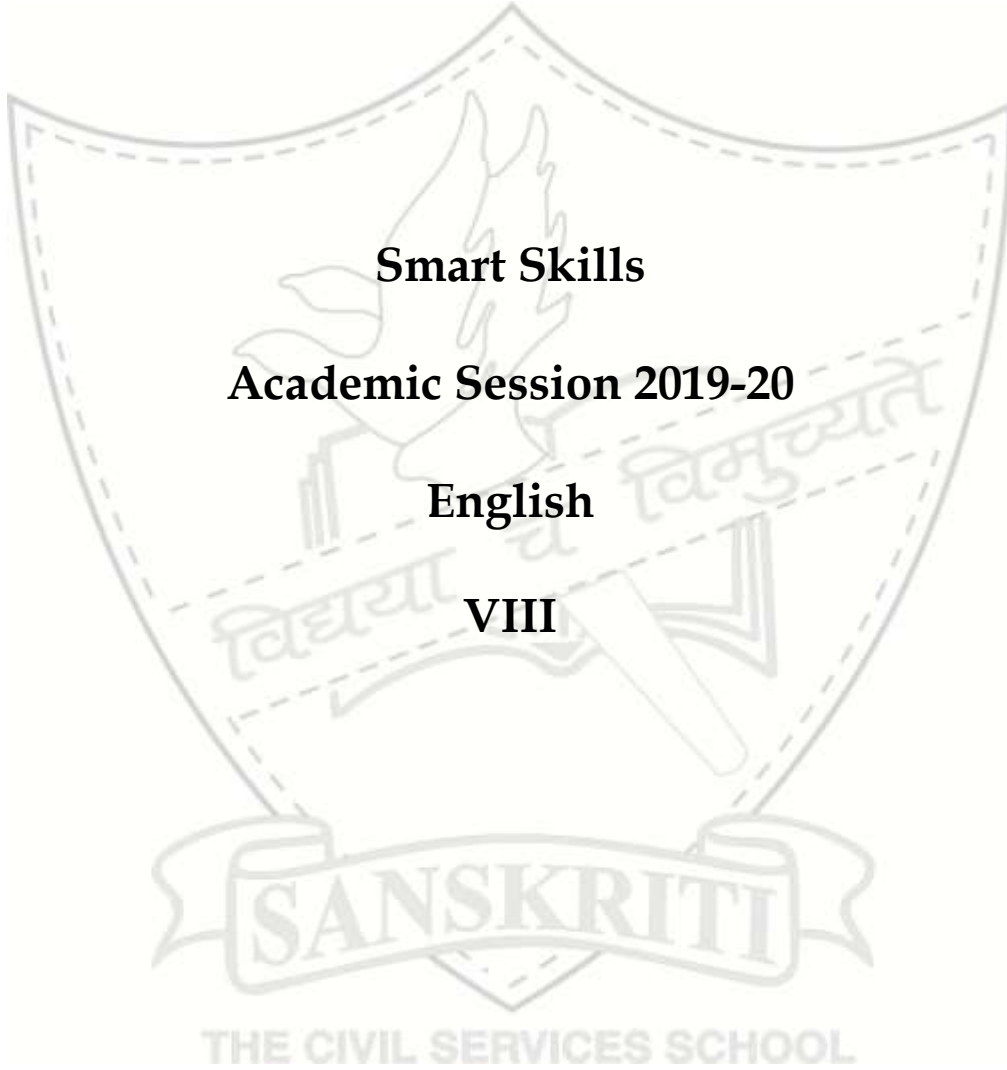




Smart Skills
Academic Session 2019-20
English
VIII

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**Syllabus Class VIII
2019-2020**

Month	Literature Reader	Grammar	Writing Skill	Supplementary Text
April- May	Gogol's First Day House with the Grey Gate ASL	Revision of: Subject-Verb Agreement Active-Passive Voice Adverbs Conjunctions	Formal letter writing Letter of Order Letter of enquiry	The Boy in the Striped Pyjamas (Chapters 1-3)
		Integrated grammar		
July	The Merchant of Venice	Infinitives and Participles	Article Writing	The Boy in the Striped Pyjamas (Chapters 4-5)
	Don't Quit	Integrated Grammar		
August- September	Coming Home to Delhi Group Activity	Revision of Grammar Integrated Grammar	Report writing (preceded by sample guided report) Formal letter of Complaint	The Boy in the Striped Pyjamas (Chapters 6-9)

REVISION FOR EXAMS

October	Where the Mind is Without Fear	Clauses – Main and Subordinate	Diary Entry	The Boy in the Striped Pyjamas (Chapters 10-12)
		Integrated Grammar		
November	Owens .vs. Master Race	Relative Clauses	Factual Description and Process Writing	The Boy in the Striped Pyjamas (Chapters 13-14)
	Unfolding Bud	Integrated Grammar		
December	Darjeeling Group Activity	Reported Speech (1)	Advertisements Commercial Ads Classified Ads	The Boy in the Striped Pyjamas (Chapters 15-16)
		Integrated Grammar		

January	If A Night to Forget ASL	Reported Speech (2) Integrated Grammar	Short Story Writing	The Boy in the Striped Pyjamas (Chapters 17-18)
February	The Last Class	REVISION	Letter to the editor	The Boy in the Striped Pyjamas (Chapters 19-20) EXAMS



Blueprint of Question Paper for Grade 8

Question no.	Question	Marks	Total
1 and 2	Section A (Reading) Two comprehension passages of 350-400 words.	10+10	20
3 and 4	Section B (Writing Skills) Two writing skills • 120-150 words • 180-200 words	6 8	14
5, 6, 7, 8 and 9	Section C (Grammar) Five questions on grammar topics	3+3+4+4+2	16
10, 11, 12 and 13	Section D (Literature) • Two Reference to Context Questions • Four short answers of 30-40 words • Two long answers of 60-80 words • Two-Sentence Completion	3x2 2x4 2x4 1x2	24
14	Section E (Supplementary Reader) Two questions of 50 words	3x2	6
			80



Assessment Plan CLASS VIII
2019-20

	<u>TERM 1: Enrichment Activities</u>	<u>MARKS</u>	<u>TOTAL</u>
A	UNIT TEST	40	10
B(i)	Best of Group and individual activity will be taken Group Activity Project: Presentation on Delhi • Food and its origin • Music and influences • Architecture- buildings and monuments • Culture and festivals • Language (August, 2018)	5	10
B(ii)	INDIVIDUAL ACTIVITY i. Book Review/ Movie Review/ Short Story/ ASL (April/May, 2018)		
C	Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook	5	
<u>TERM 2: INTERNAL ASSESSMENT</u>			
A	UNIT TEST	40	10
B(i)	Best of Group and individual activity will be taken GROUP ACTIVITY: Role play: (December, 2018)	5	10
B(ii)	Individual Activity: ASL - Assessment of speaking and listening skills (January-February 2019)		
3.	Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook	5	

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

2. Individual Activity:**(5 Marks)****ASL - Speaking and Listening Skills (Pair interaction)**

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

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)
--	--------------------------------------	---	----------------------------

2. Individual Activity:

(5 Marks)

ASL - Speaking and Listening Skills (Pair interaction)

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

April- May

Section A (Reading)**1. Read the following and answer the questions that follow:****A Wonderful New Year**

The year 2018 is just days old, but already there are indications it will be a great 12 months. This is according to a poll conducted by the international news service BBC. The service's top pollster asked pertinent questions about whether people were optimistic or pessimistic about the year ahead. A resounding 100 per cent of survey participants responded positively. They all thought 2018 would be a wonderful year, both in their personal lives and in terms of national and global issues. All those who took part in the survey were of the opinion that 2018 would be significantly better than the year 2017. A BBC spokesman said he was heartened by the responses and wished everyone good fortune.

The survey questioned participants' views on their hopes for their own life, as well as for the fate of the Earth. An overwhelming majority of people were convinced they would carry out their New Year resolutions. In particular, people were determined to get in shape, stop procrastinating, save money, and improve their communication skills. Others said they would use their smartphones less often, eat less fast food and chocolate, and make sure their homes are always very, very tidy. Most participants were positive about the world in 2018. They thought there would be fewer wars, less pollution and an increase in goodwill shown to the less fortunate. Everyone hoped for more peace, love, happiness and prosperity.

RESOLUTIONS: What are your New Year resolutions? Complete this table and share what you wrote with your partner(s).

	What?	Why?
Communication		
Health		
Money		
Bad habits		
Friends		
Hobbies		

Vocabulary**Match the words with their meanings****Paragraph 1**

- | | |
|-----------------|---|
| 1. indications | a. Organized and carried out. |
| 2. according to | b. Made more cheerful or confident. |
| 3. poll | c. A sign or piece of information that shows something. |
| 4. conducted | d. An assessment of public opinion by questioning a sample of people. |
| 5. pertinent | e. As stated, said or written by. |
| 6. pessimistic | f. Relevant or applicable to a particular matter. |
| 7. heartened | g. Tending to see the worst aspect of things or believe that the worst will happen. |

Paragraph 2

- | | |
|---------------------|--|
| 8. fate | h. The greater number of. |
| 9. majority | i. Completely certain about something. |
| 10. convinced | j. Friendly, helpful, or cooperative feelings or attitudes towards others. |
| 11. resolutions | k. The course of someone's life, or the outcome of a particular situation for someone or something; destiny. |
| 12. procrastinating | l. Wealth and success. |
| 13. goodwill | m. Delaying or postponing actions; put off doing something. |
| 14. prosperity | n. Firm decisions to do or not to do something (often these decisions are made on New Year's Day). |

- What did the news service BBC carry out?

- What kind of issues did the people say 2018 would be wonderful for?

- What did a BBC spokesman wish everyone?

- What did many people say they wanted to stop doing?

- What did people think would be shown more of to the less fortunate?

Spelling**Paragraph 1**

- daosciintn it will be a great 12 months
- asked irpnttene questions
- whether people were optimistic or esiisitmcsp
- survey participants responded tipsioveyl
- enedtaehr by the responses
- wished everyone good enrtufo

Paragraph 2

- An overwhelming rmoyatij of people
- people were ivcnoendc they would
- reedtmnied to get in shape

10. stop aicaonprngttirs
11. goodwill shown to the less nruatteof
12. peace, love, happiness and perrpyitso

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?

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

4. 'When rocked to rest on their mother's breast' refers to :

- Motherly instinct of earth.
- Mechanisms for good sleep.
- Rotation and revolution
- Dance movement.

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

- Earth
- Bird
- Mother
- Flower

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

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

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

Section B (Writing)**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)

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

Marking Scheme for Letter of Enquiry

Format - 1 mk

Content- 3mks

Expression-2mks

Grammatical accuracy, appropriate words, spellings 1mk

Coherence, relevance of ideas and style 1mk

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

Marking Scheme for Letter for Placing an Order

Format- 1 mark

Content-3 marks

Expression - 2 marks

Grammatical accuracy, appropriate words, spellings - 1mark

Coherence, relevance of ideas and style - 1mark

Exercise

1. You are Nalini / Vishal, Hostel Warden , Zenith Public School, Kolkatta .Write a letter to the 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.

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 _____(be) becoming increasingly popular

among many people around the world. While many studies claim that vitamins and herbs can improve health, there _____ (be) a lot of controversy about their safety.

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

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

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

Active – Passive Voice (revision)

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

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

The Active Voice

The active voice is more direct than the passive.

For Example: *The boy hit the ball.*

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

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

The Passive Voice

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

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

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

For Example: *The letters will be posted.*

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

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

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

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

- 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.

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

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

1. The words _____ by the teacher today. (to explain – Simple Present)
2. We _____ a letter the day before yesterday. (to send – Simple Past)
3. This car _____. It's too old. (not/to steal – will – future)
4. This street _____ because of snow. (already/to close – Present Perfect)
5. A new restaurant _____ next week. (to open – will – future)
6. He _____ to the party yesterday. (to invite – Simple Past)

7. The blue box _____. (can / not / to see – Simple Present)
8. I _____ the book by my friend last Sunday. (To give – Simple Past)
9. The dishes _____ by my little brother. (not/to wash – Present Perfect)
10. I _____ by Rahul (not/to ask – will – future.)

3. Rewrite these sentences in Passive voice:

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

2. The students handed in the reports.

3. The three sisters visited Ajmer during the vacation.

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

5. Tarush has forgotten the book.

6. The mechanic has not repaired the DVD recorder.

7. They play basketball.

8. The Principal took a round of the school.

9. The girls had lost the match.

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

4. Change to Passive Voice:

1. The pressure of the air lifts the plane.

2. They are holding a meeting.

3. You have stolen my necklace.

4. He gave each of his sons a ring.

5. A scientist was making a study of ants.

6. She had never ridden a car before.

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

HOW TO PAINT A DOOR

- i) Open the paint tin with a screwdriver
- ii) Stir the paint with a clean stick, if necessary
- iii) Spread newspapers on the floor in case any paint spills
- iv) 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) _____. Next newspapers (b) _____ any paint spills.

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

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. 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)

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

Adverbs may be classified into eight types:

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

FORMATION OF ADVERBS:

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

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

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

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

Exceptions:

The adverb of “good is well”.

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

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

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

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

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

EXERCISES

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

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

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

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

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

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

often well beautifully deeply constantly
successfully anywhere heavily

Although it was difficult climbing up the steep hill, nonetheless we were doing so (a)

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

4. Rewrite the sentences and put the adverbs in correctly.

1. We were in London. (last week)

2. He walks his dog. (rarely)

3. She waited. (patiently)

4. My father goes fishing. (always)

5. Your bedroom is. (upstairs)

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

7. Cats can hear. (well)

8. I saw him. (there)

9. The girl speaks English. (fluently)

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

INTEGRATED GRAMMAR EXERCISES

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

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

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

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

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

Netaji Subhash Chandra Bose

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

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

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

4. serve/Netaji/his/a great/to/had/country/desire

5. the ICS/so he/and/fighter/within/from/a freedom/resigned/became/a year

6. man/schemes/and/was a/daring/determination/he/of/unflinching

Conjunctions (revision)

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

Coordinating Conjunctions

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

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

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

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

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

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

- *He writes fast but not neatly.*

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

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

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

After	Although	as as
-------	----------	-------

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

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

whether or

as ... as

not only .

either or

.. but also

neither ...

rather

No sooner ...

Hardly

nor

Or

than

when



EXERCISES

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

She had hardly stepped out and _____
 a loud scream was heard but something _____
 fell down at her feet. Because she looked _____
 down, she saw a wounded bird who _____
 was bleeding profusely. When she was standing _____
 there, a man arrived which was holding _____
 a bow in hand. After she could say _____
 anything the man bent down but tried _____
 to pick the bird. Either of her two brothers _____
 were nowhere around. She moved up lest _____
 she could stop the man whereas she was unarmed. _____

2. 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.

3. Join the following sentences using suitable conjunctions:

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

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

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

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

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

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

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

Section D (Literature)
Gogol's First Day

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

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

There is a lot of emotional history behind the choice of this name. The grandmother was to have named the child but is in India and the young couple lives in eternal wait for a letter that never arrives. Later, she falls ill and dies before a name is suggested. The child is born in America and the hospital urges that a name be given to the baby immediately on his birth to avoid complications later. Jhumpa Lahiri writes about the experience of this traditional Indian family that is staunch in its belief and is trapped by the formalities abroad. Gogol's father Ashoke, had been in a near fatal train accident as a young man. 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

Ensnue: result, follow
 Perplexed: confused, puzzled

Stupefaction: bafflement, incomprehension

Questions

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

House with the Grey Gate

Tabish Khair

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

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

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

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

VALUE POINTS

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

Month: July

Section A (Reading)

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

Anger

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

1. How is malice different from anger?

2. How does anger grow into malice?

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

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

4. What is the message of the poem?

2. Read the following paragraph carefully.

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

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

Soon after schooling, Ruskin left India to live in London. There, he took up odd jobs like working for a travel agency and a photography shop. He lived there for four years, but memories of India continuously haunted and overwhelmed him.

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

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

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

In the year 2007, the Bollywood director Vishal Bhardwaj made a heart-warming film based on his popular novel for children, 'The Blue Umbrella'. The movie won the National Award for the

Best Children's Film. Media shy, Bond prefers the quiet life of the hills and currently lives in Landour, Mussoorie's well-known Ivy Cottage, which has been home since 1964.

Now answer the questions given below:

1. Complete the following statements in your own words.

a) Ruskin's father played a great role in his becoming a writer because

b) Ruskin returned to India because

c) Ruskin's stories are loved because they

2. **Pick up the right answer**

a) 'Earned his passage to India' means

- i) Wrote a passage on India
- ii) Earned money to buy his ticket
- iii) Went through a passage to reach India

b) Ruskin is settled in

- i) London
- ii) Dehradun
- iii) Mussoorie

3. **State whether TRUE or FALSE**

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

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

- a) A special position _____
- b) Among the first _____

Section B (Writing)

Article Writing

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

POINTS TO REMEMBER

- ☐ Give a title at the top followed by the **writer's name**.

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

Guidelines for Better Writing

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

- ☐ Most sentences should be of medium length, but all should not be of the same length. Your essay will be more interesting if you use a mix of long, medium and short sentences.
- ☐ Avoid very long sentences. Some writers use long and complex sentences that are both easy to understand and grammatically correct. However, as students, long sentences tend to become muddled and difficult to follow.
- ☐ Get rid of unnecessary words. For instance, what's the need to say, 'We were in Delhi for a period of three months when you can easily say the same thing by 'We were in Delhi for three months.' Another example is, 'The population of India is expected to increase in the coming future' and 'The population of India is expected to increase in the future.'
- ☐ Replace phrases with single appropriate words wherever possible.
For Example: The teacher talked to Rahul in a kind way. → *The teacher talked to Rahul kindly.*
- ☐ Use the passive voice only when absolutely necessary. The active voice is usually better.
For Example: The gardener was given instructions by the housekeeper to do the watering of the plants in the evening. (Passive) Whereas the active will be → *The housekeeper instructed the gardener to water the plants in the evening.*
- ☐ Do not repeat the same words and phrases too often in a paragraph.
 Manjit is a nice girl. She lives in a nice house with her parents, her sister and a very nice cat.
- ☐ Long, difficult and fancy sounding words are not always better than simpler, shorter ones. Usually the opposite is true.

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

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

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

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

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

- Use action verbs instead of abstract nouns.

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



The police are investigating the crime.

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

Marking Scheme for Article:

Format - 1 mark Title and writer's name

Content - 4 marks present situation, causes and solutions

Expression - 5 marks grammatical accuracy & spellings 2 ½

Coherence, relevance of ideas, style 2 ½

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

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)

Infinitives and Participles

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

Examples:

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

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

For example:

I want to attend the party

She wanted to attend the party

They will surely convince me to attend the party.

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

Examples:

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

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

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

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

EXERCISES

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

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

1. I want Spanish in Spain

I want to learn Spanish in Spain.

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

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

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

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

6. The students of 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.

2. Combine these sentences using infinitive:

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

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

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

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

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

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

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

3. Join these sentences using the infinitive:

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

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

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

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

- 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.
- _____

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

- a) _____ (to anticipate/anticipate/anticipated/anticipating) the anger of the Greeks, when his brother Paris brought Helen to Troy, Hector started _____ (to prepare/prepare/prepared/preparing) for the war he knew was coming.
- b) He knew that he must _____ (fight/fighting/to fight/fought) for his family honour, but was saddened by the circumstances that now set hero against hero.
- c) The warriors waiting _____ (fight/fighting/to fight/fought) on the Trojan side were also great heroes Aeneas, Glaucus and Sarpedon.
- d) After _____ (to prepare/prepare/prepared/preparing) for two years, the Greek fleet and army assembled and set out for Troy.
- e) For nine years the _____ (impose / to impose / imposing / was imposing) Greek army besieged Troy.
- f) The two armies fought hard and long but neither side managed _____ (winning / win / to win / was winning) over the other.
- g) Achilles' brilliant _____ (fought / to fight / fighting / were fighting) soon showed that he was the bravest and most _____ (to dare / daring / dared / dares) of the Greek warriors.
- h) However, he quarreled with Agamemnon, his commander in the war, and refusing _____ (to fight / fighting / fought / am fighting) he sulked for days in his tent.
- i) After this, the war went badly for the Greeks. Patroclus, Achilles' best friend, persuaded Achilles _____ (to lend / to lend / lending / am lending) him his armour.
- j) He hoped that _____ (wore / worn / wearing / to wear) Achilles' armour would deceive the Trojans into _____ (thought / to think / thinking / think) that Achilles had once more come out _____ (to fight / fighting / fought / am fighting) against them.
- k) Thus _____ (deceiving / deceived / deceive / to deceive), Hector fought with Patroclus and killed him.

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

a) Achilles learned of his friend's death. He swore to take revenge. (learn)

b) He rejoined the Greek army. He fought so fiercely that the Trojans withdrew into the city. (rejoin)

c) Hector refused to retreat. He was left alone on the battlefield. (refuse)

d) Hector saw that he was facing the real Achilles. He was afraid and ran towards the city gates. (see)

e) Achilles ran faster. He cut off Hector's retreat. (run)

f) Achilles chased Hector. Three times they circled the walls. (circle)

g) Hector saw that escape was impossible. He turned to fight. (see)

h) Achilles killed Hector with a thrust of his spear. He shouted in triumph. (kill)

i) The Trojans suffered a serious setback with Hector's death. The Trojans were very disheartened. (suffer)

6. 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 Khwaja Pir.
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.

7. Combine the following pairs of sentences using a participle.

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

INTEGRATED GRAMMAR EXERCISES

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

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

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

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

Incorrect Correct

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

3. Fill in the blanks with a suitable word.

The legendary Cleopatra (a) _____ been portrayed many time since Shakespeare, in other plays, paintings and films. The 1960s epic film, Cleopatra, (b) _____ Elizabeth Taylor, became as much (c) _____ a by-word (d) _____ extravagance in its day as Cleopatra's court had been (e) _____ the Romans.

It is said that Cleopatra (f) _____ in difficult times, and she (g) _____ her country's independence and political power as best as she could. (h) _____ her own people, she might have presented a very different picture (i) _____ the one that has come (j) _____ to us.

4. Unscramble the following to make grammatically correct sentences.**Chloroform**

1. 19th century / in the / painful / were / early / operation / cruelly / surgical

2. operation / to the / straps / patients / table / were / with / strong / tied

3. them / this / from / prevented / struggling

4. to find / patients / Dr. James Simpsons / a / for these / wanted / painkiller

5. Simpson / chloroform / a new / his / called / showed / one day / chemical / friends

6. and / this / his / successfully / he / friends / chemical / tested / 1847 / in May

The Merchant of Venice

In Belmont, Portia shows the prince of Morocco to the caskets, where he will attempt to win her hand by guessing which chest contains her portrait. The first casket, made of gold, is inscribed with the words, "Who chooseth me shall gain what many men desire" (II.vii.37). The second, made of silver, reads, "Who chooseth me shall get as much as he deserves" (II.vii.23). The third, a heavy leaden casket, declares, "Who chooseth me must give and hazard all he hath" (II.vii.16). After much pondering, the prince chooses the gold casket, reasoning that only the most precious

metal could house the picture of such a beautiful woman. He opens the chest reveal a skull with a scroll in its eye socket. After reading a short poem chastising him for the folly of his choice, the prince makes a hasty departure. Portia is glad to see him go.

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

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

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

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

Explain the above lines
8. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.
9. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

Don't Quit
By Edgar Albert Guest

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest, if you must, but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about,
When he might have won had he stuck it out;
Don't give up though the pace seems slow-
You may succeed with another blow.

Often the goal is nearer than,
It seems to a faint and faltering man,
Often the struggler has given up,
When he might have captured the victor's cup,
And he learned too late when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out-
The silver tint of the clouds of doubt,
And you never can tell how close you are,
It may be near when it seems so far,
So stick to the fight when you're hardest hit-
It's when things seem worst that you must not quit.

Summary

Everybody has those days where they are mesmerized by thoughts of giving up. It might be after you've had a bad day, or after you get a bad grade in school, or during an intense sport work out. This is a poem that has been inspiring people for many years. The message is so simple it is profound to think about the impact that it has had on so many. It could have been written with kids like us in mind. The writer just penned these words and left them for all humanity to ponder things.

The meaning of this poem is quite simple: don't quit. Life is like a roller coaster, with its twists and turns and you can never predict what will happen next. This poem describes how life can beat you down but in order to succeed, you need to pick yourself up and try again.

"Don't Quit" has a very inspirational attitude and is very uplifting. It contains a perfect rhyme scheme (AABBCC...etc) that serves to emphasize the imperfections of life. The whole poem is about not quitting when life gets hard, and the rhyme scheme adds to the inspirational aspect of the poem. The rhyming makes the poem sound hopeful and allows it to flow. This poem also contains quite a bit of alliteration in lines such as "life is queer with its Twists and Turns" and "So stick to the fight when you're Hardest Hit". I think that the alliteration serves as repetition of the author's point of not quitting. By repeating just a few consonant sounds, the whole message is emphasized.

An important line in this poem is *"Success is failure turned inside out/the silver tint of the clouds of doubt"*. The first part of this excerpt (Success is failure turned inside out) means that within every failure are lessons that must be learned to achieve success in future attempts at the same or other endeavors. Failure does not mean that your attempt was totally flawed, but that you may have made a few minor miscalculations or missteps that made you come up short of success. Also, just like inside out is the opposite of the original position, success is the opposite of failure. The second part of this excerpt (the silver tint of the clouds of doubt) is similar to the saying *"the silver lining"*. It is that glimpse of hope when everything seems hopeless. This part of the poem is appealing because it is a very strong and unique metaphor comparing success to its opposite, failure. This creates a unique position because normally things are not compared to their opposites, but in this instance it makes the comparison even stronger and more meaningful. It points out how closely related success and failure are. You can never reach success without failure.

Some might think that this poem is just words, but words can be churned into thoughts and thoughts can inspire decisive actions and deeds that lead to success. So, next time you are up until midnight studying or enduring a tough sport workout, imagine yourself facing the *"victor's cup"* in the end.

Give yourself something worth working towards and think these words:

I must stick to the fight when I'm hardest hit, It's when things seem worst that I mustn't quit.

Answer the following questions

1. How does the poet describe the road that one travels on? What does he suggest the weary to do?
2. *'When he might have won had he stuck it out
Don't give up, though pace seems slow'*
 - a) What quality does the poet refer to in the first line given?
 - i. Perseverance
 - ii. Optimism
 - iii. Competitiveness
 - iv. Aggression
 - b) According to the poet, what should one do when the pace is slow?
3. *'And you can never tell how close you are;
It may be near when it seems afar.'*
 - a) Name the poem and poet.
 - b) What appears to be elusive? (hint: What are we close to that seems to be afar?)
4. *'The silver tint of the clouds of doubt'*
 - What figure of speech is used in the given line? Explain what it means.
5. How does the poet describe the process of achieving goal and the stumbling blocks that one may face?
6. *'Success is failure turned inside out'*. Explain what the poet wishes to convey through this line?
7. What advice does the poet give for the time when things seem worst?
8. **How does the poet insist on persistence and optimism in his poem 'Don't Quit'?**

Sample answer:

The poet says that things may go wrong at times. It is natural. The road we travel along may be uphill. We may be pressed down by worries. At such times we may have a rest. But we should not give up our efforts. Life is strange. It has many ups and downs. When the pace is slow we must not give up. We may think that success is far away. In fact it may be very close to us. If we persevere we will succeed.

Long answers

1. **'Life is queer with its twist and turns, as every one of us sometimes learns'. Explain what these lines mean.**

Sample answer

The second stanza begins: "Life is queer with its twists and turns, / As everyone of us sometimes learns ...". The key words here are "queer" and "sometimes." Since Edgar Guest lived at the turn of the last century, he uses the word "queer" to mean "odd" or "strange." Life doesn't proceed as if it were a flat, straight road. It has twists and turns in it. (Guest is quietly using the road image as a metaphor for life, without using the word "road.") Then comes that follow-up line, "As everyone of us sometimes learns." He forces the reader to ponder if every person learns that life can be complicated, all the time and in every instance. According to Guest, "everyone of us sometimes learns." In other words: sometimes we learn that life has challenges, and sometimes we don't remember this fact. The implication is that the successful people are the ones who learn from past events and mistakes and who proceed anyway, knowing that success surely must lie ahead.

2. **What does the poet wish to convey through his poem? Elaborate your answer with specific references from the poem.**

Sample answer

"Don't Quit," by Edgar A. Guest, is a motivational poem. Its four stanzas encourage the reader to keep going and to make progress toward a goal, even if a situation seems impossible or insurmountable. The motivating narrator implies that everyone has experienced such times, and many have come through them successfully. It's specially important to remember this when one is feeling down, depressed, or overwhelmed by some problem. He emphasises the fact that one is not alone in feeling this way and that for time immemorial others have been in these difficult situations and have survived.

About the author:

On August 20, 1881, Edgar Guest was born in Birmingham, England, to Edwin and Julia Wayne Guest. The family settled in Detroit, Michigan, in 1891. When Edwin lost his job in 1893, eleven-year-old Edgar began working odd jobs after school. In 1895 he was hired as a copy boy for the *Detroit Free Press*, where he would work for almost sixty-five years. His father died when the poet was seventeen, and Guest was forced to drop out of high school and work full time at the newspaper. He worked his way up from a copy boy to a job in the news department. His first poem appeared on December 11, 1898. His weekly column, "Chaff," first appeared in 1904; his topical verses eventually became the daily "Breakfast Table Chat," which was syndicated to over three-hundred newspapers throughout the United States.

Guest married Nellie Crossman in 1906. The couple had three children. His brother Harry printed his first two books, *Home Rhymes* and *Just Glad Things*, in small editions. His verse quickly found an audience and the Chicago firm of Reilly and Britton began to publish his books at a rate of nearly one per year.

From 1931 to 1942, Guest broadcast a weekly program on NBC radio. In 1951, "A Guest in Your Home" appeared on NBC TV. He published more than twenty volumes of poetry and was thought to have written over 11,000 poems. Guest has been called "the poet of the people." Most often, his poems were fourteen lines long and presented a deeply sentimental view of everyday life. He considered himself "a newspaper man who wrote verses." Of his poem he said, "I take simple everyday things that happen to me and I figure it happens to a lot of other people and I make

simple rhymes out of them.” His *Collected Verse* appeared in 1934 and went into at least eleven editions. Edgar Guest died on August 5, 1959.

Now read another poem by Edgar Guest

See It Through

When you're up against a trouble,
Meet it squarely, face to face;
Lift your chin and set your shoulders,
Plant your feet and take a brace.
When it's vain to try to dodge it,
Do the best that you can do;
You may fail, but you may conquer,
See it through!
Black may be the clouds about you
And your future may seem grim,
But don't let your nerve desert you;
Keep yourself in fighting trim.
If the worst is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you're beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting;
Don't give up, whate'er you do;
Eyes front, head high to the finish.
See it through!

Edgar Albert Guest

USAGE

Directions (Q. 1-5): In the following questions some of the parts are in bold. To make the sentence correct, you have to replace the bold part with the correct alternative given below. If the sentence is correct as it is, please give e) as your answer (i.e. No correction required).

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

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

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

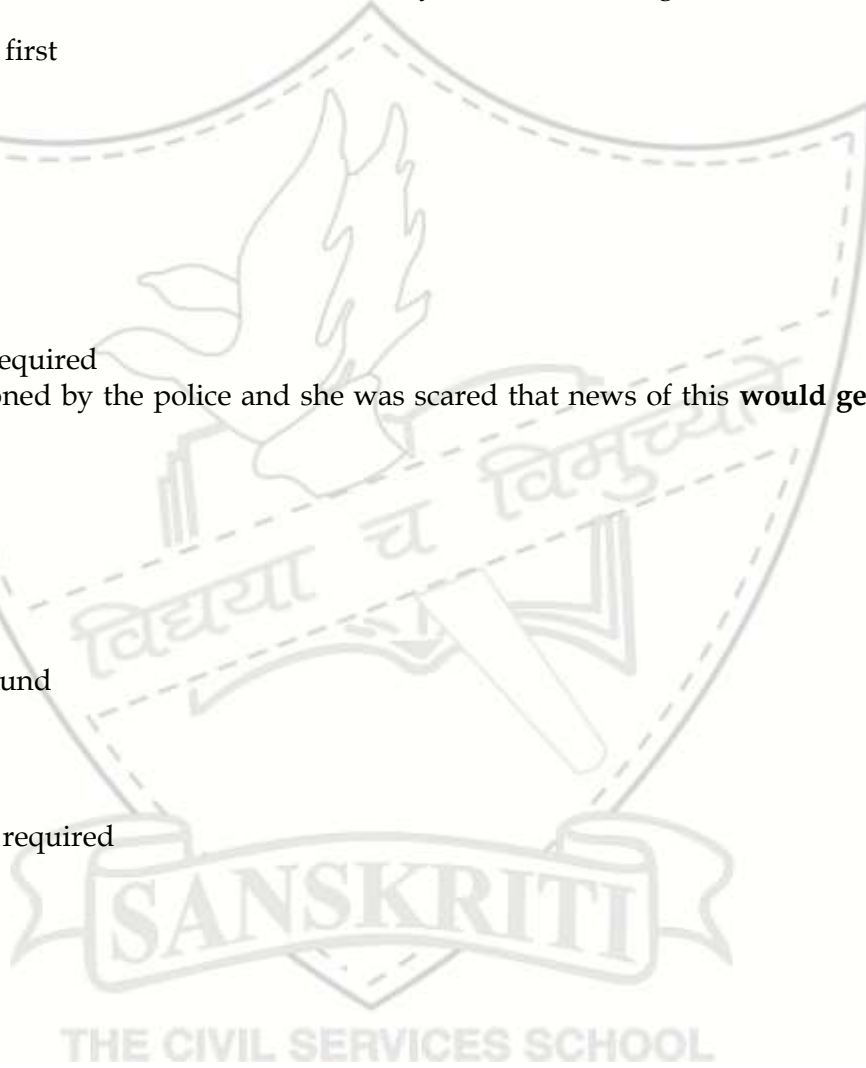
- a) put himself about
- b) put him throughout
- c) put himself in
- d) put himself through
- e) No correction required

3. The committee rejected the **idea at the first**, but they are now warming to it.

- a) ideas about the first
- b) idea at the first
- c) the idea at first
- d) the idea first
- e) No correction required

4. Katrina was cautioned by the police and she was scared that news of this **would get out** in her home town.

- a) would get up
- b) would get off
- c) would get around
- d) will get about
- e) No correction required



Spell zone

A. Fill in the blanks with ie or ei

Example: Receive

1.	Dec__ __ ve	11.	Br__ __ f
2.	Ach__ __ ved	12.	Ch__ __ f
3.	Bel __ __ ve	13.	Misch__ __ f
4.	For__ __ gn	14.	Gr__ __ f
5.	Fr__ __ nd	15.	F__ __ rce
6.	P__ __ ce	16.	P__ __ rced
7.	W__ __ rd	17.	Retr__ __ ve
8.	F__ __ ld	18.	Rel__ __ ved
9.	D__ __ sel	19.	Hyg__ __ ne
10.	Rel __ __ f	20.	N __ __ ce

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

- The tribe elected a new _____.
- The child is getting up to _____ again.
- We taught our dog to _____ a ball.
- After the exam, I felt an incredible sense of _____.
- May I please have a _____ of cake?
- My new car runs on _____.
- I couldn't wear these earrings because my ears aren't _____.
- Lucy was _____ when she received her report card.
- Spain was the first _____ country she had visited.
- I've been working all day, but I feel as if I've _____ nothing.
- I didn't want to _____ people into thinking that I'm not the villain.
- Emma's sister is a bit _____, but she's all right.
- Richard is my closest _____ - we've known each other since we were five.
- The cows were all standing in one corner of the _____.

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

The Sportsman

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

The pitch was 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!'

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

- a. Upward
- b. Good

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

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

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

Shakespeare's Globe Theatre

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

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

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

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

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

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

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

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

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

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

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

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

3. How were the changes in a scene depicted?

4. How did the audience behave at the theatre?

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

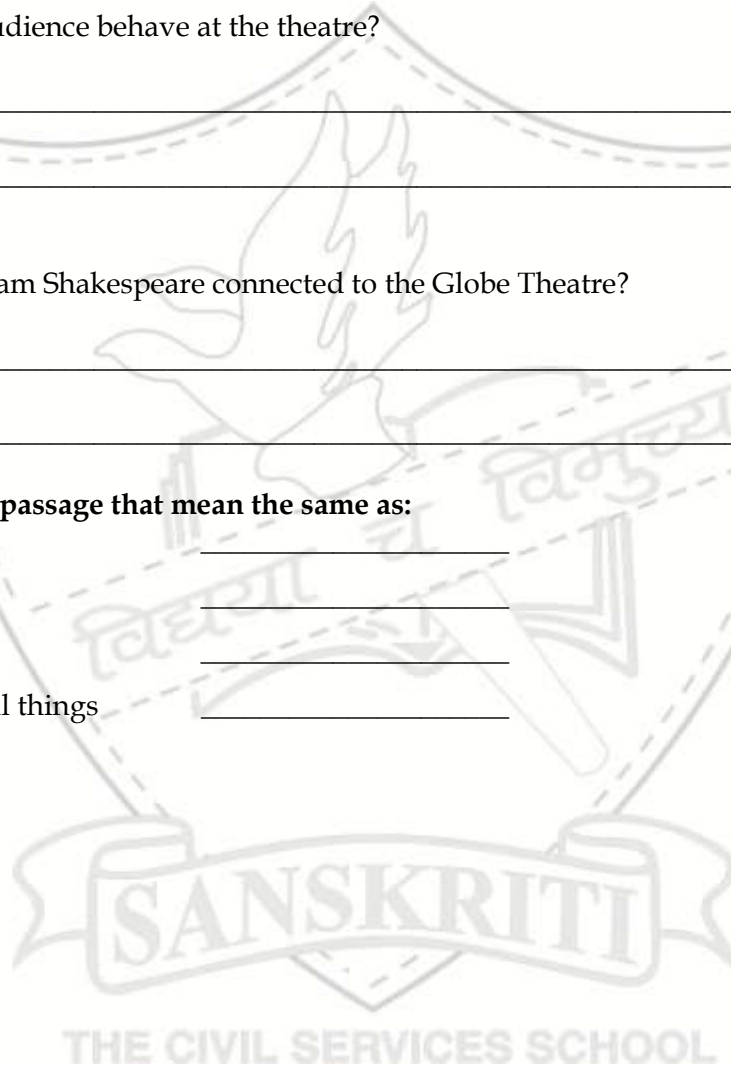
6) Find words in the passage that mean the same as:

a) well- liked

b) high-pitched

c) talent

d) people who sell things



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

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

AVOID THESE COMMON ERRORS

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

Letter of Complaint: Format

Sender’s Address

(leave a blank line)

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

Receiver’s Name (if given, otherwise ignore)

Receiver’s Designation

Receiver’s Address

(leave another blank

line) Salutation (Dear

Sir) (leave a blank line)

Subject (**always to be underlined** – brief and related to the topic. No longer than 6/7 words. This should identify the issue and name of product, service, with purchase or reference number, if applicable)

(leave a blank line)

Now start the letter from the margin

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

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

Para2: Explain how the fault or malfunction caused inconvenience.

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

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

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

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

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

Closing: Give a complimentary close.

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

Yours sincerely

Sender's Signature

Sender's name in brackets

Sender's Designation, if any

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.

Marking Scheme for Letter of Complaint -

Format- 1 mk

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

Content- 3mks

Expression-2mks

Grammatical accuracy, appropriate words, spellings 1 mk

Coherence, relevance of ideas and style 1 mk

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

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

Dear Mr. Brown

Subject: Complaint Regarding Order No ACW768195

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

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

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

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

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

I look forward to hearing from you at the earliest.

Yours sincerely Signature
Dinesh Kumar
(Purchase Manager)

Sample Letter of Complaint-2

Vasai Nagar
Vasai
Mumbai-43

January 9, 2010

The Mayor
Mumbai Municipal Corporation
Mumbai

Dear Sir/Madam

Subject: Complaint about Inadequate Potable Water

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

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

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

Yours Sincerely
Signature
Arun Kumar
(President RWA)

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**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’,” etc. Lennon emerged not only

(d)_____ of all. He wrote most of the lyrics. In time, the group broke up and each member went his way. Lennon, who was a (e)_____, _____, Yoko Ono. He was tragically (f)_____ in 1980. He was only 40.

Choose a suitable headline:

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

6. 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
By 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 complaint 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 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

Revision worksheets/exercises Term 1

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

- a. Either Neeraj or Raj _____ to be blame. (is/are)
- b. Each of them _____ at fault. (is/are)
- c. The pair of scissors _____ lost. (is/are)
- d. The fleet _____ six ships. (has/have)
- e. His trousers _____ torn so he had to go home. (was/were)
- f. Five hundred rupees _____ not much for this table. (is/are)
- g. Neither he nor his companions _____ to be blamed. ((is/are)
- h. The jury _____ six members (has/have)
- i. My friends and he _____ out the whole day yesterday. (was/were)
- j. The jury _____ different opinions. (has/have)

Q2. Rewrite the following sentences using Passive Voice:

- a. The bird has eaten our lunch.
- b. Arvind will spend the money wisely.
- c. Mother wakes up Sheila at six o' clock.
- d. The team will have won the match by noon.
- e. Who wrote this novel?
- f. Help him. (Hint: Let...)

- g. Are you writing a letter?
- h. Have you finished your job?
- i. They took all the necessary precautions.
- j. Who wrote it?

Q3. Fill in the blanks using the adverbs given in the box:

too, lately, rarely, scarcely, nearly, presently, confidently, hardly

- a. It is _____ cold to play outside.
- b. I haven't gone skiing _____
- c. Jagan spoke _____ to the audience urging them to elect him president of the union.
- d. He had _____ finished eating when the doorbell rang.
- e. The train will arrive _____.
- f. The entrance examination was _____ challenging. It seemed they wanted to take in all the applicants.
- g. He was driving so fast, we _____ had an accident.
- h. He is on a diet. He _____ eats chocolates and candies.

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

- a. These grapes are fresh. These grapes are juicy.
- b. She won't go away. You promised to help her.
- c. We waited. The cobbler repaired the shoes.
- d. The team lost badly it didn't lose heart
- e. Run fast. You cannot win the race.
- f. He hasn't apologised for his behaviour. I will not talk to him.
- g. Keep the food covered. The flies will contaminate it.
- h. I would go to bed now. My homework is not done.

Q5. Rewrite the following sentences using an infinitive instead of the underlined words.

1. I like a walk along the sea-shore.
2. The shipwrecked sailors were overjoyed at the sight of land.
3. Truthfulness is sometimes more difficult than winning a battle.
4. I was glad at the sound of his voice.
5. I should be sorry if I heard that you couldn't do this exercise.
6. Richard was told that he must not touch the cakes.
7. Mr. Brown asked if he could see the principal.
8. I was very sorry when I heard that you had had an accident.
9. John said that he did not expect that he would succeed.
10. They decided that they will watch a film.

Q6. Put in the verbs in brackets as participles present participle or past participle into the gaps.

1. He saw his friend _____ (*go*) out with Sue.
2. The bus crashed into the blue car _____ (*drive*) down the hill.
3. Peter hurt his leg _____ (*do*) karate.
4. The umbrella _____ (*find*) at the bus stop belongs to John Smith.
5. The people _____ (*dance*) in the street are all very friendly.
6. I heard my mother _____ (*talk*) on the phone.
7. My uncle always has his car _____ (*wash*).
8. We stood _____ (*wait*) for the taxi.
9. _____ (*look*) down from the tower we saw many people walking in the streets.
10. The people drove off in a _____ (*steal*) car.

Integrated Grammar

Q7: Unscramble the following to make meaningful sentences:

- a. number of/Taj Mahal/surrounding/there/of/the/are a/myths/
- b. maimed/one/were/ was completed/ after the/workers who/about the/construction/is
- c. never/so that/replicate/this/they/wonder/ was/could/done/the
- d. available/however/evidence/this/with/story/contrasts

Q8: Editing

	Incorrect word	Correct Word
In the investment world it is saying that small	(a) _____	_____
stocks of today, are big stocks of their future.	(b) _____	_____
The natural progression if for a small stockings	(c) _____	_____
to growing to become mid-stock and then	(d) _____	_____
a large one. With India, companies with a market	(e) _____	_____
capitalisation of less then ₹500 crore, could	(f) _____	_____
function as small stocks. But this definition can changes(g)	_____	_____
depending on the market conditioning.	(h) _____	_____

Q9. Omission

	Previous	Word	Following
You already know walking help	(a) _____	_____	_____
you weight and improve your health. But	(b) _____	_____	_____

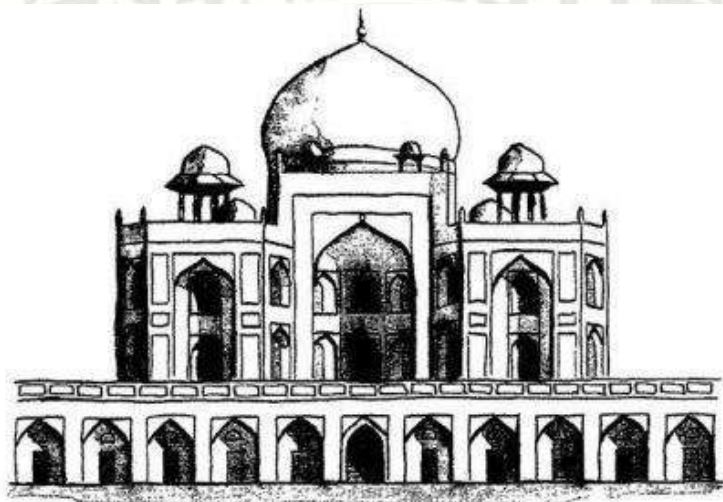
studies have found that steps taken a brisk pace (c) _____
 are particularly beneficial cardio-metabolic fitness. (d) _____
 For healthy adults, a good target 150 minutes per (e) _____
 week at 100 steps or more minute, the (f) _____
 researchers said. Whatever step count (g) _____
 more and faster better. (h) _____

Section D (Literature)

Coming Home To Delhi Madhur Jaffrey

The author fondly remembers her childhood spent in Delhi in a large joint family. She recalls her train journey back from her grandfathers place, and recollects how they used to throw coins into the 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. 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.

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



A. Tick the word with the correct spelling.

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

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

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

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

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

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

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

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

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

Academic Session: 2018-19
First Term Examination
Subject-English
M/5/1

Time: 3 hours

MM: 80

General Instructions:

- This paper has 6 printed sides and five sections
- Please read the instructions carefully before answering the questions
- Neatness will be appreciated
- Do not mix sections

Section A
Reading Comprehension (20 marks)

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

12

1. Of the many questions that I have been asked by interviewers over the last ten years or so, one has recurred more frequently than any others. It is: 'how and why did you come into films?' This has generally been asked in the knowledge that I had started my career in advertising, as a graphic designer, To the questioner, the transition probably seemed too abrupt, too arbitrary. How does one design soap wrappings one day and shape the contours of a celluloid saga the next?
2. In my answer, I have usually managed to sustain the mystery with a nodding smile that suggests a secret metamorphosis, a sort of occult elevation to a higher status of creativity. As a matter of fact, my own conviction is that as a transition from one field of creative activity to another, this is not really such a rough one. After all, both films and advertising deal with consumable commodities and in both you have the spectacle of the conscientious artist striving to express himself in aesthetic terms; while the sponsor, hovering in the background and caring little for the Art, concerns himself solely with profits.
3. Was I conscious of this aspect when I first made my transition from a safe desk job to the uncertainties of shooting a projected epic? I often put myself this question, trying to locate the mainsprings of an adventure that was, to say the least, hazardous.
4. I know one thing for certain; and that is, I had no intention of making an esoteric film. I knew what I was going to do was off-beat, but I never equated novelty with risk.
5. Although I was convinced that I was armed with a formidable array of theoretical knowledge, film-making seemed a terribly hard job in the beginning. On the very first day of the shooting of *Pather Panchali*, I remember I had a scene where the boy Apu went looking for his sister in the field of tall grass. In the very first shot all that the boy had to do was to walk a few steps, stop, look this way and that, and then walk again. Little did I know then that it was twice as hard to achieve impeccability in a shot like that than in a shot of, say, a charging cavalry.
6. But if you are faced with a scene of a boy looking for his sister in a field of tall

grass, you are faced with a particular state of mind that produces a special kind of walk, and a special kind of stopping and turning of the head.

7. If this first shot pulled me up and taught me a lesson, it was also an eye-opener.

It revealed to me the most challenging aspect of film-making, which is the exploration of the truth of human behavior and the revelation of that truth through the medium of actors.

- A. Why was the speaker's transition seen as abrupt and arbitrary? 1
- B. What is the speaker's take on his transition? 1
- C. How does the speaker draw parallels between advertising and film-making? 2
- D. According to the speaker, what is the most challenging aspect of film-making? 2
- E. **State whether the following statements are true or false:** (Do not copy the sentences) 2
- (i) The sponsor is more interested in profits than the Art.
- (ii) The speaker was inexperienced and was making an off-beat film.
- (iii) Showing charged cavalry is more difficult than showing emotions in cinema.
- (iv) The first shot of the speaker's film was a cake walk for him.
- F. **Find a word from the passage that is the synonym of:** 2
- (i) structure (para 1)
- (ii) dangerous (para 3)
- G. **Find a word from the passage that is the antonym of:** 2
- (i) demotion (para 2)
- (ii) practical (para 5)
2. **Read the following poem carefully and answer the questions that follow:** 08

Vell, son, I'll tell you:
 ife for me ain't been any crystal stair.
 's had tacks in it,
 nd splinters,
 nd boards torn up,
 nd places with no carpet on the floor –
 are.
 ut all the time
 ve been a-climbin' on,
 nd reachin' landin's,
 nd turnin' corners,
 nd sometimes goin' in the dark
 Where there ain't been no light.
 o boy, don't you turn back.
 on't you set down on the steps
 Cause you find it's kind of hard.
 on't you fall now –
 or I'm still goin', honey,

m still climbin',
and life for me ain't been any crystal stair.

- | | | |
|----|---|---|
| A. | How has life been for the speaker? | 1 |
| B. | What are the hardships that the speaker has faced? Mention at least two. (Do not write in points) | 2 |
| C. | Has the speaker given up? Justify your answer. | 1 |
| D. | What advice is the speaker giving to his/her son? | 1 |
| E. | From the poem, find the synonym of nails/pins | 1 |
| F. | From the poem, find the antonym of clothed/furnished | 1 |
| G. | Suggest a suitable title for the poem. | 1 |

Section B
Writing (14 marks)

- | | | |
|----|--|---|
| 3. | You are Latika/ Sandeep of 57, Borivali, Mumbai. You bought a laptop from Computer Empire, Commercial Complex, Andheri, Mumbai last month. You have started facing problems with it in just a month's time. It turns off suddenly making you lose your data and also it heats up very fast. Write a letter of complaint to the dealer complaining about the same and requesting him to replace the laptop as soon as possible. (120-150 words) | 6 |
| 4. | In India, 25 states have imposed a ban on plastic bags in some way or the other. Despite the state governments imposing such bans, the citizens continue to use and discard plastic bags unashamedly. Every day truckloads of plastic bags are disposed off in every state. You are Atul/ Anya, an aware and law-abiding citizen of the country. Write an article for a national newspaper about the problems of using and discarding plastic bags which harm the environment. | 8 |

Value points:

- Easy availability of plastic bags
- Durable and convenient to use
- Non-biodegradable, hazardous
- Harmful and toxic
- Use cloth/jute bags, eco-friendly products **(180-200 words)**

Section C
Grammar (16 marks)

- | | | |
|----|---|---|
| 5. | Combine the following pairs of sentences using infinitives: | 4 |
| a. | We must leave now. We must reach the station on time. | |
| b. | She was angry. She wouldn't listen to anyone. | |
| c. | Ryan sold his sports car. He helped raise funds for the cancer patients. | |
| d. | Uncle Sam was very delighted. He had heard about his daughter's safe arrival. | |

6. **Combine the following pairs of sentences using participles:** 4
- He lost a lot of blood in the accident. He became unconscious.
 - The robber heard the alarm. He fled as fast as he could.
 - Elizabeth practised rigorously for the sports day. She stood first in eight out of ten competitions.
 - Steve disguised himself as a merchant. He fooled and robbed many of their lifetime savings.

7. **Re-write the sentences putting the adverbs in the correct order:** 2
- We/ weekends/ are/ on/ to/ invited/ parties/ often
 - The/ five pm/ children/ home/ come/ usually/ don't/ before

8. **Join the following pairs of sentences using suitable conjunctions:** 3
- Rehana is not honest. Rehana is not hard working. (Correlative conjunction)
 - The lawyer defended Mr. Seth very well. He still lost the case.
 - Man invented good things. Man made bad things too.

9. **The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets.** 3

	Incorrect word	Correct word
a. Those were very funny days indeed. In	No error	
b. those early days at creation when men	_____	_____
c. roamed about the jungles, trees can also	_____	_____
d. move about unlike men. And not only that,	_____	_____
e. they could understand but listen to what	_____	_____
f. men would ask them to do. When noone	_____	_____
g. wanted to going to another place, he would	_____	_____
h. tell the tree to carry him there. The tree would	No error	
i. do so and carry him to his destination.	No error	

Section D
Literature (24 marks)

10. **Reference to Context:**

- A. 'A golden mind stoops not to shows of dross.'
- Who said the above line and to whom? 1
 - On reading which casket's inscription did the speaker say this? 1
 - Explain what the speaker means by the line quoted above. 1

- B. 'When they played tennis, the entire court was cleared...'
- (i) Name the chapter and the author. 1
- (ii) Who played tennis? Why was the court cleared? 1
- (iii) What does this tell us about the author's family? 1

11. Read the questions carefully and answer in about 60-80 words.

- a. Edgar Albert Guest's poem titled *Don't Quit* has inspired many people, young and old, with its simple yet powerful message. Explain in detail the message that the poem conveys. 4
- b. Ashok and Ashima try to assimilate their Indian culture with American whilst preserving their traditions and customs. Discuss the differences that they and Gogol, who's born and brought up in America, have in terms of identity, education and culture. 4

12. Read the questions carefully and answer in about 30-40 words.

- a. House with the grey gate is 'where two people had grown roots, once, scattered seeds', however, they are now like weeds that refuse 'to be weeded out'. Explain with reference to the poem *House with the Grey Gate*. 2
- b. How does the Prince of Morocco introduce himself to Portia? 2
- c. In *Coming Home to Delhi*, Madhur Jaffrey expresses how Delhi remains the same as it was in her childhood. Elaborate with examples from the text. 2
- d. Explain what does the poet mean by 'Don't give up though the pace seems slow- you may succeed with another blow' in the poem *Don't Quit*. 2

13. Complete the following in one sentence: (Write the complete sentence in your answer sheets)

- a. While crossing the Yamuna Bridge, each child would _____. 1
- b. Prince of Morocco chose the golden casket as _____. 1

Section E

Supplementary Reader (6 marks)

14. Read the questions carefully and answer in about 50-60 words:

- a. Discuss the issue of bullying as mentioned in Auggy's part in *Wonder*. Substantiate your answer with relevant examples from the novel. 3
- b. Do love and acceptance improve our life and the lives of others around us? Justify your answer with examples from the novel. 3

Academic Session: 2018-19

First Term Examination

Subject-English

M/5/2

Time: 3 hours

MM: 80

General Instructions:

- This paper has 6 printed sides and five sections
- Please read the instructions carefully before answering the questions
- Neatness will be appreciated
- Do not mix sections

Section A

Reading Comprehension (20 marks)

1. Read the following poem carefully and answer the questions that follow: 08

Well, son, I'll tell you:
 Life for me ain't been any crystal stair.
 It's had tacks in it,
 and splinters,
 and boards torn up,
 and places with no carpet on the floor –
 are.
 But all the time
 I've been a-climbin' on,
 and reachin' landin's,
 and turnin' corners,
 and sometimes goin' in the dark
 Where there ain't been no light.
 So boy, don't you turn back.
 Don't you set down on the steps
 'Cause you find it's kind of hard.
 Don't you fall now –
 or I'm still goin', honey,
 I'm still climbin',
 and life for me ain't been any crystal stair.

- | | | |
|----|---|---|
| A. | How has life been for the speaker? | 1 |
| B. | What are the hardships that the speaker has faced? Mention at least two. (Do not write in points) | 2 |
| C. | Has the speaker given up? Justify your answer. | 1 |
| D. | What advice is the speaker giving to his/her son? | 1 |
| E. | From the poem, find the synonym of nails/pins | 1 |
| F. | From the poem, find the antonym of clothed/furnished | 1 |
| G. | Suggest a suitable title for the poem. | 1 |

2. Read the following passage carefully and answer the questions that follow: 12

1. Of the many questions that I have been asked by interviewers over the last ten years or so, one has recurred more frequently than any others. It is: 'how

and why did you come into films?’ This has generally been asked in the knowledge that I had started my career in advertising, as a graphic designer, To the questioner, the transition probably seemed too abrupt, too arbitrary. How does one design soap wrappings one day and shape the contours of a celluloid saga the next?

2. In my answer, I have usually managed to sustain the mystery with a nodding smile that suggests a secret metamorphosis, a sort of occult elevation to a higher status of creativity. As a matter of fact, my own conviction is that as a transition from one field of creative activity to another, this is not really such a rough one. After all, both films and advertising deal with consumable commodities and in both you have the spectacle of the conscientious artist striving to express himself in aesthetic terms; while the sponsor, hovering in the background and caring little for the Art, concerns himself solely with profits.

3. Was I conscious of this aspect when I first made my transition from a safe desk job to the uncertainties of shooting a projected epic? I often put myself this question, trying to locate the mainsprings of an adventure that was, to say the least, hazardous.

4. I know one thing for certain; and that is, I had no intention of making an esoteric film. I knew what I was going to do was off-beat, but I never equated novelty with risk.

5. Although I was convinced that I was armed with a formidable array of theoretical knowledge, film-making seemed a terribly hard job in the beginning. On the very first day of the shooting of *Pather Panchali*, I remember I had a scene where the boy Apu went looking for his sister in the field of tall grass. In the very first shot all that the boy had to do was to walk a few steps, stop, look this way and that, and then walk again. Little did I know then that it was twice as hard to achieve impeccability in a shot like that than in a shot of, say, a charging cavalry.

6. But if you are faced with a scene of a boy looking for his sister in a field of tall grass, you are faced with a particular state of mind that produces a special kind of walk, and a special kind of stopping and turning of the head.

7. If this first shot pulled me up and taught me a lesson, it was also an eye-opener. It revealed to me the most challenging aspect of film-making, which is the exploration of the truth of human behavior and the revelation of that truth through the medium of actors.

- | | | |
|-----|--|---|
| A. | Why was the speaker’s transition seen as abrupt and arbitrary? | 1 |
| B. | What is the speaker’s take on his transition? | 1 |
| C. | How does the speaker draw parallels between advertising and film-making? | 2 |
| D. | According to the speaker, what is the most challenging aspect of film-making? | 2 |
| E. | State whether the following statements are true or false: (Do not copy the sentences) | 2 |
| (i) | The sponsor is more interested in profits than the Art. | |

- (ii) The speaker was inexperienced and was making an offbeat film.
 (iii) Showing charged cavalry is more difficult than showing emotions in cinema.
 (iv) The first shot of the speaker's film was a cake walk for him.

F. Find a word from the passage that is the synonym of: 2

- (i) structure (para 1)
 (ii) dangerous (para 3)

G. Find a word from the passage that is the antonym of: 2

- (i) demotion (para 2)
 (ii) practical (para 5)

Section B
Writing (14 marks)

3. You are Swati/Sahil of 45, Indira Nagar, Bangalore. You bought a smart watch from Future Technologies, Nandini Layout, Bangalore last month. The watch has developed some problems and you are unable to sync it with your smart phone. Also, it doesn't keep a track your footsteps and monitor your heartbeat. Write a **letter of complaint** to the dealer complaining about the same and requesting a replacement as soon as possible. **(120-150 words)** 6
4. In India, 25 states have imposed a ban on plastic bags in some way or the other. Despite the state governments imposing such bans, the citizens continue to use and discard plastic bags unashamedly. Every day truckloads of plastic bags are disposed off in every state. You are Atul/ Anya, an aware and law-abiding citizen of the country. Write an article for a national newspaper about the problems of using and discarding plastic bags which harm the environment. 8

Value points:

- Easy availability of plastic bags
- Durable and convenient to use
- Non-biodegradable, hazardous
- Harmful and toxic
- Use cloth/jute bags, eco-friendly products **(180-200 words)**

Section C
Grammar (16 marks)

5. Combine the following pairs of sentences using **infinitives**: 4
- a. The principal called a meeting of the teaching staff. They redesigned the

syllabus for the next academic session.

- b. Each citizen should abide by the law of the land. Every country expects this.
- c. Riya, my niece, was eagerly looking out of the plane window. She saw clouds of different shapes.
- d. Your demands are unreasonable. They cannot be accepted.

6. Combine the following pairs of sentences using participles: 4

- a. She drove as fast as possible. She arrived just in time for her presentation.
- b. David saved a lot of money. He travelled around the world before taking his last breath.
- c. Rajath was picked up by his father. He didn't have to wait for the bus in the scorching heat.
- d. The room had not been tidied up. It looked like a battlefield.

7. Re-write the sentences putting the adverbs in the correct order: 2

- a. We/ go/ in/ to/ summer/ native/ usually/ our/ place
- b. It/ this/ in/ will/ evening/ rain/ Delhi/ probably

8. Join the following pairs of sentences using suitable conjunctions: 3

- a. Rehana is not honest. Rehana is not hard working. (Correlative conjunction)
- b. The lawyer defended Mr. Seth very well. He still lost the case.
- c. Man invented good things. Man made bad things too.

9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets. 3

	Incorrect word	Correct word
a. Those were very funny days indeed. In	No error	
b. those early days at creation when men	_____	_____
c. roamed about the jungles, trees can also	_____	_____
d. move about unlike men. And not only that,	_____	_____
e. they could understand but listen to what	_____	_____
f. men would ask them to do. When noone	_____	_____
g. wanted to going to another place, he would	_____	_____
h. tell the tree to carry him there. The tree would	No error	
i. do so and carry him to his destination.	No error	

Section D

Literature (24 marks)

10. Reference to Context:

A. 'When they played tennis, the entire court was cleared...'

- (i) Name the chapter and the author. 1
- (ii) Who played tennis? Why was the court cleared? 1

(iii) What does this tell us about the author's family? 1

B. 'A golden mind stoops not to shows of dross.'

(i) Who said the above line and to whom? 1

(ii) On reading which casket's inscription did the speaker say this? 1

(iii) Explain what the speaker means by the line quoted above. 1

11. Read the questions carefully and answer in about 60-80 words.

a. Gogol was born and brought up in America while his parents were immigrants. In reference to *Gogol's First Day*, explain the differences that Gogol and his parents have in terms of identity, education and culture. 4

b. Edgar Albert Guest's poem titled *Don't Quit* has inspired many people, young and old, with its simple yet powerful message. Explain in detail the message that the poem conveys. 4

12. Read the questions carefully and answer in about 30-40 words.

a. House with the grey gate is 'where two people had grown roots, once, scattered seeds', however, they are now like weeds that refuse 'to be weeded out'. Explain with reference to the poem *House with the Grey Gate*. 2

b. What are the 'injunctions' that Arragon mentions for Portia's suitors to swear by? 2

c. In *Coming Home to Delhi*, Madhur Jaffrey expresses how Delhi remains the same as it was in her childhood. Elaborate with examples from the text. 2

d. Explain what does the poet mean by 'Life is queer with its twists and turns' in the poem *Don't Quit*. 2

13. Complete the following in one sentence: (Write the complete sentence in your answer sheets)

a. As the train approached Delhi, the author saw _____. 1

b. Prince of Arragon chose the silver casket as _____. 1

Section E

Supplementary Reader (6 marks)

14. Read the questions carefully and answer in about 50-60 words:

a. Discuss the issue of bullying as mentioned in Auggy's part in *Wonder*. Substantiate your answer with relevant examples from the novel. 3

- b. Do love and acceptance improve our life and the lives of others around us? 3
Justify your answer with examples from the novel.



Month: October

Section A (Reading)

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

Cherry Tree

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

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

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

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

3. The cherry tree was

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

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

The analysis of handwriting has a long history – some say it goes back to the Roman times. The principles, according to Conway, are straight forward. The baseline-whether the writing goes

straight across the page or slants up and down-helps to determine the writer's state of mind.

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

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

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

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

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

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

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

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

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

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

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

- a. vitality
- b. lack of self-confidence but with concentration

- c. exactness
- d. both b & c

5. “ Extravagance” means:

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

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

Section B (Writing)

Diary Entry

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 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

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 by writing P or C:**

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

2. Underline each clause.

- a) It's one o'clock and we should be on our way by now.
- b) I don't like him but I'll give him my support.
- c) He put his hand on her arm but said nothing.
- d) You go round to the back of the house and take a look and I'll try the front door again.
- e) Its Saturday so I needn't get up so early.
- f) I've tried and I've tried but I've never managed it.
- g) The government promised reforms but has done nothing.

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 clause as main / subordinate clause.

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

- g) Mahesh Bhupathi and Leander Paes together form an effective Tennis duo.
- h) As we ascend to higher altitudes, air pressure and oxygen concentration decreases.
- i) The shrine at Tirupati is the most powerful in India.
- j) If you mix salt in water, the freezing point reduces.
- k) The instructor might seem very strict at first, but you'll learn the dance quite easily, because of his style of teaching.

INTEGRATED GRAMMAR EXERCISES

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

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

Thales' knee was badly injured.

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

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

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

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

3. Unscramble the following:

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

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

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

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

Section D (Literature)**Where the Mind is Without Fear**

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

The first seven lines denote a condition portrayed by a metaphor of place, "Where the mind is without fear," "Where knowledge is free," etc., until we read the last line, we do not know the exact reference of this place, but we do realize that it is a place where many wonderful qualities exist: Fearlessness, Knowledge, Unity, Truth, Useful Work, Reason and Progress.

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

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

VALUE POINTS

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



Month: November

Section A (Reading)

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

Introduction to Poetry

BY BILLY COLLINS

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

or press an ear against its hive.

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

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

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

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

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

1. Who is the speaker in this poem?

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

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

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

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

6. What is the underlying message of the poem?

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

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

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

It's Shoe Time Folks!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. insult _____
- b. uncomfortable _____

Section B (Writing)

Factual Description and Process Writing

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.

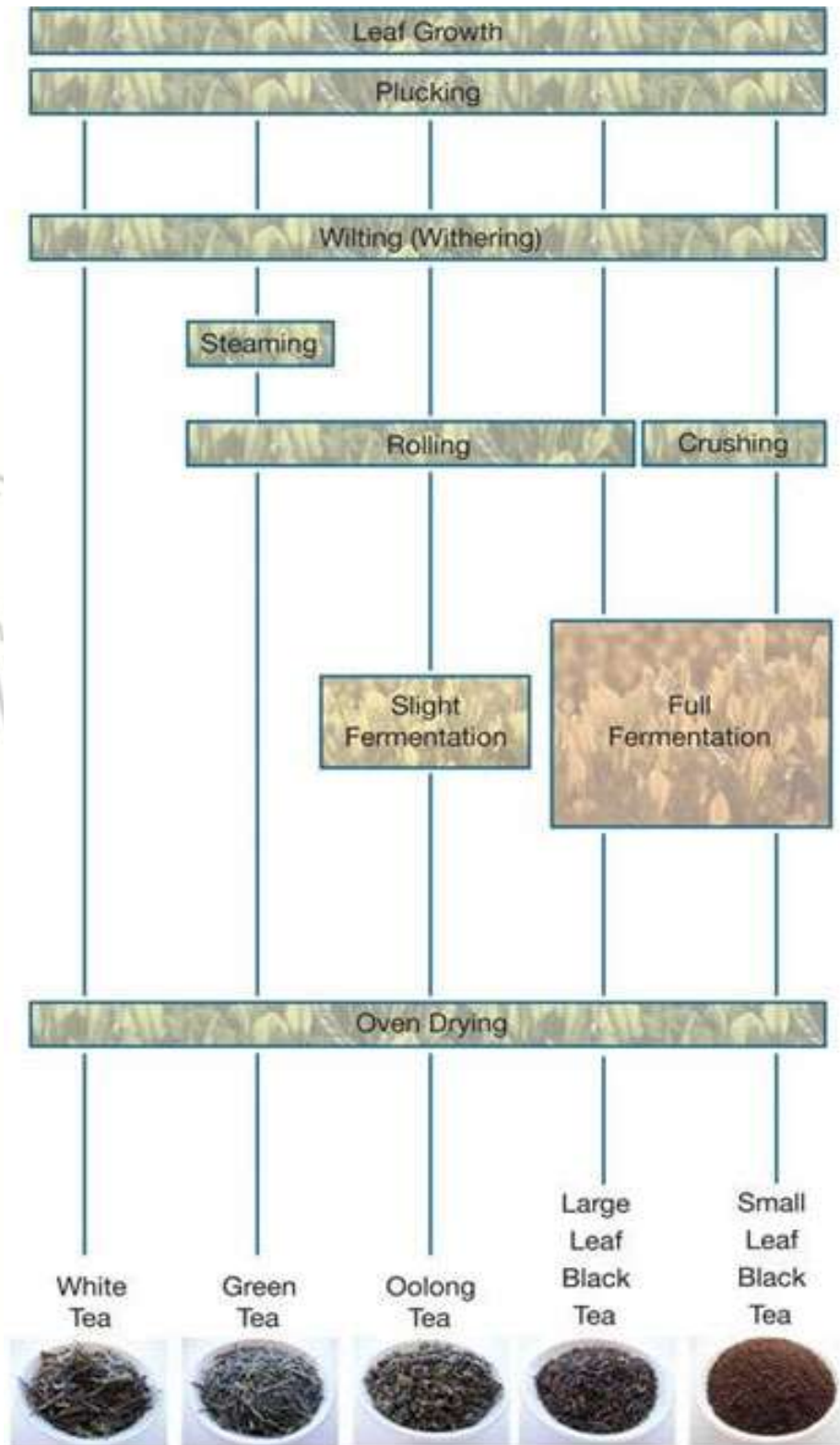
In this **process writing sample**, the manufacturing of tea is described.

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.

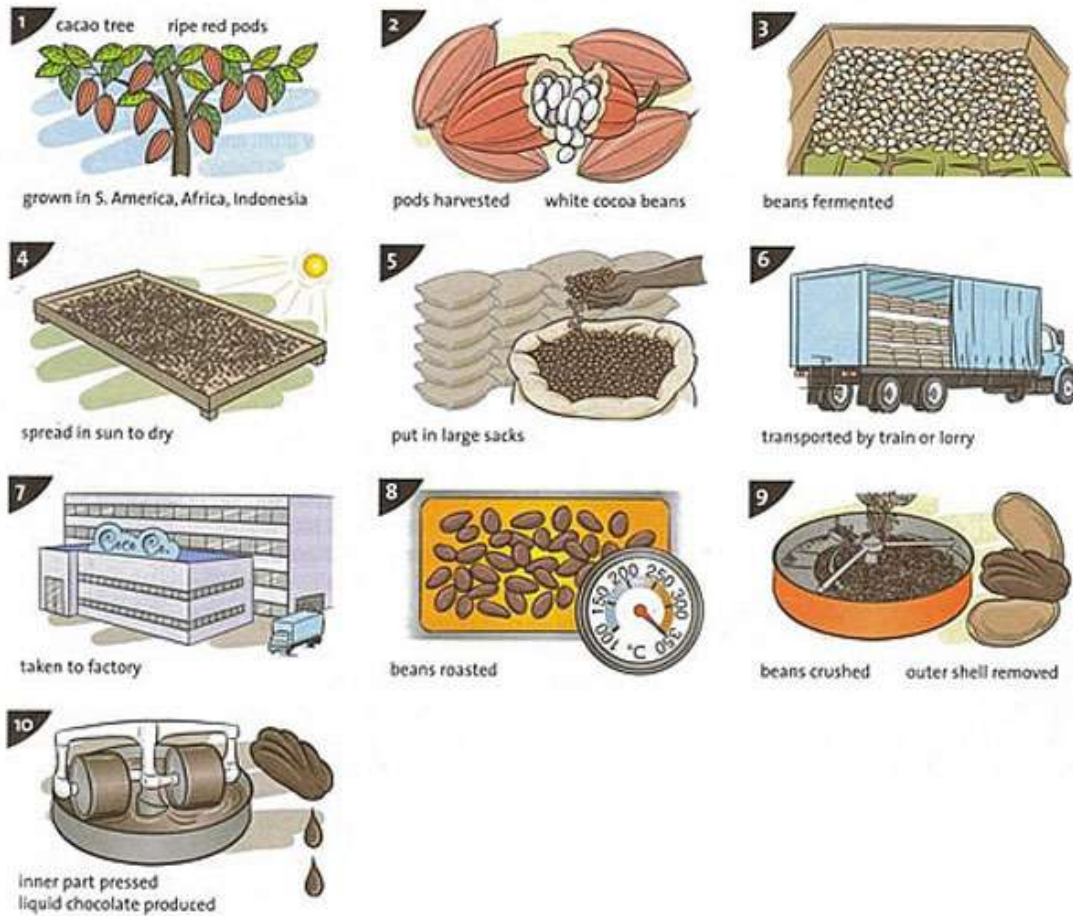
...while green tea is steamed before being rolled but is not fermented,

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)

SAMPLE 3

Example of a bar chart

Here you can view an example of a bar chart.

This bar chart shows the levels of spending of a family on three household items - gas, food and clothing.

You should note first of all that the bar chart is over time which means you need to use the language of change.

You should also make sure that you are comparing and contrasting the items too.

Example of a bar chart



Model Answer

The bar chart depicts the monthly expenditure on food, gas and clothing of a family living in the USA in 2010. Overall, it can be seen that levels of expenditure fluctuated over the period.

To begin, in January the most money was spent on food, at approximately \$500 per month. Although expenditure on food increased slightly the following month, it then fell to account for the lowest expenditure of all the items at the end of the period at just over \$300.

Gas appeared to follow the opposite pattern to food spending. It started lower at about \$350 per month, falling in the following month, and then increasing significantly to finish at just under \$600 in April.

Clothing, which at just over \$200 accounted for the lowest expenditure at the beginning of the period, fluctuated dramatically over the time frame. After reaching around the same levels as food

in February (nearly \$600), it dropped markedly in March, then jumped to just under \$700 in the final month.

With the exception of an increase in March, average spending decreased slightly over the four months.

(183 words)

Note:

- This example of a bar chart satisfies the requirements of the task.
- The first paragraph introduces the graph (without copying from the rubric) and then identifies the main trends.
- It is clearly organized, with each item clearly explained in each paragraph.
- Importantly however, even though each item is described in turn, the description does **not** just describe each item in isolation. You will notice that comparisons are made between the items throughout the description.

For example:

...it then fell to account for the lowest expenditure of all the items at the end of the period...

Gas appeared to follow the opposite pattern to food spending.

Clothing, which at just over \$200 accounted for the lowest expenditure at the beginning of the period,...

There is also evidence that the candidate knows how to write complex sentences:

Although expenditure on food increased...

Clothing, which at just over...

After reaching...

There is also a good mix of comparison / compare sentence structures and language of change. The correct tense is used (past simple) as the graph is referring to completed actions in the past.

Exercises

1. Describe the process of ironing a shirt or covering a notebook with a brown paper.
2. Describe the process of making cottage cheese at home. (you may want to do some research first or have a chat at home with someone who may be more familiar with the process.)
3. Describe the process of booking a ticket for a movie or making a reservation for a room in a hotel online.
4. Describe the favourite part of your house in detail. Refer to the notes on factual description.
5. 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)Relative Clause

Subordinate clauses can broadly be categorized as:

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

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

Examples:

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

The word that links the relative clause to the rest 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 the sentences with relative clauses. (Decide whether to use commas or not.)

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

A monk _____

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

I have _____

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

A herbivore _____

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

Carol _____

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

Sydney _____

2. Combine the sentences with relative clauses

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

The book _____

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

The paint _____

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

The photographer _____

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

One of the _____

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

The song _____

3. Combine the sentences with relative clauses.(Decide whether to use commas or not.)

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

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

We _____

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

A woman _____

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

The police _____

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

Tim Berners-Lee _____

4. Rewrite as a single sentence. Use who/that/which.

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

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

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

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

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

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

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

a) Richa is tall. She is my friend.

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

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

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

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

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

Integrated Grammar

1. Rearrange the following words to form meaningful sentences:

Japan

1. eruptions / lies / for/ zones/ in one/ danger/ earthquakes/of/ and / Japan / volcanic/the world's

2. famous / and / for / cherry /is / trees / blossoms / bonsai / Japan / its

3. much / climate / mild / of / the / has / a / country

4. offices / for / as well as / banks / ancient / and / buildings / for / famous / is / its / Japan / modern/ its

5. emperor / an / also / Japan / has

6. power / the / democratic / its / today / real / lies / with / parliament

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

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

Section D (Literature)

Owens Vs Master Race

The 1936 olympics were supposed to be the perfect showcase for Adolf Hitler's master race. But James Cleveland Owens, a black American sprinter whose grandparents had been slaves in Alabama, trampled all over a dictator's warped ideology.

Even though the Berlin Olympics offered Hitler a shop window for his grand experiments in racial supremacy, Owens mocked his dream by producing a stunning sequence of performances.

The greatest act of kindness in the Olympic legend of Jesse Owens came from a German – Luz Long, his closest rival in the long jump competition.

When Owens was struggling with his take-off mark, it was Long who suggested the technical adjustment which opened the door to a fourth gold medal.

Long, a model sportsman, was first to congratulate Owens, who said later: "You could have melted down all the medals and cups I won, but they would not even have made a plate for the 24-carat friendship I felt for Long at that moment."

1. What about Germany amazed Owens?
2. Why were the 1936 Olympics said to be held in troubled times?
3. What were the reasons for Germany to hold Olympics in the year 1936?
4. How did the Nazis view people from other races?
5. How many countries participated in the 1936 Olympics and why?
6. Given the circumstances, why did Owens agree to participate in the 1936 Olympics?
7. What made Lutz Long and Owens become friends?
8. Why does the author title his story "Owens Vs Master Race"?
9. In the 21st century, are people still typecast according to caste, creed and color? Discuss.

VALUE POINTS

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

Unfolding Bud

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

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

Questions:

1. How does a water-lily bud (or the bud of any flower) become amazing with time? How does it change?
2. Why is one "not amazed" when they first see a poem? How is it like the bud of a flower?
3. When one reads a poem "again and over again," what often happens?

4. Do you think your understanding of the poem would have changed had the poet ended the poem after stanza 2?

Month: December

Section A (Reading)

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

On Killing a Tree

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

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

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

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

Gieve Patel

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

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

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

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

5. Find words in the poem which mean :

- a) small _____
- b) to poke sharply _____

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

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

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

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

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

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

"It won't do you any harm to have her along."

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

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

Larry was the best athlete in high school. He was 17, but seemed older. There was a kind of quiet

assurance about him. They went down the snowy path to the street, Sybil on Larry's arm and Maggie stumbling along behind like a lost puppy. We drove to the lake near the Bancrofts' house. Already 20-30 skaters were swooping and spinning over the polished surface, their cries thin and sweet in the frosty air.

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

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

"I am no good at it."

"So what?" He sounded surprised.

She shook her head, her eyes full of tears. "I can't. I'm afraid."

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

She started up at her, puzzled, confused

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

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

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

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

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

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

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

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

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

Section B (Writing)

Advertisements

Commercial Ads

Classified ads

Types Of Advertisements

1. **Display / Commercial Advertisements** – to advertise items for sale - retail / wholesale, aim is to attract a large no of customers, expected profits are high for eg. Nike shoes etc.

2. **Classified Advertisements** – a single or a few items for sale - expected returns are low for eg. second-hand car etc.

Classified Advertisements are brief- written in 50 words, compact – in 2- 3 running lines and are set in a box.

General instructions:

- ☐ Specify category eg, property/ vehicle/ pets & kennels etc.
- ☐ Be brief– 50 words.
- ☐ Do not write in complete sentences.
- ☐ Make a box.
- ☐ Give contact name, address

Vehicles :

- ☐ Model no, colour, year of manufacture, mileage.
- ☐ Singlehand driven, good condition, offer test drive.
- ☐ Accessories (stereo, new seat covers etc)
- ☐ Papers, insurance details.
- ☐ Contact name, phone no.

Sample:

Classifieds

FOR SALE

Available golden Toyota Corolla, 2008 model, 50,000 km. owner-driven, original parts, Sony stereo, excellent condition. Expected price 6 lakhs. Contact Ayush on 9879865565 ,4 Kaka Nagar,within 4 days.

To let / Property:

- ☐ Flat / independent house.
- ☐ Location, surroundings.
- ☐ No of rooms, kitchen, study, lawn etc.
- ☐ Descriptive words like centrally- located, spacious, airy, furnished etc.
- ☐ Contact address and telephone no.

Sample:

Classifieds

TO LET

Newly built, ground floor flat at Swasthya Vihar, 2 bedrooms, study, D/D, 2 bathrooms, 2 balconies, servant qtr. Parking facility, overlooking park. Expected rent 12,000. Contact Sanjay ,34Firdaus Park 242365432.

Situation Vacant:

- ☐ Post, company name.
- ☐ Educational qualification & experience required.
- ☐ Nature of job/ job requirement (fluency in English, knowledge of computers)
- ☐ Personality desired (pleasing personality, smart.)
- ☐ Salary / perks offered.
- ☐ Contact address.

Sample:

Classifieds

Situation Vacant

Wanted for Air -Talk, a receptionist- female, graduate with a pleasing personality, excellent communication skills and working knowledge of computers. Timings 10 a.m to 6p.m. Attractive salary, TA, LTC, medical insurance. Apply with photograph and complete bio data to Manager HR, Air-Talk, Janak Place, New Delhi-23, Tel.....

Pets & Kennels

- ☐ Breed, colour, male / female.
- ☐ Age, inoculation
- ☐ Price expected
- ☐ Contact address, phone no

Sample:

Classifieds

Pets & Kennels

For sale Pug puppies, 2 month old, 3 male, 2 female, pure blood line, KCI registered, inoculated. Reasonable price. Only genuine dog lovers to contact Anil Arora, 112, Sainik Farms. Ph 24316754.

Display / Commercial Advertisement

Cut out an advertisement from a newspaper or a magazine. Then analyze if the following points given are included in the advertisement. Compare two to three advertisements to see which is the best. Finally, using the tips given, create your own commercial advertisement.

A Display Advertisement:

- ☐ is visually attractive, with pictures, catchy language, punch lines, slogan
- ☐ has attractive layout of text and pictures
- ☐ has varying font shapes and size.
- ☐ is expensive; used for commercial purposes.

Remember to include:

- ☐ Name of company / organization.
- ☐ Details regarding the product.
- ☐ special discounts / offers etc.
- ☐ address of the company / institute / organization.

Questions

1. Your brother has opened a new showroom for Refrigerators named Chiliz'. Draft an advertisement for a local daily to promote the sale of the Refrigerator offer for '6 Kulfi Moulds FREE' along with the refrigerator to those who buy before Aug '18
2. You are Suman/Suma of 33/244, M.M. road, Mysore. You want to sell off your old desk top computer as you have purchased a new one. Draft an advertisement to be published in The Times of India under classified columns giving its details & the expected price.
3. You are the General Manager of EVL Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under the classifieds column.
4. You are Devang of 56, Railway Colony, Kanpur. You are a postgraduate in English and you wish to work in an advertising agency. Write an advertisement for the classified columns of a newspaper giving your qualifications and experience.
5. You want to sell your newly built flat. Draft a suitable advertisement, giving relevant details, in not more than 50 words, for the classifieds column.
6. You are looking for a Maths tutor for your sister who studies in the sixth grade. Write an advertisement in 50 words to be published in a newspaper.
7. You own a cyber café in Lajpat Nagar and need two computer operators to run the café. Write an advertisement for the same in 50 words.

Section C Grammar

Reported Speech (Part 1)

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

1. Changes in Reporting Verb

- All the present tense verbs are converted to past tense.

- The first and second person pronouns are converted to third person.
- Pointer words like – *this, now, here, these, today, yesterday tomorrow* are changed into *that, then, there, those that day, the day before and the next day*.
- Inverted commas are removed.

REMEMBER

- **Ought** and **Should** normally don't change.
- The tense does not change while reporting facts.

Direct and Indirect Speech

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

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

He said, "I **am going** to go to school every day."

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.

past.

Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of **that** is optional.

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.

Imperative

He said, "**Go** to school every day."

Infinitive

He said **to go** to school every day.

NOTE-When a **Yes/No** question is asked in direct speech, then a construction with **if** or **whether** is used. If a **WH** question is being asked, then use the **WH to introduce** the clause. Also note that with indirect speech, these are examples of embedded questions.

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

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

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

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.*

Direct Speech		Indirect Speech
Can He said, "I can go to school		Could He said (that) he could go to school

every day."		every day.
May He said, "I may go to school every day."		Might He said (that) he might go to school every day.
Might He said, "I might go to school every day."		
Must He said, "I must go to school every day."		had to He said (that) he had to go to school every day.
have to He said, "I have to go to school every day."		
Should He said, "I should go to school every day."		Should He said (that) he should go to school every day.
ought to He said, "I ought to go to school every day."		ought to He said (that) he ought to go to school every day.

EXERCISES

1. Change the following into indirect speech

- a) "Stop writing," said the invigilator.

b) "Put the gun down," said the officer.

c) "Bring the notebook here, please," said her mother.

d) "Don't do that again," the teacher said.

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

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

g) "Do not move!" ordered the sergeant.

2. Read the conversation given below. Complete the report that follows with suitable expressions on the basis of the conversation.

Patient : Doctor, I have a terrible toothache.

Doctor : Well, sit down. I need to examine your teeth. Please open your mouthwide.

Patient : Is there any serious problem, doctor?

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

Patient : Is there anything else?

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

Patient : Will the treatment be very expensive?

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

The patient told the doctor (a) _____

The doctor told him (b) _____ his teeth.

He also _____ him to open his mouth wide.

The patient then (c) _____ any serious problem.

To this the doctor (d) _____

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

(e) _____

The doctor told him not to (f) _____

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

Given below is an excerpt from the interview of a budding chess champion. Report the same to a friend. Write your answer in the space provided.

Interviewer: What is your aim in life?

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

Interviewer: Do you like any particular chess player?

Sunil: Yes, I like Kasparov and Anand.

Interviewer: What is your next move?

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

The interviewer a) _____

Sunil (b) _____.

The interviewer then (c) _____.

He replied (d) _____

The interviewer further questioned him (e) _____

and Sunil answered that he (e) _____

INTEGRATED GRAMMAR EXERCISES

1. 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 /

2. are / we enjoy / that / belong to us / than if / much more / they / borrowed / reading books /

3. book / formality / a certain considerate / must be treated / with / a borrowed /

4. converse with / in / you / at any moment / a private library / Socrates or Shakespeare / can /

5. the hand / your library / should be / as well as / free / accessible / to / to the eye / and /

7. own / you / book / convenience / can enjoy / a / at your /

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

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

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

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

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

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

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

I noticed the top was broke so I repaired it and

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

suggested that I had a cool drink!

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

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

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

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

Advertisements can extremely useful if they

are honest. Obviously can help you to

decide what to buy. Example if you

break your pen and want to buy

another, the first thing to do to

look at as advertisements for pens as you can

find. This help you to choose the best type. _____

However, advertisements can be harmful they _____

try to exploit the public. It has found that _____

young people, especially the teenagers are affected the most.

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

Felix and Diego were absent on the day of the test. When they 1) **left** at school the following 2) **night**, they had to go to a different room to 3) **give** the test. They were 4) **calm** because they were not really prepared but decided to give it their 5) **worst** try. Felix's pencil 6) **mended** twice during the test because he was pressing too 7) **softly**. He finally took a 8) **shallow** breath and calmed 9) **up**. At the 10) **different** time, Diego was 11) **unoccupied**, carefully reading and then 12) **erasing** in the bubbles to answer the questions. He 13) **started** too quickly to do a 14) **poor** job of it, so he decided to 15) **recklessly** look over each question to make sure that he had written the 16) **incorrect** answer. Both 17) **girls** spent most of the 18) **evening** until lunch time 19) **playing** on the test. They were very 20) **anxious** when they were finally able to finish and turn their tests 21) **out**. They hurried back to their classroom just in time to get their lunch money so they could line up with everyone else to 22) **sell** lunch. They decided to try harder not to be absent on a test day again!

1.	Arrived	12.	
2.		13.	
3.		14.	
4.		15.	

5.		16.	
6.		17.	
7.		18.	
8.		19.	
9.		20.	
10.		21.	
11.		22.	

Section D (Literature)

DARJEELING

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

Darjeeling is a travelogue brought to life by Laxman's vivid description and his inimitable way of looking at the world around him.

Unlike a usual travelogue that gives a clear insight into the destination, Laxman allows the reader to experience it all with him by providing information as it is. The author plans his trip by train all the way from Bombay to Darjeeling with great enthusiasm and encouragement by all and sundry. It is only when he is on board

does he realize that this in fact was not going to be possible after all. The landslides have cut off the railway connection and he ends up having to take a taxi to his destination.

Even the taxi ride only gives him glimpses of his journey because of the dense mist.

However it is not all gloomy as his keen sense of observation helps him absorb and appreciate each little detail. It is also not without pleasant surprises as he drives past Tenzing Norgay's house and actually sees him gardening there.

He beautifully captures the changing landscape as well as the weather pattern, which is now turned into a heavy rain. While the others rue at this Laxman merely observes it and notes how beautiful the morning returns with a captivating clear view of the Kanchenjunga. He ventures into the popular spots for all tourists in hill stations in India, the Mall and vividly describes the bustle and life there.

He takes a quick jaunt to Sikkim, where the weather is pleasant, and enjoys all that the place has to offer. His narrative of the sojourn to Sikkim and the Tiger Hills leaves the reader wanting more.

The longer he stays, the more familiar he becomes with the place and the people, who are warm and congenial. The extract makes a very interesting read and the author literally takes the reader on a trip to Darjeeling with him making it an unforgettable experience.

VOCABULARY:

All and sundry: everyone; each and everyone

Captivating: charming

Ventures: travels, journeys, proceeds (usually a risky or daring undertaking)

Rue: bitterly regret; to feel sorrow for

Congenial: pleasant; agreeable; hospitable; compatible

Sojourn: stay; visit ; a temporary stay

QUESTIONS:

1. What was the vital piece of information withheld from the author?
2. Describe the author's drive to Darjeeling. What were some of the sights that he glimpsed?
3. What was the ultimate destination in Darjeeling? Describe it in detail.
4. Why does the author say that they were lucky?

Links :

<https://www.youtube.com/watch?v=GG3pVBYyWJ8&feature=youtu.be>

<https://www.youtube.com/watch?v=UTjomK6Adok&feature=youtu.be>

https://www.youtube.com/watch?v=P5Vo_nK5qvU&feature=youtu.be

Now research on how to write a travelogue

Suggested Reading in the Travel Writing Genre

Books

A Bend in the River by V.S. Naipaul (Picador, 2002)

A Walk in the Woods by Bill Bryson (Doubleday, 1997)

Blue Highways by William Least Heat-Moon (Back Bay Books, 1999)

Charles Kuralt's America by Charles Kuralt (Putnam Adult, 1995)

I'm a Stranger Here Myself by Bill Bryson (Broadway, 2000)

On the Road with Charles Kuralt by Charles Kuralt (Putnam Adult, 1985)

River-Horse: Across America by Boat by William Least Heat-Moon (Penguin, 2001)

Travels with Charley in Search of America by John Steinbeck (Penguin, 1980)

Magazines

Conde Nast Traveler

<http://www.cntraveller.com/>

National Geographic Traveler

<http://www.nationalgeographic.com/traveler/>

General interest magazines may carry travel pieces as well. Discussing the kinds of travel writing that are included in non-travel magazines such as Cottage Living also could make for an interesting conversation on audience and purpose.

Month: January

Section A (Reading)

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

THE ENCHANTED SHIRT

The king was sick. His cheek was red,
And his eye was clear and bright,

He ate and drunk with kingly zest,
And peacefully snored at night.

But he said he was sick, and a king should know;
And doctors came by the score;
They did not cure him. He cut off their heads,
And sent to the schools for more.

At last two famous doctors came,
Together they looked at the royal tongue,
As the king on his couch reclined;
In succession they thumped his august chest,
But no trace of disease could find.

The king was as sound as a nut,
But they feared his royal rage;
So the old sage pensively rubbed his sagacious nose,
And thus his prescription ran;
The king will be well if he sleeps one night
In the shirt of a happy man.

Wide o'er the realm the courtiers rode,
And fast their horses ran;
And many they saw, and to many they spoke,
But they found no happy man.

They found poor men who would fain be rich,
And rich men who thought they were poor;
They saw two men by the roadside sit
And both bemoaned their lot.
For one had buried his wife, he said,
And the other one had not.

At last they came to a village gate;
A beggar lay whistling there;
He whistled, and sang, and laughed, and rolled
On the grass, in the soft June air.

The weary courtiers paused and looked At the scamp so blithe and gay;
And one of them said, "Heaven save you, friend! You seem to be happy today."

"O yes, fair sirs," the rascal laughed,
And his voice ran free and glad;

"An idle man has so much to do That he never has time to be sad."

"That is our man," the courtier said,
"our luck has led us aright;
I will give you a hundred ducats, friend,
For the loan of your shirt tonight."

The merry blackguard lay back on the grass,
And laughed till his face was black;

"I would do it, God Wot," and he roared with fun;
"but I haven't a shirt on my back."

Each day to the king the reports came in
Of his unsuccessful spies
And the sad panorama of human woes
Passed daily under his eyes.

And he grew ashamed of his useless life, And his maladies hatched in gloom; He opened
his window and let the air
Of the free heaven into his room.

And out he went in the world and toiled In his own appointed way;
And the people blessed him,-the land was glad, And the king was well and gay.

John Hay

1. Why did the king send for the doctors? Why were the doctors not able to cure him?

2. Pick out some expression from the poem that has been used to make fun of the king.

3. What prescription did the second doctor give for the king's ailment? Why do you think he did that?

4. How does the poet contrast the poor beggar with the king?

5. The message of this poem is:

6. Find words in the poem which mean the same as:

- i. diseases or illness _____
- ii. view of a constantly changing scene _____
- iii. worthless person _____

2. Now, read this passage and answer the questions that follow:

And what a change! Have you noticed something about wedding dinners – buffet – of course – these days? They are a strangely quiet affair. The orderly queue of the guests leading up to the tables where the food has been neatly laid out, the silent efficient service by the catering staff, the murmur of ‘Yes, please’ or ‘no, thank you’ in the way of response, and the ever – so – soft conversation thereafter to the equally soft accompaniment of crockery coming into delicate contact with cutlery. A clinical setting almost, the spotless white gloves worn by the catering staff contributing their special touch. For scalpel read serving spoon.

Compare this with the bedlam at wedding –dinner time at an earlier point in history. The maddening yet so delightful row that went on as one lot of diners finished eating and the next lot moved in. The full throated cries of “Now bring the daal,” “What happened to the fried brinjal?” and “serve the mutton curry and pulao the second time round”, punctuated with the personal entreaties by the hosts. These made a meal with a difference.

For the people who served you were not professional jaded and tired of routine.

Those who supervised your meal in those dear old days were almost always relatives and family friends. They knew your likes and dislikes, perhaps even a fair bit about your health problems. “OK, forget the mutton, but do have another piece of fish.” You can’t possibly expect caterer’s men to know that red meat does you no good.

1. Find out words from the passage that mean the same as:

- i) a place, scene or state of uproar or confusion:
- j) to ask someone earnestly, a plea:
- k) fatigued or bored:

2. In your own words give the meaning of these phrases:

- a) a clinical setting almost _____
- b) for scalpel read serving spoon _____
- c) the orderly queue _____

3. What is one ‘change’ the author notices about wedding dinners these days?

4. He uses several adjectives to reinforce this change. Write four:**5. Quote a sentence to show that the author enjoyed wedding dinners in the earlier days.**

6. Mention one feature the author gives that made the meal different.

Section B (Writing)Short StoryWriting

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.
2. **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.
3. **Read your draft.** Read your story through once, *without changing anything*, to get a sense of what work it needs going forward.
4. **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.
5. **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. Inciting Incident: _____

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 fade away. 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" - Reading Skill Sheet

1. Author's Purpose: entertain inform persuade Why did the author write this?

2. Genre: _____ Subgenre: _____
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 objective, 3rd-person limited, or 3rd-person omniscient

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. _____

Pierce tightened the buckle on his moon belt. He had never seen the fogs of Planet Zarzoo so thick and the high gravity was weighing down his space boots. Pierce's mission was simple: he was to dive through the sludge pits of Zarzoo and gather Zennon crystals to power the space colony's defense shields. It seemed simple enough to Pierce, but he had not anticipated a high gravity day and the acid rain was burning through his spacesuit.

As Pierce walked over the toxic sand dunes of the planet Zarzoo, he saw the two golden suns setting. It would now get much colder. Pierce turned on the thermal warming power in his spacesuit as he approached the sludge pits. He checked his oxygen tanks and the levels were green. Pierce thought to himself: It's time to dive through some sludge, and then he dove into the radioactive green goo of the sludge pits.

Pierce felt that diving to the bottom of the sludge pits was easier than usual. Perhaps it's because of the high gravity, he reflected as he kicked his way toward the shinny Zennon crystals spread along the floor of the pits. He gathered the space crystals and stuffed them into his space pouch, he felt the slithering tentacle of a Toxopus as it disconnected his air supply from respirator. Toxic fluid poured into the air containers, making them useless. "Beast!" Pierce shouted, taking in the last clean breath from the ruptured air tank.

He vaporized the monster with one blast of his raygun as he began frantically scrambling for the surface. Clawing and pulling, Pierce fought for air, but the high gravity and the thick sludge made escape seem impossible. As Pierce's reality faded out, angels carried him.

Pierce sat in a white chair on a white cloud, surrounded by white lights. A voice from all around spoke softly but strongly to him: "Pierce, it is not your time." Pierce felt peace. "You must bring the Zennon crystals to the space colony." the voice went on, "If you do not, the defense shields will fall and all will perish." Pierce recognized the importance of his mission but he did not know how to escape the sludge pits without oxygen, yet alone the high gravity of planet Zarzoo. "Pierce, the Zennon crystals have power," were the last words Pierce heard before he returned to his oxygen deprived body.

Pierce was fading in and out of consciousness when he noticed tiny air bubbles seeping out of one of the Zennon crystals. Apparently, he had grazed one of the crystals with his raygun when he was vaporizing the Toxopus. Pierce put the cracked Zennon crystal to his mouth and drew a breath of oxygen from it. His head stopped throbbing. He took another breath from the crystal and his heart beat slowed. Pierce breathed a sigh of relief as he climbed out of the sludge pit.

Marching through the thick fogs of Zarzoo, Pierce held on to the Zennon crystals. He knew that they would power the defense shields for the space colony and prevent an alien attack. When Pierce got back to his spaceship, he thankfully powered up the oxygen generator and set the navigation system for his home planet. Then he turned the key to his spaceship, but it wouldn't start. The engine kept barking, but it wouldn't turn over. Pierce smacked the spaceship on its dashboard and it started. Pierce breathed another sigh of relief. Throwing the Zennon crystals in

the back seat, Pierce flew the ship from the high gravity of planet Zarzoo. He loosened a notch on his space belt and waited for the space boosters to hit full power. Everything would be okay.

Name: _____

"Pierce the Spaceman"

1. Author's Purpose: entertain inform persuade

Why did the author write this?

2. Genre: _____ Subgenre: _____

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 objective, 3rd-person limited, or 3rd-person omniscient

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. _____

Resolution:

When the conflict is solved

Story Pyramid Exercise

Directions: Read the following plot summaries, and then write what the expositions, inciting moments, rising actions, climaxes, falling actions and denouements are.

The Iron Giant plot summary

Hogarth Hughes is a 9-year-old boy living in Rockwell, Maine in 1957. One night, while home alone, a large object comes crashing down from the sky and lands behind his house. He goes to investigate, and comes across a robotic giant feeding on the metal in a power plant. Hogarth is chased away by the strange machine, but returns and meets up with him again the next morning. The giant begins to follow him home, and Hogarth eventually allows him to live in the shed behind his house. Hogarth befriends the giant and the giant begins to speak and even learn. However, Kent Mansley, a government agent, sees the giant as a threat to the country, and isn't about to let him get away. Kent Mansley calls in all types of reinforcements to destroy the robot. After attacking it unsuccessfully several times, a nuclear missile is accidentally fired from a battleship.

It seems that the missile will destroy the town. Once the nuclear missile is launched, the Iron Giant sacrifices himself to save the town of Rockwell, Maine by flying into space and colliding with it before it reenters Earth's atmosphere. After his presumed death, a statue is built in his honor. Hogarth gets along in the community after the robot's death. One day, Hogarth discovers a stray bolt from the giant's remains, but it reactivates and makes its way (along with all the giant's other parts) to a glacier in Iceland, where he is self-reassembling.

Exposition:

inciting incident:

Rising Action:

Climax:

Falling Action:

Denouement:

Shrek plot summary

SHREK is grumpy, smelly and ugly ogre, living peacefully in a swamp. One night, he suddenly finds his land has been inhabited by a mass of fairy-tale creatures (Pinocchio, the three little pigs, Peter Pan, Snow White, Cinderella, among others), who have been banished by the evil Lord Farquaad. One of these is Donkey (who just won't shut up). Accompanied by him, Shrek confronts Lord Farquaad, demanding his land back. Farquaad gives him a deal, telling him to rescue Princess Fiona from a dragon-guarded castle, to get his swamp back.

Shrek and Donkey go and rescue the Princess, narrowly avoiding being burned by the Dragon, who tries to seduce Donkey (being a girl Dragon!). Fiona is disgruntled about being rescued by an ugly ogre, rather than Prince Charming. However, despite their differences, she and Shrek grow fond of each other.

On the second night of their return journey, Fiona hides in a windmill. Donkey finds her, and discovers that she's turned into an ogress. She explains that she's under a spell, which can only be broken by true love's first kiss. Shrek overhears part of this, but misunderstands and thinks she doesn't love him because he's ugly.

Just as she decides to tell Shrek the truth, the sun rises and she becomes a beautiful princess again. Lord Farquaad arrives and takes Fiona to his castle, and Shrek returns to his swamp. Both are miserable.

Later, Shrek, Donkey and Dragon head to Farquaad's castle, to try to stop Fiona marrying him. When they arrive, the sun sets and Fiona becomes an ogress again. Farquaad doesn't want to marry her, and sets the guards on everybody, but Dragon comes to the rescue and eats Farquaad up. Shrek and Fiona kiss. Therefore, Fiona stays ugly (in conformity with the spell: "you find true love's first kiss and then take love's true form"). Fiona will forever be an ugly ogre like Shrek. She marries Shrek in a big wedding with all the fairy tale creatures, and they live "ugly" ever after.

Exposition:

inciting incident:

Rising Action:

Climax:

Falling Action:

Denouement:

Exercises

1. It's the first day of school and your character find a note on their locker door with a surprising message.
2. Your character is checking the mailbox after school. There's a mysterious letter addressed to them, and the only thing inside is instructions.
3. Your character comes home one day only to find that their room is a completely different color and all of the furniture is new. They have no idea what happened, but it could only mean one thing.

4. Your character wakes up to discover that they have 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)

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 asked 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:

1. "Please help me carry this"

She asked me _____

2. "Please come early"

She _____

3. "Please buy some milk"

She _____

4. "Could you please open the window?"

She _____

5. "Could you bring the book tonight?"

She _____

6. "Can you help me with my homework, please?"

She _____

7. "Tidy your room!"

She _____

8. "Wait here!"

She _____

9. "Don't do that!"

She _____

10. "Eat your dinner!"

She _____

11. "Don't make a mess!"

She _____

12. "Do the washing-up!"

She _____

B. Rewrite the following in reported speech as indicated

1. "Where are you?"
He asked me

2. "What will you choose?"
He asked me

3. "Please, get in touch with them today."
He asked me

4. "Don't leave your luggage unattended."
He asked me

5. "Are you flying soon?"
He asked me

6. "May I ask you a question?"
He asked me

7. "Jump in!"
He asked me

8. "Have you set your alarm clock?"
He asked me

9. "Is Prague the capital?"
He asked me

10. "You mustn't touch the screen!"
He asked me

11. "Would you rather dance?"
He asked me

12. "How long have you been standing here?"
He asked me

13. "Stop laughing!"
He asked me

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 _____. And he said _____.

Liz explained that _____.

Mike wondered _____.

Liz told him that _____ and that _____.

Mike wanted to know _____.

Liz said that _____ and that she _____.

And then she asked him if _____.

Mike explained that _____.

But he added that _____.

Liz suggested that _____ and asked him _____.

Mike said _____.

And then he asked _____.

INTEGRATED GRAMMAR EXERCISES

1. In the passage given below, a word has been omitted from each line. Put a / in the correct place and write the omitted word in the place provided:

The idea of Police system to protect a city _____
 originated London. In 1737 a law was passed _____
 creating a police system 68 men. But as _____
 city grew, poverty increased, looting and rioting _____
 were soon out control in London. In 1829, _____
 Sir Robert Peel formed London Metropolitan Police _____
 with headquarters in Scotland Yard. _____
 This new force Peel _____
 had created larger, better trained, _____
 more disciplined any other _____
 police force ever been. _____

2. In the passage given below, there is a mistake in each line. Underline the mistake and write the correction in the space provided

Bhubaneshwar has known as the temple town _____

because it have many temples in the _____

extravagant style. There is 500 temples around _____

it but most of it have decayed. Perhaps a _____

dozen is of real interest, including the _____

Lingraj temple, which are one of the _____

most important temple in India. The _____

temples were in a variety of styles. _____

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

1. protects / eyes / our / is an / involuntary / important / blinking / action / that

2. our / important / eyelashes / role / this / in / an / to play / have

3. and / hair / attached / are / eyelashes / to each / short / curved / eyelid

4. and / foreign / their / dust / is to / keep / such as / out / sweat / job / matter

5. to / automatic / our eyes / provides / blinking / lubrication

Section D (Literature)

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream — and not make dreams your master;
If you can think — and not make thoughts your aim;
If you can meet with Triumph and Disaster

And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build 'em up with worn-out tools:
 If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings

And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
 Or walk with Kings – nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And – which is more – you'll be a Man, my son!

Rudyard Kipling

Perhaps the most celebrated poem of Rudyard Kipling, *If*, composed at the turn of the 20th century is an inspiring poem that strongly highlights the virtues of 'grown-up' living: the way a young child evolves into a person of responsibility.

The opening lines express the imperative need of self-confidence, of courage to combat disapproval, the need to ignore doubt and make allowances for it. The poem is instructional in attitude, motivational in tone as the poet goes on advising the virtues of patience, honesty, fortitude and righteousness.

The conditional 'if', which is the title of the poem, refers to all the blocks in the way to full maturity, all the doubts and fears, all adversities that are to be solemnly and bravely overcome as a necessary pre-condition to true and perfect adulthood.

1. Who are knaves and fools?
2. Why does the poet refer to *triumph and disasters* as imposters?
3. How will the child finally evolve into a responsible adult?
4. 'If you can talk with crowds and keep your virtue,
 Or walk with Kings – nor lose the common touch'
 i) Who does 'you' refer to?
 ii) What is the poet trying to convey in the first line?
 iii) Who are the kings that the poet is referring to?
 iv) What does common touch refer to?

5. Why is the 'minute unforgiving'?

Value Points

- Value of time- once gone does not come back.
- Make good use of time – do meaningful acts.
- Will never get another opportunity.

A Night to Forget

1. What kind of an audience did Mrs.Bostock say they had that night? Why?
2. What did the young man sitting in the dressing room think he couldn't do and why?
3. "The whole thing's gone like a dream?"
 - i) Who says these words to whom?
 - ii) What does the "whole thing" refer to?
 - iii) Why do you think the speaker says these words?
4. How do you think Albert Royston felt at the end?
5. Do you consider Albert Royston to be a creature of circumstances?

Give an example from the contemporary times of a person who did not become a creature of circumstances.

VALUE POINTS

- ☐ Standing in the wings bewildered when the girl acting as the maid left his side.
- ☐ Shocked to realize that no longer will he be needed to perform on stage.
- ☐ Disappointed and angry with the other actors who had skipped three pages because of which he had missed his debut.
- ☐ Disheartened, dejected, feels all the excitement of the evening draining out of him.

Read the clues and fill in the crossword below. Each answer is a word containing a silent letter.

1		2				3			4		
											5
					6						
							7				
	8	9		10							
11						12					
						13					
	14					15					

Clues across

1. The opposite of wild or stormy.
3. Between your arm and your hand.
6. To twist and turn your body.
7. The past tense of 'write'.
8. A football or tennis .
12. A piece of land with sea all around.
13. The opposite of innocent.
14. You may tie this with string or rope.
15. To quit your job.

Clues down

1. They say an Englishman's home is his....
2. A young sheep.
4. When you write your name on a cheque you it.
5. A day of the week.
6. You wear this on your wrist.
9. A season.
10. A young cow.
11. 60 minutes.



February
Section A: (Reading)

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

We often have parents cribbing about how difficult it is to bring up children these days. Too many parties, excessive extravagance, too much pocket money, less attention towards studies.... In fact an unending list of woes. But why is this the case these days?

Have parents ever given it a thought? Putting a child in a good school or in a good college, buying them a motorcycle or a car, giving them lots of pocket money and letting them do just what they feel like will never be the end to this problem. There is more to it. The basic need of a growing child is the love, attention, companionship which should be first given at home. It is not true that once the child grows up, he or she should not be taken care of. The right amount of independence should be given, their individuality should be respected and they should be treated at par with adults.

Problems with children have started increasing now-a-days. Years ago these problems were not as complex as they are today. These days, we have more nuclear families than joint families. There are too many reasons for it. The younger generation complain of losing their independence while the older generation crib about the generation gap. There are too many expenses to be met and different life-styles are led by each one. But what about the generations before us? Our grandparents also lived in joint families, but they had nothing to crib about. There was perfect harmony between the generations. May be people were not as independent as they are today.

There is much more a child wants from a parent other than the material pleasures. Affection and understanding are the two basic things that are needed to sort out these problems.

Answer the following questions on your own or by selecting the most appropriate option from the ones given below:

1. Why are parents quite worried now-a-days and why do they crib a lot about the difficulties they face in bringing up their children?

THE CIVIL SERVICES SCHOOL

2. The children actually need:

- a. admission in reputed institutes
- b. sufficient amount of pocket allowance
- c. complete independence
- d. love, attention and companionship from their parents

3. The earlier generations never complained about the generation gap and difficulties in

bringing up their children because:

- the children then did not have many needs
- the children then were not very particular about independence
- there was perfect harmony between the generations then
- they lived in joint families then

4. How can the generation gap be sorted out?

5. The expression in the passage that means equally is:

- at par
- harmony
- companionship
- individuality

2. Read the following poem and tick the correct option as well as answer the questions that follow.

The Miller of the Dee

There dwelt a miller, hale and bold, Beside the river Dee;

He worked and sang from morn till night – No lark more blithe than he;
And this the burden of his song
Forever used to be:

“I envy nobody – no, not I – And nobody envies me!”
“Thou’rt wrong my friend,” said good king Hal,

“As wrong as wrong can be;
For could my heart be light as thine,

I’d gladly change with thee.

And tell me now, what makes thee sing,
With voice so loud and free,

While I am sad, though I am king,
Besides the river Dee?”

The miller smiled and doffed his cap,
“I earn my bread,” quoth he; “love my wife, I love my friend,

I love my children three;

I owe no penny I cannot pay, I thank the river Dee,
That turns the mill that grinds the corn
That feeds my babes and me."

"Good friend", said Hal, and sighed the while, "Farewell, and happy be;
But say no more, if thoud'st be true,
That no one envies thee;

Thy mealy cap is worth my crown,
Thy mill my kingdom's fee;
Such men as thou are England's boast,

O Miller of the Dee.
Charles Mackay

1. The miller sang that

2. The king told him that he was wrong because:

- i) He was not the happiest man
- ii) The king envied him
- iii) The king was happier
- iv) He envied the king

3. What reasons does the miller give for his happiness?

4. What does the king mean by the line, "Thy mealy cap is worth my crown?"

5. What message about happiness is the poem giving us?

Section B: Writing Skill

Letter to the Editor

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

March 20, 2018

The Editor
Hindustan Times
K.G. Marg
New Delhi

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 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.

REVISION
Grammar

1. Re-arrange the following sets of words to make meaningful sentences:

i) hesitated/to/with/he/comply/my/request

ii) character/riches/respect/not/wins/and/us

iii) patient/the/his/moment/last/fought/till/courageously

iv) gently/hand/my/the/her/touched/and/face/child/put/out

v) tiny/frost/water/is/crystals/of/made/of/frozen/up

2. In the following passages, there is one mistake in each line. Underline the mistake and write the correct word in the space provided:

1) July had been blowed out like a candle

2) with a biting wind that

3) ushered inside a leaden August sky.

- 4) A sharp, stinging, drizzle falls billowing _____
- 5) into opaque grey sheets when the wind 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 birdday. He now set them out in the table. The soldiers resembled each other to the hare, all exsept one who was rather different the rest, for he had made last, when their was not quiet enough tin left. He stood firmly from one tin leg as the others did upon too.

5. In the exercise adjective and adverb clauses have been mixed in column II.

In column I the first few words of every sentence are given. Complete the sentences from column II and state whether each is an adverb or an adjective clause.

COLUMN I	COLUMN II

The task is so difficult	Unless he is paid for it.
He refuses to work	than I thought.
She arrived early	that I couldn't do it.
He doesn't mind putting long hours	why he left so suddenly.
John is taller	in order to get a good seat.
He gave me everything	that you shouldn't miss.
He couldn't explain	than Rohan can.
My grandparents remember the days	that I asked for.
Jane can add quicker	as long as he can make a profit
The Niagra Falls is a sight	when there was no television

6. Rewrite in reported speech:

1. "When will the guests arrive?" asked Sharon to the manager.

2. "They should be here by noon," replied the manager.
3. "But weren't they supposed to come last evening?" inquired Sharon.
4. "They were, but they got held up due to bad weather," said the manager.
5. "Oh, then I must go and see if the rooms are ready," replied Sharon.

7. Combine the following using participles:

1. I listen to trivial complaints from my workers. I often feel tired of it.
2. His wife encouraged him. So, he stayed on the job.
3. The hunter took up the rifle. He went into the jungle.
4. I pasted the flap of the envelope. I gave the letter to Anil to post it.
5. I saw my boss at the gate. I entered the office through a back door.
6. The woman was wailing. She approached the king and begged for mercy.
7. She left home in a hurry. She forgot her wallet.

8. Rewrite using a passive:

1. They have postponed the concert.
2. Somebody is using the computer at the moment.
3. I didn't realize that somebody was recording our conversation.
4. When we got to the stadium, we found that they had cancelled the game.

5. They are building a new ring road round the city.

9. Complete the following passage using infinitives:

Geeta has been working hard on a project, 'Traditions of India' and she is now ready

_____ it in assembly. She had _____ in a lot of work in order _____ a project of such high caliber. We hope _____ her win the award for it in the inter – school competition.

10. Combine using conjunctions given below:

Although, as, because, while, though, since

1. I took my umbrella. It was raining.

2. Some apples are red. The others are green.

3. The ship could not move. There was no wind.

4. Surfing is fun. It can be dangerous.

5. You should stay away from bears. They are dangerous.

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

Section D LiteratureThe Last Class

1. As Frantz walked into class late that morning what all did he notice that was different?
2. What would Frantz have much rather done instead of attending school?
3. Why didn't Frantz stop on seeing the crowd around the notice board outside the Mayor's office?
4. What was unusual about the teacher Monsieur Hamel that morning?
5. What was Frantz's opinion of Monsieur Hamel? Is this opinion justified?
6. What overwhelmed Frantz? How did this change his views on school?
7. What is the attitude of students, parents and Monsieur Hamel towards education?
8. What does Monsieur Hamel mean when he says, "... because when a people falls into servitude, so long as it clings to its language, it is as if it held the key to its prison."
9. Why does Frantz say that he will remember the last class?
10. "Don't hurry so, my boy; you'll get to your school soon enough."
 - a) Who said these words to whom?
 - b) What did the boy think on hearing this remark?
11. M Hamel's contribution to France was immense. Comment.
12. Who all did M Hamel hold responsible for Frantz not knowing the language?

VALUE POINTS

- Will no longer have the opportunity to learn his own tongue
- Seen a different – a more humane and emotional monsieur Hamel
- Regretted not giving education enough importance
- Presence of the villagers and the atmosphere of the class with the flags on the tables and slogans of Vive le France made the class memorable.

Sit with your partner and try to guess the meanings of the words that have been underlined. Match your answers with the dictionary and give yourself a score.

1. The **soporific** drug caused Tony to fall asleep in the board meeting.
2. Anderson's **profligacy** cost him his job and its better you tighten up your belt before you go the same way.
3. Every major war on this planet was followed by many years of **austerity**.
4. The firm's **profligate** spending only hastened its downfall.
5. His **ludicrous** attempts at mimicry in the office only earned him the **opprobrium** of his colleagues.
6. Anthony's **obduracy** in his legal case expedited his impeachment.
7. The Empire's vanity and **hubris** in its exaggerated military were the reason for its downfall.

8. His son's antics on the playground left him **apoplectic** with rage.
9. Horrified by the senator's **jejune** responses to their problems, the voters guild decided to withdraw their support to him in the forthcoming elections.
10. The disturbing **canard** about my company's finances left me in despair.
11. His wife, Catherine, remained the **cynosure** of all eyes throughout the evening gala.
12. Richard accepted her offer of marriage with **alacrity**.
13. Jerry's **laconic** sense of humor endeared him to the crowd.
14. He deals in antique furniture of doubtful **provenance**.
15. Amanda's **incendiary** remarks alienated her from the whole campus.

Rules for Subject Verb Agreement

The verb always agrees with the subject in number or person

- ☐ Lisa **loves** eating mangoes
- ☐ They **love** playing chess

Here are some rules to remember:

- ☐ When the **subject** of a sentence is **singular**, the **verb** must also be **singular**. When the **subject** is **plural**, the **verb** must be **plural**.

For Example : Henry likes Deepak. (singular) Henry and Deepak like Mary. (Plural)

- ☐ When the subject is of the phrase *one of*, followed by a plural noun, the verb is singular and agrees with one, which is singular.

For Example: One of the students in our class was praised by the teacher. Priya is one of my best friends.

- ☐ When a sentence has two singular subjects joined by the conjunction *and* the verb must be plural.

For Example: Bishakha and Suman go to the same school.

- ☐ When two or more nouns represent a compound name of one person or thing, then the compound is thought of as singular and takes a singular verb.

For Example: The horse and carriage is waiting at the door. Slow and steady wins the race.

- ☐ When the subject is the introductory *there*, the verb agrees with the real subject that follows it.

For Example: There was a cruel king.
There are six teachers in our department.

- ☐ **A lot of** and **plenty of** take a **plural verb** when they denote **number**, they take a **singular verb** when they denote **quantity or amount**.

For Example: *There is a lot of oil in Assam. There are a lot of hill stations in our country. Where are plenty of roses found?*
There is plenty of water in the well.

- 'Both' always takes a plural.

For Example: *Both the hill stations were simply great.*

- **A number of** means 'several' or 'many' and is therefore always followed by a plural verb.

For Example: *There have been a number of important incidents this year. A large number of people are waiting to meet the prime minister.*

- A singular collective noun like **a herd of cattle, a team of players, a fleet of ships, a troop of soldiers** and **a bunch of flowers** always takes a singular verb.

For Example: *There was a herd of cattle in the middle of the road. This is a lovely bunch of flowers.*
A troop of soldiers is marching through the streets.

- A dozen takes a plural verb

For Example: *There are a dozen shoes in the cupboard.*

- **A pair of** when applies to things like *scissors, shoes, trousers*, where 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 given.

- _____ anyone _____ a pencil I could borrow? (do, have)
- No one _____ finished reading the book yet. (have/has)
- No, my family _____ live nearby. (do)
- The police _____ released any information about the case. (have/has not)
- Most women _____ getting flowers. (love/loves)
- Some of the people waiting in line _____ getting impatient. (is-are)
- Several of my teeth _____ cavities. (have/has)
- 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)

Academic Session: 2017-18
Annual Examination
Subject-English
M/5/1

Time: 3 hours

MM: 80

General Instructions:

- This paper has 6 printed sides and five sections
- Please read the instructions carefully before answering the questions
- Neatness will be appreciated
- Do not mix sections

Section A

Reading Comprehension (20 marks)

1. Read the following passage carefully and answer the questions that follow: 12

1. If there was one thing I feared as I was growing up....

No, that's stupid. I feared hundreds of things: the dark, the death of my father, groups of boys with nothing much to do, death by drowning.

2. But of all these, I feared most the possibility that I might go mad too. If that happened, my only asset would be taken from me. Growing up, I knew I did not have many advantages. I had no social skills. I had no friends. I had no home – no home that was a refuge. I seemed to have no control over my body; my clumsiness was legendary*. All I had was my mind and that was at peril from my genes.

3. Em's* insane state was often ugly but it is how I remember her: as a rough, rude, roistering* woman. In this state, she came at us as an equal. But it was the other Em who was my night terror. As if it were a wild animal with flecks of foam at its mouth, I feared her depression.

4. I found it hard to reconcile the way that word felt to the state my mother was in when she slipped into depression. Depression seemed to suggest a state that could be dealt with by ordinary means, by a comedy on the television or an extravagance at a nice shop. Em's depressions were not like that.

5. My mother is in a state where her mind tortures her. It will not even let her sag* into apathy. Sometimes I see her body twitching a little in pain. Sometimes I see her forcing herself into a rigid stillness. Nothing will help her answer whatever savage questions her mind is asking.

6. This is darkness and all that we have as remedy are pills. They don't work. Not when she is in this way. My mother lives through the long black night of the mind. She longs for death. She asks us if we can give it to her.

7. I will not do this. (I wonder if she knows this too and that is the reason why she asks.) I will not do this because I know that she is coming up now. This is the worst of it and it can only be a couple of days more before she begins to surface. These will be days when dad will sit by her bed and she will hold his forearm as he reads the paper. From time to time, she will say, 'Mambo?'

And he will put down the paper and look at her.

'Nothing,' she will say.

And he will begin to read again.

Word Meaning:

Legendary- Very famous or well-known

Em- Narrator's mother

Roistering- noisy

Sag- to become weaker; to lose firmness

- | | | |
|------|--|---|
| A. | While growing up what all did the narrator fear? | 1 |
| B. | What was the narrator's biggest fear? | 1 |
| C. | What was Em suffering from? | 1 |
| D. | Did the narrator initially feel that Em's condition can be dealt with by ordinary mean? Explain how? | 2 |
| E. | What were the visible and unseen signs of the mother's illness? | 1 |
| F. | What cure was the mother asking for? What was it that the narrator and his family had for her? | 2 |
| G. | Do you think the narrator's decision to not give Em what she asked for was just? Explain. | 2 |
| H. | Find a word from the passage that is the synonym of: | 1 |
| (i) | Possession (para 2) | |
| (ii) | Dreadful (para 5) | |
| I. | Find a word from the passage that is the antonym of: | 1 |
| (i) | Refuse or disgrace (para 4) | |
| (ii) | Grace (para 2) | |

2. Read the following poem carefully and answer the questions that follow: 8

I don't know politics but I know the names
Of those in power, and can repeat them like
Days of week, or names of months, beginning with Nehru.
I am Indian, very brown, born in Malabar,
I speak three languages, write in
Two, dream in one.

Don't write in English, they said, English is
 Not your mother-tongue. Why not leave
 Me alone, critics, friends, visiting cousins,
 Every one of you? Why not let me speak in
 Any language I like? The language I speak,
 Becomes mine, its distortions, its queerness
 All mine, mine alone.
 It is half English, half Indian, funny perhaps, but it is honest,
 It is as human as I am human, don't
 You see? It voices my joys, my longings, my
 Hopes, and it is useful to me as cawing
 Is to crows or roaring to the lions, it
 Is human speech, the speech of the mind that sees and hears and
 Is aware. Not the deaf, blind speech
 Of trees in storm or of monsoon clouds or of rain or the
 Incoherent mutterings of the blazing
 Funeral pyre.

- 'An Introduction', Kamala Das

- | | | |
|------|---|-----|
| A. | How many languages can the speaker speak, write and dream in? | 1 |
| B. | Who all tell her not to write in English and why? | 2 |
| C. | What justifications does the speaker give for speaking and writing in English? | 2 |
| D. | Complete the following sentences. Write the complete sentences in your answer sheets. | |
| (i) | The speaker compares her use of language to _____ and _____. | 1 |
| (ii) | The speaker contrasts her use of language with _____ and _____. | 1 |
| E. | From the poem, find the synonym of muddled | 0.5 |
| F. | From the poem, find the antonym of accuracy | 0.5 |

Section B

Writing (14 marks)

3. The profile of Mrs. Angelina is given below. She has applied for the job of Nanny in Mrs. And Mr. Joey's house to take care of their only child. Write a **bio-sketch** of Mrs. Angelina with the help of the details given in her profile. 6

Mrs. Angelina's Profile

Age- 45 years

Height- five feet six inches

Family- son (studies in high school), daughter (pursuing graduation)

Education- Graduate in psychology

Work experience- worked as a junior school teacher

Likes- loves children's company

Why she is popular- witty, caring, affectionate; understands the problems of children and can easily solve them

(120-150 words)

4. Marriage functions are fun and interesting to attend. One gets to meet the extended family members, relish the mouth-watering food, dance to favorite tunes and much more. But it is also the time when one parts away from a dear one. Today you have returned home after attending your cousin's wedding. You are very close to her and miss her a lot. Write a **diary entry** expressing your feelings. (180-200 words) 8

Section C
Grammar (16 marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

5. Complete the following sentences by adding suitable adverb clauses: 3
- (i) She worked harder _____.
- (ii) _____, everyone stood up to greet him.
- (iii) Note this down so that _____.
6. Underline the relative clause in the following sentences and state whether it is defining or non-defining. 3
- (i) The students who shouted in the class are punished.
- (ii) Medha, whose mother is a doctor, is a kind and compassionate girl.
- (iii) The book that he asked for is lost.
7. Combine the following pairs of sentences using either an infinitive or a participle. 2
- (i) The man is too bulky. He cannot enter the room.
- (ii) Father wore his shoes. He went for a walk.
8. Read the conversation between a mother and a daughter. Then complete the following in reported speech. Only write the answers in your answer sheets. 4
- Mother: What are you doing?
Radha: I'm ironing my dress.
Mother: Can you help me in the kitchen?
Radha: Sorry, mom. Not now but after I finish my work.
- Mother (i) _____. Radha replied that (ii) _____. Her mother again asked her if (iii) _____. Radha apologized and said that (iv) _____.
9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets.

Incorrect word

Correct word

- | | | | |
|--------|---|----------|-------|
| (i) | Sunil Gavaskar is an Mumbaikar | _____ | _____ |
| (ii) | through by through. Forever | _____ | _____ |
| (iii) | calm on the face of adversity. | _____ | _____ |
| (iv) | That is the way he play cricket. | _____ | _____ |
| (v) | He is unhurried nor uncomplicated. | _____ | _____ |
| (vi) | Memories to his batting reverberate | _____ | _____ |
| (vii) | in the corridors of ones mind. | _____ | _____ |
| (viii) | He continues to be one of the more | _____ | _____ |
| (ix) | famous cricketers of the Indian origin. | No error | |

Section D
Literature (24 marks)

10. *'He looked into the mirror and squared the helmet on his head. He certainly looked the part all right.'*
- Name the chapter and the author. 1
 - Who does 'he' refer to in the above lines? 1
 - Explain the phrase 'looked the part'. 1
11. *'For two years, all our bad news had come from that board'*
- Name the chapter and the author. 1
 - What bad news had come from that board? Mention any two. (Do not write in points) 1
 - What was the bad news that came in this time? 1
12. **Read the questions carefully and answer in about 60-80 words.**
- Based on your reading of 'Where the mind is without fear', what attributes does the poet wish to have in his country and countrymen? 4
 - What message does Rudyard Kipling want to convey through the poem 'If'? Substantiate with evidence from the text. 4
13. **Read the questions carefully and answer in about 30-40 words.**
- 'Delhi is a combination of many Delhis.' Explain with reference to 'Coming Home to Delhi'. 2
 - Discuss the central metaphor of the poem 'Unfolding Bud'. 2
 - Explain R.K. Laxman's sojourn in Darjeeling with reference to the text. 2
 - Why does the author title the story 'A Night to Forget'? Elucidate from Albert's perspective. 2
14. **Complete the following in one sentence:** (Write the complete sentence in your answer sheets)
- Gogol Ganguli didn't like his new name because _____. 1
 - The metaphor of weeds has been used for the couple in 'House with the Grey Gate' as _____. 1

Section E
Supplementary Reader (6 marks)

15. **Read the questions carefully and answer in about 50-60 words:**
- a. Explain what Macbeth wishes to convey in his last soliloquy 'It is a tale told by an idiot, full of sound and fury signifying nothing'. 3
- b. In 'A Midsummer Night's Dream', Hermia is faced with three choices. What are they? Does she choose any one of them or chooses a course of her own? Explain. 3



Academic Session: 2017-18

Annual Examination

Subject-English

M/5/2

Time: 3 hours

MM: 80

General Instructions:

- This paper has 6 printed sides and five sections
- Please read the instructions carefully before answering the questions
- Neatness will be appreciated
- Do not mix sections

Section A**Reading Comprehension (20 marks)**

1. Read the following poem carefully and answer the questions that follow: 08

I don't know politics but I know the names
Of those in power, and can repeat them like
Days of week, or names of months, beginning with Nehru.
I am Indian, very brown, born in Malabar,
I speak three languages, write in
Two, dream in one.
Don't write in English, they said, English is
Not your mother-tongue. Why not leave
Me alone, critics, friends, visiting cousins,
Every one of you? Why not let me speak in
Any language I like? The language I speak,
Becomes mine, its distortions, its queerness
All mine, mine alone.
It is half English, half Indian, funny perhaps, but it is honest,
It is as human as I am human, don't
You see? It voices my joys, my longings, my
Hopes, and it is useful to me as cawing
Is to crows or roaring to the lions, it
Is human speech, the speech of the mind that sees and hears and
Is aware. Not the deaf, blind speech
Of trees in storm or of monsoon clouds or of rain or the
Incoherent mutterings of the blazing
Funeral pyre.

- 'An Introduction', Kamala Das

- | | | |
|----|---|---|
| A. | How many languages can the speaker speak, write and dream in? | 1 |
| B. | Who all tell her not to write in English and why? | 2 |
| C. | What justifications does the speaker give for speaking and writing in English? | 2 |
| D. | Complete the following sentences. Write the complete sentences in your answer sheets. | |

- | | | |
|------|---|-----|
| (i) | The speaker compares her use of language to _____ and _____. | 1 |
| (ii) | The speaker contrasts her use of language with _____ and _____. | 1 |
| E. | From the poem, find the synonym of muddled | 0.5 |
| F. | From the poem, find the antonym of accuracy | 0.5 |

2. Read the following passage carefully and answer the questions that follow: 12

1. If there was one thing I feared as I was growing up....

No, that's stupid. I feared hundreds of things: the dark, the death of my father, groups of boys with nothing much to do, death by drowning.

2. But of all these, I feared most the possibility that I might go mad too. If that happened, my only asset would be taken from me. Growing up, I knew I did not have many advantages. I had no social skills. I had no friends. I had no home – no home that was a refuge. I seemed to have no control over my body; my clumsiness was legendary*. All I had was my mind and that was at peril from my genes.

3. Em's* insane state was often ugly but it is how I remember her: as a rough, rude, roistering* woman. In this state, she came at us as an equal. But it was the other Em who was my night terror. As if it were a wild animal with flecks of foam at its mouth, I feared her depression.

4. I found it hard to reconcile the way that word felt to the state my mother was in when she slipped into depression. Depression seemed to suggest a state that could be dealt with by ordinary means, by a comedy on the television or an extravagance at a nice shop. Em's depressions were not like that.

5. My mother is in a state where her mind tortures her. It will not even let her sag* into apathy. Sometimes I see her body twitching a little in pain. Sometimes I see her forcing herself into a rigid stillness. Nothing will help her answer whatever savage questions her mind is asking.

6. This is darkness and all that we have as remedy are pills. They don't work. Not when she is in this way. My mother lives through the long black night of the mind. She longs for death. She asks us if we can give it to her.

7. I will not do this. (I wonder if she knows this too and that is the reason why she asks.) I will not do this because I know that she is coming up now. This is the worst of it and it can only be a couple of days more before she begins to surface. These will be days when dad will sit by her bed and she will hold his forearm as he reads the paper. From time to time, she will say, 'Mambo?'

And he will put down the paper and look at her.

'Nothing,' she will say.

And he will begin to read again.

Word Meaning:

Legendary- Very famous or well-known

Em- Narrator's mother

Roistering- noisy

Sag- to become weaker; to lose firmness

- | | | |
|------|--|---|
| A. | While growing up what all did the narrator fear? | 1 |
| B. | What was the narrator's biggest fear? | 1 |
| C. | What was Em suffering from? | 1 |
| D. | Did the narrator initially feel that Em's condition can be dealt with by ordinary mean? Explain how? | 2 |
| E. | What were the visible and unseen signs of the mother's illness? | 1 |
| F. | What cure was the mother asking for? What was it that the narrator and his family had for her? | 2 |
| G. | Do you think the narrator's decision to not give Em what she asked for was just? Explain. | 2 |
| H. | Find a word from the passage that is the synonym of: | 1 |
| (i) | Possession (para 2) | |
| (ii) | Dreadful (para 5) | |
| I. | Find a word from the passage that is the antonym of: | 1 |
| (i) | Refuse or disgrace (para 4) | |
| (ii) | Grace (para 2) | |

Section B**Writing (14 marks)**

- | | | |
|----|--|---|
| 3. | The profile of Mr. Rajendar Kumar is given below. He has applied for the job of a guard in Mrs. and Mr. Johnson's bungalow to take care of their mansion. Write a bio-sketch of Mr. Rajendar Kumar with the help of the details given in his profile.
<u>Mr. Rajendar Kumar Profile</u>
Age- 35 years
Height/weight- five feet eleven inches, solid build
Family- wife, son (studies in high school), daughter (studies in primary school)
Education- Senior secondary
Work experience- worked as a guard at Roshanlal's mansion
Likes- loves plants, dogs | 6 |
| 4. | Marriage functions are fun and interesting to attend. One gets to meet the extended family members, relish the mouth-watering food, dance to favorite tunes and much more. But it is also the time when one parts away from a dear one. Today you have returned home after attending your cousin's wedding. You are very close to her and miss her a lot. Write a diary entry expressing your feelings.
(180-200 words) | 8 |

Section C**Grammar (16 marks)**

Note: For fill in the blanks, write only the answer in the answer sheet.

5. Complete the following sentences by adding suitable adverb clauses: 3

- (i) The children danced _____.
 (ii) I will do it _____.
 (iii) She takes piano lessons so that _____.

6. Underline the relative clause in the following sentences and state whether it is defining or non-defining. 3

- (i) She is the girl who saved the infant from drowning.
 (ii) Megha, who is a bright-eyed girl, is talkative and friendly.
 (iii) The day when he departed is still remembered.

7. Combine the following pairs of sentences using either an infinitive or a participle. 2

- (i) The coffee is too hot. It cannot be drunk.
 (ii) The students were tired. They sat down.

8. Read the conversation between a doctor and his patient. Then complete the following in reported speech. Only write the answers in your answer sheets. 4

Doctor: What is your problem?

Old woman: I'm suffering from cold. I was shivering all night.

Doctor: Were your teeth chattering too?

Old woman: No, they were lying on the table.

The doctor inquired of the old woman (i) _____. The old woman complained that (ii) _____. The doctor further asked her (iii) _____. The old woman said (iv) _____.

9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets. 4

	Incorrect word	Correct word
(i)	Sunil Gavaskar is an Mumbaikar	_____
(ii)	through by through. Forever	_____
(iii)	calm on the face of adversity.	_____
(iv)	That is the way he play cricket.	_____
(v)	He is unhurried nor uncomplicated.	_____
(vi)	Memories to his batting reverberate	_____
(vii)	in the corridors of ones mind.	_____
(viii)	He continues to be one of the more	_____
(ix)	famous cricketers of the Indian origin.	No error

Section D

Literature (24 marks)

10. 'For two years, all our bad news had come from that board'
- Name the chapter and the author. 1
 - What bad news had come from that board? Mention any two. (Do not write in points) 1
 - What was the bad news that came in this time? 1
11. 'He looked into the mirror and squared the helmet on his head. He certainly looked the part all right.'
- Name the chapter and the author. 1
 - Who does 'he' refer to in the above lines? 1
 - Explain the phrase 'looked the part'. 1
12. **Read the questions carefully and answer in about 60-80 words.**
- What message does Rudyard Kipling want to convey through the poem 'If'? Substantiate with evidence from the text. 4
 - Based on your reading of 'Where the mind is without fear', what attributes does the poet wish to have in his country and countrymen? 4
13. **Read the questions carefully and answer in about 30-40 words.**
- Why does Madhur Jaffrey in 'Coming Home to Delhi' mention that 'Delhi is a combination of many Delhis'? 2
 - Discuss the central metaphor of the poem 'Unfolding Bud'. 2
 - R.K. Laxman in 'Darjeeling' exclaims that they 'were lucky'. Explain with reference to the text. 2
 - Why does the author title the story 'A Night to Forget'? Elucidate from Albert's perspective. 2
14. **Complete the following in one sentence:** (Write the complete sentence in your answer sheets)
- Gogol detested the name Nikhil because _____. 1
 - The couple in 'House with the Grey Gate' has been referred to as weeds as _____. 1

Section E**Supplementary Reader (6 marks)**

15. **Read the questions carefully and answer in about 50-60 words:**
- In 'A Midsummer Night's Dream', Hermia is faced with three choices. What are they? Does she choose any one of them or chooses a course of her own? Explain. 3
 - Explain what Macbeth wishes to convey in his last soliloquy 'It is a tale told by an idiot, full of sound and fury signifying nothing'. 3

Supplementary Reader

THE BOY IN THE STRIPED PYJAMAS
BY JOHN BOYNE

About the novel

The Boy in the Striped Pyjamas explores the evils of the Holocaust through the eyes of a child. In the same vein as Jerry Spinelli's *Milkweed*, this novel contrasts the dichotomy of man's inhumanity to man with man's capacity to care and love.

Author John Boyne has said that he believes that the only way he could have written about the Holocaust respectfully was through the eyes of a child. He does so masterfully in this novel, demonstrating how Bruno and Shmuel maintain the innocence of their childhood in spite of what is happening around them. Boyne acknowledges that the only people who can truly comprehend the horrors of the Holocaust are those who lived through it. This novel gives a voice to the victims, especially the millions of innocent children who perished at the hands of the Nazis.

What makes *The Boy in the Striped Pyjamas* so effective is that rather than examining the big picture of the Holocaust and its atrocities, the novel instead focusses on individual relationships and gives readers an intimate portrait of two innocent boys seeking the same thing: friendship. Interestingly, Boyne classifies *The Boy in the Striped Pyjamas* as a fable, a story that bears a moral lesson. This is a fitting category for the novel as it imparts many lessons. Among these valuable lessons, perhaps the most significant is the final sentence which suggests that "nothing like that could ever happen again. Not in this day and age." It forces readers to confront the grim reality that hatred, discrimination, and intolerance remain potent forces in the world. Readers consequently consider their own prejudices and actions, perhaps wondering if they have been guilty of mistreating others. Additionally, some may even consider what their role might have been in the Holocaust: bystander, resister, perpetrator, or victim.

About the author

John Boyne was born in Dublin, Ireland, in 1971, and studied English Literature at Trinity College, Dublin, and creative writing at the University of East Anglia, Norwich, where he was awarded the Curtis Brown prize.

Boyne has published 11 novels for adults and five for younger readers, including *The Boy In The Striped Pyjamas* which was a New York Times no.1 Bestseller and was made into a Miramax feature film. It has sold around 10 million copies worldwide. He is also the author of the short story collection *Beneath The Earth*.

He is a regular book reviewer for *The Irish Times* and has been a judge for the Hennessy Literary Awards, the International IMPAC Dublin Literary Award, the Green Carnation Prize, as well as chairing the jury for the 2015 Scotiabank Giller Prize. In 2012, he was awarded the Hennessy Literary 'Hall of Fame' Award for his body of work. He has also won 3 Irish Book Awards, for Children's Book of the Year, People's Choice Book of the Year and Short Story of the Year. He has won a number of international literary awards, including the Que Leer Award for Novel of the Year in Spain and the Gustav Heinemann Peace Prize in Germany. In 2015, he was awarded an Honorary Doctorate of Letters from the University of East Anglia.

Anti-Semitism: The Longest Hatred

Prejudice against or hatred of Jews—known as anti-Semitism—has plagued the world for more than 2,000 years. Early Christian thought held Jews collectively responsible for the crucifixion of Jesus. This religious teaching became embedded in both Catholic and Protestant theology during the first millennium, with terrible consequences for Jews.

Following many centuries of persecution and exclusion, the Jewish minority in Europe achieved some rights after the Enlightenment. As Europe became more secular and Jews integrated into mainstream society, political forms of anti-Semitism emerged. Jews were targeted for their ideas and their role in society.

All of these centuries of hatred were exploited by the Nazis and their allies during World War II, culminating in the Holocaust, the systematic murder of Europe's Jews.

Chapter 1

1. How would you summarise Bruno's life in Berlin?
2. What kind of a job did Bruno's father do? Why was it 'very important'?
3. Why do you think Bruno has difficulties understanding what his father does at work?
4. Describe their house in Berlin.
5. How do you know that Bruno's mother was unhappy with her husband's decision to move away from Berlin? Substantiate with reasons from the text.
6. State Bruno's reaction when he learnt about his father's posting?

Chapter 2

1. The new house makes Bruno feel "empty and cold". Why do you think Bruno feels this way?
2. Bruno's mother says, "We don't have the luxury of thinking" and "Some people make all the decisions for us." What does she mean by this?
3. What did Bruno ask Maria? State her response.
4. Describe Bruno's father. What do you think of him thus far in the novel?
5. Chapter Two ends with a "cliff-hanger." What is a cliff-hanger, and why do you think Boyne used this device here?

Chapter 3

1. How does Gretel explain the name "Out-with"? What is it really?
2. What did Bruno see out of Gretel's window?
3. Do you think Bruno's new house is scary? Why/ why not?
4. What makes Gretel such a challenge for her family?

Chapter 4

1. What did the children see when they looked out of the window?
2. "She could only think of one explanation." How did Gretel explain what she saw in front of her?
2. Describe the landscape seen from the window?
3. Why did Bruno not agree with Gretel's explanation?
4. How were the soldiers treating the children?
5. Towards the end of this chapter, Bruno finds something 'extraordinary.' What was it?

Chapter 5

1. "We should never let the Fury come to dinner," Bruno's mother said. Explain this line in your own words.
2. What was odd about the train station? What can you infer from the descriptions of the two trains?
3. What does the scene with father and the group of five men imply?
4. How did Bruno's father try to address Bruno's concerns about the new house? What does their conversation tell you about Father?
5. What do you think Bruno's father have meant when he said, "the people outside were not really people at all?"

Chapter 6

1. Why was Bruno talking to himself in his room? What made him feel better?
2. Till now, we have only seen Maria answering Bruno's questions timidly and meekly. Why do you think Maria is so thoughtful and careful with her answers to Bruno?
3. How did Gretel treat Maria in comparison to the way Bruno treated her?

4. Why did Bruno feel that “if he didn’t get out of the house soon he was going to faint away?”

Chapter 7

1. Who was the only one person who Bruno knew at his new residence? why did Bruno’s mother not like Bruno laughing at that person?
2. How did Lieutenant Kotler treat Pavel?
3. Why did Bruno hate the idea of being “alone with a man like Lieutenant Kotler?”
4. Describe Bruno's accident. Bruno's mother doesn't think they should talk about the war. Do you agree? Explain.
5. Why do you think Pavel was now working for Bruno’s father rather than working as a doctor?
6. What did you learn about Bruno’s mother in this chapter?

Chapter 8

1. What had Bruno’s grandfather done for a living?
2. “Grandfather was very proud of his son when he saw him in his new uniform but Grandmother was the only one who seemed unimpressed.” Comment.
3. What do you think Bruno’s grandmother meant when she said her son was a puppet on a string?
4. What does Bruno’s father do that upsets his mother?
5. How do you think the war was affecting Bruno’s family?

Chapter 9

1. “It’s funny that I’ve never wondered about those people(people wearing striped pyjamas).” Why do you think Bruno never thought critically about his unusual surroundings?
2. What did Herr Liszt want to teach Bruno? Why?
3. What did the plaque on the garden bench read?
4. Where and what do you think will Bruno explore?

Chapter 10

1. Describe how Bruno discovered Shmuel.
2. What did Bruno and Shmuel have in common?
3. Why did Shmuel think his mother was a smart woman?
4. What did Bruno and Shmuel talk about?
5. What do you think did Shmuel think of Bruno?
6. If you were Bruno, what questions would you have asked Shmuel?

Chapter 11

1. Who was ‘The Fury’?
2. Why were so many jobs preparations made before the arrival of ‘The Fury’ for dinner?
3. How were the children prepared for the visit of ‘The Fury’?
4. Why did Bruno think that ‘The Fury’ was the rudest guest he had ever seen? Give at least two reasons.
5. From what you have read so far, what do you think was discussed at the important dinner?

Chapter 12

1. Why do you think Bruno does not tell his family about Shmuel? Was it a wise decision?
2. Does Shmuel tell Bruno everything about his side of the fence? Why/Why not?
3. What different attitudes do the boys have to the armbands?
4. “Bruno opened his mouth to contradict him.” Why doesn’t Bruno believe Shmuel’s story?
5. What happened when “the soldiers all came with huge trucks”?
6. What differences do you notice between Bruno and Shmuel?

Chapter 13

1. Why isn't Bruno feeling quite so unhappy about his new life now? What has made him more settled?
2. What does Bruno ask Maria about Pavel? How does Maria react when Bruno asks why Pavel lied about being a doctor?
3. What jobs do the boys want when they grow up?
4. What is Shmuel's opinion of soldiers?
5. Eventhough they are on either sides of the fence, Bruno and Shmuel have developed a bond of friendship. Comment.
6. How does Bruno feel when he looks at Pavel? How has Pavel's appearance changed since Bruno met him?
7. How is Shmuel's appearance changing?
8. Why do you think nobody stopped Lieutenant Kotler from mistreating Pavel at dinner?
9. What effect did the incident at dinner have on Bruno?

Chapter 14

1. When Shmuel has a black eye, what does Bruno think happened?
2. What does Bruno ask Shmuel every day?
3. What does Bruno have to say about the striped pyjamas?
4. What did Shmuel say about his Grandfather? What might have happened to Shmuel's grandfather?
5. What secret did Bruno accidentally reveal to his sister?
6. How did Bruno try to cover up his mistake?
7. If you were Bruno, would you have told Gretel about Shmuel?

Chapter 15

1. Why did Bruno and Shmuel see less of each other for the next few weeks?
2. Why was Shmuel brought to Bruno's house?
3. How does Bruno betray Shmuel? Why do you think he did that?
4. What would you have done in Bruno's position?
5. Why do you think Bruno and Shmuel's friendship was able to survive Bruno's betrayal?
6. Why was Shmuel afraid to eat the chicken?

Chapter 16

1. What caused the family to return to Berlin briefly?
2. How do we know a lot of time has passed since the novel began?
3. What happened to Lieutenant Kotler? Can you guess why?
4. Why does Bruno think that his friendship with Shmuel is strange and unusual?
5. How has Gretel changed since the story began?
6. What does Bruno ask Gretel? What explanation does Gretel give?
7. Why does Gretel scream and how do their parents deal with this problem?
8. Despite Gretel's explanation, Bruno couldn't understand anything about the fence. Can you understand why people of different religions were separated by a fence?

Chapter 17

1. What did Bruno overhear his parents discussing? What were they arguing about?
2. Did Bruno want to return to Berlin? Why?
3. Why do you think Bruno's father enquired about what Bruno knew about the other side of the fence? What did he learn?
4. Bruno says his mother is unhappy at Out-With. Why do you think this is?
5. How has Bruno's mother started behaving? What makes her do so?

Chapter 18

1. What do the boys plan to do on Bruno's last visit?
2. Describe Shmuel's reaction when he learns that Bruno will soon be returning to Berlin.
3. Why wasn't Shmuel at the fence for two days? Why was he particularly unhappy when he arrived at the fence?
4. "I could ask Father if you wanted," said Bruno cautiously, hoping that Shmuel wouldn't say yes. Why did he hope for that?
5. Does Shmuel like Bruno's father? How do we know?

Chapter 19

1. "For the first time ever he wasn't sitting crossed-legged on the ground and staring at the dust beneath him but standing, leaning against the fence." Comment.
2. Why was it difficult for Bruno to change his clothes?
3. Why could Bruno not wear his boots on the other side of the fence?
4. What had Bruno expected to see on Shmuel's side of the fence? What was his reaction by what he saw?
5. What kind of friendship did they both share? Did it cut cross divisions of religion and race? Comment.
6. What does Bruno do with his clothes? Why?
7. How do the boys feel when they're finally on the same side of the fence?

Chapter 20

1. What happens in the end? Were you shocked by the ending?
2. Would you have liked a different ending? Why?
3. Comment on the title of the novel.
4. "He looked into the distance...he found that his legs seemed to stop working right..."Do you think Bruno's father was filled with guilt and regretted doing what he did?
5. "nothing like that could ever happen again." Comment.

Extra Questions

1. Why do you think Bruno doesn't understand what his father does? Is it because he never asks, or because his parents lie to him?
2. How does Bruno's mother feel about moving from Berlin to Auschwitz? Point to examples in the text.
3. How do Bruno's grandparents' attitudes about his father's promotion and subsequent move to Auschwitz compare and contrast?
4. Why do you think Boyne makes Bruno too naïve when it comes to current events? Do you think it's really possible for him to not know anything about the concentration camps, Hitler, and Jewish people? Why or why not?
5. Why do you think Boyne calls the novel a fable? What about the story makes it a fable?
6. What do you think of Bruno's malapropisms (misuse or distortion) of the words Auschwitz ("Out-With") and the Fuhrer ("the Fury")? Why does Boyne choose to have Bruno misunderstand the words?
7. What do you make of Gretel's explanation that they (Germans) are the "opposite" of Jews?
8. Bruno's mother is upset and sad about leaving the house in Berlin. Bruno realizes that she has a "strange laugh" and doesn't "look happy" when talking about the move. Comment
9. How does Bruno feel about his sister? Bruno thinks Gretel is a "hopeless Case" and would not care if she stayed behind in Berlin. Comment.
10. How do Bruno and Maria react to the young soldier in the hall?
11. Why do you think the author chose this point of view?

Useful Links

1. short BBC clip about how Hitler designs his plans for the Jewish population in Europe.

<http://www.bbc.co.uk/learningzone/clips/hitler-takes-germany-to-war/3279.html>

2. BBC clip with interviews with survivors of the Holocaust and British children who visited Auschwitz.

http://www.bbc.co.uk/religion/religions/judaism/holocaust/children_1.shtml

3. BBC clip with the final solution about Auschwitz (5 pieces) YouTube. A combination of film, interviews with survivors and a documentary.

<http://www.youtube.com/watch?v=WRtNEzJPCsg&feature=related>

4. The Auschwitz museum provides a virtual tour on the Internet. The exterior and interior of the renovated camp can be explored by camera.

http://en.auschwitz.org.pl/z/index.php?option=com_content&task=view&id=9&Itemid=35

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

House with the Grey Gate

1. 'Refusing to be weeded out from the skyscraping street'.

a) Identify the poetic devices.

- (Value points: metaphor, alliteration)
- b) Who/ what is refusing to be weeded out?**
(Value points: old couple living in the old house with the grey gate)
- c) Why is it/ they called weeds?**
(Value points: metaphor for the couple, unwanted and stubborn; misfits)
- 2. Why do you think the gate is always open?**
Value points: Look forward to visitors and perhaps their children who have left them, they have nothing to fear, nothing to lose---lonely
- 3. The old woman looks “expectantly” each time the gate creaks. Who do you think she is expecting?**
Value points: visitors perhaps her children, a familiar face
- 4. What or who peers through the curtain at the end of the poem and why?**
Value points: old couple, look for someone or something from their past life which is familiar to them.
- 5. Describe the house with the grey gate. What kind of a place is it?**
Value points: old fashioned, refused to change with time – a creaking gate off one hinge, badly maintained garden overflowing with weeds, looks old and ailing like its inhabitants, misfit in a street of skyscrapers
- 6. Were the old couple always like weeds? Or were they like good trees once? Justify your answer. (how are they different now? Did they raise a family there?)**
Value points: no, they were not always lonely and unwanted. They had once ‘grown roots’ and ‘scattered seeds’ raised a family, built relationships---now, no one to look after them, couldn’t keep pace, refused to change with time
- 7. Do you think knowledge can be a substitute for experience? Discuss.**
Value points: subjective, dependent on each other---only knowledge would become bookish, no scope to test it in real life, improve and evolve--- experience should also contribute to previous knowledge else mistakes would be repeated

The Merchant of Venice

- 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 had 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

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 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 everyday

4. What kind of life style 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**Owens vs. Master Race****1. What made Lutz Long and Owens become friends?**

Value points: Both passionate athletes; good sportsman ship; same age; similar poor backgrounds; did not believe in Nazis racism; both wanted to use success in sports as a means to build and better their future.

2. What were the reasons for Germany to hold Olympics in the year 1936?

Nazi Germany under Hitler- believed in the Theory of Master Race- that Germans were superior to all other races- used it as a grand advertisement as a stage to prove, to the world which was watching, their racial superiority theory. Wanted to rule the world by establishing their supremacy.

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 unravelled 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.

Darjeeling

1. What was the vital piece of information withheld from the author?

The vital piece of information withheld from the author was that there was no connectivity to Darjeeling from Jalpaiguri; that the railway lines had been washed away a couple of months earlier due to landslides.

2. Describe the author’s drive to Darjeeling. What were some of the sights that he glimpsed?

Value points: Long drive, slow due to fog and mist; could not see much; roads, driving dangerous; sudden clearing; bright sunlight; blessed vision of the mountainside; fir trees, goats, houses stacked on one another; Tenzing Norgay; Unpredictable weather, sites would come and go.

A Night to Forget

1. What kind of an audience did Mrs. Bostock say they had that night? Why?

Value points: Dream audience; responded/reacted with applause and laughter; paid close attention to every twist and turn

2. What did the young man sitting in the dressing room think he couldn’t do and why?

Value points: unsure, not confident, debut; worried- might forget lines, draw a blank, be the weak link and destroy the evening’s performance for everyone. First time on stage, panicked, nervous, stage fear.

If

1. What are the qualities the poet talks about in the poem ‘If’ by Rudyard Kipling?

2. Or, Summarize Kipling’s advice to his son.

3. Or, What are the virtues that are worthy of praise according to the poet?

The list of qualities desired in Kipling’s poem ‘If’ is rather a long one. According to the poet the following qualities can ‘make a man’ –

A man should keep his calm in difficult situations. Self-belief in one's own ability and integrity is important. Being truthful in any circumstance is a virtue. Hate is not the way to go. And one should not be showy or arrogant for possessing all these good qualities.

We have to dream bigger and think deeply without getting detached from the reality. We should be indifferent to success and failure, knowing that 'Triumph and Disaster are two impostors'. They do not accurately depict reality and are not there to stay forever. They are fleeting. We should also possess the mental strength to bear with any situation in life – especially hearing someone twisting our words in their favour and seeing something, which we gave our life to, broken. Not only that, we have build resilience to build them up from the beginning again.

One should have the courage and determination to take big risks for good reasons. And if one loses, one should not utter a word about the loss but start all over again. Moreover, a strong Will for carrying on can force our body to continue even in the old age. This is all about the toughness of character that makes a man successful.

The poet advises one to be social and to stay in touch with men from different corners of the society – walk with Kings, nor lose the common touch. Behave well with people, even with enemies. And be careful so that neither foes nor loving friends can hurt you and make you weak and sad. Realizing the value of time and utilizing it wisely is vital for success.

The poet has stated these qualities in four stanzas of his poem. According to him, if one can possess all these qualities, one can win this world, and what is more, one can be a perfect human being.

2. Identify and explain the poetic devices used in the poem If by Rudyard Kipling.

Metaphor

(Metaphors are implied comparison between two different things where there is a point of similarity.)

*If you can meet with Triumph and Disaster
And treat those two impostors just the same*

In the above lines, 'triumph and disaster' are compared to impostors. Success and failure both can deceive us, as we may become too happy or too sad and forget our duty. Moreover, triumph and disaster both are transitory – in most cases they don't last long. Happiness comes after sorrow and vice-versa. But we are often deceived in thinking them to be permanent.

Personification

(Personification is attributing human characteristics to non-human objects.)

If you can dream – and not make dreams your master

In the above line, the poet urges us not to allow our '**dreams**' to act like our master and control us. Our dreams acting like a master is a personification of dream.

*If you can meet with triumph and disaster
And treat those two impostors just the same;*

'**Triumph**' and '**disaster**' are here attributed human characteristics and called 'impostors' or deceivers who can befool us.

If you can fill the unforgiving minute

With sixty seconds' worth of distance run,

'Minute' or time is here personified by the term 'unforgiving'. Time waits for none. The poet says, it does not 'forgive' those who waste their valuable time. Forgiving is a human quality attributed to 'minute' here.

Except the Will which says to them: "Hold on!"

'Will' or human resolution is personified as it can encourage us not to give up.

Symbolism

(It is the use of language in a way that something has a symbolic or deeper meaning other than the apparent one.)

And risk it on one turn of pitch-and-toss,

'Pitch-and-toss' is a game. But here it is a symbol for big risks in life. The poet advises us to take bigger risks if it is for good reasons.

*If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch*

In the above lines, 'crowds' symbolizes the common people, 'kings' symbolizes important persons and 'common touch' refers to humility.

Yours is the Earth and everything that's in it,

This line is not to be taken literally. Kipling means to say that if we possess those good qualities, we would find ourselves to be highly successful in life and winning the hearts of people. It would resemble winning the earth itself.

Synecdoche

(It is when we use parts of something to mean the whole or vice-versa.)

If you can force your heart and nerve and sinew

'heart and nerve and sinew' are parts to mean the whole body. The poet says, we have to force our body to keep working by the power of will, even after it has lost its vigour.

The Last Class

1. Describe the background in which 'The Last Lesson' of Alphonse Daudet has been set.

'The Last Lesson' is set in the days of the Franco-Prussian War (1870-1871). France was defeated by Prussia (Germany). By an order from Berlin, German language was imposed on the French districts of Alsace and Lorraine. The lesson describes how a teacher in Alsace, M. Hamel, reacts to this shocking news. His students and even the villagers share his views.

2. "We've all a great deal to reproach ourselves with." Why did M. Hamel blame the parents and himself too for not showing due attention and care to the learning of French?

Ans. M. Hamel didn't scold Franz for neglecting the learning of French. Most of the people of Alsace could neither speak nor write their own language. Their parents preferred to put them to work on a farm or at the mills. Mr. Hamel didn't even spare himself. He had often sent his students to water his flowers instead of learning their lessons.

3. How does M. Hamel pay a tribute to the French language?

Ans. M. Hamel went on to talk of French language. He told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to the language' they have the key to freedom.

4. What message does the writer want to convey to the readers through 'The Last Lesson'?

Alphonse Daudet has a definite message to convey to his readers. Through M. Hamel he wants to express pride in one's language. Greatness of French language is high-lighted. The lesson arouses patriotic feelings. It makes the readers aware that they must keep their language and culture alive at all costs.

5. What is Linguistic Chauvinism? How do you classify M. Hamel's love and the villagers' concern for French?

'Linguistic Chauvinism' means carrying pride in one's language too far. But the love of Hamel and the village elders for French doesn't amount to this. Rather they are victims of it. German is being imposed on the French speaking people of Alsace. M. Hamel feels genuinely proud of French language. He urges others never to forget such a beautiful language.

Long Answer Questions :(150 words)

1. Draw a character sketch of M. Hamel giving examples from the text of, "The Last Lesson".

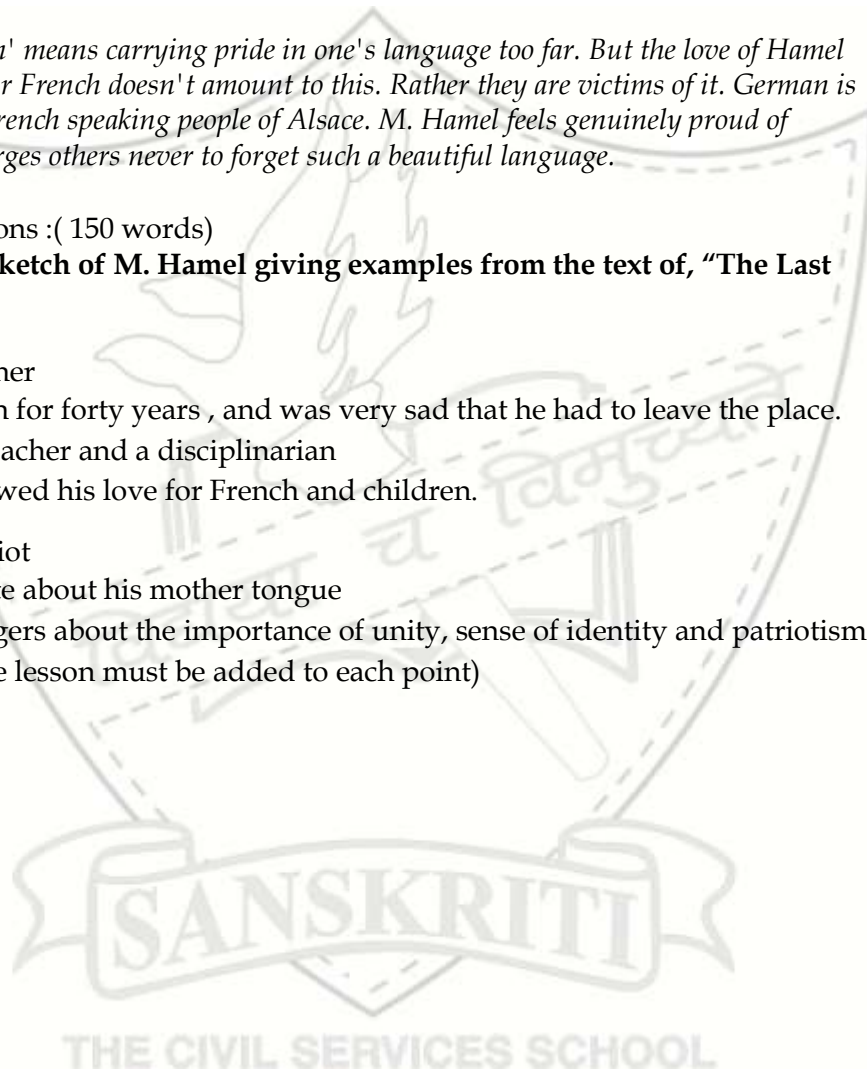
Value points:

a) M Hamel as a teacher

- Taught French for forty years , and was very sad that he had to leave the place.
- Was a strict teacher and a disciplinarian
- Final day showed his love for French and children.

b) M Hamel as a patriot

- was passionate about his mother tongue
- Told the villagers about the importance of unity, sense of identity and patriotism.
- (facts from the lesson must be added to each point)



Appendix- 2ASL Term 1**SAMPLE WORKSHEET FOR LISTENING TEST****Time: 1 hour Max. Marks: 20****Task - 1**

You will hear some tips on improving memory. Read the notes below then listen to the teacher's tips and complete the notes with one or two words only. You will hear the recording twice. You have 15 seconds to read the notes.

Steps to improve memory

Use games to (1) _____ your brain

Make an effort to reduce (2) _____ in your daily life

Say things you need to remember (3) _____ more than once

Put things in (4) _____ to help remember them

4 marks**Task - 2**

You will hear a girl talking to her father about yoga. Read the statements below, then listen to the conversation and choose five of the options A-H which are correct. You will hear the recording twice.

Which five of the following statements are true?

1. Meera tells her father that the yoga method is similar to the warmth of sunlight.
2. Meera's father has heard of hot yoga before.
3. Meera's father is worried by the mention of the heat and the humidity.
4. Meera wants to know more about Triyoga Chelsea.
5. Jonathan was a yogi before becoming a lawyer.
6. Meera thinks the Triyoga Chelsea technique sounds comfortable for the human body.
7. Meera's father thinks that hot yoga is very healthy.
8. Meera says that yoga's greatest impact is on the human skin. **5 marks**

Task - 3

You will hear five short extracts of people talking about healthy eating. Read the statements below, then listen to the extracts and match each statement A-G to each speaker 1-5. There are

two statements you do not need. You will hear the recordings twice.

- A. Young people are careful about health and eating habits.
- B. A healthy diet is important in preventing diseases.
- C. The whole family should be involved in prevention programmes.
- D. Overeating leads to boredom.
- E. Healthy eating is about improving your mind and body
- F. Shopping is linked to unhealthy eating
- G. Adolescents are not concerned about their eating habits. **5 marks**

Task - 4

You will hear a speech about joint families. Read the questions below, then listen to the extract and choose A or B or C for each question. You will hear the recordings twice.

1. People prefer nuclear families because a. there is more freedom. b. there are fewer members. c. it is the latest trend in many countries.
2. According to the speaker, young people don't listen to elders because they a. don't want to be restricted. b. think they know better. c. learn from their mistakes.
3. In a joint family, you don't have to ask for help from outsiders as a. you are smart enough to make decisions. b. your children are able to take care of themselves c. your family are there to support you.
4. Joint families follow the concept of sharing as
 - a. the clothes are shared among family members.
 - b. all family members are collectively responsible.
 - c. the finances are distributed equally.
5. Joint families do not depend on outside help for children because
 - a. grandparents take care of them.
 - b. mothers stay at home.
 - c. children care for each other.
6. The best way to create a good joint family is to
 - a. be open to differences in opinion.
 - b. listen to elders all the time.
 - c. not voice your views on anything. **6 marks**

ASL Term 2

SAMPLE WORKSHEET FOR LISTENING TEST Time: 1 hour Max. Marks: 20

Task – 1

You will hear an advertisement for a travel company. Read the notes below, then listen to the advertisement and complete the notes with one or two words only. You will hear the recording twice.

Era Travel Agency

9. Kind of shop (1) _____ for travel needs
10. Motto: Good value and total (2) _____ of the customers!
11. Their India tour packages include specialist and (3) _____ tours
12. Their (4) _____ can speak a lot of languages 4 marks

Task – 2

You will hear a man talking to a woman about a quiz-show called Mastermind. Read the statements below, then listen to the conversation and choose five of the options A–H which are correct. You will hear the recording twice.

Which five of the following statements are true?

- A. The woman says Mastermind follows the format of KBC.
- B. The questions on the show are partly based on the participant's chosen topic.
- C. Participants can score only if they attempt to answer the question.
- D. The man says no preparation is needed to participate in Mastermind.
- E. According to the man, quizzing is an important part of school and college festivals.
- F. Today, many people quiz to make a living.
- G. The man thinks a good quizzier does not need to be curious.
- H. To win Mastermind, it helps to be good at the subject one chooses. 5 marks

Task – 3

You will hear five short extracts of people talking about their lifestyles and keeping fit. Read the statements below, then listen to the extracts and match each statement A–G to each speaker 1–5. There are two statements you do not need. You will hear the recordings twice.

- A. is very unhappy about their job
- B. is happy they have no time for fitness

- C. is older and believes they need to keep healthy
- D. is aware they don't do enough
- E. is reluctant to admit failure
- F. is too busy teaching others to keep fit
- G. is not bothered about fitness fads

Task - 4**5 marks**

You will hear a speech about joint families. Read the questions below, then listen to the extract to and choose A or B or C for each question. You will hear the recordings twice.

1. People prefer nuclear families because a. there is more freedom. b. there are fewer members. c. it is the latest trend in many countries.
2. According to the speaker, young people don't listen to elders because they a. don't want to be restricted. b. think they know better. c. learn from their mistakes.
3. In a joint family, you don't have to ask for help from outsiders as a. you are smart enough to make decisions. b. your children are able to take care of themselves c. your family are there to support you.
4. Joint families follow the concept of sharing as a. the clothes are shared among family members. b. all family members are collectively responsible. c. the finances are distributed equally.
5. Joint families do not depend on outside help for children because
 - a. grandparents take care of them.
 - b. mothers stay at home.
 - c. children care for each other.
6. The best way to create a good joint family is to
 - a. be open to differences in opinion.
 - b. listen to elders all the time.
 - c. not voice your views on anything.

6 marks

Audio script and Answer Key - Sample worksheet 2 for Listening Test**Task 1**

You will hear an advertisement for a travel company. Read the notes below, then listen to the advertisement and complete the notes with one or two words only. You will hear the recording twice.

ERA TOURS AND TRAVELS

Welcome to the wonderful & charming land of India. **Era Tours & Travels** is a one-stop shop offering variety of **India tour packages**. Our motto is value for money & complete satisfaction. We offer a wide range of travel and tourism services with an emphasis on quality and economy. Our services include:

Hotel reservations in India

- .. Travel reservations
- .. Package tours of India
- .. Specialist tours
- .. Business tour package
- .. Travel guides fluent in many languages

All this at very reasonable prices. So come & join us to make your holidays in India meaningful & comfortable.

Task - 2

You will hear a man talking to a woman about a quiz-show called Mastermind. Read the statements below, then listen to the conversation and choose five of the options A-H which are correct. You will hear the recording twice.

Which five of the following statements are true?

Man: Hello Priti, how are you?

Woman: I'm great, Amit. I haven't seen you for a long time. What's going on?

Man: I'm preparing for 'Mastermind'.

Woman: 'Mastermind?' What's that?

Amit: It's a quiz show and is also known as 'the battle of minds'. It's a British quiz-show, well known for its challenging questions and for being quite serious.

Priti: What's the format of the quiz? Is it something like the KBC?

Amit: No, it's different. It is played in 2 halves. In the first half, each of the four participants gets to answer a number of questions on a topic of his choice. The second half is based on general knowledge.

Priti: How are they marked?

Amit: You have 2 points for every correct answer and zero if it's wrong or you pass on a question. If there is a tie, the one who has the least passes wins.

Priti: Oh! That sounds interesting! Who was the winner last time?

Amit: Raman and Janardhan, a 22 year old software engineer from Pune.

Priti: How are you preparing for it?

Amit: I'm not doing anything special. Just following what Janardhan did—just reading the newspapers and magazines, watching informative programmes on TV, and testing my memory.

Priti: Don't you think that programmes like KBC are responsible for quizzing being popular with the youth?

Amit: Yes, today it has really become big in schools and colleges especially in their festivals. It is the highlight. Today there are so many professional quizzers too.

Priti: What do you mean by that?

Amit: What I meant was that there are some people who have made this their profession and they participate in all kinds of quiz competitions for money.

Priti: That's news for me. I had never heard of anything like this.

Amit: Don't worry. I had also not heard till I started preparing for Mastermind and did some research on it.

Priti: What do you think are the qualities a good quizzier should have?

Amit: Curiosity is the most essential quality of a good quizzier. One also needs to have a fantastic memory and the ability to instantly recall. Then for something like Mastermind, the choice of subject is also very important because if you are good at that you can gain a good lead in that round which can also help you to win, as was the case for Janardhan..

Priti: All the best Amit and may you be successful.

Task 3

You will hear five short extracts of people talking about their lifestyles and keeping fit. Read the statements below, then listen to the extracts and match each statement A-G to each speaker 1-5. There are two statements you do not need. You will hear the recordings twice.

SPEAKER 1

People are always talking about fitness. I mean, here I am in the gym with all these machines. But there's very little time. You see, I open up at seven, the executives are earliest then I teach the elderly how to tone up their muscles. I grab 2 bread pakodas for lunch, and the day just ends—no gym time for me.

SPEAKER 2

Every year I am asked to collect brochures on all the gyms in the area. Let's face it, she could ask anyone to do that! It's ridiculous, because three weeks later all the brochures are piled up, and a week after that, they end up in the dustbin! It's not my job to see that others are fit!

SPEAKER 3

It's a lifestyle thing, I suppose. But I'm mostly travelling, spending a lot of time sitting around. If I know I've got a long day of meetings and presentations to clients, I force myself to go for a run round the park. Last year I joined a great gym, I paid so much money but had no time to go.

SPEAKER 4

The fact is that by the time I've got up, taken my son Ram to school, been to my studio, done some work on my on-going show, picked Ram up from school and got home, there's very little time for me to concentrate on keeping fit. At least in my everyday routine, fitness is far away. I'm quite content.

SPEAKER 5

All my life I've been listening to people giving me their opinions on keeping fit. I've heard it all. I must say I just listen politely and I don't care anymore. As far as I'm concerned, it doesn't matter whether the latest is yoga or scrubs or vitamin supplements. I think at my age, diet and exercise are more important.

Task 4

You will hear a speech about joint families. Read the questions below, then listen to the extracts and choose A or B or C for each question. You will hear the recordings twice.

A nuclear family consists of husband, wife and their children. The concept of joint family, where all the family members like aunt, uncle, cousins and grandparents live together, contrasts with the idea of a nuclear family. There are many countries where you would traditionally find many joint

families but at the same time the concept of nuclear families is catching on. We often forget that there are many advantages of a joint family.

The most important advantage that attracts people to nuclear families is that the couple can have their privacy in their own home. People can live their own way and can do whatever they want to. There are no boundaries set by the elders to follow. In a joint family, the elders restrict youngsters not to do certain things because they think it is not good for them. But today's generation is very smart. They know what is good and bad for them and have enough analytical power so they don't like to restrict themselves. Instead, they want their freedom so that they can do and achieve whatever they want in their life.

The advantages of joint families are many. You get the complete support of family members whenever needed. You don't have to ask for help from others if all family members are living together. Your children will not be left alone at home when you go to a job. Many burglaries take place during the daytime because nobody is present in the home, so if there is a joint family, burglary cases also decrease. You can share your joys and sorrows with them. Each and every member of the family shares their opinions and the family take a decision together. One member is not burdened with the responsibility of decision and it becomes a joint responsibility. The basic pillar of a joint family is to have healthy and selfless moral values for all members.

In a joint family, one always gets guidance from older people. They are more experienced. They can take care of grandchildren rather than depending on outside help. In a joint family, the elders are always there to guide and encourage us in every decision we take and their experiences makes us grow wiser and become a better person. But again, it revolves around how considerate we are – how we listen to others' points of view before considering our own. Keeping an open mind, accepting our faults and moving ahead is the best way to make a joint family an ideal family.

Appendix-3

Revision Worksheets Term 2

A. Underline the Main clause and circle the subordinate clause or clauses in the following sentences.

1. James spoke as though he were a born orator.
2. They felt that the farmer must be put to death.
3. When at last he returned to the village, the people told him that his mother had died.
4. The newspaper will tell us tomorrow what the world does today.
5. The few books that were produced in the Middle Ages were written by hand.
6. When the world was young, artists drew their pictures on stone.
7. I could not tolerate what he said because it was quite insulting.

B. Combine the following sentences with a relative clause.

1. She loves books. The books have happy endings.

2. They live in a city. The city is in the north of England.

3. The man is in the garden. The man is wearing a blue jumper.

4. The girl works in a bank. The girl is from India.

5. My sister has three children. My sister lives in Australia.

6. The waiter was rude. The waiter was wearing a blue shirt.

7. The money is in the kitchen. The money belongs to John.

8. The table got broken. The table was my grandmother's.

9. The television was stolen. The television was bought 20 years ago.

10. The fruit is on the table. The fruit isn't fresh.

C. Reported Speech

Correct the errors in the reported speech in the sentences given below:

"I am not going to tolerate this any more," said Sarah.

Sarah said she was not going to tolerate this any more. - Sarah said ☐

"You have always been my friend," said Joe.

Joe said I was always his friend. - Joe said ☐

"We never eat meat," claimed Bill.

Bill claimed that they had never eaten meat. - Bill claimed that ☐

"I will talk to Sam soon," she told me on Sunday.

She told me on Sunday she will talk to Sam soon. - She told me on Sunday ☐

"Mary used to exercise every day," he said.

He said Mary had used to exercise every day. - He said ☐

"I wish I was twenty years younger," said Linda.

Linda said she wished she had been twenty years younger. - Linda said ☐

"Answer the phone!" he told me.

He told me I answered the phone. - He told me ☐

"Where is Alex?" she asked me.

She asked me where was Alex. - She asked me ☐

Reported Questions

Change these direct questions into reported speech:

1. "Where is he?"

She asked me *where he was*.

2. "What are you doing?"

She asked me *what I was doing*.

D. Complete the following in reported speech.

1. "Why did you go out last night?"

1. "Who was that beautiful woman?"

She asked me _____

2. "How is your mother?"

She asked me _____

3. "What are you going to do at the weekend?"

She asked me _____

4. 7. "Where will you live after graduation?"

She asked me _____

5. 8. "What were you doing when I saw you?"

She asked me _____

6. "How was the journey?"

She asked me _____

7. She asked me _____

8. "Is this the road to the station?"

She asked me _____

9. "Did you do your homework?"

She asked me _____

10. "Have you studied reported speech before?"

She asked me _____

E. Reported Requests and Orders

Change the direct speech into reported speech:

1. "Would you bring me a cup of coffee, please?"

She _____

2. "Would you mind passing the salt?"

She _____

3. "Would you mind lending me a pencil?"

She _____

4. "I was wondering if you could possibly tell me the time?"

She _____

5. "Do your homework!"

She told me _____

6. "Go to bed!"

She _____

7. "Don't be late!"

She _____

8. "Don't smoke!"

She _____

9. "Tidy your room!"

She _____

10. "Wait here!"

She _____

11. "Don't do that!"

She _____

12. "Eat your dinner!"

She _____

13. "Don't make a mess!"

She _____

14. "Do the washing-up!"

She _____

Writing skills revision

Advertisements commercial and classified

1. You are the Regional Manager of Bank of Rajasthan, which is introducing 24 hour banking facility for its customers. Some Automatic Teller Machines have to be installed in South Delhi for this purpose. Write an advertisement for suitable space to be taken on rent by the bank to install the ATM machines.
2. Mumbai Public School requires yoga and tennis coaches. Draft a suitable advertisement in not more than 50 words for the 'Situation Vacant' column stating your requirements regarding age, qualifications, experience etc. you are the Principal of the school.
3. A well-known showroom for jewelry is holding its grand annual clearance sale. Frame a suitable advertisement for a newspaper.
4. Design an advertisement on behalf of Ministry of Defence exhorting the youth to join the defence services.
5. You are a builder and you are building a commercial complex in Noida. Design an advertisement for the complex highlighting its unique features.

Factual Description and Process writing

Factual Description

1. Describe the view from your window.
2. Describe your journey to school by road. Include all that you see in detail.

Process writing

1. Describe the process of making noodles or lemonade.
2. Describe the process of making a bed.
3. Describe in detail the process of depositing your school fees at the bank.

Letter of Complaint

You are Samira Sharma/Sameer Sharma, Tour Incharge of ABC School. You went on an educational tour to Agra and Jaipur with your school students conducted by Continental Tours and Travels, New Delhi. During the trip you found the buses uncomfortable, lodging arrangements unsatisfactory and the driver and conductor both rude and quarrelsome. Write a letter to the manager complaining about these problems faced by you and your students.

Report Writing

(Guided report for practice only)

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

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

Cetus is a) _____. It is not very bright but does

b) _____. They can be

c) _____. But because of

d) _____ most of them

e) _____.

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

6.35 pm.

14 Dec. 2001

Sevoke – 10 Km from Siliguri

Crash – jeep in ditch

Local bus – high speed – middle of road

Jeep braked to avoid collision – swerved, hit tree and overturned Jeep driver: Inder

Singh, 35 years

Killed instantly

3 injured – taken to hospital

ACCIDENT IN SEVOKE: 1 DEAD

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

According to an eye witness the jeep _____ collision with
_____.

The driver was unable to control the jeep, which _____
_____.

The jeep driver, _____. Three _____
_____.

Report Writing

1. A two day long Food Festival was organized by your school .Write a report in about 125 words for your school magazine. You are Hiten / Harshita.
2. As a staff reporter for 'The Times of India', who witnessed the collapse of a building in

3. Laxmi Nagar, which led to the death of 65 people, write a report in around 125 words for publication in the paper.
4. You are Kamal/ Kamalini, a press reporter. You witnessed the suffering undergone by flood victims in terms of loss of life and property. Write a report in about 125 words for 'The Indian Express', Chennai.

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

The Chimney Sweeper:

By William Blake

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry " 'weep! 'weep! 'weep! 'weep!"
So your chimneys I sweep & in soot I sleep.

There's little Tom Dacre, who cried when his head
That curled like a lamb's back, was shaved, so I said,
"Hush, Tom! never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair."

And so he was quiet, & that very night,
As Tom was a-sleeping he had such a sight!
That thousands of sweepers, Dick, Joe, Ned, & Jack,
Were all of them locked up in coffins of black;

And by came an Angel who had a bright key,
And he opened the coffins & set them all free;
Then down a green plain, leaping, laughing they run,
And wash in a river and shine in the Sun.

Then naked & white, all their bags left behind,
They rise upon clouds, and sport in the wind.
And the Angel told Tom, if he'd be a good boy,
He'd have God for his father & never want joy.

And so Tom awoke; and we rose in the dark
And got with our bags & our brushes to work.
Though the morning was cold, Tom was happy & warm;
So if all do their duty, they need not fear harm.

Now answer the following questions.

1. How do we know that the children in the poem do not like the work they do? Justify your answer.

2. How do we know that the chimneysweeper was very young when he was 'sold'? What is meant by 'sold' here?

3. Which part of Tom's dream is sad and tragic, or even scary?

4. Who comes to free them?

5. How does Tom enjoy his freedom in his dream?

6. What does the angel tell Tom?

7. How does Tom's view of life change the next morning?

8. There are many children in our country who are made to work and deprived of basic things in life- food, clothing, shelter and education. What do you think forces them to lead such lives?

9. What can we, as a community, do to help out poor children in our neighbourhood?

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

1. Too/ many/ slangs/ using

2. Others/ talking/ while/ speaking/ are

3. Nail cutter/ using / instead/ teeth/ of/a
4. Legs/ while/ sitting/ shaking/ vigorously
5. Your/ face/ supporting/ always/ with/ hands/ your

Appendix -4

Literary Terms & Poetic Devices

Imagery is the use of language to represent experiences of the senses --- what can be seen, heard, touched, tasted, and smelt. With vivid, skillful imagery, poets and other writers can evoke deeply felt responses from the reader.

When you find a reference to some person, character, or event – real or fictional, past or present – you have encountered an allusion. It can come from literature, myth, history or even any religious book. Have you heard of the expression ‘sour grapes?’

This expression refers to a fable in which a fox who could not reach a bunch of grapes said they were probably sour anyway.

A figure of speech, in which two basically unlike things are directly compared, usually with *like* or *as*, is called a simile. A writer sees and brings out the likeness in the two items in a fresh and clear way.

A metaphor is an implied comparison between things essentially unlike, often with no clue words. It does not use the words *like* or *as*. It is not always confined to poetry: it occurs even in daily conversation. You may refer to a studious classmate as a ‘bookworm’ and someone who is speechless may be called ‘tongue-tied.’

In poetry, exaggeration is called hyperbole. In advertising, similar exaggeration is called hype. For example you might read a claim that you can ‘recapture the magic of childhood’ by buying a certain collector’s doll that is a ‘big’ seven inches high. Another good example is ‘I’m so hungry I could eat a bear,’ or ‘He cried his eyes out.’

Alliteration is the repetition of the initial and stressed sounds at the beginning of words or in stressed syllables of words. A common example is tongue twisters. Alliteration is popular in our language (safe and sound, rough and ready, through thick and thin) because it gives pleasure in itself. But it is also used where possible to echo the sense and provide emphasis. It creates melody, establishes mood, calls attention to certain words and points to similarities and contrasts.

Onomatopoeia is the use of words having sounds that suggest their meaning or which imitate the sound associated with them.

Tone is the author’s or poet’s attitude, stated or implied, towards a subject or audience. The tone can be serious, indignant, angry, sad or humorous.

Personification is when human characteristics are assigned to non human things.

Irony is in general, a contrast between what really is and what appears to be. You have probably heard the expression 'Thanks a lot!' used sarcastically, spoken in a way to mean, 'Thanks for – nothing.' You might have come in from a snowstorm and remarked, 'Nice day, uh?' In each case you are saying one thing while meaning another, often emphasizing that meaning by the tone of your voice.

Identify what literary / poetic device the underlined words refer to:

a) *Nothing is so beautiful as spring---*

When weeds, in wheels, shoot long and lovely and lush

Thrush's eggs look little low heavens....

b) The Romeo whistled at the pretty girl. "Will you be my Juliet?" he called. _____

c) He looked at her and gave his heart away. _____

d) As he got out of his strawberry- coloured car, his immense fists looked like two slabs of slightly gnawed ham. He waddled over to the counter and snarled under his garlic-laden breath.... _____

e) *She pushes cloth*

through a pounding needle, under,

around, and out,

breaks thread with a snap

against finger bone.

Sleeve after sleeve, sleeve.

It is easy. The same piece.

For eight or nine hours, sixteen bundles maybe

250 sleeves to ski coats, all the same.

It is easy. _____

f) To him the moon was a silver dollar, spun
into the sky by some mysterious hand; the sun
was a golden coin... _____

g) *The moan of doves in immemorial elms*
The murmuring of innumerable bees _____

h) *Till last by Philip's farm I flow*
To join the brimming river,
For men may come and men may go
But I go on for ever. _____

i) He looked like a horse with a burr under its saddle. _____

Build Your Vocabulary

Much of the English language can be traced back to ancient Greece. See how you get on with this selection of words, all boasting such venerable Greek roots. Every word carries three possible options. Tick the correct meaning of the word.

1.	Cacophony	A. false statement	B. ancient casket	C. harsh sound
2.	Prognosis	A. delay	B. forecast	C. foundation
3.	Caustic	A. capable of falling	B. capable of growth	C. capable of burning
4.	Arcadian	A. pastoral	B. bird-like	C. dark green
5.	Proboscis	A. unmanned spacecraft	B. Tax efficient investment	C. mammal's nose
6.	Dynamic	A. forceful	B. inarticulate	C. nervous
7.	Hierarchy	A. order	B. ruler	C. retinue
8.	Paradigm	A. clear example	B. best of its kind	C. humorous play
9.	Onomatopoeic	A. related to nomadic people	B. words that sound like what they mean	C. free verse
10.	Synchronize	A. to mend	B. share equally	C. make happen at the same time
11.	Tendon	A. slight inclination	B. escort ship	C. fibrous tissue
12.	Polymath	A. person of great learning	B. numerical ability	C. impeccable style

Kitchen Accidents

Anna had cut herself on something **sharp** when she was cleaning the kitchen floor. It had been very sore, causing her to give a **sharp** cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a **sharp** pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as **sharp** as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a **sharp** difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather **sharp** and telling her father about her wound, feeling comforted by his concern. However, there was a **sharp** change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a **sharp** dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of **sharp** practices. During the case she had been quite **sharp** with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

Find a suitable word that is similar in meaning to 'sharp' for each blank.

Anna had cut herself on something _____ when she was cleaning the kitchen floor. It had been very sore, causing her to give a _____ cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a _____ pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as _____ as

Mary should be able to avoid such accidents. Although they loved each other dearly, there was a _____ difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather

_____ and telling her father about her wound, feeling comforted by his concern. However, there was a _____ change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a _____ dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of _____ practices. During the case she had been quite _____ with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

3. The cat sat on the mat.

We all understand words of three letters, but can we always explain them? Tick the meanings you believe are right.

Wry	twisted, sad, witty, suffering
Oaf	blockhead, insulting person, peasant or farm hand, giant
Don	to rule, to put on, to remove, to give
Rue	to regret, to weep, to resent, become homesick
Ebb	to grow greater, to avoid, to be calm, to decline
Era	currency, electrically charged particle, unit of resistance, period in time
Par	equality, force, share, stock
Ado	useful work, farewell, praise, unnecessary activity
Wan	ruddy, strong, pale, small
Vie	to covet, to strive for superiority, to stimulate, to surpass

Here are some words which derive from Latin. How many meanings do you know?

Ferret	to search, to trap, to hide, to flee
Impediment	opposition, tool, obstruction, disparagement
Deplete	to flatten, to conquer, to finish, to exhaust
Noxious	dark, injurious, hateful, evil-smelling
Regime	order of procedure, system of government, recipe of cooking, Peacefulness

Cursory	informal, penetrating, angry, rapid and superficial
Inconclusive	not apparent, not decisive, positive, unanswerable
Inconceivable	unimportant, unthinkable, improbable, inconsequential
Benign	radiant, religious, kindly, hopeful
Conversant	well-mannered, talkative, argumentative, familiar

Fill in the blanks using the given idioms.

Belle of the ball, in two minds, rolling in money,
dressed to the nines, falling to bits, suit you
down to the ground, there was nothing else for
it, not a penny to her name, living on a
shoestring, looked like two peas in a pod

It was Saturday night and Meg should have been getting ready for a party. This was to celebrate her friend Joan's birthday, but Meg was _____ about going.

The problem was clothes. She knew that all the guests would be _____ and she had not been able to afford to buy a new dress. She had finished all her money and now did _____. Still, Joan would feel bad if she did not appear for the party and so _____. She would just have to wear the dress she had worn to all other parties that year, even though it was _____. Just as Meg was ironing the dress, her friend Carol came in. Although they were not related, the two girls _____.

"Why don't you borrow a dress from me?" she cried. She had a huge wardrobe gifted to her by her father who was _____. "That yellow one will _____," she said. Meg finally agreed and was the _____ when she arrived at the party.

Avoiding Party Preparations

A cat on hot bricks, turning the house upside
down, turned a deaf ear, the coast is clear, in
mum's bad books, lie low, be in hot water, at sixes
and sevens, make myself scarce, all in

Bill could hear his mother calling him but he _____. She was giving a large dinner party that evening and it needed a great deal of organization. The entire house was _____. Having spent the morning cleaning the windows and mowing the lawns, Bill was _____. A few minutes ago he had made for the garden shed to have a rest and _____ for a while.

Suddenly the shed door opened. Bill looked up to see his brother, Rob standing there.

"So this is where you are! You're really _____. She's angry s she cannot find

you anywhere," he said. "What are you doing here?" asked Bill. "Mum's _____ looking for a recipe," said Rob. "Apparently, she wrote it down on a piece of paper and cannot find it now. I decided to _____ until she calms down. Dad's helping her look for it. Rob had just sat down beside Bill when their father appeared. "So this is where you're hiding," he said. "You'll both _____ when your mother finds you. She's like a _____ about this party and says there is no one to help her. She's going to the hair dresser in a few minutes and I'm staying here until _____"

Tick the right alternative.

- i) The child was scared by the sight of the snake. She called her mother. Did she _____?
a) exclaim b) bark c) scream
- ii) The boy wanted to apologize. But he was rather scared. Did he _____?
a) murmur b) mutter c) mumble
- iii) The soldier challenged the enemy in a loud voice. Did he _____?
a) bark b) grunt c) thunder
- iv) You are sitting in a theatre and want to say something to your mother in the next seat. Will you _____?
a) mumble b) whisper c) stammer

Replace the underlined words with an interesting or precise verb. Write the verb in the space provided.

- I threw a hasty look at the clock and continued my work. _____
- She nervously moved her fingers around her bracelet. _____
- In the scuffle that followed, the bag fell on the ground. The robber hurriedly took it and ran away. _____
- She felt offended at the way the stranger was looking fixedly at her. _____
- The police is looking for someone who saw the crime. _____
- If you touch the play button the tape will start moving. _____
- My grandmother kissed me and touched me on the back. _____

Appendix-5

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, aswell as creating some unforgettable new personalities, in tales oflove, 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 Cristie 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 Logans possess something no one can take away.

Number The Stars by Lois Lowry

Journey To Jo'berg by Beverley Naidoo

The Book Thief by Markus Zusak

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 - Marrison 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 time 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 United Kingdom and she has received the Noble 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; Lakshwadeep 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. Sí-s 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, Sí-s 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-7 Writing Tips and Rubrics

Tips and Techniques to Enhance Your Vocabulary

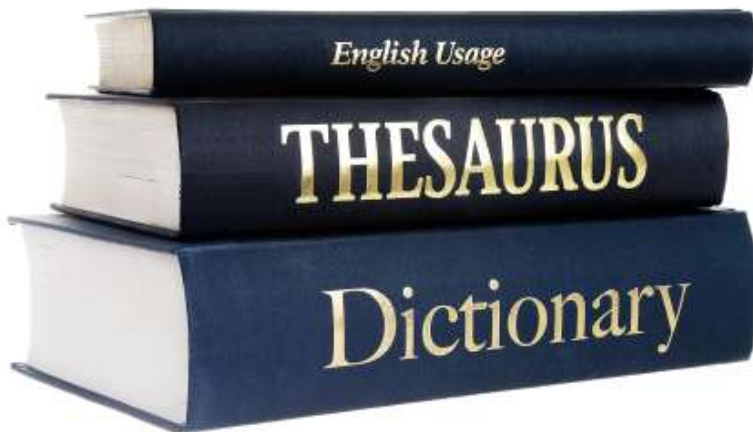
Try one or more of these methods and become a “wordsmith” in no time!

1. Read,Read ,Read!



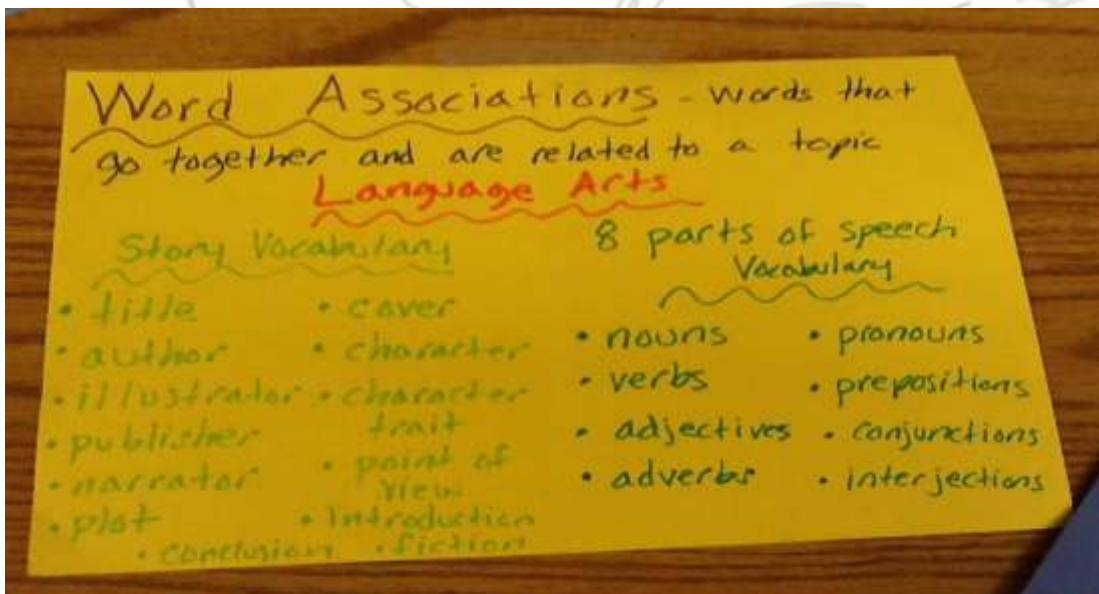
Read age appropriate books for pleasure and inevitably you will come across new and unknown words,figure out their meanings based on context clues,that is based on the plot of the story and the writing style of the writer,make educated guesses! Then double check your understanding by looking up the meaning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



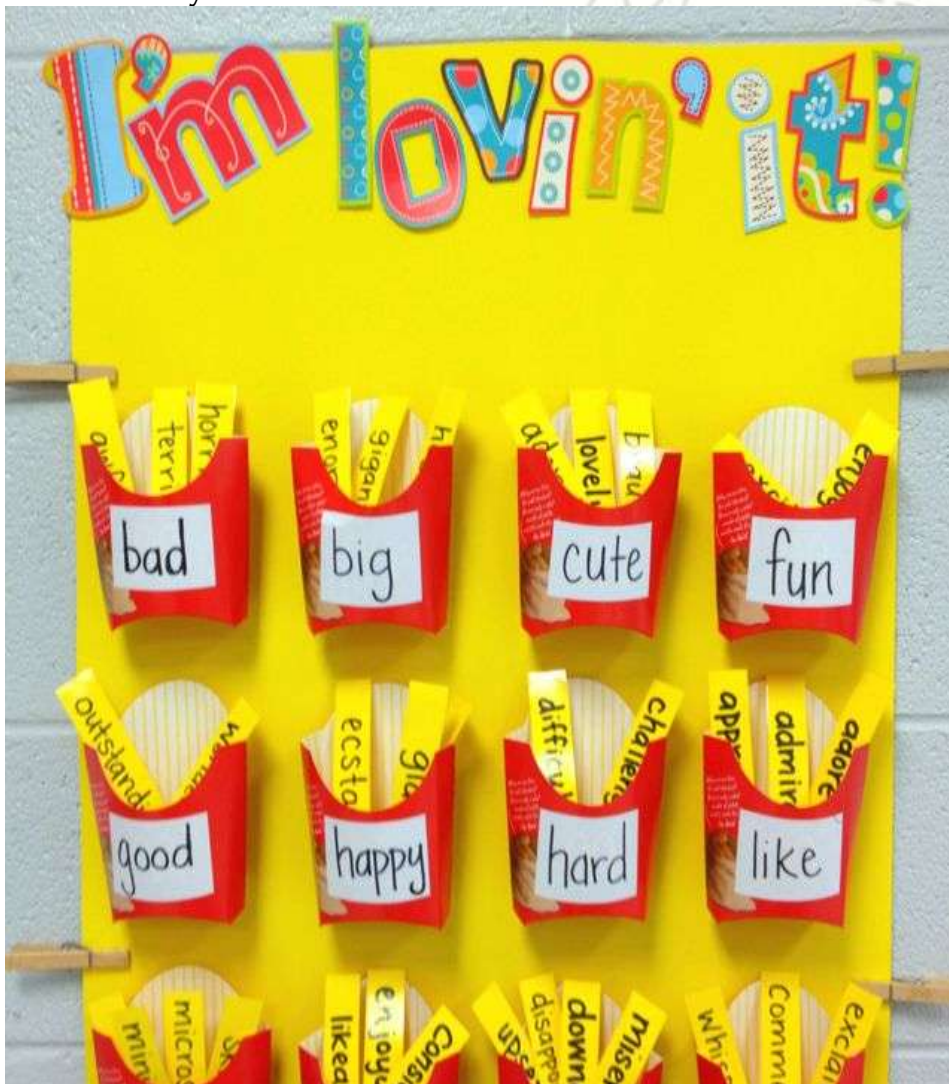
Ty to connect a new word with something more familiar. For example, take an unusual word like "aristate," which means "bearded" (it's a term used to describe bristled leaves and grasses). The word "aristate" sounds like the name of the famous philosopher, Aristotle. If you envision a bearded Aristotle,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



4. Learn a Word Each Day

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

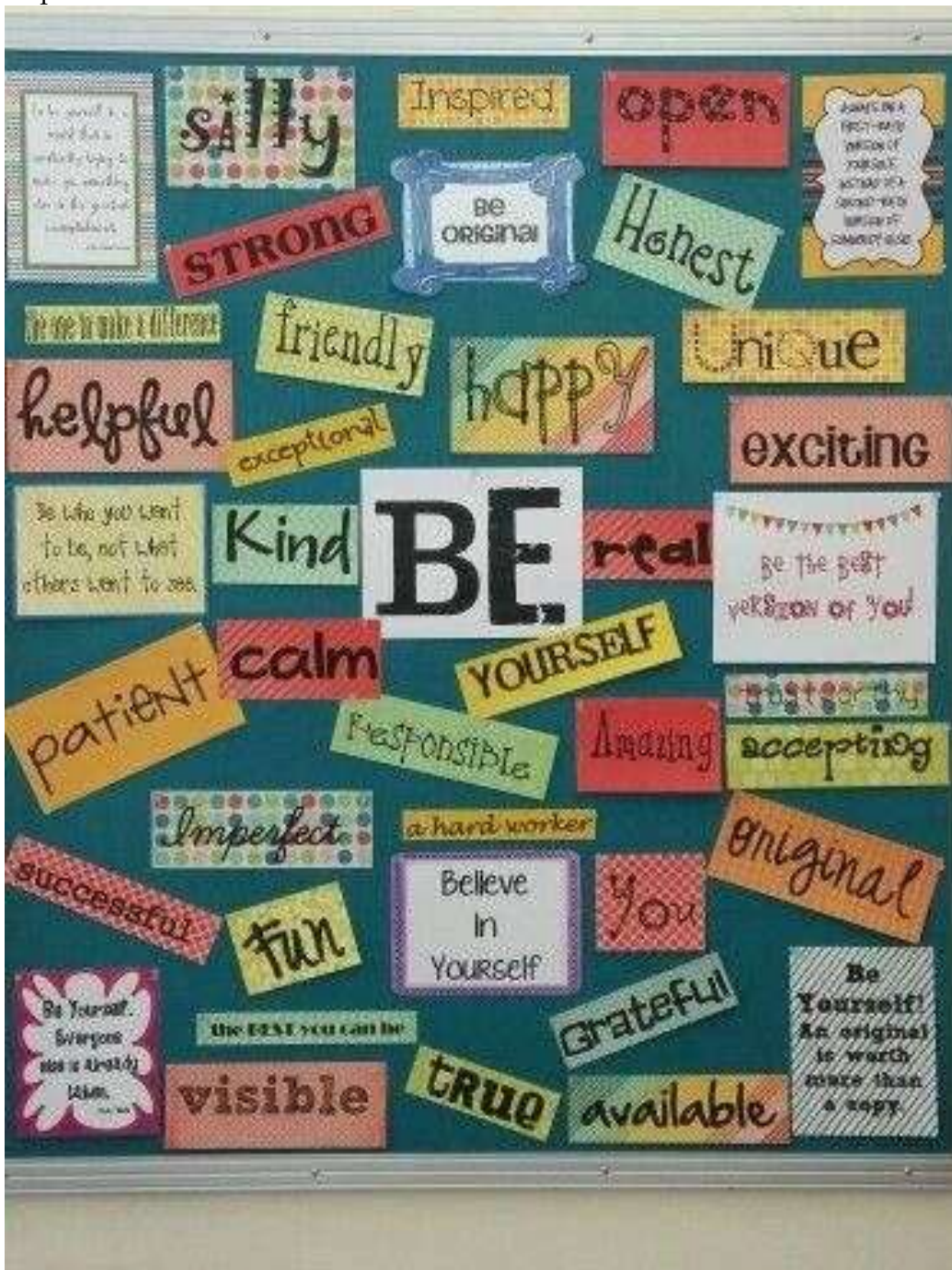
5. Get Friendly With Those New Words!



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

6. Create a Writing Wall Inspiration In Your Class

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



Importance of citing sources:

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

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

How to cite various sources:

- Citing from a book- Author's name. Title of the book. Publication Information.

Eg: Narayan, R.K. Malgudi Days. Chennai: Indian Thought Publication, 2003. Print.

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

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

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

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

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

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

Tips:

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

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

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

Tips for enhancing writing skills**1. Read**

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



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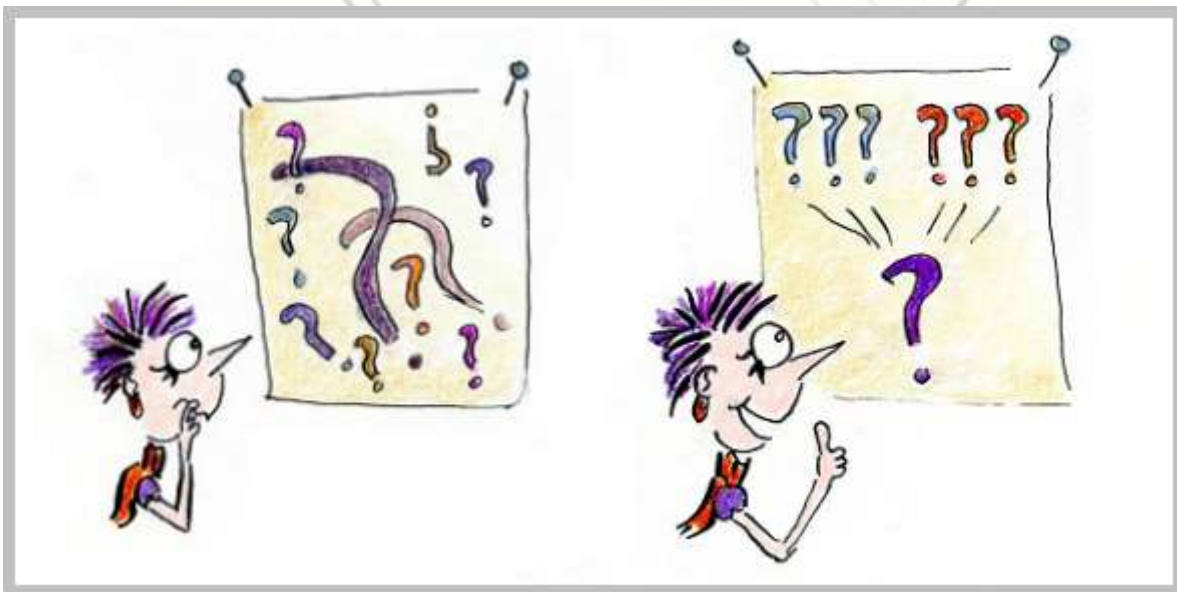
2. Careful choice of words

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.



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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	· Clear focus on main idea/topic · Provides relevant information/original ideas	· Develops a focus on the main idea · Exhibits original ideas	· Attempts to focus on the main idea · Ideas not fully developed	· Lacks focus and development
Organization	· Establishes a strong beginning, middle and end · Demonstrates an orderly flow of ideas	· Attempts an adequate introduction and ending · Evidence of logical sequencing	· Some evidence of a beginning, middle and end · Sequencing is attempted	· Little or no organization · Relies on single idea
Expression	· Uses effective language/vocabulary · Proper sentence structure	· Diverse word choice · Some evidence of proper sentence structure	· Limited word choice · Basic sentence structure	· No sense of sentence structure
Grammar, Usage & Mechanics	· Few or no spelling, punctuation or grammatical errors	· Some spelling and punctuation errors, minor grammatical errors	· A number of spelling, punctuation or grammatical errors	· So many spelling, punctuation and grammatical errors that it interferes with the meaning

Plot & Narrative Devices (Story Writing)	· Characters, plot, and setting are developed strongly	· Characters, plot, and setting are developed to certain extent	· Characters, plot, and setting are minimally developed	· Lacks development on characters, plot, and setting
Legibility	· Easy to read · Properly spaced · Proper letter formation	· Readable with some spacing	· Difficult to read	· No evidence of spacing

Rubrics For Short Writing Skills

Total: 20

	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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