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Syllabus

	Literature	Grammar	Writing Skills	Supp. Reader
April-May	The Starting Point The Banyan Tree	Articles and Determiners	Diary Writing	Chronicles of Narnia
July	Dusk	Pronouns Prepositions	Poster Making	Chronicles of Narnia
August	Brown Wolf	Verbs and Tenses (Present, Past and Future)	Informal Letter	Chronicles of Narnia
September-October	Revision for First Term Exam.	Integrated Worksheets; Punctuation Proverbs	Introduction to Story Writing (Guided)	Chronicles of Narnia
November	Matilda Can Do Magic! The Fountain	Conjunctions Integrated Grammar	Story Writing (Guided)	Chronicles of Narnia
December	Winter Oak	Adjectives-Degrees and Order Direct & Indirect Speech		Chronicles of Narnia
January	The Canterville Ghost Four Little Foxes	Subject-Verb Agreement	Paragraph Writing	Chronicles of Narnia
February	Revision for Final Term Exam			

Assessment Plan

2021-22

	TERM 1
A	UNIT TEST
B (i)	Individual Activity Poster: Create awareness about the importance of saving trees (The Banyan Tree) (May)
(ii)	Individual Activity Speaking and Listening Skills Assessment (July/August)
C	Online Submissions /Home work/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks
	TERM 2
A	UNIT TEST
B (i)	Group Activity Chronicles of Narnia Theatre Activity (December —January)
(ii)	Individual Activity Speaking and Listening Skills Assessment (January- February)
C	Online submissions/Home work/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks

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READING PROJECT:

The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S.Lewis

IMPORTANT:

Unit Test in both the terms will be of **30 marks** each.

Term examination will be of **80 marks** each.

ACTIVITIES PLANNED:**TERM 1**

1. Poster: Create awareness about the importance of saving trees

(The Banyan Tree)

(May)

RUBRICS FOR ASSESSMENT:

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

(ii) INDIVIDUAL ACTIVITY: Speaking Skills Assessment

The students will be given a list of topics a week before the assessment. The students will prepare a speech on the topic of their choice and present it before the class.

RUBRICS FOR ASSESSMENT:

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

TERM 2

B. (i) **GROUP ACTIVITY: Theatre Activity** (Based on Chronicles of Narnia) (5 marks)

RUBRICS FOR ASSESSMENT:

Name of the Student	Creativity (1.5m)	Individual participation (1m)	Presentation (1.5m)	Team participation (1m)	Total (5m)
1.					

(ii) INDIVIDUAL ACTIVITY: Listening Skills Assessment

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

Name of the Student	MCQ's (5m)	Total (5m)
1.		



Suggested Reading

- | | |
|--|--------------------------|
| 1. The Jungle Book | - Rudyard Kipling |
| 2. Robinson Crusoe | - Daniel Defoe |
| 3. Adventures of Tom Sawyer | - Mark Twain |
| 4. Swami and Friends | - R.K. Narayan |
| 5. Black Beauty | - Anna Sewell |
| 6. The Three Musketeers | - Alexander Dumas |
| 7. Treasure Island | - R.L. Stevenson |
| 8. David Copperfield | - Charles Dickens |
| 9. The Hound of the Baskervilles | - Sir Arthur Conan Doyle |
| 10. The Railway Children | - E.Nesbit |
| 11. Daddy Long Legs | - Jean Webster |
| 12. The Narayanpur Incident | - Shashi Deshpande |
| 13. Howl's Moving Castle | -Diana Wynne Jones |
| 14. Little Women | - Louisa May Alcott |
| 15. Call of the Wild | - Jack London |
| 16. The Diary of a Young Girl | - Anne Frank |
| 17. Gulliver's Travels | - Jonathan Swift |
| 18. The Adventures of Huckleberry Finn | -Mark Twain |
| 19. Alice's Adventures in Wonderland & Through the Looking-Glass | - Lewis Carroll |
| 20. The Wonderful Wizard of Oz | - L. Frank Baum |
| 21. King Arthur and His Knights of the Round Table- | Roger L Green |
| 22. Smile | - Raina Telgemeier |
| 23. The Nameless City | - Faith Erin Hicks |
| 24. Laika | - Nick Abadzis |
| 25. The Diary of a Wimpy Kid Series | - Jeff Kinney |
| 26. Beastly Brains: How Animals Think, Talk, and Feel | - Nancy F. Castaldo |
| 27. Hachiko: The True Story of a Loyal Dog | -Pamela S. Turner |
| 28. How They Choked | - Georgia Bragg |
| 29. Princess Diaries | - Meg Cabot |
| 30. The Blue Umbrella | - Ruskin Bond |
| 31. Matilda | - Roald Dahl |
| 32. All titles by Sherlock Holmes | |



Tips and Techniques to Enhance Your Vocabulary

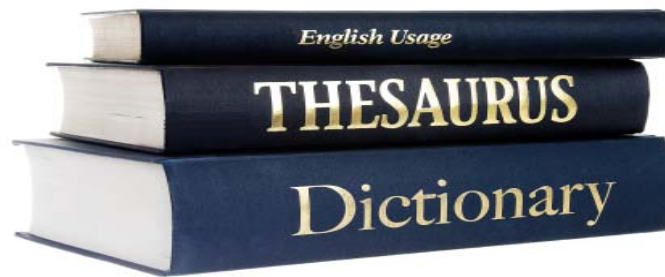
Try one or more of these methods and become a “wordsmith” in no time!

1. Read, Read, Read!



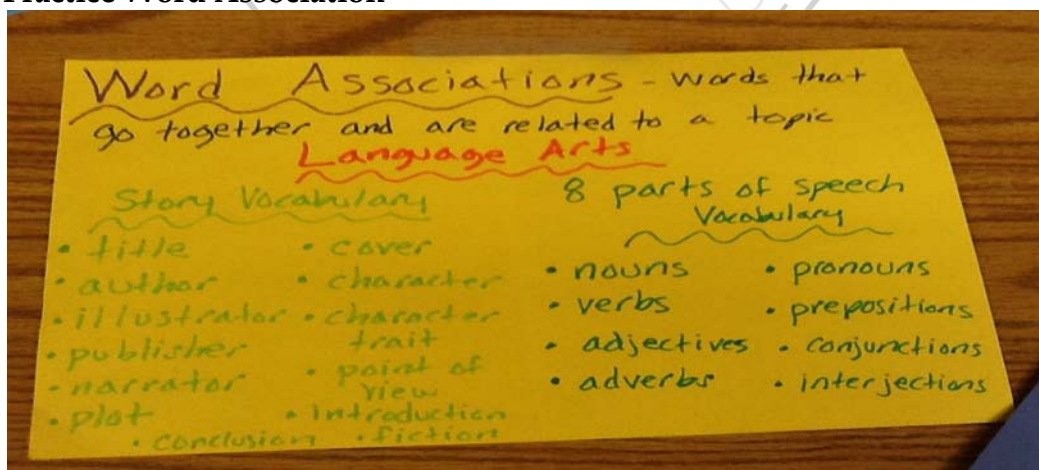
Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues that are based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the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

2. Highlight New Words



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

3. Practice Word Association



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

4. Learn a Word Each Day



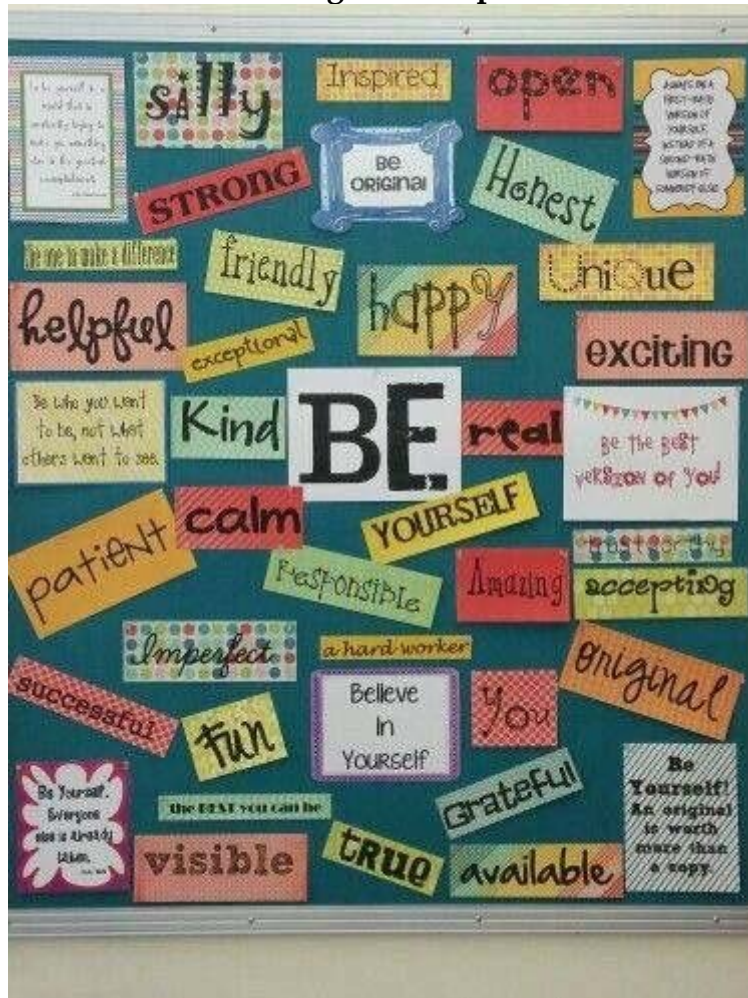
You can keep a physical calendar or try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your Smartphone for a few minutes each day.

5. Get Friendly With Those New Words!



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

6. Create a Writing Wall Inspiration In Your Class



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

Importance of citing sources:

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

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

How to cite various sources:

- Citing from a book- Author's name. Title of the book. Publication Information.
Eg: Narayan, R.K. Malgudi Days. Chennai: Indian Thought Publication, 2003. Print.

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

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

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

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

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

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

Tips:

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

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

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

Tips for enhancing Writing Skills

1. Read

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



2. Careful choice of words

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



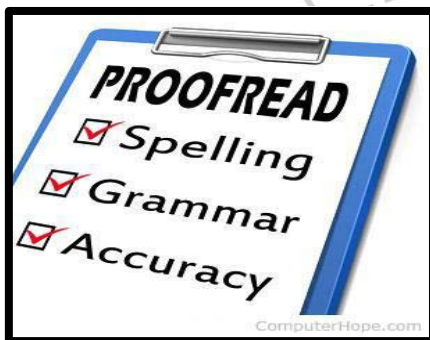
3. Organize your ideas

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



4. Proofread your writing

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



Rubrics for Long Writing Skills

To get started you must:

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

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

Rubrics For Short Writing Skills

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



April-May
Reading Comprehension
Hope and Courage

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

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. However, she became angry when she learnt that the university in Warsaw was closed to women. Determined to receive a higher education, she left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and a doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Pierre Curie was a renowned physicist. He was well known in the scientific community for his work on magnetism and symmetry and was respected for his inventiveness and for his talents as an experimentalist. He was a professor in general physics at the Municipal School of Industrial Physics and Chemistry (Paris). Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory.

She devoted her entire career and life to science. After she and Pierre Curie discovered two new radioactive elements, she went on to become a member of the Physics Solvay Council (1911-1933) and of the Academy of Medicine (1922), and a two-time Nobel Prize winner.

A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and was heartbroken. Disheartened, she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her worry.

Curie's feeling of great unhappiness finally began to fade when she was asked to replace her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911, she received the Nobel Prize in chemistry for isolating radium. Marie Curie successfully created a large laboratory devoted to research into radiation and studies of its biological effects. In 1914, the Radium Institute in Paris was inaugurated. During the 1914-18 war, Marie Curie helped organise the army's radiology department. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. How did Marie respond to her husband's death?

- a. She was devastated
 - b. She was disillusioned
 - c. She suffered a fatal illness
 - d. She was furious
2. After her husband's sudden demise, what added to Marie's worries?
- a. She had to work on the research alone
 - b. She had two young daughters to raise by herself
 - c. Her responsibility as a professor at the Sorbonne
 - d. She learnt that the university in Warsaw was closed to women
3. When Marie learnt that she could not attend the university in Warsaw, she felt _____.
- a. worried
 - b. hopeless
 - c. annoyed
 - d. depressed
4. Which of the following is not true about Marie Curie?
- a. She was a professor of Physics
 - b. She was known for her work on magnetism and symmetry
 - c. She helped organise the army's radiology department
 - d. Her father was a Professor of Physics
5. Which of the following is a synonym of 'disheartened'.
- a. discouraged
 - b. delighted
 - c. thankful
 - d. disillusioned
6. Which of the following is an antonym of 'blithe'.
- a. cheerful
 - b. worried
 - c. careless
 - d. observant

Reading Comprehension

A court was being held by judge Grizzly Bear
The wolf, the Fox, and the Cheetah were there.
The prisoner, a woodcutter, trembled with fear.
A strong case against him was filed by the deer.

As the jury of leopards came and sat on one side.
'Stand-up!' said the judge, 'you are about to be tried
You enter our jungle whenever you please
And day after day you cut off our trees.
Our home and our shelter, You just take away.
Soon our children will not have a single place to play.
Have you stopped to think how we feel
When you come to our jungle to plunder and steal?
How would you like it if we did the same
Broke down your homes and set them aflame?

At last the woodcutter spoke-his voice full of shame,
'I have been thinking of myself all along
and without meaning to have done you great wrong.
I don't just want to beg for forgiveness of everyone
But want to find out how to undo what I have done
To make amends if anyone just shows the way
I'll work towards it till my dying day.'



- The Woodcutter stood in a court held by Judge Grizzle Bear, trembling with _____.
i. happiness
ii. fear
iii. shock
iv. sorrow
- The _____ had filed a strong case against him.
i. fox
ii. cheetah
iii. woodcutter
iv. deer
- The children would have no place to play because
i. there would be no open space
ii. there would be too many woodcutters
iii. there would be a court going on
iv. there would be too many animals
- The woodcutter _____ that he had been wrong.

- i. refused
- ii. disagreed
- iii. admitted
- iv. denied

5. He said he wanted to undo the _____ he had made and make amends.

- i. relationship
- ii. damage
- iii. case
- iv. actions

6. In the end, the woodcutter was _____.

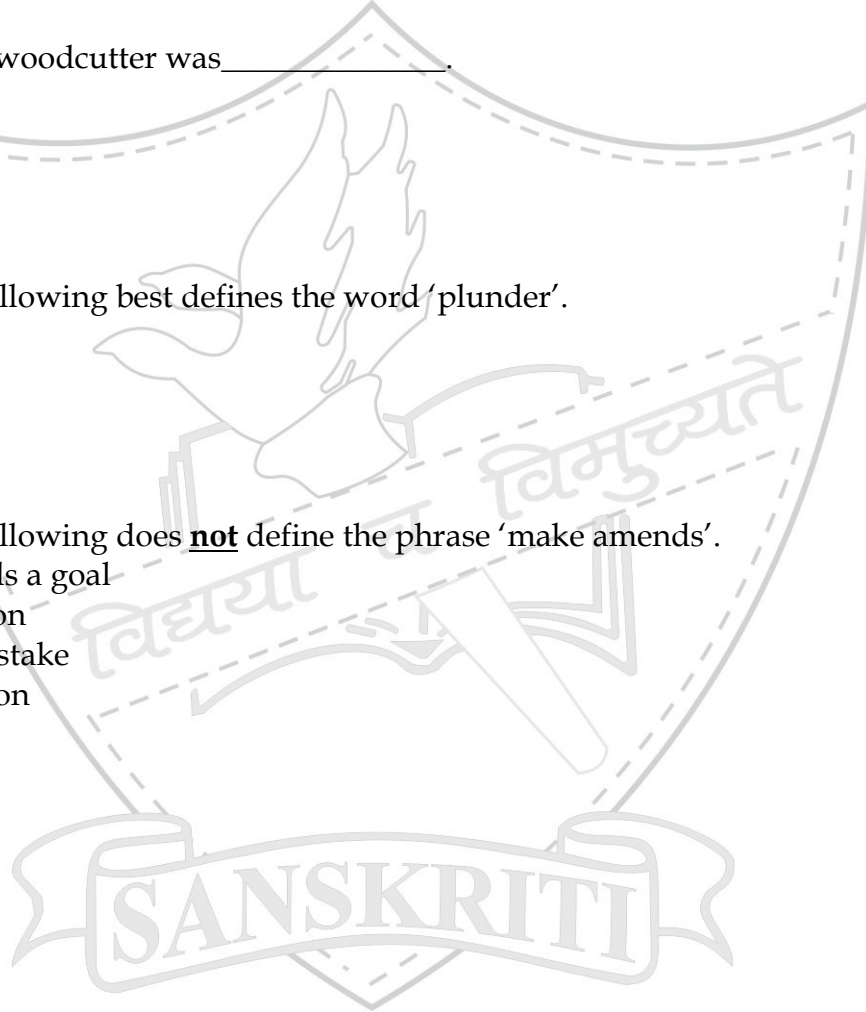
- i. happy
- ii. apologetic
- iii. brave
- iv. remorseless

7. Which of the following best defines the word 'plunder'.

- i. pluck
- ii. rob
- iii. guard
- iv. destroy

8. Which of the following does not define the phrase 'make amends'.

- i. to work towards a goal
- ii. to find a solution
- iii. to correct a mistake
- iv. to thank someone



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Writing Skills

Diary Entry

A diary entry is a personal record of writing about your daily events, appointments, observations etc. Writing a diary is a great way of expressing your feelings and of maintaining a record of the changes that happen in your life. One may record everything in a diary like any event, celebration, disaster, important information, advice, ideas, feelings etc.

Read the excerpts from Anne Frank's diary given below.

1)

Sunday, 14 June 1942 (Day, Date)

22:30 (Time)

A little after seven I went to Daddy and Mama and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Daddy and Mama, I got a blue blouse, a game, a bottle of grape juice, a puzzle, a jar of cold cream and a gift certificate for two books. I got another book as well, Camera Obscura (but Margot already has it, so I exchanged mine for something else), a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candies and a strawberry tart from Mother. And a letter from Grammy, right on time, but of course that was just a coincidence.

Then Hanneli came to pick me up, and we went to school. During recess, I passed out cookies to my teachers and my class, and then it was time to get back to work. I didn't arrive home until five. As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterwards, they all danced around me in a circle and sang "Happy Birthday."

Good night (Subscription)

Anne (Your first name)

2)

Saturday, 15 July 1944

21:00

It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder, that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more.

Good night (Subscription)

Anne (Your first name)

Q1. Imagine you were marooned on an island after a shipwreck. Describe your adventures on the island and narrate how you were rescued, in the form of a diary. Take the help of the beginning given...

Tuesday, 22 June 2017

21:30

Today, I had one of the most terrifying experiences of my life. I was sleeping in my bunk when I felt a sudden jolt. My head banged against the ceiling and I passed out. When I woke up, I was lying on a sandy beach. I realized that I was marooned on a deserted island in the Pacific! I felt scared, yet I thanked Fate for having spared me my life. ...

Questions:

1. Imagine that you maintain a diary. Write a diary entry expressing your feelings about your first day at Middle School. (Word limit: 120-150 words)
2. On your way to school this morning, you saw an ailing kitten beside the road. You helped it in your own way. Write a diary entry expressing your feelings.
3. On a weekend you were invited to your friend's place who took you to his/her farm house in the outskirts of the city. You had a wonderful time in the garden amidst the soothing flora and fauna. Write a diary entry expressing the joyful experience.
4. You had borrowed a friend's novel to read yesterday but you lost it today while travelling on a bus. Write a diary entry expressing your feelings.
5. Write a diary entry narrating what all did you learn from the transition syllabus. Write about your experience of the various activities that you did.
6. Imagine that you are a water body. That is, a stream, sea or a glacier. Write a diary entry describing your journey. Highlight the sights and the sounds that you experience each day. Briefly describe the creatures who live around you. (Word limit: 120-150 words)

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Grammar**Determiners**

Determiners are words placed in front of a noun to make it clear what the noun refers to. The word 'people' by itself is a general reference to some group of human beings. If someone says '**these** people', we know which group they are talking about, and if they say '**a lot of people**' we know how big the group is.

There are several classes of determiners:

Articles

a, an, the

Demonstratives

this, that, these, those

Possessives

my, your, his, her, its, our, theirs

Quantifiers

a few, a little, much, many, a lot of, most, some, anyetc.

Numbers

one, ten, thirty etc.

Distributives

all, both, half, either, neither, each, every

Difference words

other, another

Question words

which, what, whose

Omission of the Article**1. No article is used with proper nouns:**

Ashok was a kind ruler.

New Delhi is the capital of India

2. No article is used with abstract nouns:

Beauty pleases our eyes.

Wisdom is admired everywhere.

3. **No article is used with such nouns as gold, silver, water etc which name materials.**

Gold is an expensive metal.

Children should drink *milk* everyday.

4. **No article is used with the names of days, months, festivals and seasons.**

We visited the Botanic Gardens on *Saturday*.

They are going for a vacation in *June*.

Holi is a festival of colours.

Trees shed their leaves in *autumn*.

5. **No article is used before meals.**

Breakfast, lunch and *dinner* are included in the package.

6. **No article is used before languages or subjects.**

Jatin is studying *Spanish* and *English* in school.

Important notes:

1. Whenever a noun (any kind of noun) is *particularised*, we have to use the definite article *the*:

Water is essential for life. (In this sentence, the word *water* names a material. So, we have not used any article with it.)

The water in this tank is contaminated. (Here, water has been particularised. So we have used *the* with it.)

2. When we say *English*, it means the English *language*. When we say *the English*, it means the English people.

Articles

Q1. Fill in the blanks with the most suitable option.

1. He is not.....honourable man.

- a. a
- b. an
- c. x
- d. the

2. Could you pass me.....salt, please.

- a. a
- b. x
- c. the
- d. an

3. I havehour and a half for lunch.
a. a
b. an
c. the
d. x
4. Kalidas isShakespeare of India.
a. a
b. an
c. the
d. x
5. She had amazing experience last night.
a. a
b. an
c. the
d. x
6. Do you go toprison to visit him?
a. a
b. x
c. the
d. an
7.oil is vital to the economy of many countries.
a. an
b. the
c. x
d. a
8. An honest man isnoblest work of God.
a. a
b. x
c. the
d. an
9.rich are getting richer and the poor are getting poorer.
a. a
b. x
c. the
d. an
10. The dead no longer need.....help.
a. a
b. an
c. x

d. the

11. Who is atdoor? It is the postman.

- a. a
- b. an
- c. the
- d. x

12. I don't know how much.....MP (Member of Parliament) earns.

- a. an
- b. a
- c. x
- d. the

13. Everest is.....highest mountain in the world.

- a. a
- b. x
- c. the
- d. an

14. Arun thinks that this is quite.....cheap hotel.

- a. a
- b. the
- c. x
- d. an

15. Not many people read poetry, but quite a few readnovels.

- a. a
- b. x
- c. the
- d. an

Q2. In the passages below, fill in the blank with the most suitable option:

(a) Which baby is gifted with a furry coat?

Want to know (i) _____ interesting fact? Many seal pups are born in

(ii) _____ coldest parts of (iii) _____ world. But, they don't freeze to death because they have (iv) _____ thick layer of fat covered by (v) _____ furry coat. (vi) _____ furry coat keeps them comfortable, nice and warm.

- | | | | | |
|-------|--------|--------|------|------|
| (i) | a) the | b) an | c) a | d) X |
| (ii) | a) an | b) the | c) a | d) X |
| (iii) | a) the | b) an | c) a | d) X |
| (iv) | a) an | b) the | c) a | d) X |

- (v) a) the b) an c) a d) X
 (vi) a) an b) the c) a d) X

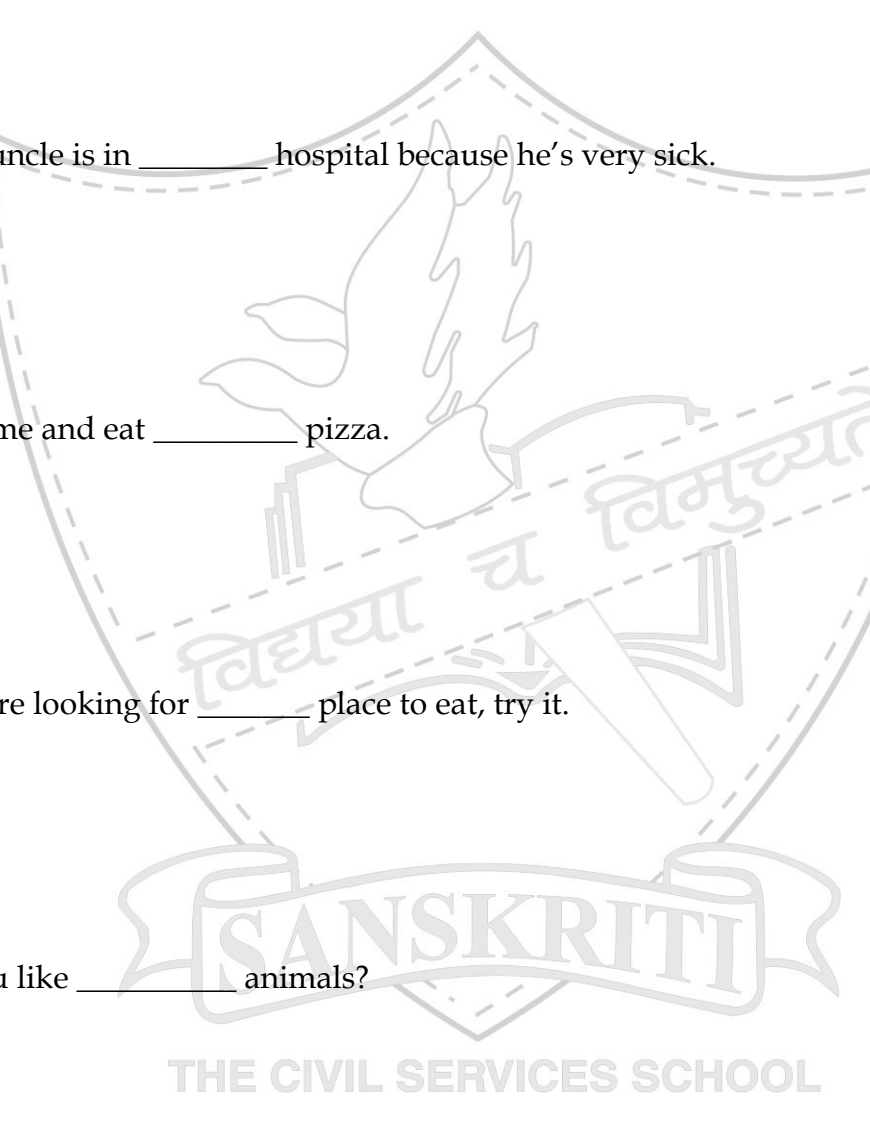
(b) Which baby is always being washed?

(i) _____ mother cat licks her kittens from (ii) _____ moment they are born. Licking roughly around (iii) _____ newborn kitten's mouth makes it gasp and start breathing. (iv) _____ mother's tongue dries (v) _____ kitten's fur too, to keep (vi) _____ kitten warm.

- (i) a) the b) an c) a d) X
 (ii) a) an b) the c) a d) X
 (iii) a) the b) an c) a d) X
 (iv) a) an b) the c) a d) X
 (v) a) the b) an c) a d) X
 (vi) a) an b) the c) a d) X

Q3. Fill in the blanks with appropriate articles. Mark the blanks that do not require an article with "X".

- He spent five months on _____ deserted islands in 1982.
 a. a
 b. an
 c. the
 d. X
- The Sahara Desert is in _____ Africa.
 a. a
 b. an
 c. the
 d. X
- _____ Mt. Kosciuszko is in Australia.
 a. a
 b. an
 c. the
 d. X
- Go along this street and then take _____ left and keep on the right.
 a. a
 b. an
 c. the
 d. X
- Can you speak _____ Polish?

- a. a
b. an
c. the
d. X
6. You could end up choosing _____ car that's not right for you.
a. a
b. an
c. the
d. X
7. Ben's uncle is in _____ hospital because he's very sick.
a. a
b. an
c. the
d. X
8. Go home and eat _____ pizza.
a. a
b. an
c. the
d. X
9. If you're looking for _____ place to eat, try it.
a. a
b. an
c. the
d. X
10. Do you like _____ animals?
a. a
b. an
c. the
d. X
- 

QuantifiersGrammar Help:

Quantifiers are words used to tell about number or amount when the exact amount is not known or not specific. Examples are: **some, few, any, every, many, most, each, several, a little, more, plenty** and **no**.

- The quantifiers **much, little** and **less** are used with uncountable nouns.
- The quantifiers **many, few** and **fewer** are used with plural countable nouns.

Q5. Imagine you live in an isolated place. Your food supplies are running very low. You are recording the provisions you have left. Choose the correct quantifiers to complete the sentences in your record below.

1. We have _____ oranges and apples.

- a. a few
- b. a little
- c. every
- d. each

2. We have _____ cheese.

- a. any
- b. some
- c. much
- d. few

3. We also have _____ carrots and potatoes.

- a. any
- b. much
- c. some
- d. every

4. There's only _____ sugar and tea left; not much.

- a. any
- b. each
- c. some
- d. every

5. We don't have _____ water either.

- a. some
- b. few
- c. little
- d. much

6. I think we have _____ milk than orange juice.

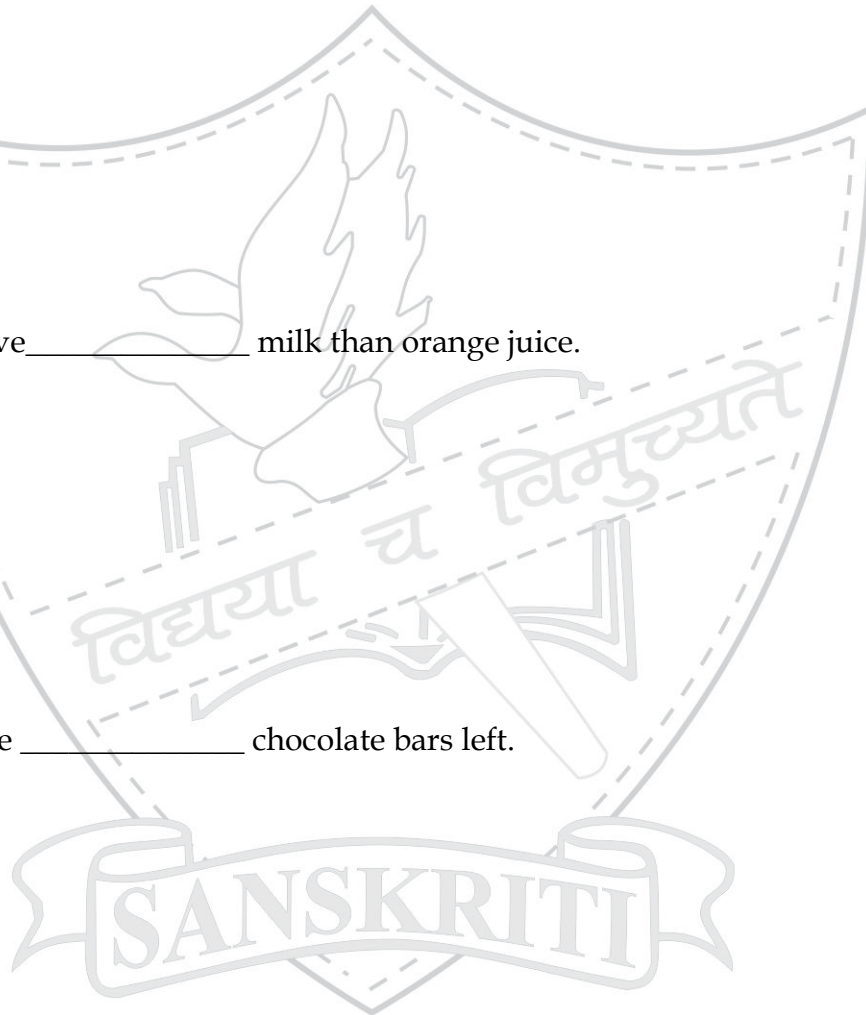
- a. much
- b. some
- c. little
- d. more

7. We don't have _____ chocolate bars left.

- a. some
- b. little
- c. every
- d. any

8. We ate _____ the chocolate bars left.

- a. all
- b. some
- c. each



d. every

9. Fortunately, we still have _____ biscuits.

a. many

b. any

c. more

d. all

10. We have many packets of instant noodles and _____ instant soup too.

a. plenty of

b. any of

c. few

d. all

Grammar Help:

To talk about things singly, or individually, you use **each**, but to talk about things together, or as a group, you use **every** or **all**, for example: **Each** child prepared a different act for the concert. **Every** child performed in the concert.

- In plural a plural verb is used with **all**, for example: **All** roads **are** under repair.
- A singular verb is used with **each** and **every**, for example: **Every/Each** road **is** under repair.
- You can use **all**, but not **every**, with uncountable nouns, for example: Jane likes all music.

Q6. Choose the correct quantifier to fill in each blank in these sentences about preparing for an art exhibition.

1. Come on, everyone, we don't have _____ time.

(a) much (b) little (c) many (d) few

2. Let _____ of us try to help each other.

(a) every (b) another (c) all (d) any.

3. There are very _____ students who are willing to help.

(a) few (b) little (c) all (d) many

4. We have _____ work to do before the art room is ready.
(a) a lot of (b) any (c) all (d) many
5. There are _____ art pieces to display than we had last year.
(a) many (b) more (c) most (d) few
6. I expect _____ students to do their best to make this art show a success.
(a) any (b) every (c) plenty of (d) all
7. In the past, students have shown _____ interest in exhibiting their work.
(a) little (b) any (c) many (d) several
8. This year, the students have been _____ enthusiastic.
(a) plenty (b) much (c) few (d) most.
9. Now we have very little space to hang _____ the art pieces.
(a) a lot of (b) all (c) a few (d) every
10. I hope we have _____ visitors to the art show this time.
(a) few (b) much (c) little (d) many

Grammar Help:

- **Either** and **neither** are usually used with singular verbs. You use **either** when you speak about “one or the other”. You use **neither** when you mean “not one nor the other”.
- To talk about two things together, you use **both**, for example: *Both the cat and the dog belong to James.* You use a plural verb with **both**.
- **Use of Little, Few:** *Little* has a negative meaning: ‘hardly any’:
Little did they know of the danger. (Practically they did not know of the danger.
- **A little** means a small amount:
A little rice was left over after the meals.
- **The little** means a small amount but the whole of it:
The little rice which was left over after the meals was given to the servant.

- The same principle is applicable to *few*, *a few*, *the few* when we refer to countable nouns.
- During hard times *few* people come forward to help.
- Since it was raining heavily, *a few* people only turned up for the party.
- *The few* people who had come for the party, left before 8.00 p.m.
- You usually use **another** with singular countable nouns, for example: *Shall I pass you another slice of cake?*
- **Another** is also used before the word **few** or with numbers, for example: *give me another few minutes. Give me another three minutes.*

Q7. Complete the following dialogue.

Mother: Jane, I asked you to clean your bedroom and bath both. You have done(i)_____ (**both/either/neither/ another**) task. Now you have time to do only one of them; so, which will it be?

Jane: Sorry, Mum, I don't mind (ii)_____ (**both/either/neither/ another**) one. I was doing my homework. Please give me (iv)_____ (**both/either/neither/ another**) few minutes and I'll try to do(v)_____ (**both/either/neither/ another**) tasks.

Mother: You should have told me you were busy.(vi)_____ (**both/either/neither/ another**) James or John could have bathed the dog.(vii)_____ (**both/either/neither/ another**)has any homework today.

Jane: If (viii)_____ (**both/either/neither/ another**)one of them can do it for me today. I'll do the same for him(ix)_____ (**both/either/neither/ another**) day when he has lots of homework.

Mother: I'll call (x)_____ (**both/either/neither/ another**) of them to see who will volunteer. You can clean your room (xi)_____ (**both/either/neither/ another**)day instead.

Q8. Tick the right word.

When we got to the beach, some/ few/ many people were already there, and we couldn't find a place to sit down. There were no/few/ none empty spaces near one end of the beach, but they were a long way from the sea. We walked along the beach for a little/some/ any while, but we didn't have no/ more/much fun because we kept bumping into people. Finally, we decided to get back in the car and go down the coast to the next beach. This was much better; there were only a many/ few/several families on the beach, so there was many/much/any more room to spread out our things. As we had eaten so more /a lot of/ much food in the car, all we wanted to do was lie down, and after a little/few/ some minute we were all dozing happily in the sun.

Q9. Fill in the blanks with the most suitable option.

1. We can't do without _____ bread.
(a) any (b) each (d) some (e) much
2. There isn't _____ life in that girl.
(a) every (b) some (c) any (d) more
3. Buy _____ bread and cheese for the picnic, if you want to help.
(a) some (b) any (c) each (d) much
4. _____ doctor will tell you that it is harmful.
(a) some (b) little (c) any (d) all
5. There's hardly _____ milk in the bottle.
(a) few (b) some (c) any (d) more
6. If you have _____ news, call me back.
(a) each (b) any (c) few (d) all
7. Go and ask him for _____ paper.
(a) little (b) some (c) all (d) few
8. What material do you need? - _____ that is available.
(a) any (b) each (c) some (d) more
9. Put _____ spices into the soup.
(a) every (b) some (c) much (d) each

10. I hate _____ bad news.
(a) some (b) little (c) any (d) all
11. There aren't _____ buses after ten o'clock.
(a) some (b) few (c) any (d) much
12. I haven't got _____ friends at all.
(a) any (b) few (c) some (d) more
13. I can answer only _____ questions on the subject.
(a) any (b) each (c) some (d) more

Q10. Fill in the blanks with the most appropriate option.

1. I know old Mr. Higgins has _____ money.
a. much
b. many
c. a lot of
d. few
2. There aren't _____ portraits of Shakespeare.
a. much
b. many
c. a lot of
d. little
3. Don't be discouraged! _____ have failed to run the marathon.
a. much
b. many
c. a lot
d. little
4. Take as _____ of these tiles as you want.
a. much
b. many
c. little
d. a lot of
5. _____ was said about it.

- a. much
- b. many
- c. few
- d. a lot of

6. How _____ frames are you going to buy?

- a. much
- b. few
- c. many
- d. a lot of

7. If you have _____ news, call me back.

- a. much
- b. many
- c. few
- d. a lot of

8. He is a man of _____ words.

- a. little
- b. much
- c. few
- d. a lot of

9. Last week there was so _____ rain that I was not able to go out.

- a. much
- b. many
- c. little
- d. a lot of

10. Everyday we get _____ magazines and newspapers.

- a. little
- b. much
- c. many
- d. a lot of

Q11. Fill in the blanks with the most suitable option.

- 1. Hurry! We've got _____ time. (few/a few/ little/ a little)
- 2. I saw Tom _____ days ago. (few/a few/ little/ a little)
- 3. If what you say is true, there is _____ we can do about it. (few/a few/

little/ a little)

4. I can't let you use much of this perfume. There's only _____ in the bottle.
(few/a few/ little/ a little)

5. This town isn't very well-known and there isn't much to see, so _____
tourists come here. (few/a few/ little/ a little)

6. I don't think Jill would be a good teacher. She's got _____ patience with
children. (few/a few/ little/ a little)

7. "Would you like some more cake?" - "Yes, please, but only _____. (few/a
few/ little/ a little)

8. There are very _____ scholarships for students in this university. (few/a
few/ little/ a little)

9. We didn't have any money but Ann had _____. (few/a few/ little/
a little)

10. This is not the first time the car has broken down. It has happened
_____ times before. (few/a few/ little/ a little)

11. There is a shortage of water because there has been very _____ rain
recently. (few/a few/ little/ a little)

Q12. Fill in the blanks using Quantifiers-Determiners.

1. She didn't remember _____ (the/a/few/X) title of _____ (the/a/an/X) first
book that she had read.

2. This is just _____ piece of advice to you. (a/few/the/X)

3. It was _____ most embarrassing situation I had ever been in. (the/a/an/X)

4. We have two close friends and we have invited _____ of them to the party.
(little/few/both/most)

5. You won't be successful. Nobody can succeed in such _____ time.
(few/little/some/X)

6. Would you like to make _____ (a/an/X/the) reservation on _____ last train to
Jaipur? (a/an/X/the)

7. All members are valuable to us and _____ is going to receive a present.
(every/each/no/most)

8. Celine feels lonely because she has very _____ sincere friends.
(little/some/few/all)

9. There has been almost _____ rain for the last couple of weeks.
(little/no/more/ /some)

10. Could you please turn off _____ radio(a/the/X/an). It has become erratic again.

Q13. Fill in the blanks with the most appropriate option. Sometimes two are possible.

1. Nearly _____ home in the country has television.
(some/each/most/every)

2. Here is something for _____ of you. (each/every/few/little)

3. Not _____ student is capable of learning English.
(all/each/every/both)

4. Our monitoring organisation will give you one ticket _____.
(few/each/every/all)

5. The admission ticket cost us \$5 _____. (all/each/both/every)

6. They seem to be repairing _____ road in the country.
(few/each/all/every)

7. _____ road is clearly signposted.(some/each/few/every)

8. There's a fire extinguisher on _____ floor of the building.
(all/each/every/few)

9. _____ floor in the building has its own fire extinguisher.
(all/each/few/every)

10. They both did well and they will _____ receive prizes.(all/each/few/every)

Q14. Fill in the blanks with the most appropriate option.

1. They were bored because there was _____ to do.
(all/few/each/ little)
2. We invited _____ friends over to our house for a barbeque.
(all/little/each/few)
3. _____ of the cakes had been baked the day before.
(all/each/few/ little)
4. Sally didn't take _____ photos when she went on holiday.
(all/each/any/ little)
5. The teacher gave _____ of the students a piece of paper.
(any/each/every/little)
6. Henry had _____ idea what the answer to the question was.
(any/no/every/little)
7. I like many of her songs, but not _____ of them are good.
(any/each/every/little)
8. (*With a bowl of cherries on your lap*) _____ cherries are delicious!
(any/these/every/little)
9. My mother doesn't drink _____ coffee. (any/some/few/the)
10. I always keep _____ money in my wallet for emergencies.
(few/much/some/a)

THE CIVIL SERVICES SCHOOL

Learning Outcomes:

- Students will be able to identify articles and determiners within sentences.
- Students will be able to use articles and determiners accurately in sentences.
- Students will be able to recognise that articles and determiners are always used with nouns and their adjectives.
- Students will be able to comprehend correct grammatical expressions through inference.

Literature**The Starting Point**

Milkha Singh's life has been dominated by running. Fondly called 'The Flying Sikh'—a title bestowed on him by the former President of Pakistan, General Ayub Khan—he is highly respected for his sporting achievements. He has made his motherland proud by winning several Gold medals in international sporting events like the Commonwealth Games and Asian Games.

The chapter describes the journey of a simple man who rose to become one of the towering figures in Indian Sports. He narrowly escaped death during Partition and went on to join the Army. As an Army recruit, he ran his first race to win special privileges for himself- a glass of milk and exemption from fatigue duty. This is how his journey as an athlete began. Milkha Singh started receiving training from Gurudev Singh. A reticent man, Gurudev was known for his practical and sensible way of dealing with the new recruits. He played an important role in motivating and guiding Milkha Singh to become a world- class athlete.

Milkha Singh took part in the Brigade Meet which was held in Hyderabad and secured the fourth position. This was the turning point of his career as he now wanted to represent his country in International events. After returning to work from Hyderabad, he continued to practice and develop his own technique. After a day's work, he would secretly go to the ground to practice. A chance meeting during one such session with Brigadier S P Vohra brought about a welcome change in his life. He was no longer required to do the fatigue duty and was given a nutritious diet.

**Questions:**

1. How did the men in vests with 'India' written on them inspire Milkha Singh to work harder?
(Those men were athletes who had represented India in international sporting events. They were admired and respected by all. They seemed to have an air of power and prestige about them. Milkha Singh was so impressed by them that he made a promise to himself that he too would strive to represent India someday and make his country proud.)

2. What did Milkha Singh secretly do after returning from Hyderabad?
3. How did Brigadier S. P. Vohra change Milkha Singh's life?
4. Write a short note on 'Lessons to learn from Milkha Singh's life'.

5. Answer with reference to context:

"Friends, even strangers, wildly applauded and thumped me on my back, shouting 'Shabhash!'

I was quite overwhelmed by the attention and appreciation I received that night."

- i. Who is the speaker?

- a. Gurudev Singh
- b. Brigadier S P Vohra
- c. Milkha Singh
- d. Pritam Singh

- ii. What is the occasion referred to?

- a. the cross-country race
- b. the 6 mile race
- c. Milkha Singh's meeting with S P Vohra
- d. the 400-metre event

- iii. How did the speaker react to this incident?

- a. He was conscious because of all the attention
- b. He was overwhelmed with the praise
- c. He pledged to make his country proud
- d. He was disheartened because he didn't win

6. What was the big treat that Milkha Singh looked forward to?

- a. A glass of milk
- b. A nutritious diet
- c. Better facilities
- d. All of the above

7. Milkha Singh stood _____ in the six-mile race.

- a. Fifth
- b. Sixth
- c. Seventh
- d. Eighth

8. Which of the following best describes Gurudev Singh?
- reserved
 - volatile
 - faithful
 - extrovert
9. Who was instrumental in motivating Milkha Singh to become a world-class athlete?
- Pritam Singh
 - Brigadier S P Vohra
 - Gurudev Singh
 - Sohan Singh

Learning Outcomes

- Students will be able to read silently with comprehension and interpret layers of meaning.
- Students will be able to write short answers using appropriate vocabulary and grammar based on the chapter.
- Students will be able to read stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discuss these.
- Students will be able to analyse and appreciate a point of view as reflected in the text, and present their point of view orally or in writing.
- Students will be able to exhibit in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on a variety of topics.
- students will be able to note the writer's tributes to people who helped him, note the elements of autobiography, realise the frankness of the writer and relate to the athlete's motivation.

The Banyan Tree RABINDRANATH TAGORE

The image of the tree in 'The Banyan Tree' by Rabindranath Tagore is one that shows an appreciation of nature as it describes the tree as a comforting source of sustenance. Appealing aspects of this image are the branches that have been nested in by birds, and the way the shaggy-headed tree is standing on the pond's bank. These descriptions imply that the tree is strong, as it stands alone, but is bustling with life and welcomes the creatures that enter its foliage. It also provides shade to the women who fill their jugs beneath its leafy greenery. This again indicates that the banyan tree provides for the life forms that surround it. The banyan tree is depicted as an appealing image as the boy still wishes to transcend his own existence in order to encounter the tree in a way that would be magical, by becoming its shadow or by blowing through its rustling branches. The banyan tree is now a symbol of the memories of the child who once played on it. It is a safe haven to the creatures of nature, yet all of the creatures who were indebted to it

have now left it, leaving the tree in a state of quiet solitude. The speaker is asking the tree if he remembers that he was once full of life.

Match the words and phrases in the box to their definitions.

1. shaggy 2. tangle 3. plunge 4. wriggle
5. struggle 6. restless 7. ripples 8. rustling

Definitions:

- a. Little waves
- b. To try to do something and find it very difficult or hard work
- c. To move in short, quick twisting movements
- d. The sounds that paper and leaves make when they move
- e. An untidy mess of things - often string, rope, or hair, untidily woven together
- f. Constantly moving - unable to stay still
- g. To move or fall suddenly downwards
- h. Covered with long untidy hair

Comprehension Task

Below are 9 statements about the text. Decide if each statement is true or false.

1. The banyan tree has neat and tidy branches and leaves.
2. The tree stands next to water.
3. The tree does not remember all the birds that have made nests in its branches.
4. The child used to sit and look at the banyan tree.
5. The women filled their jars with shadows.
6. The banyan tree was asleep when the women came to fill their jars.
7. The poet compares the sunlight on the water to the making of fabric.
8. The ducks swam close to the shore of the pond.
9. The child wanted to be different elements of nature mentioned in the poem.

1. *Sunlight danced on the ripples like restless tiny shuttles weaving golden tapestry.*

- a. Name the poem and the poet.
- b. State and explain any one poetic device used in the above line.
(The poet compares the sunlight on the water to the making of fabric.)
- c. Write the meaning of the word tapestry.

2. What do the thick long branches of the banyan tree indicate about its journey?
3. How did the banyan tree provide comfort to the people and creatures in its vicinity?
4. What did the child long to become? What does this indicate about his temperament?
5. What indicates that the speaker was once a young child who would sit and play around the tree?

6. There are many creatures that have made good use of the tree and have moved on, but the tree had stood the test of time and stands unmoved.

Give examples from the poem and from your life that prove the above statement.

7. O you shaggy-headed banyan tree standing on the bank of the pond,

have you forgotten the little child, like the birds that have nested in your branches and left you?

- Mention the two poetic devices used in the above mentioned lines.
(apostrophe, personification)
- Describe the mood of the speaker.

8. Where is the banyan tree standing?

- On the bank of the river
- On the bank of the lake
- On the bank of the pond
- None of the above

9. The _____'s black shadow wriggled on the water.

- The women
- The tree
- The poet
- The duck

10. How would you describe the poet as a child?

- artistic
- gregarious
- observant
- intrusive

11. Identify the poetic device in "Sunlight danced on the ripples....."

- simile
- personification
- alliteration
- None of the above

12. Write a paragraph describing the activities you engage in when you are around an old tree.

Learning Outcomes

- Students will be able to read with comprehension and interpret layers of meaning.
- Students will be able to write answers using appropriate vocabulary and grammar based on the chapter.
- Students will be able to understand and elicit meanings of the words in different

contexts, and by using a dictionary, thesaurus, and digital facilities.

- Students will be able to identify and appreciate significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc

For Further Practice

Q1. Fill in the blanks with appropriate articles(a, an, the). Mark the blanks that do not require an article with "X".

Moving to (a)_____ United States was (b)_____ most exciting thing I have ever done. I moved last year to (c)_____ New York. New York is (d)_____ exciting city, full of (e)_____ adventure. In fact, I met (f)_____ famous actor on (g)_____ bus yesterday! Today, I have (h)_____ job interview at (i)_____ financial company. (j)_____ Company has (k)_____ offices all over (l)_____ world. I'm not sure that I have (m)_____ skills to get hired. I hope so. (n)_____ Company's office is on (o)_____ Main Street. That's (p)_____ same street my friend works on. If I get hired, I could meet him after (q)_____ work for drinks. That would be great. He's from (r)_____ Scotland. He works 8 hours (s)_____ day, 5 days (t)_____ week. I have two brothers. One, Greg, is still in (u)_____ college, and (v)_____ other, Mike, has already graduated. Mike is (w)_____ kind of guy that is very serious. I don't remember (x)_____ last time I saw him. It may have been in (y)_____ August. He was wearing (z)_____ red sweater. It matched his red hair.








July**Reading Comprehension**

1. Australia is burning. More than half of the country is choking on smoke, and the skies glow orange as bushfires continue to ravage the continent. Since the start of the bushfire season in September, an estimated 25.5 million acres have burnt in Australia and at least 25 people have died. More than 1 billion animals are dead, and an estimated 2,000 homes have been destroyed. Hundreds of thousands of people have been forced to evacuate.

2. The total damage and economic losses will exceed \$100 billion, according to Accuweather. Australia experiences fires every fall, but this year's crisis — which came soon after a heat wave and prolonged drought — is unprecedented. As more land burns, more carbon dioxide gets released into the atmosphere, and trees, which act as natural carbon sinks, disappear. Australia's fires have already released 350 million metric tons of CO₂ into the atmosphere. That is roughly 1% of the total global carbon emissions from 2019. As the planet gets warmer due to CO₂ emissions, the risk of bigger and deadlier fires increases.

Australia fires compared to other major fire events

FIRE NAME	YEAR	NUMBER OF ACRES BURNED
Australia bushfires*	2019–20	25.5M 
Brazilian Amazon fires over 12 months	2019	17.5M 
Siberia fires in July	2019	6.4M 
Alaska fires over the summer	2019	2.5M 
Worst California wildfire season	2018	1.9M 
Peshtigo fire: Worst fire in US history	1871	1.2M 
Australia's Black Saturday bushfires	2009	1.1M 
Latest California wildfire season	2019	260K 
California Camp Fire	2018	153K 

*As of January 7, 2020

Sources: Reuters; IPNE; NASA; Cal Fire; Weather.gov; National Museum Australia

m = million
k = thousand

3. It is hard to comprehend the size of the affected area in Australia. Added up, the burnt land is the size of South Korea or the US state of Virginia. The area of the resulting smoke from the fires — 1.3 billion acres — is equal to the areas of Alaska, Texas, California, Montana, New Mexico, Arizona, Nevada, Colorado, Oregon, Wyoming, and Michigan combined. The plume of smoke has reached South America and probably the Antarctic as well. Major Australian cities like Melbourne and Sydney have been engulfed in orange and yellow haze.



A firefighter battles flames outside Sydney, Australia, December 10, 2019. SAEED KHAN/AFP via Getty Images

4. Winter rains, which can help reduce the intensity of summer fires, have declined significantly. "We used to see hundreds of thousands of hectares burned in bushfires, but now we are seeing millions on fire," said Pep Canadell, executive director of the Global Carbon Project.

Based on your understanding of the above passage, answer the following questions.

1. Which of the following 2019 fires had the least damaging effects?

- a. Brazilian Amazon Fires
- b. Siberia fires
- c. Australia bushfires
- d. Alaska fires

2. "Bushfires continue to ravage the continent". Choose the antonym of the underlined word.

- a. rob
- b. damage
- c. repair
- d. evacuate

3. Which of the following is not an effect of the Australian wildfires?

- a. 1 billion animals are dead
- b. 2,000 homes have been destroyed
- c. people have been forced to evacuate.
- d. decline in summer rains

4. According to the passage, trees play a vital role during such wildfires because they_____.

- a. can absorb carbon dioxide.

- b. can prevent floods.
 - c. can absorb nitrogen.
 - d. can be used to provide new housing to survivors.
5. Which of the following is not true for the Peshtigo fire?
- a. 1.2 million acres of land was burnt.
 - b. It occurred in the United States of America.
 - c. It occurred in 1871.
 - d. It caused less damage than Australia's Black Saturday bushfires.
6. As a result of the Australia bushfires, the burnt land is the size of_____.
- a. Michigan
 - b. Arizona
 - c. Alaska
 - d. Virginia
7. The skies glow orange because_____.
- a. of the sunset
 - b. of the sunrise
 - c. of the bushfires
 - d. of the heat wave
8. The bushfires have caused an increase in the amount of_____ in the atmosphere.
- a. oxygen
 - b. carbon dioxide
 - c. nitrogen
 - d. sulphur
9. Choose the definition which best suits the word 'engulf'.
- a. to destroy something
 - b. to cover something completely
 - c. to neglect
 - d. to uncover
10. Find a word from paragraph 3 which means 'a cloud of something'.
- a. smoke
 - b. area
 - c. plume
 - d. haze

Read the following passage carefully.

1. While an entire month free of homework or tests may sound too good to be true, that is precisely what the students at Sturenskolan School in Boden, Sweden were treated to in April. If the results of the experiment prove encouraging, starting 2019, the middle schoolers will never have to worry about after-school work or tests, aside from the national examinations, which are mandatory for students across the country. The school's principal, Petronella Sirkka, who came up with the idea, told Swedish national public broadcaster SVT, "We are constantly receiving new reports that our children feel anxious because they have a very high-stress level all the time. This is our way of trying to reduce that stress."

2. In the past students were expected to memorise and regurgitate facts, learning today should be focused on reflection and analysis because it is harder for children, especially those with little support at home, to comprehend the study material by themselves. Hence, it is only fair to grade them based on their classwork.

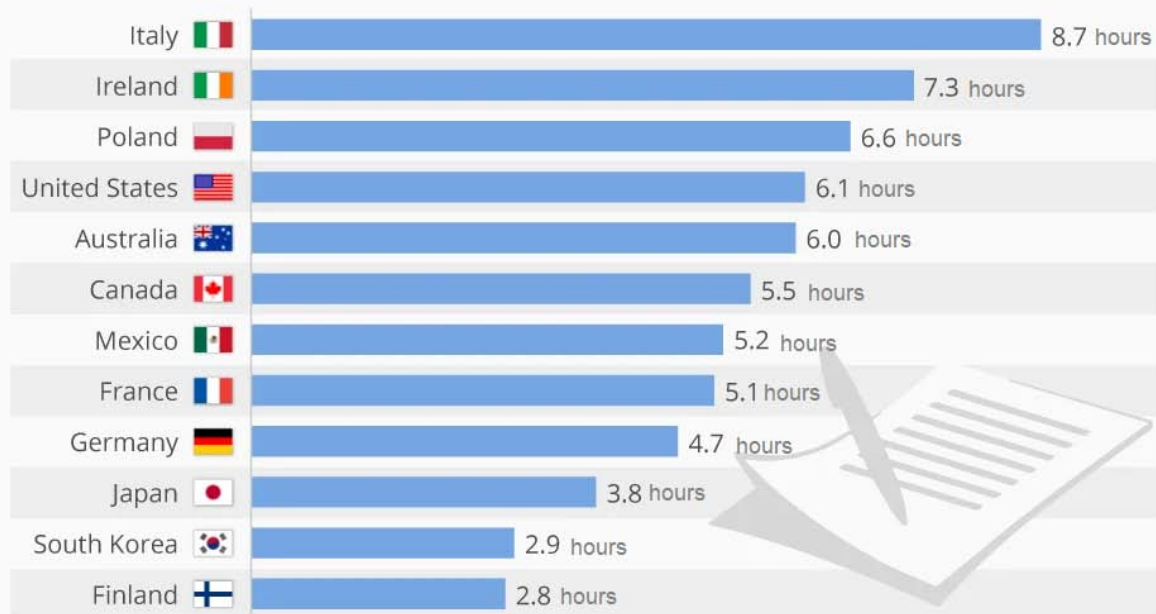
3. Sirkka is not the only one who believes after-school work does not help students learn. In March 2018, the principal at École Elizabeth Ballantyne, an elementary school in Montreal, Canada, also decided to do away with homework. They hope parents will spend the extra time reading to their kids.

4. The debate over how much, if any, homework kids should be given is not new. In their 2006 book 'The Case Against Homework', authors Sara Bennett and Nancy Kalish argue that while there is no proof of the benefits of homework, there is plenty of evidence of its adverse effects. A 2014 Stanford University study conducted on 4,000 students revealed that the daily stress of after-school work not only leads to decreased interaction with friends and family but also results in sleeping disorders and physical ailments such as headaches.

5. While the long-term impact of the recent decisions made by the two educators remains to be seen, the experiment has already proved successful in a few countries. Finland has done away with homework, grades, and even teaching by subjects for many years. Yet, Finnish students always rank high in the PISA (Programme for International Student Assessment) tests, especially in Math and Science! Hopefully, it will only be a matter of time before US educators follow their lead and ban after-school work as well.

The Countries Where Kids Do The Most Homework

Hours of homework per week in selected countries (15-year old students)



@StatistaCharts

Source: OECD

statista

Based on your understanding of the above passage, answer the following questions.

- At Sturenskolan School in Boden, Sweden, students _____.
 - had to do homework for a month only.
 - did not have to do any homework for a month.
 - were asked if they wished to submit homework.
 - do not need to worry about homework ever.
- Who is the principal of Sturenskolan School?
 - Petronella Sirkka
 - Petronella Sibla
 - Petrolla Sirkka
 - Pitruca Sirkka
- Completely eliminating homework and tests will benefit _____.
 - students with no support at home
 - economically weaker students
 - both teachers and students
 - teachers
- Which of the following statements is true?
 - There is no proof of the benefits of homework

- b. Nancy Kalish is a poet
 - c. Finnish students always rank high in the PISA
 - d. Finnish students spend the most amount of time on homework
5. Which of the following is not an adverse effect of doing homework?
- a. headaches
 - b. stress
 - c. sleeping disorders
 - d. obesity
6. In which of the following countries do students spend the least amount of time doing homework?
- a. Japan
 - b. Finland
 - c. Canada
 - d. India
7. Who among the following does not support the 'no homework' policy?
- a. The principal at École Elizabeth Ballantyne
 - b. The principal of Sturenskolan School
 - c. Sarah Beckham
 - d. Nancy Kalish
8. In which countries do students spend more than 5.5 hours on homework?
- a. Poland and Italy
 - b. South Korea and Japan
 - c. Japan and Finland
 - d. France and Germany
9. Which word in paragraph 1 means the opposite of 'optional'.
- a. encouraging
 - b. mandatory
 - c. precisely
 - d. experiment
10. Which word in paragraph 2 means 'to repeat/recite without thinking'.
- a. memorise
 - b. regurgitate
 - c. comprehend
 - d. reflection

Grammar

Pronouns

Words that are used in place of nouns are called **Pronouns**.

The different kinds of pronouns are:

1. Personal pronouns like I, you, we, he, she, her, him, they, them replace nouns that name people in the subject positions of a sentence.

E.g.: I will go to Anil's house on Friday.

2. Possessive pronouns like mine, ours, hers, theirs and its show possession or ownership.

E.g.: That blue umbrella is hers.

3. Reflexive pronouns are used when the subject and the object are the same like myself, yourself, himself, itself.

E.g.: They enjoyed themselves at the party.

4. Demonstrative pronouns like this, that, these and those point out people or objects.

E.g.: This is a gift from my father.

5. Interrogative pronouns like what, which, who, whom and whose are used to ask questions.

E.g.: Who wants a chocolate?

6. Emphatic pronouns are used for emphasis.

E.g.: He himself cut the cake.

7. Indefinite pronouns are used to refer to some person or thing that is not definite or specific. Somebody, nobody, someone, everything, all, another, many etc. are some indefinite pronouns.

E.g.: Somebody has taken the key.

8. Distributive pronouns like each, either and neither refer to people or things one at a time.

E.g.: Each of us was given a present.

1. Read the following conversation and write what the pronouns refer to. The first few have been done as examples.

Kashmira: Have *you* seen the new

you: Jyoti

children's	
film that is showing at the Plaza?	
Jyoti: No, <i>I</i> have not.	I: Jyoti
Have you?	you: Kashmira
Kashmira: No, but <i>I</i> would like to.	I: _____
Naveen says <i>it</i> is a nice film.	it: _____
Jyoti: When did <i>he</i> see <i>it</i> ?	he: _____
	it: _____

Kashmira: Oh, last evening. He saw	He: _____
<i>it</i> with some of his friends.	it: _____

Jyoti: Did <i>they</i> like <i>it</i> too?	they: _____
	it: _____

Kashmira: Well, yes, <i>I</i> think so.	I: _____
Jyoti: Why don't <i>we</i> see it this afternoon?	we: _____
Kashmira: Yes, let's. Shall <i>we</i> take	we: _____
Mayura along?	
Jyoti: Oh, yes, <i>she</i> would love to join us.	she: _____

2. Circle the correct pronoun.

- Let(**I / me/yourself/we**) help (**you /I/us/ me**) with that pile of books.
- Thank (**you/he/ him/them**) very much, but (**I /mine/ me/us**) think I can manage.
- Can you tell (**us /he/we/you**) where the library is?
- Go down the corridor and turn right. (**It / These/This/They**) is at the end of that corridor.

5. Pritam and Varsha are bringing the flowers for the ceremony. **(They/Them/We/Us)** will bring **(they/me /us/them)** in an hour.
6. I hope **(them/us/they/me)** will reach on time for **(it/these/we/they)** starts in two hours.

3. Fill in the blanks with the correct pronouns to refer to the underlined nouns.

1. The teacher left two books here. Where are _____?
- these
 - they
 - them
 - it
2. Radha gave me a chocolate. I shall give _____ to you.
- it
 - those
 - them
 - they
3. Sundar likes me. _____ gifted me a camera.
- I
 - He
 - It
 - We
4. Nitin is my name. _____ am your teacher.
- He
 - They
 - I
 - We
5. Mr. Samson, how are _____?
- He
 - Your
 - You
 - Us
6. Shobha and Sheeba are our names. _____ are sisters.
- They
 - We
 - Them
 - You

7. We have five kittens at home. _____ are so lovely.

- a. Them
- b. They
- c. We
- d. I

8. Lavanya and Rudra, please stand up. I want to meet _____ after class.

- a. your
- b. us
- c. you
- d. me

9. I can't find Malini. Where has _____ gone?

- a. she
- b. they
- c. her
- d. I

10. Hello, Thomas! I see _____ have come alone!

- a. you
- b. them
- c. I
- d. we

4. Fill in the blanks with suitable pronouns.

Peter and Jane went with _____ (them/their/your) parents to the beach. There they enjoyed _____ (oneself/himself/themselves) thoroughly. Peter took _____ (him/your/his) inflatable boat with him. Both of _____ (these/them/they) went out to sea in it. A sea gull it seemed, took a fancy to the boat. _____ (They/It/You) swooped down to perch on it. And then you can guess what happened to the boat when its sharp claws pierced _____ (them/it/you)!

5. Fill in the blanks with suitable pronouns.

1. You presented me with a pen. _____(They/I/You) accepted _____(these/it/them) from you.
2. They sold me a ticket for the concert. _____(They/I/You) bought _____(these/it/them) from _____(they/us/them).
3. Punita showed Pranav her new mobile. _____(They/He/It) saw _____(them/their/it) yesterday.
4. Open Aditya's cupboard. _____ will find a new bat there.(He/You/They)
5. My father gave me this watch. _____(He/She/I) wear _____(them/it/these) to school everyday.
6. Where have Ravi and Geeta gone? Call _____ here. (they/them/us)
7. Hello, my name is Peter. _____(I/She/Them) want to meet _____.
(they/she/you)
8. The collector gave _____ our prizes. (we/us/they)
9. Saleem, I have a new book. Would _____(them/I/you) like to see _____?
(them/it/these)
10. _____ team has won twelve points, five more than Team B.(Mine/Our/Us)
11. " _____ shouldn't bathe in the sea," the teacher warned the students.(Them/They/We)
12. "Samantha, did you push Shweta?" "No, Teacher, _____(He/She/I) didn't push _____"(me/her/she)

6. Complete the following sentences.

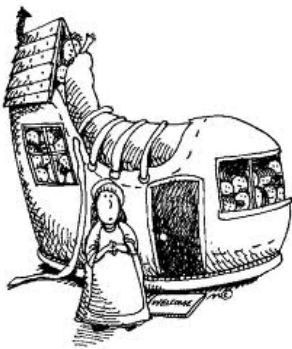
1. Seema : Are you using my pen or is that _____? (his/ mine/ yours/ hers)
2. George : Well, this is _____. (his/ mine/ yours/ hers)
3. Seema : Where is _____ then? (his/ mine/ yours/ hers)
4. George : Mira was writing her report just now. Maybe she was using _____.
(his/ mine/ yours/ hers)
5. Seema : No, that one is _____, (his/ mine/ yours/ hers)

_____ (his/ mine/ yours/ hers) has a blue cap. _____ has a red one. (his/ mine/ yours/ hers)

6. George : Why don't you ask Ali? He is using a red-capped pen.

7. Seema : I did; but he says that it is _____. (his/ mine/ yours/ hers)
Where is _____ I wonder? (his/ mine/ yours/ hers)

7. The Old Woman in the shoe is thinking about moving to a new home. She is trying to communicate something. Help her by filling in the blanks with suitable pronouns.



Do you know _____ (mine/ me/ I)? _____ (I/ Me/ She) am the old woman who lives in a big shoe. I am selling the shoe and moving. Do _____ (they/ you/ we) want to buy a great house? Believe _____ (us/ me/ we) it is a good deal. _____ (Mine/ My/ Their) children and I have been living in this shoe for years. It was fun at first. When _____ (they/ we/ she) were little, they all fit in the heel but now they are driving me crazy swinging from the laces, like Tarzan, surfing down the tongue and diving off the toe! Next year, I will send six of _____ (they/ us/ them) to a boarding school and as for me, I'll move to Sandal Beach in Goa. This house may need a little fixing, but it has a lot of heart and sole!

Learning Outcomes:

- Students will be able to state the definition of a pronoun.
- Students will be able to recognise pronouns and distinguish them from other parts of speech.
- Students will be able to outline the different types of pronouns.
- Students will be able to effectively use pronouns in writing.

Prepositions

A preposition links nouns, pronouns or phrases to other words in a sentence. A preposition usually indicates the time, place or logical relationship of its object to the rest of the sentence.

For example:

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** the class.

In each of the above sentences, the preposition locates the noun 'book' in space or in time.

A. Fill in the blanks with the correct preposition.

1. The key was found still _____ the lock.

- a. into
- b. beside
- c. at
- d. by

2. The box of books was _____ the table.

- a. off
- b. towards
- c. on
- d. onto

3. The frightened horse galloped _____ the paddock.

- a. across
- b. since
- c. among
- d. with

4. She slipped and fell _____ the well.

- a. up
- b. down
- c. through
- d. onto

5. Mike leant the shovel _____ the wall.

- a. below
- b. from

- c. against
- d. in

6. I picked the apples _____ the tree.

- a. of
- b. during
- c. off
- d. in

B. Choose the correct preposition from the brackets and complete the sentences.

1. The dog ran _____ the road.

- a. into
- b. at
- c. across
- d. with

2. He was scared when he fell _____ the swimming pool.

- a. through
- b. into
- c. across
- d. onto

3. The train went _____ the dark tunnel.

- a. across
- b. through
- c. on
- d. onto

4. We took a ferry _____ the river.

- a. over
- b. on
- c. across
- d. under

5. We moved _____ the light.

- a. towards
- b. across
- c. to
- d. onto

6. Where were you when the robbers came _____ the bank?

- a. at
- b. in
- c. into
- d. onto

7. She poured some coffee _____ the mug.

- a. to
- b. into
- c. across
- d. onto

8. They made their escape by jumping _____ the window.

- a. into
- b. through
- c. across
- d. at

C. Fill in the blanks with the most appropriate prepositions.

A huge cherry tree grew (i)_____ the window. It was so close that its boughs tapped (ii)_____ the house and it was so thick set (iii)_____ blossoms that hardly a leaf was to be seen. (iv)_____ both sides (v)_____ the house was a big orchard consisting of apple trees and cherry trees. Their grass was all sprinkled with dandelions. (vi)_____ the garden were lilac trees purple with flowers, and their dizzily sweet fragrance drifted (vii)_____ the window (viii)_____ the morning wind.

- | | | | | |
|--------|------------|---------|------------|----------|
| (i) | a) under | b) on | c) outside | d) with |
| (ii) | a) against | b) on | c) under | d) in |
| (iii) | a) with | b) of | c) against | d) in |
| (iv) | a) up | b) with | c) on | d) of |
| (v) | a) against | b) of | c) with | d) up |
| (vi) | a) on | b) in | c) up | d) under |
| (vii) | a) of | b) in | c) outside | d) with |
| (viii) | a) up | b) on | c) outside | d) under |

D. Fill in the blanks with suitable prepositions.

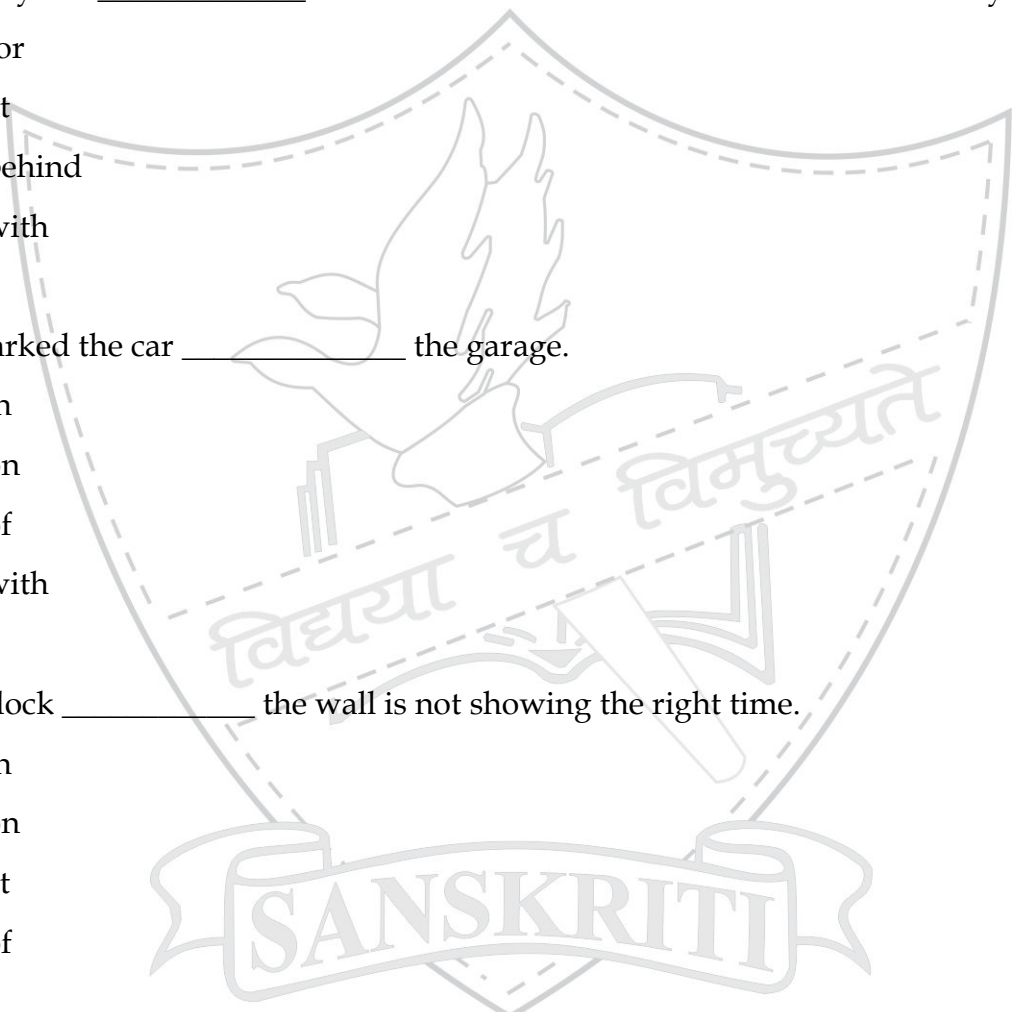
1. The monkey swung _____ the branch of a tree.
 - a. in
 - b. on
 - c. of
 - d. at

 2. The boy hid _____ his mother and wouldn't come out and meet anyone.
 - a. for
 - b. at
 - c. behind
 - d. with

 3. He parked the car _____ the garage.
 - a. in
 - b. on
 - c. of
 - d. with

 4. The clock _____ the wall is not showing the right time.
 - a. in
 - b. on
 - c. at
 - d. of

 5. She will go _____ the market this evening.
 - a. to
 - b. in
 - c. at
 - d. onto

 6. When it started raining, I took shelter _____ a tree.
- 

- a. under
- b. with
- c. in
- d. into

7. The cat sat _____ the table.

- a. beside
- b. at
- c. into
- d. onto

8. The actors are practising _____ the curtain.

- a. over
- b. behind
- c. at
- d. on

9. The cat jumped _____ the table.

- a. in
- b. upon
- c. beside
- d. with

10. The car stopped _____ my house.

- a. on
- b. in front of
- c. with
- d. in

E. Draw a circle around the correct preposition in parentheses in the exercises below:

1. Do you live (at, on, over) Bay Street (in, on, upon) Newport?

2. I hung the picture (above, on, in) the fireplace.

3. She walked (upon,in, into) the kitchen and put her packages (in,on, over) the table.
4. Is Jane (at,upon, in) home? No, she is (on, inside,at) the library.
5. Mary is sitting (in,outside, on) the sofa (at, upon,in) the living room.
6. Michigan is situated (in,upon, between) Lake Michigan and Lake Huron.
7. While waiting for my train, I took a walk (around, of,across) the station.
8. A formation of twelve airplanes flew (over, on top of,at) our house.
9. The artist spends many hours (in, of,on) his studio (on,upon, at) 50 Charles Street.
10. John found a note pinned (in, upon,on) his door which said: "Meet me (at,over, in) the corner of Pine and Fifth Streets."

F. Insert an appropriate preposition in the blanks in the following sentences:

1. They arrived _____ (in/at/on) Bombay _____ (in/at/on) 8:00p.m. _____ July 30. (in/at/on)
2. Charles lives _____ (in/at/on) College Avenue _____ (in/at/on) an apartment.
3. Phoenix is located _____ (in/at/on) the state _____ Arizona. (over/of/on)
4. John asked me to go _____ (with/at/by) him to buy a pair _____ shoes. (with/of/in)
5. Put a pad _____ the hot dish to protect the table. (in/on/under)

G. Choose the correct preposition from the bracket:

1. We accept your kind invitation _____ pleasure.
 - a. by
 - b. of
 - c. with
 - d. from
2. I would like to read that book _____ Ernest Hemingway.
 - a. by
 - b. in
 - c. of
 - d. from

3. These oranges are sold _____ the dozen.

- a. of
- b. with
- c. by
- d. from

4. The door _____ the house is painted red.

- a. of
- b. with
- c. at
- d. by

5. He says he can communicate _____ mental telepathy.

- a. by
- b. in
- c. of
- d. from

6. Always sign important papers _____ ink.

- a. by
- b. at
- c. in
- d. from

7. Would you rather write _____ a pen or pencil?

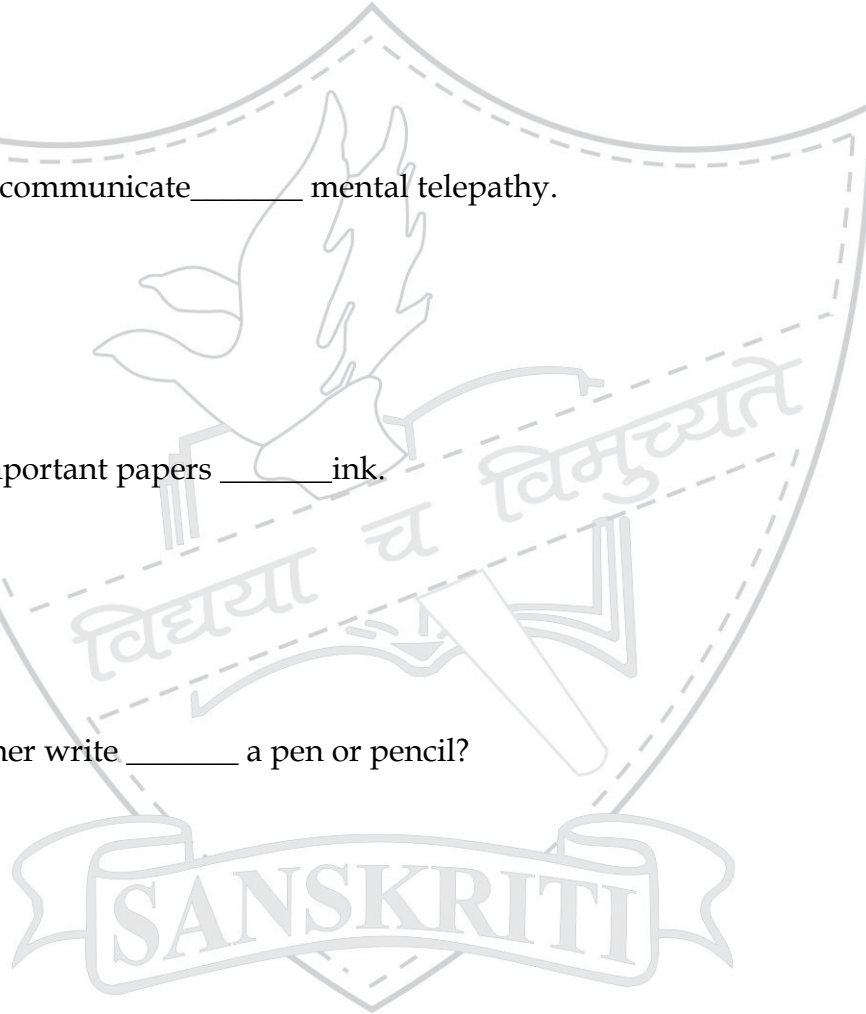
- a. by
- b. in
- c. with
- d. from

8. Over one-third _____ the oranges are spoiled.

- a. of
- b. by
- c. in
- d. from

9. The first speech will be given _____ Mr. Steele.

- a. by
- b. of



- c. in
- d. from

Learning Outcomes:

- Students will be able to state the definition of a preposition.
- Students will be able to recognise prepositions and their function.
- Students will be able to distinguish prepositions of time and place from each other, and from other prepositions.
- Students will be able to effectively use prepositions in writing.
- Students will be able to communicate with ease and frame grammatically correct sentences.

POSTER MAKING

To advertise, we need to communicate our ideas far and wide. This can be done through images, news or messages. We also need to describe our ideas and make sure that the description is attractive, interesting, unique and bold.

A poster is an effective medium for advertising an **event or a product**. Posters are used to attract public attention for purposes of spreading awareness or for helping in looking for lost or missing people.

Look at the poster given on the following page. At a glance, are you able to make out what the poster is about? Is the poster attractive enough to make you read on and find out what it is trying to convey? Is all the important information regarding the event presented neatly?

Can you make these better? Discuss in class.

Now, make posters on the following topics in your notebook.

1. Design an attractive poster inviting people for a healthy snack party. Remember to put in the required details like venue, time, date etc. Try to make your poster attractive by including some pictures. (50 words)

2. Design a poster to advertise your class magazine. Remember to put in all the details, such as the name of the magazine, what all it includes, some graphics, where it would be available. Do make it look like an attractive proposition for the buyers. (50 words)

3. Books are our best friends. They are our closest companions and we learn a lot from them. Without them our lives seem dull, boring and incomplete. But not everyone can afford them. So, we should come together and donate our books to the underprivileged children to bring a smile on their faces. Design a poster to invite your schoolmates to donate books for the underprivileged children. While drafting your poster, keep the following points in mind:

Date, time and venue

Condition of books should be good; not torn or in a bad/poor state

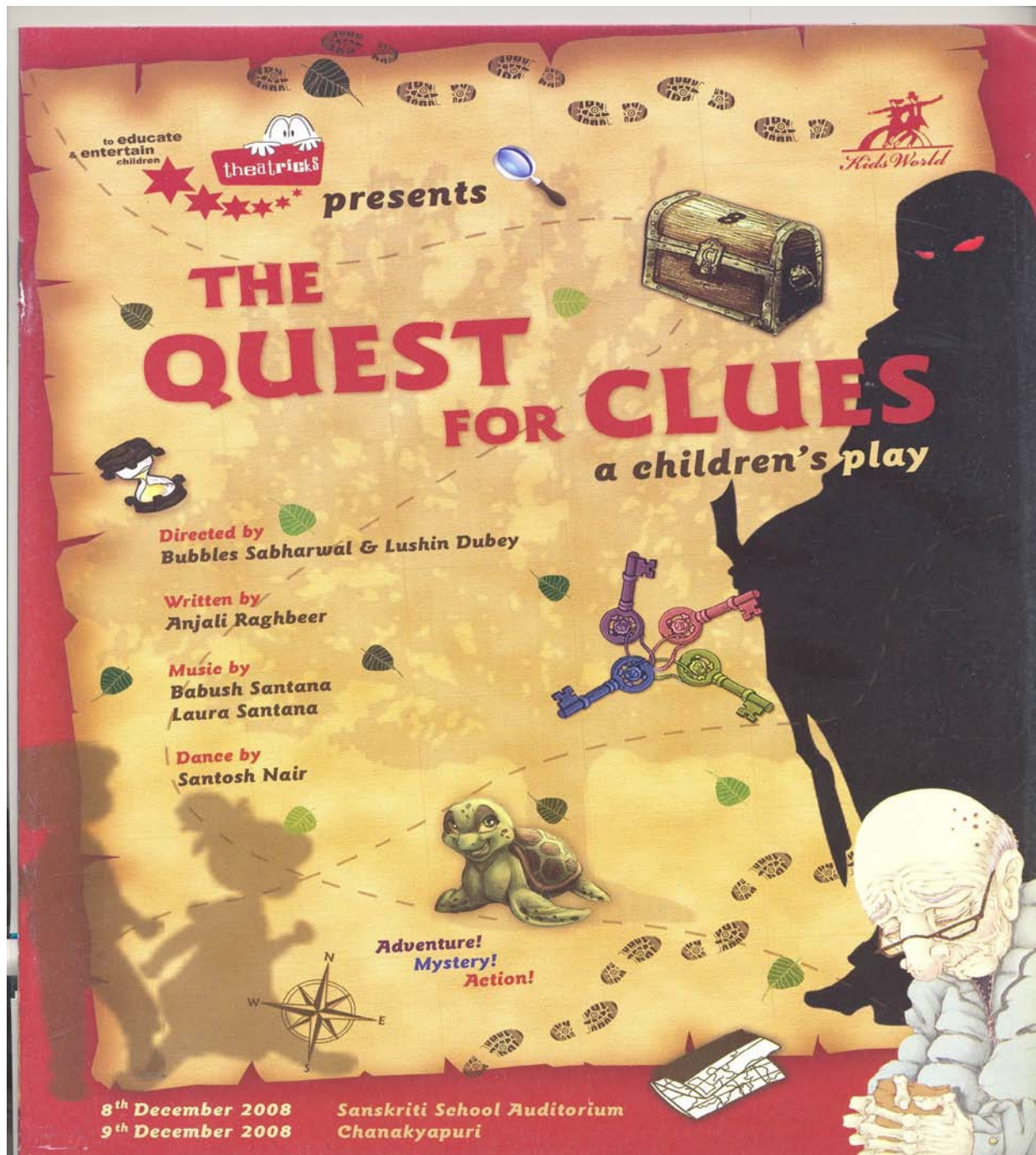
Encourage students to donate generously

Bring a smile on someone's face! (50 words)

4. Design a poster to encourage students to adopt 'Healthy Eating Habits'. (50 words)

5. Design a poster to encourage people to 'Conserve Water'. (50 words)





THE CIVIL SERVICES SCHOOL

Literature**Dusk**

Norman Gortsby, a sophisticated, cynical and skeptical Londoner, is sitting on a park bench observing people, including an elderly gentleman seated beside him. Most of the men and women who have come out in the evening look needy and defeated, but Gortsby feels no particular sympathy. He is by no means a wealthy gentleman of leisure, but he has a better-than-average job, probably in a bank. He must be unmarried; otherwise he would have gone home for dinner. He is relaxing on the bench after a day's work.

When the elderly man departs, a young man plops down on the bench, explains that he is new to London, and begins telling Gortsby a complicated hard-luck story about being unable to find his hotel after going out to buy a cake of soap and needing to borrow enough money from "some decent chap" to rent a room just for the night.

"Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

The young man departs in a huff, having realized that Gortsby never had any intention of giving him money and was only amusing himself by listening to his cock-and-bull story. But then he found a cake of soap.

Gortsby is overwhelmed with shame and guilt. He manages to catch the young stranger and gives him a sovereign plus the cake of soap. He feels pleased with himself and vows to be more charitable, more trusting and compassionate in the future.

But when he is passing the bench where they had been sitting, he sees an elderly gentleman.

1.
 - a. Who were the 'men and women' who came forth in the gloomy hour of dusk?
 - b. Why did they choose that hour of the day to step out of their houses?
 - c. That night, did Gortsby observe anyone he sympathised with?
2. I've done the silliest thing ever in my life.
 - a. Name the speaker of the above mentioned lines.
 - b. What had the speaker done?
 - c. What made the speaker step out and stroll for a bit?
 - d. What did the speaker suddenly realise?
3. How does the narrator describe the dusk in and around the park?
4. How did the young man lose track of the hotel that he had booked a room in
5. What put the young man in an utter need to borrow money from someone?

6. What does “spin an impossible yarn” mean? Had the young spun an impossible yarn?
7. How was Gortsby able to trace his hotel address after having lost it?
8. Why did the young man say that he wouldn’t mind so much if he lost track of his hotel in a foreign country?
9. What, according to Gortsby, was the weak point of the young man’s story?
10. What was Gortsby’s reaction on seeing the cake of soap on the ground, by the side of the bench?
11. How did the young man make Gortsby give him a loan of a sovereign?
12. How did Gortsby come to know that he had been fooled?
13. Write a brief character sketch of Gortsby.

(judgemental, opinionated, habit of going to the park to observe people, hardened attitude towards those in need)

14. What is juxtaposition? Has Saki been able to juxtapose humour and sorrow in this story?

(juxtaposition-the fact of two things being seen or placed close together with contrasting effect.)

15. “Trusting is hard. Knowing who to trust is even harder.” Explain with respect to the story.

1. The play is set _____

in a resort

in a park

in the apartment

in the riverside

2. Norman Gortsby considered himself to be _____.

resident

offender

Observant

3. In Saki's Dusk, how does Norman Gortsby describe the mind set of the people walking by?

Defeated

Defiant

Delectable

Delusional

4. In Saki's Dusk, what kind of mood is the young man in when he sits down?

Cheerful

Angry

Confused

Tired

5. In Saki's Dusk, why does the young man claim he will be homeless for the night?

He has been kicked out of his house

He is a homeless man and down on his luck

He has forgotten which hotel he's staying at

Everything that belongs to him has been stolen

Learning Outcomes

- Students will be able to read literary texts for enjoyment/pleasure and compare, interpret and appreciate characters, themes, plots, and incidents and give their opinion.
- Students will be able to develop language proficiency and frame textually and grammatically correct answers.
- Students will be able to write short stories and compose poems on the given theme or on their own.
- Students will exhibit in action and practice the values of honesty, cooperation and while speaking and writing on a variety of topics.

August**Reading Comprehension**

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

America experienced a 'gold rush' in the middle of the nineteenth century. Gold was discovered in the California mountains in 1848, and thousands of people hurried there. These gold-seekers were called forty-niners, named after the year 1849. Gold rushes also took place in the present-day states of Colorado, Nevada, Montana and Arizona.

Now 150 years later, the mining operations have long since been abandoned. But that does not mean that all the precious metal is gone. In fact, there's still gold in those hills. With a little luck and a bit of work, people can find it. They can pan for gold as the forty-niners did so many years ago.

Although gold has been found in all fifty states, the best places to search are the states in the western third of the country. Because the metal gets washed out of the mountains by water, a gold seeker looks for a stream. With much luck, gold can be found in nugget form, but most often it appears as small flakes. Gold is very heavy and sinks. A miner might look for a little waterfall in the stream.

A shovel is needed to dig up the rocks in the stream where there might be gold. Also needed is a pan that looks like a pie plate. Gold-panning pans are still sold at sports stores and hobby shops. A gold seeker digs up a shovelful of gravel from the stream and puts it into the pan. He then dips the pan into the stream and allows the water to soak the material. He shakes the pan a few times to let the heavier bits settle to the bottom. Then the pan is tipped slightly so that the grass, leaves, pine needles, and any other material float out. The gold will begin sinking to the bottom of the pan.

Unless a gold seeker finds a nugget in the pan, he needs to add more water to the mix. He swishes the material in the pan in a slow, circular movement. The pan is tilted slightly so that the lightweight sand slips over the edge. Water is added as needed, and the process is repeated.

Soon only a small part of the pan will be covered with concentrated material of what appears to be black sand. The swishing motion will spread the sand out in a feather pattern. The bits of material at the tail end of the feather are called tailings. This is where the gold bits can be found.

The black sand is called magnetite because of its magnetic properties. By using a magnet, the sand can be picked up and moved out of the pan. What gold panners hope to see left behind are flakes of gold. These can be tiny specks or larger flakes the size

and shape of breakfast cereal. But people can be tricked by the matter that twinkles like a crystal. This is probably “fool’s gold.”

1. What message is given in the passage?

- a. Gold is found in small piles.
- b. Most hills are gold in colour.
- c. Only large nuggets of gold can be found.
- d. Gold remains in some mountains.

2. Why was the experience referred to as the ‘gold rush’?

- a. People rushed to stake a claim for the gold.
- b. It was named after the person who first discovered gold.
- c. Water rushed over the gold during panning.
- d. Rushing water carried gold over waterfalls.

3. According to the passage, where is the best place to find gold?

- a. oceans
- b. lakes
- c. smaller streams
- d. ponds

4. Which characteristic of gold allows it to be found in the panning process?

- a. It is soft.
- b. It is magnetic.
- c. It is light.
- d. It is heavy

5. What does the word ‘tailings’ mean as used in the passage?

- a. following another car too closely
- b. bits of material found in the bottom of a pan
- c. the longest feather on a bird’s tail
- d. what is found in the bottom of the birdcage

6. What is fool’s gold?

- a. gold discovered by special miners
- b. foolish people who pan for gold
- c. bits that twinkle like a crystal but are not gold
- d. gravel and gold mixed together

7. Which of the following is not a synonym of ‘abandoned’.

- a. stranded
- b. occupied

c. forsaken

8. Which of the following best defines the word 'nugget' as mentioned in the passage?

- a. a small round piece of some types of food
- b. a small piece of a valuable metal or mineral
- c. an idea or a fact that people think of as valuable

Read the following poem and answer the questions that follow:

My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow –
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Based on your understanding of the poem, answer the questions that follow.

1. Based on the information in the selection, which of the following best describes how "proper children" behave?

- a. they behave well
- b. they grow at a slow rate
- c. they act bravely
- d. they practise good manners

2. What reaction does the shadow invoke in the poet, when it grows tall, becomes short or disappears completely?

- a. He finds it funny
- b. He finds it annoying
- c. He ignores it

- d. He is surprised
3. Identify the poetic device in "He is very, very like me from the heels up to the head".
- alliteration
 - personification
 - simile
 - none of the above
4. The speaker calls his shadow a coward because his shadow
- sleeps with the lights on.
 - stays close to him.
 - hides under the blanket.
 - cries all the time.
5. What does the speaker's shadow do when he jumps into bed?
- gets taller
 - gets little
 - jumps before him
 - sticks to him
6. "He hasn't got a notion of how children ought to play." In the sentence, the word 'notion' means
- need
 - turn
 - sight
 - idea
7. Identify the poetic device in "But my lazy little shadow, like an arrant sleepy-head"
- simile
 - personification
 - alliteration
 - none of the above
8. In the fourth stanza, the speaker has no shadow because_____.
- there is dew on the ground
 - the sun has not risen yet
 - the sun is shining brightly
 - the speaker is asleep
9. What is the most accurate meaning of 'arrant'?
- ambitious
 - outgoing
 - agitated
 - complete

WRITING

INFORMAL LETTER WRITING

An **informal letter** is a letter you would write to a friend, a family member or an acquaintance. An informal letter is a letter written to someone, we know fairly well. It can be written to convey a message, news, give advice, congratulate the recipient, request information, ask questions etc.

Format

Sender's Address

Date (15th October, 2018)

Salutation (Dear Father / Dear Leena)

Main body of the letter

Courteous closing / Subscription (Your loving son/ Yours affectionately)

Name of the Writer

NOTE: Remember to leave a line after every part of the format.

Example:

Q1. Write a letter to your uncle wishing him on his 70th birthday.

House No. 2
GK Apartments
KC Marg
New Delhi-110065

September 16, 2018

Dear Uncle

I hope my letter finds you in the best of health and spirits.

It is your birthday on Saturday and so I thought I must send you a birthday letter. Many happy returns of the day. I hope the day itself will be peaceful and happy for you. You have always been a kind and generous uncle to me and I take this opportunity of thanking you from the bottom of my heart, for all you have done for me. I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever.

Everyone at home is fine and really wish to meet you soon. Take good care of yourself.

Your loving nephew
Amit

Questions: (Word limit: 120-150 words)

- Write a letter to your friend who stays abroad, inviting him/her to celebrate the festival of Diwali with you.
- Write a letter to your younger brother advising him to work hard for his exams.
- You have been delayed one night by a railway accident near a small country out station. Write a letter home relating your experience.
- You have spent about six weeks in your new school. Write a letter to your father telling him about your experiences so far.
- Write a letter to your friend giving an account of a brave deed, real or imaginary, noticed by you in your street.

GRAMMAR

TENSES

- The Tense of a verb tells whether the action 'is' (Present Tense) 'was' (Simple Past) or 'will be' (Simple Future) carried on.

PRESENT TENSE

Present Tense: It refers to actions that are happening now, at this (Present moment.) Simple Present Tense has the same form as the root form of the verb.

- He plays with his toys.
- He does not like to study.
- She loves to read.
- Ron lives in New York.

SIMPLE PRESENT TENSE

● **The Simple Present Tense is used to:**

A) Express a habitual action, that means actions performed as a habit.

ex. a) Jai **goes** to school daily.

a) We **take** ginger tea in the morning.

B) Express general truths:

Example:

a) Ocean water **is** salty.

b) It **is** very cold in winters.

C) To express a fact which is true at present(right now).

Ex.

a) Neha **looks** pretty in her new dress.

b) All the boys **play** cricket.

D) To express quotations with the verb 'say.'

Ex.

a) The notice **says**, "No Smoking."

PRESENT CONTINUOUS TENSE

Present Continuous Tense is formed with: is/am/are+(I form of the verb + 'ing')

It is used to describe an action going on right now.

Ex.

- **Am I troubling** you?
- We **are going** to the mall.
- They **are dancing** in their room.
- **Are they singing** a French song?
- She **is playing** with a ball.

PRESENT PERFECT TENSE

Present Perfect Tense is used to express an action that was just completed.

How do you form present perfect tense?

has/have + past participle

Ex. She **has cleaned** the room thoroughly.

'cleaned' is the participle form of the verb 'clean'.

I have	We have
You have	You have
She/He/It has	They have

Note: A list of past participle forms has been shared at the end of this topic.

Present Perfect Tense is used to express

- Past action when the time is not given.
- An immediately done action.
- Past actions or events, the results of which still persist.

Examples:

- My sister has baked a big cake.
- You have grown since the last time I saw you.
- I have seen that movie.
- We have not received any mail.
- They have not gone to the shopping center.
- Have they played the piano? No, they have not.

PRESENT PERFECT CONTINUOUS TENSE

- **Present Perfect Continuous Tense:** is used to indicate that the action which began at some time in the past is continuing right up to the present.
It is formed by has/have+been+(verb+ing)

Ex. They **have been singing** Christmas carols.

The Present Perfect Continuous Tense is used to:

- ❖ Express an action which began sometime in the past and is still continuing.

Ex. He **has been waiting** for you for over an hour.

More examples:

- I have been writing articles on different topics since morning.
- He has been reading the book for two hours.
- They have been playing football for an hour.
- She has been finding the dress since morning.
- He has been studying in the library for three hours.
- We have been shopping at this fair for two hours.

SIMPLE PAST TENSE

Simple Past Tense:

Used to express an action that was completed in the past at a definite time.(by adding 'ed' to the Perfect Form.)

Ex.

- She **wrote** with a pen.
- They **had** lunch with Mrs Singh yesterday.
- She **loved** her dog very much.
- I **went** to school last week.
- Both brothers **came** to the party.

Verb	Simple Past Form of the verb
write	wrote

have	had
love	loved
go	went
come	came

Note: A list of past forms of a verb has been attached at the end of this topic.

PAST CONTINUOUS TENSE

Past Continuous Tense is used to describe an action that was going on in the past when something else happened.

It is formed by was/were+ (1st form of the verb +ing)

Uses:

❖ To express an often repeated past action.

Ex. He **was always coming** late in the office.

❖ It is used in descriptions such as:

Ex. It **was raining** heavily and children **were playing** in the rain.

❖ It is used for unfulfilled plans with verbs like hope, plan etc.

Ex. She **was hoping** for her brother's arrival.

More examples:

- She **was not playing** when I reached home.
- They **were studying** at the time the guests arrived.
- The sun **was shining** every day that summer.
- As he spoke, the children **were laughing** at the monkeys outside.
- The audience **was clapping** until he fell off the stage.
- I **was making** dinner when she arrived.

PAST PERFECT TENSE

Past Perfect Tense is formed with had +past participle.

Ex. She **had done** her homework before stepping outside.

'Done' is the past participle of the verb 'do'.

This Tense is used to express:

- An action completed before a certain period in the past.

Ex. At 12:30 p.m. she **had come** from her office.

- An action in the past, completed before another action in the past.

Ex. He **had booked** a new dress before he left the shop.

More examples:

- He **had met** him before the party.
- The plane **had left** by the time I got to the airport.
- I **had sent** the email before leaving office
- Kate **had gone** to the supermarket when her parents came.

- He **had booked** the tickets before leaving for work.

PAST PERFECT CONTINUOUS TENSE

Past Perfect Continuous Tense: is formed with had been +(1st form of verb +ing)

Ex.

- He **had been writing** for two hours when she came.
- He **had been drinking milk** out the carton when Mom walked into the kitchen.
- I **had been working** at the company for five years when I got the promotion.
- Martha **had been walking** three miles a day before she broke her leg.
- The program **had been working** well before it crashed.

FUTURE TENSE

Simple Future Tense: is used to express a planned future action. It is used to express an event that is yet to take place with or without a time expression, as ,will/ shall +I form of the verb.

Ex.

- We will cross the jungle without fear.
- I will write a few articles for the school magazine.
- Robert will study at Oxford University next year.
- Ronaldo will play football at his new school.
- Hermoine will go to the library tomorrow.
- We will go shopping next Monday.

FUTURE CONTINUOUS TENSE

Future Continuous Tense is formed as will/ shall be +(I form of the verb+ 'ing')

Ex. She **will be** knitting a new pullover.

I **shall not** be participating this year.

Future Perfect Tense: is formed as will/ shall have +III form of the verb.Ex. I/We **shall have** cleaned our room.

Future Perfect Continuous Tense: is formed as will/ shall have been + (I form of the verb +ing)

Ex. I/We shall have been watering the plants.

This Tense expresses action as being in progress over a period of time that will end in future.

Verb	Simple Past	Past Participle
beat	beat	beaten
become	became	become
begin	began	begun
bleed	bled	bled

blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed

feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led

leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

THE CIVIL SERVICES SCHOOL

Q1. Change the passage into Present Tense by choosing the most appropriate option.

Jane (is/will be/was) going to Glasgow, for the Commonwealth Games.

She (will be/is/was) competing in the marathon, which (will be/is/was) just over 26 miles long. She (has/will have/had) a team of runners to help her. Her goal (will be/is/was) to win the gold medal. She (will do/does/did) her best at all times.

She (will take/took/takes) a lot of beating, as she (is/was/will be) the best in the world.

Q2. Fill in the blanks with the correct form of the verb given in the brackets.

1. Ratna (wear/will wear/wears) a dress of heavy rich silk, and it (rustles/rustle/had been rustling) when she (move/is moving/moves.)
2. Between the leaves, (lies/is lying/lie) a rose and a marigold.
3. We (does/had done/do) not feel afraid at all.
4. The gentleman (own/is owning/owns) the chain of Victoria restaurants.

Q3. Choose the correct options and complete the poem.**Little Prince Tatters**

Little Prince Tatters (lose/has lost/had lost) his cap!

Over the hedge he (throws/threw/has thrown) it;

Into the river it (fell/has fallen/fall) 'kerslap!'

Silly old thing to do it!

Little Prince Tatters (forgets/has forgotten/forgot) his coat! (has left/left/leaves) it there, by the nanny goat

And nobody (seen/saw/has seen) it!

Little Prince Tatters has tossed his cricket ball!

Has rolled down the street!

Somebody (has found/finds/found) it,

And Little Prince Tatters (cry/has cried/is crying) to sleep!

**Q4. This is an excerpt from a tennis championship commentary. Complete the commentary using the verbs in brackets.**

And now Donna Scarlatti (has been playing/plays/played) against Barbara Sohmidt.

Donna, now nineteen, (starts/started/has started) playing when she (will be/was/is)

four. She first (had trained/trains/trained) with her father, but since his death five

years ago, she (is training/has been training/trained) with the famous Mirenda

Merlinghetti. Donna (had played/played/plays) in some of the most important tennis

tournaments of the last four years, but this (be/will be/is) the first time she (is)

playing/plays/played) at Wimbledon. Oh look! Someone (throws/is throwing/has thrown) down a bunch of red roses to her from the crowd. She (be/has been/will be) a very popular player this year, even though most of the crowd (had not seen/saw/sees) her play before. And now they are about to begin.....



Q5. Fill in the blanks with the present perfect tense of the verb given in brackets.

Robin: I think the waiter _____ (has forget/has forgotten/had forgotten) us. We have been waiting here for over half an hour and nobody _____ (has taken/had taken/has take) our order yet.

Mira: I think you're right. He _____ (had walked/has walked/walked) by us at least twenty times. He probably thinks we _____ (have/has/had)already _____ (order/ordered/been ordering).

Robin: Look at that couple over there, they _____ (were/have been/had been) here for only five or ten minutes and they already have their food.

Mira: He must realise we _____ (has/had/have)not _____ (ordered/order/ordering) yet! We _____ (sit/have been sitting/had sat) here for over half an hour staring at him and he _____ (have/has/had) not _____ (looks/looked/look) in our direction even once.

Q6. Fill in the blanks with the simple past or present perfect form of the verbs given.

I'm a small white terrier and I belong to Tom. I (i)_____ (had lived/lived/have been living) with Tom and his family for several years and I now feel that I (ii)_____ (became/had become/have become) part of the family. Last week he took me to the woods. He (iii)_____ (let/had let/has let) me run free. One day, a rabbit ran across the path and of course I (vi)_____ (had chased/chase/chased) after it. I (vii)_____ never (viii)_____ (catch) a rabbit as yet. After the great chase when

I looked around, Tom was nowhere to be seen.I

(ix)_____ (had been/ have been/ was) (be) completely lost!

Q7. Fill in the blanks with the correct tense of the verb.

Rafael Nadal (i)_____ (is/ was/ has been) born in Manacor in 1986. He (ii)_____ (won/ has won/ had won) four French Open titles and an Olympic gold medal.



In 2008, Nadal (iii)_____ (becomes/ became/ has become) the second Spanish man to win Wimbledon.

Since 2004, Nadal (iv)_____ (has been/ was/ will be) a strong competitor to Roger Federer. They (v)_____ (played/ have played/ had played) against each other in seven Grand Slam finals. Nadal (vi)_____ (wins/ has won/ had won) five of them. Nadal (vii)_____ (ranked/ has ranked/ had ranked) World No. 2 behind Federer for a record 160 weeks. He (viii)_____ (is/ was/ had been) the first in the rank for 46 weeks. Rafael (ix)_____ (had played/ has played/ played) the Davis Cup with the Spanish team four times so far. They (x)_____ (win/ won/ have won) the trophy in 2004 and 2008, although he (xi)_____ (do not play/ had not played/ did not play) on the final due to a knee injury.

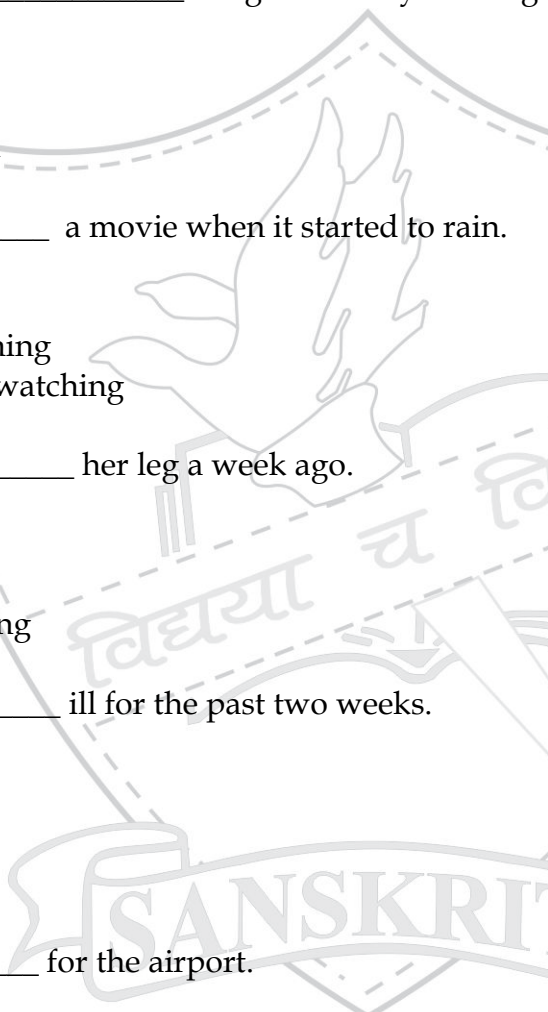
Some trivia about him:

- He (xii)_____ (begins/ began/ has began) playing tennis when he (xiii)_____ (will be/ is/ was) five.
- In 2002, he (xiv)_____ (wins/ won/ has won) his first ATP match at Majorca at the age of 15.
- He (xv)_____ (played/ plays/ had played) with his left hand although he is right-handed.
- He (xvi)_____ (creates/ created/ create) the Fundación Rafael Nadal for the handicapped, immigrant and socially excluded people.

Q8. Complete the sentences with the correct tense of the given verbs.

1. I _____ to the library yesterday.

- will go
- went

- c. go
d. was going
2. Sam _____ going to Manali tomorrow.
a. is
b. was
c. has been
d. will
3. My friend _____ the guitar every evening.
a. played
b. plays
c. playing
d. had played
4. They _____ a movie when it started to rain.
a. watched
b. will watch
c. were watching
d. have been watching
5. Tara _____ her leg a week ago.
a. break
b. has broken
c. broke
d. was breaking
6. She _____ ill for the past two weeks.
a. will be
b. has been
c. was
d. is
7. Sama _____ for the airport.
a. has left
b. leaves
c. had left
d. was leaving
- 

8. Our neighbour's cat _____ with all us all the time.

- a. is playing
- b. plays
- c. played
- d. has played

9. They _____ out when I dropped in at their place.

- a. will go
- b. have gone
- c. go
- d. had gone

10. Be quiet. The baby _____.

- a. is sleeping
- b. had slept
- c. had been sleeping
- d. was sleeping

Q9. Fill in the blanks with the most appropriate option.

1. The earth _____ here for billions of years.

- a. was
- b. has been
- c. had been
- d. is

2. We _____ cards for the last few hours.

- a. played
- b. has been playing
- c. play
- d. will play

3. We _____ problems with our new car recently.

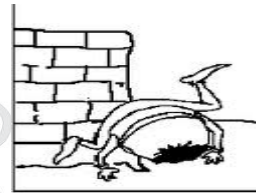
- a. have
- b. have had
- c. have been having
- d. will have

4. He just _____ his homework.

- a. finish
- b. finished
- c. has finished
- d. will finish

5. Cuba _____ a socialist country since 1959.

- a. has been
b. had been
c. will be
d. was
6. I _____ care of my neighbour's cats while they are away.
a. take
b. took
c. had taken
d. am taking
7. I _____ to the mall tonight.
a. have gone
b. go
c. am going
d. went
8. We _____ lasagna here last Friday.
a. eats
b. have eaten
c. was eating
d. ate
9. John and Mary _____ with each other since the day they got married.
a. quarrel
b. quarrelled
c. have been quarrelling
d. will quarrel
10. It _____ hard since last night.
a. had rained
b. rains
c. has been raining
d. will rain



Q10. Humpty Dumpty has written a letter but a word is missing in each line. Can you help complete it? Options have been given below. The first one has been done for you.

Dear all the (i) king's men

Help! have you forgotten that I (ii) _____ still lying here next to the wall? I (iii) _____ mean to trouble you all . I know you are busy with (iv) _____ king's work but can you try (v) _____ put me together again. I am (vi) _____, the situation can

become dangerous. The owner of the (vii)_____ across (viii)_____ street may come and I may land up on some body's plate!

Sincerely

Humpty Dumpty

- | | | | | |
|--------|------------------|---------------|---------------|---------------|
| (i) | a) <u>king's</u> | b) kings' | c) king | d) kings |
| (ii) | a) are | b) is | c) am | d) was |
| (iii) | a) did not | b) do not | c) does not | d) was not |
| (iv) | a) an | b) the | c) a | d) X |
| (v) | a) of | b) in | c) to | d) with |
| (vi) | a) worred | b) worried | c) worried | d) worried |
| (vii) | a) resturant | b) restaurant | c) restaurent | d) restuarant |
| (viii) | a) a | b) an | c) the | d) X |

Learning Outcomes:

- Students will be able to define and identify different types of verbs.
- Students will be able to demonstrate correct usage of different verbs with appropriate time markers.
- Students will be able to recognise and use present perfect, past perfect and future perfect tenses and their progressive forms.
- Students will be able to use perfect tenses with increasing accuracy.
- Students will be able to understand that verbs change form depending on their relationship to time.

Literature

Brown Wolf

The story Brown Wolf is adapted from a short story by the same name by Jack London. Jack London is an American author who has written several stories based on his own experiences. He was deeply connected with nature and was also an animal activist. His own experiences and his feeling of bonding with nature influence the story Brown Wolf. His understanding of the relationship between man and dog as well as the natural instinct and want of freedom of a wild animal is evident.

The story begins with Walt and Madge discovering a tired and famished wild dog outside their home. They fall in love with this peculiar visitor. This wild creature makes no attempt at being social* and often runs away for days on end. They christen him Wolf and make a collar for him with their address inscribed on a metal plate so that he may be returned to the rightful owners, as they assumed themselves to be.

One fine day a stranger, Skiff Miller, appears in the vicinity and curiously the stranger and the dog seem to share a bond. For the very first time since Walt and Madge have known Wolf, he barks. He is very friendly with the stranger and even licks him showing his affection. Skiff Miller stakes a claim on the dog telling them that he was his

lead dog in Alaska and that his real name is Brown. Wolf does in fact respond to this new name and seems excited, happy and full of life.

The arrival of Skiff Miller creates a dilemma as to who the real owners of the dog are. The question of whether it is the dog who should decide for himself also arises. Madge believes that the dog should have the choice to decide where he would like to be. She believes that he might be happier with them. The reader is also led to wonder if the dog would, as any free animal, always want to return to his natural habitat. They agree to resolve the matter by letting Brown Wolf decide where he wants to go.

Wolf tries to get the three of them together but seeing neither of them budge, he gives up.

It is a tough decision but in the end, although Wolf is very fond of Madge and Walt, he decides to go back to his natural surroundings, the wild Alaska where he truly belongs.

peculiar- strange, different, unusual

christen- name (him)

vicinity- neighbourhood

stakes a claim- to say or show something as your own, that you have a right to it and it should belong to you.

dilemma- a situation where it is tough to make the correct choice, usually when there are two equally strong choices before a person

resolved- decided

natural habitat- (here) the Alaskan Wild

1. What is the setting of the story? Name the author.
2. What was the 'Homing Instinct' that Walt thought about? Explain with reference to the story.
3. *"Kind of soft," he remarked. "He ain't been on a trail for a long time."*
 - a) Who is the speaker of the above lines?
 - b) Who is he speaking to?
 - c) Who is being referred to as 'he'?
 - d) What is being discussed here?
4. Why had it been a task to win Wolf's love?
5. *"It ain't going to be easy, I can tell you that."*
 - a) Who is the speaker of these lines?
 - A. Madge
 - B. Walt
 - C. Skiff
 - D. The author
 - b) What is being referred to as 'it'?
 - c) Who is the "you" in these lines?
 - A. Wolf
 - B. Madge and Walt

- C. Skiff
D. The reader

6. Do you think Walt and Madge loved Wolf? Give reasons.

(When Wolf came to their mountain cottage, they fed him and looked after him till he recovered. When he disappeared several times, Walt put a collar around his neck with his name and address written so that if he fled again, he would be returned. Walt and Madge loved him so much that they were even willing to give Miller some money so that they could keep Wolf with them.)

7. What is the setting of 'Brown Wolf'?
- Alaska in the winter
 - California, in a small house
 - Texas in the spring
 - Klondike in the summer
8. Who is Mrs Johnson?
- Madge's mother
 - Wolf's owner
 - Skiff's sister
 - Walt's mother
9. Which of the following statements is true about Brown Wolf?
- He loved Walt and Madge
 - He was uncongenial
 - He was a wolf
 - He detested Skiff Miller
10. Why had it been a task to win Wolf's love?
- He was sociable
 - He had resented all their advances
 - He loved Skiff
11. Give an alternate ending to the story in about 100-150 words.

Learning Outcomes

- Students will be able to read silently with comprehension and interpret layers of meaning.
- Students will be able to develop their vocabulary, frame answers and express themselves effectively.
- Students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.

October

Reading Comprehension

Abraham Lincoln was born on February 12, 1809, in Hardin County, Kentucky, to Thomas and Nancy Lincoln in their one-room log cabin on their farm known as Sinking Spring (near modern-day Hodgenville, Kentucky). Although Thomas lacked formal education, he was an excellent farmer and carpenter and oftentimes served as a member of the jury. Thomas and Nancy joined a small Baptist church in the area that had broken away from the larger church over the issue of slavery.

When Abe was two, the family moved to nearby Knob Creek Farm, where Abe's first memories of his childhood were formed. Because of difficulties his father had with the title to the farm, Thomas Lincoln moved his family to Pigeon Creek, Indiana, in 1816, where the seven-year-old Abraham helped him build a log cabin in the woods. Two years later, Nancy died of "milk sickness." Milk sickness is a rare disease caused by drinking the milk or consuming the meat of a cow that had fed on poisonous roots. In 1819, however, Thomas married Sarah Bush Johnston, whom Abraham would call "Mother." Sarah was a kind and warm woman who brought her three children, Matilda, Elizabeth, and John, to the Lincoln homestead to live with Abraham and his sister.

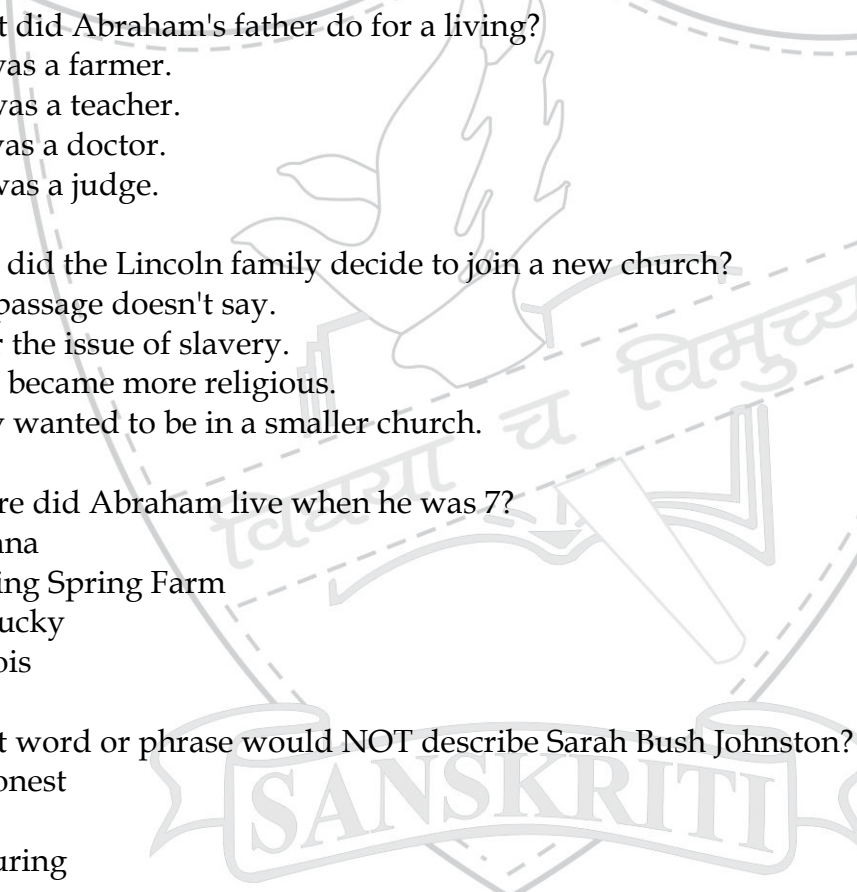
From an early age, Sarah recognized Abraham's quick wit and intellect and encouraged him to read. Abraham became an avid reader, gobbling up any book he could get his hands on from neighbors, clergymen, and traveling teachers. Abraham attended school on an inconsistent basis. At times, traveling teachers may have taught at a nearby rudimentary schoolhouse, and at other times Abraham walked several miles to the nearest school. Lincoln himself admitted that the total amount of schooling he received in his childhood was no more than twelve months; nevertheless, he became an excellent reader, learned to write, measure, and make division and multiplication calculations. Abraham took his studies very seriously. Without paper in the house to practice his writing and math, he often did arithmetic on the back of a wooden spoon using charcoal as a makeshift pencil. Lincoln described where he grew up and the opportunities for education in the following quote:

"It was," he once wrote, "a wild region, with many bears and other wild animals still in the woods. There I grew up. There were some schools, so-called, but no qualification was ever required of a teacher beyond 'readin', writin', and cipherin'" to the Rule of Three. If a straggler supposed to understand Latin happened to sojourn in the neighborhood, he was looked upon as a wizard."

Abe's growing desire to attend school conflicted with his father's demands on him, which often made him appear lazy to his neighbors. His father often rented him out to perform manual labor tasks such as shucking corn, hoeing, gathering, and plowing. During the early 1800s, Abe's father was entitled to all of the money earned as a result of his son's labor. Abe's considerable strength was evident with his unusual skill and power with an axe. Abe was said to be able to chop more wood and split more rails than anyone around. Far larger and stronger than the other boys in the region, Abe

could outrun and out wrestle all of them. Unlike most boys of his time, however, Abe avoided hunting because he took no pleasure in killing animals.

Although Abe gained a reputation as a prankster and for his storytelling abilities, he also gained a reputation for honesty. When he was nineteen years old, he was hired to co-steer a flatboat down the Mississippi River to unload produce to be sold at the plantations in the South and to return with the money earned. For these services, Abe was paid eight dollars a month. More importantly, these forays into the South opened Abe's eyes to the world beyond the Indiana frontier and likely began to shape his views toward the horrors of slavery as he witnessed the auctions and treatment of slaves firsthand.

- 
- 1.) What did Abraham's father do for a living?
 - a.) He was a farmer.
 - b.) He was a teacher.
 - c.) He was a doctor.
 - d.) He was a judge.
 - 2.) Why did the Lincoln family decide to join a new church?
 - a.) The passage doesn't say.
 - b.) Over the issue of slavery.
 - c.) They became more religious.
 - d.) They wanted to be in a smaller church.
 - 3.) Where did Abraham live when he was 7?
 - a.) Indiana
 - b.) Sinking Spring Farm
 - c.) Kentucky
 - d.) Illinois
 - 4.) What word or phrase would NOT describe Sarah Bush Johnston?
 - a.) dishonest
 - b.) kind
 - c.) nurturing
 - d.) caring
 - 5.) How long did Abraham Lincoln go to school for?
 - a.) Never
 - b.) His whole life
 - c.) About one year
 - d.) Two years
 - 6.) What did Abraham Lincoln use to write his arithmetic?
 - a.) wooden spoon

- b.) his arm
- c.) pencil
- d.) Charcoal

8.) Which of the following was Abe NOT rented out by his father to do?

- a.) gathering
- b.) hoeing
- c.) plowing
- d.) shoveling

9.) Which of the following was NOT true about Abraham Lincoln?

- a.) He was the strongest and fastest boy around.
- b.) He gained a reputation for dishonesty.
- c.) He was a prankster.
- d.) He sometimes appeared lazy to others.

10.) Why did Abraham Lincoln refrain from hunting?

- a.) His family didn't need him to hunt.
- b.) His family didn't own a gun.
- c.) He was a terrible shot.
- d.) He didn't like killing animals.

Adventurous Storyteller

Jack London, one of America's major writers of adventure tales, was born in California in 1876. During his life, London worked at many jobs. His broad life experiences would become the background for his writing.

London loved to read. As a teenager, he spent many hours educating himself at the Oakland, California, public library. He attended college at the University of California at Berkeley, but he stayed for only six months. He thought Berkeley was "not lively enough" and wanted to do something more exciting.

London wrote stories about working people and the hard times they had making a living. He knew their problems first hand. He worked as a sailor, rancher, factory employee, railroad hobo, and gold prospector, to name just a few of his many jobs.



London grew up near the waterfront in Oakland. He loved the water. When he was fifteen years old, he bought a small sailboat called a sloop. Later he sailed to Japan on a schooner, which is a much larger sailing boat.

Like many people of the time, London caught the Klondike Gold Rush Fever. In 1897, he headed for Alaska. He didn't find gold, but he discovered something even more valuable. He discovered that people enjoyed listening to the stories he made up with his vivid imagination. London entertained the miners with story after story. Later, using his experiences during the Gold Rush, he created many more colorful stories.

London resolved to live a full, exciting life. He once said, "I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet." Each day, he pushed himself. Once London determined that he was going to be a writer, nothing could stop him. His goal was to write at least one thousand words every day. He refused to stop even when he was sick. In eighteen years, the writer published fifty-one books and hundreds of articles. He was the best-selling and highest-paid author of his day. Many people also considered him to be the best writer. *White Fang* and *The Call of the Wild* are his most famous stories and are about surviving in the Alaskan wilderness. Readers can enjoy Jack London's energy and his talent for telling wonderful stories each time they open one of his novels.

Jack London's Timeline

1876	Born in San Francisco, California
1887	Buys a sloop and learns to sail
1897	Takes part in the Klondike Gold Rush
1899	Gets magazine assignments from <i>Overland Monthly</i> and <i>Atlantic Monthly</i>
1903	Publishes "Call of the Wild"
1904	Publishes "The Sea Wolf"
1905	Purchases 1,400 acres known as Beauty Ranch

1. Why was Jack London able to write on many topics?
 - A. He had a variety of experiences and jobs.
 - B. He was drawn to the Klondike Gold Rush.
 - C. He pushed himself to reach goals.
 - D. He was the best-selling and highest-paid author.

2. Why did Jack London not complete college?
 - A. He traveled to Alaska in 1897.
 - B. He was hired to sail to Japan.
 - C. He spent much of his time writing.
 - D. He was not interested enough.

3. What do a sloop and schooner have in common?
 - A. They were both built in Japan.
 - B. They were both owned by Jack London.
 - C. They are both types of watercraft.
 - D. They were both made in the early 1900s.

4. When did Jack London discover he first had a talent for storytelling?
 - A. when he went to college
 - B. when he went to Alaska
 - C. when he was a teenager
 - D. when he worked as a sailor

5. Which word best describes Jack London?
 - A. cautious
 - B. unfocused
 - C. imaginative
 - D. compassionate

6. What is the author's purpose in writing the passage?
 - A. identify books written by Jack London
 - B. provide information on Jack London's life
 - C. support the statement that London was the "best writer"
 - D. describe life during the Klondike Gold Rush

Punctuation

When we speak, we do not go on speaking continuously and in the same tone. We pause while speaking. Sometimes, we raise our voice while at other times, we lower it. We lend a particular quality of voice to the same words to convey a particular meaning. Marks of punctuation perform the same function as pauses and stresses perform in speech.

Example:

He has gone away.

He has gone away?

He has gone away!

The above sentences have the same words but are spoken differently depending upon the punctuation symbols.

The commonly used marks of punctuation are:

1. Full Stop (.)
2. Comma (,)
3. Mark of interrogation (?)
4. Mark of exclamation (!)
5. Apostrophe (')
6. Quotation marks or inverted commas ("")

Note: Here are some common mistakes one can make with regard to the use of apostrophes.

- (i) Don't use apostrophes for possessive pronouns.
Eg., his book (not his' book)
- (ii) Remember that 'its' and 'it's' are not the same. It's is a contraction for 'it is' and its is a possessive pronoun meaning 'belonging to it.'
Eg., The class made its decision. (not 'it's decision')
It's raining outside. (not 'its raining')
- (iii) Don't use apostrophes for plural nouns.
Eg., She waited for two hours to get her ticket. (not 'She waited for two hours' to get her ticket')

THE CIVIL SERVICES SCHOOL

MULTIPLE CHOICE QUESTIONS

Choose the sentence below with the correct punctuation.

- a. Ted and Janice, who had been friends for years, went on vacation together every summer.
- b. Ted and Janice, who had been friends for years, went on vacation together, every summer.
- c. Ted, and Janice who had been friends for years, went on vacation together every summer.

d. Ted and Janice who had been friends for years went on vacation together every summer.

B. To _____, Anne was on time for her math class.

- a. everybody's surprise
- b. every body's surprise
- c. everybodys surprise
- d. everybodys' surprise

C. Choose the correct statement:

- a) I met a beautiful , European woman.
- b) I met a beautiful European woman.
- c) I met a beautiful European, woman.
- d) I met a beautiful , European, woman.

D. All of the people at the school, including the teachers and _____ were glad when summer break came.

- a. students:
- b. students,
- c. students;
- d. Students

E. Billboards are considered an important part of advertising for big business, _____ by their critics.

- a. but, an eyesore;
- b. but, " an eyesore,"
- c. but an eyesore
- d. but-an eyesore

F.

- a. "I'll be right back" said the doctor "as soon as I eat lunch."
- b. "I'll be right back," said the doctor, "as soon as I eat lunch."

G.

- a. Did Jill say, "Wait at the corner?"
- b. Did Jill say, "Wait at the corner"?

Learning Outcomes:

- Students will be able to differentiate between common punctuation marks.
- Students will be able to identify when each punctuation mark is needed.
- Students will be able to demonstrate an understanding of punctuation through correct usage.
- Students will be able to add meaning, style, and voice to their own writing through deliberately placed and chosen punctuation marks.

PROVERBS

A proverb is a short and wise saying with a deep meaning. It presents a truth of some bits of useful wisdom. It is generally based on common sense or practical experience. The proverbs or saying have been passed from generation to generation. Like idioms, proverbs too enrich the language. Often proverbs are given for expanding into paragraphs or essays that show they contain deeper meanings.

Q1. The meanings of the following Proverbs are given below. Choose the correct number and place it next to each:-

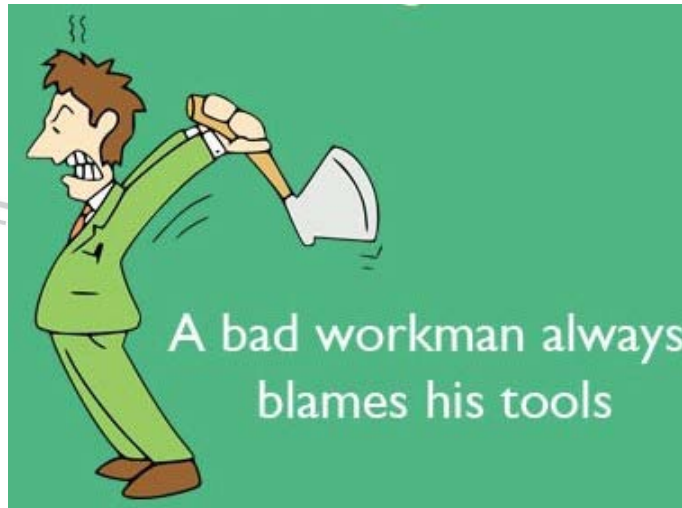
1. People in glass houses shouldn't throw stones.
 2. Blood is thicker than water.
 3. You can't have your cake and eat it.
 4. When in Rome do as Romans do.
 5. Two heads are better than one.
 6. Paddle your own canoe.
 7. The proof of the pudding is in the eating.
 8. Rome was not built in a day.
 9. There is no rose without a thorn.
 10. As you sow, so shall you reap.
-
- A. Adapt to the circumstances.
 - B. Happiness and sorrow go hand in hand.
 - C. Ties of relationship are greater than other connections.
 - D. Consultation is helpful.
 - E. Perseverance will bring success.
 - F. Think of your own mistakes before blaming others.
 - G. Efforts and success go in proportion.
 - H. Experience alone can show the value of a thing.
 - I. One can't have everything.
 - J. Mind your own business.

Q2. Complete the following proverbs:-

1. Jack of all trades.....
2. When the cat is away.....
3. It never rains.....
4. Out of sight.....
5. To pour oil on
6. Many hands make
7. A bad workman always
8. Make a mountain
9. Nothing ventured.....
10. Waste not

Q3. Find out proverbs with similar meanings as those given here:-

1. Make hay while the sun shines.
2. Nothing ventured, nothing gained.
3. A burnt child dreads the fire.
4. Beggars can't be choosers.
5. Don't cry over spilt milk.



FOR FURTHER PRACTICE QUESTIONS-PUNCTUATION

Q1. Punctuate the following:

a. the next morning the shoemaker said to his wife those elves have been working so hard for us how can we ever repay them

I know said his wife why dont we make something warm for them to wear

b. have you finished your lesson george said mr smith to his son no father replied george hanging down his head why not my son because it is so difficult father I am sure I shall never learn it

c. there no time for tears now be calm girls and let me think they tried to be calm as their mother sat up looking pale but steady and put away her grief to think and plan for them wheres laurie she asked when she had collected her thoughts

Q2. Insert the apostrophe wherever necessary.

a. Have you read Lewis Carrolls Alices Adventures in Wonderland?

b. Ive bought the Oxford Advanced Learners Dictionary.

c. Shell fetch it, wont she?

d. Id love to read Gandhijis book My Experiments with Truth again.

e. Well listen to the Presidents broadcast on the eve of Republic Day.

Q3. Insert the correct punctuation mark or the correct spelling of the word in the spaces provided:

Once, Renu's mother took her to a musical concert. Renu enjoyed it very much and said to her mother ____ "I too would like to learn music." Renu's mother agreed and got her admitted _____ to a musical school for piano lesons _____. Before going for her music class _____ Renu always revised her notes. She was afriad _____ of making mistakes _____. Once she forgot to revise and her teacher was very angry _____. "why _____ didnt _____ you revise at home today _____" her teacher skolded _____ her. Since then _____ Renu has never forgotten _____ to revise her notes.

Q4. In the paragraph given below, all the apostrophes showing possession are missing. Underline the error and write the correct word in the space given at the end of the line. Please remember that the errors occur in some lines only and not in all the lines. Put a(X) in case you think that there is no error in a particular line.

- | | | |
|----|--|-------|
| a) | The twins Kim and Tim had a pet lizard called Lizzy. | X |
| b) | The twins mother was terrified of lizards | _____ |
| c) | and did not know that there was a lizard | _____ |
| d) | in the house . Lizzy would crawl into Kims | _____ |
| e) | hand or even climb onto Tims head when | _____ |
| f) | when they saw just the tail wriggling on the floor | _____ |
| g) | and no sight of Lizzy. Hearing her childrens | _____ |
| h) | screams, she rushed into the room and when she | _____ |
| i) | saw a lizards tail, she began to scream too. | _____ |

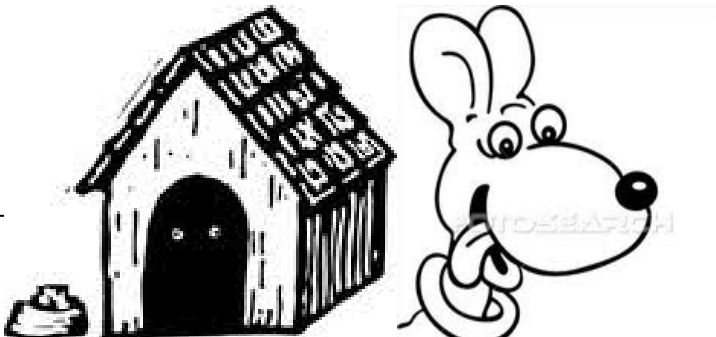
Q5. Poochie Doodle wants a new doghouse and has written this letter to his family. The problem is, he doesn't know his punctuation or determiners. Can you help him? There is a mistake in each line. Write down the wrong word and then the correct word beside it.

Dear Family

- | | Incorrect Word | Correct Word |
|---|----------------|--------------|
| a) As you're aware, I've been a loyal dog for five years. | _____ | _____ |
| b) Its always been a pleasure being your dog. | _____ | _____ |
| c) But I hate a doghouse you've built for me. It's too small. | _____ | _____ |
| d) I've nowhere to entertain store my toys and above all | _____ | _____ |
| e) it's not safe! there is no lock let alone an alarm system. | _____ | _____ |
| f) I've hired a architect to draw up a plan for my new house. | _____ | _____ |
| g) Its pictures are in the latest issue of 'dog fancy.' | _____ | _____ |
| h) Will you be free tomorrow to discuss it. | _____ | _____ |

Your pet

Poochie Doodles



Q6. Read the paragraph carefully. Correct the errors in punctuation and re-write the passage in the space provided.

whats the matter asked mrkumar

ive lost the bat said ranji my lucky bat the one I made all those runs with I left it in the bus and the day after tomorrow we are playing with the s k international school and ill be out for a duck and we ll lose our chance of being the school champions

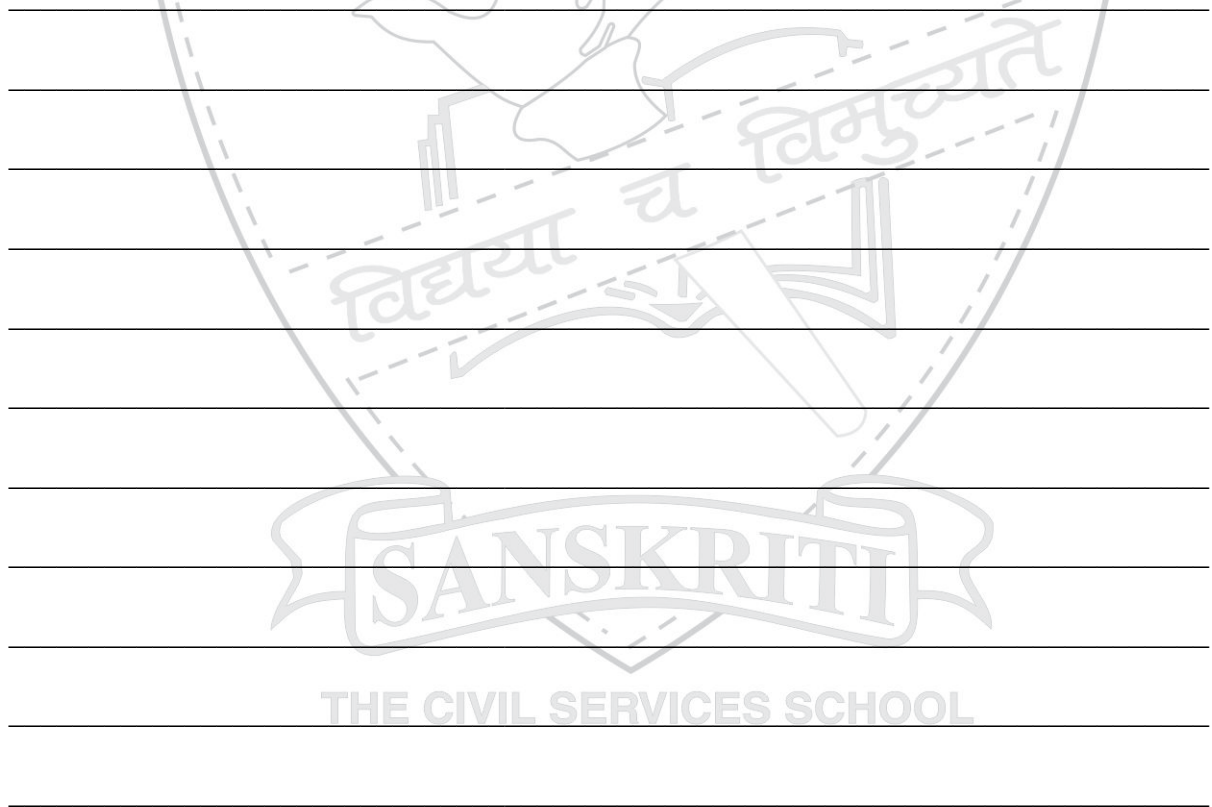
mrkumar looked a little anxious at first then he smiled and said you can still make all the runs you want

but I dont have the bat anymore said ranji

any bat will do said mrkumar

what do you mean

I mean its the batsman and not the bat that matters



A large, faint watermark of the Sanskriti The Civil Services School logo is visible in the background of the writing area. The logo features a crest with a book and a torch, surrounded by the text 'विद्यया च विमुच्यते' (Vidyaaya cha Vimuchyate) and 'SANSKRITI' on a banner, with 'THE CIVIL SERVICES SCHOOL' at the bottom.

Q7. Punctuate the following passage and write the answer in the space provided:

yesterday was the first day of the school holidays my family and i travelled to
 ports mouth in the south of england we went there with my aunty jill my uncle
 albert and my two cousins we stayed in a guest house next to the sea on most days
 we sailed along the coast although it was busy with other boats it was fantastic
 would you like to go

Q8. Punctuate the following:

1. hello said the man
2. what are you doing said fred
3. stop shouted the policeman
4. wait a minute said mark dont i know you from somewhere
5. i know what well do said lucy well go to the pictures
6. can I come in asked the man
7. no screamed the man
8. come here said grandma i want to see how much you have grown
9. is that my bag asked daniel i thought id lost it
10. run shouted sally the dog is after us
11. i know what i want for my birthday said tina a brand new car

DIALOGUES- EXAMPLE:

1. he shook the tree so hard said joan that the apples fell to the ground
 "He shook the tree so hard," said Joan, "that the apples fell to the ground. "
2. i've never been to california remarked jane maybe my family will go this summer

“I’ve never been to California,” remarked Jane. “Maybe my family will go this summer.”

1. has he brought any papers home asked mother

2. are you serious asked sue i can’t believe i got up early for nothing

3. we’re going to write an editorial today said mr cumberland

4. get out of here she said before i call the police

5. dad said let’s go to eagle park if it doesn’t rain



Fun English Funny English

For Those who Reed and Right

We'll begin with a box, and the plural is boxes; but the plural of ox became oxen not oxes.

One fowl is a goose, but two are called geese, yet the plural of moose should never be meese. You may find a lone mouse or a nest full of mice; yet the plural of house is houses, not hice. If the plural of man is always called men, why shouldn't the plural of pan be called pen? If I spoke of my foot and show you my feet, and I give you a boot, would a pair be called beet? If one is a tooth and a whole set are teeth, why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those, yet hat in the plural would never be hose, and the plural of cat is cats, not cose. We speak of a brother and also of brethren, but though we say mother, we never say methren. Then the masculine pronouns are he, his and him, but imagine the feminine, she, shis and shim.

Let's face! it! - English is a crazy language. There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England. We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham? Doesn't it seem crazy that you can make amends but not one amend? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught?

If a vegetarian eats vegetables, what does a humanitarian eat?

Sometimes I think all the folks who grew up speaking English should be committed to an asylum for the verbally insane.

In what other language do people recite at a play and play at a recital?

Ship by truck and send cargo by ship Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm goes off by

going on.

If Dad is Pop, how's come Mom isn't Mop?

AUTHOR UNKNOWN or is it KNOTKNOWN?

In ABC language, letters of the alphabet and numbers substitute for words they sound like. For example, "I 8 A P" stands for "I ate a pea."

I owe the following ABC language to one of my favourite wordsmiths from America, Willard R. Espy:

Medora: "AB, F U NE X?"

Jeremy: "S, V F X."

Medora: "F U NE M?"

Jeremy: "S, V F M."

Medora: "OK, L F M N X."

Could you understand the talk between Medora and Jeremy ?

I think the answer is "NO." Here is its translation:

"Abey, have you any eggs?"

"Yes, we have eggs."

"Have you any ham?"

"Yes, we have ham."

"OK, I'll have ham and eggs."

0 I CUR MT = Oh I see you are empty.

0 U QT. U R A BUT = Oh, you cutie. You are a beauty.

C, D N S X! S, I C. D N S 5 X = See, the hen has eggs! Yes, I see. The hen has five. eggs.

I NV U = I envy you.

The ABC words IOU (I owe you) has made it into the dictionary. A remarkable ABC line that I have seen is ABC DEFG, which contains the seven letters in alphabetical order. It is translated as "Abie, see the effigy."

Here is a list of words in ABC language:

IV	(ivy)
IW	(I double you)
Kg	(canine)

KN	(cayenne)
KT, LN and LC	(Katie, Ellen and Elsie)
LEG	(elegy)
LEV8	(alleviate)
MN8	(emanate)
MT	(empty)
NE	(any)
NME	(enemy)
NRG	(energy)
NTT	(entity)
NV	(envy)
OP8	(opiate)
PQ	(pique)
PU	(pew) .-
QT	(cutie)
RT	(arty)
SA	(essay)
SX	(Essex)
T's	(tease)
XL	(excel)
XLNC	(excellency)
XPDNC	(expediency)
XS	(excess)
XTC	(ecstasy)
Y's	(wise)
4A	(foray)
4C	(foresee)
1OS	(tennis)
AT	(eighty)
AV8R	(aviator)
B4	(before)
B10	(beaten)
C's	(seas)

Spelling List

These are words you often misspell while writing. Go through them to see how many you can spell correctly. Try to learn up the others. Don't hesitate to add new ones to your list as you revise for your First Term Exam!

Social Studies

administration	_preamble	oceanic
Civics	parliament	constitution
<u>constituency</u>	government	coalition
archaeology	architecture	miniatures
privileges	impressive	environmental
temperature	antarctica	condense
boundaries	medieval	campaign
successful	military	strengthen

Science

chemistry	physics	separation
definition	scientific	filtration
spherically	bulge	virtual
diminished	physical	procedure
characteristics	inversion	kaleidoscope
plane mirror	responsible	irreversible
excessive	oxygen	temporary

Some other words

support	attract	diamond
cruelly	minute	custom
customer	common	villain
valuable	comfortable	century
receive	friend	deceive
straight	introduce	performance
substance	lightning	guess
fashion	situated	period

generally	naturally	cough
weapon	biscuit	juice
admission	orphan	autumn
fierce	scenery	length
moisture	anxious	trousers
material	special	various
woollen	marriage	soldier
machine	personal	discourage
tremendous	ridiculous	abundant
disappointed	attendance	muscle
occasion	flavour	marvellous
impatience	individual	programme
extreme disguise	maintain	difference
necessary	appreciate	
separation	possession	
skilful	occupation	
opportunity	especially	
previous	marvellous	
immediately	courageous	

DICTIONARY OF CITIES

1. Which is an odd city?
2. Which is a weak city?
3. Which is a measuring city?
4. Which is the most dangerous city?
5. Which is a savage city?
6. Which is a very bad city?
7. Which is a greedy city?
8. Which is a very fast city?
9. Which is a bold city?
10. Which is a fast-developing city?

11. Which is a happy city?
12. Which is a quarrelsome city?
13. Which is a truthful city?
14. Which is a resilient city?
15. Which is a genuine city?
16. Which is a discerning city?
17. Which is a wise city?
18. Which is a rural city?
19. Which is a false city?
20. Which is an advertiser's city?
21. Which is a homely city?
22. Which is a hypocritical city?

Answers

1. Eccentricity 2. Incapacity 3. Capacity 4. Electricity 5. Ferocity 6. Atrocity
7. Rapacity 8. Velocity 9. Audacity 10. Precocity 11. Felicity
12. Pugnacity 13. Veracity 14. Elasticity 15. Authenticity 16. Perspicacity 17. Sagacity 18.
Rusticity 19. Mendacity 20. Publicity 21. Domesticity 22. Duplicity

ENIGMAS

Enigmas are riddles, often in verse form, in which there is a hidden meaning imaginatively described. The following enigma was written by Byron (1788-1824):

I'm not in earth, nor the sun, nor the moon.

You may search all the sky - I'm not there.

In the morning and evening - though not in the noon - You may plainly perceive me, for, like a balloon,

I am midway suspended in air.

Though disease may possess me, and sickness and pain, I am never in sorrow nor gloom;

Though in wit and wisdom

I equally reign,

I'm the heart of all sin and have long lived in vain;

Yet I ne'er shall be found in the tomb.

The answer is "I".

Another one:

*The beginning of eternity,
The end of time and space,
The beginning of every end,
The end of every place.
The answer is "E".*

Yet another one:

*I am a caller at every home that you may meet,
For daily I make my way along each street;
Take one letter from me and still you will see
I'm the same as before, as I always will be;
Take two letters from me, or three or four,
I'll still be the same as I li{as before.
In fact, I'll say that all my letters you may take,
Yet of me nothing else you'll make.
The answer is POSTMAN.*



November

Reading

Read the given passage carefully and answer the questions that follow:

Mowgli is a young boy. He has lived with a pack of wolves in the jungle since he was a baby.



Bagheera the panther and Baloo the bear have been his friends and teachers. One day, Mowgli is captured by the monkeys and taken to their home on the edge of the jungle. Bagheera and Baloo, with the help of Kaa the rock python come to rescue him.

The cloud hid the moon and as Mowgli wondered what would come next, he heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost without a sound and was striking – he knew better than to waste time in biting – right and left among the monkeys who were seated around Mowgli in circles fifty and sixty deep. There was a howl of fright and rage and then as Bagheera tripped on the rolling, kicking bodies beneath him, a monkey shouted, 'there is only one here! Kill him! Kill!' a scuffling mass of monkeys, biting, scratching, tearing and pulling, closed over Bagheera, while five or six laid hold of Mowgli, dragged him up the wall of the summer house and pushed him through the hole in the broken dome. A man trained boy would have been badly bruised for the fall was a good fifteen feet, but Mowgli fell as Baloo had taught him to fall and he landed on his feet...

Then from the ruined wall nearest the jungle rose up the rumbling war shout of Baloo...'Bagheera,' he shouted, 'I am here. I climb! I haste! Ahuwora! The stones slip under my feet!' ... he panted up the terrace only to disappear to the head in a wave of monkeys, but he threw himself squarely on his haunches, and, spreading out his forepaws, hugged as many as he could hold, and then began to hit with regular bat-bat-bat, like the flipping strokes of a paddle wheel. A crash and a splash told Mowgli that Bagheera had fought his way to the tank where the monkeys could not follow...

Kaa had only just worked his way over the west wall, landing with a wrench that dislodged a coping stone into the ditch. He had no intention of losing any advantage of the ground, and coiled and uncoiled himself once and twice, to be sure that every foot of his long body was in working order. All that while the fight with Baloo was on, and the monkeys yelled in the tank round Bagheera... then Kaa came straight, quickly and anxious to kill. The fighting strength of a python is in the driving blow of his head backed by all the strength and weight of his body... a python four or five feet long can knock a man down if he hits him fairly in the chest, and Kaa was thirty feet long, as you know. His first stroke delivered into the heart of the crowd around Baloo... and then there was no need of a second. The monkeys scattered with the cries of 'Kaa! It is Kaa! Run! Run!'

1. Bagheera was a
 - a) Monkey
 - b) Panther
 - c) Wolf

2. Who did Bagheera attack? Where was Mowgli at that time?

Bagheera attacked the monkeys. The monkeys had encircled Mowgli and were attacking him.

Monkeys attacked Bagheera. The monkeys had encircled Mowgli and were attacking him.

Kaa attacked the monkeys. The monkeys had encircled Mowgli and were attacking him.

None of the above

3. What kind of a snake was Kaa?

Kaa was a thirty feet long python.

Kaa was a fifty feet long python.

Kaa was a three feet long python.

Kaa was a five feet long python.

4. Mowgli a young boy has lived all his life with-

- a) adults
- b) boys and girls
- c) wolves and other animals

5. When Bagheera attacked them

- a) They ran away
- b) They let Mowgli go
- c) They attacked him

A2. Read the poem and answer the questions that follow:

He Had His Dream
By Paul Laurence Dunbar

*1 He had his dream, and all through life,
Worked up to it through toil and strife.
A float fore'er before his eyes,
It colored for him all his skies:
5 The storm-cloud dark
Above his bark,
The calm and listless vault of blue
Took on its hopeful hue,*

*It tintured every passing beam –
10 He had his dream.
He labored hard and failed at last,
His sails too weak to bear the blast,
The raging tempests tore away
And sent his beating bark astray.
15 But what cared he
For wind or sea!
He said, "The tempest will be short,
My bark will come to port."
He saw through every cloud a gleam--
20 He had his dream.*

1. Why does the poet keep saying "He had his dream"?
(A) to have a rhyme (B) to emphasize a theme
(C) to tell what the man thought (D) to explain what happened
2. Why does the poet say "storm-cloud dark"?
(A) The man was sad. (B) The sky was cloudy.
(C) The man faced problems. (D) The man was worried.
3. What does it mean when the poet says "He saw through every cloud a gleam"?
(A) He was discouraged. (B) He was patient.
(C) He had hope. (D) He would have more problems.
4. Why does the poet write about difficulties?
(A) to show that hard work can fail (B) to help people think about problems
(C) to discourage people from changing (D) to encourage people to try
5. What does the line- The calm and listless vault of blue, refer to?
(A) The ship (B) The deep sea
(C) The never ending problems (D) The deep blue sky.
6. What is the mood of the poet throughout the poem?
(A) Brave but hopeless (B) Brave but laid back
(C) Brave and hard working (D) Scared and sad
7. Another word for 'hue'
(A) Colour (B) haze
(C) blue (D) terror
8. What was the poet's dream?
(A) He wanted to be successful (B) He wanted to travel in a boat
(C) He wanted to build a boat (D) He wanted to dive into the sea

GRAMMAR

CONJUNCTIONS

A **conjunction** is a word which is used to join words or sentences together.

Some of the most commonly used conjunctions are: *and, but, or, else, so, therefore, though, however, otherwise, yet, because, since, that, etc.*

Examples:

1. My brother **and** I played Cricket in the evening.
2. He was liked **because** he was courteous.

In sentence 1, **my brother** and I, are joined by the conjunction **and**.

In sentence 2, **because** gives a reason why he was liked.

Conjunctions are used to write longer sentences and make reading easier.

Either it may rain **or** the winds will blow.

He is **neither** a good speaker **nor** a good writer.

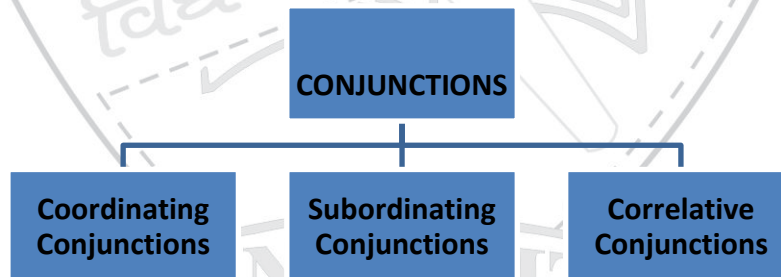
Trees **not only** give fruits **but also** provide shade in summer.

Though he worked hard **yet** he failed.

No sooner did he see the policemen **than** he ran away.

KINDS OF CONJUNCTIONS

Conjunctions are of three kinds.



1. **Coordinating Conjunction** is used to join words/statements that are equal in importance.

The words *for, and, nor, but, or, yet* and *so* (**FANBOYS**) are coordinating conjunctions.

Examples: a. John can read **and** write English.

b. I don't like to play chess **or** monopoly.

2. **Subordinating conjunction** helps to join two statements, one of which is dependent on the other and adds meaning to it.

The words *after, although, because, before, if, since, than, that, though, till, until, when, where*, and *whether* are subordinating conjunctions.

Examples: a. **After** the rains, the farmer sows his seeds.

b. She has been smiling **since** she got that appointment letter.

3. **Correlative conjunction** appears as pairs. They link two sentences that are equal in importance.

The words *neither-nor, either-or, not only - but also, such-as, so-that, so-as, whether-or* are correlative conjunctions.

Examples: a. Gagan Narang is **so** sharp **that** no one can beat him in shooting.

b. She was **neither** sad **nor** happy to hear the news.

MULTIPLE CHOICE QUESTIONS

1. Circle the correct coordinating conjunction from those given in the brackets.

- a) The child came (and/but/or) sat beside her mother.
- b) I ran to the door (or/while/but) she had already left.
- c) Tea (or/and/but) coffee are both beverages.
- d) Would you have tea (or/and/but) coffee?
- e) She was caught cheating in the exam (so/for/and) she is crying.

2. Choose the correct paired conjunction to fill in the blanks.

- a) _____ was he feeling tired, _____ a little dizzy. (not only...but also/either...or)
- b) She _____ attended the meeting _____ did she call me. (not only...but also/neither...nor)
- c) _____ Ram _____ Shyam are intelligent boys. (both...and/ either...or)
- d) _____ did I enter the class _____ Miss Rita collapsed. (no sooner...than/such...that)
- e) Such was the effect of her words that he changed completely. (either...or/such...that)

3. Complete each sentence using the correct correlative conjunction pair from the parenthesis:

- a) I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)
- b) _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)

- c) _____ had I taken my shoes off _____ I found out we had to leave again.
(no sooner / than, rather / than, whether / or)
- d) _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)
- e) _____ I have salad for dinner, _____ I can have ice cream for dessert. (if / then, when / than, whether / or)
- f) _____ flowers _____ trees grow during warm weather. (not only / or, both / and, not / but)
- g) _____ do we enjoy summer vacation, _____ we _____ enjoy winter break. (whether / or, not only / but also, either / or)
- h) Calculus is _____ easy _____ difficult. (not / but, both / and, either / or)
- i) It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)
- j) Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)
1. He wanted to improve his piano playing _____ he wanted to win the competition.
A. so
B. but
C. because
D. therefore
2. Tom got good marks _____ he studied hard.
A. because
B. but
C. so
D. then
3. We are going to walk in the mountains _____ play football.
A. because
B. so
C. but
D. or
4. I am good at English _____ I am not going to help Amy.
A. because
B. but
C. or
D. so
5. I like Carolina _____ she is very friendly.
A. but
B. so
C. because

- D. or
6. We were late for the show _____ we didn't take a taxi.
A. but
B. and
C. or
D. then
7. They visited an art gallery _____ a museum.
A. therefore
B. but
C. so
D. and
8. He can't walk _____ he fell off the chair _____ hurt his foot, _____ he has a lot of time to read.
A. and / because / so
B. because / and / so
C. so / and / because
D. so / because / and
9. Last Sunday was my mum's birthday _____ I wanted to buy a present for her.
A. so
B. or
C. but
D. because
10. I went to the shopping centre _____ the shops were closed.
A. or
B. because
C. but
D. So

Learning Outcomes:

- Students will be able to define the term 'conjunction'.
- Students will be able to identify different types of conjunctions.
- Students will be able to list conjunctions within each category.
- Students will be able to explain the purpose of various conjunctions.
- Students will be able to join sentences and phrases using appropriate conjunctions.

THE CIVIL SERVICES SCHOOL

Story Writing (Guided)

Story -Expansion From Outlines

Introduction: The basic framework of a story is its 'Outline.' It is often just a skeleton outline. It shows some of the main facts of the story and gives in brief what the story is like. All the details relevant to the story are filled to make up a readable story.

How To Build Up A Story From A Given Outline:

- Read the given outline carefully and note the important points. Follow the sketch provided.
- Connect the various points given in the outline to make the story readable as a piece of good comparison. Be imaginative.
- Add dialogues.
- Give a surprise ending to your story.
- Revise the writing and remove all mistakes in spelling, punctuation and grammar etc.
- Note the following points to be able to create a good story.
- Content
- Organization
- Vocabulary
- Conventions
- Ending

Sample Story: Write a short story based on the following hints (guidelines). Remember to give your story a suitable title.

King has money – monkey allowed to go anywhere in palace – one day King fast asleep – monkey fans and comforts him – fly sits on King's nose – monkey drives it away – fly keeps coming back – monkey plans to get rid of it – hits it with its stick – fly unharmed – King's nose broken – monkey never seen again

The King and The Foolish Monkey

Once upon a time, in a faraway land, a King had a pet monkey who was very devoted to him. He was allowed to roam about freely in the palace. One day the King was fast asleep in his room and the monkey was busy comforting his master by fanning him. Just then, a fly came in through the open window and started buzzing around the sleeping King and then settled down on his nose. "Out, out you Fly!," whispered the monkey and chased it away from the fan. But the fly kept coming back again and again. Fed up with its irritating behavior, the monkey planned to get rid of her. "If she perches on the King's nose again, I'll kill her," he resolved. No sooner did the fly commit the crime again, the monkey took aim and hit it hard with a stick. Before the blow could land, the fly escaped in a flash, but the blow flattened the King's nose! The monkey was never seen in the palace again.

Now, write out connected stories making use of the following outlines and give a catchy suitable title to your story. (WORD LIMIT:150-180 words)

Q1. A house near the Ganges – father goes to another village – son in charge of the house – the river in flood – water, water everywhere, mother and sister in danger – a boat near the house – the boy saves the family.

Q2. A slave runs away from his master – sees a lion crying in pain – slave takes out the thorn – from the lion's paw – a few months later slave in danger – ordered to be thrown

before a hungry lion — lion rushes at him — licks his face — remembers his kindness — lion and slave both set free.

Q3. Apple tree in a house --small boy plays around it -- tree becomes fond of the boy-- boy grows up--has no time to play with the tree--tree feels sad--boy comes back after many years-- asks tree to give him money for toys--tree asks him to pick the apples and sell them--boy is happy and does the same--doesn't return for many years--tree feels sad--after a few years, he comes again...asks for a house to live in---tree tells him to cut wood from its branches---boy does as told and lives happily---trees are an important part of our lives.

Q4. An elephant ____ always passed by a tailor's shop ____ tailor angry. One day ____ pricked with a needle ____ elephant filled his trunk with dirty water ____ threw it all around in the shop ____ spoiled the clothes.

Q5. I was going for a walk --- Get a purse --- Contains a lot of money --- Address of the owner from the diary --- goes in search of the owner --- hands over ---rewarded.

MATILDA CAN DO MAGIC!

Matilda Can Do Magic! The excerpt begins after Miss Trunchbull's glass has fallen down—an event for which there seems to be no explanation. The story opens with Matilda revealing that she has a secret that she wants to reveal to a trustworthy adult. So, she approaches Miss Honey to speak about it. Matilda first tells Miss Honey that she is not responsible for putting the newt in the glass. Miss Honey says that she knew that. Matilda then confides in Miss Honey that it was really her who made the water spill. She claims that she moved it and forced it to tip, using her mind. Miss Honey does not believe her. However, she decides to gently show Matilda that she is probably imagining things by simply asking her to demonstrate it again. Matilda focuses on the glass and wills it to fall with her mind, thus leaving Miss Honey in shock. She invites Matilda home to have tea with her and promises that she will not reveal the secret to anybody else.

Matilda is a fantasy novel i.e. it contains elements that are purely imaginative and could never happen in real life. In this excerpt, the reader encounters fantasy in Matilda's ability to move things around with her mind. The plot has been written cleverly so as to keep the reader in a state of suspense until the end. The writer has used very descriptive language to make the story come alive.

1. Read the lines and answer the questions.

Neither her mother nor her father would be of any use for they would not believe her, nor realise what an astounding event had taken place in the classroom that afternoon.

a. Whose parents are mentioned in the above lines?

- b. Why would they not be of any use?
- c. What had happened in class?
- d. Who did she want to confide in, if not her parents?

(Answers:

- a. Matilda's parents are mentioned in the above lines.
- b. They were not the kind of parents who took interest in their child's education or knowledge. They would ask her to watch TV rather than read books.
- c. Miss Trunchbull found a newt in her glass of water and accused Matilda of playing a prank on her.

Further, the glass fell suddenly with no one deliberately pushing it down.

- d. The one person who Matilda thought would listen to her was Miss Honey.)

2. Why was Miss Honey keen to listen to Matilda?

(Answer: Miss Honey had a soft corner for Matilda. When Matilda told her that she wanted to talk to her and that something peculiar had happened to her, Miss Honey became alert. Miss Honey thought that Matilda was a brilliant child but not many in school agreed with her.)

3. What did Matilda share with Miss Honey?

- 4. a. How did Matilda prove to Miss Honey that she had special powers?
- b. What was Miss Honey's reaction?

5. Pretend that you are Matilda's best friend and had watched Miss Trunchbull picking on Matilda for putting the newt in the glass of water even though she had not. Write about the incident from your point of view in your diary, and about the way the Headmistress picks on Matilda unfairly.

MCQs

- 1. In order to reveal her secret, Matilda required_____.
 - a. a grown-up who was trustworthy
 - b. a grown-up who was sympathetic
 - c. a classmate who was wise
 - d. All of the above
- 2. At the time when Matilda finally decided to confide in her, Miss Honey was_____.
 - a. teaching her class
 - b. having lunch
 - c. talking to Miss Trunchbull
 - d. going through some papers.
- 3. "I made the glass tip over." Who said this to whom?
 - a. Matilda to Miss Trunchbull
 - b. Miss Honey to Miss Trunchbull
 - c. Matilda to Miss Honey
 - d. Matilda to her mother

4. How did she make the glass tip over?
- With her wand
 - With her hand
 - With her mind
 - With her eyes
5. 'How often children have flights of fancy like this.' _____ thought this.
- Matilda's mother
 - Matilda
 - Miss Honey
 - Miss Trunchbull
6. Choose the synonym of 'gigantic'.
- tiny
 - enormous
 - little
 - Insignificant
7. Which of the following defines the underlined word from the chapter: 'She gaped at her glass.....'?
- gulped
 - stared in surprise
 - sighed
 - yawned

Learning Outcomes

- note the feelings of a child treated unfairly.
- infer why she behaves the way she does.
- identify the fantastic power the child develops to fight the unfair situation.
- value the self-confidence she develops.
- recognise the loyalty of a teacher who understands her.
- familiarise with the structure of a story.

THE CIVIL SERVICES SCHOOL

THE FOUNTAIN

-James Rusell Lowell

The Fountain by James Rusell Lowell is an inspiring poem. It is a celebration of the spirit of the fountain which is constantly and tirelessly rising. The central theme of the poem is happiness. The speaker finds the fountain inspiring, aspiring and happy. He wishes that his heart could imitate by habit the fresh, happy and aspiring nature of the fountain. As he describes the fountain, the poet also brings the two contrasting elements- change and permanency, which can be seen in the fountain and also in our

lives. The fountain he describes is forever moving and forever changing. It inspires us to aspire for more and work towards our goals.

The poet describes the fountain in three different aspects. In the sunshine, it is glittering and upward leaping. In the moonlight, it appears snowy white and sways rhythmically like flowers when the wind rushes. Under the starlight, it rises and falls like spray. It is always cheerful, never tired of moving upwards continuously. It seems to be happy in all kinds of weather finding its rest in constant movement. It looks as if it cannot be controlled, changing every moment and yet being the same fountain. It seems as if it aspires continuously to rise. It is in its element both in sunshine and darkness. The glorious fountain inspires us to be happy and be constant in our positive attitude towards life whatever difficulties may befall us.

**Be in your element:* To be happy because you're doing what you like or what you can do best.

Poetic Devices:

- Personification: "Leaping and flashing", "Happy at midnight"
- Alliteration: "When the wind blows"

- Q1. What is the central theme of the poem?
- Q2. How does the fountain appear in the sunshine and moonlight?
- Q3. What does the fountain do from morning till night?
- Q4. How has the nature of the fountain been described in the poem?
- Q5. What lessons can we learn from the constantly 'heavenward' moving fountain?
- Q6. What is the condition of the fountain in all weathers?
- Q7. Can the fountain be tamed? Give reasons for your answer.
- Q8. How does the fountain inspire the poet?
- Q9. What are the contrasting qualities of the fountain?
- Q10. According to the poet, how does the fountain move when the wind blows?
- Q11. How do you know that the fountain is always cheerful?
- Q12. Identify the various figures of speech in the poem.

MCQs

1. Which of these statements best describes the mood of the fountain?

- A. The fountain is happy throughout the day.
- B. The fountain plays in the day and sleeps at night.
- C. It pursues its wish ceaselessly.
- D. None of the above.

2. Identify the poetic device that has been used in the below mentioned lines.

*Ceaseless aspiring,
Ceaseless content,
Darkness or sunshine*

Thy element

simile/ metaphor/ alliteration/ personification

3. Point out words from the poem that are connected with happiness.

Leaping

Happy

Blithesome

Cheery and fresh

Sunshine

All of the above

4. Identify the natural qualities of the fountain.

- A. ability to always be happy,
- B. grateful for all situations whether good or bad (weathers)
- C. so full of life that it cannot be stopped
- D. always aspire without tiring and yet always be content.
- E. All of the above.

Learning Outcomes:

- Students will be able to read with comprehension and interpret layers of meaning.
- Students will be able to write short answers using appropriate vocabulary and grammar based on the chapter.
- Students will be able to identify and appreciate significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.

FURTHER PRACTICE

1. Join the following pairs of sentences by using appropriate Conjunctions:

a) Read your lessons carefully. You will not pass.

b) The sky was clouded. It started raining.

c) Run fast. You will miss the school bus.

d) I didn't go to school today. I missed the school bus.

e) Indian players played well. They lost the match.

f) His lifestyle is lavish. He should control his expenses.

g) Get up early in the morning. You will remember your lessons.

h) Take your umbrella. It may rain.

i) He reached the station. The train left the station.

j) She had a bad throat. She sang well

2. Fill in the blanks with suitable conjunctions:

Oliver Goldsmith who had studied medicine was such a generous person _____ he had little money left for himself.

One day a poor woman called at his house _____ asked him _____ he would come to see her husband _____ was sick _____ would not eat any food. _____ Goldsmith reached her house, he found _____ they were very poor _____ the man had been out of job for quite some time. He also discovered _____ there was no food in the house. He told the woman to come to his house in the evening _____ he might give her some medicine.

_____ the woman called in the evening, Goldsmith gave her a small box _____ seemed to be quite heavy for its size. "The medicine is in this box," he said to her. "_____ it is properly used, it will do your husband a lot of good. But please do not open the box _____ you get back home."

_____ the woman reached home, she sat down beside her husband _____ opened the box carefully. The box was full of money. It also had a slip of paper bearing the words: "Use it _____ you need it."

_____ Goldsmith had very little money; he had once again given away whatever he had.

4. There is an error in each sentence. Underline the error and rewrite the correct sentence.

1. Wait here unless I come.

2. Neha came where her brother didn't.

3. He got a certificate besides a cash prize.

4. Where you go to the library get me a book.

5. Rohan saved money if he could buy a nice present for his mother.

6. Karan came late since he could not help me.

7. Sonia was tired although she continued her work.

8. You must take rest yet you will fall ill again.

9. Either read a book nor do your homework.

10. Neither did the puppy alert the owners but he also caught the thief.

December

The Bermuda Triangle

- 1- Even though you won't find it on a map, the Bermuda Triangle is a very real place. In the past there have been many stories of disappearing ships, planes and people. Although there is a reasonable explanation for many incidents, some are still a mystery. The Bermuda Triangle, a region of the Atlantic Ocean defined as the area between Florida, Puerto Rico, and Bermuda, is a hotspot of legend and mystery for navigators and writers alike. Countless airplane and ship disappearances have happened because of the scary forces of the Bermuda Triangle. Long before the Triangle even had a name, William Shakespeare was inspired by the stories of this Caribbean mystery when he wrote one of his most famous plays, "The Tempest". Despite the long history of destruction and disappearances in this part of the ocean, story and myth persist around the reason why the Bermuda Triangle leads to so many tragedies. Few can decide which tale to believe.



- 2-One rather explosive theory points to the geochemical action of methane gas on the seafloor. When soils on the seafloor shift, methane gas that was trapped underneath can erupt in bubbles. Some theorize that the "bubbly" ocean water from such a release could decrease the density of the water, making it harder for a passing ship to stay floating on water. If the highly flammable methane gas could rise into the atmosphere, some believe that a passing plane could explode from the interaction of the plane engines with the methane. This theory would explain why so many ships and airplanes seem to disappear without a trace in the Bermuda Triangle. Unfortunately, the long distances the methane gas would have to travel from seafloor to atmosphere made people doubt on the practicality of this theory.

- 3-Some blame the Bermuda Triangle's wild history on the dangerous Sargasso Sea that lies within the Triangle's boundaries. This sea is unique as its borders are defined not by land, but by the powerful water currents that surround it. In the middle of these currents, the still, nearly windless waters harbor dense mats of floating seaweed. It's no wonder that even today, abandoned ships are found trapped by twisted plants. With no winds to move ships safely onwards, the Sargasso Sea has long posed a danger to ships that rely on the power of the winds for power and steering. While the Sargasso Sea may explain some of the dangers ships face when sailing across the Bermuda

Triangle, it fails to account for the dozens of planes and ships that have disappeared without a trace.

4-Some people claim that the disappearances of the Bermuda Triangle are unremarkable when the physical and weather-based challenges travelers face in this portion of the ocean are considered. The Triangle is at the risk of storms and hurricanes that can confuse navigators and cause equipment to malfunction. Some parts of the Triangle are full of sharp coral that can make holes in ships and cause them to sink. Deep pockets and in the ocean floor may hide the remains of wreckages that are commonly believed to have disappeared without a trace. Whatever the true cause of the Bermuda Triangle tragedies, this area will be a source of mythology and mystery for years to come.

1. Why was William Shakespeare inspired by the Bermuda Triangle?

- a.) The Bermuda Triangle was mysterious
- b.) The Bermuda Triangle was a large area of the ocean
- c.) The Bermuda Triangle had just been discovered
- d.) His ship disappeared in the Bermuda Triangle

2. Based on the following sentence, what could be the best definition of the word "geochemical"?

One rather explosive theory points to the geochemical action of methane gas on the seafloor

- a.) Having to do with the water
- b.) Having to do with the chemistry of rocks and soils
- c.) Having to do with air
- d.) Having to do with a concept

3. According to the methane gas theory, why would a ship sink after a release of methane gas from the seafloor?

- a.) The ship's engine would explode
- b.) The density of the water would not change
- c.) The density of the water would decrease
- d.) The density of the water would increase

4. Which heading would be most appropriate for the second paragraph?
- a.) "Deadly Dangers of Methane Gas"
 - b.) "Oceans and Air"
 - c.) "Tempest"
 - d.) "William Shakespeare"
5. Which of the following is not a feature of the Sargasso Sea?
- a.) Thick mats of seaweed
 - b.) Borders defined by currents rather than by land
 - c.) Dangerous but not very deep waters
 - d.) A lack of strong winds
6. What do some people described in the last paragraph believe about the Bermuda Triangle?
- a.) The mystery of the Bermuda Triangle will never ever be solved
 - b.) The tragedies of the Bermuda Triangle can be used for making musical and mysterious plays
 - c.) Shakespeare is responsible for what happened in the Bermuda Triangle
 - d.) The events of the Bermuda Triangle are caused only by the dangerous weather and challenging physical features of the Triangle
7. Which of the following best describes the conclusions drawn from the Bermuda Triangle?
- a.) There are few theories that explain the dangers of the Bermuda Triangle
 - b.) Shakespeare is responsible for what happened in the Bermuda Triangle
 - c.) Only Methane gas is the real danger at the Bermuda Triangle
 - d.) In reality, very few ships or planes have disappeared passing through the Bermuda. There is nothing to worry about.
8. Find the opposite of unknown from paragraph 1
- Mystery
- Famous

Reason

Tale

9. Identify a synonym of frightening from paragraph 1

Scary

Reason

Tragedies

Tale

10. You will not be able to find the Bermuda Triangle on which of the following?
card/ map/ diagram/ plot

Poem Comprehension

Fame is a food that dead men eat,

I have no stomach for such meat.

In little light and narrow room,

They eat in the silent tomb.

With no kind voice of comrade near To bid the feaster be of cheer.

But friendship is a noble thing,

Of friendship it is good to sing.

For truly when a man shall end,

He lives in memory of his friend,

Who doth his better part recall,

And of his fault make funeral.

– Henry Austin Dobson

Now answer the following questions by choosing correct options:

1. By the expression 'Fame is a food that dead men eat' we mean

(a) fame is enjoyed only after death

- (b) fame is enjoyed during life-time
- (c) fame is something like a food
- (d) fame dies with one's death.

2. Friendship is a noble thing because

- (a) a man cannot live without friends
- (b) real friends are very helpful
- (c) a man always remembers the good qualities of his friend after his death
- (d) it enhances dignity of mankind.

3. Friendship is better than fame because in friendship

- (a) when a man dies he lives in the memory of his friend
- (b) a man always regards his friend
- (c) enmity never comes
- (d) a man is always happy in the company of his friend.

4. In the last line of the above poem the poet wants to convey that

- (a) one should believe in friendship
- (b) the faults of a man are highlighted by his friend after his death
- (c) the faults of a man are forgotten by his friend after his death
- (d) one should not run after fame and friendship.

5. The word recall means

- (a) forget
- (b) come close
- (c) help
- (d) remember

Grammar

Adjectives

Adjectives are describing words. Words that describe a person or things are called adjectives.

Examples:

a **fabulous** diamond

a **playful** puppy

a **skillful** worker

an **exciting** story

- Most adjectives come before the noun they qualify
e.g. a **beautiful** swan, a **graceful** dancer
- Sometimes adjectives follow a noun they qualify
e.g. The cat is **blind**. The sound is **pleasant**.
- Some adjectives follow verbs
e.g. It is getting **dark**. It appears **clean**.

KINDS OF ADJECTIVES

1. **Adjectives of Quality** describe the shape, size, colour and manner of the noun which can be a person, place or thing. These adjectives answer the questions -- *What kind?*
Example: The **old** woman walked down the **narrow** lane.
2. **Adjectives of Quantity** refer to the quantity of things, places or people. These adjectives answer the question -- *How much?*
Example: Some, many, much, few
There is **some** rice left in the cooking pot.
3. **Adjectives of Number** refer to the number of things. They show the order of the person, place or thing. These adjectives answer the question -- *How many?*
Examples: one, third, fifth, twenty
 - a. Monday is the **first** working day of the week.
 - b. **Many** people go on vacation during holidays.
4. **Demonstrative adjectives** point at persons, places or things. These adjectives answer the question -- *Of what?*
Examples: These, those, this, that
These men are wise sages.
5. **Interrogative adjectives** are used for asking questions about a noun.
Examples: Who, whose, which, what
Whose clothes are these?

6. **Possessive adjectives** modify nouns by telling whom it belongs to.

Examples: My, yours, his, hers, their, ours etc.

Those are **his** books.

1. Tick the correct adjective in the following sentences:

- It was fun to open those/each gift.
- Every/These dress in the shop was made of 100% cotton.
- Those/That painting has a beautiful frame.
- These/Either pullover will look good on you.
- What/ Which table have you reserved?

COMPARISON OF ADJECTIVES

Study the following sentences

Jane is a *pretty* girl.

Mary is *prettier* than Jane.

Lizzie is the *prettiest* of the three.

The adjective *pretty* denotes Positive degree. It is used when no comparison is being made.

The adjective *prettier* is used when two things of same class are compared together. This is the Comparative degree.

The adjective *prettiest* tells us that of the three girls Lizzie is highest in comparison.

- The Comparative degree is generally followed by a *than ; as*
Anil is wiser than Vijay.
- The Superlative degree is preceded by *the* and followed by *of*, as
Mary is the cleverest of all the girls.
Raman is the ablest of all the boys.

Examples:

Positive	Comparative	Superlative
deep	deeper	deepest
strong	stronger	strongest
able	abler	ablest
true	truer	truest
wise	wiser	wisest
thin	thinner	thinnest
big	bigger	biggest

happy	happier	happiest
merry	merrier	merriest
gay	gayer	gayest
beautiful	more beautiful	most beautiful
pleasant	more pleasant	most pleasant
bad, ill	worse	worst
far	farther	farthest
many	much	most
up	upper	uppermost
old	older, elder	oldest, eldest

ORDER OF ADJECTIVES

When we use more than one adjective, we have to put them in the right order, according to their type.

Opinion Size Age Shape Colour Origin Material
Purpose

Examples: a. a small round wooden bowl
b. a big green sleeping bag

CORRECT USE OF ADJECTIVES

a) **Later, latest:** Both denote time. 'Later' is opposed to 'earlier':

Rita Came to the class *later* than I.
What is the *latest* news?

b) **Latter, last :** Both are used for position or order. 'Latter' is opposed to 'former':

Krishnan and his friend work together.
The former is a painter, the *latter* is an artist.
He lives in the *last* house in the lane.

c) **Nearest, next:** 'Nearest' refers to distance:

Which is the *nearest* general store?

'Next' refers to order"

Whose turn is *next*? Mr. Chand lives in the *next* house.

- d) **Elder, eldest:** Both are used for members of the same family. 'Elder' is never followed by 'than':

Ravi is my *elder* brother.
Parul is his *eldest* daughter.

- e) **Older, oldest :** Both are used for persons and things:

She is *older* than I am.
This tree is *older* than that.
Sridhar is the *oldest* villager.
This is the *oldest* temple in our village.

- f) **Farther, further:** 'Farther' means more distant:

There is a post office at the *farther* end of the street.

'Further' means additional:

She received no *further* help.

3. Put a tick mark against the correct word given in brackets:

- Did you hear the (**latest, last**) news?
- He is not fond of (**this, these**) kind of sweets.
- My friend lives in the (**nearest, next**) town.
- Who is (**more, most**) beautiful, Anne or Rita?
- The Principal accepted the (**latter, later**) proposal.
- Of the two brothers, Rakesh is the (**elder, eldest**).
- Sarita came (**later, latter**) than I expected.
- Can you do this without (**further, farther**) delay?
- Maya is my (**older, elder**) sister.
- She is inferior (**than, to**) her in social position.

4. Underline the correct words in the brackets.

- It is (cold, colder, coldest) in December than in June.
- We must dig a (deep, deeper, deepest) well; this is not deep enough.
- Mr. Wang is probably the (rich, richer, richest) man in this town.
- Nobody likes him because he is a (proud, prouder, proudest) person.
- The (pretty, prettier, prettiest) girl will win the contest.
- I am sorry. Please do not be (angry, angrier, angriest) with me.
- You are the (forgetful, more forgetful, most forgetful) person I have ever known.

8. It is (enjoyable, more enjoyable, most enjoyable) to read the story than see the film.
9. Which is the (good, better, best) place to set up the tent?
10. Mrs. Hong is as (intelligent, more intelligent, most intelligent) as Mrs. Ling.

ADJECTIVE ORDER

When more than one adjective is used to describe something, all the adjectives need to be placed in the correct order.

THIS IS THE CORRECT ORDER FOR ADJECTIVE PLACEMENT.



NUMBER (five, several)
OPINION (lovely, useless)
SIZE (big, tiny)
AGE (mature, ancient)
SHAPE (square, oval)
COLOR (red, burgandy)
ORIGIN (American, English)
MATERIAL (wooden, cotton)
PURPOSE (typing, sun)

MULTIPLE CHOICE QUESTIONS

1. Her hair is long and _____.
A) curly
B) happy
C) slim
D) late
2. He drives a bright red sports car. It's very _____.
A) wild
B) shallow

C) fast

D) tall

3. Today, the weather's going to be _____.

A) hopeful

B) warm

C) blue

D) urgent

4. This house is _____ and old.

A) awkward

B) electric

C) large

D) fat

5. I'm feeling really _____ today.

A) late

B) long

C) happy

D) round

IDENTIFY THE SENTENCE WITH THE CORRECT ORDER OF ADJECTIVES:

1. They live in a wonderful old wooden house.

A. They live in an old wonderful wooden house.

B. They live in a wooden wonderful old house.

2. Sim City is a new exciting computer game.

A. Sim City is a new computer exciting game.

B. Sim City is an exciting new computer game.

3. I like that small glass coffee table.

A. I like that glass small coffee table.

B. I like that coffee glass small table.

Learning Outcomes:

- Students will be able to define and categorize adjectives.
- Students will be able to use the positive, comparative and superlative degrees of regular and irregular adjectives.
- Students will be able to determine the rules of degrees of comparison; how adjectives are modified according to syllables.
- Students will be able to articulate their views in a better manner.

Integrated Grammar

Q. In each of the following lines, there is one error, which has been underlined. Choose the correct word to replace it.

A.

To make fun on others is a bad
Often we took pleasure in making
fun of others. But where someone else
makes fun of ours we feel so annoyed.
Remember, we could do to others
what we expect other to do to us.
a.other b.others

- a. of b. if
a.take b. taken
a. when b.why
a.us b.me
a.should b. could

B.

Energy is very essential in
succeed in life. It was absolutely
essential that you eat
a proper diet and done enough exercise
to enhance their energy level
The energy level indicates the stamina under
a person. It gives their pleasure and
enjoyment at performing their daily task.

- a. to b. in
a. is b. was
x
a. do b. does
a. your b. his
a. of b. below
a. them b.many
a. in b. during

Direct and Reported Speech

Direct speech reports the exact words of the speaker. In **reported** speech, we report what the speaker said without quoting his/her exact words.

For example,

Peter said, 'I want to buy a pen' (direct)

Peter said that he wanted to buy a pen. (reported)

Let us compare the two ways of speaking.

Direct Speech	Reported Speech
The exact words of the speaker are repeated.	The speaker's words are repeated by someone in his or her words.
The words of the speaker are enclosed within inverted commas.	Since the exact words of the speaker are not reproduced, the inverted commas are removed.
The introductory verb is said.	The introductory verb is usually said or told.
A comma separates the introductory part and the exact words of the speaker.	The subordinate conjunction that is used to join the introductory part to the reported part. The comma is not used.
The speaker uses the first person pronoun to speak for himself/herself.	The first person pronoun is changed to third person pronoun.
The verbs are usually in the present tense forms. is, am, are has, have can shall, will must	The verbs are usually changed to the corresponding past tense forms. was, were had could should, would had to

All present tense forms of the verb in direct speech are changed into past forms in reported speech.

Direct Speech	Reported Speech
<u>Simple Present</u> I said, "I am very happy."	<u>Simple Past</u> I said that I was very happy.

<u>Simple Past</u> Ram said, "You gave me fright."	<u>Past Perfect</u> Ram said that he had been given fright.
<u>Present Continuous</u> "You are singing well," said Suman.	<u>Past Continuous</u> Suman said that I was singing very well.

If the reported speech expresses a universal truth or reports a statement that is still true now, the tense of the verb remains unchanged.

Direct: The teacher said, "Honesty is the best policy."

Reported : The teacher said that honesty is the best policy.

Direct: He said, "The earth moves round the sun."

Reported: He said that the earth moves round the sun.

When we change direct speech to reported , expressions of time and place indicating nearness are changed into ones denoting distance.

	Direct Speech	Reported Speech
Adverbs of time	Now ago today tomorrow yesterday last year next Monday	then before that day the next day/the following day the previous day/the day before the previous year/the year before the following Monday
Adverbs of place	Here Herein	there therein
Demonstratives	This These	that those

Rose wishes to change these sentences into reported speech. Help her by choosing the most appropriate option.

1. Rama said, "I am not well."

- A. Rama said that I am not well.
- B. Rama said that he was not well.
- C. Rama said he was not well.
- D. Rama said that "I am not well."

2. She said, "My doll has broken."

- A. She said that my doll had broken.
- B. She said that her doll had broken.
- C. She said that " My doll has broken."
- D. She said that her doll has broken.

3. Siya said, "I love to dance."

- A. Siya said that she loved to dance.
- B. Siya said that she loved dancing.
- C. Siya said that I love to dance.
- D. Siya said that she loves to dance.

4. Jack said to Harry, "I know you."

- A. Jack told Harry that he knew him.
- B. Jack told Harry that I know you.
- C. Jack told Harry that he knows him.
- D. Jack said to Harry that I know him.

5. The athlete said, "I must win this championship."

- A. The athlete said that I had to win this championship.
- B. The athlete said that he had to win that championship.
- C. The athlete said that he has to win this championship.
- D. The athlete said that I must win this championship.

6. James said to his mother, "I am leaving for New York tomorrow."

- A. James told his mother that he was leaving for New York tomorrow.
- B. James told his mother he is leaving for New York tomorrow.
- C. James told his mother that he was leaving for New York the next day.
- D. James told his mother he is leaving for New York the next day.

7. The man said to the counsellor, 'The supply of drinking water is inadequate.'

- A. The man told the counsellor that the supply of drinking water is inadequate.

- B. The man told the counsellor that the supply of drinking water was inadequate.
- C. The man asked the counsellor that the supply of drinking water was inadequate.
- D. The man told the counsellor that the supply of drinking water was inadequate.

8. I said to my friend, 'You are not serious about the work.'

- A. I told my friend that you are not serious about that work.
- B. I told my friend that he was not serious about the work.
- C. I told my friend that he was not serious about the work.
- D. I told my friend that he was serious about the work.

9. He said to the painter, "You are taking too long to finish the portrait."

- A. He told the painter that he was taking too long to finish the portrait.
- B. He told the painter that you are taking too long to finish the portrait.
- C. He said to the painter that you were taking too long to finish the portrait.
- D. He told the painter that he was taking too long to finished the portrait.

10. The teacher said to the students, "We are visiting the museum."

- A. The teacher told the students that we were visiting the museum.
- B. The teacher told the students that we are visiting the museum.
- C. The teacher told the students that they were visiting the museum.
- D. The teacher told the students that you are visiting the museum.

11. The teacher said, "The moon is Earth's satellite."

- A. The teacher said that the moon was Earth's satellite.
- B. The teacher said that the moon is Earth's satellite.
- C. The teacher said that the moon would be Earth's satellite.
- D. The teacher asked that the moon is Earth's satellite.

12. The children said to me, "We are working."

- A. The children told me that they were working.
- B. The children told me that they are working.
- C. The children told me that we are working.
- D. The children told me that they will be working.

13. George said, "I have eaten lunch."

- A. George said that I have eaten lunch.
- B. George said that I had eaten lunch.

- C. George said that he had eaten lunch.
- D. George said that he has eaten lunch.

14. Maya said to her sister, "I do not like peanuts."

- A. Maya told her sister that she did not like peanuts.
- B. Maya told her sister that she does not like peanuts.
- C. Maya told her sister that I do not like peanuts.
- D. Maya told her sister that she likes peanuts.

15. Mr. Bose said, "Swami must go tomorrow."

- A. Mr. Bose said that Swami had to go tomorrow.
- B. Mr. Bose said that Swami had to go the next day.
- C. Mr. Bose said that Swami must go tomorrow.
- D. Mr. Bose said that Swami had to go that day.

16. Rajam said to Mani, "I am going to adopt a dog today."

- A. Rajam told Mani that he was going to adopt a dog today.
- B. Rajam told Mani that he was going to adopt a dog that day.
- C. Rajam told Mani that he is going to adopt a dog today.
- D. Rajam told Mani that he is going to adopt a dog that day.

17. Gayatri said, "My aunt is baking a cake."

- A. Gayatri said that her aunt is baking a cake.
- B. Gayatri said that her aunt will bake a cake.
- C. Gayatri said that her aunt was baking a cake.
- D. Gayatri said that my aunt was baking a cake.

18. Father said, "I am going to Delhi."

- A. Father said that he is going to Delhi.
- B. Father said that I am going to Delhi.
- C. Father said that he will go to Delhi.
- D. Father said that he was going to Delhi.

19. Lucy said to Peter, "The Sun rises in the East."

- A. Lucy told Peter that the Sun has risen in the East.
- B. Lucy told Peter that the Sun is rising in the East.
- C. Lucy told Peter that the Sun rises in the East.
- D. Lucy told Peter that the Sun will rise in the East.

20. Rocky said, "I have slept for a while."

- A. Rocky said that I have slept for a while.
- B. Rocky said that he slept for a while.
- C. Rocky said that he has slept for a while.
- D. Rocky said that he had slept for a while.

Changes in Tenses

If the reporting verb is in the present or future tense, the tense of the verb is not changed in the reported speech.

Examples:

- (i). Direct: The teacher **says**, "John will pass."
Reported: The teacher says that John will pass.
- (ii). Direct: He will say, "Peter will never be late."
Reported: He will say that Peter will never be late.

If the sentence states a habitual fact then also there will be no change in tense in the reported speech.

Example:

- (i). Direct: Anu said to me, "I write with my left hand."
Reported: Anu told me that she writes with her left hand.

B. Choose the most appropriate option.

- i. Anu says, "There is no banana in the basket."

- A. Anu says that there is no banana in the basket.
- B. Anu said that there was no banana in the basket.
- C. Anu said that there is no banana in the basket.
- D. Anu says that here is no banana in the basket.

- ii. Sam will say, "Dinner is ready."

- A. Sam said that dinner is ready.
- B. Sam will say that dinner will be ready.
- C. Sam will say that dinner is ready.
- D. Sam said that dinner was ready.

- iii. My sister says, "I have not met Mona for ages."

- A. My sister said that she had not met Mona for ages.
B. My sister says that she has not met Mona for ages.
C. My sister said that she has not met Mona for ages.
D. My sister says that she had not met Mona for ages.
- iv. She said, "I will try to help you."
- A. She said that she will try to help me.
B. She said that she would try to help me.
C. She said that I will try to help you.
D. She said that she would try to help you.
- v. Rahul said, "Ram may not come."
- A. Rahul said that Ram will not come.
B. Rahul said that Ram might not come.
C. Rahul said that Ram may not come.
D. Rahul said that Ram might not come.
- vi. The teacher said, "Honesty is the best policy."
- A. The teacher said that honesty was the best policy.
B. The teacher said that honesty is the best policy.
C. The teacher says that honesty is the best policy.
D. The teacher says that honesty was the best policy.
- vii. Jack said to me, "I am ill."
- A. Jack told me that he is ill.
B. Jack told me that I was ill.
C. Jack told me that he was ill.
D. Jack told me that he had been ill.
- viii. Priya said, "I go for a walk daily."
- A. Priya said that she goes for a walk daily.
B. Priya said that I go for a walk daily.
C. Priya said that she went for a walk daily.
D. Priya said that she will go for a walk daily.
- ix. He said, "Rohan is reading a novel."
- A. He said that Rohan is reading a novel.
B. He said that Rohan was reading a novel.

- C. He said that Rohan will be reading a novel.
D. He said that Rohan had been reading a novel.
- x. Mother says, "The children are playing in the park."
- A. Mother says that the children were playing in the park.
B. Mother says that the children are playing in the park.
C. Mother says that the children play in the park.
D. Mother said that the children are playing in the park.

Learning Outcomes:

- Students will be able to define direct speech and reported speech.
- Students will be able to distinguish between direct and reported speech.
- Students will be able to list the rules for converting direct speech to reported speech and reported speech to direct speech.
- Students will be able to communicate with ease and frame grammatically correct sentences.

Literature

The Winter Oak by Yuri Nagibin

It starts when Anna Vasilevna begins her lesson and greets the pupils. Her attitude towards the children is firm but respectful; there is a friendly atmosphere in the classroom. She begins work immediately and has clearly grown in confidence as a teacher since last year when she was new and unsure of herself. Her voice is calm and she seems to be enjoying her job. She realises that one of her students, Savushkin, is not in the room and when he walks in late, we see that her reaction is one of disappointment rather than annoyance. His lateness reminds her of similar occasions when he has behaved in this way and this, in turn, causes her to think of similar complaints she has had about the boy from the Geography teacher. Anna Vasilevna appears to be critical of this older woman's classroom discipline and the content of her lessons. Anna is quick to judge people and feels very self-assured about her own skills as a teacher.

Her lesson is about naming nouns; the children appear confident and quickly move from naming things they are immediately familiar with to those outside the classroom. They name things like 'wheel', tractor, and well'. This tells us something about the agricultural environment in which the children live. Eventually they start naming things in the wider world. It is at this point that Savushkin, who has been quiet up until now, appears to wake up out of a dream to offer his contribution of 'winter oak'. The rest of the class responded with laughter, but Anna was intrigued by his response, noticing the passion with which he spoke which was unlike the other children.

By the end of the story, Anna Vasilevna has more understanding of what this tree means to Savushkin. In the meantime she must correct him as he has also used an adjective in his answer and she does this politely asking Savushkin to see her at break. She is exasperated with Savushkin when he cannot give a straight answer to any of her

questions and we realise that she is more concerned with his correct use of grammar than what the boy is actually saying.

From the moment they enter the wood, Anna Vasilevna takes on a different role. She begins to discover a whole new world – the world of nature – and her response becomes one of excitement and wonder and child-like enthusiasm. When she makes an incorrect observation it is Savushkin who corrects her and she realises that in the forest, it is she who is the student and Savushkin the teacher.

When Anna sees the ‘winter oak,’ she continues to be delighted by the world revealed to her by her pupil and her interest increases. It is Savushkin who reminds her of their appointment with his mother and she is quickly brought back into her role as teacher. She realises how she has been ‘taken in’ by her experience and reminds Savushkin that the route through the forest is clearly not the quickest one. It is at this point that she has her moment of **truth and realisation**. She reflects on her lessons in the classroom and realises how ‘dry’ they are and how she needs to look at the beauty and richness of the wider world in order to bring new meaning to them.

At the beginning of the story, Anna Vasilevna was feeling pleased and slightly self satisfied about her skills as a teacher and was even critical of other teachers in the school. She now realises that she has a lot more to learn and her understanding of the children reaches a new level. She thanks Savushkin for the walk and assures him that he can continue to use the pathway as a route to school. When she looks at the ‘winter oak’ for the last time, she realises that the most amazing thing in the forest is not the tree itself but the small human being at the foot of it – Savushkin. She has learnt a powerful lesson about the children she teaches – that they are wonderful, future citizens of the world.

The plot appears to be based on the conflict between a dedicated teacher and a difficult student. However, the plot changes direction in the forest section.

The story has two main characters, Anna Vasilevna and Savushkin.

Anna Vasilevna: hard-working/ dedicated/ serious about teaching/ young/ inexperienced/ quick to judge

Savushkin: polite/ self-assured/ confident / different – he belongs to the world of nature/ observant/ understanding/ modest/ protective

1. What brought a smile to Anna's face?

(fondly remembers how she had taught this lesson last year, has overcome her apprehensions, no longer nervous, is a calm teacher now, more in control of her surroundings)

2. Why was she disappointed?

(new teacher, high ideals, expected her students to behave well and follow school rules and guidelines, had spoilt a well-begun day)

3. Why were first lessons difficult for some teachers? (Paragraph 7)
4. Why did Anna think that Savushkin was a difficult boy?

(had different views, felt he was being dishonest with her, wanted him to apologise and confess that he spent his time playing outside instead of reaching school on time)

5. Describe the woods. Mention any 3 features.
6. Upon entering the woods, was Anna filled with child-like wonder and a keen sense of discovery? (Paragraph 43)
7. What made Savushkin blush and raise his collar?
8. Did you notice the role reversal that had taken place in the story?
9. What was the most wonderful discovery that Anna had made that day?

(understood the importance of taking learning beyond the classroom, bookish knowledge versus practical application, being open to experiential learning)

MCQs

1. What is the theme of the chapter?
 - A. Role-reversal
 - B. hands-on experience
 - C. Trees
 - D. Options a and b
2. Which creatures were spotted by Anna and Savushkin around the winter oak?
 - A. Beetles
 - B. Lizards
 - C. Insects
 - D. all of the above.
3. What was the topic Anna was going to teach her students that day?
 - A. Parts of speech
 - B. Geography
 - C. winter season
 - D. types of trees
4. Why did Anna want to meet Savushkin's mother?
 - A. To discuss his academic progress
 - B. To inform her of Savushkin's tardiness, and seek clarification regarding the same.
 - C. To tell her that he did not understand Nouns.
 - D. None of the above.
5. State whether the following statement is true or false:
 Anna felt that the most wonderful thing about the wood wasn't its winter oak, but this little man, this wonderful citizen of the future.
 - A. True
 - B. False

Learning Outcomes

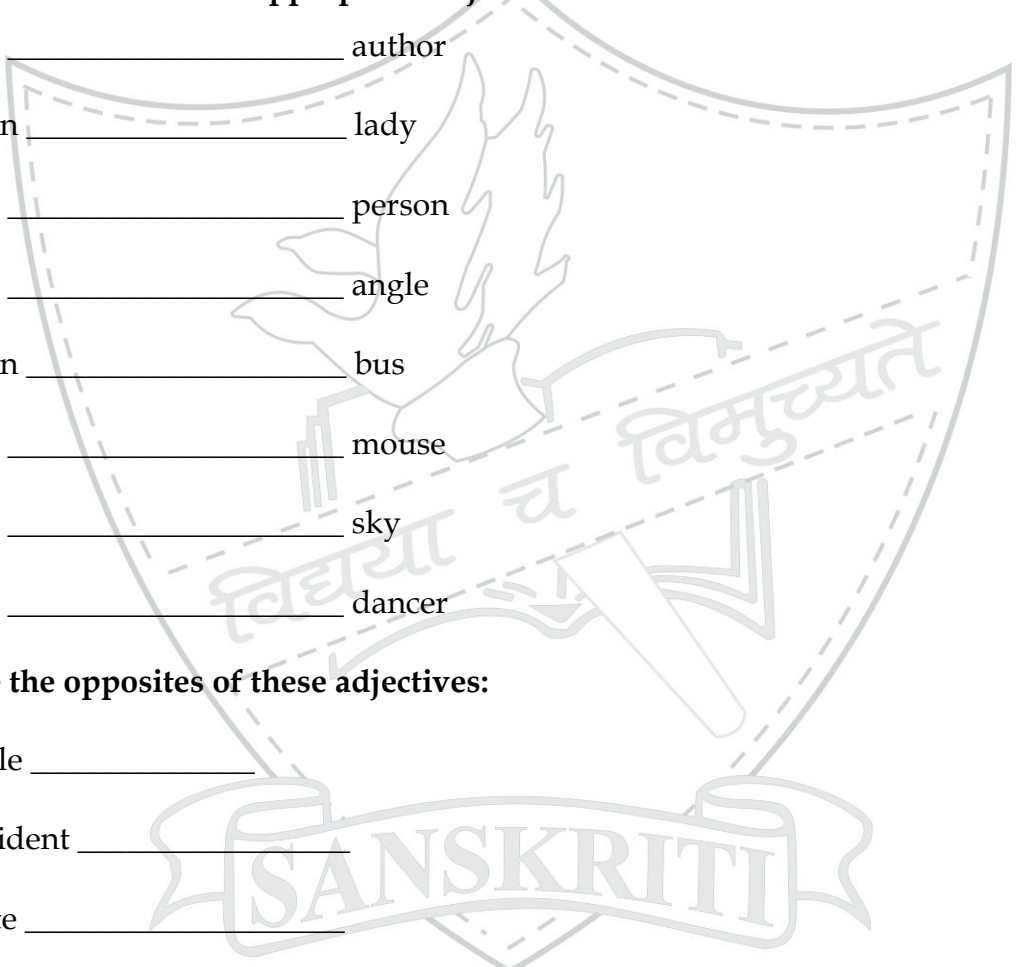
- Students will be able develop an ability to read with comprehension and not

merely decode.

- Students will be able to write short answers using appropriate vocabulary and grammar based on the chapter.
- Students will develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- Students' imagination will develop along with their creativity and aesthetic sensibility.

FOR FURTHER PRACTICE-ADJECTIVES

1. Fill in the blanks with appropriate adjectives:

- 
- a. a _____ author
- b. an _____ lady
- c. a _____ person
- d. a _____ angle
- e. an _____ bus
- f. a _____ mouse
- g. a _____ sky
- h. a _____ dancer

2. Write the opposites of these adjectives:

- a. gentle _____
- b. confident _____
- c. polite _____
- d. boring _____
- e. clever _____
- f. loud _____
- g. grateful _____
- h. deep _____

Fill in each blank with the correct form of the word in the brackets.

I need a _____ (bright) bulb. This light is too dim.

It is getting _____ (dark). Let's go back.

Diamond is the _____ (hard) precious stone.

This colour is _____ (attractive) than that colour.

This is the _____ (sharp) knife on the tray.

Do you think a dog is _____ (lovable) than a cat?

Prevention is _____ (good) than cure.

What is the _____ (little) price you can take?

He had seen _____ (happy) days.

Lead is _____ (heavy) than any other metal.

7. Fill in the blanks in the following passages using the appropriate form of the words given in the brackets. (The first blank has been filled for you.)

Oliver Burr has set a new world record. At thirteen, he is the youngest (young).

Briton to climb the Matterhorn, one of the _____ (high) peaks in the Swiss

Alps. He is three years _____ (young) than the usual minimum age for even attempting the climb.

"The climb was even _____ (hard) than I had thought," says Oliver.

"Several times I felt like giving up but somehow I persisted. When we got to the top, we could see the other peaks. It was truly the _____ (great) sight!"

His mother thinks he should have tried climbing something _____ (small).

Actually, he is going to try an even _____ (big) climb next year; the 4,807 m Mount Blane!

8. Here are some amazing facts about birds:

The _____ (large) living bird is the Ostrich which can grow to a height of over 2.5 m and weigh as much as 155 kg. Although unable to fly, it can run _____ (fast) than most animals.

The _____ (small) bird is the Bee hummingbird of Cuba. It measures about 60 mm long and weighs less than 2gms. This makes it _____ (light) than many insects.

The _____ (heavy) flying bird is the Kori Bustard of Africa. It can weigh as much as 21 kg and although it can fly it prefers to run away from danger.

The Rufus Oven bird of South America is probably the _____ (clever) bird. It is sometimes called the Potter bird because of the way it builds nests out of mud. These nests are _____ (strong) than anything other birds build.

9. State whether the following sentences have the correct order of adjectives or not.

Put a tick (✓) for the correct one and a cross (X) for the incorrect one. In case of the latter, write the correct order.

At home there is a beautiful wooden square table in the dining room.

I was offered a gold unusual ring by my husband.

My grandmother has knitted a new nice woollen pullover for me.

I saw an interesting old American movie with friends at home.

It may rain! There are big black clouds floating in the air.

It was such a lovely sunny day that we decided to go out for a walk.

My daughter has black long beautiful hair.

Last week, I visited a lovely little old village in a remote place.

The gallery exhibited mainly French old strange paintings.

John was given a little black adorable kitten by his sister.

It started to rain so I opened a red and yellow enormous umbrella.

A shiny Italian new sports car was parked opposite my house.

10. Rewrite the following adjectives in the correct order.

1. an/German/old/yellow/car

2. a/cloth/big/red/bag

3. a/cotton/dirty/old/tie

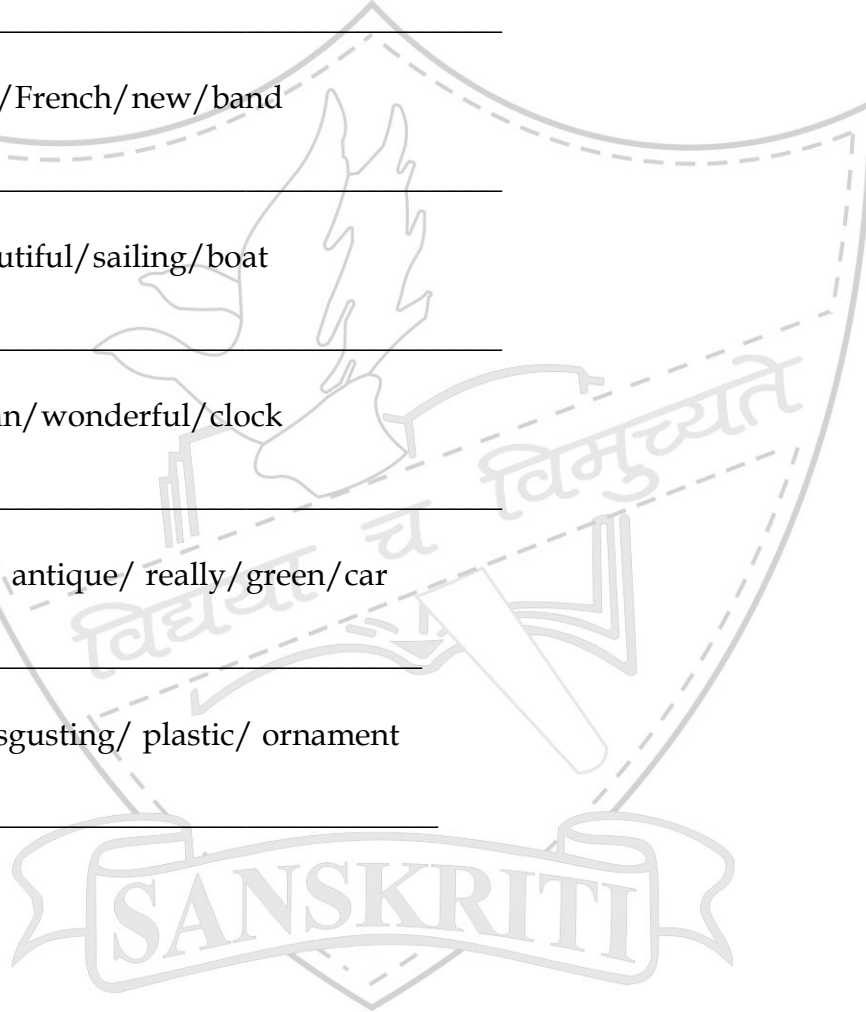
4. an/exciting/French/new/band

5. a/blue/beautiful/sailing/boat

6. a/old/Italian/wonderful/clock

7. a/old/ big/ antique/ really/green/car

8. a/ pink/ disgusting/ plastic/ ornament



THE CIVIL SERVICES SCHOOL

JANUARY
Reading Comprehension

Read the following passage and answer the given questions:

Mumbai Dabbawalas

1. A dabbawala is a person in Mumbai, whose job is carrying and delivering freshly made food from home in lunch boxes to office workers. They are formally known as MTBSA (Mumbai Tiffin Box Suppliers Association), but most people refer to them as the dabbawalas. The dabbawalas originated when India was under the British rule. Since many British people who came to India did not like the local food, a service was set up to bring lunch to their offices straight from their homes.

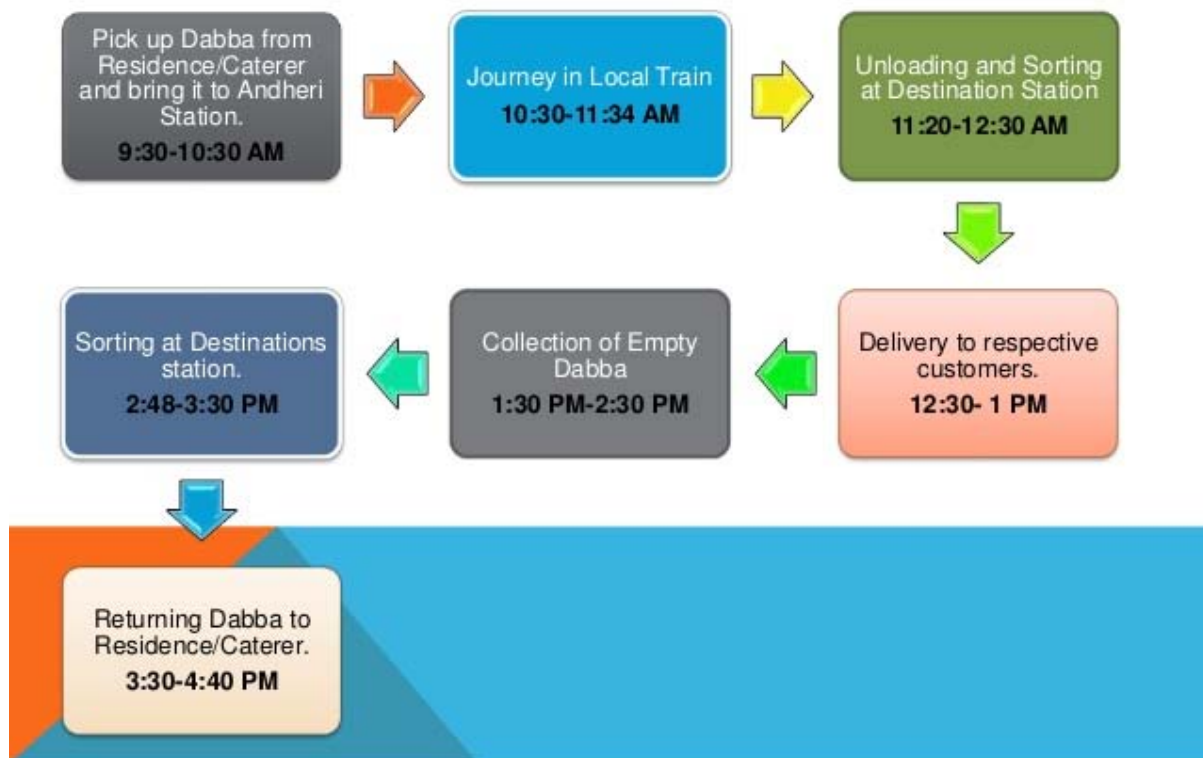
2. Today, businessmen in modern Mumbai use this service and have become the main customers of the dabbawalas. By delivering to each employee his tiffin or lunch, the dabbawalas solve the problem for an estimated 200,000 people. They charge between 150 to 300 per dabba per month, depending on the location and collection time.

3. They are an incredible team. They have a record of no strikes against management. They are always on time, even through the rainiest days on the planet. Their creativity and ingenuity have kept them alive. When telephones services were at a premium in India, the dabbawalas encouraged housewives to use their system to communicate with their spouses by placing little chits inside their boxes. The husbands enjoyed the chits as much as the food. Thus, the dabbawalas were able to “think outside the box” and broaden their capabilities given in a very limited infrastructure.

4. Dabbawalas have also embraced technology. On March 25, 2006, the dabbawalas went online with www.mydabbawala.com. The dabbawalas have become icons of hard work and dedication. In fact, the 5,000 strong workforce (there are a handful of women) is so well known that Prince Charles paid them a visit during his recent trip to India. Several academic institutions regularly invite the dabbawala’s representatives for discussion, and to complement and enhance their academic content.



SUPPLY CHAIN OF DABAWAALA



Q. Choose the correct alternatives:

1. **They have a record of no strikes against**
 - a) businessmen
 - b) customers
 - c) management
 - d) academic institutions
2. **Dabbawalas are appreciated for their _____ thinking.**
 - a) incredible
 - b) out of the box
 - c) limited
 - d) creative
3. **The working of dabbawalas is a _____ in management and organization.**
 - a) limited
 - b) dedication
 - c) lesson
 - d) None of the above
4. **The dabbawalas have become icons of _____ .**
 - a) hard work
 - b) dedication
 - c) Both (1) and (2)
 - d) None of the above

5. Find another word for the following from the 4 paragraph: *hold someone closely in one's arms, as a sign of affection:*

- a) 1.embraced
- b) icon
- c) dedication
- d) academic

6. Put the following tasks in the correct order:

- A. The dabbawala picks up the tiffin from home and takes it to the nearest railway station.
- B. The dabbawala travels with the dabbas to the railway stations nearest to the destinations.
- C. The dabbawala picks up dabbas from the railway station and delivers them to the respective customers.
- D. The dabbawala sorts out the dabbas at the railway station according to destination and puts them in the luggage carriage.

Read the given poem carefully and answer the questions that follow:

*I lay in sorrow, deep distressed
 My grief a proud man heard;
 His looks were cold, he gave me gold
 But not a kindly word
 My sorrow passed-I paid him back
 The gold he gave to me;
 Then I stood erect and spoke my thanks
 And blessed his Charity
 I lay in want, in grief and pain:
 A poor man passed my way
 He bound my head he gave me bread
 He watched me night and day
 How shall I pay him back again,
 For all he did to me
 Oh, gold is great, but greater far
 Is heavenly Sympathy!*

1. Choose a suitable title for the poem
 - A. Sympathy
 - B. Charity
 - C. The Proud and the Poor
 - D. Me
2. Find the meaning of needy or penniless from the poem sympathy/ poor/ greater/ proud
3. Find the opposite of joy from the poem sympathy/ grief/ poor/ greater
4. Which of the following statements is not true?

- A) The poet repaid the proud man
- B) The poor man gave bread to the proud man also
- C) The poor man gave food to the poet and took care of him day and night.
- D) He took the poet home

5. What was it he did not give the poet?

- A) money
- B) gold
- C) food
- D) sympathy

6. How did the poor man take care of the poet?

- A) The poor man gave him some money and food
- B) The poor man gave gold and kind words
- C) The poor man gave food to the poet and took care of him day and night
- D) He took the poet home and held his head which was hurt

7. Which word in the poem means "giving something to a person who is in need"?

- A) charity
- B) sympathy
- C) kindness
- D) distress

Integrated Grammar

1. Arrange the words appropriately to form a meaningful sentence.

Problems/while reading/face/you/can/many

- A) You problems can face many reading while
- B) You can face many problems while reading.
- C) While reading you can face problems many
- D) Many problems you can face reading while

2. Editing

Directions: Read the passage below and identify the correct answer from the options that follow:

My name is Jacqueline. I am 1) a clerk at Dave's Grocery Store. Sometimes I work at a cash register. When 2) I no working there, I work 3) in the service counter. The grocery store has a 4) bank a flower shop, and a pharmacy. 5) There is an ATM 6) between the entrance. The store is on Main Street. 7) All most everybody in town shops 8) to Dave's.

1)

- A. clerk at Dave's
B. a clerk in Dave's
C. a clerk at the Dave's
D. Correct as it is
- 2)
A. I not
B. I am not
C. I'm not
D. Both B and c are correct
- 3)
A. in the services
B. at the service
C. at service
D. Correct as it is
- 4)
A. bank: a flower shop,
B. bank. a flower shop,
C. bank, a flower shop,
D. Correct as it is
- 5)
A. There is a
B. Their is an
C. There are an
D. Correct as it is
- 6)
A. between entrance.
B. near the entrance.
C. near entrance.
D. Correct as it is
- 7)
A. All most every body
B. All most everyone
C. Almost everybody
D. Correct as it is
- 8)
A. at Dave's.
B. by Dave's.
C. at the Dave's.
D. Correct as it is

Agreement of Verb with Subject

The verb always agrees with the subject in number or person

Examples: Lisa **loves** eating mangoes
They **love** playing chess

Here are some rules to remember:

1. When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.

Eg: Henry likes Deepak. (Singular)
Henry and Deepak like Mary. (Plural)

2. 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.

Eg: One of the students in our class was praised by the teacher.
Priya is one of my best friends.

1. When a sentence has two singular subjects joined by the conjunction '*and*' the verb must be plural.

Eg: Bishakha and Suman go to the same school

2. 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.

Eg: The horse and carriage is waiting at the door.
Slow and steady wins the race.

3. When the sentence begins with '*there*', the verb agrees with the real subject that follows it (verb).

Eg: There was a cruel king.
There are six teachers in our department.

4. '*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.

Eg: 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.

5. '*Both*' always takes a plural.

Eg: Both the hill stations were simply great.

6. '*A number of*' means several, many and is therefore always followed by a plural verb.

Eg: There have been a number of important incidents this year.

A large number of people are waiting to meet the prime minister.

7. 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.

Eg: 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.

8. 'A dozen' takes a plural verb

Eg: There are a dozen shoes in the cupboard.

9. 'A pair of' when applies to things like scissors, shoes, trousers, where two components are always thought of together, takes a singular verb.

Eg: A pair of scissors is lying on the table.

10. A plural word must take a plural verb.

Eg: The scissors are in the drawer.

His trousers were very fashionable.

11. Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationery are singular and must take a singular verb.

Eg: The furniture here is of the best quality.

Fruit is very good for health.

12. News is always treated as singular so is advice, business and information.

Eg: The news is that the President will visit our school next week.

This is good advice.

13. Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

Eg: Mumps is a painful disease.

Mathematics is my favourite subject.

14. '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.

Eg: Some of the boys are dishonest.

Half of the books were sold.

15. 'Many' refers to number thus is plural; 'much' refers to amount so is singular.

Eg: Many of the apples were rotten.

Much of the truth was not told.

16. People, poultry, repairs, clergy, studies, and cattle are always in plural.

Eg: The people of our town are very educated.

The clergy have arrived.

The cattle were grazing in the field.

17. 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.

Eg : Thousand miles is a long distance.

One lakh rupees is a lot of money.

18. 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.

Eg : The Adventures of Tom Sawyer is an interesting book.

19. 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.

Eg : 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.

1. Fill in the blanks with the correct option:

1. The Australians _____ faster between the wickets than the Indians.
(run/runs)
2. The cattle _____ frightened by the loud horn of the jeep. (was/were)
3. The first innings of the Sri Lankans _____ going to start soon. (is/are)
4. A pack of wolves _____ a frightening sight. (is/are)
5. DrDolittle _____ the name of a classic story for children. (is/are)
6. Vijay and Dev _____ identical twins. (is/are)
7. Let them _____ what they want. (have/has)
8. It _____ two to start an argument. (take/takes)
9. My classmates _____ very intelligent. (are/is)
10. A school of whales _____ sighted by some fishermen. (was/were)
11. Many of our teachers _____ on the school campus. (live/lives)
12. Five kilometers _____ a long distance to walk. (is/are)
13. Everyone of them _____ lying (is/are)
14. My brother's studies _____ over. (is/are)

15. The furniture _____ bought from a shop in Connaught Place.(was/were)
16. None of them _____ bothered to apologize.(has/have)
17. These spectacles _____ a lot of money. (costs/cost)
18. Much of the advice _____ useful.(was/were)
19. My grandfather's hair _____ all white.(is/are)
20. His information _____ proved to be wrong. (has/have)
21. Poultry raising _____ a big business in this town. (was/were)
22. Politics _____ not a profession for everybody. (is/are)
23. This institution _____ been doing a lot of good work for the needy. (has/have)
24. Tuberculosis _____ a curable disease. (is/are)
25. What _____ your business with the principal of the college? (is / are)
26. A sheep _____ grazing on the hillside.(is / are)
27. Riches _____ wings. (has/have)
28. Milk and sugar _____ a nourishing food. (is/are)
29. The President and the Vice President of the club _____ invited. (was/were)
30. What piece of work _____ man! (is/are)

2. Tick the correct sentence.

1. A large number of students is absent.

A large number of students are absent.

2. Physics are a difficult subject.

Physics is a difficult subject.

3. The committee have been dissolved.

The committee has been dissolved.

4. Milk turn sour very fast.

Milk turns sour very fast.

5. The list of unsuccessful candidates was released yesterday.

The list of unsuccessful candidates were released yesterday.

6. None of the engineers know how to repair this computer.

None of the engineers knows how to repair this computer.

7. Grimms' Fairy Tales are a popular collection of stories for children.

Grimms' Fairy Tales is popular collection of stories for children.

8. Neither of the men have the qualifications.

Neither of the men has the qualifications.

9. There were a lot of rumours about this.

There was a lot of rumours about this.

10. These reports is absolutely false.

These reports are absolutely false.

3. Circle the correct option

- a. Two and two (make/makes) four.
- b. My favourite languages (is/ are) French and English.
- c. Neither of the two actors (was/were) nominated for the award.
- d. Little women (is/are) an entertaining novel.
- e. The lawyer's fees (has/have) been paid in time.
- f. Half of the crops (has/have) been ruined.
- g. The Red Indians (is/ are) a courageous race.
- h. Many people (is/are) not remembered in spite of their heroism.
- i. Notice (has/ have) been sent to all the people concerned.
- j. The Harry Potter series (is/are) popular.
- k. All the world (is/are) a stage, said Shakespeare.
- l. Both the flights (have/has) been cancelled.

- m. Much (has/have) been said, but nothing (has/have) been done.
- n. Neither (is/are) he a scholar, nor a gentleman.
- o. Every girl in this class (is/ are) well behaved.
- p. All his wishes (has/have) been fulfilled.

4. Pick up the correct form of the verb to agree with the subject.

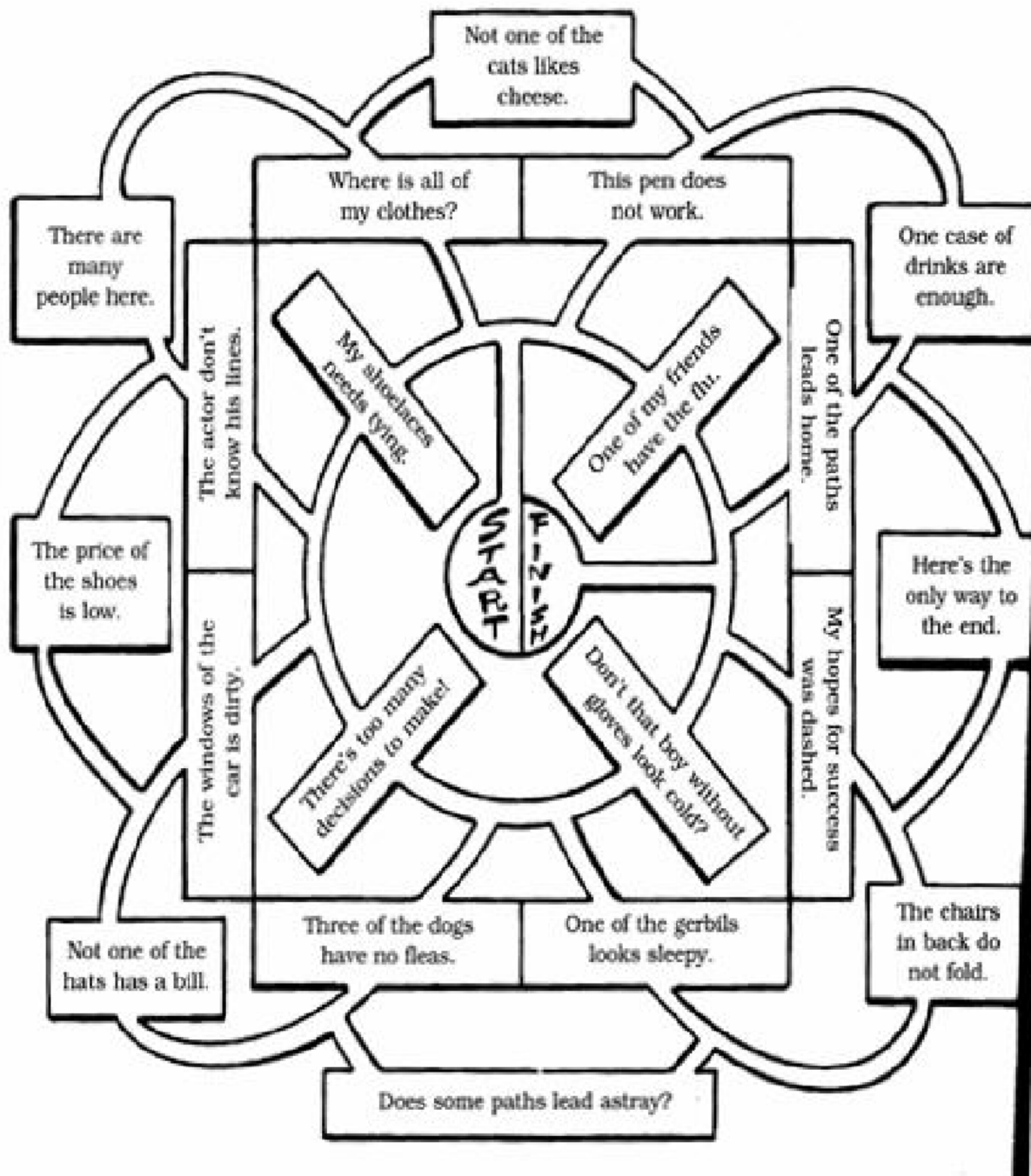
Green lights, white streamers, and electronic noises (1. is/ are) coming from the night sky. Each of the noises (2. are /is) harsh. Both Suraj and Meghana (3. is/ are) sure about having witnessed something truly strange. Neither Mukhul nor Tarini (4. believe/ believes) their story. Meghana's father, mother and brother (5. does/ do) trust her tale. May be an earthquake or even a volcano (6. was! were) in the making. What do you think it could be?

5. Choose the correct option.

- 1. The author of the stories in these books (is, are) Jackie Lander.
- 2. Candace, along with her sisters Lucy and Janet, (was, were) at the party.
- 3. One typewriter for two or three students (seems, seem) adequate.
- 4. This collection of poems (look, looks) interesting.
- 5. The poems in our literature book (is, are) well chosen.
- 6. We were amazed to discover that one of the horses (was, were) limping severely.
- 7. Not one of the characters in those plays (seem, seems) good enough for the part.
- 8. Along the path, each of the trees loaded with pecans (is, are) a haven for the chipmunks.
- 9. It was no surprise that neither of the girls (has, have) good table manners.
- 10. Somebody in those clubs (was, were) not following the correct procedure.

Agreement Maze

Complete the maze by following the sentences that are correct. If a box contains incorrect agreement, stop and go back. You cannot go through that box. The correct path to the finish will take you through ten boxes.



Learning Outcomes:

- Students will be able to identify the singular and plural subjects and verbs in sentences.
- Students will be able to explain the rules for subject-verb agreement
- Students will be able to identify and correct errors in subject-verb agreement.
- Students will be able to connect numbers to verbs.
- Students will be able to construct grammatically correct sentences.

Literature

THE CANTERVILLE GHOST

The Canterville Ghost is a well-known short story by Oscar Wilde, an Anglo- Irish novelist best known for his brilliant and witty comedies. The story that we read brings out the situational comedy and the contrast between the traditional British house owners and the modern American family who refuse to believe or be spooked by ghosts.

A rich American family decides to buy Canterville Chase, an old mansion in England. Lord Canterville, the owner of the mansion, warns the Otis family that the place they are about to buy is haunted. He tells them about the appearance of a ghost and says that he and his wife have witnessed it themselves. He narrates the family story of his grand-aunt, Dowager Duchess of Bolton, who felt the ghost's icy hand placed on her shoulder and never quite recovered from the shock. He further tells of numerous members of the family having seen the ghost and the refusal of the younger staff to stay with them as a result of the disturbing atmosphere.

The Otis family is least concerned and laughs it off. Mr. Otis states that they are modern and do not believe in ghosts. They joke about the ghost and quite happily purchase the mansion. Lord Canterville also warns them that the ghost makes an appearance at the impending death of a family member.

The family settles in and a series of incidents follow. First, Mrs. Umney, the old housekeeper of Canterville Chase, spots a bloodstain on the floor. Mrs. Otis is unruffled and simply wants it removed. Even the grisly tale of a murder on that very spot has no effect on the family. It appears that it is only the housekeeper who is frightened, as even the Otis children simply laugh at Mrs. Umney's narration of having seen the apparition with her own eyes.

When the purported bloodstain has been cleaned and makes an appearance again, the children decide to stay awake to ambush and capture the ghost. They are thrilled at their idea and stay up with gleeful anticipation.

When indeed the ghost makes a dramatic appearance, with the ceremonial eerie sound of clanking metal meant to terrorize the inhabitants, Mr. Otis only seems irritated and hands it a bottle of oil to grease the chain and asks the ghost to wander about noiselessly.

The ghost is appalled. He has never met anyone, let alone an entire family including children, who has not been afraid of a ghost! In fact, it appears that it is he who is tormented by their lack of respect for a ghost and his sinister appearance. He feels humiliated, insulted and is almost afraid of the Otis family, especially the children, and vows to seek revenge.

VOCABULARY:

Impending: awaiting, approaching, coming

Unruffled: unmoved, cool, calm

Humiliated: disgraced, embarrassed, shamed

Purported: supposed, claimed, alleged

Appalled: shocked, horrified, aghast

Apparition: ghost

Eerie: spooky, creepy, strange

Sinister: evil, threatening, strange

Spectre: ghost

Anticipation: eagerness, expectation

QUESTIONS:

Q1. Why has Lord Canterville decided to sell the mansion?

Q2. Describe the encounter that the Duchess has with the ghost. What effect does it have on the staff?

Q3. How does Mrs. Umney explain the stain on the library floor?

Q4. Who is Sir Simon de Canterville? What is his story?

Q5. Describe the plans made by the Otis children when the bloodstain is discovered again.

Q6. How did the Otis family treat the ghost?

Q7. "Goodness me! My dear sir, you cannot go creaking about like this."

a) Who is the speaker of these lines? Who is the "sir" referred to here?

b) Why is the speaker disturbed?

c) What solution does the speaker provide?

Q8. How does the ghost feel about the Otis family?

Sample answer: The ghost abhors the Otis family because they have humiliated him on several occasions. He is tormented by their lack of respect for him. He calls them arrogant and says that he would have the last laugh. In the end, he vows to seek vengeance.

Q9. Imagine that you are a member of the Otis family. How might you have reacted to all the happenings? If the ghost had indeed reached out to you, explain what you might have said or done.



1. What is Mr. Otis's profession?

(a) Writer.

(b) Minister.

(c) Contractor.

(d) Mechanic.

2. Where is Mr. Otis from?

- (a) Canada.
- (b) America.
- (c) England.
- (d) Australia.

3. What is the name of the house that Mr. Otis buys at the beginning of the book?

- (a) Cranburshire Cove.
- (b) Canterville Chase.
- (c) Castlewood Cross.
- (d) Canterbury Castle.

4. Where is the house that Mr. Otis buys at the beginning of the book?

- (a) America.
- (b) Australia.
- (c) Canada.
- (d) England.

5. What does Mr. Otis say he does not believe in?

- (a) God.
- (b) Purgatory.
- (c) Democracy.
- (d) Ghosts.

6. What does the owner's grand-aunt see in the house that frightens her?

- (a) A strange reflection.
- (b) Rivers of blood.
- (c) Two skeleton hands.
- (d) A ghost in chains.

Learning Outcomes:

- Students will be able to understand the author's style and use of literary devices and be able to exemplify this in their own writing.
- Students will be able to summarize the plot and identify conflict in the narrative.
- Students will be able to identify elements of gothic literature in the text and describe how Wilde employs humor in making the story a parody of the genre.
- Students will be able to develop an ability to read with comprehension.
- Students will be able to write short answers using appropriate vocabulary and grammar based on the chapter.
- Students will be able to employ knowledge of the author's style of writing to produce imaginative writing.

FOUR LITTLE FOXES

-Lew Sarett

In this poem, Lew Sarett describes a very sad scene in the valley, when on a cold March morning, he finds a dead vixen in a fox trap, with four cubs lying helpless beside her. The little foxes have seen their mother get caught in a trap. In saying that the cubs "watched their mother go", the poet means that the cubs watched their mother die a slow and painful death. When the speaker tries to shelter them using boughs of a tree, the foxes try to suckle at his arm, mistaking him for their mother. As the speaker leaves with a very heavy heart, the cubs huddle together in the freezing wind and rain. The poet pleads with early Spring to come gently without making much noise. The cruel killing of their mother has left the cubs in such a sorry, weakened state that even something as gentle and pleasant as Spring can be too much for them to endure. The poor little things cannot do anything for themselves and have to depend on the mercy of others to survive. Therefore, the speaker feels that he must appeal even to Spring to be gentler than it already is. He pleads with the cold March winds to blow softly for the cubs had watched their mother die, her feet caught in a trap and her blood splattered on the snow. He asks the Spring to tread softly and not scare the babies as they were blue with cold and starving. When he covered them with branches to warm them, they had suckled his hand. He requests March to tread softly with its wild storms because the baby foxes are cuddling up to one another, shivering and whining in the sleet.

In this poem, the speaker pleads with different elements of nature to be kind to the poor, helpless foxes. The poet wants to shed light on how the thoughtless actions of man can have disastrous consequences for other creatures. It makes us understand the extent of the cruelty that the cubs have borne. The poet personifies different aspects of nature asking them to show mercy on the cubs—in doing so, he makes us realise that he is looking for qualities of kindness and mercy in inanimate things because these qualities are absent in human beings.

POETIC DEVICES:

- Repetition: "Speak gently.....speak gently" , "Walk softly.....walk softly"
- Alliteration: "Speak gently, Spring and make no sudden sound"
- Personification: "Speak gently, Spring" , "Go lightly, Spring" , "Step softly, March", "Walk softly, March"
- Apostrophe: "Speak gently, Spring" , "Go lightly, Spring" , "Step softly, March", "Walk softly, March"

Some more:

- Imagery: "whimpering with pain", "shivering in the rain", "squirming on the ground", "her blood upon the snow"

Q1. What is the speaker's fervent request to Nature?

Q2. How does the speaker show his concern for the babies?

Q3. Why does he plead with Nature?

Q4. What is the irony in the poem?

Q5. What message does the poem convey?

Q6. Which poetic devices did you come across in the poem?

Q7. "Speak gently, Spring, and make no sudden sound;"

- A. Who is the addressee in this line?
- B. Why does the poet ask Spring to speak gently?
- C. Identify the poetic device in this sentence.

Q8. "when I covered them with boughs to shelter them from the harm,"

- A. Who is the poet referring to?
- B. What does this line tell us about the speaker?
- C. What kind of harm is he sheltering them from?

Q9. Their mother_____.

- I. Died a natural death
- II. Was killed by a hunter
- III. Was killed by the poet
- IV. Died due to the cold winds

Q10. What does the poet ask of early Spring?

- I. To step softly
- II. To walk softly
- III. To speak gently

Q11. How would you describe the poet based on his actions in this poem?

- I. empathetic
- II. indifferent
- III. eccentric
- IV. intrusive

Q12. What does the speaker do to protect the young animals?

- I. He covers them with boughs
- II. Pleads nature to be gentle with them
- III. Lets them suckle at his arm
- IV. All of the above

Q13. Four Little Foxes is a heart-wrenching poem. Which lines in the poem touched you the most?

Q14. Have you ever encountered an incident of cruelty to animals? Were you able to do something to help the victim? How did you help them? If not, what stopped you?

Learning Outcomes

- Students will be able to read silently with comprehension and interpret layers of meaning.
- Students will be able to write short answers using appropriate vocabulary and

grammar based on the chapter.

- Students will be able to identify and appreciate significant literary elements, such as metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.

Paragraph Writing

What is a Paragraph?

A collection of sentences developing into a short piece of writing related to one main topic is called a paragraph. Paragraph writing is the foundation of all essay writing, whether the form is expository, persuasive, narrative or creative. A paragraph is made up of three parts.

i) Topic Sentence

The topic sentence states what the paragraph is about. The statement should be clear and interesting. The topic sentence is usually the first sentence, but it may appear later in the paragraph.

ii) Body

The body includes all the sentences that go between the topic sentence and the concluding sentence. In the body you explain the topic in detail and back up what you say with examples.

iii) Concluding Sentence

The concluding sentence wraps up what you want to say in the paragraph. It should leave the reader feeling that the idea is complete.

A paragraph can be narrative, descriptive or persuasive based on the nature of its content. There should be unity, variety, coherence and completeness in the ideas weaved in it.

An example is given below.

1. In a paragraph describe an incident in which you showed kindness towards animals.

Or

An incident which made you feel that animals have feelings.

I tied my shoelaces and said, "I am ready!" in a peppy tone to my grandfather. We were getting ready to go on one of our usual evening walks. The weather was perfect and we chatted about grandfather's childhood as we took a stroll in the huge park near our house. Suddenly we heard a thud behind us. We looked back and saw a beautiful, white dove lying on the hard pavement. We picked it up and rushed back home. There we provided it with food and water. We also discovered that it had hurt its wing. We kept it in a basket on a soft velvet cushion. I immediately named her Snow White. We applied some medicine on its wing. The next day we saw that its condition had improved! Very soon she started to fly short distances inside the room. In a few days time she recovered completely and so I opened the window and she flew out happily. I looked at her soaring high up in the sky and I thought I would never see her again. But

the very next day, when I opened the window, Snow White flew and sat on the window sill and chirped, as if to say, "Thank You".

Topics for Paragraph Writing.

1. In a paragraph, describe the personality of an individual you know and like very much.

The person might be fun or funny or sweet or kind or intriguing (or all or none of these).

The reader should, by the end of the paragraph have a sharp sense of the individual's personality- of how someone thinks and acts, what he or she looks like, and how you feel about the person. Details are extremely important. For example if you are writing about your grandmother, don't just stick to a stereotype description like 'a nice old lady'. Even if grandma is nice and old, she is more than that (just like you are more than 'good kids').

In the topic sentence you could give a clear generalization about the personality. In the body, support the generalization with a brief story and relevant details, such as physical description.

2. Note

Beware of a bad start!

If you are writing a paragraph, do not start by saying, 'I am going to describe a rainy day.' Let the readers think for themselves.

Avoid repetition as it makes a paragraph boring. To add variety, one can start the sentences in **different** ways. You should not have too many sentences describing the same aspect of a theme.

Do not use sentences starting with words like **but, because, so** and **or**

3. Write a paragraph on the following topics in about 80-100 words:

- My favourite character from a book.
- If I could be someone else for a day, I would be...
- One thing I want to do by the time I leave grade 6 is...
- Describe a childhood memory that is still fresh in your mind
- Things that you miss the most about Junior school

The Chronicles of Narnia-

The Lion, the Witch and the Wardrobe

About the author

Clive Staples Lewis was accomplished in creating fantasy stories from a young age. As a young boy living in Ireland, Clive (known as 'Jack') and his brother Warren ('Warnie') used to make up stories about fantastic lands populated by heroic, talking animals. While making up many characters and stories, Jack invented a long history for 'Animal-land' and drew maps of its geography. He would often tell his brother these stories sitting in their grandfather's old wardrobe.

C S Lewis was inspired to write children's books when groups of evacuee children were sent to stay with him during the Second World War. As the children did not know many stories, Lewis decided to make up stories for them himself, using as a starting point the image of a fawn carrying parcels and an umbrella in a snowy landscape. One day, one of the evacuee girls saw a wardrobe in Lewis' house and asked him what was behind it. Thus the gateway to Narnia was born.



About the book

The second book in the classic series, **The Chronicles of Narnia** by C. S. Lewis; **The Lion, the Witch and the Wardrobe** offers a glimpse into the Magical World of Narnia. This beautiful, mythical country is first discovered by Lucy Pevensie (One of the main protagonists and the youngest of the four kids.) who hides in the wardrobe one day, but uncovers a secret passage to the picturesque world of Narnia. The idea of a wardrobe leading to an unexplored terrain grips the mind of Lucy. She goes into this world, befriends a certain Mr. Tumnus (a faun) but returns to her own world as she is warned by the faun that The White Witch (the undesirable sovereign of Narnia) will hunt her down.

Fate leads the four Pevensie kids into the enchanted world of Narnia. The natives of that place, suffering under the cruel regime of The White Witch, consider the kids' entry in their world as a good omen. They lead them to Aslan (The actual lord of the woods) and thus they start the preparation for the ultimate battle of Good against Evil (The White Witch).

Lewis captures the mind of the readers with his vivid description of this fantasy land. The presence of creatures like centaurs, fauns, unicorns and werewolves gives this novel a distinct mythical aura.

CHAPTER 1

Q1. Why were the four kids sent away from London? Where did they eventually go?

Q2. Who was the first person to open the wardrobe? What did that person find when the wardrobe was opened?

Q3. What first made Lucy realize that something queer was happening in the wardrobe?

Q4. Who was the first person Lucy met in the cold woods of Narnia?

Q5. Why was Lucy shocked when she first saw Mr. Tumnus?

Q6. Who was Mr. Tumnus? Describe his appearance.

CHAPTER 2

Q7. Why did Mr. Tumnus think of himself as a bad faun?

Q8. What kind of job was assigned to Mr. Tumnus? And by whom?

Q9. What did he fear would happen to him if he failed to keep his promise? Why did he decide not to keep the promise anyway?

CHAPTER 3

Q10. What made Lucy upset when she returned after her meeting with Mr. Tumnus from the land of Narnia?

Q11. What was Edmund's first impression of the Lady on the sledge? Who did the Lady say she was?

Q12. Give a brief description of The White Witch.

CHAPTER 4

Q13. What promise did The White Witch make to Edmund if he returns to her with his brother and sisters?

Q14. What was unusual about this particular Turkish Delight?

Q15. Why do you think the queen seemed not to mind Edmund's forgetting his manners as he answered her questions?

CHAPTER 5

Q16. Describe the Professor's house.

Q17. Give a character sketch of Mrs. Macready.

Q18. What did Peter and Susan decide to do about their concern over Lucy?

Q19. How did the Professor respond to their account of Lucy's story? What did the Professor say were the only three logical possibilities?

CHAPTER 6

- Q20. How did the four kids stumble together into the world of Narnia?
- Q21. What did the four kids discover when they went to meet Mr. Tumnus?
- Q22. Why did the siblings decide not to just go home?
- Q23. What did Edmund suggest about the robin? Why did Peter decide to trust the bird?

CHAPTER 7

- Q24. Write a short note on Mr. and Mrs. Beaver.
- Q25. How did the children know that Mr. Beaver was a friend?
- Q26. How did the name of Aslan affect each of the children?

CHAPTER 8

- Q27. What happened to Mr. Tumnus after he helped Lucy leave Narnia?
- Q28. Who was Aslan? Describe his appearance.
- Q29. What is the significance of the thrones at Cair Paravel?
- Q30. Why did Narnia have such a long winter?

CHAPTER 9

- Q31. Who slipped out from the Beavers' Dinner? Why?
- Q32. Who was Maugrim? What role did he play in the story?

CHAPTER 10

- Q33. Why was the magic of The White Witch weakening? What were the signs of her weakening magic?
- Q34. What gifts did Father Christmas give to the kids? What instructions did he give with every gift?

CHAPTER 11

- Q35. How was Edmund treated at The White Witch's house?
- Q36. How did Edmund feel riding in the Witch's sledge?
- Q37. What did the Witch order the wolf to do?

CHAPTER 12

- Q38. List the animals that sided with The White Witch and the ones that supported Aslan.
- Q39. Describe the Stone Table.
- Q40. Why do you think the children and the Beavers hesitated to approach Aslan?

CHAPTER 13

- Q41. Why did The White Witch claim Edmund as her property?

Q42. How did the Witch and the Dwarf avoid being captured when Edmund was rescued?

Q43. Why had the Witch come?

CHAPTER 14

Q44. What was the pact between The White Witch and Aslan? Did the White Witch keep her promise?

Q45. What did the girls see when they got up in the middle of the night? What did Aslan say when they asked to go with him?

CHAPTER 15

Q46. How did Aslan become alive again?

Q47. What had the Witch not known?

CHAPTER 16

Q48. How did they all get out of the Witch's courtyard?

Q49. What was happening in the center of the battlefield?

CHAPTER 17

Q29. What happened after The White Witch's death?

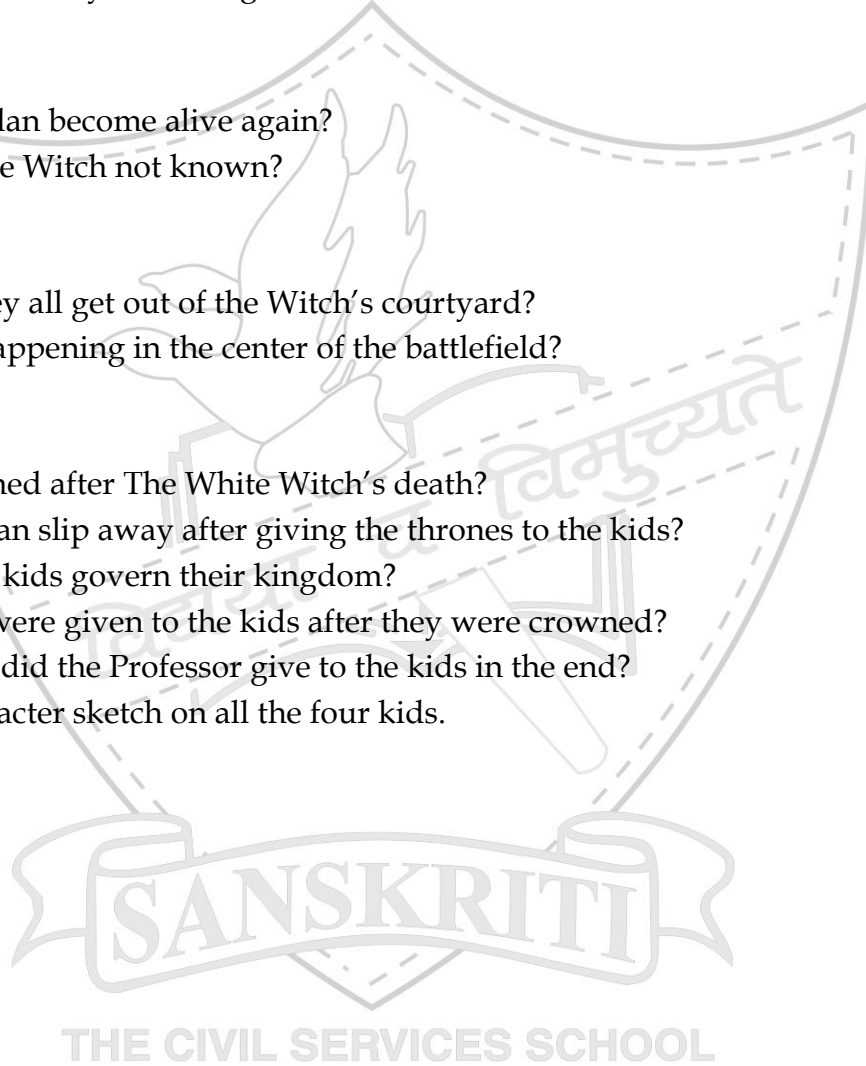
Q30. Why did Aslan slip away after giving the thrones to the kids?

Q31. How did the kids govern their kingdom?

Q32. What Titles were given to the kids after they were crowned?

Q33. What advice did the Professor give to the kids in the end?

Q34. Write a character sketch on all the four kids.



Multiple Choice Questions

1. Who was the professor's housekeeper?

- (a) Susan
- (b) Maugrim
- (c) Mrs. Macready

2. Mr. Tumnus was _____

- a) A centaur
- b) A faun
- c) A beaver

3. Which one of the following kids was misled by The White Witch?

- a) Lucy
- b) Edmund
- c) Peter

4. How did The White Witch punish Mr. Tumnus?

- a) She killed him
- b) She banished him from the land of Narnia
- c) She turned him into stone

5. Who gave precious gifts to the four kids in the land of Narnia?

- a) Father Christmas
- b) The beavers
- c) Aslan

6. What was Cair Paravel?

- a) The name of The White Witch's dog
- b) A castle on the sea
- c) A spell that The White Witch used

7. Who was Maugrim?

- a) The chief of The White Witch's secret police
- b) The head of Aslan's army
- c) The Beaver

8. Which of the following were not on The White Witch's side?

- a) Maugrim



- b) Werewolves
- c) The giant Rumblebuffin

Which of the following is true?

- 1) Peter, Susan, Edmund and Lucy were the professor's own kids.
- 2) Mrs. Macready was really fond of kids.
- 3) Lucy and Susan were Daughters of Eve.
- 4) The onset of spring in Narnia was a sign of Aslan's growing power.
- 5) The giant Rumblebuffin was an evil creature.
- 6) The centaurs, unicorns and eagles were on the side of The White Witch.
- 7) Aslan lived with the kids and helped them in governing the land of Narnia.
- 8) The White Witch claimed Edmund as her own property.
- 9) Cair Paravel was the name of the Professor's house.
- 10) Lucy was given the title of The Valiant Queen.

Reference to Context

1. *I'm a kidnapper for her, that's what I am. Look at me, Daughter of Eve.*
 - a) Who is the speaker and what was he/she planning to do?
 - b) Who is the *Daughter of Eve* in the above lines? Why is she called so?
 - c) Do you think the speaker feels remorse for his/her actions? Explain.
2. *You are to be the prince and – later on the King.....I will make your brother a Duke and your sisters Duchesses.*
 - a) Who is the speaker and the listener?
 - b) What kind of promise is the speaker making? Why?
3. *Poor fellow, he got wind of the arrest before it actually happened and handed this over to me.*
 - a) Who is the speaker?
 - b) Who is the *Poor fellow* in the above lines?
 - c) Explain *got wind of the arrest*.
4. *Now I will kill you instead of him as our pact was and so the Deep Magic will be appeased. But when you are dead what will prevent me from killing him as well?*
 - a) Who is the speaker and the listener?
 - b) What kind of pact is the speaker talking about?
 - c) Throw some light on the nature of the speaker.

Learning Outcomes

- d) Students will develop an ability to read with comprehension and not merely decode.
- e) Students will be able to develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
- f) Students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner recognise and accept diversity in terms of language and culture.
- g) Students will be able to develop a global perspective on various issues through literature, ICT, media, etc.



APPENDIX

SAMPLE ANSWERS

THE STARTING POINT

Q. How did the meeting with Brigadier S P Vohra change Milkha Singh's life?

After the meeting with Brigadier S P Vohra, Milkha was taken off fatigue duty and given more time to practise running. He was given better facilities, a nutritious diet and special attention was paid to his grooming. Meeting Brigadier S P Vohra opened up a world of opportunities for Milkha.

BROWN WOLF

Q. Do you think Brown tried to tell Walt, Madge and Skiff Miller to stay together? What makes you say so?

Yes, brown tried to tell Madge, Walt and Skiff Miller to be together so that he can be with both of them. Brown first tried to stop Miller from going and then tried to get Walt to stop Miller. He finally begged Madge to do him a favour.

THE BANYAN TREE

Sunlight danced on the ripples like restless tiny shuttles weaving golden tapestry.

a. Name the poem and the poet.

The poem is 'The Banyan Tree.' It was written by Rabindranath Tagore.

b. State and explain any one poetic device used in the above line.

The poetic device used in the above line is a simile. That is, a poetic device that involves the comparison of one thing with another thing of a different kind. The poet compares the sunlight on the water to the making of fabric.

TABBY'S TABLECLOTH

Q. Why did Tabby march out of the kitchen with her nose in the air? What does this say about her?

Tabby pretended that she was offended and did not like Mrs. Bliss' old maid's curt indication to her to go away. She exaggerated her display of being offended as she did not want the Bliss household to suspect her plans to remain in the house at any cost to see their special guests.

THE FOG

Q. What is the message that the poet is trying to convey to his readers?

In the poem 'The Fog', a sighted man finds himself in a fog so thick that he becomes disoriented and cannot find his way home due to lack of visibility. A blind man comes

to his rescue and leads him home. The poem is about trust, lack of awareness and understanding of things unseen and the fact that one's handicap in a certain aspect of life may well be an advantage in another.

THE CANTERVILLE GHOST

Q. How does the ghost feel about the Otis family?

The ghost abhors the Otis family because they humiliated him on several occasions. He is tormented by their lack of respect for him. He calls them arrogant and says that he would have the last laugh. In the end, he vows to seek vengeance.

Q. What does the fence symbolise?

In this chapter, the fence is portrayed as a silent, yet powerful symbol of segregation. The fence is a metaphor for separation.

THE FOUNTAIN

Q. How does the fountain inspire us?

The speaker looks at the untiring movement of the fountain going up and down throughout the day and night. It exhibits happiness every moment. It is forever moving, either soaring or falling and each movement is filled with cheer and delight. The glorious fountain inspires us to be happy and be constant in our positive attitude towards life whatever difficulties may befall us. The speaker wishes that his heart too should be fresh and constant like the fountain.

FOUR LITTLE FOXES

Q. What is the poet's fervent request to Nature?

The poet makes an earnest request to Nature to take all precautions to take care of the helpless little foxes. He first requests the wind to blow softly, as a strong wind would blow away these delicate animals. He then pleads with Spring to be even more gentle and not to alarm them as he has covered the little ones using boughs as shelter for them. He pleads with Nature to show more sympathy by not bringing in a severe hurricane or rain as that would almost kill the orphaned foxes since they were already whimpering with pain.

WINTER OAK

Why were Anna and Savushkin late in meeting his mother at three? Did she understand what kept the young boy from reaching the school on time?

They were both in awe of their natural surroundings and were exploring the bounty of nature. The wood offered delightful wonders that were yet to be discovered by them. They were soaking in the sights and sounds of the enchanting forest. While discovering

the magical surroundings, they lost track of time. Anna understood why Savushkiin was always late in reaching school even though he started early.

DUSK

Write a brief character sketch of Gortsby.

Gortsby was a sharp and intelligent man who sat each evening to observe people who visited the park. An opinionated and judgemental man, he liked to form opinions about others. He was certainly better off than the people he often observed. Gortsby had a hardened attitude towards those in need as he was sceptical of the account narrated by the stranger.

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