

**Smart Skills**  
**Academic Session 2017-18**  
**English**  
**VIII**



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**Syllabus Class VIII  
2016-2017**

<b>Month</b>	<b>Literature Reader</b>	<b>Grammar</b>	<b>Writing Skill</b>	<b>Supplementary Text</b>
<b>April-May</b>	Gogol's First Day  House with the Grey Gate  The Bard of Avon (Research on William Shakespeare done through project work, will be an ongoing assessment based on supplementary reading)	Subject-Verb Agreement  Active-Passive Voice  Adverbs  Integrated Grammar	Letter of Complaint	Excerpts from Julius Caesar- Julius Caesar, Mark Anthony and Marcus Brutus's speeches
<b>July</b>	Merchant of Venice  Poison Tree	Infinitives and Participles  Integrated Grammar	Article (cross reference with the lesson Education in Science. This lesson will not be taken for detailed study. Article writing will be taught through a group activity)	Excerpts from The Merchant of Venice
<b>August-September</b>	Coming Home to Delhi	Conjunctions and its Kinds Integrated Grammar	Guided Report (will be done through newspapers and Smart Skills)	Assessment based on supplementary readings

**REVISION FOR EXAMS**

<b>October</b>	Where the Mind is Without Fear (Reinforcing ideals of nationalism and Patriotism)	Clauses— Main and Subordinate  Integrated Grammar	Factual Description Wanted Poster / Missing Poster	Excerpts from A Midsummer Night's Dream
<b>November</b>	Owens vs Master Race Unfolding Bud	Relative Clauses  Integrated Grammar	Bio-Sketch	Introduction to the story of Macbeth
<b>December</b>	Darjeeling	Adverb Clauses  Integrated Grammar	Diary Entry	Excerpts from Macbeth: Students will enact and present the equivocal speeches of the witches.
<b>January</b>	If A Night to Forget	Reported Speech  Integrated Grammar	E-Mail Writing	Revision of supplementary Reading Quiz on Shakespeare— Shakespeare Trivia
<b>February</b>	The Last Class	<b>REVISION</b>	<b>FOR</b>	<b>EXAMS</b>

**April- May**

**Section A (Reading)**

**1. Read the following poem and answer the questions that follow:**

**THE TYGER  
-William Blake**

Tyger, Tyger, burning bright  
in the forests of the night,  
what immortal hand or eye  
could frame thy fearful symmetry?

In what distant deeps or skies  
burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand dare seize the fire?

And what shoulder, and what art,  
could twist the sinews of thy heart?  
And when thy heart began to beat,  
what dread hand? And what dread feet?

What the hammer? What the chain?  
In what furnace was thy brain?  
What the anvil? What dread grasp  
Dare its deadly terrors clasp?

When the stars threw down their spears,  
and watered heaven with their tears,  
did He smile His work to see?  
Did He who made the Lamb make thee?

Tyger, Tyger, burning bright  
in the forests of the night,  
What immortal hand or eye  
dare frame thy fearful symmetry?

1. Who or what created the Tyger?

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2. How do you think Blake feels about the tiger? Is he annoyed, afraid, fascinated? State the words that he has used to describe the animal.

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3. The poet has asked a number of questions in this poem? What is it that he really wants to know?

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4. In the fifth stanza, what did the stars “water heaven with their tears”?

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5. “Did He who made the Lamb make thee?” explain.

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6. Identify the rhyme scheme of the poem.

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7. Match the words in column A with their synonyms in column B:

COLUMN A	COLUMN B
1. Immortal	Fear
2. Seize	Evenness, proportion
3. Aspire	Eternal
4. Symmetry	Powers, muscles
5. Sinews	Grasp, clutch
6. Dread	Desire, seek

**2. Read the following passage carefully and answer the questions that follow:**

### Shakespeare’s Globe Theatre

Londoners loved going to see plays. During the time that Shakespeare lived in London, plays were as popular as movies as movies are today. People would come from miles around to spend a few hours in the theatre.

The greatest theatre of London was the Globe. This is where William Shakespeare’s plays were first performed.

The Globe was specially built for London audiences. The stage was a platform built on the ground. The space in front of the stage was called the ‘pit’. Farmers from around London could come into town and, for a penny, stand in the pit close to the actors. To the sides of the stage were seats. Merchants could pay a few pennies and sit in them. Behind the pit and to the sides above the seats were the galleries. The galleries were special places with comfortable chairs. A seat in the galleries might cost as much as twelve pennies.

To understand what the Globe was like you have to remember that there was no electricity in those days. Plays were performed in the daytime. The theatre had to be built to let in light. So there was no roof over the stage. The pit and the stage were open to the sky.

There was no curtain in front of the stage and almost no scenery on it. The actors had to make the play seem real by their words and movements. The audience had to be told what the scenes were. Children would walk across the stage carrying signs. The signs would say 'Forest' or 'Town'. All parts were played by men, and young boys with shrill and uncracked voices would take on female roles. The actors would wear colourful costumes, but they had to rely on their skill to entertain the audience. The audience would get involved too and would often shout encouragement, disapproval or directions to the actors!

At the back of the stage was the upper stage. This was used as an extra room, like a bedroom in a house. Above the upper stage sat the musicians.

Besides musicians, there were trumpeters. They might be part of a play, but their main job was to announce the beginning of a performance. Three loud blasts would signal the start of a play.

The loud blasts of the trumpets were not the only loud sounds in the Globe. The people were noisy too. Going to the theatre was like going to a carnival. Some people would bring food and others would buy from the various vendors doing brisk business there. A loud cheer would be heard when the trumpets sounded. Shouts, laughter, jeers and comments punctuated the play.

A special treat for the audience would be to see William Shakespeare act in a play. But most of the time he would stand to the side of the stage from where he could direct his actors. The audience loved Shakespeare and his plays, and they loved their Globe theatre.

**1. Plays were very popular in the time of Shakespeare because**

- a) Movies had not been invented yet
- b) Londoners were very fond of plays
- c) It did not cost much to see a play

**2. What were the different arrangements for the audience at the Globe Theatre?**

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3. How were the changes in a scene depicted?

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4. How did the audience behave at the theatre?

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5. How was William Shakespeare connected to the Globe Theatre?

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**6) Find words in the passage that mean the same as:**

- a) well- liked \_\_\_\_\_
- b) high-pitched \_\_\_\_\_
- c) talent \_\_\_\_\_
- d) people who sell things \_\_\_\_\_

\*\*\*\* Following is a list of sentences with the most commonly confused words. Find the meanings of these words and make a list of your own.

1. The **abhorrent** individual was spurned by his fellow citizens because of his **aberrant** behavior.

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2. With her speaking skills, she has the **ability** to fill the auditorium to its **capacity**.

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3. I would **accept** your excuse, **except** the part about losing the watch.

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4. The number of students who wanted **access** to the computer labs was in **excess** of two hundred.

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5. The government would often **adopt** policies that required people to **adapt** to a harsh regime.
6. The trouble with many **adolescents** is that they never seem to grow out of **adolescence**.
7. I need your **advice**. Please **advise** me on this.
8. After we have the jeweler **appraise** the diamond, we will **apprise** you of its value.
9. When they got the **assent** of the weather bureau, they allowed the enormous balloon to begin its **ascent**.
10. I am **averse** to traveling in such **adverse** weather conditions.
11. She would often **allude** to her childhood, when she would **elude** her brothers in a game of hide-and-seek.
12. Government agencies tried to **alleviate** the effects of the depression. They attempted to **ameliorate** the job-seeking process.
13. With **amiable** people like the Durwitzes, it's not unusual to have an **amicable** divorce.
14. He told a funny **anecdote** about mixing up his soda with the snake-bite **antidote**.
15. We wore **canvas** shoes while we tried to **canvass** the entire neighbourhood.

**Section B (Writing)****Formal Letter****Letter of Complaint****IMPORTANT POINTS**

- ⌚ A Formal Letter is written in formal language. Sentences should be short and to the point.
- Use passive voice wherever possible.
- State the purpose clearly and concisely.
- Be positive and polite. The tone of a letter of complaint should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions like “Why can’t you get this right?” should not be included.
- Write one idea in one paragraph.
- Always plan your letter. State the reason for writing the letter clearly and present the facts in logical order.
- Subject should be brief and related to the issue of concern.

**AVOID THESE COMMON ERRORS**

- Don’t write the entire letter in one paragraph.
- Students need to realize that letters are meant to draw attention of the concerned authorities to a particular problem.
- Don’t write **your’s** instead of **yours**.
- When writing the address don’t end each line with a comma.

**Letter of Complaint: Format**

Sender’s Address

(leave a blank line)

Date (to be written with the month followed by date and then year)

Receiver’s Name (if given, otherwise ignore)

Receiver’s Designation

Receiver’s Address

(leave another blank

line) Salutation ( Dear

Sir) (leave a blank line)

Subject (**always to be underlined**—brief and related to the topic. No longer than 6/7 words. This should identify the issue and name of product,

service, with purchase or reference number, if applicable)

(leave a blank line)

Now start the letter from the margin

**Para 1:** State the simple facts, with relevant dates and details clearly. Make sure you include all the necessary facts that will justify why your complaint should be resolved.

**For Example:** *The above item number PQ 37659 was delivered to the abovementioned address on Dec 13, 2010 and developed a fault in the machinery on Dec 20, 2010.*

**Para2:** Explain how the fault or malfunction caused inconvenience.

**For Example:** *This put our firm in a difficult position, as we had to make emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.*

**Para 3:** Next state what you would like to happen—a positive request for the reader to react to.

**For Example:** *I am writing to request you to replace the defective items with immediate effect and to ensure that such errors do not happen in the future.*

Also include (usually best as a sign off point) something complimentary about the organization and/or its products, service, or people.

**For Example:** *I've long been a user of your products/ services and until now have always regarded you as an excellent supplier/ organization.*

Closing: Give a complimentary close.

**For Example:** *I have every faith, therefore, that you will do what you can to rectify this situation/I look forward to prompt action.*

Yours sincerely  
Sender's Signature  
Sender's name in brackets  
Sender's Designation, if any

### **Sample Letter of Complaint-1**

Raven Organics  
7, Orchard Road  
Mumbai-21

August 23, 2010

Mr. David Brown  
Sales Manager  
Everlong Batteries  
171 MG Road  
New Delhi

Dear Mr. Brown

Subject: Complaint Regarding Order No ACW768195

I am writing to inform you that the goods we ordered from your company vide order no ACW768195 on July 12, 2010 have not been supplied correctly.

We placed an order with your firm for 12,000 Ultra super long-life batteries. The consignment arrived yesterday, but contained only 11,200 batteries.

The error put our firm in a difficult position, as we had to make emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.

I am writing to request you to supply the shortfall with immediate effect and to ensure that such errors do not happen again or we may have to look elsewhere for future supplies.

We have had a long standing business relationship and until now have always regarded you as an excellent supplier.

I look forward to hearing from you at the earliest.

Yours sincerely Signature  
Dinesh Kumar  
(Purchase Manager)

### **Sample Letter of Complaint-2**

Vasai Nagar  
Vasai  
Mumbai-43

January 9, 2010

The Mayor  
Mumbai Municipal Corporation  
Mumbai

Dear Sir/Madam

Subject: Complaint about Inadequate Potable Water

Through this letter I wish to draw your attention towards the plight of our colony. Though we had been assured of regular supply of clean drinking water at the time of allotment, nothing has been done so far.

The drinking water supplied to our colony is polluted. It emits a foul smell. The water and sewage lines which were laid some years ago intersect each other at various vital points. There seems to be leakage or seepage in these pipes resulting in unhygienic and infected water reaching our homes. Some samples of the water are being sent for analysis.

It is a well established fact that polluted water is the cause of many diseases, which harms the health and well-being of the citizens. I, thus,

request you to ensure that our colony is provided with hygienic and clean drinking water facilities.

Yours  
sincerely  
Signature  
Arun Kumar  
(President RWA)

**1. The letter given below has been scrambled. Identify the parts of the letter and rewrite it in the right order.**

I thought things could not get worse, but I was fooling myself. Now that you are at school, I have to endure the most ridiculous, damaging hairstyles. Pigtails, plaits, ponytails and coloured hair spray on sports carnival days!

**Subject: A Hairy Problem**

DEMANDS: Conditioner every second  
day Regular hot oil  
treatments  
Proper haircuts from my choice of hair dresser  
A thorough brushing morning and night  
No hairstyles that cause me to be pulled at painful angles

Your hair  
On the top of your head

I look forward to your reply

I am writing to complain about the treatment I have been receiving from you over the course of your life.

Unless these demands are met, I will begin falling out at the rate of 1000 strands per day. By Christmas you will be bald! So I suggest you take this seriously unless you want your head to look like a bowling ball.

Miss Holly Sanders  
20 Smith Street  
Greenside WA 5670

Yesterday I overheard your plans for a perm. This is the last straw. I am going to fight.

Please find below a list of demands that I consider to be my basic hair rights.

Yours sincerely

Your hair

29<sup>th</sup> Nov. 2004

When you were a baby, things were not so bad. I was washed with lovely shampoo, combed gently and generally left to my own devices. As you grew into a toddler, things began to worsen. I did not appreciate your creative haircutting efforts with a pair of blunt scissors, and other activities such as somersaults and tantrums knotted me up, and subjected me to some painful de-tangling.

Dear Miss Sanders

**Now write these letters by yourself.**

1. Children are not being allowed to play in the colony parks. Write a letter of complaint to the President of the Residential Welfare Society (RWA) complaining of how all the parks are being marked as ornamental parks and children have no place to play.  
You could use the following points.
  - The elders get angry.
  - Confiscate sports equipment.
  - unhealthy habits
2. You are Vivek Reddy/ Krishna Reddy, Principal, PS Public School, Mehdipatnam, Hyderabad. Write a letter to the Manager, Furniture World, Hyderabad, complaining about the poor quality of office furniture you purchased from them through order no. FT 65392. Give details of the nature of complaint, date of purchase, details of invoice etc., and seek immediate repair/replacement.
3. You are Samira Sharma/Sameer Sharma, Tour Incharge of ABC School. You went on an educational tour to Agra and Jaipur with your school students conducted by Continental Tours and Travels, New Delhi. During the trip you found the buses uncomfortable, lodging arrangements unsatisfactory and the driver and conductor both rude and quarrelsome. Write a letter to the manager complaining about these problems faced by you and your students.

**Subject-Verb Agreement****EXERCISES****1. Circle the correct option in each of the following sentences:**

1. The new colours (doesn't/don't) look especially appealing.
2. He (doesn't /don't) remember if the ties (is/are) on sale.
3. The statistics (are/is) a result of the flawed studies.
4. Half of the bagels (was/were) eaten.
5. Statistics (are/is) my favourite subject at school.
6. Neither of these keys (unlocks/unlock) the back door.
7. Each of the community profile (take/takes) a creative approach to advertising.
8. All of the tasks (has/have) been assigned.
9. (Was/were) any of the samples defective?
10. Both of the applicants (seems/seem) qualified.
11. None of our resources (go/goes) to outside consultants.
12. A good knowledge of the rules (help/helps) you understand the game.
13. (Has/have) either of them ever arrived on time?
14. Every other day either the husband or the wife (take/takes) out the trash.
15. Neither the style nor the colour (matches/match) what we currently have.
16. (Is/are) the men's wear or the women's wear department on the ground floor?
17. (Was/were) any furniture sets left over after the sale?
18. A serious problem for all commuters (is/are) traffic jams.
19. (Do/does) each of the phones have multiple lines?
20. None of the time (was/were) wasted.

**2. Fill in the blanks using the correct form of the verb in the brackets:**

1. The use of vitamin supplements and herbs \_\_\_\_\_(be) becoming increasingly popular among many people around the world. While many studies claim that vitamins and herbs can improve health, there \_\_\_\_\_ (be) a lot of controversy about their safety.
2. The Food and Drug Administration (FDA) \_\_\_\_\_ (do) not regulate vitamins and herbs. Most experts \_\_\_\_\_ (believe) that herbal supplements are mild and somewhat harmless.

3. Still, anyone who \_\_\_\_\_ (take) too much of a vitamin or herb could suffer negative side effects. For example, some medical problems \_\_\_\_\_(have) been linked to overuse of ephedra, a herb taken by people to lose weight.
4. Some research \_\_\_\_\_ (suggest) that Vitamin C may help prevent cancer. People who \_\_\_\_\_ (take) more than 1,000 milligrams of vitamin C daily may experience diarrhea or kidney stones.
5. Advertisers say that the herb "kava kava" \_\_\_\_\_ (reduce) anxiety and insomnia. Using large amounts of kava kava \_\_\_\_\_ (be) not wise as muscle, eye or skin problems could result.
6. The dangers of long-term use of vitamins and herbs \_\_\_\_\_ (be) still unknown. There \_\_\_\_\_ (be) a lot of evidence that vitamin-rich foods are beneficial. However, whether the use of supplements \_\_\_\_\_ (be) helpful or not is still being debated. Most people \_\_\_\_\_ (be) able to get all the vitamins they need in the foods they eat. A daily diet that \_\_\_\_\_ (contain) foods from the 4 groups should supply all the nutrients a person needs.
7. Eating five servings of fruits and vegetables daily \_\_\_\_\_ (be) said to provide all the essential vitamins we require. The best way to get the necessary vitamins and minerals \_\_\_\_\_ (be) naturally, through a healthy diet. Talking to your doctor before taking supplements \_\_\_\_\_ (be) advisable.

**3. Complete the following paragraph with one suitable word in each blank:**

The hall \_\_\_\_\_ packed to its capacity. A number of student volunteers \_\_\_\_\_ posted at the main gate to welcome the chief guest. The chief guest, Mr. R. N. Narayan, who \_\_\_\_\_ an eminent cartoonist, \_\_\_\_\_ expected to arrive anytime. However, there \_\_\_\_\_ a terrible traffic jam at Connaught Place. The police \_\_\_\_\_ trying their best to regulate the traffic but Mr. Narayan \_\_\_\_\_ late to the show by an hour, which \_\_\_\_\_ a rather long wait for the audience, which \_\_\_\_\_ getting restless. Finally, everyone heaved a sigh of relief when Mr Narayan \_\_\_\_\_ the hall and inaugurated the function.

**4. Tick the correct ending that will complete these sentences:**

**1. All those legends that sailors**

- a. tell about sea monsters may not be just legends after all  
 b. tells about sea monsters may not be just legends after all

**2. In 1896, a huge octopus measuring 200 feet across**

- a. was washed up on the Florida beach
- b. were washed up on the Florida beach

**3. James Ingham, a Bermuda fisherman did**

- a. feel that bigger fish were to be found off the Bermuda Shelf
- b. feels that bigger fish were to be found off the Bermuda Shelf

**4. He thought he would**

- a. carries out an experiment there
- b. carry out an experiment there.

**5. As he fished, he did**

- a. discover that he was right
- b. discovers that he was right

**5. Choose the most suitable answer from the given options and write the word in the blank.**

a We had just finished our coffee when the manager \_\_\_\_\_ into the canteen.

- i. walk
- ii. walked
- iii. walks
- iv. walking

b. We stood there staring at the smoke \_\_\_\_\_ where it had come from.

- i. wonder
- ii. wondering
- iii. wonders
- iv. wondered

c. Shilpa \_\_\_\_\_ herself while she was ironing the clothes.

- i. hurt
- ii. is hurting
- iii. was hurt
- iv. hurts

d. Labourers at the construction sites would occasionally \_\_\_\_\_ themselves while climbing the scaffolding.

- i. injures
- ii. injure
- iii. injured
- iv. injuring

e. He used to \_\_\_\_\_ me a lift to my school on his way to his office.

- i. give
- ii. gives
- iii. gave
- iv. given

f. Up and up the bird flew \_\_\_\_\_ the cheese in its mouth.

- i. hold
- ii. holds
- iii. held
- iv. holding

g. You can tell what type of food a marsupial eats by \_\_\_\_\_ at its teeth.

- i. look
- ii. looks
- iii. looked
- iv. looking

### Active – Passive Voice

In the active sentence the focus is on the doer of the action. Therefore it is in **Active Voice**.

In the passive sentence the focus is on the receiver of the action. Therefore it is in **Passive Voice**.

#### The Active Voice

The active voice is more direct than the passive.

**For Example:** *The boy hit the ball.*

The subject (the boy) + an active verb (hit) + object (the ball).

Sentences in active voice are generally clearer and more direct than those in the passive voice.

#### The Passive Voice

1. The passive voice calls attention to the receiver of the action rather than the performer.

**For Example:** *The dog was hit by a stone.*

2. The passive voice points out the receiver of the action when the performer is unknown or unimportant.

**For Example:** *The letters will be posted.*

3. It avoids calling attention to the performer of the action (known as the 'institutional passive')

**For Example:** *The donations will be collected on Monday.*

	Active Voice	Passive Voice
1.	He writes a book.	A book is written by him.
2.	He is writing a book.	A book is being written by him.
3.	He has written a book.	A book has been written by him.
4.	He wrote a book.	A book was written by him.
5.	He was writing a book.	A book was being written by him.
6.	He had written a book.	A book had been written by him.
7.	He will write a book.	A book will be written by him.

**EXERCISES****1. Identify the sentences that are in Passive Voice:**

- They listen to music.
- She is reading an e-mail.
- These cars are produced in Japan.
- German is spoken in Austria
- Lots of houses were destroyed by the earthquake.
- Henry Ford invented the assembly line.
- The bus driver was hurt.
- You should open your workbooks.
- Houses have been built.
- Boys like to play soccer.
- This room has been painted blue.
- Cricket is played in Australia.
- I am given a book.
- We have lost our keys.
- You might see dolphins here.
- The report must be completed by next Friday.
- They were singing a song.
- A letter was written to her.
- The bike is being repaired.

**2. Put in the correct form of the verb in Passive into the gaps. Use the verb and the tense given in the brackets:**

Example: A letter \_\_\_\_\_ by Peter. (to write – Simple Present) A letter is written by Peter.

1. The words \_\_\_\_\_ by the teacher today. (to explain – Simple Present)
2. We \_\_\_\_\_ a letter the day before yesterday. (to send – Simple Past)
3. This car \_\_\_\_\_. It's too old. (not/to steal – will – future)
4. This street \_\_\_\_\_ because of snow. (already/to close – Present Perfect)

5. A new restaurant \_\_\_\_\_ next week. (to open – will – future)
6. He \_\_\_\_\_ to the party yesterday. (to invite – Simple Past)
7. The blue box \_\_\_\_\_. (can / not / to see – Simple Present)
8. I \_\_\_\_\_ the book by my friend last Sunday. (To give – Simple Past)
9. The dishes \_\_\_\_\_ by my little brother. (not/to wash – Present Perfect)
10. I \_\_\_\_\_ by Rahul (not/to ask – will – future.)

**4. Rewrite these sentences in Passive voice:**

1. The Prime Minister spoke about reforms needed in the country.

---

2. The students handed in the reports.

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3. The three sisters visited Ajmer during the vacation.

---

4. The teacher instructed the students to do the questions in the Homework notebook.

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5. Tarush has forgotten the book.

---

6. The mechanic has not repaired the DVD recorder.

---

7. They play basketball.

---

8. The Principal took a round of the school.

---

9. The girls had lost the match.

---

10. The teacher is not going to open the window.

---

**4. Change to Passive Voice:**

1. The pressure of the air lifts the plane.

---

2. They are holding a meeting.

---

3. You have stolen my necklace.

---

4. He gave each of his sons a ring.

---

5. A scientist was making a study of ants.

---

6. She had never ridden a car before.

---

**5. Given below are some instructions. Use them to complete the paragraph that follows. Write the correct answer in the passive in the answer sheet against the correct blank number.**

**HOW TO PAINT A DOOR**

- i) Open the paint tin with a screwdriver
- ii) Stir the paint with a clean stick, if necessary
- iii) Spread newspapers on the floor in case any paint spills
- iv) Put masking tape on the wall next to the door to stop paint getting into the wall.
- v) Paint the door with a clean brush.
- vi) When you have finished painting, clean the paint brush with white spirit.

It was not at all messy to paint the doors. All I did was to follow the simple instructions written on the paint tin. First of all, the paint tin is opened with a screwdriver. The paint (a) \_\_\_\_\_. Next newspapers (b) \_\_\_\_\_ any paint spills.

Masking tape (c) \_\_\_\_\_ to stop the paint from getting onto the wall. When everything is ready the door (d) \_\_\_\_\_ clean brush. When the painting is finished, the paint brush (e) \_\_\_\_\_.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**5B. Here are a set of instructions to be followed by a person suffering from influenza. Complete the paragraph that follows in passive voice.**

- 1) Avoid milk and milk products
- 2) Make a decoction with about ten mint leaves in a cup of water.
- 3) Add a teaspoon of honey before drinking it at bed time.
- 4) Keep a cut onion by the side of the bed to inhale.
- 5) Take a salad prepared from radish twice daily.

Milk and milk products are to be (a) \_\_\_\_\_ A decoction of ten mint leaves is to be (b) \_\_\_\_\_ in a cup of water. A teaspoon of honey is to be (c) \_\_\_\_\_ before drinking it at bedtime. A cut onion is (d) \_\_\_\_\_ by the side of the bed to inhale. A salad preparation from radish is to be (e) \_\_\_\_\_ twice daily.

**6. Change the following into passive**

1. Rachel will give you some advice.

---

2. I sent him a letter.

---

3. The police officer showed us the way.

---

4. Our neighbour gave me a lift.

---

5. We have asked him a favour.

---

6. She told me a lie.

---

7. They have written her a postcard.

---

8. Kerrie will make you a cup of tea.

---

9. The waiter has not brought us the coffee.

---

10. They did not offer her a seat.

---

### Adverbs

In very simple words an “Adverb” is a word that describes a verb. It tells us about an action, or the way the action is performed.

Adverbs may be classified into eight types:

1. **Manner:** eg: *bravely, fast, happily, hard, quickly, well*
2. **Place:** eg: *by, down, here, near, there, up*
3. **Time:** eg: *now, soon, still, then, today, yet*
4. **Frequency:** eg: *always, never, occasionally, often, twice*
5. **Sentence:** eg: *certainly, definitely, luckily, surely*
6. **Degree:** eg: *fairly, hardly, rather, quite, too, very*
7. **Interrogative:** eg: *when? Where? Why?*
8. **Relative:** eg: *when, where, why*

#### FORMATION OF ADVERBS:

Many adverbs of manner and some adverbs of degree are formed by adding “ly” to the corresponding adjectives. **For eg:** *grave—gravely, immediate—immediately, slow—slowly.*

- a. A final “y” changes to “i”: *happy—happily*
- b. A final “e” is retained: *extreme—extremely*

**Exceptions:** *true, due, whole become truly, duly and wholly.*

- c. Adjectives ending in able/ible drop the final “e” and add “y”: *capable, capably & sensible, sensibly.*
- d. Adjectives ending in a vowel + “L” follow the usual rule: *Beautiful, beautifully & final, finally.*

#### Exceptions:

The adverb of “**good is well**”.

“**Kindly**” can be an adjective or adverb, but other adjectives ending in “ly” (**For Example:** *friendly, likely, lonely, etc.*) cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase:

Likely (adjective)      friendly (adjective)  
Probably (adverb)      in a friendly manner (adverb phrase)

Some adverbs have a narrower meaning than their corresponding adjectives or differ from them.

**For Example:** *coldly, coolly, hotly, warmly* are used mainly for expressing feelings:

*We received them coldly. (in an unfriendly way)*  
*They denied the accusation hotly. (indignantly)*  
*She welcomed us warmly. (in a friendly way)*

**EXERCISES**

Sweetly, brightly, slowly, beautifully, happily, fiercely, heavily, peacefully, bravely, neatly

**1. Fill in the blanks with the most appropriate adverb from the box given above:**

2. The dog is barking \_\_\_\_\_.
3. Alice skated \_\_\_\_\_.
4. The prince and the princess lived \_\_\_\_\_ ever after.
5. The birds are singing \_\_\_\_\_.
6. It is raining \_\_\_\_\_.
7. The dog and the cat live together \_\_\_\_\_.
8. The soldiers fought \_\_\_\_\_.
9. The sun is shining \_\_\_\_\_.
10. The old man walked \_\_\_\_\_.
11. The students wrote \_\_\_\_\_.

**2. Identify the error in the following sentences and correct the same:**

1. Please write legible.
2. Lisa is ever late.
3. The twins liked to dress difference.
4. It took long than I expected.
5. He was a high paid official.
6. Come back sooner.
7. He behaved most generous.
8. Trees can be found nowhere.
9. She has been working continuing on the project
10. Don't come any near.

**3. Fill in the blanks with the most appropriate comparison:**

1. Well \_\_\_\_\_
2. Badly \_\_\_\_\_
3. \_\_\_\_\_ less \_\_\_\_\_
4. \_\_\_\_\_ more \_\_\_\_\_
5. Far \_\_\_\_\_

**4. Underline the adverbs in the following sentences:**

1. The train has already left.
2. Have you seen Anne's cat anywhere?
3. He arrived early.
4. The miners are working underground.
5. They are going abroad to study.

**5. Read the following description of a Buddhist monastery in Leh. However, the description is incomplete without the adverbs. Complete the description by supplying the correct adverbs from the given list. Write the answers against the correct blank numbers in your answer sheet.**

often well beautifully deeply constantly  
successfully anywhere heavily

Although it was difficult climbing up the steep hill, nonetheless we were doing so (a) \_\_\_\_\_ . I was breathing (b) \_\_\_\_\_ when we reached the monastery. It was decorated (c) \_\_\_\_\_ with old frescoes. Although it was old, it had been maintained (d) \_\_\_\_\_ . There was not a speck of dust to be seen (e) \_\_\_\_\_. I was (f) \_\_\_\_\_ impressed by the serenity both inside and outside the monastery. The doorman was so fast asleep that we had to shout to wake him up. He was probably deaf too. There was an aquarium full of little fish swimming (g) \_\_\_\_\_. My guide said he visited the monastery quite (h) \_\_\_\_\_, but for me it was the first visit.

**6. Rewrite the sentences and put the adverbs in correctly.**

1. We were in London. (last week)
- 

2. He walks his dog. (rarely)
- 

3. She waited. (patiently)
- 

4. My father goes fishing. (always)
- 

5. Your bedroom is. (upstairs)
-

6. We don't go skiing. (in summer)

---

7. Cats can hear. (well)

---

8. I saw him. (there)

---

9. The girl speaks English. (fluently)

---

10. I have seen that film. (never) / (before)

---

### INTEGRATED GRAMMAR EXERCISES

**1. In the following paragraph one word has been omitted from each line. Mark the place where you think the word has been omitted and write the word in the space provided:**

Patriotism is the love one's own country.	(a)	_____
It teaches a man love his own	(b)	_____
native land more than else.	(c)	_____
A patriot thinks that sacrifice	(d)	_____
is too great his own country. He is	(e)	_____
ever to die for his motherland.	(f)	_____
But narrow-minded exclusive patriotism	(g)	_____
is dangerous. Patriotism often people	(h)	_____
unjust in their estimate people of other	(i)	_____
countries.		

**2. The passage given below has one error in each line. Underline the error and write the correct word in the space provided.**

TV has become a very popular mood	_____
of entertainment that have unfortunately	_____
made children more and most addicted	_____
to watching it. The TV pretend to	_____
dominate his daily routine and many a	_____
time children don't hesitate	_____
to ignore studies, because of their addictions	_____
to stay fix to the TV sets.	_____

**3. Unscramble the following:**

a) the Romans/an independent/although/was/dominated/Egypt/by/kingdom

---

b) River Nile/importance/its rich/watered/its/by the/came/farmland/from

---

c) allied/Julius Caesar/Cleopatra/with/recognised/and/its importance/himself

---

### **Section D (Literature)** **Gogol's First Day**

Neelanjana Sudeshna "Jhumpa" Lahiri, born on July 11, 1967, is an American author. She was born to Bengali Indian emigrants. She is known by her nickname or in Bengali, her "Daaknaam", Jhumpa. She is the recipient of the O'Henry award and the prestigious Pulitzer Prize. *The Namesake* is her first novel. 'Gogol's First Day' is an extract from, *The Namesake*.

The Ganguly family in "Gogol's First Day" are traditional Bengalis from Calcutta who happened to settle down in USA and make it their adopted home. Poised uneasily atop the complex and confounding fault lines common to immigrant experience, they go through familiar struggles between new and old, assimilation and cultural preservation, striving toward the future, while longing for the past. In this extract one such struggle is deftly portrayed when the Bengali couple go to admit their first child into an American School. The boy who was named as Gogol after his father's favourite Russian novel was told that he would be admitted to the school by his good name Nikhil.

There is a lot of emotional history behind the choice of this name. The grandmother was to have named the child but is in India and the young couple lives in eternal wait for a letter that never arrives. Later, she falls ill and dies before a name is suggested. The child is born in America and the hospital urges that a name be given to the baby immediately on his birth to avoid complications later. Jhumpa Lahiri writes about the experience of this traditional Indian family that is staunch in its belief and is trapped by the formalities abroad. Gogol's father Ashoke, had been in a near fatal train accident as a young man. Fortunately, he was saved by the fluttering of the leaves of the book that he had been reading, which had caused the rescue team to notice and save him. The book was one written by Nikolai Gogol. In gratitude for his new life, he immediately names the newborn Gogol. Gogol's parents hope that this will remain as a pet name and a proper 'good name' will be given to him formally, as is the practice with Bengali families. Following Bengali custom the child is to have two names, a pet name and a good name. As the boy enters school, the parents attempt to convert his unusual name Gogol to more typical one as Nikhil. The boy however stolidly rejects the transition refusing to become as he thinks, "someone he doesn't know.". He refuses to answer to his new name and as a consequence is mistaken for not being able to understand English.

Fortunately the Principal values the child's preference and admits him as Gogol. As his education begins Gogol reaffirming his distinctive identity proudly signs all his creative work as Gogol G. The cultural differences and the confusion that ensue makes this chapter endearing. Each party to the case is earnest in its appeal. The father for

wishing to maintain Nikhil as his son's first name, and Gogol, for wanting to maintain his identity with the name he knows. Mrs. Lapidus is perplexed by the wishes of the parents and the discomfort of the little boy. Eventually, she prioritizes the individuality of the child and his preference, much to the dismay and initial stupefaction of the parents. They ultimately resign to the norms of American society and accept their new life.

### Vocabulary

Immigrants: People who come to live permanently in a foreign country elementary: the most basic stage of education

braids: a plait of hair

lower case : small letters as opposed to capitals overalls : loose- fitting garments worn over other clothes clogs: shoes with thick wooden sole

Staunch: Firm

Fortuitously: happening by a lucky chance

Ensnue: result, follow Perplexed: confused, puzzled

Stupefaction: bafflement, incomprehension

### Questions

1. Why do you think Gogol looked down at his sneakers when the Principal welcomed him to the elementary school.
2. What did the author mean by stating that Mrs Lapidus, "not had to go through this confusion with the other two Indian children"?
3. Ashoke says "It is very common for a child to be confused at first".
  - a. What according to Ashoke had confused the child?
  - b. On what basis did Ashoke assure that the child would get used to it?
  - c. Give another word for accustomed.
4. Why is Gogol afraid to be called Nikhil?
5. Who is Mrs. Lapidus? Why does she wonder if Nikhil follows English?
6. "There seems to be some confusion...according to these documents your son's name is Gogol."
  - a) Who is the speaker of these lines?
  - b) What is the confusion being referred to?
  - c) What are the contentions of the father?
7. How is Gogol's' schooling different from what his parents have known? Provide examples in support of your answer.
8. Describe some of Gogol's school activities. Do you recall some activities that you did when you were in kindergarten?
9. Your name:
  - a) Are you happy with the name that you are given? If given a choice, would you change it?
  - b) Who chose your name? Is there an interesting story to it?

- c) If someone were to start calling you by a different name from tomorrow how would you feel?
- d) Do you have a pet name? If not, imagine that you have one. Would you like it to be used by your teachers at school? Explain why or why not.

### **House with the Grey Gate**

Tabish Khair

In my street there is a white house with a little grey gate  
That is slightly off one hinge and always open.  
An old woman sits on its porch and knits,  
Looking up when the gate creaks with age or wind,  
Expecting someone; though no one comes, nor has come for years.  
An old man sometimes tidies up the faded garden  
Where shrubbery has spread, refusing to be weeded out.

Ever since I moved here I have seen this little white house-  
With the old man and the old woman and an old pattern of life-  
Refusing to be weeded out from this skyscraping street;  
Where two people had grown roots, once, scattered seeds,  
And now, with a hope stubborn as weeds,  
Still peer through curtained windows when the gate creaks.

TabishKhair is an indian writer in English. This poem gives us an unforgettable image of an old couple who live alone in their own house with a grey gate, waiting for visitors-they are a relic from the past in a street that has rushed into the future. The poem tells us that the old couple have become out of place and unwanted in a place where they had lived their lives. It also tells how they refuse to change their life pattern, clinging to stubbornly to hope.

1. *'Refusing to be weeded out from the skyscraping street'*
  - a) Identify the poetic devices.
  - b) Who/ what is refusing to be weeded out?
  - c) Why are they called 'weeds'?
2. Why do you think the gate is always open?
3. The old woman looks "expectantly" each time the gate creaks. Who do you think she is expecting?
4. What or who peers through the curtain at the end of the poem and why?
5. Describe the house with the grey gate. What kind of a place is it?
6. Were the old couple always like weeds? Or were they like good trees once? Justify your answer. (How are they different now? Did they raise a family there?)
7. Do you think knowledge can be a substitute for experience? Discuss.

**VALUE POINTS**

- The old couple peers through the curtains.
- Look forward to visitors and perhaps their children who have left them.
- Their lives have stood still in time while the others around them have advanced.
- Look for someone or something from their past life which is familiar to them.
- Old-fashioned, not well looked after

**Month: July**

**Section A (Reading)**

**1. Read the following poem carefully and answer the questions that follow:**

**Anger**

Anger in its time and place  
 May assume a kind of grace.  
 It must have some reason in it,  
 And not last beyond a minute.  
 If to further lengths it go,  
 It does into malice grow.  
 'tis the difference we see  
 'twixt the serpent and the bee.  
 Puts you to some little pain,  
 But it *never stings again*.  
 Close in tuften bush or brake  
 Lurks the poison –swelled  
 snake Nursing up its cherished  
 wrath; In the purlieux of path  
 In the cold, or in the warm,  
 Mean good, or mean him harm  
 Whensoever fate may bring you,  
 The vile snake will *always sting you*

**1. How is malice different from anger?**

---



---



---



---

**2. a) How does anger grow into malice?**

---



---



---

**b) Who 'cherishes' wrath? How does it affect him?**

---

---

**3. Explain the simile (of the bee and the serpent) used here in your own words.**

---

---

**4. What is the message of the poem?**

---

---

---

**5. Compare the poems 'Anger' and 'Poison Tree' with respect to what they say about anger and hatred.**

---

---

---

---

**2. Read the following paragraph carefully.**

Born in Kausauli on 19<sup>th</sup> May 1934 in pre-independence India, Ruskin Bond is the quintessential Indian writer in English and a lifelong lover of India. Bond spent his early childhood in Jamnagar, Dehradun and Shimla. His parents divorced when he was young and he had a rather solitary childhood. In 1944, Ruskin Bond's father passed away and he was raised by his mother. He completed his education at Bishop Cotton in Shimla in 1952.

Ruskin's love for books and writing had come early to him, since his father always surrounded him with books and encouraged him to write little descriptions of the surrounding natural beauty, as he took Rusty on hikes around the hills. It was after school, that he began to carve out a niche as a writer.

Soon after schooling, Ruskin left India to live in London. There, he took up odd jobs like

working for a travel agency and a photography shop. He lived there for four years, but memories of India continuously haunted and overwhelmed him.

Bond wrote his first story, 'Room on the Roof' at the age of 17. It won him instant recognition and also the John Liewellyn Rhys Prize in 1957, awarded to a British Commonwealth writer under 30. The book captured the vibrant mystique of the Himalayas, and evidently earned him his passage to India too. With the money he earned from this book, he bought a ticket to India- his home for the rest of his life. Upon returning, Bond chose to settle in the charming landscape of Dehradun and begin his career as a freelance writer. He wrote 'Vagrants in the Valley', as a sequel to 'The Room on the Roof'. In the following year several of his non-fiction books were also published by Penguin India. Bringing the past and the present together is Ruskin Bond's specialty. A career, now spanning four decades, has won him tremendous critical acclaim. His writing is full with unassuming humour and quiet wisdom. His stories are sensitive and manifest a deep love for nature, Indian people and their eccentricities.

In 1987, the Indian Council for Child Education recognized his pioneering role in the growth of children's literature in India, and awarded him the Sahitya Akademi Award in 1992 for 'Our Trees still Grow in Dehra'. He won the Padma Shri in 1999.

Bond's novel 'The Flight of Pigeons' has been adapted into the acclaimed Merchant Ivory film Junoon. Short stories from collections such as 'The Night Train at Deoli, 'Time Stops at Shamlí' have been included in school text books.

In the year 2007, the Bollywood director Vishal Bhardwaj made a heart-warming film based on his popular novel for children, 'The Blue Umbrella'. The movie won the National Award for the Best Children's Film. Media shy, Bond prefers the quiet life of the hills and currently lives in Landour, Mussoorie's well-known Ivy Cottage, which has been home since 1964.

**Now answer the questions given below:**

1. Complete the following statements in your own words.

- a) Ruskin's father played a great role in his becoming a writer because \_\_\_\_\_  
\_\_\_\_\_
- b) Ruskin returned to India because \_\_\_\_\_  
\_\_\_\_\_
- c) Ruskin's stories are loved because they \_\_\_\_\_  
\_\_\_\_\_

2. **Pick up the right answer**

- a) 'Earned his passage to India' means
- Wrote a passage on India
  - Earned money to buy his ticket
  - Went through a passage to reach India
- b) Ruskin is settled in
- London
  - Dehradun
  - Mussoorie

**3. State whether TRUE or FALSE**

- a) Ruskin Bond is an Indian. \_\_\_\_\_
- b) Ruskin was inspired by several Indian writers who wrote for children. \_\_\_\_\_
- c) Ruskin loves to meet the public and the press. \_\_\_\_\_
- d) Ruskin Bond lives in Dehradun. \_\_\_\_\_

**4. Find words from the passage that mean the same as**

- a) A special position \_\_\_\_\_
- b) Among the first \_\_\_\_\_

**Section B (Writing)****Article Writing**

An article presents information on a variety of themes in a long and sustained writing piece. It usually expresses diverse opinion on some issue of social interest.

**POINTS TO REMEMBER**

- Give a title at the top followed by the **writer's name**.
- Title should catch the reader's attention and capture the theme.
- An article should contain:
  - An introduction to the theme/topic in one paragraph.
  - The body of the article discusses the **causes/effects/present state of things** in two or three paragraphs.
  - The conclusion carries **suggestions/measures to improve the situation**, personal observations, predictions and summing up of the main points raised in the article.
- The article should be well **organized, systematic and logical**.
- Write **simple short sentences** with emphasis on flow and connectivity.
- Pay attention to **grammar, vocabulary and spellings**.
- Make your article as interesting as possible. **Originality of ideas** is required.
- Read newspaper articles regularly and be in touch with what's happening around the world.

**Guidelines for Better Writing**

An article is a long writing piece consisting of several paragraphs. Each paragraph is made of several sentences all dealing with one central idea or point.

- Most sentences should be of medium length, but all should not be of the same length. Your essay will be more interesting if you use a mix of long, medium and short sentences.

- Avoid very long sentences. Some writers use long and complex sentences that are both easy to understand and grammatically correct. However, as students, long sentences tend to become muddled and difficult to follow.
- Get rid of unnecessary words. For instance, what's the need to say, 'We were in Delhi for a period of three months when you can easily say the same thing by 'We were in Delhi for three months.' Another example is, 'The population of India is expected to increase in the coming future' and 'The population of India is expected to increase in the future.'
- Replace phrases with single appropriate words wherever possible.  
**For Example:** The teacher talked to Rahul in a kind way. → *The teacher talked to Rahul kindly.*
- Use the passive voice only when absolutely necessary. The active voice is usually better.  
**For Example:** The gardener was given instructions by the housekeeper to do the watering of the plants in the evening. (Passive) Whereas the active will be → *The housekeeper instructed the gardener to water the plants in the evening.*
- Do not repeat the same words and phrases too often in a paragraph.  
 Manjit is a nice girl. She lives in a nice house with her parents, her sister and a very nice cat.
- Long, difficult and fancy sounding words are not always better than simpler, shorter ones. Usually the opposite is true.  
**For Example:** More than a hundred individuals applied for the job. → *More than a hundred people applied for the job.*
- Avoid using **reason is that.** Instead use **because.** Try not to begin sentences with 'there is' or 'there are'.  
 The reason I am sad is that my friend has moved to a new school. → *I am sad because my friend has moved to a new school.*  
There is a man waiting for you. → *A man is waiting for you.*  
There are many ways of solving the problem. → *We can solve the problem in many ways.*
- Use action verbs instead of abstract nouns.  
**For Example:** The police are engaged in an investigation of the crime.  
 ↓  
*The police are investigating the crime.*

We have expectations that the completion of the construction will be achieved in November. → *We expect that the construction will be complete in November*

**Write short articles on the following topics.**

1. The Importance of Dressing Properly
2. 'Today's Fashion' compared to the time your parents were young.
3. The pros and cons of social networking websites
4. Delhi: a City of Unruly Traffic and Road Rage
5. Discipline in Schools

**Section C (Grammar)**

**Infinitives and Participles**

**Infinitive** is the verb form expressed as: **to + the root form of the verb**. It expresses the purpose of the action.

**Examples:**

1. *I want to go.*
2. *I want you to go home.*
3. *We want to see the play.*
4. *To see a shooting star is good luck.*
5. *To fight against those odds would be ridiculous.*

Please remember that like infinitives don't change with case or tense. This means that if the main verb in a sentence is in past tense, the infinitive will still have the base form of the verb

*For example:*

*I want to attend the party*

*She wanted to attend the party*

*They will surely convince me to attend the party.*

**Split infinitives** occur when additional words are included between *to* and the verb in an infinitive. Many readers find a single adverb splitting the infinitive to be acceptable, but this practice should be avoided in formal writing.

**Examples:**

*I like to on a nice day walk in the woods. \**

*(unacceptable) On a nice day, I like to walk in the woods.*

(revised)

*I needed to quickly gather my personal possessions.* (acceptable in informal contexts) *I needed to gather my personal possessions quickly.* (revised for formal contexts)

A **participle** is a verb that is used as an adjective and most often ends in *-ing* or *-ed*. Since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: **present participles** and **past participles**. Present participles end in *-ing*. Past participles end in *-ed*, *-en*, *-d*, *-t*, or *-n*, as in the words *asked*, *eaten*, *saved*, *dealt*, and *seen*.

- *The crying baby had a wet diaper.*
- *Shaken, he walked away from the wrecked car.*
- *The burning log fell off the fire.*
- *Smiling, she hugged the panting dog.*

### **EXERCISES**

**1. Insert infinitives given below in the correct places to complete these sentences:**

To buy, to study, to give, to have, to speak, to learn, to go, to get, to come, to sing, to read, to work, to act

1. I want Spanish in Spain

I want to learn Spanish in Spain.

2. I would like with you in the new film.

---

3. Raj has to the conference to present his paper on "Nutrition".

---

4. They have asked him to work from next week.

---

5. Mrs Singh will go to the market Diwali gifts.

---

6. The students of VIII- J have resolved hard this year.

---

7. My friend Astha, has been asked on the radio from next month.

---

8. Abha asked me this letter and these papers.

---

9. I would like top marks in the final examination.

---

10. I would like some time off now.

---

11. Shrey has asked me some proposal for the project today evening.

---

12. I would like you from this book for your Research Project.

---

**2. Combine these sentences using infinitive:**

1. I have to choose some books for the library. Will you help me?

---

2. I can swim. I learnt when I was very young.

---

3. Hansa will be home by ten o'clock. That is certain.

---

4. Leena did not have any extra money. She couldn't donate anything to the cause.

---

5. Vani went shopping with her mother. She wanted a pair of shoes.

---

6. The police have called Narain to the police station. They want his help with a case.

---

7. This is a difficult problem. Only a clever person can solve it.

---

**3. Join these sentences using the infinitive:**

a) Paris persuaded Helen the Queen of Greece. He got her to sail away with him to Troy.

---

b) Angry Menelaus called upon all the kings of Greece. He asked them to help him recover his wife.

---

c) The Greeks quickly assembled an army. They did this to fight the Trojans.

---

d) Menelaus invited his brother Agamemnon. He requested him to command the army.

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e) Many illustrious warriors like Ajax, Nestor and Odysseus came. They came to take part in the war.

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f) Achilles was a great warrior. He was the greatest warrior to take part in the war.

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**4. Fill in the blanks with the correct form of the verb:**

a) \_\_\_\_\_ (to anticipate/anticipate/anticipated/anticipating) the anger of the Greeks, when his brother Paris brought Helen to Troy, Hector started \_\_\_\_\_ (to prepare/ prepare/ prepared/preparing) for the war he knew was coming.

b) He knew that he must \_\_\_\_\_ (fight/fighting/to fight/fought) for his family honour, but was saddened by the circumstances that now set hero against hero.

c) The warriors waiting \_\_\_\_\_ (fight/fighting/to fight/fought) on the Trojan side were also great heroes Aeneas, Glaucus and Sarpedon.

d) After \_\_\_\_\_ (to prepare/prepare/prepared/preparing) for two years, the Greek fleet and army assembled and set out for Troy.

e) For nine years the \_\_\_\_\_ (impose / to impose / imposing / was imposing) Greek army besieged Troy.

f) The two armies fought hard and long but neither side managed \_\_\_\_\_ (winning / win / to win / was winning) over the other.

g) Achilles' brilliant \_\_\_\_\_ (fought / to fight / fighting / were fighting)

soon showed that he was the bravest and most \_\_\_\_\_ (to dare / daring / dared / dares) of the Greek warriors.

- h) However, he quarreled with Agamemnon, his commander in the war, and refusing \_\_\_\_\_ (to fight / fighting / fought / am fighting) he sulked for days in his tent.
- i) After this, the war went badly for the Greeks. Patroclus, Achilles' best friend, persuaded Achilles \_\_\_\_\_ (to lend / to lend / lending / am lending) him his armour.
- j) He hoped that \_\_\_\_\_ (wore / worn / wearing / to wear) Achilles' armour would deceive the Trojans into \_\_\_\_\_ (thought / to think / thinking / think) that Achilles had once more come out \_\_\_\_\_ (to fight / fighting / fought / am fighting) against them.
- k) Thus \_\_\_\_\_ (deceiving / deceived / deceive / to deceive), Hector fought with Patroclus and killed him.

**5. Combine these pairs of sentences. Use the verb given in brackets as a participle to start the sentence.**

- a) Achilles learned of his friend's death. He swore to take revenge. (learn)  
\_\_\_\_\_
- b) He rejoined the Greek army. He fought so fiercely that the Trojans withdrew into the city. (rejoin)  
\_\_\_\_\_
- c) Hector refused to retreat. He was left alone on the battlefield. (refuse)  
\_\_\_\_\_
- d) Hector saw that he was facing the real Achilles. He was afraid and ran towards the city gates. (see)  
\_\_\_\_\_
- e) Achilles ran faster. He cut off Hector's retreat. (run)  
\_\_\_\_\_
- f) Achilles chased Hector. Three times they circled the walls. (circle)  
\_\_\_\_\_

- g) Hector saw that escape was impossible. He turned to fight.( see)  
\_\_\_\_\_
- h) Achilles killed Hector with a thrust of his spear. He shouted in triumph.(kill)  
\_\_\_\_\_
- i) The Trojans suffered a serious setback with Hector's death. The Trojans were very disheartened. (suffer)  
\_\_\_\_\_

**6. Fill in the blanks with the correct form of the verb given in brackets:**

- a) The Greeks began to despair of ever \_\_\_\_\_ the city of Troy.(conquer) They decided to trick the Trojans.
- b) They pretended \_\_\_\_\_ (abandon) the siege, and \_\_\_\_\_ (sail) away but anchored at an island nearby. They left a huge wooden horse as a gift for the Trojans.  
This horse was hollow and the Greeks had left armed soldiers inside.
- c) The Trojans came \_\_\_\_\_ (look) at the abandoned camp.
- d) They \_\_\_\_\_ (find) the huge wooden horse there and wondered what it could be. Just then some Trojans appeared, dragging a captive. It was a young Greek boy.
- e) The Trojans promised \_\_\_\_\_ (spare) his life if he answered their questions truthfully.
- f) "My name is Sinon," said the young Greek. "My countrymen \_\_\_\_\_(abandon) me Because I committed an offense. The wooden horse is a peace offering to the goddess Athene. The gods \_\_\_\_\_(tell) us that if you Trojans took possession of it, then we would lose the war. We have made the horse huge so that you cannot carry it into the city."
- g) On hearing this, the Trojans eagerly began \_\_\_\_\_(drag) the enormous horse into Troy.
- h) They \_\_\_\_\_(place) it in the main square so that everyone could see it as a sign of their victory.
- i) They spent the rest of the day \_\_\_\_\_(celebrate) and \_\_\_\_\_(feast). At last, exhausted from their festivities, they went to their homes and fell into their beds.

- j) When the city was quiet, Sinon let out the armed men hidden in the body of the horse. They \_\_\_\_\_(open) the gates of Troy and let in their companions who \_\_\_\_\_(return) under cover of darkness. The Greeks set fire to the city in which most of the Trojans died.
- k) Hastening to the palace, Menelaus found Helen and took her back to Sparta. Troy \_\_\_\_\_(fall) and the city was completely \_\_\_\_\_(ruin).

Therefore BEWARE OF THE GREEKS BEARING GIFTS!

**7. Fill in the blanks with the correct form of the verb in the brackets:**

1. Salma decided \_\_\_\_\_ (make) some lime juice.
2. After \_\_\_\_\_ (cut) the limes she removed the seeds.
3. She added sugar after \_\_\_\_\_ (squeeze) the juice of the limes in a bowl.
4. After that, Salma added a little warm water \_\_\_\_\_ (dissolve) the sugar.
5. She also stirred the sugar well \_\_\_\_\_ (make) sure that all of it had dissolved.
6. Then, \_\_\_\_\_ (use) a strainer, she strained the juice into a glass.
7. \_\_\_\_\_ (have) done that, she added ice and some cold water.
8. Finally, she added a pinch of salt \_\_\_\_\_ (bring) out the flavour.

**8. Circle the correct words from those given in brackets:**

1. My watch has stopped (to work/ working)
2. I would like (to buy/ buying) a better one.
3. I don't know where (to go/ going) for one.
4. In the meantime, I will ask the shop (to mend/ mending) it.
5. Do you enjoy (to watch/ watching) movies

**9. Combine the following pairs of sentences using infinitives.**

1. He did not have even a penny with him. He could not buy a piece of bread.
2. The team has a captain. He leads other team members.
3. You must give me the keys of the safe. If you do that you will be able to save your life.
4. We went to Ajmer last week. Our intention was to visit the shrine of KhwajaPir.
5. I speak the truth. I am not afraid of it.
6. The robber took out his knife. His intention was to frighten the traveler.
7. He has to support his family. He works hard for that reason.
8. The management called a meeting of the employees. They wanted to discuss their requirements.
9. He helps the poor. He is anxious to relieve them of their offerings.
10. I have no interest in politics. I must admit it frankly.

**10. Combine the following pairs of sentences using a participle.**

1. He was rejected by his family. He decided to become a monk.
2. Who is that pretty girl? She is sitting in the corner.
3. Many people were invited to the party. Most of them didn't turn up.
4. I didn't know what to do. I called the police.
5. He was sitting at a table. The table was covered with papers.
6. Who is that girl? She is dancing with your brother.
7. She had lost much blood. She became unconscious.
8. I failed my engineering exams. I took up cheating.
9. I lost all my money. I went home.
10. She ran out of the room. She was screaming

**INTEGRATED GRAMMAR EXERCISES****1. The following passages have not been edited. There is one error in each line. Underline each error and write the correction in the space provided:**

The Oval Office is the American Presidents formal \_\_\_\_\_  
 workspace, where he confers by the Heads of States, \_\_\_\_\_  
 Diplomats, his staff, and other dignitaries, which he \_\_\_\_\_  
 often addressed the American public and the world on \_\_\_\_\_  
 TV or radio; and where he dealt with the issues of the day. \_\_\_\_\_  
 The first Oval Office was build in 1909 in the center of the \_\_\_\_\_  
 south side of the west wing; on 1934 it was moved to its \_\_\_\_\_  
 current location on the south-east corner overlooking the \_\_\_\_\_  
 Rose garden.

**2. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction beside it.**

One always thinks that caterpillars are lazy  
 who do anything but eat.  
 recently research shows that this is  
 not truth. While munching, they also  
 talk to every other and decide on  
 where to went for their next feast.  
 Like much other creatures caterpillars  
 also lived in community .

**Incorrect    Correct**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

**3. Fill in the blanks with a suitable word.**

The legendary Cleopatra (a) \_\_\_\_\_ been portrayed many time since Shakespeare, in  
 other plays, paintings and films. The 1960s epic film, Cleopatra, (b) \_\_\_\_\_

Elizabeth Taylor, became as much (c) \_\_\_\_\_ a by-word (d) \_\_\_\_\_ extravagance in its day as Cleopatra's court had been (e) \_\_\_\_\_ the Romans. It is said that Cleopatra (f) \_\_\_\_\_ in difficult times, and she (g) \_\_\_\_\_ her country's independence and political power as best as she could. (h) \_\_\_\_\_ her own people, she might have presented a very different picture (i) \_\_\_\_\_ the one that has come (j) \_\_\_\_\_ to us.

### Merchant of Venice

In Belmont, Portia shows the prince of Morocco to the caskets, where he will attempt to win her hand by guessing which chest contains her portrait. The first casket, made of gold, is inscribed with the words, "Who chooseth me shall gain what many men desire" (II.vii.37). The second, made of silver, reads, "Who chooseth me shall get as much as he deserves" (II.vii.23). The third, a heavy leaden casket, declares, "Who chooseth me must give and hazard all he hath" (II.vii.16). After much pondering, the prince chooses the gold casket, reasoning that only the most precious metal could house the picture of such a beautiful woman. He opens the chest reveal a skull with a scroll in its eye socket. After reading a short poem chastising him for the folly of his choice, the prince makes a hasty departure. Portia is glad to see him go.

The prince of Arragon is in Belmont to try his luck at winning Portia's hand in marriage. When brought to the caskets, he selects the silver one, confident that he "shall get as much as he deserves". Inside, he finds a portrait of a blinking idiot, and a poem that condemns him as a fool. Soon after he departs, a messenger arrives to tell Portia that a promising young Venetian, who seems like the perfect suitor, has come to Belmont to try his luck at the casket game. Hoping that it is Bassanio, Portia and Nerissa go out to greet the new suitor.

Portia begs Bassanio to delay choosing between the caskets for a day or two. If Bassanio chooses incorrectly, Portia reasons, she will lose his company. Bassanio insists that he make his choice now, to avoid prolonging the torment of living without Portia as his wife. Portia orders that music be played while her love makes his choice. Like the suitors who have come before him, Bassanio carefully examines the three caskets and puzzles over their inscriptions. He rejects the gold casket, saying that "[t]he world is still deceived with ornament", while the silver he deems a "pale and common". After much debate, Bassanio picks the lead casket, which he opens to reveal Portia's portrait, along with a poem congratulating him on his choice and confirming that he has won Portia's hand.

The happy couple promises one another love and devotion, and Portia gives Bassanio a ring that he must never part with, as his removal of it will signify the end of his love for her. Nerissa and Gratiano congratulate them.

1. Why did the prince of Morocco choose the gold casket?

2. "Thus hath the candle sing'd the moth."
  - a. Who said the above lines?
  - b. Why did the speaker say this? Explain.
3. What were the reasons for the Prince of Arragon choosing the silver casket?
4. "The lott'ry of my destiny bars me the right of voluntary choosing."
  - a. Who said the above lines and to whom?
  - b. What does she mean when she says 'the lott'ry of my destiny'?
  - c. What bars her from choosing?
5. "O love, be moderate, alloy thy ecstasy in measure rain thy joy, scant this excess!"
  - a. Why does she say the above lines?
6. Why did Bassanio reject the gold casket?
7. "And you shall see 'tis purchased by the weight. Which therein works a miracle in nature, making them lightest that wear most of it."  
Explain the above lines
8. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.
9. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

### Poison Tree

Poison Tree forms a part of William Blake's collection of poetry called the **Songs of Innocence and Experience**.

In this poem, the central metaphor explains the truth of human nature. It tells us how anger can be dispelled by good will or nurtured to become deadly poison.

The poem depicts with terrible honesty, the hatred of which man is capable and the cunning with which we can conceal our anger. This anger is not the anger we call 'in the heat of the moment,' but 'wrath', a brooding, festering anger.

Perhaps the most shocking word is 'glad'. This is not innocent gladness, but almost devilish self-satisfaction of the one poisoning. This is triumphant gloating with no signs of guilt and remorse.

As with many of his poems, Blake wants to impart a moral lesson. He suggests that holding a grudge can be fatal to one's self as well as to the object of anger. Remaining silent about our anger only hinders our personal and spiritual growth making us bitter and that a grudge left unchecked becomes dangerous, even murderous, and sometimes an obsession.

**1. Complete the summary of the poem Poison Tree by filling in the blank spaces with suitable words/phrases.**

The speaker was angry with his friend. He talked about it and his anger\_\_\_\_\_.

In another situation, the speaker was angry with his foe. He kept it \_\_\_\_\_ and the anger\_\_\_\_\_ like \_\_\_\_\_. Inwardly he shed \_\_\_\_\_ of \_\_\_\_\_, but he maintained a \_\_\_\_\_ exterior. The poison tree grew rapidly and bore \_\_\_\_\_. The enemy saw it and stealthily \_\_\_\_\_. As a result, the next morning, the speaker found his enemy \_\_\_\_\_. He was glad to see his enemy in that situation. In the last stanza, the \_\_\_\_\_ of the speaker shows that\_\_\_\_\_.

2. What is the underlying message in the poem? How does it impact humanity at large?
3. How is the poem a metaphor?
4. 'And it grew both day and night,  
Till it bore an apple bright'  
a) Name the poet.  
b) What does 'it' refer to?  
c) What helped it to grow?  
d) What did it result in?
5. Can communication be a solution to religious intolerance?

**VALUE POINTS**

- The growing anger in the speaker is compared to the growth of a tree.
- Just as a tree grows on water and sunshine so does anger need sorrow, hatred, jealousy and tears.
- Allowed to be kept inside, the anger grows till it bears fruit just like a tree will bear fruit.
- The fruit is full of the poison of hatred, jealousy, envy and a brooding anger which has been allowed to grow and fester into malice.
- The end result is naturally then of taking revenge and rejoicing in one's victory over the enemy.

\*\*\*\* Directions (Q. 1-5): In the following questions some of the parts are in bold. To make the sentence correct, you have to replace the bold part with the correct alternative given below.

If the sentence is correct as it is, please give e) as your answer (i.e. No correction required).

1. There was a question about Akbar in the exam, thank goodness **I brushed over on him**.

- a) brushed on him
- b) brushed about on it
- c) brushed up on him
- d) brushed aside on him
- e) No correction required

2. Sachin is working part time in a factory to **put himself on** university.

- a) put himself about
- b) put him throughout
- c) put himself in
- d) put himself through
- e) No correction required

3. The number of visitors begins to **taper off** in late autumn.

- a) taper in

- b) taper on
- c) taper up
- d) taper down
- e) No correction required
4. The committee rejected the **idea at the first**, but they are now warming to it.
- a) ideas about the first
- b) idea at the first
- c) the idea at first
- d) the idea first
- e) No correction required
5. Katrina was cautioned by the police and she was scared that news of this **would get out** in her home town.
- a) would get up
- b) would get off
- c) would get around
- d) will get about
- e) No correction required

\*\*\*\* **Spell zone**

- A. Fill in the blanks with ie or ei  
Example: Receive

1.	Dec__ __ ve	11.	Br__ __ f
2.	Ach__ __ ved	12.	Ch__ __ f
3.	Bel __ __ ve	13.	Misch__ __ f
4.	For__ __ gn	14.	Gr__ __ f
5.	Fr__ __ nd	15.	F__ __ rce
6.	P__ __ ce	16.	P__ __ rced

7.	W__ _ rd	17.	Retr__ _ ve
8.	F__ _ ld	18.	Rel__ _ ved
9.	D__ _ sel	19.	Hyg__ _ ne
10.	Rel __ _ f	20.	N __ _ ce

B. Fill in the blanks using words from the list above.

- The tribe elected a new \_\_\_\_\_.
- The child is getting up to \_\_\_\_\_ again.
- We taught our dog to \_\_\_\_\_ a ball.
- After the exam, I felt an incredible sense of \_\_\_\_\_.
- May I please have a \_\_\_\_\_ of cake?
- My new car runs on \_\_\_\_\_.
- I couldn't wear these earrings because my ears aren't \_\_\_\_\_.
- Lucy was \_\_\_\_\_ when she received her report card.
- Spain was the first \_\_\_\_\_ country she had visited.
- I've been working all day, but I feel as if I've \_\_\_\_\_ nothing.
- I didn't want to \_\_\_\_\_ people into thinking that I'm not the villain.
- Emma's sister is a bit \_\_\_\_\_, but she's all right.
- Richard is my closest \_\_\_\_\_ - we've known each other since we were five.
- The cows were all standing in one corner of the \_\_\_\_\_.
- Rama's death caused great \_\_\_\_\_.
- The tiger in 'The Life of Pi' was very \_\_\_\_\_.
- The instructions were too \_\_\_\_\_.
- Good \_\_\_\_\_ keeps germs away.
- My brother's daughter, Ana is my \_\_\_\_\_.
- He's upstairs doing his homework, \_\_\_\_\_ it or not.

**Month: August-September****Reading Comprehension****The Sportsman**

The road was hilly, the wind was strong, The laddie  
gallantly struggled along  
With never a glance at the downward way  
Where his comrades shouted and laughed in play. Though  
he longed to be there and join the sport, In his brave little  
heart he crushed the thought,  
'If I went,' he said, 'I should certainly rue it,  
When you've promised a thing, you are bound to do it.'

The pitch was slippy, the bowling hard, A weary  
batsman stood on guard,  
He'd come to the field with aching head  
But the game depended on him, they said. The sun  
burnt hot on his tired back,  
And just for a moment he thought he'd slack,  
He was sorely tempted to lose a wicket:  
'twould be easy,' he thought, 'but that wouldn't be cricket!'

In life sometimes things won't go well,  
And Duty is a difficult word to spell,  
A high ideal as the worthiest prize  
Will shun the evil and follow the good  
And say to himself as a brave lad should.  
'It only needs grit, and I must not lack it;  
The world's a hard nut, but I mean to crack it!'

**1. Find words from the poem which have the opposite meaning of:**

- a. Upward
- b. Good

**2. On the basis of reading the poem, complete the summary with one or two words:**

Although the road was hilly and the wind was strong, the young lad went ahead courageously. He refused to glance at his (a).....who were playing very happily. Though he was (b).....by what he saw, he did not give in to the (c) ..... He said to himself, "I shall regret it if I do not keep my (d) ..... . The batsman continued to play, although he was very tired and had a (e) ..... He did not mind the burning (f) ..... . He was almost close to (g) ..... due to his fatigue but said to himself that it wouldn't be cricket if he (h) ..... a wicket so easily. In life too, one (i) ..... similar situations as the laddie and the batsman. But, a (j) ..... has his goals clear and does not (k) ..... from his path to achieve his high ideals. A winner often reminds himself that he must not (l) ..... in strength of character, which will help him realize his goal.

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

### **The Cloud**

I bring showers for the thirsting flowers,  
From the seas and the streams;  
I bear light shade for the leaves when laid  
In their noonday dreams.  
From my wings are shaken the dews that waken  
The sweet buds every one,  
When rocked to rest on their mother's breast,  
As she dances about the sun.  
I wield the flail of the lashing hail,  
And whiten the green plains under,  
And then again I dissolve it in rain,  
And laugh as I pass in thunder.

I am the daughter of earth and water,  
And the nursling of the sky;  
I pass through the pores of the ocean and shores;  
I change, but I cannot die.  
For after the rain when with never a stain,  
The pavilion of heaven is bare,  
And the winds and sunbeams with their convex gleams,  
Build up the blue dome of air,  
I silently laugh at my own cenotaph,  
And out of the caverns of rain,  
Like a child from the womb, like a ghost from the tomb,  
I arise and unbuild it again.

**Based on the reading of the above poem answer the following questions on your own or by selecting the correct option**

**1. Who was rocked to rest on their mother's breast?**

- a. It was the earth.
- b. It was the buds.
- c. It was the leaves
- d. It was the clouds

**2. Which figure of speech is used in the line 'As she dances about the sun'?**

- a. simile
- b. metaphor
- c. personification
- d. transferred epithet

**3. Where in the poem is the cloud compared to a painter?**

- a. I bear light shade for the leaves.
- b. The pavilion of heaven is bare.
- c. When the whirlwinds my banner unfurl.
- d. And whiten the green plains under.

- 4. 'When rocked to rest on their mother's breast' refers to :**
- Motherly instinct of earth.
  - Mechanisms for good sleep.
  - Rotation and revolution
  - Dance movement.

**5. The cloud in the first stanza has been compared to**

- Earth
- Bird
- Mother
- Flower

**6. Explain "I change, but I cannot die".**

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**7. Give examples of similes used in the last stanza.**

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**8. Give the meaning of "pavilion" and "cenotaph".**

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**Read the passage given below and answer the questions that follow:**

### Fishfalls

For timber worker James Lewis, the sudden shower of rain on 9 February 1859, at the saw mill Glamorgan, Wales, meant that he had to pack away his tools and take shelter until the weather cleared. As he ran through the puddles of rainwater to reach the cover of the tool shed, he felt himself being pelted by a stream of objects falling from the clouds. Then, as he pulled the brim of his hat tighter over his head for protection, he found himself standing in the middle of a downpour of live, wriggling fish.

The brim of his hat was filled with fish, there were fish littered over the roof of the tool shed, and still more fish gasping in the pools of water at the amazed man's feet.

As the sky cleared, the astonished timber worker and his workmates began to gather the fish in some wooden baskets they had with them. Ten minutes later there was another rain squall, and another shower of live fish. It wasn't a widespread spray from the overcast sky, but one

solid line of fish emerging from one section of the clouds.

There is no doubt that whirlwinds and tornadoes can scoop up light objects and small animals from the surface of the earth, scattering them over a wide area. However, in all the reported cases of fishfalls, fish have fallen from almost cloudless skies, unaccompanied by any other debris. No one knows what the mysterious force is that can suck up fish from oceans and lakes, carrying them high in the sky and directing them to fall to earth long after the storms have passed.

**Now answer the following questions.**

1. Was Lewis working at the time of the downpour? Justify your answer.

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2. Tick the right answer-

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a) Lewis was astonished because

- i) They had to collect fish in wooden baskets
- ii) there were fish falling from the clouds
- iii) the brim of his hat was filled with fish

b) The fish were scooped up by a

- i) tornado
- ii) debris
- iii) cloudless sky
- iv) none of the above

3. How many fish showers occurred?

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4. What do the experts say?

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5. What fact about fishfalls is not known to anyone?

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6. Match the following:

	A	B
1	Wood	Wriggling
2	Collected Water	Littered
3	Worm like movement	Overcast
4	Scattered	Downpour
5	Clouded	Pelted
6	Waste	Puddle
7	Hit by objects	Timber

### **Section B (Writing)**

#### **Guided Report**

- A guided newspaper report is a short writing skill to test the students' ability to incorporate the given information in the correct blanks so as to make meaningful and grammatically correct sentences.
- The gaps, in this case, need more than one word.
- The gaps should be filled based solely on the notes provided to you. Do not add any other extra information.
- Keep in mind the tense of the passage. Grammatically incorrect sentences even if factually correct will not be marked right.

#### **Solved Example**

Read the following notes and then complete the given passage.

New Delhi  
April 12, 2006

#### Projections for Waste Management

Current waste generation in the capital city: about 75,000 metric tonnes per day—projected waste generation by 2021: 300,000 metric tonnes per day— suggestions—segregate domestic waste as recyclable, biodegradable and non-biodegradable—develop separate sites for industrial waste disposal. Adopt eco-friendly ways for its management.

April 12, 2006, New Delhi: MCD recently organized a conference on solid waste management. In the conference it was brought out that the municipal waste (a)

generated in the city was about 75,000 metric tonnes per day. If the present rate of waste generation was not checked in time, then, (b) by 2021, the growth rate would escalate to 300,000 metric tonnes per day. Many experts on solid waste management expressed their views on the subject. Speaking on the occasion, the Health Minister, Mr. Ramadoss, said that for waste management the citizens must cooperate with the local bodies. The waste should, at first, be (c) segregated as domestic recyclable, biodegradable and non-biodegradable. There should be (d) separate sites for industrial waste. Many members suggested that for waste management (e) eco-friendly ways need to be adopted.

**Now attempt the following exercises by yourself.**

**1. A reporter made the following notes about a train accident. Using the information given, write out the newspaper report.**

#### TRAIN BLAST KILLS THREE

A bomb—exploded—Delhi-Gawahati North East Express—  
Tuesday night—three bogies derailed—hundred injured—admitted  
in hospitals in Swaminagar district— Railway Minister visits—  
promised enquiry

A bomb (a) \_\_\_\_\_ on (b) \_\_\_\_\_. As a result, three bogies (c) \_\_\_\_\_,  
leading to the death of three persons and (d) \_\_\_\_\_. The (e) \_\_\_\_\_, Mr.  
LaluYadav, (f) \_\_\_\_\_ and \_\_\_\_\_.

**2. Aditi, a newspaper reporter, makes her own notes on a road accident. Use the information given below to complete the report to be sent to the newspaper.**

10:30 a.m. Wednesday

Gulfarm—near Kulfri

Jeep crashes into a deep ditch—Himachal Roadways bus—high  
speed—out of control—jeep opposite direction—head on  
collision—bus bangs into hills—jeep fell—killing driver Kulwant  
Singh—23 bus passengers injured seriously

A road accident took place on the Shimla-Kulfri road at about (a) \_\_\_\_\_. A jeep  
crashed into a deep ditch at Gulfarm. According to an eye witness, a Himachal  
Roadways bus (b) \_\_\_\_\_ and crashed into a jeep coming from the opposite  
direction. The bus banged (c) \_\_\_\_\_ and the jeep (d) \_\_\_\_\_. The jeep  
driver, (e) \_\_\_\_\_, \_\_\_\_\_.

Twenty three (f) \_\_\_\_\_.

**Choose a suitable headline for the report:**

- a) Kulwant Singh Dead
- b) Road Accident on Highway, 1 Killed 23 Injured
- c) Tragedy Takes Place
- d) Bus-Jeep Accident

**3. Mohan has done some research on the Beatles for his school magazine. Help him write out his report with the help of the notes he has made.**

John W Lennon

One of the four young British—the Beatles—unique combination of musical talent and lyrical skills—strongest and most creative of all—brilliant person with charismatic personality—married Japanese born actress, Yoko Ono—assassinated at the age of 40—a few days before Christmas—by a lunatic

---

John Lennon was (a) \_\_\_\_\_ who rocked the world with their pulsating music in the late 50s. Forming the group (b) \_\_\_\_\_, they (c) \_\_\_\_\_. They gave lastingly popular songs, such as, “I Want to hold your Hand” and “All My lovin’,” etc. Lennon emerged not only (d) \_\_\_\_\_ of all. He wrote most of the lyrics. In time, the group broke up and each member went his way. Lennon, who was a (e) \_\_\_\_\_, \_\_\_\_\_, Yoko Ono. He was tragically (f) \_\_\_\_\_ in 1980. He was only 40.

**Choose a suitable headline:**

- a) Lennon Marries and Dies
- b) Lennon Killed by Madman
- c) The Beatles
- d) John Lennon—A Great Legend

**4. A scientist made the following observation. Use the information to complete the paragraph by writing suitable words or phrases in each space. Do not add any new information. Write your answer in the space provided.**

Cetus - a constellation - south of Aries - not very bright  
 - has a few bright stars - visible to naked eye - many invisible to modern viewers - due to pollution and bright light.

- Cetus is a) \_\_\_\_\_ . It is not very bright but does  
 b) \_\_\_\_\_ . They can be  
 c) \_\_\_\_\_ . But because of  
 d) \_\_\_\_\_ most of them  
 e) \_\_\_\_\_ .

**5. A newspaper reporter has been sent to report on a road accident. Below you can see one page of his notes. Use the information to complete the report he wrote for his newspaper. Do not add any new information. Write your answer in the space provided.**

6.35 pm.

14 Dec. 2001

Sevoke—10 Km from Siliguri

Crash—jeep in ditch

Local bus—high speed—middle of road

Jeep braked to avoid collision—swerved, hit tree and overturned Jeep

driver: Inder Singh, 35 years

Killed instantly

3 injured—taken to hospital

#### ACCIDENT IN SEVOKE: 1 DEAD

Sevoke: 15 \_\_\_\_\_. A \_\_\_\_\_ took place yesterday at 6.35 pm when a jeep \_\_\_\_\_ at Sevoke, 10 km from Siliguri.

According to an eye witness the jeep \_\_\_\_\_ collision with \_\_\_\_\_.

The driver was unable to control the jeep, which \_\_\_\_\_.

The jeep driver, \_\_\_\_\_. Three \_\_\_\_\_.

**6. Below you can see some notes on the English poet S.T. Coleridge. A publisher plans to bring out a collection of essays on his works and wants a brief biography for that. Use the information to complete the biography. Do not add any new information. Write your answer in the space provided.**

S.T.COLERIDGE

1772	Born in Ottery St Mary, Devenshire, UK
1782	Goes to school at Christ's Hospital, where the sonnets of William Lisle Bowles have a great influence on his love for poetry.
1794	Meets the poet Southey. Influenced by the events of the French Revolution, they plan the founding of an ideal commonwealth in America (Pantisocracy)
1795	Marries Ms Sara Fricker

1797-99	Meets Wordsworth, composes the best of his poetry, 'Ancient Mariner', 'Christabel' (1 <sup>st</sup> Part)
1798	Publishes Lyrical Ballads
1800	Writes the 2 <sup>nd</sup> part of Christabel; takes to opium
1811-1814	Lectures in London, Bristol
1817	Publishes 'Biographia Literaria'
1834	Dies at Highgate

Samuel Taylor Coleridge was born in \_\_\_\_\_, in 1772. He went to school at Christ's Hospital \_\_\_\_\_. In 1794, he met the poet Southey and \_\_\_\_\_. He married Ms Sara Fricker in 1795 and after 2 years met William Wordsworth. During this period \_\_\_\_\_. Coleridge published \_\_\_\_\_ in 1798 and \_\_\_\_\_. During the years 1811-1814, he lectured in London and Bristol and in 1817 \_\_\_\_\_. He travelled up the River Rhine in Germany with Wordsworth and died in 1834.

### Section C (Grammar)

#### Conjunctions

Some words are satisfied spending an evening at home, alone, eating ice-cream right out of the box, watching re-runs on TV, or reading a good book. Others aren't happy unless they're out on the town, mixing it up with other words; they're *joiners* and they just can't help themselves. **A conjunction is a joiner; a word that connects (conjoins) parts of a sentence.**

#### **Coordinating Conjunctions**

The simple, little conjunctions are called **coordinating conjunctions** such as:

*and, but, or, yet, for, nor, so*

(It may help you remember these conjunctions by recalling that they all have fewer than four letters. Also, remember the acronym **FANBOYS**: For-And-Nor-But-Or-Yet-So.

When a coordinating conjunction connects two clauses, it is often (but not always) accompanied by a comma:

- *He wants to work for Microsoft, but he has fallen short of their requirements.*

When the two independent clauses connected by a coordinating conjunction are nicely balanced or brief, many writers will omit the comma:

- *He writes fast but not neatly.*

A **Subordinating Conjunction** (sometimes called a dependent word or subordinator) comes at the beginning of a clause and establishes the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning.

- *He took to the stage as though he had been preparing for this moment all his life.*
- *Because he loved acting, he refused to give up his dream of being in the movies.*
- *Unless we act now, all is lost.*

Notice that some of the subordinating conjunctions given below — after, before, since — are also prepositions, but as subordinators they are being used to introduce a clause and to subordinate the following clause to the independent element in the sentence.

After	Although	as as
If	That	as though
If only	Than	as soon as
In order that	So that	as if
now that	Since	as long as
Once	Rather than	as though
whenever	even though	because
Where	till	before
whereas	unless	even if
wherever	until	
While	when	

### Correlative Conjunctions

Some conjunctions combine with other words to form what are called **correlative conjunctions**. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal.

- *She led the team not only in statistics but also by virtue of her enthusiasm.*
- *Polonius said, "Neither a borrower nor a lender be."*
- *Whether you win this race or lose it doesn't matter as long as you do your best.*

both ..... and	neither . . .	nor
whether ..... or	rather ....	Or
as . . . as		
not only .	. . but also	No sooner ...
		than
		Hardly ..... when
either ..... or		

### EXERCISES

#### 1. Now, attempt the exercises given below:

- Do you think this is something \_\_\_ can be learned?  
a. who                      b. that                      c. X (the conjunction can be omitted)
- Don't go out \_\_\_ you've finished your work.  
a. as                      b. while                      c. until
- Make sure you close all the windows \_\_\_ it starts to rain.  
a. after                      b. before                      c. for
- I think I know \_\_\_ he left the job.  
a. why                      b. until                      c. where
- \_\_\_ I had known how much I would disappoint him, I wouldn't have done it.  
a. Whether                      b. When                      c. If
- \_\_\_ you see me, get in the car.  
a. As soon as                      b. While                      c. Whether
- My friend John, \_\_\_ lives in California, has a car with a New York license.  
a. whose                      b. who                      c. that
- It's usually quite simple to cross the border between the USA and Canada \_\_\_ these two countries have friendly relations.  
a. yet                      b. and                      c. because

#### 2. Underline the wrong connectives and replace them with the correct ones in the space provided:

She had hardly stepped out and \_\_\_\_\_

a loud scream was heard but something \_\_\_\_\_

fell down at her feet. Because she looked \_\_\_\_\_

down, she saw a wounded bird who \_\_\_\_\_

was bleeding profusely. When she was standing \_\_\_\_\_

there, a man arrived which was holding \_\_\_\_\_  
 a bow in hand. After she could say \_\_\_\_\_  
 anything the man bent down but tried \_\_\_\_\_  
 to pick the bird. Either of her two brothers \_\_\_\_\_  
 were nowhere around. She moved up lest \_\_\_\_\_  
 she could stop the man whereas she was unarmed. \_\_\_\_\_

**3. Fill in the blanks in the passage given below using conjunctions given in the list:**

Along, while, but, then, when, as, and, for, until

The older boys were working in the field \_\_\_\_\_ the smaller ones were playing  
 \_\_\_\_\_ the woman called them for dinner. \_\_\_\_\_ Lencho had said, the air  
 was fresh \_\_\_\_\_ sweet. The man went out  
 \_\_\_\_\_ no other reason \_\_\_\_\_ to feel the rain on his body.  
 \_\_\_\_\_ he returned he looked at his field of ripe corn. \_\_\_\_\_  
 suddenly a strong wind began to blow and hailstones began to fall  
 \_\_\_\_\_ with the rain.

**4. Join the following sentences using suitable conjunctions:**

a) His son was drifting away from him. He felt so.

\_\_\_\_\_

b) He began to think of the happy days at college to come. He became happy.

\_\_\_\_\_

c) You have cold. You have fever. You must not eat fried food.

\_\_\_\_\_

d) He refused to teach the subject. He had great knowledge of the subject.

\_\_\_\_\_

e) Siya had high fever. She participated in the symposium.

\_\_\_\_\_

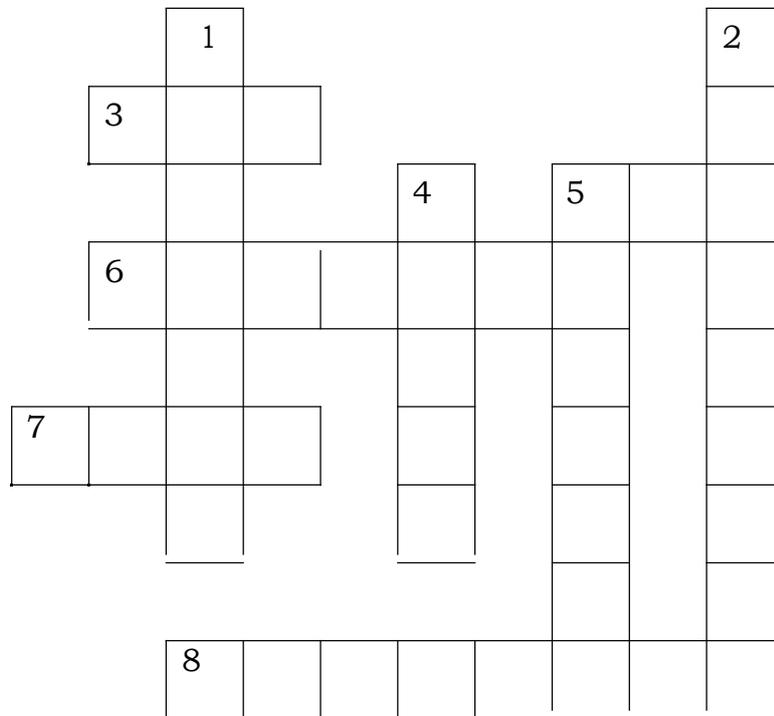
**CROSSWORD ON CONJUNCTIONS**

**Across**

- 3. He must be very popular, \_\_\_\_\_ everyone in school knows him.
- 5. John wanted to stay, \_\_\_\_\_ his sister persuaded him to go .
- 6. \_\_\_\_\_ the rain, we went to the beach.
- 7. \_\_\_\_\_ I got home, my sister had already left.
- 8. It's too late to go out; \_\_\_\_\_, it's beginning to rain.

**Down**

- 1. She wanted to go to the party; \_\_\_\_\_, she was not invited.
- 2. \_\_\_\_\_ it was cold, he went out without a sweater.
- 4. We can't buy it \_\_\_\_\_ we don't have enough money.
- 5. John had to go to the doctor \_\_\_\_\_ he was not feeling well.



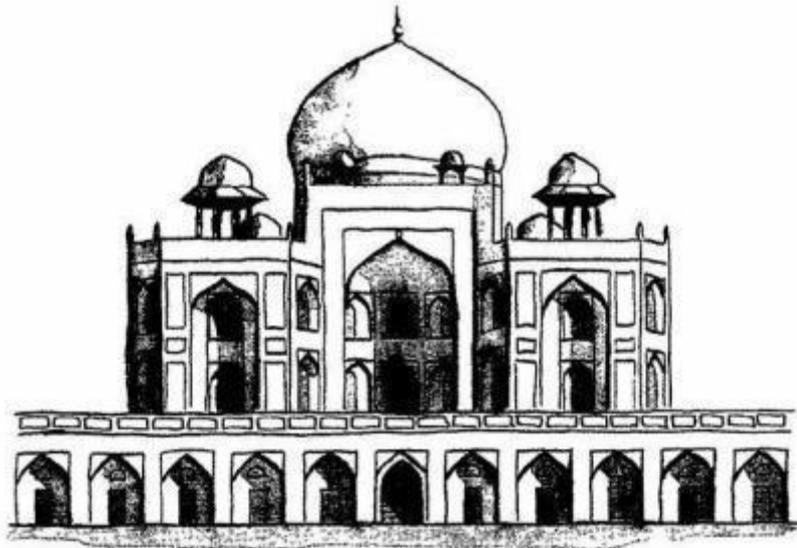
**5. Rearrange the following words and phrases to form meaningful sentences:**

- a. is it/ that/ attracts/ so many/ to it/ about prayers/ people/ what?
- b. Offer/ peace/ of hope/ and/ of mind/ a lot/ prayers.
- c. Anything/ the faith/ they give/ to believe/ can/ that/ happen/ you
- d. An/ ought/ with/ honest/ heart/ offered/ prayers/ to be
- e. Modern/ are losing/ prayers/ interest in/ people/ world/ in the

**Section D (Literature)****Coming Home To Delhi****Madhur Jaffrey**

The author fondly remembers her childhood spent in Delhi in a large joint family. She recalls her train journey back from her grandfathers place , and recollects how they used to throw coins into the Jamuna river to bring them good luck at the behest of her mother. Delhi, she describes as a beautiful town built again and again, mostly on its previous ruins, culminating in a glorious period during the Moghuls who built canals, tanks, gardens to recreate their homeland and added many delicacies to its cuisine. Mornings of Delhi, with its minarets and domes in hazy glare and myriad aroma of dishes being cooked, to her has been the most memorable part. The family picnic, with almost 30 members , meticulously stuffed into two cars, with golden puris, meatballs and pickles, spread out on the lawns of Kutubminar reminds her of the happy days gone by. Happily, after so many years, on her return to Delhi, she still found the mornings the same, hazy with millions of stoves cooking food and students and office goers off to schools and office with their tiffin carriers , the way she used to.

- 1 How was Delhi a combination of many Delhis?
- 2 Which hour of the day did the city look most beautiful?
- 3 The author feels that some activities of old Delhi are still found in the present Delhi.
- 4 What kind of life style did the women lead in her grand father's house?



A. \*\*\*\* Tick the word with the correct spelling.

1. Definition/ defination
2. Referred/ referred
3. Embares/ embarrass
4. Beginning/ begining
5. Dictionary/ dictionery
6. Explanation/ explanation
7. Fascinate/ facinate
8. Business/ busynes
9. Calender/ calendar
10. Generally/ generaly
11. Until/ untill
12. Occassionally/ occasionally
13. Necessary/ necesary
14. Writing/ writting
15. Surprise/ suprise

\*\*\*\* Rearrange the following words to learn how to make delicious noodles! Write each sentence in the space provided below. The first one has been done as an example for you.

Example: A/ smiling/. /face/ with/ an optimist/ everyone/ loves Everyone loves an optimist with a smiling face.

1. to/noodles!/ /yummy/ prepare/ how /learn

2. one/ of/ and/water/take/ boil/ it/. /cup

3. to/the/water/ and /add/break/ the /boiling/. /noodles

4. in/the /noodle's /given / packet/. /add/spices/the

5. /it/for/ cook/ one/gently/ minute/. /stir/and

6. are!/ /delicious /your/ready/noodles

**Academic Session: 2016-17**  
**First Term Examination**  
**Subject - English**  
**Class VIII**

Time : 3 hours

MM -80

SECTION A  
Reading skills-19 marks

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

**How the Little Kite Learned to Fly**

1. 'I never can do it,' the little kite said,  
 As he looked at the others high over his head;  
 'I know I should fall if I tried to fly.'  
 'Try,' said the big kite, 'only try!  
 Or I fear you never will learn at all.'  
 But the little kite said, 'I'm afraid I'll fall.'

2. The big kite nodded: 'Ah, well, good-bye;  
 I am off.' And he rose toward the tranquil sky.  
 Then the little kite's paper stirred at the sight,  
 And trembling he prepared himself for flight.  
 First whirling and frightened, then braver grown,  
 Up, up he rose through the air alone,  
 Till the big kite looking down could see  
 The little one rising steadily.

3. Then how the little kite thrilled with pride,  
 As he sailed with the big kite side by side!  
 While far below he could see the ground,  
 And the boys like small spots moving round.  
 They rested high in the quiet air,  
 And only the birds and clouds were there.  
 'Oh, how happy I am,' the little kite cried,  
 'And all because I was brave and tried.'

- Katherine Pyle  
 (Adapted)

- a) Why did the little kite refuse to fly?
- b) What advice did the big kite offer to the little kite?
- c) Why did the little kite decide to take flight? What was the role played by the big kite in making the little kite fly?
- d) Describe the little kite's emotions before and after he took flight.
- e) Poets often use rhyming words at the end of a line. List two sets of rhyming
- f) Words from the poem.
- f. Find words from the poem which mean:
  - i. Peaceful- Stanza 2
  - ii. Gradually- Stanza 2

## 2. Read the following passage carefully and answer the questions that follow: (10)

**They See with Their Fingertips**

1. Most of us take life for granted. We know that one day we must die, but usually we picture that day as far in the future. When we are in the pink of health, death is unimaginable. We seldom think of it. So we go about our petty health, death is unimaginable. We seldom think of it. So we go about our petty tasks, hardly aware of our lethargic attitude towards life.
2. The same laziness characterizes the use of all our senses. Only the deaf appreciate hearing, only the blind realize the multiple blessings that lie in sight. Particularly this observation applies to those who have lost sight and hearing in adult life. But those who have never suffered impairment of sight or hearing seldom make the fullest use of these blessed abilities. It is the same old story of not being grateful for what we have until we lose it, of not being conscious of health until we are ill.
3. I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness will make him more appreciative of sight; silence would teach him the joys of sound.
4. Recently, I was visited by a very good friend who had just returned from a long walk in the woods, and I asked her what she had observed. "Nothing in particular," she replied. I was convinced that the seeing see little.
5. How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through mere touch. In spring, I touch the branches of trees hopefully in search of a bud. I feel the delightful, velvety texture of a flower, and discover its remarkable intricacies; and something of the miracle of nature is revealed to me. To me the spongy grass is more welcome than the most luxurious Persian rug. Occasionally, if I am very fortunate, I place my hand on a small tree and feel the happy quiver of a bird in full song.
6. At times, my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight! Yet those who have eyes apparently see little. Everything is taken for granted. It is human, perhaps, to appreciate little which we have and to long for that which we have not. It is a great pity that in the world of light, the gift of sight is used only as a mere convenience rather than as a means of adding fullness to life. If I were the president of a university, I should establish a compulsory course in 'How To Use Your Eyes.' The professor would try to show his pupils how they could add joy to their lives by really seeing what passes unnoticed before them.

-Helen Keller

(Intricacies : details )

- a. Why does the writer feel that people who have never suffered impairment rarely make the fullest use of their abilities?
- b. How does the writer get a feel of the things that interest her? Give any two examples. 2
- c. Why does Helen wish that all adults should go blind and deaf for a few days? 2
- d. What is the message that the passage conveys? 1
- e. Explain the following in your own words: 2

- i. In the pink of health  
 ii. The seeing see little
- f. Find words from the passage which mean the same as: 1
- i. Numerous-paragraph 2  
 ii. Essential-paragraph 6

**Section B** 13  
**Writing (13 Marks)**

3. You are Ruskin/ Ruby of the Interactive School. You are a strong believer of the theory that one must eat healthy food to live well. 8
- Write an article for your school magazine about the problems of unhealthy eating leading to various body disorders like obesity, lack of concentration and lethargy. (150 words)**
- (Value points: easy availability of junk food- made easier and cheaper by way of attractive discount- questionable quality-change of lifestyle- look out for healthy alternatives )
4. On the basis of the notes given below, complete the paragraph that follows by filling in the blanks.

One percent water usable- received through rain, springs, snow 5

- No shortage if carefully used
- Don't leave tap on
- Turn off the tap while bathing
- No life without water

The earth has lots of water but 97% of it is salty. Usable water

(a)\_\_\_\_\_ rain and snow. If we learn to use water carefully  
 (b)\_\_\_\_\_ of it. There are certain essential steps to follow. Do not waste the water at home by (c)\_\_\_\_\_ unnecessarily. While bathing (d)\_\_\_\_\_ when you are soaping. Water the garden, don't flood it. Remember without (e)\_\_\_\_\_.

**Section C** 19  
**Grammar (19 Marks)**

- 5 . Use the words given in the box as adverbs in their correct degrees to complete the following sentences: 2

<i>Frequently</i>	<i>sometimes</i>	<i>joyfully</i>	<i>elegantly</i>
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- a. Hermoine \_\_\_\_\_ checked her phone after every five minutes for messages from Harry.
- b. My old grandfather \_\_\_\_\_ forgets to take his medicines.
- c. She said that she had never seen anyone dance as \_\_\_\_\_ as Leo.
- d. They laughed \_\_\_\_\_ when they heard the news of her victory.
6. The following passage has not been edited. Write the incorrect word and the correction in your answer sheet. 4

	Incorrect Word	Correct Word
a. In 1968, astronomers on Cambridge	_____	_____
b. discovered a new classes of celestial (sky) bodies	_____	_____
c. which sent out radio pulses at regularly	_____	_____
intervals of time. Once in 1.33731109 seconds,		
d. a pulse of radio noise were detected.	_____	_____
A timing between the pulses was unbelievably		
e. regular.	_____	_____
f. It is now proved that these pulses has their origins	_____	_____
in pulsating stars called pulsars. Today,		
g. pulsars have being identified with a new	_____	_____
class of stars, called neutron stars. These		
h. stars has very high magnetic field.	_____	_____

7. **Join the following sentences using conjunctions:** 4

- a. I was having a bath. The tap went dry.
- b. I didn't speak the language. I managed to make myself understood.
- c. Varun was in a jolly mood. He had just received some happy news.
- d. The car is affordable. The car feels good to drive. (use a paired conjunction.)

8. **Below you can see a set of instructions for making sandwiches. Complete the following paragraph which describes how sandwiches are made.** 4

- Crumble cottage cheese with a fork.
- Chop one onion and capsicum.
- Add tomato ketchup.
- Mix and spread on a slice of bread.
- Place another slice of bread on it and cut it into two halves.

Cottage cheese is crumbled with a fork. Onion and capsicum (a) \_\_\_\_\_ Tomato ketchup (b) \_\_\_\_\_. All is mixed and the mixture is (c) \_\_\_\_\_. Another slice of bread (d) \_\_\_\_\_ and it is cut into two halves.

9. **Do as directed:** 5  
**Combine using infinitives**

- a. Ram went to Amritsar. He wanted to visit the Golden Temple.
- b. The principal called a meeting of the teachers. She wanted to discuss their requirements.
- c. Ashna has three little children. She must provide for them.

**Combine using participles**

- d. He lost a large amount of money. He gave up gambling.
- e. She had lost much blood. She became unconscious.

**Section D**  
**Literature( 25 Marks)**

25

10. *Anne burst into tears under this double disgrace.*
- What was the double disgrace? 2
  - How did Mrs Allan react when the truth about the cake was revealed to her?  
How did she try to comfort Anne? 2
11. *And my foe beheld it shine,  
And he knew that it was mine.*
- Name the poem and the poet. 1
  - Why was the poet's enemy tempted to steal the apple? 2
  - Does the poem convey any moral lesson? Explain in your own words. 2
12. *This was my city- the city where I was born and the city of my ancestors. My heart invariably skipped a beat when I saw it.*
- Briefly describe the writer's train journey. 2
  - How did the men and the children in the narrator's grandfather's house spend their time? 2
- 13.a. What were the conditions set by Portia's father for her marriage? 2
- Why had he set those conditions? 1
14. *Who chooseth me shall get as much as he deserves.*
- Which casket did Arragon choose?  
Describe his response to the inscription on the casket of his 1
  - choice. 2
15. **Complete the following sentences in your own words: (20-30 words)** 3
- Mrs Allan took a mouthful of cake and a strange expression crossed her face because...
  - In the poem 'A Poison Tree,' the poet's wrath ended when he told his friend about it because...
  - The old couple had been abandoned by their loved ones because...
16. **State True or False:** 3
- Marilla had broken the liniment bottle and poured what was left into an empty vanilla bottle.
  - In the poem 'A Poison Tree,' the poet was unhappy and disturbed when he saw his enemy lying outstretched beneath the tree.
  - Madhur Jaffrey's grandfather lectured his grandchildren on Delhi's history at family picnics.
  - Portia was equally impartial towards all three suitors.
  - Arragon had come with a fool's head to woo Portia. However, he left with three heads.
  - Anne had decorated the table just the way MrsLynde had decorated hers.

**Section E**  
**Supplementary Reader (4 Marks)**

4

17. a. Why did Brutus kill Caesar? 2
- How did Mark Antony turn the common people against the conspirators? 2

**Month: October****Section A (Reading)**

1. **Read the poem given below and answer the questions that follow:**

**Cherry Tree**

Eight years have passed  
 Since I placed my cherry tree in the ground  
 'Must have a cherry tree of my own', I said-And  
 watered it once and went to bed  
 And forgot, but cherries have a way of growing  
 Though no one's caring very much or knowing  
 And suddenly that summer, near the end of May, I found a  
 tree had come to stay.  
 It was very small, a five months' child,  
 Lost in tall grass running wild.  
 Goats ate the leaves, grasscutter's scythe  
 Split it apart, and a monsoon blight Shrivelled the  
 slender stem--- Even so, Next spring I saw three  
 new shoots grow, The young tree struggle , upward  
 thrust Its arms in fresh fierce lust  
 For light and air and sun.

**1. Read the following summary of the poem and then fill in the blanks with appropriate words.**

The poet planted a cherry seed because he 1) \_\_\_\_\_. He  
 2)\_\_\_\_\_once and then forgot about it. But near 3) \_\_\_\_\_, he was  
 surprised to see a cherry tree almost hidden 4) \_\_\_\_\_  
 several disasters befell it. A goat 5) \_\_\_\_\_ A woodcutters scythe 6)  
 \_\_\_\_\_ Its delicate (7) \_\_\_\_\_  
 shriveled because of a plant disease. Nevertheless, in the next spring the poet could see 8)  
 \_\_\_\_\_ rising upwards.

2. Why was the poet surprised to see the tree?

-----

-----

3. The cherry tree was

- a) hardy
- b) dying
- c) delicate

**2. Read the following passage carefully and answer the questions that follow:**

The analysis of handwriting has a long history—some say it goes back to the Roman times.

The principles, according to Conway, are straight forward. The baseline-whether the writing goes straight across the page or slants up and down-helps to determine the writer's state of mind.

A very upward baseline shows a creative, ambitious and outgoing person. A slightly downward one can reveal dissatisfaction or unhappiness though it could simply be a sign of fatigue. "A sharp downward baseline usually indicates serious problems or illness, probably emotional," says Conway, "while a straight one is an excellent sign of emotional stability. An irregular baseline can mean an excitable writer with poor self-discipline."

The way letters are formed and connected is important: a writer with angular letters, for example, is often persistent and decisive. Arched letters suggest the writer is reluctant to express emotions freely and may appear cold. Where the bottoms of letters are curved like a cup, the writer is likely to be open to the world and at ease. And writing with letters threaded-connected together as if by a length of cotton- can indicate speed or laziness. The more connected the letters, the more co-ordinated the patterns of thought.

Character size can also be significant. Larger letters tend to suggest vitality, enterprise and self-reliance, while smaller letters can reveal a lack of self-confidence, but are also found in fields of research where concentration and exactness are necessary.

The slant of a person's writing indicates their emotional make-up. Where all the letters are vertical the writer is likely to be some one uncomfortable in groups. For right-handers, left word slant shows introversion while right ward slant reveals someone outgoing, friendly and ambitious. A constantly varying slant betrays an unpredictable personality.

The spacing between words points to the writer's organizational abilities: wide spacing suggests individuality, extravagance, self-confidence and sociability.

Even the colour of ink a person chooses can be telling. Blue may indicate someone with no desire to be exceptional or pretentious, green likes to impress and red to shock. Brown is often used by people who work in high-security jobs, able to keep secrets, while black shows a demanding or forceful character who wants to make an impression.

**1. When the writing goes straight or slants up or down, what does it tell about the writer?**

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**2. Writing with a straight baseline is an indication of:**

- a. self reliance
- b. sociability
- c. emotionally stable person
- d. pretention

**3. What do connected letters in writing indicate? Explain in your own words.**

---

**4. People with small size of letters used in their handwriting indicate:**

- a. vitality
- b. lack of self-confidence but with concentration
- c. exactness
- d. both b & c

**5. “ Extravagance” means:**

- a. extra-vigilance
- b. extra-special
- c. valour
- d. one who spends excessively

**6. How does the use of a particular colour reflect certain personality traits of a human?**

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**Section B (Writing)****Factual Description of a Person—Wanted Poster****VALUE POINTS**

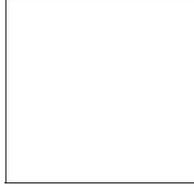
- A factual description of a person is a collection of related sentences dealing with the description of the physical appearance of the person.
  - Such a writing task is sequential and directional, i.e., proceeding from one point to another in a fixed direction.
  - Focus is on factual accuracy and needs to be concise.
  - While writing a factual description students must show an eye for detail.
  - The description moves from general to particular, i.e., outwardly appearance (height, health, build, clothes, hair) to specific and description of the face.
  - Description of the face follows the sequence of the features on the face in their order of appearance: forehead, eyebrows, eyes, nose, lips, teeth, chin and so on.
-

- Characteristics of the personality—qualities/attitudes/way of walking, talking, etc.

To be able to write an effective description you will need a list of adjectives at your command to specifically describe the different facial features. Given below in a box is a list of adjectives. Classify them under the correct column in the second box.

Angular	close-cropped	well-tailored	casual
stocky			
elegant	unshaven	ill-fitting	formal
lanky	balding		
bearded	sloppy	medium	petite
hefty	slim	plaited	
neat			
open	friendly	sharp-featured	wavy
roman			
receding	overweight	twinkling	shifty
pointed			
discoloured	short	pear-shaped	large
staring			
protruding	gapped	upturned	thick
close set			
fair	thin	pale	swarthy
long	round	untidy	tidy
broken	oval	square	

Face/Shape of Face	Complexion	Eyes	Hair	Nose	Lips	Teeth	Dress	Build

**Wanted Poster****Solved Example****WANTED**

Wanted in the kidnapping of a young girl, this man is tall and has a heavy build. Last seen wearing a white kurta over blue jeans. He has a round face, is unshaven and is balding with tufts of gray hair over the ears. Thick, bushy eyebrows under a broad, furrowed, forehead cover a protruding right eye. The left eye is covered with a black patch. The nose is hooked and long. Thin curled lips cover gapped, discoloured teeth. Suitable reward will be given for information leading to his capture. If sighted contact your nearest police station.

**MISSING**

Betty has been missing since Saturday, May 12, 2017, from her school in sector-60, Noida. Betty is a 14 year old girl. She is tall and slim and has a graceful gait. She was last seen in her school uniform, that is, a green checkered shirt and a grey skirt, with her neon green headphones. She has a round face, chubby cheeks with dimples. She had long, black, straight hair that is usually braided. Jet black, pencilled eyebrows under a domed forehead outline her enormous grey-green eyes. Her aquiline nose supports a small mole on its bridge. A golden suntan usually brings out her smooth, clear complexion and high cheek bones. She has small mouth outlined by puffed lips which reveal well-formed, even, white teeth. A suitable reward would be given for any information regarding her whereabouts. For further information, please contact the nearest police station.

**Now try to draw the portrait of the man described above in the empty box.**

**EXERCISES**

1. You have just moved to a new school or to a new colony. Describe the first friend you make and attempt a portrait of that friend as well. Do not exceed 100 words.
2. Albert Royston (A Night to Forget) was shocked/ upset after his part was skipped. He ran away from the auditorium and has not been seen since. Help find him by providing an accurate description of about 100 words. Make his portrait too.
3. Jessica, Shylock's daughter has run away with a lot of money. Help Shylock find her. Make a poster giving her factual description in about 100 words. Draw her portrait too.

**Section C (Grammar)****Main and Subordinate Clauses****Phrases and Clauses**

A **phrase** is a group of words that makes some sense but not complete sense. Phrases do not contain a subject-verb combination.

**For Example:** *My grandfather who worked in the railways, has traveled all over the country.*

A group of words in a sentence that contains a subject-verb combination and has a finite verb is called a **clause**.

**For Example:** *The wind is blowing and the rain is falling.*

Some clauses are complete sentences on their own.

**EXERCISES**

**1. Identify the underlined group of words as phrases or clauses by writing P or C:**

1. He is writing a book on the life of Mahatma Gandhi.
2. He is writing a book about what Gandhiji achieved in South Africa.
3. The class decided to give Jyoti ma'am a surprise.
4. Jyoti ma'am walked into the classroom and greeted the students.
5. The construction will be completed before the rains begin.
6. Leave your bags with the guard at the entrance.
7. Please let me know if you need the car.

**2. Underline each clause.**

- a) It's one o'clock and we should be on our way by now.
- b) I don't like him but I'll give him my support.

- c) He put his hand on her arm but said nothing.
- d) You go round to the back of the house and take a look and I'll try the front door again.
- e) Its Saturday so I needn't get up so early.
- f) I've tried and I've tried but I've never managed it.
- g) The government promised reforms but has done nothing.

### Main and Subordinate Clause

Some sentences have just one clause. In fact, the whole sentence is one single clause. This single clause is called the **main clause**. Such a sentence is called a **simple sentence**.

#### Examples:

- *I am not feeling well today.*
- *The city of Mumbai was rocked by the terrorist attacks.*

#### REMEMBER:

**A simple sentence has a single verb.**

Some sentences are made up of two or more clauses which are of equal importance. They are like two or more sentences joined together.

Each clause is independent of the other and could have been a separate sentence. These clauses are called **coordinate clauses**. Such a sentence is called a **compound sentence**. The clauses are connected by coordinating conjunctions such as *and, or, but, yet, so*.

#### Examples:

- *The test was long but she managed to finish it.*
- *Roma is a talented singer and dancer. (There is no need to repeat the subject.)*
- *The bus was caught in a jam, so she reached the school late.*

Another way of joining coordinate clauses is to use a semi colon without any conjunction.

**For Example:** *Reema was singing a bhajan; I sat down to listen.*

A **subordinate clause** is one that cannot stand on its own as a separate sentence. Subordinating conjunctions, such as, *because, if, while, though*, relative pronouns (who, which, that) or relative adverbs (who, when, where) join the subordinate clause to the main clause.

A **Complex sentence** has one main clause and two or more subordinate clauses.

**3. Identify each clause as main / subordinate clause.**

- a) The boy had a bath and ran to attend his Chess class.
- b) The Chess class will not take place if Mr. Smith doesn't arrive by 5pm.
- c) Sachin Tendulkar hit a double century in the match last week.
- d) Organic pulses are good because they are not only healthy but take lesser time to cook.
- e) The use of carbon-based fuels increases greenhouse gases in the atmosphere and causes global warming.
- f) I didn't enjoy reading the book; I didn't understand the story very well.
- g) Mahesh Bhupati and Leander Paes together form an effective Tennis duo.
- h) As we ascend to higher altitudes, air pressure and oxygen concentration decreases.
- i) The shrine at Tirupati is the most powerful in India.
- j) If you mix salt in water, the freezing point reduces.
- k) The instructor might seem very strict at first, but you'll learn the dance quite easily, because of his style of teaching.

**\*\*\*\***Do you have habits which are annoying and irritating? Rearrange the following words and check yourself.

1. Too/ many/ slangs/ using  
\_\_\_\_\_
2. Others/ talking/ while/ speaking/ are  
\_\_\_\_\_
3. Nail cutter/ using / instead/ teeth/ of/a  
\_\_\_\_\_
4. Legs/ while/ sitting/ shaking/ vigorously  
\_\_\_\_\_
5. Your/ face/ supporting/ always/ with/ hands/ your  
\_\_\_\_\_

**INTEGRATED GRAMMAR EXERCISES****1. The following passages have not been edited. There is one error in each line. Underline each error and write the correction in the space provided:**

Once the Greek scientist Thales is walking \_\_\_\_\_  
 beside the river . While walking he was \_\_\_\_\_  
 looking to the moon . He was so absorbed \_\_\_\_\_  
 in his thoughts that he fell in a ditch. \_\_\_\_\_  
 Thales' knee was badly injured. \_\_\_\_\_

The old woman caught him  
in the arm and pulled him out. Then she said  
to Thales , “ you must be a liar.

You say you no a lot  
of heavenly bodies . How can that  
be true. You cant even see what lies  
on your feet.”

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**2. In this passage one word has been omitted. Put a / where the word is missing and write the missing word in the space provided:**

Our family is of a kind. On the one hand, we  
all share sweet tooth, on the other hand  
we to face its consequences. We can smell a  
Gajarhalwa or a chocolate fudge miles. I wish I could  
dismiss extra tiers of fat as a hereditary quality.  
Trip to the gym and the subsequent weighing on the  
machine shocks me. So as the year drew to close,  
for me was time to reflect over several cakes  
and desserts I had eaten the past year.

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**3. Unscramble the following:**

a) of Kabul/power in/Babur/the kingdom/came/in Afganistan/to

b)and/in 1526/of Delhi/he/defeated the/invaded/Sultan/India

c)known as/to be/Babur’s/the Mughal/came/empire/empire

d)could not/together/his son/keep/Humayun/the empire

**Section D (Literature)**

**Where the Mind is Without Fear**

Consisting of one sentence, Tagore’s simple prayer for his country, prior to her gaining independence from Britain, has become one of the most quoted political prayers. The universality of this prayer allows it to transcend both time and space.

The first seven lines denote a condition portrayed by a metaphor of place, “Where the mind is without fear,” “Where knowledge is free,” etc., until we read the last line, we do not know the exact reference of this place, but we do realize that it is a place

where many wonderful qualities exist: Fearlessness, Knowledge, Unity, Truth, Useful Work, Reason and Progress.

After depicting all these useful qualities, the poet names that place as “That heaven of Freedom,” and asks God to allow his country to “awaken” to the realization that she must achieve the ability to demonstrate these wonderful qualities.

1. Why does the poet, Rabindranath Tagore, pray for his country “to awake?”
2. What can stop or hamper us from attaining the freedom of heaven?
3. “*Where tireless striving stretches its arms towards perfection;*”
  - i) Identify and write a poetic device used in the above line.
  - ii) How will ‘tireless striving’ help in attaining the heaven of freedom?
4. “Where the clear stream of reason -----desert sand of dead habits’ Explain the above line.
5. What are the attributes of a country that the poet dreams of?
6. How do superstitions and prejudices hinder our progress?
7. How far has the idea of 'Heaven of freedom' been materialized in the modern world? Cite relevant examples from contemporary times to justify your answer.
8. Are traditions always limiting or do you think that preservation and conservation can be liberating?

#### **VALUE POINTS**

- The poet asks God to help us become progressive in our thought.
- Where our minds are not narrowed by prejudices or meaningless traditions, but are able to think beyond selfish and personal gains for the larger good of humanity
- Such open mindedness and thinking for the betterment of people will lead to action that will impact society and humanity at large.

**Month: November**

**Section A (Reading)**

1. **Read the following poem and answer the questions that follow.**

**Introduction to Poetry**

**BY BILLY COLLINS**

I ask them to take a poem  
and hold it up to the light  
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem  
and watch him probe his way out,

or walk inside the poem's room  
and feel the walls for a light switch.

I want them to waterski  
across the surface of a poem  
waving at the author's name on the shore.

But all they want to do  
is tie the poem to a chair with rope  
and torture a confession out of it.

They begin beating it with a hose  
to find out what it really means.

1. Who is the speaker in this poem?

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2. Name two things the poet compares studying a poem to.

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3. Who does the word "them" refer to?

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4. What is the "confession" that they want to get?

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5. Why do you think the poem is called introduction to poetry?

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6. What is the underlying message of the poem?

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7. Identify the poetic device used in the poem. Quote the lines.

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8. How does Collins want students to explore a poem?

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**2. Read the following passage and answer the questions that follow:**

**It's Shoe Time Folks!**

My friend, Streak, who stays in the US, recently came to India. After spending a month visiting different parts of our country, he came to see me. Late one evening, when my family huddled around him to know his views on

India, he remarked, "Hey, there's something very interesting about your country. You have cobblers everywhere whether it is a posh market in a metro or a small town, and all of them find space under the shade of some tree or by the wayside and are busy mending shoes."

Now, expecting him to talk about the TajMahal, Khajuraho, Konark or the mountains of sand in Jaisalmer, for a minute I was in a tizzy. What is so unusual about finding cobblers all over the place? People with particular skills like cobblers, laundrymen, hairdressers, electricians, plumbers, motor mechanics and the like are surely indispensable in all habitats, especially in towns and cities, I thought to myself. After a pause I said, "Streak, it's like this: cobblers are everywhere because the shoes and chappals we wear can give us trouble any time. And if they are not repaired immediately, one is hamstrung."

He retorted, "But, why don't your manufacturers prepare good quality shoes to spare you such situations? The pair of shoes I am wearing has never needed repairs even though it's two years since I bought it. And the interesting part is that my shoes carry the "Made in India" tag even though they were purchased in New Jersey!"

I was unprepared for this type of query. Just then, my neighbour dropped in to say hello and on my request joined us for a cup of tea. He has a unit for manufacturing and exporting shoes and after the usual enquiries and introductions, I posed Streak's question to him. Ready-witted as he is, he snapped back; "Well, there is nothing unusual about it. We produce two types of products, one for the export market and the other for domestic consumers. The one your friend is wearing is of export quality."

That means, superior to what we offer in the domestic market!”

My friend from the US was aghast. “You mean to say that manufacturers have two sets of production policies,” he remarked. “Why, to me that amounts to being unfair to your countrymen.” It was now becoming pretty discomfiting for me to debate this controversy generating issue any further. I wanted to change the topic but it looked as if my neighbour had taken Streak’s remark as a personal affront to the entire shoe-making fraternity in India.

“Mr. Streak,” he exclaimed, “as manufacturers, we have to keep in mind the socio-economic conditions of our country. Here we have millions of cobblers who earn their livelihoods by mending the shoes we make. How can we be insensitive to this reality? And remember, the purchasing power of our countrymen is not the same as you have in the US. If we start offering them the shoes we export to you, then 80% of the population of my country will remain without shoes!”

Since Streak was by now looking convinced, I was happy besides being a trifle relieved.

However, just as my neighbour got up to say goodbye, Streak came up with his parting shot.

“Today I understand why Indians have to leave their shores to be world-class citizens and why they can’t be world-class staying in India.”

I really don’t know if that was a barb or a compliment.

1. Why was the author taken aback by Streak’s first impression of India?

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2. The expression, ‘in a tizzy’ means:  
a. upset b. annoyed c. amused d. confused

3. What was Streak’s query and why was the narrator unable to respond?

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4. Why did the narrator depend on the neighbour to answer Streak’s question?

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5. Who are the domestic consumers in the given context?

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6. What was the controversy generating issue and why would the neighbour have been particularly offended?

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7. How is the neighbour being sensitive to the reality of his countrymen?

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8. Find words from the passage which mean the same as:

a. insult \_\_\_\_\_

b. uncomfortable \_\_\_\_\_

### **Section B (Writing)**

#### **BIO SKETCH**

A biographical sketch conveys information about a person's life, achievements, likes/dislikes, etc.

A well-written biographical sketch shows a student's skill of organization of matter as well as language accuracy.

Characteristics of a well-written Biographical Sketch:

- A proper heading/ title
- Relevant content—should include all given hints; important aspects should be highlighted
- Accurate expression
- Fluency
- Accuracy

#### **Solved Example**

Given below is a profile of Mr. Raj, the school gardener. Write a short biosketch of Mr.

Raj in 80 words. Take the help of clues given below:

- Age—around 50 years
- Height/ weight—six feet, solid built
- Family—large, six children
- Education—high school
- His likes/ dislikes—plants, nursery
- Why he is popular/ unpopular—believes children are like young saplings

Mr. Raj, the school gardener, is around 50 years in age. He is six feet tall and solidly built. He has studied up to high school. He is not well-paid but he has to support a large family of ten. His family consists of his parents, his wife and their six children. Mr. Raj can always be seen in the nursery with his plants. He maintains the school lawns and gardens, and is often complimented for his efforts. He is popular among students and teachers alike. He believes children are like young saplings as they too, like his beloved plants, need tender nursing and care.

**Now try writing one yourself.**

**1. Given below is a profile of a school teacher. Write a short bio sketch of Mrs. Deepti Sharma. Clues are given below:**

- Age around thirty-five years
- Tall, slim, reserved, attractive
- Family- married –two school going children
- Education post graduate in Economics
- Hobbies, likes & dislikes, way of dressing, etc
- Why she is popular/unpopular- role as a teacher

**2. Given below is a profile of the school peon. Write a short biosketch of Mr. ShyamLal with the help of the clues given below:**

- Age—around 45
- Height/weight—not very tall, active
- Blue uniform—bench outside Principal’s office
- Education—graduate
- Duties—ringing bell, bringing mail, carrying messages
- His likes—cleanliness, punctuality, regularity
- Why he is popular/ unpopular—polite, firm, helpful

**3. Given below is a profile of A. R. Rahman. Write a short bio sketch of A. R. Rahman with the help of clues are given below:**

- Born- January 1966, Chennai, Tamil Naidu
- Rises to success as A Rahman music director and singer.
- Family- lost father at early age. Mother's influence was immense.
- Graduate in Western Classical music from Trinity School of Music.
- Significant year 1992 – as he set up a recording studio and began his film career.
- Achievement – Awards- 14 Filmfare, 4 National, 2 Grammy, 2 Academy, Padma Bhushan in 2010
- Contribution to music immense- National Icon.

**Section C (Grammar)**  
**Relative Clause**

Subordinate clauses can broadly be categorized as:

- a) Relative clauses
- b) Adverb clauses
- c) Noun clauses

A **relative clause** is a subordinate clause that identifies someone or something and provides information about them.

**Examples:**

- *A mole is an animal **that lives underground.***
- *Students **who arrive late** will not be allowed to enter.*
- *This is an option **which I've always rejected.***

The word that links the relative clause to the rest for the sentence is a **relative pronoun**. These are: *that, which, who, whom, whose*.

When referring to people, the relative pronouns to use are: *who, whom, whose, that*.

When referring to animals or things, the pronouns to use are: *which, that, whose*.

The relative pronouns, **who/whom/which/that** can generally be omitted.

**Examples:**

- *Have you still got the book **I gave you?** (that/ which I gave you?)*

- She is someone **you could always rely on.** (who you can always rely on)
- He is the man **I wanted you to meet.** (who I wanted you to meet)

### **Relative Clauses = Better Sentences In English**

Here is an example of some English sentences without relative clauses:

- \* Yesterday I met a man. He works in the circus.
- \* I bought a cell phone. It has internet access.
- \* There's the restaurant. I ate at that restaurant last night.

These sentences are correct, but they are very short and simple. You can use relative clauses to make your sentences in English sound more fluent and natural:

- \* Yesterday I met a man who works in the circus.
- \* I bought a cell phone that has internet access.
- \* There's the restaurant where I ate last night.

### **Defining And Non-Defining Relative Clauses**

Non-defining relative clauses add EXTRA information to the sentence.

Defining relative clauses add ESSENTIAL information to the sentence.

You can see if a relative clause is defining or non-defining by removing it from the sentence. If you remove a non-defining relative clause, the sentence still has the same meaning. If you remove a defining relative clause, the sentence has a different meaning or is incomplete.

#### Example of a sentence with a NON-DEFINING relative clause:

- \* My brother, who lives in California, is an engineer.
- If you remove "who lives in California," the sentence still has the same meaning:
- \* My brother is an engineer.

Therefore, the relative clause "who lives in California" is extra information.

#### Example of a sentence with a DEFINING relative clause:

- \* That's the student who failed English class three times.
- If you remove "who failed English class three times," the sentence is incomplete:
- \* That's the student.

Therefore, the relative clause "who failed English class three times" is essential information, because it defines which student, specifically, we are talking about.

In written English, use a comma before and after non-defining relative clauses.

**Exercises:****I) Combine the sentences with relative clauses. (Decide whether to use commas or not.)**

1. A monk is a man. The man has devoted his life to God.

A monk \_\_\_\_\_

2. I have one black cat. His name is Blacky.

I have

I have \_\_\_\_\_

3. A herbivore is an animal. The animal feeds upon vegetation.

A herbivore \_\_\_\_\_

4. Carol plays the piano brilliantly. She is only 9 years old.

Carol \_\_\_\_\_

5. Sydney is the largest Australian city. It is not the capital of Australia.

Sydney \_\_\_\_\_

**II) Combine the sentences with contact clauses (Relative pronouns are not required)**

1. We ordered a book. It was very expensive.

The book \_\_\_\_\_

2. You are sitting on a bench. The paint on the bench is still wet.

The paint \_\_\_\_\_

3. The photographer could not develop the pictures. I had taken them in Australia.

The photographer \_\_\_\_\_

4. One of the bins smells awful. You haven't emptied the bin for 3 weeks.

One of the \_\_\_\_\_

5. They are singing a song. I don't know the song.

The song \_\_\_\_\_

**III) Combine the sentences with relative clauses or contact clauses. Use contact clauses where possible. (Decide whether to use commas or not.)**

1. The city seems to be abandoned. It is usually crowded with people.

\_\_\_\_\_

2. You made an offer. We cannot accept it.

We \_\_\_\_\_

3. A midwife is a woman. She assists other women in childbirth.

A woman \_\_\_\_\_

4. Three youngsters were arrested by the police. They had committed criminal offences.

The police \_\_\_\_\_

5. The World Wide Web has become an essential part of our lives. It was invented by Tim Berners-Lee.

Tim Berners-Lee \_\_\_\_\_

**EXERCISES****1. Rewrite as a single sentence. Use who/that/which.**

a) A girl was injured in the accident. She is now in the hospital.

\_\_\_\_\_

b) A man answered the phone. He told me you were away.

\_\_\_\_\_

c) A waitress served us. She was very polite and patient.

\_\_\_\_\_

d) A building was destroyed in fire. It has now been rebuilt.

\_\_\_\_\_

e) Some people were arrested. They have now been released.

\_\_\_\_\_

f) A bus goes to the airport. It runs every half hour.

\_\_\_\_\_

**2. Rewrite as a single sentence. Use who(m)/ whose/ which**

a) Richa is tall. She is my friend.

---

b) We went to watch the movie "Chak de India". We enjoyed it very much.

---

c) We stayed at the Grand Hotel. Ketan had recommended it to us.

---

d) Gordonston is the most popular school in Scotland. My son studies there.

---

e) Shirish is away from home a lot. His job involves a lot of traveling.

---

f) The new aircraft will be launched next month. It has special comfortable seats.

---

**3. Read the information and complete the sentences. Use a comma where necessary.**

a) There's a woman living next door. She's a doctor.

---

b) My favourite teacher is Neena Ma'am. She lives in Gurgaon. She is a Maharashtrian.

---

c) There was a strike in the car factory. It lasted ten days. It is now over.

---

I was looking for a book this morning. I've found it now.

---

d) London was once the largest city in the world, but the population is now falling.

The population of London \_\_\_\_\_

**4. Rearrange the following words to form meaningful sentences:**

a) high/ blood/many/pressure/be/there/can/causes/for.

---

b) to/consult/determine/doctor/important/is/the/it/a/to/cause.

---

c) advice/his/seek/and/required/medication/on/lifestyle/in/change.

---

d) too/diet/balanced/a/essential/very/is.

---

**5. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word after it . Underline the word that forms your answer**

There was once a boy would never	(a) _____
devote any attention his studies.	(b) _____
His parents sent to school,	(c) _____
but he took playing on the road	(d) _____
and did not care the opinion	(e) _____
of even those friends helped him	(f) _____
in danger. In end he found himself	(g) _____
all alone and a job. He had no	(h) _____
option but to let himself employed a servant. (i) _____	

Unscramble the following to form meaningful sentences:

1. times/the/of slavery/to ancient/back/practice/goes

---

2. their will/refers/buying/it/of people/to the/against/and selling

---

3. but are/masters/slaves/entirely/or freedom/have no/owned/rights/by their

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## \*\*\*\* Word Construction

Use the letters below to form as many words as you can in 5 minutes. Each word must be at least 4 letters long. Write your words in the space provided below.

Example:

T	O	O
---	---	---

Ans: To, too

K	T	I	E	N	C	H
---	---	---	---	---	---	---

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

### **Section D (Literature)**

#### **Owens Vs Master Race**

4. What about Germany amazed Owens?
5. Why were the 1936 Olympics said to be held in troubled times?
6. What were the reasons for Germany to hold Olympics in the year 1936?
7. How did the Nazis view people from other races?
  - a) How many countries participated in the 1936 Olympics and why?
  - b) Given the circumstances, why did Owens agree to participate in the 1936 Olympics?
  - c) What made Lutz Long and Owens become friends?

- d) Why does the author title his story “Owens Vs Master Race?”
- e) In the 21<sup>st</sup> century, are people still typecast according to caste, creed and color? Discuss.

**VALUE POINTS**

- The Nazi view of Germans as a Master Race.
- Hitler thought the German athletes would sweep the races.
- The Olympics was a show of strength to the world-- to show German supremacy.
- Owens won the gold in all the events that he ran setting world records.
- Won four gold medals and by doing so made a mockery of German racial supremacy.

### ***Unfolding Bud***

Naoshi Koriyama uses a central metaphor in his poem to compare poetry to a budding flower. Much like a growing plant, poetry develops its beauty gradually. Koriyama refers to a poem's initial impression as ordinary and reserved. He says that a poem starts out with a hidden message inside, waiting to blossom and reveal itself. The comparison made by Koriyama reminds the reader that a "tiny bud" (11) is how a beautiful masterpiece begins, and one must be patient during the early stages of a poem until its true meaning is discovered. He uses imagery to show how a flower is transformed to be magnificent and beautiful. One can also see that this metamorphosis does not occur overnight, but rather it takes time to fully run its course.

Just as Koriyama describes a plant as "Taking on richer colour" (5), he later refers to a poem as "Revealing its rich inner self" (15). His diction convinces the reader of their similarities since they both develop a fuller beauty and meaning as time goes on. Through these comparisons, Koriyama shows the audience that to discover the true meaning of a poem, one must be patient and wait for its beauty to bloom. The main idea of "Unfolding Bud" is that poems are appreciated more fully after many readings.

#### **Questions:**

1. How does a water-lily bud (or the bud of any flower) become amazing with time? How does it change?
2. Why is one "not amazed" when they first see a poem? How is it like the bud of a flower?
3. When one reads a poem "again and over again," what often happens?
4. Do you think your understanding of the poem would have changed had the poet ended the poem after stanza 2?

**Month: December****Section A (Reading)**

1. Read the following poem and answer the questions that follow.

**On Killing a Tree**

It takes much time to kill a tree  
 Not a simple jab of the knife  
 Will do it. It has grown  
 Slowly consuming the earth,  
 Rising out of it, feeding  
 Upon its crust, absorbing  
 Years of sunlight, air, water,  
 And out of its leprous hide  
 Sprouting leaves.

So hack and chop  
 But this alone won't do it.  
 Not so much pain will do it.  
 The bleeding bark will heal  
 And from close to the ground  
 Will rise curled green twigs,  
 Miniature boughs  
 Which if unchecked will expand again  
 To former size.

No,  
 The root is to be pulled out,  
 Out of the anchoring earth;  
 It is to be roped, tied,  
 And pulled out—snapped out  
 Or pulled out entirely  
 Out from the earth- cave  
 And strength of the tree exposed,  
 The source, white and wet,  
 The most sensitive, hidden  
 For years inside the earth.

Then the matter  
 Of scorching and choking  
 In sun and air,  
 Browning, hardening  
 Twisting, withering,  
 And then it is done.

Gieve Patel

1. Write two words from the poem, which indicate the cutting action of the tree.

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**2. How does the poet describe the growth of a tree?**

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**3. What will happen when you chop down a tree?**

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**4. The poet is describing the action of killing a tree in such detail because**

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**5. Find words in the poem which mean :**

- a) small \_\_\_\_\_
- b) to poke sharply \_\_\_\_\_

**2. Read the following passage and answer the questions that follow:**

There's a question that you ask the famous when they're obviously on their way to the top, and so I asked it. "How'd you get started?" I said. 'Who or what provided the necessary push?'

She gave me a quizzical look; she wasn't really pretty but she had merry sort of a face. 'That', she said. 'is a stock question. But never mind, I can give you an answer. We'll have to go back about 15 years though. Do we have time?'

We stood there in the chilly dampness, this is what she told me.

In those days she lived in the twilight land between childhood and adolescence, and she didn't like it much. She was eight years old, she was awkward as a new born colt, and when she looked in the mirror, which was as seldom as possible, all she could see was a pair of enormous eyes and a lot of bands on her teeth. She was shy; she was lonely; she was convinced that she was hideous. Her name was Margaret, but everyone called her Maggie.

To make matters worse, she had a sister named Sybil who seemed to be everything she was not. Sybil was 16, blonde and cunningly streamlined. She had decided opinions, and on this particular wintery afternoon she was voicing one of them loudly. “Oh, Mother, do we have to take Maggie? She’s only a child, and she can’t even skate.”

“It won’t do you any harm to have her along.”

“But Larry is taking me. It’s all arranged...” she said, brushing back her honey-coloured hair.

“You needn’t worry. I’ll sit in the back seat and not say a word.” said Maggie in a small voice.

Larry was the best athlete in high school. He was 17, but seemed older. There was a kind of quiet assurance about him. They went down the snowy path to the street, Sybil on Larry’s arm and Maggie stumbling along behind like a lost puppy. We drove to the lake near the Bancrofts’ house. Already 20-30 skaters were swooping and spinning over the polished surface, their cries thin and sweet in the frosty air.

Larry laced Sybil’s skates for her. He offered to do the same for Maggie but she refused. She stood, small and alone, feeling her fingers and toes go numb. Watching the skaters, she felt a longing that was almost like physical pain, a longing to be as graceful, as beautiful, as free.

Larry suddenly came over and said, “How about giving it a try?”

“I am no good at it.”

“So what?” He sounded surprised.

She shook her head, her eyes full of tears. “I can’t. I’m afraid.”

He said gently, “I’ll tell you why you’re afraid. You’re afraid because you’re lonely. I know because I was lonely once. Afraid to try things. Afraid of not doing things well. Afraid of being laughed at. But finally I found out something.”

She started up at her, puzzled, confused

“What I found out was that no one is ever alone. Even when there is no other person around, there still must be someone. Someone who made you and therefore, cares what happened to you. someone who will help you if you do the best you can. So you can’t be alone, no matter what you do.”

Maggie got to her feet and stood wavering. But his right hand was around her waist and his left hand held hers...

That was the story she told me. Then the lights went out in the big arena, the music blared. She left me standing in the runway and flashed across the ice on glittering skates. The greatest ice show on earth they called it. I guess it was.

### 1. Why was Sybil annoyed to have Maggie tagging along with her and Larry?

**2. Was Margaret really longing to skate? How do you know that? Then why did she not?**

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**3. According to Larry is one really alone? Who is with us always?**

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**4. How will you describe Margaret as a person? How was she different from her sister Sybil?**

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**5. Larry comes across as a very understanding individual. Give any two instances, from the excerpt, that show this.**

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**6. What do you think made Margaret a star performer?**

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### **Section B (Writing)**

#### **Diary Entry**

#### **POINTS TO REMEMBER**

- This is a personalized piece of writing.
- This is an expression of personal feelings, inner most thoughts and emotions.
- A diary entry is always in the past tense.
- The word 'today' should feature in the beginning of the entry.
- Start the diary entry with day, date.

**Solved Example****Friday, July 20, 1995**

It had not stopped raining since 6 in the morning. I had been sitting near the window in my room, watching the Gulmohar tree outside dripping with rain. Why did God have to be so unkind to me? It was my birthday today and I had made so many plans. Mom had promised a grand lunch and I was to bring all my friends home after school. But there had been no school, as it was declared a holiday due to waterlogged roads. Mom, though I must admit, kept her promise and had cooked a whole lot of goodies. The aroma of her wonderful cooking had enveloped the whole house, though I seem to have lost my appetite. And my friends? Are they my friends? Not a single one had turned up. Mom said they had called to say that they could not make it. I feel miserable! We were to have games and dancing and there were those lovely return gifts all wrapped up and ready...Oh! This is the worst birthday anyone could wish for.

Guess what? They all arrived at 7p.m.! We did have the party after all! Mom wanted it to be a surprise, so I wasn't told. What a wonderful time we had! We danced and sang and brought the roof down. We made so much noise with our dancing and laughter that at one point one of our neighbours actually came to complain! And the food—it was heavenly! My friends loved every minute of the party and I loved every minute of their exciting and fun-filled company. They were all reluctant to go home just as much as I was to see my party come to an end. But I am looking forward to opening my presents.

Thank you God; thank you, Mom. Oh, I am so happy! This has to be the best birthday party anyone could wish for.

**EXERCISES**

1. Make a diary entry describing a day in school when everything seemed to go wrong.
2. Imagine you are Albert Royston. You have slowly walked back home after the debacle on your debut night. Write a page in your diary expressing your thoughts and feelings on what you have experienced that night.
3. Imagine you are Annabel Adams. Write a page in your diary expressing your thoughts and feelings on seeing the change in Ralph while opening the safe to save Agatha.

**Section C (Grammar)****Adverb Clauses**

An **adverb clause** is a subordinate clause that functions as an adverb in the main clause. An adverbial clause tells us *why, when, where, how, who and under what conditions* the main event of the sentence took place.

An adverbial clause may begin with a subordinating conjunction – a word like *when, because, if and although*.

**Examples:**

- *When the murderer entered the room, I drew in my breath sharply.*
- *Leave the books wherever you like.*
- *I'll come when I'm ready.*

Adverbial clauses can be placed at the beginning, middle or end of a sentence.

**EXERCISE****1. Underline the adverb clauses in the following sentences:**

1. While you were out, someone called.
2. Before he came, he called.
3. As soon as you are finished, call me.
4. I ordered two pizzas as we were all hungry.
5. I failed because I didn't study.
6. I fixed it so that anybody could use it.

7. This card is accepted wherever you go.
8. She talked as if she were a princess.
9. He swam as if he were a fish in the sea.
10. While I was fishing last year, I caught a fish.
11. The family left irritated that the bears had stolen their food.
12. She stared at the sky looking for signs of life among the stars.

**2. The following exercises will help you gain greater understanding about how adverb clauses work. Choose the best answer to complete each sentence.**

1. The women took notes \_\_\_\_\_.
  - a. While they were being taught to cook
  - b. Steadily
  - c. Noisily
  - d. For their children
2. We will go to the game \_\_\_\_\_.
  - a. Friday
  - b. Even if it rains
  - c. Saturday
  - d. Sometime
3. You can put the package \_\_\_\_\_.
  - a. Outside
  - b. Inside
  - c. Wherever you like
  - d. Somewhere
4. \_\_\_\_\_, you will not be punished.
  - a. Since you have apologized
  - b. We decided
  - c. He told me
  - d. You are lucky
5. She was so tired \_\_\_\_\_.
  - a. She left
  - b. She cried
  - c. Today
  - d. That she could not stand

**Types of Adverbial Clauses:**

I. **Adverbial Clause of Time:** a subordinate clause that says *when* something happens.

They are introduced by conjunctions such as *after, as, as soon as, before, once, since, till, until, when, whenever, while.*

**For Example:** *I'm not leaving till I know the truth.*

II. **Adverbial Clause of Place:** it says *where* something happens, and is introduced by conjunctions *where* and *wherever.*

**For Example:** Put it wherever you like.

III. **Adverbial Clause of Manner:** it says *how* something happens and is introduced by conjunctions *as, as if, as though, how, however and like.*

**For Example:** *Glue the pieces together as I showed you.*  
*I'll do it however I like.*

IV. **Adverbial Clause of Reason:** it tells *why* something happens or *why* it should happen. It is introduced by conjunctions such as: *as, because, in case, seeing, seeing as, seeing that and since.*

**For Example:** *As it was raining, we decided not to go.*  
*Take an umbrella in case it rains.*  
*Seeing that it's raining, you'll have to play indoors.*

V. **Adverbial Clause of Purpose:** it tells you why something is happening, but states the aim or purpose of it rather than the reason for it or the cause of it. It is introduced by conjunctions such as: *so, so that, in order that.*

**For Example:** *Take an umbrella so that you don't get wet.*  
*My neighbour turned down the volume so that I could concentrate on what I was doing.*

VI. **Adverbial Clause of Result:** tells you what results for something happening. It is introduced by conjunctions such as: *so / such plus that.*

**For Example:** *It rained so much that the garden was flooded.*

VII. **Adverbial Clause of Concession:** it is introduced by conjunctions such as *although, even if, even though, however, no matter what/who/where etc. though, whatever, wherever, while, whoever, whereas and whether...or.*

**For Example:** *Even though the sun was shining, the weather was very cold.*  
*I'm going whether you're coming with me or not.*

VIII. **Adverbial Clause of Condition:** it states the conditions or circumstances that are, or would be necessary for what is talked about in the main clause to happen. Conjunctions that introduce them are: *if, as long as, on condition that, provided, provided that, providing, so long as, unless.* They are also sometimes called the **if- clauses.**

**For Example:** *I'll go if she invites me.*

*I won't come unless she invites me.*

*So long as you don't forget your lines, you'll be fine.*

### **Adverb Clauses List**

When creating adverb clauses, feel free to be creative. The following examples will help you get started.

Even when I'm sick...

When you have finished working...

Whenever you like...

Wherever we prefer...

Since I returned from vacation...

As she was not there...

Since you always do well...

Before entering high school...

After I return...

So that he would understand...

### **EXERCISES**

#### **3. Complete the following sentences using the verbs in the brackets:**

- Watch me while I \_\_\_\_\_ this. (do)
- What will happen if the rainforests \_\_\_\_\_ all cut down? (be)
- What would happen if the rainforests \_\_\_\_\_ all cut down? (be)
- If you \_\_\_\_\_, you might have passed your exams.(work)
- Even if I \_\_\_\_\_ a lot, I'll never be a great pianist. (practice)
- Even if I \_\_\_\_\_ a lot, I'd never be a great pianist. (practice)
- There was a phone call for you while you \_\_\_\_\_ out. (be)

#### **4. Fill in the blanks with the correct choice:**

- Unless you work hard, \_\_\_\_\_be a good sportsman.  
a) would not    b) will    c) will not
- If you have but moderate abilities, hard work \_\_\_\_\_ your deficiency.  
a) will supply    b) would supply    c) will have supplied
- Unless you \_\_\_\_\_the book, you will not enjoy the movie based on it.

a) will have read    b) read    c) would read

4. Anita would have taken the test today, if she \_\_\_\_\_ fallen ill.

a) had not    b) was not    c) would not have

5. If you do not return your library book on time, you \_\_\_\_\_ to pay a fine.

b) will

a) would have    have    c) had

6. If only Arti \_\_\_\_\_ to her friend, she would not have been in this situation.

a) had listened    b) listened    c) have listened

7. If only you \_\_\_\_\_ hard, you would have done well.

a) worked    b) work    c) had worked

8. I cannot go unless my mother \_\_\_\_\_ me.

a) permitted    b) permit    c) permits

**5. Complete the following conditional clause:**

1. If I were a pop singer \_\_\_\_\_

2. If I were invisible \_\_\_\_\_

3. If I got a job as an ice - cream taster \_\_\_\_\_

4. If I were the head boy/girl in my school \_\_\_\_\_

5. If I were an editor \_\_\_\_\_

**6. Rewrite the following using if and unless.**

1. You must be careful.

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2. You must wake up early every morning.

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3. You ought to read the newspaper everyday.

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4. Don't go too close to a cactus bush.

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**INTEGRATED GRAMMAR EXERCISES****I) Unscramble the following:**

a) times/the/of slavery/to ancient/back/practice/goes

---

b) their will/refers/buying/it/of people/to the/against/and selling

---

c) but are/masters/slaves/ entirely/or freedom/have no/owned/rights/by their

---

d) 1000 years/African people/ by Arabs/more than/selling/as slaves/ago/was begun

---

**II. Each line in the following dialogue contains an error. Underline the error and write the correction in the space provided:**

A: It's no good, Ramesh. I can't find it nowhere. \_\_\_\_\_

B: Where have you put it yesterday? Think carefully. \_\_\_\_\_

A: Well, I put it on the drawer first of all because \_\_\_\_\_

I thought it could be safe. Then Anju said that it \_\_\_\_\_

was a silly place so I put it over the floor where \_\_\_\_\_

everyone could see it. But I fell on it! After that \_\_\_\_\_

I noticed the top was broke so I repaired it and \_\_\_\_\_

put it someone else. Then I was so tired that Anju \_\_\_\_\_

suggested that I had a cool drink! \_\_\_\_\_

B: If I were you, I would look in a fridge. \_\_\_\_\_

A: Hey, you're right...it's in the fridge. I should \_\_\_\_\_

have left them there when I got my drink. Thanks! \_\_\_\_\_

**III. Fill in the blanks with a suitable word.**

Just 500 metres from the summit (a) \_\_\_\_\_ Everest, British climber Leslie Binns was only hours (b) \_\_\_\_\_ from scaling the world's (c) \_\_\_\_\_ peak. But he turned back (d) \_\_\_\_\_ save the life of (e) \_\_\_\_\_ fellow mountaineer. When the twice-decorated ex-serviceman (f) \_\_\_\_\_ upon climber Sunita Hazra (g) \_\_\_\_\_ West Bengal, (h) \_\_\_\_\_ had run out of oxygen and was (i) \_\_\_\_\_ to descend on her own, he (j) \_\_\_\_\_ he had to help.

**IV. One word has been omitted from each line in the passage given below. Mark the place and write the word in the place provided:**

Advertisements can extremely useful if they \_\_\_\_\_  
 are honest. Obviously can help you to \_\_\_\_\_  
 decide what to buy. Example if you \_\_\_\_\_  
 break your pen and want to buy \_\_\_\_\_  
 another, the first thing to do to \_\_\_\_\_  
 look at as advertisements for pens as you can \_\_\_\_\_  
 find. This help you to choose the best type. \_\_\_\_\_  
 However, advertisements can be harmful they \_\_\_\_\_  
 try to exploit the public. It has found that \_\_\_\_\_  
 young people, especially the teenagers are affected the most.

\*\*\*\* Read the paragraph below. The numbered words in bold print are the antonyms of the words that should appear there. Fix the story by replacing each highlighted word with an *antonym* that makes more sense in the story. Write the new word on the corresponding numbered line. The first one has been done for you.

Felix and Diego were absent on the day of the test. When they 1) **left** at school the following 2) **night**, they had to go to a different room to 3) **give** the test. They were 4) **calm** because they were not really prepared but decided to give it their 5) **worst** try. Felix's pencil 6) **mended** twice during

the test because he was pressing too 7) **softly**. He finally took a 8) **shallow** breath and calmed 9) **up**. At the 10) **different** time, Diego was 11) **unoccupied**, carefully reading and then 12) **erasing** in the bubbles to answer the questions. He 13) **started** too quickly to do a 14) **poor** job of it, so he decided to 15) **recklessly** look over each question to make sure that he had written the 16) **incorrect** answer. Both 17) **girls** spent most of the 18) **evening** until lunch time 19) **playing** on the test. They were very 20) **anxious** when they were finally able to finish and turn their tests 21) **out**. They hurried back to their classroom just in time to get their lunch money so they could line up with everyone else to 22) **sell** lunch. They decided to try harder not to be absent on a test day again!

1.	Arrived	12.	
2.		13.	
3.		14.	
4.		15.	
5.		16.	
6.		17.	
7.		18.	
8.		19.	
9.		20.	
10.		21.	
11.		22.	

**Section D (Literature)****DARJEELING**

Rasipuram Krishna Swami Iyer Laxman (24 October 1921- 26 January 2015) was a cartoonist par excellence. R.K. Laxman is also one of the country's most entertaining writers, illustrator and humorist. He was best known for his creation *The Common Man* and for his daily cartoon strip, 'You Said It' in The Times of India.

*Darjeeling* is a travelogue brought to life by Laxman's vivid description and his inimitable way of looking at the world around him.

Unlike a usual travelogue that gives a clear insight into the destination, Laxman allows the reader to experience it all with him by providing information as it is. The author plans his trip by train all the way from Bombay to Darjeeling with great enthusiasm and encouragement by all and sundry. It is only when he is on board

does he realize that this in fact was not going to be possible after all. The landslides have cut off the railway connection and he ends up having to take a taxi to his destination.

Even the taxi ride only gives him glimpses of his journey because of the dense mist.

However it is not all gloomy as his keen sense of observation helps him absorb and appreciate each little detail. It is also not without pleasant surprises as he drives past Tenzing Norgay's house and actually sees him gardening there.

He beautifully captures the changing landscape as well as the weather pattern, which is now turned into a heavy rain. While the others rue at this Laxman merely observes it and notes how beautiful the morning returns with a captivating clear view of the Kanchenjunga. He ventures into the popular spots for all tourists in hill stations in India, the Mall and vividly describes the bustle and life there.

He takes a quick jaunt to Sikkim, where the weather is pleasant, and enjoys all that the place has to offer. His narrative of the sojourn to Sikkim and the Tiger Hills leaves the reader wanting more.

The longer he stays, the more familiar he becomes with the place and the people, who are warm and congenial. The extract makes a very interesting read and the author literally takes the reader on a trip to Darjeeling with him making it an unforgettable experience.

**VOCABULARY:**

All and sundry: everyone; each and everyone

Captivating: charming

Ventures: travels, journeys, proceeds (usually a risky or daring undertaking)

Rue: bitterly regret; to feel sorrow for

Congenial: pleasant; agreeable; hospitable; compatible

Sojourn: stay; visit ; a temporary stay

**QUESTIONS:**

1. What was the vital piece of information withheld from the author?
2. Describe the author's drive to Darjeeling. What were some of the sights that he glimpsed?
3. What was the ultimate destination in Darjeeling? Describe it in detail.
4. Why does the author say that they were lucky?

**Month: January**

**Section A (Reading)**

**1. Read the poem carefully and answer the questions that follow:**

**THE ENCHANTED SHIRT**

The king was sick. His cheek was red,  
And his eye was clear and bright,  
He ate and drunk with kingly zest,  
And peacefully snored at night.

But he said he was sick, and a king should know;  
And doctors came by the score;  
They did not cure him. He cut off their heads,  
And sent to the schools for more.

At last two famous doctors came,  
Together they looked at the royal tongue,  
As the king on his couch reclined;  
In succession they thumped his august chest,  
But no trace of disease could find.

The king was as sound as a nut,  
But they feared his royal rage;  
So the old sage pensively rubbed his sagacious nose,  
And thus his prescription ran;  
The king will be well if he sleeps one night  
In the shirt of a happy man.

Wide o'er the realm the courtiers rode,  
And fast their horses ran;  
And many they saw, and to many they spoke,  
But they found no happy man.

They found poor men who would fain be rich,  
And rich men who thought they were poor;  
They saw two men by the roadside sit  
And both bemoaned their lot.  
For one had buried his wife, he said,  
And the other one had not.

At last they came to a village gate;  
A beggar lay whistling there;  
He whistled, and sang, and laughed, and rolled

On the grass, in the soft June air.

The weary courtiers paused and looked At the scamp so blithe and gay;

And one of them said, "Heaven save you, friend! You seem to be happy today."

"O yes, fair sirs," the rascal laughed,  
And his voice ran free and glad;  
"An idle man has so much to do That he never has time to be sad."

"That is our man," the courtier said,  
"our luck has led us aright;  
I will give you a hundred ducats, friend,  
For the loan of your shirt tonight."

The merry blackguard lay back on the grass,  
And laughed till his face was black;  
"I would do it, God Wot," and he roared with fun;  
"but I haven't a shirt on my back."

Each day to the king the reports came in  
Of his unsuccessful spies  
And the sad panorama of human woes  
Passed daily under his eyes.

And he grew ashamed of his useless life, And his maladies hatched in gloom;  
He opened his window and let the air  
Of the free heaven into his room.

And out he went in the world and toiled In his own appointed way;  
And the people blessed him,-the land was glad, And the king was well and gay.

John Hay

**1. Why did the king send for the doctors? Why were the doctors not able to cure him?**

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**2. Pick out some expression from the poem that has been used to make fun of the king.**

---

**3. What prescription did the second doctor give for the king's ailment? Why do you think he did that?**

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**4. How does the poet contrast the poor beggar with the king?**

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**5. The message of this poem is:**

**6. Find words in the poem which mean the same as:**

- i. diseases or illness \_\_\_\_\_
- ii. view of a constantly changing scene \_\_\_\_\_
- iii. worthless person \_\_\_\_\_

**2. Now, read this passage and answer the questions that follow:**

And what a change! Have you noticed something about wedding dinners – buffet - of course – these days? They are a strangely quiet affair. The orderly queue of the guests leading up to the tables where the food has been neatly laid out, the silent efficient service by the catering staff, the murmur of ‘Yes, please’ or ‘no, thank you’ in the way of response, and the ever – so – soft conversation thereafter to the equally soft accompaniment of crockery coming into delicate contact with cutlery. A clinical setting almost, the spotless white gloves worn by the catering staff contributing their special touch. For scalpel read serving spoon.

Compare this with the bedlam at wedding –dinner time at an earlier point in history. The maddening yet so delightful row that went on as one lot of diners finished eating and the next lot moved in. The full throated cries of “Now bring the daal,” “What happened to the fried brinjal?” and “serve the mutton curry and pulao the second time round”, punctuated with the personal entreaties by the hosts. These made a meal with a difference.

For the people who served you were not professional jaded and tired of routine. Those who supervised your meal in those dear old days were almost always relatives and family friends. They knew your likes and dislikes, perhaps even a fair bit about your health problems. “OK, forget the mutton, but do have another piece of fish.” You can’t possibly expect caterer’s men to know that red meat does you no good.

**1. Find out words from the passage that mean the same as:**

- i) a place, scene or state of uproar or confusion:

- j) to ask someone earnestly, a plea:  
k) fatigued or bored:

**2. In your own words give the meaning of these phrases:**

- a) a clinical setting almost \_\_\_\_\_  
b) for scalpel read serving spoon \_\_\_\_\_  
c) the orderly queue \_\_\_\_\_

**3. What is one 'change' the author notices about wedding dinners these days?**

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**4. He uses several adjectives to reinforce this change. Write four:**

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**5. Quote a sentence to show that the author enjoyed wedding dinners in the earlier days.**

---



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**6. Mention one feature the author gives that made the meal different.**

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**Section B (Writing)**

**Email Writing**

**Word Limit: 120 words**

**E mail consists of two major sections:**

**Header** consisting of subject, sender, receiver, date and time

**Body** contains the message. It can be formal/informal letter depending on the purpose.

Tips on composing e-mails:

**Subject**

- It should be brief

- It should give a clue to the content of the message
- It need not be a complete sentence.

**Salutation:**

- Dear Sir/ first name of the person

**Opening sentence**

- Begin with a pleasantry or greeting
- When replying to a message: *“Thank you for your message/ I received your message”*

**Clarity and tone**

- When you expect a reply: *“Please let me know”*
- When you want help: *“Please” or “Kindly”*

**Paragraphs**

- Each main idea should be in a separate paragraph, making it easy for the reader to understand the message.
- Use complete sentences. (no SMS language)

**Complimentary Close**

- Regards/ Love
- Name

The style of an email will depend both on the situation and familiarity of the writer with the reader. All e-mails should be polite, but the degree of politeness will vary depending on who the writer is and what is the purpose of the mail. E-mails are shorter and less formal than letters.

Date: \_\_\_\_\_

From: \_\_\_\_\_

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear Sir/ XYZ

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Regards/ Love  
Name

**Sample E-mail**

Sonam has read an advertisement for the post of Senior Editor in a leading weekly magazine. She sends a mail to the manager, HR giving an introduction about herself. Read the mail she has written.

April 15, 2010

From: Sonam<sonam88@yahoo.com>

To: [manager.hr@mag.co.in](mailto:manager.hr@mag.co.in)

Subject: Applying for Post of Senior Editor

Attachment: Resume

Dear Sir

I read your advertisement regarding the post of Senior Editor in a leading weekly magazine.

I am currently employed with ABC Publishing House, where I have been holding the post of Editor for the past five years. My responsibilities include independent handling of all articles. I have been entrusted with the responsibilities of editing and proof reading articles from the manuscript to the final stage.

Please find my resume sent as attachment with this mail for more details.

I look forward to hearing from you.

Kind Regards

Sonam

**Now attempt these emails yourself.**

**EXERCISES**

1. In today's age of 'online friendships' through popular social networking sites like Facebook, Twitter, Orkut, etc., people 'meet' and 'make' friends online. This could have both advantages and disadvantages. Write an e-mail to an online newspaper, 'Musings', expressing your views. You are Savita/Survesh. Use the following inputs together with ideas of your own.

- Many strangers prowling on the net with fake identities.
- Trap and fool unsuspecting children and adults.

- Several cases of online fraud and crime.
- Young, immature minds are easily led astray.

2. Rashmi was scheduled to visit the scenic hill station of Dalhousie and spend a week with her friend there during her summer holidays. But she's come down with a bout of 5Flu and has, therefore, had to cancel her plans for travel. Disappointed at this turn of events, she writes an e-mail to her friend, Sujata, telling her of her change in plans. Help her write this e-mail.

3. You are Radha/Rajesh. A lot of your English work is pending. Write out an e-mail to your teacher explaining why you have not completed all your work.

### **Section C (Grammar)**

#### **Reported Speech**

While converting direct speech into reported speech and vice versa the following changes occur:

#### **1. Changes in Reporting Verb**

- All the present tense verbs are converted to past tense.
- The first and second person pronouns are converted to third person.
- Pointer words like – *this, now, here, these, today, yesterday tomorrow are changed into that, then, there, those that day, the day before and the next day.*
- Inverted commas are removed.

#### **REMEMBER**

- **Ought** and **Should** normally don't change.
- The tense does not change while reporting facts.

### **Direct and Indirect Speech**

When using indirect or reported speech, the form changes. Usually indirect speech is introduced by the verb **said**, as in **I said, Bill said, or they said**. Using the verb **say** in this tense, indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past. If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past.

Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of **that** is optional.

Direct Speech	Indirect Speech
<b>simple present</b> He said, "I <b>go</b> to school every day."	<b>simple past</b> He said (that) he <b>went</b> to school every day.
<b>simple past</b> He said, "I <b>went</b> to school every day."	<b>past perfect</b> He said (that) he <b>had gone</b> to school every day.
<b>present perfect</b> He said, "I <b>have gone</b> to school every day."	<b>past perfect</b> He said (that) he <b>had gone</b> to school every day.
<b>present progressive</b> He said, "I <b>am going</b> to school every day."	<b>past progressive</b> He said (that) he <b>was going</b> to school every day.
<b>past progressive</b> He said, "I <b>was going</b> to school every day."	<b>perfect progressive</b> He said (that) he <b>had been going</b> to school every day,
<b>future (will)</b> He said, "I <b>will go</b> to school every day."	<b>would + verb name</b> He said (that) he <b>would go</b> to school every day.
<b>future (going to)</b> He said, "I <b>am going</b> to go to school every day."	<b>present progressive</b> He said (that) he <b>is going</b> to go to school every day.
	<b>past progressive</b> He said (that) he <b>was going</b> to go to school every day.

**auxiliary + verb name**

He said, "**Do you go** to school every day?"

He said, "**Where do you go** to school?"

**simple past**

He asked me **if I went** to school every day.\*

He asked me **where I went** to school.

<b>Imperative</b> He said, " <b>Go</b> to school every day."	<b>Infinitive</b> He said <b>to go</b> to school every day.
---	--

**NOTE-**When a **Yes/No** question is asked in direct speech, then a construction with **if** or **whether** is used. If a **WH** question is being asked, then use the **WH to introduce** the clause. Also note that with indirect speech, these are examples of embedded questions.

The situation changes if instead of the common **said** another part of the verb **to say** is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below.

Direct Speech		Indirect Speech
<b>simple present + simple present</b> He <b>says</b> , "I <b>go</b> to school every day."		<b>simple present + simple present</b> He <b>says</b> (that) he <b>goes</b> to school every day.
<b>present perfect + simple present</b> He <b>has said</b> , "I <b>go</b> to school every day."		<b>present perfect + simple present</b> He <b>has said</b> (that) he <b>goes</b> to school every day.

Another situation is the one in which modal constructions are used. If the verb **said** is used, then the form of the modal, or another modal that has a **past** meaning is used.

Direct Speech		Indirect Speech
<b>Can</b> He said, "I <b>can go</b> to school		<b>Could</b> He said (that) he <b>could go</b> to school

every day."		every day.
<b>May</b> He said, "I <b>may go</b> to school every day."		<b>Might</b> He said (that) he <b>might go</b> to school every day.
<b>Might</b> He said, "I <b>might go</b> to school every day."		
<b>Must</b> He said, "I <b>must go</b> to school every day."		<b>had to</b> He said (that) he <b>had to go</b> to school every day.
<b>have to</b> He said, "I <b>have to go</b> to school every day."		
<b>Should</b> He said, "I <b>should go</b> to school every day."		<b>Should</b> He said (that) he <b>should go</b> to school every day.
<b>ought to</b> He said, "I <b>ought to go</b> to school every day."		<b>ought to</b> He said (that) he <b>ought to go</b> to school every day.

While not all of the possibilities have been listed here, there are enough to provide examples of the main rules governing the use of indirect or reported speech.

Some other verbs that can be used to introduce direct speech are: *ask, report, tell, announce, suggest, and inquire.*

### EXERCISES

#### 1. Change the following into indirect speech

a) "Stop writing," said the invigilator.

---

b) "Put the gun down," said the officer.

---

c) "Bring the notebook here, please," said her mother.

---

d) "Don't do that again," the teacher said.

---

e) "Have you read this book?" said Betty.

---

f) "We've got a free period!" said the students.

---

g) "Do not move!" ordered the sergeant.

---

#### 2. Read the conversation given below. Complete the report that follows with suitable expressions on the basis of the conversation.

**Patient** : Doctor, I have a terrible toothache.

**Doctor** : Well, sit down. I need to examine your teeth. Please open your mouth wide.

**Patient** : Is there any serious problem, doctor?

**Doctor** : There is nothing serious. One of your teeth has developed a cavity that requires filling up. That's all.

**Patient** : Is there anything else?

**Doctor** : Hmm--, your teeth require cleaning too.

**Patient** : Will the treatment be very expensive?

**Doctor** : Well, you need not worry so much about the expenses. Try to save your teeth.

The patient told the doctor (a) \_\_\_\_\_

The doctor told him (b) \_\_\_\_\_ his teeth.

He also \_\_\_\_\_ him to open his mouth wide.

The patient then (c) \_\_\_\_\_ any serious problem.

To this the doctor (d) \_\_\_\_\_

On being asked if there was anything else as well, the doctor told the patient that his teeth required cleaning too. The patient then

(e) \_\_\_\_\_

The doctor told him not to (f) \_\_\_\_\_

**3. Read the conversation given below and complete the sentences that follow without adding any new information.**

Given below is an excerpt from the interview of a budding chess champion. Report the same to a friend. Write your answer in the space provided.

Interviewer: What is your aim in life?

Sunil: I want to be a very good chess player.

Interviewer: Do you like any particular chess player?

Sunil: Yes, I like Kasparov and Anand.

Interviewer: What is your next move?

Sunil: I want to become an International Master and hope to play in the Asian Under-14 Championship.

The interviewer a) \_\_\_\_\_

Sunil (b) \_\_\_\_\_.

The interviewer then (c) \_\_\_\_\_.

He replied (d) \_\_\_\_\_

The interviewer further questioned him (e) \_\_\_\_\_

and Sunil answered that he (e) \_\_\_\_\_

**INTEGRATED GRAMMAR EXERCISES**

**1. In the passage given below, a word has been omitted from each line. Put a / in the correct place and write the omitted word in the place provided:**

The idea of Police system to protect a city \_\_\_\_\_  
 originated London. In 1737 a law was passed \_\_\_\_\_  
 creating a police system 68 men. But as \_\_\_\_\_

city grew, poverty increased, looting and rioting  
 were soon out control in London. In 1829,  
 Sir Robert Peel formed London Metropolitan Police

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

with headquarters in Scotland Yard.  
 This new force Peel  
 had created larger, better trained,  
 more disciplined any other  
 police force ever been.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. In the passage given below, there is a mistake in each line. Underline the mistake and write the correction in the space provided**

Bhubaneshwar has known as the temple town

\_\_\_\_\_

because it have many temples in the

\_\_\_\_\_

extravagant style. There is 500 temples around

\_\_\_\_\_

it but most of it have decayed. Perhaps a

\_\_\_\_\_

dozen is of real interest, including the

\_\_\_\_\_

Lingraj temple, which are one of the

\_\_\_\_\_

most important temple in India. The

\_\_\_\_\_

temples were in a variety of styles.

\_\_\_\_\_

**Section D (Literature)**

**If**

If you can keep your head when all about you  
 Are losing theirs and blaming it on you,  
 If you can trust yourself when all men doubt you,  
 But make allowance for their doubting too;  
 If you can wait and not be tired by waiting,  
 Or being lied about, don't deal in lies,  
 Or being hated, don't give way to hating,  
 And yet don't look too good, nor talk too wise:

If you can dream – and not make dreams your master;  
 If you can think – and not make thoughts your aim;  
 If you can meet with Triumph and Disaster  
 And treat those two impostors just the same;  
 If you can bear to hear the truth you've spoken  
 Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to, broken,  
 And stoop and build 'em up with worn-out tools:  
 If you can make one heap of all your winnings  
 And risk it on one turn of pitch-and-toss,  
 And lose, and start again at your beginnings

And never breathe a word about your loss;  
 If you can force your heart and nerve and sinew  
 To serve your turn long after they are gone,  
 And so hold on when there is nothing in you  
 Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,  
 Or walk with Kings – nor lose the common touch,  
 If neither foes nor loving friends can hurt you,  
 If all men count with you, but none too much;  
 If you can fill the unforgiving minute  
 With sixty seconds' worth of distance run,  
 Yours is the Earth and everything that's in it,  
 And – which is more – you'll be a Man, my son!

*Rudyard Kipling*

Perhaps the most celebrated poem of Rudyard Kipling, *If*, composed at the turn of the 20th century is an inspiring poem that strongly highlights the virtues of 'grown-up' living: the way a young child evolves into a person of responsibility.

The opening lines express the imperative need of self-confidence, of courage to combat disapproval, the need to ignore doubt and make allowances for it. The poem is instructional in attitude, motivational in tone as the poet goes on advising the virtues of patience, honesty, fortitude and righteousness.

The conditional 'if', which is the title of the poem, refers to all the blocks in the way to full maturity, all the doubts and fears, all adversities that are to be solemnly and bravely overcome as a necessary pre-condition to true and perfect adulthood.

1. Who are knaves and fools?
2. Why does the poet refer to *triumph and disasters* as imposters?
3. How will the child finally evolve into a responsible adult?
4. 'If you can talk with crowds and keep your virtue,  
 Or walk with Kings – nor lose the common touch'  
 i) Who does 'you' refer to?  
 ii) What is the poet trying to convey in the first line?  
 iii) Who are the kings that the poet is referring to?  
 iv) What does common touch refer to?
5. Why is the 'minute unforgiving'?

### Value Points

- Value of time- once gone does not come back.
- Make good use of time - do meaningful acts.
- Will never get another opportunity.

**A Night to Forget**

1. What kind of an audience did Mrs. Bostock say they had that night? Why?
2. What did the young man sitting in the dressing room think he couldn't do and why?
3. "The whole thing's gone like a dream?"
  - i) Who says these words to whom?
  - ii) What does the "whole thing" refer to?
  - iii) Why do you think the speaker says these words?
4. How do you think Albert Royston felt at the end?
5. Do you consider Albert Royston to be a creature of circumstances?

Give an example from the contemporary times of a person who did not become a creature of circumstances.

**VALUE POINTS**

- Standing in the wings bewildered when the girl acting as the maid left his side.
- Shocked to realize that no longer will he be needed to perform on stage.
- Disappointed and angry with the other actors who had skipped three pages because of which he had missed his debut.
- Disheartened, dejected, feels all the excitement of the evening draining out of him.

**\*\*\*\* The Queen's Rival**

Sarojini Naidu

Queen Gulnar sat on her ivory bed.  
 Around her countless treasures were spread;  
 Her chamber walls were richly inlaid  
 With agate porphyry, onyx and jade;  
 The tissues that veiled her delicate breast  
 Glowed with the hues of a lapwing's crest;  
 But still she gazed in her mirror and sighed  
 'O King, my heart is unsatisfied;  
 King Feroz bent from his ebony seat:  
 'Is thy least desire unfulfilled, O Sweet?'  
 'Let thy mouth speak and my life be spent  
 To clear the sky of thy discontent.'  
 'I tire of my beauty, I tire of this  
 Empty splendor and shadow less bliss;  
 'With none to envy and none gainsay,  
 No savour of salt hath my dream or say,'  
 Queen Gulnaar sighed like a murmuring rose;  
 'Give me a rival, O King Feroz.'

This poem is based on a popular Persian legend about King Feroz and Queen Gulnaar. Accordingly the atmosphere and the background of the poem gives details of the royal splendor, wealth, riches, beauty and the whims and fancy of the queens and the all powerful kings.

The 'Queen's Rival' is a narrative poem written in the ballad style. The Queen considered her royal comforts and joys unsubstantial. She complained that she was tired of admiring her own beauty and of her dull monotonous life as there was no rival or competitor to envy her beauty and add spice to her life. The King tried to bring her a rival but the Queen did not consider them worthy of being her rival in beauty. This poem hints at the subconscious fear in the hearts of women, where they feel challenged by the beauty of their daughter as it reminds them of their own fading charm.

1. Who was Queen Gulnaar?
2. Describe the beauty of her chamber.
3. Why was Queen Gulnaar tired of her beauty?
4. Explain 'empty splendour' and 'shadowless bliss'.
5. How did the seven queens around Queen Gulnaar look like?
6. What all did the spring winds do?
7. State and explain the similes and metaphors used in this poem.

\*\*\*\* Read the clues and fill in the crossword below. Each answer is a word containing a silent letter.

1		2				3			4		
											5
					6						
							7				
	8	9		10							
11						12					
						13					
	14					15					

### Clues across

- The opposite of wild or stormy.
- Between your arm and your hand.
- To twist and turn your body.
- The past tense of 'write'.
- A football or tennis \_\_\_\_\_.
- A piece of land with sea all around.
- The opposite of innocent.
- You may tie this with string or rope.
- To quit your job.

### Clues down

- They say an Englishman's home is his....
- A young sheep.
- When you write your name on a cheque you \_\_\_\_\_ it.
- A day of the week.
- You wear this on your wrist.
- A season.
- A young cow.
- 60 minutes.

**February**  
**Section A: (Reading)**

**1. Read the following passage and answer the questions that follow.**

We often have parents cribbing about how difficult it is to bring up children these days. Too many parties, excessive extravagance, too much pocket money, less attention towards studies.... In fact an unending list of woes. But why is this the case these days?

Have parents ever given it a thought? Putting a child in a good school or in a good college, buying them a motorcycle or a car, giving them lots of pocket money and letting them do just what they feel like will never be the end to this problem. There is more to it. The basic need of a growing child is the love, attention, companionship which should be first given at home. It is not true that once the child grows up, he or she should not be taken care of. The right amount of independence should be given, their individuality should be respected and they should be treated at par with adults.

Problems with children have started increasing now-a-days. Years ago these problems were not as complex as they are today. These days, we have more nuclear families than joint families. There are too many reasons for it. The younger generation complain of losing their independence while the older generation crib about the generation gap. There are too many expenses to be met and different life-styles are led by each one. But what about the generations before us? Our grandparents also lived in joint families, but they had nothing to crib about. There was perfect harmony between the generations. May be people were not as independent as they are today.

There is much more a child wants from a parent other than the material pleasures. Affection and understanding are the two basic things that are needed to sort out these problems.

**Answer the following questions on your own or by selecting the most appropriate option from the ones given below:**

**1. Why are parents quite worried now-a-days and why do they crib a lot about the difficulties they face in bringing up their children?**

---

---

**2. The children actually need:**

- a. admission in reputed institutes
- b. sufficient amount of pocket allowance
- c. complete independence
- d. love, attention and companionship from their parents

**3. The earlier generations never complained about the generation gap and difficulties in bringing up their children because:**

- a. the children then did not have many needs
- b. the children then were not very particular about independence
- c. there was perfect harmony between the generations then
- d. they lived in joint families then

**4. How can the generation gap be sorted out?**

**5. The expression in the passage that means equally is:**

- a. at par
- b. harmony
- c. companionship
- d. individuality

**2. Read the following poem and tick the correct option as well as answer the questions that follow.**

**The Miller of the Dee**

There dwelt a miller, hale and  
bold, Beside the river  
Dee;

He worked and sang from morn till  
night— No lark more blithe than  
he;

And this the burden of his song  
Forever used to be:

“I envy nobody—no, not  
I— And nobody envies  
me!”

“Thou’rt wrong my friend,” said good king Hal,  
“As wrong as wrong can be;  
For could my heart be light as thine,  
I’d gladly change with thee.

And tell me now, what makes thee sing,  
 With voice so loud and free,  
 While I am sad, though I am king,  
 Besides the river Dee?"

The miller smiled and doffed his cap,  
 "I earn my bread," quoth he;  
 "love my wife, I love my  
 friend,  
 I love my children three;  
 I owe no penny I cannot  
 pay, I thank the river  
 Dee,  
 That turns the mill that grinds the corn  
 That feeds my babes and me."

"Good friend", said Hal, and sighed the  
 while, "Farewell, and happy be;  
 But say no more, if thoud'st be true,  
 That no one envies thee;  
 Thy mealy cap is worth my crown,  
 Thy mill my kingdom's fee;  
 Such men as thou are England's boast,  
 O Miller of the Dee.

Charles  
 Mackay

**1. The miller sang that**

---

**2. The king told him that he was wrong because:**

- i) He was not the happiest man
- ii) The king envied him
- iii) The king was happier
- iv) He envied the king

**3. What reasons does the miller give for his happiness?**

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**4. What does the king mean by the line, "Thy mealy cap is worth my crown?"**

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**5. What message about happiness is the poem giving us?**


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**Section B: Writing Skill****Revision**

1. You are Mahesh/ MahikaIyer, Proprietor, Battery Solutions, SCF 7 Nagina Road, Hyderabad. A batch of batteries you sold has been returned by your customers with complaints of poor performance. Write a letter of complaint to the manufacturer, M/s Electra Power Batteries, 27 Industrial Area, Kanligunge, Kolkatta asking for a replacement of defective batteries.
2. It is Essential for People to be Proud of their Country (Article)
3. Hate and Love in a World of Terrorism (Article)
4. Read the following notes and complete the given passage based on the notes. Do not add any new information.

Origin of English—fusion of languages and dialects—collectively termed Old English—brought by Germanic (Anglo-Saxon) settlers—to Great Britain’s eastern coast—beginning in 5<sup>th</sup> century—word “English” derived from name of Angles—English word based on Latin—*lingua franca* of Christian Church and European intellect—further influence—Old Norse language—Viking invasions—8<sup>th</sup>& 9<sup>th</sup> centuries.

English (a) \_\_\_\_\_ fusion of languages and dialects, now collectively termed Old English, (b) \_\_\_\_\_ to the eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers (c) \_\_\_\_\_ the 5<sup>th</sup> century—with the word ‘English’ (d) \_\_\_\_\_ from the name of the Angles. A significant number of English words (e) \_\_\_\_\_ roots from Latin, because Latin in some form was the *lingua franca* of the Christian Church and of European intellectual life. The language was (f) \_\_\_\_\_ the Old Norse language with Viking invasions in the (g) \_\_\_\_\_.

5. We all have our favourite and not so favourite aunts and uncles. Describe one of them. You should be able to describe the person’s strange and unusual habits, if any.

6. Imagine you are Frantz. You come home after attending the last class and write a page in your diary expressing your feelings about the Germans, your teacher M. Hamel, yourself as a student and about education at large.
7. Send an e-mail to your pen friend in France who is interested in knowing more about the major festivals in your country. Describe any one festival in your mail.

**REVISION**  
**Grammar**

**1. Re-arrange the following sets of words to make meaningful sentences:**

i) hesitated/to/with/he/comply/my/request

---

ii) character/riches/respect/not/wins/and/us

---

iii) patient/the/his/moment/last/fought/till/courageously

---

iv) gently/hand/my/the/her/touched/and/face/child/put/out

---

v) tiny/frost/water/is/crystals/of/made/of/frozen/up

---

**2. In the following passages, there is one mistake in each line. Underline the mistake and write the correct word in the space provided:**

- 1) July had been blowed out like a candle \_\_\_\_\_
- 2) with a biting wind that \_\_\_\_\_
- 3) ushered inside a leaden August sky. \_\_\_\_\_
- 4) A sharp, stinging, drizzle falls billowing \_\_\_\_\_
- 5) into opaque grey sheets when the wind catched \_\_\_\_\_
- 6) it. It was the sort of whether \_\_\_\_\_
- 7) calculated to trying anyone's endurance. \_\_\_\_\_

**3. In the following passage, some words are missing. Put a / where the missing word should be and write the word in the space provided:**

- 1) Every human being the world \_\_\_\_\_
- 2) a remarkably confused brain. Dolphins are born \_\_\_\_\_
- 3) swimming; giraffes learn stand within hours, \_\_\_\_\_
- 4) But we humans? We remain helpless years. \_\_\_\_\_
- 5) However, this seeming limitation actually signals  
greatest \_\_\_\_\_
- 6) advantage. Baby animals develop quickly their \_\_\_\_\_
- 7) brain wires up according a pre-programmed routine. \_\_\_\_\_
- 8) However, instead of arriving everything hardwired \_\_\_\_\_
- 9) human brain is shaped life experiences. \_\_\_\_\_
- 10) Its live-wired! \_\_\_\_\_

**4. The following passage is full of various mistakes. Underline them or spot the missing words, and write it correctly:**

Their were twenty-four tin soldiers, all brothers, for they had made from one old, tin spoon. There wore red and blew uniforms, carryed muskets in there arms, and held themselves very upright.

First words they heard in the world when the lid was taken of the box which they lie, where 'Tin

Soldiers!' It was little boy who said this, clapping her hands at the same time. The soldiers been given to him because it was his birdday. He now set them out in the table. The soldiers resemebled each other to the hare, all exsept one who was rather different the rest, for he had made last, when their was not quiet enough tin left. He stood firmly from one tin leg as the others did upon too.

**5. In the exercise adjective and adverb clauses have been mixed in column II. In column I the first few words of every sentence are given. Complete the sentences from column II and state whether each is an adverb or an adjective clause.**

COLUMN I	COLUMN II
The task is so difficult	Unless he is paid for it.
He refuses to work	than I thought.
She arrived early	that I couldn't do it.

He doesn't mind putting long hours	why he left so suddenly.
John is taller	in order to get a good seat.
He gave me everything	that you shouldn't miss.
He couldn't explain	than Rohan can.
My grandparents remember the days	that I asked for.
Jane can add quicker	as long as he can make a profit
The Niagra Falls is a sight	when there was no television

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**6. Rewrite in reported speech:**

1. "When will the guests arrive?" asked Sharon to the manager.

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2. "They should be here by noon," replied the manager.

---

3. "But weren't they supposed to come last evening?" inquired Sharon.

---

4. "They were, but they got held up due to bad weather," said the manager.

---

---

5. "Oh, then I must go and see if the rooms are ready," replied Sharon.

---

**7. Combine the following using participles:**

1. I listen to trivial complaints from my workers. I often feel tired of it.

---

2. His wife encouraged him. So, he stayed on the job.

---

3. The hunter took up the rifle. He went into the jungle.

---

4. I pasted the flap of the envelope. I gave the letter to Anil to post it.

---

5. I saw my boss at the gate. I entered the office through a back door.

---

6. The woman was wailing. She approached the king and begged for mercy.

---

7. She left home in a hurry. She forgot her wallet.

---

**8. Rewrite using a passive:**

1. They have postponed the concert.

---

2. Somebody is using the computer at the moment.

---

3. I didn't realize that somebody was recording our conversation.

---

---

4. When we got to the stadium, we found that they had cancelled the game.

---

5. They are building a new ring road round the city.

---

**9. Complete the following passage using infinitives:**

Geeta has been working hard on a project, 'Traditions of India' and she is now ready \_\_\_\_\_ it in assembly. She had \_\_\_\_\_ in a lot of work in order \_\_\_\_\_ a project of such high caliber. We hope \_\_\_\_\_ her win the award for it in the inter – school competition.

**10. Combine using conjunctions given below:**

*Although, as, because, while, though, since*

1. I took my umbrella. It was raining.

---

2. Some apples are red. The others are green.

---

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

---

4. Surfing is fun. It can be dangerous.

---

5. You should stay away from bears. They are dangerous.

---

6. Deer are cute. They eat all your flowers.

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**Section D Literature****The Last Class**

1. As Frantz walked into class late that morning what all did he notice that was different?
2. What would Frantz have much rather done instead of attending school?
3. Why didn't Frantz stop on seeing the crowd around the notice board outside the Mayor's office?
4. What was unusual about the teacher Monsieur Hamel that morning?
5. What was Frantz's opinion of Monsieur Hamel? Is this opinion justified?
6. What overwhelmed Frantz? How did this change his views on school?
7. What is the attitude of students, parents and Monsieur Hamel towards education?
8. What does Monsieur Hamel mean when he says, "... because when a people falls into servitude, so long as it clings to its language, it is as if it held the key to its prison."
9. Why does Frantz say that he will remember the last class?
10. "Don't hurry so, my boy; you'll get to your school soon enough."
  - a) Who said these words to whom?
  - b) What did the boy think on hearing this remark?
11. M Hamel's contribution to France was immense. Comment.
12. Who all did M Hamel hold responsible for Frantz not knowing the language?

**VALUE POINTS**

- Will no longer have the opportunity to learn his own tongue
- Seen a different—a more humane and emotional monsieur Hamel
- Regretted not giving education enough importance
- Presence of the villagers and the atmosphere of the class with the flags on the tables and slogans of Vive le France made the class memorable.

\*\*\*\* Sit with your partner and try to guess the meanings of the words that have been underlined. Match your answers with the dictionary and give yourself a score.

1. The **soporific** drug caused Tony to fall asleep in the board meeting.
2. Anderson's **profligacy** cost him his job and its better you tighten up your belt before you go the same way.
3. Every major war on this planet was followed by many years of **austerity**.

4. The firm's **profligate** spending only hastened its downfall.
5. His **ludicrous** attempts at mimicry in the office only earned him the **opprobrium** of his colleagues.
6. Anthony's **obduracy** in his legal case expedited his impeachment.
7. The Empire's vanity and **hubris** in its exaggerated military were the reason for its downfall.
8. His son's antics on the playground left him **apoplectic** with rage.
9. Horrified by the senator's **jejune** responses to their problems, the voters guild decided to withdraw their support to him in the forthcoming elections.
10. The disturbing **canard** about my company's finances left me in despair.
11. His wife, Catherine, remained the **cynosure** of all eyes throughout the evening gala.
12. Richard accepted her offer of marriage with **alacrity**.
13. Jerry's **laconic** sense of humor endeared him to the crowd.
14. He deals in antique furniture of doubtful **provenance**.
15. Amanda's **incendiary** remarks alienated her from the whole campus.

### Rules for Subject Verb Agreement

#### **The verb always agrees with the subject in number or person**

- Lisa **loves** eating mangoes
- They **love** playing chess

#### **Here are some rules to remember:**

- When the **subject** of a sentence is **singular**, the **verb** must also be **singular**.  
When the **subject** is **plural**, the **verb** must be **plural**.

**For Example :** Henry likes Deepak. (singular)  
Henry and Deepak like Mary. (Plural)

- When the subject is of the phrase *one of*, followed by a plural noun, the verb is singular and agrees with one, which is singular.  
**For Example:** One of the students in our class was praised by the teacher.  
Priya is one of my best friends.

- When a sentence has two singular subjects joined by the conjunction *and* the verb must be plural.

**For Example:** *Bishakha and Suman go to the same school.*

- When two or more nouns represent a compound name of one person or thing, then the compound is thought of as singular and takes a singular verb.

**For Example:** *The horse and carriage is waiting at the door.  
Slow and steady wins the race.*

- When the subject is the introductory *there*, the verb agrees with the real subject that follows it.

**For Example:** *There was a cruel king.  
There are six teachers in our department.*

- **A lot of** and **plenty of** take a **plural verb** when they denote **number**, they take a **singular verb** when they denote **quantity or amount**.

**For Example:** *There is a lot of oil in Assam. There are a lot of hill stations in our country. Where are plenty of roses found?  
There is plenty of water in the well.*

- 'Both' always takes a plural.

**For Example:** *Both the hill stations were simply great.*

- **A number of** means 'several' or 'many' and is therefore always followed by a plural verb.

**For Example:** *There have been a number of important incidents this year. A large number of people are waiting to meet the prime minister.*

- A singular collective noun like **a herd of cattle**, **a team of players**, **a fleet of ships**, **a troop of soldiers** and **a bunch of flowers** always takes a singular verb.

**For Example:** *There was a herd of cattle in the middle of the road. This is a lovely bunch of flowers.  
A troop of soldiers is marching through the streets.*

- A dozen takes a plural verb

**For Example:** *There are a dozen shoes in the cupboard.*

- **A pair of** when applies to things like *scissors*, *shoes*, *trousers*, where twocomponents are always thought of together, takes a **singular verb**.

**For Example:** *A pair of scissors is lying on the table.*

- A plural word must take a plural verb.

**For Example:** *The scissors are in the drawer.  
His trousers were very fashionable.*

- Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationary are singular and must take a singular verb.

**For Example:** *The furniture here is of the best quality. Fruit is very good for health.*

- News is always treated as singular so is advice, business and information.

**For Example:** *The news is that the President will visit our school next week. This is good advice.*

- Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

**For Example:** *Mumps is a painful disease.  
Mathematics is my favourite subject.*

- **Some of** or **half of** take a **plural verb** if the reference is to **number** but a **singular verb** if reference is to **amount or quantity**.

**For Example:** *Some of the boys are dishonest.  
Half of the books were sold.*

- Many refers to number is thus plural; much refers to amount so is singular.

**For Example:** *Many of the apples were rotten.  
Much of the truth was not told.*

- People, poultry, repairs, clergy, studies, and cattle are always in plural.

**For Example:** *The people of our town are very educated. The clergy have arrived.  
The cattle were grazing in the field.*

- When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.

**For Example:** *Thousand miles is a long distance.  
One lakh rupees is a lot of money.*

- If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.

**For Example:** *The Adventures of Tom Sawyer is an interesting book.*

- If two or more singular subjects are preceded by *either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody or somebody*, the verb is the singular.

**For Example:** *Either Neetu or her brother has won the prize.*

*Everyone is equal in the eyes of god*

*Each of the boys has worked well.*

*Neither of them comes on time.*

*Somebody has stolen my aunt's purse.*

*Nobody is to be blamed*

**Fill in the blanks with the appropriate form of the verbs given.**

1. \_\_\_\_\_ anyone \_\_\_\_\_ a pencil I could borrow? (do, have)
2. No one \_\_\_\_\_ finished reading the book yet. (have/has)
3. No, my family \_\_\_\_\_ live nearby. (do)
4. The police \_\_\_\_\_ released any information about the case. (have/has not)
5. Most women \_\_\_\_\_ getting flowers. (love/loves)
6. Some of the people waiting in line \_\_\_\_\_ getting impatient. (is-are)
7. Several of my teeth \_\_\_\_\_ cavities. (have/has)
8. Most of this software \_\_\_\_\_ outdated. (is-are)
9. Bread and butter \_\_\_\_\_ our daily food. (is-are)
10. Gold, as well as platinum, \_\_\_\_\_ recently risen in price. (have/has)
11. The famous singer and composer \_\_\_\_\_ arrived. (have/has)
12. You should decide which one of the three choices A, B, or C best \_\_\_\_\_ the question. (answer/answers)
13. The books borrowed from the library \_\_\_\_\_ on my desk. (is-are)
14. One of the books \_\_\_\_\_ been missing. (have/has)
15. Collecting match-boxes \_\_\_\_\_ one of his favourite pastimes. (is-are)
16. The poor \_\_\_\_\_ suffering. (is-are)
17. Where \_\_\_\_\_ my keys? (is-are)
18. Each of the girls \_\_\_\_\_ good on skis. (look-looks)
19. Neither of the men \_\_\_\_\_ here yet. (is-are)

20. Nobody in the class \_\_\_\_\_ the answer. (has-have)
21. Each of the girls \_\_\_\_\_ all the regulations.(observe-observes)
22. Either the cups or the glasses \_\_\_\_\_ in the dishwasher.(are-is)
23. The jury \_\_\_\_\_ polled for their verdicts.(was-were)
24. The family \_\_\_\_\_ occupied with their individual problems.(is-are)
25. Either the workers or the boss \_\_\_\_\_ the merchandise.(deliver-delivers)

### **Literary Terms & Poetic Devices**

Imagery is the use of language to represent experiences of the senses --- what can be seen, heard, touched, tasted, and smelt. With vivid, skillful imagery, poets and other writers can evoke deeply felt responses from the reader.

When you find a reference to some person, character, or event—real or fictional, past or present – you have encountered an allusion. It can come from literature, myth, history or even any religious book. Have you heard of the expression ‘sour grapes?’ This expression refers to a fable in which a fox who could not reach a bunch of grapes said they were probably sour anyway.

A figure of speech, in which two basically unlike things are directly compared, usually with *like* or *as*, is called a simile. A writer sees and brings out the likeness in the two items in a fresh and clear way.

A metaphor is an implied comparison between things essentially unlike, often with no clue words. It does not use the words *like* or *as*. It is not always confined to poetry: it occurs even in daily conversation. You may refer to a studious classmate as a ‘bookworm’ and someone who is speechless may be called ‘tongue-tied,’

In poetry, exaggeration is called hyperbole. In advertising, similar exaggeration is called hype. For example you might read a claim that you can ‘recapture the magic of childhood’ by buying a certain collector’s doll that is a ‘big’ seven inches high. Another good example is ‘I’m so hungry I could eat a bear,’ or ‘He cried his eyes out.’

Alliteration is the repetition of the initial and stressed sounds at the beginning of words or in stressed syllables of words. A common example is tongue twisters. Alliteration is popular in our language (safe and sound, rough and ready, through thick and thin) because it gives pleasure in itself. But it is also used where possible to echo the sense and provide emphasis. It creates melody, establishes mood, calls attention to certain words and points to similarities and contrasts.

Onomatopoeia is the use of words having sounds that suggest their meaning or which imitate the sound associated with them.

Tone is the author’s or poet’s attitude, stated or implied, towards a subject or audience. The tone can be serious, indignant, angry, sad or humorous.

Personification is when human characteristics are assigned to non human things.

Irony is in general, a contrast between what really is and what appears to be. You have probably heard the expression ‘Thanks a lot!’ used sarcastically, spoken in a way to mean, ‘Thanks for – nothing.’ You might have come in from a snowstorm and remarked, ‘Nice day, uh?’ In each case you are saying one thing while meaning another, often emphasizing that meaning by the tone of your voice.

**Identify what literary / poetic device the underlined words refer to:**

a) *Nothing is so beautiful as spring---*

When weeds, in wheels, shoot long and lovely and lush  
Thrush's eggs look little low heavens.... \_\_\_\_\_

b) The Romeo whistled at the pretty girl. "Will you be my Juliet?" he called. \_\_\_\_\_

c) He looked at her and gave his heart away. \_\_\_\_\_

d) As he got out of his strawberry- coloured car, his immense fists looked like two slabs of slightly gnawed ham. He waddled over to the counter and snarled under his garlic-laden breath.... \_\_\_\_\_

e) *She pushes cloth  
 through a pounding needle, under,  
 around, and out,  
 breaks thread with a snap  
 against finger bone.  
 Sleeve after sleeve, sleeve.  
 It is easy. The same piece.  
 For eight or nine hours, sixteen bundles maybe  
 250 sleeves to ski coats, all the same.  
 It is easy.* \_\_\_\_\_

f) *To him the moon was a silver dollar, spun  
 into the sky by some mysterious hand; the sun  
 was a golden coin...* \_\_\_\_\_

g) *The moan of doves in immemorial elms  
 The murmuring of innumerable bees* \_\_\_\_\_

h) *Till last by Philip's farm I flow  
 To join the brimming river,  
 For men may come and men may go  
 But I go on for ever.* \_\_\_\_\_

i) He looked like a horse with a burr under its saddle. \_\_\_\_\_

### Build Your Vocabulary

Much of the English language can be traced back to ancient Greece. See how you get on with this selection of words, all boasting such venerable Greek roots. Every word carries three possible options. Tick the correct meaning of the word.

1.	Cacophony	A. false statement	B. ancient casket	C. harsh sound
2.	Prognosis	A. delay	B. forecast	C. foundation
3.	Caustic	A. capable of falling	B. capable of growth	C. capable of burning
4.	Arcadian	A. pastoral	B. bird-like	C. dark green

5.	Proboscis	A. unmanned spacecraft	B. Tax efficient investment	C. mammal's nose
6.	Dynamic	A. forceful	B. inarticulate	C. nervous
7.	Hierarchy	A. order	B. ruler	C. retinue
8.	Paradigm	A. clear example	B. best of its kind	C. humorous play
9.	Onomatopoeic	A. related to nomadic people	B. words that sound like what they mean	C. free verse
10.	Synchronize	A. to mend	B. share equally	C. make happen at the same time
11.	Tendon	A. slight inclination	B. escort ship	C. fibrous tissue
12.	Polymath	A. person of great learning	B. numerical ability	C. impeccable style

### Kitchen Accidents

Anna had cut herself on something **sharp** when she was cleaning the kitchen floor. It had been very sore, causing her to give a **sharp** cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a **sharp** pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as **sharp** as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a **sharp** difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather **sharp** and telling her father about her wound, feeling comforted by his concern. However, there was a **sharp** change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a **sharp** dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of **sharp** practices. During the case she had been quite **sharp** with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

**Find a suitable word that is similar in meaning to 'sharp' for each blank.**

Anna had cut herself on something \_\_\_\_\_ when she was cleaning the kitchen

floor. It had been very sore, causing her to give a \_\_\_\_\_ cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a \_\_\_\_\_ pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as \_\_\_\_\_ as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a \_\_\_\_\_ difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather \_\_\_\_\_ and telling her father about her wound, feeling comforted by his concern. However, there was a \_\_\_\_\_ change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a \_\_\_\_\_ dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of \_\_\_\_\_ practices. During the case she had been quite \_\_\_\_\_ with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

### 3. The cat sat on the mat.

**We all understand words of three letters, but can we always explain them?  
Tick the meanings you believe are right.**

Wry	twisted, sad, witty, suffering
Oaf	blockhead, insulting person, peasant or farm hand, giant
Don	to rule, to put on, to remove, to give
Rue	to regret, to weep, to resent, become homesick
Ebb	to grow greater, to avoid, to be calm, to decline
Era	currency, electrically charged particle, unit of resistance, period in time
Par	equality, force, share, stock
Ado	useful work, farewell, praise, unnecessary activity
Wan	ruddy, strong, pale, small
Vie	to covet, to strive for superiority, to stimulate, to surpass

**Here are some words which derive from Latin. How many meanings do you know?**

Ferret	to search, to trap, to hide, to flee
Impediment	opposition, tool, obstruction, disparagement
Deplete	to flatten, to conquer, to finish, to exhaust
Noxious	dark, injurious, hateful, evil-smelling
Regime	order of procedure, system of government, recipe of cooking, Peacefulness

Cursory	informal, penetrating, angry, rapid and superficial
Inconclusive	not apparent, not decisive, positive, unanswerable
Inconceivable	unimportant, unthinkable, improbable, inconsequential
Benign	radiant, religious, kindly, hopeful
Conversant	well-mannered, talkative, argumentative, familiar

**Fill in the blanks using the given idioms.**

Belle of the ball, in two minds, rolling in money, dressed to the nines, falling to bits, suit you down to the ground, there was nothing else for it, not a penny to her name, living on a shoestring, looked like two peas in a pod

It was Saturday night and Meg should have been getting ready for a party. This was to celebrate her friend Joan's birthday, but Meg was \_\_\_\_\_ about going.

The problem was clothes. She knew that all the guests would be \_\_\_\_\_ and she had not been able to afford to buy a new dress. She had finished all her money and now did \_\_\_\_\_. Still, Joan would feel bad if she did not appear for the party and so \_\_\_\_\_. She would just have to wear the dress she had worn to all other parties that year, even though it was \_\_\_\_\_. Just as Meg was ironing the dress, her friend Carol came in. Although they were not related, the two girls \_\_\_\_\_. "Why don't you borrow a dress from me?" she cried. She had a huge wardrobe gifted to her by her father who was \_\_\_\_\_. "That yellow one will \_\_\_\_\_," she said. Meg finally agreed and was the \_\_\_\_\_ when she arrived at the party.

Avoiding Party Preparations

A cat on hot bricks, turning the house upside down, turned a deaf ear, the coast is clear, in mum's bad books, lie low, be in hot water, at sixes and sevens, make myself scarce, all in

Bill could hear his mother calling him but he \_\_\_\_\_. She was giving a large dinner party that evening and it needed a great deal of organization. The entire house was \_\_\_\_\_. Having spent the morning cleaning the windows and mowing the lawns, Bill was \_\_\_\_\_. A few minutes ago he had made for the garden shed to have a rest and \_\_\_\_\_ for a while.

Suddenly the shed door opened. Bill looked up to see his brother, Rob standing there.

“So this is where you are! You’re really \_\_\_\_\_. She’s angry s she cannot find you anywhere,” he said. “What are you doing here?” asked Bill. “Mum’s \_\_\_\_\_ looking for a recipe,” said Rob. “Apparently, she wrote it down on a piece of paper and cannot find it now. I decided to \_\_\_\_\_ until she calms down. Dad’s helping her look for it. Rob had just sat down beside Bill when their father appeared. “So this is where you’re hiding,” he said. “You’ll both \_\_\_\_\_ when your mother finds you. She’s like a \_\_\_\_\_ about this party and says there is no one to help her. She’s going to the hair dresser in a few minutes and I’m staying here until\_\_\_\_\_”

**Tick the right alternative.**

- i) The child was scared by the sight of the snake. She called her mother. Did she \_\_\_\_\_?  
 a) exclaim                      b) bark                      c) scream
- ii) The boy wanted to apologize. But he was rather scared. Did he \_\_\_\_\_? a) murmur b) mutter c) mumble
- iii) The soldier challenged the enemy in a loud voice. Did he \_\_\_\_\_? a) bark b) grunt c) thunder
- iv) You are sitting in a theatre and want to say something to your mother in the next seat. Will you \_\_\_\_\_?  
 a) mumble                      b) whisper                      c) stammer

**Replace the underlined words with an interesting or precise verb. Write the verb in the space provided.**

1. I threw a hasty look at the clock and continued my work. \_\_\_\_\_
2. She nervously moved her fingers around her bracelet. \_\_\_\_\_
3. In the scuffle that followed, the bag fell on the ground. The robber hurriedly took it and ran away. \_\_\_\_\_
4. She felt offended at the way the stranger was looking fixedly at her. \_\_\_\_\_
5. The police is looking for someone who saw the crime. \_\_\_\_\_
6. If you touch the play button the tape will start moving. \_\_\_\_\_
7. My grandmother kissed me and touched me on the back. \_\_\_\_\_

## **William Shakespeare**

In a world where the quality of the art form called "writing" is so often said to be rapidly diminishing, it is important for students of English literature to retain some studies of the true classics, such as Shakespeare. A well-rounded education logically must have a strong foundation in both modern and classical literature, the latter of which an in-depth study of Shakespearean works would more than satisfy. Not only was Shakespeare so well accomplished in his writing skills that he has become an undeniably significant point in the history of literature, but a majority of his works were written on such basic human themes that they will endure for all time and must not be allowed to slip into the tragic oblivion of old age.



By using just the right combination of words, or by conjuring just the right image, Shakespeare authored countless passages and entire plays so powerful, poignant, comedic, tragic, and romantic that many are still being routinely memorized and performed today. Yet the beauty of Shakespeare's talent lies not so much in the basic themes of his works as in the ingenuity with which he painted these portraits of love, power, greed, discrimination, hatred, and despair.

There can therefore be no doubt that substantial knowledge of the works of William Shakespeare is necessary for any education of English literature to be considered complete and well rounded. The extraordinary writing skills with which Shakespeare created his accurate portrayals of human truth have not been rivalled or replicated since his death.

**Appendix-1**

*Selected excerpts from the plays of Shakespeare:*

**Julius Caesar**

- Caesar's growing popularity sparks fear among the tribunes and a conspiracy takes shape with Cassius at its head.
- A storm hits Rome. Cassius recruits Caesar's friend Brutus. Caesar ignores all warnings and goes to the Capitol, where the conspirators stab and kill him.
- Mark Antony volunteers to speak at Caesar's funeral and rouses an angry mob. The new triumvirate and conspirators begin to argue and flee.
- Caesar's ghost visits Brutus. Brutus and Cassius go to war against Mark Antony and Octavius.
- Cassius, thinking his friend Titinius has been captured, kills himself. Brutus wins the day but loses the following battle and kills himself, leaving Antony and Octavius triumphant.

**Brutus:**

Romans, countrymen, and lovers, hear me for my cause, and be silent, that you may hear. Believe me for mine honour, and have respect to mine honour that you may believe. Censure me in your wisdom, and awake your senses that you may the better judge. If there be any in this assembly, any dear friend of Caesar's, to him I say that Brutus' love to Caesar was no less than his. If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but that I loved Rome more. Had you rather Caesar were living, and die all slaves, than that Caesar were dead, to live all free men? As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him; but, as he was ambitious, I slew him. There is tears for his love, joy for his fortune, honour for his valour, and death for his ambition. Who is here so base that would be a bondman? If any, speak, for him have I offended. Who is here so rude that would not be a Roman? If any, speak, for him have I offended. Who is here so vile that will not love his country? If any, speak; for him have I offended. I pause for a reply.

**Mark Antony:**

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answer'd it.

Here, under leave of Brutus and the rest--

For Brutus is an honourable man;

So are they all, all honourable men--

Come I to speak in Caesar's funeral.

He was my friend, faithful and just to me:

But Brutus says he was ambitious;

And Brutus is an honourable man.

He hath brought many captives home to Rome

Whose ransoms did the general coffers fill:

Did this in Caesar seem ambitious?

When that the poor have cried, Caesar hath wept:

Ambition should be made of sterner stuff:

Yet Brutus says he was ambitious;

And Brutus is an honourable man.

You all did see that on the Lupercal

I thrice presented him a kingly crown,

Which he did thrice refuse: was this ambition?

Yet Brutus says he was ambitious;

And, sure, he is an honourable man.

I speak not to disprove what Brutus spoke,  
But here I am to speak what I do know.

You all did love him once, not without cause:

What cause withholds you then, to mourn for him?

O judgment! thou art fled to brutish beasts,

And men have lost their reason. Bear with me;

My heart is in the coffin there with Caesar,

And I must pause till it come back to me. [He weeps]

### **The Merchant of Venice**

A young Venetian, Bassanio, needs a loan of three thousand ducats so that he can woo Portia, a wealthy Venetian heiress. He approaches his friend Antonio, a merchant. Antonio is short of money because all his wealth is invested in his fleet, which is currently at sea. He goes to a Jewish money lender, Shylock, who hates Antonio because of Antonio's anti-semitic behaviour towards him.

Shylock nevertheless agrees to make the short-term loan, but, in a moment of dark humour, he makes a condition – the loan must be repaid in three months or Shylock will exact a pound of flesh from Antonio. Antonio agrees, confident that his ships will return in time. Because of the terms of Portia's father's will, all suitors must choose from among three caskets, one of which contains a portrait of her. If he chooses that he may marry Portia, but if doesn't he must vow never to marry or court another woman. The Princes of Morocco and Arragon fail the test and are rejected. As Bassanio prepares to travel to Belmont for the test, his friend Lorenzo elopes with Shylock's daughter, Jessica. Bassanio chooses the lead casket, which contains her picture, and Portia happily agrees to marry him immediately.

Meanwhile, two of Antonio's ships have been wrecked and Antonio's creditors are pressurising him for repayment. Word comes to Bassanio about Antonio's predicament, and he hurries back to Venice, leaving Portia behind. Portia follows him, accompanied by her maid, Nerissa. They are disguised as a male lawyer and his clerk. When Bassanio arrives the date for the repayment to Shylock has passed and Shylock is demanding his pound of flesh. Even when Bassanio offers much more than the amount in repayment, Shylock, now infuriated by the loss of his daughter, is intent on seeking revenge on the Christians. The Duke refuses to intervene.

Portia arrives in her disguise to defend Antonio. Given the authority of judgment by the Duke, Portia decides that Shylock can have the pound of flesh as long as he doesn't draw blood, as it is against the law to shed a Christian's blood. Since it is obvious that to draw a pound of flesh would kill Antonio, Shylock is denied his suit. Moreover, for

conspiring to murder a Venetian citizen, Portia orders that he should forfeit all his wealth. Half is to go to Venice, and half to Antonio.

Antonio gives his half back to Shylock on the condition that Shylock bequeath it to his disinherited daughter, Jessica. Shylock must also convert to Christianity. A broken Shylock accepts. News arrives that Antonio's remaining ships have returned safely. With the exception of Shylock, all celebrate

**BASSANIO**

This is Signior Antonio.

**SHYLOCK**

[Aside] How like a fawning publican he looks!  
I hate him for he is a Christian,  
But more for that in low simplicity  
He lends out money gratis and brings down  
The rate of usance here with us in Venice.  
If I can catch him once upon the hip,  
I will feed fat the ancient grudge I bear him.  
He hates our sacred nation, and he rails,  
Even there where merchants most do congregate,  
On me, my bargains and my well-won thrift,  
Which he calls interest. Cursed be my tribe,  
If I forgive him!

**SHYLOCK**

Signior Antonio, many a time and oft  
In the Rialto you have rated me  
About my moneys and my usances:  
Still have I borne it with a patient shrug,  
For sufferance is the badge of all our tribe.  
You call me misbeliever, cut-throat dog,  
And spit upon my Jewish gaberdine,  
And all for use of that which is mine own.  
Well then, it now appears you need my help:  
Go to, then; you come to me, and you say  
'Shylock, we would have moneys:' you say so;  
You, that did void your rheum upon my beard  
And foot me as you spurn a stranger cur  
Over your threshold: moneys is your suit  
What should I say to you? Should I not say  
'Hath a dog money? is it possible  
A cur can lend three thousand ducats?' Or  
Shall I bend low and in a bondman's key,  
With bated breath and whispering humbleness, Say this;

'Fair sir, you spit on me on Wednesday last;  
 You spurn'd me such a day; another time  
 You call'd me dog; and for these courtesies  
 I'll lend you thus much moneys'?

**ANTONIO**

I am as like to call thee so again,  
 To spit on thee again, to spurn thee too.  
 If thou wilt lend this money, lend it not  
 As to thy friends; for when did friendship take  
 A breed for barren metal of his friend?  
 But lend it rather to thine enemy,  
 Who, if he break, thou mayst with better face  
 Exact the penalty.

**SHYLOCK**

Why, look you, how you storm!  
 I would be friends with you and have your love,  
 Forget the shames that you have stain'd me with,  
 Supply your present wants and take no doit  
 Of usance for my moneys, and you'll not hear me:  
 This is kind I offer.

**BASSANIO**

This were kindness.

**SHYLOCK**

This kindness will I show.  
 Go with me to a notary, seal me there  
 Your single bond; and, in a merry sport,  
 If you repay me not on such a day,  
 In such a place, such sum or sums as are  
 Express'd in the condition, let the forfeit  
 Be nominated for an equal pound  
 Of your fair flesh, to be cut off and taken  
 In what part of your body pleaseth me.

**ANTONIO**

Content, i' faith: I'll seal to such a bond  
 And say there is much kindness in

**SHYLOCK**

That's another bad deal I've made!—a bankrupt, a spendthrift, who now has to hide his head on the Rialto, a beggar who used to look so smug in front of the other merchants. Let him think about his own debt. He liked to call me a loan shark; let

him think about his debt to me. He used to lend money as a favor between Christians; but now, let him think about his own debt.

**SALARINO**

Why, I am sure, if he forfeit thou wilt not take his flesh.  
What's that good for?

**SALARINO**

But you won't take his flesh if he can't pay. What's that good for?

**SHYLOCK**

To bait fish withal. If it will feed nothing else, it will feed my revenge. He hath disgraced me and hindered me half a million, laughed at my losses, mocked at my gains, scorned my nation, thwarted my bargains, cooled my friends, heated mine enemies—and what's his reason? I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? Fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge? If we are like you in the rest, we will resemble you in that. If a Jew wrong a Christian, what is his humility? Revenge. If a Christian wrong a Jew, what should his sufferance be by Christian example? Why, revenge. The villainy you teach me I will execute—and it shall go hard but I will better the instruction.

**A Midsummer Night's Dream**

"A Midsummer Night's Dream" William Shakespeare's most popular comedy, was written around 1594 or 95. Dealing with the universal theme of love and its complications: lust, disappointment, confusion, marriage, it features three interlocking plots, connected by a celebration of the wedding of Theseus, Duke of Athens and the Amazonian queen Hippolyta.

In the opening scene, Hermia refuses to comply with her father Egeus's wish for her to marry his chosen man, Demetrius. In response, Egeus quotes to Theseus an ancient Athenian law whereby a daughter must marry the suitor chosen by her father, or else face death or lifelong chastity as a nun. Hermia and her lover Lysander therefore decide to elope by going camping in the forest. Hermia informs her best friend Helena, but Helena has recently been rejected by Demetrius and decides to win back his favor by revealing the plan to him. Demetrius, followed doggedly by Helena, chases Hermia, who, in turn, pursues Lysander, from whom she becomes separated. Meanwhile, Oberon, king of the fairies, and his queen, Titania, arrive in the same forest to attend Theseus and Hippolyta's wedding. Oberon and Titania are estranged because Titania refuses to give her Indian page-boy to Oberon for use as his henchman, since the child's mother was one of Titania's worshippers. Oberon seeks to punish Titania's disobedience and recruits the mischievous Puck (also called Robin

Goodfellow) to help him apply a magical juice from a flower called love-in-idleness, which makes the victim fall in love with the first living thing they see when they wake up. Oberon applies the juice to Titania in order to distract her and force her to give up the page-boy.

Things become more complex when Oberon encounters the Athenian lovers and tells Puck to use the magic to aid their love lives. Due to Puck's errors, Hermia's two lovers temporarily turn against her in favor of Helena. The four pursue and quarrel with one another, losing themselves in a smog of Puck's doing and in a maze of their romantic entanglements.

Nick Bottom, a stage-struck weaver, is spotted by Puck, who transforms his head into that of a donkey. Titania is awakened by Bottom's singing, and she immediately falls in love with him. She treats him as if he were a nobleman and lavishes attention upon him. While in this state of devotion, she encounters Oberon and, during a dance with Oberon, gives him the Indian boy.

Having achieved his goal, Oberon releases Titania and orders Puck to remove the ass's head from Bottom. The magical enchantment is removed from Lysander but it is allowed to remain on Demetrius, so that he may reciprocate Helena's love. The fairies then disappear, and Theseus and Hippolyta arrive on the scene during an early morning hunt. They wake the lovers and, since Demetrius no longer loves Hermia, Theseus overrules Egeus's demands and permits the two couples to marry. The lovers decide that the night's events must have been a dream. After they exit, Bottom awakes, and he too decides that he must have experienced a dream "past the wit of man to say what dream it was."

In Shakespeare's play 'A Midsummer Night's Dream,' the beautiful Hermia is faced with three impossible choices: marry a man she doesn't love, disobey her father and die, or become a nun. Instead, she chooses a course of her own and risks adventure in a magical wood.

|  
**Helena.** O spite! O hell! I see you all are bent m  
 To set against me for your merriment:  
 If you were civil and knew courtesy,  
 You would not do me thus much injury.  
 Can you not hate me, as I know you do,  
 But you must join in souls to mock me too?  
 If you were men, as men you are in show,  
 You would not use a gentle lady so;  
 To vow, and swear, and superpraise my parts,  
 When I am sure you hate me with your hearts.  
 You both are rivals, and love Hermia;

And now both rivals, to mock Helena:  
 A trim exploit, a manly enterprise,  
 To conjure tears up in a poor maid's eyes  
 With your derision! none of noble sort  
 Would so offend a virgin, and extort  
 A poor soul's patience, all to make you sport.

**Helena.** Never did mockers waste more idle breath.

**Hermia.** You speak not as you think: it cannot be.  
 Helena. Lo, she is one of this confederacy!  
 Now I perceive they have conjoin'd all three  
 To fashion this false sport, in spite of me.  
 Injurious Hermia! most ungrateful maid!  
 Have you conspired, have you with these contrived  
 To bait me with this foul derision?  
 Is all the counsel that we two have shared,  
 The sisters' vows, the hours that we have spent,  
 When we have chid the hasty-footed time  
 For parting us,—O, is it all forgot?  
 All school-days' friendship, childhood innocence?  
 We, Hermia, like two artificial gods,  
 Have with our needles created both one flower,  
 Both on one sampler, sitting on one cushion,  
 Both warbling of one song, both in one key,  
 As if our hands, our sides, voices and minds,  
 Had been incorporate. So we grow together,  
 Like to a double cherry, seeming parted,  
 But yet an union in partition;  
 Two lovely berries moulded on one stem;  
 So, with two seeming bodies, but one heart;  
 Two of the first, like coats in heraldry,  
 Due but to one and crowned with one crest.  
 And will you rent our ancient love asunder,  
 To join with men in scorning your poor friend?  
 It is not friendly, 'tis not maidenly:  
 Our sex, as well as I, may chide you for it,  
 Though I alone do feel the injury.

**Helena.** Good Hermia, do not be so bitter with me.  
 I evermore did love you, Hermia,  
 Did ever keep your counsels, never wrong'd you;  
 Save that, in love unto Demetrius,

I told him of your stealth unto this wood.  
 He follow'd you; for love I follow'd him;  
 But he hath chid me hence and threaten'd me  
 To strike me, spurn me, nay, to kill me too:  
 And now, so you will let me quiet go,  
 To Athens will I bear my folly back  
 And follow you no further: let me go:  
 You see how simple and how fond I am.

### **Puck's Epilogue**

An epilogue is a short speech (often in verse) addressed directly to the audience by an actor at the end of a play.

In A Midsummer Night's Dream, Puck delivers this epilogue:

" If we shadows have offended,  
 Think but this, and all is mended,  
 That you have but slumber'd here  
 While these visions did appear.  
 And this weak and idle theme,  
 No more yielding but a dream,  
 Gentles, do not reprehend:  
 if you pardon, we will mend:  
 And, as I am an honest Puck,  
 If we have unearned luck  
 Now to 'scape the serpent's tongue,  
 We will make amends ere long;  
 Else the Puck a liar call;  
 So, good night unto you all.  
 Give me your hands, if we be friends,  
 And Robin shall restore amends." (V, i. 440-455)

### **Macbeth**

- Scottish general Macbeth is told by a trio of witches that he will become Thane of Cawdor and then King of Scotland. King Duncan names Macbeth Thane of Cawdor.
- At Lady Macbeth's prompting, Macbeth kills Duncan then murders and frames the servants. Macbeth is crowned king.
- Macbeth orders the suspicious Banquo and his son killed, but Fleance survives. The witches make a number of ambiguous predictions that give Macbeth confidence.
- Macbeth has Macduff's family executed. A vengeful Macduff joins with Malcolm in

a plot to overthrow Macbeth. Lady Macbeth is overcome with remorse and kills herself.

- Macduff and Malcolm march on Macbeth and the witches' prophecies prove true as Macbeth is killed by Macduff and Malcolm is crowned king.

**GENTLEWOMEN:**

Why, it stood by her. She has light by her continually. 'Tis her command.

**DOCTOR:**

You see her eyes are open.

**GENTLEWOMEN:**

Ay, but their sense is shut.

**DOCTOR:**

What is it she does now? Look, how she rubs her hands.

**GENTLEWOMEN:**

It is an accustomed action with her to seem thus washing her hands. I have known her continue in this a quarter of an hour.

**LADY MACBETH:**

Yet here's a spot.

**DOCTOR:**

Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly.

**LADY MACBETH:**

Out, damned spot! Out, I say!-One, two. Why, then, 'tis time to do't. Hell is murky!-Fie, my lord, fie! A soldier, and afeard? What need we fear who knows it, when none can call our power to account?- Yet who would have thought the old man to have had so much blood in him.

**DOCTOR:**

Do you mark that?

**LADY MACBETH:**

The thane of Fife had a wife. Where is she now?- What, will these hands never be clean?- No more o' that. You mar all with this starting.

**DOCTOR:**

Go to, go to. You have known what you should not.

**GENTLEWOMEN:**

She has spoke what she should not, I am sure of that. Heaven knows what she has known.

**LADY MACBETH:**

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand. Oh, Oh, Oh!

**DOCTOR:**

What a sigh is there! The heart is sorely charged.

**Macbeth's soliloquy:**

She should have died hereafter;

There would have been a time for such a word.

--Tomorrow, and to-morrow, and to-morrow,

Creeps in this petty pace from day to day,

To the last syllable of recorded time;

And all our yesterdays have lighted fools

The way to dusty death. Out, out, brief candle!

Life's but a waking shadow, a poor player

That struts and frets his hour upon the stage

And then is heard no more. It is a tale

Told by an idiot, full of sound and fury

Signifying nothing.

**Appendix-2****PROJECT FOR TERM 1****Aim:**

To research on The Bard of Avon- Shakespeare (**Individual Activity**) **5m**

**Procedure:**

Students will be asked to research using the internet and libraries. The project will be required to contain:

- His brief biography.
- Why was he called The Bard of Avon.
- How did he become the great Bard.
- List 3 of his plays along with the main characters- a)Historical b) Comedy c)Tragedy.
- Note down some of his famous quotes.
- The project needs to be handwritten on A4 sized sheets. Illustrations and pictures need to be included.
- The final project compilation will be done in class.

**Criteria for Grading:**

The project will be graded on the basis of content and depth of research, relevance to the topic as well as presentation and creativity. The project will be worth 10 marks and will be included as FA1.

**References for further exploration:**

[http://m.youtube.com/watch?v=ZS4Pp79sMhY&desktop\\_uri=%2Fwatch%3Fv%3DZS4Pp79sMhY](http://m.youtube.com/watch?v=ZS4Pp79sMhY&desktop_uri=%2Fwatch%3Fv%3DZS4Pp79sMhY)

**Group Presentation on Delhi****10m****The details of the group presentation are as follows:**

The teacher would divide the students into groups of 5/6. They would be allotted a time frame of 5/6 minutes each. Students are encouraged to use props, voice modulation, music, PPT etc. to present their research in a group.

Presentation on Delhi

- Food and its origin
- Music and influences
- Architecture- buildings and monuments
- Culture and festivals
- Language

The project will be graded on the basis of Voice modulation, Teamwork/participation, Clarity and fluency in content and presentation and creativity.

**Interview with a grandparent (Individual Activity):****5m**

Aim: to create sensitivity towards the grandparents and elders and understand the changing times.

Procedure: A 10 questioned interview with a grandparent on how things have changed over time in terms of

- Education- schooling
- Leisure time- hobbies, other activities
- Family values
- Generational gap etc.

To be done on two A4 sized sheets of papers. Appropriate photographs are to be affixed.

II) **Notebooks and class response (5m):**

Regularity, neatness, completion, upkeep of notebook

**Term 2,**

**Group Activity**

**(10m)**

Role Play (Based on William Shakespeare's A Midsummer Night's Dream Or Macbeth)

**Individual Activity**

**(5m)**

Assessment of Speaking and Listening

Listening Skills (2.5 Marks)

Speaking Skills (2.5 Marks)

**Notebooks and class response (5m):**

Regularity, neatness, completion, upkeep of notebook

**Suggested Reading List**

The Thief Lord—Cornelia Funke  
 Dragon Rider—Cornelia Funke  
 Inkheart—Cornelia Funke  
 Northern Lights—Philip Pullman  
 The Artemis Fowl Series—Eoin Colfer  
 The Wish List—Eoin Colfer  
 Airman – Eoin Colfer  
 Brisinger—Christopher Paolini  
 Eragon—Christopher Paolini  
 Inheritance – Christopher Paolini  
 Murder on the Orient Express—Agatha Christie  
 The Lady of Shallot—Lord Alfred Tennyson (Poem)  
 Short Stories by O Henry  
 Malgudi Days—R K Lakshman  
 Beastly Tales—Vikram Seth (a collection of poems)  
 The Adventures of Sherlock Holmes—Sir Arthur Conan Doyle  
 Magyk—Septimus Heap  
 Flyte – Septimus Heap  
 Riddle—Alison Croggon  
 David Copperfield—Charles Dickens  
 Hard Times—Charles Dickens  
 Tiger—William Blake (a poem)  
 Stopping by the Woods on a Snowy Evening—Robert Frost (a poem)  
 Heroes of Olympus – Percy Jackson  
 Son of Neptune – Percy Jackson

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