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Syllabus Class VIII
2020-2021

Month	Literature Reader	Grammar	Writing Skill	Supplementary Text
April- May	Gogol's First Day Unfolding Bud ASL	Revision of: Subject-Verb Agreement Active-Passive Voice Adverbs Conjunctions	Formal letter writing Letter of Order Letter of enquiry	The Book Thief
		Integrated grammar		
July	The Three Caskets	Infinitives and Participles	Article Writing	The Book Thief
	A Poison Tree	Integrated Grammar		
August- September	Coming Home to Delhi Group Activity	Revision of Grammar Integrated Grammar	Report writing (preceded by sample guided report) Formal letter of Complaint	The Book Thief

REVISION FOR EXAMS

October	The Boy Who Broke the Bank	Clauses – Main and Subordinate	Diary Entry	The Book Thief
	Hope is the Thing with Feathers	Integrated Grammar		
November	So What Are You, Anyway?	Relative Clauses	Factual Description and Process Writing	The Book Thief
		Integrated Grammar		
December	Patol Babu, Film Star Group Activity	Reported Speech (1)	Advertisements Commercial Ads Classified Ads	The Book Thief
		Integrated Grammar		

January	That Little Square Box If ASL	Reported Speech (2) Integrated Grammar	Short Story Writing	The Book Thief
February	REVISION	REVISION	Letter to the editor	The Book Thief EXAMS



Blueprint of Question Paper for Grade 8

Question no.	Question	Marks	Total
1 and 2	Section A (Reading) Two comprehension passages of 350-400 words.	10+10	20
3 and 4	Section B (Writing Skills) Two writing skills <ul style="list-style-type: none"> • 120-150 words • 180-200 words 	6 8	14
5, 6, 7, 8 and 9	Section C (Grammar) Five questions on grammar topics	3+3+4+4+2	16
10, 11, 12 and 13	Section D (Literature) <ul style="list-style-type: none"> • Two Reference to Context Questions • Four short answers of 30-40 words • Two long answers of 60-80 words • Two-Sentence Completion 	2x3 4x2 2x4 2x1	24
14	Section E (Supplementary Reader) Two questions of 50 words	2x3	6
			80



Assessment Plan CLASS VIII
2020-21

	<u>TERM 1: Enrichment Activities</u>	<u>MARKS</u>	<u>TOTAL</u>
A	UNIT TEST	40	10
B(i)	Best of Group and individual activity will be taken Group Activity Project: Presentation on Delhi <ul style="list-style-type: none"> • Food and its origin • Music and influences • Architecture- buildings and monuments • Culture and festivals • Language (August, 2020)	5	10
B(ii)	INDIVIDUAL ACTIVITY ASL (April/May, 2020)		
C	Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook	5	

TERM 2 : INTERNAL ASSESSMENT

A	UNIT TEST	40	10
B(i)	Best of Group and individual activity will be taken GROUP ACTIVITY: Role play: (December, 2020)	5	10
B(ii)	Individual Activity: ASL - Assessment of speaking and listening skills (January-February 2021)		
3.	Homework/Regularity/Class response/Neatness/ Completion/ Upkeep of notebook	5	

TERM 1**1.GROUP ACTIVITY****Group Presentation on Delhi****The details of the group presentation are as follows:**

The teacher would divide the students into groups of 5/6. They would be allotted a time frame of 5/6 minutes each. Students are encouraged to use props, voice modulation, music, PPT etc. to present their research in a group.

Presentation on Delhi

- Food and its origin
- Music and influences
- Architecture- buildings and monuments
- Culture and festivals
- Language

RUBRICS FOR PROJECT WORK (GROUP PRESENTATION)(5 Marks)

Voice modulation: Speaks with an appropriate volume for the audience to hear. Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text. (1m)	Teamwork/participation/ respect for each other (1m)	Clarity and fluency in content: Presentation has a clear and engaging opening. Narration of the sequence of events is easy for the listener to follow. Depth in research. (2 m)	Presentation Visual aids/props/ pacing/timing: The narration is presented efficiently and keeps listeners' interest throughout. Creativity and innovation: Face/body/gesture: expressively uses non-verbal communication to clarify the meaning of the text (1m)
--	--	--	--

2. Individual Activity:

(5 Marks)

ASL - Speaking and Listening Skills (Pair interaction)

The students, in pairs, will be given a list of topics on a day in advance. Each pair will have to speak for 2 minutes each as well as pose one relevant question to their partner, which will be answered by the other.

RUBRICS FOR ASSESSMENT

Grammar: Express ideas and responses with ease in proper sentences (1m)	Pronunciation: clear and easy to understand (1m)	Vocabulary: rich, precise and impressive vocabulary words used (1m)	Comprehension: able to comprehend and respond to all of the questions and the topic being discussed with ease. (1m)	Fluency: Speech is effortless and smooth; questions put forth are logical and relevant. (1m)
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TERM 2:**1. Group Activity: (5 Marks)****Role Play****RUBRICS FOR ASSESSMENT (5 marks)**

Clarity of speech/ expression/pronunciation (2m)	Ability to work in a team (1m)	Props and other material used during the enactment (1m)	Timely performance (1m)
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2. Individual Activity:

(5 Marks)

ASL - Speaking and Listening Skills (Pair interaction)

The students, in pairs, will be given a list of topics on a day in advance. Each pair will have to speak for 2 minutes each as well as pose one relevant question to their partner, which will be answered by the other.

RUBRICS FOR ASSESSMENT

Grammar: Express ideas and responses with ease in proper sentences (1m)	Pronunciation: clear and easy to understand (1m)	Vocabulary: rich, precise and impressive vocabulary words used (1m)	Comprehension: able to comprehend and respond to all of the questions and the topic being discussed with ease. (1m)	Fluency: Speech is effortless and smooth; questions put forth are logical and relevant. (1m)
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April-May

Section A (Reading)**1. Read the following and answer the questions that follow:****A Wonderful New Year**

The year 2018 is just days old, but already there are indications it will be a great 12 months. This is according to a poll conducted by the international news service BBC. The service's top pollster asked pertinent questions about whether people were optimistic or pessimistic about the year ahead. A resounding 100 per cent of survey participants responded positively. They all thought 2018 would be a wonderful year, both in their personal lives and in terms of national and global issues. All those who took part in the survey were of the opinion that 2018 would be significantly better than the year 2017. A BBC spokesman said he was heartened by the responses and wished everyone good fortune.

The survey questioned participants' views on their hopes for their own life, as well as for the fate of the Earth. An overwhelming majority of people were convinced they would carry out their New Year resolutions. In particular, people were determined to get in shape, stop procrastinating, save money, and improve their communication skills. Others said they would use their smartphones less often, eat less fast food and chocolate, and make sure their homes are always very, very tidy. Most participants were positive about the world in 2018. They thought there would be fewer wars, less pollution and an increase in goodwill shown to the less fortunate. Everyone hoped for more peace, love, happiness and prosperity.

RESOLUTIONS: What are your New Year resolutions? Complete this table and share what you wrote with your partner(s).

	What?	Why?
Communication		
Health		
Money		
Bad habits		
Friends		
Hobbies		

Vocabulary**Match the words with their meanings****Paragraph 1**

- 1.indications
- 2.according to
- 3.poll
- 4.conducted

- 5.pertinent
- 6.pessimistic
- 7.heartened

- a. Organized and carried out.
- b. Made more cheerful or confident.
- c. A sign or piece of information that shows something.
- d. An assessment of public opinion by questioning a sample of people.
- e. As stated, said or written by.
- f. Relevant or applicable to a particular matter.
- g. Tending to see the worst aspect of things or believe that the worst will happen.

Paragraph 2

- | | |
|---------------------|--|
| 8. fate | h. The greater number of. |
| 9. majority | i. Completely certain about something. |
| 10. convinced | j. Friendly, helpful, or cooperative feelings or attitudes towards others. |
| 11. resolutions | k. The course of someone's life, or the outcome of a particular situation for someone or something; destiny. |
| 12. procrastinating | l. Wealth and success. |
| 13. goodwill | m. Delaying or postponing actions; put off doing something. |
| 14. prosperity | n. Firm decisions to do or not to do something (often these decisions are made on New Year's Day). |

1. What did the news service BBC carry out?

2. What kind of issues did the people say 2018 would be wonderful for?

3. What did a BBC spokesman wish everyone?

4. What did many people say they wanted to stop doing?

5. What did people think would be shown more of to the less fortunate?

Spelling**Paragraph 1**

1. daosciintn it will be a great 12 months
2. asked irpnttene questions
3. whether people were optimistic or esiisitmcsp
4. survey participants responded tipsioveyl
5. enedtaehr by the responses
6. wished everyone good enrtufo

Paragraph 2

7. An overwhelming rmoyatij of people
8. people were ivcnoendc they would
9. reedtmnied to get in shape

10. stop aicaonprngttirs
11. goodwill shown to the less nruatteof
12. peace, love, happiness and perrpyitso

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

The Cloud

I bring showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams.

From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under,
And then again I dissolve it in rain,
And laugh as I pass in thunder.

I am the daughter of earth and water,
And the nursling of the sky;
I pass through the pores of the ocean and shores;
I change, but I cannot die.
For after the rain when with never a stain,
The pavilion of heaven is bare,
And the winds and sunbeams with their convex gleams,
Build up the blue dome of air,
I silently laugh at my own cenotaph,
And out of the caverns of rain,
Like a child from the womb, like a ghost from the tomb,
I arise and unbuild it again.

Based on the reading of the above poem answer the following questions on your own or by selecting the correct option

1. Who was rocked to rest on their mother's breast?

- a. It was the earth.
- b. It was the buds.
- c. It was the leaves
- d. It was the clouds

2. Which figure of speech is used in the line 'As she dances about the sun'?

- a. simile
- b. metaphor
- c. personification
- d. transferred epithet

3. Where in the poem is the cloud compared to a painter?

- a. I bear light shade for the leaves.
- b. The pavilion of heaven is bare.

- c. When the whirlwinds my banner unfurl.
 d. And whiten the green plains under.

4. 'When rocked to rest on their mother's breast' refers to :

- a. Motherly instinct of earth.
 b. Mechanisms for good sleep.
 c. Rotation and revolution
 d. Dance movement.

5. The cloud in the first stanza has been compared to

- a. Earth
 b. Bird
 c. Mother
 d. Flower

6. Explain "I change, but I cannot die".

7. Give examples of similes used in the last stanza.

8. Give the meaning of "pavilion" and "cenotaph".

Section B (Writing)

Letter of Enquiry

We write an enquiry when we want to ask for more information concerning a product, or service. These letters are often written in response to an advertisement that we have seen in the paper, a magazine, a commercial on television when we are interested in a product, but would like more information before making a decision. (E.g. joining CAT coaching classes with TIME)

- A letter of enquiry is a formal letter written to seek certain specific details that isn't available otherwise.
- It's important to state how you got to know about the company/service provider, that is, give a reference. Then state the purpose of the letter.
- Ask specific question, asking for details that only the receiver can provide.
- You may also ask them to fix an appointment for a meeting or a telephonic conversation.
- Please DO NOT place an order in a letter of enquiry

Format and Sample

B4/124 ← (Sender's address)
 Abc Enclave
 Xyz City

February 22, 2016 ← (Date)

The Manager ← (Receiver's address)
 CLAT Today
 K.G. Marg
 New Delhi

Dear madam ← (Please DO NOT write Respected Madam)

SUBJECT: TO ENQUIRE ABOUT THE CLAT PREP COURSE

Paragraph 1 (state the purpose of the letter right at the beginning. It is necessary to give a reference. it can be from a promotional advert or someone's recommendation. It can also be that you have worked with this company in the past and want to again, but need to some new information)

e.g. This is with reference to your promotional advertisement that I had received in the Delhi Career Fair, hosted in Pragati Maidan, on January 25, 2016. I am interested in the CLAT PREP programme and would like some more information regarding the same.

Paragraph 2 (tell the reader what you want and mention specific details)

e.g. Please let me know the duration of the course as well as the total fees. I would also like to enquire whether the fee is inclusive of the study material. I would like to know if mock exams will be held during this period. If yes, then how many and how often will these be conducted. Also, I would like to know the number of students per batch. Kindly send a prospectus to me at the above address. I am enclosing a self-addressed envelope for the purpose.

Paragraph 3 (polite expression/expression of thanks to the reader)

e.g. Thanks for your assistance. OR I am grateful for your support and assistance. I look forward to hearing from you. if you have any questions, please don't hesitate to contact me via e-mail. My e-mail id is, mnop@yahoo.co.in

Yours sincerely ← (DO NOT write Regards, Yours truly. Also it's 'Yours' and NOT Your's)
 (signature)
 (FULL NAME IN CAPs)
 (Designation if given in the question)

Important :

- The Start : Dear Sir or Madam

- Giving Reference:
- With reference to your advertisement (ad) in...
- Requesting a Catalogue, Brochure, Etc.:
- After the reference, add a comma and continue -
... , would (Could) you please send me ...
- Requesting Further Information: I would also like to know ...
- Could you tell me whether ...
- Signature: yours sincerely / faithfully

Exercise

1. You are Raj/Rani, living at 3, M.G.Road, New Delhi. You read an advertisement about a one-month course in Web Designing to be organized by Logistics Learning Limited, 10 Patel Road, New Delhi. You wish to join this course. Write a letter to the advertiser seeking all relevant information about the course.

2. You are John/Rose, living at 346, Vasant Lane, New Delhi. You are interested in taking online classes from www.studyonline.com, a reputed provider of online classes in Canada. Having found the site's information inadequate, write a letter to enquire the details regarding the admission procedure, eligibility criteria, fee structure and course duration etc.

Letter for placing an order

Name of the institute/ company

Lane/Road (address)

Name of the city with pincode

(leave a line)

May 5th, 2018

(leave a line)

Name/ Designation of the receiver (as given in the question)

Name of the institute/ company

Lane/Road (address)

Name of the city with pincode

(leave a line)

Dear sir/ ma'am

(leave a line)

SUBJECT: To place an order for some electrical appliances (**Very brief- 5 to 6 words**)

(leave a line)

Paragraph 1 ►With reference to your advertisement in The Times of India (*name of any newspaper will do*) dated May 3, 2018, (*any date on or before the date of writing the letter*) I would like to place a bulk order for some electrical appliances (*the term used for the items being ordered*) on behalf of my

school (or institute or company). We agree to the terms and conditions mentioned in the advertisement.

OR

Paragraph 1 ► With reference to our telephonic conversation dated May 3, 2018, (*any date on or before the date of writing the letter*) I would like to place a bulk order for some electrical appliances (*the term used for the items being ordered*) on behalf of my school (or institute or company). Thank you for the quotation and samples. Your products match our requirement, and we agree to the terms and conditions stated by you.

OR

Paragraph 1 ► With reference to your reply to our letter of enquiry dated May 3, 2018, (*any date before the date of writing the letter of order*) I would like to place an order for some electrical appliances (*the term used for the items being ordered*) on behalf of my school (or institute or company). Thank you for your prompt response and samples. Your products are suitable for our requirement, and we agree to the terms and conditions stated by you.

Paragraph 2 ► We would be pleased to place an order with your company as per the specifications given below. **OR** We would be pleased to place a bulk order with your company as per the details given below:

S. No.	Name of the item	Brand	Model No.	Quantity

Kindly ensure that a discount of 20 per cent (do not ask for more than 30%) is given on the entire purchase as it is a bulk order **OR** for a long lasting business relationship**OR** as per your quotation.

Paragraph 3 ► We would prefer the order to be delivered safely and latest by June 30, 2018. **OR** We would prefer the order to be delivered by May 20, 2018 for which we are willing to pay extra charges (If you want the order to be delivered asap).

Kindly find enclosed a demand draft of Rs. 30,000 as advance payment. The remaining amount as well as the transportation charges will be paid by us at the time of delivery. Kindly let us know the mode of payment. **OR** We would be paying the entire amount after the delivery has been made and the products are checked by our staff members. It is understood that the transportation charges will be borne by your company.

Paragraph 4 ► We would like the order to be delivered to the above-mentioned address. **OR** We would request you to deliver the order at our warehouse, 45, Kalka Road, Uttarakhand (any other place that the address mentioned above).

Paragraph 5/ Complimentary Close ► Looking forward to a prompt and safe delivery. **OR** Hoping to hear from you at the earliest.

(leave a line)

Yours sincerely/ Yours truly

Signature (as given in the question)

Name (as given in the question)

(Designation-as given in the question)

► Subscription

SAMPLE

XYZ School
ABC Colony
New Delhi - 1100XX

January 20, 2019

The Manager (designation)
Action Sports Store (name of the company)
BK Lane
New Delhi - 1100XX

Dear Sir/Madam

SUBJECT: To place an order for sports goods

With reference to your reply to our letter of enquiry, dated, January 10, 2019, I would like to place an order for sports equipment on behalf of my school.

Thank you for the quotation and samples. Your products match our requirement and seem to be of good quality. We would be pleased to place a bulk order with your company as per details given below.

S. No	Name of item	Brand	Quantity
1	Cricket bats	Reebok	1 dozen
2	Volleyballs	Cosco	6
3	Volleyball nets	Cosco	3
4	Basketballs	Adidas	8
5	Badminton Racquets	Yonex	1 dozen

Kindly ensure that a discount of twenty per cent is given on the entire purchase as it is a bulk order. It will also help in maintaining a long lasting business relationship.

We would like the order to be safely delivered by January 22, 2019. As we need the order urgently, we are willing to pay for the extra cost for it. Kindly find enclosed a demand draft of INR xxxx as advanced payment. The remaining amount will be paid at the time of delivery via cheque.

Please deliver the order at the above mentioned address in the letter.

Looking forward to a prompt and safe delivery. Hoping to hear from you at the earliest.

Yours sincerely
(signature)

(name in caps)

Do's And Don'ts Of Order Letter

- An Order Letter should be addressed to the person responsible for executing the order
- It should include all the terms and conditions agreed upon by both involved parties
- Since it is purely an official letter it should be typed out
- There is no need to use too many adjectives in the letter since it is purely for an order being placed
- The letter should have all relevant details related to the order, for example, quantity, price and other terms and conditions

Exercise

1. You are Nalini / Vishal, Hostel Warden , Zenith Public School, Kolkatta .Write a letter to the Sales Manager, Bharat Electronics Ltd, New Delhi, placing an order for a few fans, ovens and geyser that you wish to purchase for the hostel.
2. You are Raj/ Rajini, Estate Manager of Woodstock Public School, Uttarakhand. Write a letter to the Sales Manager, Durian Furniture, New Delhi, placing an order for furniture such as tables, chairs, and student desks that you wish to purchase for the school.

Section C - Grammar

Subject-Verb Agreement (Revision)

EXERCISES

1. Circle the correct option in each of the following sentences:

1. The new colours (doesn't/ don't) look especially appealing.
2. He (doesn't / don't) remember if the ties (is/ are) on sale.
3. The statistics (are/ is) a result of the flawed studies.
4. Half of the bagels (was/ were) eaten.
5. Statistics (are/ is) my favourite subject at school.
6. Neither of these keys (unlocks/ unlock) the back door.
7. Each of the community profile (take/ takes) a creative approach to advertising.
8. All of the tasks (has/ have) been assigned.
9. (Was/ were) any of the samples defective?
10. Both of the applicants (seems/ seem) qualified.
11. None of our resources (go/ goes) to outside consultants.
12. A good knowledge of the rules (help/ helps) you understand the game.
13. (Has/ have) either of them ever arrived on time?
14. Every other day either the husband or the wife (take/ takes) out the trash.
15. Neither the style nor the colour (matches/ match) what we currently have.

16. (Is/are) the men's wear or the women's wear department on the ground floor?
17. (Was/were) any furniture sets left over after the sale?
18. A serious problem for all commuters (is/are) traffic jams.
19. (Do/does) each of the phones have multiple lines?
20. None of the time (was/were) wasted.

2. Fill in the blanks using the correct form of the verb in the brackets:

- a) The use of vitamin supplements and herbs _____(be) becoming increasingly popular among many people around the world. While many studies claim that vitamins and herbs can improve health, there _____(be) a lot of controversy about their safety.
- b) The Food and Drug Administration (FDA) _____(do) not regulate vitamins and herbs. Most experts _____(believe) that herbal supplements are mild and somewhat harmless.
- c) Still, anyone who _____(take) too much of a vitamin or herb could suffer negative side effects. For example, some medical problems _____(have) been linked to overuse of ephedra, a herb taken by people to lose weight.
- d) Some research _____(suggest) that Vitamin C may help prevent cancer. People who _____(take) more than 1,000 milligrams of vitamin C daily may experience diarrhea or kidney stones.
- e) Advertisers say that the herb "kava kava" _____(reduce) anxiety and insomnia. Using large amounts of kava kava _____(be) not wise as muscle, eye or skin problems could result.
- f) The dangers of long-term use of vitamins and herbs _____(be) still unknown. There _____(be) a lot of evidence that vitamin-rich foods are beneficial. However, whether the use of supplements _____(be) helpful or not is still being debated. Most people _____(be) able to get all the vitamins they need in the foods they eat. A daily diet that _____(contain) foods from the 4 groups should supply all the nutrients a person needs.
- g) Eating five servings of fruits and vegetables daily _____(be) said to provide all the essential vitamins we require. The best way to get the necessary vitamins and minerals _____(be) naturally, through a healthy diet. Talking to your doctor before taking supplements _____(be) advisable.

3. Complete the following paragraph with one suitable word in each blank:

The hall _____ packed to its capacity. A number of student volunteers _____ posted at the main gate to welcome the chief guest. The chief guest, Mr. R. N. Narayan, who

_____ an eminent cartoonist, _____ expected to arrive anytime. However, there _____ a terrible traffic jam at Connaught Place. The police _____ trying their best to regulate the traffic but Mr. Narayan _____ late to the show by an hour, which _____ a rather long wait for the audience, which _____ getting restless. Finally, everyone heaved a sigh of relief when Mr Narayan _____ the hall and inaugurated the function.

Active – Passive Voice (revision)

In the active sentence the focus is on the doer of the action. Therefore it is in **Active Voice**.

In the passive sentence the focus is on the receiver of the action. Therefore it is in **Passive Voice**.

The Active Voice

The active voice is more direct than the passive.

For Example: *The boy hit the ball.*

The subject (the boy) + an active verb (hit) + object (the ball).

Sentences in active voice are generally clearer and more direct than those in the passive voice.

The Passive Voice

1. The passive voice calls attention to the receiver of the action rather than the performer.

For Example: *The dog was hit by a stone.*

2. The passive voice points out the receiver of the action when the performer is unknown or unimportant.

For Example: *The letters will be posted.*

3. It avoids calling attention to the performer of the action (known as the ‘institutional passive’)

For Example: *The donations will be collected on Monday.*

	Active Voice	Passive Voice
1.	He writes a book.	A book is written by him.
2.	He is writing a book.	A book is being written by him.
3.	He has written a book.	A book has been written by him.
4.	He wrote a book.	A book was written by him.
5.	He was writing a book.	A book was being written by him.
6.	He had written a book.	A book had been written by him.
7.	He will write a book.	A book will be written by him.

EXERCISES**1. Identify the sentences that are in Passive Voice:**

- a) They listen to music.
- b) She is reading an e-mail.
- c) These cars are produced in Japan.
- d) German is spoken in Austria
- e) Lots of houses were destroyed by the earthquake.
- f) Henry Ford invented the assembly line.
- g) The bus driver was hurt.
- h) You should open your workbooks.
- i) Houses have been built.
- j) Boys like to play soccer.
- k) This room has been painted blue.
- l) Cricket is played in Australia.
- m) I am given a book.
- n) We have lost our keys.
- o) You might see dolphins here.
- p) The report must be completed by next Friday.

2. Put in the correct form of the verb in Passive into the gaps. Use the verb and the tense given in the brackets:

Example: A letter _____ by Peter. (to write – Simple Present) A letter is written by Peter.

1. The words _____ by the teacher today. (to explain – Simple Present)
2. We _____ a letter the day before yesterday. (to send – Simple Past)
3. This car _____. It's too old. (not/to steal – will – future)
4. This street _____ because of snow. (already/to close – Present Perfect)
5. A new restaurant _____ next week. (to open – will – future)
6. He _____ to the party yesterday. (to invite – Simple Past)

7. The blue box _____ . (can / not / to see – Simple Present)
8. I _____ the book by my friend last Sunday. (To give – Simple Past)
9. The dishes _____ by my little brother. (not/to wash – Present Perfect)
10. I _____ by Rahul (not/to ask – will – future.)

3. Rewrite these sentences in Passive voice:

1. The Prime Minister spoke about reforms needed in the country.

2. The students handed in the reports.

3. The three sisters visited Ajmer during the vacation.

4. The teacher instructed the students to do the questions in the Homework notebook.

5. Tarush has forgotten the book.

6. The mechanic has not repaired the DVD recorder.

7. They play basketball.

8. The Principal took a round of the school.

9. The girls had lost the match.

10. The teacher is not going to open the window.

4. Change to Passive Voice:

1. The pressure of the air lifts the plane.

2. They are holding a meeting.

3. You have stolen my necklace.
-
4. He gave each of his sons a ring.
-
5. A scientist was making a study of ants.
-
6. She had never ridden a car before.
-

5. Given below are some instructions. Use them to complete the paragraph that follows. Write the correct answer in the passive in the answer sheet against the correct blank number.

HOW TO PAINT A DOOR

- i) Open the paint tin with a screwdriver
- ii) Stir the paint with a clean stick, if necessary
- iii) Spread newspapers on the floor in case any paint spills
- iv) Fix masking tape on the wall next to the door to stop paint getting into the wall.
- v) Paint the door with a clean brush.
- vi) When you have finished painting, clean the paint brush with white spirit.

It was not at all messy to paint the doors. All I did was to follow the simple instructions written on the paint tin. First of all, the paint tin is opened with a screwdriver. The paint (a) _____.

Next newspapers (b) _____ any paint spills.

Masking tape (c) _____ to stop the paint from getting onto the wall. When everything is ready the door (d) _____ clean brush. When the painting is finished, the paint brush (e) _____.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. Here are a set of instructions to be followed by a person suffering from influenza. Complete the paragraph that follows in passive voice.

- 1) Avoid milk and milk products
- 2) Make a decoction with about ten mint leaves in a cup of water.
- 3) Add a teaspoon of honey before drinking it at bed time.
- 4) Keep a cut onion by the side of the bed to inhale.

5) Take a salad prepared from radish twice daily.

Milk and milk products are to be (a) _____ A decoction of ten mint leaves is to be (b) _____ in a cup of water. A teaspoon of honey is to be (c) _____ before drinking it at bedtime. A cut onion is (d) _____ by the side of the bed to inhale. A salad preparation from radish is to be (e) _____ twice daily.

Adverbs (revision)

In very simple words an “Adverb” is a word that describes a verb. It tells us about an action, or the way the action is performed.

Adverbs may be classified into eight types:

1. **Manner:** eg: *bravely, fast, happily, hard, quickly, well*
2. **Place:** eg: *by, down, here, near, there, up*
3. **Time:** eg: *now, soon, still, then, today, yet*
4. **Frequency:** eg: *always, never, occasionally, often, twice*
5. **Sentence:** eg: *certainly, definitely, luckily, surely*
6. **Degree:** eg: *fairly, hardly, rather, quite, too, very*
7. **Interrogative:** eg: *when? Where? Why?*
8. **Relative:** eg: *when, where, why*

FORMATION OF ADVERBS:

Many adverbs of manner and some adverbs of degree are formed by adding “ly” to the corresponding adjectives. **For eg:** *grave – gravely, immediate – immediately, slow – slowly.*

- a. A final “y” changes to “i”: *happy – happily*
- b. A final “e” is retained: *extreme – extremely*

Exceptions: *true, due, whole* become *truly, duly and wholly.*

- c. Adjectives ending in able/ible drop the final “e” and add “y”: *capable, capably & sensible, sensibly.*
- d. Adjectives ending in a vowel + “L” follow the usual rule: *Beautiful, beautifully & final, finally.*

Exceptions:

The adverb of “good is well”.

“Kindly” can be an adjective or adverb, but other adjectives ending in “ly” (**For Example:** *friendly, likely, lonely, etc.*) cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase:

- | | |
|--------------------|--------------------------------------|
| Likely (adjective) | friendly (adjective) |
| Probably (adverb) | in a friendly manner (adverb phrase) |

Some adverbs have a narrower meaning than their corresponding adjectives or differ from them.

For Example: *coldly, coolly, hotly, warmly* are used mainly for expressing feelings:

We received them coldly. (in an unfriendly way)

They denied the accusation hotly. (indignantly)

She welcomed us warmly. (in a friendly way)

EXERCISES

Sweetly, brightly, slowly, beautifully, happily, fiercely, heavily, peacefully, bravely, neatly

1. Fill in the blanks with the most appropriate adverb from the box given above:

2. The dog is barking _____.
3. Alice skated _____.
4. The prince and the princess lived _____ ever after.
5. The birds are singing _____.
6. It is raining _____.
7. The dog and the cat live together _____.
8. The soldiers fought _____.
9. The sun is shining _____.
10. The old man walked _____.
11. The students wrote _____.

2. Identify the error in the following sentences and correct the same:

1. Please write legible.
2. Lisa is ever late.
3. The twins liked to dress difference.
4. It took long than I expected.
5. He was a high paid official.
6. Come back sooner.
7. He behaved most generous.
8. Trees can be found nowhere.
9. She has been working continuing on the project
10. Don't come any near.

3. Read the following description of a Buddhist monastery in Leh. However, the description is incomplete without the adverbs. Complete the description by supplying the correct adverbs from the given list. Write the answers against the correct blank numbers in your answer sheet.

often well beautifully deeply constantly successfully anywhere heavily

Although it was difficult climbing up the steep hill, nonetheless we were doing so (a) _____. I was breathing (b) _____ when we reached the monastery. It was decorated (c) _____ with old frescoes. Although it was old, it had been maintained (d) _____. There was not a speck of dust to be seen (e) _____. I was (f) _____

impressed by the serenity both inside and outside the monastery. The doorman was so fast asleep that we had to shout to wake him up. He was probably deaf too. There was an aquarium full of little fish swimming (g) _____. My guide said he visited the monastery quite (h) _____, but for me it was the first visit.

4. Rewrite the sentences and put the adverbs in correctly.

1. We were in London. (last week)

2. He walks his dog. (rarely)

3. She waited. (patiently)

4. My father goes fishing. (always)

5. Your bedroom is. (upstairs)

6. We don't go skiing. (in summer)

7. Cats can hear. (well)

8. I saw him. (there)

9. The girl speaks English. (fluently)

10. I have seen that film. (never) / (before)

**THE CIVIL SERVICES SCHOOL
INTEGRATED GRAMMAR EXERCISES**

1. In the following paragraph one word has been omitted from each line. Mark the place where you think the word has been omitted and write the word in the space provided:

- | | | |
|---|-----|-------|
| Patriotism is the love one's own country. | (a) | _____ |
| It teaches a man love his own | (b) | _____ |
| native land more than else. | (c) | _____ |
| A patriot thinks that sacrifice | (d) | _____ |
| is too great his own country. He is | (e) | _____ |
| ever to die for his motherland. | (f) | _____ |

But narrow-minded exclusive patriotism
is dangerous. Patriotism often people
unjust in their estimate people of other
countries.

(g) _____
(h) _____
(i) _____

2. The passage given below has one error in each line. Underline the error and write the correct word in the space provided.

TV has become a very popular mood
of entertainment that have unfortunately
made children more and most addicted
to watching it. The TV pretend to
dominate his daily routine and many a
time children don't hesitate
to ignore studies, because of their addictions
to stay fix to the TV sets.

3. Unscramble the following sentences to make grammatically correct sentences:

Netaji Subhash Chandra Bose

1. born/in Orissa/an upper/Netaji/middle/family/in/was/class

2. in studies/Bose/child/a very/and/well/was/perform/intelligent

3. Indian Civil Secvices/first/applied/in the/he/in the/for/exams/and/a job/stood

4. by / the / first / the Namesake / is / author / novel / Jhumpa Lahiri / American

5. cultures / two / caught / characters / conflicting / are / the / between

6. the / Pulitzer / the / for / Lahiri / her / Prize / won / collection / story / Interpreter
of Maladies / short / called

Conjunctions (revision)

Some words are satisfied spending an evening at home, alone, eating ice-cream right out of the box, watching re-runs on TV, or reading a good book. Others aren't happy unless they're out on the town, mixing it up with other words; they're *joiners* and they just can't help themselves. A **conjunction** is a joiner; a word that connects (conjoins) parts of a sentence.

Coordinating Conjunctions

The simple, little conjunctions are called **coordinating conjunctions** such as:

and, but, or, yet, for, nor, so

(It may help you remember these conjunctions by recalling that they all have fewer than four letters. Also, remember the acronym **FANBOYS**: For-And-Nor-But-Or-Yet-So.

When a coordinating conjunction connects two clauses, it is often (but not always) accompanied by a comma:

- *He wants to work for Microsoft, but he has fallen short of their requirements.*

When the two independent clauses connected by a coordinating conjunction are nicely balanced or brief, many writers will omit the comma:

- *He writes fast but not neatly.*

A **Subordinating Conjunction** (sometimes called a dependent word or subordinator) comes at the beginning of a clause and establishes the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning.

- *He took to the stage as though he had been preparing for this moment all his life.*
- *Because he loved acting, he refused to give up his dream of being in the movies.*
- *Unless we act now, all is lost.*

Notice that some of the subordinating conjunctions given below – after, before, since – are also prepositions, but as subordinators they are being used to introduce a clause and to subordinate the following clause to the independent element in the sentence.

After	Although	as as
If	That	as though
If only	Than	as soon as
In order that	So that	as if
now that	Since	as long as
Once	Rather than	as though
Whenever	even though	Because
Where	till	Before
Whereas	unless	even if

Correlative Conjunctions

Some conjunctions combine with other words to form what are called **correlative conjunctions**. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal.

- She led the team not only in statistics but also by virtue of her enthusiasm.*
- Polonius said, "Neither a borrower nor a lender be."*
- Whether you win this race or lose it doesn't matter as long as you do your best.*

both and	neither . . .	nor
whether or	rather	Or
as . . . as		
not only . . . but also	No sooner ...	than
	Hardly	when
either or		

EXERCISES

- 1. Underline the wrong connectives and replace them with the correct ones in the space provided:**

She had hardly stepped out and
a loud scream was heard but something
fell down at her feet. Because she looked
down, she saw a wounded bird who
was bleeding profusely. When she was standing
there, a man arrived which was holding
a bow in hand. After she could say
anything the man bent down but tried
to pick the bird. Either of her two brothers
were nowhere around. She moved up lest
she could stop the man whereas she was unarmed.

- 2. Fill in the blanks in the passage given below using conjunctions given in the list:**

Along, while, but, then, when, as, and, for, until

The older boys were working in the field _____ the smaller ones were playing _____.
the woman called them for dinner. _____ Lencho had said, the air was fresh _____.
sweet. The man went out _____ no other reason _____ to feel the rain on his
body. _____ he returned he looked at his field of ripe corn. _____ suddenly a
strong wind began to blow and hailstones began to fall
_____ with the rain.

- 3. Join the following sentences using suitable conjunctions:**

a) His son was drifting away from him. He felt so.

b) He began to think of the happy days at college to come. He became happy.

c) You have cold. You have fever. You must not eat fried food.

d) He refused to teach the subject. He had great knowledge of the subject.

e) Siya had high fever. She participated in the symposium.

5. Rearrange the following words and phrases to form meaningful sentences:

- a. is it/ that/ attracts/ so many/ to it/ about prayers/ people/ what?
- b. Offer/ peace/ of hope/ and/ of mind/ a lot/ prayers.
- c. Anything/ the faith/ they give/ to believe/ can/ that/ happen/ you
- d. An/ ought/ with/ honest/ heart/ offered/ prayers/ to be
- e. Modern/ are losing/ prayers/ interest in/ people/ world/ in the

Section D (Literature)
Gogol's First Day

Neelanjana Sudeshna "Jhumpa" Lahiri, born on July 11, 1967, is an American author. She was born to Bengali Indian emigrants. She is known by her nickname or in Bengali, her "Daaknaam", Jhumpa. She is the recipient of the O'Henry award and the prestigious Pulitzer Prize. *The Namesake* is her first novel. Gogol's First Day is an extract from, *The Namesake*.

The Ganguly family in "Gogol's First Day" are traditional Bengalis from Calcutta who happened to settle down in USA and make it their adopted home. Poised uneasily atop the complex and confounding fault lines common to immigrant experience, they go through familiar struggles between new and old, assimilation and cultural preservation, striving toward the future, while longing for the past. In this extract one such struggle is deftly portrayed when the Bengali couple go to admit their first child into an American School. The boy who was named as Gogol after his father's favourite Russian novelist was told that he would be admitted to the school by his good name Nikhil.

There is a lot of emotional history behind the choice of this name. The grandmother was to have named the child but is in India and the young couple lives in eternal wait for a letter that never arrives. Later, she falls ill and dies before a name is suggested. The child is born in America and the hospital urges that a name be given to the baby immediately on his birth to avoid complications later. Jhumpa Lahiri writes about the experience of this traditional Indian family that is staunch in its belief and is trapped by the formalities abroad. Gogol's father Ashoke, had been in a near fatal train accident as a young man. Fortunately, he was saved by the fluttering of the leaves of the book that he had been reading, which had caused the rescue team to notice and save him. The book was one written by Nikolai Gogol. In gratitude for his new life, he immediately names the newborn Gogol. Gogol's parents hope that this will remain as a pet name and a proper 'good name' will be given to him formally, as is the practice with Bengali families. Following Bengali custom the child is to have two names, a pet name and a good name. As the boy enters school, the parents attempt to convert his unusual name Gogol to more typical one as Nikhil. The boy however stolidly rejects the transition refusing to become as he thinks, "someone he doesn't know.". He refuses to answer to his new name and as a consequence is mistaken for not being able to understand English.

Fortunately the Principal values the child's preference and admits him as Gogol. As his education begins Gogol reaffirming his distinctive identity proudly signs all his creative work as Gogol G. The cultural differences and the confusion that ensue makes this chapter endearing. Each party to the case is earnest in its appeal. The father for wishing to maintain Nikhil as his son's first name, and Gogol, for wanting to maintain his identity with the name he knows. Mrs. Lapidus is perplexed by the wishes of the parents and the discomfort of the little boy. Eventually, she prioritizes the individuality of the child and his preference, much to the dismay and initial stupefaction of the parents. They ultimately resign to the norms of American society and accept their new life.

Vocabulary

Immigrants: People who come to live permanently in a foreign country
 elementary: the most basic stage of education

braids: a plait of hair

lower case : small letters as opposed to capitals
 overalls : loose- fitting garments worn over other clothes

clogs: shoes with thick wooden sole

Staunch: Firm

Fortuitously: happening by a lucky chance

Ensue: result, follow
 Perplexed: confused, puzzled

Stupefaction: bafflement, incomprehension

Questions

1. Why do you think Gogol looked down at his sneakers when the Principal welcomed him to the elementary school?
2. What did the author mean by stating that Mrs Lapidus," not had to go through this confusion with the other two Indian children"?
3. Ashoke says "It is very common for a child to be confused at first".
 - a. What according to Ashoke had confused the child?
 - b. On what basis did Ashoke assure that the child would get used to it?
 - c. Give another word for accustomed.
4. Why is Gogol afraid to be called Nikhil?
5. Who is Mrs. Lapidus? Why does she wonder if Nikhil follows English?
6. "There seems to be some confusion...according to these documents your son's name is Gogol."
 - a) Who is the speaker of these lines?
 - b) What is the confusion being referred to?
 - c) What are the contentions of the father?
7. How is Gogol's' schooling different from what his parents have known?
 Provide examples in support of your answer.
8. Describe some of Gogol's school activities. Do you recall some activities that you did when you were in kindergarten?
9. Your name:
 - a) Are you happy with the name that you are given? If given a choice, would you change it?
 - b) Who chose your name? Is there an interesting story to it?
 - c) If someone were to start calling you by a different name from tomorrow how would you feel?
 - d) Do you have a pet name? If not, imagine that you have one. Would you like it to be used by your teachers at school? Explain why or why not.

Unfolding Bud

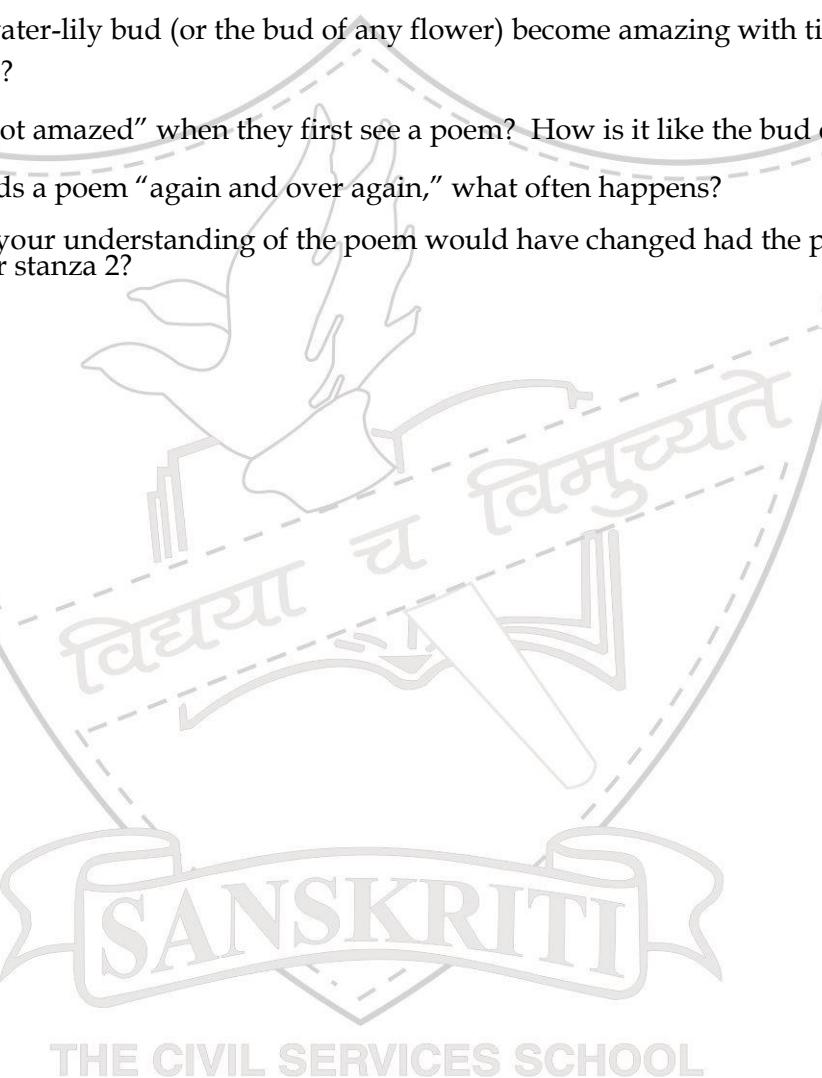
Naoshi Koriyama uses a central metaphor in his poem to compare poetry to a budding flower. Much like a growing plant, poetry develops its beauty gradually. Koriyama refers to a poem's initial impression as ordinary and reserved. He says that a poem starts out with a hidden message inside, waiting to blossom and reveal itself. The comparison made by Koriyama reminds the reader that a "tiny bud" (11) is how a beautiful masterpiece begins, and one must be patient during the early

stages of a poem until its true meaning is discovered. He uses imagery to show how a flower is transformed to be magnificent and beautiful. One can also see that this metamorphosis does not occur overnight, but rather it takes time to fully run its course.

Just as Koriyama describes a plant as "Taking on richer colour" (5), he later refers to a poem as "Revealing its rich inner self" (15). His diction convinces the reader of their similarities since they both develop a fuller beauty and meaning as time goes on. Through these comparisons, Koriyama shows the audience that to discover the true meaning of a poem, one must be patient and wait for its beauty to bloom. The main idea of "Unfolding Bud" is that poems are appreciated more fully after many readings.

Questions:

1. How does a water-lily bud (or the bud of any flower) become amazing with time? How does it change?
2. Why is one "not amazed" when they first see a poem? How is it like the bud of a flower?
3. When one reads a poem "again and over again," what often happens?
4. Do you think your understanding of the poem would have changed had the poet ended the poem after stanza 2?



Month: July**Section A (Reading)**

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

Anger

Anger in its time and place
 May assume a kind of grace.
 It must have some reason in it,
 And not last beyond a minute.
 If to further lengths it go,
 It does into malice grow.
 'tis the difference we see
 'twixt the serpent and the bee.
 Puts you to some little pain,
 But it *never stings again*.
 Close in tuften bush or brake
 Lurks the poison -swelled
 snake Nursing up its cherished
 wrath; In the purlieus of path
 In the cold, or in the warm,
 Mean good, or mean him harm
 Whensoever fate may bring you,
 The vile snake will *always sting you*

1. How is malice different from anger?

THE CIVIL SERVICES SCHOOL

2. How does anger grow into malice?

b) Who 'cherishes' wrath? How does it affect him?

3. Explain the simile (of the bee and the serpent) used here in your own words.

4. What is the message of the poem?

2. Read the following paragraph carefully.

Born in Kausauli on 19th May 1934 in pre-independence India, Ruskin Bond is the quintessential Indian writer in English and a lifelong lover of India. Bond spent his early childhood in Jamnagar, Dehradun and Shimla. His parents divorced when he was young and he had a rather solitary childhood. In 1944, Ruskin Bond's father passed away and he was raised by his mother. He completed his education at Bishop Cotton in Shimla in 1952.

Ruskin's love for books and writing had come early to him, since his father always surrounded him with books and encouraged him to write little descriptions of the surrounding natural beauty, as he took Rusty on hikes around the hills. It was after school, that he began to carve out a niche as a writer.

Soon after schooling, Ruskin left India to live in London. There, he took up odd jobs like working for a travel agency and a photography shop. He lived there for four years, but memories of India continuously haunted and overwhelmed him.

Bond wrote his first story, 'Room on the Roof' at the age of 17. It won him instant recognition and also the John Llewellyn Rhys Prize in 1957, awarded to a British Commonwealth writer under 30. The book captured the vibrant mystique of the Himalayas, and evidently earned him his passage to India too. With the money he earned from this book, he bought a ticket to India—his home for the rest of his life. Upon returning, Bond chose to settle in the charming landscape of Dehradun and begin his career as a freelance writer. He wrote 'Vagrants in the Valley', as a sequel to 'The Room on the Roof'. In the following year several of his non-fiction books were also published by Penguin India. Bringing the past and the present together is Ruskin Bond's specialty. A career, now spanning four decades, has won him tremendous critical acclaim. His writing is full with unassuming humour and quiet wisdom. His stories are sensitive and manifest a deep love for nature, Indian people and their eccentricities.

In 1987, the Indian Council for Child Education recognized his pioneering role in the growth of children's literature in India, and awarded him the Sahitya Akademi Award in 1992 for 'Our Trees still Grow in Dehra'. He won the Padma Shri in 1999.

Bond's novel 'The Flight of Pigeons' has been adapted into the acclaimed Merchant Ivory film Junoon. Short stories from collections such as 'The Night Train at Deoli', 'Time Stops at Shamli' have been included in school text books.

In the year 2007, the Bollywood director Vishal Bhardwaj made a heart-warming film based on his popular novel for children, 'The Blue Umbrella'. The movie won the National Award for the

Best Children's Film. Media shy, Bond prefers the quiet life of the hills and currently lives in Landour, Mussoorie's well-known Ivy Cottage, which has been home since 1964.

Now answer the questions given below:

1. Complete the following statements in your own words.

- a) Ruskin's father played a great role in his becoming a writer because _____

- b) Ruskin returned to India because _____

- c) Ruskin's stories are loved because they _____

2. Pick up the right answer

- a) 'Earned his passage to India' means

- i) Wrote a passage on India
- ii) Earned money to buy his ticket
- iii) Went through a passage to reach India

- b) Ruskin is settled in

- i) London
- ii) Dehradun
- iii) Mussoorie

3. State whether TRUE or FALSE

- a) Ruskin Bond is an Indian. _____

- b) Ruskin was inspired by several Indian writers who wrote for children. _____

- c) Ruskin loves to meet the public and the press. _____

- d) Ruskin Bond lives in Dehradun. _____

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

- a) A special position _____

- b) Among the first _____

Section B (Writing)

Article Writing

An article presents information on a variety of themes in a long and sustained writing piece. It usually expresses diverse opinion on some issue of social interest.

POINTS TO REMEMBER

- Give a title at the top followed by the **writer's name**.
- Title should catch the reader's attention and capture the theme.
- An article should contain:
 - An introduction to the theme/topic in one paragraph.
 - The body of the article discusses the **causes/effects/present state of things** in two or three paragraphs.
 - The conclusion carries **suggestions/measures to improve the situation**, personal observations, predictions and summing up of the main points raised in the article.
 - The article should be well **organized, systematic and logical**.
 - Write **simple short sentences** with emphasis on flow and connectivity.
 - Pay attention to **grammar, vocabulary and spellings**.
 - Make your article as interesting as possible. **Originality of ideas** is required.
 - Read newspaper articles regularly and be in touch with what's happening around the world.

Guidelines for Better Writing

An article is a long writing piece consisting of several paragraphs. Each paragraph is made of several sentences all dealing with one central idea or point.

- Most sentences should be of medium length, but all should not be of the same length. Your essay will be more interesting if you use a mix of long, medium and short sentences.
- Avoid very long sentences. Some writers use long and complex sentences that are both easy to understand and grammatically correct. However, as students, long sentences tend to become muddled and difficult to follow.
- Get rid of unnecessary words. For instance, what's the need to say, 'We were in Delhi for a period of three months when you can easily say the same thing by 'We were in Delhi for three months.' Another example is, 'The population of India is expected to increase in the coming future' and 'The population of India is expected to increase in the future'.
- Replace phrases with single appropriate words wherever possible.

For Example: The teacher talked to Rahul in a kind way. → *The teacher talked to Rahul kindly.*

- Use the passive voice only when absolutely necessary. The active voice is usually better.

For Example: The gardener was given instructions by the housekeeper to do the watering of the plants in the evening. (Passive) Whereas the active will be → *The housekeeper instructed the gardener to water the plants in the evening.*

- Do not repeat the same words and phrases too often in a paragraph.

Manjit is a nice girl. She lives in a nice house with her parents, her sister and a very nice cat.

- Long, difficult and fancy sounding words are not always better than simpler, shorter ones. Usually the opposite is true.

For Example: More than a hundred individuals applied for the job. → *More than a hundred people applied for the job.*

- Avoid using **reason is that**. Instead use **because**. Try not to begin sentences with 'there is' or 'there are'.

The reason I am sad is that my friend has moved to a new school. → *I am sad because my friend has moved to a new school.*

There is a man waiting for you. → *A man is waiting for you.*

There are many ways of solving the problem. → *We can solve the problem in many ways.*

- Use action verbs instead of abstract nouns.

For Example: The police are engaged in an investigation of the crime.

The police are investigating the crime.

We have expectations that the completion of the construction will be achieved in November. → *We expect that the construction will be complete in November*

Article writing: Sample

You are Gaurav/Namrata. You're concerned about the attitude that citizens of India have towards the natural and manmade heritage. Their apathy shows its impact on the tourism industry. Write an article discussing the causes, effects and the possible solutions to this problem.

Scourge of Indian Tourism

By Gaurav

Since a very young age, we are told about the flora and fauna, beautiful landscapes, rich history and culture and a plethora of traditions that make up our country India. All these make India a major tourist attraction. This is beneficial for the country's development and reputations. The only stumbling block in the path is our apathy.

Tourists come to India hoping to return with lifelong memories. Ricketty public transport system, filthy roads, polluted air and contaminated water and indifferent and often insensitive locals, all these often make travelling to India a nightmare. They often find it difficult to procure respectable accommodation at reasonable costs and this adds to their woes.

Tourism can boost our economy and can also get us a good reputation at the international level. Due to sheer apathy we are unable to make the best of the gifts of Nature and History. The government must put in concerted effort to revamp the tourism industry. Infrastructural development, tight security measures and stringent laws are essential measures. In addition, as citizens, we must also play our part efficiently. We must keep our surroundings clean and not tarnish places of historical and cultural significance.

Eat Right: Live Longer

It has been scientifically proven that the less junk food a person consumes, the longer they are likely to live. So why isn't everyone dumping the junk? Jordan McIntyre investigates.

A staple part of twenty-first century British home-life is the weekly takeaway treat: finger-licking burgers, door step delivery pizzas and crispy potato fingers are, for many, the normal Friday night feast. This can be one of the key factors in the obesity cases that are soaring. Fast food is packed with fat and obesity contributes to a range of health issues - most significantly heart disease and depression. So why aren't we changing our lifestyles?

Families these days are spending less and less time at home during the working week. School commitments, work meetings and extra curricular activities mean that time is less and fewer people are prepared to put in the effort to prepare fresh, healthy meals.

And when time is tight, it seems we are even more willing to compromise our waistlines for a little bit of what we fancy – fast fatty food.

However, Georgia Thomas of the University of Food says, 'I am convinced that it is possible to live a busy lifestyle AND prepare healthy, satisfying meals. It seems that people have simply got out of the habit of cooking.' Healthy eating is not about strict dietary limitations, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about feeling great, having more energy, improving your health, and stabilizing your mood. Eating more fresh fruits and vegetables, cooking meals at home, and reducing your intake of sugar and refined carbohydrates may help to improve mood and lower one's risk for mental health issues.

We are busy people; how do we reward ourselves? You guessed it – food, healthy food!

The article uses a short, bold headline using **alliteration** to get the reader's interest and present the topic of the article. The **rhetorical question** in the opening paragraph encourages the reader to challenge the topic. The writer uses hyperbole, and **colloquial** sayings to produce a lively, interesting article. This style of language is used throughout with phrases such as 'little bit of what we fancy' etc. adding a conversational tone to the whole piece.

Write short articles on the following topics.

1. You witness children working in shops, small factories and restaurants. You discuss this problem with your elder sister. She informs you about the unhealthy and awful conditions of factories making safety matches, bangles and crackers where child labour is usually employed. You feel agitated; you decide to write an article for publication in a national daily advocating ban on child labour. (Word limit 200 words)
2. The Beggar Menace at important tourist spots is on the increase. Write an article in 200 words for a newspaper suggesting suitable measures to cure this problem.
3. Though we are celebrating International Women's Day every year to pay respect to the women, the newspapers reveal several atrocities committed against women. You strongly feel the need for women empowerment. Write an article on the topic 'women empowerment without exceeding word limit [200 words]
4. Children seem to have no time left to enjoy their childhood with increasing workload at schools, classes in addition which include music , dance or tuition and sports for training. Write an article expressing your views on the pressures to excel and perform at the cost of lost childhood freedom and innocence in about 200 words.

Section C (Grammar)

Infinitives and Participles

Infinitive is the verb form expressed as: **to + the root form of the verb**. It expresses the purpose of the action.

Examples:

1. *I want to go.*
2. *I want you to go home.*
3. *We want to see the play.*
4. *To see a shooting star is good luck.*
5. *To fight against those odds would be ridiculous.*

Please remember that like infinitives don't change with case or tense. This means that if the main verb in a sentence is in past tense, the infinitive will still have the base form of the verb

For example:

I want to attend the party
She wanted to attend the party
They will surely convince me to attend the party.

Split infinitives occur when additional words are included between *to* and the verb in an infinitive. Many readers find a single adverb splitting the infinitive to be acceptable, but this practice should be avoided in formal writing.

Examples:

*I like to on a nice day walk in the woods. * (unacceptable)* *On a nice day, I like to walk in the woods. (revised)*

I needed to quickly gather my personal possessions. (acceptable in informal contexts) *I needed to gather my personal possessions quickly. (revised for formal contexts)*

A **participle** is a verb that is used as an adjective and most often ends in *-ing* or *-ed*.

Since they function as adjectives, participles modify nouns or pronouns. There are two types of participles: **present participles** and **past participles**. Present participles end in *-ing*. Past participles end in *-ed*, *-en*, *-d*, *-t*, or *-n*, as in the words *asked*, *eaten*, *saved*, *dealt*, and *seen*.

- *The crying baby had a wet diaper.*
- *Shaken, he walked away from the wrecked car.*
- *The burning log fell off the fire.*
- *Smiling, she hugged the panting dog.*

EXERCISES**1. Insert infinitives given below in the correct places to complete these sentences:**

To buy, to study, to give, to have, to speak, to learn, to go, to get, to come, to sing, to read,
to work, to act

1. I want Spanish in Spain

I want to learn Spanish in Spain.

2. I would like with you in the new film.

3. Raj has to the conference to present his paper on "Nutrition".

4. They have asked him to work from next week.

5. Mrs. Singh will go to the market Diwali gifts.

6. The students of Grade 8 J have resolved to work hard this year.

7. My friend Astha, has been asked on the radio from next month.

8. Abha asked me this letter and these papers.

9. I would like top marks in the final examination.

10. I would like some time off now.

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11. Shrey has asked me some proposal for the project today evening.

12. I would like you from this book for your Research Project.

2. Combine these sentences using infinitive:

1. I have to choose some books for the library. Will you help me?

2. I can swim. I learnt when I was very young.

3. Susan will be home by ten o'clock. That is certain.

4. Leena did not have any extra money. She couldn't donate anything to the cause.

5. Vanessa went shopping with her mother. She wanted a pair of shoes.

6. The police have called Nalin to the police station. They want his help with a case.

7. This is a difficult problem. Only a clever person can solve it.

3. Join these sentences using the infinitive:

a) Paris persuaded Helen the Queen of Greece. He got her to sail away with him to Troy.

b) Angry Menelaus called upon all the kings of Greece. He asked them to help him recover his wife.

c) The Greeks quickly assembled an army. They did this to fight the Trojans.

d) Menelaus invited his brother Agamemnon. He requested him to command the army.

e) Many illustrious warriors like Ajax, Nestor and Odysseus came. They came to take part in the war.

f) Achilles was a great warrior. He was the greatest warrior to take part in the war.

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

- a) _____ (to anticipate/anticipate/anticipated/anticipating) the anger of the Greeks, when his brother Paris brought Helen to Troy, Hector started _____ (to prepare/prepare/ prepared/preparing) for the war he knew was coming.
- b) He knew that he must _____ (fight/fighting/to fight/fought) for his family honour, but was saddened by the circumstances that now set hero against hero.
- c) The warriors waiting _____ (fight/fighting/to fight/fought) on the Trojan side were also great heroes Aeneas, Glaucus and Sarpedon.
- d) After _____ (to prepare/prepare/prepared/preparing) for two years, the Greek fleet and army assembled and set out for Troy.
- e) For nine years the _____ (impose / to impose / imposing / was imposing) Greek army besieged Troy.
- f) The two armies fought hard and long but neither side managed _____ (winning / win / to win / was winning) over the other.
- g) Achilles' brilliant _____ (fought / to fight / fighting / were fighting) soon showed that he was the bravest and most _____ (to dare / daring / dared / dares) of the Greek warriors.
- h) However, he quarreled with Agamemnon, his commander in the war, and refusing _____ (to fight / fighting / fought / am fighting) he sulked for days in his tent.
- i) After this, the war went badly for the Greeks. Patroclus, Achilles' best friend, persuaded Achilles _____ (to lent / to lend / lending / am lending) him his armour.
- j) He hoped that _____ (wore / worn / wearing / to wear) Achilles' armour would deceive the Trojans into _____ (thought / to think / thinking / think) that Achilles had once more come out _____ (to fight / fighting / fought / am fighting) against them.
- k) Thus _____ (deceiving / deceived / deceive / to deceive), Hector fought with Patroclus and killed him.

5. Combine these pairs of sentences. Use the verb given in brackets as a participle to start the sentence.

- a) Achilles learned of his friend's death. He swore to take revenge. (learn)
-

- b) He rejoined the Greek army. He fought so fiercely that the Trojans withdrew into the city. (rejoin)
-

c) Hector refused to retreat. He was left alone on the battlefield.(refuse)

d) Hector saw that he was facing the real Achilles. He was afraid and ran towards the city gates. (see)

e) Achilles ran faster. He cut off Hector's retreat. (run)

f) Achilles chased Hector. Three times they circled the walls. (circle)

g) Hector saw that escape was impossible. He turned to fight. (see)

h) Achilles killed Hector with a thrust of his spear. He shouted in triumph. (kill)

i) The Trojans suffered a serious setback with Hector's death. The Trojans were very disheartened. (suffer)

6. Combine the following pairs of sentences using infinitives.

1. He did not have even a penny with him. He could not buy a piece of bread.
2. The team has a captain. He leads other team members.
3. You must give me the keys of the safe. If you do that you will be able to save your life.
4. We went to Ajmer last week. Our intention was to visit the shrine of Khwaja Pir.
5. I speak the truth. I am not afraid of it.
6. The robber took out his knife. His intention was to frighten the traveler.
7. He has to support his family. He works hard for that reason.
8. The management called a meeting of the employees. They wanted to discuss their requirements.
9. He helps the poor. He is anxious to relieve them of their sufferings.
10. I have no interest in politics. I must admit it frankly.

7. Combine the following pairs of sentences using a participle.

1. He was rejected by his family. He decided to become a monk.
2. Who is that pretty girl? She is sitting in the corner.
3. Many people were invited to the party. Most of them didn't turn up.
4. I didn't know what to do. I called the police.
5. He was sitting at a table. The table was covered with papers.
6. Who is that girl? She is dancing with your brother.
7. She had lost much blood. She became unconscious.
8. I failed my engineering exams. I took up cheating.
9. I lost all my money. I went home.
10. She ran out of the room. She was screaming

INTEGRATED GRAMMAR EXERCISES

1. The following passages have not been edited. There is one error in each line. Underline each error and write the correction in the space provided:

The Oval Office is the American Presidents formal workspace, where he confers by the Heads of States, Diplomats, his staff, and other dignitaries, which he often addressed the American public and the world on TV or radio; and where he dealt with the issues of the day. The first Oval Office was build in 1909 in the center of the south side of the west wing; on 1934 it was moved to its current location on the south-east corner overlooking the Rose garden.

2. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction beside it.

One always thinks that caterpillars are lazy who do anything but eat. recently research shows that this is not truth. While munching, they also talk to every other and decide on where to went for their next feast. Like much other creatures caterpillars also lived in community.

Incorrect	Correct
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____
f) _____	_____
g) _____	_____

3. Fill in the blanks with a suitable word.

The legendary Cleopatra (a) _____ been portrayed many time since Shakespeare, in other plays, paintings and films. The 1960s epic film, Cleopatra, (b) _____ Elizabeth Taylor, became as much (c) _____ a by-word (d) _____ extravagance in its day as Cleopatra's court had been (e) _____. the Romans. It is said that Cleopatra (f) _____ in difficult times, and she (g) _____ her country's independence and political power as best as she could. (h) _____ her own people, she might have presented a very different picture (i) _____ the one that has come (j) _____ to us.

4. Unscramble the following to make grammatically correct sentences.

1. 19th century/in the/painful/were/early/operation/cruelly/surgical

2. operation/to the/straps/patients/table/were/with/strong/tied

3. them/this/from/prevented/struggling

4. to find/patients/Dr. James Simpsons/a/for these/wanted/painkiller

5. Simpson/chloroform/a new/his/called/showed/one day/chemical/friends

6. and / this / his / successfully / he / friends / chemical / tested / 1847 / in May

The Three Caskets

In Belmont, Portia shows the prince of Morocco to the caskets, where he will attempt to win her hand by guessing which chest contains her portrait. The first casket, made of gold, is inscribed with the words, "Who chooseth me shall gain what many men desire" (II.vii.37). The second, made of silver, reads, "Who chooseth me shall get as much as he deserves" (II.vii.23). The third, a heavy leaden casket, declares, "Who chooseth me must give and hazard all he hath" (II.vii.16). After much pondering, the prince chooses the gold casket, reasoning that only the most precious metal could house the picture of such a beautiful woman. He opens the chest reveal a skull with a scroll in its eye socket. After reading a short poem chastising him for the folly of his choice, the prince makes a hasty departure. Portia is glad to see him go.

The prince of Arragon is in Belmont to try his luck at winning Portia's hand in marriage. When brought to the caskets, he selects the silver one, confident that he "shall get as much as he deserves". Inside, he finds a portrait of a blinking idiot, and a poem that condemns him as a fool. Soon after he departs, a messenger arrives to tell Portia that a promising young Venetian, who seems like the perfect suitor, has come to Belmont to try his luck at the casket game. Hoping that it is Bassanio, Portia and Nerissa go out to greet the new suitor.

Portia begs Bassanio to delay choosing between the caskets for a day or two. If Bassanio chooses incorrectly, Portia reasons, she will lose his company. Bassanio insists that he make his choice now, to avoid prolonging the torment of living without Portia as his wife. Portia orders that music be played while her love makes his choice. Like the suitors who have come before him, Bassanio carefully examines the three caskets and puzzles over their inscriptions. He rejects the gold casket, saying that "[t]he world is still deceived with ornament", while the silver he deems a "pale and common". After much debate, Bassanio picks the lead casket, which he opens to reveal Portia's portrait, along with a poem congratulating him on his choice and confirming that he has won Portia's hand.

The happy couple promises one another love and devotion, and Portia gives Bassanio a ring that he must never part with, as his removal of it will signify the end of his love for her. Nerissa and Gratiano congratulate them.

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- Why did the prince of Morocco choose the gold casket?
2. "Thus hath the candle sing'd the moth."
 - a. Who said the above lines?
 - b. Why did the speaker say this? Explain.
 3. What were the reasons for the Prince of Arragon choosing the silver casket?
 4. "The lott'ry of my destiny bars me the right of voluntary choosing."
 - a. Who said the above lines and to whom?
 - b. What does she mean when she says 'the lott'ry of my destiny'?

- c. What bars her from choosing?
5. "O love, be moderate, alloy thy ecstasy in measure rain thy joy, scant this excess!" a. Why does she say the above lines?
6. Why did Bassanio reject the gold casket?
7. "And you shall see 'tis purchased by the weight. Which therein works a miracle in nature, making them lightest that wear most of it." Explain the above lines
8. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.
9. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

A Poison Tree

Poison Tree forms a part of William Blake's collection of poetry called the *Songs of Innocence and Experience*.

In this poem, the central metaphor explains the truth of human nature. It tells us how anger can be dispelled by good will or nurtured to become deadly poison.

The poem depicts with terrible honesty, the hatred of which man is capable and the cunning with which we can conceal our anger. This anger is not the anger we call 'in the heat of the moment,' but 'wrath', a brooding, festering anger.

Perhaps the most shocking word is 'glad'. This is not innocent gladness, but almost devilish self-satisfaction of the one poisoning. This is triumphant gloating with no signs of guilt and remorse. As with many of his poems, Blake wants to impart a moral lesson. He suggests that holding a grudge can be fatal to one's self as well as to the object of anger. Remaining silent about our anger only hinders our personal and spiritual growth making us bitter and that a grudge left unchecked becomes dangerous, even murderous, and sometimes an obsession.

1. Complete the summary of the poem **Poison Tree** by filling in the blank spaces with suitable words/phrases.

The speaker was angry with his friend. He talked about it and his anger_____.

In another situation, the speaker was angry with his foe. He kept it _____ and the anger_____ like _____. Inwardly he shed _____ of _____, but he maintained a _____ exterior. The poison tree grew rapidly and bore_____. The enemy saw it and stealthily _____. As a result, the next morning, the speaker found his enemy _____. He was glad to see his enemy in that situation. In the last stanza, the _____ of the speaker shows that_____.

2. What is the underlying message in the poem? How does it impact humanity at large?
3. How is the poem a metaphor?
4. 'And it grew both day and night, Till it bore an apple bright'
 - a. Name the poet.
 - b. What does 'it' refer to?
 - c. What helped it to grow?
 - d. What did it result in?
5. Can communication be a solution to religious intolerance?

VALUE POINTS

- The growing anger in the speaker is compared to the growth of a tree.
- Just as a tree grows on water and sunshine so does anger need sorrow, hatred, jealousy and tears.
- Allowed to be kept inside, the anger grows till it bears fruit just like a tree will bear fruit.
- The fruit is full of the poison of hatred, jealousy, envy and a brooding anger which has been allowed to grow and fester into malice.
- The end result is naturally then of taking revenge and rejoicing in one's victory over the enemy.

The poem warns us about the cyclical nature of revenge and how it causes harm to the one bearing the grudge as well as the victim of our hatred and anger.

Spell zone

- A. Fill in the blanks with ie or ei

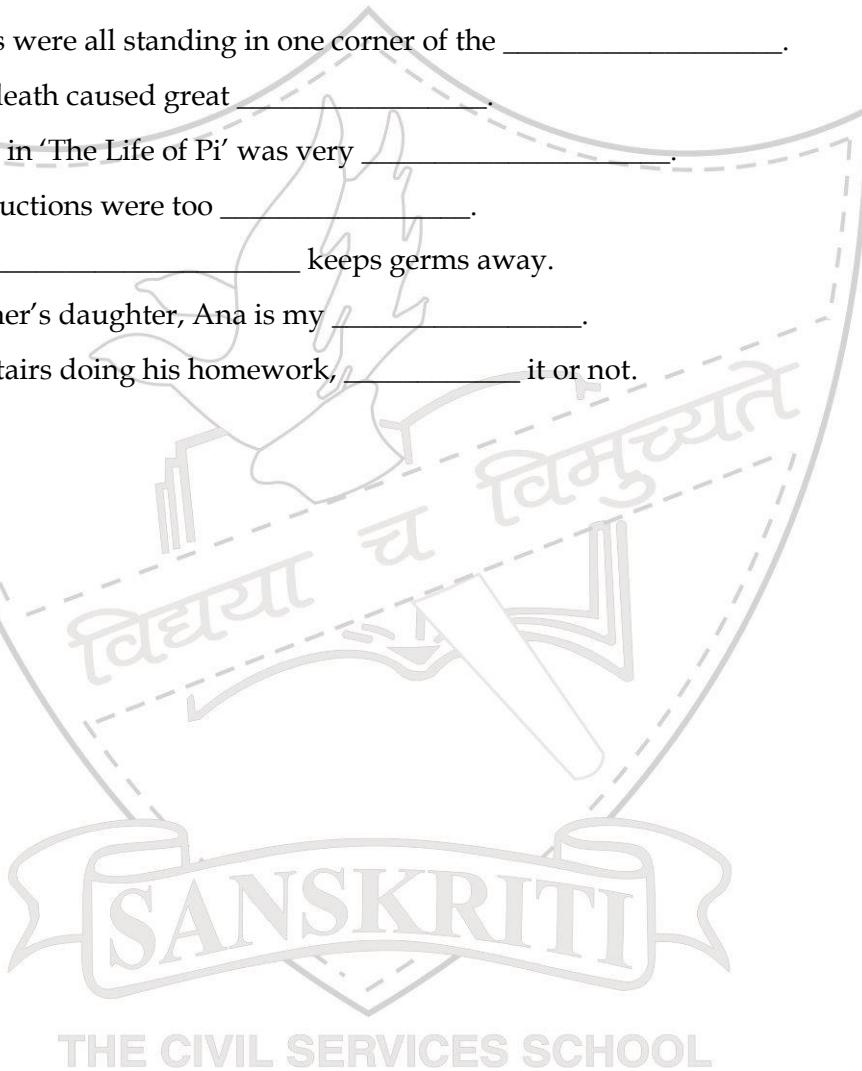
Example: Receive

1.	Dec__ __ve	11.	Br__ __f
2.	Ach__ __ved	12.	Ch__ __f
3.	Bel __ __ve	13.	Misch__ __f
4.	For__ __gn	14.	Gr__ __f
5.	Fr__ __nd	15.	F__ __rce
6.	P__ __ce	16.	P__ __rced
7.	W__ __rd	17.	Retr__ __ve
8.	F__ __ld	18.	Rel__ __ved
9.	D__ __sel	19.	Hyg__ __ne
10.	Rel__ __f	20.	N__ __ce

- B. Fill in the blanks using words from the list above.

- The tribe elected a new _____.
- The child is getting up to _____ again.
- We taught our dog to _____ a ball.
- After the exam, I felt an incredible sense of _____.
- May I please have a _____ of cake?
- My new car runs on _____.

7. I couldn't wear these earrings because my ears aren't _____.
8. Lucy was _____ when she received her report card.
9. Spain was the first _____ country she had visited.
10. I've been working all day, but I feel as if I've _____ nothing.
11. I didn't want to _____ people into thinking that I'm not the villain.
12. Emma's sister is a bit _____, but she's all right.
13. Richard is my closest _____ - we've known each other since we were five.
14. The cows were all standing in one corner of the _____.
15. Rama's death caused great _____.
16. The tiger in 'The Life of Pi' was very _____.
17. The instructions were too _____.
18. Good _____ keeps germs away.
19. My brother's daughter, Ana is my _____.
20. He's upstairs doing his homework, _____ it or not.



Month: August-September

Reading Comprehension

The Sportsman

The road was hilly, the wing was strong, The laddie gallantly struggled along
With never a glance at the downward way
Where his comrades shouted and laughed in play. Though he longed to be there and join the sport, In his brave little heart he crushed the thought,
'If I went,' he said, 'I should certainly rue it,
When you've promised a thing, you are bound to do it.'

The pitch was slippy, the bowling hard, A weary batsman stood on guard,
He'd come to the field with aching head
But the game depended on him, they said. The sun burnt hot on his tired back,
And just for a moment he thought he'd slack,
He was sorely tempted to lose a wicket:
'twould be easy,' he thought, 'but that wouldn't be cricket!'

In life sometimes things won't go well,
And Duty is a difficult word to spell,
A high ideal as the worthiest prize
Will shun the evil and follow the good
And say to himself as a brave lad should.
'It only needs grit, and I must not lack it;
The world's a hard nut, but I mean to crack it!'

1. Find words from the poem which have the opposite meaning of:

- a. Upward
- b. Good

2. On the basis of reading the poem, complete the summary with one or two words:

Although the road was hilly and the wind was strong, the young lad went ahead courageously. He refused to glance at his (a).....who were playing very happily. Though he was (b).....by what he saw, he did not give in to the (c) He said to himself, "I shall regret it if I do not keep my (d)..... . The batsman continued to play, although he was very tired and had a (e)..... He did not mind the burning (f) He was almost close to (g) due to his fatigue but said to himself that it wouldn't be cricket if he (h) a wicket so easily. In life too, one (i) similar situations as the laddie and the batsman. But, a (j) has his goals clear and does not (k) from his path to achieve his high ideals. A winner often reminds himself that he must not (l)..... in strength of character, which will help him realize his goal.

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

In the Land of Nirvana: The Many Charms of Bhutan by Leena Gandhi Tewari

Landing in Bhutan's Paro valley is nothing if not high drama—only a pilot officially trained in the unique terrain is allowed to land. Our descending plane manoeuvred through parallel ranges,

took a sharp turn to the left and suddenly the valley was in sight – the Paro Chhu river gushing over a bed of large, white, glacier-polished pebbles; the unmistakable Rinpung dzong (Bhutanese monastery and fortress) standing tall against snow-covered mountain slopes and, as we emerged from the aircraft, the pine-scented, clean, spring air!

I'd been to Bhutan before, but this time I was determined to make the most of Bhutan's peerless natural beauty through birding and camping trips with my husband Prashant and our trip organizer. Our first night in Paro was meant to help us acclimatize to the 7,000-feet altitude and its characteristic chill. Early next morning, we were back at the airport, hoping for the clear weather we needed for a safe, cross-country helicopter ride to Trashigang, a town nestled in the cold, broadleaf forests of east Bhutan.

Flying over the forest, we could see the tops of conifers and silver firs in the higher peaks, as well as larch, spruce and hemlock – all distinguishable from the air by their shapes and unique shades of green. As we approached Trashigang, a startled cry from the pilot snapped us out of our reverie. The only landing place for our chopper had been taken over by a local market! "I can't land in the midst of all these people and stalls," he said. His friendly, chatty tone switched to precise and steely. We feigned calm, even as our hearts collectively thumped in anxiety while the pilot sortied between the mountains, trying to find a landing spot. A few tense minutes later, a terraced farm came into view – freshly cropped, no people in sight. Our pilot circled the area, then gently touched down on the field. As we waited for our van which had just received our new coordinates, a truck full of curious, excited villagers drove up. One woman was sobbing because she thought we were planning to bomb them; another looked slightly disappointed that the chopper did not crash.

We headed over to the Kori La mountain pass by road. The visual symphony of the area was breathtaking – wild cherry, hemlock, oak and blue pine washed the mountainsides in varying shades of green, with white magnolia and pink cherry flowers standing out in bright contrast. After four days of forest bathing, we moved on to Yongkola, one of the best bird-sighting places in Bhutan, and set up camp. A fire was lit with soft pine logs just outside our tent and we sat around the warm glow, the heat soothing our road-weary bodies.

(source: Reader's Digest India, Sept 15, 2019)

1. Why has the narrator described landing in Paro Valley as a 'high drama'?

2. How did the narrator hope to make this trip different from her previous visit to Bhutan?

3. Why did the pilot give out a startled cry?

4. Complete the following sentences with the help of information from the passage:

a. The writer hoped for a clear weather so that _____.

- b. The writer and her husband tried to suppress their anxiety and nervousness as _____.
- c. The sight of _____ took the writer's breath away.
5. Do as directed:
- Find the synonym of 'pretended' : _____
 - Find the antonym of 'commonplace/ordinary' : _____
 - State the meaning of the word 'reverie' : _____
 - Suggest a synonym for the word 'acclimatise' : _____

Section B (Writing)

Letter of Complaint

IMPORTANT POINTS

- A Formal Letter is written in formal language. Sentences should be short and to the point.
- Use passive voice wherever possible.
- State the purpose clearly and concisely.
- Be positive and polite. The tone of a letter of complaint should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions like "Why can't you get this right?" should not be included.
- Write one idea in one paragraph.
- Always plan your letter. State the reason for writing the letter clearly and present the facts in logical order.
- Subject should be brief and related to the issue of concern.

AVOID THESE COMMON ERRORS

- Don't write the entire letter in one paragraph.
- Students need to realize that letters are meant to draw attention of the concerned authorities to a particular problem.
- Don't write **your's** instead of **yours**.
- When writing the address don't end each line with a comma.

Letter of Complaint: Format

Sender's Address

(leave a blank line)

Date(to be written with the month followed by date and then year)

Receiver's Name (if given, otherwise ignore)

Receiver's Designation

Receiver's Address

(leave another blank line)

Salutation (Dear Sir) (leave a blank line)

Subject (**always to be underlined**—brief and related to the topic. No longer than 6/7 words. This should identify the issue and name of product, service, with purchase or reference number, if applicable)
 (leave a blank line)

Now start the letter from the margin

Para 1: State the simple facts, with relevant dates and details clearly. Makesure you include all the necessary facts that will justify why your complaint should be resolved.

For Example: *The above item number PQ 37659 was delivered to the abovementioned address on Dec 13, 2010 and developed a fault in the machinery on Dec 20, 2010.*

Para2: Explain how the fault or malfunction caused inconvenience.

For Example: *This put our firm in a difficult position, as we had to make emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.*

Para 3: Next state what you would like to happen—a positive request for the reader to react to.

For Example: *I am writing to request you to replace the defective items with immediate effect and to ensure that such errors do not happen in the future.*

Also include (usually best as a sign off point) something complimentary about the organization and/or its products, service, or people.

For Example: *I've long been a user of your products/services and until now have always regarded you as an excellent supplier/organization.*

Closing: Give a complimentary close.

For Example: *I have every faith, therefore, that you will do what you can to rectify this situation/I look forward to prompt action.*

Yours sincerely

Sender's Signature

Sender's name in brackets

Sender's Designation, if any

Important:

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

Suggested value points:

- Details of problem
- Inconvenience caused
- Suggested action
- Any other relevant details

Sample Letter of Complaint-1

Raven Organics
 7, Orchard Road
 Mumbai-21

August 23, 2010

Mr. David Brown
Sales Manager
Everlong Batteries
171 MG Road
New Delhi

Dear Mr. Brown

Subject: Complaint Regarding Order No ACW768195

I am writing to inform you that the goods we ordered from your company vide order No. ACW768195 on July 12, 2010 have not been supplied correctly.

We placed an order with your firm for 12,000 Ultra super long-life batteries. The consignment arrived yesterday, but contained only 11,200 batteries.

The error put our firm in a difficult position, as we had to make emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.

I am writing to request you to supply the shortfall with immediate effect and to ensure that such errors do not happen again or we may have to look elsewhere for future supplies.

We have had a long-standing business relationship and until now have always regarded you as an excellent supplier.

I look forward to hearing from you at the earliest.

Yours sincerely Signature
Dinesh Kumar
(Purchase Manager)

Sample Letter of Complaint-2

Vasai Nagar
Vasai
Mumbai-43

January 9, 2010

The Mayor
Mumbai Municipal Corporation
Mumbai

Dear Sir/Madam

SANSKRITI
THE CIVIL SERVICES SCHOOL

Subject: Complaint about Inadequate Potable Water

Through this letter I wish to draw your attention towards the plight of our colony. Though we had been assured of regular supply of clean drinking water at the time of allotment, nothing has been done so far.

The drinking water supplied to our colony is polluted. It emits a foul smell. The water and sewage lines which were laid some years ago intersect each other at various vital points. There seems to be leakage or seepage in these pipes resulting in unhygienic and infected water reaching our homes. Some samples of the water are being sent for analysis.

It is a well-established fact that polluted water is the cause of many diseases, which harms the health and well-being of the citizens. I, thus, request you to ensure that our colony is provided with hygienic and clean drinking water facilities.

Yours Sincerely Signature
Arun Kumar
(President RWA)

Now write these letters by yourself.

1. Children are not being allowed to play in the colony parks. Write a letter of complaint to the President of the Residential Welfare Society (RWA) complaining of how all the parks are being marked as ornamental parks and children have no place to play.
You could use the following points.
- The elders get angry.
-Confiscate sports equipment.
-unhealthy habits
2. You are Vivek Reddy/ Krishna Reddy, Principal, PS Public School, Mehdipatnam, Hyderabad. Write a letter to the Manager, Furniture World, Hyderabad, complaining about the poor quality of office furniture you purchased from them through order no. FT 65392. Give details of the nature of complaint, date of purchase, details of invoice etc., and seek immediate repair/replacement.

Report Writing

Guided Report

- A guided newspaper report is a short writing skill to test the students' ability to incorporate the given information in the correct blanks so as to make meaningful and grammatically correct sentences.
- The gaps, in this case, need more than one word.
- The gaps should be filled based solely on the notes provided to you. Do not add any other extra information.
- Keep in mind the tense of the passage. Grammatically incorrect sentences even if factually correct will not be marked right.

Solved Example

Read the following notes and then complete the given passage.

New Delhi
April 12, 2006

Projections for Waste Management

Current waste generation in the capital city: about 75,000 metric tons per day—projected waste generation by 2021: 300,000 metric tons per day— suggestions—segregate domestic waste as recyclable, biodegradable and non-biodegradable—develop separate sites for industrial waste disposal. Adopt eco-friendly ways for its management.

April 12, 2006, New Delhi: MCD recently organized a conference on solid waste management. In the conference it was brought out that the municipal waste (a) generated in the city was about 75,000 metric tons per day. If the present rate of waste generation was not checked in time, then, (b) by 2021, the growth rate would escalate to 300,000 metric tons per day. Many experts on solid waste management expressed their views on the subject. Speaking on the occasion, the Health Minister, Mr. Ramadoss, said that for waste management the citizens must cooperate with the local bodies. The waste should, at first, be (c) segregated as domestic recyclable, biodegradable and non-biodegradable. There should be (d) separate sites for industrial waste. Many members suggested that for waste management (e) eco-friendly ways need to be adopted.

Now attempt the following exercises by yourself.

1. A reporter made the following notes about a train accident. Using the information given, write out the newspaper report.

TRAIN BLAST KILLS THREE

A bomb—exploded—Delhi-Guwahati North East Express—Tuesday night—three bogies derailed—hundred injured—admitted in hospitals in Swaminagar district—Railway Minister visits—promised enquiry

A bomb (a) _____ on (b) _____. As a result, three bogies(c) _____, leading to the death of three persons and (d) _____. The (e) _____, Mr. LaluYadav, (f) _____ and _____.

2. Amaya, a newspaper reporter, makes her own notes on a road accident. Use the information given below to complete the report to be sent to the newspaper.

10:30 a.m. Wednesday

Gulfarm—near Kufri

Jeep crashes into a deep ditch—Himachal Roadways bus—high speed—out of control—jeep opposite direction—head on collision—bus bangs into hills—jeep fell—killing driver Kulwant Singh—23 bus passengers injured seriously

A road accident took place on the Shimla-Kufri road at about (a) _____. A jeep crashed into a deep ditch at Gulfarm. According to an eye witness, a Himachal Roadways bus (b) _____ and crashed into a jeep coming from the opposite direction. The bus banged (c) _____ and the jeep(d) _____. The jeep driver, (e) _____, _____. Twenty three (f) _____.

Choose a suitable headline for the report:

THE CIVIL SERVICES SCHOOL

- a) Kulwant Singh Dead
 - b) Road Accident on Highway, 1 Killed 23 Injured
 - c) Tragedy Takes Place
 - d) Bus-Jeep Accident
3. Mohan has done some research on the Beatles for his school magazine. Help him write out his report with the help of the notes he has made.

John W Lennon

One of the four young British – the Beatles – unique combination of musical talent and lyrical skills – strongest and most creative of all – brilliant person with charismatic personality – married Japanese born actress, Yoko Ono – assassinated at the age of 40 – a few days before Christmas – by a lunatic

John Lennon was (a) _____ who rocked the world with their pulsating music in the late 50s. Forming the group (b)_____, they (c)_____. They gave lastingly popular songs, such as, "I Want to hold your Hand" and "All My lovin'," etc. Lennon emerged not only (d)_____ of all. He wrote most of the lyrics. In time, the group broke up and each member went his way. Lennon, who was a (e)_____, _____, Yoko Ono. He was tragically (f)_____ in 1980. He was only 40.

Choose a suitable headline:

- a) Lennon Marries and Dies
- b) Lennon Killed by Madman
- c) The Beatles
- d) John Lennon – A Great Legend

6. Report Writing

- It is a formal report. You can write a report for a newspaper, magazine or formal occasions such as assembly.
- It is a brief account of an event that has already taken place. Hence a report is always in the past tense
- A report is always written in the third person. So do not use *I, me, our, my, we*. Also, use passive voice
- The facts presented must be specific, accurate, justifiable and stated precisely
- Report does not have much space for personal opinions and feelings on the topic
- Information must be organised in a sequential and logical manner
- When you're reporting someone's statement, use reported speech

Format

Title/heading (4-5 words, must be underlined/highlighted)

By- (write the name if it's given. If no name is mentioned then write, 'By staff reporter')

(Note: both heading and By-line must be at the centre, not to the left or right!)

Paragraph 1:

- Begin by stating important facts. Answer questions such as what happened, when, where, who, by whom, why and so on. You may state the source of your information and quote statements by officials, bystanders or others present there, views and Chief Guest and so on
- In case of newspaper reports, you should begin by stating the date and place.
For example: New Delhi, March 24.

Paragraph 2:

Give brief details/short description of the event, the guests/details of the place, the cause and effect of the action and consequences. These should be general views about the event. Do not get involved personally while writing reports

Paragraph 3:

In the concluding paragraph state how the event ended. You may add some new facts or details about the event. You may mention promises made by concerned people/authorities about the event (especially in case of an accident). You may give a general overview of the event, but remain as objective as possible.

Sample

Fire in Nai Sadak
- Vaishivi

New Delhi, July 25: Five people were killed and twenty-five injured when a fire broke out at Nai Sadak, a market for books and garments near Chawri Bazar, on Sunday morning at 10:15 am, due to a spark produced in the electric circuit nearby. Witnesses reported that the fire spread so quickly that it engulfed a number of shops where a large number of books and stationery was kept for delivery.

The narrow roads with their carelessly parked vehicles compounded the problem as the fire engines took longer than usual to reach the affected street. After struggling for about thirty minutes the fire was extinguished. The injured were taken to the BLK Hospital. Of the twenty five rescued, ten were said to be critical.

The locals said that they had filed a complaint with the electricity department about a month ago requesting them to change the cables in that area, but their plea fell on deaf ears. The Delhi Government has announced relief package of fifty thousand to the kin of the deceased and thirty thousand each to those injured.

A probe has been initiated, to be headed by former Chairman of National Disaster Management Authority.

Newspaper Report**Important Points:**

- Give a catchy headline. (maximum 6 words)
- Mention writer's name right below the headline.
- Write city/town & date.
- Ensure opening sentence includes 'what', 'when', 'where'.
- Write the details of the incident / event (why& how) next
- Include statement of eyewitness / police/ authorities
- Keep the report factual. (Do not include writer's feelings about the incident)
- Write in 2-3 paragraphs.
- Word limit: 125 words.

Magazine Report

A magazine report is similar to a newspaper report. However do not mention place and date. It is usually written to cover an event (for eg. Book Week).

- Give a factual headline. (maximum 6 words)
- Write in one paragraph
- Mention writer's name right below the headline.
- Ensure opening sentence includes 'what', 'when', 'where'.
- Write details of the incident / event ('how').
- Include the highlight of the event.
- Conclude / sum up the event.
- **Keep report factual. (Do not include writer's feelings about the incident.)**
- **Word limit: 125 words.**

Questions

1. You are Raghav / Raghavi of BalBharti School. A team of Educationist from Pakistan visited your school as a part of a cultural exchange programme. Students of your school put up a cultural show in their honour. Write a report on the show for your school magazine.
2. You are Gagan Sharma, the newly elected Head Boy of St. Georgia School. Write a report for the school magazine about the investiture ceremony held recently in your school.
3. Recently you attended a seminar on ‘Disaster Management’ in which matters related to floods, earthquakes, fire etc. were discussed. Write a report in about 125 words for your school magazine. You are Priti/Preet of VidyaBhavan.
4. Your school recently organized a workshop on self-defence techniques for the students of senior school. Write a report on it for the school magazine in 125 words. You are Radha/Ranjan, the editor of the school magazine.
5. You are Vishesh/Vaishavi, a local correspondent for City Today. Write a report about a fire accident in a crowded market for your newspaper in about 100-125 words. Invent details wherever needed.

Section C (Grammar) Revision

Revision worksheets/exercises Term 1

Q1. Fill in the blanks by choosing the most appropriate option:

- a. Either Neeraj or Raj _____ to be blame. (is/are)
- b. Each of them _____ at fault. (is/are)
- c. The pair of scissors _____ lost. (is/are)
- d. The fleet _____ six ships. (has/have)
- e. His trousers _____ torn so he had to go home. (was/were)
- f. Five hundred rupees _____ not much for this table. (is/are)
- g. Neither he nor his companions _____ to be blamed. ((is/are))
- h. The jury _____ six members (has/have)
- i. My friends and he _____ out the whole day yesterday. (was/were)
- j. The jury _____ different opinions. (has/have)

Q2. Rewrite the following sentences using Passive Voice:

- a. The bird has eaten our lunch.
- b. Arvind will spend the money wisely.
- c. Mother wakes up Sheila at six o’ clock.
- d. The team will have won the match by noon.
- e. Who wrote this novel?
- f. Help him. (Hint: Let...)
- g. Are you writing a letter?
- h. Have you finished your job?
- i. They took all the necessary precautions.
- j. Who wrote it?

Q3. Fill in the blanks using the adverbs given in the box:

too, lately, rarely, scarcely, nearly, presently, confidently, hardly

- It is _____ cold to play outside.
- I haven't gone skiing _____.
- Jagan spoke _____ to the audience urging them to elect him president of the union.
- He had _____ finished eating when the doorbell rang.
- The train will arrive _____.
- The entrance examination was _____ challenging. It seemed they wanted to take in all the applicants.
- He was driving so fast, we _____ had an accident.
- He is on a diet. He _____ eats chocolates and candies.

Q4. Join the following pairs of sentences using appropriate conjunctions and re-write them .

- These grapes are fresh. These grapes are juicy.
- She won't go away. You promised to help her.
- We waited. The cobbler repaired the shoes.
- The team lost badly it didn't lose heart
- Run fast. You cannot win the race.
- He hasn't apologised for his behaviour. I will not talk to him.
- Keep the food covered. The flies will contaminate it.
- I would go to bed now. My homework is not done.

Q5. Rewrite the following sentences using an infinitive instead of the underlined words.

- I like a walk along the sea-shore.
- The shipwrecked sailors were overjoyed at the sight of land.
- Truthfulness is sometimes more difficult than winning a battle.
- I was glad at the sound of his voice.
- I should be sorry if I heard that you couldn't do this exercise.
- Richard was told that he must not touch the cakes.
- Mr. Brown asked if he could see the principal.
- I was very sorry when I heard that you had had an accident.
- John said that he did not expect that he would succeed.
- They decided that they will watch a film.

Q6. Put in the verbs in brackets as participles present participle or past participle into the gaps.

- He saw his friend _____ (go) out with Sue.
- The bus crashed into the blue car _____ (drive) down the hill.
- Peter hurt his leg _____ (do) karate.
- The umbrella _____ (find) at the bus stop belongs to John Smith.
- The people _____ (dance) in the street are all very friendly.
- I heard my mother _____ (talk) on the phone.
- My uncle always has his car_____ (wash).

8. We stood _____ (*wait*) for the taxi.
 9. _____ (*look*) down from the tower we saw many people walking in the streets.
 10. The people drove off in a _____ (*steal*) car.

Integrated Grammar

Q7: Unscramble the following to make meaningful sentences:

- a. me/ stories/ loved/ my grandfather/ telling/
- b. that/ used/ he said/ in his childhood/ to be celebrated/ his birthday/ differently
- c. distribute sweets/ instead of/ they/ cutting/ used/ a cake/ to
- d. blow out/ but/ used to/ we/ light/ they/ candles/ a lamp

Q8: Editing

The following passage has not been edited. There is an incorrect word in each sentence. Identify the incorrect word and write it along with the correct answer in the space provided.

Set among the green slopes of the eastern Himalayas, Kohima is a picturesque city where time slow down. A Nagas are not a monolithic culture – they are made up of a number of hill tribes from distinct languages, cultures and customs. However, in December they come together at Kohima for the annual Hornbill Festival, bring a variety of tribal food, traditional music and dance performances upon the capital city.

Incorrect Correct

- | | |
|----------|-------|
| (a) | _____ |
| (b) | _____ |
| (c) | _____ |
| (d) | _____ |
| NO ERROR | |
| (e) | _____ |
| (f) | _____ |
| (g) | _____ |

Q9. Omission

	Previous Word	Following
You already know walking help	(a) _____	_____
you weight and improve your health. But	(b) _____	_____
studies have found that steps taken a brisk pace	(c) _____	_____
are particularly beneficial cardio-metabolic fitness.	(d) _____	_____
For healthy adults, a good target 150 minutes per	(e) _____	_____
week at 100 steps or more minute, the	(f) _____	_____
researchers said. Whatever step count	(g) _____	_____
more and faster better.	(h) _____	_____

Section D (Literature)

Coming Home To Delhi - Madhur Jaffrey

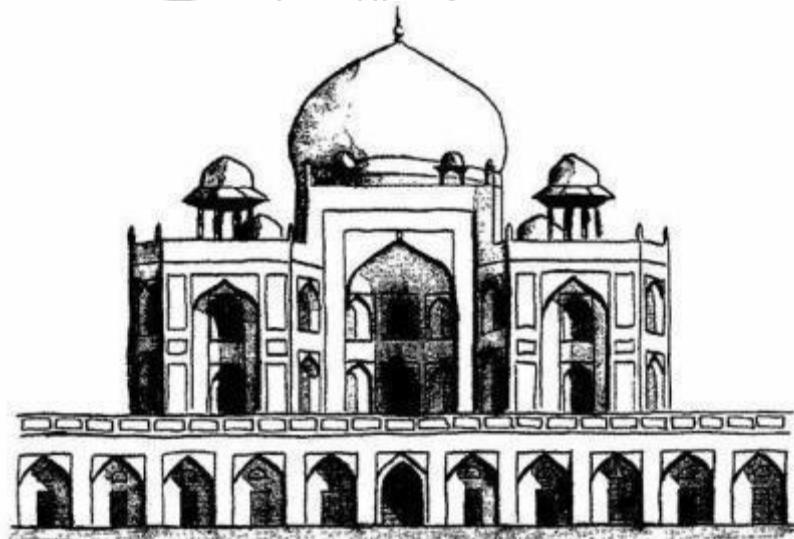
The author fondly remembers her childhood spent in Delhi in a large joint family. She recalls her train journey back from her grandfathers place, and recollects how they used to throw coins into the Yamuna river to bring them good luck at the behest of her mother. Delhi, she describes as a beautiful town built again and again, mostly on its previous ruins, culminating in a glorious period during the Moghuls who built canals, tanks, gardens to recreate their homeland and added many delicacies to its cuisine. Mornings of Delhi, with its minarets and domes in hazy glare and myriad aroma of dishes being cooked, to her has been the most memorable part. The family picnic, with almost 30 members, meticulously stuffed into two cars, with golden puris, meatballs and pickles, spread out on the lawns of Qutub Minar reminds her of the happy days gone by. Happily, after so many years, on her return to Delhi, she still found the mornings the same, hazy with millions of stoves cooking food and students and office goers off to schools and office with their tiffin carriers, the way she used to.

1 How was Delhi a combination of many Delhis?

2 Which hour of the day did the city look most beautiful?

3 The author feels that some activities of old Delhi are still found in the present Delhi.

4 What kind of life style did the women lead in her grand father's house?



A. Tick the word with the correct spelling.

1. Definition/ defination
2. Refered/ referred
3. Embares/ embarrass
4. Beginning/ begining
5. Dictionary/ dictionery
6. Explanation/ explaination
7. Fascinate/ facinate
8. Business/ busynes
9. Calender/ calendar
10. Generally/ generaly
11. Until/ untill
12. Occassionaly/ occasionally

13. Necessary/ necesary
14. Writing/ writting
15. Surprise/ suprise

Rearrange the following words to learn how to make delicious noodles! Write each sentence in the space provided below. The first one has been done as an example for you.

Example: A/ smiling/ ./face/ with/ an optimist/ everyone/ loves
Everyone loves an optimist with a smiling face.

1. to/noodles/! /yummy/ prepare/ how /learn

2. one/ of/ and/water/take/ boil/ it./.cup

3. to/the/water/ and /add/break/ the /boiling/.noodles

4. in/the /noodle's /given / packet/. add/spices/the

5. /it/for/ cook/ one/gently/ minute/.stir/and

6. are!/delicious /your/ready/noodles

Academic Session: 2019-20
First Term Examination
Subject-English
M/5/1

Time: 3 hours

MM: 80

General Instructions:

- This paper has 5 printed sides and 5 sections.
- Please read the instructions carefully before answering the questions.
- Neatness will be appreciated.
- Do not mix sections.
- Adhere to the word limit.

Section A
Reading Comprehension (20 marks)

1. Read the following passage carefully and answer the questions that follow: 12

1. There was once, in the country of Alifbay, a sad city, the saddest of cities, a city so ruinously sad that it had forgotten its name. It stood by a mournful sea full of glumfish, which were so miserable to eat that they made people burp with melancholy even though the skies were blue.
2. In the north of the sad city stood mighty factories in which sadness was actually manufactured, packed and sent all over the world, which never seemed to get enough of it. Black smoke poured out of the chimneys of the sadness factories and hung over the city like bad news.
3. And in the depths of the city, beyond an old zone of ruined buildings that looked like broken hearts, there lived a happy young fellow by the name of Haroun, the only child of the storyteller Rashid Khalifa whose cheerfulness was famous throughout that unhappy metropolis, and whose never-ending stream of tall, short and winding tales had earned him not one but two nicknames. To his admirers he was Rashid the Ocean of Notions, as stuffed with cheery stories as the sea was full of glumfish; but to his jealous rivals he was the Shah of Blah. To his wife, Soraya, Rashid was for many years as loving a husband as anyone could wish for, and during those years Haroun grew up in a home in which, instead of misery and frowns, he had his father's ready laughter and his mother's sweet voice raised in song.
4. Then something went wrong. Maybe the sadness of the city finally crept in through their windows.
5. The day Soraya stopped singing, in the middle of a line, as if someone had thrown a switch, Haroun guessed there was trouble brewing. But he never suspected how much.
6. Rashid Khalifa was so busy making up and telling stories that he didn't notice that Soraya no longer sang; which probably made things worse. But then Rashid was a busy man, in constant demand, he was the Ocean of Notions, the famous Shah of Blah. And with all his rehearsals and performances, Rashid was so often on stage that he lost track of what was going on in his own home. He sped around

the city and country telling stories, while Soraya stayed home, turning cloudy and even a little thunderous and brewing up quite a storm.

- | | | |
|-----|--|---|
| A. | What made people burp with melancholy? | 1 |
| B. | Describe the 'sadness factories'. | 2 |
| C. | How was Rashid Khalifa a ray of hope for the people of the sad city? | 2 |
| D. | Describe the atmosphere at Haroun's home. | 2 |
| E. | What did the jealous rivals and admirers of Rashid Khalifa call him? | 1 |
| F. | Why didn't Rashid Khalifa notice that Soraya had stopped singing? | 1 |
| G. | Give a suitable title to the passage. | 1 |
| H. | Find a word from the passage that is the synonym of: | 1 |
| (i) | ideas (paragraph 3) | |
| I. | Find a word from the passage that is the antonym of: | 1 |
| (i) | partner (paragraph 3) | |

2. **Read the following poem carefully and answer the questions that follow:** 08

When I had money, money, O!
 I knew no joy till I went poor;
 For many a false man as a friend
 Came knocking all day at my door.

Then felt I like a child that holds
 A trumpet that he must not blow
 Because a man is dead; I dared
 Not speak to let this false world know.

Much have I thought of life, and seen
 How poor men's hearts are ever light;
 And how their wives do hum like bees
 About their work from morn till night.

So, when I hear these poor ones laugh,
 And see the rich ones coldly frown
 Poor men, think I, need not go up
 So much as rich men should come down.

When I had money, money, O!
 Many friends proved all untrue;
 It now I have no money, O!
 My friends are real, though very few.

- A. Complete the summary given below by writing the missing word (only one) against the correct blank number in your answer sheet. 5

In the poem, the poet talks about how it was only when he had no (i) _____ did he recognise his true (ii) _____ who were real, though very few. When he had money, many (iii) _____ people come to him day and night as friends. Earlier the poet was like a small (iv) _____ who held a trumpet that he must not

(v) _____ but now he is a mature man. He knows the (vi) _____ between right and wrong. Now he knows that poor people are hard working and happy. Now, when the poet hears the poor (vii) _____ and the rich (viii) _____, he thinks that poor people should go up and the rich should come (ix) _____ the social (x) _____.

- B. Find a word from the poem: 2
 (i) that is the **synonym** of: sing
 (ii) that is the **antonym** of: real

- C. Give a suitable title to the poem. 1

Section B Writing (14 marks)

3. You are Navpreet/ Manish of 65, NH Road, Bangalore. You bought a home theatre consisting of a huge LCD screen and SONY speakers and woofers with onsite warranty from Selectronics Plaza, Kiddingtown, Bangalore on July 7, 2019 vide order number DV87H3-15. The LCD as well as the woofers have been now found defective and the sound quality of the speakers is not up to SONY standards. Write a **letter of complaint** to the dealer giving details of the nature of the defects/discrepancies and ask him to do the needful. Do not forget to include the inconvenience caused to you. (120-150 words) 6
4. Due to growing materialism, there is a shift in the values of youngsters. They continue pestering their parents for the latest models of items like mobile phone, camera, laptop, etc. for personal use even though there is no genuine need for these gadgets. The work given at school and colleges that require computer or internet can easily be done using the desktop at home. You are Sunil/Swati. Write an **article** expressing your views on the same. (180-200 words) 8

Section C Grammar (16 marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

5. Combine the following pairs of sentences using infinitives: 4
- (i) On our way to Budapest, we stopped at a petrol station. We got fuel.
 (ii) Anne was nervous. She drove a car for the first time.
 (iii) After the airplane landed, I was so excited. I saw my grandparents after almost a decade.
 (iv) The president promised something. He will listen to the citizen's problems.

6. Combine the following pairs of sentences using participles: 4
- (i) India won the match against Bangladesh. India entered the World Cup 2019 semi-finals.
(ii) Jade read the newspaper article. Jade tore off the newspaper in anger.
(iii) He picked up his stick. He ran to the door.
(iv) Fiona was mesmerised by the scene. She stood rooted to the spot.
7. In the following sentences, rearrange the words in the correct order and rewrite the sentences in your answer sheet. 2
- (i) and/ is/ everywhere/ today/ inexpensive/ available/ salt
(ii) it/ salt/ from/ or/ be/ lakes/ obtained/ dried/ the/ can/oceans
8. Change the following sentences into passive voice: 3
- (i) The storm had caused extensive damage to the houses in the countryside.
(ii) I unfastened the strings of the bag as I reached home.
(iii) My coach gifted me this bag on my last birthday.
9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets. 3
- | Incorrect word | Correct word |
|----------------|--------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| No error | |
| _____ | _____ |
| _____ | _____ |
| No error | |
| _____ | _____ |
- (i) Forensic science are primarily concerned
(ii) with the application for scientific principles
(iii) for the investigation of crime. Using a latest
(iv) technology, forensic scientists convert many
(v) clue collected from a crime scene to
(vi) evidence admissible in the court from law.
(vii) It is the use and application of science in court
(viii) or legal proceedings.
- Section D**
Literature (24 marks)
10. Reference to Context
- A. 'In my street there is a white house with a little grey gate'
- (i) Name the poem and the poet. 1
(ii) Give a vivid description of the 'white house with a little grey gate'. (30-40 words) 2
- B. 'Rest, if you must, but don't you quit'
- (i) Name the poem and the poet. 1
(ii) What advice is the poet giving to the readers in the above-mentioned line? (30-40 words) 2

11. Read the questions carefully and answer in about60-80 words.

- a. Discuss in detail the reasons that Morocco gave for not choosing the silver and lead caskets. 4
- b. Describe the author's train journey to her ancestral house in Delhi. 4

12. Read the questions carefully and answer in about30-40 words.

- a. How did Gogol affirm his individuality in his work at school? 2
- b. Which casket did Prince of Arragon choose and why? 2
- c. Explain what the poet means by 'Success is failure turned inside out' in the poem *Don't Quit*. 2
- d. Describe how the members of the author's family fit into two cars when going for a picnic in 'Coming Home to Delhi'. 2

13. Complete the following in only one sentence: (Write the complete sentence in your answer sheets)

- a. The message conveyed by the poet in the poem *Don't Quit* is_____.
- b. The old couple in the poem *House with the Grey Gate* has been compared to weeds because_____.

**Section E
Supplementary Reader (6 marks)**

14. Read the questions carefully and answer any two in about50-60 words:

- a. What are the privileges that Bruno had in Berlin and not in Out-With? 3
- b. Describe what Bruno saw outside his window. 3
- c. Discuss the different opinions that Bruno's grandparents had with respect to Bruno's father's job. 3

Academic Session: 2019-20
First Term Examination
Subject-English
M/5/2

Time: 3 hours**MM: 80****General Instructions:**

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- Do not mix sections.
- Adhere to the word limit.

Section A**Reading Comprehension (20 marks)**

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

08

When I had money, money, O!
 I knew no joy till I went poor;
 For many a false man as a friend
 Came knocking all day at my door.

Then felt I like a child that holds
 A trumpet that he must not blow
 Because a man is dead; I dared
 Not speak to let this false world know.

Much have I thought of life, and seen
 How poor men's hearts are ever light;
 And how their wives do hum like bees
 About their work from morn till night.

So, when I hear these poor ones laugh,
 And see the rich ones coldly frown
 Poor men, think I, need not go up
 So much as rich men should come down.

When I had money, money, O!
 My many friends proved all untrue;
 But now I have no money, O!
 My friends are real, though very few.

A. Complete the summary given below by writing the missing word (only one) against the correct blank number in your answer sheet.

5

In the poem, the poet talks about how it was only when he had no (i) _____ did he recognise his true (ii) _____ who were real, though very few. When he had money, many (iii) _____ people come to him day and night as friends. Earlier the poet was like a small (iv) _____ who held a trumpet that he must not (v) _____ but now he is a mature man. He knows the (vi) _____ between

right and wrong. Now he knows that poor people are hard working and happy. Now, when the poet hears the poor (vii) _____ and the rich (viii) _____, he thinks that poor people should go up and the rich should come (ix) _____ the social (x) _____.

- B. Find a word from the poem: 2
 (i) that is the **synonym** of: sing
 (ii) that is the **antonym** of: real

- C. Give a suitable title to the poem. 1

2. **Read the following passage carefully and answer the questions that follow:** 12

1. There was once, in the country of Alifbay, a sad city, the saddest of cities, a city so ruinously sad that it had forgotten its name. It stood by a mournful sea full of glumfish, which were so miserable to eat that they made people burp with melancholy even though the skies were blue.

2. In the north of the sad city stood mighty factories in which sadness was actually manufactured, packed and sent all over the world, which never seemed to get enough of it. Black smoke poured out of the chimneys of the sadness factories and hung over the city like bad news.

3. And in the depths of the city, beyond an old zone of ruined buildings that looked like broken hearts, there lived a happy young fellow by the name of Haroun, the only child of the storyteller Rashid Khalifa whose cheerfulness was famous throughout that unhappy metropolis, and whose never-ending stream of tall, short and winding tales had earned him not one but two nicknames. To his admirers he was Rashid the Ocean of Notions, as stuffed with cheery stories as the sea was full of glumfish; but to his jealous rivals he was the Shah of Blah. To his wife, Soraya, Rashid was for many years as loving a husband as anyone could wish for, and during those years Haroun grew up in a home in which, instead of misery and frowns, he had his father's ready laughter and his mother's sweet voice raised in song.

4. Then something went wrong. Maybe the sadness of the city finally crept in through their windows.

5. The day Soraya stopped singing, in the middle of a line, as if someone had thrown a switch, Haroun guessed there was trouble brewing. But he never suspected how much.

6. Rashid Khalifa was so busy making up and telling stories that he didn't notice that Soraya no longer sang; which probably made things worse. But then Rashid was a busy man, in constant demand, he was the Ocean of Notions, the famous Shah of Blah. And with all his rehearsals and performances, Rashid was so often on stage that he lost track of what was going on in his own home. He sped around the city and country telling stories, while Soraya stayed home, turning cloudy and even a little thunderous and brewing up quite a storm.

A.	What made people burp with melancholy?	1
B.	Describe the 'sadness factories'.	2
C.	How was Rashid Khalifa a ray of hope for the people of the sad city?	2
D.	Describe the atmosphere at Haroun's home.	2
E.	What did the jealous rivals and admirers of Rashid Khalifa call him?	1
F.	Why didn't Rashid Khalifa notice that Soraya had stopped singing?	1
G.	Give a suitable title to the passage.	1
H.	Find a word from the passage that is the synonym of:	1
(i)	ideas (paragraph 3)	
I.	Find a word from the passage that is the antonym of:	1
(i)	partner (paragraph 3)	

Section B
Writing (14 marks)

3. You are Rehan/ Rehana of 65, Sector 3, Noida. You had bought a washing machine from Selectronics City, Noida on July 17, 2019 vide order number CC45B8-16 with two years of onsite warranty. Unfortunately, the washing machine has started malfunctioning. Even after your repeated calls to the customer care, you have not been given any service by the company. Write a **letter of complaint** to the Sales Manager, Selectronics City, Noida seeking an immediate action from his side to resolve your problem. Do not forget to include the inconvenience caused to you. (120-150 words) 6
4. Due to growing materialism, there is a shift in the values of youngsters. They continue pestering their parents for the latest models of items like mobile phone, camera, laptop, etc. for personal use even though there is no genuine need for these gadgets. The work given at school and colleges that require computer or internet can easily be done using the desktop at home. You are Sunil/Swati. Write an **article** expressing your views on the same. (180-200 words) 8

Section C
Grammar (16 marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

5. **Combine the following pairs of sentences using infinitives:** 4
 (i) I often go to this website. I download movies and TV shows.
 (ii) Grace was happy. She heard of your new job at Sanskriti School.
 (iii) After completing his engineering degree, he went to Bangalore. His objective was getting a well-paying job.
 (iv) He is not afraid. He always speaks the truth.
6. **Combine the following pairs of sentences using participles:** 4
 (i) India won the match against Bangladesh. India entered the World Cup 2019 semi-finals.
 (ii) Jade read the newspaper article. Jade tore off the newspaper in anger.

- (iii) He heard a loud noise outside his room. He got up from his bed and looked outside the window.
 (iv) Hillary was deceived by her employer. She lost all hope.
7. In the following sentences, rearrange the words in the correct order and rewrite the sentences in your answer sheet. 2
- (i) and/ is/ everywhere/ today/ inexpensive/ available/ salt
 (ii) it/ salt/ from/ or/ be/ lakes/ obtained/ dried/ the/ can/oceans
8. Change the following sentences into passive voice: 3
- (i) Dr Mitra will write the prescription for Mr Mehta today.
 (ii) The teacher opened the classroom windows to let some fresh air in.
 (iii) I picked up the heavy box from the table.
9. The following passage has not been edited. There is one error in each line against which a blank has been given. Write the correct word as well as the incorrect word as given below in your answer sheets. 3
- | Incorrect word | Correct word |
|---|--------------|
| Forensic science are primarily concerned | _____ |
| with the application for scientific principles | _____ |
| for the investigation of crime. Using a latest | _____ |
| technology, forensic scientists convert many | _____ |
| clue collected from a crime scene to | _____ |
| evidence admissible in the court from law. | _____ |
| It is the use and application of science in court | No error |
| or legal proceedings. | _____ |
| | No error |
- Section D
Literature (24 marks)
10. Reference to Context
- A. 'In my street there is a white house with a little grey gate'
- (i) Name the poem and the poet. 1
 (ii) Give a vivid description of the 'white house with a little grey gate'. (30-40 words) 2
- B. 'Rest, if you must, but don't you quit'
- (i) Name the poem and the poet. 1
 (ii) What advice is the poet giving to the readers in the above-mentioned line? (30-40 words) 2
11. Read the questions carefully and answer in about 60-80 words.
- a. Discuss in detail the reasons that Arragon gave for not choosing the gold and lead caskets. 4
 b. Describe the author's train journey to her ancestral house in Delhi. 4

12. Read the questions carefully and answer in about 30-40 words.

- a. How did Gogol affirm his individuality in his work at school? 2
- b. Which casket did Prince of Morocco choose and why? 2
- c. Explain what does the poet mean by 'Life is queer with its twists and turns, as every one of us sometimes learns' in the poem *Don't Quit*. 2
- d. Describe how the members of the author's family fit into two cars when going for a picnic in 'Coming Home to Delhi'. 2

13. Complete the following in only one sentence: (Write the complete sentence in your answer sheets)

- a. *Don't Quit* conveys the message that _____. 1
- b. The metaphor of weeds has been used for the old couple because _____. 1

Section E Supplementary Reader (6 marks)

14. Read the questions carefully and answer any two in about 50-60 words:

- a. What are the privileges that Bruno had in Berlin and not in Out-With? 3
- b. Describe what Bruno saw outside his window. 3
- c. Discuss the different opinions that Bruno's grandparents had with respect to Bruno's father's job. 3

Month: October**Section A (Reading)**

1. Read the poem given below and answer the questions that follow:

Cherry Tree

Eight years have passed
 Since I placed my cherry tree in the ground
 'Must have a cherry tree of my own', I said-And
 watered it once and went to bed
 And forgot, but cherries have a way of growing
 Though no one's caring very much or knowing
 And suddenly that summer, near the end of May, I found a
 tree had come to stay.
 It was very small, a five months' child,
 Lost in tall grass running wild.
 Goats ate the leaves, grasscutter's scythe
 Split it apart, and a monsoon blight Shrivelled the
 slender stem--- Even so, Next spring I saw three
 new shoots grow, The young tree struggle , upward
 thrust Its arms in fresh fierce lust
 For light and air and sun.

1. Read the following summary of the poem and then fill in the blanks with appropriate words.

The poet planted a cherry seed because he 1) _____. He 2) _____ once and then forgot about it. But near 3) _____, he was surprised to see a cherry tree almost hidden 4) _____. Several disasters befell it. A goat 5) _____. A woodcutters scythe 6) _____. Its delicate (7) _____ shriveled because of a plant disease. Nevertheless, in the next spring the poet could see 8) _____ rising upwards.

2. Why was the poet surprised to see the tree?

3. The cherry tree was
- hardy
 - dying
 - delicate

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

Cookies over biscuits
 - Shashi Tharoor

As an Indian schooled in the English language, I have long been fascinated by its different variants in use around the world. But most compelling are the multiple differences between British and American English, the two languages fighting for dominance in the Anglophone world.

In my first week on a US university campus, I asked an American where I could post a letter to my parents. "There's a bulletin board at the Student Center," he replied, "but are you sure you want to post something so personal?" I soon learned that I needed to "mail" letters, not "post" them (even though in the US you mail them at the "post office").

In Britain, one concludes a restaurant meal by asking for the bill, and conceivably paying by cheque; in America, one asks for the check and pays with bills. What the Brits call chips are fries in America; what the Yanks call chips are crisps in Britain.

An English friend of mine says he nearly had a heart attack on a flight in the US when the American pilot announced that the plane would be airborne "momentarily". In British English, "momentarily" means "for a moment", and he says he thought the pilot was suggesting an imminent crash after take-off. In American English, however, "momentarily" means "in a moment", and the pilot was merely appeasing the passengers. The plane took off, stayed aloft, my friend's heart stopped thudding, and he lived to tell the tale. But he understood the old adage that Britain and the US are countries divided by a common language.

Anecdotes abound about the misunderstandings that arise when foreigners come to the US thinking that they know the language.

There's the hotel that failed to understand an English guest who called to say he had left his "trousers in the wardrobe". Translators had to be summoned before the hotel staff finally cottoned on: "Oh, you've left your pants in the closet. Why didn't you say so in the first place?"

The language of politics is also not exempt from the politics of language. When a member of parliament in Britain "tables" a resolution, he puts it forward for debate and passage; when an American Congressman tables a resolution, he kills it off. A "moot" point is one the Englishman wants to argue; but if it's moot, the American considers it null and void. Such differences of usage reveal something of the nature of American society. It is no wonder, after all, that while the British "stand" for election, Americans "run" for office.

A British linguist once told a New York audience that whereas a double negative could make a positive, there was no language in the world in which a double positive made a negative. A heckler put paid to his thesis in forthright American: "Yeah, right."

Yeah, right, indeed. With the universality of English largely a result of US global dominance, it's time for other English speakers to accept the American usage is winning worldwide. Even Indians are saying "elevator" and "apartment" rather than "lift" and "flat". "Cookies" are supplanting "biscuits".

And as the Americans have taught the rest of us to say: that's O.K. Though not even they can tell us what those initials are meant to represent. *(source: The Week, September 15, 2017)*

1. What fascinated the writer about the English language?

2. Why was the American student surprised at the writer's request regarding the letter?

3. State one example that proves the old adage that Britain and the US are countries divided by a common language.
-
-

4. The writer states that "differences of usage reveal something of the nature of American society." What is this 'nature' that is being referred to here in your opinion?
-

5. Based on your reading of the passage, complete the following table:

Word	Meaning in England	Meaning in America
Post		
Momentarily		
Moot		
To table a resolution		

6. **Do as directed:**

- a. Find the synonym of the word 'impending': _____
- b. Find another word for 'pacifying': _____
- c. State the meaning of the word 'Anglophone': _____

Section B (Writing)

Diary Entry

POINTS TO REMEMBER

DIARY ENTRY

Diary writing is one of the most personal and informal category of writing. Diary writing usually involves the regularized recording of personal feelings and reflections on a topic. It facilitates growth of self-awareness and self-reliance. Written in the solitude on blank pages, writers can reflect on their life experience, contemplate future directions and come to trust their own answers. Sometimes the events of the day leave one with a sense of joy or hurt or even anger which one can give vent to, through a brief diary recording, usually, at the end of the day.

Diary writing involves more than just a straightforward recording of thoughts about a subject or a set of headings. Generally, diary is used to bounce off ideas, to unburden oneself. However it can be regarded as a sign of personal growth. An entry is made in the diary, so that, the day with its accompanying emotions may be remembered.

FORMAT

Since diary writing is very personal, it follows no set rules. However the following points can be mentioned.

- Date/Day/Time
- Contents in an impersonal manner
- Words like 'Dear Diary' can be used. Some writers address the diary with a particular name.
- Your name.

CONTENTS

1. Write the diary in first person since this is your personal story on account of an event.
2. Write the events in the correct order.
3. Provide important details of the place, time, people, or things that were part of the event.
4. Write about your feelings in detail and explain why you feel that way.
5. It should not record weather records, recipes or reminders etc.
6. It should be honest and truthful observation of people or oneself.
7. Even if ideas look disjointed, it should not matter.
8. You should record or write something that really inspires you and which you would like to read later.

Remember :

- This is a personalized piece of writing.
- This is an expression of personal feelings, inner most thoughts and emotions.
- A diary entry is always in the past tense.
- The word 'today' should feature in the beginning of the entry.
- Start the diary entry with day, date.

Solved Example

Friday, July 20, 1995

9:30 pm

THE CIVIL SERVICES SCHOOL

It had not stopped raining since 6 in the morning. I had been sitting near the window in my room, watching the Gulmohar tree outside dripping with rain. Why did God have to be so unkind to me? It was my birthday today and I had made so many plans. Mom had promised a grand lunch and I was to bring all my friends home after school. But there had been no school, as it was declared a holiday due to waterlogged roads. Mom, though I must admit, kept her promise and had cooked a whole lot of goodies. The aroma of her wonderful cooking had enveloped the whole house, though I seem to have lost my appetite. And my friends? Are they my friends? Not a single

one had turned up. Mom said they had called to say that they could not make it. I feel miserable! We were to have games and dancing and there were those lovely return gifts all wrapped up and ready...Oh! This is the worst birthday anyone could wish for.

Guess what? They all arrived at 7p.m.! We did have the party after all! Mom wanted it to be a surprise, so I wasn't told. What a wonderful time we had! We danced and sang and brought the roof down. We made so much noise with our dancing and laughter that at one point one of our neighbours actually came to complain! And the food—it was heavenly! My friends loved every minute of the party and I loved every minute of their exciting and fun-filled company. They were all reluctant to go home just as much as I was to see my party come to an end. But I am looking forward to opening my presents.

Thank you God; thank you, Mom. Oh, I am so happy! This has to be the best birthday party anyone could wish for.

Diary of Anne Frank excerpts

Anne's profoundly powerful words and insights covered a range of topics and emotions during her two years in hiding. These few excerpts demonstrate why Anne Frank is more relevant than ever today.

Note: The format given is different from what we follow.

On Deportations

"Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews....If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed."

- October 9, 1942

On Nazi Punishment of Resisters

"Have you ever heard the term 'hostages'? That's the latest punishment for saboteurs. It's the most horrible thing you can imagine. Leading citizens--innocent people--are taken prisoner to await their execution. If the Gestapo can't find the saboteur, they simply grab five hostages and line them up against the wall. You read the announcements of their death in the paper, where they're referred to as 'fatal accidents'."

- October 9, 1942

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.' Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp."

- May 18, 1943

On Writing and Her Diary

"Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch broadcast from London, said that after the war a collection would be made of diaries and letters dealing with the war. Of course, everyone pounced on my diary."

- March 29, 1944

"When I write, I can shake off all my cares."

- April 5, 1944

Describing her Despair

"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

- February 3, 1944

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..."

- April 5, 1944

On Her Old Country, Germany

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

- October 9, 1942

On Still Believing

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"

- July 15, 1944

EXERCISES

1. Make a diary entry describing a day in school when everything seemed to go wrong.
2. You are returning from a dinner at a family friend's place and on the road you see an ambulance coming with its sirens blaring. To your dismay, you observe that other than your own vehicle, that moves aside to allow the ambulance to pass, no other vehicles move. Write a diary entry describing how you felt about that night.
3. Your class needs to put up an assembly. However you find that some of the students are simply not open to new ideas and all your suggestions are rejected. You feel extremely frustrated. Write a diary entry describing how you feel about the situation in about 120-150 words.

Section C (Grammar)

Main and Subordinate Clauses

PHRASES AND CLAUSES

"In a corner"

This group of words makes sense but not complete sense

Phrase-

- is a group of words that does not have a subject or a finite verb and does not make complete sense on its own.
- It may contain a non-finite verb.
- It usually starts with a preposition or a non-finite verb.

Eg:

1. I will come in the afternoon.
2. He set up a stall under a tree.
3. Sara went to the mall to meet her friends.
4. To avoid burning her hand, Kim threw the matchstick.

Clauses-

- Is a group of words that has a subject and a predicate along with a finite verb.
- It can be a complete sentence on its own.

Eg:

1. John ate a cake.
2. She went to the beach.
3. The man whom you'd met yesterday is a journalist.

**Finite verb: A finite verb changes according to the subject. It is limited by a person or number.*

EXERCISES**1. Identify the underlined group of words as phrases or clauses by writing P or C:**

1. He is writing a book on the life of Mahatma Gandhi.
2. He is writing a book about what Gandhiji achieved in South Africa.
3. The class decided to give Jyoti ma'am a surprise.
4. Jyoti ma'am walked into the classroom and greeted the students.
5. The construction will be completed before the rains begin.
6. Leave your bags with the guard at the entrance.
7. Please let me know if you need the car.

2. Underline each clause.

- a) It's one o'clock and we should be on our way by now.
- b) I don't like him but I'll give him my support.
- c) He put his hand on her arm but said nothing.
- d) You go round to the back of the house and take a look and I'll try the front door again.
- e) Its Saturday so I needn't get up so early.
- f) I've tried and I've tried but I've never managed it.
- g) The government promised reforms but has done nothing.

SUBJECT AND PREDICATE

When we make a sentence, we name a person or thing and say something about that person or thing. Thus, the part that names the person or thing we are speaking about is called the subject of the sentence and the part which tells something about the subject is called the predicate of the sentence.

The subject of a sentence usually comes first, but occasionally it is put after the predicate.

Eg: Here comes the bus.

Sweet are the uses of adversity.

In Imperative sentences, the subject is left out.,

Eg: Sit down. (Here the subject 'you' is understood)

KINDS OF CLAUSES

1. **Main or Independent Clause** makes good sense by itself, therefore it can stand independently as a meaningful and complete sentence.

Eg: I am leaving tomorrow.

REMEMBER:

A simple sentence has a single verb.

Some sentences are made up of two or more clauses which are of equal importance. They are like two or more sentences joined together.

Each clause is independent of the other and could have been a separate sentence. These clauses are called **coordinate clauses**. Such a sentence is called a **compound sentence**. The clauses are connected by coordinating conjunctions such as *and, or, but, yet, so*.

Examples:

- The test was long but she managed to finish it.
- Roma is a talented singer and dancer. (There is no need to repeat the subject.)
- The bus was caught in a jam, so she reached the school late.

Another way of joining coordinate clauses is to use a semi colon without any conjunction.

For Example: Reema was singing a bhajan; I sat down to listen.

2. **Subordinate or Dependent Clause** always depends on a main clause to derive its meaning, hence it is always a part of a sentence. It cannot be a sentence on its own. A subordinating conjunction joins it to a main clause (eg- after, though, that, since, if etc.)

Eg: I lost the book that he gave me.

NOTE: If a sentence begins with a subordinate clause, we use a comma to separate it from the main clause.

Eg: While she waited at the station, Radha realised that the train was late.

Subordinating conjunctions, such as, *because, if, while, though*, relative pronouns (*who, which, that*) or relative adverbs (*who, when, where*) join the subordinate clause to the main clause.

A **Complex sentence** has one main clause and two or more subordinate clauses.

3. Identify each clause as main / subordinate clause.

- a) The boy had a bath and ran to attend his Chess class.

- b) The Chess class will not take place if Mr. Smith doesn't arrive by 5pm.
 - c) Sachin Tendulkar hit a double century in the match last week.
 - d) Organic pulses are good because they are not only healthy but take lesser time to cook.
 - e) The use of carbon-based fuels increases greenhouse gases in the atmosphere and causes global warming.
 - f) I didn't enjoy reading the book; I didn't understand the story very well.
 - g) Mahesh Bhupati and Leander Paes together form an effective Tennis duo.
 - h) As we ascend to higher altitudes, air pressure and oxygen concentration decreases.
 - i) The shrine at Tirupati is the most powerful in India.
 - j) If you mix salt in water, the freezing point reduces.
 - k) The instructor might seem very strict at first, but you'll learn the dance quite easily, because of his style of teaching.

INTEGRATED GRAMMAR EXERCISES

1. The following passages have not been edited. There is one error in each line. Underline each error and write the correction in the space provided:

Once the Greek scientist Thales is walking beside the river . While walking he was looking to the moon . He was so absorbed in his thoughts that he fell in a ditch. Thales' knee was badly injured.

The old woman caught him in the arm and pulled him out. Then she said to Thales, "you must be a liar.

You say you no a lot
of heavenly bodies . How can that
be true. You cant even see what lies
on your feet.”

2. In this passage one word has been omitted. Put a / where the word is missing and write the missing word in the space provided:

Our family is of a kind. On the one hand, we

all share sweet tooth, on the other hand

we to face its consequences. We can smell a

Gajarhalwa or a chocolate fudge miles. I wish I could dismiss extra tiers of fat as a hereditary quality.

Trip to the gym and the subsequent weighing on the machine shocks me. So as the year drew to close, for me was time to reflect over several cakes

and desserts I had eaten the past year.

3.Unscramble the following:

a) of Kabul/power in/Babur/the kingdom/came/in Afganistan/to

b)and/in 1526/of Delhi/he/defeated the/invaded/Sultan/India

c)known as/to be/Babur's/the Mughal/came/empire/empire

d)could not/together/his son/keep/Humayun/the empire

Section D (Literature)

The Boy Who Broke the Bank - Ruskin Bond

Ruskin Bond's story is set in a small town where Nathu works as the sweeper-boy in a local bank owned by wealthy man, Seth Govind Ram. Nathu has not been paid by his employers for almost two months. He shares his disappointment and frustration with his friend Sitaram, who delivered washed clothes from house to house. During one such visit, Sitaram shares Nathu's predicament with Mrs Prakash, hoping that she would have a job for Nathu. He mentions that Nathu's current employers have not been paying him and hence, he wishes to leave soon.

This ordinary piece of information changes form as it is passed on from one person to another. Mrs. Prakash shares it with her friend Mrs. Bhushan who goes on to share it with her husband. New details are added to the original piece of information. From being a bank that had not paid one of his employees, Seth Govind Ram's Bank was soon deemed to have gone bankrupt. Such is the power of gossip and rumour, that the panic-stricken people believed that the bank was about to collapse. The disgruntled customers reached the bank to withdraw all their money. The fact that Seth Govind Ram was in Kashmir on vacation further added to their suspicion and insecurity. The people were convinced that he had escaped before the customers could confront him, thus, proving his guilt. Towards the end, we get to know that the clerk responsible for the payment of the employees was on sick leave, which has led to the delays. The bank employees, however, could not placate the anxious customers. Among the crowd were the mischief makers who fanned the insecurities of the people, provoking them to resort to aggression and violence.

In the end, in an ironic turn of events, Sitaram tells Nathu that the bank had gone bankrupt. This leaves Nathu wondering who or what could have been the cause of this.

The story is a lesson in the perils of spreading unverified information. It urges the readers to probe what they observe through their senses and analyse it rationally. It teaches the readers to differentiate between a reaction and a response and encourages them to choose the latter over the former.

Reference to Context:

"If they can't pay the sweeper, they must be in a bad way. None of the other can be getting paid either."

- Identify the speaker of the above lines. Who is he/she speaking to?
- How did the speaker get to know about the sweeper-boy?

- c. Discuss the details that the speaker has added to the original piece of information. What does this lead to?

The Seth had fled the state, said one. He had fled the country, said another. Others insisted that he was hiding somewhere in town.

- Can you name the people who said the above lines?
- Why did 'these people' think that the Seth had escaped?
- Had the Seth really 'fled'?
- What do the above lines reveal about their speakers?

Answer the following questions in 50-60 words:

- Why did Sitaram recommend Nathu's name to Mrs. Prakash?
- State two examples to show how the town was plunged into chaos and panic.
- Why has 'the news' been compared to a forest fire?
- How did the bank employees handle the angry customers?

Sample answer: The clerk reassured the people that their money was safe and bank is not about to go bankrupt. He said that the clerks had received their salaries and that some of payments were still due as one of the clerks was on leave. They were harassed by the people and had to ultimately shut down their counter.

- How did the mischief-makers benefit from the situation?
- Why was Nathu upset when he came to work the next morning?
- "I wonder how it could have happened..." discuss the significance of the line.
- Is the title of the story relevant? Justify.
- Is Ruskin Bond trying to teach us something through this story? Discuss.

Hope is the Thing with Feathers
- Emily Dickinson

Written in 1862, this poem is an extended metaphor that compares hope to a bird with wings and feathers. It perches in our heart and sees us through all difficulties. Hope never deserts us invariable of our circumstances.

Like a bird soars in the sky due the strength of its feathered wings, hope also fills us with zeal and the desire to face the challenge and patiently wait for them to go away. Hope imparts strength and a sense of balance just like the wings add to the bird's strength. Hope sings a beautiful tune which had no words. Words force us to apply reason and may or may not be understood by all the same way. thus, Hope's wordless tune uplifts the spirits of all those listen to it and it goes on forever.

Gale represents the difficult things that life throws at us. Hope's song sounds the sweetest when we face hardship. The worst form of storm or crisis would not be able to deter or scare away this bird of Hope. Hope is not embarrassed by such travails. It continues to shield the heart and soul from the chilling circumstances outside.

When the going gets tough, Hope gets us going. Its resounding tune can be heard through the strangest sea (the most unexpected situations). Yet, it expects nothing in return. it gives us strength but demands nothing from us.

*And sore must be the the storm
That could abash the little Bird
That kept so many warm*

- Name the poem and the poet.

- b. What does storm symbolise in these lines?
- c. Describe the impact of the storm on the little Bird.
- d. Explain the last line of the extract.

Answer the following questions in 50-60 words:

- 1. Explain the central metaphor used in this poem.
- 2. Why did the poet use a bird to represent hope?
- 3. Why has Hope's song been described as endless?
- 4. How does the poet show that Hope gives but doesn't demand?



Month: November

Section A (Reading)

1. Read the following poem and answer the questions that follow.

Introduction to Poetry
BY BILLY COLLINS

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

1. Who is the speaker in this poem?

2. Name two things the poet compares studying a poem to.



3. Who does the word "them" refer to?

4. What is the "confession" that they want to get?

5. Why do you think the poem is called introduction to poetry?

6. What is the underlying message of the poem?

7. Identify the poetic device used in the poem. Quote the lines.

8. How does Collins want students to explore a poem?

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

It's Shoe Time Folks!

My friend, Streak, who stays in the US, recently came to India. After spending a month visiting different parts of our country, he came to see me. Late one evening, when my family huddled around him to know his views on

India, he remarked, "Hey, there's something very interesting about your country. You have cobblers everywhere whether it is a posh market in a metro or a small town, and all of them find space under the shade of some tree or by the wayside and are busy mending shoes."

Now, expecting him to talk about the TajMahal, Khajuraho, Konark or the mountains of sand in Jaisalmer, for a minute I was in a tizzy. What is so unusual about finding cobblers all over the place? People with particular skills like cobblers, laundrymen, hairdressers, electricians, plumbers, motor mechanics and the like are surely indispensable in all habitats, especially in towns and cities, I thought to myself. After a pause I said, "Streak, it's like this: cobblers are everywhere because the shoes and chappals we wear can give us trouble any time. And if they are not repaired immediately, one is hamstrung."

He retorted, "But, why don't your manufacturers prepare good quality shoes to spare you such situations? The pair of shoes I am wearing has never needed repairs even though it's two years since I bought it. And the interesting part is that my shoes carry the "Made in India" tag even though they were purchased in New Jersey!"

I was unprepared for this type of query. Just then, my neighbour dropped into say hello and on my request joined us for a cup of tea. He has a unit for manufacturing and exporting shoes and after the usual enquiries and introductions, I posed Streak's question to him. Ready-witted ad he is, he snapped back; "Well, there is nothing unusual about it. We produce two types of products, one for the export market and the other for domestic consumers. The one your friend is wearing is of export quality. That means, superior to what we offer in the domestic market!"

My friend from the US was aghast. "You mean to say that manufacturers have two sets of production policies," he remarked. "Why, to me that amounts to being unfair to your countrymen." It was now becoming pretty discomfiting for me to debate this controversy generating issue any further. I wanted to change the topic but it looked as if my neighbour had taken Streak's remark as a personal affront to the entire shoe-making fraternity in India.

"Mr. Streak," he exclaimed, "as manufacturers, we have to keep in mind the socio-economic conditions of our country. Here we have millions of cobblers who earn their livelihoods by mending the shoes we make. How can we be insensitive to this reality? And remember, the purchasing power of our countrymen is not the same as you have in the US. If we start offering them the shoes we export to you, then 80% of the population of my country will remain without shoes!"

Since Streak was by now looking convinced, I was happy besides being a trifle relieved.

However, just as my neighbour got up to say goodbye, Streak came up with his parting shot.

"Today I understand why Indians have to leave their shores to be world-class citizens and why they can't be world-class staying in India."

I really don't know if that was a barb or a compliment.

1. Why was the author taken aback by Streak's first impression of India?

2. The expression, 'in a tizzy' means:
a. upset b. annoyed c. amused d. confused
3. What was Streak's query and why was the narrator unable to respond?

4. Why did the narrator depend on the neighbour to answer Streak's question?

5. Who are the domestic consumers in the given context?

THE CIVIL SERVICES SCHOOL

6. What was the controversy generating issue and why would the neighbour have been particularly offended?

7. How is the neighbour being sensitive to the reality of his countrymen?

8. Find words from the passage which mean the same as:

- a. insult _____
- b. uncomfortable _____

Section B (Writing)

Factual Description and process writing

How to write factual descriptions

Factual description of a process or an event requires a step by step account of an activity, experiment, procedure.

The ideas should be systematically presented with important points coming first followed by not-so-important points. Heading is an essential part of it and should be short and crisp.

Make a note of tenses used in your description as most often this is the place where students find greater difficulty in.

Language

The language used should be semi-formal in nature. Try to be simple, attractive and appealing. Also try not to show your linguistic ability. You should make your factual description in such a way that it shows your attention to detail and observatory skills.

Content

When did the event occur, venue of the event

Sequence of programme

Information about participants/chief guests/judges

Kind of organization, people responsible for programme/arrangements

Results, if describing a contest

Value points

PERSON based

Physical attributes

Intellectual and emotional qualities

Others' perception about him/her

Any other relevant trait of him/her by use of an incident

PLACE based

Location

Dimensions

Special features about the place

OBJECT based

Physical description (colour, design, material used, etc)

Utility value

Special features about the object

Format

Start writing factual descriptions by writing the TITLE.

First paragraph – Introduction

Second paragraph – Describe the content

Third paragraph – Additional information

Fourth paragraph - Conclusion

Word limit - 120 – 150 words**Example****HOW TO WRITE THE FACTUAL DESCRIPTION OF A PERSON?**

In *The Prince and the Pauper*, Mark Twain paints a word picture of King Henry VIII using descriptive language:

Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

And in [The Bronze Bow](#), Elizabeth George Speare describes a young Roman soldier:

When he straightened again, the Roman was pulling off his helmet, revealing crisp fair hair. He wiped the back of his hand across his wet forehead where the metal had left an uncomfortable-looking crease. With a shock, Daniel saw that he was very young... The beardless cheeks and chin scarcely needed a razor. His skin was white, mottled and peeling from exposure to the sun, so that he could not have seen service long under the Galilean skies. The eyes that stared back at Daniel were a clear bright blue. He looked as though he might be about to speak.

You Can use the following tips to kick start your factual description**How to Describe a Person**

The following word lists will help you improve your descriptive paragraphs

NOTE: Do not use every descriptive element listed below. Rather, a few well-chosen details will go a long way toward bringing your subject to life.

Face Shape

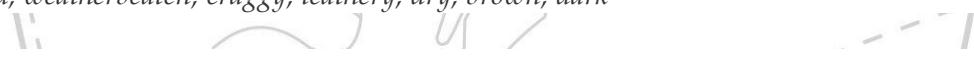
Y I C A N S K R I T I C

- *Square*
- *Oval*
- *Round*
- *Triangular*
- *Heart-shaped*
- *Thin*
- *Wide*
- *Chiseled*

Skin and Complexion

Complexion is the natural appearance and color of the skin, especially of the face. For example, "Mary has a soft, creamy complexion."

- **Wrinkled:** covered with lines or loose folds of skin; often associated with age
- **Freckled:** sprinkled or covered with light brown spots
- **Ruddy:** skin that has a reddish tint; may have the appearance of sunburn
- **Sallow:** skin that has a yellowish tint; may be associated with illness
- **Tanned:** skin with a warm, golden-brown tint
- **Rosy or fresh-faced:** pink-cheeked, fair complexion that glows with a hint of pink
- **Other skin-related adjectives:** pale, fair, spotless, silky, smooth, creamy, dewy, baby-soft, peaches-and-cream, glowing, paper-thin or translucent (as with a very old person), sunburned, peeling, rough, weathered, weatherbeaten, craggy, leathery, dry, brown, dark



Eyes



- **Shape, size, and appearance:** large, small, almond-shaped, round, bulging, heavy-lidded, hooded
- **Eye color:** black, brown, hazel, green, blue, gray
- **Eye expressions:** piercing, mesmerizing, sad, sorrowful, haunted, gentle, sympathetic, warm, compassionate, expressive, bright, twinkling, lively, **Other:** brown-eyed boy, bright-eyed sister, wide-eyed child, gold-flecked eyes



Mouth and Lips



- **Lip shape and size:** thin, full, pouting, rosebud (baby's lips, often), pursed (puckered up, as when concentrating)
- **Mouth expressions:** laugh, smile, beam, grin, frown, grimace,
- **Adjectives describing the mouth or mouth expressions:** toothy, toothless, gap-toothed, kind, sweet, dimpled, relaxed, firm, serious, cruel, snarling

Hair

- **Hair color:** black, brunette, brown, chestnut-brown, blond, honey-blond, golden-blond, white, salt-and-pepper

- **Texture or appearance:** wispy, fuzzy, wavy, curly, kinky, frizzy, unmanageable, straight, trimmed, parted, neatly-combed, tamed, long, short, cropped, dull, shiny
- **Hair styles:** braids, ponytail, pigtails, bun, messy bun, twist, bob, ringlets,

Body

TIP: Choose strong verbs and adjectives.

- **Build:** small, slim, slight, thin, lean, willowy, skinny, angular, bony, fine-boned, chunky, broad-shouldered, muscular
- **Posture:** stand, sit, slouch, flop, lean, recline, rest, stretch, sprawl, curl up, roost, squirm, arch, slump, stoop, bend, hunch, scoot, walk, run, race, jog

Sample Descriptions from literary works

Hitchhiker's Guide to the Galaxy by Douglas Adams (page 11):

"He was not conspicuously tall, his features were striking but not conspicuously handsome. His hair was wiry and gingerish and brushed backward from the temples. His skin seemed to be pulled backward from the nose. There was something very slightly odd about him, but it was difficult to say what it was. Perhaps it was that his eyes didn't seem to blink often enough and when you talked to him for any length of time your eyes began involuntarily to water on his behalf. Perhaps it was that he smiled slightly too broadly and gave people the unnerving impression that he was about to go for their neck." This description of Ford Prefect is sparky and full of action, you can practically see him smiling unblinkingly at you.

Lord of the Rings: The Fellowship of the Ring by J.R.R. Tolkien (page 274):

"The face of Elrond was ageless, neither old nor young, though in it was written the memory of many things both glad and sorrowful. His hair was dark as the shadows of twilight, and upon it was set a circlet of silver; his eyes were grey as a clear evening, and in them was a light like the light of stars." You can almost feel night gathering as you read that passage, from the gray of evening to the appearance of the night sky, and the overall impression is one of great age despite the claim of agelessness.

The following is an example of an object based factual description.

WASHING MACHINE

A washing machine is a convenient appliance that is used for washing clothes. The automatic washing machine has a central drum that is used for holding the clothes. There is a dispensing tray, where the detergent and additives can be put in. The control panel has knobs which control the temperature and allow users to select different modes of operation. The drum also helps to dry clothes by spinning like a centrifuge machine.

A washing machine is usually made of metal parts but some of them are reinforced plastic. They may be front opening or top loading.

Model factual description of place

1) The Laundry Room

The windows at either end of the laundry room were open, but no breeze washed through to carry off the stale odors of fabric softener, detergent, and bleach. In the small ponds of soapy water that stained the concrete floor were stray balls of multicolored lint and fuzz. Along the left wall of the room stood ten rasping dryers, their round windows offering glimpses of jumping socks, underwear, and fatigues. Down the center of the room were a dozen washing machines, set back to back in two rows. Some were chugging like steamboats; others were whining and whistling and dribbling suds

Two stood forlorn and empty, their lids flung open, with crudely drawn signs that said "Broke!" A long shelf partially covered in blue paper ran the length of the wall, interrupted only by a locked door. Alone, at the far end of the shelf, sat one empty laundry basket and an open box of Tide. Above the shelf at the other end was a small bulletin board decorated with yellowed business cards and torn slips of paper: scrawled requests for rides, reward offers for lost dogs, and phone numbers without names or explanations.

On and on the machines hummed and wheezed, gurgled and gushed, washed, rinsed, and spun.

2) Mabel's Lunch stood along one wall of a wide room, once a pool hall, with the empty cue racks along the back side. Beneath the racks were wire-back chairs, one of them piled with magazines, and between every third or fourth chair a brass spittoon. Near the center of the room, revolving slowly as if the idle air was water, a large propeller fan suspended from the pressed tin ceiling. It made a humming sound, like a telephone pole, or an idle, throbbing locomotive, and although the switch cord vibrated it was cluttered with flies.

At the back of the room, on the lunch side, an oblong square was cut in the wall and a large woman with a soft, round face peered through at us. After wiping her hands, she placed her heavy arms, as if they tired her, on the shelf.

Adapted from a paragraph in The World in the Attic, by Wright Morris (Scribner's, 1949).

3) The Subway Station

Standing in the subway station, I began to appreciate the place--almost to enjoy it. First of all, I looked at the lighting: a row of meager light bulbs, unscreened, yellow, and coated with filth, stretched toward the black mouth of the tunnel, as though it were a bolt hole in an abandoned coal mine. Then I lingered, with zest, on the walls and ceilings: lavatory tiles which had been white about fifty years ago, and were now encrusted with soot, coated with the remains of a dirty liquid which might be either atmospheric humidity mingled with smog or the result of a perfunctory attempt to clean them with cold water; and, above them, gloomy vaulting from which dingy paint was peeling off like scabs from an old wound, sick black paint leaving a leprous white undersurface. Beneath my feet, the floor a nauseating dark brown with black stains upon it which might be stale oil or dry chewing gum or some worse defilement: it looked like the hallway of a condemned slum building. Then my eye traveled to the tracks, where two lines of glittering steel--the only positively clean objects in the whole place--ran out of darkness into darkness above an unspeakable mass of congealed oil, puddles of dubious liquid, and a mishmash of old cigarette packets, mutilated and filthy newspapers, and the debris that filtered down from the street above through a barred grating in the roof.

Adapted from a paragraph in *Talents and Geniuses*, by Gilbert Highet (Oxford University Press, 1957).

4) The Kitchen

by Alfred Kazin

The kitchen held our lives together. My mother worked in it all day long, we ate in it almost all meals except the Passover seder, I did my homework and first writing at the kitchen table, and in winter I often had a bed made up for me on three kitchen chairs near the stove. On the wall just over the table hung a long horizontal mirror that sloped to a ship's prow at each end and was lined in cherry wood. It took up the whole wall, and drew every object in the kitchen to itself. The walls were a fiercely stippled whitewash, so often rewhitened by my father in slack seasons that the paint looked as if it had been squeezed and cracked into the walls. A large electric bulb hung down the center of the kitchen at the end of a chain that had been hooked into the ceiling; the old gas ring and key still jutted out of the wall like antlers. In the corner next to the toilet was the sink at which we washed, and the square tub in which my mother did our clothes. Above it, tacked to the shelf on which were pleasantly ranged square, blue-bordered white sugar and spice jars, hung calendars from the Public National Bank on Pitkin Avenue and the Minsker Progressive Branch of the Workmen's Circle; receipts for the payment of insurance premiums, and household bills on a spindle; two little boxes engraved with Hebrew letters. One of these was for the poor, the other to buy back the Land of Israel. Each spring a bearded little man would suddenly appear in our kitchen, salute us with a hurried Hebrew blessing, empty the boxes (sometimes with a sidelong look of disdain if they were not full), hurriedly bless us again for remembering our less fortunate Jewish brothers and sisters, and so take his departure until the next spring, after vainly trying to persuade my mother to take still another box. We did occasionally remember to drop coins in the boxes, but this was usually only on the dreaded morning of "midterms" and final examinations, because my mother thought it would bring me luck.

Adapted from a paragraph in *A Walker in the City*, by Alfred Kazin (Harvest, 1969)

Process writing:

A process is a series of actions, and step by step description of actions. We often use the passive voice in describing processes so that the emphasis is on the actions and not on the people who perform them.

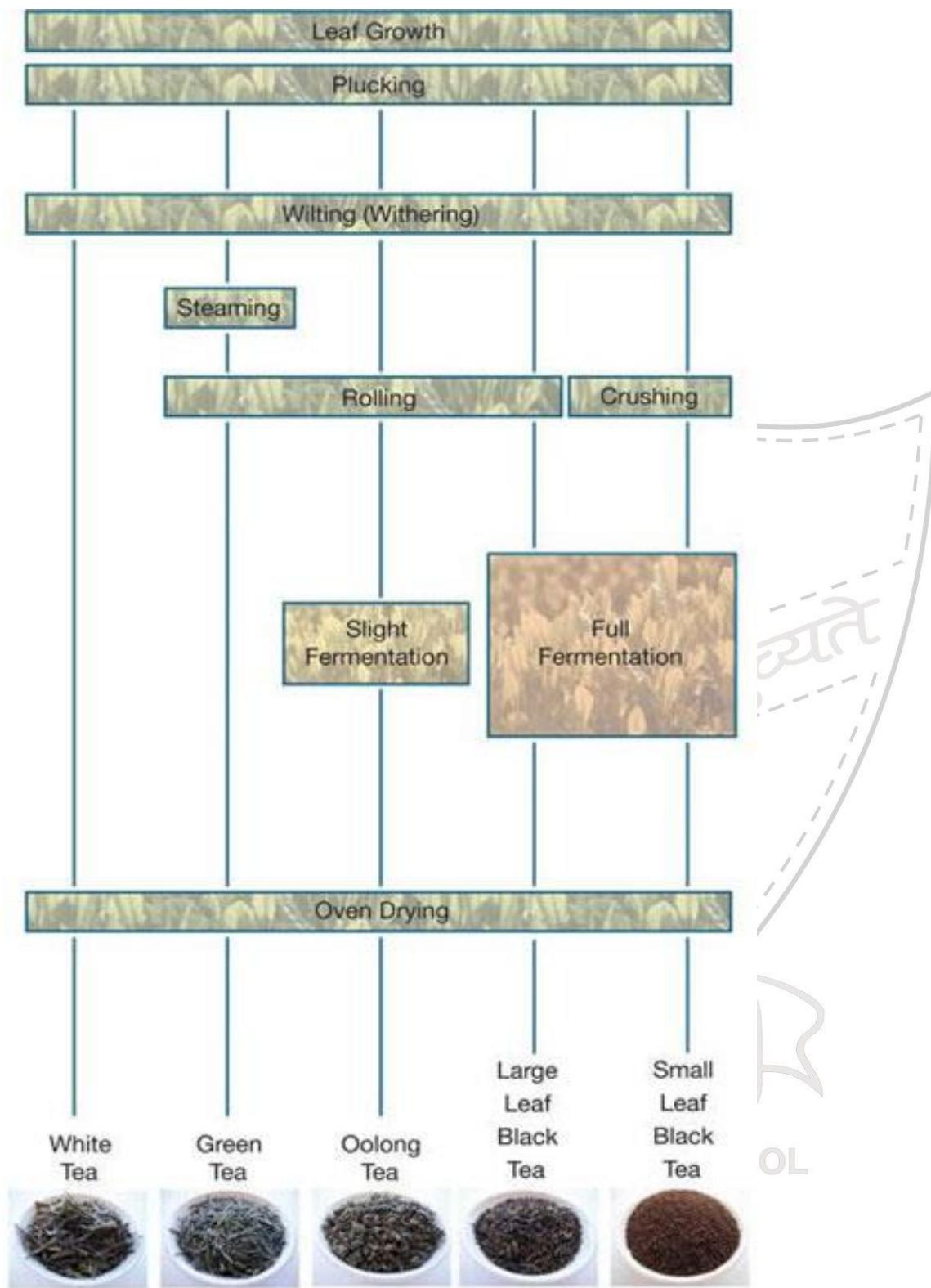
In this **process writing sample**, the manufacturing of tea is described.

A process diagram is different to a graph or chart and requires some different language structures (though you still need to compare and contrast the various stages in the process where possible).

Particular language structures that you need to be aware of are the **passive** and **time phrases**.

Now, take a look at this question and the tea process below, and then study the model answer below.

Process - Tea Production



Process writing sample answer

The diagram presents the manufacture of five different types of tea. It is immediately apparent that although all the teas are produced from the same leaf, the differences in the manufacturing process result in five different types of tea.

The first three stages of manufacture are the same for all of the five teas. The leaves are grown, they are then plucked, and following this withering of the leaves occurs. The final stage is also the same, which sees all the leaves dried in an oven. However, in the stages in between this, differing methods of production are employed.

To begin, white tea is unique as it involves no other processing. In contrast, green, oolong and large leaf black tea are all rolled as part of the process. However, while green tea is steamed before being rolled but is not fermented, the other two teas are first rolled and then both fermented (oolong only slightly but large leaf black completely). Finally, small leaf black tea is neither steamed nor rolled, but is crushed before being fully fermented.

This process writing sample is a well-organized response that covers all the important features of the diagram.

It is easy to follow as it discusses each tea in turn, but not only this, it also groups similar processes together and identifies the differences.

For example:

Similarities:

The first three stages of manufacture are the same for all of the five teas.

...green, oolong and large leaf black tea are all rolled as part of the process.

Differences:

...white tea is unique as it involves no other processing.

However, while green tea is steamed before being rolled but is not fermented, the other two teas are first rolled and then both fermented.

In the above sample the first three stages and the last one form one paragraph as they are exactly the same for every tea.

This may seem odd to mention the stages in this order, and it is likely that when you describe a process you will discuss each stage in turn, but for this particular process it works well as the candidate can then focus on the differences.

The appropriate voice is also used in the description, which is the **passive**.

When we write about a process, we are interested in the actions, NOT who is doing them. In this case we use the passive voice. Here are some examples of the passive voice from this writing sample process:

...the teas are produced from the same leaf

The leaves are grown, they are then plucked

...differing methods of production are employed

It may not always be possible, but if you can you should also try to use **synonyms** for some of the words from the diagram rather than copying them all.

For example, 'completely' fermented is used instead of 'fully'.

Make sure you also make use of a mix of '**time**' **transitions** to guide the reader through the description:

...they are then plucked, and following this withering of the leaves occurs.

...the other two teas are first rolled and then both fermented

Noun Clauses:

It is immediately apparent that although all the teas are produced from the same leaf...

Relative Clauses:

The final stage is also the same, which sees all the leaves dried in an oven.

Adverbial Clauses:

...although all the teas are produced from the same leaf

...white tea is unique as it involves no other processing.

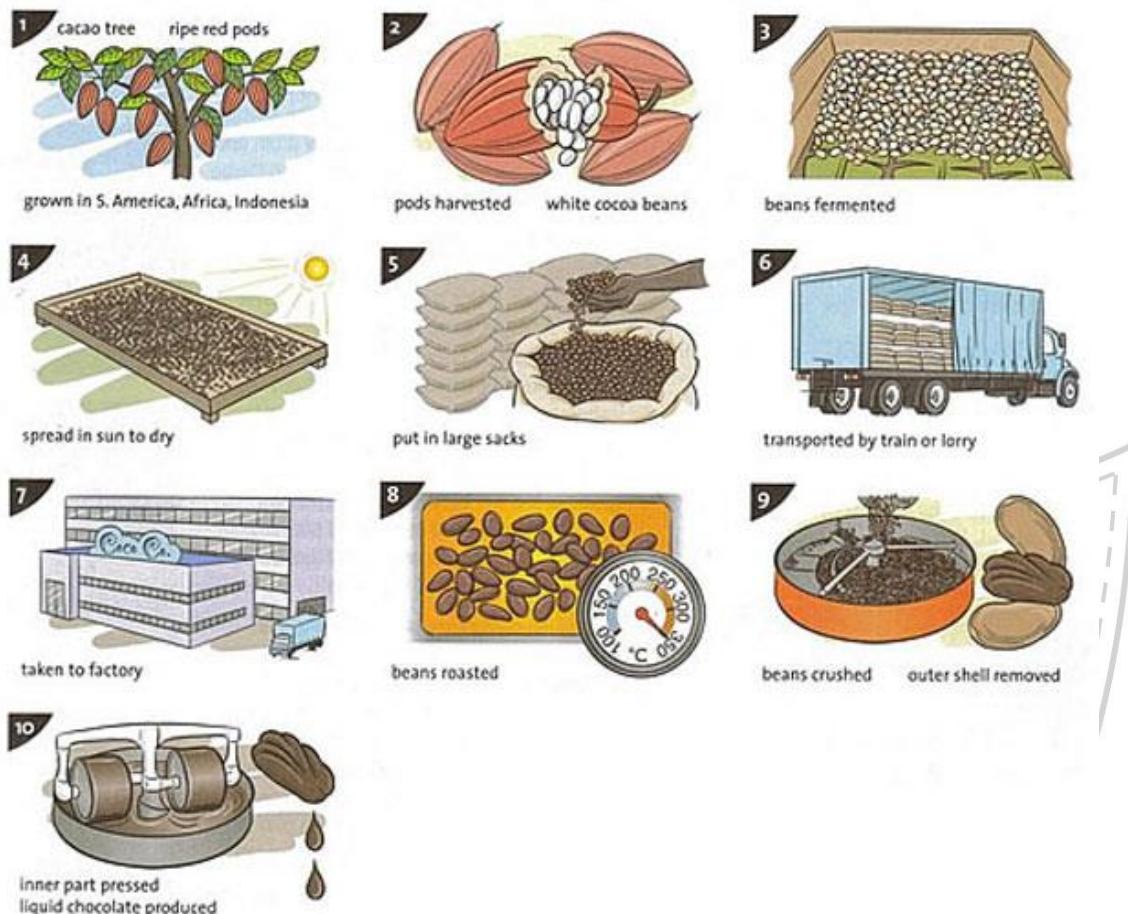
...while green tea is steamed before being rolled but is not fermented,

SAMPLE 2

The important things to remember when you write about a process are:

1. **Use the passive**
2. **Use time connectors**
3. **Change the word forms of the vocabulary given in the process diagram**

Process - Chocolate Production



Task 1 Process - Model Answer

The diagram explains the process for the making of chocolate. There are a total of ten stages in the process, beginning with the growing of the pods on the cacao trees and culminating in the production of the chocolate.

To begin, the cocoa comes from the cacao tree, which is grown in the South American and African continents and the country of Indonesia. Once the pods are ripe and red, they are harvested and the white cocoa beans are removed. Following a period of fermentation, they are then laid out on a large tray so they can dry under the sun. Next, they are placed into large sacks and delivered to the factory. They are then roasted at a temperature of 350 degrees, after which the beans are crushed and separated from their outer shell. In the final stage, this inner part that is left is pressed and the chocolate is produced.

(152 Words)

Exercises

- Describe the process of covering a notebook with a brown paper.
- Describe the process of booking a ticket for a movie or making a reservation for a room in a hotel online.
- Describe the favourite part of your house in detail. Refer to the notes on factual description.

4. Describe one of your grandparents in detail. Refer to notes and samples given above.

Extension: Watch the making of Heinz Ketchup and write a process based writing.

<https://www.youtube.com/watch?v=nP84fiuKfws>

Section C (Grammar)

Relative Clause

Subordinate clauses can broadly be categorized as:

- a) Relative clauses
- b) Adverb clauses
- c) Noun clauses

A **relative clause** is a subordinate clause that identifies someone or something and provides information about them.

Examples:

- A mole is an animal **that lives underground**.
- Students **who arrive late** will not be allowed to enter.
- This is an option **which I've always rejected**.

The word that links the relative clause to the rest of the sentence is a **relative pronoun**. These are: *that, which, who, whom, whose*.

When referring to people, the relative pronouns to use are: *who, whom, whose, that*. When referring to animals or things, the pronouns to use are: *which, that, whose*.

The relative pronouns, **who/whom/which/that** can generally be omitted.

Examples:

- Have you still got the book **I gave you?** (*that/which I gave you?*)
- She is someone **you could always rely on**. (*who you can always rely on*)
- He is the man **I wanted you to meet**. (*who I wanted you to meet*)

Relative Clauses = Better Sentences In English

Here is an example of some English sentences without relative clauses:

* Yesterday I met a man. He works in the circus.

* I bought a cell phone. It has internet access.

* There's the restaurant. I ate at that restaurant last night.

These sentences are correct, but they are very short and simple. You can use relative clauses to make your sentences in English sound more fluent and natural:

- * Yesterday I met a man who works in the circus.
- * I bought a cell phone that has internet access.
- * There's the restaurant where I ate last night.

Defining And Non-Defining Relative Clauses

Non-defining relative clauses add EXTRA information to the sentence.
 Defining relative clauses add ESSENTIAL information to the sentence.

You can see if a relative clause is defining or non-defining by removing it from the sentence. If you remove a non-defining relative clause, the sentence still has the same meaning. If you remove a defining relative clause, the sentence has a different meaning or is incomplete.

Example of a sentence with a NON-DEFINING relative clause:

- * My brother, who lives in California, is an engineer.
- If you remove "who lives in California," the sentence still has the same meaning:
 * My brother is an engineer.

Therefore, the relative clause "who lives in California" is extra information.

Example of a sentence with a DEFINING relative clause:

- * That's the student who failed English class three times.
- If you remove "who failed English class three times," the sentence is incomplete:
 * That's the student.
- Therefore, the relative clause "who failed English class three times" is essential information, because it defines which student, specifically, we are talking about.

In written English, use a comma before and after non-defining relative clauses.

Exercises:

1. Combine the sentences with relative clauses. (Decide whether to use commas or not.)

1. A monk is a man. The man has devoted his life to God.

A monk _____

2. I have one black cat. His name is Blacky.

I have _____

3. A herbivore is an animal. The animal feeds upon vegetation.

A herbivore _____

4. Carol plays the piano brilliantly. She is only 9 years old.

Carol _____

5. Sydney is the largest Australian city. It is not the capital of Australia.

Sydney _____

2. Combine the sentences with relative clauses

1. We ordered a book. It was very expensive.

The book _____

2. You are sitting on a bench. The paint on the bench is still wet.

The paint _____

3. The photographer could not develop the pictures. I had taken them in Australia.

The photographer _____

4. One of the bins smells awful. You haven't emptied the bin for 3 weeks.

One of the _____

5. They are singing a song. I don't know the song.

The song _____

3. Combine the sentences with relative clauses.(Decide whether to use commas or not.)

1. The city seems to be abandoned. It is usually crowded with people.

2. You made an offer. We cannot accept it.

We _____

3. A midwife is a woman. She assists other women in childbirth.

A woman _____

4. Three youngsters were arrested by the police. They had committed criminal offences.

The police _____

5. The World Wide Web has become an essential part of our lives. It was invented by Tim Berners-Lee.

Tim Berners-Lee _____

4. Rewrite as a single sentence. Use who/that/which.

a) A girl was injured in the accident. She is now in the hospital.

b) A man answered the phone. He told me you were away.

- c) A waitress served us. She was very polite and patient.
-
- d) A building was destroyed in fire. It has now been rebuilt.
-
- e) Some people were arrested. They have now been released.

- f) A bus goes to the airport. It runs every half hour.

5. Rewrite as a single sentence. Use who(m)/ whose/ which

- a) Richa is tall. She is my friend.
-
- b) We went to watch the movie "Chak de India". We enjoyed it very much.
-
- c) We stayed at the Grand Hotel. Ketan had recommended it to us.
-
- d) Gordonston is the most popular school in Scotland. My son studies there.
-
- e) Shirish is away from home a lot. His job involves a lot of traveling.
-
- f) The new aircraft will be launched next month. It has special comfortable seats.

Integrated Grammar

1. Rearrange the following words to form meaningful sentences:

Japan

1. eruptions / lies / for/ zones/ in one/ danger/ earthquakes/of/ and / Japan / volcanic/the world's

2. famous / and / for / cherry /is / trees / blossoms / bonsai / Japan / its

3. much / climate / mild / of / the / has / a / country

4. offices / for / as well as / banks / ancient / and / buildings / for / famous / is / its / Japan / modern/ its

5. emperor / an / also / Japan / has

6. power / the / democratic / its / today / real / lies / with / parliament

2. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word after it. Underline the word that forms your answer

There was once a boy would never

devote any attention his studies.

His parents sent to school,

but he took playing on the road

and did not care the opinion

of even those friends helped him

in danger. In end he found himself

all alone and a job. He had no

option but to het himself employed a servant.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

(h) _____

(i) _____

Section D (Literature)

So What Are You, Anyway?

- Lawrence Hill

"So What Are You, Anyway?" is a short story that illustrates how racism and intolerance still exists in today's society. This is illustrated when Mr. and Ms. Norton pester a little girl on the plane with uncomfortable questions about her race. Carole being a child doesn't understand the concept of race or why it would matter to these complete strangers. They continue to trouble her and ask her intrusive questions even though they are aware that she doesn't understand and that she doesn't feel comfortable about the questions. For example the man said, "What are you, anyway?" Carole felt that she doesn't understand. Yet she senses that the man is asking a bad question. The series of questions continue and the woman says, "So you're mixed? You're a mulatto!" Carole finally has had enough of their questions and bursts out asking them how they would feel if she did the same to them. In the end Carole gets moved to a different seat and Mrs. Norton tells her husband, "talk about sensitive" which only proves that they are still ignorant as to why their actions were wrong.

They didn't comprehend that their behaviour was not only invasive but disrespectful, and completely unnecessary.

This story is a coming of age story which shows the influence others have on our perception of the world. At the beginning of the short story, Carole thinks of her dad and his perception of her. She looks into a mirror and examines her clear complexion, what her dad lovingly calls milk chocolate. This imagery of her dad shows that Carole's dad compliments her on her beautiful milk brown skin tone and is proud of it. As she admires herself in the mirror, we can see that Carole too is proud of how she looks. Carole's world is quickly disrupted as her co passengers begin to trouble her with invasive questions.

The Norton's intimidating questions can be correlated to the subjugation of black people, dating back to the times of bondage.

1. Pick out lines from the story that show Carole's discomfort with Mr Norton's questions.
2. Justify the title in your own words.
(Hint: Keep in mind that the use of the word 'what' in place of 'who' indicates that the person asking the question is looking down on the person he is questioning)
3. On the basis of your understanding of the story, write a character sketch of the following:
 - i. Mr Norton
 - ii. Mrs Norton
 - iii. Carole
4. This story portrays Carole's transition from being a shy innocent child to a courageous girl who was able to face the strangers with immense strength of mind. Comment.
5. Do you think that the Nortons have learnt anything from the incident? Justify.
6. Colour is only one of the ways in which people look down on others. Have you noticed other ways in which people tend to look down on others? What are they? How can we avoid such labeling?

Month: December**Section A (Reading)**

1. Read the following poem and answer the questions that follow.

On Killing a Tree

It takes much time to kill a tree
 Not a simple jab of the knife
 Will do it. It has grown
 Slowly consuming the earth,
 Rising out of it, feeding
 Upon its crust, absorbing
 Years of sunlight, air, water,
 And out of its leprous hide
 Sprouting leaves.

So hack and chop
 But this alone won't do it.
 Not so much pain will do it.
 The bleeding bark will heal
 And from close to the ground
 Will rise curled green twigs,
 Miniature boughs
 Which if unchecked will expand again
 To former size.

No,
 The root is to be pulled out,
 Out of the anchoring earth;
 It is to be roped, tied,
 And pulled out—snapped out
 Or pulled out entirely
 Out from the earth- cave
 And strength of the tree exposed,
 The source, white and wet,
 The most sensitive, hidden
 For years inside the earth.

Then the matter
 Of scorching and choking
 In sun and air,
 Browning, hardening
 Twisting, withering,
 And then it is done.

Gieve Patel

1. Write two words from the poem, which indicate the cutting action of the tree.
-
-

2. How does the poet describe the growth of a tree?

3. What will happen when you chop down a tree?

4. The poet is describing the action of killing a tree in such detail because

5. Find words in the poem which mean :

- a) small _____
- b) to poke sharply _____

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

Sohn Kee-Chung: The Defiant One

Officially known at the 1936 Berlin Games as Son Kitei, marathon runner Sohn Kee-Chung symbolized the fierce nationalistic tensions of the era. A native Korean, Sohn lived under the rule of Japan, which had annexed Korea in 1910. From an early age Sohn had chafed under Japanese domination. Though he was forced to represent Japan and take a Japanese name in order to compete in the Olympics, he signed the Olympic roster with his Korean name and drew a small Korean flag next to it.

A Japanese flag was emblazoned on his jersey and his face was contorted in agony as Sohn joined 55 other entrants in the marathon. The early leader was Argentine Juan Carlos Zabala—the favourite and the defending champion from the 1932 Games. Zabala emerged far in front of the pack, but his strategy backfired as the race wore on. Sohn, who was running with Great Britain's Ernest Harper, gradually gained on Zabala and eventually passed him. As the champion of the first modern Olympic marathon in 1896, Spyridon Louis, looked on, Sohn crossed the finish line in a record 2 hours 29 minutes 19.2 seconds. His Korean teammate, Nam Sung-Yong, competing under the Japanese name of Nan Shoryu, finished third.

Sohn was the winner in record time, but it was impossible for him to savour the victory. On the medal stand the two Koreans bowed their heads during the playing of the Japanese national anthem—a gesture the significance of which was not lost in Japan or Korea, where gestures are as important as, and sometimes more important than, words. Afterward Sohn explained to reporters that their bowed heads were an act of defiance and an expression of the runners' anger over Japanese control of Korea.

Back in Korea Sohn was a hero. More than two weeks later, when the first pictures of Sohn's victory reached Korea, Seoul's main newspaper splashed a photo of him across the front page—but erased the Japanese flag on his jersey. For this act of defiance, the newspaper, the Dong-A Ilbo,

was shut down by the colonial authorities for 10 months and 10 of its journalists were arrested, according to South Korean press reports.

He continued to represent Korean athletics, and in 1948 he carried the South Korean flag in the opening ceremonies of the London Olympics, the first Olympiad attended by an independent Korea. At the 1988 Games in Seoul, South Korea, Sohn proudly carried the Olympic flame to the stadium.

1. Why has Sohn Kee-Chung been called the 'Defiant one'?
-
-
-

2. Why was Sohn's face contorted in agony during and after the marathon?
-
-
-

3. What were the 'fierce nationalistic tensions of the era' that were Sohn represented in the Berlin Olympics?
-
-
-

4. Complete the following sentences with the help of information from the passage:

- The London Olympics were significant for Sohn as _____
 - Seoul's leading newspaper was shut down and its journalists were arrested because _____.
-

5. Do as directed:

- Find the synonym of the word rebelliousness: _____
 - Give a synonym for 'Savour': _____
 - State the meaning of the word 'Chafed' : _____
 - Find the synonym of the word distorted/grimaced: _____
-

Section B (Writing)

Advertisements

Commercial Ads
Classified ads

Types of Advertisements

1. **Display / Commercial Advertisements** – to advertise items for sale - retail / wholesale, aim is to attract a large no of customers, expected profits are high for eg. Nike shoes etc.
2. **Classified Advertisements** – a single or a few items for sale - expected returns are low for eg. second-hand car etc.

Classified Advertisements are brief- written in 50 words, compact – in 2- 3 running lines and are

set in a box.

General instructions:

- Specify category eg, property/ vehicle/ pets & kennels etc.
- Be brief – 50 words.
- Do not write in complete sentences.
- Make a box.
- Give contact name, address

Vehicles :

- Model no, colour, year of manufacture, mileage.
- Single-hand driven, good condition, offer test drive.
- Accessories (stereo, new seat covers etc)
- Papers, insurance details.
- Contact name, phone no.

Sample:

Classifieds
FOR SALE

Available golden Toyota Corolla, 2008 model, 50,000 km. owner-driven, original parts, Sony stereo, excellent condition. Expected price 6 lakhs. Contact Ayush on 9879865565 ,4 Kaka Nagar,within 4 days.

To let / Property:

- Flat / independent house.
- Location, surroundings.
- No of rooms, kitchen, study, lawn etc.
- Descriptive words like centrally- located, spacious, airy, furnished etc.
- Contact address and telephone no.

Sample:

Classifieds
TO LET

Newly built, ground floor flat at Swasthya Vihar, 2 bedrooms, study, D/D, 2 bathrooms, 2 balconies, servant qtr. Parking facility, overlooking park. Expected rent 12,000. Contact Sanjay ,34Firdaus Park 242365432.

Situation Vacant:

- Post, company name.
- Educational qualification & experience required.
- Nature of job/ job requirement (fluency in English, knowledge of computers)
- Personality desired (pleasing personality, smart.)
- Salary / perks offered.
- Contact address.

Sample:

Classifieds
Situation Vacant

Wanted for Air -Talk, a receptionist- female, graduate with a pleasing personality,

excellent communication skills and working knowledge of computers. Timings 10 a.m to 6p.m. Attractive salary, TA, LTC, medical insurance. Apply with photograph and complete bio data to Manager HR, Air-Talk, Janak Place, New Delhi-23, Tel.....

Pets & Kennels

- Breed, colour, male / female.
- Age, inoculation
- Price expected
- Contact address, phone no

Sample:

Classifieds

Pets & Kennels

For sale Pug puppies, 2 month old, 3 male, 2 female, pure blood line, KCI registered, inoculated. Reasonable price. Only genuine dog lovers to contact Anil Arora, 112, Sainik Farms. Ph 24316754.

Display / Commercial Advertisement

Cut out an advertisement from a newspaper or a magazine. Then analyze if the following points given are included in the advertisement. Compare two to three advertisements to see which is the best. Finally, using the tips given, create your own commercial advertisement.

A Display Advertisement:

- is visually attractive, with pictures, catchy language, punch lines, slogan
- has attractive layout of text and pictures
- has varying font shapes and size.
- is expensive; used for commercial purposes.

Remember to include:

- Name of company / organization.
- Details regarding the product.
- special discounts / offers etc.
- address of the company / institute / organization.

Questions

1. Your brother has opened a new showroom for Refrigerators named Chilz'. Draft an advertisement for a local daily to promote the sale of the Refrigerator offer for _6 KulfiMoulds FREE' along with the refrigerator to those who buy before Aug '18
2. You are Suman/Suma of 33/244,M.M.road,Mysore. You want to sell off your old desk top computer as you have purchased a new one. Draft an advertisement to be published in The Times of India under classified columns giving its details & the expected price.
3. You are the General Manager of EVL Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under the classifieds column.
4. You are Devang of 56, Railway Colony, Kanpur. You are a postgraduate in English and you wish to work in an advertising agency. Write an advertisement for the classified columns of a newspaper giving your qualifications and experience.

5. You want to sell your newly built flat. Draft a suitable advertisement, giving relevant details, in not more than 50 words, for the classifieds column.
6. You are looking for a Maths tutor for your sister who studies in the sixth grade. Write an advertisement in 50 words to be published in a newspaper.
7. You own a cyber café in Lajpat Nagar and need two computer operators to run the café. Write an advertisement for the same in 50 words.

Section C Grammar

Reported Speech (Part 1)

While converting direct speech into reported speech and vice versa the following changes occur:

1. Changes in Reporting Verb

- All the present tense verbs are converted to past tense.
- The first and second person pronouns are converted to third person.
- Pointer words like - *this, now, here, these, today, yesterday tomorrow* are changed into *that, then, there, those that day, the day before and the next day*.
- Inverted commas are removed.

REMEMBER

- Ought** and **Should** normally don't change.
- The tense does not change while reporting facts.

Direct and Indirect Speech

When using indirect or reported speech, the form changes. Usually indirect speech is introduced by the verb **said**, as in **I said, Bill said, or they said**. Using the verb **say** in this tense, indicates that something was said in the past. In these cases, the main verb in the reported sentence is put in the past. If the main verb is already in a past tense, then the tense changes to another past tense; it can almost be seen as moving even further into the past. Verb tense changes also characterize other situations using indirect speech. Note the changes shown in the chart and see the table below for examples. With indirect speech, the use of **that** is optional.

Direct Speech	Indirect Speech
simple present <i>He said, "I go to school every day."</i>	simple past <i>He said (that) he went to school every day.</i>
simple past <i>He said, "I went to school every day."</i>	past perfect <i>He said (that) he had gone to school every day.</i>
present perfect	past perfect

He said, "I have gone to school every day."	He said (that) he had gone to school every day.
present progressive He said, "I am going to school every day."	past progressive He said (that) he was going to school every day.
past progressive He said, "I was going to school every day."	perfect progressive He said (that) he had been going to school every day,
future (will) He said, "I will go to school every day."	would + verb name He said (that) he would go to school every day.
future (going to) He said, "I am going to go to school every day."	present progressive He said (that) he is going to go to school every day.
	past progressive He said (that) he was going to go to school every day.

auxiliary + verb name

He said, "**Do you go** to school every day?"
 He said, "**Where do you go** to school?"

simple past

He asked me **if I went** to school every day.*
 He asked me **where I went** to school.

Imperative He said, " Go to school every day."	Infinitive He said to go to school every day.
---	--

NOTE-When a Yes/No question is asked in direct speech, then a construction with **if** or **whether** is used. If a **WH** question is being asked, then use the **WH to introduce** the clause. Also note that with indirect speech, these are examples of embedded questions.

The situation changes if instead of the common **said** another part of the verb **to say** is used. In that case the verb tenses usually remain the same. Some examples of this situation are given below.

Direct Speech	Indirect Speech
simple present + simple present <i>He says, "I go to school every day."</i>	simple present + simple present <i>He says (that) he goes to school every day.</i>
present perfect + simple present <i>He has said, "I go to school every day."</i>	present perfect + simple present <i>He has said (that) he goes to school every day.</i>

Another situation is the one in which modal constructions are used. If the verb **said** is used, then the form of the modal, or another modal that has a **past** meaning is used.

Direct Speech	Indirect Speech
Can <i>He said, "I can go to school everyday."</i>	Could <i>He said (that) he could go to school everyday.</i>

May <i>He said, "I may go to school every day."</i>		Might <i>He said (that) he might go to school every day.</i>
Might <i>He said, "I might go to school every day."</i>		
Must <i>He said, "I must go to school every day."</i>		had to <i>He said (that) he had to go to school every day.</i>
have to <i>He said, "I have to go to school every day."</i>		
Should <i>He said, "I should go to school every day."</i>		Should <i>He said (that) he should go to school every day.</i>
ought to <i>He said, "I ought to go to school every day."</i>		ought to <i>He said (that) he ought to go to school every day.</i>

While not all of the possibilities have been listed here, there are enough to provide examples of the main rules governing the use of indirect or reported speech.

Some other verbs that can be used to introduce direct speech are: *ask, report, tell, announce, suggest, and inquire*.

EXERCISES

1. Change the following into indirect speech

a) "Stop writing," said the invigilator.

b) "Put the gun down," said the officer.

c) "Bring the notebook here, please," said her mother.

d) "Don't do that again," the teacher said.

e) "Have you read this book?" said Betty.

f) "We've got a free period!" said the students.

g) "Do not move!" ordered the sergeant.

2. Read the conversation given below. Complete the report that follows with suitable expressions on the basis of the conversation.

- | | |
|---------|--|
| Patient | : Doctor, I have a terrible toothache. |
| Doctor | : Well, sit down. I need to examine your teeth. Please open your mouth wide. |
| Patient | : Is there any serious problem, doctor? |
| Doctor | : There is nothing serious. One of your teeth has developed a cavity that requires filling up. That's all. |
| Patient | : Is there anything else? |
| Doctor | : Hmm--, your teeth require cleaning too. |
| Patient | : Will the treatment be very expensive? |
| Doctor | : Well, you need not worry so much about the expenses. Try to save your teeth. |

The patient told the doctor (a) _____

The doctor told him (b) _____ his teeth.

He also _____ him to open his mouth wide.

The patient then (c) _____ any serious problem.

To this the doctor (d) _____

On being asked if there was anything else as well, the doctor told the patient that his teeth required cleaning too. The patient then

(e) _____

The doctor told him not to (f) _____

3. Read the conversation given below and complete the sentences that follow without adding any new information.

Given below is an excerpt from the interview of a budding chess champion. Report the same to a friend. Write your answer in the space provided.

Interviewer: What is your aim in life?

Sunil: I want to be a very good chess player.

Interviewer: Do you like any particular chess player?

Sunil: Yes, I like Kaspov and Anand.

Interviewer: What is your next move?

Sunil: I want to become an International Master and hope to play in the Asian Under-14 Championship.

The interviewer a) _____

Sunil (b) _____.

The interviewer then (c) _____.

He replied (d) _____

The interviewer further questioned him (e) _____

and Sunil answered that he (e) _____

INTEGRATED GRAMMAR EXERCISES

1. Unscramble the following:

Rearrange the following words and phrases to form meaningful sentences.

1. of mankind / the habit / reading is / one of / resources / of / the greatest /

2. are / we enjoy / that / belong to us / than if / much more / they / borrowed / reading books /

3. created / cartoonist / daily / You Said It / called / strip / Indian / an / R.K. Laxman / comic / was / who / the
-
4. politics / chronicled / Common Man / through / and / Indian life / the / Laxman / life / the / of / the
-
5. illustrated / brother / stories / by / Laxman / novelist / also / RK Narayan / his
-

6. honour / India's / in 2005/ was / second /he / the Padma Vibhushan / awarded / civilian / highest
-

2. Each line in the following dialogue contains an error. Underline the error and write the correction in the space provided:

A: It's no good, Ramesh. I can't find it nowhere.

B: Where have you put it yesterday? Think carefully.

A: Well, I put it on the drawer first of all because

I thought it could be safe. Then Anju said that it

was a silly place so I put it over the floor where

everyone could see it. But I fell on it! After that

I noticed the top was broke so I repaired it and

put it someone else. Then I was so tired that Anju

suggested that I had a cool drink!

B: If I were you, I would look in a fridge.

A: Hey, you're right...it's in the fridge. I should

have left them there when I got my drink. Thanks!

3. One word has been omitted from each line in the passage given below. Mark the place and write the word in the place provided:

Advertisements can extremely useful if they

are honest. Obviously can help you to

decide what to buy. Example if you

break your pen and want to buy _____

another, the first thing to do to _____

look at as advertisements for pens as you can _____

find. This help you to choose the best type. _____

However, advertisements can be harmful they _____

try to exploit the public. It has found that _____

young people, especially the teenagers are affected the most. _____

4. Read the paragraph below. The numbered words in bold print are the antonyms of the words that should appear there. Fix the story by replacing each highlighted word with an antonym that makes more sense in the story. Write the new word on the corresponding numbered line. The first one has been done for you.

Felix and Diego were absent on the day of the test. When they 1) **left** at school the following 2) **night**, they had to go to a different room to 3) **give** the test. They were 4) **calm** because they were not really prepared but decided to give it their 5) **worst** try. Felix's pencil 6) **mended** twice during the test because he was pressing too 7) **softly**. He finally took a 8) **shallow** breath and calmed 9) **up**. At the 10) **different** time, Diego was 11) **unoccupied**, carefully reading and then 12) **erasing** in the bubbles to answer the questions. He 13) **started** too quickly to do a 14) **poor** job of it, so he decided to 15) **recklessly** look over each question to make sure that he had written the 16) **incorrect** answer. Both 17) **girls** spent most of the 18) **evening** until lunch time 19) **playing** on the test. They were very 20) **anxious** when they were finally able to finish and turn their tests 21) **out**. They hurried back to their classroom just in time to get their lunch money so they could line up with everyone else to 22) **sell** lunch. They decided to try harder not to be absent on a test day again!

1.	Arrived	12.	
2.		13.	
3.		14.	
4.		15.	
5.		16.	
6.		17.	
7.		18.	
8.		19.	

9.		20.	
10.		21.	
11.		22.	

Section D (Literature)

Patol Babu, Film Star - *Satyajit Ray*

This is the story of a former versatile theatre artist who has to struggle for a living doing various odd jobs. At the age of 52, he gets to play a very small but speaking part in a film for which he is offered some money. It is interesting to read how he uses his theatre experience to planning and executing his monosyllabic role to perfection because he has been taught by his mentor to put up his best, no matter how small or insignificant a role is. As regards money he does not wait to be paid his remuneration, although he does need money. For him twenty odd rupees is nothing when measured against the intense satisfaction of a small job done with perfection and dedication. The sad part of the story is that Patol Babu has all the qualities of a film star but is not destined to be one.

Reference to context:

I) *Ten minutes later, Naresh Dutt went looking for Patol Babu and found no one there. "That's odd- the man hadn't been paid yet. What a strange fellow!"*

- a. Why was Naresh Dutt looking for Patol Babu?
- b. Why did Patol Babu not stay there?
- c. What does this highlight about his character?

II) *Patol Babu felt a sudden throbbing in his head. Was the whole thing a gigantic hoax? Had they wanted to make a laughing stock out of him?*

- a. Why did Patol Babu feel 'a sudden throbbing in his head'?
- b. What is being referred to as 'a gigantic hoax'?
- c. Who are 'they' in the above extract? What does Patol Babu think of them?
- d. State the meaning of the phrase 'laughing stock'?

Answer the following questions 50-60 words:

1. What were Patol Babu's feelings when he came to know of his dialogue?
2. Who is Patol Babu's mentor? What words of his resound in his mind?
3. How does he implement the above words of his mentor in practical life?
4. What had made Patol Babu give up his passion for acting?
5. Who informed Patol Babu about the role? Why did he believe that Patol Babu would be suitable for it?
6. Can we call Patol Babu a perfectionist? Give examples.
7. What message is the author trying to give through this story?

Month: January**Section A (Reading)**

1. Read the poem carefully and answer the questions that follow:

THE ENCHANTED SHIRT

The king was sick. His cheek was red,
And his eye was clear and bright,
He ate and drank with kingly zest,
And peacefully snored at night.

But he said he was sick, and a king should know;
And doctors came by the score;
They did not cure him. He cut off their heads,
And sent to the schools for more.

At last two famous doctors came,
Together they looked at the royal tongue,
As the king on his couch reclined;
In succession they thumped his august chest,
But no trace of disease could find.

The king was as sound as a nut,
But they feared his royal rage;
So the old sage pensively rubbed his sagacious nose,
And thus his prescription ran;
The king will be well if he sleeps one night
In the shirt of a happy man.

Wide o'er the realm the courtiers rode,
And fast their horses ran;
And many they saw, and to many they spoke,
But they found no happy man.

They found poor men who would fain be rich,
And rich men who thought they were poor;
They saw two men by the roadside sit
And both bemoaned their lot.
For one had buried his wife, he said,
And the other one had not.

At last they came to a village gate;
A beggar lay whistling there;
He whistled, and sang, and laughed, and rolled
On the grass, in the soft June air.

The weary courtiers paused and looked At the scamp so blithe and gay;
And one of them said, "Heaven save you, friend! You seem to be happy today."

"O yes, fair sirs," the rascal laughed,

And his voice ran free and glad;
 "An idle man has so much to do That he never has time to be sad."

"That is our man," the courtier said,
 "our luck has led us aright;
 I will give you a hundred ducats, friend,
 For the loan of your shirt tonight."

The merry blackguard lay back on the grass,
 And laughed till his face was black;
 "I would do it, God Wot," and he roared with fun;
 "but I haven't a shirt on my back."

Each day to the king the reports came in
 Of his unsuccessful spies
 And the sad panorama of human woes
 Passed daily under his eyes.

And he grew ashamed of his useless life, And his maladies hatched in gloom; He
 opened his window and let the air
 Of the free heaven into his room.

And out he went in the world and toiled In his own appointed way;
 And the people blessed him,-the land was glad, And the king was well and gay.

John Hay

1. Why did the king send for the doctors? Why were the doctors not able to cure him?

2. Pick out some expression from the poem that has been used to make fun of the king.

3. What prescription did the second doctor give for the king's ailment? Why do you think he did that?

4. How does the poet contrast the poor beggar with the king?

5. The message of this poem is:

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

- i. diseases or illness _____
- ii. view of a constantly changing scene _____
- iii. worthless person _____

2. Now, read this passage and answer the questions that follow:

And what a change! Have you noticed something about wedding dinners – buffet - of course – these days? They are a strangely quiet affair. The orderly queue of the guests leading up to the tables where the food has been neatly laid out, the silent efficient service by the catering staff, the murmur of ‘Yes, please’ or “no, thank you” in the way of response, and the ever – so – soft conversation thereafter to the equally soft accompaniment of crockery coming into delicate contact with cutlery. A clinical setting almost, the spotless white gloves worn by the catering staff contributing their special touch. For scalpel read serving spoon.

Compare this with the bedlam at wedding –dinner time at an earlier point in history. The maddening yet so delightful row that went on as one lot of diners finished eating and the next lot moved in. The full throated cries of “Now bring the daal,” “What happened to the fried brinjal?” and “serve the mutton curry and pulao the second time round”, punctuated with the personal entreaties by the hosts. These made a meal with a difference.

For the people who served you were not professional jaded and tired of routine.

Those who supervised your meal in those dear old days were almost always relatives and family friends. They knew your likes and dislikes, perhaps even a fair bit about your health problems. “OK, forget the mutton, but do have another piece of fish.” You can’t possibly expect caterer’s men to know that red meat does you no good.

1. Find out words from the passage that mean the same as:

- i) a place, scene or state of uproar or confusion:
- ii) to ask someone earnestly, a plea:
- iii) fatigued or bored:

2. In your own words give the meaning of these phrases:

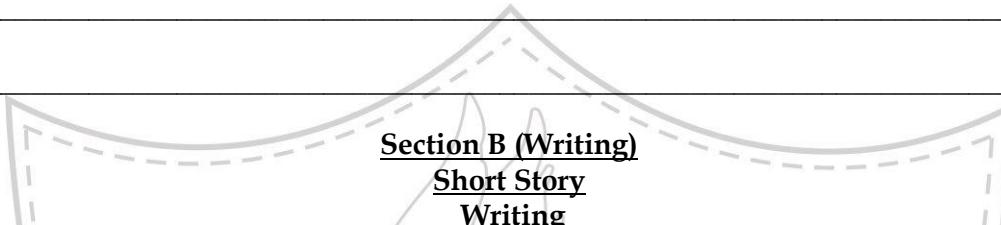
- a) a clinical setting almost _____
- b) for scalpel read serving spoon _____
- c) the orderly queue _____

3. What is one ‘change’ the author notices about wedding dinners these days?

4. He uses several adjectives to reinforce this change. Write four:

5. Quote a sentence to show that the author enjoyed wedding dinners in the earlier days.

6. Mention one feature the author gives that made the meal different.



Section B (Writing)
Short Story
Writing

How to Write a Short Story

Let's review :

1. **First, read short stories.** If you've never read a short story, you're going to have a hard time writing one.
2. **Write your story in a single sitting.** Write the first draft of your story in as short a time as possible, and if you're writing a short story try to write it in one sitting. People hate being interrupted when they're telling a story, and the same is true when you're writing one.
3. **Read your draft.** Read your story through once, *without changing anything*, to get a sense of what work it needs going forward.
4. **Write a premise.** After reading your first draft, get your head around the main idea behind your story (your story premise) by using a screenwriting trick called a "logline." Here's the formula for a great logline: *your character + a descriptor*, followed by *an event*, followed by *a conflict or villain*. Here's an example of a premise from "A Rose for Emily" by William Faulkner: A lonely, Southern woman is found dead in her home after being abandoned by her the one she loved.
5. **Write, edit, write, and edit.** Good writing is rewriting. Use your second draft to fill in the plot holes and cut out the extraneous scenes and characters you discovered when you read the first draft in step #2. Then, polish up your final draft on the next round of edits.

Directions: Take a story that you have read or a movie that you have seen and identify the parts of the story. You may use the story that you read last night or any other.

Title of Work: _____

1. Exposition:
 Characters and the setting

Events before the conflict is introduced

2. What initiates the conflict?

3-4. Rising Action: List some events that occur before the climax.

A. _____

B. _____

C. _____

5. Climax:

The turning point



6-7. Falling Action: List some events that occur after the climax.

A. _____

B. _____

C. _____

8. Moment of Final Suspense: _____

Is the character tested a final time? How?

9. Resolution:

How the story ends.

10. What does the main character learn or how does the main character change during the climax?

The Breakaway

As far as Justin knew, there was only one way out of his neighborhood: basketball. So he ran with the ball like the hounds were chasing him. He could drop any of the older guys at the court in a blaze of crossovers, fadeaways, and finger rolls, and the younger guys didn't stand a chance. Justin saw his way out and he ran for it. But the world has a funny way of changing right when you think you've got things figured out, and that's just what happened to Justin.

One day when Justin was shooting around at the local court, some guys from another block ran up and asked to play. The big one in the middle said that he had heard that Justin was the best and he wanted to see if it was true. Justin said, "Nah, Man, I'm just shooting around with my cousin, I ain't trying to get all sweaty right now." But the big guy was insistent, and Justin's cousin was bugging, "C'mon, Justin, drop this guy." So Justin figured that he'd just do what everyone wanted and play.

Justin was running all over the big guy and making his shots while he did it. But just as the outcome of the game seemed certain, the big guy shoved Justin as he went for a lay up. Justin went flying in just such a way that he managed to tear up his right knee. The doctor said Justin might never play again, and if he did play, he wouldn't play the same. Justin was devastated.

The first six weeks, Justin just laid in bed with his leg in a long cast feeling like a broomstick. He

watched three reruns of The Simpsons every day and ate potato chips until the bag was empty, and then he'd dig the salt and grease out of the corner with his index finger. Justin blew up like a balloon as watched his once bright future fadeway. Right when he reached the bottom of the pit of despair, Justin's sister, Kiki came home from the university

She came in the house like a whirl of sunshine, bringing exciting tales of a far away land called college. Justin was amazed and intrigued by the dorm room dramas and campus craziness that Kiki told, but he could hardly believe any of it. It was as if she were telling him about some fantasy land high above the clouds. Justin gazed off dreamily as she spoke.

"Justin!" She interrupted his day dream. "Let me see your progress report." Justin was ashamed. His grades had really slumped since his injury. "Oh no, this won't do, J," she said. "We're going to have to get these up." Well, Justin was a pretty stubborn guy, but his older sister had a way of getting him to do things that nobody else could. So, while she was home on break, they studied together, and they talked, and they worked, and Justin felt better than he ever had before.

After spending those weeks with his sister, Justin realized that he didn't want to feel bad for himself any more, and he didn't want to quit. Basketball used to be his thing, and he was good at it, but now there was only school, so he had to get good at that. Justin passed through all his classes like a half-court trap. By the time he got to senior year in high school, his GPA was hovering in the slam-dunk position. The last thing that Justin had to do to get into the college of his choice was score well on the ACT. Well wouldn't you know it? Using the study skills Justin had acquired from his sister, Justin scored a 24 on the ACT. That's not the highest score a person can get, but it was high enough for Justin. Now he had his academic game together.

Though the recruiters never came to Justin's door, every university that he applied to accepted him; and when the fall came, Justin had his choice in colleges. Though he'd miss his family, Justin decided to enroll in the sunniest university in Hawaii, and nobody could say that Justin made a bad choice.

The Breakaway

1. Author's Purpose: entertain, inform and persuade

2. Genre: _____

Ex: Nonfiction, fiction, or folklore Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View: _____

1st person, 2nd person, 3rd person

4 & 5. Summarize the text:

Five key events from beginning, middle, & end.

6. Exposition:

A. Setting: _____

When and where does the story take place?

B. Conflict: _____

Describe the conflict in the story.

7. Rising Action: List some events that occur before the climax.

1. _____

2. _____

3. _____

Climax:

The turning point

Falling Action: List some events that occur after the climax.

1. _____

2. _____

Exercises

1. It's the first day of school and your character finds a note on his/her locker door with a surprising message.
2. Your character is checking the mailbox after school. There's a mysterious letter addressed to him/her, and the only thing inside is instructions.
3. Your character comes home from office only to find that a different family has started living there. He/She is puzzled and has no idea what happened, but it could only mean one thing.
4. Your character wakes up to discover that he/she has become another character in their favorite book.

Links

1. The Necklace: Guy De Maupassant

http://fac.ksu.edu.sa/sites/default/files/the_diamond_necklace.pdf

2. The Last Leaf: O. Henry

https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf

3. Dusk: H.H.Munro (Saki)

<http://www.eastoftheweb.com/short-stories/UBooks/Dusk807.shtml>

Section C (Grammar)

Reported Speech (part 2)

Reported commands, requests and advice

The commands, requests and advice mostly have the same form in English: verb + object + infinitive (advise, ask, beg, forbid, order, persuade, recommend, tell, urge, warn etc.).

In the direct speech we do not mention the person in the imperative. In the reported speech the person addressed must be mentioned.

"Get up!" he said. - He told me to get up.

"Please, revise for the test," he said. - He urged me to revise for the test.

"Put on your coat," I said. - I advised him to put on his coat.

Negative commands, requests and advice are made by verb + object + not + infinitive.

"Don't hesitate," he said. - He persuaded me not to hesitate.

"Don't smoke," the doctor warned my father. - The doctor warned my father not to smoke.

Tell can introduce statements, commands, requests or advice. The form is different, however.

Statements with tell

"I'm leaving," he told me. - He told me that he was leaving.

Commands, requests or advice with tell

"Leave the room," he told John. - He told John to leave the room.

"Don't give up," the teacher told her students. - The teacher told the students not to give up.

Similarly ask is used in reported questions, commands, requests or advice in different forms.

Questions with ask

"Will you make coffee?" he said. - He asked me if I would make coffee.

Commands, requests or advice with ask

"Make coffee, please," he said. - He asked me to make coffee.

"Don't park in my place," Greg told me. - Greg asked me not to park in his place.

A. Change the direct speech into reported speech:

1. "Please help me carry this"

She requested me _____

2. "Please come early"

She _____

3. "Please buy some milk"

She _____

4. "Could you please open the window?"

She _____

5. "Could you bring the book tonight?"

She _____

6. "Can you help me with my homework, please?"

She _____

7. "Tidy your room!"

She _____

8. "Wait here."

She _____

9. "Don't do that!"

She _____

10. "Eat your dinner!"

She _____

11. "Don't make a mess!"

She _____

12. "Do the washing-up!"

She _____

B. Rewrite the following in reported speech as indicated

1. "Where are you?"

2. "What will you choose?"

3. "Please get in touch with them today."

4. "Don't leave your luggage unattended."

5. "Are you flying soon?"

6. "May I ask you a question?"

7. "Jump in!"

8. "Have you set your alarm clock?"

9. "Is Delhi the capital of India?"

10. "You mustn't touch the screen!"

11. "Would you rather dance?"

12. "How long have you been standing here?"

13. "Stop laughing!"

C. Change the following dialogues into reported speech.

Mike: "What are you doing here, Liz? I haven't seen you since June."

Liz: "I've just come back from my holiday in Ireland."

Mike: "Did you enjoy it?"

Liz: "I love Ireland. And the Irish people were so friendly."

Mike: "Did you go to the Wicklow Mountains?"

Liz: "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Mike: "I must arrange a couple of things. But I am free tonight."

Liz: "You might come to my place. What time shall we meet?"

Mike: "I'll be there at eight. Is it all right?"

Mike asked Liz _____. And he said _____.

Liz explained that _____.

Mike wondered _____.

Liz told him that _____ and that _____.

Mike wanted to know _____.

Liz said that _____ and that she _____.

And then she asked him if _____.

Mike explained that _____.

But he added that _____.

Liz suggested that _____ and asked him _____.

Mike said _____.

And then he asked _____.

INTEGRATED GRAMMAR EXERCISES

1. In the passage given below, a word has been omitted from each line. Put a / in the correct place and write the omitted word in the place provided:

The idea of Police system to protect a city originated London. In 1737 a law was passed creating a police system 68 men. But as city grew, poverty increased, looting and rioting were soon out control in London. In 1829, Sir Robert Peel formed London Metropolitan Police with headquarters in Scotland Yard. This new force Peel had created larger, better trained, more disciplined any other police force ever been.

2. In the passage given below, there is a mistake in each line. Underline the mistake and write the correction in the space provided

Bhubaneshwar has known as the temple town because it have many temples in the extravagant style. There is 500 temples around it but most of it have decayed. Perhaps a dozen is of real interest, including the Lingraj temple, which are one of the most important temple in India. The temples were in a variety of styles.

3. Unscramble the following sentences to make grammatically correct sentences.

1. protects / eyes / our / is an / involuntary / important / blinking / action / that

2. our / important / eyelashes / role / this / in / an / to play / have

3. and / hair / attached / are / eyelashes / to each / short / curved / eyelid

4. and / foreign / their / dust / is to / keep / such as / out / sweat / job / matter

5. to / automatic / our eyes / provides / blinking / lubrication

Section D (Literature)

That Little Square Box - Arthur Conan Doyle

The speaker, travelling from America to England on the ship, Spartan, was highly suspicious of two fellow passengers on the deck. He had been overhearing their conversation for quite some time. They were discussing a questionable square box and its mechanism. They mentioned that the world would hear of it soon. To the speaker, the two men looked dubious especially with their last-minute boarding and their wish to execute "a plan" at sharp 10pm. The speaker was convinced that they were planning to destroy the ship with a bomb. At first he decides to raise an alarm and then he thinks about informing the captain. But since he was terrified of getting confronted by the two conspirators, he submitted to his fate and decided to keep an eye on the two men and follow them at every turn. As 10 o'clock approached, the two men arrived on the deck with their box. They installed it and when they were about to activate it, the speaker decided to interrupt them.

He was promptly stopped by one of the two men while the other one pulled the trigger of the box. The speaker was both shocked and surprised to see two pigeons fly out of the box. The two men were merely hosting a pigeon flying match in order to see which one would arrive home first. It can be clearly seen that though the story is written in the style of an adventure/thriller story, it actually turns out to be a comic one. The comic element is heightened with the protagonist trying to piece the situation together to bolster his suspicion that the two men have criminal intentions. The anticlimax is in the news item that describes his desperate bid to save the 'world' as 'a little difficulty at the last moment'. Every step that seems to heighten the suspense actually adds to the humour. The story shows how a hero, in a thriller, can make a fool of himself if his deductions are wrong.

1. Do you think the title fits a detective story? Justify your answer.
2. How does the speaker set the scene for suspense? Pick out atleast three instances from the story.
3. How does the speaker arrive at the decision to keep an eye on the two men? What does this tell us about the speaker?
4. How does the speaker let us feel his tension as he watched the two men at work after dinner?
5. Why does the speaker finally decide to act?
6. How does the news item bring out the anti-climax in the situation? How is the speaker's intrusion described in the news?
7. Are we justified in judging / misjudging people based on circumstantial evidence? Would it help to give them the benefit of the doubt?

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build 'em up with worn-out tools:
 If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings

And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
 Or walk with Kings—nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And—which is more—you'll be a Man, my son!

Rudyard Kipling

Perhaps the most celebrated poem of Rudyard Kipling, *If*, composed at the turn of the 20th century is an inspiring poem that strongly highlights the virtues of 'grown-up' living: the way a young child evolves into a person of responsibility.

The opening lines express the imperative need of self-confidence, of courage to combat disapproval, the need to ignore doubt and make allowances for it. The poem is instructional in attitude, motivational in tone as the poet goes on advising the virtues of patience, honesty, fortitude and righteousness.

The conditional 'if', which is the title of the poem, refers to all the blocks in the way to full maturity, all the doubts and fears, all adversities that are to be solemnly and bravely overcome as a necessary pre-condition to true and perfect adulthood.

1. Who are knaves and fools?
2. Why does the poet refer to *triumph and disasters* as imposters?
3. How will the child finally evolve into a responsible adult?
4. 'If you can talk with crowds and keep your virtue,
 Or walk with Kings—nor lose the common touch'
 - i) Who does 'you' refer to?
 - ii) What is the poet trying to convey in the first line?
 - iii) Who are the kings that the poet is referring to?
 - iv) What does common touch refer to?

5. Why is the ‘minute unforgiving’?

Value Points

- Value of time- once gone does not come back.
- Make good use of time – do meaningful acts.
- Will never get another opportunity.



February
Section A: (Reading)

1. Read the following passage and answer the questions that follow.

We often have parents cribbing about how difficult it is to bring up children these days. Too many parties, excessive extravagance, too much pocket money, less attention towards studies.... In fact an unending list of woes. But why is this the case these days?

Have parents ever given it a thought? Putting a child in a good school or in a good college, buying them a motorcycle or a car, giving them lots of pocket money and letting them do just what they feel like will never be the end to this problem. There is more to it. The basic need of a growing child is the love, attention, companionship which should be first given at home. It is not true that once the child grows up, he or she should not be taken care of. The right amount of independence should be given, their individuality should be respected and they should be treated at par with adults.

Problems with children have started increasing now-a-days. Years ago these problems were not as complex as they are today. These days, we have more nuclear families than joint families. There are too many reasons for it. The younger generation complain of losing their independence while the older generation crib about the generation gap. There are too many expenses to be met and different life-styles are led by each one. But what about the generations before us? Our grandparents also lived in joint families, but they had nothing to crib about. There was perfect harmony between the generations. May be people were not as independent as they are today.

There is much more a child wants from a parent other than the material pleasures. Affection and understanding are the two basic things that are needed to sort out these problems.

Answer the following questions on your own or by selecting the most appropriate option from the ones given below:

1. Why are parents quite worried now-a-days and why do they crib a lot about the difficulties they face in bringing up their children?

2. The children actually need:

- a. admission in reputed institutes
- b. sufficient amount of pocket allowance
- c. complete independence
- d. love, attention and companionship from their parents

3. The earlier generations never complained about the generation gap and difficulties in bringing up their children because:

- a. the children then did not have many needs
- b. the children then were not very particular about independence
- c. there was perfect harmony between the generations then
- d. they lived in joint families then

4. How can the generation gap be sorted out?

5. The expression in the passage that means equally is:

- a. at par
- b. harmony
- c. companionship
- d. individuality

2. Read the following poem and tick the correct option as well as answer the questions that follow.

The Miller of the Dee

There dwelt a miller, hale and bold, Beside the river Dee;

He worked and sang from morn till night — No lark more blithe than he;
And this the burden of his song
Forever used to be:

“I envy nobody — no, not I — And nobody envies me!”
“Thou’rt wrong my friend,” said good king Hal,

“As wrong as wrong can be;
For could my heart be light as thine,

I’d gladly change with thee.

THE CIVIL SERVICES SCHOOL
And tell me now, what makes thee sing,
With voice so loud and free,

While I am sad, though I am king,
Besides the river Dee?”

The miller smiled and doffed his cap,

“I earn my bread,” quoth he; “love my wife, I love my friend,
I love my children three;

I owe no penny I cannot pay, I thank the river Dee,
That turns the mill that grinds the corn
That feeds my babes and me."

"Good friend", said Hal, and sighed the while, "Farewell, and happy be;
But say no more, if thou'dst be true,
That no one envies thee;

Thy mealy cap is worth my crown,
Thy mill my kingdom's fee;
Such men as thou are England's boast,

O Miller of the Dee.
Charles Mackay

1. The miller sang that

2. The king told him that he was wrong because:

- i) He was not the happiest man
- ii) The king envied him
- iii) The king was happier
- iv) He envied the king

3. What reasons does the miller give for his happiness?

4. What does the king mean by the line, "Thy mealy cap is worth my crown?"

5. What message about happiness is the poem giving us?

Section B: Writing Skill

Letter to the Editor

These are usually written to passionately engage with and express your opinion on some important current/ social problem. It is a formal letter and so the format must be kept in mind. Use of abbreviations, slang and informal expressions must be avoided. The format is as follows:

(Sender's Address)

ABC Colony } do not use a comma in the address
 PQR Road
 ND City

(leave a line)

(Date) December 12, 2017

(line)

The Editor (Designation)

The Times of India(name of the newspaper)

Bahadur Shah Zafar Marg (address)

New Delhi

Dear Madam (DO not write *Respected Madam*)

(line)

Subject: (short and precise, must be highlighted, underlined, written in Caps)

Para 1: Introduce the problem briefly (power cuts in Vasant Kunj). Do not begin by stating "I am Ravi Kumar, a resident of Chanakya Puri" Instead write, "This is regarding your article 'Delhi's Power Woes', dated December 8, 2017, in the Sunday Times, I totally agree with the views expressed by the writer..."

Para 2: Discuss the issue / problem at length listing reasons for it (poor distribution, inadequate supply) and the resultant effects (inconvenience to residents/ studies affected).

Para 3: Give 1 or 2 practical solutions/suggestions to overcome the problem (have fixed timings for power cuts so that residents can plan accordingly / avoid power cuts between 6pm & 9pm). Leave a line between each paragraph

NOTE: An Editor may be requested to: publish your letter - publish more detailed reports/articles to create awareness in the public - start a special column where concerned and like-minded citizens may share their views and experiences. But, **please remember, the editor cannot really solve the problem, so do NOT ask him/ her to 'take immediate/necessary action.'**

(leave a line)

Yours sincerely

(sign)

(ABC XYZ)

(designation, if mentioned in the question)

Some suggested opening sentences for letters to an editor:

- Through the esteemed columns of your newspaper, I would like to draw attention of the public to an important issue which - ... merits immediate attention. - ... needs to be tackled with utmost seriousness. - is causing grave concern to..etc
- Recently in your newspaper dated .., (mention date and month for example, 20 July) I read an article concerning the issue of ... I strongly feel....
- This letter is to draw the reader's attention towards.....

Some suggested concluding sentences are:

- I do hope you will publish my letter and help initiate public debate on the issue.

- ii) It is hoped that in future too your publication will continue to carry more such articles.
- iii) I do hope more informative articles on the issue would be published to help spread awareness among the readers etc.

SAMPLE LETTER

Write a letter to the editor of a national expressing your views on the increased dependency on technology. Right from a small child to an adult, or even an old man, everyone wants gadgets only-cell phone, I-pad, laptop. This also has a negative effect on social relationships. Using your ideas, write the letter in about 100-120 words.

AB colony
MD Road
New Delhi

March 20, 2018

The Editor
Hindustan Times
K.G. Marg
New Delhi

Dear Sir

Subject: Human Dependence On Technology

Through this letter I hope to draw the attention of everyone towards the increasing dependence on technology. Technology has undoubtedly become a very important part of our life. With the advent of the World Wide Web, information about anything and everything is just a click away. It has, however, also taken a toll on our physical and mental health and has also affected our social interactions.

Every one, irrespective of age or gender, wants gadgets such as cell-phones and laptops. Technology is important but in my opinion we should not depend on it completely as excess of anything is bad. It makes us lazy and affects our health as we avoid all physical activity. Instead of going out and meeting real people and making real friends, we often get too busy with people we meet virtually. The rate of cyber crimes is also increasing. Caution is the watchword in this scenario.

Technology should be used judiciously. We should not become dependent on it and inculcate habits of simple living. No gadget hour should be a part of our daily schedule so that we can detach ourselves from these gadgets for while every day. I hope you will publish this letter in your newspaper so as to draw the attention of as many readers as possible.

Yours sincerely
(sign)
(XYZ)

Exercise

1. Write a letter to the editor expressing your views on the fact that 'It is Essential for People to be Proud of their Country.' Elaborate on what you consider natural practices and what are thrust upon you. Focus on how and why a discussion on the issue is pertinent.
2. Write a letter to the editor on the topic 'Hate and Love in a World of Terrorism'

3. Write a letter expressing your anguish over the use of loud music in residential areas with total disregard to students who may be studying or the elderly who enjoy peace and tranquility.
4. Write a letter on the menace of stray dogs who seem to maul and attack viciously on the streets of Delhi.
5. People do not seem to care for people nor nature. Homeless people die of starvation while money is spent to buy bird feed right next to them. Write a letter to the editor highlighting the widespread practice of feeding birds and pigeons in the streets of Delhi with utter disregard to the epidemic that this may lead not, not to mention the road accidents or disturbing the natural way of life of the birds.

REVISION Grammar

1. Re-arrange the following sets of words to make meaningful sentences:

i) hesitated/to/with/he/comply/my/request

ii) character/riches/respect/not/wins/and/us

iii) patient/the/his/moment/last/fought/till/courageously

iv) gently/hand/my/the/her/touched/and/face/child/put/out

v) tiny/frost/water/is/crystals/of/made/of/frozen/up

2. In the following passages, there is one mistake in each line. Underline the mistake and write the correct word in the space provided:

1) July had been blowed out like a candle _____

2) with a biting wind that _____

3) ushered inside a leaden August sky. _____

4) A sharp, stinging, drizzle falls billowing _____

5) into opaque grey sheets when the wind catched _____

6) it. It was the sort of whether _____

7) calculated to trying anyone's endurance. _____

3. In the following passage, some words are missing. Put a / where the missing word should be and write the word in the space provided:

- 1) Every human being the world _____
- 2) a remarkably confused brain. Dolphins are born _____
- 3) swimming; giraffes learn stand within hours, _____
- 4) But we humans? We remain helpless years. _____
- 5) However, this seeming limitation actually signals greatest _____
- 6) advantage. Baby animals develop quickly their _____
- 7) brain wires up according a pre-programmed routine. _____
- 8) However, instead of arriving everything hardwired _____
- 9) human brain is shaped life experiences. _____
- 10) Its live-wired! _____

4. The following passage is full of various mistakes. Underline them or spot the missing words, and write it correctly:

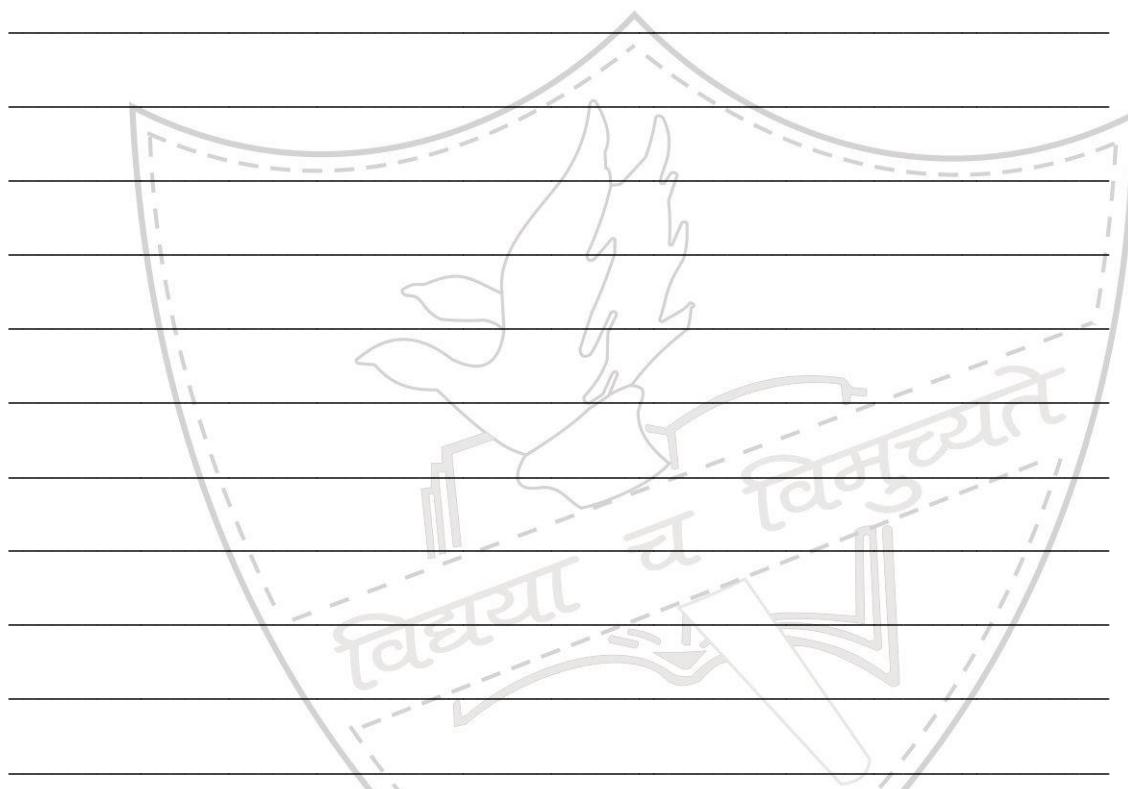
Their were twenty-four tin soldiers, all brothers, for they had made from one old, tin spoon. There wore red and blew uniforms, carryed muskets in there arms, and held themselves very upright. First words they heard in the world when the lid was taken of the box which they lie, where 'Tin Soldiers!' It was little boy who said this, clapping her hands at the same time. The soldiers been given to him because it was his birddy. He now set them out in the table. The soldiers resembed each other to the hare, all except one who was rather different the rest, for he had made last, when their was not quiet enough tin left. He stood firmly from one tin leg as the others did upon too.

5. In the exercise adjective and adverb clauses have been mixed in column II.

In column I the first few words of every sentence are given. Complete the sentences from column II and state whether each is an adverb or an adjective clause.

COLUMN I	THE CIVIL SERVICES SCHOOL	COLUMN II
The task is so difficult		Unless he is paid for it.
He refuses to work		than I thought.
She arrived early		that I couldn't do it.
He doesn't mind putting long hours		why he left so suddenly.
John is taller		in order to get a good seat.

He gave me everything	that you shouldn't miss.
He couldn't explain	than Rohan can.
My grandparents remember the days	that I asked for.
Jane can add quicker	as long as he can make a profit
The Niagra Falls is a sight	when there was no television



6. Rewrite in reported speech:

1. "When will the guests arrive?" asked Sharon to the manager.

2. "They should be here by noon," replied the manager.

3. "But weren't they supposed to come last evening?" inquired Sharon.

4. "They were, but they got held up due to bad weather," said the manager.

5. "Oh, then I must go and see if the rooms are ready," replied Sharon.

7. Combine the following using participles:

1. I listen to trivial complaints from my workers. I often feel tired of it.

2. His wife encouraged him. So, he stayed on the job.

3. The hunter took up the rifle. He went into the jungle.

4. I pasted the flap of the envelope. I gave the letter to Anil to post it.

5. I saw my boss at the gate. I entered the office through a back door.

6. The woman was wailing. She approached the king and begged for mercy.

7. She left home in a hurry. She forgot her wallet.

8. Rewrite using a passive:

1. They have postponed the concert.

2. Somebody is using the computer at the moment.

3. I didn't realize that somebody was recording our conversation.

4. When we got to the stadium, we found that they had cancelled the game.

5. They are building a new ring road round the city.

9. Complete the following passage using infinitives:

Geeta has been working hard on a project, 'Traditions of India' and she is now ready

_____ it in assembly. She had _____ in a lot of work in
order _____ a project of such high caliber. We hope
_____ her win the award for it in the inter - school competition.

10. Combine using conjunctions given below:

Although, as, because, while, though, since

1. I took my umbrella. It was raining.

2. Some apples are red. The others are green.

3. The ship could not move. There was no wind.

4. Surfing is fun. It can be dangerous.

5. You should stay away from bears. They are dangerous.

6. Deer are cute. They eat all your flowers.

Rules for Subject Verb Agreement

The verb always agrees with the subject in number or person

Lisa loves eating mangoes

- They **love** playing chess

Here are some rules to remember:

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

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

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

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

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

For Example: Bishakha and Suman go to the same school.

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

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

- When the subject is the introductory *there*, the verb agrees with the real subject that follows it.

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

- A **lot of** and **plenty of** take a **plural verb** when they denote **number**, they take a **singular verb** when they denote **quantity or amount**.

For Example: There is a lot of oil in Assam. There are a lot of hill stations in our country. Where are plenty of roses found?
There is plenty of water in the well.

- 'Both' always takes a plural.

For Example: Both the hill stations were simply great.

- A **number of** means 'several' or 'many' and is therefore always followed by a plural verb.

For Example: There have been a number of important incidents this year. A large number of people are waiting to meet the prime minister.

- A singular collective noun like **a herd of cattle**, **a team of players**, **a fleet of ships**, **a troop of soldiers** and **a bunch of flowers** always takes a singular verb.

For Example: There was a herd of cattle in the middle of the road. This is a lovely bunch of flowers.

A troop of soldiers is marching through the streets.

- A dozen takes a plural verb

For Example: *There are a dozen shoes in the cupboard.*

- A pair of** when applies to things like *scissors, shoes, trousers*, where two components are always thought of together, takes a **singular verb**.

For Example: *A pair of scissors is lying on the table.*

- A plural word must take a plural verb.

For Example: *The scissors are in the drawer.*

His trousers were very fashionable.

- Class names such as clothing, footwear, scenery, crockery, fruit, hair, furniture, stationary are singular and must take a singular verb.

For Example: *The furniture here is of the best quality. Fruit is very good for health.*

- News is always treated as singular so is advice, business and information.

For Example: *The news is that the President will visit our school next week. This is good advice.*

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

For Example: *Mumps is a painful disease.
Mathematics is my favourite subject.*

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

For Example: *Some of the boys are dishonest. Half of the books were sold.*

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

For Example: *Many of the apples were rotten. Much of the truth was not told.*

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

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

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

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

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

For Example: The Adventures of Tom Sawyer is an interesting book.

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

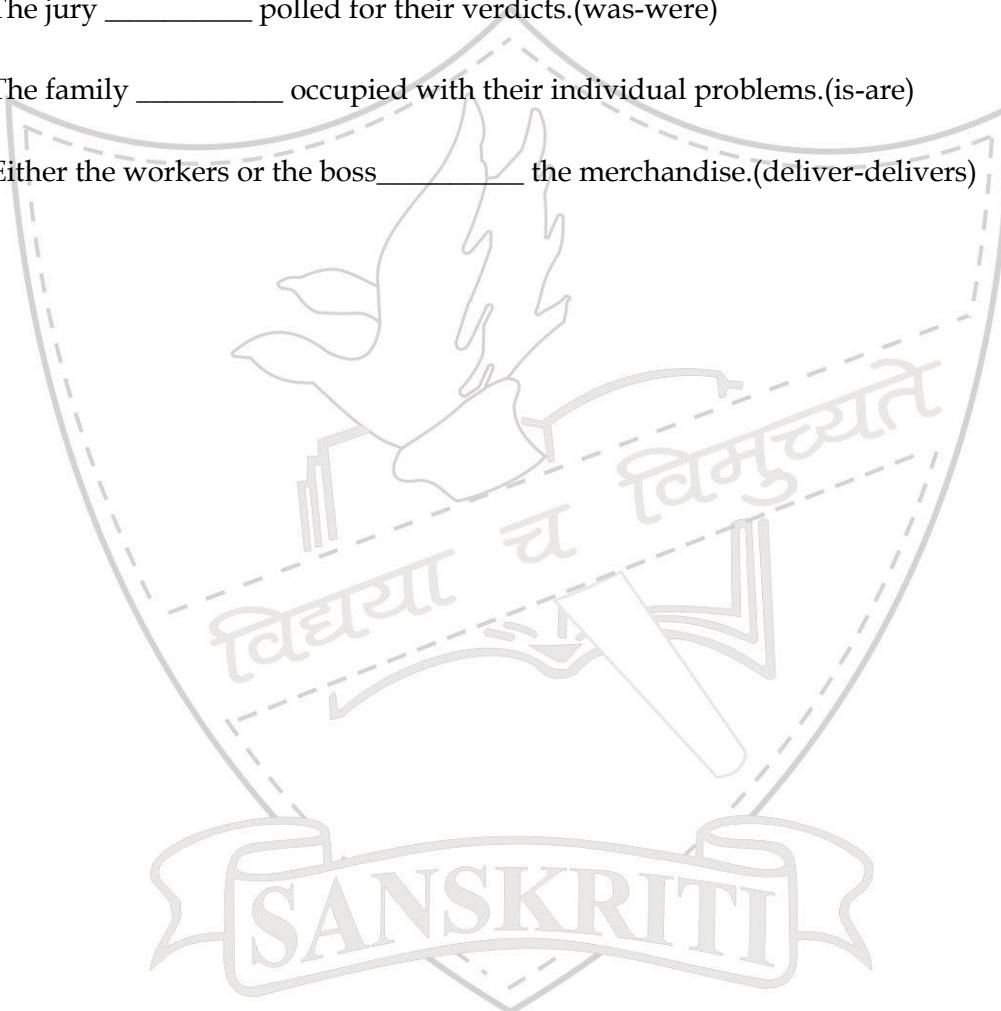
For Example: Either Neetu or her brother has won the prize.

Everyone is equal in the eyes of god
 Each of the boys has worked well.
 Neither of them comes on time.
 Somebody has stolen my aunt's purse.
 Nobody is to be blamed

Fill in the blanks with the appropriate form of the verbs given.

1. _____ anyone _____ a pencil I could borrow? (do, have)
2. No one _____ finished reading the book yet. (have/has)
3. No, my family _____ live nearby. (do)
4. The police _____ released any information about the case. (have/has not)
5. Most women _____ getting flowers. (love/loves)
6. Some of the people waiting in line _____ getting impatient. (is-are)
7. Several of my teeth _____ cavities. (have/has)
8. Most of this software _____ outdated. (is-are)
9. Bread and butter _____ our daily food. (is-are)
10. Gold, as well as platinum, _____ recently risen in price. (have/has)
11. The famous singer and composer _____ arrived. (have/has)
12. You should decide which one of the three choices A, B, or C best _____ the question. (answer/answers)
13. The books borrowed from the library _____ on my desk. (is-are)
14. One of the books _____ been missing. (have/has)
15. Collecting match-boxes _____ one of his favourite pastimes. (is-are)
16. The poor _____ suffering. (is-are)
17. Where _____ my keys? (is-are)

18. Each of the girls _____ good on skis. (look-looks)
19. Neither of the men _____ here yet.(is-are)
20. Nobody in the class _____ the answer. (has-have)
21. Each of the girls _____ all the regulations.(observe-observes)
22. Either the cups or the glasses _____ in the dishwasher.(are-is)
23. The jury _____ polled for their verdicts.(was-were)
24. The family _____ occupied with their individual problems.(is-are)
25. Either the workers or the boss _____ the merchandise.(deliver-delivers)



THE CIVIL SERVICES SCHOOL

Academic Session: 2018-19
Annual Examination
Subject- English
M/5/1

Time: 3 hours**Max Marks: 80****General Instructions:**

1. This paper contains 6 printed sides and 5 sections.
2. Please read the instructions carefully before answering the questions.
3. Neatness will be appreciated.
4. Do not mix sections.

Section A
Reading Comprehension (20 Marks)

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

1. It is 2:00 in the morning and most of our men are asleep in their dugouts -yet I could not sleep myself before writing to you of the wonderful events of the Christmas Eve. In truth, what happened seems almost like a fairy tale, and if I hadn't been through it myself, I would not have believed it. Just imagine: While you and the family sang carols before the fire there in London, I did the same with enemy soldiers here on the battlefields of France!
2. Just yesterday morning, on Christmas Eve Day, there was little shelling or rifle fire from either side. And as darkness fell on our Christmas Eve, the shooting stopped entirely. Our first complete silence in months! We hoped it might promise a peaceful holiday, but we didn't count on it. We'd been told the Germans who were on our land might attack and try to catch us off guard.
3. I went to the dugout to rest. All at once my friend John was shaking me awake, saying, "Come and see! See what Germans are doing!" I stuck my head cautiously above the sandbags. I never hoped to see a stranger and more lovely sight. Clusters of tiny lights were shining all along the German line, left and right as far as the eye could see.
 "What is it?" I asked in bewilderment, and John answered, "Christmas trees!" And so it was. The Germans had placed Christmas trees in front of their trenches, lit by candle or lantern like beacons of goodwill.
 And then we heard their voices raised in carols.
4. When the song finished, the men in our trenches applauded enthusiastically. Yes, British soldiers applauding Germans! Then one of our own men started singing, and we all joined in. British and Germans harmonizing across No Man's Land! I would have thought nothing could be more amazing -but what came next was more so.
 To our astonishment, we saw two figures advancing unprotected towards our side. It was happening for the first time ever! One of them called, "Send officer to talk."

5. Our captain climbed out and went to meet the Germans halfway. We heard them talking, and a few minutes later, the captain came back with a German cigar in his mouth! "We've agreed there will be no more shooting before midnight tomorrow," he announced. "But sentries are to remain on duty, and the rest of you, stay alert." Within a few minutes, there we were in No Man's Land, over a hundred soldiers and officers of each side, shaking hands with men we'd been trying to kill just hours earlier!

6. Before long a bonfire was built, and around it we mingled. Only a couple of men knew German, but more of the Germans knew English. Those who could not converse could still exchange gifts – our cigarettes for their cigars, our tea for their coffee, our corned beef for their sausage.

7. Newspapers too changed hands, and the Germans howled with laughter at ours. They assured us that France was finished and Russia nearly beaten too. We told them that was nonsense, and one of them said, "Well, you believe your newspapers and we'll believe ours." After meeting these men, I wonder how truthful our own newspapers have been. These are not the 'savage barbarians' we've read so much about. They are men with homes and families, hopes and fears, principles and, yes, love of country. In other words, men like ourselves. Then, why are we led to believe otherwise?

- A. Choose the correct option and write it in your answer sheet. 2**
- The British and German soldiers were in trenches on a battlefield in (Germany/Britain /France).
 - When the British soldiers looked over at the German trenches on Christmas Eve, they were astonished to see that the trenches were lined with (coloured spotlights/Christmas trees/decorated rifles).
 - From German and British trenches came the sound of soldiers of both sides (praying loudly/ singing Christmas carols/ exchanging angry words).
 - The narrator found it (amazing/ shocking/ horrifying) that British and Germans were harmonizing across No Man's Land.
- B. What was decided after the two sets of officers had their discussion? 1**
- C. "To our astonishment, we saw two figures advancing unprotected towards our side." 2**
Why was this act astonishing? Explain it in 30-40 words.
- D. Towards the end of the passage the narrator had a significant realisation about 'these men'. What is this realisation? 2**
- E. Find a word from the passage that is 2**
- the **synonym** of **confusion** (paragraph 3 only)
 - the **antonym** of **calm** (paragraph7 only)
- F. Give a suitable title to the passage. 1**
- 2. Read the following poem carefully and answer the questions that follow: 10**
- Whenever I see
Gas balloons go up
I wonder where we'd end up
If we're balloons.

- Would we go far away
 (5) To some unknown destiny?
 Or will it be carefully decided goal
 We would work our way to?
 Balloons! How much they're
 (10) like human beings –
 So different from each other
 in colour, shapes, design and sizes
 Some live long and some don't
 Just like us some find
 (15) A pair of loving hands and some don't
 They get lost, burst, or destroyed
 Like we do
 At times
 They rub cheeks affectionately
 (20) Occasionally you can hear
 them whisper secrets
 As only friend will
 And once in a while, in the chill
 of the night or the mist of the dawn
 (25) You may find one tear
 flowing down
 silently.

A. Choose the correct answer and write it in your answer sheet.

- i. Lines 2 to 8 describe the poet's uncertainty about
 - a) the destiny of balloons
 - b) the destiny of human beings
 - c) what destiny is
 - d) where the balloons end up
- ii. 'So different from each other'. The poet has used this expression to describe
 - a) colours
 - b) destiny
 - c) human beings
 - d) balloons
- iii. The expression 'one tear' refers to
 - a) a lonely balloon in the air
 - b) a tear drop that looks like a balloon
 - c) a dew drop flowing down a balloon
 - d) a child crying for balloons

B. Given below is the summary of the poem. Complete it by writing one word against the correct blank number in the space provided. Write only the answers in your answer sheet. 3

The young poet finds a striking (a) _____ between the balloons and the (b) _____. Just as we never know where the balloons (c) _____ up in the air (d) _____ we can never know whether we will meet an unknown (e) _____ or reach our carefully decided goal. The (f) _____ of a balloon can be long or short. To the poet, balloons too seem to experience joys and sorrows.

C. Complete the following statements as briefly as possible. 2

1. The two ways in which the balloons behave like friends are _____ and _____.
2. The rustling sound the balloon makes is implicitly compared to _____.

- D. Find a word from the poem that is 1
- the **synonym** of **periodically**
 - the **antonym** of **restored**

Section B Writing (14 Marks)

- You recently rescued a bird/animal as part of 'Do a Kind Act' Campaign of your school. Write a diary entry describing your experience. **(120-150 words)** 6
- You are Rohit Dutta/Romila Dutta from Kolkata. You had booked a cab from Relaxi Cab Services to go to the airport. The vehicle that was sent was too small for your luggage. The driver not only arrived late, but was also rude to you. He also overcharged you by two hundred rupees. Write a letter of complaint to the customer service manager of the cab company, requesting him/her to refund the extra money and take suitable action against the driver.**(180-200 words)** 8

Section C Grammar (16 Marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

- Read the following process of making cupcakes. Then complete the paragraph **4** that follows.

- Mix the cream, butter and sugar together and beat till light and fluffy.
- Add the eggs one at a time and whisk thoroughly.
- Fold the flour gradually in the mixture.
- Add a few drops of vanilla essence and half a teaspoon of baking powder into the mixture
- Pour the mixture in the pre-greased cupcake cases.
- Bake in a preheated oven for 15-20 minutes or until golden brown.
- Serve it on a plate with hot chocolate.

Making cupcakes is very easy. To begin with, all the ingredients like cream, butter and sugar(i)_____ and (ii)_____ till they turn light and fluffy. After that, the eggs (iii)_____ into the mixture one at a time and (iv)_____. At this time the flour (v)_____ gradually in the mixture. A few drops of vanilla essence and half a teaspoon of baking powder (vi)_____ into the mixture before pouring it into pre-greased cupcake cases. Then, the mixture (vii)_____ in a pre-heated oven for about 15-20 minutes or until golden brown. Finally, it (viii)_____ on a plate with hot chocolate.

- Rewrite the following sentences in reported speech. 4
- The politician, Mr. R. Rao, said to the villagers, "I promise to bring about major changes in how your state is run if I win the election."
 - The villager said, "Do you have any detailed plan for the next five years?"

- iii. Mr. Rao's secretary said to the villagers, "Please refer to our party website to know our agenda."
- iv. Mr. R. Rao said, "I will need your full support to make this state better."

3. Join the following sentences using suitable relative pronouns. 3

- i. A man is talking to Rohit. Do you know the man?
- ii. The girls have moved into the flat next door. They own two dogs.
- iii. I wrote a book about aliens. It is selling pretty well.

4. Match the independent clauses in column A with the dependent clauses in column B to make complete sentences. 2

- | A | B |
|---|---------------------------------------|
| i. The boys rushed out of the classroom
b. if you work hard. | a. that she is getting bored at home. |
| ii. The prisoner said
d. before you leap. | c. when she heard the doorbell ring. |
| iii. You will pass the exam
f. when the bell rang. | e. until the rain stopped. |
| iv. They rested for a while
h. after they had walked five miles. | g. that he was innocent. |

5. There is a missing word in each line of the passage given below. Write the before word, missing word and the after word in your answer sheet. 3

'Spider-Man' is a fictional Marvel Comics Superhero. This character created by Stan Lee and Steve Ditko gave Spider-Man super strength the ability cling to most surfaces. Surprisingly, neither of them credited with making Web shooters. These devices that make Spider Man shoot spider-webs.

BeforeWord	MissingWord	AfterWord
No error		
i) _____	_____	_____
ii) _____	_____	_____
iii) _____	_____	_____
iv) _____	_____	_____
v) _____	_____	_____
vi) _____	_____	_____
No error		

Section D Literature (24 Marks)

1. Reference to Context

*"If you can meet with Triumph and Disaster
And treat those two impostors just the same"*

- i. Name the poem and the poet. 1
- ii. State the poetic device used in the above lines. 1
- iii. Why does the poet refer to Triumph and Disasters as impostors? 1

2. Reference to Context

*"Yet one is surprised
To see the poem"*

- i. Name the poem and the poet. 1
- ii. Why is one surprised in the above lines? 1
- iii. What message does the poet want to convey through the poem? 1

3. Read the following questions carefully and answer in about 30-40 words.

- a. In the poem, 'Where the Mind is without Fear' whose mind is the poet talking about and why? 2
- b. Initially the author, R.K. Laxman could see Darjeeling like an undeveloped photograph. Why do you think this comparison has been made? 2
- c. Why is the 'minute unforgiving'? Explain it in your own words. 2
- d. Despite being aware of the racist attitude of the Nazis, why do you think Owens decided to participate in the 1936 Berlin Olympics? 2

4. Read the question carefully and answer in about 60-80 words.

- a. Describe Albert's feelings at the beginning of the story 'A Night to Forget' and how they change as the chapter progresses. Substantiate with evidence from the text. 4
- b. What did the teacher, Monsieur Hamel mean when he said, "so long as it clings to its language, it is as if it held the key to its position?" Do you agree with him? Explain it in your own words. 4
- 5. Complete the following in only one sentence. (Write the complete sentence in your answer sheets)**
- a. In the poem 'Where the Mind is without Fear' clear stream of reason stands for _____ . 1
- b. The author, R.K. Laxman was lucky because _____ . 1

Section E Supplementary Reader (6 Marks)

1. Read the question carefully and answer in about 50-60 words.

- a. Do you think Via's attitude towards her brother changes throughout the story? Give reasons to support your answer. 3
- b. Why do you think RJ Palacio told the story from alternating viewpoints? Substantiate your answer with reasons from the text. 3

Academic Session: 2018-19
Annual Examination
Subject- English
M/5/2

Time: 3 hours

Max

Marks: 80

General Instructions:

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8. Do not mix sections.

Section A
Reading Comprehension (20 Marks)

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

1. It is 2:00 in the morning and most of our men are asleep in their dugouts -yet I could not sleep myself before writing to you of the wonderful events of the Christmas Eve. In truth, what happened seems almost like a fairy tale, and if I hadn't been through it myself, I would not have believed it. Just imagine: While you and the family sang carols before the fire there in London, I did the same with enemy soldiers here on the battlefields of France!

2. Just yesterday morning, on Christmas Eve Day, there was little shelling or rifle fire from either side. And as darkness fell on our Christmas Eve, the shooting stopped entirely. Our first complete silence in months! We hoped it might promise a peaceful holiday, but we didn't count on it. We'd been told the Germans who were on our land might attack and try to catch us off guard.

3. I went to the dugout to rest. All at once my friend John was shaking me awake, saying, "Come and see! See what Germans are doing!" I stuck my head cautiously above the sandbags. I never hoped to see a stranger and more lovely sight. Clusters of tiny lights were shining all along the German line, left and right as far as the eye could see.
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 And then we heard their voices raised in carols.

4. When the song finished, the men in our trenches applauded enthusiastically. Yes, British soldiers applauding Germans! Then one of our own men started singing, and we all joined in. British and Germans harmonizing across No Man's Land! I would have thought nothing could be more amazing -but what came next was more so.
 To our astonishment, we saw two figures advancing unprotected towards our side. It was happening for the first time ever! One of them called, "Send officer to talk."

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6. Before long a bonfire was built, and around it we mingled. Only a couple of men knew German, but more of the Germans knew English. Those who could not converse could still exchange gifts -our cigarettes for their cigars, our tea for their coffee, our corned beef for their sausage.

7. Newspapers too changed hands, and the Germans howled with laughter at ours. They assured us that France was finished and Russia nearly beaten too. We told them that was nonsense, and one of them said, "Well, you believe your newspapers and we'll believe ours." After meeting these men, I wonder how truthful our own newspapers have been. These are not the 'savage barbarians' we've read so much about. They are men with homes and families, hopes and fears, principles and, yes, love of country. In other words, men like ourselves. Then, why are we led to believe otherwise?

- | | |
|--|-----------|
| A. Choose the correct option and write it in your answer sheet. | 2 |
| i. The British and German soldiers were in trenches on a battlefield in (Germany/Britain /France). | |
| ii. When the British soldiers looked over at the German trenches on Christmas Eve, they were astonished to see that the trenches were lined with (coloured spotlights/Christmas trees/decorated rifles). | |
| iii. From German and British trenches came the sound of soldiers of both sides (praying loudly/ singing Christmas carols/ exchanging angry words). | |
| iv. The narrator found it (amazing/ shocking/ horrifying) that British and Germans were harmonizing across No Man's Land. | |
|
 | |
| B. What was decided after the two sets of officers had their discussion? | 1 |
|
 | |
| C. "To our astonishment, we saw two figures advancing unprotected towards our side." Why was this act astonishing? Explain it in 30-40 words. | 2 |
|
 | |
| D. Towards the end of the letter the narrator had a significant realisation about 'these men'. What is this realisation? | 2 |
|
 | |
| E. Find a word from the passage that is | 2 |
| i. the synonym of confusion (paragraph 3 only) | |
| ii. the antonym of calm (paragraph 7 only) | |
|
 | |
| F. Give a suitable title to the passage. | 1 |
|
 | |
| 2. Read the following poem carefully and answer the questions that follow: | 10 |
| Whenever I see
Gas balloons go up
I wonder where we'd end up
If we're balloons. | |

- Would we go far away
 (5) To some unknown destiny?
 Or will it be carefully decided goal
 We would work our way to?
 Balloons! How much they're
 (10) like human beings -
 So different from each other
 in colour, shapes, design and sizes
 Some live long and some don't
 Just like us some find
 (15) A pair of loving hands and some don't
 They get lost, burst, or destroyed
 Like we do
 At times
 They rub cheeks affectionately
 (20) Occasionally you can hear
 them whisper secrets
 As only friend will
 And once in a while, in the chill
 of the night or the mist of the dawn
 (25) You may find one tear
 flowing down
 silently.

A. Choose the correct answer and write it in your answer sheet

- | | |
|---|----------------------------------|
| i. Lines 2 to 8 describe the poet's uncertainty about | 1 |
| a) the destiny of balloons | b) the destiny of human beings |
| c) what destiny is | d) where the balloons end up |
| ii. 'So different from each other'. The poet has used this expression to describe | 1 |
| a) colours | b) destiny |
| c) human beings | d) balloons |
| iii. The expression 'one tear' refers to | 1 |
| a) a lonely balloon in the air | b) a tear drop that looks like a |
| b) a dew drop flowing down a balloon | c) a child crying for balloons |

B. Given below is the summary of the poem. Complete it by writing one word against the correct blank number in the space provided. Write only the answers in your answer sheet. 3

The young poet finds a striking (a) _____ between the balloons and the (b) _____. Just as we never know where the balloons (c) _____ up in the air (d) _____ we can never know whether we will meet an unknown (e) _____ or reach our carefully decided goal. The (f) _____ of a balloon can be long or short. To the poet, balloons too seem to experience joys and sorrows.

C. Complete the following statements as briefly as possible. 2

1. The two ways in which the balloons behave like friends are _____ and _____.

2. The rustling sound the balloon makes is implicitly compared to _____.
- D. Find a word from the passage that is 1
 c. the **synonym** of **periodically**
 d. the **antonym** of **restored**

Section B Writing (14 Marks)

1. We are always taught that, 'Truthfulness is next to Godliness.' But there are times when telling a lie becomes unavoidable. Write a diary entry describing the circumstances in which you once had to tell a lie and how you felt about it afterwards. **(120-150 words)** 6
2. You are Asif Khan/Asifa Khan. You had hired a travel agency to book your tickets for Vietnam. The travel agency has booked your tickets and the hotel stay for the wrong dates. Write a letter of complaint to the agency to express your dissatisfaction and the inconvenience caused to you, and request them to cancel the earlier booking and rebook as per the dates you had mentioned earlier. **(180-200 words)** 8

Section C Grammar (16 Marks)

Note: For fill in the blanks, write only the answer in the answer sheet.

1. Read the following process of changing the car tyres. Then complete the paragraph that follows. 4
1. Elevate the car on a jack
 2. Loosen the nuts on the wheel
 3. Remove the nuts
 4. Take the wheel off
 5. Put the spare wheel in place
 6. Tighten the nuts
 7. Lower the car to the ground
 8. Make sure to completely tighten the nuts

First, the car (i) _____ with a jack. The second step (ii) _____ on the wheel. Next, the nuts (iii) _____ and the wheel (iv) _____. After that, the spare wheel (v) _____ and the nuts (vi) _____. Then, the car (vii) _____ to the ground. Finally, after making sure that the nuts (viii) _____, the car is ready to be driven away again.

2. Rewrite the following sentences in reported speech. 4
- i. The politician, Mr. R. Rao, said to the villagers, "I promise to bring about major changes in how your state is run if I win the election."

- ii. The villager said, "Do you have any detailed plan for the next five years?"
- iii. Mr. Rao's secretary said to the villagers, "Please refer to our party website to know our agenda."
- iv. Mr. R. Rao said, "I will need your full support to make this state better.

3. Join the following sentences using suitable relative pronouns 3

- i. At the market, we ran into our teacher today. He teaches us English.
- ii. The white house in that lane is very pretty. It has big French windows.
- iii. Harish speaks Mandarin perfectly. His mother is a poet.

4. Match the independent clauses in column A with the dependent clauses in column B to make complete sentences.

A

- i. The boys rushed out of the classroom
- ii. The prisoner said
- iii. You will pass the exam
- iv. They rested for a while

B

- a. that she is getting bored at home.
- b. if you work hard.
- c. when she heard the doorbell ring.
- d. before you leap.
- e. until the rain stopped.
- f. when the bell rang.
- g. that he was innocent.
- h. after they had walked five miles.

5. There is a missing word in each line of the passage given below. Write the before word, missing word and the after word in your answer sheet. 3

Do you know Dashrath Manjhi is? He was a villager who also known as the Mountain Man. His is a story of ordinary man who responded extraordinarily adverse situations. Manjhi was a small-time labourer in Gehlaur, is a small village in Bihar. One day, a herd of cattle crossing the road, when Manjhi sensed something wrong.

Previous Word Following

- | | | |
|------|-------|-------|
| i) | _____ | _____ |
| ii) | _____ | _____ |
| iii) | _____ | _____ |
| iv) | _____ | _____ |
| v) | _____ | _____ |
| vi) | _____ | _____ |
- No error

Section D Literature (24 Marks)

1. Reference to Context

*"Yet one is surprised
To see the poem"*

- i. Name the poem and the poet. 1
- ii. Why is one surprised in the above lines? 1
- iii. What message does the poet want to convey through the poem? 1

2. Reference to Context

*"If you can meet with Triumph and Disaster
And treat those two impostors just the same"*

- i. Name the poem and the poet. 1
- ii. State the poetic device used in the above lines. 1
- iii. Why does the poet refer to Triumph and Disasters as impostors? 1

3. Read the following questions carefully and answer in about 30-40 words.

- a. In the poem, 'Where the Mind is without Fear' whose mind is the poet talking about and why? 2
- b. Initially the author, R.K. Laxman could see Darjeeling like an undeveloped photograph. Why do you think this comparison has been made? 2
- c. Why is the 'minute unforgiving'? Explain it in your own words. 2
- d. Despite being aware of the racist attitude of the Nazis, why do you think Owens decided to participate in the 1936 Berlin Olympics? 2

4. Read the question carefully and answer in about 60-80 words.

- a. Describe Albert's feelings at the beginning of the story 'A Night to Forget' and how they change as the chapter progresses. Substantiate with evidence from the text. 4
- b. What did the teacher, Monsieur Hamel mean when he said, "so long as it clings to its language, it is as if it held the key to its position?" Do you agree with him? Explain it in your own words. 4
- 5. Complete the following in one sentence. (Write the complete sentence in your answer sheets)**
- a. In the poem, 'Where the Mind is without Fear', dreary desert sand of dead habit stands for_____. 1
- b. Hundreds of visitors flock to Tiger Hill every day, so that they could _____ . 1

Section E Supplementary Reader (6 Marks)

1. Read the question carefully and answer in about 50-60 words.

- a. Do you think Via's attitude towards her brother changes throughout the story? Give reasons to support your answer. 3
- b. Why do you think RJ Palacio told the story from alternating viewpoints? Substantiate your answer with reasons from the text. 3

Supplementary Reader

THE BOOK THIEF By Markus Zusak

About the Author:

Markus Zusak is the author of five books, including the international bestseller, *The Book Thief*, which spent more than a decade on the New York Times bestseller list, and is translated into more than forty languages – establishing Zusak as one of the most successful authors to come out of Australia.

His books, *The Underdog*, *Fighting Ruben Wolfe*, *When Dogs Cry* (also titled *Getting the Girl*), *The Messenger* (or *I am the Messenger*) and *The Book Thief* have been awarded numerous honours ranging from literary prizes to readers choice awards to prizes voted on by booksellers.

Markus Zusak grew up in Sydney, Australia, and still lives there with his wife and two children.

About the book:

In 1939, nine-year-old Liesel is being taken to live with foster parents in Molching, a town outside Munich on the road to Dachau. All we know about Liesel's parents is that they are communists. Within pages, Liesel's small brother dies on the train journey and Liesel is cast as a survivor, 'an expert at being left behind'.

A plucky heroine who sometimes steals and lies, Liesel soon settles into life on the ironically named Himmel (Heaven) Street. In this poor district, children play soccer, drill in the Hitler Youth and receive daily drubbings from parents, teachers and each other. The relationships are well drawn, from Liesel's friendship with lemon-haired Rudy who idolises the black athlete, Jesse Owens, to that with her foster parents, the Hubermanns. Built like a small wardrobe, harridan Rosa takes in washing for local residents. Her husband, Hans, is a house painter who comforts Liesel through her nightmares and shows her how to roll cigarettes.

Zusak gives us all a reader would expect in a novel about wartime Germany: hungry children pinching food, book burnings and bombing attacks. But his trick is to make Death his narrator. Death is wry, tender - and overworked. War, he complains, is like having a new boss who expects the impossible, constantly nagging "Get it done, get it done." In 1942, he can hardly keep up. "Forget the scythe, God damn it, I needed a broom or a mop."

But Death has a heart and is haunted by the terrible things humans do. By having Death commenting on the action and offering pithy asides, this Holocaust story becomes everyone's story. This isn't just about them. It's about us. And in case we don't get it, Death reminds us in the very first paragraph:

THE CIVIL SERVICES SCHOOL

"HERE IS A SMALL FACT

You are going to die."

Initially Death notices Liesel when he comes for her brother. And it's at her brother's burial that the girl first steals - a gravedigger's handbook dropped in the snow. Although she cannot read, the book represents Liesel's last connection with the sibling and mother she will never see again. Using this manual the gentle Hans teaches Liesel to read.

Ten books make up Liesel's story and all mark important moments. Liesel saves one volume from the smoking remains at a public book burning and steals others from the personal library of the

Mayor's wife - a withdrawn woman still mourning her dead son. *Mein Kampf* plays an unlikely role helping a young Jew in his struggle to survive. Max arrives at the Hubermanns' bearing the tome and is hidden in their basement for two years. The last of all the books is the one 14-year-old Liesel is writing about herself on the fateful night of the final air raid.

In Hitler's Germany, Liesel comes to understand the power of words. Being able to read them empowers her, but it empowers others, too. The Book Thief is full of visually strong moments: a snowball fight in the basement, the young Jew's fantasy boxing match with Hitler; the literal whitewashing of a 'bad' book (*Mein Kampf*) into a good one (painting over the pages to write a new story for Liesel).

This is a moving work wherein Zusak shows us how small defiances and unexpectedly courageous acts remind us of our humanity. It isn't only Death who is touched. Liesel steals the readers' hearts too.

Questions:

Prologue: A Mountain Range of Rubble

A. Death and Chocolate

1. Who is the narrator of the story and how do you know?
2. Who might you infer is the book thief? Has he or she already been named? Explain your answer.

B. Beside the Railway Line

1. Whose death does Death describe first in the novel?
2. What fact does Death clarify for the reader at the end of the chapter?

C. The Eclipse

1. In addition to describing the pilot's death, what does Death describe for the reader?
2. What does an eclipse frequently symbolize for Death?

D. The Flag

1. What image does Death paint for the reader when he sees the book thief the third time?
2. What item does Death claim from the garbage truck? Why does Death take it?

Part One: The Grave Digger's Handbook

A. Arrival on Himmel Street

1. Death opens Part I with a flashback. To what incident does Death flash back?
2. What happens when Liesel wakes from her dream about the *Führer*?

B. Growing up a Saumensch

1. How does Death's admitted preoccupation with colors show itself in this chapter?
2. What is Liesel supposed to call the Hubermanns after a few months? Why do you think Rosa tells Liesel to refer to the Hubermanns in this manner?

C. The Woman with the Iron Fist

1. What makes Liesel's adjustment to life with the Hubermanns particularly difficult? How does Papa help her?

2. Why does Rosa tell Liesel she has to do other people's laundry?

D. The Kiss (A Childhood Decision Maker)

1. Who is responsible for 'The Jesse Owens Incident'? Briefly describe it.
2. Who introduces Liesel to the 'secrets' of the neighbors? Explain.

E. The Jesse Owens Incident

1. How does Death's explanation of Mr. Steiner's politics explain his anger with his son's emulation of Jesse Owens?
2. What is Rudy's father trying to make him understand when he tells Rudy that he should be happy that he has blond hair and blue eyes?

F. The Other Side of Sandpaper

1. What important number does Death provide with regard to the Germans' support of Hitler? How does this relate to Hans Hubermann?
2. How is Liesel's bed wetting a defining moment in her life?

G. The Smell of Friendship

1. Where do Papa and Liesel work on reading most often in their home? Why? How does Papa use this area for instruction?
2. What elements blend together to create the 'smell of friendship' for Liesel?

H. The Heavyweight Champion of the School Yard

1. According to Death, what two important events occur in September–November 1939? What do you think is the significance of the fact that Death lists these two events under the same heading?
2. What piece of news arrives at the Hubermann household? How does Papa react?

Part Two: The Shoulder Shrug

A. A Girl Made of Darkness

1. Why is Death's statistical record of Liesel's book stealing significant?
2. What is special about the second book Liesel steals? What does it signify?

B. The Joy of Cigarettes

1. Despite her hardships, several things have brought Liesel happiness. What are they?
2. What gifts does Liesel receive for Christmas from the Hubermanns?

C. The Town Walker

1. Why does Mama put Liesel in charge of collecting and delivering the laundry to her customers? How does Liesel feel about her new job?
2. What questions does Liesel now have regarding her mother?

D. Dead Letters

1. Briefly explain why the title for this section is appropriate.
2. Why does Liesel write that she has no animosity toward Rosa for the beating, or toward her mother?

E. Hitler's Birthday, 1940

- How are Nazi Party members preparing to celebrate Hitler's birthday?
- Summarize the unrest between Hans and Hans Junior.

F. "100 Percent Pure German Sweat"

- How does Liesel feel about the book burning? Why do you believe Liesel is compelled to see the fire lit?
- What realization does Liesel make as she hears the word 'Kommunisten' spoken of as an enemy by the German officials? What is her reaction?

G. The Gates of Thievery

- What statement does Liesel make about Hitler as a result of the realizations she has made throughout the evening? How does Papa respond?
- Why do you think Papa reacts the way that he does? How do you think Liesel feels about Papa's response?

H. Book of Fire

- What does Liesel notice when the workmen are cleaning up the remnants of the bonfire
- What realization does Liesel make that causes her fear?

Part Three: Mein Kampf**A. The Way Home**

- Why is Liesel afraid when Hans realizes she has stolen another book?
- What happens to Papa when he discovers the book Liesel has stolen?

B. The Mayor's Library

- Whose home has Liesel been avoiding on her laundry rounds? Why? What happens when she can no longer avoid the home?
- Do you believe that the mayor's wife plans to tell anyone about Liesel's theft? Explain your answer.

C. Enter the Struggler

- What items does a visitor bring to Max? What would you infer from the man's visit?
- With whom does Max plead? What book was given to him?

D. The Attributes of Summer

- How is Liesel's summer divided?
- Why does Liesel want to be separated from Rudy?

E. The Aryan Shopkeeper

- What treasure do Rudy and Liesel discover on their laundry rounds? What do they do with it?
- What does this episode demonstrate about Frau Diller?

F. The Struggler, Continued

- What items are in the bag that Walter Kugler leaves? Why might these items be important?
- What is ironic about the book that has saved Max and led him to his freedom?

G. Tricksters

1. What do Rudy and Liesel do with the goods they acquire from Otto?
2. How does Rudy justify stealing from Otto when Liesel asks if he feels guilty?

H. The Struggler, Concluded

1. With what metaphor does Death open the chapter? Do you feel it is an appropriate metaphor?
2. How does the number 13 come into play again in this chapter?

Part Four: The Standover Man**A. The Accordionist (The Secret Life of Hans Hubermann)**

1. Which two questions does Max ask Hans Hubermann? Why do you believe Max asks these two questions?
2. Death remembers Hans from World War I and states that they never had a scheduled meeting. How did Hans avoid meeting Death during World War I?

B. A Good Girl

1. What occurs in November 1940?
2. What do you believe is the “wild card” to which Death refers?

C. A Short History of the Jewish Fist Fighter

1. How does Max personify Death? What is Death’s reaction?
2. How did Max escape capture? What happened to Max’s family?

D. The Wrath of Rosa

1. What startles Liesel from her sleep?
2. What does Liesel find unusual about Rosa’s reaction to the stranger?

E. Liesel’s Lecture

1. What important point about character does Death make in the opening paragraph?
2. Of what promise does Hans remind Liesel? What does Hans tell Liesel will happen if she breaks her promise?

F. The Sleeper

1. How does Max spend the first three days with the Hubermanns?
2. What does Max say in his sleep?

G. The Swapping of Nightmares

1. Why does Max want to get up and walk out of the Hubermanns’ home? What does he do? Why?
2. What comparison does Death make to Liesel reading in the mayor’s library and Max living in the basement?

H. Pages from the Basement

1. Comment on the book that Max gives to Liesel. What do you feel is the importance of this book?
2. How does Max give the book to Liesel? How does Liesel react to the gift?

Part Five: The Whistler

A. The Floating Book (Part I)

- What announcement does Death make about Rudy Steiner? Why would Death characterize the announcement as 'small'?

B. The Gamblers (A Seven Sided Die)

- Why do you think the symbol of a seven sided die is selected by the author?
- What inspires Max to draw a picture of himself and Liesel walking the tightrope to the sun?

C. Rudy's Youth

- What three problems characterize Rudy's young life? Explain.
- The story flashes forward two years, what does Liesel long to do? What does Liesel come to understand about her, and Rudy's experiences with the Hitler Youth?

D. The Losers

- Compare Viktor Chammel and Arthur Berg as leaders. What parallels might you draw between their leadership styles and leaders from this historical period?
- On what terms do Viktor and Rudy separate?

E. Sketches

- Max spends his time writing a book for Liesel. He intends the book to be an autobiography, but that is not what emerges. What inspires Max's writing? How does the book change?

F. The Whistler and the Shoes

- Liesel decides that stealing something, more specifically, stealing something back, would be the best way to improve Rudy's spirits? From whom does Liesel choose to steal? What does she realize when the opportunity to steal presents itself?
- What 'official title' does Liesel receive in October of 1941? By whom?

G. Three Acts of Stupidity by Rudy Steiner

- List the three acts of stupidity that Death provides.
- Why does Rudy behave so dangerously? What is the result of Rudy's behaviour?

H. The Floating Book (Part II)

- When and how does Rudy finally get his victory?
- Why does Rudy remain in the freezing water longer than necessary?

Part Six: The Dream Carrier

A. Death's Diary: 1942

- Why is Death overwhelmed in 1942?
- Why does Death refer to the years 79 and 1346?

B. The Snowman

- What does Liesel bring Max on Christmas Eve? Why is it important?
- What happens to Max in mid February, a few days before Liesel's birthday? Who takes charge of the situation and what do they do?

C. Thirteen Presents

1. What happens when Death visits Max? Why is this significant?
2. What happens on the fifth day of Max's stay in Liesel's bed?

D. Fresh Air, an Old Nightmare, and What to Do with a Jewish Corpse

1. Describe the dilemma, or conflict, that the Hubermanns face if Max does not survive his illness.
2. How does Liesel put an end to Mama and Papa's conversation about Max's death?

E. Death's Diary: Cologne

1. What event does Death describe in this chapter?
2. What do the children collect as Death collects souls? What might this symbolize?

F. The Visitor

1. Who is the 'visitor'? What implications might such a visitor have for the Hubermanns?
2. What clever stunt does Liesel pull while playing soccer? Why does she do so?

G. The Schmunzeler

1. A second visitor arrives following the Nazi's departure. Who is it?
2. How does Liesel classify her condition after the day's events?

H. Death's Diary: The Parisians

1. Death claims that 'the sky was the colour of Jews'. What colour do you suppose that is? Why might Death classify the sky as the colour of Jews?
2. Death struggles with his own inner conflict. Describe the conflict.

Part Seven: The Complete Duden Dictionary and Thesaurus**A. Champagne and Accordions**

1. In the summer of 1942, what is the inevitable event the people of Molching are preparing for?
2. What does Liesel experience for the first time in one of the customers' homes? What is Hans's explanation?

B. The Trilogy

1. Summarize Rudy's successes at the festival. How does Liesel perform?
2. Why do you think Rudy got himself disqualified from the race?

C. The Sound of Sirens

1. What dilemma confronts the Hubermanns with regard to the air raids? Who resolves the problem?
2. How does Death feel about the individuals in the shelter? Do you agree or disagree? Explain.

D. The Sky Stealer

1. How does Liesel cope with being in the shelter the second time? What reaction does she receive from the others in the shelter?
2. Do the families return home as soon as the raid is over? What effect does the raid have on Himmel Street?

E. Frau Holtzapfel's Offer

1. What damages were incurred as a result of the raid?
2. What are Liesel's feelings on the deal Mama makes with Frau Holtzapfel?

F. The Long Walk to Dachau

1. What are the wishes Death hears as he exits the truck with the dead Jew?
2. What impacted Liesel the most about the Jews passing through Molching on their way to Dachau?

G. Peace

1. How does Max react to the events of the day? What is scheduled for four days later?
2. Why do you think that Death does not equate the word silence with the words peace, quiet, or calm following this event?

H. The Idiot and the Coat Men

1. Why might the Hubermanns be hoping that the Party comes to search their home for evidence of a Jew?
2. Who are the coat men? Why are they on Himmel Street? What does Hans shout at them?

Part Eight: The Word Shaker**A. Dominoes and Darkness**

1. What concerns Rudy about the two men talking with his parents in the kitchen?
2. Why have the men come to the Steiners' home? What do the men propose to the Steiners?

B. The Thought of Rudy Naked

1. What is the purpose of the inspection of Rudy and his classmates?
2. What does Rudy finally explain to Liesel? How does she react?

C. Punishment

1. What paper arrives at the Hubermann household? Why is Hans immediately suspicious?
2. What does Liesel discover as she walks outside several days later? What is Barbara Steiner's explanation?

D. The Promise Keeper's Wife

1. What does Liesel mean when she states to Rudy, "... and you've only lost your father ...?"
2. What image does Death provide of Rosa on the night Hans leaves? How does this image affect your perception of Rosa?

E. The Collector

1. Where are Hans Hubermann and Alex Steiner stationed? What duties are they assigned?
2. What does Hans learn about the men in the LSE? Why have they been selected for service in the LSE?

F. The Bread Eaters

1. Who are the "three desperate men" that consume Liesel's thoughts?
2. What does Rudy plan to do with the sackful of bread that he shows Liesel? What argument does he use to convince Liesel to help him?

G. The Hidden Sketchbook

1. After returning from the shelter, Rosa goes to her mattress and opens a slit to give Liesel a gift. What is the gift? Why would Rosa have chosen this particular time to present Liesel with the gift?
2. What is your impression of the Word Shaker? Why do you believe Max chooses to keep the story of the Word Shaker in the book?

H. The Anarchist's Suit Collection

1. How and where does Liesel obtain Rudy's Christmas gift? What is the gift?
2. What does Death urge Liesel to do when Rudy falls? Does she oblige?

Part Nine: The Last Human Stranger

A. The Next Temptation

1. What does Liesel find when she and Rudy go to the mayor's library after Christmas? What does Liesel realize about the library?

B. The Cardplayer

1. Explain the last line of the chapter: "It kills me sometimes, how people die."

C. The Snows of Stalingrad

1. Who answers Frau Holtzapfel's door in January 1943?
2. What news does Michael bring to Rosa?

D. The Ageless Brother

1. What does Liesel take to 8 Grande Strasse? How does she know that she has done the right thing?
2. What prayer does Rosa offer as she clutches the accordion? What does Liesel think about Rosa's prayers?

E. The Accident

1. What order does Zucker give to Hans? How does Hans respond?
2. What happens on the drive back to the camp? What are the results?

F. The Bitter Taste of Questions

1. What letter do Rosa and Liesel receive in mid February?
2. What is Rudy's response when Liesel tells him the contents of the letter?

G. One Toolbox, One Bleeder, One Bear

1. What has happened to Rudy since his father's departure and the news of Hans Hubermann's return?
2. What unusual item does Rudy have in his tool box? What is its purpose?

H. Homecoming

1. How many years have passed between Liesel's arrival to the Hubermanns' home and Han's return?
2. What is Death's implication in the last two lines of the chapter?

Part Ten: The Book Thief

A. The End of the World (Part I)

- Throughout the novel, Zusak has stressed the power of words. How does this theme ring true in this chapter?
- When Liesel is rescued, Death states that he could not fully share in the rescuers' enthusiasm. Why?

B. The Ninety Eighth Day

- Why are the Jews brought to the town during this period?
- What does Death learn about Michael's death from The Book Thief?

C. The War Maker

- What does Death reveal with regard to the war and the situation in Germany?

D. Way of the Words

- While watching the parade of Jews through Molching, Liesel tries to decide the best way to identify Max in the crowd of downcast faces. How does Liesel identify him?
- Why would Max think that it was a great day to die?

E. Confessions

- In what way does Liesel demonstrate her supreme trust in Rudy? What does she show him?

F. Ilse Hermann's Little Black Book

- What does Liesel leave for Frau Hermann? How has the power of words changed for Liesel?
- Frau Hermann arrives at 33 Himmel. Why has she come and what advice does she offer Liesel?

G. The Rib Cage Planes

- How does Liesel describe Papa?

H. The End of the World (Part II)

- Why is Death telling the story of the book thief?
- What point does Death hope to stress by listing the good things that Rosa has done in her life?

Epilogue: The Last Color

A. Death and Liesel

- What does Death tell the reader about Liesel's life?
- How does Death describe Liesel's passing?

B. Wood in the Afternoon

- With whom does Liesel live after the bombing? What connection does she maintain with Alex Steiner?
- What does Alex Steiner regret? Why?

C. Max

- Who arrives in October 1945?

D. The Handover Man

1. What discussion does Death have with Liesel when he finally takes her?
2. What is the last note that Death offers us as readers?

Appendix-1

Sample answers for literature: Term 1

I) Gogol's First Day

1. Why do you think Gogol looked down at his sneakers when the Principal welcomed him to the elementary school?

Sample Answer: Gogol looked down at his sneakers because Mrs. Lapidus called him Nikhil and he was still uncomfortable with his new name. Further, the way she pronounced his name was very different from the way his parents pronounced it. This added to the confusion and discomfort.

2. What did the author mean by stating that Mrs Lapidus, "not had to go through this confusion with the other two Indian children"?

Value point: the unique confusion between the 'good name' and the 'home name'

3. Why is Gogol afraid to be called Nikhil?

Value points: Is familiar with Gogol--- Nikhil seems like a different person, a total stranger

4. Who is Mrs. Lapidus? Why does she wonder if Nikhil follows English?

Value points: the principal---he doesn't answer her questions about his age

5. How is Gogol's' schooling different from what his parents have known? Provide examples in support of your answer.

Value points: parents have had conventional Indian education – fountain pens, polished shoes and formal names. Gogol had more freedom, free to have nick-names, more creative, not stress on uniformity

Unfolding Bud

1. How does a water-lily bud (or the bud of any flower) become amazing with time? How does it change?

Value points: As it blossoms- reveals inner beauty- change in colour and dimension- the core is unravelled slowly layer by layer- transformation-metamorphosis is a slow process-reveals inner beauty which is amazing.

2. Why is one "not amazed" when they first see a poem? How is it like the bud of a flower?

When one sees a poem for the first time it appears like a tightly closed bud that does not reveal all the layers and secrets it holds within. The true meaning of a poem is not visible at the first reading just as the flower transforms itself layer by layer, the poem reveals its hidden meaning, symbolism, new perspectives and dimensions with repeated reading. Like the bud which blossoms to show its magnificence so does a poem unravel itself to all new interpretation and true depth with each new reading which like the petals of the flower that opens up one layer at a time uncovering the shroud of mystery.

The Three Caskets

1. Why did the prince of Morocco choose the gold casket?

Sample Answer: The inscription on the gold caskets said that the one who chose it would get what many men desired. The Prince of Morocco interprets this as a reference to Portia. Many men desire the marry the fair and prosperous Portia and had come from the different corners of the world. The other caskets

are beneath the level of his 'golden mind'

2. What were the reasons for the Prince of Arragon choosing the silver casket?

Value points: he believes that he truly deserves to win Portia---thinks too highly of himself, arrogant and egoistic---believed he was meritorious enough to marry her.

3. "O love, be moderate, allay thy ecstasy in measure rain thy joy, scant this excess!" Why does Portia say the above lines?

Sample Answer: Portia said these words after Bassanio's speech in which he decided between the three caskets and finally decided to choose the lead casket. She was already in love with him and now all her fears vanished as she knows that he had made the correct choice. Yet, she must maintain composure on the outside and is, thus, asking her heart to control its joy and excitement

4. Why did Bassanio reject the gold casket?

Value points: truly believed that all that glitters is not gold, not focus on appearance, values inner beauty

5. "And you shall see 'tis purchased by the weight. Which therein works a miracle in nature, making them lightest that wear most of it.' Explain the above lines

Value points: the value of material things estimated by their weight, not by the inner worth of the owner/bearer---sometimes those who possess the most, lack in substance more than the others

6. What do the choice of caskets made by the Prince of Morocco and the Prince of Arragon show about their fitness to marry Portia? Explain.

Value points: too pompous, arrogant and vain to really care about her

7. How did Portia react after Bassanio opened the lead casket? What does she warn him about?

Value points: happy, reassured him of her joy, feels lucky to have been won by him, happy that she is still young and can learn – she gives him a ring, warns him that if he parts with it, loses or give it away, she will break their engagement

A Poison Tree – value points already shared in the poem

Coming Home To Delhi

1. How was Delhi a combination of many Delhis?

Sample answers: Delhi has been ruled by several dynasties. Each one of them has left its unique mark on its culture and tradition. Since most of them were conquerors from foreign lands, they missed their home. Hence, we can see a bit of each one of them in literature, food, performing arts and archaeological creations of present day.

2. Which hour of the day did the city look most beautiful?

Value points: dawn and dusk – the colour of the sky – the way the rising sun for example would rain gold on the domes and minarets – looked like a miniature painting

3. The author feels that some activities of old Delhi are still found in the present Delhi.

Value points: family gatherings around crackling fire on winter nights – family picnics at the historical sites – the same delicious home-cooked food freshly prepared in the morning---tiffin carriers carries to school and work everyday

4. What kind of life style did the women lead in her grandfather's house?

Value points: were educated more than their ancestors, but were not allowed to go out of the house too frequently--- were allowed to play tennis in tennis shoes and sarees and were not to be seen by anyone

Sample answers for literature: Term 2

The Boy Who Broke the Bank

1. Do you think the town residents show any concern for workers like Nathu the sweeper boy?

Value points: *No/While the entire town protested against the bank going insolvent, everyone forgot about Nathu whose delayed pay had led to the speculation in the first place/On being probed, the clerks admitted that they have had their salaries/ It was a few of the part-time workers who were getting paid late.*

2. Who do you think will be more affected by the collapse of the bank?

b. Value points: *Part-time workers like Nathu will get more affected by the collapse of the bank than its rich owner, Seth Govind Ram/If the bank did shut down eventually, workers like Nathu would possibly never get their dues or salaries.*

Hope is the Thing with Feathers

1. If hope is a bird, what do you think is the tune that the bird sings?

Not only is Hope a bird, it can also sing melodious songs/ It perches on the human soul and sings all the time. However, the song has no words or diction/ It solely has a tune/But this tune in itself is a pure feeling and a deep seated longing that sprouts from the human soul.

2. When does the tune sound more comforting than ever to its listeners? Why?

The tune of hope sounds more comforting than ever in times of difficulty, when the Gale starts to blow/When life gets unbearable and newer challenges loom large, Hope soothes its listeners, singing through the chaos and mayhem.

So What Are You, Anyway?

1. What did the Nortons want to know about Carole?

The Nortons were curious about Carole's ethnic origin/They had noticed that her skin tone differed from theirs/ So they would not stop asking Carole about her racial identity/ They asked outrageous questions in an arrogant way. When none of these questions got her to tell them what her race was, Mr Norton could not hold his patience anymore. He directly asked Carole, "What are you, anyway?"

2. What do you think is the difference between Carole and the Nortons in the way they approach people?

Carole is still too young to be conscious of differences of race and ethnicity that divide the world. Hence her approach to most people is non-judgemental.

In stark contrast, the Nortons were from the very beginning disapproving of Carole. They kept prodding her about her ethnic identity and wondered if she is of mixed race.

Patol Babu, Film Star

1. How did Patol Babu convince himself to accept the small role he was offered?

Patol Babu was devastated when the role was explained to him. His speaking role was only a monosyllable which was just an "Oh!" Deeply hurt by this humiliation, he stood in one corner waiting to play his role. It was then the words of advice from his mentor Mr Pakrashi flashed through his mind. Mr Pakrashi told him

not to consider any role below his dignity and to squeeze the last drop of meaning out of his lines. It was then he realised that the same "Oh!" if said in a way which would bring out the essence of the situation, would make him the best actor. With these encouraging thoughts, he accepted his role with dignity.

2.What do you think makes Patol Babu a greater human being than an actor?

Patol Babu, despite the humiliation of the small role made peace with the situation after recalling the advice of his mentor. He gave his all while playing the role of a pedestrian. Though he was physically hurt due to the collision with the actor, he continued playing his role delivering the best "oh" possible. This act of his shows his commitment and dedication. After the acting episode, he did not even bother to collect the money due to him, although the money would have meant a lot to him at this stage of his life. But at that moment, the satisfaction he derived from acting his role perfectly and with total honesty far superseded the money due to him.

3. Was Patol Babu a typical film star?

Sample answer: Patol Babu was not a typical film star. He was not a well-known face in the industry. But he was passionate about acting and had tried his hands in theatre. He had never been in a film so when he got the chance to play a part in a film, he was overjoyed. Patol Babu took in his stride the small role that he was offered by the film crew. At first he felt dejected because his role was not as significant. He just had one dialogue to deliver. But later he regained his enthusiasm when he remembered what his mentor had told him - no matter how small the role is, it is not beneath anyone's dignity to accept it. In fact, smaller roles make the play or the film, complete. Soon, Patol Babu was seen rehearsing his monosyllabic dialogue over and over again. To make himself look more natural, he asked for a prop before the shoot. When the shoot was over, Patol Babu was praised by the director for his effortless performance. The fact that Patol Babu did not shy away from delivering a single dialogue and gave his absolute best, makes him no less than a star. The title is not mocking, but sincere. It hails Patol Babu as a film star and nothing less. Even though he was not a full-time actor or a celebrity actor, he had the spirit of one.

That Little Square Box

1. Why was the narrator restless after he overheard the two men in the deck?

The narrator was a nervous man travelling from America to England on board the ship Spartan. By nature a suspicious man, when the narrator saw two men board the ship at the last moment carrying an object in a suspicious manner, he got curious and kept an eye on them. Every action of theirs added to the narrator's suspicion and he concluded that the two men were planning to blow up the ship sometime in the night and that the box contained explosives. With such thoughts in mind, his restlessness was natural as he was planning how to foil their plans.

2. Who did the speaker think the two men were? What did he think they were up to?

The speaker thought that the two men were probably agents of some terror group who intended to sacrifice themselves and their fellow passengers in an explosion for furthering a misguided agenda/By overhearing their cryptic conversation, the speaker suspected that they were carrying a bomb with them in the suspicious little square box.

If

1. What are the qualities the poet talks about in the poem 'If' by Rudyard Kipling?
- 2.Or, Summarize Kipling's advice to his son.
3. Or, What are the virtues that are worthy of praise according to the poet?

The list of qualities desired in Kipling's poem 'If' is rather a long one. According to the poet the following qualities can 'make a man' –

A man should keep his calm in difficult situations. Self-belief in one's own ability and integrity is important. Being truthful in any circumstance is a virtue. Hate is not the way to go. And one should not be showy or arrogant for possessing all these good qualities.

We have to dream bigger and think deeply without getting detached from the reality. We should be indifferent to success and failure, knowing that 'Triumph and Disaster are two impostors'. They do not accurately depict reality and are not there to stay forever. They are fleeting. We should also possess the mental strength to bear with any situation in life – especially hearing someone twisting our words in their favour and seeing something, which we gave our life to, broken. Not only that, we have build resilience to build them up from the beginning again.

One should have the courage and determination to take big risks for good reasons. And if one loses, one should not utter a word about the loss but start all over again. Moreover, a strong Will for carrying on can force our body to continue even in the old age. This is all about the toughness of character that makes a man successful.

The poet advises one to be social and to stay in touch with men from different corners of the society – walk with Kings, nor lose the common touch. Behave well with people, even with enemies. And be careful so that neither foes nor loving friends can hurt you and make you weak and sad. Realizing the value of time and utilizing it wisely is vital for success.

The poet has stated these qualities in four stanzas of his poem. According to him, if one can possess all these qualities, one can win this world, and what is more, one can be a perfect human being.

2. Identify and explain the poetic devices used in the poem If by Rudyard Kipling. Metaphor

(Metaphors are implied comparison between two different things where there is a point of similarity.)

*If you can meet with Triumph and Disaster
And treat those two impostors just the same*

In the above lines, 'triumph and disaster' are compared to impostors. Success and failure both can deceive us, as we may become too happy or too sad and forget our duty. Moreover, triumph and disaster both are transitory – in most cases they don't last long. Happiness comes after sorrow and vice-versa. But we are often deceived in thinking them to be permanent.

Personification

(Personification is attributing human characteristics to non-human objects.)

If you can dream – and not make dreams your master

In the above line, the poet urges us not to allow our 'dreams' to act like our master and control us. Our dreams acting like a master is a personification of dream.

*If you can meet with triumph and disaster
And treat those two impostors just the same;*

'Triumph' and 'disaster' are here attributed human characteristics and called 'impostors' or deceivers who can befool us.

*If you can fill the unforgiving minute
With sixty seconds' worth of distance run,*

'Minute' or time is here personified by the term 'unforgiving'. Time waits for none. The poet says, it does not 'forgive' those who waste their valuable time. Forgiving is a human quality attributed to 'minute' here.

Except the Will which says to them: "Hold on!"

'Will' or human resolution is personified as it can encourage us not to give up.

Symbolism

(It is the use of language in a way that something has a symbolic or deeper meaning other than the apparent one.)

And risk it on one turn of pitch-and-toss,

'Pitch-and-toss' is a game. But here it is a symbol for big risks in life. The poet advises us to take bigger risks if it is for good reasons.

*If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch*

In the above lines, 'crowds' symbolizes the common people, 'kings' symbolizes important persons and 'common touch' refers to humility.

Yours is the Earth and everything that's in it,

This line is not to be taken literally. Kipling means to say that if we possess those good qualities, we would find ourselves to be highly successful in life and winning the hearts of people. It would resemble winning the earth itself.

Synecdoche

(It is when we use parts of something to mean the whole or vice-versa.)

If you can force your heart and nerve and sinew

'heart and nerve and sinew' are parts to mean the whole body. The poet says, we have to force our body to keep working by the power of will, even after it has lost its vigour.

THE CIVIL SERVICES SCHOOL

Revision Worksheets Term 2

A. Underline the Main clause and circle the subordinate clause or clauses in the following sentences.

1. James spoke as though he were a born orator.

2. They felt that the farmer must be put to death.

3. When at last he returned to the village, the people told him that his mother had died.

4. The newspaper will tell us tomorrow what the world does today.
5. The few books that were produced in the Middle Ages were written by hand.
6. When the world was young, artists drew their pictures on stone.
7. I could not tolerate what he said because it was quite insulting.

B. Combine the following sentences with a relative clause.

1. She loves books. The books have happy endings.

2. They live in a city. The city is in the north of England.

3. The man is in the garden. The man is wearing a blue jumper.

4. The girl works in a bank. The girl is from India.

5. My sister has three children. My sister lives in Australia.

6. The waiter was rude. The waiter was wearing a blue shirt.

7. The money is in the kitchen. The money belongs to John.

8. The table got broken. The table was my grandmother's.

9. The television was stolen. The television was bought 20 years ago.

10. The fruit is on the table. The fruit isn't fresh.

THE CIVIL SERVICES SCHOOL

C. Reported Speech

Correct the errors in the reported speech in the sentences given below:

"I am not going to tolerate this any more," said Sarah.

Sarah said she was not going to tolerate this any more. - Sarah said

"You have always been my friend," said Joe.

Joe said I was always his friend. - Joe said

"We never eat meat," claimed Bill.

Bill claimed that they had never eaten meat. - Bill claimed that

"I will talk to Sam soon," she told me on Sunday.

She told me on Sunday she will talk to Sam soon. - She told me on Sunday

"Mary used to exercise every day," he said.

He said Mary had used to exercise every day. - He said

"I wish I was twenty years younger," said Linda.

Linda said she wished she had been twenty years younger. - Linda said

"Answer the phone!" he told me.

He told me I answered the phone. - He told me

"Where is Alex?" she asked me.

She asked me where was Alex. - She asked me

Reported Questions

Change these direct questions into reported speech:

1. "Where is he?"

She asked me *where he was*.

2. "What are you doing?"

She asked me *what I was doing*.

D. Complete the following in reported speech.

1. "Who was that beautiful woman?"

She asked me _____

2. "How is your mother?"

She asked me _____

3. "What are you going to do at the weekend?"

She asked me _____

4. 7. "Where will you live after graduation?"

She asked me _____

5. 8. "What were you doing when I saw you?"

She asked me _____

6. "How was the journey?"

She asked me _____

7. She asked me _____

8. "Is this the road to the station?"

She asked me _____

9. "Did you do your homework?"

She asked me _____

10. "Have you studied reported speech before?"

She asked me _____

E. Reported Requests and Orders

Change the direct speech into reported speech:

1. "Would you bring me a cup of coffee, please?"
She _____
2. "Would you mind passing the salt?"
She _____
3. "Would you mind lending me a pencil?"
She _____
4. "I was wondering if you could possibly tell me the time?"
She _____
5. "Do your homework!"
She told me _____
6. "Go to bed!"
She _____
7. "Don't be late!"
She _____
8. "Don't smoke!"
She _____
9. "Tidy your room!"
She _____
10. "Wait here!"
She _____
11. "Don't do that!"
She _____
12. "Eat your dinner!"
She _____
13. "Don't make a mess!"
She _____
14. "Do the washing-up!"
She _____

Writing skills revision

Advertisements commercial and classified

1. You are the Regional Manager of Bank of Rajasthan, which is introducing 24 hour banking facility for its customers. Some Automatic Teller Machines have to be installed in South Delhi for this purpose. Write an advertisement for suitable space to be taken on rent by the bank to install the ATM machines.
2. Mumbai Public School requires yoga and tennis coaches. Draft a suitable advertisement in not more than 50 words for the 'Situation Vacant' column stating your requirements regarding age, qualifications, experience etc. you are the Principal of the school.
3. A well-known showroom for jewelry is holding its grand annual clearance sale. Frame a suitable advertisement for a newspaper.
4. Design an advertisement on behalf of Ministry of Defence exhorting the youth to join the defence services.

5. You are a builder and you are building a commercial complex in Noida. Design an advertisement for the complex highlighting its unique features.

Factual Description and Process writing

Factual Description

1. Describe the view from your window.

2. Describe your journey to school by road. Include all that you see in detail.

Process writing

1. Describe the process of making noodles or lemonade.

2. Describe the process of making a bed.

3. Describe in detail the process of depositing your school fees at the bank.

Letter of Complaint

You are Samira Sharma/Sameer Sharma, Tour Incharge of ABC School. You went on an educational tour to Agra and Jaipur with your school students conducted by Continental Tours and Travels, New Delhi. During the trip you found the buses uncomfortable, lodging arrangements unsatisfactory and the driver and conductor both rude and quarrelsome. Write a letter to the manager complaining about these problems faced by you and your students.

Report Writing

(Guided report for practice only)

A scientist made the following observation. Use the information to complete the paragraph by writing suitable words or phrases in each space. Do not add any new information. Write your answer in the space provided.

Cetus – a constellation – south of Aries – not very bright
– has a few bright stars – visible to naked eye – many
invisible to modern viewers – due to pollution and bright
light.

- Cetus is a) _____ . It is not very bright but does
b) _____ . They can be
c) _____. But because of
d) _____ most of them
e) _____ .

A newspaper reporter has been sent to report on a road accident. Below you can see one page of his notes. Use the information to complete the report he wrote for his newspaper. Do not add any new information. Write your answer in the space provided.

6.35 pm.

14 Dec. 2001

Sevoke – 10 Km from Siliguri

Crash – jeep in ditch

Local bus – high speed – middle of road

Jeep braked to avoid collision – swerved, hit tree and overturned. Jeep driver: Inder Singh, 35 years

Killed instantly

3 injured – taken to hospital

ACCIDENT IN SEVOKE: 1 DEAD

Sevoke: 15 _____. A _____ took place yesterday at 6.35 pm when a jeep _____ at Sevoke, 10 km from Siliguri.

According to an eye witness the jeep _____ collision with _____.

The driver was unable to control the jeep, which_____.

The jeep driver,_____. Three_____.

Report Writing

1. A two day long Food Festival was organized by your school .Write a report in about 125 words for your school magazine. You are Hiten / Harshita.
2. As a staff reporter for _The Times of India', who witnessed the collapse of a building in _____.
3. Laxmi Nagar, which led to the death of 65 people, write a report in around 125 words for publication in the paper.
4. You are Kamal/ Kamalini, a press reporter. You witnessed the suffering undergone by flood victims in terms of loss of life and property. Write a report in about 125 words for 'The Indian Express', Chennai.

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

The Chimney Sweeper:

By William Blake

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry " 'weep! 'weep! 'weep! 'weep!"
So your chimneys I sweep & in soot I sleep.

There's little Tom Dacre, who cried when his head
That curled like a lamb's back, was shaved, so I said,
"Hush, Tom! never mind it, for when your head's bare,
You know that the soot cannot spoil your white hair."

And so he was quiet, & that very night,
As Tom was a-sleeping he had such a sight!
That thousands of sweepers, Dick, Joe, Ned, & Jack,
Were all of them locked up in coffins of black;

And by came an Angel who had a bright key,
And he opened the coffins & set them all free;

Then down a green plain, leaping, laughing they run,
And wash in a river and shine in the Sun.

Then naked & white, all their bags left behind,
They rise upon clouds, and sport in the wind.
And the Angel told Tom, if he'd be a good boy,
He'd have God for his father & never want joy.

And so Tom awoke; and we rose in the dark
And got with our bags & our brushes to work.
Though the morning was cold, Tom was happy & warm;
So if all do their duty, they need not fear harm.

Now answer the following questions.

- How do we know that the children in the poem do not like the work they do? Justify your answer.

- How do we know that the chimney-sweeper was very young when he was 'sold'? What is meant by 'sold' here?

- Which part of Tom's dream is sad and tragic, or even scary?

- Who comes to free them?

- How does Tom enjoy his freedom in his dream?

- What does the angel tell Tom?

- How does Tom's view of life change the next morning?

8. There are many children in our country who are made to work and derived of basic things in life-food, clothing, shelter and education. What do you think forces them to lead such lives?

9. What can we, as a community, do to help out poor children in our neighbourhood?

Do you have habits which are annoying and irritating? Rearrange the following words and check yourself.

1. Too/ many/ slangs/ using

2. Others/ talking/ while/ speaking/ are

3. Nail cutter/ using / instead/ teeth/ of/a

4. Legs/ while/ sitting/ shaking/ vigorously

5. Your/ face/ supporting/ always/ with/ hands/ your

Appendix -3

Literary Terms & Poetic Devices

Imagery is the use of language to represent experiences of the senses --- what can be seen, heard, touched, tasted, and smelt. With vivid, skillful imagery, poets and other writers can evoke deeply felt responses from the reader.

When you find a reference to some person, character, or event – real or fictional, past or present – you have encountered an allusion. It can come from literature, myth, history or even any religious book. Have you heard of the expression ‘sour grapes’?

This expression refers to a fable in which a fox who could not reach a bunch of grapes said they were probably sour anyway.

A figure of speech, in which two basically unlike things are directly compared, usually with *like* or *as*, is called a simile. A writer sees and brings out the likeness in the two items in a fresh and clear way.

A metaphor is an implied comparison between things essentially unlike, often with no clue words. It does not use the words *like* or *as*. It is not always confined to poetry: it occurs even in daily conversation. You may refer to a studious classmate as a ‘bookworm’ and someone who is speechless may be called ‘tongue-tied,’

In poetry, exaggeration is called hyperbole. In advertising, similar exaggeration is called hype. For example you might read a claim that you can 'recapture the magic of childhood' by buying a certain collector's doll that is a 'big' seven inches high.

Another good example is 'I'm so hungry I could eat a bear,' or 'He cried his eyes out.'

Alliteration is the repetition of the initial and stressed sounds at the beginning of words or in stressed syllables of words. A common example is tongue twisters. Alliteration is popular in our language (safe and sound, rough and ready, through thick and thin) because it gives pleasure in itself. But it is also used where possible to echo the sense and provide emphasis. It creates melody, establishes mood, calls attention to certain words and points to similarities and contrasts.

Onomatopoeia is the use of words having sounds that suggest their meaning or which imitate the sound associated with them.

Tone is the author's or poet's attitude, stated or implied, towards a subject or audience. The tone can be serious, indignant, angry, sad or humorous.

Personification is when human characteristics are assigned to non human things.

Irony is in general, a contrast between what really is and what appears to be. You have probably heard the expression 'Thanks a lot!' used sarcastically, spoken in a way to mean, 'Thanks for - nothing.' You might have come in from a snowstorm and remarked, 'Nice day, uh?' In each case you are saying one thing while meaning another, often emphasizing that meaning by the tone of your voice.

Identify what literary / poetic device the underlined words refer to:

a) Nothing is so beautiful as spring---

When weeds, in wheels, shoot long and lovely and lush

Thrush's eggs look little low heavens....

b) The Romeo whistled at the pretty girl. "Will you be my Juliet?" he called. _____

c) He looked at her and gave his heart away. _____

d) As he got out of his strawberry- coloured car, his immense fists looked like two slabs of slightly gnawed ham. He waddled over to the counter and snarled under his garlic-laden breath.... _____

e) She pushes cloth

through a pounding needle, under, around, and out,

breaks thread with a snap against finger bone.

Sleeve after sleeve, sleeve.

It is easy. The same piece.

For eight or nine hours, sixteen bundles maybe

250 sleeves to ski coats, all the same.

It is easy. _____

f) To him the moon was a silver dollar, spun

into the sky by some mysterious hand; the sun

was a golden coin... _____

g) *The moan of doves in immemorial elms
The murmuring of innumerable bees* _____

h) *Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go
But I go on for ever.* _____

i) *He looked like a horse with a burr under its saddle.* _____

Build Your Vocabulary

Much of the English language can be traced back to ancient Greece. See how you get on with this selection of words, all boasting such venerable Greek roots. Every word carries three possible options. Tick the correct meaning of the word.

1.	Cacophony	A. false statement B. ancient casket C. harsh sound
2.	Prognosis	A. delay B. forecast C. foundation
3.	Caustic	A. capable of falling B. capable of growth C. capable of burning
4.	Arcadian	A. pastoral B. bird-like C. dark green
5.	Proboscis	A. unmanned spacecraft B. Tax efficient investment C. mammal's nose
6.	Dynamic	A. forceful B. inarticulate C. nervous
7.	Hierarchy	A. order B. ruler C. retinue
8.	Paradigm	A. clear example B. best of its kind C. humourous play
9.	Onomatopoeic	A. related to nomadic people B. words that sound like what they mean C. free verse
10.	Synchronize	A. to mend B. share equally C. make happen at the same time
11.	Tendon	A. slight inclination B. escort ship C. fibrous tissue
12.	Polymath	A. person of great learning B. numerical ability C. impeccable style

Kitchen Accidents

Anna had cut herself on something **sharp** when she was cleaning the kitchen floor. It had been very sore, causing her to give a **sharp** cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a **sharp** pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as **sharp** as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a **sharp** difference between the personalities of Anna's mother and father, and her father

had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather **sharp** and telling her father about her wound, feeling comforted by his concern. However, there was a **sharp** change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a **sharp** dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of **sharp** practices. During the case she had been quite **sharp** with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

Find a suitable word that is similar in meaning to 'sharp' for each blank.

Anna had cut herself on something _____ when she was cleaning the kitchen floor. It had been very sore, causing her to give a _____ cry. Unfortunately, the wound was in exactly the same place where she had cut herself the day before with a kitchen knife, which had caused a _____ pain in her palm. At the same time her mother had rebuked her for being careless, saying that someone as _____ as Mary should be able to avoid such accidents. Although they loved each other dearly, there was a _____ difference between the personalities of Anna's mother and father, and her father had sympathized with Anna for having hurt herself. This time Anna had cleaned the wound and applied a plaster, which she hoped her mother would not see. She was now drinking some lemonade that was rather _____ and telling her father about her wound, feeling comforted by his concern. However, there was a _____ change of subject when Anna's mother entered the room. Unlike either Anna or her father, she was a _____ dresser and was looking elegant in her business suit. A lawyer, she had just finished a court case in which her client, a jeweler, had been accused of _____ practices. During the case she had been quite _____ with her family because she had been very tired. Now that it was over, and her client found innocent, she was able to relax and apologized to them for her bad temper.

3. The cat sat on the mat.

We all understand words of three letters, but can we always explain them? Tick the meanings you believe are right.

Wry	twisted, sad, witty, suffering
Oaf	blockhead, insulting person, peasant or farm hand, giant
Don	to rule, to put on, to remove, to give
Rue	to regret, to weep, to resent, become homesick
Ebb	to grow greater, to avoid, to be calm, to decline
Era	currency, electrically charged particle, unit of resistance, period in time
Par	equality, force, share, stock
Ado	useful work, farewell, praise, unnecessary activity
Wan	ruddy, strong, pale, small
Vie	to covet, to strive for superiority, to stimulate, to surpass

Here are some words which derive from Latin. How many meanings do you know?

Ferret	to search, to trap, to hide, to flee
Impediment	opposition, tool, obstruction, disparagement
Deplete	to flatten, to conquer, to finish, to exhaust
Noxious	dark, injurious, hateful, evil-smelling
Regime	order of procedure, system of government, recipe of cooking, Peacefulness
Cursory	informal, penetrating, angry, rapid and superficial
Inconclusive	not apparent, not decisive, positive, unanswerable
Inconceivable	unimportant, unthinkable, improbable, inconsequential
Benign	radiant, religious, kindly, hopeful
Conversant	well-mannered, talkative, argumentative, familiar

Fill in the blanks using the given idioms.

Belle of the ball, in two minds, rolling in money, dressed to the nines, falling to bits, suit you down to the ground, there was nothing else for it, not a penny to her name, living on a shoestring, looked like two peas in a pod

It was Saturday night and Meg should have been getting ready for a party. This was to celebrate her friend Joan's birthday, but Meg was _____ about going.

The problem was clothes. She knew that all the guests would be _____ and she had not been able to afford to buy a new dress. She had finished all her money and now did _____. Still, Joan would feel bad if she did not appear for the party and so _____. She would just have to wear the dress she had worn to all other parties that year, even though it was _____. Just as Meg was ironing the dress, her friend Carol came in. Although they were not related, the two girls _____.

"Why don't you borrow a dress from me?" she cried. She had a huge wardrobe gifted to her by her father who was _____. "That yellow one will _____," she said. Meg finally agreed and was the _____ when she arrived at the party.

Avoiding Party Preparations

A cat on hot bricks, turning the house upside down, turned a deaf ear, the coast is clear, in mum's bad books, lie low, be in hot water, at sixes and sevens, make myself scarce, all in

Bill could hear his mother calling him but he _____. She was giving a large dinner party that evening and it needed a great deal of organization. The entire house was

Having spent the morning cleaning the windows and mowing the lawns, Bill was _____. A few minutes ago he had made for the garden shed to have a rest and _____ for a while.

Suddenly the shed door opened. Bill looked up to see his brother, Rob standing there.

"So this is where you are! You're really _____. She's angry as she cannot find you anywhere," he said. "What are you doing here?" asked Bill. "Mum's

_____ looking for a recipe," said Rob. "Apparently, she wrote it down on a piece of paper and cannot find it now. I decided to

_____ until she calms down. Dad's helping her look for it. Rob had just sat down beside Bill when their father appeared. "So this is where you're hiding," he said. "You'll both _____ when your mother finds you. She's like a _____ about this party and says there is no one to help her. She's going to the hair dresser in a few minutes and I'm staying here until _____

Tick the right alternative.

- i) The child was scared by the sight of the snake. She called her mother. Did she _____?
a) exclaim b) bark c) scream
- ii) The boy wanted to apologize. But he was rather scared. Did he _____?
a) murmur b) mutter c) mumble
- iii) The soldier challenged the enemy in a loud voice. Did he _____?
a) bark b) grunt c) thunder
- iv) You are sitting in a theatre and want to say something to your mother in the next seat. Will you _____?
a) mumble b) whisper c) stammer

Replace the underlined words with an interesting or precise verb. Write the verb in the space provided.

1. I threw a hasty look at the clock and continued my work. _____
2. She nervously moved her fingers around her bracelet. _____
3. In the scuffle that followed, the bag fell on the ground. The robber hurriedly took it and ran away. _____
4. She felt offended at the way the stranger was looking fixedly at her. _____
5. The police is looking for someone who saw the crime. _____
6. If you touch the play button the tape will start moving. _____
7. My grandmother kissed me and touched me on the back. _____

Appendix-4**Recommended reading****Short stories**

- "To Build A Fire" - Jack London
 "The Monkey's Paw" - W.W. Jacobs
 All Summer in a Day by Ray Bradbury
 Flowers for Algernon by Daniel Keyes
 Harrison Bergeron by Kurt Vonnegut
 To Build a Fire by Jack London
 The Ransom of Red Chief by O. Henry
 A Sound of Thunder by Ray Bradbury
 The Tell-Tale Heart by Edgar Allan Poe
 The Lady or the Tiger? by Frank Stockton
 There Will be Soft Rains by Ray Bradbury
 The Lottery by Shirley Jackson
 Hearts and Hands by O. Henry
 The Rocking Horse Winner by D.H. Lawrence
 Miss Awful by Robert Cavanaugh
 Charles by Shirley Jackson
 The Moustache by Robert Cormier
 Young Goodman Brown by Nathaniel Hawthorne
 The Most Dangerous Game by Richard Connell
 The Black Cat by Edgar Allan Poe
 The Sniper by Liam O'Flaherty
 An Occurrence at Owl Creek Bridge by Ambrose Bierce
 The Veldt by Ray Bradbury
 The Landlady by Roald Dahl
 The Fun They Had by Isaac Asimov
 Stories by Sudha Murthy
 Stories by R.K Narayan
 Stories by Ruskin Bond
 Stories by Rudyard Kipling
 H.H.Munro/Saki: Mrs.Packletide's Tiger; Seven Cream Jugs
 Athletic Shorts: Six Short Stories / Chris Crutcher : Here ChrisCrutcher presents characters from some of his best-loved novels, aswell as creating some unforgettable new personalities, in tales of love, death, bigotry, heroism, and coming of age.

Classics

- The Adventures of Tom Sawyer: Mark Twain
 Animal Farm: George Orwell
 My Family And Other Animals: Gerald Durrell
 Treasure Island: R.L.Stevenson
 Robinson Crusoe: Daniel Defoe
 The Invisible Man: H.G.Wells
 Anne of Green Gables series by L.M. Montgomery
 Rebecca by Daphne du Maurier
 Jane Eyre: Charlotte Bronte
 The Hobbit by J.R.R. Tolkien
 Oliver Twist: Charles Dickens
 Call of the Wild: Jack London
 The Little Prince by Antoine de Saint-Exupery

To Kill a Mockingbird by Harper Lee

Wuthering Heights: Emily Bronte

Pride and Prejudice: Jane Austen

Uncle Tom's Cabin by Harriet Beecher Stowe

The narrative drive of Stowe's classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn characters and has earned a place in both literary and American history. Stowe's puritanical religious beliefs show up in the novel's final, overarching theme – the exploration of the nature of Christianity and how Christian theology is fundamentally incompatible with slavery.

Alice's Adventures in Wonderland & Through the Looking Glass by Lewis Carroll

Contemporary fiction

The Curious Incident Of The Dog In The Night time By Mark Haddon

Purple Hibiscus Chimamanda Ngozi Adichie

Alexander McCall Smith: The No.1 Ladies' Detective Agency (series)

Journey To The River Sea - Eva Ibbotson

Alone On The Wide Wide Sea- Michael Morpurgo

Running Wild- Michael Morpurgo

Mahabharat - Devdutt Pattanaik-

Cloud Busting By Malorie Blackman

James Patterson: Theodore Boone (series)

The White Giraffe - Lauren St. Johnson: *The Author brings us deep into the African world, where myths become reality and a young girl with a healing gift has the power to save her home and her one true friend.*

The Crossover - Kwane Alexander: *The story follows two African American twin brothers that share a love for basketball but find themselves drifting apart as they head into their junior high school years. They also run into many obstacles that they must overcome.*

Baseball Fever - Johanna Hurwitz: *Ezra Feldman loves baseball but his father cannot understand why anyone would want to rot their brains watching people swing wooden sticks rather than playing a fun game of chess. See how a grumpy old professor and an unwanted road trip help them find a common ground.*

Whale Talk - Chris Crutcher: *There's bad news and good news about the Cutter High School swim team. The bad news is that they don't have a pool. The good news is that only one of them can swim anyway. It provides an opportunity to learn some profoundly important lessons about life. Much like a whale out on the ocean who sings because it needs to, whether its song is heard by other whales or not, everyone needs to sing their own song -- of trauma and of triumph"*

Magnus Chase - Rick Riordan: *Magnus Chase has always been a troubled kid. Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day a man he's never met tracks him down. A man his mother claimed was dangerous. The man tells him an impossible secret: Magnus is the son of a Norse god.*

Adventure/Mystery/Thriller

Man-Eaters Of Kumaon- Jim Corbett

Agatha Cristie Miss Marple series, Hercule Poirot series

The Adventures Of Sherlock Holmes By Arthur Conan Doyle

John Grisham - Theodore Boone

Holes - Louis Sachar : *Stanley Yelnats is under a family curse. Now Stanley has been unjustly sent to a*

boys' detention center, Camp Green Lake. There is no lake at Camp Green Lake. But there are an awful lot of holes. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.

The No. 1 Ladies' Detective Agency - Alexander McCall Smith (series)

Historical Fiction

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Why is the land so important to Cassie's family? It takes the events of one turbulent year – the year of the night riders and the burnings, the year a white girl humiliates Cassie in public simply because she's black – to show Cassie that having a place of their own is the Logan family's lifeblood. It is the land that gives the Logans their courage and pride – no matter how others may degrade them; the Logan's possess something no one can take away.

Number The Stars by Lois Lowry

Journey To Jo'berg by Beverley Naidoo

The Book Thief by Markus Zusak

Uncle Tom's Cabin by Harriet Beecher Stowe: The narrative drive of Stowe's classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn characters and has earned a place in both literary and American history. Stowe's puritanical religious beliefs show up in the novel's final, overarching theme – the exploration of the nature of Christianity and how Christian theology is fundamentally incompatible with slavery.

The Silver Sword Ian Serraillier

My Story A Victorian Girl's Diary Mill Girl; Titanic; The Hunger; Pompeii

The Smile Of Vanuvati: Harini Gopalswami Srinivasan

Walkabout by James Vance Marshall

When Hitler Stole Pink Rabbit by Judith Kerr

An Eagle in the Snow by Michael Morpurgo:

The story of a young man, a young soldier in the trenches of World War I who, on the spur of the moment, had done what he thought was the right thing. It turned out to have been the worst mistake he ever could have made – a mistake he must put right before it is too late...

Hitler's Secret by William Osborne

Otto and Leni have escaped to England from Nazi Germany. They thought they were safe, but now the British want them to go back. Dropped behind enemy lines, they embark on a secret operation codenamed Wolfsangel. Their mission is to find and kidnap a girl who could bring down Hitler. And so begins their bravest journey yet.

The Narayanpur Incident by Shashi Deshpande

8 August, 1942 Quit India! Gandhiji warns the British. As he and most leaders are put in jail the very next day, the people rise in protest and so begins the Quit India movement of 1942. Babu and Manju suddenly find themselves part of all this as their schools close down and their father is put behind bars. Their daring brother Mohan goes underground and the rest of the family moves to Narayanpur, a sleepy little village seemingly untouched by the turbulence in the country. But Narayanpur is seething within and it all comes to a head when a group of children dare to confront the police...

War Horse by Michael Morpurgo; *It holds special appeal for horse lovers, who will care deeply about Joey's plight as he is pushed and pulled between the humans fighting World War I.*

Waiting for Tansen by Subhadra Sen Gupta -a collection of historical Tales

Science Fiction

The Giver- Lois Lowry

A Face Like Glass - Frances Hardinge

Flowers For Algernon By Daniel Keyes: *The story of a mentally disabled man whose experimental quest for intelligence mirrors that of Algernon, an extraordinary lab mouse. In diary entries, Charlie tells how a brain operation increases his IQ and changes his life. As the experimental procedure takes effect, Charlie's intelligence expands until it surpasses that of the doctors who engineered his metamorphosis. The experiment seems to be a scientific breakthrough of paramount importance--until Algernon begins his sudden, unexpected deterioration. Will the same happen to Charlie?*

Douglas Adams- Hitch Hiker's Guide To The Galaxy

Restaurant At The Edge Of The Universe by Douglas Adams

Fahrenheit 451 - Ray Bradbury

The House of the Scorpion by Nancy Farmer: *Matteo Alacrán was not born; he was harvested. His DNA came from El Patrón, lord of a country called Opium – a strip of poppy fields lying between the United States and what was once called Mexico. Matt's first cell split and divided inside a petri dish. Then he was placed in the womb of a cow, where he continued the miraculous journey from embryo to fetus to baby. He is a boy now, but most consider him a monster – except for El Patrón. El Patrón loves Matt as he loves himself, because Matt is himself.*

The Complete Adventures of Lucky Starr by Isaac Asimov

The Lucky Starr books are smart, but not too complex, space operas by one of the grand masters of science fiction. This volume includes all six novels:

David Starr, Space Ranger

Lucky Starr and the Pirates of the Asteroids

The Outsiders by S.E. Hinton

It is about two weeks in the life of a 14-year-old pony boy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider.

According to Ponyboy, there are two kinds of people in the world: greasers and socs. A soc (short for "social") has money, can get away with just about anything, and has an attitude longer than a limousine. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of socs for the sake of his fellow greasers--until one terrible night when his friend Johnny kills a soc. The murder gets under Ponyboy's skin, causing his bifurcated world to crumble and teaching him that pain feels the same whether a soc or a greaser.

The Theory of Everything - Stephen Hawking: *It presents the most complex theories, both past and present, of physics; yet it remains clear and accessible. It will enlighten readers and expose them to the rich history of scientific thought and the complexities of the universe in which we live.*

A Wrinkle in Time - Madeleine L'Engle: *Meg's father had been experimenting with this fifth dimension of time travel when he mysteriously disappeared. Now the time has come for Meg, her friend Calvin, and Charles Wallace to rescue him. But can they outwit the forces of evil they will encounter on their heart-stopping journey through space?*

The Physics of the Future - Michio Kaku: *It speculates about possible future technological development over the next 100 years. With interviews of notable scientists about their fields of research, it lays out the vision of coming developments in medicine, computing, artificial intelligence, nanotechnology, and energy production.*

Cinder - Marissa Meyer: *The story is about a deadly disease that kills off characters very close to Cinder*

and Prince Kai. A queen of the moon, who evilly manipulates her subjects and kills off those she can't control, threatens war. Cinder is a great tough-girl character that can fix anything and acts selflessly to help those in danger.

Maze Runner - James Dashner Once there was a world's end. A perfect boy Thomas built a maze. Now there are secrets and loyalties history could never have foreseen. This is the story of that boy, Thomas, and how he built a maze that only he could tear down. All will be revealed.

Numbers - Rachel Ward: Ever since she was child, Jem has kept a secret: Whenever she meets someone new, no matter who, as soon as she looks into their eyes, a number pops into her head. That number is a date: the date they will die. While waiting to ride the Eye Ferris wheel, Jem is terrified to see that all the other tourists in line flash the same number.

Holes - Louis Sachar: Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.

Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnats. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the warden makes the boys "build character" by spending all day, every day, digging holes: five feet wide and five feet deep. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment – and redemption.

Uglies by Scott Westerfeld: It is set in a future post scarcity dystopian world in which everyone is turned "Pretty" by extreme cosmetic surgery upon reaching age 16. It tells the story of teenager Tally Youngblood who rebels against society's enforced conformity, after her newfound friends Shay and David show her the downsides to becoming a "Pretty". It deals with themes of change, both emotional and physical.

Indian Fiction

A Village By The Sea by Anita Desai

The Conch Bearer by Chitra Banerjee Divakaruni

The Village by the Sea - Anita Desai; in a rural area in India, near the sea a small family forced to live in poverty. The parents are unable to take care of their three children so the oldest children, Lila and Hari, assume the roles of adults in the house. Lila takes care of her ill mother and takes care of the house while her brother works in the fields in order to financially sustain his family.

Things to Leave Behind - Namita Gokhale; A historical novel Kumaon 1856, Six native women huddle around Nainital Lake, attempting to cleanse it of threatening new influences. For, these are the days of Upper Mall Road (for Europeans and their horses) and Lower Mall Road ('for dogs, servants and other Indians' This is the story of feisty young Tilottama Dutt, whose uncle hangs when he protests the reigning order – and her daughter, Deoki, who will confront change as Indians and as women.

The Gita For Children – Roopa Pai; The book starts the reason why the great war was fought and explaining why The Gita was told.

Jhumpa Lahiri - The Namesake

Caravan to Tibet - Deepa Agarwal

In the last years of the nineteenth century, a caravan of traders sets off from the high hills of Kumaon, India, for Tibet. They traverse dangerous passes and brave blinding snowstorms, in order to carry on their traditional trade in the Tibetan markets. Among them is fourteen-year-old Debu's father. Many days later, when the caravan returns, Debu is heartbroken to learn that his father was lost in one of the treacherous passes. Somehow he cannot believe it, and when a Tibetan trader turns up in the local market wearing an amulet remarkably similar to his father's, he is convinced that his father is alive, somewhere in Tibet. Debu joins the next caravan to Tibet to look for his father, little knowing he is setting out on the most perilous, yet most exciting journey of his life. The adventures follow thick and fast – a forced stay in a monastery with a young lama who takes a fancy to him; his capture by a band of bandits led by the cruel, mysterious Nangbo gifted with magical powers; a stay in the goldfields of Thok Jalong; and finally ending with a heart-pounding, breathtaking horse race.

Naming Maya - Uma Krishnaswami

West meets East

Although Maya has done her best to avoid it, she is spending part of her summer in Chennai, India, with her mother, who is trying to sell her grandfather's old house. Soon Maya is drawn into a complicated friendship with eccentric Kamala Mami, who has been a housekeeper and cook for years in Maya's extended family. At the same time, Maya is thrust into an ocean of memories, all coming at her too quickly for her to understand. In particular, she is forced to examine the history of her parents' divorce -- all the more painful because she believes the trouble began with the choosing of her name. For years the tension has simmered in a cauldron of anxiety, secrets, and misunderstandings. It is only with the help of Kamala Mami and Maya's cousin Sumati that Maya is able to see what happened to her parents.

In this compelling first novel, a young Indian American girl finally learns that she can choose which memories to keep and which to let go.

Blue Jasmine - Kashmira Sheth

When twelve-year-old Seema Trivedi learns that she and her family must move from their small Indian town to Iowa City, she realizes she'll have to say good-bye to the purple-jeweled mango trees and sweet-smelling jasmine, to the monsoon rains and the bustling market. More important, she must leave behind her best friend and cousin, Raju. Everything is different in Iowa City, where Seema feels like an outsider to the language and traditions. As she begins to plant roots in the foreign soil, however, her confidence starts to bloom, and she learns she can build a bridge between two homes. With lyrical language and poignant scenes, Kashmira Sheth unearths the meaning of "home" and "family" in this tender debut novel. Kashmira Sheth's own experiences as a teenager who moved by herself from India to America inspired her to write this novel. She is a microbiologist and lives with her family in Madison, Wisconsin.

Hullabaloo in the Guava Orchard - Kiran Desai

Memoir/Biography/Autobiography

My Left Foot - Christy Brown: Christy Brown was an Irish artist and writer. However in order to do both these things he could only use his left foot. Having been born with cerebral palsy this was the only way he could express himself. Then it happened when one day he picked up a piece of chalk in his left foot and unsure what to do next his mother began to show him by writing the letter "A" and encouraging him to copy it.

American Sniper - Chris Kyle; U.S. Navy SEAL Chris Kyle earned legendary status among his fellow SEALs, Marines, and U.S. Army soldiers, whom he protected with deadly accuracy from rooftops and stealth positions. Gripping and unforgettable, Kyle's masterful account of his extraordinary battlefield experiences ranks as one of the great war memoirs of all time.

A Touch of Tennis - Ramanathan Krishnan: The story of the first family of Indian tennis begins in 1933,

when T.K. Ramanathan bought a tennis racquet by selling a piece of his wife's jewellery. Within a few years time he was ranked No.1 in India, but little did the small tennis playing community in the country realize that his passion for the game would author the most glorious chapter in the history of Indian tennis.

A Long Way Gone: Memoirs of a Boy Soldier - Ishmael Beah; *There may be as many as three lakh child soldiers, hopped-up on drugs and wielding AK-47s, in more than fifty conflicts around the world. Ishmael Beah used to be one of them. He is one of the first to tell his story in his own words.*

Elon Musk: Inventing the Future - Ashlee Vance ; *Vance uses Musk's story to explore one of the pressing questions of our age: can the nation of inventors and creators who led the modern world for a century still compete in an age of fierce global competition? He argues that Musk – one of the most unusual and striking figures in American business history – is a contemporary, visionary amalgam of legendary inventors and industrialists including Thomas Edison, Henry Ford, Howard Hughes, and Steve Jobs.*

Private Peaceful - Michael Morpurgo; *The hopes and fears that a young soldier had while he experienced the horrors of a war that no one seemed to really understand.*

Boy; Tales of Childhood - Roald Dahl: *In Boy, Roald Dahl recounts his days as a child growing up in England. From his years as a prankster at boarding school to his envious position as a chocolate tester for Cadbury's, Roald Dahl's boyhood was as full of excitement and the unexpected*

The Longitude Prize - Joan Dash: *Set in an exciting historical framework -- telling of shipwrecks and politics -- this is the story of one man's creative vision, his persistence against great odds, and his lifelong fight for recognition of a brilliant invention.*

My Days - R.K. Narayan: *The Author shares his life story, beginning in his grandmother's garden in Madras with his ferocious pet peacock. As a young boy with no interest in school, he trains grasshoppers, scouts, and generally takes part in life's excitements. Then he takes to writing fiction, and one of his pieces is accepted by Punch magazine.*

A Girl From Yamhill ; A Memoir - Beverly Cleary : *For everyone who has enjoyed the pranks and schemes, embarrassing moments, and all of the other poignant and colorful images of childhood brought to life in Beverly Cleary books, here is the fascinating true story of the remarkable woman who created them.*

Wings of Fire - APJ Abdul Kalam ; An autobiography by visionary scientist Dr. APJ Abdul Kalam, who from very humble beginnings rose to be the President of India. The book is full of insights, personal moments and life experiences of Dr. Kalam.

Menagerie Manor - Gerald Durrell: *The story of how Durrell fulfilled his childhood dream of founding his own private zoo, on the English Channel island of Jersey. The zoo grows, and readers are treated to a colorful parade of the zoo's unusual animal inhabitants.*

I am Malala - Christina Lamb and Malala Yousafzai: *The story of the girl who stood up for education and was shot by the Taliban. Malala currently lives in United Kingdom and she has received the Noble Peace Prize at the age of 16.*

The Detective's Assistant - Kate Hannigan: *Based on the extraordinary true story of Kate Warne, this fast-paced adventure recounts feats of daring and danger...including saving the life of Abraham Lincoln.*

Looking Back: A Book of Memories by Lois Lowry

Red Scarf Girl by Ji-li Jiang (*cultural revolution in China*)

No Summit out of Sight: The True Story of the Youngest Person to Climb the Seven Summits - Jordan Romero

The Diary of Anne Frank: And Related Readings by Frances Goodrich

Throw Like a Girl: How to Dream Big Believe in Yourself by Jennie Finch

Steve Jobs: The Man Who Thought Different by Karen Blumenthal

Black Pioneers of Science and Invention by Louis Haber

Being Jazz by Jazz Jennings

My Thirteenth Winter: A Memoir by Samantha Abeel

Enchanted Air: Two Cultures, Two Wings: A Memoir by Margarita Engle

Siddhartha - Herman Hesse : *In the novel, Siddhartha, a young man, leaves his family for a contemplative life, then, restless, discards it for one of the flesh. Near despair, Siddhartha comes to a river where he hears a unique sound. This sound signals the true beginning of his life – the beginning of suffering, rejection, peace, and, finally, wisdom.*

Fever 1793 - Laurie Halse Anderson: *It's late summer 1793, and the streets of Philadelphia are abuzz with mosquitoes and rumors of fever. But when the fever begins to strike closer to home, Mattie's struggle to build a new life must give way to a new fight – the fight to stay alive*

The Story of a Childhood by Marjane Satrapi

Dan and Phil Go Outside by Dan Howell

Guts: The True Stories behind Hatchet and the Brian Books by Gary Paulsen

Travel Writing

Travels With A Donkey in the Cevennes R.L.Stevenson

From Heaven Lake by Vikram Seth

Around the World In 80 Days Jules Verne

The Snow Leopard by Peter Matthiessen

A Walk in the Woods - Bill Bryson ; *In this comedy adventure, celebrated travel writer, Bill Bryson, challenges himself to hike the Appalachian Trail and introduces us to the history and ecology of the trail.*

Turn Right at Machu Picchu: Rediscovering the Lost City One Step at a Time by Mark Adams

What happens when an adventure travel expert—who's never actually done anything adventurous—tries to re-create the original expedition to Machu Picchu?

July 24, 1911, was a day for the history books. For on that rainy morning, the young Yale professor Hiram Bingham III climbed into the Andes Mountains of Peru and encountered an ancient city in the clouds: the now famous citadel of Machu Picchu. Nearly a century later, news reports have recast the hero explorer as a villain who smuggled out priceless artifacts and stole credit for finding one of the world's greatest archaeological sites.

Mark Adams has spent his career editing adventure and travel magazines, so his plan to investigate the allegations against Bingham by retracing the explorer's perilous path to Machu Picchu isn't completely far-fetched, even if it does require him to sleep in a tent for the first time. With a crusty, antisocial Australian survivalist and several Quechua-speaking, coca-chewing mule tenders as his guides, Adams takes readers

through some of the most gorgeous and historic landscapes in Peru, from the ancient Inca capital of Cusco to the enigmatic ruins of Vitcos and Vilcabamba.

Along the way he finds a still-undiscovered country populated with brilliant and eccentric characters, as well as an answer to the question that has nagged scientists since Hiram Bingham's time: Just what was Machu Picchu?

Three Cups of Tea: One Man's Mission to Promote Peace ... One School at a Time
by Greg Mortenson

The inspiring account of one man's campaign to build schools in the most dangerous, remote, and anti-American reaches of Asia.

In April 2011, the CBS documentary "60 Minutes" called into question Greg Mortenson's work. The program alleged inaccuracies in *Three Cups of Tea* and its sequel, *Stones into Schools* as well as financial improprieties in the operation of Mortenson's Central Asia Institute. Questions were also raised about Mortenson's claim that he got lost near K2 and ended up in Korphe; that he was captured by the Taliban in 1996; the number of schools the CAI claimed to have built and whether CAI funds had been used appropriately for Mortenson's book tours. View the broadcast. Jon Krakauer, who had supported the CAI to the tune of \$75,000, also questioned Mortenson's accounts and released his allegations in a lengthy article titled *Three Cups of Deceit*

Travels with Charley: In Search of America by John Steinbeck

An intimate journey across and in search of America, as told by one of its most beloved writers.

In September 1960, John Steinbeck embarked on a journey across America. He felt that he might have lost touch with the country, with its speech, the smell of its grass and trees, its color and quality of light, the pulse of its people. To reassure himself, he set out on a voyage of rediscovery of the American identity, accompanied by a distinguished French poodle named Charley; and riding in a three-quarter-ton pickup truck named Rocinante.

His course took him through almost forty states: northward from Long Island to Maine; through the Midwest to Chicago; onward by way of Minnesota, North Dakota, Montana (with which he fell in love), and Idaho to Seattle, south to San Francisco and his birthplace, Salinas; eastward through the Mojave, New Mexico, Arizona, to the vast hospitality of Texas, to New Orleans and a shocking drama of desegregation; finally, on the last leg, through Alabama, Virginia, Pennsylvania, and New Jersey to New York.

Travels with Charley: in Search of America, is an intimate look at one of America's most beloved writers in the later years of his life – a self-portrait of a man who never wrote an explicit autobiography. Written during a time of upheaval and racial tension in the South – which Steinbeck witnessed firsthand – *Travels with Charley* is a stunning evocation of America on the eve of a tumultuous decade.

Deepak Dalal's :Ladakh Adventure ; Ranthambore Adventure; Lakshwadeep Adventure; Snow Leopard Adventures

Graphic Novels

Art Spiegelman's *Maus: A Survivor's Tale* is a Pulitzer Prize-winning graphic novel about the Holocaust
 The Invention of Hugo Cabret by Brian Selznick
 The Arctic Incident: The Graphic Novel Artemis Fowl
 The Lightning Thief: The Graphic Novel By Rick Riordan
 The Adventures of Tintin, Vol. 1: *Tintin in the Land of the Soviets / Tintin in the Congo*
 by Hergé, Leslie Lonsdale-Cooper

The Wall: Growing Up Behind the Iron Curtain by Peter Sís

I was born at the beginning of it all, on the Red side--the Communist side--of the Iron Curtain. Through annotated illustrations, journals, maps, and dreamscapes, Peter Sí-s shows what life was like for a child who loved to draw, proudly wore the red scarf of a Young Pioneer, stood guard at the giant statue of Stalin, and believed whatever he was told to believe. But adolescence brought questions. Cracks began to appear in the Iron Curtain, and news from the West slowly filtered into the country. Sí-s learned about beat poetry, rock 'n' roll, blue jeans, and Coca-Cola. He let his hair grow long, secretly read banned books, and joined a rock band. Then came the Prague Spring of 1968, and for a teenager who wanted to see the world and meet the Beatles, this was a magical time. It was short-lived, however, brought to a sudden and brutal end by the Soviet-led invasion. But this brief flowering had provided a glimpse of new possibilities--creativity could be discouraged but not easily killed.

By joining memory and history, Sí-s takes us on his extraordinary journey: from infant with paintbrush in hand to young man borne aloft by the wings of his art.

The Wall is a 2007 New York Times Book Review Best Illustrated Book of the Year, a 2008 Caldecott Honor Book, a 2008 Bank Street - Best Children's Book of the Year, the winner of the 2008 Boston Globe - Horn Book Award for Nonfiction, and a nominee for the 2008 Eisner Award for Best Publication for Kids.

Resistance (Resistance, #1) by Carla Jablonski

Fighting on a secret front of World War II

Paul and Marie's bucolic French country town is almost untouched by the ravages of WWII, but the siblings still live in the shadow of war. Their father is a Prisoner of War, kept hostage by the Germans. When their friend Henri's parents disappear and Henri goes into hiding because of his Jewish ancestry, Paul and Marie realize they must take a stand. But how can they convince the French Resistance that even children can help in their fight against injustice?

Resistance is the first volume of a trilogy written by acclaimed teen author Carla Jablonski and illustrated by Leland Purvis.

Gettysburg: The Graphic Novel

by C.M. Butzer

Abraham Lincoln's Gettysburg Address is familiar to all Americans. But never has his most famous speech--his 271 indelible words--been presented in such a visual and accessible format. Graphic artist and Civil War aficionado C. M. Butzer deftly uses a detailed, comic-book style to depict the Battle of Gettysburg; the national movement to create a memorial there; and the quiet day in 1863 when Lincoln delivered his galvanizing speech. Butzer uses only primary sources for the text, drawing from first-person letters and diaries, speeches, and Lincoln's own writing to unpack this series of historical events. The address itself is played out over eighteen pages, with every phrase given a visual interpretation that will resonate with young readers.

Amelia Earhart: by Sarah Stewart Taylor, Ben Towle (Illustrator)

Amelia Earhart: This Broad Ocean, a graphic novel written by Sarah Stewart Taylor and illustrated by Ben Towle, tells the story of Amelia Earhart's historic crossing of the Atlantic Ocean in 1928.

Earhart developed a love of flying at a very young age...and she wasn't about to let any man get in the way of her dreams. What began as a simple joy became something much deeper – a commitment to open doors for all women. As Earhart built a name for herself in the field of aviation – breaking numerous records along the way – she paved the road for future trailblazers, women like Danica Patrick, the first woman to win an Indy car race, and Eileen Collins, the first female space shuttle pilot.

Taylor and Towle's book offers a glimpse at her relentless ambition and her tireless will to promote women's

rights. But above all, author and illustrator leave us with a sense of her deep-rooted desire to touch the sky

The Olympians (series) by George O'Connor's series,

These stories have been told in graphic novel format. Each book is devoted to a single god or goddess, though their stories overlap. The result is a series of books that work well as biographies, adventure stories, or research into ancient Greece.

Nathan Hale's Hazardous Tales (series)

After Revolutionary War spy Nathan Hale is executed, he and two sidekicks are displaced in time and witness events that have shaped American history. Author and artist Nathan Hale uses the three characters as narrators to explore the Revolutionary War, the Alamo, Harriet Tubman, the Donner Party, and more in a series he started in 2012. A balance of humor and adventure keeps the narrative moving forward, leaving students wondering where (and when) Nathan Hale will go next.

The Arrival

Shaun Tan's wordless 2007 graphic novel aims to tell a universal immigration story, following a protagonist who leaves his family behind to travel to a new world. His new home is bizarre and at times frightening, and Tan's imagery is disorienting to any reader – but familiar enough that we can follow the story and empathize with the character and his journey.

The Great American Dust Bowl

Don Brown's 2013 tale of the 1930s is as much a tale of science as of history. The Dust Bowl is explained as a natural phenomenon that was exacerbated by farmers overplanting and removing native vegetation. Brown inserts maps and graphs that tell the story of the ecology of the early 20th century – and the similar environmental disasters that could wait in our future.

T-Minus: The Race to the Moon by Jim Ottaviani and Zander Cannon

The Space Race is a topic that still excites students, and with the 50th anniversary of the moon-landing coming in 2019, it's a subject they'll be hearing a lot about. Jim Ottaviani and Zander Cannon's 2009 graphic novel is almost a biography of the technology the United States and the Soviet Union developed to get to the moon. The format lets us see their efforts side by side.

Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas

Most students have heard of Jane Goodall and her work with chimpanzees, but fewer know about Dian Fossey's time among gorillas, and almost none have heard of Biruté Galdikas and her research on orangutans. Jim Ottaviani and Maris Wick's 2015 book tells the story of these three female scientists, balancing their personal biographies with their academic and field research.

Amazing Fantastic Incredible: A Marvelous Memoir (marvel comics)

Students know the name Stan Lee, but they probably don't know much about him. He tells his life story in this 2015 graphic novel created with writer Peter David and cartoonist Colleen Doran. Lee breaks the fourth wall frequently to explain events. His decades-long career and insights into the creative process of comic books have lessons for any student.

Inspirational

Tuesdays With Morrie by Mitch Albom : Knowing he was dying of ALS – or motor neurone disease - Mitch visited Morrie in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final 'class': lessons in how to live.

Jonathan Livingstone Seagull/Richard Bach : This is a story for people who follow their hearts and make their own rules...people who get special pleasure out of doing something well, even if only for themselves.

Homecoming/ by Cynthia Voigt; A story of four abandoned siblings, who struggle for food and shelter and are often in danger as they seek out relatives miles away to take them in. Now that are settled in with their

grandmother, they find that their new beginnings require love, trust, humor, and courage.

Criss Cross / Lynne Rae Perkins : The story of a group of childhood friends facing the crossroads of life and how they should live it, seen mainly from the point of view of 14-year-old Debbie who wishes something would happen to make her a different person and Hector who feels he is unfinished.

A Dog's Purpose/W. Bruce Cameron: Every dog has its reason. This is a remarkable story of one dog's search for his purpose over several lives. This book touches on the universal quest for an answer to life's most basic question: why are we here?

Chicken Soup Series

Sophie's World/Jostein Gaarder: Sophie finds two questions in her mailbox: "Who are you?" and "Where does the world come from?" This is the start of her journey through the history of philosophy, guided by a mysterious mentor. To find the truth, we must understand the questions, but the truth is stranger than Sophie can imagine.

Appendix-5 Writing Tips and Rubrics

Tips and Techniques to Enhance Your Vocabulary

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

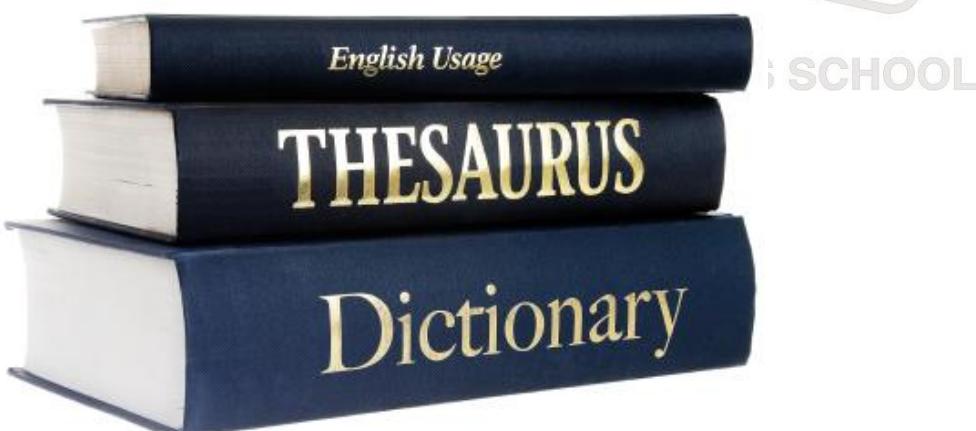
1. Read,Read ,Read!



Image is copyrighted. Contact the CSIP at 1-888-657-5558 or info@csipweb.org for more information.

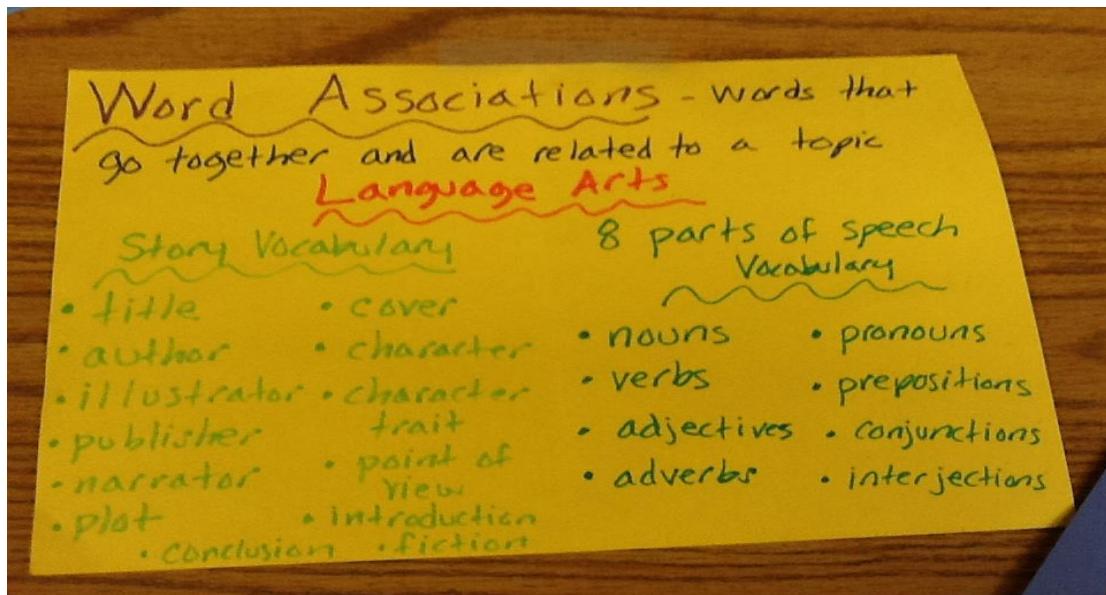
Read age appropriate books for pleasure and inevitably you will come across new and unknown words, figure out their meanings based on context clues, that is based on the plot of the story and the writing style of the writer, make educated guesses! Then double check your understanding by looking up the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

2. Highlight New Words

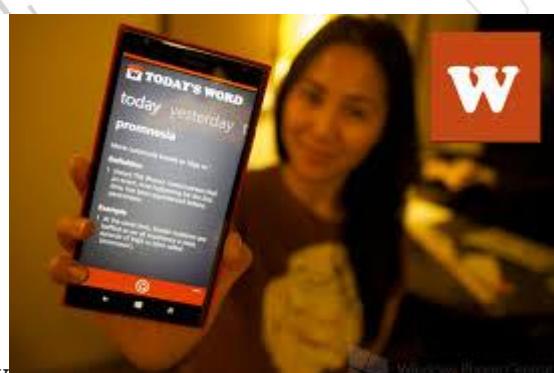


Avoid interrupting your reading, highlight or jot down a new word. Then do remember to look up the Thesaurus and the Dictionary to see its meaning, synonym and the part of speech it belongs to, that is, if it is a noun, a verb etc.

3. Practice Word Association



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



4. Learn a Word Each Day

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

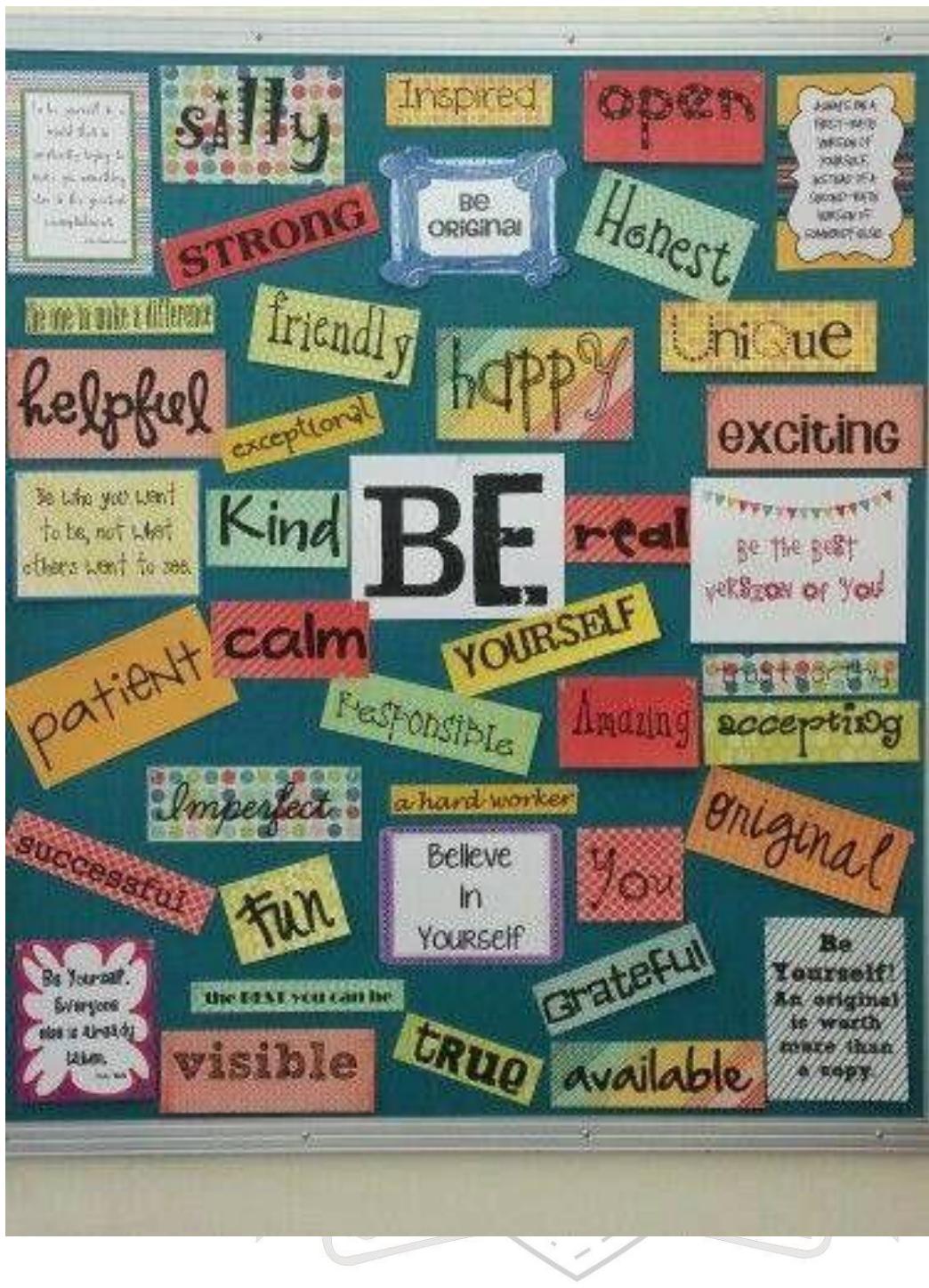
5. Get Friendly With Those New Words!



No matter which technique you try, but ensure to use new words in your speaking and writing. This will solidify your understanding and also keep them at the top of your mind for future use. So, don't shy from using new words! Play with them!

6. Create a Writing Wall Inspiration In Your Class

Create colourful word spaces in your classroom as well as at home. Pin up what you learn! Get inspired to learn.



THE Importance of citing sources: SCHOOL

- To acknowledge the sources from where you borrow the ideas/ concepts
- To be conscious that you do not use someone's words/ideas as your own without acknowledging as it is known as intellectual theft
- To not commit plagiarism (plagiarism means 'to commit literary theft' and 'present as new and original an idea or product derived from an existing source'*)

*Merriam- Webster's Collegiate Dictionary (11th Ed.; 2003; print)

How to cite various sources:

- Citing from a book- Author's name. Title of the book. Publication Information.
Eg: Narayan, R.K. *Malgudi Days*. Chennai: Indian Thought Publication, 2003. Print.
- Citing from an article in a newspaper- Author's name. "Title of the article". *Name of the newspaper* followed by *date, City*.

Eg: Kulkarni, Tanu. "History classes become a voyage of discovery with 3D views". *The Hindu* 2 March 2018, Bengaluru. Print.

- Citing from an article in a magazine- Author's name. "Title of the article". *Name of the magazine* followed by *publication date: Page no(s)*.

Eg: Weintraub, Arlene, and Laura Cohen. "A Thousand-Year Plan for Nuclear Waste." *Business Week* 6 May 2002: 94-96. Print.

- Citing from an online source- Author's name. "Title of the article". Web. Date of access. <URL>

Eg: Sankaran, Neeraja. "6 Reasons Why Citation of Sources is Important When Writing". Web. 2 March, 2018. <<https://falconediting.com>>

Tips:

Author's name is written as: Surname, First Name

Title of a book is written as: Main Title: Subtitle

Publication Information is written in the following sequence: Place: Press, Year. Medium (Print/Web).

Tips for enhancing writing skills

1. Read

Without each other, reading and writing cannot exist. Reading lets you observe good writing. You can observe and analyse the many choices writers make. These observations will help you improve your own writing because you will have a better sense of what effective writing looks like.



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2. Careful choice of words

Choose your words carefully as these determine how effectively you can put your ideas across. Using the same words repeatedly in a piece of writing can make it less effective for the reader. Use a thesaurus to look for synonyms. Lastly, get rid of 'very'!



3. Organize your ideas

Writing all that comes to your mind and placing it correctly in your write-up can be difficult at times. To make sure you sequence your ideas correctly, it's advised you make use of mind maps, flow charts or just a list of ideas that can be numbered before working on your write-up.



4. Proofread your writing

Reread what you have written at least twice. Check the spellings of words and use of punctuation marks. If you are working in a team, then ask others to edit the write-up.



Rubrics for long writing skills

To get started you must:

- First, read through your writing assignment completely.
- Next, read each criteria on the rubric and then re-read the assignment again, this time focussing on each feature of the rubric.
- As you are re-reading, circle each appropriate section for each criteria listed. This will help you analyse your assignment better.
- Now, make a second draft keeping the corrections in mind.

Feature	Strong	Developing	Emerging	Beginning
Content	<ul style="list-style-type: none"> · Clear focus on main idea/topic · Provides relevant information/original ideas 	<ul style="list-style-type: none"> · Develops a focus on the main idea · Exhibits original ideas 	<ul style="list-style-type: none"> · Attempts to focus on the main idea · Ideas not fully developed 	<ul style="list-style-type: none"> · Lacks focus and development

Organization	<ul style="list-style-type: none"> Establishes a strong beginning, middle and end Demonstrates an orderly flow of ideas 	<ul style="list-style-type: none"> Attempts an adequate introduction and ending Evidence of logical sequencing 	<ul style="list-style-type: none"> Some evidence of a beginning, middle and end Sequencing is attempted 	<ul style="list-style-type: none"> Little or no organization Relies on single idea
Expression	<ul style="list-style-type: none"> Uses effective language/ vocabulary Proper sentence structure 	<ul style="list-style-type: none"> Diverse word choice Some evidence of proper sentence structure 	<ul style="list-style-type: none"> Limited word choice Basic sentence structure 	<ul style="list-style-type: none"> No sense of sentence structure
Grammar, Usage & Mechanics	<ul style="list-style-type: none"> Few or no spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> Some spelling and punctuation errors, minor grammatical errors 	<ul style="list-style-type: none"> A number of spelling, punctuation or grammatical errors 	<ul style="list-style-type: none"> So many spelling, punctuation and grammatical errors that it interferes with the meaning
Plot & Narrative Devices (Story Writing)	<ul style="list-style-type: none"> Characters, plot, and setting are developed strongly 	<ul style="list-style-type: none"> Characters, plot, and setting are developed to certain extent 	<ul style="list-style-type: none"> Characters, plot, and setting are minimally developed 	<ul style="list-style-type: none"> Lacks development on characters, plot, and setting
Legibility	<ul style="list-style-type: none"> Easy to read Properly spaced Proper letter formation 	<ul style="list-style-type: none"> Readable with some spacing 	<ul style="list-style-type: none"> Difficult to read 	<ul style="list-style-type: none"> No evidence of spacing

Rubrics For Short Writing Skills

	5	4	3	2
Format and focus on given topic	Completely adheres to given format and focuses on given topic	Mostly adheres to given format and focuses on given topic	Somewhat adheres to basic format and some elements of the given topic used	Format not adhered to; scope for improvement
Sentence structure; usage of tense	All sentences constructed and used appropriately	Most sentences constructed and used appropriately	Some sentences constructed and used appropriately	Most sentences not constructed or used appropriately
Expression/appropriate choice of words	Excellent choice and variety of words; appropriate vocabulary used	Adequate usage of appropriate vocabulary and some variety in word choice	Some words used appropriately, limited vocabulary employed	Scope for improvement; words repeated; appropriate expression not used
Mechanics: punctuation, spelling etc.	No errors in punctuation, spelling or capitalization	Mostly no errors in punctuation, spelling or capitalization	Some errors in punctuation, spelling or capitalization	Significant errors in punctuation, spelling or capitalization

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8. www.theenglishconer.eu
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