

SCHEDULE FOR FORMATIVE ASSESSMENTS: 2013-14

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<u>FORMATIVE ASSESSMENT- I</u>	50 Marks
MCQ/ OBJECTIVE-	[30 Marks]
HOLIDAY HOMEWORK-	[15 Marks]
NOTE BOOK SUBMISSION-	[5 Marks]

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|----------------------------------------|-----------------|
| <b><u>FORMATIVE ASSESSMENT- II</u></b> | <b>50 Marks</b> |
| UT-                                    | [30 Marks]      |
| MCQ-                                   | [10 Marks]      |
| ACTIVITY -                             | [5 Marks]       |
| NOTE BOOK SUBMISSION-                  | [5 Marks]       |

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<u>FORMATIVE ASSESSMENT- III</u>	50 Marks
UT-	[30 Marks]
MCQ-	[10 Marks]
ACTIVITY -	[5 Marks]
NOTE BOOK SUBMISSION-	[5 Marks]

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|----------------------------------------|-----------------|
| <b><u>FORMATIVE ASSESSMENT- IV</u></b> | <b>50 Marks</b> |
| MCQ-                                   | [20 Marks]      |
| NOTE BOOK SUBMISSION-                  | [5 Marks]       |
| ORAL ASSESSMENT/ ACTIVITY-             | [25 Marks]      |

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SYLLABUS FOR THE HALF YEARLY EXAMINATION

SECTION - A	:	<u>Comprehension</u> <ul style="list-style-type: none">❖ Passage❖ Poem
SECTION - B	:	<ul style="list-style-type: none">❖ Paragraph Writing❖ Story Writing❖ Informal Letter Writing❖ Message Writing
SECTION - C	:	<ul style="list-style-type: none">❖ Tenses (all)❖ Adjectives (Types and Degrees of Comparison)❖ Pronouns❖ Active and Passive Voice❖ Suffix and Prefix,❖ Vocabulary exercises (1- 9)❖ Proverbs (P₁- P₁₈)
SECTION - D	:	<p><u>Unit – 1 One World</u></p> <ul style="list-style-type: none">❖ Heal the World❖ Saving My Friend, Ellen❖ Where The Mind Is Without Fear (poem) <p><u>Unit – 3 A Laugh Riot</u></p> <ul style="list-style-type: none">❖ Counting the Stars❖ Henry: A Chameleon <p><u>Unit – 4 Creatures Big and Small</u></p> <ul style="list-style-type: none">❖ The World in a Wall.❖ My Mother Saw a Dancing Bear (poem)

SYLLABUS FOR THE ANNUAL EXAMINATION

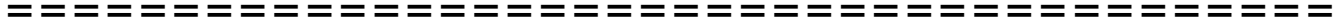
SECTION - A	:	<u>Comprehension</u> ❖ Passage ❖ Poem
SECTION - B	:	❖ Paragraph Writing ❖ Story Writing ❖ Informal Letter Writing ❖ Diary Entry ❖ Formal Letter Writing ❖ Notice Writing ❖ Message Writing
SECTION - C	:	❖ Tenses (all) ❖ Adjectives (Types and Degrees of Comparison) ❖ Pronouns ❖ Adverbs ❖ Determiners ❖ Articles ❖ Conjunctions ❖ Active and Passive Voice ❖ Direct and Indirect Speech ❖ Suffix and Prefix ❖ Vocabulary Enhancement (1- 17) ❖ Proverbs (P ₁ - P ₃₀)
SECTION - D	:	<u>Unit – 2 The Growing Years</u> ❖ Granny’s Fabulous Kitchen ❖ Understanding Adolescence <u>Unit – 5 Hullo, Mr. Ghost!</u> ❖ Sir Lawley’s Ghost <u>Unit – 6 Building Bridges</u> ❖ On Being Sarah <u>Unit – 7 Pictures of the Past</u> ❖ Salim’s Song ❖ Christopher Columbus

 **Books :-**

Communicate in English – Ratna Sagar

New Grammar Plus – Ratna Sagar

Literature Reader – Around the World in Eighty Days- Jules Verne



Modules

Module : (01)

Contents:

- (i) **Main Course Book:** **Unit 3- A Laugh Riot**
 - Counting the stars
- (ii) **Literature Reader:** **Around the World in Eighty Days**
Chapter: 1 & 2
- (iii) **Language:** **Tenses - Simple Present, Present Progressive, Present Perfect, Present Perfect Progressive**
 - Grammar Plus: Pg. 93- 97
- (iv) **Vocabulary Enhancement- 1**
- (v) **Proverb- P₁, P₂**

Learning Objectives:

- (i) To facilitate oral exercise and test the spoken skills of the learners.
- (ii) Exposure to a wide variety of reading styles to provide practice in reading skills.

Methodology:

Language Skills

- (i) Revision of types of tenses with the learners based on their previous knowledge. Grammar exercises based on the tenses done.
- (ii) Grammar Plus exercises as class work and for practice.

Speaking Skills

- (i) Introduction to the unit through class room discussion on the theme.
- (ii) Warm up activity as group work and filling information about the topic.

Listening Skills

- (i) Model reading of text for understanding and appreciating the theme of the lesson – In Serengeti

Suggested Reading:

- (i) An Island of Trees – Ruskin Bond
- (ii) A Wild Elephant at Camp – Anupama Mohorkar



Module : (02)

Contents:

- (i) **Main Course Book:** **Unit 3- A Laugh Riot**
Henry: A Chameleon
- (ii) **Language:** **Tenses – Simple Past, Past Progressive, Past Perfect, Past Perfect Progressive**
- (iii) **Grammar Plus:** Pg. 98- 100
- (iv) **Writing Skill:** Paragraph Writing
- (v) **Literature Reader:** **Around the World in Eighty Days**
Chapter: 3
- (vi) **Vocabulary Enhancement- 2**
- (vii) **Proverb- P₃, P₄**

Learning Objectives:

- (i) To practice reading skills both intensive and extensive.
- (ii) To learn and use a writing skill creatively.
- (iii) Spoken language used by learners to facilitate their speaking skills.

Methodology and Activities:

Reading Skills

- (i) Learn relevant information from the text. Close reading facilitated through prose extracts based on similar theme and newspaper articles.

Spoken Skills

- (i) Reinforced through classroom discussion.

Writing Skills

- (i) Creative writing activity – Original composition on a given theme
- (ii) Reference to context exercise based on the text.

Vocabulary Development

- (i) Dictionary work of new terms learnt, usage of antonyms.

Grammar

- (i) Recap of simple tense forms through exercises. Exercises on continuous forms – fill in the blanks, conversion of sentences etc.

Suggested Reading:

- (i) An Island of Trees – Ruskin Bond
- (ii) Haroun and the Sea of Stories – Salman Rushdie

Module : (03)

Contents:

- (i) **Main Course Book:** Unit 1 – One world
Heal the World
- (ii) **Language:** Tenses – Simple Future, Future Progressive,
Future Perfect, Future Perfect Progressive
- (iii) **Grammar Plus:** Pg 100- 101
- (iv) **Literature Reader:** Around the World in Eighty Days
Chapter: 4 & 5
- (v) **Vocabulary Enhancement- 3**
- (vi) **Proverb- P₅, P₆**

Learning Objectives:

- (i) Reading skills of learners to be consolidated through silent reading and model reading of poem in class.
- (ii) Spoken skills of learners tested and updated through various exercises facilitating self expression.

Methodology

- (i) Listening to the model reading of the poem for stress, intonation and to enjoy the poem.
- (ii) Written work through class exercises and assignments on the chapters.
- (iii) Language skill enhanced through exercises on perfect tense form.
- (iv) Grammar Plus exercises as class work and for practice.

Suggested Reading:

In Search of Water } Dalip M. Salvi
Mr Sun Takes a Holiday }

Module : (04 & 05)

Contents:

- (i) **Main Course Book:** Unit 4- Creatures Big and Small
The World in a Wall
- (ii) **Writing Skill:** Story Writing
- (iii) **Language:** Adjectives (Types & Degrees)
Grammar Plus: Pg 55- 61
- (iv) **Literature Reader:** Around the World in Eighty Days
Chapter: 6 & 7

- (vi) Vocabulary Enhancement- 4 & 5
- (vii) Proverb- P₇, P₈, P₉, P₁₀

Learning Objectives

- (i) Spoken skills of the learners consolidated through activity; Discussion, group reading and loud reading.
- (ii) Discussion for oral practice and presentation of ideas.
- (iii) Written work for improving expression and style of writing.
- (iv) Listening skills enhanced through model reading and oral exercises.

Methodology

- (i) Silent reading of the text in the class.
- (ii) Discussion on the content of the chapter. Oral comprehension exercise based on text.

Writing Skill (*Creative Writing*)

- (i) To write a short story based on guidelines within a prescribed word limit.

Language Skills

- (i) Learning usage and application of ‘adjectives’ through examples. Focus on the various types of adjectives.
Exercises and Grammar Plus to be done as class work.

Suggested Reading

- (i) All Creatures Great and Small – James Herriot
- (ii) Animal Farm - George Orwell

Module : (06)

Contents:

- (i) **Main Course Book:** Unit 4- Creatures Big and Small
My Mother Saw a Dancing Bear (poem)
- (ii) **Literature Reader:** Around the World in Eighty Days
Chapter: 8 & 9
- (ii) **Language:** Adjective Phrases, Suffix, Similes
- (iii) **Grammar Plus:** Pg 61-63
- (iv) **Vocabulary Enhancement- 6**
- (v) **Proverb- P₁₁, P₁₂**

Learning Objectives

- (i) To practice reading and listening skills for effective communication.

- (ii) Reading extensively to consolidate reading skills, areas of skimming and scanning to be focused.
- (iii) Corresponding written work based on reading and listening activities for reinforcement.

Methodology:

Writing Skills:

- (i) Practice of writing skills through written work on the text. Short textual questions.

Reading skills:

- (i) Silent reading activity for enjoyment of the text.
- (ii) Loud reading for oral comprehension

Speaking skills

- (i) Debate on the theme of ‘Man’s Insensitive Attitude Towards Animals.’

Grammar

- (i) Fill in the blanks, conversion of sentences and writing a short comparative study based on visual aid.
- (ii) Assignment on the topic.

Suggested Reading:

- (i) My Family and Other Animals – Gerald Durrell

Module : (07)

Contents:

- (i) **Main Course Book:** Unit 1- One World
Saving My Friend Ellen
- (ii) **Language:** **Pronouns**
- (iii) **Grammar Plus:** Pg 43-54
- (iv) **Writing skills:** Informal letter
- (v) **Literature Reader:** **Around the World in Eighty Days**
Chapter: 10 & 11
- (vi) **Vocabulary Enhancement- 7**
- (vii) **Proverb- P₁₃, P₁₄**

Learning Objectives:

- (i) To practice reading and listening skills for effective communication.

- (ii) Use pronouns appropriately.
- (iii) Fine writing to express ideas in a simple lucid style and to practice various forms of writing skills.

Methodology and Activities

Speaking Skills

- (i) Group discussion in class. Brain storming activity to stimulate interest in the lesson.

Writing Skills

- (i) Letter writing (Informal) – Learners are taught the format of a letter. They also learn the difference between a formal and an informal letter.

Grammar

- (i) Exercises based on Pronouns given in Grammar Plus to be attempted as written class work.

Suggested Reading

- (i) War and Peace – Leo Tolstoy



Module : (08)

Contents:

- (i) **Main Course Book:** Unit 1- One World
Where the Mind is Without Fear (poem)
- (ii) **Language:** Active & Passive Voice, Prefix
- (iii) **Grammar Plus:** Pg 103-109
- (iv) **Literature Reader:** **Around the World in Eighty Days**
Chapter 12 & 13
- (v) **Vocabulary Enhancement- 8**
- (vi) **Proverb- P₁₅, P₁₆**
- (vii) **Writing Skill:** Message Writing

Learning Objectives:

- (i) To achieve and enjoy the correct tone and manner of the poem and to assess its style.
- (ii) To be exposed to different styles of writing.
- (iii) Spoken skills of learners tested and updated through various exercises facilitating self expression.

Methodology:

Reading Skills

- (i) The poem will be read loudly and learners will later read it in the same tone and manner.

Speaking Skills

- (i) Group discussion on the theme / content of the poem.

Writing Skills

- (v) Reference to context exercise as written class work and question answers on the poem.

Grammar:

- (i) Identifying the errors in the use of pronouns.
(ii) Use of determiners – Fill in the blanks, Multiple-choice questions,
(iii) Assignments on the language item.

Suggested Reading

- (i) Geetanjali – Rabindranath Tagore

Module : (09)

REVISION ASSIGNMENT

Module : (10)

Contents:

- | | |
|---|---|
| (i) Main Course Book: | Unit – 2- The Growing Years.
Understanding Adolescence |
| (ii) Language | Adverbs |
| (iii) Grammar Plus: | Pg 122-129
Punctuation, Correcting spellings |
| (iv) Literature Reader: | Around the World in Eighty Days
Chapter 14 & 15 |
| (v) Vocabulary Enhancement- 10 | |
| (vi) Proverb- P₁₇, P₁₈ | |

Learning Objectives

- (i) To reinforce the skill of speaking fluently and presenting ideas in a clear and coherent manner.
- (ii) Corresponding written work based on reading, listening activities for reinforcement.
- (iii) To learn and use a writing skill creatively.

Speaking and Listening Skills

- (i) Brain storming session in classroom to initiate learners’ response to the theme of ‘The Growing Years’
- (ii) Talk session by individual learners on their personal experiences- sharing and listening to other ideas and viewpoints presented.

Writing Skills

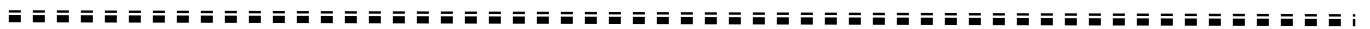
- (i) Writing a message taking clues from a telephonic conversation or given notes.

Reading Skills

- (i) Silent and then loud reading of prose extracts followed by oral comprehension

Grammar

- (i) Exercises based on Adverbs given in Grammar Plus and in assignments.
- (ii) Describing actions shown in pictures using appropriate adverbs. Newspaper Activity on Adverbs to be done.



Module : (11)

Contents:

- (i) **Grammar:** Adverbs (contd.)
- (ii) **Writing skill:** Diary Entry
- (iii) **Literature Reader:** Around the World in Eighty Days
Chapter 16 & 17
- (iv) **Vocabulary Enhancement- 11**
- (v) **Proverb- P₁₉, P₂₀**

Methodology

Pre Reading Activity

- (i) Brain storming session based on the theme ‘Ghosts’.

- (ii) Oral narration of learner’s experience of the theme of supernatural / ghosts. Recalling any incident from fictional / real – life account.

Reading Skills

- (i) Close reading of the passage for comprehension. Loud reading in class by the learner to check for correct stress, intonation and for effective reading.

Dictionary Work:

- (i) Followed by reading the text for an oral exercise.

Speaking Skills

- (i) Discussion / Oral comprehension in class to elicit response to the story and to seek their viewpoint.

Writing Skills

- (i) Attempting a diary entry on one such experience.
(ii) Answering questions from the text and reinforcement through homework and assignment.

Grammar

- (i) Exercises based on Determiners through assignment as well as class work.

Suggested Reading

- (i) The Ghost of Canterville – Oscar Wilde
(ii) A Foot in the Grave – Joan Aiken



Module : (12)

Contents:

- (i) **Main Course Book:** Unit – 5 Hullo, Mr. Ghost!
Sir Lawley’s Ghost
- (ii) **Language** Conjunctions
Grammar Plus: Pg 142-148
- (iii) **Literature Reader:** **Around the World in Eighty Days**
Chapter 18 & 19
- (iv) **Vocabulary Enhancement- 12**
- (v) **Proverb- P₂₁, P₂₂**

Methodology

Reading Skill

- (i) Read for pleasure and close reading to assess the style of the poem.
- (ii) Loud reading for pleasure and to achieve the correct tone and manner.

Speaking Skill

- (i) Discussion in pairs on various aspects of this poem – significance of the theme, style and context of the poem.
- (ii) Answering relevant comprehension questions based on the poem.

Listening Skill

- (i) Model reading of the story ‘The Bet’ will be listened to by learners. Listening to imitation of the dialogue played by characters from the story.

Writing Skill

- (i) Learners will attempt a class exercise of writing answers to inferential questions.

Grammar

- (i) Joining short sentences from newspaper articles to use conjunctions appropriately. Grammar Plus exercises and assignments attempted by the learners.

Suggested Reading

- (i) Hamlyn Book of Ghosts



Module : (13)

Contents:

- (i) **Main Course Book:** Unit – 6 Building Bridges
On Being Sarah
- (ii) **Language / Vocabulary:** Articles
- (iii) **Grammar Plus:** Pg 29-36
- (iv) **Literature Reader:** **Around the World in Eighty Days**
Chapter 20 & 21
- (v) **Vocabulary Enhancement- 13**
- (vi) **Proverb- P23, P24**

Learning Objects

- (i) Practice close reading of the text and skim the text for relevant information.

- (ii) Interpret, analyze the text and practice creative writing.

Methodology

Reading Skill

- (i) Silent reading of the text by the learners followed by class discussion on the theme of the story.
(ii) Loud reading for highlighting relevant details of the story.

Speaking Skill

- (i) Brainstorming activity / Class oral comprehension questions based on the text. Oral narration of the story in sequential order.

Listening Skills

- (i) Listening to model reading and attempting a class exercise based on their listening to a passage from the text.

Writing Skills

- (i) Vocabulary exercise: Dictionary work of new words
(ii) Writing answers for short questions from the text.

Grammar

- (i) Learning usage and application of conjunctions with focus on widely used conjunctions. Class exercise and Grammar plus exercise to be done as reinforcement.

Module : (14)

Contents:

- (i) **Main Course Book:** Unit – 2 Growing Up
Granny’s Fabulous Kitchen
(ii) **Language / Vocabulary** Determiners
(iii) **Writing skill:** Formal Letter Writing
(iv) **Literature Reader:** **Around the World in Eighty Days**
Chapter 22 & 23
(v) **Vocabulary Enhancement- 14**
(vi) **Proverb- P₂₅, P₂₆**

Methodology

Reading Skill

- (i) Silent reading of the lesson by the learners to comprehend its meaning.

Speaking Skill

- (i) Brainstorming the learners on the lesson's theme. Class discussion eliciting variety of response towards the lesson theme and meaning and context.

Listening Skills

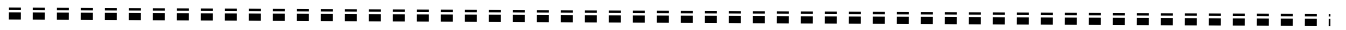
- (i) Listening to model reading of the lesson.
- (ii) Listening to extracts from the lesson followed by comprehension questions based on the same.

Writing Skill

- (i) Reference to context exercise.
- (ii) Inferential questions from the lesson.
- (iii) Text based word-building exercise, dictionary work.

Grammar

- (i) Learning usage and application of Active – Passive Voice.
- (ii) Rewriting a passage from active to passive voice. Identifying the correct voice in sentences as written / oral class exercise.



Module : (15)

Contents:

- (i) **Main Course Book:** Unit – 7 Pictures of the Past
Salim's Song
- (ii) **Language / Vocabulary** Determiners (contd.)
- (iii) **Literature Reader:** **Around the World in Eighty Days**
Chapter 24 & 25
- (iv) **Vocabulary Enhancement- 15**
- (v) **Proverb- P₂₇, P₂₈**

Learning Objectives

- (i) To emphasize and practice public speaking on the theme and facilitate discussion.
- (ii) Extensive reading for acquiring knowledge and information about a particular subject.
- (iii) Fine writing to express ideas, options in a simple lucid style and to practise various forms of writing skills.

Methodology

- (i) Loud reading of the extract by the teacher followed by silent reading for comprehending the context of the text.
- (ii) Brain storming session by the teachers to facilitate group discussion in class to stimulate the students' interest in the theme.

Writing Skills

- (i) Noting the discussion on the lesson's theme.
- (ii) A reference to context exercise.
- (iii) Comprehension questions as class work.

Grammar

- (i) Recap of Active – Passive Voice done with the help of practice exercises done in the class.

Suggested Reading

- (i) Stories of Rana Pratap

Module : (16)

Contents:

- (i) **Main Course Book:** Unit – 7 Pictures of the Past
Christopher Columbus
- (ii) **Language:** Direct / Indirect Speech
- (iii) **Grammar Plus** Pg 111-117
- (iv) **Writing Skills:** Notice writing
- (v) **Literature Reader:** **Around the World in Eighty Days**
Chapter 26 & 27
- (vi) **Vocabulary Enhancement- 16**
- (vii) **Proverb- P₂₉, P₃₀**

Learning Objectives

- (i) To reinforce the skill of speaking fluently and presenting ideas in a clear and coherent manner.
- (ii) Reading extensively to consolidate reading skills, areas of skimming and scanning to be focused.
- (iii) Fine writing to express ideas, options in a simple style and to practice various forms of writing skills.

Methodology

Listening Skill

- (i) Loud / Model reading of the lesson by the teacher followed by silent reading for comprehending the context of the text.

Speaking Skill

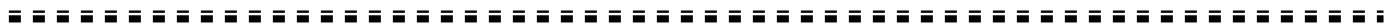
- (i) Class discussion on the Mughal period in Indian History with special reference to Indian music and Mia Tansen.

Writing Skill

- (i) Answering questions from the text. Rewriting information in simple language in notice form.

Grammar

- (i) Exercises based on reported speech given in Grammar Plus to be attempted as class work.
- (ii) Reporting someone's interview orally.
- (iii) Transformation of speech into direct or indirect form.



Module: (17)

Contents:

- (i) **Language :** Direct / Indirect Speech (contd.)
- (ii) **Literature Reader:** **Around the World in Eighty Days**
Chapter 28, 29 & 30

Methodology

Reading Skill

- (i) Loud reading of the poem.

Listening Skill

- (i) Listening to the extracts about Christopher Columbus achievement.
- (ii) Listening to the poem spoken with correct intonation and stress and expression for visual effect.

Speaking Skill

- (i) Class discussion on how to take failure as a step towards success.

Writing Skill

- (i) Answering questions from the text.

Grammar

- (i) Revision of Reported speech
- (ii) Reporting an incident you have been an eyewitness to, using reported speech.
- (iii) Transforming sentences into direct / indirect speech.

Module : (18)

Revision Module

Contents:

- (i) **Literature Reader:** **Around the World in Eighty Days**
Chapter 31, 32 & 33

Learning Objectives

- (i) To revise direct – indirect speech
- (ii) To help learners enjoy poem.

Methodology

Grammar

- (i) Revision of Reported speech through exercises given in Grammar Plus.

Reading Skill

- (i) Reading poems for pleasure and to enjoy its theme, rhyme and rhythm.

Writing Skill

- (i) Revision of taught content through written work.

Revision for Annual Exam

ASSIGNMENTS

Module : (01)

Section A: Reading

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

The Pigtail

There lived a sage in days of yore,
And he a handsome pigtail wore:
But wondered much and sorrowed more
Because it hung behind him.
He mused upon this curious case,
And swore he'd change the pigtail's place
And have it hanging at his face,
Not dangling there behind him.

Says he, 'The Mystery I've found-
I'll turn me round' – he turned him round;
But still it hung behind him.

Then round, and round, and out and in,
All day the puzzled sage did spin;
In vain- it mattered not a pin-
The pigtail hung behind him.

And right, and left, and round about,
And up, and down, and in, and out,
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist, and twirl, and tack,
Alas! still faithful to his back
The pigtail hangs behind him.



A.1 Tick the correct option.

- (i) The sage was unhappy because
- (a) he wore a handsome pigtail
 - (b) he wanted to change the pigtail's place
 - (c) he wanted the pigtail to hang at his face

A.2 Give three sets of rhyming words.

A.3 Find opposites in the poem for the following:

- (i) was happy
- (ii) in front of

A.4 Find equivalents in the poem for the following:

- (i) hang loosely
- (ii) think carefully

Section – D (Literature)

I. Answer with reference to the context.

(a) *“He went to the nawab and got Gopal the time and the money.”*

- (i) Who is ‘he’ here?
- (ii) Why did Gopal need the money and time?
- (iii) What did Gopal do with the money?

7. *“He led this curious procession into the nawab’s court.”*

- (i) Who is ‘he’ here?
- (ii) What is referred to as ‘this curious procession’?
- (iii) What did ‘this curious procession’ signify?

Vocabulary Enhancement- 1

Given below are some personality traits. Match the words with what the people are saying to know some traits of their characters. Refer to the dictionary while doing this exercise.

loyal	optimistic	pessimistic	sensitive	sociable	vain
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1. I love meeting new people and spending time with people. _____
2. I always stand by my friends, even when they are going through difficult times.

3. I always think about and consider other people’s feelings. _____
4. I don’t get upset by a failure and believe that good things are going to happen.

5. I always think bad things are going to happen to me and the people around me.

6. I feel there are few people who are as talented as I am. _____

Proverb Time

A proverb is a short well-known expression that states a general truth or gives advice.

- P.1 **Actions speak louder than words** (what a person actually does is more important than what he says he will do)
- P.2 **Losers weepers, finders keepers** (If you lose something you weep, if you find something you keep it)

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Module : (02)

Section A: Reading

New Grammar Plus- Pg 163- Passage IV- do be done in the grammar plus itself.

Section - B (Writing Skill)

Paragraph Writing

- I Write a paragraph of about 100- 150 words on ‘A Morning Walk’.

Section - D (Literature)

- I. Answer with reference to the context.

“He fled from the office running down the corridor.”

- (i) Who is ‘he’ here?
- (ii) Which and whose office is referred in the above line?
- (iii) How had ‘he’ reached there?

Vocabulary Enhancement- 2

Where will you find the following? Clues are given in the box

convent	aviary	orphanage	mint	observatory
herbarium	aquarium	cantonment	apiary	monastery

1. orphans live in an _____
2. monks live in a _____
3. nuns live in a _____
4. birds are kept in an _____
5. bees are kept in an _____

6. soldiers live in a _____
7. money is coined in a _____
8. dried plants are preserved in a _____
9. fishes are kept in an _____
10. astronomical observations are taken in an _____

Proverb Time

P.3 **Distance makes the heart grow fonder** (When you are away from someone you love, you love them even more)

P.4 **A tree is known by its fruit** (A man is judged by his actions)

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Module : (03)

Section A: Reading

New Grammar Plus- Pg 165- Passage VI- do be done in the grammar plus itself.

Section - C (Grammar)

A. Do as directed:

- (i) He (travel) a lot for his work. (Use simple present tense)
- (ii) You speak English to your children. (Make a question using simple present)
- (iii) Your English (get) better each day. (Use present continuous)
- (iv) Why people (look) at me. (Make a question using simple present)
- (v) This clock (work.) (Make a question using simple present)

B. Fill in the blanks with correct form of verbs given in the brackets.

- (i) When I _____ the station the train had already _____. (reach, leave)
- (ii) He _____ from fever since Monday. (suffer)
- (iii) She _____ the poem, but I have not. (learn)
- (iv) I _____ a letter to my father yesterday. (write)
- (v) What are you _____? (do)
- (vi) He _____ his food for he was in a hurry. (leave)
- (vii) We _____ our grandmother every year. (visit)
- (viii) I _____ for Jaipur tonight. (leave)
- (ix) The patient _____ before the doctor _____. (die, arrive)
- (x) He _____ that he had nothing to add. (say)

C. Underline the verbs and state the tense

- (i) They have seen the incident.
- (ii) She felt bad.

- (iii) They had been working all day long.
- (iv) He was eating an apple.
- (v) You have been dreaming.
- (vi) We shall overcome.
- (vii) Jalan is learning.
- (viii) She will be working late tonight.
- (ix) By next month we shall have been living here for ten years.
- (x) He finished his homework quickly.



D. Fill in the blanks with suitable tense forms of the verbs given in the brackets. (In certain cases more than one response is possible.)

When Rinku ----- (come) to Mrs Sidhu's candy store, she ----- (stop) to look in through the window. Mrs Sidhu ----- (arrange) the toffee jars on the counter. She ----- (like) Rinku ever since Rinku ----- (come) to her shop to buy a bar of Amul

chocolate. But Rinku ----- (not have) any money at

that moment, so she ----- (not want) to go

inside. She ----- (just turn) away when Mrs

Sidhu ----- (say), "Hello Rinku, come in and

have a chocolate". Rinku ----- (hesitate)

a little. She ----- (like) chocolates but there -----

(throw) a beaming smile at her. Then she ----- (take) out a gift-wrapped packet of

chocolates. "This ----- (be) a special prize for you," she ----- (say). "Uncle Sidhu -----

--- (leave) for you this packet for standing first in the class. See it ----- (have) a card

signed by Uncle Sidhu." Tears ----- (roll) down Rinku's cheeks as she -----

(accept) that gift of love and appreciation. She ----- (not know) how to thank old

Uncle Sidhu, who ----- (always love) her so dearly.



Vocabulary Enhancement- 3

Find two antonyms of each of these words from the box. Take the help of your dictionary.

aged	crowded	boisterous	despondent
noisy	unattractive	forlorn	wintry
awake	nippy	matured	crammed up
cruel	repulsive	malicious	alert

- | | | | |
|-----------|--------------|-------------|----------|
| 1. silent | 2. beautiful | 3. merciful | 4. young |
| 5. lonely | 6. gay | 7. asleep | 8. warm |

Proverb Time

- P.5 **Beauty lies in the eyes of the beholder** (Different people have different tastes)
P.6 **Diligence is the mother of good fortune** (Hard work brings rewards)

=====

Module : (04 & 05)

Section - A (Reading)

Read the article given and answer the questions that follow:

H₂O Blues

It's funny how the smallest of things in life can teach you a lesson. Often when I go home early and want to read a book in peace, someone or the other drops by and disturbs me. There are days when I do not want to read and instead crave for friends. That's when all my friends are busy. The point is you never really get to do what you desperately want to do.

Like the other day, I wanted chilled water and found out that my five-year-old fridge had failed me. That sultry morning, the mercury must have been at its peak. Now you know how it feels like when the heat roasts you and all you want is to gulp down icy water, but I found none and had to make do with tepid water.

I fidgeted with the wire trying to figure out what was wrong. The electricians arrived and found out that the compressor had fused and had to be replaced. The dealer had assured that the warranty period still stood and that it would take three or more days for replacement.

This meant that I'd have to do with tepid water in this roasting weather. Each time, I prepare my favourite sherbet with a dash of fresh lemon and mint, nothing seems sweeter to me than those ice cubes that I have taken for granted over the years. In the evenings when I come home tired and thirsty, I would carry home plenty of chilled bottled water from the market. But they don't last. Eventually I gave up.

One evening as I sat holding a warm cola in my hand, I was suddenly ashamed. All the fuss over chilled water. All the silly arguments I had with the dealer for his delay in replacing the compressor. Suddenly, they all seemed so insignificant.

The World Health Organization (WHO) estimates that almost one million Indian children die because of unsafe drinking water. Forget chilled water, as many as 220 million Indians don't even have access to safe drinking water. Slowly as the real picture sank in I began to feel small. Here, I am drinking purified water and acting as if my world has collapsed.

It doesn't matter any more if the dealer takes the entire summer mending my compressor. And as I nurse my warm sherbet in the heat of the day, I may not exactly feel on top of the world, but I do thank my stars that I can drink clean water whenever I feel thirsty.

1. Complete the following statements:

- (i) The writer could not get icy water as _____
- (ii) The refrigerator was not working as _____
- (iii) The repairs would take three days because _____
- (iv) The arguments with the dealer and the delay in repairs seemed insignificant to the writer as _____
- (v) The writer is thankful for _____

2. Replace the following words and phrases from the passage with synonyms. Use a dictionary.

- | | | |
|----------------------------|------------------------|------------------|
| (i) tepid- | (ii) fidgeted- | (iii) dash - |
| (iv) gave up - | (v) fuss- | (vi) feel small- |
| (vii) on top of the world- | (viii) thank my stars- | |

Section - B (Writing Skill)

Story Writing

Write a story beginning with the following line.

One day when I returned from an evening walk, I found my brother missing. My mother was crying bitterly. He was probably

Section - C (Grammar)

I. In this puzzle, you will see nine nouns (1 down to 9 down). However their adjectives are hidden in the letters of the clues. Make use of all the letters in each clue to arrive at the adjective. The first letters of the adjectives are given for you.

1	A											
2	M											
3	S											O ¹
4	C									R ²	R	
5	O								A ³	E	D	
6	W							P ⁴	T	G	E	
7	G						C ⁵	U	H	I	R	
8	A					R ⁶	H	D	L	O		
9	L				M ⁷	O	I	D	E	N		
				L ⁸	O	A	L	I	T			
			D ⁹	I	M	D	D	N	E			
			O	O	E			G				
			G	N	N							
												T

Clues:

1. E P A I T A L
H B L A C
2. U T O S I M N
O A U N
3. U G N G G T R
S I L
4. O H L O C C T
E A
5. P N D E H R O A
6. W N G N I I D
7. E L D O G N
8. Y N G A R
9. Z A Y L

II. Fill in the blanks with the type of Adjectives mentioned in the brackets.

- (i) I told him _____ stories. (Quality)
- (ii) May I have _____ tea. (Quantity)
- (iii) _____ book is this? (Interrogative)
- (iv) _____ boy got an apple from the teacher. (Distributive)
- (v) _____ pen is lost. May I borrow _____? (Possessive)
- (vi) I could not make _____ sense of his words. (Quantity)
- (vii) _____ girl is the monitor of this class? (Interrogative)
- (viii) Is there _____ light available here? (Quantity)

III. What are the comparative and superlative forms of these adjectives?

Positive	Comparative	Superlative
(i) fit	fitter	_____
(ii) graceful	_____	_____
(iii) delicious	_____	_____
(iv) narrow	_____	_____

- (v) dangerous _____
- (vi) naughty _____
- (vii) attractive _____
- (viii) funny _____

IV. The table below compares the age, height and weight of five children. Fill in the blanks using the correct form of the adjective in brackets.

	Paul	Sue	Peter	John	Lisa
Age	9 yrs old	8 yrs old	10 yrs old	7 yrs old	6 yrs old
Height	137 cm	130 cm	135 cm	130 cm	128 cm
weight	32 kg	28 kg	35 kg	30 kg	26 kg

- (i) Peter is the _____ of the children. (old)
- (ii) Lisa is the _____ of the children. (young)
- (iii) Paul is the _____ of all. (tall)
- (iv) John is not as _____ as Sue. (old)
- (v) Lisa is _____ than John and Sue. (short)
- (vi) Peter is the _____ in the group. (heavy)
- (vii) John is _____ than Lisa. (tall)
- (viii) Sue is _____ than John. (light)
- (ix) Sue is _____ than Lisa, but _____ than Peter. (old, young)
- (x) John is _____ than Peter, but _____ than Sue. (light, heavy)

Section - D (Literature)

- Why did Gerald Durrell bring the scorpion and her babies into the house?
- 'The shower missed the animal completely but drenched Mother, who, not being able to stand cold water, lost her breath and sat gasping unable even to protest'*
 - Who was the shower aimed at?
 - What was mother's reaction?
 - What was this chaos all about?

Vocabulary Enhancement- 4

A. Suppose you are travelling to Japan with your family. Your flight leaves at 12.30 am. What do you have to do till you board your flight? Complete the following sentences with the words given in the box.

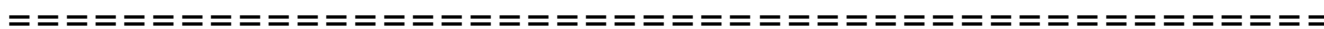
luggage	passport	boarding	terminal	seat belt
attendant	check-in desk	security	lounge	airport

1. Around 9 pm you reach the _____ with your _____.
2. Your plane departs from _____ A.
3. You say that you have arrived for your flight at the _____.
4. You are asked to show your _____.
5. Your luggage is put through the _____ check.
6. Now you have to get the _____ pass from the counter.
7. You wait in the _____ till your flight is announced.
8. When you board the flight, the flight _____ directs you to your seat and requests you the fasten your _____.

Proverb Time

P.7 **Familiarity breeds contempt** (Knowing somebody very well may lead to a lack of respect for them)

P.8 **Haste makes waste** (If something is done too quickly, it may be done carelessly and would need to be redone)



Vocabulary Enhancement- 5

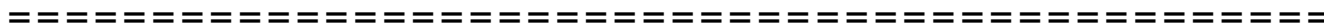
Choose the correct suffix for each word and write it in your booklet. Change the spellings as required.

- | | |
|-----------------------------|--------------------------|
| 1. theatre (-ship/-cal) | 2. hard (-ship/ - less) |
| 3. quarrel (ish/-some) | 4. picture (-age/-esque) |
| 5. tact (-less/ish) | 6. post (-ary/-age) |
| 7. apparent (-ly/-less) | 8. boy (ish/-esque) |
| 9. custom (-some/-ary) | 10. fool (-ly /-ish) |
| 11. trouble (-ness / -some) | 12. break (-ful/-age) |

Proverb Time

P.9 **If wishes were horses, then beggars would ride** (Wishing alone is of no use; you must act as well)

P.10 **Ignorance is bliss** (What you do not know causes no wrong or sadness)



Module : (06)

Section - A (Reading)

Wrecked In The Antarctic



In 1914 Ernest Shackleton set off on an expedition. The aim was to reach the South Pole by crossing the continent of Antarctica using dog sleds. Twenty-eight men and forty-nine dogs set off in the ship 'Endurance' to travel to the edge of Antarctica.

When they were about 1500 kilometres South of Cape Horn, their ship became stuck in the ice pack. As the ice gradually built up around the trapped vessel, Shackleton could see that his ship was slowly being crushed. The 'Endurance' would never sail again.

On 27th October 1915 Shackleton ordered his men to abandon ship. They loaded supplies, navigation instruments and three small whaleboats onto the ice floe. Their plan was to camp there until the ice broke up. Then they would get into the boats and sail for the nearest land. As they watched from their camp, the 'Endurance' was smashed to pieces by the ice and sank into the sea. They were alone.

They had tents that sheltered them from the wind and the cold.

They had food and heating oil. They had the boats and navigation instruments. But they did not have a radio, so nobody knew where they were or how much danger they were in.

By using the navigation instruments, Shackleton knew that their ice floe was moving north- but only very slowly. On 18th January 1916, nearly three months after they had abandoned their ship, a great gale swept across them and the ice floe began to move more quickly. Even so, by the end of February their food was almost gone. Shackleton ordered that the dogs would have to be killed and eaten.

Complete the following statements-

- (i) The Shackleton expedition set off on _____
- (ii) _____ men set off on the expedition.
- (iii) They not contact another ship and get some help because _____

Section - D (Literature)

Reference to Context

1. They watched as for the Queen it died
They watched it march. They watched it halt.
- (i) Who is 'they' here?
 - (ii) What does 'it' refer to?
 - (iii) What tricks is 'it' performing? Why?

Vocabulary Enhancement- 6

Add correct prefixes from the box to the words given below to make new words. A prefix can be used more than once, and some words may take more than one prefix!

pre- dis- a- mis- be- un- im- al-
--

- | | |
|-------------------|-------------------|
| 1. graceful _____ | 2. shore _____ |
| 3. mature _____ | 4. historic _____ |
| 5. miss _____ | 6. head _____ |
| 7. board _____ | 8. print _____ |
| 9. obedient _____ | 10. ready _____ |

Proverb Time

P.11 **Justice delayed is justice denied** (If the law is applied too late, there is no justice)

P.12 **Kindness begets kindness** (If you are kind to people, they will be kind to you)

=====

Module : (07)

Section A: Reading

New Grammar Plus- Pg 160- Passage I- do be done in the grammar plus itself.

Section - B (Writing Skill)

Informal letter

1. You accompanied your schoolmates on a pleasure trip to a hill station. Write a letter to your uncle describing the scenic beauty of the hill resort and how you enjoyed this trip.

Section – C (Grammar)



1. Fill in the blanks with appropriate personal pronouns:

Principal: Good morning, Mr. Qureshi. Please have a seat.
_____ guess _____ wanted to talk to
_____ about Akram.

Mr. Qureshi: Yes. _____ am quite worried about
_____. _____ see _____
is insisting on sports as a career. And some how _____ has won the support of
his mother also.

P: _____ think _____ is right in supporting Akram.
What is wrong with sports as a career? His teacher has reported to _____ that
_____ has the potential of becoming a first-rate hockey player. _____ is bound
to be selected for the nationals. _____ will bring glory to all of _____ and then
_____ will be proud of _____. Besides, now there is plenty of money in
sports.

Q: But _____ don't want _____ to become a sportsman. _____ have other
ideas for _____.

P: No, Mr. Qureshi. _____ must not impose our views on our children. Their life is
_____ just as our life is _____.

2. Join the following sentences using appropriate relative pronouns:

Who, Whom, Which, That, Whose

- (i) I saw many houses. Most of them were quite expensive.
- (ii) Hari had been driving all day. He was tired and wanted to sleep.
- (iii) That horse is very dangerous. His one leg is broken.
- (iv) The boy is wearing a blue shirt and white trousers. He is my cousin.
- (v) A man is standing there. He is our new postmaster.
- (vi) She is our class teacher. We all like her very much.

3. The following passage has not been edited. There is an error in each of the lines. Underline the incorrect word and write the correction in the blank against the line.

It was only last month when we had
a chance of mine first flight in an aeroplane.
They reached London on August 5. My wife
was with me. It was first time when he
had a chance to travel by air. We found

- a. _____
- b. _____
- c. _____
- d. _____

herself in a different world altogether. There we
went to Mr. Ram's house which is my brother.

e. _____
f. _____

Section - D (Literature)

1. "I never take it off – I can't even remember how to open it"
 - (i) Who is the speaker?
 - (ii) What does 'it' refer to?
 - (iii) Why is the speaker trying to take it off?
2. Why were the Nazi officers looking for the Rosens?
3. How did Papa save Ellen?

Vocabulary Enhancement- 7

Given below is a list of collective nouns that are beautiful, evocative and even poetic. Fill in the gaps with suitable collective nouns.

parliament	descent	band	bed	stand
company	leash	squabble	flush	host

1. a s _____ d of flamingoes
2. a s _____ e of goshawks
3. a p _____ t of owls
4. a c _____ y of parrots
5. a h _____ t of sparrows
6. a d _____ t of woodpeckers
7. a f _____ h of ducks
8. a l _____ h of greyhounds
9. a b _____ d of gorillas
10. a b _____ d of oysters

Proverb Time

P.13 **Little strokes fell great oaks** (If you divide a task into small parts, it becomes easier to do)

P.14 **Man proposes, God disposes** (Our destiny depends on God's will)

=====

Module : (08)

Section A: Reading

New Grammar Plus- Pg 161- Passage II- do be done in the grammar plus itself.

Section – B (Writing Skill)

Message Writing

Read the following telephone conversation:

Ganesh : This is 65433.

Mahesh: I am Mahesh. Could I talk to Rajesh, please?

Ganesh: Sorry, Rajesh is not at home. If you have any message, please give it to me.

Mahesh: Please tell him that my friends and I are leaving for Mussoorie tonight in a Tata Safari. Rajesh also intended to accompany us. Tell him to join us. Also ask him to ring me before 7 p.m.

Ganesh: Rajesh is expected to be back within half an hour. I shall definitely give your message as soon as he comes. Have a nice time.

Mahesh: Thank you very much. Bye!

Now, Ganesh writes the message lest he should forget. Write that message for Rajesh in about 50 words and put it in a box.

=====

NOTES

ACTIVE AND PASSIVE VOICE

Take a look at these sentences. How are these sentences different?

- He wrote a letter.
- A letter was written by him.

In most sentences, the **subject** of the sentence is the **doer** of an action and the object of the sentence is the receiver of the action.

For example,

- Cats eat fish. (**cats–subject; fish–object**)
- Rohan posted the letter. (**Rohan–subject; the letter–object**)

The verb that expresses that the action is carried out by the subject is said to be in the **active voice**. The active voice is used when the agent or the doer is to be made prominent.

However, in some sentences, the subject receives the action of the verb.

For example,

- Fish are eaten by cats. (**fish–subject; cats–object**)
- The letter was posted by Rohan. (**the letter–subject; Rohan–object**)

The verb that expresses what is done to the subject is said to be in the **passive voice**.

Voice is that form of the verb which indicates whether the subject is the doer of the action or something is being done to it.

See how the following sentences in the active voice have been changed into passive voice without changing their meanings.

- The captain called the players. (**Active**)
The players were called by the captain. (**Passive**)
- He is painting a portrait. (**Active**)
A portrait is being painted by him. (**Passive**)

Can you point out the differences in each of the pairs of sentences?

Read these rules to be kept in mind when changing the voice of the verb from active to passive.

- The positions of the subject and the object of the verb are interchanged. The subject of the verb in the active voice is made the object of the verb in the passive voice.
- In the passive voice, the preposition by is added the object.
- The number of the verb is changed according to the number and person of the subject.

Study the table to understand how the verb is changed into the passive voice form in different tenses.

Tense	Active voice	Passive voice
Simple present	He paints a wall.	A wall is painted by him.
Present continuous	He is painting a wall.	A wall is being painted by him
Present perfect	He has painted a wall.	A wall has been painted by him.
Simple past	He painted a wall.	A wall was painted by him.
Past continuous	He was painting a wall.	A wall was being painted by him.
Past perfect	He had painted a wall	A wall had been painted by him.
Simple future	He will paint a wall	A wall will be painted by him.
Future continuous	He will be painting a wall.	×
Future perfect	He will have painted a wall.	A wall will have been painted by him

 **Note**

- ❖ If the active verb has two objects- one direct and the other indirect –either of them becomes the subject of the passive verb, and the other remains as an object of the verb in the passive voice. The object that comes after the passive verb is called the retained object. For example,
 - My father gave me a cycle. (active voice)
 - I was given a cycle by my father. (passive voice)
 - A cycle was given to me by my father. (passive voice)

- ❖ Active verbs followed by a preposition retain the preposition.
 - The students laughed at the clown.
 - The clown was laughed at by the students.

FOR IMPERATIVE SENTENCES:

 Study this table that shows the changes in imperative sentences where the subject is omitted.

Active voice	Passive voice
Take it home.	<u>Let</u> it be taken home.
Do it right now.	<u>Let</u> it be done right now.
Open the door.	<u>Let</u> the door be opened .
Do not heat the food.	<u>Let not</u> the food be heated .


- The imperative sentence in the passive voice takes this form-
Let + object + be + past participle
- If the sentence is in the negative, then the structure is-
Let not + object + be + past participle.

NOTE: If a sentence begins with ‘please’ in the active voice, then ‘you are requested’ is added in its place when you are changing from Active to Passive Voice.

Example: Please bring me a book. (Active Voice)

You are requested for a book to be brought. (Passive Voice)

FOR INTERROGATIVE SENTENCES:

 Study this table to understand how verbs in the active voice in interrogative sentences are changed into the passive voice.

Active voice	Passive voice
Did Suman invite you?	Were you invited by Suman?
Do the children like chocolates?	Are chocolates liked by the children?
Have you finished the work?	Has the work been finished by you?
Can anybody cure this disease?	Can this disease be cured? (Anybody is not used.)
Who hit the ball?	By whom was the ball hit?
When will they announce the date?	When will the date be announced? (They is not used)



Let us look at the instances when the use of the passive voice is preferred.

We use the passive voice when-

- the person or thing acted upon is to be made prominent. The passive voice is thus preferred when the active form would involve the use of a vague pronoun or noun such as somebody, they, people, anybody, as the subject. For example,
 - My book has been stolen. (Someone has stolen my book.)
 - I was asked my identity. (They asked me my identity.)
 - I have been invited to the conference. (Someone has invited me to the conference.)
- the doer is not known or when it is not intended to name him. For example,
 - The victim was carried out.
- we wish to focus on the person or the thing acted upon rather than the doer or the agent. For example,
 - The building was destroyed by lightning.
- when the subject in the active voice is implied from the context.
 - He was fired from his job (by his employer).
 - The city has been captured (by the enemy).



Note

Since the object of a verb in the active becomes the subject of the passive form, it means that only transitive verbs can be used in the passive, because an intransitive verb has no object.



See how sentences in the passive voice can be changed into active voice.

Passive: The work will be finished by the plumber in a week.

Active: The plumber will finish the work in a week.

Passive: By whom was this major task accomplished?

Active: Who accomplished this major task?

Passive: I have been asked to attend this meeting.

Active: Someone has asked me to attend this meeting.

Section - C (Grammar)

1. Put the verbs in the brackets into the passive form

FARMHOUSE MYSTERY

On Sunday 11p.m., a body _____ (find) by the Delhi police in a farmhouse at Chattarpur. As no identification papers _____ (pick up) from the man's trouser pockets, the body _____ (take) to the local police station. A day later, his wife _____ (contact) through newspapers and she identified the man as her husband. It _____ (report) that a strange man _____ (seen) entering the farmhouse, the morning of Sunday the 7th by the watchman's children. Yesterday, the police arrested two men who _____ (suspect) to be involved in the murder. Investigations _____ (carry) out presently.

2. Read the washing instructions given below. Write them in passive form.

- (i) Wash the dress separately.
- (ii) Use a gentle soap.
- (iii) Use cold water.
- (iv) Do not wring or twist the dress.
- (v) Do not dry it in direct sunlight.
- (vi) Dry it in shade.
- (vii) Iron the dress at low temperature.

3. Fill in the blanks with the passive forms of the verbs given in the brackets:

- (i) Purity of milk _____ with a lactometer. (test)
- (ii) Beaufort _____ to find out wind speeds. (use)
- (iii) Intensity of earthquakes _____ on a Richter scale. (measure)
- (iv) Rabindranath Tagore _____ the Nobel Prize for his 'Gitanjali'. (give)
- (v) Ayurveda _____ by ancient Indians. (practice)
- (vi) Paper _____ by the Chinese around 105 AD. (make)
- (vii) Aero plane _____ by Orville and Wilbur Wright of USA. (invent)
- (viii) Humidity of the atmosphere _____ with a hygrometer. (find)

(ix) Hardness of minerals _____ on Mohs scale. (show)

Section - D (Literature)

1. Tagore dreams of an ideal world in his prayer. What are the main features of this ideal world?

Vocabulary Enhancement- 8

A. **Given below are words that begin with the word cap. Guess the words with the help of the clues given in the brackets.**

- (i) cap _____ (overturn, kneel over)
- (ii) cap _____ (a zodiac sign)
- (iii) cap _____ (chief town)
- (iv) cap _____ (having ability)
- (v) cap _____ (a vegetable)
- (vi) cap _____ (a prisoner)

B. **There are also some words which end with cap. For example, *handicap*. Now, guess the following words, ending with- cap, from the clues given in the brackets.**

- (i) _____ cap (summary at the end)
- (ii) _____ cap (a cloth worn especially in bed)
- (iii) _____ cap (a thick cover of ice over an area)
- (iv) _____ cap (a protective covering, usually knitted, for the knee)
- (v) _____ cap (reckless, rash)
- (vi) _____ cap (size of paper used, especially in Britain)

Proverb Time

P.15 **Necessity is the mother of invention** (The need for something forces people to find a way of obtaining it)

P.16 **One good turn deserves another** (You should be helpful to someone who helps you)

=====

Module : (09)

REVISION ASSIGNMENT
Section – A (Reading)

I dream a world where man
No other will scorn
Where love will bless the earth
And peace its path adorn.
I dream a world where all
Will know sweet freedom's way.
Where greed no longer saps the soul
Nor avarice blights our way.

A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth,
And every man is free.
Where wretchedness will hang its head,
And joy, like a pearl,
Attend the needs of all mankind.
Of such I dream –
Our world.

(Langston Hughes)



On the basis of the reading of the poem, answer the following questions:

1. The poet dreams of a world where
 - (i) _____
 - (ii) _____
 - (iii) _____
 - (iv) _____
 - (v) _____
2. What does the poet say about the different races?
3. What is joy compared to? What is the figure of speech?
4. Pick out three abstract nouns from the first stanza
 - (i) _____
 - (ii) _____
 - (iii) _____

5. Find the synonyms for
(i) contempt, hate
(ii) decorate
6. Find the antonyms for
(i) war
(ii) slavery

Section – C (Grammar)

1. Do as directed:

- (i) I _____ for Jaipur tonight. (Present Continuous of ‘leave’)
(ii) The patient _____ before the doctor arrived. (Past Perfect of ‘die’)
(iii) She _____ two oranges already. (Present Perfect of ‘have’)
(iv) Ritu answered _____ the questions correctly although _____ of them were difficult. (Use a determiner)
(v) _____ style did he use in his writing? (Use a determiner)

2. Fill in the blanks with appropriate kinds of Adjectives indicated in brackets.

- (i) _____ girl is my sister. (Demonstrative)
(ii) _____ subjects do you like? (Interrogative)
(iii) This is _____ book. (Possessive)
(iv) May I have _____ tea? (Quantity)

3. Pick out the Adverbs and name its type.

- (i) She speaks eloquently.
(ii) Things became clear to me afterwards.
(iii) They like coming here
(iv) I called at your house twice.
(v) He answered the question almost correctly.

4. There is one word missing (pronoun) in the following paragraph. A slash (/) has been placed there. Write the missing pronoun in the space provided. The first one has been done as an example:

The boys at last saw Ramu’s pet cat. The cat was big and /did not like / at all. But for Ramu /was a very special creature

_____ they _____

and / had decided that this time _____
 he would not let anyone harm /. It _____
 was surprising how every pet that / had, _____
 vanished. One day / found the cat _____
 missing. He asked the boys where / was. _____
 Although / had hidden the cat, they _____
 said they knew nothing.

5. You are familiar with active and passive voice. The table below lists the active and passive forms, as well as the conversion rules of the verb 'teach'.

Tense	Active form	Passive form
Simple present	teach/ teaches	is/ am/ are taught
Simple past	taught	was/ were taught
Simple future	shall/ will teach	shall/ will have taught
Present continuous	is/ am/ are teaching	is/ am/ are being taught
Past continuous	was/ were teaching	was/ were being taught
Future continuous	will/ would be teaching	(no passive form)
Present perfect	has/ have taught	has/ have been taught
Past perfect	had taught	had been taught
Future perfect	shall/ will have taught	shall/ will have been taught

Now, change these sentences to the passive voice.

(i) Her uncle teaches her Mathematics.

(ii) Tom smashed all the eggs.

(iii) Aunt Polly will admonish Tom.

(iv) The woman has shouted savagely at the beggar.

(v) The pirates had burnt the ship.

(vi) Who has stolen my pen?

(vii) Someone will punish you.

(viii) The boys will have eaten food.

Section – D (Literature)

I. Answer with reference to context.

1. *“And aren’t we lucky that Lise had dark hair when she was a baby?”*

- (i) Who is the speaker?
- (ii) What is the relation between the speaker and Lise?
- (c) How was Lise’s dark hair lucky for them?

2. *“Now you better give me the exact figures”.*

- (i) Who is the speaker and listener?
- (ii) What figures is he talking about?

II. Answer the following questions:

- (i) What was Gerald Durrell’s purpose behind bringing the scorpion and her babies?
- (ii) Why do you think Tagore prays for a world where the mind is led by widening thought and action?
- (iii) What should we remember while taking food-containing iron?
- (iv) Why didn’t Henry ever venture abroad again?
- (v) How do you know that the bear was in pain?

Vocabulary Enhancement- 8

New Grammar Plus Pg 26- Ex. I (Collective Nouns)

=====

MODEL TEST PAPER HALF YEARLY (SOLVED)

Time : 2 hrs 30 mins

M. M. 80

Section - A (Reading)

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

Good Handwriting

Handwriting skills form a part of your body language. To a potential employer or a business manager, it gives fair idea of your abilities and integrity. It speaks of your confidence, decision-making capabilities and smartness.

Handwriting analysis or graphology says that it's not your hand that is writing, its your brain. And even when people lose the use of their teeth, they still write the same way. Because everyone's handwriting, like D.N.A. is different and because your loops and squiggles are the windows to your identity. Graphology is even being used by companies to screen potential crooks and incompetents. Handwriting analysis also throws light on whether one has found the right match or even can find out whether the job one is doing suits the candidate.

It is easier to improve bad writing skills at an early age when adaptation to newer techniques is much faster and the hand does get set. Improving writing skills is not a day's practice, but a continued process. So as a good smile, it is good handwriting that makes all the difference in getting your work done and becoming a successful person.

A.1.1. On the basis of your reading, answer the following.

- (i) How does analysis of one's handwriting help an employer? (1)
(ii) One's writing reveals (2)
- (a) _____ (b) _____ (c) _____ (d) _____
- (iii) How does one's handwriting reveal one's identity? (1)
(iv) Handwriting analysis has the following advantages: (1)
It can tell: (a) _____ (b) _____
(v) What do the loops and squiggles in writing suggest? (1)
(vi) How can writing be improved? (1)
(vii) Why is it easier to improve bad writing skills at an early age? (1)

A.1.2. Find words from the passage which mean the same as the following from the paragraphs indicated. (4)

- (i) powerful, existing in possibility, not in reality (para1) _____
(ii) twists (para 2) _____

- (iii) rogue, swindler, criminal (para2) _____
(iv) adjustment, modification (para 3) _____

A.2. Read the poem carefully.

The Joys of Age

No more responsibilities for me
I can sit in the shade,
Reliving the good old times-
Letting bad memories fade.

I can enjoy my children's children
Without a parent's pain,
And though I spend hours with them,
The pleasure does not wane.
I can go to bed what time I please,
Talk to strangers without unease,
Give bad advice to those younger than me
And generally have a real old time's spree.

A.2.1. On the basis of your reading, complete the following.

1. The speaker says that he has no responsibilities now because _____. (1)
2. He spends his time now by _____. (1)
3. The three things that the speaker can do without hesitation are :- (3)
(i) _____ (ii) _____ (iii) _____

A.2.2. Write the meaning and make sentences with: (3)

- (i) fade (ii) spree (iii) unease

Section - B (Writing)

- B.1. Write a paragraph on 'The insensitiveness of human beings towards animals'. (8)**
- B.2. Write a letter to your friend Tanya congratulating her, on her standing first in the class. (12)**

OR

Write a letter to your sister telling her about a new friend you have made.

Section - C (Grammar)

C.1. Complete the following dialogues by filling in the blanks with the correct tense of the verbs in brackets. (5)

Sonu: Rohit, what have you _____ (do) all these months?

Rohit: I _____ (want) to ask you the same question.

Sonu: I have just _____ (complete) my Post- Graduation.

Rohit: That's great! Sonu I _____ (do) my MBA and _____ (be) looking for a job.

C.2. Fill in the blanks with appropriate adverbs. (5)

(i) The child _____ got lost in the fair.

(ii) I _____ appreciate your suggestions.

(iii) Entry to those restricted areas is _____ forbidden.

(iv) She was courageous _____ to fight the dacoits alone.

(v) He _____ gets angry.

C.3. Complete the following paragraph using suitable pronouns: (5)

Nakul and Shantanu are brothers. _____ are members of the Indian Cricket team. Both of _____ are good players. Nakul is the one _____ bowls but Shantanu _____ batting is superb is the better player. _____ parents are very proud of them.

C.4. Fill in the blanks with the appropriate kinds of adjectives, indicated in the brackets: (5)

(i) India expects _____ man to do his duty. (Distributive)

(ii) _____ kind of toys does the child like? (Interrogative)

(iii) This box is very _____. (Quality)

(iv) Is there _____ jam in the bottle? (Quantity)

(v) I haven't heard from you for _____ weeks. (Number)

C.5. Fill in the blanks: (3)

(i) Losers _____, finders _____

(ii) _____ is the mother of good fortune.

(iii) _____ breeds contempt.

(iv) Kindness _____ kindness.

(v) _____ is bliss.

Section – D (Literature)

D.1. ‘Don’t ever be sorry for that. Weren’t we lucky that Papa thought so quickly and found the pictures?’

- (i) Name the lesson. (1)
- (ii) Who said these words? (1)
- (iii) What shouldn’t the person be sorry for? (1)
- (iv) What idea did Papa get so quickly and how was it lucky? (2)

D.2. Answer the following questions:

- (i) What do you think the poet wants to convey through the poem ‘My Mother Saw a Dancing Bear’? (2)
- (ii) Mention any two features of the world Tagore dreams of in his prayer? (2)
- (iii) What are the dietary needs of adolescents? (2)
- (iv) What was everyone’s reaction on seeing the scorpion and her babies? (2)
- (v) How can you distinguish a chameleon from a lizard? (2)
- (vi) Why do you think the writer released the scorpion and her babies on the garden wall? (2)

NOTE:- Vocabulary enhancement exercises will also be included in half yearly exams.

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MODEL TEST PAPER (ANSWER KEY)

Time : 2 hrs 30 min

M. M. 80

Section A

A.1.1.

- (i) It gives a fair idea of your abilities and integrity.
- (ii) (a) confidence (b) decision making capacities
(c) smartness (d) one's brain
- (iii) Everyone's handwriting, like D.N.A., is different, even when people grow old, they write the same way. Thus it reveals one's identity.
- (iv) (a) whether one has found the right match.
(b) whether the job one is doing suits the candidate
- (v) They are the windows to one's identity.
- a) Writing can be improved with continued practice.
b) It is easier to improve bad writing skills at an early age because adaptation to newer techniques is much faster and the hand gets easily set.

- A.1.2.(i) potential
(ii) squiggle
(iii) crook
(iv) adaptation

A.2.1.

1. He is old and has completed his duties.
2. Thinking about the good times he has had
3. (i) He can go to bed whenever he wants.
(ii) Talk to anyone without hesitation
(iii) Advise the younger ones, be it right or wrong

- A.2.2.(i) The sun faded away over the horizon.
(ii) Maya went on a shopping spree with her sister.
(iii) The student delivered the speech without any unease.

- B.1. Content
One paragraph only
Consistent tense

- B.2. Format
17, Model Road
Khanpur

23rd September

Dear _____ / Tanya

Content

Yours lovingly

Content – 3 paragraphs

Introduction / Congratulate

Appreciation / Suggestions

Best wishes / Concluding paragraph

OR

Introduction of your friend

About her / her family members / her likes, dislikes etc

How important your friend is for you

C.1.

- (i) been doing
- (ii) was going
- (iii) completed
- (iv) have done, am

C.2.

- (i) Unfortunately
- (ii) definitely
- (iii) strictly
- (iv) enough
- (v) seldom/often

C.3.

- (i) they
- (ii) them
- (iii) who
- (iv) whose
- (v) their

C.4.

- (i) every
- (ii) what
- (iii) heavy
- (iv) any

- (v) many

C.5.

- (i) weepers, keepers
- (ii) Diligence
- (iii) Familiarity
- (iv) begets
- (v) Ignorance

D.1

- (i) Saving my friend Ellen.
- (ii) Mrs Johansen.
- (iii) for having black/dark hair.
- (iv) Papa tore Lise's photograph from the album and showed it to the officer as Ellen's. The soldiers believed him and released Ellen.

D.2

- (i) The insensitiveness of people towards animals, by using them for their own entertainment.
- (ii) freedom of information and equality and harmony.
- (iii) sufficient energy and nutrients for normal growth, specific nutrients such as iron etc.
- (iv) frightened. They shouted, screamed and ran here and there. There was complete chaos.
- (v) long tongue, long and slender limbs, fingers and toes resemble a parrot's claws.
- (vi) didn't want anyone to hurt them and they had created a chaos.

=====

MODEL TEST PAPER HALF YEARLY (UNSOLVED)

Time : 2 hrs 30 min

M. M. 80

Section - A (Reading)

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

STRANGE COINCIDENCE

When Mr. Bose was walking down the street one day, he happened to notice a small brown leather wallet lying on the pavement. He picked it up and opened it to see if he could find out the owner's name. He found nothing except some money and an old photograph of a woman and a young girl. The girl was about sixteen years old and looked like the woman's daughter. Mr. Bose put the photograph back into the wallet and went straight to the police station where he had handed the wallet to the policeman on duty.

That evening Mr. Bose went to his friend's place for dinner. There he met a young woman who looked familiar. Mr. Bose was quite sure he had not met her before and could not remember where he had seen her. At the dinner table the young woman happened to mention that she had lost her wallet that day. Immediately Mr. Bose remembered where he had seen her. She was the young girl in the photograph who was much older now. Mr. Bose described her wallet and its contents to her and told her that he had recognized her from the photograph. They went at once to the police station to claim the wallet. The police officer was surprised that Mr. Bose had found the wallet and the owner and remarked that it was strange coincidence.

A.1.1. Answer the following questions:

(2 × 4 = 8)

- (i) Why did Mr. Bose open the wallet?
- (ii) Why did Mr. Bose take the wallet to the police station?
- (iii) How was Mr. Bose able to recognize the woman?
- (iv) Why was the police officer surprised?

A.1.2. Find out the word from the passage which means the same:

(1 × 2 = 2)

- (i) footpath _____
- (ii) that which is contained in something _____

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

Bang! A bird fluttered for seconds and fell to the ground. A ten-year old bespectacled boy, named Salim Ali, who had shot the bird, ran and picked it up. The bird looked like a house sparrow but, to the boy's surprise, it had a yellow patch on its throat. Puzzled, the boy took the sparrow to his uncle, Amiruddin Tyabji, a big game hunter, asked him what

kind of bird it was. His uncle did not know, but took the boy to the office of the Bombay Natural History Society.

When the boy was introduced to Mr. Millard, the honorary secretary of the Society. Millard was amused to find that an Indian boy keen to know the kind of sparrow he had bagged. He took him around the room, showing the many varieties of stuffed birds preserved there. One after another, drawers were opened and birds were displayed to the boy, who did not know that so many birds existed. He decided to learn all about them. Millard was impressed by Salim's enthusiasm and agreed to teach him.

A.2.1. On the basis of your reading of the passage, complete the following. (1 × 7 = 7)

- (i) The bird fluttered and fell to the ground because_____.
- (ii) The yellow patch on the bird's throat surprised Salim because_____.
- (iii) The boy took the sparrow to his uncle as_____.
- (iv) The boy's uncle took him to the Bombay Natural History Society because_____.
- (v) Mr. Millard was amused by_____.
- (vi) Salim Ali was lucky to see a number of birds as Mr. Millard_____.
- (vii) Mr. Millard agreed to teach Salim everything about bird because_____.

A.2.2. Find out the word from the passage, which means the same. (1 × 3 = 3)

- (i) to wave or flap rapidly_____
- (ii) one who works without payment_____.
- (iii) to exhibit_____

Section - B (Writing)

B.1. Write a paragraph on 'What friendship means to me'. (5)

B.2. You have joined a boarding school, write a letter describing your experience in the new school. (10)

Section - C (Grammar)

C.1. Fill in the blanks with the correct tense of the verb in the bracket. (5)

- (i) The boy _____ the mountain top. (past perfect of 'reach')
- (ii) Thirty able bodied men_____. (present perfect continuous of 'run').
- (iii) She _____ a long career in teaching. (present perfect of 'has').
- (iv) He _____ ill for a month. (past perfect of 'be')
- (v) My watch _____ thirty seconds a day. (Simple present of 'lose')

C.II Fill in the blanks with appropriate kinds of adjectives, indicated in the brackets. (5)

- (i) I am very busy, I have _____ time to call on them. (Quantity)
- (ii) We must do _____ duty. (Possessive)
- (iii) The Taj is one of the _____ buildings of the world. (Quality)
- (iv) _____ kind of men are they? (Interrogative)
- (v) Distribute _____ clothes among the poor children. (Demonstrative)

C.III Complete the paragraph by filling in the blanks with appropriate pronouns: (5)

I first met R.K. Narayan when _____ was living in Mysore. He worked in the mornings. I accompanied _____ on walks through the bazaar. _____ walked very slowly and stopped at shops to introduce _____ to the shopkeepers.

C. IV. Tick [✓] the correct word from the brackets: (5)

- (i) This train goes (direct / directly) to London.
- (ii) He was (clean / cleanly) bowled.
- (iii) She stood (firm / firmly) on her convictions.
- (iv) Isn't there anyone who can write this (neat / neatly)?
- (v) The guests arrived (late/lately)

C. V. Complete the proverbs: (5)

- (i) Distance makes _____
- (ii) Beauty lies _____
- (iii) If wishes were horses, _____
- (iv) Justice delayed is _____
- (v) Man proposes, _____

Section - D (Literature)

D.1. Answer with reference to context:

1. "What on earth's the matter with you all?"

- (i) Who is the speaker? (1)
- (ii) Who are 'all'? (1)
- (iii) What was the matter? (2)

2. "Men were shouting, hurling stones and brandishing sticks."

- (i) Name the lesson. (1)
- (ii) Why were the men acting in this manner? (1)
- (iii) What was the myth attached to the creature? (2)

D.2. Answer the following questions:

(2 × 6 = 12)

- (i) Why did the children later feel ashamed to watch the show of the bear?
- (ii) Which foods are rich in proteins?
- (iii) Why were the Nazi soldiers looking for the Rosens?
- (iv) Why was Raja Krishna Chandra in a quandary?
- (v) What was Tagore's idea of a dream world?

NOTE:- *Vocabulary enhancement exercises will also be included in half yearly exams.*

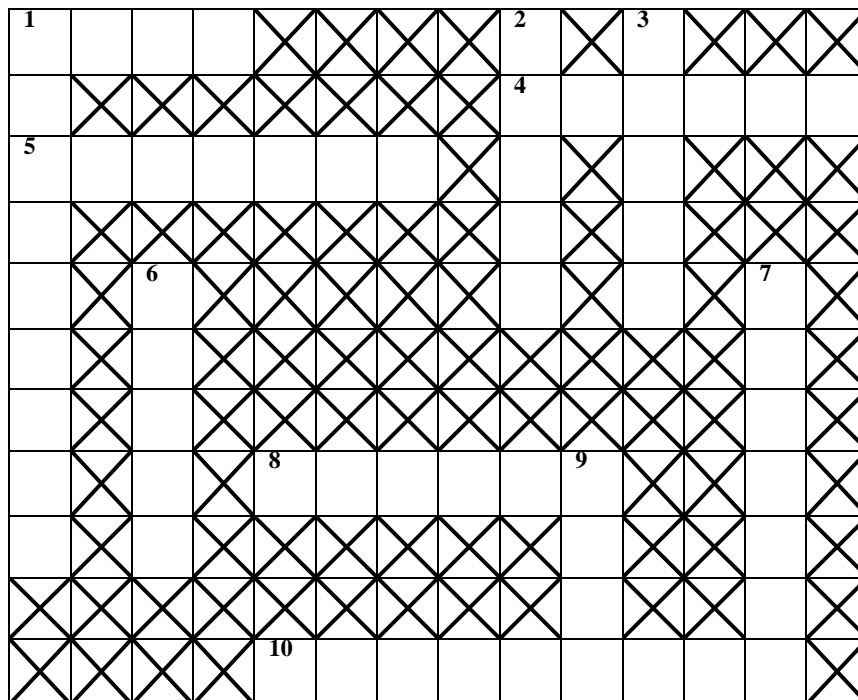
Module : (10)

Section - A (Reading)

New Grammar Plus Pg 164- Passage- V- do it in the grammar plus itself.

Section – C (Grammar)

1. Complete this crossword puzzle with suitable adverbs, deducing them from clues below.



Clues:

Across :

1. He knew me *w*_____.
4. I could only hear her voice *f*_____ as there was a cross connection.
5. Press it *l*_____.
8. He *a*_____ comes late to school.
10. Her teacher listened to all her problems *p*_____.

Down:

1. My servant does every little thing *w*_____.
2. His grandfather *o*_____ complains of a headache.
3. My friend *n*_____ disagrees with me.
6. She reads *a*_____.
7. Before her teacher could call her, she ran away *q*_____.
9. We will be waiting for you. Come *s*_____.

2. Fill in the blanks with appropriate adverbs:

- (i) They _____ missed the train.
- (ii) He has to visit the doctor _____.
- (iii) Sunny flew _____ to London.
- (iv) The kite did not go very _____.
- (v) They like coming _____.

3. Choose the correct adverbs from the bracket and fill in the blanks:

Mary's dress looks very _____ (pretty, prettily). Mary is _____ (pretty, prettily) dressed for the party. The guests arrived _____ (late, lately). Mary had _____ (hard, hardly) begun to cut the cake when she saw her friends coming in a group. She was _____ (true, truly) happy. Her friends were also _____ (very, much) excited.

4. Underline the adverbs and name its type.

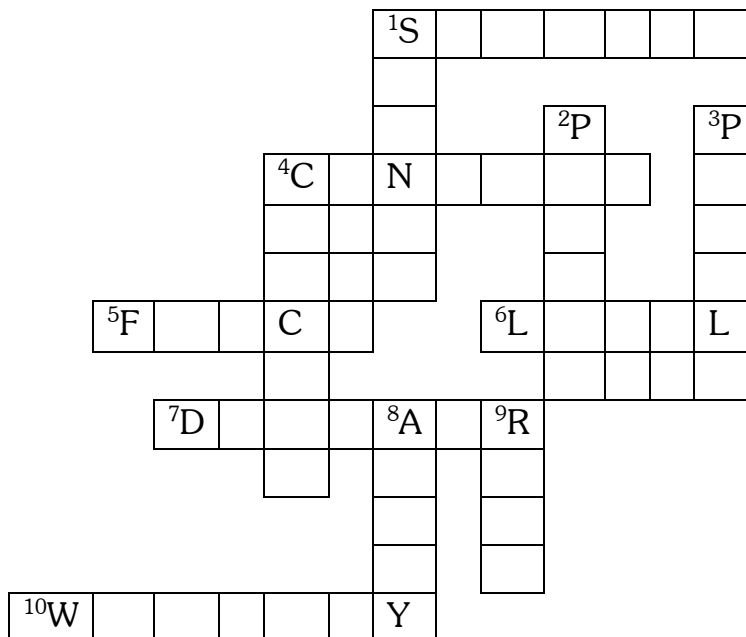
- (i) The guests are coming tomorrow. _____
- (ii) She writes quite beautifully. _____
- (iii) They always welcome us warmly. _____
- (iv) Things became clear to me afterwards. _____
- (v) Stop it now. _____

Section - D (Literature)

1. What are the problems that today's adolescents face?
2. To ensure normal, healthy growth during adolescence, a nutritious diet is necessary. What is a nutritious diet?

Vocabulary Enhancement- 10

1. Solve the following puzzle filling in the **synonyms** of the given words:



Across:

1. hate
4. hide
5. compel
6. faithful
7. disappointment
10. rich

Down:

1. miserly
2. forgive
3. danger
4. brief
8. pain
9. wander

Proverb Time

P.17 **Nothing ventured, nothing gained**

(You cannot expect to achieve anything if you don't take risks)

P.18 **Pride comes before a fall**

(Don't be too self- confident or proud; something may happen to make you look foolish)

Module : (11)

Section - A (Reading)

A man named Smith was standing on his roof during a flood and the water was up to his feet. Before long a fellow in a canoe paddled past and shouted, “Can I give you a lift to higher ground?”

“No, thanks,” said Smith. “I have faith in the Lord and He will save me.”

Soon the water rose to Smith’s waist. At this point a motor boat pulled up and someone called out, “Can I give you a lift to higher ground?”

“No, thanks,” said Smith. “I have faith in the Lord and He will save me.”

Later, a helicopter flew by and Smith was now standing on the roof with water up to his neck. “Grab the rope,” yelled the pilot, “I’ll pull you up.”

“No, thanks,” said Smith. “I have faith in the Lord and He will save me.”

But after hours of treading water, poor, exhausted Smith was drowned and went to his heavenly home. As he arrived at pearly gates, Smith met his Maker and complained about this turn of events. “Tell me, Lord,” he said, “I had such faith in you to save me and you let me down. What happened?”

To which the Lord replied, “What more do you want from me? I sent you two boats and a helicopter!”

(i) Answer these questions:

- (a) Where was Smith and why was he there?
- (b) Why did he not avail himself of the help offered?
- (c) What was his complaint to his Maker?
- (d) What was his Maker’s reply?
- (e) What is the moral of the episode?

(ii) Complete the following on the basis of your reading of the passage:

- (a) The man in the canoe approached Smith so that he could _____.
- (b) Smith rejected the pilot’s offer because he _____.
- (c) Smith struggled through water to _____ himself but ultimately _____.

(iii) Find words from the passage that mean the same as:

- (a) shouted
- (b) to take hold of
- (c) very tired

Section - B (Writing Skill)

Diary Entry

Your uncle presented a beautiful wristwatch to you on your birthday. But it was lost within two months. You are inconsolable on the day you lost the watch. Write in your diary expressing your thoughts. You may start in the following way.

Monday, 15 October
8.15 p.m.

Oh, God! How did I lose my precious watch?.....

Section - D (Literature)

1. ‘ Surely, you don’t expect me to believe these silly stories.’
- (i) Who is the speaker?
 - (ii) What silly stories is he talking about?
 - (iii) Why didn’t he believe in them?

Vocabulary Enhancement- 11

A. People can be named according to their behaviour, their jobs, etc. In the sentences below, these special names have got mixed up; write the correct names in the blanks, making changes wherever needed.

- (i) A mayor is a person who visits shrines and holy places. _____
- (ii) The stenographer ate and drank excessively. _____
- (iii) During the meeting, the glutton wrote in shorthand. _____
- (iv) An optimist steals things as a habit. _____
- (v) Madhu being a sprinter, is shy, quiet and unable to make friends. _____
- (vi) We should salute the pilgrim, who died for our country. _____
- (vii) An assassin has a positive approach to life. _____
- (viii) The political leader was killed by an introvert _____
- (ix) Being the head of the city council, the kleptomaniac addressed the counsellors. _____
- (x) The martyr ran fast over a short distance. _____

Proverb Time

P.19 **Still waters run deep**

(A quiet person can have much knowledge or wisdom)

P.20 **The pen is mightier than the sword**

(Words and communication have greater effect than war and fighting)

=====

Module : (12)

Section - A (Reading)

Read the passage given below:

A father one day asked his daughters, “What is the sweetest thing in the world?” “Sugar!” said the elder daughter. “Salt,” said his younger daughter. Her father thought that she was making fun of him, but she stuck to her opinion. The father was obstinate, but so was his daughter. A quarrel broke out between them over this small matter, and he drove her out of the house, saying: “As you think that salt is sweeter than sugar, you had better find another home where the cooking is more to your taste.”

It was a beautiful summer night, and as the pretty maiden sat singing sadly in the forest around her father’s cottage, a young prince, who had lost the way while hunting the deer, heard her voice, and came to ask her the way. Then struck by her beauty, he fell in love with her, took her home to his beautiful palace and married her.

The bride invited her father to the wedding feast, without telling him that she was his daughter. All the dishes were prepared without salt, and the guests began to complain as they ate the tasteless food. “There is no salt in the meat!” they said angrily.

“Ah,” said the bride’s father. “Salt is truly the sweetest thing in the world!. But when my daughter said so, I turned her out of my house. If only I could see her again and tell her how sorry I am!”

Drawing the bridal veil aside from her face, the happy girl went to her father and kissed him. Now properly salted dishes were brought in and all the guests were satisfied.

A. Write *T* for true and *F* for false statements:

- (i) The father thought that his younger daughter was making fun of him.
- (ii) The younger daughter was as rigid as her father.
- (iii) The father drove his younger daughter out of the house because she had disobeyed him.
- (iv) The prince married the young girl because he took pity on her.
- (v) Salt is the ‘sweetest’ thing in the world because it adds taste to the dishes we eat.

- (iv) Industrial waste is an obnoxious _____ (affluent/ effluent) that can cause considerable harm to marine life.
- (v) Put the engine into _____ (motion/ motive).
- (vi) The _____ (incidental/ accidental) costs of our jungle safari added up to large sum.
- (vii) It is such a pity to see the weaker sections of society huddled in slums near the mansions of the _____ (affluent/ effluent).
- (viii) You can leave an _____ (indelible/ inedible) impression on others by your good deeds.

Proverb Time

P.21 **Two wrongs don't make a right.**

(It is wrong to harm someone because they have harmed you)

P.22 **Variety is the spice of life**

(Doing a lot of different things makes life more interesting)

=====

Module : (13)

Section - A (Reading)

New Grammar Plus Pg 168- Passage: VIII- do it in the grammar plus itself.

Section - B (Writing Skill)

Formal Letter

Write a letter to the Editor of a newspaper requesting him to start a special column for school children to advise and help them in coping with stress and tensions especially during examination. Suggest some features like tips on study skills, effective learning, techniques health care etc. that should be included in the column.

Section - D (Literature)

1. *"I can say almost anything I want."*
 - (i) Who is the speaker?
 - (ii) How will the speaker speak?
 - (iii) What feeling of the speaker does the line express?
2. *"Symbols do what talking does."*
 - (i) Who said this?
 - (ii) What does talking do?

Vocabulary Enhancement- 13

A. Complete the following expressions by giving the noun / adjective forms of the verbs in the box.

boil	sing	serve	argue	cover
swell	deafen	refer	exhibit	record

1. a heated _____
2. a playback _____
3. in-flight _____
4. half - _____ egg
5. an art _____
6. a _____ leg
7. a _____ cassette
8. a _____ book
9. a _____ letter
10. a _____ roar

Proverb Time

P.23 **Walls have ears.**

(Be careful. People could be listening)

P.24 **You can lead a horse to water but you can't make it drink.**

(You can offer someone an opportunity to do something but you can't force them)

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Module : (14)

Section - A (Reading)

Australia remained cut off from the rest of the world for a very long time. As a result, some of the vegetation and animals of Australia are quite different from those found in other parts of the world.

Australia is rich in several resources such as-plants, wildlife and minerals. But it is deficient in water resources. Nevertheless, Australians have been able to utilize their resources to a great extent with the help of modern scientific methods. This country is, therefore, considered one of the most industrialized countries of the world.

Eucalyptus, also called 'gum tree' is the most common tree there. It rises up to 90- meters and some yield oil also. Natural vegetation is controlled by the amount of rainfall. Forests are, therefore, found near the coast where rainfall is heavy. The grasslands are found in the drier interior parts. The grasslands are of two types - tropical and temperate. These are good for pastoral farming.

Australia is famous for the kangaroos which have a pouch like fold of skin near the stomach to carry their young ones.

1. On the basis of your reading of the passage answer the questions that follow:

- (i) Why does Australia have different types of vegetation and animals?

(ii) What is the unique feature of a kangaroo?

2. Complete the following:

(i) There is (plenty/shortage) of water, but the country is (rich/poor) in other resources.

(ii) Forest are found near the coast because

3. Pick out words from the text which are opposite in meaning to

(i) exterior

(ii) artificial

4. Say whether the following are true or false

(i) The grasslands are found near the Australian coast

(ii) Eucalyptus trees give oil also

5. Find one word from the passage which means

(i) make use of

(ii) regarded

(iii) bag

(iv) short of

Section - C (Grammar)

DETERMINERS

Determiners are the words used to determine or fix the meaning of nouns . There are different types of determiners. The type of determiner used depends on the type of noun. Singular nouns always need a determiner. For plural nouns and uncountable nouns, the determiner is optional.

There are about 50 different determiners in the English language. They include:

- Articles: a, an, the
- Demonstratives: this, that, these, those, which, etc.
- Possessives: my, your, our, their, his, hers, whose, my friend's, our friends', etc.
- Quantifiers :few, a few, many, much, each, every, some, any etc.
- Numbers: one, two, three, twenty, forty
- Ordinals: first, second, 1st 2nd, 3rd, last, next, etc.
- Distributive: each, every, etc
- Others: all, both, either, neither, etc

Articles

Definite Article – ‘the’ is a definite article, which means that it is used to refer to something specific. It refers to a noun that is either understood (by the reader or listener) or has been previously referred to by the writer or speaker.

Indefinite Articles – ‘a’ and ‘an’ are indefinite articles.

The difference between ‘a’ and ‘an’- ‘an’ is used before a word that starts with a vowel sound and ‘a’ is used before words starting with a consonant sound.

‘a’ and ‘an’ are used in the same way grammatically. They are used before a singular noun, or before the adjective that represents the noun. They should not be used with plural nouns or uncountable nouns.

Examples

a/an	There is a dog outside the building.	We don't know which dog the writer/speaker is referring to.
the	The black dog is outside the building.	It is understood, to which dog the writer/speaker is referring to
a/an	Do you know where I can find a post office?	The writer/speaker is not referring to a specific post office
the	I am going to the post office.	It is understood, to which post office the speaker/writer is referring to.

Demonstrative Determiners

‘this’ and ‘these’ indicate nearness. ‘that’ and ‘those’ indicate distance from the speaker.

Example

This is the table.

These children are well behaved.

All those boys haven't done their work.

That is my son.

Possessive Determiners

They express the relationship of a noun with a noun or a pronoun.

Example

Our teacher is quite helpful.

Quantifiers/ Indefinite Determiners

What are quantifiers?

Quantifiers are words that are used to state quantity or amount of something without stating the actual number.

Quantifiers answer the questions ‘How many?’ and ‘How much?’

Quantifiers can be used with plural countable nouns and uncountable nouns.

Quantifiers must agree with the noun. There are 3 main types of quantifiers- quantifiers that are used with countable nouns, quantifiers that are used with uncountable nouns and the 3rd type are quantifiers that are used with both countable nouns and uncountable nouns.

	Countable Nouns	Uncountable Nouns	-
much		*	I don't have much money.
many	*	-	I don't have many apples.
few*	*	-	We know few people in the area. I would like to get to know more.
a few**	*	-	We know a few people in the area. I know enough people to keep me happy.
little*	-	*	I know little English. I am going to have a problem getting around England.
a little**	-	*	I know a little English, at least enough to get around England.
enough	*	*	I have enough money.
plenty	*	*	I have plenty of money.

* **a few/a little** - means that there are not a lot of something, but there is enough.

- There are a few apples. (There are enough apples.)
- I know a little English. (He knows enough English to manage.)
- I have a little money.

***few/little** - means that there is not enough of something.

- There are few apples. (There are not enough apples.)
- There are few people. There are not enough people at the meeting. We can't hold a meeting, because there are not enough people.
- There is little money. We can't buy a lot of expensive food.
- They know little English. They can't get around very well. (They don't know enough English to manage.)

When to use some and any?

'Some' and 'any' are quantifiers.

Any - Any is used with:

- Negative sentences
- When asking a question.

Examples:

- Do you have any ice cream left?
- I don't have any money today. I am getting paid on Friday.
- My brother never does any thing good.

Some - Some is used with:

- Positive sentences.
- When asking a question, if the answer is expected to be positive.

Examples:

- The children have some free time.
- Please buy some bananas.
- May I have some tea?

Distributive Determiners

Each

‘Each’ is used when a number of things or persons are considered individually.

Example

Each child is special.

Every

‘Every’ doesn’t emphasize on the individual, though it means the same.

Example

Every child likes chocolates.

Exercises

1. Fill in the blanks as directed:

- (i) _____ man is standing there, wearing _____ cowboy hat.(Article)
- (ii) _____ the people present were shocked.(Quantity determiner)
- (iii) I want to buy _____ books.(Demonstrative determiner)
- (iv) Nobody knows _____ history.(Possessive determiner)
- (v) _____ style did he use in his writing? (Interrogative determiner)

2. Fill in the blanks with some, a few or all.

- (i) Road safety is important to _____ the people.
- (ii) Ritu answered _____ the questions correctly although _____ of them were difficult.
- (iii) Have _____ vegetables. It’s good for you.
- (iv) Call _____ the children in and give them their dinner.
- (v) There are _____ mangoes in the basket.

3. Read the short paragraph in which Neha says something about her best friend, Anjali. Fill in the blanks with a / an or the

I have _____ friend who is in _____ same class as I. Her name is Anjali. She belongs to _____ state of West Bengal. She used to go to _____ school in Kolkata, _____ capital of _____ state. Her father is _____ army officer and her mother is _____ electronic engineer. Two years ago, _____ officer was transferred to _____ capital of _____ country.

4. Correct the errors in the usage of determiners.

- (i) There is many water in the pond.
- (ii) Take some of the two, both are good.
- (iii) Much days have passed after the incident.

- (iv) I saw any beggar at the gate.
- (v) Anyone of the clerks have come. It is too early.
- (vi) The hall is really full. Much of them have come.
- (vii) All one of you should contribute to this noble cause.
- (viii) I am sure you will get any chance.

Vocabulary Enhancemnet- 14

1. Match the expressions given below with their meanings.

A	B.
(i) get blood out of stone	a. to be very anxious and tense
(ii) make someone’s blood run cold	b. without feeling
(iii) in cold blood	c. built into one’s personality or character
(iv) in one’s blood	d. to make someone very angry
(v) draw blood	e. to shock or horrify someone
(vi) young/ new blood	f. a very difficult task
(vii) sweat blood	g. younger generation

Now, fill in the blanks with the above *blood* expressions.

- (i) Keshav’s entire family is very musical minded. Music is in _____.
- (ii) The killer walked up fearlessly and shot the stranger _____.
- (iii) What an awful test! I was really _____ at the end.
- (iv) It makes me _____ to think of all the money that is wasted by my daughter on clothes and cosmetics.
- (v) He told us things about prisoners which _____.
- (vi) To train an old dog is like _____.
- (vii) This institution desperately requires some _____ on its board to bring new ideas.

Proverb Time

P.25 **All good things come to those who wait**
(Patience brings rewards)

P.26 **Be swift to hear, slow to speak**
(Listen carefully before speaking)



Module : (15)

Section - A (Reading)

A. Read the following poem carefully and answer the questions in the space provided.

Home They Brought Her Warrior Dead

Home they brought her warrior dead:
Neither she swooned, nor uttered cry:
All her maidens, watching, said,
“She must weep or she will die.”

Then they praised him, soft and low,
Called him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.

Stole a maiden from her place,
Lightly to the warrior stept,
Took the face-cloth from the face:
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee-
Like summer tempest came her tears-
“Sweet my child, I live for thee.”

A.1 Complete the following:

- (i) When her dead warrior was brought home, she reacted _____
- (ii) The dead warrior was praised _____
- (iii) Her reaction to the praise showered on the dead warrior was _____
- (iv) The turning point in the poem occurred when _____
- (v) Find words in the poem which mean the following:-
 - (a) fainted :- _____
 - (b) deserving :- _____

Vocabulary Enhancement- 15

A. Pair work

Work with a partner. Write appropriate words. Take words from the box below.

How do you feel when.....?

- (i) life looks quite bright, you are full of hope and happiness _____

- (ii) something that happens gives you very great pleasure _____
- (iii) you are quite satisfied with what you have _____
- (iv) someone does a favour to you _____
- (v) you are expecting something special to happen _____
- (vi) everything seems wrong in your life _____
- (vii) you have had enough of something that you don't like _____
- (viii) you are unhappy over quite a long period of life _____
- (ix) you are unable to do something you are keen to do _____
- (x) you cannot decide what to do _____
- (xi) something you don't like has happened and you feel disturbed _____
- (xii) something important is about to take place and you feel afraid _____

upset	confused	grateful	contented	delighted	frustrated
fed up	nervous	cheerful	depressed	excited	miserable

B. Fill in the blanks with the most suitable word taken from above. (More than one choice may be possible in certain cases)

- (i) I am _____ to my teachers for their kind help.
- (ii) Many students feel _____ just before entering the examination hall.
- (iii) Mr. Reddy was _____ to see the poor marks of his son.
- (iv) Sarah was asked to garland the Chief Guest and she felt quite _____ about it.
- (v) The police inspector felt _____ because people gave two different descriptions of the thief.

C. A person feels *pleased*. A scene may be *pleasing*. In these sentences, add the correct ending, - *ed* or - *ing*.

- (i) We found the World Cup Final match very excit _____.
- (ii) This weather is terribly depress _____.
- (iii) I was confus _____ by the large number of questions put to me.
- (iv) Missing a train can be a very frustrat _____ experience.
- (v) I found the question very confus _____.

Proverb Time

P.27 **Birds of a feather flock together**

(People of the same sort are usually found together)

P.28 **Easier said than done**

(What is suggested sounds easy but it is more difficult to actually do it)

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