

Smart Skills

Academic Session 2021-22

English

VIII

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Syllabus Class VIII

2021-2022

Month	Literature Reader	Grammar	Writing Skill	Supplementary Text
April-May	Gogol's First Day Unfolding Bud ASL	Revision of: Subject-Verb Agreement Active-Passive Voice Adverbs Conjunctions Integrated Grammar	Formal letter writing: Letter of Order Letter of Enquiry	The Book Thief
July	The Three Caskets The Marshlands	Reported Speech I Integrated Grammar	Article Writing	The Book Thief
August - September	Coming Home to Delhi Group Activity	Revision of Grammar Integrated Grammar	Report Writing (preceded by sample guided report) Formal Letter of	The Book Thief

			Complaint	
REVISION FOR EXAMS				
October	The Boy Who Broke the Bank 'Hope' is the Thing With Feathers	Clauses – Main and Subordinate Integrated Grammar	Diary Entry	The Book Thief
November	So What Are You, Anyway?	Kinds of Clauses Integrated Grammar	Factual Description and Process Writing	The Book Thief
December	Patol Babu, Film Star Group Activity	Infinitives and Participles Integrated Grammar	Letter to the Editor	The Book Thief
January	That Little Square Box The Elephant and the Tragopan ASL	Reported Speech (2) Integrated Grammar	Short Story Writing	The Book Thief
February	REVISION	REVISION	REVISION	The Book Thief EXAMS

Assessment Plan

2021-22

	<u>TERM 1: Enrichment Activities</u>
	UNIT TEST
B(i)	Group Activity Project: Presentation on Delhi <ul style="list-style-type: none">● Food and its origin● Music and influences● Architecture- buildings and monuments● Culture and festivals● Language (August, 2021)

B(ii)	<p>INDIVIDUAL ENRICHMENT ACTIVITY</p> <p>ASL</p>
	<p>Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook</p>
<p><u>TERM 2 : INTERNAL ASSESSMENT</u></p>	
A	<p>UNIT TEST</p>
B(i)	<p>GROUP ACTIVITY:</p> <p>Role play:</p> <p>(December, 2021)</p>

(ii)	<p style="text-align: center;">Individual Activity:</p> <p style="text-align: center;">ASL - Assessment of speaking and listening skills</p> <p style="text-align: center;">(January-February 2022)</p>
	Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook

TERM 1

1.GROUP ACTIVITY

Group Presentation on Delhi

The details of the group presentation are as follows:

The teacher would divide the students into groups of 5/6. They would be allotted a time frame of 5/6 minutes each. Students are encouraged to use props, voice modulation, music, PPT etc. to present their research in a group.

Presentation on Delhi

- Food and its origin
- Music and influences
- Architecture- buildings and monuments
- Culture and festivals
- Language

RUBRICS FOR PROJECT WORK (GROUP PRESENTATION)(5 Marks)

<i>Voice modulation:</i> Speaks with an	Teamwork/participation/respect for	Clarity and fluency in content: Presentation has a	<i>Presentation</i> Visual aids/props/
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<p>appropriate volume for the audience to hear.</p> <p>Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text. (1m)</p>	<p>each other (1m)</p>	<p>clear and engaging opening.</p> <p>Narration of the sequence of events is easy for the listener to follow.</p> <p>Depth in research.</p> <p>(2 m)</p>	<p>pacing/ timing</p> <p>The narration is presented efficiently and keeps listeners' interest throughout.</p> <p><i>Creativity and innovation:</i></p> <p>Face/body/gesture: expressively uses non-verbal communication to clarify the meaning of the text (1m)</p>
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2. Individual Activity:

(5 Marks)

ASL - Speaking and Listening Skills (Pair interaction)

The students, in pairs, will be given a list of topics a day in advance. Each pair will have to speak for 2 minutes each as well as pose one relevant question to their partner, which will be answered by the other.

RUBRICS FOR ASSESSMENT

<p><u>Grammar:</u></p> <p>Express ideas and responses with ease in proper sentences</p> <p>(1m)</p>	<p><u>Pronunciation:</u></p> <p>clear and easy to understand</p> <p>(1m)</p>	<p><u>Vocabulary:</u></p> <p>rich, precise and impressive vocabulary words used</p> <p>(1m)</p>	<p><u>Comprehension:</u></p> <p>able to comprehend and respond to all of the questions and the topic being discussed with ease. (1m)</p>	<p><u>Fluency:</u></p> <p>Speech is effortless and smooth; questions put forth are logical and relevant. (1m)</p>
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TERM 2:

1. Group Activity: (5 Marks)

Role Play

RUBRICS FOR ASSESSMENT (5 marks)

Clarity of speech/ expression/pronunciation (2m)	Ability to work in a team (1m)	Props and other material used during the enactment (1m)	Timely performance (1m)
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2. Individual Activity:

(5 Marks)

ASL - Speaking and Listening Skills (Pair interaction)

The students, in pairs, will be given a list of topics a day in advance. Each pair will have to speak for 2 minutes each as well as pose one relevant question to their partner, which will be answered by the other.

RUBRICS FOR ASSESSMENT

<u>Grammar:</u>	<u>Pronunciation:</u>	<u>Vocabulary:</u>	<u>Comprehension:</u>	<u>Fluency:</u>
Express ideas and responses with ease in proper sentences (1m)	clear and easy to understand (1m)	rich, precise and impressive vocabulary words used (1m)	able to comprehend and respond to all of the questions and the topic being discussed with ease. (1m)	Speech is effortless and smooth; questions put forth are logical and relevant. (1m)

April-May

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- Develop their ability to build a vocabulary and infer meaning of new words from the context
- Make inferences based on the information given in the text

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

The critically endangered Great Indian Bustard (GIB) is nearing extinction due to collision with high voltage power lines that criss-cross their flying path, according to a report by the



Ministry of Environment. The report, which has been prepared by the Wildlife Institute of India (WII), a statutory body under the ministry, said only 150 GIBs are left, with the maximum number in Jaisalmer. They are dying at the rate of 15% annually due to collision with high voltage power lines.

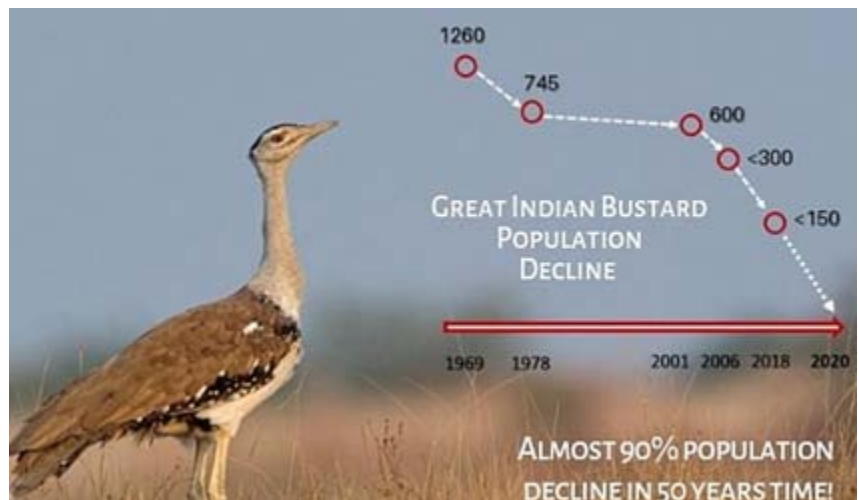
The GIB population has been reduced by 75% in the last 30 years, said the WII report which has compiled various studies conducted by researchers across the country. Mortality of adult GIBs is high due to collision with power lines that criss-cross their flying path. All Bustards are prone to collision due to their poor frontal vision and inability to see the power lines from a distance,” it said.

WII’s research has shown that power lines are the biggest threat to GIB as of now and their habitats have a high density of transmission lines because of the impetus on renewable energy production in GIB habitats of Rajasthan and Gujarat.

“The study recorded 5 GIB deaths in 2017-18 in Jaisalmer alone and calculated that 15% of the GIB population may be dying because of this threat,” the report said. If this is not controlled it could lead to their complete extinction.

It said that the maximum number of GIBs were found in Jaisalmer and the Indian Army controlled field firing range near Pokhran, Rajasthan. Other areas where they are found in less than 10 in

number are Kutch district in Gujarat, Nagpur, Amravati and Solapur districts in Maharashtra, Bellary and Koppal districts in Karnataka and Kurnool district in Andhra Pradesh. Listing out other threats to the GIB, the report said irrigation and farming technology, mining, wind turbines and associated infrastructure growth have causes severe habitat degradation to birds, including GIB.



“Recent developments in irrigation and farming technologies have intensified agriculture and changed cropping practices from seasonal to year-round intensive crops. Because of frequent ploughing and cropping or use of pesticides, there is lack

of food and vegetation cover to meet the ecological requirements of the species," it said.

Ill-informed forestry practices by state forest departments such as plantation of exotic shrub/tree species in deserts and grasslands in the name of afforestation have also degraded the habitat of GIB and other open habitat species that prefer visibility and openness

Q1. The Great Indian Bustard is the state bird of which Indian state?

- a. Karnataka
- b. Rajasthan
- c. Gujarat
- d. Maharashtra

Q2. Where is the highest number of GIBs found in India?

- a. Kutch district in Gujarat
- b. Amravati and Solapur districts in Maharashtra
- c. Bellary and Koppal districts in Karnataka
- d. Around Jaisalmer in Rajasthan

Q3. Why is the high power lines considered to be the greatest threat to the GIB?

- a. the bird is heavy and cannot perch on these lines
- b. the birds have poor frontal vision and often get electrocuted
- c. the power lines have not left much space for these birds to build their own homes
- d. the birds end up damaging the wires and are then hunted by the villagers

Q4. What does the writer mean by "...the impetus on renewable energy production in GIB habitats of Rajasthan and Gujarat."

- a. the extreme scarcity of renewable energy production
- b. the excessive focus on renewable energy production
- c. the neglect of renewable energy production
- d. the threat of renewable energy production

Q5. Which of the following have not been listed as a threat to the existence of the GIB?

- a. irrigation and farming technology
- b. wind turbines and associated infrastructure growth
- c. hunting

d. changed cropping practices from seasonal to year-round intensive crops

Q6. Year around intensive farming and ploughing and cropping has led to...

- a. scarcity of food and vegetation cover for the GIB
- b. scarcity of sanctuaries for the birds
- c. the migration of birds to other areas
- d. hunting of the GIB

Q7. Over five decades, there has been a _____ decline in the population of GIBs.

- a. 75%
- b. 15%
- c. 65%
- d. 90%

Q8. In 2001, there were about _____ GIBs in India

- a. 745
- b. 1260
- c. 600
- d. 150

Q9. How can afforestation adversely affect the population of the GIB?

- a. reduces the vegetation cover to meet the ecological requirements of the species
- b. greater forest cover means less space for their nests
- c. it brings about climate change affecting their lifestyle requirements
- d. planting exotic shrub/tree species in these areas degrade their habitation

Q10. In the phrase “the Wildlife Institute of India (WII), a statutory body under the ministry” what does ‘statutory’ mean?

- a. immovable
- b. legal
- c. technical
- d. government

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

The Cloud

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

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

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

1. Who was rocked to rest on their mother's breast?
 - a. It was the earth.
 - b. It was the buds.
 - c. It was the leaves
 - d. It was the clouds

2. Which figure of speech is used in the line 'As she dances about the sun'?
 - a. simile
 - b. metaphor
 - c. personification
 - d. transferred epithet

3. Where in the poem is the cloud compared to a painter?
 - a. I bear light shade for the leaves.
 - b. The pavilion of heaven is bare.
 - c. When the whirlwinds my banner unfurl.
 - d. And whiten the green plains under.

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

5. The cloud in the first stanza has been compared to
 - a. Earth
 - b. Bird
 - c. Mother
 - d. Flower

6. Explain "I change, but I cannot die".
 - a. the cloud and rain are received differently by different creatures
 - b. the cloud changes form but it is a part of an eternal cycle
 - c. the cloud and rain falls in different forms on the earth
 - d. the cloud and rain become a part of our memory and remain eternal

7. Identify the Poetic device in this line: *Like a child from the womb, like a ghost from the tomb*
 - a. metaphor
 - b. alliteration
 - c. personification
 - d. Simile

8. What is the meaning of a cenotaph?
 - a. it is temple dedicated to a particular God
 - b. a monument erected in the honour of a person
 - c. a cave in the forest
 - d. a museum to display our creations

Section B (Writing)

Formal Business Letters

Learning Outcomes:

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

- understand the various contexts in which formal business letters can be used
- a good understanding of the format of a business letter and its various elements
- Express themselves using formal language and in a precise manner
- Develop vocabulary and learn language structures that are essential while writing formal letters

Before we begin with formal business letters, let us revise the format of the Informal Letter once:

Informal letters as the name suggests are written to communicate ideas and feelings in a relatively more informal context. A letter to your friend, pen pal and parents may be examples of such contexts.

Although the use of slang and colloquial language should be avoided in these letters as well, informal letters are written in a lighter tone to describe an experience and talk about our own subjective views about it.

Format:

Sender's address

Date (11th January 2021)

Dear abc

Paragraph 1: in this paragraph you inform the receiver about your well-being and seek information about the health and well-being of your friend and their family. Here you can refer to a previous letter, answer queries mentioned in that or add more information about the various aspects of your life that you would like to share with your friend

Paragraph 2: talk about the topic/ the main reason behind writing the letter. For instance, if you are writing a letter to your friend describing your experience at a recent debate competition, then you may talk about how you got the opportunity, how you felt at that moment, whether you have been to such competitions before, how did you motivate yourself to overcome the hesitation/nervousness, how did you feel on the day, in front of so many people and so on

Paragraph 3: to conclude the letter you can summarise your observation/learning in 1-2 sentences and perhaps ask your friend for suggestions, share her/his experience. end your letter on a positive note, expressing hope to receive another letter or meet soon.

Yours lovingly
(sign)

Business Letters of Enquiry, Order and Complaint are formal letters that involve seeking and providing information for specific purposes, often involving commercial transactions.

Letter of Enquiry

We write an enquiry when we want to ask for more information concerning a product, or service. These letters are often written in response to an advertisement that we have seen in the paper, a magazine, a commercial on television when we are interested in a product, but would like more information before making a decision. (E.g. joining CAT coaching classes with TIME)

- A letter of enquiry is a formal letter written to seek certain specific details that isn't available otherwise.
- It's important to state how you got to know about the company/service provider, that is, give a reference. Then state the purpose of the letter.
- Ask specific question, asking for details that only the receiver can provide.
- You may also ask them to fix and appointment for a meeting or a telephonic conversation.
- Please DO NOT place an order in a letter of enquiry

Format and Sample

B4/124 ← (Sender's address)
Abc Enclave
Xyz City

February 22, 2016 ← (Date)
The Manager ← (Receiver's address)
CLAT Today
K.G. Marg
New Delhi

Dear madam ← (Please DO NOT write Respected Madam)

SUBJECT: TO ENQUIRE ABOUT THE CLAT PREP COURSE

Paragraph 1 (state the purpose of the letter right at the beginning. It is necessary to give a reference. it can be from a promotional advert or someone's recommendation.

It can also be that you have worked with this company in the past and want to again, but need to some new information)

e.g. This is with reference to your promotional advertisement that I had received in the Delhi Career Fair, hosted in Pragati Maidan, on January 25, 2016. I am interested in the CLAT PREP programme and would like some more information regarding the same.

Paragraph 2 (tell the reader what you want and mention specific details)

e.g. Please let me know the duration of the course as well as the total fees. I would also like to enquire whether the fee is inclusive of the study material. I would like to know if mock exams will be held during this period. If yes, then how many and how often will these be conducted. Also, I would like to know the number of students per batch. Kindly send a prospectus to me at the above address. I am enclosing a self-addressed envelope for the purpose.

Paragraph 3 (polite expression/ expression of thanks to the reader)

e.g. Thanks for your assistance. OR I am grateful for your support and assistance. I look forward to hearing from you. if you have any questions, please don't hesitate to contact me via e-mail. My e-mail id is, mnop@yahoo.co.in

Yours sincerely ← (DO NOT write Regards, Yours truly. Also it's 'Yours' and NOT Your's)

(signature)

(FULL NAME IN CAPS)

(Designation if given in the question)

Sample 2:

Q. You are Vyom Bakshi of 23, Garden Villa, Spring Meadows. Your cousins are coming to India for three weeks with their family and would like to see Delhi, Agra and Jaipur. Your grandparents will also be accompanying them. Write a letter of enquiry to a travel agent of Exploremycountry.com asking for all relevant information. You are looking to travel for two weeks. You would like a personalised travel arrangement made including an air-conditioned vehicle for the family, a travel guide, booking at each of the places, adequate arrangements for the elderly members of the family who cannot walk too much. You would prefer vegetarian meal options. Also enquire about the tariff and discounts applicable and give the tentative dates and areas of interest.

23, Garden Villa

Spring Meadows, New Delhi-58

May 14, 2020

The Manager
Exploremycountry.com
New Delhi 110021

SUBJECT- ENQUIRY REGARDING HOLIDAY PACKAGE TO DELHI, AGRA AND JAIPUR

Dear Sir/Madam

This is with reference to your advertisement in the Hindustan Times dated 12th May, 2020. The wide range of travel and tourism services offered by your company is quite impressive. I would like to enquire about the Delhi-Agra-Jaipur holiday package in particular. The tentative dates of my travel are from June 1 to June 14.

It would be great if you could send me some detailed information about the holiday package and the tour itinerary to Delhi, Agra and Jaipur. We are 9 people in total, and would like to include only vegetarian meals as a part of the hotel deals. We would prefer to stay in a 4-star hotel at each location. Please let us know if you can make arrangements for the same. I would also like to know if you could arrange an air-conditioned vehicle for transportation and 2 wheelchairs for my grandparents. If there are any special tours included, or any deal regarding the total fees, please send their details too. Kindly provide me an estimate of the total cost including transportation charges, hotel reservations and tour guide charges (taxes included).

I further request you to send a detailed itinerary and other details to me at- vyombakshi06@gmail.com or at the above-mentioned address. Hope to get an early response.

Yours sincerely
Vyom B.
Vyom Bakshi

Important :

- The Start : Dear Sir or Madam
- Giving Reference:
- With reference to your advertisement (ad) in...
- Requesting a Catalogue, Brochure, Etc.:
- After the reference, add a comma and continue - ... , would (Could) you please send me ...
- Requesting Further Information: I would also like to know ...
- Could you tell me whether ...
- Signature: yours sincerely / faithfully

Exercise

1. You are Raj/Rani, living at 3, M.G.Road, New Delhi. You read an advertisement about a one-month course in Web Designing to be organized by Logistics Learning Limited, 10 Patel Road, New Delhi. You wish to join this course. Write a letter to the advertiser seeking all relevant information about the course.

2. You are John/Rose, living at 346, Vasant Lane, New Delhi. You are interested in taking online classes from www.studyonline.com, a reputed provider of online classes in Canada. Having found the site's information inadequate, write a letter to enquire the details regarding the admission procedure, eligibility criteria, fee structure and course duration etc.

Letter for placing an order

Name of the institute/ company
Lane/Road (address)
Name of the city with pincode

➤Sender's address

(leave a line)

May 5th, 2018

➤Date

(leave a line)

Name/ Designation of the receiver (as given in the question)
Name of the institute/ company
Lane/Road (address)
Name of the city with pincode

➤Receiver's address

(leave a line)

Dear sir/ma'am

➤Salutation

(leave a line)

SUBJECT: To place an order for some electrical appliances (Very brief- 5 to 6 words)

(leave a line)

Paragraph 1 ➤With reference to your advertisement in The Times of India (*name of any newspaper will do*) dated May 3, 2018, (*any date on or before the date of writing the letter*) I would like to place a bulk order for some electrical appliances (*the term used for the items being ordered*) on behalf of my school (*or institute or company*). We agree to the terms and conditions mentioned in the advertisement.

OR

Paragraph 1 ➤With reference to our telephonic conversation dated May 3, 2018, (*any date on or before the date of writing the letter*) I would like to place a bulk order for some electrical appliances (*the term used for the items being ordered*) on behalf of my school (*or institute or company*). Thank you for the quotation and samples. Your products match our requirement, and we agree to the terms and conditions stated by you.

OR

Paragraph 1 ➤With reference to your reply to our letter of enquiry dated May 3, 2018, (*any date before the date of writing the letter of order*) I would like to place an order for some electrical appliances (*the term used for the items being ordered*) on behalf of my school (*or institute or company*). Thank you for your prompt response and samples. Your products are suitable for our requirement, and we agree to the terms and conditions stated by you.

Paragraph 2 ➤We would be pleased to place an order with your company as per the specifications given below. **OR** We would be pleased to place a bulk order with your company as per the details given below:

S. No.	Name of the item	Brand	Model No.	Quantity

Kindly ensure that a discount of 20 per cent (do not ask for more than 30%) is given on the entire purchase as it is a bulk order **OR** for a long lasting business relationship **OR** as per your quotation.

Paragraph 3 ➤We would prefer the order to be delivered safely and latest by June 30, 2018. **OR** We would prefer the order to be delivered by May 20, 2018 for which we are willing to pay extra charges (If you want the order to be delivered asap). Kindly find enclosed a demand draft of Rs. 30,000 as advance payment. The remaining amount as well as the transportation charges will be paid by us at the time of delivery. Kindly let us know the mode of payment. **OR** We would be paying the entire amount after the delivery has been made and the products are checked by our

staff members. It is understood that the transportation charges will be borne by your company.

Paragraph 4 ➤We would like the order to be delivered to the above-mentioned address. **OR** We would request you to deliver the order at our warehouse, 45, Kalka Road, Uttarakhand (any other place that the address mentioned above).

Paragraph 5/ Complimentary Close ➤Looking forward to a prompt and safe delivery.
OR Hoping to hear from you at the earliest.

(leave a line)

Yours sincerely/ Yours truly
Signature (as given in the question)
Name (as given in the question)
(Designation-as given in the question)

➤Subscription

SAMPLE

XYZ School
ABC Colony
New Delhi - 1100XX

January 20, 2019

The Manager (designation)
Action Sports Store (name of the company)
BK Lane
New Delhi - 1100XX

Dear Sir/Madam

SUBJECT: To place an order for sports goods

With reference to your reply to our letter of enquiry, dated, January 10, 2019, I would like to place an order for sports equipment on behalf of my school.

Thank you for the quotation and samples. Your products match our requirement and seem to be of good quality. We would be pleased to place a bulk order with your company as per details given below.

S.No	Name of item	Brand	Quantity
1	Cricket bats	Reebok	1 dozen
2	Volleyballs	Cosco	6
3	Volleyball nets	Cosco	3
4	Basketballs	Adidas	8
5	Badminton Racquets	Yonex	1 dozen

Kindly ensure that a discount of twenty per cent is given on the entire purchase as it is a bulk order. It will also help in maintaining a long lasting business relationship.

We would like the order to be safely delivered by January 22, 2019. As we need the order urgently, we are willing to pay for the extra cost for it. Kindly find enclosed a demand draft of INR xxxx as advanced payment. The remaining amount will be paid at the time of delivery via cheque.

Please deliver the order at the above mentioned address in the letter.

Looking forward to a prompt and safe delivery. Hoping to hear from you at the earliest.

Yours sincerely
(signature)
(name in caps)

Do's And Don'ts Of Order Letter

- An Order Letter should be addressed to the person responsible for executing the order
- It should include all the terms and conditions agreed upon by both involved parties
- Since it is purely an official letter it should be typed out

- There is no need to use too many adjectives in the letter since it is purely for an order being placed
- The letter should have all relevant details related to the order, for example, quantity, price and other terms and conditions

Exercise

1. You are Nalini /Vishal, Hostel Warden , Zenith Public School, Kolkatta .Write a letter tothe Sales Manager, Bharat Electronics Ltd, New Delhi, placing an order for a few fans,ovens and geysers that you wish to purchase for the hostel.
2. You are Raj/Rajini, Estate Manager of Woodstock Public School, Uttarakhand. Write a letter to the Sales Manager, Durian Furniture, New Delhi, placing an order for furniture such as tables, chairs, and student desks that you wish to purchase for the school.

Section C - Grammar

Learning Outcomes:

At the end of the lesson, learners 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.
- explain differences in notional and proximity concord, and choose the widely accepted forms.

Subject-Verb Agreement (Revision)

EXERCISES

1. Circle the correct option in each of the following sentences:

1. The new colours (doesn't/don't) look especially appealing.
2. He (doesn't /don't) remember if the ties (is/are) on sale.
3. The statistics (are/is) a result of the flawed studies.
4. Half of the bagels (was/were) eaten.

5. Statistics (are/is) my favourite subject at school.
6. Neither of these keys (unlocks/unlock) the back door.
7. Each of the community profile (take/takes) a creative approach to advertising.
8. All of the tasks (has/have) been assigned.
9. (Was/were) any of the samples defective?
10. Both of the applicants (seems/seem) qualified.
11. None of our resources (go/goes) to outside consultants.
12. A good knowledge of the rules (help/helps) you understand the game.
13. (Has/have) either of them ever arrived on time?
14. Every other day either the husband or the wife (take/takes) out the trash.
15. Neither the style nor the colour (matches/match) what we currently have.
16. (Is/are) the men's wear or the women's wear department on the ground floor?
17. (Was/were) any furniture sets left over after the sale?
18. A serious problem for all commuters (is/are) traffic jams.
19. (Do/does) each of the phones have multiple lines?
20. None of the time (was/were) wasted.

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

- a) The use of vitamin supplements and herbs _____(is/are/have) becoming increasingly popular among many people around the world. While many studies claim that vitamins and herbs can improve health, there _____ (is/has been/have been) a lot of controversy about their safety.
- b) The Food and Drug Administration (FDA) _____ (did/does/do) not regulate vitamins and herbs. Most experts _____

(believe/believes/believing) that herbal supplements are mild and somewhat harmless.

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

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

[A] The hall (a) _____ packed to its capacity. A number of student volunteers (b) _____ posted at the main gate to welcome the chief guest. The chief guest, Mr. R. N. Narayan, who (c) _____ an eminent cartoonist, (d) _____ expected to arrive anytime. However, there (e) _____ a terrible traffic jam at Connaught Place. The police (f) _____ trying their best to regulate the traffic but Mr. Narayan (g) _____ late to the show by an hour, which (h) _____ a rather long wait for the audience, which (i) _____ getting restless.

Finally, everyone heaved a sigh of relief when Mr Narayan (j) _____ the hall and inaugurated the function.

- | | | | |
|--------------------|--------------|------------------|---------------|
| a. i. was | ii. were | iii. is | iv. are |
| b. i. was | ii. were | iii. is | iv. are |
| c. i. was | ii. were | iii. is | iv. are |
| d. i. was | ii. were | iii. is | iv. are |
| e. i. was | ii. were | iii. has been | iv. is |
| f. i. was | ii. were | iii. is | iv. are |
| g. i. was | ii. had been | iii. is | iv. was being |
| h. i. was | ii. were | iii. is | iv. are |
| i. was | ii. were | iii. is | iv. are |
| j. i. was entering | ii. entered | iii. had entered | iv. enters |

[B] The fluid in your eyes (a) _____ protect your cornea. However, if too much (b) _____ up, it can cause glaucoma, an increase of ocular pressure that may damage the optic nerve and (c) _____ blindness. Glaucoma drainage devices, which (d) _____ excess fluid, are an increasingly common treatment, but over time, microorganisms within your body (e) _____ on the devices and render them inoperable.

- | | | | |
|------------------|-------------|---------------|---------------|
| a. i. helping | ii. helped | iii. helps | iv. help |
| b. i. built | ii. builds | iii. build | iv. building |
| c. i. cause | ii. causing | iii. causes | iv. caused |
| d. i. removed | ii. remove | iii. removes | iv. removing |
| e. has collected | ii. collect | iii. collects | iv. collected |

[C] What causes a tornado? A "front" (a) _____ between a cold air mass and a warm air mass. Sometimes a cold air mass (b) _____ in above the warm air. The hot air rises. It spins. Then it (c) _____ a funnel-shaped cloud-a tornado. Weather experts (d) _____ for these conditions. Then they (e) _____ what is called a 'tornado-watch'. The winds inside a tornado may reach 500 miles per hour. Sometimes a tornado (f) _____ the ground and (g) _____ everything in its way.

- | | | | |
|-------------------|--------------|-----------------|------------------|
| a. i. form | ii. forming | iii. forms | iv. formed |
| b. i. move | ii. moves | iii. has moved | iv. moving |
| c. i. forms | ii. form | iii. formed | iv. has formed |
| d. i. are looking | ii looks | iii. looked | iv. look |
| e. i. give | ii. gives | iii. gived | iv. giving |
| f. i. touched | ii. touching | iii. touches | iv. touch |
| g. destroys | ii. destroy | iii. destroying | iv. will destroy |

Active – Passive Voice (revision)

Learning Outcomes:

At the end of the lesson, learners will be able to:

- find their way around the exercises given in the assignments with accuracy.
- distinguish between sentences written in active voice and those written in passive voice.
- change sentences from active to passive voice.
- Explain the uses of active and passive voice in specific contexts.
- enhance their written and oral expression through useful application of the concept in question

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

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

The Active Voice

The active voice is more direct than the passive.

For Example: *The boy hit the ball.*

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

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

The Passive Voice

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

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

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

For Example: *The letters will be posted.*

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

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

Active Voice	Passive Voice
He writes a book.	A book is written by him.
He is writing a book.	A book is being written by him.
He has written a book.	A book has been written by him.
He wrote a book.	A book was written by him.
He was writing a book.	A book was being written by him.
He had written a book.	A book had been written by him.
He will write a book.	A book will be written by him.

EXERCISES

1. Identify the sentences that are in Passive Voice:
 - a. They listen to music.
 - b. She is reading an e-mail.
 - c. These cars are produced in Japan.
 - d. German is spoken in Austria
 - e. Lots of houses were destroyed by the earthquake.
 - f. Henry Ford invented the assembly line.
 - g. The bus driver was hurt.
 - h. You should open your workbooks.
 - i. Houses have been built.
 - j. Boys like to play soccer.

- k. This room has been painted blue.
- l. Cricket is played in Australia.
- m. I am given a book.
- n. We have lost our keys.
- o. You might see dolphins here.
- p. The report must be completed by next Friday.

Q2. Put in the correct form of the verb in Passive into the gaps.

- 1. The words _____ by the teacher today.
 - a. are explained
 - b. were explained
 - c. explain
 - d. are being explained
- 2. We _____ a letter the day before yesterday.
 - a. had sent
 - b. were sent
 - c. did send
 - d. sent
- 3. This car _____. It's too old.
 - a. will not be stolen
 - b. will be stolen
 - c. shall not be stolen
 - d. will not stolen
- 4. This street _____ because of snow.
 - a. are closed
 - b. have closed
 - c. has been closed
 - d. have been closed
- 5. A new restaurant _____ next week.
 - a. will open
 - b. will be opened
 - c. will be opening
 - d. was being opened
- 6. He _____ to the party yesterday.
 - a. was invited
 - b. invited
 - c. had been invited

- d. was being invited
7. The blue box _____.
a. cannot see
b. cannot saw
c. cannot be seen
d. cannot be seeing
8. I _____ the book by my friend last Sunday.
a. had given
b. had been given
c. was given
d. gave
9. The dishes _____ by my little brother.
a. were washed
b. was not washed
c. washed
d. were not washed
10. I _____ by Rahul
a. will ask
b. will not be asked
c. will not ask
d. would not ask

3. Rewrite these sentences in Passive voice by choosing the correct option:

1. The Prime Minister spoke about reforms needed in the country.
a. The Prime Minister had spoken about reforms needed in the country.
b. Reforms needed in the country spoke to the Prime Minister.
c. Reforms needed in the country were spoken about by the Prime Minister
d. Reforms needed in the country had been spoken about by the Prime Minister
2. The students handed in the reports.
a. The reports were handed in by the students
b. The reports had been handed in by the students
c. The students were handed out the reports

- d. The students had handed in the reports
3. The three sisters visited Ajmer during the vacation.
- a. The three sisters had visited Ajmer during the vacation.
 - b. Ajmer was visited by the three sisters during the vacation
 - c. Ajmer had been visited by the three sisters during the vacation
 - d. Ajmer was being visited by the three sisters during the vacation
4. The teacher instructed the students to do the questions in the Homework notebook.
- a. The teacher had instructed the students to do the questions in the Homework notebook.
 - b. The homework was done in the Homework notebook.
 - c. The students were instructed by the teacher to do the questions in the Homework notebook.
 - d. The students had been instructed to do the questions in the Homework notebook.
5. Tarush has forgotten the book.
- a. Tarush forgot the book
 - b. The book was forgotten by Tarush
 - c. The forgotten book was Tarush's
 - d. The book has been forgotten by Tarush
6. The mechanic has not repaired the DVD recorder.
- a. The mechanic has not been repairing the DVD recorder.
 - b. The DVD recorder has not been repaired by the mechanic
 - c. The mechanic has not repaired the DVD recorder.
 - d. The mechanic did not repair the DVD recorder
7. They play basketball.
- a. Basketball was played

- b. Basketball is played by them
 - c. Basketball was played by them
 - d. They played Basketball
8. The Principal took a round of the school.
- a. The school took a round of the Principal
 - b. The principal had taken a round of the school
 - c. A round of the school was taken by the Principal
 - d. A round of the school was being taken by the Principal
9. The girls had lost the match.
- a. The match had been lost by the girls
 - b. The match was lost by the girls
 - c. The match has been lost by the girls
 - d. The girls had been lost in the match
10. The teacher is not going to open the window.
- a. The teacher was not going to open the window
 - b. The window was not going to be opened by the teacher
 - c. The window is not going to be opened by the teacher
 - d. The window was not being opened by the teacher

4. Change to Passive Voice:

1. The pressure of the air lifts the plane.
- a. The pressure of the air lifted the plane
 - b. The plane lifted the pressure of the air
 - c. The pressure of the air is lifted by the plane
 - d. The plane is lifted by the pressure of the air.
2. They are holding a meeting.
- a. They are being held in a meeting
 - b. A meeting is being held by them
 - c. They were holding a meeting
 - d. A meeting was being held by them

3. You have stolen my necklace.
- a. My necklace has been stolen by you
 - b. My necklace was stolen by you
 - c. You had stolen my necklace
 - d. My necklace was being stolen by you
4. He gave each of his sons a ring.
- a. He had given a ring to each of his sons
 - b. A ring was given to each of his sons by him
 - c. He was given a ring by each of his sons
 - d. A ring had been given to each of his sons
5. A scientist was making a study of ants.
- a. A study of ants made a scientist
 - b. A scientist was being made to study ants
 - c. A study of ants was being made by a scientist
 - d. A study of ants was made by the scientist
6. She had never driven a car before.
- a. She did not drive a car before
 - b. She never drove a car before
 - c. A car had never been driven by her before
 - d. A car was never driven by her before

Q5. Given below are some instructions. Use them to complete the paragraph that follows. Write the correct answer in the passive in the answer sheet against the correct blank number.

HOW TO PAINT A DOOR

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

It was not at all messy to paint the doors. All I did was to follow the simple instructions written on the paint tin. First of all, the paint tin is opened with a screwdriver. The paint (a) _____ with a clean stick. Next, newspapers (b) _____ in case any paint spills. Masking tape (c) _____ on the wall to stop the paint from getting onto the wall. When everything is ready the door (d)

_____ with a clean brush. When the painting is finished, the paint brush (e)
_____ with white spirit.

- | | | | | |
|----|---------------------|-----------------|------------------|-----------------------|
| a. | i. are stirred | ii. is stirred | iii. was stirred | iv. was being stirred |
| b. | i. spread | ii. is spread | iii. are spread | iv. were spread |
| c. | i. was fixed | ii. fix | iii. is fixed | iv. will be fixed |
| d. | i. is being painted | ii. was painted | iii. is painted | iv. painted |
| e. | i. is clean | ii. is cleant | iii. cleaned | iv. is cleaned |

Q6. Here are a set of instructions to be followed by a person suffering from influenza. Complete the paragraph that follows in passive voice.

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

Milk and milk products are to be (a) _____ A decoction of ten mint leaves is to be (b)

_____ in a cup of water. A teaspoon of honey is to be (c) _____ before drinking it at bedtime. A cut onion is (d) _____ by the side of the bed to inhale. A salad preparation from radish is to be (e) _____ twice daily.

Adverbs (revision)

Learning Outcomes:

At the end of the lesson, learners will be able to:

- identify and make use of different kinds of adverbs.
- distinguish between adjectives and adverbs.
- form adverbs through derivation and affixation.
- correctly place adverbs in the given sentence(s).
- Confidently use adverbs in written and oral forms of communication.
- find their way around the exercises given in the assignments with accuracy

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

Adverbs may be classified into eight types:

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

FORMATION OF ADVERBS:

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

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

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

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

Exceptions:

The adverb of good is well”.

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

Likely (adjective) friendly (adjective)

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

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

For Example: coldly, coolly, hotly, warmly are used mainly for expressing feelings:
We received them coldly. (in an unfriendly way)

They denied the accusation hotly. (indignantly)
She welcomed us warmly. (in a friendly way)

EXERCISES

Q1. Identify the error in the following sentences and choose the correct option:

1. Please write legible.
 - a. Please write a legible
 - b. Please write legible beautifully
 - c. Please write legibelly
 - d. Please write legibly.

2. Lisa is ever late.
 - a. Lisa is never late
 - b. Lisa is late never
 - c. Lisa never is late
 - d. Lisa is never later

3. The twins liked to dress difference.
 - a. The twins liked to dress with a difference
 - b. The twins are likely to dress difference
 - c. The twins like to dress differently
 - d. The twins like to dressed differently

4. It took long than I expected.
 - a. It took long then I expected
 - b. It took longer than I expected
 - c. It took longest than I expected
 - d. It took long than I expectedly

5. He was a high paid official.
 - a. He was a higher paid official
 - b. He was a highest paid official
 - c. He was a high paid officially
 - d. He was a highly paid official

6. Come back sooner.
 - a. Come back soon
 - b. Come back soonly
 - c. Coming back sooner
 - d. Return back sooner

7. He behaved most generous.

- a. He most generously behaved
- b. He behaved generous
- c. He behaved most generously
- d. He mostly behaved generous

8. Trees can be found nowhere.

- a. Trees can nowhere be found
- b. Trees nowhere can be found
- c. Anywhere trees can be found
- d. Trees can be found anywhere

9. She has been working continuing on the project

- a. She continuously has been working on the project
- b. Continuously she has been working on the project
- c. She has been working continuously on the project
- d. She has been continuing working on the project

10. Don't come any near.

- a. Don't come any closer
- b. Don't come nearly close
- c. Don't come more near
- d. Don't come too near

Q2. Read the following description of a Buddhist monastery in Leh. However, the description is incomplete without the adverbs. Complete the description by supplying the correct adverbs from the given list. Write the answers against the correct blank numbers in your answer sheet.

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

- | | | | | |
|----|-----------------|----------------|---------------|-----------------|
| a. | i. successfully | ii. deeply | iii. heavily | iv. often. |
| b. | i. constantly | ii. quickly | iii. heavily | iv. beautifully |
| c. | i. truly | ii. probably | iii. often | iv. beautifully |
| d. | i. good | ii. well | iii. hardly | iv. constantly |
| e. | i. constantly | ii. everywhere | iii. anywhere | iv. often |
| f. | i. deeply | ii. deeply | iii. merely | iv. lately |
| g. | i. truly | ii. mostly | iii. probably | iv. little |

- h. i. lately ii. often iii. well iv. constantly

INTEGRATED GRAMMAR EXERCISES

1. The following passages have not been edited. There is one error in each line. Choose the correct pair of incorrect and correct word for each line.

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

- | | | | |
|-----------------|---------------|-----------------|----------------|
| a. i. for | ii. of | iii. with | iv. on |
| b. i. too | ii. to | iii. in | iv. for |
| c. i. something | ii. one thing | iii. all things | iv. everything |
| d. i. to | ii. his | iii. no | iv. only |
| e. i. to | ii. for | iii. regarding | iv. about |
| f. i. ready | ii. busy | iii. afraid | iv. anxious |
| g. i. a | ii. some | iii. the | iv. any |
| h. i. leaves | ii. make | iii. allows | iv. makes |
| i. i. of | ii. in | iii. towards | iv. by |

2. The passage given below has one error in each line. Choose the correct set of incorrect and correct words for each line from the options provided:

	Incorrect Word	Correct Word
TV has become a very popular mood	(a)	
of entertainment that have unfortunately	(b)	
made children more and most addicted	(c)	
to watching it. The TV pretend to	(d)	
dominate his daily routine and many a	(e)	

time children don't hesitate to ignore (f)
 studies, because of their addictions (g)
 to stay fix to the TV sets. (h)

- | | | | |
|--------------------------|--------------------|-------------------------|-------------------------------|
| a. i. has-have | ii. become-became | iii. popular-famous | iv. mood-mode |
| b. i. of-for | ii. that -who | iii. Have-has | iv. unfortunately-unfortunate |
| c. i. made-makes | ii. more-much | iii. most-more | iv. addicted-addictive |
| d. i. to-for | ii. watching-watch | iii. the-a | iv. pretend-pretends |
| e. i. dominate-dominated | ii. his-their | iii. and-but | iv. a-at |
| f. i. time-times | ii. don't-doesn't | iii. hesitate-hesitates | iv. ignore-ignoring |
| g. i. studies-studying | ii. because-since | iii. Their-there | iv. addictions-addiction |
| h. i. to-for | ii. stay-staying | iii. fix-fixed | iv. the-a |

3. Unscramble the following sentences to make grammatically correct sentences:

Netaji Subhash Chandra Bose

1. born/in Orissa/an upper/Netaji/middle/family/in/was/class

- Netaji was born in an upper class family in middle Orissa
- Netaji was born in an upper middle class family in Orissa
- In Orissa, Netaji was born in an upper middle class family

2. in studies/Bose/child/a very/and/well/was/performed/intelligent

- Bose was a child and performed well intelligent in studies
- A very intelligent child Bose was and performed well in studies
- Bose was a very intelligent child and performed well in studies

3. Indian Civil Services/first/applied/in the/he/in the/for/exams/and/a job/stood

- He applied for the Indian Civil Services exams and stood first in the job
- He applied for the exams in the Indian Civil Services and first stood in the job
- He applied for a job in the Indian Civil Services and stood first in the exams

Conjunctions (revision)

Learning Outcomes:

By the end of the classes on the topic, the students will be able to:

- Understand the purpose of conjunction in english language

- Recognise and differentiate between coordinating, subordinating and correlative conjunctions
- Use these conjunctions appropriately to join sentences in the given exercises and other writing assignments.

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

Coordinating Conjunctions

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

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

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

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

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

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

He writes fast but not neatly.

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

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

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

After	Although	as as
If only	Than	as soon as
In order that	So that	as if
now that	Since	as long as
Once	Rather than	as though
Whenever	even though	Because
Where	till	Before
Whereas	unless	even if

Correlative Conjunctions

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

She led the team not only in statistics but also by virtue of her enthusiasm.

Polonius said, "Neither a borrower nor a lender be."

Whether you win this race or lose it doesn't matter as long as you do your best.

both and

neither ...

nor

whether or

rather

Or

as ... as

not only .

.. but also

No sooner ...

than

either or

Hardly

when

EXERCISES

Q1. Join the following sentences using suitable conjunctions:

- a) His son was drifting away from him. He felt so.
- His son was drifting away from him so he felt.
 - His son was drifting away from him and he felt so.
 - He felt that his son was drifting away from him
 - He felt because his son was drifting away from him
- b) He began to think of the happy days at college to come. He became happy.
- Thinking of the happy days at college to come, he became happy
 - As he began to think of the happy days at college to come, he became happy
 - He began to think of the happy days at college to come because he became happy
 - He began to think of the happy days at college to come when he became happy
- c) You have cold. You have fever. You must not eat fried food.
- Since you have cold and fever, you must not eat fried food
 - Until you have cold and fever, you must not eat fried food
 - While you have cold and fever, you must not eat fried food
 - Although you have cold and fever, you must not eat fried food
- d) He refused to teach the subject. He had great knowledge of the subject.
- He refused to teach the subject since he had great knowledge of the subject.
 - Either he refused to teach the subject or he had great knowledge of the subject.
 - Although he had great knowledge of the subject, he refused to teach the subject
 - Before he refused to teach the subject, he had great knowledge of the subject.
- e) Siya had high fever. She participated in the symposium.
- When Siya had high fever, she participated in the symposium
 - Siya participated in the symposium because she had high fever
 - Neither did Siya have high fever nor did she participate in the symposium
 - Eventhough Siya had high fever, she participated in the symposium

Q2. There is an incorrect connective in each line. From the options given below, identify the correct pair of incorrect and correct connector.

- | | |
|---|-----------|
| She had hardly stepped out and | (a) _____ |
| a loud scream was heard but something | (b) _____ |
| fell down at her feet. Because she looked | (c) _____ |
| down, she saw a wounded bird who | (d) _____ |
| was bleeding profusely. When she was standing | (e) _____ |
| there, a man arrived which was holding | (f) _____ |
| a bow in hand. After she could say | (g) _____ |

anything the man bent down but tried (h) _____
 to pick the bird. Either of her two brothers (i) _____
 were around. She moved up lest (j) _____
 she could stop the man whereas she was unarmed. (k) _____

- a. i. hardly-hard ii. stepped-stepping iii. and-but iv. and-when
 b. i. loud-louder ii. but-and iii. but-while iv. but-suddenly
 c. i. because-whenever ii. because-although iii. because-as soon as iv. because-since
 d. i. who-whom ii. who-whose iii. who-but iv. who-which
 e. i. when-while ii. when-though iii. when-since iv. when-because
 f. i. which-when ii. which-who iii. which-whom iv. which-whose
 g. i. after-when ii. after-although iii. after-until iv. after-before
 h. i. but-not ii. but-and iii. but-quickly iv. but-so
 i. i. either-none ii. either-nor iii. either-either one iv. either-neither
 j. i. lest-so ii. lest-still iii. lest-while iv. lest-for
 k. i. whereas-lest ii. whereas-nor iii. whereas-though iv. whereas-perhaps

Q3. Rearrange the following words and phrases to form meaningful sentence

a. is it/ that/ attracts/ so many/ to it/ about prayers/ people/ what?

- i. What is it about prayers that attracts so many people to it?
- ii. What about prayers is it that attracts so many people to it?
- iii. is it what about prayers that attracts so many people to it ?

b. Offer/ peace/ of hope/ and/ of mind/ a lot/ prayers.

- i. Prayers and peace of mind offer a lot of hope.
- ii. Prayers offer peace of mind and a lot of hope.
- iii. Peace of mind and a lot of hope offer prayers

c. anything/ the faith/ they give/ to believe/ can/ that/ happen/ you

- i. The faith they give to believe that anything can happen

- ii. They give you faith that anything to believe can happen
- iii. They give you the faith to believe that anything can happen.

d. An/ ought/ with/ honest/ heart/ offered/ prayers/ to be

- i. Prayers with an honest heart ought to be offered.
- ii. Prayers ought to be offered with an honest heart.
- iii. An honest heart with prayers ought to be offered

e. Modern/ are losing/ prayers/ interest in/ people/ world/ in the

- i. People in the modern world are losing interest in prayers.
- ii. People in prayers are losing interest in the modern world
- iii. In the modern world prayers are losing interest in people

Section D (Literature)

Learning Outcomes:

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

- read the text with clarity and understanding
- Understand and respond orally to the text-based questions and ideas during class discussions
- Understand the interdisciplinary themes of the text such as question of identity with special emphasis on Indian immigrant in the US
- Cultivate values such as empathy towards people despite differences and adapting to new situation with a positive outlook
- Connect the lesson with their own experiences in society
- Organise the value points for text based questions and express them clearly in writing

Gogol's First Day by Jhumpa Lahiri

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

The Ganguly family in "Gogol's First Day" are traditional Bengalis from Calcutta who happened to settle down in USA and make it their adopted home. Poised uneasily atop the complex and confounding fault lines common to immigrant

experience, they go through familiar struggles between new and old, assimilation and cultural preservation, striving toward the future ,while longing for the past. In this extract one such struggle is deftly portrayed when the Bengali couple go to admit their first child into an American School. The boy who was named as Gogol after his father's favourite Russian novelist was told that he would be admitted to the school by his good name Nikhil.

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

Fortunately the Principal values the child's preference and admits him as Gogol. As his education begins Gogol reaffirming his distinctive identity proudly signs all his creative work as Gogol G. The cultural differences and the confusion that ensue makes this chapter endearing. Each party to the case is earnest in its appeal. The father for wishing to maintain Nikhil as his son's first name, and Gogol, for wanting to maintain his identity with the name he knows. Mrs. Lapidus is perplexed by the wishes of the parents and the discomfort of the little boy. Eventually, she prioritizes the individuality of the child and his preference, much to the dismay and initial stupefaction of the parents. They ultimately resign to the norms of American society and accept their new life.

Vocabulary

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

braids: a plait of hair

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

Staunch: Firm

Fortuitously: happening by a lucky chance

Ensnare: result, follow Perplexed: confused, puzzled
Stupefaction: bafflement, incomprehension

Q1. Read the lines given below and answer the questions that follow:

[A] *"It is very common for a child to be confused at first. I assure you that he will get accustomed".*

i. Identify the speaker of the above lines.

- a. Ashoke
- b. Ashima
- c. Mrs. Lapidus
- d. Gogol

ii. What had confused the child?

- a. the fact that he was bilingual and knew how to speak in English
- b. the fact that he was new to the school and was nervous
- c. the fact that he had been told that his good name was Gogol
- d. the fact that he has just been told that his name at school would be Nikhil

iii. Why was the speaker confident that the child would get used to it?

- a. The child was a smart one and adapted to new situations quickly
- b. It was a long-standing tradition and they had all experienced it at some point
- c. The speaker had already spoken to the child and he already seemed confident
- d. They had been using the new name for a while at home now and the child was comfortable

iv. Another word for 'accustomed' would be...

- a. traumatised
- b. habituated
- c. bored
- d. accepted

[B] *"There seems to be some confusion...according to these documents your son's name is Gogol."*

i) Who is the speaker of these lines?

- a. Ashoke
- b. Mrs. Lapidus
- c. Ashima
- d. Mrs McNab

- ii) What is the confusion being referred to?
 - a. Whether the boy can speak in English or not
 - b. Whether the child is Indian or American
 - c. Whether the child's name is Nikhil or Gogol
 - d. Whether a child is allowed to have two names or not
- iii) What are the contentions of the father?
 - a. That the parents have the right to decide the name of the child
 - b. That while his parents would call him Nikhil, Gogol will be his official name
 - c. That it is their wish that their son is called Nikhil at school
 - d. That the teacher should respect their traditions and not interfere with them
- iv. What are the 'documents' that the speaker is referring to?
 - a. The school admission form filled for the child
 - b. The sheet of paper on which Gogol was asked to write his name
 - c. The passport and Visa and immunisation records
 - d. The birth certificate and immunisation records

[C] *"Then it's settled. Can you write your name on this piece of paper?"*

- i. Who is the speaker of the above lines?
 - a. Mrs. Lapidus
 - b. Ashoke
 - c. Ashima
 - d. Mrs. McNab
- ii. According to the speaker, what "is settled"?
 - a. That Gogol will study in that school
 - b. The Gogol will not be called Nikhil
 - c. That Gogol will be called Nikhil
 - d. That Gogol's parent's wishes would be respected
- iii. Why does the speaker ask if he could write his name on that piece of paper?
 - 1. The speaker could not find the old registration form
 - 2. The speaker wanted to see if he could write in English
 - 3. The speaker had torn the old registration form
 - 4. The speaker did not trust the boy and wanted to be sure
 - 5. The speaker wanted to know the spelling of his name
 - a. Options 1 & 5 are correct
 - b. Options 1 & 4 are correct
 - c. Options 4 & 5 are correct
 - d. Options 3 & 5 are correct

Answer the following questions 40-50 words:

1. Why do you think Gogol looked down at his sneakers when the Principal welcomed him to the elementary school.
2. What did the author mean by stating that Mrs Lapidus," not had to go through this confusion with the other two Indian children"?
3. Why is Gogol afraid to be called Nikhil?
4. Who is Mrs. Lapidus? Why does she wonder if Nikhil follows English?
5. How is Gogol's schooling different from what his parents have known? Provide examples in support of your answer.
6. Describe some of Gogol's school activities. Do you recall some activities that you did when you were in kindergarten?
7. Your name:
 - a) Are you happy with the name that you are given? If given a choice, would you change it?
 - b) Who chose your name? Is there an interesting story to it?
 - c) If someone were to start calling you by a different name from tomorrow how would you feel?
 - d) Do you have a pet name? If not, imagine that you have one. Would you like it to be used by your teachers at school? Explain why or why not.

Unfolding Bud by Naoshi Koriyama

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

- Understand the beauty of brevity reflected in the structure of the poem
- Understand the interdisciplinary themes of the text such as the transformation of a bud into a flower and the slow pace of nature that holds important lessons for human beings.
- Appreciate poetry as a form of literature and learn values such as patience, perseverance and attainment of perfection from Nature, that is the best teacher.
- To read poetry keeping in mind rhythm and intonation
- Understand the various layers of meaning in the poem, the poetic devices used and express them clearly, orally and in written.

Naoshi Koriyama uses a central metaphor in his poem to compare poetry to a budding flower. Much like a growing plant, poetry develops its beauty gradually. Koriyama refers to a poem's initial impression as ordinary and reserved. He says that

a poem starts out with a hidden message inside, waiting to blossom and reveal itself. The comparison made by Koriyama reminds the reader that a "tiny bud" (11) is how a beautiful masterpiece begins, and one must be patient during the early stages of a poem until its true meaning is discovered. He uses imagery to show how a flower is transformed to be magnificent and beautiful. One can also see that this metamorphosis does not occur overnight, but rather it takes time to fully run its course.

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

Q1. Read the lines given below and answer the questions that follow:

*[A] One is not amazed,
At first glance,
By a poem,
Which is a tight-closed
As a tiny bud*

- i. Why doesn't the poet find the poem amazing at first?
 - a. poems are long and boring
 - b. poems have deeper meaning that cannot be understood at a glance
 - c. poems don't grow in colour and dimension like a flower
 - d. poems are always serious and talk about sad topics
- ii. identify the poetic device in the last two lines?
 - a. metaphor
 - b. simile
 - c. personification
 - d. refrain

*[B] Yet one is surprised
To see the poem
Gradually unfolding,
Revealing its rich inner self
As one read it
Again
And over again.*

- i. Why is the poet surprised?
 - a. to see the bud gradually unfolding
 - b. realised the beauty of Nature
 - c. the deeper meaning that the poem gradually reveals
 - d. to realise that reading a poem amid Nature can be an enriching experience
- ii. What is the significance of the last two lines?
 - a. understanding poetry requires patience
 - b. Poetry can be monotonous but we must keep trying to read it once
 - c. A poem cannot be understood in one glance
 - d. only option a is correct
 - e. Both a and c are correct
 - f. Only options a and c are correct

Q2. Answer the following questions 50-60 words:

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

For Further Grammar Practice:

Q1. Identify the sentences that are in Passive Voice:

- a. They listen to music.
- b. She is reading an e-mail.
- c. These cars are produced in Japan.
- d. German is spoken in Austria
- e. Lots of houses were destroyed by the earthquake.
- f. Henry Ford invented the assembly line.
- g. The bus driver was hurt.
- h. You should open your workbooks.
- i. Houses have been built.
- j. Boys like to play soccer.
- k. This room has been painted blue.
- l. Cricket is played in Australia.
- m. I am given a book.

- n. We have lost our keys.
- o. You might see dolphins here.
- p. The report must be completed by next Friday.

Q2. Here are a set of instructions to be followed by a person suffering from influenza. Complete the paragraph that follows in passive voice.

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

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

Q3. Fill in the blanks with the most appropriate adverb given below:

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

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

Q4. Rewrite the sentences and put the adverbs in correctly

1. We were in London. (last week)

2. He walks his dog. (rarely)

3. She waited. (patiently)

4. My father goes fishing. (always)

5. Your bedroom is. (upstairs)

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

7. Cats can hear. (well)

8. I saw him. (there)

9. The girl speaks English. (fluently)

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

Q5. Fill in the blanks in the passage given below using conjunctions given in the list:

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

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

Month: July

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- Develop their ability to build a vocabulary and infer meaning of new words from the context
- Make inferences based on the information given in the text

1. Read the following passage and study the infographic given below and then answer the questions that follow:

HSBC's latest edition of the Value of Education Foundations for the future study found that a vast majority (71%) of parents in India were willing to go into debt to fund their child's university or college education. This rose to 76% among those parents considering a university education abroad for their child.

Of the total number of parents surveyed in India, 41% felt that funding their child's education was more important than contributing to their own retirement savings.

Many parents (65%) said that paying for their child's education made it more difficult to keep up with other financial commitments.

HSBC's study found that parents shoulder most of the financial responsibility when it comes to paying for their child's education, and while the majority (70%) fund it from their day-to-day income, many have saved towards it or would be willing to get into debt to fund their child's university or college education.

S. Ramakrishnan, Head of Retail Banking and Wealth Management, HSBC India said: "The financial sacrifices that parents are willing to make to fund their children's education are proof of the unquestioning support. However, parents need to make sure that this financial investment is not made to the detriment of their own future wellbeing." He added, "By having a financial plan to meet their family's overall needs and reviewing it regularly, parents will be better placed to support their children's studies without compromising on their own long-term financial goals."

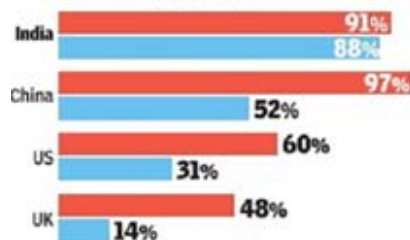
OUR PARENTS MOST GENEROUS IN THE WORLD

Indian papa & mummy would go to any extent to get their kids a good education



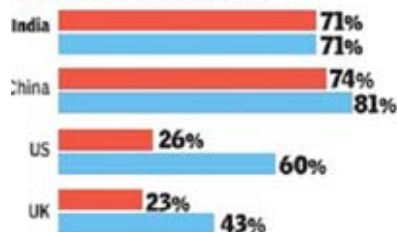
Education, top priority

- Parents consider an undergraduate degree a necessity
- Parents consider a postgrad qualification a necessity



Anything for a degree

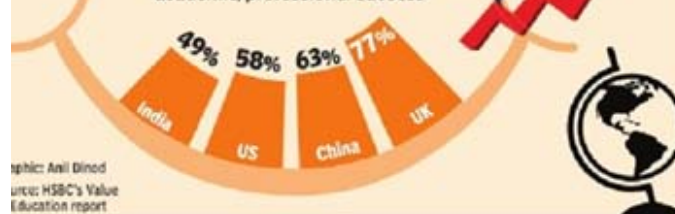
- Paying for private tuition
- Debt no deterrent to fund education



\$3,211 Avg amount spent annually by Indian parents on their child's university education

Career Vs Happiness

Parents who value kids' happiness over academic/professional success



Money Matters

Students who fund their education, at least part of it

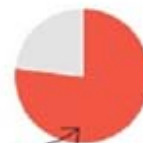
US
62%

India: 1%



S.T.E.M rules

77% Indian parents want their kids to study these subjects at university



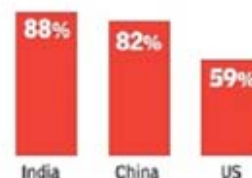
West is the best

Higher education offered at home is not valued much by Indians



...Consequently

Most Indians consider studying abroad for PG



Q1. What does the title of the infographic reveal about the Indian education system?

- a. the high percentage of brain drain in india
- b. student's dependence on their parents' savings for education
- c. academic achievements of Indian students
- d. The excessive focus on STEM subjects in India

Q2. As per the given data, which country can do absolutely anything to help their children secure their academic degree?

- a. India
- b. China
- c. UK
- d. US

Q3. In the US, what percentage of students fund most/part of their education?

- a. 60
- b. 62
- c. 59
- d. 58

Q4. What percentage of India parents felt that paying for their children's education made it difficult to pay for other expenses?

- a. 65
- b. 71
- c. 91
- d. 88

Q5. Most parents of _____ value the student's happiness over their degrees.

- a. China
- b. India
- c. US
- d. UK

Q6. According to S. Ramakrishnan, it is important for Indian parents to...

- a. stop sacrificing for their children and take care of themselves
- b. to plan their expenses to ensure that they have enough for their own future
- c. not incur a debt to fund their children's education
- d. to focus less on foreign universities and stay in their own country

Q7. Which subjects are not preferred by a majority of parents in India?

- a. Literature
- b. Law
- c. Medicine
- d. Engineering

Q8. Which of the following statements are NOT TRUE as per the information given above?

- a. Majority of Indian want to study abroad for undergraduate courses
- b. more than half of the respondents feel that US is the best destination for education
- c. only 22% parents believe that Indian universities offer good quality education
- d. in China, most parents believe that debt is no deterrent to fund their child's education

2. Read the following paragraph carefully.

They pass me every day, on their way to school — boys and girls from the surrounding villages and the outskirts of the hill station. There are no school buses plying for these children: they walk.

For many of them, it's a very long walk to school.

Ranbir, who is ten, has to climb the mountain from his village, four miles distant and two thousand feet below the town level. He comes in all weathers, wearing the same pair of cheap shoes until they have almost fallen apart. Ranbir is a cheerful soul. He waves to me whenever he sees me at my window. Sometimes he brings me cucumbers from his father's field. I pay him for the cucumbers; he uses the money for books or for small things needed at home.

Many of the children are like Ranbir — poor, but slightly better off than what their parents were at the same age. They cannot attend the expensive residential and private schools that abound here, but must go to the government-aided schools with only basic facilities. Not many of their parents managed to go to school. They spent their lives working in the fields or delivering milk in the hill station. The lucky ones got into the army. Perhaps Ranbir will do something different when he grows up. He has yet to see a train but he sees planes flying over the mountains almost every day.

"How far can a plane go?" he asks.

"All over the world," I tell him. "Thousands of miles in a day. You can go almost anywhere."

"I'll go round the world one day," he vows. "I'll buy a plane and go everywhere!"

And maybe he will. He has a determined chin and a defiant look in his eye.

We get out of life what we bring to it. There is not a dream which may not come true if we have the energy which determines our own fate. We can always get what we want if we will it intensely enough... So, few people succeed greatly because so few people conceive a great end, working towards it without giving up. We all know that the man who works steadily for money gets rich; the man who works day and night for fame or power reaches his goal. And those who work for deeper, more spiritual achievements will find them too. It may come when we no longer have any use for it, but if we have been willing it long enough, it will come!

~Ruskin Bond

Now answer the questions given below:

1. Where does the author see the children every day?
 - a. while passing through their village
 - b. at home in the outskirts of the town
 - c. on their way to school
 - d. when they are working with their parents in the field

2. Ranbir's walk to reach school shows his _____
 - a. exploitation
 - b. resilience
 - c. obedience
 - d. fear

3. Ranbir does not have enough resources...
 - a. though he walks all the way to school
 - b. although he brings cucumbers for the author
 - c. so he does not like school
 - d. yet he waves at the author and is cheerful

4. "...poor, but slightly better off than what their parents were at the same age" What is the significance of these words?
 - a. that their parents don't take good care of their children
 - b. parents spend all the money on themselves as they did not have a pleasant childhood
 - c. parents strive to provide better opportunities to their children
 - d. the parents are not happy with the children going to school since they couldn't

5. Which profession was considered to be a comfortable one when the children's parents were young?
 - a. joining the army
 - b. cucumber farming
 - c. working in the fields
 - d. working in the army

6. What makes the writer confident that Ranbir will buy a plane someday?
 - a. he knew Ranbir always spoke the truth
 - b. Ranbir was studying in an excellent boarding school
 - c. he had a determined chin and a defiant look in his eyes
 - d. his parents would work hard to get him all that he wanted

7. What does the writer mean by the words "We get out of life what we bring to it."
 - a. Our childhood will determine our life ahead
 - b. We can achieve our dreams if we chase them with determination
 - c. resilience and determination alone are not enough, family status decides our future

d. what we bring for other will decide what we can achieve in our lives

8. Choose another word that means the same as 'abound'

- a. scarce
- b. popular
- c. flourish
- d. compete

9. What is the meaning of the word 'plying' in the above context?

- a. to sell their goods or services
- b. to offer help
- c. to make someone's life comfortable
- d. to ensure someone's safety

10. Choose the antonym of the word 'defiant'

- a. meek
- b. rebellious
- c. determined
- d. mischievous

Section B (Writing)

Article Writing

Learning Outcomes:

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

- Understand the structure of an article, its various elements
- Analyse the issue given in a sensitive manner and understand the underlying cause and effect of it
- form an argument and express it in a non-partisan manner
- think of viable and creative solutions to a common problem
- read more newspaper articles and build their vocabulary

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

POINTS TO REMEMBER

- Give a title at the top followed by the **writer's name**.
- Title should catch the reader's attention and capture the theme.
- An article should contain:
 - An introduction to the theme/topic in one paragraph.
 - The body of the article discusses the **causes/effects/present state of things** in two or three paragraphs.

- The conclusion carries **suggestions/measures to improve the situation**, personal observations, predictions and summing up of the main points raised in the article.
- The article should be well **organized, systematic and logical**.
- Write **simple short sentences** with emphasis on flow and connectivity.
- Pay attention to **grammar, vocabulary and spellings**.
- Make your article as interesting as possible. **Originality of ideas** is required.
- Read newspaper articles regularly and be in touch with what's happening around the world.

Guidelines for Better Writing

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

- Most sentences should be of medium length, but all should not be of the same length. Your essay will be more interesting if you use a mix of long, medium and short sentences.
- Avoid very long sentences. Some writers use long and complex sentences that are both easy to understand and grammatically correct. However, as students, long sentences tend to become muddled and difficult to follow.
- Get rid of unnecessary words. For instance, what's the need to say, 'We were in Delhi for a period of three months when you can easily say the same thing by 'We were in Delhi for three months.' Another example is, 'The population of India is expected to increase in the coming future' and 'The population of India is expected to increase in the future.'
- Replace phrases with single appropriate words wherever possible.

For Example: The teacher talked to Rahul a kind way. → *The teacher talked to Rahul kindly.*

- Use the passive voice only when absolutely necessary. The active voice is usually better.

For Example: The gardener was given instructions by the housekeeper to do the watering of the plants in the evening. (Passive) Whereas the active will be → *The housekeeper instructed the gardener to water the plants in the evening.*

- Do not repeat the same words and phrases too often in a paragraph.

Manjit is a nice girl. She lives in a nice house with her parents, her sister and a very nice cat.

Long, difficult and fancy sounding words are not always better than simpler, shorter ones. Usually the opposite is true.

For Example: More than a hundred individuals applied for the job. → *More than a hundred people applied for the job.*

- Avoid using **reason is that**. Instead use **because**. Try not to begin sentences with 'there is' or 'there are'.

The reason I am sad is that my friend has moved to a new school. → *I am sad because my friend has moved to a new school.*

There is a man waiting for you. → *A man is waiting for you.*

There are many ways of solving the problem. → *We can solve the problem in many ways.*

- Use action verbs instead of abstract nouns.

For Example: The police are engaged in an investigation of the crime. *The police are investigating the crime.*

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

Article writing: Sample

You are Gaurav/Namrata. You're concerned about the attitude that citizens of India have towards the natural and manmade heritage. Their apathy shows its impact on the tourism industry. Write an article discussing the causes, effects and the possible solutions to this problem.

Scourge of Indian Tourism

By Gaurav

Since a very young age, we are told about the flora and fauna, beautiful landscapes, rich

history and culture and a plethora of traditions that make up our country India. All these make India a major tourist attraction. This is beneficial for the country's development and reputations. The only stumbling block in the path is our apathy.

Tourists come to India hoping to return with lifelong memories. Rickety public transport system, filthy roads, polluted air and contaminated water and indifferent and often insensitive locals, all these often make travelling to India a nightmare. They often find it difficult to procure respectable accommodation at reasonable costs and this adds to their woes.

Tourism can boost our economy and can also get us a good reputation at the international level. Due to sheer apathy we are unable to make the best of the gifts of

Nature and History. The government must put in concerted effort to revamp the tourism industry. Infrastructural development, tight security measures and stringent laws are essential measures. In addition, as citizens, we must also play our part efficiently. We must keep our surroundings clean and not tarnish places of historical and cultural significance.

Eat Right: Live Longer

By ABC

It has been scientifically proven that the less junk food a person consumes, the longer they are likely to live. So why isn't everyone dumping the junk? Jordan McIntyre investigates.

A staple part of twenty-first century British home-life is the weekly takeaway treat: finger-licking burgers, door step delivery pizzas and crispy potato fingers are, for many, the normal Friday night feast. This can be one of the key factors in the obesity cases that are soaring. Fast food is packed with fat and obesity contributes to a range of health issues - most significantly heart disease and depression. So why aren't we changing our lifestyles?

Families these days are spending less and less time at home during the working week. School commitments, work meetings and extra curricular activities mean that time is less and fewer people are prepared to put in the effort to prepare fresh, healthy meals.

And when time is tight, it seems we are even more willing to compromise our waistlines for a little bit of what we fancy – fast fatty food.

However, Georgia Thomas of the University of Food says, 'I am convinced that it is possible to live a busy lifestyle AND prepare healthy, satisfying meals. It seems that people have simply got out of the habit of cooking.' Healthy eating is not about strict dietary limitations, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about feeling great, having more energy, improving your health, and stabilizing your mood. Eating more fresh fruits and vegetables, cooking meals at home, and reducing your intake of sugar and refined carbohydrates may help to improve mood and lower one's risk for mental health issues.

We are busy people; how do we reward ourselves? You guessed it – food, healthy food!

The article uses a short, bold headline using **alliteration** to get the reader's interest and present the topic of the article. The **rhetorical question** in the opening paragraph encourages the reader to challenge the topic. The writer uses hyperbole, and **colloquial** sayings to produce a lively, interesting article. This style of language is used throughout with phrases such as 'little bit of what we fancy' etc. adding a conversational tone to the whole piece.

Write short articles on the following topics.

1. You witness children working in shops, small factories and restaurants. You discuss this problem with your elder sister. She informs you about the unhealthy and awful conditions of factories making safety matches, bangles and crackers where child labour is usually employed. You feel agitated; you decide to write an article for publication in a national daily advocating ban on child labour. (Word limit 200 words)
2. The Beggar Menace at important tourist spots is on the increase. Write an article in 200 words for a newspaper suggesting suitable measures to cure this problem.
3. Though we are celebrating International Women's Day every year to pay respect to the women, the newspapers reveal several atrocities committed against women. You strongly feel the need for women empowerment. Write an article on the topic 'women empowerment without exceeding word limit [200 words]
4. Children seem to have no time left to enjoy their childhood with increasing workload at schools, classes in addition which include music , dance or tuition and sports for training. Write an article expressing your views on the pressures to excel and perform at the cost of lost childhood freedom and innocence in about 200 words.

Section C: Grammar

Reported Speech (Part 1)

Learning Outcomes:

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

- Understand the significance of reported speech in language use
- Understand and apply the rules of reported speech to direct sentences, including changes in tense and other parts of speech.
- Transform conversation and dialogues into reported speech

While converting direct speech into reported speech and vice versa the following changes occur:

1. Changes in Reporting Verb

- All the present tense verbs are converted to past tense.
- The first and second person pronouns are converted to third person.
- Pointer words like – this, now, here, these, today, yesterday tomorrow are changed into that, then, there, those that day, the day before and the next day.
- Inverted commas are removed.
- Reported speech always has a full stop at the end, even when a question is being reported.

REMEMBER

Ought and Should normally don't change.

The tense does not change while reporting facts.

Direct and Indirect Speech

When using indirect or reported speech, the form changes. Usually indirect speech is introduced by the verb said, as in I said, Bill said, or they said. Using the verb say in this tense, indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past. If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past.

Verb tense changes when we convert a direct sentence into indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of that is optional.

Direct Speech	Indirect Speech
simple present	simple past
He said, "I go to school every day."	He said (that) he went to school every day.

<p>simple past</p> <p>He said, "I went to school every day."</p>	<p>past perfect</p> <p>He said (that) he had gone to school every day.</p>
<p>present perfect</p> <p>He said, "I have gone to school every day."</p>	<p>past perfect</p> <p>He said (that) he had gone to school every day.</p>
<p>present progressive</p> <p>He said, "I am going to school every day."</p>	<p>past progressive</p> <p>He said (that) he was going to school every day.</p>
<p>past progressive</p> <p>He said, "I was going to school every day."</p>	<p>perfect progressive</p> <p>He said (that) he had been going to school every day.</p>
<p>future (will)</p> <p>He said, "I will go to school every day."</p>	<p>would + verb name</p> <p>He said (that) he would go to school every day.</p>

future (going to) He said, "I am going to go to school every day."	present progressive He said (that) he is going to go to school every day. past progressive He said (that) he was going to go to school every day.
--	--

auxiliary + verb name

He said, "Do you go to school every day?"

He said, "Where do you go to school?"

simple past

He asked me if I went to school every day.*

He asked me where I went to school.

NOTE-When a Yes/No question is asked in direct speech, then a construction with if or whether is used. If a WH question is being asked, then use the WH-question to introduce the clause.

"What is your name?" the teacher asked

The teacher asked What my name was.

Also note that the subject-verb order gets reversed in Reported Speech. "What is your name" changes to "what my name is"

The situation changes if instead of the common said another part of the verb to say is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below.

Direct Speech	Indirect Speech
<p>simple present + simple present</p> <p>He says, "I go to school every day."</p>	<p>simple present + simple present</p> <p>He says (that) he goes to school every day.</p>
<p>present perfect + simple present</p> <p>He has said, "I go to school every day."</p>	<p>present perfect + simple present</p> <p>He has said (that) he goes to school every day.</p>

Another situation is the one in which modal constructions are used. If the verb said is used, then the form of the modal, or another modal that has a past meaning is used.

<u>Direct Speech</u>	<u>Indirect Speech</u>
<p><u>Can</u></p> <p><u>He said, "I can go to school every day."</u></p>	<p><u>Could</u></p> <p><u>He said (that) he could go to school every day.</u></p>

<p><u>May</u></p> <p><u>He said, "I may go to school every day."</u></p>	<p><u>Might</u></p> <p><u>He said (that) he might go to school every day.</u></p>
<p><u>Might</u></p> <p><u>He said (that) he might go to school every day.</u></p>	
<p><u>Must</u></p> <p><u>He said, "I must go to school every day."</u></p>	<p><u>Had to</u></p> <p><u>He said (that) he had to go to school every day.</u></p>
<p><u>Have to</u></p> <p><u>He said, "I have to go to school every day."</u></p>	<p><u>Had to</u></p> <p><u>He said (that) he had to go to school every day</u></p>
<p><u>Should</u></p> <p><u>He said, "I should go to school every day."</u></p>	<p><u>Should</u></p> <p><u>He said (that) he should go to school every day.</u></p>
<p><u>Ought to</u></p> <p><u>He said, "I ought to go to school every day."</u></p>	<p><u>Ought to</u></p> <p><u>He said (that) he ought to go to school every day.</u></p>

While not all of the possibilities have been listed here, there are enough to provide examples of the main rules governing the use of indirect or reported speech.

Some other verbs that can be used to introduce direct speech are: ask, report, tell, announce, suggest, and inquire.

1. Change the following into indirect speech. Then, choose the correct option.

a) "I kept my bag outside the examination room." said the teacher

- i. The teacher said that she kept her bag outside the examination room
- ii. The teacher said that she had kept her bag outside the examination room
- iii. The teacher said that she keeps her bag outside the examination room

b) "I was waiting for you outside the restaurant." I said

- i. I told her that she was waiting for her outside the restaurant
- ii. I told her that I was waiting for her outside the restaurant
- iii. I told her that I had been waiting for her outside the restaurant

c) "You sang very well today," said her mother.

- i. Her mother told her that she sang very well that day.
- ii. Her mother told her that she had sung very well today.
- iii. Her mother told her that she had sung very that day.

d) "May I come in?" asked the student

- i. The student asked may she come in.
- ii. The student asked if she could come in.

iii. The student asked that if she may come in.

e) "Have you read this book?" said Betty.

i. Betty asked if I had read the book.

ii. Betty asked if I had read that book.

iii. Betty exclaimed if I had read that book.

f) "We've got a free period!" said the students.

i. The students questioned if they had got a free period.

ii. The students exclaimed that they had got a free period.

iii. The students said that they got a free period.

g) "How does this machine work?" asked the sergeant.

i. The sergeant asked how did the machine work

ii. The sergeant asked how the machine had worked

iii. The sergeant asked how the machine worked

2. Read the conversation given below. Complete the report that follows with suitable expressions from the given options.

Patient : Doctor, I have a terrible toothache.

Doctor : Well, sit down. I need to examine your teeth. Can you open your mouth wide?

Patient : Is there any serious problem, doctor?

Doctor : There is nothing serious. One of your teeth has developed a cavity that requires filling up. That's all.

Patient : Is there anything else?

Doctor : Hmm--, your teeth require cleaning too.

Patient : Will the treatment be very expensive?

Doctor : Well, you need not worry so much about the expenses. Try to save your teeth.

The patient told the doctor (a) _____

The doctor told him (b) _____ his teeth.
He also asked him (c) _____. The patient then (d) _____ any serious problem. To this the doctor (e) _____. One of his teeth had developed a cavity that required filling up. That was all.

On being asked if there was anything else as well, the doctor told the patient that his teeth required cleaning too. The patient then (f) _____

The doctor told him that (g) _____ and should try to save his teeth.

a. i. that he has a terrible toothache

ii. that he had had a terrible toothache

iii that he had a terrible toothache

b. i. that he needed to examine

ii. that he had to examine

iii. to examine

c. i. that he should open his mouth wide

ii. if he could open his mouth wide

iii. could he open his mouth wide

d. i. asked the doctor whether there was

ii. informed the doctor that there was

iii. enquired about

e. i. replied that it wasn't serious

ii. replied that there was nothing serious

iii. replied that there wasn't anything serious

(f) i. enquired the cost of the treatment

ii. enquired if the treatment would be very expensive

iii. enquired would the treatment be very expensive

(g) i. he need not to worry so much about the expenses

ii. he needed not to worry so much about the expenses

iii. he might not worry so much about the expenses

3. Read the conversation given below and complete the sentences that follow without adding any new information.

Given below is an excerpt from the interview of a budding chess champion. Report the same to a friend. Choose from the given options.

Interviewer: What is your aim in life?

Sunil: I want to be a very good chess player.

Interviewer: Do you like any particular chess player?

Sunil: Yes, I like Kasparov and Anand.

Interviewer: What is your next move?

Sunil: I want to become an International Master and hope to play in the Asian Under-14 Championship.

a. i. The interviewer asked Sunil about his aim in life.

ii. The interviewer asked Sunil what was his aim in life.

iii. The interviewer asked Sunil what his aim in life was.

b. i. Sunil said that he wants to be a very good chess player.

ii. Sunil said that he wanted to be a very good chess player.

iii. Sunil said that he wanted to be an excellent chess player.

c. i. The interviewer enquired if Sunil liked any particular chess player.

ii. The interviewer enquired if Sunil had liked any particular chess player.

iii. The interviewer enquired if Sunil likes any particular chess player.

d. i. Sunil said that he always liked Kasporov and Anand.

ii. Sunil said that he really liked Kasporov and Anand.

iii. Sunil said that he liked Kasporov and Anand.

e. i. The interviewer asked about Sunil's next move.

ii. The interviewer asked what Sunil's next move was.

iii. The interviewer asked what was Sunil's next move.

f. i. Sunil replied that he wanted to become an International Master and hoped to play in the Asian Under-14 Championship.

ii. Sunil exclaimed that he wanted to become an International Master and hoped to play in the Asian Under-14 Championship.

iii. Sunil replied that he wanted to become an International Master and hopes to play in the Asian Under-14 Championship.

INTEGRATED GRAMMAR EXERCISES

1. The following passages have not been edited. There is one error in each line. Choose the correct pair of incorrect and correct word for each line.

Incorrect Correct

The Oval Office is the American Presidents formal	(a)	_____	_____
workspace, where he confers by the Heads of States,	(b)	_____	_____
Diplomats, his staff, and other dignitaries, which he	(c)	_____	_____
often addressed the American public and the world on	(d)	_____	_____
TV or radio; and where he dealt with the issues of the day.	(e)	_____	_____

The first Oval Office was build in 1909 in the center of the (f) _____
south side of the west wing; in 1934 it was moved to it's (g) _____
current location at the south-east corner overlooking the (h) _____
Rose Garden.

- a. i. The-A
- ii. American-Amerca's
- iii. Presidents-President's
- iv. formal-formally

- b. i. workspace-workingspace
- ii. where-when
- iii. confers-conferred
- iv. by-with

- c. i. Diplomats-Diplomat
- ii. staff-staffs
- iii. other-many
- iv. which-where

- d. i. often-never
- ii. the-a
- iii. public-publically
- iv. on-with

- e. i. or-with
- ii. dealt-deals
- iii. with- by
- iv. of-in

- f. i. first-one
- ii. was-is
- iii. build-built
- iv. of-at

- g. i. side-sides
- ii. in-from
- iii. moved-moving
- iv. it's -its

- h. i. at-on
- ii. corner-corners
- iii. overlooking-overlooked

iv. the-a

2. The following passage has not been edited. There is an error in each line. Choose the correct pair of incorrect and correct words for each line.

	Incorrect	Correct	
One always thinks that caterpillars are lazy who do anything but eat.	a) _____	_____	
Recently research shows that this is not truth. While munching, they also talk to every other and decide on where to went for their next feast.	b) _____	_____	
Like much other creatures caterpillars also lived in community.	c) _____	_____	
	d) _____	_____	
	e) _____	_____	
	f) _____	_____	
	g) _____	_____	
a. i. who-whom	ii. do-did	iii. anything-nothing	iv. but-and
b. i. recently-recent	ii. research-researched	iii. shows-show	iv. is-must
c. i. truth-true	ii. while-when	iii. munching-munched	iv. they-we
d. i. talk-talking	ii. to-with	iii. each-every	iv. decide-decided
e. i. where-when	ii. Their-there	iii. went-go	iv. feast-fist
f. i. like-dislike	ii. Much-most	iii. creature-creatures	iv. caterpillars-caterpillar
g. i. Also-but	ii. in-for	iii. community-communities	iv. lived-live

3. Fill in the blanks with a suitable word.

The legendary Cleopatra (a) _____ been portrayed many time since Shakespeare, in other plays, paintings and films. The 1960s epic film, Cleopatra, (b) _____ Elizabeth Taylor, became as much (c) _____ a by-word (d) _____ extravagance in its day as Cleopatra's court had been (e) _____ the Romans. It is said that Cleopatra (f) _____ in difficult times, and she (g) _____ her country's independence and political power as best as she could. (h) _____ her own people, she might have presented a very different picture (i) _____ the one that has come (j) _____ to us.

a. i. have	ii. has	iii. would	iv. must
b. i. playing	ii. having	iii. starring	iv. as
c. i. of	ii. to	iii. with	iv. but
d. i. of	ii. for	iii. with	iv. as
e. i. in	ii. on	iii. too	iv. to
f. i. living	ii. lived	iii. lives	iv. live
g. i. protected	ii. defeated	iii. demanded	iv. deserved
h. i. to	ii. for	iii. with	iv. since

- | | | | |
|---------------|----------|----------|----------|
| i. i. for | ii. with | iii. in | iv. from |
| j. i. through | ii. up | iv. soon | iv. down |

4. Unscramble the following to make grammatically correct sentences.

1. 19th century / in the / painful / were / early / operation / cruelly / surgical
 - a. In the early 19th century, cruelly surgical operations were painful
 - b. In the early 19th century surgical operations were cruelly painful.
 - c. In the painful 19th century surgical operations were cruelly early.
 - d. In the early 19th century painful operations were cruelly surgical.

2. operation / to the / straps / patients / table / were / with / strong / tied
 - a. With strong straps patients were tied to the operation table
 - b. Operation table were tied to the patients with strong straps
 - c. Patients with strong straps were tied to the operation table
 - d. Patients were tied to the operation table with strong straps

3. them / this / from / prevented / struggling
 - a. Struggling them from this prevented
 - b. This prevented them from struggling
 - c. This prevented from struggling them
 - d. From struggling this prevented them

4. to find / patients / Dr. James Simpsons / a / for these / wanted / painkiller
 - a. Dr. James Simpsons wanted to find a painkiller for these patients
 - b. Dr. James Simpsons wanted to find patients for these painkiller
 - c. To find a painkiller for these patients wanted Dr. James Simpsons
 - d. Dr. James Simpsons wanted for these painkiller to find patients

5. Simpson / chloroform / a new / his / called / showed / one day / chemical / friends
 - a. One day Simpson called his friends a new chemical showed chloroform
 - b. Simpson showed his friends one day a new chemical called chloroform
 - c. One day Simpson showed his friends a new chemical called chloroform
 - d. One day Simpson showed a new chemical called chloroform his friends

6. and / this / his / successfully / he / friends / chemical / tested / 1847 / in May
 - a. In May1847, he successfully tested this chemical and his friends
 - b. He and his friends tested this chemical in May1847 successfully
 - c. In May1847 his friends and he tested this successfully chemical
 - d. In May1847 he and his friends successfully tested this chemical.

Section D: Literature

Learning Outcomes:

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

- Introduction to Shakespeare, the playwright, his times and his work
- Understand a bit about Shakespearean English in relation to the language we study in the present day
- Understand the situation presented, the characters and their motivation.
- Understand the geographical context presented along with the society and cultural practices with relation to race, class and gender
- Read the dialogues keeping in mind the character and performative aspect of Shakespeare's work
- Infer multiple layers of meaning from the excerpt, literary devices used and express them clearly during discussions
- Interpret the text and characters and express them in their own words, while writing assignments
- Cultivate values such as critical thinking and attaching more importance to inner worth than outer appearance

The Three Caskets

by William Shakespeare

Q1. Read the lines given below and answer the questions that follow:

[A] *"Thus hath the candle sing'd the moth."*

- i. Who said the above lines?
 - a. Portia
 - b. Prince of Morocco
 - c. Nerissa
 - d. Prince of Arragon
- ii. What is the meaning of the word 'sing'd' ?
 - a. eaten
 - b. encouraged
 - c. attracted
 - d. burnt
- iii. Who is the candle and the moth in the above analogy?
 - a. Prince of Morocco and Portia respectively
 - b. Prince of Arragon and Portia respectively
 - c. Portia and Prince of Arragon respectively

d. Portia and Bassanio respectively

iv. What does this analogy show?

- a. The suitors get attracted to the caskets and get burnt as soon as they see them
- b. The choice of the three caskets is a painful process for Portia
- c. Suitors get attracted to the caskets and behave unwisely
- d. The caskets are just for show, the final choice has already been made

[B] *"The lott'ry of my destiny bars me the right of voluntary choosing."*

i. Who said the above lines and to whom?

- a. Nerissa to Portia
- b. Portia to Nerissa
- c. Portia to Prince of Morocco
- d. Portia to Prince of Arragon

ii. What does the phrase 'the lott'ry of my destiny' in this context?

- a. The luck of the suitors who have to choose one of the caskets
- b. It shows that Portia is a cunning gambler
- c. If Portia did not like a particular suitor, she could easily fool him with the caskets
- d. Portia's destiny was a matter of chance and she had little choice in it

iii. What bars her from choosing?

- a. The conditions put in place by her father
- b. Her love for Bassanio
- c. Her dislike for the Prince of Arragon
- d. She is not interested in marriage and wants to be the queen

Answer the following questions in 40-50 words:

1. What were the reasons for the Prince of Arragon choosing the silver casket?
2. Why did the prince of Morocco choose the gold casket?
3. "O love, be moderate, alloy thy ecstasy in measure rain thy joy, scant this excess!" a. Why does she say the above lines?
4. Why did Bassanio reject the gold casket?
5. "And you shall see 'tis purchased by the weight. Which therein works a miracle in nature, making them lightest that wear most of it." Explain these lines.
6. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.
7. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

Marshlands' by Emily Pauline Johnson

Learning Outcomes:

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

- Read the text with attention to stress and intonation
- Understand the various poetic devices used in the poem and how they contribute to its meaning.
- Appreciate the beauty of its description and the images it paints for the readers.
- To encourage students to use their imagination and write creatively
- Understand the various layers of meaning in the poem and express them clearly, orally and in written.

“Marshlands” by Emily Pauline Johnson paints a vivid picture of a piece of wetlands. The poem is filled with instances of imagery as Johnson tells us about the various creatures that thrive in the area. It is cold, wet and damp and yet it is so full of life. It is in this stark contrast that the essence of the poem can be found.

It is almost nearing sundown and the sky above the marshlands has been described as ‘wet’ with the possibility of an impending storm. Naturally, the sun has almost disappeared except for a thin yellow rim towards the horizon. The low-lying, damp pools of fungi and mould reflect the waning sunlight, appearing to be enormous cups of gold. Although the place may be described as ‘dank’ the water still glints through the moss. There is beauty and life.

Amidst the still lagoon, wild rice can be found growing in the wetlands. It may be still but it is surely not lifeless. One can hear the nagging cry of the lizard. A wild goose appears, looking for shelter (‘homing’) among the wild rushes, while large cranes lazily fly past the marshes. Slowly, dusk starts falling across the wetlands. There is a sense of peace and silence. Night, here is not foreboding in any way. Night has been personified as a harmless “spirit” that moves leisurely. It is as if, darkness is almost stealing away the remaining bits of “twilight.” Soon there are “shadows o’er the swale”.

The final stanza describes the silence of the swamps. The air around is thick, grey and humid. It almost imposes its heavy presence on the marshes as the creatures of the wetlands sleep. When morning comes, the great variety of life will become active once more.

The structure of the poem is fairly simple. The poetic devices used in the poem include personification, alliteration similes and metaphors.

Q1. Reference to context:

[A] *A thin wet sky, that yellows at the rim,
And meets with sun-lost lip the marsh's brim.
The pools low lying, dank with moss and mould,
Glint through their mildews like large cups of gold.*

- a. Why is the sky yellow at the rim?
 - i. It meets the marsh at that point
 - ii. It is yellow due to birds that fly home-wards at dusk
 - iii. The remains of the setting sun
 - iv. it is a bright new sunny day

- b. What has been described as the 'sun-lost lip' ?
 - a. the edge of the sky at the horizon
 - b. the edge of the marsh at the horizon
 - c. the setting sun that is gradually vanishing from sight
 - d. the low lying pools of the marsh

- c. Identify the poetic devices used in the third line of the extract
 - i. metaphor
 - ii. simile
 - iii. alliteration
 - iv. personification

- d. Why have the pools been compared to 'large cups of gold'?
 - a. there is gold hidden beneath the water
 - b. the vegetation near the water makes it appear golden
 - c. the water glimmers in light of the setting sun
 - d. the marsh appears as valuable as gold

[B] *And like a spirit, swathed in some soft veil,
Steals twilight and its shadows o'er the swale.*

- a. What has been compared to 'a spirit'?
 - i. night
 - ii. dusk
 - iii. twilight
 - iv. marshland

- b. Identify the poetic device used here "*swathed in some soft veil,*"
 - i. simile
 - ii. alliteration
 - iii. personification
 - iv. metaphor

- c. What kind of an image do the above lines create?
 - a. of something sinister
 - b. of despair and lifelessness
 - c. of peace and rest

d. of fear and danger

d. What is the significance of 'some soft veil'?

- i. it shows how darkness gags the life in the marsh
- ii. shows how ghosts and spirits visit the marshes at night
- iii. shows how darkness gently envelops the marshland
- iv. shows how lifelessness gradually covers the marsh

Answer the following questions in about 50 -60 words:

1. Describe the vegetation of the marshlands. Which quality of the marshlands is revealed through this?
2. How does the wild goose behave at dusk? How is the marshland important to the goose?
3. Why do you think the cranes have a 'heavy wing' and a 'lazy flight'? Where are they headed?

Spell zone

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

- | | |
|-----------------|-----------------|
| 1. Dec__ __ ve | 11. Br__ __f |
| 2. Ach__ __ ved | 12. Ch__ __f |
| 3. Bel__ __ ve | 13. Misch__ __f |
| 4. For__ __gn | 14. Gr__ __f |
| 5. Fr__ __nd | 15. F__ __rce |
| 6. P__ __ce | 16. P__ __rce |
| 7. W__ __rd | 17. Retr__ __ve |
| 8. F__ __ld | 18. Rel__ __ved |
| 9. D__ __sel | 19. Hyg__ __ne |
| 10. Rel__ __f | 20. N__ __ce |

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

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

Month: August-September

Reading Comprehension

Learning Outcomes:

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

- understand the sequence of events/the experience expressed in the given text
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer
- Develop their ability to build a vocabulary and infer meaning of new words from context
- Make inferences based on the information given in the text

The Sportsman

The road was hilly, the wing was strong,
The laddie gallantly struggled along

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

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

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

Q1. Do as directed:

1. Choose the correct antonym of the word 'grit'
 - a. Determination
 - b. Fortitude
 - c. Cowardice
 - d. trouble

2. Choose the synonym of the word 'rue'
 - a. Regret
 - b. Proud
 - c. Remember
 - d. Forget

3. Choose the synonym of the word 'weary'
 - a. Difficult
 - b. Exhausted

- c. Forgetful
- d. Experienced

Q2. On the basis of reading the poem, complete the summary with one or two words:

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

- | | | | |
|-------------------|-----------------|------------------|-----------------|
| a. i. family | ii. friends | iii. students | iv. children |
| b. ii. saddened | ii. disgusted | iii. tempted | iv. surprised |
| c. i. anxiety | ii. frustration | iii. jubilation | iv. temptation |
| d. i. honour | ii. respect | iii. word | iv. duty |
| e. i. headache | ii. fear | iii. intuition | iv. nervousness |
| f. i. field | ii. ache | iii. sun | iv. back |
| g. i. boredom | ii. pain | iii. fatigue | iv. despair |
| h. i. took | ii. missed | iii. gained | iv. lost |
| i. i. experiences | ii. misses | iii. is defeated | iv. escapes |
| j. i. lad | ii. dutiful | iii. brave lad | iv. proud lad |
| k. i. give up | ii. avoid | iii. divulge | iv. deviate |
| l. i. give up | ii. lack | iii. lacking | iv. missing |

Q3. What is the meaning of the line "Duty is a difficult word to spell"

- a. duty has a difficult spelling
- b. cricketers are not good at spellings
- c. performing one's duty is a difficult task
- d. duty is a burden and creates fear and lowers morale

Q4. What is referred to as 'evil' and 'good' in the poem?

- a. Being tired and being brave respectively
- b. Being hopeless and being courageous respectively
- c. Being gallant and being inefficient respectively
- d. Being unprofessional and being responsible respectively

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

In the Land of Nirvana: The Many Charms of Bhutan by Leena Gandhi Tewari

Landing in Bhutan's Paro valley is nothing if not high drama – only a pilot officially trained in the unique terrain is allowed to land. Our descending plane manoeuvred through parallel ranges, took a sharp turn to the left and suddenly the valley was in sight – the Paro Chhu river gushing over a bed of large, white, glacier-polished pebbles; the unmistakable Rinpung dzong (Bhutanese monastery and fortress) standing tall against snow-covered mountain slopes and, as we emerged from the aircraft, the pine-scented, clean, spring air!

I'd been to Bhutan before, but this time I was determined to make the most of Bhutan's peerless natural beauty through birding and camping trips with my husband Prashant and our trip organizer. Our first night in Paro was meant to help us acclimatize to the 7,000-feet altitude and its characteristic chill. Early next morning, we were back at the airport, hoping for the clear weather we needed for a safe, cross-country helicopter ride to Trashigang, a town nestled in the cold, broadleaf forests of east Bhutan.

Flying over the forest, we could see the tops of conifers and silver firs in the higher peaks, as well as larch, spruce and hemlock – all distinguishable from the air by their shapes and unique shades of green. As we approached Trashigang, a startled cry from the pilot snapped us out of our reverie. The only landing place for our chopper had been taken over by a local market! "I can't land in the midst of all these people and stalls," he said. His friendly, chatty tone switched to precise and steely. We feigned calm, even as our hearts collectively thumped in anxiety while the pilot sortied between the mountains, trying to find a landing spot. A few tense minutes later, a terraced farm came into view – freshly cropped, no people in sight. Our pilot circled the area, then gently touched down on the field. As we waited for our van which had just received our new co-ordinates, a truck full of curious, excited villagers drove up. One woman was sobbing because she thought we were planning to bomb them; another looked slightly disappointed that the chopper did not crash.

We headed over to the Kori La mountain pass by road. The visual symphony of the area was breathtaking – wild cherry, hemlock, oak and blue pine washed the mountainsides in varying shades of green, with white magnolia and pink cherry

flowers standing out in bright contrast. After four days of forest bathing, we moved on to Yongkola, one of the best bird-sighting places in Bhutan, and set up camp. A fire was lit with soft pine logs just outside our tent and we sat around the warm glow, the heat soothing our road-weary bodies.

(source: *Reader's Digest India*, Sept 15, 2019)

1. Why has the narrator described landing in Paro Valley as a 'high drama'?
 - a. The Paro valley is full of curious and excited villagers
 - b. An expert pilot is needed for the task
 - c. The visual symphony of the area is breathtaking
 - d. It has a unique, uneven terrain
 - e. It is difficult to acclimatise to the weather conditions
 - i. Options b and d are correct
 - ii. Options a and d are correct
 - iii. Options c and f are correct
 - iv. Options a and b are correct
2. How did the narrator hope to make this trip different from her previous visit to Bhutan?
 - a. By hiring an experienced and trained pilot
 - b. By including birding and camping trips
 - c. By visiting the Kori La mountain pass by road
 - d. By acclimatizing better to the weather of the place
3. Why did the pilot give out a startled cry?
 - a. The market was too crowded for landing the plane
 - b. The pilot had lost control of the plane due to the uneven terrain
 - c. The landing ground had been taken over by the market
 - d. The pilot saw a woman sobbing as she thought that the plane was going to bomb them
4. Complete the following sentences with the help of information from the passage:
 - a. The writer hoped for a clear weather so that _____.
 - i. The pilot could land the plane
 - ii. They could camp and see birds
 - iii. they could safely fly to Trashigang
 - iv. they would be able to enjoy the market and interact with the people

- b. The writer and her husband tried to suppress their anxiety and nervousness as
- The weather was not favourable
 - They did not want to disturb the pilot
 - They had experienced this in the past and were prepared
 - They did not want to spoil the entire trip
- c. The sight of _____ took the writer's breath away.
- the Kori La mountain area
 - bird watching areas in Yongkola
 - flying over the forest of Trashigang
 - the unmistakable Rinpung dzong
5. Do as directed:
- a. Choose the correct synonym of 'feigned' ...
- pretended
 - natural
 - tired
 - genuine
- b. Find the antonym of 'unique'
- matchless
 - beautiful
 - Mundane
 - Unconventional
- c. Choose the meaning of the word 'reverie'
- To hold someone in great respect
 - a state of having pleasant dream-like thoughts
 - to be focused and realistic
 - to be relaxed and feel comfortable
- d. Suggest a synonym for the word 'acclimatise'

- i. accustom
- ii. feel
- iii. remove
- iv. understand

Section B (Writing)

Letter of Complaint

Learning Outcomes:

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

- understand the various contexts in which formal business letters can be used
- a good understanding of the format of a business letter and its various elements
- Express themselves using formal language and in a precise manner
- To register their complaint in a firm, specific yet polite manner
- Develop vocabulary and learn language structures that are essential while writing formal letters

IMPORTANT POINTS

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

AVOID THESE COMMON ERRORS

- Don’t write the entire letter in one paragraph.
- Students need to realize that letters are meant to draw attention of the concerned authorities to a particular problem.
- Don’t write **your’s** instead of **yours**

- When writing the address don't end each line with a comma.

Letter of Complaint: Format

Sender's Address

(leave a blank line)

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

Receiver's Name (if given, otherwise ignore) Receiver's Designation

Receiver's Address

(leave another blank line)

Salutation (Dear Sir) (leave a blank line)

Subject (always to be underlined – brief and related to the topic. No longer than 6/7 words.

This should identify the issue and name of product, service, with purchase or reference number, if applicable)

(leave a blank line)

Now start the letter from the margin

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

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

Para2: Explain how the fault or malfunction caused inconvenience.

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

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

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

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

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

Closing: Give a complimentary close.

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

Yours sincerely

Sender's Signature

Sender's name in brackets

Sender's Designation, if any

Important:

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

Suggested value points:

- Details of problem
- Inconvenience caused
- Suggested action
- Any other relevant details

Sample Letter of Complaint-1

Raven Organics
7, Orchard Road
Mumbai-21

August 23, 2010

The Sales Manager
Everlong Batteries
171 MG Road
New Delhi

Dear Mr. Brown

Subject: Complaint Regarding Order No ACW768195

I am writing to inform you that the goods we ordered from your company vide

order

No. ACW768195 on July 12, 2010 have not been supplied correctly.

We placed an order with your firm for 12,000 Ultra super long-life batteries.

The consignment arrived yesterday, but contained only 11,200 batteries.

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

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

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

I look forward to hearing from you at the earliest.

Yours sincerely

Signature

Dinesh Kumar

(Purchase Manager)

Sample Letter of Complaint-2

Vasai Nagar

Vasai

Mumbai-43

January 9, 2010

The Mayor

Mumbai Municipal Corporation

Mumbai

Dear Sir/Madam

Subject: Complaint about Inadequate Potable Water

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

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

It is a well-established fact that polluted water is the cause of many diseases, which harms the health and well-being of the citizens. I, thus, request you to ensure that our colony is provided with hygienic and clean drinking water facilities.

Yours Sincerely
Signature
Arun Kumar
(President RWA)

Now write these letters by yourself.

1. Children are not being allowed to play in the colony parks. Write a letter of complaint to the President of the Residential Welfare Society (RWA) complaining of how all the parks are being marked as ornamental parks and children have no place to play.

You could use the following points.

- The elders get angry.
- Confiscate sports equipment.
- unhealthy habits

2. You are Vivek Reddy/ Krishna Reddy, Principal, PS Public School, Mehdiapatnam, Hyderabad. Write a letter to the Manager, Furniture World, Hyderabad, complaining about the poor quality of office furniture you purchased from them through order no. FT 65392. Give details of the nature of complaint, date of purchase, details of invoice etc., and seek immediate repair/replacement.

Report Writing

Learning Outcomes:

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

- understand the difference between a report and an article
- Express the details of the given events in an objective manner, in the third person
- Expand the brief notes provided into a detailed report keeping in mind the structure and format
- understand the sequence of events and arrange all the given details in an organised manner
- Take more interest in newspaper reports and reporting important school events

Guided Report

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

Solved Example

Read the following notes and then complete the given passage.

New Delhi

April 12, 2006

Projections for Waste Management

Current waste generation in the capital city: about 75,000 metric tons per day – projected waste generation by 2021: 300,000 metric tons per day – suggestions – segregate domestic waste as recyclable, biodegradable and

non-biodegradable—develop separate sites for industrial waste disposal. Adopt eco-friendly ways for its management.

April 12, 2006, New Delhi: MCD recently organized a conference on solid waste management. In the conference it was brought out that the municipal waste (a) generated in the city was about 75,000 metric tons per day. If the present rate of waste generation was not checked in time, then, (b) by 2021, the growth rate would escalate to 300,000 metric tons per day. Many experts on solid waste management expressed their views on the subject. Speaking on the occasion, the Health Minister, Mr. Ramadoss, said that for waste management the citizens must cooperate with the local bodies. The waste should, at first, be (c) segregated as domestic recyclable, biodegradable and non-biodegradable. There should be (d) separate sites for industrial waste. Many members suggested that for waste management (e) eco-friendly ways need to be adopted.

Now attempt the following exercises by yourself.

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

TRAIN BLAST KILLS THREE

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

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

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

10:30 a.m. Wednesday

Gulfarm—near Kufri

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

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

Choose a suitable headline for the report:

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

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

John W Lennon

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

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

Choose a suitable headline:

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

Report Writing

- It is a formal report. You can write a report for a newspaper, magazine or formal occasions such as assembly.
- It is a brief account of an event that has already taken place. Hence a report is always in the past tense
- A report is always written in the third person. So do not use *I, me, our, my, we*. Also, use passive voice
- The facts presented must be specific, accurate, justifiable and stated precisely
- Report does not have much space for personal opinions and feelings on the topic
- Information must be organised in a sequential and logical manner
- When you're reporting someone's statement, use reported speech

Format

Title/heading (4-5 words, must be underlined/highlighted)

By- (write the name if it's given. If no name is mentioned then write, 'By staff reporter')

(Note: both heading and By-line must be at the centre, not to the left or right!)

Paragraph 1:

- Begin by stating important facts. Answer questions such as what happened, when, where, who, by whom, why and so on. You may state the source of your information and quote statements by officials, bystanders or others present there, views and Chief Guest and so on
- In case of newspaper reports, you should begin by stating the date and place. *For example: New Delhi, March 24.*

Paragraph 2:

Give brief details/short description of the event, the guests/details of the place, the cause and effect of the action and consequences. These should be general views about the event. Do not get involved personally while writing reports

Paragraph 3:

In the concluding paragraph state how the event ended. You may add some new facts or details about the event. You may mention promises made by concerned people/authorities about the event (especially in case of an accident). You may give a general overview of the event, but remain as objective as possible.

Sample

**Fire in Nai Sadak
Vaishivi**

New Delhi, July 25: Five people were killed and twenty-five injured when a fire broke out at Nai Sadak, a market for books and garments near Chawri Bazar, on Sunday morning at 10:15 am, due to a spark produced in the electric circuit nearby. Witnesses reported that the fire spread so quickly that it engulfed a number of shops where a large number of books and stationery was kept for delivery. The narrow roads with their carelessly parked vehicles compounded the problem as the fire engines took longer than usual to reach the affected street. After struggling for about thirty minutes the fire was extinguished. The injured were taken to the BLK Hospital. Of the twenty five rescued, ten were said to be critical. The locals said that they had filed a complained with the electricity department about a month ago requesting them to change the cables in that area, but their plea fell on deaf ears. The Delhi Government has announced relief package of fifty thousand to the kin of the deceased and thirty thousand each to those injured. A probe has been initiated, to be headed by the former Chairman of National Disaster Management Authority.

Newspaper Report**Important Points:**

- Give a catchy headline. (maximum 6 words)
- Mention writer's name right below the headline.
- Write city/town & date.
- Ensure opening sentence includes 'what', 'when', 'where'.
- Write the details of the incident / event (why& how) next
- Include statement of eyewitness / police/ authorities

- Keep the report factual. (Do not include writer's feelings about the incident)
- Write in 2-3 paragraphs.
- Word limit: 125 words.

Magazine Report

A magazine report is similar to a newspaper report. However do not mention place and date. It is usually written to cover an event (for eg. Book Week)

- Give a factual headline. (maximum 6 words)
- Write in one paragraph
- Mention writer's name right below the headline.
- Ensure opening sentence includes 'what', 'when', 'where'.
- Write details of the incident / event ('how').
- Include the highlight of the event.
- Conclude / sum up the event.
- **Keep report factual. (Do not include writer's feelings about the incident.)**
- **Word limit: 125 words.**

Questions

1. You are Raghav / Raghavi of BalBharti School. A team of Educationist from Pakistan visited your school as a part of a cultural exchange programme. Students of your school put up a cultural show in their honour. Write a report on the show for your school magazine.
2. You are Gagan Sharma, the newly elected Head Boy of St. Georgia School. Write a report for the school magazine about the investiture ceremony held recently in your school.
3. Recently you attended a seminar on 'Disaster Management' in which matters related to floods, earthquakes, fire etc. were discussed. Write a report in about 125 words for your school magazine. You are Priti/Preet of VidyaBhavan.
4. Your school recently organized a workshop on self-defence techniques for the students of senior school. Write a report on it for the school magazine in 125 words. You are Radha/Ranjan, the editor of the school magazine.
5. You are Vishesh/Vaishavi, a local correspondent for City Today. Write a report about a fire accident in a crowded market for your newspaper in about 100-125 words. Invent details wherever needed.

Section C (Grammar) Revision

Learning Outcomes:

By the end of the lesson, learners 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

Q1. Fill in the blanks by choosing the most appropriate option:

1. Either Neeraj or Raj _____ to be blame. (is/are)
2. Each of them _____ at fault. (is/are)
3. The pair of scissors _____ lost. (is/are)
4. The fleet _____ six ships. (has/have)
5. His trousers _____ torn so he had to go home. (was/were)
6. Five hundred rupees _____ not much for this table. (is/are)
7. Neither he nor his companions _____ to be blamed. ((is/are)
8. The jury _____ six members (has/have)
9. My friends and he _____ out the whole day yesterday. (was/were)
10. The jury _____ different opinions. (has/have)

Q2. Convert the following sentences into Passive Voice by choosing the correct option:

1. The bird has eaten our lunch.
 - a. Our lunch had been eaten by the bird
 - b. The bird has been eating our lunch.
 - c. The bird has been eaten by our lunch
 - d. Our lunch has been eaten by the bird
2. Arvind will spend the money wisely.
 - a. Arvind would spend the money wisely
 - b. The money will spend well by Arvind
 - c. The money well be spent well by Arvind
 - d. The money well be spent well by Arvind
3. Mother wakes up Sheila at six o' clock.
 - a. Sheila is woken up by mother at six o' clock.
 - b. Mother is woken up by Sheila at six o' clock.
 - c. Mother woke up Sheila by six o' clock
 - d. Sheila was awaked by mother at six o'clock

4. The team will have won the match by noon.
 - a. The team will win the match by noon
 - b. The match will have been won by the team by noon
 - c. By noon the team will have won the match
 - d. The match would be won by the team by noon

5. Who wrote this novel?
 - a. This novel is whose?
 - b. Whose is this novel?
 - c. This novel was written by whom?
 - d. The novel was written by who?

6. Help him.
 - a. Be helpful to him
 - b. Let him be helped
 - c. Let someone help him
 - d. As him to help someone

7. Are you writing a letter?
 - a. Were you writing a letter?
 - b. He was writing a letter?
 - c. A letter was being written by you?
 - d. A letter was written by you?

8. Have you finished your job?
 - a. Did you finish your job
 - b. The job has been done by you
 - c. Has the job been finished by you?
 - d. Had you finished your job?

9. They took all the necessary precautions.
 - a. All the necessary precautions were taken by them
 - b. The necessary precautions are taken by them
 - c. The necessary precautions have been taken by them
 - d. The necessary precautions are being taken by them

10. Who wrote it?
 - a. Whom was it written?
 - b. It was written by?
 - c. By whom was it written
 - d. By whom was it written by?

Q3. Fill in the blanks by choosing the correct adverb:

1. It is __too_____ cold to play outside.

- i. hardly ii. terrible iii. too iv. truly

2. I haven't gone skiing _____lately_____

- i. now ii. never iii. early iv. lately

3. Jagan spoke ____ confidently _____ to the audience urging them to elect him president of the union.

- i. hardly ii. confidently iii. forever iv. immensely

4. He had ____scarcely_____ finished eating when the doorbell rang.

- i. scarcely ii. shortly iii. lately iv. rarely

5. The train will arrive __presently_____.

- i. Nearly ii. quickly iii. presently iv. lately

6. The entrance examination was __hardly_____ challenging. It seemed they wanted to take in all the applicants.

- i. Too ii. hardly iii. very iv. well

7. He was driving so fast, we _____nearly_ had an accident.

- i. Too ii. hardly iii. constantly iv. nearly

8. He is on a diet. He __hardly_____eats chocolates and candies.

- i. Often ii. rapidly iii hardly iv greedily

Q4. Join the following pairs of sentences using appropriate conjunctions and re-write them .

1. These grapes are fresh. These grapes are juicy.
 - a. These grapes are fresh or juicy
 - b. Although these grapes are fresh they are juicy
 - c. The grapes are fresh and juicy
 - d. The grapes are fresh until they are juicy

2. She won't go away. You promised to help her.
 - a. She won't go away as you promised to help her
 - b. She won't go away but you promised to help her
 - c. She won't go away and you promised to help her
 - d. She won't go away so you promised to help her

3. We waited. The cobbler repaired the shoes.
 - a. We waited unless the cobbler repaired the shoes
 - b. We waited while the cobbler repaired the shoes
 - c. We waited since the cobbler repaired the shoes
 - d. We waited but the cobbler repaired the shoes

4. The team lost badly it didn't lose heart
 - a. Though the team lost badly today, it didn't lose heart
 - b. Since the team lost badly today, it didn't lose heart
 - c. Neither did the team lose nor did he lose heart
 - d. As soon as the team lost badly, it did not lose heart

5. Run fast. You cannot win the race.
 - a. Run fast so you cannot win the race
 - b. Run fast and you cannot win the race
 - c. Run fast because you cannot win the race
 - d. Unless you run fast you cannot win the race

6. He hasn't apologised for his behaviour. I will not talk to him.
 - a. Since he hasn't apologised for his behaviour, I will not talk to him
 - b. While he hasn't apologised for his behaviour, I will not talk to him
 - c. Although he hasn't apologised for his behaviour, I will not talk to him
 - d. He hasn't apologised for his behaviour nor will I talk to him

7. Keep the food covered. The flies will contaminate it.
 - a. If you keep the food covered, the flies will contaminate it
 - b. Unless you keep the food covered, the flies will contaminate it
 - c. Keep the food covered so the flies will contaminate it

- d. Keep the food covered for flies will contaminate it

- 8. I would go to bed now. My homework is not done.
 - a. I would go to bed until my homework is not done
 - b. I would go to bed now unless my homework is not done
 - c. Although my homework is not done, I would go to bed now.
 - d. If I go to bed now my homework is not done.

Q5. Combine using conjunctions given below:

- 1. I took my umbrella. It was raining.
 - a. I took my umbrella but it was raining
 - b. It was raining because I took my umbrella
 - c. I took my umbrella because it was raining

- 2. Some apples are red. The others are green.
 - a. Some apples are red though some are green
 - b. Some apples are red while some are green
 - c. Some apples are red yet some are green

- 3. The ship could not move. There was no wind.
 - a. There was no wind yet the ship could not move
 - b. The ship could not move although there was no wind
 - c. Since there was no wind the ship could not move

- 4. Surfing is fun. It can be dangerous.
 - a. Although surfing is fun, it can be dangerous
 - b. Neither is surfing fun nor can it be dangerous
 - c. Surfing is fun whereas it can be dangerous

- 5. You should stay away from bears. They are dangerous.
 - a. You should stay away from bears as they are dangerous.
 - b. Although you should stay away from bears, they are dangerous
 - c. Bears are dangerous but you should stay away from them

6. Deer are cute. They eat all your flowers.

- a. Deer are cute lest they eat all your flowers
- b. Although deer are cute they eat all your flowers
- c. Deer are cute because they eat all your flowers

Q6. Read the conversation given below and complete the passage using reported speech:

Mrs. Lapidus: What is your son's name?

Ashoke: His good name is Nikhil. We call him Gogol only at home.

Mrs. Lapidus: Is it his nickname?

Ashoke: No. He must be called Nikhil in school. In our culture, all of us have two names.

Mrs. Lapidus: But your son does not respond to the name Nikhil. Does he understand English?

Ashoke: of course. My son is perfectly bilingual

Mrs. Lapidus asked Ashoke (a) _____. Ashoke told her that (b) _____ and added that (c) _____ only at home. Confused, Mrs Lapidus asked (d) _____. Ashoke replied in the negative and explained (e) _____. He informed her that in their culture (f) _____. Mrs. Lapidus tried to reason with Ashoke and said that (g) _____. She asked him (h) _____. Ashoke assured her that (i) _____.

a.

i. what was his son's name

ii. his son's name

iii. what his son's name was

b.

- i. his good name were Nikhil
- ii. his good name was Nikhil
- iii. his good name had been Nikhil

c.

- i. we called him Gogol
- ii. he calls him Gogol
- iii. they called him Gogol

d.

- i. if it was his nickname
- ii. whether it had been his nickname
- iii. it was his nickname

e.

- i. he might be called Nikhil in school
- ii. he could be called Nikhil in school
- iii. he must be called Nikhil in school

f.

- i. they have two names
- ii. all of them had two names
- iii. all were having two names

g.

- i. his son did not respond to the name Nikhil
- ii. if his son did not respond to the name Nikhil
- iii. why his son did not respond to the name Nikhil

h.

- i. did he understand English
- ii. whether he understood English
- iii. if he understood English

i.

- i. he had been perfectly bilingual
- ii. he should be perfectly bilingual
- iii. he was perfectly bilingual

Integrated Grammar

Q6: Unscramble the following to make meaningful sentences:

a. me/ stories/ loved/ my grandfather/ telling/

- i. Me grandfather loved telling stories
- ii. My grandfather loved me stories telling
- iii. My grandfather loved telling me stories
- iv. My grandfather telling me loved stories

b. that/ used/ he said/ in his childhood/ to be celebrated/ his birthday/ differently

- i. His birthday used to be celebrated differently in his childhood that he said
- ii. He said that in his childhood his birthday used differently to be celebrated
- iii. In his childhood he said that his birthday used to be celebrated differently

iv. He said that his birthday used to be celebrated differently in his childhood

c. distribute sweets/instead of/they/cutting/used/a cake/to

i. Instead of distribute sweets they used to cutting a cake

ii. Instead of cutting to distribute sweets, they used a cake

iii. Instead of cutting a cake they used to distribute sweets

iv. Instead of cutting a cake they used sweets to distribute

d. blow out/but/used to/we/light/they/candles/a lamp

i. We blow out candles but they used to light a lamp

ii. We light a lamp but they used to blow out candles

iii. We blow out candles and a lamp but they used to blow out

iv. They used to blow out a lamp but we light candles

Q7: Editing

The following passage has not been edited. There is an incorrect word in each sentence. Choose the correct word from the options provided.

	Incorrect	Correct
Set among the green slopes of the eastern Himalayas, _____	(a) among	
Kohima is a picturesque city where time slow down. _____	(b) slow	
A Nagas are not a monolithic culture – they are _____	(c) A	
made up of a number of hill tribes from distinct languages, cultures and customs. However, in December	(d) from	_____
they come together at Kohima for the annual Hornbill	(e) at	NO ERROR
Festival, bring a variety of tribal food, traditional music	(f) bring	_____
_____ and dance performances upon the capital city. _____	(g) upon	

- | | | | |
|---------------|-------------|--------------|-------------|
| a. i. amongst | ii. between | iii. on | iv. amid |
| b. i. slows | ii. slowed | iii. slew | iv. slowing |
| c. i. Some | ii. Most | iii. The | iv. These |
| d. i. of | ii. with | iii. along | iv. in |
| e. i. on | ii. at | iii. through | iv. in |

- f. i. brought ii. brings iii. bringing iv. brang
g. i. on to ii. over iii. in iv. to

Q8. Read the following passage. One word is missing in each sentence. Identify the missing word from the options provided:

	Previous	Word	Following
You already know walking help	(a) walking	___?___	help
you weight and improve your health. But	(b) you	___?___	weight
studies have found that steps taken a brisk pace	(c) taken	___?___	a
are particularly beneficial cardio-metabolic fitness.	(d) beneficial	___?___	cardio
For healthy adults, a good target 150 minutes per	(e) target	___?___	150
week at 100 steps or more minute, the	(f) more	___?___	minute
researchers said. Whatever step count	(g) whatever	___?___	step
more and faster better.	(h) faster	___?___	better

- a. i. may ii. should iii. can iv. must
b. i. loose ii. lose iii. losing iv. lost
c. i. at ii. in iii. with iv. on
d. i. to ii. with iii. for iv. in
e. i. is ii. was iii. may iv. will
f. i. par ii. pre iii. in iv. per
g. i. be ii. the iii. a iv. your
h. i. the ii. more iii. the iv. Still

Section D (Literature)

Learning Outcomes:

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

- read the text with clarity and understanding
- Understand and respond orally to the text-based questions and ideas during class discussions
- Understand the interdisciplinary themes of the text such as the history of Delhi special emphasis on the influence of travelers and foreigners
- Cultivate values such as respectful acceptance of diversity, appreciate the beauty of the contribution made by the powers that ruled over Delhi and

- observe how the city and its denizens evolved with time
- Connect the lesson with their own experiences in society
- Organise the value points for text based questions and express them clearly in writing

Coming Home To Delhi

- Madhur Jaffrey

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

Q1. Read the lines given below and answer the questions that follow:

[A] We would try to get our blessings as quickly as possible because the approaching city called for our full attention. With the sun raining gold on it, the domes and minarets of the seventeenth century Mughul capital looked like they might be in a miniature painting.

i. The approaching city refers to

- Delhi
- Yamuna Bridge
- Shahjahanabad
- the hill station where her grandfather lived

ii. How did the narrator get their blessings?

- By throwing stones into the Yamuna river
- By folding their hands in front of the Yamuna river
- By throwing coins into the Yamuna river
- By throwing coins at the washer men and women

iii. The phrase sun raining gold refers to...

- The gilded tombs and minarets

- b. The tombs and minarets under the golden sunrays
- c. The wealth that these monuments used to symbolise in medieval times
- d. The history of the city

[B] "Preparations for the picnic would begin early in the morning."

i. What preparations are being referred to?

- 1. Lighting a fire in the drawing room
- 2. Packing delicious food with fruits in a huge basket
- 3. Playing tennis
- 4. Arranging for two cars to take them to the picnic spot
- 5. Reading Persian poetry and eating kebabs

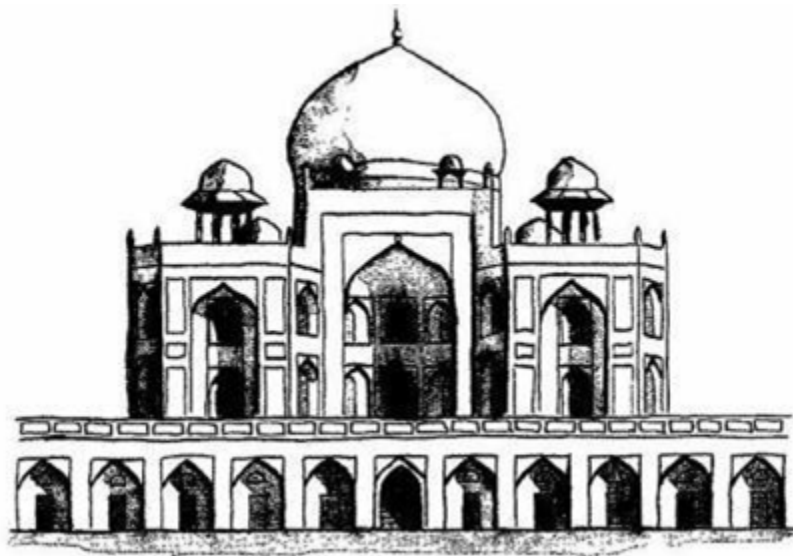
- a. Options 1 and 2 are correct
- b. Options 1 and 5 are correct
- c. Options 3 and 4 are correct
- d. Options 2 and 2 are correct

ii. These picnics offered the best opportunity _____

- a. To get away from the crowded city of Delhi
- b. For the grandfather to lecture the children on Delhi's history
- c. To Play various sports irrespective of gender
- d. To finish off homework while basking in the sun

Q2. Answer the following questions in 50-70 words:

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



Language Zone:

A. Tick the word with the correct spelling.

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

15. Surprise/ surprise

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

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

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

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

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

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

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

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

Month: October

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/ the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- Develop their ability to build a vocabulary and infer meaning of new words from the context
- Make inferences based on the information given in the text

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

Cherry Tree

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

1. Read the following summary of the poem and then fill in the blanks with appropriate words. Choose from the options given below.

The poet planted a cherry seed because he (a) _____. He (b)_____ once and then forgot about it. But near (c) _____, he was surprised to see a cherry tree almost hidden (d)_____ even though several disasters befell it. A goat (e) _____. A woodcutter's scythe (f)_____. Its delicate (g)_____ shrivelled because of a plant disease. Nevertheless, in the next spring the poet could see (h)_____ rising upwards.

(a) i. wanted to see a cherry tree grow

ii. wanted to have a cherry tree of his own

iii. wanted to gift a cherry tree to his friend

(b) i. planted it

ii. saw it

iii. watered it

(c) i. the end of May

ii. the end of June

iii. the end of July

(d) i. in bushes running wild

ii. among trees running wild

iii. in tall grass running wild

(e) i. ate the fruit

ii. ate the leaves

iii. ate the grass

(f) i. split it apart

ii. beautified it

iii. fell on it

(g) i. branch

ii. leaves

iii. stem

(h) i. the old tree

ii. the young tree

iii. the ugly tree

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

a. Despite the stormy weather, its leaves didn't fall.

b. Despite receiving no care, the tree was able to grow.

c. Despite receiving adequate rain and sunlight, the tree didn't grow.

3. The cherry tree was:

a. hardy

b. dying

c. delicate

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

Cookies over biscuits

- **Shashi Tharoor**

As an Indian schooled in the English language, I have long been fascinated by its different variants in use around the world. But most compelling are the multiple differences between British and American English, the two languages fighting for dominance in the Anglophone world.

In my first week on a US university campus, I asked an American where I could post a letter to my parents. "There's a bulletin board at the Student Center," he replied, "but are you sure you want to post something so personal?" I soon learned that I needed to "mail" letters, not "post" them (even though in the US you mail them at the "post office").

In Britain, one concludes a restaurant meal by asking for the bill, and conceivably paying by cheque; in America, one asks for the check and pays with bills. What the Brits call chips are fries in America; what the Yanks call chips are crisps in Britain.

An English friend of mine says he nearly had a heart attack on a flight in the US when the American pilot announced that the plane would be airborne "momentarily". In British English, "momentarily" means "for a moment", and he says he thought the pilot was suggesting an imminent crash after take-off. In American English, however, "momentarily" means "in a moment", and the pilot was merely appeasing the passengers. The plane took off, stayed aloft, my friend's heart stopped thudding, and he lived to tell the tale. But he understood the old adage that Britain and the US are countries divided by a common language.

Anecdotes abound about the misunderstandings that arise when foreigners come to the US thinking that they know the language.

There's the hotel that failed to understand an English guest who called to say he had left his "trousers in the wardrobe". Translators had to be summoned before the hotel staff finally cottoned on: "Oh, you've left your pants in the closet. Why didn't you say so in the first place?"

The language of politics is also not exempt from the politics of language. When a member of parliament in Britain "tables" a resolution, he puts it forward for debate and passage; when an American Congressman tables a resolution, he kills it off. A "moot" point is one the Englishman wants to argue; but if it's moot, the American considers it null and void. Such differences of usage reveal something of the nature of American society. It is no wonder, after all, that while the British "stand" for election, Americans "run" for office.

A British linguist once told a New York audience that whereas a double negative could make a positive, there was no language in the world in which a double positive made a negative. A heckler put paid to his thesis in forthright American: "Yeah, right."

Yeah, right, indeed. With the universality of English largely a result of US global dominance, it's time for other English speakers to accept the American usage is winning worldwide. Even Indians are saying "elevator" and "apartment" rather than "lift" and "flat". "Cookies" are supplanting "biscuits".

And as the Americans have taught the rest of us to say: that's O.K. Though not even they can tell us what those initials are meant to represent. (source: *The Week*,
September 15, 2017)

1. What fascinated the writer about the English language?

- a. The supremacy of the English language
- b. The use of double negatives in different varieties of English
- c. The different variants of English in use around the world

2. Why was the American student surprised at the writer's request regarding the letter?

- a. In American English, the word 'mailing' is used if one wishes to post a letter.
- b. In American English, 'posting a letter' isn't considered a formal expression.
- c. According to Americans, letters are outdated.

3. It is said that a double negative can make a positive. Choose the option that demonstrates the same.

- a. I didn't take anything.
- b. I didn't take nothing.
- c. I never took anything.

4. Why did the hotel staff require translators' assistance to comprehend the phone call?

- a. The caller used inappropriate language.
- b. The caller used the American variety of English while the hotel staff understood British English.
- c. The caller used the British variety of English while the hotel staff understood American English.

5. Based on your reading of the passage, complete the following table:

S.No.	Word	Meaning in England	Meaning in America
a.	Post		
b.	Momentarily		
c.	Moot		

d.	To table a resolution		
----	-----------------------	--	--

Choose from the following options:

- a. i. to mail; to put up on a notice board for public viewing
ii. to put up on a notice board for public viewing; to mail
- b. i. in a moment; for a moment
ii. for a moment; in a moment
- c. i. null and void; debatable
ii. debatable; null and void
- d. i. to put it up for debate; to put an end
ii. to put an end; to put it up for debate

6. Do as directed:

- a. Find the synonym of the word 'impending':
i. imminent
ii. universality
iii. forthright
- b. Find another word for 'pacifying':
i. forthright
ii. appeasing
iii. supplanting
- c. State the meaning of the word 'Anglophone':
i. English experts
ii. English speaking

iii. English learners

Section B (Writing)

Diary Entry

Learning Outcomes:

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

- 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

POINTS TO REMEMBER

DIARY ENTRY

Diary writing is one of the most personal and informal category of writing. Diary writing usually involves the regularized recording of personal feelings and reflections on a topic. It facilitates growth of self-awareness and self-reliance. Written in the solitude on blank pages, writers can reflect on their life experience, contemplate future directions and come to trust their own answers. Sometimes the events of the day leave one with a sense of joy or hurt or even anger which one can give vent to, through a brief diary recording, usually, at the end of the day.

Diary writing involves more than just a straightforward recording of thoughts about a subject or a set of headings. Generally, diary is used to bounce off ideas, to unburden oneself. However it can be regarded as a sign of personal growth. An entry is made in the diary, so that, the day with its accompanying emotions may be remembered.

FORMAT

Since diary writing is very personal, it follows no set rules. However the following points can be mentioned.

- Date/Day/Time
- Contents in an impersonal manner
- Words like 'Dear Diary' can be used. Some writers address the diary with a particular name.
- Your name.

CONTENTS

1. Write the diary in first person since this is your personal story on account of an event.
2. Write the events in the correct order.
3. Provide important details of the place, time, people, or things that were part of the event.
4. Write about your feelings in detail and explain why you feel that way.
5. It should not record weather records, recipes or reminders etc.
6. It should be an honest and truthful observation of people or oneself.
7. Even if ideas look disjointed, it should not matter.
8. You should record or write something that really inspires you and which you would like to read later.

Remember :

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

Solved Example

Friday, July 20, 1995

9:30 pm

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

dancing and there were those lovely return gifts all wrapped up and ready...Oh! This is the worst birthday anyone could wish for.

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

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

Diary of Anne Frank excerpts

Anne's profoundly powerful words and insights covered a range of topics and emotions during her two years in hiding. These few excerpts demonstrate why Anne Frank is more relevant than ever today.

Note: The format given is different from what we follow.

On Deportations

"Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews....If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed."

- October 9, 1942

On Nazi Punishment of Resisters

"Have you ever heard the term 'hostages'? That's the latest punishment for saboteurs. It's the most horrible thing you can imagine. Leading citizens--innocent people--are taken prisoner to await their execution. If the Gestapo can't find the saboteur, they simply grab five hostages and line them up against the wall. You read the announcements of their death in the paper, where they're referred to as 'fatal accidents'."

- October 9, 1942

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.'" Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp."

- May 18, 1943

On Writing and Her Diary

"Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch broadcast from London, said that after the war a collection would be made of diaries and letters dealing with the war. Of course, everyone pounced on my diary."

- March 29, 1944

"When I write, I can shake off all my cares."

- April 5, 1944

Describing her Despair

"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

- February 3, 1944

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..."

- April 5, 1944

On Her Old Country, Germany

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

- October 9, 1942

On Still Believing

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

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

- July 15, 1944

EXERCISES

1. Make a diary entry describing a day in school when everything seemed to go wrong.
2. You are returning from a dinner at a family friend's place and on the road you see an ambulance coming with its sirens blaring. To your dismay, you observe that other than your own vehicle, that moves aside to allow the ambulance to pass, no other vehicles move. Write a diary entry describing how you felt about that night.
3. Your class needs to put up an assembly. However you find that some of the students are simply not open to new ideas and all your suggestions are rejected. You feel extremely frustrated. Write a diary entry describing how you feel about the situation in about 120-150 words.

Section C (Grammar)

Main and Subordinate Clauses

Learning Outcomes:

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

- differentiate between phrases and clauses, dependent and independent clauses, and kinds of sentences based on their structure.
- explain the various ways in which a subordinate clause can be embedded into the main clause.
- use appropriate conjunctions when joining clauses.
- express themselves more effectively in both written and oral communication using their understanding of the concept in question.

PHRASES AND CLAUSES

"In a corner"

This group of words makes sense but not complete sense

Phrase-

- is a group of words that does not have a subject or a finite verb and does not make complete sense on its own.
- It may contain a non-finite verb.
- It usually starts with a preposition or a non-finite verb.

- Eg:
1. I will come **in the afternoon.**
 2. He set up a stall **under a tree.**
 3. Sara went to the mall **to meet her friends.**
 4. **To avoid burning her hand,** Kim threw the matchstick.

Clauses-

- Is a group of words that has a subject and a predicate along with a finite verb.
- It can be a complete sentence on its own.

- Eg:
1. **John ate a cake.**

2. She went to the beach.
3. The man whom you'd met yesterday is a journalist.

**Finite verb: A finite verb changes according to the subject. It is limited by a person or number.*

EXERCISES

1. Identify the underlined group of words as phrases or clauses:

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

b. Clause

7. Please let me know if you need the car.

a. Phrase

b. Clause

2. Identify the number of clauses in each of the following sentences:

1. It's one o'clock and we should be on our way by now.

a. One

b. Two

c. Three

2. I don't like him but I'll give him my support.

a. One

b. Two

c. Three

3. He put his hand on her arm.

a. One

b. Two

c. Three

4. You go round to the back of the house and take a look and I'll try the front door again.

a. One

b. Two

c. Three

5. It's Saturday so I needn't get up so early.

a. One

b. Two

c. Three

6. I've tried and I've tried but I've never managed it.

a. One

b. Two

c. Three

7. The government promised reforms but has done nothing.
 - a. One
 - b. Two
 - c. Three

SUBJECT AND PREDICATE

When we make a sentence, we name a person or thing and say something about that person or thing. Thus, the part that names the person or thing we are speaking about is called the **subject** of the sentence and the part which tells something about the subject is called the **predicate** of the sentence.

The subject of a sentence usually comes first, but occasionally it is put after the predicate.

Eg: Here comes the bus.

Sweet are the uses of adversity.

In Imperative sentences, the subject is left out,.

Eg: Sit down. (Here the subject 'you' is understood)

KINDS OF CLAUSES

1. **Main or Independent Clause** makes good sense by itself, therefore it can stand independently as a meaningful and complete sentence.

Eg: I am leaving tomorrow.

REMEMBER:

A simple sentence has a single verb.

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

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

Examples:

The test was long but she managed to finish it.

Roma is a talented singer and dancer. (There is no need to repeat the subject.)

The bus was caught in a jam, so she reached the school late.

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

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

2. **Subordinate or Dependent Clause** always depends on a main clause to derive its meaning, hence it is always a part of a sentence. It cannot be a sentence on its own. A subordinating conjunction joins it to a main clause (eg- after, though, that, since, if etc.)

Eg: I lost the book **that he gave me.**

NOTE: If a sentence begins with a subordinate clause, we use a comma to separate it from the main clause.

Eg: **While she waited at the station,** *Radha realised that the train was late.*

Subordinating conjunctions, such as, *because, if, while, though*, relative pronouns (who, which, that) or relative adverbs (who, when, where) join the subordinate clause to the main clause.

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

3. Identify each of the underlined clauses as the main / subordinate clause.

- a) The boy had a bath and ran to attend his Chess class.
 - a. Main clause, main clause
 - b. Main clause, subordinate clause
- b) The Chess class will not take place if Mr. Smith doesn't arrive by 5pm.
 - a. Main clause, main clause
 - b. Main clause, subordinate clause
- c) Sachin Tendulkar hit a double century in the match last week.
 - a. Main clause
 - b. Subordinate clause
- d) Organic pulses are good because they are not only healthy but take less time to cook.
 - a. Main clause, main clause
 - b. Main clause, subordinate clause
- e) The use of carbon-based fuels increases greenhouse gases in the atmosphere and causes global warming.
 - a. Main clause, main clause
 - b. Main clause, subordinate clause
- f) I didn't enjoy reading the book; I didn't understand the story very well.
 - a. Main clause, main clause
 - b. Main clause, subordinate clause
- g) Mahesh Bhupati and Leander Paes together form an effective Tennis duo.
 - a. Main clause

- b. Subordinate clause
- h) As we ascend to higher altitudes, air pressure and oxygen concentration decreases.
- a. Subordinate clause, main clause
b. Main clause, subordinate clause
- i) The shrine at Tirupati is the most powerful in India.
- a. Main clause
b. Subordinate clause
- j) If you mix salt in water, the freezing point reduces.
- a. Main clause, subordinate clause
b. Subordinate clause, main clause
- k) The instructor might seem very strict at first, but you'll learn the dance quite easily, because of his style of teaching.
- a. Main clause, main clause
b. Main clause, subordinate clause

INTEGRATED GRAMMAR EXERCISES

Learning Outcomes:

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

- identify errors in language.
- apply their understanding of various grammar concepts to edit the given text.
- appreciate the significance of accuracy in expression, both oral and written.

1. The following passage has not been edited. There is one error in each line, which has been underlined. Choose the correct option to replace the underlined part.

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

- | | |
|-----------|----------|
| a. was | b. had |
| a. across | b. along |
| a. upon | b. at |
| a. inside | b. into |

Thales' knee was badly injured.

a. Thales's b. Thale's

The old woman caught him

a. An b. Then

in the arm and pulled him out. Then she said

a. by b. around

to Thales, "you must be a liar.

a. You b. He

You say you no a lot

a. knew b. know

of heavenly bodies . How can that

a. on b. about

be true? You cant even see what lies

a. can't b. won't

on your feet."

a. by b. at

2. The following passage has not been edited. There is one error in each line, which has been underlined. Choose the correct option to replace the underlined part.

Our family is one of the kind. On the one hand, we

a. our b. a

all share a sweet teeth, on the other hand

a. tooth b. No error

we have to face their consequences. We can smell a

a. our b. its

Gajarhalwa or a chocolate fudge since miles away. I wish I

a. from b. for

could dismiss the extra tears of fat as a hereditary quality.

a. tiers b. tyres

A trip to the gym and the subsequent weighing at the

a. above b. on

machine shocks me. So as the year drew to the close,

a. a b. its

for me it was time for reflect over several cakes

a. to b. from

and desserts whom I had eaten the past year.

a. whose b. which

3. Unscramble the following and choose the correct option:

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

i. Babur came to power in the kingdom of Kabul in Afghanistan.

ii. Babur came in Afghanistan to power in the kingdom of Kabul.

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

i. He invaded the Sultan of Delhi India in 1526 and defeated.

ii. He invaded India and defeated the Sultan of Delhi in 1526.

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

i. The Mughal empire as Babur's empire came to be known.

ii. The Mughal empire came to be known as Babur's empire.

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

i. Humayun, his son, could not keep the empire together.

ii. Humayun could not keep his son, the empire together.

Section D (Literature)

The Boy Who Broke the Bank

- **Ruskin Bond**

Learning Outcomes:

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

- read the text with clarity and understanding
- Understand and respond orally to the text-based questions and ideas during class discussions
- Understand the interdisciplinary themes of the text such as the role of gossip and rumours in controlling human behaviour
- Cultivate values such as rational and critical thinking with regard to a piece of information placed before us and differentiating between reacting and responding.
- Connect the lesson with their own experiences in society
- Organise the value points for text based questions and express them clearly in writing

Ruskin Bond's story is set in a small town where Nathu works as the sweeper-boy in a local bank owned by wealthy man, Seth Govind Ram. Nathu has not been paid by his employers for almost two months. He shares his disappointment and frustration with his friend Sitaram, who delivered washed clothes from house to house. During one such visit, Sitaram shares Nathu's predicament with Mrs Prakash, hoping that she would have a job for Nathu. He mentions that Nathu's current employers have not been paying him and hence, he wishes to leave soon.

This ordinary piece of information changes form as it is passed on from one person to another. Mrs. Prakash shares it with her friend Mrs. Bhushan who goes on to share it with her husband. New details are added to the original piece of information. From being a bank that had not paid one of his employees, Seth Govind Ram's Bank was soon deemed to have gone bankrupt. Such is the power of gossip and rumour, that the panic-stricken people believed that the bank was about to collapse. The disgruntled customers reached the bank to

withdraw all their money. The fact that Seth Govind Ram was in Kashmir on vacation further added to their suspicion and insecurity. The people were convinced that he had escaped before the customers could confront him, thus, proving his guilt.

Towards the end, we get to know that the clerk responsible for the payment of the employees was on sick leave, which has led to the delays. The bank employees, however, could not placate the anxious customers. Among the crowd were the mischief makers who fanned the insecurities of the people, provoking them to resort to aggression and violence.

In the end, in an ironic turn of events, Sitaram tells Nathu that the bank had gone bankrupt. This leaves Nathu wondering who or what could have been the cause of this.

The story is a lesson in the perils of spreading unverified information. It urges the readers to probe what they observe through their senses and analyse it rationally. It teaches the readers to differentiate between a reaction and a response and encourages them to choose the latter over the former.

Reference to Context:

"If they can't pay the sweeper, they must be in a bad way. None of the others can be getting paid either."

- a. Identify the speaker of the above lines. Who is he/she speaking to?
 - i. Mrs Prakash is speaking to Mrs Bhushan.
 - ii. Mrs Bhushan is speaking to Mrs Prakash.
 - iii. Mrs Prakash is speaking to Sitaram.
- b. How did the speaker get to know about the sweeper-boy?
 - i. The speaker got to know about the sweeper boy from Sitaram.
 - ii. The speaker got to know about the sweeper boy from Mrs Prakash.
 - iii. The speaker got to know about the sweeper boy from Mrs Bhushan.
- c. Discuss the details that the speaker has added to the original piece of information. What does this lead to?

- i. The speaker assumes that the bank isn't paying any of the employees and has gone bankrupt. This leads to total pandemonium and a riot-like situation in the town.
- ii. The speaker assumes that the bank isn't paying any of the employees and has gone bankrupt. People capture Seth Govind Ram as a result of it.
- iii. The speaker assumes that the bank has closed as a result of its inability to pay its employees. It leads to utter chaos.

The Seth had fled the state, said one. He had fled the country, said another. Others insisted that he was hiding somewhere in town.

- a. Can you name the people who said the above lines?
 - i. The bank employees
 - ii. The townsfolk
 - iii. The sweeper and his friends
- b. Why did 'these people' think that the Seth had escaped?
 - i. The Seth was not at home.
 - ii. The Seth had been sighted leaving town secretly.
 - iii. The Seth had not answered any calls for a long time.
- c. Had the Seth really 'fled'?
 - i. Yes, he had really fled.
 - ii. No, he was holidaying in Kashmir.
- d. What do the above lines reveal about their speakers?
 - i. They are empathetic.
 - ii. They are patient.
 - iii. They have a tendency of panicking and spreading rumours.

Answer the following questions in 50-60 words:

- 1. Why did Sitaram recommend Nathu's name to Mrs. Prakash?

2. State two examples to show how the town was plunged into chaos and panic.
3. Why has 'the news' been compared to a forest fire?
4. How did the bank employees handle the angry customers?

Sample answer: The clerk reassured the people that their money was safe and bank is not about to go bankrupt. He said that the clerks had received their salaries and that some of payments were still due as one of the clerks was on leave. They were harassed by the people and had to ultimately shut down their counter.

5. How did the mischief-makers benefit from the situation?
6. Why was Nathu upset when he came to work the next morning?
7. "I wonder how it could have happened..." discuss the significance of the line.
8. Is the title of the story relevant? Justify.
9. Is Ruskin Bond trying to teach us something through this story? Discuss.

Hope is the Thing with Feathers

- Emily Dickinson

Learning Outcomes:

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

- Understand Dickinson's use of extended metaphor to highlight the main theme along with other poetic devices
- Read the layers of meaning hidden between the lines and appreciate poetry
- Understand the theme of courage, hope and determination as described in the poem
- To discuss these ideas orally and in written with the help of appropriate vocabulary

Written in 1862, this poem is an extended metaphor that compares hope to a bird with wings and feathers. It perches in our heart and sees us through all difficulties. Hope never deserts us invariable of our circumstances.

Like a bird soars in the sky due the strength of its feathered wings, hope also fills us with zeal and the desire to face the challenge and patiently wait for them to go away. Hope imparts strength and a sense of balance just like the wings add to the bird's strength. Hope sings a beautiful tune which has no words. Words force us to apply reason and may or may

not be understood by all the same way. Thus, Hope's wordless tune uplifts the spirits of all those who listen to it and it goes on forever.

Gale represents the difficult things that life throws at us. Hope's song sounds the sweetest when we face hardship. The worst form of storm or crisis would not be able to deter or scare away this bird of Hope. Hope is not embarrassed by such travails. It continues to shield the heart and soul from the chilling circumstances outside.

When the going gets tough, Hope gets us going. Its resounding tune can be heard through the strangest sea (the most unexpected situations). Yet, it expects nothing in return. it gives us strength but demands nothing from us.

And sore must be the storm

That could abash the little Bird

That kept so many warm

- a. Name the poem and the poet.
 - i. Hope is the Thing With Feathers by Emily Jenson.
 - ii. Hope is the Thing With Feathers by Emily Dickinson.
 - iii. Hope is the Thing With Feathers by Emilee Dickinson.
- b. What does storm symbolise in these lines?
 - i. It symbolises the bird's determination to serve us.
 - ii. It symbolizes the storm that shakes up the bird.
 - iii. It symbolizes the difficulties and challenges one faces in life.
- c. Describe the impact of the storm on the little bird.
 - i. The storm successfully embarrasses the bird.
 - ii. The bird remains undefeated despite the storm.
 - iii. The storm forces the bird to fly away in search of another nest.
- d. Explain the last line of the extract.
 - i. Hope provides us with comfort and security, keeping fear and anxiety away.
 - ii. Hope instills a sense of fear and anxiety in us, making it hard to stay confident.

iii. Hope provides warmth in the cold, harsh weather.

Answer the following questions in 50-60 words:

1. Explain the central metaphor used in this poem.
2. Why did the poet use a bird to represent hope?
3. Why has Hope's song been described as endless?
4. How does the poet show that Hope gives but doesn't demand?

Month: November

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- develop their ability to build a vocabulary and infer meaning of new words from the context
- make inferences based on the information given in the text.

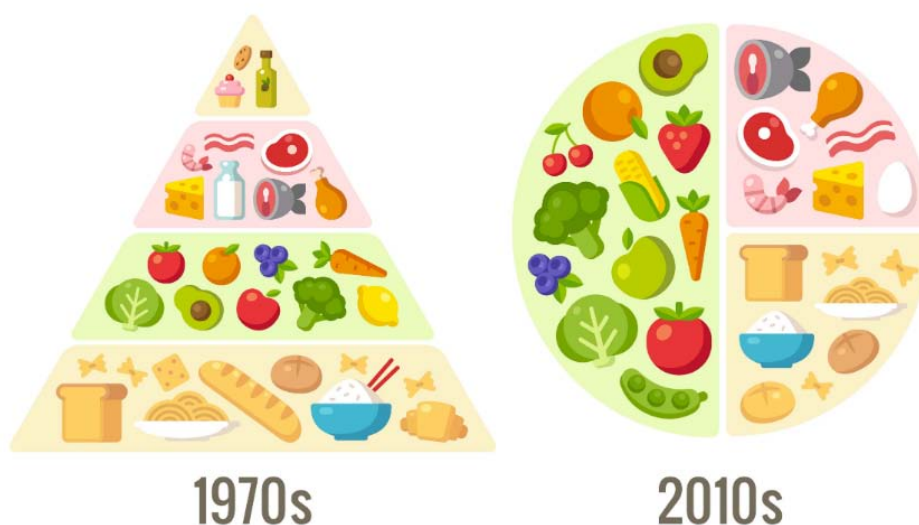
1. Read the given passage and answer the questions that follow:

A steady diet of pizza and cheeseburgers can lead to more than just a few extra pounds: poor eating is also associated with lower grades, susceptibility to illness, and increased fatigue. Other side effects include a higher risk of depression, anxiety, irritability, difficulty concentrating, menstrual problems, and sleep disturbances.

Nutrition may be less confusing when reduced to its fundamental building blocks. Foods can be broken into five distinct food groups, each serving a distinct purpose. Understanding how these food groups affect your body can help you determine what and how much you should eat.

Most Americans are familiar with the basic food groups: grains, fruits, vegetables, protein, dairy, and fats. The iconic food pyramid created by the US Department of Agriculture in 1992 became a symbol of balanced eating, and was ubiquitous in cafeterias and elementary school curriculums for more than 20 years.

In 2014, the US Department of Health scrapped the food pyramid and introduced a new image, called My Plate. Unlike the pyramid, My Plate only shows suggested proportions for the five basic food groups, rather than the number of servings recommended. The updated chart isn't cluttered with images of the food types themselves and My Plate is more transparent than the original pyramid.



In 1992, the USDA recommended that the average adult consume approximately 2,000 calories per day. This included 6-11 servings of grains like rice, pasta, bread, and cereal, along with 3-5 servings of vegetables. In light of new research into American nutrition and lifestyle patterns, the USDA now recommends that not only should we all be eating more fruits and vegetables and less bread, but that many of us don't actually need 2,000 calories every day.

Calorie and portion size requirements actually vary widely between people of different genders, ages, and activity levels. The difference in how much people should eat is surprisingly wide: among 19-30 year-olds, for example, the recommended daily intake between men and women differs by nearly 20%.

1. The knowledge of which of the following is required in order to manage stress? Put a tick against the most appropriate option, based on your understanding of the above passage.

- a. Nutrition
- b. Nervous System
- c. Adventure Sports

2. Which of the following was the first to take an initiative to spread awareness about the importance of balanced diet?

- a. US Department of Health
- b. US Department of Agriculture

3. Look at the diagram given above. What has been illustrated to consumers through My Plate?

- a. Fruits and vegetables should make up roughly half of our diet.
- b. Dividing the diet into five parts is a waste of one's effort.
- c. The numbers of servings taken during a day should be limited.

4. Read this statement and choose the correct option: Mr Khanna and his son should consume equal calories since their gender is the same.

- a. True
- b. False

5. Find a word from the passage which means the same as 'seeming to be everywhere'.

- a. cluttered
- b. fundamental
- c. ubiquitous

6. Find a word from the passage which is the antonym of 'ambiguous'.

- a. transparent
- b. recommended
- c. susceptibility

7. Choose the most appropriate title for this passage.

- a. Pyramid Vs Plate
- b. Healthy Nutrition Redefined
- c. American Policies on Nutrition

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

It's Shoe Time Folks!

My friend, Streak, who stays in the US, recently came to India. After spending a month visiting different parts of our country, he came to see me. Late one evening, when my family huddled around him to know his views on India, he remarked, "Hey, there's something very interesting about your country. You have cobblers everywhere whether it is a posh market in a metro or a small town, and all of them find space under the shade of some tree or by the wayside and are busy mending shoes."

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

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

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

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

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

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

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

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

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

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

- a. Streak only remarked that he saw cobblers everywhere.
- b. Streak wasn't impressed by the beauty of India.
- c. Streak mentioned that he didn't find footwear of good quality anywhere.

2. The expression, 'in a tizzy' means:

- a. upset b. annoyed c. amused d. confused

3. Why was the narrator unable to respond when Streak asked why good quality shoes were

not manufactured in India?

- a. He had no knowledge about the Indian shoe industry.
- b. He was not prepared for such a discussion.
- c. He was offended by Streak's question.

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

- a. Being a manufacturer and exporter of shoes, he seemed fit to answer the question.

- b. He had incredibly impressive debating skills.
- c. He had been in similar situations before.

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

- a. The Indian customers
- b. The American customers
- c. Streak and his family

6. Why was the neighbour offended?

- a. The neighbour was offended because Streak was quite impolite.
- b. The neighbour was offended because Streak had stated that Indian shoe manufacturers were unfair to their countrymen.
- c. The neighbour was offended because the narrator was quiet despite Streak's accusations.

7. Which of the following shows that the neighbour is being sensitive to the reality of his countrymen?

- a. "We produce two types of products, one for the export market and the other for domestic consumers."
- b. "Today I understand why Indians have to leave their shores to be world-class citizens."
- c. "Here we have millions of cobblers who earn their livelihoods by mending the shoes we make."

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

a. insult

- i. hamstrung
- ii. affront
- iii. barb

b. uncomfortable

- i. discomfiting
- ii. indispensable
- iii. controversy

Section B (Writing)

Factual Description and Process Writing

Learning Outcomes:

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

- appropriately use descriptive vocabulary.
- sequence their ideas logically.
- use cohesive devices to write lucidly.
- write steps to complete a task in the correct sequence.
- use appropriate time linkers to connect ideas.
- use the passive voice in context.

How to write factual descriptions

Factual description of a process or an event requires a step by step account of an activity, experiment, procedure.

The ideas should be systematically presented with important points coming first followed by not-so-important points. Heading is an essential part of it and should be short and crisp.

Make a note of tenses used in your description as most often this is the place where students find greater difficulty in.

Language

The language used should be semi-formal in nature. Try to be simple, attractive and appealing. Also try not to show your linguistic ability. You should make your factual description in such a way that it shows your attention to detail and observatory skills.

Content

When did the event occur, venue of the event

Sequence of programme

Information about participants/chief guests/judges

Kind of organization, people responsible for programme/arrangements

Results, if describing a contest

Value points

PERSON based

Physical attributes

Intellectual and emotional qualities

Others' perception about him/her

Any other relevant trait of him/her by use of an incident

PLACE based

Location

Dimensions

Special features about the place

OBJECT based

Physical description (colour, design, material used, etc)

Utility value

Special features about the object

Format

Start writing factual descriptions by writing the TITLE.

First paragraph – Introduction

Second paragraph – Describe the content

Third paragraph – Additional information

Fourth paragraph - Conclusion

Word limit - 120 - 150 words

Example

HOW TO WRITE THE FACTUAL DESCRIPTION OF A PERSON?

In *The Prince and the Pauper*, Mark Twain **paints a word picture of King Henry VIII** using descriptive language:

Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

And in [The Bronze Bow](#), Elizabeth George Speare **describes a young Roman soldier**:

When he straightened again, the Roman was pulling off his helmet, revealing crisp fair hair. He wiped the back of his hand across his wet forehead where the metal had left an uncomfortable-looking crease. With a shock, Daniel saw that he was very young... The beardless cheeks and chin scarcely needed a razor. His skin was white, mottled and peeling from exposure to the sun, so that he could not have seen service long under the Galilean skies. The eyes that stared back at Daniel were a clear bright blue. He looked as though he might be about to speak.

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

How to Describe a Person

The following word lists 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 color 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, weatherbeaten, 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

Sample Descriptions from literary works

Hitchhiker's Guide to the Galaxy by Douglas Adams (page 11):

"He was not conspicuously tall, his features were striking but not conspicuously handsome. His hair was wiry and gingerish and brushed backward from the temples. His skin seemed

to be pulled backward from the nose. There was something very slightly odd about him, but it was difficult to say what it was. Perhaps it was that his eyes didn't seem to blink often enough and when you talked to him for any length of time your eyes began involuntarily to water on his behalf. Perhaps it was that he smiled slightly too broadly and gave people the unnerving impression that he was about to go for their neck." This description of Ford Prefect is sparky and full of action, you can practically see him smiling unblinkingly at you.

Lord of the Rings: The Fellowship of the Ring by J.R.R. Tolkien (page 274):

"The face of Elrond was ageless, neither old nor young, though in it was written the memory of many things both glad and sorrowful. His hair was dark as the shadows of twilight, and upon it was set a circlet of silver; his eyes were grey as a clear evening, and in them was a light like the light of stars." You can almost feel night gathering as you read that passage, from the gray of evening to the appearance of the night sky, and the overall impression is one of great age despite the claim of agelessness.

The following is an example of an object based factual description:

WASHING MACHINE

A washing machine is a convenient appliance that is used for washing clothes. The automatic washing machine has a central drum that is used for holding the clothes. There is a dispensing tray, where the detergent and additives can be put in. The control panel has knobs which control the temperature and allow users to select different modes of operation. The drum also helps to dry clothes by spinning like a centrifuge machine.

A washing machine is usually made of metal parts but some of them are reinforced plastic. They may be front opening or top loading.

Model factual description of place

1) The Laundry Room

The windows at either end of the laundry room were open, but no breeze washed through to carry off the stale odors of fabric softener, detergent, and bleach. In the small ponds of soapy water that stained the concrete floor were stray balls of multicolored lint and fuzz. Along the left wall of the room stood ten rasping dryers, their round windows offering glimpses of jumping socks, underwear, and fatigues. Down the center of the room were a dozen washing machines, set back to back in two rows. Some were chugging like steamboats; others were whining and whistling and dribbling suds

Two stood forlorn and empty, their lids flung open, with crudely drawn signs that said "Broke!" A long shelf partially covered in blue paper ran the length of the wall, interrupted only by a locked door. Alone, at the far end of the shelf, sat one empty laundry basket and an open box of Tide. Above the shelf at the other end was a small bulletin board decorated with yellowed business cards and torn slips of paper: scrawled requests for rides, reward offers for lost dogs, and phone numbers without names or explanations.

On and on the machines hummed and wheezed, gurgled and gushed, washed, rinsed, and spun.

2) Mabel's Lunch stood along one wall of a wide room, once a pool hall, with the empty cue racks along the back side. Beneath the racks were wire-back chairs, one of them piled with magazines, and between every third or fourth chair a brass spittoon. Near the center of the room, revolving slowly as if the idle air was water, a large propeller fan suspended from the pressed tin ceiling. It made a humming sound, like a telephone pole, or an idle, throbbing locomotive, and although the switch cord vibrated it was cluttered with flies.

At the back of the room, on the lunch side, an oblong square was cut in the wall and a large woman with a soft, round face peered through at us. After wiping her hands, she placed her heavy arms, as if they tired her, on the shelf.

Adapted from a paragraph in The World in the Attic, by Wright Morris (Scribner's, 1949).

3) The Subway Station

Standing in the subway station, I began to appreciate the place--almost to enjoy it. First of all, I looked at the lighting: a row of meager light bulbs, unscreened, yellow, and coated with

filth, stretched toward the black mouth of the tunnel, as though it were a bolt hole in an abandoned coal mine. Then I lingered, with zest, on the walls and ceilings: lavatory tiles which had been white about fifty years ago, and were now encrusted with soot, coated with the remains of a dirty liquid which might be either atmospheric humidity mingled with smog or the result of a perfunctory attempt to clean them with cold water; and, above them, gloomy vaulting from which dingy paint was peeling off like scabs from an old wound, sick black paint leaving a leprous white undersurface. Beneath my feet, the floor a nauseating dark brown with black stains upon it which might be stale oil or dry chewing gum or some worse defilement: it looked like the hallway of a condemned slum building. Then my eye traveled to the tracks, where two lines of glittering steel--the only positively clean objects in the whole place--ran out of darkness into darkness above an unspeakable mass of congealed oil, puddles of dubious liquid, and a mishmash of old cigarette packets, mutilated and filthy newspapers, and the debris that filtered down from the street above through a barred grating in the roof.

Adapted from a paragraph in Talents and Geniuses, by Gilbert Highet (Oxford University Press, 1957).

4) The Kitchen

by Alfred Kazin

The kitchen held our lives together. My mother worked in it all day long, we ate in it almost all meals except the Passover seder, I did my homework and first writing at the kitchen table, and in winter I often had a bed made up for me on three kitchen chairs near the stove. On the wall just over the table hung a long horizontal mirror that sloped to a ship's prow at each end and was lined in cherry wood. It took up the whole wall, and drew every object in the kitchen to itself. The walls were a fiercely stippled whitewash, so often rewhitened by my father in slack seasons that the paint looked as if it had been squeezed and cracked into the walls. A large electric bulb hung down the center of the kitchen at the end of a chain that had been hooked into the ceiling; the old gas ring and key still jutted out of the wall like antlers. In the corner next to the toilet was the sink at which we washed, and the square tub in which my mother did our clothes. Above it, tacked to the shelf on which were pleasantly ranged square, blue-bordered white sugar and spice jars, hung calendars from the Public National Bank on Pitkin Avenue and the Minsker Progressive Branch of the Workmen's Circle;

receipts for the payment of insurance premiums, and household bills on a spindle; two little boxes engraved with Hebrew letters. One of these was for the poor, the other to buy back the Land of Israel. Each spring a bearded little man would suddenly appear in our kitchen, salute us with a hurried Hebrew blessing, empty the boxes (sometimes with a sidelong look of disdain if they were not full), hurriedly bless us again for remembering our less fortunate Jewish brothers and sisters, and so take his departure until the next spring, after vainly trying to persuade my mother to take still another box. We did occasionally remember to drop coins in the boxes, but this was usually only on the dreaded morning of "midterms" and final examinations, because my mother thought it would bring me luck.

Adapted from a paragraph in A Walker in the City, by Alfred Kazin (Harvest, 1969)

Process writing:

A process is a series of actions, and step by step description of actions. We often use the passive voice in describing processes so that the emphasis is on the actions and not on the people who perform them.

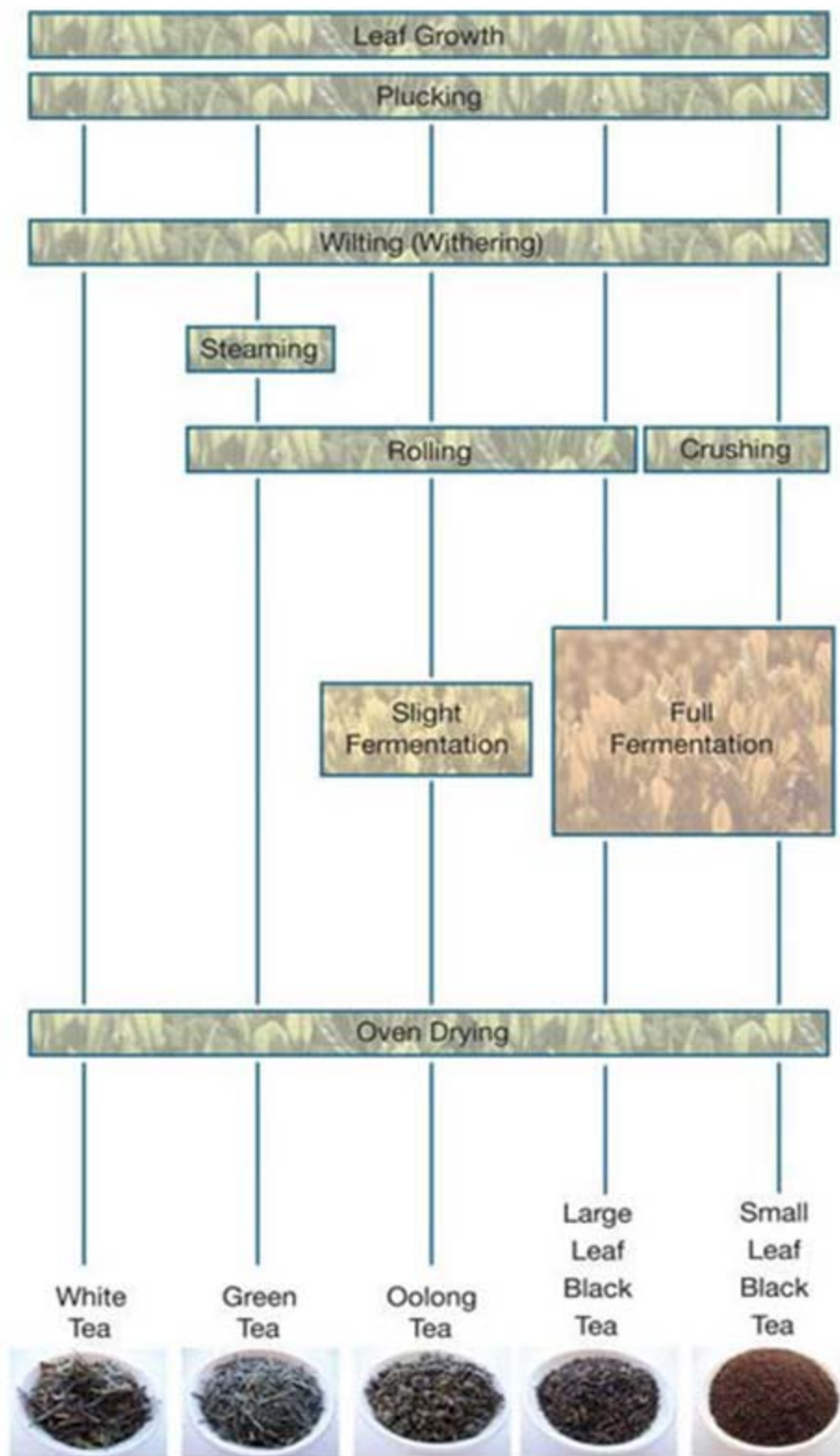
In this **process writing sample**, the manufacturing of tea is described.

A process diagram is different to a graph or chart and requires some different language structures (though you still need to compare and contrast the various stages in the process where possible).

Particular language structures that you need to be aware of are the **passive** and **time phrases**.

Now, take a look at this question and the tea process below, and then study the model answer below.

Process - Tea Production



Process writing sample answer

The diagram presents the manufacture of five different types of tea. It is immediately apparent that although all the teas are produced from the same leaf, the differences in the manufacturing process result in five different types of tea.

The first three stages of manufacture are the same for all of the five teas. The leaves are grown, they are then plucked, and following this withering of the leaves occurs. The final stage is also the same, which sees all the leaves dried in an oven. However, in the stages in between this, differing methods of production are employed.

To begin, white tea is unique as it involves no other processing. In contrast, green, oolong and large leaf black tea are all rolled as part of the process. However, while green tea is steamed before being rolled but is not fermented, the other two teas are first rolled and then both fermented (oolong only slightly but large leaf black completely). Finally, small leaf black tea is neither steamed nor rolled, but is crushed before being fully fermented.

This process writing sample is a well-organized response that covers all the important features of the diagram.

It is easy to follow as it discusses each tea in turn, but not only this, it also groups similar processes together and identifies the differences.

For example:

Similarities:

The first three stages of manufacture are the same for all of the five teas.

...green, oolong and large leaf black tea are all rolled as part of the process.

Differences:

...white tea is unique as it involves no other processing.

However, while green tea is steamed before being rolled but is not fermented, the other two teas are first rolled and then both fermented.

In the above sample the first three stages and the last one form one paragraph as they are exactly the same for every tea.

This may seem odd to mention the stages in this order, and it is likely that when you describe a process you will discuss each stage in turn, but for this particular process it works well as the candidate can then focus on the differences.

The appropriate voice is also used in the description, which is the **passive**.

When we write about a process, we are interested in the actions, NOT who is doing them. In this case we use the passive voice. Here are some examples of the passive voice from this writing sample process:

...the teas are produced from the same leaf

The leaves are grown, they are then plucked

...differing methods of production are employed

It may not always be possible, but if you can you should also try to use **synonyms** for some of the words from the diagram rather than copying them all.

For example, 'completely' fermented is used instead of 'fully'.

Make sure you also make use of a mix of '**time**' **transitions** to guide the reader through the description:

...they are then plucked, and following this withering of the leaves occurs.

...the other two teas are first rolled and then both fermented

Noun Clauses:

It is immediately apparent that although all the teas are produced from the same leaf...

Relative Clauses:

The final stage is also the same, which sees all the leaves dried in an oven.

Adverbial Clauses:

...although all the teas are produced from the same leaf

...white tea is unique as it involves no other processing.

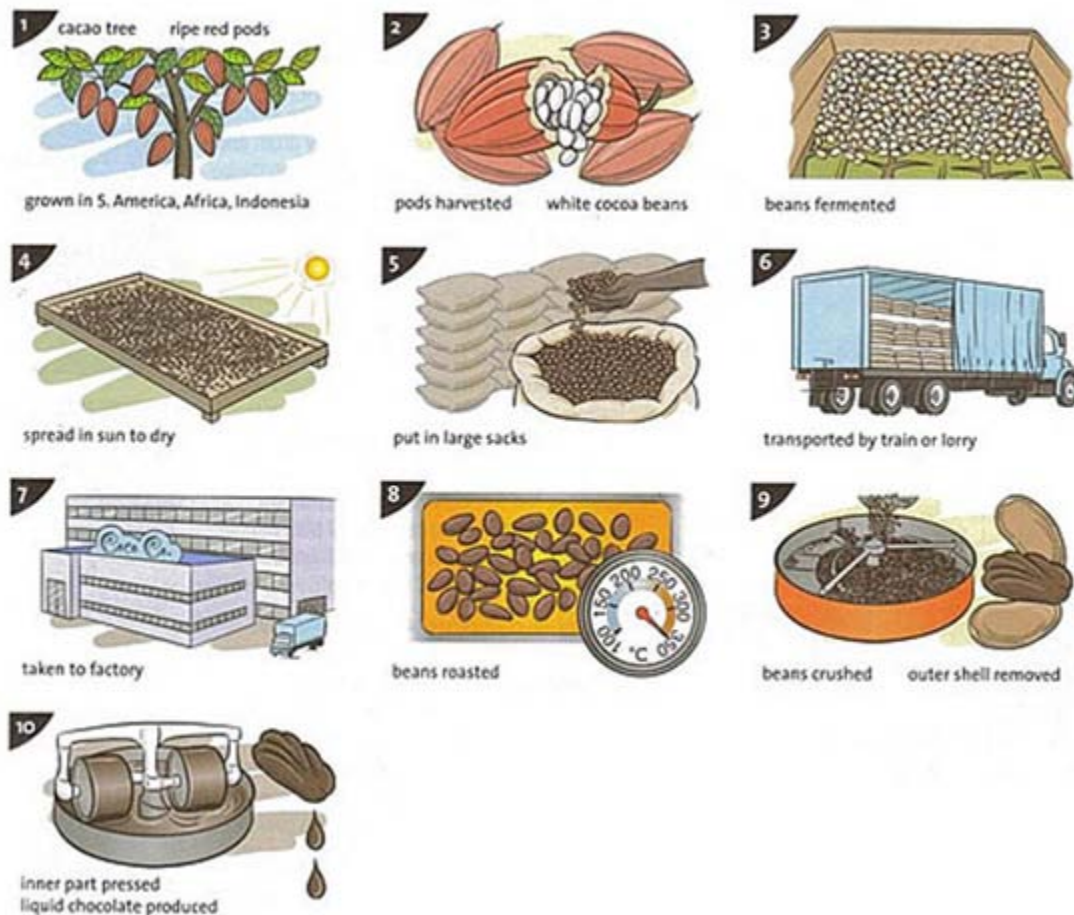
...while green tea is steamed before being rolled but is not fermented,

SAMPLE 2

The important things to remember when you write about a process are:

1. Use the passive
2. Use time connectors
3. Change the word forms of the vocabulary given in the process diagram

Process - Chocolate Production



Task 1 Process - Model Answer

The diagram explains the process for the making of chocolate. There are a total of ten stages in the process, beginning with the growing of the pods on the cacao trees and culminating in the production of the chocolate.

To begin, the cocoa comes from the cacao tree, which is grown in the South American and African continents and the country of Indonesia. Once the pods are ripe and red, they are harvested and the white cocoa beans are removed. Following a period of fermentation, they are then laid out on a large tray so they can dry under the sun. Next, they are placed into large sacks and delivered to the factory. They are then roasted at a temperature of 350 degrees, after which the beans are crushed and separated from their outer shell. In the final stage, this inner part that is left is pressed and the chocolate is produced.

(152 Words)

Exercises

1. Describe the process of covering a notebook with a brown paper.
2. Describe the process of booking a ticket for a movie or making a reservation for a room in a hotel online.
3. Describe the favourite part of your house in detail. Refer to the notes on factual description.
4. Describe one of your grandparents in detail. Refer to notes and samples given above.

Extension: Watch the making of Heinz Ketchup and write a process based writing.

<https://www.youtube.com/watch?v=nP84fiuKfws>

Section C (Grammar)

Kinds of Clauses

Learning Outcomes:

At the end of the lesson, learners will be able to:

- acknowledge noun clauses, relative clauses and adverb clauses as types of subordinate clauses.
- distinguish between defining and non-defining relative clauses.
- accurately use commas in non-defining relative clauses.
- identify kinds of adverb clauses.
- produce less ambiguous language, both oral and written.

There are three kinds of subordinate or dependent clauses:

1. The Noun Clause
2. The Adjective or Relative Clause
3. The Adverb Clause

The Noun Clause

A **noun clause** functions as a noun in a sentence. For example:

- a. *What I want for dinner* is a nutritious meal. (subject of the verb 'is' a nutritious meal.)
- b. The host told us *how he won the competition*. (direct object of the verb 'told' is how he won the competition)

Exercise 1

Q. Identify the noun clause in each of the sentences given below:

1. I often wonder where she is.
 - a. I often wonder
 - b. where she is

2. I admire how you handled the difficult situation.
 - a. I admire
 - b. how you handled the difficult situation

3. That she would behave so rudely was rather a shock.
 - a. That she would behave so rudely
 - b. was rather a shock

4. Passengers were told why the flight was delayed.
 - a. Passengers were told
 - b. why the flight was delayed

5. Whatever you choose will be fine.
 - a. Whatever you choose
 - b. will be fine

6. Everyone agreed that the price was reasonable.

- a. Everyone agreed
- b. that the price was reasonable

7. Who the new captain will be has not been announced.

- a. Who the new captain will be
- b. has not been announced

8. The solution was that Mary would leave early.

- a. The solution was
- b. that Mary would leave early

Expansion of Words and Phrases into Noun Clauses

- a. A word may be expanded into a noun clause.

Example: He admitted his mistake.

Noun Clause : He admitted that he made a mistake.

Here, the noun clause does the work of a noun as it is working as the object of the sentence.

- b. A phrase may be expanded into a noun clause.

Example :He seems to be a fool. (Phrase)

Noun Clause : It seems that he is a fool.

The noun clause does the work of a noun as it is working as the object of the sentence.

- c. More examples

- i. They know the cause of his success.

Noun Clause: They know why he succeeded.

- ii. We heard of his accident

Noun Clause: We heard that he had met with an accident.

Exercise 2

Q. Convert the following sentences into sentences having a main clause and a subordinate noun clause.

1. The government confessed its weaknesses.
 - a. The government confessed about its weaknesses.
 - b. The government confessed that it had a weakness.
 - c. The government confessed what its weaknesses were.
2. Tell me the truth.
 - a. Tell me the whole truth.
 - b. Tell me that it is the truth.
 - c. Tell me what the truth is.
3. Let us hope for better times.
 - a. Let us hope that we see better times.
 - b. Let us hope what better times lie ahead.
 - c. Let us hope about better times.
4. Tell me the date of your birth.
 - a. Tell me your date of birth.
 - b. Tell me what your date of birth is.
 - c. Tell me what is your date of birth.
5. He seems to have been a good boy.
 - a. It seems that he has been a good boy.
 - b. It seems that he is a good boy.
 - c. He seems to have always been good.

The Adjective or Relative Clause

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

Examples:

*A mole is an animal **that** lives underground.*

*Students **who** arrive late will not be allowed to enter.*

*This is an option **which** I've always rejected.*

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

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

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

Examples:

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

*She is someone **you could always rely on.** (*who you can always rely on*)*

*He is the man **I wanted you to meet.** (*who I wanted you to meet*)*

Relative Clauses = Better Sentences In English

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

* Yesterday I met a man. He works in the circus.

* I bought a cell phone. It has internet access.

* There's the restaurant. I ate at that restaurant last night.

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

* Yesterday I met a man who works in the circus.

* I bought a cell phone that has internet access.

* There's the restaurant where I ate last night.

Defining And Non-Defining Relative Clauses

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

Defining relative clauses add ESSENTIAL information to the sentence.

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

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

* My brother, who lives in California, is an engineer.

If you remove "who lives in California," the sentence still has the same meaning:

* My brother is an engineer.

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

Example of a sentence with a DEFINING relative clause:

* That's the student who failed English class three times.

If you remove "who failed English class three times," the sentence is incomplete:

* That's the student.

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

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

Exercises:

1. Combine each of the pairs of sentences with relative clauses and choose the correct option.

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

- a. A monk is a man who has devoted his life to God.
- b. A monk has devoted his life to God, who is a man.

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

- a. I have one black cat, which is Blacky.
- b. I have one black cat whose name is Blacky.

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

- a. The animal feeds upon vegetation is a herbivore.
- b. A herbivore is an animal that feeds upon vegetation.

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

- a. Carol, who is only 9 years old, plays the piano brilliantly.
- b. Carol who is only 9 years old plays the piano brilliantly.

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

- a. Sydney is not the capital of Australia, which is the largest Australian city.
- b. Sydney, which is the largest Australian city, is not the capital of Australia.

2. Combine the sentences with relative clauses. Choose the correct options.

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

- a. The book that we ordered was very expensive.
- b. The book which was very expensive is what we ordered.

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

- a. The bench that you are sitting on still has wet paint.
- b. The paint on the bench which you are sitting on is still wet.

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

- a. The photographer could not develop the pictures, that I had taken in Australia.
- b. The photographer could not develop the pictures that I had taken in Australia.

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

- a. One of the bins which you haven't emptied for 3 weeks smells awful.
- b. One of the bins whom you haven't emptied for 3 weeks smells awful.

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

- a. They are singing a song that song which I don't know.
- b. I don't know the song that they are singing.

3. Each of the following pairs of sentences has been joined using relative pronouns. Put a tick against the option which uses the commas correctly.

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

- a. The city that is usually crowded with people seems to be abandoned.
- b. The city, that is usually crowded with people, seems to be abandoned.

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

- a. We cannot accept the offer, which you made.
- b. We cannot accept the offer which you made.

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

- a. A woman, who assists other women in childbirth, is a midwife.
- b. A woman who assists other women in childbirth is a midwife.

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

- a. The police arrested three youngsters who had committed criminal offences.
- b. The police arrested three youngsters, who had committed criminal offences.

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

a. Tim Berners-Lee invented the World Wide Web, which has become an essential part of our lives.

b. Tim Berners-Lee invented the World Wide Web which has become an essential part of our lives.

4. Choose the option with the correct relative pronoun.

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

i. The girl which was injured in the accident is now in the hospital.

ii. The girl who was injured in the accident is now in the hospital.

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

i. The man who answered the phone told me you were away.

ii. The man whom answered the phone told me you were away.

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

i. The waitress who served us was very polite and patient.

ii. The waitress whose served us was very polite and patient.

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

i. The building who was destroyed in fire has now been rebuilt.

ii. The building that was destroyed in fire has now been rebuilt.

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

i. Some people whom were arrested have now been released.

ii. Some people who were arrested have now been released.

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

i. The bus that goes to the airport runs every half hour.

ii. The bus who goes to the airport runs every half hour.

5. Fill in the blanks with the most appropriate options.

a) Richa, _____ is tall, is my friend.

- i. who
- ii. whom
- iii. that

b) We went to watch the movie "Chak De India", _____ we enjoyed very much.

- i. who
- ii. whom
- iii. that

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

- i. whom
- ii. which
- iii. that

d) Gordston, _____ my son studies, is the most popular school in Scotland.

- i. which
- ii. whose
- iii. where

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

- i. whose
- ii. whom
- iii. which

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

- i. who
- ii. whom
- iii. that

The Adverb Clause

Adverb clauses are clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the other clause.

Subordinating conjunctions can be arranged according to the purpose of the clause they begin. Here are some examples of subordinating conjunctions:

- * Time: after, when, until, soon, before, once, while, as soon as, whenever, by the time
- * Condition: if, whether or not, provided, in case, unless, even if, in the event
- * Cause and effect: because, as, since, so, in order that, now that, inasmuch as
- * Contrast: though, although, while, whereas, even though

Most of the time, an adverb clause will be separated from the other clause with a comma. Here are a few examples of sentences with and without commas:

- * Whether you like it or not, you have to go. (The adverb clause “Whether you like it or not” puts a condition on the action.)
- * She enjoyed the party more than he did. (The adverb clause 'than he did' modifies the adverb “more”.)

Functions of Adverbs

Since adverb clauses function as adverbs, let’s look at the functions of adverbs.

- * Adverbs modify verbs, adjectives, and other adverbs.
- * They tell why, when, where, how, how much, and how often an action occurs.
- * They can begin a sentence that is a question, and give more information.

Examples of Adverb Clauses

Adverb clauses can modify by telling the place, time, cause, and purpose of an action. They can also show concession and condition. Basically they answer the questions: Where?, when?, why?, and under what conditions? Here are some examples with the adverb clause underlined:

- * Place: Wherever there is music, people will often dance. If you know where they live, you can drop in for a visit.
- * Time: After the chores are done, we will eat ice cream. When the clock strikes midnight, she has to leave.

* Cause: She passed the course because she worked hard. Since he has long hair, he wears a ponytail.

Exercise 1

Q. Identify the adverb clauses in the following sentences:

1. While you were out, someone called.
 - a. While you were out
 - b. someone called
2. Before he came, he called.
 - a. Before he came
 - b. he called
3. As soon as you are finished, call me.
 - a. As soon as you are finished
 - b. call me
4. I ordered two pizzas as we were all hungry.
 - a. I ordered two pizzas
 - b. as we were all hungry
5. I failed because I didn't study.
 - a. I failed
 - b. because I didn't study
6. I fixed it so that anybody could use it.
 - a. I fixed it
 - b. so that anybody could use it
7. This card is accepted wherever you go.
 - a. This card is accepted
 - b. wherever you go
8. She talked as if she were a princess.
 - a. She talked
 - b. as if she were a princess
9. He swam as if he were a fish in the sea.
 - a. He swam
 - b. as if he were a fish in the sea

10. While I was fishing last year, I caught a fish.
a. While I was fishing last year
b. I caught a fish
11. The family left irritated that the bears had stolen their food.
a. The family left irritated
b. that the bears had stolen their food
12. She stared at the sky looking for signs of life among the stars.
a. She stared at the sky
b. looking for signs of life among the stars

Exercise 2

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

1. The women took notes _____.
a. while they were being taught to cook
b. steadily
c. noisily
d. for their children
2. We will go to the game _____.
a. Friday
b. even if it rains
c. Saturday
d. sometime
3. You can put the package _____.
a. outside
b. inside
c. wherever you like
d. somewhere
4. _____, you will not be punished.
a. Since you have apologized
b. We decided
c. He told me
d. You are lucky
5. She was so tired _____.

- a. she left
- b. she cried
- c. today
- d. that she could not stand

Types of Adverbial Clauses:

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

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

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

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

For Example: *Put it wherever you like.*

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

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

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

For Example: *As it was raining, we decided not to go.*

Take an umbrella in case it rains.

Seeing that it's raining, you'll have to play indoors.

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

For Example: *Take an umbrella so that you don't get wet.*

My neighbour turned down the volume so that I could concentrate on what I was doing.

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

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

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

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

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

They are also sometimes called the **if- clauses**.

For Example:*I'll go if she invites me.
I won't come unless she invites me.
So long as you don't forget your lines, you'll be fine.*

Adverb Clauses List

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

Even when I'm sick...

When you have finished working...

Whenever you like...

Wherever we prefer...

Since I returned from vacation...

As she was not there...

Since you always do well...

Before entering high school...

After I return...

So that he would understand...

Exercise 3

Q. Complete the following sentences using the correct verbs:

- a) Watch me while I _____ this.
- a. do
- b. am doing
- c. did

- b) What will happen if the rainforests _____ all cut down?
 a. are
 b. were
 c. will be
- c) What would happen if the rainforests _____ all cut down?
 a. are
 b. were
 c. will be
- d) If you _____, you might have passed your exams.
 a. worked
 b. have worked
 c. had worked
- e) Even if I _____ a lot, I'll never be a great pianist.
 a. will practise
 b. practised
 c. practise
- f) Even if I _____ a lot, I'd never be a great pianist.
 a. had practised
 b. practise
 c. practised
- g) There was a phone call for you while you _____ out.
 a. were
 b. had been
 c. are

Exercise 4

Q, Fill in the blanks with the correct choice:

1. Unless you work hard, _____ be a good sportsman.
 a) would not b) will c) will not
2. If you have but moderate abilities, hard work _____ your deficiency.
 a) will supply b) would supply c) will have supplied
3. Unless you _____ the book, you will not enjoy the movie based on it.
 a) will have read b) read c) would read
4. Anita would have taken the test today, if she _____ fallen ill.

- a) had not b) was not c) would not have
5. If you do not return your library book on time, you _____ to pay a fine.
a) would have b) will have c) had
6. If only Arti _____ to her friend, she would not have been in this situation.
a) had listened b) listened c) have listened
7. If only you _____ hard, you would have done well.
a) worked b) work c) had worked
8. I cannot go unless my mother _____ me.
a) permitted b) permit c) permits

Exercise 5

Q. The adverb clause is underlined in each of the following sentences. Identify its kind.

1. Even if it rains, I will come.
a. Adverb clause of concession
b. Adverb clause of time
c. Adverb clause of result
d. Adverb clause of cause
2. When you have finished your work, you may go home.
a. Adverb clause of concession
b. Adverb clause of time
c. Adverb clause of result
d. Adverb clause of cause
3. You can put it wherever you like.
a. Adverb clause of manner
b. Adverb clause of purpose
c. Adverb clause of place
d. Adverb clause of cause
4. I did not buy that watch because it was expensive.
a. Adverb clause of manner
b. Adverb clause of reason
c. Adverb clause of place
d. Adverb clause of concession
5. You must go whether you hear from him or not.

- a. Adverb clause of condition
 - b. Adverb clause of reason
 - c. Adverb clause of purpose
 - d. Adverb clause of concession
6. He spoke in such a low voice that few people could hear him.
- a. Adverb clause of concession
 - b. Adverb clause of time
 - c. Adverb clause of result
 - d. Adverb clause of cause
7. Since you have apologized, we will take no further action against you.
- a. Adverb clause of concession
 - b. Adverb clause of time
 - c. Adverb clause of result
 - d. Adverb clause of cause
8. I have not been well since I returned from the hills.
- a. Adverb clause of concession
 - b. Adverb clause of time
 - c. Adverb clause of result
 - d. Adverb clause of cause
9. He was so weak that he could not stand.
- a. Adverb clause of time
 - b. Adverb clause of reason
 - c. Adverb clause of result
 - d. Adverb clause of concession
10. As he was not there, I spoke to his mother.
- a. Adverb clause of result
 - b. Adverb clause of reason
 - c. Adverb clause of cause
 - d. Adverb clause of concession

Integrated Grammar

Learning Outcomes:

At the end of the lesson, learners will be able to:

- identify errors in language.
- apply their understanding of various grammar concepts to edit the given text.
- appreciate the significance of accuracy in expression, both oral and written.

1. In the passage given below, one word has been omitted in each line. A '/' has been inserted in its place. Look at the given options and choose the correct answer.

There was once a boy / would never	a. which	b. who
devote any attention / his studies.	a. to	b. on
His parents sent / to school,	a. them	b. him
but he took / playing on the road	a. to	b. on
and did not care / the opinion	a. about	b. around
of even those friends / helped him	a. whom	b. who
in danger. In / end he found himself	a. the	b. its
all alone and / a job. He had no	a. without	b. with
option but to let himself employed / a servant.	a. like	b. as

Section D (Literature)

So What Are You, Anyway?

- Lawrence Hill

Learning Outcomes:

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

- comprehend the lesson and answer inferential and evaluative questions.
- appreciate interdisciplinary concepts, such as racism and its history.
- discuss values of kindness, empathy and equality.
- explain the role of the narrative voice used by the author.
- attempt a character analysis using evidence from the text.
- analyse the title and understand its implications.
- write well-structured answers to questions based on the lesson.

"So What Are You, Anyway?" is a short story that illustrates how racism and intolerance still exists in today's society. This is illustrated when Mr. and Ms. Norton pester a little girl on the plane with uncomfortable questions about her race. Carole being a child doesn't understand the concept of race or why it would matter to these complete strangers. They continue to trouble her and ask her intrusive questions even though they are aware that she doesn't understand and that she doesn't feel comfortable about the questions. For example the man said, "What are you, anyway?" Carole felt that she doesn't understand. Yet she senses that the man is asking a bad question. The series of questions continue and the woman says, "So

you're mixed? You're a mulatto!" Carole finally has had enough of their questions and bursts out asking them how they would feel if she did the same to them. In the end Carole gets moved to a different seat and Mrs. Norton tells her husband, "talk about sensitive" which only proves that they are still ignorant as to why their actions were wrong. They didn't comprehend that their behaviour was not only invasive but disrespectful, and completely unnecessary.

This story is a coming of age story which shows the influence others have on our perception of the world. At the beginning of the short story, Carole thinks of her dad and his perception of her. She looks into a mirror and examines her clear complexion, what her dad lovingly calls milk chocolate. This imagery of her dad shows that Carole's dad compliments her on her beautiful milk brown skin tone and is proud of it. As she admires herself in the mirror, we can see that Carole too is proud of how she looks. Carole's world is quickly disrupted as her co passengers begin to trouble her with invasive questions.

The Norton's intimidating questions can be correlated to the subjugation of black people, dating back to the times of bondage.

1. Pick out lines from the story that show Carole's discomfort with Mr Norton's questions.

2. Justify the title in your own words.

(**Hint:** Keep in mind that the use of the word 'what' in place of 'who' indicates that the person asking the question is looking down on the person he is questioning)

3. On the basis of your understanding of the story, write a character sketch of the following:

i. Mr Norton

ii. Mrs Norton

iii. Carole

4. This story portrays Carole's transition from being a shy innocent child to a courageous girl who was able to face the strangers with immense strength of mind. Comment.

5. Do you think that the Nortons have learnt anything from the incident? Justify.

6. Colour is only one of the ways in which people look down on others. Have you noticed other ways in which people tend to look down on others? What are they? How can we avoid such labeling?

7. *"Leave me alone!" she screams at Mrs Norton.*

a. Who is the 'she' referred to in the above lines?

- i. The stewardess
- ii. Carole
- iii. Betty

b. Why does 'she' scream?

- i. She is annoyed by the repeated attempts of the Nortons to label her and degrade her as well as her family.
- ii. She is encouraged by the stewardess to do so.
- iii. She is uncomfortable sitting next to the Nortons as they have taken up most of the available space.

c. How do the others respond to 'her' behaviour?

- i. They are appalled by a child's lack of respect towards adults.
- ii. They are upset but choose to stay quiet.
- iii. They are upset and taken aback, and voice their disgust.

Month: December

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/ the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- develop their ability to build a vocabulary and infer meaning of new words from the context
- make inferences based on the information given in the text

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

On Killing a Tree

It takes much time to kill a tree

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

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

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

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

1. Put a tick against all the words that indicate the cutting action of the tree.

- a. twisting
- b. withering
- c. hack
- d. chop

2. What is the significance of 'No' in the beginning of the third stanza?

- a. It emphasizes that mere chopping will not be enough to kill the tree.
- b. It is used to throw a light on the poet's state of mind.
- c. It contradicts the facts mentioned in the second stanza.

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

- a. The tree will eventually die.
- b. The land will turn barren as a result of chopping down of the tree.
- c. The tree will grow and expand again to the size it once was.

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

- a. he wishes to give a vivid description of the process.
- b. he intends to evoke in the readers, sympathy towards trees.
- c. he is an incredible observer.

5. Find words in the poem which mean :

a) small

- i. leprous
- ii. roped
- iii. miniature

b) to poke sharply

- i. chop
- ii. jab
- iii. anchoring

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

Sohn Kee-Chung: The Defiant One

Officially known at the 1936 Berlin Games as Son Kitei, [marathon](#) runner Sohn Kee-Chung symbolized the fierce nationalistic tensions of the era. A native Korean, Sohn lived under the rule of Japan, which had annexed Korea in 1910. From an early age Sohn had chafed under Japanese domination. Though he was forced to represent Japan and take a Japanese name in order to compete in the Olympics, he signed the Olympic roster with his Korean name and drew a small Korean flag next to it.

A Japanese flag was emblazoned on his jersey and his face was contorted in agony as Sohn joined 55 other entrants in the marathon. The early leader was Argentine Juan Carlos Zabala – the favourite and the defending champion from the 1932 Games. Zabala emerged far in front of the pack, but his strategy backfired as the race wore on. Sohn, who was running with Great Britain's Ernest Harper, gradually gained on Zabala and eventually passed him. As the champion of the first modern Olympic marathon in 1896, [Spyridon Louis](#), looked on, Sohn crossed the finish line in a record 2 hours 29 minutes 19.2 seconds. His Korean teammate, Nam Sung-Yong, competing under the Japanese name of Nan Shoryu, finished third.

Sohn was the winner in record time, but it was impossible for him to savour the victory. On the medal stand the two Koreans bowed their heads during the playing of the Japanese national anthem—a gesture the significance of which was not lost in Japan or Korea, where gestures are as important as, and sometimes more important than, words. Afterward Sohn explained to reporters that their bowed heads were an act of defiance and an expression of the runners' anger over Japanese control of Korea.

Back in Korea Sohn was a hero. More than two weeks later, when the first pictures of Sohn's victory reached Korea, Seoul's main newspaper splashed a photo of him across the front page -- but erased the Japanese flag on his jersey. For this act of defiance, the newspaper, the Dong-A Ilbo, was shut down by the colonial authorities for 10 months and 10 of its journalists were arrested, according to South Korean press reports.

He continued to represent Korean athletics, and in 1948 he carried the [South Korean flag](#) in the opening ceremonies of the London Olympics, the first Olympiad attended by an independent Korea. At the 1988 Games in Seoul, South Korea, Sohn proudly carried the Olympic flame to the stadium.

1. Why has Sohn Kee-Chung been called the 'Defiant one'? Choose the most appropriate option.
 - a. He bowed his head during the playing of the Japanese national anthem.
 - b. His face was contorted in agony when he entered the marathon.
 - c. He gradually gained on Zabala and eventually passed him.
2. Why was Sohn's face contorted in agony during and after the marathon?
 - a. He was unhappy with the rules of the games.
 - b. He was displeased and angry over Japan's control of Korea, and having to represent Japan in Olympics
 - c. He knew that his chances of winning were slim.
3. The London Olympics were significant for Sohn as:
 - a. he was to openly express his displeasure and anger.
 - b. it was the first opportunity he had received to prove his mettle as a talented sportsperson.
 - c. it was the first Olympiad attended by an independent Korea.
4. Seoul's leading newspaper was shut down and its journalists were arrested because:
 - a. they splashed a photo of Sohn across the front page, but erased the Japanese flag on his jersey.
 - b. they highlighted Sohn's act of defiance on the front page.
 - c. they did not mention the Japanese names of both their athletes.
5. Find the synonym of the word 'rebelliousness' in the passage.
 - a. chafed
 - b. agony
 - c. defiance
6. Give a synonym for 'savour'.
 - a. relish
 - b. bowed
 - c. splash
7. State the meaning of the word 'chafed'.
 - a. became excited and energetic

- b. became annoyed and lost patience
- c. overwhelmed

8. Find the synonym of the word distorted/ grimaced.

- a. contorted
- b. splashed
- c. arrested

Section B: Writing Skill

Letter to the Editor

Learning Outcomes:

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

- differentiate between formal and informal language.
- make use of polite expressions and appropriate sentence structures to convey their ideas and opinions.
- support main ideas with relevant details.
- discuss matters of public interest concisely.
- use suitable expressions for giving suggestions, expressing disappointment and concern, and making requests.

These are usually written to passionately engage with and express your opinion on some important current/ social problem. It is a formal letter and so the format must be kept in mind. Use of abbreviations, slang and informal expressions must be avoided. The format is as follows:

(Sender's Address)

ABC Colony } do not use a comma in the address

PQR Road

ND City

(leave a line)

(Date) December 12, 2017

(line)

The Editor (Designation)

The Times of India (name of the newspaper)

Bahadur Shah Zafar Marg (address)

New Delhi

Dear Madam (DO not write *Respected Madam*)

(line)

Subject: (short and precise, must be highlighted, underlined, written in Caps)

Para 1: Introduce the problem briefly (power cuts in Vasant Kunj). Do not begin by stating "I am Ravi Kumar, a resident of Chanakya Puri" Instead write, "This is regarding your article 'Delhi's Power Woes', dated December 8, 2017, in the Sunday Times, I totally agree with the views expressed by the writer..."

Para 2: Discuss the issue / problem at length listing reasons for it (poor distribution, inadequate supply) and the resultant effects (inconvenience to residents/ studies affected).

Para 3: Give 1 or 2 practical solutions/suggestions to overcome the problem (have fixed timings for power cuts so that residents can plan accordingly / avoid power cuts between 6pm & 9pm).

Leave a line between each paragraph

NOTE: An Editor may be requested to: publish your letter - publish more detailed reports/articles to create awareness in the public - start a special column where concerned and like-minded citizens may share their views and experiences. But, **please remember, the editor cannot really solve the problem, so do NOT ask him/ her to 'take immediate/necessary action.'**

(leave a line)

Yours sincerely

(sign)

(ABC XYZ)

(designation, if mentioned in the question)

Some suggested opening sentences for letters to an editor:

- i) Through the esteemed columns of your newspaper, I would like to draw attention of the public to an important issue which - ... merits immediate attention. - ... needs to be tackled with utmost seriousness. - is causing grave concern to..etc
- ii) Recently in your newspaper dated .., (mention date and month for example, 20 July) I read an article concerning the issue of ... I strongly feel....
- iii) This letter is to draw the reader's attention towards.....

Some suggested concluding sentences are:

- i) I do hope you will publish my letter and help initiate public debate on the issue.
- ii) It is hoped that in future too your publication will continue to carry more such articles.
- iii) I do hope more informative articles on the issue would be published to help spread awareness among the readers etc.

SAMPLE LETTER

Write a letter to the editor of a national expressing your views on the increased dependency on technology. Right from a small child to an adult, or even an old man, everyone wants gadgets only-cell phone, I-pad, laptop. This also has a negative effect on social relationships. Using your ideas, write the letter in about 100-120 words.

AB Colony
MD Road
New Delhi-110021

March 20, 2018

The Editor
Hindustan Times
K.G. Marg
New Delhi-110001

Dear Sir

Subject: Human Dependence On Technology

Through this letter I hope to draw the attention of everyone towards the increasing dependence on technology. Technology has undoubtedly become a very important part of our life. With the advent of the World Wide Web, information about anything and everything is just a click away. It has, however, also taken a toll on our physical and mental health and has also affected our social interactions.

Every one, irrespective of age or gender, wants gadgets such as cell-phones and laptops. Technology is important but in my opinion we should not depend on it completely as excess of anything is bad. It makes us lazy and affects our health as we avoid all physical activity. Instead of going out and meeting real people and making real friends, we often get too busy with people we meet virtually. The rate of cyber crimes is also increasing. Caution is the watchword in this scenario.

Technology should be used judiciously. We should not become dependent on it and inculcate habits of simple living. No gadget hour should be a part of our daily schedule so that we can detach ourselves from these gadgets for a while every day. I hope you will publish this letter in your newspaper so as to draw the attention of as many readers as possible.

Yours sincerely

(sign)

(XYZ)

Exercise

1. Write a letter to the editor expressing your views on the fact that 'It is Essential for People to be Proud of their Country.' Elaborate on what you consider natural practices and what are thrust upon you. Focus on how and why a discussion on the issue is pertinent.

2. Write a letter to the editor on the topic 'Hate and Love in a World of Terrorism'
3. Write a letter expressing your anguish over the use of loud music in residential areas with total disregard to students who may studying or the elderly who enjoy peace and tranquility.
4. Write a letter on the menace of stray dogs who seem to maul and attack viciously on the streets of Delhi.
5. People do not seem to care for people nor nature. Homeless people die of starvation while money is spent to buy bird feed right next to them. Write a letter to the editor highlighting the widespread practice of feeding birds and pigeons in the streets of Delhi with utter disregard to the epidemic that this may lead not, not to mention the road accidents or disturbing the natural way of life of the birds.

Section C Grammar

Learning Outcomes:

At the end of the lesson, learners will be able to:

- explain the role of verbals (here, infinitives and participles) in language.
- use the target grammatical structure appropriately in both written and oral communication.
- present their ideas lucidly by joining sentences using infinitives and participles.
- identify and avoid the use of dangling participles.
- demonstrate an understanding of punctuation when using verbals.

Infinitives and Participles

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

Examples:

1. *I want to go.*

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

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

For example:

I want to attend the party

She wanted to attend the party

They will surely convince me to attend the party.

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

Examples:

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

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

A **participle** is a verb that is used as an adjective and most often ends in *-ing* or *-ed*.

Since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: **present participles** and **past participles**. Present participles end in *-ing*. Past participles end in *-ed*, *-en*, *-d*, *-t*, or *-n*, as in the words *asked*, *eaten*, *saved*, *dealt*, and *seen*.

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

Exercises

Q1. Combine these sentences using infinitive and choose the correct answer:

1. I have to choose some books for the library. Will you help me?
a. I have to choose some books for the library, help me.
b. I have to choose some books for the library to help me.
c. Will you help me to choose some books for the library?
d. With your help, I have to choose some books for the library.
2. I can swim. I learnt when I was very young.
a. When I was very young, I went to learn swimming
b. I learnt to swim when I was very young
c. I learnt to swim when I went too young
d. Swimming was what I learnt when I was very young
3. Susan will be home by ten o'clock. That is certain.
a. Susan is certain to be home by ten o'clock
b. Susan to be home by ten o'clock is certain
c. Certainly, Susan will be home by ten o'clock
d. Susan to be certain is to be home by ten o'clock
4. Leena did not have any extra money. She couldn't donate anything to the cause.
a. Leena could not donate anything to the cause as she was not to have extra money
b. Leena was not to donate anything to the cause as she did not have extra money
c. Leena not have any extra money for donating anything to the cause
d. Leena did not have any extra money to donate anything to the cause
5. Vanessa went shopping with her mother. She wanted a pair of shoes.
a. Vanessa went shopping with her mother to want a pair of shoes

- b. Vanessa went shopping with her mother to buy a pair of shoes
- c. Buying a pair of shoes, Vanessa went shopping with her mother
- d. Vanessa went to shopping with her mother to buy a pair of shoes

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

- a. Nalin has been called to the Police station to want his help with a case
- b. The Police want to help Nalin with a case
- c. Nalin has gone to the police station to help them with a case
- d. The Police have called Nalin to seek his help with a case

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

- a. The problem is too difficult for a clever person
- b. Only a clever person will be able to solve this problem
- c. This difficult problem needs a too clever person to solve it
- d. This difficult problem needs a cleaver person for solving it

Q2. Join these sentences using the infinitive:

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

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

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

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

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

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

Q3. Fill in the blanks with the correct form of the verb:

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

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

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

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

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

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

g) Achilles' brilliant _____ (fought / to fight / fighting / were fighting) soon showed that he was the bravest and most _____ (to dare / daring / dared / dares) of the Greek warriors.

h) However, he quarreled with Agamemnon, his commander in the war, and refusing _____ (to fight / fighting / fought / am fighting) he sulked for days in his tent.

i) After this, the war went badly for the Greeks. Patroclus, Achilles' best friend, persuaded Achilles _____ (to lend / to lend / lending / am lending) him his armour.

j) He hoped that _____ (wore / worn / wearing / to wear) Achilles' armour would deceive the Trojans into _____ (thought / to think / thinking / think) that Achilles had once more come out _____ (to fight / fighting / fought / am fighting) against them.

k) Thus _____ (deceiving / deceived / deceive / to deceive), Hector fought with Patroclus and killed him.

Q4. Combine the following pairs of sentences using a participle.

1. He was rejected by his family. He decided to become a monk.

a. Have been rejected by his family, he decided to become a monk

b. Being rejected by his family, he decided to become a monk

c. Rejected by his family, he decided to become a monk

d. Deciding to become a monk, he was rejected by his family

2. Who is that pretty girl? She is sitting in the corner.

a. Who is that pretty girl who sat in the corner?

b. Who is that pretty girl sitting in the corner?

c. Who is being a pretty girl and sitting in the corner?

d. Who is to be a pretty girl and sit in the corner?

3. Many people were invited to the party. Most of them didn't turn up.

a. Most of the people invited to the party didn't turn up.

b. Inviting many people to the party but most didn't turn up

c. Invited to the party, many people didn't turn up

d. Many people were invited to the party but most of them didn't turn up

4. I didn't know what to do. I called the police.

a. I didn't know what to do so I called the Police

b. Knowing not what to do, I called the Police

c. Not knowing what to do, I called the Police

d. I called the Police to know what to do

5. He was sitting at a table. The table was covered with papers.

a. He sat at the table covered with papers

b. He was sitting at the table covering papers

c. Covering with papers, he sat at the table

d. He sat at the table to cover with papers

6. Who is that girl? She is dancing with your brother.

a. Who is that girl who is dancing with your brother?

b. The girl who is dancing with your brother is who?

c. Who is that girl who had danced with your brother?

d. Who is that girl dancing with your brother?

7. She had lost much blood. She became unconscious.

a. She had lost so much blood that she had become unconscious

- b. Having lost so much blood she became unconscious
 - c. Had lost so much blood that she became unconscious
 - d. Becoming unconscious, she had lost much blood
8. I failed my engineering exams. I took up a career in finance.
- a. Taking up a career in finance, I failed my engineering exams
 - b. Taken up a career in finance, I failed my engineering exams
 - c. Failing my engineering exams, I took up a career in finance.
 - d. Having failed my engineering exams, I took up a career in finance
9. I lost all my money. I went home.
- a. Losing all my money, I went home
 - b. Loosing all my money, I went home
 - c. Having losing all my money, I went home
 - d. Having lost all my money, I went home
10. She ran out of the room. She was screaming
- a. She was screaming when she ran out of the room
 - b. She ran out of the room screaming
 - c. She ran out of the room to scream
 - d. She ran out screaming of the room

INTEGRATED GRAMMAR EXERCISES

Learning Outcomes:

At the end of the lesson, learners will be able to:

- identify errors in language.
- apply their understanding of various grammar concepts to edit the given text.
- appreciate the significance of accuracy in expression, both oral and written.

1. Unscramble the following:

Rearrange the following words and phrases to form meaningful sentences.

1. of mankind / the habit / reading is / one of / resources / of / the greatest /
 - a. The habit of reading is one of the greatest resources of mankind.
 - b. The one of the greatest resources of mankind is habit of reading.
2. are / we enjoy / that / belong to us / than if / much more / they / borrowed / reading books
 - a. We enjoy reading books that belong to us much more than if they are borrowed.
 - b. We enjoy reading books if they are borrowed much more than that belong to us.

3. created / cartoonist / daily / You Said It / called / strip / Indian / an / R.K. Laxman / comic / was / who / the
- You Said It who was an Indian cartoonist created the daily comic strip called R.K. Laxman.
 - R.K. Laxman who was an Indian cartoonist created the daily comic strip called You Said It.
4. politics / chronicled / Common Man / through / and / Indian life / the / Laxman / life / the / of / the
- Through the Indian life, Laxman chronicled the Common Man and the life of politics.
 - Through the Common Man, Laxman chronicled the Indian life and the life of politics.
5. illustrated / brother / stories / by / Laxman / novelist / also / RK Narayan / his
- Laxman also illustrated stories by his novelist brother R.K. Narayan.
 - Laxman also illustrated R.K. Narayan, stories by his novelist brother.
6. honour / India's / in 2005/ was / second /he / the Padma Vibhushan / awarded / civilian / highest
- He was awarded in 2005 the Padma Vibhushan, the second highest civilian honour.
 - In 2005, he was awarded the Padma Vibhushan, the second highest civilian honour.

2. Each line in the following dialogue contains an error, which has been underlined. Choose the correct option to replace it.

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

a. somewhere

b. anywhere

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

a. did

b. were

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

a. over

b. in

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

a. might

b. would

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

a. on

b. above

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

a. anyone

b. someone

I noticed the top was broke so I repaired it and

a. broken

b. breaking

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

a. something

b.

somewhere

suggested that I had a cool drink!

a. drank

b. have

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

a. the

b. one

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

a. must

b. could

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

a. these

b. it

3. One word has been omitted from each line in the passage given below, and a '/' has been inserted there. Choose the word that should replace it.

Advertisements can / extremely useful if they

a. being

b. be

are honest. Obviously / can help you to

a. those

b. they

decide what to buy. / Example if you

a. For

b. An

break your pen and / want to buy

a. you

b. if

another, the first thing to do / to

a. was

b. is

look at as / advertisements for pens as you can

a. many

b. much

find. This / help you to choose the best type.

a. must

b. will

However, advertisements can be harmful / they

a. whether

b. if

try to exploit the public. It has / found that

a. been

b. being

young people, especially the teenagers are affected the most.

Section D (Literature)

Patol Babu, Film Star

- Satyajit Ray

Learning Outcomes:

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

- comprehend the main themes of the story, namely, the importance of patience, perseverance, appreciating every opportunity we get in life and valuing inner satisfaction more than material gain.
- understand some of the aspects of movie making.
- understand the development of the protagonist's character in the story, understand his motivations and deepest desires.
- express the ideas discussed orally and through written assignments using appropriate vocabulary.

This is the story of a former versatile theatre artist who has to struggle for a living doing various odd jobs. At the age of 52, he gets to play a very small but speaking part in a film for which he is offered some money. It is interesting to read how he uses his theatre experience to planning and executing his monosyllabic role to perfection because he has been taught by his mentor to put up his best, no matter how small or insignificant a role is. As regards money he does not wait to be paid his remuneration, although he does need money. For him twenty odd rupees is nothing when measured against the intense satisfaction of a small

job done with perfection and dedication. The sad part of the story is that Patol Babu has all the qualities of a film star but is not destined to be one.

Reference to context:

I) Ten minutes later, Naresh Dutt went looking for Patol Babu and found no one there. "That's odd-the man hadn't been paid yet. What a strange fellow!"

- a. Why was Naresh Dutt looking for Patol Babu?
 - i. He wanted to congratulate him on his performance.
 - ii. He had to give him his pay for acting in Baren Mullick's film.
 - iii. He wanted to offer him another role.
- b. Why did Patol Babu not stay there?
 - i. He didn't care about the pay; he was satisfied to have done the job well.
 - ii. He didn't care about the pay; all he wanted was another role in Baren Mullick's film.
 - iii. He had another pressing matter to handle.
- c. What does this highlight about his character?
 - i. He was a passionate actor, but often left his projects incomplete.
 - ii. He was a passionate actor and valued the craft more than anything else.
 - iii. He lacked a sense of self-worth.

II) Patol Babu felt a sudden throbbing in his head. Was the whole thing a gigantic hoax? Had they wanted to make a laughing stock out of him?

- a. Why did Patol Babu feel 'a sudden throbbing in his head'?
- b. What is being referred to as 'a gigantic hoax'?
- c. Who are 'they' in the above extract? What does Patol Babu think of them?
- d. State the meaning of the phrase 'laughing stock'?

Answer the following questions 50-60 words:

- 1. What were Patol Babu's feelings when he came to know of his dialogue?
- 2. Who is Patol Babu's mentor? What words of his resound in his mind?

3. How does he implement the above words of his mentor in practical life?
4. What had made Patol Babu give up his passion for acting?
5. Who informed Patol Babu about the role? Why did he believe that Patol Babu would be suitable for it?
6. Can we call Patol Babu a perfectionist? Give examples.
7. What message is the author trying to give through this story?

Further Grammar Practice:

Q1. Insert infinitives given below in the correct places to complete these sentences:

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

1. I want Spanish in Spain

I want to learn Spanish in Spain.

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

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

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

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

6. The students of Grade 8 J have resolved to work hard this year.

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

8. Abha asked me this letter and these papers.

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

10. I would like some time off now.

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

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

Q2. Join these sentences using the infinitive:

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

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

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

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

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

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

Q3. Combine these pairs of sentences. Use the verb given in brackets as a participle to start the sentence.

a) Achilles learned of his friend's death. He swore to take revenge. (learn)

b) He rejoined the Greek army. He fought so fiercely that the Trojans withdrew into the city. (rejoin)

c) Hector refused to retreat. He was left alone on the battlefield. (refuse)

d) Hector saw that he was facing the real Achilles. He was afraid and ran towards the city gates. (see)

e) Achilles ran faster. He cut off Hector's retreat. (run)

f) Achilles chased Hector. Three times they circled the walls. (circle)

g) Hector saw that escape was impossible. He turned to fight. (see)

h) Achilles killed Hector with a thrust of his spear. He shouted in triumph. (kill)

i) The Trojans suffered a serious setback with Hector's death. The Trojans were very disheartened. (suffer)

Q4. Combine the following pairs of sentences using infinitives.

1. He did not have even a penny with him. He could not buy a piece of bread.
2. The team has a captain. He leads other team members.
3. You must give me the keys of the safe. If you do that you will be able to save your life.
4. We went to Ajmer last week. Our intention was to visit the shrine of KhwajaPir.
5. I speak the truth. I am not afraid of it.
6. The robber took out his knife. His intention was to frighten the traveler.
7. He has to support his family. He works hard for that reason.

8. The management called a meeting of the employees. They wanted to discuss their requirements.
9. He helps the poor. He is anxious to relieve them of their sufferings.
10. I have no interest in politics. I must admit it frankly.

Month: January

Section A (Reading)

Learning Outcomes:

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

- understand the sequence of events/the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- develop their ability to build a vocabulary and infer meaning of new words from the context
- make inferences based on the information given in the text.

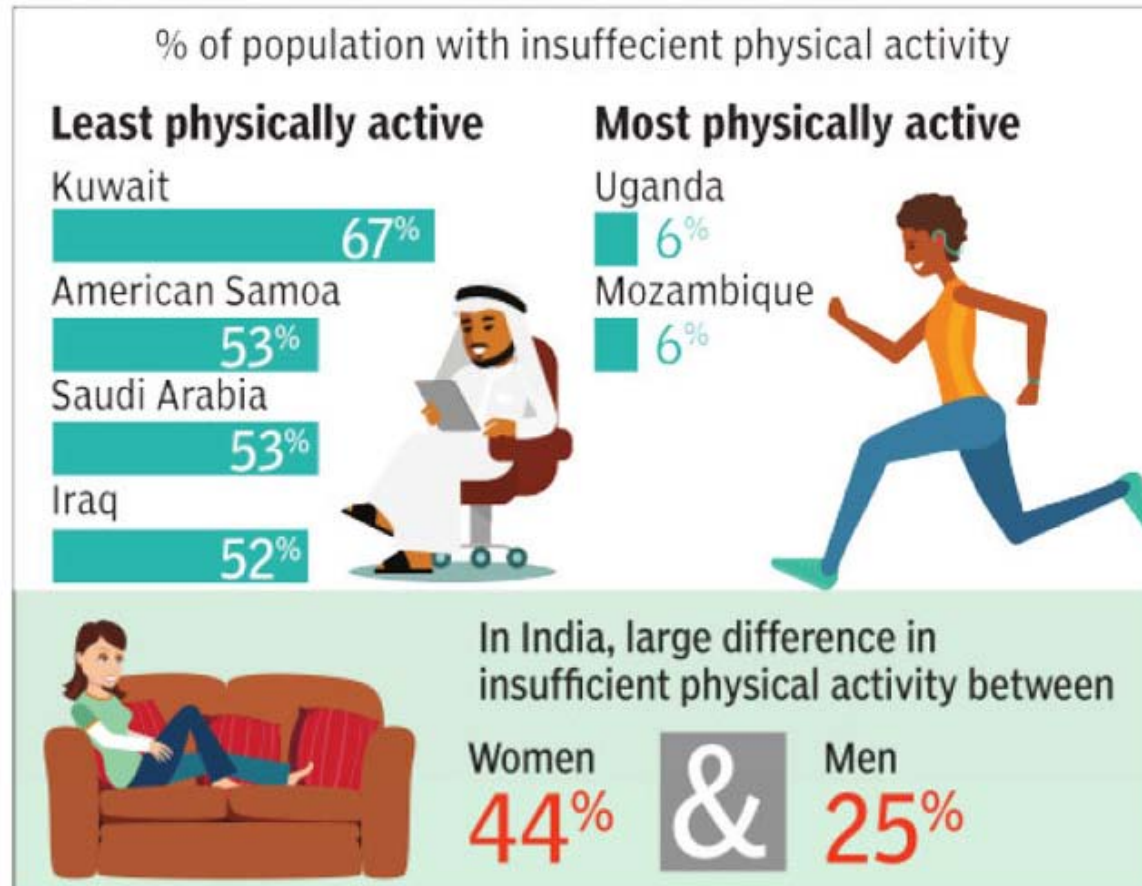
1. Read the given passage and answer the questions that follow:

Lack of sufficient exercise will put one in four people across the world at risk of diseases, such as cardiovascular disease, type 2 diabetes, dementia and some cancers, says a damning peer review observation study to estimate global physical activity trends over time.

The study, undertaken by researchers from the World Health Organisation and published in the Lancet Global Health journal, says there has been no improvement in physical activity across the globe since 2001. If current trends continue, the 2025 global activity target of a 10% relative reduction in insufficient physical activity will not be met, it said.

In 2016, based on self-reported activity levels of adults from 358 population-based surveys in 168 countries (1.9 million people) while at home, transport and leisure showed that around 32% women and 23% men worldwide were not doing recommended levels of physical activity to stay healthy – 150 min of moderate exercise or 75 min of vigorous intensity per week.

44% OF INDIAN WOMEN NOT SUFFICIENTLY ACTIVE



Those in low income countries worked out more compared to those in the high income group. The levels of insufficient activity were 16% in low-income countries compared to 37% in high-income countries.

What hurt doctors most in India was that more women were inactive compared to men. At least 44% of women reported insufficient activity compared to 25% men. “Most women are diagnosed late, are under treated and have larger complications because they tend to neglect health and drop out from treatment more than men,” said Chennai-based diabetologist Dr Anjana Mohan, who was a part of the study.

1. Why are the results of the research worrying?

- a. The number of cancer patients have increased across the world.

- b. People all over the world are not making sufficient efforts to meet the global activity target.
 - c. The results of the research don't seem reliable.
2. Which global health risk does Dr Regina Guthold refer to in the given passage?
- a. Weak cardiovascular system
 - b. Dropping out of treatments
 - c. Insufficient physical activity
3. People of which of the following age groups are at an increased risk?
- a. 0-10 years
 - b. 11-19 years
 - c. 20 years and above
4. How was the data for the various surveys collected in 2016?
- a. The participants provided the required information themselves.
 - b. The researchers observed the participants' behaviours.
 - c. Video recordings of the participants' activities were used.
5. According to the data given above, which two countries are most likely to best contribute in meeting the 2025 global activity target?
- a. Kuwait and Iraq
 - b. American Samoa and Saudi Arabia
 - c. Uganda and Mozambique
6. Which of the following is not a reason for Indian's women inactivity?
- a. Unwillingness to exercise
 - b. Improper and insufficient treatment
 - c. Giving a low priority to health
7. The level of insufficient activity of a gardener would be lower than a doctor's.
- a. True

- b. False
8. Find a word from the passage which means the same as 'scanty'.
- a. damning
 - b. insufficient
 - c. vigorous
9. Find the antonym of 'excessive'.
- a. vigorous
 - b. intensity
 - c. moderate
10. Choose the most appropriate title for the passage.
- a. Men Vs Women
 - b. Health and Fitness
 - c. A Study on Physical Inactivity

2. Now, read this passage and answer the questions that follow:

And what a change! Have you noticed something about wedding dinners – buffet - of course – these days? They are a strangely quiet affair. The orderly queue of the guests leading up to the tables where the food has been neatly laid out, the silent efficient service by the catering staff, the murmur of 'Yes, please' or "no, thank you" in the way of response, and the ever – so – soft conversation thereafter to the equally soft accompaniment of crockery coming into delicate contact with cutlery. A clinical setting almost, the spotless white gloves worn by the catering staff contributing their special touch. For scalpel read serving spoon.

Compare this with the bedlam at a wedding – dinner time at an earlier point in history. The maddening yet so delightful row that went on as one lot of diners finished eating and the next lot moved in. The full throated cries of "Now bring the daal," "What happened to the fried brinjal?" and "serve the mutton curry and pulao the second time round", punctuated with the personal entreaties by the hosts. These made a meal with a difference.

For the people who served you were not professional jaded and tired of routine.

Those who supervised your meal in those dear old days were almost always relatives and family friends. They knew your likes and dislikes, perhaps even a fair bit about your

health problems. "OK, forget the mutton, but do have another piece of fish." You can't possibly expect caterer's men to know that red meat does you no good.

1. Find out words from the passage that mean the same as:

a) a place, scene or state of uproar or confusion:

i. bedlam

ii. buffet

iii. clinical setting

b) to ask someone earnestly, a plea:

i. throated

ii. row

iii. entreat

c) fatigued or bored:

i. clinical

ii. jaded

iii. scalpel

2. What is one 'change' the author notices about wedding dinners these days?

- a. They have a greater variety of dishes and better catering.
- b. The food is served in cleaner utensils.
- c. They lack warmth and the host's personal touch.

4. He uses several adjectives to reinforce this change. Circle all of them in the list given below:

silent, murmur, quiet, soft, accompaniment, jaded, tired, spotless, clinical, orderly

5. Quote a sentence to show that the author enjoyed wedding dinners in the earlier days.

- a. For scalpel read serving spoon.
- b. These made a meal with a difference.
- c. You can't possibly expect caterer's men to know that red meat does you no good.

6. Put a tick against a feature the author gives that made the meal different.

- a. The supervisors of the meal were your relatives and family friends.
- b. You got food that was good for your health and was nutritious.
- c. There was no fear of breaking the delicate crockery and cutlery.

Section B (Writing)

Short Story Writing

Learning Outcomes:

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

- identify the elements of a short story.
- choose the right narrative voice, tense and vocabulary for a story.
- differentiate between kinds of characters.
- understand the relationship between the setting and plot of a story.
- weave a short story around a given prompt.

How to Write a Short Story

Let's review :

1. **First, read short stories.** If you've never read a short story, you're going to have a hard time writing one.
1. **Write your story in a single sitting.** Write the first draft of your story in as short a time as possible, and if you're writing a short story try to write it in one sitting. People hate being interrupted when they're telling a story, and the same is true when you're writing one.
2. **Read your draft.** Read your story through once, *without changing anything*, to get a sense of what work it needs going forward.
3. **Write a premise.** After reading your first draft, get your head around the main idea behind your story (your story premise) by using a screenwriting trick called a "logline." Here's the formula for a great logline: *your character + a descriptor*, followed by *an event*, followed by *a conflict or villain*. Here's an example of a premise from "A Rose for Emily" by William Faulkner: A lonely, Southern woman is found dead in her home after being abandoned by her the one she loved.
4. **Write, edit, write, and edit.** Good writing is rewriting. Use your second draft to fill in the plot holes and cut out the extraneous scenes and characters you discovered when you read the first draft in step #2. Then, polish up your final draft on the next round of edits.

Directions: Take a story that you have read or a movie that you have seen and identify the parts of the story. You may use the story that you read last night or any other.

Title of Work: _____

1. Exposition:

Characters and the setting

Events before the conflict is introduced

2. What initiates the conflict?

3-4. Rising Action: List some events that occur before the climax.

A. _____

B. _____

C. _____

5. Climax:

The turning point

6-7. Falling Action: List some events that occur after the climax.

A. _____

B. _____

C. _____

8. Moment of Final Suspense: _____

Is the character tested a final time? How?

9. Resolution:

How the story ends.

10. What does the main character learn or how does the main character change during the climax?

The Breakaway

As far as Justin knew, there was only one way out of his neighborhood: basketball. So he ran with the ball like the hounds were chasing him. He could drop any of the older guys at the court in a blaze of crossovers, fadeaways, and finger rolls, and the younger guys didn't stand a chance. Justin saw his way out and he ran for it. But the world has a funny way of changing right when you think you've got things figured out, and that's just what happened to Justin.

One day when Justin was shooting around at the local court, some guys from another block ran up and asked to play. The big one in the middle said that he had heard that Justin was the best and he wanted to see if it was true. Justin said, "Nah, Man, I'm just shooting around with my cousin, I ain't trying to get all sweaty right now." But the big guy was insistent, and Justin's cousin was bugging, "C'mon, Justin, drop this guy." So Justin figured that he'd just do what everyone wanted and play.

Justin was running all over the big guy and making his shots while he did it. But just as the outcome of the game seemed certain, the big guy shoved Justin as he went for a lay up. Justin went flying in just such a way that he managed to tear up his right knee. The doctor said Justin might never play again, and if he did play, he wouldn't play the same. Justin was devastated.

The first six weeks, Justin just laid in bed with his leg in a long cast feeling like a broomstick. He watched three reruns of The Simpsons every day and ate potato chips until the bag was empty, and then he'd dig the salt and grease out of the corner with his index finger. Justin blew up like a balloon as watched his once bright future fadeaway. Right when he reached the bottom of the pit of despair, Justin's sister, Kiki came home from the university

She came in the house like a whirl of sunshine, bringing exciting tales of a far away land called college. Justin was amazed and intrigued by the dorm room dramas and campus craziness that Kiki told, but he could hardly believe any of it. It was as if she were telling him about some fantasy land high above the clouds. Justin gazed off dreamily as she spoke.

"Justin!" She interrupted his day dream. "Let me see your progress report." Justin was ashamed. His grades had really slumped since his injury. "Oh no, this won't do, J," she said. "We're going to have to get these up." Well, Justin was a pretty stubborn guy, but his older

sister had a way of getting him to do things that nobody else could. So, while she was home on break, they studied together, and they talked, and they worked, and Justin felt better than he ever had before.

After spending those weeks with his sister, Justin realized that he didn't want to feel bad for himself any more, and he didn't want to quit. Basketball used to be his thing, and he was good at it, but now there was only school, so he had to get good at that. Justin passed through all his classes like a half-court trap. By the time he got to senior year in high school, his GPA was hovering in the slam-dunk position. The last thing that Justin had to do to get into the college of his choice was score well on the ACT. Well wouldn't you know it? Using the study skills Justin had acquired from his sister, Justin scored a 24 on the ACT. That's not the highest score a person can get, but it was high enough for Justin. Now he had his academic game together.

Though the recruiters never came to Justin's door, every university that he applied to accepted him; and when the fall came, Justin had his choice in colleges. Though he'd miss his family, Justin decided to enroll in the sunniest university in Hawaii, and nobody could say that Justin made a bad choice.

The Breakaway

1. Author's Purpose: entertain, inform and persuade

2. Genre: _____

Ex: Nonfiction, fiction, or folklore Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View: _____

1st person, 2nd person, 3rd person

4 & 5. Summarize the text:

Five key events from beginning, middle, & end.

6. Exposition:

A. Setting: _____

When and where does the story take place?

B. Conflict: _____

Describe the conflict in the story.

7. Rising Action: List some events that occur before the climax.

1. _____

2. _____

3. _____

Climax:

The turning point

Falling Action: List some events that occur after the climax.

1. _____

2. _____

Exercises

1. It's the first day of school and your character finds a note on his/her locker door with a surprising message.
2. Your character is checking the mailbox after school. There's a mysterious letter addressed to him/her, and the only thing inside is instructions.
3. Your character comes home from office only to find that a different family has started living there. He/She is puzzled and has no idea what happened, but it could only mean one thing.
4. Your character wakes up to discover that he/she has become another character in their favorite book.

Links

1. The Necklace: Guy De Maupassant

http://fac.ksu.edu.sa/sites/default/files/the_diamond_necklace.pdf

2. The Last Leaf: O. Henry

https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf

3. Dusk: H.H.Munro (Saki)

<http://www.eastoftheweb.com/short-stories/UBooks/Dusk807.shtml>

Section C (Grammar)

Reported Speech (Part 2)

Learning Outcomes:

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

- understand the significance of reported speech in language use.
- understand and apply the rules of reported speech to direct sentences, including changes in tense and other parts of speech.
- transform conversation and dialogues into reported speech.

Reported commands, requests and advice

The commands, requests and advice mostly have the same form in English: verb + object + infinitive (advise, ask, beg, forbid, order, persuade, recommend, tell, urge, warn etc.).

In the direct speech we do not mention the person in the imperative. In the reported speech the person addressed must be mentioned.

"Get up!" he said. - He told me to get up.

"Please revise for the test," he said. - He urged me to revise for the test.

"Put on your coat," I said. - I advised him to put on his coat.

Negative commands, requests and advice are made by verb + object + not + infinitive.

"Don't hesitate," he said. - He persuaded me not to hesitate.

"Don't smoke," the doctor warned my father. - The doctor warned my father not to smoke.

Tell can introduce statements, commands, requests or advice. The form is different, however.

Statements with tell

"I'm leaving," he told me. - He told me that he was leaving.

Commands, requests or advice with tell

"Leave the room," he told John. - He told John to leave the room.

"Don't give up," the teacher told her students. - The teacher told the students not to give up.

Similarly ask is used in reported questions, commands, requests or advice in different forms.

Questions with ask

"Will you make coffee?" he said. - He asked me if I would make coffee.

Commands, requests or advice with ask

"Make coffee, please," he said. - He requested me to make coffee.

"Don't park in my place," Greg told me. - Greg asked me not to park in his place.

A. Change the direct speech into reported speech. Choose the correct option.

1. "Please help me carry this".

She requested me _____

- a. to carry it.
- b. to carry this.
- c. to carry that.

2. "Please come early."

She _____

- a. ordered me to come early.
- b. requested me to come early.
- c. said to come early.

3. "Please buy some milk"

She _____

- a. asked me to buy some milk.
- b. requested me to buy milk.
- c. requested me to buy some milk.

4. "Could you open the window?"

She _____

- a. asked me if I could open the window.
- b. requested me to open the window.
- c. asked me to open the window.

5. "Could you bring the book tonight?"

She _____

- a. Requested me to bring the book that night.
- b. Asked me if I could bring the book tonight.
- c. Asked me if I could bring the book that night.

6. "Can you help me with my homework?"

She _____

- a. asked me whether I could help with her homework.
- b. asked me whether I could help her with her homework.
- c. requested me to help her with her homework.

7. "Tidy your room!"

She _____

- a. urged me to tidy my room.
- b. requested me to tidy my room.
- c. ordered me to tidy my room.

8. "Wait here."

She _____

- a. questioned whether I would wait there.
- b. told me to wait there.
- c. persuaded me to wait there.

9. "Don't do that!"

She _____

- a. commanded me not to do that.
- b. questioned me if I would do that.
- c. requested me not to do that.

10. "Eat your dinner!"

She _____

- a. commanded me to eat his dinner.
- b. commanded me to eat my dinner.
- c. persuaded me to eat my dinner.

11. "Don't make a mess!"

She _____

- a. warned me not to make a mess.
- b. told me to don't make a mess.
- c. asked me if I would make a mess.

12. "Do the washing-up!"

She _____

- a. urged me to do the washing-up.
- b. warned me to do the washing-up.
- c. commanded me to do the washing-up.

B. The following need to be written in reported speech. Choose the correct option.

1. "Where are you?"

- a. They asked me where I were.
- b. They asked me where I was.
- c. They asked me where was I.

2. "What will you choose?"

- a. She enquired what I will choose.
- b. She enquired what I would choose.
- c. She enquired what will I choose.

3. "Please get in touch with them today."

- a. He requested me to get in touch with them today.
- b. He requested me to get in touch with them that day.
- c. He requested me to get in touch with them the previous day.

4. "Don't leave your luggage unattended."

- a. They asked us not to leave their luggage unattended.
- b. They requested us not to leave their luggage unattended.
- c. They asked us not to leave our luggage unattended.

5. "Are you flying soon?"

- a. He enquired if I was flying soon.
- b. He enquired if I were flying soon.
- c. He enquired if I had been flying soon.

6. "May I ask you a question?"

- a. She asked me a question.

- b. She enquired if she could ask me a question.
- c. She enquired if she might ask me a question.

7. "Jump in!"

- a. He told me to jump in.
- b. He told me that I could jump in.
- c. He asked if I could jump in.

8. "Have you set your alarm clock?"

- a. She asked me to set my alarm clock.
- b. She asked me if she had set her alarm clock.
- c. She asked me if I had set my alarm clock.

9. "Is Delhi the capital of India?"

- a. They enquired about Delhi being the capital of India.
- b. They enquired whether Delhi is the capital of India.
- c. They enquired whether Delhi was the capital of India.

10. "You mustn't touch the screen!"

- a. He told me not to touch the screen.
- b. He warned me not to touch the screen.
- c. He warned me that I mustn't touch the screen.

11. "Would you rather dance?"

- a. She asked me if I would rather dance.
- b. She asked me to dance.
- c. She asked me if she would dance.

12. "How long have you been standing here?"

- a. They asked me what I had been standing there for.
- b. They asked me why I had been standing there.
- c. They asked me how long I had been standing there.

13. "Stop laughing!"

- a. He ordered me to stop laughing.

- b. He urged me to stop laughing.
- c. He suggested that I stop laughing.

C. Change the following dialogues into reported speech.

Mike: "What are you doing here, Liz? I haven't seen you since June."

Liz: "I've just come back from my holiday in Ireland."

Mike: "Did you enjoy it?"

Liz: "I love Ireland. And the Irish people were so friendly."

Mike: "Did you go to the Wicklow Mountains?"

Liz: "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Mike: "I must arrange a couple of things. But I am free tonight."

Liz: "You might come to my place. What time shall we meet?"

Mike: "I'll be there at eight. Is it all right?"

Mike asked Liz- (a)_____. And he said (b)_____.

Liz explained that (c)_____.

Mike wondered (d)_____.

Liz told him that (e)_____ and that (f)_____.

Mike wanted to know (g)_____.

Liz said that (h)_____ and that she (i)_____.

And then she asked him if (j)_____.

Mike explained that (k)_____.

But he added that (l)_____.

Liz suggested that (m)_____ and asked him (n)_____.

Mike said (o)_____.

And then he asked (p)_____.

(a) i. what was she doing there.

ii. what she was doing there.

(b) i. he had not seen her since June.

ii. he had not seen him since June.

- (c) i. she just came back from her holiday in Ireland.
ii. she had just come back from her holiday in Ireland.
- (d) i. if she enjoyed it.
ii. if she had enjoyed it.
- (e) i. she loved Ireland.
ii. she had loved Ireland.
- (f) i. The Irish people were so friendly.
ii. The Irish people had been so friendly.
- (g) i. whether she went to the Wicklow Mountains.
ii. whether she had gone to the Wicklow Mountains.
- (h) i. it was her first trip.
ii. it had been her first trip.
- (i) i. she could show him some pictures.
ii. she would show him some pictures.
- (j) i. if he would be doing anything the following day.
ii. if he was doing anything the following day.
- (k) i. that he was to arrange a couple of things.
ii. that he had to arrange a couple of things.
- (l) i. he was free tonight.
ii. he was free that night.
- (m) i. he come to her place.
ii. might come to her place.

(n) i. what time they should meet.

ii. when they should meet.

(o) i. He would be there at eight.

ii. He would be there by eight.

(p) i. If it was all right.

ii. If that was all right.

INTEGRATED GRAMMAR EXERCISES

Learning Outcomes:

At the end of the lesson, learners will be able to:

- identify errors in language.
- apply their understanding of various grammar concepts to edit the given text.
- appreciate the significance of accuracy in expression, both oral and written.

1. In the passage given below, a word has been omitted from each line and a / has been put in place. Choose the correct word to insert in the place indicated.

The idea of / police system to protect a city	a. the	b. a
originated / London. In 1737 a law was passed	a. at	b. in
creating a police system / 68 men. But as	a. about	b. of
/ city grew, poverty increased, looting and rioting	a. the	b. a
were soon out / control in London. In 1829,	a. of	b. from
Sir Robert Peel formed / London Metropolitan	a. his	b. the
Police with / headquarters in Scotland Yard.	a. his	b. its
This new force / Peel	a. whom	b. that
had created / larger, better trained,	a. was	b. were
more disciplined / any other	a. from	b. than

police force / ever been.

a. has

b. had

2. In the passage given below, there is an error in each line, which has been underlined. Choose the correct word to replace it.

Bhubaneswar has known as the temple town

was

is

because it have many temples in the

had

has

extravagant style. There is 500 temples around

were

are

it but most of it have decayed. Perhaps a

them

those

dozen is of real interest, including the

were

are

Lingraj temple, which are one of the

is

was

most important temple in India. The

temples

places

temples were in a variety of styles.

are

should be

3. Unscramble the following sentences to make grammatically correct sentences. Choose from the given options.

1. protects / eyes / our / is an / involuntary / important / blinking / action / that

a. Blinking is an important involuntary action that protects our eyes.

b. Blinking our eyes is an important involuntary action that protects them.

2. our / important / eyelashes / role / this / in / an / to play / have

a. Our important eyelashes have a role to play in this.

b. Our eyelashes have an important role to play in this.

3. and / hair / attached / are / eyelashes / to each / short / curved / eyelid

a. Eyelashes are short and curved hair attached to each eyelid.

b. Eyelashes are short curved hair and attached to each eyelid.

4. and / foreign / their / dust / is to / keep / such as / out / sweat / job / matter

a. Their job is to keep out dust such as foreign matter and sweat.

b. Their job is to keep out foreign matter such as dust and sweat.

5. to / automatic / our eyes / provides / blinking / lubrication

a. Blinking provides our eyes automatic lubrication.

b. Blinking provides automatic lubrication to our eyes.

Section D (Literature)

That Little Square Box

- Arthur Conan Doyle

Learning Outcomes:

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

- answer inferential and evaluative questions based on the lesson.
- use newly acquired vocabulary from the lesson in context.
- attempt a character analysis citing evidence from the text.
- identify instances of humour and comment on the author's writing style.
- comment on the title and genre of the story.
- discuss interdisciplinary concepts, such as the pigeon flying contest.
- compare the end of the story with their predictions.
- differentiate between reacting and responding to a situation.

The speaker, travelling from America to England on the ship, Spartan, was highly suspicious of two fellow passengers on the deck. He had been overhearing their conversation for quite some time. They were discussing a questionable square box and its mechanism. They mentioned that the world would hear of it soon. To the speaker, the two men looked dubious especially with their last-minute boarding and their wish to execute "a plan" at sharp 10pm. The speaker was convinced that they were planning to destroy the ship with a bomb. At first he decided to raise an alarm and then he thought about informing the captain. But since he was terrified of getting confronted by the two conspirators, he submitted to his fate and decided to keep an eye on the two men and follow them at every turn. As 10 o'clock approached, the two men arrived on the deck with their box. They installed it and when they were about to activate it, the speaker decided to interrupt them.

He was promptly stopped by one of the two men while the other one pulled the trigger of the box. The speaker was both shocked and surprised to see two pigeons fly out of the box. The two men were merely hosting a pigeon flying match in order to see which one would arrive home first. It can be clearly seen that though the story is written in the style of an adventure/thriller story, it actually turns out to be a comic one. The comic element is heightened with the protagonist trying to piece the situation together to bolster his suspicion

that the two men have criminal intentions. The anticlimax is in the news item that describes his desperate bid to save the 'world' as 'a little difficulty at the last moment'. Every step that seems to heighten the suspense actually adds to the humour. The story shows how a hero, in a thriller, can make a fool of himself if his deductions are wrong.

1. Do you think the title fits a detective story? Justify your answer.
2. How does the speaker set the scene for suspense? Pick out at least three instances from the story.
3. How does the speaker arrive at the decision to keep an eye on the two men? What does this tell us about the speaker?
4. How does the speaker let us feel his tension as he watched the two men at work after dinner?
5. Why does the speaker finally decide to act?
6. How does the news item bring out the anti-climax in the situation? How is the speaker's intrusion described in the news?
7. Are we justified in judging / misjudging people based on circumstantial evidence? Would it help to give them the benefit of the doubt?
8. Reference to context:

One glance at it was enough to cause me to spring to my feet with an exclamation of horror. Luckily they were so engrossed in the matter on hand that neither of them observed me.

- a. Who are the 'they' referred to in the above lines?
 - i. 'They' refers to the narrator's suspicions.
 - ii. 'They' refers to the crowd of people present on the deck.
 - iii. 'They' refers to the two strangers who had just arrived at the deck.
- b. What does the narrator refer to in the above line?
 - i. The narrator is referring to the two men.

- ii. The narrator is referring to the dark object the two people were laying on the deck.
- iii. The narrator is referring to the two pigeons that flew out of the box.

c. Why was the narrator startled to see it?

- i. The appearance of the box made the narrator suspect the presence of explosive material inside.
- ii. The two strangers placed the box on the deck in such a careful way that astounded the narrator.
- iii. The narrator was faint-hearted and prone to anxiety.

The Elephant and the Tragopan

Vikram Seth

Learning outcomes

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

- explain the seriousness of the situation, wherein Man's progress leads to imbalance in the ecosystem.
- note the purpose of attributing human qualities to the elephant.
- discuss the ability of the elephant to describe Man's 'progress' as a form of regression.
- express the need for conservation.
- identify a story poem.

This extract has been taken from a collection of poems known as Beastly Tales. The situation is a meeting of animals during which the wise elephant speaks to them about the impending danger they are to face as humans plan to destroy their environment by building a dam in the name of 'development'. The elephant knows Man through its long tradition of serving them. They are both good and bad: mild, practical-minded and loving as well as capricious and hurtful. Basically, Man is driven by a selfish desire to prosper at the expense of others. He has exploited animals for his pleasure, killing them to adorn himself with a display of wealth. He has been ungrateful to animals that have served him faithfully, taking them for granted as if he was meant to lord it over them. He does worship images of animals as Gods but what is the point of such devotion when he cannot care for living creatures? It is not just the animal kingdom that man exploits. He ravages land and water mindless of the ill-effects of such destruction.

After this general assessment of Man's propensity for destruction the elephant focuses on the specific problems they will face now that Man is all set to build a dam for the benefit of humankind with no thought for the loss of life on land and water. All creatures on land and water will have to face not only the dangers of submersion of land but also the effects of pollution of air. The elephant concludes its speech by asking all the endangered species to unite to fight for their rights and be ready to die fighting if need be.

This poem could be considered eco-centric and is preoccupied with the modern concern for protecting the environment. It reads like a fable from the Panchatantra with animals thinking and speaking like human beings.

1. *They talked for hours, and at the close*

At last the elephant arose,

And with a modest trumpet-call

Drew the attention of them all:

a. Who does 'they' refer to?

- i. 'They' refers to the elephants.
- ii. 'They' refers to the elephant and the tragopan.
- iii. 'They' refers to all the animals and birds present there.

b. What is the occasion?

- i. It is a debate competition.
- ii. It is animals' general body meeting.
- iii. It is a conference organized to celebrate animals.

c. What does the elephant draw 'their' attention towards?

- i. The elephant informs 'them' about Man's selfish plan to convert animals' home in the woodlands into a reservoir.
- ii. The elephant informs 'them' about Man's cruel plan to kill all the animals for his benefit.
- iii. The elephant informs 'them' about Man's decision to occupy all of the forest and move animals to nature reserves.

2. How does the elephant substantiate humans' inhuman treatment of animals?

3. What are the elephant's expectations from his audience?
4. What makes the elephant suitable for commenting on Man's actions and intentions?
5. What is it about Man that puzzles the animal world?
6. Man's mindset, as portrayed in the poem, is anthropocentric. Comment.

February

Section A: (Reading)

Learning Outcomes:

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

- understand the sequence of events/ the experience expressed in the given text.
- look for appropriate information in the text and write it in their own words.
- skim and scan the text keeping in mind the questions that they need to answer.
- develop their ability to build a vocabulary and infer meaning of new words from the context
- make inferences based on the information given in the text.

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

We often have parents cribbing about how difficult it is to bring up children these days. Too many parties, excessive extravagance, too much pocket money, less attention towards studies.... In fact an unending list of woes. But why is this the case these days?

Have parents ever given it a thought? Putting a child in a good school or in a good college, buying them a motorcycle or a car, giving them lots of pocket money and letting them do just what they feel like will never be the end to this problem. There is more to it. The basic need of a growing child is the love, attention, companionship which should be first given at home. It is not true that once the child grows up, he or she should not be taken care of. The right amount of independence should be given, their individuality should be respected and they should be treated at par with adults.

Problems with children have started increasing now-a-days. Years ago these problems were not as complex as they are today. These days, we have more nuclear families than joint families. There are too many reasons for it. The younger generation complain of losing their independence while the older generation crib about the generation gap. There are too many expenses to be met and different life-styles are led by each one. But what about the generations before us? Our grandparents also lived in joint families, but they had nothing to crib about. There was perfect harmony between the generations. Maybe people were not as independent as they are today.

There is much more a child wants from a parent other than the material pleasures. Affection and understanding are the two basic things that are needed to sort out these problems.

Answer the following questions on your own or by selecting the most appropriate option from the ones given below:

1. Why do parents crib a lot about the difficulties they face in bringing up their children?

- a. They realise that raising children wasn't as hard for their parents as it is for them.
- b. Due to the changing family structures and thinking, the emotional needs of children aren't met, leading to a variety of problems.
- c. They fail to fulfil all of their children's needs, which gives rise to numerous woes.

2. The children actually need:

- a. admission in reputed institutes
- b. complete independence
- c. love, attention and companionship from their parents

3. The earlier generations never complained about the generation gap and difficulties in bringing up their children because:

- a. The children then were not very particular about independence.
- b. There was perfect harmony between the generations then.
- c. They lived in joint families then.

4. How can the generation gap be sorted out?

- a. The generation gap can be sorted if we reduce our expenses.
- b. The generation gap can be sorted by letting children make decisions for themselves.
- c. The generation gap can be sorted if we respect each other's individuality while also taking into account the family's collective interests.

5. The expression in the passage that means equally is:

- a. at par
- b. harmony
- c. companionship
- d. individuality

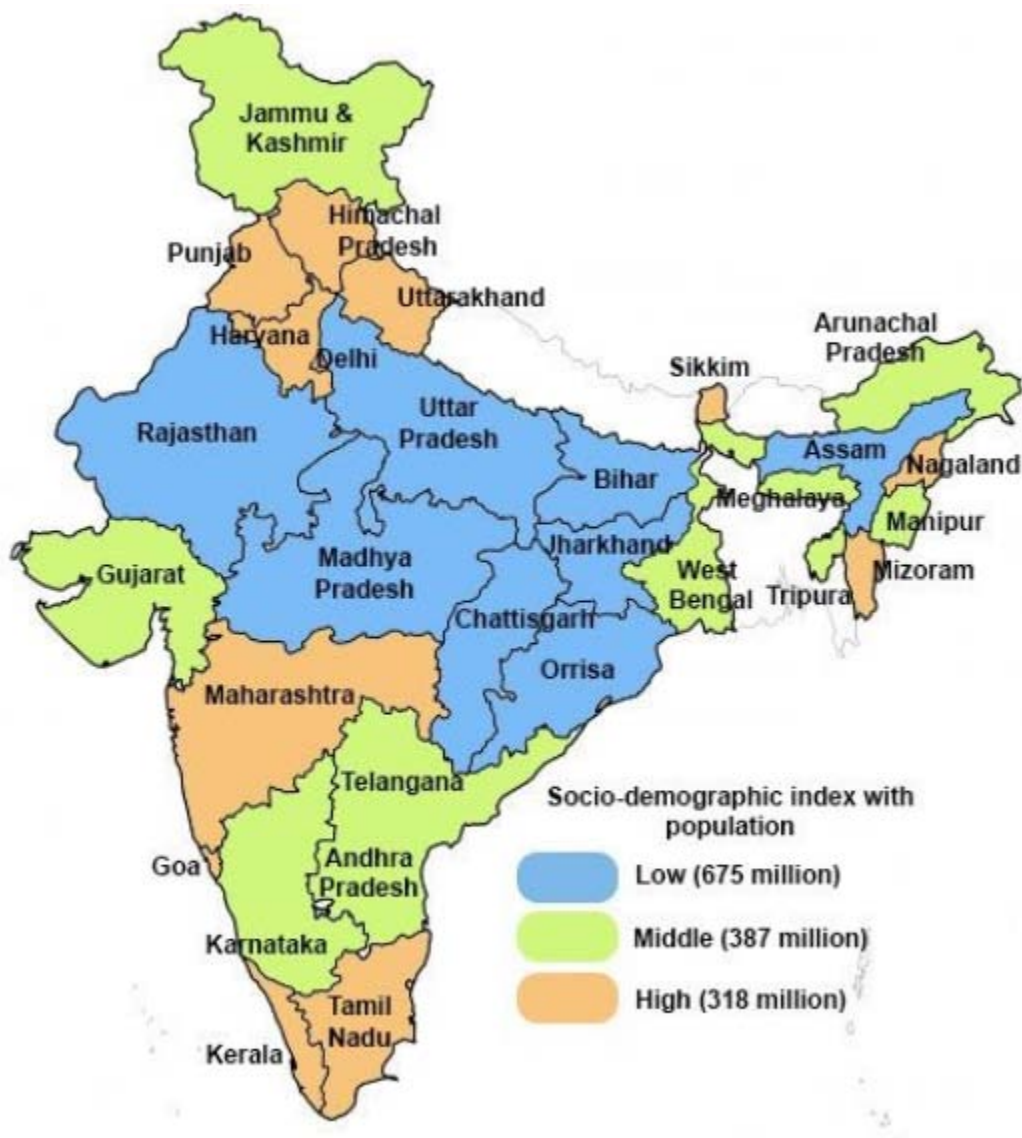
2. Read the following passage and answer the questions that follow.

"India has among the highest prevalence of mental illnesses globally. Our National Mental Health Survey 2016 found that close to 14% of India's population required active mental health interventions. About 2% suffered from severe mental disorders. These are worrying statistics... This leads us staring at a possible mental health epidemic."

President Ram Nath Kovind issued this grave concern while addressing the inaugural gathering of the World Congress of Mental Health in 2017. Although rapid urbanisation and the riveting grip of an economic boom has made India the fifth largest economy in the world, statistics show that it has one of the highest rates of depression. About one in seven Indians suffers from varying degrees of mental distress, and this number has doubled between 1990 to 2017.

The research published in *The Lancet* reports the state-wise burden of mental disorders within India. It categorises the states according to their socio-demographic index, which represents the level of progress within each state. The study revealed that the majority of Indian states

housing a large part of the population have a low progress index. It classified mental disorders within the country according to the socio-demographic index of individual states.



Around forty-five million Indians suffered from depressive disorders in 2017, and a few states were worse off than others, found the study. Most of the southern states including Maharashtra and the northeastern states of India had higher numbers of depression patients than central and north India. Kerala, Karnataka, Telangana, Tamil Nadu, Himachal Pradesh, Maharashtra, Andhra Pradesh, Manipur, and West Bengal have the highest prevalence of anxiety disorders, the study reported.

The study points to a higher number of depression and anxiety patients in the economically forward regions of southern and northeastern India. While this could be reflective of the

reality, one ponders whether the low numbers of depressive and anxiety disorders in the densely populated states of north and central India may stem from a lack of awareness or in-depth diagnosis in these areas.

1. Why are the statistics worrying?

- a. There is no other country with as many mental illnesses as India.
- b. India is not equipped to provide the required interventions to people with mental health disorders.
- c. The statistics foretell the breaking out of a mental health epidemic.

2. What does the research published in *The Lancet* discuss?

- a. It focuses on the socio-demographic index of each state.
- b. It highlights the burden of mental disorders in different states.
- c. It shows only the number of depression and anxiety patients in each state.

3. When did President Ram Nath Kovind share the worrisome issue with people?

- a. During the National Mental Health Survey, 2016
- b. He did so twice between 1990 and 2017.
- c. At the World Congress of Mental Health, 2017

4. About one in _____ Indians suffers from mental distress, according to the above study.

- a. five
- b. six
- c. seven

5. Study the given map and choose True or False for each of the statements given below:

i. Mr Gogoi, living in Sikkim, is more likely to be diagnosed with a mental disorder than Mr Kumar, who lives in Rajasthan.

- a. True
- b. False

ii. More people with depressive and anxiety disorders are found in the Indian peninsula than in the seven sisters.

- a. True
- b. False

6. Ms Puja Jaiswal, who has lived all her life in Punjab now wishes to relocate to another Indian state. She has decided to make a choice on the basis of the overall mental health of a place. Which of the following would top her list?

- a. Maharashtra
- b. Gujarat
- c. Madhya Pradesh

7. According to you, people in which of these states would be more informed about the mental disorders being discussed in the given passage?

- a. Bihar
- b. Himachal Pradesh
- c. Arunachal Pradesh

8. Find a word from the passage that means the same as 'contemplate'.

- a. ponders
- b. reflective
- c. represents

Grammar

(Practice Exercises)

1. Re-arrange the following sets of words to make meaningful sentences:

i) hesitated/to/with/he/comply/my/request

ii) character/riches/respect/not/wins/and/us

iii) patient/the/his/moment/last/fought/till/courageously

iv) gently/hand/my/the/her/touched/and/face/child/put/out

v) tiny/frost/water/is/crystals/of/made/of/frozen/up

2. In the following passages, there is one mistake in each line. Underline the mistake and write the correct word in the space provided:

1) July had been blowed out like a candle _____

2) with a biting wind that _____

3) ushered inside a leaden August sky. _____

4) A sharp, stinging, drizzle falls billowing _____

5) into opaque grey sheets when the wind caught _____

6) it. It was the sort of whether _____

7) calculated to trying anyone's endurance. _____

3. In the following passage, some words are missing. Put a / where the missing word should be and write the word in the space provided:

1) Every human being the world _____

2) a remarkably confused brain. Dolphins are born _____

- 3) swimming; giraffes learn stand within hours, _____
- 4) But we humans? We remain helpless years. _____
- 5) However, this seeming limitation actually signals _____
greatest
- 6) advantage. Baby animals develop quickly their _____
- 7) brain wires up according a pre-programmed routine. _____
- 8) However, instead of arriving everything hardwired _____
- 9) human brain is shaped life experiences. _____
- 10) Its live-wired! _____

4. The following passage is full of various mistakes. Underline them or spot the missing words, and write it correctly:

Their were twenty-four tin soldiers, all brothers, for they had made from one old, tin spoon. There wore red and blew uniforms, carryed muskets in there arms, and held themselves very upright.

First words they heard in the world when the lid was taken of the box which they lie, where
'Tin

Soldiers!' It was little boy who said this, clapping her hands at the same time. The soldiers
been given to him because it was his birthday. He now set them out in the table. The soldiers
resembled each other to the hare, all except one who was rather different the rest, for he had
made last, when there was not quiet enough tin left. He stood firmly from one tin leg as the
others did upon too.

5. In the exercise adjective and adverb clauses have been mixed in column II.

**In column I the first few words of every sentence are given. Complete the sentences from
column II and state whether each is an adverb or an adjective clause.**

COLUMN I	COLUMN II
The task is so difficult	Unless he is paid for it.
He refuses to work	than I thought.
She arrived early	that I couldn't do it.

He doesn't mind putting long hours	why he left so suddenly.
John is taller	in order to get a good seat.
He gave me everything	that you shouldn't miss.
He couldn't explain	than Rohan can.

My grandparents remember the days	that I asked for.
Jane can add quicker	as long as he can make a profit

2. "They should be here by noon," replied the manager.

3. "But weren't they supposed to come last evening?" inquired Sharon.

4. "They were, but they got held up due to bad weather," said the manager.

5. "Oh, then I must go and see if the rooms are ready," replied Sharon.

7. Combine the following using participles:

1. I listen to trivial complaints from my workers. I often feel tired of it.

2. His wife encouraged him. So, he stayed on the job.

3. The hunter took up the rifle. He went into the jungle.

4. I pasted the flap of the envelope. I gave the letter to Anil to post it.

5. I saw my boss at the gate. I entered the office through a back door.

6. The woman was wailing. She approached the king and begged for mercy.

7. She left home in a hurry. She forgot her wallet.

8. Rewrite using a passive:

1. They have postponed the concert.

2. Somebody is using the computer at the moment.

3. I didn't realize that somebody was recording our conversation.

4. When we got to the stadium, we found that they had cancelled the game.

5. They are building a new ring road round the city.

9. Complete the following passage using infinitives:

Geeta has been working hard on a project, 'Traditions of India' and she is now ready

_____ it in assembly. She had _____ in a lot of work in order _____ a project of such high caliber. We hope _____ her win the award for it in the inter – school competition.

10. Fill in the blanks using the correct form of the verb:

1. He saw his friend _____ (*go*) out with Sue.
a. going b. gone c. to go
2. The bus crashed into the blue car _____ (*drive*) down the hill.
a. Driving b. driven c. to drive
3. Peter hurt his leg _____ (*do*) karate.
a. Doing b. to do c. done
4. The umbrella _____ (*find*) at the bus stop belongs to John Smith.
a. To find b. found c. finding
5. The people _____ (*dance*) in the street are all very friendly.
a. To dance b. dancing c. danced
6. I heard my mother _____ (*talk*) on the phone.
a. Talking b. talked c. to talk
7. My uncle always has his car _____ (*wash*).
a. To wash b. washing c. washed

8. We stood _____ (*wait*) for the taxi.

- a. To wait b. waiting c. wated

9. _____ (*look*) down from the tower we saw many people walking in the streets.

- a. To look b. looking c. looked

10. The people drove off in a _____ (*steal*) car.

- a. Stoled b. stealing c. stolen

Q11. Change the following sentences using an infinitive instead of the underlined words. Choose the correct option:

1. I like a walk along the sea-shore.

- a. I like walking along the sea-shore
b. I like to walk along the sea-shore
c. walking along the sea -shore is what I like

2. The shipwrecked sailors were overjoyed at the sight of land.

- a. The shipwrecked sailors were overjoyed at seeing land.
b. The shipwrecked sailors were overjoyed seeing land.
c. The shipwrecked sailors were overjoyed to see land.

3. Truthfulness is sometimes more difficult than winning a battle.

- a. to truth is sometimes more difficult than winning a battle.
- b. to speak the truth is sometimes more difficult than winning a battle
- c. speaking the truth is sometimes more difficult than winning a battle

4. I was glad at the sound of his voice.

- a. I was glad hearing his voice
- b. hearing his voice makes me glad
- c. I was glad to hear his voice

5. I should be sorry if I heard that you couldn't do this exercise.

- a. I should be sorry for hearing that you couldn't do this exercise.
- b. I should be sorry to hear that you couldn't do this exercise.
- c. I should be sorry hearing that you couldn't do this exercise.

6. Richard was told that he must not touch the cakes.

- a. Richard was told to not touch the cakes.
- b. Richard was told that he shouldn't be touching the cakes.
- c. Richard was told not to touch the cakes.

7. Mr. Brown asked if he could see the principal.

- a. Mr. Brown asked me to see the principal
- b. Mr. Brown asked for seeing the principal

c. Mr. Brown asked to see the principal

8. I was very sorry when I heard that you had had an accident.

a. I was very sorry to hear that you had had an accident.

b. I was very sorry hearing that you had had an accident.

c. Hearing that you had had an accident, I was very sorry

9. John said that he did not expect that he would succeed.

a. John said that he did not expect to succeeding

b. John said that not succeeding he did not expect

c. John said that he did not expect to succeed

10. They decided that they will watch a film.

a. they decided to watch a film

b. they decided watching a film

c. they decided that the will watch a film

Rules for Subject Verb Agreement

The verb always agrees with the subject in number or person

- Lisa loves eating mangoes
- They love playing chess

Here are some rules to remember:

- When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.

For Example : *Henry likes Deepak. (singular) Henry and Deepak like Mary. (Plural)*

When the subject is of the phrase *one of*, followed by a plural noun, the verb is singular and agrees with *one*, which is singular.

For Example: *One of the students in our class was praised by the teacher. Priya is one of my best friends.*

When a sentence has two singular subjects joined by the conjunction *and* the verb must be plural.

For Example: *Bishakha and Suman go to the same school.*

When two or more nouns represent a compound name of one person or thing, then the compound is thought of as singular and takes a singular verb.

For Example: *The horse and carriage is waiting at the door. Slow and steady wins the race.*

When the subject is the introductory *there*, the verb agrees with the real subject that follows it.

For Example: *There was a cruel king.*

There are six teachers in our department.

A lot of and **plenty of** take a **plural verb** when they denote **number**, they take a **singular verb** when they denote **quantity or amount**.

For Example: *There is a lot of oil in Assam.*

There are a lot of hill stations in our country.

Where are plenty of roses found?

There is plenty of water in the well.

'Both' always takes a plural.

For Example: *Both the hill stations were simply great.*

A number of means 'several' or 'many' and is therefore always followed by a plural verb.
For Example: *There have been a number of important incidents this year. A large number of people are waiting to meet the prime minister.*

A singular collective noun like **a herd of cattle, a team of players, a fleet of ships, a troop of soldiers** and **a bunch of flowers** always takes a singular verb.

For Example: *There was a herd of cattle in the middle of the road.*

This is a lovely bunch of flowers.

A troop of soldiers is marching through the streets.

A dozen takes a plural verb

For Example: *There are a dozen shoes in the cupboard.*

A pair of when applies to things like *scissors, shoes, trousers*, where two components are always thought of together, takes a **singular verb**.

For Example: *A pair of scissors is lying on the table.*

A plural word must take a plural verb.

For Example: *The scissors are in the drawer.*

His trousers were very fashionable.

Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationary are singular and must take a singular verb.

For Example: *The furniture here is of the best quality.*

Fruit is very good for health.

News is always treated as singular so is advice, business and information.

For Example: *The news is that the President will visit our school next week. This is good advice.*

Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

For Example: *Mumps is a painful disease.*

Mathematics is my favourite subject.

Some of or **half of** take a **plural verb** if the reference is to **number** but a **singular verb** if reference is to **amount or quantity**.

For Example: *Some of the boys are dishonest.*
Half of the books were sold.

Many refers to number is thus plural; much refers to amount so is singular.

For Example: *Many of the apples were rotten.*
Much of the truth was not told.

People, poultry, repairs, clergy, studies, and cattle are always in plural.

For Example: *The people of our town are very educated.*
The clergy have arrived.
The cattle were grazing in the field.

When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.

For Example: *Thousand miles is a long distance.*
One lakh rupees is a lot of money.

If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.

For Example: *The Adventures of Tom Sawyer is an interesting book.*

If two or more singular subjects are preceded by *either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody or somebody*, the verb is the singular.

For Example: *Either Neetu or her brother has won the prize.*

Everyone is equal in the eyes of god

Each of the boys has worked well.

Neither of them comes on time.

Somebody has stolen my aunt's purse.

Nobody is to be blamed

Fill in the blanks with the appropriate form of the verbs give

1. _____ anyone _____ a pencil I could borrow? (do, have)
2. No one _____ finished reading the book yet. (have/has)
3. No, my family _____ live nearby. (do)
4. The police _____ released any information about the case.(have/has not)
5. Most women _____ getting flowers. (love/loves)
6. Some of the people waiting in line _____ getting impatient. (is-are)
7. Several of my teeth _____ cavities. (have/has)
8. Most of this software _____ outdated.(is-are)
9. Bread and butter _____ our daily food.(is-are)
10. Gold, as well as platinum, _____ recently risen in price. (have/has)
11. The famous singer and composer _____ arrived. (have/has)
12. You should decide which one of the three choices A, B, or C best _____ the question. (answer/answers)
13. The books borrowed from the library _____ on my desk. (is-are)
14. One of the books _____ been missing. (have/has)
15. Collecting match-boxes _____ one of his favourite pastimes. (is-are)

16. The poor _____ suffering.(is-are)
17. Where _____ my keys?(is-are)
18. Each of the girls _____ good on skis. (look-looks)
19. Neither of the men _____ here yet.(is-are)
20. Nobody in the class _____ the answer. (has-have)
21. Each of the girls _____ all the regulations.(observe-observes)
22. Either the cups or the glasses _____ in the dishwasher.(are-is)
23. The jury _____ polled for their verdicts.(was-were)
24. The family _____ occupied with their individual problems.(is-are)
25. Either the workers or the boss _____ the merchandise.(deliver-delivers)

Supplementary Reader

THE BOOK THIEF

By Markus Zusak

Learning Outcomes:

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

- Understand the plot of the novel
- Have a better understanding of the characters, their circumstances and their motivations.
- Understand the historical context in which the novel is located .
- Read between the lines to analyse the episodes in the novel.
- To participate in discussions based on the novel, citing relevant examples from the text.

About the Author:

Markus Zusak is the author of five books, including the international bestseller, *The Book Thief*, which spent more than a decade on the New York Times bestseller list, and is translated into more than forty languages – establishing Zusak as one of the most successful

authors to come out of Australia.

His books, *The Underdog*, *Fighting Ruben Wolfe*, *When Dogs Cry* (also titled *Getting the Girl*), *The Messenger* (or *I am the Messenger*) and *The Book Thief* have been awarded numerous honours ranging from literary prizes to readers choice awards to prizes voted on by booksellers.

Markus Zusak grew up in Sydney, Australia, and still lives there with his wife and two children.

About the book:

In 1939, nine-year-old Liesel is being taken to live with foster parents in Molching, a town outside Munich on the road to Dachau. All we know about Liesel's parents is that they are communists. Within pages, Liesel's small brother dies on the train journey and Liesel is cast as a survivor, 'an expert at being left behind'.

A plucky heroine who sometimes steals and lies, Liesel soon settles into life on the ironically named Himmel (Heaven) Street. In this poor district, children play soccer, drill in the Hitler Youth and receive daily drubbings from parents, teachers and each other. The relationships are well drawn, from Liesel's friendship with lemon-haired Rudy who idolises the black athlete, Jesse Owens, to that with her foster parents, the Hubermanns. Built like a small wardrobe, harridan Rosa takes in washing for local residents. Her husband, Hans, is a house painter who comforts Liesel through her nightmares and shows her how to roll cigarettes.

Zusak gives us all a reader would expect in a novel about wartime Germany: hungry children pinching food, book burnings and bombing attacks. But his trick is to make Death his narrator. Death is wry, tender - and overworked. War, he complains, is like having a new boss who expects the impossible, constantly nagging "Get it done, get it done." In 1942, he can hardly keep up. "Forget the scythe, God damn it, I needed a broom or a mop."

But Death has a heart and is haunted by the terrible things humans do. By having Death commenting on the action and offering pithy asides, this Holocaust story becomes everyone's story. This isn't just about them. It's about us. And in case we don't get it, Death reminds us in the very first paragraph:

"HERE IS A SMALL FACT

You are going to die."

Initially Death notices Liesel when he comes for her brother. And it's at her brother's burial that the girl first steals - a gravedigger's handbook dropped in the snow. Although she cannot read, the book represents Liesel's last connection with the sibling and mother she will never see again. Using this manual the gentle Hans teaches Liesel to read.

Ten books make up Liesel's story and all mark important moments. Liesel saves one volume from the smoking remains at a public book burning and steals others from the personal

library of the Mayor's wife - a withdrawn woman still mourning her dead son. *Mein Kampf* plays an unlikely role helping a young Jew in his struggle to survive. Max arrives at the Hubermanns' bearing the tome and is hidden in their basement for two years. The last of all the books is the one 14-year-old Liesel is writing about herself on the fateful night of the final air raid.

In Hitler's Germany, Liesel comes to understand the power of words. Being able to read them empowers her, but it empowers others, too. The Book Thief is full of visually strong moments: a snowball fight in the basement, the young Jew's fantasy boxing match with Hitler; the literal whitewashing of a 'bad' book (*Mein Kampf*) into a good one (painting over the pages to write a new story for Liesel).

This is a moving work wherein Zusak shows us how small defiances and unexpectedly courageous acts remind us of our humanity. It isn't only Death who is touched. Liesel steals the readers' hearts too.

Questions:

Prologue: A Mountain Range of Rubble

A. Death and Chocolate

1. Who is the narrator of the story and how do you know?
2. Who might you infer is the book thief? Has he or she already been named? Explain your answer.

B. Beside the Railway Line

1. Whose death does Death describe first in the novel?
2. What fact does Death clarify for the reader at the end of the chapter?

C. The Eclipse

1. In addition to describing the pilot's death, what does Death describe for the reader?
2. What does an eclipse frequently symbolize for Death?

D. The Flag

1. What image does Death paint for the reader when he sees the book thief the third time?
2. What item does Death claim from the garbage truck? Why does Death take it?

Part One: The Grave Digger's Handbook

A. Arrival on Himmel Street

1. Death opens Part I with a flashback. To what incident does Death flash back?

2. What happens when Liesel wakes from her dream about the *Führer*?

B. Growing up a Saumensch

1. How does Death's admitted preoccupation with colors show itself in this chapter?
2. What is Liesel supposed to call the Hubermanns after a few months? Why do you think Rosa tells Liesel to refer to the Hubermanns in this manner?

C. The Woman with the Iron Fist

1. What makes Liesel's adjustment to life with the Hubermanns particularly difficult? How does Papa help her?
2. Why does Rosa tell Liesel she has to do other people's laundry?

D. The Kiss (A Childhood Decision Maker)

1. Who is responsible for 'The Jesse Owens Incident'? Briefly describe it.
2. Who introduces Liesel to the 'secrets' of the neighbors? Explain.

E. The Jesse Owens Incident

1. How does Death's explanation of Mr. Steiner's politics explain his anger with his son's emulation of Jesse Owens?
2. What is Rudy's father trying to make him understand when he tells Rudy that he should be happy that he has blond hair and blue eyes?

F. The Other Side of Sandpaper

1. What important number does Death provide with regard to the Germans' support of Hitler? How does this relate to Hans Hubermann?
2. How is Liesel's bedwetting a defining moment in her life?

G. The Smell of Friendship

1. Where do Papa and Liesel work on reading most often in their home? Why? How does Papa use this area for instruction?
2. What elements blend together to create the 'smell of friendship' for Liesel?

H. The Heavyweight Champion of the School Yard

1. According to Death, what two important events occur in September–November 1939? What do you think is the significance of the fact that Death lists these two events under the same heading?
2. What piece of news arrives at the Hubermann household? How does Papa react?

Part Two: The Shoulder Shrug

A. A Girl Made of Darkness

1. Why is Death's statistical record of Liesel's book stealing significant?
2. What is special about the second book Liesel steals? What does it signify?

B. The Joy of Cigarettes

1. Despite her hardships, several things have brought Liesel happiness. What are they?
2. What gifts does Liesel receive for Christmas from the Hubermanns?

C. The Town Walker

1. Why does Mama put Liesel in charge of collecting and delivering the laundry to her customers? How does Liesel feel about her new job?
2. What questions does Liesel now have regarding her mother?

D. Dead Letters

1. Briefly explain why the title for this section is appropriate.
2. Why does Liesel write that she has no animosity toward Rosa for the beating, or toward her mother?

E. Hitler's Birthday, 1940

1. How are Nazi Party members preparing to celebrate Hitler's birthday?
2. Summarize the unrest between Hans and Hans Junior.

F. "100 Percent Pure German Sweat"

1. How does Liesel feel about the book burning? Why do you believe Liesel is compelled to see the fire lit?
2. What realization does Liesel make as she hears the word 'Kommunisten' spoken of as an enemy by the German officials? What is her reaction?

G. The Gates of Thievery

1. What statement does Liesel make about Hitler as a result of the realizations she has made throughout the evening? How does Papa respond?
2. Why do you think Papa reacts the way that he does? How do you think Liesel feels about Papa's response?

H. Book of Fire

1. What does Liesel notice when the workmen are cleaning up the remnants of the bonfire?
2. What realization does Liesel make that causes her fear?

Part Three: Mein Kampf

A. The Way Home

1. Why is Liesel afraid when Hans realizes she has stolen another book?
2. What happens to Papa when he discovers the book Liesel has stolen?

B. The Mayor's Library

1. Whose home has Liesel been avoiding on her laundry rounds? Why? What happens when she can no longer avoid the home?
2. Do you believe that the mayor's wife plans to tell anyone about Liesel's theft? Explain your answer.

C. Enter the Struggler

1. What items does a visitor bring to Max? What would you infer from the man's visit?
2. With whom does Max plead? What book was given to him?

D. The Attributes of Summer

1. How is Liesel's summer divided?
2. Why does Liesel want to be separated from Rudy?

E. The Aryan Shopkeeper

1. What treasure do Rudy and Liesel discover on their laundry rounds? What do they do with it?
2. What does this episode demonstrate about Frau Diller?

F. The Struggler, Continued

1. What items are in the bag that Walter Kugler leaves? Why might these items be important?
2. What is ironic about the book that has saved Max and led him to his freedom?

G. Tricksters

1. What do Rudy and Liesel do with the goods they acquire from Otto?
2. How does Rudy justify stealing from Otto when Liesel asks if he feels guilty?

H. The Struggler, Concluded

1. With what metaphor does Death open the chapter? Do you feel it is an appropriate metaphor?
2. How does the number 13 come into play again in this chapter?

Part Four: The Standover Man

A. The Accordionist (The Secret Life of Hans Hubermann)

1. Which two questions does Max ask Hans Hubermann? Why do you believe Max asks these two questions?
2. Death remembers Hans from World War I and states that they never had a scheduled meeting. How did Hans avoid meeting Death during World War I?

B. A Good Girl

1. What occurs in November 1940?
2. What do you believe is the “wild card” to which Death refers?

C. A Short History of the Jewish Fist Fighter

1. How does Max personify Death? What is Death’s reaction?
2. How did Max escape capture? What happened to Max’s family?

D. The Wrath of Rosa

1. What startles Liesel from her sleep?
2. What does Liesel find unusual about Rosa’s reaction to the stranger?

E. Liesel’s Lecture

1. What important point about character does Death make in the opening paragraph?
2. Of what promise does Hans remind Liesel? What does Hans tell Liesel will happen if she breaks her promise?

F. The Sleeper

1. How does Max spend the first three days with the Hubermanns?
2. What does Max say in his sleep?

G. The Swapping of Nightmares

1. Why does Max want to get up and walk out of the Hubermanns’ home? What does he do? Why?
2. What comparison does Death make to Liesel reading in the mayor’s library and Max living in the basement?

H. Pages from the Basement

1. Comment on the book that Max gives to Liesel. What do you feel is the importance of this book?
2. How does Max give the book to Liesel? How does Liesel react to the gift?

Part Five: The Whistler

A. The Floating Book (Part I)

1. What announcement does Death make about Rudy Steiner? Why would Death characterize the announcement as ‘small’?

B. The Gamblers (A Seven Sided Die)

1. Why do you think the symbol of a seven sided die is selected by the author?

2. What inspires Max to draw a picture of himself and Liesel walking the tightrope to the sun?

C. Rudy's Youth

1. What three problems characterize Rudy's young life? Explain.
2. The story flashes forward two years, what does Liesel long to do? What does Liesel come to understand about her, and Rudy's experiences with the Hitler Youth?

D. The Losers

1. Compare Viktor Chemmel and Arthur Berg as leaders. What parallels might you draw between their leadership styles and leaders from this historical period?
2. On what terms do Viktor and Rudy separate?

E. Sketches

1. Max spends his time writing a book for Liesel. He intends the book to be an autobiography, but that is not what emerges. What inspires Max's writing? How does the book change?

F. The Whistler and the Shoes

1. Liesel decides that stealing something, more specifically, stealing something back, would be the best way to improve Rudy's spirits? From whom does Liesel choose to steal? What does she realize when the opportunity to steal presents itself?
2. What 'official title' does Liesel receive in October of 1941? By whom?

G. Three Acts of Stupidity by Rudy Steiner

1. List the three acts of stupidity that Death provides.
2. Why does Rudy behave so dangerously? What is the result of Rudy's behaviour?

H. The Floating Book (Part II)

1. When and how does Rudy finally get his victory?
2. Why does Rudy remain in the freezing water longer than necessary?

Part Six: The Dream Carrier

A. Death's Diary: 1942

1. Why is Death overwhelmed in 1942?
2. Why does Death refer to the years 79 and 1346?

B. The Snowman

1. What does Liesel bring Max on Christmas Eve? Why is it important?
2. What happens to Max in mid February, a few days before Liesel's birthday? Who takes charge of the situation and what do they do?

C. Thirteen Presents

1. What happens when Death visits Max? Why is this significant?
2. What happens on the fifth day of Max's stay in Liesel's bed?

D. Fresh Air, an Old Nightmare, and What to Do with a Jewish Corpse

1. Describe the dilemma, or conflict, that the Hubermanns face if Max does not survive his illness.
2. How does Liesel put an end to Mama and Papa's conversation about Max's death?

E. Death's Diary: Cologne

1. What event does Death describe in this chapter?
2. What do the children collect as Death collects souls? What might this symbolize?

F. The Visitor

1. Who is the 'visitor'? What implications might such a visitor have for the Hubermanns?
2. What clever stunt does Liesel pull while playing soccer? Why does she do so?

G. The Schmunzeler

1. A second visitor arrives following the Nazi's departure. Who is it?
2. How does Liesel classify her condition after the day's events?

H. Death's Diary: The Parisians

1. Death claims that 'the sky was the colour of Jews'. What colour do you suppose that is? Why might Death classify the sky as the colour of Jews?
2. Death struggles with his own inner conflict. Describe the conflict.

Part Seven: The Complete Duden Dictionary and Thesaurus

A. Champagne and Accordions

1. In the summer of 1942, what is the inevitable event the people of Molching are preparing for?
2. What does Liesel experience for the first time in one of the customers' homes? What is Hans's explanation?

B. The Trilogy

1. Summarize Rudy's successes at the festival. How does Liesel perform?
2. Why do you think Rudy got himself disqualified from the race?

C. The Sound of Sirens

1. What dilemma confronts the Hubermanns with regard to the air raids? Who resolves the problem?
2. How does Death feel about the individuals in the shelter? Do you agree or disagree? Explain.

D. The Sky Stealer

1. How does Liesel cope with being in the shelter the second time? What reaction does she receive from the others in the shelter?
2. Do the families return home as soon as the raid is over? What effect does the raid have on Himmel Street?

E. Frau Holtzapfel's Offer

1. What damages were incurred as a result of the raid?
2. What are Liesel's feelings on the deal Mama makes with Frau Holtzapfel?

F. The Long Walk to Dachau

1. What are the wishes Death hears as he exits the truck with the dead Jew?
2. What impacted Liesel the most about the Jews passing through Molching on their way to Dachau?

G. Peace

1. How does Max react to the events of the day? What is scheduled for four days later?
2. Why do you think that Death does not equate the word silence with the words peace, quiet, or calm following this event?

H. The Idiot and the Coat Men

1. Why might the Hubermanns be hoping that the Party comes to search their home for evidence of a Jew?
2. Who are the coat men? Why are they on Himmel Street? What does Hans shout at them?

Part Eight: The Word Shaker

A. Dominoes and Darkness

1. What concerns Rudy about the two men talking with his parents in the kitchen?

2. Why have the men come to the Steiners' home? What do the men propose to the Steiners?

B. The Thought of Rudy Naked

1. What is the purpose of the inspection of Rudy and his classmates?
2. What does Rudy finally explain to Liesel? How does she react?

C. Punishment

1. What paper arrives at the Hubermann household? Why is Hans immediately suspicious?
2. What does Liesel discover as she walks outside several days later? What is Barbara Steiner's explanation?

D. The Promise Keeper's Wife

1. What does Liesel mean when she states to Rudy, "... and you've only lost your father ..."?
2. What image does Death provide of Rosa on the night Hans leaves? How does this image affect your perception of Rosa?

E. The Collector

1. Where are Hans Hubermann and Alex Steiner stationed? What duties are they assigned?
2. What does Hans learn about the men in the LSE? Why have they been selected for service in the LSE?

F. The Bread Eaters

1. Who are the "three desperate men" that consume Liesel's thoughts?
2. What does Rudy plan to do with the sackful of bread that he shows Liesel? What argument does he use to convince Liesel to help him?

G. The Hidden Sketchbook

1. After returning from the shelter, Rosa goes to her mattress and opens a slit to give Liesel a gift. What is the gift? Why would Rosa have chosen this particular time to present Liesel with the gift?
2. What is your impression of the Word Shaker? Why do you believe Max chooses to keep

the story of the Word Shaker in the book?

H. The Anarchist's Suit Collection

1. How and where does Liesel obtain Rudy's Christmas gift? What is the gift?
2. What does Death urge Liesel to do when Rudy falls? Does she oblige?

Part Nine: The Last Human Stranger

A. The Next Temptation

1. What does Liesel find when she and Rudy go to the mayor's library after Christmas? What does Liesel realize about the library?

B. The Cardplayer

1. Explain the last line of the chapter: "It kills me sometimes, how people die."

C. The Snows of Stalingrad

1. Who answers Frau Holtzapfel's door in January 1943?
2. What news does Michael bring to Rosa?

D. The Ageless Brother

1. What does Liesel take to 8 Grande Strasse? How does she know that she has done the right thing?
2. What prayer does Rosa offer as she clutches the accordion? What does Liesel think about Rosa's prayers?

E. The Accident

1. What order does Zucker give to Hans? How does Hans respond?
2. What happens on the drive back to the camp? What are the results?

F. The Bitter Taste of Questions

1. What letter do Rosa and Liesel receive in mid February?

2. What is Rudy's response when Liesel tells him the contents of the letter?

G. One Toolbox, One Bleeder, One Bear

1. What has happened to Rudy since his father's departure and the news of Hans Hubermann's return?
2. What unusual item does Rudy have in his tool box? What is its purpose?

H. Homecoming

1. How many years have passed between Liesel's arrival to the Hubermanns' home and Hans's return?
2. What is Death's implication in the last two lines of the chapter?

Part Ten: The Book Thief

A. The End of the World (Part I)

1. Throughout the novel, Zusak has stressed the power of words. How does this theme ring true in this chapter?
2. When Liesel is rescued, Death states that he could not fully share in the rescuers' enthusiasm. Why?

B. The Ninety Eighth Day

1. Why are the Jews brought to the town during this period?
2. What does Death learn about Michael's death from The Book Thief?

C. The War Maker

1. What does Death reveal with regard to the war and the situation in Germany?

D. Way of the Words

1. While watching the parade of Jews through Molching, Liesel tries to decide the best way to identify Max in the crowd of downcast faces. How does Liesel identify him?
2. Why would Max think that it was a great day to die?

E. Confessions

1. In what way does Liesel demonstrate her supreme trust in Rudy? What does

she show him?

F. Ilsa Hermann's Little Black Book

1. What does Liesel leave for Frau Hermann? How has the power of words changed for Liesel?
2. Frau Hermann arrives at 33 Himmel. Why has she come and what advice does she offer Liesel?

G. The Rib Cage Planes

1. How does Liesel describe Papa?

H. The End of the World (Part II)

1. Why is Death telling the story of the book thief?
2. What point does Death hope to stress by listing the good things that Rosa has done in her life?

Epilogue: The Last Color

A. Death and Liesel

1. What does Death tell the reader about Liesel's life?
2. How does Death describe Liesel's passing?

B. Wood in the Afternoon

1. With whom does Liesel live after the bombing? What connection does she maintain with Alex Steiner?
2. What does Alex Steiner regret? Why?

C. Max

1. Who arrives in October 1945?

D. The Handover Man

1. What discussion does Death have with Liesel when he finally takes her?
2. What is the last note that Death offers us as readers?

Appendix-1

Sample answers for literature: Term 1

I) Gogol's First Day

1. Why do you think Gogol looked down at his sneakers when the Principal welcomed him to the elementary school?

Sample Answer: Gogol looked down at his sneakers because Mrs. Lapidus called him Nikhil and he was still uncomfortable with his new name. Further, the way she pronounced his name was very different from the way his parents pronounced it. This added to the confusion and discomfort.

2. What did the author mean by stating that Mrs Lapidus," not had to go through this confusion with the other two Indian children"?

Value point: the unique confusion between the 'good name' and the 'home name'

3. Why is Gogol afraid to be called Nikhil?

Value points: Is familiar with Gogol--- Nikhil seems like a different person, a total stranger

4. Who is Mrs. Lapidus? Why does she wonder if Nikhil follows English?

Value points: the principal---he doesn't answer her questions about his age

5. How is Gogol's' schooling different from what his parents have known? Provide examples in support of your answer.

Value points: parents have had conventional indian education –fountain pens, polished shoes and formal names. Gogol had more freedom, free to have nick-names, more creative, not stress on uniformity

Unfolding Bud

1. How does a water-lily bud (or the bud of any flower) become amazing with time? How does it change?

Value points: As it blossoms- reveals inner beauty- change in colour and dimension- the core is unraveled slowly layer by layer- transformation-metamorphosis is a slow process-reveals inner beauty which is amazing.

2. Why is one "not amazed" when they first see a poem? How is it like the bud of a flower?

When one sees a poem for the first time it appears like a tightly closed bud that does not reveal all the layers and secrets it holds within. The true meaning of a poem is not visible at the first reading. Just as the flower transforms itself layer by layer, the poem reveals its hidden meaning, symbolism, new

perspectives and dimensions with repeated reading. Like the bud which blossoms to show its magnificence so does a poem unravel itself to all new interpretation and true depth with each new reading which like the petals of the flower that opens up one layer at a time uncovering the shroud of mystery.

The Three Caskets

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

Sample Answer: The inscription on the gold caskets said that the one who chose it would get what many men desired. The Prince of Morocco interprets this as a reference to Portia. Many men desire to marry the fair and prosperous Portia and have come from the different corners of the world. The other caskets are beneath the level of his 'golden mind'

2. What were the reasons for the Prince of Arragon choosing the silver casket?

Value points: he believes that he truly deserves to win Portia---thinks too highly of himself, arrogant and egoistic---believed he was meritorious enough to marry her.

3. "O love, be moderate, allay thy ecstasy in measure rain thy joy, scant this excess!" Why does Portia say the above lines?

Sample Answer: Portia said these words after Bassanio's speech in which he decided between the three caskets and finally decided to choose the lead casket. She was already in love with him and now all her fears vanished as she knows that he had made the correct choice. Yet, she must maintain composure on the outside and is, thus, asking her heart to control its joy and excitement

4. Why did Bassanio reject the gold casket?

Value points: truly believed that all that glitters is not gold, not focus on appearance, values inner beauty

5. "And you shall see 'tis purchased by the weight. Which therein works a miracle in nature, making them lightest that wear most of it." Explain the above lines.

Value points: the value of material things estimated by their weight, not by the inner worth of the owner/bearer---sometimes those who possess the most, lack in substance more than the others

6. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.

Value points: too pompous, arrogant and vain to really care about her

7. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

Value points: happy, reassured him of her joy, feels lucky to have been won by him, happy that she is still young and can learn – she gives him a ring, warns him that if he parts with it, loses or give it away, she will break their engagement

The Marshlands

1. Describe the vegetation of the marshlands. Which quality of the marshlands is revealed through this?

One can find moss and moulds in the marsh. Wild rice and rushes also grow around the water. Although the water is stagnant and the place may not seem too pleasant, it was fertile with various kinds of plants growing around it. It supports life.

2. How does the wild goose behave at dusk? How is the marshland important to the goose?

The poet describes the wild goose's quest for 'homing' that is looking for an appropriate shelter. It finds the same in between the rushes and lichens. The marshlands provide shelter to the goose.

3. Why do you think the cranes have a 'heavy wing' and a 'lazy flight'? Where are they headed?

The cranes fly from the marshes with heavy wings at the end of the day. They fly lazily as they are tired and move towards their home to rest in the peacefully silent evening.

Coming Home To Delhi

1. How was Delhi a combination of many Delhis?

Sample answers: Delhi has been ruled by several dynasties. Each one of them has left its unique mark on its culture and tradition. Since most of them were conquerors from foreign lands, they missed their home. Hence, we can see a bit of each one of them in literature, food, performing arts and archaeological creations of the present day.

2. Which hour of the day did the city look most beautiful?

Value points: dawn and dusk – the colour of the sky – the way the rising sun for example would rain gold on the domes and minarets – looked like a miniature painting

3. The author feels that some activities of old Delhi are still found in the present Delhi.

Value points: family gatherings around crackling fire on winter nights – family picnics at the historical sites – the same delicious home-cooked food freshly prepared in the morning---tiffin carriers carries to school and work every day

4. What kind of lifestyle did the women lead in her grandfather's house?

Value points: were educated more than their ancestors, but were not allowed to go out of the house too frequently--- were allowed to play tennis in tennis shoes and sarees and were not to be seen by anyone

Sample answers for literature: Term 2

The Boy Who Broke the Bank

1. Do you think the town residents show any concern for workers like Nathu the sweeper boy?

Value points: No/While the entire town protested against the bank going insolvent, everyone forgot about Nathu whose delayed pay had led to the speculation in the first place/On being probed, the clerks admitted that they have had their salaries/ It was a few of the part-time workers who were getting paid late.

2. Who do you think will be more affected by the collapse of the bank?

b.Value points: Part-time workers like Nathu will get more affected by the collapse of the bank than its rich owner, Seth Govind Ram/If the bank did shut down eventually, workers like Nathu would possibly never get their dues or salaries.

Hope is the Thing with Feathers

1. If hope is a bird, what do you think is the tune that the bird sings?

Not only is Hope a bird, it can also sing melodious songs/ It perches on the human soul and sings all the time. However, the song has no words or diction/ It solely has a tune/But this tune in itself is a pure feeling and a deep seated longing that sprouts from the human soul.

2. When does the tune sound more comforting than ever to its listeners? Why?

The tune of hope sounds more comforting than ever in times of difficulty, when the Gale starts to blow/When life gets unbearable and newer challenges loom large, Hope soothes its listeners, singing through the chaos and mayhem.

So What Are You, Anyway?

1. What did the Nortons want to know about Carole?

The Nortons were curious about Carole's ethnic origin/They had noticed that her skin tone differed from theirs/ So they would not stop asking Carole about her racial identity/ They asked outrageous questions in an arrogant way. When none of these questions got her to tell them what her race was, Mr Norton could not hold his patience anymore. He directly asked Carole, "What are you, anyway?"

2. What do you think is the difference between Carole and the Nortons in the way they approach people?

Carole is still too young to be conscious of differences of race and ethnicity that divide the world. Hence her approach to most people is non-judgemental.

In stark contrast, the Nortons were from the very beginning disapproving of Carole. They kept prodding her about her ethnic identity and wondered if she is of mixed race.

Patol Babu, Film Star

1. How did Patol Babu convince himself to accept the small role he was offered?

Patol Babu was devastated when the role was explained to him. His speaking role was only a monosyllable which was just an "Oh!" Deeply hurt by this humiliation, he stood in one corner waiting to play his role. It was then the words of advice from his mentor Mr Pakrashi flashed through his mind. Mr Pakrashi told him not to consider any role below his dignity and to squeeze the last drop of meaning out of his lines. It was then he realised that the same "Oh!" if said in a way which would bring out the essence of the situation, would make him the best actor. With these encouraging thoughts, he accepted his role with dignity.

2. What do you think makes Patol Babu a greater human being than an actor?

Patol Babu, despite the humiliation of the small role made peace with the situation after recalling the advice of his mentor. He gave his all while playing the role of a pedestrian. Though he was physically hurt due to the collision with the actor, he continued playing his role delivering the best "oh" possible. This act of his shows his commitment and dedication. After the acting episode, he did not even bother to collect the money due to him, although the money would have meant a lot to him at this stage of his life.

But at that moment, the satisfaction he derived from acting his role perfectly and with total honesty far superseded the money due to him.

3. Was Patol Babu a typical film star?

Sample answer: Patol Babu was not a typical film star. He was not a well-known face in the industry. But he was passionate about acting and had tried his hands in theatre. He had never been in a film so when he got the chance to play a part in a film, he was overjoyed. Patol Babu took in his stride the small role that he was offered by the film crew. At first he felt dejected because his role was not as significant. He just had one dialogue to deliver. But later he regained his enthusiasm when he remembered what his mentor had told him - no matter how small the role is, it is not beneath anyone's dignity to accept it. In fact, smaller roles make the play or the film, complete. Soon, Patol Babu was seen rehearsing his monosyllabic dialogue over and over again. To make himself look more natural, he asked for a prop before the shoot. When the shoot was over, Patol Babu was praised by the director for his effortless performance. The fact that Patol Babu did not shy away from delivering a single dialogue and gave his absolute best, makes him no less than a star. The title is not mocking, but sincere. It hails Patol Babu as a film star and nothing less. Even though he was not a full-time actor or a celebrity actor, he had the spirit of one.

That Little Square Box

1. Why was the narrator restless after he overheard the two men in the deck?

The narrator was a nervous man travelling from America to England on board the ship Spartan. By nature a suspicious man, when the narrator saw two men board the ship at the last moment carrying an object in a suspicious manner, he got curious and kept an eye on them. Every action of theirs added to the narrator's suspicion and he concluded that the two men were planning to blow up the ship sometime in the night and that the box contained explosives. With such thoughts in mind, his restlessness was natural as he was planning how to foil their plans.

2. Who did the speaker think the two men were? What did he think they were up to?

The speaker thought that the two men were probably agents of some terror group who intended to sacrifice themselves and their fellow passengers in an explosion for furthering a misguided agenda/By overhearing their cryptic conversation, the speaker suspected that they were carrying a bomb with them in the suspicious little square box.

The Elephant and the Tragopan

1. How does the elephant substantiate humans' inhuman treatment of animals?

Value points: destroying animals' home for a more comfortable life/ mindless killing and exploitation of animals to fulfil human's many needs and desires/ Examples of leopards' skin, bear's use in shows, hunting for amusement/ don't show any gratitude/ destruction of the environment for selfish aims

2. What are the elephant's expectations from his audience?

Value points: to unite in their fight against Man/ staying together despite differences of opinion

Appendix 2

Literary Terms & Poetic Devices

Imagery is the use of language to represent experiences of the senses --- what can be seen, heard, touched, tasted, and smelt. With vivid, skillful imagery, poets and other writers can evoke deeply felt responses from the reader.

When you find a reference to some person, character, or event—real or fictional, past or present – you have encountered an allusion. It can come from literature, myth, history or even any religious book. Have you heard of the expression ‘sour grapes?’

This expression refers to a fable in which a fox who could not reach a bunch of grapes said they were probably sour anyway.

A figure of speech, in which two basically unlike things are directly compared, usually with *like* or *as*, is called a simile. A writer sees and brings out the likeness in the two items in a fresh and clear way.

A metaphor is an implied comparison between things essentially unlike, often with no clue words. It does not use the words *like* or *as*. It is not always confined to poetry: it occurs even in daily conversation. You may refer to a studious classmate as a ‘bookworm’ and someone who is speechless may be called ‘tongue-tied’.

In poetry, exaggeration is called hyperbole. In advertising, similar exaggeration is called hype. For example you might read a claim that you can ‘recapture the magic of childhood’ by buying a certain collector’s doll that is a ‘big’ seven inches high.

Another good example is ‘I’m so hungry I could eat a bear,’ or ‘He cried his eyes out.’

Alliteration is the repetition of the initial and stressed sounds at the beginning of words or in stressed syllables of words. A common example is tongue twisters. Alliteration is popular in our language (safe and sound, rough and ready, through thick and thin) because it gives pleasure in itself. But it is also used where possible to echo the sense and provide emphasis. It creates melody, establishes mood, calls attention to certain words and points to similarities and contrasts.

Onomatopoeia is the use of words having sounds that suggest their meaning or which imitate the sound associated with them.

Tone is the author’s or poet’s attitude, stated or implied, towards a subject or audience. The tone can be serious, indignant, angry, sad or humorous.

Personification is when human characteristics are assigned to non human things.

Irony is in general, a contrast between what really is and what appears to be. You have probably heard the expression 'Thanks a lot!' used sarcastically, spoken in a way to mean, 'Thanks for - nothing.' You might have come in from a snowstorm and remarked, 'Nice day, uh?' In each case you are saying one thing while meaning another, often emphasizing that meaning by the tone of your voice.

Identify what literary / poetic device the underlined words refer to:

a) *Nothing is so beautiful as spring---*

When weeds, in wheels, shoot long and lovely and lush

Thrush's eggs look little low heavens....

b) The Romeo whistled at the pretty girl. "Will you be my Juliet?" he called.

c) He looked at her and gave his heart away. _____

d) As he got out of his strawberry- coloured car, his immense fists looked like two slabs of slightly gnawed ham. He waddled over to the counter and snarled under his garlic-laden breath....

e) *She pushes cloth*

through a pounding needle, under,

around, and out,

breaks thread with a snap

against finger bone.

Sleeve after sleeve, sleeve.

It is easy. The same piece.

For eight or nine hours, sixteen bundles maybe

250 sleeves to ski coats, all the same.

It is easy.

f) To him the moon was a silver dollar, spun
into the sky by some mysterious hand; the sun
was a golden coin...

g) The moan of doves in immemorial elms
The murmuring of innumerable bees

h) Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go
But I go on for ever.

i) He looked like a horse with a burr under its saddle.

Build Your Vocabulary

Much of the English language can be traced back to ancient Greece. See how you get on with this selection of words, all boasting such venerable Greek roots. Every word carries three possible options. Tick the correct meaning of the word.

	Cacophony	A. false statement	B. ancient casket	C. harsh sound
	Prognosis	A. delay	B. forecast	C. foundation
	Caustic	A. capable of falling	B. capable of growth	C. capable of burning
	Arcadian	A. pastoral	B. bird-like	C. dark green
	Proboscis	A. unmanned spacecraft	B. Tax efficient investment	C. mammal's nose
	Dynamic	A. forceful	B. inarticulate	C. nervous
	Hierarchy	A. order	B. ruler	C. retinue

	Paradigm	A. clear example	B. best of its kind	C. humourous play
	Onomatopoeic	A. related to nomadic people	B. words that sound like what they mean	C. free verse
	Synchronize	A. to mend	B. share equally	C. make happen at the same time
	Tendon	A. slight inclination	B. escort ship	C. fibrous tissue
	Polymath	A. person of	B. numerical	C. impeccable

		great learning	ability	style
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Kitchen Accidents

Anna had cut herself on something **sharp** when she was cleaning the kitchen floor. It had been very sore, causing her to give a **sharp** cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a **sharp** pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as **sharp** as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a **sharp** difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather **sharp** and telling her father about her wound, feeling comforted by his concern. However, there was a **sharp** change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a **sharp** dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of **sharp** practices. During the case she had been quite **sharp** with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

Find a suitable word that is similar in meaning to 'sharp' for each blank.

Anna had cut herself on something _____ when she was cleaning the kitchen floor. It had been very sore, causing her to give a _____ cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a _____ pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as _____ as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a _____ difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather _____ and telling her father about her wound, feeling comforted by his

concern. However, there was a _____ change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a _____ dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of _____ practices. During the case she had been quite _____ with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

3. The cat sat on the mat.

We all understand words of three letters, but can we always explain them? Tick the meanings you believe are right.

Wry	twisted, sad, witty, suffering
Oaf	blockhead, insulting person, peasant or farm hand, giant
Don	to rule, to put on, to remove, to give
Rue	to regret, to weep, to resent, become homesick
Ebb	to grow greater, to avoid, to be calm, to decline
Era	currency, electrically charged particle, unit of resistance, period in time
Par	equality, force, share, stock
Ado	useful work, farewell, praise, unnecessary activity
Wan	ruddy, strong, pale, small
Vie	to covet, to strive for superiority, to stimulate, to surpass

Here are some words which derive from Latin. How many meanings do you know?

Ferret	to search, to trap, to hide, to flee
Impediment	opposition, tool, obstruction, disparagement
Deplete	to flatten, to conquer, to finish, to exhaust

Noxious	dark, injurious, hateful, evil-smelling
Regime	order of procedure, system of government, recipe of cooking,
Inconclusive	not apparent, not decisive, positive, unanswerable
Inconceivable	unimportant, unthinkable, improbable, inconsequential
Benign	radiant, religious, kindly, hopeful
Conversant	well-mannered, talkative, argumentative, familiar

Fill in the blanks using the given idioms.

Belle of the ball, in two minds, rolling in money, dressed to the nines, falling to bits, suit you down to the ground, there was nothing else for it, not a penny to her name, living on a shoestring, looked like two peas in a pod

It was Saturday night and Meg should have been getting ready for a party. This was to celebrate her friend Joan's birthday, but Meg was _____ about going. The problem was clothes. She knew that all the guests would be _____ and she had not been able to afford to buy a new dress. She had finished all her money and now did _____. Still, Joan would feel bad if she did not appear for the party and so _____. She would just have to wear the dress she had worn to all other parties that year, even though it was _____. Just as Meg was ironing the dress, her friend Carol came in. Although they were not related, the two girls _____.

"Why don't you borrow a dress from me?" she cried. She had a huge wardrobe gifted to her by her father who was _____. "That yellow one will _____," she said. Meg finally agreed and was the _____ when she arrived at the party.

Avoiding Party Preparations

A cat on hot bricks, turning the house upside down, turned a deaf ear, the coast is clear, in mum's bad books, lie low, be in hot water, at sixes and sevens, make myself scarce, all in

Bill could hear his mother calling him but he _____. She was giving a large dinner party that evening and it needed a great deal of organization. The entire house was _____. Having spent the morning cleaning the windows and mowing the lawns, Bill was _____. A few minutes ago he had made for the garden shed to have a rest and _____ for a while.

Suddenly the shed door opened. Bill looked up to see his brother, Rob standing there.

"So this is where you are! You're really _____. She's angry so she cannot find you anywhere," he said. "What are you doing here?" asked Bill. "Mum's _____ looking for a recipe," said Rob. "Apparently, she wrote it down on a piece of paper and cannot find it now. I decided to _____ until she calms down. Dad's helping her look for it. Rob had just sat down beside Bill when their father appeared. "So this is where you're hiding," he said. "You'll both _____ when your mother finds you. She's like a _____ about this party and says there is no one to help her. She's going to the hair dresser in a few minutes and I'm staying here until_____.

Tick the right alternative.

i) The child was scared by the sight of the snake. She called her mother. Did she_____?

- a) exclaim b) bark c) scream

ii) The boy wanted to apologize. But he was rather scared. Did he_____?

- a) murmur b) mutter c) mumble

iii) The soldier challenged the enemy in a loud voice. Did he_____?

- a) bark b) grunt c) thunder

iv) You are sitting in a theatre and want to say something to your mother in the next seat. Will you_____?

a) mumble b) whisper c) stammer

Replace the underlined words with an interesting or precise verb. Write the verb in the space provided.

1. I <u>threw a hasty look</u> at the clock and continued my work.	
2. She nervously <u>moved her fingers</u> around her bracelet.	
3. In the scuffle that followed, the bag fell on the ground. The robber <u>hurriedly took it</u> and ran away.	
4. She felt offended at the way the stranger was <u>looking fixedly</u> at her.	
5. The police are looking for someone who <u>saw</u> the crime.	
6. If you <u>touch</u> the play button the tape will start moving.	
7. My grandmother kissed me and <u>touched</u> me on the back.	

Appendix-3

Recommended reading

Short stories

"To Build A Fire" - Jack London

"The Monkey's Paw" - W.W. Jacobs

All Summer in a Day by Ray Bradbury

Flowers for Algernon by Daniel Keyes

Harrison Bergeron by Kurt Vonnegut

To Build a Fire by Jack London

The Ransom of Red Chief by O. Henry

A Sound of Thunder by Ray Bradbury

The Tell-Tale Heart by Edgar Allan Poe

The Lady or the Tiger? by Frank Stockton

There Will be Soft Rains by Ray Bradbury

The Lottery by Shirley Jackson

Hearts and Hands by O. Henry

The Rocking Horse Winner by D.H. Lawrence

Miss Awful by Robert Cavanaugh

Charles by Shirley Jackson

The Moustache by Robert Cormier

Young Goodman Brown by Nathaniel Hawthorne

The Most Dangerous Game by Richard Connell

The Black Cat by Edgar Allan Poe

The Sniper by Liam O'Flaherty

An Occurrence at Owl Creek Bridge by Ambrose Bierce

The Veldt by Ray Bradbury

The Landlady by Roald Dahl

The Fun They Had by Isaac Asimov

Stories by Sudha Murthy

Stories by R.K Narayan

Stories by Ruskin Bond

Stories by Rudyard Kipling

H.H.Munro/Saki: Mrs.Packletide's Tiger; Seven Cream Jugs

Athletic Shorts: Six Short Stories / Chris Crutcher : Here ChrisCrutcher presents characters from some of his best-loved novels, as well as creating some unforgettable new personalities, in tales of love, death, bigotry, heroism, and coming of age.

Classics

The Adventures of Tom Sawyer: Mark Twain

Animal Farm: George Orwell

My Family And Other Animals: Gerald Durrell

Treasure Island: R.L.Stevenson

Robinson Crusoe: Daniel Defoe

The Invisible Man: H.G.Wells

Anne of Green Gables series by L.M. Montgomery

Rebecca by Daphne du Maurier

Jane Eyre: Charlotte Bronte

The Hobbit by J.R.R. Tolkien

Oliver Twist: Charles Dickens

Call of the Wild: Jack London

The Little Prince by Antoine de Saint-Exupery

To Kill a Mockingbird by Harper Lee

Wuthering Heights: Emily Bronte

Pride and Prejudice: Jane Austen

Uncle Tom's Cabin by Harriet Beecher Stowe

The narrative drive of Stowe's classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn characters and has earned a place in both literary and American history. Stowe's puritanical religious beliefs show up in the novel's final, overarching theme – the exploration of the nature of Christianity and how Christian theology is fundamentally incompatible with slavery.

Alice's Adventures in Wonderland & Through the Looking Glass by Lewis Carroll

Contemporary fiction

The Curious Incident Of The Dog In The Night time By Mark Haddon

Purple Hibiscus Chimamanda Ngozi Adichie

Alexander McCall Smith: The No.1 Ladies' Detective Agency (series)

Journey To The River Sea - Eva Ibbotson

Alone On The Wide Wide Sea- Michael Morpurgo

Running Wild- Michael Morpurgo

Mahabharat - Devdutt Pattanaik-

Cloud Busting By Malorie Blackman

James Patterson: Theodore Boone (series)

The White Giraffe - Lauren St. Johnson: The Author brings us deep into the African world, where myths become reality and a young girl with a healing gift has the power to save her home and her one true friend.

The Crossover - Kwane Alexander: The story follows two African American twin brothers that share a love for basketball but find themselves drifting apart as they head into their junior high school years. They also run into many obstacles that they must overcome.

Baseball Fever - Johanna Hurwitz: Ezra Feldman loves baseball but his father cannot understand why anyone would want to rot their brains watching people swing wooden sticks rather than playing a fun game of chess. See how a grumpy old professor and an unwanted road trip help them find a common ground.

Whale Talk - Chris Crutcher: There's bad news and good news about the Cutter High School swim team. The bad news is that they don't have a pool. The good news is that only one of them can swim anyway. It provides an opportunity to learn some profoundly important lessons about life. Much like a whale out on the ocean who sings because it needs to, whether its song is heard by other whales or not, everyone needs to sing their own song -- of trauma and of triumph"

Magnus Chase - Rick Riordan: Magnus Chase has always been a troubled kid. Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day a man he's never met tracks him down. A man his mother claimed was dangerous. The man tells him an impossible secret: Magnus is the son of a Norse god.

Adventure/Mystery/Thriller

Man-Eaters Of Kumaon- Jim Corbett

Agatha Christie Miss Marple series, Hercule Poirot series

The Adventures Of Sherlock Holmes By Arthur Conan Doyle

John Grisham - Theodore Boone

Holes - Louis Sachar :*Stanley Yelnats is under a family curse. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake. There is no lake at Camp Green Lake. But there are an awful lot of holes. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.*

The No. 1 Ladies' Detective Agency - Alexander McCall Smith (series)

Historical Fiction

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Why is the land so important to Cassie's family? It takes the events of one turbulent year – the year of the night riders and the burnings, the year a white girl humiliates Cassie in public simply because she's black – to show Cassie that having a place of their own is the Logan family's lifeblood. It is the land that gives the Logans their courage and pride – no matter how others may degrade them; the Logan's possess something no one can take away.

Number The Stars by Lois Lowry

Journey To Jo'berg by Beverley Naidoo

Uncle Tom's Cabin by Harriet Beecher Stowe: *The narrative drive of Stowe's classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn characters and has earned a place in both literary and American history. Stowe's puritanical religious beliefs show up in the novel's final, overarching theme – the exploration of the nature of Christianity and how Christian theology is fundamentally incompatible with slavery.*

The Silver Sword Ian Serrailier

My Story A Victorian Girl's Diary Mill Girl; Titanic; The Hunger; Pompeii

The Smile Of Vanuvati: Harini Gopalswami Srinivasan

Walkabout by James Vance Marshall

When Hitler Stole Pink Rabbit by Judith Kerr

An Eagle in the Snow by Michael Morpurgo:

The story of a young man, a young soldier in the trenches of World War I who, on the spur of the moment, had done what he thought was the right thing. It turned out to have been the worst mistake he ever could have made –a mistake he must put right before it is too late...

Hitler's Secret by William Osborne

Otto and Leni have escaped to England from Nazi Germany. They thought they were safe, but now the British want them to go back. Dropped behind enemy lines, they embark on a secret operation codenamed Wolfsangel. Their mission is to find and kidnap a girl who could bring down Hitler And so begins their bravest journey yet.

The Narayanpur Incident by Shashi Deshpande

8 August, 1942 Quit India!' Gandhiji warns the British. As he and most leaders are put in jail the very next day, the people rise in protest and so begins the Quit India movement of 1942. Babu and Manju suddenly find themselves part of all this as their schools close down and their father is put behind bars. Their daring brother Mohan goes underground and the rest of the family moves to Narayanpur, a sleepy little village seemingly untouched by the turbulence in the country. But Narayanpur is seething within and it all comes to a head when a group of children dare to confront the police...

War Horse by Michael Morpurgo; *It holds special appeal for horse lovers, who will care deeply about Joey's plight as he is pushed and pulled between the humans fighting World War I.*

Waiting for Tansen by Subhadra Sen Gupta -a collection of historical Tales

Science Fiction

The Giver- Lois Lowry

A Face Like Glass - Frances Hardinge

Flowers For Algernon By Daniel Keyes: The story of a mentally disabled man whose experimental quest for intelligence mirrors that of Algernon, an extraordinary lab mouse. In diary entries, Charlie tells how a brain operation increases his IQ and changes his life. As the experimental procedure takes effect, Charlie's intelligence expands until it surpasses that of the doctors who engineered his metamorphosis. The experiment seems to be a scientific breakthrough of paramount importance--until Algernon begins his sudden, unexpected deterioration. Will the same happen to Charlie?

Douglas Adams- Hitch Hiker's Guide To The Galaxy

Restaurant At The Edge Of The Universe by Douglas Adams

Fahrenheit 451 - Ray Bradbury

The House of the Scorpion by Nancy Farmer: Matteo Alacrán was not born; he was harvested. His DNA came from El Patrón, lord of a country called Opium – a strip of poppy fields lying between the United States and what was once called Mexico. Matt's first cell split and divided inside a petri dish. Then he was placed in the womb of a cow, where he continued the miraculous journey from embryo to fetus to baby. He is a boy now, but most consider him a monster – except for El Patrón. El Patrón loves Matt as he loves himself, because Matt is himself.

The Complete Adventures of Lucky Starr by Isaac Asimov

The Lucky Starr books are smart, but not too complex, space operas by one of the grand masters of science fiction. This volume includes all six novels:

David Starr, Space Ranger

Lucky Starr and the Pirates of the Asteroids

The Outsiders by S.E. Hinton

It is about two weeks in the life of a 14-year-old pony boy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider.

According to Ponyboy, there are two kinds of people in the world: greasers and socs. A soc (short for "social") has money, can get away with just about anything, and has an attitude longer than a limousine. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of socs for the sake of his fellow greasers--until one terrible night when his friend Johnny kills a soc. The

murder gets under Ponyboy's skin, causing his bifurcated world to crumble and teaching him that pain feels the same whether a soc or a greaser.

The Theory of Everything - Stephen Hawking: It presents the most complex theories, both past and present, of physics; yet it remains clear and accessible. It will enlighten readers and expose them to the rich history of scientific thought and the complexities of the universe in which we live.

A Wrinkle in Time - Madeleine L'Engle: Meg's father had been experimenting with this fifth dimension of time travel when he mysteriously disappeared. Now the time has come for Meg, her friend Calvin, and Charles Wallace to rescue him. But can they outwit the forces of evil they will encounter on their heart-stopping journey through space?

The Physics of the Future - Michio Kaku; It speculates about possible future technological development over the next 100 years. With interviews of notable scientists about their fields of research, it lays out the vision of coming developments in medicine, computing, artificial intelligence, nanotechnology, and energy production.

Cinder - Marrisa Meyer: The story is about a deadly disease that kills off characters very close to Cinder and Prince Kai. A queen of the moon, who evilly manipulates her subjects and kills off those she can't control, threatens war. Cinder is a great tough-girl character that can fix anything and acts selflessly to help those in danger.

Maze Runner - James Dashner Once there was a world's end. A perfect boy Thomas built a maze. Now there are secrets and loyalties history could never have foreseen. This is the story of that boy, Thomas, and how he built a maze that only he could tear down. All will be revealed.

Numbers - Rachel Ward: Ever since she was child, Jem has kept a secret: Whenever she meets someone new, no matter who, as soon as she looks into their eyes, a number pops into her head. That number is a date: the date they will die. While waiting to ride the Eye Ferris wheel, Jem is terrified to see that all the other tourists in line flash the same number.

Holes - Louis Sachar: Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.

Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnats. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the warden makes the boys "build character" by spending all day, every day, digging holes: five feet wide and five feet deep. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.

Uglies by Scott Westerfeld: It is set in a future post scarcity dystopian world in which everyone is turned "Pretty" by extreme cosmetic surgery upon reaching age 16. It tells the story of teenager Tally Youngblood who rebels against society's enforced conformity, after her newfound friends Shay and David show her the downsides to becoming a "Pretty". It deals with themes of change, both emotional and physical.

Indian Fiction

A Village By The Sea by Anita Desai

The Conch Bearer by Chitra Banerjee Divakaruni

The Village by the Sea - Anita Desai; in a rural area in India, near the sea a small family forced to live in poverty. The parents are unable to take care of their three children so the oldest children, Lila and Hari, assume the roles of adults in the house. Lila takes care of her ill mother and takes care of the house while her brother works in the fields in order to financially sustain his family.

Things to Leave Behind - Namita Gokhale; A historical novel Kumaon 1856, Six native women huddle around Nainital Lake, attempting to cleanse it of threatening new influences. For, these are the days of Upper Mall Road (for Europeans and their horses) and Lower Mall Road ('for dogs, servants and other Indians' This is the story of feisty young Tilottama Dutt, whose uncle hangs when he protests the reigning order – and her daughter, Deoki, who will confront change as Indians and as women.

The Gita For Children – Roopa Pai; The book starts the reason why the great war was fought and explaining why The Gita was told.

Jhumpa Lahiri - The Namesake

Caravan to Tibet - Deepa Agarwal

In the last years of the nineteenth century, a caravan of traders sets off from the high hills of Kumaon, India, for Tibet. They traverse dangerous passes and brave blinding snowstorms, in order to carry on their traditional trade in the Tibetan markets. Among them is fourteen-year-old Debu's father. Many days later, when the caravan returns, Debu is heartbroken to learn that his father was lost in one of the treacherous passes. Somehow he cannot believe it, and when a Tibetan trader turns up in the local market wearing an amulet remarkably similar to his father's, he is convinced that his father is alive, somewhere in Tibet. Debu joins the next caravan to Tibet to look for his father, little knowing he is setting out on the most perilous, yet most exciting journey of his life. The adventures follow thick and

fast – a forced stay in a monastery with a young lama who takes a fancy to him; his capture by a band of bandits led by the cruel, mysterious Nangbo gifted with magical powers; a stay in the goldfields of Thok Jalong; and finally ending with a heart-pounding, breathtaking horse race.

Naming Maya - Uma Krishnaswami

West meets East

Although Maya has done her best to avoid it, she is spending part of her summer in Chennai, India, with her mother, who is trying to sell her grandfather's old house. Soon Maya is drawn into a complicated friendship with eccentric Kamala Mami, who has been a housekeeper and cook for years in Maya's extended family. At the same time, Maya is thrust into an ocean of memories, all coming at her too quickly for her to understand. In particular, she is forced to examine the history of her parents' divorce -- all the more painful because she believes the trouble began with the choosing of her name. For years the tension has simmered in a cauldron of anxiety, secrets, and misunderstandings. It is only with the help of Kamala Mami and Maya's cousin Sumati that Maya is able to see what happened to her parents.

In this compelling first novel, a young Indian American girl finally learns that she can choose which memories to keep and which to let go.

Blue Jasmine - Kashmira Sheth

When twelve-year-old Seema Trivedi learns that she and her family must move from their small Indian town to Iowa City, she realizes she'll have to say good-bye to the purple-jeweled mango trees and sweet-smelling jasmine, to the monsoon rains and the bustling market. More important, she must leave behind her best friend and cousin, Raju. Everything is different in Iowa City, where Seema feels like an outsider to the language and traditions. As she begins to plant roots in the foreign soil, however, her confidence starts to bloom, and she learns she can build a bridge between two homes. With lyrical language and poignant scenes, Kashmira Sheth unearths the meaning of "home" and "family" in this tender debut novel. Kashmira Sheth's own experiences as a teenager who moved by herself from India to America inspired her to write this novel. She is a microbiologist and lives with her family in Madison, Wisconsin.

Hullabaloo in the Guava Orchard - Kiran Desai

Memoir /Biography /Autobiography

My Left Foot - Christy Brown: Christy Brown was an Irish artist and writer. However in order to do both these things he could only use his left foot. Having been born with cerebral palsy this was the only way he could express himself. Then it happened when one day he picked up a piece of chalk in his left foot and unsure what to do next his mother began to show him by writing the letter "A" and encouraging him to copy it.

American Sniper - Chris Kyle; U.S. Navy SEAL Chris Kyle earned legendary status among his fellow SEALs, Marines, and U.S. Army soldiers, whom he protected with deadly accuracy from rooftops and stealth positions. Gripping and unforgettable, Kyle's masterful account of his extraordinary battlefield experiences ranks as one of the great war memoirs of all time.

A Touch of Tennis - Ramanathan Krishnan: The story of the first family of Indian tennis begins in 1933, when T.K. Ramanathan bought a tennis racquet by selling a piece of his wife's jewellery. Within a few years he was ranked No.1 in India, but little did the small tennis playing community in the country realize that his passion for the game would author the most glorious chapter in the history of Indian tennis.

A Long Way Gone: Memoirs of a Boy Soldier - Ishmael Beah; There may be as many as three lakh child soldiers, hopped-up on drugs and wielding AK-47s, in more than fifty conflicts around the world. Ishmael Beah used to be one of them. He is one of the first to tell his story in his own words.

Elon Musk: Inventing the Future - Ashlee Vance ;Vance uses Musk's story to explore one of the pressing questions of our age: can the nation of inventors and creators who led the modern world for a century still compete in an age of fierce global competition? He argues that Musk – one of the most unusual and striking figures in American business history – is a contemporary, visionary amalgam of legendary inventors and industrialists including Thomas Edison, Henry Ford, Howard Hughes, and Steve Jobs.

Private Peaceful - Michael Morpurgo; The hopes and fears that a young soldier had while he experienced the horrors of a war that no one seemed to really understand.

Boy;Tales of Childhood - Roald Dahl: In Boy, Roald Dahl recounts his days as a child growing up in England. From his years as a prankster at boarding school to his envious position as a chocolate tester for Cadbury's, Roald Dahl's boyhood was as full of excitement and the unexpected

The Longitude Prize - Joan Dash: Set in an exciting historical framework -- telling of shipwrecks and politics -- this is the story of one man's creative vision, his persistence against great odds, and his lifelong fight for recognition of a brilliant invention.

My Days - R.K. Narayan: The Author shares his life story, beginning in his grandmother's garden in Madras with his ferocious pet peacock. As a young boy with no interest in school, he trains grasshoppers, scouts, and generally takes part in life's excitements. Then he takes to writing fiction, and one of his pieces is accepted by Punch magazine.

A Girl From Yamhill ; A Memoir - Beverly Cleary : For everyone who has enjoyed the pranks and schemes, embarrassing moments, and all of the other poignant and colorful images of childhood brought to life in Beverly Cleary books, here is the fascinating true story of the remarkable woman who created them.

Wings of Fire - APJ Abdul Kalam ;An autobiography by visionary scientist Dr. APJ Abdul Kalam, who from very humble beginnings rose to be the President of India. The book is full of insights, personal moments and life experiences of Dr. Kalam.

Menagerie Manor - Gerald Durrell: The story of how Durrell fulfilled his childhood dream of founding his own private zoo, on the English Channel island of Jersey. The zoo grows, and readers are treated to a colorful parade of the zoo's unusual animal inhabitants.

I am Malala - Christina Lamb and Malala Yousafzai: The story of the girl who stood up for education and was shot by the Taliban. Malala currently lives in the United Kingdom and she has received the Nobel Peace Prize at the age of 16.

The Detective's Assistant - Kate Hannigan: Based on the extraordinary true story of Kate Warne, this fast-paced adventure recounts feats of daring and danger...including saving the life of Abraham Lincoln.

Looking Back: A Book of Memories by Lois Lowry

Red Scarf Girl by Ji-li Jiang (cultural revolution in China)

No Summit out of Sight: The True Story of the Youngest Person to Climb the Seven Summits - Jordan Romero

The Diary of Anne Frank: And Related Readings by Frances Goodrich

Throw Like a Girl: How to Dream Big Believe in Yourself by Jennie Finch

Steve Jobs: The Man Who Thought Different by Karen Blumenthal

Black Pioneers of Science and Invention by Louis Haber

Being Jazz by Jazz Jennings

My Thirteenth Winter: A Memoir by Samantha Abeel

Enchanted Air: Two Cultures, Two Wings: A Memoir by Margarita Engle

Siddhartha - Herman Hesse :*In the novel, Siddhartha, a young man, leaves his family for a contemplative life, then, restless, discards it for one of the flesh. Near despair, Siddhartha comes to a river where he hears a unique sound. This sound signals the true beginning of his life – the beginning of suffering, rejection, peace, and, finally, wisdom.*

Fever 1793 - Laurie Halse Anderson: *It's late summer 1793, and the streets of Philadelphia are abuzz with mosquitoes and rumors of fever. But when the fever begins to strike closer to home, Mattie's struggle to build a new life must give way to a new fight – the fight to stay alive*

The Story of a Childhood by Marjane Satrapi

Dan and Phil Go Outside by Dan Howell

Guts: The True Stories behind Hatchet and the Brian Books by Gary Paulsen

Travel Writing

Travels With A Donkey in the Cevennes R.L.Stevenson

From Heaven Lake by Vikram Seth

Around the World In 80 Days Jules Verne

The Snow Leopard by Peter Matthiessen

A Walk in the Woods - Bill Bryson ; *In this comedy adventure, celebrated travel writer, Bill Bryson, challenges himself to hike the Appalachian Trail and introduces us to the history and ecology of the trail.*

Turn Right at Machu Picchu: Rediscovering the Lost City One Step at a Time by Mark Adams

What happens when an adventure travel expert-who's never actually done anything adventurous-tries to re-create the original expedition to Machu Picchu?

July 24, 1911, was a day for the history books. For on that rainy morning, the young Yale professor Hiram Bingham III climbed into the Andes Mountains of Peru and encountered an ancient city in the clouds: the now famous citadel of Machu Picchu. Nearly a century later, news reports have recast the hero explorer as a villain who smuggled out priceless artifacts and stole credit for finding one of the world's greatest archaeological sites.

Mark Adams has spent his career editing adventure and travel magazines, so his plan to investigate the allegations against Bingham by retracing the explorer's perilous path to Machu Picchu isn't completely far-fetched, even if it does require him to sleep in a tent for the first time. With a crusty, antisocial Australian survivalist and several Quechua-speaking, coca-chewing mule tenders as his guides, Adams takes readers through some of the most gorgeous and historic landscapes in Peru, from the ancient Inca capital of Cusco to the enigmatic ruins of Vitcos and Vilcabamba.

Along the way he finds a still-undiscovered country populated with brilliant and eccentric characters, as well as an answer to the question that has nagged scientists since Hiram Bingham's time: Just what was Machu Picchu?

Three Cups of Tea: One Man's Mission to Promote Peace ... One School at a Time

by Greg Mortenson

The inspiring account of one man's campaign to build schools in the most dangerous, remote, and anti-American reaches of Asia.

*In April 2011, the CBS documentary "60 Minutes" called into question Greg Mortenson's work. The program alleged inaccuracies in *Three Cups of Tea* and its sequel, *Stones into Schools* as well as financial improprieties in the operation of Mortenson's Central Asia Institute. Questions were also raised about Mortenson's claim that he got lost near K2 and ended up in Korphe; that he was captured by the Taliban in 1996; the number of schools the CAI claimed to have built and whether CAI funds had been used appropriately for Mortenson's book tours. View the broadcast. Jon Krakauer, who had supported the CAI to the tune of \$75,000, also questioned Mortenson's accounts and released his allegations in a lengthy article titled *Three Cups of Deceit**

Travels with Charley: In Search of America by John Steinbeck

An intimate journey across and in search of America, as told by one of its most beloved writers.

In September 1960, John Steinbeck embarked on a journey across America. He felt that he might have lost touch with the country, with its speech, the smell of its grass and trees, its color and quality of light, the pulse of its people. To reassure himself, he set out on a voyage of rediscovery of the American identity, accompanied by a distinguished French poodle named Charley; and riding in a three-quarter-ton pickup truck named Rocinante.

His course took him through almost forty states: northward from Long Island to Maine; through the Midwest to Chicago; onward by way of Minnesota, North Dakota, Montana (with which he fell in love), and Idaho to Seattle, south to San Francisco and his birthplace, Salinas; eastward through the Mojave, New Mexico, Arizona, to the vast hospitality of Texas, to New Orleans and a shocking drama of desegregation; finally, on the last leg, through Alabama, Virginia, Pennsylvania, and New Jersey to New York.

Travels with Charley: in Search of America, is an intimate look at one of America's most beloved writers in the later years of his life – a self-portrait of a man who never wrote an explicit autobiography. Written during a time of upheaval and racial tension in the South – which Steinbeck witnessed firsthand – Travels with Charley is a stunning evocation of America on the eve of a tumultuous decade.

Deepak Dalal's :Ladakh Adventure ; Ranthambore Adventure; Lakshadweep Adventure; Snow Leopard Adventures

Graphic Novels

Art Spiegelman's Maus: A Survivor's Tale is a Pulitzer Prize-winning graphic novel about the Holocaust

The Invention of Hugo Cabret by Brian Selznick

The Arctic Incident: The Graphic Novel Artemis Fowl

The Lightning Thief: The Graphic Novel By Rick Riordan

The Adventures of Tintin, Vol. 1: Tintin in the Land of the Soviets / Tintin in the Congo

by Hergé, Leslie Lonsdale-Cooper

The Wall: Growing Up Behind the Iron Curtain by Peter Sís

I was born at the beginning of it all, on the Red side--the Communist side--of the Iron Curtain. Through annotated illustrations, journals, maps, and dreamscapes, Peter Sís shows what life was like for a child who loved to draw, proudly wore the red scarf of a Young Pioneer, stood guard at the giant statue of Stalin, and believed whatever he was told to believe. But adolescence brought questions. Cracks began to appear in the Iron Curtain, and news from the West slowly filtered into the country. Sís learned about beat poetry, rock 'n' roll, blue jeans, and Coca-Cola. He let his hair grow long, secretly read banned books, and joined a rock band. Then came the Prague Spring of 1968, and for a teenager who wanted to see the world and meet the Beatles, this was a magical time. It was short-lived, however, brought to a sudden and brutal end by the Soviet-led invasion. But this brief flowering had provided a glimpse of new possibilities--creativity could be discouraged but not easily killed.

By joining memory and history, Sís takes us on his extraordinary journey: from infant with paintbrush in hand to young man borne aloft by the wings of his art.

The Wall is a 2007 New York Times Book Review Best Illustrated Book of the Year, a 2008 Caldecott Honor Book, a 2008 Bank Street - Best Children's Book of the Year, the winner of the 2008 Boston Globe - Horn Book Award for Nonfiction, and a nominee for the 2008 Eisner Award for Best Publication for Kids.

Resistance (Resistance, #1) by Carla Jablonski

Fighting on a secret front of World War II

Paul and Marie's bucolic French country town is almost untouched by the ravages of WWII, but the siblings still live in the shadow of war. Their father is a Prisoner of War, kept hostage by the Germans. When their friend Henri's parents disappear and Henri goes into hiding because of his Jewish ancestry, Paul and Marie realize they must take a stand. But how can they convince the French Resistance that even children can help in their fight against injustice?

Resistance is the first volume of a trilogy written by acclaimed teen author Carla Jablonski and illustrated by Leland Purvis.

Gettysburg: The Graphic Novel

by C.M. Butzer

Abraham Lincoln's Gettysburg Address is familiar to all Americans. But never has his most famous speech--his 271 indelible words--been presented in such a visual and accessible format. Graphic artist and Civil War aficionado C. M. Butzer deftly uses a detailed, comic-book style to depict the Battle of Gettysburg; the national movement to create a memorial there; and the quiet day in 1863 when Lincoln delivered his galvanizing speech. Butzer uses only primary sources for the text, drawing from first-person letters and diaries, speeches, and Lincoln's own writing to unpack this series of historical events. The address itself is played out over eighteen pages, with every phrase given a visual interpretation that will resonate with young readers.

Amelia Earhart: by Sarah Stewart Taylor, Ben Towle (Illustrator)

Amelia Earhart: This Broad Ocean, a graphic novel written by Sarah Stewart Taylor and illustrated by Ben Towle, tells the story of Amelia Earhart's historic crossing of the Atlantic Ocean in 1928.

Earhart developed a love of flying at a very young age...and she wasn't about to let any man get in the way of her dreams. What began as a simple joy became something much deeper – a commitment to open doors for all women. As Earhart built a name for herself in the field of aviation – breaking numerous records along the way – she paved the road for future trailblazers, women like Danica Patrick, the first woman to win an Indy car race, and Eileen Collins, the first female space shuttle pilot.

Taylor and Towle's book offers a glimpse at her relentless ambition and her tireless will to promote women's rights. But above all, author and illustrator leave us with a sense of her deep-rooted desire to touch the sky

The Olympians (series) by George O'Connor's series,

These stories have been told in graphic novel format. Each book is devoted to a single god or goddess, though their stories overlap. The result is a series of books that work well as biographies, adventure stories, or research into ancient Greece.

Nathan Hale's Hazardous Tales (series)

After Revolutionary War spy Nathan Hale is executed, he and two sidekicks are displaced in time and witness events that have shaped American history. Author and artist Nathan Hale uses the three characters as narrators to explore the Revolutionary War, the Alamo, Harriet Tubman, the Donner Party, and more in a series he started in 2012. A balance of humor and adventure keeps the narrative moving forward, leaving students wondering where (and when) Nathan Hale will go next.

The Arrival

Shaun Tan's wordless 2007 graphic novel aims to tell a universal immigration story, following a protagonist who leaves his family behind to travel to a new world. His new home is bizarre and at times frightening, and Tan's imagery is disorienting to any reader – but familiar enough that we can follow the story and empathize with the character and his journey.

The Great American Dust Bowl

Don Brown's 2013 tale of the 1930s is as much a tale of science as of history. The Dust Bowl is explained as a natural phenomenon that was exacerbated by farmers overplanting and removing native vegetation. Brown inserts maps and graphs that tell the story of the ecology of the early 20th century – and the similar environmental disasters that could wait in our future.

T-Minus: The Race to the Moon by Jim Ottaviani and Zander Cannon

The Space Race is a topic that still excites students, and with the 50th anniversary of the moon-landing coming in 2019, it's a subject they'll be hearing a lot about. Jim Ottaviani and Zander Cannon's 2009 graphic novel is almost a biography of the technology the United States and the Soviet Union developed to get to the moon. The format lets us see their efforts side by side.

Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas

Most students have heard of Jane Goodall and her work with chimpanzees, but fewer know about Dian Fossey's time among gorillas, and almost none have heard of Biruté Galdikas and her research on orangutans. Jim Ottaviani and Maris Wick's 2015 book tells the story of these three female scientists, balancing their personal biographies with their academic and field research.

Amazing Fantastic Incredible: A Marvelous Memoir (marvel comics)

Students know the name Stan Lee, but they probably don't know much about him. He tells his life story in this 2015 graphic novel created with writer Peter David and cartoonist Colleen Doran. Lee breaks

the fourth wall frequently to explain events. His decades-long career and insights into the creative process of comic books have lessons for any student.

Inspirational

Tuesdays With Morrie by Mitch Albom :Knowing he was dying of ALS – or motor neurone disease - Mitch visited Morrie in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final 'class': lessons in how to live.

Jonathan Livingstone Seagull/Richard Bach : This is a story for people who follow their hearts and make their own rules...people who get special pleasure out of doing something well, even if only for themselves.

Homecoming/ by Cynthia Voigt; A story of four abandoned siblings, who struggle for food and shelter and are often in danger as they seek out relatives miles away to take them in. Now that are settled in with their grandmother, they find that their new beginnings require love, trust, humor, and courage.

Criss Cross / Lynne Rae Perkins :The story of a group of childhood friends facing the crossroads of life and how they should live it, seen mainly from the point of view of 14-year-old Debbie who wishes something would happen to make her a different person and Hector who feels he is unfinished.

A Dog's Purpose/W. Bruce Cameron: Every dog has its reason. This is a remarkable story of one dog's search for his purpose over several lives. This book touches on the universal quest for an answer to life's most basic question: why are we here?

Chicken Soup Series

Sophie's World/Jostein Gaarder: Sophie finds two questions in her mailbox: "Who are you?" and "Where does the world come from?" This is the start of her journey through the history of philosophy, guided by a mysterious mentor. To find the truth, we must understand the questions, but the truth is stranger than Sophie can imagine.

Appendix-4

Writing Tips and Rubrics

Tips and Techniques to Enhance Your Vocabulary

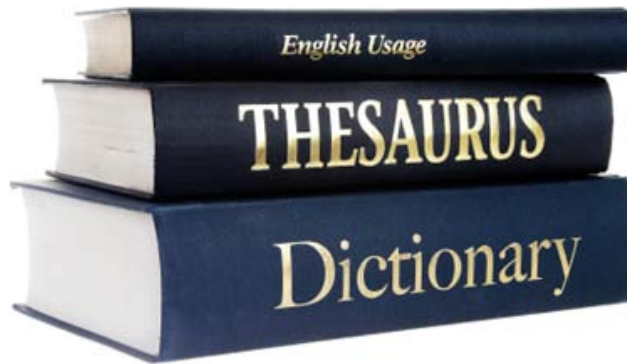
Try one or more of these methods and become a “wordsmith” in no time!

1. **Read,Read ,Read!**



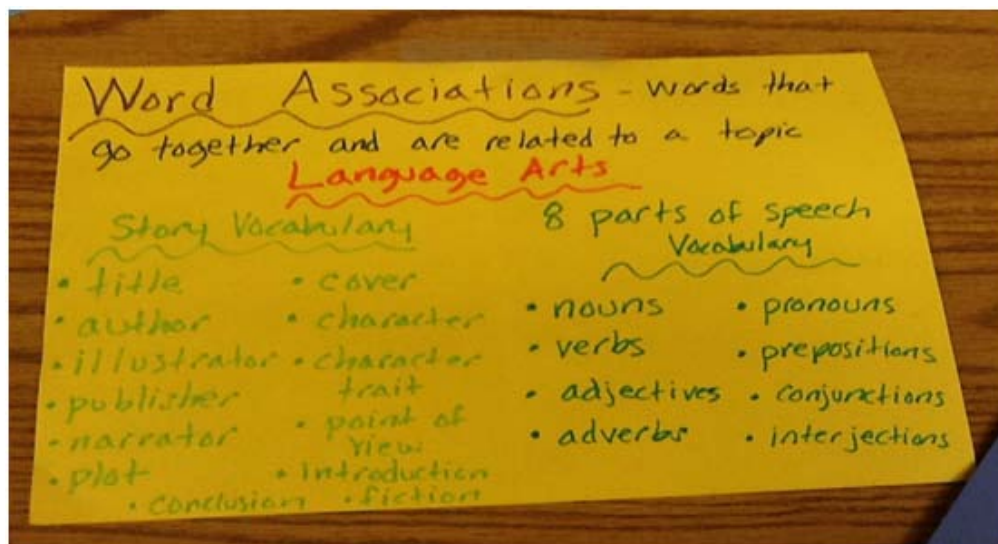
Read age appropriate books for pleasure and inevitably you will come across new and unknown words,figure out their meanings based on context clues,that is based on the plot of the story and the writing style of the writer,make educated guesses! Then double check your understanding by looking up the meaning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

3. Practice Word Association



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

4. Learn a Word Each Day



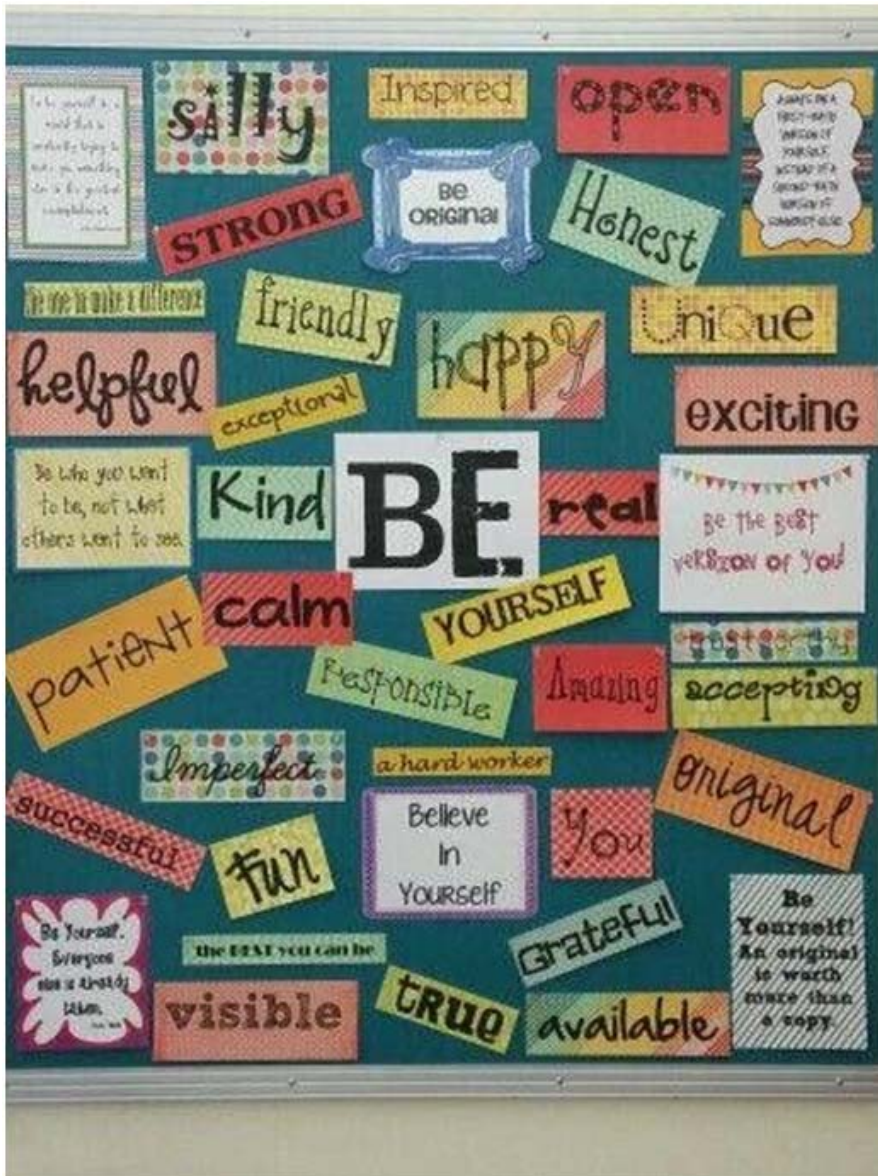
You can keep a physical calendar, or try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your smartphone for a few minutes each day.

5. Get Friendly With Those New Words!



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

6. Create a Writing Wall Inspiration In Your Class



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

Importance of citing sources:

- To acknowledge the sources from where you borrow the ideas/ concepts

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

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

How to cite various sources:

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

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

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

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

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

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

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

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

Tips:

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

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

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

Tips for enhancing writing skills

1. Read



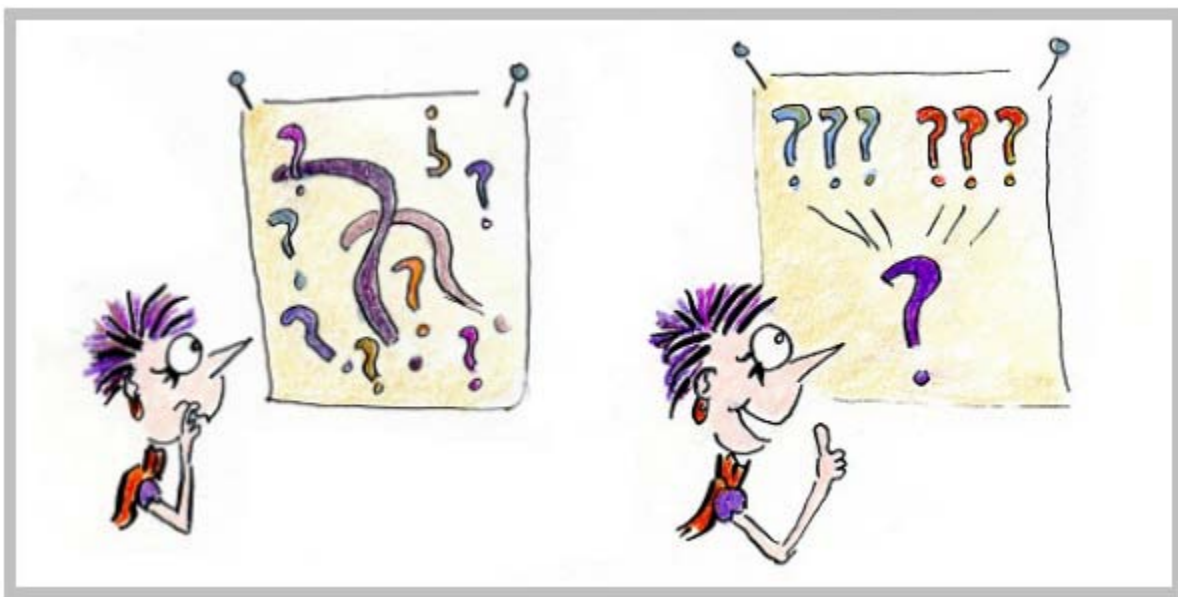
Without each other, reading and writing cannot exist. Reading lets you observe good writing. You can observe and analyse the many choices writers make. These observations will help you improve your own writing because you will have a better sense of what effective writing looks like.

2. Careful choice of words



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

3. Organize your ideas



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

4. Proofread your writing

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



Rubrics for long writing skills

To get started you must:

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

Feature	Strong	Developing	Emerging	Beginning
Content	<ul style="list-style-type: none">· Clear focus on main idea/ topic· Provides relevant information/	<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

	original ideas			
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 or 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

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