Principal’s Message

SmartSkills has been prepared with the belief that knowledge must continually be renewed with focus and effort. Our aim, as before is to help students understand, analyse and thus learn to think critically. This exercise will help them to internalize the academic goals they have set for themselves.

This Question Bank will, I am sure, not only reinforce their learning but also serve as an instrument of self assessment. I hope students will make the best use of this material and maximize their scores.

Abha Sahgal
Principal
SMART SKILLS
SYLLABUS 2016-2017
ENGLISH
CLASS VII
SYLLABUS 2016-17

Examination Specification

Section-A

Reading Skills-18 marks

Two unseen passages (one prose, one poem) would be given, with a range of questions to test comprehension, summary writing and vocabulary.

Section-B

Writing Skills-19 marks

These would include Paragraph Writing, Informal Letter, Poster-making and Story Writing and Autobiography Writing

Section-C

Grammar-18 marks

Articles and Determiners, Active and Passive Voice, Tenses, Adverbs, Conjunctions, Reported Speech and Punctuation Practice.

Vocabulary Building exercises using suffix and prefix. Synonyms and Antonyms, Homonyms and Homophones Vocabulary testing through Integrated Grammar Practice

Section-D

Literature-19 marks

Reference to context questions to test comprehensive textual knowledge

Section -E

Supplementary Reader- 6 Marks

Three to four short answer questions based on the lessons and the Supplementary Reader.
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<th>WRITING</th>
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<td>November</td>
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<td>2. The Whale Story</td>
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<td>February</td>
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Note: Students are required to make a project on a given topic. This will be assessed as a part of the Continuous Assessment. The criteria for marking will be specified along with the guidelines for the project.
**Recommended Reading**

1. Skeleton Creek – Patrick Carman
2. Percy Jackson – Rick Riordan
3. Heroes of Olympus – Rick Riordan
4. Kane Chronicles – Rick Riordan
5. Diary of a Wimpy Kid Series – Jeff Kinney
6. Letters from a Father to a Daughter – Jawaharlal Nehru
7. The Diary of a Young Girl – Anne Frank
8. My Family and Other Animals – Gerald Durrell
9. Tales of Shakespeare
11. Twilight Series – Stephanie Meyer
12. The Chronicles of Narnia – C S Lewis
13. Alex Rider Series – Anthony Horowitz
14. The Mediator Series – Meg Cabot
15. Eagle Strike – Anthony Horowitz
16. Matilda – Roald Dahl
17. Skullduggery Pleasant – Derek Landy
18. The Immortal Series – Alyson Noel
20. A Room on the Roof- Ruskin Bond
April-May

Reading –Comprehension
Writing- Short Story
Writing
Grammar-Parts of Speech- Revision of Articles and Determiners, Prepositions, Subject –Verb Agreement, Adjectives
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 inspite of 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:
a) The author found Stivvings extraordinary because:
   i) His name was Sandford and Merton
   ii) He would fall ill easily
   iii) He loved to study
b) When the author says ‘weak-minded ideas’, he means:
   i) Stivvings was a weak boy
   ii) He found it strange that someone would like to study so much
   iii) 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:
   i) Stivvings was the object of everyone’s envy
      because__________________________________________
   ii) When the writer says ‘such is life’, he means
      _______________________________________________
   iii) 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:
   i) Filled with longing________________________(para 1)
   ii) Notable______________________________(para 3)
   iii) Began again_____________________________(para 5)
   iv) Plan skillfully or shrewdly_______(para 5)

**Read the poem and answer the questions that follow:**

**A Bird Came Down the Walk**

A bird came down the walk:
He did not know I saw;
He bit an angle worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad,--
They looked like frightened beads, I thought;
He stirred his velvet head

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers
And rowed him softer home
Than oars divide the ocean,
Too silver for a seam,  
Or butterflies, off banks of noon, 
Leap, splashless, as they swim.           - By Emily Dickinson

1. According to the first two stanzas of the poem, the bird did all of the following EXCEPT?
   a) Eat a worm  
   b) Drink some dew  
   c) Eat a blade of grass  
   d) Move aside for a beetle

2. Read these two lines from the poem:
   “He bit an angle-worm in halves”  
   “And ate the fellow, raw.”

   Which of the following describes the relationship between these two lines?
   a) The lines make a comparison  
   b) The lines describe the order of events that occurred  
   c) The lines show the difference between objects in the poem  
   d) The second sentence gives the cause of the first.

3. Which of the following conclusions about the bird is supported by the poem?
   a) The bird was hungry and thirsty  
   b) The bird did not know how to fly  
   c) The bird was a Blue Jay  
   d) The bird was injured.

4. “Like one in danger; cautious,
   I offered him a crumb.”

   Based on the text, the word **cautious** means
   a) Pleased  
   b) Careful  
   c) Awake  
   d) Grateful

5. The primary purpose of this poem is to describe
   a) The author's experience of watching a bird and its actions  
   b) The reason people should not interact with birds  
   c) How to use imagery and metaphors when writing about nature  
   d) The various things a person may see outside.

6. What did the author offer the bird?
7. Why might the bird have glanced with rapid eyes?
8. Answer the following questions based on the sentence below.
   Outside, the author cautiously offered the bird a crumb before it flew away.

   **WHO?** The author  
   **(did) WHAT?** ____________________________  
   **WHERE?** ________________________________  
   **WHEN?** ________________________________  
   **HOW?** ________________________________

9. Find the word in the poem that means: easy to get or use________________
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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<th>A Story Map</th>
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<td>Major Events</td>
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</table>
How do you work out your plot?
A plot should have (a) a beginning (b) a middle (c) an ending

(a) The beginning: Decide on where the plot will take place. Examples:
town/village/spaceship/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?
(b) 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?
(c) 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. 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 be 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:
1. Basic Situation/Exposition
2. Conflict
3. Complications/Rising Actions
4. Climax
5. Resolution
6. 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

<table>
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<th>Common Elements of Graphic Stories</th>
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<td>1. Basic Situation</td>
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</table>
| 2. Conflict | • Story line contains a clear hero  
• A moral code is evident |
| 3. 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

<table>
<thead>
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<th>Common Elements of Fairy Tales</th>
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| 1. Basic Situation | • 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 | • 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 | • Involves magic elements, which may be magical people, animals, or objects  
• Magic may be positive or negative |
| 4. Climax | • There is usually a good vs. evil face-off |
| 5. Resolution | • Often have happy endings, based on the resolution of the conflict or problem |
| 6. Theme | • 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
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

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<th>Common Elements of Superhero Tales</th>
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<td>1. Basic Situation</td>
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<tr>
<td>• Includes a special story about how hero receives powers</td>
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<tr>
<td>• Superheroes consider their duty a calling</td>
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<tr>
<td>• Superhero usually has a theme that affects the costume or symbol</td>
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<tr>
<td>• Works out of a headquarters</td>
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<tr>
<td>2. Conflict</td>
</tr>
<tr>
<td>• Has an archenemy</td>
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<tr>
<td>3. Complications/ Rising Actions</td>
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<tr>
<td>• Includes a secret identity the superhero needs to protect</td>
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<tr>
<td>• Superhero powers vary widely; superhuman strength, the ability to fly, enhanced senses, and the projection of energy bolts are all common</td>
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<tr>
<td>4. Climax</td>
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<td>• There is usually a showdown between the superhero and his/her archenemy</td>
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<td>5. Resolution</td>
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<td>• Superhero usually wins</td>
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<tr>
<td>6. Theme</td>
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<tr>
<td>• Good concurs evil</td>
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**Q1. Use the following hints to write a complete story.**

a) 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...

b) 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?

c) 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) Surfing through the Internet you find a strange pop-up: “Click now to receive three million dollars! Just press the link! ... You have 30 seconds.” The lights immediately turn off and a timer begins on your screen. What happens next? What do you do?

b) You wake up in—wait this isn’t your room. Confused you step to the mirror and see that you’re famous actor ________(choose your own favourite). How did you get here and what do you do?

c) A fortune-teller at the local county fair tells you two things. She tells you something good that will happen, and something awful that will happen. What are these events or incidents?

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 ___ ’T’ 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?
   Many seal pups are born in coldest
   parts of world. But, they don’t freeze
   to death because they have thick layer
   of fat covered by furry coat. Furry
   coat keeps them comfortable, nice and warm
   A. ____________
   B. ____________
   C. ____________
   D. ____________
   E. ____________
   F. ____________
4. 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)

Prepositions

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

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

Here is a list of some more prepositions:

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.

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.

(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.

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 pancakes ..........breakfast. (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 control ......his 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)

**Section-C**

**Direct and Reported speech**

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:

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I am a teacher.”</td>
<td>He said that he was a teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present continuous</th>
<th>Past continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I am having lunch with my parents.”</td>
<td>He said that he was having lunch with his parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>Past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I have been to Kashmir three times.”</td>
<td>He said that he had been to Kashmir three times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present perfect continuous</th>
<th>Past perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I have been working very hard.”</td>
<td>He said that he had been working very hard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I bought a new car.”</td>
<td>He said that he had bought a new car</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past continuous</th>
<th>Past perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “It was raining earlier.”</td>
<td>He said that it had been raining earlier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past perfect</th>
<th>Past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “The play had started when I arrived.”</td>
<td>NO CHANGE OF TENSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past perfect continuous</th>
<th>Past perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>He said, “I had already been living in Kullu for five years.”</td>
<td>NO CHANGE OF TENSE</td>
</tr>
</tbody>
</table>
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:
<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Could</td>
</tr>
<tr>
<td>Shall</td>
<td>Should</td>
</tr>
<tr>
<td>Will</td>
<td>would</td>
</tr>
<tr>
<td>May</td>
<td>might</td>
</tr>
</tbody>
</table>

You sometimes have to make changes to the adverbs and other words:
<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here</td>
<td>there</td>
</tr>
<tr>
<td>Today</td>
<td>that day</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>the day after/next day</td>
</tr>
<tr>
<td>Yesterday</td>
<td>the day before/previous day</td>
</tr>
<tr>
<td>Now</td>
<td>then</td>
</tr>
<tr>
<td>Here</td>
<td>there</td>
</tr>
<tr>
<td>This</td>
<td>that</td>
</tr>
<tr>
<td>These</td>
<td>those</td>
</tr>
</tbody>
</table>

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 doorman said, “May I help you ma’am?”

j. He said, “Give me my coat.”

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.”

Q2. 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..............................................................................

**Jumbled sentences**

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

a. her children’s safety/mother/ever/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?

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 SAROJINI 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. The 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?
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.’
2. ‘All men are our kindred, the world is our home.’
   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?
   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- Poster Making
Grammar- Conjunctions, Perfect Tenses
Literature-The Meeting Pool

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 filed. 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? Describe the sight he could never forget.

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

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

7. 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**

**Poster Making**

Posters are a common sight in cities. They can be spotted on bus-stops, buildings, schools, government offices, vehicles. They are an effective means of advertising because of their strong visuals. People can read posters from a distance as the contents are brief, large in size and shape and attractive.

Posters can be used for various purposes such as spreading awareness, seeking support, giving warnings, advising, for invitations and announcements. Posters can also be issued on subjects that are in public interest.

---

**A poster needs to be drafted while keeping the above mentioned points in mind.**

- (a) **Audience**- for whom is the poster being designed.
- (b) **Purpose**- awareness, invitation, social cause, etc.
- (c) **Message**- content that is to be put across.
- (d) **Design**- font, colour, illustrations, etc.

**Keep in mind the following points:**

1. Use minimum and effective words.
2. Make it attractive and eye catching.
3. Name of the individual/organization issuing the same should be clearly mentioned.
4. Message should be clear.
5. It should be neat.
**Exercise:**

1. Draft a poster announcing a fund raiser or a donation camp for the victims of a natural disaster organized by your school. Put the poster in a box.
2. Draft a poster to inspire students to follow traffic rules.
3. Draft a poster advertising a blood donation camp in your school.
4. Draft a poster to advertise a play your class is putting up for the Annual Function.

Have a look at the sample posters given to help you in making some great posters. Be as creative as you wish!

The first poster serves as an excellent reminder of the importance of hygiene. The second is an invitation to join the Girl Guides. The message is either highlighted or in big letters so it immediately draws attention. There are pictures as well to make it simple and easy to understand.
Stop the spread of germs that make you and others sick!

Cover your Cough

Cover your mouth and nose with a tissue when you cough or sneeze or cough or sneeze into your upper sleeve, not your hands.

Put your used tissue in the waste basket

Clean your Hands

Wash hands with soap and warm water for 20 seconds or clean with alcohol-based hand cleaner.

After coughing or sneezing.
Girl Guides Singapore 2009 Carnival

"Together we can change the world"

27 June 2009 (Saturday)
10:00 am to 4:00 pm
Guide House
9 Bishan Street 14
Singapore 579785

Opposite Bishan MRT station
Next to Bishan Sports complex

JOIN US!
**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

Co-ordinating conjunctions are-and, but, or, so

Example:
- a. Arul **and** Ayush are good friends.
- b. The day is sunny **but** cold.
- c. Are we going on foot **or** by bus?
- d. It was raining **so** I took an umbrella.

Subordinating conjunctions are- before, after, as, since, yet, until, when, while, because, though, although, if, unless, where, whether, how, what, whatever, that, however, wherever

Conjunctions may be used in pairs:

Example:

Either-or..........Either behave or leave the class. Neither-nor........He is neither tall nor short. Both-and........She is both intelligent and hardworking. Though-yet.........Though he is hurt, yet he is not crying. Whether-or.........I do not know whether he will come or not. Not only-but also..He is not only stubborn but also foolish. As-as.............I’ve worked as hard as I can.

Compound expressions that are used as conjunctions are- even if, so that, as though, as well as, as if, provided that, in order that, in case, as soon as, in order to, so as to, as long as, just as

1. **Fill in the blanks with suitable conjunctions:**

   a. Oliver was feeling hungry ..........he asked for more soup.
   b. Anna tried to read a novel in French..........it was too difficult.
   c. He is poor ..........honest.
   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 is ..............truthful, 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.

2. 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.
Conjunctions

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)

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 result 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.


8. (you see) _______________ ‘Men in Black’?

**Vocabulary Building**

1. **Fill in the blanks in the following words with ‘ie’ or ‘ei’**

   a) ___ ___ ther
   b) th___ ___ r
   c) th___ ___ f
   d) rec___ ___ ve
   e) bel ___ ___ ve
   f) perc ___ ___ ve
   g) rec ___ ___ pt
   h) rel ___ ___ f

2. **Tick the correct spelling:**

   a) referred
   b) reffered
   c) refered
   d) 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.

1. THOROUGH: through, though, tough
2. MORON:
3. MANAGER
4. BOUNCE
5. WAIST
6. LOUNGE
7. STOOP
8. 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 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 “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.
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 it 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

a. they dived off rocks, had buffalo rides; risked being crushed when they rolled over
b. came to the pool to bathe by night, unafraid of the eeriness of the jungle
   c. Anil most fearless-used explosive to catch fish
August-September

Reading-Comprehension
Writing- Informal Letter
Grammar-Adverbs
Vocabulary-Use of Idioms
Literature-1. Harvest Hymn  2. Maggie Cuts Her Hair

Section-A

Read the passage and answer the questions that follow:

Fat, glossy and garrulous, squatting on top of their baskets and flapping their wings vigorously, the magpies looked the very picture of innocence.

All went well until they learnt to fly. The early stages consisted in leaping off the table on the verandah, flapping their wings frantically, and gliding down to crash on the stone steps some fifteen feet away. Their courage grew with the strength of their wings, and before long they accomplished their first real flight, a merry-go-round affair around the villa. They looked so lovely, their long tails glittering in the sun as they swooped down to fly under the vines.

The kitchen, they knew, was an excellent place to visit, providing they stayed on the doorstep and did not venture inside; the drawing and dining room they never entered if someone was there; of the bedrooms they knew that the only one in which they were assured of a warm welcome was mine. They would certainly fly into Mother’s and Margo’s but they were constantly being told not to do things and they found this boring. Leslie would allow them on his window-sill but no further, but they gave up visiting him after the day he let off a gun by accident. It unnerved them, and I think they had a vague idea that Leslie had made an attempt on their lives. But the bedroom that really fascinated them was Larry’s and I think this was because they never managed to get a good look inside. He was writing a book and valued his privacy. Before they had even touched down on the window-sill, they would be greeted with such roars of rage, that they would be forced to fly rapidly away.

The magpies could not understand Larry’s attitude and decided that since he made such a fuss he must be having something to hide, and that it was their duty to find out what it was. They chose their time carefully, waiting patiently until one afternoon Larry went off for a swim and left his window open.

When he returned…… Disaster! Piles of paper, holes punched in them, lay scattered on the floor. The table, the floor, the manuscript, the bed, and specially the pillow, were decorated with an artistic and unusual chain of footprints in green and red ink.

1. How did the magpies practise how to fly? Answer using your own words.

____________________________________

____________________________________

____________________________________

____________________________________
2. Which was their favourite place in the house?

3. Why did they find Margo's room boring?

4. Why did they stop visiting Larry?

5. Pick out the line that tells you that they were cunning birds.

6. The first paragraph tells you that the magpies looked 'the picture of innocence'. Does their behaviour match the description? Explain.

**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:
I 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?

   ____________________________________________________________________________
Section-B
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 Banjara Hills
Hyderabad

20th April 2014

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

Choose one of the following:

a. 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.

b. 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.

c. Write a letter to a friend inviting him over for the week-end.
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. 1. He acted bravely.
    2. She drives carefully.
    3. 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. 1. He speaks confidently.
    2. 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.
1. My sister is coming tomorrow.
    2. 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, interestingly, 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!”

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

1. Your English is perfect. You speak English ______.
2. 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:

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

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

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

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

**Vocabulary Building**

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  
      torturing someone
   h. when the cat is away, the mice will play  
      probing into others’ affairs has adverse repercussions

Now make sentences with any three of your favourite idioms.

a. 

b. 

c. 

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

HARVEST HYMN  ~JOHN BETJEMAN

We spray the fields and scatter
The poison on the ground
So that no wicked wild flowers
Upon our farm be found.

(5) We like whatever helps us
To line our purse with pence;
The twenty-four-hour broiler-house
And neat electric fence.

All concrete sheds around us
(10) And Jaguars in the yard,
The telly lounge and deep-freeze
Are ours from working hard.

We fire the fields for harvest,
The hedges swell the flame,
(15) The oak trees and the cottages
From which our fathers came.

We give no compensation,
The earth is ours today,
And if we lose on arable,
(20) The bungalows will pay.

Sir John Betjeman (28 August 1906 – 19 May 1984) was an English poet, writer, and broadcaster. He was Poet Laureate of the United Kingdom from 1972 until his death. In his poem he talks about the physical clutter and objects that accumulates in the everyday life of human beings. The poem ‘Harvest Hymn’ is a lament on the modern man’s exploitation of nature. The modern man doesn’t hesitate to damage nature for his selfish needs. He doesn’t realise that by harming nature he is causing a lot of damage to his own life.

Line 2: a reference to the harmful pesticides and chemicals sprinkled on the crop by the modern farmer
Lines 5-6: the modern man treats land as a commodity and does not feel too attached to it
Lines 9-11: these are all material objects of luxury, man feels that he deserves all this in return for his labour
Lines 15-16: referring to the oaks and flora and fauna that were handed down to us by the previous generation are being misused
Line 19: arable: cultivable land

In the poem ‘Harvest Hymn’, the poet has cleverly revealed the face of modern farming practices. The farmers do anything that is necessary to grow more and more crops. They use chemicals and fertilizers indiscriminately. There is uncontrolled use of electricity and wastage of non- renewable sources of energy in these farms. Betjemen mocks the Indian farmers’ rich lifestyle which is laced with luxury. The well- to -do farmers boast of hard work which buys them expensive cars, huge buildings and comfortable gadgets. In their eagerness to increase profits, the advanced farmer converts forests to arable land and then to concrete jungles. They destroy trees and denude pastures. The cruelty to livestock/ poultry knows no bounds. The poem is a message to preserve Nature and save Earth from further destruction.

1. The farmers in the “Harvest Hymn” believe in the ideology of survival of the fittest.
   Do you agree with the same? Why/ Why not?

2. The farmers do realize that the earth is not supplemented and compensated enough.
   What are their expectations from the common man? What would this lead to?

3. Why will you call this poem a hymn?

4. Do the farmers care for the natural flora and fauna around their farms? Give examples to support your answer.
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?
   (Value Points - acts on an impulse after getting scolded by her mother, wanted to show others that she was bold and clever - unexpected pain when Tom laughs, cheeks grow pale, lips tremble.)

Q2. ‘She sat on the floor helpless and despairing among her black hair.’
   (a) Who is “she”? Why does “she” feel helpless?
   (b) 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.”
   (a) Who is the speaker in the above lines?
   (b) Do you agree with the speaker’s comment?
   (c) Based on the above lines, give a brief character sketch of the speaker.

Q6. Compare and contrast Mrs. & 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.)
Section A: Reading Comprehension (19 Marks)

1. Read the passage given below and answer the questions that follow: 9

1. I guess you can say I fled. I was on my way to my brother’s home, 360 kilometers away. I have had rheumatoid arthritis since the age of 12. I can only sit on flat surfaces. My bed, my commode and my wheelchair, all have to be specially made. Each time I go on a long trip, I have to take the whole set up along. I would be staying at the back of my brother's house, next to an apple orchard.

2. From a distance, the trees began to tease me with glistening spots of tempting red. As I wheeled closer, I realized that they were weighed down with fruit. Each cluster had 20 to 30 apples. Except the apples, the whole place looked quite dead.

3. My brother had three children: two boys, ten year old Hakon and seven year old Thomas, and a three year old daughter whom we affectionately called Mei-ya, meaning little girl. As soon as the boys came back from school, I would put my books away in the drawer. Hakon would get my wheelchair ready and push me out on an exploration. Four kids from the neighbourhood would come along uninvited. A party of seven children hung round me all day.

4. “There are plenty of apples in the orchard. It’s such a pity nobody is picking them,” I told the children. Every child is at once an angel and a devil. The youngsters immediately understood me. They yelled, “Let’s check it out.”

5. The apples were red and enticing. Without losing a moment, the small thieves rushed at the fruits. The bigger and riper fruits were higher up and out of reach. I promptly told the children to get a broken table and a piece of wire. Then, I showed them how to make the wire into a hook. Two of the taller kids stood on the table, one pulling the fruits with the hook and the second picking the fruits. The others passed them down busily enjoying themselves.

6. The small thieves admired my creativity, “Aunty, you are really great!” They ran around everywhere in excitement. In the midst of the commotion, the children’s father suddenly appeared out of nowhere and caught us unawares. The small thieves fled, leaving me, the gang chief neatly cornered.

7. “So, you have turned into a petty thief,” my brother joked. “What if you are arrested?” “Arrested? Me? Do I look like a thief to you? ” I pretended to be innocent and said, “Am I capable of such an act, considering my physical condition?”
Laughing, my brother pushed me home. I was not really after the apples. What I was trying to steal was that quality called childhood.

i. What all does the narrator need to take along when she is traveling? 1.5
ii. Why did the narrator’s brother call her a ‘petty thief’? 1
iii. Why did the narrator encourage the children to steal apples? What was she really after? 1
iv. How did the narrator bring out the ‘devil’ in the children? 1
v. Pick out an instance from the story that indicates that the narrator is young at heart. 2

vi. Write an appropriate title for the passage.

vii. Find words from the passage which mean: 1.5
   a. Attractive- Paragraph 5
   b. Damaged- Paragraph 5
   c. Lifeless- Paragraph 2

2. Read the poem given below and answer the questions that follow: 9

   The Butterfly and the Caterpillar

1. A butterfly, one summer morning, 
   Sat on a branch of a blossoming thorn.

2. And, as he sipped and drank his share 
   Of honey from the flowered air, 
   Below, upon the garden wall, 
   A caterpillar chanced to crawl.

3. “Horrors!” the butterfly exclaimed, 
   “This must be stopped! I am ashamed 
   That such as I should have to be 
   In the same world with such as he.

4. Preserve me from such hideous things! 
   Disgusting shape! Where are his wings! 
   Fluffy and gray! Eater of clay! 
   Won’t someone take the worm away?”

5. The caterpillar crawled ahead, 
   But, as he munched a leaf, he said, 
   “Eight days ago, young butterfly, 
   You moved about, the same as I; 
   Within a fortnight from today 
   Two wings will carry me far away, 
   To brighter blooms and lovelier things, 
   With colours that are better than yours.

6. So, flutter-flit, be not so proud; 
   Each caterpillar is gifted
With power to make him by and by,
A cheerful and brilliant butterfly.

-Joseph Lauren

i. Read the stanza given below and answer the following questions:

“Horrors!” the butterfly exclaimed,
“This must be stopped! I am ashamed
That such as I should have to be
In the same world with such as he…”

a. To whom does ‘I’ refer to in the above lines? ½
b. To whom does ‘he’ refer to in the above lines? ½
c. Why was the speaker ashamed? 1

d. What was the butterfly doing when it first looked at the caterpillar? 1

e. What was each caterpillar gifted with? 1
f. Why did the caterpillar tell the butterfly to not be so proud? 2

g. Why has the caterpillar been called hideous and disgusting? 1

vi. **Find the opposites of the following words from the poem:** 1
a. Destroy- Stanza 4
b. Dull –Stanza 6

vii. **Find words from the poem which mean:** 1
a. Ugly- Stanza 4
b. Happy- Stanza 6

Section B Writing Skills (19 Marks)

3. On a regular visit to the local sports club, you saw that Raj, a young member of the club was being bullied by a few older children. They broke the queue stopped him from playing squash and took away all his pocket money.
Write a letter to your friend who is on a holiday in Shimla and is also a member of the same club. Describe the incident in great detail and highlight the role you played in helping Raj deal with the bullies. (150 words) 7

4. Write a paragraph describing your Favourite Season. Is it the spring season when flowers blossom and chirping birds can be heard through the day? Or is it the winter season when there are Christmas parties, barbeques and family gatherings? It could also be autumn when the trees change colour and look really beautiful; and the summer season when we have long holidays. (150 words) 6

5. Make a poster for raising funds for the victims of the Nepal earthquake.
Mention things that can be contributed by the staff and students of Sanskriti School. 6
Section C Grammar (19 Marks)

Please don’t copy the sentences. Write the correct answer in your answer sheet.

6. Use suitable adverbs to complete the following sentences: 2
   i. It is cloudy outside. It will _______ definitely/certainly _______ rain today.
   ii. She is running _______ very ____ fast. She will win today.
   iii. Please read the instructions _______.
   iv. Ram _______ always _______ has coffee after lunch.

7. Put in the correct preposition 2
   i. It was completely dark when the train went __________ a tunnel.
   ii. David must walk __________ the ladder if he wants to reach the roof of the house.
   iii. Peter was sitting __________ Rachel at lunch, so he couldn’t avoid her.
   iv. I will wait for you __________ the bus stop. Don’t be late.

8. Fill in the blanks using the correct form of the verbs in the brackets: 3
   I (i) ____________(expect) him here yesterday. He (ii) ____________(not come)
till today. None of us (iii) ____________(know) what (iv) ____________(happen)
to him. I (v) ____________(worry) about him. I hope he (vi) ____________(be)
safe.

9. BBC is making a documentary about police work in which a policeman is talking about his job. Choose the correct form of the verb: 3
   i. Every policeman is/are given a special training for the job.
   ii. No two days are the same. Each day is/are different.
   iii. The job isn’t/ aren’t as exciting as some people think.
   iv. One of our jobs is/are to prevent crime from happening in the first place.
   v. A lot of crime is/are caused by people being careless.
   vi. Sorry, I have to go now. Someone has/ have just reported a robbery.

10. Fill in the blanks using the correct form of the adjective given in the bracket. 2
    i. With such a large treasure, they are the ____________(wealthy) family in this city.
    ii. A laptop would be a ____________(useful) present than a mobile phone.
    iii. Radha has got the ____________(far) to travel.
    iv. If we leave any ____________( late) than five, we will not be able to reach in time.

11. The following letter has an error in each line. Write the incorrect and the correct word in two columns in your answer sheet: 4
Dear Manu

i. Thanks for your kindly letter.  
ii. This language school is a interesting place.  
iii. On a first day, we had to appear in a very  
iv. hardly test. Surprisingly I got very good  
v. marks. At first, I didn’t talk many as I  
vi. didn’t had any friends. Now I have  
vii. any friends and I talk a lot. I am staying  
viii. in an house near the school.  

Your loving friend  
Manish

12. Join the following sentences using conjunctions:  
i. You dislike Dhruv. You should try to be nice to him.  
ii. The lounge was crowded. We found a table.  
iii. You will enjoy the concert. You love music.

Section D  Literature (19 Marks)

13. ‘We like whatever helps us to line our purse with pence.’  
i. Mention any 3 things done by farmers to line their purse with pence.  

ii. What kind of compensation should be given by the farmers to improve the situation?  
(Any 3)

14.

i. ‘With lutes in our hands ever-singing we roam…’  
ii. How did the ‘Wandering Singers’ acquire their name?  
Briefly describe the songs sung by the wandering singers.

15. ‘Slowly she rose from among her scattered hair, and slowly she made her way downstairs.’  
i. After Maggie came down and sat at the dinner table, why did she fell sorry and want to go back? State the reaction of any 2 people.  
ii. At the end of the story, how did Maggie’s father comfort her?

16. ‘I turned away disappointed, and with a dull ache in my heart.’  
i. Name the chapter and the speaker of the above line.  

ii. Why was the speaker disappointed?

17. Jacques pointed Pierre out and said, “Watch how he talks to that horse. See how the horse listens and how he turns his head towards Pierre?”  
i. What suggestion did Jacques make to the President of the Provincale Milk Company?  

ii. How did the President respond to the suggestion?
18. **Complete the following statements given below in one sentence:**
   i. Maggie forgot her sorrows and went down for dinner as...
   ii. The secret pool had brought the three friends together because...

19. **State if the following statements are True (T) or False (F)**
   i. The path taken by the wandering singers is decided by the Wind God.
   ii. Anil had a sense of fun and swam beautifully.
   iii. Maggi had cut her hair as she wanted freedom from her mother’s annoying remarks about her appearance.
   iv. Kezia and Tom had not spoken about Maggie’s actions to Mrs Tulliver.

**Section E Supplementary Reader (5 Marks)**

19. Why was the doctor’s opinion valued by the villagers? 1
20. Attempt any Two of the following in 40-50 words: 2+2
   i. Why did Ramanujam have difficulty in finding a good match for Kamakshi?
   ii. Years of study and practice had made the astrologer quite good at guessing the problems faced by his clients.
      Mention any 2 things he told them which always worked in his favour.
   iv. To whom does the title of the story ‘The Blind Dog’ refer to: the man or the dog?
**Reading Comprehension**

**Grammar-Prefix and Suffix, Homophones Homonyms**

**Literature-1. 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:

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 (h) ________ 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:
1. What time of the day is the ‘Children’s hour’
   a) The afternoon
   b) The morning
   c) The twilight

2. Till the walls shall crumble to ruin, And moulder in dust away! means
   a) That they will stay together till their walls of their house come down.
   b) They will stay in his heart till the last day of his life when he will turn into dust
   c) That he will hold them till someone cleans the room and removes all the dust
3. Say whether true or false:
   a) 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
   b) The father is actually taken by surprise when his children enter his room.

4. Find words from the poem that mean the same as:
   a) To move downwards (stanza 3): _________
   b) To leave something unprotected (stanza 5): _________
   c) To hold tightly (stanza 9): _________
   d) Break or fall apart (stanza 10): _________

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).
1. Amy is very unhappy.
2. Unlock the door!
3. He came at an inconvenient time.
4. You are talking nonsense.
5. She would not disobey her mother.
6. 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-celebrate

Introduce-introduction
Permit-permission
Coward-cowardice
Chaste-chastity
Paint-painting
Assist-assistant
Employ-employee
Child-childhood
Lie-liar

**Formation of Adjectives**
Suffixes (al, y, 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:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title-entitle</td>
<td>Fat-fatten</td>
</tr>
<tr>
<td>Little-belittle</td>
<td>Bath-bathe</td>
</tr>
<tr>
<td>Firm-confirm</td>
<td>Ripe-ripen</td>
</tr>
<tr>
<td>Power-empower</td>
<td>Beauty-beautify</td>
</tr>
<tr>
<td>Port-import</td>
<td>Captive-captivate</td>
</tr>
<tr>
<td>New-renew</td>
<td>Civil-civilize</td>
</tr>
<tr>
<td>Fame-defame</td>
<td>Character-characterize</td>
</tr>
</tbody>
</table>
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 an ............... student. (polite)

c. She is very studious, ........... her twin sister. (like)

d. The tiger is an .......... species. (danger)

d. Neha is an ................. girl. She misplaced all the notebooks. (responsible)

e. The Queen ordered her soldiers to ............ Alice. (head)
f. She is so bossy. I thoroughly ........... her. (like)

g. This dress is tight. I’m quite .................. (comfortable)

h. She is ............... as she can neither read or write. (literate)
i. Give a few examples of ...................... behaviour. (responsible)
j. Have you ever ...................... on 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 a ................. city. (history)

d. This painting is a piece of ............... (perfect)

e. ............... is the best policy. (honest)

f. It was a ............... occasion. (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.

Vocabulary

Homonyms and Homophones

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. ___________________________

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

**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. (whether, weather)
4. It is wrong to__________ things.
   This trunk is made of __________. (steel, steal)
5. Do not _________ my time.
   Put this belt around your _________ (waste, waist)
6. He came by the Frontier _____________.
   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.
   Your wound will take time to _____________. (heel, heal)
9. Our ____________ leave around the same time.
   It gets quite hot in the __________ during summers. (planes, plains)
10. I need a ____________ of cloth to dust the house.
    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)

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?
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

a) Full of terror as he felt himself falling
b) his heart stood still and he could hear nothing
c) feels himself flying, not afraid, just a bit dizzy
d) flaps his wings, soars, feels joyous
November

Reading-Comprehension
Writing-Factual Description
Grammar-Direct and Reported Speech
Vocabulary-Jumbled sentences, Vocabulary Building
Literature- The Master's 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 pealing 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 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 rumourAnd 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

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

Write a paragraph on one of the following topics:

1. An Interesting Person in my Family.
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.

**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

Choose the appropriate adjective from the bracket:

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)

Degrees of Adjectives:

There are three degrees of comparison.

Positive degree e.g. tall
Comparative degree e.g. taller
Superlative degree e.g. tallest

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
1. Complete the table given below with the right degree of adjective:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much/many</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>longest</td>
</tr>
<tr>
<td>Pretty</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>most useful</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td>___</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>youngest</td>
</tr>
<tr>
<td>Diligent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Fill in the blanks with the correct form of adjectives made from words given in the brackets:

a. This is a ___________ opportunity. (gold)
b. I like ___________ food. (China)
c. She stood ___________ in the class. (three)
d. He is ___________ than his brother. (strong)
e. She is the ___________ girl in the class. (intelligent)
f. This is the ___________ moment of my life. (happy)
g. She is ___________ than her sister.(beautiful)
h. A desert is the ___________ place on the earth. (hot)
i. This is ___________ than that. (thin)
j. Rohit is ___________ than Ritesh. (courage)

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. **Shape**  
Example: *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.  
   a. intelligent young  
   b. young intelligent
7. The ticket costs _______ dollars.
   a. ten US
   b. US ten

8. The scientists have found a _______ cure for the disease.
   a. new great
   b. great new

9. I am going to wear my _______ tie to the wedding.
   a. big cotton blue
   b. blue big cotton
   c. big blue cotton

10. Please recycle those _______ bottles.
    a. three water empty
    b. three empty water
    c. water empty three

11. She packed her clothes in a _______ box.
    a. green flimsy cardboard
    b. flimsy green cardboard
    c. cardboard flimsy green

12. Their dog is a _______ shepherd.
    a. brown big German
    b. big brown German
    c. German big brown

13. I am drinking from a _______ cup.
    a. small English tea
    b. tea small English
    c. English small tea

14. My _______ teacher talks for hours!
    a. philosophy old boring
    b. old philosophy boring
    c. boring philosophy old
    d. boring old philosophy

**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 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 Signyl’AbbAYe.

In the year 1392, when Monsieur Signyl’AbbAYe was about to retire and live life on his own terms, not governed by the rules of his profession; he was called by GuilianoBartoli, a rich Italian patron. GuilianoBartoli invited Signyl’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 Signyl’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 is in progress. It shall remind hidden from him as well as others until completion. Guiliano Bartoli accepted both the conditions laid down by Signyl’AbbAYe with slight modifications and a contract was signed. However, GuilianoBartoli 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 Signor l’AbbAYe that he is 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 GuilianoBartoli 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 GuilianoBartoli upset?
Q6. Why could Monsieur Abbaye not see what he had drawn wrong?
December

Reading-Comprehension
Writing-Short Story
Grammar-Punctuation
Vocabulary-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
cloak’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:

a. In his prime means i) to be in a good mood ii) when he was young iii) when he was famous
b. To regale them means i)to entertain ii)to scare them iii)to cheat them
c. Palmiest days means i) boring days ii)busy bays iii) best days

Section B

Use these story starters to write a short story:
**A Crazy Class**

Today all the pictures we drew in art class came to life. I drew an aeroplane and it flew around the room. Then I drew a ___________ and it………..

**The Recess Mess**

Today during recess, a large truck pulled up to the schoolyard. “Someone ordered 100 ___________(kind of toy),” the driver said. “We ae also delivering 10,000 pounds of ___________(type of food) and 50,000 gallons of ________________ (type of drink).”
The truck driver backed the truck onto the soccer field and ...........

**Even Robots Need Breakfast**

This morning, a robot was in my kitchen! “What are you doing here?” I asked. “Making a cheese burger,” he answered. “A cheese burger?” I asked. “That’s not a proper breakfast. Why don’t you make ___________(breakfast food)?” The robot beeped. His metal head spun around, and then............

**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:

a. at the end of a sentence.
b. after words that have been shortened.

E.g. Sunday-Sun., Doctor-Dr., Department-Dept.
c. 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 ill be home by ten

4. darwin's on the origin of species' (1859) caused a great controversy when it appeared

5. the boys father sat in the corner

6. I dont like this one bit said juhi

7. a grandparents job is easier than a parents

8. hooray i just won the lottery harsh screamed

Q. Punctuate the following passage and use Capitals where necessary.
Im as honest a man as you I daresay said the tinker who had never cheated anyone im here because on three nights running I dreamed that a voice said to me go to char minar and then youll hear some wonderfully good news but to tell the truth youre the first person to speak to me

Dreams is it exploded the halwai you crazy fellow you arent the only one to have them why only last night i had one myself i dreamed that a voice said to me go to the village of mirzapur and dig beneath the neem tree and there in a small courtyard youll find a wonderful treasure well do you suppose id be such a fool as to...hey where are you going come back
Grammar Help- “It”
See the following sentences:

a. The lion is chasing its prey.

b. 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:

a. Whose book is this?
b. 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:

a. ______ raining cats and dogs.
b. The leopard is fast. ______ speed is incredible.
c. ______ quite sure that ______ battery has gone.
d.____a well-groomed cat. ______fur is soft and silky.
e.____taken my pen?
f. ______footprints are these?
g. That is the man_______house was burgled.
h. 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

a. Assurance ____________
b. Result ________________
c. Explode ________________
**Tick the word with the correct spelling.**

1. discribe  
   describe
2. definition  
   defination
3. writing  
   writting
4. continous  
   continuous
5. reference  
   refference
6. dissappoint  
   disappoint
7. hidding  
   hiding
8. adventourous  
   adventurous
9. proffesion  
   profession
10. recieve  
    receive
11. succesful  
    successful
12. believe  
    beleive

**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?  

5 ‘What matters it how far we go?’ his scaly friend replied.  
   i) Who is the scaly friend?  
   ii) How is he trying to persuade his companion to join the dance?  
   iii) 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, ii)  
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 Woolsthorpe. It is the story of an individual who right from his early years demonstrated qualities such as patience, childlike 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?
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-Autobiography Writing
Grammar-Active and Passive Voice
Vocabulary-What’s the good word?
Literature- 1.The Whale Story 2. Break, Break, Break

Section A

The morning I awoke to the sound of steady drizzle which sounded like tiny hoof beats upon the roof. Out of the window, the prospect was quite grey and drab. The outing that my friends and I had planned for this holiday would definitely be cancelled. There would be no question of that excursion taking place- riding many miles out on a bicycle was quite out of question in such weather conditions. I had been very depressed as I had been waiting for that excursion to take place. I had to console myself by thinking of the proverb- Man proposes and God disposes.

I lazed in bed for some time longer that it was customary for me to do. Then I went down for breakfast. My mother was already busy doing her household chores and she greeted me quite cheerfully as ever. I did not feel cheerful but there was no point in complaining about something beyond her control or mine. So I sat down, had my breakfast and politely chatted with her. After sometime she said, “Son, Jimmy called to say that the outing was off on account of the rain. He said that you could arrange it on some other occasion when the weather was not so foul.”

After breakfast, I went back up to my room to sit and decide what I was going to do to keep myself busy. I switched on the record player to listen to some music but it did not appeal to me. Then I took from my book shelf a book of poems and tried to concentrate on some of the philosophical thoughts that I discovered therein. Later, I began reading a novel and thus passed the hours till lunch time. With the little appetite, I went down for the meal- chiefly because I did not want to hurt mother’s feelings.

Towards two o’clock, the weather cleared up. Lunch being over, mother and I settled down in our seats when the doorbell rang and who should enter by my married sister and her husband. We were really surprised to see them as they lived in another town quite far away.

They had come by car and had wanted to surprise us. It was a welcome surprise! They even announced that they had planned to take us back with them. The next day being
Sunday, we could stay with them.

Just before we could leave home, the phone rang. It was Jimmy. He suggested that the outing be planned for the next day. I told him to go ahead and have a good time—I would not be there. Upon his asking me what had gone wrong with me, as I had been so eager about it, I merely replied that I had far better things to do. I was glad—right glad that it had rained that day.

**Answer the following questions based on your reading of the above text:**

1. How had the rain affected the writer’s mood?

2. Mention three ways in which the writer tried to get over his depression.

3. How did the writer’s sadness and frustration turn into joy?

4. Why was Jimmy surprised after the writer refused to join him for an outing?

5. Write the option you consider the most appropriate – Man proposes and God Disposes
   i. Man is the maker of his own destiny, God is only an onlooker.
   ii. Man can make plans, but only God can decide the outcome
   iii. Man makes a suggestion to God about what needs to be done.

6. Find words from the passage which mean:
   i. Exit—_____________________
   ii. Focus—_____________________
   iii. Tasks - ___________________
An Image from the Past

The world within me lighted up
When grandma visited us.
It was like Santa walking in
With loads of presents tucked in.

Her smile was the epitome of love
Warm like the golden glade
Months of loneliness faded away
When Grandma and I were at play.

Come summer, I was never blue
With the fun things that grandma
And I would do
Mum at work had little or no clue
Our house was a virtual zoo.
Every pup that strayed in our street

And all the homeless kits and cats
Shared with me all Grandma’s treats
She was party to all my feats.

One Friday morning I heard
Grandma was now like a bird
Her soul roams lofty and free
Unlike our deeply rooted guava tree.

The tree that Grandma and I planted
Its fruits are now juicy and plump
Looking at it I feel haunted
My throat is now a painful lump.

On the basis of your reading of the poem complete the following statements.

1. When Grandma visited the poet’s home she was ____________________
2. Grandma’s arrival is compared to Santa’s because

3. The two qualities that Grandma’s smile had were

4. We know that Grandma was never strict because

5. The poet’s mother could not know what was going on at the house as

6. The guava tree reminds

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.

**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:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I write a story</td>
<td>A story is written by me (present tense)</td>
</tr>
<tr>
<td>I am writing a story</td>
<td>A story is being written by me (present continuous)</td>
</tr>
<tr>
<td>I have written a story</td>
<td>A story has been written by me (present perfect)</td>
</tr>
<tr>
<td>I wrote a story</td>
<td>A story was written by me (past tense)</td>
</tr>
<tr>
<td>I was writing a story</td>
<td>A story was being written by me (past continuous)</td>
</tr>
<tr>
<td>I had written a story</td>
<td>A story had been written by me (past perfect)</td>
</tr>
<tr>
<td>I shall write a story</td>
<td>A story will be written by me (future tense)</td>
</tr>
<tr>
<td>I shall have written a story</td>
<td>A story will have been written by me (future perfect)</td>
</tr>
</tbody>
</table>

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.
Active Passive
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.


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

Literature

BREAKE, BREAK, BREAK

-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?

**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?
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?
February

Reading- Comprehensions for practice
Grammar-Revision
Literature-Revision

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 frostflowers 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?

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**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  __________

---

**The Sage**
There lived a sage in days of yore
And he a handsome pigtail wore,
But wondered much and sorrowed more...
   Because it hung behind him.

   He mused upon this curious case
And said he’d change the pigtail’s place,
   And have it hanging down his face,
   Not dangling there behind him.

   Then round and round and out and in
Whole day the poor peddler did spin,
In vain, it mattered not a pin,
The pigtails hung behind him.

1. **Given below is a summary of the poem. Complete it by supplying the missing word:**

Once upon a time long ...........there lived a sage who was so.................. of his pigtails 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:
   a) here the grasses tower like forest trees

   b) measuring worms hump along

   c) 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.

---

**Swami and Friends**

By R.K. Narayan

R.K. Narayan is one of the most popular Indian writers who wrote in English. He wrote several novels such as *The Guide, The English Teacher* and a collection of short stories based on the fictional town of Malgudi. *Swami and friends* is a semi autobiographical novel. It circles around the life of a young boy named Swaminathan, his family and his friends who live in Malgudi. Set in a time when India was still trying to win its independence under the leadership of Mahatma Gandhi, R.K. Narayan describes the life of the 10 year Swami, his greatest anxieties, his fears and his friendship with the other boys. His lifestyle is very different from those seen in children living in cities. Swami lives in a village, in the 1930s. As we move from one chapter to other, we come across incidents that are both believable and relatable. Like Swami, we’ve also been in situations where we had to face our own shortcomings.

One of the best features of the novels is the way ordinary incidents are presented in a humorous way. As Swami gets embroiled in various unexpected and unpleasant situations, his innocent responses remind us of a situation when perhaps we felt the same way or wanted to do something similar.

The experiences of the three boys, Swami, Mani and Rajam are at the centre of this novel. Besides them, the strict and disciplinarian father, the loving grandmother, a tired mother whose life moves around her two children, strict and cane-wielding headmasters add layers of fun to the novel.

Every chapter deals with an experience that brings the reader one step closer to Swami’s life. Swami’s encounters with his headmasters, his fear of his father and how the womenfolk of the family act like his pillars of strength when the situation got out of
hand, his decision to run away from his house on impulse (a decision that he regrets later), the quarrels between Rajam and Swami, the formation of a local cricket club, the pressure of examinations and homework, the summer holidays; there is something for everybody. Even in this time and age, where students have access to technology, some concerns perhaps still remain the same.

Both *Swami and Friends* and *Malgudi Days* have been adapted into a television series called ‘Malgudi Days’.

**CHAPTER 1**

Q1. Who was Ebenezer? What were his views on Indian gods and idol worship?
Q2. Why was Swaminathan offended by Ebenezer’s remarks? Describe the argument that Swaminathan had with Ebenezer.
Q3. What did Swaminathan’s father write in his letter to the Headmaster?
Q4. Write a short note on each of Swami’s friends (Somu, Mani, Sankar and Samuel).
Q5. Why was Samuel known as ‘Pea’?
Q6. What did the Headmaster advise Swaminathan to do?

**CHAPTER 2**

Q1. Who was the new power of the class? Why was he considered so?
Q2. What did Swami plan to do with Rajam?
Q3. Describe what happens at Nallapa’s Grove.

**CHAPTER 3**

Q1. What does Granny tell Swami about his grandfather?
Q2. Why were Swami and Mani in awe when they visited Rajam?
Q3. What annoyed Rajam’s cook? Explain what happened as a result of it. What were Rajam’s claims when he returned from the kitchen?

**CHAPTER 4**

Q1. Describe Swami’s observation of his school in your own words.
Q2. Why did Swami’s friends not allow him to be part of their game?
Q3. What did Swami miss most about his friends’ company when they were not on talking terms?
CHAPTER 5
Q1. What preparations did Swami make for his friend Rajam’s home visit? What requests did he make to:
- His grandmother?
- His mother?
- His father?

Q2. Why did Swami want Rajam to meet his grandmother? What did he hope for?
Q3. Describe Rajam’s meeting with Granny. What did they talk about?
Q4. Why did a fight break out in the class?

CHAPTER 6
Q1. Describe the roles that Mani and Swami assumed when they visited Rajam. How did they behave in his room?
Q2. What surprise awaited them at Rajam’s house?
Q3. What did Rajam’s lecture on friendship result in?
Q4. Describe the peace making process that Rajam mediated between the conflicting parties.

CHAPTER 7
Q1. Describe Swaminathan’s reaction to the new arrival in his family. How did he describe the new addition?

CHAPTER 8
Q1. Why were the two weeks before the examination a trying period in Swaminathan’s life?
Q2. Describe the atmosphere at school as they neared the examination.
Q3. What did Mani do to please the clerk? Why?
Q4. In your opinion, how far did the clerk give extra information to Mani?
Q5. How did Swami feel about his baby brother with passing time? How did he describe him?
Q6. Why was Swaminathan forced to stay at home in the evenings? What did he wish to do instead?
Q7. What was the list that Swaminathan was compiling? What was he hoping to do with it? How did his father react to the list?
CHAPTER 9
Q1. How did Swami fare in his examination? Explain his thoughts on the different subjects and the questions asked.
Q2. Why did Swami lie about what he had written in the exam to his friends?
Q3. What were the children looking forward to? How did they express themselves?

Chapter 10
Q1. Why did Swami approach the coachman?
Q2. What were the conditions stated by the coachman when Swami approached him for help?
Q3. How did Swami react when the gods refused to answer his prayers?
Q4. How did Rajam plan to kidnap the coachman’s son? Did things go as planned? Give reasons.

Chapter 11
Q1. What was peculiar about the summer heat in Malgudi?
Q2. What did Swami’s father expect him to do during his summer holidays? What were Swami’s thoughts about the same?
Q3. How did his mother’s intervention make things worse for Swami?
Q4. What was the cause of Swami’s fear in the club?

Chapter 12
Q1. Why had the people of Malgudi assembled on the bank of Sarayu on August 15, 1930?
Q2. Why was the school and its proceedings disrupted?
Q3. What message was the ‘earnest looking man in khaddar’ trying to give though his speech?
Q4. What was the cause of Swami’s anxiety when he woke up in the morning, a day after the bonfire?
Q5. Why did the ‘self appointed leaders’ go to Board High School? What did they do there?
Q6. How did Swami justify the absence of his cap before his father? How did his father react?

Chapter 13
Q1. Why did swami leave Albert Mission School?
Q2. How did Swami’s friends react when swami shifted to Board High School?
Q3. How did Swami persuade Rajam to forgive him?
Q4. How did Messrs Binns respond to Rajam’s letter? How did they interpret it?
Q5. What did the players of the M.C.C decide to do when they realised they didn’t have stumps?

Chapter 14
Q1. Did Swami enjoy being at Board High School? Discuss with relevant examples.
Q2. What did Swami do when he finally reached the cricket field?
Q3. On his way back home, why did Swami feel guilty?
Q4. How did Rajam’s meeting with the Headmaster of the Board High School go? Did it produce the desired impact?

Chapter 15
Q1. What were the condition attached to the ‘friendly matched’ between the M.C.C and Y.M.U?
Q2. What was the idea that Swami came up with to get rid of the drill classes?
Q3. What plans did Swami make after running out of the school?
Q4. What did Swami finally decide to do after meeting Rajam outside the school compound?

Chapter 16
Q1. Why did Swami’s father feel ashamed of himself?
Q2. Did Swami’s father really want to look for Swami in every street of Malgudi? Give reasons.

Chapter 17
Q1. Do you think Swami regretted his decision of running away from home?
Q2. How did Swami reach the Forest Officer’s house?
Q3. What was Swami’s primary concern once he regained his health?

Chapter 18
Q1. Why was Rajam angry with Swami?
Q2. Why was Swami ashamed of his conduct towards the Forest Officer’s? Q3. When and why did Swami’s feelings towards the Forest Officer change?

Chapter 19
Q1. What was the ‘ban’ that Rajam had imposed on Mani? Why did Mani violate the ban?
Q2. What did Swami give Rajam as his parting gift? What was the importance of that object?