REVISED EDITION

NEW GEM'S ENGLISH READER 8

A COMPLETE GRADED COURSE IN ENGLISH

TEACHER'S COMPANION

EXHAUSTIVE LESSON PLANS • WORKSHEETS • ANSWERS

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There are 4 worksheets for each lesson. (1 grammar worksheet for each poem)
WORKSHEET 1 – Comprehension, WORKSHEET 2 – Word Study, WORKSHEET 3 – Grammar Study, WORKSHEET 4 – Listening, Speaking, Writing

1 The Adventure of the Blue Carbuncle

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read, examine and evaluate language, style and meaning.
- enjoy reading about a detective's approach to solving a crime
- enhance their vocabulary and learn how to punctuate
- learn to use different kinds of sentences –interrogative, declarative etc.
- participate in discussions.
- write a report.

Warm up

1. Ask the students if they are familiar with stories about Sherlock Holmes or any other detective. They might have read a book written by Sir Arthur Conan Doyle or seen a film based on his work.

   (As the students are familiar with the detective movies there will be many interesting responses.)

2. Ask questions like:
   - What makes a detective successful?
   - In what ways are detectives different from most people?
   - Which detective novels are you familiar with? What do you like about the detective you read about? Encourage the students to share their responses with the rest of the class.

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Comprehension

1. This being the first unit of the book, read out the text to the class.
2. As you read, take care to explain the new and difficult words and phrases.
3. While this is being done, ask a few students to read some portions for emphasis.
4. As they read, check their voice modulation and intonation. Guide them if necessary.
5. Once the reading is done, ask the class to read through the text silently.
6. Ask questions like the following to check if the students have understood the meaning of the text.
   - Where was Sherlock when the narrator met him?
   - How did Peterson land up with the hat?
   - What did Sherlock deduce about the person to whom the hat belonged?
   - How did Sherlock arrive at all those conclusions about the owner of the hat?
7. Ask the above questions while the students are reading the text silently. If required, allow them to refer to the text and answer the questions.
8. When the students complete the silent reading, ask them to individually answer the questions given in Exercise A. After the students have completed their work, give them the correct answers so that they can check their answers.
9. Divide the class in pairs and ask them to attempt Exercise B. They could answer the questions in points. (They will write these answers in their notebooks after a discussion).

   Ask the students to exchange their books and read the answers to see how different the others' answers are and also see if they have left out any relevant points.
10. Ask the students to work on Exercise C in pairs. They could use the text to look for details to fill up the flow diagram. Once the students have completed their work, call out the correct answers and ask them to check their own work.
11. Hold a discussion on each of the questions given in Exercise D. Give the students the correct answers if they come up with incorrect or irrelevant responses.

Word Study

1. Now ask the students to form groups of four. Read out the questions in Exercise E. All the students must be involved in working out the answers.
2. The group leader will take the inputs from each member of the group, discuss and write out the answers.
3. Ask the leader of each group to read out the consolidated answers.

Punctuation

1. Ask the students to read out the passage in Exercise G.
2. As it is being read, students can put the punctuation marks in their books.

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3. Write out the passage with the correct punctuation marks on the board.

Grammar Study

1. To answer the questions in this section, the students need to know the kinds of sentences and the punctuation marks to be used with them.
2. Explain these to the students with the examples given in the text.
3. Ask the students to make a few more sentences based on the examples to ensure they have understood the concept.
4. Ask the students to complete Exercise H in pairs. Let them exchange their books and correct their answers.
5. Do Exercises I and J by eliciting responses from the students and writing them on the board.
6. Have sentence strips written under different kinds of sentences and distribute them to the students. Four students will stand holding the headings of classification of sentences.

   Each student will read out her/his sentence strip and go to the right group.

Communication Skills

Listening

1. Ask the students to read the incomplete sentences in Exercise K.
2. As you read the listening text, ask them to listen carefully and look for the information required. Then, they could go on to complete the sentences.
3. Read out the answers and ask the students to correct their own work.

Speaking

1. Before the students take up this task, let them generally discuss the words they use while giving advice. They could use words like 'could' should' and maybe'.
2. After the discussion, give them time to prepare for the activity in Exercise L.
3. Let each group come up and make their presentations.

Writing

1. Tell the students what a report is.
2. Read out a sample report (it can be found in any newspaper)
3. Read out the guidelines and instruct the students to stick to them as they do the exercise.
4. Remind them to give their report a heading.
5. The students can be asked to complete Exercise M for homework.
6. A few well-written answers can be read out in class.

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FOR THE TEACHER: BEYOND THE LESSON

Most writers of detective novels use the following in their stories.

1. Detective inquiries: The detective interviews various people in connection with the crime. The interviews provide leads that the detective follows in order to unravel the truth. These inquiries help the author to create further subplots. They often complicate the investigation and add to the suspense.
2. A red herring: A red herring is a suspect the author creates in order to divert the attention of the reader from the actual culprit. A red herring could also appear in the form of clues or events the author conjures to distract the reader from the truth. These add to the suspense. They contribute to the element of surprise when the truth is finally revealed at the end of the novel.
3. Unexpected twists in the plot: The author steers the events in the story in an unexpected manner. These twists surprise the reader and make the story interesting.

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Worksheet 1

Comprehension

Read this extract from The Christmas Carol.

One Christmas Eve, Scrooge went home after refusing to join his nephew Fred at Christmas dinner or take part in any way in Christmas cheer. That evening, his late partner Jacob Marley's ghost, who in life had been another Scrooge, visited him. The ghost was wearing heavy chains and bemoaning his fate. Marley's ghost told Scrooge he had forged the chain of his misery, link by link through his life, and now regretted the way he had lived his life but could do nothing about it since he was dead. Then the ghost said, "I am here tonight to warn you, that you have yet a chance and hope of escaping my fate, Ebenezer." He also told Scrooge that for his own good, he would be haunted by three Spirits. After delivering his message the Ghost vanished.

The first Spirit to visit Scrooge was the Ghost of Christmas Past. It was a strange figure – almost like a child. Its hair was white as if with age; and yet the face was young. It wore a white dress with a shimmering belt. But the strangest thing about it was that a bright, clear jet of light sprung from the top of its head that illuminated everything. This spirit took Scrooge back through times long past, back to his schooldays and to the Christmases he used to enjoy as a young child and also some as a lad that he spent in boarding school, miserable and alone. It also showed him how he had lost the love of a loving and caring woman by becoming a hard miser, interested only in money.

The next visitor, the Ghost of Christmas Present, was a jolly ghost. It showed Scrooge what joys and pleasant experiences he missed by not participating in Christmas and took Scrooge on a tour of poor people enjoying their humble Christmases. Bob Cratchit's family was among them, as also that of his nephew Fred whose Christmas dinner Scrooge had rudely refused to join.

The last to visit was the Ghost of Christmas Yet to Come. The Spirit was covered in black. Its face and shape was not visible, except for its hand, which was stretched out with a finger pointing ahead. Scrooge was filled with deep fear. The Spirit did not utter a word but just stood there, pointing.

"Are you the Ghost of Christmas Yet to Come?" asked Scrooge.

The spirit did not answer but pointed ahead.

"You are going to show me what is yet to happen in times to come, isn't it?"

There was a movement at the top of the robe, as if the Spirit had nodded. And that was the only answer it gave. Scrooge was shaking with fear as he followed the Ghost of Christmas Yet to Come.

"Spirit! I am very scared of you, but as I know that what you will show is for my good, I am willing to come with you. Take me wherever you have to."

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A. Answer these questions by choosing the correct options.

1. Which of the spirits did not speak to Scrooge?
   a. The Ghost of Christmas Yet to come _____
   b. The Ghost of Christmas Past _____
   c. The Ghost of Christmas Present _____
2. Who was Jacob Marley?
   a. a ghost _____

b. Scrooge's partner _____
c. Scrooge's nephew _____

3. What did the Ghost of Christmas Past show Scrooge?
   a. a young miserable lad in boarding school _____
   b. a happy young man _____
   c. Bob Cratchit's family _____
4. Whose Christmas invitation had Scrooge declined?
   a. Jacob Marley's _____
   b. Fred's _____
   c. Bob Cractchit's _____
5. Which spirit was the most friendly?
   a. the Ghost of Christmas Past _____
   b. the Ghost of Christmas Present _____
   c. the Ghost of Christmas Yet to Come _____

B. Write T for True, F for False and NEI for Not Enough Information.

1. Scrooge had not always been a miser. _____
2. Jacob Marley had also been like Scrooge. _____
3. The Ghost of Christmas Past was most frightening. _____
4. Scrooge slowly realizes what a bad person he has been. _____
5. The Ghost of Christmas Yet to Come shows him how he will die. _____

C. Who was Jacob Marley? What was his message to Scrooge?

_____

_____

_____

D. What does Scrooge tell the Ghost of Christmas Yet to Come?

_____

_____

_____

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Worksheet 2

Word Study

A. Add a prefix to the word in brackets to complete the sentence.

1. The teacher asked Ravi to _____ (work) the answer because it had some mistakes.
2. Wahida's _____ (happiness) over the cancellation of her family trip was apparent.
3. "I have _____(judge) you. You were my true friend," Meera said to Saumya.
4. There was a minute change in the circular which went _____ (notice) by almost everybody.
5. He was forced to exit the tournament because of a _____ (locate) ankle.
6. The plan had to be _____ (draw) in the last minute..

B. Match the columns to make compound adjectives.

1. free	a. rooted
2. last	b. earned
3. time	c. sighted
4. old	d. reliant
5. short	e. saving
6. well	f. minded
7. ever	g. fashioned
8. self	h. standing
9. narrow	i. lasting
10. deeply	j. minute

C. Use eight of the above compound adjectives to complete the sentences.

1. They took a _____ holiday after completing the difficult project.
2. Sushant is _____ He does not depend on anyone.
3. This _____ method will help you complete your work faster.
4. Some traditions are _____ and difficult to root out.
5. She wore an _____ dress to look as though she was from the nineteenth century.
6. I don't want to make _____ changes. Please make them now.
7. Don't take a _____ decision. Think about the future.
8. Don't be _____ Take a broader view of life.

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Worksheet 3

Grammar Study

A. Punctuate these sentences. Write the type of sentence in the space provided.

1. Would you really like to take part in this game _____
2. I am sure we can ask you to join the game _____
3. Please don't ask me to play for your team _____
4. Get me the ball from the sports room _____
5. Why didn't you look inside the cupboard _____
6. Donuts, chocolates, and wafers are in the box _____
7. What a beautiful view we get from the window _____
8. Well that's it–any questions _____

B. Tick the sentence that changes the form of the sentence in capital without changing its meaning.

1. THE NEWS THAT ADAM IS BACK IS TOO GOOD TO BE TRUE.
   a. The news that Adam is back cannot be true.
   b. Adam cannot be back. It is not true.
2. THE SUNRISERS ARE FASTER THAN THE KNIGHTRIDERS.
   a. The Sunrisers are not as fast as the Knightriders.
   b. The Knightriders are not as fast as the Sunrisers.

C. Transform these sentences as instructed. Write the answers in the space provided.

1. The river looks beautiful in mist. (change to exclamatory)

   _____

2. Why waste time doing the same work twice? (change to imperative)

   _____

3. If only we had won the match! (change to assertive/declarative)

   _____

4. The police could have caught the thief, if they had acted in time. (change to interrogative)

   _____

5. They had never met a wizard. (change to interrogative)

   _____

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Worksheet 4

Communication Skills

Listening

A. Listen to this extract and fill in the blanks in the sentences that follow.

Young Lochinnvar came out of the _____

His steed was the best through _____ He did not stay for a _____

and he did not stop for a _____

He was _____ in love and _____ in war. Lochinvar swam the river

_____ The girl who was to get married was named _____

Speaking

B. Work in pairs. Enact a scene in which one person is a student who wants to know how he should study for his examination and the other one is a teacher who advises him and helps him draft a study plan.

Writing

C. Write a first person account of an encounter you had with a very friendly stranger who came to your rescue when you needed help.

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ANSWERS

MAIN COURSEBOOK

A. 1. b 2. a 3. c 4. a 5. c

B. 1. Holmes pointed out to Watson that the hat was very large. From this, he deduced that the man to whom it belonged must have a large head and this in turn meant that he had some brains. He noticed some fine grey hair on the lining of the hat so he concluded that the man must be middle-aged. He also noted a fine whiff of lime emanating from the hat and deduced that the man used lime cream.

2. Holmes placed an advertisement in the papers about a goose and a black felt hat that had been found at the corner of Goodge Street. In it, Holmes asked Mr Henry Baker to collect the articles from 221B, Baker Street. This is what brought Mr Baker to Sherlock Holmes.

3. Holmes and Watson had made plans to go to Brixton Road to visit Mrs Oakshott. Holmes already knew that the culprit was Ryder, the hotel attendant and Mrs Oakshott's brother. At the time when Holmes said these words, they were with Mr Breckinridge, the goose seller. They saw Ryder quarrelling with Mr Breckinridge. Since Ryder was the culprit, and he was present at hand, Holmes felt that they did not need to go all the way to Brixton Road to search for him.

C. **the gem is stolen from the hotel** > it is kept by the real thief, Ryder, a hotel attendant > **the real thief goes to see his sister** > he puts the gem in the mouth of a goose bred by his sister > it goes to Mr Breckinridge, the goose seller, who buys the goose from her > it then goes to Mr Henry Baker who buys the same goose from Mr Breckinridge > it lands with Mr Peterson who finds Mr Baker's goose > Peterson gives it to Sherlock Holmes

D. 1. Ryder was Mrs Oakshott's brother. She had lovingly promised to give him a fine goose for Christmas and indeed done so. She must have felt shocked, ashamed and quite sad when she heard about his involvement in the theft.

2. Accept all relevant responses. Suggestion:

Mr Ryder must have begged for mercy and Sherlock Holmes must have intervened with the Scotland Yard on his behalf so that most likely the poor chap was let off with a sharp warning. Perhaps he was also made to offer a public apology to the plumber whom Mr Ryder had wrongfully accused of theft.

3. Accept all relevant responses. Suggested outline:

a. Mr Baker: a tall poor person – wore an old hat – timid – did not attempt to fight back the rough men – ran away after seeing Peterson, leaving the goose and the hat behind

b. Mr Holmes: very intelligent, observant, ace detective – solved the case of the geese and consequently of the gem with much ease

c. Dr Watson: a friend of Holmes – made straight observations on things from which Holmes tried to get clues for the case – asked for explanations on whatever Holmes made deductions about

d. Mr Ryder: Mrs Oakshott's brother – an attendant at a hotel from where he stole the gem – cleverly shifted the blame on to the plumber – hid the gem in the wrong goose – attacked Baker to get the goose from him – later quarrelled with Mr Breckinridge – finally caught by Sherlock Holmes

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e. Mr Peterson: a commissionaire – helpful – went to the rescue of Mr baker, who was attacked by the rough men – honest – went to Holmes with the gem he and his wife found in the goose – handed the gem over to Holmes

E. Accept all relevant responses. Suggestions:

1. *precious* stone, *experienced* traveler
2. crumpled *clothes* smelly *socks*, memorable *holiday*

F. Accept all relevant responses. Some of the words with the prefix re are:

refresh, return, reaction, review, recycle, replay

G. Then he bounded up the steps, pushed open the heavy wooden door and came to a sudden halt. The semi-darkness of the hall blinded him temporarily. A damp musty smell invaded his nostrils. Ever since he could remember, he had disliked going through the hall and always ran past it. The locked double doors on either side of the hall seemed sinister doors behind which lay all the household junk, old wood and metal – a perfect lair for lizards and cockroaches. But today he did not run across. Rain had seeped through the leaking roof, forming large pools near the doors. Gingerly wading through the water, Amit reached the inner courtyard.

H.
1. It sure is cold out there! Exclamatory
2. Put your plate in the sink. Imperative
3. So, you think you got it, right? Interrogative
4. Holmes couldn't sleep all night. Declarative
5. Bring the chair here. Imperative
6. It's your job to do it right. Imperative
7. When will lunch be served? Interrogative
8. This game is going to be fun! Exclamatory

I. Accept all relevant responses. Suggestions:

1. An owl is a nocturnal creature. (declarative)
   It's so amazing that an owl can see in the dark! (exclamatory)
2. Didn't the coach keep the trophy on the shelf? (interrogative)
   We have to win the Inter-school championship trophy this year to enter the state level. (imperative)
3. Please give me a bowl of noodles. (imperative)
   The noodles my sister made yesterday were yummy! (exclamatory)
4. The hot air balloon was flying over the desert. (declarative)
   Have you even flown in a hot air balloon? (interrogative)

J.
1. Sunita could not keep her mind on her lessons that day.
2. Our welfare society is not as big as this association.
3. Ramesh's classmates are not as fast as him.
4. Hari was not very confident/sure of his performance.
5. This is the first time I have seen such a beautiful bird.

K. The novel *The Hound of the Baskervilles* is set in Dartmoor, which is an actual place in Devon.

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Dartmoor is a foggy, gloomy place, which abounds in evidence of pre-historic man. A large portion of the moor is covered with soft marshy land, which is often treacherous. The lonely and sparsely populated moor contributes to the atmosphere of fear and uncertainty in the novel. It suggests that in this kind of wilderness anything can happen. In the novel, Dartmoor is supposed to be haunted by an unearthly diabolic hound which attacks all members of the Baskerville family.

L. Accept all relevant responses. Refer to the outline given in the MCB.

M. Accept all relevant responses. Refer to the outline given in the MCB.

WORKBOOK

A.
2. life-size
3. wind-blown
4. cold-hearted
5. muddle-headed
6. wide-eyed
7. sugar-free
8. quick-witted
9. money-minded
10. rapid-fire

B.

redesign	rekindle	reaffirm	redo	redress
rework	unhealthy	disgraceful	dislike	dislocate
illegal	illogical	illiterate	misjudge	mislead
mistake	misfit			

C.
1. Mr Dutt walked into Suma's room. – Assertive
2. Her books and toys were strewn all around the room. – Assertive
3. "Suma! What a mess!" – Exclamatory
4. "When are you going to clean your room?" – Interrogative
5. Suma said that she would do it very soon. – Assertive
6. "I want it done now." Suma's father said. – Imperative
7. "Please pa, can I do it after ten minutes?" – Interrogative
8. "Okay, but make sure you keep all your things in their place soon." – Imperative

D. Accept any relevant response. Suggestions:
1. What a delicious and sweet sponge cake!
2. Boman is an excellent artist.
3. How far is the library from the station?
4. Divya, you must become a journalist when you grow up!
5. Is the Pacific Ocean the largest ocean?

E.
1. How exciting the case was!
2. Sherlock has a very logical mind.
3. Can one get tired of good music?
4. We must switch the lights off when we leave a room.
5. India is hosting the 2017 FIFA under-17 World Cup.
6. The van was so rickety and dirty!
7. Prohibit spitting on the roads in India.
8. Are most monuments open to the public every day of the year?

F. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

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

B. 1. T 2. T 3. F 4. T 5. NEI

C. Jacob Marley had been Scrooge's late partner. He was now dead and had turned into a ghost wearing heavy chains. He told Scrooge that he was sorry for the kind of life he had led, but said that there was nothing to be done about it now because he was dead. He also told Scrooge that he had to come to tell him that he had a chance of escaping the same fate. He told Scrooge that three Spirits would be visiting him for his own good.

D. Scrooge tells the ghost that even though he is afraid of it, he will follow it because he understands that whatever it has to show him is for his own good.

WORKSHEET 2

A. 1. rework 2. unhappiness 3. misjudged 4. unnoticed 5. dislocated 6. redrawn

B. 1. free-standing 2. last-minute 3. time-saving 4. old-fashioned 5. short-sighted 6. well-earned 7. ever-lasting 8. self-reliant 9. narrow-minded 10. deeply-rooted

C. 1. well-earned 2. self-reliant 3. time-saving 4. deep-rooted 5. old-fashioned 6. last-minute 7. short-sighted 8. narrow-minded

WORKSHEET 3

A. 1. Interrogative
2. Assertive/Declarative
3. Imperative -request
4. Imperative-order
5. Interrogative
6. Assertive/Declarative
7. Exclamatory
8. Interrogative

B. 1. a 2. b

C. 1. How beautiful the river looks in mist!
2. Don't waste time doing the same work twice.
3. I wish we had won the match.
4. Could the police have caught the thief, if they had acted in time?
5. Had they ever met a wizard?

WORKSHEET 4

Listening text and answers

Oh, young Lochinvar is come out of the west.
Through all the wide Border his steed was the best,
And save his good broadsword he weapons had none;
He rode all unarmed, and he rode all alone.
So faithful in love, and so dauntless in war,
There never was knight like the young Lochinvar.
He stayed not for brake, and he stopped not for stone,
He swam the Eske River where ford there was none;

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But ere he alighted at Netherby gate
The bride had consented, the gallant came late:
For a laggard in love, and a dastard in war
Was to wed the fair Ellen of brave Lochinvar.

A. Young Lochinnvar came out of the **west.**

His steed was the best through **all the wide.** He did not stay for a **brake** and he did not stop for a **stone**

He was **faithful** in love and **dauntless** in war. Lochinvar swam the river **Eske.** The girl who was to get married was named **Ellen**.

B. Accept any relevant response.

C. Accept any relevant response.

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2 The Lake Isle of Innisfree

LESSON PLAN

For additional content, see the DVD and the App.

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Learning Objectives

The students will

- understand the rhyme scheme and recite the poem with expression and critically appreciate the poem.
- know and learn the use of the literary devices used in the poem.
- answer questions with reference to the context
- tackle factual and inferential questions.
- learn about independent and subordinate clauses.
- learn to write an essay with the help of the given guidelines.

Warm up

1. Ask the students to talk about their experience of being in a quiet and peaceful place. Encourage them to speak about places close to the sea or mountains. They could speak about the way they felt while they were in the place they talk about.
2. To introduce the poem, tell the students that the theme of the poem is the desire that most people living in cities have to escape to quiet places.

Comprehension

1. Read out the poem and instruct the students to listen carefully.
2. Ask: What is the poem about? What is the main idea of the poem? Tell them that it is about the poet's desire to escape to an island where he can find some peace.
3. Ask the students to give a thought to the following question and conduct a brain storming session:

What are the similarities and differences between cities and places that are not inhabited by too many people?

4. Read the poem once again and ask a few questions like:
   - What is the mood of the poet?
   - What kind of a place is Innisfree?
   - Ask the students to support their answers with details from the poem.
5. Now, ask the students to read the poem silently.
6. Analyse the poem stanza by stanza. Explain the different expressions used to describe the island the poet wishes to go to.
7. Ask the students to write a short paragraph using the hints given below.
   - What is the poem about?
   - Which is the most striking image and why?
8. Discuss the literary devices used in the poem. Tell the students what literary devices are and why they are used.

   Literary devices are used to make poetry better. They make the writing clearer and more descriptive.
9. Do Exercise A orally as a class exercise. Ensure that all the students tick the correct answers.
10. Now ask the students to discuss the answers to the questions in Exercise B in pairs and write them down. Ask them to exchange the notebooks and check the answers. Call out the correct answers so that the students can check each other's work accurately.
11. Ask them to do Exercise C in groups of three. Ask each group to discuss and write out the answers. While this is being done, go round the class and guide the students if need be. Let the students take turns and read out the answers. Add or delete points as the case may be.
12. As you have discussed the poem at length students can now individually attempt Exercise D and share the answers with the class.

Word Study

1. Ask the students to complete Exercise E on their own.

   Call out the rhyme scheme and the rhyming words and the students can check the answers.
2. Exercise F can be done in pairs. Metaphors have been already discussed. The students have to recall and complete this exercise.

Punctuation

1. Read out the passage in Exercise G slowly so that the students can identify and underline the mistakes.
2. Orally discuss the answers and ensure that students get the answers right.
3. The students can now rewrite the passage correctly.

Grammar Study

1. Do a quick recap of subject, verb and main and subordinate / dependent clauses.

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2. Use the two sentences given in the text to bring out the difference between the two.
   Highlight the points:
   Main Clause – must have a subject and a verb and makes sense by itself.
   Dependent Clause – does not make sense by itself and depends on the Main Clause for its meaning.
3. Read out the subordinate conjunctions and relative pronouns given in the text.
   Write out a few sample sentences on the board.
   a. As we were late to school we started running.
      subordinate main
   b. John always treats his friends to chocolates whenever he wins matches.
      main subordinate
   c. This is the house that Suresh built.
      Main subordinate
      With the help of these sentences explain the concept.
4. Ask the students to individually do Exercise H and do a whole class check.
5. Ask the students to do Exercises I and J and they can take turns to read out some of the sentences they have written.

Writing

1. Identify a few students who visited a hill station recently. Tell them to describe the place they went to. Ask them what they liked the most about the place. As they narrate, help them to improve their expression and vocabulary.
2. Discuss the guidelines in the text regarding the structure of an essay.
3. Ask the students to jot down the points and prepare a rough draft.
4. Form groups of four and ask each group to write out the essays.
5. The note books can be taken up for correction.

FOR THE TEACHER: BEYOND THE LESSON

William Butler Yeats was born in Dublin, Ireland, in 1865. He was a poet and playwright. Most of Yeats's writing focussed on celebrating Irish culture and reflected his strong feeling of nationalism.

The poem 'Lake Isle of Innisfree' is based on a place close to the coast of Ireland. Yeats often spent his time at the lake of Innisfree as a child. He remembered the place as a comforting haven where he could escape to whenever he needed some peace and quiet. The poem highlights the beauty of Ireland as Yeats experienced it.

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Worksheet

Grammar Study

A. Write I for independent clause and D for dependent clause for the underlined parts of these sentences.

1. The milk in the fridge has gone bad because there was a power cut all day. _____
2. When you finish cleaning the room, we will go out to play. _____
3. Monica had already left the room before I could talk to her. _____
4. Since I started living in the village, my health has improved. _____
5. The police failed to see where the thief disappeared. _____
6. Although it's not cloudy now, I still want to take the umbrella with me. _____

B. Match the columns to make complete sentences.

1. After dropping the catch	a. the road to my house is very clean.
2. Manu gave the sandwich to a dog	b. that my uncle would leave the bed.
3. It was only after a cup of tea	c. she finished her homework before dinner.
4. Even though the lunch was delicious,	d. which was sitting at his front door.
5. Despite the fact that she was tired,	e. Viru seemed very sorry.
6. Since nobody litters	f. Sana ate very little.

C. Complete the sentences by adding the independent clauses to the dependent clauses.

1. Of all the flowers in the world _____
2. If one eats too much of junk food _____
3. Until the bucket is filled _____
4. Even after knowing his fault _____
5. When Arina visits her grandparents, _____

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The Lake Isle of Innisfree by William Butler Yeats begins with the poet expressing his wish to go immediately to the isle of Innisfree, a small, uninhabited island in Ireland. The poet resolves to depart to this isolated place, build a small cabin of clay and wattles, and live alone in the glade, comforted by the sound of bees. This image of rural life leans to the concept of self-sustenance and nature as the giver. It also points to the poet's desire for belongingness to a place different from the one where he is currently living.

In the second stanza, Innisfree becomes more than a physical landscape and symbolises the idea of peace. The gentle pace of rural life brings him close to nature and he finds serenity in its small wonders. Darkness of midnight is glimmer, harshness of noon is purple glow; to the poet there seems to be no negative aspect in such a life.

The poet constantly thinks of the shores of the isle while he, at present, is stuck in the city. Living in an urban surrounding which lacks connection with nature, he feels out of place. He may stand on concrete pavements in London (where he was staying when he wrote this poem in 1893), but his mind wanders to the idyllic life of his childhood in the Irish countryside. In contrasting the city with Innisfree, the urban with the rural, and foreign with the native, Yeats also carves out a separate identity for Ireland.

This poem outlines the desire of a peaceful life close to nature. However, it is best read in the light of the Celtic Revival and Irish nationalism of which Yeats was a proponent. In choosing Innisfree, located in Ireland, as his refuge from London, he strengthens his love for his homeland.

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Answers

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

B. 1. Peace is said to fall slowly from the morning-veil in the island of Innisfree where the cricket sings. (Here the morning mist is being compared to a veil because, like a veil, mist obstructs vision.)

2. In Innisfree, the midnight sky shines with a soft and gentle light, and the noon sky seems purple due to the bright shining sun.

C. 1. The poet wishes to build a small cabin of clay and wattles, grow rows of beans, make a hive for the honeybees and live alone in the glade filled with the sound of the honeybees.

2. The poet imagines a peaceful life in Innisfree. He believes Innisfree will provide him all the beauty of nature – the sound of flying linnets, a glade full of buzzing bees, bright sun filling the sky with a purple glow, crickets singing and lake water gently striking the shore.

3. The poet wants to go to Innisfree to enjoy a calm and peaceful life in the company of nature.

4. We can say that the Isle of Innisfree has a deep influence on the poet's mind and heart because he hears the lake water lapping the shore even while standing on the roadways and pavements in his city.

5. Yes, we can say that the poet lives in a city because he says, 'While I stand on the roadway, or on the pavements grey', which refers to concrete paths of the city.

D. 1. The present state of the mind of the speaker is of a person who wants some peace and quiet, away from the busy city life. He wants a place all for himself where he can enjoy the beautiful scenes and sounds of nature.

2. a. The poet probably dislikes the crowd and noise of daily life that is symbolic of a busy city.
   b. The Isle of Innisfree is full of sounds and sights of nature. The poet can clearly hear the bees, the cricket and the flying linnets and can watch the morning mist and the bright sun aglow in the afternoon. He can also hear the lake water lapping the shore of the isle.
   c. In Innisfree, the afternoon sky turns purple due to the brightly shining sun. On the other hand, the poet describes the city roads as 'pavements grey'. While purple is a bright colour, grey is dull, and this brings out the contrast between nature and city life.
3. Accept any relevant response.

E. The rhyme scheme of the poem is *abab cdcd efef*.
For more words that follow the rhyming pattern of the poem, accept any relevant response. Some of the suggested words are:
abab – tree, fade, me, stayed; *cdcd* – go, rings, toe, things; *efef* – hay, more, way, tore

F. Accept any relevant response. Suggestion:
noon a purple glow

G. The Lake Isle of Innisfree was one of **Yeats's** early poems. Innisfree is a real island in County Sligo in **Ireland**. As a child, Yeats would often go to Sligo on vacations. Thus, the place is closely connected to his **childhood** memories. Yeats has said that the inspiration to write the poem came from a sudden memory of his **childhood** while walking down a street in London. The poem is also influenced by **Irish** folklore. The poem describes the **poet's** longing to escape the dreariness of **everyday** life and take refuge in nature. The poet feels such a compelling desire to go to the island that he can hear the lake water lapping in his **heart's** core, signalling him to come.

H. 1. I want to go to Innisfree because I hope to find peace and tranquility there.
2. Although I don't dislike having company, I want to be left alone in Innisfree.
3. Whenever I become tired of city life, I remember Innisfree.
4. I'll have a beehive there so that I always hear the sweet sound of the bees buzzing in the air.
5. I will build myself a hut in Innisfree even if it is small.
6. However, before I go there I must ask Mom and Dad.
7. I think they will not be happy with my going away unless I promise to come back soon.

I. Accept all relevant responses. Suggestions:
1. We will be late for the flight unless we leave early.
2. She did well in her exams even though she had been keeping a poor health.
3. It began to rain although the weather had been fine in the morning.
4. Ramya was determined to start her own business before she turned forty.
5. You can seek my help if you are unable to solve the puzzle on your own.
6. She likes carrying a book wherever she goes.

J. Accept all relevant responses. Suggestions:
1. Since I last visited Innisfree, it has changed a lot.
2. If you are annoyed by the noise, you should close the windows.
3. We have to postpone our visit to the countryside, because the area has been flooded.
4. While she completed her homework, I helped mother bake the cake.

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5. More accidents will happen, unless they take adequate steps.

K. Accept any relevant response. Refer to the outline given in the MCB.

WORKBOOK

A. abcbdefeghih

B. 1. The moon's a peck of corn. It lies
Heaped up for me to eat.
I wish that I might climb the path
And taste that supper sweet.

2. The sun is a huntress young,
The sun is a red, red joy,
The sun is an Indian girl,
Of the tribe of the Illinois.

3. All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages.

C. 1. Main 2. Subordinate 3. Main 4. Main 5. Subordinate 6. Main

D. 1. c 2. e 3. f 4. a 5. b 6. d

E. Accept any relevant response. Suggestions:

1. this is the worst!
2. one can get diabetes.
3. people will continue to vote.
4. the actor refused to meet any of his fans.
5. they spend all their time with her.

F. Accept any relevant response.

WORKSHEET

A. 1. I 2. D 3. D 4. D 5. I 6. I

B. 1. e 2. d 3. b 4. f 5. c 6. a

C. Accept any relevant response. Suggestions:

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3 Ranji's Wonderful Bat

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read a story of Ruskin Bond – 'Ranji's Wonderful Bat'.
- hone reading and comprehension skills and also summarize, interpret and draw conclusions.
- enhance the vocabulary and learn to use words in context.
- get more familiar with the game of cricket and realize the importance of determination to achieve success.
- identify and transform simple, compound and complex sentences.
- know how to look for the right information while listening.
- learn to use expressions for offering explanations.
- write letters of complaint.

Warm up

1. Discuss what the title of the story suggests.
   (As cricket is a popular sport make the session interactive and lively with varied responses.)
2. Ask questions like:
   Who do you think is Ranji? What is the game he plays? Why is his bat wonderful?
3. Ask those students who play cricket to volunteer and share their experiences - How many matches have they played? Who were their opponents? What were the results of the matches? Did your team analyse why you lost or won the matches? Have you captained matches? What was your role – batsman, bowler, wicket keeper?
4. After getting a few responses allow two students to talk to the class on what qualities are required to become a successful player?
5. Give them the help words – reliable, hard-working, sincere effort, team spirit, loyal, responsible, warm-hearted, friendly, right attitude, enthusiasm, dedication, dreams, achievement.

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Comprehension

1. Ask students to take turns to read out the text to the class.
2. As the reading is in progress, explain the new words and phrases.
3. As they read correct pronunciation of words if need be.
4. Once the reading is done ask the class to read the story silently.
5. Ask the following and similar questions to check the students' understanding.
   - Why is Ranji described as 'full of pluck'?
   - Why did the bowler hop like a kangaroo when Ranji was declared out?
   - What was the reaction of the captain – Suraj?
   - Who is Mr Kumar?
   - Why did Ranji frequent the shop?
   - Why did Mr Kumar take Ranji to the back of the shop?
6. Some students may want to refer to the story to answer the questions – Let them do so.
7. When the students complete the silent reading ask the class to do Exercise A in pairs. One student will read the statement and the other will say TRUE or FALSE.
8. Divide the class in pairs and ask them to attempt Exercise B. Peer assessment can be done as you call out the answers.
9. Read out the questions in Exercise C. Ask the students to write out the answers on their own. A few student volunteers may read them out. As they read check their answers and suggest the changes required from the content point of view, grammar, presentation and so on. Repeat this for all the answers with different students. By now all the students would have an idea of the expected answers. They can now write out the answers after comparing the answers they have originally written.
10. The notebooks can be taken for correction.
11. Questions 1, 2 and 3 in Exercise D can be discussed orally as a class task.

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Word Study

1. Ask the students to look up the dictionary and find out the meanings of words in brackets to know the difference in the meanings.
2. Ask the students to complete Exercises E and F.
   Tell them to check their answers as you call out the correct answers.
3. Find out the names of students who had given incorrect answers and explain to them as to where they went wrong.

Punctuation

1. Ask the students to silently read the passage in Exercise G.
2. As they read they must see where editing is required.
3. Instruct them to edit the passage after that.
4. Write out the edited passage on the board.
5. As you do this, students can check their books and correct the mistakes, if any.

Grammar Study

1. Do a quick recap of clauses – main/independent and dependent.
2. With the help of the sentences in the text clearly bring out the differences in the types of sentences.
   a. A simple sentence has one independent clause.
   b. A compound sentence has two independent clauses.
   c. A complex sentence has one independent clause and one or more dependent clauses.
3. Give a few more examples as you deal with this concept.
4. Ask them to complete Exercises H and I in groups of three. Ask the students to exchange their books and correct their answers.
5. Do Exercise J as an interactive session with the students and writing the answers on the board.
6. Divide the students into groups of three. Prepare worksheets of this type and distribute them to each group. Let them all begin at the same time and see which group finishes first and which has the best scores.

   Read the following sentences, circle the correct box to indicate the type of sentence.

1. We took a taxi home after eating out.	Simple / Complex / Compound
2. The policeman was not impressed by your explanation.	Simple / Complex / Compound
3. As soon as I heard the news, I rushed straight to my friend's house.	Simple / Complex / Compound
4. Sunil watches football on television, but he never plays the game.	Simple / Complex / Compound
5. If you give your details to our receptionist, we will contact you when we have a vacancy.	Simple / Complex / Compound

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Communication Skills

Listening

1. Read out the listening text and instruct the students to listen carefully.
2. Now ask them to read the table to be filled in Exercise K.
3. Read out the passage once again and tell the students to look for the information required and complete the table.
4. Read out the answers and ask the students to correct their work.

Speaking

1. Read out the expressions given in the text and use them in sentences to show their usage:
   a. *I think I am running temperature.*
   b. *I am not sure if I will be able to attend school today.*
   c. *It might have been possible that I lost my mobile phone while boarding the bus.*
   d. *There is a possibility that my friend might have picked up the phone from the road.*
2. Divide the class in pairs and give them time to rehearse and prepare for the activity in Exercise L.

3. Let one student read out the sentence in the exercise and other will answer.
4. They can add more expressions and role play the situations.

Writing

1. Talk about different types of letters – informal and formal – official, invitations, applications for leave, job, placing of orders for goods, complaints and so on.
2. Explain the format of a formal letter with special reference to a letter of complaint.
3. Discuss the hints given.
4. The students can be asked to complete Exercise M for homework.
5. A few well written letters can be put up on the display board in class.

FOR THE TEACHER: BEYOND THE LESSON

Ranjitsinhji Vibhaji, the Prince of Nawanagar, was a famous cricketer. Ranjisihji played test cricket for England and the British named the tournament in his honour. He died in 1933, a year before the Ranji Trophy tournament started. The trophy was donated by Maharaja Bhupinder Singh of Patiala. The first match of the tournament was held on 4 November 1934 between erstwhile Madras and Mysore at Chepauk.

Ranjitsinhji was born on 10 September 1872. He is regarded as one of the greatest batsmen of all times. Sir John Frederick Neville Cardus, English writer and critic, once described him as 'the Midsummer night's dream of cricket'. He not only played test cricket for the English team but also played first-class cricket for Cambridge University and county cricket for Sussex.

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Worksheet 1

Comprehension

Read this extract from Jerome K Jerome's Three Men in a Boat.

The neighbourhood of Streatley and Goring is a great fishing centre. There is some excellent fishing to be had here. The river abounds in pike, roach, dace, gudgeon, and eels, just here; and you can sit and fish for them all day.

Some people do. They never catch them. I never knew anybody catch anything, up the Thames, except minnows and dead cats, but that has nothing to do, of course, with fishing! The local fisherman's guide doesn't say a word about catching anything. All it says is the place is 'a good station for fishing'; and, from what I have seen of the district, I am quite prepared to bear out this statement.

There is no spot in the world where you can get more fishing, or where you can fish for a longer period. Some fishermen come here and fish for a day, and others stop and fish for a month. You can hang on and fish for a year, if you want to: it will be all the same.

I am not a good fisherman myself. I devoted a considerable amount of attention to the subject at one time, and was getting on, as I thought, fairly well; but the old hands told me that I should never be any real good at it, and advised me to give it up. They said that I was an extremely neat thrower, and that I seemed to have plenty of resourcefulness for the thing, and quite enough laziness. But they were sure I should never become a fisherman. I had not got sufficient imagination.

They said that as a poet, or a reporter, or anything of that kind, I might be satisfactory, but that, to gain any position as a Thames angler, would require more play of imagination, more power of invention than I appeared to possess.

Some people are under the impression that all that is required to make a good fisherman is the ability to tell lies easily and without blushing; but this is a mistake.

Anybody can come in and say, "Oh, I caught fifteen dozen perch yesterday evening;" or "Last Monday I landed a gudgeon, weighing eighteen pounds, and measuring three feet from the tip to the tail."

There is no art, no skill, required for that sort of thing. It shows courage, but that is all.

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A. Write T for True, F for False and NEI for Not Enough Information.

1. Pike, roach and eels are names of fish. _____
2. The writer says that nobody ever catches any fish on the Thames. _____
3. The writer feels that he is a good fisherman. _____
4. The writer fished for an entire month. _____
5. Observers say that one needs a good imagination to be a good fisherman. _____

B. Answer the questions by choosing the correct option.

1. *You can hang on and fish for a year, if you want to: it will be all the same*. What does the writer mean?
   a. Everyone catches a lot of fish.
   b. No one ever catches any fish.
   c. There are no fish.
2. *…but the old hands told me that I should never be any real good at it, and advised me to give it up*. Who do the old hands refer to?
   a. old and senior people
   b. old friends
   c. experienced fishermen
3. What are the qualities necessary to be a good fisherman?
   a. a good thrower, laziness
   b. a good imagination and appetite
   c. a good imagination, a good thrower and laziness
4. What is the meaning of angler?
   a. a person who can draw any number of angles
   b. a person who has no decision to make
   c. a fisherman
5. What kind of writing is the piece?
   a. serious
   b. humorous
   c. scientific

C. Why did the other fishermen suggest that the writer give up fishing?

_____

_____

_____

_____

_____

D. What does the writer say is a mistake?

_____

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Tick the most appropriate words to complete the sentences.

1. The (procedure / process) of gaining lost confidence is not easy.
2. The (important / importance) of the match was understood by everyone.
3. May I (loan / borrow) your bat?
4. The field was (empty / deserted) after the event.
5. Ranji gave his (ascent / assent) to Mr Kumar.
6. Mr Kumar (ensured / assured) Ranji that he would win.
7. Ranji's (breath / breathe) was laboured.
8. The ball (coursed / coarsed) along the length of the field.

B. Choose the correct options to complete the sentences.

1. Ranji fell _____ in his scoring after he lost confidence. (in/behind/off/over)
2. The flower has fallen _____ the stem. (away/off/down/over)
3. Our plans of a game fell _____ when it began to rain. (through/off/over/in)
4. You can always fall _____ the fielders if the batsmen don't get the runs. (off/down/for/back on)
5. He fell _____ the trick and lost the match. (off/for/in/on)
6. They fell _____ after he lost the match. (over/for/on/out)
7. He hit the stumps and the bales fell _____ (over/off/for/out)
8. The players fell _____ him when he hit a sixer. (on/off/out/away)

C. Ranji was happy when he made many runs. There are different ways of saying he was 'happy'. Look up the dictionary and define these 'happy' words and phrases.

1. rapturous _____
2. over the moon _____
3. in good spirits _____
4. radiant _____
5. blithe _____
6. exultant _____

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Worksheet 3

Grammar Study

A. Write simple, compound or complex against these sentences.

1. The bat was lost forever.
2. The Delhi School was opening and the opener sent down some fast balls.
3. When the ball fell the fielder cried out in dismay.
4. The spectators watched the game in pin drop silence but you could hear some birds in the distance.
5. Although the gates are open, you cannot enter the stadium now.
6. We did not agree with what the umpire said.
7. We waited for hours for them to come out of the pavilion.
8. The cricketers sat quietly in the training room.

B. Convert these sentences into simple sentences.

1. He must try hard and win the game.
2. He not only hit a four but also managed to hit a sixer.
3. The bat was fast so he could not catch it.
4. The cricketer was disqualified as he was rude to the umpire.
5. We must unite or we will not win..

C. Change these simple sentences into compound or complex sentences.

1. Picking up the ball he threw it at the bowler.
2. The ball being hard, it hurt the fielder's finger.
3. Overwhelmed by its speed; the fielder dropped the ball.
4. The weather being fine, they went out to play.
5. Sorry for his friend, he withdrew from the game.

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Worksheet 4

Communication Skills

Listening

A. Listen to the passage being read out by your teacher and answer these questions.

1. Who did not have a coach to teach them cricket?
2. Who promised to help them find a coach?
3. Name the coach mentioned in the passage.
4. What was the coach's greatest qualification?
5. What, according to the coach, must a sportsman have in order to win a match?
6. On which days did the training take place?

Speaking

When we speak about something we are sure of, we use phrases like:

1. I am certain . . .
2. I am sure . . .
3. There is no doubt about the fact that . . .
4. I know that . . .

B. How would you communicate that you are sure of what you say in the following cases:

1. Your mother is looking for her lost bag and she asks you if you have seen it anywhere
2. Your friend wants to know if you can help her with her to learn how to play cricket.
3. A policeman asks you if you saw a robber leaving the house.

Writing

C. Imagine that you are the President of the Sports Council of your school. You recently bought some cricket bats from a local shop. However, you found that the bats were of a very poor quality. Write a letter of complaint to the owner of the shop telling him about the problem. Also, ask him to replace the bats or refund your money.

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ANSWERS

MAIN COURSEBOOK

A. 1. True 2. True 3. False 4. False 5. True

B. 1. a. Mr Kumar called out to Ranji.
   b. He called out to Ranji because he looked troubled.
   c. Ranji was in a hurry because he had lost his wicket without scoring any runs and therefore was not in a good mood. He had also been reprimanded by his coach.
   2. a. Mr Kumar said these words to Ranji.
   b. 'It' refers to the fact that Ranji had been unable to score any runs in the past few matches. It had made Ranji believe that he was unlucky and therefore something had to be done about it.
   c. Mr Kumar decided to give Ranji a bat with which he had scored a century to help him change his luck.
   3. a. The bat that Mr Kumar had given had not lost its magic.
   b. The magic was that anybody who played with that bat would score a lot of runs.
   c. Yes, the magic worked for the receiver.

C. 1. Ranji was determined to make enough runs to lead his team to victory when he first walked into the field.
   2. Mr Kumar took Ranji to the back of his shop.
   3. The bat that Mr Kumar gave to Ranji was special because he had scored a century with the same bat.
   4. Ranji could not practise for the second match because he had misplaced his lucky bat.
   5. The edge that the team from the other town had was that Ranji had not been able to practise before the match and the opposing team had lost a wicket very soon.
   6. Mr Kumar helped Ranji even though he had lost the match because he believed that it was about the batsman and not the bat. He told Ranji that the bat was not an extraordinary one since he had scored runs using other bats as well. He wanted Ranji to be confident and therefore helped him.

D. 1. Ranji was a caring person and a true friend.
   2. Ranji's new bat was not wonderful or magical. It was Ranji's belief in himself, his confidence that made the bat work wonders.
   3. Confidence which grows out of honesty and belief in oneself is the most important quality that plays an important role in our lives. It can make an ordinary person extraordinary and can make him work wonders.

E. 1. admitted 2. faith 3. congratulated 4. involved 5. pleasant

F. 1. d 2. b 3. a 4. c

G. BCC cricket correspondent Jonathan Agnew said, "Despite it being too long and not building any momentum particularly within Australia, the standard of cricket has been very high including that of the opposing teams. The only disappointment is that some teams have had eight days off, which is ridiculous." Former England captain Michael Vaughan added, "It's being played on the

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best wickets in the world which is why we're seeing great shots from the batsmen. The pitches have been fantastic for strokeplay and they also reward bowlers with pace."

H. 1. complex sentence
2. simple sentence
3. compound sentence
4. compound sentence
5. simple sentence

I. 2. I like tomato soup. My sister prefers mushroom soup.
3. The men dispersed. We made our way home.
4. Mr Patnaik got late. He was caught in a traffic jam.
5. The idea was accepted by everyone. We began to implement it.

J. 1. Although we worked for a long time, we could not complete the task.
2. We decided we couldn't wait any longer so we left.
3. Since the dog needs to go for a walk, Shingi will take him.
4. Since Saina had played well, she expected to win the match.
5. It stopped raining so we asked our friends to come over.
6. They did not want to come in and it was surprising.

K.

Full name	Place of birth	Roles in India's team	Year of debut in ODI	Year of captaincy of ODI team	Year India won the ICC World Twenty-20	Year India won ICC Champions Trophy
Mahendra Singh Dhoni	Ranchi	Middle-order, right-handed batsmen, wicketkeeper	2004	2007	2007	2011

L. Accept any relevant response. Suggestions:
1. I am not sure, the pen I was using was leaking.
2. I think, I will be able to tell you about my views when I have finished reading the book.
3. There is a possibility that I have left it on my bedside table at home.

M. Accept any relevant response.

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WORKBOOK

A. 1. practice
2. dependent
3. accept
4. economic
5. complements
6. proceed

B. Accept any relevant response. Suggestions.
1. handle: a. Monica turned the handle and opened the door.
b. Eman handled the copyright issues very well.
2. web: a. Uttam Nagar has a web of streets.
b. Anshu searched for information about dairy products on the web.

3. swipe: a. The cashier of the store swiped my debit card through an electronic machine.
   b. The boxer swiped at the punching bag with a great force.
4. pin: a. The actress fastened her saree with a golden pin.
   b. The notice was pinned to the noticeboard.

C. 1. My grandfather used to tell me wonderful stories when I was young but now he makes me tell him stories.
2. Daytime is full of buzz and excitement but I look forward to the quiet of night.
3. Being a country of diversity, India has a variety of languages and cultures.
4. Hriday likes eggs for breakfast though his sister prefers milk and cereal.
5. The exhibition showcased the works of artists from Rajasthan and the terracotta sculptures displayed were beautiful.
6. Honey is used as a substitute for sugar because it is rich in antioxidants and vitamins.

D. Accept any relevant response. Suggestions:
1. Although the Metro station is two kilometres from my house, I prefer to walk down.
2. Since we were late for the concert, we had to hire a taxi.
3. If I win a lottery, I will use the money for philanthropy.
4. After having dinner, we went for a stroll.

E. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. 1. T 2. T 3. F 4. NEI 5. T

B. 1. b 2. c 3. c 4. c 5. b

C. They felt that even though he was good thrower and was lazy enough, he did not have the right imagination to be a fisherman.

D. The writer says it is a mistake to believe that all it takes to be a good fisherman is to lie without blushing.

WORKSHEET 2

A. 1. process 3. borrow 5. assent 7. breath
2. importance 4. deserted 6. assured 8. coursed

B. 1. behind 3. through 5. for 7. off
2. off 4. back on 6. out 8. on

C. Accept any relevant response.

WORKSHEET 3

A. 1. simple 3. complex 5. complex 7. simple
2. compound 4. compound 6. complex 8. simple

B. 1. He must try hard to win the game.
2. Besides hitting a four, he hit a sixer.

3. The ball was too fast to catch.
4. The cricketer was disqualified for being rude to the umpire.
5. We must unite to win.
6. In spite of trying our best, we could not win

C. 1. He picked up the ball and threw it at the bowler.
2. The ball was hard and it hurt the fielder's finger.
3. As he was overwhelmed by its speed the fielder dropped the ball.
4. Because the weather was fine they went out to play.
5. Because he was sorry for his friend, he withdrew from the game.

WORKSHEET 4

Listening text and answers

The boys of Amar Jyoti School loved to play cricket but they did not have a coach who could teach them the rules of the game. They asked their Principal Mr Pali if he could help them find a coach. The Principal told them that he would employ a coach the following month.

The next month, Mr Rawat arrived. He was a trained coach and his greatest qualification was that he enjoyed winning. He started training the boys. He told them that practice, self-confidence and skill are the three most important things needed by a sportsman to win the game he plays. He trained the boys every alternate day and soon he managed to prepare the team for a friendly match against Prajna Vidyalaya.

A. 1. The boys of Amar Jyoti School did not have a coach to teach them cricket.
2. Their school Principal Mr Pali promised them to find a coach.
3. Mr Rawat is the name of the coach mentioned in the passage.
4. The coach's greatest qualification was that he enjoyed winning.
5. Practice, self-confidence and skill are the three most important things needed by a sportsman to win the game he plays.
6. The training took place every alternate day.

B. Accept any relevant response.

C. Accept any relevant response.

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4 Set Our Children Free

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an extract from a speech of Kailash Satyarthi, a Nobel Peace Prize winner.
- develop reading and comprehension skills and understand the main idea conveyed.
- appreciate the need for concern for the underprivileged, especially children.
- get to know the role of activists with special reference to the human welfare.
- realize the importance of compassion towards their fellow humans.
- learn more about the use of determiners – general and specific.
- will be able to differentiate between possessive pronouns and determiners.
- know the expressions used to express opinions.
- hone writing skills – write out a speech on a given topic with hints and help words.

Warm up

1. Put the students in pairs. Read out the title of the lesson and ask them to predict what the text could be about.
   Ask questions like: How do children suffer?
   (poverty, hunger, diseases, illiteracy, lack of secure homes, child labour, exploitation lack of awareness of their rights and duties)
2. How can we help such a situation? Ask them to think what they can do at their level –
   - By sharing your food, clothes with the needy children of their age group.
   - By teaching them to read and write if they are attending school.
   - By making them learn good manners and behaviour.
   - By showing them the importance of hygiene.
3. After getting a few responses ask students if they are already doing something of that sort.

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4. Two students can make a list of such activities on the board as the students narrate their experiences.

   Ask them to talk about any such organization – voluntary / governmental / social bodies and the work they do.

Comprehension

1. Ask the students to go through the on–page glossary.
2. Tell the students that this is an excerpt from the acceptance speech of Kailash Sathyarthi when he received the Nobel Peace Prize. Ask them to read the full speech from the Internet.

   Read the text slowly to the class taking care to explain the new words and the difficult portions of the text.
3. The students can now read the text silently for reinforcement.
4. As they read ask the following and similar questions to check the students' understanding.
   - What are Kailash Satyarthi's feelings as he is giving his speech?
   - What did the child labourer at the Himalayan foothills ask him?
   - What according to Kailash Satyarthi is a great violence?
   - What is his only aim?
   - How are Malala, Kayanat and Shazia helping in this regard?
   - Why was he upset when he saw the cobbler boy outside the gate of his school?
5. When the students complete the silent reading ask the students to individually do Exercise A by ticking the correct options.
6. Divide the class in pairs and ask them to attempt Exercise B.

   Peer assessment can be done as you call out the answers.
7. In groups of four prepare a life sketch of Kailash Satyarthi – his childhood, his early life, education, career, organizations found, awards received – Collet relevant pictures from old magazines / newpapers / books.

   In a short paragraph write how he has inspired you and to what extent.
8. Read out the first question in Exercise C. Discuss the answer orally with the students giving the inputs. Make two or three students say the answer to the class. Once they are sure of the method of answering the questions they can attempt the remaining questions 2, 3, 4, 5 and 6.
9. Go round the class guiding the students as they work on the answers.
10. The notebooks can be taken for correction.
11. Conduct a brainstorming session for the questions in Exercise D. Note the points on the board so that they can be consolidated to arrive at the final answers.

Word Study

1. Ask the students to make a list of words beginning with the prefixes given in the book.

   A few examples are given below:

   indefinite, encourage, undo, decode, disappear, misunderstand, abnormal, ill-treat, impossible, international, reorganise, overdo
2. Ask the students to complete Exercises E and F. Tell them to check their answers as you call out the correct answers.

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Dictionary

1. Divide the class in pairs. Ask the students to refer to a dictionary and write down the meanings of words in brackets in Exercise G.
2. They can check on the difference in the meanings of the pair words.
3. After doing this they can fill in the correct words in the sentences in Exercise G.
4. Ask the students to use these words in sentences of their own.

Grammar Study

1. Start with a recap of articles – definite and indefinite.
   I saw a boy. The boy was wearing blue jeans.
   Show that in the sentences given above *a* and *the* are used as indefinite and indefinite articles.
2. With the help of the sentences in the text explain determiners – specific and general.
   Read the sentences and point that general determiners are used to refer to nouns used for the first time or when they generally referred to; while specific determiners are used to indicate nouns that are being referred to.
3. Give plenty of examples and elicit responses from students too.
4. Ask them to complete Exercises H, I and J in groups of three. Ask the students to exchange the books and correct the answers.
5. After checking the answers, explain the difference between possessive pronouns and specific determiners.
   Example: This bag is *hers*. – the underlined word is a possessive pronoun.
   Her bag is big. – the underlined word is a determiner.

Communication Skills

Listening

1. Ask the students to read the questions given in Exercise K.
2. Read out the listening text and instruct the students to listen carefully.
3. Now ask them to answer the questions.
4. Read out the answers and ask the students to correct their own work.

Speaking

1. Read out the expressions given in the text. Explain that they are used while expressing opinions.
2. Divide the class in pairs and give them time to prepare for the activity in Exercise L.
3. The students can now come and speak out their sentences to the class.
4. They can add on more expressions: Some examples are given below.
   Ask the students to write at least ten sentences using different expressions like
   It seems to me that …
   In my opinion, …
   I am of the opinion that …/ I take the view that ..
   My personal view is that …

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In my experience …
As far as I understand / can see, …
As I see it, … / From my point of view …
As far as I know … / From what I know …
I might be wrong but …
If I am not mistaken …
I believe one can (safely) say …
It is claimed that …
I must admit that …
I cannot deny that …
I can imagine that …
I think/believe/suppose …
Personally, I think …
That is why I think …
I am sure/certain/convinced that …

Writing

1. Talk about the different occasions when people give speeches – A school pupil leader gives a speech in the morning assembly, A Director of the company gives a speech to his employees, A political leader addresses the public and so on.
2. Read out a sample speech.

   A Class Leader speaking on Teachers' day

   Good morning teachers and my dear friends. Today, on this special occasion of Teacher's Day, I am going to give this speech on behalf of the entire class.

   First of all I would like to put a light on when Teachers' Day is celebrated. It is celebrated on 5th of September in India every year but the date for celebrating varies from country to country across the world. China celebrates this special event on 10th of September every year. The celebration in each and every country is generally correlated to either great personalities or achievements in the related field of education. India celebrates Teachers' Day on 5th of September as it marks the birth anniversary of Dr Sarvapalli Radhakrishnan, who was a prominent thinker, great philosopher and a educator. He was also the President of India.

   The special event of Teachers' Day is celebrated as a tribute given to the valuable contribution which has been made by the teachers to the whole society by imparting knowledge, enlightening and shaping up the career of students. The celebration of Teachers' Day is fairly popular in many countries across the world and it is even acknowledged by UNESCO.

   Most of the schools, colleges and institutions make elaborate preparations for this day. The ceremony usually starts with a very warm Teachers' Day speech in which we pay respect and also thank our teachers for their contribution to the society.

   At last I would like to tell all of you that we have been students at some stage of our own life and we have also benefited from our teachers. So celebrating Teachers' Day is a wonderful opportunity for all of us to show our respect, gratitude and appreciation towards our teachers.
3. Discuss the hints and the guidelines given in the book.
4. The students can complete Exercise M as homework.
5. A few well written speeches can be read out in class.

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FOR THE TEACHER: BEYOND THE LESSON

The word 'laureate' refers to the laurel wreath. In Ancient Greece laurel wreaths were awarded to victors as a sign of honour.

The Nobel Peace Prize Laureates receive their Nobel Peace Prize from the Chairman of the Norwegian Nobel Committee in the presence of King of Norway. An important part is the presentation of the Nobel Lectures by the Nobel Laureates. In Stockholm, the lectures are presented days before the Nobel Prize Award Ceremony. In Oslo, the Nobel Laureates deliver their lectures during the Nobel Peace Prize Award Ceremony.

Visit rsgr.in/nger8thb1 to read or listen to the Nobel lectures.

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Worksheet 1

Comprehension

Read this extract from Oliver Twist.

The room in which the boys were fed, was a large stone hall, with a copper vessel at one end, out of which the master, dressed in an apron for the purpose, and assisted by one or two women, served the gruel at mealtime. Each boy had one bowl of this and no more – except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never needed to be washed. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper vessel, with such eager eyes, as if they could have eaten the vessel itself. In the meanwhile, they sucked on their fingers most carefully, with the view of licking any stray splashes of gruel that might remain there.

Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted threateningly to his companions, that unless he had another bowl of gruel, he was afraid he might some night eat the boy who slept next him. Since the boy had a wild, hungry eye, the other boys believed him completely.

A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist to do so.

The evening arrived, and the boys took their places. The master, in his cook's uniform, stationed himself at the copper vessel and his poor assistants gathered themselves behind him. The gruel was served out, and a long grace was said. The gruel disappeared; the boys whispered to each other, and winked at Oliver, while his next neighbours nudged him to move forward. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table, and advancing to the master, bowl and spoon in hand, said, "Please, Sir, I want some more."

The master was a fat, healthy man, but he turned very pale. He gazed in astonishment on the small rebel for some seconds, and then clung for support to the copper vessel. The assistants were paralysed with wonder; the boys with fear.

"What!" said the master after some time in a weak voice.

"Please, Sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle and pinned his arms.

The next morning a notice was pasted outside the gate, offering a reward of five pounds to any man or woman who wanted a young boy as an apprentice to any trade, business or call.

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A. Read the sentences and answer the questions that follow.

1. *The bowls never needed to be washed.*
   a. Whose bowls never needed to be washed?
   b. What did the boys do with their bowls?
   c. Why did they do this?

2. *The other boys believed him completely.*
   a. Whom did the boys believe?
   b. What did the boy say he would do?
   c. Why was a council held?
3. *"I want some more."*
   a. Who said this to whom?
   b. What did the listener do?
   c. What was the consequence of Oliver's action?

B. Write T for True, F for False or NEI for Not Enough Information.

1. There were seven boys in all with Oliver. _____
2. On days of rejoicing, the boys also got a piece of bread. _____
3. Oliver and the other boys starved for nearly three months. _____
4. Oliver volunteered to ask for more gruel on behalf of the tall boy. _____
5. A young woman offered to take Oliver and look after him. _____

C. Fill in the blanks with the correct words from the text.

1. The bowls never needed to be washed because _____
_____
2. The tall boy threatened to eat one of the boys sleeping next to him because _____
_____
3. The task of walking up to the master to ask for more gruel _____
_____
4. When Oliver asked for more gruel, _____
_____
5. Oliver was offered to anyone who wanted _____
_____

D. Describe the state of the young boys.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Worksheet 2

Word Study

A. Write the meaning of each word. One has been done for you.

1. restart ___start again___
2. ill treat _____
3. preview _____
4. misprint _____
5. unable _____
6. underwater _____
7. overage _____
8. dissatisfied _____
9. inconsistent _____
10. bemoan _____
11. abnormal _____

B. Add a suffix to the words in the box. Complete the sentences with the new words.

sad	global	exploit	rapid	safe	collect	dark	power

1. Children can be _____ and question our inaction.
2. This is the age of _____. We are connected through the Internet.
3. _____ action has to be taken.
4. I believe the _____ of children must stop here an now.
5. It fills me with _____ when I see guns in the hands of children.
6. I want the change to come _____, in a mater of weeks, days, minutes, seconds.
7. All children have a right to _____ and equality.
8. Let us dispel the _____ from every child's life.

C. Tick the most appropriate word.

1. The child could not (listen / hear) what I said.
2. If we don't try harder, we will (lose / loose) more children to the exploiters.
3. To challenge the (pessimism / permission) surrounding our children we have to work collectively.
4. Let us (transform / transpose) individual compassion into global compassion.
5. Let us (assure / ensure) the safety of our children.
6. It is (quiet / quite) clear that we must work together.

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Worksheet 3

Grammar Study

A. Choose the appropriate determiners to complete the sentences.

1. Very _____ people really understand the enormity of the problem.
   a. little b. much c. few d. none
2. He means well but he has _____ idea of how to work out a solution.
   a. little b. much c. many d. none
3. If we don't move now it will be too late, there isn't _____ time left to rescue them.
   a. more b. many c. several d. much
4. We had _____ plans for the rescue, but we chose this one.
   a. little b. many c. much d. each
5. It would be good if _____ one of us tried to help out in some way.
   a. few b. many c. each d. several
6. Could you pass me a _____ sugar for my coffee?
   a. few b. many c. little d. any

B. Use some, any, no or none to complete the sentences.

1. _____ of you in this hall knows the truth.
2. Can _____ of you go for the meeting?
3. _____ of the students was able to attend the meeting. They were all busy.
4. _____ speeches were made at the meeting. It was an interactive session.
5. _____ book about India will be interesting for me.
6. We expected many invitations, but _____ came!

C. Tick the correct words in the brackets.

1. We didn't expect him to come at all, but he arrived on time (some/any) how.
2. I see you haven't found (any/none) seats for us.
3. They have reserved (several/less) seats.
4. You have the pamphlet and the notice. Please give me (both/all).
5. (Neither/Either) my parents (or/nor) my sister enjoyed the lecture. They disliked it.
6. Would you like (enough/another) item on this topic?

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Worksheet 4

Communication Skills

Listening

A. Listen to your teacher read some facts about Kailash Stayarathi and answer the questions that follow.

1. In which year and month was Kailash Satyarthi born?
2. Where was Kailash Satyarthi born?
3. What was Kailash Satyarthi's profession before he started fighting for the rights of children?
4. Name the journal started by Kailash Satyarthi.
5. Name the cities in which children are made to work in factories.
6. Name two states in which children are exploited in factories.

Speaking

B. Imagine that you have been given a chance to speak to the Prime Minister of India about the things you wish all the children in your country could have. What would you say to the Prime Minster? Share your thoughts with your class. Your speech must last at least two minutes.

Writing

C. Write a 200-word-long speech on the topic Each one us can do his bit to make this world a better place to live in.

You could write about the qualities one must have and the kind of work one can do to make the world a better place.

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ANSWERS

MAIN COURSEBOOK

A. 1. d 2. b 3. b 4. c

B. 1. a. A child labourer said these lines to Kailash Satyarthi.

b. The child had been enslaved and he wanted a book because it implied education and freedom from slavery.

c. The child was in the foothills of Himalayas.

2. a. The speaker is Kailash Satyarthi and he is addressing the audience in his Nobel Peace Prize acceptance speech.

b. The point that Kailash Satyarthi wants to make is that it's the responsibility of people across the world to protect children. We cannot discriminate on the basis of race or gender. The world as a whole is responsible for all the children and collective action is required to solve the issues at hand.

c. Kailash Satyarthi is angry at the passivity of the people around. At the same time, he is determined to overcome the obstacles and work towards the cause.

C. 1. Twenty years ago, in the foothills of Himalayas, Satyarthi met a child labourer who asked him if the world was so poor that it could not afford to give him a proper life.
He was uneducated and worked at a tender age. This made Satyarthi realize that collective action was required to liberate the children across the world.

2. The courageous people who work for the underprivileged refuse to accept that although they have achieved a lot, many challenges still remain. The biggest challenge that still needs to be addressed is that of fear and intolerance.

3. Kailash Satyarthi's aim in life is to free every child from slavery. He wants to return the childhood of each child. Satyarthi wants the children to be educated, to grow, learn, dream and fulfil all their desires.

4. Girls like Malala, Kayanat and Shazia have taught Satyarthi that there are solutions to the problems being faced and a change could be brought about if people across the world were united in their actions.

5. Satyarthi felt that we have failed to impart to our children the confidence to dream and realize their dreams. They do not have faith in us and there is an air of pessimism around them which needs to be changed.

6. Satyarthi says that intolerance is the biggest crisis because that divides people and hinders collective action.

D. Accept any relevant response. Suggestions:

1. Kailash Satyarthi means to say that he cannot deliver any speech that he has learnt by heart. Whatever he has to say would come straight from his heart, the way he feels about what he sees around him.

2. Kailash Satyarthi uses these oxymoronic expressions to emphasize that there are millions of children whom we cannot see, whose voice we cannot hear otherwise. His words are meant to give expression to the feelings of these children all around the world.

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3. The drop of water which the bird carried in its beak could never be enough to extinguish the fire. Yet, in the story the bird did not stop from doing its bit. Similarly, Satyarthi says that if each one of us does her or his own bit it would amount to a huge effort.

E. 1. unlikely 2. overslept 3. irresponsible 4. intolerant 5. interreligious

F. 1. disappear, appearance, disappearance
2. undo, doable, undoable
3. disloyal, loyalty, disloyalty
4. disrespect, respectful, disrespectful
5. indefinite, definitely, indefinitely

G. 1. affect, effect
2. allusion, illusion
3. council, counsel
4. formerly, formally
5. farther, further

H. a. whole b. all c. whole d. both
1. c 2. d 3. b 4. a

I. 2, 3, 4, 6

J. 1. The 2. any 3. My 4. some 5. more

K. 1. The child wants one or two toys.
2. The child wants to visit a zoo once in a while.
3. The child does not want bullets or guns because it's not fun to handle them.
4. The child wants to skip, play and run.

L. Accept any relevant response. Suggested outlines:

The plight of children in this world

In my opinion the plight of children all over the world is the same – as far as I can see they suffer in similar ways – examples of ways in which they suffer – I'd like to point out that we seldom spend time or think on such children – ways in which we are engrossed in our own lives – speaking for myself the ways in which I have started to think and act

Children should not be allowed to beg in the streets

I'd like to point out that in spite of so much advancement and efforts put in by various organizations we still find children – examples of laces where we come across such children – as far as I can see we do not seem to do our bit – speaking for myself I have refrained from coming forward – but in my opinion now the time has come for all of us to act – suggestions of what we can do – the way in which things could light up for these kids

M. Accept any relevant response. Suggested outline:

I think the best time in a person's life is the years spent in school – the name of the school I study in – what I find there to keep me happy – friends, teachers

What I gain in school – knowledge, friends – how I hope to use them later in my life – what responsibilities I plan to take up – how will what I learn here benefit me

How I can never forget anything I gain from here – How I treasure every moment I spend here

WORKBOOK

A. 1. championship
2. childhood
3. mathematician
4. economical
5. intention
6. disastrous

B. insane inaccurate immature irrelevant disable impolite untidy

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C. 1. rise, raise
2. hanged, hung
3. fearful, fearsome
4. childlike, childish
5. uninterested, disinterested
6. alternative, alternate
7. ingenuous, ingenious

D. 1. seventh
2. each and every
3. much
4. an
5. more
6. any
7. all
8. The, my
9. any
10. enough

E. SALES ASSISTANT: Hello. Would you like to see some shoes? There are several models to choose from.

MOTHER: Yes, but in his size.

SALES ASSISTANT: Sure. Would you please try these pairs on?

SON: Should I try both the pairs on?

SALES ASSISTANT: Yes, please. Either pair should fit you, but you can try another pair if neither of them fits you.

SON: I like this pair, thank you.

F. 1. some
2. little
3. no one
4. many

G. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. 1. a. The (hungry) boys' bowls never needed to be washed.
b. The boys polished their bowls with their spoons.
c. They were very hungry.
2. a. The boys believed the tall, hungry boy.
b. They boy said that he may eat the one sleeping next to him because he was so hungry.
c. A council was held to decide who would go to the master to ask for more gruel.
3. a. Oliver Twist said this to the master serving the gruel.
b. The listener aimed a blow at Oliver's head with the ladle and pinned his arms.
c. Oliver was offered to anyone as an apprentice and the person was also going to be given a reward of five pounds.

B. 1. NEI
2. T
3. T
4. F
5. NEI

C. 1. The bowls never needed to be washed because the boys polished them off with their spoons.
2. The tall boy threatened to eat one of the boys sleeping next to him because he was wild with hunger.
3. The task of walking up to the master to ask for more gruel fell on Oliver Twist.
4. When Oliver asked for more gruel, the master turned pale.
5. Oliver was offered to anyone who wanted a young boy as an apprentice.

D. The young boys had a bowl of gruel and nothing more. They would lick their bowls and their fingers because they were so hungry all the time. One of the tall boys became wild with hunger

and threatened to eat the boy sleeping next to him if someone did not go and ask for another bowl of gruel.

WORKSHEET 2

A. 2. treat badly
3. view before
4. print wrongly
5. not able
6. below the surface of the water
7. above age
8. not satisfied
9. not consistent
10. cause to be filled with sorrow
11. not normal

B. 1. powerful 2. globalization 3. Collective 4. exploitation 5. sadness 6. rapidly 7. safety 8. darkness

C. 1. hear 2. lose 3. pessimism 4. transform 5. ensure 6. quite

WORKSHEET 3

A. 1. c 2. a 3. d 4. b 5. c 6. c

B. 1. None 2. any 3. None 4. No 5. Any 6. none

C. 1. some 2. any 3. several 4. both 5. Neither/nor 6. another

WORKSHEET 4

Listening text and answers

Kailash Satyarthi was born on 11 January 1954, in Madhya Pradesh, He gave up his career as an electrical engineer to work for the rights of children. He started a journal called *The Struggle Shall Continue* in 1980 in order to spread awareness about the problem of child labour.

He raised his voice against factories that exploit children. Children are made to work in factories in cities like Delhi and Mumbai besides places like Odisha and Jharkhand. Children are still illegally employed as bonded labourers in some of these places. He also played an important role in the movement for Right to Education law for free compulsory education to children.

A. 1. Kailash Satyarthi was born in January, 1954.
2. He was born in Madhya Pradesh.
3. He was an electrical engineer before he started fighting for the children.
4. *The Struggle Shall Continue*
5. Children are made to work in factories in cities like Delhi and Mumbai.
6. The children are exploited in the factories in the states of Odisha and Jharkhand.

B. Accept any relevant response.

C. Accept any relevant response.

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5 I Remember, I Remember

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- identify the rhyme scheme and read the poem with rhythm.
- know the poetic elements used in the poem.
- answer reference to context questions.
- get to know the underlying message conveyed in the poem.
- understand the position, order and the linking of adjectives.
- train to write nostalgic descriptions using the given hints.

Warm up

1. Ask the students to recollect incidents from their earliest memories.
   Let them tell the class how they feel as they remember such things –
   - *happy, excited, sad, angry, disturbed, enlightened,*
   - *Why do they feel so?*

   The students can share their responses with the class.
2. Tell them to recollect from memory the things and people they can remember – food, furniture, clothes, grandparents, friends with whom they are in not with touch / have lost contact. Do they feel like reviving the friendship? Do they have a longing to meet them again?
3. Ask them to recall interesting incidents / happenings which they still remember.

Comprehension

1. Read out the poem in the class and tell the students to listen carefully.
2. Ask: What is the poem about? What is the main idea of the poem?
3. Read the poem once again and ask a few questions:

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- *What does the poet remember about the window of his house?*
- *What are the other things he remembers?*
- *What are the memories associated with those things?*

4. Ask the students to read the poem silently.
5. Analyse the poem stanza by stanza taking care to explain the meanings by paraphrasing the verses.
6. Discuss the theme and the literary devices used in the poem.

   As the students are already familiar with literary devices, briefly tell them what they are and why they are used.
7. Do Exercise A as a class exercise. Ensure that all the students tick the correct answers.
8. Now ask students to write the answers to the questions in Exercise B after discussing with each other in pairs. Ask them to exchange the notebooks and check the answers.
9. Read out the questions one by one in Exercise C and ask the students to discuss the answers in groups of three.
10. Consolidate all the points given by the students and help them arrive at the final answers.
11. The students can individually think of the answers to the questions in Exercise D.
12. The students can write down all the answers in the books. The note books can be taken for correction.

Word Study

As the students are familiar with literary devices ask them to complete Exercises E and F individually.

Read out the answers and ask the students to check their answers.

Find out those who gave wrong answers and explain to them why their answers are wrong.

Punctuation

1. Do a quick recap of the punctuation marks. Explain the students when to use capital letters, commas, full stops, quotation marks and apostrophe.
2. the students can attempt Exercise G on their own.

Grammar Study

1. Do a quick recap of adjectives and their kinds along with the correct usage.
2. Explain the position of adjectives with examples given in the book. Emphasize the fact that the adjective has to be placed before the word it has to modify.
3. Select a few the students to pick out the adjectives in the sentences given in Exercise H and explain their meanings. Once this is done the students can complete the exercise.
4. Now take up the order of the adjectives. Tell the students that when there are more than one adjective modifying a noun there is a specific order in which they have to be placed.
5. Explain the rules with the examples given in the book.
6. Now the students can do Exercises I and J in pairs.
7. Read out all the answers and the students can check their answers.

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Writing

1. Read out the question and the hints given in Exercise K.
2. Set the students' minds thinking-
   It could be a gift which you still remember – a toy, a dress, a doll, a tricycle and when they got it. Who gave them, why is it so special and so on.
   OR It could be a function where all the members of the family and friends gathered,
   OR Your first day at a new school.
   OR A trip to your grandmother's or uncle's house.
3. Ask the students to write out their own paragraphs on whatever they cherish.
4. A few paragraphs can be read out in class. A few well-written ones can be put up on the display board.

FOR THE TEACHER: BEYOND THE LESSON

November in London is usually foggy and bleak. Discuss this poem on the month of November by Thomas Hood.

NOVEMBER

No sun – no moon!
No morn – no noon –
No dawn – no dusk – no proper time of day –
No sky – no earthly view –
No distance looking blue –
No road – no street – no 't'other side the way.'

No travelling at all – no locomotion,
No inkling of the way – no notion –
'No go' – by land or ocean –
No mail – no post –
No news from any foreign coast.

No warmth, no cheerfulness, no healthful ease,
No comfortable feel in any member –
No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds –
November!

Point out the repetition of 'No' and the effect it creates in the poem. There is a similar repetition in the poem 'I Remember, I Remember'. Discuss the effect of that as well.

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Worksheet

Grammar Study

A. Rewrite these sentences using the words in the brackets without changing their forms and meanings.

1. You are a better cook than I am. (good)

_____

2. Vansh got the highest marks in our class. (more)

_____

3. I did not come to the dance class as early as Manish did. (earlier)

_____

4. Kiran solves maths problems faster than anyone else in our class. (fast)

_____

5. According to me, Indian handicrafts are the best in the world. (better)

_____

B. Fill in the blanks with the correct words from the brackets.

1. Arika is sometimes _____ but she learnt German very _____ (quickly, slow)
2. Farhan recites _____ and his poems are mostly _____ (optimistic, well)
3. The painting looks _____; clearly you've been working _____ (hard, great)
4. Manisha excels in sports because she is very _____ and runs _____ (tall, fast)
5. Lalit is a _____ student as well as a _____ dancer. (bright, talented)
6. All of Priya's answers were _____ because she solved them _____ (carefully, correct)

C. Form adjectives of the words given in brackets by adding the suffixes -d, -ed, -ied, or -ing. Fill in the blanks with the adjectives you have formed.

1. The children were _____ to buy tickets for the new movie. (excite)
2. The book I got for my birthday is very _____ (interest)
3. Prabhu walked back with a _____ look. He had scored three goals. (satisfy)
4. Harish _____ his actions to the principal. (justify)
5. Spectators coming out of the stadium seemed really _____ with the performance. (thrill)

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The poet Thomas Hood has written this poem trying to capture his childhood. He nostalgically remembers the days when he was a young boy.

In the first stanza he says that he remembers the house where he was born and the bedroom window from where every morning the sun used to come peeping in. The sun was never late even by a second but yet the day never seemed too long. Today however when Thomas Hood is old he is unhappy and wishes that he had died at that time.

In the second stanza he talks about all the different flowers that added so much beauty to life, where birds built their nests and the tree under which he and his brother celebrated their birthdays.

He still remembers that tree which is standing there till now. He remembers the garden in which he used to swing and the air was very fresh. His spirits too were like the swallows – light and carefree. But today his soul is weighed down and heavy and no cool waters can cool it anymore as it is hot with tension, anxiety, etc.

He also remembers the tall dark fir trees and how to him as a little boy they seemed to touch the sky. Today though he is much taller and can see things clearly, he feels he is further away from heaven than when he was a little boy. As a child he was closer to God than he is toady as a man.

Answers

A 1. False 2. False 3. True 4. True 5. False

B. 1. a. The sun did not bring too long a day.

b. The day was never too long for the poet because he was constantly occupied with several activities as a child. He would never got bored and derived happiness from the elements of nature.

c. Yes, this line indicates that now the poet finds his days too long because there is little happiness in his life now. He has nothing to occupy himself and the days seem too long.

2. a. The poet thought that the fir trees were close to the sky. This is the childish ignorance being referred to.

b. The poet calls it childish because it was an immature thought.

c. No, the poet is not as ignorant now.

3. a. The poet felt closer to heaven earlier because he would find happiness and joy in different elements of nature. He valued the little pleasures that life had to offer and therefore felt closer to happiness.

b. The poet feels farther off from heaven because he is unable to connect with things around him. He is disconnected from everyone around him. He no longer finds solace and comfort in nature. Nature symbolizes heaven and a disconnect with it implies that the poet is far away from heaven.

c. This knowledge makes him nostalgic and melancholic.

C. 1. The poet recalls the window that brought in the morning sun. He fondly recalls the garden which had many flowers and the laburnum tree which was planted to mark his brother's birthday. He also remembers the swings on which he played and the dark fir trees that grew.

2. The poet personifies the sun and says that it peeped in the morning.

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3. The poet wants the night to be long so that he does not have to wake up to the harsh reality where he was sad and melancholic.
4. A beautiful garden with many flowers – roses, lily-cups and lilac surrounded his house. There was a fir and laburnum tree as well along with swings.
5. As a child the poet was carefree, he had no troubles and could feel happy in the little pleasures of life. Hence, the poet says that his spirits flew when he was young.
6. As the child uses the swing, he realizes the way birds would feel in the fresh air.
7. When the poet was a child, he thought the trees were tall enough to touch the sky and hence were closer to God.

D. Accept any relevant response. Suggestions:

1. Lines like:

   But now, I often wish the night / Had borne my breath away!

   My spirit flew in feathers then, and

   I'm farther off from heaven / Than when I was a boy.

   Suggest that the poet was happier when he was a little boy.
2. The mood in the poem is both nostalgic and sad. The poet fondly remember the days when he had been a little boy and has vivid memories of the activities of his childhood. He emphasizes that he had been happier, with a lighter spirit in those days gone by.

E. 1. P 2. S 3. P 4. S 5. S

F. 1. roses, violets, lilacs, lily-cups, 2. birds 3. fir trees

G. 1. The president and the secretary of the company will give a speech in front of President Pranab Mukherjee.
2. Is Professor Iqbal in the Institute of Management today?
3. When we went to the United States of America, we visited the Times Square in New York and then went to Washington.
4. At 626 Malabar Hills, you will find a pet shop.
5. Iram used the GPS to find 45 Western Avenue.
6. The Constitution of India was adopted by the Constituent Assembly on 26 November, 1949.
7. The army's mission is to protect India's borders and her people.

H 1. daughter of the editor who is hard-working / the daughter of the editor is hard-working
2. The room in the hotel is well ventilated / the hotel is well-ventilated.
3. acting is wonderful / actor is wonderful

I. 1. c 2. a 3. b 4. c 5. c

J. 1. Within the oyster was an exotic, huge, black pearl gleaming.
2. This fantastic Mughal fort is five-hundred-years old.
3. Buddy is a lovely, beautiful, black-eyed, patchy, brown spaniel.
4. The hotel room had a big, antique, octagonal, brass mirror.
5. The children went to the park in large, blue, fuel-efficient buses.
6. The gardener beautifully designed five heart-shaped flower beds.

K. Accept any relevant response. Suggested outline:

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I remember the day I bought my favourite red frock – I was six years old and it was on the occasion of our annual festival – it was a frock I liked at first sight – the shop was so crowded – I loved the dress at first sight – I was so happy when I finally got it

WORKBOOK

A. 1. This bus is moving as slow as a turtle.
2. Ira was as quiet as a mouse in class today.
3. Though my grandfather looks old, he is as strong as an ox.
4. Despite being as busy as a bee, Karan makes sure he reads every evening.
5. Although he had been playing for hours, he felt as fresh as a daisy.
6. Saranya swims like a fish!

B. 1. knock 2. winked 3. playing 4. pounding 5. groans

C. 1. The students wrote down the detailed syllabus covered in class.
2. The tourists went around the vast bird sanctuary within an hour.
3. Sumit served some spicy pakoras to his son.
4. Farza uses a purple pen to write in her diary.
5. The shopkeeper sold the painting to the elderly lady.

D. 1. pretty, blue, Indian cotton dress
2. beautiful, large, dense African forest
3. five, famous, young, American singers
4. tiny, shining, oval, green beads
5. big, ancient, sculpted, stone monuments

E. Accept any relevant response. Suggestions:
1. a small, soft bunny
2. a breathtaking, action-packed book
3. a hard-working, tall man
4. blooming, red roses

F. Accept any relevant response.

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WORKSHEET

A. 1. I am not as good a cook as your are.
2. None scored more than Vansh in our class.
3. Manish came earlier than me to the dance class.
4. None can solve maths problems as fast as Kiran in our class.
5. According to me, no other handicraft is better than Indian handicrafts in the world.

B. 1. slow, quickly 3. great, hard 5. bright, talented
2. well, optimistic 4. tall, fast 6. correct, carefully

C. 1. excited 2. interesting 3. satisfied 4. justified 5. thrilled

6 After Twenty Years

LESSON PLAN

For additional content, see the DVD and the App.

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Learning Objectives

The students will

- gather information and comprehend.
- read and appreciate a well-known story of O Henry.
- improve their vocabulary by learning words with multiple meanings.
- learn to use phrasal idiomatic expressions effectively and punctuation marks.
- construct sentences with subject – verb agreement.
- make plans for future activities.
- write informal letters.
- learn the values of friendship, loyalty and honesty.

Warm up

1. Discuss the title of the story. Let the students make some guesses and predict what the theme of the story could be.
   Ask them: *What do you think is going to happen after twenty years*?
   Note down some of the interesting things the students come up with. Watch if someone is toying on the idea of the story – two friends meeting after twenty years.
2. The students can narrate their own experiences – if they chanced upon their friends after a gap of few years – where, how, what are they presently doing.
   Suggest possible ways to describe the feelings – surprise, excited, curious.
3. Talk about the great author and some of his well-known stories –
   William Sydney Porter (11 September 1862 – 5 June 1910), known by his pen name O. Henry, was an American pharmacist and author. O. Henry's short stories are known for their

wit, word play, warm characterization, and surprise endings. Ask the students to make it a point to read O Henry's *The Gift of the Magi*, *The Last Leaf* and *The cop and the Anthem*.

Discuss – What is a pen name? Ask them to find out the names of few famous authors who have pen names.

Give the gist of the stories cited above to create an interest to read. Tell the students to see for themselves how the impact of the plots are heightened by the author's masterful use of a twist ending.

4. After getting a few responses let two or three students share their narrations with the class.

Comprehension

1. Ask the students to take turns and read the story to the class.
2. As they read, take care to explain the new and difficult words and phrases.
3. When this is being done ask some students to read a few portions for emphasis.
4. Select two three students to role play the story. Inform them in advance so that they can come prepared.
5. As they enact their roles, check their voice modulations and intonations. Demonstrate, if necessary.
6. Once it is done ask the class to read through the text silently.
7. Ask questions to students to check if the students have understood the text. For example:
   - *What did the two friends decide upon when they finished school?*
   - *Who came to the venue first?*
   - *Why could they see each other properly?*
   - *Who had done well as far as the career was concerned?*
   - *What was the other person doing?*
   - *Who was the richer of the two? What makes you say so?*
   - *Did you get the slightest clue that the policeman was Jimmy Wells till you read the note?*
8. Ask the questions while the students are reading the text silently. If required allow them to refer to the text and answer the questions.
9. When the students complete the silent reading discuss the traits of character in Exercise A with suitable examples. It can be an interactive session. Now divide the class in pairs and ask them to do Exercises A and B. Read out the answers so that the students can check their answers.
10. Now ask the students to form groups of four. Read out the questions from Exercise C and discuss the answers orally with the students.

    All the students will be involved in working out the answers. The group leader will take the inputs from each member of the group and based on the discussion in class will write out the answers.
11. After you have heard and checked all the answers have them write the answers in their notebooks.
12. The notebooks can be taken for correction.
13. Questions in Exercise D can be discussed as a class task.
14. Compare and Contrast the two characters – Jimmy Wells and Bob.

    Who is honest? Who is responsible? Who values friendship? Who is loyal to whom?
    Whose loyalty is put to test?

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Word Study

1. Write these phrases on the board. Ask the students to give their meanings.
   Use the sentences given below to explain the meanings.
   - look after – to take care of / to make sure that someone is safe and well.
     Make sure you look after yourself. I don't want you to be ill due to this weather.
     I have to look after my son tonight.
   - look away – look away to turn your eyes away from someone or something that you were looking at.
     The accident was so horrible that I had to look away.
   - look for – to search for something or someone / to try and find something or someone
     Can you help me look for my brother, he was meant to be here 20 minutes ago.
     I am looking for my black shirt have you seen it.
   - look into – to find out more about something in order to improve the situation / to investigate or examine.
     The manager promised to look into my complaint
     I will look into this matter and see what I can do about it.
   - look out – to be careful / to avoid imminent danger.
     Look out! An angry dog is coming your way.
     Look out! There is a broken bottle near your foot.
   - look through – to examine something, usually quickly.
     I must look through this report to establish the full story.
     I will look through my email to see if I can find your request.
   - look up – to search for information (usually in a book)
     I need to look that word up in the dictionary, I have never heard it before.
     I will look up your number when I get to Delhi.
   - look up to – to respect or admire someone.
     I really look up to my father.
     She will always look up to her father as he had such a positive effect on her youth.
     After this read the phrases with '*beat*' in Exercise E and explain the meanings.
     Ask the students to frame sentences with the phrases given in Exercise E.
     Get some sentences read out and check if the usage is right.
2. Talk to the students about words with more than one meanings:
   Give a few examples:
   a. TAKE
   - Don't forget to take an extra pair of shoes (move something or someone from one place to another)
   - Take a deep breath James took a sip of his drink I took a quick look at the audience (to perform an action or series of actions)
   - I took a course in origami at college I've taken my driving test three times (to study or take an exam in a particular subject)

   b. TURN
   - She turned around and smiled at me (change position)

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- When you get to the junction, turn right (change direction)
- She could not concentrate on her book. All she seemed to be doing was turning the pages without reading them.
- After years as an amateur dancer, she turned professional (change and do something different)
- It has turned cold again (change and become something else)

Now take up the sentences in Exercise F. Draw the students' attention to the usage of the underlined words.

3. The students can be asked to do Exercise G once they are sure of the meanings.

Punctuation

1. Ask the students to read out the sentences in Exercise H.
2. As they read ask them to look for mistakes.
3. They can tick the sentences with correct punctuation marks.
4. The students can exchange their books and correct the mistakes, if any.

Grammar Study

1. Tell the students that in a sentence the subject must agree with the verb in number, i.e., a singular subject will take a singular verb and a plural subject will take a plural verb.
   Examples: The girl is dancing.
   The girls are dancing.
   Sometimes the subject of a sentence consists of two or more nouns or pronouns connected by and, either / or, neither – nor.
   Sometimes a phrase may come in between the subject and the verb.
   Some words like each, everybody, somebody are singular so they always take singular verbs.
   Hence there are specific rules to be followed.
2. Explain these to the students with the examples and the rules given in the text.
3. Ask the students to read through all the rules once again for reinforcement.
4. Ask them to complete Exercises I and J in pairs. Ask the students to exchange the books and correct the answers, as you call out the correct answers.
5. The students can now individually attempt Exercise K.

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Communication Skills

Listening

1. Ask the students to read the incomplete sentences in Exercise L.
2. As you read the listening text, ask them to listen carefully looking for the information required and complete the sentences.
3. Read out the answers and ask the students to correct their work.

Speaking

1. Divide the class in pairs.
2. Read out the activity.

3. Highlight the clues given in the exercise.
4. After discussing the points give them time to prepare for the activity in Exercise M.
5. Let some students come up and make their presentations.

Writing

1. Explain the format of an informal letter.
2. Read out a few sample letters to the students.
3. Conduct an interactive session on the topic given in the book for the students to gather points.
4. The students can be asked to complete Exercise N for homework.
5. A few letters can be displayed in class.

FOR THE TEACHER: BEYOND THE LESSON

O Henry was William Sydney Porter's pen name. His style is familiar to generations of readers the world over. 'After Twenty Years' is a classic example of this style. O Henry's stories involve people with an emotional connection that is put under stress by circumstances. The stories have an unexpected endings, involving a sudden twist. Sometimes it is fate, but sometimes it is brought about by a piece of information which the reader did not know about and which suddenly makes everything shockingly clear.

One of the most prestigious literary prizes in the world is the O Henry Award, given to writers who show excellence in the short story form.

Visit rsgr.in/nger8thb2 to read nearly all of his stories online.

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Worksheet 1

Comprehension

Read the poem Blow, Blow, thou Winter Wind by William Shakespeare.

Blow, blow, thou winter wind
Thou art not so unkind
As man's ingratitude;
Thy tooth is not so keen,
Because thou art not seen,
Although thy breath be rude.

Heigh-ho! sing, heigh-ho! unto the green holly:
Most friendship is feigning, most loving mere folly:
Then heigh-ho, the holly!
This life is most jolly.

Freeze, freeze thou bitter sky,
That does not bite so nigh
As benefits forgot:
Though thou the waters warp,
Thy sting is not so sharp
As a friend remembered not.
Heigh-ho! sing, heigh-ho! unto the green holly:
Most friendship is feigning, most loving mere folly:
Then heigh-ho, the holly!
This life is most jolly.

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A. Read the questions and choose the correct response.

1. *Although thy breath be rude*. Rude here means
   a. impolite. b. harsh. c. polished.
2. That does not bite so nigh. Nigh here means
   a. near. b. far. c. everywhere.
3. Most friendship is feigning. Feigning here means
   a. real. b. true. c. false.

B. Choose the correct word from the brackets to fill in the rhyming word from the poem.

a. holly, _____ (molly, jolly)
b. warp, _____ (sharp, harp)
c. sky, _____ (nigh, fly)
d. keen, _____ (mean, seen)
e. not, _____ (forget, forgot)

C. What does the poet compare the winter wind to? Who is more unkind?

D. Why is the poet sad?

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Worksheet 2

Word Study

A. Match the expressions with their meanings.

1. half a chance
2. half of it
3. half cooked
4. half baked
5. half measure
6. half an eye
7. half a moment
8. half a mind

a. poorly prepared
b. an inadequate effort
c. a very short time
d. a thought of doing something
e. not all of it
f. not well thought out
g. a small opportunity
h. a slight glance

B. Read the underlined word in each sentence. Tick the sentence in which the word has the same meaning.

1. I have to wind the clock.
   a. The wind blew in gusts.
   b. Wind the bandage around your finger.
2. The fallen tree will block the road.
   a. They will block the leak soon.
   b. Which block do you live in.
3. Get off the stand now!
   a. Will you stand in the corner.
   b. The stand for the microphone is outside.
4. He looked around him with interest.
   a. How much interest does the bank offer?
   b. I have no interest in the subject.
5. Can you nose out the secret for me?
   a. They were able to nose around and learn quite a lot.
   b. He poked his nose out of the bag.

C. Circle the word that completes each sentence.

1. Jimmy's voice was (horse / hoarse) with sadness.
2. The man's fingers were (bare / bear). He wore no rings.
3. The policeman turned (pale / pail) when he saw his friend.
4. Jimmy (raised / razed) his eyes.
5. Jimmy will (grown / groan) in despair.
6. The plainclothes man (mustard / mustered) up his courage.

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Worksheet 3

Grammar Study

A. Choose the correct verb for each sentence.

1. Neither my friend nor my brothers (is/are) waiting outside the restaurant.
2. The stick near the restaurant (belong/belongs) to the police officer.
3. Each of the friends (was/were) to wait for the others.
4. The police officers and the detective (go/goes) to the police station.
5. Everyone in town (was/were) afraid of the criminal.
6. The police officer was one of those people who (are/is) honest.
7. You couldn't (have/has) met him earlier.
8. A man (get/gets) into a rut if he stays away too long.

B. Choose the correct options.

1. The last people to walk into the street _____ caught in the jam.
   a. was _____ b. were _____ c. is _____ d. has _____
2. Jimmy Wells and I _____ raised in this area.
   a. were _____ b. am _____ c. are _____ d. have _____
3. "Everyone _____ to meet an old friend", he said.
   a. need _____ b. has need _____ c. needn't _____ d. needs _____
4. The news _____ been carried far and wide.
   a. haven't _____ b. have _____ c. hasn't _____ d. are _____
5. Be careful my spectacles _____ next to you.
   a. is _____ b. are _____ c. has _____ d. have _____

C. Use is, are, have or has to complete the sentences.

1. Few people _____ visited the restaurant today.
2. Many _____ moved out to big cities.
3. Some _____ staying at home after seven as it is very cold.
4. The friend who is a Canadian and a writer _____ visiting me.
5. Some of the friends _____ moved to another city.
6. None of my friends _____ a home in this area.

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Worksheet 4

Communication Skills

Listening

A. Listen to the summary of another story by O Henry and answer these questions.

1. Which story of O Henry's has been summarized in the passage you heard?

_____

2. Who was ill?

_____

3. Why was there only one leaf left on the vine?

_____

4. What did Sue do?

_____

5. Who painted the leaf?

_____

6. What happened to the person who painted the leaf?

_____

Speaking

B. Work in pairs. Imagine you are meeting your partner after thirty years. Tell your partner all that happened in the years that you were apart. Tell her/him about the things you had planned as a child and how many of them you had managed to accomplish. Once you have told your partner about yourself, your partner will repeat the same exercise, telling you all that she/he did over the years that you were apart.

Writing

C. Write a letter to your friend telling her about a time when you were unwell. Write about all those cheered you up and how they did so.

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ANSWERS

MAIN COURSEBOOK

A. 1. b 2. f 3. a 4. c 5. d 6. e

B. 1. a. Twenty years have passed between the meetings.
   b. The first meeting was at Big Joe Brandy's restaurant.
   c. The speaker was rather surprised when he said the above line.
   2. a. Bob had done pretty well in the West.
   b. The large diamond scarfpin and the watch with diamonds made the policeman remark that Bob had done well in the West.
   c. Bob had made a fortune by illegal means.

C. 1. The man in the doorway was pale, lean and had a square-jawed face with keen eyes. He had a white scar near his right eyebrow. He had an expensive watch with diamonds and his scarfpin had a diamond as well which proved that he was well-off.
   2. Jimmy Wells was sharp and clever because he recognized the true identity of Bob and sent a stranger to arrest him because he knew that he couldn't have done it himself.
   3. Jimmy Wells makes himself known to Bob by means of a letter.
   4. The note tells us that Jimmy and Bob were really close friends. They were loyal to each other and it's their bond which made it difficult for Jimmy to arrest Bob.
   5. Accept any relevant response.

D. Accept any relevant response. Suggestions:
   1. Bob had been of the adventurous and ambitious kind. He was the one who had ventured out into the West. But his success in the West not only fed his egotism, but it also added colour to his career. It led him to be unethical to add to his success.
   2. In the story of the hare and the tortoise, the tortoise who had been slow but steady had won the race. The hare, on the other hand, had been overconfident and had lost. Similarly, Bob, who wanted success at any cost, was brought to a rude halt in his life; he lost the race to Jimmy who was satisfied to achieve at a slower rate.

E. Accept any relevant response. Suggestions:
   1. The postman <u>beat a hasty retreat</u> as soon as the dog began to bark.
   2. Instead of <u>beating about the bush</u> it is better to tell the truth.
   3. One needs to <u>beat one's brains</u> to be able to solve this crossword.
   4. Sunil was able to <u>beat the clock</u> and arrive just before the library closed for the day.
   5. The policeman <u>on the beat</u> noticed that the lock on the door was broken.

F and G
   1. match 2. groove 3. staunch 4. chilly 5. corresponded

H. 1. a 2. b 3. b 4. b

I. 1. has 2. is 3. was 4. were 5. was

J. Sentences 2 and 4 are correct.

K. Kishore and Jafar are good friends. Neither likes to go anywhere without the other. Both are devoted to each other. Of the two, Kishore is more of an extrovert. Each of them wants to prove

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his loyalty to the other. The pair is famous in their town for their friendship. Kishore together with Jafar is planning to visit Mansarovar.

L. 1. O' Henry
2. Dr Algernon Sydney Porter
3. reading
4. Eveline Maria Porter
5. Lindsley Street High School

M. Accept any relevant response. Suggested outline:

I want to become a caregiver for the old and for destitute children – I want to travel to different parts of the world – I want to study the ways of life in different countries – this way my love of travelling would also be fulfilled – I would apply the knowledge I have gathered to build an organization where people can be taken care of

N. Accept any relevant response. Suggested outline:

Sender's address

Date

Dear (friend's name),

How are you? – do you remember Bob – do you know he is 'Silky Bob'?

We had decided to meet after twenty years – restaurant – but when I saw him I realized he was the man we were on the lookout for – I was shocked – but I had to do my duty – had to arrest him

He was always ambitious – had wanted to be successful – but was impatient – that had made him bad

How we should learn a lesson from him

Yours lovingly

Sender's name

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WORKBOOK

A. Accept any relevant response. Suggestions:

1. I wish I could fly like a bird.
   Many flies were buzzing over the sweets.
2. Some people cannot bear even the slightest cold.
   I saw a bear at the Delhi zoo.
3. The judge said, "It is fair to say that all contestants have done well."
   A Diwali fair is organized in our colony every year.
4. Pound is the unit of money in the United Kingdom.
   The coriander seeds were pounded to a fine powder.
5. The villagers dug a well to find water.
   Like every year, this year too the sales meet was very well organized.
6. The teacher patted the child's cheek lovingly.
   "Don't cheek your sister, Arun," said Arun's father. "Be polite to her."
7. Ratan's room was in a mess, most of the things lay on the floor.
   Telling lies is a bad habit.
8. There was rubble and debris scattered on the ground.
   Tara was allowed a leave of two weeks on health grounds.

B. 1. d 2. c 3. a 4. e 5. b

C. 1. is 3. has 5. is 7. are 9. have
2. are 4. seems 6. has 8. plays 10. were

D. 1. are 3. are 5. are 7. have
2. was 4. is 6. are 8. belong

E. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. b 2. a 3. c

B. a. jolly b. sharp c. nigh d. seen e. forgot

C. The poet compares the winter wind to man's ingratitude. The poet says that a man's ingratitude is more painful than the winter wind because the wind cannot be seen.

D. The poet is very sad because he is talking about how friends can betray your trust.

WORKSHEET 2

A. 1. g 2. e 3. a 4. f 5. b 6. h 7. c 8. d

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

C. 1. hoarse 2. bare 3. pale 4. raised 5. groan 6. mustered

WORKSHEET 3

A. 1. is 2. belongs 3. was 4. go 5. was 6. is 7. have 8. gets

B. 1. b 2. a 3. d 4. c 5. b

C. 1. have 2. have 3. are 4. is 5. have 6. has

WORKSHEET 4

Listening text and answers

O Henry wrote a story entitled 'The Last Leaf'. The story is about a girl named Johnsy. Johnsy is lying on her deathbed. From the window of her room, she can see the leaves of a vine. There are a few leaves left on the vine as all the rest have fallen. Johnsy believes that the day the last leaf falls off the vine will be the day she too will breathe her last breath. So, her friend Sue begs her tenant Old Behrman who is a painter, to paint a leaf on her window. Behrman climbs a ladder outside in a winter rainstorm and paints the last leaf on the window outside Johnsy's bed so that she does not despair and die. This act of his saves Johnsy's life but Behrman dies of pneumonia as he freezes in the cold while painting the perfect leaf.

A. 1. The last leaf
2. Johnsy was ill.
3. There was only one leaf left on the vine because other leaves had fallen.
4. Sue begged Jonhsy's tenant to paint a leaf.
5. Old Behrman painted the leaf.
6. He died of pneumonia as he froze in the cold while painting the leaf.

B. Accept any relevant response.

C. Accept any relevant response.

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7 Break, Break, Break

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read, understand and critically appreciate the poem.
- get to know what an elegy is.
- know the use of the literary devices used in the poem.
- solve 'reference to context' questions.
- answer factual and inferential questions.
- know what modals are and use them aptly.
- write a formal letter.

Warm up

1. Write the title of the poem on the board and ask students to guess or predict what the poem could be about.
2. While introducing the poem tell the students that the poem is an elegy. Tennyson composed this poem in memory of his close friend, Arthur Hallam, a fellow poet. He was shocked and grieved at his death who was only twenty two years old then.

Comprehension

1. a. Explain 'Break, Break, Break'.
   The speaker emotionally commands the sea to 'break'. He wants the sea waves to break on the cliffs; these lines can also be interpreted as a demand to 'break' the cold gray stones of the cliff. The 'cold gray stones' are symbolic of the hardened heart of his inexpressible grief.
   b. But O for the touch of a vanish'd hand

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And the sound of a voice that is still!

The poet misses his friend's voice which was very soft and his touch that was tender.

2. Read out the poem in the class and instruct the students to listen carefully.
   Ask the students What does the poem try to convey?
   Discuss the following:
   On the surface, the poem seems relatively simple and straightforward, and the feeling is easy to discern: the speaker wishes he could give voice to his sad thoughts and his memories, to move and speak like the sea and others around him. The poem's deeper interest is in the series of comparisons between the external world and the poet's internal world. The outer world is where life happens. The inner world is what preoccupies him now, caught up in deep pain and loss and the memories of a time with the one who is gone.
   The waves come again and again, hitting a wall of rock each time. But for him there is no return of the dead, just the recurring pain of loss.
3. Ask the students to read the poem silently.
4. Analyse the poem stanza by stanza. Explain the different expressions used to describe the feelings of the poet.
5. Discuss the literary devices used in the poem.
6. Ask the students to do Exercise A. Ensure that all the students arrive at the correct answers.
7. Now ask the students to discuss the answers to the questions in Exercise B in pairs and write them down. Ask them to exchange the notebooks and check their answers.
8. Discuss the questions in Exercise C orally in class.

Word Study

As you have already discussed paradox and elegy the students can straightaway attempt Exercises D and E.

Grammar Study

1. Start by introducing all the modal verbs you wish to talk about. This may include can, could, may, might, must, will, would, shall, should, and ought to.
2. Begin by posing questions: What will you do this evening?
   If the student replies saying 'I will watch television' or 'I will play' retort with 'What should you do this evening?'
   Then the answer could be 'I should do my homework.'
3. Read a travel document about a specific area. This will contain many modals
4. Conduct 'Asking for Directions' role play.
   From home to a temple = home to school – home to a restaurant
5. Ask the students to individually think and do Exercises F and G.
6. Read out the answers and let the students check their answers.

Writing

1. The students are already familiar with the format of a formal letter.
   Do a quick recap of the format.

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2. Read the question in Exercise H.
3. Conduct a brainstorming session:
   - Why you need to save power?
   - How can you save power?
   - How will you create the awareness for the need to save power and ways of saving power? Draw up the plan and educate the people
4. Ask the students to jot down the points and prepare a rough draft.
5. Form groups of four and ask each group to write out the letter.
6. The notebooks can be taken up for correction.

FOR THE TEACHER: BEYOND THE LESSON

- Alfred Tennyson was born on 6 August 1809 in Somerby, Lincolnshire, England, into a middle-class family. However, he also had a noble and royal ancestry.
- After the death of William Wordsworth in 1850, Tennyson was appointed to the position of Poet Laureate, when Samuel Rogers refused the position. Elizabeth Barrett Browning and Leigh Hunt were also considered for the distinction. Tennyson held this position until his death on 6 October 1892.
- Although it was Prince Albert who was mainly responsible for Tennyson's appointment as Laureate, Queen Victoria also became a great admirer of his poetry. She said that reading 'In Memoriam A.H.H' had soothed and pleased her.
- Tennyson was very serious about his craftsmanship as a poet. He polished and revised his manuscripts extensively. Robert Browning, who was his contemporary, thought Tennyson was quite insane. TS Eliot described Tennyson as 'the saddest of all English poets'.

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Worksheet

Grammar Study

A. Choose the correct modal auxiliaries from the brackets. Use the words in bold as clues.

1. Mike _____ (might/could) be able to give you a pass for the show. **past ability**
2. Usha _____ (might/should) have reached by now. **possibility**
3. We _____ (will/can) go to Colombo for a holiday this year. **intention**
4. Jatin _____ (can/could) borrow the book from the library I suppose. **future permission**
5. You _____ (may/should) visit Maccu Picchu some day. **advice**

B. Fill in the blanks with suitable modals from the box to complete these dialogues. You will need to use the words given in the box more than once.

shouldn't will shan't won't must shall should

1. Priya: I'm sorry, I _____ be able to attend the meeting .
   Rohit: _____ you be able to come for the initial presentations?
   Priya: I _____ try my best but most probably I _____ be able to make it.
2. Navin: Mrs Ayer, I _____ definitely return the copies tomorrow.
   Librarian: I _____ be accepting any more excuses. So this your final chance.
   Navin: I promise I _____ forget to bring the copies and I _____ always remember your kindness.
3. Policeman: _____ you have stopped at the last red signal?
   Derek: I'm sorry, I _____ have missed it. I _____ be more careful next time.
   Policeman: The fine for not following the traffic signal is five hundred rupees. You _____ have to pay it.
   Derek: Where _____ I pay the fine?
   Policeman: You _____ pay it at the police station closest to your house.

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The poet Alfred Lord Tennyson is standing on the seashore and admiring and talking to the sea waves that come with great force and break on the cold, gray rocks. He wishes that he could express his deep thoughts. The poet envies the fisherman's boy who can be happy and play with his sister and he also feels that the sailor too is lucky who is singing in his boat. He also says that the ships also find the sea lucky as they go into the harbour at its edge. All these things may find happiness in the sea but the poet himself is very sad and depressed. He remembers a loved one who had come and stood there with him but now that person cannot be touched or heard. He feels that the waves can come again and again and touch the stones lying there but he will never even be able to recapture the happy days that he spent with someone because now they are gone forever from him.

Answers

A. 1. a. A young sailor is in the boat.
   b. The fact that the sailor is singing implies that he is joyful and happy.
   c. The poet realizes that he cannot be as cheerful as him and his song reminds him of the voice of the dead friend whom he can't talk to anymore.
   2. a. The poet wants to touch his friend Arthur Hallam's hand.
   b. The poet wants to hear his friend's voice.
   c. The poet is nostalgic while writing these lines. The memories of his friend make him grim.

B. 1. As the poet watches the waves breaking against the shore, he thinks about his inability to express his grief.
   2. 'O well' implies that it works well for the fisherman's boy and the sailor to be merry.
   3. The poet envies the fisherman's boy because he is cheerful and expresses his joy.
   4. His friend Arthur Hallam will never return. He will never be able to be touch him or listen to him anymore. Tennyson longs for the companionship which has been lost.
   5. The poet's friend's voice is 'still' because he has passed away.

C. Accept any relevant response. Suggestions:
   1. The 'haven under the hill' is the harbour that the ships sail into. But the poet can also mean the destination where all journeys end.
   2. The poet's dear friend has passed away. For the poet it is as if all the days that had been spent with his friend, and all the happiness associated with those days have died too.
   3. The sea with its waves crashing on the shore, becomes a symbol of the poet's grief breaking in upon his heart. It comforts the poet as the waves breaking in upon the shore can break away his inner pain and sorrow.

D. Following lines from the poem are paradoxical:
   And the sound of a voice that is still!
   But O for the touch of the vanish'd hand

E. But O for the touch of the vanish'd hand
   day that is dead
   cold gray stones

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F. 1. could 2. may 3. might/could 4. would/could 5. could

G. 1. must 3. will 5. wouldn't 7. wouldn't
2. ought to 4. wouldn't 6. could

H. Accept any relevant response. Suggested outline:

Senders' address

Date

Receiver's designation

Receiver's address

Subject: Changing of bulbs to conserve electricity

Dear Sir,

The bulbs in the park are at present ones which consume more electricity – high usage as park cannot be left dark

My suggestion – change to LED bulbs – one-time investment – would consume one quarter of the electricity they do now

Everyone should contribute – should be done as soon as possible

Thanking you

Yours sincerely

Sender's name

WORKBOOK

A. 1. e 2. f 3. d 4. b 5. a 6. c

B. Here rests his head upon the lap of Earth
A youth to Fortune and to Fame unknown.
Fair Science frown'd not on his humble birth,
And Melancholy mark'd him for her own.
Large was his bounty, and his soul sincere,
Heav'n did a recompense as largely send:
He gave to Mis'ry all he had, a tear,
He gain'd from Heav'n ('twas all he wish'd) a friend.
No farther seek his merits to disclose,
Or draw his frailties from their dread abode,
(There they alike in trembling hope repose)
The bosom of his Father and his God.

C. 1. May/Might/Can 3. could 5. should 7. Could
2. may 4. Can 6. shall 8. would

D. 1. will, will 3. could, would 5. May, should, might
2. can, can 4. could, shall 6. Can, could, should

E. Accept any relevant response.

WORKSHEET

A. 1. could 2. might 3. will 4. could 5. should

B. 1. won't, Will, will, won't
2. will, shan't, won't, will
3. Shouldn't, must, shall, shall, should, must

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8 The First Pup

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an extract by Ranjit Lal, an author, environmentalist and bird watcher.
- comprehend details and draw inferences.
- enhance the vocabulary and also learn about phrasal verbs and collocation.
- get to know the joy and the difficulty in upbringing of a pet dog.
- learn and use different forms of present tense.
- listen, identify and correct errors in a passage.
- learn to use the right expressions to seek information formally and informally.
- learn to conduct an interview.
- appreciate subtle humour.

Warm up

1. Ask the students how many of them have pets. Choose a few students in such a way that the pet animals are different. Let them come up and say what their pet is, where they got it from, how they are taking care of it. Ask them if they like it and are happy. Discuss the difficulties they face in having a pet.
2. Now talk to students who do not have pets – ask questions like – why they do not have pets, if given a chance which animal they would like to choose, giving reasons for their choice.
3. What are the basic things you require to have pets – proper place for the animal, love for animals, time and patience, kindness, know–how of upbringing pets.
4. Next, the students can share their experiences, if any, of retrieval of birds / animals – What was the problem – (for instance, a crow getting entangled in electric wires, animal falling into pits) what action did they take to rescue the animal?

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(Read out or ask the students to read Atulananda Goswamy's short story entitled 'THE ROGUE'

Comprehension

1. Ask the students to take turns to read out the text to the class.
2. As the reading is in progress, explain the new words and phrases. Ask the students to go through the on-page glossary, too.
3. As they read correct the pronunciation of words, if need be, and improve upon their style of reading by paying attention to the intonation, voice modulations, so that the humour is not lost.
4. Once the reading is done ask the class to read the story silently.
5. Ask short questions to check the students' understanding.
   - Why does the narrator say he was glad that they had no cellphones those days?
   - How could the pup have access to the butter in the fridge?
   - Why didn't the visitor mistake the '*rasmalai* incident'?
   - What does the narrator mean when he said –
     "What better and quicker way to dispose of a rubbery toast?"
6. The writer describes many incidents with a sense of humour. Which incident do you feel is very funny?
7. When the students complete the silent reading ask the class in pairs to do Exercises A and B.
8. Discuss the answers to questions in Exercise C by way of interaction and ask the students to write them out in the books.
9. The notebooks can be taken for correction.
10. The students can, on their own, attempt questions 1, 2 and 3 in Exercise D.

Word Study

1. Divide the class in pairs and give them a few phrasal verbs: bring up, look after, care for, turn up, get out – Ask them to use it in a conversation. They can add more such phrases on their own to make the conversation lively. Once they have rehearsed they can act it out in front of the class.
2. Make cards with the following phrasal verbs:
   add up, blow up, bring up, call off carry on, come across, get along, get away, give up, make out, hold on, put down put up with put off, watch out, turn up, look for,
   - Divide the class into two teams (A and B). One student from team A picks a card and mimes the situation. Students from both teams try to guess what is being mimed. Whoever gets the right answer will score a point for her/him team. Then a student from Team B performs a mime. The teams are told before each mime the information they need to look for and how many phrasal verbs are in the mime.
3. Ask the students to complete Exercises E and F.
   Tell them to check their answers as you read out the correct answers.

Grammar Study

1. Do a quick recap of tenses.
2. Use the examples given in the book and explain present tense and its forms.
   Display this table and use it to explain the concept. Add your own sentences from time to time as you teach.

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FORMS OF PRESENT TENSES	EXAMPLES	WHEN IT IS USED
simple present tense	I go. I like chocolates. The train gets in at 5 o'clock.	The simple present tense is used: 1. To describe facts and habits. 2. To describe scheduled events in the future.
present progressive tense	• I am going. • Siddharth is looking for the latest film.	The present progressive tense is used for an on-going action in the present.
present perfect tense	• I have gone. • Sunil has worked with two of the world's finest scientists in the field of astronomy.	The present perfect tense is used to describe actions that began in the past and are still continuing into the present.
present perfect progressive	• I have been going. • Leela has been relying on a pay rise to pay her student loan.	The present perfect progressive tense is used for: 1. a continuous activity that began in the past and continues to the present, or 2. a continuous activity that began in past but has now finished (usually very recently).

3. Ask the students to use the words given in Exercise G to make sentences in simple present tense.
4. Now the students, in groups of three, can complete Exercises H, I and J.
6. Read out the answers so that the students can check the answers and correct them wherever they went wrong.

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Communication Skills

Listening

1. Read out the listening text and ask the students to listen carefully.
2. Now ask them to read the sentences in Exercise K.
3. Read out the passage once again and the students can now correct the errors in sentences.
4. Read out the answers and ask the students to check.

Speaking

1. Read out the situation and the sentence leads given in the book.
2. Make sentences of your own with these expressions just to show their usage.
3. Divide the class in pairs and give them time to rehearse and prepare for the activity in Exercise L.
4. A few pairs of students can enact the conversation.
5. They can add more expressions and role play the situation.

Writing

1. Briefly talk about different types of interviews.

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit answers from the interviewee.

2. Read out the question and the guidelines to write out the interview.
   Have a general discussion regarding the probable questions and the answers that can be expected.
3. Now the students can frame questions and the responses and write them down in an interview form.
4. A few students can enact the written interviews.

FOR THE TEACHER: BEYOND THE LESSON

Introduce children to other works by Ranjit Lal. Mention that Ranjit Lal writes books for children as well as adults. He is also a columnist for several magazines and newspapers.

His writing is humorous and shows his love for wildlife and nature. Encourage children to read his books, such as *The Caterpillar Who Went on a Diet and Other Stories, When Banshee Kissed Bimbo and Other Stories, The Deadly Royal Recipe,* etc. Have a discussion in class about the books that they read.

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Worksheet 1

Comprehension

Read An Elegy On The Death Of A Mad Dog by Oliver Goldsmith.

Good people all, of every sort,
Give ear unto my song;
And if you find it wondrous short,
It cannot hold you long.

In Islington there was a man
Of whom the world might say,
That still a godly race he ranoe–
Whene'er he went to pray.

A kind and gentle heart he had,
To comfort friends and foes;
The naked every day he clad–
When he put on his clothes.

And in that town a dog was found,
As many dogs there be,
Both mongrel, puppy, whelp, and hound,
And curs of low degree.

This dog and man at first were friends;
But when a pique began,
The dog, to gain some private ends,
Went mad, and bit the man.

Around from all the neighbouring streets
The wond'ring neighbours ran,
And swore the dog had lost its wits
To bite so good a man.

The wound it seemed both sore and sad
To every Christian eye;
And while they swore the dog was mad,
They swore the man would die.

But soon a wonder came to light
That showed the rogues they lied,–
The man recovered of the bite,
The dog it was that died!

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A. Choose the best options to the following questions.

1. *Give ear unto my song* means
   a. I am going to sing a song; show me your ear.
   b. Please listen to my poem or song.
   c. Close your ears while I sing a song.
2. What kind of person was the man?
   a. a mad man
   b. a sore and sad man
   c. a kind and gentle man
3. What was the *wonder that came to light?*
   a. the man lived and the dog died
   b. the sun came out brightly
   c. the dog bit the man

B. Fill in the blanks with the correct words from the brackets.

1. The poet is singing the song for all _____ (people / good people / dogs)
2. Mongrel and hound are the different _____ of dogs. (kinds / names / styles)
3. The rhyme scheme of the poem is _____ (abab / abca / aabb)
4. An elegy means a _____ song. (happy / sad / delighted)
5. Everyone felt that the dog was mad because it _____ the good man. (licked / bit / liked)

C. Write a summary of the poem.

_____

_____

_____

D. What is the poet's song about? Describe the mood of the poem.

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Use the phrasal verbs in the box to complete the sentences. You may have to use each phrasal verb twice.

pick out take up tick off wrap up take off cut off bring up work out

1. The aeroplane will _____ any moment now.
2. Have you decided to go to the gym for a _____
3. I have decided to _____ a new hobby.
4. We will _____ the project soon and finish our assignment.
5. We won't _____ the subject of dogs in front of her.
6. Could you _____ the differences in these drawings?
7. Were the roads _____ from the mainland after the snow storm?
8. My teacher will _____ me _____ for being late.
9. I will _____ the gift and then you can give it to her.
10. Can you _____ the sum before you do the English homework?
11. The call got _____ due to a bad connection.
12. They will _____ the items from their 'to-do' list.
13. This big bed will _____ too much space in the bedroom.
14. Will you _____ a suitable dress for me from my wardrobe.
15. When you _____ your children well they turn out to be good citizens of your country.
16. We were asked to _____ our overcoats.

B. Replace the phrasal verbs in these sentences with words from the box.

1. I like to get up before the sun rises.
2. Abhinav was told off by the Principal for talking during assembly.
3. Will they call off the meeting?
4. We ran into Moshin at the restaurant.
5. We should speed up the process of adopting animals from this organization.
6. Most of us look up at people who take care of animals.

rebuked cancel arise accelerate met respect

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Worksheet 3

Grammar Study

A. Tick the sentences that use the correct tense.

1. Bambi is drool all over the guests.
2. I am reading when she asked for a biscuit.
3. We have been looking after her for years.
4. She is not likely to change her routine.
5. I have sat here for hours.
6. The bus comes at 2 p.m. sharp.
7. Dogs have wag their tales to welcome us.
8. Bambi is shedding her hair.

B. Fill in each blank with the correct form of the present tense.

1. Bambi is a pup and _____ everything that she finds. (chew)
2. She usually _____ for a tit-bit at lunch time. (wait)
3. She _____ her lunch already. (eat)
4. We _____ new dog food tomorrow. (buy)
5. I _____ with Bambi for the past hour. (walk)
6. The training school which was here _____ down. (close)
7. The owner is not in. He _____ to the pet shop. (go)
8. We _____ for an Alsatian dog since we saw one at the dog show. (look)

C. Rewrite these sentences changing the verbs as instructed in the brackets.

1. Bambi gets biscuits from every member of the family. (change to present perfect continuous)

   _____

2. She is starring in a movie about dogs. (change to simple present)

   _____

3. Bambi is being awarded a medal. (change to present perfect tense)

   _____

4. Bambi sleeps in this kennel. (change to present continuous tense)

   _____

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Worksheet 4

Communication Skills

Listening

A. Listen to your teacher read a poem and fill in the blanks in these sentences.

1. The colour of the dog is _____
2. The poet calls the dog _____ though his name is Theodore
3. The dog is _____ old.
4. To the poet, the dog seems like _____ and not like a dog.
5. The poet's _____ opens up the bed at bed time.

Speaking

B. Work in pairs. Imagine you have taken your pet dog to the veterinary doctor. Tell your partner (who will play the role of the doctor) what is troubling your dog. Your partner will give you some advice about how to treat your dog.

Switch roles with your partner once you have got your partner's advice. Play the role of the vet and your partner could play the role of the person with a sick pet.

Writing

C. Imagine that you are going to travel out of the country. You wish to leave your pet dog at a kennel that will take care of your dog while you are away. You interview the owner of the kennel in order to find out whether his kennel is the best place for your dog to be in while you are abroad. Write the text of that interview.

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ANSWERS

MAIN COURSEBOOK

A. 1. unappeasable 2. devoured 3. act 4. demolish 5. morsels

B. 1. a. Bambi is being talked about in these lines.
   b. Bambi had swallowed a chunk of its collar.
   c. Bambi would have had to be operated upon if the problem hadn't been sorted.
   2. a. The narrator's mother had decorated the tea trolley because Meera's mother-in-law was coming over for tea.
   b. Egg and cucumber sandwiches, cake and *rasmalai* had been laid on the trolley.
   c. The contents of the trolley were partially eaten by Bambi.

C. 1. Bambi benefitted by the bringing-up mistakes of the family. They had been lenient with Bambi and that had spoilt her.
   2. The books were 'partially pulped' because they had been chewed upon by Bambi.
   3. The family had to keep the electrical sockets out of Bambi's reach. They had to ensure that she didn't chew upon a live wire.
   4. Bambi got the butter because the door of the refrigerator had been left ajar. After that Bambi was unwell and kept retching. However, she did not learn a lesson.
   5. The author learnt that bringing up pets is not an easy task and that they should never be fed at the table.

D. Accept any relevant response. Suggestions:
   1. The author and the family were exceptionally patient with Bambi and his mischiefs. Also, the author says that Bambi was their first pup and that they did not repeat the same mistakes with the other dogs. This shows that they loved dogs as they were not only patient but had other dogs too.
   2. Bambi chewed whatever came her way. So, the author was glad that there were no cellphones during those days as somebody would have surely left one lying around and Bambi would have chewed it up and fallen sick.
   3. Bambi pried into open fridges and wastepaper baskets where nothing can be seen from outside. So, it is obvious that Bambi was an inquisitive dog.

E. 1. revolves around 3. operated upon 5. wheel out
   2. watch out 4. turned up

F. 1. c 2. b 3. c 4. b 5. c

G. Accept any relevant response. Suggestions:
   1. We must plant more trees to conserve our environment.
   2. I always read books before I sleep.
   3. Diwali is also known as the 'festival of lights'.
   4. Sameera is the Chief Editor of the school magazine.
   5. I will make a project on icebergs over the weekend.
   6. Pets demand immense care and attention.

H. 1. are batting, is fielding 3. is checking 5. are arriving
   2. is hovering 4. is moving

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I. 1. has been looking
2. has lived
3. has been talking
4. has completed
5. has been singing
6. has rained

J. 2. Esha has been waiting for her friend at the station.
3. Henry has been coming up with many practical solutions to the problem.
4. Mansi has been helping me with my French pronunciation.
5. The Das family has been planning a trip to Arunachal Pradesh.
6. The aircraft has been hovering over the airport for a long time.

K. 1. large – medium-sized
2. long – medium-sized, small – broad
3. not lovable – lovable
4. childish people – children
5. do not excel – excel
6. good – very little

L. Accept any relevant response. Suggestions:
1. Could you please tell me where I could find a veterinary doctor for my pet dog?
2. I hope you don't mind my asking, but could you tell me where I could find a veterinary doctor for my pet dog?
3. Do you have any idea where I could find a veterinary doctor for my pet dog?
4. Could you please give me some information about a veterinary doctor I could show my pet dog to?

M. Accept any relevant response. Suggested outline:

YOU: I am from (the name of a magazine) – we are doing an article on animal welfare – the plight of stray dogs

OWNER: Tell me how can I help you?

YOU: What kind of animals do you house here? – is there any particular type?

OWNER: We look after sick animals – especially those found on the streets

YOU: The reason for building this home?

OWNER: I am fond of animals – especially dogs – have dogs of my own

YOU: How are they cared for? – the routine followed in the home

OWNER: The kennels are cleaned every day – we follow a diet chart – we have veterinary doctors – medicines are given regularly and checkups are done

YOU: Thank you – very heartening to know animals, especially the sick ones have a place to turn to

OWNER: Thank you!

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WORKBOOK

A. 1. ran out of
2. broke down
3. turn up
4. broke in
5. figure out
6. cut down on

B. Accept any relevant response. Suggestions:
1. I am looking forward to our visit to Jodhpur in December 2015.
2. Deepali's father asked her to sort out the papers which were not important.
3. Malti looks down on people who are not educated.
4. We should never give up and keep trying harder.
5. Aziel ran into one of his schoolmates in the market.

6. The teacher asked the students to go ahead with the project.
7. Alex takes after his mother's side of the family.
8. Have we run out of new ideas?

C. 1. heavy RAIN 2. melodious VOICE 3. strong FEELING 4. great JOY 5. large AMOUNT 6. difficult CHOICE

D. 1. Mary's father makes breakfast.
2. The heat in Delhi makes Prabhjot ill.
3. Diya and Tariq complete their projects on time.
4. She works very hard on each assignment.
5. The Cricket World Cup takes place every four years.

E. 1. We are having dinner with our neighbours.
2. The children are shouting loudly in the park.
3. Aparna is discussing the Christmas Day programme with her neighbours.
4. The sun is shining on my roof garden.
5. The study tour is being postponed due to the cyclone.

F. 1. writes 2. are going 3. comes 4. fly 5. are saying, is talking 6. corrects

G. 1. Salma is baking a cake.
2. Louise has been driving to the airport every day.
3. Seema has sung at the concert.
4. Anu is writing an essay

H. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. 1. b. 2. c 3. a

B. 1. good people 2. kinds 3. abab 4. sad 5. bit

C. In a town named Islington, lived a good man who was liked by everyone. The man became friends with a dog. The dog and man seemed to get along very well. One day, the dog bit the man. Everyone was concerned because they felt the man would die. But wonder of wonders . . . the dog died and the man survived.

D. The poet's song or poem is a sad song because it talks about a friendship between a dog and a man that results in death. The poet begins on a happy note because he is talking about the good man of Islington. The poet also expresses bewilderment that such a good man could be bitten by a dog he loved. However, the mood changes towards the end to wonder and happiness that the good man is still alive.

WORKSHEET 2

A. 1. take off 2. work out 5. bring up 6. pick out 9. wrap up 10. work out 13. take up 14. pick out

3. take up
4. wrap up
7. cut off
8. tick/off
11. cut off
12. tick off
15. bring up
16. take off

B. 1. wrap up
2. work out
3. cut off
4. tick off
5. take up
6. pick out
7. bring up
8. take off

C. 1. arise
2. rebuked
3. cancel
4. met
5. accelerate
6. respect

WORKSHEET 3

A. 1. ✗ 2. ✗ 3. ✓ 4. ✓ 5. ✗ 6. ✓ 7. ✗ 8. ✓

B. 1. chews
2. waits
3. has eaten
4. are buying
5. have been walking
6. has closed
7. has gone
8. have been looking

C. 1. Bambi has been getting biscuits from every member of the family.
2. She stars in a movie about dogs.
3. Bambi has been awarded a medal.
4. Bambi is sleeping in this kennel.

WORKSHEET 4

Listening text and answers

TED

I have a little brindle dog,
Seal-brown from tail to head.
His name I guess is Theodore,
But I just call him Ted.
He's only eight months old to-day
I guess he's just a pup;
Pa says he won't be larger
When he is all grown up.
He plays around about the house,
As good as he can be,
He don't seem like a little dog,
He's just like folks to me.
And when it is my bed-time,
Ma opens up the bed;
Then I nestle down real cozy
And just make room for Ted
And oh, how nice we cuddle!
He doesn't fuss or bite,
Just nestles closely up to me
And lays there still all night.

Maxine Anna Buck

A. 1. seal-brown 2. Ted 3. eight months 4. folks 5. Ma

B. Accept any relevant response.

C. Accept any relevant response.

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9 How Pleasant to Know Mr Lear

LESSON PLAN

For additional content, see the DVD and the App.

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Learning Objectives

The students will

- read an autobiographical poem.
- appreciate a humorous element.
- answer 'reference to context' questions.
- enhance vocabulary and use antonyms.
- understand what compound words are and how they fit together.
- learn and use forms of past tense.
- understand details and draw inferences.
- get to know the usage of archaic words.
- train to write character sketch.

Warm up

1. Write the following on the board:
   There was an Old Man in a tree
   Who was horribly bored by a Bee
   When they said, "Does it buzz?"
   He replied, "Yes, it does!"
   "It's a regular brute of a Bee!"
2. Ask students what it is and if they say it is a poem ask them if they know what this kind of a poem is called.
3. Call their attention to the number of lines and the rhyme scheme. Ask them to give the rhyme scheme.

4. Tell them what a limerick is: A form of poetry, usually in five lines and the rhyme scheme AABBA, often humorous in nature.

Comprehension

1. Begin with the vocabulary: Explain all the words from the on-page glossary and other difficult expressions in the poem.
2. Read out the poem or play a recording of the poem and tell the students to listen carefully.
3. Discuss the title of the poem: 'How Pleasant to Know Mr Lear'.
   The title of this poem is an example of irony.
   What is 'irony' – A figure of speech in which words are used in such a way that their intended meaning is different, signifying the opposite, typically for humorous or emphatic effect.
   While the title seems to mean that Mr Lear is a pleasant person, the poem intentionally has contrasting characteristics to make us question whether or not it really is pleasant to know Mr Lear.
   The poem begins by saying that Mr Lear is 'ill-tempered and queer', however the next line states that he is pleasant. It then goes on to say that 'his mind is concrete and fastidious', and 'his nose is remarkably big'. The contrasting characteristics continue on and on and by the end, we are confused as to what Mr Lear really is like.
4. Let a few students read the poem aloud to the class.
5. Paraphrase the verses and explain the poem to the students.
6. Ask the students to refer to a dictionary and write down the meanings of the words in the box in Exercise A. Once they are sure of the usage ask them to complete the exercise. Ensure that all the students get their answers correct.
7. Now ask students in pairs to write the answers to the questions in Exercise B after discussing with each other. Ask them to exchange the notebooks and check their answers.
8. Read out the questions one by one in Exercise C and ask the students in groups of three to discuss the answers.
9. Consolidate all the points given by the students and help them frame the final answers.
10. The students can write down all the answers in the books. The notebooks can be taken for correction.

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Word Study

1. As the vocabulary has already been dealt with, ask the students to do Exercise D individually. Read out the answers and ask the students to check their answers.
2. Define compound words and give a few examples:
   upstream, meantime, skateboard
3. Ask the students to do Exercise E in pairs. Tell the students to look for more than one correct option, wherever possible, while forming the compound words. Do a whole class check after the students finish their peer assessment.

Dictionary

1. Talk to the class about 'archaic' words Give some examples:
   art – are betwixt – between hither – here
2. The students can add to this list.

3. Now they can attempt Exercise F.
4. Check the answers.

Grammar Study

1. Do a quick recap of past tense.
2. Explain the forms of past tense with the examples given in the book.
3. Ask the students to do Exercise G individually. Read out the answers for them to check.
4. Now ask the students to do Exercise H in their notebooks.
5. The students can now do Exercise I in pairs.
6. Write the correct answers on the board. They can exchange the notebooks and correct their answers.

Writing

1. Select a few good speakers and ask them to talk about one of their friends.
   As they speak ask them to include points on the physical appearance, the kind of a person they are, their likes and dislikes, what traits of character you like in them, any special thing they would like to mention about them, etc.
2. Read out the hints in Exercise J.
3. Ask the students in groups of three to write out the sketch on any character – from a story they have read recently. Before they start writing you can conduct an oral session.
4. Go round the class and guide the groups while they are writing.
5. Put up some well written sketches on the display board.

FOR THE TEACHER: BEYOND THE LESSON

Talk to students about the nonsense verse. Mention that the limerick is a kind of nonsense verse. Edward Lear wrote limericks and popularized this form of poetry. Show these examples:

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

There is a Young Lady whose nose
Continually prospers and grows;
When it grew out of sight,
she exclaimed in a fright,
'Oh! Farewell to the end of my nose!'

Other poets who wrote nonsense verse are Lewis Carrol, Dr Seuss and Spike Milligan. *Abol Tabol* (Gibberish) by Indian poet Sukumar Ray is a famous book of nonsense verse.

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Worksheet

Grammar Study

A. Complete the sentences. Use only the simple past or past continuous forms of the given verbs.

1. Prerna _____ (call) out to Partho twice but he could not hear her because he _____ (cross) the road.
2. Manu _____ (give) the doctor's note to his teacher, _____ (state) that he could not attend school last week as he _____ (be) ill.
3. What _____ (do) you do after you finished your homework yesterday? I _____ (make) Italian salad.
4. When Mira's parents _____ (return) from work, they _____ (find) her studying intently and they _____ (smile) proudly.

B. Circle the verbs in the simple past tense and underline the verbs in the past perfect tense in this paragraph.

I cannot believe that my team actually won the painting competition. I had participated in it only because my friends had insisted that I put my name in the list. We had never imagined getting through the first round, leave alone winning the competition. I became very nervous during the last five minutes but I remembered how my mother told me to take deep breaths at such times. We were very happy to hold the trophy at the end.

C. Make sentences with these words in the tenses indicated within the brackets.

1. laugh (past perfect continuous)

_____

2. type (past perfect)

_____

3. cook (simple past)

_____

4. teach (past perfect continuous)

_____

5. follow (past perfect)

_____

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The poet, Edward Lear is discussing about himself, writing about himself. He says that some people think he is bad tempered and rather strange. But some people like him and think of him as a pleasant man. About himself the poet says that Mr Lear is a very careful, determined and practical man. Describing the physical appearance, the poet says Mr Lear has a large nose. Perhaps because of this his face is rather ugly. He wears a beard that doesn't look real. In fact, it looks like a wig. Mr Lear's other physical characteristics are very normal – he has two ears, two eyes and ten fingers (counting his two thumbs). Mr Lear used to be one of the singers but now he is one of the dumbs. The poet probably is referring to Mr Lear's earlier habit of singing, or expressing himself.

He has stopped doing that and has now become a silent person.

Mr Lear has several friends. Some of his friends are clergymen; that is, they are connected to the church. In addition to these he also has friends who are ordinary people. He owns a cat named Old Foss. Going back to describing the physical appearance of Mr Lear, the poet mentions that he has a perfectly round body and that he wears a type of hat, known as a runcible hat, upon his head.

Mr Lear is a rather sentimental person who cries a lot. He cries almost anywhere – whether sitting by the side of the sea or sitting on the top of the hill. Mr Lear has very specific likes and dislikes. He always buys pancakes and lotion. And from the mill he buys chocolate shrimps.

Among Mr Lear's talents is his ability to read Spanish.

However, he does not speak the language. One of Mr Lear's most disliked edible items is ginger beer. Mr Lear's time on the earth will not last forever. So the poet says that it is pleasure to know a fascinating man like Mr Lear, before his stay on the earth comes to an end.

Answers

A. 1. cantankerous
2. untidy
3. facial
4. popular
5. mournful

B. 1. People think that Mr Lear is ill-tempered because of his appearance.
2. The two opinions expressed about Mr Lear are that he is queer, ill-tempered as well as pleasant.
3. Mr Lear has a rather hideous appearance. He has a huge nose, his beard resembles a wig and he has ears, fingers and eyes like an ordinary man.
4. Mr Lear weeps by the ocean and on the top of the hill because he is lonely.
5. The poem talks about the issue of identity. We often judge people solely on the basis of their looks but that might be misleading at times. The fact that some people find Mr Lear pleasant and some don't proves that a person's personality cannot be assessed by their looks.
6. The poet has laymen and clericals as his friends.

C. Accept any relevant response. Suggestions:
1. Mr Lear has two eyes and ten fingers. Some people find him pleasant enough. These characteristics show that he is also an ordinary man.

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2. The fact that he reads but does not speak at all, helps him to write volumes.
3. The poet is not vain because he has many friends, laymen and clerical, and many people find him pleasant enough.
4. The poet is aware of his mortality because he is conscious of his days of pilgrimage.

D. 1. c 2. a 3. d 4. b

E. GREEN – house, grocer
WHEEL – barrow, chair
KEY – hole, word
HEAD – ache, stand, light, master
EVERY – one, where, body

F. 1. does
2. see or observe
3. young, unmarried woman
4. dishonest man
5. to praise

G. 1. Ravi was reading the poem <u>that he had written yesterday</u>.
2. The teacher gave us our projects <u>that</u> <u>she had been checking</u>.
3. The children recited the poem <u>that they had been learning for weeks</u>.
4. When the teacher entered the classroom, <u>the children had been writing for fifteen minutes</u>.
5. We saw a movie about Mr Lear <u>that had been made a few years ago</u>.

H.

1.	past tense – written	past continuous – was reading
2.	past tense – gave	past perfect continuous – had been checking
3.	past tense – recited	past perfect continuous – had been learning
4.	past tense – entered	past perfect continuous – had been writing
5.	past tense – saw	past perfect continuous – had been made

I. 1. saw, had put on, had given
2. laughed, had read out
3. checked, had written
4. fed, had eaten
5. built, had not combed

J. Accept any relevant response. Suggested outline:
My favourite character – Harry Potter – innocent, yet intelligent in appearance – likes Dumbledore, Hagrid, Ron, Hermione – likes good food – dislikes Snape, Voldemort, everything evil - is kind and brave – thinks intelligently – is able to do magic – puts goodness above anything else

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WORKBOOK

A. 1. d 2. h 3. g 4. f 5. i 6. j 7. a 8. b 9. c 10. e

B. 1. d 2. h 3. e 4. g 5. b 6. a 7. c 8. f

C. 1. were you doing, was baking
2. gave, was
3. was talking, was speaking
4. visited, was watching
5. called, was sleeping
6. sank, gave
7. was attending, was, heard
8. returned, found, smiled

D. I cannot believe that my team actually (won) the quiz competition! I <u>had entered</u> it only because my friends <u>had suggested</u> that I put in my name. We <u>had</u> never <u>imagined</u> that we would qualify for the second round, leave alone win it. I (was) very nervous during the rapid-fire round but my mother had always told me to take a deep breath at such times. Once we (cleared) that round, I (sensed) that

perhaps we stood a chance of winning, but I did not want to think about it too much.

E. Accept any relevant response. Suggestions:

1. They had been laughing at a joke when Mother had entered the room.
2. Akash drank milk and rushed out to catch the school-bus.
3. The secretary had typed this letter during lunch hours.
4. Zeeshan cooked dinner yesterday.
5. Mrs Pinto had been teaching in this school for twenty-five years.
6. The police had followed the thieves and had nabbed them.
7. I opened the little bottle of *attar* and Mark made a face as if he had smelled something awful.
8. Sheeba was tired because she had been exercising,

F. 1. Accept any relevant response.

2. Accept any relevant response.

WORKSHEET

A. 1. called, was crossing
2. gave, stating, was
3. did, made
4. returned, found, smiled

B. I cannot believe that my team actually won the painting competition. I had participated in it only because my friends had insisted that I put my name in the list. We had never imagined getting through the first round, leave alone winning the competition. I became very nervous during the last five minutes but I remembered how my mother told me tot take deep breaths at such times. We were very happy to hold the trophy at the end.

C. Accept any relevant response. Suggestions:

1. Tarun had been laughing in the class thinking about Girish's joke.
2. Misha had typed faster than Uma.
3. Mitali cooked a delicious meal for her friends.
4. Mother had been teaching the poor kids from our locality for a long time.
5. Mayuri had followed the instructions given on the cover.

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10 My Dearest Lizzy

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an excerpt from Jane Austen's well-known novel *Pride and Prejudice*.
- hone reading and comprehension skills.
- enhance the vocabulary and learn to use words in context.
- learn how to answer MCQs, gather details and draw inferences.
- acquire the knowledge of phrasal meanings.
- know how to punctuate a dialogue.
- learn to use other forms of future tense.
- train to look for information to identify objects.
- enact roles and conduct a conversation.
- write informal and formal letters to spread awareness on global warming.

Warm up

1. Discuss what the title of the story suggests.
   - love and affection shown on somebody – maybe the mother or the father towards their children or affection towards siblings – it could be a friend who is close to someone.
2. Ask questions like:
   Who do you think Lizzy is? Why does the person say my dearest Lizzy? What are the different ways in which one can show affection towards their beloved ones?
3. Elicit responses from the students – sharing joys and sorrows, rendering help whenever required, by nursing when sick, by being kind,
4. After getting a few responses allow two students to talk to the class on pleasing qualities one should possess –

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Who is liked – people with desirable qualities or those with undesirable qualities?

5. Give a brief introduction to Jane Austen:

Jane Austen is one of the most beloved authors of our time. Born in the late 18th century, Jane wrote about what she knew: the trials and tribulations of the middle class landed gentry in the early nineteenth century.

NOTE: Landed gentry is a largely historical privileged British social class consisting of land owners who could live entirely from rental income. They often worked as administrators of their own lands, while others became public, political and armed forces figures.

Her novels tell us more about love and family life. She wrote with great humour and insight into this world of privilege tinged with economic uncertainty. Though she remained unknown during her lifetime, her works are now regarded amongst the finest in 19th century literature.

Comprehension

1. Read the text in small portions.
2. As the reading is in progress, explain the new words and difficult phrases.
3. Once this is done ask the class to read the extract silently.
4. Ask the following and similar questions to check the students' understanding.
   - Why did Jane's sisters feel uneasy?
   - Why was the mother delighted?
   - Why couldn't Jane return home?
   - Why did Elizabeth take so much of pains to go and see Jane?
   - Describe Elizabeth's appearance as she reached Netherfield?
5. Some students may want to refer to the story to answer the questions allow them to do so.
6. When the students complete the silent reading ask the students in pairs to tick the right options for the questions in Exercise A.
7. Divide the class in groups of three and ask them to attempt Exercise B.
   As you discuss the answers let the students check to see if they have included all the points. Ask the students to make the necessary additions or deletions,
8. The notebooks can be taken for correction.
9. Questions 1, 2 and 3 in Exercise C can be discussed orally as a class task.

Word Study

1. Ask the students to work in groups of three. With the help of the information given in the story let them write a few sentences about each of the four people mentioned in Exercise D. Now read out the traits of character given in the box. The students can now easily match the traits and the people.
2. Read the phrases in Exercise E. Ask the students to find out words from the text that mean the same as the given phrases. Call out the words and check if all the students get the correct answers.

Punctuation

1. Ask the students to read the dialogue in Exercise F.
2. As they read they must see where and what punctuation marks are needed.

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3. Instruct them to insert the required marks in the passage.
4. Write out the punctuated passage on the board.
5. As you do this, students can check their books and correct the mistakes, if any.

Grammar Study

1. Do a quick recap of future tense.
2. With the help of the sentences in the text explain the different forms of future tense.
3. Give a few more examples as you are dealing with this concept.
4. Use the exercise given below for reinforcement.
   Prepare worksheets and distribute to the students.
   Complete the sentences with the future continuous, future perfect or future perfect continuous form of the verbs in brackets. Use contractions where possible.
   a. We _____ (move) into our new house. I am so excited.
   b. My brother _____ (go out) with his friends for two weeks.
   c. _____ (you / use) the scooter at the weekend?
   e. This time tomorrow, we _____ (celebrate).
   f. Don't call him now. He _____ (have) dinner now.
5. Do Exercise G as an interactive session with the students and writing the answers on the board.
6. Ask the students to do Exercise H in pairs. Ensure the students have understood the concept thoroughly.
7. Now explain the other ways of expressing an action that is going to take place in future with the examples given in the book.
8. The students can now complete Exercise I by ticking the correct options.

Communication Skills

Listening

1. Talk to the students about solving riddles.
   Give them simple riddles.
   Q. What has a face and two hands but no arms or legs?
   A. A clock.

   Q. What has a thumb and four fingers but is not alive?
   A. A glove.

   Q. What has to be broken before you can use it?
   A. An egg.

   Q. What has a neck but no head?
   A. A bottle.
2. Now read out the descriptions and ask the students to identify who or what is being talking about. They can fill in the spaces in Exercise J.

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Speaking

1. Read out the expressions given in the text and ask the students to use them in sentences of their own to understand the expressions.
2. Divide the class in pairs and give them time to rehearse and prepare for the activity in Exercise K.
3. Once they are ready they can enact the roles of Jane and Elizabeth.
4. They can add more expressions relevant to the topic while doing the exercise.

Writing

1. Do a quick recap of formal and informal letters with reference to formats.
   Read the question in Exercise L.
2. Conduct a brainstorming session and consolidate points on the following.
   a. What is global warming?
   b. Causes, effects and control measures and prevention
   c. Concept of 3 Rs – reduce, reuse, recycle.
   d. Suggestions to implement the concept.
   e. Ways of creating awareness in and around our neighbourhood.
3. Now the students can form groups of four and write out the letters.
4. Some well-written letters may be read out.

FOR THE TEACHER: BEYOND THE LESSON

Encourage students to read the novel *Pride* and *Prejudice*. Mention that the novel can be described as a 'novel of manners'. A novel of manners presents a realistic story that focusses on the manners, speech, and conversations of the characters, and the social customs, values and codes that influence them. Often such writing satirizes society where the individual must observe manners, and the real and spontaneous expression of feelings is suppressed.

Other novels by Jane Austen, such as *Emma* and *Sense and Sensibility*, are in the same genre.

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Worksheet 1

Comprehension

Read this extract from Wuthering Heights.

1801—I have just returned from a visit to my landlord - the solitary neighbour that I shall be troubled with. This is certainly a beautiful country! In all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society. A perfect misanthropist's heaven: and Mr Heathcliff and I are such a suitable pair to divide the desolation between us. A capital fellow! He little imagined how my heart warmed towards him when I beheld his black eyes withdraw so suspiciously under their brows, as I rode up, and when his fingers sheltered themselves, with a jealous resolution, still further in his waistcoat, as I announced my name.

"Mr Heathcliff?" I said. A nod was the answer.

"Mr Lockwood, your new tenant, sir. I do myself the honour of calling as soon as possible after my arrival, to express the hope that I have not inconvenienced you by my perseverance in soliciting the occupation of Thrushcross Grange: I heard yesterday you had had some thoughts – "Thrushcross Grange is my own, sir," he interrupted, wincing. "I should not allow any one to inconvenience me, if I could hinder it – walk in!"

The 'walk in' was uttered with closed teeth, and expressed the sentiment, 'Go to the Deuce': even the gate over which he leant manifested no sympathising movement to the words; and think that circumstance determined me to accept the invitation:

I felt interested in a man who seemed more exaggeratedly reserved than myself.

When he saw my horse's breast fairly pushing the barrier, he did put out his hand to unchain it, and then sullenly preceded me up the causeway, calling, as we entered the court, – "Joseph, take Mr. Lockwood's horse; and bring up some wine."

"Here we have the whole establishment of domestics, I suppose," was the reflection suggested by this compound order.

"No wonder the grass grows up between the flags, and cattle are the only hedge-cutters."

Joseph was an elderly, nay, an old man: very old, perhaps, though hale and sinewy. "The Lord help us!" he soliloquised in an undertone of peevish displeasure, while relieving me of my horse: looking, meantime, in my face so sourly that I charitably conjectured he must have need of divine aid to digest his dinner, and his pious ejaculation had no reference to my unexpected advent.

Wuthering Heights is the name of Mr Heathcliff's dwelling. 'Wuthering' being a significant provincial adjective, descriptive of the atmospheric tumult to which its station is exposed in stormy weather. Pure, bracing ventilation they must have up there at all times, indeed: one may guess the power of the north wind blowing over the edge, by the excessive slant of a few stunted firs at the end of the house; and by a range of gaunt thorns all stretching their limbs one way, as if craving alms of the sun. Happily, the architect had foresight to build it strong: the narrow windows are deeply set in the wall, and the corners defended with large jutting stones.

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A. Read the sentences and answer the questions that follow.

1. "Mr Lockwood, your new tenant, sir."
   a. Who says this to whom?
   b. What is the first impression of Mr Heathcliff on the tenant?
   c. Why did Mr Heathcliff interest the tenant right at the first meeting?
2. 'Wuthering Heights is the name of Mr Heathcliff's dwelling.'
   a. Why is the house called 'Wuthering Heights'?
   b. Do you think the narrator and the tenant is the same person? How does he describe the 'dwelling'?
   c. Does the narrator seem to speak fondly of his visit to this part of the country?
3. "Joseph, take Mr. Lockwood's horse; and bring up some wine."
   a. Who said this to whom?
   b. How does the speaker describe Joseph? What do you think is his occupation?
   c. What does 'whole establishment of domestic' suggest?

B. Write true or false for each of the following statements.

1. The speaker is not too fond of the countryside. _____
2. Mr Heathcliff was more reserved a person than Mr Lockwood. _____
3. The owner of Wuthering Heights and the speaker were very similar people. _____
4. Joseph was a young and jolly fellow. _____
5. The weather in the country side remains pretty stable throughout the year. _____

C. Explain in your own words why the speaker thinks Mr Heathcliff and he are 'such a suitable pair to divide the desolation between us'.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Cross out the odd one out.

1. frightened, scared, terrified, petrified, soothed
2. confused, puzzled, perplexed, ridiculed, terrorized
3. sad, despairing, depressed, unhappy, optimistic
4. aggressive, hurt, hostile, provoked, belligerent
5. shocked, startled, astonished, inspired, surprised
6. sceptical, joyful, ecstatic, amused, elated
7. abandoned, impulsive, isolated, alone, lonely, forsaken
8. guileless, guilty, ashamed, sorry, remorseful

B. Use words from the box to complete the sentences.

confused	annoyed	confident	surprised	delighted	ashamed	jealous

1. I was _____ because he did not respond to my question politely.
2. Aren't you _____ of yourself for having disobeyed me?
3. Were you _____ about the numbers? Is that why you dialed the wrong number?
4. I was _____ we would win the debate.
5. We were _____ when you won the first prize.
6. She was _____ because she did not get the new bicycle.
7. I am _____ to see you at home. I thought you were going to the cinema.

C. Choose the correct options.

1. Many people feel lethargic when they are _____
   a. lazy. b. nervous. c. petrified. d. confused.
2. To be sheepish is to be _____
   a. destructive. b. competitive. c. challenged. d. embarrassed.
3. When you feel melancholic you are _____
   a. pleased. b. sad. c. bitter. d. anxious.
4. Someone who is astounded is _____
   a. outraged. b. miserable. c. astonished. d. bored.
5. If you are remorseful you are
   a. repentant. b. guilty. c. respectful. d. grieving.
6. To coax is to _____
   a. persuade. b. worry. c. trouble. d. irritate.

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Worksheet 3

Grammar Study

A. Match the columns to form sentences in the future tense.

1. We have made up our minds. We are going
2. Get ready. We will
3. We will be in
4. One day
5. Jane will have met Mr Bingley
6. By now, he will have been waiting at the house

a. Simla at this time next week.
b. I will be climbing up the Eiffel Tower.
c. by this time.
d. for the last two hours.
e. to travel all over Europe next year.
f. leave in five minutes.

B. Choose the correct options.

1. Mr Bingley usually comes to our house around this time, but today (we will reach/we will be reaching) his house before he sets out.
2. In this way we (will be able to/we are able to) surprise him.
3. By nine o'clock I (will have been ringing/will have rung) the bell.
4. I am sure his housekeeper (will be arriving/will have arrived) by then.
5. In fact, she (will have been/will be) in the house for over two hours by nine o'clock.
6. She (will open/will be opening) the door for us.
7. She (will have had/ will have) her breakfast and morning coffee too.
8. She (will welcome/will be welcoming) us.

C. Write sentences in the future tense.

1. future simple (train/arrive on time?)

_____

2. future perfect continuous (I/wait her/since 4 o'clock)

_____

3. future perfect (By next month she/complete her course)

_____

4. future continuous (Mrs Hurst /wait/ we arrive)

_____

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Worksheet 4

Communication Skills

Listening

A. Your teacher will read some details about Jane Austen. Listen to them and fill in the blanks in the sentences that follow.

1. Jane Austen was born in the year _____
2. Jane Austen was born in _____
3. Jane Austen's father's name was _____ and her mother's name was_____
4. Jane and Cassandra were taught by _____
5. The girls came back home after a disease broke out in _____

Speaking

B. Work in pairs. Your friend and you plan to go for a day long walk in a forest. Hold a conversation about the things you need to carry with you and how you are going to prepare yourself for the walk. One person could ask questions while the other one could answer them.

Writing

C. You notice that your school is infested with mosquitoes. The Principal of your school decides something about this. She asks the students for their suggestions regarding how to keep the school clean. Write a letter to the Principal of your school, sharing your ideas on this issue.

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ANSWERS

MAIN COURSEBOOK

A. 1. a 2. c 3. c 4. c 5. a

B. 1. Elizabeth felt that the distance was nothing because of her determination to be there for Jane in her illness. It is this motive which made her not think of the distance.

2. Mrs Hurst and Miss Bingley were surprised to see Elizabeth because she had walked all that distance despite the bad weather. Her stockings were dirty and ankles were weary.

3. As soon as Elizabeth entered Jane's room, Jane was delighted to see her. Jane expressed her gratitude while Elizabeth attended to her silently. Elizabeth did not leave Jane and took great care for of her.

4. The apothecary said that Jane had caught a violent cold. He said that he would prescribe some draughts and advised her to take rest.

5. Miss Bingley invited Elizabeth to stay in Netherfield because Jane was reluctant to let her go.

C. Accept any relevant response. Suggestions:

1. Jane and Elizabeth shared a very affectionate relationship; the bond between the two sisters was very strong and Elizabeth was ready to face all odds to be with Jane.

2. Yes, Mr Bennet was concerned about Jane's health. He is displeased with his wife for being happy that Jane had been taken ill and had to stay at Netherfield.

3. Jane was not well and could hardly speak. Hence she was 'not equal to much conversation' with Elizabeth.

D. Elizabeth – determined, considerate Jane – dependent, thoughtful

Mrs Bennet – ambitious, indifferent Mr Bingley – kind, polite

E. 1. intermission 2. scarce 3. company 4. glowing 5. dispatched

F. MAN: Three-O-three, I'm very sorry for you but that humph-thing in the desert can't work or, he would have been here by now. So, I am going to leave him alone and you must work double-time to make up for it.

HORSE: Djinn of All Deserts! Is it right for anyone to be idle?

DJINN: Certainly not!

HORSE: Well, there's a thing in the middle of your howling desert with a long neck and long legs and he hasn't done a stroke of work since Monday morning. All he says is 'humph'.

DJINN: Does he say anything else?

HORSE: Only humph.

G. Accept any relevant response. Suggestions:

1. My grandparents will visit us next weekend.

2. My parents and I will be seeing the film on Sunday.

3. Mansi will laugh when hears about the incident.

4. The baby will have been crying for two hours by the time his mother returns home.

5. We will be taking my sister to the doctor tomorrow.

H. 1. will meet, will be waiting, will pick

2. will be staying will call, will be travelling, will be, will be, will be joining, will speak

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I. 1. c 2. b 3. a 4. a

J. 1. sun 2. tree 3. kitten 4. carriage 5. umbrella

K. Accept any relevant response. Suggested outline:

ELIZABETH: Do you feel any pain? – Has it become worse?

JANE: Oh yes! – The pain is acute – I have these bouts of sneezing.

ELIZABETH: How can I alleviate your discomfort? – Let me check your pulse.

JANE: I have a feeling of nausea. – Are these symptoms of influenza? – What about the doctor's diagnosis?

ELIZABETH: Let me assist you by handing you the medicine bottle. – Can I help you to lie down?

JANE: Thank you Elizabeth. – You are a dear.

L. Accept any relevant response. Suggested outline:

FORMAL LETTER

Sender's address

Date

Receiver's designation

Receiver's address

Subject: Importance of reducing, reusing and recycling waste

Dear Sir

I am extremely concerned about the rise in global warming – I think it can be controlled by spreading awareness

It is necessary to realize the importance of the three Rs – reduce the use of non-biodegradable products – reuse as much as we can – recycle waste – the resident welfare society can help by asking people to start at home – it could be a united effort

If we all work together – it will surely yield positive results

Thanking you

Yours sincerely

Sender's full name

INFORMAL LETTER

Sender's address

Date

Dear (friend's name)

I am truly concerned about global warming – we must all try and spread awareness

We could form a club – make posters – to make people realize the importance of the three Rs – we could adopt trees – go door to door

Will you be there with me?

Yours lovingly

Sender's name

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WORKBOOK

A. 1. alternative 2. resolution 3. acutely 4. pressing 5. chaise

B. 1. c 2. a 3. d 4. e 5. b

C. 1. Prema will be visiting France in December. — Future continuous

2. She will have been dreaming of visiting Paris for two years by then. — Future perfect continuous

3. First, she will visit Paris to see the Eiffel Tower and the Louvre museum. — Simple future

4. Then, she will be exploring the local cuisine throughout the country. — Future continuous

5. She will have seen Strasbourg, Lyon and Bordeaux by the end of her trip. — Future perfect

6. She will return to Bengaluru on New Year's Eve. — Simple future

7. After this trip, she will have visited five countries. — Future perfect

D. 1. will show 2. will be visiting 3. will be going 4. will have completed 5. will have been waiting

E. 1. The students will answer the questions put by the class teacher.

2. The children will have eaten their breakfast by then.

3. Ravi will have been writing the book for two months by the end of November.

4. By next month, Saran will have been giving money to this charity for five years.

5. The guests will be sleeping in the drawing room.

6. We will be arriving at the concert hall by 6 p.m.

F. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. 1. a. Mr Lockwood said the above line to Mr Heathcliff.

b. At the first meeting, Mr Heathcliff appeared to be a man of few words and a misanthropist, content with his life away from the hustle bustle of the city.

c. Mr Heathcliff interested Mr Lockwood right at the onset of their first meeting since he could relate to Mr Heathcliff on a personal level. He was himself a man who preferred desolation over unwanted company.

2. a. The house is called Wuthering Heights since it is a significant provincial adjective, descriptive of the atmospheric tumult to which its station is exposed in stormy weather.

b. Yes, the narrator and the tenant is the same person. He says that the architect had the foresight to build the house strong with narrow windows deeply set in the wall, and the corners defended with large jutting stones. The slant of a few stunted firs

at the end of the house and the range of gaunt thorns showed the power of the north winds that blew in that part of the country.

c. The narrator develops an instant liking for the dwelling and its setting. He finds the country side beautiful.

3. a. Mr Heathcliff said this to Joseph.

b. Mr Lockwood describes Joseph as an old man but hale and sinewy. He is seems to have a particular displeasure towards any stranger like Mr Lockwood who would visit the house.

c. The 'whole establishment of domestic' suggests that they grow everything required in a household by themselves.

B. 1. False 2. True 3. True 4. False 5. False

C. The speaker, Mr Lockwood, is a lover of the nature which pulled him towards an establishment like the Wuthering Heights. On seeing Mr Heathcliff, he realized that he has found a person who has an inclination towards a desolate life amidst nature. Moreover, being a reserved person, the exaggeratedly reserved nature of Mr Heathcliffe made him suitable to be partners who can enjoy desolation together.

WORKSHEET 2

A. 1. soothed 3. optimistic 5. inspired 7. impulsive
2. ridiculed 4. hurt 6. sceptical 8. guileless

B. 1. annoyed 3. confused 5. delighted 7. surprised
2. ashamed 4. confident 6. jealous

C. 1. a 2. d 3. b 4. c 5. a 6. a.

WORKSHEET 3

A. 1. e 2. f 3. a 4. b 5. c 6. d

B. 1. we will reach 4. will have arrived 7. will have had
2. will be able to 5. will have been 8. will welcome
3. will have rung 6. will open

C. 1. Will the train arrive on time?
2. I have been waiting for you since 4 o'clock.
3. By next month she will have completed her course.
4. Mrs Hurst will be waiting when we arrive.

WORKSHEET 4

Listening text and answers

Jane Austen was born on 16 December 1775 in Hampshire, England. She was the seventh of eight children and the second daughter of the Rev. George Austen, and his wife Cassandra.

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Jane and her older sister Cassandra went to live Mrs Cawley who taught the two girls.

Mrs Cawley was an aunt who lived first in Oxford and then moved to Southampton.

The girls had to come back home after an infectious disease broke out in Southampton.

A. 1. 1775
   2. Hampshire
   3. Rev. George Austen, Cassandra
   4. Mrs Cawley
   5. Southampton

B. Accept any relevant response.

C. Accept any relevant response.

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11 Lines to an Indian Air

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read a simple and fine poem of P B Shelley.
- know the literary devices used in the poem.
- answer 'reference to context' questions.
- paraphrase and summarize the poem.
- appreciate the imagery in the poem.
- use apostrophe to show contractions.
- understand past and present participles.
- learn to write a reflective essay on a given topic using the given hints.

Warm up

1. Ask each student to write a poem of 12–16 lines on any theme, as a home task.
   The students can share their poems with the class. Ask them to describe their feelings while writing poetry – Was the experience different from writing stories? – Why do they feel so?
2. Choose a few well-written poems and get them read in class.
3. Ask them to name a few poets and see if P B Shelley is among them.
4. Go ahead and briefly introduce P B Shelley.
   (Born in Broadbridge Heath, England, on 4 August 1792, Percy Bysshe Shelley is one of the epic poets of the 19th century.Best known for his classic anthology verse works such as 'Ode to the West Wind', 'To a Skylark' and 'The Masque of Anarchy', Shelley also wrote the most excellent lyric poems in the English language. The author is also known for his atheist views that became the central idea of his work *The Necessity of Atheism*, written and published in 1811, when he was still in the college. His major works mainly consist of lengthy and imaginative poems including

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'Adonais', 'The Revolt of Islam' and his unfinished poem 'The Triumph of Life'. In his short but successful career, Shelley gained appreciation from eminent persons such as Karl Marx, Henry Stephens Salt and from other contemporary authors as well-including eminent poet and friend Lord Byron. He drowned in a sudden storm while sailing in Italy in 1822.)

5. To introduce the poem tell the students since ancient times India has remained a great fascination for Europe and a fertile source of inspiration for its creative imagination. Draw their attention to the reference to the flower champak – a flower with a very strong fragrance – Shelley verbalizes his musings in an utterly Indian flavour:

   The Champak odours fail

   The Indian setting for the poem could be attributed to the fact that Shelley had travelled widely and it was possible that he was liked India a lot.

6. Talk to the students about the poem:
   - a charming trance-like short lyric.
   - tells the story of a speaker who wakes, walks through the beautiful night to his beloved's window, then falls to the ground, fainting and he is overcome with emotion.

7. Draw the students' attention to the language of the poem to describe the state he is in:
   - champak odours failing
   - the wandering airs they faint
   - on the dark, the silent stream
   - the winds are breathing low

   And when he is overwhelmed by his powerful emotions:
   - my cheek is cold and white, alas!
   - my heart beats loud and fast.

   The rhyme scheme is tighter than the poem's rhythm, forming a consistent ABCBADCD pattern in each of the three stanzas.

   The words chosen to rhyme and capture the theme is simply beautiful.

Comprehension

1. Begin with the vocabulary: Explain the words from the on-page glossary.
2. Read out the poem or play a recording of the poem and instruct the students to listen carefully.
3. Discuss the use of imagery to convey the theme.

   "sweet sleep of night" and "winds are breathing low" enhances the peaceful atmosphere and brings the quiet night to our minds.

   "My heart beats loud and fast" and "where it will break at last" refer to the allusions to death.

4. Read the poem stanza by stanza and ask a few questions to check the students' understanding:
   a. How does the speaker establish a link with nature in the beginning?
   b. How does the he describe the night?
   c. How does he reach the window of his beloved?
   d. How does the tone of the poem change in the second stanza?
   e. What is the speaker's mood in the third stanza?

   Allow the students to refer to the poem, if need be, while answering these questions.

5. Discuss the theme and the literary devices used in the poem.

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The poem introduces strong links with nature. Compare the situation in the beginning and at the end of the poem and see how it has changed drastically. It also reveals peaceful and negative relationship humans can have with nature.

Tell the students what literary devices are and why they are used.

Literary devices are used to make poetry better. It makes the writing clearer and more descriptive.

Sibilance - Strongly stressed consonants are created deliberately by producing air from vocal tracts through the use of lips and tongue. Most of the times, the sound 's' is the sibilant.

Examples: sweet sleep, silent stream

Enjambment -The running-over of a sentence or phrase from one poetic line to the next, without terminal punctuation.

Examples: Hath led me – who knows how?

To thy chamber-window

Personification – Examples : winds breathing, air fainting

Metaphor – Example: a spirit in my feet – the strong emotions

Simile – Example: the atmosphere is like sweet thoughts

6. Ask the students to do Exercise A in pairs. Ensure that all the students fill in the right words.
7. The students can individually answer Exercise B.
8. Now ask students in pairs to discuss the answers to the questions in Exercise C and write them down. Ask them to exchange the notebooks and check the answers.
9. Read out the questions in Exercise D. Conduct a brain storming session. Write down the points on the board and consolidate to arrive at the final answer.

Word Study

1. Questions in Exercises E and F have already been exhaustively dealt with in the course of the discussion of theme, imagery and literary devices.
2. Do a quick recap of these topics.
3. The students can form groups of three and write the answers.

Punctuation

1. Ask the students to read the sentences silently.
2. Instrust them to find out the words where there are contractions and ask them for the expansion. For example: It's – It is
3. Now ask them to use the apostrophe to mark the contractions in Exercise G.
4. Check the answers.

Grammar Study

1. Do a recap on participles.
2. Tell them
   - present participle - an ing form – is the non-finite form of a verb.
   - also called verbal adjective as it does the work of both a verb and an adjective.
   - past participle, like the present participle, is a non-finite part of a verb.

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- also known as a verbal adjective as it works as an adjective, though it is formed from a verb.
- usually ends in -ed, -d, -t, -en or -n.

Examples: The lion had a frightening experience with the rabbit. (present participle)
The frightened lion followed the rabbit. (past participle)

3. Ask the students to do Exercise H.
4. Do a whole class check.
5. Now the students can attempt Exercise I.
6. Ensure that the students have a sound grasp on participles – past and present.
7. Ask the students in pairs to solve Exercise J.

Writing

1. Briefly discuss the types of essays – descriptive, narrative, reflective and autobiographical.
2. Deal at length with reflective essays. Read out a sample essay, if time permits.
3. Guide them as to how to divide the material into two paragraphs.
4. Ask them to refer to the Internet and bring some inputs relevant to the topic in advance.
5. Use the material and guide the students to write out the essay.
6. Get a few essays read in class and put up a few on the display board.

FOR THE TEACHER: BEYOND THE LESSON

'The Indian Serenade' was first published in 1822 as the 'Song written for an 'Indian Air', but was republished by Mary Shelley in 1824 after Shelley's death as 'Lines to an Indian Air'. The poem was published in the second issue of 'The Liberal' on 1 January 1823.

More on the poem: 'The nightingale's complaint, / It dies upon her heart; / As I must on thine,' (The Indian Serenade)

Keats wrote his 'Ode to a Nightingale' in the same year. It is difficult to say whether Shelley is referring to Keats's poem (either in draft or completion), but the figure of a nightingale for the Romantics represented a kind of poetic muse, even representing the poet, and its song has an air of lament. A complaint is a traditional poetic form, often complaining of the difficulty of life or love. That the complaint dies on the bird's heart suggests that the bird has lost its voice, a metaphor for the poet being overwhelmed by emotion. There is also a traditional pun of death which fits with the following line, suggesting that the speaker desires to be in the lover's embrace.

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Worksheet

Grammar Study

A. Underline the participles in these sentences.

1. The smiling baby caught my finger.
2. Tickled by the clown's antics, the children laughed loudly.
3. Monmi left taking the book with her.
4. Alarmed by the sight of the shark, the lifeguard blew the whistle.
5. Removing his shirt, Mani rushed to the sea.
6. Driven by the boy's passion, the coach included him in the team.

B. Fill in the blanks with the present participle forms of the words given in the brackets.

1. The _____ (sing) birds were the main attraction of the talent show.
2. _____ (bark) dogs do not always bite.
3. _____ (walk) along the dusty road, we sang our favourite tunes.
4. The boy _____ (wear) the hat is Akansha's brother.
5. The sight of the _____ (dance) peacock made everyone happy.
6. The _____ (babble) boy let out all the secrets.

C. Fill in the blanks with past particle forms of the words given in the brackets.

1. Bijoy gave back the _____ (repair) watch to Lalit.
2. The policeman tried hard to reassure the _____ (worry) relatives and he succeeded in doing so.
3. A _____ (confuse) hitchhiker mistook the route to Rishikesh, so we gave him a lift.
4. Birbal was relieved to see the _____ (amuse) king smiling.
5. _____ (Shake) he walked away from the crash site.
6. The _____ vase was immediately replaced by a brand new, similar-looking one. (break)

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ANSWERS

MAIN COURSEBOOK

Paraphrase

Although 'Indian Air' might give the impression that Shelley's poem is dedicated to Indian winds, it is actually a love poem, as more clearly implied by its other title: 'The Indian Serenade'. It is, however, not a simple love poem. In fact, the 'champak odour' mentioned in the eleventh line is the only direct reference to anything Indian. The Romantics valued personal feeling, the unadulterated charm of nature, and spirituality, which was characterized by fantastical elements, and all these features come into play here.

An otherworldly quality persists through the entire poem, beginning with the first line itself. The speaker arises from a dream of his/her lover. It is still night time, but a 'spirit' carries the speaker forward to his/her beloved's chamber window. Around them, nature, with its starry sky, wandering winds, and nightingale's songs, continues to add to the beauty of the moment – a beauty that is made surreal by Shelley's choice of words.

The speaker is lying on the grass in the final stanza; he/she has fallen, overwhelmed by rapturous longing. Desire has made him/her pale, cold, and anxious. Only the kisses of the lover can revive him/her again. But would the lover's caresses cure the speaker? The final line claims that the speaker's heart will break upon being embraced. The dramatic expression is a good of the conflicting emotions aroused by love. Ecstasy and contentment go hand in hand with ache. The conclusion of the poem thus leaves room for a nagging question: is the romantic love humans experience a dangerous thing?

Answers

A. middle, peaceful, unspecified, emotions, closer, sombre, please, arrival

B. 1. a. 'Thee' refers to someone that the poet had dreamt of.
   b. The poet wakes up in the middle of the night.
   c. The poet is anxious in these lines.
   2. a. The poet was so lost in his thoughts that he is unaffected by the odours of the champak.
   b. The sweet thoughts are compared to the champak odours.
   c. The sweet thoughts fail because the poet is engrossed in his thoughts.

C. 1. The poet forges a connection with nature by describing his feelings through elements of nature.
   2. A gentle wind was blowing and the stars were shining.
   3. A magical creature leads the poet to the window of his beloved.
   4. Words that change the mood of the poem are 'faint', 'dark', 'fail', 'dies' and 'silent'.
   5. The sweet thoughts fail because the poet is impatient for the arrival of the person he has dreamt of.

D. Accept any relevant response. Suggestions:
   1. The poet uses images from nature such as 'winds breathing low', 'stars shining bright', 'silent stream', 'champak odours', and 'the nightingale's song' to reflect his state of mind and feelings. He draws comparisons with these images to show how very nature seems to be as lethargic as he feels.
   2. The poet does exaggerate his feelings to convey the extreme lethargy and yearning that engulfs him.

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3. The term 'sweet sleep' evokes an image of restful sleep, but the term 'silent stream' shows the restlessness of the poet as the wandering airs are engulfed in the darkness of the stream.

E. Accept any relevant response. Suggestions:
day – bright sun, shadow, work
morning – chirping birds, fresh air
evening – sunset, children playing in the park
night – moon, stars, peaceful

F. Words that prove that poem ends on a negative note are 'die', 'faint' and 'fail'.

G. 1. Here's the friend you're waiting for.
2. It's really sad that you'll be unable to find out where she's going.
3. I'd have asked you to accompany us if we'd known you'd be here.
4. Who'd have thought that you've been asked to lead them?
5. It'd have been nice if they'd accompanied us.
6. You've been a good friend and it can't be forgotten.
7. Aren't they all coming for the party?

H. 1. Hearing a loud noise, Mita ran to the window.
2. Seeing so many chocolates, Ina shouted with delight.
3. Walking into the room, Mr Chakravarty found a stranger sitting on the sofa.
4. Bipin is packing to go to Darjiling.
5. Nausher is leaving Kolkata.
6. Glancing at his watch, Niraj realized he was late.
7. In spite of being a busy person, Mausami manages to exercise every day.
8. Young children love rhyming poems.
9. The crying baby was picked up by her mother.
10. Jumping over the fence, Rahim ran after the thief.

I. 1. painted 2. torn 3. broken 4. corrected 5. learned

J. 1. amusing
2. frightened
3. frightening
4. suppressed
5. alarming
6. inverted
7. soothing
8. exciting
9. broken
10. amazing

K. Accept any relevant response. Suggested outline:
Our bond with nature – the closest bond that we share from birth.
Nature is all around us – the way in which our five senses respond to it – nature soothes us – physically refreshes us.
There is no existence of man without nature.

WORKBOOK

A. 1. The moving clouds covered the sun one moment and uncovered it the next.
2. The vines grew in an interlinked manner, forming a braid.
3. The afternoon and the evening were peaceful, without much activity.

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4. The experience of the defeat was unpleasant.
5. He had many customers and his business flourished.
6. The sky was absolutely clear.
7. The ants started crawling in a straight line.
8. The rays of the sun passed through the leaves of the oak tree.
9. There was no sound coming from within the house.
10. She had a lot to say and she wrote quickly.

B. 1. falling 2. swimming 3. barking 4. cheering 5. running 6. twinkling

C. 1. sung 2. worried 3. done 4. chosen 5. excited 6. stolen

D. 1. The broken vase was quickly replaced by a new one. A, V
2. Is it easy to pacify a crying baby? A
3. Losing the match by one run was a very painful experience. V
4. The bored audience walked out of the cinema. A, V
5. I saw someone painting an amazing picture. V
6. He is going to night school because he is a working man during the day. V, A
7. They always use fresh vegetables, not frozen ones. A
8. We were walking through the park when we heard someone shouting. V, V
9. Smitha hasn't talked to Wilbur about the injured pup yet. V, A
10. The confused child has spoken to the teacher. A, V

E. Accept any relevant response.

WORKSHEET

A. 1. smiling 2. Tickled 3. taking 4. Alarmed 5. Removing 6. Driven

B. 1. singing 2. barking 3. walking 4. wearing 5. dancing 6. babbling

C. 1. repaired 2. worried 3. amused 4. shaken 5. broken

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12 The Shoemaker

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an extract from a historical novel *A Tale of Two Cities* by Charles Dickens.
- read and gather information to draw inferences.
- comprehend the gist of the conversation between people.
- enhance vocabulary and substitute a phrase with one word.
- learn to use participle phrases and to make word collocations.
- listen to information for analysis.
- get to know expressions used to convey sympathy.
- train to write descriptions.

Warm up

1. Talk to the students about family ties. Ask questions like
   What is a family – the closeness among the members of the family – the affection, concern, the innate feeling towards the members of the family – why they feel drawn towards them – the reaction and the behaviour of people in a family when a member has achieved something great / when a member gets hurt / meets with an accident.

   Some lead phrases:
   - all the descendants of a common ancestor.
   - a group consisting of two parents and their children living together as a unit.
   - a basic social unit consisting of parents and their children,considered as a group, whether dwelling together or not.
   - a social unit consisting of one or more adults together with the children they care for.
   - any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins

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2. After getting a few responses, let two or three students share their feeling towards their families – What are the different factors that keep them bound towards one another-
3. A few students can talk about their family members.
   Suggest possible words to describe the members: – caring, cheerful, assertive, composed, charming, cautious, nervous, naughty, optimistic, witty.

Comprehension

1. Introduce Charles Dickens:
   Charles John Huffam Dickens (7 February 1812–9 June 1870) was an English writer and social critic. He created some of the world's best-known fictional characters and is regarded as the greatest novelist of the Victorian era. His works enjoyed unprecedented popularity during his lifetime, and the twentieth century critics and scholars had recognized him as a literary genius. His novels and short stories enjoy lasting popularity.
2. Ask the students to find out the titles of well-known works of Charles Dickens.
3. Read out the text in small portions.
4. Explain the difficult and the new words as also the words on the on-page glossary.
5. Talk to the students about the usage of certain expressions and the meaning they convey: such as:
   - passed like a moving light, sought the ground, strayed to his lips, bones seemed transparent, hard to say which was which, confused white hair
6. Once the reading is done, ask the class to read through the text silently.
7. Ask questions to students to check if the students have understood the text. For example:
   - How did the shoemaker look?
   - Why did the shoemaker bend down to work again?
   - Who was left behind the door?
   - What kind of a shoe was he making?
   - Why was he proud of the stuff he was making?
   - What does he say his name was "One Hundred and Five, North Tower". When he was asked his name?
   - Which lines say that he was a prisoner?
8. Ask the questions while the students are reading the text silently. Permit the students to look at the text, if need be, and answer the questions.
9. When the students complete the reading, ask the students to individually answer Exercise A and call out the answers so that the students can check theirs.
10. The students in pairs can attempt Exercise B. Peer assessment can be done.
11. Now ask students to form groups of four. If necessary, increase the number of students in each group. Read out question 1 of Exercise C. All the students will be involved in working out the answers. The group leader will take the inputs from each member of the group, discuss and write out the answer.
12. Ask the leader of each group to read out the consolidated answer. Repeat this for questions 2, 3, 4 and 5 of Exercise C. Once you have heard and corrected all the answers orally, have them write the answers in their notebooks.
13. The notebooks can be taken for correction.
14. The three questions in Exercise D can be discussed as a class task.

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Word Study

1. Ask the students to refer to a dictionary and write down the meanings of the words given in the box. They can then match the words and the underlined phrases in Exercise E.
2. Ask the students to complete Exercise E individually. Give them sufficient time to do the exercise.
3. Exercise F can be assigned as pair work and answers elicited from the class. Then ask the students to circle the right answers.

Grammar Study

1. To answer the questions in Exercise G, students need to know the definition and the function of participle phrase.
2. Use the following examples to explain the participle phrase.
   Jumping up and down the boy was troubling his mother.
   Sitting on a bench Mother cut some vegetables.
3. Ask them to complete Exercise G in individually. Ask the students to exchange the books and correct the answers.
4. Have them think of more such sentences in groups of three and make another group identify the participle phrases.
5. Ask the students to form groups of four. Let them do Exercises H and I.
6. Guide those students who gave wrong answers to get the correct ones.

Communication Skills

Listening

1. Read out the words that express emotions and ask a few students to emote them.
2. The students can now read the descriptions given in Exercise J.
3. Read the words again and they can now match the descriptions and the emotions correctly.

Speaking

1. Divide the class in pairs for the speaking exercise.
2. Before doing the activity, think of some pathetic situations:
   a. A few boys trying to cage a parrot.
   b. An old woman tripped and fell on the road.
   c. A crow caught in a barbed wire fence.

   Let a few student volunteers say a sentence on the above-cited situations.
   Assist them with the expressions given below.

   What a pity! / What a shame!
   That's terrible.
   Oh, that's unfortunate!
   Oh, bad luck.
   Oh, that's terrible.
   Oh, how upsetting!

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3. You can reiterate with the examples given in the book.
4. After generally discussing points, give them time to rehearse and prepare for the activity in Exercise K.
5. Let them come up in pairs and make their presentations.

   PROJECT: Attempt a brief life sketch of Charles Dickens – his birth, his parents, education, his early life, his works. It can be done in groups of six, handwritten, illustrated with drawings, and photographs.

Writing

1. Conduct a brainstorming session after reading out the question and the clues in Exercise L.
2. Consolidate the points and let the students jot down the points.
3. The students can be asked to write out the description as a home task.
4. Read out a few good ones in class.

FOR THE TEACHER: BEYOND THE LESSON

Charles Dickens was born in Portsmouth, England, on 7 February 1812. His parents named him Charles John Huffam Dickens. He was the second of eight children.

When he was born in 1812, the King of England was George, the 3rd at the time. By the time of his death in 1870, Queen Victoria had reigned for 40 years and the 19th century had come to be described as the Victorian Age.

Dickens's first piece of writing, the short story 'A Dinner at Poplar Walk', appeared anonymously in a monthly magazine in 1833.

Dickens began using the pseudonym Boz. He began publishing a collection of written pieces called 'Sketches by Boz', in 1836. He received £150 as copyright payment. He also published the first installment of the serial novel *The Pickwick Papers*, which ran until November 1837.

Dickens's fame and fortune grew rapidly. People recognized him all over London as he strolled around the city observing little facets of daily life that would serve as inspiration for his future work.

Charles Dickens remains the second most famous Victorian, after the Queen herself!

You can read all works of Dickens online at rsgr.in/nger8thb3

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Worksheet 1

Comprehension

Read this extract from Great Expectations, another work by Charles Dickens.

My father's family name was Pirrip, and my Christian name was Phillip. My infant tongue could make of both names nothing longer or more explicit than Pip. So I called myself Pip, and came to be called Pip. I never saw my father or my mother. My sister was Mrs Joe Gargery, who married the blacksmith.

Ours was the marsh country, down by the river, twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening in the churchyard.

"Keep still, you little devil, or I'll cut your throat!" cried a terrible voice, as a man started up from among the graves at the side of the church porch.

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied around his head. A man who had been soaked in water, and smothered in mud and cut by flints. A man who limped, shivered and growled; and whose teeth chattered in his head as he seized me by the chin.

"Don't cut my throat, sir," I pleaded in terror. Pray don't do it, sir."

"Tell us your name," said the man. "Quick!"

"Pip, sir."

"Show us where you live. Point out the place!"

I pointed to where our village lay, on the flat in-shore among the trees, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. I was seated on a high tombstone, trembling, while he ate the bread ravenously.

"You young dog," said the man, licking his lips, "what fat cheeks you have got."

I believe they were fat, though at that time undersized for my age, and not strong.

"Darn me if I couldn't eat 'em," said the man, with a threatening shake of his head.

I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly to keep myself upon it; partly to keep myself from crying.

"Where's your mother?" said the man.

"There, sir!" I said, pointing to the grave.

He started, made a short run, and stopped and looked over his shoulder.

"And that is your father along your mother?"

"Yes, sir!" I timidly explained.

"Who do you live with?"

"My sister, sir, Mrs Joe Gargery – wife of Joe Gargery, the blacksmith, sir."

"Blacksmith, eh," said he. And looked down at his leg. He came closer to the tombstone, took me in both arms and looked into my eyes. "You know what a file is? You get me a file. You bring it to me or I'll have your heart and liver out."

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A. Read the questions and choose the best options.

1. The boy called himself Pip because
   a. he couldn't speak well. _____
   b. he was very young. _____
   c. he was very young and found it difficult to say the name Pirrip. _____
2. "There, sir!" I said, pointing to the grave. This indicates that
   a. Pip did not want to show where his parents were. _____
   b. Pip had no parents. _____
   c. Pip's parents were dead and buried in the churchyard. _____
3. A fearful man, all in coarse grey, with a great iron on his leg. The man had an iron on his leg
   a. to help him walk. _____
   b. because he was an escaped convict. _____
   c. because it was fashionable. _____
4. The word *blacksmith* attracted the wild man's attention because
   a. he liked blacksmiths. _____
   b. he was also a blacksmith. _____
   c. he knew that a blacksmith would have a file to help him cut off the iron on his leg. _____

B. Put the story in the correct order.

One day, while Pip was in the graveyard, a strange man caught him.

The man demanded that Pip bring him a file or else he will cut his heart and liver out.

Pip was a young boy whose parents were dead.

The man was very wild and hungry and had an iron on his leg.

He lived with his sister and her husband, a blacksmith.

C. Describe the wild man.

_____

_____

D. ...*he ate the bread ravenously.* What does this tell you about the man?

_____

_____

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Worksheet 2

Word Study

A. Replace the underlined phrases with words from the box. Rewrite the sentences.

resumed wandering unsteady scraps motioned pattern

1. Pick up the little bits and pieces of paper from the floor.

_____

2. He kept travelling aimlessly from place to place before settling down.

_____

3. He made a movement with his hand to me and asked to come forward.

_____

4. The old man was shaky and wobbly on his feet.

_____

5. The girls made a repeated decorative design on the floor and filled it with colours.

_____

6. The old man went back to his work without blinking an eyelid.

_____

B. Match the columns.

1. make	a. a meeting
2. take	b. a conclusion
3. close	c. authority
4. draw	d. a lock
5. come to	e. time
6. assume	f. space
7. pick	g. a loss
8. create	h. terms

C. Choose the most appropriate options to complete the sentences.

1. Defarge was a _____ follower of Monsieur Manette.
   a. heavy b. serial c. devoted
2. "That was an _____ question," said the professor.
   a. intelligent b. inert c. immoderate
3. Although it was _____ dark, we could still see him.
   a. highly b. lightly c. slightly
4. Monsieur Manette began to speak but at the last moment he changed his _____
   a. heart b. mind c. idea
5. Her _____ appearance jolted his memory.
   a. unexpected b. unconscious c. unstable

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Worksheet 3

Grammar Study

A. Underline the participle phrases in these sentences.

1. We should help the old man imprisoned by the authorities for no fault of his.
2. Waking up in the morning, Pratima flung off the bed clothes.
3. The toys stored in this box will be given away.
4. Clothes thrown on the round will be discarded.
5. Anyone bringing more than one lunch box will have to share its contents.
6. Posters pinned on this notice board are meant for all of you.

B. Join these sentences with a participle phrase. Write them in the space provided.

1. Keshav heard the door bell ring. He opened the door.

   _____

2. Mark looked into the room. He was checking the mail.

   _____

3. Deepak passed my house. He was driving a car.

   _____

4. He left the room. He apologised for his mistake.

   _____

5. He left for the station. He was impatient.

   _____

C. Use the past participle phrases to make sentences of your own.

1. Watching the moving box _____
2. Medha, tired out after the jog, _____
3. Reading loudly _____
4. Picking the toys for the box _____
5. Correcting the answers _____
6. Packing his bags _____
7. Reaching the top of the stairs _____
8. _____ walking his dog in the park.

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Worksheet 4

Communication Skills

Listening

A. Listen to your teacher who will read a passage about Charles Dickens. Listen to it and fill in the blanks in the sentences that follow.

1. Rahul read a novel called *David* _____
2. Rahul admired Charles Dickens because he created interesting _____ in his novels.
3. *Oliver Twist* is a novel about an _____
4. Oliver met _____ in London.
5. The Artful Dodger was the leader of a _____
6. Orphans were treated very _____ during the Dickensian era.

Speaking

B. The shoemaker might have been touched by the attention and sympathy shown by the young lady and Mr Lorry. What would he have said to them? He might have said

"You are very kind sir. Thank you for your concern."

"I have tried to bear my suffering in silence in silence sir. I cannot say more than the fact that I am thankful for your understanding."

How would you respond in the following situations?

1. Your friend sympathizes with you when you lose a tennis match.
2. You injure your leg while playing football. Your team mate sympathizes with you as you are not able to play the match and have to go to the hospital instead.
3. You did not pass an exam and your mother consoled you.

Writing

C. Imagine you are the shoemaker. Write a paragraph describing how you felt when the young girl came to visit you in the prison. Describe your impression of the girl and the emotions you felt when you met her.

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ANSWERS

MAIN COURSEBOOK

A. 1. c 2. d 3. c 4. a 5. c

B. 1. a. Shoemaker said these lines to Defarge.

b. The topic of discussion was the shoe he had been stitching.

c. The shoemaker said so because he was uncertain and did not have clarity of thought.

2. a. Mr Lorry asked this question to get a reaction from the shoemaker.

b. The shoemaker replied in the negative.

c. He had learnt the trade in the prison.

3. a. The shoemaker, Dr Mannete, saw the face.

b. It was Lucie's face.

c. The shoemaker could see it only for a moment because she moved away quickly.

C. 1. The shoemaker looked weak, withered and pale. He had a hollow face with bright eyes and dark eyebrows. His beard was grey and his face was extremely thin.

2. His body looked 'withered and worn' and he had 'stayed in seclusion from direct sunlight'. These words prove that the shoemaker had been kept in prison for a long time.

3. We know that the shoemaker had been neglected because he wore ragged clothes, looked worn and withered and he had become unused to direct sunlight.

4. Defarge got the prisoner to speak by constantly evoking memories and getting his acquaintances to meet him. Further, he constantly conversed with him so that he would react and answer.

5. The girl was not afraid of the shoemaker because she knew him from before and therefore knew that he was not harmful.

6. The young lady was perhaps the shoemaker's daughter. The fact that the shoemaker didn't react adversely on seeing her meant that he had recognized her.

D. Accept any relevant response. Suggestions:

1. The situation and appearance of the shoemaker arouses feelings of sympathy and pity in us.

2. The young lady apparently knew more about the shoemaker than the other two men. The two men who did not know the shoemaker as well were afraid that he might harm the girl.

3. The shoemaker would probably have been reassured by the young lady and would have been able to speak to her at the end.

E 1. withered 2. pause 3. haggard 4. parchment 5. compassion 6. seclusion

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

G. 1. <u>Talking on the phone,</u> Maya crossed the road carelessly.

2. I saw Jacob in the distance, <u>watching the setting sun.</u>

3. <u>Wagging its tail,</u> the dog jumped on the owner.

4. The child clapped happily, <u>hopping up and down.</u>

5. <u>Tidying up her desk,</u> Laila saw the note jutting out of the book.

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6. Being French, Mrs Aranah enjoyed the French cuisine served at the restaurant.
7. Not having had enough sleep, Ragini was unable to drive safely.
8. Sitting in the park, Mr Lal watched the children play.

H. 1. Having checked his mail, Fali replied to the important ones.
2. Not having flown alone, Aman was not given the certificate.
3. Sitting at the desk, the teacher checked the papers.
4. Walking along the bridge, the boys sang old songs.
5. They rang up the doctor living close by.

I. 1. Krishna saw a poisonous snake crawling out of an ant hole.
2. Saira noticed a rooster pecking at some grain.
3. We watered the plants wilting in the sun.
4. We noticed smoke rising high above the trees.
5. Delighted with the result, Nita threw her arms in the air.
6. Naina saw a squirrel climbing a tree.
7. Kunika applied for the teacher's post advertised in the newspaper.

J. 1. shock 2. confidence 3. joy 4. nervousness 5. despair 6. eagerness

K. Accept any relevant response. Suggestions:
1. Oh! I cannot bear to see the poor dog lying there, whining and hurt.
2. What ill luck! I could not meet Ruskin Bond only because I was so unwell that I could not get out of bed.

L. Accept any relevant response. Suggested outline:

A broad ray of light fell into the garret – the old man looked haggard – worn out – defeated – lost – he replied to my question – but did not recognize me – I felt so helpless – at the same time my heart was full of pity for him

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WORKBOOK

A. 1. thin and weak with dry skin
At the age of 95, the body of Tanvi's grandfather has become withered and worn.
2. shaking fingers
Deeply moved by the incident, Shekhar picked up the paper with unsteady fingers.
3. changes that have happened in one's life over a period of long time
My grandmother recounted the measured changes in her life since she was a child.
4. feeling afraid but wanting to help
When the child lost control of his cycle, the mother caught his hands in frightened compassion.

B. 1. sweeping changes
2. bowed head
3. visible signs
4. growing concern
5. developing world
6. outstanding performance
7. extended family
8. opening night

C. 1. Pausing in his work, the shoemaker sat with a steadfastly vacant gaze.
2. Watching me closely, the squirrel came towards me.
3. Tara saw an old man walking down the road.
4. Created using a 3D printer, the first set of braces were a perfect fit for the patient.
5. Driven from their homes by floods, many families found themselves depending on the government's help for survival.
6. Philip got bored waiting for the performance to begin.

D. 1. The bread, baked just this morning, proved to be an instant success among customers.
2. Working hard all day, the electrician finished the repair work by late evening.
3. Climbing slowly, my 90-year-old grandmother finally made it to my third-floor apartment.
4. That song, sung during family functions, is still popular among all age groups.
5. Draped neatly on a hanger, the salwar kameez looked ready to be worn.

E. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. c 2. c 3. b 4. c

B. 1. Pip was a young boy whose parents were dead.
2. He lived with his sister and her husband, a blacksmith.
3. One day while Pip was in the graveyard, a strange man caught him.
4. The man was very wild and hungry and had an iron on his leg.
5. The man demanded that Pip bring him a file or else he will cut his heart and liver out.

C. The wild man was dressed in grey and frightened Pip. He had a great iron on his leg. He had no hat. He wore broken shoes and had an old rag tied around his head. He was soaked in water and smothered in mud.

D. The man was possibly an escaped convict and hadn't eaten for days.

WORKSHEET 2

A. 1. scraps 2. wandering 3. motioned 4. unsteady 5. pattern 6. resumed

B. 1. g 2. e 3. a 4. b 5. h 6. c 7. d 8. f

C. 1. devoted 2. intelligent 3. slightly 4. mind 5. unexpected

WORKSHEET 3

A. 1. We should help the old man imprisoned by the authorities for no fault of his.
2. Waking up in the morning, Pratima flung off the bed clothes.
3. The toys stored in this box will be given away.
4. Clothes thrown on the round will be discarded.
5. Anyone bringing more than one lunch box will have to share its contents.
6. Posters pinned on this notice board are meant for all of you.

B. 1. Hearing the door bell ring, Keshav opened the door.

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2. Checking the mail, Mark entered the room.
3. Driving a car, Deepak passed my house.
4. Apologising for his mistake, he left the room.
5. Being impatient, he left for the station.

C. Accept any relevant response.

WORKSHEET 4

A. **Listening text and answers**

Rahul read *David Copperfield*, a novel written by Charles Dickens. Neha asked Rahul if he liked Charles Dickens's novels. Rahul replied that he admired Dickens for the remarkable characters he created. He told Neha that Dickens sympathized with the working class and the poor. Rahul said that he also loved *Oliver Twist*, a novel about a little orphan who worked in a workhouse. Oliver escaped and went to London where he met the Artful Dodger, the leader of a gang of young pickpockets. The novel is about the cruel treatment of orphans in London during the Dickensian era.

1. *Copperfield*
2. characters
3. orphan
4. Artful Dodger
5. gang of young pickpockets
6. cruelly

B. Accept any relevant response.

C. Accept any relevant response.

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13 Lines Written in Early Spring

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and critically appreciate a poem by William Wordsworth.
- understand the rhyme scheme and recite the poem with expressions.
- know and learn the use of the literary devices used in the poem.
- answer 'reference to context' questions.
- tackle factual and inferential questions.
- learn about adjective, noun and adverb clauses.
- know more about the literary device 'personification'.
- refer to a dictionary to find out meanings of words that have similar spellings and sounds.
- train to prepare and make a presentation on a given topic.

Warm up

1. Ask students what they associate with spring.
2. Encourage them to talk about their feelings in relation to spring.
3. Ask them if they have heard about William Wordsworth and try to bring out as much of the information they might have as possible.
4. Tell students what they are going to read.

Comprehension

1. Read out the poem in the class.
   Get a few readings done by the students.
2. Ask: What is the poem about? What is the main idea of the poem?
   Explain: What does the mean when he says: What man has made of man -

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Ask the students: Do you think it is a call for tolerance, love and peace. Substantiate.
Ask the students to give a thought to this and conduct a brain storming session

3. Read the poem once again and ask a few questions:
   - Where is the poet?
   - What does he hear?
   - What does he mean when he says pleasant thoughts bring sad thoughts-

   Explain the pleasant and sad thoughts.
   - Give reasons for your answer.
4. Ask the students to read the poem silently.
5. Analyse the poem stanza by stanza. Explain the different expressions used by the poet to bring out the contrast between nature and man.
6. Discuss the literary devices used in the poem-
   Tell the students what literary devices are and why they are used.
   Literary devices are used to make poetry better. It makes the writing clearer and more descriptive.
   Personification: to bestow human qualities on something that is not human
   Nature is personified, uses capital 'N' for nature and refers to nature with the singular pronoun 'her'.
   Rhetorical question: A rhetorical question is a question which is asked without expecting any answer in return, since the answer to the question is very obvious. In this stanza, when the poet asks whether he should not lament for the enmity between men, he is using the device of rhetorical question. We all know that the answer is "Yes", and hence we never hear the answer so explicitly spelled out at any point in the poem.
7. Do Exercise A orally as a class exercise. Ensure that all the students tick the right answers.
8. Now ask students in pairs to discuss the answers to the questions in Exercise B and write them down. Ask them to exchange the notebooks and check the answers.
9. Ask them to do Exercise C in groups of three. Ask each group to discuss and write out the answers. While this is being done go round the class and guide the students if need be.
10. Let students take turns and read out the answers. Add, delete or improve upon the points as the case may be.
11. As you have discussed the poem at length students can now individually attempt Exercise D and share the answers with the class.

Word Study

1. Personification is already discussed at length while dealing with literary devices. Ask the students to do Exercise E on their own.
2. The students can now proceed to Exercise F.

Dictionary

1. Ask the students to fill in the blanks in Exercise G as directed.
2. Tell them to look up the dictionary for their meanings.
3. They can now match the words with their meanings.

Grammar Study

1. Discuss clauses using a few examples.
2. Ask the students to do Exercise H. Check their answers.

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3. Ask the students to do Exercise I. Ensure that they have understood the concept correctly.
4. Ask the students to do Exercise J. Check their answers.

Writing

1. Discuss with the students how the required material like short paragraphs, stories, anecdotes, quotes from speeches, catchy slogans, drawings, pictures, collage, pie charts to show statistics – newspaper clippings- print outs can be collected.
2. Assist the students to coordinate the material and make impressive charts.

FOR THE TEACHER: BEYOND THE LESSON

William Wordsworth (7 April 1770 – 23 April 1850)
Wordsworth is said to have started writing poetry when he was still in school. He is often described as a "nature" poet because of his deep love of nature.
Wordsworth belongs to what is called the Romantic period in English poetry. Some other great Romantic poets were William Blake, Samuel Coleridge, John Keats and P. B. Shelley
Samuel Taylor Coleridge (1772-1834) was a very close friend of William Wordsworth. Together, the two wrote a book of poems called LYRICAL BALLADS (1798).
Wordsworth wrote about the simplest things in nature that most people failed to notice in their busy, everyday lives.
Here are the opening lines of some of Wordsworth's well-known poems:
TINTERN ABBEY (1798)
Five years have past; five summers, with the length
Of five long winters! and again I hear
These waters, rolling from their mountain-springs
With a soft inland murmur.

I WANDERED LONELY AS A CLOUD (1807)
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.

THE SOLITARY REAPER (1807)
Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
THE WORLD IS TOO MUCH WITH US (1807)
The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—
Little we see in Nature that is ours . . .

Wordsworth believed that a poet has a very important role to play in society. He said:
"The Poet binds together by passion and knowledge the vast empire of human society."

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Worksheet

Grammar Study

A. Combine these sentences using adjective clauses.

1. Lancy called Farah over to her house. Farah came immediately.

_____

2. Nima got a bouquet on her twenty-fourth birthday. It had twenty-four yellow roses.

_____

3. Spandana finally found a seat in the auditorium. It was on the last row.

_____

4. The doctor gave little Adi some medicines. He became fit within a day.

_____

5. The man looked pleased. He found his lost wallet.

_____

B. Complete these sentences by changing the questions into noun clauses.

1. Who are these people? I don't know. I don't know who are these people.
2. What is Ankita doing? Mother wants to know. _____
3. What are the colours in a rainbow? Kirti wants to know. _____
4. Who are invited to the Christmas party? I don't know. _____
5. What are the programs on TV tonight? I wonder. _____
6. What are you thinking? I am thinking. _____

C. Underline the adverb clauses and state their kind.

1. Rina kept the fruits in the fridge so that they remain fresh. _____
2. Although the books did not cost much, it was a delight to read them. _____
3. Mona was in her car when she got the news. _____
4. Samir will not be able to be the topper unless he works hard. _____
5. Jeremy is a lot smarter than everyone thought. _____

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The speaker was sitting in a grove – a group of trees. He was at his ease there. As he sat there he heard the songs of various birds. The songs of all the birds seemed to come together and form one melodious song. The speaker's mood, as he sat there in the grove, was one of happiness. But this mood brought with it sad thoughts to his mind.

The speaker thought that Nature had done an excellent job of creating the various creatures in the world. His own human soul was one of Nature's creations. As he sat there, in the lap of Nature, the speaker felt as if his soul was linked to Nature and her creations. And it was this link that caused him to feel great sorrow. He was thinking of how Man has harmed other men. The speaker was referring to the way in which Man has destroyed the world and made it an uncomfortable place for other humans to live in.

The speaker observed the way the plants grew in that grove. He noticed that there were primroses growing in bunches. And through these bunches ran the periwinkle's creeper. And looking at the way these flowers were all growing together, the speaker came to the understanding that all the flowers were happy and that they enjoyed the simple pleasures of life – like appreciating the air they breathed.

The speaker further noticed how the birds in that grove hopped about, playing with each other. He admitted that could not read their minds or know what they were thinking. But still he was able to read the way in which they moved. And observing their jumps and hops he felt that every single movement they made expressed a great happiness. This happiness was caused by their life, the circumstances they lived in.

In the grove, the speaker also noticed that the branches of trees, with new leaves appearing on them, had spread out so that they looked like fans. The purpose of spreading their twigs seemed to be to catch and enjoy the breeze blowing there. And the very sight of these branches made the speaker conclude that there was great happiness and joy in the grove.

He looked at the way the plants and the birds were so much in harmony with each other. This life of happiness and peace, he realized, was the way Nature wanted people to live. And when he realized this, it made him feel that he had every reason to weep over the way in which Man lived – making each other unhappy and uncomfortable.

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Answers

A. 1. e 2. a 3. d 4. f 5. c 6. b

B. 1. a. The poet is the 'I' in this line.
   b. The bird's thoughts are being spoken about.
   c. The poet concluded that the birds were happy and joyful as they hopped and played.

C. 1. The poet was in a grove and he heard the blended notes of the birds.
   2. The poet was sad to see the state in which men lived. They were divided amongst themselves and more often than not one man was responsible for the other's troubles. Humans no longer lived in harmony.
   3. The poet saw primroses and periwinkles. All the flowers enjoyed the fresh air they breathed.

4. The birds hopped and played. There seemed to be pleasure and excitement in their movement.
5. The budding twigs blossomed to feel the breezy air.

D. Accept any relevant response. Suggestions:
1. The poet has reason to lament what man has made of Man. While the rest of nature can live in harmony, Man cannot live in peace with his fellow being.
2. Nature is being equated with God or the Creator of this earth in the poem.

E. 1. To her fair works did Nature link
2. The periwinkle trailed its wreaths
3. And 'tis my faith that every flower
Enjoys the air it breathes.
4. The budding twigs spread out their fan

F. 1. In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.
2. And much it grieved my heart to think
What man has made of Man.

G. 1. accent – b 2. ascent – d 3. assent – e 4. access – a 5. assess – c

H. 1. Neha works in a library that opened last month.
2. Raghav who is the tallest boy in the class is my neighbour.
3. Here comes the person who is responsible for the team's success.
4. Was this the creature that had frightened the family members?
5. There are many homes where the family watches television only on weekends.

I. Accept any relevant response.

J. 1. You can leave the examination room as soon as you finish your paper. — Adverb clause of time
2. Although Mansi walked fast, she could not reach the venue on time. — Adverb clause of concession
3. Hamid was so amused that he could not control his laughter. — Adverb clause of reason
4. The class felt better when the teacher addressed them. — Adverb clause of reason
5. Samir decided to think positively so that he could work better. — Adverb clause of condition

K. Accept any relevant response.

WORKBOOK

A. 1. Moonlight danced on the river.
2. The sunflowers nodded in the breeze.
3. The engine roared loudly when he started the lorry.
4. The light of the setting sun guided the birds back to their nests.
5. During the storm, we could hear the wind howling through the trees.

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B. 1. lose 2. loose 3. principal 4. principle 5. discovered 6. invented

C. 1. The girl who found her favourite book looked happy.
2. Kiran was looking for Soham who was in the park.
3. I know Nido, whose father was in the army.
4. The doctor gave Afza an injection which didn't hurt at all.
5. Virat, who had worked very hard, was made captain of the cricket team.

D. 1. e 2. a 3. d 4. c 5. b

E. 1. As Simran wanted to meet her friends, she invited them for dinner.
2. Rohan listened to music while he read the book.
3. Zafar turned off the radio when he entered the room.
4. Though John says that he loves picnics, he never goes on a picnic.
5. Dona's grandparents like to feed the birds when they go to the park every evening.
6. Because the car won't start, it should be repaired.

F. 1. Salma bought a new watch because her old one broke. — Adverb clause of reason
2. Even if I pre-heat the oven for twenty minutes, the cakes I make do not get baked fully. — Adverb clause of concession
3. When Dia took off her helmet, Boman recognized her. — Adverb clause of time
4. My father gave away his shirts to charity as he had used them for a few months. — Adverb clause of reason
5. Amit told the story well so that everyone would believe it was a true incident. — Adverb clause of purpose

G. Accept any relevant response.

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WORKSHEET

A. 1. Lancy called Farah who immediately came to her house.
2. Nima got a bouquet on her twenty-fourth birthday which had twenty-four yellow roses.
3. Spandana finally found a seat in the auditorium which was on the last row.
4. The doctor gave some medicines to little Adi who became fit within a day.
5. The man who found his wallet looked pleased.

B. 2. Mother wants to know what Ankita is doing.
3. Kirti wants to know what are the colours in a rainbow.
4. I don't know who all are invited to the Christmas party.
5. I wonder what are the programmes on TV tonight.
6. I am thinking that I should visit Gauri tomorrow.

C. 1. Rina kept the fruits in the fridge so that they remains fresh. — purpose
2. Although the books did not cost much it was a delight to read them. — concession
3. Mona was in her car when she got the news. — time
4. Samir will not be able to be the topper unless he works hard. — condition
5. Jeremy is a lot smarter than everyone thought. — comparison

14 Scout Shows the Way

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an extract from a historical novel *To Kill a Mockingbird* by Harper Lee
- collect and understand details.
- comprehend and analyse conversation between people.
- enhance vocabulary and substitute a phrase with one word without change of meaning.
- get to know colloquial and idiomatic phrases.
- rearrange the sentences in correct order.
- refer to dictionary for word meanings.
- learn defining and non defining relative clauses.
- listen to descriptions and identify emotions and thoughts.
- know how to use question tags.
- train to write a dialogue.

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Warm up

1. Give a brief introduction to the background of the story.
   The story takes place during three years (1933–35) of the Great Depression in the fictional 'tired old town' of Maycomb, Alabama, the seat of Maycomb County. It focuses on six-year-old Jean Louise Finch (Scout), who lives with her older brother, Jem, and their widowed father, Atticus, a middle-aged lawyer, Judge Taylor appoints Atticus to defend Tom Robinson, a black man who has been accused of a serious crime. Atticus agrees to defend Tom to the best of his ability. Other children taunt Jem and Scout for Atticus's actions, calling him a 'nigger-lover'. Scout is tempted to stand up for her father's honour by fighting, even though he has told her not to. Atticus faces

a group of men intent on lynching Tom. This danger is averted when Scout, Jem, and Dill shame the mob into dispersing by forcing them to view the situation from Atticus's and Tom's points of view.

The novel deals with the irrationality of adult attitudes towards race and class in the Deep South of the 1930s, as seen through the eyes of two children. The novel was inspired by the racist attitudes she observed as a child in her hometown of Monroeville, Alabama.

The novel was written during a very tense time in her home state of Alabama. The South was still segregated, forcing blacks to use separate facilities apart from those used by whites, in almost every aspect of society.

2. Ask questions like:
   a. Talk to the students about one's love for one's family.
   b. What are the factors that create the bond in a family?
3. After getting a few responses, let two or three students share some experiences of incidents that exhibit love for the members of the family.
4. A few students can talk about some of the striking characteristic features of the members of the family. Ask them to substantiate – What makes them feel so?

Comprehension

1. Briefly introduce the author Harper Lee.

   Nelle Harper Lee (born 28 April 1926) is an American novelist widely known for her novel *To Kill a Mockingbird*, published in 1960. It was immediately successful, winning the Pulitzer Prize, and has become a classic of modern American literature. The plot and characters are based on the author's observations of her family and neighbours, as well as on an event that occurred near her hometown in 1936, when she was 10 years old. Though Lee published only this single book for half a century, she was awarded the Presidential Medal of Freedom for her contribution to literature. Lee has received numerous honorary degrees.
2. Now talk about racism in an informal manner:

   HINTS: The belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race and has the right to rule or dominate others. Racism is most unpleasant. It must dawn on us we should not judge people on the colour of the skin. The students must be made to realize that the colour of somebody's skin cannot tell us about their character. personality, integrity, or ability – absolutely nothing.
   - Racism may be direct or indirect, individual or institutional.
   - Racist behaviour may include.
   - Physical assault and harassment, verbal abuse threats.
   - Incitement of others to behave in a racist manner.
   - Refusal to cooperate with other people because of their colour, ethnicity, religion or language.
3. As the text is quite difficult, read it out in small portions, taking care to explain the meanings of difficult words and phrases.
4. Ask the students to familiarize themselves with the words in the on-page glossary.
5. Talk to the students about the usage of certain expressions and the meaning they convey, such as,

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propped against, sneaked across, solid shapes moving, snug fitting ears, adjusting its creases with lingering fingers.

6. Once the reading is done, ask the class to read through the text again silently.
7. Ask the following and similar questions to students to check if they have understood the text:
   - Why did Jem ask Scout not to go to Atticus?
   - Was Atticus expecting the cars? How do you know?
   - Why do you think the children stayed back in spite of being asked to get away from there?
   - Why was Cunningham there that night?
   - What made him change his mind?
   - How do you think Scout influenced this?
8. Ask the questions while the students are reading the text silently.
9. The students may refer to the book while answering the questions.
10. When the students complete the reading, ask them to do Exercise A and call out the answers so that the students can check theirs.
11. The same set of pairs can attempt Exercise B. Peer assessment can be done.
12. Form groups of four. Read out question 1 of Exercise C. Discuss the answer orally as you get the inputs from the students. Involve one group at a time so that the noise level is not high. Otherwise the remaining students may not be able to follow the contents of the answer, in case they are not sure.
13. Repeat this for questions 2, 3, 4 and 5 of Exercise C.
14. Ask the leader of each group to read out the consolidated answers.
    Once you have heard and corrected all the answers orally have them write the answers out in their notebooks.
15. The notebooks can be taken for correction.
16. The two questions in Exercise D can be discussed as a class task.

Word Study

1. Talk to the students about colloquial words and phrases. Use the examples given in the book.
   You could ask the students also to give some examples if they have heard or come across such words or phrases.
   A colloquial expression: a word or phrase that is not formal or literary and is used in ordinary or familiar conversation.
   Colloquial expressions vary from region to region. Below is a list of some colloquialism examples of American origin:
   - a bunch of numpties – a group of idiots
   - go bananas – go insane or be very angry
   - wanna – want to
   - gonna – going to
   - go nuts – go insane or be very angry

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- look blue – look sad
- buzz off – go away

2. Ask the students to match the words with the meanings in Exercise E. Assign this work in pairs.
3. Tell the students that idiomatic expressions are a type of informal English that have a different meaning from those of the words in the expression.
4. Give this example and explain the idiomatic expression: 'HOLD YOUR HORSES'.
   Tell the students that this idiom does not mean that you have to lift the horses and hold them in your hands; it means 'BE PATIENT'.
   Read out these examples:
   a. I will clean my room *when pigs fly*. (means: never)
   b. We are all *in the same boat*. (means: in the same position)
   c. I was just *pulling your leg*. (means : joking)
5. Read out the expressions in the box and the incomplete sentences in Exercise F.
6. Ask the students in pairs to try filling the right expressions in the blank spaces and check for themselves if the sentences now make complete sense.
7. Call out the answers and check those of the students.

Dictionary

1. Ask the students individually to refer to a dictionary and find out the meanings of the words given in Exercise G.
2. They can now write down the meanings.

Grammar Study

1. Have a quick recap of relative clauses done.
2. Now explain the two kinds of relative clauses: defining and non-defining.
   NOTE: The three important points to remember about defining and non-defining clauses are:
   a. We do not use commas with defining clauses.
      I can't live at a place which is far away from the seaside.
      Non-defining clauses are set off by commas.
      I can't live in Indore, which is far away from the seaside.
   b. In defining clauses we can use *that* in place of *who/which*.
      We will stay at a hotel which/that has rooms overlooking the sea.
      In non-defining clauses we cannot use *that*.
      We will stay at Hillview Hotel, which (not that) has rooms overlooking the sea.
   c. In defining clauses we can omit *who/which/that* when it is the object.
      The hotel (which) *you recommended served healthy food.*
      In non-defining clauses we cannot omit *who/which.*
      The Hillview Hotel, ***which*** *you recommended, served healthy food.*
3. Use the material given in the text to supplement your explanation.

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4. Once the students thoroughly understand the concept, ask them to do Exercise H.
5. Now divide the class in groups of three and ask them to do Exercises I and J.
6. Call out the answers and check to see if the students got them right.

Communication Skills

Listening

1. Ask the students to go through the words that stand for emotions and thoughts given in the box in Exercise K.
2. Read out the listening text containing sentences that define and express certain emotions and thoughts.
3. Now they can match the sentence with the right word from the box.
4. Read the words again and check to see if they have been matched properly.

Speaking

1. Briefly explain what a question tag is.

   A question tag is a question added at the end of a sentence. Speakers use question tags chiefly to make sure their information is correct or to seek argument. They consist of a statement and a tag. A negative tag is used with an affirmative statement whereas a positive tag is used with a negative statement.

   Tags are always used with pronouns.
2. Next, talk to them about the intonation in Question Tags.

   When a tag is spoken, the voice can go up or down. If the voice goes up, it is called Rising Intonation and if it goes down, it is called Falling Intonation.

   It is a nice day today, isn't it? ↘

   A falling intonation means that the speaker is sure (or almost sure) that the statement is true. The speaker knows that it is a nice day. The tag is not a real question. He is inviting his friend to continue the conversation.

   You have been on holiday, haven't you? ↗

   A rising intonation means that the speaker is less sure. He thinks that his friend has been on holiday, but he isn't sure. The tag is more like a real question.
3. Demonstrate the intonation with the examples given below.

   Your father was at school, wasn't he?

   They were on holiday, weren't they?

   It was a super show, wasn't it?

   It is a big garden, isn't it?

   I am not surprised, am I?

   They weren't at the movie theatre, were they?

   You are not a policeman, are you?

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They are not with us, are they?

4. Ask the students to work in pairs on Exercise L. One can use the clues and make the sentences with the tags. The other can answer them.

   PROJECT: Attempt a brief life sketch of Abraham Lincoln, highlighting his role in abolishing slavery.

Writing

1. Explain the format of dialogue writing.
2. Tell them that the exchanges should have a smooth flow and also must be interesting.
3. The students in pairs can imagine the conversation between Scout and Jem and complete Exercise M.
4. Let a few pairs of students role-play the dialogues.

FOR THE TEACHER: BEYOND THE LESSON

1. Harper Lee's best-known novel *To Kill a Mockingbird* was published in 1960. It is a classic of modern American literature and it won Lee the Pulitzer Prize.
2. Her first name is Nelle, which is the name of her grandmother, Ellen, spelt backwards. Harper Lee is her pen name.
3. The book was made into an award-winning film of the same name in 1962 with Gregory Peck playing Atticus Finch, the father of the novel's narrator, Scout. He won an Oscar for his role.
4. Lee said that it was one of the best translations of a book to film that was ever made.
5. Until July 2015, *To Kill a Mockingbird* was the only published work of Harper Lee. On 14 July 2015, her only other novel, *Go Set a Watchman,* was published.

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Worksheet 1

Comprehension

Here is a presentation that Rahul makes to his class about Martin Luther King Junior.

Good morning, class! I am going to begin today's presentation with the immortal words of Martin Luther King Junior: "I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident: that all men are created equal." Martin Luther made this speech in the year 1963 and he was assassinated five years later.

Where did Luther, the civil rights leader, the spokesperson for the African-Americans, make this speech? He made it at Washington DC, USA, standing on the steps of the Lincoln Memorial. He was addressing a gathering of over 250,000 people who were demanding equal rights for all American citizens.

Was Luther always this powerful? He was born in 1929 in Atlanta, Georgia. His family had long been involved in the civil rights movement even before his birth. True, slavery had been abolished in 1865 with the end of the Civil War in the USA, but racism and segregation still continued in many of the southern states. Not only were many African-Americans not allowed to vote, but they were also prohibited from entering many restaurants and hospitals. They had to sit in separate seats allotted to them on public transportation.

The speech that Martin Luther King made had a profound effect on the country and so in June 1964, the federal government abolished racial segregation and said that there should be no discrimination against African-Americans. Thus, the civil rights act was passed and the American dream of equality was established. Martin Luther was awarded the Nobel Peace Prize, the youngest man at that point of time to ever receive the award.

However, the country did not accept the ruling without unrest. There were disturbances that year and in the following year, and Martin Luther always appealed to the people to be peaceful. Several people died during the agitations.

There were threats to Martin Luther's life because of his constant support of the civil rights movement. However, he was not frightened of these because he felt that it was necessary to fight for the cause. So, on 3 April 1968, he went to Tennessee where there was a strike by the garbage workers for better wages and better working conditions.

In his sermon that evening, he said, "The question is not, 'If I stop to help this man in need, what will happen to me?' The question is, 'If I do not stop to help the sanitation workers, what will happen to them?' That's the question."

The next day, he was shot as he was standing on the balcony of his motel.

Martin Luther King was greatly influenced by Gandhiji and so he too believed in peaceful protests. He was arrested more than 30 times and his home was bombed. Yet, he went on relentlessly so that everyone can enjoy equality.

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A. Write the events corresponding to the years.

1. 1929 a. _____
2. 1963 b. _____
3. 1968 c. _____
4. 1865 d. _____
5. 1964 e. _____

B. Fill in the blanks with the correct words from the brackets.

1. Rahul is making the presentation to his class in the _____ (morning / afternoon)
2. Martin Luther King Junior was _____ in the year 1968. (born / assassinated)
3. African-Americans _____ vote even though slavery had been abolished. (could not / could)
4. In recognition of his work in the civil rights movement, Martin Luther was awarded the _____ (Peace Prize Nobel / Nobel Peace Prize)
5. _____ Gandhiji, Marin Luther King believed in peaceful protests. (Unlike / Like)

C. What was the state of the African-Americans even though slavery had been abolished?

_____

_____

_____

_____

_____

D. Why was Martin Luther constantly under threat? How did this affect him?

_____

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Match these columns to make colloquial pair phrases.

1. prim and	a. sound
2. by and	b. proper
3. tooth and	c. fro
4. length and	d. out
5. in and	e. nail
6. safe and	f. breath
7. odds and	g. large
8. to and	h. ends

B. Use the appropriate 'pair phrase' from Exercise A to complete these sentences.

1. The pendulum swings _____ and its movement marks time.
2. _____ history always repeats itself.
3. I have to tie up some _____ before I can leave for New Zealand.
4. Despite the storm the children are _____
5. My aunt was very _____ She never did anything that could be questioned.
6. We fought _____ and the management agreed to make the changes.
7. He travelled the _____ of the country looking for the priceless gem.
8. We went _____ of the hall and could not sit still.

C. Replace the underlined words in these sentences. Choose from the idiomatic expressions in the box. You may have to make certain changes. Rewrite the sentences.

break down **look forward to** **put off** **worn out** **cut back**

1. Why has the event been postponed?

_____

2. I am tired after the long walk.

_____

3. I am sure they anticipate the event with pleasure.

_____

4. I have reduced the amount of petrol I used in a week.

_____

5. The car came to an unexpected stop after the steep climb.

_____

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Worksheet 3

Grammar Study

A. Underline the defining and non-defining clauses in these sentences. Insert commas before and after the non-defining clauses.

1. Atticus who had taught us to be polite was standing quietly.
2. Mr Cunningham who wore no hat had a white forehead.
3. Dill whom I had followed was angry with me.
4. Did you see the men who had gathered there?
5. There was a lot that I didn't know.
6. These are the people whom I met.

B. Correct the mistakes in the use of the relative clauses in these sentences. Write the correct sentences.

1. Jem, that is my brother, is a splendid fellow.

   _____

2. He was oblivious of the night bugs who were dancing above his head.

   _____

3. The cars, who stopped in front of the jail; belonged to the villagers.

   _____

4. Atticus who we could see seemed to be expecting them.

   _____

5. The policeman which he was looking for had gone into the jungle.

   _____

6. Is there a man which can stand against me?

   _____

C. Complete each of the sentences below with the phrase in brackets. Insert a relative pronoun and make other changes as necessary.

1. Atticus / propped / against / the wall / was looking / at us. (was sitting)
   Atticus, **who was sitting**, propped against the wall was looking at us.
2. The man / was / from / the village. (you met)

   _____

3. The shortcut / was / just / around the corner. (we were about to take)

   _____

4. We saw Atticus / from / his / newspaper. (looked up at us)

   _____

5. The murmur / seemed / friendly and positive. (was going around)

   _____

6. The Jungle Jim / was / the perfect place / for us.(was in the park)

   _____

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Worksheet 4

Communication Skills

Listening

A. Listen to a passage being read by your teacher and pick the correct answer from the options given.

1. Mocking birds
   a. cannot sing. _____
   b. sing like other birds. _____
   c. make other birds sing. _____
2. It was considered a sin
   a. to feed a mocking bird. _____
   b. kill a mocking bird. _____
   c. see a mocking bird in a cage. _____
3. Mocking birds were considered
   a. harmful. _____
   b. stubborn. _____
   c. harmless. _____
4. The children were told by the following never to kill mockingbirds.
   a. Boo _____
   b. Atticus _____
   c. Tom _____
5. Boo and Tom were
   a. innocent. _____
   b. criminals. _____
   c. hunters. _____

Speaking

B. Given below are some words that can be put together to form sentences by adding some more words. Add question tags to each sentence and read it aloud.

1. They live Delhi
2. We go school tomorrow
3. It cold today
4. You movie last night
5. They've been London
6. She's praying lot
7. He had forgotten wallet

Writing

C. Imagine that a hunter and you have a conversation about how it is illegal to kill some birds in India. Write the text of that conversation.

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ANSWERS

MAIN COURSEBOOK

A. 8 The men left.
5 Scout ran to Atticus.
2 Men came out of four dusty cars and stopped in front of the jail.
3 The children ran to Tyndal's Hardware door.
4 The men asked Atticus to move away from the door.
10 Atticus told Tom that the men had left.
1 Atticus was reading. He was sitting propped against the front door.
6 Atticus asked the children to go home.
7 Scout addressed Mr Cunningham.
9 Jem, Dill and Scout started their journey back home.

B. 1. a. Atticus is being referred to in the sentences.
b. Atticus would not like it if Scout would be with him at that moment because he had to meet certain burly men who wanted to harm Tom.
c. Scout wanted to see where Atticus was.
2. a. Atticus said these lines to Tom.
b. The burly men who had come in four cars are being referred to in these lines.
c. The men had gone back to where they had come from.

C. 1. Scout is the narrator. Jem and Dill are her other companions.
2. Atticus Finch is a lawyer and Jem and Scout's father. We can tell that Atticus was anxious because there was a 'flash of pain' on his face and fear in his eyes.
3. The manner in which Atticus received men made the children believe that he had been expecting the men. He did not seem surprised and was rather calm.
4. Jem had observed those men misbehave with Atticus and therefore disobeyed his father.
5. We know that Atticus was relieved after the men left because he wiped his face with a handkerchief.

D. Accept any relevant response. Suggestions:
1. The children were fond of Atticus. They did not leave him when they felt that he was in danger.
2. Atticus seemed to have been a strict father who was concerned about his children's safety. At first they did not go to Atticus for they felt that he might not like it. It shows that they were used to obeying him.

E. 1. e 2. c 3. a 4. f 5. d 6. b

F. 1. waiting in the wings
2. under the weather
3. driving me up the wall
4. hold your tongue
5. an arm and a leg

G. 1. intentionally; on purpose
2. make known to others
3. a feeling of shame or awkwardness
4. lines produced on paper or cloth by folding or crushing
5. lasting for a long time or slow to end
6. to crouch or sit with knees bent

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H. 1. The newspaper, that you were reading, is kept on the chair. Non-defining clause
2. Jem, who is tall and strong, looks just like Atticus. Non-defining clause
3. The little girl whom you met last year is in town. Defining clause
4. The batsman whom I was talking about has left for Chennai. Defining clause
5. My father, who is he eldest among the siblings, retired last month. Non-defining clause
6. The two kangaroos that were flown in from Australia are doing well in the zoo. Defining clause
7. Ketan's cousin Ramesh, who lives in Patna, is in Lucknow today. Non-defining clause

I. 2. Shilpa bought a bat that was expensive. Defining clause
3. This is the man, who found the kids, looking at Atticus. Non-defining clause
4. My friend, who was at the party, was wearing a red saree. Non-defining clause
5. My mother wore a silk saree that belonged to my grandmother. Defining clause
6. Harper Lee, who was born in Alabama, is a writer. Non-defining clause

J. 1. My penfriend, who is in Egypt, sent me a picture postcard.
2. Pooja pointed to the man who was wearing a funny hat.
3. The doctor, whom you wanted to meet, is in his chamber.
4. My grandparents live in a cottage which they built many years ago.

K. 1. calmness 2. apprehension 3. determination 4. anger 5. fear 6. courage

L. Accept any relevant response. Suggestions:
1. The weather is pleasant, isn't it?
2. You are not feeling well, are you?
3. Her dress is beautiful, isn't it?

M. Accept any relevant response. Suggested outline:
Jem: That was quite a day?
Scout: Yes. Atticus was so brave!
Jem: So were you!
Scout: I was? You think so?
Jem: Yes, you were. For once, I am proud of you.

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WORKBOOK

A. 1. d 2. i 3. e 4. f 5. j 6. a 7. h 8. c 9. b 10. g

B. 1. caught red-handed
2. lend them an ear
3. with flying colours
4. make both ends meet
5. change horses in midstream
6. the ball is in their court
7. broke the ice
8. walking a tightrope
9. nerves of steel
10. walking on air

C. 1. bark – the outer covering of a tree; a short loud sound made by dogs
2. stalk – a thin stem that supports a leaf; flower or fruit; to walk in an angry or proud way
3. grave – a place in the ground where a dead person is buried; serious and important
4. match – a sports event where people or teams compete against each other; equal
5. light – energy from the sun or lamp that makes it possible to see things; not heavy

D.

		[1] R	E	S	U	[2] M	E	
						I		
			[3] W	O	U	N	D	
			I			U		
			N			T		
[4] L	E	A	D		[5] T	E	A	[6] R
								O
						[7] B	O	W

E. 1. whose 3. who 5. whom 7. who 9. whose
2. where 4. which 6. which 8. whose 10. who

F. 1. There is a doctor on duty who is available for emergencies.
2. Mrs Dutta, who seldom visited the museum, is now a regular visitor.
3. The shoes Ameen bought yesterday are very stylish.
4. Mrs Kulkarni, whom I met at the park, is our new Principal.
5. Sangeeta who is my trainer will be late today.
6. The flowers that are on the table are very beautiful.
7. That man in the grey suit is the tallest person I have ever met.
8. The train from Bhopal, which is scheduled to arrive at 8.30 p.m., is late by an hour.

G. 1. Amjad, who loves music, is learning to play the violin. ND
2. Five new nurses with training experience are required in this hospital. D
3. This story, which is about a stormy night, is written by Ruskin Bond. ND
4. The table that he sat on was very dirty. ND
5. My parents, who turn forty this year, have been married for fifteen years. ND
6. Caroline, who lives in Bengaluru, will visit us next week. ND

H. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. Year of birth
Speech at Lincoln Memorial
Year of death
End of civil war in the USA
Racial segregation abolished

B. 1. morning 2. assassinated 3. could not 4. Nobel Peace Prize 5. like

C. Even though slavery had been abolished in 1865, with the end of the Civil War in the USA, racism and segregation still continued in many of the southern states. Not only were many African-Americans not allowed to vote, but they were also prohibited from entering many restaurants and hospitals. They had to sit in separate seats allotted to them on public transportation.

D. Martin Luther's life was constantly under threat because of his support of the civil rights movement. However, he was not frightened of these because he felt that it was necessary to fight for the cause.

WORKSHEET 2

A. 1. b 2. g 3. e 4. f 5. d 6. a 7. h 8. c

B. 1. to and fro
2. by and large
3. odds and ends
4. safe and sound
5. prim and proper
6. tooth and nail
7. length and breadth
8. in and out

C. 1. Why has the event been put off?
2. I am worn out after the long walk.
3. I am sure they look forward to the event.
4. I have cut back on the amount of petrol I use in a week.
5. The car broke down after the steep climb.

WORKSHEET 3

A. 1. Atticus, who had taught us to be polite, was standing quietly. – non-defining clause
2. Mr Cunningham, who wore no hat, had a white forehead. – non-defining clause
3. Dill, whom I had followed, was angry with me. – non-defining clause
4. Did you see the men who had gathered there? – defining clause
5. There was a lot that I didn't know. – defining clause
6. These are the people that I met. – defining clause

B. 1. Jem, who is my brother, is a splendid fellow.
2. He was oblivious of the night bugs that were dancing above his head.
3. The cars that stopped in front of the jail belonged to the villagers.
4. Atticus, whom we could see, seemed to be expecting them.
5. The policeman that he was looking for had gone into the jungle.
6. Is there a man who can stand against me?

C. 1. Atticus, who was sitting, propped against the wall was looking at us.
2. The man you met was from the village.
3. The shortcut that we were about to take was just around the corner.
4. We saw Atticus, who looked up at us from his newspaper.
5. The murmur that was going around seemed friendly and positive.
6. The Jungle Jim, which was in the park, was the perfect place for us.

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WORKSHEET 4

Listening text and answers

Mocking birds sing well and can imitate the sounds made by other birds. Killing a mockingbird was considered a sin. So, when the children received air rifles, Atticus told them that they should never kill a mockingbird. The reason was that a mockingbird sings a beautiful song and does not harm anyone, so it would be a sin to kill it. In the novel, Boo Radley and Tom Robinson come across as the 'mockingbirds'. It would be a sin to punish them as they were both innocent people who never hurt anyone.

A. 1. b 2. b 3. c 4. b 5. a

B. Accept any relevant response.

C. Accept any relevant response.

15 Harry Potter Learns Quidditch

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read, examine and evaluate language, style and meaning.
- enjoy reading about the world of magic and wizardry.
- enhance their vocabulary and learn to form nouns, adjectives, adverbs by adding suffixes.
- learn to use phrasal expressions effectively and practise the use of punctuation marks.
- identify and transform different kinds of sentences.
- participate in discussions.
- write a synopsis using guidelines.

Warm up

1. Discuss what the word QUIDDITCH in the title means.
   (As the students are familiar with the novel and the movie adaptation of the book there will be many interesting responses.)
   Ask questions like:
   How would you feel if you woke up one morning as a wizard/witch transported to a world of fantasy?
2. Help by giving lead words/phrases – What will you do – How would you feel as you enter the new world – How would you react to the challenges you face there?
   If given a choice will you exchange your place with Harry Potter? Support your answer.
3. Suggest possible words to describe feelings – excited / funny / curious / strange / weird / frightening.
4. After receiving a few responses, let two or three students share their narrations with the class.

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Comprehension

1. This being the first unit of the book, read out the text to the class.
2. As you read, take care to explain the new and difficult words and phrases.
3. While this is being done, ask a few students to read some portions for emphasis.
4. As they read, check their voice modulations and intonations. Guide them if necessary.
5. Once the reading is done, ask the class to read through the text silently.
6. Ask questions to check if the students have understood the text. For example:
   - *Why couldn't Harry concentrate on his studies that day? Which line contains the answer?*
   - *What does Nimbus 2000 refer to?*
   - *How was the stadium different from the usual ones? Give reasons.*
   - *"What's basket ball?" said Wood curiously. Why didn't Wood know what basketball was?*
7. Ask the above questions while the students are reading the text silently. If required allow them to refer to the text and answer the questions.
8. When the students complete the silent reading, ask them to individually answer Exercises A and read out the answers so that the students can check their answers.
9. Divide the class in pairs and ask them to attempt Exercises B.

   Ask the students to exchange the books and read the answers to see how different the others' answers are and also see if they have left out any relevant points.
10. Now ask the students to form groups of four. Read out question 1 of Exercises C. All the students will be involved in working out the answers. The group leader will take the inputs from each member of the group, discuss and write out the answer.
11. Ask the leader of each group to read out the consolidated answer. Repeat this for questions 2, 3, 4 and 5 of Exercises C. After you have heard and corrected all the answers orally, have them write the answers in their notebooks.
12. The notebooks can be taken for correction.
13. Questions 1, 2 and 3 in Exercises D can be discussed as a class task.

Word Study

1. Explain with the examples given in the text the formation of words with suffixes.
2. Ask the students to complete Exercise E individually. Give them sufficient time to do so.

   Ask them to check their answers as you call out the correct answers.
3. Exercise F can be assigned as pair work and answers elicited from the class.
4. Listen to the sentences and correct them when necessary.
5. Ask the students to write the sentences in their books after discussing the answers orally.

Punctuation

1. Ask the students to read out the passage in Exercise G.
2. As it is being read, students can put the punctuation marks in their books.

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3. Write out the passage with the correct marks on the board.
4. As you do this, students can check their books and make corrections if necessary.

Grammar Study

1. Bring out the difference between finite and non-finite verbs by using the examples given in the book.
2. Explain the three kinds of non-finite verbs – gerund, infinite, participle – with examples:
   Smiling reduces tension.
   'smiling' is the subject of the verb 'reduces'. It is functioning like a noun. So it is a gerund.
   The teacher took a few notebooks to correct at home.
   'to correct' is the infinite – an infinite is generally preceded by to.
   It can be used like a noun, an adjective or an adverb.
   Smiling babies look cute.
   'smiling' describes the noun 'babies'. So it is a participle.
3. Use the material given in the book to reinforce the concept.
4. Read out the sentences one by one in Exercise H . Do this as a whole class exercise.
   As the students respond, accept the right answers and guide them.
   They can now write down the correct answers.
5. Divide the class in groups of three. Ask them to combine the pairs of sentences in Exercise I using infinitives and rewrite them as single sentences.
6. The students can individually complete Exercise J.
7. Call out the correct answers and ask the students to check their answers.

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Communication Skills

Listening

1. Ask the students to read the incomplete sentences in Exercise K.
2. As you read the listening text, ask them to listen carefully look for the information required and complete the sentences.
3. Read out the answers and ask the students to correct their own work.

Speaking

1. Before the students take up this task, let them generally discuss the three games – cricket, tennis and football – the main focus being on the ball.
2. Divide the class in groups of three to talk about one game.
3. After discussing points, give them time to prepare for the activity in Exercise L.
4. Let each group come up and make their presentations.

Writing

1. Tell the students what a synopsis is and what purposes it serves.
2. Read out a sample synopsis of a well-known play or a film story with which the students are already familiar.
3. Read out the guidelines and instruct the students to stick to them as they do the exercise. Remind them to give a title to their synopsis and keep to the word limit.
4. The students can be asked to complete Exercise M for homework.
5. A few well-written answers can be read out in class.

FOR THE TEACHER: BEYOND THE LESSON

By definition, fantasy is a genre that features the use of magic or other supernatural phenomena in the plot, setting, or theme. Magical or mythological creatures are often present, as well as races other than humans, such as elves, dwarves, or goblins. The world in fantasy books is usually medieval in character, both in terms of technology and culture. This is what primarily sets fantasy apart from science fiction.

In 1990, J K Rowling was travelling from Manchester to London on a train. That's when the idea for Harry Potter came to her all of a sudden. She says, "I had been writing almost continuously since the age of six but I had never been so excited about an idea before. I simply sat and thought, for four hours, and all the details bubbled up in my brain, and this scrawny, black-haired, bespectacled boy who did not know he was a wizard became more and more real to me."

The first book in the series of seven books was published in June 1997 and the last one was published in July 2007.

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Worksheet 1

Comprehension

Read this extract about Merlin, the famous wizard.

In one of the old books called *Welsh Triads*, in which all things are classed by threes, there is a description of three men called 'The Three Generous Heroes of the Isle of Britain'. One of these–named Nud or Nodens, and later called Merlin–was first brought from the sea, it is stated, with a herd of cattle consisting of 21,000 milch cows, which are supposed to mean those waves of the sea that the poets often describe as White Horses. He grew up to be a king and warrior, a magician and prophet, and on the whole, the most important figure in the Celtic traditions. He came from the sea and at last returned to it, but meanwhile, he did a lot of great work on land, one of which is said to have been the building of Stonehenge.

This is the way, as the old legends tell, in which the vast stones of Stonehenge came to be placed on Salisbury Plain. It is a thing that has always been a puzzle to every one, since their size and weight are enormous, and there is no stone of the same description to be found within hundreds of miles of Salisbury Plain, where they now stand.

The legend is that Pendragon, King of England, was led to fight a great battle by seeing a dragon in the air. The battle was won, but Pendragon was killed and was buried on Salisbury Plain, where the fight had taken place. When his brother Uther took his place, Merlin the wizard, advised him to paint a dragon on a flag and bear it always before him to bring good fortune, and this he always did. Then Merlin said to him, "Wilt thou do nothing more on the Plain of Salisbury, to honour thy brother?" The King said, "What shall be done?" Then Merlin said, "I will cause a thing to be done that will last to the world's end." Then he bade Utherpendragon, as he called the new king, to send many ships and men to Ireland, and he showed him stones such as seemed far too large and heavy to bring, but he placed them by his magic art upon the boats and bore them to England; and he devised means to transport them and to set them on end, "for they shall seem fairer so than if they were lying." And there they are to this day.

There was no end to the stories of Merlin's disguises–sometimes as an old man, sometimes as a boy or a dwarf, then as a woman, then as an ignorant clown; but the legends always give him some object to accomplish, some work to do, and there was always a certain dignity about him, even when helping King Arthur, as he sometimes did, to do wrong things. His fame extended over all Britain, and also through Brittany, now a part of France.

The author, Thomas Wentworth Higginson, died in 1911.

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A. Match the columns.

1. Triads	a. Salisbury Plain
2. Noden	b. a part of France
3. Stonehenge	c. means three
4. Utherpendragon	d. Merlin
5. Brittany	e. Successor of Pendragon

B. Fill in the blanks with the correct answer.

1. Merlin is said to have come from _____
   a. the sea b. Stonehenge c. Brittany
2. _____ fought a great battle in which he was killed.
   a. Pendragon b. Uther c. Merlin
3. Merlin got the stones for Stonehenge from _____
   a. Brittany b. Ireland c. England
4. Merlin created Stonehenge in order to honour _____
   a. Britain b. Pendragon c. Utherpendragon
5. Merlin always helped King Arthur, even when he knew that it was not _____
   a. wrong b. right c. true

C. Where did Merlin come from? Where did he go back?

_____

_____

_____

_____

D. What is strange about the stones on Stonehenge?

_____

_____

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Add a suffix to the word in brackets to complete the sentence.

1. This car is _____ (rely). We can drive it.
2. Harry's _____ (happy) could not be measured.
3. The _____ (supply) of the brooms lived on Magic Road.
4. Ron eyed the cake _____ (hungry).
5. The change in Hermione was _____ (notice).
6. I was _____ (true) sorry when Harry lost.

B. Choose the correct options to complete the sentence.

1. Harry was so excited, he could _____ concentrate on his lessons.
   a. hard _____ c. nearly _____
   b. hardly _____ d. near _____
2. The word Nimbus Two Thousand was _____ on the broom.
   a. embedded _____ c. entrenched _____
   b. erected _____ d. engraved _____
3. The balls _____ all over the ground.
   a. ran _____ c. burst _____
   b. dispersed _____ d. scattered _____
4. The hoops _____ Harry of plastic sticks.
   a. remembered _____ c. reminded _____
   b. rewarded _____ d. renewed _____
5. Harry _____ the invitation without hesitation.
   a. accepted _____ c. expected _____
   b. except _____ d. erupted _____
6. Harry _____ his victory to his captain.
   a. chanted _____ c. told _____
   b. repeated _____ d. reported _____

C. Use these phrases or expressions in sentences of your own.

1. at his lightest touch _____
2. a lot of trouble _____
3. hard to catch _____
4. determined to remember _____
5. weave in and out _____

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Worksheet 3

Grammar Study

A. Reword the following sentences using the infinitive.

1. I was thrilled when I heard you were coming today.
2. It seems that it is raining.
3. We were told that we must not be late.
4. I was pleased when I learned that you had passed the exam.
5. He hopes that he will find a solution tomorrow.
6. Do not promise that you will bring the scorpions, if you are not sure that you can find them.
7. Mother told Gerald that he should not touch the scorpions.
8. The tea that you gave me was so sweet that I could not drink it.

B. Underline the gerunds and circle the present participles in these sentences.

1. Stop writing. The bell has rung.
2. I can't stop wondering what the result will be.
3. They told us an exciting story.
4. He enjoys creating music.
5. I love attending school on Fridays.
6. Climbing trees was easy when we were young.
7. This talking parrot was given to me by your friend.
8. The hired runner soon began to fall behind John.

C. Rewrite the completed sentences by putting the given verbs in the gerund or participle form.

1. I started (learn) Spanish last month.

   _____

2. I have given up (eat) sweets.

   _____

3. The (drive) rain made us stop our car.

   _____

4. I bought some (cook) oil for my friend.

   _____

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Worksheet 4

Communication Skills

Listening

A. Listen to this extract and fill in the blanks in the sentences that follow.

1. The Wizard placed a _____ on a small silver tripod.
2. The colours of the two powders were _____ and _____
3. The smoke floated across the _____
4. Trot and Cap'n Bill sat on _____
5. The Wizard blushed because he _____

Speaking

B. Work in groups of three. Each person in the group could tell the others about her/his favourite game, describing how it is played. Also tell the others why you enjoy the game so much.

Writing

C. Read the following extract from the story. Write a synopsis of this extract in 50 words.

Harry had a lot of trouble keeping his mind on his lessons that day. It kept wandering up to the dormitory, where his new broomstick was lying under his bed, or straying off to the Quidditch pitch where he'd be learning to play that night. He bolted his dinner that evening without noticing what he was eating and then rushed upstairs with Ron to unwrap the Nimbus Two Thousand at last.

"Wow," Ron sighed, as the broomstick rolled on to Harry's bedspread.

Even Harry, who knew nothing about the different brooms, thought it looked wonderful. Sleek and shiny, with a mahogany handle, it had a long tail of neat, straight twigs and Nimbus Two Thousand written in gold near the top.

As seven o'clock drew nearer, Harry left the castle and set off towards the Quidditch pitch in the dusk. He'd never been inside the stadium before. Hundreds of seats were raised in stands around the pitch so that the spectators were high enough to see what was going on. At either end of the pitch were three golden poles with hoops on the end. They reminded Harry of the little plastic sticks Muggle children blew bubbles through, except that they were fifty-feet high.

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ANSWERS

MAIN COURSEBOOK

A. 1. c 2. b 3. d 4. a 5. b

B. 1. a. These words were said by Oliver Wood. The rules of the game of Quidditch were easy enough to understand. However it was not as easy to master the techniques of the game.

b. Yes, I agree with the speaker. Firstly, catching the golden snitch, was an extremely difficult task and required a really skilled Seeker to do it. Secondly, the Bludgers could be dangerous if not handled carefully. Thirdly, the entire game required to be played on broomsticks and that in itself called for practice.

c. Accept any relevant response. Suggestion:
During English grammar class, I understood adjective and adverb clauses very well. But when our teacher asked us to do some exercises, I found them quite confusing.

2. a. The speaker said this in answer to Harry's question as to whether the Bludgers had ever killed anyone.

b. The Bludgers used in the game of Quidditch had never killed anyone at Hogwarts.

c. The Bludgers, rocketing around, trying to knock players off their brooms had resulted in a couple of broken jaws.

C. 1. Harry could not concentrate on his lessons because his mind kept wandering off to the new broomstick that lay under his bed. He also thought of the Quidditch pitch where he would be learning to play that night.

2. They reminded Harry of the little plastic sticks Muggle children blew bubbles through, except that they were fifty-feet high.

3. Fourteen players, seven in each team, were required to play the game of Quidditch.

4. The Weasley twins were the Beaters for the Gryffindor team. It was their job to protect their side from the Bludgers and try and knock them towards the other team.

5. He understood what he had to do all right, it was doing it that was going to be the problem.

D. Accept any relevant response. Suggestions:

1. Had I been Harry, I would have been both excited and nervous about the playing the game that night.

2. The ball was bright gold in colour and had little fluttering silver wings. It was as swift and stealthy as a thief with wings. Hence, the name of Golden Snitch.

3. There is a similarity between basketball and Quidditch. One has to score a goal in basketball by dropping the ball in through the basket. Similarly, in Quidditch, one can score points every time the ball goes in through one of the hoops.

E. 1. childlike 2. naval 3. angelic 4. childish 5. sandy

F. Accept any relevant response. Suggestions:

1. Faced with a challenge, Harry had the potential to rise to the occasion.

2. Now that I have explained the rules of Quidditch, do you follow me?

3. I have come to realize that hard work always pays.

4. Harry, you really are a natural at the game of Quidditch.

5. Malala Yousafzai is a symbol of our hope and future.

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G. The extract that you read is from Harry Potter and the Philosopher's Stone, which is the first novel in the Harry Potter series. It is J K Rowling's debut novel and was published in 1997 in London.

The novel is about a boy called Harry Potter, a young wizard who after he discovers his magical powers is sent to the Hogwarts School of Witchcraft and Wizardry. The novel takes you through Harry's experiences at the school.

The novel won many awards and has been translated into several languages and has also been made into a film of the same name.

H. 1. playing 2. singing 3. telling 4. exercising 5. swimming

I. 1. Harry went to Oliver Wood to learn how to play Quidditch.
2. Harry swung at the black ball with his bat to stop it from hitting his face.
3. The milk is too hot to drink.
4. Ravi has gone to Bengaluru to meet his sister.
5. Rehana sold her scooter to buy a car.

J. 1. going 2. playing 3. washed 4. filled 5. regretting

K. 1. Quidditch
2. Ground Quidditch.
3. non-magical
4. similar
5. quaffles, bludgers, broomsticks, bats, and hoops

L. Accept any relevant response. Suggestions:

SPEAKER 1: The Quaffle is the same size as a football and bright red in colour.

SPEAKER 2: The Bludgers are two identical balls, black in colour and slightly smaller than the Quaffle.

SPEAKER 3: The Golden Snitch is tiny – the size of a walnut. It is bright golden in colour and has little fluttering silver wings.

SPEAKER 1: The Quaffle is then the biggest of the three balls.

SPEAKER 3: Yes, and the Snitch is the smallest.

SPEAKER 2: But none of them are as dangerous as the Bludgers!

SPEAKER 3: The Snitch is the fastest of all and the most difficult to catch!

M. Accept any relevant response. Suggestions:

Harry sees the Quidditch stadium for the first time: Harry had a new Nimbus Two Thousand and he was eager to learn the game of Quidditch. When Harry entered the Quidditch stadium for the first time, he was in awe. Harry noticed the stadium carefully, with its hundreds of seats, and three golden hoops on either end of the pitch.

Harry flies on Nimbus Two Thousand: Harry was supposed to wait for Oliver Wood to tell him the rules of Quidditch. However, Harry was too excited to wait for him, so he mounted his broomstick and flew away. Nevertheless, Oliver Wood had noticed Harry's great talent in flying on a broomstick.

Four different balls: Oliver Wood brought a wooden crate with him to show Harry the four different-sized balls. There's a Quaffle, of the size of a football, used to score goals. Then there are two identical balls, called the Bludgers that are black. In Harry's team, it was the duty of Weasley

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twins to protect the players from Bludgers. The fourth ball in the crate is the Golden Snitch, which is fast and difficult to see.

Seven players on a team: Oliver Wood also told Harry about the seven players that make up each side in a Quidditch match. He told Harry that there are three chasers who try to get the Quaffle through a hoop and thus score a goal. There's one Keeper who tries to stop the opposing team from scoring a goal. There are two Beaters who keep the Bludgers away from their team. There is one Seeker and their role is to catch the Golden Snitch.

Harry understands his role as a Seeker: Oliver Wood told Harry about the Golden Snitch which is the most important ball of the lot. As a Seeker, Harry had to escape other players and try to catch the Snitch before the Seeker of the opposing team. Thus, Harry had the chance to make his team win by scoring an extra hundred and fifty points.

WORKBOOK

A. 1. playful 2. momentous 3. wooden 4. angelic 5. freedom

B. 1. f 2. d 3. a 4. b 5. c 6. e

C. Accept any relevant response. Suggestions:

1. We have requested our neighbours to keep an eye on our house while we are away.
2. The idiom 'Waste not want not' holds good for everyone.
3. The politician drew a blank when asked about the recent happenings in the city.
4. The union leader played his ace and won some extra benefits for the employees.
5. The minister buried his head in the sand during a discussion on the polluting trucks.
6. Anita left no stone unturned to overcome the financial problems of her family.

D.

1. Akram's cat loves cakes and pastries.	finite
2. Walking by the river, Sonali spotted a nightingale.	non-finite (participle), finite
3. I love to swim in the evenings.	non-finite (infinitive)
4. Playing with firecrackers can be dangerous if you are not careful.	non-finite (gerund), finite
5. Why are you late? Weren't you asked to come by 3 p.m.?	finite, non-finite (infinitive)
6. Sheila expected him to be polite.	finite, non-finite (infinitive)
7. Last week Rahul went to see his grandmother.	finite, non-finite (infinitive)
8. I want to buy a new pair of walking shoes for myself.	non-finite (infinitive), non-finite (gerund)
9. Crossing a busy road can be stressful.	non-finite (participle), finite

E. Most tourists are people who are fond of travelling and sightseeing. Usually adults think that relaxing in their rooms is a good way to de-stress themselves. Most adults like quiet and easy sports like fishing or just walking, while most young people prefer activities like camping, skiing and hiking.

Sightseeing in India is extremely enjoyable. Each state has something special to offer. But there are a few things that annoy tourists. These irritants include cheating, pickpocketing and stealing.

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Sometimes communicating with the local people also poses a few problems. Driving through crowded areas is not easy, and even parking a vehicle is quite tedious too. Tourism provides income to people. Booking tickets, arranging for accommodation and guiding tourists for sightseeing are some of the services provided by a travel agent for a fee. Manufacturing of souvenirs offers employment to artisans.

Cleaning all tourist spots, banning the presence of unscrupulous guides and vendors, and effective security measures for tourists could go a long way in making tourism a safer and more enjoyable experience.

F. 1. stayed, lost
2. to play, to play
3. Reading, develop
4. to visit, turns
5. Speaking
6. Looking, saw
7. to meet
8. is, voting
9. are, resting
10. knew, to study, to study

G. Finite verbs – stayed, turns, saw, is, are, know

Non-finite verbs – lost, to play, Reading, develop, to visit, Speaking, Looking, to meet, voting, resting, to study

H. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. c 2. d 3. a 4. e 5. b

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

C. 1. Merlin came from the sea and then returned to the sea.

2. The size and weight of the stones are enormous. There is no stone of the same description within hundreds of miles of Salisbury Plain.

WORKSHEET 2

A. 1. reliable 2. happiness 3. supplier 4. hungrily 5. noticeable 6. truly

B. 1. b 2. d 3. d 4. c 5. a 6. d

C. Accept any relevant response.

WORKSHEET 3

A. 1. I was thrilled to hear you were coming today.

2. It seems to be raining.

3. We were told not to be late.

4. I was pleased to learn that you had passed the exam.

5. He hopes to find a solution tomorrow.

6. Do not promise to bring the scorpions, if you are not sure that you can find them.

7. Mother told Gerald not to touch the scorpions.

8. The tea that you gave me was too sweet to drink.

B. 1. Stop writing. The bell has rung.

2. I can't stop wondering what the result will be.

3. They told us an exciting story.

4. He enjoys creating music.

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5. I love attending school on Fridays.
6. Climbing trees was easy when we were young.
7. This talking parrot was given to me by your friend.
8. The hired runner soon began to fall behind John.

C. 1. I started learning Spanish last month.
2. I have given up eating sweets.
3. The driving rain made us stop our car.
4. I bought some cooking oil for my friend.

WORKSHEET 4

Listening text and answers

He first set up a small silver tripod and placed a gold basin at the top of it. Into this basin he put two powders – a pink one and a sky-blue one – and poured over them a yellow liquid from a crystal vial. Then he mumbled some magic words, and the powders began to sizzle and burn and send out a cloud of violet smoke that floated across the river and completely enveloped both Trot and Cap'n Bill, as well as the toadstools on which they sat, and even the Magic Plant in the gold flowerpot. Then, after the smoke had disappeared into air, the Wizard called out to the prisoners:

"Are you free?"

Both Trot and Cap'n Bill tried to move their feet and failed.

"No!" they shouted in answer.

The Wizard rubbed his bald head thoughtfully and then took some other magic tools from the bag.

First he placed a little black ball in a silver pistol and shot it toward the Magic Isle. The ball exploded just over the head of Trot and scattered a thousand sparks over the little girl.

"Oh!" said the Wizard, "I guess that will set her free."

But Trot's feet were still rooted in the ground of the Magic Isle, and the disappointed Wizard had to try something else.

For almost an hour he worked hard, using almost every magic tool in his black bag, and still Cap'n Bill and Trot were not rescued.

"Dear me!" exclaimed Dorothy, "I'm 'fraid we'll have to go to Glinda, after all."

That made the little Wizard blush, for it shamed him to think that his magic was not equal to that of the Magic Isle

A. 1. gold basin
2. pink, sky blue
3. river
4. toadstools
5. was ashamed to think that his magic was not equal to that of the Magic Isle.

B. Accept any relevant response.

C. Accept any relevant response.

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16 A Grain of Sand

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and critically appreciate a poem by Tabish Khair.
- understand the rhyme scheme and recite the poem with expressions.
- understand details and draw inferences.
- answer 'reference-to-context' questions.
- tackle factual and inferential questions.
- learn about adjectives and adverbs.
- identify errors in punctuation and correct them.
- learn meanings of phrasal verbs.
- write an essay using the guidelines.

Warm up

1. Ask the students:
   - if they have collected objects and if they still have them.
   - where they have kept them.
   - who has taken care of them.
   - why people collect things and take care of theme.
2. Encourage the students to talk about the topic so that they realize that the sentimental value attached to the objects is greater than the cost of the objects.
3. Ask the students to recall such objects and the memories attached to them.

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Comprehension

1. Read out the poem in the class.
2. Ask: What is the poem about? What is the main idea of the poem?
3. Read the poem once again and ask a few questions:
   - What do the children have in their closed fists?
   - Where do the children keep them?
   - What does the poet do with those things?
4. Ask the students to read the poem silently.
5. Analyse the poem stanza by stanza. Explain the different expressions used by the poet to convey the theme of the poem.
6. Ask them to do Exercise C in groups of three. Ask each group to discuss and write out the answers. While this is being done, go about and guide the students.
7. Let students take turns and read out the answers. Suggest ways to improve the answers if necessary.
8. As you have discussed the poem at length, then students can now individually attempt Exercise D and share the answers with the class.

Word Study

1. Tell the students to read the poem and underline the end-rhymes.
2. Once this is done, the rhyme scheme can be identified.
3. The students can now proceed to Exercise F.
4. Explain the meanings of the phrases and discuss the answers in a group.

Punctuation

1. Read out the passage given in Exercise G.
2. Tell the students to look for the errors in punctuation.
3. After a brief discussion, the students can do the exercise in their notebooks.

Grammar Study

1. Do a quick recap of subject and predicate, the verb and the object of a verb in sentences.
2. With the help of the sentences in the text explain direct objects and indirect objects.
3. Give a few more examples as you are dealing with this concept.
   a. She sent friend an email.
   b. He gave them a big bag full of money.
   c. She offered her a flower.
   d. My father bought us a new TV set.
   e. He sold me his car.
4. Do Exercise H as an interactive session with the students and write the answers on the board.
5. Ask the students in pairs to do Exercise I. Ensure the students have understood the concept thoroughly.
6. Now the students can individually do Exercise J as it is an open-ended exercise.
7. Ask some of the students to read out their answers.

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Writing

1. Ask each of the students to think of something that they treasure.
2. Read out the guidelines given in Exercise K.
3. Tell the students to prepare a rough draft for the given topic – My Treasure.
4. Discuss a few of the drafts. Give suggestions to improve them.
5. Ask the students to write the essay.
6. Take the notebooks for correction.
7. Select a few well-written essays and encourage the students to read them out to the class.

FOR THE TEACHER: BEYOND THE LESSON

1. Tabish Khair was born in a small town of Bihar in 1966. He finished secondary school from the local Nazareth Academy and, after dropping out of medical studies, went on to do a BA in History, Sociology and English from Gaya College and a Masters in English from Magadh University.
2. In 2000, Khair published a collection of poems, 'Where Parallel Lines Meet', which is considered to be one of the most significant collections in recent years by an Indian writing in English. It included poems for which he won the prestigious All India Poetry Prize.

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Worksheet

Grammar Study

A. Write whether the underlined words are direct object or indirect objects.

1. Jane opened the door for me.
2. She needed my help.
3. She took a jug of water.
4. She called out to her friend.
5. She will sell us the house.
6. She gave us her keys.
7. Mr Rochester gave Jane a book.
8. Jane gave me a package for her.

B. Find the direct object in these sentences.

1. Jane heard the door creak.
2. She rushed to the basin.
3. She threw water on the couch.
4. I brought the candle from the gallery.
5. "Who did this?" he shouted.
6. I related to him my story.
7. I heard a strange laugh in the room.
8. I had seen him lying there myself.

C. Complete the sentences with the words in the brackets.

1. I will never _____ (trust / again / you)
2. I heard a _____ (sound / panel / behind / the)
3. The idea _____ (me / calmed / somewhat
4. I _____ (strange / a / heard / laugh)
5. I had just _____ (asleep / my / fallen / on / bed)
6. The smoke _____ (into / room / the / rushed)

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ANSWERS

MAIN COURSEBOOK

Paraphrase

The poet's children came up to him to show him what they had found. Their fingers were folded into fists, with something hidden in them. They opened their fists and showed their father the gifts they had there. These gifts were nothing but corks, pins, a pretty pebble or a bit of something. The poet thought they were precious items.

This to the poet was proof that when you love someone, your eyesight gets stronger. So you can look through common sand, looking for precious objects hidden there.

He thinks these objects are as precious as gold. As we grow older, we lose the ability to recognize and find these treasures in common silt. We begin to put a price on everything we find. You give each object different tags, depending on their cost. Once you start doing that, then you cannot appreciate a gift for the thoughts and emotions that are attached to it. Once this happens, then you are only full of a great anger. There is no room for anything else.

The poet assures his daughter and son that he keeps all the things that they have found safe. The poet's children have found several treasures and have always brought them to him, laying each of them on his desk. They have then told him what each of these treasures is. The poet says he has all of them with him. This naming of the gifts is one way of claiming the world, that is, of making the world your own. We cannot own the world simply by finding it and holding it, we need to hoard it and name every part of it. We also need to appreciate each gift as if it were made of gold. This imagination, the poet says, can only happen when you love the person who gave you the gifts. Or if you trust them completely. Both love or faith, the poet says, are emotions which require a leap of trust.

That is, you should be willing to accept whatever your loved one tells you. If you don't have this trust, then you will find that everything that you like in your life will seem to have fallen on hard, unwelcome ground. That is, without faith there is nothing to keep this life beautiful.

Without love or faith everything you believe in seems to fall on the hard ground, break and become useless. When this happens, we are in a situation where we know the price of every single object in our lives but have no idea of what they cost to be in our life. The poet differentiates between price and cost. The price is the amount of money the objects were sold for. The cost refers to all the factors that made that object special. If you become money minded and see only things from the point of view of their price, then you can never find any treasures nor can you appreciate them.

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Answers

A. 1. true 2. false 3. false 4. false 5. true

B. 1. a. In these lines, the poet implies that our perception can change the value of things.

b. The loving eyes have the capacity to endow objects with value and moments with happiness.

c. The small things which delighted the poet's children is referred by him as 'hidden gold'.

2. a. The poet talks about finding and holding seemingly invaluable objects.

b. We need to value those things and keep them safely.

c. Yes, the value of things change when treated differently.

3. a. The poet is not talking about the price of the objects.

   b. Cost is the monetary value of any commodity and price is the actual value that we attach to those commodities.

   c. Poet feels it is difficult to find love and hope everywhere.

C. 1. As we grow old, we forget to value small things and gestures. We become too materialistic and don't value little things.

2. The poet will store the valuable objects gathered by his children.

3. If we lose faith, we will not be able to treasure the small things in life. We will not be able to find happiness in what is around us.

4. Hard, inhospitable ground would symbolize a place devoid of love and faith.

D. Accept any relevant response. Suggestions:

1. Every little thing that his children find is precious to the poet. They are not only objects but things associated with love and affection and are treasures to be hoarded.

2. Children are able to discover pleasure in little things of life. Their view is not overshadowed by materialistic concerns. But with age, man likes to judge things as attributes of the material world. As a result, a lot is lost in life.

3. Childhood is a better stage in life. Life is simpler, more pleasurable without the burden of the material world.

E. a b a b c d c d

F. 1. eyes can examine something very carefully in order to decide what is important or useful

2. valuable treasures even in most common situations or surroundings

3. learn the skill or technique

G. Kabir was studying in a school in Nungambakkam, Chennai. Though the school was far from his house, he thought it was worth the commute. One day he decided to take a plant as a gift for his teacher. It was teachers' day. He wanted to express his gratitude to his teacher. His teacher was very pleased and said, "Thank you, Kabir," when she saw the gift he had brought.

H. 1. We need to learn the art of preserving our <u>findings</u>.

2. Children's eyes can sift <u>the common silt</u> for hidden gold.

3. Father enjoys his <u>morning walk</u>.

4. The volcano spewed <u>molten lava</u>.

5. This poem has been written by <u>Tabish Khair</u>.

I. 1. My friend sent <u>me</u> a greeting card.

2. My sister bought <u>me</u> two cotton skirts.

3. Did you send <u>your friend</u> the letter?

4. Grandma drove <u>me</u> to the Digital Mela.

5. Mrs Desai, our English teacher, gave <u>us</u> a surprise test.

6. Please lend <u>Harjeet</u> your book.

J. 1. Mukul has decided to buy <u>a pair of new headphones for himself.</u>

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2. Raima put her sports kit in the backseat of the car.
3. Father took out a thousand rupee note from his wallet.
4. Mary submitted the form in the office.
5. Shania gave the class a lecture on protection of environment.
6. The receptionist offered us two chocolates each.

K. Accept any relevant response. Suggested outline:

Memories of my early childhood are my treasure – memories when I had been a three year old flash on my mind's eye

Leaves glistening in the light of street lamps just after it had rained – playing with my friends in the lawn – pretending to cook with toy kitchen sets – the fragrance of the guava when I bit into it – my fear when I saw a strange man at our gate

These are treasures to be hoarded – they will not fade with time

WORKBOOK

A. aaabbbccc

B. 1. eager eye
2. willing ear
3. as the days go by
4. drifting down the stream
5. golden gleam

C. 1. Shradha heard the news yesterday.
2. That dog has guarded our home for years.
3. We hugged him on hearing the good news.
4. I am going to meet a friend from school.
5. The city turned off all lights for an hour as a pledge to save electricity.
6. There was a huge crowd waiting to welcome the leader at the railway station.
7. Tasneem's father invited all his friends for the cricket tournament.
8. I have never seen hair as smooth as Salman's.
9. The policeman caught the thief red-handed.
10. Suketu strung the pearls into a necklace.
11. Suhail is writing a letter to his mother.
12. John drive his car to his office.
13. We have just order a pizza for you.

D. 1. Since you are going to the market, please get me some oranges.
2. The reporter asked the actors of the film several questions.
3. When will Tanya finally tell her father about the broken camera?
4. The real estate agent suggested a beautiful flat for us.
5. The new shop is offering a thirty per cent discount to first time customers.
6. Dr Akram gave me an elastic belt to exercise with.

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7. The selection committee awarded Sania Mirza the Khel Ratna Award in 2014.
8. The policeman handed over his belt and cap to his superiors when he retired.
9. Maya made a paper necklace for her mother.
10. The gym instructor told me to use a pair of dumb-bells.
11. The accused was acquitted of all charges by the court.
12. Thomas gave his landlord a check of Rs 5000.
13. Why did you buy this book for Veena?

E. Accept any relevant response.

WORKSHEET

A. 1. direct object 2. indirect object 3. direct object 4. direct object 5. indirect object 6. direct object 7. indirect object 8. direct object

B. 1. door 2. the basin 3. water 4. the candle 5. this 6. my story 7. a strange laugh 8. him

C. 1. trust you again 2. a sound behind the panel 3. calmed me somewhat 4. heard a strange laugh 5. fallen asleep on my bed 6. rushed into the room

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17 Macbeth

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an extract from 'Macbeth' by William Shakespeare.
- appreciate the major themes in the play.
- understand details and draw inferences.
- learn about portmanteau words.
- learn some more idioms.
- get introduced to etymology.
- learn the use of active and passive voice.
- use expressions for offering alternatives.
- learn to write a book review.

Warm up

1. Carry out a class discussion: How do you feel when you do something wrong?
2. Ask students why they feel this way.
3. What does it tell us if a person who has done something very wrong feels guilty and afraid?
4. Tell the students that them they are going to read a part of a scene from Shakespeare's *Macbeth*.
5. Briefly ask them what they know about Shakespeare.
6. Tell students that *Macbeth* is a tragedy. Then ask them what a tragedy is.
7. Give students some background to the scene before reading.

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Comprehension

1. Choose three students who can read with expressions and bring the scene alive in the classroom.
2. The students selected can be asked to read the lesson at home and come prepared to read their parts in class.
3. Once the lesson is read out by the students, ask the class to read through the play silently.
4. Explain the difficult words and phrases and the contextual meanings.
5. Paraphrase some of the dialogue in the extract.
6. Ask questions to assess if the students have understood the lesson.
   - Why does the doctor say 'this disease is beyond my practice?'
   - What was the disease? Who was suffering from that disease? Why?
   - What are some of the actions that Lady Macbeth does while she is asleep?
   - "Here's the smell of the blood still:" Why does Lady Macbeth say this?
   - How does the doctor react to this?
   - Why does the doctor say she cannot be treated?
   - What kind of a person is Lady Macbeth?
7. Ask the questions while the students are reading the text silently. If required, allow them to refer to the text and answer the questions.
8. Now tell the students to form groups of four and answer the question in Exercise A and the 'reference to context' questions in Exercise B. Read out the answers for the students to check their answers.
9. Read out Question 1 in Exercise C to the class and elicit responses from the students. They should note down the points needed to write complete answers.
10. Guide them and improve upon the answers by giving necessary inputs.
11. The same thing can be done for questions 2 – 5.
12. After you have heard and checked all the answers have them write the answers in their notebooks.
13. The notebooks can be taken for correction.
14. Questions in Exercise D can be discussed as a class task.

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Word Study

1. Explain to students what portmanteau words are. Give examples.
2. Now let the students do Exercise E in pairs.
3. Ask them to find more portmanteau words.
4. Ask the same set of students to do Exercise F.
5. As they work in pairs get peer assessment done.

Dictionary

1. Ask the students to work in groups of three.
2. Let them refer to the dictionary and find out the meanings of Shakespearean words listed in Exercise G.
3. They can now match them with the words/phrases given.
4. Correct the answers in a group.

Grammar Study

1. To introduce active and passive voice, carry out an action, for instance drop the duster on the floor.
2. Ask the students what has just happened and give them the following prompts on the board.
   a. The teacher _____ (The teacher dropped the duster on the floor.)
   b. The duster _____ (The duster was dropped on the floor by the teacher.)
3. Ask them if the subject is doing the action in the first sentence and the answer should be 'Yes.' In the second the subject is not doing the action so the answer should be 'No.'
4. Ask them to compare the verbs. In the first it is simple past while it is past perfect in the second.
5. Practise with plural subjects and verbs, questions and negative statements.
6. Use the material given in the book to reinforce the concept.
7. Divide the class in groups of three. Ask them to do Exercises H, I and J.
8. Call out the correct answers and ask the students to check their answers.

Communication Skills

Listening

1. Ask the students to read the lesson prior to the class in which you plan to do the activity in Exercise K.
2. Ask the students to read the incomplete passage in the exercise.
3. Read out the summary given in the listening text and tell the students to listen carefully.
4. As they listen, ask them to look for answers and fill in the gaps.
5. Peer assessment can be done for this exercise.

Speaking

1. Divide the class in pairs.
2. Ask the students to familiarise themselves with the expressions given.
3. Read out the phrases given in Exercise L.
4. Let the students discuss and prepare to give the answers.
5. Let a few students come up and make their presentations.
6. Let one read out the situation and the other give the answers.
7. Accept any logical answers as more than one answer is possible for one situation.

Writing

1. Divide the class into groups of six.
2. Let them take up a book they have all read.
3. Read out the guidelines given in Exercise M.
4. Based on these guidelines let the students write a rough draft of a book review.
5. Walk around the classroom to check if the students need help.

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6. Tell the students to prepare the fair copy.

NOTE: While the main objective of this exercise is to enhance writing skills, suggestions can be given to make the work more interesting, attractive and colourful by adding small pictures, photos of the author etc., relevant to the book which is being reviewed.

FOR THE TEACHER: BEYOND THE LESSON

Introduce students to the soliloquies in *Macbeth*. A soliloquy is a monologue in which a character speaks to herself or himself when alone or unaware of the presence of others, and reveals her or his inner thoughts through it.

In the lesson Lady Macbeth speaks to herself, but what she says cannot be called a soliloquy.

A soliloquy is of some length.

Read out this soliloquy by Macbeth in which he is tormented by what he is about to do – murder King Duncan – and sees an imaginary dagger leading him to the act:

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going;
And such an instrument I was to use.
Mine eyes are made the fools o' the other senses,
Or else worth all the rest; I see thee still,
And on thy blade and dudgeon gouts of blood,
Which was not so before. There's no such thing:
It is the bloody business which informs
Thus to mine eyes.

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Worksheet 1

Comprehension

Read this extract from Tales from Shakespeare by Charles and Mary Lamb.

THE TEMPEST

There was a certain island in the sea, the only inhabitants of which were an old man, whose name was Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.

They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly consisted of magic, a study that interested all learned men at this time. The knowledge of this art he found very useful to him, for being thrown by a strange chance upon this island, which had been enchanted by a witch called Sycorax, who died there a short time before his arrival. Prospero, by virtue of his art, released many good spirits that Sycorax had imprisoned in the bodies of large trees because they had refused to execute her wicked commands. These gentle spirits were ever after obedient to the will of Prospero. Of these, Ariel was the chief.

The lively little spirit Ariel took rather too much pleasure in tormenting an ugly monster called Caliban, the son of his old enemy Sycorax. This Caliban, Prospero found in the woods. He was a strange misshapen thing, far less human in form than an ape. He took him home to his cave, and taught him to speak. And Prospero would have been very kind to him, but the bad nature that Caliban inherited from his mother Sycorax, would not let him learn anything good or useful. Therefore, he was employed like a slave, to fetch wood, and do the most laborious jobs. Ariel was in charge of supervising him.

When Caliban was lazy and neglected his work, Ariel (who was invisible to all eyes but Prospero's) would come and pinch him, and sometimes tumble him down in the swamp. With a variety of vexing tricks, Ariel would often torment him, whenever Caliban neglected the work that Prospero commanded him to do.

Having these powerful spirits obedient to his will, Prospero could by their means command the winds, and the waves of the sea. By his orders, they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "O my dear father,' said she, 'if you have raised this dreadful storm, have pity on their sad distress. The vessel will be dashed to pieces. Poor souls! They will all perish. If I had power, I would sink the sea beneath the earth, rather than the good ship should be destroyed.".

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A. Match the columns.

1. Prospero	a. the beautiful daughter of Prospero
2. Miranda	b. the son of Sycorax
3. Sycorax	c. a learned old man
4. Ariel	d. witch on the island
5. Caliban	e. a lively good spirit

B. Read the questions and choose the correct options.

1. *They lived in a cave made out of a rock.* Who lived in the cave?

a. Prospero and his daughter _____
b. Prospero, his daughter and Sycorax _____
c. Prospero, his daughter and Ariel _____

2. Caliban could never see Ariel because
   a. he was too lazy to look around. _____
   b. Ariel could be seen only by Prospero. _____
   c. Ariel was visible to everyone except Caliban. _____

3. *By his orders they raised a violent storm*. They refers to
   a. Prospero and Miranda. _____
   b. the winds. _____
   c. the powerful spirits that obeyed Prospero. _____

C. Answer these questions briefly.

1. Why did Miranda know no other human being except her father?

_____

_____

2. Why had Sycorax imprisoned a lot of good spirits on the island?

_____

_____

3. Who was Ariel and what was his job?

_____

_____

D. What did Miranda request her father to do?

_____

_____

_____

_____

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Worksheet 2

Word Study

A. Write the two words that were blended to make portmanteau words.

1. blog = _____ + _____
2. smog = _____ + _____
3. camcorder = _____ + _____
4. chortle = _____ + _____
5. email = _____ + _____
6. hi-tech = _____ + _____
7. internet = _____ + _____
8. Interpol = _____ + _____
9. Motorcade = _____ + _____
10. Newscast = _____ + _____

B. Make portmanteau words by blending these words.

1. iPod + broadcasting _____
2. science + fiction _____
3. parachute + troop _____
4. internet + citizen _____
5. medical + care _____
6. modulator + demodulator _____
7. outside + patient _____
8. guess + estimate _____
9. sea + scape _____
10. pulsing + star _____

C. Choose the option that best expresses the meaning of the idiom.

1. all in good time.
   a. when the time is auspicious _____
   b. it will take place eventually _____
   c. when something good happens _____
2. tickled pink
   a. enjoying outdoors _____
   b. pink with embarrassment _____
   c. finding it funny _____
3. add fuel to fire
   a. be threatening _____
   b. worsening a bad situation _____
   c. be willing to do something _____
4. spill the beans
   a. punish someone _____
   b. tell a secret _____
   c. treat negatively _____
5. a worm's eye view
   a. a strange point of view _____
   b. having very little knowledge about something _____
   c. very early view of something _____

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Worksheet 3

Grammar Study

A. Tick the sentence that is in the active voice in these sentences.

1. a. A king came to the castle. b. He was welcomed into the castle.
2. a. The story was often repeated b. The story repeats itself
3. a. I have seen the queen rise from her bed. b. The queen was seen as she from her bed.
4. a. What was she heard saying? b. What have you heard her say?
5. a. The facts will be reported b. I will report the facts.

B. Use the correct verb to complete these sentences in the passive voice.

1. The Queen _____
   a. was unable to sleep; _____ c. slept fitfully; _____
   b. was led to her bed; _____ d. found it difficult to sleep _____
2. The performance of the play
   a. moved everyone; _____ c. was greatly appreciated; _____
   b. interested us; _____ d. must be repeated _____
3. The change _____
   a. will not be seen _____ c. will surprise us _____
   b. will be clear _____ d. shall take place _____
4. The doctor _____
   a. confirmed the illness _____ c. was left speechless _____
   b. found it strange _____ d. went away _____
5. The gentlewoman _____
   a. unlocked the chest _____
   b. watched the chest being unlocked _____
   c. was surprised by the chest being unlocked _____
   d. was taken away _____

C. Change from active to passive or passive to active.

1. The stage was demolished. (change to active)
   _____
2. The sentry hasn't been called. (change to active)
   _____
3. The fort should be checked. (change to active)
   _____
4. Dogs guard the castle. (change to passive)
   _____
5. Someone left the door open. (change to passive)
   _____
6. This cannot be done by you. (change to active)
   _____

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Worksheet 4

Communication Skills

Listening

A. Fill in the blanks as you hear the passage being read out.

William Shakespeare was born in the year _____ in a place called _____ He was the son of _____ and _____ The two languages he studied were _____ and _____ He went to a school called _____

Speaking

B. Work in pairs. Imagine you are Lady Macbeth's lady in waiting and your partner is the doctor observing Lady Macbeth. Enact the scene as it occurs in the play. You may use your own words to speak to each other, but the sense should be the same as that conveyed in the textbook.

Writing

C. Write a review of the extract you just read from the play Macbeth. You could comment on

1. the language.
2. the atmosphere created by the playwright.
3. the ability of the playwright to capture human emotions and behaviour.

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ANSWERS

MAIN COURSEBOOK

A. 1. proof
2. utterances
3. refusal
4. order
5. record
6. worry

B. 1. a. The gentlewoman said these words to the doctor.
1. b. They were discussing Lady Macbeth.
1. c. These words tell us that the gentlewoman is dependable and loyal.
2. a. The doctor says these words.
2. b. The disease is that Lady Macbeth is walking in her sleep. She is agitated and is hallucinating.
2. c. It is beyond the doctor's practice because he has never dealt with it before.

C. 1. According to the doctor, Lady Macbeth's guilt is the cause of her illness. Her heart is "sorely charg'd" with the burden of the guilt and that is responsible for her illness.
2. The gentlewoman feels that there should be a witness to confirm her speech because what she says would not seem believable.
3. Lady Macbeth says that they should not be scared because nobody knew about the deed committed.
4. Lady Macbeth imagines blood on her hand owing to her guilty conscience and therefore, she says that not even the sweetest perfume will be able to remove that. This tells the doctor that her mind is infected and not just the body.
5. Lady Macbeth is a woman facing a mental illness. She had committed a horrible deed in the past but is unable to deal with the guilt.

D. Accept any relevant response. Suggestions:
1. Lady Macbeth suffered from feelings of guilt and horror. She was aware of what she had done and knew that it was evil.
2. She washed her hands in an effort to wash away her guilt.
3. Lady Macbeth was evil as she was clearly the one who had urged her husband to commit the deed. Yet her conscience did not allow her to rest and left her in a pathetic state.

E. 1. electronic and mail
2. television and broadcast
3. breakfast and lunch
4. smoke and fog
5. fantastic and fantabulous
6. information and entertainment
7. medical and care
8. high and technology

F. 1. b 2. c 3. e 4. a 5. d

G. 1. c 2. a 3. f 4. e 5. d 6. b

H. 1. passive 2. passive 3. active 4. active 5. passive 6. active

I. 1. My mother directs plays.
2. My younger sister develops websites.
3. Kapil Dev inaugurated the sports academy.
4. Fishermen catch fish.

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5. My niece performed a ballet dance.
6. Many people watch cable television.

J. 1. The reservations for the journey were made by Jessica.
2. The car was cleaned thoroughly over the weekend by Mrs Sinha.
3. The music for the movie was composed by A R Rahman.
4. A scathing review of Prakash Raj's latest novel was written by the critic.
5. A funny video was posted on Facebook by Raman.
6. The intructions will be given to you by the teacher.

K. lord, Duncan, ambititious, Duncan, king, Banquo, guilty, sleepwalk, guilt, battle

L. Accept any relevant response. Suggestions:
1. May I say that it would be better to dine at another restaurant as the food they serve here is not entirely to my liking?
2. I would like to suggest that I would read the book after watching the movie.
3. Instead of doing it this way may I ask you to use your pocket money to buy a book?

M. Accept any relevant response. Suggested outlines:
Harry Potter and the Sorcerer's Stone by J K Rowling – on the way in which a little boy discovers that he is a wizard – his adventures in the school for magic – Harry Potter, his friends, the teachers – of how good wins over evil – a theme supported by a lucid, engaging style and enchanting presentation

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WORKBOOK

A. 1. handed on a silver platter
2. all hands on deck
3. upper hand
4. hands full
5. hand- to-mouth
6. hand in glove

B. 1. c 2. d 3. e 4. b 5. a

C. 1. motor + hotel
2. cinema + multiplex
3. costume + play
4. dumb + confound
5. education + entertainment
6. electricity + execution

D. The old couple were offered help by the children to move into the new house. Two brooms and dustpans were got by Shyama. The house was swept by her and Cyril. Mr Rogers were helped by Hardik and Asifa to unload the boxes from the van. The boxes were carried inside by Mia, Nandini and Homi. Mrs Rogers was helped by Tina to unpack all the kitchen utensils. The Rogers were really made to feel welcome in the neighbourhood by the children.

E. 1. People often refer to Shakespeare as the 'Bard of Avon'.
2. In the last five seconds of the game, the opposing defender fouled our team.
3. The principal informed Thomas that he was made the Head Boy.
4. For many years, Madhavi's grandparents raised her.
5. A famous writer donated many books in this library.

F. 1. The ball was hit for a six by Heena.
2. The plants in Timothy's garden are watered in the evening by him.
3. You will be introduced to my teacher on Wednesday by me.
4. The national anthem is sung by us during our school assembly.
5. A little sugar is put in the cup.
6. I have been gifted a pen by Janaki.
7. The novel was read by Mom in one day.
8. By whom are you taught maths?
9. The instructions must be followed by us.
10. A delicious cake was baked on my birthday by my grandmother.

G. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. c 2. a 3. d 4. e 5. b

B. 1. a 2. b 3. c

C. 1. Miranda had come with her father, Prospero, as a very young girl to an island that had no human beings. Hence she did not know any other human.
2. Sycorax was a wicked witch on the island. She had imprisoned those spirits on the island who refused to follow her wicked commands.
3. Ariel was one of the good spirits that had been released by Prospero. He was visible only to Prospero. His job was to supervise Caliban, the son of Sycorax, and the slave of Prospero.

D. Miranda told her father to have pity on the people in the ship who were caught in the storm created by him. She said that the ship would dash into pieces and the people in the ship would die.

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WORKSHEET 2

A. 1. web + log
2. smoke + fog
3. camera + recorder
4. chuckle + short
5. electronic + mail
6. higher + technical
7. international + network
8. international + police
9. motor + cavalcade
10. news + broadcast

B. 1. podcast 2. sci-fi 3. paratroop 4. netizen 5. medicare 6. modem 7. outpatient 8. questimate 9. seascape 10. pulsar

C. 1. b 2. c 3. b 4. b 5. b

WORKSHEET 3

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

B. 1. b 2. c 3. a 4. c 5. d

C. 1. They demolished the stage.
2. They haven't called the sentry.

3. They should check the fort.
4. The castle is guarded by dogs.
5. The door has been left open by someone.
6. You cannot do this.

WORKSHEET 4

Listening text and answers

William Shakespeare was born in 1564 in Stratford-upon-Avon. His father's name was John Shakespeare and his mother's name was Mary Arden. He studied at the King Edward VI Grammar School in Stratford. He learned Latin and Greek and read the Roman dramatists.

He married Anne Hathaway when he was only eighteen. His wife was eight years older than him. They had two daughters Susanna, who was born in 1583, and Judith (whose twin brother died in boyhood).

Shakespeare invented thousands of words as he wrote his plays. He would form new words by combining Latin, French, and English.

A. William Shakespeare was born in the year 1564 in a place called Stratford-upon-Avon. He was the son of John Shakespeare and Mary Arden. The two languages he studied were Latin and Greek. He went to a school called King Edward VI Grammar School.

B. Accept any relevant response.

C. Accept any relevant response.

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18 If

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and critically appreciate a poem.
- understand the rhyme scheme and read the poem with expressions.
- identify the poetic elements used.
- answer 'reference-to-context' questions.
- tackle factual and inferential questions.
- learn about direct and reported speech.
- learn about contranyms.
- use various punctuation marks in context.
- learn to write a speech.

Warm up

1. Talk to the students about Mowgli and *The Jungle Book*. Let them tell you what they know about it.
2. Ask them if they know who the author of the book is.
3. Tell students what they are going to read and ask them what the title of the poem tells them. Ask them what they expect to read in the poem.

Comprehension

1. Read out the poem in the class.
2. Get a few readings done by the students.
3. Ask: What is the poem about? What is the main idea of the poem?

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The central idea of this poem is that success comes from self-control and a true sense of the values of things. A person must not lose heart because of doubts or opposition. She/he must not be deceived into thinking that either triumph or disaster is final. It is considered to be one of the highly inspiring poems of the twentieth century. The poem is straightforward and written in simple language.

4. Read the poem once again and ask a few questions:
   - What does this poem remind you of in your life?
   - What feelings does the poem awaken in you?
   - How do your feelings connect with those of the poet?

   (Consider speaker, symbols, comparisons, contrasts and conflicts.).
5. Analyse the poem stanza by stanza. Explain the different expressions used by the poet to convey his ideas.
6. Do Exercise A orally as a class exercise.
7. Now ask students in pairs to discuss the answers to the questions in Exercise B and write them down. Ask them to exchange the notebooks and read the answers.
8. Ask them to do Exercise C in groups of three. Ask each group to discuss and write out the answers. While this is being done, guide the students if they need help.

Word Study

1. Tell the students that a contranym is a word with two opposite meanings, e.g. *sanction* (which can mean both 'a penalty for disobeying a law' and 'official permission or approval for an action').
2. The students can now proceed to Exercise D.
3. Ask them to do Exercise E independently and check the answers.

Punctuation

1. Write a few sentences on the board and explain the usage of the various punctuation marks – the semicolon, colon, dash, comma and full stop.
   a. Anita is quiet and hardworking; Sunita is noisy and active.
   b. The leader said we should have three qualities: courage, strength and sincerity.
2. Now the students can do Exercise F.
3. Check the answers in a group.

Grammar Study

1. Use the material given in the book to explain Reported speech.
2. Bring out the difference between Direct speech and indirect speech.
3. Tell the students that the quotation marks are used only for direct speech.
4. Brush up the rules for changing the narration.
5. Illustrate the rules with different examples.
6. Discuss orally all the answers for Exercises G, H and I.
7. Ask the students to write down the answers in their notebooks.
8. They can exchange the books and check the answers as you call out the answers.

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Writing

1. Ask some of the students to come to the front of the class and say something about Children's Day.
2. Conduct a brainstorming session and consolidate the points.
3. Ask the students to read the guidelines given in the book.
4. Using all the inputs, let the students individually write out the speeches.

FOR THE TEACHER: BEYOND THE LESSON

Read out this poem by Edgar Albert Guest in class. Like 'If' by Kipling, it is an inspirational poem that motivates one to live life positively and not let disappointments and failures cow one down. Ask the students what they think about the poem. Encourage them to write a 6-line poem on what they feel should be one's attitude to life.

When you're up against a trouble,
Meet it squarely, face to face;
Lift your chin and set your shoulders,
Plant your feet and take a brace.
When it's vain to try to dodge it,
Do the best that you can do;
You may fail, but you may conquer,
See it through!

Black may be the clouds about you
And your future may seem grim,
But don't let your nerve desert you;
Keep yourself in fighting trim.
If the worst is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you're beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting;
Don't give up, whate'er you do;
Eyes front, head high to the finish.
See it through!

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Worksheet

Grammar Study

A. Spot the difference between the sentences in Column A and Column B. Write the difference in Column C.

	DIRECT SPEECH (A)	INDIRECT SPEECH (B)	DIFFERENCE (C)
1.	Piyush said, "I have cricket practice after school."	Piyush said that he had cricket practice after school.	said → said that I have → he had
2.	The examiner said, "When the bell rings, you must stop writing."	The examiner reminded when the bell rang, they must stop writing.	
3.	Kuki said, "Yes, this is an exciting movie."	Kuki agreed that was an exciting movie.	
4.	Jacob said to Farooq, "Will you go swimming with me?"	Jacob asked Farooq if he would go swimming with him.	
5.	Lata said, "I think Delhi is colder than Bengaluru."	Lata said that she thought that Delhi is colder than Bengaluru.	
6.	"Let me help you with the arrangements," said Rita	Rita offered to help with the arrangements.	

B. Change the speech and rewrite the sentences as directed.

1. Rupa said, "I am sure we are lost." (direct → indirect)

_____

2. Peter suggested that they should stop at the next petrol pump. (indirect → direct)

_____

3. Varun said, "The weather was excellent!" (direct → indirect)

_____

4. Little Sara asked her mother if she would take her to the science museum. (indirect → direct)

_____

5. "I have been singing for fifteen year," said Antara (direct → indirect)

_____

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ANSWERS

MAIN COURSEBOOK

Paraphrase

Rudyard Kipling has written this beautiful poem for his son. He reveals the timeless values and character that a person should possess and how he should go about in the world to be called a Real Man.

He starts by saying that if you keep your cool and patience even when others lose their temper and blame you, if you can have faith in yourself even when others doubt you and yet you be generous and tolerant of these people, if you can wait for opportunities or have patience in life and not give up or when people all round indulge in lies but you do not lie, or people hate you yet you do not hate people in return and try not to show your superiority or wisdom before others by words or actions, if you can dream and act upon those dreams and think positive thoughts and act upon them, if you can meet with success and failure in a level-headed way and treat them alike, if you can patiently hear your truth distorted by people to fool others or watch your life's labour just wash away or break before your eyes, yet you do not lose courage or confidence and start building them up again even though you may be tired and worn out now, if you can lose all your life's savings at one go and yet do not grumble or complain about your loss, if you can get your body to work for the good of mankind even though it is now old and withered and tired, if you can talk to common people yet remain good and also not be affected by the company of rich people and kings and do not lose touch with reality, if you are above the hurt caused to you by friends or enemies and you do not get affected or react and all men are equal to you and you have no favourites on the basis of money, position etc., if every minute of your life is well spent and not wasted; if you are able to do all these things then God has created this Earth especially for you and you deserve everything that this earth has to offer and you will be a Man in the true sense of the word. You would have imbibed all the good qualities of a true man.

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Answers

A. 1. a. A person could be waiting to succeed or fulfil a given task.

b. We will not be tired of waiting if we are patient enough.

c. The poet asks us not to lie if we want to achieve our goals and be successful.

B. 1. The poet means that we should remain calm, determined and patient even in difficult times.

2. The poet askes us to trust ourselves even when the others around us are doubting us.

3. The poet says we should not look too good and talk too wise because it's important to maintain balance in our lives.

4. Truth is twisted and misused by unscrupulous and unprincipled people. They misuse it to fool honest and innocent people.

5. Determination and honesty can help a person start again in the face of failure.

C. Accept any relevant response. Suggestions:

1. The poet has used the title 'If' to lay down the conditions a man needs to fulfil to become a true 'man'.

2. The poem awakens feelings of patience, tolerance, fortitude and confidence.

3. The poet has used comparisons between characters, and contrasts between different actions to lay down the rules for a balanced way of life. One should wait and yet not be tired of waiting; one should dream but not make dreams one's master and be able to walk both with kings and commoners. It is only when one is able to lead a balanced life, that one becomes a true man.

D. apology – a statement of contrition for an action, a defence of one
bill – a payment, an invoice for payment
dust – to add fine particles, to remove the fine particles
finished – completed, ended or destroyed
literally – actually, virtually
left – remained, departed

E. 1. be with all types of people yet live by your values
2. time is short and if you make the mistake of wasting time, it does not come back to you;
3. success and failure

F. 1. There are four things you can do go to school – stay at home, climb a mountain, or go to sleep.
2. Your idea is good, nevertheless, you should run it past the headmistress.
3. Meera bought candy at the fair; I bought chocolate.
4. It seems there is nothing we can be sure of, except uncertainty.
5. There is one thing I dislike about television – the advertisements.

G. 1. The teacher said that they should have patience.
2. Megha says that she loves trekking.
3. Raman always says that his parents encourage him to take up outdoor activities.
4. Her friend said that she / he preferred to read a book.

H. 1. The trekkers said, "We are feeling tired."
2. Father said, "You should have been in bed by now."
3. Maria said, "I need to prepare for a quiz tomorrow."
4. The teacher asked the students, "Did anyone see the meteor shower?"

I. 1. Harsh said that the earth moves around the sun.
2. The saint said that man proposes and God disposes.
3. Manjula said that she always wakes up at 5 o' clock.
4. Anita said that still remembers his friendly and gentle behaviour.
5. The teacher said that the script of the Hindi language is called Devanagari.

J. Accept any relevant response. Suggested outline:

Let us pause and think – do all children get all the privileges that we do? All of you have seen children on the streets – have you ever done anything for them?

You come to school – wear good clothes – eat good food – do you not feel another child your age should also get a similar opportunity? – you can teach those who are not able to go to school – feed a child – give clothes

Let us all do our bit – we will see smiling children everywhere

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WORKBOOK

A. 1. sanction 2. custom 3. out 4. screened 5. weathered

B. 1. d 2. c 3. a 4. e 5. b

C. 1. Mrs Mathews asked Raghav to stop fidgeting.
2. Gaana said that she needed to iron her uniform.
3. She told Tani that she should take off her shoes before entering.
4. Sohali claimed that she was not afraid of spiders.
5. Rehana said that she had gone to Amsterdam three years before.
6. My grandfather advised that too much junk food was not good for my health.
7. The teacher said that humans are the only species we know that have the ability to dream.
8. Jannat asked if I would finish the project by that evening.

D. 1. Roohi said, "I do not want to see the film on Friday."
2. "I have no idea where my missing bracelet is," Mahima exclaimed.
3. "I'm ready to face my opponent in the final match," said Akram.
4. "No one came to visit me when I was in hospital," Nutan complained.
5. The teacher said, " Carry extra bottles of water for the picnic."
6. "The sun is one of the youngest stars of the galaxy," my sister said to me.
7. Yamini's boss said, "Submit the report tomorrow morning."
8. "Could I have the last piece of cake if no one else wants it?" asked Cyrus.

E. 1. Poorvi said that she <u>is</u> going to visit Bijal <u>today</u>. I
2. Shaheen said, "I wonder why the neighbours are bursting so many firecrackers today." C
3. Kaizad asked <u>that</u> he could go for a film with Amon. I
4. The lawyer <u>stated</u>, "Clearly there is no evidence against this man." I
5. Shudamshu said, "The weather <u>was</u> exceptionally humid today." I
6. Sahil said that his new school <u>is</u> very large and his classmates <u>are</u> very helpful. I
7. Janice stated that the food at the wedding was very tasty. C
8. Zoya said that she was going on a trek to Manali. C

F. Accept any relevant response.

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WORKSHEET

A.

	DIRECT SPEECH	INDIRECT SPEECH	DIFFERENCE
1.	Piyush said, "I have cricket practice after school."	Piyush said that he had cricket practice after school.	said → said that I have → he had
2.	The examiner said, "When the bell rings, you must stop writing."	The examiner reminded when the bell rang, they must stop writing.	said → reminded rings → rang you → they

	DIRECT SPEECH	INDIRECT SPEECH	DIFFERENCE
3.	Kuki said, "Yes, this is an exciting movie."	Kuki agreed that was an exciting movie.	said → agreed that this → that is → was
4.	Jacob said to Farooq, "Will you go swimming with me?"	Jacob asked Farooq if he would go swimming with him.	said → asked will → if you → he me → him
5.	Lata said, "I think Delhi is colder than Bengaluru."	Lata said that she thought that Delhi is colder than Bengaluru.	said → said that think → thought that is → was
6.	"Let me help you with the arrangements," said Rita	Rita offered to help with the arrangements.	let me help → offered to help you → delete

B. 1. Rupa said that she was sure that they were lost.
2. Peter said, "We should stop at the next petrol pump."
3. Varun exclaimed that the weather was excellent.
4. "Mummy will you take me to the science museum?" asked little Sara.
5. Antara stated that she had been singing for fifteen years.

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19 India's Heroes

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an inspiring text about several brave persons.
- gather information and draw inferences.
- comprehend the gist of the lesson.
- enhance their vocabulary.
- practise punctuating sentences.
- learn more about reported speech.
- listen to a text and use the facts for completing a paragraph.
- learn to hold class discussions on a given topic.
- write an article for the school magazine.

Warm up

1. Ask the students who comes to their minds when they hear the words 'Indian Heroes'.
2. Ask them what qualities in these people made them heroes.
3. Call a different set of students and ask them to talk on what they would like to be when they grow up. Tell them to talk about
   - the reasons for their choice of career.
   - who is their role model.
   - how they are going to work towards their goal.
   - how they are going to serve the society.

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Comprehension

1. Read out the text in small portions.
2. Explain the difficult and the new words.
3. Talk to the students about the usage of certain expressions and the meaning they convey, such as: an air of thrill, enthusiasm prevailed, an eager class, arranged for evacuation, stood his ground, to be selfless, etc.
4. Once the reading aloud is done, ask the class to read through the text silently.
5. Ask the students questions to check if they have understood the text. For example:
   - Why were the students restless when their teacher walked in?
   - What was the assignment given to them? What was different about it?
   - Why was Kabir nervous?
   - How was his speech different from those of the other students?
   - Why did his speech move his friends and the teacher as well?
   - How did the teacher sum the class up in the end?
6. Ask the questions while the students are reading the text silently. Allow the students to look at the text to answer the questions.
7. When the students complete the reading, ask them to individually answer Exercise A and call out the answers so that the students can check their answers.
8. The students can attempt Exercise B in pairs. Peer assessment can be done.
9. Now ask students to form groups of three. Read out question 1 of Exercise C.
   Involve all of them in working out the answers. The group leader will take the inputs from each member of the group, discuss and write out the answer.
10. Ask the leader of each group to read out the consolidated answer. Repeat this for questions 2, 3, 4 and 5 of Exercise C. Once you have heard and corrected all the answers orally have them write the answers in their notebooks. The notebooks can be taken for correction.
11. The three questions in Exercise D can be discussed as a class task.

Word Study

1. Ask the students to refer to a dictionary and write down the meanings of the six words given in Exercise E.
2. Ask them to individually complete Exercise E.
3. Exercise F can be assigned as pair work and answers elicited from the class. Then ask the students to complete the exercise.

Punctuation

1. Read out the sentences given in Exercise G.
2. As you read, let the students punctuate them.
3. Ask the students to take turns and write the punctuated sentences on the board.

Grammar Study

1. Use the material given in the book to teach the ways of changing the narration of interrogative, imperative and exclamatory sentences.

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2. Give them more sentences for practice.
3. Make it an interactive session to discuss the answers to Exercises H, I and J.
4. Write a few of these answers during the discussion so that the students will have an idea as how to tackle questions of this type.
5. Ask the students to write down the answers in their note books.

Communication Skills

Listening

1. Ask the students to have a look at the paragraph in Exercise K.
2. Read out the listening text once and ask the students to listen carefully.
3. Read the passage slowly once again so that they can fill in the blanks with the correct answers.

Speaking

1. Divide the class into groups of four for the speaking exercise.
2. Read out the phrases given in Exercise L.
3. Ask each group to write a script for a conversation based on terrorism–
   a. people who are attacked
   b. how they are attacked
   c. innocent lives that are cut short
   d. the loss thus incurred – human lives and infrastructure
   e. measures to put an end to such attacks
4. Ensure that the phrases are used effectively in the conversation.
5. Once they are well prepared they can enact the conversation.

Writing

1. Read out the format given in Exercise M.
2. Ask the students to individually do this exercise.
3. Let the students prepare rough drafts.
4. Go through the draft and discuss it with students. Suggest any changes if required.
5. The students can be asked to do this as homework.
6. Read out a few well-written arcticles in class.

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FOR THE TEACHER: BEYOND THE LESSON

There are many heroes about whom we do not know much. Yet, what they are doing or have achieved is incomparable. Discuss some such heroes in class. Suggest the following names:

- Gangadhara Tilak Katnam
- Dr Mapuakar
- Supraja Dharini
- Jyotsna Sitling

Divide the class into four groups. Each group should read up on one of the heroes mentioned above. Ask each group to prepare a chart with pictures and information on their hero. The charts can then be displayed in class or to the school.

Worksheet 1

Comprehension

Read this passage about the brave deeds of Joan of Arc.

Joan of Arc or the Maid of Orleans was born in 1412 in France. Her father was a simple farmer and so she did not learn how to read or write. At this time, France was at war with England, called the Hundred Years' War. England gained the upper hand and King Henry V became the ruler of both France and England. In 1442, his son, Henry VI succeeded his father to the throne and began conquering more of northern France. Many, including Joan's family, were forced to abandon their homes because of the invasion.

In the meanwhile, Joan began to hear 'voices' at the age of thirteen; voices which she and many people around her believed was the voice of God. She later said that she had visions too of angels telling her what to do. The voice conveyed to her the message that she had been sent to the earth for one mission: to save France, to overthrow the English forces and to reinstate Charles VII on the throne of France.

When she was 16, Joan went to Vaucouleurs to convince people to join her band in the fight against the English. She then cut her hair and dressed in men's clothes, made her way to the enemy territory in Chinon where Charles VII also resided. She asked Charles for a small army to lead to Orleans, which was at that time under the attack of the English. Joan was successful and drove the English away. She helped Charles march to Reims, fighting her way through with her army and driving the English further away. Charles was crowned King in July 1429. Joan was eager to capture Paris, but the courtiers were becoming alarmed at the power and popularity of the young girl, and dissuaded Charles from supporting her.

Joan was later captured in another battle and handed over to the English. The English were furious that their plans to conquer France had been upset by a mere girl. She was put to trial, but she remained silent most of the time. On May 30, 1431, Joan was burned at the stake. A huge crowd gathered to see the 19-year-old being tied to the stake. Many in the crowd felt that it was an unjust act; some of the English soldiers wept openly because a brave young girl was being sacrificed and there was no opposition even from the country that she had saved. Some declared Joan a witch and some said that she had been burned for her crimes against the English. However, in 1920, the Church declared her a saint. In her short lifespan of 19 years, Joan had done the impossible.

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A. Number the sequence of events in the correct order.

_____ At this time much of France was under the control of the English.

_____ Joan was successful in driving away the English and crowning Charles VII the King.

_____ Joan of Arc was born in France and was the daughter of a farmer.

_____ The Church declared Joan a saint in 1920.

_____ Joan began to hear voices that convinced her that she had to drive out the English and reinstate Charles VII as King of France.

_____ Joan was captured by the English and burnt at the stake.

B. Fill in the blanks with words from the box. There are more words than necessary.

Vaucouleurs	Chinon	France	saint	Rheims	voices	Paris

1. The war that _____ was waging with England was called the Hundred Years' War.
2. When Joan was thirteen, she began to hear _____ that she thought was the voice of God.
3. At _____, Joan gathered together a small band of followers in her fight against the English.
4. Charles was crowned King in _____
5. Many said that Joan was a witch, but the Church declared her a _____ centuries later.

C. Describe the state of France during the Hundred Years' War.

_____

_____

_____

_____

D. What were the feelings of the French courtiers after Charles VII was crowned?

_____

_____

_____

_____

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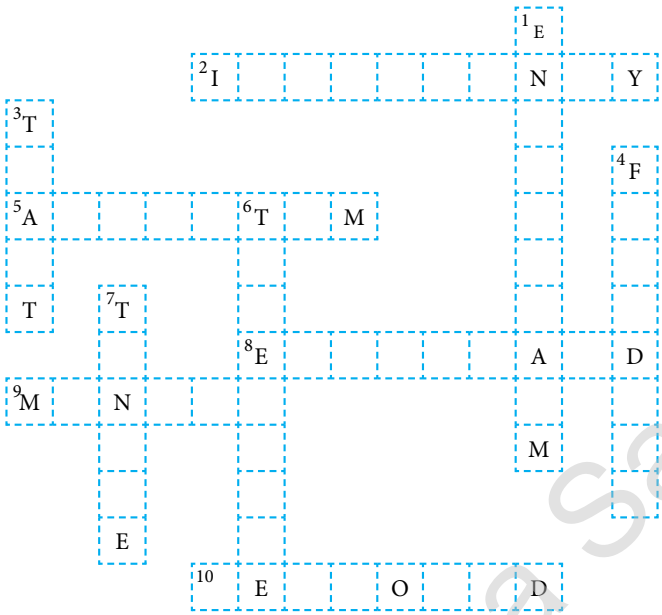
Worksheet 2

Word Study

A. Use the clues to complete the crossword. Consult the story of India's Heroes if necessary.



ACROSS

2 a usually violent attempt to take control of a government: a rebellion or uprising

5 make used to

8 made or done with great care or with much detail

9 someone who teaches or gives help and advice to a less experienced and often younger person

10 sent out (people or things) to be used for a particular purpose

DOWN

1 intense and eager enjoyment

3 a quality that make a person or thing different from another

4 uneasiness or restlessness as shown by nervous movements

6 willingness to accept feelings, habits, or beliefs that are different from your own

7 the amount of time that a person holds a job, office, or title

B. Use words from the box to complete these sentences.

eventually soon at first meanwhile during next now similarly

1. Why don't you check the doors? _____, I will close all the windows. Then we will be safe.
2. No matter how hard they try to escape, _____ they will have to pay for their crimes.
3. I will find out the new laws _____, only then will I file the case against them.
4. The judge will be coming in _____. Let us take our seats.
5. _____ the trail no one is allowed to talk.
6. _____ that the case has been presented; the judge will announce his decision.
7. Heroes are also rewarded _____ if they show exemplary courage during a time of crisis.
8. You have trained in National Defence Forces. What will you do _____ to improve your defence skills?

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Worksheet 3

Grammar Study

A. Rewrite the statements in indirect speech.

1. "I am going to the market," he said, "I will be back soon".

_____

2. "That will be difficult for you," I said.

_____

3. "I must hurry," he replied, "or I may miss the movie".

_____

4. "I have a letter for your friend," said Arif to me.

_____

5. "You are always delivering letters, Arif," Kevin said.

_____

6. "I like helping people," Arif replied.

_____

B. Write these questions in direct speech.

1. "Who will speak today?" Mrs Baruah asked.
2. "Whose role model is Major Sandeep Unnikrishnan?" Mr. Chawla asked the class.
3. "Against whom did your role model fight?" Rakesh questioned Kabir.
4. "Could I see Commander Singh?" the lady asked.
5. "Whom do you want to speak to?" the security guard asked me.
6. "Did you really meet the war heroes?" Abhi asked Arjun.
7. "Which road are you taking?" my friend inquired.
8. "Would you like a gift?" Unni asked me.

C. Rearrange and write these sentences in direct or indirect speech.

1. Where/going/you/for/your/summer/holidays/asked Laila

_____

2. Mallika/question/Meera/watching/match/on TV

_____

3. Garima/taking/her friends/out to/dinner/this day

_____

4. The people/politician/asked/he would/bring/water/to/village

_____

5. Let/us/go/market/said/Hulda

_____

6. she said/some people/arrived/early

_____

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Worksheet 4

Communication Skills

Listening

A. Your teacher will read a passage about a soldier. Listen to the reading and fill in the blanks in the sentences that follow.

1. The rifleman's name was _____
2. The rifleman belonged to the _____ battalion of the _____ Rifles.
3. The war mentioned in the passage is the _____ fought in the year _____
4. The sodiers had been ordered to _____
5. The girls who helped the rifleman were _____ and _____

Speaking

B. In groups of four, discuss the qualities of a hero. Also talk about what a hero does when a difficult situation comes up. One person in the group could take notes on the discussion. Each group could then share its views with the rest of the class.

Writing

C. Write an article for your school magazine about what kind of a person you would like to grow up to be. Include details like

1. What kind of a person you wish to be?
2. What qualities would you like to have?
3. What kind of work would you like to do and why?

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ANSWERS

MAIN COURSEBOOK

A. 1. true 2. true 3. false 4. false 5. true

B. 1. a. Kabir's speech was a combination of traits and people from different walks of life.
   b. Colonel Sankalp Kumar and Major Sandeep Unnikrishnan were two who were spoken about.
   c. Kabir wanted to talk about their traits because these people have stirred his heart and had an impact on him.
   2. a. Major Sandeep Unnikrishnan said these words to his team.
   b. The speaker was referring to the terrorists.
   c. Major Unnikrishnan wanted to protect his team and therefore did not allow them to come up.

C. 1. The children before Kabir spoke about actors, sports cars and politicians.
   2. Kabir was nervous because he was not used to facing the entire class and speaking out loud. He also thought that he did not have the ability to make good speeches.
   3. Kabir called Vishnu Zende a dutiful man because Zende was an announcer with the Mumbai railways and without thinking about his own safety, he alarmed the people and asked them to use a different exit.
   4. Hemant Karkare was fearless because he pursued the terrorists in a jeep without thinking of his own safety.
   5. Mohammed Taufiq helped in transporting the injured to St George Hospital.

D. Accept any relevant response. Suggestions:
   1. Yes, Kabir's description was very touching. They were descriptions of ordinary people, from the daily walks of life, who rose to meet the crisis and became heroes.
   2. Their quality of bravery impressed Kabir for they were all people who acted because they cared for others. It was their unselfish act which had touched his heart.
   3. I would like to be brave, fearless and selfless like Kabir's heroes. Courage is what helps us to face the various crises of life and selflessness allows us to act for others.

E. 1. b 2. a 3. c 4. c 5. c 6. a

F. 1. recently 2. lately 3. just 4. In the past 5. previously

G. 1. However, father had told us not to expect a good hotel there because it is a very small town.
   2. Tomorrow, if it is a clear day, we will visit the Mehtas.
   3. "Will that be all?" was his question.
   4. "It doesn't make any difference," said she, "whether you come or not."
   5. "What's the matter with you, Narayan?" she inquired.
   6. Narayan replied, "I am trying to remember the poem that begins with the line, 'half a league.'"
   7. That was the day I travelled all alone to Kochi, even though I was only 12 years old.
   8. He is a member, at least he claims to be, of the Gymkhana Club.

H. 1. Manya asked Raman if he often goes to the library.
   2. Mother enquired if I had received the certificate.
   3. Fatima asked the shopkeeper whether the book was worth buying.

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4. Teacher asked Rohan why he had not brought his English book that day.
5. The reporter asked the singer where had she learnt to sing that well.

I. 1. The teacher told his students that they would visit the Old People's Home on Friday.
2. Mrs Baruah suggested that they could discuss people and traits.
3. The monitor requested the boys to walk fast.
4. The doctor advised Mahua to eat plenty of green vegetables every day.
5. Myna proposed that they start their work.

J. 1. Aditi exclaimed that my speech was marvellous.
2. Gary Kirsten observed that it was a great shot. He added that Yuvraj was in great form that day.
3. Shalu exclaimed that Mrs Baruah was her favourite teacher.
4. Mr Devesar informed that Bharatpur is the best place to watch migratory birds.
5. Jennifer exclaimed that she was going to teach online from the next day.
6. The class monitor shouted that they were going for a recital the coming week.

K. 1. A P J Abdul Kalam was born on 15 October, 1931 in Tamil Nadu.
2. He took up odd jobs in his childhood to support his family.
3. He enrolled at MIT to study aerospace engineering.
4. Kalam was the project director of India's first Satellite Launch Vehicle at ISRO.
5. Abdul Kalam served as the eleventh President of India.
6. The highest civilian honour bestowed on Kalam by the Government of India was the Bharat Ratna.

L. Accept any relevant response. Suggested outline:
There is no excuse for terrorism – no faith, no religion in the world allows for the innocent to be killed and harmed – anyone who believes strength is winning over others by force, is wrong – it is wrong to support this kind of belief – I believe love for human beings rises above all things – attacks can be stopped if all men stand together

M. Accept any relevant response. Suggested outline:
1. A person I admire is not one single person, but the unknown soldiers who guard the borders of our country.
2. They are brave, fearless – they can endure – they face the harsh climate, the pain of staying away from their families, danger from the enemy – people are not aware of those who sacrifice their lives so that the rest are safe – they inspire us to be selfless
3. An unknown soldier is merely a face for us – but he is someone's son, someone's husband, someone's father

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WORKBOOK

A. 1. c 2. a 3. d 4. b 5. c 6. a

B. 1. migrated 2. copy 3. beamed 4. blocked 5. evacuate 6. deploy

C. Manjunath asked Mahi whether he had read the newspaper that day.
Mahi replied that he hadn't. He asked Manjunath the reason of his asking.
Manjunath informed Mahi that there was a new children's play at Ranga Shankara the next day.
Mahi asked which one it was.

Manjunath said that it was called 'A String of Festivals'. He added that the children of Tiny Theatre were performing scenes from various plays about Christmas.

Mahi said that he had heard of the troupe. He added that the theme sounded interesting.

Manjunath agreed and said that he was really keen to watch the play. He asked Mahi if he wanted to go as well.

Mahi readily agreed and asked at what time the play was.

Manjunath informed him that it began at 6 p.m.

Mahi expressed joy and told Manjunath that he would see him at 5.30 at Ranga Shankara.

D. 1. The teacher said, "Do not talk during the test."
2. Anushka requested me to pass the salt.
3. Victor told me to stop the music at once.
4. The policeman said, "We must always follow traffic rules."
5. Shilpa told me not to leave the door open or mosquitoes will come in.
6. Prem asked me to bring the money the next day.
7. Our neighbours said, "Please watch our house while we are away."
8. Jayanthi requested us to keep our mobile phones switched off during the meeting.

E. 1. Moin expressed his gratitude to Jaya, saying that she was very kind.
2. Kamlesh exclaimed that it was a beautiful painting.
3. She exclaimed that she had never eaten anything as delicious in her life.
4. He declared that he would never stay in that hotel again.
5. Anju persuaded me, saying that it was not every day that we met a soldier.
6. He said/declared that he did not believe me.
7. The Principal announced that the next day was a holiday.
8. Hema told Ira that she was shocked at her insensitivity.
9. The coach exclaimed with joy that they had won the match by a huge margin.
10. Tina said that she had to buy that book.

F. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. __2__ At this time much of France was under the control of the English.
__4__ Joan was successful in driving away the English and crowning Charles VII the King.
__1__ Joan of Arc was born in France and was the daughter of a farmer.
__6__ The Church declared Joan a saint in 1920.
__3__ Joan began to hear voices that convinced her that she had to drive out the English and reinstate Charles VII as King of France.
__5__ Joan was captured by the English and burnt at the stake.

B. 1. France 2. 'voices' 3. Vaucouleurs 4. Rheims 5. saint

C. England gained the upper hand and King Henry V became the ruler of both France and England.

In 1442, his son, Henry VI succeeded his father to the throne and began conquering more of northern France. Many, including Joan's family, were forced to abandon their homes because of the invasion.

D. The French courtiers were become alarmed at the power and popularity of Joan, and dissuaded Charles from supporting her.

WORKSHEET 2

A. **ACROSS**

2 insurgency 5 accustom 8 elaborate 9 mentor 10 deployed

DOWN

1 enthusiasm 3 trait 4 fidgeted 6 tolerance 7 tenure

B. 1. meanwhile
2. eventually
3. at first
4. soon
5. During
6. Now
7. similarly
8. next

WORKSHEET 3

A. 1. He said that he was going to the market and would be back soon.
2. I told him that that would be difficult for him.
3. He replied that he must hurry or he would miss the movie.
4. Arif told me that he had a letter for my friend.
5. Kevin told Arif that he was always delivering letters.
6. Arif replied that he liked helping people.

B. 1. Mrs Baruah asked who would speak that day.
2. Mr Chawla asked the class whose role model Major Sandeep Unnikrishnan was.
3. Rakesh asked Kabir against whom his role model had fought.
4. The lady asked whether she could see Commander Singh.
5. The security guard asked me who I wanted to speak to.
6. Abhi asked Arjun whether he had really seen the war heroes.
7. My friend asked me which road I was taking.
8. Unni asked me whether I would like a gift.

C. 1. Laila asked, "Where are you going for your summer holidays?"
2. "Meera, are you watching the match on TV?" Mallika asked.
3. "Is Garima taking her friends out to dinner today?"
4. The people asked the politician whether he would bring water to the village.
5. Hulda suggested that we should go to the market.
6. She said that some people had arrived early.

WORKSHEET 4

Listening text and answers

Rifleman Jaswant Singh Rawat served the Indian Army. He was a part of the fourth Battalion of the Garhwal Rifles in the Indo-China War of 1962. Many soldiers had been killed in the war and

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the rest of the soldiers were ordered to retreat from their position. Jaswant decided to stay back and fight off the Chinese. He got some help from two Monpa tribal girls named Sela and Nura. Together, they set up weapons at a good distance from one another. Then they maintained a volume of fire that made the Chinese believe that they were fighting a huge battalion. The Chinese were left frustrated and this went on for three days. Jaswant Singh was a true hero.

A. 1. Jaswant Singh Rawat
2. fourth, Garhwal
3. Indo-China War, 1962
4. retreat
5. Sela, Nura

B. Accept any relevant response.

C. Accept any relevant response.

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20 Milk for the Cat

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and critically analyse an extract of a poem by Harold Monro.
- identify how the poem uses animals as metaphor for humans.
- enhance their vocabulary.
- answer factual and inferential questions.
- use prepositions contextually.
- comment on the rhyming scheme of the poem.
- refer to a dictionary to find out meanings of words / phrases that are often confused.
- practise writing a short story where the opening sentence is given.

Warm up

1. Talk about pets to your students. Ask them to talk about their pets if they have any. Those who do not have pets may talk about pets they might have seen in other people's homes.
2. Ask them if anyone has or has had a cat as a pet and if yes, ask the student to tell the class something about the 'personality' of the cat. Encourage the student to use precise adjectives to describe the 'character' of the cat.
3. Tell the students what they are going to read. Ask them to express their thoughts on the title of the poem.

Comprehension

1. Read out the poem in class. Ask a few students to read out the poem.

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2. Ask: What is the poem about? What is the main idea of the poem?
   The poem suggests that cats are much like humans; especially in their need to get what their heart desires.
   Ask the students: What is common to all cats?
   Let the students share their ideas and thoughts with the class
3. Read the poem once again and ask a few questions.
   - In stanza 1, the poet refers to the cat as 'suddenly purring there' Why does the cat purr suddenly?
   - Give an example from the poem that shows that the cat is a proud animal.
   - Why has the cat 'grown small and thin'?
   - What does the last stanza tell us about the cat?
4. Ask the students to read the poem silently.
5. Analyse the poem stanza by stanza. Explain the different expressions used by the poet to explain the cat's behaviour.
6. Do Exercise A orally as a class exercise. Ensure that all the students get the right answers.
7. Now ask the students to work in pairs and discuss the answers to the questions in Exercise B. Letthem write these down.
8. The notebooks can be taken for correction.
9. Discuss orally the questions in Exercise C. Correct the students if they come up with incorrect responses.

Word Study

1. Discuss the question in Exercise D. Call out the correct answer.
2. The students could work in pairs on Exercise E. Call out the answers and tell the students to check their answers.

Dictionary

1. Ask the students to fill in the blanks in Exercise F as directed.
2. Tell them to look up the dictionary for their meanings.
3. Help them check their answers.

Grammar Study

1. Use the material given in the book to explain the use of prepositions.
2. Along with the sentences given in the book, ask the students to write down three sentences more for each of the prepositions you are dealing with.
3. Repeat this for all the prepositions given.
4. Make the students read out their sentences to check if they have used the prepositions correctly.
5. After ensuring that the students have understood the concept, ask them to do Exercises G, H and I in pairs.
6. Peer assessment can be done for these exercises.

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Writing

1. Introduce story writing with the steps given below.
   - STEP ONE: WHERE – describe the place where the story takes place.
   - STEP TWO: WHO – introduce/describe the characters.
   - STEP THREE: WHAT happens between the characters? This is shown through dialogue.
   - STEP FOUR: FLASHBACK – a memory from a time before this story began. This is optional.
   - STEP FIVE: RETURN TO THE PRESENT – what happens next? Focus on the thoughts and feelings of the main character.
   - STEP SIX: FINISH WITH A TWIST
2. Conduct a short story chain. Read out the beginning sentence given in the book. Ask each student to individually write out the story. Get some stories read out in class.

FOR THE TEACHER: BEYOND THE LESSON

1. Harold Monro was born in Brussels in 1879. He died in 1932.
2. He contributed significantly to the development of Great War poetry. He founded the Poetry Bookshop at Bloomsbury in London. He edited his own periodical named *Poetry and Drama*.
3. Discuss in class that the cat is perhaps the most commonly found animal in poems. Countless poems have been written on cats. The famous poet T S Eliot wrote an entire book of poems on cats, *Old Possum's Book of Practical Cats*.
4. There are also many idioms and proverbs in the English language around the cat. For example, *to let the cat out of the bag* means to let out a secret. *When the cat's away, the mice will play* means that people will be up to mischief when there is no one to control them.
5. Ask the class to find out more such expressions featuring the cat.

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Worksheet

Grammar Study

A. Choose the correct prepositions and fill in the blanks.

1. All the books _____ this series are meant _____ children. (for / under / in)
2. The teacher congratulated Harjeet _____ his victory. (for / on / behind)
3. Kanaki is waiting _____ the gate _____ you. (in / at / for)
4. Anand was sleeping _____ a tree. (under / at / from)
5. Poulomi has been living _____ Hyderabad _____ she was five. (since / in / beneath)
6. Grandfather reads _____ a magnifying glass. (by / on / with)

B. Put (✓) if the underlined words are prepositions and (✗) if they are not.

1. The cat jumped <u>through</u> the window when saw the dog. _____
2. Vinod sailed <u>through</u> to the finals of the annual boxing tournament. _____
3. Naina has been absent <u>since</u> Monday. _____
4. It has been around six weeks that Greg left and we haven't heard from him <u>since</u>. _____
5. My sister always hides <u>under</u> the bed when we play hide and seek. _____
6. The corner shop sells everything for 100 rupees and <u>under</u>. _____

C. Rewrite the correct sentences.

1. Brother and I were sitting in the floor and playing video games.

_____

2. The man standing above me under the line muttered something to his son.

_____

3. The man whom David saw since the counter is Jeena's father.

_____

4. Our school's invitation has been printed at recycled paper.

_____

5. When Urmi walked for the room everyone became silent.

_____

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ANSWERS

MAIN COURSEBOOK

Paraphrase

Harold Monro's poem Milk for The Cat is a light-hearted account about the antics of a black housecat and her interaction with the surrounding.

The little black cat catches the occupants off-guard during tea-time. She is "suddenly purring there", having been absent until the tea is served in the room. She is described as being "never late" for the event. She anticipates her milk in silence while pretending to be disinterested. When the milk is finally brought in, her "casual glance" becomes a "stiff, hard gaze".

She prepares for the feeding, slowly stretching herself, stamping her claws and twisting her tail. In her anticipation, her body becomes a single "breathing, trembling purr". The presence of laughing children and two old ladies in the room does not bother the cat at all. The milk is her sole focus. The poet uses hyperbole to describe the moment in which her object of desire is finally brought to her: the white saucer full of milk is as bright as a full moon descending from the cloudy night sky. As though caught in the thrall of heavenly beauty, the cat's entire being is now transformed into love.

Like meeting a long-separated lover, she buries herself into the creamy sea of milk, forgetting everything else. The more she drinks the drowsier she becomes. She laps up the whole content of the saucer, right up to the last holy drop, losing herself in the infinite shapeless white colour of the drink. Full and content, she buries herself once again in the comforts of the arm-chair. The milk has defeated her and for the next few hours, she remains asleep undisturbed and unbothered.

Harold Monro's humour is hard to miss when he describes the antics of the housecat. The simple act of drinking milk is narrated as a reunion between lovers. To a human reader, this provides a source of amusement, but perhaps, to the hungry cat, the moment might just carry the same significance.

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Answers

A. 1. Tea is served at five o'clock, and the little black cat comes purring almost immediately for its saucer of milk.

2. The cat stamps her claws, lifts her ears, twists her tail and begins to stir to express her impatience for the saucer of milk.

3. The saucer of milk is compared to a full moon, with the 'creamy sea' of milk in it.

4. After drinking the milk, the cat goes to sleep contentedly for a few hours.

B. 2. And presently her agate eyes Take a soft large milky haze, And her independent casual glance Becomes a stiff, hard gaze.

3. Then she stamps her claws or lifts her ears, Or twists her tail and begins to stir, Till suddenly all her lithe body becomes One breathing, trembling purr.

4. But the cat is grown small and thin with desire, Transformed to a creeping lust for milk.

5. The children eat and wriggle and laugh; The two old ladies stroke their silk

6. The white saucer like some full moon descends At last from the clouds of the table above

7. She sighs and dreams and thrills and glows, Transfigured with love.
A long, dim ecstasy holds her life; Her world is an infinite shapeless white,
Till her tongue has curled the last holy drop, Then she sinks back into the night

C. 1. c 2. b 3. a 4. c 5. b

D. abcb defe

E. 1. go and come 3. Wrong or right 5. knees and hands
2. tired and sick 4. soul and heart 6. big or small

F. 1. familiar with 3. beach 5. legitimate
2. band 4. classic 6. outdoors

G. 1. from 2. to 3. in 4. since 5. round

H. When Madhav was twelve, he spent part of the year (to) with
an uncle, who lived (with) a lonely in
house (in) the river bed. on
Madhav spent the mornings talking (at) his uncle, with
but (through) the evening, the man would go indoors. during
Madhav would be alone (on) the huge garden. in
He enjoyed discovering flowers emerging (into) the tall grass. out of

I. 1. while 2. During 3. While 4. during 5. while

J. Accept any relevant response. Suggestion:
Early that morning, Bruno and I were walking along the shore quite peacefully. All of a sudden, in the distance . . .
heard a cry for help – Bruno was the first to reach the spot – a woman's bag was snatched – Bruno sped away like lightning – his loud barks made the snatcher nervous – dropped it and ran away – tomorrow Bruno's bravery will be honoured.

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WORKBOOK

A. Accept any relevant response.

B. Accept any relevant response. Suggestions:

1. novel – Taken at the Flood is a crime novel written by Agatha Christie.
A car pool is a novel idea for saving fuel and caring for the environment.
2. right – The way to the railway station – Go straight and then turn right at the crossing.
Many medical practitioners believe that 8.00 p.m. is the right time for dinner.
3. bit – This shirt is a bit tight for me.
Nazreen arranged bits of coloured paper and made a colourful collage.
4. cast – Arun's foot was in a cast for two months after his accident.
This film has a cast of noted stage actors.
5. mean – The mean of four, six and eight is six.
To be mean means to be unkind.
6. lean – People who lean out of trains or buses risk their life.

Our class prefect is tall and has a lean and muscular body.

C. 1. Altogether 2. every day 3. already 4. any more 5. some time 6. overtime

D. 1. before 3. On 5. after 7. before 9. at
2. by 4. of 6. in 8. from 10. On, for

E. 1. The dog was barking (at) / on the postman.
2. A crow made a nest on / (in) the tree next to my window.
3. I am going to Darjiling (in) / at October.
4. The lights went out (at) / on midnight when we were watching a horror film.
5. Soham wanted to watch a film (on) / for his birthday.
6. Tanmay and Andrew live (across) / before the street.

F. 1. Venice is famous (of) its canals and bridges. for
2. Children are usually confused (with) their first day of school. on
3. Rampant deforestation and poaching cause great harm (for) our environment. to
4. There was a detailed report on the refugee crisis (on) today's newspaper. in
5. Your shirt is similar (with) the one that I have. to
6. The herd of elephants was headed (in) the lake. for
7. Anuradha shared her food (to) everyone. with
8. I can't find my shoes. I left them (of) the bed. under
9. Animals communicate (for) one another in many ways. with
10. I don't believe (with) ghosts. in

G. Accept any relevant response.

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WORKSHEET

A. 1. in, for 2. on 3. at, for 4. under 5. in, since 6. with

B. 1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✗

C. 1. Brother and I were sitting on the floor and playing video games.
2. The man standing behind me in the line muttered something to his son.
3. The man whom David saw at the counter is Jeena's father.
4. Our school's invitation has been printed on recycled paper.
5. When Urmi walked into the room everyone became silent.

21 Lata Mangeshkar . . . in Her Own Voice

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read an interview of an artiste.
- understand details and draw inferences.
- enhance their vocabulary; solve crossword puzzle.
- identify silent letters in words.
- learn more about conjunctions – coordinating and subordinating.
- listen to a text and complete sentences based on it.
- learn to write a precis of a given passage.

Warm up

1. Ask students questions such as:
   - Do you like/enjoy singing?
   - Does anyone learn music/singing?
   - Who teaches you music? How often do you go for your music lessons?
   - How did you find out that you have a flair for singing?
   - Does it come in the way of your studies?
2. Ask students to name famous singers and musicians.
3. A few students can share their personal experiences with popular singers – attending concerts, getting autographs, taking photographs, talking to artistes, etc.

Comprehension

1. Select two students who are good at reading and assign them the roles of the interviewer and the interviewee.

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2. Instruct them to read the unit a day ahead of the class.
3. As they read, check their voice modulations and intonations. Guide them if necessary. Proper expressions at the right time and right place are essential to make the reading gripping and lively.
4. Once the reading is done, explain the new and difficult words and phrases.
5. Choose and read out a few important portions for emphasis and explain important bits.
6. After this, ask the class to read through the text silently.
7. Ask questions to students to check if the students have understood the text. For example:
   - Who is interviewing Lata Mangeshkar?
   - How did Lata's father know that she was good at singing?
   - Who taught music to Lata?
   - Why does Lata enjoy cooking?
   - How did she get interested in photography?
8. Ask the questions while the students are reading the text silently. If required, allow them to refer to the text and answer the questions.
9. When the students complete the silent reading, ask the students to individually answer Exercise A and call out the answers so that the students can check the answers.
10. Divide the class in pairs and ask them to attempt Exercise B. Ask the students to exchange the books and read the answers for them to see how different the others' answers are and also analyse if they have missed out any relevant points.
11. Now ask the students to form groups of four. Read out the questions in Exercise C. All the students will be involved in working out the answers. The group leader will take the inputs from each member of the group, discuss and write out the answers.
12. After you have heard and corrected all the answers orally, have them write the answers in their notebooks.
13. The notebooks can be taken for correction.

    PROJECT: The students in groups of four can choose a famous singer of their choice other than Lata Mangeshkar and prepare a biography of that artiste.

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Word Study

1. With the help of the clues given, ask the students to individually solve the puzzle in Exercise D.
2. The students can now proceed to Exercise E.
   Ask them to check their answers for both the exercises as you call out the correct answers.

Dictionary

1. Write these words on the board and ask the students to read out the words.
   autumn, debris, debt, fright, knife, honest, knee, half, two
2. As they read, talk to them about silent letters.
3. Tell them to identify which letters are not heard while saying the words.
4. Now they can do Exercise F.
5. Ask them to use the dictionary if necessary.
6. They can add more such words to the list.

Grammar Study

1. Tell the students about conjunctions – coordinating and subordinating.
2. Explain these to the students with the examples given in the text.
3. Bring out the difference between the two kinds of conjunctions with relevant examples.
4. Ask the students to give a few more sentences based on the examples to ensure they have understood the concept.
5. Ask them to complete Exercise G in pairs. Ask the students to exchange the books and correct the answers.
6. Do Exercises H and I by eliciting responses from the students and writing them out on the board.

Communication Skills

Listening

1. Ask the students to read the incomplete sentences in Exercise J.
2. As you read the listening text, ask them to listen carefully and look for the information required to do the exercise.
3. Now they can fill in the blanks to complete the paragraph on Begum Akhtar.
4. Read out the answers and ask the students to correct their own work.

Speaking

1. Divide the class in pairs. Let the students decide upon the celebrity.
2. Read out the expressions given in Exercise K to be used for complimenting the person.
3. They can make sentences with these phrases and rehearse.
4. They can come to the front of the class and make their presentation.

Writing

1. Tell the students what precis writing is.
2. Read out the passage given in Exercise L.
3. The students can now once again read and write the precis of the passage.
4. Guide the students, if need be.
5. A few well-written answers can be displayed in class.

FOR THE TEACHER: BEYOND THE LESSON

In the interview by Nasreen Munni Kabir, Lata Mangeshkar said about music that 'It is my life and god.'

Initiate a discussion in class about what makes an artist great. You may present these points:

- Discipline
- Hard work
- Passion for the art
- Single-minded devotion and pursuit of the art
- Respect for the Guru and the art

Ask the students to come up with names of other great artists who have devoted their lives to their art.

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Worksheet 1

Comprehension

Read the poem The Solitary Reaper by William Wordsworth.

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chant
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?–
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending; -
I listened, motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

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A. Read the questions and choose the correct options.

1. Stop here or gently pass means
   a. it is dangerous to stop there. _____
   b. one must either listen to the song silently or leave the place without disturbing the girl. _____

c. the poet asks the girl to stop. _____

2. The poet compares the girl to a nightingale because.
   a. she is also tiny. _____
   b. the poet thinks that a bird is singing the song. _____
   c. the poet says that the girl sings as beautifully as the nightingale. _____
3. Will no one tell me what she sings? The poet says this because
   a. he cannot hear the words. _____
   b. her words are not clear. _____
   c. he does not understand the language of the song. _____
4. The music in my heart I bore,
   Long after it was heard no more. This means that
   a. the poet continued hearing the song even from a distance. _____
   b. the song was so beautiful that he could never forget it. _____
   c. the song was so beautiful that he couldn't stop thinking about it even when he could hear it no more. _____

B. Fill in the blanks by choosing the correct answer from the brackets.

1. The word melancholy strain means _____ (a sad life / a sad song)
2. The poet compares the song of the girl to _____ (a bird / two birds)
3. The poet thinks that the song is so beautiful that it will bring relief to _____ travellers. (weary / rich)
4. The two words that the poet uses to describe the girl are lass and _____ (Highland / maiden)

C. What is the girl doing?

_____

_____

_____

D. What does the poet think the song could be about?

_____

_____

_____

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Worksheet 2

Word Study

A. Underline the appropriate adjective in the brackets.

1. Lata's (incompatible/incomparable) voice rang through the night.
2. Lata Mangeshkar is an (accomplished/advanced) singer.
3. The (delectable/dazzling) show was watched by a huge audience.
4. It was a (memorable/mammoth) evening. One that we will not forget.
5. The (majestic/melodic) tunes reminded one of days gone by.
6. The evening left a (lavish/lasting) impression on me.
7. Lata Mangeshkar (kind-heartedly/kindly) consented to autograph the fans, song books.
8. The (spectacular/speculative) performance was enjoyed by one and all.

B. Choose the correct options to fill in the blanks.

1. Harmeet is _____ shy. He does not lie to go on stage.
   a. painful _____ b. pretty _____ c. painfully _____ d. painstakingly _____
2. It was a _____ mistake to ask her to play the piano when she wanted to sing.
   a. terrifying _____ b. terrible _____ c. terrorizing _____ d. tearful _____
3. Would you like to _____ your services for the voluntary work required?
   a. offer _____ b. offerings _____ c. open _____ d. prefer _____
4. It is _____ expected that music shows will be a little loud.
   a. greatly _____ b. gratingly _____ c. gratefully _____ d. generally _____
5. I enjoy listening to _____ music during a relaxed dinner.
   a. live _____ b. leasing _____ c. life _____ d. living _____
6. He is _____ involved in setting up a new music show.
   a. active _____ b. actively _____ c. assiduously _____ d. astoundingly _____

C. Use have, do, make or take to complete these phrases.

1. _____ a haircut to become neat
2. _____ the chores before going out
3. _____ the bed after breakfast
4. _____ a taxi to office
5. _____ a mistake unknowingly
6. _____ dinner at night
7. _____ money by selling wares
8. _____ notes during the lecture

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Worksheet 3

Grammar Study

A. Circle the conjunctions in theses sentences. Write C for coordinating and S for subordinating conjunctions.

1. The conductor went to the drummer and asked him to start playing the drums. _____
2. Whenever this band plays, it begins to rain. _____
3. He had a terrible cold yet he came for the concert. _____
4. Unless they start playing now, the crowd will become restless. _____
5. She was late for the show as she had to wait for her sister. _____
6. If you keep waiting for me, you will get late. _____
7. Since I came to Delhi, I haven't been able to find proper accommodation. _____
8. They couldn't play in the park because it was flooded. _____

B. Use a conjunction from the box to complete the sentences.

if when while because as since although

1. _____ I was waiting for you, I heard a song by Lata Mangeshkar.
2. She has been singing _____ she was six years old.
3. I asked you to come immediately _____ the band will start playing any minute now.
4. I would like your opinion on the song _____ it will not change my opinion about it.
5. We came off the stage _____ soon as possible.
6. _____ the bell rings, the children will start singing.
7. We will come away _____ the music is too loud.

C. Join these sentences using the paired conjunctions given in brackets.

1. He is kind. He is helpful. (not only . . . but also)

_____

2. Harsh enjoys listening to old songs. So does Yash. (both . . . and)

_____

3. You used to sing this song. Or was it your brother. (either . . . or)

_____

4. He never turns on the radio or allows his family to turn it on. (neither . . . nor)

_____

5. Shradha did not come to my party. Sanya did not come to my party. (both . . . and)

_____

6. They should have phoned. They should have sent a message. (either . . . or)

_____

7. It was unkind and impolite. (not only . . . but also)

_____

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Worksheet 4

Communication Skills

Listening

A. Your teacher will read a passage on the famous musician Kumar Gandharva. Listen carefully and tick the correct options.

1. Kumar Gandharva was born on
   a. 8 April. _____ b. 18 April. _____ c. 12 January. _____
2. Kumar Gandharva was born in
   a. Dahrwad Gujarat. _____ c. Dharwad Rajasthan. _____
   b. Dharwad Karnataka. _____
3. Kumar Gandharva
   a. followed two gharanas. _____ c. did not follow a gharana. _____
   b. followed only one gharana. _____
4. The disease that affected Kumar Gandharva was
   a. pneumonia. _____ b. tuberculosis. _____ c. typhoid. _____
5. The disease affected Kumar Gandharva's
   a. lung. _____ b. heart. _____ c. liver. _____
6. Kumar Gandharva died in
   a. January 1992. _____ b. January 1993. _____ c. January 1996. _____

Speaking

B. Work in pairs. One person could pretend to be a celebrity and the other one could be a journalist interviewing the celebrity. Hold the interview. Both the children must take turns and get a chance to play the celebrity and the journalist.

Writing

C. Rewrite the following passage in your own words.

Amjad Ali Khan is a famous musician. He plays the sarod. Amjad was born when his father was sixty-five years old. As he was already quite old, Amjad's father wished to teach him as much as he could while he was fit enough to do so. So, Amjad also began to strive tirelessly to learn as much as he could from his father. He would practise playing the sarod while other children played and enjoyed themselves.

Amjad Ali Khan was not overwhelmed by the rigour and discipline he had to follow. In fact, Amjad became more serious about his music. Amjad Ali has two sons, and he has taught both of them how to play the sarod. Often, the three of them perform together and lovers of Indian classical music wait eagerly for their concerts.

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ANSWERS

MAIN COURSEBOOK

A. 1. false 2. false 3. true 4. false 5. true

B. 1. Lata Mangeshkar's father realized that she would make an extraordinary singer when he heard her singing Raag Puriya Dhanashri.

2. For Lata Mangeshkar, the most important aspect of a song are the words. The emotional content of the song is most important.

3. Lata Mangeshkar prepares to sing in languages she is not familiar with by listening to someone who speaks the language and who reads the lyrics to her. She pays great attention to pronunciation. Once she hears the words spoken, she writes the song lines phonetically in Hindi and then sings.

4. Lata Mangeshkar is a positive person. People can't read her moods. She laughs and she jokes; she doesn't usually show what she is feeling inside.

5. The fact that the song *Ae mere watan ke logon* was written after the Chinese attack on India in the year 1962 makes it special.

C. Accept any relevant response. Suggestions:

1. The author says this because Lataji learnt several other languages to be able to sing in them. For her the lyrics of the song, which speak for the emotional content, are of supreme importance. This effort to better herself has made her such a master in singing.

2. Concentration, perseverance and a thirst for knowledge have taken Lataji to where she is now.

D. ACROSS

4. affectionate
5. kind
7. awful
8. elated
10. steel
11. tensed

DOWN

1. terrified
2. courageous
3. false
4. adolescent
6. bearer
9. devoted

E. 1. express
2. remove, lift
3. grant, lifelong
4. measure, lessen
5. effectively, successfully

F. 1. gnaw
2. column
3. silhouette
4. receipt
5. chaos
6. handkerchief

G. 1. neither 2. because 3. but 4. although 5. when

H. 1. You can walk <u>or</u> take a rickshaw to school. C

2. Radha and Rama will go out to play <u>after</u> finishing their homework. S

3. Ritwick is in bed <u>because</u> he is unwell. S

4. Don't leave the house <u>till</u> Mother comes back. S

5. It is raining <u>but</u> Madhav insisted to play outdoors. C

I. 1. so 2. so 3. unless 4. but 5. unless

1. young 2. theatre 3. Sarojini Naidu 4. gramophones 5. film

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J. Accept any relevant response.

K. Accept any relevant response.

L. Lata Mangeshkar remembers a recurrent dream during her early twenties. One early morning she was alone at a black-stoned temple by the sea. Unaware of the deity associated with the temple, she made her way through the sacred space. At the back of the temple, steps to dappled water. She sat on the stone steps and the waves gently washed over her feet. Hearing of her dream, her mother, Shudhhamati Mangeshkar, said that she had been blessed and would become famous one day.

WORKBOOK

A. 1. golden 2. give 3. hard 4. rich 5. strong 6. commit

B. 1. dingy room 2. melodious drawl 3. faint echo 4. urgent need 5. identical twin

C. 1. even though 2. so 3. while 4. because 5. but 6. or 7. although 8. unless 9. either 10. neither

D. 1. He graduated from college <u>and</u> he found a good job with a publishing house. C

2. Ruchi took the clothes off from the clothes line <u>because</u> it started raining. S

3. <u>Although</u> the weather was terrible, we were eager to go ahead with our picnic. S

4. <u>Unless</u> we buy some sugar, we cannot have tea. S

5. Chirag likes chocolate ice cream <u>but</u> he really loves kulfi. C

6. The milk might get spoilt <u>if</u> you leave it out for long. S

7. Fetch me a bucket <u>and</u> a rag, please. C

8. Everybody <u>but</u> Suhail brought a present for Sheena on her birthday. C

E. 1. The car would not move because there was no petrol.

2. After I had breakfast, I checked my mail.

3. The puppy is cute, even though it eats up all my plants.

4. Some kinds of apples are green and some are red.

5. Bungee jumping is fun but it can be dangerous.

6. Deepa put on some sunscreen because it was sunny.

7. Would you like some tea or coffee?

8. Sundar likes to go to the mountains but Susheela prefers beaches.

9. Father was hungry but he waited for mother to return before eating dinner.

10. Gulshan got the job, though he had no experience.

F. Accept any relevant response.

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WORKSHEETS

WORKSHEET 1

A. 1. b 2. c 3. c 4. c

B. 1. a sad song 2. two birds 3. weary 4. maiden

C. The girl is working in the field, reaping and singing to herself.

D. The poet says that the song could be about something unhappy that is related to the present or even to the past, such as a battle. The poet guesses that the song could also be about a familiar, everyday subject relating to a natural sorrow, loss or pain that has happened in the past, and could happen again.

WORKSHEET 2

A. 1. incomparable 2. accomplished 3. dazzling 4. memorable 5. melodic 6. lasting 7. kindly 8. spectacular

B. 1. painfully 2. terrible 3. offer 4. generally 5. live 6. actively

C. 1. have 2. do 3. make 4. take 5. make 6. have 7. make 8. take

WORKSHEET 3

A. 1. and (coordinating conjunction)
2. whenever (subordinating conjunction)
3. yet (coordinating conjunction)
4. unless (subordinating conjunction)
5. as (coordinating conjunction)
6. if (subordinating conjunction)
7. since (subordinating conjunction)
8. because (coordinating conjunction)

B. 1. While 2. since 3. because 4. although 5. as 6. When 7. if

C. 1. He is not only kind but also helpful.
2. Both Harsh and Yash enjoy listening to old songs
3. Either you or your brother used to sing this song.
4. She neither turns on the radio nor allows her family to turn it on.
5. Both Shradha and Sanya did not come to my party.
6. They should have either telephoned or sent a message.
7. Not only was it unkind of them but also impolite.

WORKSHEET 4

Listening text and answers

Pandit Kumar Gandharva was a famous Indian classical musician. He was born on 8 April 1924 in Dharwad located in Karnataka. He did not like to be tied down to the style of a particular Gharana and sang in his unique style.

When he was a child, Kumar Gandharva suffered from Tuberculosis. As a result, he was left with just one functioning lung. Yet he sang and made a mark for himself. The title 'Kumar' was given to him when he was a child because he showed extraordinary talent in music. The great legend passed away on 12 January 1992.

A. 1. a 2. b 3. c 4. b 5. a 6. 1992

B. Accept any relevant response.

C. Accept any relevant response.

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Literary Appreciation Answers

Imagery

Accept any relevant response.

Alliteration

gentle girl, green grass, astonishing aeroplane, sensitive snake, fascinating flowers, mammoth mountain

Suggestion:

That little gentle girl
is pretty like a pearl.

Personification

I'm in the clock crew and I'm okay!
I tick all night and I tick all day.
I've got two hands, I'm having a ball,
Because I've got no arms at all!
The Big Hand is busy
But the Small Hand has power.
The large one counts the minutes.
But the Little One names the hour.

Metaphor

Accept any relevant response.

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Jane Austen's England

THE REGENCY PERIOD

Jane Austen was writing at a time when the Prince of Wales (later King George IV) assumed the role of Prince Regent, after his father King George III was declared unfit to rule in 1811. Thus, this period has come to be known as the Regency Period. He assumed the throne in 1820. Queen Victoria's reign began in 1837.

Jane Austen

The Prince Regent spent his time indulging in excesses. This emptied the Treasury, leaving the burden of restocking the coffers to the people he ruled. He was a great patron of arts and literature. The reputation of self-indulgence likely led Jane Austen's dislike of him. Upon finishing her novel, *Emma*, the Prince Regent gave her 'the honour' of dedicating it to him. Unable to disregard a royal charge, Jane used her words in the dedication to show her disdain: 'To His Royal Highness the Prince Regent, this work is, by His Royal Highness's permission, most respectfully dedicated to His Royal Highness by His dutiful and obedient humble servant, the Author.'

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THE LANDED GENTRY

Jane Austen's novels portray the gentry, a broad social class that includes those who owned land (the country or landed gentry) as well as the professional classes (lawyers, doctors and clergy) who did not. Though industrialization and urbanization had begun to take hold at the end of the eighteenth century, the most influential sector of society in Austen's time was the landed gentry. Throughout the eighteenth and nineteenth centuries, ownership of English land was concentrated in the hands of the relatively small landed classes, who retained their hold over the land through a system that encouraged the consolidation and extension of estates by enforcing strict inheritance laws. Entails of the kind referred to in Pride and Prejudice were established during this period in order to concentrate wealth and enlarge estates by funnelling property to male children or male relatives rather than breaking it up and distributing it amongst family members. Thus, Mr Bennett's land is left not to his daughters but to a (male) member of his extended family, Mr Collins, ensuring that the property stays in the family line, while disinheriting Elizabeth and her sisters. Large country estates, of the kind Darcy and Mr Bingley own, served as a symbol of the wealth and power of the landed gentry.

MARRIAGE AND GENDER ROLES

Questions of land ownership and inheritance were closely interlinked with courtship and

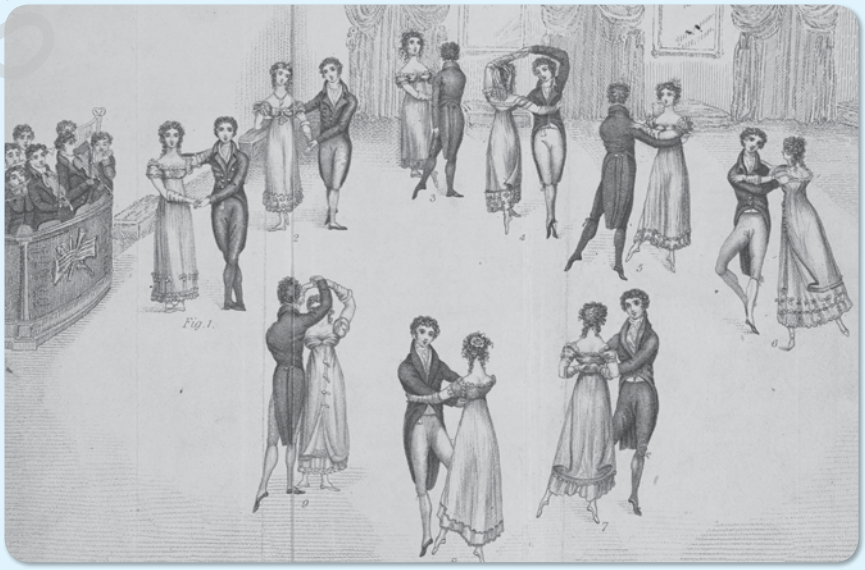
marriage. In the late eighteenth century, English conceptions of family and the role of women began to change, as British culture became increasingly focused on the accumulation and concentration of wealth within the family. One way for families to rapidly accumulate capital was through advantageous marriages. As a result, the position of daughters within the family changed, as they became the means through which a family could attain greater wealth. This made courtship the central focus of women's lives. At the same time, the late eighteenth century witnessed a transformation in the conception of women's rights following the publication of Mary Wollstonecraft's *Vindication of the Rights of Woman* in 1792. Wollstonecraft argued that women should be treated as the rational equals of men. Elizabeth Bennett serves as an example of the conflicting transformations in women's roles that occurred in the late eighteenth century. Disinherited of her father's property, Elizabeth is not financially independent, and in fact depends upon an advantageous marriage for her future survival. Yet throughout the novel, she asserts an intellectual and moral independence that reflects the Wollstoncraftian conception of gender politics.

THE IMPORTANCE OF DANCE

Dances figure prominently in Jane Austen's novels. Whether performed in public assembly rooms in Meryton or in private at the Netherfield Ball, dances offered social opportunities for young people to mix and mingle and converse in an acceptable fashion. During this era people were often judged for their ability to dance skilfully, and a gentleman was supposed to cut a fine figure on the dance floor. In his advice to his son about manners and deportment, Lord Chesterfield wrote: 'Now to acquire a graceful air, you must attend to your dancing; no one can sit, stand or walk well, unless he dances well. And in learning to dance, be particularly attentive to the motion of your arms for stiffness in the wrist will make any man look awkward. If a man walks well, presents himself well in company, wears his hat well, moves his head properly, and his arms gracefully, it is almost all that is necessary.'

PRINT CULTURE AND THE NOVEL

One particularly significant change that occurred during Austen's lifetime was the expansion of literacy and print culture in England. By 1800, almost everyone in the middle classes and above could read, and literacy rates for the rest of the population rose steadily thereafter. At the same time, from 1780 onwards there was a fairly steady rise in the number of new novels being published, so that by the end of Austen's life, the novel



Dance: A Noticeable Feature in Jane Austen's Works

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was the dominant form of literature in England. Novels became more readily accessible through the expansion of various modes of access, including circulating and subscription libraries as well as periodicals, which made literature affordable in a time when books were often prohibitively expensive. The realist novel, defined by its objective narrator, psychologically developed characters, and minute description of the realities of domestic life, was in part inaugurated by Austen in *Pride and Prejudice*, and would come to dominate the literary scene in England throughout the rest of the nineteenth century.

JANE AUSTEN'S WORLD

Jane Austen (1775–1817) Jane Austen's own life, her family and friends were the inspiration for the stories she wrote about the genteel life of the landed gentry of England, in the early nineteenth century. The predicaments faced by her characters are perhaps ones she faced in her daily life. Jane Austen grew up in a close-knit family. Her parents were Reverend George Austen and Cassandra Austen. George Austen was a rector at Steventon, a parish in Hampshire. Jane was her parent's seventh child and their second daughter. Jane was very close to her sister Cassandra. As there were many mouths to feed, the family was not well-off. Jane was primarily educated at home – her father and brothers were her teachers. The Austen children lived in an environment of open learning, creativity and dialogue. Jane's father kept a large collection of literature in his home library and Jane was a voracious reader. She also loved to write from a very young age. For entertainment, the family read to each other, wrote poetry, novels, and plays which they often enacted at home. It is here that Jane Austen's talent was nurtured – through observation, improvisation, acting and participation. After George Austen retired, the family moved to Bath in 1800. Jane was dismayed at this change in her life and to lose her beloved family home. Though Jane lived a quiet life, she had access to a larger world, primarily through her brothers. Her brothers were officers in the Royal Navy and in the militia. Jane visited them in London, where she attended the theatre, art exhibitions, and social events. Her brother Edward was adopted by wealthy cousins, the Knights. On extended visits to Godmersham, Edward's estate in Kent, Jane and her sister took part in the privileged life of the landed gentry, which is reflected in all her fiction.

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From her teens Jane started to write stories and poems in notebooks at home which she read out to her family. This allowed her to hone her skills as a writer. The first draft of *Pride and Prejudice*, named 'First Impressions', was completed in 1799. Her father tried to publish it through Thomas Cadell, a publisher based in London but the manuscript was returned. However, *Pride and Prejudice* became hugely popular among the friends and family who read

Jane Austen's house in Chawton, Hampshire

it before it was published. *Sense and Sensibility* was published in 1811 and this was followed by *Pride and Prejudice* in 1813. The first editions of both novels sold out completely. And the rest is history.

JANE AUSTEN'S QUOTES

- Pride is a very common failing. . . . I am convinced that it is very common indeed; that human nature is particularly prone to it, and that there are very few of us who do not cherish a feeling of self-complacency on the score of some quality or other, real or imaginary.
- Success supposes endeavour.
- Give a girl an education, and introduce her properly into the world, and ten to one but she has the means of settling well, without farther expense to anybody.
- . . . if you are ever so forward and clever yourselves, you should always be modest, for, much as you know already, there is a great deal more for you to learn.
- As to your foolishness and awkwardness, believe me, you never have a shadow of either, but in using the words so improperly.
- Life seems but a quick succession of busy nothings.
- What is right to be done cannot be done too soon.

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