

SMART SKILLS

CLASS 7

ENGLISH

2019-20

THE CIVIL SERVICES SCHOOL

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**CLASS VII
SYLLABUS 2019-20**

<u>MONTH</u>	<u>LITERATURE</u>	<u>GRAMMAR</u>	<u>WRITING</u>	<u>SUPPLEMENTARY READER</u>
April-May	A Secret for Two Wandering Singers	Revision of: Articles and Determiners Prepositions Perfect Tenses	Short Story Writing Informal Letter	Wonder
July	The Meeting Pool Harvest Hymn	Revision of: Conjunctions Reported Speech	Formal Letter (Letter to the Editor)	Wonder
August	Maggie Cuts Her Hair	Adverbs	Diary Entry	Wonder
September - October	His First Flight	Prefix and Suffix Synonyms and Antonyms Homophones and Homonyms	Advertisement (Commercial)	Wonder
November	Master Artist	Revision of: Adjectives and Subject-Verb Agreement	Factual Description	Wonder
December	Lobster Quadrille Sir Isaac Newton	Revision of: Punctuation Collocation	Autobiography Writing	Wonder
January	Break, Break, Break	Active and Passive Voice	Process Writing	Wonder
February	The Whale Story Revision for Second Term Examination			Wonder

CLASS VII
2018-19
INTERNAL ASSESSMENT

TERM 1		MARKS	TOTAL
A	Unit Test	30	10
B	Best of Group and Individual will be taken. (i) Group Activity: Project: Wonder-Comic strip-Google Slides(May'19) (ii) Individual Activity: Speaking Skills Assessment (Aug, 2018)	5	5
C	Notebooks: Homework, assignments, regularity, neatness	5	5
TERM 2			
A	Unit Test	30	10
B	Best of Group and Individual will be taken. (i) Group Activity: Wonder-Literature Circle (Dec'19-Jan'20) (ii) Listening Skills Assessment: Answering questions based on an audio (Jan-Feb 2020)	5	5
C	Notebooks: Homework, assignments, regularity, neatness	5	5

TERM 1**A. Unit Test 1****(10 marks)**

The Unit Test will be conducted for 30 marks and it would be scaled down to 10 marks for the periodic assessment.

B. Subject Enrichment Activity(best out of two):**(5 marks)****1. Group Activity: Comic strip**

The details of the project on *Wonder* are as follows:

Comic strip based on Part 1 of the book will be made.

Project would be of five slides (Google Slides)

The five slides will have the comic strip of the entire part.

RUBRICS FOR ASSESSMENT (*Wonder*)

Name of the student	Content (2m)	Creativity (1m)	Coherence (1m)	Presentation (1m)	Total (5m)

Individual Activity: Speaking Skills (Just a minute)

The students will be given a list of topics a week in advance to choose from. They will organize their thoughts and ideas and make a one minute presentation before the class.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Fluency (2m)	Presentation (1m)	Total (5m)
1.				

C. Notebooks: Homework, assignments, regularity, neatness **(5 marks)**

TERM 2:

A. Unit Test 2 **(10 marks)**

The Unit Test will be conducted for 30 marks and it would be scaled down to 10 marks for the periodic assessment.

B. Subject Enrichment Activity(best out of two): **(5 marks)**

Group Activity: Literature Circle (Based on *Wonder*)

The class is divided into four groups/ panels of 7-8 members each. Each group member is assigned one of the following roles: Moderator, Research Wizard, Synopsis Wizard, Question Quester, Connection Maker, Picture Perfecter, Vocabulary Builder.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Originality (1m)	Presentation (2m)	Total (5m)
1.				

Individual Activity: Listening Skills Assessment

An audio recording will be played and on the basis of their understanding of it, the students will complete a worksheet that will be given to them at the beginning of the assessment. The recording will be played twice.

RUBRICS FOR ASSESSMENT:

Name of the Student	Each correct answer (0.5m each)	Total (5m)
1.		

C. Notebooks: Homework, assignments, regularity, neatness **(5 marks)**

Blueprint of question paper

Question no.	Question	Marks	Total
1 and 2	Section A (Reading) Two comprehension passages of 350-400 words	10+10 or 12+8	20
3 and 4	Section B (Writing Skills) Two writing skills i. 120-150 words ii. 180-200 words	6 8	14
5, 6, 7, 8 and 9	Section C (Grammar) Five questions on grammar topics	3+3+4+4+2	16
10, 11, 12 and 13	Section D (Literature) i. Two Reference to Context Questions ii. Four short answers of 30-40 words iii. Two long answers of 60-80 words iv. Two-Sentence Completion	3(1 +1+1)+3(1 +1+1) 2+2+2+2 4+4 1+1	24
14	Section E (Supplementary Reader) Two questions of 50 words OR Three questions of 30-40 words	3+3 2+2+2	6
			80

Recommended Reading

1. Skeleton Creek – Patrick Carman
2. Percy Jackson – Rick Riordan
3. Heroes of Olympus – Rick Riordan
4. Around the World – Matt Phelan
5. A Christmas Carol – Charles Dickens
6. Wonderstruck – Brian Selznick
7. Letters from a Father to a Daughter – Jawaharlal Nehru
8. My Family and Other Animals – Gerald Durrell
9. Tales of Shakespeare
10. Harry Potter Series – J K Rowling
11. Isaac the Alchemist: Secrets of Isaac Newton, Reveal'd – Mary Losure
12. Twilight Series – Stephanie Meyer
13. The Chronicles of Narnia – C S Lewis
14. Alex Rider Series – Anthony Horowitz
15. Drawing from Memory – Allen Say
16. The Mediator Series – Meg Cabot
17. Eagle Strike – Anthony Horowitz
18. The Old Man and the Sea – Ernest Hemingway
19. Skullduggery Pleasant – Derek Landy
20. The Immortal Series – Alyson Noel
21. Around the World in Eighty Days – Jules Verne
22. The Last Leaf – O. Henry
23. A Room on the Roof – Ruskin Bond
24. Frenzy – Robert Lettrick
25. Older than Dirt: A Wild but True History of Earth – Don Brown, Michael R Perfit

Tips and Techniques to Enhance Your Vocabulary

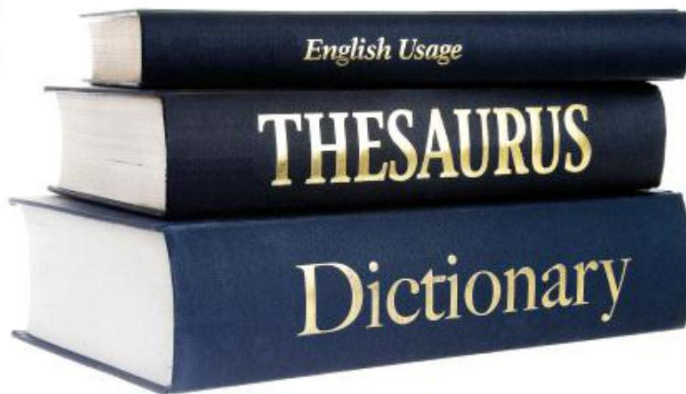
Try one or more of these methods and become a “wordsmith” in no time!

1. Read, Read, Read!



Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues that is based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the meaning of the word.

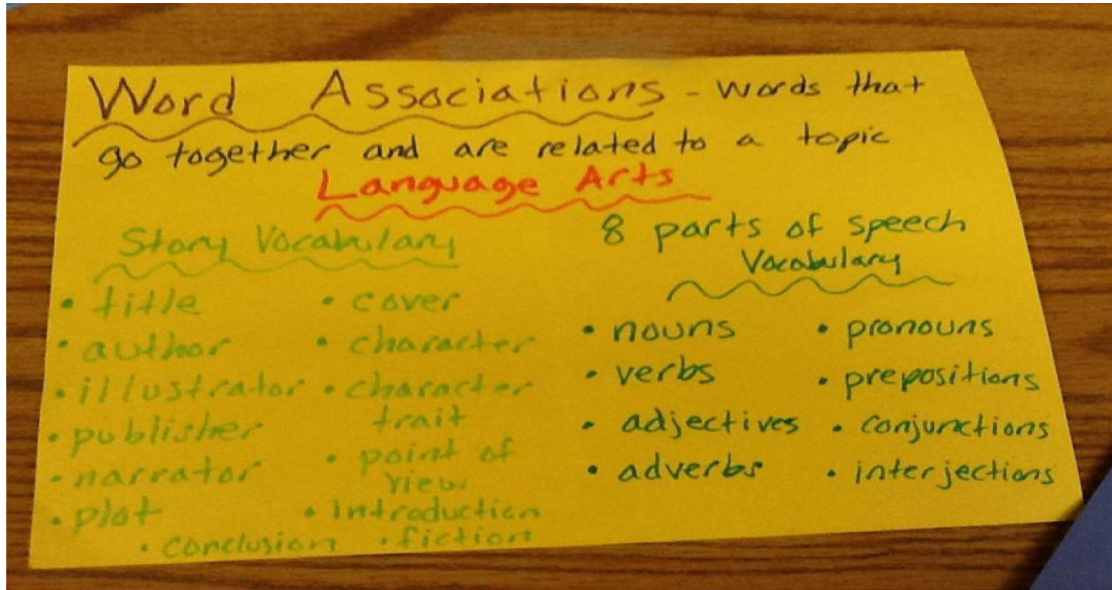
2. Highlight New Words



Avoid interrupting your reading, highlight or jot down a new word. Then do remember to look up the Thesaurus and the Dictionary to see its meaning, synonym and the part of speech it belongs to, that is, if it is a noun, a verb etc.

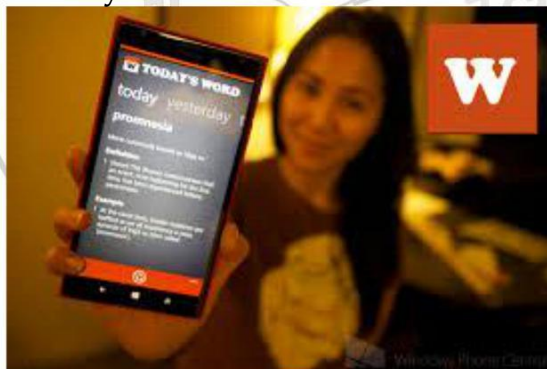
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3. Practice Word Association



Try to connect a new word with something more familiar. For example, take an unusual word like "aristate," which means "bearded" (it's a term used to describe bristled leaves and grasses). The word "aristate" sounds like the name of the famous philosopher, Aristotle. If you envision a bearded Aristotle, it will help you remember the meaning of the word in a fun way.

4. Learn a Word Each Day



You can keep a physical calendar, or try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your Smartphone for a few minutes each day.

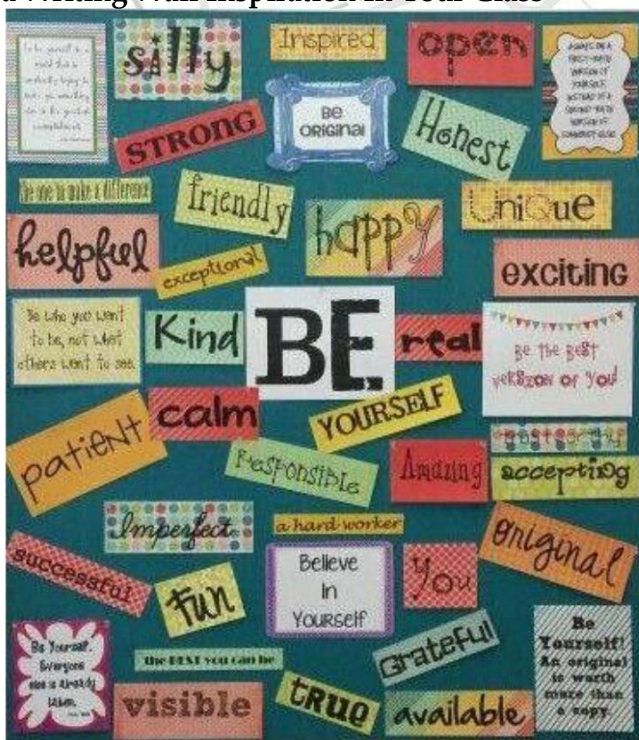
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5. Get Friendly With Those New Words!



No matter which technique you try, but ensure to use new words in your speaking and writing. This will solidify your understanding and also keep them at the top of your mind for future use. So, don't shy from using new words! Play with them!

6. Create a Writing Wall Inspiration In Your Class



Create colourful word spaces in your classroom as well as at home. Pin up what you learn! Get inspired to learn.

Importance of citing sources:

- To acknowledge the sources from where you borrow the ideas/ concepts
- To be conscious that you do not use someone's words/ideas as your own without acknowledging as it is known as intellectual theft
- To not commit plagiarism (plagiarism means 'to commit literary theft' and 'present as new and original an idea or product derived from an existing source'*)

*Merriam- Webster's Collegiate Dictionary (11th Ed.; 2003; print)

How to cite various sources:

- Citing from a book- Author's name. Title of the book. Publication Information.

Eg: Narayan, R.K. Malgudi Days. Chennai: Indian Thought Publication, 2003. Print.

- Citing from an article in a newspaper- Author's name. "Title of the article". Name of the newspaper followed by date, City.

Eg: Kulkarni, Tanu. "History classes become a voyage of discovery with 3D views". *The Hindu* 2 March 2018, Bengaluru. Print.

- Citing from an article in a magazine- Author's name. "Title of the article". Name of the magazine followed by publication date: Page no(s).

Eg: Weintraub, Arlene, and Laura Cohen. " A Thousand-Year Plan for Nuclear Waste." *Business Week* 6 May 2002: 94-96. Print.

- Citing from an online source- Author's name. "Title of the article". Web. Date of access. <URL>

Eg: Sankaran, Neeraja. " 6 Reasons Why Citation of Sources is Important When Writing". Web. 2 March, 2018. <<https://falconediting.com>>

Tips:

Author's name is written as: Surname, First Name

Title of a book is written as: Main Title: Subtitle

Publication Information is written in the following sequence: Place: Press, Year. Medium (Print/Web).



Tips for Enhancing Writing Skills

1. Read

Without each other, reading and writing cannot exist. Reading lets you observe good writing. You can observe and analyse the many choices writers make. These observations will help you improve your own writing because you will have a better sense of what effective writing looks like.



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2. Careful choice of words

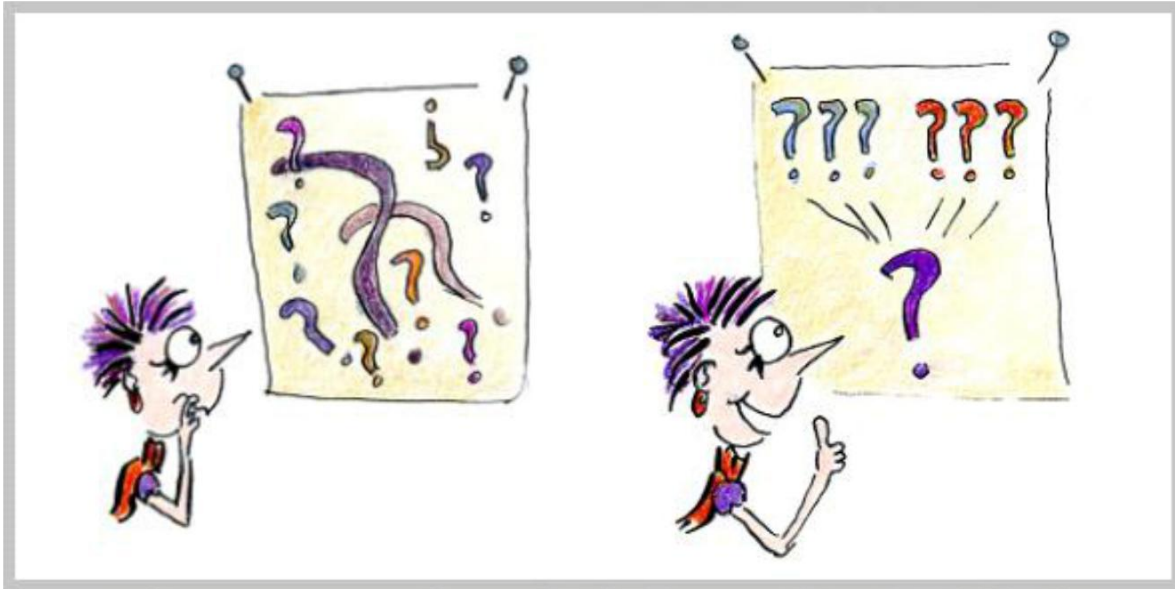
Choose your words carefully as these determine how effectively you can put your ideas across. Using the same words repeatedly in a piece of writing can make it less effective for the reader. Use a thesaurus to look for synonyms. Lastly, get rid of 'very'!



pppst.com

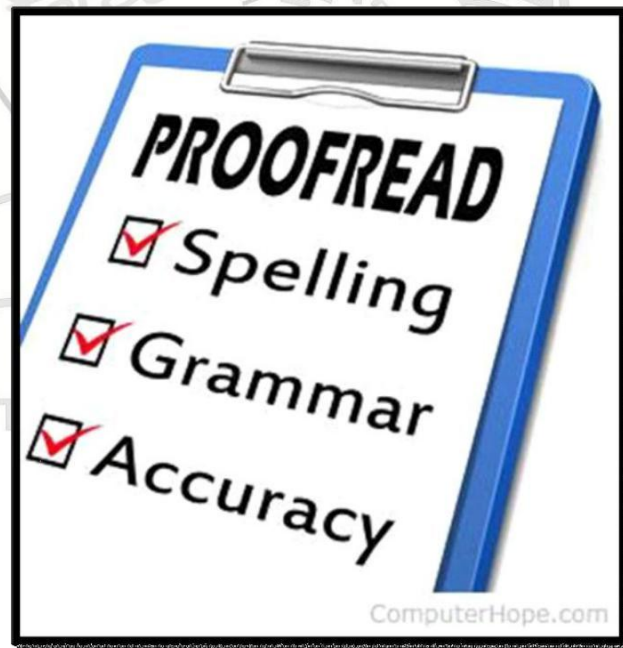
3. Organize your ideas

Writing all that comes to your mind and placing it correctly in your write-up can be difficult at times. To make sure you sequence your ideas correctly, it's advised you make use of mind maps, flow charts or just a list of ideas that can be numbered before working on your write-up.



4. Proofread your writing

Reread what you have written at least twice. Check the spellings of words and use of punctuation marks. If you are working in a team, then ask others to edit the write-up.



Rubrics for Long Writing Skills**To get started you must:**

- First, read through your writing assignment completely.
- Next, read each criteria on the rubric and then re-read the assignment again, this time focussing on each feature of the rubric.
- As you are re-reading, circle each appropriate section for each criteria listed. This will help you analyse your assignment better.
- Now, make a second draft keeping the corrections in mind.

Feature	Strong	Developing	Emerging	Beginning
Content	<ul style="list-style-type: none"> · Clear focus on main idea/ topic · Provides relevant information/ original ideas 	<ul style="list-style-type: none"> · Develops a focus on the main idea · Exhibits original ideas 	<ul style="list-style-type: none"> · Attempts to focus on the main idea · Ideas not fully developed 	<ul style="list-style-type: none"> · Lacks focus and development
Organization	<ul style="list-style-type: none"> · Establishes a strong beginning, middle and end · Demonstrates an orderly flow of ideas 	<ul style="list-style-type: none"> · Attempts an adequate introduction and ending · Evidence of logical sequencing 	<ul style="list-style-type: none"> · Some evidence of a beginning, middle and end · Sequencing is attempted 	<ul style="list-style-type: none"> · Little or no organization · Relies on single idea
Expression	<ul style="list-style-type: none"> · Uses effective language/ vocabulary · Proper sentence structure 	<ul style="list-style-type: none"> · Diverse word choice · Some evidence of proper sentence structure 	<ul style="list-style-type: none"> · Limited word choice · Basic sentence structure 	<ul style="list-style-type: none"> · No sense of sentence structure
Grammar, Usage & Mechanics	<ul style="list-style-type: none"> · Few or no spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> · Some spelling and punctuation errors, minor grammatical errors 	<ul style="list-style-type: none"> · A number of spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> · So many spelling, punctuation and grammatical errors that it interferes with the meaning
Plot & Narrative Devices (Story Writing)	<ul style="list-style-type: none"> · Characters, plot, and setting are developed strongly 	<ul style="list-style-type: none"> · Characters, plot, and setting are developed to certain extent 	<ul style="list-style-type: none"> · Characters, plot, and setting are minimally developed 	<ul style="list-style-type: none"> · Lacks development on characters, plot, and setting
Legibility	<ul style="list-style-type: none"> · Easy to read · Properly spaced · Proper letter formation 	<ul style="list-style-type: none"> · Readable with some spacing 	<ul style="list-style-type: none"> · Difficult to read 	<ul style="list-style-type: none"> · No evidence of Spacing

Rubrics For Short Writing Skills

	5	4	3	2
Format and focus on given topic	Completely adheres to given format and focuses on given topic	Mostly adheres to given format and focuses on given topic	Somewhat adheres to basic format and some elements of the given topic used	Format not adhered to; scope for improvement
Sentence structure; usage of tense	All sentences constructed and used appropriately	Most sentences constructed and used appropriately	Some sentences constructed and used appropriately	Most sentences not constructed nor used appropriately
Expression/appropriate choice of words	Excellent choice and variety of words; appropriate vocabulary used	Adequate usage of appropriate vocabulary and some variety in word choice	Some words used appropriately, limited vocabulary employed	Scope for improvement; words repeated; appropriate expression not used
Mechanics: punctuation, spelling etc.	No errors in punctuation, spelling or capitalization	Mostly no errors in punctuation, spelling or capitalization	Some errors in punctuation, spelling or capitalization	Significant errors in punctuation, spelling or capitalization



April-May

Reading: Comprehension**Writing: Short Story & Informal Letter****Grammar: Revision of Articles and Determiners, Prepositions, Perfect Tenses****Literature: 1. A Secret for Two****2. Wandering Singers**

Section A
Reading Comprehension

Read the passage and answer the questions that follow:

Peculiarities of Life

There was a boy at our school; we used to call him Sandford and Merton. His real name was Stivvings. He was the most extraordinary lad I ever came across. I believe he really liked to study. He used to get into awful rows for sitting up in bed and reading Greek; and as for French irregular verbs, there was simply no keeping him away from them. He was full of weird and unnatural notions of being a credit to his parents and an honour to the school; and he yearned to win prizes, and grow up to be a clever man, and had all those sort of weak minded ideas. I never knew such a strange creature, yet harmless, mind you, as the babe unborn.

Well, that boy used to get ill about twice a week, so that he couldn't go to school. There never was such a boy as that Sandford and Merton. If there was any known disease going ten miles of him, he had it, and had it badly. He would have bronchitis in the dog-days, and hay-fever at Christmas. After a six week period of drought, he would be stricken down with rheumatic fever; and he would go out in a November fog and come home with sunstroke.

They put him under laughing gas one year, poor lad and drew all his teeth, and gave him a false set, because he suffered so terribly from a toothache; and then it turned to neuralgia and ear-ache. He was never without a cold, except for once for nine weeks while he had scarlet fever; and he always had chilblains. During the great cholera scare of 1871, our neighbourhood was singularly free from it. There was only one reputed case in the whole parish: that case was young Stivvings. He had to stay in bed when he was ill and eat chicken and custards and hot-house grapes; and he would lie there and sob, because they wouldn't let him do Latin exercises, and took his German grammar away from him.

And we other boys, who would have sacrificed ten terms of our school life for the sake of being ill for a day, would stay out on blustery days, and it did us good and freshened us up: and we took things to make us sick, and they made us fat, and gave us an appetite. Nothing we could think of seemed to make us sick until the holiday began. Then on the breaking days we caught colds and whooping cough and all kinds of disorders which lasted till the term recommenced: when inspiteof everything we could manoeuvre to the contrary we would get suddenly well again, and be better than ever. Such is life.

-From Three Men in a Boat

A.1 Tick the correct answer:

The author found Stivvings extraordinary because:

His name was Sandford and Merton

He would fall ill easily

He loved to study

When the author says 'weak-minded ideas', he means:

Stivvings was a weak boy

He found it strange that someone would like to study so much

That he was weak and harmless like a baby

A.2 Do you think the author is exaggerating Stivvings' ill-health? Pick out phrases which suggest this.

A.3 Complete the following sentences with information from the passage:

Stivvings was the object of everyone's envy because _____

When the writer says 'such is life', he means _____

The author says no matter how hard he tried to fall sick during school term _____

A.4 Find words from the passage that have the same meaning as the following:

Filled with longing _____ (para 1)

Notable _____ (para 3)

Began again _____ (para 5)

Plan skillfully or shrewdly _____ (para 5)

Read the poem and answer the questions that follow:

Courage

Courage is the strength to stand up
When it's easier to fall down and lose hold.
It is the conviction* to explore new horizons
When it's easier to believe what we've been told.

Courage is the will to shape our world
When it's easier to let someone else do it for us.
It is the recognition that none of us are perfect
When it's easier to criticize others and fuss*.

Courage is the power to step forward and lead
When it's easier to follow the crowd; their pleas resound*.
It is the spirit that places you on top of the mountain
When it's easier to never leave the ground.
The foundation of courage is solid,
The rock that doesn't roll.
Courage is the freedom
Of our mind, body and soul!
-Anonymous

Meanings:

Conviction: a strong belief or opinion

Fuss: unnecessary worry, excitement or activity

Resound: echo

(a) Based on your understanding of the poem, fill in the blanks with a few words to complete the summary of the poem:

The poet is encouraging us to be (i)_____ so that we have the (ii)_____ when we fall down and lose hope. We should not let others decide for us, rather we should (iii)_____. Also, we should recognize that (iv)_____ and hence, accept everyone's imperfection rather than criticizing them. We should have the guts to step forward and lead when (v)_____. Courage, therefore, is the will power that (vi)_____ when it's easier to be happy with what you have.

(b) What do these lines mean: 'It is the conviction to explore new horizons When it's easier to believe what we've been told'? Choose the correct option.

Courage is going on explorations and journeys suggested by your friends.

Courage is the strong belief or urge to find out things yourself, even though there is a much easier way of finding out.

Courage is what others tell you, because it is a very easy way of finding out things.

(c) What message does the poet want to convey through this poem?

(d) Find words from the poem that mean the same

as: i) discover (stanza 1)

ii) acknowledgement (stanza 2)

(e) Find words from the poem that are the opposite of the following

words: i) appreciate (stanza 2)

ii) imprisonment (stanza 4)

Section-B (Writing)

Short Story Writing

A good story should interest, excite and amuse. A story's appeal depends upon the plot and how you narrate the plot.

What is a plot?

A plot is the main event of the story.

It keeps the whole story together.

The plot is like a map. It reminds you of where the story is going.

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A Story Map

Setting

Characters

Problem/ Conflict

Major Events

Climax

Resolution

Theme

How do you work out your plot?

A plot should have (a) a beginning (b) a middle (c) an ending

The beginning: Decide on where the plot will take place. Examples:

town/village/space/ship/boat/at sea. Decide on how many characters you will have. How many main characters and how many minor characters will you have and how will they be like?

The middle: Decide on what the 'problem' in the plot will be. Examples: is there a treasure to be found? Is there a crime to solve? Is someone unhappy? Is someone to be rescued? Is someone trying to escape from something?

The ending: Decide on how 'the problem' will be solved.

Once you have worked out your plot you are ready to begin writing. Think of a book or a story you have read. Answer the questions below:

1. What was the name of the story?

2.

2. Where did the plot take place?

3. How many main characters were there?

4. How many minor characters were there?

5. What was the plot or story about?

6. How did the plot end?

Do away with hackneyed story lines like-

Once upon a time.....

Long long ago.....

One day.....

Instead try something like-

Boom!.....

I jumped out of my skin.....

'Please sir, can you help me?' The squeaky voice seemed to come from my pen.....
At a time when dinosaurs walked the earth.....

Or anything else that is imaginative and different!

Short Story

You will now be writing a short story. You must choose a genre that you will follow and an audience to whom you will tailor your story. When choosing your audience, you must consider age, interests, content appropriateness, and reading abilities.

First Step:

Before beginning the writing process, you must complete a plot diagram for your story. This will help you map out your ideas and make sure you have all the required elements for the final project.

Requirements:

Your story must include the six basic features of the fiction plot diagram:

- Basic Situation/Exposition
- Conflict
- Complications/Rising Actions
- Climax
- Resolution
- Theme

Story Choices:

1. Graphic Story

Graphic novels and stories express messages or provide brief glances of events or stories. Key elements of a graphic story include character, setting, and plot – all conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, this genre highlights only the most important elements of its targeted topic. Examples: Watchmen, Boys Over Flowers, Persepolis, Maus

Common Elements of Graphic Stories	
Basic Situation	• Landscapes and settings are drawn rather than described in words
2. Conflict	• Story line contains a clear hero • A moral code is evident
Complications/ Rising Actions	• Dialogue balloons can express thoughts, dreams, speeches, loud voices, whisperings, wishes, and sound effects
4. Climax	• Hero faces a challenge
5. Resolution	• Hero usually overcomes challenge
6. Theme	• The lesson learned is usually one of morals

2. Twisted Fairy Tale

This is a story that uses fairy tales you know and changes the characters, setting, points of view, or plots. You can mix fairy tales plots; change the exposition, setting, conflict, or resolution; tell the story from another character's perspective; or even put yourself in the story.

Examples: The True Story of the Three Little Pigs, The Wolf Who Cried Boy

Common Elements of Fairy Tales	
1. Basic Situation	<ul style="list-style-type: none"> • Set in the past – usually significantly long ago • May be presented as historical fact from the past • Includes fantasy, supernatural, or make-believe aspects • May include objects, people, or events in threes
2. Conflict	<ul style="list-style-type: none"> • Typically incorporates clearly defined good characters and evil Characters • Focus the plot on a problem or conflict that needs to be solved
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Involves magic elements, which may be magical people, animals, or Objects • Magic may be positive or negative
4. Climax	<ul style="list-style-type: none"> • There is usually a good vs. evil face-off
5. Resolution	<ul style="list-style-type: none"> • Often have happy endings, based on the resolution of the conflict or Problem
6. Theme	<ul style="list-style-type: none"> • Usually teach a lesson or demonstrate values important to the culture

3. Science Fiction

This is a literary genre in which fantasy, typically based on speculative scientific discoveries or developments, environmental changes, space travel, or life on other planets, forms part of the plot or background.

Examples: War of the Worlds, A Brave New World, Dune, The Time Machine, Star Trek

Common Elements of Science Fiction	
1. Basic Situation	<ul style="list-style-type: none"> • A setting in outer space, on other worlds or planets, or involving aliens, or all of these elements combined • A setting somewhere in the future, in a parallel universe, in an alternative timeline, or in a historical past that oppose known facts of history or archaeological finds • Stories that engage scientific principles or technology that contradict known laws of physics or nature
2. Conflict	<ul style="list-style-type: none"> • Man vs. Science/Technology
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Stories that involve the discovery or the application of new scientific principles, such as time travel, or new innovations or technology, such as nanotechnology, faster-than-light travel or robots, or of new and different political or social systems
4. Climax	<ul style="list-style-type: none"> • There is some kind of struggle between Man and his humanity with the advances of technology
5. Resolution	<ul style="list-style-type: none"> • Either Man or technology wins
6. Theme	<ul style="list-style-type: none"> • The lesson is usually about the power of science and how it can be used for good or evil

4. New Superhero Tale

In this option you can create a new superhero to solve a problem. Superheroes usually have super-human power that they use to protect the public from evil. You can even create a superhero with an unlikely power. Use the following guidelines to help build your story.

Examples: Batman, X Men, Spiderman, Superman, Wonder Woman, Iron Man

Common Elements of Superhero Tales	
1. Basic Situation	<ul style="list-style-type: none"> • Includes a special story about how hero receives powers • Superheroes consider their duty a calling • Superhero usually has a theme that affects the costume or symbol • Works out of a headquarters
2. Conflict	<ul style="list-style-type: none"> • Has an archenemy
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Includes a secret identity the superhero needs to protect • Superhero powers vary widely; superhuman strength, the ability to fly, enhanced senses, and the projection of energy bolts are all common
4. Climax	<ul style="list-style-type: none"> • There is usually a showdown between the superhero and his/her Archenemy
5. Resolution	<ul style="list-style-type: none"> • Superhero usually wins
6. Theme	<ul style="list-style-type: none"> • Good concurs evil

Q1. Use the following hints to write a complete story.

- You're rummaging through an old tub of clothes from your childhood that your parents had stored away in their attic. As you search you find one particular piece that you remember as your favorite. When you hold it in your hands, you're magically transported back to the moment you got that piece of clothing...
- Two objects sit before you: a golden hammer and a cup of what seems to be water. A note on the wall says: "Go ahead, make your choice. The outcome will decide whether you're ready or not." Ready for what? What is this place? Why these objects? Which will you choose?
- You went to bed like any other night and were out like a log in minutes. But when you woke up, you weren't at home. You were in a car (that wasn't yours), wearing clothes (that weren't yours), and holding a bag full of money (that wasn't yours). Suddenly, a police car turns on...

Q2. Write an original story using the prompts given below. Do not forget the elements of a short story as you are writing.

- A woman begins her first day as a housekeeper at a hotel. While the day begins normally, she soon realizes her co-workers are slowly going missing one by one...
- Earth's communication satellites begin picking up an alien television station. The new programming is so spellbinding that people never leave their living rooms. Starvation becomes epidemic...
- While preparing your garden at the beginning of spring, you find the blueprint for your house buried in the earth. When you pull it out and examine it, you find that there is a room in the blueprint that doesn't exist in your house. Both disturbed and intrigued, you set off to find the missing room. Write what happens next.

Informal Letter

Letters are the best form of communication even in this hi-tech age. A letter can be read and re-read many times. They can be preserved as memories.

Format:

Sender's address -written at the top left corner of the page. Name is not put over it.

Date can be written in full i.e. 17th April 2014, / 17th Apr. 2014 or 17-4-2014

Greetings or Salutation-e.g. Dear Sapna

Introduction-short paragraph with appropriate opening sentence

Body- one or two paragraphs relevant to the topic.

Conclusion-courteous and polite leave-taking

Subscription - Yours affectionately/Yours sincerely

Signature-Your first name

Example

Write a letter to a friend describing how you are doing in your new school.

20, SP Road
Chanakyapuri
Delhi-110021

20th April, 2019

Dear Robin

The other day I came to know that you have been selected for the School Soccer Team and will be going to the U.S. for an International Tournament. Congratulations! I always knew that you had what it takes to reach the top.

I am having a great time in my new school. Initially it was difficult to adjust but now I've made many friends. The studies are not too tough and the teachers are not too strict! There are many activities that keep me busy. The Book-Week just got over and I won first prize in group recitation. I am learning chess and judo in after-school classes. Soon the swimming pool will open and I'm looking forward to that.

How is everything with you? Any plans to come to Delhi? I heard that your sister has secured an admission in IIT. Do convey my best wishes to her and sincere regards to your parents.

Reply soon!

Yours affectionately

Pranav

Questions:

- i. You have been made the class monitor for a month. Write a letter to your friend describing the highs and lows of being the class monitor.
- ii. Your friend from Bombay is visiting Delhi for one day. Write a letter to her giving her suggestions on what places to see in your city.
- iii. Write a letter to a friend inviting him over for the week-end.

Section C**Determiners and Articles**

Determiners are words which come before nouns.

The following are the most commonly used determiners:

Articles: a, an, the

Possessives: my, our, your, his, its, their

Demonstratives: this, that, these, those

Interrogative Determiners: what, which, whose

Quantifiers: a few, fewer, a little, less, some, several, a lot of, lots of, plenty of, many, much, not much, any, all, half, enough, another, every, each, either, neither, any, no, other

1. Fill in the blanks with suitable articles - 'a', 'an' or 'the' in the following sentences:

1. ____ eye for ____ eye and ____ tooth for ____ tooth.
2. ____ stitch in time saves nine.
3. ____ idle mind is ____ devil's workshop.
4. Too many cooks spoil ____ broth.
5. ____ bird in hand is worth two in ____ bush.
6. There is many ____ slip between ____ cup and ____ lip.
7. ____ penny saved is ____ penny earned.
8. A good friend is like ____ oasis in ____ desert.

2. Rewrite the following sentences putting 'a', 'an' or 'the' wherever necessary.

New villa was enormous, square Venetian mansion, with faded daffodil-yellow walls, green shutters, and fox-red roof. It stood on hill overlooking sea, surrounded by unkempt olive groves and silent orchards of lemon and orange trees. The whole place had atmosphere of melancholy about it.

Usually we use 'a' before count nouns that begin with a consonant and 'an' before count nouns that begin with a vowel. But if the 'h' is silent we use 'an' before it and if 'u' sounds like 'you' we use 'a' before it. The word 'one' sounds as if it begins with the consonant 'w' so we use 'a' before it.

3. Fill in the blanks with the correct article:

1. _____ European holiday is _____ expensive one compared to _____ holiday to _____ nearest hill station. (a, an, the)
2. I used my shoe as _____ hammer.
3. _____ moon goes around _____ earth every 27 days.
4. _____ Soviet Union was _____ first country to send a man into space.
5. You write _____ 'L' like this and _____ 'I' like that.
6. He used to be _____ engineer, now he has his own business.
7. _____ honest man is hard to find these days.
8. The show lasts for _____ hour.
9. _____ ounce is _____ unit of measurement.
10. It is _____ interesting fact that the aeroplane's shadow is virtually _____ same regardless of its altitude.

4. In the passage below, one word has been omitted in each line. Mark that place with a slash '/' and write the omitted word in the blank space provided:

Which baby is gifted with a furry coat?	No error
Want to know interesting fact?	A. _____
Many seal pups are born in coldest	B. _____
parts of world. But, they don't freeze	C. _____
to death because they have thick layer	D. _____
of fat covered by furry coat. Furry	E. _____
coat keeps them comfortable, nice and warm	F. _____

5. Fill in the blanks with suitable quantifiers:

- a) I was pleased to see _____ volunteers for the program. (several, no)
- b) We have _____ time, so hurry up. (much, little)
- c) If _____ of them is going, I will have to go. (either, neither)
- d) I want _____ sips of water as I'm thirsty. (a few, little)
- e) _____ of people attended the party. (lot of, a lot of)
- f) I have _____ money than you. (less, fewer)
- g) There is not _____ ink in the pen. (some, any)

- h) He is a man of _____ words. (few, a few)
- i) _____ of my friends are going on the trip. (much, many)
- j) _____ countries in the world have honest politicians. (few, less)
- k) I have scarcely _____ money to buy a new dress. (any, some)
- l) There is not _____ work to be done. (much, many)

Q6. Fill in the blanks with determiners given in brackets :

1. Do you have _____ good news for me (a, both).
2. Do you have _____ information about the lost child (any/ more).
3. Here is _____ water in the jug for every one (a few/enough).
4. I shall be going to Bombay for _____ days (much/some).
5. How _____ sugar did you buy? (many/ much)
6. He takes milk _____ day. (each/every)
7. The cake was very tasty. _____ of the girls ate two pieces each. (most/more)

Prepositions

The word preposition means 'placed before' and these words are always placed before a noun/pronoun or a noun phrase.

	Preposition	Noun/Noun Phrase
The children were playing	in	the playground.
Some children were going	down	the slide.
We'll visit London	during	the summer holidays.
Most people travel	by	train.
Everyone was staring	at	him.
The Dish ran away	with	the spoon.

Here is a list of some more prepositions:

1. Simple prepositions:

Examples:

2. A bird is **on** the tree.
3. I am fond **of** music.
4. The man was standing **under** the tree.
5. He runs **after** money.
6. I have to go **to** London to meet him.

Few others are:

On, behind, under, after, round, about, without, across, among, below, beside, beyond, up, to, from, opposite, over, outside, towards, within, about, along, against, above, around, beneath, between, inside, into, near, off, past, through, upon.

Some prepositions are made up of a group of words. These are called **Phrase Prepositions**.

For e.g. Ahead of, away from, close to, in between, in front of, near to, all over, on to, out of, on top of, on board.

A phrasal verb is formed by combining a verb with a preposition.

According to, agreeable to, along with, away from, in addition to,

in course of, in favor of, in honor of, in order to,

in spite of, with reference to, with regard etc...

Nouns, verbs, adjectives and participles are often combined with

prepositions such as Noun + Preposition, Verb + Preposition,

Adjective + Preposition, and Participle + Preposition.

Each combination has a separate meaning, sometimes totally different from the meaning of the main verb.

Examples:

- a. Every citizen should **abide by** the laws of his country.
- b. This lake **abounds in** fish.
- c. Rajeev Gandhi started his Prime Ministership with **abundance of** goodwill of Indians.
- d. Why were you **absent from** class yester day?
- e. When I entered the room, I found my grandfather **absorbed in** deep thought.
- f. The Judge **refused to** accede to the request of the accused to release him on bail.
- g. I regret that your proposal is **acceptable to** me.
- h. Gupta is well-known to politicians and has a ready **access to** a number of ministers.

Special uses of prepositions:

(1) At and In

At is used for a point of time; or for comparatively small places. e.g. He came

home at 5 p.m.

She stays at her aunt's place at Safdarjung Enclave.

In is used to denote a time when something happens; or for comparatively large places. e.g. I was born in 1998. She lives in London.

'In', 'at', and 'on' have similar meanings, but there are conventions about their usages.

"In" is used before large places such as a country, state or city.

Examples:

7. In India

8. In Texas

9. In New York

"ON" is used before middle sized places such as a road, train, plane, ship etc...

Examples:

10. On Mount road

11. On Parliament road

12. On the East coast

"AT" is used to denote an exact spot.

Examples:

13. At the door

14. At 7 O'clock

"IN" is also used to denote a very small place

I was staying in a room at Door No.43 on Anderson Street in Boston on East coast in Massachusetts State in USA.

There are three conventional uses of these three ones in regard to time also.

"IN" is used before the year and month.

"ON" is used before the day and date.

"AT" is used before actual time.

That accident happened at 7.30pm on 7th March in 1989.

The correct phrasal forms to denote specific times of the day are:

Examples:

1. At dawn
2. In the morning
3. At noon
4. In the afternoon
5. At dusk
6. At night

The preposition "between" must be used when referring to two things or persons.

Examples:

15. The problem between Jack and Jill was solved by their parents.
16. This train is playing between New York and Chicago.

When more than two things or persons are involved, the correct preposition to be used is "among".

(2) On and upon

On is used to denote things that are at rest.

e.g. He put the books on the table. Upon is

used to denote things in motion.

e.g. The cat pounced upon the mouse.

(3) In and Into

In denotes a state a state of rest.

e.g. The students are in the class. Into

denotes a state a state of motion.

e.g. He dived into the swimming pool.

(4) Between and Among

Between is used to refer to two persons and things. e.g. She sat between her two best friends.

Among refers to more than two persons and things.

e.g. Please distribute the sweets among yourselves.

(5) Since and For

Since is used to refer to a point of time in the past. e.g. She has been living here since 1930.

For is used to denote a period of time in the present, past or future. e.g. I slept for six hours.

(6) Beside and Besides

Beside refers to the 'side of something'. e.g. The cat sat beside the table.

Besides means, 'in addition to'.

e.g. Besides helping her, he cared for her in the hospital.

a. Choose the correct word from the options given:

- a. Whenever the Sharmas visit India, they stay..... a village near Amritsar. (at, in)

- b. The boatman rowed.....the river. (along, across)
- c. The tired man leaned.....the wall. (on, against)
- d. He was late and the bus left..... him. (with, without)
- e. Shops are generally closed.....Sundays. (on, at)
- f. I like to have pancakesbreakfast. (at, in)
- g. Come and sit me. (beside, besides)
- h. The white, fluffy rabbit fell..... the well. (in, into)
- i. I have been working here the last two years. (for, since)
- j. He insisted doing the work himself. (in, on)
- k. The king ruled a vast empire. (in, over)
- l. This road leads Delhi. (to, from)
- m. Mr. Gupta has no control..... his finances. (over, of)
- n. Take care your family. (of, for)
- o. He was speeding and lost controlhis car. (over, of)
- p. There is a lot of dust the shelf. (over, on)
- q. My friend lives in the flat.....ours. (above, over)
- r. There are bookshelves..... the wall. (along, across)
- s. The king succeeded..... the throne at the age of ten. (to, over)
- t. Distribute the sweets..... the students. (between, among)

b. Circle the correct preposition out of the pair in brackets in each of the following sentences.

- 1 Dan could not choose (between/among) the two video games.
- 2 Melissa played happily (between/among) the eight puppies.
- 3 This phone is different (to/from) that one.
- 4 I was very cross (with/at) you when you didn't call.
- 5 Make sure you divide the chocolate bar (into/to) four equal pieces.
- 6 I really think you will benefit (of/from) a gym course.
- 7 My birthday coincides (with/at) yours.
- 8 Dion had to compete (against/with) boys who were older than him.
- 9 Are you prepared (for/to) a difficult journey?
- 10 Nicola will be discharged (from/to) hospital tomorrow.

C. Exercise : Prepositions of Direction: To, On (to), In (to)

Complete the following sentences with the correct preposition:

to, toward, on, onto, in, or into. Some sentences may have more than one possible correct answer. Remember that a few verbs of motion take only "on" rather than "onto."

1. Anna has returned _____ her home town.
2. The dog jumped _____ the lake.
3. Are the boys still swimming _____ the pool?
4. Thomas fell _____ the floor.
5. The plane landed _____ the runway.
6. We drove _____ the river for an hour but turned north before we reached it.
7. The kids climbed _____ the monkey bars.
8. Joanna got _____ Fred's car.
9. The baby spilled his cereal _____ the floor.
10. We cried to the man on the ladder, "Hang _____!"
11. I went _____ the gym.
12. Matthew and Michelle moved the table _____ the dining room.
13. Allan left your keys _____ the table.
14. Dr. Karper apologized for interrupting us and told us to carry _____ with our discussion.
15. I walk _____ the amusement park.
16. Pat drove Mike _____ the airport.
17. Glenn almost fell _____ the river.
18. The waitress noticed that there was no more Diet Pepsi _____ Marty's glass.
19. Lee and Sarah took the bus that was heading _____ the university.
20. Mary Sue jumped _____ the stage and danced.

Section-C

Perfect Tenses

The Present Perfect Tense
The Past Perfect tense

The Present Perfect Tense

We use the verb **has** or **have** as a helping verb to form the present perfect tense. We use this tense to indicate an action that has just taken place. E.g. I **have made** you a cup of tea.

He **has eaten** his dinner

Rewrite the following Simple Past sentences in Present Perfect Tense:

1. I wrote to my friend informing her of the news.

2. My parents spoke to my class teacher.

3. He broke the vase!

4. She hid her cell phone to evade punishment.

5. The police caught the thief.

6. He defended his kingdom bravely.

The Past Perfect Tense

We use **had** as a helping verb to form the past perfect tense. This tense is used to indicate an action that took place some time before. E.g. The train **had left** by the time we reached the station.

I **had just settled** down when the door-bell rang.

Fill in the blanks with the past participle form of the verb given in brackets:

1. Suddenly he remembered where he _____ the treasure. (hid)
2. My test results were not as good as I _____. (expect)
3. He collected money for those who _____ their homes. (lose)
4. It was 11a.m. and she still _____ out of bed. (not get)
5. The road was blocked by a tree which _____ in the storm. (fall)
6. I _____ my home-work before the guests came. (do)

Present Perfect Continuous Tense-We use it to talk about things that began in the past and are still continuing or having an effect.

E.g. He has been living here since last year. I have been studying for two hours.

Past Perfect Continuous Tense-We use it to talk about things that were going on in the past when something happened.

E.g. I had been thinking of you when I got your card.

He had been working at a bank before going to Dubai.

Fill in the blanks with the present perfect continuous tense of the verb given in brackets:

1. She.....on the phone for over an hour.(chat)
2. Who.....in my chair?(sit)
3. We..... 'Oliver Twist' in school.(read)
4. I.....whether to start revising yet. (wonder)

5. I.....in the hospital for three years.(work)
6. I.....to do this puzzle for the last three hours.(try)

Complete the story, filling in the blanks with simple past or present perfect form of the verb in brackets:

Ann is one of the most interesting people I _____ (meet). She is only twenty-five, but she _____ (travel) to over fifty different countries. Five years ago, she _____ (be) a teacher in London, but she _____ (decide) to give up her job and see the world. Since then her life _____ (change) completely. The first time she _____ (go) abroad was seven years ago when she _____ (be) just eighteen. She _____ (take) a boat to France and then hitch-hiked around Europe for five weeks. She _____ (visit) Europe many times since that first trip but this holiday _____ (be) the one which _____ (make) her start travelling.

She _____ (never forget) the excitement of those five weeks. Once when she _____ (be) on a train someone _____ (stole) her purse; she _____ (lose) all her money, and _____ (have) to work in a restaurant for a while. She _____ (make) some good friends there, however, and _____ (return) several times since then.

How did she find the money for her travels? After her first trip abroad, she _____ (go) home and _____ (work) for two years, saving all the time. Now she travels continually, finding work when her money gets low. She _____ (make) a lot of friends, she says, and _____ (learn) quite a lot of languages. Although she _____ (have) occasional difficulties and _____ (often be) sick on her past travels, she _____ (never thinks) about giving up her travels. "The first time I _____ (go) abroad _____ (change) my life," she says, "and I _____ (travel) ever since.

Rewrite the sentences using one verb in simple past and one verb in past perfect tense:

1. By the time they (raise) the alarm the thieves (flee).

2. He (keep) his books so well they (look) almost new.

3. They (eat) everything by the time I (arrive) at the party.

4. When we (leave) the beach the rain (already start).

5. I (try) telephoning her several times but she (leave) the country.

Change the verbs in brackets into the past simple or the present perfect simple.

1. Tina isn't here. She (just go) _____ to school.
2. What time (you get up) _____ this morning?
3. Paul (have) _____ a bad car accident last year.
4. I (live) _____ in the same house since 1995.
5. What (you do) _____ last night?
6. Brian (not finish) _____ his work yet.
7. Reeta (arrive) _____ here in 2005.
8. (you see) _____ 'Men in Black'?

Change the tense of the verbs, as directed, and re-write the following sentences:

- i. My brother _____ (carry) the day in the races today (simple past).
- ii. I _____ (lose) my two ten-rupee notes (present perfect).
- iii. The patient _____ (die) before the doctor came.(past perfect).
- iv. He _____ (see) never a lion before.(past perfect).
- v. We _____ (solve) this sum for an hour(past perfect continuous).
- vi. I posted the letter after I _____ (write) it (past perfect).
- vii. The play _____ (begin) when I reached the hall(past perfect).
- viii. He _____ (study) for two hours (past perfect continuous).

Jumbled sentences

Look at the words and phrases given below. Rearrange them to form meaningful sentences:

a. her children's safety/ mother/ every/ about/ worries

b. as/a/ picture/ she was/ as pretty

c. no/ rain/ was/ year/ one/ there/ for

d. considerate/we/one another/should be/to

Integrated Grammar Practice

I. The following passage has not been edited. There is a word missing in each line. Mark the place where you think it is missing with a / and write the correct word in the space provided.

In the evening a change came grandmother. _____

She did not pray. She collected the women the _____

neighbourhood, got old drum and started to sing. _____

For several hours she thumped sagging _____

skins of the drums and sang the homecoming _____

of the warriors. We had persuade her _____

to stop overstraining. That the first time _____

since I had known her she did not pray. _____

The next morning she taken ill. _____

II. Fill in the blanks using said/told.

1. John _____ he had been to the cinema at the weekend
2. She _____ me that she was going running this evening
3. David _____ that he was going to arrive at eight.
4. My friend never _____ me about his plans.
5. The _____ they were meeting Luke today.
6. I _____ her not to disturb me.



SECTION-D LITERATURE

A SECRET FOR TWO

Pierre has worked for many years as a milkman in Montreal, making deliveries to his long time customers. His milk wagon is drawn by a horse named Joseph. Joseph has learnt the route so well that he stops at the right places instinctively. Together Pierre and Joseph show a love, trust and efficiency that is compelling to all. One morning, Pierre learns that Joseph has died. Distraught by the news, Pierre stumbles into the street where he is hit and killed by a truck. Only then do we learn that Pierre has been blind for many years. Because Joseph knew the route so well, Pierre's blindness was a secret between the two.

Q1 What name did Pierre give to his horse? Why?

Q2 Pick out sentences from the story which show Pierre's fondness for Joseph?

Q3 What was the secret that the two shared? How did they manage to keep it a secret?

Q4 What was the surprise ending in the Story? Was the ending ironic? What does this tell us about the bond shared by Pierre, a man and Joseph, a horse?

Sample answer: The revelation of Pierre's blindness was a surprise in the end. It was ironic to have found Pierre blind because as readers, we had not expected Pierre to be blind for five years as he had performed his duties as a milkman diligently. Pierre had never committed an error nor was there any complaint against his service throughout his service. The revelation sheds light on the relationship shared by Pierre and Joseph. It informs the reader about the unbreakable and highly dependable bond between the two friends.

Value Points (All questions)

- A kind gentle creature with a shining spirit.
- Pierre's boast about Joseph's capability.
- The love with which he trained him; how he trusted him; People's appreciation for the duo.
- The growing fondness and dependence on each other.
- The pain at Joseph's death and Pierre's death soon after.

WANDERING SINGERS BY SAROJNI NAIDU

The poem "Wandering Singers" by Sarojini Naidu is about a band of folk singers who wander from town to town and from village to village to spread the message of love through their singing. The poem portrays the carefree life of the contented wandering singers, who have no interest in the material world. They sing and play the lute, a musical instrument, as they roam from place to place. The voice of the wind symbolizes the welcoming tone of the song that echoes through the forests and streets. To them, all mankind is like an extended family and the world is their home. The wandering singers live in harmony with everyone around them. They do not have any personal attachments.

They believe in universal brotherhood and therefore they are far above the frustrations and sorrows experienced in human relationships. The songs they sing are about great battles once fought, kings and their conquests, the laughter and beauty of the women long gone. They also talk about the simple pleasures and pains of life. The wandering singers have no hopes or dreams of their own; they go wherever life leads them. No bond of love can slow them down. They remain detached even from the joys of life. The voice of the wind is the voice of their life and also their destiny. They accept life in totality and are open to everything offered to them by fate.

QUESTIONS:

1. What are the aspirations of the wandering singers?
2. Compare the wind to these singers. How are they similar? What qualities do they possess?
3. What message do the wandering singers want to convey?

Sample answer: The message that the wandering singers want to convey is of spreading the message of universal brotherhood among all. They wish to convey the message through their acts and deeds and also through their songs. In addition to this main message, they wish to convey that one should not be too attached to worldly pleasures and be too materialistic, rather one should be happy and content with what one has in life. One should never be too proud of one's achievements rather be humble and grounded.

4. Imagine that you are one of the wandering singers. Describe what you see, hear and feel as you travel from place to place.

Reference to context

1. 'No love bids us tarry... the voice of our fate.'
 - a) Explain what the poem means when he refers to love and joy in these lines.
 - b) In the given lines whose fate is being discussed?
 - c) How does the voice of the wind determine the fate of the speakers?
2. 'All men are our kindred, the world is our home.'
 - a) What does the phrase 'the world is our home' refer to and why?
 - b) In the given line, indicate the word that means universal brotherhood?

July

Reading: Comprehension

Writing: Formal Letter (Letter to the Editor)

Grammar: Conjunctions, Reported Speech

Literature: The Meeting Pool and Macavity: The Mystery Cat

Read the following passage and answer the questions that follow:

Death of a Stag

In the park at Eastnor, in a well-fenced and beautiful seclusion, there were many deer. I had seen them now and then at a distance, moving in slow state among the wildness of the southern Malverns. I was to see one for a moment in a field near my home.

I do not know what had led to the event, but it happened that one of the stags among these deer became dangerous and escaped from the park enclosure. Whether he had gored people I do not know. Local gossip, improving the story, said that he was mad and very dangerous.

Anyhow, his case had been heard, and as he was roving the world and, perhaps, impossible to catch and doctor, and certainly dangerous to citizen, he was condemned.

I was indoors one fine morning when I heard the noise of guns and cries down in the further field. I ran to the windows, and in that instant of time I heard another two shots and then a third. Then I was looking to the fields, which sloped somehow downhill from me, and to the fences to the right, which rather obscured the view there.

There was a stile over the fence, at that point and a clear view of fence, stile, and a few yards of the lower field, as I reached the window.

As I looked in that instant of time to that place of destiny, I saw the stag leap the stile with unspeakable, matchless grace, and bound on, among shots, till the hedge and the rise of the land hid him from me.

After him came the guns and men crying, and immediately I saw them lift the body of the stag that had fallen just out of sight from me.

I saw the men busy, and the dead body raised among them, and I thought my young heart would have broken, that that exquisite thing that had made that leap was now dead.

John Masefield *Grace before Ploughing*

Roving: wandering

Condemned: doomed, sentenced, judged

Stile: a structure, which provides people a passage through or over a fence

Answer the following questions:

1. Where had the boy seen the herd of deer?

2. What did the people say about the escaped stag?

3. Why did they decide to kill the stag?

4. What made the boy run to the window?

5. Describe the sight he could never forget.

6. How would you have felt if you had seen the men raising the stag's dead body?

7. Do you think the people dealt with the problem of the stag in the right way? Give reasons for your view.

8. Choose the correct meanings of the following words as they are used in the passage:

Seclusion: isolation, open, public,

Obscured: concealed, revealed, cleared

Destiny: fate, choice, religion

Exquisite: splendid, flawed, imperfect

Encroachment

One evening after work
 Groping in the mailbox
 For messages, letters from nowhere,
 My fingers encountered
 Sprigs, twigs and eggs.
 A bird had nested
 Right inside my mailbox
 Annoyed I cleared it all
 Except for the eggs.
 Later in the evening
 A squall had me out
 Hastily gathering, clothes left drying.
 In the garden, hopping
 In clumsy hurry, was a mainah
 Balancing in its yellow beak
 Twigs and slender sticks
 Heading for my mailbox
 Laboriously to rebuild
 The cozy nest I had wrecked.
 My vision blurred in the heady showers

The message I had missed
 Quite clearly I read
 In the incongruous nest
 Hidden in the wooden box
 A trespass, an encroachment
 That escaped prosecution,
 Through a denuding of its habitat
 Leaving no room to nest
 Except in wooden post boxes
 Nailed to concrete walls.

Neerada Suresh

Complete the summary of the poem by filling in the blanks with a suitable word/phrase.

One evening the poet _____ a nest inside his mailbox. Annoyed, he _____ the nest but _____ the eggs there. There was a _____ later in the evening and the poet came out to _____ his clothes in. He saw a mainah carrying _____ and _____ in its beak heading towards his mailbox. The poet realizes that the bird is trying to _____ her nest and feels _____ for having destroyed it. He also realizes that it is the humans that are guilty of _____ and depriving the bird of its natural habitat.

On the basis of your reading of the poem, answer the following questions:

1. How does the poet react to the bird's nest in the mailbox?

2. Why does the mainah leave her eggs in the mailbox?

3. What does the poet realize when she observes the bird rebuilding her nest?

4. The poet does not find anything in her mailbox. But is there any message for the poet? If so, what is it?

5. Find words in the poem which mean the same as:

- a. Requiring much effort _____
- b. Take legal action against someone _____
- c. Odd _____
- d. Make bare _____
- e. Natural environment of an animal or plant _____
- f. Destroyed _____
- g. Searching _____
- h. Came across _____



Section-B

Formal letter

Writing a letter to the editor is absolutely the best way to express your opinion publicly. In many situations, you feel like raising your voice on a particular issue or matter and it is possible through letter. You can confidently voice out your opinion in front of the readers through print media including newspaper, magazines and journals. In newspapers and magazines, letter to editor column is provided where readers can give their views and opinions freely and can also give necessary suggestions. It is a true fact that every day thousands of people provide their opinions and views in newspapers and magazines and only few opinions are considered. Hence, it is highly important to take care of certain things while writing letter to the editor. The points discussed below will help you draft your letters:

1. **Meaningful:** The letter should be meaningful and relevant. It should talk about only those topics and issues, which are currently published in a newspaper or magazine. If the news is stale then it is worthless to put your opinion in front of the audience.
2. **Word Limit:** While writing a letter to the editor, a person should take care of the word limit thing. All newspapers and magazines has restricted word limit for every column. If the word count exceeds then there is more chance of refusal of publication of that letter.
3. **Usage of correct words:** It is important to raise your voice in correct tone. Writing a letter in anger or using inappropriate words will definitely minimize your chance of expressing your opinion in front of public. Thus, it is ideal to use respectful words while writing letter to the editor.
4. **Clear and concise:** The letter should be short and simple. It is ideal to express your views effectively and in minimal words.
5. **Original:** If a person is expressing his or her views on a particular topic then it is advisable to present it in a different way. It should be real and to-the-point.

Format:

Sender's address-written at the top left corner of the page. Name is not put over it.

Date can be written in full i.e. 17th April 2018, / 17th Apr. 2018

Receiver's designation- The Editor

Receiver's address- The Times of India
Bahadur Shah Zafar Marg
New Delhi

Salutation- Dear Sir/Ma'am

Subject- (always remember to underline)

Introduction-short paragraph with appropriate opening sentence/ mention in what regard you are writing the letter

Body- three to four paragraphs relevant to the topic/state the problem or suggestion/ specify actions you want to suggest to the general public

Conclusion-formal closure

Subscription - Yours sincerely

Sender's Signature

Sender's name (within brackets)

Sender's designation

Example-Write a letter to the Editor of a newspaper against the use of unfair means by students in examinations. Your name is Pankaj Walia and you live at 17, Model Town, New Delhi.

17, Model Town
New Delhi-110009

August 25, 2019

The Editor

The Hindustan Times

Bahadur Shah Zafar Marg

New Delhi-110001

Dear Sir/ Ma'am

Subject: Use of unfair means by students in examinations

I seek to express my views on the use of unfair means by students in examinations. I shall feel highly obliged if you publish my views on the subject in your esteemed newspaper.

The use of unfair means by students has become very common. But the menace has assumed dangerous proportions now. Copying in examinations goes on unchecked. No wonder, here and there, some invigilators are found helping the examiners in the use of unfair means. The evil has become deep-rooted.

The system of examination needs, complete overhauling. In fact, examinations have become a farce. They have lost their meaning. Among the reform in the examination system, introduction of internal assessment, setting of objective type questions and delinting of degrees can be suggested. The purpose of holding examination is to test the ability of the students. Any system of examinations that does not serve this end is purposeless. The sooner it is abolished the better it will be.

I hope these views of mine will go a long way in making examinations meaningful.

Thanking you
Yours Sincerely
Pankaj..
(Pankaj Walia)
Student, ABC School

Questions:

1. Write a letter to the editor of The Times of India newspaper making a plea to the common people to switch over to solar energy to conserve electricity and limit electricity bills.

Value points: solar cookers, solar lanterns, solar bulbs, solar heating and cooking systems, etc.

2. Write a letter to the editor of The Hindustan Times newspaper expressing your opinions and views on the increased human dependence on technology. Right from a small child to an adult, everyone wants gadgets- cell phones, I-pods, laptops, etc. This also has a negative effect on the social relationships. Using your own ideas and ideas discussed in class, write the letter.

Conjunctions

Conjunctions are words that link words, phrases, clauses and sentences together. They are also called connectors.

There are two kinds of conjunctions:

1. Co-ordinating conjunctions
2. Subordinating conjunctions

A. Simple linkers

Adds more information.

AND is used to make a list.

I would like a cup of tea and a blueberry muffin, please.

It is used to describe a sequence.

She arrived at four and left shortly after five.

It is also used to avoid repetition of grammar.

Govind was tall and elegant.

As well as...also means in addition to, and it shows some emphasis on the fact.

There was toast as well as rolls available.

Both...of/and is used to indicate that the clause is about two things or people, and not just one.

Both the boys and the girls play volleyball at school.

Neither..nor suggests two negatives, and implies that this is surprising or significant.

Neither Guljan nor Imran had seen the email about the school trip.

ALSO is used to give more and different information, but can only be used at the beginning of the sentence, or before the main verb, *and* or *but*.

We are going to the museum and also to the Palace in the afternoon.

I gave Badri the work for tonight. I also gave him the notes the teacher gave us.

CONTRAST

BUT can be used between words to show a contrast, as if you would expect something different.

The house was small but quite attractive.

Still/yet

It got colder and colder, yet we were not permitted to put on our coats.

NEVERTHELESS is used to mean *in spite of this*.

The price of coffee beans is increasing rapidly. Nevertheless, a cup of coffee is still the same price.

ALTERNATIVES

OR is used to express an alternative.

I can't decide whether to study in Delhi or Hyderabad.

Don't get your shoes muddy or they'll get stains on them

NOR is commonly used with *neither*, but it can also be used after another negative clause.

Rashmi cannot sing nor recite poetry from memory.

Either...or shows a possible alternative or choice. Either offers two positives.

You can have either soup or a starter.

Otherwise can be used at the beginning of the clause to mean *in spite of this*.

You must finish your project today otherwise you won't be able to go home.

COMPOUND CONJUNCTIONS

The phrases which are used as **conjunctions** are called **compound conjunctions**. Examples are: *so that, provided that, as well as, as soon as, as long as, such that, in order that, as though, as if, such as etc.*

A compound conjunction may have two or three parts and they always go together. They are different from **correlatives** which are conjunctions used only in pairs. Examples of correlatives are: *either...or, neither...nor, not only...but also.*

She has got a car **as well as** a bike. (She has got not only a bike but also a car.)

Note the information structure: **as well as** introduces information already known to the listener; the rest of the sentence gives new information.

As well as breaking his back, he hurt his neck.

As if and as though- **As if** and **as though** have similar meanings.

He talks **as if** he **is** mad. (Perhaps he is mad.)

The cat jumped in **as soon as** he opened the window.

Provided (that) means that something is possible only if something else is the case.

He will pass the test **provided that** he works hard.

You can share my room **as long as** you pay for your expenses.

After **as long as**, we use a present tense to refer to the future.

So that and **in order that** have similar meanings. **So that** is more common in an informal style.

We eat **so that** we may live.

She is working hard **so that** she will pass the test.

They held the function on a Sunday **in order that** everybody would be able to attend.

IN SPITE OF means the same as despite and although, but is used before a nouns, or with *the fact that* and a verb phrase.

I didn't really enjoy the film in spite of the brilliant acting.

EVEN THOUGH means the same as although (that something is true when indications would show the opposite). But it is slightly stronger, indicating a greater degree of unexpectedness.

The boys went camping even though the monsoon season was due.

CO-ORDINATING CONJUNCTIONS

Each part of these conjunctions is used at the beginning of the two items being linked.

Whether... or not

Everyone takes the test whether they want to or not.

Not only...but also

Not only did my friend win the badminton, but also the tennis tournaments.

As...as

It was as big and scary as the spider I found in the bathroom.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are- before, after, as, since, yet, until, when, while, because, though, although, if, unless, where, whether, how, what, whatever, that, however, wherever WHERE MEANS AT/ IN THE PLACE WHERE

Farida's house is on the corner, near where the tram stop is.

Except (for) expresses a unique difference, or exclusion from the general statement. If it used as the beginning of a sentence, it must have for.

Except for Rashmi, all the girls arrived in time.

Like means either for example or in the same way as/ similar to.

You can get foreign food like pizza and fish and chips in the restaurant.

TIME LINKERS

Conjunction	Usage	Example
WHEN	At the time	When you are ready we will begin.
BEFORE	At an earlier time than	The train had already left before we got to the station.
Until/till	During the time before	Don't stop trying until you have tried every possibility.
After	At a later time than	The Geography teacher can in after she had finished lunch.
As	Like when or while/ like because	The bell rang just as the teacher started the dictation. We decided to go home as it was getting dark.
Since	From that time	I had been in India since the rainy season started
While	During the time	Anjali arrived while my mother was preparing the meal.
If	A possibility, depending on certain conditions	You can stay at my house if you can't find a hotel room.
because	Relationship between two pieces of information	I didn't go because it was raining.
Although/ even though	Contrast between two items	My sister wore my shoes although they were too small for her.
Unless	Something is impossible without something else	I can't send him the file unless you give me his email address.
So	So expresses a consequence.	The train was late so I had plenty of time to get a newspaper.

A. Choose the best word from the box to complete the text.

Therefore /When/ despite /whereas /Before /since/ for /after/ as/ unless

1. Can you set the table _____ the guests arrive?
2. I like listening to music _____ I am revising.
3. X equals 265, and _____ Y must equal 3!
4. Sagar had been waiting at the bus stop _____ half past one.
5. The two girls chatted _____ almost two hours.
6. _____ the car passed us, we could see the two people sitting in the back.
7. Cats are very easy to look after, _____ dogs require a great deal of effort.
8. _____ it has snowed all night, we can't go trekking this morning.
9. _____ calling several times, Sakina never received a reply.
10. Sunny won't go to sleep _____ you tell him a story.

B. Fill in the blanks with suitable conjunctions:

- a. Oliver was feeling hungryhe asked for more soup.
- b. Anna tried to read a novel in French.....it was too difficult.
- c. He is poorhonest.
- d. I would rather go hungry.....steal.
- e. He did not come to school.....he was not well.
- f.he is old,he is strong.
- g. She istruthful, nor honourable.
- h. I was angry.....I kept quiet.
- i. He behaved.....he was crazy.
- j. Jessica stole the jewels.....Lorenzo waited outside.
- k. Portia was intelligent.....beautiful
- l. Fagin was.....,a kidnapper,.....a thief.
- m.you insist, I will come.
- n. She makes friends..... she goes.
- o. You won't pass.....you work hard.

C. Combine the following pairs of sentences using the conjunctions given below:

if, while, though, as well as, so.....that, who, as, so, although, that, when

a. Some apples are red. Others are green.

b. Surfing is fun. It can be dangerous.

c.
The ship could not move. There was no wind.

d. She could not keep her eyes open. She was very sleepy.

e. Practise regularly. Your performance will improve.

f. She can sing. She can dance.

g. The boy lives next door. He is very naughty.

h. This is the house. It was rented last year.

i It
was raining. I didn't get wet.

j
Peter got the job. He is quite pleased.

k.
Rita cried softly. She fell.

l.
Greg felt the bed was hard. He slept on the couch.

D. Join the following sentences into one sentence choosing the appropriate conjunction.

a. She will have to study hard. She will have to concentrate to do well . (Not only...But also/either...or)

b. The speaker will not confirm the story. The speaker will not deny the story. (Either...or/neither...nor)

c. Pneumonia is a dangerous disease. Small pox is a dangerous illness.(Both...and/not only...but also)

d. Fred loves traveling. He wants to go around the world.(Not only...But also/either...or)

e. It might rain tomorrow. It might snow tomorrow.(Either...or/neither...nor)

f. Bob is very tall. Bill is very short. (both...and/however)

Complete these sentences with linkers from the options given.

but, however, and, though, nevertheless, before

- Achilles is known mostly for being the great Greek warrior of the Trojan War. _____ there is more to tell of this great mythical figure.
- Achilles was the son of King Peleus _____ his mother was the sea nymph Thetis.
- To make her son immortal, Thetis dipped Achilles into the River Styx as a child; _____ some accounts say _____ he was dipped _____ in a holy fire.
- Achilles did indeed become immortal. His heel by which his mother held him during the dipping was weak and vulnerable.
- He quarreled with the other Greek chieftains and sulked in his tent. _____ he was a fearless hero.
- The vulnerable spot was discovered by Paris who aimed a poisoned arrow at his heel. Achilles died _____ Troy was destroyed.

Direct and Reported speech

THE CIVIL SERVICES SCHOOL

Showing a person's exact words with quotation marks (" ") is called Direct Speech.

When you are reporting what somebody said, you do not give their exact words with quotation marks. Instead you use a saying or telling verb followed by that. Reporting people's speech in this way is called Reported Speech.

Example:

Direct Speech- Mira said, "I want a new dress."

Reported Speech- Mira said that she wanted a new dress.

Direct Speech- Dad said, "We'll have to hire a taxi."

Reported Speech- Dad said that they'd have to hire a taxi.

Points to remember when changing from Direct to Indirect Speech:

The pronouns sometimes change:

I changes to he/she
 You changes to he/she
 We changes to they

The verb tense changes:

Simple present changes to simple past
 Simple past to past perfect
 Present continuous to past continuous
 Present perfect to past perfect

Basic tense chart:

The tenses generally move backwards in this way- the tense on the left changes to the tense on the right:

Present simple He said, "I am a teacher."	Past simple He said that he was a teacher.
Present continuous He said, "I am having lunch with my parents."	Past continuous He said that he was having lunch with his parents.
Present perfect He said, "I have been to Kashmir three times."	Past perfect He said that he had been to Kashmir three times.
Present perfect continuous He said, "I have been working very hard."	Past perfect continuous He said that he had been working very hard.
Past simple He said, "I bought a new car."	Past perfect He said that he had bought a new car.
Past continuous He said, "It was raining earlier."	Past perfect continuous He said that it had been raining earlier.
Past perfect He said, "The play had started when I arrived."	Past perfect NO CHANGE OF TENSE
Past perfect continuous He said, "I had already been living in Kullu for five years."	Past perfect continuous NO CHANGE OF TENSE

Example:

Direct speech- Raj said, "I feel fine again" Indirect
Speech-Raj said that he felt fine again.

Note-If the reporting verb is in the present tense or if the statement expresses a universal truth or a continuing action, the tense remains unchanged.

E.g.: He says, "The sunset looks beautiful."
He says that the sunset looks beautiful.

The helping verb changes:

Direct speech	Indirect Speech
Can	Could
Shall	Should
Will	would
May	might

You sometimes have to make changes to the adverbs and other words:

Direct Speech	Indirect Speech
Here	there
Today	that day
Tomorrow	the day after/next day
Yesterday	the day before/previous day
Now	then
Here	there
This	that
These	those

The Question mark which is used in Direct Speech is not used in Reported Speech. Example:

Direct-He said to me, "When will you come back?"

Indirect-He asked me when I would come back.

For advice, commands and requests, the introductory Verb is changed to advise beg, threaten, warn, implore, order, entreat and command.

E.g.: Direct-The policeman said to him, "Stop right here!" Indirect-The
policeman ordered him to stop right there.

For wish or exclamation the Introductory Verb is changed to cry pray exclaim declare

E.g. Direct-"What a horrible movie it is!" he said. Indirect-He
exclaimed that it was a horrible movie.

Note-In an indirect or reported question, the subject comes before the verb, not after it. You do not use the helping verb do to form reported questions. For example: Ben said, "What time does the bus come?"

Ben asked what time the bus came.

Joey said to me, "Do you want sandwiches?"

Joey asked me if I wanted sandwiches.

Q1. Change the following sentences from Direct to Indirect Speech. Write the answers in the space provided.

1. He said, "I like this song."

He said _____

2. "I don't speak Italian," she said.

She said _____

3. "They are watching a movie." the mother said.

The mother said _____

4. "He was shouting at his little brother," he said.

He said _____

5. "Where is your sister?" she asked me.

She asked me _____

6. "The film began at seven o'clock," he said.

He said _____

7. June said, "I will help you."

June said _____

8. She said, "We went out yesterday."

She said _____

9. "Do you like coffee?" he asked me.

He asked me _____

10. The girl asked me "Can you tell me the time?"

The girl asked me _____

Q2 Change the following sentences from Direct to Indirect Speech. Write the answers in the space provided.

- a. Robin said, "I am going to Agra tomorrow."

- b. He said to me, "I have finished my home-work."

c. He says, "All trains are running late due to fog."

d. He said to me, "I went shopping yesterday."

e. I said to Sonia, "Are you coming with me?"

f. He said to me, "Please get me a glass of water."

g. The general said to his troops, "Halt!"

h. "I shall be 14 tomorrow," said Priya.

i. The general said to his troops, "Halt!"

j. I shall be 14 tomorrow," said Priya.

k. "It's time we began preparing for the athlete meet," she said.

l. "Did you see the thief?" the policeman asked me.

m. "Stay in the classroom for some minutes," the teacher told us.

n. "Shall I bring you something to eat?" the waiter asked the customer.

o. She said, "It is raining heavily."

p. Anuj said, "I typed a letter."

Q3. Read the following dialogue and complete reporting their conversation:

Doctor: How are you feeling today?"

Patient: I am not feeling well. I have pain in my leg."

Doctor: Did you take any medicine?"

Patient: I have been taking all my medicines regularly."

The doctor asked.....

The patient replied.....

The doctor.....

The patient.....

Q4. Change the sentences given below into indirect speech:

1. The doorman said, "May I help you ma'am?"

2. Sam said to his friend, "Give me my coat."

3. He says to Ram, "Do not swim in the sea."

4. The police officer said to the man, "What have you got in the bag?"

5. The officer said to us, "Do not park here."

6. Sonam said to me, "Did you meet my friend?"

Hurrah! Ha! (Express joy)

Alas! Oh! (Express sorrow, regret, or loss)

Bravo! (Express Applause)

What! Oh! How! (Express surprise)

Pooh! (Express contempt)

Q5- Change the following sentences from direct to indirect speech.

1. The policeman said to him, "Do you live here?"

2. Two years ago, you said, "I will visit you every year."

3. Nanda said, "We will do overtime tonight."

4. My parents said, "You have to improve your grades."

5. Grandmother said to the postman, "Where is my letter?"

6. "Leave the room, at once," she said to her noisy children.

7. The girl said, 'It gives me great pleasure to be here this evening.'

8. The man said, "I must go as soon as possible."

9. He said, "I have won!"

10. "Which way did she go?" asked the young man.

11. He said to me, "Where are you going?"

12. "Please wait here till I return," she told him.

13. Danny said, "What a lovely day!"

14. Raj said, "Hurrah! We have won the competition."

15. The old man said, "Alas! I have lost my purse."

16. The child said, "What a beautiful sight!"

6. Rewrite these sentences in reported speech.

a. "Make some coffee, Bob," Carol said.(ask)

b. "You must do the homework soon, Jane," she said.(tell)

c. "Remember to buy a map, Ann," he said.(remind)

d. "You should see a doctor, Mrs Clark," he said.(advise)

e. "Keep all the windows closed, Bill," they said.(warn)

f. "Go home, Paul," Francis said.(tell)

g. "Please stay for supper, Bob," he said.(try to persuade)

7. Write these sentences as reported questions using the words given.

a. "What's your name?" he asked. (wanted to know)

b. "Do you like Marlon Brandon?" she asked.

c. "How old are you?" she said. (asked)

d. "When does the train leave?" I asked.

e. "Are you enjoying yourself?" he asked.

f. "How are you?" he said. (asked)

g. "Does your father work here?" she asked.

h. "Who did you see at the meeting?" my mother asked.

j. "Why did you take my wallet?" he asked.

k. "How did you get to school?" she asked.

8. Report what the guests said at a wedding last Sunday.

a. Miss Moore: "They'll make a lovely couple."

b. Mr Smith: "They're going to live in Brighton."

c. Mrs Jones: "The bride and the groom are very nice young people."

d. Mr Roberts: "The bride is wearing a beautiful wedding dress."

e. Mr Clarke: "The couple's parents look happy."

f. Miss Mayall: "The bride's father has bought them a big flat."

Vocabulary Building

1. Fill in the blanks in the following words with 'ie' or 'ei'

- ____ ther
- th____ r
- th____ f
- rec____ ve
- bel____ ve
- perc____ ve
- rec____ pt
- rel____ f

2. Tick the correct spelling:

- referred
- refferred
- refered
- reffered

3. From these letters a single English word can be made. What is it?

CDISPLNEIDI

4. Reduce each word one letter at a time till you have reduced it as far as you can.

Every letter deleted must leave a new word, one letter shorter, and the order of the letters must not be changed.

The first has been done to show you how.

- THOROUGH: through, though, tough
- MORON:
- MANAGER
- BOUNCE
- WAIST
- LOUNGE
- STOOP
- SHALLOW

Integrated Grammar Practice

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

I have the dream

that mine four little children

will a day live in

the nation where they won't

be judged by the color of

there skin but by their character.

2. In the following passage one word has been omitted in each line. Mark the place where the word is omitted with a / and write the correct word in the space provided.

The king suddenly felt ashamed himself.

He bowed his head shame, "Forgive me,

my daughter," he said. "I not realize the

value salt in diet. You indeed love me

more dearly my other daughters.

Will forgive me for my cruelty?"

The princess embraced father. The king realized

her wisdom gave her a part of the kingdom.

Q3- The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word against the correct blank number.

	Incorrect	Correct
Either you or your friend Shalu have stolen my note	(a)
book”, shouted Shreya. Neither I nor my friend were	(b).....
your culprit, said Shalu. We both are not in the class since	(c).....
morning. We are out for the annual day function.	(d).....
But who are the culprit then? asked Shreya.	(e).....
I don’t know that but we both were not guilty.	(f).....

Section-D

THE MEETING POOL

This is a story of how Rusty makes a pact with his friends, Somi and Ali, to meet at a favourite childhood spot ten years later. Rusty shows up at the appointed day and is disappointed when neither of his friends turns up. He regrets the passage of time and is sorry that people and places change. Then he sees other children playing in the pool just as he did with his friends and understands how life goes on and nature does not change.

1. Describe how Rusty found the secret pool.
2. What were the different attempts made by the boys to catch fish in the pool?
3. Describe the other fun activities at the pool.
4. What tells us that the boys were quite fearless? Who was the most fearless and why do you think so?
5. ‘...he was so unpredictable’
 - a. Who was unpredictable?
 - b. Why is he being called so?
 - c. According to the narrator, what kind of a person he would probably be when grown-up?
6. ‘The stream had changed its course, just as we had changed ours.’ What does this tell you about human nature? What feeling is the narrator left with at the end of the story?

Value points-Q4

3. they dived off rocks, had buffalo rides; risked being crushed when they rolled over

Macavity: The Mystery Cat

Macavity's a Mystery Cat: he's called the Hidden Paw –
 For he's the master criminal who can defy the Law.
 He's the bafflement of Scotland Yard, the Flying Squad's despair:
 For when they reach the scene of crime – Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
 He's broken every human law, he breaks the law of gravity.
 His powers of levitation would make a fakir stare,
 And when you reach the scene of crime – Macavity's not there!
 You may seek him in the basement, you may look up in the air –
 But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;
 You would know him if you saw him, for his eyes are sunken in.
 His brow is deeply lined with thought, his head is highly domed;
 His coat is dusty from neglect, his whiskers are uncombed.
 He sways his head from side to side, with movements like a snake;
 And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
 For he's a fiend in feline shape, a monster of depravity.
 You may meet him in a by-street, you may see him in the square –
 But when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)
 And his footprints are not found in any file of Scotland Yard's
 And when the larder's looted, or the jewel-case is rifled,
 Or when the milk is missing, or another Peke's been stifled,
 Or the greenhouse glass is broken, and the trellis past repair
 Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone astray,
 Or the Admiralty lose some plans and drawings by the way,
 There may be a scrap of paper in the hall or on the stair –
 But it's useless to investigate – Macavity's not there!
 And when the loss has been disclosed, the Secret Service say:
 It must have been Macavity! – but he's a mile away.
 You'll be sure to find him resting, or a-licking of his thumb;
 Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,
 There never was a Cat of such deceitfulness and suavity.
 He always has an alibi, and one or two to spare:
 At whatever time the deed took place – MACAVITY WASN'T THERE !
 And they say that all the Cats whose wicked deeds are widely known
 (I might mention Mungojerrie, I might mention Griddlebone)
 Are nothing more than agents for the Cat who all the time
 Just controls their operations: the Napoleon of Crime!

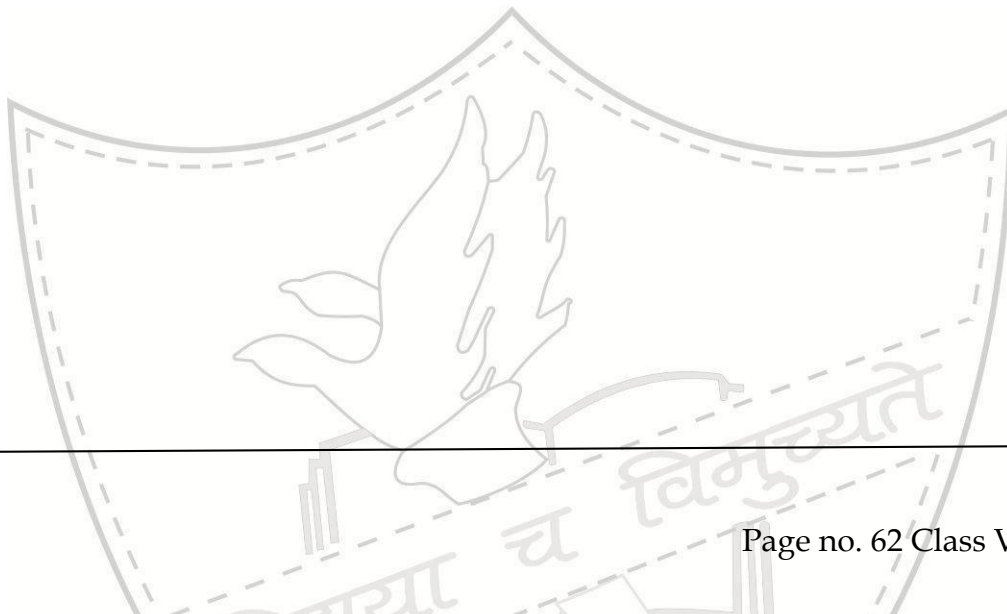
The poem 'Macavity: The Mystery Cat' is the best known of Eliot's Old Possum's Book of Practical Cats. In the poem, the poet describes the mysterious qualities of a cat of villainous character. Macavity is a tall and thin cat who is always up to some crime. He is too clever to leave any evidence of his guilt. He is an enigma to every detective agency in the world including Scotland Yard and Flying Squad who are specialized at investigating crime. There is never enough proof to arrest him and 'he's a mile away' from all crime spots.

Not only does he break the human law but also breaks the law of gravity. His brows are deeply lined as a result of continuous planning of crime. Macavity has sunken eyes and 'his head is highly domed'. He never combs his whiskers. His movements resemble that of a snake. He spends his time plotting for his criminal acts and how to carry them out.

The poem accuses Macavity of misbehaviour, such as stealing milk, but also holds him responsible for major crimes. He is referred to as a "fiend in feline shape". He has been suspected of stifling Pekes, vandalism, theft, cheating at cards, and spying. He has also controlled an organized crime with Mungojerrie, Rumpeteazer and Griddlebone among the members.

Now answer the following questions:

1. Describe some of the crimes committed by Macavity.
2. What do Macavity's lined brow and high domed forehead show?
3. What are Scotland Yard and Flying Squad? Why is Macavity the bafflement and despair for them?
4. Though each crime mentioned in the poem gives Macavity a gangster's appearance, yet Macavity can be understood as an ordinary cat. Explain.
5. Give a detailed description of Macavity's physical appearance.
6. Has the poet used exaggeration for special effect? Give a few examples from the poem.
7. He's broken every human law, he breaks the law of gravity.
 - a. Who does 'he' refer to in the above line?
 - b. How has 'he' broken the law of gravity? Explain.
 - c. Whom does 'he' amaze with this ability of his?
8. Based on the description of the cat in the given poem, what do you think is Macavity's age? Provide two examples from the poem to support your answer.



Sample UT Question Paper

1. Read the following passage carefully.

7

1) Thirteen year old Felix Finkbeiner is neither a child actor, nor a pop star and nor a sports prodigy* but people want him to sign their copy of his book, *Tree by Tree*. After all, he is an environmental superstar at the peak of a global network of child activists whose aim is to mitigate* climate change by reforesting the planet!

2) His organization, *Plant for the Planet* recently achieved its target of planting more than one million trees in Germany. Now, Felix is spreading his message around the world. What started as a school project some years ago, is now up and running in 131 countries. "I was supposed to give a presentation on Monday," Felix says, "So over the weekend I researched stuff on climate change and came across Wangari Maathai's campaign."

Maathai, the daughter of Kenyan farm workers who won a scholarship to study Biology in the US, began her own tree-planting campaign, the Green Belt Movement, in 1977 as a method of addressing the problem of soil erosion and encouraging local communities, particularly women, to stand up for themselves, not only environmentally, but also politically. In 2004, 45 million trees later, she won the Nobel Peace Prize. "She achieved so much with so little." Felix says. "So I had the idea that we children could also do something."

3) "His presentation about climate change went down a storm* with his classmates," says Munich International School. Two days later, his teacher encouraged him to deliver the same speech to the school's student council, and shortly afterwards Felix repeated the performance for his Head Teacher. Soon he was speaking in front of other classes.

On 28 March 2007, just over two months after his initial speech, Felix planted the first sapling of his million-tree-campaign – a crab apple.

4) News of Felix's campaign reached other schools. Within a week he was receiving calls from students who wanted to join *Plant for the Planet*; others offered help in building a website. As the project gained popularity, Felix began to show his ambition. At present *Plant for the Planet* employs 12 staff and raises money for its trees through donations.

5) There is nothing new in the facts and figures about climate change that Felix uses in his presentations. He is not a scientist. He is like any other child his age. But talk him on climate issues and a sudden change overcomes him – he starts speaking in the fluent, self-confident tone of a practiced public speaker. Global warming, he feels, is caused by too much carbon dioxide in the atmosphere. Trees capture this carbon dioxide.

The answer to looming climate catastrophe: trees, lots of them!

Meanings:

- (i) prodigy – a young person with exceptional qualities or abilities
- (ii) mitigate – reduce
- (iii) go down a storm (phrase) – something which is enthusiastically received by an audience or someone

Based on your reading of the passage, answer the following questions briefly.

- a. Why do people want Felix to sign their copies of his book *Tree by Tree*? (1)
- b. In what way is Felix a superstar? (1)

- c. What was the role of Maathai's Green Belt Movement? (1)
- d. What role did Felix's school play in the success of his mission? (1)
- e. Give a suitable title to this passage. (1)
- f. What lesson can be learnt from Maathai's example? (Mention two at least, but not in points, in a paragraph form) (1)
- g. Find a word from the passage that is the synonym of 'aspiration' (para4) (0.5)
- h. Find a word from the passage that is the antonym of 'final' (para 3) (0.5)

Section B - Writing

2. Taking inspiration from P.M. Sh. Narendra Modi's "Swachh Bharat Abhiyan", your school recently organized a "Cleanliness Drive" in which many schools from around the city as well as the local community participated with great fervor. Share your experiences with your diary about this eventful day in about 120-150 words. (6)

Include the following points in your diary:

- What you did in the event and how you felt about it
- Who appreciated your efforts
- The values you learnt from this experience.

Section C - Grammar (7)

Note: For Questions 3 and 4, write only the answers in your answer sheets. Do not copy the sentences.

- 3 **Complete the passage using suitable determiners. (4)**
 A weary traveller stopped at a Bedouin's tent and asked for shelter for the night. Without (a) _____ delay, the Bedouin fetched (b) _____ handed it to (c) _____ wife for (d) _____ guest's supper. As (e) _____ woman stirred the meat in her copper cooking pot, she smelled the rich steam and could not resist tasting (f) _____ of the meat and soup, to see if it was soft and tasty. But mouthful followed mouthful, and there wasn't (g) _____ chicken left, except for a single piece, which she gave to her little son to nibble. The boy found it so tasty that he whined, "Give me (h) _____ more, Mother!"

- 4 **Complete the passage using suitable prepositions. (4)**

Early rising is good (a) _____ the mind and the body. The great advantage (b) _____ early rising is the good start it gives us (c) _____ our day's work. (d) _____ the morning hours, the mind is fresh and there are few sounds or distractions. So, the work done (e) _____ that time is generally well done. Besides, an early riser also finds time (f) _____ some exercises in the morning fresh air.

Section D – Literature

(10)

5 Reference to context.

(i) *“With lutes in our hands ever singing we roam.
All men are our kindred, the world is our home.”*

a) Name the poem and the poet of the above lines. (1)

b) Who is the “we” mentioned in the above lines? (1)

c) What do these lines convey about them? (1)

d) Explain the phrase “All men are our kindred”. (1)

6 **Answer the following questions briefly in about 30-40 words.**

(i) Justify the title of the story, “A Secret For Two” in your own words. (2)

(ii) Briefly describe the theme of the songs that are sung by the wandering singers. (2)

(iii) Who was Jacques? What did he think of Pierre’s relationship with Joseph? (2)

UT REVISION

WORKSHEET 1

- Fill in the blanks with suitable articles.
 - I understand you are going to marry _____ heiress.
 - He is _____ honorary secretary of our club.
 - Belgium is _____ European country.
 - _____ Himalayas lie to the north of India.
- Fill in the blanks with suitable prepositions
 - I have been ill _____ Monday and I have missed a lot of work.
 - _____ tomorrow, I should be able to assist you.
 - The teachers asked the students to walk _____ the stairs quietly.
 - The event proved to be an eye-opener _____ many.
- Rewrite the following sentences in reported speech. Make all the necessary changes.
 - Zahra said, "Zubin wants to give this present to his sister."
 - "I will be here tomorrow," he said.

WORKSHEET 2

- Use articles to fill in the blanks.
 - I want to study History in _____ European university.
 - Has _____ new M.P. joined?
- Fill in the blanks using prepositions:
 - I don't mind going _____ car but I don't want to go.
 - He will stay with me _____ the end of March.
 - The birds started singing _____ four in the morning.
 - A new company has been asked to build a bridge _____ the river.
- Fill in the blanks using the correct determiner from the brackets:
 - We don't know much about the tribal people but we know _____ about their occupation. (little, a little, some)
 - As the tickets were so expensive, _____ of us could buy them. (few, a few, many)
 - Mrs. Ben goes to church _____ Sunday.(each/ every/ all)
 - Can I have _____ more cake? (much/ some/ few)
- Tick the correct word in the brackets:
 - Neither the lions nor the bears (has/have) escaped the zoo.
 - Everyone in our family, including my sister, (has/have) taken piano lessons.
 - Either the class teacher or the sports teacher (is/are) going to make the decision.
 - A research (suggest/suggests) that Vitamin C may help prevent cancer.

August

Reading: Comprehension**Writing: Diary Entry****Grammar: Adverbs****Vocabulary: Use of Idioms****Literature: Maggie Cuts Her Hair****Section-A****1. Read the following passage and answer the questions that follow:**

1. It seems increasingly likely that I really will undertake the expedition that has been preoccupying my imagination now for some days. An expedition, I should say, which I will undertake alone, in the comfort of Mr Farraday's Ford; an expedition which, as I foresee it, will take me through much of the finest countryside of England to the West Country and may keep me away from Darlington Hall for as much as five or six days.
2. The idea of such a journey came about, I should point out, from a most kind suggestion put to me by Mr Farraday himself one afternoon almost a fortnight ago, when I had been dusting the portraits in the library. In fact, as I recall, I was up on the step-ladder dusting the portrait of Viscount Wetherby when my employer had entered carrying a few volumes which he presumably wished returned to the shelves.
3. On seeing my person, he took the opportunity to inform me that he had just that moment finalized plans to return to the United States for a period of five weeks between August and September. Having made this announcement, my employer put his volumes down on a table, seated himself on the chaise-longue, and stretched out his legs. It was then, gazing up at me, that he said: 'You realize, Stevens, I don't expect you to be locked up here in this house all the time I am away. Why don't you take the car and drive off somewhere for a few days? You look like you could make good use of a break.'
4. Coming out of the blue as it did, I did not quite know how to reply to such a suggestion. I recall thanking him for his consideration, but quite probably I said nothing very definite, for my employer went on: 'I'm serious, Stevens. I really think you should take a break. I'll foot the bill for the gas. You fellows, you're always locked up in these big houses helping out, how do you ever get to see around this beautiful country of yours?'
5. I thus contented myself by saying simply: 'It has been my privilege to see the best of England over the years, Sir, within these very walls.' Mr Farraday did not seem to understand this statement, for he merely went on: 'I mean it, Stevens. It's wrong that a man can't get to see around his own country. Take my advice, get out of the house for a few days.'
6. The fact is, over the past few months, I have been responsible for a series of small errors in the carrying out of my duties. I should say that these errors have all been without exception quite trivial in themselves. Nevertheless, I think you will understand that to one not accustomed to committing such errors, this development was rather disturbing, and I did in fact begin to entertain all sorts of alarmist theories as to their cause. As so often occurs in these situations, I had become blind to the obvious and simple truth: that these small errors of recent months have derived from nothing more sinister than a faulty staff plan.

Q1. Answer the following questions:

- a) Where was the speaker proceeding for the expedition? 1
- b) What was Stevens doing when Mr Farraday arrived? 1
- c) Where had the employer planned to go and for how long? 1
- d) What advice did Mr Farraday give to Stevens? 1
- e) What had been disturbing Stevens lately? 1

Q2. What do you mean by the phrase 'coming out of the blue'? 1

- a) to become more outgoing
- b) an event that happens unexpectedly
- c) coming to a standstill

Q3. Find the synonym of the following from the passage: 1

- a) a journey undertaken with a particular purpose -
- b) of little value or importance -

DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
4. gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

1. Complete the summary of the poem

The speaker says that, wandering like a _____ floating above hills and valleys, he encountered a field of _____ beside a _____. The dancing, _____ flowers stretched _____ along the shore, and though the waves of the lake _____ beside the flowers, the daffodils _____

the water in glee. The speaker says that a poet could not help but be _____ in such a joyful company of flowers. He says that he stared and _____, but did not realize what _____ the scene would bring him. For now, whenever he feels " _____ " or " _____," the memory flashes upon "that inward eye / That is the bliss of solitude," and his heart fills with _____, "and dances with the daffodils."

1. What resemblance does the poet find between the stars and the daffodils?

2. How can wealth come to the poet by looking at the scene before him?

3. Mention the two moods of the poet.

4. What is the central idea of the poem?



THE CIVIL SERVICES SCHOOL

Section-B**Diary Entry**

Diary Entry is a different form of writing. Every entry starts with the day and date. It does have some special features such as –

- It is written in the first person.
- Not only is it a record of events on a particular day and date but also spontaneous expression of emotions.
- Sometimes, the diary is given a name.
- More than often, a diary is maintained by an individual and is not meant for public viewing. So, one can really be honest to the diary and write without reservations. However, in a classroom situation, one has to be diplomatic.
- A diary, being just another form of creative writing, will follow all the normal rules of any good writing. One must keep in mind the sentence constructions, paragraphs, etc.

Read the example given below.

Saturday, 20 June 1942

9 p.m.

Dear Kitty

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest. "Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference. Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly, since no one will believe that a thirteen year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom.

I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary. To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend Kitty. Good night for now! See you tomorrow!

Anne

Questions:

- You have just completed reading the story 'A Secret for Two'. You were touched by their friendship and dependence. Write a diary entry expressing your feelings about having such a friend in your life.
- Consider yourself a 'wandering singer' and write a diary entry expressing your feelings about going from one place to another and finding happiness everywhere.

Section-C

Adverbs

Just as adjectives describe nouns and pronouns, adverbs describe verbs i. e. actions. They tell you the way someone does something.

Most adverbs end in -ly. You form these adverbs by adding -ly to adjectives.

- E.g.
- He acted bravely.
 - She drives carefully.
 - They are reading quietly.

Note:

Not all words that end in -ly are adverbs. Some adjectives end in -ly too. E.g. a costly dress, a lovely shade, lively children, friendly man

Kinds of Adverbs

Adverbs of manner tell you **how** people do things.

- E.g.
- He speaks confidently.
 - You have answered accurately.

Commonly used adverbs of manner are-safely, suddenly, carelessly, brightly, clearly, correctly, cleverly, skillfully, slowly

Adverbs of time tell you **when** someone does something.

- E.g.
- My sister is coming tomorrow.
 - I'll see you soon.

Commonly used adverbs of time are-yesterday, today, tomorrow, this year, next year, still, early, late,

already, soon, this morning, now Adverbs of place tell you **where** things happen or where someone or something is going.

E.g. 1. The student is waiting outside the Principal's office.

2. They live somewhere in Green Park.

Commonly used adverbs of place are-upstairs, downstairs, inside, outside, here, there, everywhere, anywhere, near, abroad

Adverbs of frequency tell you **how often** someone does something or how often something happens.

E.g. 1. She always takes the school-bus. 2. He will never do it again.

Commonly used adverbs of frequency: always, sometimes, often, usually, frequently, normally, regularly, seldom, never, hourly, weekly, twice, annually, ever

Adverbs of duration tell you **how long** somebody does something for, or how long something lasts.

E.g. 1. The rain lasted for four days. 2. Just wait for a second.

Commonly used adverbs of duration are-briefly, long, forever, all day, all night, a long time

Emphasizing adverbs

Some adverbs can be used before adjectives or other adverbs to **emphasize** them.

e.g. 1. He is really clever.

2. This is a very easy sum.

Common emphasizing adverbs are- really, very, simply, quite, just, utterly, absolutely, completely, totally

Degrees of Adverbs

Like adjectives, adverbs have a comparative and superlative form.

E.g.

1. The wolf runs swiftly.

2. The deer runs more swiftly

3. The tiger runs most swiftly

On the next page, there is a flowchart depicting the various adverbs that we use in our everyday conversation:

Replace the underlined words with adverbs from the list below and rewrite the sentences by inserting the adverb in the correct place.

Carefully, willingly, partially, freely, affectionately, surprisingly, occasionally, unexpectedly, interestedly, effortlessly, regularly, undoubtedly, unknowingly, continuously, simultaneously, repeatedly

1. He denied stealing a book over and over again.

2. Both the trains arrived at the same time.

3. The mother looked at her child with great love.

4. It has been raining without a break since last week.

5. The exams were, to our surprise, quite easy.

6. Cross the road with a lot of care.

7. Nobody needs to have any doubt that our team will win.

8. His uncle arrived from Japan contrary to his expectations.

9. Samir can learn his multiplication tables without any effort.

10. Don't forget to take your tablets at regular intervals.

11. The children participated in all the games with a lot of interest.

Adverbs

Fill in the gaps with the correct adverb formed with the word in brackets.

Kai Explores the Planet

Kai scratched his head _____ (thoughtful). He walked on towards the mounds _____ (steady). Now he was close enough to see that they were constructions with windows and doors. He peered through a window and _____ (quick) drew back. "I can't see anything. Let's try the door." He approached the door and as he did so, it swung open _____ (silent). The astronauts exchanged glances _____ (worried). But Kai pressed on and entered the mound. It was dark and warm inside. Machines hummed _____ (quiet) in the background. "Hello? Is anyone here?" asked Kai _____ (brave). _____ (sudden) the door swung closed.

A strange shuffling noise came _____ (menacing) from the opposite end of the mound.
 A shadow passed _____ (rapid) in front of them. Then a hand fell
 _____ (heavy) on Kai's shoulder and it shook him
 _____ (rough).

"Come on Kai, get up!" his mother's voice woke him. "It's nearly 8 o'clock!"

Fill in the blanks with suitable adverbs. Choose from those given in the table.

Slowly	Even	Only	Tomorrow	Quickly	Completely	Probably
Upstairs	Certainly	Neatly	Definitely	Happily	Often	Always

- Polite people _____ say thank-you.
- I _____ have headaches.
- You have _____ been working too hard.
- He always wears a coat, _____ in summer.
- _____ he can do a thing like that.
- I _____ have a meeting in New York.
- She got dressed _____.
- This time tomorrow I will be _____ working in my garden.
- It will _____ rain this evening.
- The children are playing _____.
- I _____ feel better today.
- My brother _____ forgot my birthday.
- Write your answers _____.
- She read the letter _____.

Underline the adjective and turn it into an adverb and fill in the blanks.

- Your English is perfect. You speak English _____.
- I am so healthy because I eat _____.

3. Bob is a friendly boy. He greets everybody in a _____ way.
4. My dad is an early bird, he gets up _____ every day.
5. One question in the test was so difficult, I could only answer it with _____.

Choose the correct comparative form of the adverb

1. She works _____(hard) than her colleagues.
2. In this picture, you are the one that smiles _____(happy)of all.
3. I cook much _____(bad) than he does.
4. After ten years he loved his wife _____(deeply)than at the beginning of their relationship.
5. The little girl runs _____(fast)than her big brother.

Activity-Jumbled Sentences

Rearrange the following jumbled sentences into meaningful sentences:

1. great/ riches/ than /reputation/ better/ a/ good/ is

2. piece/ land /of/ peace/ a /than /precious/ is/ more

3. poorest/ chose/ to/ poor /serve/ Teresa/ the/ Mother /of /the

4. root/ evil /of/ money/ is/ all/ the/ love/ the /of

Vocabulary Building

THE CIVIL SERVICES SCHOOL

1. Match the following cat idioms with their meanings

- | | |
|---------------------------------|--------------------------------------|
| a. copy cat | being unable to speak |
| b. cat got your tongue | reveal a secret |
| c. curiosity killed the cat | raining heavily |
| d. let the cat out of the bag | enjoying in the absence of authority |
| e. playing a cat and mouse game | trying out a different method |
| f. raining cats and dogs | imitate someone |

- g. more than one way to kill a cat
- h. when the cat is away, the mice will play
- torturing someone
- probing into others' affairs has adverse repercussions

Now make sentences with any three of your favourite idioms.

- a. _____
- b. _____
- 5. _____

2. Fill in the blanks with the correct idiom from the list given:

Under one's wing, dance to somebody's tune, out of the woods, to get wind of, to move heaven and earth, a bolt from the blue

1. I will take the new student..... for the first few days.
 2. The news came..... He's still in shock.
 3. He should not.....to his boss's tune all the time!
 4. He's recovering but.....yet.
 5. Don't say a word or they'll.....of our plan.
 6. She'll.....to defend her friend.
3. There are some superstitions associated with cats and other animals / birds / reptiles. Form four groups in class. Each group will select one creature and discuss the superstitions related to them. Then each group will make a class presentation.

Integrated Grammar Practice

The following passage has not been edited. There is a wrongly spelt word in every line. Underline the word and write the answer in the space provided.

Paris is one of the most visit cities in _____
 the world. It has fountians, monuments, _____
 landscaped gardens, palaces, cathedrels and _____
 the most fashionable shopping arcades. _____
 The city is on the river Siene. Beautiful briges _____
 span the river. People came to Paris to see the _____
 Louvre musum, Notre Dame Cathedral and Eiffel _____
 Tower and to strol on the Champs Elysses. _____

Section-D

MAGGIE CUTS HER HAIR

by George Eliot

The chapter is an extract from George Eliot's novel 'The Mill on the Floss'. Maggie Tulliver, a young girl is infuriated by the constant admonishing by her mother over the need to keep her hair tidy. On an impulse, the girl takes a pair of scissors and cuts her hair, feeling immense relief from the heavy mass of her hair and the chance of getting scolded by her mother again. Tom, Maggie's brother, warns her against this act of defiance but Maggie involves him in the act and he ends up helping her cut her locks. When the deed is done, Tom's raucous laugh at the uneven cut of her hair upsets Maggie. His criticism of her willful act of cutting the hair leaves her in misery and despair. However, Tom later placates Maggie, coaxing her to come down for the dinner. When Maggie goes down for her dinner, Mrs. Tulliver gets a rude shock as she beholds her daughter with her hair shorn and scolds her severely. Poor Maggie becomes a spectacle in front of her aunts and uncles but finds solace in the arms of her father who comforts her with "delightful words of tenderness". The chapter raises important themes like love, forgiveness and empathy. Mr. Tulliver's words of kindness are never forgotten by Maggie as years later she is reminded of this incident when someone points out the injustice meted out to her. The chapter also raises the question whether Maggie's act of defiance (the wilful act of cutting her hair) is justified or not. As a young child she's confused with all the rules and regulations regarding proper deportment. The constant bickering with her mother forces her to cut her hair. The chapter draws sharp contrast between the harsh words that her mother uses and the gentle soothing tones of her father.

Q1. Why did Maggie cut her hair? Did she feel triumphant after cutting her hair?

Sample answer: Maggie acted on an impulse after getting scolded by her mother to tidy her hair. She wanted to show others that she was bold and clever and thus, cut her hair. However, she felt unexpected pain when Tom laughed at her. Her cheeks grew pale and lips trembled; it was exactly the opposite of what she had thought.

Q2. 'She sat on the floor helpless and despairing among her black hair.'

- Who is 'she'? Why does 'she' feel helpless?
- Give a synonym for 'despairing'.

Q3. But Tom was not altogether hard. Why does the author say this about?

Q4. Who convinces Maggie to go down to the dinner table? What happens when she enters the dining room?

Q5. "Little girls who cut their own hair should be whipped and fed on bread and water- not come and sit down with their aunts and uncles."

- Who is the speaker in the above lines?
- Do you agree with the speaker's comment?
- Based on the above lines, give a brief character sketch of the speaker.

Q6. Compare and contrast Mrs. and Mr. Tulliver's nature.

Q7. Maggie Cuts her Hair is a story of love and forgiveness. Explain with relevant examples from the chapter.

(Value Points- Mrs. Tulliver's harsh scolding which upsets Maggie, love and forgiveness of her father which Maggie never forgets, Tom's momentary display of affection.)



Academic Session: 2018-19
First Term Examination
Subject-English
M/6

Time: 3 hours

MM: 80

General Instructions:

- This paper has six printed sides and five sections.
- Please read the instructions carefully before answering the questions.
- Neatness will be appreciated.
- Do not mix sections.

Section A
Reading Comprehension (20 marks)

1. Read the following passage carefully and answer the questions that follow: 12

1. The hunt continued. Next morning, I saw the python curled up on the dressing table, gazing at his reflection in the mirror. I went for Grandfather, but by the time we returned, the python had moved elsewhere. He was seen in the garden a little later, and the cook then saw him crawling up the iron ladder to the roof. Then we found him on the dressing table a second time, admiring himself in the mirror. Evidently, he was fascinated by his reflection.

2. "All the attention he is receiving has probably made him conceited," said Grandfather. "He is trying to look better for Aunt Mabel," I said. I regretted this remark because Grandmother overheard it and held up my pocket money for the rest of the week.

3. Grandfather set up a large cage, with a mirror at one end. In the cage, he left a juicy chicken and several other tasty things. The opening was fitted with a trapdoor.

4. Aunt Mabel had already left by the time we set up the trap, but we had to go on with the project because we could not have the python prowling about the house indefinitely. For a few days nothing happened. And then, as I was leaving for school one morning, I saw the python curled up in the cage. He had eaten everything left out for him, and was relaxing in front of the mirror with something that resembled a smile on his face – if you can imagine a python smiling!

5. I lowered the trapdoor gently, but the python took no notice of me. Grandfather and the gardener put the cage in a tonga and made a journey to the other side of the river bed. They left the cage in the jungle with the trapdoor open. When they went away, the python made no attempt to get out.

6. "I didn't have the heart to take the mirror away," said Grandfather. "It's the first time I've seen a snake fall in love!"

-Ruskin Bond

- | | | |
|-----------|---|---|
| A. | What was the python doing curled up on the dressing table? | 1 |
| B. | Where did the cook find the python a little later? | 1 |
| C. | Why did the author's grandmother stop giving him his pocket money? | 1 |
| D. | Complete the following in <u>one sentence</u>: (Write the complete sentence in your answer sheets) | 2 |

- i) Grandfather and the gardener went to the jungle to_____.
- ii) Grandfather couldn't take the mirror away because_____.
- E. Why did the python make no attempt to get out? 1
- F. Give a **suitable title** to the passage. 1
- G. **State whether the following statements are True or False.** 2
- i) The author was scared of snakes.
- ii) The snake was fascinated by his reflection.
- H. How did the Grandfather set up a trap for the python? 1
- I. Find words **similar** in meaning to the following words. 1
- i) proud- (para 2)
- ii) to try- (para 5)
- J. Find words **opposite** in meaning to the following words. 1
- i) bore (para 1)
- ii) heighten (para5)
2. **Read the following poem carefully and answer the questions that follow:** 8

Dear Lord, in the battle that goes on through life
I ask but a field that is fair,
A chance that is equal with all in the strife,
A courage to strive and to dare.

And if should win, let it be by the code
With my faith and my honour held high;
And if I should lose, let me stand by the road,
And cheer as the winners go by.
And Lord,

May my shouts be ungrudging and clear,
A tribute that comes from the heart,
And let me not cherish a snarl or a sneer
Or play any sniveling part;
Let me say,

"There they ride, on whom laurels bestowed
Since they played the game better than I."
Let me stand with a smile by the side of the road,
And cheer as the winners go by.

So grant me to conquer, if conquer I can,
By proving my worth in the fray,
But teach me to lose like a regular man,
And not like a craven, I pray;

Let me take off my hat to the warriors who strode
To victory splendid and high,
Yea, teach me to stand by the side of the road
And cheer as the winners go by.

----- *Berton Braley*

- A. Suggest a **suitable title** for the poem. 1
- B. What kind of a playing field does the poet want? Why? 2
- C. How would the poet treat the losers if he won the game? How would he like to be treated if he lost it? 2
- D. What values of an ideal sportsman are evident in the poem? Discuss them in a paragraph form. 2
- E. Find a single word from the poem: 1
- i) Which is the **synonym** of 'defeat'
- ii) Which is the **antonym** of 'selfish'

Section B
Writing (14 marks)

3. Write a **formal letter** to the Editor of a national daily complaining about the menace caused by traffic jams in your city especially during the monsoon season. Mention the problems faced by commuters and school children, in particular. Suggest some ways on how the problem can be solved. Write the letter in the correct format within **180- 200 words**. 6
4. Write an original **short story (in about 180-200 words)** using the beginning given below. Do not forget the elements of short story writing. **Do not copy the beginning given in your answer sheets. The prompt (beginning) is not to be included in your word count.** 8

Betty and Bernie Hill were returning home from a holiday by car. It was very late at night and they were driving along a road called Route 3 in the Indian Head, New Hampshire. It was very quiet and the road was empty. They seemed to be the only ones on the deserted road. It was also a very clear night with no clouds in the sky. After a while, Bernie saw a bright object in the sky. He shouted at Betty who was trying not to sleep, "What's that strange light up there?" Betty opened her eyes and looked up...

Section C
Grammar (16 marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

5. **Fill in the blanks with the correct form of the verbs given in brackets. Number your responses correctly.** 3
- i) When I (arrive) **a)**..... home last night, I discovered that Jane (prepare) **b)** a beautiful candle-lit dinner.
- ii) I (study) **c)** in this school since Nursery. However, my my cousin **d)**..... (join) recently.
- iii) I (lose) **e)** my purse. I **f)** (carry)..... it to the movies in the morning.
6. **Use suitable adverbs and determiners to fill in the blanks correctly.** 4
- i) The bus driver was driving _____ despite having children in the bus.
- ii) We can't find any Pokemons _____. Let's look somewhere else.
- iii) Although she speaks five languages, she did not do _____ on the translation exam.
- iv) _____, we have found twelve grammar mistakes.

- v) We invited _____ friends to our house for dinner.
 vi) We have very _____ chance of reaching London before lunchtime, it's still another hundred miles away.
 vii) There aren't _____ children in the library.
 viii) I like _____ of her songs, but not all of them are good.

7. **Join the following pairs of sentences with suitable conjunctions. Re-write the sentences in your answer sheets. Do not use any conjunction more than once.** 3

- i) She speaks English. She speaks Spanish.
 ii) You must start at once. You will be late.
 iii) He will not spend his money. He will not invest it.

9. **Change the following from direct to indirect speech.** 4

- i) "Need I finish my pudding?" asked the small boy.
 ii) "It's time we began planning our holidays," she said.
 iii) The doctor says to the patient, "Stay in bed for a few days."
 iv) "Did you see the accident?" the policeman asked me.

9. **The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheet. The first one has been done for you.** 2

	<u>Incorrect</u>	<u>Correct</u>
Even though people know off the bad effects of tobacco, they still using it because they are addicted on it. It gives him a temporary pleasure but cause great damage to their bodies. Young people take to smoking thinking that it adds to their personality.	off/of (a) _____ (b) _____ (c) _____ (d) _____	(a) _____ (b) _____ (c) _____ (d) _____

Section D
Literature (24 marks)

10. *Her poor powers of endurance broke down, and getting up from the chair, she ran to her father, hid her face on his shoulder, and burst out into loud weeping.*
- a. Who does 'she' refer to in the above line? 1
 b. Why did the girl/woman burst out into 'loud weeping'? 1
 c. Explain the phrase, 'her poor powers of endurance broke down'? 1
11. *All concrete sheds around us
 And Jaguars in the yard.*

- a. Name the poem and the poet. 1
- b. Who does 'us' refer to in the above lines? What had they done? 1
- c. Explain the line, 'And Jaguars in the yard,' in your own words. 1

12. Read the questions carefully and answer any two in about 60-80 words:

- a. Why was Rusty disappointed when he reached the pool on the scheduled day? What discovery did he make at the pool? 4
- b. Pierre and Joseph's relation was one of growing fondness and dependence on each other. Explain with relevant examples from the text. 4
- c. Elucidate man's uncaring attitude to nature as given in the poem 'Harvest Hymn' in your own words. 4

13. Read the questions carefully and answer in about 30-40 words:

- a. Was the ending of 'A Secret for Two' ironic according to you? Why or why not? 2
- b. 'The pool not only symbolized the bond of friendship between them but also became a part of their consciousness.' Justify this statement in your own words. 2
- c. How was Mr. Tulliver's behaviour towards Maggi different from Mrs. Tulliver's? Explain with two instances from the text. 2
- d. What is the notion of 'family' and 'home' for the wandering singers? 2

14. Complete the following in one sentence: (Write the complete sentence in your answer sheets)

- a. When Tom helped cut Maggie's hair, he felt _____ . 1
- b. There were silver fish in the water of the stream. At first, they tried _____ . 1

Section E
Supplementary Reader (6 marks)

15. Read the questions carefully and answer any two in about 50-60 words:

- a. What were the reasons for animosity between Swami and Rajam? 3
- b. Why were the children excited on the last day of the exams? How did they react? 3
- c. Describe Swami's Scripture teacher. Why did Swami dislike him/her? 3
- d. What happened in the 'free' Geography class? Narrate the incident in your own words. 3

September–October

Reading: Comprehension

Writing: Commercial Advertisement

Grammar and Vocabulary: Prefix and Suffix; Homophones, Homonyms and Homographs; Synonyms and Antonyms

Literature: His First Flight

Section-A

I. Read the following passage and then answer the questions that follow.

This is an old story. It was written 100 years ago. So you will find it has a different style from stories people read and write today. For example, you'll read that the children sell popcorn for 5 cents a bag and are thrilled. Today, that's not enough money to buy much.

Mrs. Meredith was a most kind and thoughtful woman. She spent a great deal of time visiting the poor. She knew they had problems. She wanted to help them. She brought food. She brought medicine, too.

The family lived in a small community with some people who were poor and others who were rich. In the town, some people worked but others had no jobs, and families needed money to pay their bills. Some families were poor because the parents had lost jobs, and the economy was in decline.

One morning she told her children about a family she had visited the day before. There was a man sick in bed, his wife, who took care of him and could not go out to work, and their little boy. The little boy--his name was Bernard--had interested her very much. "I wish you could see him," she said to her own children, John, Harry, and Clara, "he is such a help to his mother. He wants to earn some money, but I don't see what he can do."

After their mother had left the room, the children sat thinking about Bernard. "I wish we could help him to earn money," said Clara. "His family is suffering so much." "So do I," said Harry. "We really should do something to assist them." For some moments, John said nothing, but, suddenly, he sprang to his feet and cried, "I have a great idea! I have a solution that we can all help accomplish." The other children also jumped up all attention. When John had an idea, it was sure to be a good one. "I tell you what we can do," said John. "You know that big box of corn Uncle John sent us for popping? Well, we can pop it, and put it into paper bags, and Bernard can take it around to the houses and sell it."

When Mrs. Meredith heard of John's idea, she, too, thought it a good one. Very soon, the children were busy popping the corn, while their mother went out to buy the paper bags. When she came back, she brought Bernard with her. In a short time, he started out on his new business, and, much sooner than could be expected returned with an empty basket.

Tucked into one of his mittens were ten nickels He had never earned so much money before in his life. When he found that it was all to be his, he was so delighted he could hardly speak, but his bright smiling face spoke for him.

After he had run home to take the money to his mother, John said, "We have corn enough left to send Bernard out ever so many times. May we do it again?" "Yes, said Mrs. Meredith, "you may send him every Saturday morning, if you will pop the corn for him yourselves. John, will you agree to take charge of the work?"

"Indeed I will," replied John, and he kept his word. For many weeks, every Saturday morning, no matter what opportunities there were to play, he saw that the corn was all popped, the paper bags filled, and arranged in the basket when Bernard arrived. People began to watch for the "little pop-corn boy," and every week he had at least fifty cents to take home, and often significantly more, income that supported his family. All of this was because of the way John carried out his bright idea.

Answer the following questions:

1. What kind of community did Meredith and her family live in?

2. Was it a society based on equality? Give reasons.

3. What was it about Bernard that impressed Meredith the most?

4. 'John managed to help Bernard without making him inferior.' Explain.

5. What a kind of a person is John? Write a brief character sketch citing examples from the passage.

6. From the passage find a word that is the synonym for 'carry out': _____

7. From the passage find a word that is the antonym for 'cruel': _____

The Children's Hour - Poem by Henry Wadsworth Longfellow

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me

The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.
A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine!

Do you think, o blue-eyed banditti?
Because you have scaled the wall,
Such an old mustache as I am
Is not a match for you all!

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

1. Fill in the blanks with a few words to complete the summary of the poem: 5

In this poem, a father describes the time in the day which he calls the (a) _____, when all his children gather in the (b) _____ above. He can hear them (c) _____ and understands that their plan is to (d) _____. They suddenly rush inside his private study

and like an army of determined soldiers, they (e) _____ him. They attack him with (f) _____ . And then he looks at his children fondly. He says that just because he has an (g) _____ they should not under estimate him. He is as strong as they and he will hold them 6. _____ in his arms and keep them forever in his (i) _____. And he promises that they will stay there till he is (j) _____.

2. Choose the correct option: 2

1. What time of the day is the 'Children's hour'

- The afternoon
- The morning
- The twilight

2. *Till the walls shall crumble to ruin, And moulder in dust away!* means

That they will stay together till their walls of their house come down.
They will stay in his heart till the last day of his life when he will turn into dust
That he will hold them till someone cleans the room and removes all the dust

3. Say whether true or false: 1

- The three children display so much energy and passion that they have been compared to an army that is out to capture the king's fort
- The father is actually taken by surprise when his children enter his room.

4. Find words from the poem that mean the same as: 2

- To move downwards (stanza 3): _____
- To leave something unprotected (stanza 5): _____
- To hold tightly (stanza 9): _____
- Break or fall apart (stanza 10): _____

Section-B

Commercial Advertisements

Commercial advertisements are used by manufacturers, establishments and organizations for the publicity and promotion of their products.

Main characteristics

- Designed for commercial purposes
- More space, more expensive in terms of the advertising costs
- Visually attractive—varying font size or shape
- Language: colourful and lucid—catchy slogans, punch lines, witty expressions and pictures or sketches
- Proportionate spacing

Essential details

- Name and address of the company/ organization/ establishment
- Details regarding the product/ service/ event
- Special offers or discount, if any

Look at the following examples:





Now draft a commercial advertisement for each of the following:

- Ms Sana Seth is the owner of a book shop. She has added numerous books of different genres to her store and has planned to give some exciting offers to her customers. Draft an advertisement for a local daily to help her attract customers.
- A well-known soap manufacturer has come up with a shampoo that is claimed to dramatically improve the texture of hair. Draft an advertisement to help him promote the new product.

Section-C

Prefix and suffix

- The syllable that is added in the beginning of a word to make a new word is known as prefix. E.g. disobey (dis + obey), unhappy (un + happy)
- The syllable that is added in the end of a word to form a new word is known as suffix. E.g. passage (pass + age), kindness (kind +ness)

Adding a Prefix:

One can add a prefix to some words to give **opposite** meanings: (Words that are opposite in meanings are called **Antonyms**).

- Amy is very **unhappy**.
- Unlock** the door!
- He came at an **inconvenient** time.
- You are talking **nonsense**.
- She would not **disobey** her mother.
- It is **impossible** to solve this puzzle.

Changing the prefix:

One can change the prefix of some words to give the opposite meaning:

1. **Inside** we are warm. **Outside** it is cold and stormy.
2. **Outdoor** games are better than **indoor** games.

Changing the suffix:

One can change the suffix of some words to give the opposite meaning:

1. Pam is a **careful** worker but her brother is **careless**.
2. A hammer is a **useful** tool but this broken one is **useless**.

Formation of Nouns

Suffixes (al, er, once, age, cy, ence, ment, ness, ion, tion, ition, sion, ssion, dom, ice, ity, ry, ee, eer, ure, ty, ing, ant, ship, ist, ian, hood, th, ar, or, ent) can be added to words to make nouns.

Examples:

try-trial
 accept-acceptance
 short-shortage
 private-privacy
 refer-reference
 improve-improvement
 happy-happiness
 celebrate-celebration
 introduce-introduction
 permit-permission
 coward-cowardice
 chaste-chastity
 paint-painting
 assist-assistant
 employ-employee
 child-childhood
 lie-liar

Formation of Adjectives

Suffixes (aly, ly, ous, able, ible, like, some, worthy, ish, ful, less, ic, ive, an, en, ern, ar, ery) can be added to words to make adjectives.

Examples:

nation-national
 health-healthy
 week-weekly
 music-musical
 silver-silvery
 fury-furious
 love-lovable
 sense-sensible
 child-childlike

trouble-troublesome
 trust-trustworthy
 boy-boyish
 harm-harmful
 home-homeless
 hero-heroic
 talk-talkative
 India-Indian
 silk-silken
 north-northern
 circle-circular
 custom-customary

Formation of verbs

Prefixes (be, en, con, em, im, re, de, e, ac) and suffixes (en, e, n, ify, ate, ize, ise) can be added to words to make verbs. Example:

Prefix
 title-entitle
 little-belittle
 firm-confirm
 power-empower
 port-import
 new-renew
 fame-defame
 custom-accustom

Suffix
 fat-fatten
 bath-bathe
 ripe-ripen
 beauty-beautify
 captive-captivate
 civil-civilize
 character-characterize

Q1 Use a prefix to give the opposite of the given word:

- a. kind
- b. common
- c. polite
- d. sane
- e. correct
- f. dependent
- g. responsible
- h. normal

Q2 Use the correct suffix to make nouns:

- a. teach
- b. true
- c. fight
- d. cruel
- e. kind
- f. add
- g. perform
- h. friend

Q3 Use the correct suffix to make adjectives:

- a. devil
- b. girl
- c. mud
- d. fool
- e. act
- f. nerve

Q4 Use the correct suffix to make verbs:

- a. black
- b. cloth
- c. ripe
- d. captive
- e. origin
- f. beauty

Q5 Fill in the blanks with the appropriate form of word + prefix given in the brackets. Change in the tense is permitted.

- a. I.....watching the film. (joy)
- b. He is anstudent. (polite)
- c. She is very studious..... her twin sister.(like)
- d. The tiger is an.....species. (danger)
- e. Neha is an.....girl. She misplaced all the notebooks. (responsible)
- f. The Queen ordered her soldiers to.....Alice. (head)
- g. She is so bossy. I thoroughly..... her. (like)
- h. This dress is tight. I'm quite..... (comfortable)
- i. She isas she can neither read or write. (literate)
- j. Give a few examples ofbehaviour.
(responsible)
- k. Have you everon an important day? (sleep)

Q6 Fill in the blanks with the appropriate form of word + suffix given in the brackets.

- a. I attended a..... last week.
(marry)

- b. He cries at the drop of a hat. He's quite.....(child)
- c. Agra is acity.
(history)
- d. This painting is a piece of.....
(perfect)
- e.is the best policy.
(honest)
- f. It was aoccasion. (joy)
- g. He is full of..... (initiate)

Integrated Grammar Practice

The following passages have errors-if a word is missing, put a /at the right place and write the word in the space provided. If a word is spelt wrong or the grammatical usage is wrong, underline it and write the correct word in the space provided.

1. A doctor in West Germany, after studing the effects of noise, conclude that sounds heard by people when their asleep can cause danger to there hearts and blood vessels. Noise causes the blood vessels in brain to expand and this causes pane.
2. We have been in England about six months when farmer Rogers gave me permission for roam about his immense property. Every weekend I use to bike through a long sloping hill to an almost impenetrable wood. It was like an holy place. One afternoon, I wandered to a place what I thought I had saw a pond a week ago.

Vocabulary Enrichment

Synonym-Synonyms are words that are similar in meaning.

E.g.- Brief -short

Anxious-worried

Profound-deep

Gallant-brave

Find a suitable word that is **similar** in meaning to **big** for each blank. You can take the help of the adjectives given below:

Important, generous, grand, mature, grown-up, elder, leading, well-known, major, huge, massive, powerfully built.

Jim had a _____ decision to make. He was about to leave college and had planned to spend some time traveling overseas. Just as he was about to buy his plane ticket he had been offered a job in a _____ engineering company. A friend of Jim's father, Mr King, who was _____ in the local business community and always drove _____ cars, had recommended him for the job and he had had a successful interview in the firm's _____ office complex. It was a well paid job but Jim had always wanted to travel. He decided to ask his _____ sister Sally for advice but she just said "You are a _____ lad now Jim - you have to make your own decisions." His father had already told him what he thought. "This is a marvellous opportunity. You'll just have to give up all those _____ ideas about wandering around the world and settle down to work." There was no point in asking his mother for help. Although she was a _____ woman far bigger than her husband, she was afraid of him and never dared to disagree with him. "I'll ask Aunt Liz," Jim decided. Liz was his father's sister. Although she was usually very busy, she had a _____ heart and was always willing to listen to her nephew. She suggested the ideal solution. Jim went on a shorter trip and the firm allowed him to take up the job later than the original starting date.

Homophones, Homonyms and Homographs

Homonyms are words that are pronounced and spelt the same but have different meanings. For example each of the following words has two meanings.

Cell, right, rock, peer, fine, bore, let, rose, pitch, tape, saw, fence.

Do you know the different meanings of each homonym listed above?

Now think of 5 homonyms of your own and write two sentences on each to bring out the different meanings of each.

1. a. _____

b. _____

2. a. _____

b. _____

3. a. _____

b. _____

4. a. _____

b. _____

5. a. _____

b. _____

Directions: Choose (a) or (b)

Example: I hope you are not *lying* (a) to me.

My books are *lying* (b) on the table.

Position

(a) telling a lie

(b) being in a horizontal

1. The kids are going to *watch* ___ TV tonight.

Wrist

What time is it? I have to set my *watch* ____.

(a) small clock worn on the

(b) look at

2. Which *page* _____ is the homework on?

Please *page* _____ the doctor if you need help.

electronic pager

(a) one sheet of paper

(b) to call someone on an

3. Let's *play* ___ soccer after school.

The author wrote a new *play* ____.

(a) participate in a sport

(b) theatre piece

4. Ouch! The mosquito *bit* ___ me!

I'll have a little *bit* ___ of sugar in my tea.

(a) a tiny amount

(b) past tense of bite

5. My rabbits are in a *pen* ___ outside.

uses ink

Please sign this form with a black *pen* ____.

(a) a writing instrument which

(b) an enclosed area

Homographs are words that are spelt the same but have different pronunciations.

Here are a few examples:

1. bow

(pronounced ba-o) to move your head or top half of the body forwards and downwards

(pronounced bo) a weapon used for shooting arrows

2. wind

(pronounced wahynd) to have a circular or spiral course or direction

(pronounced wind) a current of air

Q. Choose the correct meaning of the homograph in bold in each sentence.

a. On the final exam, we had to **recall** information we learned during the whole year.

i. to bring back into memory

ii. to revoke or remove from public use or office

b. You need to **tear** off the top of the packet.

i. a drop of water coming from the eye

ii. to pull apart by force

c. Many residents **object** to the building of the new factory in the area.

i. a thing that you can see or touch

ii. to say that you disagree with, disapprove of or oppose something

d. I'll be back in ten **minutes**.

i. the 60 parts of an hour, that are equal to 60 seconds
extremely small

e. She said that she didn't want a lawyer and was going to **conduct** her own defence.
to organize and perform a particular activity

ii. behaviour

Homophones are words that are pronounced the same but have different spellings and meanings. For E.g. -bread-bred, hole-whole

A. Fill in the blanks with suitable words selected from those within the brackets:

1. If you do not apply the _____, you will _____ your head! (brake, break)
2. He is _____ weak to face the _____ of us. (too, two)
3. We can't really say _____ the _____ will be fine tomorrow or not.
a. (whether, weather)
4. It is wrong to _____ things.
a. This trunk is made of _____. (steel, steal)
5. Do not _____ my time.
a. Put this belt around your _____. (waste, waist)
6. He came by the Frontier _____.
a. The _____ bird was not in the nest. (male, mail)
7. I am feeling so _____ after my illness that I don't think I can come to school for another _____. (week, weak)
8. I hate to wear high _____ shoes.
a. Your wound will take time to _____. (heel, heal)
9. Our _____ leave around the same time.
a. It gets quite hot in the _____ during summers. (planes, plains)
10. I need a _____ of cloth to dust the house.
i. People prayed for _____ in the world. (peace, piece)
11. Come _____ so that I can _____ you well. (here, hear)
12. From the _____ below, a loud _____ was heard. (vale, wail)
13. This shop sells beautiful _____. This train is _____.
(stationary, stationery)

14. Please _____ whether you have filled the correct amount in the _____. (check, cheque)
15. I _____ enjoy spending a _____ evening by myself. (quiet, quite)
16. The Simpsons live down the road. Please go to _____ house. I'll meet you _____. (there, their)
17. We are reading about the _____ of Akbar.
I think it is going to _____ today.
The rider held the _____ of his horse in a firm grip. (rain, reign, rein)
18. This _____ is the shorter of the two.
The sapling you have planted has taken firm _____. (root, route)
19. An _____ mind is a devil's workshop.
Some thieves stole an expensive _____ of the Goddess Laxmi from the temple. (idol, idle)
20. I will _____ be able to untie this _____. (knot, not)

B. Directions: Choose the correct word.

Example: Please try not to (*waste, waist*) paper.

1. Can I go to the party (*to, too, two*)?
2. This is my favorite (*pare, pair, pear*) of jeans.
3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.
4. The children got (*bored, board*) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.
6. Alec is going to (*wear, ware*) his work boots today.
7. Do you think it is going to (*rein, rain, reign*) this afternoon?
8. I saw a restaurant just off the (*rode, road*) about a mile back.
9. David's brother is in a (*band, banned*) which plays Russian music.
10. Juana wants her socks because her (*tows, toes*) are cold.
11. The teacher walked down the (*aisle, isle*) between the rows of desks.
12. Hadil has a (*pane, pain*) in her shoulder.
13. The school (*principal, principle*) spoke to a group of parents.
14. The clerk wants to (*sell, cell*) as many TVs as possible.
15. I don't want to talk about the (*passed, past*) anymore.
16. Nobody (*knows, nose*) what you are thinking.
17. I have (*for, four, fore*) dollars in my pocket.
18. I need to take a (*break, brake*) from this exercise!
19. Humans have hands. Dogs have (*paws, pause*).
20. (*He'll, Heel, Heal*) be here in a few minutes.

C. Choose the correct word for each of the following:

1. A level or a floor in a tall building: story/ storey
2. In, at or to that place or position: their/ there
3. Rear of an animal that sticks out and can be moved: tail/ tale
4. Relative mass of a body: weight/ wait
5. Unnecessary use of anything: waste/ waist

D. Fill in the blanks with an appropriate word chosen out of those given in brackets:

- a. We saw a _____ (heard/ herd) of deer drinking water at the stream.
- b. Ram plans to spend a _____ (week/ weak) with her sister in Delhi.
- c. The sunny _____ (weather/ whether) lifted her spirits.
- d. The fruit seller had only _____ (one/ won) apple left.
- e. In the olden days, people _____ (rode/ road) on horses to carry the news.
- f. The responsible boy _____ (scent/ sent) money to his mother regularly.
- g. Akash lives on the fifth _____ (story/ storey) of the building.
- h. The captain of the ship began to narrate a _____ (tail/ tale) of his adventures.
- i. The Guptas live here. This is _____ (their/ there) house.

Section-D Literature: His First Flight

This is a very inspiring story of a young seagull who has to take his first flight. His two brothers and sister had flown the day before and he had been too afraid to fly with them. Alone on the edge of the cliff, he watches his parents train his siblings in the art of flying and he longs to be with them but fear keeps him from taking the plunge down the cliff. If only he could be with them without having to fly, he thinks despondently.

The seagull's mother very cleverly tricks the seagull, using a fish bait to lure her hungry offspring off the ledge. Once air borne the seagull realizes the joy of flying and soaring high in the sky and his fear leaves him forever.

1. Why was the seagull afraid?
2. Why was he feeling lonely and left out?
3. Why do you think his mother would not give him the fish in her beak?
4. What different emotions were felt by the seagull as he took his first flight?
5. What lesson does the story convey?

Sample answer: This lesson about a young seagull who conquers his fears gives us a wonderful message. It teaches us that it is all right to be afraid at times, but we should have the courage to face our fears. We should believe in ourselves and conquer these fears, for this belief as well as perseverance would help us change the direction of the winds. Overcoming fears is not impossible, but in order to do it, we need to make a start. Even the longest and most difficult ventures have a starting point. We should have the courage to take that first step.

6. Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try? What lesson did you learn?

Value points-Q4

- i. Full of terror as he felt himself falling
- ii. his heart stood still and he could hear nothing
- iii. feels himself flying, not afraid, just a bit dizzy
- iv. flaps his wings, soars, feels joyous



November

Reading: Comprehension

Writing: Factual Description

Grammar and Vocabulary: Direct and Reported Speech, Jumbled sentences,

Vocabulary Building

Literature: The Master Artist

Section-A

The hottest day of summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing-for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.

He was a skinny, black-haired, bespectacled boy. His jeans were torn and dirty, his T-shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness should be punishable by law, but as he had hidden himself behind a large bush this evening he was quite invisible to passers-by.

He rolled out cautiously on to his front and raised himself on to his knees and elbows, preparing to crawl out from under the window. He had moved about two inches when a loud crack broke the sleepy silence like a gunshot; a cat streaked out from under a parked car and flew out of sight, a shriek, a curse and the sound of breaking glass came from the Dursleys' living room. He jumped to his feet, and the top of his head collided with the open window. He had barely staggered upright when two large purple hands reached through the open window and closed tightly around his throat.

"Why were you lurking under our window?" demanded Aunt Petunia.

"Listening to the news," said Harry in a resigned voice.

"You're a nasty little liar. What are all these owls doing if they're not bringing you news?" "The owls aren't bringing me news," he replied tonelessly.

1. How do we know that water was being conserved at Privet Drive?

2. What impression do you get of the neighbours?

3. What was Harry doing hiding under the window?

4. Do you feel Aunt Petunia was fond of Harry? Give a reason for your answer.

5. Find words from the passage which mean the following:

a. dried _____ b. thin _____ carefully _____ c. sleepy _____

6. Complete the following sentence:

Harry Potter looked very scruffy because _____

Ignorance

Every morning they'd hurry across the road
 As they passed by his run-down old place.
 They hoped and they prayed it would not be the day
 That they'd have to look at his face.

One day they caught a glimpse of him
 Frail old man, clothes too big for his frame.
 They froze in their tracks
 There was no turning back.
 Would the world ever be the same?

What scary thing was he saying?
 Where were his fangs and the flames?
 They looked at his face which was friendly and kind

And he asked them to tell him their names.

The children looked at each other They
laughed as they realized the truth. They'd
been scared by a silly old rumour
And now they had absolute proof!

--- Anonymous

Q 1. Answer the following questions based on the above poem:

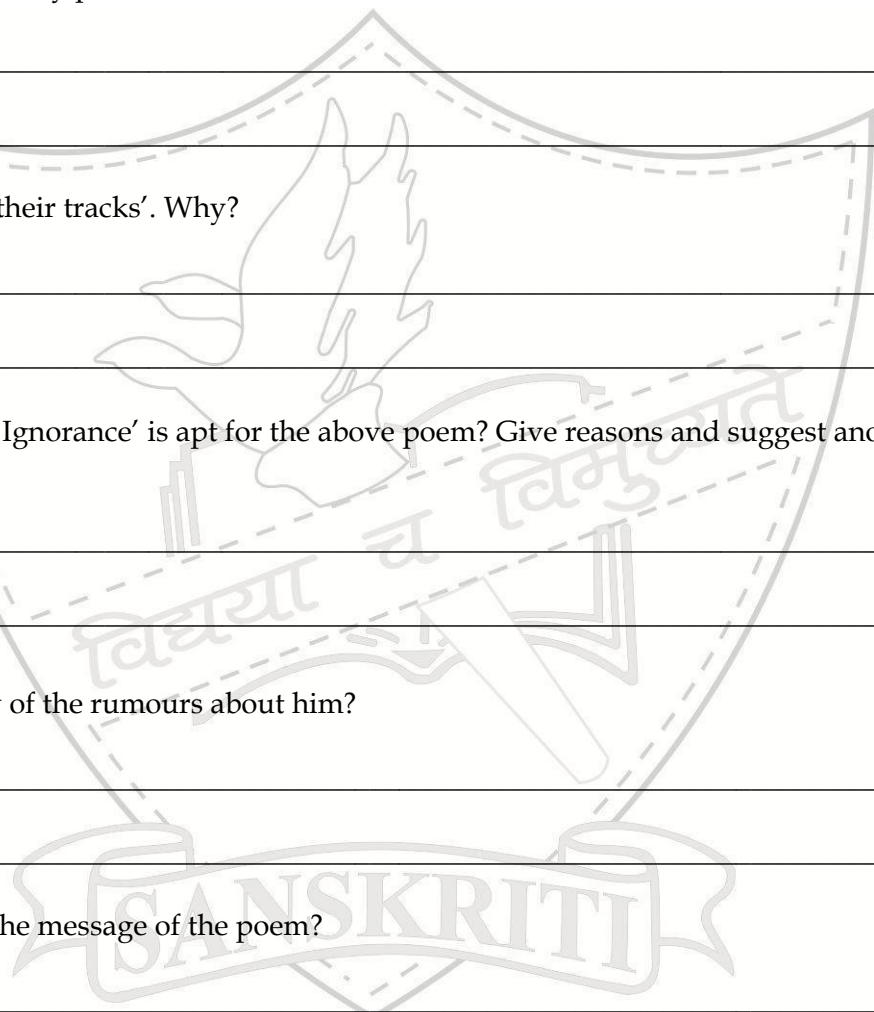
1. Why did the children hurry past the old man's house?

2. The children 'froze in their tracks'. Why?

3. Do you think the title 'Ignorance' is apt for the above poem? Give reasons and suggest another title for the poem.

4. Did the old man know of the rumours about him?

5. What do you think is the message of the poem?



Q2. Complete the summary of the poem by filling in the blanks with a suitable word/phrase.

The children had heard a _____ that the frail old man was a _____.
They _____ what they had heard and so, when they suddenly came across him, they
were _____ and stood _____, unable to move. Their _____ gave way to
_____ and relief when the old man looked kindly at them and asked them to tell him
their names.

Section-B Paragraph Writing

The following are some points that must be kept in mind while writing a paragraph:

1. There should be unity in the paragraph. Each sentence should be related to the main topic.
2. There should be a topic sentence which conveys the main idea of the paragraph.
3. All the sentences should be well connected in a sequence and there should be a coherence of ideas.
4. Make sure you write an effective opening and concluding sentence.
5. Avoid repetition of words and phrases.

Factual Description

Object	Person	Place
Name	Name	Name
Description- colour, shape, size, type	Description- height, weight, complexion, features	Description- Geographical location, dimension, length, breadth, colour of walls, gardens, pools, libraries etc.
Use/ functions	Type of person, qualities, special traits	Purpose/ use
Availability	Habits, likes/ dislikes	
	Profession	

Example 1

R. K. Laxman

Padma Vibhushan R K Laxman is the creator of the silent but observant 'Common Man', hero of his pocket cartoon 'You said It'. He is the most famous cartoonist of our country. He joined 'The Times of India' in 1947 and has kept generations of readers entertained with his sharp wit and humour. He has punctured the pride of many VIPs through his cartoons as he is not afraid to criticize their actions. His cartoons also depict current events and situations and there is almost always a message that is conveyed. In one cartoon he shows a small boy carrying his heavy bag to school in an airport trolley!

Example 2

The Urban Forest

Trees that grow in cities are called "The urban forest." Just as sidewalks, streets, parks and other public buildings are a part of a community's infrastructure, so are the publicly owned trees. The urban forests are important assets that require care and maintenance: the same as

other public property. Trees improve our environment and quality of life, but the trees in the cities have a hard life because of limited space, water, nutrients and excessive dust everywhere. Many trees get cut down because their roots crack the pavements as they seek nutrients and water. Protection of trees should become a priority for the city government.

Example 3 Clinical Thermometer

A clinical thermometer is very useful medical instrument used for measuring body temperature. About 4-5 inches in length, it is a cylindrical or triangular or flat tube made of clear and hard glass. One side of it has a glass bulb which contains mercury and the other is sealed. The mercury can travel up and down a narrow vacuumised path in the middle of the tube. A narrow hook in the mouth of the bulb prevents the expanded mercury from coming back into the bulb automatically to facilitate accurate reading of body temperature. The back of this path is painted white so that the streak of mercury is easily visible and along with the path are marked Celsius and Fahrenheit scales from 35 - 42 and 95 -108 degree respectively for accurate reading. In order to measure the body temperature, the thermometer is shaken in a jerky manner once or twice to ensure that the mercury level is below the scale. Then, it is placed under the tongue of a patient for two minutes after which the reading is taken. After use, the thermometer is cleaned, dried and placed in a special plastic shell or case.

Write a factual description on each of the following topics:

1. An Interesting Person in my Family
2. My Neighbourhood Park
3. My School Bag

Section-C

Subject-Verb Agreement (Revision)

Exercise 1

For the story below, underline the correct answer in the brackets.

Peter and Paul are twin brothers. They (looks/look) so alike that sometimes even their parents(get/gets) confused. However, Peter and Paul (is/are) very different in character. Peter is quiet and (likes/like) reading and music. Paul on the other hand is very active and (enjoy/enjoys) all kinds of sports. Both Peter and Paul (goes/go) to the same school and (is/are) in the same class. One of their teachers (likes/like) them very much because they always (helps/help) her. The twins have a good appetite but neither of them (is/are) obese.

Exercise 2

Fill in the gaps with the correct form of the verbs given below. You may use some verbs more than once.

be know play become affect bring provide tell have connect do

Newspapers

The newspaper _____ us to the world outside. It _____ a means of bringing us into contact with the world at large. Just by spending a rupee or two we _____ what is happening anywhere and everywhere around us.

The newspaper _____ us with the latest and up to date information about world events. We _____ aware of the current problem that _____ us directly and which cannot be neglected. Every dawn _____ a promise, a promise of a new day and a day full of news.

The advertisement and classified columns of the newspaper _____ us where we can find jobs, property, latest brands and bargains.

Newspapers _____ a big role in educating and moulding public opinion. The editors must ensure that the newspaper _____ not distort the truth and _____ correct information.

Exercise 3

Fill in the blanks with appropriate forms of verb. Choose the answers from the options given in the brackets.

1. One of my friends _____ gone to France. (has / have)
2. Each of the boys _____ given a present. (was / were)
3. Neither of the contestants _____ able to win a decisive victory. (was / were)
4. Oil and water _____ not mix. (do / does)
5. He and I _____ at Oxford together. (was / were)
6. Slow and steady _____ the race. (win / wins)
7. Neither Peter nor James _____ any right to the property. (has / have)
8. No prize or medal _____ given to the boy, though he stood first in the examination. (was / were)
9. Either Mary or Alice _____ responsible for this. (is / are)
10. Neither the Minister nor his colleagues _____ given any explanation for this. (have / has)

Adjectives

Adjectives are describing words-they describe nouns/pronouns or add to their meaning.

There are seven kinds of adjectives:

Adjective of

1. Quality-these indicate kind or quality.
e.g. big, small, white, cheap
2. Quantity-these indicate the quantity of a thing. e.g.
some, much, no, little
3. Number-these indicate the number of things or persons. e.g.
three, few, next, last, every
4. Demonstrative-these point out a thing or person.
e.g. this, that, those, these
5. Interrogative- these are used before a noun to ask questions. e.g.
which, whose, what
6. Possessive-these show the relation of a thing with someone. e.g.
your, his, my
7. Proper-these are formed with the addition of a proper noun. e.g.
Indian, British

A. Fill in the blanks with suitable adjectives.

1. The boatman was afraid to cross the lake in such _____ weather.
2. The weavers of Himachali shawls are _____ craftsmen.
3. At midnight, Sunny started to feel _____ and decided to go to bed.
4. Don't be afraid of the dog, he is very _____.
5. This motor cycle has a _____ engine.
6. Ruche behaved in such a _____ manner that the audience started to laugh.
7. Natasha has made _____ progress since I last saw her.
8. This is a special class for _____ students.

B. Choose the appropriate adjective from the brackets.

- a) I have been to Shimla _____ a time. (many, much of)
- b) _____ boy sitting there is extremely naughty. (this, that)
- c) Is there _____ cheese in the box? (any, one)
- d) The teacher will not accept _____ excuse. (any, no)
- e) There are _____ oranges in the bag. (much, many)
- f) _____ kind of a boy is he? (what, which)
- g) May is the _____ month of the year. (five, fifth)

- h) _____ kind of food is this? (whose, what)
 i) I have _____ idea where she has gone. (no, any)
 j) Will you have _____ tea? (much, some)
 k) He is an _____ by birth. (American, English)
 l) Pinocchio had a _____ nose. (long, longish)

FORMING ADJECTIVES:

Some adjectives like yellow and bright are completely independent words. Many others are formed by adding suffixes to nouns, to verbs and even to other adjectives.

Some common suffixes: al, ful, less, en, ed, like, ive, ous, y, ly, ian, ic, ish, able, some

Other letters may have to be added or dropped when suffixes are added.

FROM NOUNS

beauty- beautiful
 rag- ragged
 envy-
 boy-
 silk

FROM VERBS

talk- talkative
 ridicule
 tire
 help

FROM ADJECTIVES

red- reddish
 right-
 sick-

Adjectives formed from proper nouns should be capitalized.

Mars- Martian
 Tibet-

C. Form adjectives from these words by adding suitable suffixes:

dirt	
grey	
hope	
sleep	
laugh	
cease	
horizon	
friend	

taste	
skill	
apology	
gift	
water	
ridicule	
love	
trouble	

D. Fill in the blanks by changing the words given in brackets to adjectives.

1. Geeta got a very cheap _____ subscription for her favourite magazine. (month)
2. Riding a roller coaster was an _____ experience. (invigorate)
3. Losing her dog was _____ for Zara. (devastate)
4. It gets quite _____ in Delhi in the month of December (chill)
5. The _____ audience left as soon as the play ended. (bore)
6. Rekha wore a _____ dress for her birthday. (sparkle)
7. A _____ old man was taking a walk in the park. (wrinkle)
8. Neil told us an _____ story about a frog and a toad yesterday. (amuse)
9. Neeta felt _____ by the long queue at the railway station. (frustrate)
10. The audience was left _____ by the excellent performance. (stun)

Degrees of Comparison are used when we compare one person or one thing with another.

There are three degrees of comparison.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

When an adjective has more than two syllables then we use 'more and 'most' to bring out the degree of comparison.

Positive degree	e.g. meticulous
Comparative degree	e.g. more meticulous
Superlative degree	e.g. most meticulous

Let us see all of them one by one.

1. Positive degree

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun 'The house' is talked about.

- He is a tall student.
- This flower is beautiful.
- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

2. Comparative degree

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Examples:

- a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term 'bigger' is comparative version of the term 'big'.

Both these sentences convey the same meaning.

- b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term 'more beautiful' is comparative version of the term "beautiful".

- c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

- d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term 'taller' is comparative version of the term 'tall'.

Both these sentences convey the same meaning.

When we compare more than two persons or things with one another,

We use all the three-positive, comparative and superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term 'biggest' is the superlative version of the term 'big'.

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden. (Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term 'most beautiful' is the superlative version of the term 'beautiful'.

All the three sentences mean the same meaning.

Few adjectives and adverbs get their comparative forms by simply getting 'more' before them.

And their superlative terms, by getting 'most' before them.

Examples:

beautiful.....more beautiful.....most beautiful

effective.....more effective.....most effective

effectively.....more effectively.....most effectively

enjoyable.....more enjoyable.....most enjoyable

useful.....more useful.....most useful

different.....more different.....most different

honest.....more honest.....most honest

qualified.....more qualified.....most qualified

Few adjectives and adverbs get their comparative forms by simply getting 'er' after them and their superlative terms, by getting 'est' after them.

Examples:

hard.....harder.....hardest

big.....bigger.....biggest

tall.....taller.....tallest

long.....longer.....longest

short.....shorter.....shortest

costly.....costlier.....costliest

simple.....simpler.....simplest

Degrees of comparison add beauty and varieties to the sentences.

E. Complete the table given below with the right degree of adjective.

Positive	Comparative	Superlative
much/many	_____	_____
little	_____	_____
_____	_____	<u>longest</u>
pretty	_____	_____
cute	_____	_____
_____	_____	<u>most useful</u>
bright	_____	_____
good	_____	_____
_____	_____	Youngest
diligent	_____	_____
wonderful	_____	_____
handsome	_____	_____

F. Fill in the blanks with the correct form of adjectives made from words given in the brackets:

- This is a _____ opportunity. (gold)
- I like _____ food. (China)
- She stood _____ in the class. (three)
- He is _____ than his brother. (strong)
- She is the _____ girl in the class. (intelligent)
- This is the _____ moment of my life. (happy)
- She is _____ than her sister. (beautiful)
- A desert is the _____ place on the earth. (hot)
- This is _____ than that. (thin)
- Rohit is _____ than Ritesh. (courage)

G. Fill in the blanks with the correct form of the adjectives given in the brackets:

- The local trains in the city are _____ than the buses. (bad)
- Ritu is the _____ girl in her class. (bright)
- The movie was _____ than I expected . (long)
- Ishmeal is _____ at English than he is at Maths. (good)
- The weather gets _____ after spring. (warm)
- Sania has a habit of writing the _____ answers in the class. (lengthy)
- It is too _____ to go for a walk outside. (cold)
- The literacy rate of Lakshwadweep is _____ than that of most Indian states. (high)
- The child turned out to be _____ than expected. (smart)
- This has been the _____ year of the decade. (hot)

When using more than one adjective to describe a noun place the adjectives in the following order before the noun.

NOTE: We usually use not more than three adjectives preceding a noun.

1. Opinion and general description

Example: *nice, funny, lovely*

2. Dimension/ Size / Weight

Example: *big, small, heavy*

3. Age

Example: *old, new, young, ancient*

4. ShapeExample: *round, square, oval***5. Colour**Example: *green, red, blue, black***6. Country of origin**Example: *Italian, Polish, English***7. Material**Example: *wooden, cotton, woollen, plastic***8. Purpose and power**Example: *walking (socks), tennis (racquet), electric (iron)*

Here are some examples of nouns modified with three adjectives in the correct order based on the list above.

- A wonderful old French clock. (opinion - age - origin)
- A big square blue box. (dimension - shape - colour)
- A disgusting pink plastic ornament. (opinion - colour - material)

Here's a rhyme which, if you learn it, might help you remember the order of adjectives!

In my nice big flat
There's an old round box
For my green Swiss hat
And my woolly walking socks.

Choose the correct order of adjectives in the following sentences.

1. The woman is wearing a _____ dress.
 - a. yellow long
 - b. long yellow
2. He is a _____ man.
 - a. tall thin
 - b. thin tall
3. The company makes _____ products.
 - a. excellent farming
 - b. farming excellent
4. James recently departed on a _____ trip.
 - a. camping long
 - b. long camping
5. I love eating _____ strawberries.
 - a. red big
 - b. big red

6. The _____ woman did well on the test.
- intelligent young
 - young intelligent
7. The ticket costs _____ dollars.
- ten US
 - US ten
8. The scientists have found a _____ cure for the disease.
- new great
 - great new
9. I am going to wear my _____ tie to the wedding.
- big cotton blue
 - blue big cotton
 - big blue cotton
10. Please recycle those _____ bottles.
- three water empty
 - three empty water
 - water empty three
11. She packed her clothes in a _____ box.
- green flimsy cardboard
 - flimsy green cardboard
 - cardboard flimsy green
12. Their dog is a _____ shepherd.
- brown big German
 - big brown German
 - German big brown
13. I am drinking from a _____ cup.
- small English tea
 - tea small English
 - English small tea
14. My _____ teacher talks for hours!
- philosophy old boring
 - old philosophy boring
 - boring philosophy old
 - boring old philosophy

Integrated Grammar Practice

I. The following passage has not been edited. There is an error in each line. Underline the error and write the correct answer in the space provided.

Japanese researchers are building an _____

world's first room which occupants need
 take care of sick and elderly people. All
 the occupants need to do is to point in an
 object and a obedient robot will fetch it
 or turn it on. A robotic arms will pick up
 objects and bring them of the patient's
 bedside. It will be controlled of computers.

II. In the following passage one word has been omitted from each line. Mark the place where it has been omitted with a / and write the missing word in the space provided.

"Slumdog Millionaire" is story of
 how penniless waiter from Mumbai
 became biggest quiz-show winner in
 history. The script of movie is based on
 Indian diplomat, VikasSwarup's novel
 'Q and A'.movie won ten Oscar nominations.
 emotional A.R. Rahman, who won three
 nominations said, "I'm on top of world."
 "I'm so honoured," said overjoyed Anil Kapoor.

Section-D- Literature

The Master Artist

-- Carol Moore

'The Master Artist' is a short story from the 'Children's Storybook Online' collection. Based in the last decade of 14th century Italy, the story encompasses the precursor to Modern Art manifest in the last painting of Monsieur Signy l'Abbaye.

In the year 1392, when Monsieur Signy l'Abbaye was about to retire and live life on his own terms, not governed by the rules of his profession; he was called by Guiliano Bartoli, a rich Italian patron. Guiliano Bartoli invited Signy l'Abbaye to paint his portrait on the 20 feet long wall in his banquet hall. The initial rejection on seeing the canvas i.e. the 20 feet long wall turned to a willing acceptance when Signy l'Abbaye was stuck by a unique thought. He requested the patron to provide him with just food and a bed, instead of money for his work

and he agreed to work on the condition that Guiliano Bartoli would not see the painting while it was in progress. It shall remain hidden from him as well as others until completion. Guiliano Bartoli accepted both the conditions laid down by Signy l'Abbaye with slight modifications and a contract was signed. However, Guiliano Bartoli was curious to know how the painting was coming along and tried to catch a glimpse of it many times but failed. After half a year had passed, the patron could not resist seeing the painting, so he firmly declared to Signy l'Abbaye that he was coming on the other side of the curtain to view the painting. The artist succumbed to the patron's word and pulled aside the curtain, feeling proud of his creation. But the patron was red with anger. The portrait upturned the traditional and conventional ways of paintings, and was an example of avant-garde art namely Cubism*. In those days, given the constraints that were put on artists and their art, the portrait drew fury and remained largely unappreciated by art-critics.

**Cubism: In Cubist artwork, objects are analyzed, broken up and reassembled in an abstracted form – instead of depicting objects from one viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context*

Q1. Who was Monsieur Abbaye?

Q2. Why did Monsieur Abbaye not want to paint the portrait at first and what changed his mind?

Q3. What was the condition that Guiliano Bartoli found strange?

Q4. Which sentence in paragraph 3 tells us that he had to paint regular portraits to make ends meet?

Q5. After seeing the painting, why was Guiliano Bartoli upset?

Sample answer: Guiliano Bartoli was upset on seeing the painting because it was not what he had expected. Monsieur l'Abbaye had used a style which Bartoli had never seen before, which seemed disgusting to him. According to him, his portrait had been ruined. L'Abbaye was a master artist and had been highly recommended. Thus Bartoli had many expectations from him. Also, he had waited half a year patiently to see his portrait. Since he did not understand this wonderful style of art, which became popular many years later, he neither accepted nor appreciated it, and was enraged.

Q6. Why could Monsieur Abbaye not see what he had drawn wrong?

UT-2

Sample paper

Section A – Reading

7

a. Read the following passage and answer the questions that follow:

- a. It seems increasingly likely that I really will undertake the expedition that has been preoccupying my imagination now for some days. An expedition, I should say, which I will undertake alone, in the comfort of Mr Farraday's Ford; an expedition which, as I foresee it, will take me through much of the finest countryside of England to the West Country and may keep me away from Darlington Hall for as much as five or six days.
- b. The idea of such a journey came about, I should point out, from a most kind suggestion put to me by Mr Farraday himself one afternoon almost a fortnight ago, when I had been dusting the portraits in the library. In fact, as I recall, I was up on the step-ladder dusting the portrait of Viscount Wetherby when my employer had entered carrying a few volumes which he presumably wished returned to the shelves.
- c. On seeing my person, he took the opportunity to inform me that he had just that moment finalized plans to return to the United States for a period of five weeks between August and September. Having made this announcement, my employer put his volumes down on a table, seated himself on the chaise-longue, and stretched out his legs. It was then, gazing up at me, that he said: 'You realize, Stevens, I don't expect you to be locked up here in this house all the time I am away. Why don't you take the car and drive off somewhere for a few days? You look like you could make good use of a break.'
- d. Coming out of the blue as it did, I did not quite know how to reply to such a suggestion. I recall thanking him for his consideration, but quite probably I said nothing very definite, for my employer went on: 'I'm serious, Stevens. I really think you should take a break. I'll foot the bill for the gas. You fellows, you're always locked up in these big houses helping out, how do you ever get to see around this beautiful country of yours?'
- e. I thus contented myself by saying simply: 'It has been my privilege to see the best of England over the years, Sir, within these very walls.' Mr Farraday did not seem to understand this statement, for he merely went on: 'I mean it, Stevens. It's wrong that a man can't get to see around his own country. Take my advice, get out of the house for a few days.'
- f. The fact is, over the past few months, I have been responsible for a series of small errors in the carrying out of my duties. I should say that these errors have all been without exception quite trivial in themselves. Nevertheless, I think you will understand that to one not accustomed to committing such errors, this development was rather disturbing, and I did in fact begin to entertain all sorts of alarmist theories as to their cause. As so often occurs in these situations, I had become blind to the obvious and simple truth: that these small errors of recent months have derived from nothing more sinister than a faulty staff plan.

Q1. Answer the following questions:

- a) Where was the speaker proceeding for the expedition?

1

- b) What was Stevens doing when Mr Farraday arrived? 1
 c) Where had the employer planned to go and for how long? 1
 d) What advice did Mr Farraday give to Stevens? 1
 e) What had been disturbing Stevens lately? 1

Q2. What do you mean by the phrase 'coming out of the blue'? 1

- a) to become more outgoing
 b) an event that happens unexpectedly
 c) coming to a standstill

Q3. Find the synonym of the following from the passage: 1

- a) a journey undertaken with a particular purpose -
 b) of little value or importance -

Section B -Writing 6

Q4. Write a paragraph on the proverb 'All that glitters is not gold' using the given value points.

(Value points- deceptive visual appearances/ difficult judgment of reality/ common imitations/ misleading advertisements/ careful analysis of people/ importance of true content or abilities)

Section C- Grammar 8

Q5. Choose the correct word from the given homophones- 1

- a. The plane's (ascent/ assent) made my ears pop.
 b. The study was based on the (principal/ principle) of gravity.

Q6. Fill in the blanks with the words given below. Add suitable suffix or prefix as required.

2

Curious	Patriot	ordinary
Organize	Fail	free

- a. Tell me the whole story. I'm dying of _____.
 b. Dolohov's _____ bravery brought him out of trouble.
 c. The surviving refugees longed for _____.
 d. The event was a total _____. It was terrible.

Q7. Each line in the given paragraph contains an error. Write the correct as well as the incorrect word in the answer sheet provided. 3

	Incorrect	Correct
Calcium, one of the world's more common elements	a. _____	_____
are important for growing strong bones and teeth.	b. _____	_____
Historians tells us of the use of calcium.	c. _____	_____
Calcium-deficient bones is brittle and	d. _____	_____
breaks easily. Older people frequently get osteoporosis.	e. _____	_____
Each osteoporosis sufferer need to eat foods	f. _____	_____
high in calcium daily.		

Q8. Fill the correct degree of the adjective given in the bracket: 2

The Arabian Desert in the Middle East gets the (a) _____ (little) amount of rainfall. But to the camel, it is home. The camel is one of the (b) _____ (strong) animals in the world. Camels can go for many days with only a little food and water. Unfortunately, finding water is not a (c) _____ (serious) problem that camels face. Most dangerous threat to camels comes from humans. Tourists in the desert leave trash behind. Camels think the trash is food and eat it. This is (d) _____ (dangerous) for the camels than lack of water because it can kill them.

Section D- Literature

8

Q9. Answer with reference to context:

"He kept calling mournfully and after a minute or so he uttered a joyful scream."

- | | |
|--------------------------------------|---|
| a) Who does 'he' refer to? | 1 |
| b) Why did he utter a joyous scream? | 1 |

Q10. Answer the following in about 40-50 words:

- | | |
|--|---|
| a) How did the mother seagull help him to fly? | 2 |
| b) What lessons did you learn from the story 'His First Flight'? | 2 |

Q11. Complete the following in a single sentence: 2

- | | |
|----|---|
| a. | The seagull was left alone on the ledge as _____. |
| b. | The seagull bent his head and turned back to _____. |

Revision Exercises

Q1: Differentiate between homonym/homophone given below by making one sentence with each of them:

- I. i) sent ii) scent
- II. i) lose ii) loose
- III. i) weak ii) week
- IV. i) your ii) you're

Q2: Use a suitable prefix to make the antonyms of the given word:

- I. friendly:
- II. proper:
- III. imaginative:
- IV. harmony:
- V. understand:
- VI. fortunate:
- VII. sortune:
- VIII. satisfied:

Q3: Use the correct suffix to make nouns:

- I. citizen:
- II. unite:
- III. type:
- IV. suitable:
- V. celebrate:
- VI. present:
- VII. interrupt:
- VIII. child:



Q4: Use the correct suffix to make adjectives:

- I. music:
- II. present:
- III. doubt:
- IV. trust:
- V. coward:

- VI. adventure:
 VII. fever:
 VIII. America:

Q5: Put the word in brackets into the correct form. You will have to use prefixes and/or suffixes.

- I. Riya is really _____ (rest) and cannot stay still.
 II. He is very _____ (forget) and so this time, I asked him to make a list of things before going to the market
 III. You shouldn't have done that! It was very _____ of you. (think)
 IV. He was sitting _____ in his seat on the train. (comfort)
 V. Due to technical issues and lack of demand, this particular model of smart phones is being _____ . (continue)
 VI. "Don't try to _____ (lead) the audience with inappropriate remarks!" warned the teacher.
 VII. There was a _____ light coming from the window. (green)
 VIII. He was acting in a very _____ way. (child)
 IX. This word is very difficult to spell, and even worse, it's _____. (pronounce)
 X. He's lost his book again. I don't know where he has _____ it this time. (place)
 XI. This was his _____ (punish) for lying to his father about his teacher.
 XII. Some of the towns there are dreadfully _____. (crowd)
 XIII. The team that he supported was able to win the _____. (champion)
 XIV. I couldn't find any _____ in his theory. (weak)
 XV. The road was too narrow, so they had to _____ it. (wide)

Q6: Replace the underlined word by choosing the option that closest in meaning:

- I. The guards made sure the place was
 secure a) Locked b) safe c) healthy d)
 honest
- II. The magician will baffle you with his tricks.
 a) Bore b) confuse c) surprise d)
 entertain
- III. We should be courteous to people.

a) Selfish b) good c) terrible d) kind

IV. If they bother you, just ignore them. a) Avoid b) punish c) adjust d) notice

V. The rowdy gang went to the party.
a) Generous b) disciplined c) Noisy d) naughty

Q7: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. OFTEN

a) Never b) usually c) regularly d) randomly

2. IMPORTANT

a) Grand b) weighty c) worthless d) crucial

3. MAGNIFICENT

a) Ugly b) gorgeous c) averaged d) thrilling

4. SOAR

a) Rise b) float c) mount d) land

5. AVAILABLE

a) Acceptable b) easy c) absent d) achievable

Q8. Underline the correct verb in these sentences.

I. The girl or her sisters (watch, watches) television every day.

II. Rob (doesn't, don't) like sports.

III. His classmates (study, studies) before a test.

IV. One of the cookies (is, are) missing.

V. A lady with 10 cats (live, lives) in that big house.

VI. Mumps (is, are) very serious.

VII. The committee (decide, decides) when to adjourn.

VIII. Our team (is, are) the best.

IX. Everybody (enjoy, enjoys) a good song.

X. Either (is, are) suitable.

December**Reading: Comprehension****Writing: Autobiography Writing****Grammar and Vocabulary: Punctuation, Collocation, Spell-check, Jumbled letters****Literature: Lobster Quadrille, Sir Isaac Newton****Section-A****Art Class**

My favourite class throughout high school was art. I was not particularly talented, but I did enjoy art class. By afternoon of each school day, my sensory processing difficulties had already caused me considerable distress and frustration. All I wanted to do was scream, but I knew that doing that would only get me sent to the Principal's office. Fortunately, I found my diversion in art, so I took the class every year. I discovered that it could relax me as little else could. Miss Thompson was the teacher, and she seemed to like me. She had pretty blonde hair and big glasses.

She had one idiosyncrasy: she objected to being called "Mrs". Nearly every class period, she would playfully threaten to shoot the first person to call her "Mrs". I ordinarily take people literally, unless they tell me otherwise. Miss Thompson surely sounded serious to me, so I made sure I never made this mistake. I did, however, once call her " Mom" by accident. She just stared at me for several seconds before going on to see what I needed.

Another reason I enjoyed art had to do with intriguing worlds that I found I could experience vicariously by simply gazing at the paintings by the masters. There were so many odd cultures and time periods that I had often wondered about, but couldn't seem to visualize. One day, my teacher told us to look through some old magazines for ideas about what to paint. One picture, a pre-civil war type southern mansion, especially appealed to me. I could just imagine plenty of southern belles strolling about looking for pleasantly scented flowers.

Despite having no illusions about my talent, I found the very task of creating something of my own gratifying. Miss Thompson could be very creative in her assignments as well. One such task was to sketch a series of cartoons to make a fictional narrative.

The class I had following art was science. It really amazed me how anyone could make such an exciting subject so very boring, but the science teacher managed to do just that. It seems that

one can get away with almost anything by sitting in the back, which is right where this teacher had placed me. Consequently, the art assignment took on the utmost urgency, even if some of it had to be done during science class, which immediately followed art.

Answer the following questions based on the above text:

1. Quote a line from the passage that shows that the author had learning difficulties.

2. Why did the writer enjoy his art class?

3. What did the writer once call his art teacher? Why did he do so?

4. Why did the writer not enjoy his science class?

5. Find words in the passage which mean the same as the following and write their antonyms as well:

- a. Uninteresting
 b. Oppose
 c. Big house

6. Match the columns.

- | | |
|-------------------|--------------|
| a) Idiosyncrasies | Intimidate |
| b) Threaten | Curiosity |
| c) Intrigue | Eccentricity |

Gus: The Theatre Cat

Gus is the cat at the theatre door

His name, as I ought to have told you before, Is

really Asparagus. That's such a fuss

To pronounce, that we usually call him Gus His

coat's very shabby, he's thin as a rake.

And he suffers from palsy that makes his paws shake. Yet he was, in his youth, quite the smartest of Cats-

But no longer a terror to mice and rats.

For he's no longer the Cat that he was in his prime; Though his name was quite famous, he says, in its

time. And whenever he joins his friends at their club

(Which takes place at the back of the neighboring pub)

He loves to regale them, if someone else pays,

With anecdotes drawn from his Palmiest days.

For he once was a Star of the highest degree-

He has acted with Irving, he's acted with Tree.

And he likes to relate his success on the Halls,

Where the Gallery once gave him seven cat-calls.

But his grandest creation, as he loves to tell,

Was Firefrorefiddle, the Fiend of the Fell.

Q1. Why wasn't Gus called by his real name?

Q2. What does Gus look like now?

Q3. How do we know that Gus is really old?

Q4. How does Gus entertain the other cats at the club?

Q5. Tick the correct meaning of the following expressions:

- I. In his prime means i) to be in a good mood ii) when he was young iii) when he was famous
- II. To regale them means i) to entertain ii) to scare them iii) to cheat them
- III. Palmiest days means i) boring days ii) busy days iii) best days

Section B

Autobiography

An autobiography is a first person account about the life and experiences about a person or thing.

The writer assumes that he is that person or thing and writes a story which reveals interesting information about that particular subject. You could imagine yourself to be a popular singer, sportsperson, a scientist or anything you possibly wish. You could also imagine yourself to be an inanimate object like a football, a book, or a doggy bowl! So choose what or who you would like to write about and get started on an Autobiography.

Example of an Autobiography:

I am James Smith, and I was born on September 21, the first day of autumn, in the year 1971. My birthplace is Vancouver, British Columbia, Canada. My middle name is Scot, which is my mother's maiden name. My nickname at home is Tiago, but in school I was called by many nicknames such as Jimmy, Santy, and Smithy. My father was a retired miner in Alberta. He had an automotive mechanics diploma from San Luis School, Abra, Philippines. He moved to Alberta, Canada when he was 37 years old. He then worked for Sandbanks Mining Inc. until retirement. My mother had a degree in Education. She started working as temporary teacher in different cities in Ilocos, Philippines. After getting a permanent position in an elementary school in Santiago city, she met my dad and got married. I am the oldest of 3 children. My younger brother's name is Marlon and my younger sister is Erika.

I can say that the best education I ever had started at home. This was when my parents ingrained in me the principles of life and values that I hold strong till this very day. I attended kindergarten at Macaulay School. I loved my first teacher in school, Ms Cruz, who was very kind. I also remember the names of my first classmates and friends in school very clearly. My elementary school was a bit far from my home, so I used to take the school bus every day. I received two awards in school for being the most responsible student and I also won a National Chess competition. Thereafter, I attended Ferguson Bay High School. These were the most enjoyable years of my life...

Q1. Write an autobiography of a shirt.

Q2. Imagine you are a river. Write your autobiography.

Section-C

Punctuation

Punctuation marks are signs such as full stops, commas and question marks. You use them in sentences to make the meaning clear.

* Full stop ‘.’

You use it:

- i. at the end of a sentence.
- ii. after words that have been shortened.

E.g. Sunday-Sun., Doctor-Dr., Department-Dept.

- iii. when we shorten people’s first names to one letter followed by a full stop.
E.g. William Butler Yeats-W.B. Yeats

Exclamation Mark ‘!’

You use it after commands, interjections or words that show surprise or anger.

E.g.

Sit down!

Help!

*** Question Mark '?'**

You put a question mark after a question.

E.g. What's your name?
Who's there?

*** Comma ','**

You put a comma :

- a. between nouns and noun phrases in a list.

E.g. I bought three notebooks, an eraser, a set of color pencils and a sharpener.

- b. to show where there is a little pause.

E.g. She was in her room, listening to music on the radio.

*** Apostrophe '**

You put an apostrophe with an s to show possession.

- a. You add 's after singular nouns or names.

E.g. This is Susan's house.
This is Neena and Reena's room.

- b. You just add ' after plural nouns that end with s. E.g. The students' desks are arranged neatly.

It took a year's work to complete this job.

- c. You add 's after plural nouns that don't end in s. E.g. The children's park is nearby.

Men's shoes are larger than women's shoes

You also use the apostrophe to show that a letter or some letters in a word have been left out.

E.g. I've finished my homework but I haven't done any revision.

*** Quotation Marks "....."**

You use quotation marks to show exact words spoken by people. You also put a comma before the first quotation mark.

E.g. Meg said, "I'm going for a picnic tomorrow."

Q1. Punctuate the following sentences:

1. The beaches of Spain are warm sandy and spotlessly clean

2. That tall man Parul's grandfather is the winner of the game.

3. Yes Javed said I'll be home by ten

4. Darwin's 'On the Origin of Species' (1859) caused a great controversy when it appeared

5. The boy's father sat in the corner

6. I don't like this one bit said Juhi

7. A grandparent's job is easier than a parent's

8. Hooray I just won the lottery Harsh screamed

Q. Punctuate the following passage and use capitals where necessary.

a. my heart leaps up when I behold a rainbow in the sky wrote William Wordsworth the famous poet and most of us share his feelings when we are lucky enough to see a rainbow there is an old saying that a pot of gold is buried at the end of the rainbow but have you ever tried to reach a rainbow's end of course it's impossible because a rainbow is really just the result of the raindrops refracting and reflecting light from the sun there are seven colours in the rainbow red orange yellow green blue indigo and violet

b. Yesterday after school we had our final soccer match of the season our coach Mr Khan stated I want all of you to play your best and play fair the game started we knew if we

didn't play aggressively we would lose at half time our opponents were ahead by two shortly after we managed to tie the game we had very little time left and knew we had to play well the audience was cheering loudly they could feel the tension in the air sumit our captain called a time out we gathered around and our coach said you can do it play smart we didn't want to let our coach or fans down just then sumit kicked the ball and the crowd went wild the ball went right through the net the buzzer went to signal the end of the game much to our surprise we won in the last two minutes of the game



Grammar Help- "It"

See the following sentences:

- The lion is chasing its prey.
- It's getting closer and closer.

You see that only in sentence b an apostrophe is used. The pronoun 'it' takes an apostrophe only when used with abbreviated form of is.

It also takes an apostrophe when used with short form of has. E.g. It's a new book. It's got a blue cover.

(It is a new book. It has got a blue cover.)

Grammar Help-“Who”

See the following sentences:

- Whose book is this?
- Who's coming to dinner?

The pronoun **who** takes an apostrophe when used with the short form of is.

Fill in the blanks with the right word:

- _____ raining cats and dogs.
- The leopard is fast. _____ speed is incredible.
- _____ quite sure that _____ battery has gone.
- _____ a well-groomed cat. _____ fur is soft and silky.
- _____ taken my pen?
- _____ footprints are these?
- That is the man _____ house was burgled.
- This is one student _____ sure to make his parents proud

Vocabulary Enrichment

Unscramble the following jumbled up letters to form meaningful words. Write them in front of the correct meaning given below.

FCEONIDENC

UOCQENSNECE

ETDOTAEN

- Assurance _____
- Result _____
- Explode _____

Tick the word with the correct spelling.

- discribe describe
- definition defination
- writing writting
- continous continuous
- reference refference
- dissappoint disappoint
- hidding hiding

- | | |
|----------------|-------------|
| 8. adventurous | adventurous |
| 9. proffesion | profession |
| 10. receive | receive |
| 11. successful | successful |
| 12. believe | believe |

Collocation

Collocation refers to the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance.

Types of Collocations

There are several different types of collocations made from combinations of verb, noun, adjective, etc. Some of the most common types are:

- i. adverb + adjective: completely satisfied (NOT downright satisfied)
- ii. adjective + noun: excruciating pain (NOT excruciating joy)
- iii. noun + noun: a surge of anger (NOT a rush of anger)
- iv. noun + verb: lions roar (NOT lions shout)
- v. verb + noun: make mistakes (NOT do mistakes)
- vi. verb + expression with preposition: burst into tears (NOT blow up into tears)
- vii. verb + adverb: wave frantically (NOT wave feverishly)

Exercise 1

Choose the correct words from the brackets to fill in the blanks.

- i. We entered a _____ decorated room. (utterly/richly)
- ii. The doctor ordered him to take _____ exercise. (regular/strong)
- iii. Let's give Mr John a _____ of applause. (round/square)
- iv. Snow was falling as our plane _____. (went off/took off)
- v. The President _____ a speech on the importance of cleanliness. (did/made)
- vi. Her eyes filled _____ at the sight of the scary fort. (with horror/by horror)
- vii. I _____ remember that it was growing dark when we left. (vaguely/unclearly)

Exercise 2

Circle the correct options.

- | | |
|-----------------------|--------------------|
| a. sharply concerned | deeply concerned |
| b. strong coffee | powerful coffee |
| c. bar of chocolate | grain of chocolate |
| d. keep a promise | do a promise |
| e. make up your mind | make in your mind |
| f. waited promisingly | waited patiently |

Integrated Grammar

In the passage given below one word has been omitted in each line. Put a / where the word is missing and write the word in the space provided.

When the Class VII examinations over, the Deputy _____
 Commissioner asked his son he had done his _____
 English paper well. The boy told him was easy, _____
 and that for one question had written that his _____
 father was washerman. The boy's father shouted _____
 angrily but son replied, "I did not know the spelling _____
 Deputy Commissioner and I did not want _____
 to lose one mark.

Section-D
Literature

LOBSTER QUADRILLE

This poem is taken from a popular children's story, 'Alice in Wonderland' written by Lewis Carroll.

Though the poem sounds light-hearted with its lively rhythm it is nevertheless thought provoking, providing a contrast between the adventurous whiting and the timid snail who quails at the idea of being thrown out to sea even for fun.

1. Name all the interesting creatures mentioned in the poem.
2. Who all are interested in the dance and who is not?
3. What tells us that the porpoise is in a big hurry?

4. What is the snail's main objection?

Sample answer: The snail does not want to be thrown too far. He looks at the whiting with suspicion when he asks him to join him for the dance. The snail is fearful, worried and reluctant to try something new.

5 'What matters it how far we go?' his scaly friend replied.

- a. Who is the scaly friend?
- b. How is he trying to persuade his companion to join the dance?
- c. According to the whiting, does achievement mean attaining the chosen goal?
Give reasons to support your answer.

6. How are the snail and the whiting so different from each other?

Value points-Q 5, b.

- i. The whiting tries to encourage the snail to join the game, pointing out how eagerly the other creatures were hurrying to participate
- ii. He tells him that there was no cause for fear and it didn't matter how far he was thrown out to sea as the further they were away from the shores of England, the closer to France they would be.

SIR ISAAC NEWTON

-NATHANIEL HAWTHORNE

This lesson is a biographical account describing the childhood of the renowned scientist and mathematician Sir Isaac Newton. The writer describes the young Newton who lived in a small village named Woolstrophe. It is the story of an individual who right from his early years demonstrated qualities such as patience, child like curiosity to learn new things, ability to take risks and try out new things. He created his own tools and created things using them. He aroused a sense of wonderment among the members of his family and neighbourhood. They had great hopes and imagined that he will create beautiful furniture or clocks. But he outdid all their expectation when he grew up to be not only a great scientist but also a modest person who never let his achievements become more important than his thirst for knowledge. The young Newton invented a water clock and a sun dial that enabled his grandmother to keep track of time both in the shade and in the sun. He closely studied the working of the windmill and invented an alternative model that was lighter and more efficient. As he grew older, his unquenchable thirst for knowledge led to more important discoveries such as the law of Gravitation, the Laws of Motion, the nature of light and how it splits into a rainbow of colours and created the first prototype of a reflecting telescope.

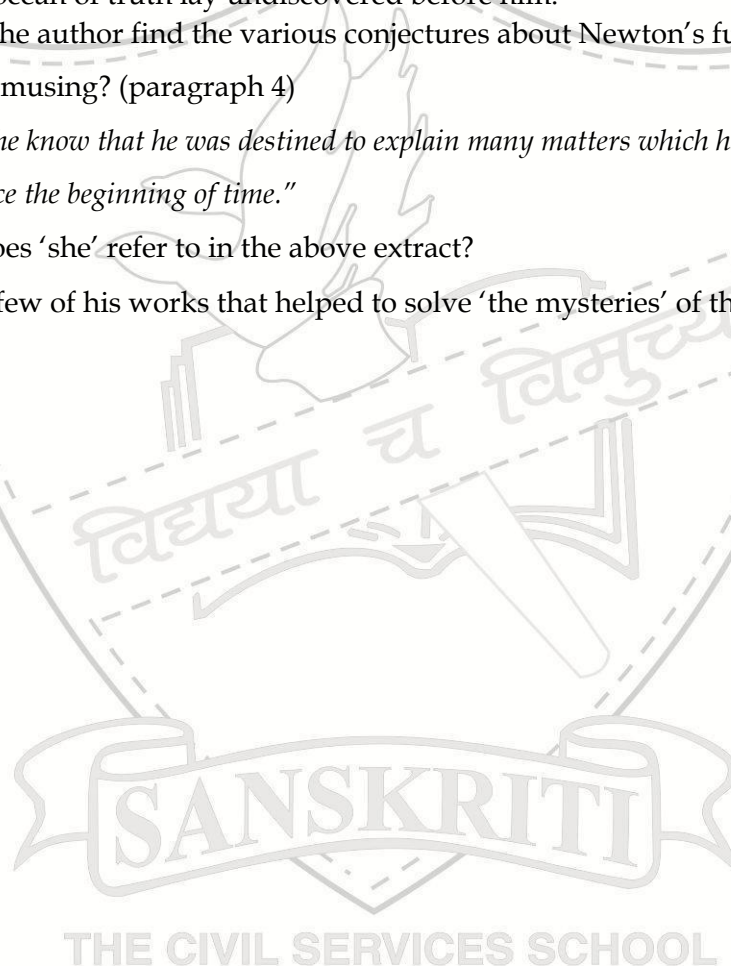
Though he achieved a lot in his life, he remained modest or humble about it. He always considered himself and his knowledge to be very small and trivial before the vastness of the universe. He never boasted about what he had gained but wondered at how much he still needed to learn. He believed that knowledge was endless like the sea and with every achievement came the realisation that more was yet to be discovered.

Now answer the following questions:

1. Which qualities best describe Sir Isaac Newton as a child? State any two with examples.
2. What conjectures did the neighbours form regarding Newton's future? Did they turn out to be true?
3. How did Newton make sure that he understood the functioning of the windmill?
4. Even after acquiring fame and respect, how did Newton manage to remain humble?

Sample answer: Newton was made a member of Parliament and received the honour of knighthood from the King, but he didn't care for these things. Even after acquiring great fame, he believed that he knew very little in comparison to what remained to be known. He seemed to himself like a child playing on the seashore and picking shells and pebbles, while the vast ocean of truth lay undiscovered before him.

5. Why does the author find the various conjectures about Newton's future prospects amusing? (paragraph 4)
6. *"Little did she know that he was destined to explain many matters which had been a mystery since the beginning of time."*
 - a. Who does 'she' refer to in the above extract?
 - b. State a few of his works that helped to solve 'the mysteries' of this world.



January

Reading: Comprehension**Writing: Process Writing****Grammar: Active and Passive Voice****Vocabulary: What's the good word?****Literature: 1. The Whale Story 2. Break, Break, Break****Section A**

It was a difficult time for Hannah Chaplin and her two sons, Charles and Sydney. There just wasn't enough money for even their most basic needs. Hannah knew she would have to earn some money. She had a very good voice, but she was afraid to sing at the music halls of London because unruly crowds gathered there. Artists were often chased from the stage. For the sake of her children, she gathered enough courage and went on stage one evening. But Hannah's worst fears came true. As she faced the crowd, her voice failed. There were catcalls, boos and whistling. Poor Hannah was terrified. Charlie Chaplin himself describes what happened next:

"I remember standing in the wings when Mother's voice cracked and went into a whisper. The audience began to laugh and make catcalls. Mother was obliged to walk off the stage. The stage manager, who had seen me perform before Mother's friends, said something about letting me go in her place. And in the confusion I remember him leading me by the hand and, after a few explanatory words to the audience, leaving me on the stage alone. And before a glare of footlights and faces in smoke, I started to sing a well-known song."

"Halfway through, a shower of money poured on to the stage. Immediately, I stopped and announced that I would pick up the money first and sing afterwards. This caused much laughter. I talked to the audience, danced and did several imitations, including one of Mother singing her Irish march song. And in repeating the chorus, in all innocence, I imitated Mother's voice cracking and was surprised at the impact it had on the audience. There was laughter and cheers, then more money throwing; and when Mother came on the stage to carry me off, her presence evoked tremendous applause. That night was my first appearance on the stage and Mother's last."

Little Charlie lived with his mother and brother Sydney in a small shabby room. But Hannah managed to bring some magic into their bleak surroundings. She would sing and dance for her sons, and tell them wonderful stories. Whenever they got some money, Hannah would take them to the beach, and treat them to cakes and ice cream. On days when there was no money, she would look out into the street and narrate stories about the people she saw walking past. Hannah's acting skills made a great impression on little Charlie. When he became a famous actor he often said that it was his mother's skills and the sights and sounds of London that had helped him in his career as an entertainer.

Hannah made some money sewing clothes for people, while Sydney did a number of odd jobs. Sometimes when the family was in serious need, the children had to go into the workhouse. Charlie knew that he would have to earn a living, but he wanted to be an entertainer and nothing else. When he was nine years old, he joined William Jackson's Lancashire Lads, a troupe of child dancers. Charlie enjoyed working with this group.

But he was also able to understand the tension, the fatigue and the pain behind the bright

lights and gay costumes. Charlie worked with this group for two years, after which he was again on his own.

One day when Charlie came home, he found his mother in a state of complete confusion. "She has gone mad," the children in the neighbourhood shouted. Charlie immediately took her to the nearby hospital. The doctor told him that she was indeed unwell. Six days later, she was admitted to a mental institution. Charlie was heartbroken. She had meant so much to him.

Answer the following questions based on your reading of the above text:

1. In what way did Hannah's worst fears come true?
2. Who asked Charlie to take his mother's place on stage? Why do you think he did that?
3. But Hannah managed to bring some magic into their bleak surroundings. How did she do it? What does this tell you about her?
4. What did Charlie realise while working with William Jackson's Lancashire Lads?
5. Do you think Charlie had a knack for entertaining people? How?
6. Find words from the passage which mean:
 - a. loud shouts or whistles expressing disapproval _____
 - b. strong and dazzling light _____
 - c. very great in amount _____

THE CIVIL SERVICES SCHOOL

Tiger

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

He should be lurking in shadow,
Sliding through long grass,
Near the water hole
Where the plump deer pass.

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws
Terrorising the village!

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

On the basis of your reading of the poem, complete the following statements.

1. The poem shows a comparison between _____

2. We know that the tiger's movement is severely limited as _____

3. In the expressions 'should be lurking' and 'should be snarling', 'should be' shows that _____

4. The tiger should be hiding near the water hole because _____

5. He ignores the visitors because _____

Section-B

Process Writing

A process is a series of actions, and fundamentally the description of a process is the description of action. We often use the passive voice in describing processes, when the emphasis is on the actions and not on the people who perform them. The agent is usually omitted.

Value Points for process writing:

- Title
- Correct sequence of steps involved in it
- Use of present tense (mostly)
- Use of passive voice
- Use of appropriate sentence linkers, such as first of all, next, then, while, finally, at last, etc.

Sample 1

How to Pay Bills Online

Paying bills online isn't as difficult as it seems. One of the ways of doing that is to make the payment through the bank website. An online account is created using the details of one's bank account. Information such as name, date of birth, social security number and bank account number is required. After that, payees are added to the account once the online account has been set up. At last, the amount is entered and payment is made.

Sample 2

How to Make Cottage Cheese

One litre of milk and juice of one lemon are taken. The milk is poured into a pan and is brought slowly to boil. Lemon juice is added while it is being stirred continuously. Gentle stirring is continued till the milk gets curdled and then is set aside to cool. When the curdled milk is cool, it is strained through a sieve of muslin. Then the liquid whey is squeezed out and the cheese is pressed under a flat weight. After an hour, it is cut into desirable pieces as it is ready to use.

Now do the following questions in your notebook:

- a. Describe the process of preparing Maggi noodles.
- b. Write a description of the process of opening a bank account.

Section-C**Active and Passive Voice**

- A verb is said to be in the Active Voice when the person or thing denoted by the subject is a doer of an action.

E.g. Tom chased Jerry.

The verb chased is in the Active Voice

- A verb is said to be in the Passive Voice when it shows that something is done to the person or thing denoted by the subject.

E.g. Jerry was chased by Tom.

The verb was chased is in the Passive Voice.

The following table brings out the transformation of Voice:

Active	Passive
I write a story	A story is written by me (present tense)
I am writing a story	A story is being written by me (present continuous)
I have written a story	A story has been written by me (present perfect)
I wrote a story	A story was written by me (past tense)
I was writing a story	A story was being written by me (past continuous)
I had written a story	A story had been written by me (past perfect)
I shall write a story	A story will be written by me (future tense)
I shall have written a story	A story will have been written by me (future perfect)

Points to remember:

- * In the Passive Voice, the subject is changed into object and object is changed into subject.
- * Verbs that do not have an object cannot have a Passive Voice
- * When a verb has two objects, either may be the object of the sentence in the Passive Voice.

E.g. (Active)	Priti gave me (Indirect object) a pen. (Direct object).
(Passive1)	I was given a pen by Priti.
(Passive2)	A pen was given to me by Priti.

Change the voice of the following sentences:

1. Robin Hood shot an arrow.

2. Raja has written this poem.

3. They have distributed the sweets.

4. All the children laughed at him.

5. She kept us waiting.

6. Tom had broken the fence.

Rewrite the following sentences in the passive voice.

1. The hunter has captured a lion cub.

2. Mr Smith is giving away prizes.

3. The factory employs many foreign workers.

4. Elsie will assist Mr Wilson in the project.

5. John won the first prize in the contest.

6. The shopkeeper has cheated a lot of customers.

7. Mrs Jones was bathing the baby.

8. Dr Dickson will treat the cancer patient immediately.

9. Rebecca made the dress herself.

10. Bees collect nectar from flowers.

Convert the following sentences into the passive voice:

1. Ms. Sullivan teaches us grammar.

2. The teacher praised him.

3. The firemen took the injured to the hospital.

4. An earthquake destroyed the town.

5. The wind blew down the trees.

6. The fire damaged the building.

7. Who taught you French?

8. The manager will give you a ticket.

Q. Below you can see a set of instructions for making Chinese Blossom Tea. Complete the following paragraph using the passive voice.

- Boil four cups of water in a kettle.
- Add two tablespoons of tea leaves.
- Boil for two minutes.
- Rinse the teapot with boiling water.
- Put a layer of rose, mogra or jasmine flowers in the teapot.
- Pour tea into the teapot.
- Let it stand for five minutes.
- Serve before/after meal.

Four cups of water _____ in a kettle. When the water has boiled,
 _____ and made to _____.
 Meanwhile the teapot _____ with boiling water. A layer of either rose, mogra or
 jasmine flowers is then _____ and tea _____.
 It _____ five minutes before it is served.

Vocabulary Enrichment

What's the good word?

Tick the meanings you think are the nearest to the key words.

1. Peer peasant, breakwater, wise person, equal
2. Trend uncertainty, higher level, calm, general direction
3. Emit to leave out, to utter, to let in, to confess
4. Aptitude friendliness, skill, conceit, generosity
5. Allude to deceive, to avoid, to tempt, to refer to indirectly
6. Magnitude personal charm, great size, unselfishness, force
7. Intrude to insult, to barge in, to be modest, to stumble
8. Vigil strictness, self discipline, watch, strength and vitality
9. Verify to refute, to prove the truth of, to be uncertain, to change

10. Smug unpleasant, stubborn, self satisfied, cozy

Integrated Grammar

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

The next morning the narrator wake up and _____
 as he always did he looking at once at the _____
 wall on which the face is to be seen. He _____
 rubbed his eyes and springing up in alarm. _____
 It was only faintly visible. Last night it has _____
 been as clear as ever - he can almost hear _____
 it speak and now it was a ghost of it. _____
 As he sprang on in alarm looking with unseen _____
 eyes at the face on the wall, suddenly it disappeared. _____

Section-D

BREAK, BREAK, BREAK By Alfred Lord Tennyson

In this poem, the poet is mourning the death of his beloved friend Arthur Hallum. His death had left a deep impact on the poet's heart.

Sitting on the rocky beach, he directly addresses the sea in the first stanza. He watches the waves crashing against the rocks. He asks the sea to continue doing what comes naturally to it, but laments the fact that he is not able to express his grief and pain at the loss of his friend in the same manner. He wants to shout and cry like the sea, but his 'tongue' is not able to convey the depth of his pain to the world around him. He sees the fisherman's children playing on the beach; the sailor who is singing as he goes about is daily business. Even the grand ships seem to move merrily towards their desired destination. Everybody seems cheerful and this disturbs the poet. He might be jealous of these people for they have what they desire, they are with the

people they love and can communicate their feelings to the world. This cheerfulness of the world around him when he is in so much emotional pain seems to make the situation worse for him.

But the poet longs for the presence of the lost friend whose friendship meant a lot to him. He seems rather perturbed by the fact that while he has been deprived of his closest friend, the meaningful conversations that they used to have, the people around him are living without a hint of sadness. In the final stanza, the poet repeats the first line of the poem, but definitely with more force and passion. He might be referring to the waves that keep coming back to the shore to break against the rocks; however, the friend and the time spent with his friend will never come back to it. It will only remain as a lingering memory.

Questions:

1. *Break, break, break*
on thy cold grey stones, O Sea!
And I would that my tongue could
utter the thoughts that arise in me.
 - a. Who is the poet addressing in the first two lines? Identify the poetic device used.
 - b. What does he wish he could do?
 - c. What kind of thoughts is he referring to?
2. How do we get to know that the poet is disturbed by what he sees around himself?
3. The poet says, "O well for the fisherman's boy, that he shouts with his sister at play..." do you think it is 'all well' for him to see the scene? Why/why not?
4. What is the realization that the poet has in the end?

February

Reading: Comprehensions for practice**Grammar: Revision****Literature: The Whale Story****Section D****The Whale Story**

The Whale Story is a chapter that presents various facts about whales from the biological point of view, the popular or common opinion held about them and their representation in various books and travelogues. The chapter unfolds the relationship that man has held with this giant beast and emphasises the need to be sensitive towards them.

Whales have been mercilessly hunted for commercial purposes (mainly for their meat and fat), yet they have been viewed as giant, ruthless creatures who have wrecked ships and brought about senseless destruction. The chapter reminds us that it has been man's predatory nature that has led these creatures to react in such a violent manner. Whales attack only when they feel that a ship is in too close a proximity and attack to save their young ones; an act which any human would do in dangerous circumstances.

The chapter recounts the infamous incident of the whaling ship- The Essex- that had sunk because of the attack of a giant sperm whale. It also talks about the violent Mocha Dick which had struck terror in the minds of whalers and other voyagers as it was known to be of "prodigious size and strength". However, classifying them as dangerous creatures would be wrong. Whales are like any social creatures with strong bonds of family and group. They will fiercely protect their surroundings if they sense any danger.

Some sensitive people have realized the importance of saving these giant mammals from predatory forces and to protect them for a balanced ecosystem. This has effected a change in people's attitude who now look up to the whale as a giant creature worthy of respect. However it has also led to the problem of excessive whale watching tourism.

The chapter concludes by urging all the sensitive readers to leave the whales undisturbed and to let them frolic in the deep sea.

Questions

Q1. For how long have whales been hunted and why?

Q2. Are whales predatory creatures? What led people to believe that they are very dangerous?

Q3. Write a short note on Mocha Dick.

Q4. The chapter requests us not to believe in the popular notion of whales. What is the popular

opinion and why shouldn't we believe them?

Sample answer: The popular notion of whales is that they are cruel and dangerous. We shouldn't believe it because it isn't true. Whales have an unusually large brain and show a form of intelligence. They are social creatures and have strong bonds with family and group. They are certainly not hostile to humans and attack only when threatened.

Q5. Describe the biological features of whales.

Value points: huge mammals, unusually large brain, use echo-location

Q6. How has the relationship between man and whales changed dramatically?

Value points: Man has been a predator, has hunted whales, has been scared of them yet has fought with them, now man realizes their importance to maintain equilibrium in nature, Whale watching tourism, how it is now posing a new problem

Q7. How is an excess of whale watching tourism creating a problem?

Section-A

Forgive My Guilt

Not always sure what things called sins may be,
 I am sure of one sin I have done.
 It was years ago, and I was a boy,
 I lay in the frost flowers with a gun,
 The air ran blue as the flowers, I held my breath,
 Two birds on golden legs slim as dream things
 Ran like quicksilver on the golden sand,
 My gun went off, they ran with broken wings
 Into the sea, I ran to fetch them in,
 But they swam with their heads high out to sea,
 They cried like two sorrowful high flutes,
 With jagged ivory bones where wings should be.

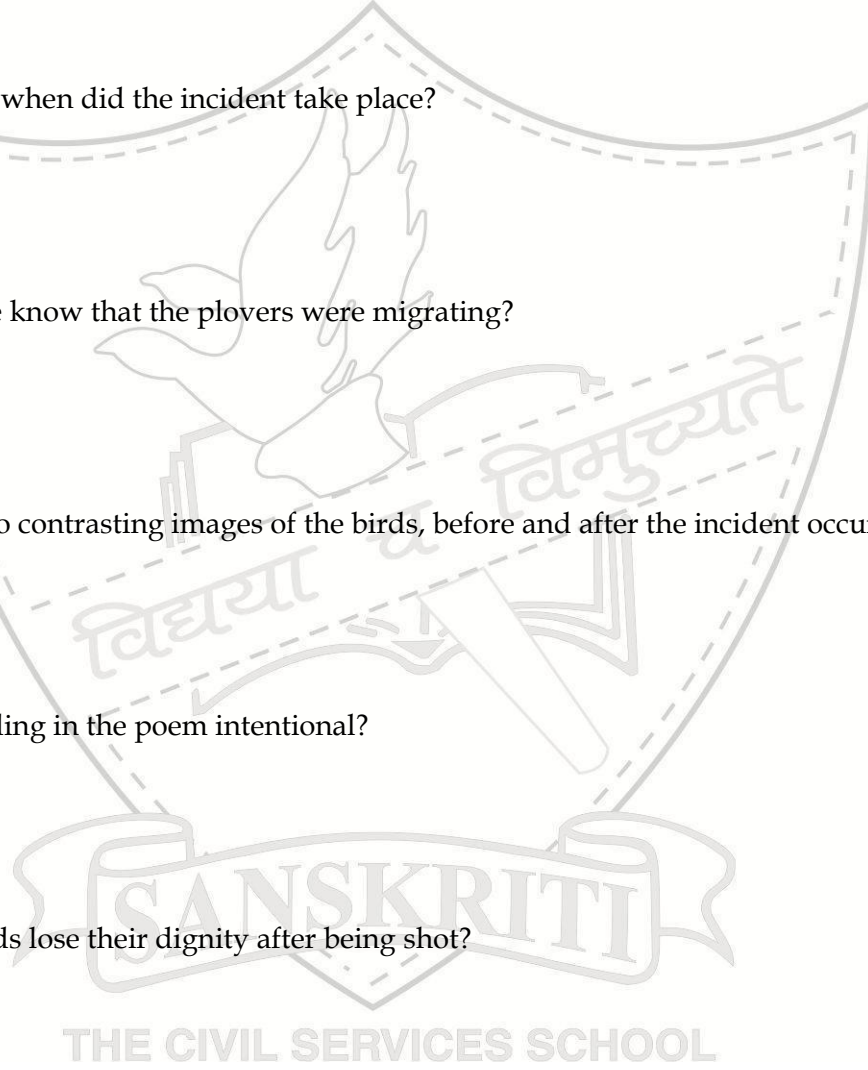
For days I heard them when I walked that headland
 Crying out to their kind in the blue,
 The other plovers were going over south
 On silver wings leaving these broken two.
 The cries went out one day; but I still hear them
 Over all the sounds of sorrow in war or peace
 I ever have heard, time cannot drown them,
 Those slender flutes of sorrow never cease.
 Two airy things forever denied the air!
 I never knew how their lives at last were spilt,
 But I have hoped for years all that is wild,

Airy, and beautiful will forgive my guilt.

Robert P. Tristram Coffin

Answer the following questions based on the reading of the above passage:

1. What incident is the poet recalling?
2. Where and when did the incident take place?
3. How do we know that the plovers were migrating?
4. Identify two contrasting images of the birds, before and after the incident occurred.
5. Was the killing in the poem intentional?
6. Did the birds lose their dignity after being shot?
7. Why does he want 'all that is wild, airy and beautiful' to forgive his guilt?



THE MYSTERY OF MARY CELESTE

On 7 November 1872, a 32 meter sailing ship called Mary Celeste left from New York on a voyage to Genoa, Italy – a destination she would never reach. The ship was carrying a cargo of 1700 barrels of raw industrial alcohol. On board were Captain Benjamin Briggs, a well regarded and experienced sea captain, his wife Sarah, their two year old daughter, Sophia and a crew of seven.

A week later, another cargo ship called Dei Gratia also left on a voyage from New York Harbour, following a similar course across the Atlantic. On 5 December, Dei Gratia's crew sighted Mary Celeste in the Bay of Gibraltar near the Portuguese coastline and decided that she was drifting, although no distress signals could be seen. Some of the crew launched a small boat and rowed to Mary Celeste. When they boarded the ship, they discovered that, although Mary Celeste was a "wet mess", she was in a seaworthy condition. But no one was on board. All ten people had vanished without a trace.

The crew searched the ship and found that the cargo and the food and water supply were still there. However, the lifeboat and the navigation instruments were missing. It appeared as if the people on board Mary Celeste had left in a hurry. The Dei Gratia crew eventually sailed Mary Celeste to Gibraltar and a court of investigation examined the ship but failed to come up with a definite answer to the puzzle. Mary Celeste was then sailed by a number of different owners for another 12 years before it was wrecked and sank off the coast of Haiti.

Over the years many stories and rumours about what was found on Mary Celeste have been circulated. Some people say there was a bloody sword under Captain Briggs's bed, that there were scratches and bloodstains along one of the ship's railings, that the only compass had been destroyed that the ship's cat had been discovered abroad, fast asleep!

In addition there are many theories as to what happened to the people on board. Some of these theories are more likely than others. Did the crew try to escape in the lifeboat because Captain Briggs thought the ship was sinking or because the cargo of alcohol began exploding? Did a UFO land and kidnap the people on board? Did pirates attack the ship? Did the ship collide with a giant squid? Did the crew murder Captain Briggs and his family and then escape? We may never know.

The wreck of Mary Celeste was discovered in 2001 but experts believe that it is unlikely to provide any new information about the fate of the people on board. For the moment, the story of Mary Celeste remains one of the great mysteries of the ocean.

Answer the following questions based on the reading of the above passage:

1. When did Mary Celeste leave New York on a voyage to Genoa, Italy?

2. What was the ship carrying?

3. Who all were on board the ship?

4. Name the other cargo ship which ventured on a similar voyage in the Atlantic?
-
5. Why has the Mary Celeste been called “wet mass”?
-
6. What was the condition of the ship when the Dei Gratia discovered it drifting without any control?
-
7. When was the wreck of Mary Celeste finally discovered?
-
8. What according to you would have happened to the crew members on board Mary Celeste?
-

THE BEACH

O, I love the beach

The soft white sand beneath my bare feet Shifting with my movements
Oozing between my hot little toes.

O, I love the beach

The freedom of frolicking in the ocean The cool water washing over me
Cleansing my body and mind and soul.

O, I love the beach

The warm sun glistening on the water
The gentle breeze blowing over me
Calming me, cooling me, relaxing me.

O, I love the beach Sucking the clean air into my lungs

Walking, splashing along the water’s edge Every part of my body feeling alive
and glowing.

O, I love the beach

Seeing the dolphins playing in the sea Breaching, jumping, chasing and
rolling My heart pounding with delight and exhilaration.

O, I love the beach

Endless summers surfing and swimming Snorkeling through the exquisite
reef The awesome might of nature there for all to see.

O, I love the beach

The waves crashing incessantly Always moving, always living, never stopping Demonstrating the power they have over me.

O, I love the beach

Icy poles dipping down my arm Sausages sizzling on the barbecue Eating ice-cream under the bright twinkling stars.

O, I love the beach

The bright colours of umbrellas, towels and bathers Red, yellow, orange and blue Like a dazzling rainbow filling up my senses.

Answer the following questions:

1. What feats do the dolphins perform in the water?

2. How are the waves more powerful than us humans?

3. Pick out three words from the poem which mean the same as 'shining'

4. Why does the poet conclude the poem with his love for the beach?

5. What does the poet mean by the phrase, "Cleansing my body and mind and soul."

WOLFGANG AMADEUS MOZART

Wolfgang Amadeus Mozart was a famous composer of classical music and is considered to be one of the greatest musical geniuses of all time. Though he died at the age of 35, he wrote more than 600 musical compositions.

Mozart was born on 27 January 1756 in Salzburg, Austria. His father, Leopold, was a well-known throughout Europe as a music teacher and he was also a successful composer. Around the age of three, Mozart learnt to play the harpsichord (a keyboard instrument that preceded the piano), showing an amazing musical talent. His father also taught him to play the violin and the organ. Mozart wrote his first two compositions when he was just six years old.

When Mozart turned seven, his father decided to take him and his sister Nannerl, on a tour of the royal courts of Europe to show off their musical abilities. Nannerl was a talented

harpsichord player, although she did not show the same genius for music as her brother. The children played all over Europe until Mozart was in his late teens, making Leopold a large sum of money and building Mozart's reputation as a musician. During these tours, Mozart met not only kings and queens but many famous musicians and composers, learning a great deal more about music and composing. Mozart was also busy writing music. He composed his first symphony at the age of eight and his first opera at the age of twelve. He composed other work for orchestras, as well as pieces for harpsichord, violin and other instruments, many of which were performed publicly.

In 1769, at the age of 13, Mozart began working for the archbishop of Salzburg as the "Concertmaster" of the Salzburg court orchestra. He did not get on well with the archbishop and the two often argued. Part of the reason for this was because Mozart was away from Salzburg on tour so often. Mozart eventually left this position (most people agree he was probably dismissed by the archbishop in 1781).

In 1782, now living in Vienna, Mozart married Constanze Weber against his father's wishes. The couple later had six children, but only two reached adulthood. Mozart now earned a living as a freelance musician; he sold his compositions, performed and worked as a music teacher. He earned what was regarded as a good income for a musician; however, he spent his money unwisely and often had to borrow from his friends to support his family.

Mozart died in Vienna on 5 December 1791 from an unknown illness. He was buried in an unmarked grave, as was the custom of the time for many funerals and burials. Mozart's music remains popular with musicians and music lovers around the world and includes the *Jupiter Symphony* and the operas *The marriage of Figaro*, *Don Giovanni* and *The magic flute*.

Answer the following questions based on your reading of the above text:

1. Mozart was a gifted child. What information from the text supports your answer?

2. How did the siblings-Mozart and his sister Nannerl, earn large sums of money for their father?

3. Who was Mozart's first teacher? Name a couple of famous compositions of Mozart.

4. Why did the Archbishop dismiss Mozart from the court?

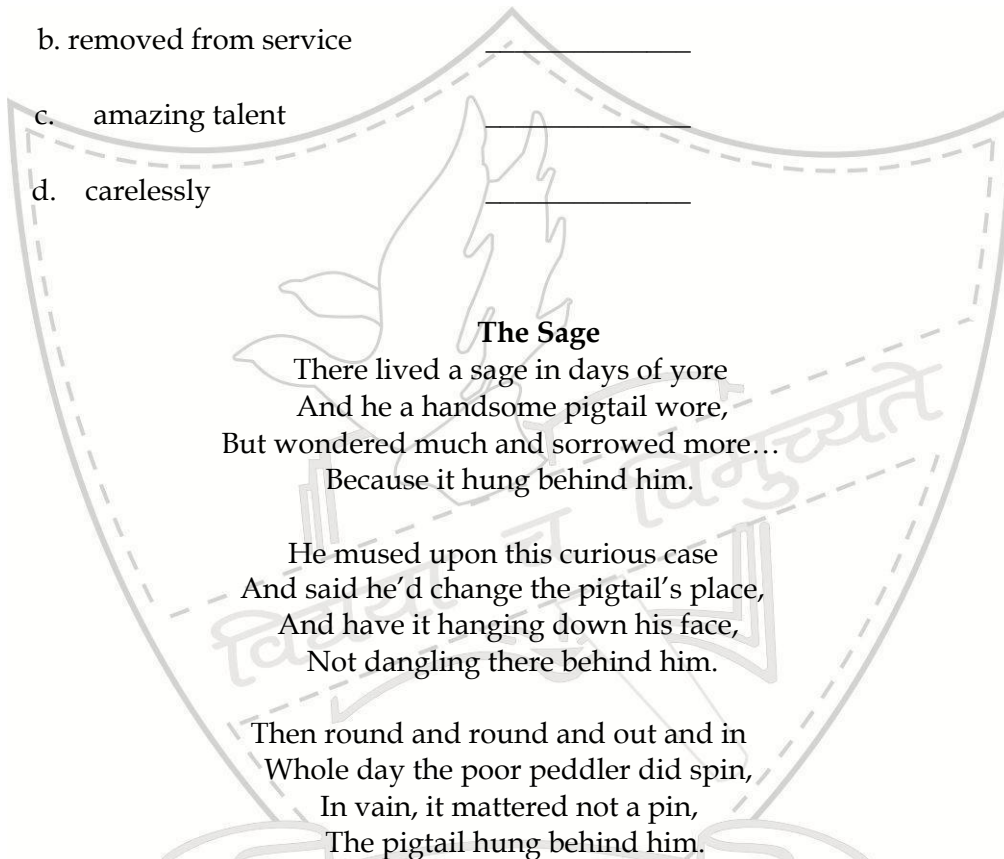
5. Find words from the passage that mean:

a. came before _____

b. removed from service _____

c. amazing talent _____

d. carelessly _____



1. Given below is a summary of the poem. Complete it by supplying the missing word:

Once upon a time longthere lived a sage who was so..... of his pigtail that he considered it a great.....that it should.....down his back. He wanted it hanging in front of his face. He.....round and round to change.....place but it was a effort as it still hung down his

2. What was the 'curious case' referred to in the poem?

3. A sage is a wise person. Do you think that the sage in the poem is really wise? Give a reason for your answer.

4. Find words from the passage which mean the following:

- a. thought deeply
- b. without result

The Wonders of Nature

Down in the grasses lies a busy land. It has millions of inhabitants. It has crowded cities and quiet, hidden homes. It has busy highways, with travelers hurrying up and down. It has wars and weddings, factories and farms. It has all the excitement of our bigger world and all its dangers too. It is the world of the insects.

Here the grasses tower like forest trees. In their shadow the busy ants hurry. Up their stems the caterpillars and measuring worms hump along. At their blossoms bees and butterflies sip nectar and gather pollen.

Between the bending grasses spiders swing on their long silken ropes. And they weave their marvellous, patterned webs.

Each of these families has a job to do - keeping itself alive. This may mean hunting other creatures for food. Chances are some creature nearby is hunting it in turn. For no creature in nature lives apart from the rest.

Life is not easy for them. But somehow every family manages to stay alive. Some members die, but others are born to take their places.

Each of the families has a place in the pattern of nature. The ants help clear away dead matter. They do not know they are helping. They are busy collecting their food. But they do help.

The bees are busy drinking from the flowers. But as they sip, they pick up pollen on their back legs. And they take some of that pollen to other flowers which need it for growing seed.

Yes, everyone has one's share in this busy little land.

1. What is the busy land mentioned here?

2. Name four ways in which this land is like the world of humans.

3. Explain the following:

c. here the grasses tower like forest trees

d. measuring worms hump along

e. no creature in nature lives apart from the rest

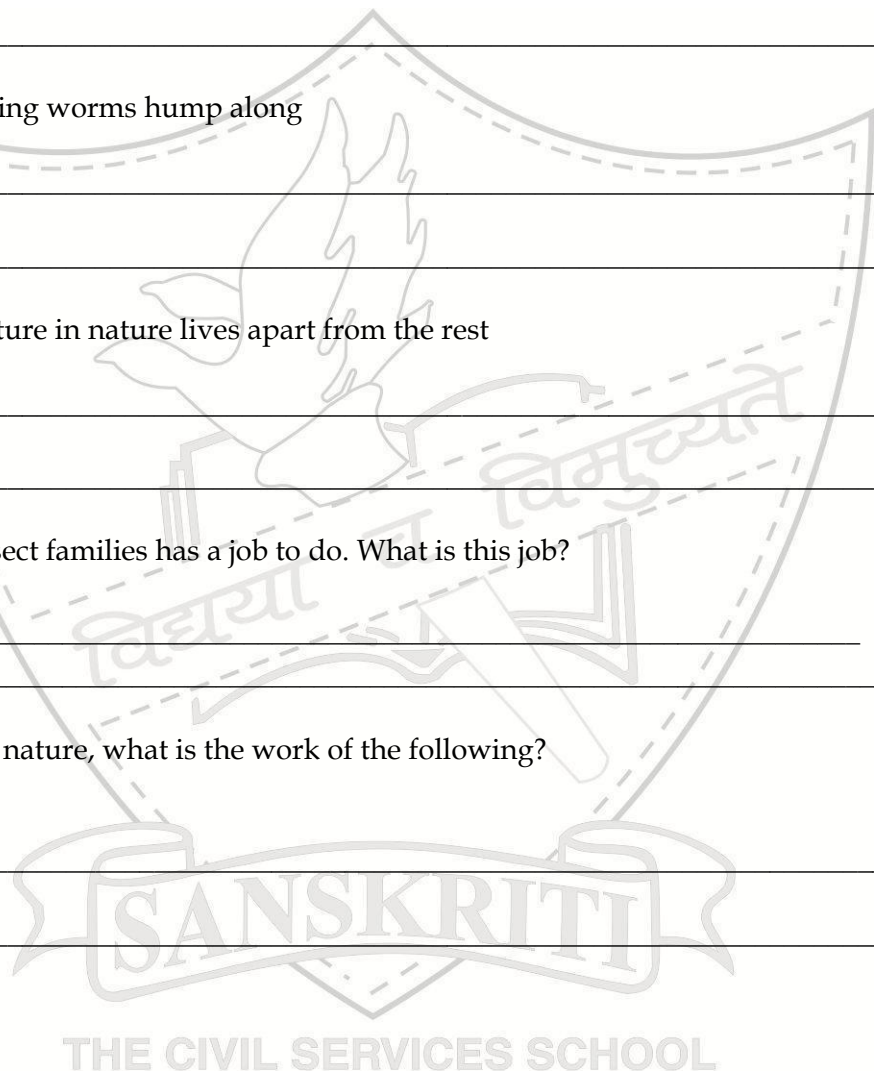
4. Each of these insect families has a job to do. What is this job?

5. In the pattern of nature, what is the work of the following?

a. Ants

b. Bees

6. Life is not easy for insects. Do you agree? Give your reasons.



Wonder By R.J. Palacio

Plot summary:

August has a facial deformity. A severe facial deformity, which he has had since birth. He has been home-schooled up until now, but has decided to enter a traditional school for the first time; he will be in the fifth grade. What a year it will be! Told from the perspectives of August (Auggie), his sister Via, his schoolmate and friend Summer, his other schoolmate and friend Jack, Via's boyfriend Justin, and Via's childhood friend Miranda, this novel takes the reader along on Auggie's journey—a transformative trip for all.

You'll want to tackle some of the big questions that this book explores! One of the big themes is identity. August tells us that "...the only reason I'm not ordinary is that no one else sees me that way." You'll want to ask yourselves: how much of who we are depends on how others see us? What can we do when others see us in a way that feels false to us?

Auggie wishes we could all wear masks and get to know each other before seeing what each other looks like. You'll want to talk about how important our looks are to who we feel we are. How much do our looks define us? What is so special regarding a face when it comes to who we are? Do we all wear masks of a certain kind anyway?

Another big question is: what does it mean to be normal? Auggie's sister Via says, "...we've all spent so much time trying to make August think he's normal that he actually thinks he is normal. And the problem is, he's not." You'll want to ask yourselves: What is normal? How do we decide what is normal? Who gets to say? And is this right? Are you normal? Is "normal" good or bad?

Another theme to explore is kindness. What does it mean to be kind? Can we just be kind, or do we have to practice being kind? Does it take effort to be kind? This will, no doubt, bring up Mr. Browne's Precepts, which could take up an entire book club session all on their own. "Everyone in the world should get a standing ovation at least once in their life because we all overcometh the world."

On the flip side of kindness, you'll want to explore who in the story is being mean. And is the meanness always intentional? Via struggles in her relationship with Auggie when she enters a new school. Is she being mean? Is she being reasonable? How would you feel in her shoes? You'll want to talk about friendship and who Auggie's true friends are. And why we are drawn to certain people as friends as opposed to others. Do we ever want someone to be our friend because it will make us cooler in general? Isn't this why we get excited if we come into contact with a celebrity—we feel cooler just for the fact that we've rubbed shoulders with someone who is famous? And don't we shun unpopular or undesirable people for the same reason—because we don't to be perceived in the same way they are? Ugliness by association? It's an ugly concept, that's for sure.

You'll want to understand what type of friend Charlotte is to Auggie, as opposed to what type Summer is. And what about Jack? And how about that Julian, huh? What's going on with him? One of the questions you could explore would be, "What character do you wish had a chance to narrate that didn't?"

Some of what you'll want to talk about may make you uncomfortable. But that's good, because it means you are thinking! How should "normal" people approach people with deformities? Auggie doesn't like it when no one will look at him, but he doesn't want people staring at him. Is he being fair? Could he have done more to help others see beyond his facial deformity? Could or should the school have done more? What about Auggie's parents?

Read this book. Enjoy. Discuss this book. Enjoy. Give this book to others. Enjoy. This book is a wonder.

Comprehension Questions

As you read the novel, please stop after each bolded section and answer the questions. Your response should restate the question and be answered in full sentences.

Part One- August

Pages 3 to 23

1. Why do people look quickly away when they first see August?
2. In this section August discusses the issue of him going to school. Why has he never gone to school? Do you think he should?

Pages 24 to 42

3. August goes on the tour of the school and meets three students. In your opinion which one would turn out to be a bully?
4. How would you describe the other students' reaction to August in homeroom?

Pages 42 to 60

5. What does September's precept, "When given the choice between being right or being kind, choose kind," mean?
6. Why does August use a simile to compare himself and Summer to "Beauty and the Beast"?

Pages 61 to 80

7. Why is Halloween a positive thing for August?
8. What were Jack and Julian talking about?

Part Two- Via

Pages 81 to 99

9. Do you think Via is jealous of all the attention August gets?
10. Did Via have a good first day of high school?

Pages 100 to 117

11. Who is Miranda and why did she call?
12. August decided to change his costume. How do you think mom reacted to this?

Part Three- Summer

Pages 118 to 132

13. Would you describe Summer as a good person? Why or why not?
14. Do you think Summer thinks Jack is a good friend?

Part Four- Jack

Pages 133 to 150

15. Jack seems to struggle with how he feels about August. What are the positive and negative reasons he gives about being ex- friends with him?
16. Who says "Sometimes you don't have to mean to hurt someone to hurt them," and what does he or she mean by that?

Pages 151 to 185

17. Who does something to the class picture and what does character traits does it show about that person?
18. What is the war that is beginning? What role does Julian play in it?

Part Five- Justin

Pages 186 to 204

19. While at dinner Justin has a lot of tics. What are tics and why do they stop?
20. Justin and Olivia are in a play, but Olivia(Via) has not told her parents about it yet. Why do you think she hasn't told them?

Part Six- August

Pages 205 to 234

21. August gets hearing aids in this section. How does he feel about them in the beginning and towards the end of pages in this section?
22. Daisy is August's dog, who has been sick for awhile. Why hasn't August noticed this?

Part Seven- Miranda

Pages 235 to 248

23. Miranda and Via used to be good friends. Why did their relationship change? What does Miranda miss about having Via as a friend?
24. Miranda pretends to be sick on opening night. In your opinion why do you think she did that?

Part Eight- August

Pages 250 to 270

25. How does August feel about going on the 5th Grade Nature Retreat?
26. Jack and August find themselves in trouble. What is the trouble and who helps them?

Pages 271 to 309

27. August lies to the teachers about not being able to remember the 7th graders' faces. Why do you think he did this?
28. What animal does August use to represent himself? Do you think it is a good choice?
29. There is a ceremony at school, what happens at the ceremony that shows a change from the beginning to the end of the school year?
30. Mr. Tushman says "Always try to be a little kinder than necessary." What does that mean to you? In your opinion what character shows this the best?

Discussion Questions for Wonder by R.J.Palacio

Family Relationships

1. Discuss Auggie's relationship with each of his family members.
2. How does Via react to Auggie's deformity?
3. How is Via's life affected by Auggie's deformity?
4. Via says, "I'm always going to be the sister of a kid with a birth defect; that's not the issue. I just don't always want to be defined that way." What does she mean by this statement?
5. What did you think of Via's character? Did you empathize with her?
6. Do you think Via's own attitude towards her brother changes throughout the story?
7. How could her parents help Via's life be more normal even though Auggie's isn't?
8. What sacrifices does Via have to make in her relationship with her parents?
9. What qualities do Auggie's parents possess that help them to be good parents to Auggie?
10. How do respect and trust play a role in their family dynamics?

Friendship

1. Discuss the characteristics of a good friend.
2. Which of Auggie's friends demonstrate these qualities?
3. What characteristics of a good friend does Auggie possess?
4. How does Auggie help his friends see him as an ordinary kid?
5. How does Auggie's ability to be comfortable in his own skin make it easier for his friends and family to relate to him?

Overcoming Challenges

1. Auggie's attendance at Beecher Prep creates issues for students, parents, teachers and the principal. What are some of the challenges that arise?
2. How does each group of individuals overcome the challenges?

3. What role does Auggie play in either helping or hurting the situation?
4. What lessons are learned because of Auggie's attendance at the school?
5. In Mr. Tushman's speech at the end of the year, he shares this quote, "Always try to be a little kinder than necessary." How does being kind help someone overcome challenges?

Bullying

1. Kids that are different are often bullied in some way. How does Auggie know the first time he meets Julian that he will be a bully? In what subtle ways does Julian bully Auggie?
2. What purpose does Julian have in bullying Jack? What power does Julian have to force the other students to join in his cruelty toward Auggie and Jack?
3. What prompts the seventh graders to attack and bully Auggie?
4. In general, what is Auggie's response to the bullying?

Betrayal

1. Auggie and Jack are great friends; they laugh together, they talk about anything and everything, and they feel comfortable together. So why does Jack betray Auggie by talking badly behind his back?
2. How does Auggie feel when he hears what Jack has said?
3. At the same time Auggie is experiencing betrayal by his friend, Via is also feeling betrayed by her two best friends, Miranda and Ella. How do Miranda and Ella betray Via? What is Via's response?
4. How do Via and Auggie resolve their individual conflicts and cope with the pain of betrayal?

Wonder Essay Questions with Sample Answers

1. In what way does this book embody the common message "Don't judge a book by its cover"?

Throughout the novel, Auggie constantly fights to be known for something other than the way he looks. His face may appear strange and frightening, but on the inside he is no different from any other kid. He is courageous, funny, helpful, and considerate -- a great friend to anyone who gets to know him. Auggie's classmates learn over the course of the novel that they cannot judge him based on the way he looks and eventually get to know the brilliant, kind kid that Auggie really is.

2. How do Mr. Browne's precepts figure in the book?

Each month, Mr. Browne writes a new precept on the board, with the intention of guiding his students to make good decisions. All of the precepts center around some of this novel's basic themes: kindness, the lasting nature of individual actions, friendship, and knowledge, to name a few. The students at Beecher Prep learn to embody these important messages as they go through the school year, particularly as they relate to Auggie, someone who looks very different from them. When, at the end of the novel, the children write their own precepts over the summer, they show at last that they have truly internalized Mr. Browne's ideas and learned a lot from them.

3. Why is this novel told from the points of view of multiple characters?

Whenever multiple characters get chances to share their perspectives in a novel, the author clearly wants to emphasize that there are many sides to his or her story. Wonder revolves around Auggie, but there is much more to see even beyond Auggie's own intriguing viewpoint. Via's section gives readers a chance to see what it is like to be in Auggie's family. Jack's section lets us see that Jack is not a terrible person after all, despite what Auggie overheard. Every character brings something new to the novel, helping Palacio weave a complex account from multiple strands and stories.

4. Why are the bonds that unify the Pullman family so important?

Justin remarks at the end of his section that the universe has blessed Auggie with a loving family. The Pullmans constantly support, encourage, and love one another, even in the face

of everything Auggie has to deal with. The members of Auggie's family certainly make mistakes, and just like any close group of relatives they have fights. But at the end of the day, the Pullmans are always there for each other: it is this family dynamic that has nurtured Auggie into the brave, kind person he needs to be in order to face his daily challenges.

5. How are masks important in Wonder?

Throughout his childhood, Auggie has loved wearing a mask because a mask allows him to hide his deformity. He wore his astronaut helmet all day, every day when he was younger, and he loves Halloween because he gets to wear a mask and pretend that he is someone else. But as Auggie's dad reminds him at the end of the novel, Auggie may not like his face, but it is who he is; several characters -- particularly members of Auggie's family -- love every part of Auggie, including his face. Masks can hide who you really are, but sometimes it is better to be your true self.

6. Julian is the only character who does not learn a lesson about kindness at the end of this book. Why did Palacio choose not to have him change?

Julian embodies what Via said to Auggie early on in the book: some kids will always be mean. No matter how likable and friendly Auggie is, there will always be those kids who cannot see past his face. What Auggie learns, though, is that he does not have to keep those people in his life, and that things have a habit of working out for the best. It is important to move past unchangeable, negative opinions and not let them get to you.

7. What is the difference between the way Auggie views himself and the way other people view him?

Auggie's ultimate wish is to be normal, and he envisions himself as an ordinary kid despite his medical condition. This outlook is different even from how his protective family views him; others think of Auggie as extraordinary, both for having surmounted all of the obstacles that he has faced and for being a kind, compassionate, courageous person despite his struggles. At the end of the book, Auggie accepts that in some ways he is a hero to some people; in his own mind, though, he is just an average kid.

8. How does Jack change over the course of the novel?

Jack initially spends time with Auggie only because Mr. Tushman asks him to. At the beginning, Jack is extremely conscious of his popularity and social standing at school, and says a lot of things he does not mean in order to be friends with Julian and his crowd. After he loses Auggie's friendship, though, Jack realizes where his priorities should lie. The moment when he punches Julian is a turning point for Jack; he establishes his allegiance at last, and rises above the petty fighting that Julian tries to start. Instead, Jack wants to do the right thing and be kind.

9. In what ways is the Beecher Prep middle school a microcosm of the outside world?

Though they are only children, the students at Beecher Prep have to face many of the challenges that adults face, too. They have to adapt to a new situation -- in this case, a new student who looks dramatically different -- and must learn to show kindness and inclusion. At Beecher Prep, some of the rumors about who is dating whom and who is friends with whom get blown out of proportion, but in the end, the students learn some important, adult lessons during their time at school.

10. Why is Justin an important character?

Since *Wonder* is primarily about Auggie, it at first seems strange to include the perspective of Via's boyfriend. But Justin serves two important purposes. First, he gives us an outside perspective on the Pullman family, remarking on their closeness the way only someone meeting them for the first time can. Second, he shifts some of the focus to Via and gives her plenty of attention, while Via herself sometimes feels neglected by her own family.