



• A Book Cafe •

PDF Coffee

SNAKE BITE

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|----------------------------------|---------|-------------------------------|---------------------------|----------------------------------------------|-------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 1 | Snake Bite | Dialogue (requests, permissions) | Prose | Paragraph (describing people) | Verb forms, Adverbs | Collecting information about snakes and bees | Critical thinking |

SUMMARY

This is a story about a young boy, Raja. He liked to meddle with snakes and bees. One day, while he was trying to catch a bee, it stung him on his finger. His grandparents thought it was a snake bite. They took him to a man who, they thought could cure a snake bite. The boy wanted to tell the man that it was a bee sting and not a snake bite but he was asked to remain silent. The man put some water in a pot and started chanting some mantras. By then, Raja's finger had stopped hurting. The man concluded that this happened because of his magic mantra. The grandparents thanked the man and later on sent him some gifts as a reward for curing Raja.

PRINCIPAL POINTS

- It is a wrong belief that all snakes are poisonous
- Some people cannot distinguish between a snake bite and a bee sting
- The belief that mantras have magical power to cure, is a myth

LET'S LEARN NEW EXPRESSIONS

Then he shouted for the man: It means 'he called the man'.

Snatched: It means 'took by force'.

ENHANCE YOUR PERFORMANCE

While writing a descriptive paragraph, we generally use adjectives of colour, size, shape, etc., to describe the physical looks /appearance of somebody or something.

We use other adjectives of quality to describe personality traits, nature, character, etc.

Paragraph Writing: Describing People

When writing such a paragraph, we need to give details of the person's physical looks which may include the following:

- Name/age
- Appearance: height, built, complexion, colour, length and type of hair, colour and shape of eyes, nose, lips, shape of face, etc.
- Depending on the purpose of writing the paragraph, we may also include the person's nature, hobbies, profession, etc.

(ii) Adverbs are mostly formed by adding 'ly' to an adjectives, e.g. beautiful – **beautifully**, clever – cleverly, honest – honestly and so on. Certain adverbs are exceptions. For example, words like fast, well, much, little, etc. do not need an 'ly'. They also do not undergo any other change.

GRAMMAR

There are two kinds of Verbs: Regular and Irregular.

Read the following examples:

| <i>Regular Verbs</i> (take on endings like 'ed', 'd', etc.) | | <i>Irregular Verbs</i> (undergo a change in the spelling) | |
|----------------------------------------------------------------|-------------|--------------------------------------------------------------|-------------|
| Simple present | Simple past | Simple present | Simple past |
| chart | charted | catch | caught |
| work | worked | seek | sought |
| like | liked | come | came |

- (i) The verbs which take 'd' or 'ed' in their past forms are called regular verbs.
- When the spellings of the verbs change with the change of tense they are called Irregular verbs.
 - Certain verbs do not change their form in simple past e.g. cut, shut, hurt, cost, etc.

TEST TYPES

1. MCQ/ Objective type question (recall)

When Raja tried to catch a bee what happened?

- A. He got bitten by a snake.
- B. He got lost in the garden.
- C. He got bitten by a bee.
- D. He got hurt.

2. VSA (extrapolatory)

If you were to give the villagers one advice, what would it be? Write in one sentence only.

3. SA (extrapolatory)

When the grandfather saw Raja's finger, what did he do? What feeling towards his grandson does this reflect?

4. LA (extrapolatory)

Imagine you are Raja. Write a letter to your grandfather giving your reactions on the treatment given to you for a snake bite instead of a bee sting.

HOW THE SQUIRREL GOT HIS STRIPES

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|----------------------------------|-------------------------------------------------|------------------------------|--------------------------|---------------------------|---------------------------------------------|------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 2 | How the Squirrel Got His Stripes | Poem on human family/asking and solving riddles | Prose (story from mythology) | Notice: 'Lost and Found' | Adjectives | Things you can do and things others can do. | Taking decisions |

SUMMARY

This is a short mythological story taken from the Ramayana. It tells us how the squirrel came to get the stripes on its body.

Once, Lord Rama, wishing to cross the sea, asked his army of monkeys to build a bridge for him. There was a small squirrel too. When he heard about the bridge, he decided to help too. He loved Lord Rama so much that he wanted to do something for him. Because of his small size, he could carry only small pebbles in his mouth and kept dropping them into the sea. One day, he came in the path of a big monkey carrying a big stone. In order to save him, the monkey had to move to one side and while doing so he nearly tripped. He was very angry and asked the squirrel what he was doing there. When he heard the squirrel's answer, he told him that his efforts were useless. But the squirrel, unmindful of the monkey's remarks, continued to carry the pebbles. One day another monkey saw him. He was so annoyed that he lifted him in his hands and threw him away. The squirrel landed in Lord Rama's hands. Lord Rama was touched by his love for him. He stroked him gently on the back and put him aside. The loving strokes of fingers left a permanent mark on the squirrel's body in the form of stripes.

PRINCIPAL POINTS

1. No one should consider herself/himself too strong or too weak.
2. God loves all creatures, big and small alike.
3. Sincere efforts, however insignificant they may seem, never go waste.
4. We should not bully or make fun of anyone.

LET'S LEARN NEW EXPRESSIONS

The story, 'How the Squirrel Got His Stripes' is taken from the Epic, the Ramayana. This short story is a myth.

Myth: A myth is a story based on beliefs and unnatural facts. It has no historical or scientific evidence but such stories have a message.

Mythology is, therefore, a collection of myths. **An Epic** is a long story told in verse form which depicts actions of heroic figures from the past. The Ramayana and The Mahabharata are two epics of India.

ENHANCE YOUR PERFORMANCE

Writing notices for 'Lost and Found' items/people:

Such notices can appear on notice boards outside police stations or in newspapers.

- They must be brief and should give all details of the lost item or person.

For an item, mention the following:

- Item name and make – any other description, e.g. colour, size, etc.
- Where it was lost.
- Contact details (e.g. tel no., address, etc.) of the person to whom it should be returned.

If the notice is for a missing person then mention the following:

sex, age, height, complexion, clothes, missing since when and from where. Do not forget to give details of who to contact in case someone finds him/her.

Writing a notice:

You must have seen notices in newspapers, office receptions, schools or gates of residential colonies, etc. The purpose of a notice is to:

- notify general public about some information which is of great importance.
- notify people about an event and invite them.

Notices are also given in the following cases:

- as advance information, e.g. letter of resignation
- warnings from a senior person or a legal person.

When writing any notice, ensure the following:

Format:

- Name of the organisation
- Date
- Signature of the person who has issued the notice
- Name and designation of the authorized person

Content (subject matter): This must give all possible details.

- The content/ subject matter must be written in simple language and in an impersonal/ neutral style which means we should not use first or second person personal pronouns.

GRAMMAR

Adjectives: Adjectives are words which describe a noun or a pronoun (e.g. person, place or thing).

Adjectives describe colour, shape, size, number, age, material, etc.

A combination of two or more adjectives can also be used to describe a person, place or thing.

E.g. I saw **acute, silky white** kitten lapping the milk in my kitchen.

Try to construct a sentence using adjectives of colour and size.

TEST TYPES

1. MCQ/Objective type question (global understanding)

Complete the following statement by choosing the best option from the ones given below:

The aim of the story is to tell its readers

- the efforts made to construct the bridge.
- the reason for constructing the bridge.
- how bridges can be made with huge stones
- that no work done with sincerity goes waste.

2. VSA (understanding)

Complete the following statement in a few words only:

The squirrel proved his true love for God by

3. SA (extrapolatory)

It is not the size or the quantum of work done that matters. What matters is the spirit in which a work is done. How does the story of the squirrel bring out this truth?

4. LA (extrapolatory)

You are Balram, Secretary of the Village Youth Cultural Society. You and your friends decide to organise a play in your village on the eve of New Year. You want to ensure involvement of all children in one way or the other so you delegate duties and responsibilities to all. One of your friends is assigned the task of back stage coordination. He refuses to accept it because he feels his contribution will not be noticed. Taking example from the squirrel's story, write a letter to your friend explaining the importance of each one's contribution to the eventual success of the show.

KONDIBA – A HERO

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|---------------------|-------------------------|-----------------|-----------------------------------------------|-------------------------------------------------|---------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 3 | Kondiba – A Hero | Interview | Prose (narrative story) | Narrative piece | Phrasal verbs, Past tense, Past perfect tense | Help people in adverse and difficult situations | Problem solving, Seeking co-operation |

SUMMARY

Kondiba Gaikwad, a blind man, had to leave his home in Aurangabad and come to Mumbai in search of work. He lived in a large slum colony in Ghatkopar with another family. In the slum, there was an open well which was unsafe as it had no walls. The well had gradually widened as the soil and rocks on the sides had fallen into it. This had made the water muddy. One day, when Kondiba returned home and was about to have his meal, he heard a woman's cry. Someone had fallen into the well. Kondiba went to the well and jumped in to save the boy named Arvind. Having been a swimmer as a young boy, he tried his best to search the boy. But weak due to poverty, he had to come to the surface again and again to take his breath. Each time he came up, he felt more tired and weak. The people were disappointed every time Kondiba came out without Arvind. Kondiba dived again with full strength, wishing he was not blind. Although he was very tired, he did not give up. This time, he felt the clothes of Arvind against his hands. He caught hold of Arvind's belt and brought him out. Arvind was taken to the hospital and Kondiba went back home to finish his meal. People heard the brave act of Kondiba and rewarded him. Kondiba went back to his village, got married and started running a small business. The beggar who hated begging would never have to beg again.

Bravery and strong determination change life for the better.

PRINCIPAL POINTS

- Differently-abled persons can be self-reliant and economically independent.
- They can be more committed and determined.
- We should extend our help to them without making them an object of pity or sympathy.

- People with disabilities can accomplish most of the tasks as easily as any normal person.
- Differently-abled people develop other faculties which compensate them for their deficiency in one area.

LET'S LEARN NEW EXPRESSIONS

Famine: a condition when there is a severe shortage of food

Had driven him from his home: circumstances that made him leave his home and go to another place

Slum colony: an area in a city, usually overcrowded, where poor people live

ENHANCE YOUR PERFORMANCE**Narrating an incident or a story**

- Incidents or stories are generally told in the past tense.
- Events in a story or incident happen one after another, i.e. they follow a sequence. As such, we make use of words or phrases which are called sequence markers or linking words. Words such as 'then', 'after that', 'when he/she was', 'later', 'finally', etc. help us to connect events.

GRAMMAR**PHRASAL VERBS**

A verb followed by a preposition is called Phrasal Verb.

E.g. Anita **turned off** the lights.

Sagar **threw away** the ball.

I am **coming back** to Delhi on Sunday.

The preposition used with the verb often gives it a special meaning.

E.g. Archana has **got back** from Canada.
(returned)

Abhi **got off** the bus. (got down)

Sunny is **getting on** very well with his studies.
(doing well)

PAST TENSE

Look at the sentences given below:

The boy **caught** hold of the rope.

She **did not** like the programme.

Did she **try** to finish the work?

Subject + 2nd form of the verb

Remember:

1. The first form of the verb is placed after the subject.
2. 'Did' is placed before the subject.
3. Question words, if any, are placed before did.

Past Tense is used:

(a) **To express actions / events completed in the past, e.g.**

When did you meet him last?

India won freedom in 1947.

I met Udyan yesterday.

(b) **To express a habit or custom in the past, e.g.**

She attended church regularly when she was young.

Meera read the Bhagwat Gita every day.

(c) **To express an action which continued for a period of time in the past:**

My brother worked in that office for five years.

He lived here for a long time.

(d) **To express an action going on at the time stated:**

While he played on the tabla, Rita danced.

PAST PERFECT TENSE

Look at the sentences given below:

When I met him, she had not yet heard the news.

Had the girl returned before her mother came?

At nine o'clock, the train had left.

By 20, Hitendra had taken the B.A. degree.

Subject + helping verb (had) + the past participle + object

'Had' with 3rd form of the verb is used with all the subjects

Past Perfect Tense in Time Clauses

Look at the sentences given below:

When I reached the station, the train had already left.

I didn't reach until after the train had left.

They had finished their breakfast before they ran out to play.

In the above sentences, two events have been indicated. The Conjunctions used to join the sentences are 'when', 'until', 'before'. The action which is completed first is written in the Past Perfect Tense while the other action which happens later, is written in the Past Tense.

We can say that the Past Perfect Tense is used to denote the past of the past tense.

TEST TYPES

1. MCQ/Objective type question (recall)

Complete the following statement by choosing the best option from the ones given below:

In the Home for the Blind, Kondiba learnt

- A. Braille system to learn reading
- B. vocal music
- C. bottling and weaving chairs
- D. to make incense sticks

2. VSA (understanding)

Complete the following statement by filling in the blanks with appropriate words.

Kondiba was able to save Arvind's life because he was and knew

3. SA (inference)

Why did the people of the colony dig a well in the middle of an open area?

4. LA (inference)

Kondiba hated to beg. How did destiny help him change his life?

TALL TREES

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Activity | Life Skills |
|-------|----------------------|-----------------------------------------------|-------------------------------------------|--------------------------|----------------------------------------------------|------------------------------|
| | | Listening/ speaking | Reading | Writing | | |
| 4 | Tall Trees (Poem) | Reading the poem aloud with proper intonation | Read the poem silently with understanding | Article (narrative form) | Ethical treatment to nature – some Do's and Dont's | Establishing eco-sensitivity |

SUMMARY

Nature can be felt and trees can be seen everywhere. One can see tall trees in forests, villages and mountain slopes. The poet says that the tall trees have their feet in the ground and their heads in the sky. They see the clouds passing by. This shows that the trees are really tall. In the evening, the sky darkens and the birds move to their homes in the trees for safety. During the night and by the light of the moon, the trees stay awake to keep a watch over the world as it sleeps.

The poet compares noble people to tall trees because they have a noble character which distinguished them from common people. They are rooted in the soil like trees. It means they are humble. And just as trees provide a caring shelter and refuge to some birds and animals, good people also show care and concern for the weak and protect them.

PRINCIPAL POINTS

- Nature is a pleasant picture of selfless care and protection.
- Nature adds to the beauty of our surrounding.
- It should be protected and not treated as a dustbin.
- Trees should be planted and not cut.
- Strong presence of nature can be felt everywhere.
- Recognise the value of caring and protection by nature.

LET'S LEARN NEW EXPRESSIONS

While reading literature readers often come across uncommon use of words or expressions where the intended meaning is different from the literal meaning of the expression/words.

The poet tries to show a similarity between tall trees and empowered human beings, e.g.

Their feet in the earth

Their heads in the sky

Human beings are strong, tall and powerful with their feet rooted to the ground, i.e. They are down to earth.

Safe in a nest

Like human beings, tall trees also provide comfort and shelter to all.

The tall trees peeping**On a world that's sleeping**

Tall trees act as protectors in whose care one can have a safe and sound sleep. Human beings too become guardians in whose care one can live without any worry.

ENHANCE YOUR PERFORMANCE

Imagine yourself to be the oldest person in your colony. You feel that the park near your house has no greenery. Write an article to the Horticulture Department to provide some saplings to be planted in the park.

RHYMING WORDS

Poems often have rhyming words.

The last word of 1st and 3rd line or the 2nd and 4th line of each stanza in the poem ends with a similar sound.

The similar sounds lend a flow and a rhythm to the lines and make them easy to remember.

The similar sound at the end of the line is called rhyme.

E.g. sky by
rest nest
peeping sleeping

TEST TYPES**1. MCQ/Objective type question (inference)**

Which of the following statements is NOT CORRECT?

- A. Different elements of nature work in close association with each other.
- B. Presence of nature can only be felt near mountain ranges and rivers.
- C. Trees are valuable because they give us care and protection.
- D. Nature is symbolic of selfless care and protection.

2. VSA (understanding)

Where do the birds retire in the evening?

3. SA (understanding)

In the 2nd stanza, which two images has the poet created through personification?

4. LA (extrapolatory)

The poem 'Tall Trees' presents a picture of Nature's greatness. Explain in your own words citing examples from the poem.

A TIGER COMES TO TOWN – I

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------------|----------------------------------|-------------------------|-----------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 5 | A Tiger comes to Town – I | Dialogue using appropriate words | Prose (narrative story) | Slogan writing, Paragraph writing (narrative) | Past perfect tense, Reported speech (imperatives), Similes | Ethical treatment to animals – some Do's and Dont's | Understanding human nature, Ethical treatment to animals |

SUMMARY

“A Tiger Comes to Town” is a story about a circus tiger that managed to escape unnoticed from his cage one day and went strolling in the streets of the town. He was accustomed to giving performances in a circus where the audience showed no signs of fear. This made him think that men were strong and fearless.

As he walked down the street, he realised how wrong he was. Men behaved totally differently. Their behaviour was both surprising and amusing as they ran for their lives on seeing him. He wondered why they were scared of him when he did not mean to harm them.

Feeling tired after a long day's stroll, he looked for a place to lie down and rest. He entered a school where the children got excited but their teachers sent them into a big hall for safety. The tiger entered the Headmaster's room and finding it cool, went off to sleep. The terrified Headmaster jumped to the loft for safety. Meanwhile the teachers locked up the room from outside till they found a safer method to pull out the tiger.

When the tiger woke up, he heard his master arguing with the teachers who were not letting him in and also about their use of the term 'brute' for the tiger which he thought was an unkind word.

The story is told in the first person where the tiger, who is the central character, narrates his experiences in his own words as though he were a talking and feeling tiger.

The story is narrated from the tiger's point of view. The author has put words in his mouth as though he were a talking and feeling character and therefore it is written in the first person.

PRINCIPAL POINTS

- People at the circus do not feel scared of a tiger because they know that he has been trained and all safety measures are taken care of.
- The tiger is a noble animal. It is an insult to use words like 'beast' or 'brute' for a tiger.
- A tiger does not attack human beings unless he has been treated cruelly or is starving.
- Animals too have intelligence because of which they can be tamed and trained.
- We should never underestimate anyone.

LET'S LEARN NEW EXPRESSIONS

1. While reading literature, readers often come across uncommon uses of words or expressions where the intended meaning is different from the literal meaning of the words/expressions.

The author uses a number of such expressions, e.g. 'I got a totally wrong idea of human beings **at that angle.**' means a point of view held by someone in a given situation.

Find out other such expressions from the text.

2. **'You are asking a profound question. I've no idea who I am. All my life I have been trying to find the answer, Are you sure you know who you are?'**

In the above statement, the Master is trying to tell the teachers that the question 'Who are You ?' is not a simple question. It has a much deeper meaning. He was trying to refer to philosophy where great scholars have been trying to find out the real purpose of life on earth but have not got any answer. In other words, he was trying to tell them politely and indirectly that if they themselves did not understand their own selves they had no right to ask him such a question.

ENHANCE YOUR PERFORMANCE

Slogan writing

We generally use slogans on posters or advertisements. Slogans are generally written in short phrases which are catchy and make an impact on the mind of the readers. They carry the

main essence of the advertisement or the message meant to be conveyed.

Slogans must be catchy. They can be poetic too. Hence, they need not follow any rules. of

Writing a narrative

Refer to the tips given in lesson 3.

GRAMMAR

Reported speech

When we try to convey someone's words in our own words without changing the meaning, we use 'Reported Speech'. In doing so, we have to make some changes in the form and structure of certain words. Example

Hari said to his boss, "Sir, I am planning to go to Goa this month." (Direct Speech)

Hari told his boss that he was planning to go to Goa that month. (Indirect Speech/Reported Speech)

TEST TYPES

1. **MCQ/Objective type question (extrapolatory)**

Complete the following statement by choosing the best option from the ones given below:

Tigers are superior to men because they:

A. are physically much stronger.

B. are more obedient.

C. do not kill anyone without reason.

D. can perform difficult tricks in a circus.

2. **VSA (inference)**

The sentence, "... some even thought that I was some extraordinary creature who might pass through the walls and lie in wait on the roof or in the basements ..." implies that people were extremely

3. **SA (inference)**

Why do you think the teachers were rude to the Circus Master?

4. **LA (extrapolatory)**

'The tiger's day out was an adventurous and exciting one.' Do you agree? Justify your answer giving two or three examples from the story.

A TIGER COMES TO TOWN – II

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|----------------------------|---------------------|--------------------------------|---------------|--------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 6 | A Tiger Comes to Town – II | Dialogue | Prose (narrative story– cont.) | Formal letter | Prefixes, Indirect speech (questions and statements), contractions | Pondering upon some common myths related to animals, Skit and drama | Understanding human nature, Ethical treatment to animals |

SUMMARY (CONT. FROM PART I)

When the tiger woke up, he heard teachers and other officials talking outside the room. His Master was pleading with them to allow him to enter the room in order to take the tiger out but they refused. They felt that by going unarmed, he would be risking his life. All his efforts to convince them that nothing would happen to him, failed. Finally, after a lot of persuasion the Magistrate who was also the Chairman of the Tiger Committee said that he would allow him on a condition that he would give an affidavit stating that he was doing so at his own risk and that no one was to blame if anything went wrong. Irritated by all this fuss, the Master agreed to do so.

The Master deliberately wrote the affidavit in Sanskrit. He knew that neither the Magistrate nor the teachers knew Sanskrit. This was his way of making them realise how limited their learning and understanding was. Since Sanskrit is an officially recognized language, the Magistrate had no choice but to accept it.

PRINCIPAL POINTS

- The Magistrate and the teachers considered themselves more educated and well informed than the Master. They looked down on him as a petty skilled animal trainer.
- We must not be proud of our learning and should also avoid judging others by their looks.
- A person's profession is no yardstick to measure his knowledge, learning or wisdom.

- A position of authority or social status gives some powers to a person but it does not determine his superiority or make him a better person.

LET'S LEARN NEW EXPRESSIONS

- **An affidavit** is a written official/ legal document in which a person gives an undertaking.

- Sanskrit is the language of the scriptures and is also considered the mother of all languages .The fact that the Master wrote the affidavit in Sanskrit shows that he was a highly learned man. Moreover, he also understood animal behaviour which most people cannot. He also knew that Sanskrit is an officially recognised language in the Constitution .In this way without boasting he proved to the teachers and the Magistrate that he was far superior to them in knowledge and understanding.
- Something is **profound** when there is a deeper and philosophical meaning attached to it.

ENHANCE YOUR PERFORMANCE

- 1. Body language:** Whilst we communicate our thoughts, feelings and moods through language, our bodies and gestures also convey many things to an observer. For e.g. a shrug of the shoulder would mean ‘I don’t know’, ‘Can’t say’, etc.
 In a face to face communication, body language and gestures are as important as words.
 A nod would mean agreement, a shake of head would mean ‘no’; a wave of hand could be a form of informal greeting; yawning when someone is talking indicates that the listener is bored.
- 2. Use of Dictionary:** Looking up a dictionary is a reference skill. A dictionary helps us in many ways, e.g. to locate the meaning of a word, synonyms, correct pronunciation, part of speech, phrasal forms , transformations or word origins etc. Use your dictionary to find out the following information about the underlined word in the sentence below:
 The Tiger was **astonished** to see the people behaving in such an unusual manner.
 - **Meaning:**
 - **Part of speech:**
 - **Tense:**

- 3. Writing a formal letter:** Formal letters can be of different types such as applications for job, letters of complaint, letters of enquiry, letters to Editors, letters placing orders etc.
 Formal letters have two parts—the format and the content.
 The format includes the following:
 - Writer’s name, address, date
 - Designation of the person you are writing to, his/her address, subject, salutation , e.g. Dear Sir/Sirs/ Madam
 - Content (the body of the letter) state the facts directly in simple, clear and correct English.
 - Style and tone: Use formal style (use of slangs and contractions should be avoided), use polite and courteous expressions
 - Signing off: Use expressions like, ‘thanking you’, yours truly/sincerely, your name and signature, etc. If you are holding some post then mention that too.

GRAMMAR

- 1. Prefixes:** These are letters added before a word to change the meaning of the word, e.g.
 - Un + able= unable (makes it opposite of able)
 - Semi+ circle= half circle
- 2. Contractions:** Very often words are contracted for convenience of use. Contracted forms are used mainly in informal writing , direct speech, dialogue writing and very often while talking
A WORD OF CAUTION: Contractions should **NOT** be used in formal writing eg. in articles, essays, paragraphs and formal letters.
 - While contracting we put an apostrophe where a letter is missed.e.g.
 Cannot = can’t; they are= they’re
- 3. Indirect speech/ reported speech.**(refer to lesson 5 for rules)

- For changing questions into statements we use reported verbs like asked, wanted to know, enquired, questioned, etc.
- For changing a question to statement we use words like, said, told, informed, stated, announced, ordered, etc. The choice of reporting verbs also depends on the tone, mood and function of the speaker's language

TEST TYPES

1. MCQ/Objective type question (extrapolatory)

The master did not disclose the fact that he was a circus man. How do you think the story would have been different had he disclosed his profession? Choose the answer that is **NOT** appropriate.

- A. There would have been no fuss in letting him into the room.
- B. He could have been punished for his carelessness.

- C. The teachers would have filed a report with the police.
- D. He would have been praised for training the tiger so well.

2. VSA (understanding)

When the Master asked the reason for not letting him in, the Magistrate replied, "it's unlawful to commit suicide". He said so because

3. SA (extrapolatory)

The Affidavit was an important piece of document for the Magistrate. Explain how?

4. LA (extrapolatory)

Imagine you are the Magistrate. On returning home, you sit down to reflect upon the day's experience. You wonder why the Master wrote the affidavit in Sanskrit and also reflect upon your own initial reaction. The experience gives you some valuable insights and you begin to admire the Master. Write your feelings and thoughts in the form of your personal diary.

(Remember: a personal diary is always written in the first person).

THE SHOESHINE

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|---------------------|--------------------|---------------|--------------------------|-----------------------------|-----------------------------------------|
| | | Listening/speaking | Reading | Writing | | |
| 7 | The Shoeshine | Dialogues | Prose (story) | Letter: Informal, Formal | Clauses: Kinds and Function | Cooperation and empathy, solving crisis |

SUMMARY

The writer of the story, Sasthi Brata, a graduate from Calcutta, was looking for a job. He had very little money which was not sufficient even to buy food or a cup of tea and snacks. In front of a coffee house in Connaught Place, he happened to meet a shoeshine boy named Shovan. Since he needed a job badly, he decided to take up a shoeshine's job. Shovan Lal tried to dissuade him, as only an office job was a suitable job for an educated man like him. But the young man (Sasthi) was determined. Shovan Lal understood his compulsions. He convened a meeting of his fellow Shoeshine boys and allowed the newcomer to join the band of Shoeshine on the condition that he would help their union to correspond in English with the Licensing authorities. They even contributed some money to raise funds to buy the kit for Sasthi and thus paved the way for a needy person to get an employment.

PRINCIPAL POINTS

- No work, however small, is undignified.
- Challenging tasks can be accomplished by cooperation and team work
- Ego should not come in our way to success.
- Success and happiness can be ensured by taking initiative.

LET'S LEARN NEW EXPRESSIONS

Try to understand contextual meaning of certain expressions and read between the lines, e.g.

Idly watching: Looking casually, not intentionally

Stopping dead: Highly shocked state of mind which almost paralyses one's thinking for some time

Drawn back to reality: Withdrawn from the world of imagination and becoming aware of reality

Mouth fell open :Surprised

Eyes shot up: In an unbelievable state of mind

Pulling a face: In a dismal mood

The thought seized me: The thought that he should start polishing shoes and work as a shoeshine continues haunting him

ENHANCE YOUR PERFORMANCE

Letter Writing: the two most common forms of letters are: 1. Formal, 2: informal

Refer to lesson 6 (ATiger Comes to Town –part II) for tips on formal letter writing.

Informal letters are written to friends, relatives and other people with whom we are very friendly

Like a formal letter, an informal letter too has two parts viz: The format and the content

Format consists of date, salutation which begins with words like Dear, My Dear, and any other informal way of addressing the person.

Polite signing off at the end of the letter such as: ‘Yours lovingly’, ‘Your friend’, ‘Affectionately yours’, etc.

Content:

- Ensure that the subject matter has been covered adequately.
- Avoid digressions – remain focussed
- Avoid mistakes of spellings, punctuation and grammar
- You may use informal styles of writing

GRAMMAR

Clause: A clause is a string of words which has a subject and a finite verb.

Kinds of Clauses:

- (i) Principal Clause/Independent clause

(ii) Subordinate Clauses – depend on the Principal clause to complete the meaning.

- (a) Noun clauses function as subject or object, responds to question – Who and What
- (b) Adjective Clause qualifies or tells about the subject or object, responds to the question Who and Which
- (c) Adverb clause – Tells about time, place, reason, cause, manner Where, When, Why, How, Because

Remember

1. Each clause is a meaningful part of a sentence.
2. Each subordinate clauses starts with a connector/Linker.
3. Each clause is named after its function.

TEST TYPES

1. MCQ/ Objective type question (inference)

Which quality of Shovan Lal is displayed through the story? Choose the most appropriate one from the ones given below:

- A. persuasion
- B. cooperation
- C. leadership
- D. initiative

2. VSA (understanding)

The Shoeshine Union allowed Sasthi to join their group because they felt that he would be able to help them

3. SA (understanding)

How do you know that the author was seized with the idea of starting his earning by polishing shoes and working as a shoeshine?

4. LA (extrapolatory)

As Sasthi, write a letter on behalf of the Shoeshine Boys’ Union asking the Licensing Officer to issue proper work licences to them and to regularise their jobs.

A BIRTHDAY LETTER

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|---------------------|-----------------------------|------------------------------------------------------|-----------------|--------------------------------------|-------------------------------------|
| | | Listening/speaking | Reading | Writing | | |
| 8 | A Birthday Letter | Dialogues for communication | Prose (letter – a powerful meaning of communication) | Informal letter | ‘Wh’ questions, Imperative sentences | Decision making, coping with stress |

SUMMARY

The present lesson is a letter written by Pandit Jawahar Lal Nehru from Naini Jail to his daughter, Indira Gandhi, on the latter's thirteenth birthday. Through his letter Pandit Nehru tells Indira that one can get to the right answer only after discussion. We must not believe that since we have learned everything we have become wise. Pandit Nehru goes on to tell her how Bapu ji motivated the common man to become a part of the struggle for freedom. He cited the example of how common men and women who generally cannot think beyond their household, rise above petty considerations to become heroes when they fight for a cause. Pandit Nehru also tells Indira about the importance of understanding and doing what is right. He says that fighting for freedom was the right thing to do. She should not fear of being part of the movement.

Pandit Nehru finally blesses Indira by saying that she may grow up into a brave soldier in the service of the nation.

PRINCIPAL POINTS

- Being in prison, Pandit Nehru cannot send his daughter any material gift. So he decides to write a letter.
- Discussion is an important part of communication .It helps people to take the correct decision.
- Learning makes one worthy and wise.
- Ordinary men and women think about their household worries but fight bravely when the need arises.

- Great leaders inspire people to perform great deeds.
- One must be frank and open in whatever one does.

LET'S LEARN NEW EXPRESSIONS

While reading literature, readers often come across uncommon use of words or expressions where the intended meaning is different from the

literal meaning of those expression/words.

In the lesson, there are some uncommon expressions such as:

One sided affair: It means that a letter is one sided.

Work in the sun and in the light: Be fearless and open in conduct.

Great drama: Men, women and children coming out to take part in the fight for freedom.

Imperative sentences are used to give directions for completion of a certain process.

‘Wh’ QUESTIONS

Questions beginning with ‘Wh’ words are called ‘Wh’ questions

There are nine ‘Wh’ question words

| | | |
|-------|------|-------|
| When | What | Where |
| Why | Whom | Whose |
| Which | How | Who |

ENHANCE YOUR PERFORMANCE

Informal Letter: refer to lesson 7 for tips

GRAMMAR

IMPERATIVE SENTENCES

(You have already studied Imperative Sentences in this lesson. Refer to the text book for details of rules.)

In Imperative Sentences, the verb comes before the subject.

- e.g. 1. **Come** here.
 2. **Please** don't make a noise.
 3. **Shut** the door.

If the sentences begin with **Don't** or **Never**, they are called Negative Imperative Sentences.

- e.g. 1. Don't **stand** in front of the office.
 2. Never **tell** a lie.

TEST TYPES

1. MCQ/Objective type question (understanding)

Complete the following statement by choosing the best option from the ones given below:

Pandit Nehru's letter to his daughter is full of:

- A. love
 B. nostalgia
 C. advice
 D. old memories

2. VSA (recall)

During the struggle for freedom, the British imprisoned Pandit Nehru in the

3. SA (understanding)

How do ordinary men and women become heroes?

4. LA (extrapolatory)

'Make friends with the sun and work in the light.' Write a short paragraph highlighting the significance of this statement.

NINE GOLD MEDALS

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|---------------------|--------------------|----------------------------------------------|----------------------------------|---------------------------|-----------------------|
| | | Listening/speaking | Reading | Writing | | |
| 9 | Nine Gold Medals | Recitation | Reading the poem silently with understanding | Summarising, Describing an event | Words with double meaning | Empathy, selflessness |

SUMMARY

The poem describes a great event of hundred meter dash organised for differently-abled racers during special Olympics. The competitors and spectators were excited as it was the grand finale.

The race began with the gun shot but one of the 9 competitors stumbled and fell on the track at the start itself. In response to the little racer's cry in pain, all other eight participants turned back to help him instead of completing the race. They brought the little one to his feet and started walking towards the first line holding one another's hands. They were all declared winners and given a standing ovation for their great spirit of sportsmanship which they displayed.

PRINCIPAL POINTS

- A true sportsman displays selflessness and spirit of cooperation.
- Special Olympics are arranged for the differently-abled people
- Playing in the true spirit of the game is more important than winning.
- Standing ovation is given by the audience when they want to pay their tribute to an actor or an athlete or someone who has done something remarkable.
- The value of cooperation is greater than the spirit of competition.

LET'S LEARN NEW EXPRESSIONS

Following expressions have following contextual meaning:

- **Resolved athletes:** Determined athletes
- **A cry in frustration and anguish:** A cry due to frustration and painful anger
- **Dream and efforts all dashed in the dust:** The athlete lost all hopes of winning the race
- **Beaming faces:** Showing excitement

ENHANCE YOUR PERFORMANCE

The central idea of the poem is very brief description of the theme or core idea of the poem. It is generally expressed in not more than two or three sentences.

Summary of a poem describes the central idea along with a brief rendering of the idea or story in the poem in prose form.

Paraphrasing a poem is explaining the meaning of the full poem, lines of a stanza taken from the poem in simple prose form.

TEST TYPES**1. MCQ/Objective type question (understanding)**

Read the following extract from the poem and choose the most appropriate answer from the choices given below. Write the letter A, B, C or D. Do not write the answer.

The spectators gather around the old field to cheer up all the young women and men. The

final event of the day was approaching, excitement grew high.

The expression 'old field' refers to

- A. the field which was used for ploughing
- B. the arena for National Games.
- C. the field where annual fete was held
- D. the field where children gathered to play games.

2. VSA (understanding)

Complete the following sentence.

The spectators showed their appreciation of the athletes' collective spirit by giving them a

3. SA (inference)

Answer the following question in about 30-40 words.

Why was it decided that all the nine athletes be awarded gold medals?

4. LA (extrapolatory)

Say how the inscription on the banner, 'Special Olympics' symbolises more than its literal meaning.

NOISE: HOW IT AFFECTS OUR LIVES

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------------------|--------------------------|------------------------|------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------|-------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 10 | Noise: How It Affects Our Lives | Making verbal complaints | Reading and reflecting | Note making, Summarising, Compound words | Framing “Yes, No Wh” questions | Observe how much noise you make to pollute the environment. Make a plan to reduce noise pollution | Environmental awareness |

SUMMARY

The lesson deals with one of the environment hazards- ‘Noise Pollution’ and its effect on our health. An unpleasant, loud sound is ‘noise’. Sound is measured in units called ‘decibels’ and the instrument that measures it is called ‘decibel metre’.

Mostly people speak in a range between 45 to 75 decibels. Noise level beyond 85 decibels is harmful. Noise above 100 decibels can result in a hearing loss. Frequent exposure to loud noise affects the inner part of our ears and may lead to deafness.

Loud noise is harmful even in sleep. It causes headache, expands blood vessels of brain and endangers the heart.

Some noises are avoidable such as the loudspeaker, loud music, noise of machinery and thunder, etc. Though government has made rules and regulations to control avoidable noises, yet the real solution lies in self-realization and efforts to find ways and means to check noise pollution.

PRINCIPAL POINTS

- People should be aware of the ill effects of noise pollution.
- Sound can be measured scientifically in decibels with the help of a decibel metre.
- Sound up to 75 decibels is comfortable to the ears. Sound beyond 85 decibels starts harming our health, can cause headache, expand brain blood vessels and endanger the heart.
- To make people think of ways to check avoidable noises.

LET’S LEARN NEW EXPRESSIONS

Compound words are formed by combining two or more simple words, e.g. blackboard, nevertheless, sister-in-law. The words which combine to make a new word lose their own identity and form a compound word that behaves as an independent word.

Compound words are mostly, Nouns, Adjectives and Verbs.

Examples of Compound Nouns

Noun+Noun : Teaspoon, horse-power, windmill.

Adj+Noun : Shorthand, blackboard, sweetheart.

Verb+Noun: Pickpocket, cut-throat, makeshift.

Gerund+Noun: Drawing room, walking-stick.

Verb+Adj : Lock up, drawback, send off.

Adv/Preposition+Noun: Afterthought, outlaw, by-lane.

Adv+Verb : Outcome, upkeep, outcry.

Examples of Compound Adjectives:

Noun+Adj/Participle: Sky blue, seasick, heart-broken.

Adj+Adj : Red-hot, blue black, lukewarm.

Adv+Participle: Outspoken, inborn, everlasting.

Examples of Compound Verbs:

Noun+Verb: Earmark, backbite, typewrite.

Adj+Verb: Whitewash, fulfil, safe-guard.

Forms of Compound words :Compound words come in three forms :

- **Closed:** When no space is left in word parts as goldsmith, classroom.
- **Open:** When space is left between the parts as, circus down, Mother Land.
- **Hyphenated:** When there is a hyphen between/among the parts as, mother-in-law, knee-deep

ENHANCE YOUR PERFORMANCE

Note Making

We make notes when we wish to highlight the main points to be revised or read quickly.

GRAMMAR

Framing Yes/No questions

'Yes/No' or 'Indefinite questions' begin with a Helping Verb (Is, Are, Was, Were, Will, Would, Do, Does, Did, Has, Have, etc.)

e.g. Ans: Yes, children are sleeping comfortably.

Q: Are children sleeping comfortably?

Did you notice that while framing the question, we used the same helping Verb which was in the answer?

2. Ans: No, they were not in the playground.

Q: Were they in the playground?

NOTE: Questions that begin with 'do' or 'does' in the present tense and 'did' in the past tense do not require the same verb in the answer.

1. Ans: Yes, he goes to the Sports Club daily.

Q: Does he go to the Sports Club daily?

2. Ans: Yes, last summer he went to Shimla.

Q: Did he go to Shimla last summer?

Remember

- We begin the Yes/No question with a helping verb.
- We use the same helping verb which is used in the answer. If there is no helping verb in the answer, we begin the question with 'Do', 'Does' or 'Did' according to the Tense of the Verb used in the answer.

TEST TYPES

1. MCQ/Objective type question (understanding)

Which of the following is an unavoidable noise? (Choose the correct option)

- A. Beating of drums B. Disco music
C. Thunder of clouds D. Honking of horns

2. VSA (understanding)

Complete the statement given below:

Naseer lives near the airport where every other minute an aircraft lands or takes off, making a deafening sound. Prolonged exposure to this kind of sound could result in or

3. SA (extrapolatory)

You are President of the Resident Welfare Association of your colony. What rules would you propose to prevent noise pollution in your area? State two rules and justify them..

4. LA (extrapolatory)

You are a conscientious environmentalist. You are worried about the ever increasing noise pollution. You want to make people aware of it. Write an article on 'Noise Pollution' for a newspaper, highlighting its effects on your health. Also suggest what measures could be taken to control avoidable noise.

MY ELDER BROTHER

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|----------------------------------------|------------------------------------|------------------------------------------------------|---------------------------|-----------|-------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 11 | My Elder Brother | Dialogues using expressions of apology | Reading a story-with understanding | Diary writing (Recording of feelings – happy or sad) | Noun clauses | Role Play | Coping with stress, problem solving |

SUMMARY

'My Elder Brother' is a story about two brothers, their relationship with each other characterised by feelings of love, jealousy, etc. and a change that comes in their behaviour towards the end.

Vadolya and Nicky grew up together in a happy environment. They grew up like friends studying and playing together despite their age difference. But after a few years Nicky started developing a complex. He compared himself with his brother and felt he was nowhere compared to Vadolya in terms of age, interests, ability and even studies. He felt Vadolya was proud because he believed he was better. Nicky was even more hurt when he realised that Vadolya knew what disturbed him mentally but did not understand him. Nicky resented Vadolya's ability to have different hobbies and was jealous of his large-heartedness. Although Nicky somewhere felt that he may be wrong in assessing his brother's love for him, his own vanity made him feel even more inferior. One day Nicky broke a bottle of scent which Valodya treasured greatly. He knew how important that bottle was for his brother, but he pretended to smile to show him that he was not bothered. Instead of feeling sorry, he behaved casually. Later, both brothers had a fight and declared they had quarrelled for good. After the incident, Vadolya was composed and behaved normally but Nicky remained disturbed and uncomfortable. Vadolya being elder and more responsible, took the initiative of asking Nicky for forgiveness. Nicky realised then that his brother understood him and was touched. Both the brothers shook hands and embraced each other.

PRINCIPAL POINTS

- The two brothers grew up together sharing a happy relationship. The age difference never came in their way.
- The elder brother was always loving and helpful towards his younger brother.

- Jealousy or a sense of comparison which gives rise to a complex in one's mind can mar the best of relationships.
- To sustain a happy relationship, one must rise above any narrow considerations

- The protective attitude of elders should not be misunderstood by the younger siblings as being robbed of their freedom.
- Many times, mistakes are made unknowingly. One should not hesitate to apologise as soon as one realises the mistake.

LET'S LEARN NEW EXPRESSIONS

Given below are some expressions used in the text. Study the underlined expressions and their meanings:

- | | |
|----------------------------------------------------------------------------|-----------------------------------------------------|
| (i) 'Once when his <u>passion of ornaments</u> was <u>at its height</u> ': | Ornaments here are bright coloured bottles of scent |
| (ii) I <u>did not feel in the least</u> like <u>smiling</u> : | not at all |
| (iii) I was <u>beside myself</u> by now: | out of one's own control because of anger |
| (iv) I <u>got hold of the leg of the table</u> : | caught |

ENHANCE YOUR PERFORMANCE

Writing a diary

- Diary writing is a personal and confidential document which is not shared with anyone.
- It is written in the form of an informal letter to one's own self.
- It generally records some important event, happening, feeling or an emotion which has left an impact.
- Diary is treated more like a confidential friend in whom you can pour all your feelings honestly and sincerely because diary does not betray its friend.

- Diary writing can act like a chronicle or record which sometimes reveals important information about a person later on.
- Diary being a personal and informal document allows total flexibility to the writer. However, it should have the following features:

Format: date and name of place, form of address, e.g. 'dear diary' or any other name and closing

Content: description of event/happening/episode/anecdote, etc. and the author's honest emotions and feelings.

GRAMMAR

(You have already studied Clauses in this lesson. Refer to the text book for details of rules)

Clauses are a distinct part of a sentence including a Subject and a Predicate.

Study the sentences given below:

- He **told** me about the location of his sister's house.
 - He **told** me where his sister lives.
- I **know** the District Magistrate of Agra.
 - I **know** the man who is the District Magistrate of Agra.

Sentence (a) in each case is a simple sentence as it has only one finite verb. (told, know)

Sentence (b) in each case has two finite verbs. (told, lives; know, is)

A simple sentence consists of a subject and a predicate.

The predicate includes the finite verb and helps make a sentence meaningful.

Main clauses ('he told' and 'I know') can stand independently but the Subordinate clauses ('where his sister lives' and 'who is the District Magistrate of Agra?') cannot stand independently.

TEST TYPES

1. MCQ/Objective type question (inference)

Complete the following statement by choosing the best option from the ones given below:

The elder brother Vadolya asked Nicky's forgiveness because he :

- A. felt may be Nicky was right.
- B. wanted to show his superiority.
- C. thought that to err is human and forgive divine.
- D. feared that his parents might scold him.

2. VSA (understanding)

The statement 'Vadolya's happy large-heartedness which showed itself most strikingly when we quarrelled` shows that Nicky was

3. SA (inference)

Why did the narrator think that it was all over between them?

4. LA (extrapolatory)

"Understanding and apology were the two important tools with which Vadolya could restore his brother, Nicky's love." Explain.

INDIAN WEAVERS

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|------------------------|-----------------------------------------------|---------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|
| | | Listening/speaking | Reading | | | |
| 12 | Indian Weavers | Reading the poem aloud | Silent reading of the poem with understanding | Simile, Imagery | Collecting information about the colours of clothes | Appreciation of labour and regard for artisans especially weavers in this case |

SUMMARY

'Indian Weavers' is a short but beautiful poem, consisting of three stanzas. The flow of language is full of rhythm and word images. The weavers are busy weaving clothes in different colours throughout the day. Each colour as well as timing of the day symbolises different occasions in one's life.

In the morning, they weave a bright blue coloured cloth for a new born baby symbolising birth and happiness. During the day, they weave a bright coloured purple and green cloth for the marriage veil of a queen signifying life's celebrations. Finally, at night, they weave a white coloured cloth for the shroud of a dead body signifying death.

PRINCIPAL POINTS

- People of different communities usually wear or gift different colours of clothes at different occasions.
- Colours symbolise different feelings, moods and ideas, e.g. red colour symbolizes romantic mood or love and danger.
- Different times of the day represent different stages of life – morning represents childhood, evening youth and night death, or end of life.

LET'S LEARN NEW EXPRESSIONS

Study the meaning of different expressions used in the poem.

- **'break of day'**: early morning
- **'fall of night'**: evening
- **'garment so gay'**: cloth of bright colour
- **'chill'**: icy cold which is unpleasant

ENHANCE YOUR PERFORMANCE

In poetry different literary devices like Simile, Metaphor, Personification, Alliteration, etc. are used to make the expression more effective.

In this poem '**Simile, Imagery and symbolism**' have been used.

Simile: In a simile, comparison is made between two different objects which have some common points.

Simile is generally introduced by the words 'like' or 'as'.

Examples:

1. Blue as the wings of halcyon wild.
2. Bright like the plumes of a peacock.

Imagery: The suggestion of a clear mental picture or image by the use of words is called imagery. It is a suggestive word picture.

A poet can create or suggest beautiful sight-effects and sound-effects by means of words.

Example:

'Weavers weaving at break of day'

The above expression suggests two images-early morning and weavers weaving cloth.

Symbolism: Poets and writers often use objects or colours or different words to denote an idea. In this poem the different times of the day and colours of fabric are conveying the idea of a life cycle such as :

Morning : Birth, happiness and hope

Evening: Celebration of life during the youth and middle age

Night: Represents death

TEST TYPES**1. MCQ/Objective type question (understanding)**

Which of the following moods is not referred to in the poem? (Choose the most appropriate option from the choices given)

- A. Happy
- B. Sad
- C. Angry
- D. Solemn

2. VSA (understanding)

Colours reflect the mood of a person. Which colour/colours of clothes would you wear when you are

- (i) happy
- (ii) sad

3. SA (extrapolatory)

How does the poet bring in the musical effect in the poem?

4. LA (inference)

The weavers are not just weaving a cloth; they are telling the whole story of one's life. Explain giving examples from the poem.

THE LAST STONE MASON

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|----------------------|--------------------------------------------|-------------------------|----------------|---------------------------------------------------------------------------------------|-------------------------------------------|
| | | Listening/speaking | Reading | Writing | | |
| 13 | The Last Stone Mason | Motivational speech using contracted forms | Prose (narrative story) | Report writing | Past perfect tense, statements, interrogative forms, use of non-finites ('ing' words) | Empathy, Valuing our heritage and culture |

SUMMARY

'The Last Stone Mason' is a story of a sculptor who belonged to a family of artisans where the traditional art was handed down from one generation to another. For generations, the family had been carving statues of gods and goddesses for temples. The old mason found much pleasure and satisfaction in doing so. Although he turned out beautifully carved statues, he did not earn much money. But he loved his profession so much that he couldn't think of doing anything else to make more money. His young son, however, had a different opinion. He was young and ambitious and refused to pursue the family profession. He felt that it would be better to relocate to Agra and trade in gifts for tourists which are mass produced in factories. These were quick selling items and an individual could make more money in a short time. He decided to move to Agra leaving his old father alone. The old mason was saddened by this development. He worried that if the entire young generation thought like his son, there would be no one to pursue the tradition and then it would soon die; in that case, he would be the last stone mason left in this world.

The Mason, however, had a young helper, Salim (his son's age). Salim had seen his master's passion for his art and how worried he was. He had admired his skills and secretly practised stone sculpting at the quarry. He knew that perfection comes when people do things out of love. One day, the mason fell unconscious while working. When he regained his consciousness, he heard a hammering sound from the adjacent room. He thought perhaps his son had returned but when he peeped in, he saw, to his pleasant surprise, young Salim trying to complete his work.

He was happy – at last his fears were allayed.

PRINCIPAL POINTS

- Most arts like sculpting, music, dance forms, etc. are part of a family tradition and have been handed down from one generation to another.

- Families take pride in their art.
- Most art forms were dedicated to gods and goddesses; so people felt that they were serving God and derived happiness from the thought.

- Artisans generally lived in a state of poverty as their art did not fetch them much money.
- The new generation does not conform to the ideals of their forefathers. They are more ambitious and want to be rich. So they are not interested in pursuing the family tradition.
- If this happens, countries will lose their rich culture and heritage.

LET'S LEARN NEW EXPRESSIONS

- Literature is not just a compilation of stories for amusement and enriching language. Through stories, one gets to understand not just what people did but also their thoughts, emotions, etc. This also gives a glimpse of the art, culture and traditions of a society.
- Stories help readers to analyse why characters behave the way they do.

ENHANCE YOUR PERFORMANCE

Report Writing

A report is a systematic, well-organised document which defines and analyses a subject or problem, and may include:

- the record of a sequence of events/happenings
- an interpretation of the significance of these events or facts

The most common types of reports that we see in our day-to-day life are newspaper reports or those of events held by one's organisation.

Reports must have the following two features:

Format

- Place, date and name of the reporter
- Headings and sub-headings

Content

- Accurate and to the point
- Narrate events without bias
- Written in the third person and the past tense

GRAMMAR

I. 1. Present Perfect Tense

- In the lesson, "Kondiba – A Hero", you learnt about Past Perfect Tense.
- You will recall that 'tense' denotes a verb which also tells us something about the time of an action.
- You will also recall that Past Perfect Tense tells us that an action was completed in the past.
- You can, therefore, guess that the Present Perfect Tense tells us that an action has just been completed in the recent past time and is relevant in the present time also. It uses the following pattern: has/have + past participle
E.g. I **have finished** reading the book.
(have + finished)

The plane **has landed**. (has + landed)

2. To construct a sentence with a negative meaning we use *not* or *never* between has/have and past participle

E.g. We **have never flown** in an aircraft. (have + never + flown)

She has **not finished** her project. (has + not + finished)

3. Interrogative sentences using the present perfect tense

- Interrogative sentences ask questions. To make interrogative sentences in present perfect tense we start the sentence with 'en' form of words or use do/have/has + pronoun/noun + past participle.

E.g. Has she seen the movie 'Taare Zamin Par'?' (has + she + seen)

What **have you decided** to do now?
What + have + you + decided)

4. Non-finite verbs using 'ing'

- There are some verbs to which the suffixes 'ing' or 'ed' are attached but they do not function as main verbs.

Such verbs are called non finite verbs. They do not undergo any change even when the subject changes. Also, they do not tell us anything about time.

E.g. **Rama loves** playing cricket.

Rama loved playing cricket.

They love playing cricket.

- In all the above sentences you would have noticed that the word ‘playing’ did not undergo any change even when the underlined words (subject + verb) changed.
- In this lesson you have practised only ‘ing’ form of non –finites. You will learn about ‘ed’ forms later.

II. Adverbs of manner

- An adverb of manner is a word which tells us how some action happens.

E.g. He worked **tirelessly**.

She spoke **softly**.

- The underlined words tell us something more about the verbs ‘worked’ and ‘spoke’.
- Most adverbs of manner use ‘ly’ at the end.

TEST TYPES

1. MCQ/Objective type question (inferential type)

When the mason told Salim, ‘Go ahead, you have it in your heart’, he meant that:

- Salim was very good at chiselling stones.
- Salim was a sincere and creative craftsman.
- Salim was passionate about sculpting.
- Salim loved and respected the old stone mason.

2. VSA type (higher order thinking)

Complete the following statement.

The word ‘goodbye’ in the lesson is suggestive of two types of meaning –literal and figurative.

In the literal sense, the word ‘goodbye’ is an act of leaving. The hidden meaning of this word could also mean

3. SA (inferential)

Why does the mason tell Salim, ‘There is nothing I can teach you’? Answer in 30-40 words.

4. LA (extrapolatory)

Unless the government takes some serious steps to promote the arts and the artisans, the future of the traditional arts is bleak. Discuss the statement in the light of the story, ‘The Last Stone Mason’.

Or

Industrialisation will pronounce the death of traditional arts. Do you agree?

STEALING AND ATONEMENT

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|------------------------|----------------------------------|---------------------------------|-----------------------|-----------------------------|-----------|--------------------------------------------------------------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 14 | Stealing and Atonement | Talking about likes and dislikes | Prose (autobiographical pieces) | Short simple messages | Present and Past Participle | Role Play | Interpersonal relationship; Coping with stress; Courage to confess; Value of atonement and forgiveness |

SUMMARY

In every country, there are some great men and women who have done a lot for their country. For India, Mahatma Gandhi was one such person who worked very hard to get freedom for India. As a child, Gandhiji and his friend tried to imitate a family member and took to smoking. They enjoyed the fun in blowing out clouds of smoke. They stole money from the servant's purse to fulfil their desire of smoking cigarettes. Gandhiji knew that to do anything, they had to take permission from their elders. Like all teenagers, they too wanted freedom. They felt that life was not worth living and they should die. Gandhiji and his friend obtained poisonous seeds but could not muster the courage to eat them. They went to a temple where they realised their mistake. They gave up the thought of suicide and decided never to smoke and steal. After some time, Gandhiji took some gold from his brother's armlet to repay his debt. He felt guilty for the act of stealing and wanted to confess about this to his father. Gandhiji knew that on hearing it his father would be pained. Still he wrote a letter in which he admitted his mistake and asked for punishment. He also requested his father not to punish himself. He saw his father in tears which were not only of pain but also of love and forgiveness. Gandhiji learnt his first lesson of Ahimsa.

PRINCIPAL POINTS

- Children learn by imitating their elders but they also want complete freedom.
- Seeking permission for everything poses problem to them.
- Frustration sometimes leads young children to commit suicide.
- Confession requires a lot of courage but releases the feeling of guilt.

- Forgiveness makes one feel that one's sins are washed away.
- Ahimsa changes everything it touches.

LET'S LEARN NEW EXPRESSIONS

While reading literature, readers often come across uncommon use of words or expressions where the intended meaning is different from their literal meaning.

Our want of independence began to upset us:

They felt unhappy because they had to seek permission for every small thing.

I have never desired to smoke and have always regarded the habit of smoking as barbarous, dirty and harmful:

Have realised that smoking is extremely harmful.

.....

ENHANCE YOUR PERFORMANCE

Writing messages

Messages are written when one cannot meet the person face to face but an important information is to be imparted. They are informal in style and tone.

Like any other task writing messages too have two essential features.

The format: It includes just the name of the person for **whom** the message is intended, the name of the sender/giver of the message, date.

Content: This includes important part of the information

Style:

- Written in informal style
- Written in phrasal forms or any short form
- Bullet points are preferred

GRAMMAR

THE GERUND

Look at the sentences given below:

1. **Singing** is his hobby.
2. **Playing** is my son's first love.
3. **Walking** is good for health.

We notice that the bold words in each sentence are formed from the root verbs by adding 'ing'. But they act as nouns and are called Gerunds. They are verbs at the root.

- sing + ing = singing
 play + ing = playing
 walk + ing = walking

THE PARTICIPLE

Look at the sentences given below:

1. She came **running** to me.
2. They saw an **interesting** movie.
3. **Trained** personnel can get employment easily.
4. **Running** water has less impurities.

The words in bold are not main verbs, they act as adverbs (e.g. sentence 1), and adjectives (e.g. sentences 2,3,4)

They are called Participles and function as Verbal adjectives.

TEST TYPES

1. MCQ/Objective type question (recall)

Complete the following statement by choosing the best option from the ones given below:

Gandhiji and his friend went to Ramji Mandir to

- A. act on the idea of suicide.
- B. give up the idea of suicide.
- C. compose themselves.
- D. pray to God and ask His forgiveness.

2. VSA (understanding)

Why did Gandhiji steal the gold?

3. SA (recall)

What was Gandhiji's father's reaction when he read the letter of confession?

4. LA (inference)

Gandhiji learnt a very important lesson from his father's behaviour.

What was it and how did it transform Gandhiji?

MY VISION FOR INDIA

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|--------------------|----------------------|---------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Listening/speaking | Reading | Writing | | | |
| 15 | My Vision for India | Interviewing | Prose (factual text) | Writing a descriptive paragraph | Modals | Listing five things a good citizen must do Comparing one's life with one's parents Giving suggestions/ problem solving | Respecting one's freedom. Understanding role of a good and responsible citizen. Avoiding negative criticism. Displaying love for ones country. |

SUMMARY

'My Vision for India' is a speech delivered by India's former President, Dr. A.P.J Abdul Kalam, in which he describes his three visions for India if it has to enter the comity of developed nations. He tries to make people realise their duties and motivate them to build a stronger India.

First vision: He recalls how India has, time and again, been looted by invaders. India, on the other hand, has never invaded any country because it respects the freedom of others. Modern India's First War of Independence was fought in 1857. Having subsequently achieved independence, we need to protect this freedom, without which no one will respect us.

Second vision: India is growing economically and the rate of poverty is declining. The 10% GDP growth rate is a healthy sign. But Dr. Kalam observed that Indians have failed to see themselves as a group of self-reliant people. He, however, wants to see India as a developed and not just a developing nation.

Third vision: To see India strong, both economically and militarily, because people tend to respect those who are strong.

Finally, India could become as great a nation as the United States of America or any European country if its people stop criticising their own government and other institutions. A change in attitude is required. Instead of complaining, people should participate in the process of development by resolving problems on their own.

PRINCIPAL POINTS

- India has respected others' freedom and has never tried to conquer other countries.
- We must respect our own freedom.
- India was looted by invaders.
- Poverty rate is declining in India. India is among the top five countries in terms of its GDP.
- We must learn to have confidence and see ourselves as a developed nation.
- We must maintain the growth rate of our economy at 10% so that we may eliminate poverty if we are to become a developed nation.
- People respect strong countries. India must strive to become militarily and economically strong.
- People should avoid criticising the Government, take the responsibility of resolving problems to the extent they can.

LET'S LEARN NEW EXPRESSIONS

A **developing nation** is one where people are generally poor, there is a high level of unemployment and there are fewer industries. Developed countries, on the other hand, are countries where majority people are well off, unemployment is minimum and there are a large number of industries.

GDP: It stands for Gross Domestic Product. The GDP of a country is an indicator of its financial health. It represents the total money value of all goods and services produced over a specific period of time. If GDP growth is 10%, it means that the production of goods and services has increased by ten percent over the previous comparable period and the country's economy is improving.

ENHANCE YOUR PERFORMANCE**Writing a paragraph**

A paragraph is a short essay in which the writer expresses his views about a given topic.

A paragraph has three essential parts, viz.

- A topic sentence which gives the main idea
- Body of the paragraph which consists of supporting details.
- A concluding sentence which sums up the main idea again.

GRAMMAR**Modals**

- Modals are forms of verbs which express different functions such as:
- Ability, possibility, etc. are expressed by using 'can', 'could'.
- Permission is expressed by using words like 'could', 'may', etc.
- Making predictions and stating intentions can be expressed by using 'will', 'would'.
- Obligation and duty are expressed by using 'must', 'need', etc.
- 'Would' and 'could' are also used to make a polite speech.

TEST TYPES**1. MCQ**

Choose the best answer from the ones given below:

What is the indicator of economic growth/ financial health of a nation?

- A. Employment B. Freedom
C. GDP growth D. Industrialization

2. VSA (inferential)

Complete the following sentence:

If we wish to be called a developed nation like America or any other European country we must have a strong and

3. SA (extrapolatory)

Some construction work is going on in your neighbourhood. One day you find that the contractor has dug a huge pit for storing water but has not covered it. You are very angry. As a concerned citizen what will you do and why?

4. LA (higher order thinking skills)

According to Dr. A. P. J. Abdul Kalam how can India become one of the powers to reckon with in the world?

MY ONLY CRY

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|---------------------|--------------------------------------------|-----------------------------------------------------------------------------------------|---------------|---------------------------|------------------------------------------|
| | | Listening/speaking | Reading | Writing | | |
| 16 | My only Cry | Read the poem aloud with proper intonation | Read the poem silently and reflect upon the thoughts expressed by the child protagonist | Formal letter | Adverbs, Blank verse | Evoking appropriate emotions, compassion |

SUMMARY

The child protagonist is pained to realise that the world is sitting on the verge of destruction. Every nation is busy in the rat race of producing war arms and accumulating the wealth of ammunition. The child, though young and innocent, is aware of the dangers of war. He holds the adults responsible for creating a situation where everyone is living under the shadow of war and wholesale destruction. He earnestly implores the grown-ups to close the arms factories, at least for the sake of the coming generation, to restore the environment where children can once again breathe the air of affection free from the fear of destruction.

PRINCIPAL POINTS

- Children are innocent, frank, truthful, and also sensitive
- The child protagonist tries to draw the attention of the adults to the disastrous consequence of the imminent war.
- The production of weapons of mass destruction should be stopped.
- Accumulation of war arms should be discontinued forthwith.
- We must ensure that we give our children love and keep them free from anxiety.
- At present, our children are living in perpetual fear of war and destruction.

ENHANCE YOUR PERFORMANCE

Writing a formal letter

You have already learnt how to write formal and informal letters.

Reminder: Ensure that you follow the format and style of writing.

Adverbs

An adverb modifies/describes a verb. It tells us about the time, place, purpose, reason or manner of an action.e.g.

- I woke up early this morning. (Time)
- She lives nearby. (Place)

- c. She did not go to school because it was raining. (Reason)
d. She goes for a walk regularly. (Manner)

Literary devices

Blank verse: A blank verse is a form of writing which resembles a prose form. There are no rhyming words or structured stanza forms. Yet it is different from prose because each line has a set of syllables and metre which makes it flow like poetry.

TEST YOURSELF

1. MCQ/Objective type question (interpretation)

Complete the following statement by choosing the best option from the ones given below

The child feels concerned because ...

- A. adults make hollow promises
- B. adults turn a deaf ear to his request
- C. adults play dirty politics
- D. weapons of war are being produced in large numbers

2. VSA (understanding)

What is the child protesting against?

3. SA (recall and understanding)

Explain the terms right wing and left wing politics in your own words.

4. LA Long answer questions (extrapolatory)

As the child in the poem, write an open letter to be published in a national daily (newspaper) and addressed to the leaders of all countries pleading with them to stop manufacture of weapons of destruction. That will be perhaps the only way they can show that they care for the next generation's welfare.

CARING FOR OTHERS

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|----------------------------------|-------------------------|--------------------------------------------|---------------------------|-----------------------------------------------------------------|---------------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 17 | Caring for Others | Dialogue (Requests, permissions) | Prose (factual stories) | Questions for an interview; Report writing | Adverb clause of time | Survey of uneducated girls and convincing them to join a school | Evoking empathy and compassion; Caring; Decision making |

SUMMARY

This lesson brings out the value of love and concern for others through two real stories—those of Mother Teresa and Janaki Iyer.

Mother Teresa, a Yugoslavian by birth worked untiringly to serve the poorest of poor in India. In an interview with a journalist, Malcolm, she narrated how her journey of service to humanity started with an encounter with a young woman who she found half eaten by rats and ants lying abandoned. She took her to a hospital which refused to treat her. It is only when she refused to move from there that they eventually relented.

Through her interview, we come to know how she managed to get space for destitutes, for opening schools, orphanages and to start skill training programmes, mobile dispensaries, etc. However, she realised the universal need and craving for love and a feeling of being wanted and that is what became her guiding force.

Janaki Iyer, another social worker, dedicated herself to the teaching and training of young children from the poorest families who cannot afford to go to regular schools. Her classes are conducted in the afternoons so as to accommodate all domestic workers. She ensures quality by recruiting good teachers and also seeking support from young professionals for teaching different subjects and vocational training. She also inculcates good values in her students which remain etched on their character permanently.

The success of Janaki Iyer can be gauged through the success stories of her students who have found placements in colleges and residential schools.

PRINCIPAL POINTS

- Each human being needs love and a feeling of being wanted.
- We must shower love and care unconditionally to one and all without discrimination.
- People like Mother Teresa and Janaki Iyer add quality to life through love, care and holistic education.
- Selfless acts draw love and attention of others who help any programme succeed.
- Education and good health are very important.

LET'S LEARN NEW EXPRESSIONS

1. **Mobile dispensaries:** Mobile dispensaries are operated from vans and other vehicles. These supply medicines in remote areas and villages where there are no regular hospitals or chemists to sell medicines. Mobile dispensaries go from place to place dispensing medicines.
2. **Non Formal Schools:** These are schools which are generally run by social/voluntary workers or NGOs (Non-Government Organisations). Janaki Iyer runs non-formal schools. They have convenient working hours and have no strict rules for admission. Such institutions try to educate such people who are poor and cannot afford to go to proper schools. By educating people and training them in vocational skills they help people to become self-reliant
3. **Yeoman services:** This is a term used to describe rare and exceptional services rendered by someone. **Services rendered by people like Mother Teresa and Janaki Iyer are exemplary.**

ENHANCE YOUR PERFORMANCE

Interview: An interview is an oral activity in which the interviewer asks questions in order to get some information. Sometimes interviewers write down their questions so as to ensure that they ask all relevant and important questions. An interview is different from a dialogue. It is more formal and is held for a specific reason.

Report writing: There are different types of reports – newspaper reports, reports of accidents, incidents, events, interviews, etc. Following points must be kept in mind while writing a report:

- It is written in third person and past tense.
- Facts are reported without giving personal views or opinions.

GRAMMAR**Subordinate clauses**

There are three types of subordinate clauses, viz., Noun clause, Adjective clause and Adverb clause. In a complex sentence, they perform the role of a noun, adjective or adverb as the case may be.

Examples:

1. He told me **that he would teach me French.**
(Subordinate noun clause)
2. This is the book **which my father gave.**
(Subordinate adjective clause)

Adverb clauses denote time, place, reason and manner.

Examples:

1. We shall go out **after it stops raining.**
(Subordinate adverb clause of time)
2. This is the place **where I was born.**
(Subordinate adverb clause of place)
3. I am worried **as I have not received any letter from you.**(Subordinate adverb clause of reason)
4. I try to walk **as fast as I can.** (Subordinate adverb clause of manner)

TEST TYPES

1. MCQ (objective type question)

Complete the following statement by choosing the best option from the choices given.

Janaki Iyer is able to attract people like bees to honey because

- A. she is running a very successful school for girls.
- B. she employs trained teachers to teach her students.
- C. she finds suitable employment for all her students.
- D. she is kind, caring, selfless and loving.

2. VSA (understanding)

Complete the following statement in your own words.

Mother Teresa realized that the most important thing the dying or the destitute people need is a feeling of

3. SA (extrapolatory)

Discuss how Mother Teresa and Janaki Iyer both have rendered yeoman service to humanity.

4. LA (extrapolatory)

Imagine you are Bharati. You are now a successful doctor. During your childhood you were greatly inspired by Janaki Iyer and had resolved to do something to help the needy and the poor when you grew up. Describe some of the things you plan to do to improve the quality of life of people in your village.

THE LITTLE GIRL

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Life Skills |
|-------|---------------------|----------------------------------------------|-----------------|-----------------------------------------------------|------------------------------------------|
| | | Reading | Writing | Grammar/Figures of speech | |
| 18 | The Little Girl | Reading a story with speed and understanding | Writing a diary | Simple past tense. 'Wh' questions in the past tense | Evoking empathy and affection. Caring |

SUMMARY

Kezia, the little girl, lived with her parents and her grandmother. She was very fond of her grandmother. Her parents spent very little time with her. Her father was a strict disciplinarian. She never felt comfortable in his presence. Besides, he never expressed his love for her. She was very scared of him. Once when she destroyed some of his important papers, he gave her a good beating. One day, her mother fell ill and so both her mother and the grandmother had to stay in the hospital. Kezia was left alone in the house. She was very scared to sleep alone. She had a nightmare; she got up in the middle of the night and wanted to be with her grandmother. Her father heard her screams, rushed to her room, took her in his arms and hugged her and put her to sleep. Kezia then realised that her father did love her and cared for her.

PRINCIPAL POINTS

- All fathers are not alike.
- Some fathers express their love for their children overtly while others work towards their welfare without expressing their love.
- Parents should not be indifferent to the feelings of their children.
- Parents should not be too strict with their children.
- If parents and children share their feelings and viewpoints with each other there can be a better understanding and harmony among them.

LET'S LEARN NEW EXPRESSIONS

What did God make fathers for? In the story it is an outburst of anger and dissatisfaction which implies that Kezia's father did not show love towards her as a father should. Therefore, she did not like her father.

Had a big heart : generous and kind

ENHANCE YOUR PERFORMANCE

Writing a diary

We have already discussed in detail how to write a diary. Refer to notes in the lesson no:11 – My Elder Brother

GRAMMAR

In this lesson, the focus is on two grammar items.

1. Past tense.

The simple past tense

The simple past tense is used to refer to the action which took place in the past and was completed. The verbs are used in their second form, e.g.

- a. I went to Goa last year.
- b. I wrote a poem yesterday
- c. The train arrived at 6'o clock.

2. 'Wh' questions in the past tense, e.g.

- a. When did you go to Goa?
- b. What did you do yesterday?
- c. Where did you go during the summer holidays?

TEST TYPES

1. MCQ/Objective question (understanding)

Complete the following statement choosing the best option from the ones given below:

Kezia's father beat her because

- A. she never behaved the way he wanted her to.
- B. he did not love her.
- C. she had destroyed his important papers.
- D. he believed children should be disciplined.

2. VSA

Complete the statement by filling in the blanks(recall)

Kezia was very to her grandmother.

3. SA (inference)

Why did Kezia stutter in front of her father?

4. LA (inference)

Why was Kezia scared of her father? How did the change come about in her attitude?

A PRAYER FOR HEALING

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|----------------------|---------------------------|-----------------------------------------------|------------------|---------------------------|----------------------------------------------------------------|------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 18 | A Prayer for Healing | Reading aloud the slogans | Silent reading of the poem with understanding | Letter to editor | Use of refrain | Writing letters, slogans; Discussions, Studying advertisements | Establishing eco-sensitivity |

SUMMARY

The poem is set in the backdrop of the idea that man has overexploited nature through selfish and thoughtless activities. Such insensitivity has resulted not only in depletion of all natural resources, leaving the earth starved of all its riches, but has also impacted man's own life. If we do not mend our habits, there shall be endless suffering that may also bring all life to a halt.

Through this poem, the poet urges man to work hand in hand towards restoring the natural resources like water, fresh air, forests, etc. without which our life cannot be sustained. Man must try to conserve, safeguard, protect and restore all elements of nature so that he can live once again in harmony with nature and with each other.

We need to develop eco-sensitive habits and all our actions should reflect our concern for humanity and for our children for whom we should leave a healthy legacy. Restoring nature's balance will promote peace and harmony amongst all and will also heal the ailing planet earth. Thus we shall be able to renew life in all its forms.

PRINCIPAL POINTS

- We should not over exploit our natural resources.
- Man must respect nature and develop habits to conserve nature.
- We must think of our future generations too. If we deplete all resources selfishly there will be nothing left for our children and they will find it impossible to live on this planet.

- Restoring nature's balance will ensure peace, harmony and happiness for all.

LET'S LEARN NEW EXPRESSIONS

Refrain: Refrain is a poetic device used by poets to convey an important point. It is a line or a phrase which is repeated at regular intervals. The purpose of refrain is to lay emphasis on a particular idea. It also lends it a musical quality.

In the poem 'A Prayer for Healing', each stanza begins with the phrase, "We join with the earth..." This expression invariably comes in prayers when we join our hands to pray for something. Here, the poet urges man to join hands with Mother Nature and help it to restore its natural wealth. Also, you will find that each subsequent line in the stanza begins with the word, 'to'. This word emphasises action (to do something).

ENHANCE YOUR PERFORMANCE

Writing a letter to the editor or a newspaper

A **letter** is marked on three things: format, content and expression.

- **The format** consists of the sender's address, date, the receiver's designation and address, salutation (Dear Sir/ Madam, etc.)
- **The content** consists of the body of the letter which must state your point or action requiring clarity and proper organisation of ideas.
- **Expression** refers to—correct spelling, punctuation, use of grammatically correct sentences and also, how well the subject matter or flow of thoughts and ideas are organised.

Letter to Editor: This is a form of a formal letter to an Editor of a newspaper. Such letters can be written by anybody to highlight some issue of concern. Letters to the Editor are also written to share one's opinion about a burning issue, an important event or to respond to some comments or policies of the government or a public Institution.

You have already studied the format of a formal letter in the lesson, 'A Tiger Comes to Town.'

TEST TYPES

1. MCQ/Objective type question (understanding)

Answer the following question by choosing the correct option from the ones given below:

Which poetic device has been used in the poem?

- A. Rhyming lines
- B. Metaphor
- C. Refrain
- D. Simile

2. VSA (higher order thinking skills)

Complete the following statement by filling in the blanks with suitable words.

Through the line, 'to remember our children' the poet wishes to remind mankind that he must leave for his future generations.

3. SA (inference)

What according to the poet are '.....the diverse expressions of one loving mystery...' and how will they be helpful?

4. LA (extrapolatory)

Write an imaginary story of suffering and struggle for survival of man in a world without air, water or trees.

NEW GOOD THINGS FROM RUBBISH

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|------------------------------|--------------------|----------------------|----------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| | | Listening/speaking | Reading | Writing | | | |
| 20 | New Good Things from Rubbish | Interviewing | Prose (factual text) | Writing a process Writing a letter to a friend to raise awareness | Linking words - connectors, conjunctions, etc. | Ways to save and reuse paper Finding information about Chipko Movement. Preparing manure from solid waste | Recognising the need to conserve things and to recycle waste. Being a sensitive consumer of earth's resources |

SUMMARY

We must try to avoid wastage of natural resources by developing the habit of recycling and reusing things. Most of the things that we use in our day to day life can be recycled. This way, we can cut down on pollution and save our environment. Paper is made by cutting trees. If we recycle paper and reuse it, we can save on cutting trees. Plastic does not disintegrate easily but used plastic can be recycled to make other products. Similarly, steel, aluminium and glass can all be recycled. Extraction of aluminium is a costly process. If aluminium products are recycled we can cut down on the cost and prevent unnecessary extraction. Glass pieces can be remelted to make new objects.

There is a lot of wastage in developed nations but in India, we are in the habit of recycling our waste. However, in the 21st century Indians are also getting into wasteful habits.

PRINCIPAL POINTS

- Earth's resources are limited and need to be shared by all.
- We must not selfishly exploit the resources for our benefit alone and starve the future generations of their right to such resources.
- We must learn to minimise wastage by recycling and reusing things.

- Paper, plastic, all metals and glass can be recycled to make new products.
- We should try and recycle all products after their use.
- By recycling things, we save on money as well as protect our environment.
- People living in developed countries waste a lot.

- In India we sell used things which are then recycled.
- Of late Indians too have started getting into the habit of wasting things.
- Many countries like Japan now import waste paper rather than wood pulp.

LET'S LEARN NEW EXPRESSIONS

- **Felled:** Cut down.
- **Extraction:** the process of taking out a metal from its ore in the earth's crust.
- **Bauxite:** Aluminium ore from which refined aluminium is prepared.
- **Bleached:** Process of lightening the colour of a thing by using chemicals.
- **Cullet:** Broken pieces of glass.

ENHANCE YOUR PERFORMANCE

1. **Writing a process**

When writing any process the steps of preparation or process must be described in their correct sequence.

To connect one step with another connectors (e.g. and or sequence markers (e.g. then, later, finally, etc.) are used.

Most processes are written in the passive voice (e.g. — is bleached,are dried, etc.)

2. You have already learnt about the passive voice. Remember you will have to use the passive voice for writing a process or a report where action is more important than the doer.

GRAMMAR

1. Linking words/ connectors or conjunctions: These are all words that are used for connecting two words, phrases and sentences, they are called linking words, e.g. 'and', 'but', or, 'because', etc.'

2. Linking words / conjunctions fall into two categories.

- Co-ordinating conjunctions appear in the middle of a sentence, two words or independent clauses.
- Some other coordinating conjunctions are yet, but still, even, as well as, etc.
- Co-ordinating conjunctions are those that connect two sentences or clauses of unequal rank, e.g. **Though** she is poor, she is happy.

However, when such a coordinating word appears in the middle of the sentence, there is no comma. E.g. She is happy **though** she is poor.

3. Sequence markers: these are words like first, next, then, subsequently, finally, etc.

TEST TYPES

1. **MCQ/objective type question (extrapolatory)**

The Earth does not belong to us alone. It also belongs to our future generations for whom **we hold it in trust**. Choose the correct option from the choices given which gives the meaning of the highlighted expression.

- A. We have promised something to our future generations.
- B. The future generations have a lot of trust in their ancestors.
- C. We need to keep in mind the needs of the generations to come.
- D. The future generations will always trust and respect their forefathers for whatever they do.

2. **VSA (understanding)**

Complete the following sentence

One way in which we can save our environment is by and the waste products.

3. SA (extrapolatory)

Explain giving an example of your own how science and technology has impacted our life resulting in over use of natural resources.

4. LA (extrapolatory)

Our generation is selfishly overexploiting the natural resources. This is leading to increased

pollution and also depleting the reserves. If we do not put an end to wastage and over exploitation, then we are putting in danger not only our lives but also the lives of future generations. It is time we use these limited resources with care. Write your views in the form of a speech. Also, give suggestions on how we can act like responsible consumers.

THE VILLAGE PHARMACY

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|----------------------|--------------------------|----------------------|-----------------|------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 21 | The Village Pharmacy | Talk on 'Save our trees' | Prose (factual text) | Message, Notice | Adjectives, Active / passive voice | Crossword | Appreciation of traditional knowledge such as benefits of a neem tree. Developing eco-friendly and agro-friendly sensitivity |

SUMMARY

In the year 2004, a terrible fire broke out in a school in Kumbakonam, killing 94 children. This accident raised some concerns about the safety norms followed in all schools and their preparedness for such disasters.

'The Village Pharmacy' is a story about a school which had a special way of paying homage to the children who had lost their lives in the terrible fire. The school distributed neem saplings to all the children with a double purpose. Firstly, planting trees would be healthy for the environment and secondly a neem tree has immense medicinal qualities. Each part of the neem tree—the bark, branches, leaves and seeds—has medicinal properties. Because of this reason, it is also lovingly called 'The Village Pharmacy'. Besides having medicinal qualities, it also a good source of fertilizer, pesticide and timber.

An evergreen tree, it can survive for 200 to 300 years. It provides cool shelter. The temperature under the tree is cooler by 10 degrees.

In short, Neem is a unique tree (a panacea) providing numerous benefits to all.

PRINCIPAL POINTS

- Growing trees is a wonderful way to remember those who are no more.
- We must learn to value traditional knowledge.
- It is better to grow trees which are of long lasting value rather than ornamental/ decorative trees.

- Neem tree is a gift of nature to mankind –it is perhaps the only tree which has total benefits.
- We must grow more trees that are useful.

LET'S LEARN NEW EXPRESSIONS

Village Pharmacy: A place where all kinds of medicines are sold. By calling neem tree the village pharmacy, the author wants to say that the neem tree has multiple medicinal uses.

If they escape your axe: if they are not cut down.

ENHANCE YOUR PERFORMANCE

1. Writing a notice: A notice, as the word signifies, is meant to notify/ inform the public about something. We can see notices in newspapers, notice boards of schools, offices and residential colonies etc. The following things must be kept in mind:

- **Format:** Such as name of the organization, heading, date, name and signature of the issuing authority .
- **Content:** Subject matter, who is being informed, details of event or information to be given , action expected (if any) notices should be written in the passive voice.

2. Writing a message: When we wish to convey something to a person and the person is not there, we leave a message for him /her. Messages should be simple short and should cover all information that needs to be given.

Messages generally consist of four major points:

- Name of the person for whom the message is intended, the name of the person leaving the message, date and the intended information
- Messages can be both formal and informal.

GRAMMAR

1. Adjectives of quality and quantity: They are words which describe a noun or a pronoun (persons, places or things) are called adjectives.

Adjectives of quantity: such adjectives answer the question ' how much or how many.'

E.g. There are **millions** of trees growing in the world. **All** the trees are useful in one way or the other. **Most** trees have medicinal properties too.

Adjectives of quality tell us more about the noun and answer the question ' of what kind.'

E.g. It was a terribly **hot** afternoon. ('Hot' describes the noun afternoon)

2. Active /passive voice:

- When the subject of a sentence is also the doer of an action the sentence is said to be in the active voice
- When the receiver of the action or action itself is more important than the doer, the position of the subject is changed or not mentioned at all.

E.g.

We planted a number of trees along the road. (active voice)

A number of trees were planted along the road. (passive voice)

3. The passive voice is written in the third form of verb, e.g. taken, hidden, found, etc.

4. The Passive voice is used while writing notices, reports, experiments, processes, procedures ,etc.

TEST TYPES

1. MCQ/ objective type question

Complete the following statement by choosing the best options from the list given below:

Neema's grandfather says that the air conditioners we use may not match the healthy cooling effects of a neem tree: By this he means that:

- Neem tree is as effective as an air conditioner.
- Neem tree has very strong and healthy cooling properties.

- C. Neem tree is not as effective as an air conditioner
- D. Neem tree is cheaper and more effective than an air conditioner.

2. VSA (extrapolatory)

Complete the following sentence

Neem tree can be called a **'one stop shop'** for all treatments because

3. SA (extrapolatory)

The best gift one can give to each other is a sapling or a book. Do you agree? Justify your answer.

4. LA (extrapolatory)

The Resident's Welfare Association / Village Panchayat of which you are a member has convened a meeting of all residents to suggest measures to make the area eco-friendly, beautiful and self-sustaining. Everybody has been asked to give at least one suggestion. You decide to suggest large scale plantation of medicinal and ornamental trees as well as creating a herbarium where different herbs can be grown. Taking ideas from the lesson and also adding some more of your own, prepare a talk for one minute on advantages of growing trees specially neem and also medicinal herbs.

THE TRUTH

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Life Skills |
|-------|---------------------|-----------------------------------------------|-----------------------------------|----------------------------|----------------------------------------|-----------------|
| | | Listening/speaking | Reading | Writing | | |
| 22 | The Truth (Poem) | Reading the poem aloud with proper intonation | Silent reading with understanding | Personal letter-of apology | Metaphor, Alliteration, Internal rhyme | Empathy, caring |

SUMMARY

The title, 'The Truth', suggests that truth is the greatest virtue. Being truthful is very important. But truth generally is bitter. Therefore, if one has to speak the bitter truth it should not be spoken in harsh and unpalatable words, for harsh and bitter words can deeply hurt the listener. They leave a long lasting impact. The pain caused by unpleasant words is much more unbearable and lasting than a physical injury. The poet suggests that one should speak the truth but in a mild and polite language.

PRINCIPAL POINTS

- Harsh and impolite language causes more hurt than physical injury
- Truth, if stated in harsh words, becomes counterproductive, i.e. the purpose of stating something truthful is defeated.
- Physical injury caused by a stick or sword gets healed with the passage of time but mental and emotional hurt caused by bitter words leaves an everlasting impact.
- One should mind one's language.

LET'S LEARN NEW EXPRESSIONS

Hurt: In the present context, 'hurt' means mental and emotional pain.

Words are ghosts that haunt me: It means that the mental pain caused by harsh words has a very lasting impact.

ENHANCE YOUR PERFORMANCE

Writing a letter of apology to your friend

A letter to a friend is written in an informal way but if it is an apology then we must use polite words and expressions so as not to hurt him more.

You have already studied the format and structure of an informal letter. Ensure that you use a proper format and relevant content.

You can use short forms in an informal letter.

The figures of speech/literary devices used by the poet are:

Metaphor: It compares two things that are not very similar but they have a single quality or feature that they both share, e.g. word swords.

Alliteration: It is the repetition of the initial sound in words, e.g. ‘Sticks and stones break my bones, bats and bricks’.

Internal rhyme: There are words in the same line which rhyme with each other, e.g. sticks and stones may break my bones.

TEST TYPES

1. MCQ/objective type question (inference)

Choose the most appropriate meaning of the following phrase from the options given below:

The expression **bent and curved sword** as used in the poem implies:

- A. sarcastic
- B. crooked
- C. scheming
- D. bold

2. VSA (recall)

Fill in the blanks with appropriate words:

Bitter words are than the injury caused by a sword.

3. SA (understanding)

What care should we take when speaking a bitter truth?

4. LA (extrapolatory)

Which type of hurt is more painful? How do people sometimes cause such a pain? What can be done to minimise such pain?

THE RETURN OF THE LION

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|------------------------|---------------------|---------|------------------------------------|---------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 23 | The Return of the Lion | Role Play | Drama | Diary Entry, Descriptive paragraph | Adverbs of time, place and manner/ Metaphor | Identifying a person with heroic qualities in one's neighborhood | Analytical thinking. Handling a difficult situation |

SUMMARY

It is a play about Shivaji and his mother, Jijabai who, in the absence of Shivaji, acts as Regent of the State. The reader gets to see how in this role, she controls her emotions and acts with intelligence and wisdom.

One day, Jijabai receives a letter from Aurangzeb informing her that Shivaji had been killed. She does not believe that her brave son, the lion of Maharashtra, had been killed. She knew that Aurangzeb was in the habit of telling lies. She considers the news a hoax and tells her Mantriji not to disclose the news as it could dishearten people.

When Mantriji tells her that there are signs of rising revolt and discontentment among the soldiers, she tells him how to satisfy them and their families to divert their attention and curb the simmering rebellion.

In the second part of the play, Jijabai welcomes the three holy men who have come from North. They give her the news that Shivaji and his son Sambhaji have been arrested by Aurangzeb. When Jijabai asks for their blessings, only two of them oblige her. The third one falls on her feet. Jijabai recognises Shivaji in the guise of a Sadhu. Shivaji announces a celebration on his safe return.

Shivaji also tells his mother that she should stop worrying about Sambhaji. He says that he is safe with his friends and would join them later.

PRINCIPAL POINTS

- A good leader does not panic on hearing any disturbing news but remains cool, acts wisely and responsibly.
- A good leader also knows how to handle a difficult situation as Jijabai told Mantriji what

measures should be taken to check the growing discontentment amongst the soldiers.

- The interest and well being of the state and her people is foremost in the mind of an efficient and responsible leader. He/ she also knows how to control his/her emotions.

LET'S LEARN NEW EXPRESSIONS**Use of Metaphor for better impact**

The sentence, 'The lion and his cub will soon return to their Kingdom' is metaphorical. It implies that the brave Shivaji and his son will soon return.

Metaphor is an implied Simile. It does not, like a 'Simile', state that one thing is like another or acts as another but states as if two things were one. A Metaphor does not require the use of 'like' or 'as' which we use in a 'Simile'.

Look at the difference between a Metaphor and a Simile.

Shivaji fought like a lion. (Simile)

Shivaji was a lion in the battle. (Metaphor)

ENHANCE YOUR PERFORMANCE**Diary entry: Salient Features**

- It is an account of one's personal feelings, emotions and ideas. It is always written in 1st person, i.e. 'I'
- The format consists of :
Day and date
Salutation (Dear Diary or any other fictitious name)
- Introduction (e.g. It was a rainy night. I was all alone at home.....)

Body or content consists of

- Account of one's personal feelings, emotions or ideas
- Concluding line (e.g. It was a horrible experience)
- Signature (optional)

Paragraph describing people

- As the word suggests, a paragraph is like a mini essay which has all the three parts such as:
- Introduction, body and conclusion
- A descriptive paragraph describes the physical qualities of a person. It can also describe his/her personality, character, nature, extraordinary traits and sometimes even profession.

GRAMMAR

Adverb of Manner: shows how an activity is/was/will be done.

Example: The third holy man stood quietly.
Put 'how' question to the action word (verb). Its answer will be an Adverb of Manner.

Example

Q. How did the third holy man stand?

A. Quietly

Adverb of Place : shows place of activity and answers 'where' question.

Example: My grandpa is sitting there.

Adverb of time: shows the time of activity and answers 'when' question.

Example: May I leave now, Rani Saheba?

TEST TYPES**1. MCQ/ objective type question (inference)**

Complete the following statement by choosing the best option from the ones given below
Mantriji told Jija Bai that their own men might revolt any day because:

- A. Aurangzeb was about to strike.
- B. there was no news about Shivaji.
- C. Shivaji had been taken prisoner.
- D. there was an air of dissatisfaction among people.

2. VSA (inferential)

Complete the following sentence:

Jijabai asked the Sachiv to raise the salary and increase the rations of the soldiers to

3. SA (inferential)

Why did the third visitor not bless Jijabai?

4. LA (understanding)

How did Jijabai act as a Regent? Which quality of her character does the story reflect?

COOPERATE AND PROSPER

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Life Skills |
|-------|-----------------------|-----------------|----------------------|---------------------------|----------------------------------------------------------------------|
| | | Reading | Writing | Grammar/Figures of speech | |
| 24 | Cooperate and prosper | Prose (factual) | Describing a process | Pronouns, infinitives | Solving problems; Empathy; Inter personal skills—seeking cooperation |

SUMMARY

This is a story about cattle rearing farmers of Gujarat and how their fate changed. The farmers were hardworking but despite this, they remained very poor. Sardar Vallabh Bhai Patel, an eminent leader of the freedom movement, was determined to do something to change their lives. He appointed one Tribhuvan Das to find ways to help them out. Tribhuvan Das realised that the middle men were exploiting the poor farmers and depriving them of their share of profit. He decided to get the farmers and form a cooperative. In this way they would directly sell their produce and share the profits by eliminating the middlemen. This idea worked well but soon he faced another problem. He could not compete with a well established British Dairy in Mumbai.

To everyone's good luck, at this time, Verghese Kurien a young engineer trained in America, joined them and accepted the assignment. He set up a mechanised processing plant for processing and packaging of milk. Due to his efforts, Amul Dairy became one of the largest cooperatives in India and also made India the largest milk producing country in the world.

This lesson teaches us that there is great value in working collectively and collaboratively. All problems can be resolved by communities themselves. Science and technology, if used effectively, can transform our lives, eliminate poverty and usher in growth and development.

PRINCIPAL POINTS

- We can eliminate corruption and poverty if we fight it collectively.
- Science and technology, used effectively, can bring prosperity to individuals and society.
- There is strength in collective and collaborative work .

- The Government cannot do everything for us. A number of local problems can be solved if people work together to find solutions.
- We must realise the importance of inter-dependence. No one can prosper in isolation and no problem is too big to be solved.

LET'S LEARN NEW EXPRESSIONS

1. **Case studies:** These are real life success stories of people who made a difference to themselves and to their communities through constructive thinking and finding solutions to problems. There is no problem which cannot be solved. The three case studies all show how common people tried to solve their own problems and improved the life of people at the local village level.

ENHANCE YOUR PERFORMANCE

Describing a process : This is a sustained piece of writing in which we give a step by step sequence of doing something, e.g. cooking a recipe, manufacturing something, cleaning a car, applying for jobs, buying or selling property. The focus should be on the use of the passive voice and sequence markers.

Sequence markers: These are words which help us to determine the sequence, e.g. first, next, later, then, afterwards, before, finally, lastly, etc.

Data Interpretation: This involves studying of tables, graphs, charts and interpreting information. We can compare and contrast or study trends through these charts, e.g. comparative study of food growth, rainfall trends, railway time table, etc.

GRAMMAR

Pronouns: Using a proper noun each time, you wish to talk about a person, place or thing. This can make our conversation or piece of writing very boring and repetitive. To avoid this monotony we use pronouns in place of nouns, e.g. he, she, it, etc. These words make our writing crisp.

Infinitives: we can understand this better if we first recall what a finite verb is and then contrast it with an infinite verb.

A **finite verb** is governed by its subject which means that the verb changes according to the number of the noun (singular or plural) eg.

- The cows are grazing in the field (plural subject)
- A cow is grazing in the field.(singular subject)

ii. Finite verbs also indicate time, i.e. tenses.

iii. An infinitive or non finite verb is exactly the opposite. It does not change with the subject nor does it undergo any change with the tense.

iv. Infinitives may or may not take **to** before them, e.g.

- The doctor asked me to eat an early dinner.
- My mother insists that I wash my hands before eating food.

TEST TYPES**1. MCQ/ objective type question (inference)**

Complete the following statement by choosing the best option from the choices given below:

Amul Dairy became the largest milk producing dairy because :

- A. better and sophisticated equipment was installed.
- B. milk was not allowed to go waste.
- C. more cows and buffaloes were purchased.
- D. people in the villages were very cooperative.

2. VSA (inference)

Complete the statement by filling in the blank with your own words.

The economic condition of the farmers of Gujarat improved when they started getting

3. SA (extrapolatory)

No industry can survive only on a one time success. To remain a market leader, an industry needs to not only sustain the success already achieved , it must also grow and expand catering to the market demands. In what way can we say that Amul dairy continues to grow and expand?

4. LA (extrapolatory)

Kurien left his Government Dairy at Anand because he did not find the job very

challenging. He accepted Mr Tribhuvan Das' offer to set up the Amul Dairy because he saw a great challenge and opportunity to prove himself.

Mention some of the challenges he faced and how he overcame them. What are some of the other efforts he has made to ensure that the banner of Amul Dairy remains flying high as one of the greatest market leaders?

ONCE UPON A TIME

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|---------------------|------------------------------------|----------------------------------------------|----------------------|---------------------------|---------------|------------------------------|
| | | Listening/speaking | Reading | Writing | | | |
| 25 | Once Upon A Time | Reciting the poem with expressions | Reading the poem silently with understanding | Making a diary entry | Metaphor, Satire | Introspection | Making decision, Empathising |

SUMMARY

The poem, 'Once Upon A Time' written by Gabriel Okara, compares the behaviour of people in the olden days with that of the modern people. In the olden days, people were genuine. There was no hypocrisy in their words or deeds. They said what they meant, without any diplomacy. The conduct of modern man, on the other hand, is hard to understand because he puts on many faces and says things which he does not mean.

Like honest speech, hospitality has also become a thing of the past. The arrival of a guest or a visitor seems to be an intrusion on one's purse and privacy. In the latter part of the poem, the poet also gives a contrasting picture of the simplicity and innocence of children and the pretentious and cunning adults. The poet is deeply pained by the conduct of the modern man. He longs for the innocence of a child and also reverts to man's earlier behaviour before the influence of materialism of the West..

PRINCIPAL POINTS

- In the olden days people were genuine and were not hypocrites.
- People used to say what they meant.
- Guests were welcome in every house.
- Modern man has learnt to put on different faces in different situations.
- Childhood is the period of innocence.
- The poet longs to be innocent and simple like a child.

LET'S LEARN NEW EXPRESSIONS

Poets often use different figures of speech like simile, metaphor, and alliteration etc. to heighten the effect of what they say. e.g.

- **Laugh with their hearts** is a metaphorical expression which means laugh genuinely.
- **Ice- block cold eyes** – is also a metaphorical expression which means the eyes are as cold and devoid of feeling and warmth as blocks of ice.

- **While the left hands search my pocket** means assess my financial status, look for something in my possession.
- **Portrait smile** means a put on smile without any feeling.
- **Snake's fangs** – laughter without genuine feelings is as dangerous as the fangs of a snake.

ENHANCE YOUR PERFORMANCE

Diary writing

Refer to earlier lessons where this has been dealt with in detail.

TEST TYPES

1. MCQ/Objective type questions (understanding)

Complete the following statement by choosing the most appropriate options from the ones given below:

Once upon a time people used to

- A. wear a portrait smile.
- B. have warm hearts.
- C. feel at home.
- D. laugh with their teeth only.

2. VSA (understanding)

Complete the following statement by filling in the blanks.

There will be no thrice means that the doors would be if they become frequent visitors.

3. SA (understanding)

What does the poet want to unlearn?

4. LA (understanding)

What difference does the poet find between the behaviour of the people of the olden days and that of the modern man?

USTAD BISMILLAH KHAN

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | Grammar/Figures of speech | Activity | Life Skills |
|-------|----------------------|-------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------|
| | | Reading | Writing | | | |
| 26 | Ustad Bismillah Khan | Prose (Biography) | Report writing for a newspaper. Biographical sketch | Affirmative and Negative statements in Simple Perfect tense; Prepositions; Phrasal verbs | Collecting pictures of Indian musical instruments | Empathy. Appreciation of art |

SUMMARY

It is a biographical sketch of Ustad Bismillah Khan, the famous Shehnai Maestro. He was the one who brought Shenai to limelight and made it a part of Indian Classical music. It was for his contribution to music that he was conferred the top four civilian National awards and many international awards.

Ramaruddin Bismillah Khan was born in Dumraon, Bihar on 21st March 1916 in a family of musicians. His father was a musician in the court of Maharaja of Dumraon.

At the age of six, he moved to Varanasi. His maternal uncle, Ali Baksh was the official Shehnai player at the famous Vishwanath temple. He noticed Bismillah Khan's interest in playing Shehnai. He became his tutor. Bismillah Khan was a devoted learner. He worked hard and practised playing Shehnai at Balaji Ghat for hours together. Inspired by the flowing water of the river Ganga, he invented many ragas which were so far considered beyond the range of Shehnai.

He considered music beyond caste and creed. He was an exponent of universal brotherhood and Hindu Muslim unity. He loved his city and motherland. He rejected the offer of permanently settling down in U.S.A.

He performed not only in India but also in many other countries and learned international acclaim. He was a true artist and never went after wealth, name and fame.

He died at the age of ninety due to cardiac arrest. He was buried in Varanasi along with his beloved Shehnai.

PRINCIPAL POINTS

A true artist is devoted to his art. He never goes after wealth, name and fame.

Music is universal. It has no caste, creed or limits of boundaries. One can achieve success through dedication and hard work.

LET'S LEARN NEW EXPRESSIONS

Bismillah Khan religiously practised the Shehnai: It means he practised playing Shehnai regularly without fail.

Brought Shehnai into the limelight: It means that Bismillah Khan made Shehnai well known and prominent.

He monopolised Shehnai recital: It means that he was the only artist who played Shehnai.

ENHANCE YOUR PERFORMANCE

Report writing for a Newspaper

Steps of writing a Report are as follows.

1. A catchy headline : tells the central theme. It is never written in a complete sentence
2. Name of the person writing the report
3. Place and date of the occurrence of the event being reported
4. The opening paragraph is the expansion of the headline. It mentions what happened, where it happened and its details.
5. Concluding remarks mentioning consequences or impact of what happened.

GRAMMAR

Affirmative and Negative Statements in the Simple Present Tense

Affirmative statement are positive in nature and states that something is true, e.g.

Ali paints the wall.

The verb 'paints' follows the subject 'Ali'.

Affirmative: They play football on this ground.

Negative: They do not play football on this ground.

Affirmative: He drinks milk everyday

Negative : He does not drink milk every day.

Exceptions

With the verb 'be' (is/are in case of simple Present Tense) and also when there is a modal in the statement we do not use 'do' or 'does' with not in Negative statements, e.g.:

(i) He is not well today.

(ii) I cannot speak French.

Remember

- In an Affirmative statement the verb follows the subject.
- In a Negative Statement we use 'do not' or 'does not' except when the verb is 'be' and when there is a modal in it.

Prepositions

A Preposition is a word that comes before a Noun or a Pronoun. It shows the relationship of a Noun or Pronoun with another word in a sentence. It tells us about time, place, position and directions.

Examples:

1. I live in Delhi.

2. The dog ran across the road.

Some preposition are very close to each other but have distinct use; study the following examples:

(i) 'in' and 'into'

a) The ball is in the hole.

b) The boy jumped into the river

- We use 'in' when the position is static and 'into' when the movement is involved

(ii) 'On' and 'upon'

a) The keys are on the desk.

b) The cat jumped upon the chair.

- We use 'on' when the position is static and 'upon' when movement is involved

(iii) 'over' and 'above'

a) The sky is over our head.

b) The Ganga is flowing above the danger mark:

- 'Above' is used when we want to say that a thing is higher than another thing. When the thing is much high we use 'over'

(iv) 'along' and 'across'

a) We walked along the bank of the river.

b) The ball went across the road.

- We use 'along' when we talk of one end to another and 'across' when we talk of one side to another.

(v) 'by' and 'with'

a) We write with a pen.

b) I went to Agra by bus.

- 'With' is used to denote instrument (what one is using) to do something and 'by' is used to express means or the agency of an action.

(vi) 'between' and 'among'

a) There is a stool between the two chairs.

b) Distribute the sweets among the children.

- 'between' is used when only two persons or things are involved and 'among' when more than two things or persons are involved.

(vii) 'of' and 'off'

a) Sudha is the monitor of the class.

b) The apple fell off the tree.

'of' shows relationship and 'off' shows separation.

- Phrasal Verbs have a verb and another word or phrase (usually a preposition). They act as one word and have a meaning different from the original verb.

Examples

- (i) Look after: Parents look after their children.
 (ii) Look about: (be on the watch) Look about for a suitable job in the wanted column of a newspaper
 (iii) Look through: (examine/revise) Look through your notes before the exams.
 (iv) Look well: (pleasing) Does the dress look well on me?

TEST TYPES

1. MCQ/ objective type question

Which instrument did Bismillah Khan play? Choose the correct option from the ones given below

- (A) Sarod
 (B) Sitar
 (C) Shehnai
 (D) Flute

2. VSA

Which new dimensions did Bismillah Khan give to Shehnai?

3. SA

What was the theme and motivating force of Bismillah Khan's music?

4. LA

Bismillah Khan was a true artist. Comment.

THE PARROT WHO WOULDN'T TALK

LESSON OVERVIEW

| L.No. | Title of the Lesson | Skills | | | Grammar/Figures of speech | Activity | Life Skills |
|-------|------------------------------|-----------------------------------------------|-------------|----------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------|------------------------|
| | | Listening/ speaking | Reading | Writing | | | |
| 27 | The Parrot Who Wouldn't Talk | Making Verbal requests, Ideas and instruction | Prose story | Describing people Summarising | Present Perfect Continous tense; Past Perfect Continous tense; Modals | Collecting information about PETA organisation | Love, care and empathy |

SUMMARY

It is a humorous short story about a parrot kept as a pet by the author's aunt, Ruby. The aunt bought a parrot and kept it in an ornamental cage. She tried hard to teach the parrot to talk but it would not talk. In fact, the parrot disliked the aunt from the very beginning.

One day, when the aunt asked the parrot for a kiss and put her face close to the cage, the parrot in anger knocked her specs off her nose. She felt humiliated. She stopped feeding the parrot, started making faces at it and saying nasty things to it.

The author, who was then 10 years old, was given the duty to feed the parrot. He lovingly executed his duty. The parrot seemed to like him. One day, he deliberately left the door of the cage open. The parrot flew away. After a few days, it started visiting them frequently, perhaps, to have its favourite food (chilies and mangoes) from the author. Whenever it happened to see aunt Ruby it would repeat the same nasty things to her which she used to utter. This made aunt feel embarrassed.

PRINCIPAL POINTS

- The author humorously conveys the message that even pets like birds understand our feelings towards them. If we show love they will love us but if we nurse negative feelings, they respond in the same way.
- Pets need to be treated with love and respect.
- It is wrong to keep birds in captivity. They need their natural space in the free air.

LET'S LEARN NEW EXPRESSIONS

Study the meaning of some of the difficult words and expressions used in the story.

Glared morosely: looked sadly with angry/ wide open eyes

Aunt Ruby would coo: talked fondly / appreciatively in a soft low voice

Nasty comments: unpleasant remarks

With its head cocked to one side: bending its head sideways

Perching on: sitting on a high place (branch of tree/plant.)

ENHANCE YOUR PERFORMANCE**Describing People**

For describing a lost person, you need to include the following points.

- Physical appearance: give the approximate age, height, built, colour and length of hair, colour, shape and size of eyes, shape of face, complexion, lips, shape and size of nose.
- Special mark of Identification: a mole, scar, lame, blind of one eye, wearing specs, beard and moustache if any and their style and length.
- Clothes: What the person was wearing, type, style and colour of clothes

Accent and language spoken

- Place where last seen

Describing a known person

In addition to physical appearance, you should include the following points.

- Profession
- Habits, plus and minus points (cheerful, friendly, energetic, sensitive, secretive, short tempered, etc.)
- Special characteristics of life
- Achievements

GRAMMAR**Modals**

Modals are such auxiliaries that express the mode of action of the main verb. They add more meaning to the sentence.

- Modals are used to express

- | | |
|--------------------------------------|--------------------------------------------------|
| (i) Ability | - I can speak French. |
| (ii) Duty | - You must obey traffic rules. |
| (iii) Advice | - You should revise the course before the exams. |
| (iv) Permission | - You may go now. |
| (v) Possibility | - It is cloudy. It may rain. |
| (vi) Promise | - I will definitely visit you next Sunday. |
| (vii) Request | - Could you lend me your pen? |
| (viii) Offer | - Would you like to have some coffee? |
| (ix) Threat | - He shall be punished for his rudeness. |
| (x) Moral obligation | - You ought to help the needy. |
| (xi) Negative or interrogative sense | - How dare you insult me? |

Points to Remember

1. Modals are never used alone. They are used together with the main verb.
2. They do not change with the change of person or number.
3. They always take the 1st form of verb.
4. They express imaginary actions like ability, power, permission, possibility, advice, duty, etc.

Present Perfect Continuous Tense

Present Perfect Continuous Tense indicates that the action that began in the past is still continuing, e.g.

It has been raining since morning.

It is also used to express an action that began in the past and has just been completed but the result of that is still there e.g. I have been working since morning. Thank God it has finished now.

Past Perfect Continuous Tense

Past Perfect Continuous Tense is used for an action started in the Past, continued for some time, then was completed in the past e.g.

I had been living in Mumbai for 10 years before coming to Delhi.

How had you been working on that project?

Points to Remember

1. We use 'for' to denote period of time e.g. for 3 hours/days/months/years.
2. We use 'since' to denote point of time e.g. since morning/8 a.m./last Monday/2005

TEST TYPES**1. MCQ /Objective type question (inference)**

Complete the following statement with the best option from the ones given below:

The parrot did not talk because:

- A. he had a problem with his vocal cords
- B. he did not like aunt Ruby
- C. he liked only the boy.
- D. he hated being caged

2. VSA (inference)

Why did aunt Ruby stop feeding her pet parrot?

3. SA (application)

The author deliberately left the door of parrot's cage open. Do you think he did the right thing? Justify your answer.

4. LA (extrapolatory)

What message does the author convey through this story? Do you think a story is always the best way to convey an important message? Why /why not?

SAMPLE QUESTION PAPER

Subject : English (202)

Secondary Course

This question paper consists of 18- questions and 10 printed pages

Roll No: _____

CODE No: _____

Day and Date of Examination:

Signature of Invigilators: 1.

2.

General Instructions:

1. Write your Roll Number on the first page of the question paper.
2. Please check the question paper to verify that the total pages and total number of questions contained in the question paper are the same as those printed on the top of the first page. Also check that the questions are in sequential order.
3. Making any identification mark in the answer book or writing the roll number anywhere other than the specified places may lead you to disqualification.
4. Write your question paper Code No. on the answer book.
5. All answers must be written in the answer book provided to you.
6. In case of multiple choice questions , write only the correct answer from the choices given and indicate it in your answer book by writing (A), (B), (C), or (D) as the case may be. DO NOT write the statement or the word chosen by you.
7. In case of questions where you are required to fill in the blanks , the correct answer should be written in the answer book.

Time: 3 hours

Maximum Marks: 100

The question paper consists of four sections:

| | | |
|------------|-------------|----------|
| Section A: | Reading | 15 marks |
| Section B: | Writing | 25 marks |
| Section C: | Grammar | 30 marks |
| Section D: | Literature: | 30 marks |

Note: All questions are compulsory except where an internal choice is given.

SECTION –A: READING (UNSEEN PASSAGES)

TOTAL MARKS: 15

Q.I Read the following passage carefully and answer the questions that follow: (8 marks)

In a city ,never mind what it was called, there lived a small girl of about five. The little girl had a mother and no one else. They lived together, the two of them , not well, not badly, but life of some hardship. The mother was a **charwoman*—the income was meagre, every **kopek* had to be saved.. But, the girl was fed, dressed and had shoes on her feet. And, the mother brought a lot of different goodies from the hospital—sometime candy, sometimes apples. The patients often gave her treats, especially when they were being discharged. They were too happy to bother about carrying things back and so gave them away to the little girl’s mother. They even gave away oranges. But patients who had oranges to give away were few and far between. Perhaps they went to other hospitals ,or, perhaps they were discharged less frequently.

Anyhow this has nothing to do with oranges...

“*We’ll still live.*”the mother joked.

“*We’ll still live,*” the girl agreed.

Frankly speaking , the girl badly needed a wonderful blue ball, which she and her mother had seen in a toy shop. She felt she simply must acquire it for a truly happy life.

If you remember what it was like when you were five, you will understand what the girl felt when the blue ball finally turned up in the girl’s hands.

When the ball bounced, the little girl bounced and even mother gave a little bounce. Because happiness makes everyone bounce a bit.

*Charwoman: a woman who is employed to clean an office

*Kopek: name of currency/money used in Russia at that time.

On the basis of your understanding of the above passage, answer the following questions. Choose the best option wherever given.

1.1 The passage highlights : (1 mark)

- A. the hardships of a widow
- B.the sacrifices of a mother
- C. the concern of a mother for her child
- D. the gratitude of the patients in the hospital

1.2.When the author says, “ If you remember what it was like when you were five,” he means that a five year old child : (1mark)

- A. feels happy with small gifts.
- B.feels protected with her mother.

C. does not understand the problems of life.

D. doesnot know what he/she wants.

1.3. Pick out words from the passage which mean the opposite of: (2 marks)

A. plentiful

B. admitted

1.4. Complete the following statement :

We know that the mother and daughter were generally satisfied with what they had when they say'

(1 mark)

1.5. What did the girl want to have? (1 mark)

1.6. Mention any two things that the mother did which show that she cared for her daughter's happiness?

(2 marks)

Q.2. Read the following passage carefully and answer the questions that follow: (7 marks)

Gorilla is the largest of the great apes. A large male gorilla living in the wild may weigh 204 kilograms. Standing up on its legs, it may be about 6 ft tall. Females usually weigh 91 kilograms and are shorter than males.

Gorillas live in the rain forests of Central Africa. They are unaggressive creatures living in family groups led by a big male. Each group wanders in its own home range. During the day gorillas rarely travel much more than one kilometer because the leaves and shoots that they eat are plentiful in the forests where they live.

A gorilla's day starts at dawn at about 6 a.m. when the party wakes and searches for food. From about 10 a.m. until 2 p.m. they rest. When the adults rest, younger apes wrestle with each other, play games and swing back and forth on vines. After this, the party travels through the forest again looking for more food until dusk i.e. about 6 p.m.

Gorillas are always on the move and never spend more than one night in the same place. They sleep in nests made of branches which they break or bend to make a crude platform either on the ground or in trees. Adult gorillas build their own nests while baby gorillas snuggle in with their mothers. A new nest is made everyday.

Because of hunting, destruction of rainforests and human wars that affect gorilla habitat, gorillas are now very rare. There are less than 400 gorillas left in the wild.

On the basis of your understanding of the passage, answer the questions that follow by choosing the best option provided below each question.

2.1 Why do gorillas make new nests everyday? (1 mark)

A. The nest becomes unusable after one night.

B. They move away to a new place.

- C. Baby gorillas break the branches of the nest.
- D. They eat up the leaves and branches of the nest.
- 2.2 Gorillas have become rare .Which of the following options is NOT a reason for this? (1 mark)
- A. They are hunted by people.
- B. Rain forests are being destroyed.
- C. They are unaggressive creatures.
- D. Human wars affect their habitat.
- 2.3 Which two things in the passage indicate that gorilla is the largest of the great apes (2 marks)
- 2.4. What do the baby gorillas do while adults rest? (1 mark)
- 2.5. What do gorillas do from 6 a.m in the morning till 2 O'clock in the afternoon? (1 mark)
- 2.6. Pick out the word which means the same as 'to get into a warm and comfortable position close to somebody.' (1 mark)

SECTION: B—WRITING

TOTAL MARKS: 25

Q.3. Read the telephone conversation given below :

Caller: Could I talk to Mr. Bhargava? I am R. N Verma from Nucleus Software .

Rohit: Sorry, he is out with the guests. I'm his son, Rohit.

Caller: Rohit,Your father had to attend a meeting at Chennai .The meeting has been postponed. Please inform him about the change so that he can cancel his flight.

Rohit: I'll do the needful , Mr. Verma.

You are Rohit. You will not be at home when your father returns. Write a brief message to be left on his table. (4 marks)

Q.4. You had gone to a bank for getting a Bank Draft made in order to deposit the exam fee. It was a busy day at all the counters. Suddenly, three young robbers entered the bank building and started firing. There was commotion and terror all around. The robbers ransacked the cash boxes at the counters. They were about to leave when two young men appeared from nowhere and caught hold of them. This encouraged the other customers to act. Write a report about this incident in about 100 words for publication in the local newspaper. (7 marks)

Q.5. Write a letter to the editor of a local newspaper to convey your concern over the increasing level of water pollution in your area.

Your letter should cover the following points:

- Problems being faced by the residents due to lack of clean water.
- Ways and means to improve the situation –short term and long term
- Proposed action of the local residents for immediate solution.

You are Shreya / Naren

(7marks)

Q.6. Given below are three situations. Choose any one situation and write a paragraph on it in about 100 words.

(7 marks)

- a) You have shifted to a new locality. You find that your neighbours are not friendly to you. State what would you do to make them friendly.
- b) You are the only child of your parents. Describe the pleasure and pains of being the only child in the family.
- c) You visited an old age home .Write a paragraph how you took care of the old persons for the whole day .

SECTION: C –GRAMMAR

TOTAL MARKS: 30

Q.7.1 (a) Read the following paragraph.

(3 marks)

Heavy rains cause many problems such as water logging, traffic jams etc. This year the heavy rainfall has destroyed the wheat crop. It will affect the wheat supply in the market . Ultimately, the consumer will have to pay a heavy price for the food.

Rewrite the paragraph by filling in the blank .The first sentence of the report is given for you as an example.

Many problems such as water logging , traffic jams **are caused by heavy rains**. This year the wheat crop i) _____ . The wheat supply in the market ii) _____ . Consequently, a heavy price iii) _____ by the consumer for the food .

(b) Rewrite the following pairs of sentences as one. Use the appropriate words from the ones given in the box. One has been done for you as an example. (Note: there are more words than you may require) (3 marks)

| | | | | |
|-------|----------|--------|------|-------|
| when, | because, | while, | but, | where |
|-------|----------|--------|------|-------|

Example:

a. She was doing her home work.

b. I went to see her.

She was doing her homework when I went to see her or When I went to see her, she was doing her homework.

i. a. You can take this dictionary.

b. Don't forget to return it before you leave.

ii. a. Mohinder was playing cricket.

b. He broke his ankle.

iii. a. We couldn't hear the speaker clearly.

b. The mike was not working.

Q.8. Read the following passage .There are some numbered blanks in it. For each blank four options have been provided. Choose the correct ones to fill in the blanks. The first sentence has been done as an example. (6 marks)

Pollution is one of . C serious problems– i) us. It is ii) _____ health hazard. Strangely enough the pollution is caused by all – iii) has been developed to make man's life comfortable. Today, our life is comfortable no doubt, but, iv). _____ what cost? Certainly, at the cost of – v. health. What is more important? Health or comfort!

Let's think vi) _____ it.

Eg: A. a B. an C. the D. many

i) A. for B. against C. before D. at

ii) A. a B. an C. the D. very

iii) A. this B. those C. that D. these

iv) A. on B. at C. for D. upon

v) A. my B. your C. their D. our

vi) A. for B. over C. about D. into

Q.9.1. Complete the following dialogue by filling in the blanks. (3 marks)

Mukul: Sorry, Vishal. I couldn't attend your party as I had to go to NIOS office to submit my examination form.

Vishal: It's Ok .But I missed you a lot .

Mukul. I too have to submit my form. Can you tell me (i) _____
_____the NIOS office?

Mukul: It is in Sector 62, NOIDA.

Vishal: ii) _____ the last date to submit the form?

Mukul: 25th of September.

Vishal: Thank you iii). _____ the examination fee?

Mukul: Rs. One thousand only.

Q.9.2. Complete the following dialogue by filling in the blanks with suitable **words**. The first one has been done as an example.

(3 marks)

Rishabh to the librarian: Sir, I want to use the library facility. **May** I know the rules and regulations?

Librarian: Sure, the first thing is that you- i) _____ carry your NIOS Identity Card because we don't allow outsiders.

Rishabh: Alright. How many books ii) _____ I borrow from the library?

Librarian: You can borrow two book at a time. You _____ return them after a month..

Q.10. You heard the following dialogue between Kartik and a bus conductor. Complete the report by filling in the blanks . (6 marks)

Conductor: Where do you want to go?

Kartik: I want to go to the Hindu College.

Conductor: Ten rupees for the ticket, please.

Kartik: I have a student's pass.

Conductor: Show me the pass, then.

Kartik: Oh, sorry! I can't find it in my pocket. Perhaps I have left it at home.

Conductor: In that case you have to buy a ticket.

Kartik: I don't have any money.

Conductor: Then get off at the next stop. Sorry, I can't allow you to travel without a ticket.

You report the dialogue to one of your friends. Complete the following report by filling in the blanks.

Kartik boarded a bus for his college. The conductor asked Kartik where he wanted to go. Kartik replied that i) _____ Hindu

College. The conductor ii) _____

—Rs 10 for the ticket. Kartik told the conductor that iii) _____

_____. The conductor asked him to show the pass .But, Kartik couldn't

find it in his pocket. He told the conductor that perhaps iv) _____

_____. The conductor asked Kartik to pay the money for the ticket.

But Kartik said that v) _____

_____ .The conductor asked Kartik to get off the bus at the next stop as he vi) _____ .

Q.11.Complete the following passage by filling in the blanks using correct form of verbs given in brackets.

(6 marks)

Mridula i)_____ (go) for evening walk daily. Yesterday, she ii)_____ (come) late from her office but she iii) _____ (do) not miss her walk .When she iv)_____ (return) home from her walk she found that her little daughter v)_____ (injure) her left wrist. She vi)_____ (rush)- her to the nearby doctor for first aid.

SECTION : D –LITERATURE

TOTAL MARKS: 30

Q.12. Read the stanza given below and answer the questions that follow (1 x 4= 4 marks)

Weavers, weaving at break of day

Why do you weave a garment so gay?

Blue as the wing of halcyon wild

We weave the robes of a new- born child.

(Weavers)

- What kind of garments do the weaver make in the morning?
- What are these garments compared to?
- For whom are the garments woven in the morning ?
- Name the literary device used in line 3 in the stanza.

Q.13. Answer the following questions in one or two sentences each. (2 x 2= 4 marks)

a. When the weak athlete fell down why did the other athletes go back ?

(Nine Gold Medals)

b. What according to the poet are the two things that can be achieved through sweet and soft words? (Truth)

Q.14.1 Complete the following statement by choosing the correct option. (1 mark)

The child says, '*our cries are useless*' because

(My Only Cry: Close the Arms factories)

- the adults are deaf.
 - the adults don't pay heed.
 - the damage has already been done.
-

D. the cries are not loud enough to be heard.

Q.14.2. Tall trees are symbolic of (1 mark)

A. Tall people.

B. Great achievers

C. Nature lovers

D. People who help and protect others. (Tall Trees)

Q.15.1. Read the following passages and answer the questions that follow:

The well was highly useful to the people who lived in the surrounding huts. They had dug it two years before because the only water tap in the colony was not enough for the slum's growing population. There had never been any money for a wall around the well. The mouth of the well had gradually widened as the soil and rocks on the sides fell in. The bottom was narrow, muddy and filled with weeds. (1 x 4 = 4 marks)

(Kondiba-A Hero)

a. How old was the well?

b. Why had the people dug the well?

c. How had the mouth of the well widened?

d. Find the word in the passage which is close in meaning to –'by degrees'.

Q.15 2. It fell upon me, then ten years old, to feed the parrot, and it seemed quite happy to receive green chillies and ripe tomatoes from my hands, these delicacies being supplemented by slices of mango, for it was then the mango season. This also gave me the opportunity to consume a couple of mangoes while feeding the parrot.

One afternoon, while everyone was indoors enjoying a siesta, I gave the parrot its lunch and then deliberately left the cage door open. Seconds later, the bird was winging its way to the freedom of the mango orchard. (1 x 4 = 4 marks)

(The Parrot Who Wouldn't Talk)

a. What did the author give the parrot for lunch?

b. What benefit did the author have from feeding the parrot?

c. Why do you think the author left the door of the cage open?

d. Pick out the word that means 'fruit garden'.

Q.16.1. Complete the following statement by choosing the most appropriate option given below:

(1 mark)

The old artist's son wanted to leave him because:.....

- A. he had a fight with him.
- B. he was tired of working with his father.
- C. stone carving was not paying enough.
- D. all the other boys had left the village.

(The Last Stone Mason)

Q.16 2. When Raja was stung by the bee, he..... (1 mark)

- A. ran to his grandmother to tell her that he had been bitten.
- B. said that he had been stung by a wasp.
- C. ran from place to place in a state of alarm
- D. thought he had been bitten by a snake.

(snake bite)

Q.16.3. Choose the right option to complete the following statement (1 mark)

Gandhi Ji and his relative decided to commit suicide because they

(Stealing And Atonement)

- A. could not cope with the life's problems
- B. were disgusted with life
- C. could not tolerate the idea of taking permission from the elders
- D. wanted independence

Q.17. Answer any two of the following questions in 30 – 40 words each. (2 x 2 = 4 marks)

1. Mention two ways in which noise can prove to be harmful to human beings. (Noise)
2. According to the younger brother, in what two ways was Valodya better than him?

(My Elder Brother)

3. What two pieces of advice did Pandit Nehru give to his daughter on her Birthday?

(A Letter from a Father to a Daughter)

Q.18. Answer any one of the following questions in about 100 words: (5 marks)

Name the substance most recycled in many countries of the world. Describe the process of recycling. (New Goods From Rubbish)

OR

What opinion did the tiger form about human beings after entering the market? How was it different from the opinion he had earlier? (A Tiger Comes To Town)

MARKING SCHEME

- All questions are compulsory except where inner choice has been given eg Q no 12 and 13.
- Examiners may strictly adhere to the Marking scheme given below.
- for convenience of cross checking allot marks for sub points on the right side of the margin and then write the total score attained on the left side margin and circle it.
- Transfer the total marks on the grid given on the script.
- Students may attempt any question in any order provided all sub sections are attempted together.
- No marks may be deducted for not following the sequential order of questions.
- The marking scheme gives only value points which need to be considered for content. It is by no means a complete sentence or paragraph.
- The term expression, wherever used, denotes spellings, grammatical accuracy, organization of content, fluency .
- In answers where expression needs to be marked, credit may be given to a candidat’s originality of ideas/creativity.

SECTION-A (READING)

TOTAL MARKS: 15

Q.1. Total marks: 8 to be allotted as per the value points indicated against each answer.

Note: For questions 1.1 to 1.5 no marks may be deducted for incorrect spelling mistake or grammatical error

Question 1.6: a maximum of one mark may be deducted for wrong spellings or inaccurate expression

- | | |
|----------------------------------------|---------|
| 1.1 A. C | (1 mk) |
| 1.2 B. A. | (1 mk) |
| 1.3 C. (i) meagre | (1 mk) |
| (ii) discharged | (1 mk) |
| 1.4 D. ‘ we’ll still live’ | (1 mk) |
| 1.5 E. she wanted to have a blue ball. | (1 mk) |
| 1.6 F. Marks to be divided as follows: | (2 mks) |

Q.2. 1 mark for content +1 mark for expression (spellings, grammar and fluency)

Content: Any two of the following choices may be marked correct——

brought goodies for her daughter; kept her well dressed; bought her the blue ball; played with her

Q.2. Total marks: 7. To be allotted as per the value points indicated against each answer.

Note: No marks may be deducted for incorrect spelling, mistake or grammatical error in Q 2.1 to 2.5 except in Q No. 2.5

2.1 A. B (1 mk)

2.2 B. C (1 mk)

2.2 C. The weight is 204 kg and the height is 6 ft. (1 + 1 mark each)

2.4 D. They play games and wrestle with each other and seeing back and forth. ($\frac{1}{2} + \frac{1}{2}$)

2.5 E. **Answer:**

They search for food from 6a.m to 10a.m and then rest from 10 a.m to 2 p.m.

(1 mark for content +1 mark for expression(spellings, grammar and fluency) (2 mks)

2.6 F. Snuggle. (1 mk)

SECTION B– WRITING

TOTAL MARKS: 25

Q.3. **Message:** total marks: 4 to be divided as under:

2 marks for content +2 marks for expression: (spellings, grammar, organization of text, fluency)

Content: message to include the following.

Caller's identity—Mr Verma called up

Purpose:

- Chennai meeting cancelled,
- new dates will be intimated later,
- cancel evening flight

Award $\frac{1}{2}$ mark for each of the following points

Q.4. Report writing: Total marks; 7 to be divided as under:

Format: 2 marks.. + Content : 3 marks: + Expression: 2 marks (to be marked on accuracy fluency, coherence and organization of matter)

Content : to include any four of the following:

- what happened,
- where it happened,
- reaction of the customers,
- how situation was brought under control.
- Accept any other relevant idea

Note: credit may be given to creativity and originality of expression

Q.5. **Letter Writing:** Total marks: 7 to be divided as under:

Format: 2 marks

To include the following: name, address of the addressee, date, salutation, polite signing off, signature and name of the sender

Content: 3 marks

To cover the following:

- Statement of situation—water pollution
- Affect of this on people's health
- Request for action
- Suggestions

Expression: 2 marks to include: relevance, appropriate style, coherence and accuracy

Q.6. **Paragraph writing:** Total marks –7 to be divided as under:

Content: 5 marks + **Expression:** 2 marks (to include accuracy, style, fluency, organization of ideas)

Content: to be marked on

- Statement of Main idea
- At least two or three Sub points / examples to discuss or uphold the main idea
- Logical conclusion

SECTION C: GRAMMAR

TOTAL MARKS: 30

Q.7.1 (a) Total marks: 3. Transformation of sentences (active/passive voice)

- (i) has been destroyed by the heavy rainfall. (1 mark)
- (ii) will be affected. (1 mark)
- (iii) will have to be paid. (1 mark)

7.2 (b) Total marks : 3

- (i) You can take this dictionary **but** don't forget to return it before you leave. (1 mark)
- (ii) Mohinder broke his ankle **while** playing cricket or **While** playing cricket, Mohinder broke his ankle. [Mohinder broke his ankle when he was playing cricket. (Accept any one) (1 mark)
- (iii) We couldn't hear the speaker clearly **because** the mike was not working. (1 mark)
or **Because** the mike was not working, we could not hear the speaker.

8. Total marks –6. Award one mark for each.

- (i) C
- (ii) A

- (iii) C
- (iv) B
- (v) D
- (vi) C

9.1 Total marks : 3. Award one mark for each correct answer:

- (i) where is...
- (ii) what is ...
- (iii) How much is/what is ...

9.2 total marks : 3. Award one mark for each correct answer:

- (i) must/should
- (ii) can
- (iii) should/must/have to

10. Total marks : 6. Award 1 mark for each correct answer.

- (i) he wanted to go to
- (ii) asked Kartik to pay
- (iii) he had a student's pass
- (iv) he had left it at home
- (v) he didn't have any money
- (vi) couldn't/ wouldn't allow him to travel without a ticket

11. Total marks : 6. Award one mark for each correct answer

- (i) goes
- (ii) came
- (iii) did
- (iv) returned
- (v) had injured
- (vi) rushed

SECTION D: LITERATURE:

TOTAL MARKS: 30

Poetry:

12. Extract from a poem

Total marks : 4. Award one mark for each correct answer.

No marks may be deducted for grammar or spelling mistakes, if any.

- a. They are weaving it for a new born child. Morning symbolizes freshness and happiness.
- b. Blue as the Wings of halcyon wild because they are as light and colourful as the wings of haleyon.
- c. A new- born child
- d. Simile

13. Short answer questions

Total marks –4 (2 for each answer) to be divided as under:

1 mark for content + 1 mark for expression

- a. they turned and went back to help him to stand on his feet .They didn't care for winning or losing.
- b. The wounds caused by stones and kick may heal but the ones caused by harsh words are deep and everlasing
- c. Console the and last for a long time. They want us.

MCQs: total marks –2. Award one mark for each correct answer.

14.1 B

14.2 D.

PROSE

Extracts

15.1 Passage a, Total marks—4. Award one mark for each correct answer.

No marks may be deducted for spelling or grammatical errors

- a. two years
- b. they felt the shortage of water because the population was growing day by day.
- c. Construction of a wall around the mouth of the well.
- d. gradually

15.2 Total marks—4. Award one mark for each correct answer.

No marks may be deducted for spelling or grammatical errors

- a. Chillies, ripe tomatoes and slices of mango
- b. He could eat a couple of mangoes himself
- c. So that the bird could fly away and enjoy freedom.
- d. Orchard.

16.1 – 16.3 Total marks : 3. Award one mark for each correct option

16.1 C.

16.2. A.

16.3 D

17. **Short answers questions:**

Each answer carries two marks. The 2 marks may be awarded as under:

1 mark for content + 1 mark for expression

Accept any interpretation given by the student as long as it means the same as answers given below. The answers given over here are just suggestive.

1. (i) pollutes the air
(ii) causes illness and deafness
2. Mark any two of the following:
studies, arguments, manners
3. (i) Never do anything secretly or anything that you would want to hide.
(ii) Be brave.

18. **Long Answer Questions:**

Total marks : 5 to be divided as under:

Content; 3 marks + Expression: 2 marks

Candidates need to write on any one. If both questions have been answered, the best answer may be considered for the final total.

Content to include the following points respectively:

1. Paper is the most recycled thing in many countries. Half the world's waste consists of paper. Japan makes half its paper by recycling the old paper.

Waste paper is pulped, cleaned and bleached to remove the dirt and the ink. Then it is turned into new paper.
 2. After entering the market the tiger realized that human beings are real cowards. They were scared of the tiger even though it had no intention of harming them. They stopped work and ran in fear to save their lives. They shut the doors and windows of their houses.

Before entering the market the tiger had quite a different opinion about human beings. It thought they were brave and fearless but soon it changed its opinion.
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