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CLASS VII
SYLLABUS 2021-22

<u>MONTH</u>	<u>LITERATURE</u>	<u>GRAMMAR</u>	<u>WRITING</u>	<u>SUPPLEMENTARY READER</u>
April-May	Homesickness Friends and Flatterers (Poem)	Revision of: Articles and Determiners Prepositions Perfect Tenses	Short Story Writing Informal Letter	The Boy in the Striped Pyjamas
July	The Wolves of Cernogratz Heartwood (Poem)	Revision of: Conjunctions Reported Speech	Formal Letter (Letter to the Editor)	The Boy in the Striped Pyjamas
August	An Uncomfortable Bed	Adverbs	Diary Entry	The Boy in the Striped Pyjamas
September - October	Zero Hour	Prefix and Suffix Synonyms and Antonyms Homophones and Homonyms	Advertisement (Commercial)	The Boy in the Striped Pyjamas
November	Master Artist	Revision of: Adjectives and Subject-Verb Agreement	Factual Description	The Boy in the Striped Pyjamas
December	The Mother Bird (Poem)	Revision of: Punctuation Collocation	Autobiography Writing	The Boy in the Striped Pyjamas
January	Break, Break, Break (Poem)	Active and Passive Voice		The Boy in the Striped Pyjamas
February	My Unknown Friend Revision for Second Term Examination			

CLASS
VII
2021-22
INTERNAL
ASSESSMENT

TERM 1			
A	Unit Test		
B	<p>(i) Group Activity: (AIL) Project: The Boy in the Striped Pyjamas-Comic strip On A4 sheet (May'21)</p> <p>(ii) Individual Activity: Speaking and Listening Skills (July-Aug 2021)</p>		
C	<p>Notebooks: Homework, assignments, regularity, neatness</p>		
TERM 2			
A	Unit Test		
B	<p>(i) Group Activity: The Boy in the Striped Pyjamas-Literature Circle (Jan'22)</p> <p>(ii) Individual Activity: Speaking and Listening Skills (Dec'21-Feb 2022)</p>		
C	<p>Notebooks: Homework, assignments, regularity, neatness</p>		

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TERM 1

A. Unit Test 1

B. Subject Enrichment Activity:

Group Activity: Comic strip

The details of the project on *The Boy in the Striped Pyjamas* are as follows:

A **comic strip** based on one of Chapters 1-5 of the book will be made by each group.

The students will present their comic strip on A4 sheet and speak about it in the class.

RUBRICS FOR ASSESSMENT (*The Boy in the Striped Pyjamas*)

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

Individual Activity: a) Speaking Skills (Just a minute)

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

RUBRICS FOR ASSESSMENT:

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

Individual Activity: b) Listening Skills Assessment

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

RUBRICS FOR ASSESSMENT:

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

C. Notebooks: Homework, assignments, regularity, neatness

TERM 2:**A. Unit Test 2****B. Subject Enrichment Activity:**

Group Activity: Literature Circle(Based on *The Boy in the Striped Pyjamas*)

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

RUBRICS FOR ASSESSMENT:

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

Individual Activity: Listening Skills Assessment

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

RUBRICS FOR ASSESSMENT:

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

Individual Activity: Speaking Skills**RUBRICS FOR ASSESSMENT:**

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

C Notebooks: Homework, assignments, regularity, neatness

Recommended Reading

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

Tips and Techniques to Enhance Your Vocabulary

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

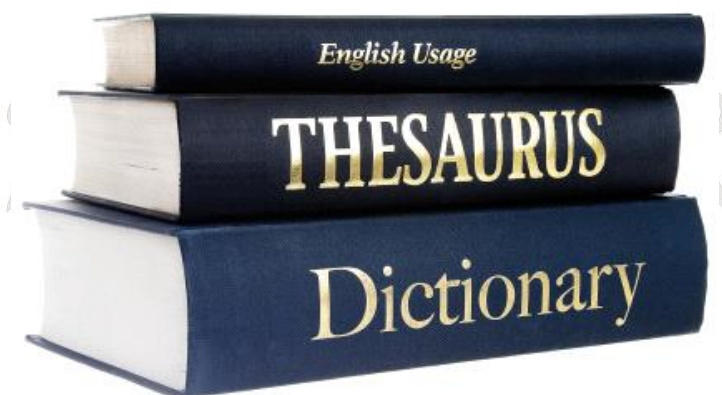
1. Read, Read, Read!



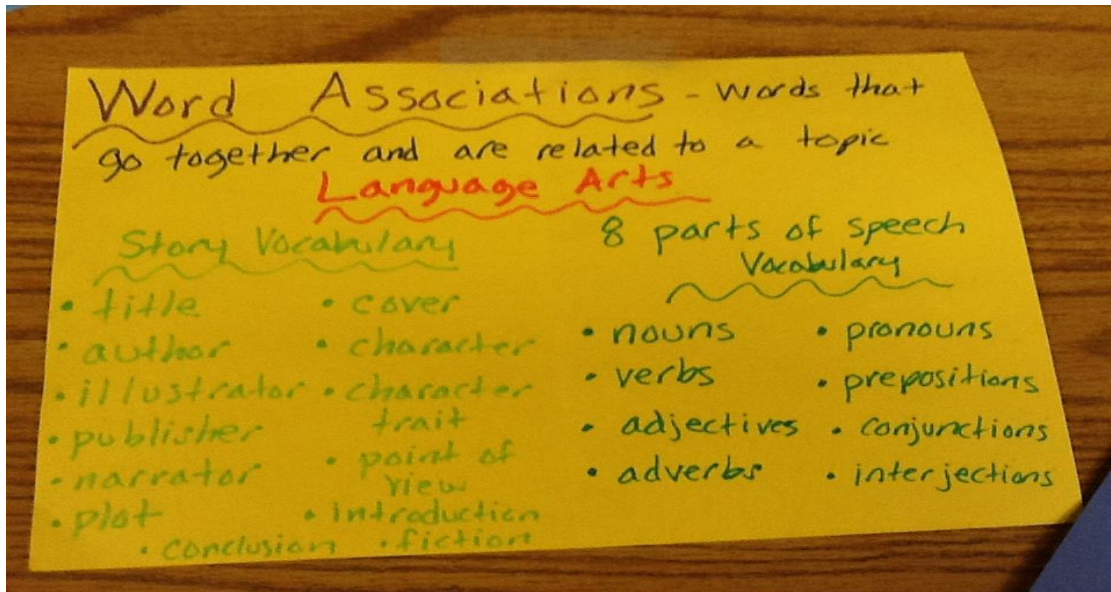
Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues that is based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the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

2. Highlight New Words

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



2. Practice Word Association



Ty 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



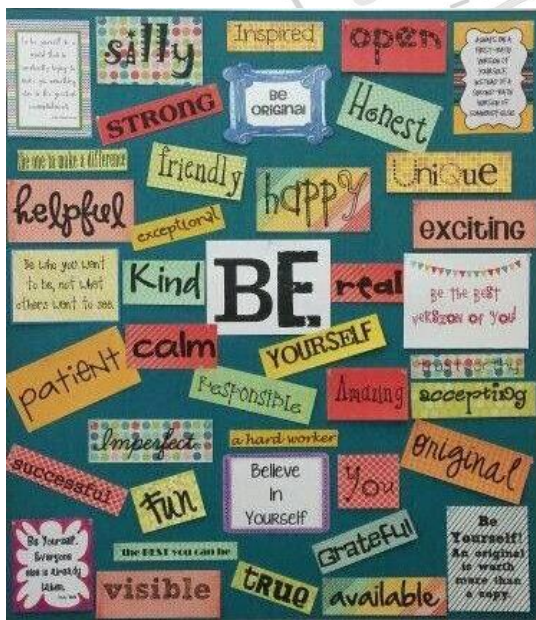
You can keep a physical calendar, or try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your Smartphone for a few minutes each day.

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.



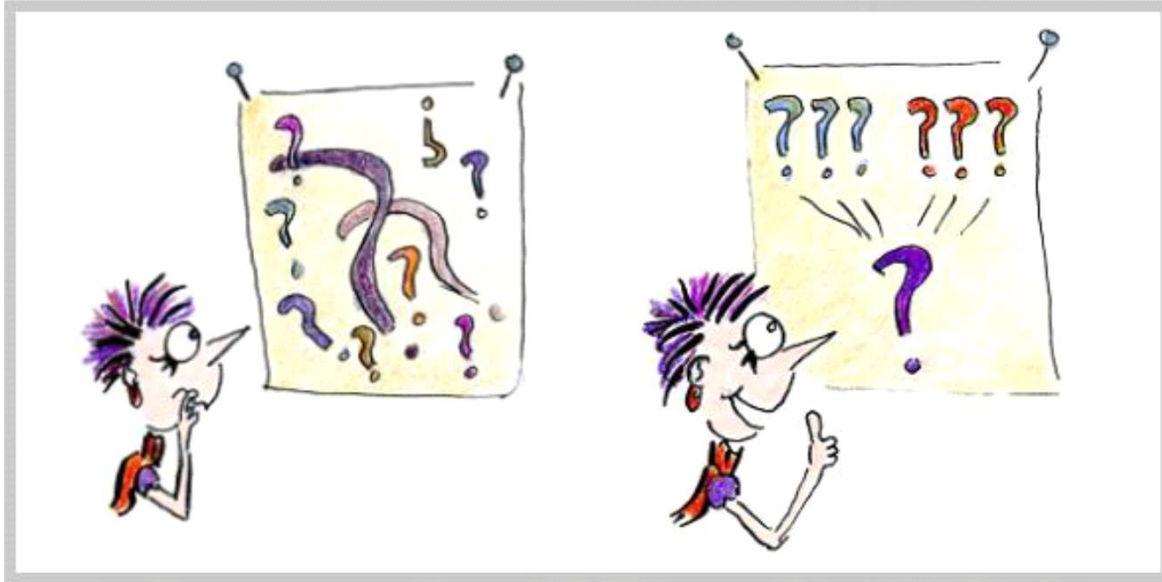
2. Careful choice of words

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'!



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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.



To get started you must:

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

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

Rubrics For Short Writing Skills

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



April-May

Reading: Comprehension**Writing: Short Story & Informal Letter****Grammar: Revision of Articles and Determiners, Prepositions, Perfect Tenses****Literature: 1. Homesickness****2. Friends and Flatterers****Section A****Reading Comprehension****Read the passage and answer the questions that follow:****Peculiarities of Life**

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

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

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

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

*-From Three Men in a Boat***A.1 Tick the correct answer:**

- 1) The author found Stivvings extraordinary because:
 - a) His name was Sandford and Merton
 - b) He would fall ill easily

- c) He loved to study
- 2) When the author says 'weak-minded ideas', he means:
- Stivvings was a weak boy
 - He found it strange that someone would like to study so much
 - That he was weak and harmless like a baby
- 3) There was no other boy as Stivvings :
- He was the cleverest of them all.
 - He fell ill twice a week
 - He yearned to win prizes
- 4) What did the other boys do to be like Stivvings ?
- Studied regularly
 - Tried winning competitions
 - Tried falling ill
- 5) Word used in the passage meaning 'scheming' is:
- recommenced
 - contrary
 - manoeuvre
- 6) Identify the antonym of conclude from the passage:
- recommence
 - blustery
 - reputed

A 2. Read the poem and answer the questions that follow:

Stopping by Woods on a Snowy Evening

BY ROBERT FROST

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,
But I have promises to keep,

And miles to go before I sleep,
And miles to go before I sleep.

- 1) The poet knows the owner of the woods.
 - a) True
 - b) False
- 2) The poet has stopped :
 - a) He was tired
 - b) The horse was hungry
 - c) He wanted to see the snow filling up the woods
- 3) The horse finds it queer because:
 - a) There was no farmhouse in sight.
 - b) It was a strange place
 - c) The poet wasn't giving him food.
- 4) The horse gives his harness a shake:
 - a) He is scared of darkness
 - b) To ask if there was some mistake
 - c) He was hungry
- 5) Find the incorrect statement:
 - a) There was silence in the woods
 - b) It was the darkest evening of the year
 - c) There was sound of the wind
- 6) The message conveyed is:
 - a) One must stop and admire the beauty of nature
 - b) The poet has lot of responsibilities to fulfill before the end of life
 - c) We must take proper care of animals
- 7) The rhyme scheme of the first three stanzas:
 - a) AABB
 - b) ABAB
 - c) AABA
- 8) The poetic device used is:
 - a) Simile
 - b) Metaphor
 - c) Personification

Section-B (Writing)

Short Story Writing

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

What is a plot?

A plot is the main event of the story.

It keeps the whole story together.

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

A Story Map**Setting****Characters****Problem/ Conflict****Major Events****Climax****Resolution****Theme**

How do you work out your plot?

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

The beginning: Decide on where the plot will take place. Examples: town/village/space ship/boat/at sea. Decide on how many characters you will have. How many main characters and how many minor characters will you have and how will they be like?

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

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

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

1. What was the name of the story?

2.2. Where did the plot take place?

3. How many main characters were there?

4. How many minor characters were there?

5. What was the plot or story about?

6. How did the plot end?

Do away with hackneyed story lines like-

Once upon a time.....

Long long ago.....

One day.....

Instead try something like-

Boom!.....

I jumped out of my skin.....

'Please sir, can you help me?' The squeaky voice seemed to come from my pen.....

At a time when dinosaurs walked the earth.....

Or anything else that is imaginative and different!

Short Story

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

First Step:

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

Requirements:

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

Basic Situation/Exposition

Conflict

Complications/Rising Actions

Climax

Resolution

Theme

Story Choices:**Story Choices:****1. Graphic Story**

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

Examples: Watchmen, Boys Over Flowers, Persepolis, Maus

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

2. Twisted Fairy Tale

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

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

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

3. Science Fiction

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

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

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

4. New Superhero Tale

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

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

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

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

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

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

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

Learning Outcome:

Students will be able to:

- think critically and creatively.
- develop their functional writing skills
- learn how to use drama effectively to build suspense
- get motivated to read books/other short stories
- develop empathy and communication Skills (When writers create universes with imaginary characters and settings, they imagine personalities, emotions, places, and walks of life outside of their own lives.)

Informal Letter

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

Format:

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

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

Greetings or Salutation-e.g. Dear Sapna

Introduction-short paragraph with appropriate opening sentence

Body- one or two paragraphs relevant to the topic.

Conclusion-courteous and polite leave-taking

Subscription - Yours affectionately/Yours sincerely

Signature-Your first name

Example

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

20, SP Road
Chanakyapuri
Delhi-110021

20th April, 2019

Dear Robin

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

I am having a great time in my new school. Initially it was difficult to adjust but now I've made many friends. The studies are not too tough and the teachers are not too strict!

There are many activities that keep me busy. The Book-Week just got over and I won first prize in group recitation. I am learning chess and judo in after-school classes. Soon the swimming pool will open and I'm looking forward to that.

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

Reply soon!

Yours affectionately

Pranav

Questions:

- i. Write a letter to your grandparents requesting them to come and stay with you during vacations.
- ii. Your friend from Mumbai is visiting Delhi for one day. Write a letter to her/him giving suggestions on what places to see in your city.
- iii. Write a letter to your friend telling him/her about your new pet.

Learning Outcomes:

Students will be able to:

- plan effectively and organise their thoughts well.
- self-reflect and express their feelings/experiences better
- enhance their creativity and vocabulary

Section C

Determiners and Articles

Determiners are words which come before nouns.

The following are the most commonly used determiners:

Articles: a, an, the

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

Demonstratives: this, that, these, those

Interrogative Determiners: what, which, whose

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

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

A. Fill in the blanks with the correct article:

1. His sister is nothousewife. She teaches in a school.
 - a) a
 - b) an
 - c) the
2. I bought.....egg,packet of milk andloaf of bread.
 - a) a, an, the
 - b) a, a, the
 - c) an, a, a
3. Let us solve.....problem at hand before we proceed further
 - a) a
 - b) an
 - c) the
4. He is one who qualified the National Talent Search Examination
 - a) a
 - b) an
 - c) the
5. They usually spend their holidays in _____ mountains.
 - a) a
 - b) an
 - c) the
6. I can't live on _____ 500 dollars a month
 - a) a
 - b) the
 - c) no article
7. Someone call _____ police!
 - a) the
 - b) a

- c) an
8. I don't like _____ dogs, but I like my brother's dog.
- a) a
b) the
c) no article
9. The party was so loud that she asked them to turn music down
- a) a
b) the
c) no article
10. It's old house and needs some work.
- a) an
b) a
c) the

**4. In the passage below, one word has been omitted in each line. Mark that place with a slash '/' and choose the omitted word from the options given:
(a, an, the)**

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

5. Fill in the blanks with suitable quantifiers:

- a) I was pleased to see _____ volunteers for the program.
- 1) several
2) no
3) much
4) more
- b) We have _____ time, so hurry up.
- 1) much
2) little
3) more
4) many
- c) If _____ of them is going, I will have to go.
- 1) either

- 2) neither
3) most
4) all
- d) I want _____ sips of water as I'm thirsty.
1) a few
2) little
3) some
4) many
- e) _____ of people attended the party.
1) lot of
2) a lot of
3) most
4) none
- f) I have _____ money than you.
1) less
2) fewer
3) enough
4) some
- g) There is not _____ ink in the pen.
1) some
2) any
3) little
4) few
- h) He is a man of _____ words.
1) few
2) a few
3) little
4) many
- i) _____ of my friends are going on the trip.
1) much
2) many
3) more
4) any
- j) _____ countries in the world have honest politicians.
1) few
2) less
3) none
4) much
- k) I have scarcely _____ money to buy a new dress.
1) any
2) some
3) few

- 1) There is not _____ work to be done.
- 1) much
 - 2) many
 - 3) little
 - 4) enough

Q6. Fill in the blanks with appropriate determiners :

1. Do you have _____ good news for me
 - 1) a
 - 2) both
 - 3) the
 - 4) some
2. Do you have _____ information about the lost child
 - 1) any
 - 2) more
 - 3) few
 - 4) an
3. Here is _____ water in the jug for every one
 - 1) a few
 - 2) enough
 - 3) little
 - 4) much
4. I shall be going to Bombay for _____ days
 - 1) much
 - 2) some
 - 3) little
 - 4) every
5. How _____ sugar did you buy?
 - 1) many
 - 2) much
 - 3) little
 - 4) some
6. He takes milk _____ day.
 - 1) each
 - 2) every
 - 3) some
 - 4) many
7. The cake was very tasty. _____ of the girls ate two pieces each.
 - 1) most
 - 2) more
 - 3) none
 - 4) every

Learning Outcome:

Students will be able to:

- use the targeted grammar structure appropriately and confidently in written and oral forms of communication
- find their way around the exercises given in the assignments with accuracy
- identify the exceptions to the rules and develop an ear for the correct usage of language
- feel more confident to read more complex material and participate in public speaking

Prepositions

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

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

Here is a list of some more prepositions:

1. Simple

prepositions:

Examples:

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

Few others are:

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

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

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

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

According to, agreeable to, along with, away from, in addition to,
in course of, in favor of, in honor of, in order to,
in spite of, with reference to, with regard etc...

Nouns, verbs, adjectives and participles are often combined with
prepositions such as Noun + Preposition, Verb + Preposition,
Adjective + Preposition, and Participle + Preposition.

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

Examples:

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

Special uses of prepositions:

(1) At and In

At is used for a point of time; or for comparatively small places. e.g. He came home at 5 p.m.
She stays at her aunt's place at Safdarjung Enclave.
In is used to denote a time when something happens; or for comparatively large places. e.g. I was born in 1998. She lives in London.

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

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

Examples:

6. In India

7. In Texas

8. In New York

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

Examples:

9. On Mount road

10. On Parliament road

11. On the East coast

"AT" is used to denote an exact spot.

Examples:

12. At the door

13. At 7 O'clock

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

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

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

"IN" is used before the year and month.

"ON" is used before the day and date.

"AT" is used before actual time.

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

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

Examples:

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

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

Examples:

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

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

(2) On and upon

On is used to denote things that are at rest.

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

Upon is used to denote things in motion.

e.g. The cat pounced upon the mouse.

(3) In and Into

In denotes a state of rest.

e.g. The students are in the class.

Into denotes a state of motion.

e.g. He dived into the swimming pool.

(4) Between and Among

Between is used to refer to two persons and things. e.g.

She sat between her two best friends.

Among refers to more than two persons and things.

e.g. Please distribute the sweets among yourselves.

(5) Since and For

Since is used to refer to a point of time in the past. e.g.

She has been living here since 1930.

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

slept for six hours.

(6) Beside and Besides

Beside refers to the 'side of something'. e.g. The

cat sat beside the table.

Besides means, 'in addition to'.

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

A. Choose the correct word from the options given:

a. Whenever the Sharmas visit India, they stay..... a village near Amritsar.

1. at
2. in
3. by
4. on

b. The boatman rowed.....the river.

1. along
2. across
3. through
4. by

c. The tired man leaned.....the wall.

1. on
2. against
3. to
4. onto

d. He was late and the bus left..... him.

1. with
2. without
3. off
4. on

e. Shops are generally closed.....Sundays.

1. on
2. at
3. in
4. by

f. I like to have pancakesbreakfast.

1. at
2. in
3. for
4. beside

g. Come and sit me.

1. beside
2. besides
3. by
4. along

h. The white, fluffy rabbit fell..... the well.

1. in
2. into
3. on
4. onto

i. I have been working here the last two years.

1. for
2. since
3. till
4. on

j. He insisted doing the work himself.

1. in
2. on
3. to
4. for

k. The king ruled a vast empire.

1. in
2. over
3. by
4. on

l. This road leads Delhi.

1. to
2. from
3. into

m. Mr. Gupta has no control..... his finances.

1. over
2. of
3. about
4. on

n. Take care your family.

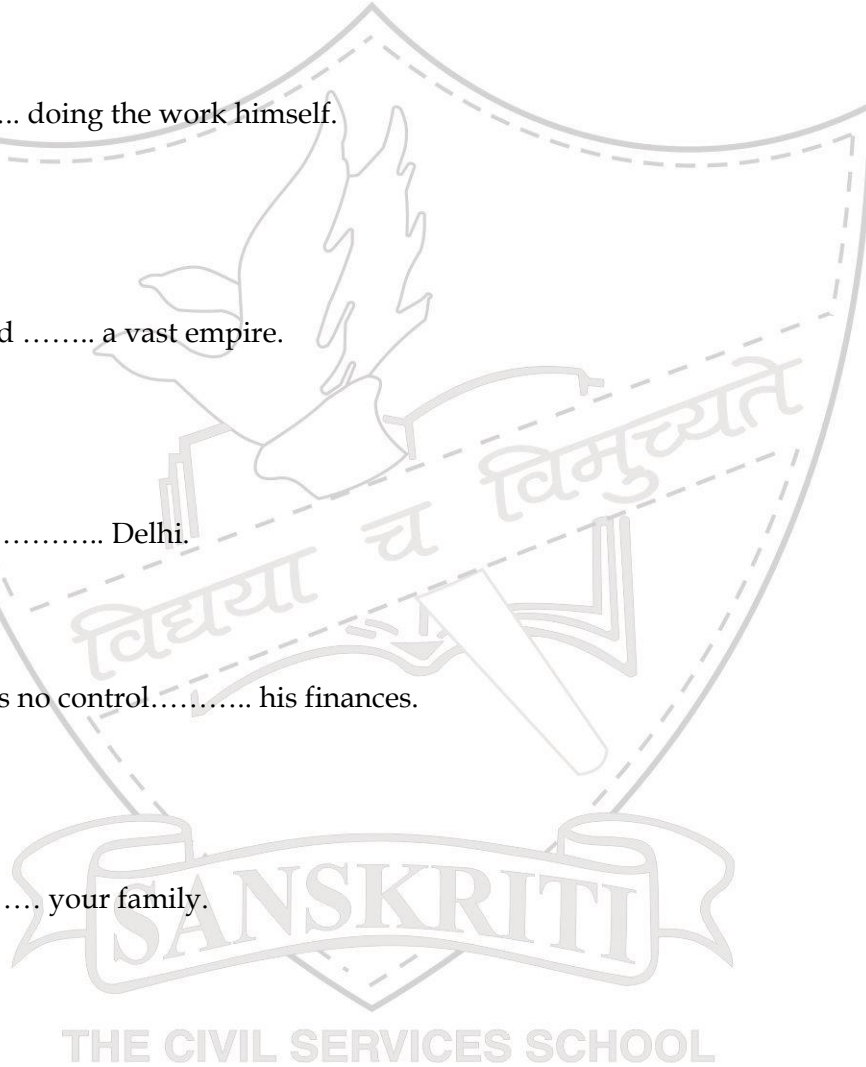
1. of
2. for
3. after
4. with

o. He was speeding and lost controlhis car.

1. over
2. of
3. in
4. from

p. There is a lot of dust the shelf.

1. over
2. on



3. above
4. across

q. My friend lives in the flat.....ours.

1. above
2. over
3. around
4. between

r. There are bookshelves..... the wall.

1. along
2. across
3. on
4. through

s. The king succeeded..... the throne at the age of ten.

1. to
2. over
3. in
4. below

t. Distribute the sweets..... the students.

1. between
2. among
3. to
4. for

B. Fill in the correct preposition:

1. Dan could not choose _____ the two video games.

- a) between
- b) among
- c) amongst
- d) amidst

2. Melissa played happily _____ the eight puppies.

- a) between
- b) among
- c) along
- d) behind

3. This phone is different _____ that one.

- a) to
- b) from
- c) of
- d) as

4. I was very cross _____ you when you didn't call.

- a) with
- b) at
- c) of
- d) before

5. Make sure you divide the chocolate bar _____ four equal pieces.

- a) into
- b) to
- c) onto
- d) amid

6. I really think you will benefit _____ a gym course.

- a) of
- b) from
- c) by
- d) among

7. My birthday coincides _____ yours.

- a) with
- b) at
- c) along
- d) amidst

8. Dion had to compete _____ boys who were older than him.

- a) against
- b) with
- c) opposite
- d) across

9. Are you prepared _____ a difficult journey?

- a) for
- b) to
- c) off
- d) above

10. Nicola will be discharged _____ hospital tomorrow.

- a) from
- b) to
- c) by
- d) about

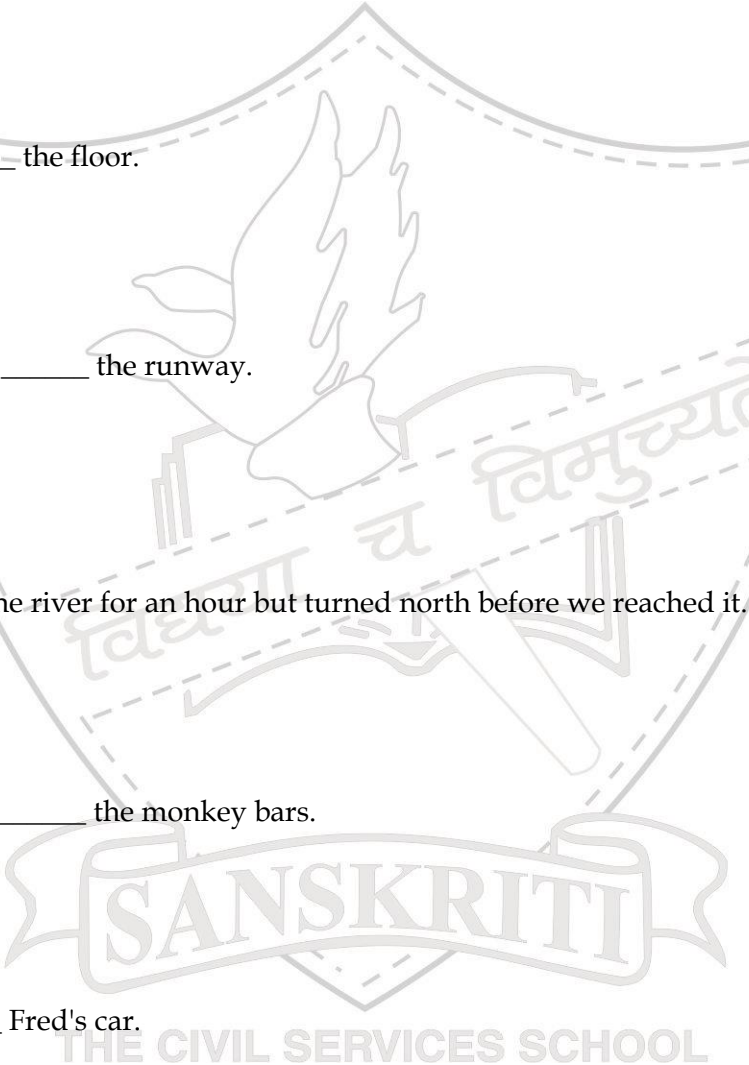
C. Exercise : Prepositions of Direction: To, On (to), In (to)

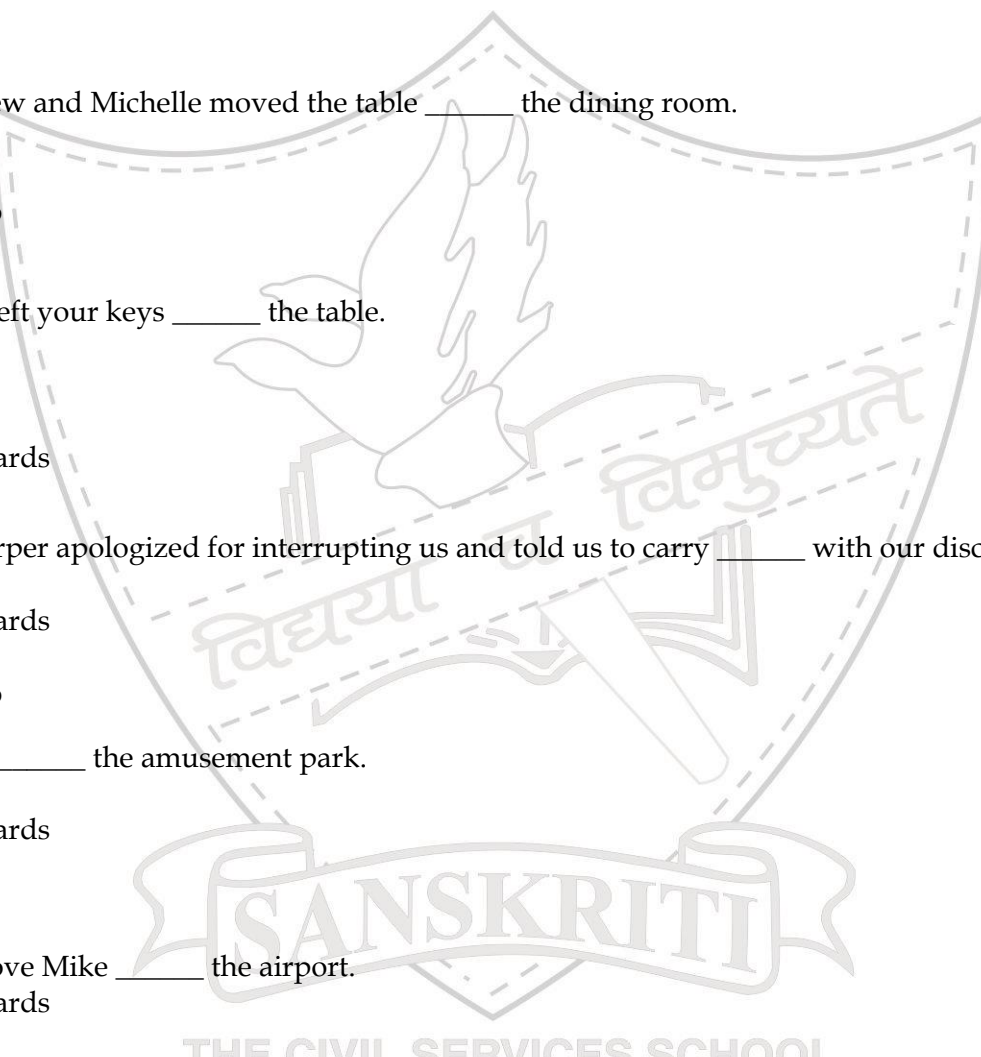
Complete the following sentences with the correct preposition:

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

1. Anna has returned _____ her home town.

- a) to
- b) on
- c) in

- d) into
2. The dog jumped _____ the lake.
- a) onto
 - b) in
 - c) into
 - d) on
3. Are the boys still swimming _____ the pool?
- a) in
 - b) on
 - c) into
 - d) towards
4. Thomas fell _____ the floor.
- a) on
 - b) onto
 - c) towards
 - d) in
5. The plane landed _____ the runway.
- a) to
 - b) towards
 - c) on
 - d) in
6. We drove _____ the river for an hour but turned north before we reached it.
- a) to
 - b) onto
 - c) towards
 - d) into
7. The kids climbed _____ the monkey bars.
- a) on
 - b) onto
 - c) to
 - d) towards
8. Joanna got _____ Fred's car.
- a) in
 - b) into
 - c) on
 - d) onto
9. The baby spilled his cereal _____ the floor.
- a) onto
 - b) in
 - c) on
 - d) into
- 

10. We cried to the man on the ladder, "Hang _____!"
a) in
b) on
c) into
d) onto
11. I went _____ the gym.
a) towards
b) to
c) in
d) on
12. Matthew and Michelle moved the table _____ the dining room.
a) into
b) to
c) onto
d) on
13. Allan left your keys _____ the table.
a) in
b) to
c) on
d) towards
14. Dr. Karper apologized for interrupting us and told us to carry _____ with our discussion.
a) on
b) towards
c) in
d) onto
15. I walk _____ the amusement park.
a) to
b) towards
c) into
d) in
16. Pat drove Mike _____ the airport.
a) towards
b) to
c) into
d) onto
17. Glenn almost fell _____ the river.
a) in
b) into
c) on
d) to
- 

18. The waitress noticed that there was no more Diet Pepsi _____ Marty's glass.

- a) on
- b) in
- c) into
- d) onto

19. Lee and Sarah took the bus that was heading _____ the university.

- a) to
- b) towards
- c) on
- d) into

20. Mary Sue jumped _____ the stage and danced.

- a) on
- b) onto
- c) into
- d) in

Learning Outcome:

Students will be able to:

- use the targeted grammar structure appropriately and confidently in written and oral forms of communication
- find their way around the exercises given in the assignments with accuracy
- identify the exceptions to the rules and develop an ear for the correct usage of language
- feel more confident to read more complex material and participate in public speaking

Section-C

Perfect Tenses

The Present Perfect Tense

The Past Perfect tense

The Present Perfect Tense

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

He **has eaten** his dinner

A. Fill in the correct option:

1. I _____ my homework yet.

- a) have finish
- b) has finished
- c) did finished
- d) haven't finished

2. My father is on the way. He _____ home yet.

- a) haven't arrived
- b) hasn't arrived
- c) didn't arrived
- d) arrived

3. I am not hungry. I have _____ eaten.
a) yet
b) now
c) just
d) ever
4. I have never _____ to Paris.
a) been
b) went
c) go
d) was
5. _____ you ever been to New York?
a) Are
b) Were
c) Do
d) Have
6. I am still working. I haven't finished my work _____.
a) already
b) yet
c) still
d) never
7. I am looking for my pen. I _____ it.
a) have lost
b) lost
c) did lost
d) was lost
8. During the two years David _____ ten different jobs.
a) has has
b) has had
c) have had
d) have has
9. I _____ a teacher since 2002.
a) was
b) has been
c) have been
d) had been
10. My friend _____ my new dress yet.
a) haven't seen
b) didn't see
c) hasn't see
d) hasn't seen

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The Past Perfect Tense

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

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

B. Fill in the blanks with the past participle:

1. Suddenly he remembered where he _____ the treasure.
 - a) had hid
 - b) was hiding
 - c) had hidden
 - d) hid
2. My test results were not as good as I _____ .
 - a) had expected
 - b) was expecting
 - c) expected
 - d) expect
3. He collected money for those who _____ their homes.
 - a) were losing
 - b) lost
 - c) had lost
 - d) lose
4. It was 11a.m. and she still _____ out of bed.
 - a) didn't get
 - b) hadn't got
 - c) hadn't gotten
 - d) gotten
5. The road was blocked by a tree which _____ in the storm.
 - a) fell
 - b) has fallen
 - c) had fallen
6. I _____ my home-work before the guests came.
 - a) did
 - b) had done
 - c) have done
 - d) done

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

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

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

E.g. I had been thinking of you when I got your card.
He had been working at a bank before going to Dubai.

C. Fill in the blanks with the present perfect continuous tense:

1. She _____ on the phone for over an hour.
 - a) was chatting
 - b) is chatting
 - c) has been chatting
2. Who _____ in my chair?
 - a) has been sitting
 - b) was sitting
 - c) sat
3. We _____ 'Oliver Twist' in school.
 - a) have been reading
 - b) were reading
 - c) had been reading
4. I _____ whether to start revising yet.
 - a) am wondering
 - b) had been wondering
 - c) have been wondering
5. I _____ in the hospital for three years.
 - a) work
 - b) have been working
 - c) am working
6. I _____ to do this puzzle for the last three hours.
 - a) have been trying
 - b) am trying
 - c) had been trying

D. Fill in the blanks with the past perfect continuous tense:

1. Cathy _____ the piano when Anna rang the doorbell.
 - a) plays
 - b) played
 - c) has been playing
 - d) had been playing
2. Martha _____ three miles a day before she broke her leg.
 - a) walked
 - b) has been walking
 - c) had been walking
 - d) was walking
3. Rohan _____ the movie when Peter called.
 - a) watches
 - b) have watched
 - c) had been watching

- d) was watching
4. He _____ in the States for fifteen years but he still does not have command over the English language.
- a) have been living
 - b) has been living
 - c) have lived
 - d) had been living
5. He _____ less than an hour when he ran out of petrol.
- a) was driving
 - b) had been driving
 - c) has been driving
 - d) have been driving
6. They were very tired in the evening because they _____ on the farm all day.
- a) have been helping
 - b) has been helping
 - c) had been helping
 - d) helped
7. They _____ all day so their legs were sore in the evening.
- a) were cycling
 - b) have been cycling
 - c) had been cycling
 - d) cycled

E. Change the tense of the verbs, as directed:

- i. My brother _____ the day in the races today (simple past).
- a) spend
 - b) spent
 - c) spending
 - d) was spending
- ii. I _____ my two ten-rupee notes (present perfect).
- a) lose
 - b) has lost
 - c) have lost
 - d) lost
- iii. The patient _____ before the doctor came.(past perfect).
- a) die
 - b) died

- c) had died
d) has died
- iv. He _____ never a lion before.(past perfect).
a) see
b) has seen
c) was seeing
d) had seen
- v. We _____ this sum for an hour(past perfect continuous).
a) solve
b) had been solving
c) have solved
d) have been solving
- vi. I posted the letter after I _____ it (past perfect).
a) wrote
b) had written
c) was written
d) writing
- vii. The play _____ when I reached the hall(past perfect).
a) began
b) begun
c) had begun
d) was beginning
- viii. He _____ for two hours (past perfect continuous).
a) had studied
b) studied
c) had been studying
d) was studying

Learning Outcome:

Students will be able to:

- understand several situations in which present perfect tense is necessary to use
- distinguish between perfect tense and other forms of tenses

Jumbled sentences

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

- her children's safety / mother / every / about / worries
 - Mother worries about every her children's safety
 - Every mother worries about her children's safety
 - Her children's safety every mother worries about
 - Worries every mother about her children's safety
- as / a / picture / she was / as pretty
 - She was as pretty as a picture
 - As pretty as a picture she was

- c) As pretty she was as a picture
d) She was as a picture as pretty
3. no/rain/was/year/one/there/for
- a) For one year there was no rain
b) No rain there was for one year
c) There was no rain for one year
d) no rain was there for one year
4. considerate/we/one another/should be/towards
- a) We should be considerate towards one another
b) Should we be considerate towards one another
c) Towards one another we should be considerate
d) Considerate towards one another we should be

Integrated Grammar Practice

1. The following passage has not been edited. There is a word missing in each line. Identify the correct word:

- a) In the evening a change came grandmother.
b) She did not pray. She collected the women the
c) neighbourhood, got old drum and started to sing.
d) For several hours she thumped sagging
e) skins of the drums and sang the homecoming
f) of the warriors. We had persuade her
g) to stop overstraining. That the first time
h) since I had known her she did not pray.
i) The next morning she taken ill.

- a) over, on, at
b) from, of, about
c) a, an, the
d) that, the, over
e) of, about, on
f) to, been, on
g) is, only, was
h) since, for, that
i) had, was, is

2. Fill in the blanks using: said/told/asked/says

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

SECTION-D LITERATURE**Homesickness**

Roald attended St. Peter's from ages nine to thirteen, and he was so homesick at first that he even faked the symptoms of appendicitis (which he remembered from Astri and his older half-sister Ellen) to earn a trip home. He eventually adjusted to school life, but he never learned to like it.

The lesson is about a boy who is so home sick that he pretends to have appendicitis in order to be sent home. He goes to the matron with the complaint and cries out in pain as she begins prodding his tummy. He is sent back home where he visits Dr. Dunbar and plays the same trick. Dr. Dunbar finds out the truth. He is allowed to go home for 3 days and is advised not to repeat the trick.

Q1. How does the author describe 'Homesickness'?

Q2. Why was the author confident that he would be able to carry out his plan?

Q3. What advice was given to the author by Dr. Dunbar?

Q4. Reference to the context:

1. "I set about making a plan for getting myself sent back home."

a) What was the plan?

b) Why did the protagonist want to go back home?

2. "You're faking, aren't you?"

a) Identify the speaker and the addressee.

b) What is the speaker referring to?

c) Why does the speaker think so?

3. Choose the correct option: MCQ

Homesickness is compared to:

- a) Loneliness
- b) sadness
- c) seasickness
- d) appendicitis

4. Choose the Incorrect option:

The author believed that he would be able to fake appendicitis:

- a) He had seen his sister suffering from appendicitis
- b) He had observed his sister closely during appendicitis attack
- c) He was confident that he would be able to fool everyone at school
- d) He had suffered from appendicitis a few years back

Learning Outcome:

By the end of the lesson, students will be able to:

- relate to the childhood trick played by the speaker.
- relate how the author looks back at himself and the people with fondness and humour.
- analyse the speaker's character and his level of confidence at different times.
- identify the autobiographical elements in the story.

Friends and Flatterers

William Shakespeare

Theme:

The poem ' **Friends and Flatterers** ' written by William Shakespeare tells us that our true friends are not those who praise us in good times but those who help us in times of need. According to the poet, a person who flatters you is not necessarily your friend.

Summary:

According to the poet, a person who flatters you is not necessarily your friend. Their words are like the winds which come, go and change direction very easily. He says that as long as you are affluent, all will be your friend but when you need some help, no one will come up to help you. But a true friend will always be with you. If you are in sorrow, they will weep with you and will stay awake if you can't sleep, with every grief of yours he grieves too. These are the basic differences that must be kept in mind to segregate a friend from a flatterer.

The poem showcases the poet's disappointment, bitterness and realization of the dark side of human nature.

Q1. Pick the correct option:

Everyone will be your friend

- if you are faithful to them
- when you have enough money to spend on them
- if you flatter them
- if you pity them

Q2. 'Words are easy, like the wind; whose words are being referred to?

- Friends
- Foe
- Flatterers
- Family

Q3. How could a flatterer be a foe?

- cheats us with false words of friendship and praise.
- makes us spend all our money on him
- is miserable in our misery
- is always helpful

Learning Outcome:

By the end of the lesson, students will be able to:

- list words that are different from modern English.
- differentiate between friends and foes.
- illustrate the poem from the speaker's perspective.
- infer the message conveyed.

For Further Practice:

I. Fill in the blanks with the correct article:

- _____ European holiday is _____ expensive one compared to _____ holiday to _____ nearest hill station.(a, an, the)
- I used my shoe as _____ hammer.
- _____ moon goes around _____ earth every 27 days.
- _____ Soviet Union was _____ first country to send a man into space.
- You write _____ 'L' like this and _____ 'T' like that.
- He used to be _____ engineer, now he has his own business.

7. _____ honest man is hard to find these days.
8. The show lasts for _____ hour.
9. _____ ounce is _____ unit of measurement.
10. It is _____ interesting fact that the aeroplane's shadow is virtually _____ same regardless of its altitude.

II. Rewrite the following Simple Past sentences in Present Perfect Tense:

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

2. My parents spoke to my class teacher.

3. He broke the vase!

4. She hid her cell phone to evade punishment.

5. The police caught the thief.

6. He defended his kingdom bravely.



THE CIVIL SERVICES SCHOOL

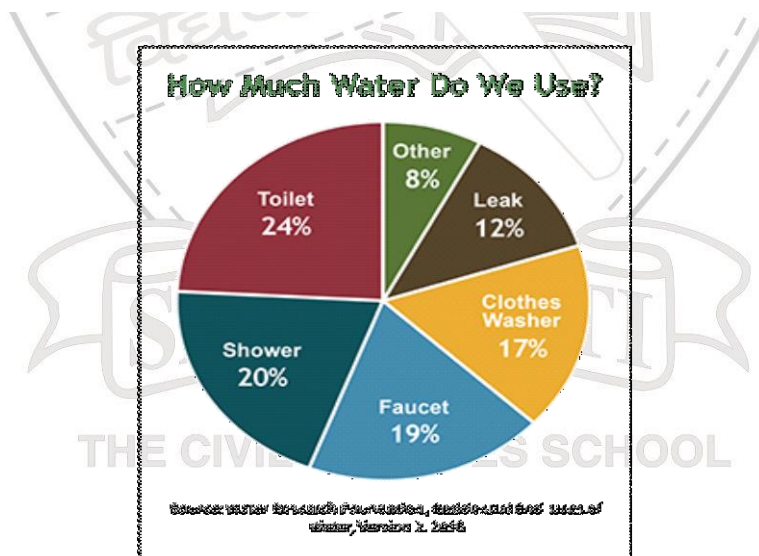
July

Reading: Comprehension**Writing: Formal Letter (Letter to the Editor)****Grammar: Conjunctions, Reported Speech****Literature: The Wolves of Cernogratz and Heartwood****Our water, our future**

“Scarcity of water all over the world is becoming an increasing problem. And it’s only going to get worse”, said Richard Connor, editor-in-chief of the United Nations World Water Development Report 2016 (WWDR). He went on to say “Water has already been relatively scarce, It’s just that populations are growing and economies are developing, so demand for water keeps increasing, but the quantity of water that is available does not.”

Water covers 70% of the earth surface but freshwater for drinking and other uses is about only 2.5 %. This makes water one of the scarce resources that the entire human race consumes. If we reduce the amount of water we daily use for various activities like bathing, laundry, watering plants, etc. we can easily save water for future generations.

Next to air, water is the most important element for the preservation of life. Water is a finite commodity which, if not managed properly, will result in shortages in the near future. Water conservation can go a long way to help alleviate these impending shortages.



Below are some of the many ways that we can implement as an individual or as a household to save water.

1. Turn off the taps

Leaving a tap running while brushing teeth uses 6 litres of water a minute. And by fixing a

dripping tap you can save over 60 litres of water a week.



2. Shower with less

It's easy to linger in the shower when you're sleepy in the morning – four-minute timers can help. And switching to an efficient shower head will allow you to lather up in less water.

3. Time your gardening

Water outdoor plants in the early morning or at the end of the day. This stops water evaporating straight away in sunlight and heat. Also, water onto the soil rather than leaves. This makes sure the liquid goes straight to the roots, where it's needed.

4. Catch rainwater

Installing water butts saves you turning on the tap. And your plants will thank you for rainwater rather than treated tap water. You can also cut water use by 33% by watering plants manually instead of using automatic sprinklers.

5. Check faucets and pipes for leaks

Even a small drip can waste 50 or more gallons of water a day.

6. Don't run the hose while washing your car

Soap down your car from a pail of soapy water. Use a hose only to rinse it off.

Conservation is defined as “**the act of preserving, guarding and protecting or wise use of the environment or its natural resources.**”

It can simply start with you at your own home. Water is life, so we need to preserve it not only for ourselves but also for the next generation to enjoy the natural taste of water.

1. Reason for the rise in demand of water. Mark all correct answers:

- a) Increase in population
- b) Growing economy
- c) A garden in every house
- d) Surplus vehicles

2. Total availability of water:

- a) 100 percent
- b) 70 percent
- c) 30 percent

- d) 2.5 percent
3. Availability of freshwater:
- a) 100 percent
 - b) 70 percent
 - c) 30 percent
 - d) 2.5 percent
4. We can easily save water for future generations: Mark all correct answers.
- a) Shorter baths
 - b) Drinking less water
 - c) Rain water harvesting
 - d) Not watering plants
5. Most important element for preservation of life:
- a) Air
 - b) Sunlight
 - c) Water
 - d) Plants
6. Maximum wastage of water happens in:
- a) Leaks
 - b) Washing clothes
 - c) Toilets
 - d) Shower
7. Running tap while brushing wastes:
- a) 50 gallons of water a minute
 - b) 6 litres of water a minute
 - c) 70 percent of water per minute
 - d) 19 percent of water per minute
8. Ideal time for watering plants: Mark Incorrect answers:
- a) Early morning
 - b) Midday
 - c) End of the day
 - d) Alternate day
9. Watering plants manually:
- a) reduces water use by 35 percent
 - b) reduces water use by 33 percent
 - c) reduces water use by 2.5 percent
 - d) reduces water use by 70 percent

10. Conservation means: Mark Incorrect answer

- a) Preserving
- b) Protecting
- c) Guarding
- d) Improving

Read the given poem and mark the answers:

Fame is A Food That Dead Man Eat

Fame is a food that dead men eat, —
I have no stomach for such meat.
In little light and narrow room,
They eat it in the silent tomb,
With no kind voice of comrade near
To bid the banquet be of cheer.

But Friendship is a nobler 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 faults make funeral.
-Henry Austin Dobson

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 the 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 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

6. Poetic device used in stanza 1:
- a) Alliteration
 - b) Simile
 - c) Personification
 - d) Imagery

7. Find the synonym of 'friend' from the poem:
- a) fame
 - b) friendship
 - c) nobler
 - d) comrade

Formal letter

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

1. Meaningful: The letter should be meaningful and relevant. It should talk about only those topics and issues, which are currently published in a newspaper or magazine. If the news is stale then it is worthless to put your opinion in front of the audience.

2. Word Limit: While writing a letter to the editor, a person should take care of the word limit thing. All newspapers and magazines have restricted word limits for every column. If the word count exceeds then there is more chance of refusal of publication of that letter.

3. Usage of correct words: It is important to raise your voice in the correct tone. Writing a letter in anger or using inappropriate words will definitely minimize your chance of expressing your opinion in front of the public. Thus, it is ideal to use respectful words while writing a letter to the editor.

4. Clear and concise: The letter should be short and simple. It is ideal to express your views effectively and in minimal words.

5. Original: If a person is expressing his or her views on a particular topic then it is advisable to present it in a different way. It should be real and to-the-point.

Format:

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

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

Receiver's designation- The Editor

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

Salutation-Dear Sir/Ma'am

Subject (always remember to underline)

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

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

Conclusion-formal closure

Subscription - Yours sincerely

Sender's Signature

Sender's name (within brackets)

Sender's designation

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

17, Model Town
New Delhi-110009

August 25, 2019

The Editor

The Hindustan Times

Bahadur Shah Zafar Marg

New Delhi-110001

Dear Sir/ Ma'am

Subject: Use of unfair means by students in examinations

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

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

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

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

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

Questions:

1. Write a letter to the editor of The Times of India newspaper making a plea to the common people to switch over to solar energy to conserve electricity and limit electricity bills.
Value points: solar cookers, solar lanterns, solar bulbs, solar heating and cooking systems, etc.
2. Write a letter to the editor of The Hindustan Times newspaper expressing your opinions and views on the increased human dependence on technology. Right from a small child to an adult, everyone wants gadgets- cell phones, I-pods, laptops, etc. This also has a negative effect on social relationships. Using your own ideas and ideas discussed in class, write the letter.

Learning Outcomes:

Students will be able to:

- understand the difference between Formal and Informal letters.
- understand the essential elements of a formal letter.
- write the correct format of a formal letter.
- learn formal style of writing.

Conjunctions

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

There are two kinds of conjunctions:

1. Coordinating conjunctions
2. Subordinating conjunctions

A. Simple linkers

Adds more information.

AND is used to make a list.

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

It is used to describe a sequence.

She arrived at four and left shortly after five.

It is also used to avoid repetition of grammar.

Govind was tall and elegant.

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

There was toast as well as rolls available.

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

Both the boys and the girls play volleyball at school.

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

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

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

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

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

CONTRAST

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

The house was small but quite attractive.

Still/yet

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

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

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

ALTERNATIVES

OR is used to express an alternative.

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

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

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

Rashmi cannot sing nor recite poetry from memory.

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

You can have either soup or a starter.

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

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

COMPOUND CONJUNCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COORDINATING CONJUNCTIONS

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

Whether... or not

Everyone takes the test whether they want to or not.

Not only...but also

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

As...as

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

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

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

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

Except for Rashmi, all the girls arrived in time.

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

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

TIME LINKERS

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

A. Choose the correct option to complete the text:

1. Can you set the table _____ the guests arrive?
 - a) before
 - b) while
 - c) when
 - d) after
2. I like listening to music _____ I am revising.
 - a) after
 - b) because
 - c) when
 - d) before
3. X equals 265, and _____ Y must equal 3!
 - a) despite
 - b) whereas
 - c) therefore
 - d) because
4. Sagar had been waiting at the bus stop _____ half past one.
 - a) for
 - b) since
 - c) till
 - d) after
5. The two girls chatted _____ almost two hours.
 - a) for
 - b) since
 - c) till
 - d) about
6. _____ the car passed us, we could see the two people sitting in the back.
 - a) while
 - b) as
 - c) after
 - d) before
7. Cats are very easy to look after, _____ dogs require a great deal of effort.
 - a) when
 - b) while
 - c) although
 - d) and
8. _____ it has snowed all night, we can't go trekking this morning.
 - a) because
 - b) despite
 - c) since
 - d) therefore

9. _____ calling several times, Sakina never received a reply.
- despite
 - unless
 - yet
 - although
10. Sunny won't go to sleep _____ you tell him a story.
- until
 - unless
 - till
 - before

C. Combine the following pairs of sentences using the options given:

- Some apples are red. Others are green.
 - while
 - if
 - though
 - so
- Surfing is fun. It can be dangerous.
 - although
 - though
 - as well as
 - so
- The ship could not move. There was no wind.
 - so
 - that
 - when
 - as
- She could not keep her eyes open. She was very sleepy.
 - since
 - if
 - while
 - that
- Practise regularly. Your performance will improve.
 - if
 - so that
 - when
 - while
- She can sing. She can dance.
 - and

- b) as well as
- c) that
- d) if

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

- a) while
- b) who
- c) so
- d) as

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

- a) that
- b) as
- c) when
- d) though

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

- a) although
- b) though
- c) since
- d) when

10. Peter got the job. He is quite pleased.

- a) when
- b) since
- c) if
- d) as

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

1. She will have to study hard. She will have to concentrate to do well .

- a) not only-but also
- b) either-or
- c) both-and
- d) neither-nor

2. The speaker will not confirm the story. The speaker will not deny the story.

- a) either-or
- b) neither-nor
- c) whether-or
- d) so-that

3. Pneumonia is a dangerous disease. Smallpox is a dangerous illness.

- a) both-and
- b) not only-but also
- c) neither-nor
- d) so-that

4. Fred loves traveling. He wants to go around the world.

- a) not only-but also
- b) either-or
- c) both-and
- d) neither-nor

5. It might rain tomorrow. It might snow tomorrow.

- a) either-or
- b) neither-nor
- c) both-and
- d) although

6. Bob is very tall. Bill is very short.

- a) both-and
- b) however
- c) neither-nor
- d) but

Learning Outcome:

Students will be able to:

- develop the skill of joining sentences with appropriate conjunctions.
- mix, mould, unite or shorten sentences.
- hone their writing skills

Direct and Reported Speech

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

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

Example:

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

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

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

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

Points to remember when changing from Direct to Indirect Speech:

The pronouns sometimes change:

I changes to he/she

You changes to he/she

We changes to they

The verb tense changes:

Simple present changes to simple past

Simple past to past perfect
 Present continuous to past continuous
 Present perfect to past perfect

Basic tense chart:

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

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

Direct speech- Raj said, "I feel fine again" Indirect

Speech-Raj said that he felt fine again.

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

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

He says that the sunset looks beautiful.

The helping verb changes:

Direct speech

Can

Shall

Will

May

Indirect Speech

Could

Should

would

might

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

Direct Speech

Here

Today

Tomorrow

Yesterday

Now

Here

This

These

Indirect Speech

there

that day

the day after/next day

the day before/previous day

then

there

that

those

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

Example:

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

Indirect-He asked me when I would come back.

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

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

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

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

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

Ben asked what time the bus came.

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

Joey asked me if I wanted sandwiches.

Q1. Change the following sentences from Direct to Indirect Speech. Choose the correct option:

1. He said, "I like this song."
 - a) He says that he likes this song.
 - b) He said that he liked that song.
 - c) He said that he likes that song
 - d) He said he likes this song.
2. "I don't speak Italian," she said.
 - a) She said she didn't speak Italian.
 - b) She said that she did not speak Italian.
 - c) She says that she does not speak Italian.
 - d) She says she did not speak Italian.
3. "They are watching a movie." mother said.
 - a) Mother said that they were watching a movie.
 - b) Mother said that they are watching a movie.
 - c) Mother said they were watching a movie.
 - d) Mother says that they are watching a movie.
4. "He was shouting at his little brother," he said.
 - a) He said he shouted at his little brother.
 - b) He said that he had been shouting at his little brother.
 - c) He said he was shouting at his little brother.
 - d) He says he shouted at his little brother.
5. "The film began at seven o'clock," he said.
 - a) He said that the film begins at seven o'clock
 - b) He said the film began at seven o'clock.
 - c) He said that the film began.
 - d) He said that the film had begun at seven o'clock.
6. June said, "I will help you."
 - a) June said that she would help me.
 - b) June said that she will help you.
 - c) June said that she will help me.
 - d) June said that she shall help me.

7. She said, "We went out yesterday."
 a) She said they went out yesterday
 b) She said that they had gone out yesterday.
 c) She said that they had gone out the previous day.
 d) She said they went out the day before.
8. Robin said, "I am going to Agra tomorrow."
 a) Robin said he was going to Agra tomorrow.
 b) Robin said that he was going to Agra the next day.
 c) Robin said that he would go to Agra the following day.
 d) Robin says he was going to Agra the next day.

Q2 Change the following sentences from Direct to Indirect Speech. Choose the correct option:

1. "I will call you".
 I told her that I _____ her.
 a) will call
 b) would call
 c) would have called
 d) shall be calling
2. "I will be studying in the evening".
 I told him that I _____ in the evening.
 a) will be studying
 b) would be studying
 c) will study
 d) was going to study
3. "I am happy".
 She told me that she _____ happy.
 a) has been
 b) is
 c) was
 d) had been
4. Tariq said, "Hurrah! I have won the match!"
 Tariq exclaimed with joy that _____ the match.
 a) he had won
 b) he has won
 c) he won
 d) he win
5. Sajid said, "Alas! How foolish I have been!"
 Sajid exclaimed with sorrow that _____ very foolish.
 a) he had been
 b) he is
 c) he has been
 d) he was

6. He said, "I shall get up early in the morning".
He said that _____ get up early in the morning.
a) he would
b) he will
c) he shall
d) he is going to
7. He said to his friend, "Please wait for me".
He _____ his friend to wait for him.
a) asked
b) requested
c) pleased
d) pleaded
8. He said, "Let us wait for the award."
He proposed that _____ wait for the award.
a) they should
b) they must
c) they ought to
d) we should

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

The judge asked the witness (a) the truth. The witness replied that (b) only the truth. At this the judge asked (c) at the scene. The witness replied in positive.

- (a) (i) why don't you speak
(ii) why didn't he speak
(iii) why you didn't speak
(iv) why he did not speak
- (b) (i) he had spoken
(ii) I have spoken
(iii) I had spoken
(iv) he has spoken
- (c) (i) if you are really present
(ii) that you were really present
(iii) if he was really present
(iv) that he was really present

Q4. Change the sentences given below into indirect speech:

1. The father said to his son, "Health is wealth"
a) The father told his son that health was wealth.
b) The father told his son that health is wealth.
c) The father asked his son if health was wealth.

- d) The father told his son that health will be wealth.
2. She said to me, "I can't help you in this matter."
- She said that she could not help me in that matter.
 - She told me that she could not help in this matter.
 - She said that she could not help me.
 - She said that she can't help me in that matter.
3. Mary said, "I'll go to the library tomorrow."
- Mary said that I'll go to the library tomorrow.
 - Mary said that she would go to the library tomorrow.
 - Mary said that she would go to the library the next day.
 - Mary told me that she will go to the library the next day.
4. I said to her, "Will you dine with me tonight?"
- I asked her if she would dine with me that night.
 - I told her that she would dine with me tonight.
 - I asked her if she will dine with me that night.
 - I said to her will she dine with me tonight.
5. She says, "I do my work regularly."
- She said that she did her work regularly.
 - She told that she worked regularly.
 - She says that she does her work regularly.
 - She says that she did her work regularly.

Hurrah! Ha! (Express joy)

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

Bravo! (Express Applause)

What! Oh! How! (Express surprise)

Pooh! (Express contempt)

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

1. The policeman said to him, "Do you live here?"
- The policeman asked him if he lived there.
 - The policeman said to him did you live here.
 - The policeman asked him if he lived here.
 - The policeman said do you live here.
2. He said, "I have won!"
- He said he had won.
 - He exclaimed that he won.

- c) He exclaimed with joy that he had won.
d) He told that he had won.
3. Danny said, "What a lovely day!"
a) Danny said what a lovely day.
b) Danny exclaimed what a lovely day!
c) Danny exclaimed with joy that it was a lovely day.
d) Danny asked if it was a lovely day.
4. The old man said, "Alas! I have lost my purse."
a) The old man exclaimed with sorrow that he had lost his purse.
b) The old man said he had lost his purse.
c) The old man exclaimed alas! he had lost his purse.
d) The old man regretted that he lost his purse.
5. The girl said, "How beautiful the rainbow is!"
a) The girl said how beautiful the rainbow is.
b) The girl said that the rainbow was beautiful.
c) The girl told that the rainbow is beautiful.
d) The girl exclaimed with joy that the rainbow was beautiful.

Learning Outcome

Students will be able to:

- understand the rules of direct and indirect speech.
- use indirect speech in writing and conversation.
- will develop clarity about first, second and third person reference.

Vocabulary Building

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

- a. _____ ther
b. th_____ r
c. th_____ f
d. rec_____ ve
e. bel _____ ve
f. perc _____ ve
g. rec _____ pt
h. rel _____ f

2. Tick the correct spelling:

- a) referred
b) refferred
c) refered
d) reffered

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

CDISPLNEIDI

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

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

The first has been done to show you how.

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

Integrated Grammar Practice

1. The following passage has not been edited. There is an error in each line. Choose the appropriate option:

- | | |
|--|-------------------------|
| a) I have <u>the</u> dream | a) a, the, my |
| b) that <u>mine</u> four little children | b) our, my, these |
| c) <u>will</u> a day live in | c) should, shall, would |
| d) <u>the</u> nation where they won't | d) a, one, some |
| e) be judged <u>by</u> the color of | e) buy, by, with |
| f) <u>there</u> skin but by their character. | f) that, their, this |

2. In the following passage one word has been omitted in each line. Choose the correct option:

a) The king suddenly felt <u>ashamed himself</u> .	a. about, of, with, in
b) He bowed his <u>head shame</u> , "Forgive me,	b. with, in, of, within
c) my daughter," he said. " <u>I not</u> realize the	c. didn't, did, do, doesn't
d) value of salt <u>in diet</u> . You indeed love me	d. our, the, your, my
e) more <u>dearly my</u> other daughters.	e. than, then, with, to
f) <u>Will forgive</u> me for my cruelty?"	f. they, you, I, all
g) The princess <u>embraced father</u> . The king realized	g. her, his, their, our
h) her <u>wisdom gave</u> her a part of the kingdom.	h. and, so, therefore, to

Q3- The following passage has not been edited. There is an error in each line:

- | | |
|--|--------------------|
| a) Either you or your friend Shalu <u>have</u> stolen my note | a) has, had, shall |
| b) book", shouted Shreya. Neither I nor my friend <u>were</u> | b) is, was, are |
| c) your culprit, said Shalu. We both <u>are</u> not in the class since | c) is, was, were |
| d) morning. We <u>are</u> out for the annual day function. | d) is, was, were |
| e) But who <u>are</u> the culprit then? asked Shreya. | e) were, is, was |
| f) I don't know that but we both <u>were</u> not guilty. | f) is, are, was |

Section-D

The Wolves of Cernogratz

The lowly maid working for the new owners of the Von Cernogratz castle surprises and shocks the Baron and Baroness with a story of the castle's legend and her unknown ties to the castle. There is a curse that has the death of members of the Cernogratz family--and only them--announced by howling wolves.

Once she departs the party, the guests rail on her story and make fun of her. The Baroness states that she is planning to fire Schmidt after the holidays. This will never come to pass, however, because the governess falls ill around the holidays and is bed-ridden. The Baroness laments over her sickness as it leaves her having to do things for herself, and she is talking to her guests about this tragedy when the howling of wolves is heard from outside.

Alarmed, the Baroness rushes to see the governess, who tells her that she is dying and orders the baroness to leave her alone to die with the wolves' sounds. When the Baroness rejoins her guests, they are all startled by the sound of a falling tree. The next day, the governess' name appears in the paper as Amalie von Cernogratz, a valued friend of Baron and Baroness Gruebel.

Q1. What was the legend associated with Castle Cernogratz?

Q2. Why were the Baron and Baroness angry with Amalie?

Q3. Why did the governess insist on her window being left open?

Q4. How was the Cernogratz legend proved true?

Q5. Who, according to you, gave the notice about Amalie's death in the newspaper? Why?

Q6. "Are there any old legends attached to the castle?" Identify the speaker and the addressee.

- Governess to guest
- Baroness to Governess
- Conrad to Baroness

d) baroness to Conrad

Q7. What was attached to the Cernogratz castle?

- a) Fairy tale
- b) Song
- c) Legend
- d) Horror story

Q8. As the soul of the dying person left its body, a _____ would crash down in the park.

- a) plant
- b) pole
- c) crop
- d) tree

Learning Outcome:

By the end of the lesson, students will be able to:

- express the contrast in outlook between imaginative and rational characters.
- draw a contrast between the employer and employee.
- illustrate how the character of the employee is developed into that of an aristocrat.
- explain the irony at the end of the story.

Heartwood

Summary:

The speaker is a tree speaking to a woodcutter, asking him why he is cutting it to the core, leaving it vulnerable. It asks him to see its leaves trembling and to put his ear to its bark to hear its sap muttering, perhaps in fear. It asks him why he wants to cut it down into logs for timber and brush to be burnt as kindling.

To let the cutter know what he is destroying, it tells him that it makes life, absorbs rainwater, breaks down rocks, provides shade and keeps us cool by providing shade from the sun. It keeps a record of time in terms of eons, it helps us to breathe and to know we are interdependent.

It is the whole world for creatures like butterflies and birds and takes much longer to grow than our cities and countries. And yet, the woodcutter can cut it down in a few seconds.

It asks the woodcutter if he has heard it pleading its cause; if he or his employers have any feelings since they seem heartless in cutting it down.

Q1. What does the tree urges the woodcutter to hear?

- a) music
- b) tears
- c) sap's mutter
- d) chirp of a bird

Q2. What does the tree call itself? Choose the incorrect option:

- a) Breath giver
- b) Maker of life

- c) World of humans
- d) Eater of sun

Q3. Which line shows the vulnerability of the tree?

- a) Would you turn me to timber, cutter?
- b) Would you leave me open-hearted?
- c) I am a time-keeper, Breath-giver
- d) But my world takes years to grow and seconds to crash

Q4. The poem compares the heart of a human to the heart of a tree?

- a) True
- b) False

Learning outcomes :

By the end of the lesson, students will be able to:

- explain the addresser-addressee relationship.
- express the anguish of the tree.
- infer the deeper implications.
- discuss the need to keep our world green.
- describe the world the trees embody.

For Further Practice:

WORKSHEET 1

1. Fill in the blanks with suitable articles.

- a. I understand you are going to marry ____ heiress. (a,an,the)
- b. He is ____ honorary secretary of our club. (a,an,the)
- c. Belgium is ____ European country. (a,an,the)
- d. ____Himalayas lie to the north of India. (a,an,the)

2. Fill in the blanks with suitable prepositions

- a. I have been ill____ Monday and I have missed a lot of work. (for,since,till)
- b. _____ tomorrow, I should be able to assist you. since, for, on)
- c. The teachers asked the students to walk_____ the stairs quietly. (through,from,down)
- d. The event proved to be an eye-opener_____ many. (in, to,for)

3. Rewrite the following sentences in reported speech. Make all the necessary changes.

- a. Zahra said, "Zubin wants to give this present to his sister."
- b. "I will be here tomorrow," he said.

WORKSHEET 2

1. Use articles to fill in the blanks: (a,an,the)

- a. I want to study History in _____ European university.
- b. Has _____ new M.P. joined?

2. Fill in the blanks using prepositions: (since,till,by,in,at,across,over)

- a. I don't mind going _____ car but I don't want to go.
- b. He will stay with me _____ the end of March.
- c. The birds started singing _____ four in the morning.
- d. A new company has been asked to build a bridge _____ the river.

3. Fill in the blanks using the correct determiner from the brackets:

- a. We don't know much about the tribal people but we know _____ about their occupation. (little, a little, some)
- b. As the tickets were so expensive, _____ of us could buy them. (few, a few, many)
- c. Mrs. Ben goes to church _____ Sunday.(each/every/ all)
- d. Can I have _____ more cake? (much/ some/ few)

4. Tick the correct word in the brackets:

- a. Neither the lions nor the bears (has/have) escaped the zoo.
- b. Everyone in our family, including my sister, (has/have) taken piano lessons.
- c. Either the class teacher or the sports teacher (is/are) going to make the decision.
- d. A research (suggest/suggests) that Vitamin C may help prevent cancer.

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WORKSHEET 3

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

Ann is one of the most interesting people I _____ (meet). She is only twenty-five, but she _____ (travel) to over fifty different countries. Five years ago, she _____ (be) a teacher in London, but she _____ (decide) to give up her job and see the world. Since then her life _____ (change) completely. The first time she _____ (go) abroad was seven years ago when she _____ (be) just eighteen. She _____ (take) a boat to France and then hitch-hiked around Europe for five weeks. She _____ (visit) Europe many times since that first trip but this holiday _____ (be) the one which _____ (make) her start travelling. She _____ (never forget) the excitement of those five weeks. Once when she _____ (be) on a train someone _____ (stole) her purse; she _____ (lose) all her money, and _____ (have) to work in a restaurant for a while. She _____ (make) some good friends there, however, and _____ (return) several times since then. How did she find the money for her travels? After her first trip abroad, she _____ (go) home and _____ (work) for two years, saving all the time. Now she travels continually, finding work when her money gets low. She _____ (make) a lot of friends, she says, and _____ (learn) quite a lot of languages. Although she _____ (have) occasional difficulties and _____ (often be) sick on her past travels, she _____ (never thinks) about giving up her travels. "The first time I _____ (go) abroad _____ (change) my life," she says, "and I _____ (travel) ever since."

August

Reading: Comprehension**Writing: Diary Entry****Grammar: Adverbs****Vocabulary: Use of Idioms****Literature: An Uncomfortable Bed****Section-A****1. Read the following passage and answer the questions that follow:****I Want to Buy a Computer Game**

Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it? "

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself? "

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need. "

"But I really want this game!" answered Luis. "What can I do? "

"You get eight dollars a week for doing chores," his mom said. "Try to **save** it. Before long, you will have enough to pay for the game. "

"I do not think so," said Luis. "By then, all the games will be sold. "

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars. "

"And," his mother added, "you did it with your own money! "

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.
- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

- A. to show that Luis is very excited
- B. to show that Luis's mom is very excited
- C. to show that the game is really fun to play

7. Read these sentences from the text.

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

What does the word "it" in the second sentence refer to?

- A. the chores
- B. the eight dollars
- C. the week

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

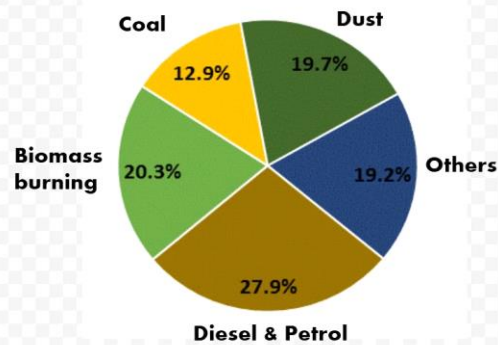
Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants. Pollutants can be natural, they can also be created by human activity, such as trash or runoff produced by factories. Pollutants damage the quality of air, water, and land.

Many things that are useful to people produce pollution. Cars spew pollutants from their exhaust pipes. Burning coal to create electricity pollutes the air. Industries and homes generate garbage and sewage that can pollute the land and water. Pesticides – chemical poisons used to kill weeds and insects – seep into waterways and harm wildlife.

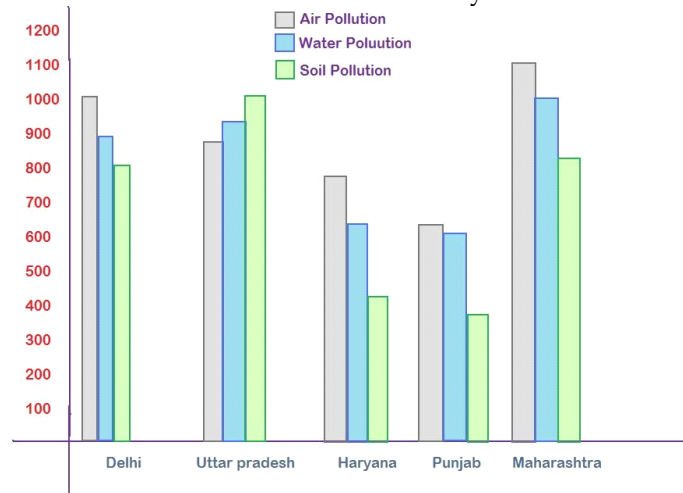
Air and water currents carry pollution. Ocean currents and migrating fish carry marine pollutants far and wide. Winds can pick up radioactive material accidentally released from a nuclear reactor and scatter it around the world. Smoke from a factory in one country drifts into another country.

Air Pollution: Sometimes, air pollution is visible. A person can see dark smoke pour from the exhaust pipes of large trucks or factories, for example. More often, however, air pollution is invisible.

Polluted air can be dangerous, even if the pollutants are invisible. It can make people's eyes burn and make them have difficulty breathing. It can also increase the risk of lung cancer.



Water Pollution: Some polluted water looks muddy, smells bad, and has garbage floating in it. Some polluted water looks clean, but is filled with harmful chemicals you can't see or smell. Polluted water is unsafe for drinking and swimming. Some people who drink polluted water are exposed to hazardous chemicals that may make them sick years later.



Land Pollution: Many of the same pollutants that foul the water also harm the land. Mining sometimes leaves the soil contaminated with dangerous chemicals. Pesticides and fertilizers from agricultural fields are blown by the wind. They can harm plants, animals, and sometimes people. Some fruits and vegetables absorb the pesticides that help them grow. When people consume the fruits and vegetables, the pesticides enter their bodies. Some pesticides can cause cancer and other diseases.

1. The term pollution means: Mark all correct answers.
 - a) contamination
 - b) purity
 - c) adulteration
 - d) consumption
2. Pollutants are only natural:
 - a) True
 - b) False
3. Which does not cause pollution:
 - a) Cars
 - b) Garbage
 - c) Pesticides
 - d) Plants
4. Radioactive material creates pollution through:
 - a) ocean current
 - b) soil
 - c) wind
 - d) birds
5. Marine pollutants are spread far and wide through: Mark all correct answers.
 - a) Fishermen
 - b) Ocean current
 - c) Wind
 - d) Fish
6. Invisible pollutants in air do not cause:
 - a) difficulty in breathing
 - b) burning of eyes
 - c) sweating
 - d) cancer
7. _____ is the major source of air pollution.
 - a) Diesel and Petrol
 - b) Biomass burning
 - c) Coal
 - d) Dust
8. Sometimes polluted water looks clean but has:
 - a) garbage
 - b) bad smell
 - c) muddy colour
 - d) harmful chemicals
9. As per the graph air pollution is the highest in:
 - a) Delhi
 - b) Maharashtra

- c) Haryana
d) Uttar Pradesh
10. Soil pollution is the lowest in:
a) Punjab
b) Haryana
c) Delhi
d) Maharashtra

Section-B**Diary Entry**

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

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

Read the example given below.

Saturday, 20 June 1942

9 p.m.

Dear Kitty

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest. "Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless,

wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary, "unless I should ever find a real friend, it probably won't make a bit of difference. Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly, since no one will believe that a thirteen year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom.

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

Anne

Questions:

- (a) Yesterday it was your first day in new school. You made new friends. Teachers were good to you and you liked the infrastructure of the school. Write about your experiences and feelings about the new school in your diary.
- (b) Recently you visited the old age home in Delhi. You met old people who were lonely and sick. Their children had left them to fend for themselves. When you talked to them, you felt bad about the fact that they were not living with their children. Write about your experiences in your diary.

Learning Outcome:

Students will be able to:

- organise their thoughts about an experience and make observations in retrospect
- use appropriate language to express themselves
- develop a habit of maintaining a journal or writing on a regular basis

Section-C

Adverbs

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

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

- E.g. 1. He acted bravely.
2. She drives carefully.
3. They are reading quietly.

Note:

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

Kinds of Adverbs

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

- E.g. 1. He speaks confidently.
2. You have answered accurately.

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

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

- E.g. 1. My sister is coming tomorrow.
3. I'll see you soon.

Commonly used adverbs of time are-yesterday, today, tomorrow, this year, next year, still, early, late, already, soon, this morning, now Adverbs of place tell you **where** things happen or where someone or something is going.

- E.g. 1. The student is waiting outside the Principal's office.
2. They live somewhere in Green Park.

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

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

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

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

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

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

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

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

e.g. 1. He is really clever.

2. This is a very easy sum.

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

Degrees of Adverbs

Like adjectives, adverbs have a comparative and superlative form.

E.g.

1. The wolf runs swiftly.

2. The deer runs more swiftly

3. The tiger runs most swiftly

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

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

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

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

2. Both the trains arrived at the same time.

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

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

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

6. Cross the road with a lot of care.

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

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

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

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

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

Adverbs**Fill in the correct adverb:**

1. Are you feeling _____ better today?
 - a) very
 - b) too
 - c) any
 - d) more
2. We met after a very long time. We could _____ recognise each other.
 - a) hardly
 - b) hard
 - c) much
 - d) rather
3. He had _____ reached the metro station, when the metro started
 - a) hard
 - b) already
 - c) still
 - d) hardly
4. The tea is _____ hot, I cannot drink It, Let it cool down a bit.
 - a) hardly
 - b) scarcely

- c) hard
 - d) too
5. It took us _____ five hours to reach the airport.
- a) always
 - b) enough
 - c) nearly
 - d) none of these
6. Oggy _____ visits his cousin Bowie.
- a) sometimes
 - b) frequently
 - c) almost
 - d) completely
7. I am _____ exhausted.
- a) sometimes
 - b) frequently
 - c) almost
 - d) completely
8. I swim_____.
- a) well
 - b) good
 - c) fully
 - d) absolutely
9. You should chew your food_____.
- a) never
 - b) good
 - c) slowly
 - d) nearly
10. What have you done_____?
- a) nowadays
 - b) recently
 - c) swiftly
 - d) nearly

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

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

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

For practice:**Underline the adjective and turn it into an adverb and fill in the blanks.**

1. Your English is perfect. You speak English _____.
2. I am so healthy because I eat _____.
3. Bob is a friendly boy. He greets everybody in a _____ way.
4. My dad is an early bird, he gets up _____ every day.
5. One question in the test was so difficult, I could only answer it with _____.

Choose the correct comparative form of the adverb

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

Learning Outcome:

Students will be able to:

- identify and use adverbs as modifiers to express time, place, manner, degree, and frequency
- identify differences between adjectives and adverbs

Activity-Jumbled Sentences**Rearrange the following jumbled sentences into meaningful sentences:**

1. great/ riches/ than /reputation/ better/ a/ good/ is
 - a) A great riches is better than a good reputation
 - b) A great reputation is better than good riches
 - c) A better reputation is great than good riches
 - d) A good reputation is better than great riches
2. piece/ land /of/ peace/ a /than /precious/ is/ more
 - a) A piece of land is more precious than peace
 - b) Peace is more precious than a piece of land
 - c) A peace is more precious than piece of land
 - d) More precious is a piece of land than peace

3. poorest/ chose/ to/ poor /serve/ Teresa/ the/ Mother /of /the
- Mother Teresa chose to serve the poorest of the poor
 - Poor chose to serve the poorest of Mother Teresa
 - Mother Teresa chose to serve the poor of the poorest
 - Poor Mother Teresa chose to serve the poorest
4. root/ evil /of/ money/ is/ all/ the/ love/ the /of
- Money is the love root of all the evil
 - All of the love is evil root of the money
 - The love of money is the root of all evil
 - Evil of money is the root of all the love

Vocabulary Building Practice

1. Match the following cat idioms with their meanings

- copy cat
- cat got your tongue
- curiosity killed the cat
- let the cat out of the bag
- playing a cat and mouse game
- raining cats and dogs

being unable to speak

reveal a secret

raining heavily

enjoying in the absence of authority trying out a different method imitate someone

g. more than one way to kill a cat

torturing someone

h. when the cat's away, the mice will play

probing into others' affairs has

adverse repercussions

Now make sentences with any three of your favourite idioms.

a. _____

b. _____

5. _____

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

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

1. I will take the new student..... for the first few days.
2. The news came..... He's still in shock.
3. He should not.....to his boss's tune all the time!
4. He's recovering but.....yet.
5. Don't say a word or they'll.....of our plan.
6. She'll.....to defend her friend.

3. There are some superstitions associated with cats and other animals / birds / reptiles. Form four groups in class. Each group will select one creature and discuss the superstitions related to them. Then each group will make a class presentation.

Integrated Grammar Practice

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

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

Section-D**An Uncomfortable Bed**

Humour is an integral part of Guy de Maupassant's short story 'The Uncomfortable Bed'. The narrator arrives at a hunting lodge and immediately begins to suspect that his friends are planning a practical joke at his expense. He is absolutely convinced that he will be the target of a prank, declaring that he can smell 'a practical joke in the air, as a dog smells game'. While he remains convinced that his friends have something humiliating in mind for him, he cannot

figure out what it is. He cautiously searches his darkened room for anything astray or suspicious, dependent upon candles for illumination. He continues to search for any sign of the practical joke he firmly believes awaits him, finally settling on the bed as the probable source of 'danger'. Confident that the bed has been sabotaged in some way, and assuming that his actions are being monitored by his friends, he drags the mattress and bedding onto the floor, and lies down to sleep with the suspicious bed frame left unused. Much to his chagrin, he discovers that no such prank is in store. Instead the valet, not knowing the room has been rearranged and the narrator is sleeping on the floor, trips over him, landing on the narrator and spilling the morning cup of tea all over the narrator.

Q1. What made the narrator suspect that his friends had something in store for him?

Q2. What efforts did the narrator take to protect him from the joke he suspected his friends would play on him?

(Value points – lit all the candles in the room; inspected every article; drew the curtains; placed a chair in front of the shutters; dragged the mattress to the middle of the room)

Q3. In the process of saving himself from being fooled, the narrator unknowingly played a prank on himself. Explain

(Value points- laid a trap for himself when he dragged the mattress; valet tripped and crushed and smothered the narrator)

Q4. Reference to the context:

1. "Then I suddenly thought of a precaution which could ensure my safety."

- a) Identify the speaker.
- b) Why was he unsure about his safety?
- c) What precaution did he think of?

2. "I stretched out my hand to find out what was the nature of this object."

- a) What was smothering the protagonist?
- b) What was his reaction?

3. "But the bed was particularly suspicious looking"

- Why was the protagonist paranoid?
- What action was taken?
- Did it ensure his safety?

Q5. 1. What is the narrator particularly suspicious of during dinner in 'An Uncomfortable Bed'?

- His meal's appearance
- His friends' mirth
- The servants' looks
- The table's design

2. What does the narrator put in the middle of his bedroom in 'An Uncomfortable Bed'?

- A trap
- An armchair
- A table
- A mattress

Learning Outcome:

By the end of the lesson, students will be able to:

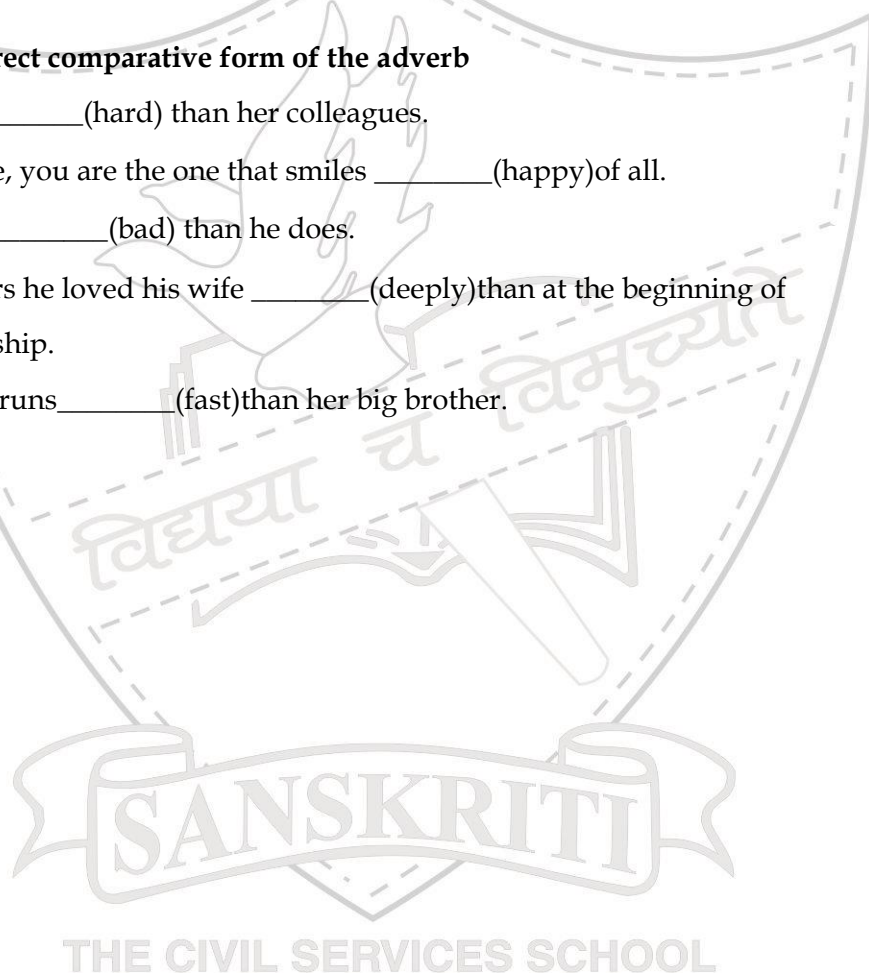
- identify the irony of the situation in the story.
- express how the narrator causes his own misfortune.
- relate how the details at the onset develop the reader's interest.
- explain how the suspense is built up in the story.
- describe the feelings of the narrator.
- summarise the events as seen by the narrator.
- explain how the speaker's suspicions add to the humour.
- infer how the first-person narration enhances the humour.

For Further Practice:**I. Underline the adjective and turn it into an adverb and fill in the blanks.**

1. Your English is perfect. You speak English _____.
2. I am so healthy because I eat _____.
3. Bob is a friendly boy. He greets everybody in a _____ way.
4. My dad is an early bird, he gets up _____ every day.
5. One question in the test was so difficult, I could only answer it with _____.

II. Choose the correct comparative form of the adverb

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



September-October**Reading: Comprehension****Writing: Commercial Advertisement****Grammar and Vocabulary: Prefix and Suffix; Homophones, Homonyms and Homographs; Synonyms and Antonyms****Literature: Zero Hour****Section-A****I. Read the following passage and then answer the questions that follow.**

1. This is an old story. It was written 100 years ago. So you will find it has a different style from stories people read and write today. For example, you'll read that the children sell popcorn for 5 cents a bag and are thrilled. Today, that's not enough money to buy much. Mrs. Meredith was the most kind and thoughtful woman. She spent a great deal of time visiting the poor. She knew they had problems. She wanted to help them. She brought food. She brought medicine too.
2. The family lived in a small community with some people who were poor and others who were rich. In the town, some people worked but others had no jobs, and families needed money to pay their bills. Some families were poor because the parents had lost jobs, and the economy was in decline.
3. One morning she told her children about a family she had visited the day before. There was a man sick in bed, his wife, who took care of him and could not go out to work, and their little boy. The little boy--his name was Bernard--had interested her very much. "I wish you could see him," she said to her own children, John, Harry, and Clara, "he is such a help to his mother. He wants to earn some money, but I don't see what he can do."
4. After their mother had left the room, the children sat thinking about Bernard. "I wish we could help him to earn money," said Clara. "His family is suffering so much." "So do I," said Harry. "We really should do something to assist them." For some moments, John said nothing, but, suddenly, he sprang to his feet and cried, "I have a great idea! I have a solution that we can all help accomplish." The other children also jumped up all attention. When John had an idea, it was sure to be a good one. "I tell you what we can do," said John. "You know that big box of corn Uncle John sent us for popping? Well, we can pop it, and put it into paper bags, and Bernard can take it around to the houses and sell it."
5. When Mrs. Meredith heard of John's idea, she, too, thought it a good one. Very soon, the children were busy popping the corn, while their mother went out to buy the paper bags. When she came back, she brought Bernard with her. In a short time, he started out on his new business, and, much sooner than could be expected, returned with an empty basket. Tucked into one of his mittens were ten nickels. He had never earned so much money before in his life. When he found that it was all to be his, he was so delighted he could hardly speak, but his bright smiling face spoke for him.
6. After he had run home to take the money to his mother, John said, "We have corn

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

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

Choose the correct answer from the options given:

1. Tick the correct statement.
 - a) This story was written hundred and five years ago.
 - b) This story is very similar in style to stories written today.
 - c) The family lived in a small community where people were poor.
 - d) The family lived in a small community with some people who were poor and others who were rich.
2. Mrs. Meredith was the most kind and thoughtful woman because:
 - a) She ran an NGO.
 - b) She thought about the poor and helped them.
 - c) She baked cakes and cookies for everyone.
 - d) She cared for the environment.
3. What was it about Bernard that impressed Meredith the most?
 - a) He helped the needy.
 - b) He studied regularly.
 - c) He helped his mother.
 - d) He kept his room neat and tidy.
4. What kind of a person was John?
 - a) selfish
 - b) greedy
 - c) impatient
 - d) pragmatic
5. What was Bernard's new business?
 - a) selling books
 - b) selling pop corns
 - c) selling paper bags
 - d) popping corns
6. From the passage find a word that is the synonym for 'considerate':
 - a) thrilled

- b) thoughtful
- c) delighted
- d) self-centred

7. From the passage find a word that is the antonym for 'let go':

- a) expand
- b) spend
- c) tucked
- d) saved

The Children's Hour - Poem by Henry Wadsworth Longfellow

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

2. I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

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

4. A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

5. A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

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

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

8. Do you think, o blue-eyed banditti?

Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all!

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

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

Choose the correct option:

1. What time of the day is the 'Children's hour'
 - a) in the evening just before dark
 - b) in the morning before school
 - c) on a bright Saturday morning
 - d) at night just before bedtime
2. *Till the walls shall crumble to ruin, And moulder in dust away!* means
 - a) That they will stay together till their walls of their house come down.
 - b) They will stay in his heart till the last day of his life when he will turn into dust.
 - c) That he will hold them till someone cleans the room and removes all the dust.
 - d) That they will stay together even in the face of any calamity.
3. An example of alliteration in the poem is:
 - a) stair-hair
 - b) day-away
 - c) plotting and planning
 - d) Till I think
4. In the third line, the phrase "a pause in the day's occupations" probably means
 - a) a short break from work.
 - b) an event that does not happen often.
 - c) a lot of hard work and planning.
 - d) many difficulties for the next day.
5. How does the speaker PROBABLY feel about Children's Hour?
 - a) He wishes the children would not bother him.
 - b) He thinks it's a wonderful time for him and the children.
 - c) He wishes he was a child again so he could have fun.
 - d) He does not like to see the children fooling around.

6. Find a word from the poem that means the same as 'To leave something unprotected':

- a) crumble
- b) unguarded
- c) vulnerable
- d) insecure

7. The word '**moulder**' means to:

- a) shape something
- b) disintegrate
- c) rebuild
- d) melt

Learning Outcome:

- The student is able to comprehend the gist and details and is able to respond by answering the questions accordingly.
- The student is able to employ strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.
- Develop their ability to build a vocabulary and infer meaning of new words from the context

Section-B

Commercial Advertisements

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

Main characteristics

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

Essential details

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

Look at the following examples:

SUPERIA ELECTRONICS

New Arrivals

Don't Miss This Exciting Offer.

Offer Till Stock Lasts.

25/75, Ground floor, Opp. Aditya Mall, Vaishali, GZB. Ph: 9822745672.

The advertisement features a central arrangement of electronic products: a large silver refrigerator on the left, a microwave on the top right, a laptop on the bottom left, a frying pan on a portable stove in the center, three mobile phones on the bottom right, and a washing machine on the far right. A small electronic component is also visible near the microwave. The background is white with a faint watermark.

USED BOOK SALE

March 18-22, 2019

10am to 5pm

Douglas College Concourse,
700 Royal Avenue, New West

Replenish your shelves! Find some new favourites! We have fiction, non-fiction, poetry, children's books, and more! New stock arriving daily!



EVENT
poetry and prose



Now draft a commercial advertisement for each of the following:

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

Learning Outcome:

- The student will be able to read with understanding information in his environment outside the schools as in hoardings, advertisements, product labels etc.
- The student will learn the essentials of promoting a product.

Section-C

Prefix and suffix

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

Adding a Prefix:

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

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

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

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

Changing the suffix:

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

1. Pam is a care**ful** worker but her brother is care**less**.
2. A hammer is a use**ful** tool but this broken one is use**less**.

Formation of Nouns

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

Examples: try-trial
 accept-acceptance
 short-shortage
 private-privacy
 refer-reference
 improve-improvement
 happy-happiness
 celebrate-celebrate
 introduce-introduction
 permit-permission
 coward-cowardice

chaste-chastity
 paint-painting
 assist-assistant
 employ-employee
 child-childhood
 lie-liar

Formation of Adjectives

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

Examples:

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

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

Formation of verbs

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

Prefix	Suffix
title-entitle	fat-fatten
little-belittle	bath-bathe
firm-confirm	ripe-ripen
power-empower	beauty-beautify
port-import	captive-captivate
new-renew	civil-civilize
fame-defame	character-characterize
custom-accustom	

Q1 Tick the correct prefix to form the opposite of the given word. Then write the word formed in the space given:

- a. kind-un/ in /dis/ im
- b. common- un/ in/ dis/ im
- c. polite- un/ in/ dis/ im
- d. sane- un/ in/ dis/ im
- e. correct- non/ in/ un/ im
- f. responsible- non/ ir/ in/ un
- h. normal- in/ un/ ab/ dis

Q2 Tick the most suitable suffix and then write the word formed in the space provided:

- a. wind- ful/ able/ y/ ly
- b. true- ful/ able/ ly/ y
- c. spoon- ful/ y/ fill/ able
- d. forget- ful/ ing/ fill/ able
- e. kind- ly/ y/ ful/ rous
- f. state- ful/ able/ ment/ ry
- g. bag- er/ age/ ment/ y
- h. brute- er/ ment/ al/ ful

Q3. Choose the most appropriate prefix of the words given in the brackets and then fill in the blanks with the correct word.

Change in the tense is permitted.

en	un	ir	im	be	il	dis
----	----	----	----	----	----	-----

- a. I.....watching the film. (joy)
- b. He is anstudent. (polite)
- c. She is very studious,..... her twin sister.(like)
- d. The tiger is an.....species. (danger)
- e. Neha is an.....girl. She misplaced all the notebooks.(responsible)
- f. The Queen ordered her soldiers to.....Alice.(head)
- g. She is so bossy. I thoroughly.....her. (like)
- h. This dress is tight. I'm quite.....(comfortable)
- i. She is anas she can neither read or write. (literate)

- j. Give a few examples of
.....behaviour. (responsible)

Q4. Choose the most appropriate prefix of the words given in the brackets and then fill in the blanks with the correct word.

ive	ish	age	ly	y	ion	cal	ous
-----	-----	-----	----	---	-----	-----	-----

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

Homophones, Homonyms and Homographs

Homonyms are words that are pronounced and spelt the same but have different meanings.

For example each of the following words has two meanings.

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

Directions: Choose (a) or (b)

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

(a) telling a lie

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

(b) being in a horizontal

Position

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

(a) small clock worn on the

Wrist

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

(b) look at

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

(a) one sheet of paper

Please *page* ____ the doctor if you need help.
electronic pager

(b) to call someone on an

3. Let's *splay* ____ soccer after school.

(a) participate in a sport

The author wrote a new *play* ____.

(b) theatre piece

4. Ouch! The mosquito *bit* ___ me!
I'll have a little *bit* ___ of sugar in my tea.

- (a) a tiny amount
(b) past tense of bite

5. My rabbits are in *apen* ___ outside.
uses ink
Please sign this form with a black *pen* ___.

- (a) a writing instrument which
(b) an enclosed area

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

Here are a few examples:

1. bow

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

(pronounced bo) a weapon used for shooting arrows

2. wind

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

(pronounced wind) a current of air

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

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

- i. to bring back into memory
ii. to revoke or remove from public use or office

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

- i. a drop of water coming from the eye
ii. to pull apart by force

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

- i. a thing that you can see or touch
ii. to say that you disagree with, disapprove of or oppose something

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

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

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

- to organize and perform a particular activity
 ii. behaviour

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

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

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

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

B. Directions: Choose the correct word.

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

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

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

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

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

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

Learning Outcome:

- The students will be able to understand and elicit meanings of the words in different contexts by using a dictionary, thesaurus, and digital facilities.

Integrated Grammar Practice

- A. Choose the most suitable word from the options given to complete the following passage:

More tourists i. _____ from Gulmarg disappointed ii. _____ happy these days. Hoteliers are unanimous iii. _____ lack of snow iv. _____ shorn the place of v. _____ charm, but domestic tourists, left vi. _____ very limited choice vii. _____ seeing snow is concerned, are coming nevertheless in limited numbers.

- i. a. returned
b. return
c. had returned
d. are returning

- ii. a. or
b. and
iii. than
iv. then

- iii. a. when
b. that
c. what
d. so that

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

- v. a. our
b. their
c. hers
d. its

- vi. a. at
b. by
c. with
d. in

- vii. a. as soon as
b. as long as
c. as far as
d. as well as



Vocabulary Enrichment

Synonym-Synonyms are words that are similar in meaning.

E.g.- Brief -short

Anxious-worried

Profound-deep

Gallant-brave

Find a suitable word that is **similar** in meaning to **big** for each blank. Choose the most suitable adjective from the options given below to fill in the blanks:

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

Jim had a _____ decision to make. He was about to leave college and had planned to spend some time traveling overseas. Just as he was about to buy his plane ticket he had been offered a job in a _____ engineering company. A friend of Jim's father, MrKing, who was _____ in the local business community and always drove _____ cars, had recommended him for the job and he had had a successful interview in the firm's

_____ office complex. It was a well paid job but Jim had always wanted to travel. He decided to ask his _____ sister Sally for advice but she just said "You are a _____ lad now Jim - you have to make your own decisions." His father had already told him what he thought. "This is a marvellous opportunity. You'll just have to give up all those _____

ideas about wandering around the world and settle down to work." There was no point in asking his mother for help. Although she was a _____ woman far bigger than her husband, she was afraid of him and never dared to disagree with him. "I'll ask Aunt Liz," Jim decided. Liz was his father's sister. Although she was usually very busy, she had a

_____ heart and was always willing to listen to her nephew. She suggested the ideal solution. Jim went on a shorter trip and the firm allowed him to take up the job later than the original starting date.



Section-D Literature

Zero Hour

Bobby, a young boy, discovers that his father, a scientist, is working on a rocket that is supposed to go to the Moon. Being an inventive little boy, he has been building a rocket of his own as well. Bobby spies on his father a few times, after discovering a kind of an alley that leads to the station where the moon rocket is being built. Assuming his father is going to the Moon, he decides to travel along. He gives a hint to his mother about it one morning, but she doesn't seem to take it seriously. Knowing the exact day and time of the launch, i.e. the zero hour, Bobby reaches the drome and manages to sneak into the rocket. Expecting his parents to be proud of him when they get to know about his reaching Moon and oblivious to the hazards involved, he enters and sits down in the rocket just before the launch.

However, the readers find out in the end that Bobby has changed his mind on account of his mother being left alone if both he and his father take part in the mission. His father, despite being informed about Bobby's plan of joining him and later cancelling it, doesn't consider the possibility of his entering the real rocket that had been sent to the moon that day. This shows how an adult often finds it hard to see the world from a child's eyes. Also, while one is more imaginative as a child, with the passage of time, one tends to become realistic and logical.

Q1. Of course, all things were secret at Buffalo Flats. Do you agree with the given statement? Why/why not?

Q2. Describe the sewer that led to the drome.

Q3. How did Bobby manage to get into the rocket?

Q4. Write a short note on the relationship between Bobby and John Kendall.

Q5. Why do you think the author titled the story 'Zero Hour'?

Q6. "You were planning to make the trip too?"

- Who is the speaker? Who is the addressee?
- Do you think the speaker is surprised? Why/why not?
- What does the speaker think of the listener after this conversation?

Q7. Tick the correct answer from the options given below:

A. Why did Bobby call it a big day?

- It was his birthday.
- He had planned to accompany father to the moon in the rocket.
- Bobby had stood first in his class.
- Bobby had made a beautiful rocket.

B. Why was Bobby glad that his mother was too busy to talk to him during breakfast?

- a) He didn't like to speak while having food.
- b) He wanted to work on his rocket after finishing his breakfast.
- c) He wanted to relish the taste of the breakfast.
- d) He had a secret he did not want to share with anyone.

C. Why did Bobby pretend to work on his toy rocket?

- a) He wanted to distract his mother and slip away when she was off-guard.
- b) He was avoiding his homework.
- c) He was facing difficulty in fixing his toy rocket.
- d) He didn't want to help his mother in the household chores.

D. Choose the INCORRECT statement:

- a) Bobby had been down the sewer-like tunnel previously and knew the way.
- b) One day he saw and overheard his father with another scientist.
- c) Bobby became excited when he heard that his father would be going to the moon.
- d) Bobby thought that he would make his father proud by accompanying him in the rocket.

Learning Outcome:

- The students will be able to comprehend the lesson, read aloud text and answer inferential questions.
- The student will be able to express how the writer arouses our curiosity
- The student will be able to interpret the story as ironic and one with a twist.
- The student will be able to explain meanings of new terms and phrases in the text

FOR FURTHER PRACTICE

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

1. A doctor in West Germany, after studing the effects of noise, conclude that sounds heard by people when their asleep can cause danger to there hearts and blood vessels. Noise causes the blood vessels in brain to expand and this causes pane.

2. We have been in England about six months when farmer Rogers gave me permission for roam about his immense property. Every weekend I use to bike through a long sloping hill to an almost impenetrable wood. It was like an holy place. One afternoon, I wandered to a place what I thought I had saw a pond a week ago.

November

Reading: Comprehensions**Writing: Factual Description****Grammar and Vocabulary: Revision of Subject Verb Agreement and Adjectives,
Integrated Grammar, Vocabulary Building****Literature: The Master Artist****Section-A**

1. The hottest day of summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing-for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.
2. He was a skinny, black-haired, bespectacled boy. His jeans were torn and dirty, his T-shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness should be punishable by law, but as he had hidden himself behind a large bush this evening, he was quite invisible to passers-by.
3. He rolled out cautiously on to his front and raised himself on to his knees and elbows, preparing to crawl out from under the window. He had moved about two inches when a loud crack broke the sleepy silence like a gunshot; a cat streaked out from under a parked car and flew out of sight, a shriek, a curse and the sound of breaking glass came from the Dursleys' living room. He jumped to his feet, and the top of his head collided with the open window. He had barely staggered upright when two large purple hands reached through the open window and closed tightly around his throat.

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

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

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

1. Why did the cars stand dusty in their drives?

- a) People were too lazy to clean them.
- b) The use of hosepipes had been banned due to drought.
- c) Dusty winds were blowing that day.
- d) The cars needed repair.

2. What impression do you get of the neighbours?

- a) They seem to be sensible.
- b) They seem to be conceited.
- c) They seem to be prudent.
- d) They seem to be wise.

3. What was Harry doing hiding under the window?

- a) trying to overhear the conversation of the residents
- b) waiting for the opportunity to sneak into the house
- c) trying to overhear the evening news broadcast
- d) enjoying nature's beauty

4. What made Harry leap up so quickly that he smashed his head on the window?

- a) He heard the sound of a car crash.
- b) He heard wailing sounds from a distance.
- c) He heard a thunderous crack rip through the neighborhood.
- d) He heard the deafening sound of the thunderbolt.

5. In which context are the owls mentioned in the passage?

- a) They are referred to as omens of death and bad luck.
- b) They are referred to as wise creatures.
- c) They are referred to as information/ news carriers.
- d) They are referred to as guardians of night.

6. Rewrite the passage below, replacing the underlined words with their synonyms. Choose your answer from the list given below:

shining	active	dull	fertile	dried
poverty-stricken	barred	bereft	sleepy	procrastination
destitute	agile	sanctioned		

The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing – for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses, windows thrown wide

in the hope of tempting in a non-existent breeze.

Ignorance

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

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

What scary thing was he saying?
Where were his fangs and the flames?
They looked at his face which was friendly and kind
And he asked them to tell him their names.

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

Anonymous

A. Tick the correct answer:

- 1. Why did the children hurry past the old man's house?**
 - a) They thought that he was a monster.
 - b) They thought that he would scold them for no reason.

- c) Their parents had instructed them to reach home on time.
- d) A weird smell came from his house.

2. 'They froze in their tracks' means:

- a) They suddenly stopped moving because it became very chilly.
- b) They suddenly stopped moving because the old man cast a spell on them.
- c) They suddenly stopped moving as they were curious to see the old man.
- d) They suddenly stopped moving because of fright.

3. Why do you think the title 'Ignorance' has been given to the above poem?

- a) The children's parents ignored them a lot.
- b) The old man ignored the children as they were mean.
- c) The children realised that they should ignore the old man for the sake of peace in the society.
- d) The children realised that they had been ignorant of the old man's kindness and understood the silly old rumour.

4. What did the old man ask the children?

- a) He asked them not to trouble him ever.
- b) He asked them to tell him their names.
- c) He asked them to tell him about their hobbies.
- d) He asked them to tell him about the rumour.

5. Which poetic device has been used in the line, 'That they'd have to look at his face?'

- a) personification
- b) alliteration
- c) simile
- d) metaphor

6. Find a word from the poem which is the antonym of stare:

- a) glare
- b) frail
- c) glimpse
- d) fangs

Section-B

FACTUAL DESCRIPTION

A factual description is a series of related sentences, aimed at describing a person, place or an object in a matter-of-fact way. A factual description is sequential, beginning from the more important points and moving towards the additional details.

FEATURES OF A GOOD DESCRIPTION

- It begins with a topic sentence, which introduces the main idea. Details of the subject being described are then given, starting from the more important and/or prominent ones. An appropriate closing sentence is used to sum up the writer's thoughts.
- The description is mostly objective and uses the present tense, unless the given question requires the use of another tense.
- A variety of appropriate adjectives are used. Words and phrases are not repeated.
- It helps the reader visualise the subject by appealing to the different senses.
- It is 120-150 words long.

DESCRIPTION OF A PERSON

People are described by writing about their physical appearance (height, weight, body build, complexion, facial features, special/unusual marks on their body, hair, clothes), personality and special qualities, likes and dislikes, etc.

- There is nothing exciting about describing a person like this:

Zahid had thick brows and a long nose.

- You would be showing, rather than telling if you wrote:

Zahid's thick black brows knitted over his sharp eyes. His nose was long and bony like his father's.

- Or if you added a context to the description like this:

Zahid's thick black brows rose in an angry arch when he became infuriated. His nose that was too long for his narrow face would begin to twitch.

HOW TO WRITE THE FACTUAL DESCRIPTION OF A PERSON?

You Can use the following tips to kick start your factual description:

How to Describe a Person?

The following word list will help you improve your descriptive paragraphs

NOTE: Do not use every descriptive element listed below. Rather, a few well-chosen details will go a long way toward bringing your subject to life.

Face Shape

- Square
- Oval
- Round
- Triangular
- Heart-shaped
- Thin
- Wide
- Chiseled

Skin and Complexion

Complexion is the natural appearance and colour of the skin, especially of the face. For example, "Mary has a soft, creamy complexion."

- Wrinkled: covered with lines or loose folds of skin; often associated with age
- Freckled: sprinkled or covered with light brown spots
- Ruddy: skin that has a reddish tint; may have the appearance of sunburn
- Sallow: skin that has a yellowish tint; may be associated with illness
- Tanned: skin with a warm, golden-brown tint
- Rosy or fresh-faced: pink-cheeked, fair complexion that glows with a hint of pink
- Other skin-related adjectives: pale, fair, spotless, silky, smooth, creamy, dewy, baby-soft, peaches-and-cream, glowing, paper-thin or translucent (as with a very old person), sunburned, peeling, rough, weathered, weather beaten, craggy, leathery, dry, brown, dark

Eyes

- Shape, size, and appearance: large, small, almond-shaped, round, bulging, heavy-lidded, hooded
- Eye color: black, brown, hazel, green, blue, gray
- Eye expressions: piercing, mesmerizing, sad, sorrowful, haunted, gentle, sympathetic, warm, compassionate, expressive, bright, twinkling, lively, Other: brown-eyed boy, bright-eyed sister, wide-eyed child, gold-flecked eyes

Mouth and Lips

- Lip shape and size: thin, full, pouting, rosebud (baby's lips, often), pursed (puckered up, as when concentrating)
- Mouth expressions: laugh, smile, beam, grin, frown, grimace,
- Adjectives describing the mouth or mouth expressions: toothy, toothless, gap-toothed, kind, sweet, dimpled, relaxed, firm, serious, cruel, snarling

Hair

- Hair color: black, brunette, brown, chestnut-brown, blond, honey-blond, golden-blond, white, salt-and-pepper
- Texture or appearance: wispy, fuzzy, wavy, curly, kinky, frizzy, unmanageable, straight, trimmed, parted, neatly-combed, tamed,, long, short, cropped, dull, shiny
- Hair styles: braids, ponytail, pigtails, bun, messy bun, twist, bob, ringlets,

Body

TIP: Choose strong verbs and adjectives.

- Build: small, slim, slight, thin, lean, willowy, skinny, angular, bony, fine-boned, chunky, broad-shouldered, muscular
- Posture: stand, sit, slouch, flop, lean, recline, rest, stretch, sprawl, curl up, roost, squirm, arch, slump, stoop, bend, hunch, scoot, walk, run, race, jog

Example:

Glinda, the witch



Glinda was a beautiful witch. Her hair was a rich red and fell in curls and waves over her shoulders. She held a magic wand in her hand which she often twirled like a baton. Her dress was pure white, but her eyes were blue and looked kindly upon Dorothy. Her dainty silver sandals gleamed in the moonlight.

DESCRIPTION OF A PLACE

It will include:

Name of the place

Location

Area

Geographical features

Attraction of the place and other details

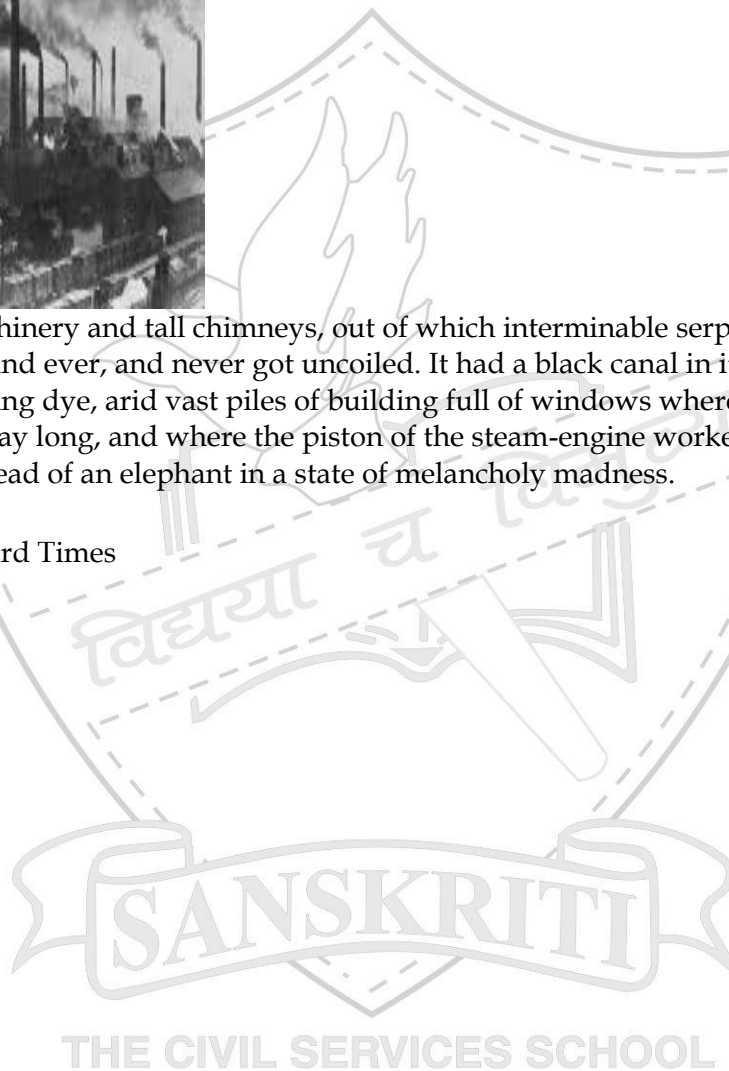
Example:

Town of Machinery

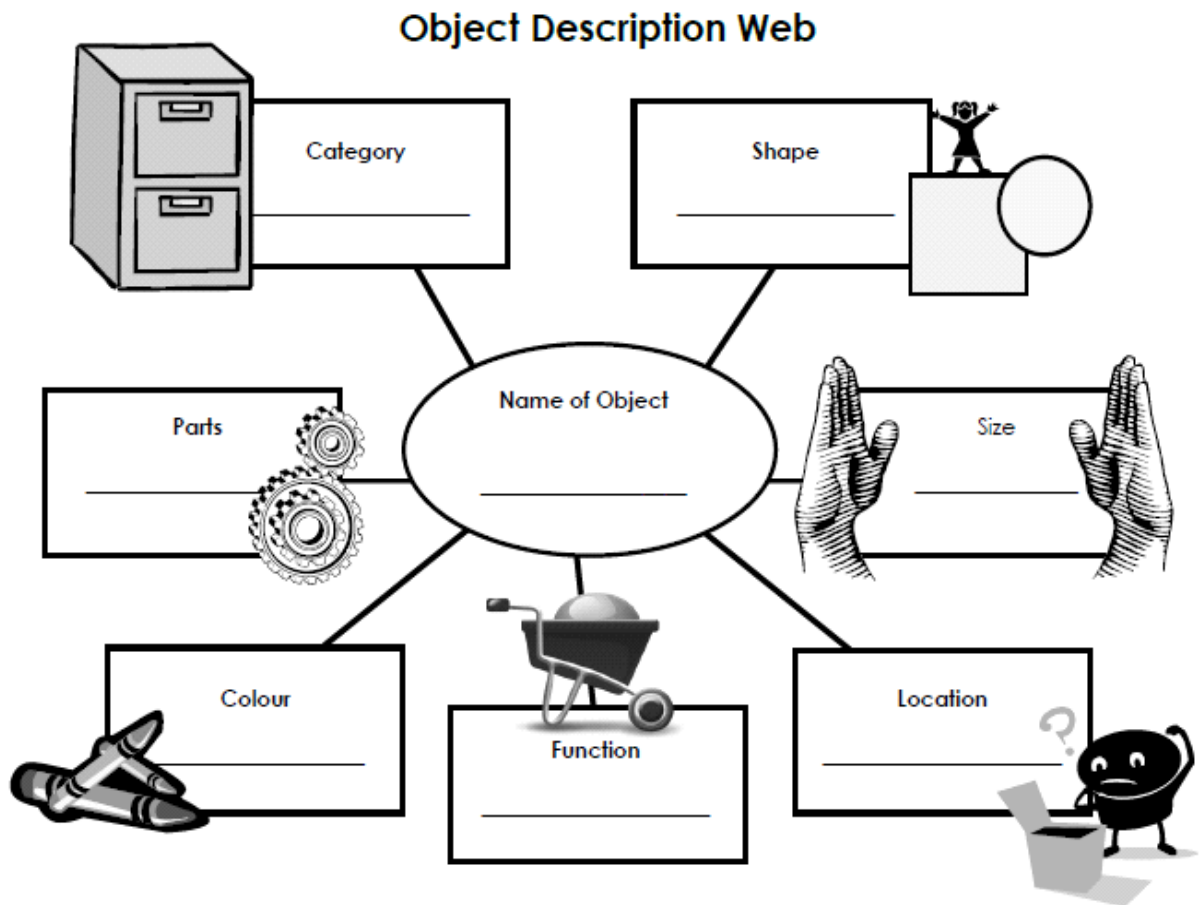


It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, amid vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

-Charles Dickens, Hard Times



DESCRIPTION OF AN OBJECT



EXAMPLE:

Wrist Watch



A wristwatch, as the name suggests, is worn around the wrist. It is a time measuring machine. This wristwatch has a black round dial and a black leather band. It has a dial with twelve dots. There are two hands; the shorter one points to the hour and the longer one points to minutes.

It is a quartz watch which uses batteries and electrical wizardry to keep time. The case, back cover, and band segments are made from stainless steel for a long service life.

The company's name and logo sit proudly on the top.



Factual Description

Write a factual description on each of the following topics:

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

Learning Outcome:

- The students will be able to describe incidents with fluency, accuracy and in sequence.
- The students will be able to make meaningful sentences to describe/ narrate factual imaginary situation in speech and writing

Section-C

Subject-Verb Agreement (Revision)

Exercise 1

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

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

Exercise 2

Tick the correct sentence:

- 1a) This singer, along with a few others, play the harmonica on stage.
- b) This singer, along with a few others, plays the harmonica on stage.
- 2a) Sunscreen and hats are essential gear for a trip to the beach.
- b) Sunscreen and hats is an essential gear for a trip to the beach.
- 3a) The football team has a new coach.
- b) The football team have a new coach.
- 4a) The police are investigating the murder.
- b) The police is investigating the murder.
- 5a) My feet is cold.
- b) My feet are cold.

- 6a) A few of these products has defects.
b) A few of these products have defects.
- 7a) 40% of the people doesn't support the new law..
b) 40% of the people don't support the new law.

- 8a) The herd of horses gallops wildly across the field.
b) The herd of horses gallop wildly across the field.

- 9a) Fifteen pounds is too much for that bag.
b) Fifteen pounds are too much for that bag.

- 10a) Either Grandpa or my sisters are going to the park.
b) Either Grandpa or my sisters is going to the park.

Exercise 3

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

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

Exercise 4

Choose the correct sentence from the options given below:

1. a. One of these dogs wears a blue collar.
b. One of these dogs wear a blue collar.
c. There is many situations where it's not practical to wear sunglasses.
d. The child is crying and the children is playing outside.
2. a. Physics are important for understanding how the world works.
b. Physics is important for understanding how the world works.
c. Sarah, Ella, and Cleo is going to the movies.
d. Everyone get to have ice cream.
3. a. Improving the situation of people in cities are very important.
b. Obesity in children are a growing concern.
c. Neither Jack nor his friends wants to go to the baseball game.
d. Neither Jack nor his friends want to go to the baseball game.
4. a. Either my brother or my sisters usually help me.
b. Either my brother or my sisters usually helps me.
c. Neither the child nor her parents is at the school.
d. Neither the parents nor their child are at the school.
5. a. There are too much gas and oil being used around the world.
b. One of the cars belong to my father.
c. The constant robbery of tourists upsets many local people.
d. The constant robbery of tourists upset many local people.

Learning Outcome:

- The students will be able to understand the functions of grammar, the usage for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The students will be able to write grammatically correct sentences for a variety of situations

Adjectives

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

There are seven kinds of adjectives:

Adjective of

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

A. Choose the most suitable adjective from the options given in the bracket and fill in the blanks.

1. The boatman was afraid to cross the lake in such a _____ (stormy/ nice/rainy/ muddy)weather.
2. The weavers of Himachali shawls are _____ (what/ few/ gifted/ many) craftsmen.
3. At midnight, Sunny started to feel _____ (an active/ little/ drowsy/much) and decided to go to bed.
4. Don't be afraid of the dog, he is very _____ (unfriendly/ affable/ distant/farther).
5. This motor cycle has a _____ (feeble/ influential/powerful/ meek) engine.
6. Ruche behaved in such a _____ (amusing/ comical/ entertaining/unlimited) manner that the audience started to laugh.
7. Natasha has made _____ (many/ significant/ this/such) progress since I last saw her.
8. This is a special class for _____ (sports/ no/ much/ any) students.

B. Choose the most appropriate adjective from the bracket and fill in the blanks:

- a. I have been to Shimla _____ a times. (many/ much of/ any /more)
- b. _____ boy sitting there is extremely naughty. (This/ That/ These/ Those)
- c. Is there _____ cheese in the box? (any/ one/ many/ none)
- d. The teacher will not accept _____ excuse. (any/ no/ some/ much)
- e. There are _____ oranges in the bag. (much/ many/any/this)
- f. _____ kind of a boy is he? (What/ Which/ Where/ Whom)
- g. May is the _____ month of the year. (five/ fifth/ which/ that)
- h. _____ kind of food is this? (Whom/ What/ Whose/ Who)
- i. I have _____ idea where she has gone. (no/ any/ many/ much)
- j. Pinocchio had a _____ nose. (long/ longer/ longest/ longish)

FORMING ADJECTIVES:

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

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

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

FROM NOUNS

beauty- beautiful
rag-ragged
envy- envious
boy- boyish
silk- silky

FROM VERBS

talk-talkative
ridicule- ridiculous
tire- tiresome
help- helpful

FROM ADJECTIVES

red- reddish

right- righteous
sick- sickly

Adjectives formed from proper nouns should be capitalized.

Mars- Martian

Tibet- Tibetan

D. Fill in the blanks by changing the words given in bold to adjectives. Choose your answer from the options given.

1. Geeta got a very cheap _____ (month/ monthly/ month by month/ monthful) subscription for her favourite magazine. MONTH
2. Riding a roller coaster was an _____ (invigorate/ invigorating/ invigorated/ invigoratesome) experience. INVIGORATE
3. Losing her dog was _____ (devastately/ devastated/ devastating/ devastatesome) for Zara. DEVASTATE
4. It gets quite _____ (chilling/ chilly/ chill/ chillful) in Delhi in the month of December. CHILL
5. The _____ (bore/ bored/ boredom/ boredsome) audience left as soon as the play ended. BORE
6. Rekha wore a _____ (sparklesome/ sparkly/ sparkleful/ sparkled) dress for her birthday. SPARKLE
7. A _____ (wrinkled/ wrinkleful/ wrinklesome/ wrinkling) old man was taking a walk in the park. WRINKLE
8. Neil told us an _____ (amused/ amuseing/ amusing/ amuseful) story about a frog and a toad yesterday. AMUSE
9. Neeta felt _____ (frustrately/ frustraten/ frustrated/ frustrate) by the long queue at the railway station. FRUSTRATE
10. The audience was left _____ (stun/ stunned/ stunning/ stunner) by the excellent performance. STUN

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

There are three degrees of comparison.

They are:

1. Positive degree.

2. Comparative degree.

3. Superlative degree.

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

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

1. Positive degree

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

Examples:

- This house is big.

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

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

Each sentence mentioned above talks about only one noun.

2. Comparative degree

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

Examples:

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

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

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

Both these sentences convey the same meaning.

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

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

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

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

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

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

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

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

Both these sentences convey the same meaning.

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

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

Examples:

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

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

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

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

All the three sentences mean the same meaning.

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

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

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

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

All the three sentences mean the same meaning.

Few adjectives and adverbs get their comparative forms by simply getting 'more' before them. And their superlative terms, by getting 'most' before them.

Examples:

beautiful.....more beautiful.....most beautiful
 effective.....more effective.....most effective
 effectively.....more effectively.....most effectively
 enjoyable.....more enjoyable.....most enjoyable
 useful.....more useful.....most useful
 different.....more different.....most different
 honest.....more honest.....most honest
 qualified.....more qualified.....most qualified

Few adjectives and adverbs get their comparative forms by simply getting 'er' after them and their superlative terms, by getting 'est' after them.

Examples:

hard.....harder.....hardest
 big.....bigger.....biggest
 tall.....taller.....tallest
 long.....longer.....longest
 short.....shorter.....shortest
 costly.....costlier.....costliest
 simple.....simpler.....simplest

Degrees of comparison add beauty and variety to the sentences.

E. Fill in the blanks with the correct degree of adjective. Choose from the options given.

- The movie he saw today was the _____ (bad/ worse/ worst) one he has ever seen.
- Cities are usually _____ (noisy/ noisier/ noisiest) than country sides.
- Before you look at your programme, let me explain a little _____ (farther/

- further/ far).
- d. Statistics show that driving your own car is _____ (dangerous/ more dangerous/ most dangerous) than flying an airplane.
- e. What is the _____ (least expensive/ expensive/ less expensive) way of travelling in Japan?
- f. Joe's _____ (old/ elder/ older) than Mike.
- g. Who is _____ (younger/ youngest/ most young) Rohn or Tony?
- h. They emigrate because they are looking for a _____ (best/ better/ more better) life.
- i. The guest bedroom is the _____ (quiet/ more quiet/ quietest) room in the house because it overlooks the garden.
- j. I think her grandfather must be _____ (old/ elder/ older) than her grandmother.

F. Fill in the blanks with the correct form of adjectives made from words given in bold. Choose your answer from the options given:

- a. This is a _____ (gold/ golden/ goldy) opportunity. **GOLD**
- b. She is the _____ (intelligent/ more intelligent/ most intelligent) girl in the class. **INTELLIGENT**
- c. This is the _____ (happy/ most happiest/ happiest) moment of my life. **HAPPY**
- d. Rohit is _____ (more courageous/ most courageous/ courageously) than Ritesh. **COURAGE**
- e. The local trains in the city are _____ (bad/ worse/ poorer) than the buses. **BAD**
- f. Ishmeet is _____ (good/ better / more good) at English than he is at Maths. **GOOD**
- g. The weather gets _____ (warm/ warmer/ most warm) after spring. **WARM**
- h. Sania has a habit of writing the _____ (lengthy/ lengthier/ lengthiest) answers in the class. **LENGTHY**
- i. It is too _____ (cold/ colder/ cool) to go for a walk outside. **COLD**
- j. We were a lot _____ (most careful/ more careful/ carefree) this time. **CAREFUL**

When using more than one adjective to describe a noun place the adjectives in the following order before the noun.

NOTE: We usually use not more than three adjectives preceding a noun.

1. **Opinion and general description** Example : *nice, funny, lovely*
2. **Dimension/ Size / Weight** Example : *big, small, heavy*
3. **Age** Example: *old, new, young, ancient*
4. **Shape** Example: *round, square, oval*
5. **Colour** Example: *green, red, blue, black*
6. **Country of origin** Example : *Italian, Polish, English*
7. **Material** Example: *wooden, cotton, woollen, plastic*
8. **Purpose and power** Example: *walking (socks), tennis (racquet), electric (iron)*

Here are some examples of nouns modified with three adjectives in the correct order based on the list above.

- A wonderful old French clock. (opinion - age - origin)
- A big square blue box. (dimension - shape - colour)
- A disgusting pink plastic ornament. (opinion - colour - material)

Here's a rhyme which, if you learn it, might help you remember the order of adjectives!

In my nice big flat

There's an old round box

For my green Swiss hat

And my woolly walking socks.

Choose the correct order of adjectives in the following sentences.

1. The woman is wearing a _____ dress.
 - a. yellow long
 - b. long yellow
2. He is a _____ man.
 - a. tall thin
 - b. thin tall
3. The company makes _____ products.
 - a. excellent farming
 - b. farming excellent

4. James recently departed on a _____ trip.
a. camping long
b. long camping
5. I love eating _____ strawberries.
a. red big
b. big red
6. The _____ woman did well on the test.
a. intelligent young
b. young intelligent
7. The ticket costs _____ dollars.
a. ten US
b. US ten
8. The scientists have found a _____ cure for the disease.
a. new great
b. great new
9. I am going to wear my _____ tie to the wedding.
a. big cotton blue
b. blue big cotton
c. big blue cotton
d. cotton big blue
10. Please recycle those _____ bottles.
a. three water empty
b. three empty water
c. water empty three
d. empty three water
11. She packed her clothes in a _____ box.
a. green flimsy cardboard
b. flimsy green cardboard
c. cardboard flimsy green
d. flimsy cardboard green
12. Their dog is a _____ shepherd.
a. brown big German
b. big brown German
c. German big brown
d. German brown big
13. I am drinking from a _____ cup.
a. small English tea
b. tea small English
c. English small tea
d. small tea English

14. My _____ teacher talks for hours!
- philosophy old boring
 - old philosophy boring
 - boring philosophy old
 - boring old philosophy

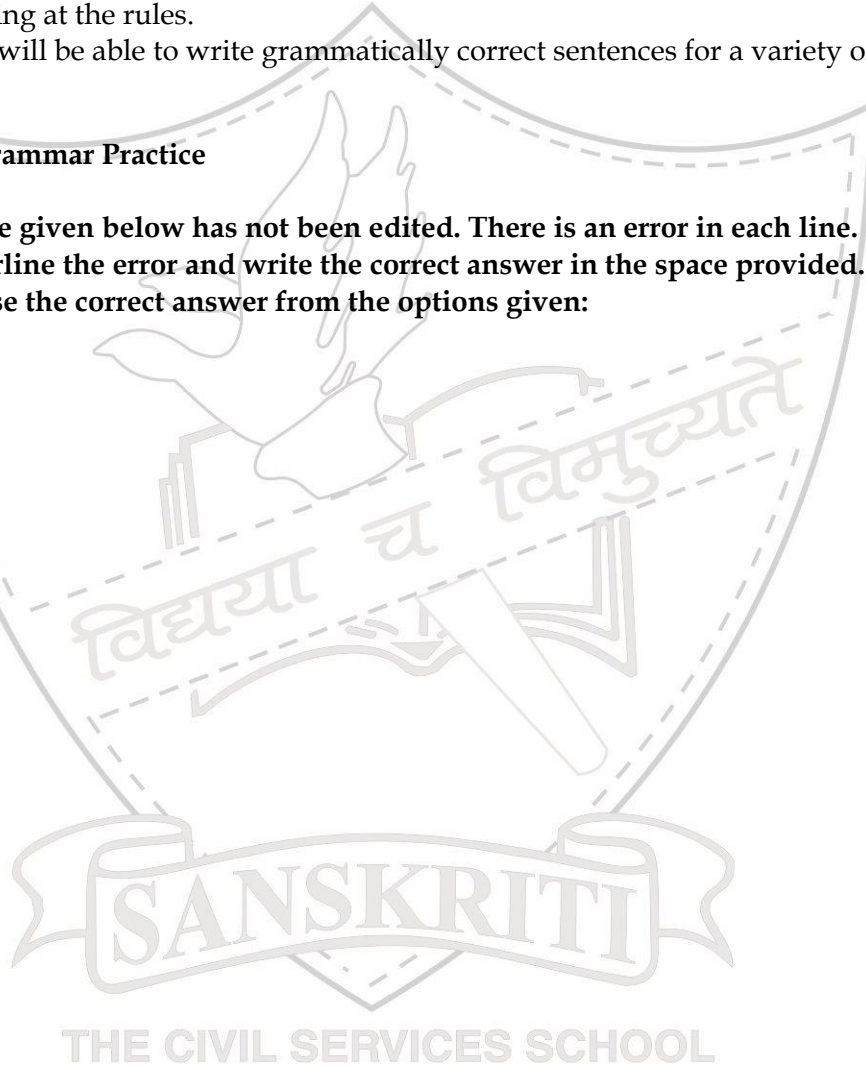
Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The students will be able to write grammatically correct sentences for a variety of situations

Integrated Grammar Practice

I. The passage given below has not been edited. There is an error in each line. Underline the error and write the correct answer in the space provided. Choose the correct answer from the options given:

- researches
 - a
 - the
 - built
- where
 - worlds'
 - Worlds
 - needs
- from
 - off
 - to
 - besides
- occupant
 - needs
 - out
 - a
- objects
 - them
 - an
 - catch
- the
 - off



- c. must
d. down
- vii. a. an
b. object
c. into
d. to
- viii. a. off
b. to
c. by
d. control

Japanese researchers are building an world's first room which occupants need take care of sick and elderly people. All the occupants need to do is to point in an object and a obedient robot will fetch it or turn it on. A robotic arms will pick up objects and bring them of the patient's bedside. It will be controlled of computers.

- i. _____
ii. _____
iii. _____
iv. _____
v. _____
vi. _____
vii. _____
viii. _____

II. Tick the correct verb in these sentences.

- I. The girl or her sisters (watch, watches) television every day.
- II. Rob (doesn't, don't) like sports.
- III. His classmates (study, studies) before a test.
- IV. One of the cookies (is, are) missing.
- V. A lady with 10 cats (live, lives) in that big house.
- VI. Mumps (is, are) very serious.
- VII. The committee (decide, decides) when to adjourn.
- VIII. Our team (is, are) the best.
- IX. Everybody (enjoy, enjoys) a good song.
- X. Either (is, are) suitable.
- XI. The girl or her sisters (watch, watches) television every day.
- XII. Rob (doesn't, don't) like sports.
- XIII. His classmates (study, studies) before a test.

- XIV. One of the cookies (is, are) missing.
- XV. A lady with 10 cats (live, lives) in that big house.
- XVI. Mumps (is, are) very serious.
- XVII. The committee (decide, decides) when to adjourn.
- XVIII. Our team (is, are) the best.
- XIX. Everybody (enjoy, enjoys) a good song.
- XX. Either (is, are) suitable.

Section-D- Literature

The Master Artist

-- Carol Moore

‘The Master Artist’ is a short story from the ‘Children’s Storybook Online’ collection. Based in the last decade of 14th century Italy, the story encompasses the precursor to Modern Art manifest in the last painting of Monsieur Signy l’Abbaye.

In the year 1392, when Monsieur Signy l’Abbaye was about to retire and live life on his own terms, not governed by the rules of his profession; he was called by GuilianoBartoli, a rich Italian patron. GuilianoBartoli invited Signy l’Abbaye to paint his portrait on the 20 feet long wall in his banquet hall. The initial rejection on seeing the canvas i.e. the 20 feet long wall turned to a willing acceptance when Signy l’Abbaye was struck by a unique thought. He requested the patron to provide him with just food and a bed, instead of money for his work and he agreed to work on the condition that GuilianoBartoli would not see the painting while it was in progress. It shall remain hidden from him as well as others until completion. GuilianoBartoli accepted both the conditions laid down by Signy l’Abbaye with slight modifications and a contract was signed. However, GuilianoBartoli was curious to know how the painting was coming along and tried to catch a glimpse of it many times but failed. After half a year had passed, the patron could not resist seeing the painting, so he firmly declared to Signyl’Abbaye that he was coming on the other side of the curtain to view the painting. The artist succumbed to the patron’s word and pulled aside the curtain, feeling proud of his creation. But the patron was red with anger. The portrait upturned the traditional and conventional ways of paintings, and was an example of avant-garde art namely Cubism*. In those days, given the constraints that were put on artists and their art, the portrait drew fury and remained largely unappreciated by art-critics.

**Cubism: In Cubist artwork, objects are analyzed, broken up and reassembled in an abstracted form – instead of depicting objects from one viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context*

Q1. Who was Monsieur Abbaye?

Q2. Why did Monsieur Abbaye not want to paint the portrait at first and what changed his mind?

Q3. What was the condition that Guiliano Bartoli found strange?

Q4. Which sentence in paragraph 3 tells us that he had to paint regular portraits to make ends meet?

Q5. After seeing the painting, why was Guiliano Bartoli upset?

Sample answer: Guiliano Bartoli was upset on seeing the painting because it was not what he had expected. Monsieur l'Abbaye had used a style which Bartoli had never seen before, which seemed disgusting to him. According to him, his portrait had been ruined. L'Abbaye was a master artist and had been highly recommended. Thus Bartoli had many expectations from him. Also, he had waited half a year patiently to see his portrait. Since he did not understand this wonderful style of art, which became popular many years later, he neither accepted nor appreciated it, and was enraged.

Q6. Why could Monsieur Abbaye not see what he had drawn wrong?

Q7. Tick the correct answer:

A. The Guild was

- a. a professional union of ministers
- b. a professional union of artists or craftsmen which was quite powerful
- c. a professional union of patrons
- d. a professional union of common people

B. Which of the following sentence shows Bartoli's impatience?

- a. "Sighing deeply, the patron withdrew again. Just how long would this take?"
- b. "anything you wish, but I insist at least upon paying you something for your effort."
- c. "Let's draw up a contract."
- d. "What does this mean?"

C. How much time did it take to complete the portrait?

- a. three months
- b. four months

- c. five months
- d. six months

D. What does the expression "he'd fussed and fixed for so long" mean?

- a. he thought and worked on it before finalising
- b. he remained confused throughout
- c. he used to get angry at seeing the portrait
- d. he made the portrait in a hurry

E. "He'd simply been born five hundred years too early!" Who is he in this line?

- a. Signor Bartoli
- b. Carole Moore
- c. Pablo Picasso
- d. Signy l'Abbaye

Learning Outcome:

- The students will be able to comprehend the lesson, read aloud text and answer inferential questions.
- The student will be able to explain how suspense is created and maintained, and the comic touch at the end
- The student will be able to express how the artist puts forth his ideas boldly and with passion.

FOR FURTHER PRACTICE

Q. In the following passage one word has been omitted from each line. Mark the place where it has been omitted with a / and write the missing word in the space provided.

"Slumdog Millionaire" is story of _____
 how penniless waiter from Mumbai _____
 became biggest quiz-show winner in _____
 history. The script of movie is based on _____
 Indian diplomat, VikasSwarup's novel _____
 'Q and A'.movie won ten Oscar nominations. _____
 emotional A.R. Rahman, who won three _____
 nominations said, "I'm on top of world." _____
 "I'm so honoured," said overjoyed Anil Kapoor. _____

December

Reading: Comprehension

Writing: Autobiography Writing

Grammar and Vocabulary: Punctuation, Collocation, Spell-check, Jumbled letters,

Integrated Grammar

Literature: The Mother Bird

Section-A

Art Class

1. My favourite class throughout high school was art. I was not particularly talented, but I did enjoy the art class. By afternoon of each school day, my sensory processing difficulties had already caused me considerable distress and frustration. All I wanted to do was scream, but I knew that doing that would only get me sent to the Principal's office. Fortunately, I found my diversion in art, so I took the class every year. I discovered that it could relax me as little else could. Miss Thompson was the teacher, and she seemed to like me. She had pretty blonde hair and big glasses.
2. She had one idiosyncrasy: she objected to being called "Mrs". Nearly every class period, she would playfully threaten to shoot the first person to call her "Mrs". I ordinarily take people literally, unless they tell me otherwise. Miss Thompson surely sounded serious to me, so I made sure I never made this mistake. I did, however, once call her " Mom" by accident. She just stared at me for several seconds before going on to see what I needed.
3. Another reason I enjoyed art had to do with intriguing worlds that I found I could experience vicariously by simply gazing at the paintings by the masters. There were so many odd cultures and time periods that I had often wondered about, but couldn't seem to visualize. One day, my teacher told us to look through some old magazines for ideas about what to paint. One picture, a pre-civil war type southern mansion, especially appealed to me. I could just imagine plenty of southern belles strolling about looking for pleasantly scented flowers.
4. Despite having no illusions about my talent, I found the very task of creating something of my own gratifying. Miss Thompson could be very creative in her assignments as well.

One such task was to sketch a series of cartoons to make a fictional narrative.

5. The class I had after the art class was science. It really amazed me how anyone could make such an exciting subject so very boring, but the science teacher managed to do just that. It seems that one can get away with almost anything by sitting in the back, which is right where this teacher had placed me. Consequently, the art assignment took on the utmost urgency, even if some of it had to be done during science class, which immediately followed art.

On the basis of your understanding of the above passage, choose the correct answer:

1. Which line from the passage shows that the author had learning difficulties?
 - a. I was not particularly talented...
 - b. ...my sensory processing difficulties had already caused me considerable distress and frustration.
 - c. All I wanted to do was scream.
 - d. I found my diversion in art...
2. Why did the writer enjoy his art class?
 - a. He wanted to visit the pre-civil war type southern mansion that appealed to him.
 - b. It could relax him as little else could.
 - c. He was allowed to scream there, which he really enjoyed doing.
 - d. He got a chance to look through some old magazines.
3. What did the writer once call his art teacher? Why did he do so?
 - a. Miss/ He didn't like to call her Mrs
 - b. Mrs/ She wanted to be addressed like that
 - c. Mrs/ He liked to address her like that
 - d. Mom/ She liked him and took care of his needs
4. Why did the writer not enjoy his science class?
 - a. He found the subject boring.
 - b. The way his teacher taught the subject was boring.
 - c. The teacher didn't let him complete his art assignment.
 - d. The teacher scolded him for sitting at the back.

5. Find words in the passage which mean the same as the following.

Choose from the options given:

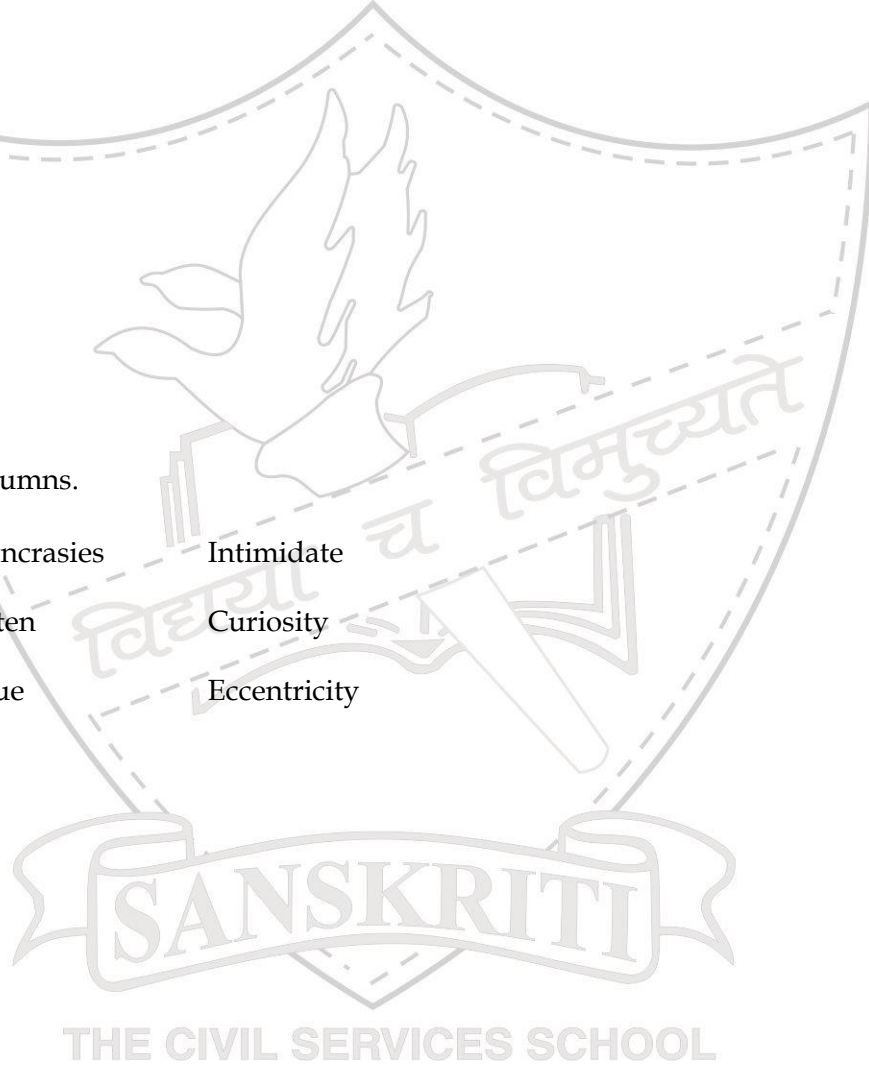
- a. Misery
i. distress
ii. objected
iii. strolling
iv. sensory

- b. Opposed
i. amazed
ii. objected
iii. illusions
iv. gratifying

- c. Satisfying
i. strolling
ii. gazing
iii. gratifying
iv. fictional

6. Match the columns.

- | | |
|-------------------|--------------|
| a) Idiosyncrasies | Intimidate |
| b) Threaten | Curiosity |
| c) Intrigue | Eccentricity |



Gus: The Theatre Cat

Gus is the cat at the theatre door

His name, as I ought to have told you before,
Is really Asparagus. That's such a fuss

To pronounce, that we usually call him Gus.
His coat's very shabby, he's thin as a rake.

And he suffers from palsy that makes his paws shake.

Yet he was, in his youth, quite the smartest of Cats-

But no longer a terror to mice and rats.

For he's no longer the Cat that he was in his prime;

Though his name was quite famous, he says, in its time.

And whenever he joins his friends at their club

(Which takes place at the back of the neighboring pub)

He loves to regale them, if someone else pays,

With anecdotes drawn from his Palmiest days.

For he once was a Star of the highest degree-

He has acted with Irving, he's acted with Tree.

And he likes to relate his success on the Halls,

Where the Gallery once gave him seven cat-calls.

But his grandest creation, as he loves to tell,

Was Firefrorefiddle, the Fiend of the Fell.

A. Choose the correct answer:

Q1. Why wasn't Gus called by his real name?

- He didn't like his real name.
- It was a fuss to pronounce Asparagus.
- The theatre people didn't like his real name.
- There was another cat by the same name.

Q2. What does Gus look like now?

- smart and handsome
- clean and smart
- thin and shabby
- thin and handsome

Q3. How do we know that Gus is really old?

- He is no longer a terror to mice and rats.
- He has wrinkles and white hair.
- He once told his age to the other cats at the club.
- He has been asked to leave the theatre as he is of no use now.

Q4. How does Gus entertain the other cats at the club?

- by performing various tricks
- by playing fetch
- by telling them anecdotes from his Palmiest days
- by distributing dates from the palm trees

Q5. Tick the correct meaning of the following expressions:

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

Q6. What is Fireforefiddle, the Fiend of the Fell in the poem?

- A monster that Gus tells about to his friends.
- The best ever role played by Gus.
- Name of the theatre which caught fire by accident.
- The best poem written ever.

Section B

Autobiography

An autobiography is a first person account about the life and experiences about a person or thing.

The writer assumes that he is that person or thing and writes a story which reveals interesting information about that particular subject. You could imagine yourself to be a popular singer, sportsperson, a scientist or anything you possibly wish. You could also imagine yourself to be an inanimate object like a football, a book, or a doggy bowl! So choose what or who you would like to write about and get started on an Autobiography.

Examples of an Autobiography:

1. JAMES SMITH

I am James Smith, and I was born on September 21, the first day of autumn, in the year 1971. My birthplace is Vancouver, British Columbia, Canada. My middle name is Scot, which is my mother's maiden name. My nickname at home is Tiago, but in school I was called by many nicknames such as Jimmy, Santy, and Smithy. My father was a

retired miner in Alberta. He had an automotive mechanics diploma from San Luis School, Abra, Philippines. He moved to Alberta, Canada when he was 37 years old. He then worked for Sandbanks Mining Inc. until retirement. My mother had a degree in Education. She started working as temporary teacher in different cities in Ilocos, Philippines. After getting a permanent position in an elementary school in Santiago city, she met my dad and got married. I am the oldest of 3 children. My younger brother's name is Marlon and my younger sister is Erika.

I can say that the best education I ever had started at home. This was when my parents ingrained in me the principles of life and values that I hold strong till this very day. I attended kindergarten at Macaulay School. I loved my first teacher in school, Ms Cruz, who was very kind. I also remember the names of my first classmates and friends in school very clearly. My elementary school was a bit far from my home, so I used to take the school bus every day. I received two awards in school for being the most responsible student and I also won a National Chess competition. Thereafter, I attended Ferguson Bay High School. These were the most enjoyable years of my life.

2. I AM A PEN

I was born two years ago at a factory in China. The factory workers sculpted my shell out of plastic, then they gave me all sorts of mechanical parts, filled me with ink, and they sent me on my way. As I sat in the box with my fellow pens, I hoped to be destined for great things. I could belong to a great leader, or maybe someone famous. I could live a lavish life in a fancy pen cup, only getting up every few days to sign a document or two. Perhaps an aspiring medical student would use me to take months worth of notes or I could spend my life at the desk of a great poet.

My destiny was off to a rough start. My box mates and I spent three whole months making the journey from our factory to a store in the United States. I got a little seasick on the boat ride and spilled some of my ink. When we finally arrived, we spent a whole month in storage in the back of a store. Slowly, our shipping crate was emptied. We were picked up right away off of the shelf. I was excited and ready to serve whatever great purpose awaited me. Unfortunately, only one pen was removed and the rest of us spent six months waiting in a dark drawer. It was pretty discouraging to have to keep waiting after so long.

Finally our day came. A girl in an orange dress took us out of the drawer and carried us off to her room. I was so honoured to be the first one she chose. It was awfully dark in the

room though; no light except for her computer screen. Then she got to work. It was relentless. She dragged me all across the paper, jolting me back and forth, spinning me in circles, and scribbling me off in the corner when I couldn't keep up. Finally she was done and she lifted me to see my first creation. I was appalled. It was a wretched, horribly drawn portrait of some pop star. As soon as she was finished, she got right back to work on another. She must've been creating the whole group. I saw it and I couldn't go on anymore. It was worse than the first. I couldn't let this be my life's purpose. Therefore, I stopped inking.

She scribbled me as hard as she could, but I held on. She tossed me straight into the trash. I laid there, staring up at the white sky above me. A halo of light poured in through the round opening. She crumpled up her ruined paper and threw it on top of me. It covered nearly half of my vision.

Later she threw another. And then another. She piled on more trash until everything was black.

Q1. Write an autobiography of a shirt.

Q2. Imagine you are a river. Write your autobiography.

Learning Outcome:

- The students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- They will be able to make meaningful sentences to describe narrate, factual imaginary situation in speech and writing
- They will be able to identify main ideas/ characters/ sequence of ideas and events and will be able to relate with his/ her personal experience.

Section-C

Punctuation

Punctuation marks are signs such as full stops, commas and question marks. You use them in sentences to make the meaning clear.

* Full stop ‘.’

You use it:

- at the end of a sentence.
- after words that have been shortened.
E.g. Sunday-Sun., Doctor-Dr., Department-Dept.

- iii. when we shorten people's first names to one letter followed by a full stop.
E.g. William Butler Yeats-W.B. Yeats

Exclamation Mark '!'

You use it after commands, interjections or words that show surprise or anger.

E.g.

Sit down!

Help!

* Question Mark '?'

You put a question mark after a question.

E.g. What's your name?

Who's there?

* Comma ','

You put a comma :

- between nouns and noun phrases in a list.

E.g. I bought three notebooks, an eraser, a set of color pencils and a sharpener.

- to show where there is a little pause.

E.g. She was in her room, listening to music on the radio.

*Apostrophe '

THE CIVIL SERVICES SCHOOL

You put an apostrophe with an s to show possession.

- You add 's after singular nouns or names. E.g. This is Susan's house.
This is Neena and Reena's room.
- You just add ' after plural nouns that end with s. E.g. The students' desks are

arranged neatly.

It took a year's work to complete this job.

- c. You add 's after plural nouns that don't end in s. E.g. The children's park is nearby.

Men's shoes are larger than women's shoes

You also use the apostrophe to show that a letter or some letters in a word have been left out.

E.g. I've finished my homework but I haven't done any revision.

* Quotation Marks "....."

You use quotation marks to show exact words spoken by people. You also put a comma before the first quotation mark.

E.g. Meg said, "I'm going for a picnic tomorrow."

A. Choose the correctly punctuated sentence:

1.
 - i. Dr David james is the consultant at Leeds city Hospital.
 - ii. dr David James is the consultant at Leeds City Hospital
 - iii. Dr David James is the consultant at Leeds City Hospital.
 - iv. Dr David James is the consultant at Leeds City Hospital.
2.
 - i. that tall man Parul's grandfather is the winner of the game.
 - ii. That tall man, parul's grandfather, is the winner of the game
 - iii. That tall man, Parul's grandfather, is the winner of the game.
3.
 - i. darwin's on the origin of species' (1859) caused a great controversy when it appeared
 - ii. Darwin's On the Origin of Species' (1859) caused a great controversy when it appeared.
 - iii. Darwin's on the Origin of Species' (1859) caused a great controversy when it appeared
4.
 - i. the boys father sat in the corner
 - ii. The boy's Father sat in the corner
 - iii. The boy's father sat in the corner.
5.
 - i. I dont like this one bit said juhi
 - ii. "I don't like this one bit," said Juhi.
 - iii. "I dont like this one bit" said juhi

6.
 - i. A grandparent's job is easier than a parent's.
 - ii. a grandparents job is easier than a parents
 - iii. A grandparents job is easier than a parents.
7.
 - i. hooray i just won the lottery harsh screamed
 - ii. "Hooray i just won the lottery" harsh screamed
 - iii. "Hooray! I just won the lottery," Harsh screamed.
8.
 - i. The Straits Times is a daily English language newspaper in Singapore.
 - ii. The straits times is a daily English language newspaper in Singapore.
 - iii. The Straits Times is a daily English Language Newspaper in Singapore
9.
 - i. I can't tell you now, However, I'll have a better idea tomorrow
 - ii. I can't tell you now. However, I'll have a better idea tomorrow.
 - iii. I cant tell you now. However I'll have a better idea tomorrow
10.
 - i. James, our guide, will accompany you on the boat.
 - ii. James our guide, will accompany you on the boat
 - iii. James, our guide will accompany you on the boat

B. Choose the correctly punctuated sentence:

1.
 - a. Sit up, straight!
 - b. Sit up straight?
 - c. Sit up straight.
 - d. Sit up. straight.
2.
 - a. They asked what time the department store would open?
 - b. They asked what time the department store would open.
 - c. They asked, what time the department store would open?
 - d. They asked what time the department store would open!
3.
 - a. Who do you think, will win the contest?
 - b. Who do you think will win the contest!
 - c. Who do you think will win the contest?
 - d. Who do you think will win the 'contest.'
4.
 - a. Billboards are considered an important part of advertising for big business, but, an eyesore; by their critics.
 - b. Billboards are considered an important part of advertising for big business, but, "an eyesore," by their critics.

- c. Billboards are considered an important part of advertising for big business, but an eyesore by their critics.
 - d. Billboards are considered an important part of advertising for big business, but an eyesore! by their critics.
- 5.
 - a. This is absolutely incredible!
 - b. This is absolutely incredible.
 - c. This is absolutely incredible,
 - d. This is absolutely 'incredible.'
- 6.
 - a. Its a long way to walk.
 - b. It's a long way to walk.
 - c. It's a long way, to walk.
 - d. Its a long way, to walk.
- 7.
 - a. Oh! Youve' broken my watch.
 - b. Oh. You've broken my watch.
 - c. Oh! You've broken my watch.
 - d. Oh, Youve' broken my watch.
- 8.
 - a. Who'd like some coffee?
 - b. Whod' like some coffee?
 - c. Who'd like some 'coffee?'
 - d. Who'd like some coffee.
- 9.
 - a. There was a big teachers' conference last week in Mexico City.
 - b. There was a big teacher's conference last week in Mexico City.
 - c. There was a 'big teacher's conference' last week in Mexico City.
 - d. There was, a big teachers' conference last week, in Mexico City.
- 10.
 - a. The University is very proud of it's gardens.
 - b. The University is very proud of, its gardens.
 - c. The University is very proud of its gardens.
 - d. The University, is very proud, of its gardens.

Grammar Help- "It"

See the following sentences:

- a. The lion is chasing its prey.
- b. It's getting closer and closer.

You see that only in sentence b an apostrophe is used. The pronoun 'it' takes an apostrophe only when used with abbreviated form of is.

It also takes an apostrophe when used with short form of has. E.g. It's a new book. It's got a blue cover.

(It is a new book. It has got a blue cover.)

Grammar Help-"Who"

See the following sentences:

- a. Whose book is this?
- b. Who's coming to dinner?

The pronoun **who** takes an apostrophe when used with the short form of is.

Fill in the blanks with the right word. Choose from the options given:

- i. _____ raining cats and dogs. (It's/ Its / Its' / its)
- ii. The leopard is fast. _____ speed is incredible. (It's/ Its / Its' / its)
- iii. _____ quite sure that _____ battery has gone. (It's/ Its/ Its' / its)
- iv. _____ a well-groomed cat. _____ fur is soft and silky. (It's/ Its / Its' / its)
- v. _____ taken my pen? (Who/ Who's/ Whose/ Whom)
- vi. _____ footprints are these? (Who/ Who's/ Whose/ Whom)
- vii. That is the man _____ house was burgled. (who/ who's/ whose/ whom)
- viii. This is one student _____ sure to make his parents proud. (who/ who's/ whose/ whom)

Vocabulary Enrichment

Unscramble the following jumbled up letters to form meaningful words. Write them in front of the correct meaning given below.

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ETDOTAEN

- a. Assurance _____
 b. Result _____
 c. Explode _____

Tick the word with the correct spelling.

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

Collocation

Collocation refers to the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance.

Types of Collocations

There are several different types of collocations made from combinations of verb, noun, adjective, etc. Some of the most common types are:

- adverb + adjective: completely satisfied (NOT downright satisfied)
- adjective + noun: excruciating pain (NOT excruciating joy)
- noun + noun: a surge of anger (NOT a rush of anger)
- noun + verb: lions roar (NOT lions shout)
- verb + noun: make mistakes (NOT do mistakes)

- vi. verb + expression with preposition: burst into tears (NOT blow up into tears)
- vii. verb + adverb: wave frantically (NOT wave feverishly)

Exercise 1

Choose the correct words from the brackets to fill in the blanks.

- i. We entered a _____ decorated room. (utterly/ richly/ ugly/ pearly)
- ii. The doctor ordered him to take _____ exercise. (hard/ powerful/ regular/ strong)
- iii. Let's give Mr John a _____ of applause. (rain/ cheer/ round/ square)
- iv. Snow was falling as our plane _____. (rested/ landed off/ went off/ took off)
- v. The President _____ a speech on the importance of cleanliness. (did/ made/ do / make)
- vi. Her eyes filled _____ at the sight of the scary fort. (with horror/ by horror/ in horror/ to horror)
- vii. I _____ remember that it was growing dark when we left. (vaguely/ unclearly/ blurrily/ unsurely)

Exercise 2

Circle the correct options.

- | | | | |
|-----------------------|--------------------|-----------------------|----------------------|
| a. sharply concerned | deeply concerned | poignantly concerned | strongly concerned |
| b. strong coffee | powerful coffee | mighty coffee | robust coffee |
| c. bar of chocolate | grain of chocolate | fragment of chocolate | crumb of chocolate |
| d. act a promise | do a promise | store a promise | keep a promise |
| e. make up your mind | make in your mind | make sure your mind | make ready your mind |
| f. waited promisingly | waited patiently | waited continuously | waited thoroughly |
| g. scenic picture | scenic photo | scenic view | scenic weather |
| h. do an experience | make an experience | have an experience | cook an experience |
| i. thick rain | voluminous rain | heavy rain | hard rain |
| j. winding road | hard road | slim road | fat road |

Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The student will understand and critique sentence structure and a variety of sentences.

Integrated Grammar**I. Replace the underlined word by choosing the option that is closest in meaning:**

- The guards made sure the place was secure a) Locked b) safe c) healthy d) honest
- The magician will baffle you with his tricks. a) Bore b) confuse c) surprise d) entertain
- We should be courteous to people.
a) Selfish b) good c) terrible d) kind
- If they bother you, just ignore them. a) Avoid b) punish c) adjust d) notice
- The rowdy gang went to the party.
a) Generous b) disciplined c) Noisy d) naughty

II. Choose the word that is most nearly opposite in meaning to the word in capital letters.

- OFTEN
a) Never b) usually c) regularly d) randomly
- IMPORTANT
a) Grand b) weighty c) worthless d) crucial
- MAGNIFICENT
a) Ugly b) gorgeous c) averaged d) thrilling
- SOAR
a) Rise b) float c) mount d) land
- AVAILABLE
a) Acceptable b) easy c) absent d) achievable

Section-D
Literature

The Mother Bird

In this poem, the speaker stumbles across a bird sitting in her nest and closely observes her. This bird, who is sitting alone, seems to be full of contradictions. For instance, she is both meek and brave at the same time. She has 'valiant tears' and shows 'hopeless joy'. The speaker, here, is an intruder and is invading the bird's private space. The bird gives one last sharp cry, which makes him slip quietly away, while feeling like a fool.

- Q1. Give a physical description of the bird.
- Q2. Why has the poet made use of contradictory terms in the poem?
- Q3. Explain the line 'Of valiant tears, and hopeless joy'.
- Q4. Why does the poet call himself a 'fool'?
- Q5. At the mother bird in the secret hedge Patient upon her lonely nest.
- a. According to you, why is the mother bird lonely?
 - b. Which characteristic trait of the bird has been emphasized in the given lines?
- Q6. Choose the correct answer:
- I. What is meant by 'two eyes she had beseeching me?'
 - a. The bird tried to argue with the speaker.
 - b. The bird pleaded with the speaker not to steal her eggs.
 - c. The bird cast a glance at the speaker.
 - d. The bird pleaded with the speaker to stay there for sometime.
 - II. 'And then she oped her dagger bill.' What is the dagger bill being referred to here?
 - a. The dagger that she had hidden in her nest for self-defence.
 - b. The secret casket she had in her nest.
 - c. Her beak that she used as a weapon.
 - d. Her tail that she used as a dagger.
 - III. State the characteristics of the mother bird.
 - a. meek and shy
 - b. hooked beak and sharp eyesight
 - c. courageous and brave
 - d. fierce and violent

IV. Which poetic device has been used in 'Off, like a fool afraid, I sneaked.'

- metaphor
- simile
- personification
- alliteration

Learning Outcome:

- The students will be able to identify comparisons, allusions, poet's point of view, literary devices, etc.
- The student will be able to evaluate the poem as an ode to Motherhood.
- The student will be able to analyse the situation from the bird's perspective.

Q. In the passage given below one word has been omitted in each line. Put a / where the word is missing and write the word in the space provided.

When the Class VII examinations over, the Deputy
Commissioner asked his son he had done his
English paper well. The boy told him was easy,
and that for one question had written that his
father was washerman. The boy's father shouted
angrily but son replied, "I did not know the spelling
Deputy Commissioner and I did not want
to lose one mark.



January

Reading: Comprehensions**Grammar: Active and Passive Voice****Vocabulary: What's the good word?****Literature: Break, Break, Break**

Section A

1. It was a difficult time for Hannah Chaplin and her two sons, Charles and Sydney. There just wasn't enough money for even their most basic needs. Hannah knew she would have to earn some money. She had a very good voice, but she was afraid to sing at the music halls of London because unruly crowds gathered there. Artists were often chased from the stage. For the sake of her children, she gathered enough courage and went on stage one evening. But Hannah's worst fears came true. As she faced the crowd, her voice failed. There were catcalls, boos and whistling. Poor Hannah was terrified. Charlie Chaplin himself describes what happened next:
2. "I remember standing in the wings when Mother's voice cracked and went into a whisper. The audience began to laugh and make catcalls. Mother was obliged to walk off the stage. The stage manager, who had seen me perform before Mother's friends, said something about letting me go in her place. And in the confusion I remember him leading me by the hand and, after a few explanatory words to the audience, leaving me on the stage alone. And before a glare of footlights and faces in smoke, I started to sing a well-known song."
3. "Halfway through, a shower of money poured on to the stage. Immediately, I stopped and announced that I would pick up the money first and sing afterwards. This caused much laughter. I talked to the audience, danced and did several imitations, including one of Mother singing her Irish march song. And in repeating the chorus, in all innocence, I imitated Mother's voice cracking and was surprised at the impact it had on the audience. There was laughter and cheers, then more money throwing; and when Mother came on the stage to carry me off, her presence evoked tremendous applause. That night was my first appearance on the stage and Mother's last."
4. Little Charlie lived with his mother and brother Sydney in a small shabby room. But Hannah managed to bring some magic into their bleak surroundings. She would sing and dance for her sons, and tell them wonderful stories. Whenever they got some money, Hannah would take them to the beach, and treat them to cakes and ice cream. On days when there was no money, she would look out into the street and narrate stories about the people she saw walking past.

Hannah's acting skills made a great impression on little Charlie. When he became a famous actor he often said that it was his mother's skills and the sights and sounds of London that had helped him in his career as an entertainer.
5. Hannah made some money sewing clothes for people, while Sydney did a number of odd jobs. Sometimes when the family was in serious need, the children had to go into the workhouse. Charlie knew that he would have to earn a living, but he wanted to be an entertainer and nothing else. When he was nine years old, he joined William Jackson's Lancashire Lads, a troupe of child dancers. Charlie enjoyed working with this group.

6. But he was also able to understand the tension, the fatigue and the pain behind the bright lights and gay costumes. Charlie worked with this group for two years, after which he was again on his own.
7. One day when Charlie came home, he found his mother in a state of complete confusion. "She has gone mad," the children in the neighbourhood shouted. Charlie immediately took her to the nearby hospital. The doctor told him that she was indeed unwell. Six days later, she was admitted to a mental institution. Charlie was heartbroken. She had meant so much to him.

Answer the following questions based on your reading of the above text. Choose the correct answer from the options given:

1. In what way did Hannah's worst fears come true?
 - a. she forgot the lyrics of the song
 - b. her voice cracked and went into a whisper
 - c. there was a sudden power cut on the stage
 - d. she could not muster up the courage to go on the stage
2. Who asked Charlie to take his mother's place on stage? Why do you think he did that?
 - a. Mother herself/ she was too nervous to face the audience
 - b. Charlie went on his own/ he couldn't see his mother getting humiliated
 - c. The stage manager/ he had seen Charlie perform before Mother's friends
 - d. The stage manager/ he knew that the audience won't trouble a child
3. But Hannah managed to bring some magic into their bleak surroundings. How did she do it?
 - a. She lit up the house beautifully.
 - b. She managed to purchase good and expensive clothes for her son.
 - c. She would sing and dance for her sons, and tell them wonderful stories.
 - d. She often called a magician to entertain her children.
4. What kind of a woman was Hannah?
 - a. selfish
 - b. confident
 - c. resourceful
 - d. garrulous
5. What did Charlie realise while working with William Jackson's Lancashire Lads?
 - a. Entertaining people was easy.
 - b. Entertainment Industry was a financially lucrative one.
 - c. He realised that smart work was better than hard work.
 - d. He was able to understand the tension, the fatigue and the pain behind the bright costumes.
6. Which line tells us that Charlie had a knack for entertaining people.
 - a. 'I remember standing in the wings...'
 - b. '...he wanted to be an entertainer and nothing else.'
 - c. 'Charlie enjoyed working with this group.'
 - d. 'I talked to the audience, danced and did several imitations...'

7. Find words from the passage which mean. Tick the correct answer:

- a. loud shouts or whistles expressing disapproval
 i. acclaimed
 ii. exalt
 iii. catcalls
 iv. commend
- b. strong and dazzling light
 i. glare
 ii. stare
 iii. blare
 iv. grim

He stalks in his vivid stripes
 The few steps of his cage,
 On pads of velvet quiet,
 In his quiet rage.

He should be lurking in shadow,
 Sliding through long grass,
 Near the water hole
 Where the plump deer pass.

He should be snarling around houses
 At the jungle's edge,
 Baring his white fangs, his claws
 Terrorising the village!

But he's locked in a concrete cell,
 His strength behind bars,
 Stalking the length of his cage,
 Ignoring visitors.

He hears the last voice at night,
 The patrolling cars,
 And stares with his brilliant eyes
 At the brilliant stars.

On the basis of your reading of the poem, choose the correct answer from the options given:

1. The poem shows a comparison between:
 a. tiger in the cage and tiger as a pet
 b. tiger in the cage and tiger in the wild

- c. plump deer and skinny deer
 - d. plump deer and helpless tiger
2. Which line shows that the tiger's movement is severely limited:
 - a. Baring his white fangs
 - b. The few steps of his cage
 - c. His strength behind bars
 - d. Stalking the length of his cage
 3. In the expressions 'should be lurking' and 'should be snarling' , 'should be' shows that:
 - a. The poet is trying to suggest that the tiger should be allowed to live in his natural habitat.
 - b. The poet is trying to suggest that the tiger should be allowed to do these activities in the cage.
 - c. The poet is trying to suggest that the tiger should be kept as a pet at home, away from the patrolling cars.
 - d. The poet is trying to suggest that hunting of tigers should be banned.
 4. Why do you think the tiger looks at the stars?
 - a. He likes the twinkling of the stars.
 - b. He wants to relax himself after the hectic day.
 - c. He feels helpless in the cage and hopes for the day when he would be able to run free in the wild.
 - d. He is terrorised by the patrolling cars.
 5. He ignores the visitors because:
 - a. He is too proud of himself.
 - b. They are scared of him.
 - c. He is too busy measuring the length of his cage.
 - d. He considers them devoid of any feelings.
 6. The poetic device used in 'He stalks in his vivid stripes' is:
 - a. simile
 - b. metaphor
 - c. alliteration
 - d. repetition
 7. Find a word from the poem which is the antonym of concealing. Choose from the options given:
 - a. snarling
 - b. Terrorising
 - c. Stalking
 - d. baring

Section-C

Active and Passive Voice

- A verb is said to be in the Active Voice when the person or thing denoted by the subject is a doer of an action.

E.g. Tom chased Jerry.

The verb chased is in the Active Voice

- A verb is said to be in the Passive Voice when it shows that something is done to the person or thing denoted by the subject.

E.g. Jerry was chased by Tom.

The verb was chased is in the Passive Voice.

The following table brings out the transformation of Voice:

Active**Passive**

I write a story

I am writing a story

A story is written by me (present tense)

A story is being written by me (present continuous)

I have written a story

A story has been written by me (present perfect)

I wrote a story

I was writing a story

A story was written by me (past tense)

A story was being written by me (past continuous)

I had written a story

A story had been written by me (past perfect)

I shall write a story

I shall have written a story

A story will be written by me (future tense)

A story will have been written by me (future perfect)

Points to remember:

- * In the Passive Voice, the subject is changed into object and object is changed

into subject.

*Verbs that do not have an object cannot have a Passive Voice

*When a verb has two objects, either may be the object of the sentence in the Passive Voice.

E.g. (Active)

Priti gave me (Indirect object) a pen. (Direct object).

(Passive1)

I was given a pen by Priti.

(Passive2)

A pen was given to me by Priti.

A. Change the voice of the following sentences. Choose the correct answer from the options given below:

1. Robin Hood shot an arrow.
 - a. An arrow will be shot by Robin Hood.
 - b. An arrow was shot by Robin Hood.
 - c. Robin Hood had shot an arrow.
 - d. An arrow is being shot by Robin Hood.
2. Raja has written this poem.
 - a. This poem was written by Raja.
 - b. This poem is being written by Raja.
 - c. Raja had written this poem.
 - d. This poem has been written by Raja.
3. They have distributed the sweets.
 - a. The sweets have been distributed by them.
 - b. The sweets were distributed by them.
 - c. They had distributed the sweets.
 - d. The sweets had been distributed by them.
4. All the children laughed at him.
 - a. All the children were laughing at him.
 - b. He was laughed at by all the children.
 - c. All the children had laughed at him.
 - d. He was being laughed at by all the children.
5. She kept us waiting.
 - a. She had kept us waiting.
 - b. She was waiting for us.
 - c. We were being kept waited by her.
 - d. We were kept waiting by her.

6. Tom had broken the fence.
 - a. The fence was broken by Tom.
 - b. The fence had been broken by Tom.
 - c. The fence was being broken by Tom.
 - d. Tom had been breaking the fence.
7. Ms Sullivan teaches us grammar.
 - a. Grammar is being taught to us by Ms Sullivan.
 - b. Grammar was taught to us by Ms Sullivan.
 - c. Ms Sullivan taught us grammar.
 - d. Grammar is taught to us by Ms Sullivan.
8. The firemen took the injured to the hospital.
 - a. The injured were taken to the hospital by the firemen.
 - b. The injured are being taken to the hospital by the firemen.
 - c. The injured are taken to the hospital by the firemen.
 - d. The firemen had taken the injured to the hospital.
9. Who taught you French?
 - a. Who had taught you French?
 - b. Who was teaching you French?
 - c. By whom was French taught to you?
 - d. French is being taught by whom?
10. The manager will give you a ticket.
 - a. A ticket was being given to you by the manager.
 - b. A ticket will be given to you by the manager.
 - c. The manager is going to give you a ticket.
 - d. The manager would give you a ticket.
11. When did he return the book to the library ?
 - a. When was the book returned to the library by him ?
 - b. When should the book be returned to the library by him ?
 - c. When will he return the book to the library ?
 - d. When is the book being returned to the library by him?

B. Change the following sentences into the passive voice. Choose the correct answer from the options given:

1. The hunter has captured a lion cub.
 - a. A lion cub has been captured by the hunter.
 - b. The hunter had captured a lion cub.
 - c. The hunter has been capturing the lion cub.
 - d. A lion cub is being captured by the hunter.
2. Mr Smith is giving away prizes.
 - a. Prizes were given away by Mr Smith.
 - b. Prizes are given away by Mr Smith.
 - c. Prizes are being given away by Mr Smith.
 - d. Prizes are being giving away by Mr Smith.

3. The factory employs many foreign workers.
 - a. Many foreign workers should be employed by the factory.
 - b. Many foreign workers are employed by the factory.
 - c. Many foreign workers were employed by the factory.
 - d. The factory employed many foreign workers.
4. Elsie will assist Mr Wilson in the project.
 - a. Mr Wilson will be assisted by Elsie in the project.
 - b. Elsie will be assisted by Mr Wilson in the project.
 - c. Elsie would assist Mr Wilson in the project.
 - d. Mr Wilson was assisted by Elsie in the project.
5. John won the first prize in the contest.
 - a. John had won the first prize in the contest.
 - b. The first prize was being won by John in the contest.
 - c. The first prize was won by John in the contest.
 - d. The first prize will be won by John in the contest.
6. The shopkeeper has cheated a lot of customers.
 - a. A lot of customers has been cheated by the shopkeeper.
 - b. A lot of customers have been cheated by the shopkeeper.
 - c. A lot of customers are being cheated by the shopkeeper.
 - d. A lot of customers were cheated by the shopkeeper.
7. Mrs Jones was bathing the baby.
 - a. Mrs Jones had been bathing the baby.
 - b. The baby will have been bathed by Mrs Jones.
 - c. The baby was being bathed by Mrs Jones.
 - d. The baby is being bathed by Mrs Jones.
8. Dr Johnson will have treated the cancer patient.
 - a. The cancer patient will have been treated by Dr Johnson.
 - b. The cancer patient will be treated by Dr Johnson.
 - c. The cancer patient was treated by Dr Johnson.
 - d. The cancer patient should be treated by Dr Johnson.
9. Rebecca made the dress herself.
 - a. The dress is being made by Rebecca herself.
 - b. The dress was being made by Rebecca herself.
 - c. The dress was made by Rebecca herself.
 - d. The dresses were made by Rebecca herself.
10. The bees had collected nectar from flowers.
 - a. Nectar from flowers is collected by the bees.
 - b. Nectar from flowers was being collected by the bees.
 - c. Nectar from flowers was collected by the bees.
 - d. Nectar from flowers had been collected by the bees.

C. Below you can see a set of instructions for making Chinese Blossom Tea. Complete the following paragraph using the passive voice. Choose from the options given.

- Boil four cups of water in a kettle.
- Add two tablespoons of tea leaves.
- Boil for two minutes.
- Rinse the teapot with boiling water.
- Put a layer of rose, mogra or jasmine flowers in the teapot.
- Pour tea into the teapot.
- Allow it to stand for five minutes.
- Serve before/after meal.

Four cups of water (was being boiled/ was boiled/is boiled/is being boiled) i. _____
 _____ in a kettle. When the water has boiled, (two tablespoons of tea leaves were
 added/ two tablespoons of tea leaves are added/ two tablespoons of tea leaves are being
 added/ add two tablespoons of tea leaves) ii. _____
 _____ and made to (boil for two minutes/ being boil for two minutes/ boiling for two
 minutes/ boil for three minutes) iii. _____. Meanwhile the
 teapot (was rinsed/ is rinsed/ is being rinsed/ was being rinsed) iv. _____
 with boiling water. A layer of either rose, mogra or jasmine flowers is then (putted in the
 teapot/ being put in the teapot/ put in the teapot/ been put away in the teapot) v. _____
 _____ and tea (was poured/ is being poured/ is poured/ was being
 poured) vi. _____. It (was allowed to stand/ is allowed to stand/
 is being allowed to stand/ was being allowed to stand) for vii. _____
 _____ five minutes before it is served.

Learning Outcome:

- The students will be able to understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- The student will understand and critique sentence structure and a variety of sentences.
- The students will be able to write grammatically correct sentences for a variety of situations.

Vocabulary Enrichment

What's the good word?

Tick the meanings you think are the nearest to the key words.

1. Peer peasant, breakwater, wise person, equal
2. Trend uncertainty, higher level, calm, general direction
3. Emit to leave out, to utter, to let in, to confess
4. Aptitude friendliness, skill, conceit, generosity
5. Allude to deceive, to avoid, to tempt, to refer to indirectly
6. Magnitude personal charm, great size, unselfishness, force
7. Intrude to insult, to barge in, to be modest, to stumble
8. Vigil strictness, self discipline, watch, strength and vitality
9. Verify to refute, to prove the truth of, to be uncertain, to change
10. Smug unpleasant, stubborn, self satisfied, cozy

Integrated Grammar

Q. Choose the best word from the options given to complete the following passage.

According to the reports issued i. _____ the Meteorological Office, there has been ii. _____ fog this winter than the iii. _____. The Minister of Tourism iv. _____ that the delayed flights will lead to v. _____ cancellations which in turn vi. _____ mean much loss for vii. _____ dependent viii. _____ the tourist arrivals.

- i. a. on
b. at
c. by
d. in

- ii. a. much
b. many
c. most
d. more

- iii. a. latest
b. last
c. latter
d. later

- iv. a. is fearing
b. fear

- c. fears
- d. feared
- v. a. much
- b. many
- c. most
- d. less
- vi. a. can
- b. would
- c. has to
- d. will
- vii. a. that
- b. this
- c. those
- d. these
- viii. a. in
- b. on
- c. of
- d. from

Section-D

BREAK, BREAK, BREAK By Alfred Lord Tennyson

In this poem, the poet is mourning the death of his beloved friend Arthur Hallam. His death had left a deep impact on the poet's heart.

Sitting on the rocky beach, he directly addresses the sea in the first stanza. He watches the waves crashing against the rocks. He asks the sea to continue doing what comes naturally to it, but laments the fact that he is not able to express his grief and pain at the loss of his friend in the same manner. He wants to shout and cry like the sea, but his 'tongue' is not able to convey the depth of his pain to the world around him. He sees the fisherman's children playing on the beach; the sailor who is singing as he goes about is daily business. Even the grand ships seem to move merrily towards their desired destination. Everybody seems cheerful and this disturbs the poet. He might be jealous of these people for they have what they desire, they are with the people they love and can communicate their feelings to the world. This cheerfulness of the world around him when he is in so much emotional pain seems to make the situation worse for him.

But the poet longs for the presence of the lost friend whose friendship meant a lot to him. He seems rather perturbed by the fact that while he has been deprived of his closest friend, the meaningful conversations that they used to have, the people around him are living without a hint of sadness. In the final stanza, the poet repeats the first line of the poem, but definitely

with more force and passion. He might be referring to the waves that keep coming back to the shore to break against the rocks; however, the friend and the time spent with his friend will never come back to it. It will only remain as a lingering memory.

Questions:

1. *Break, break, break*

on thy cold grey stones, O Sea!

And I would that my tongue could

utter the thoughts that arise in me.

- a. Who is the poet addressing in the first two lines? Identify the poetic device used.
 - b. What does he wish he could do?
 - c. What kind of thoughts is he referring to?
2. How do we get to know that the poet is disturbed by what he sees around himself?
 3. The poet says, "O well for the fisherman's boy, that he shouts with his sister at play..." Do you think it is 'all well' for him to see the scene? Why/why not?
 4. What is the realization that the poet has in the end?
 5. Tick the correct answer:
 - I. The rhyme scheme of the poem is:
 - a. ABCC
 - b. ABCB
 - c. ABAB
 - d. AABB
 - II. Whose voice is being referred to in the line 'And the sound of a voice that is still!'?
 - a. the fisherman's children who are playing by the shore
 - b. his friend who is no more
 - c. his own voice
 - d. the sailor's voice
 - III. Which poetic device has been used in the line 'On thy cold gray stones, O Sea!'?
 - a. simile
 - b. apostrophe
 - c. paradox
 - d. onomatopoeia
 - IV. What message is the poet trying to give through the poem?
 - a. Life goes on despite human sufferings.
 - b. We should never let go of our sad feelings.
 - c. We should always enjoy near the shore.
 - d. We should always express our feelings.

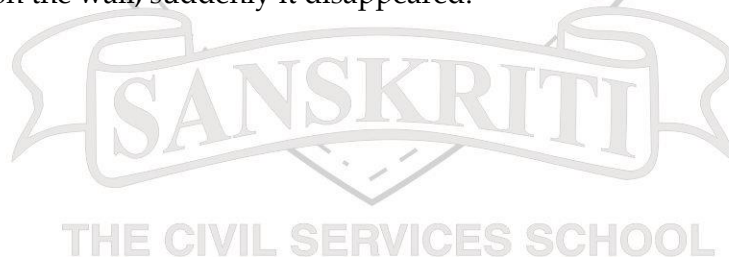
Learning Outcome:

- The students will be able to identify comparisons, allusions, poet's point of view, literary devices, etc.
- The student will be able to analyse the elements of an elegy present in the poem.
- The student will be able to compare the emotions felt by the speaker with the rest.
- The student will be able to contrast the permanence of nature against a temporary human life.

FOR FURTHER PRACTICE

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

The next morning the narrator wake up and
 as he always did he looking at once at the
 wall on which the face is to be seen. He
 rubbed his eyes and springing up in alarm.
 It was only faintly visible. Last night it has
 been as clear as ever – he can almost hear
 it speak and now it was a ghost of it.
 As he sprang on in alarm looking with unseen
 eyes at the face on the wall, suddenly it disappeared.



February

Reading: Comprehensions for practice

Literature: My Unknown Friend

Section D

My Unknown Friend

The unknown friend was a person that Stephen Leacock once met when he was traveling. The person wore a long fur coat and had a suitcase with him. He looked at the author and recognized him instantly. This was followed by a hand shake and exchange of pleasantries. The author could not recall where he had met the person before.

The person said that it was a long time since he had met the author and the rest of the gang. He said that it was strange how it was that people lost track of their friends over a period of time. He went on to ask if the author went back to the old place. The author made it a point to change the topic so that the person would not ask him about the old place once again. Just then, the person said that he caught up with some members of their gang at times and that they always enquired about the author. The author decided to play it safe and asked him if he had any news of Billy as he was sure that there was a Billy in every gang. The unknown friend immediately replied that Billy was in Montana.

Then came the tricky part where the stranger asked the author about his loss. This confused the author whether he was asking about the loss of money, then how much and when did he lose it. Apparently, the stranger was referring to the loss of the author's grandmother.

Suddenly, he jumped up saying that he had missed his stop. He tried opening the suitcase as all his money was in it. The author being a Good Samaritan offered him money, which the stranger grabbed from his hand and sprang from the train leaving his suitcase behind.

At that point another stranger walked in looking for his suitcase. The author realised that he had been fooled and promised himself that he would never again engage in small talk with a stranger.

Q1. When the stranger made conversation with the author what were the narrator's thoughts?

Q2. Why did the narrator offer money to the stranger?

Q3. What did the narrator deduce at the end?

Q4. Reference to the context:

1. "Do you ever go back to the old place?"

- a) Identify the speaker and the address.
- b) Where is the conversation taking place?
- c) What was the author's reply? Why?

2. "...especially when I heard of your loss."

- a) What loss is the speaker referring to?
- b) What did he mean to do on hearing it?
- c) What was the addressee's reaction?

3. "My money's in the suitcase."

- a) Why did the speaker panic?
- b) Why did the addressee panic?
- c) How was the situation resolved?

4. State True or False:

- I.
 - i. The narrator had no idea who the man was.
 - ii. The narrator behaved calmly throughout the conversation.
 - iii. The narrator enjoyed the company of his friend.
 - iv. Even at the end of the story the narrator thought that the stranger was someone he knew but could not remember.
 - v. The stranger deliberately pretended to know the narrator, in order to make a fool of him.

5. Choose the correct answer from the options given.

- I. Why did the narrator want to give the impression that he knew the stranger?
 - a. He wanted to rob him of his money.
 - b. He thought it would be rude to express his ignorance about the identity of the stranger.
 - c. He actually knew him.
 - d. He was sure that he had seen him somewhere.

II. What plan did the narrator use? Did his plan work?

- a. He directly asked him his identity./ No
- b. He directly asked him his identity./ Yes
- c. The speaker proceeded with a bold plan to ask questions to the stranger to reveal his identity./ No
- d. The speaker proceeded with a bold plan to ask questions to the stranger to reveal his identity./ Yes

III. Why did the stranger panic?

- a. he feared getting caught
- b. there were policemen nearby
- c. the narrator came to know about his identity
- d. he could not open his suitcase to take out the money

IV. Whom did the narrator blame for his loss?

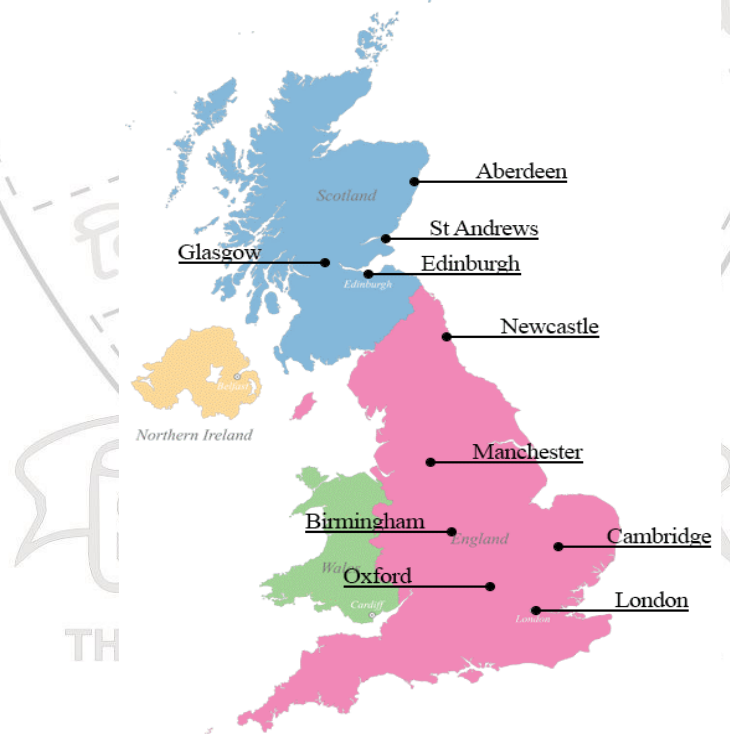
- a. his unknown friend
- b. himself
- c. his grandmother
- d. his brother

Learning Outcome:

- The students will be able to develop an ability to read with comprehension and not merely decode.
- The students will be able to develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
- The students will be able to develop the ability to express their thoughts effortlessly, confidently and in an organised manner.

Section-A

A. Look at the map below depicting the universities in Britain. Read the passage that follows and answer the questions.



1. Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

2. A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.
3. A number of new universities were established in the 1960s when children born after World War 2 entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.
4. Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region – they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.
5. These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK – London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline – for example agriculture, music, design or medicine. Some of these colleges may only offer- postgraduate programmes. These colleges are usually small, with a limited number of students.
6. Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure – that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Choose the correct answer from the options given.

I. A suitable heading for paragraph one would be:

- a. University colleges
- b. Universities during the industrial revolution.
- c. Old universities
- d. Campus types

II. Why were several universities established during the 19th and 20th centuries?

- a. because of french revolution
- b. because of industrial revolution
- c. need for more number of polytechnics
- d. need for more number of literate people

III. What did the government decide to do in the 1960's?

- a. establish major industrial centres
- b. establish more number of polytechnics
- c. expand higher education
- d. build beautiful buildings and roads

IV. What qualification did many former polytechnics provide?

- a. offered diploma courses
- b. offered degree courses.
- c. vocational and professional subjects
- d. both diploma and degree courses

V. What are colleges the centre of?

- a. latest fashion
- b. professional courses
- c. social and academic life
- d. centres of political debates and discussions

VI. Choose the INCORRECT STATEMENT:

- a. A number of new universities were established in the 1960s
- b. Before 1992, higher education in the UK was split into polytechnics and universities.
- c. For many years, polytechnics had the same influence as universities.
- d. Before the 19th century there were only six universities

VII. What is the current status of universities in Britain?

- a. 124 private universities, but only one state university
- b. 124 state universities, but only one private university
- c. 124 private universities, but no state university
- d. 124 state universities, but no private university

VIII. What is meant by having a collegiate structure?

- a) students are members of colleges outside the university.
- b) students are members of colleges within the university.
- c) teachers are members of colleges within the university.
- d) teachers are members of colleges outside the university.

IX. Find a word from the passage which is the antonym of incompetent. Choose the correct answer:

- a. social
- b. planned
- c. skilled
- d. inept

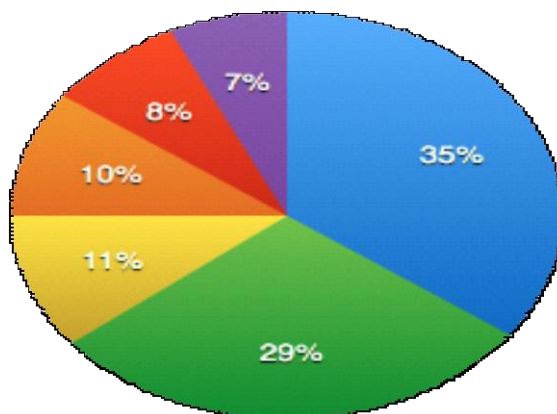
X. Find a word from the passage which is the synonym of housing. Choose the correct answer:

- committee
- accommodation
- polytechnic
- compromise

B. Read the following passage with a pie chart and answer the questions that follow.

SOURCES OF INDOOR POLLUTION

● Tobacco smoke ● House dust mites ● Pets
● Microorganisms ● Toxic gases ● Toxic chemicals



1. Call it a blessing or a curse of Mother Nature, we have to breathe in over 10,000 litres of air in a day (more than four million litres in a year) to remain alive. By making it essential for life, God has wished that we try to keep the air we breathe clean. Everyone can see the food that is not clean and perhaps refrain from eating it, but one cannot stop breathing even if one can feel the air to be polluted.
2. Several harmful and noxious substances can contaminate the air we breathe. Generally, much is said and written about outdoor air pollution, most of which is due to vehicular, industrial exhausts, windblown dust etc.. Given the fact that most of us spend over 90% of our time indoors, it is most important to recognise that the air we breathe in at home or in offices can be polluted too. It can be a cause of ill-health. Air pollutants that are generally present in very low concentrations can assume significance in closed ill-ventilated places.
3. The indoor air pollution can lead to allergic reactions and cause irritation to the skin, the eyes and the nose. It can lead to the development of fresh breathing problems, especially in those who have allergic tendencies and can even worsen the existing respiratory illnesses like asthma and bronchitis.
4. There can be several sources of indoor air pollution. Tobacco smoke is one of the most important air pollutants in closed places. 'Passive smoking' or environmental tobacco smoke (ETS) pollution can lead to all the harmful effects of tobacco smoking seen in the smokers in their non-smoking companions. ETS as a health hazard has been unequivocally proven and is also getting social recognition now. One can occasionally see signs displaying the all-important message: 'Your smoking is injurious to my health' in offices and homes. The exposure of young children to ETS leads to increased respiratory problems and hospital admissions as compared to non-exposed children. Several studies, including those done at

the PGI, have shown an increased risk of lung cancer among women exposed to passive smoking. It may be responsible for the development of asthma in children.

5. The next most important source of indoor air pollution is the allergens. House dust mites (HDM) are very small insects not visible to the naked eye and are the commonest source of allergy in the house. They are ubiquitous and thrive in a warm and moist atmosphere. Modern houses present ample breeding spaces for them in the form of carpets, curtains, mattresses, pillows, etc. Exposure to HDM can be prevented by the frequent washing of linen and by encasing the mattresses and pillows in a non-permeable cover.
6. Pets form an important part of life for some of us. But they can add plenty of allergens to our indoor atmosphere. Cats are notorious for doing this. Fine particles from feline fur can remain stuck to the upholstery and carpets for a long time even after the removal of the animal and lead to the worsening of asthma and skin allergies. Pets should be kept out of the bedrooms and washed frequently. To remove the fur particles one has to use vacuum cleaners as the ordinary broom and mop are not effective.
7. Moulds, fungi and several other microorganisms thrive in damp conditions and can lead to allergies as well as infections. Humidifiers in the air-conditioning plants provide an ideal environment for certain types of bacteria and have led to major outbreaks of pneumonia. It is important to regularly clean the coolers, air-conditioners and damp areas of the house such as cupboards, lofts, etc to minimise this risk.
8. Toxic gases can also pollute the indoor environment. Biomass fuels (wood, cowdung, dried plants) and coal, if burned inside, can lead to severe contamination by carbon monoxide (CO): The poor quality of stoves and other cooking or heating appliances that cause incomplete combustion of LPG can also lead to the emission of CO or nitrogen dioxide.
9. Other indoor pollutants are toxic chemicals like cleansing agents, pesticides, paints, solvents and inferior-quality personal-care products, especially aerosols. Very old crumbling pipes, boilers, insulation or false roofing can also be important sources.
10. It is important to realise that the air we breathe at home may not be clean always and we must try to eliminate the source of pollution. We should give due consideration to ventilation.

Choose the correct answer from the options given.

I. The sources of outdoor air pollution are:

- a) industrial exhaust
- b) pets
- c) dust mites
- d) All of the above

II. Indoor air pollution can lead to:

- a) irritation to the skin
- b) glowing skin
- c) insomnia
- d) None of the above

III. 'Your smoking is injurious to my health' makes a strong case for:

- a) Active smokers
- b) Passive smokers
- c) Pet owners

d) LPG owners

IV. Air conditioning plants can become the cause of:

- a) sore throat
- b) pneumonia
- c) heart attack
- d) backache

V. Exposure to HDM can be prevented by:

- a) frequent washing of hands
- b) frequent washing of linen
- c) frequent washing of utensils
- d) frequent washing of floor

VI. Choose the INCORRECT STATEMENT:

- a) exposure of young children to ETS leads to increased respiratory problems
- a) Microorganisms contribute about 10% to indoor air pollution.
- b) to remove the animal fur particles, mops have proven to be more effective than vacuum cleaners
- c) microorganisms thrive in damp conditions

VII. Biomass fuels and coal, if burned inside, can lead to:

- a) severe contamination by carbon monoxide
- b) severe contamination by carbon dating
- c) severe contamination by hydrogen peroxide
- d) severe contamination by nitrogen peroxide

VIII. It is important to regularly clean the coolers and air-conditioners because:

- a) Moulds, fungi and several other microorganisms thrive in dry conditions
- b) Moulds, fungi and several other microorganisms thrive in damp conditions
- c) It'll increase their efficacy
- d) Cleanliness is next to Godliness

IX. Find a word from the passage which is the antonym of cease. Choose the correct answer:

- a) notorious
- b) combustion
- c) thrive
- d) crumbling

X. Find a word from the passage which is the synonym of pollute. Choose the correct answer:

- a) eliminate
- b) contaminate
- c) exposed
- d) passive

FOR FURTHER PRACTICE

Forgive My Guilt

Not always sure what things called sins may be,
I am sure of one sin I have done.
It was years ago, and I was a boy,
I lay in the frost flowers with a gun,
The air ran blue as the flowers, I held my breath,
Two birds on golden legs slim as dream things
Ran like quicksilver on the golden sand,
My gun went off, they ran with broken wings
Into the sea, I ran to fetch them in,
But they swam with their heads high out to sea,
They cried like two sorrowful high flutes,
With jagged ivory bones where wings should be.

For days I heard them when I walked that headland
Crying out to their kind in the blue,
The other plovers were going over south
On silver wings leaving these broken two.
The cries went out one day; but I still hear them
Over all the sounds of sorrow in war or peace
I ever have heard, time cannot drown them,
Those slender flutes of sorrow never cease.
Two airy things forever denied the air!
I never knew how their lives at last were spilt,
But I have hoped for years all that is wild,
Airy, and beautiful will forgive my guilt.

Robert P. Tristram
Coffin

Answer the following questions based on the reading of the above passage:

1. What incident is the poet recalling?

2. Where and when did the incident take place?
3. How do we know that the plovers were migrating?
4. Identify two contrasting images of the birds, before and after the incident occurred.
5. Was the killing in the poem intentional?
6. Did the birds lose their dignity after being shot?
7. Why does he want 'all that is wild, airy and beautiful' to forgive his guilt?

THE MYSTERY OF MARY CELESTE
THE CIVIL SERVICES SCHOOL

On 7 November 1872, a 32 meter sailing ship called Mary Celeste left from New York on a voyage to Genoa, Italy – a destination she would never reach. The ship was carrying a cargo of 1700 barrels of raw industrial alcohol. On board were Captain Benjamin Briggs, a well regarded and experienced sea captain, his wife Sarah, their two year old daughter, Sophia and a crew of seven.

A week later, another cargo ship called Dei Gratia also left on a voyage from New York Harbour, following a similar course across the Atlantic. On 5 December, Dei Gratia's crew sighted Mary Celeste in the Bay of Gibraltar near the Portuguese coastline and

decided that she was drifting, although no distress signals could be seen. Some of the crew launched a small boat and rowed to Mary Celeste. When they boarded the ship, they discovered that, although Mary Celeste was a “wet mess”, she was in a seaworthy condition. But no one was on board. All ten people had vanished without a trace.

The crew searched the ship and found that the cargo and the food and water supply were still there. However, the lifeboat and the navigation instruments were missing. It appeared as if the people on board Mary Celeste had left in a hurry. The Dei Gratia crew eventually sailed Mary Celeste to Gibraltar and a court of investigation examined the ship but failed to come up with a definite answer to the puzzle. Mary Celeste was then sailed by a number of different owners for another 12 years before it was wrecked and sank off the coast of Haiti.

Over the years many stories and rumours about what was found on Mary Celeste have been circulated. Some people say there was a bloody sword under Captain Briggs’s bed, that there were scratches and bloodstains along one of the ship’s railings, that the only compass had been destroyed that the ship’s cat had been discovered abroad, fast asleep!

In addition there are many theories as to what happened to the people on board. Some of these theories are more likely than others. Did the crew try to escape in the lifeboat because Captain Briggs thought the ship was sinking or because the cargo of alcohol began exploding? Did a UFO land and kidnap the people on board? Did pirates attack the ship? Did the ship collide with a giant squid? Did the crew murder Captain Briggs and his family and then escape? We may never know.

The wreck of Mary Celeste was discovered in 2001 but experts believe that it is unlikely to provide any new information about the fate of the people on board. For the moment, the story of Mary Celeste remains one of the great mysteries of the ocean.

Answer the following questions based on the reading of the above passage:

1. When did Mary Celeste leave New York on a voyage to Genoa, Italy?

2. What was the ship carrying?

3. Who all were on board the ship?

4. the other cargo ship which ventured on a similar voyage in the Atlantic?

5. Why has the Mary Celeste been called “wet mass”?

-
6. What was the condition of the ship when the Dei Gratia discovered it drifting without any control?
-
7. When was the wreck of Mary Celeste finally discovered?
-
8. What according to you would have happened to the crew members on board Mary Celeste?
-

THE BEACH

O, I love the beach

The soft white sand beneath my bare feet Shifting with my movements
Oozing between my hot little toes.

O, I love the beach

The freedom of frolicking in the ocean The cool water washing over me
Cleansing my body and mind and soul.

O, I love the beach

The warm sun glistening on the water
The gentle breeze blowing over me
Calming me, cooling me, relaxing me.

O, I love the beach Sucking the clean air into my lungs

Walking, splashing along the water's edge Every part of my body feeling
alive and glowing.

O, I love the beach

Seeing the dolphins playing in the sea Breaching, jumping, chasing
and rolling My heart pounding with delight and exhilaration.

O, I love the beach

Endless summers surfing and swimming Snorkeling through the
exquisite reef The awesome might of nature there for all to see.

O, I love the beach

The waves crashing incessantly Always moving, always living, never

stopping Demonstrating the power they have over me.

O, I love the beach
Icy poles dipping down my arm Sausages sizzling on the barbecue
Eating ice-cream under the bright twinkling stars.

O, I love the beach
The bright colours of umbrellas, towels and bathers Red, yellow, orange
and blue Like a dazzling rainbow filling up my senses.

Answer the following questions:

1. What feats do the dolphins perform in the water?

2. How are the waves more powerful than us humans?

3. Pick out three words from the poem which mean the same as 'shining'

4. Why does the poet conclude the poem with his love for the beach?

5. What does the poet mean by the phrase, "Cleansing my body and mind and soul."

WOLFGANG AMADEUS MOZART

Wolfgang Amadeus Mozart was a famous composer of classical music and is considered to be one of the greatest musical geniuses of all time. Though he died at the age of 35, he wrote more than 600 musical compositions.

Mozart was born on 27 January 1756 in Salzburg, Austria. His father, Leopold, was a well-known throughout Europe as a music teacher and he was also a successful composer. Around the age of three, Mozart learnt to play the harpsichord (a keyboard instrument that preceded the piano), showing an amazing musical talent. His father also taught him to play the violin and the organ. Mozart wrote his first two compositions when he was just six years old.

When Mozart turned seven, his father decided to take him and his sister Nannerl, on

a tour of the royal courts of Europe to show off their musical abilities. Nannerl was a talented harpsichord player, although she did not show the same genius for music as her brother. The children played all over Europe until Mozart was in his late teens, making Leopold a large sum of money and building Mozart's reputation as a musician. During these tours, Mozart met not only kings and queens but many famous musicians and composers, learning a great deal more about music and composing. Mozart was also busy writing music. He composed his first symphony at the age of eight and his first opera at the age of twelve. He composed other work for orchestras, as well as pieces for harpsichord, violin and other instruments, many of which were performed publicly.

In 1769, at the age of 13, Mozart began working for the archbishop of Salzburg as the "Concertmaster" of the Salzburg court orchestra. He did not get on well with the archbishop and the two often argued. Part of the reason for this was because Mozart was away from Salzburg on tour so often. Mozart eventually left this position (most people agree he was probably dismissed by the archbishop in 1781).

In 1782, now living in Vienna, Mozart married Constanze Weber against his father's wishes. The couple later had six children, but only two reached adulthood. Mozart now earned a living as a freelance musician; he sold his compositions, performed and worked as a music teacher. He earned what was regarded as a good income for a musician; however, he spent his money unwisely and often had to borrow from his friends to support his family.

Mozart died in Vienna on 5 December 1791 from an unknown illness. He was buried in an unmarked grave, as was the custom of the time for many funerals and burials. Mozart's music remains popular with musicians and music lovers around the world and includes the *Jupiter Symphony* and the operas *The marriage of Figaro*, *Don Giovanni* and *The magic flute*.

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

1. Mozart was a gifted child. What information from the text supports your answer?

2. How did the siblings-Mozart and his sister Nannerl, earn large sums of money for their father?

3. Who was Mozart's first teacher? Name a couple of famous compositions of Mozart.

4. Why did the Archbishop dismiss Mozart from the court?

5. Find words from the passage that mean:

a. came before

b. removed from service

c. amazing talent

d. carelessly

The Sage

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

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

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

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

Once upon a time longthere lived a sage who was so..... of his pigtail that he considered it a great.....that it should.....down his back. He wanted it hanging in front of his face. He.....round and round to change.....place but it was a effort as it still hung down his

2. What was the 'curious case' referred to in the poem?

3. A sage is a wise person. Do you think that the sage in the poem is really wise? Give a reason for your answer.

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

- a. thought deeply
- b. without result

The Wonders of Nature

Down in the grasses lies a busy land. It has millions of inhabitants. It has crowded cities and quiet, hidden homes. It has busy highways, with travelers hurrying up and down. It has wars and weddings, factories and farms. It has all the excitement of our bigger world and all its dangers too. It is the world of the insects.

Here the grasses tower like forest trees. In their shadow the busy ants hurry. Up their stems the caterpillars and measuring worms hump along. At their blossoms bees and butterflies sip nectar and gather pollen.

Between the bending grasses spiders swing on their long silken ropes. And they weave their marvellous, patterned webs.

Each of these families has a job to do - keeping itself alive. This may mean hunting other creatures for food. Chances are some creature nearby is hunting it in turn. For no creature in nature lives apart from the rest.

Life is not easy for them. But somehow every family manages to stay alive. Some members die, but others are born to take their places.

Each of the families has a place in the pattern of nature. The ants help clear away dead matter.

They do not know they are helping. They are busy collecting their food. But they do help.

The bees are busy drinking from the flowers. But as they sip, they pick up pollen on

their back legs. And they take some of that pollen to other flowers which need it for growing seed.

Yes, everyone has one's share in this busy little land.

1. What is the busy land mentioned here?

2. Name four ways in which this land is like the world of humans.

3. Explain the following:

a. here the grasses tower like forest trees

b. measuring worms hump along

c. no creature in nature lives apart from the rest

4. Each of these insect families has a job to do. What is this job?

5. In the pattern of nature, what is the work of the following?

a. Ants

b. Bees

6. Life is not easy for insects. Do you agree? Give your reasons.

THE BOY IN THE STRIPED PYJAMAS BY JOHN BOYNE

About the novel

The Boy in the Striped Pyjamas explores the evils of the Holocaust through the eyes of a child. In the same vein as Jerry Spinelli's *Milkweed*, this novel contrasts the dichotomy of man's inhumanity to man with man's capacity to care and love.

Author John Boyne has said that he believes that the only way he could have written about the Holocaust respectfully was through the eyes of a child. He does so masterfully in this novel, demonstrating how Bruno and Shmuel maintain the innocence of their childhood in spite of what is happening around them. Boyne acknowledges that the only people who can truly comprehend the horrors of the Holocaust are those who lived through it. This novel gives a voice to the victims, especially the millions of innocent children who perished at the hands of the Nazis.

What makes *The Boy in the Striped Pyjamas* so effective is that rather than examining the big picture of the Holocaust and its atrocities, the novel instead focuses on individual relationships and gives readers an intimate portrait of two innocent boys seeking the same thing: friendship. Interestingly, Boyne classifies *The Boy in the Striped Pyjamas* as a fable, a story that bears a moral lesson. This is a fitting category for the novel as it imparts many lessons. Among these valuable lessons, perhaps the most significant is the final sentence which suggests that "nothing like that could ever happen again. Not in this day and age." It forces readers to confront the grim reality that hatred, discrimination, and intolerance remain potent forces in the world. Readers consequently consider their own prejudices and actions, perhaps wondering if they have been guilty of mistreating others. Additionally, some may even consider what their role might have been in the Holocaust: bystander, resister, perpetrator, or victim.

About the author

John Boyne was born in Dublin, Ireland, in 1971, and studied English Literature at Trinity College, Dublin, and creative writing at the University of East Anglia, Norwich, where he was awarded the Curtis Brown prize.

Boyne has published 11 novels for adults and five for younger readers, including *The Boy In the*

Striped Pyjamas which was a New York Times no.1 Bestseller and was made into a Miramax feature film. It has sold around 10 million copies worldwide. He is also the author of the short story collection *Beneath The Earth*.

He is a regular book reviewer for The Irish Times and has been a judge for the Hennessy Literary Awards, the International IMPAC Dublin Literary Award, the Green Carnation Prize, as well as chairing the jury for the 2015 Scotiabank Giller Prize. In 2012, he was awarded the Hennessy Literary 'Hall of Fame' Award for his body of work. He has also won 3 Irish Book Awards, for Children's Book of the Year, People's Choice Book of the Year and Short Story of the Year. He has won a number of international literary awards, including the Que Leer Award for Novel of the Year in Spain and the Gustav Heinemann Peace Prize in Germany. In 2015, he was awarded an Honorary Doctorate of Letters from the University of East Anglia.

Anti-Semitism: The Longest Hatred

Prejudice against or hatred of Jews – known as anti-Semitism – has plagued the world for more than 2,000 years. Early Christian thought held Jews collectively responsible for the crucifixion of Jesus. This religious teaching became embedded in both Catholic and Protestant theology during the first millennium, with terrible consequences for Jews.

Following many centuries of persecution and exclusion, the Jewish minority in Europe achieved some rights after the Enlightenment. As Europe became more secular and Jews integrated into mainstream society, political forms of anti-Semitism emerged. Jews were targeted for their ideas and their role in society.

All of these centuries of hatred were exploited by the Nazis and their allies during World War II, culminating in the Holocaust, the systematic murder of Europe's Jews.

Chapter 1

1. How would you summarise Bruno's life in Berlin?
2. What kind of a job did Bruno's father do? Why was it 'very important'?
3. Why do you think Bruno has difficulties understanding what his father does at work?
4. Describe their house in Berlin.
5. How do you know that Bruno's mother was unhappy with her husband's decision to move away from Berlin? Substantiate with reasons from the text.
6. State Bruno's reaction when he learnt about his father's posting?

Chapter 2

1. The new house makes Bruno feel "empty and cold". Why do you think Bruno feels this way?
2. Bruno's mother says, "We don't have the luxury of thinking" and "Some people make all the decisions for us." What does she mean by this?
3. What did Bruno ask Maria? State her response.
4. Describe Bruno's father. What do you think of him thus far in the novel?
5. Chapter Two ends with a "cliff-hanger." What is a cliff-hanger, and why do you think Boyne used this device here?

Chapter 3

1. How does Gretel explain the name "Out-with"? What is it really?

2. What did Bruno see out of Gretel's window?
3. Do you think Bruno's new house is scary? Why/ why not?
4. What makes Gretel such a challenge for her family?

Chapter 4

1. What did the children see when they looked out of the window?
2. "She could only think of one explanation." How did Gretel explain what she saw in front of her?
3. Describe the landscape seen from the window?
4. Why did Bruno not agree with Gretel's explanation?
5. How were the soldiers treating the children?
6. Towards the end of this chapter, Bruno finds something 'extraordinary.' What was it?

Chapter 5

1. "We should never let the Fury come to dinner," Bruno's mother said. Explain this line in your own words.
2. What was odd about the train station? What can you infer from the descriptions of the two trains?
3. What does the scene with father and the group of five men imply?
4. How did Bruno's father try to address Bruno's concerns about the new house? What does their conversation tell you about Father?
5. What do you think Bruno's father have meant when he said, "the people outside were not really people at all?"

Chapter 6

1. Why was Bruno talking to himself in his room? What made him feel better?
2. Till now, we have only seen Maria answering Bruno's questions timidly and meekly. Why do you think Maria is so thoughtful and careful with her answers to Bruno?
3. How did Gretel treat Maria in comparison to the way Bruno treated her?
4. Why did Bruno feel that "if he didn't get out of the house soon he was going to faint away?"

Chapter 7

1. Who was the only one person who Bruno knew at his new residence? Why did Bruno's mother not like Bruno laughing at that person?
2. How did Lieutenant Kotler treat Pavel?
3. Why did Bruno hate the idea of being "alone with a man like Lieutenant Kotler?"
4. Describe Bruno's accident. Bruno's mother doesn't think they should talk about the war. Do you agree? Explain.
5. Why do you think Pavel was now working for Bruno's father rather than working as a doctor?
6. What did you learn about Bruno's mother in this chapter?

Chapter 8

1. What had Bruno's grandfather done for a living?
2. "Grandfather was very proud of his son when he saw him in his new uniform but Grandmother was the only one who seemed unimpressed." Comment.
3. What do you think Bruno's grandmother meant when she said her son was a puppet on a

string?

4. What does Bruno's father do that upsets his mother?
5. How do you think the war was affecting Bruno's family?

Chapter 9

1. "It's funny that I've never wondered about those people(people wearing striped pyjamas)." Why do you think Bruno never thought critically about his unusual surroundings?
2. What did Herr Liszt want to teach Bruno? Why?
3. What did the plaque on the garden bench read?
4. Where and what do you think will Bruno explore?

Chapter 10

1. Describe how Bruno discovered Shmuel.
2. What did Bruno and Shmuel have in common?
3. Why did Shmuel think his mother was a smart woman?
4. What did Bruno and Shmuel talk about?
5. What do you think did Shmuel think of Bruno?
6. If you were Bruno, what questions would you have asked Shmuel?

Chapter 11

1. Who was 'The Fury'?
2. Why were so many jobs preparations made before the arrival of 'The Fury' for dinner?
3. How were the children prepared for the visit of 'The Fury'?
4. Why did Bruno think that 'The Fury' was the rudest guest he had ever seen? Give at least two reasons.
5. From what you have read so far, what do you think was discussed at the important dinner?

Chapter 12

1. Why do you think Bruno does not tell his family about Shmuel? Was it a wise decision?
2. Does Shmuel tell Bruno everything about his side of the fence? Why/Why not?
3. What different attitudes do the boys have to the armbands?
4. "Bruno opened his mouth to contradict him." Why doesn't Bruno believe Shmuel's story?
5. What happened when "the soldiers all came with huge trucks"?
6. What differences do you notice between Bruno and Shmuel?

Chapter 13

1. Why isn't Bruno feeling quite so unhappy about his new life now? What has made him more settled?
2. What does Bruno ask Maria about Pavel? How does Maria react when Bruno asks why Pavel lied about being a doctor?
3. What jobs do the boys want when they grow up?
4. What is Shmuel's opinion of soldiers?
5. Even though they are on either sides of the fence, Bruno and Shmuel have developed a bond of friendship. Comment.
6. How does Bruno feel when he looks at Pavel? How has Pavel's appearance changed since Bruno met him?
7. How is Shmuel's appearance changing?

8. Why do you think nobody stopped Lieutenant Kotler from mistreating Pavel at dinner?
9. What effect did the incident at dinner have on Bruno?

Chapter 14

1. When Shmuel has a black eye, what does Bruno think happened?
2. What does Bruno ask Shmuel every day?
3. What does Bruno have to say about the striped pyjamas?
4. What did Shmuel say about his Grandfather? What might have happened to Shmuel's grandfather?
5. What secret did Bruno accidentally reveal to his sister?
6. How did Bruno try to cover up his mistake?
7. If you were Bruno, would you have told Gretel about Shmuel?

Chapter 15

1. Why did Bruno and Shmuel see less of each other for the next few weeks?
2. Why was Shmuel brought to Bruno's house?
3. How does Bruno betray Shmuel? Why do you think he did that?
4. What would you have done in Bruno's position?
5. Why do you think Bruno and Shmuel's friendship was able to survive Bruno's betrayal?
6. Why was Shmuel afraid to eat the chicken?

Chapter 16

1. What caused the family to return to Berlin briefly?
2. How do we know a lot of time has passed since the novel began?
3. What happened to Lieutenant Kotler? Can you guess why?
4. Why does Bruno think that his friendship with Shmuel is strange and unusual?
5. How has Gretel changed since the story began?
6. What does Bruno ask Gretel? What explanation does Gretel give?
7. Why does Gretel scream and how do their parents deal with this problem?
8. Despite Gretel's explanation, Bruno couldn't understand anything about the fence. Can you understand why people of different religions were separated by a fence?

Chapter 17

1. What did Bruno overhear his parents discussing? What were they arguing about?
2. Did Bruno want to return to Berlin? Why?
3. Why do you think Bruno's father enquired about what Bruno knew about the other side of the fence? What did he learn?
4. Bruno says his mother is unhappy at Out-With. Why do you think this is?

Chapter 18

1. What do the boys plan to do on Bruno's last visit?
2. Describe Shmuel's reaction when he learns that Bruno will soon be returning to Berlin.
3. Why wasn't Shmuel at the fence for two days? Why was he particularly unhappy when he arrived at the fence?
4. "I could ask Father if you wanted," said Bruno cautiously, hoping that Shmuel wouldn't say yes. Why did he hope for that?
5. Does Shmuel like Bruno's father? How do we know?

Chapter 19

1. "For the first time ever he wasn't sitting crossed-legged on the ground and staring at the dust beneath him but standing, leaning against the fence." Comment.
2. Why was it difficult for Bruno to change his clothes?
3. Why could Bruno not wear his boots on the other side of the fence?
4. What had Bruno expected to see on Shmuel's side of the fence? What was his reaction by what he saw?
5. What kind of friendship did they both share? Did it cut cross divisions of religion and race? Comment.
6. What does Bruno do with his clothes? Why?
7. How do the boys feel when they're finally on the same side of the fence?

Chapter 20

1. What happens in the end? Were you shocked by the ending?
2. Would you have liked a different ending? Why?
3. Comment on the title of the novel.
4. "He looked into the distance...he found that his legs seemed to stop working right..." Do you think Bruno's father was filled with guilt and regretted doing what he did?
5. "nothing like that could ever happen again." Comment.

Extra Questions

1. Why do you think Bruno doesn't understand what his father does? Is it because he never asks, or because his parents lie to him?
2. How does Bruno's mother feel about moving from Berlin to Auschwitz? Point to examples in the text.
3. How do Bruno's grandparents' attitudes about his father's promotion and subsequent move to Auschwitz compare and contrast?
4. Why do you think Boyne makes Bruno too naïve when it comes to current events? Do you think it's really possible for him to not know anything about the concentration camps, Hitler, and Jewish people? Why or why not?
5. Why do you think Boyne calls the novel a fable? What about the story makes it a fable?
6. What do you think of Bruno's malapropisms (misuse or distortion) of the words Auschwitz ("Out-With") and the Fuhrer ("the Fury")? Why does Boyne choose to have Bruno misunderstand the words?
7. What do you make of Gretel's explanation that they (Germans) are the "opposite" of Jews?
8. Bruno's mother is upset and sad about leaving the house in Berlin. Bruno realizes that she has a "strange laugh" and doesn't "look happy" when talking about the move. Comment
9. How does Bruno feel about his sister? Bruno thinks Gretel is a "hopeless Case" and would not care if she stayed behind in Berlin. Comment.
10. How do Bruno and Maria react to the young soldier in the hall?
11. Why do you think the author chose this point of view?

Useful Links

1. Short BBC clip about how Hitler designs his plans for the Jewish population in Europe.

<http://www.bbc.co.uk/learningzone/clips/hitler-takes-germany-to-war/3279.html>

2. BBC clip with interviews with survivors of the Holocaust and British children who visited Auschwitz.

http://www.bbc.co.uk/religion/religions/judaism/holocaust/children_1.shtml

3. BBC clip with the final solution about Auschwitz (5 pieces) YouTube. A combination of film, interviews with survivors and a documentary.

<http://www.youtube.com/watch?v=WRtNEzJPCsg&feature=related>

4. The Auschwitz museum provides a virtual tour on the Internet. The exterior and interior of the renovated camp can be explored by camera.

http://en.auschwitz.org.pl/z/index.php?option=com_content&task=view&id=9&Itemid=35

Learning Outcome:

- The students will be able to think critically about various issues and concerns.
- The students will be able to recognise and accept diversity in terms of language and culture.
- The students will be able to be sensitive to people in difficult circumstances.

