

Based on the Textbook and
Latest pattern of Activity Sheet

NAVNEET ENGLISH KUMARBHARATI DIGEST STANDARD IX

• Salient features :

1. Prepared as per the Activity Sheet format of 100 marks
2. Answers/Guidance for 'Warming Up' and 'English Workshop' Activities in each poem/lesson.
3. Paraphrase of all the poems included.
4. Division of poems/lessons into extracts/passages for better understanding of lessons as well as the activity-based paper pattern.
5. Meanings of difficult words below each passage/extract.
6. Lucid explanation of how to write the **Appreciation of a Poem**.
7. Appreciation of all the poems in points format (for understanding) as well as paragraph format.
8. Language Study Activities in every prose lesson based on Q. 1. of the Latest Activity Sheet format.
9. Explanation of Language Study Topics.
10. A separate section of Unseen Passages for Comprehension and Summary for both semesters.
11. Separate Writing Skills section based on the topics given in the New Activity Sheet.

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EVALUATION PATTERN

SECTION I : LANGUAGE STUDY

Q. 1. (A) (i) Language Study : (Simple Activities) 08 Marks

(Teacher can choose any 8 simple activities from those listed below. Each carries 1 mark.)

- (1) Write two compound words of your own.
- (2) Pick out an Infinitive/Gerund/Present Participle and use in your own sentence.
- (3) Punctuate the following. (Use of quotation marks, commas, apostrophe, capitalization, full-stop, question mark, exclamation mark.)
- (4) Find out hidden words from the given word.
- (5) Make a meaningful sentence by using the given phrase.
- (6) Spot the error and rewrite the correct sentences : (Using the correct verb form.)
Subject-verb agreement (be, do, have, third person, singular)
- (7) Identify the types of sentences.
- (8) Complete the word chain of nouns/verbs/adjectives.

For example : Nature, English, H..... (4 words).

(9) Form Present participles/Past participles in which the last letter is doubled.

For example : Plan – planning, Plan – Planned

(10) Arrange the following words in Alphabetical Order

(ii) Language Study : (Middle Level Activities) 08 Marks

(Teacher can choose any 4 medium level activities from those listed below. Each carries 2 marks.)

- (1) Make sentences of your own to show difference of the Homographs – Homonyms in meanings.
For example : (i) **Homograph** : Bat – a piece sporting equipment; Bat – kind of bird.
(ii) **Homophone** : Peace – the general security of public places; Piece – a portion of an object.
- (2) Direct and Indirect narration : (Any kind of sentence from Direct to Indirect)
- (3) Conversion of Tenses.
- (4) Change the Voice by giving object or subject.
- (5) Word register. (8 words related to the given subject)

(B) Language Study : (Challenging Activities) 04 Marks

(Teacher can choose any 2 challenging activities from those listed below. Each carries 2 marks.)

- (1) Use of same given word as a noun as well as a verb in sentences.
- (2) Change the Degree of Comparison.
- (3) Underline the Modal Auxiliary and state its function.
- (4) Analyse the Sentence. (Simple, Complex, Compound)
- (5) Use the given two words into one meaningful sentence.

Note : Teachers can add some more activities in any of the above as per the requirement of their students.)

SECTION II : TEXTUAL PASSAGES

(Reading Skills, Vocabulary and Grammar)

Q. 2. (A) and (B) Textual passages or Comprehension (2 × 10 = 20 Marks)

- | | |
|--|----------|
| (A1/B1) Simple Factual Activity | 02 Marks |
| (A2/B2) Complex Factual Activity | 02 Marks |
| (A3/B3) Activity based on Vocabulary | 02 Marks |
| (A4/B4) Activity based on Contextual Grammar | 02 Marks |
| (A5/B5) Activity based on Personal Response, Expression, Creation and Imagination. | 02 Marks |

SECTION III : POETRY

Q. 3. (A) Poem for Comprehension :	05 Marks
(A1) Simple Factual Activity	02 Marks
(A2) Complex Factual Activity	02 Marks
(A3) Activity based on Poetic Device	01 Mark
(B) Appreciation of Poem :	10 Marks
<i>(Students should write an appreciation of the given poem with the help of given points in paragraph format.)</i>	
• Title	01 Mark
• Poet	01 Mark
• Theme/Central Idea (At least 2 to 3 lines)	02 Marks
• Rhyme Scheme	01 Mark
• Figures of Speech	01 Mark
• Special Features (Type of the poem, Imagery, Implied Meaning if any, etc.) (At least 5 to 6 lines)	02 Marks
• Favourite Line/Lines (Any 2)	01 Mark
• Why I like/don't like the poem	01 Mark

SECTION IV : NON-TEXTUAL PASSAGES

Q. 4. (A) Non-textual passage for Comprehension :	10 Marks
<i>(Refer to the points given for textual passages.)</i>	
(B) Summary of the passage given in Q. 4 (A)	05 Marks
• Suggest/Write a title	01 Mark
• Central idea/Theme	02 Marks
• Use of appropriate language	01 Mark

SECTION V : WRITING SKILLS

Q. 5. (A) Letter Writing – Marking scheme :	05 Marks
Formal	OR
• Sender's Address and Date	$\frac{1}{2}$ Mark
• Recipient's Address	$\frac{1}{2}$ Mark
• Subject	$\frac{1}{2}$ Mark
• Main body	2 Marks
• Subscription/Closing	$\frac{1}{2}$ Mark
• Grammar	1 Mark
Informal	
Sender's Address and Date	$\frac{1}{2}$ Mark
Salutation	$\frac{1}{2}$ Mark
Main body	$2\frac{1}{2}$ Marks
Closing	$\frac{1}{2}$ Mark
Grammar	1 Mark
(B) Dialogue Writing/Interview Questions :	
(i) Dialogue Writing – Marking scheme :	05 Marks
• Proper introduction and beginning	01 Mark
• Appropriate sequence of dialogues	02 Marks
• Use of grammatical structure/constructions and vocabulary	01 Mark
• Proper layout and conclusion	01 Mark
OR	
(ii) Interview questions – Marking scheme	05 Marks
• Appropriate beginning/ending	01 Mark
• Use of appropriate quality questions	02 Marks
• Use of appropriate grammatical structure and tenses	02 Marks

Q. 6 (A) Information Transfer :

- Read and present in a graphic form OR Observe the graphic and describe :
(Fact file/Leaflet/Tabular form/Bar graph and Linear graph/Chart/Tree-diagram/
Flow chart/Note making/Dos and Don'ts, etc.)

05 Marks

- Marking scheme :

Verbal to Non-verbal

- Title 01 Mark
- Covering all points 02 Marks
- Appropriate graphic/layout 01 Mark
- Overall presentation 01 Mark

OR

Non-verbal to verbal

- Title 01 Mark
- Use of given points 02 Marks
- Grammar 01 Mark
- Appropriate language and conclusion 01 Mark

01 Mark
02 Marks
01 Mark
01 Mark

(B) Views and Counterviews /Speech :

(i) Views and Counterviews - Marking scheme :

- Proper beginning and conclusion
- Appropriate vocabulary and grammar
- Expressing opinion in good and lucid language with logical order
- Appealing and convincing in thoughts

05 Marks
01 Mark
01 Mark
02 Marks
01 Mark

OR

(ii) Drafting a Speech - Marking scheme :

- Appropriate beginning/conclusion
- Body – Use of given points and additional points, appropriate use of language
- Appropriate sequence and flow of language
- Use of Appropriate grammatical structures

05 Marks
01 Mark
02 Marks
01 Mark
01 Mark

SECTION VI : CREATIVE WRITING

Q. 7. (A) Expansion of Proverbs/Maxims/Quotations/Slogans

05 Marks

Marking scheme :

- Title and proper beginning
- Elaboration of the idea/subject/theme
- Use of appropriate grammar and vocabulary
- Proper conclusion and layout **OR** News Report based on the given headline

01 Mark
02 Marks
01 Mark
01 Mark

Marking scheme :

- Title/Headline/Dateline
- Logical sequence of events
- Use of appropriate grammar and vocabulary
- Conclusion and layout

01 Mark
02 Marks
01 Mark
01 Mark

(B) Developing a Story/Narrating an experience related to the given beginning/end : 05 Marks

(Any one from the two is to be attempted)

Marking scheme :

- Title and proper beginning
- Elaboration of the idea/subject/theme
- Use of appropriate grammar and vocabulary
- Proper conclusion and layout

01 Mark
02 Marks
01 Mark
01 Mark

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NAVNEET — SIXTY DEVOTED YEARS IN THE SERVICE OF EDUCATION!

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1.1 LIFE

(Textbook page 2)

Introduction : This is a motivating and optimistic poem which encourages the reader to take a positive view of life, especially during the periods of hardship and difficulties.

WARMING UP!

- Q. 1. Discuss and write down a few metaphorical lines about life, like the two lines given on page 2 of the textbook.

Ans. (Some examples)

- (1) Life is a movie – enjoy it to the full.
- (2) Life is a short picnic – relish it.
- (3) Life is a see-saw – sometimes up, sometimes down.

- Q. 2. Prepare as many acrostics as you can, using the word 'LIFE'.

Ans. (Some examples)

(1) Love	(2) Lessons
Inspiration	Interest
Friendship	Fulfilment
Enjoyment	Eternal

- Q. 3. (a) Listen carefully to the words spoken by the teacher and write them in the appropriate columns :

(The answer is given directly.)

Ans.

Positive Feelings	Negative Feelings
hopeful, excited, happy,	lonely, jealous, shy,
surprised, loving,	proud, anxious, nervous,
cheerful, comfortable,	embarrassed, scared,
peaceful, enthusiastic,	silly, depressed, angry,
motivated, inspired.	threatened, crushed.

- (b) It is possible to feel both kinds of emotions at the same time? Have you experienced it? Try to describe such a situation in short.

(An example is given below.)

Ans. Yes, I have experienced it. Once, when I stood first in class and got excellent marks in Science

and Maths, my parents gave a party. My father gave a speech praising me. All my friends were also present. At that time, I was happy as well as embarrassed.

PARAPHRASE

The poetess takes a positive view of life. She says that life is not a dark dream, as the sages say. Instead, a little rain in the morning tells us that a pleasant day will follow. (That is to say, if we have difficulties in the earlier days, there will be joyous times following it.)

Sometimes, there are clouds of gloom (some problems), but these are all temporary. If a little rain helps the roses to blossom, why should we feel unhappy about it? (If the problems we face make for better times ahead, why should we feel grief?)

The happy hours of our life fly by very quickly and merrily. We must enjoy them happily and thankfully as they go by.

We must accept it if at times death takes away the people we love most. It also does not matter if sorrow seems to be winning over hope.

For hope will again spring up, with great elasticity. It is undefeated, even though it had been overcome. The golden wings of hope are still strong enough to bear us and help us to rise.

We must bear our days of difficulties bravely and fearlessly. For, the courage to face our problems can succeed wonderfully in helping us to suppress our despair.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. 1. Read the following extracts carefully and complete the activities :

EXTRACT 1 (Textbook page 3)

A1. True or False :

Say whether the following statements are True or False : Ans.

- (1) The sages say that life is a dark dream. True
- (2) The clouds of gloom are permanent. False
- (3) We must enjoy the happy hours of our life. True
- (4) Life's sunny hours flit by quickly. True

EXTRACT

Life, believe, is not a dream,
So dark as sages say;
Oft a little morning rain
Foretells a pleasant day :
Sometimes there are clouds of gloom,
But these are transient all;
If the shower will make the roses bloom,
Oh, why lament its fall?
Rapidly, merrily,
Life's sunny hours flit by,
Gratefully, cheerily,
Enjoy them as they fly.

Glossary : **oft** – often. **transient** – temporary.
lament – express grief or regret.

Note : Here, we have given the complete extract. Hereafter only the first and last line of the extract/passage/poem has been given in this Digest. Please refer to the textbook for the complete extract/passage/poem.

A2. Answer the following questions :

(1) What do the sages say?

Ans. The sages say that life is a dark dream.

(2) What does the rain often foretell?

Ans. The rain often foretells a pleasant day.

(3) What should we do during joyful times in life?

Ans. We should enjoy the joyful times of our life gratefully and cheerfully.

(Note : The questions marked with an asterisk (*) are textual questions.)

(4) Why should we not be unhappy when we have difficulties?

Ans. We should not be unhappy when we have difficulties because these difficulties are temporary. If we have difficulties at some stage in our lives, there will be joyous times following it later.

A3. Two lines :

*** Pick out from the extract two lines each that reflect an optimistic (positive) attitude and pessimistic (negative) attitude.**

Ans. Optimism :

- (1) Foretells a pleasant day
- (2) But these are transient all.

Pessimism :

- (1) Oft a little morning rain.
- (2) Sometimes there are clouds of gloom.

Note : These lines cannot actually be called pessimistic. The poetess looks on problems as temporary and feels that any difficulties we face always foretell a happy future. There are no lines that are really pessimistic.

***(3) Explain the metaphor in the following lines :**

(a) Oft a little morning rain

Foretells a pleasant day.

Ans. If we have difficulties at some stage, there will be joyous times following it. Difficulties are implicitly compared to rain and joyous times to a pleasant day.

(b) Sometimes there are clouds.

Ans. Sometimes there are problems. Problems are implicitly compared to clouds.

(c) ... the shower will make the roses bloom.

Ans. The problems we face will make for better times ahead. Problems are compared to the showers of rain and better times are compared to roses blooming.

(d) Life's sunny hours flit by.

Ans. The happy times of our life go by very quickly. Here, the happy times are compared to sunny hours.

*(2) Pick out an example of interrogation (rhetorical question) from the extract. Explain in your own words the point that it makes.

Ans.

Interrogation	Explanation
If the shower will make the roses bloom, Oh, why lament its fall?	If a little rain helps the roses to flower, we should not feel unhappy about it. This means that we must not express regret for the difficulties we face in life.

EXTRACT 2 (Textbook page 3)

A1. Complete the following :

(The answers are underlined directly.)

- One should bear the day of trial courageously and fearlessly.
- The wings of hope are golden and buoyant. (strong, elastic)

EXTRACT

What though death quell despair.

Glossary : **sway** – controlling influence.
buoyant – that which can rise upwards. **quell** – suppress; end.

A2. Answer the following questions :

- Does sorrow actually win over hope, according to the poet?

Ans. No. Though hope is temporarily defeated, it springs up again and helps us to bear the days of trials.

- Who does 'Our Best' refer to?

Ans. 'Our Best' refers to those whom we love and cherish the most.

- Why are the wings of hope 'golden'?

Ans. Gold is the colour of optimism. The wings of hope are golden because hope helps us bear up with our problems and suppress despair.

A3. (1) Two lines :

- *Pick out from the extract two lines each that reflect an optimistic (positive) attitude and pessimistic (negative) attitude.

Ans. Optimism :

- Yet Hope again elastic springs.
- Still buoyant are her golden wings.

Pessimism :

- What though death at times steps in,
And calls our best away?
- What though Sorrow seems to win,
O'er hope a heavy sway?

Note : These lines cannot actually be called pessimistic. The poetess looks on problems as temporary and feels that any difficulties we face always foretell a happy future. There are no lines that are really pessimistic.

*(2) Pick out four examples of personification.

Write what is personified in each.

- 'Death steps in.' Death is personified.
- 'Sorrow seems to win.' Sorrow is personified.
- 'Yet Hope again elastic springs, Unconquered though she fell.' Hope is personified.
- 'Can courage quell despair!' Courage is personified

*(2) Pick out two examples of interrogation (rhetorical questions) from the extract. Explain in your own words the point that each one makes.

Ans.

Interrogation	Explanation
(1) What though death at times steps in, And calls our best away?	If death, at times takes away the people we love most, we must accept it and hope for better times.
(2) What though sorrow seems to win, O'er hope a heavy sway?	It does not matter if we are overcome by sorrow and hope seems to be far away.

APPRECIATION OF POEM

Introduction : Writing an appreciation of something (generally known as **critical appreciation**) means analyzing and giving an opinion about a piece of literature (generally a poem), sensitively and intelligently. You should not only have read the work completely but also have understood it thoroughly.

Here we are going to discuss the appreciation of a poem which should address (1) Its **content** and (2) Its **form**.

While discussing **content**, you should describe what the poem is about, that is, (a) the central idea of the poem (b) if there is an inner or implied meaning or message (c) the special features, etc.

While discussing **form**, you should address literary techniques like the (a) structure and tone (b) the rhyme scheme (c) the figures of speech, etc. You can also discuss what you have liked or not liked, and what has impressed or not impressed you.

The appreciation of a poem is usually written in the form of a paragraph/paragraphs.

How to Write the Appreciation of a Poem :

The Appreciation of a poem consists of :

(1) the **title** of the poem

(2) the **name** of the poet who has written it. If the name of the poet is not mentioned one can write anonymous.

(3) the **central idea** i.e. the main idea of the poem. This can be written in 3-4 lines.

(4) the **rhyme scheme** of the poem.

A **rhyme scheme** is the pattern of endings of a line/s of a poem or a song. For example, if the last word of the first line rhymes with the last word of the second line, both are given the same letter, say (a). Any other last word of any other line rhyming with these two will also be given the same letter (a). The other lines with different rhyming words at the end, (which does not rhyme with (a) will be given the letter (b).

Example :

Out of the night that covers me, (a)
Black as the Pit from pole to pole (b)
I thank whatever gods may be (a)
For my unconquerable soul. (b)

In this stanza **me** rhymes with **be**, so both are given the letter **a**.

Similarly, **pole** rhymes with **soul**, but not with **me** or **be**, so both are given the next letter **b**.

Rhyme scheme of the above stanza is abab.

(5) One **figure of speech** with explanation. Choose one which you can explain well. Mention the other figures of speech too.

(6) The **special features** of the poem, like **imagery** in the poem, or the beautiful descriptions of nature, or the **implied meaning**, if there is any,

You can also discuss the message the poet wants to give you. This should be written in about 5-6 lines.

(7) 1 or 2 of your **favourite lines** from the poem

(8) Why you **liked or disliked** the poem - whether it made you laugh or enjoy, or made you think, or the rhymes were good, etc.

This will be the end of the appreciation. The total number of lines written should be about 14-15.

Q. Write an appreciation of this poem, with the help of given points in paragraph format :

Note : The point format given for Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

Point Format

(for understanding)

- Title : Life
- Poet : Charlotte Bronte
- Theme/Central idea : This is a motivating and optimistic poem. The poet says that the bad things of life are transient, and good things invariably follow them. Hope will rescue us and help us to bear our trials, even during times of great adversity. We must be optimistic, and have the courage to overcome any mishaps or problems.
- Rhyme Scheme : abcb in the first stanza, dede and so on in all the remaining stanzas.
- Figures of Speech : 'What though death at times steps in'. The figure of speech is Personification. Death is given the human quality of 'stepping in'.
- The other important figures of speech are Metaphor and Interrogation (Rhetorical Questions).
- Special Feature/Implied meaning, etc. : The poem makes one feel good. It reminds us that even if there are problems in life, there will be better days ahead; that there are always silver linings to all dark clouds. It is a happy and inspiring poem and gives us courage.
- Favourite lines : Yet Hope again elastic springs unconquered, though she fell'.
- (Note :** Students may choose their own favourite lines.)
- Why I like/don't like the poem : I like the poem because it encourages me to take a positive view of life.

Paragraph Format

The poem 'Life' by Charlotte Bronte is a motivating and optimistic poem. The poetess says that the bad things of life are temporary. Good things invariably follow it. Even during times of great adversity, hope will rescue us and help us to bear our trials. We must look at the positive side of life, and have the courage to overcome any mishaps or problems.

The Rhyme Scheme is abcb, for the first stanza and dede and so on in all remaining stanzas. There are many figures of speech e.g. Personification - 'What though death at times steps in'. Here, death is given the human quality of 'stepping in'. The other important figures of speech are Metaphor and Interrogation (Rhetorical Questions). The special feature of this poem is that it makes one feel good and is easy to understand. It reminds us that even if there are problems in life, there will be better days ahead; that there are always silver linings to all dark clouds. It is a happy and inspiring poem and gives us courage.

My favourite lines are: 'Yet Hope again elastic springs unconquered though she fell'. I like the poem because it encourages me to take a positive view of life.

VOCABULARY FOCUS

Q. Give other '-ly' adverbs of similar meaning for the following. Use a thesaurus if needed :

(The answers are given directly.)

- | | |
|------------------|----------------|
| Ans. (1) rapidly | - swiftly |
| (2) merrily | - cheerfully |
| (3) gratefully | - thankfully |
| (4) cheerily | - happily |
| (5) manfully | - bravely |
| (6) fearlessly | - courageously |
| (7) gloriously | - wonderfully |
| (8) victoriously | - triumphantly |

POETIC DEVICES

Q. Euphemism : Think and write down three or four ways in which we can express the idea of 'death' in a tactful and gentle manner.

Ans. (1) The person has passed on to another world.

- (2) He/She has gone to meet his/her Maker.
- (3) He/She has become the beloved of God.
- (4) He/She has completed his work on this earth.

WRITING SKILLS

* Q. and that's how I realized that courage and hope can help me overcome any major mishap/problem in life.' Write an episode/experience from your own life that leads to the above conclusion.

Ans. I am a lover of sports. My favourite game is football. I wanted to play in my school team, and right from the age of eleven, I had been practising very sincerely.

Then one unfortunate day, when I was twelve, I fell down the stairs of my building and fractured my leg badly. I was devastated. How could I play my favourite game? How could I make it to the team? Would my leg ever become completely alright again? Would I be able to run around and kick the ball as before? I felt that my world had ended.

This was the time when my family gave me their full support. My grandparents helped me to while away the long hours; my parents made nutritious food for me and saw to the medical treatment. My sister, who is four years older than me, gave me sound advice and courage. She understood what I was going through. She told me of various people who had suffered terrible disasters and had risen above them. She brought me videos of umpteen cases where the mind had won over the body. She made me read biographies of achievers like Sudha Chandran. She made me do my exercises regularly and keep in touch with my sport. Slowly but surely, I regained courage and confidence.

Believe it or not, two years later I made it to my football team! My doctor and my family said that it was optimism and a positive attitude that had helped me recover completely. And that's how I realized that courage and hope can help me (or anybody) overcome any major mishap/problem in life.

FURTHER READING

* Read : 'The Psalm of Life' - a poem by H. W. Longfellow.

Introduction : This is a synopsis of the well-known adventure novel 'The Swiss Family Robinson' by Johann David Wyss. The novel has been enjoyed by people for more than two hundred years.

WARMING UP!

- * Q. 1. Do you know any stories about people who were lost in uninhabited places and were later rescued? Name them.

Ans. /Some examples : Robinson Crusoe.
Captain Nemo, Gulliver, etc.)

- * Q. 2. (a) Think of one of your favourite, interesting stories and fill in/draw an outline chart like the one shown on page 5 of the textbook.

Ans. (Students may write as many scenes as there are in the story after reading some stories.)

- (b) Find the meaning of 'anticlimax'.

Ans. 'Anticlimax' means a disappointing end to an exciting series of events.

- * Q. 3. Divide the class into groups of 4-6. Each group selects for itself one of the difficult situations given on Textbook page 5. Each group imagines themselves to be in that situation.

Each group now :

(1) Describes the surroundings in 4-5 sentences.

(2) Writes the reactions of the companions using exclamations.

(3) Using their imagination, writes what is the only ray of hope for them.

(4) Two members of the group are going out to try to get help. They can take any 5 things with them. Write what they choose and why they choose it.

(Brief points are given below for guidance. Situation (b) has been given in detail.)

- (a) marooned on an island : A group of people are marooned on an island in the middle of the ocean.

Points : Tiny island - 10 people marooned - only water all around - cannot be drunk - but small freshwater lake on island - some afraid, some hopeful, some ill - ray of hope is that there are

plenty of fruit trees and vegetables - see land in the distance - they plan to make a raft - two people to go for help - take food, water, some medicines etc. - make fire on island - see some planes go by

- (b) lost in a forest : A group of people walking through a thick jungle have lost their way.

Ans. (1) Oh, look at these huge trees, with so many leaves - there is barely any sunlight at the bottom here! What are those queer noises? There seem to be thousands of creepy-crawly insects and birds! What if there are poisonous snakes? Dangerous carnivorous animals?

(2) "Ouch! What was that?" said Reena.

"Oh my God! Are there tigers and lions here?" said Mohan.

"Someone please save me!" shrieked Ria.

(3) The only ray of hope was the probable return of the guide before the sun went down. He would then take us to our camp, which was a safe haven, with boundary walls and guards.

(4) Mohan and Sandeep are going for help. They will take a lantern and matches, in case it gets dark before they can get help. They will take stout sticks to protect themselves from animals, and food and water to keep themselves from starving. They will also take one of the whistles to tell us where they are.

- (c) stranded on the highway : A team of players from an office have got down at the wrong place on a highway at night. It is a lonely spot.

Points : Five people - chess players - though highway lit by lights, no humans or cars in sight - suddenly see a group of men on motorcycles - players afraid they are thieves - try to hide - successful - plan to remain in hiding - two members will walk along the road - other two will follow at a distance - carry sticks, stones, etc.)

**READING SKILLS,
VOCABULARY AND GRAMMAR**

g. Read the following passages and complete the activities :

PASSAGE 1 (Textbook page 6)

A1. Complete :

Complete the following statements :

(The answers are directly underlined.)

(1) The author of the novel is Johann David Wyss.

(2) The ship was caught in a great storm.

(3) The family found themselves within sight of a tropical desert island.

(4) The two dogs who came with them were Turk and Juno.

PASSAGE

The Swiss family Robinson ... had also survived.

Glossary : **synopsis** – a brief summary or outline. **prudent** – wise; well-judged. **clergymen** – priest. **husbandry** – the care, cultivation and breeding of crops and animals. **to stretch reality (phr)** – to say or write something that is not exactly true. **evacuated (here)** – left the ship to save themselves. **hold (here)** – space in a ship for cargo. **to survive something (phr)** – to live through something successfully. **reef** – rocks, sand, etc. close to the surface of the sea. **vessel (here)** – a boat. **livestock** – farm animals and birds (like cows, pigs, chickens, etc.) that are kept and used by people. **disassembled** – taken apart. **pinnace** – small boat attached to a ship.

A2. Answer the following question :

* Describe how the family reached the tropical island.

Ans. The family constructed a boat out of tubs. They filled the boat with food and ammunition and all the other articles of value they could safely carry. Then they rowed towards the island.

A3. Meanings :

Find the meanings of the following words :

- (1) evacuated (2) livestock
(3) synopsis (4) reef

Ans. (1) evacuated – left the ship to save themselves.

(2) livestock – farm animals and birds (like cows, pigs, chickens, etc.) that are kept and used by people.

(3) synopsis – a brief summary or outline.

(4) reef – rocks, sand, etc. close to the surface of the sea.

A4. (1) Tense :

Pick out the verbs in the following sentences and state their tenses :

(1) William, Elizabeth and their children had been travelling in a ship.

(2) They decided to get to the island.

Ans. (1) had been travelling – past perfect continuous tense.

(2) decided – simple past tense.

(2) Words used as nouns as well as verbs :

* The following words can be used as nouns as well as verbs. Make two sentences of your own, using them as a noun in one and a verb in another.

(1) hold :

(a) Noun – She has a strong hold over her children.

(b) Verb – Let me hold the bag for you.

(2) value :

(a) Noun – Do you know the value of this land?

(b) Verb – We must value our old people, for they have a lot of experience.

A5. Personal Response :

* In what way is a work of fiction different from a fact file?

Ans. In a work of fiction the writer can write anything he wishes to. He does not have to stick to the truth. He can exaggerate and stretch reality. However, in a fact file, the writer has to write only what is actually a fact.

PASSAGE 2 (Textbook pages 6 and 7)

A1. Uses :

Write what the following were used for by the Robinson family :

(The answers are directly underlined.)

- (1) **Gourds** : to make excellent bowls and spoons.
(2) **Grass** : to soften the floor of the tent.

- (3) **Knotted rope** : to create a ladder.
 (4) **Sledge** : to transport materials.

PASSAGE

Over the next few days ... to transport materials.

Glossary : **kegs** - barrels. **driftwood** - pieces of wood that are floating on the water. **sledge** - a vehicle on runners used for travelling over snow and ice. **runners** - long strips on which something slides.

A2. Give reasons :

* Mother wished to shift the family to a tree-house.

Ans. Mother wished to shift the family to a tree-house because their current camp was not only exposed but also very dry and hot. She wanted a house that would be safe from jackals and other animals.

A3. Meanings/Noun forms :

(1) Find the meanings of the following compound words :

- (1) armloads (2) driftwood

Ans. (1) armloads - the amounts that can be carried in one arm or both the arms.

(2) driftwood - pieces of wood that are floating on the water.

(2) Give the noun forms of the following :

- (1) measure (2) describe

Ans. (1) measure - measurement

(2) describe - description

A4. (1) Conjunctions :

Pick out the conjunctions in the following sentences :

(1) They set up a tent and softened the floor with grass.

(2) Elizabeth informed William that she wanted the family to move to a safer place.

Ans. (1) and (2) that

(2) Words used as nouns as well as verbs :

* The following word can be used as a noun as well as a verb. Make two sentences of your own, using it as a noun in one and a verb in another.

knot

(a) Noun - There were many knots in the wire we had bought.

(b) Verb - Can you please join many small wooden blocks together?

A5. Personal Response :

What quality or qualities, according to you, does Elizabeth's decision to move to a safer place show?

Ans. Elizabeth's decision to move to a safer place shows her foresight and knowledge of the environment. It also shows her intelligence.

PASSAGE 3 (Textbook pages 7 and 8)

A1. Right or Wrong :

Say if the following sentences are Right or Wrong:

(1) The family found a wonderful, ready cave for their winter home. **Wrong**

(2) Elizabeth was idle when the others were busy. **Wrong**

(3) They made windows for sunlight to enter the cave. **Right**

(4) Father and Jack rigged up a new light. **Right**

PASSAGE

Meanwhile Elizabeth announced
..... had rescued from the ship.

Glossary : **exuding** - emitting; giving out. **abutting** - having common boundary. **oppressive** - suffocating; stifling. **rigged** - to erect or construct (generally as a temporary measure).

A2. Answer the following questions :

* (1) How did the mother occupy herself while the tree house was being built?

Ans. When the tree house was being built the mother looked after the vegetable garden and grew healthy plants. Corn, melons, pumpkins and cucumbers were already growing.

* (2) What was the third place the family decided to reside in? Why did they wish to shift there?

Ans. The third place the family decided to reside in was a cave. They wished to shift there to create a place safe from the elements during the coming winter. The cave could also be a strong storage spot to protect themselves and their belongings.

A3. Synonyms and Antonyms :

* (1) Find the meanings of the following compound words :

- (1) cross-currents (2) fireplace

Ans. (1) cross-currents – currents of air-flow across a room.

- (2) fireplace – a special space for a fire to burn in.

(2) Using prefixes, form the antonyms of the following words :

- (1) complete (2) healthy

Ans. (1) complete × incomplete

- (2) healthy × unhealthy.

A4. (1) Wh-Questions :

Frame Wh-questions to get the underlined parts as the answer :

(1) On the smooth surface of the rock, father marked dimensions.

(2) Only the father and Fritz travelled to the woods.

Ans. (1) Where did father mark dimensions?

(2) Who travelled to the woods?

(2) Words used as nouns as well as verbs :

* The following words can be used as nouns as well as verbs. Make two sentences of your own, using them as a noun in one and a verb in another :

(1) travel.

Ans. (a) Noun – Train travel can be a very interesting experience.

(b) Verb – I travel regularly to foreign countries.

(2) reach.

Ans. (a) Noun – Our goal was within reach when our leader gave up.

(b) Verb – Reach the appointed place on time, please.

(3) mark.

Ans. (a) Noun – The tight elastic has left a mark on my arm.

(b) Verb – The teacher asked Rohan to mark the swampy area neatly with chalk.

A5. Personal Response :

What is your opinion about the father, based on the passage?

Ans. I think that the father is very resourceful and knowledgeable. He found plants from the forest which would provide them with wax for candles and

rubbery sap for boots. He realized that winter would be difficult in the tree as they would be exposed to the elements. So he worked hard and intelligently to build a cave. If he found that anything was lacking, he tried to rectify it like providing the cave with a lamp. He cared for and looked after his family well.

PASSAGE 4 (Textbook pages 8 and 9)

A1. True or False :

Say if the following sentences are True or False :

Ans.

(1) A buffalo herd had destroyed the fields.

False

(2) They used four strong trees as the foundation.

True

(3) Jack knocked down an albatross.

False

(4) Jenny was shy at first.

True

PASSAGE

One day, they found

..... with the Robinson family.

Glossary : albatross – a large, long-winged sea-bird. stranded – left alone helpless. vicinity – close to.

A2. Answer the following questions :

* (1) What made the family change over to their fourth residence? What precaution did they take before building it?

Ans. One day, the family found that one of their huts had been completely destroyed and the cultivated fields around it trampled and ruined by an elephant herd. Hence they decided to have another residence which would discourage all wild animals from entering their cultivated lands. While building it, they took the precaution of using four strong trees growing in a square near one another as a foundation. The trees were of equal size, approximately twelve feet apart. Thus, their home would be safe.

* (2) How did Fritz learn about another victim, forsaken (abandoned) on a faraway island?

Ans. Fritz had knocked down an albatross. He found a rag tied to the bird's leg. On the rag was a message that an Englishwoman had been stranded on a 'smoking rock' which was probably a faraway island.

*(3) Who was the victim and how long had she survived?

Ans. The victim was a young Englishwoman Jenny Montrose. Fritz had no idea how long she had been stranded.

A3. Meanings/Abstract nouns :

(1) Find the meaning of the following compound word :

* footprints

Ans. footprints – the impressions left by a foot or a shoe on the ground.

(2) Complete the words to form two abstract nouns from the passage :

(1) foun _____ (2) des _____

Ans. (1) foundation (2) despair

A4. (1) Infinitives :

Pick out the infinitives in the following sentences :

(1) The family began to design a new defence to discourage all wild animals.

(2) He was determined to do his best to find the sender.

Ans. (1) to design, to discourage

(2) to do, to find.

(2) Words used as nouns as well as verbs :

* The following words can be used as nouns as well as verbs. Make two sentences of your own, using them as a noun in one and a verb in another :

(1) knock.

Ans. (a) Noun – Snow White heard a loud knock at the door.

(b) Verb – We should knock at the door before we enter a room.

(2) attack.

Ans. (a) Noun – The sudden enemy attack caught the people unawares.

(b) Verb – Animals do not attack unless they are frightened.

A5. Personal Response :

* Do the changes in the family's residence remind you of the history of man's evolution?

Ans. Yes, they do. Man first stayed in the open in make-shift tents and then on trees, to protect himself from wild animals. He shifted to caves to create a

safe place from the elements and to have a storage spot for himself and his belongings. He later shifted to places that would protect not only him but also his belongings and his cultivated lands. This was exactly what the Robinson family did.

PASSAGE 5 (Textbook pages 9 and 10)

A1. Name the following :

(The answers are given directly.)

(1) The person who had inspired the search : Jenny's father

(2) The place where the British vessel was headed towards : New Switzerland

(3) The person who wanted to marry Jenny : Fritz

(4) The person who wanted a chance to receive an academic education : Franz

PASSAGE

One day, they saw a ship

..... Then the ship departed.

Glossary : spyglass – binoculars or a small telescope. savages – wild men.

A2. Answer the following questions :

* (1) How does the adventure come to a happy end?

Ans. The adventure comes to a happy end after the family and Jenny were rescued by a British vessel. The survivors were in good health and decisions were unanimously made about who wanted to stay on the island and who wanted to leave. Fritz told his parents about his love for Jenny and his wish to marry her. So everyone was finally happy.

* (2) Who is included in the word 'Everyone' in 'Everyone was amazed ...'.

Ans. The word 'Everyone' includes the passengers and crew of the British vessel which had rescued the family.

A3. Meanings :

Find the meanings of the following words :

(1) spyglass (2) savages

(3) crew (4) survivors

Ans. (1) spyglass – binoculars or a small telescope.

(2) savages – wild men.

- (3) crew – the people who work on a ship.
(4) survivors – the people who have survived or lived through something.

A4. (1) Subordinate Clauses :

Pick out the subordinate clauses from the following sentences :

- (1) They saw a ship which had laid anchor.
(2) Jenny asked if anyone would support her return to England.

Ans. (1) subordinate clause – which had laid anchor.

(2) subordinate clause – if anyone would support her return to England.

(2) Word used as noun as well as verb :

The following word can be used as a noun as well as a verb. Make two sentences of your own, using it as a noun in one and a verb in another :

return,

(a) Noun – The return of the lost boy brought happiness to everyone.

(b) Verb – Please return the book to me soon.

A5. Personal Response :

The end of the novel states that Jack and Ernest chose to stay back on the island instead of returning to England. Can you guess the reasons why they made this choice?

Ans. One reason could be that they had been very young when they were marooned on the island, and this was their life now. The second reason was that they probably did not want to leave their parents alone without support.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

- (1) Write two compound words from the lesson.

Ans. spyglass, Englishwoman

- (2) Make a meaningful sentence using the phrase 'the next morning'

Ans. The next morning, the rain had stopped and the sky was clear.

(3) Spot the error and correct the sentence :

Everyone were amazed at the good health of the survivors.

Ans. Everyone was amazed at the good health of the survivors.

- (4) Pick out the infinitive from the sentence :
Fritz, Ernest, Jack and Franz were left to survive alone.

Ans. Infinitive – to survive.

(5) Identify the type of sentence :

Do not despair.

Ans. Imperative Sentence

- (6) Find out two hidden words from the word : 'informed'

Ans. informed – inform, deform, (friend, fiend).

- (7) Form the past participle of a verb from the lesson in which the last letter is doubled.

Ans. knot – knotted

- (8) Arrange these words in alphabetical order : platform, produce, perfect, pinnace

Ans. perfect, pinnace, platform, produce

A2. Medium-Level Activities :

- (1) One day, they saw a ship.

(Change the voice starting 'A ship...'.)

Ans. A ship was seen by them one day.

- (2) Use the word 'might' in two separate sentences, the word having different meanings (homographs) :

Ans. (a) The little boy pulled at the rope with all his might.

(b) It might rain tonight.

(3) They created a ladder.

(Use the past perfect tense of the verb.)

Ans. They had created a ladder.

- (4) His father suggested that 'smoking rock' sounded like a reference to a volcano.

(Rewrite using direct speech.)

Ans. His father said, " 'Smoking rock' sounds like a reference to a volcano".

(B) Challenging Activities :

- (1) Use the word 'wish' as a noun and a verb in two separate sentences.

Ans. (a) The fairy granted the poor girl her wish.
(noun)

(b) "I wish I had a beautiful dress," said Cinderella.
(verb)

- (2) Elizabeth informed William that she wanted the family to move to a safer place.

(Pick out the clauses)

Ans. Elizabeth informed William-Main Clause that she wanted the family to move to a safer place-Subordinate Clause

VOCABULARY FOCUS

Q Given in a mixed order below are some good human attributes of the family. Pick out a suitable one from the box and write it against each line that reflects it :

- (1) courage and daring (2) perseverance and positive attitude (3) foresight (4) family bonds (5) humanity and sensitivity (6) resourcefulness (7) knowledge and its application (8) cautiousness.

(The answers are given directly.)

(a) The father told Fritz that the gourds would make excellent bowls and spoons and they cut them into various utensils. resourcefulness.

(b) After some days Elizabeth informed them that she wanted the family to move to a safer place. cautiousness.

(c) Thinking ahead of winter, father decided to create a place safe from the elements. foresight.

(d) Father taught the boys geometry and how to use triangles to measure big objects. knowledge and its application.

(e) ... he believed his daughter was still alive after three years. perseverance and positive attitude.

(f) Ten years had passed and the young boys grew to be young men and their parents were proud of them. family bonds.

(g) Fritz felt that someone needed his help and he was determined to find the sender. humanity and sensitivity.

WRITING SKILLS

Q. 1. Write in your own words how the Robinson family made each of their homes.

(1) First home :

Ans. The Robinson family's first home was a tent on the island. They cut and spread armloads of grass to serve as their beds and soften the floor of the tent.

(2) Second home :

Ans. Their second home was a tree whose trunk was nearly 40 ft. in diameter. The branches were long and extended straight out from the trunk, making them perfect platforms for a structure. After determining the height of the lowest branch from the ground, they made a ladder. They discovered how to

make candles. They also made a sledge to help them to transport materials.

(3) Third home :

Ans. The Robinson family's third home was a cave they carved out in the rock abutting their camping site. They made an opening on the smooth face of the rock. Then they cut windows in the rock to allow for cross-currents of air and sunlight to enter the cave. They made four rooms, complete with a fireplace. They hung a huge oil lamp at the top of a bamboo pole for light. This was their winter home, a place safe from the elements and a strong storage spot to protect themselves and their belongings.

(4) Fourth home :

Ans. They used four strong trees growing in a square near one another as the foundation for their fourth home. The trees were of equal size, approximately twelve feet apart. Thus they built another safe home.

Q. 2. Expand the following ideas in a paragraph or two :

(1) Where there is a will, there is a way.

Ans. This proverb means that if one really wants to do something, one can. If we read biographies of great men and women like Albert Einstein, Marie Curie, Mother Teresa and Abraham Lincoln, we will find that it is their strong will which has helped them overcome great difficulties and setbacks, and helped them find a way to achieve their goals.

All of us wish to achieve many things in life, but we may not succeed. When this happens, we tend to blame our luck, our circumstances and our fate. We do not realize that the fault lies within us. Every student thinks that getting a high score in examinations is beyond his or her capacity. But if a student resolves firmly to achieve his or her goal and works towards it sincerely and wholeheartedly, he or she is certain to achieve success. If one comes across any obstacle and can't climb over it, one must walk around it. There is always a way, if there is the will!

(2) Courage and resourcefulness are the keys to overcome problems.

Ans. When we talk of courage and resourcefulness, the first person that comes to my mind is the dancer and actress Sudha Chandran.

Sudha Chandran, a Bharatnatyam dancer, did not let an accident come in the way of achieving her dreams. At the age of seventeen, she met with an accident which resulted in the amputation of one leg, below the knee. To any ordinary person, this would have meant the end of a dancing career. But Sudha took it as a challenge; with an artificial leg, she began to dance again. Today her story is the story of inspiration for many.

We have only to look around us at the cancer survivors to realize how courage can help us overcome all odds and achieve our goals in life. We must never give up hope; if one way seems too difficult, we must think of the other ways available. All we need is renewed determination and effort and we will finally succeed.

INDIVIDUAL PROJECT

- * Choose any novel/book that you enjoyed. Prepare a synopsis of the novel. It should include the major events and the links between them as described in the novel. You may prepare a chapterwise outline first, and then put the outlines together to write a brief synopsis.

FURTHER READING

- * Read about the novel 'Robinson Crusoe' by Daniel Defoe and 'Gulliver's Travels' by Jonathan Swift.



1.3 HAVE YOU EVER SEEN ... ?

Introduction : This is an interesting and amusing poem, where the poet has made use of plenty of puns.

WARMING UP!

- *Q. 1. Think of five homographs and list them down. Then write two sentences of your own, to bring out the difference in meaning:

Words that have the same spelling but differ in meaning when used in different contexts are called homographs.

Ans.

Homographs	Sentences
(1) bow	(a) The prince slowly put down the <u>bow</u> and arrow. (b) "Should I <u>bow</u> if I see the king?" asked the little boy.
(2) content	(a) One should always be <u>content</u> with what one has. (b) You must always check the nutritional <u>content</u> of what you eat.
(3) live	(a) One must learn to <u>live</u> within one's means. (b) It is dangerous to touch a <u>live</u> wire.
(4) object	(a) Can you give me some round <u>objects</u> ? (b) That lawyer <u>objects</u> to everything I say.
(5) tear	(a) A <u>tear</u> fell from the eye of the old woman. (b) " <u>Tear</u> the paper into four pieces," said the teacher.

- *Q. 2. Find examples of pun with the help of your parents/teacher :

When words with the same spelling or pronunciation are used in such a way that they convey more than one meaning, the figure of speech involved is called a pun.

Ans. Some examples :

- (1) Where do you find giant snails?
On the ends of giants' fingers.
- (2) How do turtles talk to each other?
By using shell phones.
- (3) You can communicate with a fish by dropping it a line.
- (4) What do you get from a pampered goat?
Spoilt milk.

- *Q. 3. Write down 3-4 examples of Interrogation used in poetry.

In poetry, when a question is asked, not to get an answer but to emphasise a point or fact, it is an example of Interrogation or Rhetorical Question.

Ans. (1) If Winter comes, can Spring be far behind?

(2) If you prick us, do we not bleed?

(3) What's in a name?

PARAPHRASE

The poet asks if anyone has seen a sheet on a river bed or a single hair from the head of a hamster. He asks if the foot of a mountain has any toes or if there is a pair of garden hose.

He wonders if the needle ever winks its eye and why the wing of a building doesn't fly. He also asks if you can tickle the ribs of a parasol or open the trunk of a tree at all.

Finally he asks if the teeth that a rake has are going to bite, or if the hands of a clock have any left or right. He wonders if a garden plot can be deep and dark and what is the sound of a birch tree's bark.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. Read the following poem carefully and complete the activities :

POEM (Textbook page 13)

A1. Fill in the blanks :

(The answers are directly underlined.)

The poet wonders if :

- (1) the teeth of a rake will ever bite.
- (2) the foot of a mountain has any toes.
- (3) the ribs of an umbrella can be tickled.
- (4) there can be a sheet on a river bed.

POEM

Have you ever seen the birch's bark?

Glossary : **hose** – (i) a flexible tube (ii) a pair of stockings or tights. **parasol** – umbrella. **rake** – a garden tool with a long handle and long, pointed metal parts (called teeth) sticking out. **plot** – (i) a small area of land (ii) an evil or wicked plan. **birch** – a type of tree.

A2. Answer the following questions :

(1) What does the poet want to know about a hammer?

Ans. The poet asks if anyone has seen a single hair on the head of a hammer.

(2) What is the pun in the word 'plot' here?

Ans. A plot means 'an evil or wicked plan'. A plot also means an area in a garden or some place. The poet asks how a garden 'plot' (one meaning of the word) can be evil and dark (the other meaning of the word).

* (3) Write two lines from the poem that you find the most humorous. Justify your choice.

Ans. Two lines I find the most humorous are :

(1) Can you tickle the ribs of a parasol?

I find this humorous because I can just imagine someone tickling the spokes of an umbrella and trying to get it to respond!

(2) Does the needle ever wink its eye?

I find this humorous because I think of myself holding a needle that is winking!

A3. * (1) Find from the poem three examples of each :

- (a) Interrogation (b) Pun
- (c) Personification (d) Alliteration

Ans. (a) Interrogation :

- (1) Have you seen a sheet on a river bed?
- (2) Does the needle ever wink its eye?
- (3) Are the teeth of a rake ever going to bite?

(b) Pun :

- (1) Has the foot of the mountain any toes?
- (2) Can you tickle the ribs of a parasol?
- (3) Have the hands of a clock any left or right?

(c) Personification :

- (1) Has the foot of the mountain any toes?
- (2) Does the needle ever wink its eye?
- (3) Can you tickle the ribs of a parasol?

(d) Alliteration :

- (1) Or a single hair from a hammer's head?
- (2) Or open the trunk of a tree at all?
- (3) And what is the sound of the birch's bark?

(2) Write down the rhyming pairs of words from the whole poem.

Ans. Stanza 1 – bed-head, toes-hose.

Stanza 2 – eye-fly, parasol-all.

Stanza 3 – bite-right, dark-bark.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However it is to be written in the form of a paragraph in the examination.

Point Format

(for understanding)

- **Title :** Have you ever seen ...?
- **Poet :** An anonymous poet
- **Theme/Central idea :** This is an interesting and amusing poem, where the poet has made use of plenty of puns, just for fun and enjoyment. The reader is expected to enjoy the play on words and appreciate how the same words can have different meanings.
- **Rhyme Scheme :** nabb.
- **Figures of Speech :** Interrogation : Can the garden plot be deep and dark? The question is asked not to get an answer but to make one think. Some other figures of speech are : Pun, Personification and Alliteration.

- Special Feature/Implied meaning, etc.:** The poem, which is full of puns, makes the imagination run wild imagining all types of things, like a bedsheet on a river or a needle winking its eyes. The special feature of this poem is that it makes you realize the beauty of the puns used and you enjoy this play on words.
- Favourite lines:** Does the needle ever wink its eye? Are the teeth of a rake ever going to bite?
- Why I like/don't like the poem:** I like the poem because it makes me laugh.

Paragraph Format

The poem 'Have you ever seen ...' written by an anonymous poet, is an interesting and amusing poem. The poet has made use of plenty of puns, just for fun and enjoyment. The reader is expected to enjoy the

play on words and appreciate how the same words can have different meanings.

The Rhyme Scheme of the poem is aabb. There are several figures of speech like personification and Alliteration, in addition to the puns. One of them is Interrogation : 'Can the garden plot be deep and dark?' Here, the question is asked not to get an answer but to make one think.

The poem is full of puns, and makes the imagination run wild. The reader imagines all types of things, like a bedsheet on a river or a needle winking its eyes. The special feature of this poem is that it makes you realize the beauty of the puns used and you enjoy this play on words. My favourite lines are : 'Are the teeth of a rake ever going to bite? Does the needle ever wink its eye?' I like the poem because it makes me laugh.

VOCABULARY FOCUS

Homographs :

From each line in the poem, pick out the word that is a homograph. Write its meaning in the context of the phrase used in the poem. Then write the other meaning implied in the question :

Stanza	Word	One meaning	Other meaning
First	(1) bed	piece of furniture	bottom of the river, sea, etc. part of hammer with which we hit a nail base of a mountain
	(2) head	upper part of human body	
	(3) foot	part of the leg on which a person stands or moves	
	(4) hose	a pair of stockings or tights	
Second	(1) eye	the organ of sight in one's face	a flexible tube the hole at the blunt end of a needle to pass a thread a section or part of a building thin metal spokes attached to the central stick of an umbrella
	(2) wing	an organ in birds meant for flying	
	(3) ribs	curved bones extending from the spine to the sternum	
	(4) trunk	a large storage box	
Third	(1) teeth	hard structures in the mouth for biting and chewing	woody stem of a tree long metal prongs on a garden tool used for clearing leaves, etc. the pointers on a clock that show the time a small area of land the hard outer covering of the tree trunk
	(2) hands	the end part of the arm, beyond the wrist	
	(3) plot	an evil or wicked plan	
	(4) bark	the sharp cry of a dog or fox	

POETIC DEVICES

* Fill in the blanks in the sentences using appropriate words from the brackets to make puns :

(struck, numbered, too tired, developed, put down, homeless, old-fashioned, a reaction)

(The answers are given directly.)

(1) She had a photographic memory but never developed it.

(2) He was struggling to work out how lightning works when it struck him.

(3) Every calendar's days are numbered.

(4) A bicycle cannot stand on its own because it is too tired.

(5) I'm reading a book on anti-gravity. It's impossible to put down the book.

(6) I'd tell you a chemistry joke but I know I wouldn't get a reaction.

(7) What do you call Watson when Sherlock isn't around? homeless.

(8) I would tell a history joke, but it is too old fashioned.

ACTIVITY

* Form groups of four or five. Think, discuss and add at least one more stanza, using the same style and devices as the poet has used. It should include homographs, interrogation and the same rhythm and rhyme scheme.

Have/Does/Are _____

* Read : 'Alice in Wonderland' – by Lewis Carroll.



FURTHER READING

1.4

HAVE YOU THOUGHT OF THE VERB 'HAVE'

(Note : There will be activities only under Grammar Focus for this chapter.)

GRAMMAR FOCUS

*Q. Add sentences to those given in the passage to illustrate the uses of 'have' :

(a) To show possession :

- (1) I have a new motorcycle.
- (2) The children have identical school bags.
- (3) My neighbour has three dogs.

(b) To indicate relationship :

- (1) I have a sister in Holland.
- (2) Do you have any siblings?
- (3) I have an aunt who is a singer.

(c) To refer to eating/drinking :

- (1) We usually have dinner at 8 p.m.
- (2) May I have that last piece of cake?
- (3) Have some juice if you are thirsty.

(d) To show ownership :

- (1) Our building has two lifts.
- (2) The lake has two boat houses.
- (3) Our school library has many books.

(e) To refer to events, activities & experiences :

- (1) We had a wonderful time at the picnic.
- (2) They have a funfair in their building every month.
- (3) Our children had a drawing competition yesterday.

(f) To refer to a physical condition :

- (1) My friend had fever last night.
- (2) My mother has a toothache quite often.
- (3) I have a broken nail which is painful.

ACTIVITY/PROJECT

*Q. Look up the following verbs in a good dictionary. List at least 20 different uses of each. You may include their use with different prepositions, adverbs or in idioms.
(Students can attempt this activity on their own.)

go down



go to bed

get



put

pass

◆ ◆ ◆

WARMING UP!

Talking About Myself

- Q. 1.** Write a few lines about yourself – your name, appearance, etc. Then create an imaginary ‘persona’ for yourself. It may be quite different from your real self. Or you may choose a fictional character and introduce yourself in that role.

(Only a few lines have been given here. Students can expand the paragraphs as they wish.)

Ans.

Real Self

Hi, I am Reena. I am 14 years old. I am tall and plump. I have one brother, Arush. I live in Mumbai in a small flat. I walk daily to my school, National School. I am good at Maths and Science and dislike Social Studies. I play badminton and like to swim....

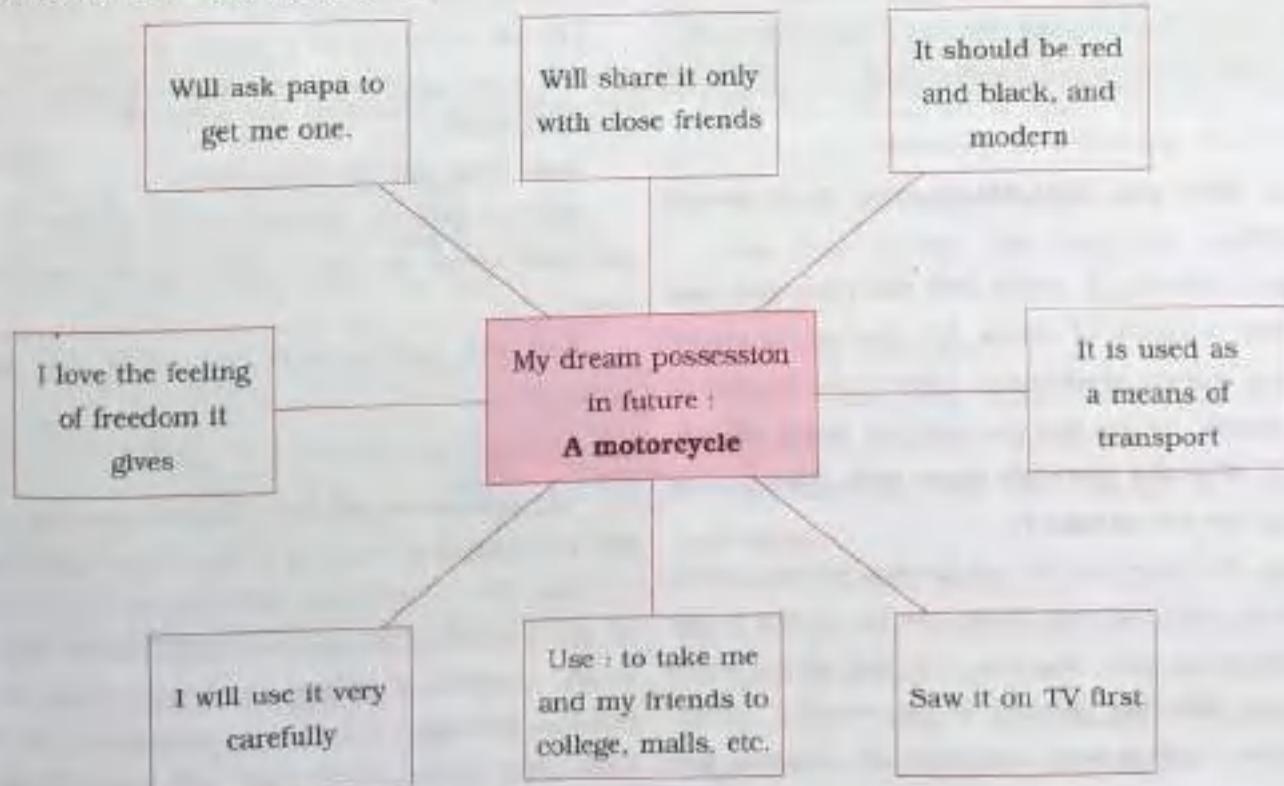
Imaginary Persona

Hi, I am Alina. I am 18 years old. I travel to college in a chauffeur-driven car. I won our college beauty pageant last year. I am now approached by many companies for their advertisement assignments. I did a few of them. I am now earning a lot and look after all my needs and luxuries myself.

My Dream Possession

- Q. 2.** Is there something that you would like to own more than anything else? Describe your dream possession with the help of the following points. You may add your own points, too.

(The answers are given directly.)



Introduction : This is a story about the dreams, desires and envy of a young, beautiful but poor girl who borrows an expensive diamond necklace from her friend.

READING SKILLS, VOCABULARY AND GRAMMAR

Q. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 18)

A1. True or False :

Write whether the following statements are

True or False :

- | | | |
|---|-------------|-------|
| (1) Mathilde was born into a rich family. | <u>Ans.</u> | False |
| (2) Mathilde was content with what she had. | <u>Ans.</u> | False |
| (3) Mathilde had no rich dresses or jewels. | <u>Ans.</u> | True |
| (4) Mathilde was wedded to an aristocrat. | <u>Ans.</u> | False |

PASSAGE

Mathilde was a pretty despair and misery.

Glossary : **aristocrat** – a person of high social rank, usually rich. **tormented her** – made her suffer great mental agony and unhappiness.

A2. Answer the following questions :

- *(1) Why was Mathilde married to a 'minor official'?

Ans. Mathilde, a pretty and charming girl, was born into a family of clerks. She had no means of becoming known, understood, loved or be wedded to an aristocrat. So she was married to a 'minor official'.

- *(2) Why did Mathilde weep with misery after visiting her schoolmate?

Ans. Mathilde had no rich dresses and no jewels, and these were the only things she loved. She found that her schoolmate, who was rich, had all the things that she, Mathilde, wanted so desperately. Hence, she wept with misery and envy after visiting her schoolmate.

*(3) Write a few lines about what Mathilde had and what she dreamt about.

Ans. Mathilde had plain dresses and a shabby, poorly furnished house. She dreamt of a grand, palatial mansion, with vast rooms and inviting smaller rooms, perfumed for afternoon chats with close friends.

A3. Match :

Match the following nouns with their adjectives:

A	B
(1) minor	(a) house
(2) shabby	(b) mansion
(3) palatial	(c) friends
(4) close	(d) official

Ans. (1) minor – official

(2) shabby – house

(3) palatial – mansion

(4) close – friends

A4. Do as Directed :

- (1) She dreamed of a grand, palatial mansion
(Frame a wh-question to get the underlined words as the answer.)

Ans. What did she dream of?

- (2) She suffered because of her shabby house.
(Rewrite using the noun form of the underlined word.)

Ans. Her suffering was because of her shabby house.

A5. Personal Response :

- *(1) Is anyone entitled to all the luxuries of life due to reasons of birth or other innate qualities?

Ans. No, I don't think that a person is entitled to all the luxuries of life due to reasons of birth or other innate qualities. A person must work hard for his luxuries and not get them just because of his birth. Only when he/she works hard will he/she know the real value of things.

*(2) Write what you think about the following thoughts and actions of Mathilde :

(a) Mathilde was beautiful and so she wanted to marry an aristocrat.

Ans. I think that this is a natural but childish wish. What Mathilde does not realize is that happiness does not lie in money or status. It depends on the character of a person.

(b) Mathilde was sad because she did not get any luxuries.

Ans. I feel sympathetic towards Mathilde. Everyone wants luxuries, but not everyone can get them. Mathilde should have realized this and been content with whatever she had. She should have tried to improve her living conditions in some way.

(c) Mathilde felt that her house was shabby and poorly furnished.

Ans. This shows Mathilde's inability to deal with reality. Mathilde should have tried to make the house a home by keeping it clean and doing things with love, instead of looking at the material things that were there.

(d) Mathilde wanted other people to envy her.

Ans. This is a very natural feeling. We all want others to admire and envy us; but Mathilde should have kept this feeling under control.

PASSAGE 2 (Textbook pages 18 and 19)

A1. Who said to whom :

*Write who said the following sentences and to whom :

(1) 'Look, here's something for you.'

Ans. Mathilde's husband said this to Mathilde.

(2) 'Why, the dress you go to the theatre in!'

Ans. Mathilde's husband said this to Mathilde.

PASSAGE

One evening her husband
..... a really beautiful dress.

Glossary : M. – stands for Monsieur in French. Mme. – stands for Madame in French. stuttered – stammered; spoke with difficulty.

A2. Answer the following questions :

*(1) What did the envelope hold?

Ans. The envelope held an invitation for a party at the Ministry of Education.

*(2) Was the husband a considerate person?

How do we know that?

Ans. The husband was very happy to give Mathilde the invitation to the party for he felt that she would be pleased. When she began to cry, he was distressed to see her tears. When he realized that she wanted to buy a dress for the party, he sacrificed the money he had saved to buy himself a gun for a hunting summer with friends. He gave her the money for her new dress. This shows that the husband was a considerate person.

A3. Match :

Match the words with their meanings :

A	B
(1) triumph	(a) shocked
(2) computing	(b) stammered
(3) stunned	(c) calculating
(4) stuttered	(d) victory

Ans. (1) triumph – victory

(2) computing – calculating

(3) stunned – shocked

(4) stuttered – stammered.

A4. Activities based on Contextual Grammar :

(1) He hadn't thought of that.

(Add a question tag.)

Ans. He hadn't thought of that, had he?

(2) One evening her husband came home with an air of triumph.

(Replace the underlined words with an adverb.)

Ans. One evening her husband came home triumphantly.

A5. Personal Response :

Write what you think about the following thoughts and actions of Mathilde :

*(1) Mathilde was not happy to see the invitation.

Ans. This is a natural reaction on her part, for she wanted to be well-dressed and look pretty when she went to an important party. However, she should not have disappointed her husband by immediately showing her unhappiness, but explained to him later on what she wanted.

"(2) Mathilde wanted a new dress for herself.

Ans. Mathilde was young and pretty, and wanted new things. But she should have first asked her husband what he had saved the money for, and then decided what was more important - her dress or his gun. He was very generous and she should also have shown some generosity.

PASSAGE 3 (Textbook pages 19 and 20)

A1. Who said to whom :

*Write who said the following sentences and to whom :

(1) "I would rather not go to the party"

Ans. Mathilde said this to her husband.

(2) "Choose, my dear."

Ans. Madame Forestier said this to Mathilde.

(3) "You have nothing else?"

Ans. Mathilde said this to Madame Forestier.

(4) "Would you lend me this, just this?"

Ans. Mathilde said this to Madame Forestier.

PASSAGE

The day of the party
..... then fled with her treasure.

Glossary : ecstasy - great happiness.
rapturously - with great joy.

A2. Answer the following questions :

"(1) Why did Mathilde go to her friend's house and tell her of her distress?

Ans. Mathilde wanted to have jewellery to wear for the party. She did not have any, but she knew that her friend was rich and would have plenty of jewels. So she went to her friend's house and told her of her distress so that she could borrow some jewellery from her.

"(2) What did Madame Forestier's large box contain?

Ans. Madame Forestier's large box contained jewellery.

"(3) Which sentences tell us that Mathilde greatly desired the necklace?

Ans. The following lines tell us that Mathilde greatly desired the necklace :

(i) Her heart began to beat with uncontrolled desire. Her hands trembled as she took it. She fastened it around her neck and stood lost in ecstasy.

(ii) Then she asked anxiously, hesitating, "Will you lend me this, just this?"
(iii) She threw her arms around her friend's neck rapturously, then fled with her treasure.

A3. Activities based on Vocabulary :

(1) Write down two adjectives from the passage that describe Mathilde :

Ans. sad, restless (anxious, strange).

(2) Write down the adjective forms of

(1) ecstasy (2) fashion

Ans. (1) ecstasy - ecstatic

(2) fashion - fashionable

A4. Do as directed :

(1) She kept asking, "You have nothing else?"
(Rewrite as an affirmative sentence.)

Ans. She kept asking, "It this all you have?"

(2) "You've been acting strange these last three days."
(Rewrite as a negative sentence.)

Ans. "You've not been acting normally these last three days."

A5. Personal Response :

"(1) Try to express the thoughts that must have passed through Mathilde's mind on seeing the necklace?

Ans. On seeing the necklace, Mathilde must have thought : "Oh, how beautiful I will look with these diamonds round my neck! I will be the prettiest woman at the party. All the others will crowd round me and admire me. I will be the most elegant and gracious woman there. Everyone will envy me!"

"(2) Write what you think about the following actions of Mathilde :

Mathilde borrowed a diamond necklace from her friend and wore it to the party.

Ans. Mathilde should not have borrowed such an expensive necklace just to show off. One should never borrow expensive things from others.

PASSAGE 4 (Textbook page 20)

A1. Who said to whom :

Write who said the following sentences and to whom :

"(1) "What! ... how! ... That's impossible!"

Ans. Mathilde's husband said this to Mathilde.

(2) "What's the matter?"

Ans. Mathilde's husband said this to Mathilde.

PASSAGE

The day of the party arrived That's impossible!"

Glossary : panic stricken - with a sudden feeling of fear. distraught - worried, disturbed.

A2. Answer the following question :

*Why did Mathilde not notice the loss of her necklace earlier?

Ans. Mathilde was a great success at the party. She was full of joy for she was prettier than all the other women. She danced wildly, with passion, forgetting everything in the triumph of her success, floating in a cloud of happiness. In all this excitement, she did not notice the loss of her necklace.

A3. Activities based on Vocabulary :

(1) Pick out four adverbs ending in '-ly' from the passage.

Ans. wildly, finally, sadly, suddenly.

(2) Write the adverb forms of the following :

- (i) pretty (ii) elegant
- (iii) gracious (iv) impossible

Ans. (i) prettily (ii) elegantly (iii) graciously
 (iv) impossibly.

A4. (1) Indirect Speech :

Rewrite the following conversation in Indirect Speech :

"You could wear flowers," he said. "They are very fashionable at this time of the year."

Ans. He said that she could wear flowers, and that they were very fashionable at that time of the year.

(2) Subject-predicate :

She threw her arms round her friend's neck.

(Pick out the subject and predicate.)

Ans. Subject - She

Predicate - threw her arms round her friend's neck.

A5. Personal Response :

*Write what you think about the following action of Mathilde :

Mathilde lost the necklace.

Ans. Mathilde was very careless and so thrilled with all the admiration that she forgot everything. She should have taken care and not been so irresponsible, especially when she was wearing borrowed jewels.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

(1) Write two compound words of your own.

Ans. daydream, candle-stick

(2) Make a meaningful sentence using the phrase 'with an air of triumph'

Ans. The magician drew out a rabbit from the hat with an air of triumph.

(3) Spot the error and correct the sentence :

You've be acting strange these last three days.

Ans. You've been acting strange these last three days.

(4) Pick out the infinitive from the given sentence :

He had been saving that exact amount to buy a gun

Ans. to buy

(5) Identify the type of sentence :

What is the matter?

Ans. Interrogative sentence

(6) Pick out the word that cannot be formed using the letters of the given word :

fashionable - fashion, sheaf, shine, blush

Ans. blush

(7) Form a present participle in which the last letter is doubled.

Ans. control - controlling

(8) Write the following words in alphabetical order : stuttered, treasure, strange, tormented.

Ans. strange, stuttered, tormented, treasure

A2. Medium-Level Activities :

(1) Make a word chain of 4 adjectives :

charming →

Ans. charming → gracious → sad → delicate → elegant.

(2) Mathilde saw some bracelets.

(Use simple future tense of the verb.)

Ans. Mathilde will see some bracelets.

(3) She threw the invitation on the table.

(Change the voice beginning "The invitation....")

Ans. The invitation was thrown on the table by her.

(4) One evening her husband said to her, "What's the matter?" *(Rewrite using indirect speech.)*

Ans. One evening her husband asked her what the matter was.

B. Challenging Activities :

(1) When they were finally in the street, they could not find a cab.

(Pick out the clauses and state the type.)

Ans. they could not find a cab - Main Clause
when they were finally in the street - Subordinate clause

(2) "Would you lend me this, just this?"

(Pick out the modal auxiliary and state the function.)

Ans. would - permission

WRITING SKILLS

*9. Prepare a formal invitation using the format given on page 21 of the textbook.
Ans.

Venue : Birla Sabhagriha,
M. G. Road, Mulund.

Mr and Mrs Ramnath P Rao
solicit the pleasure of your company on the occasion of the
Wedding Reception of their daughter,

Sonali
on Sunday, 23rd June 2019.

Presents in Blessings only, please.
With Best Wishes from Ananya & Anmol Rao

Time 7 p.m. - 10 p.m.

GRAMMAR FOCUS

*(1) Write your own phrases using the possessive pronouns 'my', 'his' and 'your'.

Ans. my daughter, his clothes, your umbrella.

*(2) Write your own phrases using the articles a, an, the.

Ans. a house, a flower, an invitation, an enquiry, the Arabian Sea, the Himalayas.

*(3) Write your own phrases using the demonstratives (this, that, these, those) :

Ans. this tree, that building, these flowers, those hills.

*(4) Write your own phrases using the following quantifiers : (i) much (ii) many

Ans. (i) much trouble, much hope,
(ii) many apples, many trees.



Introduction : The couple search for the lost necklace, but cannot find it. The story tells how they replace it and what happens after ten years.

READING SKILLS, VOCABULARY AND GRAMMAR

Q. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 22)

A1. Who said to whom :

*Complete the following table : (The answers are underlined directly.)

No.	Utterance	Who said it	To whom	When
(1)	I touched it in the hall at the ministry.	<u>Mathilde</u>	<u>M. Loisel</u>	When she was searching for the necklace
(2)	It will give us time to look some more.	<u>M. Loisel</u>	<u>Mathilde</u>	When M. Loisel could not find the necklace after more searching and he told Mathilde to write to her friend.

PASSAGE

They looked in as he dictated.

Glossary : cloak – a garment worn over other clothes. It has no sleeves and fastens at the neck.
a glimmer of hope (phr) – a slight chance of success.
a hollow, pale figure (phr) – an unhappy, exhausted person.

A2. Answer the following question :

*What efforts did Loisel make to find the necklace ?

Ans. Loisel and Mathilde searched through her clothes to find the necklace. But they could not find it. Then Loisel went out and walked back over the whole route they had taken to see if he could find it. He went to the police, to the newspapers to offer a reward, to the cab companies, and everywhere that the tiniest glimmer of hope led him.

A3. Meanings :

*(1) What is implied in the expression 'a hollow, pale figure'?

Ans. It means an unhappy, exhausted person.

(2) Give the meaning of the following expressions :

(i) a glimmer of hope (ii) her mind blank.

Ans. (i) a glimmer of hope – a slight chance of success.

(ii) her mind blank – without having any thoughts, unable to think.

A4. Use of 'not' :

(1) He had found nothing. (Rewrite using 'not').

Ans. He had not found anything.

(2) But they could not find it.

(Rewrite without 'not').

Ans. But they were unable to find it.

A5. Personal Response :

Write what you think about the following thoughts and actions of Mathilde :

*(1) Mathilde despaired over the loss of her necklace.

Ans. This was a natural reaction, as Mathilde was frightened that she had lost a valuable necklace and she would have to replace it. She realised her mistake in borrowing such a valuable jewel.

*(2) Mathilde wrote a note to her friend as dictated by her husband.

Ans. I think that Mathilde realized her foolishness and was now willing to listen to whatever her husband said to make good the loss of the necklace.

A1. Who said to whom :

Complete the following table : (The answers are directly underlined.)

No.	Utterance	Who said it	To whom	When
(1)	We must consider how to replace the jewel	M. Loisel	Mathilde	At the end of one week, when they had lost all hope.
(2)	I might have needed it.	Madame Forestier	Mathilde	When Mathilde returned the necklace late.

PASSAGE

At the end of I might have needed it.

Glossary: sick with grief and anguish (phr) - extremely unhappy. jewel - here it means the diamond necklace. ruinous - leading to a heavy loss or ruin.

A2. Answer the following questions :

*(1) What was the arrangement with the jeweller? Do you think it was fair?

Ans. Madame and M. Loisel found the string of diamonds they were looking for. The price was thirty-six thousand francs. They needed time to collect that money, and they pleaded with the jeweller not to sell it to anyone for three days. They made an arrangement that the jeweller would buy it back for thirty-four thousand francs if the other necklace was found before the end of February. Yes, I think the deal was quite fair.

*(2) Why did Madame Forestier speak coldly to Mathilde?

Ans. Mathilde had returned the borrowed necklace after a long delay. Madame Forestier felt that she should have returned it sooner for she, Madame Forestier, might have needed it. She probably felt that Mathilde had taken advantage of her goodness and hence spoke coldly to her.

A3. Make sentences :

Make sentences of your own using the following words/expressions :

- (1) lost all hope (2) sick with grief and anguish
- (3) ruinous (4) made an arrangement

Ans. (1) The poor girl lost all hope that she would get the job.

(2) When Meena's cat died, she was sick with grief and anguish.

(3) Sonam made the ruinous decision of running away from home.

(4) The girls made an arrangement with the bus driver to pick them up at 8 a.m.

A4. Compound sentences :

Rewrite the following sentences as compound sentences :

(1) They went from jeweller to jeweller, looking for a necklace like the other one.

(2) At the end of one week they had lost all hope.

Ans. (1) They went from jeweller to jeweller and looked for a necklace like the other one.

(2) It was the end of one week and they had lost all hope.

A5. Personal Response :

Write what you think about the following thoughts and actions of Mathilde :

*(1) Mathilde and her husband decided to replace the necklace.

Ans. Yes, that was the right thing to do, for Mathilde had borrowed the necklace. Madame Forestier had been generous to give it. She could not allow her friend to suffer a loss because of her foolishness.

*(2) Mathilde returned the diamond necklace to her friend.

Ans. It was again the right thing to do. Mathilde was foolish but honest. She also had enough pride not to want to be in debt.

*(3) Mathilde did not tell her friend about the loss and the replacement.

Ans. I think that Mathilde was proud and did not want to accept her carelessness in front of her friend.

PASSAGE 3 (Textbook page 23)

A1. Complete :

Complete the following sentences :

(The answers are directly underlined.)

- (1) The dreadful debt must be paid.

- (2) They rented a garret under the roof.
 (3) She came to know the odious labours of the kitchen.
 (4) How strange life is, how fickle!

PASSAGE

From then on ruined or saved?

Glossary : **garret** – a small, uncomfortable room at the top of the house. **drudgery** – hard, boring work. **sou** – French coin of low value used in the past. **brooded** – thought sadly, unhappily. **fickle** – unpredictable; changeable.

A2. Answer the following questions :

*What is meant by the horrible life of the very poor?

Ans. The horrible life of the very poor means the very difficult and tiring life of the very poor, who have to live in terrible conditions, and work extremely hard to make a decent living.

A3. Fill in the blanks :

Fill in the blanks with the correct adjectives from the passage :

- (1) _____ life (2) _____ labours.
 (3) _____ debt (4) _____ linen

Ans. (1) horrible life (2) odious labours
 (3) dreadful debt (4) dirty linen.

A4. Assertive sentences :

Rewrite the following sentences as assertive sentences :

(1) What would have happened if she had not lost that necklace?

(2) How little is needed for one to be ruined or saved?

Ans. (1) She wondered what would have happened if she had not lost that necklace.

(2) Very little is needed for one to be ruined or saved.

A5. Personal Response :

Write what you think about the following thoughts and actions of Mathilde :

*(1) Mathilde worked very very hard to pay the debt.

Ans. I appreciate Mathilde for working very hard even though she did not like it. She did this in order to pay off the debt which she had got into because of her foolishness in borrowing the necklace.

*(2) Mathilde and her husband paid off the debt in ten years.

Ans. Again, I respect both Mathilde and her husband for working so hard for so many years, and living in poverty in order to pay off the debt. They did not take any easy way out.

PASSAGE 4 (Textbook pages 23 and 24)

A1. Who said to whom :

*Complete the following table : (The answers are underlined directly.)

No.	Utterance	Who said it	To whom	When
(1)	You must have made a mistake.	Madame Forestier	Mathilde	When Mathilde met her ten years later and spoke familiarly to her.
(2)	Well, I lost it.	Mathilde	Madame Forestier	When they were discussing the diamond necklace Mathilde had borrowed ten years earlier.
(3)	Mine was an imitation.	Madame Forestier	Mathilde	When Mathilde told her how she had lost and replaced the diamond necklace.

PASSAGE

One Sunday, as she was walking five hundred francs at most!"

Glossary : **familiarly** – showing closeness, familiarity.

A2. Answer the following questions :

*(1) What contrast is implied by the use of the word 'still' in still young, still beautiful, still charming?

Ans. It means that Mathilde looked old after ten years, while Madame Forestier looked young, beautiful and charming even after ten years.

***(2) Why did Mathilde decide to speak to her friend?**

Ans. Mathilde felt emotional. She decided to speak to her friend and tell her the story of the necklace. She wanted to tell her that she had been through some hard times because of her friend and her necklace. She also felt proud that she had tricked her friend and given her not the same necklace she had borrowed but a similar one.

A3. Noun forms :

Give the noun forms of the following :

- (1) charming (2) astonished
 - (3) familiarly (4) remember
- Ans.** (1) charming – charm
(2) astonished – astonishment
(3) familiarly – familiarity
(4) remember – remembrance.

A4. Clauses :

Pick out the clauses in the following sentences :

(1) You say that you bought a diamond necklace to replace mine.

(2) One day, as she was walking in the Champs Elysees, she saw Madame Forestier

Ans. (1) You say – Main Clause,

that you bought a diamond necklace to replace mine – Subordinate Clause.

(2) One day she saw Madame Forestier – Main Clause.

as she was walking in the Champs Elysees – Subordinate Clause.

A5. Personal Response :

***(1) Write what you think about the following action of Mathilde : Mathilde told her friend about the lost necklace.**

Ans. Maybe it was a foolish action on Mathilde's part. Mathilde will now feel terrible when she knows that she wasted ten years of her life struggling to replace the fake necklace.

***(2) Imagine what must have happened after Mathilde's friend discovered that the diamonds were real. Do you think that she would return it to Mathilde? Would that make Mathilde happy?**

Ans. Mathilde's friend, Madame Forestier, has been shown to be a kind-hearted and generous woman. She was also rich. So she would have probably returned the necklace to Mathilde. Mathilde, proud but greedy, would probably have taken it and

been happy. But she would have been unhappy over the lost years of her youth.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

(1) Write two compound words from the lesson.

Ans. newspaper, money-lender.

(2) Punctuate :

she went up to her and said good morning Jeanne.

Ans. She went up to her and said, "Good morning Jeanne."

(3) Make a meaningful sentence using the following phrase :

before the end of February

Ans. The snow had vanished before the end of February.

(4) Spot the error and correct the sentence :

They was dropped off at their door.

Ans. They were dropped off at their door.

(5) Use the word 'stopping' as a present participle in your own sentence.

Ans. Stopping on the way, she bought some groceries.

(6) Identify the type of sentence : Oh, my poor Mathilde!

Ans. Exclamatory Sentence

(7) Find out two hidden words from the given word : familiarly

Ans. familiarly – familiar, family (frail, rally)

(8) Form a past participle in which the last letter is doubled.

Ans. beg – begged

A2. Medium-Level Activities :

(1) "I'm going back," he said.

(Rewrite in indirect speech)

Ans. He said that he was going back.

(2) Each month they had to pay some loans.

(Change the voice)

Ans. Some loans had to be paid each month by them. / Each month some loans had to be paid by them.

(3) Use the word 'made' and its homophone in two sentences of your own.

Ans. (a) The salad was made in the hotel for a special occasion.

- (b) Suman always treated her maid with courtesy
(4) It seemed to be exactly what they were looking for. (Rewrite using the past perfect progressive tense of the underlined verb.)

Ans. It seemed to be exactly what they had been looking for.

B) Challenging Activities :

- (1) Use the following word in two separate sentences, once as a noun and once as a verb : clasp

Ans. (a) I lost a valuable bracelet as the clasp was weak. (noun)

(b) The child's mother clasped the doctor's hands in gratitude. (verb)

(2) Madame Forestier, astonished to be addressed so familiarly, did not recognize her.

(Rewrite as a compound sentence.)

Ans. Madame Forestier was astonished to be addressed so familiarly and did not recognize her.

GRAMMAR FOCUS

*(a) Make a table of verb forms for your own reference. Try to arrange the verbs in alphabetical order. Keep adding new verbs to your table from time to time.

(Students may attempt this on their own.)

(b) List at least ten verbs, the last letter of which is doubled in the present participle.

Example : put - putting.

Ans. sit - sitting, dig - digging, run - running, hit - hitting, knit - knitting, bat - batting, forget - forgetting, jog - jogging, begin - beginning, plan - planning.

(c) List at least ten verbs, one last letter of which is doubled in the past participle.

Example : write - written.

Ans. bite - bitten, fall - fallen, hide - hidden, rot - rotten, stop - stopped, prefer - preferred, rub - rubbed, slip - slipped, bar - barred, occur - occurred.

(d) List at least ten verbs, the last letter of which is doubled in the past tense form.

Example : sob - sobbed.

Ans. rob - robbed; knot - knotted, flit - flitted, jog - jogged, tip - tipped, tug - tugged, beg - begged, emit - emitted, rot - rotted, plan - planned.

DISCUSS

- *Q. 1. Who do you think was responsible for Mathilde's misery? Was it her friend, she herself, her husband or the circumstances?

(Points : Mathilde herself responsible - too greedy, too resentful, not content, etc. Or circumstances - her birth in a poor family, marriage to a poor man, etc. Or her husband who should have tried to make her understand - should not have allowed her to borrow. Or her friend who should not have lent her the necklace or at least told her that it was not real.)

- *Q. 2. Form pairs. Discuss how Part II of the story could have been different. Write your storyline in the form of bullets showing the main events.

Example :

- Mathilde and her husband find the necklace, but its clasp is broken.
- They go to a jeweller to fix it.
- Find the necklace is a fake.
- Mathilde goes to her friend and mocks at her for using fake jewellery.

- *Q. 3. Discuss the following and write about each in your own words in 5-6 lines :

- (i) What would you do if something like this happened to you?

(Example : would go to friend and explain - would ask for time to return the money for the necklace - since friend rich, she may have accepted the idea.)

- (ii) What opinion do you form about Mathilde's husband from her story?

(Points : Husband good - kind - supportive - considerate - a very nice human being.)

- (iii) Which events in the story (Part I and Part II) changed Mathilde's life?

(Points : Invitation to party - borrowing the necklace - losing the necklace - replacing the necklace by borrowing money.)

FURTHER READING

*Read : 'The Gift of the Magi' by O. Henry.



2.1 INVICTUS

Introduction : The poet, William Ernest Henley, suffered a tubercular infection that resulted in amputation of a leg below the knee. This powerful poem was written shortly after this incident. It is all about showing courage in the face of death, and of the will to survive with dignity in the face of severe hardships.

WARMING UP!

*Q. 1. Let's introspect!

(a) Think and respond with a 'YES' or 'NO'.

When you are faced with a very serious problem or some grave danger, what do you experience?

(Students can attempt this activity on page 27 of the textbook on their own.)

(b) Write about your feelings and reactions in 4-5 lines.

(Students may write this based on responses made in (a).)

(Some other words you can use to describe your feelings and reactions : fear, nervousness, uncertainty, lack of confidence, aggressiveness, insecurity, courage, optimism, despair, etc.)

*Q. 2. Form groups of four. Discuss what you actually feel and do in difficult situations and some of the things you could do and would like to do in those situations.

(Students can discuss this activity in groups.)

*Q. 3. Guess what the following symbolize and match the pairs:

A	B
(1) a tall mountain	(a) beauty
(2) a dark night	(b) freedom
(3) a rose	(c) deep distress
(4) sunrise	(d) anger
(5) a flying bird	(e) strength/firmness
(6) thunder	(f) hope

Ans. (1) a tall mountain - strength/firmness
 (2) a dark night - deep distress
 (3) a rose - beauty
 (4) sunrise - hope
 (5) a flying bird - freedom
 (6) thunder - anger.

PARAPHRASE

The poet says that the hardships that surround him are as black as the centre of the earth. He thanks whatever Gods that may be there, for his unconquerable soul.

He says that though he was a victim of wicked circumstances, he has neither reacted with pain nor cried aloud. Though he is suffering under the violent beatings of fate, his head is bloody but unbowed.

Beyond this world of anger and sadness in which we live, there exists the dark unknown, which may hold more hardships for the soul. Yet, he says even the threat of what may happen later does not make him afraid.

It does not matter how narrow or difficult the gate to Heaven is, or how many more punishments are written on the official roll of paper. The poet says with utter confidence that he is the master of his own fate, and the captain of his soul. He has the sole authority of his own life.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. Read the following poem carefully and complete the activities :

POEM (Textbook page 28)

A1. Choose :

*Choose the correct option :

(a) Out of the night that covers me, Black is the pit from pole to pole.

(i) There is a pit between two poles which you cannot see at night.

(ii) I am in a pit that is covered with a black sheet.

(iii) The circumstances are as bad as they can be, with nothing to hope for from any corner.

(b) In the fell clutch of circumstance, I have not winced nor cried aloud.

(i) I fell down and cried aloud.

(ii) I have not expressed my grief even when I had to suffer great pain.

(iii) I freed myself from a difficult situation and cried.

(c) Under the bludgeonings of chance, My head is bloody ...

(i) I have suffered many setbacks and losses, for which there was no reason.

(ii) I got hurt due to my own faults.

(iii) My enemies hit me till I started bleeding.

(d) And yet the menace of the years, Finds, and shall find me, unafraid.

(i) My enemies threaten me but cannot find me.

(ii) A great bully found me once, but shall not find me in future.

(iii) Even though I am growing old, I am not, and shall not be, afraid.

(e) How charged with punishments the scroll....

(i) The scroll is very expensive.

(ii) I may have to pay for many of my mistakes.

(iii) I have to pay money as punishment.

(f) I am the master of my fate.

(i) I take responsibility for everything that happens in my life.

(ii) My fate is my master.

(iii) I am the master of this world.

(g) I am the captain of my soul.

(i) I am the captain of a team.

(ii) My soul is the captain of my team.

(iii) My actions are the result of my own feelings.

Ans. (a) The circumstances are as bad as they can be, with nothing to hope for from any corner.

(b) I have not expressed my grief even when I had to suffer great pain.

(c) I have suffered many setbacks and losses, for which there was no reason.

(d) Even though I am growing old, I am not, and shall not be, afraid.

(e) I may have to pay for many of my mistakes.

(f) I take responsibility for everything that happens in my life.

(g) My actions are the result of my own feelings.

POEM

Out of the night captain of my soul.

Glossary : **invictus** – unconquerable. **pit** – a deep, large hole in the ground. **fell clutch** – wicked trap. **winced** – jerked with pain. **bludgeonings** – violent beatings with a club. **wrath** – anger. **looms** – hangs overhead. **menace** – threat. **how strait the gate** – how difficult the entry into the new world. **scroll** – a large roll of paper/parchment with official writing on it.

A2. Answer the following questions :

*(1) What is the poet thankful for?

Ans. The poet is thankful for his unconquerable soul.

*(2) What does the poet have full control over?

Ans. The poet has full control over his fate, his soul and his life.

*(3) Which lines show that the poet has suffered his hardships bravely?

Ans. The lines that show that the poet has suffered his hardships bravely are :

(i) I thank whatever gods may be
For my unconquerable soul.

(ii) In the fell clutch of circumstance
I have neither winced nor cried aloud.
Under the bludgeoning of chance
My head is bloody, but unbowed.

*(4) What is meant by 'the place of wrath and tears'?

Ans. 'The place of wrath and tears' means the place of anger and sadness. That is, the world where we live.

A3. Poetic Device :

(1) 'Under the bludgeonings of chance'. Pick out and explain the figure of speech from this line.

Ans. Personification – Chance (fate) is personified. It is said to be beating the poet violently with a club.

(2) Write the rhyme scheme of the poem.

Ans. Rhyme scheme : abab.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However it is to be written in the form of a paragraph in the examination.

Point Format (for understanding)

- **Title :** Invictus
- **Poet :** William Ernest Henley
- **Theme/Central idea :** This powerful poem is all about showing courage in the face of death, and of the will to survive with dignity in the face of severe hardships. The poet stresses that he alone is responsible for his actions, and though he has been battered by fate, he has not been conquered.
- **Rhyme Scheme :** abab.
- **Figure of Speech :** In the fell clutch of circumstance'. The figure of speech is Personification. 'Circumstance' is personified. It is said to be clutching wickedly.
- **Special Feature/Implied meaning, etc. :** A very powerful poem where strong words are used. The poet wishes to tell us that we must have courage and strength. Our actions are the result of our own feelings and we must take the responsibility for everything that happens in our life.
- **Favourite lines :** I am the master of my fate. I am the captain of my soul.
- **Why I like/don't like the poem :** The poem made a great effect on me. I like it because it has some very memorable lines.

Paragraph Format

'Invictus' by William Ernest Henley is a powerful poem. It is all about showing courage in the face of death, and of the will to survive with dignity in the face of severe hardships. The poet stresses that he alone is responsible for his actions, and though he has been battered by fate, he has not been conquered.

The Rhyme Scheme of the poem is abab. One example of a Figure of Speech is Personification - 'In the fell clutch of circumstance'. 'Circumstance' is personified. It is said to be clutching wickedly.

The poem stands out because it is a very emotional poem where strong words are used. The poet wishes to tell us that we must have courage and strength. Our actions are the result of our own feelings and we must take the responsibility for everything that happens in our life. The poem has impressed me deeply. My favourite lines are - I am the master of my fate : I am the captain of my soul. I like the poem because it has some very memorable lines.

FURTHER READING

*Read the poem 'Where lies the land ...' by A.C. Clough.



Introduction : This is a write-up which highlights how a group of volunteers undertook a project for the protection and conservation of turtles and their nests in Maharashtra, and involved the local villagers in the project.

WARMING UP!

- Q. 1. Form groups of 5-8. Prepare short autobiographical speeches for each of these endangered animals (10-15 lines). Use the points given on page 30 of the textbook.

(Note : A complete autobiographical speech is given only for (c). Students may write the others based on the given points.)

Ans. (a) Tiger :

(Points : lives in tropical evergreen forests - eats different types of prey, mostly other large mammals - humans hunt them for their skin and destroy their habitats - if extinct, other species will run wild - ecosystem damaged.)

(b) Monkey :

(Points : proper name rhesus macaque - herbivorous - eats fruits, seeds, roots, bark, cereals, etc - found mostly in Asia - friendly and comes close to human habitations - in demand for research programmes because close to humans in behaviour - intelligent - fear of diseases being spread through these animals - important part of ecosystem.)

(c) Indian wild dog or the Dhole :

Hi there! You may wonder who I am, for I am not as popular as some of the other animals. I am called 'dhole', or the red wolf, or the Indian wild dog. I live only in Asia, in the mountainous regions, generally in the forested areas.

I am a very social animal and live together with my whole family. I am reddish in colour, and my home is a 'den'. I am carnivorous and mostly hunt during the day. My food is deer, monkeys, buffaloes, etc. I compete with tigers and leopards for food.

I am endangered today because of the loss of the habitat in which I live and lack of food. There is severe competition from other species too. I am also hunted

for fun by humans. Unfortunately, many diseases have been transferred to me from domestic dogs, and many of my family members are dying due to these diseases. Today, there are less than 2,500 of us adults left. I ask you for your help in my conservation. Thank you.

(d) Whale :

(Points : marine animal - mammal - largest animal on earth - extinction due to overfishing, pollution, etc. - help regulate the flow of food - ensure that certain species do not overpopulate the ocean and threaten others.)

- Q. 2. Hold a classroom discussion on the following topics and later on, expand the themes on your own, (10-15 lines)

(a) Why human beings need to use more and more natural resources.

(Points : we don't need to use more natural resources but to conserve them - we must conserve wood, oil, minerals, forests, water, etc. - we cannot create these things quickly - take years and years to form - must use them correctly.)

(b) Should we conserve only the most beautiful and most useful things in nature?

(Points : what is beautiful to one may be dangerous to others - example leopards beautiful to city dwellers but dangerous to villagers - many animals like pollinating insects, bees, slugs - not beautiful but useful - nothing useless - so also every animal and plant in some way contributes to the ecosystem - nothing should be allowed to become extinct.)

(c) What is 'beautiful' or 'useful'? Who has the right to decide that?

(Points : no one is judge of what is useful and what is beautiful - no one has the right to decide that - beauty lies in the eyes of beholder - what is beautiful to one may be dangerous to others - we must live in such a way so as to conserve as much flora and fauna as possible.)

**READING SKILLS,
VOCABULARY AND GRAMMAR**

9. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 31)

A1. Complete :

Complete the following statements :

(The answers are directly underlined.)

- (1) The volunteers were surveying the white bellied sea-eagles in the summer that year.
- (2) The volunteers had never come across turtle eggs in their walks in all the years.
- (3) Turtles nest along the entire coastline of our state.
- (4) The stolen turtle eggs are either eaten or sold in the market.

PASSAGE

We were surveying ... in all parts of the world.

Glossary : sealed to the public (phr) – where people are not allowed to enter. combing the beach (phr) – searching the beach for something ruthless – cruel.

A2. Answer the following questions :

*(1) What unusual occurrence did the volunteers notice?

Ans. The volunteers noticed some shallow pits with white egg shells on the beach. Enquiries revealed that they were turtle eggs. This was unusual, for the volunteers had never before come across turtle eggs in their walks along the Konkan beaches in all the previous years.

*(2) Why were the turtle eggs seen on the beach after it had been sealed to the public? What were the implications?

Ans. After the beach was sealed to the public, there were no people to disturb the eggs. The implications were that the turtle eggs were being stolen by the public when they had access to the beach. After the beach was sealed to the public, people could not access the eggs, and hence the volunteers saw the egg shells.

*(3) Why have these turtles been protected in India?

Ans. The eggs of the turtles are stolen by egg hunters and then either eaten or sold in the market. If a turtle is spotted while it is still laying eggs, it is killed and eaten after it has finished laying the eggs. The turtles are an important part of the food chain. Hence they have been protected in India.

A3. Match :

Match the adjectives in Column A with the nouns in Column B :

A	B
(1) shallow	(a) practice
(2) unusual	(b) pits
(3) ruthless	(c) bricks
(4) silver	(d) occurrence

Ans. (1) shallow – pits

(2) unusual – occurrence

(3) ruthless – practice

(4) silver – bricks

A4. Clauses :

Underline the main clause in the following sentences :

(The answers are underlined directly.)

(1) There are a few people in every village who keep combing the beach in the early hours of the morning throughout the year.

(2) When the female turtle comes on shore to nest and to lay eggs, she leaves behind a trail just like the track of wheels on the sand.

(3) The egg hunters follow this trail right up to the nest which is about half a metre deep.

(4) Enquiries with the villagers revealed that they were turtle eggs.

A5. Personal Response :

Do you think that we, in India, look after and nurture the flora and fauna around us?

Ans. No, we don't. People poach endangered species for the money they can earn from the skin, furs, etc. Trees are routinely cut down for agriculture, roads, buildings, and so on. In cities, trees are pruned very haphazardly and concrete is often poured round their roots. Domestic animals roam around the streets eating from garbage dumps. The list is endless. I think that people should be educated to respect nature.

PASSAGE 2 (Textbook pages 31 and 32)

A1. Right or Wrong :

State whether the following statements are right or wrong :

Ans.

(1) Turtles are a protected species in India.

Right

(2) Many of the elderly villagers had seen hatchlings.

Wrong

(3) In the first year, the volunteers protected 500 nests.

Wrong

(4) The volunteers had no experience regarding sea turtles.

Right

PASSAGE

However, in India rushing to the sea.

Glossary : hatchling – a young animal that has just emerged from its egg.

A2. Answer the following questions :

(1) Why were the people asked to look for the eggs or nests in the morning?

Ans. Sea turtles usually come ashore at night to lay eggs. The people who were asked to look for the eggs or nests in the morning, carefully removed the eggs from the nest and buried them in a similar pit. This new pit was protected with wire fencing to prevent thefts.

(2) The elderly persons had seen the hatchlings for the first time. What does it indicate?

Ans. This indicates that the theft of turtle eggs was so common that no eggs had been allowed to hatch for many years in the past.

A3. (1) Adverbs :

Form adverbs from the following words :

- (1) secret (2) serious (3) special (4) careful

Ans. (1) secret – secretly (2) serious – seriously

(3) special – specially (4) careful – carefully

(2) Adjectives :

Form adjectives from the following words :

- (1) secret (2) spectacle

(3) protection (4) information

Ans. (1) secret – secret/secrective

(2) spectacle – spectacular

- (3) protection – protective

- (4) information – informative

A4. (1) Use of 'never' :

Rewrite the following sentence using 'never' :

It was for the first time that they had seen the hatchlings rushing to the sea.

Ans. They had never before seen the hatchlings rushing to the sea.

(2) Wh-question :

Frame a Wh-question to get the underlined part as the answer :

They had to watch over the protected nest to prevent thefts.

Ans. Why did they have to watch over the protected nest?

A5. Personal Response :

* Have you seen any turtles? If so, where? If not, would you like to see?

Ans. I have seen turtles only at the zoo, in pictures and on TV. I am very fond of animals and I would certainly like to see turtles in their natural habitat. I would love to see the hatchlings rushing out to meet the sea.

PASSAGE 3 (Textbook pages 32 and 33)

A1. Choose the correct alternatives :

- (1) The Olive Ridley turtles nest along –

(a) the hilly areas of Maharashtra

(b) the coastline of Maharashtra

(c) the interiors of Maharashtra

- (2) The turtles reach maturity at the age of about –

(a) one or two years

(b) 40-50 days

(c) 15 years

- (3) The turtle eggs hatch after –

(a) 40-50 days

(b) five to seven days

(c) 15 days

- (4) Protection to the turtle was offered in _____ villages.

(a) 80 (b) 40-50 (c) all

Ans. (1) the coastline of Maharashtra

(2) 15 years (3) 40-50 days (4) 80

PASSAGE

There are seven types ... to spread the message.

Glossary: comprehensive - including or dealing with all aspects of something.

A2. Answer the following question :

* Why was it necessary to undertake turtle protection on a large scale?

Ans. Turtles perform an important function - they keep the sea clean. Thus, they occupy an important place in marine ecology. However, there are innumerable dangers awaiting the turtles, their eggs and the young hatchlings. The survival rate of the hatchlings is as low as just one or two turtles out of a thousand. Considering all these factors, it was necessary to undertake their protection on a large scale.

A3. Phrases :

Fill in the blanks using the phrases given in the brackets :

(to the shore, after a period of, on their own, to spread the message)

(1) It is necessary _____ of peace all over the world.

(2) You can withdraw your money _____ three years.

(3) The boat returned _____ after a long time.

(4) Students must learn to do their homework _____.

Ans. (1) It is necessary to spread the message of peace all over the world.

(2) You can withdraw your money after a period of three years.

(3) The boat returned to the shore after a long time.

(4) Students must learn to do their homework on their own.

A4. Use of 'which' :

(1) Turtles perform an important function.

(Rewrite using 'which').

Ans. Turtles perform a function which is important.

(2) Innumerable dangers await the hatchlings. They have to face them all on their own.

(Join the two sentences using which.)

Ans. Innumerable dangers await the hatchlings, which they have to face all on their own.

A5. Personal Response :

* Why were those who had stolen the eggs earlier, involved in the work of protection? Give at least two reasons.

Ans. The first reason is that those who had stolen the eggs earlier, knew the exact details of where and when the turtles would lay their eggs. The second reason was to give them a sense of responsibility, so that they would not continue to steal the eggs.

PASSAGE 4 (Textbook pages 33 and 34)

A1. Name the following :

(The answers are given directly.)

(1) The Turtle festival : Kasav Mahotsava

(2) Accommodation for tourists in the homes of villagers : Homestay

(3) A sum of money saved for the protection of turtles : Turtle Protection Fund

(4) The organization that took the initiative to save turtles : Sahyadri Nisarg Mitra

PASSAGE

The year 2006 only when necessary.

Glossary: sustainable - to be maintained at a certain level.

A2. Answer the following questions :

* (1) What do the 'homestay' families do?

Ans. The 'homestay' families provide accommodation to the tourists. These families also give ten percent of their income from 'homestay' to the Turtle Protection Fund.

* (2) Why was the project entrusted to the local people?

Ans. The project was entrusted to the local people because it was believed that it is only the local villagers who can offer excellent protection to the local species.

A3. Meanings :

Match the meanings of the following expressions with reference to the passage :

A	B
(1) novel concept	(a) volunteered
(2) unique spectacle	(b) new idea
(3) came forward	(c) possible to be maintained
(4) become sustainable	(d) unusual sight

- Ans.** (1) novel concept – new idea
 (2) unique spectacle – unusual sight
 (3) came forward – volunteered
 (4) become sustainable – possible to be maintained.

A4. Noun Forms :

Rewrite using the noun form of the underlined words :

- (1) The tourists were accommodated in the homes of the villagers.
 (2) We are happy to see the project running smoothly.

Ans. (1) The tourists were given (provided) accommodation in the homes of the villagers.

- (2) It gives us happiness to see the project running smoothly.

A5. Personal Response :

* Explain the idea of 'Conservation of Nature through Livelihood' briefly, using the example given here.

Ans. Nature has to be conserved and protected. If, while doing this, people are also provided with employment, it becomes sustainable. In Velas village, tourists came in hordes to see the turtle hatchlings. These tourists were given food and accommodation by the villagers. This brought in business and money for them. However, in order to earn that money, it was important to protect the hatchlings, which the tourists came to see. Therefore, they took pains to protect the turtles, hence conserving this bit of nature. This is the idea of Conservation of Nature through Livelihood.

LANGUAGE STUDY ACTIVITIES

[based on vocabulary and grammar]

(A) A1. Simple Activities :

- (1) Make a meaningful sentence using the following phrase :

throughout the year

Ans. Nowadays, mangoes are available throughout the year.

(2) Spot the error and correct the sentence :

Turtles nests along the entire coastline of our state.

Ans. Turtles nest along the entire coastline of our state.

(3) Punctuate :

as soon as the eggs are laid it is caught and then killed and eaten

Ans. As soon as the eggs are laid, it is caught, and then killed and eaten.

(4) Pick out the infinitive in the following sentence :

They had to prevent thefts.

Ans. Infinitive – to prevent.

(5) Identify the type of sentence :

We had never come across turtle eggs in our walks.

Ans. Assertive sentence

(6) Find out two hidden words from the word 'organisation'

Ans. organization- organ, grain, (rain, nation)

(7) Find a verb from the lesson that forms its past and present participles by doubling the last letter.

Ans. spot – spotted, spotting

(8) Arrange the words in alphabetical order :

turtle, trail, ruthless, response

Ans. response, ruthless, trail, turtle

A2. Medium-Level Activities :

- (1) A comprehensive booklet and a short film was prepared to spread the message.

(Change the voice beginning 'We....')

Ans. We prepared a comprehensive booklet and a short film to spread the message.

- (2) Use the word 'leaves' in two separate sentences, the word having different meanings (homographs) :

Ans. (a) The leaves of many trees turn yellow in autumn.

(b) A smart thief never leaves any clues behind.

- (3) They gave ten percent of their income from 'homestay' for the Turtle Protection Fund.

(Use the future continuous of the verb.)

Ans. They will be giving ten percent of their income from 'homestay' for the Turtle Protection Fund.

(4) Some of the elderly villagers confessed that it was the first time that they had seen the hatchlings rushing to the sea. (Rewrite in direct speech.)

Ans. "It is the first time we have seen the hatchlings rushing to the sea," confessed some of the elderly villagers.

(B) Challenging Activities :

(1) Use the word 'harm' as a noun and a verb in two separate sentences.

Ans. (a) "You will come to no harm if you obey the rules," said the teacher. (noun)

(b) If we harm the environment, we will suffer for it. (verb)

(2) A Turtle Friends Club was established in each village. (Rewrite using a modal auxiliary for advice.)

Ans. A Turtle Friends Club should be established in each village.

WRITING SKILLS

*Q. 1. Form groups. Discuss the first two paragraphs. Try to present their content in the form of a series of conversations between the following :

(a) Conversation between volunteers :

Ans. Volunteer A : Look, what are these things here? They look like egg shells! Where have they come from?

Vol. B : Egg shells? Where? Oh, yes, there they are. Deep in that pit in the sand!

Vol. C : I have never seen so many egg shells around here before!

Vol. A : It's certainly unusual. Let's ask these villagers about it.

Vol. B : I just asked. They say that they are turtle egg shells.

Vol. C : But we have never come across any turtle eggs in all our walks along the beaches of this region.

Vol. A : I wonder how this is possible.

Vol. B : I made some more enquiries. This beach has been sealed to the public for nearly one month.

Vol. C : Why?

Vol. B : Smuggling of silver bricks.

Vol. A : That means that these eggs are seen only after the beach has been sealed to the public.

Vol. C : Oh, Oh. Do you know what that implies?

[b] Conversation between the volunteers & the villagers :

Ans. Villager 1 : Why have you brought us here?

Volunteer A : We wanted to ask you about the egg shells. What are they?

Vill. 2 : These are turtle egg shells, sir.

Vol. B : We have never seen them before, in our walks along the Konkan coast.

Vill. 3 : Well, sir, this beach has been sealed to the public since the past month due to smuggling activities.

Vol. C : Turtle eggs? But turtles are a protected species.

Vill. 1 : Yes, we know that. That is why the thieves come early in the morning to steal the eggs secretly.

Vol. A : Steal the eggs? How do they know where and when the eggs are laid?

Vill. 2 : The female turtle leaves a trail behind which can be identified. The egg hunters follow the trail and steal the eggs.

Vol. B : What do they do with the eggs?

Vill. 3 : The eggs are eaten or sold in the market. If a turtle is spotted while it is laying eggs, it is also killed but after it has laid the eggs.

Vol. A,B,C : What a ruthless practice! We must stop it!

*Q. 2. Prepare a short note on sea turtles with the help of the information given in the passage.

Ans. There are seven types of sea turtles in the world, five of which are found in India. The Olive Ridley turtles nest along the entire coastline of Maharashtra. Green turtles and Hawksbills have also been found. When the female turtle reaches maturity at about the age of fifteen years, she returns to the shore to lay her eggs at the same place where she was born. The female comes to the shore just to make a nest in the sand and lay her eggs, and immediately returns to the sea. She does not return to the nest after that. The eggs hatch after a period of 40-50 days, using natural heat. Innumerable dangers await the eggs on the land and the hatchlings in the deep sea, and they have to face them all on their own. Their survival rate is therefore very low. Turtles perform an important function - they keep the sea clean. Thus they occupy an important place in marine ecology.

PROJECT

*(1) Prepare a poster to illustrate how the turtle eggs were/are protected. Include the following in the poster :

- Some pictures of sea turtles and their habitat.
- Information about turtle nests and eggs.
- A picture and information about a 'protected nest'.
- Appeal to the public to spread awareness about their conservation.
- Some data (figures) regarding the achievements so far.

*(2) Prepare a simple brochure regarding the 'homestay' facilities made available in the villages. Form groups and discuss the points

you will use in the brochure. Include the precautions the tourists have to take.

(Points : type of food provided and rooms - tourist guide facility - rates. Precautions for tourists - like maintaining distance from hatchlings - not making noise - no smoking or drinking - no going to the beach without guides, etc. You can make the brochure attractive with pictures.)

*(3) Prepare bullet point presentations on the following :

- Scope for tourism in your locality
- Prudent utilization of natural resources.

FURTHER READING

*Read : 'Last Chance to See' by Douglas Adams and Mark Carwardine.



2.3 SOMEBODY'S MOTHER

Textbook page 39

Introduction : This is a simple and touching poem. A young boy helps an old woman to cross the street. He realizes that she is probably somebody's mother. He hopes that when his own mother is in need of help in his absence, someone like him will come along and help her.

WARMING UP!

- * Q. 1 Read the following proverb :

'Do unto others as you would have others do unto you.' Find at least five other proverbs/axioms/quotations that convey the same message.

Ans. (1) Treat others the way you want to be treated.

(2) Life is an echo—what you send out comes back.

(3) As you sow, so shall you reap.

(4) Love people the way you want to be loved.

(5) Love your neighbour like yourself.

- * Q. 2. (a) Arrange the following groups of words in the ascending order :

(The answer is given directly.)

(a) (1) infant	(2) youth
(3) adult	(4) aged
(b) (1) cool	(2) chill
(3) cold	(4) freezing
(c) (1) bright	(2) intelligent
(3) brilliant	(4) genius
(d) (1) mound	(2) hill
(3) mountain	(4) peak/summit

- (b) Prepare similar word chains using the following ideas : (The answer is given directly.)

(1) rain -	(1) drizzle	(2) shower
	(3) downpour	(4) deluge
(2) wind -	(1) breeze	(2) draught
	(3) gale	(4) hurricane
(3) sunshine -	(1) warm	(2) balmy
	(3) sultry	(4) hot
(4) waterbody -	(1) pool	(2) pond
	(3) lake	(4) sea
(5) size -	(1) big	(2) large
	(3) huge	(4) immense
(6) size -	(1) small	(2) little
	(3) tiny	(4) minute

PARAPHRASE

The poet says that the woman was old, with grey hair. She was wearing men clothes. Her back was bent with the cold of the winter's day. Her feet were slow due to age. The roads were covered with the recent fall of snow.

The woman waited for a long time at the crowded crossing. The careless crowd pushed her aside, and many people passed by, without bothering about her anxiety.

Down the street, laughing and shouting, came a group of happy boys, glad that they were free from school. They looked like a flock of sheep. They welcomed the snow which was piled white and deep. They went quickly on their way past the old woman.

None of the boys offered her a helping hand. She was scared and weak, and afraid to move on the slippery street because of fear that she would be trampled either by the wheels of the carriages or the horses' feet.

Finally, out of the happy group of children, the gayest boy came out. He paused near her and told her softly that he would help her across the road if she wished to go.

She placed her old hand on his strong young arm and he guided her trembling feet along without allowing her to be hurt or harmed. He was happy that his own feet were young and strong. After taking her across he went back to his friends, happy and content with what he had done.

He explained to the other boys that the old lady was somebody's mother, after all, even though she was now old and poor and slow. He hoped that someone, some time, may lend a helping hand to his own mother if she became old and poor and grey, and he was far away.

In her home that night, the old lady, who was 'somebody's mother', bowed her head low and prayed, asking God to be kind to that noble boy who was somebody's son and pride and joy.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. Read the following extracts carefully and complete the activities :

EXTRACT 1 (Textbook page 37)

A1. True or False :

Say whether the following statements are True or False :

- | | |
|--|--|
| <p>(1) The woman's feet were slow because of the snow.</p> <p>(2) The people around her did not bother about her.</p> <p>(3) The schoolboys were happy.</p> <p>(4) A boy came immediately to help the old woman.</p> | <p><u>Ans.</u></p> <p><u>False</u></p> <p><u>True</u></p> <p><u>True</u></p> <p><u>False</u></p> |
|--|--|

EXTRACT

The woman was old slippery street.

Glossary : **ragged** (here) – wearing torn clothes
jostled – pushed **unheeding** – ignoring **throng** – large crowd. **hailing** – welcoming.

A2. ***[I] Give two reasons for each of the following :**

- (1) The woman was reluctant to cross the street by herself.**

Ans. The woman was reluctant to cross the street by herself because ...

- (i) the road was slippery because of the snow.
- (ii) there was heavy traffic of horse carriages on the road.

- (2) The school boys were in a happy mood.**

Ans. The school boys were in a happy mood because ...

- (i) school was over for the day.
- (ii) the snow was piled high on the road.

***[II] Guess the following, using references from the poem :**

- (1) The setting – the region, the locality.**

Ans. The setting :

The region : filled with winter snow

The locality : very crowded.

- (2) The time – the time of the year and the day.**

Ans. It was winter. The time of the day was probably evening.

A3. Poetic Devices :

- *(1) Write at least five rhymes from the extract.**

Ans. Rhymes : gray – day, snow – slow, long – throng, by – eye, shout – out.

- (2) From the extract, pick out and explain an example of :**

- (i) Simile –**

Ans. 'Came happy boys, like a flock of sheep.' The happy boys have been directly compared to a flock of sheep.

- (ii) Alliteration –**

Ans. 'Should trample her down in the slippery street.' Repetition of the sound of 's' at the beginning of the words.

EXTRACT 2 (Textbook pages 37 and 38)

A1. Choose the correct alternative :

Choose the correct alternative for each statement :

- (1) The person who helped the old lady was :**

- (i) hurt and harmed
- (ii) kind and compassionate
- (iii) slow and proud
- (iv) dear and far away

- (2) The old lady crossed the road :**

- (i) but fell down on the way
- (ii) all by herself
- (iii) with a merry troop
- (iv) without hurt or harm

- (3) The old lady was helped by :**

- (i) a group of young boys
- (ii) a proud and noble man
- (iii) a strong and young boy
- (iv) somebody's mother

- (4) The old lady at night :**

- (i) asked for blessings for the young boy
- (ii) asked for a mother for the young boy
- (iii) helped his mother
- (iv) helped somebody's mother

Ans. (1) kind and compassionate

(2) without hurt or harm

- (3) a strong and young boy
 (4) asked for blessings for the young boy.

EXTRACT

At last came out pride and joy.

Glossary : *lest* – for fear, to lend a hand (idiom) – to help.

A2. * (I) Give two reasons for each of the following :

- (1) One of the school boys helped the old woman cross the street.

Ans. One of the school boys helped the old woman cross the street because ...

- (i) she was old and afraid to cross on her own
- (ii) he hoped someone, sometime, may lend a hand to his own mother when he was not around.

(2) We must help those who are in need.

Ans. We must help those who are in need because ...

- (i) we too may need help one day.
- (ii) we must show compassion to those in need.

* (II) Answer the following :

- (1) Think and write in 5-6 lines, why most of the people on a road/street ignore those in need of help. What about you? Write about your feelings after you have helped/not helped when needed.

Ans. People, especially in the larger cities and towns, are always in a hurry to reach their place of work or their home. Hence they don't have time to spare to help strangers. Some people may be purely selfish and don't have compassion for others.

I always try to help people who genuinely need help. Once I lent a hand to an old man to climb a bus. He was very grateful and thanked me. I felt very good afterwards.

I did not help a woman who had slipped and fallen down on the footpath during the monsoon. I just walked past her, ignoring her. I felt very guilty about it later. I wondered how I would feel if I had been in her place and had not got any help.

- (2) Was the old lady grateful to the young boy who had helped her? How do you know?

Ans. Yes, the old lady was grateful to the young boy who had helped her. We know this because that night, in her home, she prayed to God to be kind to him.

A3. Poetic Devices :

- (1) Write at least five rhymes from the extract.

Ans. Rhymes : troop – group, low – go, ...

harm, along – strong, went – content.

- (2) From the extract, pick out and explain an example of :

(i) Alliteration –

Ans. His young heart happy and well-content.
Repetition of the sound of 'h' at the beginning of some words.

(ii) Inversion –

Ans. Then back again to his friends he went.
The correct prose order is : He then went back again to his friends.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

Point Format

(for understanding)

- **Title :** Somebody's mother
- **Poet :** Mary Dowe Brine
- **Theme/Central idea :** A young boy helps a frightened old lady to cross the street, when she was being ignored by everyone else. He tells his young friends that he hopes that when his own mother is old and needs help, someone will help her too, if he is not at hand.
- **Rhyme Scheme :** aabbcc in stanzas 3 and 4, aabb in all the remaining stanzas.
- **Figures of Speech : Inversion :** 'At the crowded crossing she waited long.' The correct prose order is : She waited long at the crowded crossing. Other figures of speech are Simile and Alliteration.
- **Special Feature/Implied meaning, etc. :** The poem is written very simply and helps us to get a mental picture of the entire incident. It reminds us of the saying 'Do unto others as you would have them do unto you.' It shows the compassion of a young boy in a world too busy to care for others. It gives the reader a warm feeling in the heart.
- **Favourite Lines :** And so, without hurt or harm, He guided the trembling feet along.

*** Why I like/don't like the poem :** I like the poem because of the compassion shown by the young boy and the inner meaning, that we must help others.

Paragraph Format

The poem 'Somebody's mother' is by Mary Dowe Brine. It describes an incident in which a young boy helps a frightened old lady to cross the street, when she was being ignored by everyone else. He tells his young friends that he hopes that when his own mother is old and needs help, someone will help her too, if he is not at hand.

The Rhyme Scheme of stanzas 3 and 6 is aabbcc. All the other stanzas have the rhyme scheme aabb.

A Figure of Speech is Inversion : 'At the crowded crossing she waited long.' The correct prose order is : She waited long at the crowded crossing. Other figures of speech are Simile and Alliteration.

The poem is written very simply and helps us to get a mental picture of the entire incident. It reminds us of the saying 'Do unto others as you would have them do unto you.' It shows the compassion of a young boy in a world too busy to care for others. It gives the reader a warm feeling in the heart. My favourite lines are : 'And so, without hurt or harm. He guided the trembling feet along.' I like the poem because of the compassion shown by the young boy and because of its inner meaning, that we must help others.

POETIC DEVICES

*** Pick out the lines that help create images of the following in our mind and write them in the table :
(The answer is given directly.)**

No.	Old Woman	The Street	School Boys
(1)	The woman was old and ragged and grey And bent with the chill of a winter's day	The streets were white with a recent snow	Down the street with laughter and shout
(2)	At the crowded crossing she waited long, Jostled aside by the careless throng	At the crowded crossing she waited long	Came happy boys, like a flock of sheep,
(3)	Her aged hand on his strong young arm She placed, and so without hurt or harm He guided the trembling feet along	Came happy boys, like a flock of sheep. Hailing the snow piled high and deep	Past the woman so old and grey, Hastened the children on their way

FURTHER READING

*** Read the poem 'Home they brought her warrior dead' by Alfred, Lord Tennyson.**



WARMING UP!

*9. 1. Building a Story :

(Students can refer to the game explained on page 39 of the textbook. Attempt this activity in groups.)

*9. 2. Interviews :

(Students can refer to the role plays and interview skills explained on page 39 of the textbook to attempt this activity in groups.)

Part I

Textbook pages 40 to 43

Introduction : This is a story from the Iliad, which tells us about the prosperity of Troy, and the war between the Trojans and the Greeks.

READING SKILLS,
VOCABULARY AND GRAMMAR

Q. Read the following passages carefully and complete the activities :

PASSAGE 1 [Textbook page 40]

A1. Name the following :

(The answers are given directly.)

*(1) He composed The Iliad and The Odyssey :

Homer

(2) The language of The Iliad and The Odyssey :

Greek

(3) The language of The Mahabharata :

Sanskrit

(4) The most beautiful woman in the world :

Helen of Troy.

PASSAGE

Epic are long poems**Father of European Poetry.**

Glossary: handed down (phr) - passed on to a later generation or age through the ages (phr) - throughout history.

A2. Answer the following questions :

*(1) How were epics transmitted from generation to generation?

Ans. Epics were transmitted from generation to generation through songs and recitals for many years before they were actually written down.

*(2) Why is Homer honoured with the title 'Father of European Poetry'?

Ans. It is believed that the two great epics of European literature, The Iliad and The Odyssey, were composed and recited by Homer. Hence he has been honoured with the title 'Father of European Poetry'.

A3. (1) Synonyms :

Find the synonyms of the following words used in the story :

*(1) beautiful (woman) (2) famous

Ans. (1) beautiful - entrancing (woman).

(2) famous - well-known

(2) Adjective Forms :

Write the adjective forms of the following words :

(1) hospitality (2) hero (3) history (4) poem

Ans. (1) hospitality - hospitable

(2) hero - heroic

(3) history - historical

(4) poem - poetic.

A4. Voice :

Change the voice of the following sentences :

(1) It is believed that The Iliad and The Odyssey were composed by Homer.

(2) Nobody knows who the author of these epics is.

Ans. (1) People believe that Homer composed the Iliad and The Odyssey.

(2) It is not known who the author of these epics is.

A5. Personal Response :

*(1) Have you seen any of the stories mentioned in the passage in TV serials or movies?

Ans. Yes, I have seen both the Ramayana and the Mahabharata as TV serials.

*(2) Who are considered to be the authors of the epics 'Ramayana' and 'Mahabharata' respectively?

Ans. Valmiki is considered to be the author of 'The Ramayana' and Ved Vyasa is considered to be the author of The Mahabharata.

PASSAGE 2 (Textbook pages 40 and 41)

A1. (1) Complete :

Complete the following sentences :

(The answers are directly underlined.)

(1) Troy was a rich trading city in Asia Minor.

(2) Round their city the Trojans had built a strong wall.

(3) From Mount Ida flowed many rivers and streams.

(4) The valleys among the hills were well-watered and fertile.

*(2) Correcting the sentences :

Correct the following sentences using facts from the passage :

(The correct answers are given directly.)

Ans. (1) Troy traded in goods and grain with other cities.

(2) During war, Trojans came out of the open fort gates to fight the enemy.

PASSAGE

The Iliad is the story by the hills behind.

A2. Answer the following questions :

*(1) How did the location of Troy help it to grow into a very rich, prosperous city?

Ans. Troy was well situated. In front of it was the sea over which sailed the ships of Troy, carrying goods and grain. At the back rose the high peak of Mount Ida, from which flowed many rivers and streams. The

valleys were well-watered and fertile. Cattle fed on the rich grass of the meadows while sheep fed on the slopes of the hills. Thus, it was well situated, both for commerce and agriculture, and grew into a rich, prosperous city.

*(2) How were the Trojans protected during wartime?

Ans. The Trojans had built a strong wall around the city so that no enemy should attack them from the sea. There were huge gates in the wall. In times of war, the gates would be closed, and then the city was like a strong fortress, quite safe from all attack. It was thus protected by the walls around it as well as by the hills behind.

A3. Antonyms and Synonyms :

*(1) Find the antonyms of the following from the passage :

(1) barren (2) offended (3) peace

(4) surrender (5) defenceless

Ans. (1) barren × fertile (2) offended × pleased

(3) peace × war (4) surrender × attack

(5) defenceless × safe.

*(2) Find the synonyms of the following from other sources :

(1) rich (city) (2) safe

Ans. (1) rich – prosperous (city)

(2) safe – sheltered.

A4. Verbs/Modal Auxiliary :

(1) Round their city the Trojans had built a strong wall. (Pick out the verb and state its tense.)

Ans. had built – past perfect tense.

(2) The wall was so broad that people could stand on it. (Pick out the modal auxiliary and state what it indicates.)

Ans. could – indicates ability.

A5. Personal Response :

What, do you think, is needed for a city to be prosperous?

Ans. To be prosperous, a city must be well situated and have good natural resources, like water and fertile land. It should be safe from enemies. The people and the rulers should be intelligent, sensible and honest. They should also be hard-working. If all these qualities are present, then a city will slowly become prosperous.

PASSAGE 3 (Textbook pages 41 and 42)

A1. * [1] Name the following :

(The answers are given directly.)

(1) He persuaded Helen to elope with him.

Paris

(2) She was wife of King Menelaus.

Helen

(3) He led the defence of Troy for nine years.

Hector

(4) He was killed by a poisoned arrow that entered his heel.

Achilles

* [2] Correct the sentences :

Correct the following sentences using facts from the passage :

(The correct answers are given directly.)

(1) Helen eloped with Paris.

(2) Troy was attacked because its Prince Paris had eloped with Helen, wife of a Greek King Menelaus.

(3) Sometimes the Trojans seemed to have the better of the fight and sometimes the Greeks.

(4) The Trojans were tired of being shut up in their city and the Greeks were longing to see their homes again.

(5) Sometimes there were single fights between two great heroes.

(6) Achilles was killed by an arrow that pierced his heel.

PASSAGE

Thus, Troy was a strong city.....

.....the fighting went on.

Glossary : **elope** – run away secretly in order to get married. **laid siege** (plur) – surrounded a place in order to force the people to come out or surrender.

A2. Answer the following question :

"What was the cause of the ten-year-old war between the Greeks and the Trojans?

Ans. Paris, a prince of Troy, had persuaded Helen, wife of a Greek King called Menelaus, to elope with him. He had brought her to Troy. The Greeks wanted to take revenge on Troy for the wrong done to Menelaus. This was the cause of the ten-year-old war between the Greeks and the Trojans.

A3. **Antonyms and Synonyms**

* [1] Find the antonyms of the following from the passage :

- (1) cowardly (2) exposed

Ans. (1) cowardly × brave

- (2) exposed × protected.

* [2] Find the synonyms of the following from other sources :

- (1) great (hero) (2) fight (verb)

(3) strong (city) (4) brave

Ans. (1) great – illustrious (hero)

(2) fight – attack (verb)

(3) strong – well-protected (city)

(4) brave – courageous.

A4. Rewrite :

(1) He had brought her to Troy.

(Rewrite beginning 'She ...')

Ans. She had been brought to Troy (by him).

(2) The fighting went on daily, but the siege did not end. (Rewrite replacing the underlined words with its verb form.)

Ans. They fought daily, but the siege did not end.

A5. Personal Response :

Do you think that wars can solve problems?

Ans. No, they cannot. Problems can be solved only by sitting around a table and discussing things. The practice of 'an eye for an eye' will only end up making the whole world blind. Wars destroy human beings and whole kingdoms.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

- (1) Write two compound words of your own.

Ans. walking stick, fire engine

- (2) Make a meaningful sentence using the phrase 'among the hills'.

Ans. The tribal communities living among the hills are very poor.

- (3) Spot the error and correct the sentence :

It is believe that The Iliad and The Odyssey were composed by Homer.

Ans. It is believed that The Iliad and The Odyssey were composed by Homer.

(4) Pick out a present participle infinitive from the given sentence :

The valleys were fertile, with corn growing in the fields.

Ans. present participle – growing.

(5) Identify the type of sentence :

But all the kings and heroes had declared war against the Trojans.

Ans. Assertive sentence

(6) Find out two hidden words from the word 'hospitality'

Ans. hospitality – hospital, soapy, (spoil, host)

(7) Form a present participle in which the last letter is doubled.

Ans. hit-hitting

(8) Write the following words in alphabetical order.

great, grain, final, fight

Ans. fight, final, grain, great.

A2. Medium-Level Activities :

(1) Make a word chain of four more abstract nouns :

revenge →

Ans. revenge → empathy → youth → health → humility

(2) Use the word 'peak' and its homophone in two separate sentences :

Ans. (a) Mt. Everest is one peak I wish to climb.

(b) One must not peek into the neighbour's house.

(3) The Trojans fought hard. (Use the past perfect progressive tense of the verb.)

Ans. The Trojans had been fighting hard.

(4) Prepare a word register for all the words related to 'war' from the lesson.

Ans. war-enemy, attack, fortress, soldiers, siege, battles, armies, heroes, fought, fighting, killed, taken, victory, peace, fighters, terror, death, weapons, armour, conquerors.

(B) Challenging Activities :

(1) Use the word 'force' as a noun and a verb in two separate sentences.

Ans. (a) The policeman had to use a lot of force to open the door. (noun)

(b) Parents should not force children into careers they do not like. (verb)

(2) The Trojans too fought hard and the siege continued for ten long years. (Pick out the clauses and write the type of sentence.)

Ans. The Trojans too fought hard – Coordinate Clause,

the siege continued for ten long years- Coordinate Clause : Compound Sentence

ACTIVITY

* State the counter-action for the following actions :

Action	Counter-action
(1) Helen eloped with Paris.	Greece declared war against the Trojans.
(2) The Greeks sailed to Troy and attacked it.	The Trojans fought hard and the siege continued for ten years.
(3) Hector was killed by Achilles.	Achilles himself was killed later by a poisoned arrow.
(4) The siege continued for ten long years.	The Trojans fought hard and the fighting went on daily.

GRAMMAR FOCUS

* Q. (a) Complete the following sentences with reference to the passage :

(The answers are given directly.)

(1) Epics are long poems that relate the deeds of a great national hero or a great national war.

(2) They may be composed and sung or recited for many years before they are actually written down.

(3) Nobody knows for certain who the author of these early epics is.

(4) It is believed that The Iliad and The Odyssey were composed and recited by a blind poet named Homer, who lived about 900 BCE and who wandered from one Greek city or village to another, singing his poems to all who would receive him in their homes.

(5) At the back rose the high peak of Mount Ida, from which flowed many rivers and streams.

Underline the clauses in the given sentences and underline the words that link or connect the clauses.

(Linking words are underlined.)

(1) Epics are long poems that relate the deed of a great national hero or a great national war.

Ans. Epics are long poems – Clause

that relate the deed of a great national hero or a great national war – Clause

(2) They may be composed and sung or recited for many years before they are actually written down.

Ans. They may be composed – Clause

(they may be) sung – Clause

(they may be) recited for many years – Clause

before they are actually written down – Clause

(3) Nobody knows for certain who the author of these early epics is.

Ans. Nobody knows for certain – Clause

who the author of these early epics is – Clause

(4) It is believed that The Iliad and The Odyssey were composed and recited by a blind poet named Homer, who lived about 900 BCE and who wandered from one Greek city or village to another, singing his poems to all who would receive him in their homes.

Ans. It is believed – Clause

that The Iliad and The Odyssey were composed – Clause

(that The Iliad and The Odyssey were) recited by a blind poet named Homer – Clause

who lived about 900 BCE – Clause

who wandered from one Greek city or village to another, singing his poems to all – Clause

who would receive him in their homes – Clause

(5) At the back rose the high peak of Mount Ida, from which flowed many rivers and streams.

Ans. At the back rose the high peak of Mount Ida – Clause

from which flowed many rivers and streams – Clause

PROJECT

* From either of our two Indian epics, find out which battle/war lasted the longest? Write down about its cause, the enemy armies, its heroes, its duration and the final outcome.

(a) Cause _____

(b) The enemy armies _____

(c) Heroes _____

(d) Duration _____

(e) Final outcome _____

FURTHER READING

* Find the story of why Helen was persuaded by the goddess Aphrodite to elope with Paris.



Introduction : This part tells us how Troy was finally defeated, and nothing was left of the proud, rich city.

READING SKILLS, VOCABULARY AND GRAMMAR

g. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 44)

A1. Complete :

Complete the following sentences :

(The answers are given directly.)

- (1) Odysseus thought of a plan to obtain victory.
- (2) Troy was taken, not by force but by a trick.
- (3) Two great heroes, Menelaus and Odysseus, entered the horse.
- (4) Only one man was left behind to persuade the Trojans to drag the horse into their city.

PASSAGE

At last Troy was taken
..... The Greek ships had all gone.

Glossary : Troy was taken - Troy was defeated.
The seashore was deserted - There was nobody on the seashore.

A2. Answer the following questions :

*(1) How did Odysseus plan to defeat the Trojans?

Ans. Odysseus advised the Greeks to build a great wooden horse, big enough to hold men inside it. Some of their best fighters would hide inside the horse. Then they would burn their tents and pretend to sail away in their ships. But instead of sailing away, they would return at midnight. One man would be left behind with the horse to persuade the Trojans to drag the horse into their city. After the horse with the soldiers had entered the city, at the appropriate time, the door in the horse would be opened and the soldiers hiding inside would attack Troy. The gates would be opened to allow the remaining soldiers from the ships to assist them.

*(2) What was the reason for Troy to rejoice and celebrate?

Ans. The Trojans rejoiced and celebrated because after ten long years, the siege was finally over. The tents had been burnt. The shore was deserted. The Greek ships had all gone. The Trojans could go out on the plain and move around as they pleased.

A3. [1] Words that sound the same :

Write from the passage words that sound the same as the following :

- (1) grate
- (2) sale
- (3) would
- (4) site

Ans. (1) great (2) sail (3) wood (4) sight.

[2] Use of phrase :

*Use the phrase 'enough to' in your own sentence :

Ans. Our school auditorium was big enough to hold a grand function.

A4. Do as directed :

(1) When the Trojans are asleep, we will attack the city. (Pick out and name the clauses.)

Ans. we will attack the city - Main Clause.

When the Trojans are asleep - Subordinate Adverb Clause of Time.

(2) The Greek leaders decided to follow the advice of the wise Odysseus. (Frame a Wh-question to get the underlined part as the answer.)

Ans. Whose advice did the Greek leaders decide to follow?

A5. Personal Response :

What do you think about Odysseus ?

Ans. I think that Odysseus was cunning and used underhand methods to win the war. The war should have been fought and won honestly, not by the use of a trick. Odysseus should not have given such advice and the Greeks should not have taken it.

PASSAGE 2 (Textbook pages 44 and 45)**A1. Correct Order :**

Write the correct number against the sentences in the order in which it happened : Ans.

(1) They found a Greek with his hands tied together. 2

(2) Let us make a hole in the wall and drag the horse in. 4

(3) They saw the huge, wooden horse. 1

(4) The Greek told them his tale. 3

PASSAGE

"It's peace at last," drag the horse in.

A2. Answer the following questions :

***(1) Was it enough to use the wooden horse to hide? What was done to make the Trojans take it inside the city?**

Ans. It was not enough to use the wooden horse to hide. It had to be taken inside the city. To achieve this, a Greek, who had been left behind for this very purpose, said that the horse had been left behind as an offering to the god of the sea. It had been made very big so that the Trojans could not take it inside their city. If they did so, the luck would go to the Trojans and not to the Greeks. When they heard this, the Trojans wanted to take it inside the city, and they broke their walls to do so.

***(2) How did the cunning Greek explain the presence of such a large wooden horse?**

Ans. The cunning Greek said that the Greeks who had left were afraid of the long voyage home. They had made the horse and left it behind as an offering to the god of the sea. It had been made very big so that the Trojans could not take it inside their city. If they did so, the luck would go to the Trojans and not to the Greeks.

A3. (1) One word for :

Give one word from the passage for the following :

- (1) a journey by sea (2) great surprise
- (3) pulled out forcibly (4) extremely happy

Ans. (1) a journey by sea – voyage

(2) great surprise – astonishment

(3) pulled out forcibly – dragged

(4) extremely happy – delighted.

***(2) Use of phrases :**

Use the following phrases in your own sentences :

(Please refer to textbook page 47 for examples.)

(1) tired of (2) afraid of (3) too ... to ...

Ans. (1) We were tired of the long wait for the results.

(2) The children were afraid of the queer noise in the forest.

(3) The bed was too big to be kept in the room.

A4. (1) Clauses :

Pick out the clauses from the following sentences and state their type :

He spoke and told them this false tale.

Ans. He spoke – Main Clause,

(He) told them this false tale – Main Clause.

(2) Use of 'which' :

Rewrite the sentence using 'which' :

Then they saw on the sands the huge, wooden horse.

Ans. Then they saw on the sands a huge horse which was made of wood.

A5. Personal Response :

*Do you think the Greeks and Trojans were superstitious? Give reasons for your answer.

Ans. There is nothing to indicate that the Greeks were superstitious. But the Trojans were superstitious and believed that the wooden horse would bring them luck if they dragged it into their city.

PASSAGE 3 (Textbook page 45)**A1. Web :**

Complete the web :

(The answers are underlined directly.)

The horse was
dragged into the city.

The Trojans feasted
and drank.

What happened in Troy
that day and night.

The Greeks left behind
in Troy gave the signal.

The Greek ships
came back.

PASSAGE

Their wise priest ... and began to burn and kill.

A2. Answer the following questions :

*(1) What reckless, thoughtless step did the Trojans take?

Ans. The reckless/thoughtless step that the Trojans took was to break down part of their wall and drag the wooden horse into the city. They also celebrated and slept soundly.

*(2) How did the Greeks enter the city of Troy?

Ans. When the cunning Greek who had been left behind saw the Greek fleet returning to the shores of Troy, he crept to the wooden horse and gave the signal. The side of the horse opened, and the Greeks who were inside climbed out and opened the gates. The whole Greek army entered the city.

*(3) How did the Greek ships remain hidden from Troy?

Ans. As soon as the Greek ships were hidden by an island, they lowered their sails and dropped anchor. Thus they remained hidden from Troy.

A3. Use of phrases :

Use the following phrases in your own sentences :

(Please refer to textbook page 47 for examples.)

*(1) so ... that (2) as soon as (3) all that day
(4) in order to

Ans. (1) The teenagers were so excited that it was difficult to control them.

(2) I opened my umbrella as soon as it began to rain.

(3) Though their mother shouted at them, the girls lazed about all that day.

(4) We have to work hard in order to do well in life.

A4. (1) No sooner than :

Rewrite the following sentence using 'no sooner than' :

As soon as they were hidden by an island, they had lowered their sails.

Ans. No sooner were they hidden by an island, than they had lowered their sails.

(2) Too ... to :

Rewrite the following sentence using 'too ... to' :

They were so excited that they paid no attention to his words.

Ans. They were too excited to pay any attention to his words.

A5. Personal Response :

What do you think the Trojans should have done when they found the horse?

Ans. The Trojans should not have believed the Greek. They should have been suspicious and examined the horse minutely. They should also not have been superstitious enough to bring the horse into the city, expecting good luck. They should have heeded the words of the wise priest.

PASSAGE 4 (Textbook page 46)

A1. True or False :

Write if the following sentences are True or False :

Ans.

(1) The Trojans were unprepared for the attack.

True

(2) Hector's mother and wife were killed.

False

(3) Helen regretted her action of leaving her husband.

True

(4) King Menelaus was unforgiving.

False

PASSAGE

Troy was filled ... resisted attack for ten years.

A2. Answer the following questions :

*(1) What distressing sounds and sights could be witnessed at Troy, that fateful night?

Ans. That fateful night, Troy was filled with the sight of leaping flames, the sound of shouting, the noise of weapons and the cries of weeping women. A bright light lit up the sky as palaces and houses, temples and towers, went up in flames.

*(2) What was the destiny of the royal family of Troy and that of Helen?

Ans. Old King Priam was killed with all his brave sons. Hector's wife and his old mother and sister were carried off as slaves by the conquerors. Helen was forgiven by King Menelaus and she went back with him.

A3. Adjective forms :

Write the adjective forms of the following words :

(1) forgave (2) shame

(3) palace (4) emotion

Ans. (1) forgivable (2) shameful/shameless
(3) partial (4) emotional.

A4. (i) Clauses :

* Identify one example of a main clause and one example of a dependent clause from page 46 of the textbook :

Ans. Many of the Trojans were killed before they could put on their armour.

Many of the Trojans were killed – Main Clause
before they could put on their armour – Dependent Clause

(ii) Present participles :

Write two present participles from the passage which have been used as adjectives. Also write the nouns they modify :

Ans.

Present Participles used as Adjectives	Nouns they modify
(i) leaping	flames
(ii) weeping	women
(iii) sleeping	Trojans

A5. Personal Response :

* How could the fall of Troy been avoided ?

Ans. The fall of Troy could have been avoided if the Trojans had been suspicious of the wooden horse and checked it carefully. They should also not have been superstitious and taken the horse inside the city, believing that it would bring them luck. They should have listened to their wise priest who had warned them that the horse could be a trick to destroy Troy.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

(1) Write two compound words of your own.

Ans. policeman, washing machine

(2) Make a meaningful sentence using the phrase : 'to follow the advice'

Ans. Our parents told us to follow the advice of the counsellor.

(3) Spot the error and correct the sentence :

Paris himself were killed, also by a poisoned arrow.

Ans. Paris himself was killed, also by a poisoned arrow.

(4) Use the word 'sleep' in your own sentence :

Ans. I love sleeping.

(5) Identify the type of sentence, and if it is affirmative or negative :

The Greeks have gone and the walls are no longer necessary.

Ans. Assertive sentence (negative)

(6) Find out two hidden words from the word celebration

Ans. celebration – liberate, berate, (clear, brain)

(7) Pick out the verb from the following three forms its past participle by doubling the last letter mail, cut, hit, rot

Ans. rot (rotted, rotting)

(8) Arrange these words in alphabetical order : wooden, walls, terror, tower

Ans. terror, tower, walls, wooden

A2. Medium-Level Activities :

(1) Use the word 'sail' and its homophone in two separate sentences :

Ans. (a) The sea gull sat on the sail of the boat.

(b) There is a wonderful sale at the mall this week.

(2) The Greeks burned their tents.

(Use the present perfect tense of the verb)

Ans. The Greeks have burned their tents.

(3) "But why did the Greeks make such a huge horse?" some of the Trojans asked.

(Rewrite using reported speech)

Ans. Some of the Trojans asked why the Greeks had made such a huge horse.

(4) Prepare a word register of all the Greek and Trojan names in the story.

Ans. Greek and Trojan names – Odysseus, Menelaus, Agamemnon, Troy, King Priam, Hector, Helen, Aphrodite, Iliad, Odyssey, Achilles, Homer, Ilium, Aegean Sea, Mount Ida, Greece, Paris.

(B) Challenging Activities :

(1) Use the words 'rejoicing' and 'voyage' in a single sentence.

Ans. There was a lot of rejoicing by the pirates on the voyage home.

(2) It may be a trick that will ruin us. (Pick out the modal and state its function.)

Ans. may-possibility

ACTIVITY

*(1) Put the following events in the order in which they took place. Number them accordingly:

- (a) The Trojans found a Greek man under the big wooden horse. 6
- (b) They broke down part of the wall and brought the horse in. 8
- (c) The cunning Odysseus thought of a plan. 1
- (d) The Greeks burnt their tents and sailed away. 4
- (e) Troy was burnt down. 12
- (f) The Greeks built a big wooden horse. 2
- (g) The great heroes hid inside the horse. 3
- (h) The priest warned the Trojans not to break the wall. 7
- (i) The Trojans were happy to see the Greek ships go. 5
- (j) The Trojans slept soundly. 9
- (k) The Greeks came out of the horse and opened the gates. 10
- (l) The Greek army entered the city. 11

*(2) Form pairs. Imagine you are a pair of Trojans and you have come to know about Odysseus's plan. Make a counter plan to defeat the Greeks. Write down your plan as you would explain it to your fellow Trojans.

WRITING SKILLS

Be a Writer

*Q. 1. Read the beginning and end of a sci-fi story given on page 45 of the textbook. Complete the story using your imagination.

(An example is given below.)

Ans. **'The Magic Glasses'**

After ten years of diligent experimenting on 'light', Jayant, a brilliant scientist, created a pair of eye-glasses which would enable him to see through all opaque objects, doors, walls, metal structures, etc.

On Monday, he put on his 'magic' glasses and stepped into the busy street outside ...

Everything seemed normal - the traffic, the crowds, etc. Suddenly, Jayant tripped over something and he looked down. It was the metal covering of a manhole.

As he looked, he saw a strange sight. There were three little children below, deep under the footpath! How was that possible? Why was no one helping them? They were crying and wailing, sitting in the mess inside the drain. He looked up, and then realized that he had seen them because of his magic eye-glasses.

"Come on, help!" he shouted. "There are children trapped under this footpath, inside this drain!"

Several people stopped. "How do you know?" asked a non-believer.

"What is going on here?" asked an officious-looking policeman.

"Don't talk - just help!" snapped Jayant, trying to prise open the manhole cover. It was heavy, and several good Samaritans stepped forward to help. Within a few moments, the heavy lid was in their hands.

Everyone peered into the dark, gloomy and smelly drain. They could hear the faint sounds of crying. "I'm going down," said Jayant. "Those little ones will not be able to bear the poisonous gases from the garbage much longer."

With the help of the cooperative by-standers, Jayant went down into the manhole and rescued the little kids - all of whom were below the age of five. Everyone clapped when he came out, dirty and smelly, with the three half-conscious kids.

And so, Jayant received the 'State Award for Brave Citizens'.

*Q. 2. Try to relate Jayant's sci-fi story, in brief, in the Dramatic Present Tense.

Ans. Jayant wears his magic glasses and steps into the street. He trips over a manhole and looks down. What! Are there three little kids trapped inside the drain under the footpath?

Jayant looks around for help, but there are non-believers around him. He tries to prise open the manhole cover. Suddenly, willing hands help him. The cover is open, and they hear the sounds of children crying. Jayant bravely climbs inside the dirty drain. He soon rescues the three kids trapped inside. As he hands over the kids to the policeman, the people around clap for him. He is a hero. Jayant later receives the 'State Award for Brave Citizens'.



2.5 AUTUMN

Introduction : This is a short and beautiful poem by Kalidas. Autumn has been personified and there are beautiful images of nature in this poem.

WARMING UP!

- * Q. 1. What changes do you see in nature in each of the following seasons? Use the sentences given on textbook page 49 and your own to describe each season appropriately.

Ans.

(a) **Summer :**

- (1) Migratory birds return.
- (2) The sun shines brighter than before.
- (3) Many trees blossom.
- (4) Humidity in the air increases.

(b) **Winter :**

- (1) We see fog in the morning.
- (2) Nights become longer and the days shorter.
- (3) There may sometimes be hail or snow in some places.
- (4) Humidity levels in the air decrease.

(c) **Monsoon :**

- (1) New grass sprouts.
- (2) Tender leaves shoot out on plants and trees.
- (3) There are sudden showers and hailstorms.
- (4) There is the fresh smell of wet earth.

- (a) Name the six seasons according to the Indian calendar. Which of these seasons is equivalent to Autumn?

Ans. The six seasons according to the Indian calendar are :

Vasant, Grishma, Varsha.

Sharad, Hemant and Shishir.

Sharad ritu is equivalent to Autumn.

- (b) What changes do we see in the life of human beings when the season changes? Write with reference to their (a) clothes (b) diet (c) celebrations.

Ans. (i) **clothes :**

Points :

- (1) **summer :** wear cotton clothes - loose garments - head protection like caps,

turbans - open shoes - goggles - long-sleeved shirts, blouses for protection from rays of sun, etc.

(2) **winter :** sweaters, mufflers, closed shoes, sometimes gloves, socks, etc.

(3) **monsoon :** light synthetic clothes - rubber plastic footwear - umbrellas or raincoats, etc.)

(ii) **diet :**

Points :

(1) **summer :** more liquids - fresh fruits and juices - less spice, less oil, light diet, etc.

(2) **winter :** more oil, heavy food - hot food - special types of food which provide warmth, etc.

(3) **monsoon :** only cooked food - boiled water - less liquids - more foods that will give internal warmth, etc.)

(iii) **celebrations :**

Points :

(1) **summer** - Many Hindu festivals like Bhol Gudi padva, holidays - harvest festivals - family get-togethers, etc.

(2) **winter** - many weddings, parties - festivals like Diwali, Christmas, New Year, etc.

(3) **monsoon** - many festivals like Ganesh Chaturthi, farmers' festivals, busy season for farmers, etc.)

- * Q. 2. Guess what is personified and fill in the gaps with words from the brackets :

(sun, alarm, bird, car, wind, stars, machine)
(The answers are given directly.)

- (1) The weary car was also petrol-hungry.
- (2) The playful wind whistled among the trees.
- (3) The annoying alarm screamed at 5 a.m.
- (4) The naughty stars winked at me from above.
- (5) The rising sun stretched its arms.
- (6) The cheerful bird sang as it perched on a tree.
- (7) The tireless machine hummed as it worked hard.

PARAPHRASE

The poet says that the season Autumn arrives like a slender, fair and graceful maiden. She has swaying rice-stems in her hair and lilies in her face. She is dressed in the flowers of grasses. As she moves along, birds greet her gladly with their cooing. The cooing sounds like the tinkling song of a bracelet.

During the night, Autumn wears a crown of countless stars. The white moonlight forms her silken robe, which appears to be set free from the patches of clouds. Her face is the bright and shining moon. She smiles in a bewitching manner. She seems to be a slim young girl, who will soon grow into a woman.

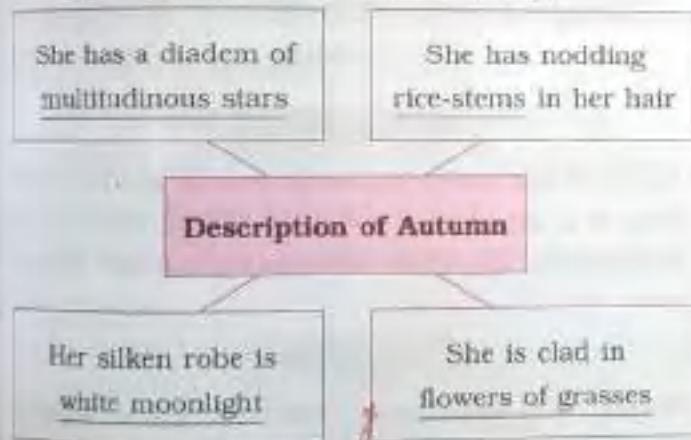
READING SKILLS, VOCABULARY AND POETIC DEVICES

Q. Read the following poem carefully and complete the activities :

POEM (Textbook page 50)

A1. Complete the web :

(The answers are underlined directly.)



POEM

The autumn comes a woman grown.
Glossary : **slender** – slim. **nodding** (*here*) – swaying, moving gently. **clad** – dressed. **diadem** – a jewelled crown. **multitudinous** – very numerous; countless. **bars** (*here*) – patches. **bewitching** – enchanting.

A2. (I) Answer the following questions :

*(1) What is the cooing of birds compared to?

Ans. The cooing of birds is compared to the tinkling song of a bracelet.

*(2) How does Autumn dress up at night?

Ans. At night Autumn wears a twinkling crown made of countless stars. Her robe of silk is the white moonlight, set free from the cloudy patches.

*(3) Why is Autumn called a 'maiden fair'?

Ans. Autumn is said to be slender and graceful. She has beautified herself by having rice-stems in her hair and lilies in her face. She is dressed in flowers of grasses. Hence, she is called a 'maiden fair'.

*(II) Think and write in your own words :

(1) Why is the maiden Autumn said to wear rice stems in her hair?

Ans. Probably the harvest of the rice crop is just over at the beginning of Autumn; hence the maiden Autumn is said to wear rice stems in her hair.

(2) How can the tender maiden Autumn become a full grown woman? What change in nature does it imply?

Ans. When the Autumn season is just beginning, Autumn is a tender maiden. As the season progresses and sets in properly, she becomes a full grown woman. It implies that time has passed and the season has progressed.

(3) Why do you think that birds greet the autumn season gladly?

Ans. Probably the birds enjoy the cool autumn after the hot summer. They may also get more grains and seeds to eat.

A3. Poetic Devices :

*(1) Find three lines each, that contain images of nature in the autumn season :

- (a) During daytime (b) At night

Ans. (a) During daytime :

- (1) With nodding rice-stems in her hair.
- (2) And lilies in her face.
- (3) In flowers of grasses she is clad.

(b) At night :

- (1) A diadem adorns the night! Of multitudinous stars.
- (2) Her silken robe is white moonlight.
- (3) And on her face (the radiant moon).

*(2) Find one example of each of the following from the poem :

- (1) Simile (2) Metaphor

Ans. (1) Simile - Birds greet her with their cooing glad.

Like a bracelet's tinkling sound.

(2) Metaphor - The Autumn comes, a fair maiden.

*(3) Write the rhyme scheme of the poem.

Ans. The rhyme scheme is ababcdc.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

Point Format (for understanding)

- Title : Autumn
- Poet : Kalidas
- Theme/Central idea : The poet has lovingly and picturesquely described the advent of the Autumn season in the country. He has compared Autumn to a slender and graceful maiden who has beautified herself in various ways.
- Rhyme Scheme : ababcdc.
- Figures of Speech : Alliteration : 'She seems a slender maid, who soon ...'. Repetition of the sound of the letter 's'. Other figures of speech are Simile and Metaphor.
- Special Feature/Implied meaning, etc. : The special feature of this poem is the imagery and the beautiful description of Autumn. It shows us the imagination of the poet. Autumn is personified in the entire poem and compared to a slender and graceful maiden.
- Favourite lines : A diadem adorns the night! Of multitudinous stars.
- Why I like/don't like the poem : I like the poem because of its imagery.

Paragraph Format

In the poem 'Autumn', the poet Kalidas has lovingly and picturesquely described the advent of the Autumn season in the country. He has compared Autumn to a slender and graceful maiden who has beautified herself in various ways.

The Rhyme Scheme "Speech that stands out is Alliteration : 'She seems a slender maid, who soon...'. Repetition of the sound of the letter 's'. Other figures of speech are Simile and Metaphor.

The special feature of this poem which makes it enchanting is the imagery and the beautiful imaginative description of Autumn. It shows us the imagination of the poet. Autumn is personified in the entire poem and compared to a slender and graceful maiden. My favourite lines are : 'A diadem adorns the night! Of multitudinous stars.' I like the poem because of its imagery.

VOCABULARY FOCUS

* Pick out words from the poem that describe the following. List them in Column A. Substitute each of those describing words with another word or phrase of the same meaning.

Ans.

	A (Poetic words)	B (Your own words)
(1) The Autumn	A maiden fair	A beautiful maiden
(2) Stars	Multitudinous	Numerous, Countless
(3) Moonlight	White	Silvery
(4) Cooing of birds	A bracelet's tinkling	A musical sound

WRITING SKILLS

* Compare the Indian monsoon season to a powerful king of a prosperous kingdom. Write down similarities. Use them to compose a poem of your own.

ACTIVITY

* Which is your favourite 'Nature' poem in your mother tongue? Write the poem and try to translate it into English. Your translation can be in the form of a poem or a paraphrase.

(Students may attempt Questions 2 and 3 above on their own.)

FURTHER READING

* Read the ode 'To Autumn' by the famous poet John Keats.

Introduction : This is a short skit which brings out the fact that mothers from centuries have been trying to get their sons to make their beds, and the sons have always been trying to resist this particular chore!

WARMING UP!

- Q. 1. We find the following in the script of a skit or play. Rearrange the steps in these proper order and write them down in the form of a flow chart:

Climax Dialogues Title Scene

Curtain Characters

Ans. Title → Characters → Scene →
Dialogues → Climax → Curtain

(Students can attempt Q.2., Q.3. and Q.4. given on textbook page 52 on their own.)

READING SKILLS,
VOCABULARY AND GRAMMAR

- Q. 1. Read the following passages carefully and complete the activities:

PASSAGE 1 (Textbook pages 53 and 54)

A1. Fill in the blanks:

- (1) Neel puts the dishes in the dishwasher.
- (2) Neel had cleaned his room two days earlier.
- (3) Neel forgets to make his bed.
- (4) Neel's mother remembers something about his Grandpa.

PASSAGE

Scene - A typical teenage
..... your grandfather in his teens.

Glossary : mod - modern

A2. Answer the following questions:

- *(1) What excuses did Neel give to avoid cleaning his room?

Ans. Neel says that he is going out to meet his friends. He then says that he had cleaned his room just two days earlier. He wonders why it needs to be cleaned daily, for it makes no difference.

- *(2) Why does mother tell Neel about his Grandpa?

Ans. Mother tells Neel about his Grandpa to make him realize that Grandpa had many more daily chores to finish than him, Neel, and much tougher ones too. He also had to make his bed, just like Neel would have to.

- *(3) What task did Grandpa wish to avoid?

Ans. Grandpa wished to avoid the task of making his bed.

A3. Antonyms:

Write the antonyms of the following:

- (1) necessary (2) forgot (3) late (4) tougher

Ans. (1) necessary × unnecessary

(2) forgot × remembered

(3) late × early (4) tougher × easier.

A4. (1) Passive Voice:

Rewrite the following sentences in the passive voice:

(1) I have watered the garden.

Ans. The garden has been watered.

(2) I have brought home the groceries.

Ans. The groceries have been brought home.

(3) I have dusted the living room.

Ans. The living room has been dusted.

(4) I have cleaned my bicycle.

Ans. The bicycle has been cleaned.

(2) Assertive Sentences:

Rewrite the following sentences as assertive sentences:

(1) Is it necessary to clean up every day?

Ans. It is not necessary to clean up every day.

(2) What difference does it make?

Ans. It does not make any difference.

A5. Personal Response:

Do you think you should make your bed every day?

Ans. Yes. In a dusty and tropical country like ours, we have to see that the beds are clean and dust-free. It also feels better to lie down on a clean and fresh bed. So we must make the beds every day, as soon as we get up.

PASSAGE 2 (Textbook pages 54 and 55)

A1. True or False :

Write if the following sentences are True or False : Ans.

- | | |
|---|-------|
| (1) The 1910s boy was wearing loose trousers and a shirt. | False |
| (2) The 1910s boy did many outdoor chores. | True |
| (3) The 1800s boy was rude to his mother. | False |
| (4) The 1800s boy wanted to play Ashapada with his friends. | False |

PASSAGE

1950s boy and mother recede Now go and make the beds.

Glossary : *recede* – go or move back from a previous position.

A2. Answer the following questions :

*(1) What did the ancestor from 1910 wish to do instead of making his bed?

Ans. The ancestor from 1910 wished to go to the riverside with his friends instead of making his bed.

*(2) How many chores did the ancestor from 1800 have to do?

Ans. The ancestor from 1800 had to do about six chores.

A3. (1) Verbs :

Fill in the blanks with the correct verbs from the brackets :

(fixed, washed, took, chopped)

The 1800s boy _____ clothes, _____ wood, _____ the broken fence and _____ the goats up to the hills to graze.

Ans. The 1800s boy washed clothes, chopped wood, fixed the broken fence and took the goats up to the hills to graze.

(2) Plurals :

(2) Give the plurals of :

- (1) jewellery (2) wood
(3) grandfather (4) terrace

Ans. (1) jewellery – jewellery

(2) wood – wood

(3) grandfather – grandfathers

(4) terrace – terraces

A4. (1) Passive Voice :

Rewrite the following sentences in the passive voice :

(1) Mummy, I collected wood for the stove.
Ans. Mummy, wood for the stove has been collected.

(2) I fixed the broken fence.
Ans. The broken fence has been fixed.

(2) Question Tags :

Add question tags to the following statements

(1) That's your daily work.
Ans. That's your daily work, isn't it?

(2) I also chopped the wood.
Ans. I also chopped the wood, didn't I?

A5. Personal Response :

Do you do any chores in the house? What chores?

Ans. I dust the furniture every day. I lay and clear the table before and after every meal. I fold clothes and keep them in the cupboard. These are my daily chores, beside keeping my own things like books, shoes, etc. in their proper places.

PASSAGE 3 (Textbook page 55)

A1. Complete :

Complete the web :

(The answers are directly underlined.)

milk the cows

take cows for grazing

Chores done by teenage boy in 1500s

fetch and stack vegetables

sweep the back and front yard

PASSAGE

1800 boy and mother recede when he was your age.

Glossary : *revered* – respected.

A2. Answer the following questions :

*(1) How is the boy from 1500s dressed?

Ans. The boy from 1500s is dressed in a loose sleeveless, V-neck top and a short dhoti.

•(2) What chores did the boys from 1000 CE do on their farms/fields?

Ans. The boys from 1000 CE had to fetch water, clear blocked channels, water the crops and pull out the weeds.

A3. Meaning :

Match the given verbs with the nouns :

A	B
(1) fetched	(a) yard
(2) cleared	(b) water
(3) swept	(c) weeds
(4) pulled out	(d) channels
	(e) walls

Ans. (1) fetched – water (2) cleared – channels
 (3) swept – yard (4) pulled out – weeds.

A4. (1) Passive Voice :

*Rewrite the following sentence in the passive voice :

I have fetched vegetables from our farm.

Ans. Vegetables have been fetched from our farm.

(2) Assertive Sentence :

Rewrite the following sentence as an assertive sentence :

Don't talk back.

Ans. You should not talk back.

A5. Personal Response :

What do you do when you have to do a chore that you do not like?

Ans. If I have to do a chore that I don't like, I first try to see if I can avoid it in some way, like getting someone to do it for me. If it is not a very important chore, like making beds, I ignore it till my mother shouts at me. If it is an important chore that cannot be avoided, I hurry up and do it as fast as I can to get it over with.

PASSAGE 4 (Textbook page 56)

A1. Name the following :

Ans.

(1) The game the 3000 BCE boy wishes to play :

Chaupar

(2) The yard is plastered with this :

dung

(3) The game the 100 CE boy wishes to play :

Bagh-chal

(4) Pots for cooking are made of this : mud

PASSAGE

**1000 boy and mother recede
..... Go and make your bed. Curtain.**

Glossary : moulded – shaped and formed an object out of some material.

A2. Answer the following questions :

•(1) What chores did the boys from the 1st century CE do on their farms/fields?

Ans. In the 1st century CE, the boys would feed the poultry, tend to the sheep, keep away the birds and plaster the yard with dung.

•(2) What did Neel realize from his encounter with his ancestors?

Ans. From his encounter with his ancestors, Neel realized that at that time young teenage boys had chores to do outdoors as well as in their homes. They also had to make their beds.

A3. Noun Forms :

Give the noun forms of the following :

(1) recede (2) enter (3) repeat (4) impossible

Ans. (1) recede – recession

(2) enter – entry

(3) repeat – repetition

(4) impossible – impossibility

A4. *(1) Rewrite the sentence in passive voice :

I fed the poultry.

Ans. The poultry have been fed.

(2) Rewrite using the modal auxiliary for permission :

I need your kind permission to go out and play Chaupar with my friends.

Ans. May I go out and play Chaupar with my friends?

A5. Personal Response :

Which life would you prefer : your life of today or the life of a teenager in 3000 BCE?

Ans. I would certainly prefer my life of today. It is more interesting and I have more freedom. Life at any time without the computer, the TV and the mobile phone would have been terribly dull and boring. Oh, yes, life today is much better than it could have been in 3000 BCE.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

- (1) Write two compound words from the lesson.

Ans. dishwasher, grandfather

- (2) Make a meaningful sentence using the phrase : pulled out

Ans. The slave pulled out the thorn from the lion's paw.

- (3) Spot the error in the verb/verbs and correct the sentence :

I wish I had a robot to makes my bed and tidies up my room.

Ans. I wish I had a robot to make my bed and tidy up my room.

- (4) Pick out the infinitive from the given sentence :

You forgot to make your bed.

Ans. Infinitive – to make

- (5) Identify the type of sentence :

Ahhh! Yes! They didn't have any electric grinders in those days!

Ans. Exclamatory sentence.

- (6) Find out two hidden words from the word : permission

Ans. permission – mission, prism (prison, person)

- (7) Pick out the verb which forms its past participle with the last letter doubled.

collect, sleep, chop, tell

Ans. chopped, chopping

- (8) Write the following words in alphabetical order :

triple, recede, revered, stacked

Ans. recede, revered, stacked, triple

A2. Medium-Level Activities :

- (1) You haven't cleaned up your room.

(Change the voice starting 'Your ...')

Ans. Your room hasn't been cleaned up.

- (2) Use the word 'right' in two separate sentences, the word having different meanings (homographs) :

Ans. (a) What you have done is not right.

(b) "Turn to the right," said the policeman.

- (3) I put the dishes in the dishwasher.

(Use the past tense of the verb.)

Ans. I put the dishes in the dishwasher.

- (4) Prepare a word register for clothes.

Ans. clothes-trousers, shirt, kurta, pyjama, saree, dhoti, kurta, tunic.

(B) Challenging Activities :

- (1) Use the word 'show' in two separate sentences, once as a noun and once as a verb.

Ans. (a) The last show ended at midnight. (noun)

(b) "Show me your ticket," said the doorkeeper. (verb)

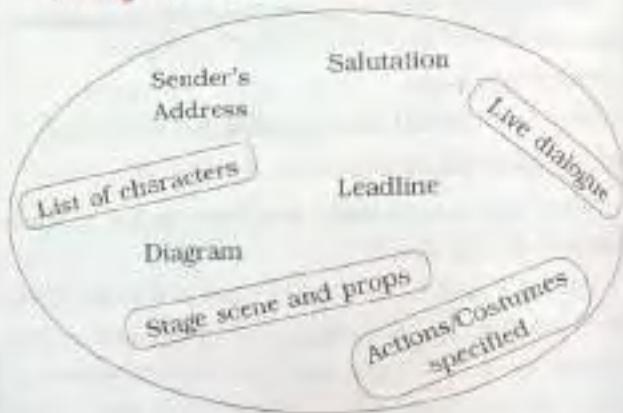
- (2) If you try you can make such a robot.

(Pick out the clauses.)

Ans. you can make such a robot – Main Clause
if you try – subordinate clause

ACTIVITY

- *Q. 1. In the diagram below, encircle the various features that make the script of a skit/play. List the other words and mention the form of writing of which it is a feature.



Ans. (1) Sender's address – Part of a letter.

(2) Salutation – Part of a letter.

(3) Leadline – Part of a news report.

(4) Diagram – Part of non-verbal communication.

- *Q. 2. Choose the proper alternative to complete the following :

- (1) The skit covers a period of about _____ the past.

(a) 3000 years. (b) 1000 years

(c) 5000 years. (d) 1800 years

- (2) _____ characters from Neel's ancestral lineage make an appearance in the play.
- (a) Fourteen (b) Seven
 (c) Sixteen (d) Twelve
- (3) The task that all boys abhorred was _____.
- (a) cleaning up their room
 (b) farm-work
 (c) filling up water
 (d) making their beds
- (4) The skit conveys that doing your daily chores at home _____.

- (a) make you stronger
 (b) sharpens your intellect
 (c) saves a lot of expenses
 (d) inculcates a sense of responsibility

Ans. (1) The skit covers a period of about 5000 years in the past.

- (2) Fourteen characters from Neel's ancestral lineage make an appearance in the play.
- (3) The task that all boys abhorred was making their beds.

(4) The skit conveys that doing your daily chores at home inculcates a sense of responsibility.

Q. 3. Fill in the table : (The answers are given directly.)

Period	Way of addressing a Mother	Boy's costume	Lady's costume	Daily chores	Games
1950s	Mama	Loose trousers and shirt	Silk saree	Water garden, bring home groceries, dust living room, clean bicycle	—
1910	Mummy	Kurta, pyjama and cap	Nine-yard saree, nose-ring, jewellery	Fetch water, fill up pots, sweep terrace, collect wood, clean grinding stones	Go to riverside
1800s	Mother dear	Dhoti, kurta and small turban	Nine-yard saree, traditional jewellery	Wash and dry clothes, chop wood, fix broken fence, take goats for grazing	Atya-patya
1500s	My dear mother	Loose sleeveless V-neck top, short dhoti	Nine-yard saree	Milk cows, take them for grazing, fetch and stack vegetables, sweep back and front yard	Ashtapada
1000	Most revered mother	Flare tunic and churidar, waist band and turban	Saree, upper garment, plenty of jewellery	Fetch water, water crops, clear blocked channels, pull out weeds, patch walls	Watch puppet show
100 CE	Matadevi	Dhoti and waist band; no shirt	Saree, upper garment, beads jewellery	Feed poultry, tend sheep, keep away birds, plaster the yard	Bagh-chal
3000 BCE	Thee	Cloth round waist held by cord, long hair in bun or ponytail	Saree, veil, stone and beads jewellery	Hunt food, carve stone bricks, dust leather clothes, mould and dry mud pots	Chaurpar

think of suitable names for the boys from the earlier centuries.

(Some examples : Vitthal, Namdeo, Manu, etc.)

- *Q. 5. Form groups of 5-8. Translate the play into your mother tongue (or Hindi) as a group activity. Enact the translation in the classroom.

WRITING SKILLS

- *Q. 1. (a) In the play, two devices that make use of wheels are given. The devices are :

Ans. The devices are : (i) bicycle (ii) grinders

- (b) From the internet and other sources, trace the history of the use of the wheel.
(Students can attempt this on their own.)

- (c) Write 'An Autobiography of a Wheel'.
Ans. An Autobiography of a Wheel

I am very, very proud of myself, for I am considered to be one of the most important of man's inventions. Yes, I am the wheel.

It is said that my invention was the turning point in human civilization. Of course, no one knows exactly when I was invented and by whom. As soon as I was invented and perfected, there was a revolution in the manufacturing industry. I was used for everything and by everybody - right from the potter to the manufacturer of super-luxury cars. Yes, and planes and helicopters too. I am even used to go into space.

I help human beings and animals to pull things. I make work easy for them. The principle on which I work is the basic principle in many mechanical devices. Many of the things that were invented along with me have been forgotten, but I am accepted and still in demand today, in some form or the other. If I was not there, there would have been no cars, buses, trains or aeroplanes. Or even bullock carts. I know I sound proud, but that is not so. It is only that I know my own worth, and that I will still be around even when you humans become extinct.

- *Q. 2. Imagine that the ancestor from 1910 CE visits Neel in his dream. Compose a dialogue between the two about the various gadgets the visitor sees in Neel's room.

Ans.

Neel : Hello! Who are you, Sir?

Ancestor : I am your great-great grandfather. Neel, I have heard a lot about your life, and I came to see you. Oh my! What are all these things here?

Neel : All these things? What things, great Grandpa?

Ancestor : This box here and that one there ...

Neel : Oh, this is my TV and that is my laptop. Haven't you ever seen these things? This is my mobile phone.

Ancestor : TV? What is it? And phone - no, this is not a phone! Such a tiny thing!

(Students can continue this conversation in this manner.)

- *Q. 3. Imagine and compare an argumentative dialogue between the mothers of the 20th/21st century and those of the earlier era, about which life was better for women.

Ans. 21st Century mother : There's no question. Your life was certainly better, Rukmini.

19th Century mother : Better, Reena? You mean bending over the old wood stove and the grinding stone was better?

21st Century mother : That may have been difficult, Rukmini, but otherwise your life was peaceful. You only had to look after the home and family. What today, we ...

19th Century mother : Only look after home and family? That was a full-time job! There were no shortcuts like takeaways and ready-made stuff! And what about freedom? The freedom you have!

21st Century mother : Freedom with chains! I have to work hard both at home and in the office. I have to be a 'supermom' and 'superboss'! Do you know how terrible it is?

(Students can continue the dialogue in this manner.)

FURTHER READING

*Read 'The Story of the Amulet' by E. Nesbit.

UNIT THREE

3.1

SILVER

(Textbook page 59)

Introduction : In this beautiful poem, the poet describes the effects of moonlight on the countryside at night.

WARMING UP!

- Q. 1. Imagine that your class has to be divided into groups or houses. Each house will have their own colour, symbol/emblem, motto, dress code, etc. Think of sets of four names for the groups. Form groups and work out the imaginary details for each set. ...

(Students can refer to page 59 of the textbook and carry out this activity in groups in class.)

Example :

House name – Banyan	Colour – Green
Symbol – the Moon	Flower – Sunflower
Season – Summer	Metal – Copper
Dress Code – Scarf with 'Save the Environment' on it	

Special interests – Activities dealing with Environmental Pollution

Motto – Save the Environment.

- Q. 2. Read the lines of the following poem. Guess and fill in suitable words to make the lines rhyme :

(The answer is given directly as an example.)

Golden Glow

Soon after dawn, rises the sun;
It wakes and enlivens every one.
It scares away the long, dark night.
The shining stars go out of sight.
From tree to tree birds flit and cry,
Searching for food, with a sharp eye.
The buds that open now show their colour.
As flowers they dance with beauty and splendour.
The hill slope wears a grassy green dress,
The curved sparkling river, it gold possess.
The cock then crows to give a loud call,
Come on! wake up, folks! One and all.
I, then wake up, 'Good Morning' to say,
Let's all look forward to a golden day.

PARAPHRASE

Slowly and silently, the moon spreads her silver light at night. She looks this way and that way carefully, and sees silver fruits upon silver trees. One by one, the windows beneath the grass roofs catch her rays. The dog is lying in his kennel like a log of wood. His paws reflect the silver light of the moon. In their shadowy shelter, the doves are asleep. The silver moonlight reflects off their white chests. A harvest mouse goes running by, taking small steps. Its claws and eye too reflect the silver light. The motionless fish shine in the water of the silvery stream near the silver reeds.

READING FOR UNDERSTANDING AND POETIC DEVICES

- Q. Read the following poem carefully and complete the activities :

POEM (Textbook page 60)

- A1. Answer the following :

* Which of the objects, animals, etc. mentioned in the poem are at rest without any motion ?

Ans. (1) The objects that are at rest without any motion : trees, casements, thatch, kennel, cote, water.

(2) The animals that are at rest without any motion : dog, doves, fish.

POEM

Slowly, silently in a silver stream.

Glossary : **shoon** – shoes. **casements** – windows. **couched** – lay down. **cote** – the home/small shelter of the doves. **scampering** – running with quick, small steps. **moveless** – motionless; still.

A2. Answer the following questions :

(1) How has the harvest mouse been described ?

Ans. The moonlight reflects on the eye and claws of the harvest mouse, making them look silvery. The mouse is running somewhere quickly.

(2) How has the poet described the scene near the stream ?

Ans. The stream is gleaming with silver light. The fish in the stream are motionless and shining. There are silver reeds near the stream.

(3) The same landscape appears different at different times. What message can we draw from this ?

Ans. The landscape changes according to the light from the sky. In this poem, the poet makes us look at ordinary moonlight in a different way. The message we can draw from this is how, in different situations, we might perceive the same scene completely differently.

(4) Can you think of a parallel scene of dawn or evening when everything is steeped in golden light ?

Ans. Yes, I can think of a seaside scene, with the setting sun throwing golden light over everything.

(5) The poet has described a countryside scene. What tells you this ?

Ans. The poet talks about the moonlight falling on fruits, trees, thatched houses, dogs in the kennel, doves, harvest mire, reeds and streams with fish. All this will be present only in the countryside and not in cities.

A3. Poetic Devices :

(1) Underline the word silver/silvery in the poem. In what lines does it occur? What pattern does it show?

Ans. The word silver/silvery occurs in the second line of every couplet. It shows a pattern of repetition for pleasing effect.

(A couplet is a pair of successive lines of verse, which are usually of the same length, and rhyme.)

(2) Write the rhyming words and rhyme scheme of the poem.

Ans. Rhyming words are : moon - shoon, sees - trees, catch - thatch, log - dog, peep - sleep, by - eye, gleam - stream.

The rhyme scheme is aa, bb, cc, and so on.

(3) Explain the figure of speech used in the first two lines.

Ans. In these lines, the moon is personified. She is given the human quality of walking in her silver shoe.

(4) Give one example of Alliteration from the poem.

Ans. 'By silver reeds in a silver stream.' The sound of the letter 's' is repeated.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

Point Format (for understanding)

- Title : Silver
- Poet : Walter de la Mare
- Theme/Central idea : The poet describes the magical effects of the silvery moonlight on the countryside at night.
- Rhyme Scheme : aa, bb, and so on (rhyming couplets).
- Figures of Speech : Personification. 'This way and that she peers and sees'. The moon is given the human quality of peering this way and that. The other figures of speech are Alliteration and Repetition.
- Special Feature/Implied meaning, etc. : Shows a beautiful and peaceful scene of the countryside at night under the moonlight. The poem gives a clear word picture of the different animals and objects reflecting the moonlight. The poet implies that the same scene/event may appear different at different times, depending on the light you see it in.
- Favourite lines : Couched in his kennel like a log, With paws of silver sleeps the dog.
- Why I like/don't like the poem : I like the poem because of the serene scene it portrays. The imagery is beautiful with words like 'silver' and 'silvery' mentioned in the second line of every couplet.

Paragraph Format

'Silver' is written by Walter de la Mare. In the poem the poet describes the magical effects of the silvery moonlight on the countryside at night. Everything turns silver.

The rhymes scheme is aa, bb and so on. The poem is in rhyming couplets, i.e., two lines rhyming with each other. Personification is a Figure of Speech used by the poet : 'This way and that she peers and sees'. The moon is given the human quality of peering this way and that. The other figures of speech are Alliteration and Repetition.

The poem shows a beautiful and peaceful scene of the countryside at night under the moonlight and gives a clear word picture of the different animals and objects reflecting the moonlight. The poet indirectly implies that the same scene/event may appear different at different times, depending on the light

you see it in. My favourite lines are 'Couched in kennel like a log, With paws of silver sleeps the dog.' I like the poem because of the serene scene it portrays. The imagery is beautiful with words like 'silver' and 'silvery' mentioned in the second line of every couplet.

ACTIVITY

* If you were asked to draw a detailed picture of the scene described in the poem, what objects, animals, natural features, etc. will you show in the picture? Make a list.

Ans. I would show the following in my picture : moon, trees, fruits, the night sky, a house with a thatched roof, a dog in a kennel, doves in their dovecotes, a mouse, a stream, fish and reeds.

FURTHER READING

* Read 'The Listeners' and 'Someone' - poems by Walter de la Mare.



3.2 READING WORKS OF ART

Introduction : Here the writer tells us about two different types of art, both attractive and special in their own way.

WARMING UP!

*Q. 1. Complete the following idioms using the appropriate colour terms :

(blue, black, green, red)

(The answers are given directly.)

Ans. (1) give someone a black look.

(2) out of the blue

(3) the black sheep (of the family)

(4) once in a blue moon

(5) a black list

(6) vanish into the blue

(7) a green belt

(8) blue blood

(9) to have green fingers

(10) a blue-eyed boy

(11) be green with envy

(12) catch someone red handed

(13) give someone/get the green signal

(14) roll out the red carpet

(15) a bolt from the blue

(16) a red herring

(17) see red

*Q. 2. What are you reminded of when you think of the following colours :

(1) purple (2) orange (3) yellow (4) pink

(5) white *

Note : Students may give their own ideas and thoughts.)

READING SKILLS, VOCABULARY AND GRAMMAR

Q. 1. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 62)

A1. Complete :

*Complete the following with reference to the passage :

(The answers are underlined directly.)

- (1) Raza's paintings do not depict lifelike human figures or copies of scenes from his environment.
- (2) Raza's paintings are done in the abstract style.
- (3) Raza's paintings are not inspired by any external factor.
- (4) Raza's paintings present images from his own inner mind.
- (5) Raza's paintings radiate peace and life at the same time.

PASSAGE

Sayed Haider Raza as much as Raza's do.

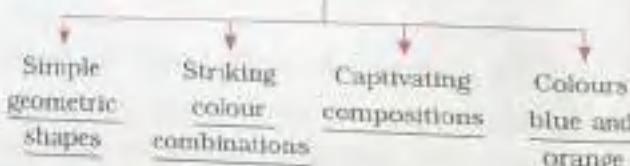
Glossary : **captivating** – capable of attracting and holding interest. **depict** – show. **radiate** – give out.

A2. Complete the following :

*Complete the following with reference to the passage :

(The answers are underlined directly.)

Characteristic features of Raza's paintings



A3. (1) Spot the error :

*Spot the error in the spelling of the following words with reference to the passage and rewrite them correctly :

- | | | |
|--------------|---------------|---------------|
| (1) renowned | (2) geomatric | (3) features |
| (4) figars | (5) circals | (6) achieving |

- | | | |
|-------------------|---------------|---------------|
| Ans. (1) renowned | (2) geometric | (3) features |
| (4) figures | (5) circles | (6) achieving |

(2) Word Register :

*From the passage, list the words related to :

- (1) colours (2) designs

Ans. (1) colours – blue, orange, colour

combinations,

- (2) designs – abstract, scenes, geometric.

A4. (1) Clauses :

*Find an example of each of the following from the passage and underline the linking words :

- (1) adverb clause (2) noun clause.

Ans. (1) They originate when the artist tries to peep into his own inner mind.

when the artist tries to peep into his own inner mind – adverb clause.

(2) We realize that the painting is a visible form of very deep thought.

that the painting is a visible form of very deep thought – noun clause.

(2) Rewrite :

(1) Very few abstract paintings communicate with the viewers. (Rewrite the sentence, beginning with 'Not many ...')

(2) His pictures seem to radiate peace and life. (Rewrite the sentence, beginning with 'Peace and ...')

Ans. (1) Not many abstract paintings communicate with the viewers.

(2) Peace and life seem to be radiated from his pictures.

A5. Personal Response :

Do you like to draw and paint? Elaborate on your answer.

Ans. Yes, I do. I go to a drawing class regularly and my teacher says I am quite good at it. I also participate in drawing competitions and have won many prizes.

PASSAGE 2 (Textbook page 63)

A1. Complete :

Complete the following with reference to the passage :

(The answers are directly underlined.)

(1) The 'bindu' or point became the core of Raza's paintings.

(2) For an artist like Raza, his work, or paintings, are an effective medium of communication.

(3) Raza was born in a small village in Madhya Pradesh.

(4) Raza won many national and international awards.

PASSAGE

Raza was born
..... that depict extraordinary compositions.

Glossary : metaphysics – a branch of philosophy exploring the fundamental nature of reality.

A2. Answer the following questions :

- (1) Name some of the awards won by Raza.

Ans. Raza was honoured with the Padma Shri, the Padma Bhushan and the Padma Vibhushan.

- (2) How did the artist himself describe his work?

Ans. Raza described his work in these words : My work is my own inner experience and involvement with the mysteries of nature and form which is expressed in colour, line, space and light.

A3. Spot the error :

*Spot the error in the spelling of the following words with reference to the passage and rewrite them correctly :

- (1) peniting (2) vilage (3) innar (4) dicided

Ans. (1) painting (2) village (3) inner

(4) decided.

A4. (1) Clauses :

*Find an example of each of the following from the passage and underline the linking words :

- (1) adjective clause (2) adverb clause

Ans. (1) My work is my own inner experience and involvement with the mysteries of nature and form which is expressed in colour, line, space and light.

which is expressed in colour, line, space and light – Adjective clause

(2) Sometimes, an artist's thoughts appear to be too complex or even complicated when they are expressed through words.

when they are expressed through words – adverb clause.

(2) Not only ... but also ... :

Join the following sentences using 'not only ... but also ...'.

Raza had great creativity. His paintings are very expressive.

Ans. Raza not only had great creativity but his paintings are also very expressive.

A5. Personal Response :

What is your opinion about abstract art?

Ans. I do not understand abstract art. I prefer paintings of animals and natural scenes. However, I am sure abstract art is also very great. One has to learn to understand it.

PASSAGE 3 (Textbook page 64)

A1. True or False :

Write if the following sentences are True or False :

- | | |
|---|-------------|
| (1) The Gond language is similar to Tamil. | Ans. |
| | False |
| (2) Gond art has spread mainly in North India. | Ans. |
| | False |
| (3) Gond art is a tribal art. | Ans. |
| | True |
| (4) Gonds have been residing in India for thousands of years. | Ans. |
| | True |

PASSAGE

Gond art is a ... preserving what is seen.

A2. Answer the following questions :

* Write about the important features of Gond art with reference to the passage.

Ans. Gond art involves natural techniques of preparing colours and the use of several mediums. They are transferred from generation to generation in a smoothly flowing process. It is a medium of recording and preserving what is seen.

A3. (1) Spot the error :

* Spot the error in the spelling of the following words with reference to the passage and rewrite them correctly :

- | | |
|------------------------|--------------|
| (1) median | (2) tribel |
| (3) mythology | (4) erthen |
| Ans. (1) medium | (2) tribal |
| (3) mythology | (4) earthen. |

(2) Noun Forms :

Write the noun forms of the following :

- | | |
|---|---------------|
| (1) developed | (2) preserved |
| (3) similar | (4) pleasant |
| Ans. (1) developed – development | |
| (2) preserved – preservation | |
| (3) similar – similarity | |
| (4) pleasant – pleasantness. | |

A4. (1) Clauses :

* Find two examples of noun clauses from the passage and underline the linking words :

Ans. (1) We learn that they have lived in India for thousands of years.

that they have lived in India for thousands of years – noun clause

(2) Art is a medium of recording and preserving what is seen.

what is seen – noun clause

(2) Wh-questions :

Frame Wh questions to get the underlined parts as the answers :

(1) It has been developed and preserved by the Gond tribal people.

(2) They are transferred from generation to generation in a smoothly flowing process.

Ans. (1) By whom has it been developed and preserved? OR Who has developed and preserved it?

(2) How are they transferred from generation to generation?

A5. Personal Response :

'A house decorated with beautiful pictures creates a pleasant atmosphere'. Do you agree with this? Explain your answer.

Ans. Yes, I agree with this statement. In my house, there are many paintings of beautiful scenes. When you look at these paintings of nature, you feel soothed and happy. However, I feel this is true only with those people who love art.

PASSAGE 4 (Textbook pages 64 and 65)

A1. Complete the web :

(The answers are underlined directly.)

soils of different shades

juice of plants, leaves, tree bark, flowers and fruits

Items used to prepare colours in the past

coal

cow-dung

PASSAGE

In folk arts ... leisure time activities.

A2. Answer the following questions :

* Write about the important features of Gond art with reference to the passage.

Ans. Natural colours available in various things around the house are used in Gond art. The different colours, various textures and patterns were used year after year. The outlines may vary a little from artist to artist, but the pictures are lively and attractive. The designs include simple textures using dots, straight lines, dotted lines, curvy shapes and circles. Special attention is given to the choice of colours.

A3. (1) Spot the error :

Spot the error in the spelling of the following words with reference to the passage and rewrite them correctly :

- (1) diffarent (2) stright (3) amasing
- (4) decorateing

Ans. (1) different (2) straight (3) amazing
(4) decorating.

(2) Word Register :

From the passage, list the words related to :

- (1) colours (2) designs

Ans. (1) colours – colours, shades.
(2) designs – patterns, Gond styles.

A4. (1) Clauses :

* Find an example of each of the following from the passage and underline the linking words :

- (1) noun clause (2) adverb clause

Ans. (1) We realize that a picture drawn this way or the other can look equally beautiful.

that a picture drawn this way or the other can look equally beautiful. – noun clause

(2) Special attention is given to the choice of various colours so that the total effect is amazing and beautiful.

so that the total effect is amazing and beautiful – adverb clause

(2) Rewrite :

(1) The designs include simple textures. (Rewrite using the noun form of the underlined word.)

(2) Many men have taken up Gond art. (Rewrite using passive voice.)

Ans. (1) There is an inclusion of simple textures in the designs.

(2) Gond art has been taken up by many men.

A5. Personal Response :

* Why does the author think that the roots of folk art lies in women's chores?

Ans. Natural colours available in various things around the house are used in Gond art. The pictures drawn are lively and attractive and depict simple things. The different colours, various textures and patterns were used year after year. The pictures were drawn on the walls of the home earlier. All this makes the author think that the roots of folk art lies in women's chores.

LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

(A) A1. Simple Activities :

- (1) Write two compound words of your own.

Ans. lifelike, coastline

- (2) Make a meaningful sentence using the phrase 'at the same time'

Ans. It is not possible to be at two different places at the same time.

(3) Spot the error and correct the sentence :

Art are a medium of recording and preserving what is seen.

Ans. Art is a medium of recording and preserving what is seen.

(4) Pick out the gerund from the given sentence :

The roots of folk arts lie in women's chores like cleaning.

Ans. cleaning – gerund.

(5) Identify the type of sentence : What a deep thought it conveys!

Ans. Exclamatory sentence

(6) Find out two hidden words from the word 'complicated'.

Ans. complicated-complicate, clamp (leapt, pleat).

(7) Form a present participle in which the last letter is doubled.

Ans. run-running

(8) Arrange the following in Alphabetical order :

colour, composition, combination, captivating,

Ans. captivating colour combination composition.

A2. Medium-Level Activities :

- (1) Make a word chain of verbs starting with the following verb :

reward →

Ans. reward → disappear → remain → notice → empathize

(2) He won many awards.

(Change the voice beginning 'Many ...')

Ans. Many awards were won by him.

- (3) He studied art at Nagpur. (Use the past perfect continuous tense of the verb.)

Ans. He had been studying art at Nagpur.

- (4) Prepare a word register for 'geometry' with words from the lesson.

Ans. geometry - shapes, circles, triangles, squares, rectangles, lines, dots, straight lines, dotted lines, curve slopes, circles, point, bindu, space.

(B) Challenging Activities :

- (1) Use the following word as a verb and a noun in two separate sentences : draw

- *(2) Compare the points given on page 67 of the textbook with those you used for a book review or the review of a play. Present the comparison in the form of a chart :

Sr. No.	Book Review	Review of a Play	Review of a Painting
1.	Title of the book	Name of the play/skit	The creator
2.	Author/Authors	Important characters	The theme or subject matter
3.	Genre/category of the book	Any famous actors/actresses	Type of art
4.	Target group written for	Theme	Individual style
5.	Setting and time of the story	Climax	Presentation techniques
6.	Central idea of the story	Ending	Its effect on viewers
7.	Important characters	Use of lights and special effects if any	Message or Interpretation
8.	Style of writing	Use of background music and sound effects if any	Your opinion
9.	Some special features	Use of sets	
10.	Publisher, year of publication	The costumes, make up, etc. of the characters	
11.	Your own opinion	How well the actors present the play and behave on the stage?	
12.		Your own opinion about the play.	

Ans. (a) The match
(b) The teacher asked the children to draw monkey. (verb)

(2) We see that the outlines may vary a little without the modal and state the function.)

Ans. may - possibility

ACTIVITY

- *(1) Complete the following diagram :

(The answers are given directly.)



(3) Using the information given in the passage, write a short note on the following in your mother tongue :

- (a) The paintings of Raza (b) Gond art.

(Students may attempt this in their notebook.)

(4) Gather information on any of the following by talking to your elders, family members and from other sources in your mother tongue and write a short note on it in English.

- (a) a special type of embroidery
(b) a special dish that is prepared on a special occasion at home
(c) something that you use to decorate your home on special occasions.

Ans. (a) A special type of embroidery : A special type of embroidery is 'Kasuti', a traditional

and intricate form of embroidery. There are two used to ensure that both sides of the cloth look alike. Traditional motifs like chariots, lanterns, etc. are used.

(b) A special dish that is prepared on a special occasion at home : This dish is called 'Madgane'. It is made on festivals like Gudi Padwa. It is made from channa dal, jaggery and coconut milk. Cashews, raisins and cardamom are added to it. It tastes wonderful.

(c) Something that you use to decorate your home on special occasions : On festivals like Gudi Padwa and Dassera, garlands made from mango leaves and marigold flowers are used to decorate the entrance of our home.

(Students can add their own points.)



3.3 THE ROAD NOT TAKEN

(Textbook page 68)

Introduction : This is a famous and beautiful poem written by Robert Frost. It is about the journey of life and what he decides when he is at the crossroads.

WARMING UP

- *Q. 1. After your SSC exams/results you may have to take a decision regarding the choice of a career. What factors will you consider? Choose from the choices given on page 68 of the textbook and complete the web-diagram.

(Students to attempt this on their own, after thinking carefully.)

- *Q. 2. Form pairs or groups of four. Think of the situations when you have to choose between two things. Make a list of those situations. Then :

(1) Discuss how to decide what to choose.

(Points : ask parents - teachers - read articles - speak to others - think carefully, etc.)

(2) Write what you feel when your decision proves right.

(Points : happy - confident, etc.)

(3) Write what you feel when you regret the decision.

(Points : unhappy - depressed - courageous, loss of confidence, etc.)

PARAPHRASE

The poet is standing at a fork in a road in a forest where the trees have yellow leaves. There are two roads going in separate directions. He is sorry that he cannot travel along both the roads. He stands there for a long time and peers down one road till the place where it bends and is covered with bushes.

Then he takes the other road, which was just as good. He felt more attracted to it because it was grassy and did not seem much used, though at the fork both the roads seemed equally well-used.

That morning, both of them seemed equally covered with leaves that had not been blackened by the foot-steps of people. He chose one road and kept the first one for another day. However, he knew how one decision led to another and he doubted if he would ever come back.

He says that he will be telling this with a sigh somewhere many, many years later, that when two roads went in different directions in a wood, he took the one that was less travelled by. And this has made all the difference in his life.

READING FOR UNDERSTANDING AND POETIC DEVICES

- Q. 1. Read the following extracts carefully and complete the activities :

EXTRACT 1 (Textbook page 69)

A1. True or False :

Say whether the following statements are True or False :

(1) The poet made his decision about which road to take very quickly. Ans. True

(2) The season was Autumn. False

(3) The poet wished he could travel along both the roads. True

(4) He took the road which had been used more. False

EXTRACT

Two roads diverged about the same.

Glossary : diverged - separated and went in different directions just as fair - just as good; wanted wear - needed to be used.

A2. Answer the following questions :

* (1) Why does the poet feel sorry?

Ans. The poet feels sorry that he cannot travel along both the roads at the same time.

* (2) Did the poet choose the road quickly?

Ans. No, the poet did not choose the road quickly. He stood for a long time at the fork before he took a decision.

* (3) Was one of the roads better than the other?

Ans. No, both were as good.

*(4) In which season does a greenwood turn to a yellow wood? Which stage in our life can be compared to that season?

Ans. A greenwood turns to a yellow wood in autumn. The stage in our life that can be compared to that season is middle age.

*(5) Why does the traveller choose the road less travelled? What attribute of the traveller does it bring out?

Ans. The traveller chooses the road less travelled because it seemed just as good as the other one and he felt it needed to be used. The traveller seems to be adventurous. He has his own mind and does not want to follow what others have done.

A3. Poetic Devices :

*(1) Write the symbols that are used in the poem to represent the following ideas :

(The answers are given directly.)

(1) Choice of two options : two roads diverged.

(2) Equally good options : just as fair.

(3) It was tempting and needed to be tried : It was
grassy and wanted wear.

*(2) Does the poem have a uniform rhyme scheme throughout?

Ans. Yes, it does.

*(3) Write down the rhyme scheme of the two stanzas separately.

Ans. 1st stanza - abaab

2nd stanza - abaab

EXTRACT 2 (Textbook page 69)

A1. Complete :

Complete the following statements :

(The answers are directly underlined.)

(1) The poet took the road less travelled by.

(2) He kept the first road for another day.

(3) He will be telling all this ages and ages later.

(4) His choice has made all the difference.

EXTRACT

And both that morning all the difference.
Glossary : trodden - walked.

A2. Answer the following questions :

*(1) Does the poet tell us what difference it made?

Ans. No, he doesn't.

*(2) Why does the traveller doubt that he shall ever come back?

Ans. The traveller feels that he will be so busy in his life with one thing leading to another, that he may not be ever able to come back.

*(3) If you were in the traveller's place, which road would you choose? Justify your choice.

Ans. If I was in the traveller's place, I would choose the road that was more travelled. I would not want to go on a strange road which many have not travelled by. I am not adventurous. I feel that there is safety in doing what others are doing or have done.

A3. Poetic Devices :

*(1) Write the symbols that are used in the poem to represent the following ideas :

(The answers are given directly.)

(1) I made a rare choice : I took the one less travelled by.

(2) Some other time : Another day.

*(2) Write down the rhyme scheme of the two stanzas separately.

Ans. 3rd stanza - abaab

4th stanza - abaab

(3) Pick out and explain an example of inversion from the extract.

Ans. Inversion : 'And both that morning equally lay in leaves ...'. The correct prose order is : And both lay equally that morning in leaves ...

APPRECIATION OF POEM

Note : The Appreciation of the poem is based on the following points. This has to be written in the form of a paragraph in the examination.

Point Format (for understanding)

- **Title :** The Road not Taken
- **Poet :** Robert Frost
- **Rhyme Scheme :** abaaab
- **Favourite lines :** I took the one less travelled by.
And that has made all the difference.
- **Figures of Speech :** Alliteration. 'Though as for that the passing there.' Repetition of the sound of the letter 'T'. The other figure of speech is inversion.
- **Special Feature/Implied meaning, etc. :** The symbolism used brings out the message beautifully. The poem is an extended metaphor. The two roads diverging stand for the choices we have in our lives. It makes us think about how we make our choices and what happens after that.
- **Theme/Central idea :** It is about the journey of life and what the poet decides when he is at the crossroads. He tells us about a time that he came across two roads that diverged in a wood. He knew that he could not travel both, so he took the road which was not as well-travelled as the other. It made a difference in his life.
- **Why I like/don't like the poem :** I like the poem because it makes me think of my actions when I am faced with choices.

Paragraph Format

This famous poem 'The Road not Taken' by the equally famous poet Robert Frost is about the journey of life, and what the poet decides when he is at the crossroads. He tells us about a time when he came across two roads that diverged in a wood. He knew that he could not travel both, so he took the road which was not as well-travelled as the other. This made a difference in his life.

The Rhyme Scheme of the poem is abaaab. A Figure of Speech is Alliteration - 'Though as for that

the passing there.' Repetition of the sound of the letter 'T'. The other figure of speech is Inversion. The poem is an extended metaphor. The symbolism used brings out the message beautifully. The two roads diverging stand for the choices we have in our lives. It makes us think about how we make our choices and what happens after that. My favourite lines are the last two - 'I took the one less travelled by, And that has made all the difference.' I like the poem because it makes me think of my actions when I am faced with various options.

WRITING SKILLS

- *Q. 1. Write a letter to your friend or cousin telling him/her about a difficult choice you have recently made. Tell your friend/cousin how his/her example helped you to take a decision.

Ans.

Flat No. 3
'Maria Mansion'
Pereira Nagar
Mahim 400 016
5th July 2019

Dear Sandeep,

Hi! How are you? I tried calling you, but your number seems to have changed. Do let me have your new number.

Last week I had to make a rather difficult choice. I had to choose between football and my studies. No guesses which one I chose - my studies, of course! I have made up my mind to give up football for the next two years. Of course, I will play in friendly, casual matches, but nothing serious. I will also stop my regular daily practice.

It's been a very difficult decision to make, but then I remembered what you had done. You too had given up cricket for two years, hadn't you? And then you picked up the threads again in college, when you had more time. This is what has inspired me to make my decision. Thanks, Sandy.

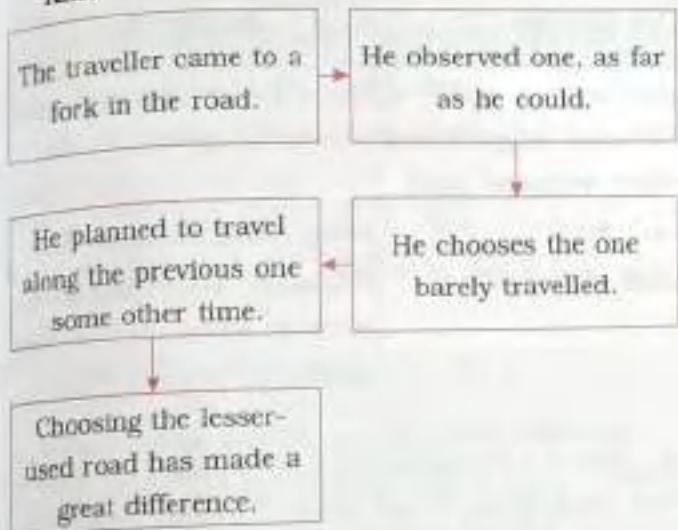
Will tell you more details when I meet you next.
Your loving friend,

Deep

Q. 2. Rearrange the following facts in the proper order and fill in the flow chart :

- (a) He chooses the one barely travelled.
- (b) Choosing the lesser-used road has made a great difference.
- (c) He observed one, as far as he could.
- (d) The traveller came to a fork in the road.
- (e) He planned to travel along the previous one some other time.

Ans.



PROJECT

- * Collect quotations on the topic 'Choice'. Present the quotations in a beautiful hand on cardpaper.

FURTHER READING

- * From any collection of classic poetry or the internet, find another famous poem by Robert Frost titled 'Stopping by the Woods on a Snowy Evening'. Try to understand the symbolism used in that poem in 8-10 lines.

Introduction : This is an amusing story about how the first letter was apparently written. The story has been narrated in a very casual and informal manner.

WARMING UP!

*Q. 1. List the materials that man used for the following purposes in the different ages :
(The answers are given directly.)

Objects	Neolithic Age (Later Stone Age)	1st Century CE	Modern Age
Weapons	Stone/bones/animal teeth	Weapons, armour made of metal: swords, daggers, and other sharp weapons; ivory	Guns, rifles, missiles, bombs, nuclear weapons
Fuel	Wood, fire	Fat, wood, fire	Petrol, coal, kerosene, CNG
Utensils	Hollow stones, mud vessels, hollow bamboo stems, coconut shells, shells of dried gourds	Iron, mud, various alloys	Stainless steel, hindalum, various alloys and metals, plastic, glass
Food	Raw meat, fruits and root vegetables, fish	Cooked grains, vegetables and fruits from farms, meat and other animal products	Various types of grains, pulses, fruits, vegetables, meat, fish, animal products
Clothes	Animal skins, bark of trees	Cloth made from cotton and other natural fibres; woven cloth	Cotton, synthetic fibres, natural fibres

*Q. 2. Write your name in bold capitals.

- (a) Now, within 3 minutes try to make as many words as you can using the letters in your name. You cannot use the same letter twice in a word, unless it is so in your name.
- (b) You may use the above idea to devise a game with your friends.

(Students may attempt this on their own.)

(An example is given below.)

Name : Sandeep Joshi

Words : deep, sleep, pane, pain, heap, sheep, etc.

*Q. 3. List words from your mother tongue or from Hindi which do not have an exact English equivalent. Try to write their meaning in English.

*Q. 4. Now, list at least twenty English words which do not have an exact equivalent in your mother tongue.

(Students can attempt Q. 3. and Q. 4. on their own.)

*Q. 5. Browse the internet to find names of people, places, etc. in any language that is not familiar to you. Can you pronounce the names correctly? How will you find the correct pronunciation?

(An example is given below.)

Names of people : The name Xi in Chinese is pronounced as 'she' and the English name 'Sean' is pronounced as 'Shawn'.

Name/es of place/es : The name of a town Muvattupuzhe in Kerala is not pronounced the way it is written. The last three letters are pronounced 'rh' with a roll of the tongue.

I will get the information from the net or from people when I want to know the correct pronunciation of names or places.

READING SKILLS, VOCABULARY AND GRAMMAR

9. Read the following passages carefully and complete the activities :

PASSAGE 1 (Textbook page 73)

A1. Complete :

Complete the following statements :

(The answers are underlined directly.)

- (1) One day Tegumai Bopsulai went down through the beaver swamp to the Wagai river.
- (2) Tegumai's spear was made of wood with shark's teeth at the end.
- (3) He accidentally broke it clean across.
- (4) Tegumai had forgotten to bring any extra spears.

PASSAGE

Once upon a most any extra spears.

Glossary : **cavily** – this is a word coined by the author. It probably means the manner of living in a cave. **jabbing** – poking roughly and quickly.

A2. Answer the following questions :

- (1) Who is the author telling the story to?

Ans. The author is telling us the story.

- (2) Write three things about Tegumai.

Ans. Tegumai wore very few clothes. He couldn't read and write and he lived a happy life, except when he was hungry.

A3. (1) Find Expressions :

*Find and write expressions where the author addresses the audience directly in the story.

Ans. (1) but we, O Best Beloved

(2) Now attend and listen!

(2) One word for :

*Give one word for the meaning of each of the following names :

- (1) Tegumai Bopsulai
- (2) Teshumai Tewindrow
- (3) Taffumai Metallumai

OR

Complete the following table :

Names	Meanings	One word for meanings
(1) Tegumai Bopsulai	Man who does not put his foot forward in a hurry	cautious
(2) Teshumai Tewindrow	Lady who asks a very many questions	curious/inquisitive
(3) Taffumai Metallumai	Small person without any manners who ought to be spanked	spoilt

A4. Clauses :

*Underline the main clauses in the following sentences :

(The clauses are underlined directly.)

(1) And she was Tegumai Bopsulai's Best Beloved and her own Mummy's Best Beloved, and she was not spanked half as much as was good for her; and they were all three very happy.

(2) One day Tegumai Bopsulai went down through the beaver-swamp to the Wagai river to spear carp fish for dinner, and Taffy went too.

(3) They were miles and miles from home and Tegumai had forgotten to bring any extra spears.

A5. Personal Response :

Do you like reading books or seeing films about primitive/prehistoric/Neolithic human beings and how they evolved?

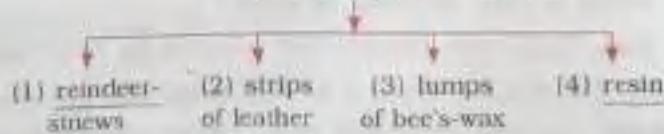
Ans. No. I don't. I am very much a modern person and I wish to know how to do better in today's environment. I like modern technology and the comforts it offers. Though I do like to understand evolution, I am not very interested in it.

PASSAGE 2 (Textbook pages 73 and 74)

A1. Complete the diagram :

(The answers are directly underlined.)

The contents of the mendi-bag



PASSAGE

"Here's a pretty kettle ... couldn't use his spear."

Glossary: a pretty kettle of fish (phr) - a messy situation; swamp - a marshy land; make the best of a bad job (idiom) - do something as well as one can under difficult circumstances; hank - loosely tied bundle of strings.

A2. Answer the following questions :

*Why had Taffy stamped her foot?

Ans. Taffy stamped her foot because she saw a shoal of very big carp going up the river just when her father couldn't use his spear.

A3. Meanings and Sentences :

Give the meanings of the following expressions and use them in sentences of your own :

(1) a pretty kettle of fish

(2) make the best of a bad job

Ans. (1) a pretty kettle of fish : a messy situation.

Sentence : "What a pretty kettle of fish!" exclaimed the old man when he saw the ruined house.

(2) make the best of a bad job : do something as well as one can under difficult circumstances.

Sentence : When he found that he had broken the switch while repairing it, he tried to make the best of a bad job by taping it together.

A4. (1) Clauses :

*Underline the main clauses in the following sentence :

(The clauses are underlined directly.)

Just then a Stranger-man came along the river, but he belonged to a far tribe, the Tewaras, and he did not understand one word of Tegumai's language.

(2) Punctuation :

*Rewrite the following sentences using double quotation marks :

(1) "Here's a pretty kettle of fish!" said Tegumai.

(2) "It will take me half the day to mend this."

Ans. (1) "Here's a pretty kettle of fish!" said Tegumai.

(2) "It will take me half the day to mend this."

A5. Personal Response :

What is your opinion of Taffy?

Ans. Taffy was smart and wanted to help her father. She felt no shyness or fear when she saw the stranger and did not think twice before speaking to him.

him. She was upset when she saw him was losing a big catch because his spear had broken at the wrong time.

PASSAGE 3 [Textbook pages 74 and 75]

A1. True or False :

Write whether the following statements are true or false :

True or False :

(1) Tegumai did not speak to the stranger because he was busy. Ans. True

(2) The stranger was impressed with Taffy. Ans. True

(3) Taffy wanted the stranger to help her father repair his spear. Ans. False

(4) Taffy could read and write well. Ans. False

PASSAGE

"Don't bother grown-ups off your necklace."

A2. Answer the following questions :

*(1) What did the stranger make of Taffy stamping her foot?

Ans. The stranger thought that Taffy was a very wonderful child because she stamped her foot at him and made faces.

*(2) Why did the stranger offer Taffy a big piece of birch-bark?

Ans. The stranger offered Taffy a big piece of birch-bark to show that his heart was as white as the birch-bark and that he meant no harm.

A3. (1) Find Expressions :

*Find and write the expression where the author addresses the audience directly in the passage.

Ans. Expression : 'He did this. Best Beloved'

(2) Antonyms :

Write the antonyms of the following from the passage :

(1) idle (2) fake (3) rudely (4) humble

Ans. (1) idle × busy (2) fake × genuine

(3) rudely × politely (4) humble × haughty

A4. Rewrite :

(1) Your legs are longer than mine. (Rewrite using the positive degree of comparison.)

Ans. My legs are not as long as yours.

(2) "Don't bother grown-ups," said Tegumai to Taffy (Rewrite in reported speech.)
Ans. Tegumai ordered Taffy not to bother grown-

Her hair was standing up in the picture, which didn't in real life. The stranger, who was nice, was not depicted as being 'pretty'.

A5. Personal Response :

What do you think about the stranger?

Ans. The stranger seems to be very simple and foolish. He cannot understand Taffy's body language and the non-verbal communication. He interprets Tegumai's behaviour too in the wrong manner. He seems to be in awe of Tegumai and Taffy, thinking that Tegumai is a haughty chief.

PASSAGE 4 (Textbook pages 75 and 76)

A1. Name the following :

(The answers are directly underlined.)

(1) The necklace was made of this : bead and seed and shark-tooth.

(2) This was what Taffy drew first : her father being.

(3) She wanted the stranger to fetch this : the black-handled spear.

(4) This is what Taffy drew with : the shark's tooth.

PASSAGE

The Stranger-man didn't say anything Are you 'fended'?

Glossary : joggle - move jerkily.

A2 Answer the following questions :

(1) Why did the stranger's admiration for Taffy grow?

Ans. The shark's tooth on the stranger's necklace was a magic shark's tooth. He had been told that if anybody touched it without his permission, that person would immediately swell up and burst. Taffy had touched it without his permission, but she hadn't swollen up or burst. This made the stranger's admiration for Taffy grow.

(2) Is Taffy's drawing realistic? In how many ways does it fail to show the real picture?

Ans. Taffy's drawing is not at all realistic. It does not show the true picture of Tegumai. The black-handled spear, which Taffy wanted the stranger to keep, looked as if it was sticking in Tegumai's back.

A3. Match :

Match the adjectives in Column A with the nouns in Column B :

A	B
(1) wonderful	(a) spear
(2) magic	(b) child
(3) beautiful	(c) tooth
(4) black-handled	(d) pictures

Ans. (1) wonderful - child

(2) magic - tooth

(3) beautiful - pictures

(4) black-handled - spear.

A4. Affirmative Sentences :

Rewrite the following sentences as affirmative sentences :

(1) The Stranger-man didn't say anything.

(2) You mustn't joggle.

Ans. (1) The Stranger-man remained silent.

(2) You must refrain from juggling.

A5. Personal Response :

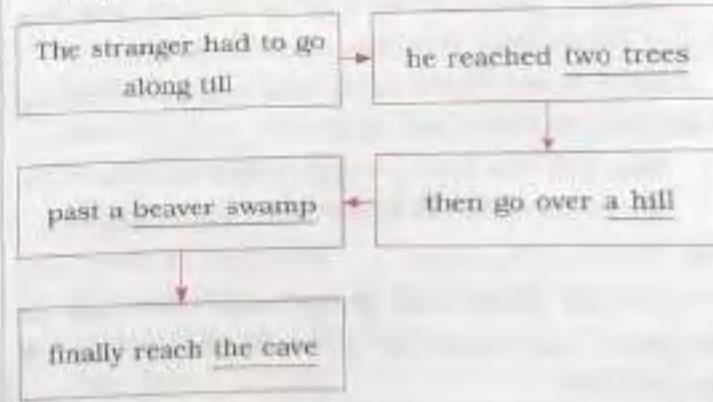
Who does the author refer to when he says 'some people'?

Ans. When he says 'some people' he means the city dwellers of the modern age. The author has created a humorous mixture of the past and the present.

PASSAGE 5 (Textbook page 76)

A1. Complete the following flow-chart :

(The answers are given directly.)



PASSAGE

The Stranger-man smiled..... shall I 'splain again?'
 Glossary - scratchily - with a rough, scratching sound. beaver - an animal with smooth fur, sharp teeth and a large flat tail.

A2. Answer the following questions :

*Is Taffy's drawing realistic? In how many ways does it fail to show the real picture?

Ans. Taffy's drawing is not realistic. She had put the spear in the stranger's hands, when he did not have any spear. The beavers did not look like beavers and only the heads could be seen. The cave looked as high as the hills, which it was not. The spear was actually inside the cave but she had drawn it outside the cave.

A3. (1) Words :

*Write (1) 'fended' and (2) 'splain' with their proper spellings.

Ans. (1) offended (2) explain.

(2) Adverbs :

Pick out four adverbs from the passage.

Ans. very, hard, scratchily, really, quite, inside, etc.

A4. (1) Correct the sentences :

Rewrite the sentences correctly :

(1) She is the most beautifulst Mummy there ever was.

(2) She'll be pleased of me.

Ans. (1) She is the most beautiful Mummy there ever was.

(2) She'll be pleased with me.

(2) Rewrite :

(1) The cave isn't as high as the hills. (Rewrite using the comparative form of the adjective.)

(2) I haven't put in all the beavers. (Rewrite beginning 'All the beavers ...')

Ans. (1) The hills are higher than the cave.

(2) All the beavers haven't been put in (*by me*).

A5. Personal Response :

Do you think that giving clear directions to someone, narrating an incident clearly, etc. is important?

Ans. Yes, it is. If your directions are not clear, people may land up at a different place, or do

something completely different from what you intended. If a story or an incident is not narrated logically, people may get confused or bored.

PASSAGE 6 (Textbook pages 76 and 77)

A1. Complete :

Complete the following statements :

(The answers are directly underlined.)

(1) The Stranger-man looked at the picture and nodded very hard.

(2) The Stranger-man raced off into the bushes like the wind.

(3) Tegumai had mended his spear and was carefully waving it to and fro.

(4) "It's a little berangement of my own, Dad, dear," said Taffy.

PASSAGE

The Stranger-man looked at the picture went on fishing.

Glossary : slain - killed mercifully
berangement - it means an arrangement.

A2. Answer the following questions :

*(1) How did the stranger interpret Taffy's drawing?

Ans. When the stranger looked at Taffy's drawing, he thought that the beavers she had drawn were the Chief's enemies who were coming up from all sides with spears. According to the stranger, the Chief was afraid that his enemies were hiding in the bushes and would see him. Therefore he had turned his back on the stranger and let Taffy draw a picture showing his difficulties. This was the stranger's interpretation of Taffy's drawing.

*(2) What mistaken notions made the stranger race off like the wind?

Ans. After looking at the picture, the stranger thought that Tegumai would be slain by his enemies who were coming up from all sides with spears. Hence he raced off to get help for him from his tribe.

A3. Noun and Adjective forms :

(1) Write the noun forms of the following words :

(1) wise (2) pleased

Ans. (1) wise - wisdom (2) pleased - pleasure

(2) Write the adjective forms of the following words :

(1) feared (2) picture

Ans. (1) feared - fearful/fearless/frightened
(2) picture - picturesque/pictorial.

A4. Adjectives and Adverbs :

(1) Pick out the adjectives in the following sentences :

(1) He let the wise and wonderful child draw the terrible picture.

(2) Now I see why the great Chief pretended not to notice me!

Ans. (1) wise, wonderful, terrible (2) great

(2) Pick out the adverbs in the following sentences :

(1) The stranger nodded very hard.

(2) He was carefully waving his spear.

Ans. (1) very, hard (2) carefully

A5. Personal Response :

'Is it possible to promise that one will be surprised?

Ans. No, it is not possible. Surprise is a spontaneous and not a pre-planned emotion. If one promises such a thing then one is prepared for it and will not be surprised. This is a promise one can make a small child.

PASSAGE 7 (Textbook pages 77 and 78)

A1. Number the sentences :

Number the sentences according to their occurrence in the story :

(The answers are given directly.)

Ans.

(1) The Neolithic ladies sat on the stranger

3

(2) The stranger ran for some miles.

1

(3) Teshumai pulled his hair.

4

(4) He found Teshumai at the door of her house.

2

PASSAGE

The Stranger-man-did you know.....

.....isn't it shocking!

Glossary : brambles - wild, prickly bushes.
plain as the nose on someone's face (idiom) - very
very clear.

A2. Answer the following questions :

(1) What was the stranger's impression of Teshumai Tewindrow?

Ans. The stranger thought that Taffy was very like Teshumai Tewindrow, especially about the upper part of the face and the eyes.

(2) What terrible message had Taffy's drawing conveyed to her Mummy?

Ans. Taffy's drawing conveyed the message that the stranger had stuck Tegumai full of spears and frightened Taffy so that her hair stood all on end. Teshumai thought that Tegumai's arm was broken and he had a spear sticking into his back. She also thought that there was a man with a spear ready to throw, another man throwing a spear from a cave and a whole lot of people coming up behind Tegumai.

A3. Find Expressions :

(1) Find and write the expression where the author addresses the audience directly in the passage.

Ans. Expression : Did you know he was a Tewara?

(2) Point out two humorous expressions from 'all the Neolithic ladies sitting patiently on the Stranger-man'.

Ans. Two humorous expressions :

(1) all the Neolithic ladies (2) sitting patiently.

(3) Pick out expressions that show you that this story took place in ancient times.

Ans. Expressions :

(1) Neolithic ladies (2) Primitive lunch.

A4. Tenses :

Pick out the verbs in the following sentences and state their tense :

(1) He had run hard so that he panted.

(2) He has stuck my Tegumai all full of spears.

Ans. (1) had run - past perfect tense; panted - simple past tense.

(2) has stuck - present perfect tense.

A5. Personal Response :

Did you enjoy reading the story? Write down one message it conveyed to you.

Ans. Yes, I enjoyed the story. The message it conveyed was that if one does not communicate properly and clearly, it can lead to a lot of misunderstandings.

LANGUAGE STUDY ACTIVITIES
(based on vocabulary and grammar)

(A) A1. Simple Activities :

(1) Write two compound words from the lesson.

Ans. fireplace, drawing-room

(2) Make a meaningful sentence using the phrase 'to and fro'.

Ans. The old woman ran to and fro in search of her son.

(3) Spot the error and correct the sentence:

He done this to show that his heart was as white as the birch-bark.

Ans. He did this to show that his heart was as white as the birch-bark.

(4) Pick out a present participle/gerund/infinitive from this sentence and use it in your own sentence:

That's the spear I want you to fetch.

Ans. to fetch-infinitive.

Sentence : The poor little girl was told to fetch water from the well.

(5) Identify the type of sentence:

Please lend me the shark's tooth off your necklace.

Ans. imperative sentence

(6) Make as many 5-8 letter words as you can within five minutes from the name - Teshumai Tewindrow:

(A few examples have been given. Students can form more words.)

Ans.

Five-letter words	Six-letter words	Seven-letter words	Eight-letter words
drawn, shore, sword	window, wander, estate	shutter, smatter, maestro	estimate, minutes, meditate

(7) Form the present and past participle from a verb in the lesson in which the last letter is doubled.

Ans. slip - slipped, slipping

(8) Punctuate the following:

I can't make you pretty in the picture so you mustn't be offended

Ans. I can't make you pretty in the picture so you mustn't be offended.

A2. Medium-Level Activities :

(1) Use the word 'hair' and its homophone in separate sentences:

Ans. (a) The hare rushed away when it saw the jackal.

(b) The actress coloured her hair red.

(2) "Don't bother me," said Tegumai to Taffy.
(Rewrite using indirect speech)

Ans. Tegumai instructed Taffy not to bother him.

(3) Teshumai was talking to some other ladies.

(Use the present continuous tense of the verb)

Ans. Teshumai is talking to some other ladies.

(4) The birch-bark was handed to Teshumai by the Stranger-Man. (Change the voice, beginning 'The Stranger-Man....')

Ans. The Stranger-man handed the birch-bark to Teshumai.

(B) Challenging Activities :

(1) He stood on the bank and smiled at Taffy.
(Rewrite as a simple sentence)

Ans. Standing on the bank, he smiled at Taffy.

(2) She is the most beautiful mother.
(Make it comparative)

Ans. She is more beautiful than all other mothers.

WRITING SKILLS

*9. 1. Write the character-sketch of the 'Strange man' using examples from the story to support the following attributes :

(a) ignorant, innocent and polite

(b) calm and cool

(c) jumps to wrong conclusions

(d) hasty and unwise at times

Ans. The 'Stranger-man' was a very simple and ignorant person. He was so innocent and ignorant that he thought that Tegumai was a great tribal chief merely because he ignored him. He was polite enough to disregard Tegumai's rudeness in ignoring him. He admired every action of Taffy's, drawing his own wrong conclusions from them. He did not even object when Taffy pulled the shark's tooth from his necklace. He again jumped to wrong conclusions when he saw Taffy's drawing, and without even waiting to consult Tegumai he rushed off to do Taffy's bidding. This was

very unwise of him, because Taffy's mother drew her own wrong conclusions from the drawing. He was cool, calm and polite when he met Teshumai, even though he was tired, his legs were scratched with brambles and Teshumai was rude to him.

*Q. 2. Imagine Taffy comes to you for help to write a letter of apology in the modern script we use. She wants to express her regret to the Stranger-man for her mother's action. Write that letter of apology (informal) on her behalf.

Ans.

Neolithic Cave

Bogan Forest

Kassamnal

28th July, 2019

Dear Stranger-man Uncle,

I am Taffy, the girl who gave you the drawing on the birch-bark two days back and sent you to my Mummy with it.

When we reached home that day, Mummy told me that you had come with the birch-bark. She also told me what she had understood from my drawing, and how she had treated you. I was really horrified.

Stranger-man Uncle, I am really very sorry for what happened to you. I did not know that Mummy would misunderstand my drawing and beat you up. Please accept my apology. See, I am not spoilt like people say. I am sorry for what happened. I will learn to write properly so that such things do not happen again.

From a sorry little girl.

Taffy.

*Q. 3. Imagine the Stranger-man narrates how the Neolithic ladies overpowered him. Write an account of the same, making him the narrator.

Ans. I reached the cave and saw the little girl's mother standing there with some other women. I recognized her immediately, for she looked very much like the little girl. Relieved, I handed over the birch-bark to her. I thought that she would immediately call upon the other members of the tribe to go to the Chief's help; but she did nothing of the sort. She screamed something to the other ladies, and they immediately pounced on me and flattened

me. I was caught completely unaware, and thrown onto the ground. Those heavy and strong ladies sat on my back to prevent me from escaping. The little girl's mother began shouting and pulling my hair. I wonder why they are doing all this, instead of helping their poor Chief?

*Q. 4. How do the following characters in the story live up to their names? Provide points from the story:

(a) Tegumai Bopsulai :

Ans. The meaning of Tegumai is Man-who-does-not-put-his-foot-forward-in-a-hurry. He lived up to his name when he showed patience in mending his spear and did not just rush off home or send Taffy back to get another spear. He also did not ask Taffy too many questions about what she had been doing when he was busy repairing his spear, or about her conversation with the Stranger-man. He was patient and cautious.

(b) Taffimai Metallumai :

Ans. The meaning of Taffimai is Small-person-without-any-manners-who-ought-to-be-spanked. She lived up to her name in the way in which she ordered the stranger 'Come here', stamped her foot and called him silly. She wanted the stranger to do her bidding and she succeeded in it. She pulled off the shark's tooth from his necklace without his permission. She would not tell her father what she had done and she wanted him to promise to be surprised. This was a silly thing to do but he did it.

(c) Teshumai Tewindrow :

Ans. The meaning of Teshumai is Lady-who-asks-very-many-questions. Though she did not ask many questions, she talked and shouted continuously at the poor stranger. She drew wrong conclusions and she spoke continuously to her friends telling them all that she had understood from Taffy's drawing.

*Q. 5. Write a short passage/essay on 'Women Power' in the Neolithic, Medieval and Present times.

(Students can look up the internet and attempt this activity on their own.)

ACTIVITY

Making suitable groups, convert the entire episode into a short skit and write it down. Each group leader must discuss it with the others and add a different end to the skit :

- (1) Happy ending
- (2) Sad ending
- (3) Surprise ending
- (4) Humorous ending

*(Students can attempt this activity on their own
in groups.)*

FURTHER READING

- *(1) Read the remaining part of the original story.
- *(2) Read : 'Just so stories' and 'The Jungle Book' by Rudyard Kipling.



4.1

PLEASE LISTEN!

Introduction : In this simple, conversational-style poem, the poet tells us how he just wishes that people would listen to a person's problems silently instead of giving advice or telling him/her why he/she shouldn't feel that way.

WARMING UP!**Twenty Questions**

Q. 1. Form groups of 6–8. One person (leader) chooses one item – a picture, a paragraph or a lesson from any one of the 9th standard textbooks and writes the reference on a piece of paper and folds it. Others ask him/her questions and try to guess what it is, from his/her answers.

Example :

The leader thinks and writes something on a piece of paper. He folds it and keeps it on the table. Others ask questions.)

Q. Is it something from social studies?

Ans. No.

Q. From Science or Maths?

Ans. No.

Q. Languages?

Ans. Yes.

Q. From the English Kumarbharati?

Ans. Yes.

Q. A prose lesson?

Ans. No.

Q. A nature poem?

Ans. No.

Q. Is it in the first unit?

Ans. No.

Q. Second unit?

Ans. Yes.

Q. Inspirational poem?

Ans. Yes.

Invictus!!

Leader shows the folded paper; answer is Invictus!!

Agreements and Disagreements

*Q. 2. Form pairs. List the things on which you have the same opinion and also the ones on which you have different opinions. Prepare a list of ten things in all and see how far you agree or disagree with your friend.

(Students can refer to page 80 of the textbook and attempt this activity in pairs.)

PARAPHRASE

The poet says that when he asks someone to listen to him, and they start giving him advice, they have not done what he has asked. When he asks someone to listen to him and they tell him why he shouldn't feel that way, they are trampling on his feelings. When he asks someone to listen to him and they feel that they have to do something to solve his problem, they have failed him, even though this may appear strange. He says that all he asks is that the person should listen – not talk or do, just listen.

He says that advice is cheap. At 20 cents he can get advice from the newspaper columnists of a paper like 'Dear Abby' and 'Billy Graham'. He can look after himself; he is not helpless. He may be discouraged or he may be uncertain, but he is not helpless. When someone does something for him that he can do by himself, then that helper is contributing to the poet's feelings of fear and inferiority.

But if someone accepts as a simple fact that the poet feels what he feels, however irrational, only then can the poet stop trying to convince that person and get on with the work of finding out what is the reason for that irrational feeling.

When the reasons for his irrational feelings become clear to him, the answers to his questions become obvious, and he then needs no advice. He says that irrational feelings make sense only when one understands the reason behind them.

He guesses that that is perhaps why prayer works, sometimes, for some people. God is silent. He doesn't give advice or try to fix things. God just listens silently and lets the person find his own answers.

The poet finally requests people again to just listen to him, to just hear him out. He says that if the listener wants to talk, he should wait a minute for his turn, and then the poet will listen to him.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. Read the following extracts carefully and complete the activities :

EXTRACT - 1 (Textbook page 81)

A1. True or False :

Say whether the following statements are True or False :

- | | |
|--|-------|
| (1) The poet wants advice from the listener. | False |
| (2) The poet wants sympathy from the listener. | False |
| (3) The poet wants solutions from the listener. | False |
| (4) The poet wants the listener to listen to him silently. | True |

EXTRACT

When I ask you just hear me.

Glossary : to trample on someone's feelings (phr) – to treat somebody's feelings as if they are worthless.

A2. (i) Write in your own words :

"What does the listener do when the poet asks him to just listen? Give 3 points.

Ans. When the poet asks the listener to just listen, the listener either : (i) gives advice (ii) tells him why he shouldn't feel that way, or (iii) tries to solve his problem.

(II) Answer the following :

* (1) How old is the speaker in the poem?

Ans. The speaker is probably a young person who is impatient and does not want advice or solutions.

* (2) Who is he/she talking to?

Ans. He/She is talking to someone older, a parent or a friend.

A3. Poetic Devices :

(1) The poet uses a free, conversational style in his poem. It is also called Colloquial style. Pick out and write down such lines or expressions from the extract that support the above statement.

Ans. (1) You have not done what I asked,

(2) You are trampling on my feelings.

(3) All that I ask is that you listen.

(Note : Practically the whole poem is in the free conversational style.)

(2) Pick out the two verbs that are repeated throughout the extract.

Ans. The verbs 'ask' and 'listen' are repeated throughout the extract.

(3) What style is the poem written in?

Ans. The poem is written in the conversational or colloquial style.

EXTRACT - 2 (Textbook pages 81 and 82)

A1. Fill in the blanks :

Fill in the blanks with the correct words :

(The answers are underlined directly.)

(1) The poet says that he may be discouraged and faltering, but he is not helpless.

(2) The poet accepts that he has irrational feelings.

EXTRACT

Advice is cheap this irrational feeling.

Glossary : 20 cents ... newspaper – This is a reference to the columns in newspapers where people write about their problems and the columnist offers advice. faltering – uncertain; walking with unsteady steps. inadequacy – inferiority. irrational – illogical; without any reason or base.

A2. Answer the following questions :

* (1) Is the speaker aware of his shortcomings?

Ans. Yes, the speaker is aware of his shortcomings.

*(2) Why does the poet remark that advice is cheap?

Ans. The poet remarks that advice is cheap because everyone is willing to give advice. You only had to write to newspapers with your problems and you could get advice from the columnists. You had to spend just 20 cents to buy the paper.

*(3) Why should one learn to tackle one's problems by one's own self?

Ans. When one tackles one's problems by oneself, one overcomes feelings of fear and inadequacy. Hence one should learn to tackle one's problems by one's own self.

*(4) Why should seniors not over-protect or over-pamper juniors?

Ans. If seniors over-protect or over-pamper juniors, the juniors will be unable to stand on their own feet and face the world. They will not be able to overcome their feelings of fear and inadequacy. They will not become confident. Hence, seniors should not over-protect or over-pamper juniors.

*(5) What must have happened before the speaker says all this?

Ans. The speaker must have had some emotional stress and problems, some feelings that he/she could not find reasonable explanations for.

A3. Poetic Devices :

(1) The poet uses a free, conversational style in his poem. It is also called Colloquial style. Pick out and write down such lines or expressions that support the above statement.

Ans. (1) When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

(2) But when you accept as a simple fact that I feel what I feel.

(3) then I can stop trying to convince you

(2) There is no rhyme scheme in this poem.

What is this called?

Ans. There is no rhyme scheme in this poem. The poem is written in 'free verse'.

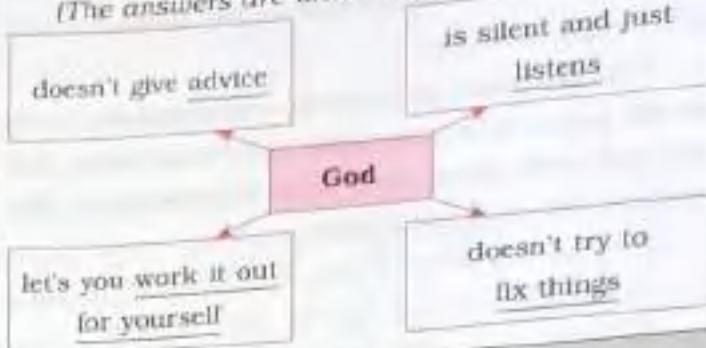
(3) Is there any figurative language in the poem?

Ans. No, there is not much figurative language in the poem.

EXTRACT - 3 (Textbook page 82)

A1. Complete the web :

(The answers are underlined directly.)



EXTRACT

And when that's clear I will listen to you.

Glossary : mute – silent.

A2. (I) Think discuss and answer :

(a) Does he/she want to improve?

Ans. Yes, he/she wants to improve.

(b) Is he/she confident that he/she can improve?

Ans. Yes, he/she is confident that he/she can improve.

(c) How does he/she want to work it out?

Ans. He/She wants to work it out on his/her own.

(d) Is the poet willing to listen to others?

Ans. Yes, the poet is willing to listen to others.

(II) Write in your own words :

*According to the poet, how does God help people when they pray to Him for help?

Ans. According to the poet, God doesn't try to give advice or fix things. He is silent and let's one work things out by oneself. That is how God helps people when they pray to Him for help.

(III) Answer the following :

(1) Discuss how you can be a good listener.

Ans. To be a good listener, we must pay attention to what a person is saying without interruption. We must only listen and not try to form replies in our own mind. We must also nod and show correct expressions to encourage the speaker.

(2) Which two facts show that the poet is confident of overcoming his irrational feelings?

Ans. The two facts that show that the poet

is confident of overcoming his irrational feelings are : First, he says he will understand what is behind these feelings. Second, he says that when the answers become obvious, he will not need any advice.

A3. Poetic Devices :

* (1) The poet uses a free, conversational style in his poem. It is also called Colloquial style. Pick out and write down such lines or expressions that support the above statement.

- Ans. (1) So please listen, and just hear me
(2) And if you want to talk, wait a minute
for your turn – and I will listen to you.

(2) Comment upon the length of lines and the number of lines in each stanza.

Ans. There is no uniformity in the length of lines or the number of lines in each stanza. It appears as if the poem has first been written in prose and then broken up into separate lines.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of paragraph in the examination.

Point Format

(for understanding)

- **Title :** Please Listen!
- **Poet :** Unknown
- **Theme/Central idea :** The poet tells us how he just wishes that people would listen to a person's problems silently, instead of giving advice. The poet is confident that he will find out the reasons behind his irrational feelings and then he will be able to solve his problems by himself. He feels that prayers probably work because God just listens to us silently when we pray and then lets us work things out ourselves.
- **Rhyme Scheme :** The poem is in free verse. Hence there is no rhyme scheme.
- **Figure of Speech :** Repetition 'When I ask you to listen to me'. This line has been repeated in the poem for emphasis.
- **Special Feature/Implied meaning, etc. :** The poet tells us that we should work things out ourselves when we are faced with some difficulties

or get some irrational feelings. In fact, we should try to understand what is behind these irrational feelings. The poet uses a free, conversational style in his poem.

- **Favourite lines :** God just listens and lets you work it out for yourself.
- **Why I like/don't like the poem :** I like the poem because it is easy to read and understand. It also advises us on how to behave when people discuss their problems with us.

Paragraph Format

'Please Listen' is written by an unknown poet (anonymous). The poet tells us how he just wishes that people would listen to a person's problems silently instead of giving advice. The poet is confident that he will find out the reasons behind his irrational feelings and then he will be able to solve his problems by himself. He feels that prayers probably work because God just listens to us silently when we pray and then lets us work things out ourselves.

The poem is in free verse. Hence there is no rhyme scheme. There are not many figures of speech. The important Figure of Speech is Repetition 'When I ask you to listen to me'. This line has been repeated in the poem for emphasis.

Through the poem, the poet implies that we should work things out ourselves when we are faced with difficulties or have some irrational feelings. In fact, we should try to understand what is behind these irrational feelings. The poet uses a free, conversational style in the poem. My favourite lines are : 'God just listens and lets you work it out for yourself.' I like the poem because it is easy to read and understand. It also advises us on how to behave when people discuss their problems with us.

VOCABULARY FOCUS

- (1) What is the difference between 'hear' and 'listen'?

Ans. 'To hear' means to receive with the ear the sound made by someone or something; to be aware of some sound.

To listen means to consciously give one's attention to a sound and try to understand it.

* (2) Put the following expressions in a table of Dos and Don'ts as expressed by the poet.
(The answer is given directly.)

Ans.

Dos	Don'ts
(1) please listen	(1) give me advice
(2) just hear me	(2) tell me why
(3) accept my feelings as a simple fact	(3) solve my problem
(4) wait a minute	(4) contribute to my fear

POETIC DEVICES

• Read aloud a couple of stanzas of the poem 'Invictus' and 'Please Listen'. In what ways do they differ? Think and fill up the table with a 'Yes' or 'No'.

	Invictus	Please Listen
1. Rhyming lines	Yes	No
2. Steady rhythm	Yes	No
3. Uniformity in length of lines	Yes	No
4. Uniformity in number of lines in each stanza	Yes	No
5. Figurative language	Yes	No
6. Example of	Traditional poetry	Free verse

WRITING SKILLS

• Write an informal letter from a teenager to his/her parent expressing a few thoughts from the poem.

Ans.

Room No. 3
Ladies' Hostel
Aundh Road
Pune - 411 007
14th October, 2019

Dearest Mom:
Hi! Sorry, sorry, dear Mom. Are you surprised to see this letter? I wanted to talk to you about this, but then I thought I will be able to express myself better in a letter.

Mom, when I told you about the problems I was having with my room partner here at the hostel, I only wanted you to listen. I knew I was being irrational at times, and I was trying to understand this feeling. It would have taken me some time, but I would have finally got things clear on my own. I'm sorry, but I did not need advice, or any solutions. Now I've solved my problem and I am at peace.

I'm sorry, Mom, if I've hurt you by snapping at your good intentions. But I'm learning. I still need your support, but I have to make my own way in this world, and this is the first step. Please try to understand this. Love you always.

Your loving daughter,

Ananya

ACTIVITIES

* (1) Find out and write down some proverbs/axioms/quotations that convey a message similar to 'Self-help is the best help.'

Examples :

- (1) God helps those who help themselves.
- (2) Self-help is the root of all success.

* (2) Maintain a diary for at least a week. Write about your interactions with other people in your surroundings in 3-4 lines. Also write whether you find the interactions happy - unhappy, satisfactory - unsatisfactory, enjoyable - stressful, etc.

(Students can attempt the above two activities on their own.)



WARMING UP!

- *9. 1. Short stories are of many types. Match the type of story in Column A with its description in Column B:

Story type (A)	Description (B)
1. Anecdote	(a) serious and ends in tragedy
2. Fable	(b) untrue but realistic
3. Parable	(c) short amusing account of an incident
4. Myth	(d) where vices and folly are ridiculed
5. Legend	(e) moral bearing story with animal characters
6. Fairy Tale	(f) having historical base/characters but may not be true
7. Tragic Tale	(g) having religious base and a message or moral
8. Fiction	(h) exaggerated comedy
9. Farce	(i) having supernatural characters/a moral for children
10. Satire	(j) originated in ancient time, authorship unknown

- Ans.**
- Anecdote – short amusing account of an incident
 - Fable – moral bearing story with animal characters
 - Parable – having religious base and a message or moral
 - Myth – originated in ancient time, authorship unknown

- Legend – having historical base/characters but may not be true
- Fairy Tale – having supernatural characters/a moral for children
- Tragic Tale – serious and ends in tragedy
- Fiction – untrue but realistic
- Farce – exaggerated comedy
- Satire – where vices and folly are ridiculed

- *9. 2. Complete the following story using the words in the brackets in their proper form:

(The answers are given directly.)

Ans.

Footprint

One night a man had a dream. He dreamt that he was walking along the beach with God. Across the sand flashed scenes from his life. For each scene, he noticed two sets of footprints in the sand: one belonging to him and the other, to God.

After the last scene had flashed, he looked back at the footprints in the sand. He observed that most times along the path of his life there were only one set of footprints and that it had happened at the saddest and most troubled times of his life.

He questioned God about it. "God, you said that once I decided to follow you, you would walk with me all the way. So I don't understand why you left me alone when I needed you the most."

God replied, "During your times of trials and sufferings, where you saw only one set of footprints, they were mine, for it was then that I carried you in my arms."

Introduction : This is a simple story about the efforts of an aunt to keep three small children occupied and out-of-mischief during a train journey.

READING SKILLS, VOCABULARY AND GRAMMAR

9. Read the following passages carefully and complete the activities :

PASSAGE - 1 (Textbook page 85)

A1. (1) Complete the following :

(The answers are underlined directly.)

- (1) The next stop of the train was at Templecombe.
- (2) Most of the remarks of the aunt seemed to begin with 'Don't'.
- (3) The bachelor said nothing out loud.
- (4) The child moved reluctantly to the window.

(2) Agree / Disagree :

'Say whether you agree or disagree :

The children would have behaved well in the train if their aunt had scolded them harshly.

Ans. Disagree.

PASSAGE

It was a hot afternoon in that field.

Glossary : **sultry** – hot and humid.
emphatically – in a noticeable manner.

A2. Answer the following questions :

'(1) How many occupants did the compartment have?

Ans. The compartment had five occupants.

'(2) Why did the aunt have to use the word 'Don't' so often?

Ans. The children were very bored and restless and indulged in irritating activities like smacking the cushions of the seats. Hence the aunt had to use the word 'Don't' very often.

A3. (1) Antonyms :

Write the antonyms of the following words using prefixes :

- (1) occupied (2) limited

Ans. (1) occupied × unoccupied

(2) limited × unlimited

(2) Verbs related to 'Say' or 'Tell' :

'List all the verbs related to 'say' or 'tell' from the passage.'

Ans. Verbs related to 'say' or 'tell' : said, exclaimed, added, asked, protested.

A4. (1) Indirect Speech :

'Rewrite the following as indirect speech:

"But there is lots of grass in that field," protested the boy.

Ans. The boy protested that there was lots of grass in that field.

(2) Punctuation :

'Find an example of the following punctuation mark from the passage and copy the sentence in which it is used :

semi-colon

Ans. "But there is lots of grass in that field," protested the boy.

A5. Personal Response :

Do you like to travel long distances by train?

Ans. Yes, I do. Every year, we go to my native place by train, and we have a lovely time. Since we go during the Diwali holidays, the route along the Konkan Railway is very beautiful and scenic. We watch the scenery flash by, and play card games when it gets dark.

PASSAGE - 2 (Textbook pages 85 and 86)

A1. (1) True or False :

Write whether the following statements are True or False :

Ans.

(1) The bachelor was irritated with the situation.

True

(2) The aunt was able to satisfy Cyril's curiosity.

False

(3) The smaller girl knew only one line of the poem.

True

(4) They could see very few cows from the windows.

False

(2) Agree / Disagree :

*Say whether you agree or disagree :

The youngest child was most irritating.

Ans. Agree.

PASSAGE

Perhaps the grass

..... had looked twice at her.

Glossary : fatuously - foolishly. inevitable - unavoidable. a scowl - an angry look. resolute - firm. wager - bet.

A2. Answer the following questions :

(1) To which question from Cyril was aunt unable to give a reasonable answer?

Ans. Aunt was unable to give a reasonable answer to Cyril's question : 'Why is the grass in the other field better?'

(2) How did the smaller of the two girls irritate the bachelor?

Ans. The smaller of the two girls began to recite the poem 'On the Road to Mandalay'. She only knew the first line, but she repeated the line over and over again, in a dreamy but resolute and very audible voice. This irritated the bachelor.

A3. (1) Antonyms :

*Find words from the passage that begin with the prefix 'un-' and write their opposites :

Ans. (1) unsympathetic × sympathetic

(2) unable × able

(2) Verbs related to 'Say' or 'Tell' :

*List all the verbs related to 'say' or 'tell' from the passage.

Ans. Verbs related to 'say' or 'tell' : suggested, exclaimed, persisted, repeated, said.

A4. (1) Indirect Speech :

*Rewrite the following as indirect speech :

"Perhaps the grass in the other field is better," suggested the aunt fatuously.

Ans. The aunt suggested fatuously that perhaps the grass in the other field was better.

(2) Punctuation :

*Find an example of the following punctuation mark from the passage and copy the sentence in which it is used :

semi-colon.

Ans. She repeated the line over and over again, in a dreamy but resolute and very audible voice:

(3) Use 'not' :

Rewrite the following sentence using 'not' :

She only knew the first line.

Ans. She did not know any other line except the first.

A5. Personal Response :

What is your opinion of the aunt?

Ans. I feel very sorry for the aunt. She was very meek and completely unable to handle the three children. Knowing that she was going on a train journey with three small children, she should have brought something along to keep them occupied.

PASSAGE - 3 (Textbook pages 86 and 87)

A1. Who said the following words ?

(1) "Wouldn't they have saved her if she hadn't been good?"

Ans. the bigger of the two girls

(2) "Well, yes."

Ans. the aunt

(3) "I didn't listen after the first bit."

Ans. Cyril

(4) "It's the stupidest story I've ever heard."

Ans. the bigger of the two girls

PASSAGE

The children moved listlessly

..... of her favourite line.

Glossary : listlessly - showing little or no interest. petulant - childishly sulky and unreasonable. unenterprising - unadventurous; not bold. deplorably - in a very bad way. conviction - firm belief or opinion. estimation - opinion

A2. Answer the following questions :

*How did the children show their disapproval of the aunt's story?

Ans. The children interrupted the story at frequent intervals with loud, petulant questionings.

After the story was over, the bigger girl said that it was the stupidest story she had ever heard. Cyril agreed with her that it was stupid. The smaller girl had stopped listening and was repeating her favourite line from the poem.

A3. (1) Antonyms :

*Find words from the passage that begin with the prefix 'un-' and write their opposites :

- Ans. (1) unenterprising × enterprising
(2) uninteresting × interesting

(2) Verbs related to 'Say' or 'Tell' :

*List all the verbs related to 'say' or 'tell' from the passage.

Ans. Verbs related to 'say' or 'tell' : demanded, admitted, said

(3) Noun forms :

Give the noun forms of the following words :

- (1) moral, (2) stupid

Ans. (1) moral – morality (2) stupid – stupidity

A4. (1) Indirect Speech :

*Rewrite the following as indirect speech :

"Wouldn't they have saved her if she hadn't been good?" demanded the bigger of the small girls.

Ans. The bigger of the small girls demanded whether they wouldn't have saved her if she hadn't been good.

(2) Wh-Questions :

Frame Wh-questions to get the underlined parts in the following sentences as the answers :

(1) Her reputation as a story-teller did not rank high.

(2) In a low, confidential voice she began the story.

Ans. (1) What did not rank high?

(2) How did she begin the story?

A5. Personal Response :

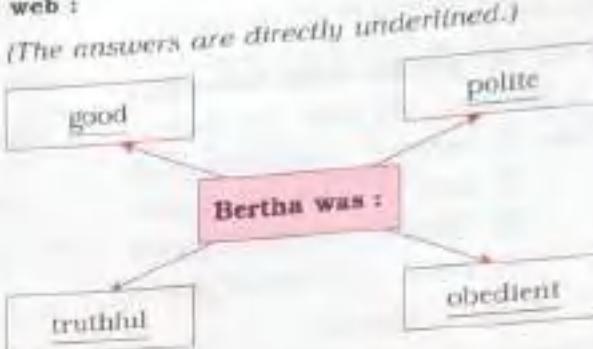
*Why, do you think, did the children dislike their aunt's story?

Ans. The story was uninteresting and unenterprising. The children did not like the good little girl in the story. She appeared to be too good. Besides, the aunt could not satisfy the questions that they asked. Obviously, the aunt was not only a very bad story-teller but the story too was boring. Hence the children disliked the story.

PASSAGE - 4 (Textbook page 87)

A1. (1) Complete the web :

Write four words to describe Bertha to complete the web :



(2) Agree / Disagree :

*Say whether you agree or disagree :

Being a bachelor, the stranger had no patience with children.

Ans. Disagree.

PASSAGE

"You don't seem

..... tales of infant life.

Glossary : bristled – got angry. momentarily – aroused interest – interest lasting for a very short time. commended – proved acceptable.

A2. Answer the following questions :

(1) What did the bachelor not agree with?

Ans. The aunt said that it was a very difficult thing to tell stories that children can both understand and appreciate. The bachelor did not agree with this statement.

(2) What roused the children's interest in the story?

Ans. The bachelor said that the good little Bertha was 'horribly' good. When the children heard this, their interest was roused. The word 'horrible' in connection with goodness was something new that they appreciated and found acceptable.

A3. (1) Antonym :

*Find the word from the passage that begins with the prefix 'un-' and write its opposite :

Ans. unexpected × expected

(2) Verbs related to 'Say' or 'Tell' :

"List all the verbs related to 'say' or 'tell' from the passage.

Ans. Verbs related to 'say' or 'tell' : said, report, demanded, began, asked.

(3) Gender :

Write the gender of the following :

(1) bachelor (2) aunt (3) children (4) infant

Ans. (1) bachelor – masculine gender

(2) aunt – feminine gender

(3) children – common gender

(4) infant – common gender

A4. (1) Indirect Speech :

"Rewrite the following as indirect speech :

"Was she pretty?" asked the bigger of the small girls.

Ans. The bigger of the small girls asked whether she was pretty.

(2) Punctuation :

"Find an example of the following punctuation mark from the passage and copy the sentences in which it is used :

semi-colon.

Ans. (1) The children's momentarily-aroused interest began at once to flicker;

(2) There was a wave of reaction in favour of the story; the word ...

(3) Use 'not only ... but also ...' :

Rewrite the following sentences using 'not only ... but also ...' :

(1) She was always truthful, she kept her clothes clean.

(2) It's a very difficult thing to tell stories that children can both understand and appreciate.

Ans. (1) She was not only always truthful, but she also kept her clothes clean.

(2) It's a very difficult thing to tell stories that children can not only understand but also appreciate.

A5. Personal Response :

Do you like stories that have a moral or a message?

Ans. That depends on the way the story is narrated and the message that is in the story. I don't like the usual fairy-tale stories or the do-good type stories now; I like stories that make me think about something or affect me positively in some way.

[A] A1. Simple Activities :

(1) Punctuate :

don't cyril don't exclaimed the aunt as the small boy began sacking the cushions of the seat

Ans. "Don't, Cyril, don't," exclaimed the aunt, as the small boy began sacking the cushions of the seat

(2) Make a meaningful sentence using the phrase 'over and over again' :

Ans. The little girl repeated the answer over and over again

(3) Spot the error and correct the sentence :

"I doesn't agree with you," said the bachelor.

Ans. "I don't agree with you," said the bachelor.

(4) Pick out the present participle/s from the given sentence :

She began an unenterprising and uninteresting story about a little girl who was good.

Ans. unenterprising, uninteresting

(5) Identify the type of sentence :

Why is it better?

Ans. Interrogative sentence

(6) Find out two hidden words from the word 'character'.

Ans. character-react, chart (heart, charter).

(7) Form the present participle of a verb from the lesson in which the last letter is doubled.

Ans. begin-beginning.

(8) Write the following words in alphabetical order :

fatuously, inevitable, interest, estimation.

Ans. estimation, fatuously, inevitable, interest.

A2. Medium-Level Activities :

(1) Use the following word in two separate sentences, the word having different meanings (homographs) : fast

Ans. (a) "This is a fast train and doesn't stop at all the stations," said the woman.

(b) The saint refused to break his fast.

(2) "Why is the grass in the other field better?" persisted Cyril. (Rewrite using indirect speech.)

Ans. Cyril asked persistently why the grass in the other field was better.

continuous tense of the verb.)

Ans. The children were moving listlessly.

(4) Make a word chain of about four adjectives of your own.

Ans. polite → excellent → thoughtful → lovely
→ youthful

8 Challenging Activities :

(1) Use the following word in two separate sentences, once as a noun and once as a verb : interest

Ans. (1) (a) One should have various interests to keep oneself occupied. (noun)

(b) The small boy was interested in the beautiful cars. (verb)

(2) This is the stupidest story I've ever heard.

(Change the degree of comparison.)

Ans. (a) I've never heard a story as stupid as this. (Positive)

(b) This story is stupider/more stupid than any story I've ever heard. (Comparative)



Part II

Textbook pages 88 to 92

Introduction : In this part of the story, the narrator tells us how the bachelor, who was travelling with the children and the aunt, manages to keep the children quiet and interested for ten minutes, which the aunt had been unable to do.

READING SKILLS, VOCABULARY AND GRAMMAR

9. Read the following passages carefully and complete the activities :

PASSAGE - 1 (Textbook page 88)

A1. (1) True or False :

Write if the following statements are True or False :

(1) There were no sheep in the park.

Ans.

True

(2) Bertha was allowed to walk in the park twice a week.

False

(3) There were no animals at all in the park.

False

(4) Bertha had the most medals in the town.

True

(2) Say whether you agree or disagree :

The children showed disinterest even in the bachelor's story-telling throughout.

Ans. Disagree.

PASSAGE

"She was so good"

....., then he resumed :

Glossary : sink into (phr) (here) – penetrate; understand

A2. Answer the following questions :

(1) For which three values did Bertha win medals? What was exceptional about it?

Ans. Bertha won medals for obedience, punctuality and good behaviour. This was exceptional because no other child in the town where she lived had as many as three medals, which Bertha had.

(2) How did the Prince reward Bertha?

Ans. The Prince rewarded Bertha by allowing her to walk in his beautiful park once a week. As no children were ever allowed in it, this was great honour for Bertha.

A3. (1) Verbs related to 'Say' or 'Tell' :

List all the verbs related to 'say' or 'tell' from the passage.

Ans. Verbs related to 'say' or 'tell' : continued, quoted, demanded, said.

(2) Plurals :

Write the plural of the following words :

- (1) country (2) dress
 - (3) storyteller (4) punctuality
- Ans.** (1) country - countries
 (2) dress - dresses
 (3) storyteller - storytellers
 (4) punctuality - punctuality

A4. (1) Punctuation :

***Find example/examples of the following punctuation marks from the story and copy the sentence in which they are used :**

- (1) colon (2) semi-colon

Ans. (1) colon - ... then he resumed :

(2) semi-colon - (i) sink into the children's imaginations; (ii) "No;" said the bachelor, "there were no sheep."

(Note : In the sentence "No;" said the bachelor, there should be a comma instead of a semi-colon.)

(2) Indirect Speech :

***Rewrite the following as indirect speech :**

"Were there any sheep on the park?" demanded Cyril.

Ans. Cyril asked in a demanding tone if there were any sheep in the park.

(3) Assertive Sentence :

No other child in the town had as many as three medals. *(Rewrite beginning "She was....")*

Ans. She was the only child in the town who had as many as three medals.

A5. Personal Response :

Do you like listening to stories?

Ans. I generally don't like listening to stories; but if they are short and interesting, then I listen. It also depends on the narrator; if it is narrated well, then I like to listen. I used to listen to a lot of stories in my childhood, told by my grandmother.

PASSAGE - 2 (Textbook pages 88 and 89)**A1. (1) Answer in brief :**

Answer what the following things are, in one or two words :

(The answers are directly underlined.)

- (1) Bertha was sorry about the absence of these flowers.
- (2) Bertha meant to keep this her promise.
- (3) The flowers had been eaten by these animals.
- (4) They clinked against one another.

(2) Agree / Disagree :

***Say whether you agree or disagree :**

(1) The children showed disinterest even in the bachelor's story-telling throughout.

Ans. Disagree.

(2) Bertha was very good but very proud too.

Ans. Agree.

(3) The Prince had rare, uncommon likes and dislikes.

Ans. Disagree.

PASSAGE

Bertha was rather sorry
 how very good she really was.

Glossary : promptly - without losing any time;
 immediately clinked - made a sharp, light, metallic sound.

A2. Answer the following question :

***Why did the children approve of the Prince's decision?**

Ans. May be, the children liked animals better than they liked flowers. Besides, they were probably happy that the good Bertha had no flowers she couldn't pick. Hence they approved of the Prince's decision.

A3. (1) Verbs related to 'Say' or 'Tell' :

***List all the verbs related to 'say' or 'tell' from the passage.**

Ans. Verbs related to 'say' or 'tell' : said

(2) Fill in the blanks :

Fill in the blanks with the correct adjectives :

- | | |
|-------------------|-----------------|
| (1) _____ things | (2) _____ birds |
| (3) _____ parrots | (4) _____ tunes |

Ans. (1) delightful things (2) humming birds
 (3) beautiful parrots (4) popular tunes

3. PRACTICE
Match the words with the parts of speech they belong to, with reference to the passage :

A	B
(1) with	(a) adverb
(2) approval	(b) adjective
(3) rather	(c) preposition
(4) green	(d) noun

Ans. (1) with - preposition (2) approval - noun
(3) rather - adverb (4) green - adjective

A4. (1) Punctuation :

*Find example/examples of the following punctuation marks from the story and copy the sentence in which they are used :

(1) colon (2) semi-colon

Ans. (1) colon - Bertha walked up and down and enjoyed herself immensely, and thought to herself :

(2) semi-colon - There was a murmur of approval at the excellence of the Prince's decision;

(2) Indirect Speech :

*Rewrite the following as indirect speech :

"Because the animals had eaten them all," said the bachelor promptly.

Ans. The bachelor promptly said that it was because the animals had eaten them all.

(3) Rewrite :

It made her feel silly to find that there were no flowers to pick.

(Replace the underlined words with gerunds.)

Ans. Finding that there were no flowers for picking made her feel silly.

A5. Personal Response :

*What is that one vice that nullifies all virtues that a person has?

Ans. Pride is the one vice that nullifies all the virtues that a person has. However good or talented a person is, he/she is not liked if he/she is proud or vain. One of the most-loved qualities of our former President Dr A.P.J. Abdul Kalam was his humility. It is correctly said that 'Pride comes before a fall.'

PASSAGE - 3 (Textbook page 89)

A1. (1) Complete :

Complete the following statements :

(The answers are underlined directly.)

(1) An enormous wolf came prowling into the park.

(2) The wolf came after her with huge leaps and bounds.

(3) Bertha managed to reach a shrubbery of myrtle bushes.

(4) Bertha hid herself in one of the thickest of the bushes.

(2) Agree / Disagree :

*Say whether you agree or disagree :

The wolf could not trace Bertha because she was behind a myrtle bush.

Ans. Agree.

PASSAGE

Just then an enormous
..... a little animal instead.

Glossary : shrubbery - an area in a garden planted with shrubs. myrtle - a bush with shiny leaves and sweet-smelling white flowers.

A2. Answer the following questions :

(1) Why did Bertha wish she had never come to the park?

Ans. Bertha saw an enormous wolf come stealing towards her. She was terribly frightened, and wished she had never come to the park.

(2) Why was the wolf unable to trace Bertha?

Ans. The scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding. The bushes were also too thick for him to see her.

A3. Match :

Match the words in Columns A, B and C correctly :

A	B	C
(1) white	myrtle	eyes
(2) pale	little	bushes
(3) thick	clean	animal
(4) fat	grey	pinafore

- Ans.** (1) white – clean – pinnafore
 (2) pale – grey – eyes
 (3) thick – myrtle – bushes
 (4) fat – little – animal.

A4. (1) Punctuation :

*Find example/examples of the following punctuation marks from the story and copy the sentence in which they are used :

- (1) colon (2) semi-colon

Ans. (1) colon – Bertha was terribly frightened and thought to herself :

(2) semi-colon – The first thing that it saw in the park was Bertha:

(2) Do as Directed :

(1) The scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding.

(Rewrite using 'too ... to ...')

Ans. The scent of the myrtle was too strong for the wolf to sniff out where Bertha was hiding.

(2) She managed to reach a shrubbery of myrtle bushes and she hid herself in one of the thickest of the bushes. (Rewrite as a simple sentence.)

Ans. Managing to reach a shrubbery of myrtle bushes, she hid herself in one of the thickest of the bushes.

A5. Personal Response :

Do you like Bertha? Why?

Ans. No, I don't like Bertha. She is too good to be true. She also knows that she is good and she is proud of this fact. This makes her irritating and horrible.

PASSAGE – 4 (Textbook pages 89 and 90)

A1. Who said the following :

- (1) Unhappy woman!

Ans. the bachelor

- (2) The story began badly.

Ans. the bigger of the small girls

- (3) A most improper story.

Ans. the aunt

- (4) I kept them quiet for ten minutes.

Ans. the bachelor

(2) Agree / Disagree :

*Say whether you agree or disagree :

The bachelor had narrated an improper story to the children.

Ans. Disagree.

PASSAGE

Bertha was trembling

..... for an improper story.

Glossary : prowling – moving about restlessly and stealthily, especially in search of prey. ferocity – fierce violence. dissentient – in opposition to a majority opinion, not agreeing with the majority. undermine – weaken or damage. assail – attack.

A2. Answer the following questions :

(1) What gave Bertha away and how did she meet her end?

Ans. The clinking of her medals gave Bertha away. The wolf dashed into the bush in which she was hiding, dragged her out and devoured her to the last morsel.

(2) What impact did the story have on the children?

Ans. The children loved the story and said it was the most beautiful story they had ever heard. It has also kept them quiet for the remainder of the train journey.

(3) Why was their aunt annoyed with the bachelor?

Ans. Their aunt had probably always been telling the children the advantages of having a good moral character. Now, in the bachelor's story, the extremely good Bertha had met a terrible end. So the aunt was annoyed with the bachelor for undermining the effect of years of her careful teaching.

A3. (1) Antonym :

*Find the word that begins with the prefix 'un-' and write its opposite :

Ans. unhappy × happy

(2) Verbs related to 'Say' or 'Tell' :

*List all the verbs related to 'say' or 'tell' from the passage.

Ans. Verbs related to 'say' or 'tell' : said, observed

(3) Abstract Nouns :

Pick out at least six abstract nouns from the passage :

Ans. Abstract nouns are : obedience, conduct, punctuality, ferocity, triumph, goodness, (decision, opinion)

A4. (1) Punctuation :

*Find example/examples of the following punctuation marks from the story and copy the sentence in which they are used :

semi-colon

Ans. (1) The wolf was just moving away when he heard the sound of the medals clinking and stopped to listen;

(2) "Unhappy woman!" he observed to himself as he walked down the platform of Templecombe station;

(2) Indirect Speech :

*Rewrite the following as indirect speech :

"Unhappy woman!" he observed to himself.

Ans. He observed to himself that she was an unhappy woman.

A5. Personal Response :

*(1) Why did they appreciate and praise the stranger's story?

Ans. The children were probably tired of the moral education imparted by the aunt. So when they came across a girl who was 'horribly' good, and who met a terrible end, they were thrilled. The stranger also narrated the story well. Hence they appreciated and praised the story.

*(2) Do you think Bertha should have met such a gory end to her life? Justify your answer.

Ans. No, I don't think that Bertha should have met such a gory end to her life. After all, she was only a small child and it was probably not her fault that she was vain about her goodness. She should have merely been frightened by the wolf, not devoured by it.

*(3) What did the aunt fail to realize in Bertha's story?

Ans. The aunt failed to see Bertha's pride in herself; she only saw that Bertha was good, but had yet met a gory end. The aunt failed to realize that Bertha met a gory end as a punishment for her vanity.

LANGUAGE STUDY ACTIVITIES (based on vocabulary and grammar)

(A) A1. Simple Activities :

(1) Punctuate :

It is the only beautiful story I've ever heard said Cyril

Ans. "It is the only beautiful story I've ever heard." said Cyril.

(2) Make a meaningful sentence using the phrase 'from a great distance'.

Ans. The frightened king watched the lion from a great distance.

(3) Spot the error and correct the sentence :

So many people would has decided the other way.

Ans. So many people would have decided the other way.

(4) Pick out the infinitive in the given sentence and use it in a sentence of your own :

She had meant to keep her promise.

Ans. The maid was not allowed to keep the clothes in the cupboard.

(5) Identify the type of sentence :

Why weren't there any flowers?

Ans. Interrogative sentence

(6) Find out two hidden words from the word 'belongings'.

Ans. belongings - belong, longing (gotag, single)

(7) Form the present and past participle of a verb in which the last letter is doubled.

Ans. excel - excelled, excelling

(8) Write the given words in alphabetical order :
approval, animals, enormous, beautiful

Ans. animals, approval, beautiful, enormous

A2. Medium-Level Activities :

(1) Use the word 'rage' in two separate sentences, the word having different meanings (homographs).

Ans. (a) Thick denims soon became a great rage all over the world.

(b) She walked off the stage in a rage.

(2) "The story began badly," said the smaller of the small girls. (Rewrite using indirect speech.)

Ans. The smaller of the small girls said that the story had begun badly.

(3) She had meant to keep her promise.

(Use the present tense of the verb.)

Ans. She means to keep her promise.

(4) Everybody talked about her goodness.

(Change the voice beginning 'Her...')

Ans. Her goodness was talked about by everybody.

(B) Challenging Activities :

(1) Use the word 'park' in two separate sentences, once as a noun and once as a verb :

Ans. (i) (a) Children love going to the park to play. (noun)

(b) The driver parked the car carefully and got out. (verb)

(2) Use the words 'immense' and 'beautiful' in a single sentence of your own.

Ans. The immense mountain had beautiful flowers on its slopes.

WRITING SKILLS

* Q. 1. Read the following pieces from the story and suggest a title for each as shown in the first one :

Ans.

From	Up to	Title
1. It was a hot afternoon said the aunt weakly.	'Children pester their aunt.'
2. The smaller girl created a diversion likely to lose his bet.	'The irritating little girl.'
3. In a low confidential voice it was so stupid," said Cyril.	'Aunt tells a story.'
4. She (Bertha) did all that she was told must be an extra good child.	'The horribly good Bertha.'
5. The storyteller paused to let popular tunes of the day.	'Bertha's outing at the park.'
6. Bertha was trembling very much the three medals for goodness ...	'The punishment'

* Q. 2. Write down two or three proverbs/axioms that suit the message in Bertha's story.

Ans. (1) "Pride goes before a fall."

(2) "Wealth is a gift from God, and pride is bequeathed to us from the devil."

(3) "Proud people think only of themselves."

(Students can find some more examples.)

* Q. 3. Write three to five sentences about each of the following characters :

(i) The Aunt (ii) The Bachelor

(iii) Cyril (iv) Bertha.

Ans. **The Aunt** : The aunt was a meek and mild woman. She did not understand children, and could not control them. She had no imagination to create a story, and no skills to present the story in an interesting manner. She believed in being good and doing what was correct. She was upset with the bachelor's story and thought that it was improper.

The Bachelor : The bachelor was impatient with the aunt's inability to control the children. He understood kids well and knew what type of story they wanted. He was resourceful and found a method to keep the children quiet for ten minutes. He also enjoyed the fact that the children would now trouble their aunt for an improper story.

Cyril : Cyril was a normal, naughty and restless boy. He had many questions to ask and wanted answers for all these questions. He was quite outspoken in saying that he found the aunt's story stupid. He found the bachelor's unusual story beautiful.

Bertha : Bertha was a very, very good little girl. She was so good that she was horrible. She was also obedient and punctual. She won many medals for her good qualities. But she had one bad quality, and that was pride. However, the moment she was in danger, she wished that she had not been so extraordinarily good. She was finally devoured by the wolf.

ACTIVITY

* 'The Storyteller' has a story within a story. Search from the Internet or your library books for other stories which have another story within. Enlist at least 3 to 5 of them.

(Students can search the internet for the stories.)

FURTHER READING

* Read : 'The Open Window by H.H. Munro (Saki).



Introduction : In this serious essay, the writer Bertrand Russell tells us about the various foolish opinions that human beings are likely to have. He also gives a few rules to help the reader keep away from at least some errors.

WARMING UP!

Q. 1. How will you react in the following situations?

(1) Your Science teacher tells you plants exposed to the sunlight grow faster than those always in the shade.

(Points : change the location of your plants – disbelieve her, etc.)

(2) Your aunt tells you not to go for a job interview because it's a no moon day, that very same day.

(Points : you ignore her words – you listen to her words – you ask for proof, etc.)

(3) Your friend argues with you that Mount Everest is not the tallest peak in the world.

(Points : you pity his ignorance – you believe him – you look up the Internet to check, etc.)

(4) A stranger at your door claims to be a magician and promises your mother to turn all her silver jewellery into gold.

(Points : you slam the door – you call the police – you try to trick him, you give the gold, etc.)

Q. 2. (a) What do you notice about the following pairs of words?

- (1) act naturally (2) liquid gas (3) open secret
- (4) sound of silence (5) sweet sorrow (6) original copy (7) only choice (8) growing smaller

Ans. They are all contrasting pairs of words used together. Such contrasting pairs of words that go together are called Oxymorons.

(b) Now try to add a contradictory word (Oxymoron) to the following:

(The answers are given directly.)

- (1) What a wonderful mess you've got us into!
- (2) It's a genuine imitation of a diamond necklace.
- (3) My trip to Matheran was a working holiday.

(4) With such heavy make-up, she looks pretty ugly.

(5) A tiny crowd gathered to see the magic show.

READING SKILLS,
VOCABULARY AND GRAMMAR

Q. Read the following passages carefully and complete the activities:

PASSAGE - 1 (Textbook page 94)

A1. Complete :

Complete the following statements :

(The answers are underlined directly.)

(1) Thinking that you know when in fact you don't is a fatal mistake.

(2) If the matter is one that can be settled by observation, you must make the observation yourself.

(3) Many matters are less easily brought to the test of experience.

(4) Most of mankind has passionate convictions on many matters.

PASSAGE

To avoid the various

..... the evidence warrants.

Glossary : hedgehog – a small brown animal with a covering of sharp spines on its back. unappetizing – unappealing subconsciously – in a way that is influenced by the part of the mind of which one is not fully aware. controversies – arguments; disagreements. warrants – asserts; states.

A2. Answer the following questions :

*(1) What erroneous notion did Aristotle have? What does his example convey to you?

Ans. Aristotle had the erroneous notion that he knew that women had fewer teeth than men, when in fact he didn't know. His example conveys to us that we must be cautious. We must not think that we know something but we must make the observation ourselves.

*(2) If an opinion contrary to your own makes you angry, what does it indicate?

Ans. If an opinion contrary to my own makes me angry, it indicates that I am subconsciously aware of having no good reason for thinking as I do.

*(3) What are the most savage controversies about?

Ans. The most savage controversies are about those matters as to which there is no good evidence either way.

*(4) Say 'WHY'?

One should avoid getting angry about a difference of opinion.

Ans. One should avoid getting angry about a difference of opinion because if one gets angry, it will show that one's belief is going beyond what the evidence indicates or states.

*(5) List the various ways of avoiding error mentioned in the passage.

Ans. The various ways of avoiding error are :

(1) make observations yourself

(2) make yourself aware of your bias

(3) be on your guard when you find yourself getting angry about a difference of opinion.

A3. (1) Replace :

Replace the describing words with as many others as you can, that go with the underlined nouns :

(1) fatal mistake

Ans. silly mistake, grave mistake, careless mistake, obvious mistake.

(2) unappetizing diet

Ans. nutritious diet, healthy diet, unhealthy diet, strict diet.

(3) simple device

Ans. complicated device, expensive device, helpful device, useless device.

(4) savage controversy

Ans. raging controversy, heated controversy, unending controversy, fierce controversy.

(2) Sentences :

Use the following idioms/expressions in sentences of your own.

(1) to be prone to :

Ans. We are prone to infections during monsoon.

(2) to have a difference of opinion with someone, you must settle it pleasantly.

(3) to go beyond :

Ans. The fight between the two women was going beyond the limits of decent behaviour.

(3) Homophones :

Make sentences of your own to show the difference of usage of the following homophones:

(1) device (2) devise

Ans. (1) Today, we make use of various devices to help us.

(2) Mothers must devise ways of keeping their children out of mischief.

(4) Opposites :

Find the opposites of the following :

(1) cautious (2) dogmatic

(3) contrary (4) savage

Ans. (1) cautious × reckless (incautious)

(2) dogmatic × open-minded

(3) contrary × same

(4) savage × mild

A4. (1) Pronouns :

Underline the pronouns in the following sentence :

I believe myself that hedgehogs eat black beetles, because I have been told that they do.

Ans. I believe myself that hedgehogs eat black beetles, because I have been told that they do.

(2) Infinitive :

Rewrite the sentence replacing the gerund with an infinitive :

Thinking that you know when in fact you don't is a fatal mistake.

Ans. To think that you know when in fact you don't is a fatal mistake.

A5. Personal Response :

*What do you feel when :

(a) Someone opposes your strong belief.

Ans. I generally get angry but later on I think about it and try to analyse the whole issue.

(b) Someone insists that $2 + 2 = 5$.

Ans. I merely laugh at him/her or feel pity at his/her ignorance.

PASSAGE - 2 (Textbook pages 94 and 95)

A1. True or False :

Write if the following statements are True or False :

- (1) The writer lived in many countries in his youth. Ans.
 (2) It was a Chinese custom for the women to have small feet. True
 (3) The Manchus followed the Chinese custom. True
 (4) Travelling increases the intensity of insular prejudice. False

PASSAGE

A good way of the revolution of 1911.

Glossary: **dogmatism** - insisting on the truth of one's opinion without evidence. **insular** - disinterested in ideas from foreign countries. **perversion** - stubbornly opposed to. **dominion** - rule.

A2. Answer the following questions :

*(1) How can you prevent yourself from developing a dogmatic attitude?

Ans. You can prevent yourself from developing a dogmatic attitude by becoming aware of opinions held in social circles different from your own.

*(2) What are the benefits of travel?

Ans. Travelling helps you to become aware of foreign ideas and customs. You begin to accept them and get rid of your own dogmatic attitude.

*(3) Is the influence of foreign customs always beneficial?

Ans. No, not always. Very often, the influence of foreign customs can be harmful and we must be cautious while following them.

*(4) Say 'WHY'?

(a) The writer found his stay abroad very profitable.

Ans. The writer found his stay abroad very profitable because it helped him to become aware of foreign ideas and customs and diminish the intensity of his insular prejudice.

(b) The writer grew less dogmatic and more open-minded.

Ans. When the writer was young, he lived for some time outside his country. He became aware of

foreign ideas and customs. This made him grow less dogmatic and more open-minded.

*(5) List the various ways of avoiding error mentioned in the passage.

Ans. The various ways of avoiding error are :

(1) become aware of opinions held in social circles different from your own (2) travel, and if you cannot, seek out people with whom you disagree and talk to them.

A3. (1) Replace :

*Replace the describing words with as many others as you can, that go with the underlined nouns :

(1) foreign customs :

Ans. unhealthy customs, native customs, interesting customs, traditional customs.

(2) foolish custom :

Ans. new custom, ancient custom, Indian custom, nice custom.

(2) Sentences :

Use the following idioms/expressions in a sentence of your own.

*(1) to have a beneficial effect :

Ans. Exercising regularly has a beneficial effect on the body.

(2) to become aware of :

Ans. I became aware of the bear only when it growled loudly.

(3) Opposites :

Find the opposites of the following :

*(1) beneficial (2) diminishing

Ans. (1) beneficial × harmful

(2) diminishing × increasing

A4. (1) Infinitive :

Replace the gerund in the following sentence with an infinitive :

It is a good way of ridding yourself of certain kinds of dogmatism.

Ans. It is a good way to rid yourself of certain kinds of dogmatism.

(2) Wh-question :

Frame a Wh-question to get the underlined part as the answer :

This reflection should generate a certain caution.

Ans. What should generate a certain caution?

A5. Personal Response :

Do you think that travelling helps us to become more tolerant and understanding?

Ans. Yes, it certainly does. It shows us the way different people live, their ideas and customs, the difficulties they face and the way they solve these difficulties. It gives us a much broader view of life.

PASSAGE - 3 (Textbook page 95)

A1. Complete :

Complete the following web :

(The answers are underlined directly.)

The writer says that sometimes imaginary arguments made him :

- (i) change his mind
- (ii) less dogmatic
- (iii) less cocksure
- (iv) realise the possible reasonableness of a hypothetical opponent

PASSAGE

For those who have ... a hypothetical opponent.

Glossary: **deplored** – felt strong disapproval of. **prevailing** – existing at a particular time. **refutation** – proof that something is false. **cocksure** – too confident. **hypothetical** – based on an assumption.

A2. Answer the following questions :

*(1) What are the advantages of an imaginary argument with a person having a different bias?

Ans. The advantage of an imaginary argument with a person having a different bias is that it is not subject to the limitations of time and space. One can have this argument at any time and at any place.

*(2) Write down the way of avoiding error mentioned in the passage.

Ans. The way of avoiding error mentioned in the passage is to have imaginary arguments with people having different bias.

A3. (1) Replace :

Replace the describing words with as many others as you can, that go with the underlined nouns :

*(1) modern technique

Ans. new technique, complicated technique, borrowed technique, simple technique.

(2) good plan

Ans. cunning plan, thoughtful plan, well-made plan, secret plan.

(2) Sentences :

*Use the following idioms/expressions in sentences of your own.

(1) to have a bias :

Ans. We should not have a bias against foreign ideas.

(2) to undo :

Ans. "Do not undo all the good that I have done," said the psychiatrist to the woman.

(3) Opposites :

*Find the opposites of the following :

(1) reasonable (2) hypothetical

Ans. (1) reasonable × unreasonable

(2) hypothetical × real

A4. Rewrite :

(1) It is a good plan to imagine an argument with a person having a different bias. (Rewrite the sentence beginning 'Imagining ...'.)

(2) You may never meet anyone who holds this opinion. (Rewrite the sentence as a simple sentence.)

Ans. (1) Imagining an argument with a person having a different bias is a good plan.

(2) You may never meet anyone with/having this opinion.

A5. Personal Response :

Have you ever had an imaginary argument with anyone?

Ans. Yes. I often have an imaginary argument with my mother. In my imagination, she asks me why I have got poor marks in some particular subject and I reply. Then she says something and I again reply. We argue, I imagine what she will say and I provide the answers.

PASSAGE - 4 (Textbook page 96)**A1. Fill in the blanks :**

(The answers are directly underlined.)

(1) Be wary of opinions that flatter your self-esteem.

(2) We are all persuaded that our own nation is superior to all others.

(3) We try to show that the merits possessed by our nation are really important ones.

(4) We think that the demerits of our own country are comparatively trivial.

PASSAGE

Be very wary as we are to jelly-fish.

Glossary : wary – cautious about possible danger. inherently – by nature. trivial – of little value or importance. aught – anything.

A2. Answer the following questions :

(1) What two examples does the writer give to those who have opinions that flatter their self-esteem?

Ans. The writer says that if a man points out that most poets and men of science are male, a woman can say that most criminals are also male. The second example he gives is that of general human conceit. For this, we need to remind ourselves that other parts of the cosmos may contain beings as superior to ourselves as we are to jelly-fish.

(2) What is the only way to tackle such self-pride?

Ans. The only way to tackle such self-pride is to remind ourselves that man is a brief episode in the life of a small planet in a little corner of the universe, and that other parts of the cosmos may contain beings as superior to ourselves as we are to jelly-fish.

(3) Why should one be wary of opinions that flatter one's self-esteem?

Ans. One should be wary of opinions that flatter one's self-esteem because there may be opinions with abundant evidence to prove the exact opposite to what one believes.

*(4) Write down the way of avoiding error mentioned in the passage.

Ans. The way of avoiding error mentioned in the passage is to be wary of opinions that flatter your self-esteem.

A3. (1) Sentences :

Use the following idioms/expressions in sentences of your own ...

*(1) to be wary of :

Ans. One should be wary of schemes which promise to make one rich overnight.

(2) to deal with :

Ans. The lawyer had to deal with a large number of court cases.

(2) Noun Forms :

Give the noun forms of the following :

(1) flatter (2) abundant (3) rational (4) argue

Ans. (1) flatter – flattery

(2) abundant – abundance

(3) rational – rationality

(4) argue – argument

A4. Question Tags :

Rewrite the following sentences adding question tags :

(1) The question is inherently insoluble.

(2) Self-esteem conceals this from most people.

Ans. (1) The question is inherently insoluble, isn't it?

(2) Self-esteem conceals this from most people, doesn't it?

A5. Personal Response :

Do you think that there are living beings superior to man in other parts of the universe?

Ans. Yes, I do. The universe is so huge. There is probably a whole lot of life elsewhere that is superior to us. There may also be a lot of life inferior to us, too. We should not make the mistake of thinking that we are the greatest.

PASSAGE - 5 (Textbook pages 96 and 97)**A1. Right or Wrong :**

Write whether the following statements are Right or Wrong :

Ans.

(1) Fear has many forms.

Right

- (2) Fear operates directly and indirectly. Right
 (3) You must never admit your own fears to yourself. Wrong
 (4) We can become wise only when we conquer fear. Right

PASSAGE

Other passions besides manner of life.

Glossary : elixir of life - a divine substance that made somebody immortal.

A2. Answer the following questions :

*(1) What two evils does fear lead to? How can one overcome fear?

Ans. Two evils that fear leads us to are superstition and cruelty. One can overcome fear by firstly admitting one's own fears to oneself and then guarding oneself against their myth-making power.

*(2) How does fear lead us to error?

Ans. Fear leads us to error by making us do things like inventing rumours of disaster in wartime, imagining objects of terror, such as ghosts, or by creating belief in something comforting, like the elixir of life, or heaven for ourselves and hell for our enemies.

*(3) Write down the way of avoiding error mentioned in the passage.

Ans. The way of avoiding error mentioned in the passage is to try to conquer fear.

A3. Match :

Match the adjectives in Column A with the nouns in Column B :

A	B
(1) specific	(a) effort
(2) vague	(b) terrors
(3) difficult	(c) beliefs
(4) religious	(d) fear

Ans. (1) specific - terrors (2) vague - fear
 (3) difficult - effort (4) religious - beliefs.

A4. Rewrite :

(1) Fear is the main source of superstition.

(Rewrite beginning 'It is ...')

Ans. It is fear that is the main source of superstition.

(2) Until you have admitted your fears to yourself, you cannot hope to think about other matters. (Rewrite using 'only when ...')
Ans. Only when you have admitted your fears to yourself, can you hope to think about other matters.

A5. Personal Response :

What are the things you are afraid of?

Ans. I am generally afraid of things regarding my education. I am afraid that I will not do well in my exams and not get a seat in the college of my choice. I am also afraid that I will be separated from my friends and will not be able to make new friends at a new place. I will be lost without friends.

PASSAGE 6 (Textbook page 97)

A1. Fill in the blanks :

(The answers are directly underlined.)

(1) Primitive magic has the purpose of securing safety either by injuring enemies or by protecting oneself by talismans, spells or incantations.

(2) Neither a man nor a crowd nor a nation can be trusted to act humanely or to think safely under the influence of a great fear.

PASSAGE

There are two ways to superstition ...

Glossary : primitive - ancient talisman - a small object used to fetch good luck. incantation - magical words recited in the same tone. mascot - a person or thing that is supposed to bring good luck. avow - confess openly. poltroons - cowards.

A2. Answer the following questions :

*(1) What is the aim of primitive magic?

Ans. The aim of primitive magic is to secure safety, either by injuring enemies or by protecting oneself by talismans, spells or incantations.

*(2) What are the two ways of avoiding fear?

Ans. The two ways of avoiding fear are : (i) by persuading ourselves that we are immune from disaster and (ii) by the practice of sheer courage.

*(3) Write down the way of avoiding error mentioned in the passage.

Ans. The way of avoiding error mentioned in the passage is to avoid fear in various ways.

A3. (1) Sentences :

Use the following idioms/expressions in sentences of your own.

- (1) under the influence (2) at a certain point

Ans. (1) He committed the crime when he was under the influence of great anger.

(2) Rhea realised at a certain point during the argument that it was better to keep quiet.

(2) Homophones :

*Make sentences of your own to show the difference of usage of the following homophones :

- (1) practice (2) practise

Ans. (1) Dowry is an evil practice prevalent in India.

(2) I have to practise every day if I want to win the dance competition.

(3) Opposites :

*Find the opposites of the following :

- (1) cruelty (2) immune

Ans. (1) cruelty × kindness/compassion

(2) immune × vulnerable

A4. Rewrite :

(1) Poltroons are more prone to cruelty than brave men, and are also more prone to superstition.

(Rewrite using not only ... but also ...)

Ans. Poltroons are not only more prone to cruelty than brave men, but also more prone to superstition.

(2) Science has now lessened the belief in magic.

(Pick out the verb and state its tense.)

Ans. has lessened – present perfect tense.

A5. Personal Response :

How do you try to overcome your fears?

Ans. I overcome my fears by telling my parents and friends about them and getting their advice and support. I also pray to God and this helps me the most.

PASSAGE – 7 (Textbook pages 97 and 98)

A1. True or False :

Write whether the following statements are

True or False :

- (1) Superstitions sometimes add to the

gaiety of life.

- (2) The writer used to give lectures.

~~(1) True
(2) True~~

~~True
True~~

(3) The 'prophetess' walked on water successfully. False

(4) The crowd criticised the 'prophetess'. False

PASSAGE

But we have been as in every other.

Glossary : edified – improved morally or intellectually.

A2. Answer the following questions :

(1) How did the prophetess befool her believers?

Ans. The prophetess announced to her numerous followers that she possessed the power of walking on water, and that she proposed to do so at 11 o'clock on a certain morning. On that day, she asked them whether they were all convinced that she could walk on water. When they replied in the affirmative, she said that then there was no need for her to prove herself. Thus she fooled her believers.

(2) Say 'WHY'?

(a) Men declaring that they are saints write letters to the writer.

Ans. The writer is a renowned person. The men who declare themselves as saints want the writer to mention them in his lectures so that they get some free publicity. Hence they write letters to the writer.

(b) The writer claims that all false beliefs need not be replaced by cold science.

Ans. The writer claims that all false beliefs need not be replaced by cold science because if this is done, the world would lose some of its interest and variety.

A3. (1) Replace :

*Replace the describing word with as many others as you can, that go with the underlined noun :

plentiful supply

Ans. sufficient supply, regular supply, continuous supply, irregular supply.

(2) Framing Sentences :

*Make sentences of your own to show the difference of usage of the following homophones :

- (1) advice (2) advise

Ans. (1) It is very easy to give advice but difficult to follow it.

(2) The teacher advised the girl not to waste time.

A4. Compound Sentences :

Rewrite the following sentences as compound sentences :

(1) Although I did not enroll myself among his worshippers, his letter gave me pleasure.

(2) I received once a communication from the god Osiris, giving me his telephone number.

Ans. (1) I did not enroll myself among his worshippers but his letter gave me pleasure.

(2) I received once a communication from the god Osiris and he gave me his telephone number.

A5. Personal Response :

*What is the meaning of 'intellectual rubbish'?

Ans. This is an oxymoron, where the writer has used contrasting or contradictory words that go together. The writer uses the phrase to describe all false beliefs, baseless opinions, dogmatism, fears and superstitions of various kinds, etc. People follow certain beliefs, ideas, and customs without inquiring into their validity. Sometimes, many of these beliefs and customs lead to evil and suffering in the world.

LANGUAGE STUDY ACTIVITIES

[based on vocabulary and grammar]

(A) A1. Simple Activities :

(1) Write two compound words from the lesson.

Ans. steamboat, self-esteem

(2) Make a meaningful sentence using the phrase 'of great importance'.

Ans. It is of great importance to understand the rules of the land.

(3) Spot the error and correct the sentence :

Fear have many forms—fear of death, fear of the dark, etc.

Ans. Fear has many forms—fear of death, fear of the dark, etc.

(4) Pick out a gerund from the given sentence :

You may never have an opportunity of meeting anyone who has this opinion.

Ans. meeting—gerund

(5) Identify the type of sentence :

Mahatma Gandhi deplored railways and steamboats.

Ans. Assertive sentence

(6) Find out two hidden words from the given word : hypothetical

Ans. hypothetical—poetic, poetical (topic, topical)

(7) Form the present and past participle of a verb in the lesson in which the last letter is doubled.

Ans. admit-admitted, admitting

(8) Write the following words in alphabetical order :

dogmatism, dominion, deplored, device.

Ans. deplored, device, dogmatism, dominion

A2. Medium-Level Activities

(1) Use the word 'spell' in two separate sentences, the word having different meanings (homographs).

Ans. (a) "Be sure that you spell every word correctly," said the teacher.

(b) The witch was angry and cast a spell over the princess.

(2) She announced to her numerous followers that she possessed the power of walking on water.

(Rewrite using direct speech.)

Ans. She announced to her numerous followers "I possess the power of walking on water."

(3) The rational man will admit that there is no right answer.

(Use the future perfect tense of the verb.)

Ans. The rational man will have admitted that there is no right answer.

(4) Science has now lessened the belief in magic.

(Change the voice beginning 'The belief....')

Ans. The belief in magic has now been lessened by science.

(B) Challenging Activities

(1) Although I did not enroll myself among his worshippers, his letter gave me pleasure. (Pick out the clauses and identify the type of sentence.)

Ans. his letter gave me pleasure - main clause

Although I did not enroll myself among his worshippers - subordinate clause, Complex sentence

(2) Use the two words 'evidence' and 'opinion' in a single sentence of your own.

Ans. In the opinion of the judge, the evidence was false.

WRITING SKILLS

*Q. 1. When a family member is very ill for long, the grandmother of the family urges everyone to send for a person who claims he can cure victims of black magic. Compose a dialogue with her, in which her granddaughter politely convinces her that she should not believe in such things.

Ans. Grandmother : What a situation! Now that you have tried all your fancy modern medicines, listen to me. Call Cureybaba.

Granddaughter : Who is he? Never heard of him.

Grandmother : I am certain that your mother is the victim of black magic. Cureybaba will cure her. You saw him at our neighbour's house a few days back. He is bald and ...

Granddaughter : Grandma, for Heavens Sake! Mom was ill, no doubt, but her illness has been diagnosed and it is easily curable! There are plenty of medicines in the market.

Grandmother : She's been ill for so long now!

Granddaughter : Oh, Grandma, only for two months! The diagnosis took long.

Grandmother : Cureybaba will cure her in one sitting.

Granddaughter : Listen, Granny dear, all these people are all frauds. If your Cureybaba was so good, why doesn't he get some hair on his head - we know he wears a wig - or cure his horrible cough? Why doesn't he cure his own mother who is so ill? And has he cured that poor little girl next door? No, he hasn't. He's a fraud, Granny.

Grandmother : But ... but

Granddaughter : Granny, there's no such thing as black magic. You know that full well. You have seen enough of these 'babas' being exposed. Then why ...

Grandmother : Oh, OK. If you say your mother's illness can be cured by modern medicines easily, I will forget Cureybaba and black magic. Now that I come to think of it, our other neighbour was telling me how he cheated somebody the other day ...

Granddaughter : There you are, Granny!

*Q. 2. Write an imaginary dialogue contesting opposite views on a topic of your choice, e.g. 'Girls should learn to do all the housework and not boys.'

Ans. Topic : Girls should learn to do all the housework and not boys.

Myself : Mom, what is this? Why should I learn to do the housework, and not Rohan?

Mom : You are a girl. Girls have to look after the house.

Myself : Why? Don't boys live in a house?

Mom : A woman can look after a home better than a man.

Myself : That's ancient history, Mom! Haven't you heard of something called gender equality?

Mom : These new-fangled notions of yours!

Myself : And these notions of only girls having to do housework are all man-made. Look at the west - men and women both do housework.

(... and so on. Students can complete this imaginary dialogue.)

(**Some topics for imaginary dialogues :** should school students be permitted to bring cell phones to school, should coaching classes be banned, should the weight of school bags be monitored, should there be entrance exams for professional courses, should there be uniforms in schools/colleges, etc.)



4.4 MY FINANCIAL CAREER

Introduction : This is a humorous account of the writer's efforts to open an account in a bank. It has been written in a very easy-to-read and witty manner.

WARMING UP!

- *Q. 1. Observe the forms given on page 100 of the textbook and fill in your details :

(Students can fill up the forms given on page 100 of the textbook.)

- *Q. 2. Write in your own words :

(1) Why does the bank need so many details of its customer?

Ans. The bank has to be sure that the customer is not a fraud or a cheat. The money deposited or withdrawn should be legal. The government has to be notified about various things. Letters have to be sent to the customer's home/office or some information given to him about the transactions in his account. For all these reasons, the bank needs many details of its customers.

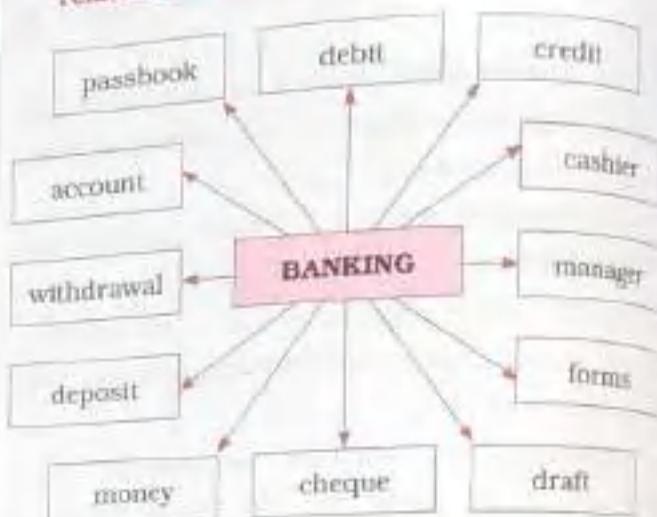
(2) What problems do customers face when they have to make a cash deposit at a bank?

Ans. First of all, the customer has to go to the bank during banking hours, which may not be convenient. He then has to stand in a queue, fill in the details in the paying-in-slip, etc. There may be a long queue or the officials may be few or slow, leading to a long wait. These are some of the problems that customers face when they have to make a cash deposit at a bank.

(3) What are the latest modern methods of depositing money in your own or somebody else's account?

Ans. The latest modern method is net banking that is, operating your account through your email or cell phone to transfer or deposit money.

- *Q. 3. Make a word web of at least 12 words related to banking.



READING SKILLS, VOCABULARY AND GRAMMAR

- Q. Read the following passages carefully and complete the activities :

PASSAGE - 1 (Textbook page 101)

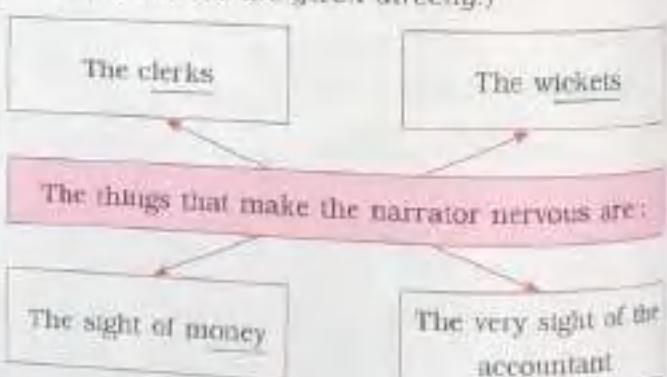
- A1. Complete the web :

*What makes the narrator nervous at a bank?

OR

Complete the following web :

(The answers are given directly.)



PASSAGE

When I go an awful secret to reveal.

Glossary: rattled - nervous. rattle someone - make someone nervous. wicket - a small opening like a window, through which business is transacted. threshold - entrance jay - a person who talks foolishly. shambled in (phr) - walked in awkwardly and unsteadily. sepulchral - gloomy; sorrowful.

A2. Answer the following questions :

*(1) What word should the writer have avoided in his request to see the manager?

Ans. The writer should have avoided the word 'alone' in his request to see the manager.

*(2) Why was the manager alarmed?

Ans. The manager felt that the writer had some awful secret to reveal. Hence he was alarmed.

A3. (1) Antonyms :

*Find from the lesson the antonyms of the following :

(1) afterwards (2) careful

(3) confidently (4) cheerful

Ans. (1) afterwards × beforehand

(2) careful × irresponsible

(3) confidently × timidly

(4) cheerful × sepulchral

(2) Fill in the blanks :

*Fill in the blanks choosing the appropriate word/idiom from the lesson.

(The answers are given directly.)

(1) He was dizzy and he shambled into the room.

(2) The sight of a snake rattles me.

(3) As soon as I cross the threshold of my home,

I greet my family.

A4. (1) Indirect Speech :

*Rewrite the following in indirect speech :

"Can I see the manager?" I said.

"Certainly," said the accountant.

Ans. I asked the accountant whether I could see the manager. The accountant replied that I could certainly do so.

(2) Simple Sentence :

Rewrite the following sentence as a simple sentence :

If I attempt to transact business there, I become an irresponsible idiot.

Ans. On attempting to transact business there, I become an irresponsible idiot.

A5. Personal Response :

Have you been to a bank? If so, how did you feel about it? If not, would you like to go there?

Ans. Yes, I have been to a bank, but not alone. I have gone there with my mother, and I was completely confused. She told me to just follow her quietly, and that is what I did! Of course, as soon as I am eighteen I will learn all these things and manage my own bank account.

PASSAGE - 2 (Textbook pages 101 and 102)

A1. True or False :

Write whether the following statements are True or False :

Ans.

(1) The manager was very rude to the narrator in the beginning.

False

(2) The narrator was one of Pinkerton's men.

False

(3) The narrator was not a detective.

True

(4) The narrator was a young Gould.

False

PASSAGE

"Come in here," and showed me the other way.

Glossary: Baron Rothschild - the wealthiest and most influential man of the time. Gould - one of the richest men of that time.

A2. Answer the following questions :

*(1) Who did the manager think his visitor was?

Ans. The manager thought his visitor was one of Pinkerton's men.

(2) What was the accountant's name? What was he asked to do?

Ans. The accountant's name was Mr Montgomery. He was asked to deal with the narrator's business.

A3. [1] Antonyms :

Find from the lesson the antonyms of the following :

- (1) withdraw (2) public

Ans. (1) withdraw × deposit
 (2) public × private

(2) Fill in the blanks :

Fill in the blanks choosing the appropriate word/idiom from the lesson.

(The answers are given directly.)

- (1) The detective solved the mysterious crime.

(2) There was a huge painting kept neatly at the side of the room.

A4. [1] Indirect Speech :

Rewrite the following in indirect speech :

"Good morning," I said and stepped into the safe.

"Come out," said the manager coldly.

Ans. I wished the manager a 'good morning' and stepped into the safe. He ordered me coldly to come out.

(2) Noun Forms :

Rewrite using the noun forms of the underlined words :

(1) He concluded now that I was the son of Baron Rothschild.

(2) I propose to deposit fifty-six dollars now.

Ans.

(1) He came to the conclusion now that I was the son of Baron Rothschild.

(2) My proposal is to make a deposit of fifty-six dollars now.

A5. Personal Response :

Why do you think the manager spoke 'coldly' to the narrator?

Ans. When the narrator said that he wanted to speak to the manager alone, the manager was alarmed because he thought that the narrator was a detective who had come to find out something. When the narrator said that he was not a detective but had come to open an account, the manager thought that he was a very rich man who would deposit a lot of money in the bank. But when the narrator mentioned he wanted to deposit the miserable sum of fifty-six dollars, the manager got angry and spoke coldly to him for having wasted his precious time.

A1. Complete :**Complete the paragraph :**

(The answers are underlined directly.)

I went up to the accountant's wicket and the ball of money at him with a quick, convulsive movement, as if I was doing a conjuring trick.

PASSAGE

I went up to

to look at me

Glossary : convulsive - jerky. ghastly - terrible a hollow, vibrating voice - a chill quivering voice invalid - weak or disabled.

A2. Answer the following questions :

(1) What procedure did the author have to follow to open the account?

Ans. To open an account, the author had to first give the money to the accountant. He then had to write the sum on a slip and sign his name in a book.

(2) What error did the author make in the cheque?

Ans. The author wrote a cheque for fifty dollars instead of six dollars. This was the error.

A3. [1] Match :

Match the words in Column A with the nouns in Column B :

A	B
(1) invalid	(a) pale
(2) ghastly	(b) millionaire
(3) hollow	(c) thing
(4) painful	(d) voice

Ans. (1) invalid - millionaire (2) ghastly - pale
 (3) hollow - voice (4) painful - thing.

(2) Fill in the blanks :

Fill in the blanks choosing the appropriate word/idiom from the lesson.

(The answers are given directly.)

(1) In the examination, I did not know the answer so I wrote something.

(2) Not having eaten the whole day, I was feeling dizzy, and the classroom swam before my eyes.

A4. (1) Indirect Speech :

* Rewrite the following in indirect speech :

The words seem to mean, "Let us do this painful thing while the fit is on us."

Ans. ... the words seem to mean that we should do that painful thing while the fit is on us.

(2) Simple sentence :

Rewrite the following sentence as a simple sentence, beginning 'Going ...' :

I went up to the accountant's wicket and poked the ball of money at him with a quick, convulsive movement.

Ans. Going up to the accountant's wicket, I poked the ball of money at him with a quick, convulsive movement.

A5. Personal Response :

Do you feel nervous when you have to go to a strange place and talk to strange people?

Ans. Yes, I do. My mother tells me I should get over this nervousness and learn to be calm and confident. I am trying hard to do so, because I know that that is what is needed in the world today.

PASSAGE - 4 (Textbook page 103)

A1. Correct number :

Number the sentences correctly in their order of occurrence in the story :

Ans.

(1) The clerk prepared to pay the money.

3

(2) I caught the echo of a roar of laughter.

4

(3) I made a wretched attempt to look like a man with a fearful temper.

2

(4) "Are you not going to deposit any more?" asked the clerk, astonished.

1

PASSAGE

Reckless with misery
 in silver dollars in a sock.
 Glossary : reckless - rash or careless.
 wretched - pathetic; miserable.

A2. Answer the following questions :

(1) Did the author correct the error he had made in the cheque?

Ans. No, he did not.

*(2) Why did the author pretend to appear like a bad-tempered man?

Ans. The officials at the bank were astonished with the writer's behaviour. The writer was terribly nervous, and he thought that if he could look as if he had been insulted and was hence withdrawing his money, they might not laugh at him. Hence he pretended to appear like a bad-tempered man.

*(3) What decision has the author taken after the episode at the bank?

Ans. After the episode at the bank, the author has decided that he will not keep his money in a bank any more. He will keep his money in cash in his trouser pocket and his savings in silver dollars in a sock.

A3. (1) Antonyms :

Find from the lesson the antonyms of the following :

(1) spending (2) happiness

Ans. (1) spending × saving

(2) happiness × misery

(2) Idioms :

Fill in the blanks choosing the appropriate word/idiom from the lesson.

(The answers are given directly.)

(1) While arguing with his elders he had a fearfully quick temper.

(2) There was a roar of laughter when the comedian cracked a joke.

A4. Indirect Speech :

* Rewrite the following in indirect speech :

(1) "How will you have it?" he said.

"In fifties," I said.

Ans. He asked me how I would have it. I replied that I would have it in fifties.

(2) "What! Are you drawing it all out again?" he asked in surprise.

"Yes, the whole thing," I said.

Ans. He asked me in surprise whether I was drawing it all out again. I replied in the affirmative and confirmed that I was drawing out the whole thing.

A5. Personal Response :

* Is the author's last decision wise?

Ans. No, the author's last decision is not wise. It is risky to keep money in the trouser pocket or in the

house: thieves may get it. Besides, if you keep it in a bank you will get interest on the money; at home the money will not increase.

LANGUAGE STUDY ACTIVITIES (based on vocabulary and grammar)

(A) A1. Simple Activities :

- (1) Write two compound words of your own.

Ans. doorway, moonlight

- (2) Make a meaningful sentence using the phrase in some alarm.

Ans. The man looked at the gun in his friend's hand in some alarm.

(3) Spot the error and correct the sentence :

The manager being a grave, calm man.

Ans. The manager was a grave, calm man.

(4) Pick out a gerund from the given sentence and use it in your own sentence :

All the clerks had stopped writing.

Ans. writing-gerund.

Sentence : The girl began writing very late.

(5) Identify the type of sentence :

Come in here.

Ans. Imperative sentence

(6) Pick out the word which cannot be formed by using the letters of the given word :

sepulchral-clear, pleas, crease, lurch.

Ans. crease

(7) Form the present and past participle of a verb in which the last letter is doubled.

Ans. plan-planned, planning

(8) Write the following words in alphabetical order :

prepared, pocket, painful, presume

Ans. painful, pocket, prepared, presume

A2. Medium-Level Activities :

(1) Use the following word and its homophone in two separate sentences : write

Ans. (a) I love to write poems and stories.

(b) We must always try to do the right thing.

(2) "Are you not going to deposit any more?" said the clerk, astonished. (Rewrite using indirect speech.)
Ans. The clerk asked in astonishment whether I was not going to deposit any more.

(3) I was writing the cheque. (Use the future perfect tense of the verb.)

Ans. I shall have written the cheque.

(4) Prepare a word register for bank.

Ans. bank-deposit, cheque, passbook, draft account, withdrawal, credit, cashier, debit.

(B) Challenging Activities :

(1) I went up to the wicket marked 'Accountant'. (Rewrite as a complex sentence.)

Ans. I went up to the wicket which was marked 'Accountant'.

(2) "Can I see the manager?" (Pick out the modal auxiliary and state its function.)

Ans. Can-permission

WRITING SKILLS

* Q. 1. Using the following points frame a character sketch of the narrator. Support each character trait with instances from the lesson :

(1) Diffident and timid

(2) Unusual behaviour

(3) Ignorant about banking

(4) Nervous and careless

(5) Economical

Ans. Character sketch of the author :

The author was a diffident and timid person. Everything about the bank made him nervous; in fact, he was so nervous that he did not even know what he was doing and what he was signing. He behaved in an unusual manner, shambling into the bank and talking in a gloomy voice as if he had a secret. It was also unnecessary for him to ask the manager whether he could talk to him alone. He was ignorant about banking, and too nervous to show his ignorance. He did not know how to open an account or write a cheque correctly. He was careless because of his nervousness and wrote the wrong figure on the cheque, which he did not attempt to correct. He was careful in spending his money, and saved enough to keep it in silver dollars in a sock at home.

Q. 2. Read the statement given below, and write first your views and then the counterview, in two separate passages :

Online/Net banking is better than going personally to the bank for transactions.*

Ans.

View

Online/Net banking is certainly better than going personally to the bank for transactions. You do not have to wait for banking hours or worry about bank holidays. You do not have to stand in a queue or deal with bored officers. With net banking, the service is immediate – when you want it, and where you want it. You can operate your account from anywhere in the world. You will get all the information about your transactions at the click of a button. There is no wastage of any sort, and complete privacy to what you are doing. Yes, net banking is worth it, any day!

Counterview

Net banking? Certainly not. If you do all your transactions through a cell phone or a computer, where is the personal touch that is so necessary in our lives? No doubt, you may get things instantly, but is this all there is to life? Besides, if you have a problem, can you discuss it with a computer or a phone? And if you think your accounts are secure and private, that is a myth. Any reasonably good hacker will be able to hack the account and siphon off all your money before you have any idea that it has happened. You have to be extremely cautious and knowledgeable about the ins and outs of net banking to do it successfully. How many people do we have in our country who are so proficient? No, give me normal, face-to-face, personalised banking any day.

FURTHER READING

*Read the story 'Lord Emsworth and the Girl Friend' by P. G. Wodehouse.



4.5 TANSEN

Introduction : This is a narrative poem about how Akbar, after appreciating Tansen's singing, goes to meet Tansen's teacher, Ostad, and what Akbar learns there.

WARMING UP!

- * Q. 1. Indian Classical Music consists of many Ragas. Find out from an expert or from the Internet, the names of at least 10 Ragas and the time they are sung to produce greater effect.

Ans.

No.	Name of Raga	Effective when
1.	Pahadi	evening
2.	Bhairav	sung in the morning
3.	Deepak	evening
4.	Malkoush	small hours of the morning
5.	Yaman	sunset to late evening
6.	Bhimpalasi	late afternoon to sunset
7.	Kedar	late evening to midnight
8.	Jog	small hours of the morning
9.	Bhairavi	often at the end of a long musical performance
10.	Gaud Malhar	monsoon

(Students can find more information from the Internet.)

- * Q. 2. Find out some archaic words from your mother tongue or another language and write down at least ten of them, and against each, their modern equivalent and meaning in English.

Ans.

No.	Archaic word	Modern equivalent	Meaning in English
1.			
2.			

(Students can find out from their parents or other elders, and attempt this in their own mother tongue.)

- * Q. 3. There are many legends about the 'nine gems' in Akbar's Court. Can you name some of

the nine gems and the stories associated with them?

Ans. The nine gems of Akbar's court were:

- (1) Abu'l Fazi ibn Mubarak (2) Raja Todar Mal
- (3) Abdul Rahim Khan-i-Khana (4) Raja Birbal
- (5) Mulla Do-Piyaza (6) Falzi
- (7) Fakir Aziao-Din (8) Tansen and
- (9) Raja Man Singh I.

There are plenty of Akbar-Birbal stories and legends of Akbar and Tansen that are famous.

(Students can read these stories either from a library or from the internet.)

PARAPHRASE

Tansen was a singer in Akbar the Great's Court. He won great fame and his voice rang out like silver bells through the Badshahi Fort. Akbar felt tremendous inner joy when he heard it. Stories tell us how the King praised him, rewarded him with jewels and called him the chief jewel in his crown.

One day, Tansen sang the Song of Fire, in Deepak Rag, with such intensity that his body burst into flames like a pyre. To cure his burning body and heart, a maiden sang Malhar, the song of cool water, and his health returned to normal as before.

Akbar told Tansen that his teacher must be really mighty and divine for Tansen to have learnt such magic at his feet. Tansen bowed happily and said that his teacher lived in a remote cave in the Himalayas, far away from the crowds, shunning earthly wealth. Akbar asked if he could meet his teacher just once. He was ready to forget his position and walk in the clothes of a poor man if only he could sit at his feet and listen to his heavenly song.

Tansen accepted the King's desire, and said that it would be better if the king went as a poor slave because his teacher was above all worldly things. He did not think that earthly kings were worthy enough for him to sing for.

The road was long, and Akbar, dressed as a slave, followed Tansen towards the cave located high up in the mountains. They knelt at the singer's feet and humbly requested him to sing a song for they had journeyed a long distance towards his abode.

The teacher, Ostad, was happy with their humility, and sang songs of peace and happiness. He sang the Malkous Raga with such great ecstasy that the birds and beasts gathered to hear, enchanted with the song. Akbar felt that he was dreaming, as he heard the song with rapture. But when he turned to praise Ostad, he found that he had vanished.

Akbar asked Tansen what the musical composition was, that held the soul enchanted and made the heart feel intense delight. When he knew the name, he asked Tansen if Tansen could sing the same composition in the same way to tempt his heart towards new roads. Whereupon Tansen replied that he could not, for he, Tansen sang to Akbar, a human being, while Ostad sang to God.

READING FOR UNDERSTANDING AND POETIC DEVICES

Q. 1. Read the following extracts carefully and complete the activities :

EXTRACT - I (Textbook page 106)

A1. True or False :

Say whether the following statements are True or False :

- | | |
|--|-------|
| (1) Akbar was fond of music. | True |
| (2) Malhar is the Song of Fire. | False |
| (3) Akbar rewarded Tansen for his singing. | True |
| (4) Tansen did not come back to normal. | False |

EXTRACT

Tansen, the singer.....

..... comfort as of old.

Glossary : ravished - filled with intense delight; captured. pyre - a pile or heap of wood for burning (normally for burning a dead body).

A2. Answer the following questions :

*(1) How did Akbar reward Tansen for the ecstatic effect of his singing?

Ans. Akbar rewarded Tansen by praising him, gifting him a lot of jewels and calling him the chief jewel in his diadem.

*(2) What happened to Tansen when he sang the Deepak Raga with great fervour?

Ans. When Tansen sang the Deepak Raga with great fervour, his body burst into flames and burnt like a pyre.

*(3) How did he (Tansen) come back to normal again?

Ans. He (Tansen) came back to normal again when a maiden sang Malhar, the song of cold water, and put out the fire.

*(4) What does the incident tell us about Tansen's singing?

Ans. The incident tells us that Tansen's singing was whole-hearted, simply magical and divine.

A3. Poetic Devices :

(1) Pick out the rhyming pairs of words in the first six lines.

Ans. Rhyming words : Court - Fort, bells - tells, gem - diadem.

(2) 'His voice rang like the sound of silver bells.' Pick out and explain the figure of speech in this line.

Ans. Simile : His voice is compared to the sound of silver bells, with the use of the word 'like'.

A1. Who said to whom and when :

*Write who said the following words, to whom, and when.¹

(The answers are given directly.)

Ans.

No.	Utterance	Who said it	To whom	When
1.	"Mighty thy teacher must be and divine."	Akbar	Tansen	After hearing the wonderful Deepak Raga.
2.	"He dwells within a cave of Himalay."	Tansen	Akbar	When Akbar praised Tansen and asked him about his teacher.
3.	"As you desire, Huzoor."	Tansen	Akbar	When Akbar told Tansen that he wanted to see the teacher and hear him sing.
4.	"O Holy Master, bless us with thy song!"	Akbar and Tansen	The teacher	When they met the teacher in the mountains.

EXTRACT

Mighty thy Teacher ... bless us with thy song!

Glossary : ignoble – not worthy, celestial – heavenly, disdains – considers it to be unworthy, supplication – humble request.

A2. (I) Answer the following questions :

*(1) What did Tansen tell Akbar about his teacher?

Ans. Tansen told Akbar that his teacher stayed in a remote cave in the Himalayas, far away from the unworthy crowds, scorning worldly wealth. He did not think it worthy to sing to kings, and hence Tansen suggested that it would be better for Akbar to meet him as a poor slave.

*(2) Why did Akbar change his kingly attire?

OR

Give reasons : Akbar had to dress like a slave.

Ans. Akbar badly wanted to meet Tansen's teacher and hear him sing. However, the teacher did not think it worthy to sing to kings, and hence Tansen suggested that it would be better for Akbar to meet him as a poor slave. Therefore Akbar changed his kingly attire and wore the robes of a poor man.

***(II) Write the reason in your own words :**

Akbar strongly desired to hear Ostad (the teacher) sing.

Ans. Akbar was enraptured with Tansen's singing. He said that Tansen's teacher must be mighty and divine for Tansen to have learnt to sing so magically under his coaching. Akbar then felt that Ostad's singing would be even better, and so he strongly desired to hear Ostad sing.

A3. Poetic Device :

(1) Pick out the rhyming words in the last 2 lines of the extract. What is the rhyme scheme?

Ans. Rhyming words are slave – cave, feel-sweet, long – song. The rhyme scheme is aa, bb, cc.

(2) 'They knelt and prayed with supplication sweet.' Pick out and explain the figure of speech in the given line.

Ans. (1) Alliteration : repetition of the sound of 't'.

(2) Inversion : The correct prose order is 'They knelt and prayed with sweet supplication.'

A1. Who said to whom and when :

Write who said the following words, to whom and when : (The answers are given directly.)

Ans.

No.	The expression/sentences	Who said it	To whom	When
1.	"Ah, no, to thee I sing ; he sings to God."	Tansen	Akbar	When Akbar asks him to sing the same musical composition that Ostad had sung, in the same way.
2.	"What theme this is that holds the soul enchanted."	Akbar	Tansen	When Akbar hears the beautiful musical composition that Ostad had sung.

EXTRACT

Then Ostad, won by he sings to God.

Glossary : felicity – great happiness; pleasing style; theme (here) – a musical composition.

A2. [I] Answer the following questions :

*(1) What was the magical effect of Ostad's rendering the Malkous Raga?

Ans. When Ostad sang the Malkous Raga, the birds and beasts gathered around, enchanted with the song. Akbar felt waves of heavenly rapture. He felt his soul was enchanted and his heart was filled with delight.

*(2) What happened before Akbar could come out of his trance?

Ans. Ostad had vanished before Akbar could come out of his trance.

*(3) Why did Tansen's singing not produce the same effect as that by Ostad?

Ans. Tansen's singing did not produce the same effect as that by Ostad because Tansen sang to Akbar – a human being – while Ostad sang to God.

*(4) What message does the poet wish to convey through this narrative poem, 'Tansen'?

Ans. The poet wishes to convey that one can reach great heights in one's field if one becomes unworldly and devotes one's talents to someone or something higher than mere human beings.

***[II] Write the reason in your own words :**

(1) After the song, Ostad had vanished.

Ans. Ostad vanished because he probably did not want to hear any praise or any demands for more songs.

[2] Ostad's song was more elating than Tansen's songs.

Ans. Ostad's song was more elating than Tansen's songs because Tansen sang to Akbar, a human being, while Ostad sang to God.

A3. Poetic Device :

Pick out the figure of speech in the sentence : 'He felt the waves of heavenly rapture roll.'

Ans. The figure of speech is Alliteration – repetition of the sound of the letter 'r'.

APPRECIATION OF POEM

Note : The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

**Point Format
(for understanding)**

- **Title :** Tansen
- **Poet :** Hazrat Inayat Khan
- **Theme/Central idea :** This is the story of Akbar's appreciation of Tansen's singing, his meeting with Tansen's teacher, and what he felt during this meeting. The final lines lead to the climax of the story.
- **Rhyme Scheme :** The poem is in couplets. So the rhyme scheme is aa.
- **Figure of Speech :** Alliteration. 'Tell me, Tansen, what theme this is that holds'. Repetition of the sound of the letter 't'. The other figures of speech are Simile and Inversion.
- **Special Feature/Implied meaning, etc. :** The poet wishes to convey that one can reach great

heights in one's field if one becomes unworldly and devotes ones talents to someone or something higher than mere human beings. The story is told systematically and logically and can be easily understood. The last line is the climax of the poem and really makes us think.

- * **Favourite lines :** Ah no, to thee I sing; he sings to God.
- * **Why I like/don't like the poem :** I like the poem because it is in the format of a story and easy to understand.

Paragraph Format

'Tansen' by Hazrat Inayat Khan is the story of Akbar's appreciation of Tansen's singing, his meeting with Tansen's teacher, and what he felt during this meeting. The final lines lead to the climax of the story.

The poem is in couplets. So the Rhyme Scheme is aa. A Figure of Speech : Alliteration. 'Tell me, Tansen, what theme this is that holds' – Repetition of the sound of the letter 't'. The other figures of speech are Simile and Inversion.

The poet wishes to convey that one can reach great heights in one's field if one becomes unworldly and devotes one's talents to someone or something higher than mere human beings. The story is told systematically and logically and can be easily understood. The last line is the climax of the poem and really makes us think. My favourite line is in the climax - 'Ah no, to thee I sing; he sings to God.' I like the poem because it is in the format of a story and easy to understand.

VOCABULARY FOCUS

* Pick out the archaic words from the poem and give their modern equivalents :

Ans.

No.	Archaic Words	Modern Equivalents
1.	thy	your
2.	thine	yours
3.	twere	it were
4.	o'er	over
5.	thee	you

Tansen

Tansen was a singer in Akbar's court. One day, he sang the Deepak Raga so well that Akbar was enraptured. He wished to meet the teacher at whose feet Tansen had learnt to sing so magically. However, the teacher lived in a remote cave in the Himalayas. He shunned wealth and disdained to sing to earthly kings. Akbar donned the clothes of a slave and went with Tansen to meet him. On their request, Ostad sang the Malkous Raga. It was so enchanting that Akbar felt as if he had been transported to Heaven. Soon after this, Ostad vanished. Akbar asked Tansen whether he could sing the same musical composition that Ostad had sung. Tansen replied that he could not, for he, Tansen, sang to earthly kings, while his Ostad sang to God.

* Q. 2. Rearrange the following in their proper order as in the poem. Write the serial number against each line :

(The answer is given directly.)

Ans.

- (1) The Ostad sang the Malkous Raga enchantingly. 6
- (2) Akbar followed Tansen, dressed miserably. 4
- (3) I request you to sing such a song that I will experience unmatched joy. 9
- (4) Ostad was nowhere to be seen. 8
- (5) O Divine Teacher, please gift us the joy of your song. 5
- (6) One day, the singer sang Deepak Raga in the court. 1
- (7) Akbar expressed his wish to meet the Teacher. 3
- (8) He experienced heavenly delight. 7
- (9) Tansen sings to please the earthly king but Ostad devotes his songs to God. 10
- (10) She sang Raga Malhar, which had a cooling effect. 1

NON-TEXTUAL PASSAGES (Second Semester)

[For Comprehension Q. 4. (A) and Summary Q. 4. (B)]

A non-textual passage is an unseen passage, that is a passage which is not from the Std. IX Kusumpharati textbook. This passage will be approximately the same length as the textual passages (about 200–250 words). The comprehension activity in Q. 4. (A) types will be similar to those in the textual passages. The passage carries 10 marks.

In Q. 4. (B) the summary is to be written of the comprehension passage given in Q. 4. (A). In summary, only the main points from the passage are to be written. Details and examples are to be avoided. The summary is generally of one paragraph. A title has to be given to the summary.

(A) Read the following passage carefully and complete the activities :

Non-Textual Passage 1

A1. Complete the following :

(The answers are underlined directly.)

- (1) The origin of Indian dancing is religious.
- (2) In the ballet arranged by Uday Shankar and others, both men and women danced together.
- (3) The most conspicuous figure in a modern revival in the art of dancing is Uday Shankar.
- (4) The facial expressions help to convey all the emotions and feelings of human nature.

PASSAGE – 1

From the earliest times the practice of dancing in India began with religious worship. Most of the old Hindu temples provided for a course of dancing, which was full of religious meaning, as part of the worship of the gods. Many of these old dances were in danger of being forgotten, but then came a modern revival in the art of dancing, the most conspicuous figure in this being Uday Shankar. He did not confine himself only to religious dancing, but conceived the idea of an Indian ballet using the gestures and movements of Indian dancing to express modern ideas. In olden days dancing was

carried out by women and girls only, but in the ballet arranged by Uday Shankar and others, both men and women danced together.

The origin of Indian dancing is religious, its purpose being to put into movement the stories about the Indian gods, so as to make them easily understood by the masses. We are told that there are seventy-two hand gestures, each having a meaning of its own which is as definite as the meaning of the letters of the alphabet. There are also nine sets of facial expressions which help to convey to the audience all the emotions and feelings of human nature.

A2. Complete the following :

(The answer is underlined directly.)

Two things that Uday Shankar did when he revived the art of dancing are :

- (1) He did not confine himself only to religious dancing.
- (2) He used the gestures and movements of Indian dancing to express modern ideas.

A3. Sentences :

Make your own sentences using the following phrases :

- (1) confine yourself to
- (2) to convey

Ans. (1) When doing any research, you must not confine yourself to just one or two books, but read as many books as possible.

(2) it is not easy to convey the meaning of ideas without using language.

A4. Rewrite :

(1) There are seventy-two hand gestures. There are also nine sets of facial expressions.

(Combine using 'not only ... but also ...')

(2) In olden days dancing was carried out by women and girls only, but in Uday Shankar's ballet, both men and women danced together.

(Pick out the clauses and state the type of sentence.)

Ans. (1) There are not only seventy-two hand gestures but also nine sets of facial expressions.

(2) In olden days dancing was carried out by women and girls only. — Main Clause

In Uday Shankar's ballet, both men and women danced together – Main Clause.
It is a Compound Sentence.

A5. Personal Response :

Do you like to dance or watch dances? If so, what type? If not, why not?

Ans. I like to dance simple dances, not classical dances. However, I like to watch classical dances, especially Odissi and Bharat Natyam. Some of my friends have had performances and I have helped them to dress and practise. I often watch dance programmes on TV too.

(B) Write the summary of the passage given for comprehension. Give the summary an appropriate title :

Ans.

The Origin and Revival of Indian Dance

In early times, dance was connected with religious worship and performed only by women and girls. The purpose was to make the Indian masses understand the stories about the Indian gods. Uday Shankar brought about a revival in the art of dancing, with both men and women participating. He did not confine himself only to religious dancing, but conceived the idea of an Indian ballet. The hand gestures and facial expressions in Indian dancing convey all the human emotions.

PASSAGE 2

A1. True or False :

Write if the following sentences are True or False :

(1) The stout old lady in the example given was wrong.

Ans.

True

(2) Sometimes personal liberty has to be curtailed to enjoy social order.

True

(3) The traffic policeman in the example given is not a symbol of liberty but of tyranny.

False

(4) If personal liberties are sometimes not curtailed, there could be chaos.

True

PASSAGE - 2

A stout old lady was walking down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot-passengers, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty enabled the foot-passenger to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty drunk in these days, and we must remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus steps out into the middle of the road and puts out his hand before your car, he is the symbol, not of tyranny, but of liberty. You may not think so. You may feel that your liberty has been outraged. Then, if you are a reasonable person, you will realize that if he did not interfere with you, he would interfere with no one and the result would be total confusion at Piccadilly Circus. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

A2. Complete the reasons :

The old lady walking down the middle of a street in Petrograd was wrong because _____

Ans. The old lady walking down the middle of a street in Petrograd was wrong because if liberty allows a person to walk down the middle of the road, then the end of such liberty would be total confusion. Everybody would be getting in everybody else's way and nobody would get anywhere.

A3. Adjective forms :

Write the adjective forms of the following words :

(1) chaos (2) peril (3) reality (4) tyranny

Ans. (1) chaos - chaotic (2) peril - perilous

(3) reality - real (4) tyranny - tyrannical.

44. (1) Use of 'if' :

Rewrite the following sentence using 'if' :

In order that the liberties of all may be preserved, the liberties of everybody must be curtailed.

Ans. If the liberties of all are to be preserved, the liberties of everybody must be curtailed.

(2) Clauses :

Pick out the clauses in the following sentence and state their type.

You may feel that your liberty has been outraged.

Ans. You may feel – Main Clause.

that your liberty has been outraged – Subordinate Noun Clause.

A5. Personal Response :

Do you think that we in India enjoy individual liberty at the cost of other people?

Ans. Yes, we certainly do. Hawkers put up stalls in the middle of busy roads or on bridges.

inconveniencing everyone, so that they can earn money. People park cars haphazardly, not bothered about the consequent traffic jams. Housewives throw garbage out of their windows, dirtying the public roads but keeping their own house clean. The list is endless.

(B) Write the summary of the passage given for comprehension. Give the summary an appropriate title :

The Disadvantages of Individual Liberty

If individuals are allowed unlimited liberty, the end result would be chaos and social anarchy. It is difficult to understand the concept that if the liberties of all are to be preserved, the liberties of everyone must be curtailed. A person has to accept the curtailment of private liberty in order to have an orderly and harmonious personal life.

◆ ◆ ◆

LANGUAGE STUDY

Language Study includes activities based on grammar and vocabulary which are different from the activities given in questions A3/B3 and A4/B4 of textual and non-textual passages. Language Study forms Q.1. of the Activity sheet, and carries 20 marks (8 marks for simple activities, 8 marks for medium level activities and 4 marks for challenging activities). Definitions, rules and terms will not be asked directly in the Activity Sheet.

1. Simple Activities (8 Marks)

Any 8 simple activities based on the following topics will be asked in A1 of Q. 1 (A) in the Activity sheet : (Each activity carries 1 mark.)

1. COMPOUND WORDS

When two words are used together to form a third meaningful word, the new word thus formed is known as a **Compound Word**. This new word does the work of a noun, an adjective, or some other part of speech.

* How to form Compound Words :

Compound words can be formed by joining two words. Sometimes, the two words are written separately; sometimes they are treated as one word. In some cases, you may need to put a hyphen (-) between the two words. Generally, if the compound word is one which is used very often, then the two words are treated as one.

- e.g. (1) watch + maker = watchmaker
(2) hand + made = handmade
(3) long + lasting = long-lasting
(4) full + grown = full-grown
(5) long + jump = long jump
(6) fire + fighter = fire fighter

2. NON-FINITE VERBS – INFINITIVES, PARTICIPLES, GERUNDS

1. A **Finite Verb** is one which changes its form with a change in the subject or tense.

e.g.

- (1) *The children play* football every day.
(2) *My father plays* football every day.
(3) My father and I *played* football for a long time this morning.
(4) We *shall play* a football match next week.

The verb 'play' changes its form with the change in the subject or the tense.

2. A **Non-Finite Verb** does not change its form with a change in the subject or tense.

e.g.

- (1) *The children love to play* football every day.
(2) *My father loved to play* football in his childhood.

Here, the verb 'to play' does not change its form with a change in the subject or tense.

- (3) My friend loves playing football.
(4) The children loved playing football.

Here, the participle 'playing' does not change its form with a change in the subject or tense.

3. Non-finite Verbs can be :

- (a) Infinitives
(b) Participles (Present and Past)
(c) Gerunds

(a) Infinitives

Simply put, the **Infinitive** is the 'to -' form of the verb. It does not change its form with a change in the subject or tense.

e.g.

- (1) We like to swim every day in the pool.
(2) My sister likes to swim every day before breakfast.
(3) We always liked to swim in the evening in our childhood.

Though the word 'to' is generally used with the infinitive, it is not used after certain finite verbs like bid, let, make, need, dare, see, hear. Such infinitives without the 'to', are called **bare infinitives**.

(The underlined words in the following sentences are the **infinitives**, while the words in italics are the **finite verbs**.)

- (1) Bid him go there.
(2) Let him sit in the corner.
(3) I heard the woman sing for money.

(b) Participles

(i) Present Participles

A **present participle** is also a non-finite verb

which does the work of a verb as well as that of an adjective. Present participles always end in '- ing':

e.g.

- (1) She thought for a moment, computing the cost.
- (2) She began an interesting story.
- (3) Bertha was trembling very much.

The Present participle of the verb is formed by adding '- ing' to the base form of the verb (base form + '- ing').

e.g. stealing, walking, feeling

Sometimes the last letter of the verb is doubled before adding '- ing'.

e.g. run - running; rob - robbing; quit - quitting; knot - knotting.

(ii) Past Participles

A past participle is also a non-finite verb which like the present participle, does the work of a verb as well as that of an adjective. Most past participles end in '- ed' or '- en'.

e.g.

- (1) I have washed the clothes.
- (2) I had written fifty-six instead of six.

(3) The blocked channels were cleared.

The Past participle of the verb is formed by adding '- d', '- ed' or '- en' to the base form of the verb. However, it is also formed in various other ways for irregular verbs.

Sometimes the last letter of the verb is doubled before adding '- ed'.

e.g. excel - excelled; rob - robbed; drop - dropped; knot - knotted.

(c) Gerunds

A gerund is a non-finite verb which does the work of a verb as well as that of a noun. Gerunds always end in '- ing'.

1. There are two ways of avoiding fear.

2. Reading is better than writing.

Examples of Present Participles and Gerunds :

Present Participle	Gerund
(1) Singing a beautiful song, he left the hall.	(1) My son likes playing cricket in the evenings.
(2) Seeing her pain, he rushed to the doctor.	(2) Ruchi's favourite hobby is hiking.

3. PUNCTUATION

Punctuation is the art of putting correct marks at the appropriate places while writing. Some important marks of punctuation are :

No.	Name	Punctuation Mark	Used	Examples
1.	Capital Letter		(1) to begin a sentence (2) for Proper nouns. (3) for words like T and pronouns referring to God.	(1) It was a hot afternoon. (2) Hector, Greece, the Black Sea. (3) I said that the Lord will do what He wishes to.
2.	Full Stop	.	(1) at the end of Assertive and Imperative sentences. (2) after abbreviations and initials.	(1) Troy was a strong city. (2) Come here. (3) M.A. (Master of Arts) (4) Ms. P.N. Naik
3.	Comma	,	(1) to mark off a quotation from the rest of the sentence, in direct speech. (2) to separate coordinate clauses in a sentence	(1) He stuttered, "What's the matter?" (2) Of course I can't write, but I can draw pictures.

No.	Name	Punctuation Mark	Used	Examples
			(3) to separate words in a list. (4) to separate nouns or names used to address someone from the rest of the sentence. (5) to show the omission of a word.	(3) (a) The rich landlord owned cattle, sheep and poultry. (b) The baker sold bread, biscuits, sweets etc. (4) Priya, the dancer, has fractured her arm. (5) Robert is a musician; his wife, a teacher. (Robert is a musician; his wife is a teacher.)
4.	Exclamation mark	(!)	(1) at the end of an exclamation/interjection (2) at the end of an exclamatory sentence.	(1) Oh! My poor Mathilde! (2) Isn't it shocking!
5.	Question Mark	(?)	(1) at the end of a direct question. (2) at the end of a Question Tag.	(1) Can I see the manager? (2) We are going out, aren't we?
6.	Quotation Marks	(1) ("...") (2) ('...')	(1) to point out the words said by someone in direct speech (2) to name or highlight something specially,	(1) "Good morning," I said. (2) He studied at the 'Chitrakala Mahavidyalaya'.
7.	Apostrophe	(')	(1) to show possession. (2) to indicate that a letter or letters have been omitted.	(1) Anil's money, a soldier's armour (2) We've (We have); doesn't (does not)

4. FINDING HIDDEN WORDS FROM THE GIVEN WORD

This is a vocabulary exercise in which you have to form **shorter** words from **long** words, using only the letters in the long word. Each letter in the long word can be used only once. However, if a letter is repeated in the long word, it can be repeated in the short word too.

e.g. **defeated** – defeat, deed,feat, dead, feed (here the letter 'e' is repeated three times in the long word; it can be repeated three times in the short word too, if possible.)

Generally, there should be at least four letters in each of the new words.

- e.g. (1) **familiarly** – familiar, family, frail, rally
- (2) **newspaper** – paper, spear, spare, swear
- (3) **pretended** – pretend, tended, green, tender

(4) **celebration** – liberate, berate, clear, brain

(5) **fashionable** – fashion, sheaf, shine, shone

5. MAKING MEANINGFUL SENTENCES USING GIVEN PHRASES

You may be given certain phrases which you have to use to make meaningful sentences.

e.g. **to and fro** : The man ran to and fro in search of his child.

Sometimes, the phrases may be idiomatic phrases. Then, typically, its meaning is not obvious from the meanings of the individual words themselves.

e.g. **to look down on** : Chhaya has always looked down on her brother.

Here, it doesn't mean that Chhaya is looking down from a higher place at her brother; it means that Chhaya thinks that she is better than her brother.

Some more Examples :

- (1) **put the fire out** : The manager advised his team to put the fire out before it spread everywhere.
- (2) **be known for** : Chennai is known for its beautiful jewellery.
- (3) **be held up** : The procession was held up because of traffic.
- (4) **to break out** : An epidemic of cholera broke out in the village.
- (5) **look forward to** : The women looked forward to the arrival of the actress.

6. SPOT THE ERROR AND REWRITE THE CORRECT SENTENCES

This activity involves spotting the error in the use of the verb in the sentence / in the subject - verb agreement. You have to identify the error and rewrite the correct sentence.

Subject-Verb Agreement

1. Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular (verb ending in 's' or 'es' in case the subject is third person singular); If a subject is plural, its verb must also be plural (base form of the verb).

- e.g. (1) Seema sings very well.
(singular subject, singular verb)
- (2) The little children sing very well.
(plural subject, plural verb)

2. The subject-verb agreement rules apply to all personal pronouns except **I** and **you**, which, although singular, require plural forms of verbs

- e.g. (1) I exercise daily.
(singular subject, plural verb)
- (2) You exercise daily, don't you, Rita?
(singular subject, plural verb)

3. Two or more singular (or plural) subjects joined by 'and' take a plural verb.

- e.g. (1) Jack and Jill are brother and sister.
(plural verb)
- (2) The birds and the bees fly about merrily at dawn. (plural verb)

But if the two nouns are considered as a unit, it takes a singular verb.

- e.g. Bread and butter is our regular food.
(singular verb - Bread and Butter is considered a unit)

4. Two or more singular subjects joined by or (or nor) take a singular verb.

- e.g. Either the girl or her mother plays the guitar.
(singular verb)

5. Two or more plural subjects joined by or (or nor) take a plural verb.

- e.g. Neither the girls nor their mothers play the guitar.
(plural verb)

6. Scissors, pants, shoes are plural, unless they are referred to as a pair.

- e.g. (1) Where are your spectacles? (plural verb)
(2) A pair of shoes from this shop is expensive.
(singular verb)

7. News, economics, physics, mathematics are treated as singular nouns and so are followed by singular verbs.

- e.g. (1) Mathematics is my favourite subject.
(singular verb)
- (2) The news is true.
(singular verb)

8. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

- e.g. The coach, as well as the team, is expected shortly.
(singular verb)

9. When the subject is a noun phrase like 'one of us' or 'one of my friends', the verb should agree with 'one' and hence must be singular.

- e.g. One of my cousins is an industrialist.
(singular verb)

10. Collective nouns can be either singular or plural depending upon their meaning in individual sentences. If we refer to the group as a whole and, therefore, as a single unit, we consider the noun singular. In this case, we use a singular verb. If, however, we are referring to the individuals within the group, then we consider the noun plural. In this case, we use a plural verb.

- e.g.
- (1) The jury is giving its verdict today. (singular verb-the jury is considered as a single unit)

(2) The jury members were considering each and every aspect. (plural verb-members of the jury are individual units)

- (3) The family has split due to differences.
(singular verb)

(4) The family members were happy with the split. (plural verb)

Some more Examples :

Spot the error and correct the sentences :

(1) Neither Roma nor Rita were present.

Ans. Neither Roma nor Rita was present.

(2) Many types of food was served at the party.

Ans. Many types of food were served at the party.

(3) Birds eats grain.

Ans. Birds eat grain.

(4) One of the hockey players were badly injured.

Ans. One of the hockey players was badly injured.

7. TYPES OF SENTENCES

A **Sentence** is a group of words arranged in such a way that it makes complete sense and expresses complete thought. It could be made up of a single word or many words.

e.g.

(1) I have fetched water from the lake.

(2) Look.

There are four kinds of Sentences : **Assertive**, **Imperative**, **Interrogative** and **Exclamatory**. Sentences can be either **Affirmative** or **Negative**.

1. An **Assertive** Sentence is a statement that gives some information. It always ends with a full stop.

e.g. (1) I have washed clothes at the river.
(Affirmative)

(2) She was not convinced. (Negative)

2. An **Imperative** Sentence expresses a command or request, or gives a suggestion or some advice. It always ends with a full stop.

e.g. (1) Choose, my dear. (Affirmative)

(2) Please, God, make him think I am still pretty.
(Affirmative)

(3) Don't talk back. (Negative)

3. An **Interrogative** Sentence asks a question. It always ends with a question mark.

e.g. (1) What's the matter? (Affirmative)

(2) Why did you not clear the table? (Negative)

(3) Don't you want to come for the picnic?
(Negative)

4. An **Exclamatory** Sentence expresses sudden or strong feelings. It always ends with an exclamation mark.

e.g. (1) Ouch! That really hurt! (Affirmative)

(2) What a superb rainbow! (Affirmative)

(3) Alas! We will never make it to the picnic!
(Negative)

8. WORDS IN ALPHABETICAL ORDER

In this question, you are expected to arrange the given words in alphabetical order, as they appear in a dictionary. You may also be asked to identify a word in a particular place.

e.g. (1) Arrange the words alphabetically and underline the second word :

unequal, unearthly, unsuccessful, unexpected

Ans. unearthly, unequal, unexpected, unsuccessful

(2) Arrange the words alphabetically and underline the third word :

perhaps, perfume, perfect, perform

Ans. perfect, perform, perfume, perhaps

(3) Arrange the words alphabetically and underline the fourth word :

wonderful, magical, gigantic, delightful, fortunate

Ans. delightful, fortunate, gigantic, magical, wonderful

2. Medium Level Activities (8 Marks)

Any 4 medium level activities based on the following topics will be asked in A2 of Q. 1 (A) in the Activity sheet :

(Each activity carries 2 marks.)

1. WORD CHAINS OF NOUNS/VERBS/ADJECTIVES

Word chain is a word game in which players come up with words that begin with the letter that the previous word ended with. A category of words is

usually chosen and words may not be repeated in the same example. In this question, students will form word chains of nouns/verbs/adjectives. (4 words)

e.g.

(1) Prepare a word chain using the following nouns :

Anand, Abdul, Krishna, Leena, Roma, Deepak
(Begin with Roma →)

Ans. Roma → Anand → Deepak → Krishna →
Abdul → Leena

(2) Complete the word chain with adjectives from the box : (Begin with wild →)

short, wild, tender, endless, delicate, entire

Ans. wild – delicate – entire – endless – short
tender

(3) Complete the word chain with verbs of your own. (Begin with write...)

write, c.....

Ans. write, enter, remember, report, think, know,

2. HOMOGRAPHS AND HOMOPHONES

Homographs are words that have the same spelling but different meanings. The pronunciation of these words may or may not be the same.

e.g.

1. **tear** : (1) Do not tear this book.

(2) A tear fell from the eye of the princess.

2. **minute** : (1) She waited for a minute before she closed the door.

(2) There was a minute tear in the exquisite fabric.

3. **fair** : (1) The children decide that they would go to the village fair.

(2) A judge has to be very unbiased and fair while giving his judgement.

Homophones are words that have different spellings and different meanings but are pronounced in the same way.

e.g.

1. **whole / hole** : The whole world is worried about the hole in the ozone layer.

2. **fair/fare** : "Is it fair to keep increasing the bus fare every few days?" asked the old woman.

3. **whether/weather** : The bride wanted to know whether the weather would be clear on her wedding day.

3. DIRECT AND INDIRECT SPEECH

(Any kind of sentence from Direct to Indirect will be given.)

A. The words that are actually spoken by a speaker and quoted within quotation marks (" ") are said to be in **Direct Speech**.

e.g. Rahul said, "I am hungry."

The judge said, "The man is guilty of theft."

B. When the words that are spoken by a speaker are reported **without quoting the exact words**, they are said to be in **Indirect Speech**.

e.g. Rahul said that he was hungry.

The judge said that the man was guilty of theft.

C. Rules for changing from Direct to Indirect Speech :

1. Inverted commas are used in Direct Speech; they are omitted from Indirect Speech.

e.g. Rahul said, "I am hungry." (Direct Speech)

Rahul said that he was hungry. (Indirect Speech)

2. In Direct Speech, the **actual words** of the speaker in inverted commas are separated from the rest of the sentence by a **comma**. The **commas** is omitted in Indirect Speech.

e.g. Rahul said, "I am hungry." (Direct Speech)

Rahul said that he was hungry. (Indirect Speech)

3. For assertive sentences, the Indirect Speech Clause is introduced by the conjunction '**that**'.

e.g. The lady said, "Hari is eating food." (Direct Speech)

The lady said that Hari was eating food. (Indirect Speech)

4. Pronouns in Indirect Speech are always in the **third person**.

e.g. Rahul said, "I am hungry." (Direct Speech)

Rahul said that he was hungry. (Indirect Speech)

5. Verbs in **Indirect Speech** are usually in the **past tense**.

DIRECT SPEECH	INDIRECT SPEECH
(1) Simple Present e.g. Priti said, "The cat is clever."	Simple Past e.g. Priti said that the cat <u>was</u> clever.
(2) Present Continuous e.g. He said, "Liz is writing letters."	Past Continuous e.g. He said that Liz <u>was</u> writing letters.
(3) Present Perfect e.g. Leela said, "I have eaten a peach."	Past Perfect e.g. Leela said that he had eaten a peach.
(4) Present Perfect Continuous e.g. The boys said, "We <u>have been</u> playing."	Past Perfect Continuous e.g. The boys said that they <u>had been</u> playing.
(5) Simple Past e.g. Laila said, "I wrote a story."	Past Perfect e.g. Laila said that she <u>had written</u> a story.
(6) Future (will/shall) e.g. Rita said, "The teacher <u>will</u> come."	would/should e.g. Rita said that the teacher <u>would</u> come.

However, if the Direct Speech expresses a universal truth or a habitual fact, the tense in the Indirect Speech is not changed.

e.g. The teacher said, "The sun rises in the east."
(Direct Speech)

The teacher said that the sun rises (not rose) in the east.
(Indirect Speech.)

6. When changing from the **Question** form to the **Assertive** form, the subject is placed before the verb.
e.g. Sachin asked, "Who is that man?"
(Direct Speech)

Sachin asked who **that man** was. (Indirect Speech)

7. **Adverbs** or words that show **nearness** in Direct Speech are changed to words that show **distance** in Indirect Speech.

e.g. now - then	this - that
these - those	here - there
ago - before	today - that day
tonight - that night	
last night - the previous night	
tomorrow - the next day	
yesterday - the previous day	
next week/month/year - the following week/month/year	

4. TENSES

The time shown by a verb is called the **Tense** of the verb.

The Different Tenses :

Present	Past	Future
Simple Present	Simple Past	Simple Future
Present Continuous (Progressive)	Past Continuous (Progressive)	Future Continuous (Progressive)
Present Perfect	Past Perfect	Future Perfect
Present Perfect Continuous (Progressive)	Past Perfect Continuous (Progressive)	Future Perfect Continuous (Progressive)

THE PRESENT TENSES

1. The Simple Present Tense is used:

(a) To express habitual action :

e.g. He exercises vigorously every morning.

(b) To express general truths :

e.g. The earth rotates on its axis.

(c) During commentaries or vivid narratives :

e.g. Rohan hits the ball hard and it goes for a six!

(d) To indicate some future event that has already been planned :
e.g. We leave for Germany next week.

2. The Present Continuous (Progressive) Tense is used :

(a) To indicate an action that is going on at the time of speaking :

e.g. James is studying at this moment.

(b) For an action that has been planned for the near future :

e.g. We are going for a picnic tomorrow.

3. The Present Perfect Tense is used:

(a) To show that an action is just over at the time of speaking :

e.g. I have just finished my homework.

(b) To indicate an action beginning at some time in the past and continuing up to the moment of speaking :

e.g. I have worked in this college for the past twelve years.

4. The Present Perfect Continuous Tense is used :

For an action that began at some time in the past and is still continuing :

e.g. Mohan has been playing since morning.

THE PAST TENSES

1. The Simple Past Tense is used :

(a) To indicate an action that has already been completed in the past : e.g. Mohini danced very well yesterday.

(b) To show past habits : e.g. She always walked to work.

2. The Past Continuous (Progressive) Tense is used :

To denote an action going on at some time in the past : e.g. The girls were studying all evening.

3. The Past Perfect Tense is used :

(a) To describe an action completed before a particular moment in the past :

e.g. The teacher scolded me because I had reached late.

(b) When two actions happen in the past, and it is necessary to show which action happened earlier than the other :

e.g. My mother's plane had landed before we reached the airport.

4. The Past Perfect Continuous Tense is used :

To describe an action that began in the past and continued up to a certain point of time in the past :

e.g. They had been studying for five hours before I told them to stop.

THE FUTURE TENSES

1. The Simple Future Tense is used:

To show actions that will happen in the future :

e.g. I shall write the answers later.

2. The Future Continuous (Progressive)Tense is used:

To describe an action that will be continuing at some given time in the future :

e.g. I shall be playing football at this time tomorrow.

3. The Future Perfect Tense is used:

To describe an action that will be completed at a given time in the future :

e.g. The children will have finished their work by 7 p.m.

4. The Future Perfect Continuous Tense is used:

To describe an action that was in progress over a period of time and will end sometime in the future :

e.g. By the end of this year, we shall have been studying in this college for four years.

5. VOICE

A sentence in which the subject does the action is said to be in the **Active Voice**.

e.g. The girl ate an orange. (The subject 'The girl' is doing the action.)

A sentence in which the subject is not the doer but the receiver of the action is said to be in the **Passive Voice**.

e.g. An orange was eaten by the girl. (The subject 'An orange' is not the doer of the action, but is passive.)

Formation of the Passive Voice : Only Transitive verbs, i.e. verbs having an object, can be changed into the Passive form. There are three steps involved:

Step 1. The **subject** and the **object** have to be interchanged:

e.g. The girl ate an orange. (*Active*)

An orange was eaten by the girl. (*Passive*)

Step 2. The **Passive** form of the **verb** has to be used.

The girl ate an orange. (*Active*)

An orange was eaten by the girl. (*Passive*)

Step 3. The **number** of the verb is changed according to the **number** and **person** of the **subject**.

e.g. She likes me. (*Active*)

I am liked by her. (*Passive*)

In the first sentence in the Active Voice, the verb 'likes' agreed with 'She'; but in the Passive Voice, 'I' becomes the subject, and the verb is changed to 'am liked' to agree with 'I'.

Sometimes, the 'by' phrase is understood and left out of the sentence.

e.g. The criminal was imprisoned. (*by the police*)

The downtrodden should be helped. (*by us*)

- Passive Voice forms of Verbs :

I. Present Tense

	ACTIVE VOICE	PASSIVE VOICE
1. Simple Present	I eat an apple daily.	An apple is eaten by me daily.
2. Present Continuous	I am eating an apple.	An apple is being eaten by me.
3. Present Perfect	I have eaten an apple.	An apple has been eaten by me.
4. Present Perfect Continuous	I have been eating an apple.

II. Past Tense

	ACTIVE VOICE	PASSIVE VOICE
1. Simple Past	I ate an apple yesterday.	An apple was eaten by me yesterday.
2. Past Continuous	I was eating an apple.	An apple was being eaten by me.
3. Past Perfect	I had eaten an apple.	An apple had been eaten by me.

4. Past Perfect Continuous	I had been eating an apple earlier.	
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III. Future Tense

	ACTIVE VOICE	PASSIVE VOICE
1. Simple Future:	I shall eat an apple.	An apple will be eaten by me.
2. Future Continuous	I shall be eating an apple.	
3. Future Perfect	I shall have eaten an apple.	An apple will have been eaten by me.
4. Future Perfect Continuous	I shall have been eating an apple.	

*Interrogative Sentences :

ACTIVE	PASSIVE
1. Did you break this bangle?	Was this bangle broken by you?
2. Have you eaten the dessert?	Has the dessert been eaten by you?
3. Who killed the cockroach?	By whom was the cockroach killed?
4. Will you write a poem?	Will a poem be written by you?

* Imperative Sentence

ACTIVE	PASSIVE
1. Do it immediately.	Let it be done immediately.
2. Help him.	Let him be helped./You are requested to help him.
3. Do not touch the wire.	Let the wire not be touched./You are advised not to touch the wire.

6. WORD REGISTER

A **Word Register** comprises of a list of words that are connected to a particular thing. You are required to write 8 words related to the given subject.

e.g. (1) **furniture** – sofa, table, chair, bed, cupboard, sideboard, etc.

(2) **body** – hand, leg, ankle, wrist, thigh, knee, hand, arm, etc.

(3) **laboratory** – beaker, burette, flask, microscope, micrometer, etc.

(4) **animals** – fox, dog, cow, buffalo, tiger, lion, etc.

(5) **musical instruments** – tabla, violin, piano, guitar, sitar, veena, flute, harmonium, etc.



3. Challenging Activities (4 Marks)

Any 2 challenging activities based on the following topics will be asked in Q.1 (B) in the Activity sheet : (Each activity carries 2 marks.)

1. USING A WORD AS A NOUN AS WELL AS A VERB

Words in the English language belong to any one of the 8 different parts of speech. Sometimes, however, the same word can be used as different parts of speech. For example, the word 'touch' can be used both as a noun as well as a verb.

- (i) The old lady would wake up at the slightest touch. (*used as a noun*)
- (ii) "Can you touch the sky, Papa?" asked the little girl. (*used as a verb*)

More examples :

(1) laugh :

- (i) The evil witch gave a loud laugh. (*noun*)
- (ii) I always laugh at my brother's jokes. (*verb*)

(2) sleep :

- (i) The tired man got sound sleep that night. (*noun*)
- (ii) Children sleep well after their exams. (*verb*)

(3) fight :

- (i) The scenes of the fight were excellent. (*noun*)
- (ii) I rarely fight with my brother. (*verb*)

2. DEGREES OF COMPARISON

Adjectives can change in form to show comparison. There are three degrees of comparison—**Positive**, **Comparative** and **Superlative**.

1. Some examples of the three degrees of comparison of Regular Adjectives :

Positive degree	Comparative degree	Superlative degree
tall	taller	tallest
brave	braver	bravest
big	bigger	biggest
merry	merrier	merriest
important	more important	most important

2. Changing the degrees of comparison : You can change sentences in one degree to sentences in another, without changing the meaning.

e.g.

- (1) Shakespeare is the greatest writer in English.
 (Superlative degree)

- (b) Shakespeare is greater than any other writer in English. (*Comparative degree*)
- (c) No other writer in English is as great as Shakespeare. (*Positive degree*)

(2)

- (a) Maharashtra is one of the largest states in India. (*Superlative degree*)
- (b) Maharashtra is larger than many states in India. (*Comparative degree*)
- (c) Very few states in India are as large as Maharashtra. (*Positive degree*)

(3)

- (a) The pen is mightier than the sword. (*Comparative degree*)
- (b) The sword is not as mighty as the pen. (*Positive degree*)

3. MODAL AUXILIARIES

An **Auxiliary** is a helping verb. A **Modal Auxiliary** is a helper verb that helps the main verb express some meaning like ability, possibility, obligation, etc. The Modal Auxiliaries – or Modals – do not change their form according to the number or person of the subject.

Some of the Modal Auxiliaries are : could, can, may, might, should, shall, would, will, must, ought to and used to.

e.g.

- (1) Could I take this bicycle for a minutes?
 (Permission)
- (2) Can I see the dance? (Permission)
- (3) This student can speak French well. (Ability)
- (4) May I eat this last piece of cake? (Permission)
- (5) It may rain this evening. (Possibility)
- (6) The train might stop at this station.
 (Possibility)
- (7) You should exercise daily. (Advice)
- (8) We shall see that we finish the work. (Ability)
- (9) My sister and I would go to the club every morning in our childhood. (Past habit)
- (10) I will learn the Japanese language, however difficult it is. (Determination)
- (11) You must wear a seat belt when you are driving a car. (Compulsion)

- (12) You must respect our elders. (*Obligation*)
- (13) We ought to respect our elders. (*Obligation*)
- (14) My parents used to see movies regularly when they were young. (*Past habit*)

4. CLAUSES

A **Clause** is a group of words that has a subject and a predicate. There are two kinds of clauses:

- (1) **Independent or Main Clause**
- (2) **Dependent or Subordinate Clause.**

(1) Independent or Main Clause : An Independent Clause is a group of words that has a subject and a predicate. It expresses a complete thought and does not depend on anything else for its meaning. It has a finite verb.

e.g. The Trojans built a strong wall. (finite verb – built)

This clause has a finite verb and makes complete sense by itself.

e.g. Ten years passed and the boys were now men. (finite verbs – passed, were)

The two independent clauses are :

- (1) Ten years passed
- (2) the boys were now young men.

These two independent clauses are joined by the coordinating conjunction 'and'. Hence they can also be called **coordinate clauses**.

e.g. The man saw that the traffic had stopped. (finite verbs – saw, had stopped)

In the sentence given above, the independent clause is 'The man saw.' The other clause, 'that the traffic had stopped' is a dependent clause.

(2) Dependent or Subordinate Clause : This clause also has a finite verb but does not make complete sense by itself. It needs to be attached to a main clause to make complete sense.

e.g.

If you do not wait you will miss the dinner. (finite verbs – do hurry, will miss)

The box which has a red cover is yours. (finite verbs – has, is)

In the sentences given above, the clauses (1) 'If you do not wait' and (2) 'which has a red cover' are dependent/subordinate clauses. The subordinate clauses have to be attached to the main clause if they have to make complete sense.

* Types of Subordinate Clauses :

Subordinate Clauses are of three kinds : **Noun Clauses, Adjective Clauses and Adverb Clauses.**
(A) Noun Clauses : A Subordinate Clause that does the work of a **noun** in a sentence is known as a **Noun Clause**.

- e.g. (1) Thinking that you know is fatal mistake
- (2) Elizabeth informed William that she wanted to move.

(B) Adjective Clauses : A Subordinate Clause that does the work of an **adjective** in a sentence and qualifies a noun or pronoun is known as an **Adjective Clause**.

- e.g. (1) The child who finishes first will win a prize.
- (2) They saw a ship which had laid anchor.

(C) Adverb Clauses : A Subordinate Clause that does the work of an **adverb** in a sentence and modifies a verb, an adverb or an adjective is known as an **Adverb Clause**.

* Types of Adverb Clauses :

Adverb Clauses tell us **when**, **where**, **why**, with **what purpose** or under **what condition** an action was done. They can accordingly be classified into **Adverb Clauses of Time, Place, Purpose, Reason, Condition, Result, Manner or Concession**.

- (1) When I was young, I lived outside my country.

(Time)

- (2) Wherever I go, you are my companion.

(Place)

- (3) The family began to design a new defence so that they could discourage wild animals.

(Purpose)

- (4) We believe in magic because we are afraid.

(Reason)

- (5) If you try, you can make such a robot.

(Condition)

- (6) Mohan is so tired that he cannot walk.

(Result)

- (7) She laughed as if she would burst.

(Manner)

- (8) Although I did not enroll myself among his worshippers, his letter gave me pleasure.

(Concession)

5. ANALYSIS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX)

'Analysis' of Simple, Compound and Complex sentences means identifying the clauses in the given sentence.

Simple Sentences

A sentence that has only one subject, one predicate and one finite verb is called a **Simple Sentence**.

e.g.

(1) The bank swam before my eyes.

(subject - The bank) (verb - swam) (predicate - swam before my eyes)

(2) I love my sisters.

(subject - I) (verb - love) (predicate - love my sisters)

Compound Sentences

A **Compound Sentence** is made of two or more **Coordinate Clauses**, joined by

Coordinating Conjunctions like and, but, or, either...or, neither...nor, not only...but also, etc. Each Clause here can stand by itself independently and thus can also be called the **Main Clause**.

e.g.

(1) [The fighting went on] but [the siege did not end].

(2) [We sat down] and [(We) looked at one another.]

Complex Sentences

A sentence made of one **Main Clause** and one or more **Subordinate Clauses** is called a **Complex Sentence**.

e.g. (1) If you play well, I shall reward you.

(2) He cried because I hit him.

(3) This is the castle which my aunt built.

In each of the sentences, the underlined clauses cannot stand by themselves independently; hence they are **Dependent Clauses** or **Subordinate Clauses**. The **Subordinating Conjunctions** if, because and which are used to begin such clauses.

6. USE OF GIVEN TWO WORDS IN ONE MEANINGFUL SENTENCE

In this exercise, two words will be given to you. You have to use both the words in one meaningful sentence.

e.g. (1) superstition, essential : It is essential that we eradicate superstition.

(2) complicated, techniques : These techniques are so complicated that I cannot understand them.

(3) impression, abundant : I had an impression of abundant wealth when I entered the house.



WRITING SKILLS

1. LETTER WRITING

Informal Letters (A1) OR Formal Letters (A2)
[Q. 5. (A) : 5 Marks]

The **block format** must be used while writing the letter. In this format, all the components of the letter are aligned to the left margin of the page. The body of the letter is single spaced but paragraphs are separated by double line space. (While writing on ruled paper, a line can be left between paragraphs, to indicate the beginning of a new paragraph.)

1. INFORMAL LETTERS

Informal letters are written to people whom you know well or are close to you. They include letters to parents, brothers and sisters, cousins, nieces and nephews, uncles and aunts, grandparents, friends and acquaintances. The style of these letters is casual, as if you are conversing with them. Hence, you must use simple vocabulary. Emotions and opinions should be expressed through proper words.

The sender's names and addresses, and other names must be written as mentioned in the activity sheet. There is no punctuation at the end of each line in the address. Punctuation may be **within** the address if there are any abbreviations (e.g. Cooperative Housing Society—C.H.S.) or after the name of the place (e.g. Mumbai, 400 001). The comma in the date is after you mention the month. (e.g. 3 September, 2019). There is a comma or a colon after the salutation. (e.g. Dear Reena, / Dear Reena:) At the end, there is a comma in the complimentary close (e.g. Yours faithfully,/Your loving daughter.).

General Format and Marking Scheme for an Informal Letter :

(1) Sender's Address	½ Mark
(2) Pin Code	
(3) Date	
(4) Salutation (My dear..., Dear etc.)	½ Mark

(5) Body of the letter (in 3 or 4 paragraphs)	2½ Marks
(6) Subscription (Complimentary close like Yours affectionately, Yours lovingly, Your loving friend, etc.)	½ Mark
(7) Proper use of grammar	1 Mark

OR

2. FORMAL LETTERS

Formal letters are addressed to officials, authorities, would-be employers, newspaper editors and the like. Such letters require specific and formal wording. They are brief and to-the-point. However emotions and opinions should be expressed through proper words.

The **block format** must be used while writing formal letters too. The sender's name and address must be written as mentioned in the activity sheet. In addition to the other components, the name and address of the recipient and the subject of the letter and the reference (if any) have also to be mentioned. If the receiver's address is not mentioned, write the address considering the subject and theme of the letter.

General Format and Marking Scheme for a Formal Letter :

(1) Sender's Address	½ Mark
(2) Pin Code (3) Date	
(4) Name, Designation and address of the recipient	½ Mark
(5) Subject (a phrase about the general content of the letter)	
(6) Reference (referring to previously received letter/advertisement, etc.)	½ Mark
(7) Salutation (Dear Sir/ Madam or simply Sir/ Madam)	½ Mark

(8) Body of the letter (in 3 or 4 paragraphs)	2 Marks	(9) Subscription (Complementary Close like Yours faithfully, Yours truly, etc.)	$\frac{1}{2}$ Mark
		(10) Sender's Name • Correct use of grammar	1 Mark

Generally, common guidelines will be given to you in the activity sheet. Based on these guidelines, you have the option of writing either a formal or an informal letter.

Specimen :

Q. Given below is a part of a report published in your school magazine about a study tour in which you had participated :

Std. IX students enjoy study tour to poultry farm

29th Nov. : Students of Std. IX enjoyed a short study tour to Chhindwara by bus. A cold overnight stay near a poultry farm to study poultry farming turned out to be a refreshing break from studies and a mini study-cum-picnic experience.

Attempt any one of the following activities :

(A1) Informal Letter : You are Mohan Raut, studying at Ruparel Boarding School, Laxmi Road, Nagpur 440 022. Write a letter to your mother giving details about the study tour.

OR

(A2) Formal Letter : You are Mohan Raut, class monitor, studying at Ruparel Boarding School, Laxmi Road, Nagpur 440 022. Write a letter to Mahesh Chick Farm, Main Road, Chhindwara-480 001 asking permission for a two-day visit to the farm.

Ans. A1

Ruparel Boarding School
Laxmi Road
Nagpur- 440 022
18 November, 2019

Dear Mummy,

I have just returned from an absolutely wonderful and exciting 2-day study tour to 'Mahesh Chick Farm'. You remember, I had told you that I was going along with my whole class to Chhindwara. We had great fun. We went by ST bus. We had booked the whole bus.

Note : The sentences are aligned to the left margin.)

We wanted to know all about poultry farming first-hand. We went to a poultry farm owned by a leading businessman, Mr. Mahesh. We stayed at a guest house. The food was excellent and the air, cool and fresh.

At night we sat around a fire and shared jokes and riddles and sang songs and danced.

Note : Paragraphs are separated by double line space.)

Two days literally flew by. We learnt things about poultry farming from the workers there that we could never have learned from books! Before we knew it, we had to start on our return trip. We came back, too, by ST bus.

I am quite tired now, and want to retire early to bed. I shall send you more details in my next letter.

Your loving son,
Mohan

(Note : No punctuation except after the name of the place.)

(Note : Comma after the month.)

(Note : Comma after the name.)

OR

Ans. A2

Mohan Raut
Ruparel Boarding School
Laxmi Road
Nagpur - 440 022
17 October, 2019
The Manager
Mahesh Chick Farm
Main Road
Chhindwara - 480 001

Sub : Permission for study tour on 16 and 17 November, 2019.

Sir,

We have heard a lot about your poultry farm from our seniors who visited it last year. They were very happy with what they learnt from you and the helpers at the farm.

This year, we are a group of 35 students from Std. IX. We would like your permission to visit your farm for two days to learn the functioning of a poultry farm. We plan to reach on Friday, 15 November night. We will spend 16 and 17 at the farm, and leave on 18 Monday morning. Like last year, we will be booking rooms at the Maruti Guest House. Two teachers will accompany us.

Please let us know if these dates are convenient for you. If not, please suggest other dates. We will arrange for the travel, food and accommodation ourselves.

Thanking you,
Yours faithfully,
Mohan Raut
(Monitor, Std. IX)

2. DIALOGUE WRITING (B1) OR INTERVIEW QUESTIONS (B2)

(Q. 5. (B) : 5 Marks)

(B1) DIALOGUE WRITING

'Dialogue writing' is the writing of a conversation between two or more people. The persons get involved in the discussion of a particular issue or topic, each of them giving his/her own opinions. The dialogue is written as in a drama or play, with the names of each speaker separated from the words they speak by a colon. The vocabulary and language used is simple and casual if the conversation is between friends or acquaintances, but formal and more polite if one of the speakers is someone in authority or strangers.

The objective of dialogue writing is to develop conversational English used in day-to-day life. While writing dialogues, the following points must be kept in mind :

- (1) There should be a proper introduction of the topic.
- (2) Appropriate tenses should be used.
- (3) Language/style should be in context and relation of the speaker.
- (4) Dialogue should be written in very simple lucid language keeping in mind the flow of conversation.
- (5) Punctuation marks should be used appropriately wherever necessary.
- (6) There should be appropriate greetings, a tactful introduction of the topic, 5 sets of dialogues and a tactful closure with appropriate greetings.

Marking Scheme :

• Proper introduction and beginning	01 Mark
• Appropriate sequence of dialogues	02 Marks
• Use of grammatical structure/constructions and vocabulary	01 Mark
• Proper layout and conclusion	01 Mark
	05 Marks
Total	

Specimen :

Q. Write a dialogue between a mother and her daughter/son about the Republic Day programme in the child's school.

Ans. Mother : This year your Republic Day programme was really superb! It was good it began early, at 7 a.m.

Daughter : The Chief Guest, Dr. Pandit, gave a good speech, didn't she?

Mother : Yes, about the importance of good diet. The march past afterwards, too, was quite impressive. I saw you leading your house.

Daughter : Yes, Mummy, but we also practised very hard for it. You know how tired I used to get every day after marching such a lot.

Mother : You have to work hard to attain perfection. I liked your theme for the dance competition too.

Daughter : We discussed with our teachers for a long time before we came up with this theme.

Mother : Why did your school think of having an environment exhibition on this day?

Daughter : Well, it has been decided that there will be something relating to the environment during every function. This time it was an exhibition; next time it may be a speech, and so on.

Mother : An excellent idea! Tell your teachers that we parents thoroughly approve of all this!

(B2) INTERVIEW QUESTIONS

An 'Interview' is a purposeful communication between two individuals where questions are asked to elicit information about the work/issue/activity that the other person is involved in, or his/her reaction to something. You have to frame about 8-10 questions in such a way that the relevant information is obtained easily. You can use a variety of question words like who, what, when, why, etc. You have to use a question mark at the end of each question. In the exam, you have to only frame the questions; answers are not required.

The purpose of asking Interview Questions is to develop the skill of questioning to get information and the views and opinions of the interviewee. It is also to obtain an overall measure of the attitudes, opinions and responses of the respondent. While framing interview questions, the following points must be kept in mind :

- (1) Minimum 8 quality questions should be written in the proper order.
- (2) Stress should be laid on all types of questions.
- (3) There should be a proper sequential flow and inter-relation among the questions.
- (4) There should be proper greeting and introduction before the interview questions and a proper conclusion at the end.

Marking Scheme :

• Appropriate beginning/ending	01 Mark
• Use of appropriate quality questions	02 Marks
• Use of appropriate grammatical structure and tenses	02 Marks
Total	05 Marks

Specimen :

Q. Write 8-10 questions to interview a doctor in your neighbourhood who has been doing good work.

Ans. Good Morning, Doctor. Thank you for sparing some time for this interview. These are my questions :

- (1) At what age did you decide that you would like to become a doctor?
- (2) Which school/college did you attend?
- (3) Were there any difficulties or obstacles in your path to becoming a doctor?
- (4) Why did you choose to become a paediatrician?
- (5) How do you handle your little patients especially those who are frightened or tearful?
- (6) Can you tell me something about the social work that you are involved in?
- (7) How do you deal with the physical and mental fatigue that accompanies your job?
- (8) What general advice would you like to give parents?
- (9) Is there any message that you would like to give to budding doctors?

Thank you once again, Doctor, for sparing your valuable time.

3. INFORMATION TRANSFER
(NON-VERBAL TO VERBAL (A1) OR VERBAL TO NON-VERBAL (A2))
(Q. 6. (A) : 5 Marks)

(A1) NON-VERBAL TO VERBAL

Information Transfer is the rewriting of information provided to you in one form, into another form. In this question, you will be given brief information (non-verbal) in the form of a tree-diagram, table, points, graph, pie-chart, dos and don'ts, etc. You have to convert this information into a short paragraph. All the points must be included. You have to give a suitable title, if no title is already given.

The main aim of information transfer is to enable the students to interpret any information that he/she comes across in his/her day-to-day life. For example, if he/she visits a railway station, he/she should be able to interpret the given timetable and express it in a particular format when it is to be conveyed. While transferring the information, the following points must be kept in mind:

(1) Read the non-verbal information (tree-diagram, table, points, graph, pie-chart, dos and don'ts, etc.) carefully.

(2) Write it in the form of a paragraph.

(3) Do not add your own points to the given information.

Marking Scheme :

• Title	01 Mark
• Use of given points	02 Marks
• Grammar	01 Mark
• Appropriate language and conclusion	01 Mark
Total	05 Marks

Specimen :

Q. In the table given below, some details about Indian women who have conquered Mount Everest are mentioned. Write a paragraph including all the information :

Name	State	Year	Special achievement
Bachendri Pal	Himachal Pradesh	1984	first woman to climb Mt. Everest
Santosh Yadav	Haryana	1992, 1993	only woman to climb Mt. Everest twice; first Indian to scale the Kangshung Face
Krushna Patil	Maharashtra	2009	youngest Indian woman (19 years) to climb Mt. Everest
Premlata Agarwal	Jharkhand	2011	oldest Indian woman (48 years) to scale Mt. Everest

Ans. Indian Women Conquer Mt. Everest

Quite a few Indian women have had the distinction of having reached the peak of Mt. Everest. Bachendri Pal of Himachal Pradesh was the first to do so in 1984. Santosh Yadav from Haryana is the only Indian woman to climb Mt. Everest twice; once in 1992 and then again the following year. She is also the first Indian woman to scale the difficult Kangshung Face. Krushna Patil from Maharashtra is the youngest woman to have ever climbed Mt. Everest. She was only 19 when she did so! Premlata Agarwal from Jharkhand is the oldest woman from India to scale Mt. Everest. She did so at the age of 48!

(A2) VERBAL TO NON-VERBAL

For this kind of Information Transfer, you will be given a paragraph (verbal information) and you will have to convert it into Non-Verbal Information (tree-diagram, table, points, graph, pie-chart, etc.) All the points must be included. You have to give a suitable title, if no title is already given. While transferring the information, the following points must be kept in mind:

- (1) Read the given paragraph carefully.
- (2) Identify the important points.
- (3) Study the given non-verbal format.
- (4) Write the points in the given format.
- (5) Use a pencil to draw but use a pen to write the answer.
- (6) Avoid adding your own points to the given information.

Marking Scheme :

• Title	01 Mark
• Covering all points	02 Marks
• Appropriate graphic/layout	01 Mark
• Overall Presentation	01 Mark
Total	05 Marks

Specimen 1:

Q. Following is the information about Farheen:
Farheen stays in her school hostel and receives ₹ 4000 every month from home for her expenses. In the month of November, she spent ₹ 1600 to settle the canteen bills. ₹ 800 she remitted as school fee. Another ₹ 800 she paid in advance for the forthcoming school trip. She got her cycle repaired by spending ₹ 400. In November she could only deposit ₹ 400 in her savings bank account.

Prepare a pie-chart showing the information given in the above paragraph.

Ans. Farheen's Expenses/Savings for the month of November



4. VIEW - COUNTERVIEW (B1) OR SPEECH (B2)

(Q. 6. (B) : 5 Marks)

(B1) VIEW - COUNTERVIEW

In this question, a topic or slogan is given to you which expresses a certain viewpoint. You are expected to write a paragraph or two expressing an opinion opposite to that given to you. The points in your counterview should be firm, decided and convincing. The language you use should be formal. You can use exclamations and rhetorical questions. Give a title to your answer.

The objective of including View and Counterview in the activity sheet is to enable the student to think logically and express his/her views and counterviews about the given subject politely, firmly and convincingly.

Marking Scheme :

• Proper beginning and conclusion	01 Mark
• Appropriate vocabulary and grammar	01 Mark
• Expressing one's opinion in good and lucid language with logical order	02 Marks
• Appealing and convincing thoughts	01 Mark
Total	05 Marks

Specimen :

g. Prepare a paragraph with an appropriate title to be used for the counterview section on the following topic in about 120 words :

'Shall we excuse spelling errors in English Language Tests?'

You can take the help of the following points included in the view-section :

View-Section

- Language test should be about communication.
- English spelling system is arbitrary.
- Trying to get spellings right is a waste of time.
- It's easy to communicate through SMS language.
- It will not lead to total anarchy and chaos.

Ans. PRESERVE THE PURITY OF ENGLISH

Language is meant not only for communication but also for 'correct' communication. If SMS language is used, or incorrect spellings are accepted, there is a high likelihood of wrong information being conveyed. Besides, if we accept slipshod language, and do not insist on perfection, the charm and beauty of English

will vanish. It is said that the spellings in the English language are 'arbitrary' - but therein lies the distinct individuality of the language. English is widely spoken all over the world; it has thrived and grown. It is better not to mess around with it, but allow it to remain as it is.

Using SMS language and not bothering about spellings is essentially lazy behaviour, and if this practice is continued it will lead to sloppy habits and a growing ignorance of proper grammar and punctuation.

(B2) SPEECH

This is a written form of a speech. You should begin the speech with an address to the audience and end off with a proper salutation such as 'Thank you' or 'Jai Hind'. Your statements must be directly addressed to the audience. The speech should be as if you are actually talking to the audience and can contain rhetorical questions. An autobiographical speech is when you talk about your own life's experiences.

The objective of a speech is to express and convey your opinions, views, knowledge and thoughts to an audience. It also helps to enhance one's oratory skills. While drafting a speech, the following points must be kept in mind :

- (1) Determine the topic for speaking. Understand the general purpose of the speech.
- (2) Prepare the speech to captivate the audience.
- (3) Begin and end properly.

Marking Scheme :

• Appropriate beginning/conclusion	01 Mark
• Body - Use of given points and additional points, appropriate use of language	02 Marks
• Appropriate sequence and flow of language	01 Mark
• Use of Appropriate grammatical structure	01 Mark
Total	05 Marks

Q. Read the following invitation prepared by students of Std. IX for the students of Std. X, for whom they are hosting a send-off. Write a speech given by you on the occasion :

Dearly beloved Master/Miss :

With heavy hearts, we, the students of Std. IX, cordially invite you to a send-off hosted by us.

Venue : The School Hall

Date : 2nd February

Time : 3 p.m.

We should be glad. But our hearts are sad!

Ans. Dearly beloved students of Standard X.

After a few days you will leave the steps of this temple of learning forever. But in a sense you will never leave this place. What you have learnt here, the knowledge you have gained, the values you have

acquired will remain with you all your life. You will always remain individuals who are honest and noble, who believe in the principles of equality and justice.

You will shed tears today, and so will we, because you will be leaving the physical presence of this place. But this school will always occupy some corner of your heart and will serve as a source of strength when you find yourself confused. When you are in doubt about the morality of any of your actions, the ideals that this school stood for will guide you.

Therefore we ask you not to be sad today but to be proud that you studied in such a fine institution. It is now up to you to bring more glory to this school by doing your very best in the coming examinations. We wish you all the very best, not only in the examinations but at every step of your lives.

God bless you all.

5. EXPAND THE THEME

Expansion of Proverbs/Maxims/Quotations/Slogans (A1) OR
News Report Based on the Headline (A2)

[Q. 7. (A) : 5 Marks]

(A1) EXPANSION OF PROVERBS/MAXIMS/ QUOTATIONS/SLOGANS

'Expansion of Proverbs/Maxims/Quotations/

Slogans' means that you are expected to take the subject or idea contained in a proverb, a quotation, a saying, a slogan, a maxim, etc. and elaborate on it. You have to only expand the topic given in the question briefly, with the help of a short explanation and examples.

The 'Expansion of a Theme' should have a proper beginning and an ending. The ideas should flow effortlessly. You may write down your thoughts in 2 or 3 paragraphs or as instructed.

Marking Scheme :

Expansion of Proverbs/Maxims/Quotations/ Slogans :	
• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
Total	05 Marks

Expansion of a proverb

Specimen :

9. Expand the idea contained in the proverb

Every Cloud has a Silver Lining'.

Ans. **EVERY CLOUD HAS A SILVER LINING**

People generally feel very depressed and unhappy when they face difficulties or find themselves in unpleasant situations. However, every such difficulty has its own advantage. A butterfly struggles desperately to come out of its cocoon, and may even wonder at the cruelty of nature; but this struggle makes its wings strong and helps it to fly easily later on. Similarly, every dark cloud has a silver lining, or a difficulty has its own positive outcome.

Manu, a five-year-old orphan living in an orphanage, was devastated when the tsunami wiped out the only home he knew - the orphanage. It seemed to be the end of the world for him. However, through

some social workers he met a couple who had lost their only child in the tsunami. The couple saw Manu, loved him instantly, and took him into their home and heart. Manu got a lovely home and loving parents. The tsunami, which had been a dreadful ordeal for many, also had a happy ending for Manu. Therefore, one should always go through life believing that whenever bad things happen, there are also some good outcomes.

Expansion of a maxim

Specimen :

Q. Expand the maxim 'Honesty is the best policy' in about 80 - 100 words.

Ans. **HONESTY IS THE BEST POLICY**

Honesty is a laudable virtue for anyone in any walk of life. Dishonesty may bring instant success, but in the long run it will only bring disaster. Indeed, honesty is the best policy.

An honest person is admired and respected by others. Other people know that they can trust him or her and that he or she is a dependable and reliable person. They know that even if they do something wrong, they will own up to it. They will never try to make excuses, blame others or tell lies.

When a person tells lies often, very soon, people realize that he or she is a terrible liar. They avoid him or her, and know that he or she is not to be trusted. They do not believe anything that he or she says, for it could be a lie. People have no respect for such a person.

Gandhiji always spoke the truth, even if he knew that he would be punished for what he said. The guiding principles of his entire life were truth and ahimsa, and he taught this to everyone. Today he is revered and admired all over the world.

So it is up to us to decide which path we wish to take : the path of righteousness and honesty or the path of slyness and dishonesty.

Expansion of a quotation

Specimen :

Q. Read the following quotation 'Reading maketh a full man'. Expand it in about 2 – 3 paragraphs.

Ans. Reading maketh a full man, said the English philosopher Francis Bacon. This means that it is the reading habit which helps a man to develop his personality. Indeed, it would not be wrong to say that books are our best friends.

A good book not only entertains but also instructs. It is not possible for a person to know everything. Books help us to increase and enrich our knowledge. If a book is well-written, it can also provide us with immense pleasure.

Like an ideal friend, a book is full of treasures such as knowledge, noble thoughts and high ideals. Books relieve us of our sadness and fill our hearts with hope and courage. Poor indeed is the man who does not like to read.

Reading takes the reader to new lands and introduces him or her to new experiences and people. The reader learns and understands how different people live and behave in different lands and how they cope with their individual situations. A well-written story provides immense interest and entertainment to the mind.

One should read books on a variety of topics such as travel, history, biography, science and values. Such kind of reading will help one grow into a complete individual. Magazines and newspapers also provide a variety of rich reading material. They help us to keep our knowledge up-to-date. Poetry provides us with noble thoughts, deep emotions and high ideals and should, therefore, not be neglected. Prose enriches the mind, poetry enriches the heart.

Teachers and parents should encourage the young to cultivate the habit of reading.

Expansion of a slogan

Specimen :

Q. Explain the idea contained in the slogan 'Save the Girl Child, Save the Nation'.

Ans.

SAVE THE GIRL CHILD, SAVE THE NATION

'The hand that rocks the cradle rules the world.' This saying tells us the importance of the mother and her place in the world. Then why is it that the girl child today is being discriminated against – and even killed – in certain countries ?

For a healthy society, it is essential that there is a healthy male-female sex ratio. Sex ratio is expressed as the number of women per thousand men in a given population at a given time.

According to the data given as per the Census of India, Kerala has the highest sex ratio while Haryana has the lowest sex ratio among the Indian states. An unhealthy sex ratio leads to many sociological problems. Hence, it is necessary that the number of women in a population are roughly equal to the number of men.

It is ironical that in a country like India, with its glorious past, the safety of the girl child is in danger. She is being killed not only after birth but sometimes even before birth. Fortunately, the government has now woken up and come up with various schemes and strategies to save the girl child. However, only a change in the attitude of the people will help in making this world a safe and happy place for a girl or a woman.

(A2) NEWS REPORT BASED ON THE GIVEN HEADLINE

Report Writing is writing an account of something you have heard, seen or done. It is written for others to read. Thus, you may be asked to prepare or write reports to be put up on the noticeboard, to be published in the school magazine or for newspapers. Sometimes, you may be given the headline and you may have to expand on it. While writing a report, the following points must be kept in mind :

(1) **Components** – A report should have a headline, date line (place and date), by-line (by whom it has been written), introductory paragraph and body.

(2) **Lead line** – This is in the introductory paragraph. It is based on the given headline, and states what has happened, when and where, and its outcome.

(3) **Body of the report** – This will give a description of the situation. The report should be written in the third person, with Passive Voice constructions.

(4) **Conclusion** – This can include a remark made by an important personality or a reference/comparison to the past or future event of the same kind.

Marking Scheme :

• Title/Headline/Dateline	01 Mark
• Logical Sequence of events	02 Marks
• Use of appropriate grammar and vocabulary	01 Mark
• Conclusion and layout	01 Mark
	05 Marks
Total	

Specimen :

Q. The following article appears in a local daily :

ANOTHER MONSOON – ANOTHER COLLAPSE

Mumbai, July 4 : Over the years, it has been a practice with the Municipal Authorities to stick notices on dilapidated buildings to warn residents of the consequences. This is just a shifting of responsibility. Despite the warnings, the residents stay on; not that they are exceptionally brave, but the lack of another place to shift to leaves them with no option. If such residents survive another monsoon, they send up prayers of gratitude; if not ...

Q. You are a witness to the collapse of such a house. Write a news report giving essential details.

Ans. **HOUSE COLLAPSE : ONE KILLED**

A News Reporter

Mumbai, July 6 : In the heavily populated Kalbadevi area, a 50-year-old five-storeyed building collapsed late last night. One person was killed and many injured. Eye-witnesses said that the building tilted suddenly and then came crashing down like a pack of cards.

The fire brigade, which was summoned immediately, found it difficult to move in the narrow lanes to conduct relief operations. The police have cordoned off the place, and traffic has been diverted to other routes. This is the third house collapse in the city since the beginning of monsoon this year.

"There were extensive renovations taking place on the ground and first floors of the building, in spite of the warning notice given by the Municipality," said one of the shaken residents. "In spite of objections and complaints, the work continued. The heavy rains last night were the final straw."

**6. DEVELOPING A STORY/NARRATING AN EXPERIENCE RELATED
TO THE GIVEN BEGINNING-END**
(B1) or (B2) 19. 7 (B) : 5 Marks |

1. DEVELOPING A STORY

A story is a piece of narration, based on a plot. It has characters and dialogues. It is a creative piece of composition.

For this question, you may be given an outline or you may be given a situation or a title upon which you can develop your story.

The sequence of events in the story should flow naturally and easily in their order of occurrence. The names of characters, events, situations, dates, times of occurrence, etc. must be included in your story. The story should be short and well-organized. Don't forget to give your story a title.

Marking Scheme :

• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
Total	05 Marks

Specimen :

Q. Write a story based on the following points :

One hot Saturday evening - decide to go to the seashore - cool breeze - sudden screams - 'Shark! Shark!' - desperate swimmers - lifeguards - laughter and jokes - not shark but dolphin - I return home

Ans. AN HOUR AT THE SEASHORE

One hot Saturday evening, after my examinations, I sat wondering what I should do. I was free from the burden of studies. Should I watch some cartoons or some other TV programmes? Or hear some songs? Then I decided that instead of sitting passively in front of the TV, I would take some much-needed exercise. I decided to go to the seashore nearby for a walk.

As it was a Saturday, there were a good number of people strolling along the beach. I walked close to the water for about fifteen minutes. The cool sea breeze was soothing and relaxing. It had a wonderful effect on me. The stress and strain of the past few weeks seemed to have vanished.

Then all of a sudden there were screams and shouts. People were running helter-skelter. I could hear loud yells of 'Shark! Shark!' The entire mood and atmosphere had suddenly changed. There was fear in the air. I looked towards the water and could see swimmers hastily making for the shore. Far behind them I spotted the tail of a huge fish. It was following the desperate swimmers.

A few lifeguards got into a small motorboat and raced towards the sea creature. I was relieved to see that most of the swimmers had, by now, reached the shore. Crowds had gathered on the shore, watching with bated breath. We saw the motorboat go close to the supposed 'shark' and then it turned and the lifeguards returned. They were laughing and joking. Apparently, the 'shark' had been a mere 'dolphin'!

Relieved, the crowds began to disperse. I looked at my watch. An hour had almost passed. The sun was sinking below the horizon. It was time for me to go home. I walked on the soft sand and turned my footsteps homewards. I was eager to tell my parents and friends about my experience on the seashore. It had been an hour full of mixed feelings of relaxation, fear and final relief.

**2. NARRATING AN EXPERIENCE RELATED TO
THE GIVEN BEGINNING-END**

For this question, you may be given a **starting or concluding sentence** on which to base the story. You will have to give a title if it is not already given.

Marking Scheme :

• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
Total	05 Marks

Specimen :

Q. 1. Write a story with the following beginning : 'One day, as I was waiting at the bus stop'. Give it the title 'An Interesting Drama'.

Ans. AN INTERESTING DRAMA

One day, as I was waiting at the bus stop, alone and bored, I saw an interesting drama being unfolded in the small rubbish heap next to the stop.

Let me begin at the beginning. I had just missed my regular bus. The next one was due after half an hour. Heaving a sigh, I looked around and saw a little puppy rummaging in the rubbish heap, a few feet away.

The pup was plump and white, with a tiny tail. Suddenly it looked up and saw a longish basket lying sideways on a pile of paper. It approached the basket warily. Then, full of curiosity, it put its head inside the basket.

The next moment there was a loud howl of pain and the pup jumped backward as if it had been shot. It began to retreat rapidly, its frightened eyes fixed on the basket, its tail between its legs. I wondered what was inside the basket to elicit such a response. Was it another animal? Was it some other fearful thing?

Suddenly, a large black and white cat strolled out of the basket haughtily. The little pup scampered a few feet away, and then turned to look back at the cat, which was following it determinedly. I do not know if they conversed in their own special language, but suddenly the pup stopped its retreat and stood still.

Then an amazing thing happened. The cat slowly approached the puppy, and rubbed itself lovingly against it. Then it walked to the basket, looking back at the pup now and then, as if asking it to follow, which the little puppy did. When the cat approached the basket, it mewed, and three little kittens came bounding out. The cat looked at the pup.

The non-verbal explanation was clear - "I'm sorry I scratched you, but my little kittens were in there, I had to protect them." The pup's wagging tail and joyous barks said that the cat had indeed been forgiven. They were now friends. I boarded my bus with a smile and a warm feeling in my heart.

Q. 2. "... and decided to bury the hatchet and became good friends again." Write a story of your own, with the above sentence as the concluding sentence. Give a moral to the story.

Ans. FRIENDS AND FOES

Mohan and Shiva were good friends. Then, one day, a mischief-maker called Jiten entered their lives.

The three men were farmers. Mohan's field was next to Shiva's, and they always helped one another. Due to this, both of them thrived. Jiten, seeing this friendship, was jealous. He began to poison their minds. He would tell Mohan that Shiva had said something against him, or that Shiva had stolen something from his field, and vice versa. The two men believed him, for they were simple people. They stopped talking to and helping each other. As a result, their work suffered.

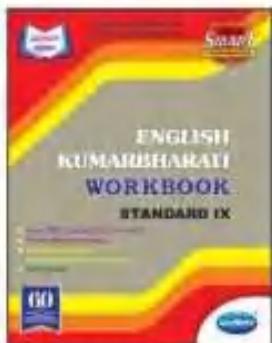
Then one day they overheard Jiten boasting to a trader. "Buy my grain; it is good," he said. "Yes, in the past Mohan and Shiva had good harvests. But today, they have themselves ruined it. Ha, ha, they believed my tall stories and quarrelled; now, they are suffering. They cannot succeed without cooperating with each other. Foolish people!"

Mohan and Shiva looked at each other sadly. How could they have allowed some stupid and hateful words to spoil their friendship? The two friends realized their mistakes and decided to bury the hatchet, and became good friends once again.

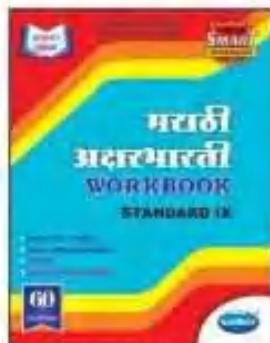
Moral : Be very careful of your reactions when someone speaks against your friend.



Based on the Activity Sheet Format



**ENGLISH
KUMARBHARATI**



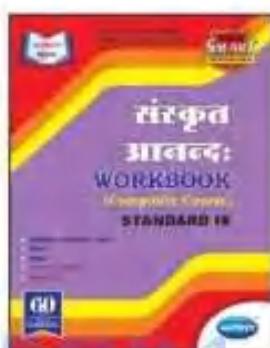
**मराठी
अध्यारेतारी**



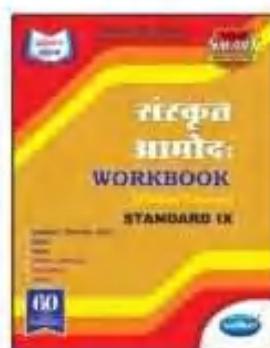
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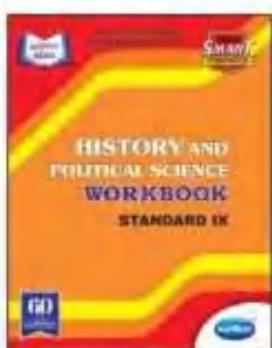
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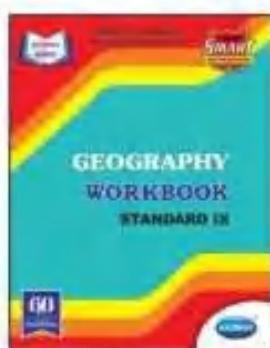
संस्कृत आनन्दः



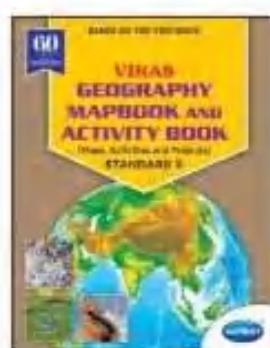
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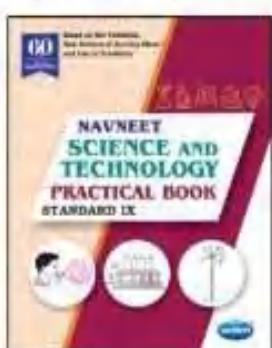
**HISTORY AND
POLITICAL SCIENCE**



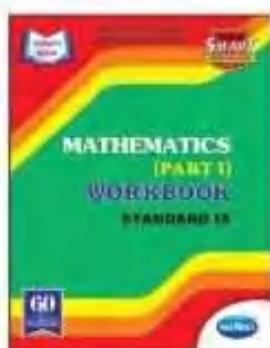
GEOGRAPHY



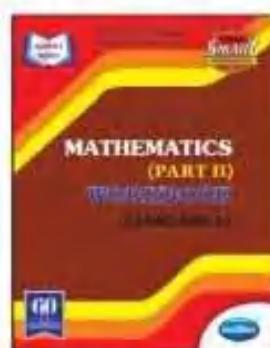
**GEOGRAPHY MAPBOOK
AND ACTIVITY BOOK**



**SCIENCE AND TECHNOLOGY
PRACTICAL BOOK**



**MATHEMATICS
(PART I)**



**MATHEMATICS
(PART II)**

EW09ab