SYN** optimistic : *The tone of the speech was upbeat. The meeting ended on an upbeat note.* **OPP** downbeat

Now, answer the following questions using the information above.

- a) What is the antonym of the word 'upbeat' ?
A.
- b) Write the synonym of the word 'upbeat'.
A.

Additional Questions :

- c) What is the part of speech of the word 'upbeat' ?
A.
- d) Mention the collocation consisting of the word 'upbeat'.
A.

2) Read the following dictionary entry of the word 'accomplish' given below. 2 × 1 = 2

- ac·com·plish** /ə'kʌmplɪʃ; NAmE ə'kɑ:m-/ *verb* - **sth** to succeed in doing or completing sth **SYN** achieve: *The first part of the plan has been safely accomplished. I don't feel I've accomplished very much today. That's it. Mission accomplished (= we have done what we aimed to do).*



Now, answer the following questions using the information above.

- a) What is the part of speech of the word 'accomplish' ?
A.
- b) Write the synonym of the word 'accomplish'.
A.

Additional Questions :

- c) What is the headword in the above entry ?
A.
- d) What does '~ sth' denote ?
A.

3. Read the following dictionary entry of the word 'efficient' given below. $2 \times 1 = 2$

ef-fi-cient  /ɪ'fɪʃnt/ *adj.* doing sth well and thoroughly with no waste of time, money or energy: *an efficient secretary* ◊ *efficient heating equipment* ◊ *the efficient use of energy* ◊ *As we get older, our bodies become less efficient at burning up calories.* ◊ *fuel-efficient cars* (= that do not use much fuel)
OPP inefficient ► **ef-fi-cient-ly**  *adv.*: *a very efficiently organized event*

Now, answer the following questions using the information above.

- a) What is the antonym of the word 'efficient' ?

A.

- b) Write the adverb form of 'efficient'.

A.

Additional Questions :

- c) What is the part of speech of the word 'efficient' ?

A.

- d) Write any two collocations consisting of the word 'efficient'.

A.

4. Read the following dictionary entry of the word 'rebuke' given below. $2 \times 1 = 2$

re-buke /rɪ'bu:k/ *verb* [often passive] ~ **sb** (for sth / for doing sth) (*formal*) to speak severely to sb because they have done sth wrong **SYN** **reprimand**: *The company was publicly rebuked for having neglected safety procedures* ► **re-buke** *noun* [C, U]: *He was silenced by her stinging rebuke.*

Now, answer the following questions using the information above.

- a) What is the part of speech of the word 'rebuke' ?

A.

- b) What is the synonym of the word 'rebuke' ?

A.

Additional Questions :

- c) What kind of noun is the word 'rebuke' ?

A.

- d) In which voice is the word 'rebuke' often used ?

A.

5. Read the following dictionary entry of the word 'overjoyed' given below. $2 \times 1 = 2$

over-joyed /,əʊvə'dʒɔɪd; NAmE ɔʊvər'dʒ-/ *adj.* [not before noun] extremely happy or pleased **SYN** **delighted**: ~ (at sth) *He was overjoyed at my success.* ◊ ~ (to do sth) *We were overjoyed to hear their good news.* ◊ ~ (that ...) *She was overjoyed that her article had been published.*

Now, answer the following questions using the information above.

- a) What is the synonym of the word 'overjoyed' ?

A.

- b) What is the part of speech of the word 'overjoyed' ?

A.

Additional Questions :

- c) Can the word 'overjoyed' be used before noun ?

A.

- d) What is the meaning of the word 'overjoyed' ?

A.

- e) What are the italicized sentences given in the above entry ?

A.

Q.No – 23: Put the following words under the correct heading:

1) Newspaper, limb, face, brush, leg, arms, wheelchair, pencil

Things

Body Parts

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

2) Foot, toe, fatalist, teetotaler, mercenary, chin, torso, misogynist

People

Body Parts

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

3) Friend, head, feet, nurse, neck, mother, father, teeth

People

Body Parts

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

4) Spendthrift, theist, misogynist, fatalist, believes in fate, hates woman, believes in God, Spends too much

Person

Nature

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

5) Ding-dong, boo-boo, chop-chop, tip-top, chit-chat, chuk-chuk, tat a, see-saw

Duplicates

Alternatives

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Q.No – 24: Use the following expressions in sentences of your own.**A) Phrasal Verb**

- 1) Call into
- 2) Be off
- 3) Break down
- 4) Come across
- 5) Go through

C) Binomials

1. Part and parcel
2. Rough and ready
3. Bread and butter
4. Leaps and bounds
5. Near and dear

B) Idioms

- 1) got one's eye
- 2) right away muster up
- 3) on the dot

D) Foreign expressions

- 1) detour
- 2) verbatim
- 3) status quo
- 4) ad hoc
- 5) bonafide

Q.No – 25: Match the following one-word substitutes in part – A with their meanings in Part - B.

- 1) Part – A
- | | | |
|---------------|-----|---|
| 1. Rendezvous | [] | A) a person who abstains from taking alcohol |
| 2. Stopover | [] | B) a person who brings out new books |
| 3. Publisher | [] | C) a short stay between two places in one's journey |
| 4. Trilogy | [] | D) a meeting place |
- E) one who believes in God
F) a group of three films with the same characters or subject
- 2) Part – A
- | | | |
|--------------|-----|---|
| 1. Portal | [] | A) a person who is extremely important or large in size |
| 2. Detractor | [] | B) an impressive entrance to a building |
| 3. Colossus | [] | C) a person of good understanding, knowledge and reasoning power |
| 4. Culprit | [] | D) a person who tries to make something less good by criticizing it |
- E) one who believes in God
F) a person who is responsible for a problem or a crime
- 3) Part – A
- | | | |
|---------------|-----|--|
| 1. Manuscript | [] | A) something designed to teach people some moral |
| 2. Dictum | [] | B) a position for which no salary is paid |
| 3. Verbose | [] | C) a life history written by oneself |
| 4. Didactic | [] | D) using more words than needed |
- E) a statement that express something people believe is true and is to be followed
F) a hand written document
- 4) Part – A
- | | | |
|----------------|-----|--|
| 1. Agnostic | [] | A) a person who abstains from taking alcohol |
| 2. Aesthetics | [] | B) a result of a situation or of an action |
| 3. Fallout | [] | C) a branch of philosophy that studies the principles of beauty in art |
| 4. Documentary | [] | D) a person who is not sure about the existence of God |
- E) one who believes in God
F) a film that gives facts about something
- 5) Part – A
- | | | |
|----------------|-----|--|
| 1. Biography | [] | A) a meeting place |
| 2. Documentary | [] | B) that which cannot be imitated |
| 3. Rendezvous | [] | C) a hand written document |
| 4. Manuscript | [] | D) a film that gives facts about something |
- E) a life history written by somebody else
F) a short stay between two places in one's journey