

SMART SKILLS
CLASS VII
SYLLABUS 2017-2018
ENGLISH

**CLASS VII
SYLLABUS 2017-18**

<u>MONTH</u>	<u>LITERATURE</u>	<u>GRAMMAR</u>	<u>WRITING</u>	<u>SUPPLEMENTARY READER</u> <i>(Swami and friends)</i>
April-May	1.A Secret for Two 2.Wandering Singers	I. Revision of: 1. Articles and Determiners 2. Prepositions II. Perfect Tenses	1. Paragraph Writing 2. Short Story Writing	Chapter 1-5
July	The Meeting Pool	1. Conjunctions 2. Reported Speech	Poster Making	Chapter 6-8
August-September	1. Maggie Cuts Her Hair 2. Harvest Hymn	Adverbs	Informal Letter	Chapter 9-10
October	1. His First Flight	1. Prefix and Suffix 2. Synonyms and Antonyms 3. Homophones and Homonyms	Paragraph writing	Chapter 11-12
November	1. Master Artist	. Revision of: 1. Adjectives 2. Subject-Verb Agreement	Factual description	Chapter 13-14
December	1. Lobster Quadrille 2. Sir Isaac Newton	Punctuation	Short Story Writing/Picture Composition	Chapter 15-16
January	1. “Break, Break, Break” 2. The Whale Story	Active and Passive Voice	Autobiography Writing	Chapters 17-19
February	Revision for Second Term examination Note: Students are required to make a project on a given topic. This will be assessed as a part of the Continuous Assessment. The criteria for marking will be specified along with the guidelines for the project.			

Examination Specification**Section-A****Reading Skills-18 marks**

Two unseen passages (one prose, one poem) would be given, with a range of questions to test comprehension, summary writing and vocabulary.

Section-B**Writing Skills-19 marks**

These would include Paragraph Writing, Informal Letter, Poster-making and Story Writing and Autobiography Writing

Section-C**Grammar-18 marks**

Articles and Determiners, Active and Passive Voice, Tenses, Adverbs, Conjunctions, Reported Speech and Punctuation Practice.

Vocabulary Building exercises using suffix and prefix.

Synonyms and Antonyms, Homonyms and Homophones

Vocabulary testing through Integrated Grammar Practice

Section-D**Literature-19 marks**

Reference to context questions to test comprehensive textual knowledge

Section -E**Supplementary Reader- 6 Marks**

Three to four short answer questions based on the lessons and the Supplementary Reader.

CLASS VII
2017-18

	<u>TERM 1: INTERNAL ASSESSEMENT</u>	<u>MARKS</u>	<u>TOTAL</u>
A	Group Activity: Project: Swami and Friends- Comic strip (May, 2017)	10	20
B	Individual Activities (best out of two): (a) Poster Making (July, 2017) (b) What is the Good Word?(vocabulary testing) (August, 2017)	5	
C	Notebooks and class response: Regularity, neatness, completion etc.	5	
<u>TERM 2: INTERNAL ASSESSMENT</u>			
A	Group Activity: Swami and Friends- Theatre Activity (December 2017-January 2018)	10	20
B	Listening & Speaking Skills Assessment: Answering questions based on an audio & speaking on a chosen topic (January-February 2018)	5	
C	Notebooks and class response: Regularity, neatness, completion etc.	5	

TERM 1

A. Group Activity: Comic strip

The details of the project on 'Swami and Friends are as follows:

Comic strip

(Based on Chapters 1, 2, 3, 4 & 5)

Project would be of two pages; preferably A-4 size sheets so that the comic strips of all the chapters can be compiled together.

The two sheets (four sides) will have the comic strip of the entire chapter.

Students will be given the choice of drawing or cutting and pasting the images/pictures.

Comic strips of all the five chapters of each section will be compiled together.

RUBRICS FOR ASSESSMENT (Swami & Friends)

(10 Marks)

Name of the Student	Content (4m)	Creativity (2 m)	Coherence (2 m)	Presentation (2m)	Total (10m)
1.					

B: Individual Activities:

(5 Marks)

(a) Poster Making

Topics: Pollution Control/Ban on Smoking/Following Traffic rules/Vote Appeal/Do's and Don't's during monsoon

RUBRICS FOR ASSESSMENT

Name of the Student	Neatness/aesthetic appeal (1m)	Originality (1m)	Format (border/date/time/venue etc) (2m)	Clarity of message (1m)
1.				

(b) What's the Good Word?

Students will be given a crossword based on a chapter from the textbook. They will learn the new words and do the crossword. They will be informed a week in advance about the activity.

RUBRICS FOR ASSESSMENT

Name of the Student	Each correct answer (0.5m each)	Total (5m)
1.		

TERM 2:**A. Group Activity: Theatre Activity** (Based on Swami & Friends) (10 Marks)**RUBRICS FOR ASSESSMENT:**

Name of the Student	Creativity (3m)	Individual participation (2m)	Presentation (3m)	Team participation (2m)	Total (10m)
1.					

B: Listening & Speaking Skills Assessment:

(5 Marks)

(a) Listening Skills- (2.5 Marks)

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

RUBRICS FOR ASSESSMENT:

Name of the Student	Each correct answer (0.5m each)	Total (2.5m)
1.		

(b) **Speaking Skills (Just a minute):** (2.5 Marks)

The students will be given a list of topics a week in advance to choose from. They will organize their thoughts and ideas and make a one minute presentation before the class.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (1m)	Fluency (1m)	Presentation (0.5m)	Total (2.5m)
1.				

Recommended Reading

1. Skeleton Creek – Patrick Carman
2. Percy Jackson – Rick Riordan
3. Heroes of Olympus – Rick Riordan
4. Kane Chronicles – Rick Riordan
5. Diary of a Wimpy Kid Series – Jeff Kinny
6. Letters from a Father to a Daughter – Jawaharlal Nehru
7. The Diary of a Young Girl – Anne Frank
8. My Family and Other Animals – Gerald Durrell
9. Tales of Shakespeare
10. Harry Potter Series – J K Rowling.
11. Twilight Series – Stephanie Meyer
12. The Chronicles of Narnia – C S Lewis
13. Alex Rider Series – Anthony Horowitz
14. The Mediator Series – Meg Cabot
15. Eagle Strike – Anthony Horowitz
16. Matilda – Roald Dahl
17. Skullduggery Pleasant – Derek Landy
18. The Immortal Series – Alyson Noel
19. Call of the Wild – Jack London
20. A Room on the Roof- Ruskin Bond

April-May

Reading –Comprehension

Writing- Short Story

Writing

Grammar-Parts of Speech- Revision of Articles and Determiners, Prepositions, Tenses

Literature - 1.A Secret for Two

2. Wandering Singers

Section A
Reading Comprehension

Read the passage and answer the questions that follow:

Peculiarities of Life

There was a boy at our school; we used to call him Sandford and Merton. His real name was Stivvings. He was the most extraordinary lad I ever came across. I believe he really liked to study. He used to get into awful rows for sitting up in bed and reading Greek; and as for French irregular verbs, there was simply no keeping him away from them. He was full of weird and unnatural notions of being a credit to his parents and an honour to the school; and he yearned to win prizes, and grow up to be a clever man, and had all those sort of weak minded ideas. I never knew such a strange creature, yet harmless, mind you, as the babe unborn.

Well, that boy used to get ill about twice a week, so that he couldn't go to school. There never was such a boy as that Sandford and Merton. If there was any known disease going ten miles of him, he had it, and had it badly. He would have bronchitis in the dog-days, and hay-fever at Christmas. After a six week period of drought, he would be stricken down with rheumatic fever; and he would go out in a November fog and come home with sunstroke.

They put him under laughing gas one year, poor lad and drew all his teeth, and gave him a false set, because he suffered so terribly from a toothache; and then it turned to neuralgia and ear-ache. He was never without a cold, except for once for nine weeks while he had scarlet fever; and he always had chilblains. During the great cholera scare of 1871, our neighbourhood was singularly free from it. There was only one reputed case in the whole parish: that case was young Stivvings. He had to stay in bed when he was ill and eat chicken and custards and hot-house grapes; and he would lie there and sob, because they wouldn't let him do Latin exercises, and took his German grammar away from him.

And we other boys, who would have sacrificed ten terms of our school life for the sake of being ill for a day, would stay out on blustery days, and it did us good and freshened us up: and we took things to make us sick, and they made us fat, and gave us an appetite. Nothing we could think of seemed to make us sick until the holiday began. Then on the breaking days we caught colds and whooping cough and all kinds of disorders which lasted till the term recommenced: when inspite of everything we could manoeuvre to the contrary we would get suddenly well again, and be better than ever. Such is life.

-From Three men in a Boat

A.1 Tick the correct answer:

- a) The author found Stivvings extraordinary because:
- i) His name was Sandford and Merton
 - ii) He would fall ill easily
 - iii) He loved to study
- b) When the author says 'weak-minded ideas', he means:
- i) Stivvings was a weak boy
 - ii) He found it strange that someone would like to study so much
 - iii) That he was weak and harmless like a baby

A.2 Do you think the author is exaggerating Stivvings' ill-health? Pick out phrases which suggest this.

A.3 Complete the following sentences with information from the passage:

- i) Stivvings was the object of everyone's envy because _____
- ii) When the writer says 'such is life', he means _____
- iii) The author says no matter how hard he tried to fall sick during school term _____

A.4 Find words from the passage that have the same meaning as the following:

- i) Filled with longing _____ (para 1)
- ii) Notable _____ (para 3)
- iii) Began again _____ (para 5)
- iv) Plan skillfully or shrewdly _____ (para 5)

Read the poem and answer the questions that follow:
A Bird Came Down the Walk

A bird came down the walk:
 He did not know I saw;
 He bit an angle worm in halves
 And ate the fellow, raw.

And then he drank a dew
 From a convenient grass,
 And then hopped sidewise to the wall
 To let a beetle pass.

He glanced with rapid eyes
 That hurried all abroad,--
 They looked like frightened beads, I thought;
 He stirred his velvet head

Like one in danger; cautious,
 I offered him a crumb,
 And he unrolled his feathers
 And rowed him softer home

Than oars divide the ocean,
 Too silver for a seam,
 Or butterflies, off banks of noon,
 Leap, splashless, as they swim.

- By Emily Dickinson

1. According to the first two stanzas of the poem, the bird did all of the following EXCEPT?
 - a) Eat a worm

- b) Drink some dew
- c) Eat a blade of grass
- d) Move aside for a beetle

2. Read these two lines from the poem:

“ He bit an angle-worm in halves”
 “ And ate the fellow, raw.”

Which of the following describes the relationship between these two lines?

- a) The lines make a comparison
- b) The lines describe the order of events that occurred
- c) The lines show the difference between objects in the poem
- d) The second sentence gives the cause of the first.

3. Which of the following conclusions about the bird is supported by the poem?

- a) The bird was hungry and thirsty
- b) The bird did not know how to fly
- c) The bird was a Blue Jay
- d) The bird was injured.

4. “Like one in danger ; cautious,
 I offered him a crumb.”

Based on the text, the word **cautious** means

- a) Pleased
- b) Careful
- c) Awake
- d) Grateful

5. The primary purpose of this poem is to describe

- a) The author’s experience of watching a bird and its actions
- b) The reason people should not interact with birds
- c) How to use imagery and metaphors when writing about nature
- d) The various things a person may see outside.

6. What did the author offer the bird?

7. Why might the bird have glanced with rapid eyes?

8. Answer the following questions based on the sentence below.

Outside, the author cautiously offered the bird a crumb before it flew away.

WHO? The author

(did) WHAT? _____

WHERE? _____

WHEN? _____

HOW? _____

9. Find the word in the poem that means: easy to get or use _____

Section-B (Writing)**Short-story writing**

A good story should interest, excite and amuse. A story's appeal depends upon the plot and how you narrate the plot.

What is a plot?

- A plot is the main event of the story.
- It keeps the whole story together.
- The plot is like a map. It reminds you of where the story is going.

A Story Map

<u>Setting</u>

<u>Characters</u>

<u>Problem/ Conflict</u>

<u>Major Events</u>

<u>Climax</u>

<u>Resolution</u>	
<u>Theme</u>	

How do you work out your plot?

A plot should have (a) a beginning (b) a middle (c) an ending

- (a) The beginning: Decide on where the plot will take place. Examples: town/village/space ship/boat/at sea. Decide on how many characters you will have. How many main characters and how many minor characters will you have and how will they be like?
- (b) The middle: Decide on what the 'problem' in the plot will be. Examples: is there a treasure to be found? Is there a crime to solve? Is someone unhappy? Is someone to be rescued? Is someone trying to escape from something?
- (c) The ending: Decide on how 'the problem' will be solved.

Once you have worked out your plot you are ready to begin writing. Think of a

book or a story you have read. Answer the questions below:

1. What was the name of the story?

2. Where did the plot take place?

3. How many main characters were there?

4. How many minor characters were there?

5. What was the plot or story about?

6. How did the plot end?

Do away with hackneyed story lines like-

Once upon a time.....

Long long ago.....

One day.....

Instead try something like-

Boom!.....

I jumped out of my skin.....

'Please sir, can you help me?' The squeaky voice seemed to come from my pen.....

At a time when dinosaurs walked the earth.....

Or anything else that is imaginative and different

Short Story

You will be now be writing a short story .You must choose a genre that you will follow and an audience to whom you will tailor your story.When choosing your audience, you must consider age, interests, content appropriateness, and reading abilities.

First Step:

Before beginning the writing process, you must complete a plot diagram for your story. This will help you map out your ideas and make sure you have all the required elements for the final project.

Requirements:

Your story must include the six basic features of the fiction plot diagram:

1. Basic Situation/Exposition
2. Conflict
3. Complications/Rising Actions
4. Climax
5. Resolution
6. Theme

Story Choices:

1. Graphic Story

Graphic novels and stories express messages or provide brief glances of events or stories. Key elements of a graphic story include character, setting, and plot—all conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, this genre highlights only the most important elements of its targeted topic.

Examples: Watchmen, Boys Over Flowers, Persepolis, Maus

Common Elements of Graphic Stories	
1. Basic Situation	• Landscapes and settings are drawn rather than described in words
2. Conflict	• Story line contains a clear hero • A moral code is evident
3. Complications/ Rising Actions	• Dialogue balloons can express thoughts, dreams, speeches, loud voices, whisperings, wishes, and sound effects
4. Climax	• Hero faces a challenge
5. Resolution	• Hero usually overcomes challenge
6. Theme	• The lesson learned is usually one of morals

2. Twisted Fairy Tale

This is a story that uses fairy tales you know and changes the characters, setting, points of view, or plots. You can mix fairy tales plots; change the exposition, setting, conflict, or resolution; tell the story from another character's perspective; or even put yourself in the story.

Examples: The True Story of the Three Little Pigs, The Wolf Who Cried Boy

Common Elements of Fairy Tales	
1. Basic Situation	• Set in the past—usually significantly long ago • May be presented as historical fact from the past • Includes fantasy, supernatural, or make-believe aspects • May include objects, people, or events in threes
2. Conflict	• Typically incorporates clearly defined good characters and evil characters • Focus the plot on a problem or conflict that needs to be solved
3. Complications/ Rising Actions	• Involves magic elements, which may be magical people, animals, or objects • Magic may be positive or negative
4. Climax	• There is usually a good vs. evil face-off
5. Resolution	• Often have happy endings, based on the resolution of the conflict or problem
6. Theme	• Usually teach a lesson or demonstrate values important to the culture

3. Science Fiction

This is a literary genre in which fantasy, typically based on speculative scientific discoveries or developments, environmental changes, space travel, or life on other planets, forms part of the plot or background.

Examples: War of the Worlds, A Brave New World, Dune, The Time Machine, Star Trek

Common Elements of Science Fiction	
1. Basic Situation	<ul style="list-style-type: none"> • A setting in outer space, on other worlds or planets, or involving aliens, or all of these elements combined • A setting somewhere in the future, in a parallel universe, in an alternative timeline, or in a historical past that oppose known facts of history or archaeological finds • Stories that engage scientific principles or technology that contradict known laws of physics or nature
2. Conflict	<ul style="list-style-type: none"> • Man vs. Science/Technology
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Stories that involve the discovery or the application of new scientific principles, such as time travel, or new innovations or technology, such as nanotechnology, faster-than-light travel or robots, or of new and different political or social systems
4. Climax	<ul style="list-style-type: none"> • There is some kind of struggle between Man and his humanity with the advances of technology
5. Resolution	<ul style="list-style-type: none"> • Either Man or technology wins
6. Theme	<ul style="list-style-type: none"> • The lesson is usually about the power of science and how it can be used for good or evil

4. New Superhero Tale

In this option you can create a new superhero to solve a problem. Superheroes usually have super-human power that they use to protect the public from evil. You can even create a superhero with an unlikely power. Use the following guidelines to help build your story.

Examples: Batman, X Men, Spiderman, Superman, Wonder Woman, Iron Man

Common Elements of Superhero Tales	
1. Basic Situation	<ul style="list-style-type: none"> • Includes a special story about how hero receives powers • Superheroes consider their duty a calling • Superhero usually has a theme that affects the costume or symbol • Works out of a headquarters
2. Conflict	<ul style="list-style-type: none"> • Has an archenemy
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Includes a secret identity the superhero needs to protect • Superhero powers vary widely; superhuman strength, the ability to fly, enhanced senses, and the projection of energy bolts are all common
4. Climax	<ul style="list-style-type: none"> • There is usually a showdown between the superhero and his/her archenemy
5. Resolution	<ul style="list-style-type: none"> • Superhero usually wins
6. Theme	<ul style="list-style-type: none"> • Good concurs evil

Q1. Use the following hints to write a complete story.

- You're rummaging through an old tub of clothes from your childhood that your parents had stored away in their attic. As you search you find one particular piece that you remember as your favorite. When you hold it in your hands, you're magically transported back to the moment you got that piece of clothing...
- Two objects sit before you: a golden hammer and a cup of what seems to be water. A note on the wall says: "Go ahead, make your choice. The outcome will decide

whether you're ready or not." Ready for what? What is this place? Why these objects? Which will you choose?

- c) You went to bed like any other night and were out like a log in minutes. But when you woke up, you weren't at home. You were in a car (that wasn't yours), wearing clothes (that weren't yours), and holding a bag full of money (that wasn't yours). Suddenly, a police car turns on...

Q2. Write an original story using the prompts given below. Do not forget the elements of a short story as you are writing.

- a) Surfing through the Internet you find a strange pop-up: "Click now to receive three million dollars! Just press the link! ... You have 30 seconds." The lights immediately turn off and a timer begins on your screen. What happens next? What do you do?
- b) You wake up in—wait this isn't your room. Confused you step to the mirror and see that you're famous actor _____(choose your own favourite). How did you get here and what do you do?
- c) A fortune-teller at the local county fair tells you two things. She tells you something good that will happen, and something awful that will happen. What are these events or incidents?

Section C Determiners and Articles

Determiners are words which come before nouns.

The following are the most commonly used determiners:

Articles: a, an, the

Possessives: my, our, your, his, its, their

Demonstratives: this, that, these, those

Interrogative Determiners: What, which, whose

Quantifiers: a few, fewer, a little, less, some, several, a lot of, lots of, plenty of, many, much, not much, any, all, half, enough, another, every, each, either, neither, any, no, other

1. Fill in the blanks with suitable articles -'a', 'an' or 'the' in the following sentences:

1.eye foreye and...tooth for...tooth.
2. ...stitch in time saves nine.
3. ...idle mind isdevil's workshop.
4. Too many cooks spoil ...broth.

5. ...bird in hand is worth two in ...bush.
6. There is many.....slip betweencup and.....lip.
7. ...penny saved is ...penny earned.
8. A good friend is likeoasis in desert.

2. Rewrite the following sentences putting 'a', 'an', or 'the' wherever necessary

New villa was enormous, square Venetian mansion, with faded daffodil-yellow walls, green shutters, and fox-red roof. It stood on hill overlooking sea, surrounded by unkempt olive groves and silent orchards of lemon and orange trees. The whole place had atmosphere of melancholy about it.

Usually we use 'a' before count nouns that begin with a consonant and 'an' before count nouns that begin with a vowel. But if the 'h' is silent we use 'an' before it and if 'u' sounds like 'you' we use 'a' before it. The word 'one' sounds as if it begins with the consonant 'w' so we use 'a' before it.

3. Fill in the blanks with the correct article:

1. European holiday is..... expensive one compared to holiday to..... nearest hill station.(a, an, the)
2. I used my shoe as ___ hammer.
3. ___ moon goes around ___ earth every 27 days.
4. ___ Soviet Union was ___ first country to send a man into space.
5. You write __'L' like this and ___ 'I' like that.
6. He used to be___engineer, now he has his own business.
7. ___honest man is hard to find these days.
8. The show lasts for ___hour.
9. ___ounce is ___unit of measurement.
- 10.It is ___interesting fact that the aeroplane's shadow is virtually ___same regardless of its altitude.

4. 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:

Which baby is gifted with a furry coat? _____	No error _____
Want to know interesting fact? _____	A. _____
Many seal pups are born in coldest _____	B. _____
parts of world. But, they don't freeze _____	C. _____
to death because they have thick layer _____	D. _____

of fat covered by furry coat. Furry
coat keeps them comfortable, nice and warm

E. _____
F. _____

4. Fill in the blanks with suitable quantifiers:

- I was pleased to see _____ volunteers for the program. (several, no)
- We have _____ time, so hurry up. (much, little)
- If _____ of them is going, I will have to go. (either, neither)
- I want _____ sips of water as I'm thirsty. (a few, little)
- _____ of people attended the party. (lot of, a lot of)
- I have _____ money than you. (less, fewer)
- There is not _____ ink in the pen. (some, any)
- He is a man of _____ words. (few, a few)
- _____ of my friends are going on the trip. (much, many)
- _____ countries in the world have honest politicians. (few, less)
- I have scarcely _____ money to buy a new dress. (any, some)
- There is not _____ work to be done. (much, many)

Prepositions

The word preposition means 'placed before' and these words are always placed before a noun/pronoun or a noun phrase.

	Preposition	Noun/Noun Phrase
The children were playing	in	the playground.
Some children were going	down	the slide.
We'll visit London	during	the summer holidays.
Most people travel	by	train.
Everyone was staring	at	him.
The Dish ran away	with	the spoon.

Here is a list of some more prepositions:

1. Simple prepositions:

Examples:

- A bird is **on** the tree.
- I am fond **of** music.
- The man was standing **under** the tree.
- He runs **after** money.

5. I have to go **to** London to meet him.

Few others are:

On, behind, under, after, round, about, without, across, among, below, beside, beyond, up, to, from, opposite, over, outside, towards, within, about, along, against, above, around, beneath, between, inside, into, near, off, past, through, upon.

Some prepositions are made up of a group of words. These are called **Phrase Prepositions**.

For e.g. Ahead of, away from, close to, in between, in front of, near to, all over, on to, out of, on top of, on board.

A phrasal verb is formed by combining a verb with a preposition.

According to, agreeable to, along with, away from, in addition to,

in course of, in favor of, in honor of, in order to,

in spite of, with reference to, with regard etc...

Nouns, verbs, adjectives and participles are often combined with

prepositions such as Noun + Preposition, Verb + Preposition,

Adjective + Preposition, and Participle + Preposition.

Each combination has a separate meaning, sometimes totally different from the meaning of the main verb.

Examples:

1. Every citizen should **abide by** the laws of his country.
2. This lake **abounds in** fish.
3. Rajeev Gandhi started his Prime Ministership with **abundance of** goodwill of Indians.
4. Why were you **absent from** class yester day?
5. When I entered the room, I found my grandfather **absorbed in** deep thought.
6. The Judge **refused to** accede to the request of the accused to release him on bail.
7. I regret that your proposal is **acceptable to** me.
8. Gupta is well-known to politicians and has a ready **access to** a number of ministers.

Special uses of

prepositions:(1)At and In

At is used for a point of time; or for comparatively small places. e.g.

He came home at 5 p.m.

She stays at her aunt's place at Safdarjung Enclave.

In is used to denote a time when something happens; or for comparatively large places.

e.g. I was born in 1998.

She lives in London.

'In', 'at', and 'on' have similar meanings, but there are conventions about their usages.

"IN" is used before large places such as a country, state or city.

Examples:

1. In India
2. In Texas
3. In New York

"ON" is used before middle sized places such as a road, train, plane, ship etc...

Examples:

1. On Mount road
2. On Parliament road
3. On the East coast

"AT" is used to denote an exact spot.

Examples:

1. At the door
2. At 7 O'clock

"IN" is also used to denote a very small place

I was staying in a room at Door No.43 on Anderson Street in Boston on East coast in Massachusetts State in USA.

There are three conventional uses of these three ones in regard to time also.

"IN" is used before the year and month.

"ON" is used before the day and date.

"AT" is used before actual time.

That accident happened at 7.30pm on 7th March in 1989.

The correct phrasal forms to denote specific times of the day are:

Examples:

1. At dawn
2. In the morning
3. At noon
4. In the afternoon
5. At dusk
6. At night

The preposition "between" must be used when referring to two things or persons.

Examples:

1. The problem between Jack and Jill was solved by their parents.
2. This train is playing between New York and Chicago.

When more than two things or persons are involved, the correct preposition to be used is "among".

(2) On and upon

On is used to denote things that are at rest.

e.g. He put the books on the table.

Upon is used to denote things in motion.

e.g. The cat pounced upon the mouse.

(3) In and Into

In denotes a state a state of rest.

e.g. The students are in the class.

Into denotes a state a state of motion.

e.g. He dived into the swimming pool.

(4) Between and Among

Between is used to refer to two persons and things. e.g.

She sat between her two best friends.

Among refers to more than two persons and things.

e.g. Please distribute the sweets among yourselves.

(5) Since and For

Since is used to refer to a point of time in the past. e.g.

She has been living here since 1930.

For is used to denote a period of time in the present, past or future. e.g. I

slept for six hours.

(6) Beside and Besides

Beside refers to the 'side of something'.

e.g. The cat sat beside the table.

Besides means, 'in addition to'.

e.g. Besides helping her, he cared for her in the hospital.

a. Choose the correct word from the options given:

- a. Whenever the Sharmas visit India, they stay..... a village near Amritsar. (at, in)
- b. The boatman rowed.....the river. (along, across)
- c. The tired man leaned.....the wall. (on, against)
- d. He was late and the bus left..... him. (with, without)
- e. Shops are generally closed.....Sundays. (on, at)
- f. I like to have pancakesbreakfast. (at, in)
- g. Come and sit me. (beside, besides)
- h. The white, fluffy rabbit fell..... the well. (in, into)
- i. I have been working here the last two years. (for, since)
- j. He insisted doing the work himself. (in, on)
- k. The king ruled a vast empire. (in, over)
- l. This road leads Delhi. (to, from)
- m. Mr. Gupta has no control..... his finances. (over, of)
- n. Take care your family. (of, for)
- o. He was speeding and lost controlhis car. (over, of)
- p. There is a lot of dust the shelf. (over, on)
- q. My friend lives in the flat.....ours. (above, over)
- r. There are bookshelves..... the wall. (along, across)
- s. The king succeeded..... the throne at the age of ten. (to, over)
- t. Distribute the sweets..... the students. (between, among)

b. Circle the correct preposition out of the pair in brackets in each of the following sentences.

- 1 Dan could not choose (between/among) the two video games.
- 2 Melissa played happily (between/among) the eight puppies.
- 3 This phone is different (to/from) that one.
- 4 I was very cross (with/at) you when you didn't call.
- 5 Make sure you divide the chocolate bar (into/to) four equal pieces.
- 6 I really think you will benefit (of/from) a gym course.
- 7 My birthday coincides (with/at) yours.
- 8 Dion had to compete (against/with) boys who were older than him.
- 9 Are you prepared (for/to) a difficult journey?
- 10 Nicola will be discharged (from/to) hospital tomorrow.

C.Exercise : Prepositions of Direction: To, On (to), In (to)

Complete the following sentences with the correct preposition:

to, toward, on, onto, in, or into. Some sentences may have more than one possible correct answer. Remember that a few verbs of motion take only "on" rather than "onto."

1. Anna has returned _____ her home town.
2. The dog jumped _____ the lake.
3. Are the boys still swimming _____ the pool?
4. Thomas fell _____ the floor.
5. The plane landed _____ the runway.
6. We drove _____ the river for an hour but turned north before we reached it.
7. The kids climbed _____ the monkey bars.
8. Joanna got _____ Fred's car.
9. The baby spilled his cereal _____ the floor.
10. We cried to the man on the ladder, "Hang _____!"
11. I went _____ the gym.
12. Matthew and Michelle moved the table _____ the dining room.
13. Allan left your keys _____ the table.
14. Dr. Karper apologized for interrupting us and told us to carry _____ with our discussion.
15. I walk _____ the amusement park.
16. Pat drove Mike _____ the airport.
17. Glenn almost fell _____ the river.
18. The waitress noticed that there was no more Diet Pepsi _____ Marty's glass.
19. Lee and Sarah took the bus that was heading _____ the university.
20. Mary Sue jumped _____ the stage and danced.

Section-C

Perfect Tenses

The Present Perfect Tense
The Past Perfect tense

The Present Perfect Tense

We use the verb **has** or **have** as a helping verb to form the present perfect tense. We use this tense to indicate an action that has just taken place. E.g. I **have made** you a cup of tea.

He **has eaten** his dinner

Rewrite the following Simple Past sentences in Present Perfect Tense:

1. I wrote to my friend informing her of the news.

2. My parents spoke to my class teacher.

3. He broke the vase!

4. She hid her cell phone to evade punishment.

5. The police caught the thief.

6. He defended his kingdom bravely.

The Past Perfect Tense

We use **had** as a helping verb to form the past perfect tense. This tense is used to indicate an action that took place some time before. E.g. The train **had left** by the time we reached the station.

I **had** just **settled** down when the door-bell rang.

Fill in the blanks with the past participle form of the verb given in brackets:

1. Suddenly he remembered where he _____ the treasure. (hid)
2. My test results were not as good as I _____ . (expect)
3. He collected money for those who _____ their homes. (lose)
4. It was 11 a.m. and she still _____ out of bed. (not get)
5. The road was blocked by a tree which _____ in the storm. (fall)
6. I _____ my home-work before the guests came. (do)

Present Perfect Continuous Tense-We use it to talk about things that began in the

past and are still continuing or having an effect.

E.g. He has been living here since last year. I
have been studying for two hours.

Past Perfect Continuous Tense-We use it to talk about things that were going on in the past when something happened.

E.g. I had been thinking of you when I got your card.
He had been working at a bank before going to Dubai.

Fill in the blanks with the present perfect continuous tense of the verb given in brackets:

1. She.....on the phone for over an hour.(chat)
2. Who.....in my chair?(sit)
3. We..... 'Oliver Twist' in school.(read)
4. I.....whether to start revising yet. (wonder)
5. I.....in the hospital for three years.(work)
6. I.....to do this puzzle for the last three hours.(try)

Complete the story, filling in the blanks with simple past or present perfect form of the verb in brackets:

Ann is one of the most interesting people I _____(meet). She is only twenty-five, but she _____(travel) to over fifty different countries. Five years ago she _____(be) a teacher in London, but she _____(decide) to give up her job and see the world. Since then her life _____(change) completely.

The first time she _____(go) abroad was seven years ago when she _____(be) just eighteen. She _____(take) a boat to France and then hitch-hiked around Europe for five weeks. She _____(visit) Europe many times since that first trip but this holiday _____(be) the one which _____(make) her start travelling. She _____(never forget) the excitement of those five weeks. Once when she _____(be) on a train someone _____(stole) her purse; she _____(lose) all her money, and _____(have) to work in a restaurant for a while. She _____(make) some good friends there, however, and _____(return) several times since then.

How did she find the money for her travels? After her first trip abroad, she _____(go) home and _____(work) for two years, saving all the time. Now she travels continually, finding work when her money gets low. She _____(make) a lot of friends, she says, and _____(learn) quite a lot of languages. Although she

_____ (have) occasional difficulties and _____ (often be) sick on her past travels, she _____ (never thinks) about giving up her travels. "The first time I _____ (go) abroad _____ (change) my life," she says, "and I _____ (travel) ever since."

Rewrite the sentences using one verb in simple past and one verb in past perfect tense:

1. By the time they (raise) the alarm the thieves (flee).

2. He (keep) his books so well they (look) almost new.

3. They (eat) everything by the time I (arrive) at the party.

4. When we (leave) the beach the rain (already start).

5. I (try) telephoning her several times but she (leave) the country.

Change the verbs in brackets into the past simple or the present perfect simple.

1. Tina isn't here. She (just go) _____ to school.
2. What time (you get up) _____ this morning?
3. Paul (have) _____ a bad car accident last year.
4. I (live) _____ in the same house since 1995.
5. What (you do) _____ last night?
6. Brian (not finish) _____ his work yet.
7. Reeta (arrive) _____ here in 2005.
8. (you see) _____ 'Men in Black'?

Jumbled sentences

Look at the words and phrases given below. Rearrange them to form meaningful sentences:

a. her children's safety/mother/every/about/worries

b. as/a/picture/she was/as pretty

c. no/rain/was/year/one/there/for

d. considerate/we/one another/should be/to

Integrated Grammar Practice

I. The following passage has not been edited. There is a word missing in each line. Mark the place where you think it is missing with a / and write the correct word in the space provided.

In the evening a change came grandmother.	_____
She did not pray. She collected the women the	_____
neighbourhood, got old drum and started to sing.	_____
For several hours she thumped sagging	_____
skins of the drums and sang the homecoming	_____
of the warriors. We had persuade her	_____
to stop overstraining. That the first time	_____
since I had known her she did not pray.	_____
The next morning she taken ill.	_____

II. Fill in the blanks using said/told

1. John _____ he had been to the cinema at the weekend
2. She _____ me that she was going running this evening
3. David _____ that he was going to arrive at eight.
4. My friend never _____ me about his plans.
5. The _____ they were meeting Luke today.
6. I _____ her not to disturb me.

SECTION-D LITERATURE**A SECRET FOR TWO**

Pierre has worked for many years as a milkman in Montreal, making deliveries to his long time customers. His milk wagon is drawn by a horse named Joseph. Joseph has learnt the route so well that he stops at the right places instinctively. Together Pierre and Joseph show a love, trust and efficiency that is compelling to all. One morning, Pierre learns that Joseph has died. Distraught by the news, Pierre stumbles into the street where he is hit and killed by a truck. Only then do we learn that Pierre has been blind for many years. Because Joseph knew the route so well, Pierre's blindness was a secret between the two.

Q1 What name did Pierre give to his horse? Why?

Q2 Pick out sentences from the story which show Pierre's fondness for Joseph?

Q3 What was the secret that the two shared? How did they manage to keep it a secret?

Q4 What was the surprise ending in the Story? Was the ending ironic? What does this tell us about the bond shared by Pierre, a man and Joseph, a horse?

Value Points (All questions)

- A kind gentle creature with a shining spirit.
- Pierre's boast about Joseph's capability.
- The love with which he trained him; how he trusted him; People's appreciation for the duo.
- The growing fondness and dependence on each other.
- The pain at Joseph's death and Pierre's death soon after.

WANDERING SINGERS BY SAROJNI NAIDU

The poem "Wandering Singers" by Sarojini Naidu is about a band of folk singers who wander from town to town and from village to village to spread the message of love through their singing. The poem portrays the carefree life of the contented wandering singers, who have no interest in the material world. They sing and play the lute, a musical instrument, as they roam from place to place. The voice of the wind symbolizes the welcoming tone of the song that echoes through the forests and streets. To them, all mankind is like an extended family and the world is their home. The wandering singers live in harmony with everyone around them. They do not have any personal attachments. They believe in universal brotherhood and therefore they are far above the frustrations and sorrows

experienced in human relationships. The songs they sing are about great battles once fought, kings and their conquests, the laughter and beauty of the women long gone. They also talk about the simple pleasures and pains of life. The wandering singers have no hopes or dreams of their own; they go wherever life leads them. No bond of love can slow them down. They remain detached even from the joys of life. The voice of the wind is the voice of their life and also their destiny. They accept life in totality and are open to everything offered to them by fate.

QUESTIONS:

1. What are the aspirations of the wandering singers?
2. Compare the wind to these singers. How are they similar? What qualities do they possess?
3. What message do the wandering singers want to convey?
4. Imagine that you are one of the wandering singers. Describe what you see, hear and feel as you travel from place to place.

Reference to context

1. 'No love bids us tarry... the voice of our fate.'
 2. 'All men are our kindred, the world is our home.'
- a) Explain what the poem means when he refers to love and joy in these lines.
 - b) In the given lines whose fate is being discussed?
 - c) How does the voice of the wind determine the fate of the speakers?
- a) What does the phrase 'the world is our home' refer to and why?
 - b) In the given line, indicate the word that means universal brotherhood?

July

Reading- Comprehension**Writing- Poster Making****Grammar- Conjunctions, Reported Speech****Literature-The Meeting Pool****Read the following passage and answer the questions that follow:****DEATH OF A STAG**

In the park at Eastnor, in a well-fenced and beautiful seclusion, there were many deer. I had seen them now and then at a distance, moving in slow state among the wildness of the southern Malverns. I was to see one for a moment in a field near my home.

I do not know what had led to the event, but it happened that one of the stags among these deer became dangerous and escaped from the park enclosure. Whether he had gored people I do not know. Local gossip, improving the story, said that he was mad and very dangerous. Anyhow, his case had been heard, and as he was roving the world and, perhaps, impossible to catch and doctor, and certainly dangerous to citizen, he was condemned.

I was indoors one fine morning when I heard the noise of guns and cries down in the further filed. I ran to the windows, and in that instant of time I heard another two shots and then a third. Then I was looking to the fields, which sloped somehow downhill from me, and to the fences to the right, which rather obscured the view there.

There was a stile over the fence, at that point and a clear view of fence, stile, and a few yards of the lower field, as I reached the window.

As I looked in that instant of time to that place of destiny, I saw the stag leap the stile with unspeakable, matchless grace, and bound on, among shots, till the hedge and the rise of the land hid him from me.

After him came the guns and men crying, and immediately I saw them lift the body of the stag that had fallen just out of sight from me.

I saw the men busy, and the dead body raised among them, and I thought my young heart would have broken, that that exquisite thing that had made that leap was now dead.

John Masfield *Grace before Ploughing*

Roving: wandering

Condemned: doomed, sentenced, judged

Stile: a structure, which provides people a passage through or over a fence

Answer the following questions:

1. Where had the boy seen the herd of deer?

2. What did the people say about the escaped stag?

3. Why did they decide to kill the stag?

4. What made the boy run to the window?

D

escribe the sight he could never forget.

5. How would you have felt if you had seen the men raising the stag's dead body?

6. Do you think the people dealt with the problem of the stag in the right way? Give reasons for your view.

7. Choose the correct meanings of the following words as they are used in the passage:

Seclusion: isolation, open, public,

Obscured: concealed, revealed, cleared

Destiny: fate, choice, religion

Exquisite: splendid, flawed, imperfect

Encroachment

One evening after work
 Groping in the mailbox
 For messages, letters from nowhere,
 My fingers encountered
 Sprigs, twigs and eggs.
 A bird had nested
 Right inside my mailbox
 Annoyed I cleared it all
 Except for the eggs.
 Later in the evening
 A squall had me out
 Hastily gathering, clothes left drying.
 In the garden, hopping
 In clumsy hurry, was a mainah
 Balancing in its yellow beak
 Twigs and slender sticks
 Heading for my mailbox
 Laboriously to rebuild
 The cozy nest I had wrecked.
 My vision blurred in the heady showers
 The message I had missed
 Quite clearly I read

In the incongruous nest
 Hidden in the wooden box
 A trespass, an encroachment
 That escaped prosecution,
 Through a denuding of its habitat
 Leaving no room to nest
 Except in wooden post boxes
 Nailed to concrete walls.

Neerada Suresh

Complete the summary of the poem by filling in the blanks with a suitable word/phrase.

One evening the poet _____ a nest inside his mailbox. Annoyed, he _____ the nest but _____ the eggs there. There was a _____ later in the evening and the poet came out to _____ his clothes in. He saw a mainah carrying _____ and _____ in its beak heading towards his mailbox. The poet realizes that the bird is trying to _____ her nest and feels _____ for having destroyed it. He also realizes that it is the humans that are guilty of _____ and depriving the bird of its natural habitat.

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

1. How does the poet react to the bird's nest in the mailbox?

2. Why does the mainah leave her eggs in the mailbox?

3. What does the poet realize when she observes the bird rebuilding her nest?

4. The poet does not find anything in her mailbox. But is there any message for the poet? If so, what is it?

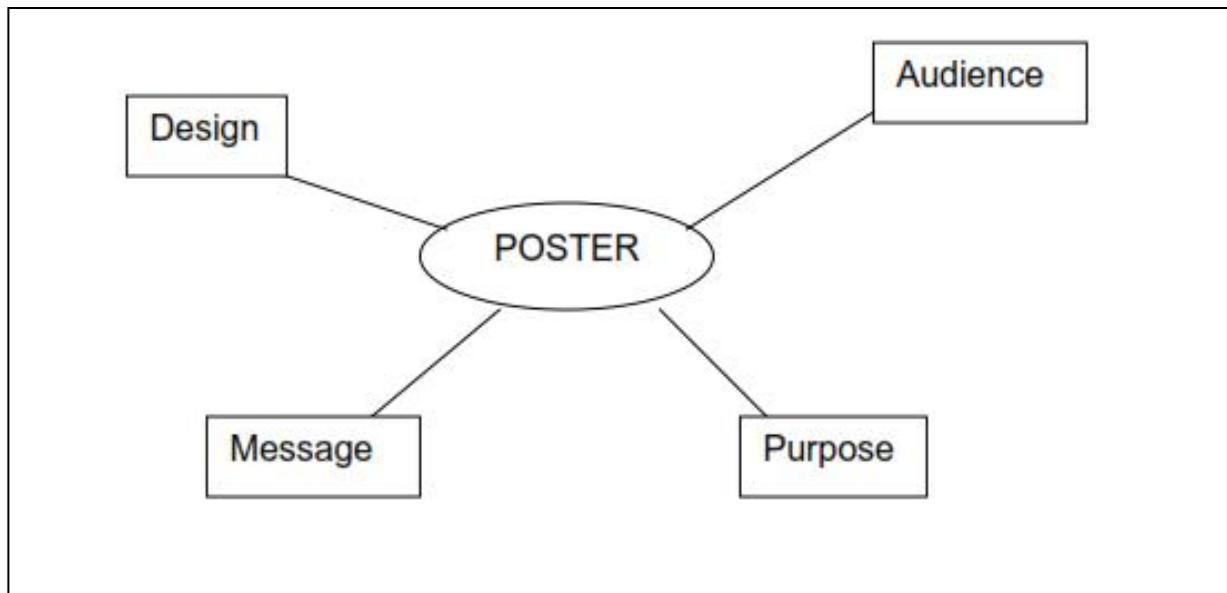
5. Find words in the poem which mean the same as:

- a. Requiring much effort _____
- b. Take legal action against someone _____
- c. Odd _____
- d. Make bare _____
- e. Natural environment of an animal or plant _____
- f. Destroyed _____
- g. Searching _____
- h. Came across _____

Section-B**Poster Making**

Posters are a common sight in cities. They can be spotted on bus- stops, buildings, schools, government offices, vehicles. They are an effective means of advertising because of their strong visuals. People can read posters from a distance as the contents are brief, large in size and shape and attractive.

Posters can be used for various purposes such as spreading awareness, seeking support, giving warnings, advising, for invitations and announcements. Posters can also be issued on subjects that are in public interest.



A poster needs to be drafted while keeping the above mentioned points in mind.

- (a) Audience-** for whom is the poster being designed.
- (b) Purpose-** awareness, invitation, social cause, etc.
- (c) Message-** content that is to be put across.
- (d) Design-** font, colour, illustrations, etc.

Keep in mind the following points:

1. Use minimum and effective words.
2. Make it attractive and eye catching.
3. Name of the individual/ organization issuing the same should be clearly mentioned.
4. Message should be clear.
5. It should be neat.

Exercise :

1. Draft a poster announcing a fund raiser or a donation camp for the victims of a natural disaster organized by your school. Put the poster in a box.
2. Draft a poster to inspire students to follow traffic rules.
3. Draft a poster advertising a blood donation camp in your school.
4. Draft a poster to advertise a play your class is putting up for the Annual Function.

Have a look at the sample posters given to help you in making some great posters. Be as creative as you wish!

The first poster serves as an excellent reminder of the importance of hygiene. The second is an invitation to join the Girl Guides. The message is either highlighted or in big letters so it immediately draws attention. There are pictures as well to make it simple and easy to understand.

Girl Guides Singapore 2009 Carnival

“
Together we can change the world
”

27 June 2009 (Saturday)
10:00 am to 4:00 pm
Guide House
9 Bishan Street 14
Singapore 579785

Opposite Bishan MRT station
Next to Bishan Sports complex

JOIN US!



Girl Guides
Singapore



Stop the spread of germs that make you and others sick!

Cover your Cough



Cover your mouth and nose with a tissue when you cough or sneeze or



cough or sneeze into your upper sleeve, not your hands.

Put your used tissue in the waste basket



Clean your Hands

after coughing or sneezing.



Wash hands with soap and warm water for 20 seconds

or



clean with alcohol-based hand cleaner.



Conjunctions

Conjunctions are words that link words, phrases, clauses and sentences together. They are also called connectors.

There are two kinds of conjunctions:

1. Co-ordinating conjunctions
2. Subordinating conjunctions

A. Simple linkers

Adds more information.

AND is used to make a list.

I would like a cup of tea and a blueberry muffin, please.

It is used to describe a sequence.

She arrived at four and left shortly after five.

It is also used to avoid repetition of grammar.

Govind was tall and elegant.

As well as...also means in addition to, and it shows some emphasis on the fact.

There was toast as well as rolls available.

Both...of/and is used to indicate that the clause is about two things or people, and not just one.

Both the boys and the girls play volleyball at school.

Neither..nor suggests two negatives, and implies that this is surprising or significant.

Neither Guljan nor Imran had seen the email about the school trip.

ALSO is used to give more and different information, but can only be used at the beginning of the sentence, or before the main verb, *and* or *but*.

We are going to the museum and also to the Palace in the afternoon.

I gave Badri the work for tonight. I also gave him the notes the teacher gave us.

CONTRAST

BUT can be used between words to show a contrast, as if you would expect something different.

The house was small but quite attractive.

Still/yet

It got colder and colder, yet we were not permitted to put on our coats.

NEVERTHELESS is used to mean *in spite of this*.

The price of coffee beans is increasing rapidly. Nevertheless, a cup of coffee is still the same price.

ALTERNATIVES

OR is used to express and alternative.

I can't decide whether to study in Delhi or Hyderabad.

Don't get your shoes muddy or they'll get stains on them

NOR is commonly used with neither, but it can also be used after another negative clause.

Rashmi cannot sing nor recite poetry from memory.

Either...or shows a possible alternative or choice. Either offers two positives.

You can have either soup or a starter.

Otherwise can be used at the beginning of the clause to mean *in spite of* this.

You must finish your project today otherwise you won't be able to go home.

COMPOUND CONJUNCTIONS

The phrases which are used as **conjunctions** are called **compound conjunctions**. Examples are: *so that, provided that, as well as, as soon as, as long as, such that, in order that, as though, as if, such as etc.*

A compound conjunction may have two or three parts and they always go together. They are different from **correlatives** which are conjunctions used only in pairs. Examples of correlatives are: *either...or, neither...nor, not only...but also.*

She has got a car **as well as** a bike. (She has got not only a bike but also a car.)

Note the information structure: **as well as** introduces information already known to the listener; the rest of the sentence gives new information.

As well as breaking his back, he hurt his neck.

As if and as though- **As if** and **as though** have similar meanings.

He talks **as if** he is mad. (Perhaps he is mad.)

The cat jumped in **as soon as** he opened the window.

Provided (that) means that something is possible only if something else is the case.

He will pass the test **provided that** he works hard.

You can share my room **as long as** you pay for your expenses.

After **as long as**, we use a present tense to refer to the future.

So that and **in order that** have similar meanings. **So that** is more common in an informal style.

We eat **so that** we may live.

She is working hard **so that** she will pass the test.

They held the function on a Sunday **in order that** everybody would be able to attend.

IN SPITE OF means the same as *despite* and *although*, but is used before a nouns, or with *the fact that* and a verb phrase.

I didn't really enjoy the film in spite of the brilliant acting.

EVEN THOUGH means the same as although (that something is true when indications would show the opposite). But it is slightly stronger, indicating a greater degree of unexpectedness.

The boys went camping even though the monsoon season was due.

CO-ORDINATING CONJUNCTIONS

Each part of these conjunctions is used at the beginning of the two items being linked.

Whether... or not

Everyone takes the test whether they want to or not.

Not only...but also

Not only did my friend win the badminton, but also the tennis tournaments.

As...as

It was as big and scary as the spider I found in the bathroom.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are- before, after, as, since, yet, until, when, while, because, though, although, if, unless, where, whether, how, what, whatever, that, however, wherever
WHERE MEANS AT/ IN THE PLACE WHERE

Farida's house is on the corner, near where the tram stop is.

Except (for) expresses a unique difference, or exclusion from the general statement. If it used as the beginning of a sentence, it must have for.

Except for Rashmi, all the girls arrived in time.

Like means either for example or in the same way as/ similar to.

You can get foreign food like pizza and fish and chips in the restaurant.

TIME LINKERS

Conjunction	Usage	Example
WHEN	At the time	When you are ready we will begin.
BEFORE	At an earlier time than	The train had already left before we got to the station.
Until/till	During the time before	Don't stop trying until you have tried every possibility.
after	At a later time than	The Geography teacher can in after she had finished lunch.
as	Like when or while/ like because	The bell rang just as the teacher started the dictation. We decided to go home as it was getting dark.
Since	From that time	I had been in India since the rainy season started
while	During the time	Anjali arrived while my mother was preparing the meal.
if	A possibility, depending on certain conditions	You can stay at my house if you can't find a hotel room.
because	Relationship between two pieces of information	I didn't go because it was raining.
Although/ even though	Contrast between two items	My sister wore my shoes although they were too small for her.
unless	Something is impossible without something else	I can't send him the file unless you give me his email address.
so	So expresses a consequence.	The train was late so I had plenty of time to get a newspaper.

A. Choose the best word from the box to complete the text.

Therefore When despite whereas Before since for after as unless

- Can you set the table _____ the guests arrive?
- I like listening to music _____ I am revising.
- X equals 265, and _____ Y must equal 3!
- Sagar had been waiting at the bus stop _____ half past one.
- The two girls chatted _____ almost two hours.
- _____ the car passed us, we could see the two people sitting in the back.
- Cats are very easy to look after, _____ dogs require a great deal of effort.
- _____ it has snowed all night, we can't go trekking this morning.
- _____ calling several times, Sakina never received a reply.
- Sunny won't go to sleep _____ you tell him a story.

B. Fill in the blanks with suitable conjunctions:

- a. Oliver was feeling hungryhe asked for more soup.
- b. Anna tried to read a novel in French.....it was too difficult.
- c. He is poorhonest.
- d. I would rather go hungry.....steal.
- e. He did not come to school.....he was not well.
- f.he is old,he is strong.
- g. She istruthful, nor honourable.
- h. I was angry.....I kept quiet.
- i. He behaved.....he was crazy.
- j. Jessica stole the jewels.....Lorenzo waited outside.
- k. Portia was intelligent.....beautiful
- l. Fagin was.....,a kidnapper,.....a thief.
- m.you insist, I will come.
- n. She makes friends..... she goes.
- o. You won't pass.....you work hard.

C. Combine the following pairs of sentences using the conjunctions given below:

if, while, though, as well as, so.....that, who, as, so, although, that, when

- a. Some apples are red. Others are green.

- b. Surfing is fun. It can be dangerous.

- c. The ship could not move. There was no wind.

- d. She could not keep her eyes open. She was very sleepy.

e. Practise regularly. Your performance will improve.

f. She can sing. She can dance.

g. The boy lives next door. He is very naughty.

h. This is the house. It was rented last year.

i It was raining. I didn't get wet.

j Peter got the job. He is quite pleased.

k. Rita cried softly. She fell.

l. Greg felt the bed was hard. He slept on the couch.

D. Join the following sentences into one sentence choosing the appropriate conjunction

a. She will have to study hard. She will have to concentrate to do well .(Not only...But also/either...or)

b. The speaker will not confirm the story. The speaker will not deny the story.(Either...or/neither...nor)

c. Pneumonia is a dangerous disease. Small pox is a dangerous illness.(Both...and/not only...but also)

d. Fred loves traveling. He wants to go around the world.(Not only...But

also/either...or)

e. It might rain tomorrow. It might snow tomorrow.(Either...or/neither...nor)

f. Bob is very tall. Bill is very short. (both...and/however)

Direct and Reported speech

Showing a person's exact words with quotation marks (" ") is called Direct Speech.

When you are reporting what somebody said, you do not give their exact words with quotation marks. Instead you use a saying or telling verb followed by that. Reporting people's speech in this way is called Reported Speech.

Example:

Direct Speech- Mira said, "I want a new dress."

Reported Speech- Mira said that she wanted a new dress.

Direct Speech- Dad said, "We'll have to hire a taxi."

Reported Speech- Dad said that they'd have to hire a taxi.

Points to remember when changing from Direct to Indirect Speech:

The pronouns sometimes change:

I changes to he/she
 You changes to he/she
 We changes to they

The verb tense changes:

Simple present changes to simple past
 Simple past to past perfect
 Present continuous to past continuous
 Present perfect to past perfect

Basic tense chart:

The tenses generally move backwards in this way- the tense on the left changes to the tense on the right:

Present simple He said, "I am a teacher."	Past simple He said that he was a teacher.
---	--

Present continuous He said, "I am having lunch with my parents."	Past continuous He said that he was having lunch with his parents.
Present perfect He said, "I have been to Kashmir three times."	Past perfect He said that he had been to Kashmir three times.
Present perfect continuous He said, "I have been working very hard."	Past perfect continuous He said that he had been working very hard.
Past simple He said, "I bought a new car."	Past perfect He said that he had bought a new car
Past continuous He said, "It was raining earlier."	Past perfect continuous He said that it had been raining earlier
Past perfect He said, "The play had started when I arrived."	Past perfect NO CHANGE OF TENSE
Past perfect continuous He said, "I had already been living in Kullu for five years."	Past perfect continuous NO CHANGE OF TENSE

Example:

Direct speech- Raj said, "I feel fine again" Indirect
Speech-Raj said that he felt fine again.

Note-If the reporting verb is in the present tense or if the statement expresses a universal truth or a continuing action, the tense remains unchanged.

E.g.: He says, "The sunset looks beautiful."

He says that the sunset looks beautiful.

The helping verb changes:

Direct speech	Indirect Speech
Can	Could
Shall	Should
Will	would
May	might

You sometimes have to make changes to the adverbs and other words:

Direct Speech	Indirect Speech
Here	there
Today	that day
Tomorrow	the day after/next day
Yesterday	the day before/previous day
Now	then
Here	there
This	that
These	those

The Question mark which is used in Direct Speech is not used in Reported Speech.

Example: Direct-He said to me, "When will you come back?"

Indirect-He asked me when I would come back.

For advice, commands and requests, the introductory Verb is changed to advise beg, threaten, warn, implore, order, entreat and command.

E.g.: Direct-The policeman said to him, "Stop right here!" Indirect-The policeman ordered him to stop right there.

For wish or exclamation the Introductory Verb is changed to cry pray exclaim declare

E.g. Direct-"What a horrible movie it is!" he said. Indirect-He exclaimed that it was a horrible movie.

Note-In an indirect or reported question, the subject comes before the verb, not after it. You do not use the helping verb do to form reported questions. For example: Ben said, "What time does the bus come?"

Ben asked what time the bus came.

Joey said to me, "Do you want sandwiches?"

Joey asked me if I wanted sandwiches.

Q1. Change the following sentences from Direct to Indirect Speech. Write the answers in the space provided.

1. He said, "I like this song."
He said _____.
2. "I don't speak Italian," she said.
She said _____.
3. "They are watching a movie." the mother said.
The mother said _____.
4. "He was shouting at his little brother," he said.
He said _____.
5. "Where is your sister?" she asked me.
She asked me _____.
6. "The film began at seven o'clock," he said.
He said _____.
7. June said, "I will help you."
June said _____.
8. She said, "We went out yesterday."
She said _____.
9. "Do you like coffee?" he asked me.
He asked me _____.
10. The girl asked me "Can you tell me the time?"
The girl asked me _____.

Q2 Change the following sentences from Direct to Indirect Speech. Write the answers in the space provided.

- a. Robin said, "I am going to Agra tomorrow."

- b. He said to me, "I have finished my home-work."

- c. He says, "All trains are running late due to fog."

- d. He said to me, "I went shopping yesterday."

e. I said to Sonia, "Are you coming with me?"

f. He said to me, "Please get me a glass of water."

g. The general said to his troops, "Halt!"

h. "I shall be 14 tomorrow," said Priya.

i. The general said to his troops, "Halt!"

j. I shall be 14 tomorrow," said Priya.

k. "It's time we began preparing for the athlete meet," she said.

l. "Did you see the thief?" the policeman asked me.

m. "Stay in the classroom for some minutes," the teacher told us.

n. "Shall I bring you something to eat?" the waiter asked the customer.

o. She said, "It is raining heavily."

p. Anuj said, "I typed a letter."

Q2. Read the following dialogue and complete reporting their conversation:

Doctor: How are you feeling today?"

Patient: I am not feeling well. I have pain in my leg."

Doctor: Did you take any medicine?"

Patient: I have been taking all my medicines regularly."

The doctor asked.....

The patient replied.....

The doctor.....

The patient.....

Q3. Change the sentences given below into indirect speech:

1. The doorman said, "May I help you ma'am?"

2. He said, "Give me my coat."

3. The doorman said, "May I help you ma'am?"

4. He said, "Give me my coat."

5. The doorman said, "May I help you ma'am?"

6. He said, "Give me my coat."

Hurrah! Ha! (Express joy)

Alas! Oh! (Express sorrow, regret, or loss)

Bravo! (Express Applause)

What! Oh! How! (Express surprise)

Pooh! (Express contempt)

Q4- Change the following sentences from direct to indirect speech.

1. The policeman said to him, "Do you live here?"

2. Two years ago, you said, "I will visit you every year."

3. Nanda said, "We will do overtime tonight."

4. My parents said, "You have to improve your grades."

5. Grandmother said to the postman, "Where is my letter?"

6. "Leave the room, at once", she said to her noisy children.

7. The girl said, 'It gives me great pleasure to be here this evening.'

8. The man said, 'I must go as soon as possible.'

9. He said, 'I have won.'

10. 'Which way did she go?' asked the young man.

11. He said to me, 'Where are you going?'

12. 'Please wait here till I return,' she told him.

13. Danny said, "What a lovely day!"

14. Raj said, 'Hurrah! We have won the competition.'

15. The old man said, 'Alas! I have lost my purse.'

16. The child said, 'What a beautiful sight!'

5. Rewrite these sentences in reported speech.

a. "Make some coffee, Bob", Carol said.(ask)

b. "You must do the homework soon, Jane", she said.(tell)

c. "Remember to buy a map, Ann" he said.(remind)

d. "You should see a doctor, Mrs Clark", he said.(advise)

e. "Keep all the windows closed, Bill" they said.(warn)

f. "Go home, Paul", Francis said.(tell)

g. "Please stay for supper, Bob", he said.(try to persuade)

6. Write these sentences as reported questions using the words given.

a. "What's your name?", he asked. (wanted to know)

b. "Do you like Marlon Brandon?", she asked.

c. "How old are you?", she said. (asked)

d. "When does the train leave?", I asked.

e. "Are you enjoying yourself?", he asked.

f. "How are you?", he said. (asked)

g. "Does your father work here?", she asked.

h. "Who did you see at the meeting?", my mother asked.

j. "Why did you take my wallet?", he asked.

k. "How did you get to school?", she asked.

7. Report what the guests said at a wedding last Sunday.

a. Miss Moore: "They'll make a lovely couple."

b. Mr Smith: "They're going to live in Brighton."

c. Mrs Jones: "The bride and the groom are very nice young people."

d. Mr Roberts: "The bride is wearing a beautiful wedding dress."

e. Mr Clarke: "The couple's parents look happy."

f. Miss Mayall: "The bride's father has bought them a big flat."

8. These people are saying these things. Report them, using says that.

a. Paul: "Atlanta is a wonderful city."

b. Ruth: "I go jogging every morning."

c. Anna: "Jenny isn't studying for her exams."

d. Andrew: "I used to be very fat."

e.- Jim: "I can't swim."

Vocabulary Building**1. Fill in the blanks in the following words with 'ie' or 'ei'**

a) ____ ____ ther

b) th ____ ____ r

c) th ____ ____ f

d) rec ____ ____ ve

e) bel ____ ____ ve

f) perc ____ ____ ve

g) rec ____ ____ pt

h) rel ____ ____ f

2. Tick the correct spelling:

a) referred

b) refferred

c) refered

d) reffered

3. From these letters a single English word can be made. What is it?

CDISPLNEIDI

4. Reduce each word one letter at a time till you have reduced it as far as you can.

Every letter deleted must leave a new word, one letter shorter, and the order of the letters must not be changed.

The first has been done to show you how.

1. THOROUGH: through, though, tough
2. MORON:
3. MANAGER
4. BOUNCE
5. WAIST
6. LOUNGE
7. STOOP
8. SHALLOW

Integrated Grammar Practice

1. The following passage has not been edited. There is an error in each line.

Underline the error and write the correct word in the space provided.

I have the dream _____
 that mine four little children _____
 will a day live in _____
 the nation where they won't _____
 be judged by the color of _____
 there skin but by their character. _____

2. In the following passage one word has been omitted in each line. Mark the place where the word is omitted with a / and write the correct word in the space provided.

The king suddenly felt ashamed himself. _____
 He bowed his head shame, "Forgive me,
 my daughter," he said. "I not realize the _____
 value salt in diet. You indeed love me _____
 more dearly my other daughters. _____
 Will forgive me for my cruelty?" _____
 The princess embraced father. The king realized _____
 her wisdom gave her a part of the kingdom. _____

Section-D

THE MEETING POOL

This is a story of how Rusty makes a pact with his friends, Somi and Ali, to meet at a favourite childhood spot ten years later. Rusty shows up at the appointed day and is disappointed when neither of his friends turns up. He regrets the passage of time and is sorry that people and places change. Then he sees other children playing in the pool just as he did with his friends and understands how life goes on and nature does not change.

1. Describe how Rusty found the secret pool.
2. What were the different attempts made by the boys to catch fish in the pool?
3. Describe the other fun activities at the pool.
4. What tells us that the boys were quite fearless? Who was the most fearless and why do you think so?
5. ‘...he was so unpredictable’
 - a. Who was unpredictable?
 - b. Why is he being called so?
 - c. According to the narrator, what kind of a person he would probably be when grown-up?
6. ‘The stream had changed its course, just as we had changed ours.’ What does this tell you about human nature? What feeling is the narrator left with at the end of the story?

Value points-Q4

- a. they dived off rocks, had buffalo rides; risked being crushed when they rolled over
- b. came to the pool to bathe by night, unafraid of the eeriness of the jungle
- c. Anil most fearless-used explosive to catch fish

UT REVISION**WORKSHEET 1**

1. Fill in the blanks with suitable articles

- a. I understand you are going to marry _____ heiress.
- b. He is _____ honorary secretary of our club.
- c. Belgium is _____ European country.
- d. _____ Himalayas lie to the north of India.

2. Fill in the blanks with suitable prepositions

- a. I have been ill _____ Monday and I have missed a lot of work.
- b. _____ tomorrow, I should be able to assist you.
- c. The teachers asked the students to walk _____ the stairs quietly.
- d. The event proved to be an eye-opener _____ many.

3. Rewrite the following sentences in reported speech. Make all the necessary changes.
- Zahra said, "Zubin wants to give this present to his sister."
 - "I will be here tomorrow," he said.

WORKSHEET 2

1. Use articles to fill in the blanks

- I want to study History in _____ European university.
- Has _____ new M.P. joined?

2. Fill in the blanks using prepositions:

- I don't mind going _____ car but I don't want to go.
- He will stay with me _____ the end of March.
- The birds started singing _____ four in the morning.
- A new company has been asked to build a bridge _____ the river.

3. Fill in the blanks using the correct determiner from the brackets:

- We don't know much about the tribal people but we know _____ about their occupation. (little, a little, some)
- As the tickets were so expensive, _____ of us could buy them. (few, a few, many)
- Mrs. Ben goes to church _____ Sunday. (each/ every/ all)
- Can I have _____ more cake? (much/ some/ few)

4. Tick the correct word in the brackets:

- Neither the lions nor the bears (has/have) escaped the zoo.
- Everyone in our family, including my sister, (has/have) taken piano lessons.
- Either the class teacher or the sports teacher (is/are) going to make the decision.
- A research (suggest/suggests) that Vitamin C may help prevent cancer.

August-September

Reading-Comprehension

Writing- Informal Letter

Grammar-Adverbs

Vocabulary-Use of Idioms

Literature-1. Harvest Hymn 2. Maggie Cuts Her Hair

Section-A

Read the passage and answer the questions that follow:

Fat, glossy and garrulous, squatting on top of their baskets and flapping their wings vigorously, the magpies looked the very picture of innocence.

All went well until they learnt to fly. The early stages consisted in leaping off the table on the verandah, flapping their wings frantically, and gliding down to crash on the stone steps some fifteen feet away. Their courage grew with the strength of their wings, and before long they accomplished their first real flight, a merry-go-round affair around the villa. They looked so lovely, their long tails glittering in the sun as they swooped down to fly under the vines.

The kitchen, they knew, was an excellent place to visit, providing they stayed on the

doorstep and did not venture inside; the drawing and dining room they never entered if someone was there; of the bedrooms they knew that the only one in which they were assured of a warm welcome was mine. They would certainly fly into Mother's and Margo's but they were constantly being told not to do things and they found this boring. Leslie would allow them on his window-sill but no further, but they gave up visiting him after the day he let off a gun by accident. It unnerved them, and I think they had a vague idea that Leslie had made an attempt on their lives. But the bedroom that really fascinated them was Larry's and I think this was because they never managed to get a good look inside. He was writing a book and valued his privacy. Before they had even touched down on the window-sill, they would be greeted with such roars of rage, that they would be forced to fly rapidly away.

The magpies could not understand Larry's attitude and decided that since he made such a fuss he must be having something to hide, and that it was their duty to find out what it was. They chose their time carefully, waiting patiently until one afternoon Larry went off for a swim and left his window open.

When he returned..... Disaster! Piles of paper, holes punched in them, lay scattered on the floor. The table, the floor, the manuscript, the bed, and specially the pillow, were decorated with an artistic and unusual chain of footprints in green and red ink.

1. How did the magpies practise how to fly? Answer using your own words.

2. Which was their favourite place in the house?

3. Why did they find Margo's room boring?

4. Why did they stop visiting Larry?

5. Pick out the line that tells you that they were cunning birds.

6. The first paragraph tells you that the magpies looked 'the picture of innocence'.

Does their behaviour match the description? Explain.

DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

1. Complete the summary of the poem

The speaker says that, wandering like a _____ floating above hills and valleys, he encountered a field of _____ beside a _____. The dancing, _____ flowers stretched _____ along the shore, and though the waves of the lake _____ beside the flowers, the daffodils _____ the water in glee. The speaker says that a poet could not help but be _____ in such a joyful company of flowers. He says that he stared and _____, but did not realize what _____ the scene would bring him. For now,

whenever he feels “_____” or “_____,” the memory flashes upon “that inward eye / That is the bliss of solitude,” and his heart fills with _____, “and dances with the daffodils.”

1. What resemblance does the poet find between the stars and the daffodils?

2. How can wealth come to the poet by looking at the scene before him?

3. Mention the two moods of the poet.

4. What is the central idea of the poem?

Section-B**Informal letter**

Letters are the best form of communication even in this hi-tech age. A letter can be read and re-read many times. They can be preserved as memories.

Format:

Sender's address-written at the top left corner of the page. Name is not put over it. Date can be written in full i.e. 17th April 2014, / 17th Apr. 2014 or 17-4-2014 Greetings or salutation-e.g. Dear Sapna

Introduction-short paragraph with appropriate opening sentence

Body- one or two paragraphs relevant to the topic.

Conclusion-courteous and polite leave-taking

Subscription - Yours affectionately/Yours sincerely

Signature-Your first name

Example- Write a letter to a friend describing how you are doing in your new school.

20 Banjara Hills
Hyderabad

20th April 2014

Dear Robin

The other day I came to know that you have been selected for the School Soccer Team and will be going to the U.S. for an International Tournament. Congratulations! I always knew that you had what it takes to reach the top.

I am having a great time in my new school. Initially it was difficult to adjust but now I've made many friends. The studies are not too tough and the teachers are not too strict! There are many activities that keep me busy. The Book-Week just got over and I won first prize in group recitation. I am learning chess and judo in after-school classes. Soon the swimming pool will open and I'm looking forward to that.

How is everything with you? Any plans to come to Delhi? I heard that your sister has secured an admission in IIT. Do convey my best wishes to her and sincere regards to your parents.

Reply soon!

Yours affectionately

Pranav

Choose one of the following:

- a. You have been made the class monitor for a month. Write a letter to your friend describing the highs and lows of being the class monitor.

- b. Your friend from Bombay is visiting Delhi for one day. Write a letter to her giving her suggestions on what places to see in your city.
- c. Write a letter to a friend inviting him over for the week-end.

Section-C

Adverbs

Just as adjectives describe nouns and pronouns, adverbs describe verbs i. e. actions. They tell you the way someone does something.

Most adverbs end in -ly. You form these adverbs by adding -ly to adjectives.

- E.g. 1. He acted bravely.
2. She drives carefully.
3. They are reading quietly.

Note:

Not all words that end in -ly are adverbs. Some adjectives end in -ly too. E.g. a costly dress, a lovely shade, lively children, friendly man

Kinds of Adverbs

Adverbs of manner tell you **how** people do things.

- E.g. 1. He speaks confidently.
2. You have answered accurately.

Commonly used adverbs of manner are-safely, suddenly, carelessly, brightly, clearly, correctly, cleverly, skillfully, slowly

Adverbs of time tell you **when** someone does something. E.g.

1. My sister is coming tomorrow.
2. I'll see you soon.

Commonly used adverbs of time are-yesterday, today, tomorrow, this year, next year, still, early, late, already, soon, this morning, now

Adverbs of place tell you **where** things happen or where someone or something is going.

- E.g. 1. The student is waiting outside the Principal's office.
2. They live somewhere in Green Park.

Commonly used adverbs of place are-upstairs, downstairs, inside, outside, here, there, everywhere, anywhere, near, abroad

Adverbs of frequency tell you **how often** someone does something or how often something happens.

- E.g. 1. She always takes the school-bus. 2. He will never do it again.

Commonly used adverbs of frequency:
always, sometimes, often, usually,
frequently, normally, regularly, seldom,
never, hourly, weekly, twice, annually,
ever

Adverbs of duration tell you **how long** somebody does something for, or how long something lasts.

E.g. 1. The rain lasted for four days. 2. Just wait for a second.

Commonly used adverbs of duration are- briefly, long, forever, all day, all night, a long time

Emphasizing adverbs

Some adverbs can be used before adjectives or other adverbs to **emphasize** them.

e.g. 1. He is really clever.

2. This is a very easy sum.

Common emphasizing adverbs are- really, very, simply, quite, just, utterly, absolutely, completely, totally

Degrees of Adverbs

Like adjectives, adverbs have a comparative and superlative form.

E.g.

1. The wolf runs swiftly.

2. The deer runs more swiftly

3. The tiger runs most swiftly

On the next page, there is a flowchart depicting the various adverbs that we use in our everyday conversation:

Replace the underlined words with adverbs from the list below and rewrite the sentences by inserting the adverb in the correct place.

Carefully, willingly, partially, freely, affectionately, surprisingly, occasionally, unexpectedly, interestedly, effortlessly, regularly, undoubtedly, unknowingly, continuously, simultaneously, repeatedly

1. He denied stealing a book over and over again.

2. Both the trains arrived at the same time.

3. The mother looked at her child with great love.

4. It has been raining without a break since last week.

5. The exams were, to our surprise, quite easy.

6. Cross the road with a lot of care.

7. Nobody needs to have any doubt that our team will win.

8. His uncle arrived from Japan contrary to his expectations.

9. Samir can learn his multiplication tables without any effort.

10. Don't forget to take your tablets at regular intervals.

11. The children participated in all the games with a lot of interest.

Adverbs

Fill in the gaps with the correct adverb formed with the word in brackets.

Kai Explores the Planet

Kai scratched his head _____ (thoughtful). He walked on towards the mounds _____ (steady). Now he was close enough to see that they were constructions with windows and doors. He peered through a window and _____ (quick) drew back. "I can't see anything. Let's try the door." He approached the door and as he did so, it swung open _____ (silent). The astronauts exchanged glances _____ (worried). But Kai pressed on and entered the mound. It was dark and warm inside. Machines hummed _____ _____ (quiet) in the background. "Hello? Is anyone here?" asked Kai _____ (brave). _____ (sudden) the door swung closed. A strange shuffling noise came _____ (menacing) from the opposite end of the mound. A shadow passed _____ (rapid) in front of them. Then a hand fell _____ (heavy) on Kai's shoulder and it shook him _____ (rough).

"Come on Kai, get up!" his mother's voice woke him. "It's nearly 8 o'clock!"

Fill in the blanks with suitable adverbs. Choose from those given in the table.

Slowly	Even	Only	Tomorrow	Quickly	Completely	Probably
Upstairs	Certainly	Neatly	Definitely	Happily	Often	Always

- Polite people _____ say thank-you.
- I _____ have headaches.
- You have _____ been working too hard.
- He always wears a coat, _____ in summer.
- _____ he can do a thing like that.
- I _____ have a meeting in New York.
- She got dressed _____.
- This time tomorrow I will be _____ working in my garden.

9. It will _____ rain this evening.
10. The children are playing _____.
11. I _____ feel better today.
12. My brother _____ forgot my birthday.
13. Write your answers _____.
14. She read the letter _____.

Underline the adjective and turn it into an adverb and fill in the blanks.

1. Your English is perfect. You speak English _____.
2. I am so healthy because I eat _____.
3. Bob is a friendly boy. He greets everybody in a _____ way.
4. My dad is an early bird, he gets up _____ every day.
5. One question in the test was so difficult, I could only answer it with _____.

Choose the correct comparative form of the adverb

1. She works _____(hard) than her colleagues.
2. In this picture, you are the one that smiles _____(happy)of all.
3. I cook much _____(bad) than he does.
4. After ten years he loved his wife _____(deeply)than at the beginning of their relationship.
5. The little girl runs _____(fast)than her big brother.

Activity-Jumbled sentences

Rearrange the following jumbled sentences into meaningful sentences:

a. great/ riches/ than /reputation/ better/ a/ good/ is

b. piece/ land /of/ peace/ a /than /precious/ is/ more

c. poorest/ chose/ to/ poor /serve/ Teresa/ the/ Mother /of /the

d. root/ evil /of/ money/ is/ all/ the/ love/ the /of

Vocabulary Building

1. Match the following cat idioms with their meanings

- | | |
|---|--|
| a. copy cat | being unable to speak |
| b. cat got your tongue | reveal a secret |
| c. curiosity killed the cat | raining heavily |
| d. let the cat out of the bag | enjoying in the absence of authority |
| e. playing a cat and mouse game | trying out a different method |
| f. raining cats and dogs | imitate someone |
| g. more than one way to kill a cat | torturing someone |
| h. when the cat is away, the mice will play | probing into others' affairs has adverse repercussions |

Now make sentences with any three of your favourite idioms.

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

2. Fill in the blanks with the correct idiom from the list given:

Under one's wing, dance to somebody's tune, out of the woods, to get wind of, to move heaven and earth, a bolt from the blue

- I will take the new student..... for the first few days.
- The news came..... He's still in shock.
- He should not.....to his boss's tune all the time!
- He's recovering but.....yet.
- Don't say a word or they'll.....of our plan.
- She'll.....to defend her friend.

3. There are some superstitions associated with cats and other animals / birds / reptiles. Form four groups in class. Each group will select one creature and discuss the superstitions related to them. Then each group will make a class presentation.

Integrated Grammar Practice

The following passage has not been edited. There is a wrongly spelt word in every line. Underline the word and write the answer in the space provided.

Paris is one of the most visit cities in _____
 the world. It has fountians, monuments, _____
 landscaped gardens, palaces, cathedrels and _____
 the most fashionable shopping arcades. _____
 The city is on the river Siene. Beautiful briges _____
 span the river. People came to Paris to see the _____
 Louvre musum, Notre Dame Cathedral and Eiffel _____
 Tower and to strol on the Champs Elysses. _____

Section-D

HARVEST HYMN

-JOHN BETJEMAN

- We spray the fields and scatter
 The poison on the ground
 So that no wicked wild flowers
 Upon our farm be found.
- (5) We like whatever helps us
 To line our purse with pence;
 The twenty-four-hour broiler-house
 And neat electric fence.
- (10) All concrete sheds around us
 And Jaguars in the yard,
 The telly lounge and deep-freeze
 Are ours from working hard.
- (15) We fire the fields for harvest,
 The hedges swell the flame,
 The oak trees and the cottages
 From which our fathers came.
- (20) We give no compensation,
 The earth is ours today,
 And if we lose on arable,
 The bungalows will pay.

Sir John Betjeman (28 August 1906 – 19 May 1984) was an English poet, writer, and broadcaster. He was Poet Laureate of the United Kingdom from 1972 until his death. In his poem he talks about the physical clutter and objects that accumulates in the everyday life of human beings. The poem 'Harvest Hymn' is a lament on the modern man's exploitation of nature. The modern man doesn't hesitate to damage nature for his selfish needs. He doesn't realise that by harming nature he is causing a lot of damage to his own life.

Line 2: a reference to the harmful pesticides and chemicals sprinkled on the crop by the modern farmer

Lines 5-6: the modern man treats land as a commodity and does not feel too attached to it

Lines 9-11: these are all material objects of luxury, man feels that he deserves all this in return for his labour

Lines 15-16: referring to the oaks and flora and fauna that were handed down to us by the previous generation are being misused

Line 19: arable: cultivable land

In the poem 'Harvest Hymn', the poet has cleverly revealed the face of modern farming practices. The farmers do anything that is necessary to grow more and more crops. They use chemicals and fertilizers indiscriminately. There is uncontrolled use of electricity and wastage of non-renewable sources of energy in these farms. Betjeman mocks the Indian farmers' rich lifestyle which is laced with luxury. The well-to-do farmers boast of hard work which buys them expensive cars, huge buildings and comfortable gadgets. In their eagerness to increase profits, the advanced farmer converts forests to arable land and then to concrete jungles. They destroy trees and denude pastures. The cruelty to livestock/poultry knows no bounds. The poem is a message to preserve Nature and save Earth from further destruction.

1. The farmers in the "Harvest Hymn" believe in the ideology of survival of the fittest. Do you agree with the same? Why/ Why not?
2. The farmers do realize that the earth is not supplemented and compensated enough. What are their expectations from the common man? What would this lead to?
3. Why will you call this poem a hymn?
4. Do the farmers care for the natural flora and fauna around their farms? Give examples to support your answer.

MAGGIE CUTS HER HAIR

by George Eliot

The chapter is an extract from George Eliot's novel 'The Mill on the Floss'. Maggie Tulliver, a young girl is infuriated by the constant admonishing by her mother over the need to keep her hair tidy. On an impulse, the girl takes a pair of scissors and cuts her hair, feeling immense relief from the heavy mass of her hair and the chance of getting scolded by her mother again. Tom, Maggie's brother, warns her against this act of defiance but Maggie involves him in the act and he ends up helping her cut her locks. When the deed is done, Tom's raucous laugh at the uneven cut of her hair upsets Maggie. His criticism of her

willful act of cutting the hair leaves her in misery and despair. However, Tom later placates Maggie, coaxing her to come down for the dinner, When Maggie goes down for her dinner, Mrs. Tulliver gets a rude shock as she beholds her daughter with her hair shorn and scolds her severely. Poor Maggie becomes a spectacle in front of her aunts and uncles but finds solace in the arms of her father who comforts her with “delightful words of tenderness”. The chapter raises important themes like love, forgiveness and empathy. Mr. Tulliver’s words of kindness are never forgotten by Maggie as years later she is reminded of this incident when someone points out the injustice meted out to her The chapter also raises the question whether Maggie’s act of defiance (the wilful act of cutting her hair) is justified or not. As a young child she’s confused with all the rules and regulations regarding proper deportment. The constant bickering with her mother forces her to cut her hair. The chapter draws sharp contrast between the harsh words that her mother uses and the gentle soothing tones of her father.

Q1. Why did Maggie cut her hair? Did she feel triumphant after cutting her hair?

(Value Points- acts on an impulse after getting scolded by her mother, wanted to show others that she was bold and clever- unexpected pain when Tom laughs, cheeks grow pale, lips tremble.)

Q2. ‘She sat on the floor helpless and despairing among her black hair.’

(a) Who is “she”? Why does “she” feel helpless?

(b) Give a synonym for despairing.

Q3. But Tom was not altogether hard. Why does the author say this about

Q4. Who convinces Maggie to go down to the dinner table? What happens when she enters the dining room?

Q5. *“Little girls who cut their own hair should be whipped and fed on bread and water- not come and sit down with their aunts and uncles.”*

(a) Who is the speaker in the above lines?

(b) Do you agree with the speaker’s comment?

(c) Based on the above lines, give a brief character sketch of the speaker.

Q6. Compare and contrast Mrs. & Mr. Tulliver’s nature.

Q7. Maggie Cuts her Hair is a story of love and forgiveness. Explain with relevant examples from the chapter.

(Value Points- Mrs. Tulliver’s harsh scolding which upsets Maggie, love and forgiveness of her father which Maggie never forgets, Tom’s momentary display of affection.)

Academic Session: 2016-17

First Term Examination

Subject- English

M/5

Time: 3 hours

MM: 80

General Instructions

-This paper has 7 printed sides and five sections.

- Please read the instructions carefully before answering the questions.

-Neatness will be appreciated.

-Do not mix the sections.

Section A
Reading Comprehension (18 marks)

1. **Read the following passage carefully and answer the questions that follow:** **10**

All You Need Is Paper

1. 'Writing is very easy. All you have to do is sit in front of the typewriter until little drops of blood appear on your forehead.'
2. These immortal words of Red Smith, a forgotten freelance* writer, sum up the agony and the ecstasy of those who have made writing their profession.
3. And it's one reason why I prefer pen and paper to typewriter or computer. A machine in front of me is rather daunting. A pen is more personal and that gives me some control over it—a feeling of power as the words flow with the electric thrill that runs down my arm, through my fingers and onto the clean white page. The feel of paper, as my hand glides over it, its touch, and its texture. The flow of ink, the gliding motion of the pen, the letters as they appear as if by magic in my individual script. No two people have the same handwriting. Your character, your personality is revealed the minute you put pen to paper.
4. I'm a compulsive* writer of course, and I'll write with whatever is handy. Even crayons will do.
5. The other night I woke up at about two in the morning, having had a vivid dream about discovering a town where the sun never penetrated, the valley being so deep and precipitous; and yet, apparently, people lived there. There was even a bus service bringing in tourists who wanted to look at the town where people lived in a perpetual* shadow. In the dream I left, or rather woke up, before it could get too depressing. But I wanted to remember the dream, as I thought it had the makings of a good story, so I switched on the night light and looked around for a pen or pencil. Both were missing, having been commandeered* by Siddharth, Shristhi and Gautam the previous evening. Two in the morning is no time for typing, so I looked around for other means of notation and found Gautam's box of coloured crayons lying on my desk.
6. I selected a bright orange crayon—a psychological choice, as I wished to disperse the gloom of that sunless town—and made my notes on the back of a large envelope. This is one page of notes that I won't misplace, it stands out so vividly; and some day I might even write the story.
7. I should use crayons more often!
8. Desperate writers like me will seize upon any bit of writing material when in need. And I recall that my first literary production was inscribed on sheets on toilet paper.
9. I was at Prep School in Shimla, and in those days boarders were provided not with rolls of toilet paper but with flat packets of tissue. As there was a wartime paper shortage, boys would often use these bits of tissue for writing letters, doing rough work, or simply making paper aeroplanes. There were

no spare exercise books.

10. Feeling the urge to write a detective story, I used up an entire packet of toilet paper in penning my master piece. Unfortunately, one of my friends was overcome by the call of nature. He grabbed my sheets of manuscript and rushed to the toilet, bolting the door, and a little later, when I heard the flush in action, I knew that my story would not reach a publisher.

-Extract from a short story by *Ruskin Bond*

Meanings:

Freelance: self-employed and hired to work for different companies on particular assignments

Compulsive: uncontrollable

Perpetual: never-ending

Commandeered: take possession of something

- a. Why does Ruskin Bond prefer pen and paper to typewriter or computer? Give at least 2 reasons. Do not write in points. 1
- b. **Read the sentences carefully and state whether true or false.** 2
- i. Red Smith was a freelance writer.
 - ii. Every two people have the same handwriting.
 - iii. Ruskin Bond noted down the details of the dream with a bright yellow crayon.
 - iv. Ruskin Bond's first literary production was inscribed on sheets of toilet paper.
- c. **Complete the following sentences with information from the passage and re-write them in your answer sheet.** 4
- i. Ruskin Bond woke up at about two in the morning, having had a dream about _____.
 - ii. When he looked around for a pen, he realized that _____ hence, he made use of _____.
 - iii. During his school days, Ruskin Bond was provided by _____ instead of _____ as there was a wartime paper shortage.
 - iv. As there were no spare exercise books, Ruskin Bond and his friends would _____.
- d. The detective story penned by Ruskin Bond in his boarding school met with an unfortunate end. Explain. 1
- e. **Find words from the passage which mean the same as:** 1
- i. Discouraging (para 3)
 - ii. Craving (para 10)
- f. **Find words from the passage that are the opposite of the following words:** 1
- i. Sadness (para 2)
 - ii. Cheer (para 6)

2. Read the following poem carefully and answer the questions that follow: 8

Courage

Courage is the strength to stand up
When it's easier to fall down and lose hold.
It is the conviction* to explore new horizons
When it's easier to believe what we've been told.

Courage is the will to shape our world
When it's easier to let someone else do it for us.
It is the recognition that none of us are perfect
When it's easier to criticize others and fuss*.

Courage is the power to step forward and lead
When it's easier to follow the crowd; their pleas resound*.
It is the spirit that places you on top of the mountain
When it's easier to never leave the ground.

The foundation of courage is solid,
The rock that doesn't roll.
Courage is the freedom
Of our mind, body and soul!

- Anonymous

Meanings:

Conviction: a strong belief or opinion

Fuss: unnecessary worry, excitement or activity

Resound: echo

- a. Based on your understanding of the poem, fill in the blanks with a few words to complete the summary of the poem: 3
- The poet is encouraging us to be (i)_____ so that we have the (ii)_____ when we fall down and lose hope. We should not let others decide for us, rather we should (iii)_____. Also, we should recognize that (iv)_____ and hence, accept everyone's imperfection rather than criticizing them. We should have the guts to step forward and lead when (v)_____. Courage, therefore, is the will power that (vi)_____ when it's easier to be happy with what you have.
- b. What do these lines mean: ' It is the conviction to explore new horizons When it's easier to believe what we've been told'? Choose the correct option. 1
- i. Courage is going on explorations and journeys suggested by your friends.
 - ii. Courage is the strong belief or urge to find out things yourself, even though there is a much easier way of finding out.
 - iii. Courage is what others tell you, because it is a very easy way of finding out things.
- c. What message does the poet want to convey through this poem? 2
- d. Find words from the poem that mean the same as: 1

- i. Discover (stanza 1)
 ii. Acknowledgement (stanza 2)
- e. **Find words from the poem that are the opposite of the following words:** 1
 i. Appreciate (stanza 2)
 ii. Imprisonment (stanza 4)

Section B
Writing (18 marks)

3. Write an original **short story** using the beginning given below. Do not forget the elements of a short story as you are writing. 10

It was one of those gloomy winter days when nobody wants to venture out of their homes and rather desire to curl up and become oblivious to the world. But, Shiraj, a twelve year old boy, was not the one to accept defeat; he stood up, picked his bag and went out. He didn't go to school that day, instead...

Value points:

- Where did he go and why?
- Whom did he meet there?
- How did he capture those moments: pen and notepad or camera?
- What courageous act did he accomplish? **(150-180 words)**

4. Holidays are the best time of the year! We meet our relatives and friends, explore new places and feel rejuvenated! This year, during your summer vacation, you visited a friend of yours in another country/city. You had lots of adventure and enjoyed every day spent there. 8
 Write an **informal letter** to your friend, whom you visited, thanking him/her for the magnificent time you'd had with them.

Value points:

- Express how you felt about the visit
- Refer to something enjoyable that you did while staying with him/her
- Invite your friend to visit you, etc. **(120-150 words)**

Section C
Grammar (20 marks)

5. **Fill in the blanks with the correct article or determiner wherever required.** 2
- a. _____ two of us had quite _____ interesting conversation.
 b. She likes English and Math. She came first in class in _____ the subjects.
 c. _____ of the books that you suggested was there at the library.
6. **Fill in the blanks using prepositions. Do not use any preposition more than once.** 2
- a. The boys ran _____ the bus.

- b. Peter looked _____ the well _____ his reflection.
 c. The baby was frightened _____ the noise.

7. Fill in the blanks using suitable conjunctions. Do not use any conjunction more than once. 2

- a. They weren't too excited about the event _____, they didn't want to miss it either.
 b. _____ had they reached the platform _____ their train arrived.
 c. Sadly, the children had _____ raincoats _____ umbrellas to protect them from the rain.
 d. Danish is smart _____ intelligent.

8. Change the following sentences from direct speech to reported speech: 4

- a. Uppal said to Zoey, "Please help me move this table."
 b. "Hurray! Our boys have won the football match," the principal said.
 c. "Water boils when the temperature rises to 100 degrees celsius," the teacher said.
 d. Avinash said to Kartikey, "Are we meeting at Burger King today?"

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

- a. You _____ this car ever, have you? (not drive)
 b. They _____ in the pool when I reached the club. (swim)
 c. I _____ a banana at 9 a.m., so I did not have lunch. (eat)
 d. An apprentice _____ for an expert to learn a trade. (work)
 e. The train _____ before we reached the platform. (leave)
 f. What _____ you _____ for lunch? (eat)
 g. What have you been doing?
 I _____ my room since morning. (clean)
 h. What had you been studying before this class?
 We _____ about the properties of light before this class. (read)

10. Fill in the blanks with suitable adverbs. Do not use any option more than once. 4

(elegantly, faster, highly, easier, surely, seldom, dimly, definitely, hard)

- a. He always talks _____ of you.
 b. The notebooks are kept in a _____ lit room.
 c. He hit the ball _____ and it went flying out of the stadium.
 d. You will _____ find him there at this time of the day.
 e. She said that she had never seen anyone dance as _____ as Leo.
 f. He ran much _____ this time yet he could not get a podium finish.
 g. The job could not have been made any _____.
 h. She will _____ be sitting in the park.

11. 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 sheet. The first one has been done for you. 2

	Incorrect	Correct
Paris is the very beautiful old city.	(a) <u>the</u>	<u>a</u>
It's white stone buildings shine in the sun.	(b) _____	_____
There are parks with ponds where children	(c) _____	_____
sail toy boats. In some of the parks, there are	(d) _____	_____
rows of trees and flowers everywhere.	(e) <u>no error</u>	
Some of the trees is trimmed so that	(f) _____	_____
they look like huge, green lollipops.		
The city is well maintained.		

Section D
Literature (18 marks)

- 12.** *We spray the fields and scatter
The poison on the ground
So that no wicked wild flowers
Upon our farm be found*
- a. Who does 'we' refer to? What are they doing? 1
b. What does this tell us about them? 1
c. Name the poem and the poet. 1
- 13.** *Our lays are of cities whose luster is shed,
The laughter and beauty of women long dead;
The sword of old battles, the crown of old kings,
And happy and simple and sorrowful things.*
- a. What are the themes that are mentioned in the Wandering Singers' songs? 1
b. What do their listeners learn from them? 1
- 14.** *The stream had changed its course, just as we had changed ours.*
- a. How has the speaker's and his friends' life changed? 1
b. What lesson do we get from the above line? 1
- 15.** *There is something I want to do before dinner.*
- a. Who said the above line and to whom? 1
b. What did the speaker want to do before dinner and why? Was he/she successful in doing so? 1

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

- 16.** 'Maggie cuts Her Hair' is a story of love, forgiveness and empathy. Explain with relevant examples from the chapter. (Mention any 2) 3

17. 'A Secret for Two' is a heartwarming story about two friends, Pierre and Joseph. Explain the unique bond that they both shared. 3

Complete the following sentences in one sentence.

18. The modern day's farmers are exploiting nature by 1

_____.

19. Rusty's pool was special for the three friends as 1

_____.

20. Wandering Singers move from place to place singing songs that convey the message _____ 1

Section E

Supplementary Reader (6 marks)

21. Attempt **any two** questions in **50-60 words each**:

- a. What preparations did Swami make for his friend Rajam's home visit? What requests did he make to his grandmother, mother and father? 3
- b. Describe the peace making process that Rajam mediated between the conflicting parties. 3
- c. Why was Swami forced to stay at home in the evenings? What did he wish to do instead? 3
- d. How did Rajam plan to kidnap the coachman's son? Did things go as planned? Give reasons. 3

October**Reading-Comprehension****Grammar-Prefix and Suffix, Homophones Homonyms****Literature-1.His First Flight****Section-A****I. Read the following passage and then answer the questions that follow**

This is an old story. It was written 100 years ago. So you will find it has a different style from stories people read and write today. For example, you'll read that the children sell popcorn for 5 cents a bag and are thrilled. Today, that's not enough money to buy much. Mrs. Meredith was a most kind and thoughtful woman. She spent a great deal of time visiting the poor. She knew they had problems. She wanted to help them. She brought food. She brought medicine, too.

The family lived in a small community with some people who were poor and others who were rich. In the town, some people worked but others had no jobs, and families needed money to pay their bills. Some families were poor because the parents had lost jobs, and the economy was in decline.

One morning she told her children about a family she had visited the day before. There was a man sick in bed, his wife, who took care of him and could not go out to work, and their little boy. The little boy--his name was Bernard--had interested her very much. "I wish you could see him," she said to her own children, John, Harry, and Clara, "he is such a help to his mother. He wants to earn some money, but I don't see what he can do."

After their mother had left the room, the children sat thinking about Bernard. "I wish we could help him to earn money," said Clara. "His family is suffering so much." "So do I," said Harry. "We really should do something to assist them." For some moments, John said nothing, but, suddenly, he sprang to his feet and cried, "I have a great idea! I have a solution that we can all help accomplish." The other children also jumped up all attention. When John had an idea, it was sure to be a good one. "I tell you what we can do," said John. "You know that big box of corn Uncle John sent us for popping? Well, we can pop it, and put it into paper bags, and Bernard can take it around to the houses and sell it." When Mrs. Meredith heard of John's idea, she, too, thought it a good one. Very soon, the children were busy popping the corn, while their mother went out to buy the paper bags. When she came back, she brought Bernard with her. In a short time, he started out on his new business, and, much sooner than could be expected returned with an empty basket.

Tucked into one of his mittens were ten nickels He had never earned so much money before in his life. When he found that it was all to be his, he was so delighted he could hardly speak, but his bright smiling face spoke for him.

After he had run home to take the money to his mother, John said, "We have corn enough left to send Bernard out ever so many times. May we do it again?" "Yes, said Mrs. Meredith, "you may send him every Saturday morning, if you will pop the corn for him yourselves. John, will you agree to take charge of the work?"

"Indeed I will," replied John, and he kept his word. For many weeks, every Saturday morning, no matter what opportunities there were to play, he saw that the corn was all popped, the paper bags filled, and arranged in the basket when Bernard arrived. People

began to watch for the "little pop-corn boy," and every week he had at least fifty cents to take home, and often significantly more, income that supported his family. All of this was because of the way John carried out his bright idea.

Answer the following questions:

1. What kind of community did Meredith and her family live in?

2. Was it a society based on equality? Give reasons.

3. What was it about Bernard that impressed Meredith the most?

4. 'John managed to help Bernard without making him inferior' Explain.

5. What a kind of a person is John? Write a brief character sketch citing examples from the passage.

6. From the passage find a word that is the synonym for 'carry out': _____

7. From the passage find a word that is the antonym for 'cruel' : _____

The Children's Hour - Poem by Henry Wadsworth Longfellow

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,

Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine!

Do you think, o blue-eyed banditti?
Because you have scaled the wall,
Such an old mustache as I am
Is not a match for you all!

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

1. Fill in the blanks with a few words to complete the summary of the poem: 5

In this poem, a father describes the time in the day which he calls the (a) _____, when all his children gather in the (b) _____ above. He can hear them (c) _____ and understands that their plan is to (d) _____. They suddenly rush inside his private study and like an army of determined soldiers, they (e) _____ him. They attack him with (f) _____. And then he looks at his children fondly. He says that just because he has an (g) _____ they should not underestimate him. He is as strong as they and he will hold them (h) _____ in his arms and keep them forever in his (i) _____. And he promises that they will stay there till he is (j) _____.

2. Choose the correct option: 2

1. What time of the day is the 'Children's hour'
 - a) The afternoon
 - b) The morning
 - c) The twilight

2. *Till the walls shall crumble to ruin, And moulder in dust away!* means
- That they will stay together till their walls of their house come down.
 - They will stay in his heart till the last day of his life when he will turn into dust
 - That he will hold them till someone cleans the room and removes all the dust
3. Say whether true or false: 1
- The three children display so much energy and passion that they have been compared to an army that is out to capture the king's fort
 - The father is actually taken by surprise when his children enter his room.
4. Find words from the poem that mean the same as: 2
- To move downwards (stanza 3) : _____
 - To leave something unprotected (stanza 5): _____
 - To hold tightly (stanza 9): _____
 - Break or fall apart (stanza 10): _____

Section-C

Prefix and suffix

- The syllable that is added in the beginning of a word to make a new word is known as prefix. E.g. disobey (dis + obey), unhappy (un + happy)
- The syllable that is added in the end of a word to form a new word is known as suffix. E.g. passage (pass + age), kindness (kind +ness)

Adding a Prefix:

One can add a prefix to some words to give **opposite** meanings: (Words that are opposite in meanings are called **Antonyms**).

- Amy is very **un**happy.
- Un**lock the door!
- He came at an **in**convenient time.
- You are talking **nons**sense.
- She would not **dis**obey her mother.
- It is **im**possible to solve this puzzle.

Changing the prefix:

One can change the prefix of some words to give the opposite meaning:

- In**side we are warm. **Out**side it is cold and stormy.
- Out**door games are better than **in**door games.

Changing the suffix:

One can change the suffix of some words to give the opposite meaning:

- Pam is a care**ful** worker but her brother is care**less**.
- A hammer is a use**ful** tool but this broken one is use**less**.

Formation of Nouns

Suffixes (al, er, once, age, cy, ence, ment, ness, ion, tion, ition, sion, ssion, dom, ice, ity, ry, ee, eer, ure, ty, ing, ant, ship, ist, ian, hood, th, ar, or, ent) can be added to words to make nouns.

Examples: Try-trial
 Accept-acceptance
 Short-shortage
 Private-privacy
 Refer-reference
 Improve-improvement
 Happy-happiness
 Celebrate-celebrate

Introduce-introduction
 Permit-permission
 Coward-cowardice
 Chaste-chastity
 Paint-painting
 Assist-assistant
 Employ-employee
 Child-childhood
 Lie-liar

Formation of Adjectives

Suffixes (al, y, ly, ous, able, ible, like, some, worthy, ish, ful, less, ic, ive, an, en, ern, ar, ery) can be added to words to make adjectives.

Examples: Nation-national
 Health-healthy
 Week-weekly
 Music-musical
 Silver-silvery
 Fury-furious
 Love-lovable
 Sense-sensible
 Child-childlike
 Trouble-troublesome
 Trust-trustworthy
 Boy-boyish
 Harm-harmful
 Home-homeless
 Hero-heroic
 Talk-talkative
 India-Indian
 Silk-silken
 North-northern
 Circle-circular
 Custom-customary

Formation of verbs

Prefixes (be, en, con, em, im, re, de, e, ac) and suffixes (en, e, n, ify, ate, ize, ise) can be added to words to make verbs. Example:

Prefix	Suffix
Title-entitle	Fat-fatten
Little-belittle	Bath-bathe
Firm-confirm	Ripe-ripen
Power-empower	Beauty-beautify
Port-import	Captive-captivate
New-renew	Civil-civilize
Fame-defame	Character-characterize
Custom-acustom	

Q1 Use a prefix to give the opposite of the given word:

- a. Kind
- b. Common
- c. Polite
- d. Sane
- e. Correct
- f. Dependent
- g. Responsible
- h. Normal

Q2 Use the correct suffix to make nouns:

- a. Teach
- b. True
- c. Fight
- d. Cruel
- e. Kind
- f. Add
- g. Perform
- h. Friend

Q3 Use the correct suffix to make adjectives:

- a. Devil
- b. Girl
- c. Mud
- d. Fool
- e. Act
- f. Nerve

Q4 Use the correct suffix to make verbs:

- a. Black
- b. Cloth
- c. Ripe
- d. Captive
- e. Origin
- f. Beauty

Q5 Fill in the blanks with the appropriate form of word + prefix given in the brackets. Change in the tense is permitted.

- a. I.....watching the film. (joy)
- b. He is anstudent. (polite)
- c. She is very studious,..... her twin sister.(like)
- d. The tiger is an.....species. (danger)
- d. Neha is an.....girl.She misplaced all the notebooks.
(responsible)
- e. The Queen ordered her soldiers to.....Alice.
(head)
- f. She is so bossy.I thoroughly.....her.
(like)
- g. This dress is tight.I'm quite.....
(comfortable)
- h. She isas she can neither read or write.
(literate)
- i. Give a few examples ofbehaviour.
(responsible)
- j. Have you everon an important day?
(sleep)

Q6 Fill in the blanks with the appropriate form of word +suffix given in the brackets;

- a. I attended a.....last week.
(marry)
- b. He cries at the drop of a hat. He's quite.....(child)
- c. Agra is acity.
(history)
- d. This painting is a piece of.....
(perfect)
- e.is the best policy.
(honest)
- f. It was aoccasion. (joy)
- g. He is full of..... (initiate)

Integrated Grammar Practice

The following passages have errors-if a word is missing, put a /at the right place and write the word in the space provided. If a word is spelt wrong or the grammatical usage is wrong, underline it and write the correct word in the space provided.

- A doctor in West Germany, after studying _____
 the effects of noise, conclude that sounds _____
 heard by people when their asleep can _____
 cause danger to there hearts and blood vessels. _____
 Noise causes the blood vessels in brain _____
 to expand and this causes pane. _____
- We have been in England about six months when _____
 farmer Rogers gave me permission for roam _____
 about his immense property. Every weekend I use to _____
 bike through a long sloping hill to an almost _____
 impenetrable wood. It was like an holy place. _____
 One afternoon, I wandered to a place what I thought _____
 I had saw a pond a week ago. _____

Vocabulary Enrichment

Synonym-Synonyms are words that are similar in meaning.

E.g.- Brief –short

Anxious-worried

Profound-deep

Gallant-brave

Find a suitable word that is **similar** in meaning to **big** for each blank. You can take the help of the adjectives given below:

Important, generous, grand, mature, grown-up, elder, leading, well-known, major, huge, massive, powerfully built.

Jim had a _____ decision to make. He was about to leave college and had planned to spend some time traveling overseas. Just as he was about to buy his plane ticket he had been offered a job in a _____ engineering company. A friend of Jim's father, Mr King, who was _____ in the local business community and always drove _____ cars, had recommended him for the job and he had had a successful interview in the firm's _____ office complex. It was a well paid job but Jim had always wanted to travel. He decided to ask his _____ sister Sally for advice but she just said "You are a _____ lad now Jim – you have to make your own decisions." His father had already told him what he thought. "This is a marvellous opportunity. You'll just have to give up all those _____ ideas about wandering around the world and settle down to work." There was no point in asking his mother for help. Although she was a _____ woman far bigger than her husband, she was afraid of him and never dared to disagree with him. "I'll ask Aunt Liz," Jim decided. Liz was his father's sister. Although she was usually very busy, she had a _____ heart and was always willing to listen to her nephew. She suggested the ideal solution. Jim went on a shorter trip and the firm allowed him to take up the job later than the original starting date.

Vocabulary**Homonyms and Homophones**

Homonyms are words that are pronounced and spelt the same but have different meanings. For example each of the following words has two meanings.

Cell, right, rock, peer, fine, bore, let, rose, pitch, tape, saw, fence.

Do you know the different meanings of each homonym listed above?

Now think of 5 homonyms of your own and write two sentences on each to bring out the different meanings of each.

1. a. _____

b. _____

2. a. _____

b. _____

3. a. _____

b. _____

4. a. _____

b. _____

5. a. _____

b. _____

Directions: Choose (a) or (b)

Example: I hope you are not *lying* (a) to me.

My books are *lying* (b) on the table.

(a) telling a lie

(b) being in a horizontal position

1. The kids are going to *watch* ___ TV tonight.

What time is it? I have to set my *watch*_____.

(a) small clock worn on the wrist

(b) look at

2. Which *page* _____ is the homework on?

Please *page* _____ the doctor if you need help.

(a) one sheet of paper

(b) to call someone on an electronic pager

3. Let's *play* ___ soccer after school.

The author wrote a new *play* _____.

(a) participate in a sport

(b) theatre piece

4. Ouch! The mosquito *bit* ___ me!

I'll have a little *bit* ___ of sugar in my tea.

(a) a tiny amount

(b) past tense of bite

5. My rabbits are in a *pen* ___ outside.

Please sign this form with a black *pen* _____.

(a) a writing instrument which uses ink

(b) an enclosed area

Homophones are words that are pronounced the same but have different spellings and meanings. For E.g. -bread-bred, hole-whole

A. Fill in the blanks with suitable words selected from those within the brackets:

1. If you do not apply the _____, you will _____ your head! (brake, break)
2. He is _____ weak to face the _____ of us. (too, two)
3. We can't really say _____ the _____ will be fine tomorrow or not. (whether, weather)
4. It is wrong to _____ things.
This trunk is made of _____. (steel, steal)
5. Do not _____ my time.
Put this belt around your _____. (waste, waist)
6. He came by the Frontier _____.
The _____ bird was not in the nest. (male, mail)
7. I am feeling so _____ after my illness that I don't think I can come to school for another _____. (week, weak)
8. I hate to wear high _____ shoes.
Your wound will take time to _____. (heel, heal)
9. Our _____ leave around the same time.
It gets quite hot in the _____ during summers. (planes, plains)
10. I need a _____ of cloth to dust the house.
People prayed for _____ in the world. (peace, piece)
11. Come _____ so that I can _____ you well. (here, hear)
12. From the _____ below, a loud _____ was heard. (vale, wail)
13. This shop sells beautiful _____. This train is _____. (stationary, stationery)
14. Please _____ whether you have filled the correct amount in the _____. (check, cheque)
15. I _____ enjoy spending a _____ evening by myself. (quiet, quite)
16. The Simpsons live down the road. Please go to _____ house. I'll meet you _____. (there, their)
17. We are reading about the _____ of Akbar.
I think it is going to _____ today.
The rider held the _____ of his horse in a firm grip. (rain, reign, rein)

18. This _____ is the shorter of the two.
The sapling you have planted has taken firm _____. (root, route)
19. An _____ mind is a devil's workshop.
Some thieves stole an expensive _____ of the Goddess Laxmi from the temple. (idol, idle)
20. I will _____ be able to untie this _____. (knot, not)

B. Directions: Choose the correct word.

Example: Please try not to (*waste, waist*) paper.

1. Can I go to the party (*to, too, two*)?
2. This is my favorite (*pare, pair, pear*) of jeans.
3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.
4. The children got (*bored, board*) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.
6. Alec is going to (*wear, ware*) his work boots today.
7. Do you think it is going to (*rein, rain, reign*) this afternoon?
8. I saw a restaurant just off the (*rode, road*) about a mile back.
9. David's brother is in a (*band, banned*) which plays Russian music.
10. Juana wants her socks because her (*tows, toes*) are cold.
11. The teacher walked down the (*aisle, isle*) between the rows of desks.
12. Hadil has a (*pane, pain*) in her shoulder.
13. The school (*principal, principle*) spoke to a group of parents.
14. The clerk wants to (*sell, cell*) as many TVs as possible.
15. I don't want to talk about the (*passed, past*) anymore.
16. Nobody (*knows, nose*) what you are thinking.
17. I have (*for, four, fore*) dollars in my pocket.
18. I need to take a (*break, brake*) from this exercise!
19. Humans have hands. Dogs have (*paws, pause*).
20. (*He'll, Heel, Heal*) be here in a few minutes.

C. Fill in the blanks after choosing the correct homophone:

1. A level or a floor in a tall building: story/ storey
2. In, at or to that place or position: their/ there
3. Rear of an animal that sticks out and can be moved: tail/ tale
4. Relative mass of a body: weight/ wait
5. Unnecessary use of anything: waste/ waist

D. Fill in the blanks with an appropriate word chosen out of those given in brackets:

1. We saw a _____ (heard/ herd) of deer drinking water at the stream.
2. Ram plans to spend a _____ (week/ weak) with her sister in Delhi.
3. The sunny _____ (weather/ whether) lifted her spirits.

4. The fruit seller had only _____ (one/won) apple left.
5. In the olden days, people _____ (rode/ road) on horses to carry the news.
6. The responsible boy _____ (scent/sent) money to his mother regularly.
7. Akash lives on the fifth _____ (story/ storey) of the building.
8. The captain of the ship began to narrate a _____ (tail/tale) of his adventures.
9. The Gupta's live here. This is _____ (their/ there) house.

Section-D Literature: His First Flight

This is a very inspiring story of a young seagull who has to take his first flight. His two brothers and sister had flown the day before and he had been too afraid to fly with them. Alone on the edge of the cliff, he watches his parents train his siblings in the art of flying and he longs to be with them but fear keeps him from taking the plunge down the cliff. If only he could be with them without having to fly, he thinks despondently.

The seagull's mother very cleverly tricks the seagull, using a fish bait to lure her hungry offspring off the ledge. Once air borne the seagull realizes the joy of flying and soaring high in the sky and his fear leaves him forever.

1. Why was the seagull afraid?
2. Why was he feeling lonely and left out?
3. Why do you think his mother would not give him the fish in her beak?
4. What different emotions were felt by the seagull as he took his first flight?
5. What lesson does the story convey?
6. Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try? What lesson did you learn?

Value points-Q4

- a) Full of terror as he felt himself falling
- b) his heart stood still and he could hear nothing
- c) feels himself flying, not afraid, just a bit dizzy
- d) flaps his wings, soars, feels joyous

November

Reading-Comprehension**Writing-Factual Description****Grammar-Direct and Reported Speech****Vocabulary-Jumbled sentences, Vocabulary Building****Literature- The Master's Artist****Section-A**

The hottest day of summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing-for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.

He was a skinny, black-haired, bespectacled boy. His jeans were torn and dirty, his T-shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness should be punishable by law, but as he had hidden himself behind a large bush this evening he was quite invisible to passers-by.

He rolled out cautiously on to his front and raised himself on to his knees and elbows, preparing to crawl out from under the window. He had moved about two inches when a loud crack broke the sleepy silence like a gunshot; a cat streaked out from under a parked car and flew out of sight, a shriek, a curse and the sound of breaking glass came from the Dursleys' living room. He jumped to his feet, and the top of his head collided with the open window. He had barely staggered upright when two large purple hands reached through the open window and closed tightly around his throat.

"Why were you lurking under our window?" demanded Aunt Petunia.

"Listening to the news," said Harry in a resigned voice.

"You're a nasty little liar. What are all these owls doing if they're not bringing you news?"

"The owls aren't bringing me news," he replied tonelessly.

1. How do we know that water was being conserved at Privet Drive?

2. What impression do you get of the neighbours?

3. What was Harry doing hiding under the window?

4. Do you feel Aunt Petunia was fond of Harry? Give a reason for your answer.

5. Find words from the passage which mean the following:

a. dried _____ b. thin _____ carefully _____ c. sleepy _____

6. Complete the following sentence:

Harry Potter looked very scruffy because _____

Ignorance

Every morning they'd hurry across the road
As they passed by his run-down old place.
They hoped and they prayed it would not be the day
That they'd have to look at his face.

One day they caught a glimpse of him
Frail old man, clothes too big for his frame.
They froze in their tracks
There was no turning back.
Would the world ever be the same?

What scary thing was he saying?
Where were his fangs and the flames?
They looked at his face which was friendly and kind
And he asked them to tell him their names.

The children looked at each other They
laughed as they realized the truth. They'd
been scared by a silly old rumour And now
they had absolute proof!

--- Anonymous

Q 1. Answer the following questions based on the above poem:

1. Why did the children hurry past the old man's house?

2. The children "froze in their tracks". Why?

3. Do you think the title "Ignorance" is apt for the above poem? Give reasons and suggest another title for the poem.

4. Did the old man know of the rumours about him?

5. What do you think is the message of the poem?

Q2. Complete the summary of the poem by filling in the blanks with a suitable word/phrase.

The children had heard a _____ that the frail old man was a _____. They _____ what they had heard and so, when they suddenly came across him, they were _____ and stood _____, unable to move. Their _____ gave way to _____ and relief when the old man looked kindly at them and asked them to tell him their names.

Section-B
Paragraph Writing

The following are some points that must be kept in mind while writing a paragraph:

1. There should be unity in the paragraph. Each sentence should be related to the main topic.
2. There should be a topic sentence which conveys the main idea of the paragraph.
3. All the sentences should be well connected in a sequence and there should be a coherence of ideas.
4. Make sure you write an effective opening and concluding sentence.
5. Avoid repetition of words and phrases.

Factual Description

Object	Person	Place
Name	Name	Name
Description- colour, shape, size, type	Description- height, weight, complexion, features	Description- geographical location, dimension, length, breadth, colour of walls, gardens, pools, libraries etc
Use/ functions	Type of person, qualities, special traits	Purpose/ use
Availability	Habits, likes/ dislikes	
	Profession	

Example 1

R. K. Laxman

Padma Vibhushan R K Laxman is the creator of the silent but observant 'Common Man', hero of his pocket cartoon 'You said It'. He is the most famous cartoonist of our country. He joined 'The Times of India' in 1947 and has kept generations of readers entertained with his sharp wit and humour. He has punctured the pride of many VIPs through his cartoons as he is not afraid to criticize their actions. His cartoons also depict current events and situations and there is almost always a message that is conveyed. In one cartoon he shows a small boy carrying his heavy bag to school in an airport trolley!

Example 2

The Urban Forest

Trees that grow in cities are called "The urban forest." Just as sidewalks, streets, parks and other public buildings are a part of a community's infrastructure, so are the publicly owned trees. The urban forests are important assets that require care and maintenance: the same as other public property. Trees improve our environment and quality of life, but the trees in the cities have a hard life because of limited space, water, nutrients and excessive dust everywhere. Many trees get cut down because their roots crack the pavements as they seek nutrients and water. Protection of trees should become a priority for the city government.

Write a paragraph on one of the following topics:

1. An Interesting Person in my Family.
2. My Neighbourhood Park.

Section-C

Subject Verb Agreement (Revision)

Exercise 1

For the story below, underline the correct answer in the brackets.

Peter and Paul are twin brothers. They (looks/look) so alike that sometimes even their parents(get/gets) confused. However, Peter and Paul (is/are) very different in character. Peter is quiet and (likes/like) reading and music. Paul on the other hand is very active and (enjoy/enjoys) all kinds of sports. Both Peter and Paul (goes/go) to the same school and (is/are) in the same class. One of their teachers (likes/like) them very much because they always (helps/help) her. The twins have a good appetite but neither of them (is/are) obese.

Exercise 2

Fill in the gaps with the correct form of the verbs given below. You may use some verbs more than once.

Be know play become affect bring provide tell have connect do

Newspapers

The newspaper _____ us to the world outside. It _____ a means of bringing us into contact with the world at large. Just by spending a rupee or two we _____ what is happening anywhere and everywhere around us.

The newspaper _____ us with the latest and up to date information about world events. We _____ aware of the current problem that _____ us directly and which cannot be neglected. Every dawn _____ a promise, a promise of a new day and a day full of news.

The advertisement and classified columns of the newspaper _____ us where we can find jobs, property, latest brands and bargains.

Newspapers _____ a big role in educating and moulding public opinion. The editors must ensure that the newspaper _____ not distort the truth and _____ correct information.

Exercise 3

Fill in the blanks with appropriate forms of verb. Choose the answers from the options given in the brackets.

1. One of my friends _____ gone to France. (has / have)
2. Each of the boys _____ given a present. (was / were)
3. Neither of the contestants _____ able to win a decisive victory. (was / were)
4. Oil and water _____ not mix. (do / does)
5. He and I _____ at Oxford together. (was / were)
6. Slow and steady _____ the race. (win / wins)
7. Neither Peter nor James _____ any right to the property. (has / have)
8. No prize or medal _____ given to the boy, though he stood first in the examination. (was / were)
9. Either Mary or Alice _____ responsible for this. (is / are)
10. Neither the Minister nor his colleagues _____ given any explanation for this. (have / has)

Adjectives

Adjectives are describing words—they describe nouns/pronouns or add to their meaning. There are seven kinds of adjectives:

Adjective of

1. Quality—these indicate kind or quality.
e.g. big, small, white, cheap
2. Quantity—these indicate the quantity of a thing. e.g.
some, much, no, little
3. Number—these indicate the number of things or persons. e.g.
three, few, next, last, every
4. Demonstrative—these point out a thing or person.
e.g. this, that, those, these
5. Interrogative— these are used before a noun to ask questions. e.g.
which, whose, what
6. Possessive—these show the relation of a thing with someone. e.g.
your, his, my
7. Proper—these are formed with the addition of a proper noun. e.g.
Indian, British

A. FILL IN THE BLANKS WITH SUITABLE ADJECTIVES:

1. THE BOATMAN WAS AFRIAD TO CROSS THE LAKE IN SUCH _____ WEATHER.
2. The weavers of Himachali shawls are _____ craftsmen.
3. At midnight, Sunny started to feel _____ and decided to go to bed.
4. Don't be afraid of the dog, he is very _____.

5. This motor cycle has a _____ engine.
6. Ruche behaved in such a _____ manner that the audience started to laugh.
7. Natasha has made _____ progress since I last saw her.
8. This is a special class for _____ students.

B. Choose the appropriate adjective from the bracket:

- | | |
|--|---------------------|
| a) I have been to Shimla _____ a time. | (many, much of) |
| b) _____ boy sitting there is extremely naughty. | (this, that) |
| c) Is there _____ cheese in the box? | (any, one) |
| d) The teacher will not accept _____ excuse. | (any, no) |
| e) There are _____ oranges in the bag. | (much, many) |
| | |
| f) _____ kind of a boy is he? | (what, which) |
| g) May is the _____ month of the year. | (five, fifth) |
| h) _____ kind of food is this? | (whose, what) |
| i) I have _____ idea where she has gone. | (no, any) |
| j) Will you have _____ tea? | (much, some) |
| k) He is an _____ by birth. | (American, English) |
| l) Pinocchio had a _____ nose. | (long, longish) |

FORMING ADJECTIVES:

Some adjectives like yellow and bright are completely independent words. Many others are formed by adding suffixes to nouns, to verbs and even to other adjectives.

Some common suffixes: al, ful, less, en, ed, like, ive, ous, y,ly, ian, ic, ish, able, some

Other letters may have to be added or dropped when suffixes are added.

FROM NOUNS

Beauty- beautiful

Rag-ragged

Envy-

Boy-

Silk

FROM VERBS

Talk-talkative

Ridicule

Tire

Help

FROM ADJECTIVES

Red- reddish

Right-

Sick-

Adjectives formed from proper nouns should be capitalized.

Mars- Martian

Tibet-

C. Form adjectives from these words by adding suitable suffixes:

A. Dirt	
Grey	
Hope	
Sleep	
Laugh	
Cease	
Horizon	
friend	

B. Taste	
Skill	
Apology	
Gift	
Water	
Ridicule	
Love	
Trouble	

D. Fill in the blanks by changing the words given in brackets to adjectives:

1. Geeta got a very cheap _____ subscription for her favourite magazine. (month)
2. Riding a roller coaster was an _____ experience. (invigorate)
3. Losing her dog was _____ for Zara. (devastate)
4. It gets quite _____ in Delhi in the month of December (chill)
5. The _____ audience left as soon as the play ended. (bore)
6. Rekha wore a _____ dress for her birthday. (sparkle)
7. A _____ old man was taking a walk in the park. (wrinkle)
8. Neil told us an _____ story about a frog and a toad yesterday. (amuse)
9. Neeta felt _____ by the long queue at the railway station. (frustrate)
10. The audience was left _____ by the excellent performance. (stun)

Degrees of Comparison are used when we compare one person or one thing with another.

There are three Degrees of Comparison.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

When an adjective has more than two syllables then we use 'more and 'most' to bring out the degree of comparison.

Positive degree	e.g. meticulous
Comparative degree	e.g. more meticulous
Superlative degree	e.g. most meticulous

Let us see all of them one by one.

1. Positive degree.

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun "The house" is talked about.

- He is a tall student.
- This flower is beautiful.
- He is an intelligent boy.

Each sentence mentioned above talks about only one noun.

2. Comparative degree.

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Examples:

a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term "bigger" is comparative version of the term "big".

Both these sentences convey the same meaning.

b. This flower is more beautiful than that. (Comparative)

This flower is not as beautiful as that. (Positive)

The term "more beautiful" is comparative version of the term "beautiful".

c. He is more intelligent than this boy. (Comparative)

He is not as intelligent as this boy. (Positive)

d. He is taller than Mr. Hulas. (Comparative)

He is not as tall as Mr. Hulas. (Positive)

The term "taller" is comparative version of the term "tall".

Both these sentences convey the same meaning.

When we compare more than two persons or things with one another,

We use all the three Positive, Comparative and Superlative degrees.

Examples:

a. This is the biggest house in this street. (Superlative)

This house is bigger than any other house in this street. (Comparative)

No other house in this street is as big as this one. (Positive)

The term "biggest" is the superlative version of the term "big".

All the three sentences mean the same meaning.

b. This flower is the most beautiful one in this garden. (Superlative)

This flower is more beautiful than any other flower in this garden.
(Comparative)

No other flower in this garden is as beautiful as this one. (Comparative)

The term "most beautiful" is the superlative version of the term "beautiful".

All the three sentences mean the same meaning.

Few adjectives and adverbs get their Comparative forms by simply getting "more" before them.

And their superlative terms, by getting "most" before them.

Examples:

Beautiful.....more beautiful.....most beautiful

Effective.....more effective.....most effective

Effectively.....more effectively.....most effectively

Enjoyable.....more enjoyable.....most enjoyable

Useful.....more useful.....most useful

Different.....more different.....most different

Honest.....more honest.....most honest

Qualified.....more qualified.....most qualified

Few adjectives and adverbs get their Comparative forms by simply getting "er" after them and their superlative terms, by getting "est" after them.

Examples:

Hard.....harder.....hardest

Big.....bigger.....biggest

Tall.....taller.....tallest

Long.....longer.....longest

Short.....shorter.....shortest

Costly.....costlier.....costliest

Simple.....simpler.....simplest

Degrees of Comparison add beauty and varieties to the sentences.

E.Complete the table given below with the right degree of adjective:

Positive	Comparative	Superlative
Much/many	_____	_____
Little	_____	_____
_____	_____	<u>longest</u>
Pretty	_____	_____
Cute	_____	_____
_____	_____	<u>most useful</u>
Bright	_____	_____
Good	_____	_____
_____	_____	<u>youngest</u>
Diligent	_____	_____
Wonderful	_____	_____
Handsome	_____	_____

F.Fill in the blanks with the correct form of adjectives made from words given in the brackets:

- This is a _____ opportunity. (gold)
- I like _____ food. (China)
- She stood _____ in the class. (three)
- He is _____ than his brother. (strong)
- She is the _____ girl in the class. (intelligent)
- This is the _____ moment of my life. (happy)
- She is _____ than her sister.(beautiful)
- A desert is the _____ place on the earth. (hot)

- i. This is _____ than that. (thin)
 j. Rohit is _____ than Ritesh. (courage)

G.FILL IN THE BLANKS WITH THE CORRECT FORM OF THE ADJECTIVES GIVEN IN THE BRACKETS:

1. The local trains in the city are _____ than the buses. (bad)
2. Ritu is the _____ girl in her class. (bright)
3. The movie was _____ than I expected . (long)
4. Ishmeal is _____ at English than he is at Maths. (good)
6. The weather gets _____ after spring. (warm)
7. Sania has a habit of writing the _____ answers in the class. (lengthy)
8. It is too _____ to go for a walk outside. (cold)
9. The literacy rate of Lakshwadweep is _____ than that of most Indian states. (high)
10. The child turned out to be _____ than expected. (smart)
11. This has been the _____ year of the decade. (hot)

When using more than one adjective to describe a noun place the adjectives in the following order before the noun.

NOTE: We usually use not more than three adjectives preceding a noun.

1. Opinion and general description

Example: *nice, funny, lovely*

2. Dimension/ Size / Weight

Example: *big, small, heavy*

3. Age

Example: *old, new, young, ancient*

4. Shape

Example: *round, square, oval*

5. Colour

Example: *green, red, blue, black*

6. Country of origin

Example: *Italian, Polish, English*

7. Material

Example: *wooden, cotton, woollen, plastic*

8. Purpose and power

Example: *walking (socks), tennis (racquet), electric (iron)*

Here are some examples of nouns modified with three adjectives in the correct order based on the list above.

- A wonderful old French clock. (opinion - age - origin)
- A big square blue box. (dimension - shape - colour)
- A disgusting pink plastic ornament. (opinion - colour - material)

Here's a rhyme which, if you learn it, might help you remember the order of adjectives!

In my nice big flat
There's an old round box
For my green Swiss hat
And my woolly walking socks.

Choose the correct order of adjectives in the following sentences.

1. The woman is wearing a _____ dress.
 - a. yellow long
 - b. long yellow
2. He is a _____ man.
 - a. tall thin
 - b. thin tall
3. The company makes _____ products.
 - a. excellent farming
 - b. farming excellent
4. James recently departed on a _____ trip.
 - a. camping long
 - b. long camping
5. I love eating _____ strawberries.
 - a. red big
 - b. big red
6. The _____ woman did well on the test.
 - a. intelligent young
 - b. young intelligent
7. The ticket costs _____ dollars.
 - a. ten US
 - b. US ten

8. The scientists have found a _____ cure for the disease.
- new great
 - great new
9. I am going to wear my _____ tie to the wedding.
- big cotton blue
 - blue big cotton
 - big blue cotton
10. Please recycle those _____ bottles.
- three water empty
 - three empty water
 - water empty three
11. She packed her clothes in a _____ box.
- green flimsy cardboard
 - flimsy green cardboard
 - cardboard flimsy green
12. Their dog is a _____ shepherd.
- brown big German
 - big brown German
 - German big brown
13. I am drinking from a _____ cup.
- small English tea
 - tea small English
 - English small tea
14. My _____ teacher talks for hours!
- philosophy old boring
 - old philosophy boring
 - boring philosophy old
 - boring old philosophy

Integrated Grammar Practice

I) The following passage has not been edited. There is an error in each line. Underline the error and write the correct answer in the space provided.

Japanese researchers are building an _____

world's first room which occupants need _____

take care of sick and elderly people. All _____

the occupants need to do is to point in an _____

object and a obedient robot will fetch it _____

or turn it on. A robotic arms will pick up _____

objects and bring them of the patient's _____

bedside. It will be controlled of computers. _____

II) In the following passage one word has been omitted from each line. Mark the place where it has been omitted with a / and write the missing word in the space provided.

“Slumdog Millionaire” is story of _____
 how penniless waiter from Mumbai _____
 became biggest quiz-show winner in _____
 history. The script of movie is based on _____
 Indian diplomat, VikasSwarup’s novel _____
 ‘Q and A’.movie won ten Oscar nominations. _____
 emotional A.R. Rahman, who won three _____
 nominations said, “I’m on top of world.” _____
 “I’m so honoured,” said overjoyed Anil Kapoor. _____

Section-D- Literature

The Master Artist

-- Carol Moore

‘The Master Artist’ is a short story from the ‘Children’s Storybook Online’ collection. Based in the last decade of 14th century Italy, the story encompasses the precursor to Modern Art manifest in the last painting of Monsieur Signyl’Abbaye.

In the year 1392, when Monsieur Signyl’Abbaye was about to retire and live life on his own terms, not governed by the rules of his profession; he was called by GuilianoBartoli, a rich Italian patron. GuilianoBartoli invited Signyl’Abbaye to paint his portrait on the 20 feet long wall in his banquet hall. The initial rejection on seeing the canvas i.e. the 20 feet long wall turned to a willing acceptance when Signyl’Abbaye was stuck by a unique thought. He requested the patron to provide him with just food and a bed, instead of money for his work and he agreed to work on the condition that GuilianoBartoli would not see the painting while it is in progress. It shall remind hidden from him as well as others until completion. GuilianoBartoli accepted both the conditions laid down by Signyl’Abbaye with slight modifications and a contract was signed. However, GuilianoBartoli was curious to know how the painting was coming along and tried to catch a glimpse of it many times but failed. After half a year had passed, the patron could not resist seeing the painting, so he firmly declared to Signor l’Abbaye that he is coming on the other side of the curtain to view the painting. The artist succumbed to the patron’s word and pulled aside the curtain, feeling proud of his creation. But the patron was red with anger. The portrait upturned the traditional and conventional ways of paintings, and was an example of

avant-garde art namely Cubism*. In those days, given the constraints that were put on artists and their art, the portrait drew fury and remained largely unappreciated by art-critics.

**Cubism: In Cubist artwork, objects are analyzed, broken up and reassembled in an abstracted form—instead of depicting objects from one viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context*

Q1. Who was Monsieur Abbaye?

Q2. Why did Monsieur Abbaye not want to paint the portrait at first and what changed his mind?

Q3. What was the condition that GuilianoBartoli found strange?

Q4. Which sentence in paragraph 3 tells us that he had to paint regular portraits to make ends meet?

Q5. After seeing the painting, why was GuilianoBartoli upset?

Q6. Why could Monsieur Abbaye not see what he had drawn wrong?

UT-2

Revision Exercises

Q1: Differentiate between homonym/homophone given below by making one sentence with each of them:

- a) i) sent ii) scent
- b) i) lose ii) loose
- c) i) weak ii) week
- d) i) your ii) you're

Q2: Use a suitable prefix to make the antonyms of the given word:

- a) Friendly:
- b) Proper:
- c) Imaginative:
- d) Harmony:
- e) Understand:
- f) Fortunate:
- g) Fortune:
- h) Satisfied:

Q3: Use the correct suffix to make nouns:

- a) Citizen:
- b) Unite:
- c) Type:
- d) Suitable:
- e) Celebrate:
- f) Present:
- g) Interrupt:
- h) Child:

Q4: Use the correct suffix to make adjectives:

- a) Music:
- b) Present:
- c) Doubt:
- d) Trust:
- e) Coward:
- f) Adventure:
- g) Fever:
- h) America:

Q5: Put the word in brackets into the correct form. You will have to use prefixes and/or suffixes.

- a) Riya is really _____ (rest) and cannot stay still.
- b) He is very _____ (forget) and so this time, I asked him to make a list of things before going to the market
- c) You shouldn't have done that! It was very _____ of you. (think)
- d) He was sitting _____ in his seat on the train. (comfort)
- e) Due to technical issues and lack of demand, this particular model of smart phones is being _____. (continue)
- f) "Don't try to _____ (lead) the audience with inappropriate remarks!" warned the teacher.
- g) There was a _____ light coming from the window. (green)
- h) He was acting in a very _____ way. (child)
- i) This word is very difficult to spell, and even worse, it's _____. (pronounce)
- j) He's lost his book again. I don't know where he has _____ it this time. (place)
- k) This was his _____ (punish) for lying to his father about his teacher.

- l) Some of the towns there are dreadfully _____ . (crowd)
m) The team that he supported was able to win the _____. (champion)
n) I couldn't find any _____ in his theory. (weak)
o) The road was too narrow, so they had to _____ it. (wide)

Q6: Replace the underlined word by choosing the option that closest in meaning:

1. The guards made sure the place was secure
a) Locked b) safe c) healthy d) honest
2. The magician will baffle you with his tricks.
a) Bore b) confuse c) surprise d) entertain
3. We should be courteous to people.
a) Selfish b) good c) terrible d) kind
4. If they bother you, just ignore them.
a) Avoid b) punish c) adjust d) notice
5. The rowdy gang went to the party.
a) Generous b) disciplined c) Noisy d) naughty

Q6: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. OFTEN
a) Never b) usually c) regularly d) randomly
2. IMPORTANT
a) Grand b) weighty c) worthless d) crucial
3. MAGNIFICENT
a) Ugly b) gorgeous c) averaged) thrilling
4. SOAR
a) Rise b) float c) mount d) land

5. AVAILABLE

a) Acceptable b) easy c) absent d) achievable

Q7: Underline the correct verb in these sentences.

1. The girl or her sisters (watch, watches) television every day.
2. Rob (doesn't, don't) like sports.
3. His classmates (study, studies) before a test.
4. One of the cookies (is, are) missing.
5. A lady with 10 cats (live, lives) in that big house.
6. Mumps (is, are) very serious.
7. The committee (decide, decides) when to adjourn.
8. Our team (is, are) the best.
9. Everybody (enjoy, enjoys) a good song.
10. Either (is, are) suitable.

December

Reading-Comprehension

Writing-Short Story

Grammar-Punctuation

Vocabulary-Spell-check, Jumbled letters

Literature-Lobster Quadrille, Sir Isaac Newton

Section-A

Art Class

My favourite class throughout high school was art. I was not particularly talented, but I did enjoy art class. By afternoon of each school day, my sensory processing difficulties had already caused me considerable distress and frustration. All I wanted to do was scream, but I knew that doing that would only get me sent to the Principal's office. Fortunately, I found my diversion in art, so I took the class every year. I discovered that it could relax me as little else could. Miss Thompson was the teacher, and she seemed to like me. She had pretty blonde hair and big glasses.

She had one idiosyncrasy: she objected to being called "Mrs". Nearly every class period, she would playfully threaten to shoot the first person to call her "Mrs". I ordinarily take people literally, unless they tell me otherwise. Miss Thompson surely sounded serious to me, so I made sure I never made this mistake. I did, however, once call her " Mom" by accident. She just

stared at me for several seconds before going on to see what I needed.

Another reason I enjoyed art had to do with intriguing worlds that I found I could experience vicariously by simply gazing at the paintings by the masters. There were so many odd cultures and time periods that I had often wondered about, but couldn't seem to visualize. One day, my teacher told us to look through some old magazines for ideas about what to paint. One picture, a pre-civil war type southern mansion, especially appealed to me. I could just imagine plenty of southern belles strolling about looking for pleasantly scented flowers.

Despite having no illusions about my talent, I found the very task of creating something of my own gratifying. Miss Thompson could be very creative in her assignments as well. One such task was to sketch a series of cartoons to make a fictional narrative.

The class I had following art was science. It really amazed me how anyone could make such an exciting subject so very boring, but the science teacher managed to do just that. It seems that one can get away with almost anything by sitting in the back, which is right where this teacher had placed me. Consequently, the art assignment took on the utmost urgency, even if some of it had to be done during science class, which immediately followed art.

Answer the following questions based on the above text:

1. Quote a line from the passage that shows that the author had learning difficulties.

2. Why did the writer enjoy his art class?

3. What did the writer once call his art teacher? Why did he do so?

4. Why did the writer not enjoy his science class?

5. Find words in the passage which mean the same as the following and write their antonyms as well:

- a. Uninteresting
 b. Oppose
 c. Big house

6. Match the columns”

- | | |
|-------------------|--------------|
| a) Idiosyncrasies | Intimidate |
| b) Threaten | Curiosity |
| c) Intrigue | Eccentricity |

Gus: The Theatre Cat

Gus is the cat at the theatre door
 His name, as I ought to have told you before, Is
 really Asparagus. That's such a fuss
 To pronounce, that we usually call him Gus His
 coat's very shabby, he's thin as a rake.
 And he suffers from palsy that makes his paws shake. Yet
 he was, in his youth, quite the smartest of Cats-But no
 longer a terror to mice and rats.
 For he's no longer the Cat that he was in his prime; Though
 his name was quite famous, he says, in its time. And
 whenever he joins his friends at their club
 (Which takes place at the back of the neighboring pub)

He loves to regale them, if someone else pays,
 With anecdotes drawn from his Palmiest days.
 For he once was a Star of the highest degree-
 He has acted with Irving, he's acted with Tree.

And he likes to relate his success on the Halls,
 Where the Gallery once gave him seven cat-calls.
 But his grandest creation, as he loves to tell,
 Was Firefrorefiddle, the Fiend of the Fell.

Q1. Why wasn't Gus called by his real name?

Q2. What does Gus look like now?

Q3. How do we know that Gus is really old?

Q4. How does Gus entertain the other cats at the club?

Q5. Tick the correct meaning of the following expressions:

- a. In his prime means i) to be in a good mood ii) when he was young iii) when he was famous
- b. To regale them means i)to entertain ii)to scare them iii)to cheat them
- c. Palmiest days means i) boring days ii)busy bays iii) best days

Section B

Use these story starters to write a short story:

A Crazy Class

Today all the pictures we drew in art class came to life. I drew an aeroplane and it flew around the room. Then I drew a _____ and it.....

The Recess Mess

Today during recess, a large truck pulled up to the schoolyard. " Someone ordered 100 _____(kind of toy)," the driver said. "We ae also delivering 10,000 pounds of _____(type of food) and 50,000 gallons of _____(type of drink)."

The truck driver backed the truck onto the soccer field and

Even Robots Need Breakfast

This morning, a robot was in my kitchen! “What are you doing here?” I asked. “Making a cheese burger,” he answered. “A cheese burger?” I asked. “That’s not a proper breakfast. Why don’t you make _____(breakfast food)?” The robot beeped. His metal head spun around, and then.....

Section-C**Punctuation**

Punctuation marks are signs such as full stops, commas and question marks. You use them in sentences to make the meaning clear.

*** Full stop ‘.’**

You use it:

- a. at the end of a sentence.
- b. after words that have been shortened.

E.g. Sunday-Sun., Doctor-Dr., Department-Dept.

- c. when we shorten people’s first names to one letter followed by a full stop.

E.g. William Butler Yeats-W.B. Yeats

*** Exclamation Mark ‘!’**

You use it after commands, interjections or words that show surprise or anger.

E.g. Sit down!

Help!

*** Question Mark ‘?’**

You put a question mark after a question.

E.g. What’s your name?

Who’s there?

*** Comma ‘,’**

You put a comma :

- a. between nouns and noun phrases in a list.

E.g. I bought three notebooks, an eraser, a set of color pencils and a sharpener.

- b. to show where there is a little pause.

E.g. She was in her room, listening to music on the radio.

*** Apostrophe ‘’**

You put an apostrophe with an s to show possession.

- a. You add 's after singular nouns or names. E.g.
This is Susan's house.
This is Neena and Reena's room.
- b. You just add ' after plural nouns that end with s.
E.g. The students' desks are arranged neatly.
It took a year's work to complete this job.
- c. You add 's after plural nouns that don't end in s. E.g.
The children's park is nearby.
Men's shoes are larger than women's shoes

You also use the apostrophe to show that a letter or some letters in a word have been left out.

E.g. I've finished my homework but I haven't done any revision.

* Quotation Marks "....."

You use quotation marks to show exact words spoken by people. You also put a comma before the first quotation mark.

E.g. Meg said, "I'm going for a picnic tomorrow."

Q1. Punctuate the following sentences:

1. The beaches of Spain are warm sandy and spotlessly clean

2. That tall man Parul's grandfather is the winner of the game.

3. Yes Javed said he'll be home by ten

4. Darwin's 'On the Origin of Species' (1859) caused a great controversy when it appeared

5. The boy's father sat in the corner

6. I don't like this one bit said Juhi

7. a grandparents job is easier than a parents

8. hooray i just won the lottery harsh screamed

Q. Punctuate the following passage and use Capitals where necessary.

Im as honest a man as you I daresay said the tinker who had never cheated anyone im here because on three nights running I dreamed that a voice said to me go to char minar and then youll hear some wonderfully good news but to tell the truth youre the first person to speak to me

Dreams is it exploded the halwai you crazy fellow you arent the only one to have them why only last night i had one myself i dreamed that a voice said to me go to the village of mirzapur and dig beneath the neem tree and there in a small courtyard youll find a wonderful treasure well do you suppose id be such a fool as to...hey where are you going come back

Grammar Help- "It"

See the following sentences:

- a. The lion is chasing its prey.
- b. It's getting closer and closer.

You see that only in sentence b an apostrophe is used. The pronoun 'it' takes an apostrophe only when used with abbreviated form of is.

It also takes an apostrophe when used with short form of has. E.g. It's a new book. It's got a blue cover.

(It is a new book. It has got a blue cover.)

Grammar Help-“Who”

See the following sentences:

- Whose book is this?
- Who’s coming to dinner?

The pronoun **who** takes an apostrophe when used with the short form of is.

Fill in the blanks with the right word:

- _____ raining cats and dogs.
- The leopard is fast. _____ speed is incredible.
- _____ quite sure that _____ battery has gone.
- _____ a well-groomed cat. _____ fur is soft and silky.
- _____ taken my pen?
- _____ footprints are these?
- That is the man _____ house was burgled.
- This is one student _____ sure to make his parents proud

Vocabulary Enrichment

Unscramble the following jumbled up letters to form meaningful words. Write them in front of the correct meaning given below.

FCEONIDENC

UOCQENSNECE

ETDOTAEN

- Assurance _____
- Result _____
- Explode _____

Tick the word with the correct spelling.

- discribe describe
- definition defination
- writing writting
- continous continuous
- reference refference
- dissappoint disappoint

7. hidding	hiding
8. adventourous	adventurous
9. proffesion	profession
10. recieve	receive
11. succesful	successful
12. believe	beleive

Integrated Grammar

In the passage given below one word has been omitted in each line. Put a / where the word is missing and write the word in the space provided.

When the Class VII examinations over, the Deputy
 Commissioner asked his son he had done his
 English paper well. The boy told him was easy,
 and that for one question had written that his
 father was washerman. The boy's father shouted
 angrily but son replied, "I did not know the spelling
 Deputy Commissioner and I did not want
 to lose one mark.

**Section-D
Literature****LOBSTER QUADRILLE**

This poem is taken from a popular children's story, 'Alice in Wonderland' written by Lewis Carroll.

Though the poem sounds light-hearted with its lively rhythm it is nevertheless thought provoking, providing a contrast between the adventurous whiting and the timid snail who quails at the idea of being thrown out to sea even for fun.

1. Name all the interesting creatures mentioned in the poem.
2. Who all are interested in the dance and who is not?
3. What tells us that the porpoise is in a big hurry?
4. What is the snail's main objection?

- 5 'What matters it how far we go?' his scaly friend replied.
 - i) Who is the scaly friend?
 - ii) How is he trying to persuade his companion to join the dance?
 - iii) According to the whiting, does achievement mean attaining the chosen goal? Give reasons to support your answer.
6. How are the snail and the whiting so different from each other?

Value points-Q 5, ii)

- i) The whiting tries to encourage the snail to join the game, pointing out how eagerly the other creatures were hurrying to participate
- ii) He tells him that there was no cause for fear and it didn't matter how far he was thrown out to sea as the further they were away from the shores of England, the closer to France they would be.

SIR ISAAC NEWTON**-NATHANIEL HAWTHORNE**

This lesson is a biographical account describing the childhood of the renowned scientist and mathematician Sir Isaac Newton. The writer describes the young Newton who lived in a small village named Woolsthorpe. It is the story of an individual who right from his early years demonstrated qualities such as patience, child like curiosity to learn new things, ability to take risks and try out new things. He created his own tools and created things using them. He aroused a sense of wonderment among the members of his family and neighbourhood. They had great hopes and imagined that he will create beautiful furniture or clocks. But he outdid all their expectation when he grew up to be not only a great scientist but also a modest person who never let his achievements become more important than his thirst for knowledge. The young Newton invented a water clock and a sun dial that enabled his grandmother to keep track of time both in the shade and in the sun. He closely studied the working of the windmill and invented an alternative model that was lighter and more efficient. As he grew older, his unquenchable thirst for knowledge led to more important discoveries such as the law of Gravitation, the Laws of Motion, the nature of light and how it splits into a rainbow of colours and created the first prototype of a reflecting telescope.

Though he achieved a lot in his life, he remained modest or humble about it. He always considered himself and his knowledge to be very small and trivial before the vastness of the universe. He never boasted about what he had gained but wondered at how much he still needed to learn. He believed that knowledge was endless like the sea and with every achievement came the realisation that more was yet to be discovered.

Now answer the following questions:

1. Which qualities best describe Sir Isaac Newton as a child? State any two with examples.
2. What conjectures did the neighbours form regarding Newton's future? Did they turn out to be true?
3. How did Newton make sure that he understood the functioning of the windmill?
4. Even after acquiring fame and respect, how did Newton manage to remain humble?
5. Why does the author find the various conjectures about Newton's future prospects amusing? (paragraph 4)
6. *"Little did she know that he was destined to explain many matters which had been a mystery since the beginning of time."*
 - a) Who does 'she' refer to in the above extract?

State a few of his works that helped to solve 'the mysteries' of this world

January**Reading-Comprehension****Writing-Autobiography Writing****Grammar-Active and Passive Voice****Vocabulary-What's the good word?****Literature- 1.The Whale Story 2. Break, Break, Break****Section A**

The morning I awoke to the sound of steady drizzle which sounded like tiny hoof beats upon the roof. Out of the window, the prospect was quite grey and drab. The outing that my friends and I had planned for this holiday would definitely be cancelled. There would be no question of that excursion taking place- riding many miles out on a bicycle was quite out of question in such weather conditions. I had been very depressed as I had been waiting for that excursion to take place. I had to console myself by thinking of the proverb- *Man proposes and God disposes*.

I lazed in bed for some time longer than it was customary for me to do. Then I went down for breakfast. My mother was already busy doing her household chores and she greeted me quite cheerfully as ever. I did not feel cheerful but there was no point in complaining about something beyond her control or mine. So I sat down, had my breakfast and politely chatted with her. After some time she said, "Son, Jimmy called to say that the outing was off on account of the rain. He said that you could arrange it on some other occasion when the weather was not so foul."

After breakfast, I went back up to my room to sit and decide what I was going to do to keep myself busy. I switched on the record player to listen to some music but it did not appeal to me. Then I took from my book shelf a book of poems and tried to concentrate on some of the philosophical thoughts that I discovered therein. Later, I began reading a novel and thus passed the hours till lunch time. With the little appetite, I went down for the meal- chiefly because I did not want to hurt mother's feelings.

Towards two o'clock, the weather cleared up. Lunch being over, mother and I settled down in our seats when the doorbell rang and who should enter but my married sister and her husband. We were really surprised to see them as they lived in another town quite far away.

They had come by car and had wanted to surprise us. It was a welcome surprise! They even announced that they had planned to take us back with them. The next day being

Sunday, we could stay with them.

Just before we could leave home, the phone rang. It was Jimmy. He suggested that the outing be planned for the next day. I told him to go ahead and have a good time-I would not be there. Upon his asking me what had gone wrong with me, as I had been so eager about it, I merely replied that I had far better things to do. I was glad-right glad that it had rained that day.

Answer the following questions based on your reading of the above text:

1.How had the rain affected the writer's mood?

2.Mention three ways in which the writer tried to get over his depression.

3.How did the writer's sadness and frustration turn into joy?

4.Why was Jimmy surprised after the writer refused to join him for an outing?

5.Write the option you consider the most appropriate – Man proposes and God Disposes

- i. Man is the maker of his own destiny, God is only an onlooker.
- ii. Man can make plans, but only God can decide the outcome
- iii. Man makes a suggestion to God about what needs to be done.

6.Find words from the passage which mean:

- i. Exit-_____
- ii. Focus-_____
- iii. Tasks -_____

An Image from the Past

The world within me lighted up
When grandma visited us.
It was like Santa walking in
With loads of presents tucked in.

Her smile was the epitome of love
Warm like the golden glade
Months of loneliness faded away
When Grandma and I were at play.

Come summer, I was never blue
With the fun things that grandma
And I would do
Mum at work had little or no clue
Our house was a virtual zoo.
Every pup that strayed in our street

And all the homeless kits and cats
Shared with me all Grandma's treats
She was party to all my feats.

One Friday morning I heard
Grandma was now like a bird
Her soul roams lofty and free
Unlike our deeply rooted guava tree.

The tree that Grandma and I planted
Its fruits are now juicy and plump
Looking at it I feel haunted
My throat is now a painful lump.

On the basis of your reading of the poem complete the following statements.

1. When Grandma visited the poet's home she was _____

2. Grandma's arrival is compared to Santa's because _____

3. The two qualities that Grandma's smile had were _____

4. We know that Grandma was never strict because _____

5. The poet's mother could not know what was going on at the house as _____

6. The guava tree reminds _____

Section-B

Autobiography

An autobiography is a first person account about the life and experiences about a person or thing.

The writer assumes that he is that person or thing and writes a story which reveals interesting information about that particular subject. You could imagine yourself to be a popular singer, sportsperson, a scientist or anything you possibly wish. You could also imagine yourself to be an inanimate object like a football, a book, or a doggy bowl!

So choose what or who you would like to write about and get started on an Autobiography.

Example of an Autobiography:

I am James Smith, and I was born on September 21, the first day of autumn, in the year 1971. My birthplace is Vancouver, British Columbia, Canada. My middle name is Scot, which is my mother's maiden name. My nickname at home is Tiago, but in school I was called by many nicknames such as Jimmy, Santy, and Smithy. My father was a retired miner in Alberta. He had an automotive mechanics diploma from San Luis School, Abra, Philippines. He moved to Alberta, Canada when he was 37 years old. He then worked for Sandbanks Mining Inc. until retirement. My mother had a degree in Education. She started working as temporary teacher in different cities in Ilocos, Philippines. After getting a permanent position in an elementary school in Santiago city, she met my dad and got married. I am the oldest of 3 children. My younger brother's name is Marlon and my younger sister is Erika.

I can say that the best education I ever had started at home. This was when my parents ingrained in me the principles of life and values that I hold strong till this very day. I attended kindergarten at Macaulay School. I loved my first teacher in school, Ms Cruz, who was very kind. I also remember the names of my first classmates and friends in school very clearly. My elementary school was a bit far from my home, so I used to take the school bus everyday. I received two awards in school for being the most responsible student and I also won a national Chess competition. Thereafter, I attended Ferguson Bay High School. These were the most enjoyable years of my life...

Section-C**Active and Passive Voice**

* A verb is said to be in the Active Voice when the person or thing denoted by the subject is a doer of an action.

E.g. Tom chased Jerry.

The verb chased is in the Active Voice

* A verb is said to be in the Passive Voice when it shows that something is done to the person or thing denoted by the subject.

E.g. Jerry was chased by Tom.

The verb was chased is in the Passive Voice.

The following table brings out the transformation of Voice:

Active	Passive
I write a story	A story is written by me (present tense)
I am writing a story	A story is being written by me (present continuous)
I have written a story	A story has been written by me (present perfect)
I wrote a story	A story was written by me (past tense)
I was writing a story	A story was being written by me (past continuous)
I had written a story	A story had been written by me (past perfect)
I shall write a story	A story will be written by me (future tense)
I shall have written a story	A story will have been written by me (future perfect)

Points to remember:

* In the Passive Voice, the subject is changed into object and object is changed into subject.

*Verbs that do not have an object cannot have a Passive Voice

*When a verb has two objects, either may be the object of the sentence in the Passive Voice.

E.g. (Active) Priti gave me(Indirect object) a pen.(Direct object).

(Passive1) I was given a pen by Priti.

(Passive2) A pen was given to me by Priti.

Change the Voice of the following sentences:

1. Robin Hood shot an arrow.

2. Raja has written this poem.

3. They have distributed the sweets.

4. All the children laughed at him.

5. She kept us waiting.

6. Tom had broken the fence.

Active Passive**Rewrite the following sentences in the passive voice.**

1. The hunter has captured a lion cub.

2. Mr Smith is giving away prizes.

3. The factory employs many foreign workers.

4. Elsie will assist Mr Wilson in the project.

5. John won the first prize in the contest.

6. The shopkeeper has cheated a lot of customers.

7. Mrs Jones was bathing the baby.

8. Dr Dickson will treat the cancer patient immediately.

9. Rebecca made the dress herself.

10. Bees collect nectar from flowers.

Convert the following sentences into the passive voice:

1. Ms. Sullivan teaches us grammar.

2. The teacher praised him.

3. The firemen took the injured to the hospital.

4. An earthquake destroyed the town.

5. The wind blew down the trees.

6. The fire damaged the building.

7. Who taught you French?

**The manager will give you a ticket.
Vocabulary Enrichment**

What's the good word?

Tick the meanings you think are the nearest to the key words.

- | | |
|--------------|--|
| 1. Peer | peasant, breakwater, wise person, equal |
| 2. Trend | uncertainty, higher level, calm, general direction |
| 3. Emit | to leave out, to utter, to let in, to confess |
| 4. Aptitude | friendliness, skill, conceit, generosity |
| 5. Allude | to deceive, to avoid, to tempt, to refer to indirectly |
| 6. Magnitude | personal charm, great size, unselfishness, force |
| 7. Intrude | to insult, to barge in, to be modest, to stumble |
| 8. Vigil | strictness, self discipline, watch, strength and vitality |
| 9. Verify | to refute, to prove the truth of, to be uncertain, to change |
| 10. Smug | unpleasant, stubborn, self satisfied, cozy |

Integrated Grammar

The following passage has not been edited. There is an error in each line. Underline the error and write the correct word in the space provided.

The next morning the narrator wake up and _____
 as he always did he looking at once at the _____
 wall on which the face is to be seen. He _____
 rubbed his eyes and springing up in alarm. _____
 It was only faintly visible. Last night it has _____
 been as clear as ever – he can almost hear _____
 it speak and now it was a ghost of it. _____
 As he sprang on in alarm looking with unseen _____
 eyes at the face on the wall, suddenly it disappeared. _____

Section-D

Literature

BREAK, BREAK, BREAK

-Alfred Lord Tennyson

In this poem, the poet is mourning the death of his beloved friend Arthur Hallum. His death had left a deep impact on the poet's heart.

Sitting on the rocky beach, he directly addresses the sea in the first stanza. He watches the waves crashing against the rocks. He asks the sea to continue doing what comes naturally to it, but laments the fact that he is not able to express his grief and pain at the loss of his friend in the same manner. He wants to shout and cry like the sea, but his 'tongue' is not able to convey the depth of his pain to the world around him. He sees the fisherman's children playing on the beach; the sailor who is singing as he goes about is daily business. Even the grand ships seem to move merrily towards their desired destination. Everybody seems cheerful and this disturbs the poet. He might be jealous of these people for they have what they desire, they are with the people they love and can communicate their feelings to the world. This cheerfulness of the world around him when he is in so much emotional pain seems to make the situation worse for him.

But the poet longs for the presence of the lost friend whose friendship meant a lot to him. He seems rather perturbed by the fact that while he has been deprived of his

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closest friend, the meaningful conversations that they used to have, the people around him are living without a hint of sadness. In the final stanza, the poet repeats the first line of the poem, but definitely with more force and passion. He might be referring to the waves that keep coming back to the shore to break against the rocks; however, the friend and the time spent with his friend will never come back to it. It will only remain as a lingering memory.

Questions:

1. *Break, break, break*
on thy cold grey stones, O Sea!
And I would that my tongue could utter
the thoughts that arise in me.
 - a) Who is the poet addressing in the first two lines? Identify the poetic device used.
 - b) What does he wish he could do?
 - c) What kind of thoughts is he referring to?
2. How do we get to know that the poet is disturbed by what he sees around himself?
3. The poet says, "O well for the fisherman's boy, that he shouts with his sister at play..." do you think it is 'all well' for him to see the scene? Why/why not?
4. What is the realization that the poet has in the end?

The Whale Story

The Whale Story is a chapter that presents various facts about whales from the biological point of view, the popular or common opinion held about them and their representation in various books and travelogues. The chapter unfolds the relationship that man has held with this giant beast and emphasises the need to be sensitive towards them.

Whales have been mercilessly hunted for commercial purposes (mainly for their meat and fat), yet they have been viewed as giant, ruthless creatures who have wrecked ships and brought about senseless destruction. The chapter reminds us that it has been man's predatory nature that has led these creatures to react in such a violent manner. Whales attack only when they feel that a ship is in too close a proximity and attack to save their young ones; an act which any human would do in dangerous circumstances.

The chapter recounts the infamous incident of the whaling ship- The Essex- that had sunk because of the attack of a giant sperm whale. It also talks about the violent Mocha Dick which had struck terror in the minds of whalers and other voyagers as it was known to be of “prodigious size and strength”. However, classifying them as dangerous creatures would be wrong. Whales are like any social creatures with strong bonds of family and group. They will fiercely protect their surroundings if they sense any danger.

Some sensitive people have realized the importance of saving these giant mammals from predatory forces and to protect them for a balanced ecosystem. This has effected a change in people’s attitude who now look up to the whale as a giant creature worthy of respect.

However it has also led to the problem of excessive whale watching tourism.

The chapter concludes by urging all the sensitive readers to leave the whales undisturbed and to let them frolic in the deep sea.

Questions

Q1. For how long have whales been hunted and why?

Q2. Are whales predatory creatures? What led people to believe that they are very dangerous?

Q3. Write a short note on Mocha Dick.

Q4. The chapter requests us not to believe in the popular notion of whales. What is the popular opinion and why shouldn’t we believe them?

Q5. Describe the biological features of whales.

Value points: huge mammals, unusually large brain, use echo-location

Q6. How has the relationship between man and whales changed dramatically?

Value points: Man has been a predator, has hunted whales, has been scared of them yet has fought with them, now man realizes their importance to maintain equilibrium in nature, Whale watching tourism, how it is now posing a new problem

Q7. How is an excess of whale watching tourism creating a problem?

February

Reading- Comprehensions for practice
Grammar-Revision
Literature-Revision

Section-A

Forgive My Guilt

Not always sure what things called sins may be,
 I am sure of one sin I have done.
 It was years ago, and I was a boy,
 I lay in the frostflowers with a gun,
 The air ran blue as the flowers, I held my breath,
 Two birds on golden legs slim as dream things
 Ran like quicksilver on the golden sand,
 My gun went off, they ran with broken wings
 Into the sea, I ran to fetch them in,
 But they swam with their heads high out to sea,
 They cried like two sorrowful high flutes,
 With jagged ivory bones where wings should be.

For days I heard them when I walked that headland
 Crying out to their kind in the blue,
 The other plovers were going over south
 On silver wings leaving these broken two.
 The cries went out one day; but I still hear them
 Over all the sounds of sorrow in war or peace
 I ever have heard, time cannot drown them,
 Those slender flutes of sorrow never cease.
 Two airy things forever denied the air!
 I never knew how their lives at last were spilt,
 But I have hoped for years all that is wild,
 Airy, and beautiful will forgive my guilt.

Robert P. Tristram Coffin

Answer the following questions based on the reading of the above passage:

1.What incident is the poet recalling?

2.Where and when did the incident take place?

3.How do we know that the plovers were migrating?

4.Identify two contrasting images of the birds, before and after the incident occurred.

5.Was the killing in the poem intentional?

6.Did the birds lose their dignity after being shot?

7.Why does he want 'all that is wild, airy and beautiful' to forgive his guilt?

THE MYSTERY OF MARY CELESTE

On 7 November 1872, a 32 meter sailing ship called Mary Celeste left from New York on a voyage to Genoa, Italy—a destination she would never reach. The ship was carrying a cargo of 1700 barrels of raw industrial alcohol. On board were Captain Benjamin Briggs, a well regarded and experienced sea captain, his wife Sarah, their two year old daughter, Sophia and a crew of seven.

A week later, another cargo ship called Dei Gratia also left on a voyage from New York Harbour, following a similar course across the Atlantic. On 5 December, Dei Gratia's crew sighted Mary Celeste in the Bay of Gibraltar near the Portuguese coastline and decided that she was drifting, although no distress signals could be seen. Some of the crew launched a small boat and rowed to Mary Celeste. When they boarded the ship, they discovered that, although Mary Celeste was a "wet mess", she was in a seaworthy condition. But no one was on board. All ten people had vanished without a trace.

The crew searched the ship and found that the cargo and the food and water supply were still there. However, the lifeboat and the navigation instruments were missing. It appeared as if the people on board Mary Celeste had left in a hurry. The Dei Gratia crew eventually sailed Mary Celeste to Gibraltar and a court of investigation examined the ship but failed to come up with a definite answer to the puzzle. Mary Celeste was then sailed by a number of different owners for another 12 years before it was wrecked and sank off the coast of Haiti.

Over the years many stories and rumours about what was found on Mary Celeste have been circulated. Some people say there was a bloody sword under Captain Briggs's bed, that there were scratches and bloodstains along one of the ship's railings, that the only compass had been destroyed that the ship's cat had been discovered abroad, fast asleep!

In addition there are many theories as to what happened to the people on board. Some of these theories are more likely than others. Did the crew try to escape in the lifeboat because Captain Briggs thought the ship was sinking or because the cargo of alcohol began exploding? Did a UFO land and kidnap the people on board? Did pirates attack the ship? Did the ship collide with a giant squid? Did the crew murder Captain Briggs and his family and then escape? We may never know.

The wreck of Mary Celeste was discovered in 2001 but experts believe that it is unlikely to provide any new information about the fate of the people on board. For the moment, the story of Mary Celeste remains one of the great mysteries of the ocean.

Answer the following questions based on the reading of the above passage:

1. When did Mary Celeste leave New York on a voyage to Genoa, Italy?

2. What was the ship carrying?

3. Who all were on board the ship?

4. Name the other cargo ship which ventured on a similar voyage in the Atlantic?
-
5. Why has the Mary Celeste been called “wet mass”?
-
6. What was the condition of the ship when the Dei Gratia discovered it drifting without any control?
-
7. When was the wreck of Mary Celeste finally discovered?
-
8. What according to you would have happened to the crew members on board Mary Celeste?
-

THE BEACH

O, I love the beach
 The soft white sand beneath my bare feet
 Shifting with my movements
 Oozing between my hot little toes.

O, I love the beach
 The freedom of frolicking in the ocean
 The cool water washing over me
 Cleansing my body and mind and soul.

O, I love the beach
 The warm sun glistening on the water
 The gentle breeze blowing over me
 Calming me, cooling me, relaxing me.

O, I love the beach
 Sucking the clean air into my lungs
 Walking, splashing along the water's edge
 Every part of my body feeling alive and glowing.

O, I love the beach
 Seeing the dolphins playing in the sea
 Breaching, jumping, chasing and rolling
 My heart pounding with delight and exhilaration.

O, I love the beach
 Endless summers surfing and swimming

Snorkeling through the exquisite reef
The awesome might of nature there for all to see.

O, I love the beach
The waves crashing incessantly Always
moving, always living, never stopping
Demonstrating the power they have over me.

O, I love the beach
Icy poles dipping down my arm
Sausages sizzling on the barbecue
Eating ice-cream under the bright twinkling stars.

O, I love the beach
The bright colours of umbrellas, towels and bathers
Red, yellow, orange and blue
Like a dazzling rainbow filling up my senses.

Answer the following questions:

1. What feats do the dolphins perform in the water?

2. How are the waves more powerful than us humans?

3. Pick out three words from the poem which mean the same as 'shining'

4. Why does the poet conclude the poem with his love for the beach?

5. What does the poet mean by the phrase, "Cleansing my body and mind and soul."

WOLFGANG AMADEUS MOZART

Wolfgang Amadeus Mozart was a famous composer of classical music and is considered to be one of the greatest musical geniuses of all time. Though he died at the age of 35, he wrote more than 600 musical compositions.

Mozart was born on 27 January 1756 in Salzburg, Austria. His father, Leopold, was a well-known throughout Europe as a music teacher and he was also a successful composer. Around the age of three, Mozart learnt to play the harpsichord (a keyboard instrument that preceded the piano), showing an amazing musical talent. His father also taught him to play the violin and the organ. Mozart wrote his first two compositions when he was just six years old.

When Mozart turned seven, his father decided to take him and his sister Nannerl, on a tour of the royal courts of Europe to show off their musical abilities. Nannerl was a talented harpsichord player, although she did not show the same genius for music as her brother. The children played all over Europe until Mozart was in his late teens, making Leopold a large sum of money and building Mozart's reputation as a musician. During these tours, Mozart met not only kings and queens but many famous musicians and composers, learning a great deal more about music and composing. Mozart was also busy writing music. He composed his first symphony at the age of eight and his first opera at the age of twelve. He composed other work for orchestras, as well as pieces for harpsichord, violin and other instruments, many of which were performed publicly.

In 1769, at the age of 13, Mozart began working for the archbishop of Salzburg as the "Concertmaster" of the Salzburg court orchestra. He did not get on well with the archbishop and the two often argued. Part of the reason for this was because Mozart was away from Salzburg on tour so often. Mozart eventually left this position (most people agree he was probably dismissed by the archbishop in 1781).

In 1782, now living in Vienna, Mozart married Constanze Weber against his father's wishes. The couple later had six children, but only two reached adulthood. Mozart now earned a living as a freelance musician; he sold his compositions, performed and worked as a music teacher. He earned what was regarded as a good income for a musician; however, he spent his money unwisely and often had to borrow from his friends to support his family.

Mozart died in Vienna on 5 December 1791 from an unknown illness. He was buried in an unmarked grave, as was the custom of the time for many funerals and burials. Mozart's music remains popular with musicians and music lovers around the world and includes the *Jupiter Symphony* and the operas *The marriage of Figaro*, *Don Giovanni* and *The magic flute*.

Answer the following questions based on your reading of the above text:

1. Mozart was a gifted child. What information from the text supports your answer?

2. How did the siblings-Mozart and his sister Nannerl, earn large sums of money for their father?

3. Who was Mozart's first teacher? Name a couple of famous compositions of Mozart.

4. Why did the Archbishop dismiss Mozart from the court?

5. Find words from the passage that mean:

- a. came before _____
- b. removed from service _____
- c. amazing talent _____
- d. carelessly _____

The Sage

There lived a sage in days of yore
 And he a handsome pigtail wore,
 But wondered much and sorrowed more...
 Because it hung behind him.

He mused upon this curious case
 And said he'd change the pigtail's place,
 And have it hanging down his face,
 Not dangling there behind him.

Then round and round and out and in
 Whole day the poor peddler did spin,
 In vain, it mattered not a pin,
 The pigtail hung behind him.

1. Given below is a summary of the poem. Complete it by supplying the missing word:

Once upon a time longthere lived a sage who was so..... of his pigtail that he considered it a great.....that it should.....down his back. Hewanted it hanging in front of his face. He.....round and round to change.....place but it was a effort as it still hung down his

2. What was the 'curious case' referred to in the poem?

3. A sage is a wise person. Do you think that the sage in the poem is really wise? Give a reason for your answer.

4. Find words from the passage which mean the following:

- a. thought deeply
- b. without result

The Wonders of Nature

Down in the grasses lies a busy land. It has millions of inhabitants. It has crowded cities and quiet, hidden homes. It has busy highways, with travelers hurrying up and down. It has wars and weddings, factories and farms. It has all the excitement of our bigger world and all its dangers too. It is the world of the insects.

Here the grasses tower like forest trees. In their shadow the busy ants hurry. Up their stems the caterpillars and measuring worms hump along. At their blossoms bees and butterflies sip nectar and gather pollen.

Between the bending grasses spiders swing on their long silken ropes. And they weave their marvellous, patterned webs.

Each of these families has a job to do - keeping itself alive. This may mean hunting other creatures for food. Chances are some creature nearby is hunting it in turn. For no creature in nature lives apart from the rest.

Life is not easy for them. But somehow every family manages to stay alive. Some

members die, but others are born to take their places.

Each of the families has a place in the pattern of nature. The ants help clear away dead matter. They do not know they are helping. They are busy collecting their food. But they do help.

The bees are busy drinking from the flowers. But as they sip, they pick up pollen on their back legs. And they take some of that pollen to other flowers which need it for growing seed.

Yes, everyone has one's share in this busy little land.

1) What is the busy land mentioned here?

2) Name four ways in which this land is like the world of humans.

3) Explain the following:

a) here the grasses tower like forest trees

b) measuring worms hump along

c) no creature in nature lives apart from the rest

4) Each of these insect families has a job to do. What is this job?

5) In the pattern of nature, what is the work of the following?

a) Ants

b) Bees

6) Life is not easy for insects. Do you agree? Give your reasons.

Swami and Friends**By R.K. Narayan**

R.K. Narayan is one of the most popular Indian writers who wrote in English. He wrote several novels such as *The Guide*, *The English Teacher* and a collection of short stories based on the fictional town of Malgudi. *Swami and friends* is a semi autobiographical novel. It circles around the life of a young boy named Swaminathan, his family and his friends who live in Malgudi. Set in a time when India was still trying to win its independence under the leadership of Mahatma Gandhi, R.K. Narayan describes the life of the 10 year Swami, his greatest anxieties, his fears and his friendship with the other boys. His lifestyle is very different from those seen in children living in cities. Swami lives in a village, in the 1930s. As we move from one chapter to other, we come across incidents that are both believable and relatable. Like Swami, we've also been in situations where we had to face our own shortcomings.

One of the best features of the novels is the way ordinary incidents are presented in a humorous way. As Swami gets embroiled in various unexpected and unpleasant situations, his innocent responses remind us of a situation when perhaps we felt the same way or wanted to do something similar.

The experiences of the three boys, Swami, Mani and Rajam are at the centre of this novel. Besides them, the strict and disciplinarian father, the loving grandmother, a tired mother whose life moves around her two children, strict and cane-wielding headmasters add layers of fun to the novel.

Every chapter deals with an experience that brings the reader one step closer to Swami's life. Swami's encounters with his headmasters, his fear of his father and how the womenfolk of the family act like his pillars of strength when the situation got out of hand, his decision to run away from his house on impulse (a decision that he regrets later), the quarrels between Rajam and Swami, the formation of a local cricket club, the pressure of examinations and homework, the summer holidays; there is something for everybody. Even in this time and age, where students have access to technology, some concerns perhaps still remain the same.

Both *Swami and Friends* and *Malgudi Days* have been adapted into a television series called 'Malgudi Days'.

CHAPTER 1

Q1. Who was Ebenezer? What were his views on Indian gods and idol worship?

Q2. Why was Swaminathan offended by Ebenezer's remarks? Describe the argument that Swaminathan had with Ebenezer.

- Q3. What did Swaminathan's father write in his letter to the Headmaster?
- Q4. Write a short note on each of Swami's friends (Somu, Mani, Sankar and Samuel).
- Q5. Why was Samuel known as 'Pea'?
- Q6. What did the Headmaster advise Swaminathan to do?

CHAPTER 2

- Q1. Who was the new power of the class? Why was he considered so?
- Q2. What did Swami plan to do with Rajam?
- Q3. Describe what happens at Nallapa's Grove.

CHAPTER 3

- Q1. What does Granny tell Swami about his grandfather?
- Q2. Why were Swami and Mani in awe when they visited Rajam?
- Q3. What annoyed Rajam's cook? Explain what happened as a result of it. What were Rajam's claims when he returned from the kitchen?

CHAPTER 4

- Q1. Describe Swami's observation of his school in your own words.
- Q2. Why did Swami's friends not allow him to be part of their game?
- Q3. What did Swami miss most about his friends' company when they were not on talking terms?

CHAPTER 5

- Q1. What preparations did Swami make for his friend Rajam's home visit? What requests did he make to:
- His grandmother?
 - His mother?
 - His father?
- Q2. Why did Swami want Rajam to meet his grandmother? What did he hope for?
- Q3. Describe Rajam's meeting with Granny. What did they talk about?
- Q4. Why did a fight break out in the class?

CHAPTER 6

- Q1. Describe the roles that Mani and Swami assumed when they visited Rajam. How did they behave in his room?
- Q2. What surprise awaited them at Rajam's house?

- Q3. What did Rajam's lecture on friendship result in?
- Q4. Describe the peace making process that Rajam mediated between the conflicting parties.

CHAPTER 7

- Q1. Describe Swaminathan's reaction to the new arrival in his family. How did he describe the new addition?

CHAPTER 8

- Q1. Why were the two weeks before the examination a trying period in Swaminathan's life?
- Q2. Describe the atmosphere at school as they neared the examination.
- Q3. What did Mani do to please the clerk? Why?
- Q4. In your opinion, how far did the clerk give extra information to Mani?
- Q5. How did Swami feel about his baby brother with passing time? How did he describe him?
- Q6. Why was Swaminathan forced to stay at home in the evenings? What did he wish to do instead?
- Q7. What was the list that Swaminathan was compiling? What was he hoping to do with it? How did his father react to the list?

CHAPTER 9

- Q1. How did Swami fare in his examination? Explain his thoughts on the different subjects and the questions asked.
- Q2. Why did Swami lie about what he had written in the exam to his friends?
- Q3. What were the children looking forward to? How did they express themselves?

Chapter 10

- Q1. Why did Swami approach the coachman?
- Q2. What were the conditions stated by the coachman when Swami approached him for help?
- Q3. How did Swami react when the gods refused to answer his prayers?
- Q4. How did Rajam plan to kidnap the coachman's son? Did things go as planned? Give reasons.

Chapter 11

- Q1. What was peculiar about the summer heat in Malgudi?

- Q2. What did Swami's father expect him to do during his summer holidays? What were Swami's thoughts about the same?
- Q3. How did his mother's intervention make things worse for Swami?
- Q4. What was the cause of Swami's fear in the club?

Chapter 12

- Q1. Why had the people of Malgudi assembled on the bank of Sarayu on August 15, 1930?
- Q2. Why was the school and its proceedings disrupted?
- Q3. What message was the 'earnest looking man in *khaddar*' trying to give through his speech?
- Q4. What was the cause of Swami's anxiety when he woke up in the morning, a day after the bonfire?
- Q5. Why did the 'self appointed leaders' go to Board High School? What did they do there?
- Q6. How did Swami justify the absence of his cap before his father? How did his father react?

Chapter 13

- Q1. Why did Swami leave Albert Mission School?
- Q2. How did Swami's friends react when Swami shifted to Board High School?
- Q3. How did Swami persuade Rajam to forgive him?
- Q4. How did Messrs Binns respond to Rajam's letter? How did they interpret it?
- Q5. What did the players of the M.C.C decide to do when they realised they didn't have stumps?

Chapter 14

- Q1. Did Swami enjoy being at Board High School? Discuss with relevant examples.
- Q2. What did Swami do when he finally reached the cricket field?
- Q3. On his way back home, why did Swami feel guilty?
- Q4. How did Rajam's meeting with the Headmaster of the Board High School go? Did it produce the desired impact?

Chapter 15

- Q1. What were the conditions attached to the 'friendly match' between the M.C.C and Y.M.U?
- Q2. What was the idea that Swami came up with to get rid of the drill classes?
- Q3. What plans did Swami make after running out of the school?

Q4. What did Swami finally decide to do after meeting Rajam outside the school compound?

Chapter 16

Q1. Why did Swami's father feel ashamed of himself?

Q2. Did Swami's father really want to look for Swami in every street of Malgudi? Give reasons.

Chapter 17

Q1. Do you think Swami regretted his decision of running away from home?

Q2. How did Swami reach the Forest Officer's house?

Q3. What was Swami's primary concern once he regained his health?

Chapter 18

Q1. Why was Rajam angry with Swami?

Q2. Why was Swami ashamed of his conduct towards the Forest Officer's? Q3. When and why did Swami's feelings towards the Forest Officer change?

Chapter 19

Q1. What was the 'ban' that Rajam had imposed on Mani? Why did Mani violate the ban?

Q2. What did Swami give Rajam as his parting gift? What was the importance of that object?







