

SMART SKILLS
CLASS 6
SYLLABUS 2016-2017
ENGLISH

Syllabus

	Literature	Grammar	Writing Skills	Supp. Reader
April-May	The Starting Point Her Head	Articles and Determiners Punctuation	Diary Writing	Chronicles of Narnia
July	Arthur and the Sword	Pronouns Prepositions Integrated Grammar	Writing Creative recipe	Chronicles of Narnia
August	Brown Wolf	Verbs and Tenses Present and Past Simple Tense, Present and Past Continuous Tense, Present Perfect Tense	Poster Making	Chronicles of Narnia
September - October	Revision for First Term Exam.	Integrated Activities; Proverbs ,Spelling Bee; Fun Games; Quizzes	Informal Letter	Chronicles of Narnia
November	Tabby's Table Cloth The Fog	Conjunctions Integrated Grammar	Informal Letter	Chronicles of Narnia
December	Saving the Tiger	Adjectives- Degrees and Order Direct & Indirect Speech	Advertisement	Chronicles of Narnia
January	The Canterville Ghost Vocation	Subject-Verb Agreement	Paragraph Writing	Chronicles of Narnia
February	Revision for Final Term Exam			

Reading Project-

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

Project Work- Term I

English project will be done in the first term.

Aim

To instill in the students the sensitivity and ability to lift one's thoughts and visualize the loneliness of the sea, the song of the wind, etc.

To appreciate the poetic techniques where the objects of nature are given an individual personality.

To motivate the students to be duty bound.

To develop an aesthetic sense in students.

Procedure

Prepare a Sailor's Handbook using A4 size sheets as per the given guidelines (to be given by the teacher in class).

This activity would involve the teaching of a writing skill (Diary Writing) and would be a part of pre-teaching this writing skill.

RUBRICS FOR ASSESSMENT (Sailor's handbook)**(10 Marks)**

Name of the Student	Content (3m)	Illustration (2m)	Creativity (2 m)	Coherence (2 m)	Conclusion (1m)	Total (10m)
1.						

Exam Weightage

1. Comprehension Passage	- 20% (Prose and poem comprehension)
2. Writing Skills	- 20%
3. Grammar	- 20%
4. Literature	- 20%
5. Internal Assessment	- 20%

List of Formative Assessments

1. Sailor's Handbook	10 marks
2. Poster Making	5 marks
3. Listening Skills	5 marks
4. Speaking Skills	5 marks
5. Class Work	5 marks
6. Theatre Activity	10 marks
7. Elocution	5 marks
8. Blurbs	5 marks
9. ICT integrated activities (Reading Project)	5 marks

The best four assessments per term shall be considered.

Suggested Reading

- | | |
|---|--------------------------|
| 1. The Jungle Book | - Rudyard Kipling |
| 2. Robinson Crusoe | - Daniel Defoe |
| 3. Adventures of Tom Sawyer | - Mark Twain |
| 4. Swami and Friends | - R.K. Narayan |
| 5. Black Beauty | - Anna Sewell |
| 6. The Prince and the Pauper | - Mark Twain |
| 7. The Three Musketeers | - Alexander Dumas |
| 8. Treasure Island | - R.L. Stevenson |
| 9. David Copperfield | - Charles Dickens |
| 10. Kidnapped | - R.L. Stevenson |
| 11. The Hound of the Baskervilles | - Sir Arthur Conan Doyle |
| 12. The Railway Children | - E. Nesbit |
| 13. Daddy Long Legs | - Jean Webster |
| 14. The Narayanpur Incident | - Shashi Deshpande |
| 15. Howl's Moving Castle | - Diana Wynne Jones |
| 16. Little Women | - Louisa May Alcott |
| 17. Call of the Wild | - Jack London |
| 18. The Diary of a Young Girl | - Anne Frank |
| 19. Gulliver's Travels | - Jonathan Swift |
| 20. The Adventures of Huckleberry Finn | - Mark Twain |
| 21. Alice's Adventures in Wonderland & Through the Looking-Glass | - Lewis Carroll |
| 22. The Wonderful Wizard of Oz | - L. Frank Baum |
| 23. King Arthur and His Knights of the Round Table | - Roger L Green |
| 24. Oxford Dictionary and Thesaurus, Oxford English Mini Dictionary. | |
| 25. http://dictionary.cambridge.org/ | |

Contemporary Titles

All titles of the Artemis Fowl series by Eoin Colfer
 Princess Diaries by Meg Cabot
 Chicken Soup for Kid's Soul and for Teenage Souls
 Lion boy Zizou Corder
 Eragon, Inkheart and Inkspell by C Funke
 All titles of Ruskin Bond
 All titles by Sherlock Holmes
 All titles by Roald Dahl



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April-May

Reading Comprehension

Read this poem

THE SCHOOL BOY

I love to rise in a summer noon
 When the birds sing on every tree;
 The distant huntsman winds his horn,
 And the sky - lark sings with me.
 O! What sweet company.

But to go to school in summer noon
 O! It drives all joy away:
 Under a cruel eye out worn;

The little ones spend the day
 In sighing and dismay.

Ah! Then at times I drooping sit,
 And spend many an anxious hour,
 Nor in my book can I take delight,
 Nor sit in learning's bower,
 Worn through with the dreary shower.

How can the bird that is born for joy
 Sit in a cage and sing?
 How can a child, when tears annoy
 But droop his tender wing
 And forget this youthful spring.



1. Now complete the summary given below.

The boy _____ to rise in the afternoon in summer. It is the time when the _____ sing and _____ blows _____. He finds pleasure in the _____ of the skylark. What he dislikes is _____ to school. The school takes away _____ and makes him sad. _____, too, don't delight him though he _____ a lot of time sitting. The boy compares himself with a _____ and he feels that a _____ cannot enjoy when tears trouble him constantly.

2. Who is the speaker of this poem?

3. Does coming to school bring joy or tears? Write how you feel about it.

Read this amusing story of an unusual pet and the trouble he created one day.

My pet, Henry

Henry did not cause any trouble in our house, but he did create something like a riot in the nursery school down the road.

It happened like this.

When the papayas in our garden were ripe, Grandmother usually sent a basket of them to her friend, Mrs.Ghosh, who was the principal of the nursery school. On this occasion, Henry managed to smuggle himself into the basket of papayas when no one was looking. (He did have a cage of his own, but was seldom in it.)The gardener dutifully carried the papayas across to the school and left them in Mrs.Ghosh's office. When Mrs.Ghosh came in after making her rounds, she began admiring and examining the papayas. Out popped Henry.

Mrs.Ghosh screamed. Henry would probably have liked to blush a deep red, but he turned a bright green instead, as that was the colour of the papayas.Mrs.Ghosh's assistant, Miss Daniels, rushed in, took one look at the chameleon, and joined in the screaming. Henry took flight and fled from the office, running down the corridor and into one of the classrooms. There he climbed onto a desk, while the children ran in all directions, some to get away from Henry, some to catch him. But Henry made his exit from a window, and disappeared in the garden.

Grandmother heard all about the incident from Mrs. Ghosh, but did not tell her that the chameleon was ours. I did not think Henry would find his way back to us, because the school was three houses away.

But three days later, I found him sunning himself on the garden wall. He readily accepted food from my hand, and allowed himself to be recaptured.

A. State whether the statements are true (T) or false (F) and rewrite each of them.

1. The author's grandmother usually sent papayas to Mrs.Ghosh, the Principal's assistant at the nursery school.

2. Henry was the name of the author's pet monkey.

3. Henry popped out of the basket when Mrs.Ghosh was admiring the papayas.

4. Henry turned a deep red when Mrs.Ghosh screamed.

5. The author's house was three houses away from the nursery school.

B.Complete the following sentences with suitable information from the passage.

1. The papayas that Grandmother sent Mrs.Ghosh were _____ and _____. (Give two adjectives)

2. Henry seldom stayed _____.

3. When Miss Daniels saw Henry, she _____.

4. Henry jumped out of the window and _____.

5. After Henry returned to the author's house three days later he _____.

C. Match the words in column A to their meanings in column B.

A	B
1. riot	a. an individual occurrence or event
2. dutifully	b. to warm oneself in sunshine
3. fright	c. confusion
4. incident	d. sudden and extreme fear
5. sunning	e. performing the task required of one.

Diary Entry

Diaries are a great way to keep track of the past, analyze the present and think about the future. One may record everything in a diary –any celebration, disaster, important information, advice, ideas –almost everything one feels like.

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

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

Read the example given below.

Monday, 21 December 2015

9:30pm

Dear Diary

We arrived in Eggsville at about 9:00 in the morning and stayed in a castle and slept until 11:00, then rode over to the high wall, the scene of the accident. The casualty's name is Sir Humpty Dumpty. He is an egg. An egg! What kind of a sick joke is that! We, the King's men, were sent out on our horses to try to put back together an egg, who, obviously, wasn't supposed to be playing on a wall in the first place! Well, we couldn't put him together, neither could the horses.

So we went back to the castle. It was difficult to convince the king about Sir Humpty Dumpty. The incident had jeopardized our position. To our relief, the king had gone for hunting.

Today, we managed, but tomorrow is another day. As of now good bye!

Good night

Albert

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

Tuesday, 22 June 2014

21:30

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

Questions:

- Imagine that you maintain a diary. Narrate how you planned your friend's surprise birthday party in the form of a diary.
- Imagine yourself to be a 'Martian'. Describe your stay on Earth for seven days in the form of a diary. [You could write this diary after your return or during your stay on Earth.]

Grammar

Determiners

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

There are several classes of determiners:

Articles

a, an, the

Demonstratives

this, that, these, those

Possessives

my, your, his, her, its, our, their

Quantifiers

a few, a little, much, many, a lot of, most, some, any, etc

Numbers

one, ten, thirty, etc

Distributives

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

Difference words

other, another

Question words

which, what, whose

Omission of the Article**1. No article is used with proper nouns:**

Ashok was a kind ruler.

New Delhi is the capital of India

2. No article is used with abstract nouns:

Beauty pleases our eyes.

Wisdom is admired everywhere.

3. No article is used with such nouns as gold, silver, water etc which name materials.

Gold is an expensive metal.

Children should drink *milk* everyday.

Important note:

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

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

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

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

Articles

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

1. He is not.....honourable man.
2. Could you pass me.....salt, please.
3. I havehour andhalf for lunch.
4. Kalidas isShakespeare of India.
5. She had amazing experience last night.
6. Do you go toprison to visit him?
7.oil is vital to economy of many countries.
8.honest man isnoblest work of God.
9.rich are getting richer andpoor are getting poorer.
- 10.....dead no longer need.....help.
- 11Who is atdoor? It ispostman.
12. I don't know how much.....MP (Member of Parliament) earns.
13. Everest is.....highest mountain inworld.
14. Arun thinks that this is quite.....cheap hotel.
15. Not many people read.....poetry, but quite fewread.....novels.

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

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

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

- A. _____
 B. _____
 C. _____
 D. _____
 E. _____
 F. _____

(b) Which baby is always being washed?

mother cat licks her kittens from moment they are born. Licking roughly around new-born kitten's mouth makes it gasp and start breathing. mother's tongue dries kitten's fur too, to keep kitten warm.

- A. _____
 B. _____
 C. _____
 D. _____
 E. _____
 F. _____

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

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

Quantifiers

Grammar Help:

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

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

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

1. We have _____ (a few, a little) oranges and apples.
2. We have _____ (any, some) cheese, but we do not have _____ (plenty of, much) jam or bread left.
3. We also have _____ (any, some) carrots and potatoes.
4. There's only _____ (some, a little) sugar and tea left; not much.

5. We don't have _____ (some, much) water either.
6. I think we have _____ (much, more) milk than orange juice.
7. We don't have _____ (some, any) chocolate bars left.
8. We ate _____ (all, many of) the chocolate bars left.
9. Fortunately, we still have _____ (many, some) biscuits.
10. We have _____ (several, much) packets of instant noodles and _____ (plenty of, much of) instant soup too.

Grammar Help:

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

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

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

1. Come on, everyone, we don't have _____ time.
(a) much (b) little (c) many (d) few
2. Let _____ of us try to help each other.
(a) every (b) another (c) all (d) any.
3. There are very _____ students who are willing to help.
(a) few (b) little (c) all (d) many
4. We have _____ work to do before the art room is ready.
(a) a lot of (b) any (c) all (d) many
5. There are _____ art pieces to display than we had last year.
(a) many (b) more (c) most (d) few

6. I expect _____ students to do their best to make this art show a success.
(a) any (b) every (c) plenty of (d) all
7. In the past, students have shown _____ interest in exhibiting their work.
(a) little (b) any (c) many (d) several
8. This year, the students have been _____ enthusiastic.
(a) plenty (b) much (c) few (d) most.
9. Now we have very little space to hang _____ the art pieces.
(a) a lot of (b) all (c) a few (d) every
10. I hope we have _____ visitors to the art show this time.
(a) few (b) much (c) little (d) many

Grammar Help:

- **Either** and **neither** are usually used with singular verbs. You use **either** when you speak about “one or the other”. You use **neither** when you mean “not one nor the other”.
- To talk about two things together, you use **both**, for example: *Both the cat and the dog belong to James.* You use a plural verb with **both**.
- **Use of Little, Few:** *Little* has a negative meaning : ‘hardly any’:
Little did they know of the danger. (Practically they did not know of the danger.)
- *A little* means a small amount:
A little rice was left over after the meals.
- *The little* means a small amount but the whole of it:
The little rice which was left over after the meals was given to the servant.
- The same principle is applicable to *few, a few, the few* when we refer to countable nouns.
- During hard times *few* people come forward to help.
- Since it was raining heavily, *a few* people only turned up for the party.
- *The few* people who had come for the party, left before 8.00 p.m.

- You usually use **another** with singular countable nouns, for example: *Shall I pass you **another** slice of cake?*
- **Another** is also used before the word **few** or with numbers, for example: *give me **another few** minutes. Give me **another three** minutes.*

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

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

Jane: Sorry, Mum, I don't mind _____ one. I was doing my homework. Please give me _____ few minutes and I'll try to do _____ tasks. Mother:

You should have told me you were busy. _____ James or John could have bathed the dog. _____ has any homework today.

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

Mother: I'll call _____ of them in to see who will volunteer. You can clean your room _____ day instead.

IV. Tick the right word.

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

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

1. We can't do without _____ bread.
2. There isn't _____ life in that girl.
3. Buy _____ bread and cheese for the picnic, if you want to help.
4. _____ doctor will tell you that it is harmful.
5. There's hardly _____ milk in the bottle.
6. If you have _____ news call me back.
7. Go and ask him for _____ paper. I haven't _____ in my desk.
8. What material do you need? - _____ that is available.
9. Put _____ spices into the soup.
10. I hate _____ bad news.
11. There aren't _____ buses after ten o'clock.
12. I haven't got _____ friends at all.
13. I can answer only _____ questions on the subject.

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

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

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

1. Hurry! We've got _____ time.
2. I saw Tom _____ days ago.
3. If what you say is true, there is _____ we can do about it.
4. I can't let you use much of this perfume. There's only _____ in the bottle.

5. This town isn't very well-known and there isn't much to see, so _____ tourists come here.
6. I don't think Jill would be a good teacher. She's got _____ patience with children.
7. "Would you like some more cake?" - "Yes, please, but only _____."
8. There are very _____ scholarships for students in this university.
9. We didn't have any money but Ann had _____
10. This is not the first time the car has broken down. It has happened _____ times before.
11. There is a shortage of water because there has been very _____ rain recently.

VIII. Fill in the blanks with *both (the)* or *all the*.

1. _____ tires on my bicycle are flat.
2. _____ people are mortal.
3. _____ salt in this bag is damp.
4. _____ drinking water must be pure.
5. _____ windows in the house are open
6. _____ earth and moon go round the sun.
7. _____ twins want to go to the party.
8. _____ cars need regular servicing.
9. _____ front legs of this chair are shaky.

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

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

Punctuation

When we speak, we do not go on speaking continuously and in the same tone. We pause while speaking. Sometimes, we raise our voice while at other times, we lower it.

We lend a particular quality of voice to the same words to convey a particular meaning. Marks of punctuation perform the same function as pauses and stresses perform in speech.

Example:

He has gone away.

He has gone away?

He has gone away!

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

The commonly used marks of punctuation are:

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

1. Punctuate the following:

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

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

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

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

- (i) Don't use apostrophes for possessive pronouns.
Eg., his book (not his' book)
- (ii) Remember that 'its' and 'it's' are not the same. It's is a contraction for 'it is' and its is a possessive pronoun meaning 'belonging to it.'
Eg., The class made its decision. (**not** 'it's decision')
It's raining outside. (**not** 'its raining')
- (iii) Don't use apostrophes for plural nouns.
Eg., She waited for two hours to get her ticket. (**not** 'She waited for two hours' to get her ticket)'

2. Insert the apostrophe wherever necessary.

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

b. Ive bought the Oxford Advanced Learners Dictionary.

c. Shell fetch it, wont she?

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

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

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

Once, Renu's mother took her to a musical concert. Renu enjoyed it very much and said to her mother ____ "I too would like to learn music." Renu's mother agreed and got her admitted _____ to a musical school for piano lesons _____. Before going for her music class _____ Renu always revised her notes. She was afriad _____ of making mistakes _____. Once she forgot to revise and her teacher was very angry _____. "why _____ didnt _____ you revise at home today _____" her teacher skolded _____ her. Since then _____ Renu has never forgotten _____ to revise her notes.

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

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

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

Dear Family

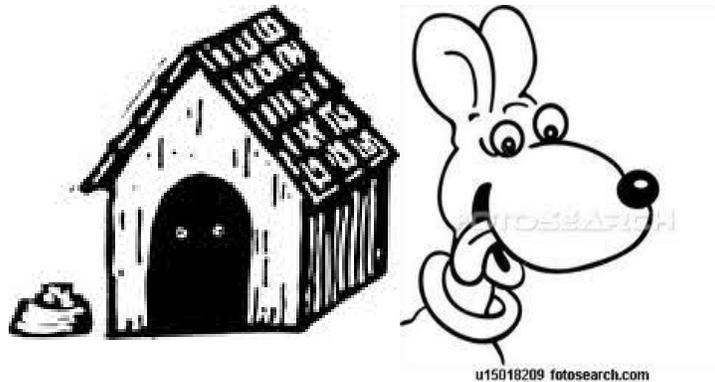
Incorrect
word

Correct
word

- | | | |
|---|-------|-------|
| a) As youre aware, I've been a loyal dog for five years. | _____ | _____ |
| b) Its always been a pleasure being your dog. | _____ | _____ |
| c) But I hate a doghouse you've built for me. It's too small. | _____ | _____ |
| d) I've nowhere to entertain store my toys and above all | _____ | _____ |
| e) it's not safe! there is no lock let alone an alarm system. | _____ | _____ |
| f) I've hired a architect to draw up a plan for my new house. | _____ | _____ |
| g) Its pictures are in the latest issue of 'dog fancy.' | _____ | _____ |
| h) Will you be free tomorrow to discuss it. | _____ | _____ |

Your pet

Poochie Doodles



Literature

The Starting Point

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

The chapter describes the journey of a simple man who rose to become one of the towering figures in Indian Sports. He narrowly escaped death during Partition and went on to join the Army. As an Army recruit, he ran his first race to win special privileges for himself- a glass of milk and exemption from fatigue duty. This is how his journey as an athlete began. Milkha Singh started receiving training from Gurudev Singh. A reticent man, Gurudev was known for his practical and sensible way of dealing with the new recruits. He played an important role in motivating and guiding Milkha Singh to become a world- class athlete.

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

Questions:

1. Answer the following:
 - a. What was the reward for the winners of the six mile race?
 - b. Why was it so important for Milkha Singh?
2. How did the men in vests with Indian written on them inspire Milkha Singh to work harder?
3. Who was Gurudev? Describe the role he played in shaping Milkha Singh's career as a sportman.
4. What did Milkha Singh secretly do after returning from Hyderabad?
5. How did a meeting with Brigadier S P Vohra change Milkha Singh's life?
6. Write a short note on 'Lessons to learn from Milkha Singh's life'.



Her Head

The poem, written by Joan Murray, is set in a village near Ekuvukeni, in Natal, South Africa. The village has been suffering from drought for over a year now and the poet draws our attention to the effects of it.

Due to the Apartheid system, the Black population was segregated from the White population. They were put in places with the least resources and the government paid little heed to their needs and requirements.

When the drought prevailed for a year, the children in the village were at the risk of death for lack of food and water. The vegetation had also perished as there were no rains to irrigate the fields and water the trees and plants. Also, the cattle and other animals had died due to extreme heat, no fodder and lack of water. Whatever remained was in a dilapidated state.

And to add to the miseries of the village folks, the government had built dams on the only river that flowed near the village, in turn reversing or changing its course. So now, the villagers, in addition to rain water, were also deprived of the river water. The greed of the rich people to make hydroelectricity for themselves snatched away the water resource from the poor villagers.

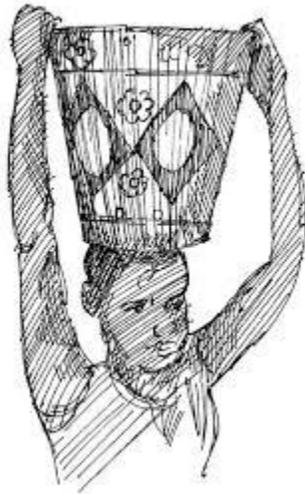
Though the government sent water trucks to the drought-hit areas, the supply was insufficient and erratic. Hence, people had to depend on themselves for all their needs. This woman, who carries water on her head, represents the undying, unbeatable and ever strong will of the Black people to overcome difficulties and gruesome circumstances. Therefore, there is nothing that can deter the woman from fetching water from the only well situated far away from her village; neither the scorching heat or the dusty winds, nor the parched land or the distance. She is determined to go and bring water to her family which is in dire need of it. They need water 'now', they cannot depend on or trust the government to send them water. They are battling between life and death and hence, the woman trusts only herself to bring the 'treasure' i.e. water to them.

The poem is a salute to the invincible will power of the woman to bring water to her family in such severe and harsh circumstances.

Questions:

1. Why and for whom is the woman 'carrying water on her head'?
2. What has the government done to the river?
3. Is the government sending them sufficient water to fulfil their needs? Give reasons to support your answer.

4. *'In the homelands, where the dusty crowds watch the empty roads or water trucks, one woman trusts herself with treasure, and carries water on her head.'*
- Why are the roads empty?
 - What is 'treasure' for the woman?
 - Why does the woman trust only herself with it and no one else?
5. *'This woman, who girds her neck with safety pins, this one who carries water on her head, rusts her own head to bring to her people what they need now between life and death: She is carrying water on her head'.*
- What is the woman wearing around her neck? What does it signify?
 - Why do the people need water 'now'? What will happen if it will reach them later?
 - Do the people trust the woman? How and why? Give reasons from the poem to support your answer.
6. Based on your reading of the poem, write a short note on how one should conduct oneself in times of natural disasters/calamities.



July**Reading Comprehension**

Read the following poem:

At the Picture Hall
(To the lady behind me)

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

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

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

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

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

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

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

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

2. How is this person spoiling the

- a) suspense part of the film
- b) comedy part of the film

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

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

- a) a silly person _____
- b) one who cannot speak _____
- c) help _____
- d) to arrive at a conclusion _____

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

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

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



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

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



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

I had an alibi. "In Grandfather's room," I said. "That's right and I'm a light sleeper. I'd have woken up if he'd been sleep-walking," said grandfather.

What will be next we wondered? We did not have to wait long. Vases fell off tables and pictures fell from walls *and* then there was ink in the soup!

Things got worse when Aunt Minnie came to stay. Somehow her toothpaste got switched with grandfather's shaving cream. She appeared in the sitting-room, foaming at the mouth. Uncle Ken shouted that she had rabies and we ran for our lives!

"We will have to shift to a new house, if we stay here both Minnie and Ken will have a nervous breakdown," said Grandmother. She had barely said this when there was a

peculiar chuckling sound and “Let’s go, let’s go. I can’t wait to see the fun there.” We all looked at the parrot but it was sitting quietly in its cage.

Now answer the questions given below in your own words.

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

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

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

4. Complete the following:

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

b) The prēt started troubling them after _____

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

5. Choose the correct answer.

- a) Uncle Ken asked the author where he was sleeping the previous night because he thought that
- (i) the author had been sleep walking
 - (ii) the author had been troubling him.
 - (iii) he had gone out.
- b) The hats would be knocked off because
- (i) of the breeze
 - (ii) by the ghost
 - (iii) the family would blow it off.
- c) The grand father was a light sleeper means
- (i) he had a light covering on while he was sleeping
 - (ii) he had the light on while he was sleeping
 - (iii) he would get up at the slightest sound.
- d) "Let's go, let's go," was said by
- (i) the author
 - (ii) the parrot
 - (iii) the prôt

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

- a) unable to endure (line 1-5) _____
- b) taken away from (line 5-10) _____
- c) dangerously (line 11-15) _____
- d) valued (line 11-15) _____

Grammar

Pronouns

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

The different kinds of pronouns are:

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

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

2. Mine, ours, hers, theirs and its are called **possessive pronouns** as they show possession or ownership.

E.g.: That blue umbrella is hers.

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

E.g.: They enjoyed themselves.

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

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

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

E.g.: Who wants a chocolate?

6. Emphatic pronouns are used for emphasis.

E.g.: He himself cut the cake.

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

E.g.: Somebody has taken the key.

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

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

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

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

2. Circle the correct pronoun.

- Let (I / me) help (you / me) with that pile of books.
- Thank (you / him) very much, but (I / me) think (I / you) can manage.
- Can (you / we) tell (us / we) where (they / we) can find the library?

4. Go down the corridor and turn right. (It / this) is at the end of that corridor.
5. Pritam and Varsha are bringing the flowers for the ceremony. (They/ we) will bring (they / them) in an hour.
6. I hope (them / they) will reach on time for (it / that) starts in two hours.

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

1. The teacher left two books here. Where are _____?
2. Radha gave me a chocolate. I shall give _____ to you.
3. Sundar likes me. _____ gifted me a camera.
4. Nitin is my name. _____ am your teacher.
5. Mr Samson, how are _____ ?
6. Shobha and Sheeba are our names. _____ are sisters.
7. We have five kittens at home. _____ are so lovely.
8. Lavanya and Rudra, please stand up. I want to meet _____ after class.
9. I can't find Malini. Where has _____ gone?
10. Hello, Thomas! I see _____ have come alone!

4. Fill in the blanks with suitable pronouns.

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

5. Fill in the blanks with suitable pronouns.

1. You presented me a pen. _____ accepted _____ from you.
2. They sold me a ticket for the concert. _____ bought _____ from _____.
3. Punita showed Pranav her new mobile. _____ saw _____ yesterday.
4. Open Aditya's cupboard. _____ will find a new bat there.
5. My father gave me this watch. _____ wear _____ to school everyday.
6. Where have Ravi and Geeta gone? Call _____ here.
7. Hello, my name is Peter. _____ want to meet _____.
8. The collector gave _____ our prizes.
9. Saleem, I have a new book. Would _____ like to see _____?
10. _____ team has won twelve points, five more than Team B.
11. " _____ shouldn't bathe in the sea ," the teacher warned the students.
12. "Samantha, did you push Shweta?" "No, Teacher, _____ didn't push _____"

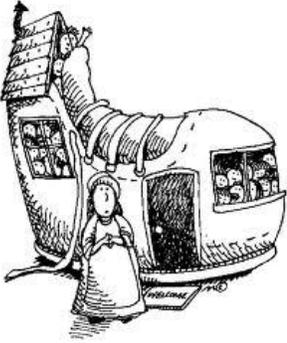
6. Complete the sentences with his, mine, yours and hers.

1. SEEMA : Are you using my pen or is that _____?
2. GEORGE : Well, this is _____.
3. SEEMA : Where is _____ then?
4. GEORGE : Mira was writing her report just now. Maybe she was using _____.
5. SEEMA : No, that one is _____, _____ has a blue cap.
_____ has a red one.

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

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

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



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

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

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

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

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

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

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

Prepositions

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

For example:

The book is **on** the table.

The book is **beneath** the table.

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

The book is **beside** the table.

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

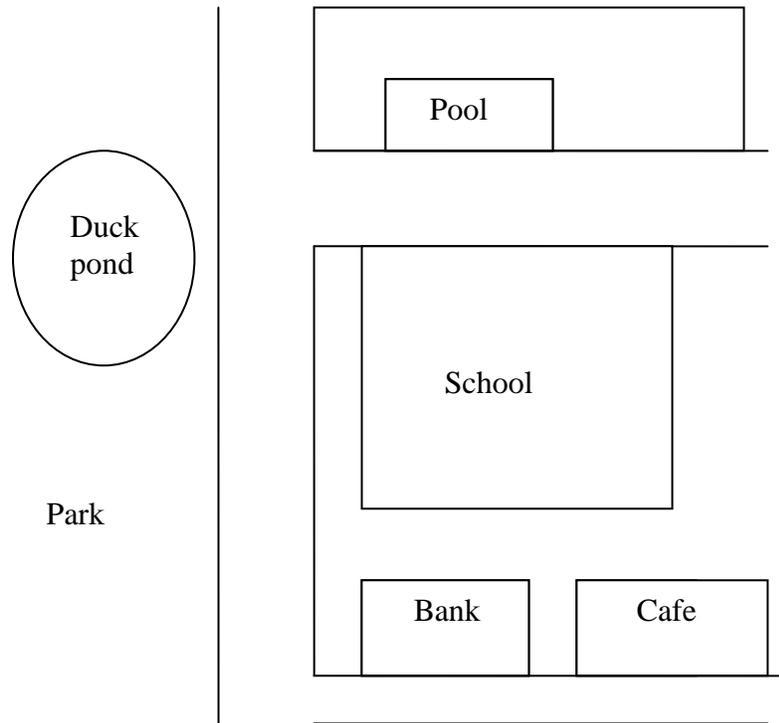
She read the book **during** the class.

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

1. Circle the correct preposition in the brackets:

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

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



Meet me _____ 2.30pm _____ Friday. We will go swimming. The pool is _____ the school. After the swim we can go and sit _____ the pond and feed the ducks. If we are hungry we can go _____ the Café. It is _____ the school. There is a bank _____ the cafe. We have to go _____ the bank to get to the cafe.

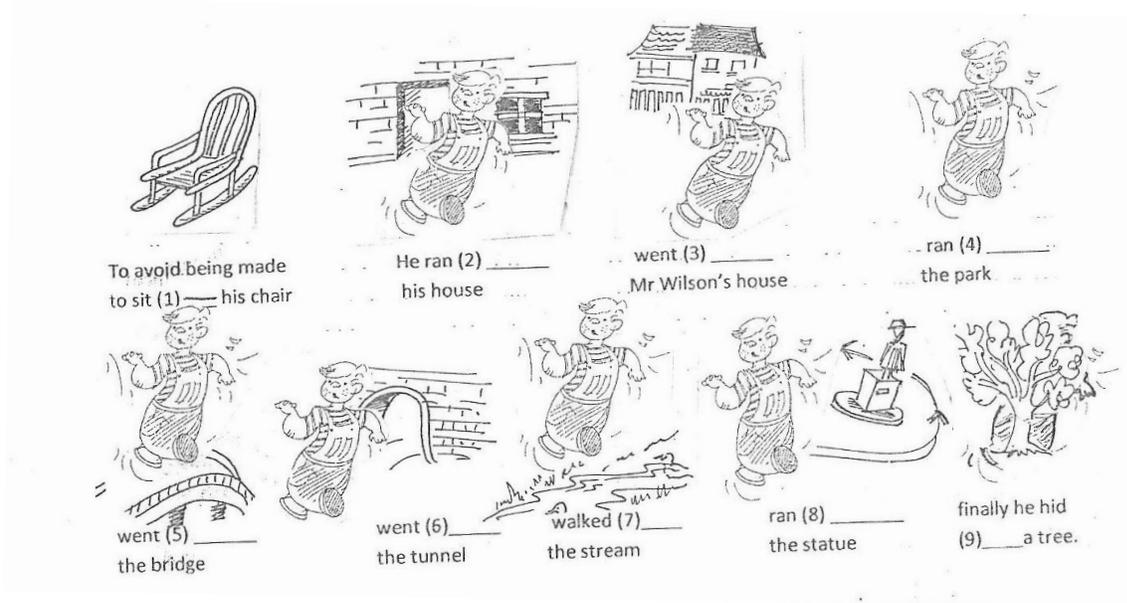
3. Fill in the blanks with prepositions from the box:

in against under up with of on outside with

A huge cherry tree grew _____ the window. It was so close that its boughs tapped _____ the house and it was so thickset _____ blossoms that hardly a leaf was to be seen. _____ both sides _____ the house was a big orchard consisting of apple trees and cherry trees. The grass _____ them was all sprinkled with dandelions. _____ the garden were lilac trees purple with

flowers, and their dizzy sweet fragrance drifted _____ the window _____ the morning wind.

4. Oops! Dennis the Menace is once again in trouble! See him run to get away! Write down the prepositions that tell us where he went to hide.



5. Fill in the blanks with suitable prepositions.

1. The monkey swung _____ the branch of a tree.
2. The boy hid _____ his mother and wouldn't come out and meet anyone.
3. He parked the car _____ the garage.
4. The clock _____ the wall is not showing the right time.
5. She will go _____ the market this evening.
6. When it started raining, I took shelter _____ a tree.
7. The cat sat _____ the table.
8. The actors are practicing _____ the curtain.
9. The cat jumped _____ the table.
10. The car stopped _____ my house.

Literature

Arthur and the Sword

The story the 'Arthur and The Sword' has been adapted from 'Legends of King Arthur' by Padraic Colum. The story highlights the intervention of the Divine in giving the rightful King to a Kingdom in Britain. King Uther Pendragon died without revealing the identity of his only son who had been secretly taken away while he was still a baby, by a wise old man called Merlin. For the fear of the malice of wicked knights, Arthur had been brought up in a family of a noble knight Sir Ector. After the death of the King when different knights and Princes wanted the kingdom for themselves, the Arch bishop of Canterbury held a prayer service and a prayer was offered to God that some sign should be given to show who the rightful king was. Soon there appeared a great white stone, like marble, with a steel anvil sunk in it; and in the anvil was driven a great glistening sword. The sword had letters of gold written on it which stated that the rightful king born of all England would only be the man who would be able to pull out the sword out of the stone. At the end, young Arthur being the sole individual to be able to pull out the sword from its place, revealed through the voice of God the rightful king of Britain.



Questions:

Q.1. What made Arthur go to the churchyard? How did his going there bring about a change in the story?

Value points: Tournament ground/Sir Kay had left his sword/castle where they had spent previous night/Young Arthur to fetch/no one let him in/remembered sword in the church yard/rightful heir revealed.

Q.2. Sir Ector was a kind man who gave shelter to baby Arthur. Write a brief character sketch of Sir Ector enumerating his good qualities.

Q.3. Can you say that Merlin and the Archbishop of Canterbury were kind, honest and just people? Give reasons for your answer.

Value Points: Merlin saving Arthur from wicked knights/requesting the Archbishop to handle the desperate knights/The Archbishop giving equal chances to all for claiming the throne/conducting the trial thrice to clear away others' doubts.

Q.4. Why did the Archbishop arrange for the trial to be made in the sight of all the people?

Q.5. Why did the other knights and princes refuse to acknowledge Arthur as their King? What does it tell us about them?

Q.6. Greed Begets Nothing. Comment in context of this story.



Admit
Parents only
with your
Sanskritian

Recipe for Fun at Sanskriti School

Dish:

Winter Carnival

Ingredients:

You and your family

Method:

Try out our fun games

Hop on a ride

Taste the goodies

Shop as much as you like

Shake a leg and soar away!



Guaranteed

"A Smile on your face"

Lucky Draw

Date:

Saturday, 20 December 2008

Time:

9:30 am to 3:30 pm

Venue:

Sanskriti School

All proceeds will go to Umang

Entry to be permitted only on showing this card and a photo I- Card by each person. Sanskriti students to carry I-Card and wear school uniform.

No exceptions shall be made.

Creative Recipe Writing

Given below is a sample of a creative recipe written by one of the sixth graders. Read and enjoy.

We love coming to school; school is fun and friends are greater fun! But oh! Sitting in class is so-o-o boring! We, teachers, have heard this from all of you so often. We want to know what is your idea of a 'fun' class. Here is your chance of giving your creative suggestions to help us out with 'making class fun'. You need to write a recipe on '**Making Classes Fun**'!

Let us find out which recipe works!

Remember to list all the ingredients, write the quantities and the method of preparation.

Dish: Classroom Paradise

(Serves 30)

Ingredients:

1. a cheerful teacher
2. 30 kind children
3. 31 sofas
4. 31 tables
5. some brightly coloured walls
6. spray of jasmine fragrance
7. a smart board
8. a projector
9. an escalator
10. 31 laptops
11. a pinch of humour



Method:

1. Invite a cheerful teacher to class.
2. Blend 31 sofas along with 31 tables.

3. Add some brightly coloured walls to make it more beautiful.
4. Place the 30 kind children on the sofas.
5. Stir in some jasmine fragrance.
6. Time to study! Place a smart board on the wall.
7. Well, how can we study without a projector? So insert a projector in the classroom.
8. Tick Tack! Tick Tack! What's that? That's right, now place 30 laptops with the children and 1 with the teacher.
9. To move up to the classroom, insert an escalator, so that you do not get tired before you actually start studying.
10. Garnish with a pinch of humour, so that the classroom never becomes boring.

Classroom paradise is ready to be served. ☺

Q1. Friendship is very important. What are the ingredients that we need for friendship?

Write a recipe of **friendship**. You can use the following value points:

- Have trust and understanding
- Care and love
- Avoid misunderstandings and fights

Q2. Sundays are fun and we all love them. After a long, relaxing Sunday, Monday comes as a difficult day to conquer. But, Mondays can be fun too! Write a recipe on

“**Making Mondays Fun.**” You can use the following value points:

- Start the day with a smile
- Plan something fun
- Accomplish/ Achieve what was left in the previous week
- Be positive

Recipe Vocabulary: blanch, knead, mince, blend, stir, marinate, caramelize, sauté, dice, roast, drizzle, grate, shred, toss, steam, grill, whip, grease, grind, whisk, etc.

August

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

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

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



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

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

The Woodcutter stood in a court held by Judge Grizzle Bear, trembling with _____. A _____ against him had been _____ by the deer. The Judge told him he was being _____ destroying the jungle. He entered without _____ and cut off their trees. He had taken away their _____ and their children had no place to play. The judge asked the woodcutter if he had ever thought of their feelings, while he _____, plundered and stole from their jungle. Finally the Woodcutter _____ admitted that he had been wrong. He asked for _____. He said he wanted to undo the _____ he had made and make amends. He promised he would work for the good of the jungle till he died.

2. In the end the woodcutter felt

- i. happy
- ii. sorry
- iii. brave

3. The children would have no place to play because

- i) there would be no open space
- ii) there would be too many woodcutters
- iii) there would be a court going on

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

- a) rob or steal _____
- b) make correction _____

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

Read the following passage and answer the questions that follow:

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

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



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

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

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

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

Matilda had never once stopped to think about where Miss Honey might be living. She had always regarded her purely as a teacher, a person who turned up out of nowhere and taught at school and then went away again. Do any of us children, she wondered, ever stop to ask ourselves where our teachers go when school is over for the day? Do

we wonder if they live alone, or if there is a mother at home or a sister or a husband?
'Do you live all by yourself, Miss Honey?' she asked.

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

A. Choose the correct answer to complete the sentences.

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

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

2. The story in the passage takes place in

- a) summer
- b) winter
- c) autumn

3. The gap in the hedge had a

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

4. Soon the squirrels would be collecting

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

5. Miss Honey lived

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

B. Answer these questions.

1. Why was Miss Honey walking slowly?

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

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

a) Who are the people mentioned here?

b) What is their relationship?

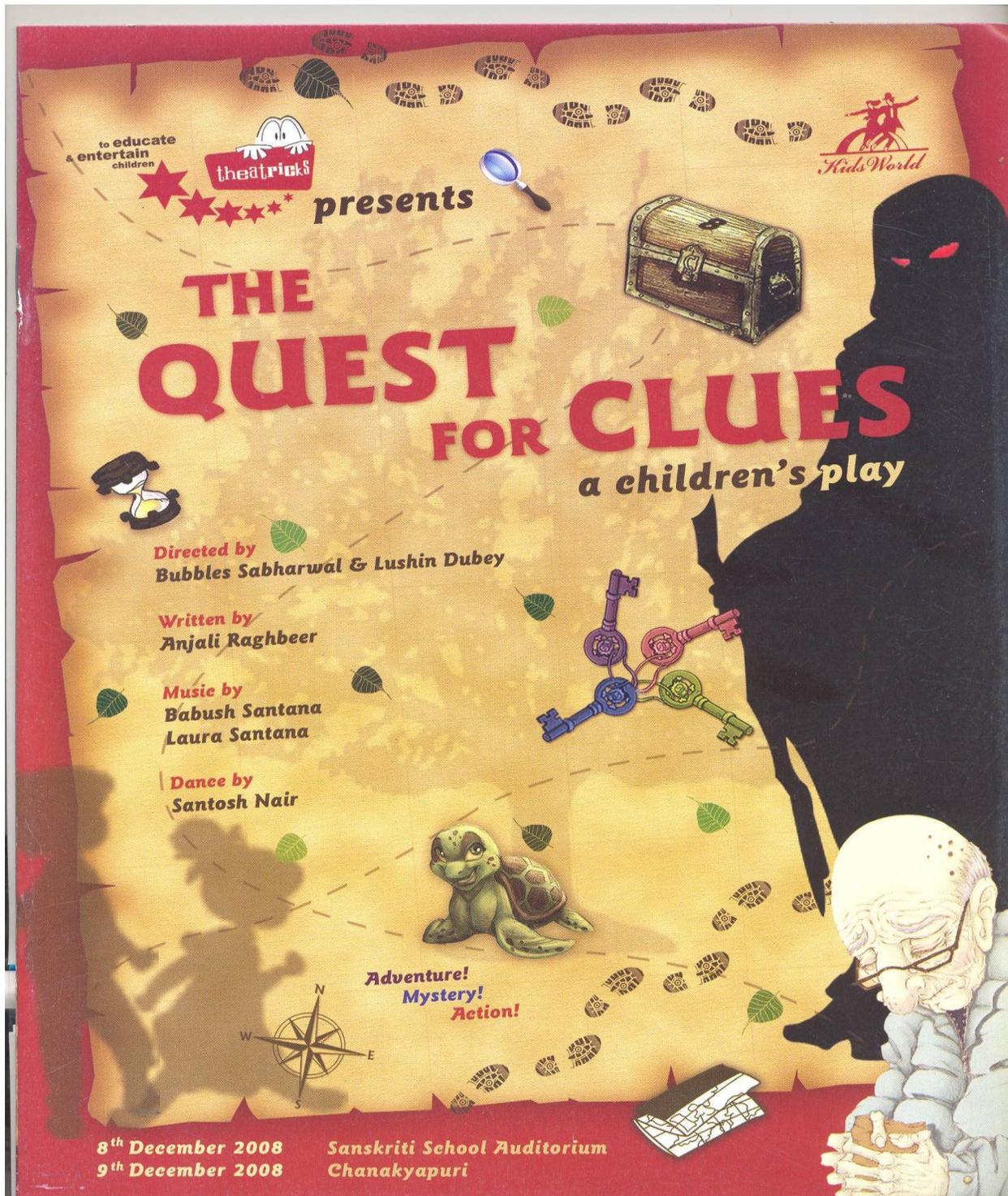
c) What do you think is meant by the words 'purely as a teacher...'?

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

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

1. going at a quick, steady pace (**para1**)
2. a natural design (**para2**)
3. covers (**para3**)
4. a furrow or track in the ground, made by the passage of vehicles (**para3**)
5. to think curiously (**para 5**)

POSTER MAKING



To advertise we need to communicate our ideas far and wide. This can be done through images, news or messages. We also need to describe our ideas and make sure that the description is: attractive, interesting, unique and bold. A poster is an effective medium for advertising an event or a product. Posters are used to attract public attention for purposes of spreading awareness or for helping in looking for lost or missing people.

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

Q. Now, make a poster on the following topic in your note-book.

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

THE PRESENT TENSE.

Read the following conversation, description and TV news headlines, and note the use of verbs **underlined**

- Dilip : Hello! what are you doing here?
- Ganesh : I'm traveling around Tamil Nadu. I am collecting information about south Indian temples. 
- Dilip : Are you writing a book?
- Ganesh : Oh, yes. Where are you going?
- Dilip : I'm going to Bangalore to attend a conference.
- Ganesh : What are you doing these days?
- Dilip : I am working for an export house. Remember Rahul? Where's he and what's he doing?
- Ganesh : He's working for a newspaper.... oh, I think your train is leaving. Good bye. 
- Dilip : Good bye. 

My younger sister is very attractive. She has curly hair, large eyes, and a fresh and beautiful complexion. She looks taller than me because she wears high heeled shoes. She studies in class VIII. She is very active and plays badminton. She is fond of dancing and watching TV. She does not like reading novels. She gets impatient with people who are inattentive. I like her very much.



The bank employees have gone on strike.

The Election Commission has postponed byelections to the Lok Sabha.

The Foreign Minister of Pakistan has arrived.

Maharashtra has become the new Ranji Trophy Champion. It has won the Ranji Trophy four times.

In the conversation the verbs in bold are in the present continuous tense. They have been used to express actions in progress around the time of speaking.

In the passage describing a girl, the verbs in bold are in the simple present tense. They have been used to express habitual or repeated actions.

In the TV news headlines the verbs in bold are in the present perfect tense. They have been used to describe actions just completed or actions which began some time in the past and still continue.

- 1) Fill in the blanks using the simple present tense form of the verbs given in brackets:

The hippopotamus who ————— (live) in the streams and rivers of east Africa
 ————— (be) probably one of the ugliest animals. He ————— (stand
 a little over four feet at the shoulder; his length ————— (be) between eleven
 and fourteen feet and he ————— (weigh) more than 2500 kg. He —————
 (have) large eyes and funny little ears. His mouth ————— (be) really huge
 and when he ————— (yawn), we can see his pink gums and shining teeth. His
 canine teeth ————— (look) like big tusks but they ————— (turn) inward
 and ————— (remain) inside the mouth. Hippos ————— (be) vegetarian
 and ————— (has) a great appetite. After having their fill, they ————— (love
 to relax. They ————— (dread) animals, particularly if their babies —————
 (be) around.

- 2) Fill in the blanks using the Present Continuous tense of the verb given:
- The woman — — — worried because her baby — — — .(look, cry)
 - While the women — — — the stones, the men — — — the road. (break, repair)
 - The children — — — — — in the garden while Mother — — — — her
 cooking.(play, finish)
 - The kitten — — — — under the table because the dog — — — — for her. (hide ,
 look)
 - Since it — — — — heavily outside, she — — — — — near the fire.(snow, sit)

Simple Past and Past Continuous Tenses

Grammar Help

- The past continuous tense is used when an ongoing action in the past is interrupted by another one. For example: *When he opened his eyes, he saw all his friends **were waiting** to welcome him home.*
- The past continuous is also used for an action that was going on at a given period or period of time in the past. For example: *While Jack **was filling** in the hole, his dog **was digging** another one.*
- The tense is often used with words like **when, while, and as.**

Read the following sentences that describe what happened to Tony. For each sentence, fill in the past continuous form or the simple past form of the given verb to show that an ongoing action was interrupted by another action in the past.



1. I _____ (stand) in the aisle of a crowded bus on my way to the office when suddenly someone _____ (jostle) me.
2. He _____ (squeeze) past me just as the door _____ (open) to let another passenger off.

Simple Past and Past Continuous Tenses

3. Because I was off-balance, I _____ (fall) out of the bus as the doors _____ (close).
4. Then, while I _____ (struggle) to get up, it _____ (start) to rain heavily. I decided to run to the nearest taxi stand.
5. As I _____ (run) in the rain, a huge dog _____ (begin) to chase me. So I headed for a nearby tree.
6. While I _____ (climb) the tree to escape the dog, I _____ (slip), landed awkwardly and _____ (break) my ankle.
7. The ride to the hospital _____ (take) ages, as the ambulance _____ (skid) all over the wet road.
8. The driver _____ (cope) marvellously, but I _____ (shiver) from the cold.
9. At the hospital, everyone _____ (run) around frantically, then someone _____ (bump) into my gurney.

I was knocked out of it onto the floor and cracked my arm. I should have known—it was Friday the thirteenth.

Simple Past and Past Continuous Tenses

Grammar Help

- You use the simple past tense for actions that happened in the past and to report completed actions. This tense is used a lot in recounts and narratives. For example: *The movie **started** at 6.00 pm. We **were overjoyed** that our team **won** both matches. Two people **died** in the flash floods.*
- Past tense verbs are used to indicate past habits or repeated events that are now over. For example: *As a teenager, my father **was** always the tallest boy in his class. I always **rode** a bike to school when I was young.*
- An adverb of frequency is often used to show that a simple past tense verb is describing a habit.

A The past tense is often used in newspaper reports. Some of the verbs in the following report are missing. Change the present tense verbs in the box to past tense. Then use them to complete the newspaper report.

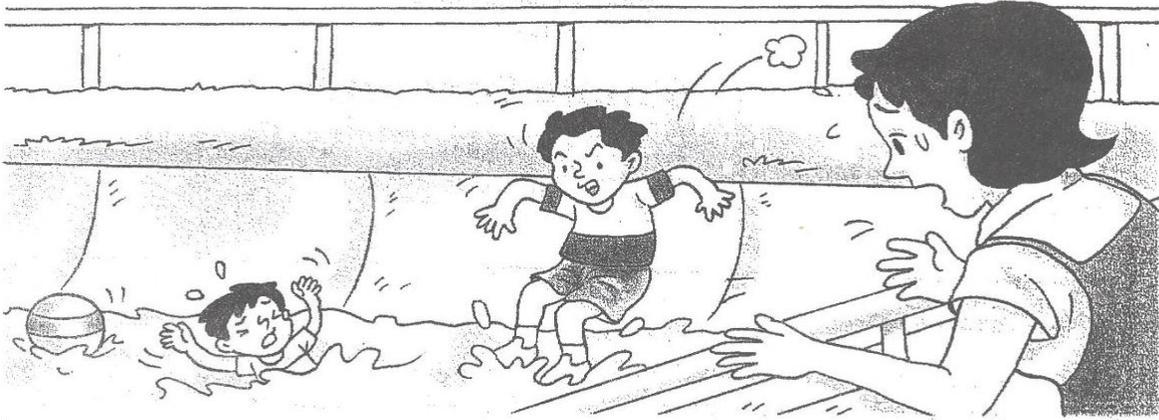
run _____	see _____	treat _____
save _____	take _____	fall _____
trip _____	pull _____	hold _____
try _____	praise _____	leap _____
send _____	perform _____	suffer _____

Eleven-year-old John Parker from Green Street School

(1) _____ a stunning rescue yesterday when he

(2) _____ a small boy from drowning in a fast-flowing drain.

Simple Past and Past Continuous Tenses



Sam Brown's mother was on her way home with her son when the toddler suddenly (3) _____ away from her to chase his toy. He (4) _____ and (5) _____ into the drain when he (6) _____ to retrieve his ball, which had rolled into the drain. Fortunately, John (7) _____ the accident. Without hesitation, he (8) _____ into the water. He (9) _____ onto the boy until bystanders (10) _____ them both out of the water.

Little Sam (11) _____ no more than a grazed knee, but ambulance officers (12) _____ his mother for shock. They (13) _____ her to hospital, where she was admitted for further observation. Officers (14) _____ John Parker for his actions and they (15) _____ him home in a squad car.

Present Perfect Tense

to talk about events in the lives of dead people or animals.

- 1 with *since* and a time reference to say when something, which is still happening, started.
- 2 to talk about an event which has a present result.
- 3 to talk about an event which happened at a specific time in the past.
- 4 to talk about an event which you introduce by saying, 'this is the first time ...'.

PRESENT PERFECT =

I've done

You often use the present perfect

PAST SIMPLE =

I did

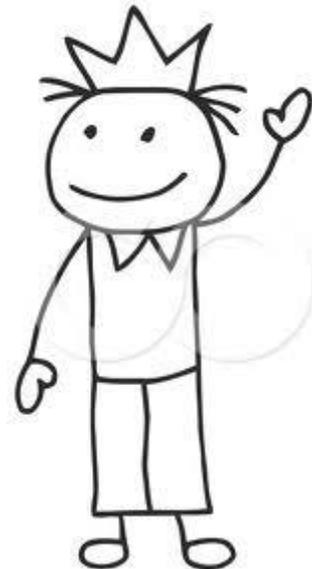
You often use the past simple

Example _____

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

Little Prince Tatters

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



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

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



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

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

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

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

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

4. Fill in the blanks with the simple past or present perfect form of the verbs given.



I'm a small white terrier and I belong to Tom. I

_____ (live) with Tom and his family for several years and

I now feel that I _____ (become) part of the family. Last

week he took me to the woods. He _____ (let) me run free.

I _____ often _____ (go) to those woods.

Suddenly a rabbit ran across the path and of course I

_____ (chase) after it. I _____ never

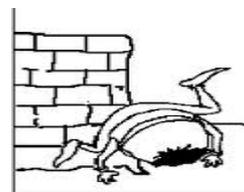
_____ (catch) a rabbit as yet.

After the great chase when I looked around, Tom was nowhere to be seen. I

_____ (be) completely lost!

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

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



Present Perfect Tense

Fill in the blanks with the present perfect tense of the verb in bracket.

The Sports News

Good evening and welcome to the Sports Special. First , The football news that has come in. Manchester United (1) _____ just _____ (win) the League Cup by beating Liverpool by two goals to one. This is the first time since 2006 that Liverpool (2)

_____ (lose) a home match. The goal keeper for Real Madrid, Jose Ronaldez, (3) _____ (announce) that he is transferring to Barcelona next session. He (4) _____ (be) in Madrid for two years and (5) _____ already _____ (play) in the national team several times.

Now , the news from other parts of the world. The American cyclist, Frank Lloyd , (6) _____ (succeed) in being the fastest cyclist on the mountainous section of the Tour de France. We shall see if can maintain the speed for the remaining stages of the race.

At the International Swimming Championship in Beijing, the American swimmer , Michael Phelps (7) _____ (break) the 400- metre record in an exciting race.

Golf - The Scottish champion , Ian Mc David, (8) _____ (withdraw) from the contest being played in Florida this week. He (9) _____ (hurt) his arm and can no longer compete.

London (10) _____ already _____ (start) its preparation for the Olympic Games. The organising committee (11) _____ (decide) on the site of the Olympic Village although they (12) _____ (not begun) construction yet.

For news from the motor racing Grand Prix being held in Monaco let's go to special reporter Nick Colley.

Literature

Brown Wolf

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

The story begins with Walt and Madge discovering a tired and famished wild dog outside their home. They fall in love with this peculiar visitor. This wild creature makes no attempt at being social* and often runs away for days on end. They christen him Wolf and make a collar for him with their address inscribed on a metal plate so that he may be returned to the rightful owners, as they assumed themselves to be.

One fine day a stranger, Skiff Miller, appears in the vicinity and curiously the stranger and the dog seem to share a bond. For the very first time since Walt and Madge have known Wolf, he barks. He is very friendly with the stranger and even licks him showing his affection. Skiff Miller stakes a claim on the dog telling them that he was his lead dog in Alaska and that his real name is Brown. Wolf does in fact respond to this new name and seems excited, happy and full of life.

The arrival of Skiff Miller creates a dilemma as to who the real owners of the dog are. The question of whether it is the dog who should decide for himself also arises. Madge believes that the dog should have the choice to decide where he would like to be. She believes that he might be happier with them. The reader is also led to wonder if the dog would, as any free animal, always want to return to his natural habitat. They agree to resolve the matter by letting Brown Wolf decide where he wants to go.

Wolf tries to get the three of them together but seeing neither of them budge, he gives up.

It is a tough decision but in the end, although Wolf is very fond of Madge and Walt, he decides to go back to his natural surroundings, the wild Alaska where he truly belongs.

Peculiar- strange, different, unusual

Christen- name (him)

Vicinity- neighbourhood

Stakes a claim- to say or show something as your own, that you have a right to it and it should belong to you.

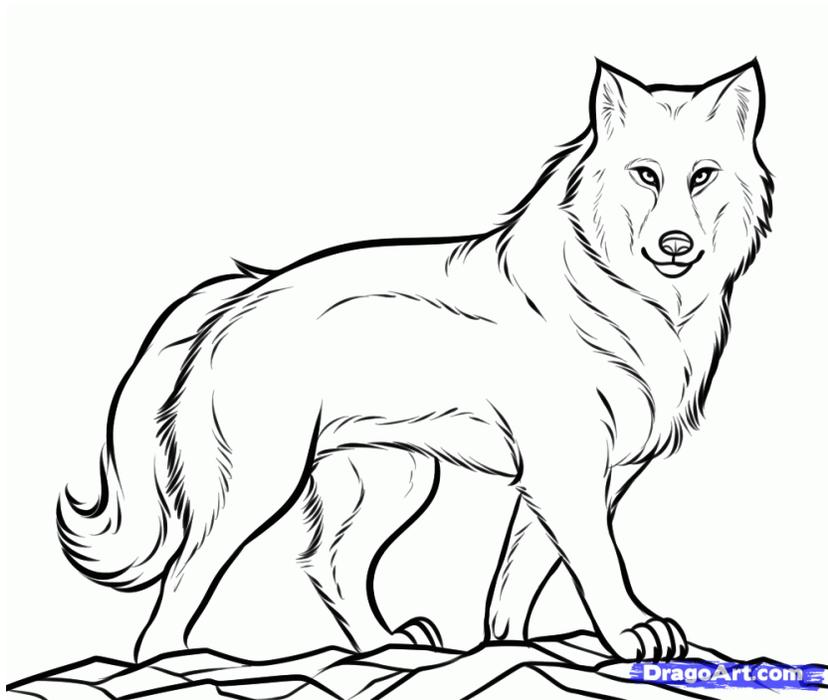
Dilemma- a situation where it is tough to make the correct choice, usually when there are two equally strong choices before a person

Resolved- decided

Natural habitat- (here) the Alaskan Wild

QUESTIONS:

1. What is the setting of the story? Name the author.
2. What was the 'Homing Instinct' that Walt thought about? Explain with reference to the story.
3. *" Kind of soft," he remarked. "He ain't been on a trail for a long time."*
 - a) Who is the speaker of the above lines?
 - b) Who is he speaking to?
 - c) Who is being referred to as 'he'?
 - d) What is being discussed here?
4. Why had it been a task to win Wolf's love?
5. *" It ain't going to be easy, I can tell you that."*
 - a) Who is the speaker of these lines?
 - b) What is being referred to as 'it'?
 - c) Who is the "you" in these lines?
6. Diary Entry. Imagine that you are Wolf. Write a diary entry as Wolf, focusing on his experience from the time he took shelter at the cottage till the time he decides to leave with Skiff on to the wild. Include the elements of setting and nature.
7. Give an alternate ending to the story in about 100-150 words.



Academic Session: 2015-16
Sample Paper
Subject- English
VI

Time: 3 hours

MM:80

General Instructions

- This paper has 8 printed sides and five sections.
- Please read the instructions carefully before answering the questions.
- Neatness will be appreciated.

Section A
Reading Comprehension (18 marks)

1. **Read the following passage carefully and answer the questions that follow:** **9**

Tea with Aunt Emily

1. Suddenly from the next room came a thin sound that gathered volume till it seemed to fill the house like the roaring of a lion, then died gradually away and was followed by silence. But only for a second. It began again- a small whisper that grew louder and louder, became a raucous bellow*, then faded slowly away to rise again after a moment's silence.

2. In the next room, William's mother's aunt, Emily, was taking her afternoon nap. Aunt Emily had come down a month ago for a week's visit and had not yet talked about when she would leave. William's father was growing anxious. She was a plump, healthy lady, who spent all her time recovering from a slight illness she had had two years ago. Her life had two occupations- eating and sleeping. For William, she possessed a subtle* but irresistible* sense of fascination. He was attracted to her size, eating habits, her sad nature and to the fact that she ignored him.

3. The tea-bell rang and the sound of the snoring stopped suddenly. This entertainment was over, William came down to the dining room where his father was talking to his mother angrily.

"Is she going to stay here forever or only for a few years?"

4. Then Aunt Emily entered.

"Have you slept well, Aunt?" mother asked.

"Slept!" repeated Aunt Emily. "I hardly expect to sleep in my state of health. A little rest is all I can expect."

She lowered her large, healthy body into a chair, carefully selected a big piece of bread and butter and ate with much vigour.

5. Aunt Emily took a large helping of jam. "I must say, this place does suit me. I think that after a few months here I should be a little stronger... Pass the tea, William," she said.

The glance that William's father fixed upon her would have made a stronger woman shiver, but Aunt Emily was delightfully drinking tea and did not notice him.

6. "I'm so overtired today. I'm so good at forgetting how weak I am and then I overdo it. I'm ready for the cake, William," she enjoyed the cake and went on, "I just sat out in the sun yesterday and sat a bit too long. I ought to write letters after tea, but I don't think I have the strength. . . Another piece of cake, William." She happily ate the cake till the last bite. "I'll go upstairs to rest instead, I think. I hope you'll keep the house quiet."

7. William's father left the room in anger. William sat on and watched with fascinated eyes, the cake disappear and finally followed the large, overweight figure upstairs. He sat down in his room and began to listen, with a certain thrilled awe*, for the sounds from next door.

-Adapted from a short story by Richmal Crompton

Meanings:

Raucous bellow: a loud noise

Subtle: slight

Irresistible: something that cannot be resisted or avoided

Awe: wonder or amaze or astonish

- | | | |
|----|--|---|
| a. | What was the 'thin sound' that was coming from the next room? Choose the correct option. | 1 |
| | i. Aunt Emily was whispering. | |
| | ii. Aunt Emily was snoring. | |
| | iii. Aunt Emily was complaining. | |
| b. | For how long had Aunt Emily come to stay at William's house? Till when was she planning to stay there? | 1 |
| c. | Why do you think William was attracted to Aunt Emily? Give four reasons. | 2 |
| d. | What were the two things that Aunt Emily loved the most? | 1 |
| e. | Why was William's father 'anxious'? | 1 |

- f. Which activity, according to Aunt Emily, 'overtired' her? 1
 i. Eating
 ii. Sunbathing
 iii. Writing letters
- g. **Complete the following statement in one sentence:** 1
 Aunt Emily decided to write letters after tea but
- h. **Find words from the passage which mean:** 1
 i. Nervous (para 2)
 ii. Enjoys (para 6)
2. **Read the following poem carefully and answer the questions that follow:** 9

Then Laugh

Build for yourself a strong box,
 fashion each part with care;
 When it's strong as your hand can make it,
 put all your troubles there.

Hide there all thoughts of your failures;
 and each bitter cup that you quaff;
 Lock all your heartaches within it,
 Then, sit on the lid and laugh.

Tell no one else its contents,
 Never its secrets share;
 When you've placed your care and worry,
 Keep them forever in the box;

Hide them from sight so completely
 That the world will never see them;
 Fasten the strongbox securely-
 Then sit on the lid and laugh.

- Bertha Adams Backus

Meanings:

Fashion: make into a particular form

Quaff: drink heartily

Heartaches: extreme sadness

Fasten: close securely

- a. **Fill in the blanks with a few words to complete the summary of the poem:** 4
 The poet is encouraging us to (i)_____ for ourselves. We should build each part with care and make it as strong as (ii)_____. We should then put all our (iii)_____, (iv)_____ and (v)_____ inside it and lock it securely. We should not ever (vi)_____ or (vii)_____ with anyone. After locking it, we should keep it away from (viii)_____ so that the problems and worries do not bother us and we live happily.
- b. What does the poet want us to do with our ‘thoughts of failures’? Choose the correct option. 1
 i. Share them with everyone.
 ii. Hide them in the strongbox.
 iii. Think about them.
- c. Why do you think the poet wants us to build a strongbox and put all our problems there? What will happen by doing this? 2
- d. Why does the poet say, ‘Fasten the strongbox securely’? Choose the correct option. 1
 i. So that, you do not bother about troubles till they come back again.
 ii. So that, you play hide and seek with them.
 iii. So that, the troubles do not bother you ever again.
- e. **Find words from the poem that are the opposite of the following words:** 1
 i. Success (stanza 2)
 ii. Sweet (stanza 2)

Section B
Writing (18 marks)

3. You, a student of grade 6, gave your name to be a part of the much awaited Cultural Fest and participated enthusiastically in it. Many other students also participated and put their best foot forward to fascinate the audience with their brilliant performances! 6
 Write a *diary entry* expressing your inhibitions, feelings and emotions regarding your participation and performance.

Value points:

- Inhibitions, nervousness on whether or not to participate
- Practising for your final performance; missing classes; covering up the missed work at home
- Practising at home, enjoying yourself

- Overcoming your stage fear and nervousness
 - 12th August: performance on stage; appreciation by all
 - Feeling more confident about yourself, winning/ not winning etc.
- (120-150 words)**

4. A happy city is one that loves, cares and nurtures its inhabitants unconditionally. Every one of us is entitled to have a happy, healthy, clean and green city. Write a *creative recipe* for a 'clean and green city'! Don't forget to include the essential ingredients that are required to make a perfect recipe! 6

Value points:

- Humans, birds, animals, nature
 - Sensitivity towards the environment
 - Respect for each other
 - Love and care for fellow citizens
 - No greed, hatred, selfishness
- (100-120 words)**

5. Books are our best friends. They are our closest companions and we learn a lot from them. Without them our lives seem dull, boring and incomplete. But not everyone can afford them. So, we should come together and donate our books to the underprivileged children to bring a smile on their faces. Design a *poster* to invite your schoolmates to donate books for the underprivileged children. While drafting your poster, keep the following points in mind: 6
- Date, time and venue
 - Condition of books should be good; not torn or in a bad/poor state
 - Encourage students to donate generously
 - Bring a smile on someone's face!
- (50 words)**

Section C Grammar (20 marks)

6. Fill in the blanks with *a, an* or *the* wherever required. 1.5

I went to (a)_____ shop yesterday to buy (b)_____ umbrella but (c)_____ shop was closed.

7. Fill in the blanks with suitable quantifiers. Choose from the options given in the brackets. A quantifier can only be used once. 1.5
(little, a little, some, any, few, a few)

- a. Learning to play computer games does take _____ time, but it is worth all the effort involved.
- b. There aren't _____ bananas left.
- c. _____ students will fail the examinations. Most of them have worked very hard.

8. Fill in the blanks using pronouns.

3

- a. _____ grandmother gifted me a watch on my birthday.
- b. All the students enjoyed _____ at the museum.
- c. Our garden is much bigger than _____.
- d. _____ do you want to speak with?
- e. You take _____ and I'll take those.
- f. _____ have tried to scale Mount Everest and failed.

9. Fill in the blanks using prepositions.

3

Dorothy started getting ready for the journey (a)_____ the Emerald City. She took a little basket and filled it with bread (b)_____ the cupboard. She then put a white cloth (c)_____ it. She took the basket and started her journey. Soon, she was walking (d)_____ the forest when it suddenly started to rain. She was thankful that she had remembered (e) _____ carry her umbrella. Raising the umbrella (f)_____ her head, she walked on.

10. Rewrite the sentences with the correct punctuation.

2

- a. whats wrong with your car enquired mrs smith
- b. alas it is a great loss exclaimed agatha

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

5

- a. I _____ (cook) my own meals.
- b. Richa _____ (find) an old manuscript in the drawer yesterday.
- c. The students _____ (make) noise when the teacher _____ (enter) the classroom.
- d. Listen carefully, she _____ (sing) my favourite song.
- e. My mother _____ (know) her for ten years now.
- f. So far, we _____ (raise) over Rs. 2,000 for the scholarship drive.
- g. Little Bunny _____ (be) on a holiday yesterday. He _____ (go) to the

- beach with his parents.
- h. Granny _____ (lost) her glasses when she went to the market last evening.

12. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets. The first one has been done for you. 4

	<u>Incorrect</u>	<u>Correct</u>
After breakfast, they lay in the trees	(a) <u>in</u>	<u>under</u>
to talk. Suddenly, they hear a loud bang	(b) _____	_____
from down the river. It did not took	(c) _____	_____
the young pirates long for guess that the	(d) _____	_____
people at the boat were shooting bullets	(e) _____	_____
below the water to locate the bodies of the	(f) _____	_____
three boys yourselves. The very fact that	(g) _____	_____
their folk were missed them gladdened the	(h) _____	_____
boys. It were better to be a pirate after all.	(i) _____	_____
Or so that seemed!		

Section D
Literature (18 marks)

13. *The pumpkins are gone,
The tomatoes withered,
Yet the woman carries water on her head.
The cattle kraals are empty,
The goats gaunt-
No milk now for children,
But she is carrying water on her head.*
- a. What are the effects of drought? Mention at least 4. 2
- b. Why is the woman carrying water on her head? 1
14. *The sun does not dissuade her,
Nor the dried earth that blows against her,
As she carries the water on her head.*
- a. What are the obstacles that the woman has to face? 1
- b. From where is she getting the water? 1

15. Describe the remarkable quality of the woman who is carrying water on her head. 1
16. *To resolve the dispute that was raging in the country, the Archbishop, on the advice of Merlin, invited all the lords and knights to London.*
- a. What was the dispute that was raging in the country? 1
- b. Why did Merlin advice the Archbishop to invite all the lords and knights to London? 1
17. *The knights and princes were terribly angry that a mere boy and from nowhere in particular, had beaten them, and they refused to acknowledge him king.*
- a. Whom does 'mere boy' refer to? 0.5
- b. How had the boy beaten the knights and princes? 0.5
- c. Why did the knights and princes refuse to acknowledge him as king? 1

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

18. What was the sign that God showed to the people of London to determine their future king? 2
19. Describe the appearance of Brown Wolf. 2

Read the questions carefully and answer in 30-40 words:

20. Was Brown Wolf a friendly dog? Give reasons to support your answer. 1
21. What did Brown Wolf do on hearing Skiff Miller's voice? 1
22. *"May be the dog has some choice in the matter"*
- a. What is the 'matter' being discussed in the above lines? 1
- b. What are the choices available to the dog? 1

Section E

Supplementary Reader (6 marks)

23. Attempt **any three** questions in **50-60 words each**:
- a. Why were the children scared of Mrs. Macready? Cite one example from the text. 2
- b. Where did Mr. Tumnus take Lucy on her first visit to Narnia? What did they do once they got there? 2

- c. Following Lucy into the wardrobe, Edmund stumbled into Narnia. 2
Describe the time that he spent there. Mention the people and things that he saw.
- d. Why was Mr. Tumnus distressed after he met Lucy? 2

October

Proverbs

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

Exercise-1

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

1. People in glass houses should not throw stones.
 2. Blood is thicker than water.
 3. You can't have your cake and eat it.
 4. When in Rome do as Romans do.
 5. Two heads are better than one.
 6. Paddle your own canoe.
 7. The proof of the pudding is in the eating.
 8. Rome was not built in a day.
 9. There is no rose without a thorn.
 10. As you sow, so shall you reap.
- A. Adapt to the circumstances.
 - B. Happiness and sorrow go hand in hand.
 - C. Ties of relationship are greater than other connections.
 - D. Consultation is helpful.
 - E. Perseverance will bring success.
 - F. Think of your own mistakes before blaming others.
 - G. Efforts and success go in proportion.
 - H. Experience alone can show the value of a thing.
 - I. One can't have everything.
 - J. Mind your own business.

Exercise-2

Complete the following proverbs:-

1. Jack of all trades.....

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

Exercise - 3

Find out proverbs with Similar Meanings as those given here:-

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

Fun English Funny English

For Those who Reed and Right

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

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

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

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

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

If teachers taught, why didn't preachers praught?

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

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

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

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

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

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

going on.

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

AUTHOR UNKNOWN or is it KNOTKNOWN?

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

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

Medora: "AB, F U NE X?"

Jeremy: "S, V F X."

Medora: "F U NE M?"

Jeremy: "S, V F M."

Medora: "OK, L F M N X."

Could you understand the talk between Medora and Jeremy ?

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

"Abey, have you any eggs?"

"Yes, we have eggs."

"Have you any ham?"

"Yes, we have ham."

"OK, I'll have ham and eggs."

0 I CUR MT = Oh I see you are empty.

0 U QT. U R A BUT = Oh, you cutie. You are a beauty.

C, D N S X! S, I C. D N S 5 X = See, the hen has eggs! Yes, I see. The hen has five. eggs.

I NV U = I envy you.

The ABC words IOU (I owe you) has made it into the dictionary. A remarkable ABC line that I have seen is ABCDEFG, which contains the seven letters in alphabetical order. It is translated as "Abie, see the effigy."

Here is a list of words in ABC language:

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

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

Spelling List

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

Social Studies

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

Science

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

Some other words

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

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

DICTIONARY OF CITIES

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

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

Answers

1. Eccentricity 2. Incapacity 3. Capacity 4. Electricity 5. Ferocity 6. Atrocity
7. Rapacity 8. Velocity 9. Audacity 10. Precocity 11. Felicity
12. Pugnacity 13. Veracity 14. Elasticity 15. Authenticity 16. Perspicacity 17. Sagacity 18. Rusticity 19. Mendacity 20. Publicity 21. Domesticity 22. Duplicity

ENIGMAS

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

I'm not in earth, nor the sun, nor the moon.

You may search all the sky - I'm not there.

In the morning and evening - though not in the noon - You may plainly perceive me, for, like a balloon,

I am midway suspended in air.

Though disease may possess me, and sickness and pain, I am never in sorrow nor gloom;

Though in wit and wisdom

I equally reign,

I'm the heart of all sin and have long lived in vain;

Yet I ne'er shall be found in the tomb.

The answer is "I".

Another one:

*The beginning of eternity,
The end of time and space,
The beginning of every end,
The end of every place.
The answer is "E".*

Yet another one:

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

November Reading

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

Mowgli is a young boy. He has lived with a pack of wolves in the jungle since he was a baby.



Bagheera the panther and Baloo the bear have been his friends and teachers. One day, Mowgli is captured by the monkeys and taken to their home on the edge of the jungle. Bagheera and Baloo, with the help of Kaa the rock python come to rescue him.

The cloud hid the moon and as Mowgli wondered what would come next, he heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost without a sound and was striking – he knew better than to waste time in biting – right and left among the monkeys who were seated around

Mowgli in circles fifty and sixty deep. There was a howl of fright and rage and then as Bagheera tripped on the rolling, kicking bodies beneath him, a monkey shouted, 'there is only one here! Kill him! Kill!' a scuffling mass of monkeys, biting, scratching, tearing and pulling, closed over Bagheera, while five or six laid hold of Mowgli, dragged him up the wall of the summer house and pushed him through the hole in the broken dome. A man trained boy would have been badly bruised for the fall was a good fifteen feet, but Mowgli fell as Baloo had taught him to fall and he landed on his feet...

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

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

1. Bagheera was a

- a) Monkey
- b) Panther
- c) Wolf

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

3. Where did the monkeys push Mowgli?

4. What kind of a snake was Kaa?

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

6. Mowgli a young boy has lived all his life with-

- a) adults
- b) boys and girls
- c) wolves and other animals

7. When Bagheera attacked them

- a) They ran away
- b) They let Mowgli go
- c) They attacked him

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

Miracles

Why, who makes much of a miracle?

As to me, I know of nothing else but miracles,

Whether I walk the streets of Manhattan

Or dart my sight over the roofs of houses towards the sky,

Or wade with naked feet along the beach just in the edge of the water,

Or stand under trees in the woods,

Or talk by day with anyone I love, or sleep in the bed at night with anyone I love,

Or sit at table at dinner with the rest,

Or look at strangers opposite me riding in the car,

Or watch honey bees busy around the hive of a summer forenoon,

Or animals feeding in the fields,

Or birds, or the wonderfulness of insects in the air,

Or the wonderfulness of the sundown,

Or of the stars shining so quiet and bright,

Or the exquisite delicate thin curve of the new moon in spring;

These with the rest, one and all, are to me miracles...

Walt Whitman

Q1: What is a miracle? Is it something that happens often in our daily lives?

Q2: How are the poet's views about the miracles different from the usual ones?

Q3: What qualities of the poet does this unique list of miracles reveal?

Q4: The poet chooses his miracles from different spheres, such as nature, city life and human behavior. Select your favourite example from each category and write it in your own words. In the end, write one experience from your routine life that appears as a miracle to you.

Q5: Find words from the poem that mean the same as:

a. Fine, beautiful: _____

b. To walk through water: _____

WRITING

INFORMAL LETTER WRITING

Format:

Sender's address

Date (15th October, 2012)

Salutation (My Dear father / Dear Lila)

Main body of the letter

Courteous closing / subscription (Your loving son/ Yours affectionately)

Name of the writer (only first name)

Example: [To your uncle on his 70th birthday]

2, GK Apartments
KC Marg
New Delhi
110065

16th September, 2013

My dear uncle

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

It is your birthday on Saturday and so I thought I must send you a birthday letter. Many happy returns of the day. I hope the day itself will be peaceful and happy for you. You have always been a kind and generous uncle to me and I take this

opportunity of thanking you from the bottom of my heart, for all you have done for me.

I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever.

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

Your loving nephew

Amit

Exercise:

- a) Write a letter to your mother telling her about how you dislike the life in a boarding school.
- b) Write a letter to your younger brother scolding him for having neglected his studies.
- c) You have been delayed one night by a railway accident near a small country out station. Write a letter home relating your experience.
- d) Write a letter to your friend describing a football match in which you were the referee.
- e) Write a letter to your friend giving an account of a brave deed, real or imaginary, noticed by you in your street.

Grammar

CONJUNCTIONS

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

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

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

Either it may rain **or** the winds will blow.

He is **neither** a good speaker **nor** a good writer.

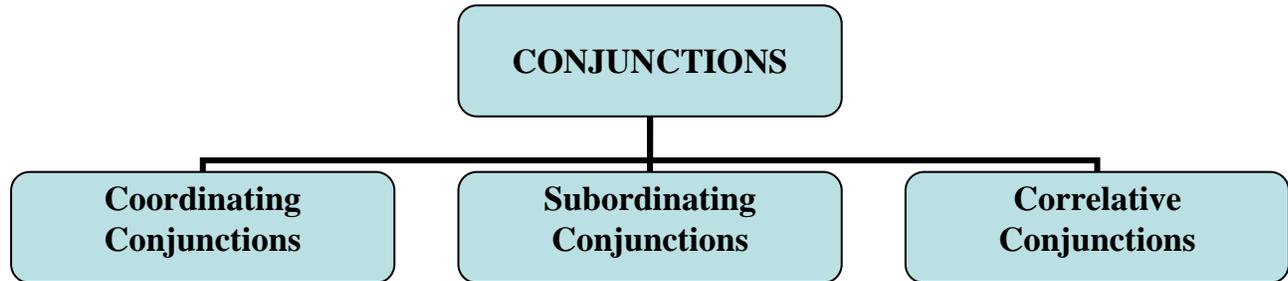
Trees **not only** give fruits **but also** provide shade in summer.

Though he worked hard **yet** he failed.

No sooner did he see the policemen **than** he ran away.

KINDS OF CONJUNCTIONS

Conjunctions are of three kinds.



1. **Coordinating Conjunction** is used to join words/statements that are equal in importance.

The words *for, and, nor, but, or, yet* and *so* (**FANBOYS**) are coordinating conjunctions.

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

2. **Subordinating conjunction** helps to join two statements, one of which is dependent on the other and adds meaning to it.

The words *after, although, because, before, if, since, than, that, though, till, until, when, where, and whether* are subordinating conjunctions.

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

3. **Correlative conjunction** appears as pairs. They link two sentences that are equal in importance.

The words *neither-nor, either-or, not only - but also, such-as, so-that, so-as, whether-or* are correlative conjunctions.

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

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

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

b) The sky was clouded. It started raining.

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

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

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

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

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

h) Take your umbrella. It may rain.

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

j) She had a bad throat. She sang well

2. Join the pair of sentences using the conjunctions given in the brackets:

a) The rich hate the poor. The poor respect them. (*whereas*)

b) Pt Nehru was a good orator. He was a good leader. (*not only...but also*)

c) My mother is going home in summer. I am staying here. (*but*)

d) t is not too hot. It is not too cold. (*neither...nor*)

e) You never keep your words. I love you. (*still*)

f) Arundhati writes good stories. She paints pictures. (*not only...but also*)

g) The old man wrote several letters. There was no response. (*however*)

h) The bag was heavy. The child couldn't carry it. (*therefore*)

i) Tell me the truth. Be silent. (*or*)

j) Work hard. You will not pass. (*unless*)

3. Fill in the blanks with suitable conjunctions:

Oliver Goldsmith, _____ was sometimes called Dr. Goldsmith
 _____ he had studied medicine was such a generous person _____ he
 had little money left for himself.

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

_____ the woman called in the evening, Goldsmith gave her a small box
 _____ seemed to be quite heavy for its size. "The medicine is in this box," he

said to her. “ _____ it is properly used, it will do your husband a lot of good. But please do not open the box _____ you get back home.”

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

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

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

1. Wait here unless I come.

2. Neha came where her brother didn't.

3. He got a certificate besides a cash prize.

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

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

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

7. Sonia was tired although she continued her work.

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

9. Either our notebooks were lying on the table and our Smartskills were there.

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

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

A.

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

- (a) _____
 (b) _____
 (No Error)
 (c) _____
 (d) _____
 (e) _____
 (f) _____

B.

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

- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
 (i) _____
 (j) _____
 (k) _____

Literature

The Fog

William Henry Davies or W.H. Davies (1871-1940) was a Welsh poet and writer. Considered one of the Georgian poets, his style of writing is different from others of the genre. The principal themes in his work are observations about life, life's hardships and people. Much of his writing can be said to be direct deductions from his life as a tramp and his tramping adventures and the characters he had met along the way. In the poem, a sighted man finds himself in a fog so thick that he becomes disoriented and cannot find his way home due to lack of visibility. A blind man comes to his rescue and leads him home. In some ways, the poem tries to highlight the fact that, one's handicap in a certain domain may well be an advantage in another. The man, who could see, took his vision for granted and didn't know his way around in darkness; yet, the blind man acknowledged his lack of sight and could find his way around in darkness.

In the poem, Fog symbolises the difficulties and challenges that comes across in one's life. They come, stay for a while and then they pass on. The poem teaches us that, we shouldn't lose hope under any circumstances. Provided we have a strong will, we can turn even a disadvantage into an advantage.

Poetic Devices

1. Simile - like balls of burning lead; I followed like a child
2. Personification - Fog is personified as someone clutching at the speaker's throat

Q1. "I followed like a child." Why did the speaker compare himself to a child?

Q2. Pick lines from the poem which show that the speaker got disoriented.

Q3. What kind of a person do you think the blind man was? Give any two characteristics.

Q4. "It clutched my throat, I coughed." Is the poet trying to portray Fog as a murderer? Comment.

Q5. Why do you think the blind man was able to lead the speaker out of the fog? Explain.



Tabby's Tablecloth

Louisa May Alcott (1832-1880), an American novelist, is the writer of the famous novel *Little Women*. In all her stories, selfless characters are rewarded for their good deeds.

This story is written about the American war of Independence, which brought to light many brave feats. People living in thirteen British Colonies in America tried in their own way to overthrow the British and gain Independence. Concord in Massachusetts was one such British colony where the Americans secretly prepared for their Independence by collecting gunpowder, axes, tents, guns, cartridges.

There were rumours that the British was coming to seize their supplies. People not only had to observe caution of the British, but also of few of their fellow Americans, the local Tories, who to prove their loyalty to the British became informers of all secret activities. Tabby, a fourteen year old, vivacious, patriotic girl was assigned the task of keeping an eye on all strangers. Not only did she effectively carry messages concealed under the eggs in her baskets but could also sense danger from the activities of two strangers.

Undertaking great risk, she hid under the table, where the two strangers and a local Tory were discussing plans of seizing and destroying their hidden arms and ammunition. She then quickly disclosed their plans. So the Americans could move their valuable supplies and protect their arms and ammunition which could be used in time to gain victory.

Q1. Why did the writer call the period in Concord as 'dangerous times'? How did the Americans prepare themselves for 'dangerous' times?

Q2. How did Tabby ensure that the strangers were Britishers?

Q3. How did Tabby enter Mr.Bliss' house and keep track of his activities?

Q4. Reference to context

"We must keep track of Bliss' activities, for he is a Tory and will do us harm."

- Who said these lines and to whom?
- Who were the Tories?
- Cite the episode that made the speaker cautious of Mr. Bliss.

Q5. Tabby's bravery and patriotism is commendable. Describe the way in which she saves her country from trouble.

Value Points: Fourteen year old/young, fearless and brave/blessed with indomitable spirit/serves as an informant/courageous

Q6. Explain the significance of Tabby's uncle gifting her a tablecloth at the end.



December

Tree Climbing

Read the following passage and answer the questions:

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

What is tree climbing? It is a sport in which the climbers climb up a tall tree in a slow two-step process: They stand in stirrups in a rope, and advance roughly 45 centimeters at a time – a motion they repeat hundreds of times to reach the top.

Why tree climbing? Is tree climbing dangerous? Does it hurt the tree? These are some of the questions about tree climbing that arise in our minds.

Most people who climb trees do it for the sheer fun and adventure in it, and consider it a recreation that blends itself beautifully with nature and seasons and brings together friends. Tree climbers don't use spikes, and their harness and ropes do not harm the tree in any way.

John-san, a tree climbing instructor and founding member of Tree Climbing Japan, says entire experience is about safety and equipment, team work, and having fun. He finds oneness with nature above the ground and he is eager to draw into the world anyone who is prepared to experience what he calls the miracle of tree climbing.

John-san feels there are unlimited opportunities for personal growth when climbing trees. His organization brings abused children and people with disabilities to a magical place where they can safely experience h wonder of nature

It is the therapeutic properties of tree climbing that John-san promotes most often.

John-san recalls the times when he had invited a wheelchair-bound woman to climb with his group as part of his ongoing programme called Tree-hab. It was an experience that the woman could never forget. Being in a wheelchair she was used to people looking down at her. But in the tree she felt equal with everyone else. She was face to face with other climbers and could look down to see people on the ground. In the tree she felt she was flying – something for which she didn't need her legs!

1. How is tree climbing an adventure sport?

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

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

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

5. State whether True or False:

- a. Tree climbing is a popular sport only in Japan. _____
- b. Tree climbing causes damage to trees. _____
- c. Tree climbing is a dangerous sport. _____

6. Match the words with their meanings:

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

Read the poem and answer the questions that follow:

The English language

Some words have different meanings
and yet they are spelt the same.

A cricket is an insect,
To play it-it's a game.
On every hand, in every land,
It's thoroughly agreed,
the English language to explain,
is very hard indeed.

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

A little journey is a trip,
A trip is when you fall.
It doesn't mean you have to dance
Whene'er you hold a ball.
Now here's a thing that puzzles me:
Musicians of good taste

Will very often form a band –
I've one around my waste!
On every hand, in every land,
It's thoroughly agreed,
the English language to explain,
is very hard indeed.

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

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

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

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

- a. cricket-_____
- b. jumper - _____
- c. trip-_____
- d. dear-_____

e. ball-_____

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

Grammar

Adjectives

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

Examples:

a **fabulous** diamond

a **playful** puppy

a **skillful** worker

an **exciting** story

- Most adjectives come before the noun they qualify
e.g. a **beautiful** swan, a **graceful dancer**
- Sometimes adjectives follow a noun they qualify
e.g. The cat is **blind**. The sound is **pleasant**.
- Some adjectives follow verbs
e.g. It is getting **dark**. It appears **clean**.

KINDS OF ADJECTIVES

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

1. Fill in the blanks with appropriate adjectives:

- a. a _____ author
- b. an _____ lady
- c. a _____ person
- d. a _____ angle
- e. an _____ bus
- f. a _____ mouse
- g. a _____ sky
- h. a _____ dancer

2. Write the opposites of these adjectives:

- a. gentle _____
- b. confident _____
- c. polite _____
- d. boring _____
- e. clever _____
- f. loud _____
- g. grateful _____
- h. deep _____

3. Tick the correct adjective in the following sentences:

- a. It was fun to open those/each gift.
- b. Every/These dress in the shop was made of 100% cotton.
- c. Those/That painting has a beautiful frame.
- d. These/Either pullover will look good on you.
- e. What/ Which table have you reserved?

COMPARISON OF ADJECTIVES**Study the following sentences**

Jane is a *pretty* girl.

Mary is *prettier* than Jane.

Lizzie is the *prettiest* of the three.

The adjective *pretty* denotes Positive degree. It is used when no comparison is being made.

The adjective *prettier* is used when two things of same class are compared together. This is the Comparative degree.

The adjective *prettiest* tells us that of the three girls Lizzie is highest in comparison.

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

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

Examples

deep	deeper	deepest
strong	stronger	strongest
able	abler	ablest
true	truer	truest
wise	wiser	wisest
thin	thinner	thinnest
big	bigger	biggest
happy	happier	happiest
merry	merrier	merriest
gay	gayer	gayest
beautiful	more beautiful	most beautiful
pleasant	more pleasant	most pleasant
bad, ill	worse	worst
far	farther	farthest
many	much	most
up	upper	uppermost, up most
old	older, elder	oldest, eldest

ORDER OF ADJECTIVES

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

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

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

CORRECT USE OF ADJECTIVES

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

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

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

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

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

Which is the *nearest* general store?

'**Next**' refers to order"

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

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

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

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

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

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

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

'**Further**' means additional:

She received no *further* help.

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

1. Did you hear the (**latest, last**) news?
2. He is not fond of (**this, these**) kind of sweets.
3. My friend lives in the (**nearest, next**) town.
4. Who is (**more, most**) beautiful, Anne or Rita?
5. The Principal accepted the (**latter, later**) proposal.
6. Of the two brothers, Rakesh is the (**elder, eldest**).
7. Sarita came (**later, latter**) than I expected.
8. Can you do this without (**further, farther**) delay?
9. Maya is my (**older, elder**) sister.
10. She is inferior (**than, to**) her in social position.

5. Underline the correct words in the brackets.

1. It is (cold, colder, coldest) in December than in June.
2. We must dig a (deep, deeper, deepest) well; this is not deep enough.
3. Mr. Wang is probably the (rich, richer, richest) man in this town.
4. Nobody likes him because he is a (proud, prouder, proudest) person.
5. The (pretty, prettier, prettiest) girl will win the contest.
6. I am sorry. Please do not be (angry, angrier, angriest) with me.
7. You are the (forgetful, more forgetful, most forgetful) person I have ever known.
8. It is (enjoyable, more enjoyable, most enjoyable) to read the story than see the film.
9. Which is the (good, better, best) place to set up the tent?
10. Mrs. Hong is as (intelligent, more intelligent, most intelligent) as Mrs. Ling.

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

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

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

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

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

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

8. Here are some amazing facts about birds:

- a. The _____ (large) living bird is the Ostrich which can grow to a height of over 2.5 m and weigh as much as 155 kg. Although unable to fly, it can run _____ (fast) than most animals.
- b. The _____ (small) bird is the Bee humming bird of Cuba. It measures about 60 mm long and weighs less than 2gms. This makes it _____ (light) than many insects.
- c. The _____ (heavy) flying bird is the Kori Bustard of Africa. It can weigh as much as 21 kg and although it can fly it prefers to run away from danger.
- d. The Rufus Oven bird of South America is probably the _____ (clever) bird. It is some times called the Potter bird because of the way it builds nests out of mud. These nests are _____ (strong) than anything other birds build.

9. Fill in the blanks with appropriate adjectives.

1. Those are probably the _____ curtains in the store.
 - a. fanciest
 - b. more fancy
 - c. most fanciest

2. Everyone was home for the holidays. What could make for _____ Christmas than that?
 - a. A merryer
 - b. The merriest
 - c. A merrier

3. Diehard is the _____ movie I've ever seen.
 - a. Most excited
 - b. Most exciting
 - c. Most excitable

4. Of all the mechanics in the shop, Jerzy is surely _____.
 - a. The less competent
 - b. The least competent
 - c. The competentest

10. Rewrite the following adjectives in the correct order.

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

Direct and Indirect Speech

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

For example,

- Rahul said, 'I want to buy a badminton racquet.' (**direct**)
- Rahul said that he wanted to buy a badminton racquet. (**indirect**)

Let us compare the two ways of speaking.

Direct speech	Indirect speech
The exact words of the speaker are repeated.	The speaker's words are reported by someone in his or her words.
The words of the speaker are enclosed within inverted commas.	Since the exact words of the speaker are not reproduced, the inverted commas are removed.
The introductory verb is said .	The introductory verb is usually said or told .
A comma separates the introductory part and the exact words of the speaker.	The subordinate conjunction that is used to join the introductory part to the reported part. The comma is not used.
The speaker uses the first person pronoun to speak for himself/herself.	The first person pronoun is changed to the third person pronoun.

The verbs are usually in the present tense forms.

- is, am, are
- has, have
- can
- shall, will
- must

The verbs are usually changed to the corresponding past tense forms.

- was, were
- had
- could
- should, would
- had to

All present tense forms of the verb in direct speech are changed into past forms in indirect speech. Study this table to understand how personal pronouns and possessives change in reported speech.

Direct speech	Indirect speech
Simple present Jai said, ' <u>I</u> like eating pizza.'	Simple past Jai said that <u>he</u> liked eating pizza.
Present continuous Rita said, ' <u>My</u> aunt is baking a cake.'	Past continuous Rita said that <u>her</u> aunt was baking a cake.
Present perfect Rocky said, ' <u>I</u> have slept for a while.'	Past perfect Rocky said that <u>he</u> had slept for a while.
Present perfect continuous She said, ' <u>I</u> have been swimming since <u>I</u> was eight years old.'	Past perfect continuous She said that <u>she</u> had been swimming since <u>she</u> was eight years old.
Simple past He said, ' <u>I</u> bought a book for <u>my</u> mother.'	Past perfect He said that <u>he</u> had bought a book for <u>his</u> mother.
Past continuous He said, 'Rana was exercising in his room.'	Past perfect continuous He said that Rana had been exercising in his room.
Past perfect Rosy said, 'Rita had done this before.'	Past perfect Rosy said that Rita had done this before.

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

- The teacher told the class, 'The moon is earth's satellite.'
The teacher told the class that the moon is earth's satellite.
- Pratibha said, 'My mother doesn't like eggs.'
Pratibha said that her mother doesn't like eggs.

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

Study this table that lists some commonly used expressions denoting time and place.

	Direct speech	Indirect speech
Adverbs of time	<ul style="list-style-type: none"> • now • ago • today • tomorrow • yesterday • last year • next Monday 	<ul style="list-style-type: none"> • then • before • that day • the next day/ the following day • the previous day/ the day before • the previous year/ the year before • the following Monday
Adverbs of place	<ul style="list-style-type: none"> • here • herein 	<ul style="list-style-type: none"> • there • therein
Demonstratives	<ul style="list-style-type: none"> • this • these 	<ul style="list-style-type: none"> • that • those

A. Change these sentences into indirect speech.

1. I said, 'Priya, you must be more serious.'
2. 'I saw you at the museum yesterday,' the teacher said.
3. Amita said to me, 'I am your sister's classmate.'
4. The professor said to Rahul, 'You are one of my best students.'

5. The owner said to the reporter, 'The restaurant was inaugurated last year.'
6. The students said, 'We will plant a thousand saplings next year.'
7. The athlete said, 'I must win this championship.'
8. Gina said, 'Rahul was rehearsing for the show.'
9. The principal said to us, 'You should be punctual.'
10. The man said to the councillor, 'The supply of drinking water is inadequate.'
11. I said to my friend, 'You are not serious about the work.'
12. The lady said to her daughter, 'You are very insensitive.'
13. Rahim said to me, 'Raja can be trusted to do the job.'
14. He said, 'Hari has been appointed the Director General of the police force in Mumbai.'
15. Rani said to me, 'I shall return from Delhi before you leave for Bangalore.'
16. The secretary said, 'We need to leave for the function by four this evening.'
17. He said to the painter, 'You are taking too long to finish the portrait.'
18. Ratul told me, 'I met our yoga trainer yesterday and he promised to visit us today.'



Now write the answers in the space provided:

Advertisement

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

Objectives

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


Plan Your Advertisement

When is your product available?

Who is it for, which age group?

Where can your product be purchased?

What is your product?

How will you advertise, which mediums will you use?

Why do people need your product?

Who is it for, which age group?

Points to keep in mind

1. Write about the special quality of your product and its attractive features in minimum words. Put the advertisement in a box.
2. Draw pictures. Put a caption or title beside each picture.
3. Use positive adjectives like Brand New, Trendy, Spectacular, Thrilling, etc.
4. Price, Discount and other exciting offers can further improve your advertisement.
5. Do not clutter your advertisement with unnecessary information.

Questions:

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

Eat milk with every meal



Strength inside. Joy outside.

Cheese is a good source of calcium that strengthens bones. Add Amul Cheese to burgers, spread it on pizzas or just top up an extra layer in sandwiches. It's not only tasty, but also enriched with the power of protein. Make sure your child eats milk with every meal and lives strong.



Amul CHEESE

This recipe and many more available on www.amul.com/eatmilk/recipes

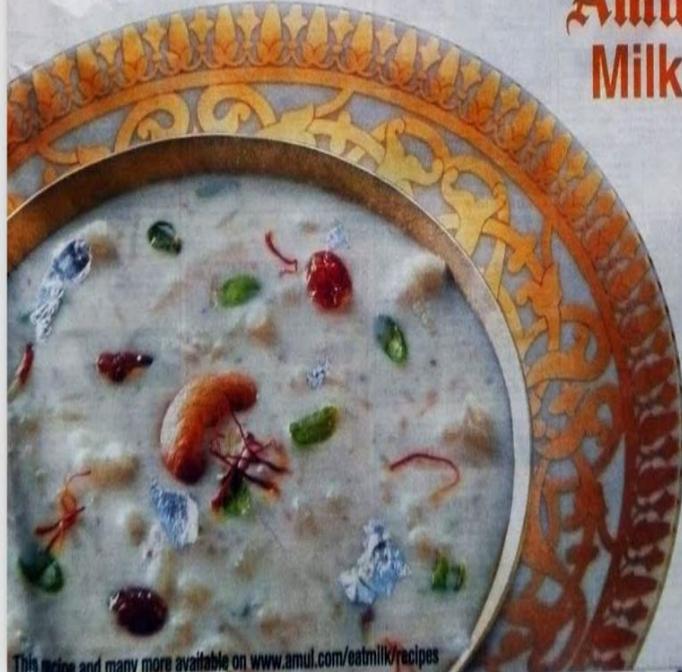
Eat milk with every meal

Kick-start your day with the world's original energy drink.

Milk has unparalleled nutrition with proteins, minerals and vitamins. Gulp down a warm glass of Amul Milk. Enjoy it in a healthy bowl of oats, corn flakes or delicious kheer. And feel the flurry of nourishment. Eat milk with every meal and feel charged with the world's original energy drink.



Amul Milk



This recipe and many more available on www.amul.com/eatmilk/recipes

VOCABULARY FUN

Nice..... nice.....nice

One day Anne Chewpen wrote this:

She had a nice house with a nice garden. It was in a very nice road. Most of the things in the house were very nice. She had a nice carpet and the decorations were very nice.....

"That's very nice, Anne," said Miss Madd.

"Oh, good!" exclaimed Anne.

"I'm being sarcastic, Anne, I'm afraid," sighed Miss Madd.

"Why?" asked Anne.

"Just look at the word 'nice'."

"I've used it six times."

"Indeed you have. It's a useful word in speech but in writing it should be used as sparingly as possible. Mr Wright is improving Jim's vocabulary. I think I'd better improve yours. Here is a list of words you could have used instead of 'nice' ":

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

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

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

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

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

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

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

Here are some more words you can use instead of 'nice':

Delightful pleasure-giving pleasurable congenial welcome grateful
 gratifying satisfying amusing

Here are some particularly for 'food':

Tempting appetizing palatable dainty delicate delicious exquisite
 juicy succulent rich

Now write about one of these subjects without 'nice'.

The Best Meal you have Eaten.

A Day at the Sea Side.

Christmas Day or any festival you enjoy.

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

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

Literature

Saving the Tiger

Shekhar Dattari is a wildlife photographer and celebrated wildlife filmmaker. He also writes elaborately about environment, conservation and wildlife. He has authored three children's books. Since 2000, he has focussed on using his filmmaker skills to tackle conservation problems in India. Some of the notable conservation films include 'The truth about Tigers,' "The Ridley's last stand" among others.

In the chapter, the author explains the ecology of the tiger, the reasons for its decline and some of the solutions to these problems. He begins by speaking about his first encounter with the tiger and how he was enchanted by the wild cat. The chapter focusses on the ground realities that prevail in India's forests. Poaching of the tiger as well as prey animals is a major threat. Though killing of almost all species of wild animals is strictly prohibited according to wildlife laws, but unfortunately these laws are not diligently enforced. In this hopeless situation, the only ray of hope can be seen in the form of tiger reserves and National parks where proper systems are set up for protection of the tigers.

The chapter is a reminder of the very few number of tigers that are left in India and the rest of the world, even after being called India's national animal. It points out what the ordinary citizens can do to save the tiger population. In the end, the author is hopeful that Tigers can be saved if the required steps are taken.

Questions:

Q1. What are the two major threats to the population of tigers, mentioned in the chapter.

Q2. What are the factors that are responsible for thriving tiger populations in Tiger reserves and National parks?

(Value points- good protection measures, addition of cubs, anti-poaching camps inside, check on human intruders, foot patrols)

Q3. What role can the ordinary men play in conservation of the tigers?

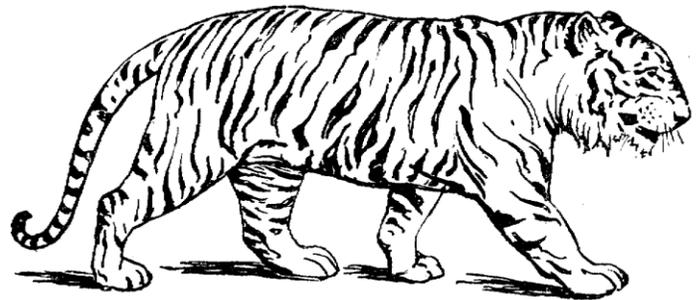
Q4. Despite the hopeless condition that the Tigers are in, the author is still hopeful that India shall succeed in saving its tiger. Why?

(Value points- The tiger is a highly adaptable species, proper protection measures, saving tigers can lead to saving of rivers, understanding its need and importance, more awareness)

Q5. Comment on the role of Wildlife photographers and filmmakers in creating awareness about animals.

(Hint- Give example of the author)

Q6. If you were given the charge of 'Saving Tigers', state any two steps that you would take to preserve our national animal.



January

Read the following passage

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

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

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

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

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

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

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

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

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

- a) accompanied _____
- b) walked _____
- c) surprised _____
- d) shiny _____
- e) explored _____
- f) in a rough voice _____

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

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

I Had a Dove

-John Keats

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

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

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

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

Grammar

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

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

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

A new hospital has constructed	_____
near city forest. This has been developed by	_____
very big industrial group called Sneh Finance Ltd.	_____
The fees to charged	_____
is small that even the poorest of the poor would get	_____
full benefits. It has equipped with modern gadgets.	_____

It will inaugurated by _____
 the Chief minister 10th September. _____

Agreement of Verb with Subject

The verb always agrees with the subject in number or person

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

Here are some rules to remember:

1. When the subject of a sentence is singular, the verb must also be singular. When the subject is plural, the verb must be plural.

Eg : Henry likes Deepak. (singular)
 Henry and Deepak like Mary. (Plural)

2. When the subject is of the phrase 'one of', followed by a plural noun, the verb is singular and agrees with one, which is singular.

Eg: One of the students in our class was praised by the teacher.
 Priya is one of my best friends.

3. When a sentence has two singular subjects joined by the conjunction 'and' the verb must be plural.

Eg: Bishakha and Suman go to the same school

4. When two or more nouns represent a *compound name* of one person or thing, then the compound is thought of as singular and takes a singular verb.

Eg: The horse and carriage is waiting at the door.
 Slow and steady wins the race.

5. When the sentence begins with 'there', the verb agrees with the real subject that follows it (verb).

Eg : There was a cruel king.
 There are six teachers in our department.

6. 'A lot of' and 'plenty of' take a plural verb when they denote number, they take a singular verb when they denote quantity or amount.
Eg : There is a lot of oil in Assam.
There are a lot of hill stations in our country.
Where are plenty of roses found?
There is plenty of water in the well.
7. 'Both' always takes a plural.
Eg : Both the hill stations were simply great.
8. 'A number of' means several, many and is therefore always followed by a plural verb.
Eg : There have been a number of important incidents this year.
A large number of people are waiting to meet the prime minister.
9. A singular *collective noun* like a herd of cattle, a team of players, a fleet of ships, a troop of soldiers and a bunch of flowers always takes a singular verb.
Eg: There was a herd of cattle in the middle of the road.
This is a lovely bunch of flowers.
A troop of soldiers is marching through the streets.
10. 'A dozen' takes a plural verb
Eg: There are a dozen shoes in the cupboard.
11. 'A pair of' when applies to things like scissors, shoes, trousers, where two components are always thought of together, takes a singular verb.
Eg : A pair of scissors is lying on the table.
12. A plural word must take a plural verb.
Eg : The scissors are in the drawer.
His trousers were very fashionable.
13. Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationery are singular and must take a singular verb.
Eg : The furniture here is of the best quality.
Fruit is very good for health.
14. News is always treated as singular so is advice, business and information.
Eg: The news is that the President will visit our school next week.
This is good advice.
15. Names of certain diseases, sciences and branches of knowledge which end with s are also singular.

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

16. 'Some of' or 'half of' take a plural verb if the reference is to number but a singular verb if reference is to amount or quantity.

Eg : Some of the boys are dishonest.
Half of the books were sold.

17. 'Many' refers to number is thus plural; 'much' refers to amount so is singular.

Eg : Many of the apples were rotten.
Much of the truth was not told.

18. People, poultry, repairs, clergy, studies, and cattle are always in plural.

Eg : The people of our town are very educated.
The clergy have arrived.
The cattle were grazing in the field.

19. When a plural number applies to distances, weights, heights or amounts of money, it is taken as a whole and is therefore treated as singular. Thus it takes a singular verb.

Eg : Thousand miles is a long distance.
One lakh rupees is a lot of money.

20. If the title of a book or the name of a house or a hotel is plural it takes a singular verb since it is only one title or one building.

Eg : The Adventures of Tom Sawyer is an interesting book.

21. If two or more singular subjects are preceded by *either, either of, neither, neither of, each, each of, everyone, many a, none, none of, nobody* or *somebody*, the verb is the singular.

Eg : Either Neetu or her brother has won the prize.
Everyone is equal in the eyes of god
Each of the boys has worked well.
Neither of them comes on time.
Somebody has stolen my aunt's purse.
Nobody is to be blamed.

A. Fill in the blanks with the correct option:

1. The Australians _____ faster between the wickets than the Indians.
(run/runs)
2. The cattle _____ frightened by the loud horn of the jeep.(was/were)
3. The first innings of the Sri Lankans _____ going to start soon. (is/are)
4. A pack of wolves _____ a frightening sight. (is/are)
5. Dr Dolittle _____ the name of a classic story for children. (is/are)
6. Vijay and Dev _____ identical twins. (is/are)
7. Let them _____ what they want. (have/has)
8. It _____ two to start an argument. (take/takes)
9. My classmates _____ very intelligent. (are/is)
10. A school of whales _____ sighted by some fishermen.(was/were)
11. Many of our teachers _____ on the school campus. (live/lives)
12. Five kilometers _____ a long distance to walk. (is/are)
13. Everyone of them _____ lying(is/are)
14. My brother's studies _____ over.(is/are)
15. The furniture _____ bought from a shop in Connaught Place.(was/were)
16. None of them _____ bothered to apologize.(has/have)
17. These spectacles _____ a lot of money. (costs/cost)
18. Much of the advice _____ useful.(was/were)
19. My grandfather's hair _____ all white.(is/are)
20. His information _____ proved to be wrong. (has/have)
21. Poultry raising _____ a big business in this town. (was/were)
22. Politics _____ not a profession for everybody. (is/are)
23. This institution _____ been doing a lot of good work for the needy.
(has/have)
24. Tuberculosis _____ a curable disease. (is/are)
25. What _____ your business with the principal of the college? (is / are)

26. A sheep _____ grazing on the hillside.(is / are)
27. Riches _____ wings. (has/have)
28. Milk and sugar _____ a nourishing food. (is/are)
29. The President and the Vice President of the club _____ invited. (was/were)
30. What piece of work _____ man! (is/are)

B. Tick the correct sentence.

1. A large number of students is absent.
A large number of students are absent.
2. Physics are a difficult subject.
Physics is a difficult subject.
3. The committee have been dissolved.
The committee has been dissolved.
4. Milk turn sour very fast.
Milk turns sour very fast.
5. The list of unsuccessful candidates was released yesterday.
The list of unsuccessful candidates were released yesterday.
6. None of the engineers know how to repair this computer.
None of the engineers knows how to repair this computer.
7. Grimms' Fairy Tales are a popular collection of stories for children.
Grimms' Fairy Tales is popular collection of stories for children.
8. Neither of the men have the qualifications.
Neither of the men has the qualifications.

9. There were a lot of rumours about this.

There was a lot of rumours about this.

10. These reports is absolutely false.

These reports are absolutely false.

C. Circle the correct option

- a. Two and two (make/makes) four.
- b. My favourite languages (is/ are) French and English.
- c. Neither of the two actors (was/were) nominated for the award.
- d. Little women (is/are) an entertaining novel.
- e. The lawyer's fees (has/have) been paid in time.
- f. Half of the crops (has/have) been ruined.
- g. The Red Indians (is/ are) a courageous race.
- h. Many people (is/are) not remembered in spite of their heroism.
- i. Notice (has/ have) been sent to all the people concerned.
- j. The Harry Potter series (is/are) popular.
- k. All the world (is/are) a stage, said Shakespeare.
- l. Both the flights (have/has) been cancelled.
- m. Much (has/have) been said, but nothing (has/have) been done.
- n. Neither (is/are) he a scholar, nor a gentleman.
- o. Every girl in this class (is/ are) well behaved.
- p. All his wishes (has/have) been fulfilled.

D. Pick up the correct form of the verb to agree with the subject.

Green lights, white streamers, and electronic noises (1. is/ are) coming from the night sky.

Each of the noises (2. are /is) harsh.

Both Suraj and Meghana (3. is/ are) sure about having witnessed something truly strange.

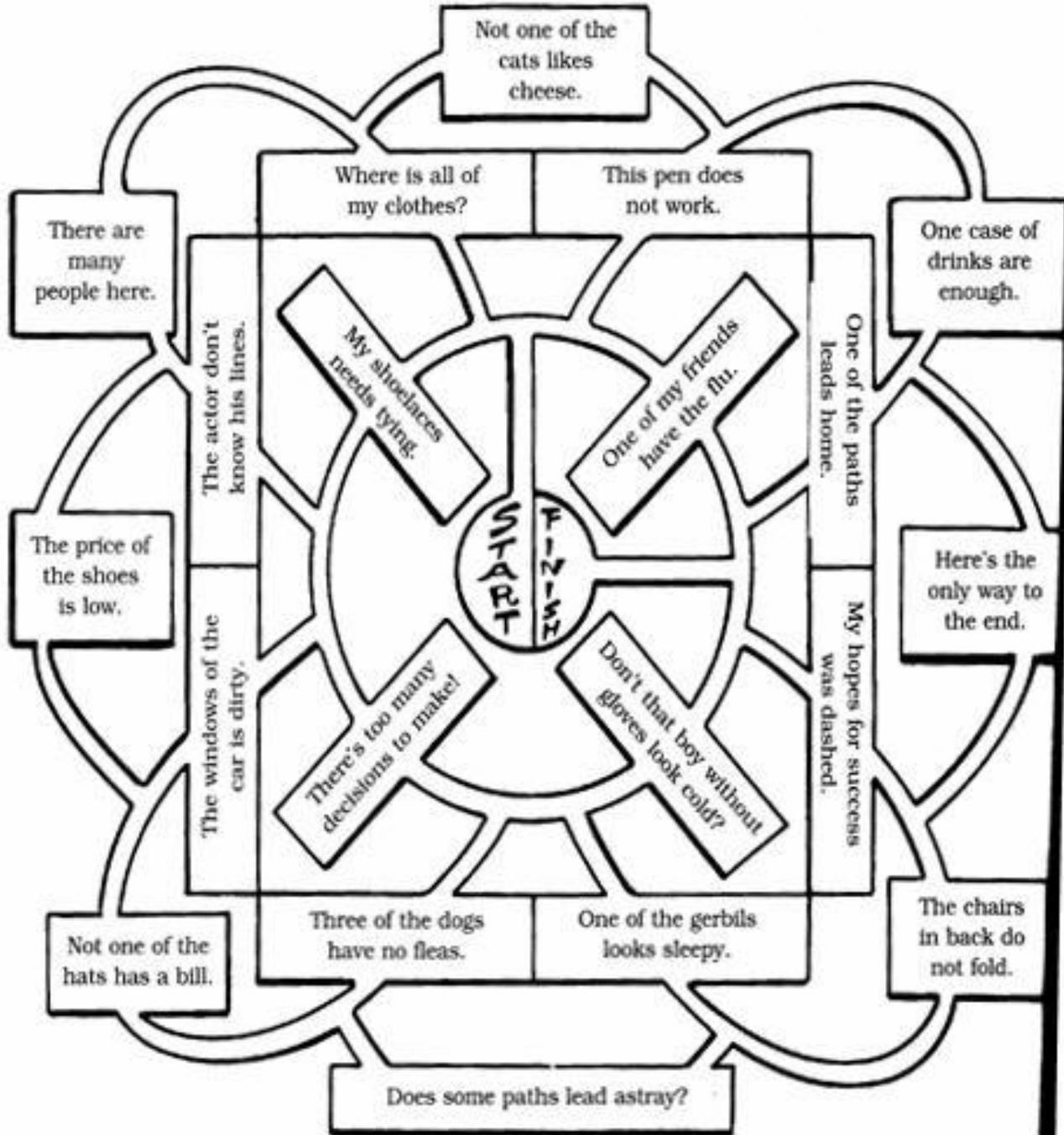
Neither Mukhul nor Tarini (4.believe/ believes) their story.

Meghana's father, mother and brother (5, does/ do) trust her tale.

May be an earthquake or even a volcano (6. was! were) in the making. What do you think it could be?

Agreement Maze

Complete the maze by following the sentences that are correct. If a box contains incorrect agreement, stop and go back. You cannot go through that box. The correct path to the finish will take you through ten boxes.



Literature

THE CANTERVILLE GHOST

The Canterville Ghost is a well-known short story by Oscar Wilde, an Anglo- Irish novelist best known for his brilliant and witty comedies. The story that we read brings out the situational comedy and the contrast between the traditional British house owners and the modern American family who refuse to believe or be spooked by ghosts.

A rich American family decides to buy Canterville Chase, an old mansion in England. Lord Canterville, the owner of the mansion, warns the Otis family that the place they are about to buy is haunted. He tells them about the appearance of a ghost and says that he and his wife have witnessed it themselves. He narrates the family story of his grand-aunt, Dowager Duchess of Bolton, who felt the ghost's icy hand placed on her shoulder and never quite recovered from the shock. He further tells of numerous members of the family having seen the ghost and the refusal of the younger staff to stay with them as a result of the disturbing atmosphere.

The Otis family is least concerned and laughs it off. Mr. Otis states that they are modern and do not believe in ghosts. They joke about the ghost and quite happily purchase the mansion. Lord Canterville also warns them that the ghost makes an appearance at the impending death of a family member.

The family settles in and a series of incidents follow. First, Mrs. Umney, the old housekeeper of Canterville Chase, spots a bloodstain on the floor. Mrs. Otis is unruffled and simply wants it removed. Even the grisly tale of a murder on that very spot has no effect on the family. It appears that it is only the housekeeper who is frightened, as even the Otis children simply laugh at Mrs. Umney's narration of having seen the apparition with her own eyes.

When the purported bloodstain has been cleaned and makes an appearance again, the children decide to stay awake to ambush and capture the ghost. They are thrilled at their idea and stay up with gleeful anticipation.

When indeed the ghost makes a dramatic appearance, with the ceremonial eerie sound of clanking metal meant to terrorize the inhabitants, Mr. Otis only seems irritated and hands it a bottle of oil to grease the chain and asks the ghost to wander about noiselessly.

The ghost is appalled. He has never met anyone, let alone an entire family including children, who has not been afraid of a ghost! In fact, it appears that it is he who is tormented by their lack of respect for a ghost and his sinister appearance. He feels humiliated, insulted and is almost afraid of the Otis family, especially the children, and vows to seek revenge.

VOCABULARY:

Impending: awaiting, approaching, coming

Unruffled: unmoved, cool, calm

Humiliated: disgraced, embarrassed, shamed

Purported: supposed, claimed, alleged

Appalled: shocked, horrified, aghast

Apparition: ghost

Eerie: spooky, creepy, strange

Sinister: evil, threatening, strange

Spectre: ghost

Anticipation: eagerness, expectation

QUESTIONS:

Q1. Why has Lord Canterville decided to sell the mansion?

Q2. Describe the encounter that the Duchess has with the ghost. What effect does it have on the staff?

Q3. How does Mrs. Umney explain the stain on the library floor?

Q4. Who is Sir Simon de Canterville? What is his story?

Q5. Describe the plans made by the Otis children when the bloodstain is discovered again.

Q6. "Goodness me! My dear sir, you cannot go creaking about like this."

a) Who is the speaker of these lines?

b) Who is the "sir" referred to here?

c) Why is the speaker disturbed?

d) What solution does the speaker provide?

Q7. How does the ghost feel about the Otis family?

Q8. Imagine that you are a member of the Otis family. How might you have reacted to all the happenings? If the ghost had indeed reached out to you, explain what you might have said or done.



VOCATION

Rabindranath Tagore, the Asia's first Nobel Prize winner for literature, was a creative genius. His outstanding achievements in the fields of music, literature, plays, art and educational reform played a crucial role in the cultural renaissance of Bengal and India.

In this poem Tagore has beautifully captured the longings and perception of a little school boy who craves for freedom from his regimented life, The immaturity and innocence of a child make him detest rules, regulations and disciplined conduct. He envies the independence of an adult. He does not understand the parameters of a good vocation but overwhelmed by the spirit of adventure admires all such vocations, which have the freedom to move in the open air, to explore in complete liberty without the dictates of a parent and the restrictions of a school.

The life of a Bangle seller appeals to him most, particularly when he hears the school bell and is compelled to hurry into the school. The vocation of a Gardener, spending the day outside the school walls in complete leisure and independence, engaging in a novel activity appeals as a better alternative. Exhausted after the rigorous routine of the school the child yearns to play in the open air in complete abundance, soiling his clothes to his heart's content. So the little boy aspires to be a gardener.

At night most children hate going to bed early. Fascinated by the wonders, magic and mystery of lights, sounds and shadows he longs to be a night watchman. All the three vocations appeal to the child as it is devoid of rules and restrictions. He is most enamored by these vocations as an adult would disapprove of any such routine for a disciplined child.

Q1. What feelings does the boy have when he enters the school? Why?

Q2. Why is a hawker's job so appealing to the school boy?

Q3. *He does what he likes with his spade, he soils his clothes with dust,
Nobody takes him to task if he gets baked in the sun or gets wet.*

(a) To whom is the speaker referring to?

(b) Explain *nobody takes him to task*.

(c) Why is this person's clothes soiled? Do you like the job that he does? Why? Why not?

Q4. What is the figure of speech used in the line "The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head". Explain.

Value points: Comparison / simile / lamp / giant / child's imagination.

Q5. The schoolboy is fascinated by what a watchman does, without realizing the perils involved in this kind of job. Elaborate.

Q6. The schoolboy only talks about the fun things to do, not giving a single thought to the responsibilities involved in each vocation. Enumerate and describe the tasks that hawkers, gardeners and watchmen have to do.



Paragraph Writing

What is a Paragraph?

A Paragraph is a unit of writing, a group of sentences that all work together. A Paragraph has a beginning, a middle, and an end.

A paragraph is made up of three parts.

i) *Topic Sentence*

The topic sentence states what the paragraph is about. The statement should be clear and interesting. The topic sentence is usually the first sentence, but it may appear later in the paragraph.

ii) *Body*

The body includes all the sentences that go between the topic sentence and the concluding sentence. In the body you explain the topic in detail and back up what you say with examples.

iii) *Concluding Sentence*

The concluding sentence wraps up what you want to say in the paragraph. It should leave the reader feeling that the idea is complete.

An example is given below.

1. *In a paragraph describe an incident in which you showed kindness towards animals.*

Or

An incident which made you feel that animals have feelings.

I tied my shoelaces and said, "I am ready!" in a peppy tone to my grandfather. We were getting ready to go on one of our usual evening walks. The weather was perfect and we chatted about grandfather's childhood as we took a stroll in the huge park near our house.

Suddenly we heard a thud behind us. We looked back and saw a beautiful, white dove lying on the hard pavement. We picked it up and rushed back home. There we provided it with food and water. We also discovered that it had hurt its wing. We kept it in a basket on a soft velvet cushion. I immediately named her Snow White. We applied some medicine on its wing. The next day we saw that its condition had improved! Very soon she started to fly short distances inside the room. In a few days time she recovered completely and so I opened the window and she flew out happily. I looked at her soaring high up in the sky and I thought I would never see her again. But the very next day, when I opened the window, Snow White flew and sat on the window sill and chirped, as if to say, "Thank You".

Topics for Paragraph writing.

(To be done in the English Grammar note books.)

1. In a paragraph, describe the personality of an individual you know and like very much.

The person might be fun or funny or sweet or kind or intriguing (or all or none of these).

The reader should, by the end of the paragraph have a sharp sense of the individual's personality- of how someone thinks and acts, what he or she looks like, and how you feel about the person. Details are extremely important. For example if you are writing about your grand mother, don't just stick to a stereotype description like 'a nice old lady'. Even if grandma is nice and old, she is more than that (just like you are more than 'good kids').

In the topic sentence you could give a clear generalization about the personality. In the body, support the generalization with a brief story and relevant details, such as physical description.

2. Note

Beware of a bad start!

If you are writing a paragraph, do not start by saying, 'I am going to describe a rainy day.' Let the readers think for themselves.

Avoid repetition as it makes a paragraph boring. To add variety, one can start the sentences in **different** ways. You should not have too many sentences describing the same aspect of a theme.

Do not use sentences starting with words like **but, because, so** and **or**

3. Write a paragraph describing your favourite place in the house. Remember these points when you write:

- a) Its physical appearance - where it is, its surroundings
- b) Any objects/knick knacks that make it special
- c) Any interesting memory/ incident that it reminds you of!
- d) Things you do while you're there
- e) Finally, what makes it your favourite!

You can even draw its picture, if you like!

The Chronicles of Narnia- The Lion, the Witch and the Wardrobe

About the author

Clive Staples Lewis was accomplished in creating fantasy stories from a young age. As a young boy living in Ireland, Clive (known as 'Jack') and his brother Warren ('Warnie') used to make up stories about fantastic lands populated by heroic, talking animals. While making up many characters and stories, Jack invented a long history for 'Animal-land' and drew maps of its geography. He would often tell his brother these stories sitting in their grandfather's old wardrobe.

C S Lewis was inspired to write children's books when groups of evacuee children were sent to stay with him during the Second World War. As the children did not know many stories, Lewis decided to make up stories for them himself, using as a starting point the image of a fawn carrying parcels and an umbrella in a snowy landscape. One day, one of the evacuee girls saw a wardrobe in Lewis' house and asked him what was behind it. Thus the gateway to Narnia was born.



About the book

The second book in the classic series, **The Chronicles of Narnia by C. S. Lewis; The Lion, the Witch and the Wardrobe** offers a glimpse into the Magical World of Narnia. This beautiful, mythical country is first discovered by Lucy Pevensie (One of the main protagonists and the youngest of the four kids.) who hides in the wardrobe one day, but uncovers a secret passage to the picturesque world of Narnia. The idea of a wardrobe leading to an unexplored terrain grips the mind of Lucy. She goes into this world, befriends a certain Mr. Tumnus (a faun) but returns to her own world as she is warned by the faun that The White Witch (the undesirable sovereign of Narnia) will hunt her down.

Fate leads the four Pevensie kids into the enchanted world of Narnia. The natives of that place, suffering under the cruel regime of The White Witch, consider the kids' entry in their world as a good omen. They lead them to Aslan (The actual lord of the

woods) and thus they start the preparation for the ultimate battle of Good against Evil (The White Witch).

Lewis captures the mind of the readers with his vivid description of this fantasy land. The presence of creatures like centaurs, fauns, unicorns and werewolves gives this novel a distinct mythical aura.

Q1. Why were the four kids sent away from London? Where did they eventually go?

Q2. Who was the first person to open the wardrobe? What did that person find when the wardrobe was opened?

Q3. Who was the first person Lucy met in the cold woods of Narnia?

Q4. Why was Lucy shocked when she first saw Mr. Tumnus?

Q5. Who was Mr. Tumnus? Describe his appearance.

Q6. Why did Mr. Tumnus think of himself as a bad faun? (Chapter 2)

Q7. What kind of job was assigned to Mr. Tumnus? And by whom? (Chapter 2)

Q8. What made Lucy upset when she returned after her meeting with Mr. Tumnus from the land of Narnia? (Chapter 3)

Q9. Give a brief description of The White Witch.

Q10. What promise did The White Witch make to Edmund if he returns to her with his brother and sisters? (Chapter 4)

Q11. Describe the Professor's house. (Chapter 5)

Q12. Give a character sketch of Mrs. Macready. (Chapter 5)

Q13. How did the four kids stumble together into the world of Narnia? (Chapter 6)

Q14. What did the four kids discover when they went to meet Mr. Tumnus?(Chapter 6)

Q15. Write a short note on Mr. and Mrs. Beaver.

Q16. What happened to Mr. Tumnus after he helped Lucy leave Narnia? (Chapter 8)

Q17. Who was Aslan? Describe his appearance.

Q18. What is the significance of the thrones at Cair Paravel? (Chapter 8)

Q19. Why did Narnia have such a long winter?

Q20. Who slipped out from the Beavers' Dinner? Why? (Chapter 9)

Q21. Who was Maugrim? What role did he play in the story? (Chapter 9)

Q22. Why was the magic of The White Witch weakening? What were the signs of her weakening magic? (Chapter 10)

Q23. What gifts did Father Christmas give to the kids? What instructions did he give with every gift? (Chapter 10)

Q24. How was Edmund treated at The White Witch's house? (Chapter 11)

- Q25. List the animals that sided with The White Witch and the ones that supported Aslan.
- Q26. Why did The White Witch claim Edmund as her property? (Chapter 13)
- Q27. What was the pact between The White Witch and Aslan? Did The White Witch keep her promise? (Chapter 14)
- Q28. How did Aslan become alive again? (Chapter 15)
- Q29. What happened after The White Witch's death? (Chapter 17)
- Q30. Why did Aslan slip away after giving the thrones to the kids? (Chapter 17)
- Q31. How did the kids govern their kingdom? (Chapter 17)
- Q32. What Titles were given to the kids after they were crowned? (Chapter 17)
- Q33. What advice did the Professor give to the kids in the end? (Chapter 17)
- Q34. Write a character sketch on all the four kids.

Multiple Choice Questions

- Who was the professor's housekeeper?
 - Susan
 - Maugrim
 - Mrs. Macready
- Mr. Tumnus was _____
 - A centaur
 - A faun
 - A beaver
- Which one of the following kids was misled by The White Witch?
 - Lucy
 - Edmund
 - Peter
- How did The White Witch punish Mr. Tumnus?
 - She killed him
 - She banished him from the land of Narnia
 - She turned him into stone



5. Who gave precious gifts to the four kids in the land of Narnia?

- a) Father Christmas
- b) The beavers
- c) Aslan

6. What was Cair Paravel?

- a) The name of The White Witch's dog
- b) A castle on the sea
- c) A spell that The White Witch used

7. Who was Maugrim

- a) The chief of The White Witch's secret police
- b) The head of Aslan's army
- c) The Beaver

8. Which of the following were not on The White Witch's side?

- a) Maugrim
- b) Werewolves
- c) The giant Rumblebuffin



Which of the following is true?

- 1) Peter, Susan, Edmund and Lucy were the professor's own kids.
- 2) Mrs. Macready was really fond of kids.
- 3) Lucy and Susan were Daughters of Eve.
- 4) The onset of spring in Narnia was a sign of Aslan's growing power.
- 5) The giant Rumblebuffin was an evil creature.
- 6) The centaurs, unicorns and eagles were on the side of The White Witch.
- 7) Aslan lived with the kids and helped them in governing the land of Narnia.
- 8) The White Witch claimed Edmund as her own property.
- 9) Cair Paravel was the name of the Professor's house.
- 10) Lucy was given the title of The Valiant Queen.

Reference to Context

1. *I'm a kidnapper for her, that's what I am. Look at me, Daughter of Eve.*
 - a) Who is the speaker and what was he/she planning to do?
 - b) Who is the *Daughter of Eve* in the above lines? Why is she called so?
 - c) Do you think the speaker feels remorse for his/her actions? Explain.

2. *You are to be the prince and – later on the King.....I will make your brother a Duke and your sisters Duchesses.*
 - a) Who is the speaker and the listener?
 - b) What kind of promise is the speaker making? Why?

3. *Poor fellow, he got wind of the arrest before it actually happened and handed this over to me.*
 - a) Who is the speaker?
 - b) Who is the *Poor fellow* in the above lines?
 - c) Explain *got wind of the arrest*.

4. *Now I will kill you instead of him as our pact was and so the Deep Magic will be appeased. But when you are dead what will prevent me from killing him as well?*
 - a) Who is the speaker and the listener?
 - b) What kind of pact is the speaker talking about?
 - c) Throw some light on the nature of the speaker.

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