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CLASS VII
SYLLABUS 2020-21

<u>MONTH</u>	<u>LITERATURE</u>	<u>GRAMMAR</u>	<u>WRITING</u>	<u>SUPPLEMENTARY READER</u>
April-May	Homesickness Stopping by Woods On a Snowy Evening	Revision of: Articles and Determiners Prepositions Perfect Tenses	Short Story Writing Informal Letter	The Boy in the Striped Pyjamas
July	The Wolves of Cernogratz Macavity: The Mystery Cat	Revision of: Conjunctions Reported Speech	Formal Letter (Letter to the Editor)	The Boy in the Striped Pyjamas
August	An Uncomfortable Bed	Adverbs	Diary Entry	The Boy in the Striped Pyjamas
September - October	Zero Hour	Prefix and Suffix Synonyms and Antonyms Homophones and Homonyms	Advertisement (Commercial)	The Boy in the Striped Pyjamas
November	Master Artist	Revision of: Adjectives and Subject-Verb Agreement	Factual Description	The Boy in the Striped Pyjamas
December	The Mother Bird	Revision of: Punctuation Collocation	Autobiography Writing	The Boy in the Striped Pyjamas
January	Break, Break, Break	Active and Passive Voice	Process Writing	The Boy in the Striped Pyjamas
February	My Unknown Friend Revision for Second Term Examination			

CLASS VII
2020-21
INTERNAL ASSESSMENT

TERM 1		MARKS	TOTAL
A	Unit Test	30	10
B	Best of Group and Individual will be taken. (i) Group Activity: Project: The Boy in the Striped Pyjamas-Comic strip-Google Slides(May'20) (ii) Individual Activity: Speaking Skills Assessment (Aug, 2020)	5	5
C	Notebooks: Homework, assignments, regularity, neatness	5	5
TERM 2			
A	Unit Test	30	10
B	Best of Group and Individual will be taken. (i) Group Activity: The Boy in the Striped Pyjamas-Literature Circle (Dec'20-Jan'21) (ii) Listening Skills Assessment: Answering questions based on an audio (Jan-Feb 2021)	5	5
C	Notebooks: Homework, assignments, regularity, neatness	5	5

TERM 1**A. Unit Test 1****(10 marks)**

The Unit Test will be conducted for 30 marks and it would be scaled down to 10 marks for the periodic assessment.

B. Subject Enrichment Activity(best out of two):**(5 marks)****1. Group Activity:Comic strip**

The details of the project on *The Boy in the Striped Pyjamas* are as follows:

A comic strip based on one of Chapters 1-5 of the book will be made by each group.

The presentation will have five slides (Google Slides).

The five slides will have the comic strip of the (entire) assigned chapter.

RUBRICS FOR ASSESSMENT (*The Boy in the Striped Pyjamas*)

Name of the student	Content (2m)	Creativity (1m)	Coherence (1m)	Presentation (1m)	Total (5m)

Individual Activity: Speaking Skills (Just a minute)

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

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Fluency (2m)	Presentation (1m)	Total (5m)
1.				

C. Notebooks: Homework, assignments, regularity, neatness **(5 marks)**

TERM 2:

A. Unit Test 2

The Unit Test will be conducted for 30 marks and it would be scaled down to 10 marks for the periodic assessment.

B. Subject Enrichment Activity(best out of two): **(5 marks)**

Group Activity:Literature Circle(Based on *The Boy in the Striped Pyjamas*)

The class is divided into four groups/ panels of 7-8 members each. Each group member is assigned one of the following roles: Moderator, Research Wizard, Synopsis Wizard, Question Quester, Connection Maker, Picture Perfector, Vocabulary Builder.

RUBRICS FOR ASSESSMENT:

Name of the Student	Content (2m)	Originality (1m)	Presentation (2m)	Total (5m)
1.				

Individual Activity: Listening Skills Assessment

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

RUBRICS FOR ASSESSMENT:

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

C. Notebooks: Homework, assignments, regularity, neatness

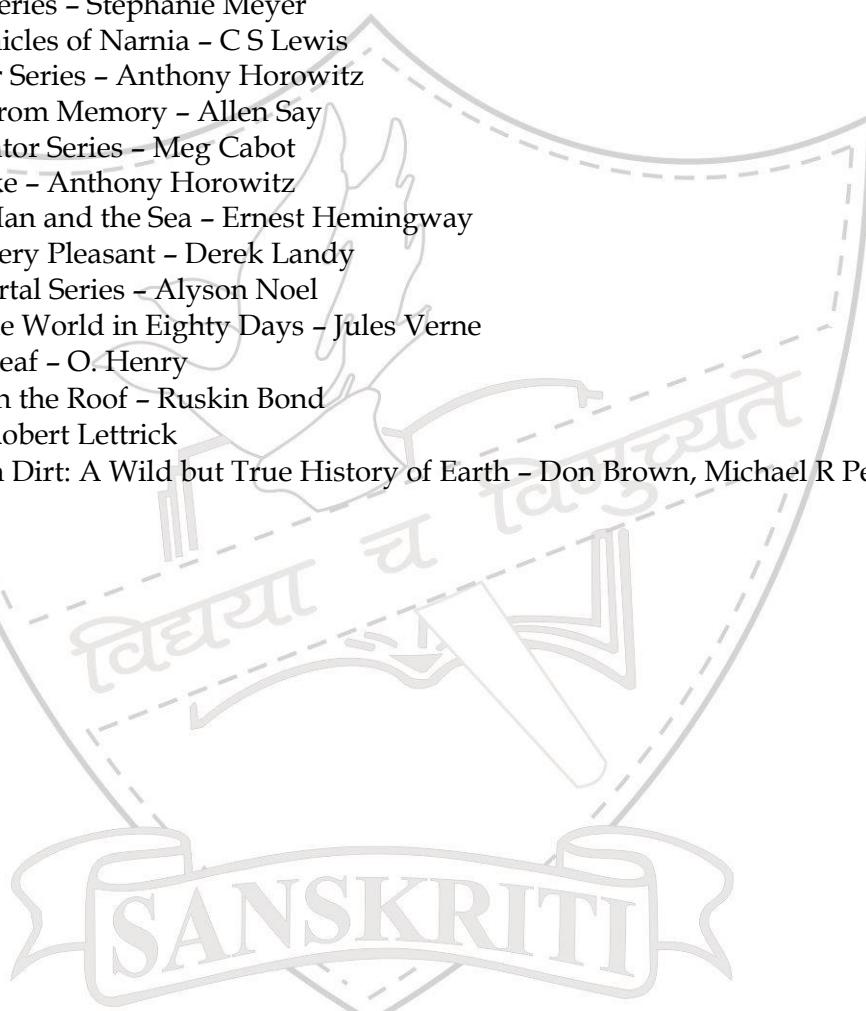
(5 marks)

Blueprint of question paper

Question no.	Question	Marks	Total
1 and 2	Section A (Reading) Two comprehension passages of 350-400 words	10+10 or 12+8	20
3 and 4	Section B (Writing Skills) Two writing skills i. 120-150 words ii. 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) i. Two Reference to Context Questions ii. Four short answers of 30-40 words iii. Two long answers of 60-80 words iv. Two-Sentence Completion	3(1 +1+1)+3(1 +1+1) 2+2+2+2 4+4 1+1	24
14	Section E (Supplementary Reader) Two questions of 50 words OR Three questions of 30-40 words	3+3 2+2+2	6
			80

Recommended Reading

1. Skeleton Creek – Patrick Carman
2. Percy Jackson – Rick Riordan
3. Heroes of Olympus – Rick Riordan
4. Around the World – Matt Phelan
5. A Christmas Carol – Charles Dickens
6. Wonderstruck – Brian Selznick
7. Letters from a Father to a Daughter – Jawaharlal Nehru
8. My Family and Other Animals – Gerald Durrell
9. Tales of Shakespeare
10. Harry Potter Series – J K Rowling
11. Isaac the Alchemist: Secrets of Isaac Newton, Revealed – Mary Losure
12. Twilight Series – Stephanie Meyer
13. The Chronicles of Narnia – C S Lewis
14. Alex Rider Series – Anthony Horowitz
15. Drawing from Memory – Allen Say
16. The Mediator Series – Meg Cabot
17. Eagle Strike – Anthony Horowitz
18. The Old Man and the Sea – Ernest Hemingway
19. Skullduggery Pleasant – Derek Landy
20. The Immortal Series – Alyson Noel
21. Around the World in Eighty Days – Jules Verne
22. The Last Leaf – O. Henry
23. A Room on the Roof – Ruskin Bond
24. Frenzy – Robert Lettrick
25. Older than Dirt: A Wild but True History of Earth – Don Brown, Michael R Perfit



Tips and Techniques to Enhance Your Vocabulary

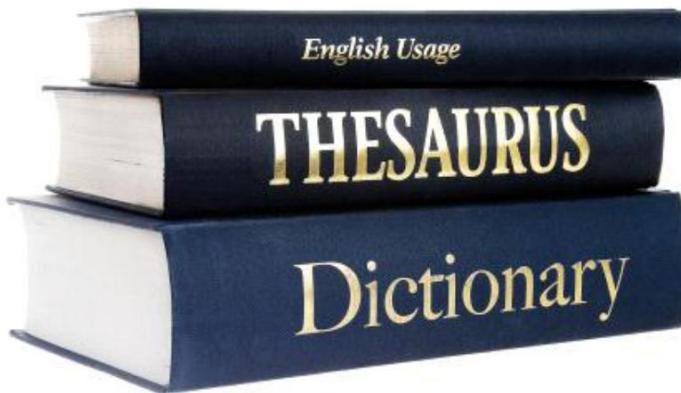
Try one or more of these methods and become a “wordsmith” in no time!

1. Read, Read, Read!



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.

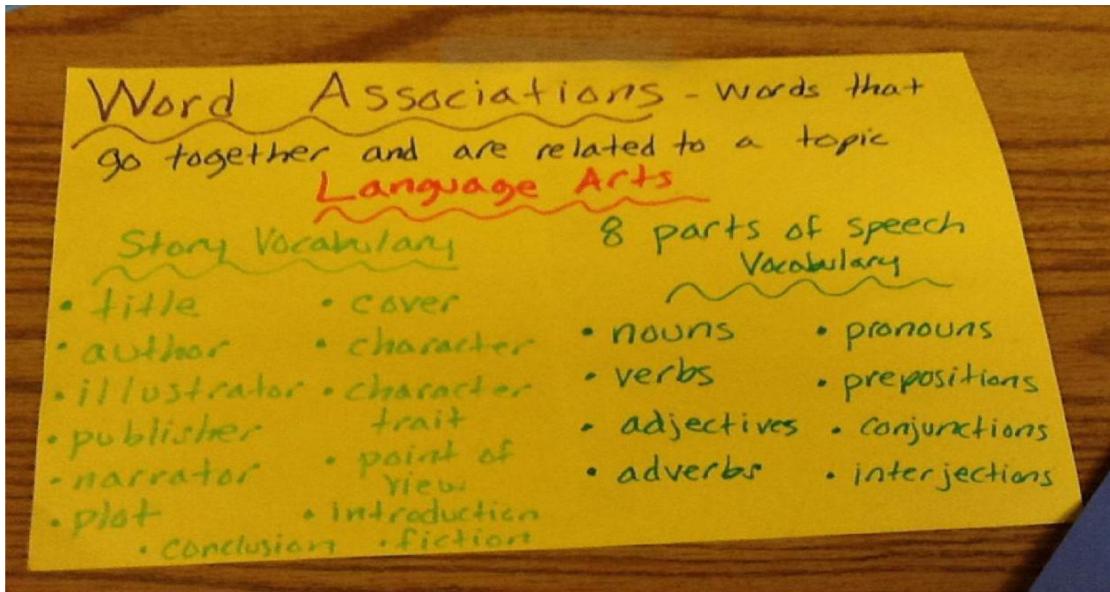
2. Highlight New Words



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.

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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.

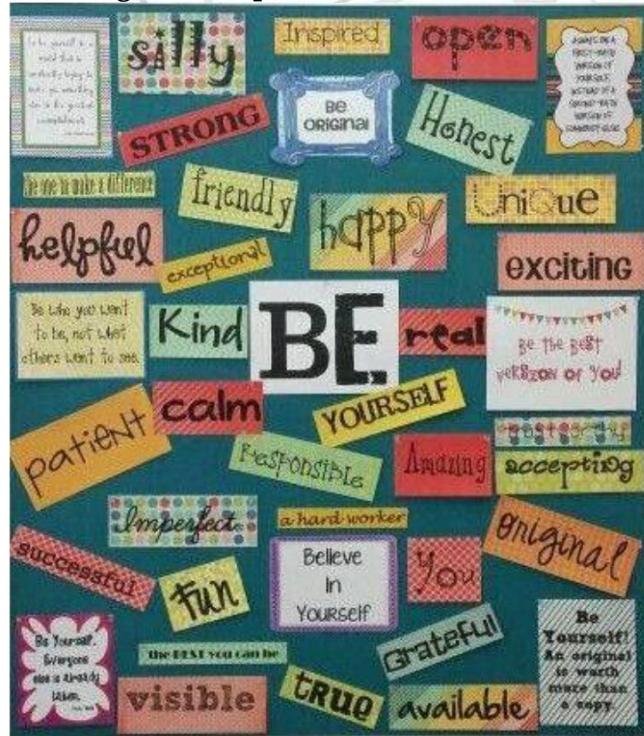
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5. Get Friendly With Those New Words!



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.

Importance of citing sources:

- 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

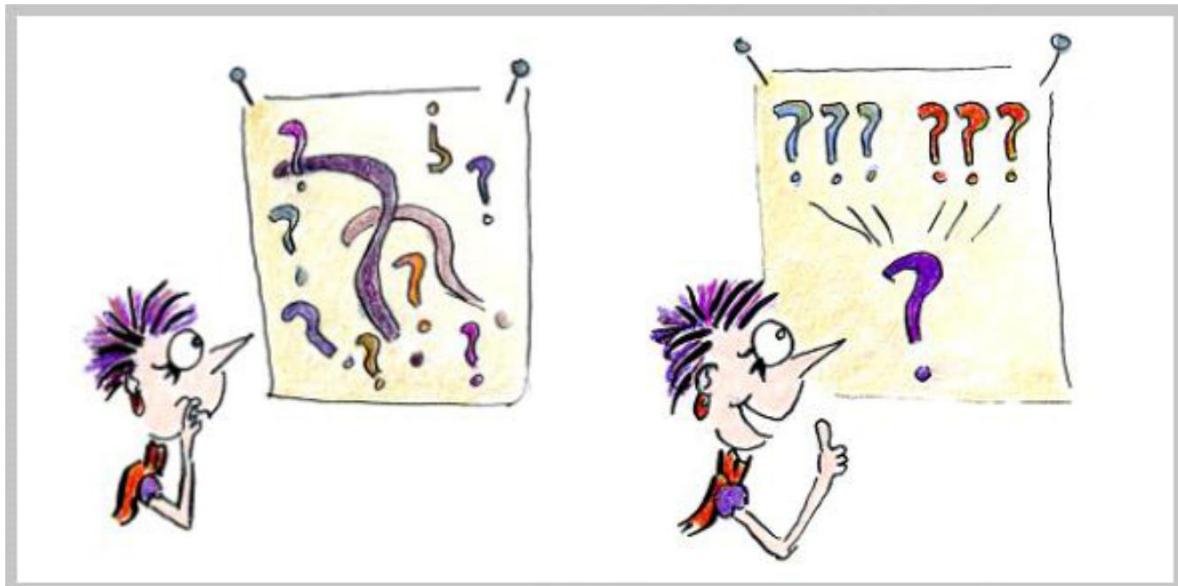
Choose your words carefully as these determine how effectively you can put your ideas across. Using the same words repeatedly in a piece of writing can make it less effective for the reader. Use a thesaurus to look for synonyms. Lastly, get rid of 'very'!



ppst.com

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 nor 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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April-May

Reading: Comprehension**Writing: Short Story & Informal Letter****Grammar: Revision of Articles and Determiners, Prepositions, Perfect Tenses****Literature: 1. Homesickness****2. Stopping by Woods on a Snowy Evening**

Section A
Reading Comprehension

Read the passage and answer the questions that follow:

Peculiarities of Life

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

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

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

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

-From *Three Men in a Boat*

A.1 Tick the correct answer:

The author found Stivvings extraordinary because:

His name was Sandford and Merton

He would fall ill easily

He loved to study

When the author says 'weak-minded ideas', he means:

Stivvings was a weak boy

He found it strange that someone would like to study so much

That he was weak and harmless like a baby

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

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

Stivvings was the object of everyone's envy because_____

When the writer says 'such is life', he means _____

The author says no matter how hard he tried to fall sick during school term_____

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

Filled with longing_____ (para 1)

Notable_____ (para 3)

Began again_____ (para 5)

Plan skillfully or shrewdly_____ (para 5)

Read the poem and answer the questions that follow:

Courage

Courage is the strength to stand up
When it's easier to fall down and lose hold.

It is the conviction* to explore new horizons
When it's easier to believe what we've been told.

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

Courage is the power to step forward and lead
When it's easier to follow the crowd; their pleas resound*.
It is the spirit that places you on top of the mountain
When it's easier to never leave the ground.
The foundation of courage is solid,
The rock that doesn't roll.
Courage is the freedom
Of our mind, body and soul!
-Anonymous

Meanings:

Conviction: a strong belief or opinion

Fuss: unnecessary worry, excitement or activity

Resound: echo

(a) Based on your understanding of the poem, fill in the blanks with a few words to complete the summary of the poem:

The poet is encouraging us to be (i)_____ so that we have the (ii)_____ when we fall down and lose hope. We should not let others decide for us, rather we should (iii)_____. Also, we should recognize that (iv)_____ and hence, accept everyone's imperfection rather than criticizing them. We should have the guts to step forward and lead when (v)_____. Courage, therefore, is the will power that (vi)_____ when it's easier to be happy with what you have.

(b) What do these lines mean: 'It is the conviction to explore new horizons When it's easier to believe what we've been told'? Choose the correct option.

Courage is going on explorations and journeys suggested by your friends.

Courage is the strong belief or urge to find out things yourself, even though there is a much easier way of finding out.

Courage is what others tell you, because it is a very easy way of finding out things.

(c) What message does the poet want to convey through this poem?

(d) Find words from the poem that mean the sameas:

- i) discover (stanza 1)
- ii) acknowledgement (stanza 2)

(e) Find words from the poem that are the opposite of the following words:

- i) appreciate (stanza 2)
- ii) imprisonment (stanza 4)

Section-B (Writing)

Short Story Writing

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

What is a plot?

A plot is the main event of the story.

It keeps the whole story together.

The plot is like a map. It reminds you of where the story is going.

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A Story Map

Setting

Characters

Problem/ Conflict

Major Events

Climax

Resolution

Theme

How do you work out your plot?

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

The beginning: Decide on where the plot will take place. Examples:

town/village/spaceship/boat/at sea. Decide on how many characters you will have. How many main characters and how many minor characters will you have and how will they be like?

The middle: Decide on what the 'problem' in the plot will be. Examples: is there a treasure to be found? Is there a crime to solve? Is someone unhappy? Is someone to be rescued? Is someone trying to escape from something?

The ending: Decide on how 'the problem' will be solved.

Once you have worked out your plot you are ready to begin writing. Think of a book or a story you have read. Answer the questions below:

1. What was the name of the story?

2. Where did the plot take place?

3. How many main characters were there?

4. How many minor characters were there?

5. What was the plot or story about?

6. How did the plot end?

Do away with hackneyed story lines like-

Once upon a time.....

Long long ago.....

One day.....

Instead try something like-

Boom!.....

I jumped out of my skin.....

'Please sir, can you help me?' The squeaky voice seemed to come from my pen.....
At a time when dinosaurs walked the earth.....

Or anything else that is imaginative and different!

Short Story

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

First Step:

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

Requirements:

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

- Basic Situation/Exposition
- Conflict
- Complications/Rising Actions
- Climax
- Resolution
- Theme

Story Choices:

1. Graphic Story

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

Common Elements of Graphic Stories

1. Basic Situation	• Landscapes and settings are drawn rather than described in words
2. Conflict	<ul style="list-style-type: none"> • Story line contains a clear hero A moral code is evident
3. Complications/Rising Actions	<ul style="list-style-type: none"> • Dialogue balloons can express thoughts, dreams, speeches, loud voices, whisperings, wishes, and sound effects
4. Climax	<ul style="list-style-type: none"> • Hero faces a challenge
5. Resolution	<ul style="list-style-type: none"> • Hero usually overcomes challenge
6. Theme	<ul style="list-style-type: none"> • The lesson learned is usually one of morals

2. Twisted Fairy Tale

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

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

Common Elements of Fairy Tales	
1. Basic Situation	<ul style="list-style-type: none"> • Set in the past – usually significantly long ago • May be presented as historical fact from the past • Includes fantasy, supernatural, or make-believe aspects • May include objects, people, or events in threes
2. Conflict	<ul style="list-style-type: none"> • Typically incorporates clearly defined good characters and evil Characters • Focus the plot on a problem or conflict that needs to be solved
3. Complications/ Rising Actions	<ul style="list-style-type: none"> • Involves magic elements, which may be magical people, animals, or Objects • Magic may be positive or negative
4. Climax	<ul style="list-style-type: none"> • There is usually a good vs. evil face-off
5. Resolution	<ul style="list-style-type: none"> • Often have happy endings, based on the resolution of the conflict or Problem
6. Theme	<ul style="list-style-type: none"> • Usually teach a lesson or demonstrate values important to the culture

3. Science Fiction

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

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

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

4. New Superhero Tale

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

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

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

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

- a. You're rummaging through an old tub of clothes from your childhood that your parents had stored away in their attic. As you search you find one particular piece that you remember as your favorite. When you hold it in your hands, you're magically transported back to the moment you got that piece of clothing...
- b. Two objects sit before you: a golden hammer and a cup of what seems to be water. A note on the wall says: "Go ahead, make your choice. The outcome will decide whether you're ready or not." Ready for what? What is this place? Why these objects? Which will you choose?
- c. You went to bed like any other night and were out like a log in minutes. But when you woke up, you weren't at home. You were in a car (that wasn't yours), wearing clothes (that weren't yours), and holding a bag full of money (that wasn't yours). Suddenly, a police car turns on...

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

- a. A woman begins her first day as a housekeeper at a hotel. While the day begins normally, she soon realizes her co-workers are slowly going missing one by one...
- b. Earth's communication satellites begin picking up an alien television station. The new programming is so spellbinding that people never leave their living rooms. Starvation becomes epidemic...
- c. While preparing your garden at the beginning of spring, you find the blueprint for your house buried in the earth. When you pull it out and examine it, you find that there is a room in the blueprint that doesn't exist in your house. Both disturbed and intrigued, you set off to find the missing room. Write what happens next.

Informal Letter

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

Format:

Sender's address -written at the top left corner of the page. Name is not put over it.

Date can be written in full i.e. 17th April 2014, / 17th Apr. 2014 or 17-4-2014

Greetings or Salutation-e.g. Dear Sapna

Introduction-short paragraph with appropriate opening sentence

Body- one or two paragraphs relevant to the topic.

Conclusion-courteous and polite leave-taking

Subscription - Yours affectionately/Yours sincerely

Signature-Your first name

Example

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

20, SP Road
Chanakyapuri
Delhi-110021

20th April, 2019

Dear Robin

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

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

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

Reply soon!

Yours affectionately

Pranav

Questions:

- i. You have been made the class monitor for a month. Write a letter to your friend describing the highs and lows of being the class monitor.
- ii. Your friend from Bombay is visiting Delhi for one day. Write a letter to her giving her suggestions on what places to see in your city.
- iii. Write a letter to a friend inviting him over for the week-end.

Section C**Determiners and Articles**

Determiners are words which come before nouns.

The following are the most commonly used determiners:

Articles: a, an, the

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

Demonstratives: this, that, these, those

Interrogative Determiners: what, which, whose

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

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

1. ____ eye for ____ eye and ____ tooth for ____ tooth.
2. ____ stitch in time saves nine.
3. ____ idle mind is ____ devil's workshop.
4. Too many cooks spoil ____ broth.
5. ____ bird in hand is worth two in ____ bush.
6. There is many ____ slip between ____ cup and ____ lip.
7. ____ penny saved is ____ penny earned.
8. A good friend is like ____ oasis in ____ desert.

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

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

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

3. Fill in the blanks with the correct article:

1. _____ European holiday is _____ expensive one compared to _____ holiday to _____ nearest hill station.(a, an, the)
2. I used my shoe as _____ hammer.
3. _____ moon goes around _____ earth every 27 days.
4. _____ Soviet Union was _____ first country to send a man into space.
5. You write _____ 'L' like this and _____ 'T' like that.
6. He used to be _____ engineer, now he has his own business.
7. _____ honest man is hard to find these days.
8. The show lasts for _____ hour.
9. _____ ounce is _____ unit of measurement.
10. It is _____ interesting fact that the aeroplane's shadow is virtually _____ same regardless of its altitude.

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

Which baby is gifted with a furry coat?

Want to know interesting fact?

Many seal pups are born in coldest

parts of world. But, they don't freeze

to death because they have thick layer

of fat covered by furry coat. Furry

coat keeps them comfortable, nice and warm

No error

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

5. Fill in the blanks with suitable quantifiers:

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

- k) I have scarcely _____ money to buy a new dress. (any, some)
l) There is not _____ work to be done. (much, many)

Q6. Fill in the blanks with determiners given in brackets :

1. Do you have _____ good news for me (a, both).
2. Do you have _____ information about the lost child (any/ more).
3. Here is _____ water in the jug for every one (a few/enough).
4. I shall be going to Bombay for _____ days (much/some).
5. How _____ sugar did you buy? (many/much)
6. He takes milk _____ day. (each/every)
7. The cake was very tasty. _____ of the girls ate two pieces each. (most/more)

Prepositions

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

The children were playing
Some children were going
We'll visit London
Most people travel
Everyone was staring
The Dish ran away

Preposition

in
down
during

Noun/Noun Phrase

the playground.
the slide.
the summer holidays.
train.
him.
the spoon.

Here is a list of some more prepositions:

1. Simple prepositions:

Examples:

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

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

Few others are:

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

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

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

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

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

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

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

Nouns, verbs, adjectives and participles are often combined with

prepositions such as Noun + Preposition, Verb + Preposition,

Adjective + Preposition, and Participle + Preposition.

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

Examples:

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

Special uses of prepositions:

(1) At and In

At is used for a point of time; or for comparatively small places. e.g. He came home at 5 p.m.

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

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

e.g. I was born in 1998. She lives in London.

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

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

Examples:

6. In India
7. In Texas
8. In New York

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

Examples:

9. On Mount road
10. On Parliament road
11. On the East coast

"AT" is used to denote an exact spot.

Examples:

12. At the door
13. At 7 O'clock

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

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

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

"IN" is used before the year and month.

"ON" is used before the day and date.

"AT" is used before actual time.

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

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

Examples:

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

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

Examples:

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

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

(2) On and upon

On is used to denote things that are at rest.

e.g. He put the books on the table. Upon is used to denote things in motion.

e.g. The cat pounced upon the mouse.

(3) In and Into

In denotes a state a state of rest.

e.g. The students are in the class. Into denotes a state a state of motion.

e.g. He dived into the swimming pool.

(4) Between and Among

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

She sat between her two best friends.

Among refers to more than two persons and things.

e.g. Please distribute the sweets among yourselves.

(5) Since and For

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

She has been living here since 1930.

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

(6) Beside and Besides

Beside refers to the 'side of something'. e.g. The cat sat beside the table.

Besides means, 'in addition to'.

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

a. Choose the correct word from the options given:

THE CIVIL SERVICES SCHOOL

- a. Whenever the Sharmas visit India, they stay..... a village near Amritsar. (at, in)
- b. The boatman rowed.....the river. (along, across)
- c. The tired man leaned.....the wall. (on, against)
- d. He was late and the bus left..... him. (with, without)
- e. Shops are generally closed.....Sundays. (on, at)
- f. I like to have pancakesbreakfast. (at, in)

- g. Come and sit me. (beside, besides)
- h. The white, fluffy rabbit fell..... the well. (in, into)
- i. I have been working here the last two years. (for, since)
- j. He insisted doing the work himself. (in, on)
- k. The king ruled a vast empire. (in, over)
- l. This road leads Delhi. (to, from)
- m. Mr. Gupta has no control..... his finances. (over, of)
- n. Take care your family. (of, for)
- o. He was speeding and lost controlhis car. (over, of)
- p. There is a lot of dust the shelf. (over, on)
- q. My friend lives in the flat.....ours. (above, over)
- r. There are bookshelves..... the wall. (along, across)
- s. The king succeeded..... the throne at the age of ten. (to, over)
- t. Distribute the sweets..... the students. (between, among)

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

1 Dan could not choose (between/ among) the two video games.

2 Melissa played happily (between/ among) the eight puppies.

3 This phone is different (to/from) that one.

4 I was very cross (with/ at) you when you didn't call.

5 Make sure you divide the chocolate bar (into/to) four equal pieces.

6 I really think you will benefit (of/from) a gym course.

7 My birthday coincides (with/ at) yours.

8 Dion had to compete (against/with) boys who were older than him.

9 Are you prepared (for/to) a difficult journey?

10 Nicola will be discharged (from/to) hospital tomorrow.

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

Complete the following sentences with the correct preposition:

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

1. Anna has returned _____ her home town.
2. The dog jumped _____ the lake.
3. Are the boys still swimming _____ the pool?
4. Thomas fell _____ the floor.
5. The plane landed _____ the runway.
6. We drove _____ the river for an hour but turned north before we reached it.

7. The kids climbed _____ the monkey bars.
8. Joanna got _____ Fred's car.
9. The baby spilled his cereal _____ the floor.
10. We cried to the man on the ladder, "Hang _____!"
11. I went _____ the gym.
12. Matthew and Michelle moved the table _____ the dining room.
13. Allan left your keys _____ the table.
14. Dr. Karper apologized for interrupting us and told us to carry _____ with our discussion.
15. I walk _____ the amusement park.
16. Pat drove Mike _____ the airport.
17. Glenn almost fell _____ the river.
18. The waitress noticed that there was no more Diet Pepsi _____ Marty's glass.
19. Lee and Sarah took the bus that was heading _____ the university.
20. Mary Sue jumped _____ the stage and danced.

Perfect Tenses

The Present Perfect Tense
The Past Perfect tense

The Present Perfect Tense

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

Rewrite the following Simple Past sentences in Present Perfect Tense:

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

2. My parents spoke to my class teacher.

3. He broke the vase!

4. She hid her cell phone to evade punishment.

5. The police caught the thief.

6. He defended his kingdom bravely.

The Past Perfect Tense

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

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

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

Present Perfect Continuous Tense-We use it to talk about things that began inthe past and arestill continuing or having an effect.

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

Past Perfect Continuous Tense-We use it to talk about things that were going onin the past whensomething happened.

E.g. I had been thinking of you when I got your card.

He had been working at a bank before going to Dubai.

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

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

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

Ann is one of the most interesting people I_____ (meet).She is only twenty-five, but she _____ (travel) to over fifty different countries. Five years ago, she_____ (be) a teacher in London, but she_____ (decide) to give up her job and see the world. Since then her life _____ (change) completely. The first time she_____ (go)abroad was seven years ago when she _____(be) just eighteen. She_____ (take) a boat to France and then hitch-hiked around Europe for five weeks. She_____ (visit) Europe many times since thatfirst trip but this holiday _____(be)the one which_____ (make) her start travelling.

She_____ (never forget) the excitement of those five weeks. Once when she_____ (be) on a train someone _____(stole) her purse; she_____ (lose) all her money,

and _____ (have) to work in a restaurant for a while. She _____ (make) some good friends there, however, and _____ (return) several times since then.

How did she find the money for her travels? After her first trip abroad, she _____ (go) home and _____ (work) for two years, saving all the time. Now she travels continually, finding work when her money gets low. She _____ (make) a lot of friends, she says, and _____ (learn) quite a lot of languages. Although she _____ (have) occasional difficulties and _____ (often be) sick on her past travels, she _____ (never thinks) about giving up her travels. "The first time I _____ (go) abroad _____ (change) my life," she says, "and I _____ (travel) ever since."

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

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

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

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

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

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

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

1. Tina isn't here. She (just go) _____ to school.

2. What time (you get up) _____ this morning?

3. Paul (have) _____ a bad car accident last year.

4. I (live) _____ in the same house since 1995.

5. What (you do) _____ last night?

6. Brian (not finish) _____ his work yet.

7. Reeta (arrive) _____ here in 2005.

8. (you see) _____ 'Men in Black'?

Change the tense of the verbs, as directed, and re-write the following sentences:

- i. My brother _____ (carry) the day in the races today (simple past).
- ii. I _____ (lose) my two ten-rupee notes (present perfect).
- iii. The patient _____ (die) before the doctor came.(past perfect).
- iv. He _____ (see) never a lion before.(past perfect).
- v. We _____ (solve) this sum for an hour(past perfect continuous).
- vi. I posted the letter after I_____ (write) it (past perfect).
- vii. The play _____ (begin) when I reached the hall(past perfect).
- viii. He _____ (study) for two hours (past perfect continuous).

Jumbled sentences

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

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

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

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

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

Integrated Grammar Practice

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

In the evening a change came grandmother.

She did not pray. She collected the women the neighbourhood, got old drum and started to sing.

For several hours she thumped sagging skins of the drums and sang the homecoming of the warriors. We had persuade her to stop overstraining. That the first time since I had known her she did not pray.
The next morning she taken ill.

II. Fill in the blanks using said/told.

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

SECTION-D LITERATURE

Homesickness

Roald attended St. Peter's from ages nine to thirteen, and he was so homesick at first that he even faked the symptoms of appendicitis (which he remembered from Astri and his older half-sister Ellen1) to earn a trip home. He eventually adjusted to school life, but he never learned to like it.

The lesson is about a boy who is so home sick that he pretends to have appendicitis in order to be sent home. He goes to the matron with the complaint and cries out in pain as she begins prodding his tummy. He is sent back home where he visits Dr. Dunbar and plays the same trick. Dr. Dunbar finds out the truth. He is allowed to go home for 3 days and is advised not to repeat the trick.

Q1. What is the comparison made in the first paragraph? Do you think the boy is familiar with sea travel? What makes you think so?

[Value points: Roald Dahl studied in a boarding school in England at St Peters in Weston-super-Mare when he was about nine years old. This school was nearest to home because of the regular ferry link across the Bristol Channel. The Bristol Channel is a large strip of inlet in the island of Great Britain. Dahl may have been familiar with sea travel and may have suffered bouts of seasickness while ferrying across this channel.]

Q2. Why was the author confident that he would be able to carry out his plan?

Q3. What advice was given to the author by Dr. Dunbar?

Q4. Reference to the context:

1. "I set about making a plan for getting myself sent back home."

a) What was the plan?

b) Why did the protagonist want to go back home?

2. "You're faking, aren't you?"

a) Identify the speaker and the addressee.

b) What is the speaker referring to?

c) Why does the speaker think so?

Stopping by Woods on a Snowy Evening
BY ROBERT FROST

Whose woods these are I think I know.
 His house is in the village though;
 He will not see me stopping here
 To watch his woods fill up with snow.

My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year.

He gives his harness bells a shake
 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flake.

The woods are lovely, dark and deep,
 But I have promises to keep,
 And miles to go before I sleep,
 And miles to go before I sleep.

[**Robert Lee Frost** (March 26, 1874 – January 29, 1963) was an American poet. His work was initially published in England before it was published in America. ... He became one of America's rare "public literary figures, almost an artistic institution." He was awarded the Congressional Gold Medal in 1960 for his poetic works]

Poem Summary:

The speaker in the poem is travelling at night through the snow and pauses with his horse near the woods by a neighbour's house to watch the snow falling around him. His horse shakes his harness bells, questioning the pause; perhaps this place isn't on their usual route, or he is curious that there doesn't appear to be a farmhouse nearby.

The speaker continues to stand near the woods, attracted by the deep, dark silence of his surroundings. He feels compelled to move further into the snowy woods, but he ultimately decides to continue, concluding with perhaps the most famous lines of the poem: 'But I have promises to keep, and miles to go before I sleep.'

Q1. Why does the horse impatiently await the next move of his master?

(Value points: It is unable to understand the halt; Strange farmhouse with no one in sight; It's not their usual route)

Q2. The speaker in the poem is captivated by the beauty of nature. Why doesn't he stop for long to enjoy nature's beauty?

Q3. Does the speaker know the owner of the woods? Explain.

Q4. Why does the horse gives his harness a shake?

Q5. What were the sounds that the narrator could hear in the poem 'Stopping by Woods on a Snowy Evening'? Do these sounds suggest anything?

July

Reading: Comprehension**Writing: Formal Letter (Letter to the Editor)****Grammar: Conjunctions, Reported Speech****Literature: The Wolves of Cernogratz and Macavity: The Mystery Cat**

Read the following passage and answer the questions that follow:

Death of a Stag

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

I do not know what had led to the event, but it happened that one of the stags among these deer became dangerous and escaped from the park enclosure. Whether he had gored people I do not know. Local gossip, improving the story, said that he was mad and very dangerous.

Anyhow, his case had been heard, and as he was roving the world and, perhaps, impossible to catch and doctor, and certainly dangerous to citizen, he was condemned.

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

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

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

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

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

John Masefield *Grace before Ploughing*

Roving: wandering

Condemned: doomed, sentenced, judged

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

Answer the following questions:

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

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

3. Why did they decide to kill the stag?

4. What made the boy run to the window?

5. Describe the sight he could never forget.

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

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

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

Seclusion: isolation, open, public,

Obscured: concealed, revealed, cleared

Destiny: fate, choice, religion

Exquisite: splendid, flawed, imperfect

Encroachment

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

The message I had missed
Quite clearly I read
In the incongruous nest

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

Neerada Suresh

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

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

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

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

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

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

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

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

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

Section-B

Formal letter

Writing a letter to the editor is absolutely the best way to express your opinion publicly. In many situations, you feel like raising your voice on a particular issue or matter and it is possible through letter. You can confidently voice out your opinion in front of the readers through print media including newspaper, magazines and journals. In newspapers and magazines, letter to editor column is provided where readers can give their views and opinions freely and can also give necessary suggestions. It is a true fact that every day thousands of people provide their opinions and views in newspapers and magazines and only few opinions are considered. Hence, it is highly important to take care of certain things while writing letter to the editor. The points discussed below will help you draft your letters:

1. Meaningful: The letter should be meaningful and relevant. It should talk about only those topics and issues, which are currently published in a newspaper or magazine. If the news is stale then it is worthless to put your opinion in front of the audience.
2. Word Limit: While writing a letter to the editor, a person should take care of the word limit thing. All newspapers and magazines has restricted word limit for every column. If the word count exceeds then there is more chance of refusal of publication of that letter.
3. Usage of correct words: It is important to raise your voice in correct tone. Writing a letter in anger or using inappropriate words will definitely minimize your chance of expressing your opinion in front of public. Thus, it is ideal to use respectful words while writing letter to the editor.
4. Clear and concise: The letter should be short and simple. It is ideal to express your views effectively and in minimal words.
5. Original: If a person is expressing his or her views on a particular topic then it is advisable to present it in a different way. It should be real and to-the-point.

Format:

Sender's address-written at the top left corner of the page. Name is not put over it.

Date can be written in full i.e. 17th April 2018, / 17th Apr. 2018

Receiver's designation- The Editor

Receiver's address- The Times of India

Bahadur Shah Zafar Marg

New Delhi

Salutation-Dear Sir/Ma'am

Subject- (always remember to underline)

Introduction-short paragraph with appropriate opening sentence/ mention in what regard you are writing the letter

Body- three to four paragraphs relevant to the topic/ state the problem or suggestion/ specify actions you want to suggest to the general public

Conclusion-formal closure

Subscription - Yours sincerely

Sender's Signature

Sender's name (within brackets)

Sender's designation

Example-Write a letter to the Editor of a newspaper against the use of unfair means by students in examinations. Your name is Pankaj Walia and you live at 17, Model Town, New Delhi.

17, Model Town
New Delhi-110009

August 25, 2019

The Editor

The Hindustan Times

Bahadur Shah Zafar Marg

New Delhi-110001

Dear Sir/ Ma'am

Subject: Use of unfair means by students in examinations

I seek to express my views on the use of unfair means by students in examinations. I shall feel highly obliged if you publish my views on the subject in your esteemed newspaper.

The use of unfair means by students has become very common. But the menace has assumed dangerous proportions now. Copying in examinations goes on unchecked. No wonder, here and there, some invigilators are found helping the examiners in the use of unfair means. The evil has become deep-rooted.

The system of examination needs, complete overhauling. In fact, examinations have become a farce. They have lost their meaning. Among the reform in the examination system, introduction of internal assessment, setting of objective type questions and delinting of degrees can be suggested. The purpose of holding examination is to test the ability of the students. Any system of examinations that does not serve this end is purposeless. The sooner it is abolished the better it will be.

I hope these views of mine will go a long way in making examinations meaningful.

Thanking you

Yours Sincerely

Pankaj..

(Pankaj Walia)

Student, ABC School

Questions:

1. Write a letter to the editor of The Times of India newspaper making a plea to the common people to switch over to solar energy to conserve electricity and limit electricity bills.

Value points: solar cookers, solar lanterns, solar bulbs, solar heating and cooking systems, etc.

2. Write a letter to the editor of The Hindustan Times newspaper expressing your opinions and views on the increased human dependence on technology. Right from a small child to an adult, everyone wants gadgets- cell phones, I-pods, laptops, etc. This also has a negative effect on the social relationships. Using your own ideas and ideas discussed in class, write the letter.

Conjunctions

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

There are two kinds of conjunctions:

1. Co-ordinating conjunctions
2. Subordinating conjunctions

A. Simple linkers

Adds more information.

AND is used to make a list.

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

It is used to describe a sequence.

She arrived at four and left shortly after five.

It is also used to avoid repetition of grammar.

Govind was tall and elegant.

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

There was toast as well as rolls available.

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

Both the boys and the girls play volleyball at school.

Neither.norsuggests two negatives, and implies that this is surprising or significant.

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

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

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

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

CONTRAST

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

The house was small but quite attractive.

Still/yet

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

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

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

ALTERNATIVES

OR is used to express an alternative.

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

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

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

Rashmi cannot sing nor recite poetry from memory.

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

You can have either soup or a starter.

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

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

COMPOUND CONJUNCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CO-ORDINATING CONJUNCTIONS

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

Whether... or not

Everyone takes the test whether they want to or not.

Not only...but also

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

As...as

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

SUBORDINATING CONJUNCTIONS

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

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

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

Except for Rashmi, all the girls arrived in time.

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

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

TIME LINKERS

Conjunction	Usage	Example
WHEN	At the time	When you are ready we will begin.
BEFORE	At an earlier time than	The train had already left before we got to the station.
Until/till	During the time before	Don't stop trying until you have tried every possibility.
After	At a later time than	The Geography teacher can in after she had finished lunch.
As	Like when or while/ like because	The bell rang just as the teacher started the dictation. We decided to go home as it was getting dark.
Since	From that time	I had been in India since the rainy season started

While	During the time	Anjali arrived while my mother was preparing the meal.
If	A possibility, depending on certain conditions	You can stay at my house if you can't find a hotel room.
because	Relationship between two pieces of information	I didn't go because it was raining.
Although/ even though	Contrast between two items	My sister wore my shoes although they were too small for her.
Unless	Something is impossible without something else	I can't send him the file unless you give me his email address.
So	So expresses a consequence.	The train was late so I had plenty of time to get a newspaper.

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

Therefore /When/ despite /whereas /Before /since/ for /after/ as/ unless

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

B. Fill in the blanks with suitable conjunctions:

- a. Oliver was feeling hungryhe asked for more soup.
- b. Anna tried to read a novel in French.....it was too difficult.
- c. He is poorhonest.
- d. I would rather go hungry.....steal.
- e. He did not come to school.....he was not well.
- f.he is old,he is strong.
- g. She istruthful, nor honourable.
- h. I was angry.....I kept quiet.
- i. He behaved.....he was crazy.

- j. Jessica stole the jewels.....Lorenzo waited outside.
- k. Portia was intelligent.....beautiful
- l. Fagin was.....a kidnapper,.....a thief.
- m.you insist, I will come.
- n. She makes friends..... she goes.
- o. You won't pass.....you work hard.

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

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

a. Some apples are red. Others are green.

b. Surfing is fun. It can be dangerous.

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

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

e. Practise regularly. Your performance will improve.

f. She can sing. She can dance.

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

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

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

j Peter got the job. He is quite pleased.

k. Rita cried softly. She fell.

1. Greg felt the bed was hard. He slept on the couch.
-

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

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

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

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

- d. Fred loves traveling. He wants to go around the world.(Not only...But also/either...or)
-

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

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

Complete these sentences with linkers from the options given.

but, however, and, though, nevertheless, before

1. Achilles is known mostly for being the great Greek warrior of the Trojan War. _____ there is more to tell of this great mythical figure.
2. Achilles was the son of King Peleus _____ his mother was the sea nymph Thetis.
3. To make her son immortal, Thetis dipped Achilles into the River Styx as a child; _____ some accounts say _____ he was dipped in a holy fire.
4. Achilles did indeed become immortal. His heel by which his mother held him during the dipping was weak and vulnerable.
5. He quarreled with the other Greek chieftains and sulked in his tent. _____ he was a fearless hero.
6. The vulnerable spot was discovered by Paris who aimed a poisoned arrow at his heel. Achilles died_____ Troy was destroyed.

Direct and Reported Speech

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

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

Example:

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

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

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

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

Points to remember when changing from Direct to Indirect Speech:

The pronouns sometimes change:

I changes to he/she

You changes to he/she

We changes to they

The verb tense changes:

Simple present changes to simple past

Simple past to past perfect

Present continuous to past continuous

Present perfect to past perfect

Basic tense chart:

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

Present simple He said, " I am a teacher."	Past simple He said that he was a teacher.
Present continuous He said, " I am having lunch with my parents."	Past continuous He said that he was having lunch with his parents.
Present perfect He said, " I have been to Kashmir three times."	Past perfect He said that he had been to Kashmir three times.
Present perfect continuous He said, " I have been working very hard."	Past perfect continuous He said that he had been working very hard.
Past simple	Past perfect
He said, " I bought a new car."	He said that he had bought a new car.
Past continuous	Past perfect continuous

He said, "It was raining earlier."	He said that it had been raining earlier.
Past perfect	Past perfect
He said, "The play had started when I arrived."	NO CHANGE OF TENSE
Past perfect continuous	Past perfect continuous
He said, "I had already been living in Kullu for five years."	NO CHANGE OF TENSE

Example:

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

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

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

The helping verb changes:

Direct speech
Can
Shall
Will
May

Indirect Speech
Could
Should
would
might

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

Direct Speech
Here
Today
Tomorrow
Yesterday
Now
Here
This
These

Indirect Speech
there
that day
the day after/next day
the day before/ previous day
then
there
that
those

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

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

Indirect-He asked me when I would come back.

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

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

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

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

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

Ben asked what time the bus came.

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

Joey asked me if I wanted sandwiches.

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

1. He said, "I like this song."

He said _____.

2. "I don't speak Italian," she said.

She said _____.

3. "They are watching a movie." the mother said.

The mother said _____.

4. "He was shouting at his little brother," he said.

He said _____.

5. "Where is your sister?" she asked me.

She asked me _____.

6. "The film began at seven o'clock," he said.

He said _____.

7. June said, "I will help you."

June said _____.

8. She said, "We went out yesterday."

She said _____.

9. "Do you like coffee?" he asked me.

He asked me _____.

10. The girl asked me "Can you tell me the time?"

The girl asked me _____.

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

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

_____.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q3. Read the following dialogue and complete reporting their conversation:

Doctor: How are you feeling today?"

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

Doctor: Did you take any medicine?"

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

The doctor asked.....

The patient replied.....

The doctor.....

The patient.....

Q4. Change the sentences given below into indirect speech:

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

2. Sam said to his friend, "Give me my coat."

3. He says to Ram, "Do not swim in the sea."

4. The police officer said to the man, "What have you got in the bag?"

5. The officer said to us, "Do not park here."

6. Sonam said to me, "Did you meet my friend?"

Hurrah! Ha! (Express joy)

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

Bravo! (Express Applause)

What! Oh! How! (Express surprise)

Pooh! (Express contempt)

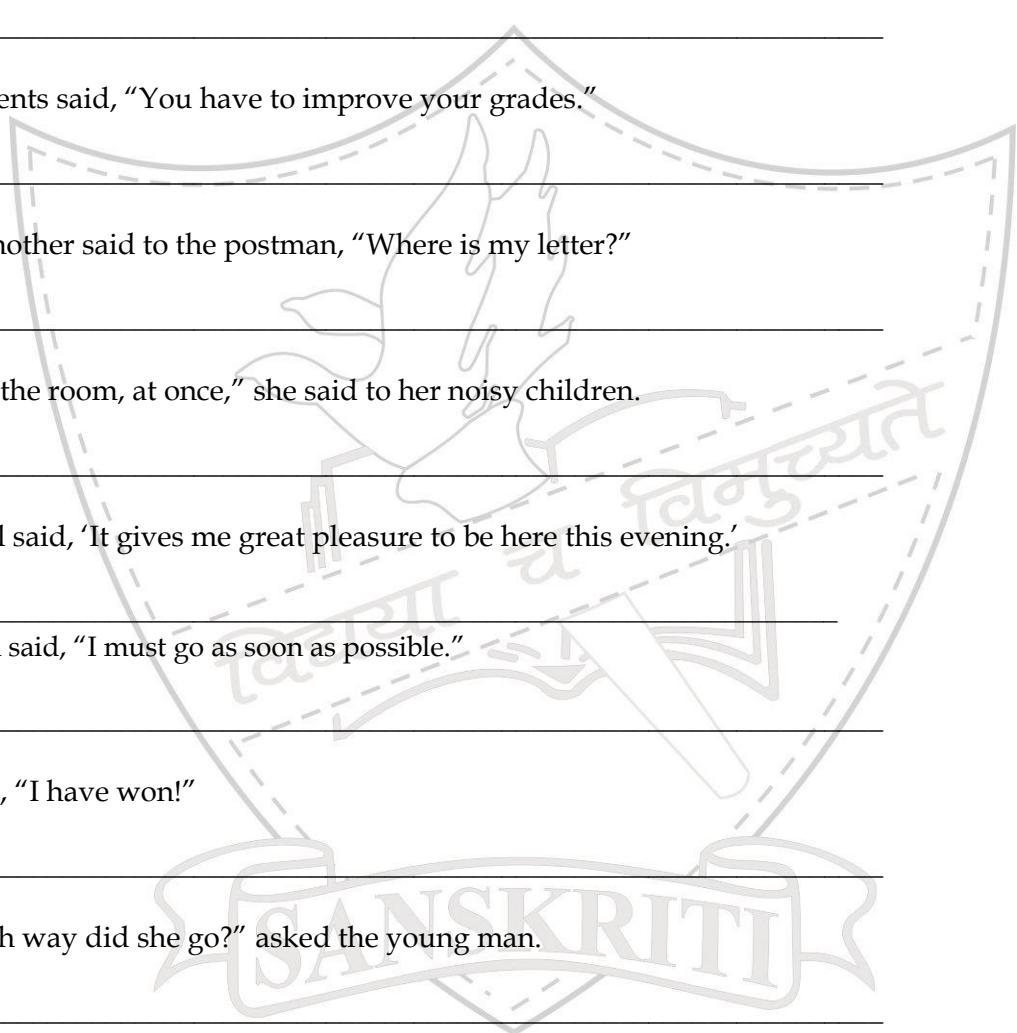
Q5- Change the following sentences from direct to indirect speech.

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

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

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

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



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

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

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

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

9. He said, "I have won!"

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

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

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

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

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

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

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

6. Rewrite these sentences in reported speech.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SANSKRITI

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Vocabulary Building

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

- a. _____ ther
- b. th_____ r
- c. th_____ f
- d. rec_____ ve
- e. bel _____ ve
- f. perc_____ ve
- g. rec_____ pt
- h. rel _____ f

2. Tick the correct spelling:

- a) referred
- b) refferred
- c) refered
- d) reffered

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

CDISPLNEIDI

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

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

The first has been done to show you how.

- a. THOROUGH: through, though, tough
- b. MORON:
- c. MANAGER
- d. BOUNCE
- e. WAIST
- f. LOUNGE
- g. STOOP
- h. SHALLOW

Integrated Grammar Practice

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

I have the dream _____

that mine four little children _____

will a day live in _____

the nation where they won't _____

be judged bye the color of _____

there skin but by their character. _____

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

The king suddenly felt ashamed himself. _____

He bowed his head shame, "Forgive me,
my daughter," he said. "I not realize the
value salt in diet. You indeed love me
more dearly my other daughters.

Will forgive me for my cruelty?"

The princess embraced father. The king realized
her wisdom gave her a part of the kingdom.

Q3- The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word against the correct blank number.

Either you or your friend Shalu have stolen my note
book", shouted Shreya. Neither I nor my friend were
your culprit, said Shalu. We both are not in the class since
morning. We are out for the annual day function.
But who are the culprit then? asked Shreya.
I don't know that but we both were not guilty.

Incorrect	Correct
(a)
(b).....
(c).....
(d).....
(e).....
(f).....

Section-D **The Wolves of Cernogratz**

The lowly maid working for the new owners of the Von Cernogratz castle surprises and shocks the Baron and Baroness with a story of the castle's legend and her unknown ties to the castle. There is a curse that has the death of members of the Cernogratz family--and only them--announced by howling wolves.

Once she departs the party, the guests rail on her story and make fun of her. The Baroness states that she is planning to fire Schmidt after the holidays. This will never come to pass, however, because the governess falls ill around the holidays and is bed-ridden. The Baroness laments over her sickness as it leaves her having to do things for herself, and she is talking to her guests about this tragedy when the howling of wolves is heard from outside.

Alarmed, the Baroness rushes to see the governess, who tells her that she is dying and orders the baroness to leave her alone to die with the wolves' sounds. When the Baroness rejoins her guests, they are all startled by the sound of a falling tree. The next day, the governess' name appears in the paper as Amalie von Cernogratz, a valued friend of Baron and Baroness Gruebel.

Q1. What was the legend associated with Castle Cernogratz?

Q2. Why were the Baron and Baroness angry with Amalie?

Q3. Why did the governess insist on her window being left open?

Q4. How was the Cernogratz legend proved true?

Q5. Who, according to you, gave the notice about Amalie's death in the newspaper? Why?

Sample answer: After the governess dies, the Baron and the Baroness put a notice in the newspaper where they call the governess by the name of Amalie von Cernogratz and claim that she was their valued friend. This shows that they considered the von Cernogratz family to be a great old family. At first, when they thought that the governess was dishonestly trying to act as a von Cernogratz—someone more important than them—they had been annoyed. When it seemed like the legend was true and the governess could really be a von Cernogratz, they claimed in the public notice that she had been their friend. Thus, they were dishonest and anxious to make people believe that they were associated with someone from the great von Cernogratz family.

Q6. Do you think 'The Wolves of Cernogratz' is a supernatural story?

Macavity: The Mystery Cat

Macavity's a Mystery Cat: he's called the Hidden Paw—
For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad's despair:
For when they reach the scene of crime—Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.
His powers of levitation would make a fakir stare,
And when you reach the scene of crime—Macavity's not there!
You may seek him in the basement, you may look up in the air—
But I tell you once and once again, Macavity's not there!

Macavity's a ginger cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.
His brow is deeply lined with thought, his head is highly domed;
His coat is dusty from neglect, his whiskers are uncombed.
He sways his head from side to side, with movements like a snake;
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
For he's a fiend in feline shape, a monster of depravity.
You may meet him in a by-street, you may see him in the square—
But when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)
And his footprints are not found in any file of Scotland Yard's
And when the larder's looted, or the jewel-case is rifled,
Or when the milk is missing, or another Pekes been stifled,
Or the greenhouse glass is broken, and the trellis past repair
Ay, there's the wonder of the thing! Macavity's not there!

And when the Foreign Office find a Treaty's gone astray,
Or the Admiralty lose some plans and drawings by the way,
There may be a scrap of paper in the hall or on the stair—
But it's useless to investigate—Macavity's not there!

And when the loss has been disclosed, the Secret Service say:
 It must have been Macavity! – but he's a mile away.
 You'll be sure to find him resting, or a-licking of his thumb;
 Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,
 There never was a Cat of such deceitfulness and suavity.
 He always has an alibi, and one or two to spare:
 At whatever time the deed took place – MACAVITY WASN'T THERE !
 And they say that all the Cats whose wicked deeds are widely known
 (I might mention Mungojerrie, I might mention Griddlebone)
 Are nothing more than agents for the Cat who all the time
 Just controls their operations: the Napoleon of Crime!

The poem 'Macavity: The Mystery Cat' is the best known of Eliot's Old Possum's Book of Practical Cats. In the poem, the poet describes the mysterious qualities of a cat of villainous character. Macavity is a tall and thin cat who is always up to some crime. He is too clever to leave any evidence of his guilt. He is an enigma to every detective agency in the world including Scotland Yard and Flying Squad who are specialized at investigating crime. There is never enough proof to arrest him and 'he's a mile away' from all crime spots.

Not only does he break the human law but also breaks the law of gravity. His brows are deeply lining as a result of continuous planning of crime. Macavity has sunken eyes and 'his head is highly domed'. He never combs his whiskers. His movements resemble that of a snake. He spends his time plotting for his criminal acts and how to carry them out.

The poem accuses Macavity of misbehaviour, such as stealing milk, but also holds him responsible for major crimes. He is referred to as a "fiend in feline shape". He has been suspected of stifling Pekes, vandalism, theft, cheating at cards, and spying. He has also controlled an organized crime with Mungojerrie, Rumpleteazer and Griddlebone among the members.

Now answer the following questions:

1. Describe some of the crimes committed by Macavity.
2. What do Macavity's lined brow and high domed forehead show?
3. What are Scotland Yard and Flying Squad? Why is Macavity the bafflement and despair for them?
4. Though each crime mentioned in the poem gives Macavity a gangster's appearance, yet Macavity can be understood as an ordinary cat. Explain.
5. Give a detailed description of Macavity's physical appearance.
6. Has the poet used exaggeration for special effect? Give a few examples from the poem.
7. He's broken every human law, he breaks the law of gravity.
 - a. Who does 'he' refer to in the above line?
 - b. How has 'he' broken the law of gravity? Explain.
 - c. Whom does 'he' amaze with this ability of his?
8. Based on the description of the cat in the given poem, what do you think is Macavity's age? Provide two examples from the poem to support your answer.

Sample UT Question Paper**Time: 1 hour 20 minutes****Max. Marks: 30****General Instructions:**

1. This paper contains 3 printed sides having 4 sections.
2. Please read the instructions carefully before answering the questions.
3. Follow the word limit given.
4. Neatness will be appreciated.
5. Do not mix sections.

Section A - Reading**(7 marks)**

Jack London, one of America's major writers of adventure tales, was born in California in 1876. During his life, Jack worked at many jobs. His broad life experiences would become the background for his writing.

Jack loved to read. As a teenager, he spent many hours educating himself at the Oakland, California, Public Library. He attended college at the University of California at Berkeley, but he stayed for only six months. He thought Berkeley was not lively enough and wanted to do something more exciting.

Jack wrote stories about working people and the hard times they had making a living. He knew their problems first hand. He worked as a sailor, rancher, factory employee, railroad hobo, and gold prospector, to name just a few of his many jobs.

Jack grew up near the waterfront in Oakland. He loved the water. When he was fifteen years old, he bought a small sailboat called a sloop. Later he sailed to Japan on a schooner, which is a much larger sailing boat.

Like many people of the time, Jack caught the Klondike Gold Rush Fever. In 1897, he headed for Alaska. He didn't find gold, but he discovered something even more valuable. He discovered that people enjoyed listening to the stories he made up with his vivid imagination. Jack entertained the miners with story after story. Later, using his experiences during the Gold Rush, he created many more colourful stories. Jack London resolved to live a full, exciting life. He once said, "I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet." Each day, he pushed himself. Once Jack determined that he was going to be a writer, nothing could stop him. His goal was to write at least one thousand words every day. He refused to stop even when he was sick. In eighteen years, the writer published fifty-one books and hundreds of articles. He was the best-selling and highest-paid author of his day. Many people also considered him to be the best writer.

White Fang and The Call of the Wild are his most famous stories and are about surviving in the Alaskan wilderness. Readers can enjoy Jack London's energy and his talent for telling wonderful stories each time they open one of his novels.

- i. What did Jack London do as a teenager? (1)
- ii. Why did he quit college? (1)
- iii. What kind of stories did he write? How was he able to write on various topics? (2)
- iv. When did Jack London discover he had a talent for storytelling? (1)
- v. Which word best describes Jack London? (1)
(a) cautious
(b) unfocused
(c) imaginative
(d) compassionate

vi. Find the following from the passage:

(1)

- (a) Antonym of 'vague'
- (b) Synonym of 'lavish'

Section B – Writing

(6 marks)

2. Write a letter as Aakash / Akriti to your cousin living in Gorakhpur about the advantages and disadvantages of living in a metropolitan city like Delhi.

(6)

(120-150 words)

(Value Points: diverse cultures; good education facilities; tourist attractions-historical monuments; over-population; traffic jams; high living cost; etc.)

Section C – Grammar

(7 marks)

3. Fill in the blanks with appropriate articles or determiners.

(3)

- i. The Amazon in Brazil is _____ longest river in _____ South America.
- ii. Last summer we went on _____ cruise in the Caribbean. Among _____ islands we visited were Bermuda and the Bahamas.
- iii. We could barely get any information at the airport. _____ people did not seem to have _____ idea about the flights.

4. Fill in the blanks with suitable prepositions.

(2)

- i. _____ general, I'd say it is easier to learn a language at the age of 10 than at 60.
- ii. I can't remember the word. It is _____ the tip of my tongue.
- iii. I am having difficulty _____ my visa processing.
- iv. My grandparents lived in that same house _____ ages.

5. The following passage has not been edited. There is an error in each line against which two blanks are given. Write the incorrect word and the correct word in the answer sheet.

(2)

Robinson used to spend
hours gazing on merchant ships.
His father wanted him to being
a lawyer but he wanted to exploring
the world in one of that sailing ships.

Incorrect	Correct
no error	no error
i. _____	_____
ii. _____	_____
iii. _____	_____
iv. _____	_____

Section D – Literature

(10 marks)

6. Reference to the context:

(4)

*Our lays are of cities whose lustre is shed,
The laughter and beauty of women long dead;
The sword of old battles, the crown of old kings,
And happy and simple and sorrowful things.*

- i. Identify the poem and name the poet. (1)
- ii. Who is being referred to in the above lines? (1)
- iii. What stories are being shared in the above lines? Explain in your words. (2)

7. Answer the following questions in 30 - 40 words. (6)

- i. Describe the bond between Joseph and Pierre giving examples from the text. (2)
- ii. "Why, a blind man could handle my route with Joseph pulling the wagon." Discuss with reference to the lesson 'A Secret for Two'. (2)
- iii. Who are the 'Wandering Singers'? (2)



UT REVISION**WORKSHEET 1**

1. Fill in the blanks with suitable articles.

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

2. Fill in the blanks with suitable prepositions

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

3. Rewrite the following sentences in reported speech. Make all the necessary changes.

- a. Zahra said, "Zubin wants to give this present to his sister."
- b. "I will be here tomorrow," he said.

WORKSHEET 2

1. Use articles to fill in the blanks.

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

2. Fill in the blanks using prepositions:

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

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

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

4. Tick the correct word in the brackets:

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

August

Reading: Comprehension**Writing: Diary Entry****Grammar: Adverbs****Vocabulary: Use of Idioms****Literature: An Uncomfortable Bed****Section-A****1. Read the following passage and answer the questions that follow:**

1. It seems increasingly likely that I really will undertake the expedition that has been preoccupying my imagination now for some days. An expedition, I should say, which I will undertake alone, in the comfort of MrFarraday's Ford; an expedition which, as I foresee it, will take me through much of the finest countryside of England to the West Country and may keep me away from Darlington Hall for as much as five or six days.
2. The idea of such a journey came about, I should point out, from a most kind suggestion put to me by MrFarraday himself one afternoon almost a fortnight ago, when I had been dusting the portraits in the library. In fact, as I recall, I was up on the step-ladder dusting the portrait of Viscount Wetherby when my employer had entered carrying a few volumes which he presumably wished returned to the shelves.
3. On seeing my person, he took the opportunity to inform me that he had just that moment finalized plans to return to the United States for a period of five weeks between August and September. Having made this announcement, my employer put his volumes down on a table, seated himself on the chaise-longue, and stretched out his legs. It was then, gazing up at me, that he said: 'You realize, Stevens, I don't expect you to be locked up here in this house all the time I am away. Why don't you take the car and drive off somewhere for a few days? You look like you could make good use of a break.'
4. Coming out of the blue as it did, I did not quite know how to reply to such a suggestion. I recall thanking him for his consideration, but quite probably I said nothing very definite, for my employer went on: 'I'm serious, Stevens. I really think you should take a break. I'll foot the bill for the gas. You fellows, you're always locked up in these big houses helping out, how do you ever get to see around this beautiful country of yours?'
5. I thus contented myself by saying simply: 'It has been my privilege to see the best of England over the years, Sir, within these very walls.' MrFarraday did not seem to understand this statement, for he merely went on: 'I mean it, Stevens. It's wrong that a man can't get to see around his own country. Take my advice, get out of the house for a few days.'
6. The fact is, over the past few months, I have been responsible for a series of small errors in the carrying out of my duties. I should say that these errors have all been without exception quite trivial in themselves. Nevertheless, I think you will understand that to one not accustomed to committing such errors, this development was rather disturbing, and I did in fact begin to entertain all sorts of alarmist theories as to their cause. As so often occurs in these situations, I had become blind to the obvious and simple truth: that these small errors of recent months have derived from nothing more sinister than a faulty staff plan.

Q1. Answer the following questions:

- a) Where was the speaker proceeding for the expedition?

1

- | | |
|-----------------------------------------------------------|---|
| b) What was Stevens doing when MrFarraday arrived? | 1 |
| c) Where had the employer planned to go and for how long? | 1 |
| d) What advice did MrFarraday give to Stevens? | 1 |
| e) What had been disturbing Stevens lately? | 1 |

Q2. What do you mean by the phrase 'coming out of the blue'? 1

- a) to become more outgoing
- b) an event that happens unexpectedly
- c) coming to a standstill

Q3. Find the synonym of the following from the passage: 1

- a) a journey undertaken with a particular purpose -
- b) of little value or importance -

DAFFODILS

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

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

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

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

William Wordsworth

1. Complete the summary of the poem

The speaker says that, wandering like a _____ floating above hills and valleys, he encountered a field of _____ beside a _____. The dancing, _____ flowers stretched _____ along the shore, and though the waves of the lake _____ beside the flowers, the daffodils _____

the water in glee. The speaker says that a poet could not help but be _____ in such a joyful company of flowers. He says that he stared and _____, but did not realize what _____ the scene would bring him. For now, whenever he feels “_____” or “_____,” the memory flashes upon “that inward eye / That is the bliss of solitude,” and his heart fills with _____, “and dances with the daffodils.”

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

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

3. Mention the two moods of the poet.

4. What is the central idea of the poem?

Section-B

Diary Entry

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

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

Read the example given below.

Saturday, 20 June 1942

9 p.m.

Dear Kitty

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest. "Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference. Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly, since no one will believe that a thirteen year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom.

I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary. To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend Kitty. Good night for now! See you tomorrow!

Anne

Questions:

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- You have just completed reading the story 'A Secret for Two'. You were touched by their friendship and dependence. Write a diary entry expressing your feelings about having such a friend in your life.
- Recently you had an argument with your best friend and you are not on talking terms with each other. Write a diary entry expressing your feelings.

Section-C

Adverbs

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

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

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

Note:

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

Kinds of Adverbs

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

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

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

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

- E.g. 1. My sister is coming tomorrow.
4. I'll see you soon.

Commonly used adverbs of time are-yesterday, today, tomorrow, this year, next year, still, early, late, already, soon, this morning, now Adverbs of place tell you **where** things happen or where someone or something is going.

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

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

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

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

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

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

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

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

Emphasizing adverbs

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

- e.g. 1. He is really clever.
2. This is a very easy sum.

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

Degrees of Adverbs

Like adjectives, adverbs have a comparative and superlative form.

E.g.

1. The wolf runs swiftly.
2. The deer runs more swiftly
3. The tiger runs most swiftly

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

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

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

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

2. Both the trains arrived at the same time.

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

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

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

6. Cross the road with a lot of care.

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

THE CIVIL SERVICES SCHOOL

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

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

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

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

Adverbs

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

Kai Explores the Planet

Kai scratched his head _____ (thoughtful). He walked on towards the mounds_____ (steady). Now he was close enough to see that they were constructions with windows and doors. He peered through a window and

_____ (quick) drew back. "I can't see anything. Let's try the door." He approached the door and as he did so, it swung open_____ (silent). The astronauts exchanged glances_____ (worried). But Kai pressed on and entered the mound. It was dark and warm inside. Machines hummed _____(quiet) in the background. "Hello? Is anyone here?" asked Kai _____. _____ (brave). _____ (sudden) the door swung closed.

A strange shuffling noise came _____ (menacing) from the opposite end of the mound. A shadow passed _____ (rapid) in front of them. Then a hand fell
_____ (heavy) on Kai's shoulder and it shook him _____ (rough).

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

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

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

1. Polite people _____ say thank-you.

2. I _____ have headaches.

3. You have _____ been working too hard.

4. He always wears a coat, _____ in summer.

5. _____ he can do a thing like that.

6. I _____ have a meeting in New York.

7. She got dressed _____.

8. This time tomorrow I will be _____ working in my garden.

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

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

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

Choose the correct comparative form of the adverb

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

Activity-Jumbled Sentences

Rearrange the following jumbled sentences into meaningful sentences:

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

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

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

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

Vocabulary Building

1. Match the following cat idioms with their meanings

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

Now make sentences with any three of your favourite idioms.

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

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

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

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

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

Integrated Grammar Practice

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

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

Section-D

An Uncomfortable Bed

Humour is an integral part of Guy de Maupassant's short story 'The Uncomfortable Bed'. The narrator arrives at a hunting lodge and immediately begins to suspect that his friends are planning a practical joke at his expense. He is absolutely convinced that he will be the target of a prank, declaring that he can smell 'a practical joke in the air, as a dog smells game'. While he remains convinced that his friends have something humiliating in mind for him, he cannot figure out what it is. He cautiously searches his darkened room for anything astray or suspicious, dependent upon candles for illumination. He continues to search for any sign of the practical joke he firmly believes awaits him, finally settling on the bed as the probable source of 'danger'.

Confident that the bed has been sabotaged in some way, and assuming that his actions are being monitored by his friends, he drags the mattress and bedding onto the floor, and lies down to sleep with the suspicious bed frame left unused. Much to his chagrin, he discovers that no such prank is in store. Instead the valet, not knowing the room has been rearranged and the narrator is sleeping on the floor, trips over him, landing on the narrator and spilling the morning cup of tea all over the narrator.

Q1. What made the narrator suspect that his friends had something in store for him?

Q2. What efforts did the narrator take to protect him from the joke he suspected his friends would play on him?

(Value points – lit all the candles in the room; inspected every article; drew the curtains; placed a chair in front of the shutters; dragged the mattress to the middle of the room)

Q3. In the process of saving himself from being fooled, the narrator unknowingly played a prank on himself. Explain

(Value points- laid a trap for himself when he dragged the mattress; valet tripped and crushed and smothered the narrator)

Q4. Reference to the context:

1. "Then I suddenly thought of a precaution which could ensure my safety."

- a) Identify the speaker.
- b) Why was he unsure about his safety?
- c) What precaution did he think of?

2. "I stretched out my hand to find out what was the nature of this object."

- a) What was smothering the protagonist?
- b) What was his reaction?

3. "But the bed was particularly suspicious looking"

- a) Why was the protagonist paranoid?
- b) What action was taken?
- c) Did it ensure his safety?

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**Academic Session: 2019-20
First Term Examination
Subject-English
M/6**

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

- The question paper contains six printed sides and five sections.
- Please read the instructions carefully before answering the questions.
- Do not mix sections.
- Neatness will be appreciated.
- Adhere to the word limit.

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

- 1. Read the following passage carefully and answer the questions that follow:** 12
- I may write for myself, but as I also write to get published, it must follow that I write for others too. Only a handful of readers might enjoy my writing, but they are my soul mates, my alter egos, and they keep me going through those lean times and discouraging moments.
- Even though I depend upon my writing for a livelihood, it is still, for me, the most delightful thing in the world. I did not set out to make a fortune from writing; I knew I was not that kind of writer. But it was the thing I did best. I persevered with the exercise of my gift, never really expecting huge rewards but accepting whatever came my way. I have always considered myself fortunate in having escaped the boredom of a nine to five job or some other form of dull work.
- Of course, there comes a time when almost every author asks himself what his effort and output really amounts to? We expect our work to influence people, to affect a great many readers, when in fact, its impact is minute. Some even feel discouraged by the world's indifference. That is why I am happy to give a little innocent pleasure to a handful of readers. This is a reward worth having.
- As a writer, I have difficulty in doing justice to momentous events, the wars of nations, the politics of power; I am more at ease with the dew of the morning, the sensuous delights of the day, the joys and sorrows of children, the strivings of ordinary folk, and of course, the ridiculous situations in which we sometimes find ourselves.
- We cannot prevent sorrow and pain and tragedy. And yet, when we look around us, we find that the majority of people are actually enjoying life! There are so many lovely things to see, there is so much to do and so much fun to be had. How can my pen ever run dry?
- A. What do writers usually expect from their readers? 2
- B. "I persevered with the exercise of my gift." Which gift is being referred to? 1
- C. What kind of topics does this writer like to write about? 2
- D. Why does the writer say that he'll always have something to write about? 2
- E. Complete the following in **one sentence** only:
 i. He says that he considers himself very lucky because _____.
 ii. For him, writing is the _____.

- F. Find a word in paragraph 2 which means the **same** as 'lack of interest and concern' 1
 G. Find a word in paragraph 2 which means the opposite of 'gave up'. 1
 H. Give a suitable title to this passage. 1

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

I heard a thousand blended notes,
 While in a grove I sat reclined,
 In that sweet mood when pleasant thoughts
 Bring sad thoughts to the mind.

To her fair works did Nature link
 The human soul that through me ran;
 And much it grieved my heart to think
 What man has made of man.

Through primrose tufts, in that green bower,
 The periwinkle trailed its wreaths;
 And 'tis my faith that every flower
 Enjoys the air it breathes.

The birds around me hopped and played,
 Their thoughts I cannot measure:—
 But the least motion which they made
 It seemed a thrill of pleasure.

The budding twigs spread out their fan,
 To catch the breezy air;
 And I must think, do all I can,
 That there was pleasure there.

If this belief from heaven be sent,
 If such be Nature's holy plan,
 Have I not reason to lament
 What man has made of man?

- A. Mention any one reason the poet gives for his lamentation. 1
 B. What do the flowers have in common? 1
 C. How does the movement of the birds affect the poet? 1
 D. Where is the poet sitting? Choose the correct option. 1
 i. On a boat
 ii. In a grove
 iii. By the river

- E. What is the mood of the poet in the last two lines? Choose the correct option. 1
- happiness
 - pessimism
 - melancholy
- F. Find a word in stanza 3 which means the same as 'circular bands of flowers'. 1
- G. Find a word in stanza 6 which means the opposite of 'rejoice'. 1
- H. Give a **suitable title** to the poem. 1

Section B Writing (14 marks)

3. Write an original **short story** in about 180-200 words using the prompt (beginning) given below. Do not forget the elements of short story writing. 8
The prompt is not to be included in your word count.

"Drink it, quick!" said Howard. I looked at the bottle. The contents of the drink were unlike any I'd ever seen. I closed my eyes and drank it in one gulp. What happened next was unbelievable.

4. As per a recent report, nearly half of India's population could end up with no access to drinking water by 2030. But the water crisis could be worse for some of the biggest metropolitan cities like Delhi, Bengaluru and Hyderabad, which will run out of groundwater as early as 2020. Write a formal letter to the editor of a local newspaper urging the public to understand the urgency of the situation and start using water judiciously. (120-150 words) 6

(Value points: leaking taps; frequent pumping of water from the ground; reduction of water in streams and lakes; deterioration of water quality; fix leaky taps; take shorter showers; rainwater harvesting)

Section C Grammar (16 marks)

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

5. Fill in the blanks with the correct form of the verbs given in the brackets. Number your responses correctly. 4
- a. Morgan _____ (gulp) cheeseburgers when Tony walked into the kitchen. (past perfect continuous)
- b. Hermione _____ (leave) before Harry arrived with Ron. (past perfect)
- c. We _____ (be) to Seychelles. (present perfect)
- d. She _____ (look) for her comics since morning. (present perfect continuous)
- e. Martha _____ (walk) three miles a day before she broke her leg. (past perfect continuous)
- f. Harry _____ (free) Dobby before Malfoy came. (past perfect)
- g. Peter _____ (try) to become an Avenger since years. (present perfect continuous)
- h. The children _____ (make) a mess in the kitchen. (present perfect)

6. Change the following from direct to indirect speech: 4
- "I can't stand you," Tony said to Steve.
 - "I love you despite your flaws," mother said to Bella.
 - "I like these gadgets," Mr. Stark said.
 - Gamora said, "I had been living a happy life before Thanos destroyed my home."
7. Join the following pairs of sentences with suitable conjunctions. 2
- The girl did not buy the expensive dress. She liked it very much.
 - Bucky does not want to go to the beach. He does not want to go to the hills.
8. Fill in the blank by choosing the most appropriate adverb from the box given below: 3
- Note: Do not use one option twice.

Certainly	Often	quickly	carelessly	well
Slowly	Carefully	rarely	easily	tomorrow

- Father _____ put the vase on the table. It fell and broke.
 - They have _____ forgotten about the meeting.
 - My uncle lives in Goa. I visit him _____.
 - Alex _____ put up the bookshelves. However, it was too difficult a task for me.
 - Let's walk_____. I don't want to be the first one at the meeting.
 - I was so surprised. His new apartment was _____ decorated.
9. The following passage has not been edited. There is one error in each line. Write the correct word as well as the incorrect word in your answer sheet. The first one has been done for you. 3

It was my first day at London. As dusk fall, the people who had gathered below a big tent to listen to the singers lit candles and waited till the concert to begin. Even a little noblemen from the court of a Emperor were present. It was a enjoyable day.

<u>Incorrect Word</u>	<u>Correct Word</u>
at	in
a) _____	a) _____
b) _____	b) _____
c) _____	c) _____
d) _____	d) _____
e) _____	e) _____
f) _____	f) _____

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Section D
Literature (24 marks)

10. Reference to Context.
- A. "When we are men," he said, "we must come back to this place" 1
- Name the lesson and its author.
 - Who is the speaker here? Who does 'we' refer to?
 - When do they promise to return to 'this' place?
- B. "For he's a fiend in feline shape, a monster of depravity." 1
- Name the poem and the poet.
 - Who is being referred to?
 - Why is he called 'a monster of depravity'?

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

- a. What message do the wandering singers spread through their lays? 2
- b. Who is Jacques? How does he describe Pierre's relationship with Joseph? 2
- c. How did Rusty discover the pool? How did his friends honour him for his discovery? 2
- d. How does Maggie feel after having her locks snipped? What does she compare this feeling to? 2

12. Read the questions carefully and answer in about 60-80 words:

- a. How does the poet describe the appearance of the mystery cat? 4
- b. How do Aunt Glegg and Mr. Tulliver react to Maggie's rebellious act? 4

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

- a. Pierre refused to retire because _____.
- b. Though Tom was much more willful than his sister_____.

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

14. Read the questions carefully and answer any three in about 30-40 words:

- a. Why does Auggie think that Halloween is the best holiday in the world? 2
- b. Why does Auggie say that Jack pretended to be his friend? 2
- c. What are some ways in which Via has to fend (look after herself) for herself in order to take the pressure off her parents? 2
- d. What do we learn about August through Via's eyes? 2

September–October

Reading: Comprehension

Writing: Commercial Advertisement

Grammar and Vocabulary: Prefix and Suffix; Homophones, Homonyms and Homographs; Synonyms and Antonyms

Literature: Zero Hour

Section-A

I. Read the following passage and then answer the questions that follow.

This is an old story. It was written 100 years ago. So you will find it has a different style from stories people read and write today. For example, you'll read that the children sell popcorn for 5 cents a bag and are thrilled. Today, that's not enough money to buy much.

Mrs. Meredith was a most kind and thoughtful woman. She spent a great deal of time visiting the poor. She knew they had problems. She wanted to help them. She brought food. She brought medicine, too.

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

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

After their mother had left the room, the children sat thinking about Bernard. "I wish we could help him to earn money," said Clara. "His family is suffering so much." "So do I," said Harry. "We really should do something to assist them." For some moments, John said nothing, but, suddenly, he sprang to his feet and cried, "I have a great idea! I have a solution that we can all help accomplish." The other children also jumped up all attention. When John had an idea, it was sure to be a good one. "I tell you what we can do," said John. "You know that big box of corn Uncle John sent us for popping? Well, we can pop it, and put it into paper bags, and Bernard can take it around to the houses and sell it."

When Mrs. Meredith heard of John's idea, she, too, thought it a good one. Very soon, the children were busy popping the corn, while their mother went out to buy the paper bags. When she came back, she brought Bernard with her. In a short time, he started out on his new business, and, much sooner than could be expected returned with an empty basket.

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

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

"Indeed I will," replied John, and he kept his word. For many weeks, every Saturday morning, no matter what opportunities there were to play, he saw that the corn was all popped, the paper bags filled, and arranged in the basket when Bernard arrived. People began to watch for the "little popcorn boy," and every week he had at least fifty cents to take home, and often significantly more, income that supported his family. All of this was because of the way John carried out his bright idea.

Answer the following questions:

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

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

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

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

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

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

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

The Children's Hour - Poem by Henry Wadsworth Longfellow

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

I hear in the chamber above me

The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

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

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

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

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

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

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

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

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

5

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

2. Choose the correct option:

2

1. What time of the day is the 'Children's hour'

- a) The afternoon
- b) The morning
- c) The twilight

2. *Till the walls shall crumble to ruin, And moulder in dust away!* means

That they will stay together till their walls of their house come down.

They will stay in his heart till the last day of his life when he will turn into dust

That he will hold them till someone cleans the room and removes all the dust

3. Say whether true or false:

1

1. The three children display so much energy and passion that they have been compared to an army that is out to capture the king's fort.
2. The father is actually taken by surprise when his children enter his room.

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

2

1. To move downwards (stanza 3) : _____
2. To leave something unprotected (stanza 5): _____
3. To hold tightly (stanza 9): _____
4. Break or fall apart (stanza 10): _____

Section-B

Commercial Advertisements

Commercial advertisements are used by manufacturers, establishments and organizations for the publicity and promotion of their products.

Main characteristics

- Designed for commercial purposes
- More space, more expensive in terms of the advertising costs • Visually attractive—varying font size or shape
- Language: colourful and lucid—catchy slogans, punch lines, witty expressions and pictures or sketches
- Proportionate spacing

Essential details

- Name and address of the company/ organization/ establishment
- Details regarding the product/ service/ event
- Special offers or discount, if any

Look at the following examples:



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Now draft a commercial advertisement for each of the following:

- Ms Sana Seth is the owner of a book shop. She has added numerous books of different genres to her store and has planned to give some exciting offers to her customers. Draft an advertisement for a local daily to help her attract customers.
- A well-known soap manufacturer has come up with a shampoo that is claimed to dramatically improve the texture of hair. Draft an advertisement to help him promote the new product.

Section-C

Prefix and suffix

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

Adding a Prefix:

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

- Amy is very **unhappy**.
- Unlock** the door!
- He came at an **inconvenient** time.
- You are talking **nonsense**.
- She would not **disobey** her mother.
- It is **impossible** to solve this puzzle.

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Changing the prefix:

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

1. Inside we are warm. Outside it is cold and stormy.
2. Outdoor games are better than indoor games.

Changing the suffix:

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

1. Pam is a **careful** worker but her brother is **careless**.
2. A hammer is a **useful** tool but this broken one is **useless**.

Formation of Nouns

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

Examples:

try-trial

accept-acceptance

short-shortage

private-privacy

refer-reference

improve-improvement

happy-happiness

celebrate-celebrate

introduce-introduction

permit-permission

coward-cowardice

chaste-chastity

paint-painting

assist-assistant

employ-employee

child-childhood

lie-liar

try-trial

accept-acceptance

short-shortage

private-privacy

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accept-acceptance

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private-privacy

refer-reference

improve-improvement

happy-happiness

celebrate-celebrate

introduce-introduction

permit-permission

trouble-troublesome
 trust-trustworthy
 boy-boyish
 harm-harmful
 home-homeless
 hero-heroic
 talk-talkative
 India-Indian
 silk-silken
 north-northern
 circle-circular
 custom-customary

Formation of verbs

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

Prefix
 title-entitle
 little-belittle
 firm-confirm
 power-empower
 port-import
 new-renew
 fame-defame
 custom-accustom

Suffix
 fat-fatten
 bath-bathe
 ripe-ripen
 beauty-beautify
 captive-captivate
 civil-civilize
 character-characterize

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

- a. kind
.....
- b. common
.....
- c. polite
.....
- d. sane
.....
- e. correct
.....
- f. dependent
.....
- g. responsible
.....
- h. normal
.....

Q2 Use the correct suffix to make nouns:

- a. teach
.....
- b. true
.....
- c. fight
.....
- d. cruel
.....
- e. kind
.....
- f. add
.....
- g. perform
.....
- h. friend
.....

Q3 Use the correct suffix to make adjectives:

- a. devil
.....
- b. girl
.....
- c. mud
.....
- d. fool
.....
- e. act
.....
- f. nerve
.....

Q4 Use the correct suffix to make verbs:

- a. black
.....
- b. cloth
.....
- c. ripe
.....
- d. captive
.....
- e. origin
.....
- f. beauty
.....

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

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

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

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

Integrated Grammar Practice

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

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

Vocabulary Enrichment

Synonym-Synonyms are words that are similar in meaning.

- E.g.- Brief -short
 Anxious-worried
 Profound-deep
 Gallant-brave

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

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

Jim had a _____ decision to make. He was about to leave college and had planned to spend some time traveling overseas. Just as he was about to buy his plane ticket he had been offered a job in a _____ engineering company. A friend of Jim's father, Mr King, who was _____ in the local business community and always drove _____ cars, had recommended him for the job and he had had a successful interview in the firm's

_____ office complex. It was a well paid job but Jim had always wanted to travel. He decided to ask his _____ sister Sally for advice but she just said "You are a _____ lad now Jim - you have to make your own decisions." His father had already told him what he thought. "This is a marvellous opportunity. You'll just have to give up all those _____

ideas about wandering around the world and settle down to work." There was no point in asking his mother for help. Although she was a _____ woman far bigger than her husband, she was afraid of him and never dared to disagree with him. "I'll ask Aunt Liz," Jim decided. Liz was his father's sister. Although she was usually very busy, she had a

_____ heart and was always willing to listen to her nephew. She suggested the ideal solution. Jim went on a shorter trip and the firm allowed him to take up the job later than the original starting date.

Homophones, Homonyms and Homographs

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

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

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

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

1. a. _____
b. _____
2. a. _____
b. _____
3. a. _____
b. _____
4. a. _____
b. _____
5. a. _____
b. _____

Directions: Choose (a) or (b)

Example: I hope you are *notlying* (a) to me.

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

Position

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

Wrist

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

(a) telling a lie

(b) being in a horizontal

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

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

(a) small clock worn on the

(b) look at

3. Let's *splay* soccer after school.

The author wrote a new *play* _____.

(a) one sheet of paper

(b) to call someone on an

4. Ouch! The mosquito *bit* me!

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

(a) participate in a sport

(b) theatre piece

5. My rabbits are in *open* _____ outside.

uses ink

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

(a) a tiny amount

(b) past tense of bite

(a) a writing instrument which

(b) an enclosed area

Homographs are words that are spelt the same but have different pronunciations.

Here are a few examples:

1. bow

(pronounced ba-o) to move your head or top half of the body
forwards and downwards

(pronounced bo) a weapon used for shooting arrows

2. wind

(pronounced wahynd) to have a circular or spiral course or direction

(pronounced wind) a current of air

Q. Choose the correct meaning of the homograph in bold in each sentence.

a. On the final exam, we had to **recall** information we learned during the whole year.

- i. to bring back into memory
- ii. to revoke or remove from public use or office

b. You need to **tear** off the top of the packet.

- i. a drop of water coming from the eye
- ii. to pull apart by force

- c. Many residents **object** to the building of the new factory in the area.
- a thing that you can see or touch
 - to say that you disagree with, disapprove of or oppose something
- d. I'll be back in ten **minutes**.
- the 60 parts of an hour, that are equal to 60 seconds
 - extremely small
- e. She said that she didn't want a lawyer and was going to **conduct** her own defence.
- to organize and perform a particular activity
 - behaviour

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

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

- If you do not apply the _____, you will _____ your head! (brake, break)
- He is _____ weak to face the _____ of us. (too, two)
- We can't really say _____ the _____ will be fine tomorrow or not. (whether, weather)
- It is wrong to _____ things.
This trunk is made of _____. (steel, steal)
- Do not _____ my time.
Put this belt around your _____. (waste, waist)
- He came by the Frontier _____.
The _____ bird was not in the nest. (male, mail)
- I am feeling so _____ after my illness that I don't think I can come to school for another _____. (week, weak)
- I hate to wear high _____ shoes.
Your wound will take time to _____. (heel, heal)
- Our _____ leave around the same time.
It gets quite hot in the _____ during summers. (planes, plains)
- I need a _____ of cloth to dust the house.
People prayed for _____ in the world. (peace, piece)
- Come _____ so that I can _____ you well. (here, hear)
- From the _____ below, a loud _____ was heard. (vale, wail)
- This shop sells beautiful _____. This train is _____.
(stationary, stationery)

14. Please _____ whether you have filled the correct amount in the _____. (check, cheque)

15. I _____ enjoy spending a _____ evening by myself. (quiet, quite)

16. The Simpsons live down the road. Please go to _____ house. I'll meet you _____. (there, their)

17. We are reading about the _____ of Akbar.
I think it is going to _____. today.
The rider held the _____ of his horse in a firm grip. (rain, reign, rein)

18. This _____ is the shorter of the two.
The sapling you have planted has taken firm _____. (root, route)

19. An _____ mind is a devil's workshop.
Some thieves stole an expensive _____ of the Goddess Laxmi from the temple. (idol, idle)

20. I will _____ be able to untie this _____. (knot, not)

B. Directions: Choose the correct word.

1. Can I go to the party (*to, too, two*)?
2. This is my favorite (*pare, pair, pear*) of jeans.

3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.

4. The children got (*bored, board*) during the lecture.

5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.

6. Alec is going to (*wear, ware*) his work boots today.

7. Do you think it is going to (*rein, rain, reign*) this afternoon?

8. I saw a restaurant just off the (*rode, road*) about a mile back.

9. David's brother is in a (*band, banned*) which plays Russian music.

10. Juana wants her socks because her (*tows, toes*) are cold.

11. The teacher walked down the (*aisle, isle*) between the rows of desks.

12. Hadil has a (*pane, pain*) in her shoulder.

13. The school (*principal, principle*) spoke to a group of parents.

14. The clerk wants to (*sell, cell*) as many TVs as possible.

15. I don't want to talk about the (*passed, past*) anymore.

16. Nobody (*knows, nose*) what you are thinking.

17. I have (*for, four, fore*) dollars in my pocket.

18. I need to take a (*break, brake*) from this exercise!

19. Humans have hands. Dogs have (*paws, pause*).

20. (*He'll, Heel, Heal*) be here in a few minutes.

C. Choose the correct word for each of the following:

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

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

- a. We saw a _____ (heard/ herd) of deer drinking water at the stream.
- b. Ram plans to spend a _____ (week/ weak) with her sister in Delhi.
- c. The sunny _____ (weather/ whether) lifted her spirits.
- d. The fruit seller had only _____ (one/won) apple left.
- e. In the olden days, people _____ (rode/ road) on horses to carry the news.
- f. The responsible boy _____ (scent/sent) money to his mother regularly.
- g. Akash lives on the fifth _____ (story/ storey) of the building.
- h. The captain of the ship began to narrate a _____ (tail/tale) of his adventures.
- i. The Guptas live here. This is _____ (their/ there) house.

Section-D Literature**Zero Hour**

Bobby, a young boy, discovers that his father, a scientist, is working on a rocket that is supposed to go to the Moon. Being an inventive little boy, he has been building a rocket of his own as well. Bobby spies on his father a few times, after discovering a kind of an alley that leads to the station where the moon rocket is being built. Assuming his father is going to the Moon, he decides to travel along. He gives a hint to his mother about it one morning, but she doesn't seem to take it seriously. Knowing the exact day and time of the launch, i.e. the zero hour, Bobby reaches the drome and manages to sneak into the rocket. Expecting his parents to be proud of him when they get to know about his reaching Moon and oblivious to the hazards involved, he enters and sits down in the rocket just before the launch.

However, the readers find out in the end that Bobby has changed his mind on account of his mother being left alone if both he and his father take part in the mission. His father, despite being informed about Bobby's plan of joining him and later cancelling it, doesn't consider the possibility of his entering the real rocket that had been sent to the moon that day. This shows how an adult often finds it hard to

see the world from a child's eyes. Also, while one is more imaginative as a child, with the passage of time, one tends to become realistic and logical.

Q1. Of course, all things were secret at Buffalo Flats. Do you agree with the given statement? Why/why not?

Sample answer: Yes. There was a lunar project in which his father was flying to the moon that day. Also, Bobby was going to smuggle himself into the rocket and fly with him.

Q2. Describe the sewer that led to the drome.

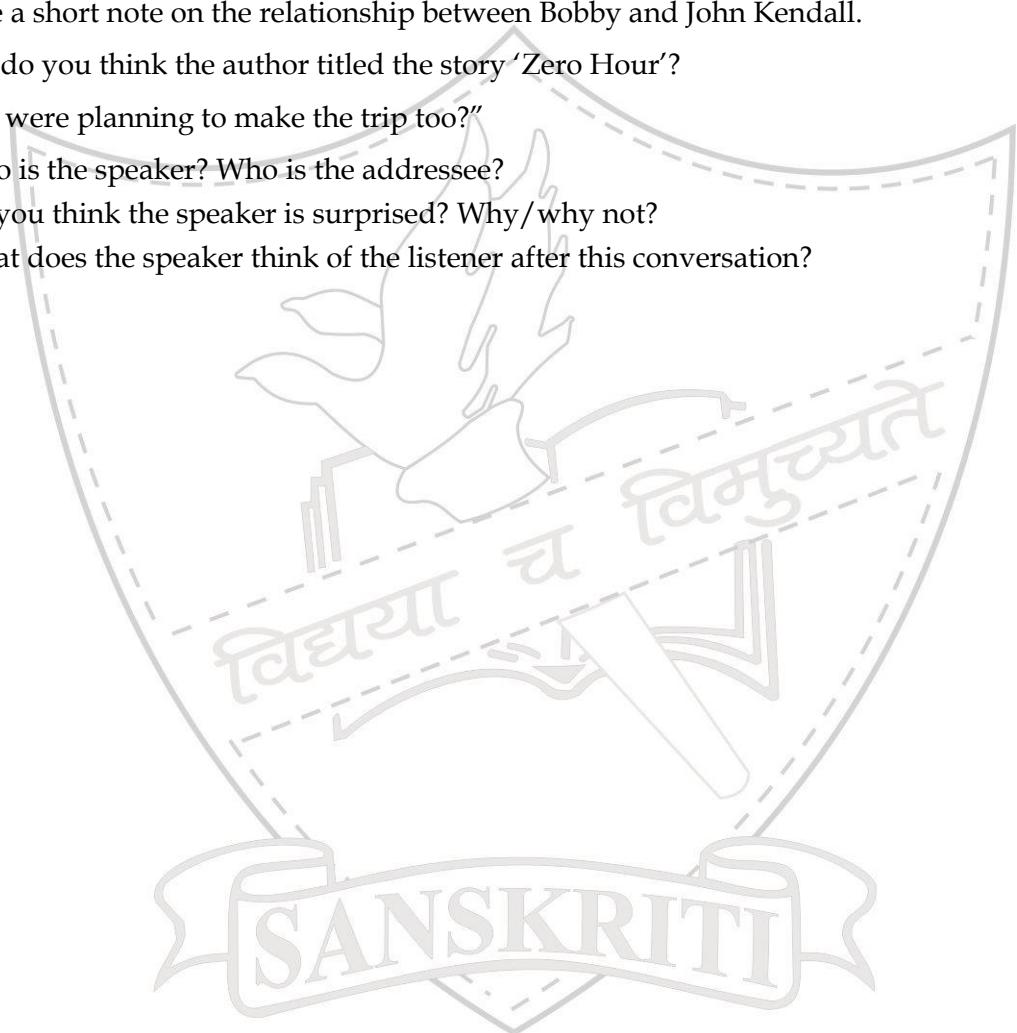
Q3. How did Bobby manage to get into the rocket?

Q4. Write a short note on the relationship between Bobby and John Kendall.

Q5. Why do you think the author titled the story 'Zero Hour'?

Q6. "You were planning to make the trip too?"

- a. Who is the speaker? Who is the addressee?
- b. Do you think the speaker is surprised? Why/why not?
- c. What does the speaker think of the listener after this conversation?



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

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

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

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

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

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

"You're a nasty little liar. What are all these owls doing if they're not bringing you news?" "The owls aren't bringing me news," he replied tonelessly.

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

2. What impression do you get of the neighbours?

3. What was Harry doing hiding under the window?

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

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

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

6. Complete the following sentence:

Harry Potter looked very scruffy because

Ignorance

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

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

What scary thing was he saying?
Where were his fangs and the flames?
They looked at his face which was friendly and kind

And he asked them to tell him their names.

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

--- Anonymous

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

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

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

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

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

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

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

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

Section-B

Paragraph Writing

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

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

Factual Description

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

Example1

R. K. Laxman

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

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Example 2

The Urban Forest

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

Example 3

Clinical Thermometer

A clinical thermometer is very useful medical instrument used for measuring body temperature. About 4-5 inches in length, it is a cylindrical or triangular or flat tube made of clear and hared glass. One side of it has a glass bulb which contains mercury and the other is sealed. The mercury can travel up and down a narrow vacuumised path in the middle of the tube. A narrow hook in the mouth of the bulb prevents the expanded mercury from coming back into the bulb automatically to facilitate accurate reading of body temperature. The back of this path is painted white so that the streak of mercury is easily visible and along with the path are marked Celsius and Fahrenheit scales from 35 - 42 and 95 -108 degree respectively for accurate reading. In order to measure the body temperature, the thermometer is shaken in a jerky manner once or twice to ensure that the mercury level is below the scale. Then , it is placed under the tongue of a patient for two minutes after which the reading is taken. After use, the thermometer is cleaned, dried and placed in a special plastic shell or case.

Write a factual description on each of the following topics:

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

Section-C**Subject-Verb Agreement (Revision)****Exercise 1**

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

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

Exercise 2

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

Be know play become affect bring provide tell have connect do

Newspapers

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

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

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

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

Exercise 3

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

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

Adjectives

Adjectives are describing words-they describe nouns/pronouns or add to their meaning.

There are seven kinds of adjectives:

Adjective of

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

A. Fill in the blanks with suitable adjectives.

1. The boatman was afraid to cross the lake in such _____ weather.
2. The weavers of Himachali shawls are _____ craftsmen.
3. At midnight, Sunny started to feel _____ and decided to go to bed.
4. Don't be afraid of the dog, he is very _____.
5. This motor cycle has a _____ engine.
6. Ruche behaved in such a _____ manner that the audience started to laugh.
7. Natasha has made _____ progress since I last saw her.
8. This is a special class for _____ students.

B. Choose the appropriate adjective from the brackets.

- a) I have been to Shimla _____ a time. (many, much of)
- b) _____ boy sitting there is extremely naughty. (this, that)
- c) Is there _____ cheese in the box? (any, one)
- d) The teacher will not accept _____ excuse. (any, no)
- e) There are _____ oranges in the bag. (much, many)
- f) _____ kind of a boy is he? (what, which)
- g) May is the _____ month of the year. (five, fifth)

- h) _____ kind of food is this? (whose, what)
- i) I have _____ idea where she has gone. (no, any)
- j) Will you have _____ tea? (much, some)
- k) He is an _____ by birth. (American, English)
- l) Pinocchio had a _____ nose. (long, longish)

FORMING ADJECTIVES:

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

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

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

FROM NOUNS

beauty- beautiful
rag-ragged
envy-
boy-
silk

FROM VERBS
talk-talkative
ridicule
tire
help

FROM ADJECTIVES
red- reddish
right-
sick-

Adjectives formed from proper nouns should be capitalized.

Mars- Martian
Tibet-

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

dirt	
grey	
hope	
sleep	
laugh	
cease	
horizon	
friend	
taste	

skill apology gift water ridicule love trouble	
------------------------------------------------------------------	--

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

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

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

There are three degrees of comparison.

They are:

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

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

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

Let us see all of them one by one.

1. Positive degree

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

Examples:

- This house is big.

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

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

Each sentence mentioned above talks about only one noun.

2. Comparative degree

When we compare two persons or two things with each other,

we use both the Positive degree and Comparative degree.

Examples:

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

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

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

Both these sentences convey the same meaning.

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

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

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

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

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

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

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

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

Both these sentences convey the same meaning.

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

We use all the three-positive, comparative and superlative degrees.

Examples:

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

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

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

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

All the three sentences mean the same meaning.

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

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

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

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

All the three sentences mean the same meaning.

Few adjectives and adverbs get their comparative forms by simply getting 'more' before them.

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

Examples:

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

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

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

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

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

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

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

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

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

Examples:

hard.....harder.....hardest

big.....bigger.....biggest

tall.....taller.....tallest

long.....longer.....longest

short.....shorter.....shortest

costly.....costlier.....costliest

simple.....simpler.....simplest

Degrees of comparison add beauty and varieties to the sentences.

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

Positive	Comparative	Superlative
much/many	_____	_____
little	_____	_____
pretty	_____	_____
cute	_____	_____
bright	_____	most useful
good	_____	Youngest
diligent	_____	_____
wonderful	_____	_____
handsome	_____	_____

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

- a. This is a _____ opportunity. (gold)
- b. I like _____ food. (China)
- c. She stood _____ in the class. (three)
- d. He is _____ than his brother. (strong)
- e. She is the _____ girl in the class. (intelligent)
- f. This is the _____ moment of my life. (happy)
- g. She is _____ than her sister. (beautiful)
- h. A desert is the _____ place on the earth. (hot)
- i. This is _____ than that. (thin)
- j. Rohit is _____ than Ritesh. (courage)

G. Fill in the blanks with the correct form of the adjectives given in the brackets:

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

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

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

1. Opinion and general description

Example: *nice, funny, lovely*

2. Dimension/ Size /Weight

Example: *big, small, heavy*

3. Age

Example: *old, new, young, ancient*

4. Shape

Example: *round, square, oval*

5. Colour

Example: *green, red, blue, black*

6. Country of origin

Example: *Italian, Polish, English*

7. Material

Example: *wooden, cotton, woollen, plastic*

8. Purpose and power

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

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

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

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

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

Choose the correct order of adjectives in the following sentences.

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

- a. ten US
- b. US ten

8. The scientists have found a _____ cure for the disease.

- a. new great
- b. great new

9. I am going to wear my _____ tie to the wedding.

- a. big cotton blue
- b. blue big cotton
- c. big blue cotton

10. Please recycle those _____ bottles.

- a. three water empty
- b. three empty water
- c. water empty three

11. She packed her clothes in a _____ box.

- a. green flimsy cardboard
- b. flimsy green cardboard
- c. cardboard flimsy green

12. Their dog is a _____ shepherd.

- a. brown big German
- b. big brown German
- c. German big brown

13. I am drinking from a _____ cup.

- a. small English tea
- b. tea small English
- c. English small tea

14. My _____ teacher talks for hours!

- a. philosophy old boring
- b. old philosophy boring
- c. boring philosophy old
- d. boring old philosophy

Integrated Grammar Practice

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

Japanese researchers are building an _____

world's first room which occupants need _____

take care of sick and elderly people. All
the occupants need to do is to point in an _____

object and a obedient robot will fetch it
or turn it on. A robotic arms will pick up _____

objects and bring them of the patient's
bedside. It will be controlled of computers.

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

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

Section-D- Literature

The Master Artist

-- Carol Moore

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

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

curtain, feeling proud of his creation. But the patron was red with anger. The portrait upturned the traditional and conventional ways of paintings, and was an example of avant-garde art namely Cubism*. In those days, given the constraints that were put on artists and their art, the portrait drew fury and remained largely unappreciated by art-critics.

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

Q1. Who was Monsieur Abbaye?

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

Q3. What was the condition that GuilianoBartoli found strange?

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

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

Sample answer: GuilianoBartoli was upset on seeing the painting because it was not what he had expected. Monsieur l'Abbaye had used a style which Bartoli had never seen before, which seemed disgusting to him. According to him, his portrait had been ruined. L'Abbaye was a master artist and had been highly recommended. Thus Bartoli had many expectations from him. Also, he had waited half a year patiently to see his portrait. Since he did not understand this wonderful style of art, which became popular many years later, he neither accepted nor appreciated it, and was enraged.

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

UT-2
Sample paper

Time: 1 hr. 20 min**M.M.: 30****General Instructions:**

- The question paper contains 4 printed sides and 4 sections.
- All questions are compulsory and must be answered in the sheets provided.
- Neatness will be appreciated

Section A: Reading Comprehension(8marks)

Q1. Read the passage given below and answer the questions that follow: (8 marks)

(1) One winter morning, my grandfather and I found a baby spotted owlet by the veranda steps of our home in Dehradun. When grandfather picked it up the owlet hissed and clacked its bill but then, after a meal of raw meat and water, settled down under my bed.

(2) Spotted owlets are small birds. A fully grown one is no larger than a thrush and they have none of the sinister appearance of large owls. The owlet is normally not afraid of man nor is it strictly a night bird. But it prefers to stay at home during the day as it is sometimes attacked by other birds who consider all owls their enemies.



(3) The little owlet was quite happy under my bed. The following day we found a second baby owlet in almost the same spot on the veranda and only then did we realise that where the rainwater pipe emerged through the roof, there was a rough sort of nest from which the birds had fallen. We took the second young owl to join the first and fed them both.

(4) When I went to bed, they were on the window ledge just inside the mosquito netting and later in the night, their mother found them there. From outside, she crooned and gurgled for a long time and in the morning I found she had left a mouse with its tail tucked through the netting. Obviously, she put no great trust in me as a foster parent.

(5) The young birds thrived and ten days later, Grandfather and I took them into the garden to release them. I had placed one on a branch of the mango tree and was stooping to pick up the other when I received a heavy blow on the back of the head.

(6) Quickly, I placed the second owl under the mango tree. Then, from a safe distance we watched the mother fly down and lead her offspring into the long grass at the edge of the garden. We thought she would take her family away from our rather strange household but next morning I found the two owlets perched on the hat stand in the veranda. I ran to tell Grandfather and when we came back we found the mother sitting on the birdbath a few metres away. She was evidently feeling sorry for her behaviour the previous day because she greeted us with a soft 'whoo-whoo'. "Now that's an unselfish mother for you." said Grandfather. "It's obvious she wants us to keep an eye on them."

(7) So, the owlets became regular members of our household and were among the few pets that Grandmother took a liking to and frequently fed them spaghetti. They loved to sit and splash in a shallow dish provided by Grandmother. During the day, they dozed on the hat stand. After dark, they had the freedom of the house and their nightly occupation was to catch beetles, the

kitchen quarters being a happy hunting ground. With their razor sharp eyes and powerful beaks, they were excellent pest-destroyers.

~by Ruskin Bond

Now answer the following questions:

- Where did the author find the two owlets? How did he and his grandfather treat them? (2)
- Why did the mother owl visit the owlets at night? (1)
- Why did the mother bring the owlets back the next morning? (1)
- How do we know that the owlets became an integral part of the family? (2 points) (2)
- From the passage, find **a synonym** for each of the following: (2x0.5m=1m)
 - Adoptive (paragraph 4-5)
 - Evil or creepy (paragraph 1-2)
- From the above, find **an antonym** for each of the following: (2x0.5m=1m)
 - Declined or withered(paragraph 5-6)
 - Deep (paragraph 6-7)

Section B: Writing (5marks)

Q2. A well-known watch manufacturing company is all set to launch a new model of a smart watch. It has many advanced features and a stylish design. Draft an advertisement to promote the new product and include relevant details and offers for the prospective customers.(5 marks)

Section C: Grammar (9marks)

Q3. Rearrange the following jumbled words to make meaningful sentences: (2x1=2marks)

- bus / we / took / blue / ride / an / old, / on / Chinese / a
- had / the / portrait / master / his patron / artist / created / a / unique / for

Q4. Fill in the blanks using the correct option given in the brackets: (4x0.5=2 marks)

- Neither his mother nor his father _____ tennis. (play/plays)
- We have to decide which one of the three choices A, B, or C best _____ the question. (answer/answers)
- Everybody in the class _____ done their assignment before the deadline. (has/have)
- The students, as well as the teacher, _____ to go for the film. (wants/want)

Q5. Complete the sentences with the appropriate word from the brackets:(4x0.5=2 marks)

- She took a _____ (peak/peek) into the drawing room to see if there was anyone inside.
- The school _____ (principal, principle) spoke to a group of parents.
- I need to take a _____ (break, brake) from this topic!
- The _____ (stationery/stationary)car still had the motor running.

Q6. The following paragraph has an error in every line. Please write the incorrect word and the correction in your answer sheet against the correct blank number. You do not need to rewrite the entire passage. (6x0.5m=3 marks)

The Silent Valley in Kerala was as calm
and ~~peacesome~~ as its name. It is one of the
very few forests in India ~~wear~~ people do not live,
not even the tribal people.

The Valley is home of many special animals such as

Incorrect word	Correct Word
----------------	--------------

(a)	_____	_____
(b)	_____	_____
(c)	_____	_____
		NO ERROR
(d)	_____	_____

the lion-tailed macaque. There are also many useless species of plants in a Silent Valley.

(e) _____
(f) _____

Section D: Literature (8marks)

Q7. Read the extract given below and answer the questions that follow:

(4marks)

"How absurd, how obscene. What does this mean? You'll not receive one Florin, do you hear? "

- a. Identify the speaker. Who is he/she speaking to? (1)
- b. What is being referred to as 'absurd'? Why is the speaker refusing to pay the listener? (2)
- c. What do the above lines reveal about the mental state of the speaker? (1)

Q8. Answer the following questions in about 40 words:

(2x2=4marks)

- a. Why does the mother hover over the ledge instead of giving the piece of fish to the young seagull?
- b. Which is the other important skill that the seagull learnt that day, besides flying? How did he learn it?

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Revision Exercises

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

- I. i) sent ii) scent
- II. i) lose ii) loose
- III. i) weak ii) week
- IV. i) your ii) you're

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

- I. friendly:
- II. proper:
- III. imaginative:
- IV. harmony:
- V. understand:
- VI. fortunate:
- VII. sortune:
- VIII. satisfied:

Q3: Use the correct suffix to make nouns:

- I. citizen:
- II. unite:
- III. type:
- IV. suitable:
- V. celebrate:
- VI. present:
- VII. interrupt:
- VIII. child:

Q4: Use the correct suffix to make adjectives:

- I. music:
- II. present:
- III. doubt:
- IV. trust:
- V. coward:
- VI. adventure:
- VII. fever:
- VIII. America:

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

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

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

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

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

Q7: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. OFTEN

- a) Never b) usually c) regularly d) randomly

2. IMPORTANT

- a) Grand b) weighty c) worthless d) crucial

3. MAGNIFICENT

- a) Ugly b) gorgeous c) averaged) thrilling

4. SOAR

- a) Rise b) float c) mount d) land

5. AVAILABLE

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

Q8. Underline the correct verb in these sentences.

I. The girl or her sisters (watch, watches) television every day.

II. Rob (doesn't, don't) like sports.

III. His classmates (study, studies) before a test.

IV. One of the cookies (is, are) missing.

V. A lady with 10 cats (live, lives) in that big house.

VI. Mumps (is, are) very serious.

VII. The committee (decide, decides) when to adjourn.

VIII. Our team (is, are) the best.

IX. Everybody (enjoy, enjoys) a good song.

X. Either (is, are) suitable.

December**Reading: Comprehension****Writing: Autobiography Writing****Grammar and Vocabulary: Punctuation, Collocation, Spell-check, Jumbled letters****Literature: The Mother Bird****Section-A****Art Class**

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

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

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

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

The class I had following art was science. It really amazed me how anyone could make such an exciting subject so very boring, but the science teacher managed to do just that. It seems that one can get away with almost anything by sitting in the back, which is right where this teacher had placed

me. Consequently, the art assignment took on the utmost urgency, even if some of it had to be done during science class, which immediately followed art.

Answer the following questions based on the above text:

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

2. Why did the writer enjoy his art class?

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

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

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

- a. Uninteresting
b. Oppose
c. Big house

6. Match the columns.

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

Gus: The Theatre Cat

Gus is the cat at the theatre door

His name, as I ought to have told you before, Is
really Asparagus. That's such a fuss
To pronounce, that we usually call him Gus His
coat's very shabby, he's thin as a rake.

And he suffers from palsy that makes his paws shake. Yet he was, in his youth, quite the smartest of
Cats-But no longer a terror to mice and rats.

For he's no longer the Cat that he was in his prime; Though his name was quite famous, he says, in its
time. And whenever he joins his friends at their club
(Which takes place at the back of the neighboring pub)

He loves to regale them, if someone else pays,
With anecdotes drawn from his Palmiest days.
For he once was a Star of the highest degree-
He has acted with Irving, he's acted with Tree.
And he likes to relate his success on the Halls,
Where the Gallery once gave him seven cat-calls.
But his grandest creation, as he loves to tell,
Was Firefrorefiddle, the Fiend of the Fell.

Q1. Why wasn't Gus called by his real name?

Q2. What does Gus look like now?

Q3. How do we know that Gus is really old?

Q4. How does Gus entertain the other cats at the club?

Q5. Tick the correct meaning of the following expressions:

- I. In his prime means i) to be in a good mood ii) when he was young iii) when he was famous

- II. To regale them means i)to entertain ii)to scare them iii)to cheat them
- III. Palmiest days means i) boring days ii)busy bays iii) best days

Section B

Autobiography

An autobiography is a first person account about the life and experiences about a person or thing.

The writer assumes that he is that person or thing and writes a story which reveals interesting information about that particular subject. You could imagine yourself to be a popular singer, sportsperson, a scientist or anything you possibly wish. You could also imagine yourself to be an inanimate object like a football, a book, or a doggy bowl!

So choose what or who you would like to write about and get started on an Autobiography.

Example of an Autobiography:

I am James Smith, and I was born on September 21, the first day of autumn, in the year 1971. My birthplace is Vancouver, British Columbia, Canada. My middle name is Scot, which is my mother's maiden name. My nickname at home is Tiago, but in school I was called by many nicknames such as Jimmy, Santy, and Smithy. My father was a retired miner in Alberta. He had an automotive mechanics diploma from San Luis School, Abra, Philippines. He moved to Alberta, Canada when he was 37 years old. He then worked for Sandbanks Mining Inc. until retirement. My mother had a degree in Education. She started working as temporary teacher in different cities in Ilocos, Philippines. After getting a permanent position in an elementary school in Santiago city, she met my dad and got married. I am the oldest of 3 children. My younger brother's name is Marlon and my younger sister is Erika.

I can say that the best education I ever had started at home. This was when my parents ingrained in me the principles of life and values that I hold strong till this very day. I attended kindergarten at Macaulay School. I loved my first teacher in school, Ms Cruz, who was very kind. I also remember the names of my first classmates and friends in school very clearly. My elementary school was a bit far from my home, so I used to take the school bus every day. I received two awards in school for being the most responsible student and I also won a National Chess competition. Thereafter, I attended Ferguson Bay High School. These were the most enjoyable years of my life...

Q1. Write an autobiography of a shirt.

Q2. Imagine you are a river. Write your autobiography.

Section-C

Punctuation

Punctuation marks are signs such as full stops, commas and question marks. You use them in sentences to make the meaning clear.

* Full stop ‘.’

You use it:

- i. at the end of a sentence.

- ii. after words that have been shortened.

E.g. Sunday-Sun., Doctor-Dr., Department-Dept.

- iii. when we shorten people's first names to one letter followed by a full stop.

E.g. William Butler Yeats-W.B. Yeats

Exclamation Mark ‘!’

You use it after commands, interjections or words that show surprise or anger.

E.g.

Sit down!

Help!

* Question Mark ‘?’

You put a question mark after a question.

E.g. What's your name?

Who's there?

* Comma ‘,’

You put a comma :

- a. between nouns and noun phrases in a list.

E.g. I bought three notebooks, an eraser, a set of color pencils and a sharpener.

- b. to show where there is a little pause.

E.g. She was in her room, listening to music on the radio.

***Apostrophe '**

You put an apostrophe with an s to show possession.

- a. You add 's after singular nouns or names.
E.g. This is Susan's house.
This is Neena and Reena's room.

- b. You just add ' after plural nouns that end with s.
E.g. The students' desks are arranged neatly.
It took a year's work to complete this job.

- c. You add 's after plural nouns that don't end in s.
E.g. The children's park is nearby.
Men's shoes are larger than women's shoes

You also use the apostrophe to show that a letter or some letters in a word have been left out.

E.g. I've finished my homework but I haven't done any revision.

*** Quotation Marks “.....”**

You use quotation marks to show exact words spoken by people. You also put a comma before the first quotation mark.

E.g. Meg said, "I'm going for a picnic tomorrow."

Q1. Punctuate the following sentences:

1. The beaches of spain are warm sandy and spotlessly clean

2. that tall man parul's grandfather is the winner of the game.

3. yes Javed said ill be home by ten

4. darwin's on the origin of species' (1859) caused a great controversy when it appeared

5. the boys father sat in the corner

6. I dont like this one bit said juhi

7. a grandparents job is easier than a parents

8. hooray i just won the lottery harsh screamed

Q. Punctuate the following passage and use capitals where necessary.

- a. my heart leaps up when i behold a rainbow in the sky wrote williamwordsworth the famous poet and most of us share his feelings when we are lucky enough to see a rainbow there is an old saying that a pot of gold is buried at the end of the rainbow but have you ever tried to reach a rainbows end of course its impossible because a rainbow is really just the result of the raindrops refracting and reflecting light from the sun there are seven colours in the rainbow red orange yellow green blue indigo and violet
 - b. Yesterday after school we had our final soccer match of the season our coach mr khan stated i want all of you to play your best and play fair the game started we knew if wedidn't play aggressively we would lose at half time our opponents were ahead by two shortly after we managed to tie the game we had very little time left and knew we had to play well the audience was cheering loudly they could feel the tension in the air sumit our captain called a time out we gathered around and our coach said you can do it play smart we didn't want to let our coach or fans down just then sumit kicked the ball and the crowd went wild the ball went right through the net the buzzer went to signal the end of the game much to our surprise we won in the last two minutes of the game

Grammar Help- "It"**See the following sentences:**

- The lion is chasing its prey.
- It's getting closer and closer.

You see that only in sentence b an apostrophe is used. The pronoun 'it' takes an apostrophe only when used with abbreviated form of is.

It also takes an apostrophe when used with short form of has. E.g. It's a new book. It's got a blue cover.

(It is a new book. It has got a blue cover.)

Grammar Help- "Who"**See the following sentences:**

- Whose book is this?
- Who's coming to dinner?

The pronoun **who** takes an apostrophe when used with the short form of is.

Fill in the blanks with the right word:

- _____ raining cats and dogs.
- The leopard is fast. _____ speed is incredible.
- _____ quite sure that _____ battery has gone.
- _____ a well-groomed cat. _____ fur is soft and silky.
- _____ taken my pen?
- _____ footprints are these?
- That is the man _____ house was burgled.
- This is one student _____ sure to make his parents proud

Vocabulary Enrichment

Unscramble the following jumbled up letters to form meaningful words. Write them in front of the correct meaning given below.

FCEONIDENC

UOCQENSNECE

ETDOTAEN

- Assurance _____
- Result _____
- Explode _____

Tick the word with the correct spelling.

1. describe	describe
2. definition	definatation
3. writing	writting
4. continous	continuous
5. reference	refference
6. dissappoint	disappoint
7. hidding	hiding
8. adventourous	adventurous
9. proffession	profession
10. recieve	receive
11. successful	successful
12. beleive	believe

Collocation

Collocation refers to the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance.

Types of Collocations

There are several different types of collocations made from combinations of verb, noun, adjective, etc. Some of the most common types are:

- i. adverb + adjective: completely satisfied (NOT downright satisfied)
- ii. adjective + noun: excruciating pain (NOT excruciating joy)
- iii. noun + noun: a surge of anger (NOT a rush of anger)
- iv. noun + verb: lions roar (NOT lions shout)
- v. verb + noun: make mistakes (NOT do mistakes)
- vi. verb + expression with preposition: burst into tears (NOT blow up into tears)
- vii. verb + adverb: wave frantically (NOT wave feverishly)

Exercise 1

Choose the correct words from the brackets to fill in the blanks.

- i. We entered a _____ decorated room. (utterly/richly)
- ii. The doctor ordered him to take _____ exercise. (regular/strong)
- iii. Let's give Mr John a _____ of applause. (round/square)
- iv. Snow was falling as our plane _____. (went off/took off)
- v. The President _____ a speech on the importance of cleanliness. (did/made)
- vi. Her eyes filled _____ at the sight of the scary fort. (with horror/by horror)
- vii. I _____ remember that it was growing dark when we left. (vaguely/unclearly)

Exercise 2

Circle the correct options.

- a. sharply concerned
- b. strong coffee
- c. bar of chocolate
- d. keep a promise
- e. make up your mind
- f. waited promisingly

deeply concerned

powerful coffee

grain of chocolate

do a promise

make in your mind

waited patiently

Integrated Grammar

In the passage given below one word has been omitted in each line. Put a / where the word is missing and write the word in the space provided.

When the Class VII examinations over, the Deputy _____

Commissioner asked his son he had done his _____

English paper well. The boy told him was easy, _____

and that for one question had written that his _____

father was washerman. The boy's father shouted _____

angrily but son replied, "I did not know the spelling _____

Deputy Commissioner and I did not want _____

to lose one mark.

**Section-D
Literature****The Mother Bird**

In this beautiful poem, the speaker-poet looks through a hedge and spots a mother bird guarding her nest. Their eyes meet—the bird seems to plead with the speaker to not disturb her. She looks both scared and brave to him. He imagines her heart must be beating quite fast. The bird opens her beak and utters a single cry. It clearly makes a strong impression on the speaker, for he describes it in detail. He writes that it does not sound like sparrows chirping at the end of the day; nor like a trill that can be heard in a quiet evening. It is a sharp, solitary note which sounds desperate, vivid and fierce; which seems to express both tears and joy, courage and hopelessness, passion and victory. The speaker feels foolish and almost afraid. He quietly moves away from the spot, smiling awkwardly, while the motherbird remains at her nest, a patient and lonely figure.

To capture this brief experience, the speaker-poet describes everything—not only how things looked (green twilight) but also how different things felt (cool leaves) and sounded (sharp note) at that moment.

He often uses contrasting words to describe the same thing—the bird's eyes look 'meekly and brave'—and this helps to capture the wide range of emotions that he imagines the bird must be feeling, as well as the strong impression she has on him. He reads a lot into that one cry of the bird—he understands that she is both lonely and brave, hopeless and happy. He feels like he has stumbled upon a private place and moment and must leave the mother bird alone. Compared to the admiration and sympathy he feels for the bird, he himself feels like an awkward and foolish intruder. He leaves, but carries the memory of the little mother bird in his mind.

- Q1. Give a physical description of the bird.
- Q2. Why has the poet made use of contradictory terms in the poem?
- Q3. Explain the line 'Of valiant tears, and hopeless joy'.
- Q4. Why does the poet call himself a 'fool'?

Sample answer: He felt foolish for being caught unawares. He was actually gracious in respecting the Mother's courage in protecting her babies.

- Q5. At the mother bird in the secret hedge
Patient upon her lonely nest.
 - a. According to you, why is the mother bird lonely?
 - b. Which characteristic trait of the bird has been emphasized in the given lines?

January

Reading: Comprehension

Writing: Process Writing

Grammar: Active and Passive Voice

Vocabulary: What's the good word?

Literature: Break, Break, Break

Section A

It was a difficult time for Hannah Chaplin and her two sons, Charles and Sydney. There just wasn't enough money for even their most basic needs. Hannah knew she would have to earn some money. She had a very good voice, but she was afraid to sing at the music halls of London because unruly crowds gathered there. Artists were often chased from the stage. For the sake of her children, she gathered enough courage and went on stage one evening. But Hannah's worst fears came true. As she faced the crowd, her voice failed. There were catcalls, boos and whistling. Poor Hannah was terrified. Charlie Chaplin himself describes what happened next:

"I remember standing in the wings when Mother's voice cracked and went into a whisper. The audience began to laugh and make catcalls. Mother was obliged to walk off the stage. The stage manager, who had seen me perform before Mother's friends, said something about letting me go in her place. And in the confusion I remember him leading me by the hand and, after a few explanatory words to the audience, leaving me on the stage alone. And before a glare of footlights and faces in smoke, I started to sing a well-known song."

"Halfway through, a shower of money poured on to the stage. Immediately, I stopped and announced that I would pick up the money first and sing afterwards. This caused much laughter. I talked to the audience, danced and did several imitations, including one of Mother singing her Irish march song. And in repeating the chorus, in all innocence, I imitated Mother's voice cracking and was surprised at the impact it had on the audience. There was laughter and cheers, then more money throwing; and when Mother came on the stage to carry me off, her presence evoked tremendous applause. That night was my first appearance on the stage and Mother's last."

Little Charlie lived with his mother and brother Sydney in a small shabby room. But Hannah managed to bring some magic into their bleak surroundings. She would sing and dance for her sons, and tell them wonderful stories. Whenever they got some money, Hannah would take them to the beach, and treat them to cakes and ice cream. On days when there was no money, she would look out into the street and narrate stories about the people she saw walking past.

Hannah's acting skills made a great impression on little Charlie. When he became a famous actor he often said that it was his mother's skills and the sights and sounds of London that had helped him in his career as an entertainer.

Hannah made some money sewing clothes for people, while Sydney did a number of odd jobs. Sometimes when the family was in serious need, the children had to go into the workhouse. Charlie knew that he would have to earn a living, but he wanted to be an entertainer and nothing else. When he was nine years old, he joined William Jackson's Lancashire Lads, a troupe of child dancers. Charlie enjoyed working with this group.

But he was also able to understand the tension, the fatigue and the pain behind the brightlights and gay costumes. Charlie worked with this group for two years, after which he was again on his own.

One day when Charlie came home, he found his mother in a state of complete confusion. "She has gone mad," the children in the neighbourhood shouted. Charlie immediately took her to the nearby

hospital. The doctor told him that she was indeed unwell. Six days later, she was admitted to a mental institution. Charlie was heartbroken. She had meant so much to him.

Answer the following questions based on your reading of the above text:

1. In what way did Hannah's worst fears come true?

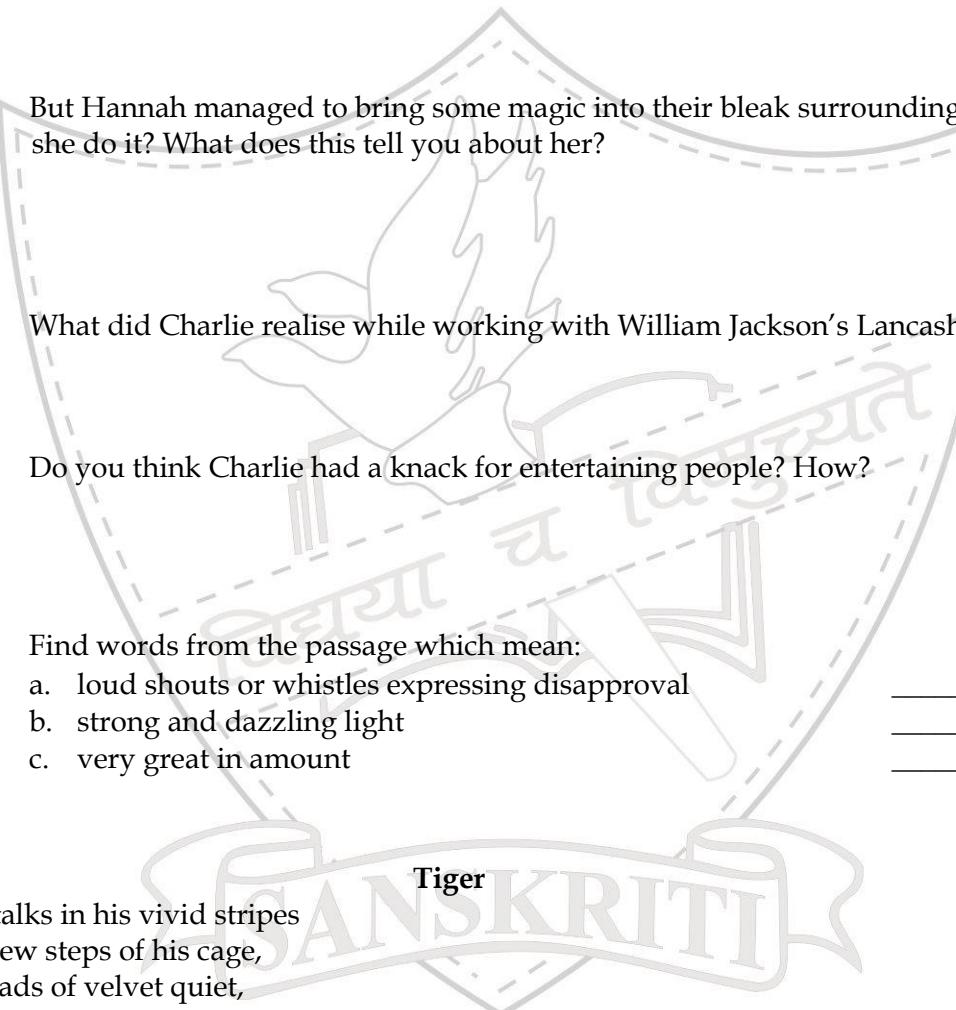
2. Who asked Charlie to take his mother's place on stage? Why do you think he did that?

3. But Hannah managed to bring some magic into their bleak surroundings. How did she do it? What does this tell you about her?

4. What did Charlie realise while working with William Jackson's Lancashire Lads?

5. Do you think Charlie had a knack for entertaining people? How?

6. Find words from the passage which mean:
 - a. loud shouts or whistles expressing disapproval
 - b. strong and dazzling light
 - c. very great in amount



Tiger

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

SANSKRITI

THE CIVIL SERVICES SCHOOL
He should be lurking in shadow,
Sliding through long grass,
Near the water hole
Where the plump deer pass.

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws
Terrorising the village!
But he's locked in a concrete cell,

His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

On the basis of your reading of the poem, complete the following statements.

1. The poem shows a comparison between _____
2. We know that the tiger's movement is severely limited as _____
3. In the expressions 'should be lurking' and 'should be snarling', 'should be' shows that _____
4. The tiger should be hiding near the water hole because _____
5. He ignores the visitors because _____

Section-B

Process Writing

A process is a series of actions, and fundamentally the description of a process is the description of action. We often use the passive voice in describing processes, when the emphasis is on the actions and not on the people who perform them. The agent is usually omitted.

Value Points for process writing:

- Title
- Correct sequence of steps involved in it
- Use of present tense (mostly)
- Use of passive voice
- Use of appropriate sentence linkers, such as first of all, next, then, while, finally, at last, etc.

Sample 1

How to Pay Bills Online

Paying bills online isn't as difficult as it seems. One of the ways of doing that is to make the payment through the bank website. An online account is created using the details of one's bank account. Information such as name, date of birth, social security number and bank account number is required. After that, payees are added to the account once the online account has been set up. At last, the amount is entered and payment is made.

Sample 2

How to Make Cottage Cheese

One litre of milk and juice of one lemon are taken. The milk is poured into a pan and is brought slowly to boil. Lemon juice is added while it is being stirred continuously. Gentle stirring is continued till the milk gets curdled and then is set aside to cool. When the curdled milk is cool, it is strained through a sieve of muslin. Then the liquid whey is squeezed out and the cheese is pressed under a flat weight. After an hour, it is cut into desirable pieces as it is ready to use.

Now do the following questions in your notebook:

- Describe the process of preparing Maggi noodles.
- Write a description of the process of opening a bank account.

Section-C

Active and Passive Voice

- A verb is said to be in the Active Voice when the person or thing denoted by the subject is a doer of an action.

E.g. Tom chased Jerry.

The verb chased is in the Active Voice

- A verb is said to be in the Passive Voice when it shows that something is done to the person or thing denoted by the subject.

E.g. Jerry was chased by Tom.

The verb was chased is in the Passive Voice.

The following table brings out the transformation of Voice:

Active	Passive
I write a story	I am writing a story
A story is written by me (present tense)	A story is being written by me (present continuous)
I have written a story	A story has been written by me (present perfect)
I wrote a story	I was writing a story
A story was written by me (past tense)	A story was being written by me (past continuous)
I had written a story	A story had been written by me (past perfect)
I shall write a story	I shall have written a story
A story will be written by me (future tense)	A story will have been written by me (future perfect)

Points to remember:

- * In the Passive Voice, the subject is changed into object and object is changed into subject.
- *Verbs that do not have an object cannot have a Passive Voice
- *When a verb has two objects, either may be the object of the sentence in the Passive Voice.

E.g. (Active)

Priti gave me(Indirect object) a pen.(Direct object).

(Passive1)

I was given a pen by Priti.

(Passive2)

A pen was given to me by Priti.

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Change the voice of the following sentences:

1. Robin Hood shot an arrow.

-
2. Raja has written this poem.
-

3. They have distributed the sweets.
-

4. All the children laughed at him.
-

5. She kept us waiting.
-

6. Tom had broken the fence.
-

Rewrite the following sentences in the passive voice.

1. The hunter has captured a lion cub.
-

2. Mr Smith is giving away prizes.
-

3. The factory employs many foreign workers.
-

4. Elsie will assist Mr Wilson in the project.
-

5. John won the first prize in the contest.
-

6. The shopkeeper has cheated a lot of customers.
-

7. Mrs Jones was bathing the baby.

8. Dr Dickson will treat the cancer patient immediately.

9. Rebecca made the dress herself.

10. Bees collect nectar from flowers.

Convert the following sentences into the passive voice:

1. Ms. Sullivan teaches us grammar.

2. The teacher praised him.

3. The firemen took the injured to the hospital.

4. An earthquake destroyed the town.

5. The wind blew down the trees.

6. The fire damaged the building.

7. Who taught you French?

8. The manager will give you a ticket.

Q. Below you can see a set of instructions for making Chinese Blossom Tea. Complete the following paragraph using the passive voice.

- Boil four cups of water in a kettle.
- Add two tablespoons of tea leaves.
- Boil for two minutes.
- Rinse the teapot with boiling water.
- Put a layer of rose, mogra or jasmine flowers in the teapot.
- Pour tea into the teapot.
- Let it stand for five minutes.
- Serve before/after meal.

Four cups of water _____ in a kettle. When the water has boiled, _____ and made to _____. Meanwhile the teapot _____ with boiling water. A layer of either rose, mogra or jasmine flowers is then _____ and tea _____. It _____ five minutes before it is served.

Vocabulary Enrichment

What's the good word?

Tick the meanings you think are the nearest to the key words.

- | | |
|--------------|--------------------------------------------------------------|
| 1. Peer | peasant, breakwater, wise person, equal |
| 2. Trend | uncertainty, higher level, calm, general direction |
| 3. Emit | to leave out, to utter, to let in, to confess |
| 4. Aptitude | friendliness, skill, conceit, generosity |
| 5. Allude | to deceive, to avoid, to tempt, to refer to indirectly |
| 6. Magnitude | personal charm, great size, unselfishness, force |
| 7. Intrude | to insult, to barge in, to be modest, to stumble |
| 8. Vigil | strictness, self discipline, watch, strength and vitality |
| 9. Verify | to refute, to prove the truth of, to be uncertain, to change |
| 10. Smug | unpleasant, stubborn, self satisfied, cozy |

Integrated Grammar

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

The next morning the narrator wake up and
 as he always did he looking at once at the
 wall on which the face is to be seen. He
 rubbed his eyes and springing up in alarm.

It was only faintly visible. Last night it has
 been as clear as ever – he can almost hear
 it speak and now it was a ghost of it.

As he sprang on in alarm looking with unseen
 eyes at the face on the wall, suddenly it disappeared.

Section-D

BREAK, BREAK, BREAK By Alfred Lord Tennyson

In this poem, the poet is mourning the death of his beloved friend Arthur Hallam. His death had left a deep impact on the poet's heart.

Sitting on the rocky beach, he directly addresses the sea in the first stanza. He watches the waves crashing against the rocks. He asks the sea to continue doing what comes naturally to it, but laments

the fact that he is not able to express his grief and pain at the loss of his friend in the same manner. He wants to shout and cry like the sea, but his 'tongue' is not able to convey the depth of his pain to the world around him. He sees the fisherman's children playing on the beach; the sailor who is singing as he goes about is daily business. Even the grand ships seem to move merrily towards their desired destination. Everybody seems cheerful and this disturbs the poet. He might be jealous of these people for they have what they desire, they are with the people they love and can communicate their feelings to the world. This cheerfulness of the world around him when he is in so much emotional pain seems to make the situation worse for him.

But the poet longs for the presence of the lost friend whose friendship meant a lot to him. He seems rather perturbed by the fact that while he has been deprived of his closest friend, the meaningful conversations that they used to have, the people around him are living without a hint of sadness. In the final stanza, the poet repeats the first line of the poem, but definitely with more force and passion. He might be referring to the waves that keep coming back to the shore to break against the rocks; however, the friend and the time spent with his friend will never come back to it. It will only remain as a lingering memory.

Questions:

1. *Break, break, break
on thy cold grey stones, O Sea!
And I would that my tongue could
utter the thoughts that arise in me.*
 - a. Who is the poet addressing in the first two lines? Identify the poetic device used.
 - b. What does he wish he could do?
 - c. What kind of thoughts is he referring to?
2. How do we get to know that the poet is disturbed by what he sees around himself?
3. The poet says, "O well for the fisherman's boy, that he shouts with his sister at play..." do you think it is 'all well' for him to see the scene? Why/why not?
4. What is the realization that the poet has in the end?

February

Reading: Comprehensions for practice**Grammar: Revision****Literature: My Unknown Friend****Section D****My Unknown Friend**

The unknown friend was a person that Stephen Leacock once met when he was traveling. The person wore a long fur coat and had a suitcase with him. He looked at the author and recognized him instantly. This was followed by a hand shake and exchange of pleasantries. The author could not recall where he had met the person before.

The person said that it was a long time since he had met the author and the rest of the gang. He said that it was strange how it was that people lost track of their friends over a period of time. He went on to ask if the author went back to the old place. The author made it a point to change the topic so that the person would not ask him about the old place once again. Just then, the person said that he caught up with some members of their gang at times and that they always enquired about the author. The author decided to play it safe and asked him if he had any news of Billy as he was sure that there was a Billy in every gang. The unknown friend immediately replied that Billy was in Montana.

Then came the tricky part where the stranger asked the author about his loss. This confused the author whether he was asking about the loss of money, then how much and when did he lose it. Apparently, the stranger was referring to the loss of author's grandmother.

Suddenly, he jumped up saying that he had missed his stop. He tried opening the suitcase as all his money was in it. The author being a Good Samaritan offered him money, which the stranger grabbed from his hand and sprang from the train leaving his suitcase behind.

At that point another stranger walked in looking for his suitcase.

The author realised that he had been fooled and promised himself that he would never again engage in small talk with a stranger.

Q1. How does the writer let us know that the other person looked wealthy?

(Value points: He could afford to travel in the luxury carriage. He was wearing an expensive coat and carrying an expensive suitcase.)

Q2. Why did the author offer money to the stranger?

Q3. What did the author deduce at the end?

Q4. Reference to the context:

1. "Do you ever go back to the old place?"

a) Identify the speaker and the address.

b) Where is the conversation taking place?

c) What was the author's reply? Why?

2. "...especially when I heard of your loss."

- a) What loss is the speaker referring to?
- b) What did he mean to do on hearing it?
- c) What was the addressee's reaction?

3. "My money's in the suitcase."

- a) Why did the speaker panic?
- b) Why did the addressee panic?
- c) How was the situation resolved?

Section-A

Forgive My Guilt

Not always sure what things called sins may be,
 I am sure of one sin I have done.
 It was years ago, and I was a boy,
 I lay in the frost flowers with a gun,
 The air ran blue as the flowers, I held my breath,
 Two birds on golden legs slim as dream things
 Ran like quicksilver on the golden sand,
 My gun went off, they ran with broken wings
 Into the sea, I ran to fetch them in,
 But they swam with their heads high out to sea,
 They cried like two sorrowful high flutes,
 With jagged ivory bones where wings should be.

For days I heard them when I walked that headland
 Crying out to their kind in the blue,
 The other plovers were going over south
 On silver wings leaving these broken two.
 The cries went out one day; but I still hear them
 Over all the sounds of sorrow in war or peace
 I ever have heard, time cannot drown them,
 Those slender flutes of sorrow never cease.
 Two airy things forever denied the air!
 I never knew how their lives at last were spilt,
 But I have hoped for years all that is wild,
 Airy, and beautiful will forgive my guilt.

Robert P. Tristram Coffin

Answer the following questions based on the reading of the above passage:

1. What incident is the poet recalling?

2. Where and when did the incident take place?
3. How do we know that the plovers were migrating?
4. Identify two contrasting images of the birds, before and after the incident occurred.

5. Was the killing in the poem intentional?
6. Did the birds lose their dignity after being shot?
7. Why does he want 'all that is wild, airy and beautiful' to forgive his guilt?

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THE MYSTERY OF MARY CELESTE

On 7 November 1872, a 32 meter sailing ship called Mary Celeste left from New York on a voyage to Genoa, Italy—a destination she would never reach. The ship was carrying a cargo of 1700 barrels of raw industrial alcohol. On board were Captain Benjamin Briggs, a well regarded and experienced sea captain, his wife Sarah, their two year old daughter, Sophia and a crew of seven.

A week later, another cargo ship called Dei Gratia also left on a voyage from New York Harbour, following a similar course across the Atlantic. On 5 December, Dei Gratia's crew sighted Mary Celeste in the Bay of Gibraltar near the Portuguese coastline and decided that she was drifting, although no distress signals could be seen. Some of the crew launched a small boat and rowed to Mary Celeste. When they boarded the ship, they discovered that, although Mary Celeste was a "wet mess", she was in a seaworthy condition. But no one was on board. All ten people had vanished without a trace.

The crew searched the ship and found that the cargo and the food and water supply were still there. However, the lifeboat and the navigation instruments were missing. It appeared as if the people on board Mary Celeste had left in a hurry. The Dei Gratia crew eventually sailed Mary Celeste to Gibraltar and a court of investigation examined the ship but failed to come up with a definite answer to the puzzle. Mary Celeste was then sailed by a number of different owners for another 12 years before it was wrecked and sank off the coast of Haiti.

Over the years many stories and rumours about what was found on Mary Celeste have been circulated. Some people say there was a bloody sword under Captain Briggs's bed, that there were scratches and bloodstains along one of the ship's railings, that the only compass had been destroyed that the ship's cat had been discovered abroad, fast asleep!

In addition there are many theories as to what happened to the people on board. Some of these theories are more likely than others. Did the crew try to escape in the lifeboat because Captain Briggs thought the ship was sinking or because the cargo of alcohol began exploding? Did a UFO land and kidnap the people on board? Did pirates attack the ship? Did the ship collide with a giant squid? Did the crew murder Captain Briggs and his family and then escape? We may never know.

The wreck of Mary Celeste was discovered in 2001 but experts believe that it is unlikely to provide any new information about the fate of the people on board. For the moment, the story of Mary Celeste remains one of the great mysteries of the ocean.

Answer the following questions based on the reading of the above passage:

- When did Mary Celeste leave New York on a voyage to Genoa, Italy?

-
- What was the ship carrying?

-
- Who all were on board the ship?

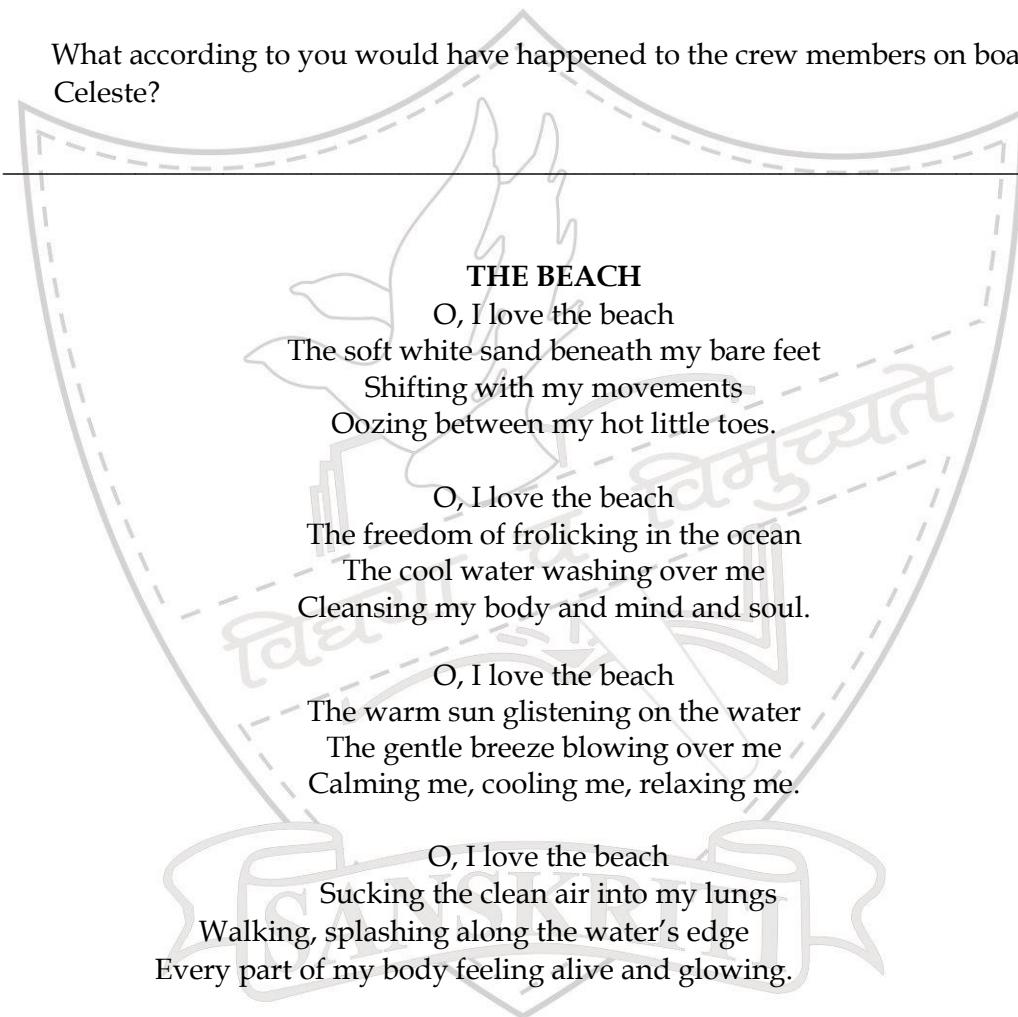
-
- Name the other cargo ship which ventured on a similar voyage in the Atlantic?

5. Why has the Mary Celeste been called “wet mass”?

6. What was the condition of the ship when the Dei Gratia discovered it drifting without any control?

7. When was the wreck of Mary Celeste finally discovered?

8. What according to you would have happened to the crew members on board Mary Celeste?



O, I love the beach

Seeing the dolphins playing in the sea

Breaching, jumping, chasing and rolling

My heart pounding with delight and exhilaration.

O, I love the beach

Endless summers surfing and swimming

Snorkeling through the exquisite reef

The awesome might of nature there for all to see.

O, I love the beach

The waves crashing incessantly

Always moving, always living, never stopping

Demonstrating the power they have over me.

O, I love the beach
 Icy poles dipping down my arm
 Sausages sizzling on the barbecue
 Eating ice-cream under the bright twinkling stars.

O, I love the beach
 The bright colours of umbrellas, towels and bathers
 Red, yellow, orange and blue
 Like a dazzling rainbow filling up my senses.

Answer the following questions:

1. What feats do the dolphins perform in the water?
-

2. How are the waves more powerful than us humans?
-

3. Pick out three words from the poem which mean the same as 'shining'
-

4. Why does the poet conclude the poem with his love for the beach?
-

5. What does the poet mean by the phrase, "Cleansing my body and mind and soul."
-

WOLFGANG AMADEUS MOZART

Wolfgang Amadeus Mozart was a famous composer of classical music and is considered to be one of the greatest musical geniuses of all time. Though he died at the age of 35, he wrote more than 600 musical compositions.

Mozart was born on 27 January 1756 in Salzburg, Austria. His father, Leopold, was a well-known throughout Europe as a music teacher and he was also a successful composer. Around the age of three, Mozart learnt to play the harpsichord (a keyboard instrument that preceded the piano), showing an amazing musical talent. His father also taught him to play the violin and the organ. Mozart wrote his first two compositions when he was just six years old.

When Mozart turned seven, his father decided to take him and his sister Nannerl, on a tour of the royal courts of Europe to show off their musical abilities. Nannerl was a talented harpsichord player, although she did not show the same genius for music as her brother. The children played all over Europe until Mozart was in his late teens, making Leopold a large sum of money and building Mozart's reputation as a musician. During these tours, Mozart met not only kings and queens but

many famous musicians and composers, learning a great deal more about music and composing. Mozart was also busy writing music. He composed his first symphony at the age of eight and his first opera at the age of twelve. He composed other work for orchestras, as well as pieces for harpsichord, violin and other instruments, many of which were performed publicly.

In 1769, at the age of 13, Mozart began working for the archbishop of Salzburg as the "Concertmaster" of the Salzburg court orchestra. He did not get on well with the archbishop and the two often argued. Part of the reason for this was because Mozart was away from Salzburg on tour so often. Mozart eventually left this position (most people agree he was probably dismissed by the archbishop in 1781).

In 1782, now living in Vienna, Mozart married Constanze Weber against his father's wishes. The couple later had six children, but only two reached adulthood. Mozart now earned a living as a freelance musician; he sold his compositions, performed and worked as a music teacher. He earned what was regarded as a good income for a musician; however, he spent his money unwisely and often had to borrow from his friends to support his family.

Mozart died in Vienna on 5 December 1791 from an unknown illness. He was buried in an unmarked grave, as was the custom of the time for many funerals and burials. Mozart's music remains popular with musicians and music lovers around the world and includes the *Jupiter Symphony* and the operas *The marriage of Figaro*, *Don Giovanni* and *The magic flute*.

Answer the following questions based on your reading of the above text:

1. Mozart was a gifted child. What information from the text supports your answer?

2. How did the siblings-Mozart and his sister Nannerl, earn large sums of money for their father?

3. Who was Mozart's first teacher? Name a couple of famous compositions of Mozart.

4. Why did the Archbishop dismiss Mozart from the court?

5. Find words from the passage that mean:

- a. came before _____
- b. removed from service _____
- c. amazing talent _____
- d. carelessly _____

The Sage

There lived a sage in days of yore
 And he a handsome pigtail wore,
 But wondered much and sorrowed more...
 Because it hung behind him.

He mused upon this curious case
 And said he'd change the pigtail's place,
 And have it hanging down his face,
 Not dangling there behind him.

Then round and round and out and in
 Whole day the poor peddler did spin,
 In vain, it mattered not a pin,
 The pigtail hung behind him.

1. Given below is a summary of the poem. Complete it by supplying the missing word:

Once upon a time longthere lived a sage who was so..... of his pigtail that he considered it a great.....that it should.....down his back. Hewantedithangingin front of his face. He.....round and round to change.....place but it was aeffort as it still hung down his

2. What was the 'curious case' referred to in the poem?

3. A sage is a wise person. Do you think that the sage in the poem is really wise? Give a reason for your answer.

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

- a. thought deeply
- b. without result

The Wonders of Nature

Down in the grasses lies a busy land. It has millions of inhabitants. It has crowded cities and quiet, hidden homes. It has busy highways, with travelers hurrying up and down. It has wars and weddings, factories and farms. It has all the excitement of our bigger world and all its dangers too. It is the world of the insects.

Here the grasses tower like forest trees. In their shadow the busy ants hurry. Up their stems the caterpillars and measuring worms hump along. At their blossoms bees and butterflies sip nectar and gather pollen.

Between the bending grasses spiders swing on their long silken ropes. And they weave their marvellous, patterned webs.

Each of these families has a job to do - keeping itself alive. This may mean hunting other creatures for food. Chances are some creature nearby is hunting it in turn. For no creature in nature lives apart from the rest.

Life is not easy for them. But somehow every family manages to stay alive. Some members die, but others are born to take their places.

Each of the families has a place in the pattern of nature. The ants help clear away dead matter. They do not know they are helping. They are busy collecting their food. But they do help.

The bees are busy drinking from the flowers. But as they sip, they pick up pollen on their back legs. And they take some of that pollen to other flowers which need it for growing seed.

Yes, everyone has one's share in this busy little land.

1. What is the busy land mentioned here?

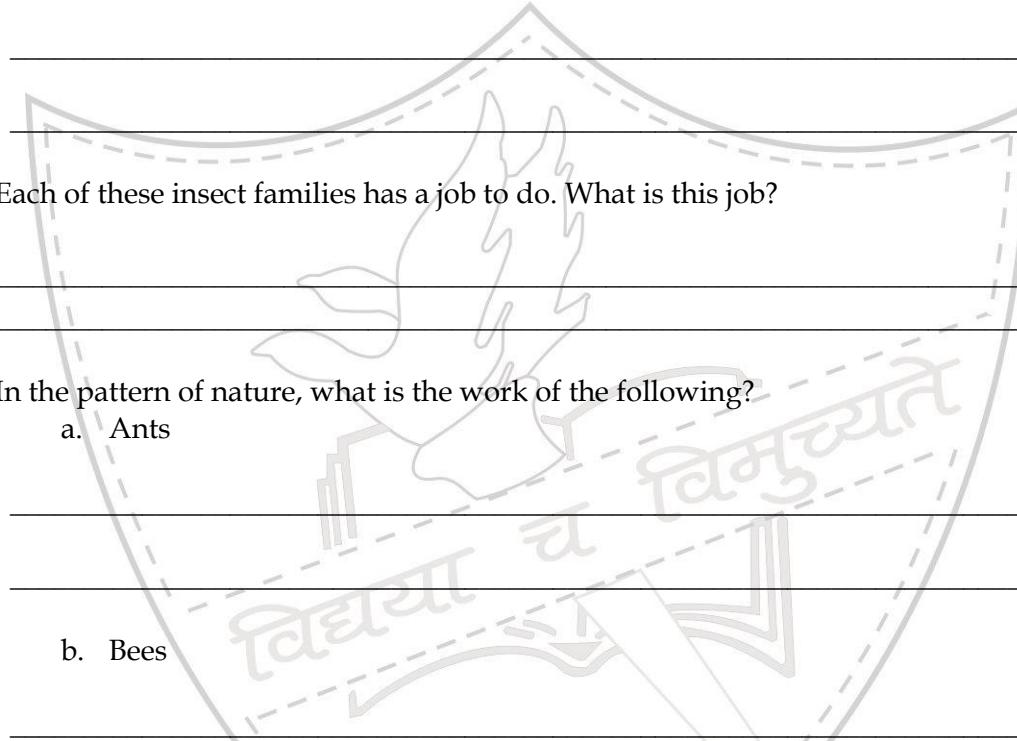
2. Name four ways in which this land is like the world of humans.

3. Explain the following:

c. here the grasses tower like forest trees

d. measuring worms hump along

e. no creature in nature lives apart from the rest



4. Each of these insect families has a job to do. What is this job?

5. In the pattern of nature, what is the work of the following?

a. Ants

b. Bees

6. Life is not easy for insects. Do you agree? Give your reasons.



THE BOY IN THE STRIPED PYJAMAS BY JOHN BOYNE

About the novel

The Boy in the Striped Pyjamas explores the evils of the Holocaust through the eyes of a child. In the same vein as Jerry Spinelli's Milkweed, this novel contrasts the dichotomy of man's inhumanity to man with man's capacity to care and love.

Author John Boyne has said that he believes that the only way he could have written about the Holocaust respectfully was through the eyes of a child. He does so masterfully in this novel, demonstrating how Bruno and Shmuel maintain the innocence of their childhood in spite of what is happening around them. Boyne acknowledges that the only people who can truly comprehend the horrors of the Holocaust are those who lived through it. This novel gives a voice to the victims, especially the millions of innocent children who perished at the hands of the Nazis.

What makes The Boy in the Striped Pyjamas so effective is that rather than examining the big picture of the Holocaust and its atrocities, the novel instead focuses on individual relationships and gives readers an intimate portrait of two innocent boys seeking the same thing: friendship. Interestingly, Boyne classifies The Boy in the Striped Pyjamas as a fable, a story that bears a moral lesson. This is a fitting category for the novel as it imparts many lessons. Among these valuable lessons, perhaps the most significant is the final sentence which suggests that "nothing like that could ever happen again. Not in this day and age." It forces readers to confront the grim reality that hatred, discrimination, and intolerance remain potent forces in the world. Readers consequently consider their own prejudices and actions, perhaps wondering if they have been guilty of mistreating others. Additionally, some may even consider what their role might have been in the Holocaust: bystander, resister, perpetrator, or victim.

About the author

John Boyne was born in Dublin, Ireland, in 1971, and studied English Literature at Trinity College, Dublin, and creative writing at the University of East Anglia, Norwich, where he was awarded the Curtis Brown prize.

Boyne has published 11 novels for adults and five for younger readers, including *The Boy In the Striped Pyjamas* which was a New York Times no.1 Bestseller and was made into a Miramax feature film. It has sold around 10 million copies worldwide. He is also the author of the short story collection *Beneath The Earth*.

He is a regular book reviewer for *The Irish Times* and has been a judge for the Hennessy Literary Awards, the International IMPAC Dublin Literary Award, the Green Carnation Prize, as well as chairing the jury for the 2015 Scotiabank Giller Prize. In 2012, he was awarded the Hennessy Literary 'Hall of Fame' Award for his body of work. He has also won 3 Irish Book Awards, for Children's Book of the Year, People's Choice Book of the Year and Short Story of the Year. He has won a number of international literary awards, including the Que Leer Award for Novel of the Year in Spain and the Gustav Heinemann Peace Prize in Germany. In 2015, he was awarded an Honorary Doctorate of Letters from the University of East Anglia.

Anti-Semitism: The Longest Hatred

Prejudice against or hatred of Jews – known as anti-Semitism – has plagued the world for more than 2,000 years. Early Christian thought held Jews collectively responsible for the crucifixion of Jesus. This religious teaching became embedded in both Catholic and Protestant theology during the first millennium, with terrible consequences for Jews.

Following many centuries of persecution and exclusion, the Jewish minority in Europe achieved some rights after the Enlightenment. As Europe became more secular and Jews integrated into mainstream society, political forms of anti-Semitism emerged. Jews were targeted for their ideas and their role in society.

All of these centuries of hatred were exploited by the Nazis and their allies during World War II, culminating in the Holocaust, the systematic murder of Europe's Jews.

Chapter 1

1. How would you summarise Bruno's life in Berlin?
2. What kind of a job did Bruno's father do? Why was it 'very important'?
3. Why do you think Bruno has difficulties understanding what his father does at work?
4. Describe their house in Berlin.
5. How do you know that Bruno's mother was unhappy with her husband's decision to move away from Berlin? Substantiate with reasons from the text.
6. State Bruno's reaction when he learnt about his father's posting?

Chapter 2

1. The new house makes Bruno feel "empty and cold". Why do you think Bruno feels this way?
2. Bruno's mother says, "We don't have the luxury of thinking" and "Some people make all the decisions for us." What does she mean by this?
3. What did Bruno ask Maria? State her response.
4. Describe Bruno's father. What do you think of him thus far in the novel?
5. Chapter Two ends with a "cliff-hanger." What is a cliff-hanger, and why do you think Boyne used this device here?

Chapter 3

1. How does Gretel explain the name "Out-with"? What is it really?
2. What did Bruno see out of Gretel's window?
3. Do you think Bruno's new house is scary? Why/ why not?
4. What makes Gretel such a challenge for her family?

Chapter 4

1. What did the children see when they looked out of the window?
2. "She could only think of one explanation." How did Gretel explain what she saw in front of her?
2. Describe the landscape seen from the window?
3. Why did Bruno not agree with Gretel's explanation?
4. How were the soldiers treating the children?
5. Towards the end of this chapter, Bruno finds something 'extraordinary.' What was it?

Chapter 5

1. "We should never let the Fury come to dinner," Bruno's mother said. Explain this line in your own words.
2. What was odd about the train station? What can you infer from the descriptions of the two trains?
3. What does the scene with father and the group of five men imply?
4. How did Bruno's father try to address Bruno's concerns about the new house? What does their conversation tell you about Father?
5. What do you think Bruno's father have meant when he said, "the people outside were not really people at all?"

Chapter 6

1. Why was Bruno talking to himself in his room? What made him feel better?

2. Till now, we have only seen Maria answering Bruno's questions timidly and meekly. Why do you think Maria is so thoughtful and careful with her answers to Bruno?
3. How did Gretel treat Maria in comparison to the way Bruno treated her?
4. Why did Bruno feel that "if he didn't get out of the house soon he was going to faint away?"

Chapter 7

1. Who was the only one person who Bruno knew at his new residence? why did Bruno's mother not like Bruno laughing at that person?
2. How did Lieutenant Kotler treat Pavel?
3. Why did Bruno hate the idea of being "alone with a man like Lieutenant Kotler?"
4. Describe Bruno's accident. Bruno's mother doesn't think they should talk about the war. Do you agree? Explain.
5. Why do you think Pavel was now working for Bruno's father rather than working as a doctor?
6. What did you learn about Bruno's mother in this chapter?

Chapter 8

1. What had Bruno's grandfather done for a living?
2. "Grandfather was very proud of his son when he saw him in his new uniform but Grandmother was the only one who seemed unimpressed." Comment.
3. What do you think Bruno's grandmother meant when she said her son was a puppet on a string?
4. What does Bruno's father do that upsets his mother?
5. How do you think the war was affecting Bruno's family?

Chapter 9

1. "It's funny that I've never wondered about those people(people wearing striped pyjamas)." Why do you think Bruno never thought critically about his unusual surroundings?
2. What did Herr Liszt want to teach Bruno? Why?
3. What did the plaque on the garden bench read?
4. Where and what do you think will Bruno explore?

Chapter 10

1. Describe how Bruno discovered Shmuel.
2. What did Bruno and Shmuel have in common?
3. Why did Shmuel think his mother was a smart woman?
4. What did Bruno and Shmuel talk about?
5. What do you think did Shmuel think of Bruno?
6. If you were Bruno, what questions would you have asked Shmuel?

Chapter 11

1. Who was 'The Fury'?
2. Why were so many jobs preparations made before the arrival of 'The Fury' for dinner?
3. How were the children prepared for the visit of 'The Fury'?
4. Why did Bruno think that 'The Fury' was the rudest guest he had ever seen? Give at least two reasons.
5. From what you have read so far, what do you think was discussed at the important dinner?

Chapter 12

1. Why do you think Bruno does not tell his family about Shmuel? Was it a wise decision?
2. Does Shmuel tell Bruno everything about his side of the fence? Why/Why not?
3. What different attitudes do the boys have to the armbands?
4. "Bruno opened his mouth to contradict him." Why doesn't Bruno believe Shmuel's story?
5. What happened when "the soldiers all came with huge trucks"?
6. What differences do you notice between Bruno and Shmuel?

Chapter 13

1. Why isn't Bruno feeling quite so unhappy about his new life now? What has made him more settled?
2. What does Bruno ask Maria about Pavel? How does Maria react when Bruno asks why Pavel lied about being a doctor?
3. What jobs do the boys want when they grow up?
4. What is Shmuel's opinion of soldiers?
5. Eventhough they are on either sides of the fence, Bruno and Shmuel have developed a bond of friendship. Comment.
6. How does Bruno feel when he looks at Pavel? How has Pavel's appearance changed since Bruno met him?
7. How is Shmuel's appearance changing?
8. Why do you think nobody stopped Lieutenant Kotler from mistreating Pavel at dinner?
9. What effect did the incident at dinner have on Bruno?

Chapter 14

1. When Shmuel has a black eye, what does Bruno think happened?
2. What does Bruno ask Shmuel every day?
3. What does Bruno have to say about the striped pyjamas?
4. What did Shmuel say about his Grandfather? What might have happened to Shmuel's grandfather?
5. What secret did Bruno accidentally reveal to his sister?
6. How did Bruno try to cover up his mistake?
7. If you were Bruno, would you have told Gretel about Shmuel?

Chapter 15

1. Why did Bruno and Shmuel see less of each other for the next few weeks?
2. Why was Shmuel brought to Bruno's house?
3. How does Bruno betray Shmuel? Why do you think he did that?
4. What would you have done in Bruno's position?
5. Why do you think Bruno and Shmuel's friendship was able to survive Bruno's betrayal?
6. Why was Shmuel afraid to eat the chicken?

Chapter 16

1. What caused the family to return to Berlin briefly?
2. How do we know a lot of time has passed since the novel began?
3. What happened to Lieutenant Kotler? Can you guess why?
4. Why does Bruno think that his friendship with Shmuel is strange and unusual?
5. How has Gretel changed since the story began?
6. What does Bruno ask Gretel? What explanation does Gretel give?
7. Why does Gretel scream and how do their parents deal with this problem?
8. Despite Gretel's explanation, Bruno couldn't understand anything about the fence. Can you understand why people of different religions were separated by a fence?

Chapter 17

1. What did Bruno overhear his parents discussing? What were they arguing about?
2. Did Bruno want to return to Berlin? Why?
3. Why do you think Bruno's father enquired about what Bruno knew about the other side of the fence? What did he learn?
4. Bruno says his mother is unhappy at Out-With. Why do you think this is?
5. How has Bruno's mother started behaving? What makes her do so?

Chapter 18

1. What do the boys plan to do on Bruno's last visit?
2. Describe Shmuel's reaction when he learns that Bruno will soon be returning to Berlin.
3. Why wasn't Shmuel at the fence for two days? Why was he particularly unhappy when he arrived at the fence?
4. "I could ask Father if you wanted," said Bruno cautiously, hoping that Shmuel wouldn't say yes. Why did he hope for that?
5. Does Shmuel like Bruno's father? How do we know?

Chapter 19

1. "For the first time ever he wasn't sitting crossed-legged on the ground and staring at the dust beneath him but standing, leaning against the fence." Comment.
2. Why was it difficult for Bruno to change his clothes?
3. Why could Bruno not wear his boots on the other side of the fence?
4. What had Bruno expected to see on Shmuel's side of the fence? What was his reaction by what he saw?
5. What kind of friendship did they both share? Did it cut cross divisions of religion and race? Comment.
6. What does Bruno do with his clothes? Why?
7. How do the boys feel when they're finally on the same side of the fence?

Chapter 20

1. What happens in the end? Were you shocked by the ending?
2. Would you have liked a different ending? Why?
3. Comment on the title of the novel.
4. "He looked into the distance...he found that his legs seemed to stop working right..." Do you think Bruno's father was filled with guilt and regretted doing what he did?
5. "nothing like that could ever happen again." Comment.

Extra Questions

1. Why do you think Bruno doesn't understand what his father does? Is it because he never asks, or because his parents lie to him?
2. How does Bruno's mother feel about moving from Berlin to Auschwitz? Point to examples in the text.
3. How do Bruno's grandparents' attitudes about his father's promotion and subsequent move to Auschwitz compare and contrast?
4. Why do you think Boyne makes Bruno too naïve when it comes to current events? Do you think it's really possible for him to not know anything about the concentration camps, Hitler, and Jewish people? Why or why not?
5. Why do you think Boyne calls the novel a fable? What about the story makes it a fable?
6. What do you think of Bruno's malapropisms (misuse or distortion) of the words Auschwitz ("Out-With") and the Fuhrer ("the Fury")? Why does Boyne choose to have Bruno misunderstand the words?
7. What do you make of Gretel's explanation that they (Germans) are the "opposite" of Jews?
8. Bruno's mother is upset and sad about leaving the house in Berlin. Bruno realizes that she has a "strange laugh" and doesn't "look happy" when talking about the move. Comment
9. How does Bruno feel about his sister? Bruno thinks Gretel is a "hopeless Case" and would not care if she stayed behind in Berlin. Comment.
10. How do Bruno and Maria react to the young soldier in the hall?
11. Why do you think the author chose this point of view?

Useful Links

1. Short BBC clip about how Hitler designs his plans for the Jewish population in Europe.

<http://www.bbc.co.uk/learningzone/clips/hitler-takes-germany-to-war/3279.html>

2. BBC clip with interviews with survivors of the Holocaust and British children who visited Auschwitz.

http://www.bbc.co.uk/religion/religions/judaism/holocaust/children_1.shtml

3. BBC clip with the final solution about Auschwitz (5 pieces) YouTube. A combination of film, interviews with survivors and a documentary.

<http://www.youtube.com/watch?v=WRtNEzJPCSg&feature=related>

4. The Auschwitz museum provides a virtual tour on the Internet. The exterior and interior of the renovated camp can be explored by camera.

http://en.auschwitz.org.pl/z/index.php?option=com_content&task=view&id=9&Itemid=35

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