SMART SKILLS

CLASS 6

ENGLISH

2020-2021

S. No.	Topic	Page No.
1.	Syllabus	2
2.	Blueprint of the Term Exam	3
3.	Assessment Plan	4
4.	Suggested Reading	7
5.	Tips and Techniques to Enhance Vocabulary	8
6.	Importance of citing sources and how to cite sources	10
7.	Tips for Enhancing Writing Skills	11
8.	Rubrics for Long Writing Skills	12
9.	Rubrics for Short Writing Skills	14
10.	Reading Comprehension (April-May)	14
11.	Diary Entry	16
12.	Determiners, Articles and Quantifiers	19
13.	The Starting Point	28
14.	The Banyan Tree	29
15.	Reading Comprehension (July)	31
16.	Pronouns	35
17.	Prepositions	40
18.	Poster Making	43
19.	Dusk	46
20.	Reading Comprehension (August)	48
21.	Informal Letter Writing	53
22.	Tenses	55
23.	Brown Wolf	62
24.	Punctuation	64
25.	Proverbs	71
26.	Fun English	73
27.	Spelling List	76
28.	Reading Comprehension (November)	80
29.	Conjunctions	83
30.	The Fountain	93
31.	The Other Side	
32.	Story Writing (Guided)	89
33.	Reading Comprehension (December)	95
34.	Adjectives	99
35.	Direct and Indirect Speech	107
36.	Advertisement	112
37.	Vocabulary Fun	
38.	Winter Oak	116
39.	Reading Comprehension (January)	118
40.	Integrated Grammar	121
41.	Subject-Verb Agreement	122
42.	The Canterville Ghost	129
43.	Four Little Foxes	130
44.	Paragraph Writing	133
45.	The Chronicles of Narnia	135
46.	Sample Papers	141
47.	Bibliography	157

SANSKRITI CIVIL SERVICES SCHOOL

Syllabus

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

SANSKRITI THE CIVIL SERVICES SCHOOL

Blueprint of the Term Examination

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

Assessment Plan

	TERM 1	**MARKS**	**TOTAL**
A	UNIT TEST	30	10
B (i)	**Best of Group and Individual Activity will be taken.** **Group Activity** Project: Collage Making on 'Traditional sports of India' (May)	5	5 Marks
(ii)	**Individual Activity** Speaking Skills Assessment (July/August)	5	
C	Home work/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks	5	5
	TERM 2		
A	UNIT TEST	30	10
B (i)	**Best of Group and Individual Activity will be taken.** **Group Activity** Chronicles of Narnia Theatre Activity (December —January)	5	5
(ii)	**Individual Activity** Listening Skills Assessment (January- February)	5	
C	Home work/Regularity/ Class response/Completion/Neatness/Upkeep of notebooks	5	5

READING PROJECT:

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

IMPORTANT:

Unit Test in both the terms will be of **30 marks** each.
Term examination will be of **80 marks** each.

ACTIVITIES PLANNED:

TERM 1

B**. (i) GROUP ACTIVITY: Collage Making on the topic 'Traditional sports of India' (based on the chapter, 'The Starting Point')**

The details of the project are as follows:
i. The project would be made on a chart paper.
ii. It should include pictures, rules of the game,newspaper cuttings (articles, advertisements etc.), famous personalities related to that game (if any), etc.
iii. Students shall also present their work in the class.

RUBRICS FOR ASSESSMENT:

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

(ii)INDIVIDUAL ACTIVITY: **Speaking Skills Assessment**

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

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

THE CIVIL SERVICES SCHOOL

TERM 2

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

RUBRICS FOR ASSESSMENT:

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

(ii)INDIVIDUAL ACTIVITY: **Listening Skills Assessment**

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

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

Suggested Reading

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



THE CIVIL SERVICES SCHOOL

Tips and Techniques to Enhance Your Vocabulary

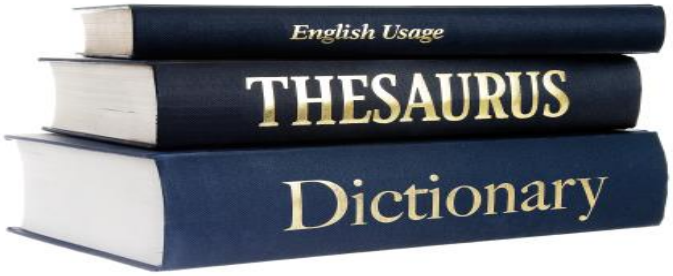
Try one or more of these methods and become a "wordsmith" in no time!

1. **Read, Read, Read!**



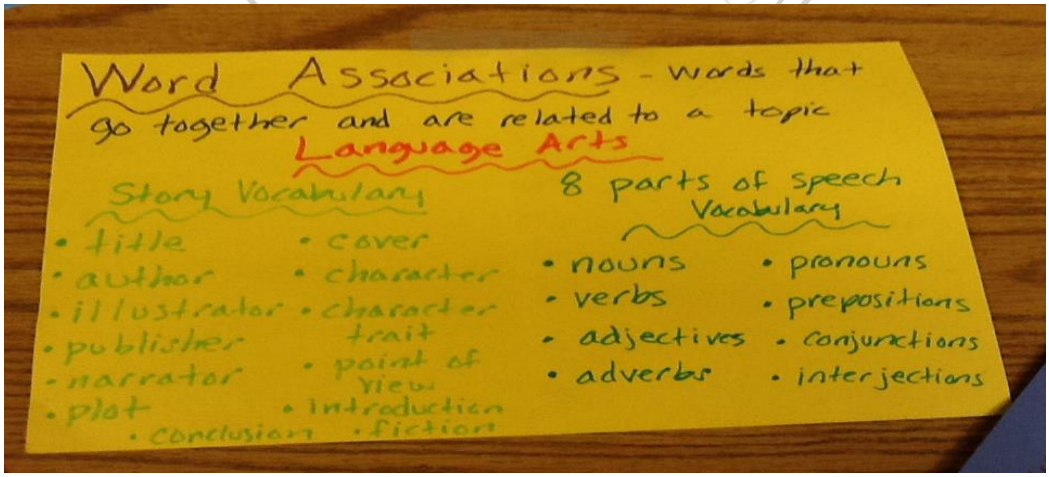
Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues that are based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the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

2. **Highlight New Words**



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

3. **Practice Word Association**



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

4. **Learn a Word Each Day**



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

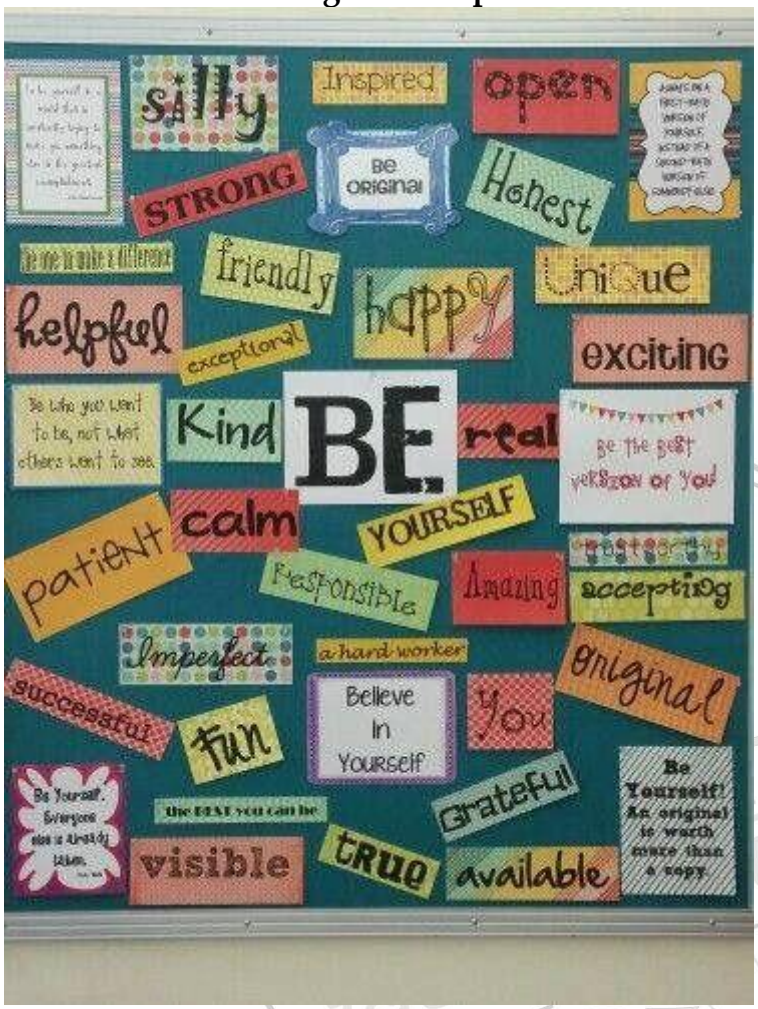
5. **Get Friendly With Those New Words!**



THE CIVIL SERVICES SCHOOL

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.



THE CIVIL SERVICES SCHOOL

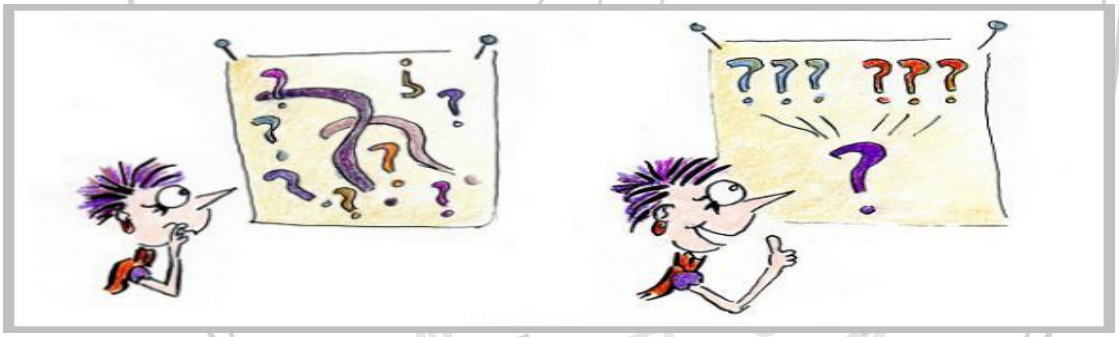
2. Careful choice of words

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.



SANSKRITI
THE CIVIL SERVICES SCHOOL

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

SANSKRITI THE CIVIL SERVICES SCHOOL

Rubrics For Short Writing Skills

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

April-May

TRANSITION MODULE

Reading Comprehension

RAIN IN SUMMER

1.How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

2.How it clatters along the roofs,
Like the tramp of hoofs;
How it gushes and struggles out
From the throat of the overflowing spout!

3.Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

4.The sick man from his chamber looks
At the twisted brooks;
He can feel the cool
Breath of each little pool;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

5.From the neighbouring school
Come the boys,
With more than their wonted noise
And commotion;
And down the wet streets
Sail their mimic fleets,
Till the treacherous pool
Engulfs them in its whirling
And turbulent ocean.
-Henry Wadsworth Longfellow

Tramp- walk noisily
Spout- send out (liquid) forcibly in a stream
Wonted- habitual; usual.
Engulf- immerse
Whirling- characterized by rapid movement round and round

B. Answer the following questions.

1. Why, according to the poet, is the rain so welcome in summer?

_____
_____

2. Which animal does the rain sound like when it clatters along the roofs?

_____
_____

3. Pick out the lines from the poem that tell you that a heavy shower is being described.

_____
_____

4. What effect does the rain have on the sick man?

_____
_____

5. What is the school boys' 'mimic fleet'?

_____
_____

6. Identify the poetic devices used in the following stanzas:
Stanza 2-_____
Stanza 3-_____

7. Find the antonyms of these words, from the poem.
a.. Narrow _____
b. Wide _____

8. Find the synonyms of these words, from the poem.
a.Unreliable- _____
b. A small stream- _____

9. Make your own similes by completing these sentences:
a.The mother whispered softly like_____.
b.The man carried a sack of grain that was as heavy as _____.

10. Do you like the rain? Describe the significance of the monsoon in your life.
_____
_____
_____
___

11. Draw a visual depicting your understanding of the poem. Use an A4 size sheet and make it colourful!

Writing Skills
Diary Entry

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

THE CIVIL SERVICES SCHOOL

Read the excerpts from Anne Frank's diary given below.
1)
Sunday, 14 June 1942(Day, Date)
22:30 (Time)

A little after seven I went to Daddy and Mama and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Daddy and Mama, I got a blue blouse, a game, a bottle of grape juice, a puzzle, a jar of cold cream and a gift certificate for two books. I got another book as well, Camera Obscura (but Margot

already has it, so I exchanged mine for something else), a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candies and a strawberry tart from Mother. And a letter from Grammy, right on time, but of course that was just a coincidence.
Then Hanneli came to pick me up, and we went to school. During recess, I passed out cookies to my teachers and my class, and then it was time to get back to work. I didn't arrive home until five. As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterwards, they all danced around me in a circle and sang "Happy Birthday."
Good night (Subscription)
Anne (Your first name)

2)
Saturday, 15 July 1944
21:00

It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.
It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder, that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more.
Good night (Subscription)
Anne (Your first name)

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

Tuesday, 22 June 2017
21:30

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

Questions:

1. Imagine that you maintain a diary. Write a diary entry expressing your feelings about your first day at Middle School. (Word limit: 120-150 words)
2. On your way to school this morning, you saw an ailing kitten beside the road. You helped it in your own way. Write a diary entry expressing your feelings.

3. On a weekend you were invited to your friend's place who took you to his/her farm house in the outskirts of the city. You had a wonderful time in the garden amidst the soothing flora and fauna. Write a diary entry expressing the joyful experience.

4. You had borrowed a friend's novel to read yesterday but you lost it today while travelling on a bus. Write a diary entry expressing your feelings.

5. Write a diary entry narrating what all did you learn from the transition syllabus. Write about your experience of the various activities that you did.
6. Imagine that you are a water body. That is, a stream, sea or a glacier. Write a diary entry describing your journey. Highlight the sights and the sounds that you experience each day. Briefly describe the creatures who live around you.
(Word limit: 120-150 words)

विद्यया च विमुच्यते
SANSKRITI
THE CIVIL SERVICES SCHOOL

Grammar

Determiners

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

Articles
a, an, the

Demonstratives
this, that, these, those

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

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

Numbers
one, ten, thirty etc.

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

Difference words
other, another

Question words
which, what, whose

Omission of the Article

1. **No article is used with proper nouns:**
Ashok was a kind ruler.
New Delhi is the capital of India

2. **No article is used with abstract nouns:**
Beauty pleases our eyes.
Wisdom is admired everywhere.

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

Children should drink *milk* everyday.

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

We visited the Botanic Gardens on *Saturday.*
They are going for a vacation in *June.*
Holi is a festival of colours.
Trees shed their leaves in *autumn.*

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

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

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

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

Important notes:

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

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

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

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

Articles

Q1. Insert *'a', 'an' or 'the'* as necessary in the blanks in the following sentences:

1. He is not……honourable man.
2. Could you pass me……salt, please.
3. I have ……..hour and …….half for lunch.
4. Kalidas is ……Shakespeare of India.
5. She had …… amazing experience last night.
6. Do you go to …….prison to visit him?
7. ……oil is vital to …….. economy of many countries.
8. ……honest man is …….noblest work of God.
9. ……..rich are getting richer and …….poor are getting poorer.
10. ……dead no longer need……..help.
11. Who is at ……door? It is ……..postman.
12. I don't know how much……..MP (Member of Parliament) earns.
13. Everest is…….highest mountain in ……world.
14. Arun thinks that this is quite……..cheap hotel.
15. Not many people read…….poetry, but quite …… few ……read.....novels.

Q2.In the passage below, one word has been omitted in each line. Mark that place with a slash '/' and write the omitted word in the blank space provided:

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

Want to know interesting fact?	A._____
Many seal pups are born in coldest	B._____
parts of world. But, they don't freeze	C._____
to death because they have thick layer	D._____
of fat covered by furry coat.	E._____
furry coat keeps them comfortable,	F._____
nice and warm.	

(b)Which baby is always being washed?

mother cat licks her kittens from	A._____
moment they are born. Licking roughly	B._____
around newborn kitten's mouth	C._____
makes it gasp and start breathing.	D._____
mother's tongue dries kitten's fur too,	E._____
to keep kitten warm.	F._____

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

1. He spent five _____ months on _____deserted islands in 1982.
2. _____Sahara Desert is in _____ Africa.
3. _____Mt. Kosciuszko is in _____Australia.
4. Go along _____this street and then take _____left and keep on _____right.
5. Can you speak _____ Polish?
6. You could end up choosing _____ car that's not right for you.
7. _____ Ben's uncle is in _____ hospital because he's very sick.
8. Go _____ home and eat _____ pizza.
9. If you're looking for _____ place to eat, try it.
10. Do you like _____ animals?

SANSKRITI
THE CIVIL SERVICES SCHOOL

Q4. Fill in the blanks with appropriate articles. Mark the blanks that do not require an article with "X".

Moving to (a)_____United States was (b)_____ most exciting thing I have ever done. I moved last year to (c)_____ New York. New York is (d)_____ exciting city, full of (e)_____ adventure. In fact, I met (f)_____ famous actor on (g)_____ bus yesterday!

Today, I have (h)_____ job interview at (i)_____financialcompany. (j)_____Company has (k)_____ offices all over (l)_____ world. I'm not sure that I have (m)_____ skills to get hired. I hope so. (n)_____ Company's office is on (o)_____ Main Street. That's (p)_____ same street my friend works on.

If I get hired, I could meet him after (q)_____ work for drinks. That would be great. He's from (r)_____Scotland. He works 8 hours (s)_____ day, 5 days (t)_____ week.

I have two brothers. One, Greg, is still in (u)_____ college, and (v)_____ other, Mike, has already graduated. Mike is (w)_____ kind of guy that is very serious. I don't remember (x)_____ last time I saw him. It may have been in (y)_____ August. He was wearing (z)_____ red sweater. It matched his red hair.

Quantifiers

Grammar Help:

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

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

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

1. We have _____ (a few, a little) oranges and apples.
2. We have _____(any, some) cheese, but we do not have _____(plenty of, much) jam or bread left.
3. We also have _____(any, some) carrots and potatoes.
4. There's only _____(some, a little) sugar and tea left; not much.
5. We don't have _____(some, much) water either.
6. I think we have_____(much, more) milk than orange juice.

SANSKRITI THE CIVIL SERVICES SCHOOL

7. We don't have _____(some, any) chocolate bars left.

8. We ate _____(all, many of) the chocolate bars left.

9. Fortunately, we still have _____(many, some) biscuits.

10. We have _____(several, much) packets of instant noodles and _____(plenty of, much of)instant soup too.

Grammar Help:

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

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

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

1. Come on, everyone, we don't have _____ time.
   (a) much (b) little (c) many (d) few

2. Let _____of us try to help each other.
   (a) every (b) another (c) all (d) any.

3. There are very_____ students who are willing to help.
   (a) few (b) little (c) all (d) many

4. We have _____ work to do before the art room is ready.
   (a) a lot of (b) any (c) all (d) many

5. There are _____ art pieces to display than we had last year.
   (a) many (b) more (c) most (d) few

6. I expect _____ students to do their best to make this art show a success.
   (a) any (b) every (c) plenty of (d) all

7. In the past, students have shown _____ interest in exhibiting their work.
   (a) little (b) any (c) many (d) several

SANSKRITI THE CIVIL SERVICES SCHOOL

8. This year, the students have been _____ enthusiastic.
   (a) plenty (b) much (c) few (d) most.

9. Now we have very little space to hang _____ the art pieces.
   (a) a lot of (b) all (c) a few (d) every

10. I hope we have _____visitors to the art show this time.
   (a) few (b) much (c) little (d) many

Grammar Help:

- **Either** and **neither** are usually used with singular verbs. You use **either** when you speak about "one or the other". You use **neither** when you mean "not one nor the other".
- To talk about two things together, you use **both**, for example:***Both*** *the cat and the dog belong to James.* You use a plural verb with **both**.
- **Use of Little, Few:** *Little* has a negative meaning: 'hardly any':

  Little did they know of the danger. (Practically they did not know of the danger.
- **A *little*** means a small amount:

  A *little* rice was left over after the meals.
- **The *little*** means a small amount but the whole of it:

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

SANSKRITI THE CIVIL SERVICES SCHOOL

Q7. Complete the following dialogue using both, either, neither or another.

Mother: Jane, I asked you to clean your bedroom and bath both. You have done(i)_____ task. Now you have time to do only one of them; so, which will it be?

Jane: Sorry, Mum, I don't mind (ii)_____ one. I was doing my homework. Please give me (iv)_____few minutes and I'll try to do(v)_____ tasks.

Mother: You should have told me you were busy.(vi)_____ James or John could have bathed the dog.(vii)_____ has any homework today.

Jane: If (viii)_____ one of them can do it for me today. I'll do the same for him(ix)_____ day when he has lots of homework.

Mother: I'll call (x)_____ of them in to see who will volunteer. You can clean your room (xi)_____day instead.

Q8. Tick the right word.

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

Q9. Fill in the blanks with *some* or *any* wherever required.

1. We can't do without _____ bread.
2. There isn't _____ life in that girl.
3. Buy _____ bread and cheese for the picnic, if you want to help.
4. _____ doctor will tell you that it is harmful.
5. There's hardly _____ milk in the bottle.
6. If you have _____ news call me back.
7. Go and ask him for _____ paper. I haven't _____ in my desk.
8. What material do you need? – _____ that is available.

9. Put _____ spices into the soup.
10. I hate _____ bad news.
11. There aren't _____ buses after ten o'clock.
12. I haven't got _____ friends at all.
13. I can answer only _____ questions on the subject.

Q10. Fill in the blanks with *much/many* or *a lot of*.

1. I know old Mr. Higgins has _____ money.
2. There aren't_____portraits of Shakespeare.
3. Don't be discouraged! _____ have failed to run the marathon.
4. Take as _____ of these tiles as you want.
5. _____ was said about it.
6. How _____ frames are you going to buy?
7. If you have _____ news, call me back.
8. He is a man of _____words.
9. Last week there was so _____rain that I was not able to go out.
10. Everyday we get _____ magazines and newspapers.
11. We didn't take _____ photographs when we were on holiday.

Q11. Fill in the blanks with *few/a few*, *little* or *a little*.

1. Hurry! We've got _____ time.
2. I saw Tom _____days ago.
3. If what you say is true, there is _____ we can do about it.
4. I can't let you use much of this perfume. There's only _____. in the bottle.
5. This town isn't very well-known and there isn't much to see, so_____ tourists come here.
6. I don't think Jill would be a good teacher. She's got _____ patience with children.
7. "Would you like some more cake?' – "Yes, please, but only _____.
8. There are very _____ scholarships for students in this university.
9. We didn't have any money but Ann had _____
10. This is not the first time the car has broken down. It has happened _____ times before.
11. There is a shortage of water because there has been very _____ rain recently.

Q12. Fill in the blanks using Quantifiers-Determiners.

1. She didn't remember _____title of _____first book that she had read.
2. This is just _____piece of advice to you.
3. It was _____most embarrassing situation I had ever been in.
4. We have two close friends and we have invited _____of them to the party.
5. You won't be successful. Nobody can succeed in such _____time.
6. Would you like to make _____reservation on _____last train to Jaipur?
7. He wasted a great _____ of money gambling.
8. Celine feels lonely because she has very _____sincere friends.
9. There has been almost _____rain for the last couple of weeks.
10. Could you please turn off _____radio. It has become erratic again.

Q13. Fill in the blanks with *each* or *every*. Sometimes both are possible

1. Nearly _____ home in the country has television.
2. Here is something for _____ of you.
3. Not _____ student is capable of learning English.
4. Our monitoring organization will give you _____
5. The admission ticket cost us $5_____.
6. They seem to be repairing _____ road in the country.
7. _____ road is clearly signposted.
8. There's a fire extinguisher on _____ floor of the building.
9. _____ floor in the building has its own fire extinguisher.
10. They both did well and they will _____receive prizes.

Q14. Fill in the blanks with *all, each, every, few, little,* etc.

1. They were bored because there was _____ to do.
2. We invited _____friends over to our house for a barbeque.
3. _____ of the cakes had been baked the day before.
4. Sally didn't take _____ photos when she went on holiday.
5. The teacher gave _____ of the students a piece of paper.
6. Henry had_____ idea what the answer to the question was.
7. I like many of her songs, but not_____ of them are good.
8. (*With a bowl of cherries on your lap*) _____cherries are delicious!
9. My mother doesn't drink _____coffee.
10. I always keep_____ money in my wallet for emergencies.

SANSKRITI THE CIVIL SERVICES SCHOOL

Literature

The Starting Point

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



The chapter describes the journey of a simple man who rose to become one of the towering figures in Indian Sports. He narrowly escaped death during Partition and went on to join the Army. As an Army recruit, he ran his first race to win special privileges for himself- a glass of milk and exemption from fatigue duty. This is how his journey as an athlete began.

Milkha Singh started receiving training from Gurudev Singh. A reticent man, Gurudev was known for his practical and sensible way of dealing with the new recruits. He played an important role in motivating and guiding Milkha Singh to become a world- class athlete.

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

Questions:

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

2. Answer with reference to context:

"Friends, even strangers, wildly applauded and
thumped me on my back, shouting 'Shabhash!'
I was quite overwhelmed by the attention and
appreciation I received that night."

a) Who is the speaker?

b) What is the occasion referred to?
c) How did the incident affect the speaker?

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

The Banyan Tree
RABINDRANATH TAGORE

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

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

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

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

Comprehension Task

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

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

1. *Sunlight danced on the ripples like restless tiny shuttles weaving golden tapestry.*
    a. Name the poem and the poet.
    b. State and explain any one poetic device used in the above line.
    (The poet compares the sunlight on the water to the making of fabric.)
    c. Write the meaning of the word tapestry.

2. What do the thick long branches of the banyan tree indicate about its journey?
3. How did the banyan tree provide comfort to the people and creatures in its vicinity?
4. What did the child long to become? What does this indicate about his temperament?
5. What indicates that the speaker was once a young child who would sit and play around the tree?
6. There are many creatures that have made good use of the tree and have moved on, but the tree had stood the test of time and stands unmoved.
Give examples from the poem and from your life that prove the above statement.
7. *O you shaggy-headed banyan tree standing on the bank of the pond,*
have you forgotten the little child, like the birds that have nested in your branches and left you?
    a. Mention the two poetic devices used in the above mentioned lines.
    (apostrophe, personification)
    b. Describe the mood of the speaker.
8. Write a paragraph describing the activities you engage in when you are around an old tree.

SANSKRITI
THE CIVIL SERVICES SCHOOL

July

Reading Comprehension

At the Picture Hall
(To the lady behind me)

Dear Madam, you have seen this film;
I never saw it till today.
You know the details of this plot,
But let me tell you I do not.

The director seeks to keep from me
The murder's identity,
And you are not a friend of his
If you keep shouting who it is.

The actors in their funny way
Have several things to say,
But they do not amuse me more
If you have said them before.

The merit of the drama lies
I understand, in some surprise;
But the surprise now must be small
Since you have just foretold it all.

The lady you have brought with you
Is, I infer, a half-wit, too,
But I can understand this piece
Without assistance from your niece.

In short, evil woman, it would suit
Me just as well if you were mute;
In fact, to my meaning plain,
I trust you will not speak again,

And……may I add a human touch?
Don't breathe upon my neck so much.

1. Who is the poet addressing? What line tells us that the addressed is really close to the poet?

_____

_____

_____

2. How is this person spoiling the suspense part of the film comedy part of the film?

_____

_____

_____

_____

3. What does the poet mean by the line "Is, I infer, a half-wit, too? What makes him say that? Explain.

_____

_____

4. Find words from the poem that mean the following:

a) a silly person _____

b) one who cannot speak _____

c) help _____

d) to arrive at a conclusion _____

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

It was Grandmother who decided that we must move to another house. It was all because of prêt, a mischievous ghost, who had been making life intolerable for everyone.



In India prêts/ghosts usually live in peepal trees, and that's where our prêt first lived quite happily for many years without bothering anyone in the house. Sometimes, when a tonga was passing, he would frighten the pony, and as a result the pony-cart would go speeding off in the wrong direction. He liked to knock the hats off the sahibs. They would then curse and wonder where the breeze had suddenly sprung from and died down just as quickly. But it had left our family alone, until one day, the peepal tree had been cut down.

Hardly had a day gone when we realized that the prêt deprived of his tree had taken residence in our bungalow. And he was soon up to all sorts of mischief in the house.

He began by hiding Grandmother's spectacles whenever she took them off. "I'm sure I put them on the table," she grumbled. A little later they were found precariously balanced on a hook in the verandah. Being the only boy at first, I was blamed but when the spectacles disappeared again to be found hanging from the wires of the parrot's cage, it was agreed that some other agency was at work. Grandfather was the next to get troubled. He went into the garden and saw all his prized sweet peas snipped off and lying on the ground.



It was Uncle Ken's turn to suffer next. "I couldn't sleep a wink last night," he complained. "Every time I was about to fall asleep, the bed clothes would be pulled off the bed." He stared accusingly at me and said, "Where were you sleeping last night, young man?"

I had an alibi. "In Grandfather's room," I said. "That's right and I'm a light sleeper. I'd have woken up if he'd been sleep-walking," said grandfather.
What will be next we wondered? We did not have to wait long. Vases fell off tables and pictures fell from walls a*nd* then there was ink in the soup!
Things got worse when Aunt Minnie came to stay. Somehow her toothpaste got switched with grandfather's shaving cream. She appeared in the sitting-room, foaming at the mouth. Uncle Ken shouted that she had rabies and we ran for our lives!
"We will have to shift to a new house, if we stay here both Minnie and Ken will have a nervous breakdown," said Grandmother. She had barely said this when there was a peculiar chuckling sound and "Let's go, let's go. I can't wait to see the fun there." We all looked at the parrot but it was sitting quietly in its cage.
Now answer the questions given below in your own words.

1. Why did the author and his family have to shift to a new house?

_____

_____

2. Why did Uncle Ken look accusingly at the author?

_____

_____

3. What all mischief did the prêt do? Give at least four.

_____

_____

_____

4. Complete the following:

a) It was agreed that other agencies were at work when _____

_____

b) The prêt started troubling them after_____

_____

c) They all ran when they thought that Aunt Minnie had rabies because_____

_____

5. Choose the correct answer.

a) Uncle Ken asked the author where he was sleeping the previous night because he thought that
   (i) the author had been sleep walking
   (ii) the author had been troubling him.
   (iii) he had gone out.

b) The hats would be knocked off because
   (i) of the breeze
   (ii) by the ghost
   (iii) the family would blow it off.

c) The grandfather was a light sleeper means
   (i) he had a light covering on while he was sleeping
   (ii) he had the light on while he was sleeping
   (iii) he would get up at the slightest sound.

d) "Let's go, let's go," was said by
   (i) the author
   (ii) the parrot
   (iii) the prêt

SANSKRITI THE CIVIL SERVICES SCHOOL

6. Find words from the passage that mean the same as:

a) unable to endure (line 1-5) _____

b) taken away from (line 5-10) _____

c) dangerously (line 11-15) _____

d) valued (line 11-15) _____

Grammar

Pronouns

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

The different kinds of pronouns are:

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

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

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

*E.g.: That blue umbrella is **hers.***

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

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

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

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

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

*E.g.: **Who** wants a chocolate?*

6. Emphatic pronouns are used for emphasis.

E.g.: *He **himself** cut the cake.*

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

E.g.: ***Somebody** has taken the key.*

SANSKRITI THE CIVIL SERVICES SCHOOL

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

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

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

Kashmira: Have *you* seen the new children's	you**:** Jyoti
film that is showing at the Plaza?	
Jyoti: No, *I* have not.	I: Jyoti
Have you?	you: Kashmira
Kashmira: No, but *I* would like to.	I:_____
Naveen says *it* is a nice film.	it: _____
Jyoti: When did *he* see *it*?	he: _____
	it: _____
Kashmira: Oh, last evening. He saw	He: _____
it with some of his friends.	it: _____
Jyoti: Did *they* like *it* too?	they: _____
	it: _____
Kashmira: Well, yes, *I* think so.	I: _____
Jyoti: Why don't *we* see it this afternoon?	we: _____
Kashmira: Yes, let's. Shall *we* take	we: _____
Mayura along?	
Jyoti: Oh, yes, *she* would love to join us.	she: _____

SANSKRITI THE CIVIL SERVICES SCHOOL

2. Circle the correct pronoun.

1. Let(I / me) help (you / me) with that pile of books.
2. Thank (you / him) very much, but (I / me) think (I / you) can manage.
3. Can (you / we) tell (us / we) where (they / we) can find the library?
4. Go down the corridor and turn right. (It / this) is at the end of that corridor.
5. Pritam and Varsha are bringing the flowers for the ceremony. (They/ we) will bring (they / them) in an hour.
6. I hope (them / they) will reach on time for (it / that) starts in two hours.

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

1. The teacher left two books here. Where are _____?

2. Radha gave me a chocolate. I shall give _____ to you.

3. Sundar likes me. _____ gifted me a camera.

4. Nitin is my name. _____ am your teacher.

5. Mr. Samson, how are_____?

6. Shobha and Sheeba are our names. _____ are sisters.

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

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

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

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

4. Fill in the blanks with suitable pronouns.

Peter and Jane went with _____ parents to the beach. There they enjoyed _____ thoroughly. Peter took _____ inflatable boat with him. Both of _____ went out to sea in it. A sea gull it seemed, took a fancy to the boat. _____ swooped down to perch on it. And then you can guess what happened to the boat when its sharp claws pierced _____!

5. Fill in the blanks with suitable pronouns.

1. You presented me a pen. _____accepted _____from you**.**

2. They sold me a ticket for the concert. _____ bought _____ from _____.

3. Punita showed Pranav her new mobile. _____ saw _____ yesterday.

4. Open Aditya's cupboard. _____ will find a new bat there.

5. My father gave me this watch. _____wear _____ to school everyday.

6. Where have Ravi and Geeta gone? Call _____ here.

7. Hello, my name is Peter. _____ want to meet _____.

8. The collector gave _____ our prizes.

9. Saleem, I have a new book. Would _____ like to see_____?

10. _____ team has won twelve points, five more than Team B.

11. "_____ shouldn't bathe in the sea," the teacher warned the students.

12. "Samantha, did you push Shweta?" "No, Teacher, _____ didn't push _____"

6. Complete the sentences with his, mine, yours and hers.

1. Seema : Are you using my pen or is that _____?

2. George : Well, this is _____.

3.Seema : Where is _____ then?

4. George : Mira was writing her report just now. Maybe she was using _____.

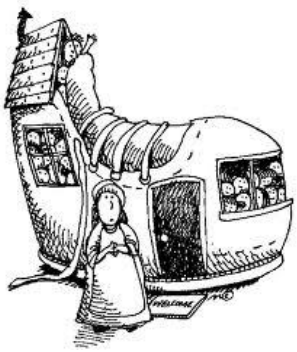
5. Seema : No, that one is _____, _____ has a blue cap.

_____ has a red one.

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

7.Seema : I did; but he says that it is _____. Where is _____ I wonder?

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



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

8. Each of these sentences has a mistake in it. Rewrite them correctly.

1. Mr. Dogra promised to pick up his daughter after rehearsal if he waited for her at her school.

_____

2. The small ghost wanted to frighten the children in the school but the big ghosts wouldn't let them.

_____

3. The little girl thought the small ghost was a friend and he started talking to them.

_____

4. The ghost was disappointed that they was not frightened and made a nasty face.

_____

5. The girl said, "If you are so rude. I won't talk to it."

_____

SANSKRITI THE CIVIL SERVICES SCHOOL

Prepositions

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

For example:

The book is **on** the table.

The book is **beneath** the table.

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

The book is **beside** the table.

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

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

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

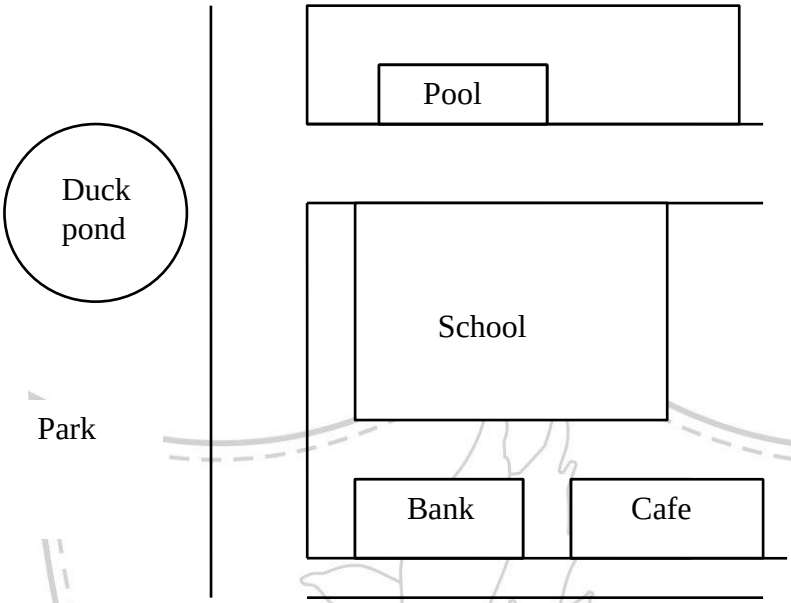
1. Circle the correct preposition in the brackets:

a. The key was found still (into/ beside/ in) the lock.
b. The box of books was (off/ towards/ on) the table.
c. The frightened horse galloped (across/ since/ among) the paddock.
d. She slipped and fell (up/ down/ through) the well.
e. Mike leant the shovel (below/ from/ against) the wall.
f. I picked the apples (of/ during/ off) the tree.

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

1. The dog ran _____ the road. (into / at / across)
2. He was scared when he fell _____ the swimming pool. (through / into / across)
3. The train went _____ the dark tunnel. (across / through / on)
4. We took a ferry _____ the river. (over / on / across)
5. We moved _____ the light. (towards / across / to)
6. Where were you when the robbers came _____ the bank? (at / in / into)
7. She poured some coffee _____ the mug. (to / into / across)
8. They made their escape by jumping _____ the window. (into / through / across)

3. Look at the map given below and then complete the sentences.



Meet me (i)_____ 2.30pm (ii)_____ Friday. We will go swimming. The pool is (iii)_____ the school. After the swim we can go and sit _____ the pond and feed the ducks. If we are hungry we can go (iv)_____ the Café. It is (v)_____ the school. There is a bank (vi)_____the cafe. We have to go (vii)_____ the bank to get to the cafe.

4. Fill in the blanks with prepositions from the box:

in	**against**	**under**	**up**	**with**	**of**	**on**	**outside**	**with**

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

5. Fill in the blanks with suitable prepositions.

1. The monkey swung _____ the branch of a tree.

2. The boy hid _____ his mother and wouldn't come out and meet anyone.

3. He parked the car _____ the garage.

4. The clock _____ the wall is not showing the right time.

5. She will go _____ the market this evening.

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

7. The cat sat _____ the table.

8.The actors are practicing _____ the curtain.

9. The cat jumped _____ the table.

10.The car stopped _____ my house.

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

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

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

3. She walked (in, into) the kitchen and put her packages (on, over) the table.

4. Is Jane (at, in) home? No, she is (on, at) the library.

5. Mary is sitting (in, on) the sofa (at, in) the living room.

6. Michigan is situated (in, between) Lake Michigan and Lake Huron.

7. While waiting for my train, I took a walk (around, across) the station.

8. A formation of twelve airplanes flew (over, on top of) our house.

9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street.

10. John found a note pinned (in, on) his door which said: "Meet me (at, in) the corner of Pine and Fifth Streets."

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

1. They arrived_____Bombay_____8:00p.m._____July 30.

2. Charles lives_____College Avenue_____an apartment.

3. Phoenix is located_____the state_____Arizona.

4. John asked me to go_____him to buy a pair_____shoes.

5. Put a pad_____the hot dish to protect the table

8. Choose the correct preposition from the bracket:

1. We accept your kind invitation (by, with) pleasure.

2. I should like to read that book (by, of) Ernest Hemingway.

3. These oranges are sold (of, by) the dozen.

4. The door (of, at) the house is painted red.

5. He says he can communicate (by, of) mental telepathy.

6. Always sign important papers (by, in) ink.

7. Would you rather write (by, with) a pen or pencil?

8. Over one-third (of, in) the oranges are spoiled.

9. The first speech will be given (by, of) Mr. Steele.

POSTER MAKING

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

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

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

Can you make these better? Discuss in class.

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

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

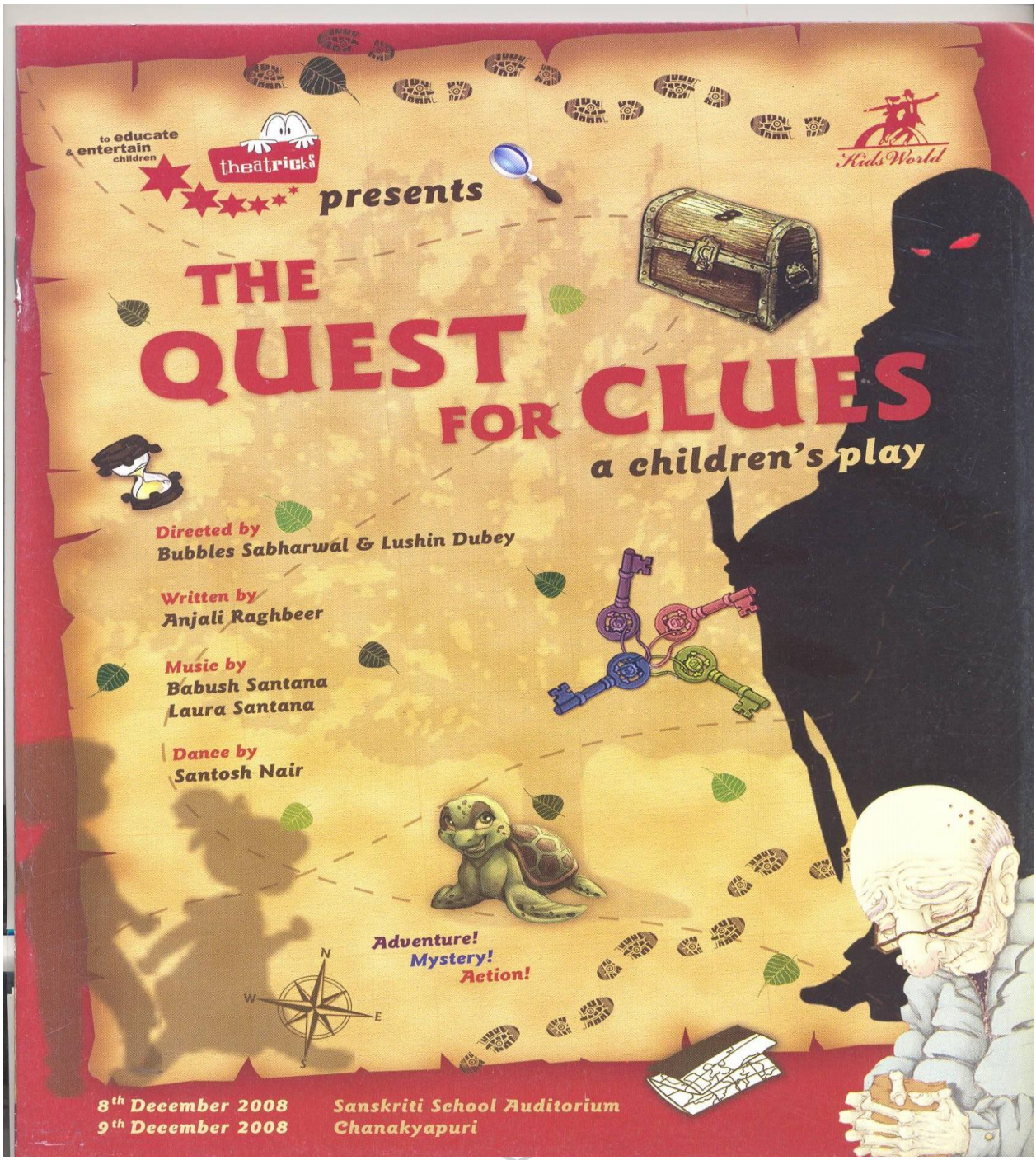
2. Design a poster to advertise your class magazine. Remember to put in all the details, such as the name of the magazine, what all it includes, some graphics, where it would be available. Do make it look like an attractive proposition for the buyers. (50 words)

3. Books are our best friends. They are our closest companions and we learn a lot from them. Without them our lives seem dull, boring and incomplete. But not everyone can afford them. So, we should come together and donate our books to the underprivileged children to bring a smile on their faces.Design a poster to invite your schoolmates to donate books for the underprivileged children. While drafting your poster, keep the following points in mind:
Date, time and venue
Condition of books should be good; not torn or in a bad/poor state
Encourage students to donate generously
Bring a smile on someone's face! (50 words)

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

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

SANSKRITI
THE CIVIL SERVICES SCHOOL



THE CIVIL SERVICES SCHOOL

Literature

Dusk

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

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

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

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

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

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

1. a. Who were the 'men and women' who came forth in the gloomy hour of dusk?

   b. Why did they choose that hour of the day to step out of their houses?

   c. That night, did Gortsby observe anyone he sympathised with?

2. I've done the silliest thing ever in my life.
   a. Name the speaker of the above mentioned lines.
   b. What had the speaker done?
   c. What made the speaker step out and stroll for a bit?
   d. What did the speaker suddenly realise?

3. How does the narrator describe the dusk in and around the park?

4. How did the young man lose track of the hotel that he had booked a room in?

5. What put the young man in an utter need to borrow money from someone?

6. What does "spin an impossible yarn" mean? Had the young spun an impossible yarn?

7. How was Gortsby able to trace his hotel address after having lost it?

8. Why did the young man say that he wouldn't mind so much if he lost track of his hotel in a foreign country?

9. What, according to Gortsby, was the weak point of the young man's story?

10. What was Gortsby's reaction on seeing the cake of soap on the ground, by the side of the bench?

11. How did the young man make Gortsby give him a loan of a sovereign?

12. How did Gortsby come to know that he had been fooled?

13. Write a brief character sketch of Gortsby.

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

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

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

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

August

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

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



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

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

1. **Based on the reading of the above poem complete the following summary:**

The Woodcutter stood in a court held by Judge Grizzle Bear, trembling with _____.
A _____against him had been _____ by the deer. The Judge told him
he was being _____ destroying the jungle. He entered without _____

and cut off their trees. He had taken away their _____ and their children had no place to play. The judge asked the woodcutter if he had ever thought of their feelings, while he _____, plundered and stole from their jungle. Finally, the Woodcutter _____ admitted that he had been wrong. He asked for _____. He said he wanted to undo the _____he had made and make amends. He promised he would work for the good of the jungle till he died.

2. In the end the woodcutter felt

i. happy

ii. sorry

iii. brave

3. The children would have no place to play because

i) there would be no open space

ii) there would be too many woodcutters

iii) there would be a court going on

4. Find words from the poem that mean the same as

a) rob or steal _____

b) make correction _____

5. Suggest two ways by which the woodcutters can make amends for what he has done?

_____

_____

_____

SANSKRITI
THE CIVIL SERVICES SCHOOL

Read the following passage and answer the questions that follow:

This is a short extract from Roald Dahl's fascinating novel, *Matilda*, about an extraordinary child. At the age of three, Matilda had finished reading all the books in the children's section of the town library. But she found out about her almost magical powers only when she went to school and faced a bully. Read this extract from the book where Matilda goes home with her class teacher one afternoon.

Miss Honey was walking slowly so that the small child could keep up with her without trotting too fast, and it was very peaceful out there on the narrow road, now that the village was behind them. It was one of those golden autumn afternoons and there were blackberries and splashes of old man's beard I the hedges, and the hawthorn berries were ripening scarlet for the birds, when the cold winter came along. There were tall trees here and there on side, oak and sycamore and ash and occasionally, a sweet chestnut.



Miss Honey gave the names of all these to Matilda and taught her how to recognize them by the shape of their leaves and the pattern of the bark on their trunks.Matilda took all this in and stored the knowledge away carefully in her mind.

They came finally to a gap in the hedge on the left-hand side of the road, where there was a five-barred gate. 'This way,' Miss Honey said, and she opened the gate and led Matilda through and closed it again. They were now walking along a narrow lane that was no more than a rutted cart-track. There was a high hedge of hazel on either side and you could see clusters of ripe brown nuts in their green jackets. 'The squirrels would be collecting them all very soon', Miss Honey said, 'and storing them away carefully for the bleak months ahead.'

"You mean, you live down here? " Matilda asked.

"I do," Miss Honey replied, but she said no more.

Matilda had never once stopped to think about where Miss Honey might be living. She had always regarded her purely as a teacher, a person who turned up out of nowhere and taught at school and then went away again. Do any of us children, she wondered, ever stop to ask ourselves where our teachers go when school is over for the day? Dowe wonder if they live alone, or if there is a mother at home or a sister or a husband? 'Do you live all by yourself, Miss Honey?' she asked.

'Yes,' Miss Honey said. 'Very much so.'

A. Choose the correct answer to complete the sentences.

1. The hedges, past which Matilda and Miss Honey walked, grew

a) honeysuckles and chestnuts.

b) blackberries and splashes of old man's beard.
c) oak, sycamore and ash.

2. The story in the passage takes place in

a) summer
b) winter
c) autumn

3. The gap in the hedge had a

a) wooden door
b) wrought- iron gate
c) five-barred gate

4. Soon the squirrels would be collecting

a) the ripe nuts for the winter
b) the green jackets of the nuts
c) nuts to eat the next summer.

5. Miss Honey lived

a) with a large family
b) alone in the village
c) alone and away from the village

A. Answer these questions.

1. Why was Miss Honey walking slowly?

_____
_____
_____

2.What was the child's name? How did Miss Honey teach her to recognize the different trees?

_____
_____
_____

3.'She had always regarded her purely as a teacher…'

a) Who are the people mentioned here?

_____
_____

SANSKRITI
THE CIVIL SERVICES SCHOOL

b) What is their relationship?

_____

_____

c) What do you think is meant by the words 'purely as a teacher…'?

_____

_____

_____

4.From the passage, pick out one sentence that tells you that Matilda was a clever child and always curious to learn more.

_____

_____

_____

B. Find suitable words for the following from the given passage.

1. going at a quick, steady pace (**para 1)**
2. a natural design (**para 2**)
3. covers (**para 3**)
4. a furrow or track in the ground, made by the passage of vehicles (**para 3)**
5. to think curiously (**para 5**)

SANSKRITI
THE CIVIL SERVICES SCHOOL

WRITING

INFORMAL LETTER WRITING

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

Format

Sender's Address

_____

Date (15th October, 2018)

_____

Salutation (Dear Father / Dear Leena)

Main body of the letter

_____

_____

_____

_____

_____

_____

Courteous closing / Subscription (Your loving son/ Yours affectionately)
Name of the Writer

SANSKRITI
THE CIVIL SERVICES SCHOOL

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

Example:

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

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

16th September, 2018

Dear Uncle

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

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

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

Your loving nephew
Amit

Questions: (Word limit: 120-150 words)

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

GRAMMAR

TENSES- Part I

- The Tense of a verb tells whether the action 'is' (Present Tense) 'was' (Simple Past) or 'will be' (Simple Future) carried on.
- **Present Tense**: It refers to actions that are happening now, at this(Present moment.) Simple Present Tense (Indefinite) has the same form as the root form of the verb. 's ' or 'es' is added to the third person singular, i.e., he/she/it.
    - He plays with his toys.(Affirmative)
    - He does not like to study. (Negative)
- **The Simple Present Tense is used to:**
- A)Express a habitual action: ex. a)Jai **goes** to school daily.

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

B) Express general truths: ex. a) Ocean water **is** salty.
b) It **is** very cold in winters.

C) In Exclamatory sentences, beginning with here and there to express an action that is actually taking place in the present.
Ex. a) Here comes the hero!
b)There they **go**!

D) To express a fact which is true at present. Ex.a) Neha **looks** pretty in her new dress.
b) All the boys **play** cricket.

E) In 'Time Clauses' and 'Conditional Clauses' in place of future tense. Ex. a) If you **reach** first, you will win.

F) In running commentaries on sporting events. Ex. a) Kapil **passes** the ball to Azhar, who **kicks** it past the goalkeeper.

F) To express quotations with the verb 'say.'Ex. a) The notice **says**,"No Smoking."

Tenses Part II

THE CIVIL SERVICES SCHOOL

- **Present Continuous Tense** is formed with: is/am/are+(I form of the verb +'ing') Ex. She **is playing** with a ball.
- **Am I troubling** you?

Tenses Part III

- **Present Perfect Tense** is used to express an action that has been completed in the immediate past,by using has/have and a participle (III form of the verb) Ex. She **has cleaned** the room thoroughly.

Present Perfect Tense is used to express

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

Tenses Part IV

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

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

The Present Perfect Continuous Tense is used to:

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

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

Present Perfect Tense v/s Present Perfect Continuous Tense:

1. Both express action which began sometime in the past and is still continuing.

Ex. We **have been living** in Delhi for forty years.

We **have lived** in Delhi for forty years.

Tenses Part V

Simple Past Tense:

- A verb that refers to past time is said to be in the Past Tense (by adding 'ed' to the Perfect Form.)

Ex. She **wrote** with a pen.

Tenses Part VI

Past Continuous Tense: is formed by was/were+ (I form of the verb +ing)

Ex: She **was not playing** when I reached home.

Uses:

- To express an often repeated past action. Ex. He **was always coming** late in the office.
- It is used in description such as: Ex. It **was raining** heavily and children **were playing** in the rain.
- It is used for unfulfilled plans with verbs like hope, plan etc.

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

SANSKRITI
THE CIVIL SERVICES SCHOOL

Tenses Part VII

Past Perfect Tense is formed with had +past participle.

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

This Tense is used to express:

- An action completed before a certain period in the past. Ex. At 12:30 p.m. she **had come** from her office.

- An action in the past, completed before another action in the past. Ex. He **had booked** a new dress before he left the shop.\
- Unfulfilled desires of the past. Ex. I wish I **had accompanied** my friends to America.

Tenses Part VIII

Past Perfect Continuous Tense: is formed with had been +(I form +ing)
Ex. He **had been writing** for two hours when she came.

Tenses Part IX

Simple Future Tense: is used to express a planned future action. It is used to express and event that is yet to take place with or without a time expression, as ,will/shall +I form of the verb. Ex. I **shall** do it.
We **will cross** the jungle without fear.

Tenses Part X

Future Continuous Tense is formed as will/shall be +(I form of the verb+ 'ing')
Ex. She **will be** knitting a new pullover.
I **shall not** be participating this year.

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

Future Perfect Continuous Tense: is formed as will/shall have been + (I form of the verb +ing)
Ex. I/We shall have been watering the plants.
This Tense expresses action as being in progress over a period of time that will end in future.

Q1. Rewrite this passage in the Present Tense.

Jane will be going to Glasgow, for the Commonwealth Games. She will be competing in the marathon, which will be just over 26 miles long. She will have a team of runners to help her. The goal she will have will be to win the gold medal. She will do her best at all times. She will take a lot of beating, as she will be the best in the world.

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

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

Q3. Complete the following poem by filling in the blanks with the present perfect form of the verbs given in the brackets.



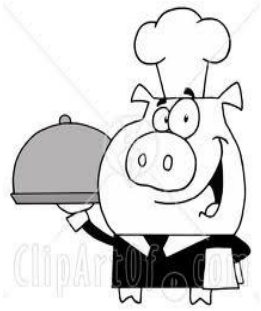
Little Prince Tatters

Little Prince Tatters _____ (lose) his cap!
Over the hedge he _____ (throw) it;
Into the river it _____ (fall) 'kerslap!'
Silly old thing to do it!
Little Prince Tatters _____ (forget) his coat!
_____ (leave) it there, by the nanny goat
And nobody _____ (see) it!
Little Prince Tatters has tossed his cricket ball!
Has rolled down the street!
Somebody _____ (find) it,
And Little Prince Tatters _____ (cry) to sleep!

Q4. This is an excerpt from a tennis championship commentary. Complete the commentary using the verbs in brackets in the present simple, the present perfect or the past simple.

And now Donna Scarlatti _____ (play) Barbara Sohmidt. Donna, now nineteen, _____ (start) playing when she _____ (be) four. She first _____ (train) with her father, but since his death five years ago, she _____ (train) with the famous MirendaMerlinghetti. Donna _____ (play) in some of the most important tennis tournaments of the last four years, but this _____ (be) the first time she _____ (play) at Wimbledon. Oh look! Someone _____ (throw) down a bunch of red roses to her from the crowd. She _____ (be) a very popular player this year, even though most of the crowd _____ (not see) her play before. And now they are about to begin……

SANSKRITI THE CIVIL SERVICES SCHOOL



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

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

Mira: I think you're right. He _____ (walk) by us at least twenty times. He probably thinks we _____ already _____ (order).

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

Mira: He must realize we _____ not _____ (order) yet! We _____ (sit) here for over half an hour staring at him and he _____ not _____ (look) in our direction even once.

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

I'm a small white terrier and I belong to Tom. I (i)_____(live) with Tom and his family for several years and I now feel that I (ii)_____ (become) part of the family. Last week he took me to the woods. He (iii)_____ (let) me run free. I (iv) _____often (v)_____ (go) to those woods. Suddenly a rabbit ran across the path and of course I (vi)_____ (chase) after it. I (vii)_____ never (viii)_____ (catch) a rabbit as yet.



After the great chase when I looked around, Tom was nowhere to be seen.I (ix)_____ (be) completely lost!

Q7. Fill in the blanks with the correct tense of the verb (Simple Past or Present Perfect)

Rafael Nadal (i)_____ (be) born in Manacor in 1986. He (ii)_____ (win) four French Open titles and an Olympic gold medal. In 2008, Nadal (iii)_____ (become)the second Spanish man to win Wimbledon.

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

Some trivia about him:

- He (xii)_____ (begin) playing tennis when he (xiii)_____ (be)five.
- In 2002, he (xiv)_____ (win) his first ATP match at Majorca at the age of 15.
- He (xv)_____ (play) with his left hand although he is right-handed.
- He (xvi)_____ (create) the Fundación Rafael Nadal.

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

1. I_____ to the library yesterday. (go)
2. Suma _____ thirteen tomorrow. (to be)
3. My friend _____ the guitar every evening. (play)
4. They _____ their car. It looks new again. (clean)
5. Tara _____ her leg a week ago. (break)
6. She _____ ill for the past two weeks. (ill)
7. Sama _____ her bag at home. (leave)
8. Our neighbour's cat _____ with all us all the time. (play)
9. They _____ out when I dropped in at their place. (go)
10. Be quiet. The baby _____. (sleep)

Q9. Fill in the correct form of the Present Perfect tense:

1. The earth _____ here for billions of years (be).

2. We _____ cards for the last few hours (play).

3. We _____ problems with our new car recently (have)

4. _____ on anything interesting lately ?(you work)

5. Cuba _____ a socialist country since 1959 (be)

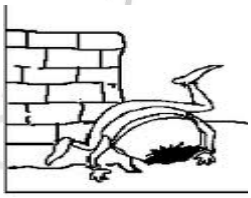
6. I _____ care of my neighbour's cats while they are away (take)

7. I _____ my car for three years (have).

8. _____ an important fight? (the boxer , ever, win)

9. John and Mary _____ with each other since the day they got married.(quarrel).

10. It _____ hard since last night (rain).



Q10. Humpty Dumpty has written a letter but there is a mistake in each line. Can you help correct it? Note down what is wrong in column 'A' and your correction in column 'B'. The first one has been done for you.

	A	**B**
Dear all the king's men	1) king's	King's
Help! have you forgotten that	2) _____	_____
Im still lying here next to the wall?	3) _____	_____
I do'nt mean to trouble you all . I	4) _____	_____
know you are busy with a	5) _____	_____
Kings work but can you try	6) _____	_____
hardest to put me together again.	7) _____	_____
I am worred, the situation can become	8) _____	_____
dangerous. The owner of the resturant	9) _____	_____
across of street may come and I may	10) _____	_____
land up on some body's plate!		
Sincerely		
Humpty Dumpty		

SANSKRITI THE CIVIL SERVICES SCHOOL

Literature

Brown Wolf

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

The story begins with Walt and Madge discovering a tired and famished wild dog outside their home. They fall in love with this peculiar visitor. This wild creature makes no attempt at being social* and often runs away for days on end. They christen him Wolf and make a collar for him with their address inscribed on a metal plate so that he may be returned to the rightful owners, as they assumed themselves to be.
One fine day a stranger, Skiff Miller, appears in the vicinity and curiously the stranger and the dog seem to share a bond. For the very first time since Walt and Madge have known Wolf, he barks. He is very friendly with the stranger and even licks him showing his affection. Skiff Miller stakes a claim on the dog telling them that he was his lead dog in Alaska and that his real name is Brown. Wolf does in fact respond to this new name and seems excited, happy and full of life.
The arrival of Skiff Miller creates a dilemma as to who the real owners of the dog are. The question of whether it is the dog who should decide for himself also arises. Madge believes that the dog should have the choice to decide where he would like to be. She believes that he might be happier with them. The reader is also led to wonder if the dog would, as any free animal, always want to return to his natural habitat. They agree to resolve the matter by letting Brown Wolf decide where he wants to go.
Wolf tries to get the three of them together but seeing neither of them budge, he gives up.
It is a tough decision but in the end, although Wolf is very fond of Madge and Walt, he decides to go back to his natural surroundings, the wild Alaska where he truly belongs.

peculiar- strange, different, unusual
christen- name (him)
vicinity- neighbourhood
stakes a claim- to say or show something as your own, that you have a right to it and it should belong to you.
dilemma- a situation where it is tough to make the correct choice, usually when there are two equally strong choices before a person
resolved- decided
natural habitat- (here) the Alaskan Wild

1. What is the setting of the story? Name the author.

2. What was the 'Homing Instinct' that Walt thought about? Explain with reference to the story.

3. *"Kind of soft," he remarked. "He ain't been on a trail for a long time."*
   a) Who is the speaker of the above lines?
   b) Who is he speaking to?
   c) Who is being referred to as 'he'?
   d) What is being discussed here?

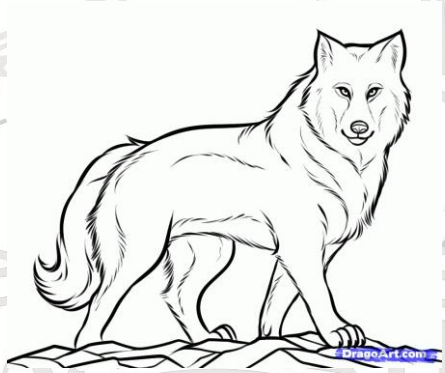
4. Why had it been a task to win Wolf's love?

5. *"It ain't going to be easy, I can tell you that."*
   a) Who is the speaker of these lines?
   b) What is being referred to as 'it'?
   c) Who is the "you" in these lines?

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

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

7. Give an alternate ending to the story in about 100-150 words.



THE CIVIL SERVICES SCHOOL

October

Punctuation

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

Example:

He has gone away.

He has gone away?

He has gone away!

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

The commonly used marks of punctuation are:

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

Q1. Punctuate the following:

a. the next morning the shoemaker said to his wife those elves have been working so hard for us how can we ever repay them
I know said his wife why dont we make something warm for them to wear

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

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

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

(i) Don't use apostrophes for possessive pronouns.
Eg., his book (not his' book)

(ii) Remember that 'its' and 'it's' are not the same. It's is a contraction for 'it is' and its is a possessive pronoun meaning 'belonging to it.'
Eg., The class made its decision. (not 'it's decision)'
It's raining outside. (not 'its raining)'

(iii) Don't use apostrophes for plural nouns.
Eg., She waited for two hours to get her ticket. (not 'She waited for two hours' to get her ticket)'

Q2. Insert the apostrophe wherever necessary.

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

_____

_____

b. Ive bought the Oxford Advanced Learners Dictionary.

_____

c. Shell fetch it, wont she?

_____

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

_____

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

_____

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

THE CIVIL SERVICES SCHOOL

Once, Renu's mother took her to a musical concert. Renu enjoyed it very much and said to her mother ____"I too would like to learn music." Renu's mother agreed and got her admited _____ to a musical school for piano lesons _____. Before going for her music class _____ Renu always revised her notes. She was afriad _____ of making mistakes _____ Once she forgot to revise and her teacher was very angery _____. "why _____ didnt _____ you revise at home

today _____" her teacher skolded _____ her. Since then _____ Renu has never forgoten _____ to revise her notes.

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

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

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

Dear Family	Incorrect Word	Correct Word
a) As you're aware, I've been a loyal dog for five years.	_____	_____
b) Its always been a pleasure being your dog.	_____	_____
c) But I hate a doghouse you've built for me. It's too small.	_____	_____
d) I've nowhere to entertain store my toys and above all	_____	_____
e) it's not safe! there is no lock let alone an alarm system.	_____	_____

SANSKRITI THE CIVIL SERVICES SCHOOL

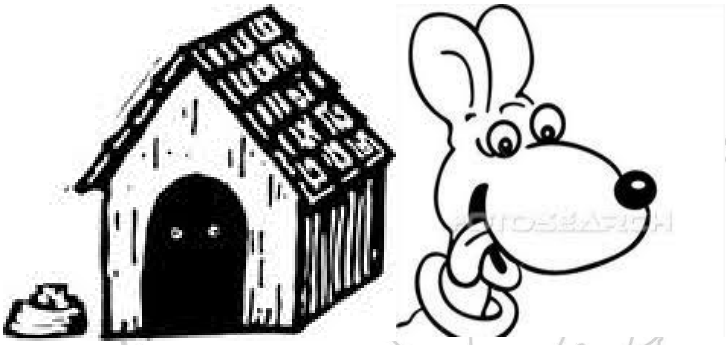
f) I've hired a architect to draw up a plan for my new house. _____ _____

g) Its pictures are in the latest issue of 'dog fancy.' _____ _____

h) Will you be free tomorrow to discuss it. _____ _____

Your pet

Poochie Doodles



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

whats the matter asked mrkumar

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

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

but I dont have the bat anymore said ranji

any bat will do said mrkumar

what do you mean

I mean its the batsman and not the bat that matters

_____

_____

_____

_____

SANSKRITI THE CIVIL SERVICES SCHOOL

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

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

Q8. Punctuate the following:

1. hello said the man

2. what are you doing said fred

3. stop shouted the policeman

_____

4. wait a minute said mark dont i know you from somewhere

_____

5. i know what well do said lucy well go to the pictures

_____

6. can I come in asked the man

_____

7. no screamed the man

_____

8. come here said grandma i want to see how much you have grown

_____

9. is that my bag asked daniel i thought id lost it

_____

10. run shouted sally the dog is after us

_____

11. i know what i want for my birthday said tina a brand new car

_____

DIALOGUES- EXAMPLE:

1.he shook the tree so hard said joan that the apples fell to the ground
"He shook the tree so hard," said Joan, "that the apples fell to the ground. "

2.i've never been to california remarked jane maybe my family will go this summer
"I've never been to California," remarked Jane. "Maybe my family will go this summer."

1.has he brought any papers home asked mother

_____

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

_____

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

_____

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

_____

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

_____

SANSKRITI THE CIVIL SERVICES SCHOOL

PROVERBS

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

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

1. People in glass houses shouldn't throw stones.
2. Blood is thicker than water.
3. You can't have your cake and eat it.
4. When in Rome do as Romans do.
5. Two heads are better than one.
6. Paddle your own canoe.
7. The proof of the pudding is in the eating.
8. Rome was not built in a day.
9. There is no rose without a thorn.
10. As you sow, so shall you reap.

A. Adapt to the circumstances.
B. Happiness and sorrow go hand in hand.
C. Ties of relationship are greater than other connections.
D. Consultation is helpful.
E. Perseverance will bring success.
F. Think of your own mistakes before blaming others.
G. Efforts and success go in proportion.
H. Experience alone can show the value of a thing.
I. One can't have everything.
J. Mind your own business.

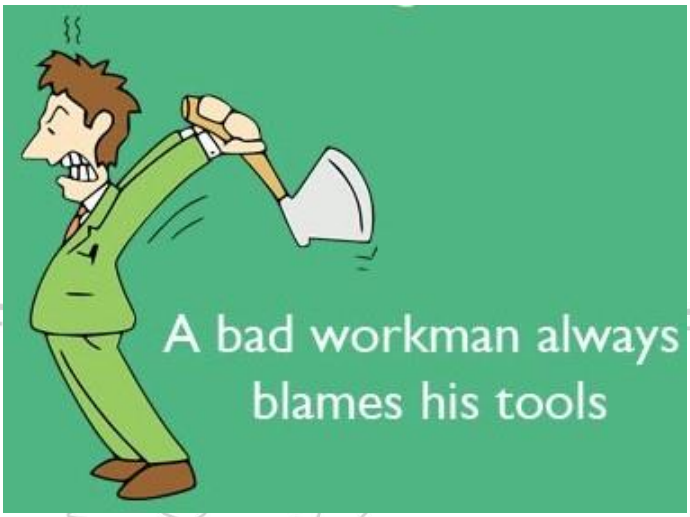
Q2. Complete the following proverbs:-

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

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

SANSKRITI THE CIVIL SERVICES SCHOOL

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



विद्या च विमुच्यते
SANSKRITI
THE CIVIL SERVICES SCHOOL

Fun English ……. Funny English

For Those who Reed and Right

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

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

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

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

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

If teachers taught, why didn't preachers praught?

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

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

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

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

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

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

going on.

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

AUTHOR UNKNOWN or is it KNOTKNOWN?

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

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

Medora: "AB, F U NE X?"
Jeremy: "S, V F X."
Medora: "F U NE M?"
Jeremy: "S, V F M."
Medora: "OK, L F M N X."
Could you understand the talk between Medora and Jeremy ?

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

"Abey, have you any eggs?"
"Yes, we have eggs."
"Have you any ham?"
"Yes, we have ham."
"OK, I'll have ham and eggs."

0 I CUR MT = Oh I see you are empty.
0 U QT. U R A BUT = Oh, you cutie. You are a beauty.
C, D N S X! S, I C. D N S 5 X = See, the hen has eggs! Yes, I see. The hen has five. eggs.
I NV U = I envy you.

The ABC words IOU (I owe you) has made it into the dictionary. A remarkable ABC line that I have seen is AB C D EFG, which contains the seven letters in alphabetical order. It is translated as "Abie, see the effigy."
Here is a list of words in ABC language:

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

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

Spelling List

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

Social Studies

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

Science

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

Some other words

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

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

DICTIONARY OF CITIES

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

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

Answers

1. Eccentricity 2. Incapacity 3. Capacity 4. Electricity 5. Ferocity 6. Atrocity
7. Rapacity 8. Velocity 9. Audacity 10. Precocity 11. Felicity

12. Pugnacity 13. Veracity 14. Elasticity 15. Authenticity 16. Perspicacity 17. Sagacity 18. Rusticity 19. Mendacity 20. Publicity 21. Domesticity 22. Duplicity

ENIGMAS

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

I'm not in earth, nor the sun, nor the moon.
You may search all the sky - I'm not there.
In the morning and evening - though not in the noon -You may plainly perceive me, for, like a balloon,
I am midway suspended in air.
Though disease may possess me, and sickness and pain, I am never in sorrow nor gloom;
Though in wit and wisdom
I equally reign,
I'm the heart of all sin and have long lived in vain;
Yet I ne'er shall be found in the tomb.

The answer is "I".

Another one:

The beginning of eternity,
The end of time and space,
The beginning of every end,
The end of every place.

The answer is "E".

Yet another one:

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

The answer is POSTMAN.

SANSKRITI
THE CIVIL SERVICES SCHOOL

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

Mowgli is a young boy. He has lived with a pack of wolves in the jungle since he was a baby. Bagheera the panther and Baloo the bear have been his friends and teachers. One day , Mowgli is captured by the monkeys and taken to their home on the edge of the jungle. Bagheera and Baloo, with the help of Kaa the rock python come to rescue him.



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

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

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

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

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

3.Where did the monkeys push Mowgli?

4.What kind of a snake was Kaa?

5.How do you think Mowgli felt when he heard 'Bagheera's light feet on the terrace'?

6. Mowgli a young boy has lived all his life with-
a)adults
b) boys and girls
c) wolves and other animals

7. When Bagheera attacked them
a) They ran away
b) They let Mowgli go
c) They attacked him

SANSKRITI
THE CIVIL SERVICES SCHOOL

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

My Comfort Zone

I used to have a comfort zone where I knew I wouldn't fail.
The same four walls and busywork were really more like jail.
I longed so much to do the things I'd never done before,
But stayed inside my comfort zone and paced the same old floor.

I said it didn't matter that I wasn't doing much.
I said I didn't care for things like commission checks and such.
I claimed to be so busy with the things inside the zone,
But deep inside I longed for something special of my own.

I couldn't let my life go by just watching others win.
I held my breath; I stepped outside and let the change begin.
I took a step and with new strength I'd never felt before,
I kissed my comfort zone goodbye and closed and locked the door.

If you're in a comfort zone afraid to venture out,
Remember that all winners were at one time filled with doubt.
A step or two and words of praise can make your dreams come true.
Reach for your future with a smile; success is there for you!

Anonymous

Q1: What comfort does the poet talk about in stanza 1 and 2?

Q2: Pick out those lines from Stanza 1 and 2 which tell that the poet has a craving to come out of the comfort zone?

Q3: How does the poet come out of the comfort zone? What inspires him to do so?

SANSKRITI THE CIVIL SERVICES SCHOOL

Q4: What advice does the poet give to the readers?

Q5: Find a phrase in the poem that means the same as:

a. a great desire:_____

b. daring to move out: _____

GRAMMAR

CONJUNCTIONS

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

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

Examples:

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

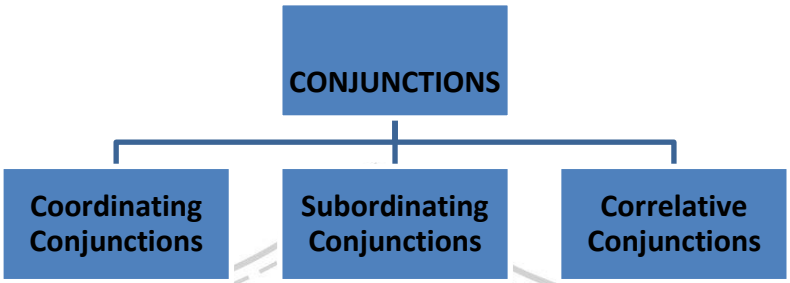
In sentence 1, **my brother** and I, are joined by the conjunction **and**.
In sentence 2, **because** gives a reason why he was liked.

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

Either it may rain**or** the winds will blow.
He is **neither** a good speaker **nor** a good writer.
Trees **not only** give fruits **but also** provide shade in summer.

Though he worked hard **yet** he failed.
No sooner did he see the policemen **than** he ran away.

KINDS OF CONJUNCTIONS
Conjunctions are of three kinds.



1. **Coordinating Conjunction** is used to join words/statements that are equal in importance.
   The words *for, and, nor, but, or, yet* and *so* (**FANBOYS**) are coordinating conjunctions.

   Examples: a. John can read **and** write English.
   b. I don't like to play chess **or** monopoly.

2. **Subordinating conjunction** helps to join two statements, one of which is dependent on the other and adds meaning to it.
   The words *after, although, because, before, if, since, than, that, though, till, until, when, where*, and *whether* are subordinating conjunctions.

   Examples: a. **After** the rains, the farmer sows his seeds.
   b. She has been smiling **since** she got that appointment letter.

3. **Correlative conjunction** appears as pairs. They link two sentences that are equal in importance.
   The words *neither-nor, either-or, not only - but also, such-as, so-that, so-as, whether-or* are correlative conjunctions.

   Examples: a. Gagan Narang is **so** sharp **that** no one can beat him in shooting.
   b. She was **neither** sad **nor** happy to hear the news.

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

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

b) The sky was clouded. It started raining.

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

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

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

f) His life style is lavish. He should control his expenses.

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

h) Take your umbrella. It may rain.

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

j) She had a bad throat. She sang well

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

a) I plan to take my vacation _____ in June _____ in July. (whether / or, either / or, as / if)

b) _____ I'm feeling happy _____ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)

c) _____ had I taken my shoes off _____ I found out we had to leave again. (no sooner / than, rather / than, whether / or)

d) _____ only is dark chocolate delicious, _____ it can be healthy. (whether / or, not / but, just as / so)

e) _____ I have salad for dinner, _____I can have ice cream for dessert. (if /then, when / than, whether / or)

f) _____ flowers _____ trees grow during warm weather. (not only / or, both / and, not / but)

g) _____ do we enjoy summer vacation, _____ we _____ enjoy winter break. (whether / or, not only / but also, either / or)

h) Calculus is _____ easy _____ difficult. (not / but, both / and, either / or)

i) It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)

j) Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)

3. Fill in the blanks with suitable conjunctions:

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

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

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

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

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

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

1. Wait here unless I come.

2. Neha came where her brother didn't.

3. He got a certificate besides a cash prize.

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

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

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

7. Sonia was tired although she continued her work.

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

9. Either read a book nor do your homework.

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

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

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

6. Fill in the blanks with the correct subordinating conjunction.

a) If you say so, I shall believe it.
b) Everyone likes him as/because/since his behavior is such.
c) I danced while she sang.
d) Come back before Mom returns.
e) It has been raining since Monday.

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

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

8. The following passages have not been edited. There is an error in each line. Write the incorrect word and the correct word in your answer sheet against the correct blank numbers in your answer scripts:

SANSKRITI
THE CIVIL SERVICES SCHOOL

A.

One of the great mysteries in aviation	(a) _____
history is the disappearance of a first woman pilot,	(b) _____
Amelia Earhart, in 1937. During her attempt to	*(No Error)*
fly over the globe, her navigating ship	(c) _____
loses radio contact with her over the Pacific Ocean.	(d) _____
The official search for this American hero have no results,	(e) _____
because it was the most expensive search in US history.	(f) _____

B.

Earhart had served as the nurse in World War I	(a) _____
so had admired women achievers since her childhood.	(b) _____
Despite a health problem, she moves to	(c) _____
California for flight training. When buying	(d) _____
her own plane, she went on to set an world	(e) _____
record for the higher altitude reached by	(f) _____
a woman. She was both a first woman	(g) _____
passenger to fly through the Atlantic ocean	(h) _____
and later, the first women pilot to do so.	(i) _____
Many books and films has been based	(j) _____
on her inspiring life after sudden disappearance.	(k) _____

Story Writing (Guided)

Story -Expansion From Outlines

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

How To Build Up A Story From A Given Outline:

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

SANSKRITI THE CIVIL SERVICES SCHOOL

- Organization
- Vocabulary
- Conventions
- Ending

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

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

The King and The Foolish Monkey

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

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

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

Q2.A slave runs away from his master—sees a lion crying in pain—slave takes out the thorn—from the lion's paw—a few months later slave in danger—ordered to be thrown before a hungry lion—lion rushes at him—licks his face—remembers his kindness—lion and slave both set free.

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

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

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

THE OTHER SIDE

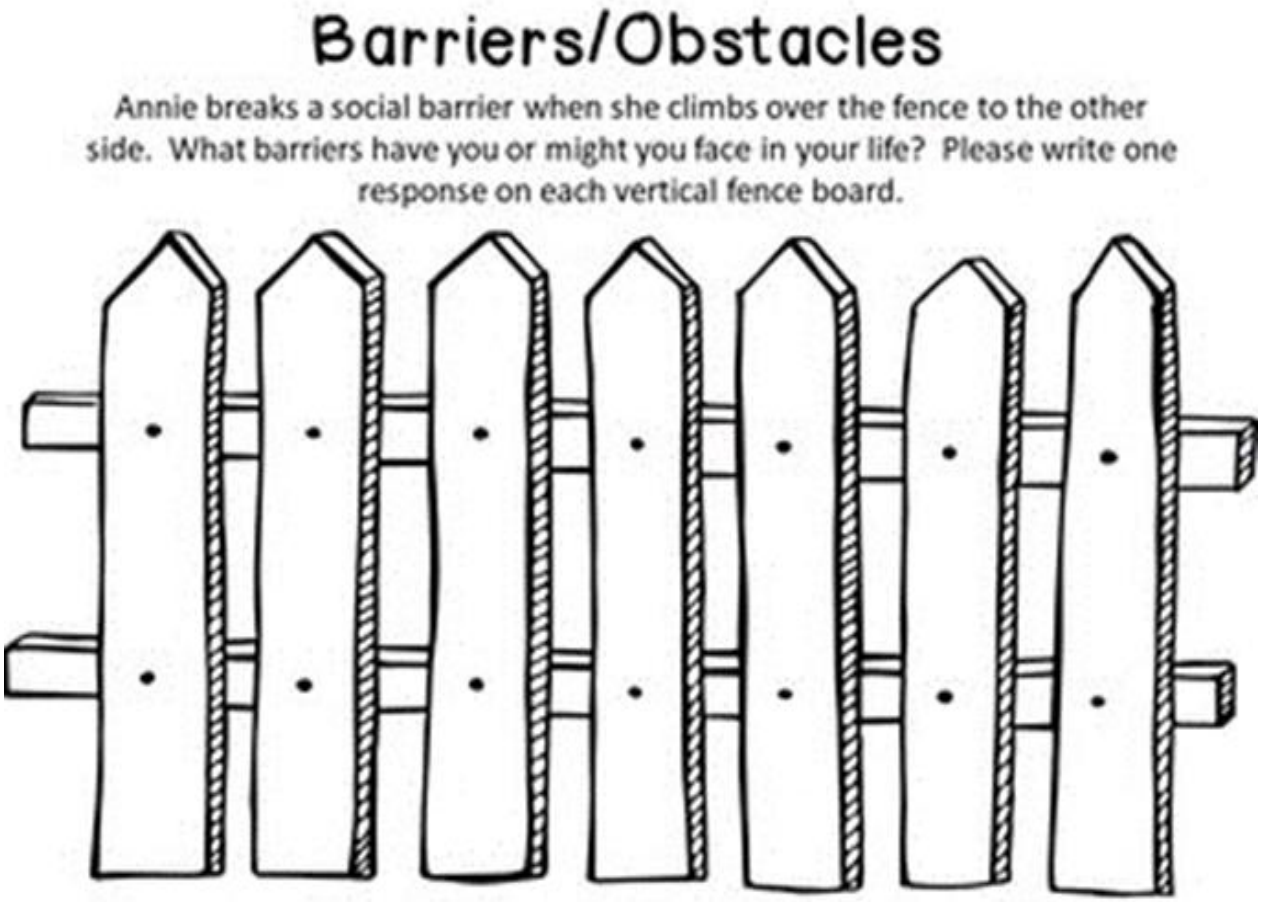
-Jacqueline Woodson

This chapter has been taken from a book called The Other Side by Jacqueline Woodson. It talks about the racial tensions which happened during the Civil Rights movement in the 1960s. It is a tale about the fences that kept people of different races apart. In this chapter, the fence is portrayed as a silent, yet powerful representation of segregation. The fence is a metaphor for separation. The White live on one side of the fence and the Black live on 'the other side'. The protagonist of the story is Clover, a young African-American girl. She lives beside a fence which segregates her town. She sits in her yard wondering about the fence that stretches through the town, separating white people from black. Clover's mother says that it isn't safe to cross the fence that segregates their African-American side of the town from the white side.

As the story progresses, Clover's curiosity is sparked by a young girl, who is seen sitting on the fence. Since she is not allowed to climb over the fence, she watches the other girl from a distance. Each stares at the other, yearning to know more, but they don't communicate. Annie's first interaction with Clover and her friends is marked by rejection as she finds herself unwelcomed to join in a game of jump rope. One day Clover musters the courage and ventures near the fence. Her courage is accompanied by a feeling of freedom. She learns that Annie, the girl on the other side of the fence, has also been told not to cross the fence. Since their parents never said anything about sitting on the fence, they decide to sit on the fence together. The two girls instantly strike up a friendship. The barrier(fence) between the new friends becomes a peaceful perch where the two spend time together throughout the summer. The two little girls dare to become friends, despite the mistrust and fear during the Civil Rights era. They push the boundaries set by their parents, sitting on the fence at first, but not crossing it; testing the waters to see what would happen. The narrator's mother notices the blossoming friendship and subtly encourages it. As their friendship continues to build, even Clover's friends welcome her in.

"Someday somebody's going to come along and knock this old fence down," Annie says. In this manner, the children question societal norms. The Other Side offers the hope that even small acts between just a few people can lead to change. It also shows us how simple it is to bridge a fence, and how it can even become the site of understanding and acceptance rather than exclusion.

Q1. Why did Clover's mother warn her not to climb over the fence?
Q2. From Clover's perspective, the fence seemed "bigger" that summer. What do you think Clover means by this?
Q3. In the beginning of the story, why do you think the two girls stare at each other from across the fence?
Q4. What does the fence symbolise?
Q5. How did sitting on the fence impact the attitude of Clover's friends towards Annie?
Q6. "Someday somebody's going to come along and knock this old fence down."
a) Who said this to whom?
b) What does the speaker mean to say?
c) What would happen if the fence is knocked down?
Q7. How is the fence used as a metaphor in this story?
Q8. How did the Clover and Annie work out a way around this racial barrier?
Q9. The fence symbolises different ideas in the beginning,middle and end of the story. What are they?
Hint: segregation/courage,friendship/freedom,friendship,unity,hope to end segragation
Q9. Can you think of any other physical structure that divided two communities in the past?



THE FOUNTAIN

-James Rusell Lowell

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

The poet describes the fountain in three different aspects. In the sunshine, it is glittering and upward leaping. In the moonlight, it appears snowy white and sways rhythmically like flowers when the wind rushes. Under the starlight, it rises and falls like spray. It is always cheerful, never tired of moving upwards continuously. It seems to be happy in all kinds of weather finding its rest in constant movement. It looks as if it cannot be controlled, changing every moment and yet being the same fountain. It seems as if it

aspires continuously to rise. It is in its element both in sunshine and darkness. The glorious fountain inspires us to be happy and be constant in our positive attitude towards life whatever difficulties may befall us.

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

Poetic Devices:

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

Q1. What is the central theme of the poem?
Q2. How does the fountain appear in the sunshine and moonlight?
Q3. What does the fountain do from morning till night?
Q4. How has the nature of the fountain been described in the poem?

Q5. What lessons can we learn from the constantly 'heavenward' moving fountain?
Q6. What is the condition of the fountain in all weathers?
Q7. Can the fountain be tamed? Give reasons for your answer.
Q8. How does the fountain inspire the poet?

Q9. What are the contrasting qualities of the fountain?
Q10. According to the poet, how does the fountain move when the wind blows?
Q11. How do you know that the fountain is always cheerful?
Q12. Identify the various figures of speech in the poem.

SANSKRITI
THE CIVIL SERVICES SCHOOL

December

Tree Climbing

Read the following passage and answer the questions:

All of us have climbed trees sometime or other, either for fun or to pick mangoes or to hide from animals! But did you know that tree climbing is now an adventure sport, especially in the USA and Japan, and that there is an organization called Tree Climbers International that has more than 800 members?

What is tree climbing? It is a sport in which the climbers climb up a tall tree in a slow two-step process: They stand in stirrups in a rope, and advance roughly 45 centimeters at a time—a motion they repeat hundreds of times to reach the top.
Why tree climbing? Is tree climbing dangerous? Does it hurt the tree? These are some of the questions about tree climbing that arise in our minds.
Most people who climb trees do it for the sheer fun and adventure in it, and consider it a recreation that blends itself beautifully with nature and seasons and brings together friends. Tree climbers don't use spikes, and their harness and ropes do not harm the tree in any way.
John-san, a tree climbing instructor and founding member of Tree Climbing Japan, says entire experience is about safety and equipment, team work, and having fun. He finds oneness with nature above the ground and he is eager to draw into the world anyone who is prepared to experience what he calls the miracle of tree climbing.
John-san feels there are unlimited opportunities for personal growth when climbing trees. His organization brings abused children and people with disabilities to a magical place where they can safely experience h wonder of nature
It is the therapeutic properties of tree climbing that John-san promotes most often. John-san recalls the times when he had invited a wheelchair-bound woman to climb with his group as part of his ongoing programme called Tree-hab. It was an experience that the woman could never forget. Being in a wheelchair she was used to people looking down at her. But in the tree she felt equal with everyone else. She was face to face with other climbers and could look down to see people on the ground. In the tree she felt she was flying—something for which she didn't need her legs!

1. How is tree climbing an adventure sport?

---

1. '… a magical place…' What is the magical place being referred to? Why is it magical?

2. Who has benefitted the most from the efforts of the programme Tree-hab?

3. Describe the experience of the physically disabled woman on the tree.

4. State whether True or False:

a. Tree climbing is a popular sport only in Japan. _____

b. Tree climbing causes damage to trees. _____

c. Tree climbing is a dangerous sport. _____

5. Match the words with their meanings:

	Words		**Meanings**
1	Stirrups		helping one to relax and feel better
2	Recreation		a set of straps for fastening something to a person's body
3	Blends		metal objects for putting feet while riding a horse
4	Spike		children who are treated very badly
5	Harness		enjoying and relaxing when one is not working
6	abused children		a piece of metal, wood, etc that has a sharp point at one end
7	Therapeutic		Combines

SANSKRITI THE CIVIL SERVICES SCHOOL

Read the poem and answer the questions that follow:

The English language

Some words have different meanings
and yet they are spelt the same.
A cricket is an insect,
To play it-it's a game.
On every hand, in every land,
It's thoroughly agreed,
the English language to explain,
is very hard indeed.

Some people sat that you are a dear,
yet dear is far from cheap.
A jumper is a thing you wear,
Yet a jumper has to leap.
It's very clear, it's very queer,
And pray who's to blame
For different meanings to same words
Pronounced and spelt the same?

A little journey is a trip,
A trip is when you fall.
It doesn't mean you have to dance
Whene'er you hold a ball.
Now here's a thing that puzzles me:
Musicians of good taste
Will very often form a band—
I've one around my waste!
On every hand, in every land,
It's thoroughly agreed,
the English language to explain,
is very hard indeed.

Q1: What aspect of the English language does the poet find difficult to understand?

_____

_____

Q2: Do you agree with the poet that the English language is hard to explain and learn? Why/Why not?

_____

_____

SANSKRITI THE CIVIL SERVICES SCHOOL

Q3. What is the 'thing' that puzzles the poet?

_____

_____

Q4: On the basis of your reading, write the two meanings of the following words:

a. cricket-_____

b. jumper -_____

c. trip-_____

d. dear-_____

e. ball-_____

Q5. List two more examples of words that have the same spelling and pronunciation but different meanings.

_____

_____

_____

SANSKRITI
THE CIVIL SERVICES SCHOOL

Grammar

Adjectives

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

Examples:

a **fabulous** diamond

a **playful** puppy

a **skillful** worker

an **exciting** story

- ➢ Most adjectives come before the noun they qualify

  e.g. a **beautiful** swan, a **graceful dancer**

- ➢ Sometimes adjectives follow a noun they qualify

  e.g. The cat is **blind**. The sound is **pleasant**.

- ➢ Some adjectives follow verbs

  e.g. It is getting **dark**. It appears **clean**.

KINDS OF ADJECTIVES

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

Examples: Who, whose, which, what
Whose clothes are these?

6. **Possessive adjectives** modify nouns by telling whom it belongs to.
Examples: My, yours, his, hers, their, ours etc.
Those are **his** books.

1. Fill in the blanks with appropriate adjectives:

a. a _____ author

b. an _____ lady

c. a _____ person

d. a _____ angle

e. an _____ bus

f. a _____ mouse

g. a _____ sky

h. a _____ dancer

2. Write the opposites of these adjectives:

a. gentle _____

b. confident _____

c. polite _____

d. boring _____

e. clever _____

f. loud _____

g. grateful _____

h. deep _____

3. Tick the correct adjective in the following sentences:

a. It was fun to open those/each gift.

b. Every/These dress in the shop was made of 100% cotton.

c. Those/That painting has a beautiful frame.

d. These/Either pullover will look good on you.

e. What/ Which table have you reserved?

COMPARISON OF ADJECTIVES

Study the following sentences

Jane is a *pretty* girl.
Mary is *prettier* than Jane.
Lizzie is the *prettiest* of the three.

The adjective *pretty* denotes Positive degree. It is used when no comparison is being made.
The adjective *prettier* is used when two things of same class are compared together. This is the Comparative degree.
The adjective *prettiest* tells us that of the three girls Lizzie is highest in comparison.

a. The Comparative degree is generally followed by a *than ; as*
Anil is wiser than Vijay.

b. The Superlative degree is preceded by *the* and followed by *of* , as
Mary is the cleverest of all the girls.
Raman is the ablest of all the boys.

Examples:

Positive	***Comparative***	***Superlative***
deep	deeper	deepest
strong	stronger	strongest
able	abler	ablest
true	truer	truest
wise	wiser	wisest
thin	thinner	thinnest
big	bigger	biggest
happy	happier	happiest
merry	merrier	merriest
gay	gayer	gayest
beautiful	more beautiful	most beautiful
pleasant	more pleasant	most pleasant
bad, ill	worse	worst
far	farther	farthest

SANSKRITI THE CIVIL SERVICES SCHOOL

many	much	most
up	upper	uppermost
old	older, elder	oldest, eldest

ORDER OF ADJECTIVES

When we use more than one adjective, we have to put them in the right order, according to their type.

Opinion ▸ Size ▸ Age ▸ Shape ▸ Colour ▸ Origin ▸ Material ▸ Purpose

Examples: a. a small round wooden bowl
b. a big green sleeping bag

CORRECT USE OF ADJECTIVES

a) Later, latest: Both denote time.**' Later'** is opposed to **'earlier':**

Rita Came to the class ***later*** than I.
What is the ***latest*** news?

b) **Latter, last** : Both are used for position or order. **'Latter'** is opposed to **'former'**:

Krishnan and his friend work together.
The former is a painter, the ***latter*** is an artist.
He lives in the ***last*** house in the lane.

c) **Nearest,** next: **'Nearest'** refers to distance:

Which is the ***nearest*** general store?

'Next' refers to order"

Whose turn is ***next***? Mr. Chand lives in the ***next*** house.

d) **Elder, eldest**: Both are used for members of the same family. **'Elder'** is never followed by **'than'**:

Ravi is my ***elder*** brother.
Parul is his ***eldest*** daughter.

e) Older, oldest : Both are used for persons and things:

She is ***older*** than I am.
This tree is ***older*** than that.
Sridhar is the ***oldest*** villager.
This is the ***oldest*** temple in our village.

f) **Farther, further**: **'Farther'** means more distant:

There is a post office at the ***farther*** end of the street.

'Further' means additional:

She received no ***further*** help.

4. Put a tick mark against the correct word given in brackets:

1. Did you hear the (**latest, last**) news?
2. He is not fond of (**this, these**) kind of sweets.
3. My friend lives in the (**nearest, next**) town.
4. Who is (**more, most**) beautiful, Anne or Rita?
5. The Principal accepted the (**latter, later**) proposal.

6. Of the two brothers, Rakesh is the (**elder, eldest**).
7. Sarita came (**later, latter**) than I expected.
8. Can you do this without (**further, farther**) delay?
9. Maya is my (**older, elder**) sister.
10. She is inferior (**than, to**) her in social position.

5. Underline the correct words in the brackets.

1. It is (cold, colder, coldest) in December than in June.
2. We must dig a (deep, deeper, deepest) well; this is not deep enough.
3. Mr. Wang is probably the (rich, richer, richest) man in this town.
4. Nobody likes him because he is a (proud, prouder, proudest) person.
5. The (pretty, prettier, prettiest) girl will win the contest.
6. I am sorry. Please do not be (angry, angrier, angriest) with me.

THE CIVIL SERVICES SCHOOL

7. You are the (forgetful, more forgetful, most forgetful) person I have ever known.
8. It is (enjoyable, more enjoyable, most enjoyable) to read the story than see the film.
9. Which is the (good, better, best) place to set up the tent?
10. Mrs. Hong is as (intelligent, more intelligent, most intelligent) as Mrs. Ling.

6. Fill in each blank with the correct form of the word in the brackets.

1. I need a _____ (bright) bulb. This light is too dim.

2. It is getting _____ (dark). Let's go back.
3. Diamond is the _____ (hard) precious stone.
4. This colour is _____ (attractive) than that colour.
5. This is the _____ (sharp) knife on the tray.
6. Do you think a dog is _____ (lovable) than a cat?
7. Prevention is _____ (good) than cure.
8. What is the _____ (little) price you can take?
9. He had seen _____ (happy) days.
10. Lead is _____ (heavy) than any other metal.

7. Fill in the blanks in the following passages using the appropriate form of the words given in the brackets. (The first blank has been filled for you.)

Oliver Burr has set a new world record. At thirteen, he is the *youngest* (young). Briton to climb the Matterhorn, one of the _____ (high) peaks in the Swiss Alps. He is three years _____ (young) than the usual minimum age for even attempting the climb.

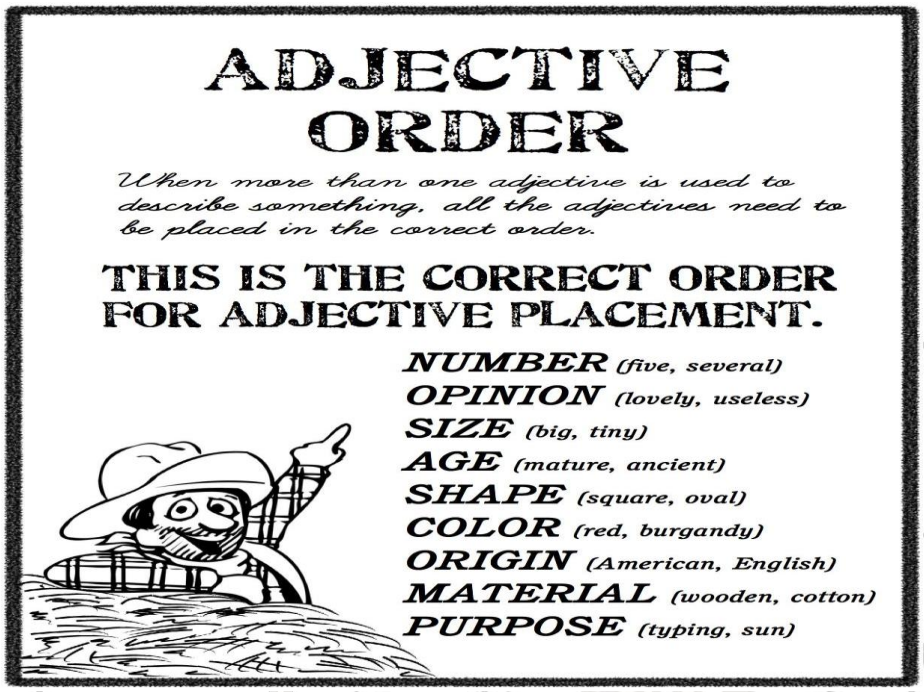
"The climb was even _____ (hard) than I had thought," says Oliver. "Several times I felt like giving up but somehow I persisted. When we got to the top, we could see the other peaks. It was truly the _____ (great) sight!"

His mother thinks he should have tried climbing something _____ (small). Actually, he is going to try an even _____ (big) climb next year; the 4,807 m Mount Blane!

8. Here are some amazing facts about birds:

a. The _____ (large) living bird is the Ostrich which can grow to a height of over 2.5 m and weigh as much as 155 kg. Although unable to fly, it can run _____ (fast) than most animals.
b. The _____ (small) bird is the Bee hummingbird of Cuba. It measures about 60 mm long and weighs less than 2gms. This makes it _____ (light) than many insects.
c. The _____ (heavy) flying bird is the Kori Bustard of Africa. It can weigh as much as 21 kg and although it can fly it prefers to run away from danger.

d. The Rufus Oven bird of South America is probably the _____ (clever) bird. It is sometimes called the Potter bird because of the way it builds nests out of mud. These nests are _____ (strong) than anything other birds build.



9. State whether the following sentences have the correct order of adjectives or not. Put a tick ( ) for the correct one and a cross (X) for the incorrect one. In case of the latter, write the correct order.

1. At home there is a **beautiful wooden square** table in the dining room.
2. I was offered **a gold unusual** ring by my husband.
3. My grandmother has knitted **a new nice woollen** pullover for me.
4. I saw **an interesting old American** movie with friends at home.
5. It may rain! There are **big black** clouds floating in the air.
6. It was such **a lovely sunny** day that we decided to go out for a walk.
7. My daughter has **black long beautiful** hair.
8. Last week, I visited **a lovely little old** village in a remote place.
9. The gallery exhibited mainly **French old strange** paintings.
10. John was given **a little black adorable** kitten by his sister.

SANSKRITI THE CIVIL SERVICES SCHOOL

11. It started to rain so I opened **a red and yellow enormous** umbrella.

12. A **shiny Italian new sports car** was parked opposite my house.

10. Rewrite the following adjectives in the correct order.

1. an/German/old/yellow/car _____
2. a/cloth/big/red/bag _____
3. a/cotton/dirty/old/tie _____
4. an/exciting/French/new/band _____
5. a/blue/beautiful/sailing/boat _____
6. a/old/Italian/wonderful/clock _____
7. a/old/ big/ antique/ really/green/car _____
8. a/ pink/ disgusting/ plastic/ ornament _____

Integrated Grammar

The following passages have not been edited. There is one error in each line against which a blank has been given. Write the incorrect word as well as the correct one in the space given.

A.

	Incorrect word	Correct word
To make fun on others is a bad	_____	_____
Often we took pleasure in making	_____	_____
fun of others. But where someone else	_____	_____
makes fun of ours we feel so annoyed.	_____	_____
Remember, we could do to others	_____	_____
what we expect other to do to us.	_____	_____

B.

	Incorrect word	Correct word
Energy is very essential in	a._____	a._____
succeed in life. It was absolutely	b._____	b._____
essential that you can eat	c._____	c._____
a proper diet and done enough exercise	d._____	d._____
to enhance their energy level	e._____	e._____
The energy level indicates the stamina	f._____	f._____
under		
a person. It gives their pleasure and	g._____	g._____
enjoyment at performing their daily	h._____	h._____
task.		

Direct and Indirect Speech

Direct speech reports the exact words of the speaker. In indirect speech, we report what the speaker said without quoting his/her exact words.

For example,
Peter said, 'I want to buy a pen' (direct)
Peter said that he wanted to buy a pen. (indirect)

Let us compare the two ways of speaking.

Direct Speech	**Indirect Speech**
The exact words of the speaker are repeated.	The speaker's words are repeated by someone in his or her words.
The words of the speaker are enclosed within inverted commas.	Since the exact words of the speaker are not reproduced, the inverted commas are removed.
The introductory verb is said.	The introductory verb is usually said or told.
A comma separates the introductory part and the exact words of the speaker.	The subordinate conjunction that is used to join the introductory part to the reported part. The comma is not used.
The speaker uses the first person pronoun to speak for himself/herself.	The first person pronoun is changed to third person pronoun.
The verbs are usually in the present tense forms. is, am, are has, have can shall, will must	The verbs are usually changed to the corresponding past tense forms. was, were had could should, would had to

All present tense forms of the verb in direct speech are changed into past forms in indirect speech.

Direct Speech	**Indirect Speech**
Simple Present	Simple Past

I said, "I am very happy."	I said that I was very happy.
Simple Past Ram said, "You gave me fright."	Past Perfect Ram said that he had been given fright.
Present Continuous "You are singing well," said Suman.	Past Continuous Suman said that I was singing very well.

If the reported speech expresses a universal truth or reports a statement that is still true now, the tense of the verb remains unchanged.

Direct: The teacher said, "Honesty is the best policy."
Indirect: The teacher said that honesty is the best policy.

Direct: He said, "The earth moves round the sun."
Indirect: He said that the earth moves round the sun.

When we change direct speech to indirect, expressions of time and place indicating nearness are changed into ones denoting distance.

	Direct Speech	**Indirect Speech**
Adverbs of time	Now ago today tomorrow yesterday last year next Monday	then before that day the next day/the following day the previous day/the day before the previous year/the year before the following Monday
Adverbs of place	Here Herein	there therein
Demonstratives	This These	that those

Change these sentences into indirect speech.

1. Rama said, "I am not well."

_____

2. She said, "My doll has broken."

_____

3. Siya said to me, "I am your sister's classmate."

_____

4. Jack said to Harry, "I know you."

_____

5. The athlete said, "I must win this championship."

_____

6. The principal said to us, 'You should be punctual.'

_____

7. The man said to the counsellor, 'The supply of drinking water is inadequate.'

_____

8. I said to my friend, 'You are not serious about the work.'

_____

9. He said to the painter, "You are taking too long to finish the portrait."

_____

10. The teacher said to the students, "They are visiting the museum."

_____

SANSKRITI
THE CIVIL SERVICES SCHOOL

11. The teacher said, "The moon is Earth's satellite."

_____

12. The children said to me, "We are working."

_____

13. George said, "I have eaten lunch."

_____

14. Maya said to her sister, "I do not like peanuts."

_____

15. Mr. Bose said, "Swami must go tomorrow."

_____

16. Rajam said to Mani, "You are my only friend."

_____

17. Gayatri said, "My aunt is baking a cake."

_____

18. Father said, "I am going to Delhi."

_____

19. Lucy said to Peter, "The Sun rises in the East."

_____

20. Rocky said, "I have slept for a while."

_____

SANSKRITI
THE CIVIL SERVICES SCHOOL

Changes in Tenses

If the reporting verb is in the present or future tense, the tense of the verb is not changed in the reported speech.

Examples:

(i). Direct: The teacher **says**, "John will pass."
Indirect: The teacher says that John will pass.

(ii). Direct: He will say, "Peter will never be late."
Indirect: He will say that Peter will never be late.

If the sentence states a habitual fact then also there will be no change in tense in the reported speech.

Example:

(i). Direct: Anu said to me, "I write with my left hand."
Indirect: Anu told me that she writes with her left hand.

B. Change the following sentences from direct to indirect speech.

i. Anu says, "There is no banana in the basket."

_____

ii. Sam will say, "Dinner is ready."

_____

iii. My sister says, "I have not met Mona for ages."

_____

iv. I said, "I shall try to help you."

_____

v. Rahul said, "Ram will not come."

_____

vi. The teacher said, "Honesty is the best policy."

_____

SANSKRITI THE CIVIL SERVICES SCHOOL

vii. Jack said to me, "He is ill."

_____

viii. Priya said, "I go for a walk daily."

_____

ix. He said, "Rohan is reading a novel."

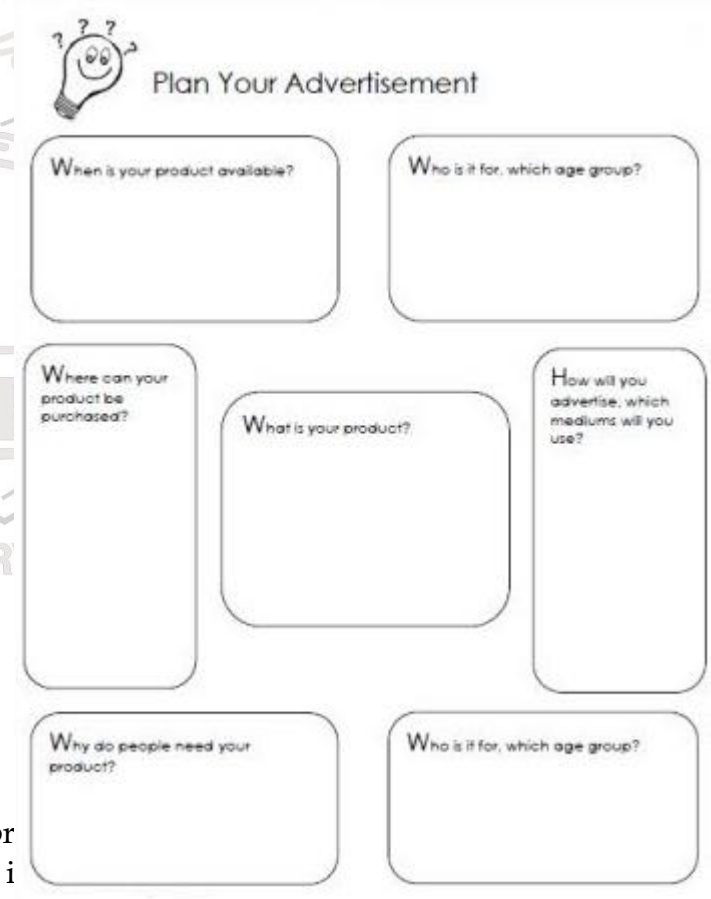
_____

x. Mother says, "The children are playing in the park."

_____

Advertisement

An advertisement is the presentation and promotion of ideas, goods and services. It is one of the mediums for communicating information to the customers.



Objectives

- To provide information
- To attract potential customers
- To sell the product
- To earn profit
- To create brand awareness
- To retain brand loyalty

Points to keep in mind

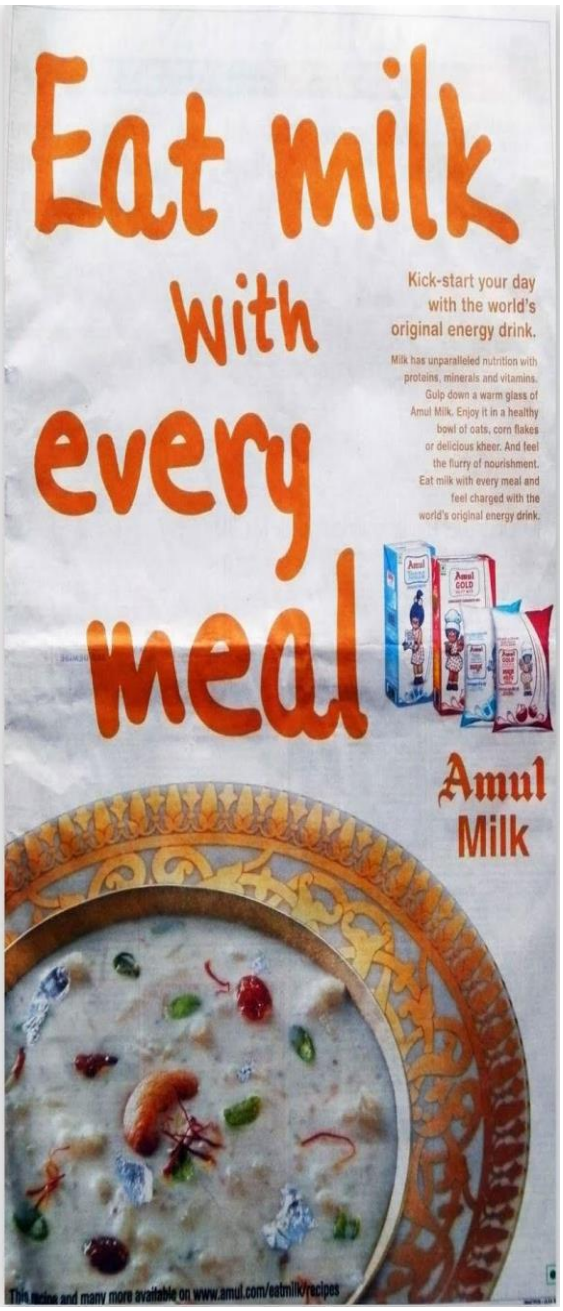
1. Write about the special quality of your pr
   minimum words. Put the advertisement i
2. Draw pictures. Put a caption or title beside each picture.
3. Use positive adjectives like Brand New, Trendy, Spectacular, Thrilling, etc.

4. Price, Discount and other exciting offers can further improve your advertisement.
5. Do not clutter your advertisement with unnecessary information.

Questions (Word limit-50-60 words)

1. Create an advertisement on *magic pen*.
2. Pick any one advertisement from the newspaper/magazine of your choice. Taking inspiration from it, create your own ad.
3. Draft an advertisement for your class magazine.
4. Draft an advertisement for flying shoes.





Nice…… nice……nice

One day Anne Chewpen wrote this:
She had a nice house with a nice garden. It was in a very nice road. Most of the things in the house were very nice. She had a nice carpet and the decorations were very nice…..

"That's very nice, Anne,"said Miss Madd.
"Oh, good!" exclaimed Anne.
"I'm being sarcastic, Anne, I'm afraid," sighed Miss Madd.
"Why?"asked Anne.
"Just look at the word 'nice'."
"I've used it six times."
"Indeed you have. It's a useful word in speech but in writing it should be used as sparingly as possible. Mr Wright is improving Jim's vocabulary. I think I'd better improve yours. Here is a list of words you could have used instead of 'nice' ":

Luxurious colourful well-chosen pleasing fashionable spacious
Grand pleasant harmonious tasteful attractive well designed

"Now write it again using words from the list."

How would you have improved Anne's piece of writing? Write your version, When you have finished ,exchange with your neighbour. Which is the best version?

Here is another piece to do. Words from the list beneath could help you.

When I went to the seaside I had a very nice time. Luckily it was a very nice day. I went with the Jacobs who are very nice people. They bought me two ice creams which I thought was very nice of them. They were very nice ices. It was very nice to walk along the sea front. Out in the bay the sea was a very nice blue.

Creamy clear sunny fine enjoyable exciting gorgeous exhilarating agreeable bright pleasant friendly generous invigorating kind Bracing tasty luscious

Now do it again using some or all different words and decide which is the best.

Here are some more words you can use instead of 'nice':
Delightful pleasure- giving pleasurable congenial welcome grateful gratifying satisfying amusing

Here are some particularly for 'food':
Tempting appetizing palatable dainty delicate delicious exquisite juicy succulent rich

Now write about one of these subjects without 'nice'.
The Best Meal you have Eaten.
A Day at the Sea Side.
Christmas Day or any festival you enjoy.

Finally pick ten words from the lists in this section which you do not normally use and write a sentence on each.

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

SANSKRITI THE CIVIL SERVICES SCHOOL

Literature

The Winter Oak by Yuri Nagibin

It starts when Anna Vasilevna begins her lesson and greets the pupils. Her attitude towards the children is firm but respectful; there is a friendly atmosphere in the classroom. She begins work immediately and has clearly grown in confidence as a teacher since last year when she was new and unsure of herself. Her voice is calm and she seems to be enjoying her job. She realises that one of her students, Savushkin, is not in the room and when he walks in late, we see that her reaction is one of disappointment rather than annoyance. His lateness reminds her of similar occasions when he has behaved in this way and this, in turn, causes her to think of similar complaints she has had about the boy from the Geography teacher. Anna Vasilevna appears to be critical of this older woman's classroom discipline and the content of her lessons. Anna is quick to judge people and feels very self-assured about her own skills as a teacher.

Her lesson is about naming nouns; the children appear confident and quickly move from naming things they are immediately familiar with to those outside the classroom. They name things like 'wheel', tractor, and well'. This tells us something about the agricultural environment in which the children live. Eventually they start naming things in the wider world. It is at this point that Savushkin, who has been quiet up until now, appears to wake up out of a dream to offer his contribution of 'winter oak'. The rest of the class responded with laughter, but Anna was intrigued by his response, noticing the passion with which he spoke which was unlike the other children.

By the end of the story, Anna Vasilevna has more understanding of what this tree means to Savushkin. In the meantime she must correct him as he has also used an adjective in his answer and she does this politely asking Savushkin to see her at break. She is exasperated with Savushkin when he cannot give a straight answer to any of her questions and we realise that she is more concerned with his correct use of grammar than what the boy is actually saying.

From the moment they enter the wood, Anna Vasilevna takes on a different role. She begins to discover a whole new world – the world of nature – and her response becomes one of excitement and wonder and child-like enthusiasm. When she makes an incorrect observation it is Savushkin who corrects her and she realises that in the forest, it is she who is the student and Savushkin the teacher.

When Anna sees the 'winter oak,' she continues to be delighted by the world revealed to her by her pupil and her interest increases. It is Savushkin who reminds her of their appointment with his mother and she is quickly brought back into her role as teacher. She realises how she has been 'taken in' by her experience and reminds Savushkin that the route through the forest is clearly not the quickest one. It is at this point that she has her moment of **truth and realisation**. She reflects on her lessons in the classroom and realises how 'dry' they are and how she needs to look at the beauty and richness of the wider world in order to bring new meaning to them.

At the beginning of the story, Anna Vasilevna was feeling pleased and slightly self satisfied about her skills as a teacher and was even critical of other teachers in the school. She now realises that she has a lot more to learn and her understanding of the children reaches a new level. She thanks Savushkin for the walk and assures him that

he can continue to use the pathway as a route to school. When she looks at the 'winter oak' for the last time, she realises that the most amazing thing in the forest is not the tree itself but the small human being at the foot of it – Savushkin. She has learnt a powerful lesson about the children she teaches – that they are wonderful, future citizens of the world.

The plot appears to be based on the conflict between a dedicated teacher and a difficult student. However, the plot changes direction in the forest section.

The story has two main characters, Anna Vasilevna and Savushkin.

Anna Vasilevna: hard-working/ dedicated/ serious about teaching/ young/ inexperienced/ quick to judge

Savushkin: polite/ self-assured/ confident /different – he belongs to the world of nature/ observant/ understanding/ modest/ protective

1. What brought a smile to Anna's face?

   (fondly remembers how she had taught this lesson last year, has overcome her apprehensions, no longer nervous, is a calm teacher now, more in control of her surroundings)

2. Why was she disappointed?

(new teacher, high ideals, expected her students to behave well and follow school rules and guidelines, had spoilt a well-begun day)

3. Why were first lessons difficult for some teachers? (Paragraph 7)
4. Why did Anna think that Savushkin was a difficult boy?

   (had different views, felt he was being dishonest with her, wanted him to apologise and confess that he spent his time playing outside instead of reaching school on time)

5. Describe the woods. Mention any 3 features.
6. Upon entering the woods, was Anna filled with child-like wonder and a keen sense of discovery? (Paragraph 43)
7. What made Savushkinnn blush and raise his collar?
8. Did you notice the role reversal that had taken place in the story?
9. What was the most wonderful discovery that Anna had made that day?

   (understood the importance of taking learning beyond the classroom, bookish knowledge versus practical application, being open to experiential learning)

JANUARY

Read the following passage and answer the given questions:

The great day came and I flew over to London to collect my new companion- a gorilla! My one fear now was that when I arrived there it would turn out to be a chimpanzee after all. The dealer met me and escorted me to a room in the R.S.P.C.A Animal Shelter. He threw open the door, and the first thing I saw was a couple of baby chimpanzees sitting on a table meditatively chewing bananas. My heart sank, and I had visions of having to go back empty handed. But the dealer walked over to a crate in the corner, opened the door and N'pongo walked into my life.

He stood about eighteen inches high and was quite the most handsome and healthy-looking baby gorilla I had ever seen. He strolled stockily across the room towards me and then held up his arms to be lifted up. I was amazed at how heavy he was for his size, and I soon realized that this was all solid bone and muscle; there was not a spare ounce of fat on him. His light chocolate –colored fur was thick and soft, and the skin on his hands, feet and face was soft and glossy as patent leather. His eyes were small and deep-set, twinkling like chips of coal. He lay back in my arms and studied me carefully with an unwinking stare, and then lifted a fat and gentle forefinger and investigated my beard. I tickled his ribs and he wriggled about in my arms, giggling hoarsely, his eyes shining with amusement. I sat him down on a convenient table and handed him a banana which he accepted with little bear -like growlings of pleasure, and ate very daintily compared to the chimpanzees who were stuffing their mouths as full as they could.

I wrote out the cheque and then we bundled N'pongo- growling protests- back into the crate, and went off to catch the plane for New Jersey.

1. Why did the writer's heart sink when he saw the baby chimpanzees?

_____

_____

2. Write down three phrases from the passage to show that there was instant friendship between the writer and N'pongo.

_____

_____

3. What do you understand by "there was not a spare ounce of fat on him'?

_____

_____

4. Give evidence from the passage to show that the writer found the gorilla more appealing than the chimpanzees.

5. Why do you think N'pongo growled protests before they flew him to his new home?

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

a) accompanied _____

b) walked _____

c) surprised _____

d) shiny _____

e) explored _____

f) in a rough voice _____

7. What has the writer compared the gorilla's skin, eyes and fur with?

SANSKRITI
THE CIVIL SERVICES SCHOOL

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

I Had a Dove

-John Keats

I had a dove and the sweet dove died
And I would have thought it died of grieving:
O, what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving.
Sweet little feet! Why should you die?
Why should you leave me, sweet bird? Why?
You lived alone in the forest tree,
Why, pretty thing would you not live with me?
I kissed you oft and gave you white peas;
Why not live sweetly, as in the green trees?

1. Complete the following summary using words and phrases from the given poem to fill in the blanks:

The poet is _____ because his dove has _____. He had _____ its _____ with _____ which he had _____ with his own hands. He had wanted the dove to _____ but the dove wanted to _____.He _____it so much that he kissed it often and gave it _____to _____. He does not understand that the bird had lost its _____and therefore was _____.Birds are happy when they are _____ and not tied.

2. Pick out the phrases/ words that show the poet's love for the dove?

Integrated Grammar

1. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in the space provided. The first one has been done for you.

	Incorrect	Correct
Longer before the research on gravity Aristotle	Longer	Long
and Galileo has also done a lot of research on	_____	_____
Gravity: Aristotle stating that	_____	_____
a heavier object need fall to	_____	_____
the earth fastest than a lighter one.	_____	_____
Galileo disproved those theory by throwing	_____	_____
down objects with different weights	_____	_____
from a Leaning Tower of Pisa	_____	_____
and proves that it took practically the	_____	_____
same time to hit the ground.	_____	_____

2. In the following passage one word has been omitted from the lines indicated. Mark the place where you think the word has been omitted using '/'. Write the omitted word in the space provided.

A new hospital has constructed _____

near city forest. This has been developed by _____

very big industrial group called Sneh Finance Ltd. _____

The fees to charged _____

is small that even the poorest of the poor would get _____

full benefits. It has equipped with modern gadgets. _____

It will inaugurated by _____

the Chief minister 10th September. _____

SANSKRITI THE CIVIL SERVICES SCHOOL

Agreement of Verb with Subject

The verb always agrees with the subject in number or person

Examples: Lisa **loves** eating mangoes
They **love** playing chess

Here are some rules to remember:

1. When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.
   Eg **:**Henry likes Deepak. (Singular)
   Henry and Deepak like Mary. (Plural)

2. When the subject is of the phrase '*one of*', followed by a plural noun, the verb is singular and agrees with one, which is singular.
   Eg**:** One of the students in our class was praised by the teacher.
   Priya is one of my best friends.

3. When a sentence has two singular subjects joined by the conjunction '*and*' the verb must be plural.
   Eg: Bishakha and Suman go to the same school

4. When two or more nouns represent a *compound name* of one person or thing, then the compound is thought of as singular and takes a singular verb.
   Eg: The horse and carriage is waiting at the door.
   Slow and steady wins the race.

5. When the sentence begins with '*there*', the verb agrees with the real subject that follows it (verb).
   Eg : There was a cruel king.
   There are six teachers in our department.

6. '*A lot of*' and '*plenty of*' take a plural verb when they denote number, they take a singular verb when they denote quantity or amount.
   Eg : There is a lot of oil in Assam.
   There are a lot of hill stations in our country.
   Where are plenty of roses found?
   There is plenty of water in the well.

7. '*Both*' always takes a plural.
   Eg : Both the hill stations were simply great.

8. *'A number of'* means several, many and is therefore always followed by a plural verb.
   Eg : There have been a number of important incidents this year.
   A large number of people are waiting to meet the prime minister.

9. A singular *collective noun* like a herd of cattle, a team of players, a fleet of ships, a troop of soldiers and a bunch of flowers always takes a singular verb.
   Eg: There was a herd of cattle in the middle of the road.
   This is a lovely bunch of flowers.
   A troop of soldiers is marching through the streets.

10. *'A dozen'* takes a plural verb
    Eg: There are a dozen shoes in the cupboard.

11. *'A pair of'* when applies to things like scissors, shoes, trousers, where two components are always thought of together, takes a singular verb.
    Eg : A pair of scissors is lying on the table.

12. A plural word must take a plural verb.
    Eg : The scissors are in the drawer.
    His trousers were very fashionable.

13. Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationery are singular and must take a singular verb.
    Eg : The furniture here is of the best quality.
    Fruit is very good for health.

14. News is always treated as singular so is advice, business and information.
    Eg: The news is that the President will visit our school next week.
    This is good advice.

15. Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

    Eg : Mumps is a painful disease.
    Mathematics is my favourite subject.

16. *'Some of'* or *'half of'* take a plural verb if the reference is to number but a singular verb if reference is to amount or quantity.
    Eg : Some of the boys are dishonest.
    Half of the books were sold.

17. *'Many'* refers to number thus is plural; *'much'* refers to amount so is singular.
    Eg : Many of the apples were rotten.
    Much of the truth was not told.

18. People, poultry, repairs, clergy, studies, and cattle are always in plural.
    Eg : The people of our town are very educated.
    The clergy have arrived.
    The cattle were grazing in the field.

19. When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.
    Eg : Thousand miles is a long distance.
    One lakh rupees is a lot of money.

20. If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.
    Eg : The Adventures of Tom Sawyer is an interesting book.

21. If two or more singular subjects are preceded by *either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody* or *somebody*, the verb is the singular.
    Eg : Either Neetu or her brother has won the prize.
    Everyone is equal in the eyes of god
    Each of the boys has worked well.
    Neither of them comes on time.
    Somebody has stolen my aunt's purse.
    Nobody is to be blamed.

1. Fill in the blanks with the correct option:

1. The Australians _____ faster between the wickets than the Indians. (run/runs)
2. The cattle _____ frightened by the loud horn of the jeep.(was/were)
3. The first innings of the Sri Lankans _____ going to start soon. (is/are)
4. A pack of wolves _____ a frightening sight. (is/are)
5. DrDolittle_____the name of a classic story for children. (is/are)
6. Vijay and Dev _____ identical twins. (is/are)
7. Let them _____ what they want. (have/has)
8. It _____ two to start an argument. (take/takes)
9. My classmates _____ very intelligent. (are/is)
10. A school of whales _____ sighted by some fishermen.(was/were)
11. Many of our teachers _____on the school campus. (live/lives)
12. Five kilometers _____a long distance to walk. (is/are)
13. Everyone of them _____ lying(is/are)

SANSKRITI THE CIVIL SERVICES SCHOOL

14. My brother's studies _____ over.(is/are)
15. The furniture _____ bought from a shop in Connaught Place.(was/were)
16. None of them _____ bothered to apologize.(has/have)
17. These spectacles _____ a lot of money. (costs/cost)
18. Much of the advice _____ useful.(was/were)
19. My grandfather's hair _____ all white.(is/are)
20. His information _____ proved to be wrong. (has/have)
21. Poultry raising _____ a big business in this town. (was/were)
22. Politics _____ not a profession for everybody. (is/are)
23. This institution _____been doing a lot of good work for the needy. (has/have)
24. Tuberculosis _____ a curable disease. (is/are)
25. What _____ your business with the principal of the college? (is / are)
26. A sheep _____ grazing on the hillside.(is / are)
27. Riches _____ wings. (has/have)
28. Milk and sugar _____a nourishing food. (is/are)
29. The President and the Vice President of the club _____ invited. (was/were)
30. What piece of work _____ man! (is/are)

2. Tick the correct sentence.

1. A large number of students is absent.

   A large number of students are absent.

2. Physics are a difficult subject.

   Physics is a difficult subject.

3. The committee have been dissolved.

   The committee has been dissolved.

4. Milk turn sour very fast.

   Milk turns sour very fast.

5. The list of unsuccessful candidates was released yesterday.

SANSKRITI THE CIVIL SERVICES SCHOOL

The list of unsuccessful candidates were released yesterday.

6. None of the engineers know how to repair this computer.

None of the engineers knows how to repair this computer.

7. Grimms' Fairy Tales are a popular collection of stories for children.

Grimms' Fairy Tales is popular collection of stories for children.

8. Neither of the men have the qualifications.

Neither of the men has the qualifications.

9. There were a lot of rumours about this.

There was a lot of rumours about this.

10. These reports is absolutely false.

These reports are absolutely false.

3. Circle the correct option

a. Two and two (make/makes) four.

b. My favourite languages (is/ are) French and English.

c. Neither of the two actors (was/were) nominated for the award.

d. Little women (is/are) an entertaining novel.

e. The lawyer's fees (has/have) been paid in time.

f. Half of the crops (has/have) been ruined.

g. The Red Indians (is/ are) a courageous race.

h. Many people (is/are) not remembered in spite of their heroism.

i. Notice (has/ have) been sent to all the people concerned.

j. The Harry Potter series (is/are) popular.

k. All the world (is/are) a stage, said Shakespeare.

SANSKRITI THE CIVIL SERVICES SCHOOL

l. Both the flights (have/has) been cancelled.

m. Much (has/have) been said, but nothing (has/have) been done.

n. Neither (is/are) he a scholar, nor a gentleman.

o. Every girl in this class (is/ are) well behaved.

p. All his wishes (has/have) been fulfilled.

4. Pick up the correct form of the verb to agree with the subject.

Green lights, white streamers, and electronic noises (1. is/ are) coming from the night sky. Each of the noises (2. are /is) harsh. Both Suraj and Meghana (3. is/ are) sure about having witnessed something truly strange. Neither Mukhul nor Tarini (4.believe/ believes) their story. Meghana's father, mother and brother (5, does/ do) trust her tale. May be an earthquake or even a volcano (6. was! were) in the making. What do you think it could be?

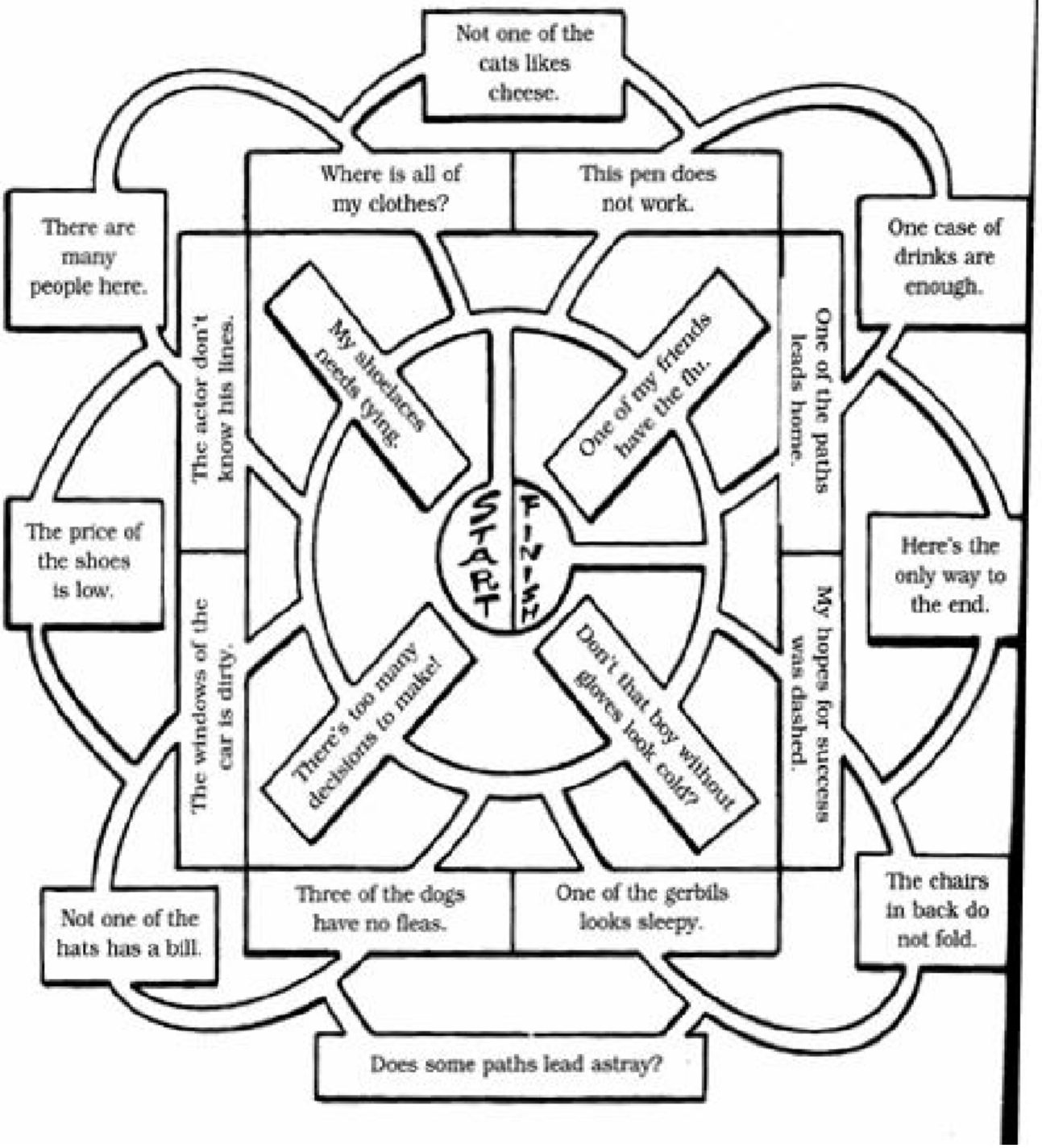
5. State whether the following sentences have the correct subject-verb agreement or not. Put a tick ( ) for the correct one and a cross (X) for the incorrect one. In case of the latter, write the correct answer.

i. Those strawberries is not ready to eat yet.
ii. That fruitcake look delicious.
iii. Every person in the room has eaten a piece of the fruitcake.
iv. Each guest have to have a ticket.
v. Maria, as well as Marco and Alice, are learning English.
vi. Sarah and Samantha are learning Science.
vii. The movie, including all the previews, takes about two hours to watch.
viii. Are that news still coming on television?
ix. One of my sisters is going on a trip to London.
x. Either my shoes or coat are always on the floor.
xi. The committee debates every question very carefully.
xii. The Prime Minister, with his wife, greet the press cordially.

SANSKRITI
THE CIVIL SERVICES SCHOOL

Agreement Maze

Complete the maze by following the sentences that are correct. If a box contains incorrect agreement, stop and go back. You cannot go through that box. The correct path to the finish will take you through ten boxes.



Literature

THE CANTERVILLE GHOST

The Canterville Ghost is a well-known short story by Oscar Wilde, an Anglo- Irish novelist best known for his brilliant and witty comedies. The story that we read brings out the situational comedy and the contrast between the traditional British house owners and the modern American family who refuse to believe or be spooked by ghosts.

A rich American family decides to buy Canterville Chase, an old mansion in England. Lord Canterville, the owner of the mansion, warns the Otis family that the place they are about to buy is haunted. He tells them about the appearance of a ghost and says that he and his wife have witnessed it themselves. He narrates the family story of his grand-aunt, Dowager Duchess of Bolton, who felt the ghost's icy hand placed on her shoulder and never quite recovered from the shock. He further tells of numerous members of the family having seen the ghost and the refusal of the younger staff to stay with them as a result of the disturbing atmosphere.

The Otis family is least concerned and laughs it off. Mr. Otis states that they are modern and do not believe in ghosts. They joke about the ghost and quite happily purchase the mansion. Lord Canterville also warns them that the ghost makes an appearance at the impending death of a family member.

The family settles in and a series of incidents follow. First, Mrs. Umney, the old housekeeper of Canterville Chase, spots a bloodstain on the floor. Mrs. Otis is unruffled and simply wants it removed. Even the grisly tale of a murder on that very spot has no effect on the family. It appears that it is only the housekeeper who is frightened, as even the Otis children simply laugh at Mrs. Umney's narration of having seen the apparition with her own eyes.

When the purported bloodstain has been cleaned and makes an appearance again, the children decide to stay awake to ambush and capture the ghost. They are thrilled at their idea and stay up with gleeful anticipation.

When indeed the ghost makes a dramatic appearance, with the ceremonial eerie sound of clanking metal meant to terrorize the inhabitants, Mr. Otis only seems irritated and hands it a bottle of oil to grease the chain and asks the ghost to wander about noiselessly. The ghost is appalled. He has never met anyone, let alone an entire family including children, who has not been afraid of a ghost! In fact, it appears that it is he who is tormented by their lack of respect for a ghost and his sinister appearance. He feels humiliated, insulted and is almost afraid of the Otis family, especially the children, and vows to seek revenge.

THE CIVIL SERVICES SCHOOL

VOCABULARY:

Impending: awaiting, approaching, coming
Unruffled: unmoved, cool, calm
Humiliated: disgraced, embarrassed, shamed
Purported: supposed, claimed, alleged
Appalled: shocked, horrified, aghast
Apparition: ghost
Eerie: spooky, creepy, strange
Sinister: evil, threatening, strange

Spectre: ghost
Anticipation: eagerness, expectation

QUESTIONS:
Q1. Why has Lord Canterville decided to sell the mansion?
Q2. Describe the encounter that the Duchess has with the ghost. What effect does it have on the staff?
Q3. How does Mrs. Umney explain the stain on the library floor?
Q4. Who is Sir Simon de Canterville? What is his story?
Q5. Describe the plans made by the Otis children when the bloodstain is discovered again.
Q6.How did the Otis family treat the ghost?
Q7. "Goodness me! My dear sir, you cannot go creaking about like this."
a) Who is the speaker of these lines? Who is the "sir" referred to here?
b) Why is the speaker disturbed?
c) What solution does the speaker provide?
Q8. How does the ghost feel about the Otis family?
Sample answer: The ghost abhors the Otis family because they have humiliated him on several occasions. He is tormented by their lack of respect for him. He calls them arrogant and says that he would have the last laugh. In the end, he vows to seek vengeance.
Q9. Imagine that you are a member of the Otis family. How might you have reacted to all the happenings? If the ghost had indeed reached out to you, explain what you might have said or done.



FOUR LITTLE FOXES

-Lew Sarett

In this poem, Lew Sarett describes a very sad scene in the valley, when on a cold March morning, he finds a dead vixen in a fox trap, with four cubs lying helpless beside her. The little foxes have seen their mother get caught in a trap. In saying that the cubs "watched their mother go", the poet means that the cubs watched their mother die a slow and painful death. When the speaker tries to shelter them using boughs of a tree, the

foxes try to suckle at his arm, mistaking him for their mother. As the speaker leaves with a very heavy heart, the cubs huddle together in the freezing wind and rain. The poet pleads with early Spring to come gently without making much noise. The cruel killing of their mother has left the cubs in such a sorry, weakened state that even something as gentle and pleasant as Spring can be too much for them to endure. The poor little things cannot do anything for themselves and have to depend on the mercy of others to survive. Therefore, the speaker feels that he must appeal even to Spring to be gentler than it already is. He pleads with the cold March winds to blow softly for the cubs had watched their mother die, her feet caught in a trap and her blood splattered on the snow. He asks the Spring to tread softly and not scare the babies as they were blue with cold and starving. When he covered them with branches to warm them, they had suckled his hand. He requests March to tread softly with its wild storms because the baby foxes are cuddling up to one another, shivering and whining in the sleet.

In this poem, the speaker pleads with different elements of nature to be kind to the poor, helpless foxes. The poet wants to shed light on how the thoughtless actions of man can have disastrous consequences for other creatures. It makes us understand the extent of the cruelty that the cubs have borne. The poet personifies different aspects of nature asking them to show mercy on the cubs in doing so, he makes us realise that he is looking for qualities of kindness and mercy in inanimate things because these qualities are absent in human beings.

POETIC DEVICES:

- Repetition: "*Speak gently…...speak gently*" , "*Walk softly…..walk softly*"
- Alliteration: "*Speak gently, Spring and make no sudden sound*"
- Personification: "*Speak gently, Spring*" , "*Go lightly,Spring*" , "*Step softly, March*", "*Walk softly,March*"

Q1. What is the speaker's fervent request to Nature?
Q2. What does the poet ask of early Spring and why?
Q3. How does the speaker show his concern for the babies?
Q4. Why does he plead with Nature?
Q5. What is the irony in the poem?

Q6. How would you describe the poet based on his actions in this poem?
Q7. What message does the poem convey?
Q8. Which poetic devices did you come across in the poem?
Q9. "Speak gently, Spring, and make no sudden sound;"
   A. Who is the addressee in this line?
   B. Why does the poet ask Spring to speak gently?
   C. Identify the poetic device in this sentence.

Q10. "when I covered them with boughs to shelter them from the harm,"
   A. Who is the poet referring to?
   B. What does this line tell us about the speaker?
   C. What kind of harm is he sheltering them from?

Q11. Four Little Foxes is a heart-wrenching poem. Which lines in the poem touched you the most?
Q12. Have you ever encountered an incident of cruelty to animals? Were you able to do something to help the victim? How did you help them? If not, what stopped you?



विद्या
SANSKRITI
THE CIVIL SERVICES SCHOOL

Paragraph Writing

What is a Paragraph?

A collection of sentences developing into a short piece of writing related to one main topic is called a paragraph. Paragraph writing is the foundation of all essay writing, whether the form is expository, persuasive, narrative or creative. A paragraph is made up of three parts.

i) *Topic Sentence*

The topic sentence states what the paragraph is about. The statement should be clear and interesting. The topic sentence is usually the first sentence, but it may appear later in the paragraph.

ii) Body

The body includes all the sentences that go between the topic sentence and the concluding sentence. In the body you explain the topic in detail and back up what you say with examples.

iii) *Concluding Sentence*

The concluding sentence wraps up what you want to say in the paragraph. It should leave the reader feeling that the idea is complete.

A paragraph can be narrative, descriptive or persuasive based on the nature of its content. There should be unity, variety, coherence and completeness in the ideas weaved in it.

An example is given below.

1. In a paragraph describe an incident in which you showed kindness towards animals.

Or

An incident which made you feel that animals have feelings.

I tied my shoelaces and said, "I am ready!" in a peppy tone to my grandfather. We were getting ready to go on one of our usual evening walks. The weather was perfect and we chatted about grandfather's childhood as we took a stroll in the huge park near our house.Suddenly we heard a thud behind us. We looked back and saw a beautiful, white dove lying on the hard pavement. We picked it up and rushed back home. There we provided it with food and water. We also discovered that it had hurt its wing. We kept it in a basket on a soft velvet cushion. I immediately named her Snow White. We applied some medicine on its wing. The next day we saw that its condition had improved! Very soon she started to fly short distances inside the room. In a few days time she recovered completely and so I opened the window and she flew out happily. I looked at her soaring high up in the sky and I thought I would never see her again. But the very next day, when I opened the window, Snow White flew and sat on the window sill and chirped, as if to say, "Thank You".

Topics for Paragraph Writing.

1. In a paragraph, describe the personality of an individual you know and like very much.
The person might be fun or funny or sweet or kind or intriguing (or all or none of these).

The reader should, by the end of the paragraph have a sharp sense of the individual's personality- of how someone thinks and acts, what he or she looks like, and how you feel about the person. Details are extremely important. For example if you are writing about your grandmother, don't just stick to a stereotype description like 'a nice old lady'. Even if grandma is nice and old, she is more than that (just like you are more than 'good kids').

In the topic sentence you could give a clear generalization about the personality. In the body, support the generalization with a brief story and relevant details, such as physical description.

2. Note

Beware of a bad start!

If you are writing a paragraph, do not start by saying, 'I am going to describe a rainy day.' Let the readers think for themselves.

Avoid repetition as it makes a paragraph boring. To add variety, one can start the sentences in **different** ways. You should not have too many sentences describing the same aspect of a theme.

Do not use sentences starting with words like **but, because, so** and **or**

3.Write a paragraph on the following topics in about 80-100 words:

a) My favourite game character from a book
b) If I could be someone else for a day, I would be…
c) One thing I want to do by the time I leave grade 6 is**…**
d) Describe a childhood memory that is still fresh in your mind
e) Things that you miss the most about Junior school

SANSKRITI
THE CIVIL SERVICES SCHOOL

The Chronicles of Narnia-
The Lion, the Witch and the Wardrobe

About the author

Clive Staples Lewis was accomplished in creating fantasy stories from a young age. As a young boy living in Ireland, Clive (known as 'Jack') and his brother Warren ('Warnie') used to make up stories about fantastic lands populated by heroic, talking animals. While making up many characters and stories, Jack invented a long history for 'Animal-land' and drew maps of its geography. He would often tell his brother these stories sitting in their grandfather's old wardrobe.



C S Lewis was inspired to write children's books when groups of evacuee children were sent to stay with him during the Second World War. As the children did not know many stories, Lewis decided to make up stories for them himself, using as a starting point the image of a fawn carrying parcels and an umbrella in a snowy landscape. One day, one of the evacuee girls saw a wardrobe in Lewis' house and asked him what was behind it. Thus the gateway to Narnia was born.

About the book

The second book in the classic series, **The Chronicles of Narnia** by **C. S. Lewis**; **The Lion, the Witch and the Wardrobe** offers a glimpse into the Magical World of Narnia. This beautiful, mythical country is first discovered by Lucy Pevensie (One of the main protagonists and the youngest of the four kids.) who hides in the wardrobe one day, but uncovers a secret passage to the picturesque world of Narnia. The idea of a wardrobe leading to an unexplored terrain grips the mind of Lucy. She goes into this world, befriends a certain Mr.Tumnus (a faun) but returns to her own world as she is warned by the faun that The White Witch (the undesirable sovereign of Narnia) will hunt her down.

THE CIVIL SERVICES SCHOOL

Fate leads the four Pevensie kids into the enchanted world of Narnia. The natives of that place, suffering under the cruel regime of The White Witch, consider the kids' entry in their world as a good omen. They lead them to Aslan (The actual lord of the woods) and thus they start the preparation for the ultimate battle of Good against Evil (The White Witch).

Lewis captures the mind of the readers with his vivid description of this fantasy land. The presence of creatures like centaurs, fauns, unicorns and werewolves gives this novel a distinct mythical aura.

CHAPTER 1

Q1.Why were the four kids sent away from London? Where did they eventually go?

Q2.Who was the first person to open the wardrobe? What did that person find when the wardrobe was opened?

Q3. What first made Lucy realize that something queer was happening in the wardrobe?

Q4.Who was the first person Lucy met in the cold woods of Narnia?

Q5.Why was Lucy shocked when she first saw Mr. Tumnus?

Q6.Who was Mr. Tumnus? Describe his appearance.

CHAPTER 2

Q7.Why did Mr. Tumnus think of himself as a bad faun?

Q8.What kind of job was assigned to Mr. Tumnus? And by whom?

Q9. What did he fear would happen to him if he failed to keep his promise?Why did he decide not to keep the promise anyway?

CHAPTER 3

Q10.What made Lucy upset when she returned after her meeting with Mr. Tumnus from the land of Narnia?

Q11. What was Edmund's first impression of the Lady on the sledge? Who did the Lady say she was?

Q12.Give a brief description of The White Witch.

CHAPTER 4

Q13.What promise did The White Witch make to Edmund if he returns to her with his brother and sisters?

Q14. What was unusual about this particular Turkish Delight?

Q15. Why do you think the queen seemed not to mind Edmund's forgetting his manners as he answered her questions?

CHAPTER 5

Q16.Describe the Professor's house.

Q17.Give a character sketch of Mrs. Macready.

Q18. What did Peter and Susan decide to do about their concern over Lucy?

Q19. How did the Professor respond to their account of Lucy's story? What did the Professor say were the only three logical possibilities?

CHAPTER 6

Q20.How did the four kids stumble together into the world of Narnia?
Q21.What did the four kids discover when they went to meet Mr. Tumnus?
Q22. Why did the siblings decide not to just go home?
Q23. What did Edmund suggest about the robin? Why did Peter decide to trust the bird?

CHAPTER 7

Q24.Write a short note on Mr. and Mrs. Beaver.
Q25. How did the children know that Mr. Beaver was a friend?
Q26. How did the name of Aslan affect each of the children?

CHAPTER 8

Q27.What happened to Mr. Tumnus after he helped Lucy leave Narnia?
Q28.Who was Aslan? Describe his appearance.
Q29.What is the significance of the thrones at Cair Paravel?
Q30.Why did Narnia have such a long winter?

CHAPTER 9

Q31.Who slipped out from the Beavers' Dinner? Why?
Q32.Who was Maugrim? What role did he play in the story?

CHAPTER 10

Q33.Why was the magic of The White Witch weakening? What were the signs of her weakening magic?
Q34.What gifts did Father Christmas give to the kids? What instructions did he give with every gift?

CHAPTER 11

Q35.How was Edmund treated at The White Witch's house?
Q36. How did Edmund feel riding in the Witch's sledge?
Q37. What did the Witch order the wolf to do?

SANSKRITI
THE CIVIL SERVICES SCHOOL

CHAPTER 12

Q38.List the animals that sided with The White Witch and the ones that supported Aslan.
Q39. Describe the Stone Table.
Q40. Why do you think the children and the Beavers hesitated to approach Aslan?

CHAPTER 13

Q41.Why did The White Witch claim Edmund as her property?
Q42. How did the Witch and the Dwarf avoid being captured when Edmund was rescued?

Q43. Why had the Witch come?

CHAPTER 14

Q44.What was the pact between The White Witch and Aslan? Did the White Witch keep her promise?

Q45. What did the girls see when they got up in the middle of the night? What did Aslan say when they asked to go with him?

CHAPTER 15

Q46. How did Aslan become alive again?

Q47. What had the Witch not known?

CHAPTER 16

Q48. How did they all get out of the Witch's courtyard?

Q49. What was happening in the center of the battlefield?

CHAPTER 17

Q29.What happened after The White Witch's death?

Q30.Why did Aslan slip away after giving the thrones to the kids?

Q31.How did the kids govern their kingdom?

Q32.What Titles were given to the kids after they were crowned?

Q33.What advice did the Professor give to the kids in the end?

Q34. Write a character sketch on all the four kids.

Multiple Choice Questions



1. Who was the professor's housekeeper?

(a)Susan

(b)Maugrim

(c)Mrs.Macready

2. Mr.Tumnus was _____

a) A centaur

b) A faun

c) A beaver

3. Which one of the following kids was misled by The White Witch?

a) Lucy

b) Edmund

c) Peter

4. How did The White Witch punish Mr.Tumnus?
a) She killed him
b) She banished him from the land of Narnia
c) She turned him into stone

5. Who gave precious gifts to the four kids in the land of Narnia?
a) Father Christmas
b) The beavers
c) Aslan



6. What was Cair Paravel?
a) The name of The White Witch's dog
b) A castle on the sea
c) A spell that The White Witch used

7. Who was Maugrim?
a) The chief of The White Witch's secret police
b) The head of Aslan's army
c) The Beaver

8. Which of the following were not on The White Witch's side?
a) Maugrim
b) Werewolves
c) The giant Rumblebuffin

Which of the following is true?

1) Peter, Susan, Edmund and Lucy were the professor's own kids.
2) Mrs. Macready was really fond of kids.
3) Lucy and Susan were Daughters of Eve.
4) The onset of spring in Narnia was a sign of Aslan's growing power.
5) The giant Rumblebuffin was an evil creature.
6) The centaurs, unicorns and eagles were on the side of The White Witch.

7) Aslan lived with the kids and helped then in governing the land of Narnia.
8) The White Witch claimed Edmund as her own property.
9) Cair Paravel was the name of the Professor's house.
10) Lucy was given the title of The Valiant Queen.

Reference to Context

1. *I'm a kidnapper for her, that's what I am. Look at me, Daughter of Eve.*

a) Who is the speaker and what was he/she planning to do?
b) Who is the *Daughter of Eve* in the above lines? Why is she called so?
c) Do you think the speaker feels remorse for his/her actions? Explain.

2. *You are to be the prince and – later on the King…..I will make your brother a Duke and your sisters Duchesses.*

a) Who is the speaker and the listener?
b) What kind of promise is the speaker making? Why?

3. *Poor fellow, he got wind of the arrest before it actually happened and handed this over to me.*

a) Who is the speaker?
b) Who is the *Poor fellow* in the above lines?
c) Explain *got wind of the arrest.*

4. *Now I will kill you instead of him as our pact was and so the Deep Magic will be appeased. But when you are dead what will prevent me from killing him as well?*

a) Who is the speaker and the listener?
b) What kind of pact is the speaker talking about?
c) Throw some light on the nature of the speaker.

SANSKRITI
THE CIVIL SERVICES SCHOOL

SAMPLE PAPERS

Unit Test – I
Subject – English
Class VI

Time: 1 hour 10 mins MM-30

General Instructions

- This paper contains 3 printed sheets and 4 sections.
- Do not mix sections.
- All questions are compulsory and must be answered in the sheets provided.
- Neatness will be appreciated.

Section A – Reading

Q1. Read the following passage carefully **(8)**

1)Did you know that humans aren't the only species that use language? Bees communicate by dancing. Whales talk to each other by singing. And some apes talk to humans by using American Sign Language.

2)Koko, a female gorilla, was born at the San Francisco Zoo on July 4th, 1971.Koko learned sign language from her trainer, Dr. Penny Patterson. Patterson began teaching sign language to Koko in 1972,when Koko was only one year old. Koko must have been a good student, because two years later she moved onto the Stanford University campus with Dr. Patterson. Koko continued to learn on the campus until 1976.That's when she began living full time with Patterson's group, the Gorilla Foundation. Patterson and Koko's relationship has blossomed ever since!

3)Dr. Patterson says that Koko has mastered sign language. She says that Koko knows over 1,000 words, and that Koko makes up new words. For example, Koko didn't know the sign for *ring*, so she signed the words *finger* and *bracelet*. Dr. Patterson thinks that this shows meaningful and constructive use of language.

4) Not everyone, though, agrees with Dr. Patterson. Some argue that apes like Koko do not understand the meaning of what they are doing. People say that these apes are just performing difficult tricks. For example, if Koko points to an apple and signs *red* or *apple,* Dr. Patterson will give her an apple. They argue that Koko does not really know *what* the sign apple means. The debate is on, but one thing is for certain: Koko is an extraordinary ape.

5) Sign language isn't the only unusual thing about Koko. She's also been a pet owner. In 1983, at the age of 12, researchers said that Koko asked for a cat for Christmas. They gave Koko a stuffed cat. Koko was not happy. She did not play with it, and she continued to sign *sad*. So for her birthday in 1984, they let her pick a cat out of an abandoned litter. Koko picked up a grey cat and named him 'All Ball.' Dr. Patterson said that Koko loved and nurtured All Ball as though he were a baby gorilla. Sadly, All Ball got out of his cage and was hit by a car. Patterson reported that Koko signed 'Bad, sad, bad' and 'Frown, cry frown, sad' when she broke the news to her.

6) It seems like Patterson and Koko have a good relationship, but not everyone agrees with it. Critics believe that Patterson is humanizing the ape. They believe that apes should be left in the most natural state possible.

7) As for the future, Dr. Patterson and the Gorilla Foundation would love to get Koko to an ape preserve in Maui, but they are having trouble securing the land. So unless you have a few million dollars to spare, Koko's going to be spending her time in Woodland, California with Dr. Patterson. Koko probably doesn't mind that. If she moved to Hawaii, she'd have to give up her Facebook page and Twitter feed and she's got around fifty thousand 'likes.' Some may deny that she knows sign language, but nobody says that she doesn't know social networking!

Based on your reading of the passage, answer the following questions briefly.

a) Does Koko really understand sign language? Support your answer with two examples from the article. (Write your answer in a paragraph form.) **(2)**

b) Why is it difficult to get Koko shifted to an ape preserve in Maui? (Mention two reasons) **(2)**

c) How does Dr. Patterson feel about her relationship with Koko? Support your answer with relevant examples from the article. (Write your answer in a paragraph form.) **(2)**

d) Give a **suitable title** to this passage. **(1)**

e) **Find a word from the passage that is similar in meaning to** **(0.5)**

i) 'talk' (para 1)

SANSKRITI THE CIVIL SERVICES SCHOOL

f) Find a word from the passage that is the antonym of **(0.5)**

i) 'artificial'(para 6)

Section B – Writing **(6)**

Q2. You entered a contest and won a chance to meet Jeff Kinney, the author of popular series, *Wimpy Kid* and other books. The meeting was telecast on National T.V. and you amongst the other school children who were winners too, got a chance to ask him interesting questions and also got a signed copy of his latest book. You were undoubtedly enthralled! Share your feelings with your diary in not more than 120-150 words.

Include the following points in your diary:

- *What you did in the event and how you felt about it.*
- *Your up and close interaction with the author.*
- *Your excitement about being live on National T.V.*

Section C – Grammar **(6)**

Note: For Questions 3 and 4, write only the answers in your answer sheets. Do not copy the sentences.

Q3. Fill in the blanks using suitable articles or determiners. Write an 'X' if no article is required. Attempt all the parts of a sentence. **(3)**

a) I prefer ____ mountains to the seaside.

b) There are _____ children in the garden.

c) Who invented _____ radio?

d) Have you got _____ matches?

e) I used my shoe as _____ hammer.

f) I went to ____ Australia last year.

Q4. **Choose the right pronoun from the ones given in the brackets and write them in your answer sheet. (3)**

i) This shoe belongs to _____(I/me).

ii) The President _____ (he/himself) will give the awards to all of us.

iii) My parents have gone on a holiday. (a)____ (They/he) have gone to the seaside and are really enjoying (b)_____ (themself/themselves).

iv) (a)_____ (our/we) will go to the zoo today. Will you come with (b)____ (them/us)?

Section D – Literature

(10)

Q5. **Reference to Context.**

"The sun does not dissuade her,

Nor the dried earth that blows against her,

As she carries water on her head."

a) Name the poem and the poet. **(1)**

b) Who does 'her' refer to in the above lines? **(1)**

c) Mention any two problems that the people of her village were facing. **(1)**

d) Explain the phrase 'nor the dried earth that blows against her'. **(1)**

SANSKRITI THE CIVIL SERVICES SCHOOL

Q6. Answer the following questions briefly in about 30-40 words. (6)

a) "Milkha Singh's story is one of hope and inspiration. He has made his motherland proud by winning several gold medals in international sporting events like the Commonwealth Games and Asian Games." Comment on how the story, 'A Starting Point ' has inspired you in your life.

b) How was the woman in the poem, 'Her Head' different from others in her village?

c) What role did Brigadier. S.P. Vohra play in Milkha Singh's life?

SANSKRITI
THE CIVIL SERVICES SCHOOL

Unit Test-II
Subject: English
Class VI

Time: 1hr 20 min **MM: 30**

General Instructions:

- The question paper contains three printed sides.
- All questions are compulsory and must be answered in the sheets provided.
- Neatness will be appreciated.

Section A- Reading
(7 marks)

A1. Read the following passage carefully and answer the questions that follow:

1. The day when everything changed was Tuesday, 9th October 2012. It wasn't the best of days to start with, as it was the middle of school exams, though as a bookish girl I didn't mind them as much as some of my classmates.

2. That morning we arrived in the narrow mud lane off Haji Baba Road in our usual procession of brightly painted rickshaws, sputtering diesel fumes, each one rammed with five or six girls. For us girls, the doorway to our school was like a magical entrance to our own special world. As we skipped through, we cast off our head-scarves like winds puffing away clouds to make way for the sun, then ran hurriedly up the steps.

3. The school was founded by my father before I was born and on the wall above us 'KHUSHAL SCHOOL' was painted proudly in big letters. We went to school six mornings a week and as a fifteen-year-old in Year 9, my classes were spent chanting chemical equations or studying Urdu grammar. Most of my classmates wanted to be doctors. It's hard to imagine that anyone would see that as a threat. Yet, outside the door to the school lay not only the noise and craziness of Mingora, the main city of Swat, but also those like the Taliban who think girls should not go to school. I'd often imagine a terrorist attacking me only because I liked school.

4. The school was not far from my home and I used to walk, but since the start of last year I had been going with other girls in a rickshaw and coming home by bus. It was a journey of just minutes along the stinking and dirty stream, past the giant billboard for Dr Humayun's Hair Transplant Institute. I liked the bus because I didn't get as sweaty as when I walked, and I could chat with my friends and gossip with Usman Ali, the driver, whom we called 'bhai jan' (brother). He made us all laugh with his crazy stories.

5. I had started taking the bus because my mother was scared of me walking on my own. We had been getting threats all year. Some were in the newspapers and some were notes or messages passed on by people. My mother, my bhabi as I lovingly called her, was worried about me, but the Taliban had never come for a girl and I was more concerned they would target my father as he was always speaking out against them. His close friend and fellow campaigner Zahid Khan had been shot in the face in August on his way to prayers and I knew everyone was telling my father, "Take care, you'll be next."

Q1. State true or false. **(2)**

a) The protagonist of the story was a school teacher.

b) The journey from school to home along the beautiful stream was a short one.

c) Usman Ali, the driver, made the girls laugh with his crazy stories.

d) Taliban was known to attack little girls.

Q2. Why had the protagonist started taking the bus? **(1)**

Q3. State any one challenge faced by girls in the Swat Valley. **(1)**

Q4. "For us girls, the doorway to our school was like a magical entrance to our own special world." Comment in your own words in about 20-30 words. **(1)**

Q5. Find a word from the passage which means the: **(2)**

a) opposite of aromatic (para 4)

b) same as crowded (para 2)

Section B
Writing (6 marks)

B1 Use the outline given below to write an interesting short story. Do not forget to give a catchy title to your story. (120-150 words)

A clown—the king's favourite—enjoys great freedom—once offends and angers the king—condemned to death by the king—pleads for mercy—uses his intelligence—is saved

THE CIVIL SERVICES SCHOOL

Section C
Grammar(8 marks)

C1 Punctuate the following sentences. **(3)**

a) looking angry she said to me go home at once

b) the rose and the lily the marigold and the tulip i love them all

c) i fast only on the third tuesday of march every year

C2 Fill in the blanks by choosing the most suitable conjunction from the box given below. Write complete sentences and do not repeat the options. **(3)**

while	until	as soon as	since	even though
in case	or else	whenever	so that	but

a) We should leave _____she comes.
b) _____our exams are over, we will not be able to relax.
c) _____he was unwell, he played the match.
d) Please shut the windows_____there is a storm.
e) I finished tidying my room_____you were cooking.
f) Hurry up _____you will miss the bus.

C3. Each line given below contains an error. Edit the passage and write the incorrect word as well as the correct word in the answer sheet provided. **(2)**

	Incorrrect	Correct
Perched at a very edge of Europe,	a)	
Ireland is an land apart. It is	b)	
romantic and surrounded at sea	c)	
cliffs. It is famous at Lakes of	d)	
Killarney and Blarney Castle.		

Section D

Literature (9 marks)

D1 Reference to Context **(3)**

"I lost all judgement then, Of distance and of space."

a) Name the poem and the poet.
b) Why has the speaker lost his judgement of distance and space?
c) Give any one example from the poem where we come to know that he was disoriented.

D2 What was the effect of the fog on the speaker's ken? **(1)**
D3 Why was the cat called a 'good beast'? **(1)**
D4 On the basis of the chapter, give any two characteristics of Tabby. Give reasons to support your answer. **(2)**

D5 Complete the following sentences in one sentence. **(2)**

a) When she saw the two strangers, Tabby showed no sign of alarm because _____

b) A guard of ten men patrolled the town at night because _____

_____

विद्यया च विमुच्यते
SANSKRITI
THE CIVIL SERVICES SCHOOL

First Term Examination
Subject-English
M/7

Time: 3 hours **MM: 80**

General Instructions:

- This paper has six printed sides and five sections.
- Please read the instructions carefully.
- Neatness will be appreciated.

Section A
Reading Comprehension (20 marks)

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

1. The city of Hiroshima, situated on the island of Honshu in Japan, is considered one of the most modern and beautiful cities of the world. It's a city of parks and museums and one of the major popular tourist spots in Japan. It is also a major industrial and commercial center manufacturing automobiles, ships, steel, rubber, furniture and canned foods and a market for agricultural and marine products.
2. Hiroshima is known world-wide as the 'City of Peace'. It is an international location for holding peace conferences and the city government plays an active part to abolish the use of all nuclear weapons world-wide which it hopes will be by the year 2020. All this has grown out of the horrifying events that Japan suffered in its history.
3. Hiroshima was originally built by a powerful war lord named Mori Terumoto as a military city in 1589. Over the years, it grew into a city of military activity and became a major logistic and supply base for Japan during its conflicts with China and during the World Wars.
4. But during the last days of the Second World War, Hiroshima was the target of an atomic bomb dropped by the USA on August 6, 1945 at 8:15 a.m. In the bombing, the entire city was razed to the ground. It was estimated that 150,000 people were either killed, injured or reported missing.
5. The Japanese began rebuilding their city in 1950. With the city they built several peace memorials, so nobody would forget what Japan had suffered. Right in the middle of the city, built on the site of the massive crater where the bomb had landed, is the Peace Memorial Park. In the park stands the Atomic Bomb Dome, the skeletal frame of the only building that survived the blast. There is also a peace hall and a peace museum with graphic photographs of all the horrors the Hiroshimans suffered in the blast. The Peace Memorial Flame in the park will burn until all nuclear weapons are removed from our world and the hope of eternal peace becomes a reality.

a. Why is Hiroshima considered one of the most modern and beautiful cities of the world? (2)
b. What is the significance of the Peace Memorial Park? (2)
c. Why is Hiroshima known as the 'City of Peace'? (2)
d. Who built the city of Hiroshima? (1)
e. Find the words from the passage meaning the same as:
i) Fight (para 3) ii) End (para 2) (1)
f. Find the words from the passage meaning the opposite of:
i) Build (para 4) ii) Tiny (para 5) (1)
g. Give a suitable title to the passage. (1)

2. Read the poem and answer the questions given below. (10)

Freedom is the right to do
Anything that pleases you,
As long as you keep in sight
That others also have a right.

Have you the right to kill a cat?
Oh no! It's wrong, just consider that
The cat has a right to live like you
A right of eating and drinking too!

So remember that it's certainly wrong
To deprive a nightingale of its song
To cheat the poor people as rich men do
To rob the innocent, as robbers do.

To injure someone to win a race
To despise some and others embrace
To disobey every order and rule
And drown a swimmer in the pool.

And shout and scream like a fool
Disrespecting the teachers in the school
So never forget that although you are free,
You should think of others, not only 'ME'.

a. Complete the summary using one word in each blank: (5)

Through this poem the poet says that one can enjoy freedom and do whatever one pleases, as long as what (i)_____do is also respected. No one has the (ii)_____ to kill a cat, as it too has the right to live. Similarly rich men should not cheat and rob people who are (iii)_____.One must not (iv) _____to win in life. Although one is free, one should think of others too and not only about (v)_____ .

b. Give a suitable title to the poem. (1)
c. What moral lessons does the poem convey? Mention at least two. (2)
d. Find the words from the poem meaning the opposite of:
i) give ii) adore (1)
e. Find the words from the poem meaning the same as:
i) liberty ii) cuddle (1)

Section B
Writing (14 marks)

3. On the last working day before the summer vacations your school had organized a class picnic, which you enjoyed immensely. Write a letter to your friend in about 180 – 200 words about the place that you visited and how you spent that day having fun with your classmates, enjoying the delicacies brought by them. (8)

4. You spent your vacation at your grandmother's house, who was your personal genie always saying, 'Your wish is my command'. But now you are back home, to your normal routine. Write a diary in about 120 – 150 words about the differences that you are observing. (6)
(Value points: grandmother making your favourite dishes; playing games of your choice; telling you bedtime stories. Whereas your mother although involved with you has other responsibilities too)

Section C
Grammar (16 marks)

SANSKRITI THE CIVIL SERVICES SCHOOL

5. Fill in the following with articles or determiners: (2)
a. I am _____university student.
b. She goes to the temple in_____ mornings.
c. I don't like _____of my cousins.
d. They spend _____of their income on movies.

6. Fill in the appropriate pronoun: (3)
a. Gary's mom asked _____to clean the garage.
b. The girls standing under the tree are eating _____lunch.

c. I took the bag from_____.
d. Why are you shouting at_____?
e. They cleaned the room_____**.**
f. We are moving to _____new house.

7. Fill in the blanks with the correct preposition: (3)

a. This material is different _____that.
b. You should explain this _____them.
c. The boat ride _____the river was immensely enjoyable.
d. The train went _____a tunnel.
e. This is a comfortable house to live _____.
f. He poured the tea _____the mug.

8. Fill in the correct form of the tense: (4)

a. He _____(play) football for two hours. (Present Perfect Continuous)
b. I _____(do) all my homework yesterday afternoon. (Simple Past)
c. I _____(go) to school tomorrow. (Present Continuous)
d. The cat _____(kill) the mouse. (Past Perfect)

9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the Incorrect word as well as the correct word as given below in your answer sheets. (4)

		Incorrect word	**Correct word**
	One morning, the Nawab call	eg. call	called
a.	his minister and tell him		
b.	that I wanted the length and		
c.	breadth from the earth		
d.	measured. He also feel the		
e.	need to have the stars on the		
f.	sky counted. The minister says		
g.	that the task he have been		
h.	given is impossible.		

SANSKRITI THE CIVIL SERVICES SCHOOL

Section D

Literature (24 marks)

10. Reference to the context. (6)

a. 'Maybe the dog has some choice in the matter.'

i) Identify the lesson and the author. (1)
ii) Identify the speaker and the addressee. (1)
iii) What choice does the dog have? (1)

b. 'Sir, surely I and none other, am chosen to be King of England.'

i) Identify the speaker and the addressee. (1)

ii) Why does the speaker think that he is the chosen one? What had actually happened? (2)

11. Answer the following questions in about 60-80 words. (8)

a. Describe Brown Wolf's character and his appearance. (4)

b. List the problems faced by the woman in the poem 'Her Head'. Discuss at least four. (4)

12. Answer the following questions in about 30-40 words. (8)

a. When King Uther died without an heir, how did Archbishop resolve the dispute raging in the country? (2)

b. "I still did not know the techniques needed to run a 400m race." Describe the efforts made by Milkha Singh to overcome this shortcoming. (2)

c. Who did Walt and Madge meet while walking along the country road? How did Wolf react on seeing this person? (2)

d. What is the difference in the attitude of the woman and other villagers in the poem 'Her Head'? (2)

13. Complete the following in one sentence: (Write the complete sentence in your answer sheet) (2)

a. Milkha Singh's Eureka moment was when_____. (1)

b. When Archbishop gave permission to the knights, they_____. (1)

Section E - Supplementary Reader (6 marks)

14. Answer any three questions in about 30-40 words: (6)

a. Give the character sketch of Mr. Tumnus. (2)

b. How did the White Witch lure Edmund? What task was given to him? (2)

c. What logical possibilities did the professor suggest when Lucy's siblings shared their concern about her strange behaviour? (2)

d. Describe the White Witch's House. Why was Edmund afraid to enter the courtyard? (2)

THE CIVIL SERVICES SCHOOL

APPENDIX
SAMPLE ANSWERS

THE STARTING POINT

Q. How did the meeting with Brigadier S P Vohra change Milka Singh's life?
After the meeting with Brigadier S P Vohra, Milkha was taken off fatigue duty and given more time to practise running. He was given better facilities, a nutritious diet and special attention was paid to his grooming. Meeting Brigadier S P Vohra opened up a world of opportunities for Milkha.

BROWN WOLF

Q. Do you think Brown tried to tell Walt, Madge and Skiff Miller to stay together? What makes you say so?
Yes, brown tried to tell Madge, Walt and Skiff Miller to be together so that he can be with both of them. Brown first tried to stop Miller from going and then tried to get Walt to stop Miller. He finally begged Madge to do him a favour.

THE BANYAN TREE

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

a.Name the poem and the poet.
The poem is 'The Banyan Tree.' It was written by Rabindranath Tagore.
b.State and explain any one poetic device used in the above line.
The poetic device used in the above line is a simile. That is, a poetic device that involves the comparison of one thing with another thing of a different kind. The poet compares the sunlight on the water to the making of fabric.

TABBY'S TABLECLOTH

Q. Why did Tabby march out of the kitchen with her nose in the air? What does this saw about her?
Tabby pretended that she was offended and did not like Mrs. Bliss' old maid's curt indication to her to go away. She exaggerated her display of being offended as she did not want the Bliss household to suspect her plans to remain in the house at any cost to see their special guests.

THE FOG

Q. What is the message that the poet is trying to convey to his readers?
In the poem 'The Fog', a sighted man finds himself in a fog so thick that he becomes disoriented and cannot find his way home due to lack of visibility. A blind man comes to his rescue and leads him home. The poem is about trust, lack of awareness and understanding of things unseen and the fact that one's handicap in a certain aspect of life may well be an advantage in another.

VOCATION

Q. What urges the young school boy to take up the vocation of each person he observes during the day?
Vocation highlights the feelings of a boy who craves for freedom from his regimented life. Bound by the rules of school, home and society, a young boy observes the routine life of a bangle-seller, a gardener and a watchman and wants to take their place. He

wants to be care-free and doesn't like the rules he has to observe as a student. He doesn't like rules as they curtail his liberty.

THE CANTERVILLE GHOST

Q. How does the ghost feel about the Otis family?
The ghost abhors the Otis family because they humiliated him on several occasions. He is tormented by their lack of respect for him. He calls them arrogant and says that he would have the last laugh. In the end, he vows to seek vengeance.

THE OTHER SIDE

Q. What does the fence symbolise?
In this chapter, the fence is portrayed as a silent, yet powerful symbol of segregation. The fence is a metaphor for separation.

THE FOUNTAIN

Q. How does the fountain inspire us?
The speaker looks at the untiring movement of the fountain going up and down throughout the day and night. It exhibits happiness every moment. It is forever moving, either soaring or falling and each movement is filled with cheer and delight. The glorious fountain inspires us to be happy and be constant in our positive attitude towards life whatever difficulties may befall us. The speaker wishes that his heart too should be fresh and constant like the fountain.

FOUR LITTLE FOXES

Q.What is the poetr's fervent request to Nature?

The poet makes an earnest request to Nature to take all precautions to take care of the helpless little foxes. He first requests the wind to blow softly, as a strong wind would blow away these delicate animals. He then pleads with Spring to be even more gentle and not to alarm them as he has covered the little ones using boughs as shelter for them. He pleads with Nature to show more sympathy by not bringing in a severe hurricane or rain as that would almost kill the orphaned foxes since they were already whimpering with pain.

THE CIVIL SERVICES SCHOOL

WINTER OAK

Why were Anna and Savushkin late in meeting his mother at three? Did she understand what kept the young boy from reaching the school on time?

They were both in awe of their natural surroundings and were exploring the bounty of nature. The wood offered delightful wonders that were yet to be discovered by them. They were soaking in the sights and sounds of the enchanting forest. While discovering

the magical surroundings, they lost track of time. Anna understood why Savushkiin was always late in reaching school even though he started early.

DUSK

Write a brief character sketch of Gortsby.

Gortsby was a sharp and intelligent man who sat each evening to observe people who visited the park. An opinionated and judgemental man, he liked to form opinions about others. He was certainly better off than the people he often observed. Gortsby had a hardened attitude towards those in need as he sceptical of the account narrated by the stranger.

Bibliography

1. '*Success with buzzword: Communicative English for Schools*' Orient Blackswan Publication.
2. Gopal, Vivek (2010). Go Grammar, India: Scholastic.
3. Essentials of English Grammar, Tata McGraw-Hill Edition
4. http://www.bbc.co.uk/skillswise/0/
5. http://learnenglish.britishcouncil.org/en/
6. http://blog.fountainheadschools.org/2013/07/diary-entry-example/
7. Essentials of English Grammar and Composition, Sultan Chand
8. Revised Cornerstone by Longman
9. http://www.filmeducation.org/pdf/film/NarniaSGuide.pdf

SANSKRITI
THE CIVIL SERVICES SCHOOL