

Worksheet 5

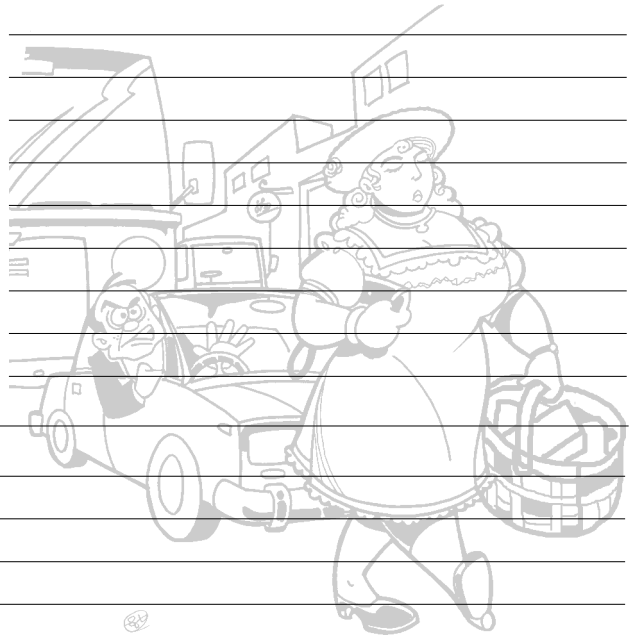
Link Lesson : Unit 5 (*On the Rule of the Road*) in the Coursebook

Task 5.1

From Arthur Ransome's report we get the following hints about the lady who walked down the middle of the street. Using the hints write a profile of the lady.

Name	: Kurnikova
Age	: 45 years
Weight	: Approx-85 kilos
Colour	: fair complexioned
Look	: piercing look
Voice	: grumbling
Dress	: blue in colour
Behaviour	: quarrelsome
Said	: I have the liberty to walk where I like
Place	: In a Petrograd street

Kurnikova, aged 45, is a rather stout ...



Task 5.2

A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. She said, "I am going to walk where I like. We've got the liberty now."

You have studied the essay *On the Rule of the Road*, written by A G Gardiner. He says 'Liberty is not a personal affair only, but a social contract.' Whose views do you support — the lady's or the author's?

Form two small groups --- one supporting the lady and the other supporting the author. Note down your points in column A in support of the lady and in column B in support of the author.

	<i>Column A</i> The Lady	<i>Column B</i> The author
1	She has the liberty to walk anywhere she likes.	If she does, it will affect the liberty of others.
2		
3		
4		

Task 5.3

A letter of complaint sent to the District Collector by a resident of a village is given below. Read it.

A B Cottage
Arya village
Calicut
09..09..2004

The District Collector
Calicut

Dear Sir,

I am a resident of Arya village. I would like to invite your attention to the deplorable condition of the roads and drains in my village.

Some of the roads are in very bad repair and full of potholes. Heaps of rubbish and garbage are found lying here and there on the roads. Children and even grown-ups freely ease themselves on the roads and gutters. The drains give out a foul smell. There is a danger of some epidemic breaking out in a virulent form. Some of the streets are without proper drains. It is terrible to see water accumulating in the streets blocking all traffic. The absence of street lights makes driving at night hazardous.

So I request you to direct the departments concerned to attend urgently to the problems of the village.

Yours faithfully,

Sd/-
S Arora

Task 5.5

a The outline of a story is given below. Read it.

◆ Hints
<p>A pleasant summer ... a jolly young cricket ... spends warm, sunny days of summer in singing and merrymaking ... his neighbour ant collects grain and stores for a rainy day ... winter is on ... poor cricket starves in winter ... goes to his neighbour ... for a loan of some food ... turned out ... told to dance winter away ... <i>Make hay while the sun shines.</i></p>

Try and develop the outline into a readable story. One of your friends has developed it on the following lines. Compare it with your version.

Once there lived a jolly young cricket. It was summer and everything looked gay. The cricket played, danced and sang during the warm sunny days of summer. He ate whatever he got. He laid nothing by. He forgot that winter would set in soon. Suddenly, one day the weather changed. Winter set in and the whole field was completely covered with snow. The merry fellow had nothing to eat.. He began to starve. There were no leaves,

flowers or fruits. He felt miserable. He went to his neighbour, the ant and said, ‘My dear friend, I have come to meet you. Will you please open the door?’

The ant said, ‘Oh! We haven’t met for a long time. Please come in.’

The cricket said, ‘Thank you, my dear friend. I’m starving. Please lend me some food. I shall return it in a few days.’

The ant said, ‘My dear Mr Cricket, I’m your humble servant. But we ants neither borrow nor lend. May I know what you were doing in summer?’

The cricket replied, ‘The weather was warm. I was happy and cheerful. I sang and made merry all day long. I did not lay anything by for winter.’

The ant grew angry and pushed the cricket out saying, ‘You idle fellow, you say you sang all through summer. Now go and dance the winter away.’ The poor cricket was helpless. He feared he would die of starvation.

b Here is an outline of another story. Read it. Try and develop it into a readable story. You may give a title for it with a proverb.

A fox falls into a well ... tries to get out ... a thirsty goat passes by ... looks down into the well ... the fox invites to drink the cool water ... the goat jumps into the well ... the fox jumps on to its back and gets out of the well ... the goat is left in the well ... *Look before you leap.*

- 2 You feel like seeing the sights. We can hire a taxi and go ahead.

- 3 The office may be closed. In that case Mr Menon won't be able to get his work done.

- 4 Ninan may arrive a bit early. He can help Sam to get things ready.

- 5 Divya may miss the first train. But she can get the next one.

- 6 Is George going to enter the race? He will probably win it.

B Match the parts of sentences given below and combine them with 'if'. One has been done for you.

- | | |
|-------------------------------------|---|
| 1 You lose your English Coursebook. | I can't sleep. |
| 2 You get promoted. | Do they send you a warning letter before disconnecting? |
| 3 I drink coffee late at night. | You will buy a new one. |
| 4 You don't pay the telephone bill. | Your salary goes up. |
| 5 I try to run fast. | The alarm goes off. |
| 6 Someone enters the building | I get out of breath. |

- 1 If you lose your English Coursebook, you will buy a new one.

- 2 _____

- 3 _____

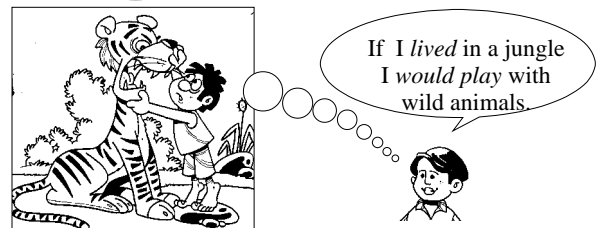
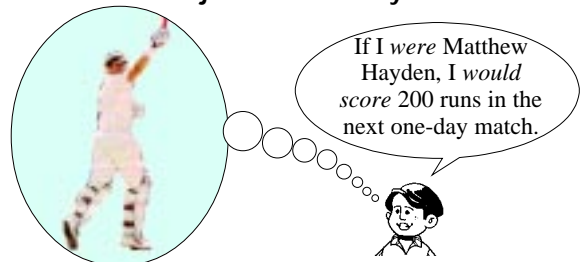
- 4 _____

- 5 _____

- 6 _____

Task 5.7

Listen to what Raju and Rahim say to themselves.



If the phone was working now, I could call him.

If I had my camera now, I could take a photo.

Here are a few such sentences spoken by some other people. Fill in the blanks in the sentences using the correct forms of the verbs given in brackets.

- 1 If you took more exercise, you better. (feel)
- 2 If I sold my car, I a good price for it. (not get)
- 3 If we caught the 10.30 train, we too early. (arrive)
- 4 If we stayed at a hotel, it too much money. (cost)
- 5 If we told them the truth, they us. (not believe)
- 6 If she applied for the job, she it (not get)

7 If somebody in here with a gun, I'd be very frightened. (walk)

8 I am sure Sam if you explained the situation. (understand)

Task 5.8

Here is a dialogue between two tennis players just after a game. Let's listen to them.



Now read the following sentences.

If Aswin *hadn't set* his alarm clock, he *would have overslept*.

If Albert *had phoned* her, Emily *would have started early*.

Now look at the following situations. Make sentences with 'if' like those given above. One has been done for you.

I didn't have time. I didn't go shopping.

If I had had time I would have gone shopping..

- 1 She was ill. She didn't go to work.

- 2 It rained all morning. We stayed indoors.

- 3 She did not have enough money. She could not buy the shoes.

- 4 I wasn't hungry. I didn't have breakfast.

- 5 We didn't have a map. We got lost.

Task 5.9

A *Blue-Book* is a report or a paper printed by Parliament. A few compound words starting with *blue* are given in the box below. The meanings of these words are also given. Refer to a dictionary and match them suitably and enter them in the space provided against them.

- a song bird of Europe and Asia.
- first prize in a competition
- a large blue noisy fly
- noble birth
- barrister's bag
- ordinary workers
- a detailed plan

● blue blood	_____
● blueprint	_____
● blue bag	_____
● bluebottle	_____
● blue throat	_____
● blue-collar	_____
● blue ribbon	_____

Task 5.10

You have seen a few expressions with *blue*. There are many expressions in English which go with different colours. A few of them with their meanings are given below. Match them suitably. Refer to a dictionary if necessary. Make sentences of your own using the expressions. One has been done for you. Write the rest of them in your notebook.

- | | | | |
|---------------|---------------------------------------|---------------------|---|
| 1 black mark | ● signal to proceed | 9 red tape | ● flag showing surrender or truce |
| 2 blacklist | ● inexperienced person | 10 white collar job | ● a Government report about its policy |
| 3 blackout | ● discredit | 11 white paper | ● excessive official delay |
| 4 black sheep | ● old man | 12 white flag | ● office (not manual) job |
| 5 green horn | ● someone who brings dishonour | 13 yellow streak | ● in the act of committing crime |
| 6 green light | ● period without power supply | | |
| 7 grey beard | ● list of people who are in disfavour | | red-handed = in the act of committing a crime.
The thief was caught <i>red-handed</i> from the jewellery shop. |
| 8 red-handed | ● trait of cowardice | | |

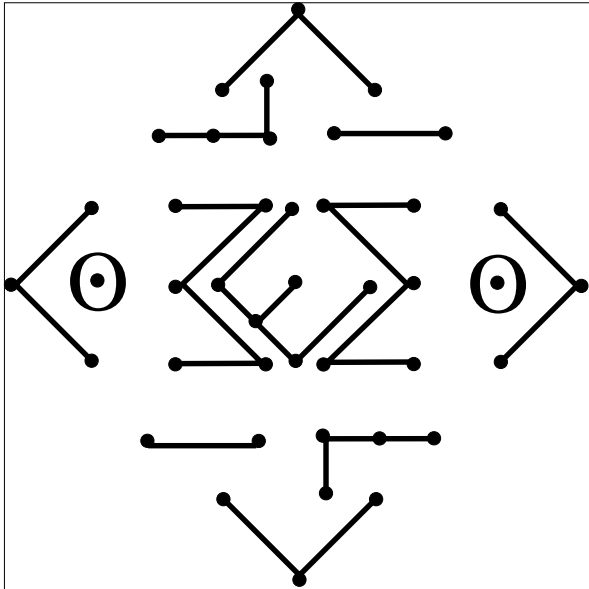
Task 5.11

A man entered the coach and talked in a loud and pompous voice to his friend. This disturbed the author.

Write a paragraph about a similar experience you had during one of your journeys.

Task 5.12

A The diagram below has in it at least seven letters built on 41 dots. Using them you may write down as many words as possible.



- | | | | |
|----|------------|----|-------|
| 1 | love _____ | 2 | _____ |
| 3 | live _____ | 4 | _____ |
| 5 | _____ | 6 | _____ |
| 7 | _____ | 8 | _____ |
| 9 | _____ | 10 | _____ |
| 11 | _____ | 12 | _____ |
| 13 | _____ | 14 | _____ |
| 15 | _____ | 16 | _____ |
| 17 | _____ | 16 | _____ |
| 19 | _____ | 20 | _____ |
| 21 | _____ | 22 | _____ |
| 23 | _____ | 24 | _____ |
| 25 | _____ | 26 | _____ |
| 27 | _____ | 28 | _____ |
| 29 | _____ | 30 | _____ |

Task 5.13

Here is a newspaper report. Read it carefully.

a You have read the newspaper report. Now say who was wrong and who was right in what they did. Now use *should* to say what the boy ought or ought not have done to avoid the accident. Begin like this:

- 1 The boy shouldn't have run out into the street, he should have looked around before he ran out.
- 2 The driver (drive) too fast _____
- 3 The authorities (put) sign _____
- 4 The boy's parents (allow) children play in the street _____

BOY HIT BY CAR WHILE PLAYING IN STREET

While playing in the maidan near his apartment block a nine year-old boy was knocked down by a car. He was taken to the hospital with minor head injuries last night. The accident happened as the boy ran out into the street to fetch the ball.

looking where he was going,' said the boy's father. 'But I also blame the authorities. We've asked them time and again either to put up a sign saying SLOW CHILDREN PLAYING, or to provide a safe fenced-off play area. Perhaps now they will take some action.'

'It was the driver's fault. He was going too fast, and he wasn't

b Now, rewrite the sentences given in italics below using *could have*, *should have*, *needn't have* or *might have*. One has been done for you.

1 They must have been crazy to swim out so far. *They ran the risk of drowning.*
They could have got drowned.

2 *It was a waste of my time making all those dishes.* They had plenty of food there already.

3 Why didn't you come by train? *It would have been easy for me to receive you at the station.*

4 *Why didn't you tell me you were eating out?* I've just cooked you a meal!

5 *It wasn't proper for him to be so rude.* They were only trying to be helpful.

6 I am surprised they have only fined her. *She deserved to be sent to prison.*

7 You should have worn slippers. *You were in danger of being hurt.*

Task 5.14



A Apart from its basic meaning (e.g. He *went home*.) *go* is used in other senses too. Match the sense of *go* in the following sentences with the items given in the box below.

- a My money's *gone*!
- b This road *goes* to the village.
- c Most of her money *goes* on expensive clothes.
- d I think I heard the door bell *go* just now.
- e I'm afraid the bread has *gone* a bit stale.
- f My voice is *gone*.
- g The party *went* well.
- h I bought some clothes that were *going* cheap.
- i This towel won't *go* into the suitcase.

I can't sing.	It was a success
It's lost.	It leads there
It's not fresh.	They were being sold
There is no room for it.	at a low price.
It rang.	It's how she spends it

B Here are some idiomatic expressions with *go*. Do you know what they mean? If not, use a dictionary to find them out.

- a His business has *gone bankrupt*.
- b He's *on the go* nearly all the time.
- c Why don't you *let yourself go* and have a good time?
- d Do you think this tie *goes with* my jacket?
- e I see petrol price has *gone up* again.

- C Some words in the following sentences are italicised. Rewrite the sentences replacing them with the idiomatic expressions with *go* given in the box below. Use the appropriate verb form
- a Let him *continue* and finish his work.
 - b The bomb *exploded* with a bang.
 - c He carefully *examined* the whole account, item by item.
 - d Can a singular verb *agree with* a plural noun?
 - e She's been *experiencing* an unhappy time.

- | | | |
|--------------|-----------|-----------|
| • go off | • go out | • go on |
| • go through | • go over | • go with |

Task 5.15

- A Read the following sentences:

Please *get* me a piece of paper.

Have you *got* the time?

Get is often used in informal English instead of some other words. Now look at the following sentences. Which of the verbs in the box has the same meaning as *get* in them?

- a Haven't you *got* my letter yet?
- b Could you *get* me a newspaper on your way home?
- c The person next to me on the plane worked for the *Swarashtra*, and we *got* talking about software.
- d Could you say that again? I didn't *get* it.
- e Could you *get* the phone? My hands are wet.
- f The cake's delicious. You should *get* them to give you the recipe.
- g Unfortunately, we didn't actually *get* to meet the President.
- h I used to think she was rather cold, but she's *got* much friendlier recently.

- | | | | |
|--------|---------|------------|-----|
| become | receive | manage | buy |
| answer | start | understand | ask |

- B Five phrasal verbs with *get* are given in the box below. Fill in the blanks in the following sentences with the appropriate phrasal verbs.

- a I really should write some letters, but I just can't _____ it.
- b They are very upset, but don't worry, they'll _____ it.
- c I really don't want to go to the meeting tonight, but I don't see how I can _____ it.
- d I am very close to my sister, but I don't _____ her husband very well.
- e They haven't paid their taxes for years, and they still haven't been caught. I don't know how they _____ it!

- | | | |
|-----------------|--------------|---------------|
| • get over | • get out of | • get down to |
| • get away with | | • get on with |

Task 5.16

- a Here is a news item prepared by a reporter. While writing it he left out a few prepositions. Supply the prepositions wherever they are needed.

MAN TAKES REVENGE ON NOISY NEIGHBOURS

When 38 year-old Sam's neighbours refused to turn their TV down two o'clock the morning, he phoned the police.

Half an hour later, the police had not arrived, so Mr Sam went the apartment pensioners George and Mary Tyler and asked them again to turn the sound down. When the couple refused, he burst the house and unplugged the TV. the time the police finally arrived, he had also damaged a CD player.

Mr Sam's wife said later, 'This has been going on months. We know they are slightly deaf, but they don't have to watch TV that time the night. We have tried everything; we even bought them two sets TV headphones, but they don't use them.'

Mr Sam was taken custody and questioned the police.

b Homeopathy is an alternative system of medicine that was developed in the early 19th century by Doctor Samuel Hahnemann. It is different from conventional medicine in several ways. Here is an interesting passage on homeopathic medicine noted down by a student. He has left out the articles from it for the sake of speed. Now try and supply them appropriately.

Everyone knows that cutting up _____ onion makes your eyes and nose run - in other words, it produces _____ symptoms of having _____ cold. Similarly, if you eat _____ poisonous plant belladonna, it gives you _____ hot, dry flushed skin and hallucinations both of which can occur in scarlet fever. It was observations like these that gave Dr Hahnemann discovered _____ central idea of homeopathy. If onions gave _____ healthy person _____ symptoms of _____ cold, perhaps they could cure _____ person who was actually suffering from _____ cold. And perhaps substances like belladonna, which are normally poisonous, could be used to cure diseases with similar symptoms, like scarlet fever.

Task 5.17

Look at the words given below.

- curtail - curtailment
- personal - personality
- accommodate - accommodation
- invade - invasion
- persuade - persuasion
- prefer - preference

You see that the above words form their noun forms with the addition of *-ment*, *-ity*, *-ation*, *-(a)ence*, *-asion*, etc.

Nouns that are formed from verbs often have one of these endings.

-y	-ment	-ance/ence	-al
discovery	agreement	appearance	refusal
enquiry	argument	insistence	denial

1 Now, change the verbs in brackets into nouns. Rewrite the sentences using the noun forms.

- a Here is an (announce). The (arrive) of the train from Istanbul has been delayed.
- b According to the (advertise), Pizza Express has a free (deliver) service.
- c This is the last (rehearse) before the first (perform) of the play.
- d Could I make an (appoint) with Dr Menon?
- e He's been having laser (treat) in hospital, and there's hope of complete (recover).
- f He was the Director of a large (insure) company, but he decided to take early (retire).
- g The new Headmaster has made a number of (improve) in the school.

2 You will find that the nouns formed from the verbs in brackets below have unusual endings. Use a dictionary to check the correct form. Then rewrite the sentences using the noun forms.

- a In (compare) with America, economic development in Europe is on a smaller scale.
- b Her first novel was a great (succeed), but her second was a complete (fail).
- c Please send any (complain) you may have to the Manager in writing.
- d I was amazed at her (know) of Indian history.
- e We would like to apologise for the delayed (depart) of the flight to Chennai.

Task 5.18

Look at these expressions.

- | | | |
|-----------------------------|-------------------|------------------------|
| That'll do | do what we choose | do the cooking |
| do than to listen to him | do what we can | does not matter |
| make your liberty a reality | make a nuisance | make my child a burden |
| | | make an error, etc. |

Both *do* and *make* form part of many common expressions in English.

Now mark which of the following you *do*, and which you *make*. Use a dictionary if necessary.

- | | |
|--------------------------|---------------------------|
| 1 _____ an effort | 7 _____ someone a favour |
| 2 _____ the washing up | 8 _____ a good impression |
| 3 _____ your hair | 9 _____ an excuse |
| 4 _____ a mess | 10 _____ an exercise |
| 5 _____ a cup of coffee | 11 _____ a mistake |
| 6 _____ military service | 12 _____ your homework |
| | 13 _____ my duty |

Task 5.19

A play has just closed. Here's what the newspapers said when it opened.

- | | |
|--|---|
| 1 'It is a marvellous show.' <i>The Daily Reporter</i> | 4 'You must see it.' <i>The Hindu</i> |
| 2 'You'll love it.' <i>The World Mirror</i> | 5 'It will be a great success.' <i>The Telegraph</i> |
| 3 'The production is brilliant.' <i>The Sunday Times</i> | 6 'You might die laughing.' <i>The Indian Express</i> |
| | 7 'You shouldn't miss it.' <i>The Deccan Herald</i> |

Now you report what the newspapers have said. One comment has been reported for you.

- | | |
|---------|--|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 <u>The Deccan Herald said you shouldn't miss the play.</u> |
| 4 _____ | |

Task 5.20

Read the following words. You will find they except one, are synonyms or near-synonyms. Among them one word is an antonym. Find out which one it is. Make a sentence for each group of words using one of the synonyms and its antonym. Follow the example.

- | | |
|---|---|
| 1 peril, danger, jeopardy, hazard, risk, endangerment, safety | 3 ridiculous, jeering, funny, contemptible, ludicrous, serious, silly |
| 2 anarchy, disorder, confusion, chaos, order, nihilism | 4 pompous, bombastic, modest, inflated, swollen, turgid |

- | | |
|--|--|
| <p>5 rude, harsh, coarse, polite, rough, gruff, grim</p> <p>6 intentional, aimed, accidental, designed, voluntary, deliberate, conscious</p> <p>7 nuisance, annoyance, vexation, pleasure, bore, trouble</p> <p>8 rash, judicious, prudent, politic, considerate, discreet</p> | <p>9 preserve, save, reserve, keep, destroy, retain withhold</p> <p>10 reasonable, justifiable, excusable, pardonable, condonable, absurd</p> <p>e.g. peril × safety</p> <p>The villagers in the flood-hit areas were in <i>peril</i> but the Government took <i>safety</i> measures to rescue all of them</p> |
|--|--|

Task 5.21

Here is a passage. Please read it carefully.

BIOLOGICAL RABBIT

Rabbits are eaten in most European countries, and some of the early settlers in Australia introduced rabbits into that country as meat was hard to obtain. The European rabbit has many natural enemies which prevent the rabbit population from growing, but in Australia it had no such enemies. Rabbits breed very easily, with the result that very soon their numbers in Australia were enormous. They caused a great deal of damage by making holes in the ground to live in and eating up the grass and other plants which were needed to feed the sheep and the cattle that were a great source of wealth to Australia.



Scientists discovered that a disease called myxomatosis was fatal to rabbits and to no other animals. They also found out that it was possible to spread the disease by infecting a few animals and then letting them loose in places where rabbits were numerous. It was also discovered that a certain type of mosquito could carry the disease and that infection could be spread by means of mosquitoes. So it happened that while other countries tried to destroy mosquitoes, Australia encouraged this species. By these means, myxomatosis was spread rapidly all over the country and the rabbit population was greatly reduced.

Later, myxomatosis spread to Europe, where rabbits were not such a pest as in Australia, and where rabbits are bred for commercial purposes. Europe gave a pest and received a pestilence.

Complete the sentences choosing the right option from those given below.

- 1 The early settlers in Australia introduced rabbits into the country _____.
 - as pet animals.
 - as meat was hard to get.
 - for their hair and skin.
- 2 The number of rabbits increased in Australia enormously because _____.
 - the Australians did not kill rabbits.
 - they don't have natural enemies in Australia.
 - more rabbits were brought in from Europe.

- 3 The rabbits caused a great deal of trouble by _____.
- making burrows to live in and eating up the grass and other plants.
 - attacking sheep and cattle.
 - spreading diseases among people.
- 4 Myxomatosis was a fatal disease to _____.
- cattle.
 - animals native to Australia.
 - rabbits only.
- 5 While other countries tried to destroy mosquitoes Australians encouraged a certain type of mosquitoes because _____.
- they do not suck blood from man.
 - they carry myxomatosis and infect rabbits.
 - they are not harmful to animals or man.
- 6 The rabbit population was greatly reduced as a result of _____.
- the animals being killed for meat.
 - their natural enemies attacking them.
 - the spreading of myxomatosis all over the country.

space for rough work